



ADVANCE

2022 Survey Results



MURRAY STATE ADVANCE

We are scientists.
We are advocates.
We are Racers.



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 women faculty and students in STEM and SBES at MSU. The results of our 2017 ADVANCE Climate Survey (MSU, 2019c) indicated that 75% of all faculty think their department is serious about treating men and women equally. While this is a majority, the university administration has expressed great concern that the remaining 25% of faculty do not agree that their department or unit is committed to gender equity. In addition, even more STEM men (43%) than STEM women (25%) think their department has too few women faculty. In 2019, following the 2016 Catalyst Grant, we obtained an ADVANCE Adaptation Grant from the National Science Foundation to further study the recruitment and retention of women faculty in STEM and SBES at MSU. The PIs are Maeve McCarthy (Mathematics & Statistics, Assistant Dean of Jones College of Science, Engineering & Technology), Paula Waddill (Psychology), Robin Zhang (Earth and Environmental Sciences), David Balthrop (Theater, Dean of the College of Humanities and Fine Arts) and Claire Fuller (Biological Sciences, Dean of the Jones College of Science, Engineering & Technology). The MSU ADVANCE team hypothesizes that changes in faculty's perception of campus climate have occurred since 2017 as a result of ADVANCE programming and policy changes.



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
- School of Engineering
- Mathematics and Statistics
- Occupational Safety and Health
- Political Science and Sociology
- Psychology
- Veterinary Technology and Pre-Veterinary Medicine

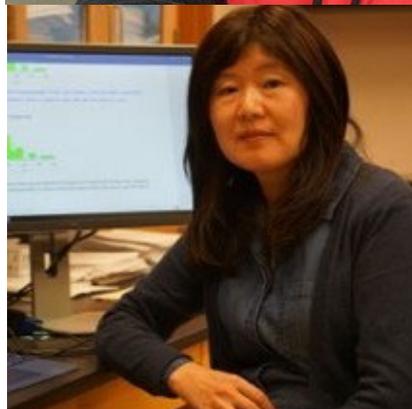
These departments are housed in the Hutson School of Agriculture, the Jones College of Science, Engineering and Technology, the Bauernfeind College of Business, and the College of Humanities and Fine Arts. Throughout the report, we will refer to STEM and SBES as STEM



2. ADVANCE Climate Survey



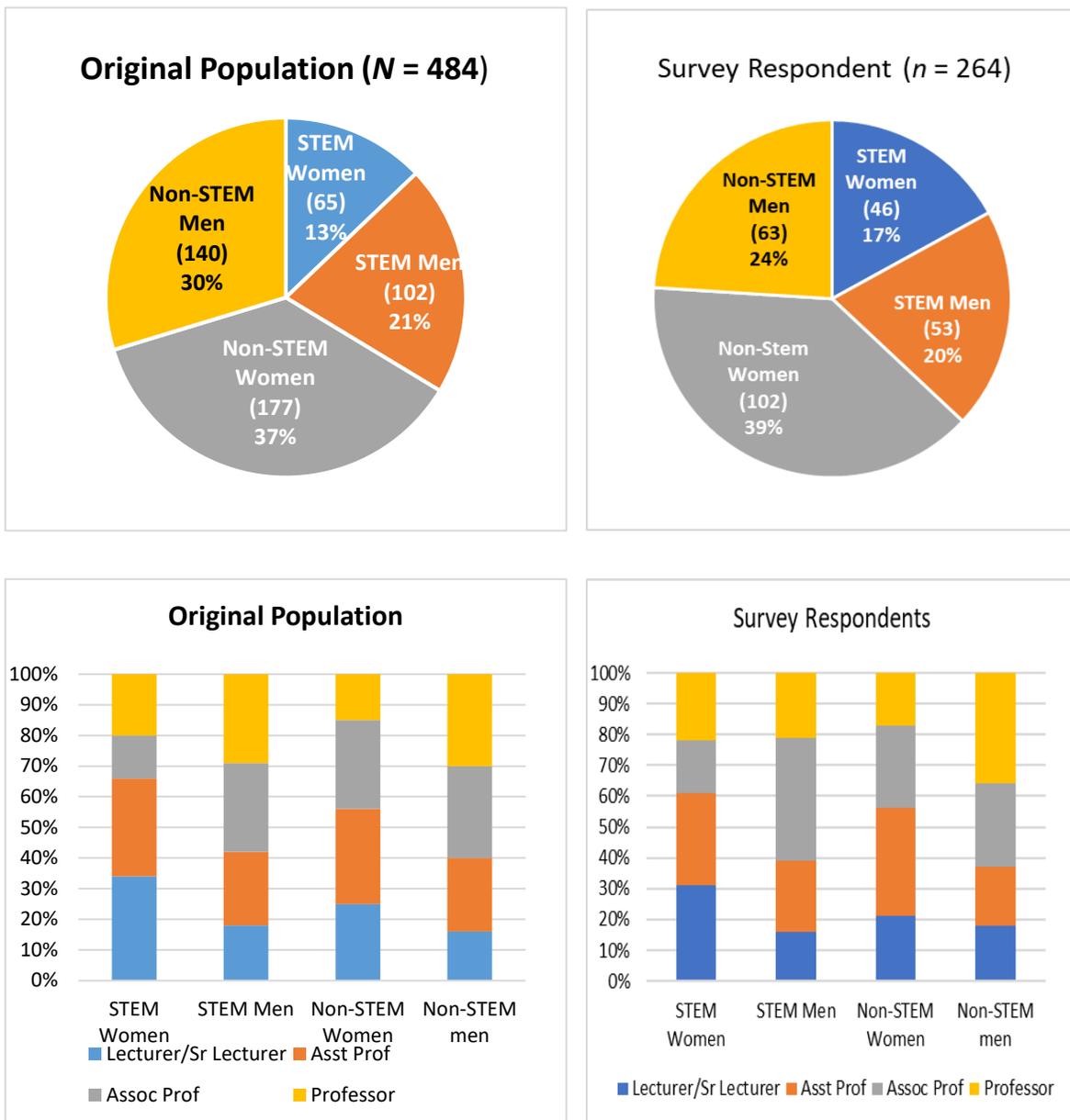
With a view to assessing the workplace climate at Murray State five years after the 2017 survey, the MSU ADVANCE team conducted a climate survey in February 2022. The survey was developed by the MSU ADVANCE team and implemented online by the Cornell Survey Research Institute (SRI). Most of the questions were retained from the 2017 survey, with a few small tweaks to shorten the time of survey completion, where some repetitive or overlapping questions were removed. The survey was approved by the Murray State Institutional Review Board. Cornell SRI developed a web-based survey and collected the responses. All 484 full-time faculty (STEM and non-STEM, men and women) 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 2022. This document represents a comprehensive analysis and discussion of the data.



3. Characteristics of Participants

Invitations were sent to all 484 faculty at the following ranks: Professor, Associate Professor, Assistant Professor, Sr. Lecturer, and Lecturer. The response included 212 complete surveys (44%) and 52 partial surveys (11%) giving a total of 264 respondents (55%). The distribution of the survey respondents across gender, STEM/non-STEM, and rank was mostly similar compared to the original population with some exceptions. Specifically, we note that there was a slight over-representation of women respondents, in both STEM and non-STEM; and STEM men at the Associate Prof rank were also slightly overrepresented. Comparing to the 2017 survey, we also note that the rate of response is lower this time (61% completed surveys in 2017 and 44% in 2022, 72% overall response rate in 2017 and 55% in 2022).

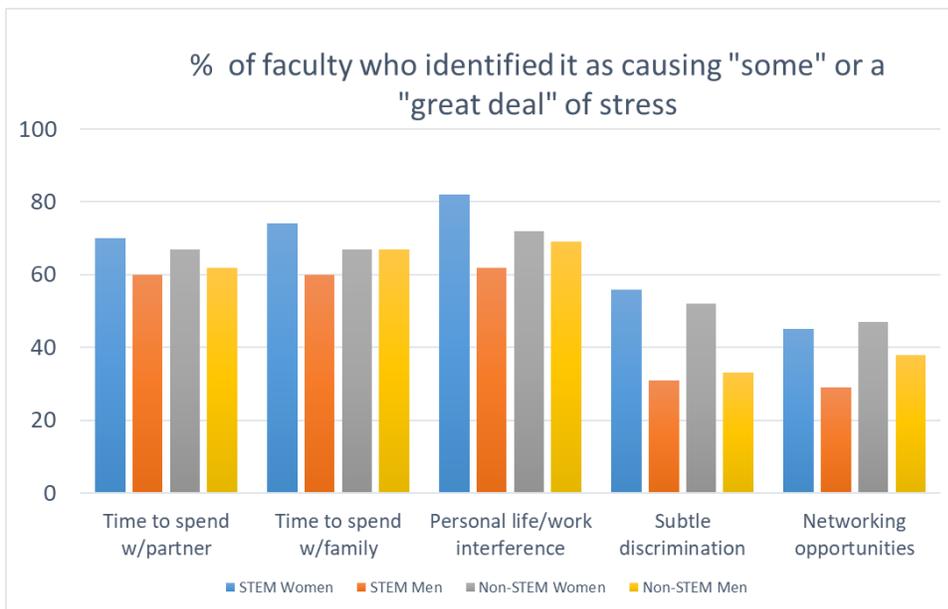
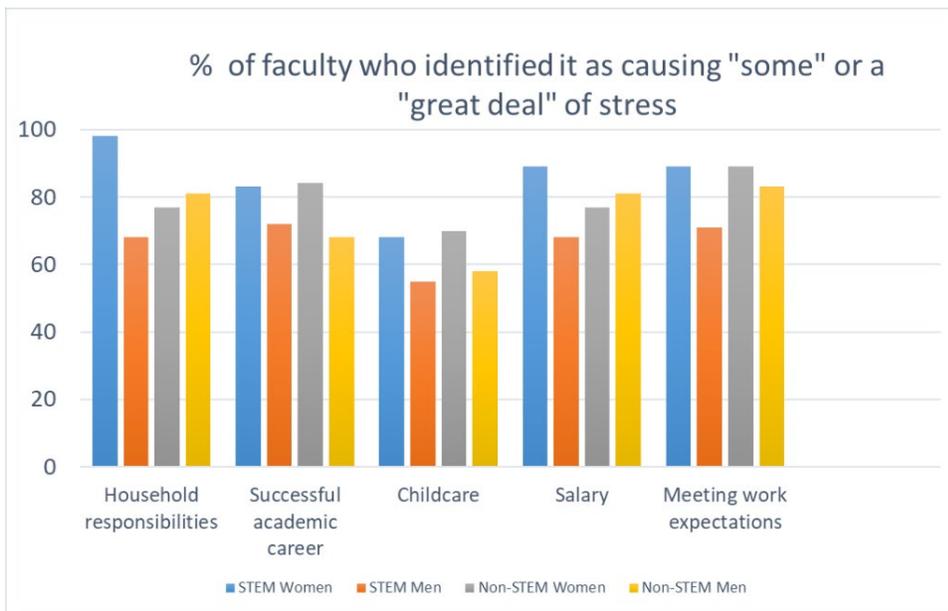
Distribution of Sample Compared to Original Population



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.



Top Five Sources of Stress for STEM Women

- Household Responsibilities
- Salary
- Meeting day-to-day work expectations
- Successful Academic Career
- Personal life/work interference

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, 98% of STEM women worried about household responsibilities, versus 68% of STEM men. There was not a comparable disparity between non-STEM men and women. Far more STEM women than men indicated that salary (89%/68%) and childcare (68%/55%) was a source of stress. 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 (82%/62%). Of particular concern were the results on subtle discrimination and climate for women at MSU: the majority of women (56% STEM/52% non-STEM) indicated that these were sources of stress, while the majority of men (69% STEM/67% non-STEM) indicated that these were not a source of stress.



Compared to the results of 2017, a higher percentage of all faculty (STEM and non-STEM, men and women) identified personal life/work interference as a source of stress, including 82% of STEM women and 72% of non-STEM women. In addition, a higher percentage of all faculty also identified MSU climate for women as a source of stress, a worrisome finding that includes 65% of STEM women and 61% of non-STEM women (51% in 2017 for both groups). Interestingly, in 2022 a smaller percentage of STEM women (68% in 2022 vs 86% in 2017) and STEM men (55% in 2022 vs 61% in 2017) identified childcare as a source of stress, while the change was reversed for non-STEM faculty (70% women/58% men in 2022 vs. 53% women/55% men in 2017).

B. Workload

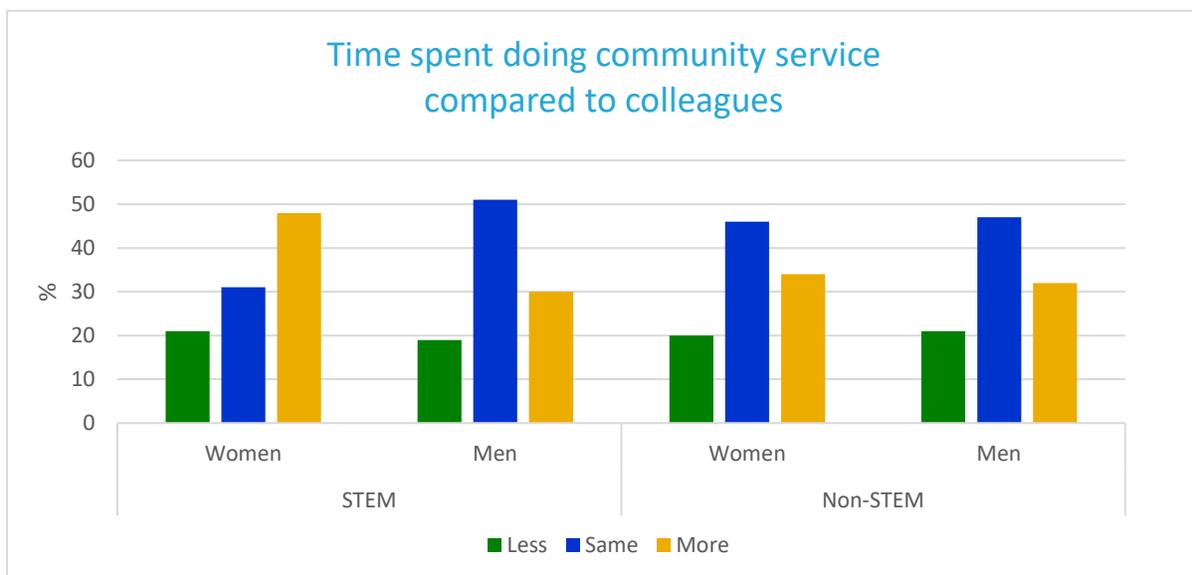
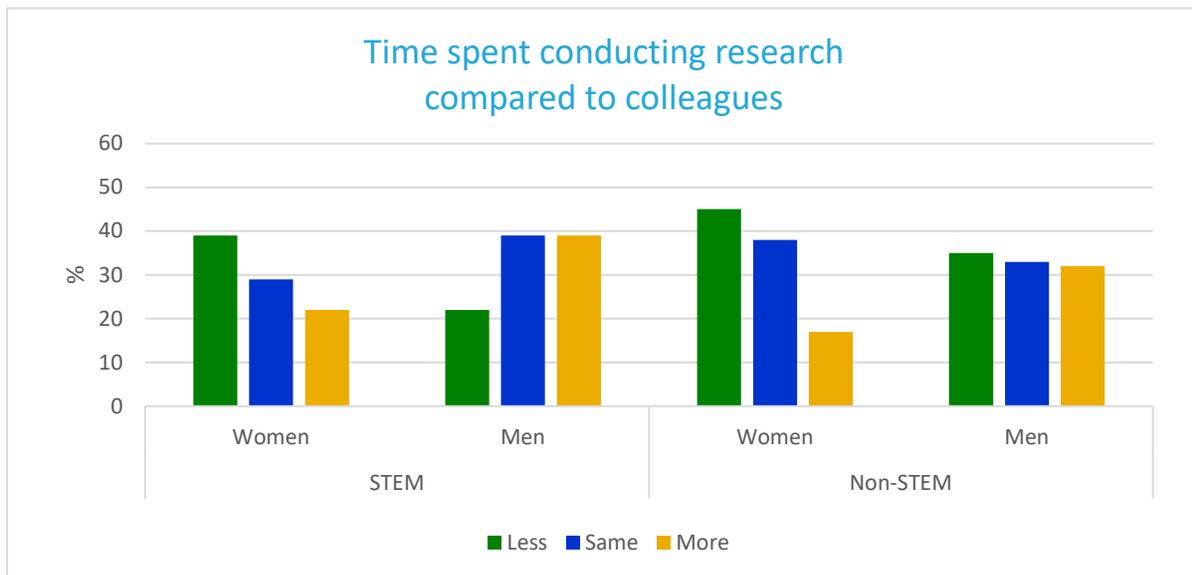
When asked to compare themselves to other members of their department, 48% of STEM women believed they spent more time on outreach and community service than others in their department compared to 30% of STEM men who thought they spent more time on those activities than their colleagues. The percentage of STEM women and men who perceived their level of departmental committee service to be greater than their colleagues' was similar at the college and university level (37% of STEM women, 34% of STEM men) as well as at the department level (39% of STEM women and 34% of STEM men). A little more than half of STEM women (58%) and STEM men (54%) perceived that they were doing more service in general compared to others of the same rank in the department. Interestingly, 55% of STEM women indicated that they engaged in more actual service than what they reported on their annual performance evaluations compared to 44% of STEM men. This may reflect a greater likelihood of women engaging in "hidden service" activities of the type that may not be captured in the traditional service categories used in performance evaluation rubrics.

The survey results also lend support to the notion that STEM women feel like they spend less time doing research than STEM men: 39% of STEM women compared to 22% of STEM men felt they spent less time conducting research than other people in their department whereas 39% of men and 22% of women believed they spent more time conducting research than their colleagues. Compared to 2017, there was a decrease in the percentage of both STEM women and men who reported spending less time on research/scholarly activity than their colleagues although women still reported spending less time on research than men (51% vs. 30% in 2017; 39% vs. 22% in 2022). STEM women were also more likely than STEM men to perceive themselves as spending less time providing peer review than their colleagues (37% of women vs 20% of men).

Regarding perceptions of teaching workload, STEM women and men had different responses regarding preparation time: 60% of women and 33% of men felt that they spent more time than their colleagues preparing to teach courses and labs,

and only 44% of women compared to 74% of men felt that they spent the same amount of time as their department colleagues teaching courses and labs and communicating with the students in those courses. In 2017, a similar percentage of STEM women and men felt that they spent more time than their colleagues in preparing to teach their classes (44% vs. 42%); however, in 2022, these perceptions greatly diverged with STEM women having a much stronger perception than STEM men that they spent more time preparing their classes than their colleagues (60% vs. 33%).

STEM women also perceived that they perform less student advising than STEM men. In terms of formal advising, 37% of STEM women felt that they spent less time doing so than their colleagues compared to 21% of STEM men. When asked about mentoring and supervising student research outside of the classroom, 71% of STEM women and 74% of STEM men reported that they had advised/supervised undergraduate and/or students working on research projects. However, when asked how they felt compared to their colleagues in time spent supervising student research, 34% of STEM women compared to 27% of STEM men felt that they spent less time than other members of their department supervising or directing independent studies and thesis. Thus, although a similar percentage of STEM women and men have had the experience of supervising student research, the number of students supervised and/or the time involved in that supervision appears to differ between men and women.



C. Balance

a. Family/Household Responsibilities

The survey results show that most faculty perceive that they share childcare responsibilities equally with their partner (61-78%). In 2022, more women perceived that they shared childcare duties equally with their partner than in 2017 (64% vs. 49%). However, reports of hours spent taking care of children do not support this perception. The percent of women who reported spending 6+ hours a day on childcare during the week and 21+ hours on weekends was more than double that of men and these differences were greater for faculty in STEM. Ninety-eight percent of STEM women, 77% of non-STEM women, 68% of STEM men, and 81% of non-STEM men indicated that household responsibilities contributed some or greatly to their stress, increasing slightly from 2017 to 2022. In both years of the survey, these responsibilities caused more stress in women. More women than men reported delaying or not having children because of their academic appointment (28% vs 18%) or deciding to forego children entirely (40% vs 18%).

b. Work/Family Satisfaction

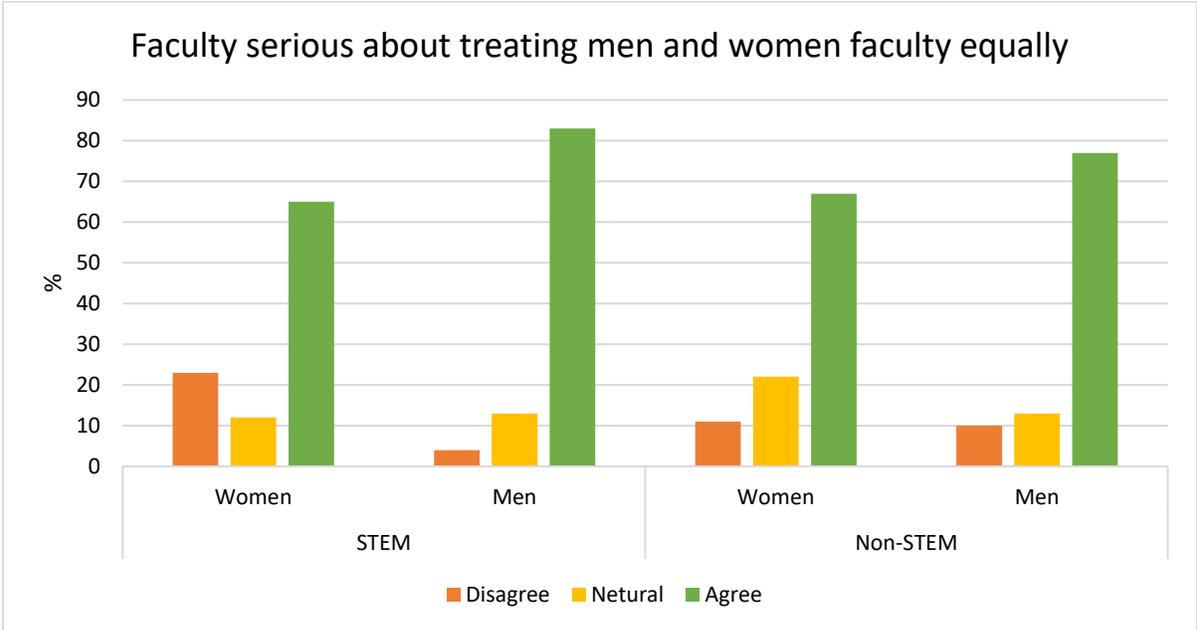
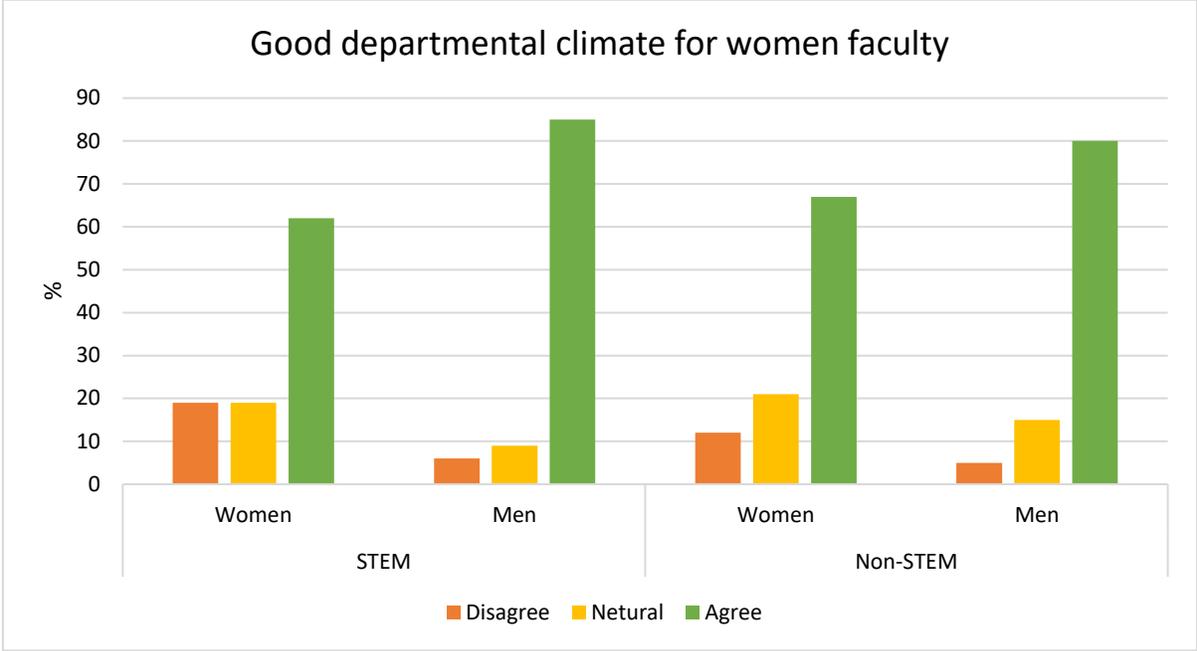
The survey indicated that more women reported dissatisfaction with the balance between work and family/personal life: 53% of women and 29% of men, and more non-STEM faculty reported dissatisfaction than STEM faculty. Women felt overloaded with all of their roles, including 79% of STEM women and 71% of non-STEM women. And 32% of STEM women agreed that personal responsibilities had slowed down their career progress, a similar portion to non-STEM women (31%). While more women than men reported dissatisfaction with their work-life balance in both years, the percentage decreased somewhat from 2017 to 2021 (57% vs. 53% for women and 34% vs. 29% for men). Similarly, the percentage of women who reported feeling overwhelmed with all of their roles decreased slightly from 2017 to 2021 for both STEM and non-STEM women (86% vs. 79% for STEM and 73% vs. 71% for non-STEM women).

Most felt their peers (68% of STEM women and 69% of STEM men) and department chairs (73% of STEM women and 76% of STEM men) were supportive of colleagues who wanted to balance personal and professional lives; the levels were similar for non-STEM faculty. Most (64%) reported disagreement or neutrality with the idea that it was difficult to adjust work schedules around care responsibilities. In addition, the majority of STEM (68%) and non-STEM (59%) women indicated that their workload affected time spent with spouse/partner by “a lot”; for men, these numbers depended on the field (32% for STEM and 66% for non-STEM). Many (64-80%) faculty across the board said that they would have used a spousal hiring program if it had been available. Only about 1/3 of women reported ever negotiating arrangements to help balance family responsibilities. Of those who had, most found their chair to be very supportive; one outlier was for STEM women where 30% reported that their chair was unsupportive of their formal relief arrangement.

D. Climate

Respondents reported a positive work climate for women faculty overall, with 62% of STEM women (67% of non-STEM women) and 85% of STEM men (80% non-STEM men) agreeing that the departmental climate was good for women faculty. Similarly, 65% of STEM women and 83% of STEM men agreed that faculty are serious about treating men and women faculty equally. We note that the percentage of women who agreed that departmental climate was good has decreased comparing to 2017, from 71% to 62% for STEM women and from 79% to 67% for non-STEM women. In addition, about one-third of STEM women registered dissatisfaction with the work climate within the department. For example, 30% of STEM women felt they didn't fit in, 36% felt isolated, and 32% disagreed that they were full/equal participants in decision-making. The majority of women faculty (51% STEM and 54% non-STEM) also agreed that students do not respect women faculty as much as men. These percentages of dissatisfaction were all higher than in 2017. As much as 55% of STEM women agreed that women must work harder than men to convince colleagues of competence, which is also shared by 22% of STEM men. In 2017, only 30% of STEM women and 9% of STEM men shared that sentiment.

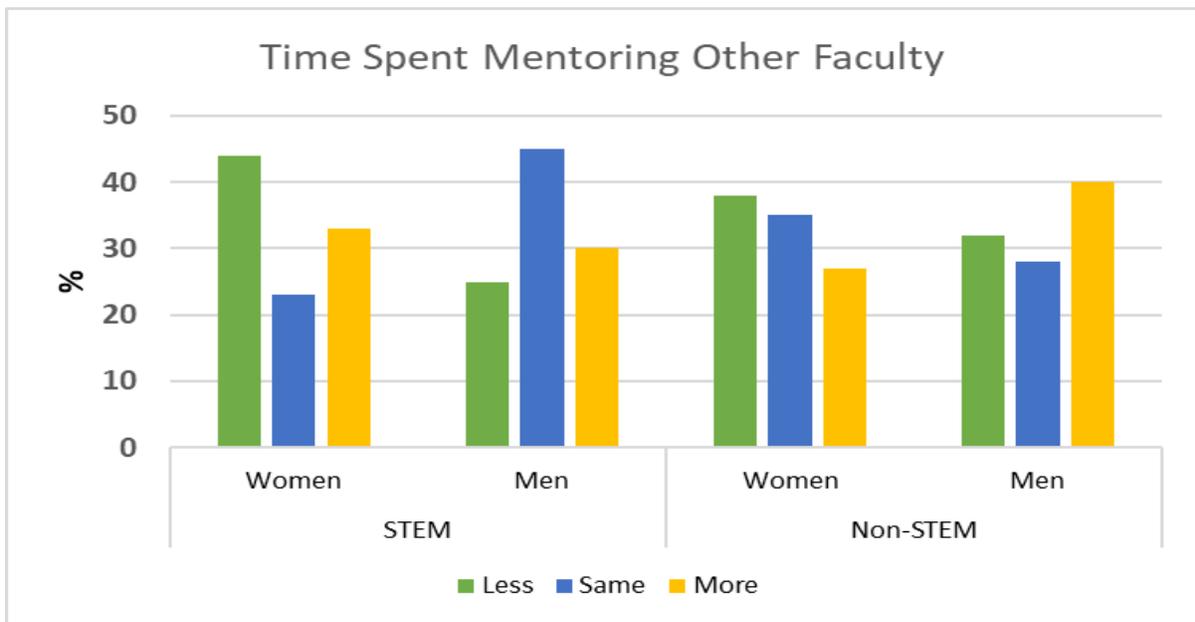
On a positive note, the majority of faculty agreed that effort has been made to promote women faculty to leadership positions, including 62% of STEM women and 66% of STEM men, both of which are about 30% higher than in 2017. More STEM women (69%) in 2022 agreed that committee assignments were made fairly, compared to 53% in 2017.

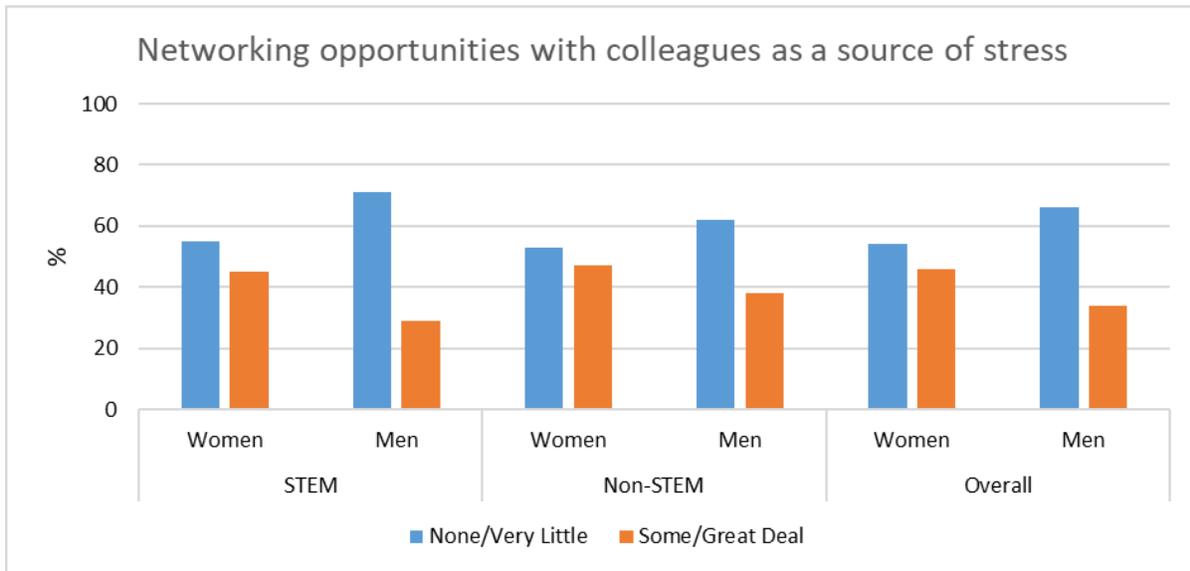




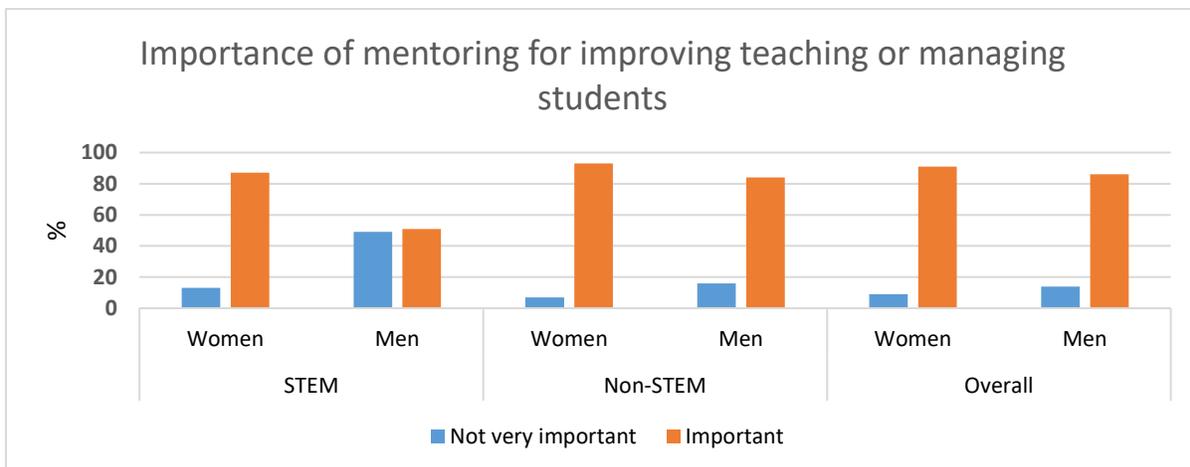
E. Mentoring & Networking

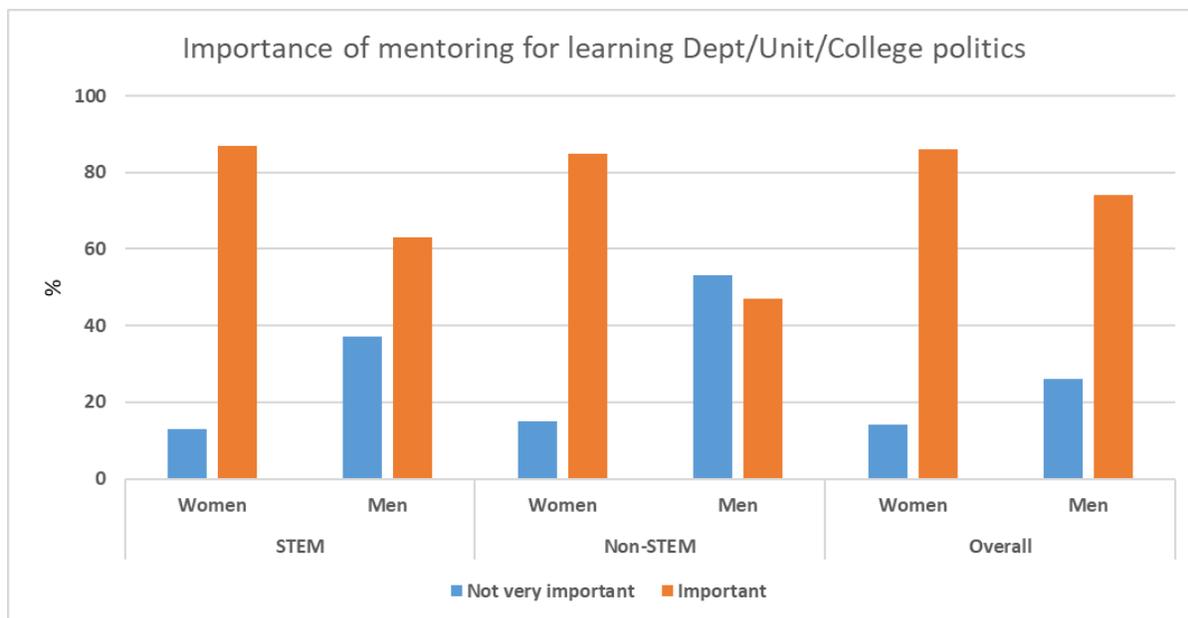
The largest percentage of STEM women (44%) reported spending less time mentoring other faculty while the largest percentage of STEM men (45%) reported spending the same time mentoring. There were larger differences reported regarding networking with colleagues. “Networking opportunities w/colleagues” as it relates to stress in the work environment was reported as “none to very little” stress by STEM women at 55%, while STEM men reported it at 71%. Overall, 46% of women and 34% of men noted networking as climate-related stress.





Mentoring is regarded as important by a majority of both men and women with several noted benefits. Equally high percentages of STEM women and men (87% and 88%) rated mentoring as important for learning sources of information/resources at MSU. On the other hand, women and men differed in the rated importance of mentoring for learning department/unit/college politics (important for 87% of STEM women/63% of STEM men) and improving teaching or managing students (87% of STEM women/51% STEM men). Improving research/scholarly work was noted as an important outcome of mentoring with a difference of 90% vs. 78% for non-STEM women v. men. Moving into leadership positions using mentoring and networking saw a 10% difference between STEM women and men (78% vs. 68%). The importance of mentoring for developing informal professional networks was ranked similarly by all groups (71%-82%). The value of mentoring for providing social support was ranked as important by 82% of STEM women and 71% of STEM men. This high regard for the importance of mentoring shows the value of institutionalization of the ADVANCE Mentoring Circles. Compared to 2017, higher percentages of STEM women (+11%) and STEM men (+20%) reported mentoring as important for providing social support. A higher percentage of STEM women (+16%) also reported it as important to learn dept/unit/college politics, but a higher percentage of STEM men (+13%) valued it for moving into leadership positions.



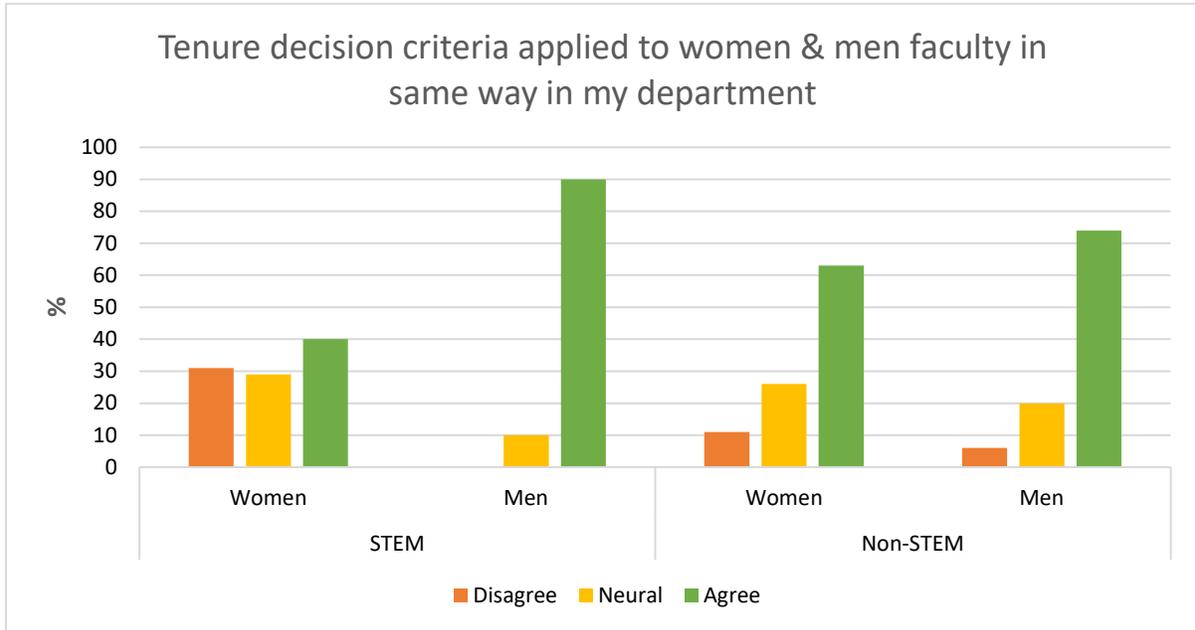


Most faculty serve as informal mentors on campus. Only 35% of STEM women and 45% of STEM men reported not serving as a mentor in some capacity. Those percentages fell to 29% and 17% for non-STEM women/men. A far larger number of faculty reported being mentored by another faculty member, 63% for STEM women and 45% for STEM men. Regarding the mentoring process, in the STEM areas, many reported choosing their mentors (58% women/42% men). 80-89% of the respondents indicated mentoring was helpful.

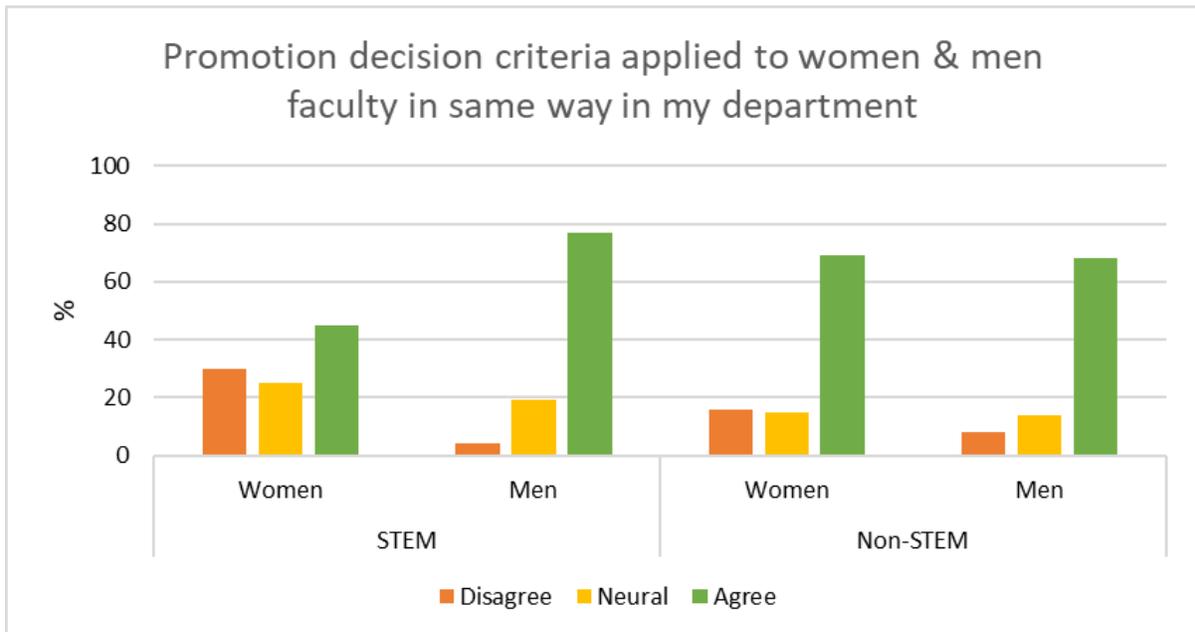
STEM women reported being sought out for advice by 2.11 faculty in their department and 2.86 faculty outside their department per semester. STEM men reported lower numbers. STEM men appear to have more intellectual discussions with colleagues in their departments (3.65/semester vs 2.86/semester for STEM women).

F. Tenure & Promotion

Regarding the tenure process in their department, STEM women 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 (53% of STEM women agreed they were held to the same standards vs. 70% of STEM men who agreed), teaching (55% women vs. 68% men), and service (55% women vs. 71% men). STEM women were also less likely to perceive that they had received feedback on their progress toward tenure (63%) than STEM men (88%), although this had improved substantially since the 2017 survey. In 2022, only 40% of STEM women agreed that tenure decision criteria in their department were applied equally to female and male faculty compared to 90% 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 less 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 (50% of women vs. 85% of men). The attitudes were more similar for teaching (75% of women vs. 69% of men), and service (60% of women vs. 69% of men). STEM women were less likely (70%) than STEM men (88%) 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 (50% of women vs. 85% of men). STEM women (45%) were substantially less likely than STEM men (77%) to agree that promotion decision criteria in their departments were applied to female and male faculty in the same way.



In 2017, 53% of STEM women and 77% of STEM men agreed that tenure criteria were applied equally, while 70% of STEM women and 81% of STEM men felt that promotion criteria were applied equally. The substantial decrease in the

perception of equity amongst women and the increase amongst men suggests that women view equity in the tenure and promotion process as a problem.

a. Relief, tenure clock

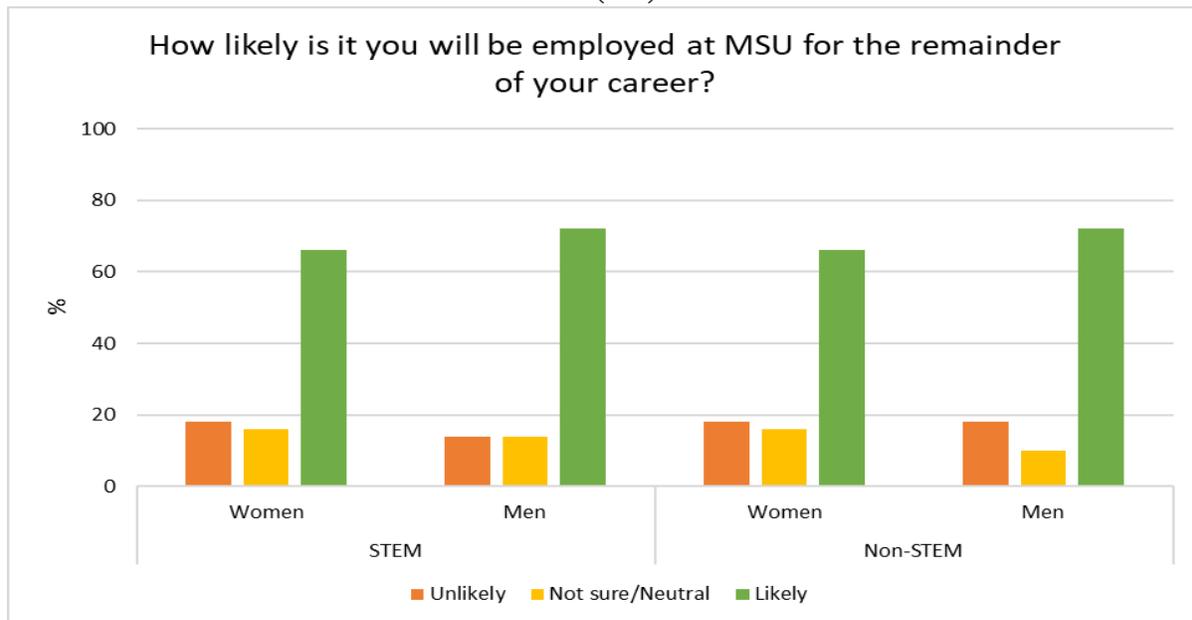
When asked if they had ever negotiated arrangements with their department to help balance work and family life, 29% of STEM women and men responded that they had worked out informal arrangements with their department chair. Among those reporting informal arrangements, 73% of STEM women and 100% of STEM men reported their department chair was supportive of those arrangements. In terms of making formal arrangements for relief from teaching or other workload duties for personal reasons, 27% of STEM women and 17% of STEM men reported that they had made such formal arrangements. Among those reporting formal arrangements, 60% of STEM women and 100% 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”). This was promoted as an option in response to the COVID-19 pandemic. Only 7 survey respondents (8%) reported having availed themselves of the option of extending their probationary period: 2 STEM women faculty and 5 non-STEM women faculty. No men reported having availed of this option. An additional 3 faculty (1 STEM woman, 0-STEM men; 2 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. Thirty-three percent (33%) of STEM women believed that there would be consequences for faculty who chose to extend their probationary period but only 14% of STEM men believed this to be true.

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 18% felt it was unlikely that they would be employed at MSU for the remainder of their careers. However, 31% of STEM women felt they were likely to leave MSU in the next three years. Notably, this was comparable for non-STEM men and women (32%) but lower for STEM men (26%).



Top Five Reasons to Leave MSU for STEM Women

- Increase salary
- Enhance career in other ways
- Pursue a nonacademic job
- Reduce stress
- Find a more supportive work environment

We note that salary and the reduction of stress were more substantial issues for women than men (89% vs. 79% for salary; 62% vs 37% for stress), suggesting that women feel less content than their male colleagues. Furthermore, the improvement of employment prospects for a spouse/partner was a lesser concern for STEM women in 2022 (38%) than in our 2017 survey (52%) compared to any other group. The MSU spousal hiring policy has not changed in that time, so we are uncertain of the explanation for this change.

5. What has changed between 2017 and 2022?

There have been small gains and losses in the responses to individual questions as noted in the previous sections; however, looking at the overall picture and the themes that came out of the 2017 survey, they haven't changed a great deal in 2022. Several of the points stand out through our analysis.

1. MSU Faculty **remain very stressed** across the board. The majority of all faculty groups reported eight sources of stress. Women faculty, especially STEM women, reported higher levels of stress.
2. **Household responsibilities caused a great deal of stress** for both men and women, **increasing slightly** from 2017 to 2022. In both years of the survey, these responsibilities caused more stress in women.
3. Both survey results show that the **majority of faculty perceives the campus climate as good** for women and the department climate as supportive, though the percentages **decreased** slightly between 2017 and 2022.
4. The majority of faculty agreed that **effort has been made to promote women faculty to leadership positions**, with a much **higher** percentage in 2022 than in 2017.
5. Both survey results show **higher percentages of STEM women believe that they spent more time on outreach and community services**.
6. **Faculty think of mentoring and networking as highly important** for both professional development and social support, in both 2022 and 2017. **A higher** percentage of STEM faculty regarded mentoring and networking as important for social support in 2022 than in 2017.
7. The majority of faculty believed tenure and promotion criteria were applied equally in both years, though **women faculty continued to show less confidence than men in the tenure and promotion process**.

Since the survey was conducted in the middle of the COVID pandemic, the changes between 2017 and 2022 results are difficult to interpret. The pandemic has added stress and created more hurdles for faculty to navigate in both professional and personal life. Furthermore, change happens slowly, that five years' time may not be enough to show any significant difference. It is clear that the ADVANCE grant has increased awareness among faculty about inequity, and the increased awareness could contribute to a lower level of satisfaction for some aspects of the campus climate as revealed in the survey.

6. Recommendations

1. Improve perception that work/life balance is a priority at Murray State.
2. Further develop faculty support network by institutionalizing the ADVANCE Mentoring Circles and other activities.
3. Continue to provide opportunities for leadership development in women faculty.
4. Revise/extend how service is counted in annual evaluation forms and T & P process.
5. Increase salaries to be comparable to peer institutions and establish mechanisms for annual increases.
6. Continue bias training and increase clarity in tenure & promotion processes.
7. Continue to improve recruitment activities for greater faculty diversity.
8. Increase exposure to policies about the extension of the probationary period (see Faculty Handbook).

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-1935939), 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.ird@murraystate.edu.

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

Continue to Survey

Climate

[STRESS] 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. meeting day-to-day work expectations
- e. the way your personal life and work interfere with each other
- f. having a successful academic career
- g. your salary
- h. subtle discrimination
- i. the amount of support in your department/unit
- j. the racial, ethnic or cultural climate at MSU
- k. time to do your research/scholarship/creative activities
- l. the climate for women at MSU
- m. time to spend with your spouse/partner or significant other
- n. opportunities to network with colleagues
- o. time to spend with your family

[BIAS] 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

[DEPTCLIMATE] 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. Overall, I feel I 'fit' in with the other faculty in my department/unit.
- d. Generally speaking, women in my department/unit must work harder than men to convince colleagues of their competence.
- e. Women faculty in my department/unit who have young or school aged children are considered to be less committed to their careers than women colleagues without children.
- f. Faculty men in my department/unit who have young or school aged children are considered to be less committed to their careers than colleagues who are men without children.
- g. I feel like a full and equal participant in the problem-solving and decision-making in my department/unit.
- h. I feel excluded from informal networks in my department/unit.
- i. I feel isolated in my department/unit.
- j. I feel like I can voice my opinions openly in my department/unit without fear of negative consequences.

[WORKCLIMATE] 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 faculty who are men and faculty who are women.

Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

- a. Faculty in my department/unit are serious about treating men and women faculty equally.
- b. Most faculty in my department/unit would be as comfortable with a woman chair/director as a man chair/director.
- c. Women faculty in my department/unit are less likely than their counterparts who are men to have influence in departmental/unit politics and administration.
- d. Faculty men are more likely than faculty women to be involved with informal social networks within the department/unit.

[FEMFACULTY] Please indicate the degree to which you agree or disagree with each of the following statements about the women faculty in your department/unit:

Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

- a. My department/unit has difficulty retaining women faculty.
- b. The climate for women faculty in my department/unit is good.
- c. My department/unit has made an effort to promote women faculty into leadership positions.

[STUDENT] Students at MSU...

Strongly disagree Disagree Agree Strongly agree Do not know

- a. treat women faculty differently than men faculty.
- b. act like they do not respect women faculty as much as men faculty.

[STEMclimate] The following questions refer to the climate at MSU for women 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

- STEM/SBES faculty who are women are treated fairly at MSU.
- MSU should hire more women faculty in STEM/SBES disciplines.

Workload

[WORKLOAD] For each of the following, please choose the proportion of time you spent working during the spring and fall semesters of 2021. For first-year faculty, choose the proportion of time you spent working during the fall 2021 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

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

[WORKROLES] For the spring and fall semesters of 2021, mark all the roles that apply. For first-year faculty, use the fall 2021 semester as your reference.

- Advised or supervised undergraduate and/or graduate students working on a research/scholarly/creative project
- Supervised undergraduate and/or graduate students engaged in field based or service learning projects
- Affiliated with a student organization (e.g., served as advisor for student group, fraternity or sorority, athletic team, etc.)
- Other role(s) working with students outside the classroom context (please describe): ____

[COMMITTEE] In my department/unit, committee assignments are made fairly.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

[SERVICE] 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

- Overall, the amount of service you do is ____ than others of your rank in your department/unit.
- The actual service you do is ____ than you report for annual evaluations.
- 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.

[WORKFAMILYSPOUSE] 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

[SRI Note: If WORKFAMILYSPOUSE" answered 'faculty member at MSU' or "an adjunct at MSU" or "an administrator or staff member at MSU"]

[SPOUSEMSU] 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

[SRI Note: "If SPOUSEMSU" not answered 'spouse/partner and I were recruited together]

[DUALHIRE] Would you have used a spousal/dual hiring program if available at the time you came to MSU?

Yes No

[SRI Note: If "WORKFAMILYSPOUSE" not answered 'Do not have a spouse/significant other', display WORKFAMILYTIME3]

[WORKFAMILYTIME3] 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

[SRI Note: If "WORKFAMILYSPOUSE" answered 'Do not have a spouse/significant other', display "WORKFAMILYMEET"]

[WORKFAMILYMEET] Does your work at MSU make it difficult or easy to meet potential life partners?

Very difficult Difficult Easy Very easy

[DEPENDENTS] How many dependents (e.g., children, disabled adult children, elderly parents) are currently living at home with you? ____

[SRI Note: If "DEPENDENTS" answered between 1-10, display 'What are their ages?', corresponding number of age questions, and "DIFFABLED"]

What are their ages?

[AGE1] Dependent 1:

[AGE2] Dependent 2:

[AGE3] Dependent 3:

[AGE4] Dependent 4:

[AGE5] Dependent 5:

[AGE6] Dependent 6:

[AGE7] Dependent 7:

[AGE8] Dependent 8:

[AGE9] Dependent 9:

[AGE10] Dependent 10:

[DIFFABLED] Are any of these dependents differently abled or chronically ill?

Yes No

[SRI Note: CHILDREN_RESPONSIBILITY1, 2, & 3 will display ONLY if they have one or more children under 18]

[CHILDREN_RESPONSIBILITY1] 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)

[CHILDREN_RESPONSIBILITY2] 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

[CHILDREN_RESPONSIBILITY3] 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

[SRI Note: DEPENDENT_RESPONSIBILITY1, 2, & 3 will display ONLY if they have one or more dependents 18 or over]

[DEPENDENT_RESPONSIBILITY1] 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)

[DEPENDENT_RESPONSIBILITY₂] 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

[DEPENDENT_RESPONSIBILITY₃] 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

[WLCONTROL] 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. I am satisfied with the way I balance my work and family/personal life.

[WLADJUST] 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 often have to forgo professional activities (e.g. meetings, sabbaticals, conferences) because of personal responsibilities.
- b. I often have to forgo personal activities (e.g. school events, community meetings) because of professional responsibilities.
- c. Personal responsibilities and commitments have slowed down my career progress.

[WLPROGRAMS] 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. Paid leave for the purpose of family caregiving
- b. Unpaid leave for the purpose of family caregiving
- c. Child care center
- d. Fulltime nanny for child(ren)
- e. Part-time nanny or babysitter
- f. Caregiver for older, disabled, or fragile adult
- g. None
- h. Other - Please list the program(s)/service(s):

[WLPROGRAMSAVOID] 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

[RELIEF_FORMAL] 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

[SRI Note: The following question will display if "RELIEF_FORMAL" answered "Yes"]

[RELIEF_FORMAL₂] 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

[RELIEF_INFORMAL] Have you ever negotiated informal arrangements with your department/unit to help balance work and family life?

Yes No

[SRI Note: The following question will display if "RELIEF_INFORMAL" answered "Yes"]

[RELIEF_INFORMAL₂] How supportive was your chair/director concerning those informal arrangements?

Very unsupportive Somewhat unsupportive Neither supportive nor unsupportive Somewhat supportive Very supportive

[CHILDRENDelay] 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

[DEPTFAMILYSUPPORT] 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.

[MENTORIMPORT] 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.

[MENTORINGOTHERS] 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

[MENTORINGBYANOTHER] Have you been mentored by another faculty member at MSU?

Yes No

[SRI Note: If "MENTORINGBYANOTHER" answered 'Yes', display "MENTORINGTYPES"]

[MENTORINGTYPES] 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).

[SRI Note: If question "SRI Note: If "MENTORINGBYANOTHER" answered 'Yes', display.]

[MENTFHELPA] 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 at MSU and those outside of MSU).

For each question, please select the number of faculty who fit that description:

[CAREERADVSEEK] 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)* ____

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

In Department/Unit ____ *Outside of department/unit (including outside MSU)* ____

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

In Department/Unit ____ *Outside of department/unit (including outside MSU)* ____

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

In Department/Unit ____ Outside of department/unit (including outside MSU) ____

Retention

[REMAINMSU] 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

[LEAVEMSU] In the next three years, how likely are you to leave MSU?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

[CONSIDERLEAVE] How often have you?

Never A few times Many times Almost every month Almost every week Almost every day

- considered quitting your MSU job for another faculty position elsewhere
- considered quitting your MSU job for a different type of position, not at a university
- researched faculty opportunities elsewhere
- researched universities for other types of positions
- wished you had a non-academic job
- researched opportunities for non-academic jobs

[REASONSLEAVE] 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

- increase your salary
- improve your prospects for tenure
- enhance your career in other ways
- find a more supportive work environment
- increase your time to do research/scholarly/creative work
- change administrative responsibilities
- pursue a nonacademic job
- increase the chances of finding a spouse/partner/significant other
- increase opportunities for social activities
- reduce stress
- decrease your time required to do teaching
- improve the employment situation of your spouse/partner
- address child related issues
- find a more culturally diverse setting
- find a more welcoming/accepting environment
- Other (please describe)

Tenure and Promotion

[TENURE] 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: ____)

[SRI Note: If TENURE answered [2]

[TENURE2] In what year did you receive tenure? ____

[SRI Note: If TENURE answered [1] or [2], show resetclock below.]

[RESETCLOCK] 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

[SRI Note: The following 2 questions will display if TENURE answered [1] or [2] AND if RESETCLOCK answered [2], [3], or [4]

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

[RESETCLOCK2] 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

[SRI Note: If RESETCLOCK answered 'No', display WANTRESETCLOCK]

[WANTRESETCLOCK] 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.

[WANTRESETCLOCK_EXPLAIN] Please explain why you chose not to reset your tenure clock:

[RESETCONSEQUENCE] Do you think there would be any consequences to faculty who extend or reset their tenure-clock?

No Yes (If 'yes' Please explain: ____).

[SRI Note: If TENURE answered [1] or [2], show TENQUESTIONS below.]

[TENQUESTIONS] 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 women faculty in the same way as to men faculty.

[PROMO] 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

[SRI Note: If PROMO answered [4] then display RANKYEAR below]

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

[RANK1] Rank: [YEAR1] Year:

[RANK2] Rank: [YEAR2] Year:

[RANK3] Rank: [YEAR3] Year:

[RANK4] Rank: [YEAR4] Year:

[RANK5] Rank: [YEAR5] Year:

[SRI Note: If PROMO answered [3] then display PROMODENY below]

[PROMODENY] What rank was denied? Please briefly explain what happened.

[SRI Note: If PROMO answered [4] then display PROMOQUESTIONS below]

[PROMOQUESTIONS] 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 women faculty in the same way as to men faculty.

Demographics

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

[DEGREE] What is your highest degree?

[DEGREEYEAR] In what year did you receive your highest degree?

[RANKYEARS] 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

[LEADERSHIP] 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 (including interim 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 MSU HR Database

STEM/SBES (based on department/unit) 0 = No 1 = Yes

Title/Rank

Age

Gender

Race/Ethnicity

Hire Date

