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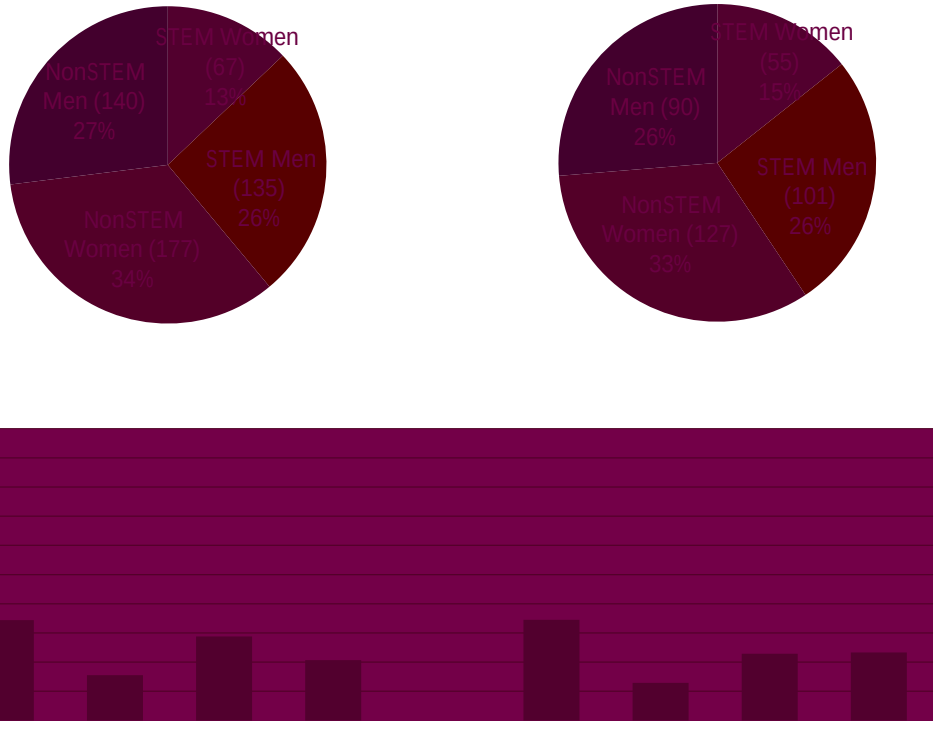
2. ADVANCE Climate Survey

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

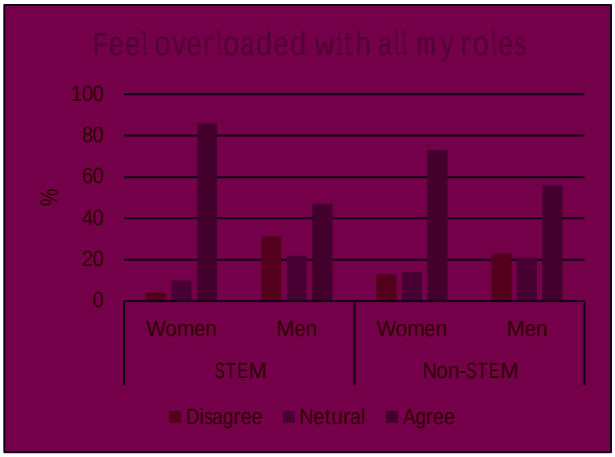


4. Results

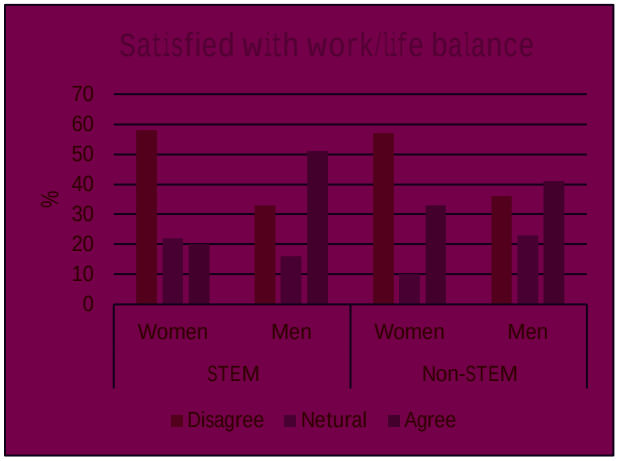
A. Sources of Stress

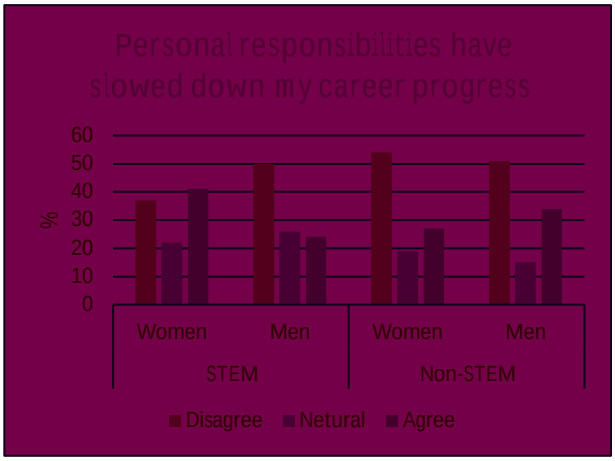
The graphic below indicates the percentage of faculty who responded that a particular source of stress produced "some" or "a great deal" of stress. We note that, in general, a higher percentage of women identified these as sources of stress.

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.

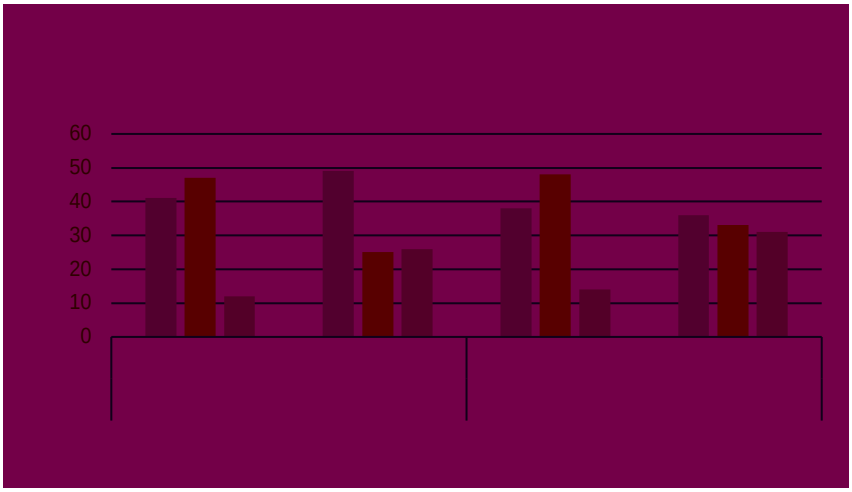


In addition, the majority of STEM women (61%) and men (52%) indicated that their workload a ected time spent with





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%), far 7F7wY þ d sional lto STE


60
50
40
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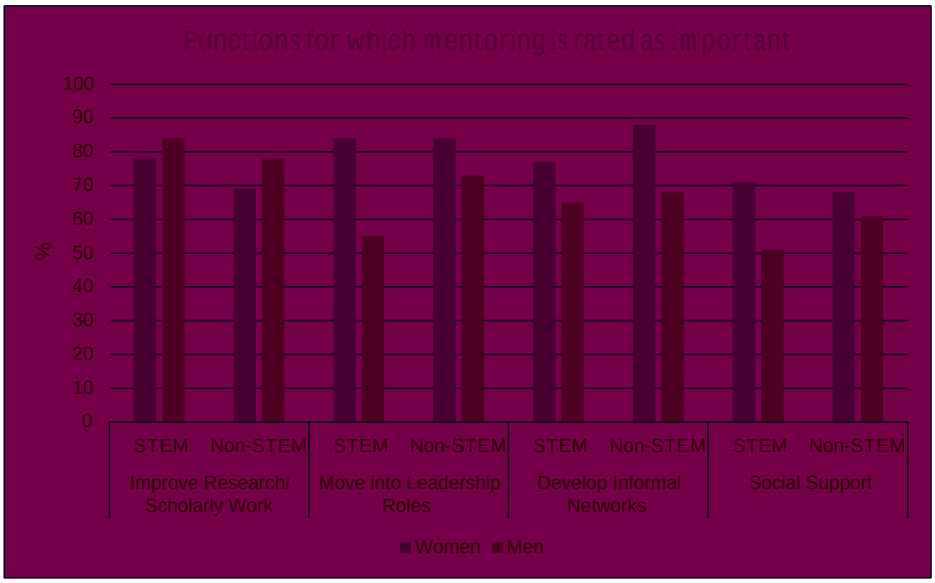
E. Mentoring & Networking

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%).

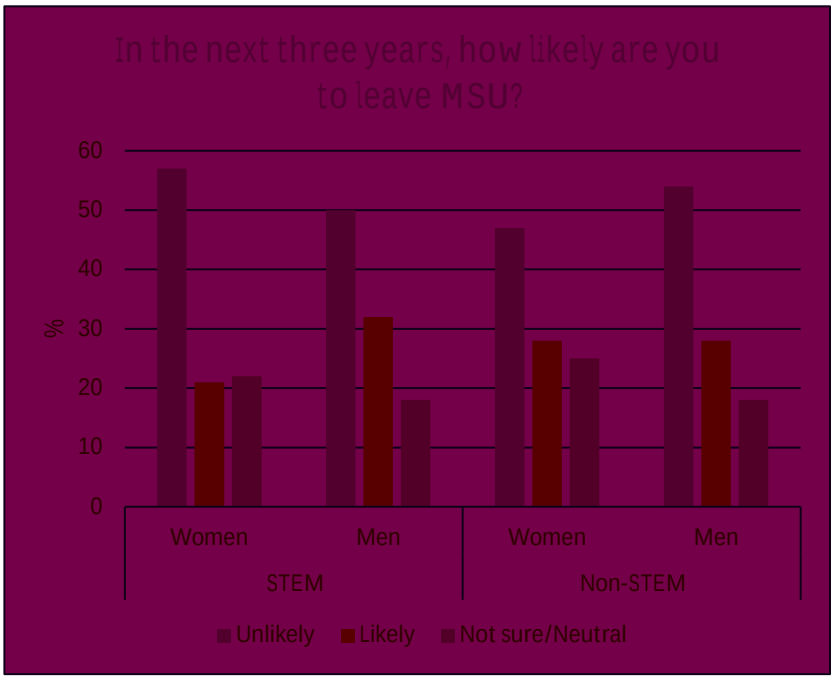


STEM women and men also di er somewhat in the reported extent of their intradepartmental and extradepartmental networks. Although STEM women and STEM men did not di er in the average number of faculty they reported regularly socializing with in their department (2.5 for STEM women vs. 2.5 for men), STEM women reported socializing with fewer faculty outside their department (2.9) than did STEM men (3.5). A gender di erence was also apparen) oM woM (Þ ž ® 7TEM

male faculty compared to 77%

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. ž ® Y ž Ā F Ʒ Î ž Þ þ Î Į ® ʏ Þ 7 ® _ ® 7 ь ľ etenddc Ď rodrk er



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 a ord 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.

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

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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. A liated 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, pleąsēcdmplete thę sᵉ hṅ ˊ ˉ̄ʋ ₒhʋˊ ṅhu è oup, fr y wurr î Į Ð

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 get information, the

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Retention

51. How likely is it that you will be employed at MSU for the remainder of your career?

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 Þ ® Į Y Ţ Þ ® Î Þ Y Ă Ś Ď þ Ô ® Į Î Y þ ž Y7d as oth ﹐od ¡

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

Notes