ADVANCE PROJECT:
USM FACULTY WORK CLIMATE SURVEY

SURVEY RESULTS

PRELIMINARY REPORT

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Table of Contents

1. INTRODUCTION

As part of the ADVANCE initiative, a work environment survey was developed and administered at the end of the fall, 2012 semester to all USM full time tenured and tenure track faculty to assess attitudes and perceptions about a variety of factors impacting their academic careers. The goal of the survey was to develop and share a comprehensive understanding of the status of women STEM and Social Sciences faculty and how USM faculty experience their working environments at the University of Southern Maine. The survey was based on climate surveys from a number of other ADVANCE institutions and assessed multiple constructs of the working climate.

Faculty and faculty administrators across the three campuses were invited by the Provost to complete an anonymous survey assessing perceptions of USM's academic climate. The survey was administrated by the Muskie School of Public Service, which has expertise in creating and administering on-line surveys and ensuring that the on-line surveys are secure and confidential. This report summarizes those findings and represents a snapshot of the experiences of USM faculty.

BACKGROUND

The literature is replete with studies and reports that have well documented the very low number of women faculty in Science, Technology, Engineering and Mathematics (STEM) fields nationally—at every level and in most disciplines (National Science Foundation, 2008). Also well documented is the issue of the leaky educational pipeline, beginning in childhood, as being held partly responsible for the unequal numbers of men and women in faculty positions in STEM disciplines (Pell, 1996; Huyer, 2002; Carrell et al., 2009; and Price, 2010).

A number of programs have worked to increase the talent pool of women students in science and education (American Council on Education, 1988; National Research Council, 1991). However, despite such efforts, these programs have only succeeded in increasing the pool of women doctorates and the presence of women on the STEM faculty remains disproportionately low, constituting just 34% of Associate Professors and 19% of Professors (National Science Board, 2008).

Research by Kulis et al (2002), Bentley and Adamson (2003), and Xu (2008) attempts to explain the basis for women not entering STEM careers even though men and women are equally committed to their academic careers. Explanations include women voluntarily opt out of careers that are research-oriented and have an isolating and competitive environment; prefer jobs that leave time for teaching and collegial collaboration; social and political biases in STEM disciplines limit the opportunities for women; and gender bias influence the chances for women to be hired and retained and create conditions of isolation, marginalization, stereotyping, insufficient support, delay in advancement and other adversities. Other explanations include an academic organizational structure that creates a poor work climate, a limitation in opportunities for advancement, unequal criteria or criteria unequally enforced, and differential pay scales, all leading to greater job dissatisfaction and higher attrition. Xu (2008)

suggests that women's underrepresentation is more a function of the social culture in academia rather than innate gender differences in ability or in differential preferences for jobs that are less demanding.

The results of the 2007 Tenure-track Faculty Job Satisfaction Survey conducted by the Collaborative on Academic Careers in Higher Education (COACHE) provided some support for most of these explanations. The survey measured clarity and reasonableness of tenure processes and review; importance and effectiveness of common policies and procedures; workload and support for teaching and research; climate, culture, and collegiality on campus; and job satisfaction. The results suggest that a combination of campus climate and work related policies have a considerable influence on women faculty retention and advancements and efforts to retain women in academia must provide a clear approach to both creating a nurturing academic climate and policies and procedures that influence attraction and retention of women faculty.

Studies have shown varying degrees of influence (none to positive) of women faculty on the persistence of women students in the STEM fields (Carrell et al., 2009; Price, 2010). However, as a comprehensive regional university that primarily focuses on teaching and providing research opportunities to undergraduate students, recruiting, retaining, promoting, supporting, and sustaining a diverse faculty population that reflects the community it serves is very important to the mission of the University of Southern Maine (USM). These successful women faculty will serve as role models and enhance recruitment and retention of women and minority-undergraduate students in STEM, social and behavioral sciences disciplines.

INSTITUTIONAL CONTEXT

The University of Southern Maine's faculty consists of 396 full-time and 340 part-time faculty members. Full-time faculty have appointments at the rank of lecturer, instructor, assistant professor, associate professor, and professor. Eighty-four percent of full-time faculty hold a terminal degree in their respective disciplines. Tenure-track faculty are generally hired for a 6-year probationary period, during which they work on a series of 1- and 2-year contracts with evaluations each year. Unless the probationary period is extended for 1 year for exceptional life circumstances, tenure-track faculty are considered for tenure in their sixth year of service at the latest. The evaluation of effectiveness of faculty is primarily carried out through the traditional peer review system of tenure and promotion based on department/program criteria in 4 areas: teaching, scholarship, university and community service. There is also a quadrennial post-tenure review process.

The student-to-faculty ratio is 15:1 which compares favorably to other peer institutions. This suggests that USM has an adequate number of faculty to fulfill its mission. That being said, however, there has been a decrease in the number of full-time faculty in each of the last three years. The decreasing number of full-time faculty in combination with the reduction in support staff has increased the administrative burden of faculty. There is also an increased demand for the time and resources of full-time faculty with regard to student advising, programmatic and curricular management and development, and University and community service. The move toward providing on-line classes demands more time from faculty as does the new General Education program, which requires the development of new courses usually outside of those required by degree programs within which all

faculty teach.

A core aim of USM is to "advocate diversity in all aspects of its campus life and academic work" in a way that reflects the populations in the central and southern Maine regions, the most diverse regions in the state. The significant racial/ethnic changes in this region have resulted in a rapid increase in ethnic community support services and activities and cultural venues, making these regions more desirable locations to live for diverse women faculty candidates, especially those from underrepresented populations. Yet, current USM demographic data indicate inequity in the representation and advancement of women in STEM disciplines.

Since the last accreditation visit in 2010, the character and size of the University has continued to change. Women, who filled 22% and 39% of the tenured/tenure-track positions in 1990 and 2000, respectively, now fill 41.8% of the tenured/tenure track positions as of 2011, which is considerably higher than the national rate of 31% (NSF, 2008). In contrast, USM women faculty hold 24.2% of tenured/tenure track positions in STEM disciplines which is lower than the national average of 28.1% (NSF, 2008). Women fair better in Social Sciences at USM where they represent 44.7% of tenured/tenure-track positions, a rate higher than the national average of 34.4% (NSF, 2008).

In recent years, representatives of ethnic and racial minorities have joined the faculty, part of the ongoing and systematic efforts to diversify the University. However, in 2011 the percentage of faculty who are members of ethnic minority groups (Asian, Blacks, Hispanics, and American Indians/Alaska Natives) is one of the lowest (4.9%) in the University of Maine System (average 5.7%; range = 3.1% to 13.9%) and is lower than the national average of 21.5% (NSF, 2009). Representation of women minorities (3.0% in STEM and 5.3% in Social Sciences) is lower than the national averages of 6.4% and 9.0%, respectively (NSF, 2009). This lack of ethnic diversity is particularly problematic considering USM's location in Portland.

Faculty equity in promotion is of concern at USM where women make up 16.0% of full professors (compared with 39% university-wide), 25.8% of associate professors and 66.7% of assistant professors in STEM programs. In comparison, the national averages are 17.7%, 33.5% and 39.3% (National Science Foundation, 2009). In Social Sciences, women make up 27.8% of full professors, 55.3% of associate professors and 66.7% of assistant professors. The national averages are 21%, 45.5% and 43.3%, respectively.

Women minorities hold associate and assistance professorships in STEM and Social Sciences but not as full professors. Of the 275 faculty in STEM and Social Sciences, 95 or 34.5% are full-time and part-time instructors and lecturers, of which 51 (53.7%) are women with only three women minorities. STEM departments rely less on women instructors and lecturers when compared with the Social Sciences departments.

Of the 13 STEM programs at USM only Biology, Environmental Science and Linguistics have women full-time full professors and the numbers are small, one each in Biology and Environmental Science and two in Linguistics. In Social Sciences, seven of the 11 programs have women full-time full professors, six in

Law, one each in Economics and Geology/Anthropology, three in Public Policy and Management, two each in Social Work and Sociology, and three at the Lewiston-Auburn College.

When Frehill (2006, 2009) looked at more than 30 separate institutions' reports on commissions on the status of women, four questions emerged as fundamental in understanding women's status as faculty within academic institutions and provide a framework for documenting progress toward institutional transformation. These questions are (1) To what extent are women and men in "gender equitable" departments and positions? (2) Are the institution's processes of advancement fair to men and women; (3) To what extent do women hold powerful positions within the institution?; and (4) To what extent are resources allocated equitably by gender?

SURVEY SAMPLE

All fulltime faculty at USM, all three-hundred ninety-six fulltime USM faculty were contacted to complete the survey through their official university email address. An advance email was sent to faculty, notifying them that they would be receiving the survey in the coming week. On November 5, 2012 an email with an invitation to complete the survey, information describing the survey and a link to the online survey instrument was emailed. A reminder was sent to faculty to complete the survey, including the link, on November 12, 2012. A final email reminder was sent on November 19, 2012. A total of 158 faculty completed the survey, for a response rate of 40%. The survey was closed on December 31, 2012. A copy of the survey instrument is included in Appendix A.

2. SUMMARY OF FINDINGS

A SNAPSHOT OF SURVEY RESPONDENTS

Of the 158 survey respondents, just over half are female (51%), forty-one percent are male and 8% do not identify their gender[1]. Most respondents indicate that they are Caucasian/non-Hispanic (83%), while 3% indicate their race ethnicity is an underrepresented minority and five percent self-identify as belonging in the category of "Other" for their race/ethnicity. Ninety-two percent of respondents identify themselves as either a U.S. Citizen or a Permanent Resident of the United States.

More than three quarters of all respondents indicate that they currently have tenure (80%). The vast majority of respondents received tenure after 1990 (79%), with nearly half (49%) having received tenure after 2000. The majority of survey respondents currently hold the rank of associate professor (51%), while 34% are full professors, 12% are assistant professors and 2% are in non-tenure track positions. Most respondents received tenure *after* being hired at USM. Almost three quarters of all respondents have been in their position for less than fifteen years (74%).

 Eleven percent of respondents indicate that they will experience or are currently involved in the tenure process at USM. Most expect to be reviewed for tenure in the next four years (2013-2016). The survey identified several notable differences between the genders in regard to tenure status. A higher percentage of male respondents (88%) than female respondents (80%) report having tenure and more female than male respondents received tenure since 2000. A total of 61% of female respondents received tenure since 2000, in comparison to 34% of male faculty respondents. A higher percentage of female faculty respondents indicate that they will be involved in the process (14%) than male faculty respondents (9%) who indicate the same. More than half of all female faculty respondents (59%) have been in their position for less than eight years, compared to 40% of male faculty respondents. Nineteen percent of male faculty respondents received their tenure prior to 1990, compared to 7% of female faculty respondents.

The largest percent of respondents indicate that their department belongs to the social sciences discipline (20%), followed by natural sciences (13%), humanities (13%), health sciences (11%), education (10%). Less than ten percent of respondents report their department belongs to physical sciences (7%), business (6%), arts (4%), public policy (3%), and law (1%). When looking at respondents by gender, the picture is different, with the largest disciplines represented by male respondents as social sciences (22%), natural sciences (22%), education (12%) and physical sciences (12%), while female respondents largely also come from social sciences (22%), natural sciences (9%) and education (10%), but also humanities (19%) and health sciences (17%).

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[1] As noted in the results section, while tables include the responses of those who did not identify their gender, gender comparisons are made with the data for those respondents indicating their gender.

SATISFACTION WITH USM
Seventy-eight percent of all respondents indicate that they are at least slightly satisfied with the way their career has progressed at USM. Regardless of gender, the top three reasons cited for the satisfaction of faculty with faculty positions: 1) their students, 2) their colleagues and the support of colleagues and 3) a combination of independence, autonomy and/or academic freedom. However, the lack of money and institutional resources top the list of faculty reasons given for dissatisfaction with their positions.

More than half of all respondents (53%) indicate that they have at least moderately considered leaving USM. More female respondents (58%) indicate that they have either moderately or seriously considered leaving USM than male respondents (46%).   Leading reasons for considering leaving included: lack of individual support/resources/facilities/ and recognition; lack of salary increases /contract issues; organizational problems associated with institutional change/effectiveness/ leadership/vision and better professional opportunities elsewhere.

THE HIRING PROCESS AT USM
Eighty-seven percent of all respondents agree that they were satisfied with the hiring process overall. Sixty-two percent of all respondents agree that they were satisfied with their start-up package at the time of hire. However, twenty-percent either somewhat or strongly disagree that they had been satisfied with their initial compensation offer. Female respondents were at least slightly less satisfied with each aspect of the hiring process compared to male respondents.

Looking at differences between genders on statements relating to the hiring process, when compared to responses from female faculty, a larger percentage of male respondents agree at some level that they were strongly satisfied with the hiring process overall (42% male; 30% female); their department did its best to obtain resources for them (80% male; 67% female); their department made an effort to meet them (92% male; 78% female); and that they negotiated successfully for what they needed during the hiring process (71% male; 61% female). Additionally, a slightly larger percent of non-STEM respondents (93%) agree that they were satisfied with the hiring process, compared to STEM respondents (84%).

PROFESSIONAL ACTIVITIES
- *Teaching Load:* Most faculty respondents indicate they have maintained an undergraduate course load of six courses over the last two years. The largest percent of both male and female faculty respondents indicate that they taught no graduate courses (49% of male faculty and 26% of female faculty) during this time.

- *Research and Scholarly Activity:* Two-thirds of all respondents have not had any research or scholarly activity supported by a grant on which they were a PI or Co-PI over the past two years. More female (37%) than male (25%) respondents report being part of such grant-supported activities. Regardless of gender, a higher percentage of respondents from the STEM disciplines indicate they have been supported by this type of research or scholarly activity compared to those from non-STEM disciplines. Within each discipline group (STEM/Non-STEM), a greater percentage of female respondents indicate they were part of this activity than male respondents.

- *Scholarly Productivity:* Thirty-eight percent of respondents indicate that they rate their overall level of scholarly productivity at least slightly more productive than other faculty in their discipline and among their rank nationwide. The majority (51%) rate themselves as slightly or somewhat less productive than their national counterparts. However, a larger percentage of female faculty respondents (41%) than male faculty respondents (34%) rate their productivity as at least slightly more productive than their national counterparts. More female faculty respondents (59%) than male faculty respondents (46%) think their department views their research and scholarly productivity as at least slightly more productive than the department average.

  Resource Support - Equipment and Supplies: Sixty-three percent of all respondents agree at some level that they have the equipment and supplies they need to adequately conduct their research. However, fewer female faculty respondents (59%) agree at some level that they have the equipment and supplies they need to adequately conduct their research, compared with 74% of male faculty respondents. Less than half (48%) of all faculty respondents at least slightly agree that they receive regular maintenance/upgrades of their equipment. A higher percent of non-STEM faculty respondents agree that they receive regular maintenance/upgrades than STEM faculty, regardless of gender.

- *Colleagues Conducting Similar Research on Campus:* Forty-six percent of all respondents disagree at some level that they have colleagues that do similar research on campus. Nearly a quarter (23%) strongly disagrees. A smaller percentage of female faculty respondents (46%) indicate that they have colleagues on campus who do similar research, compared with 54% of male faculty respondents.

- *Peer Guidance/Career Advice:* About half (52%) of all faculty respondents at least slightly agree that they have colleagues or peers at USM who give them career advice or guidance when they need it. Nearly a quarter (37%) somewhat or strongly disagree that they have this support. Less female faculty respondents (49%) indicate that they have colleagues or peers at USM who give them career advice or guidance when they need it, compared with 60% of male faculty respondents.

- *Teaching Support:* Fifty-three percent of all faculty respondents at least slightly agree that they have adequate teaching support. However, a quarter moderately or strongly disagree that they have this support. Less female faculty respondents (48%) indicate that they have sufficient teaching support, compared with 66% of male faculty respondents.

- *Committee Service:* The majority of respondents indicated that their department has a curriculum committee (72%), promotion and tenure committee (66%), and faculty search committee (51%). Less than half indicated that their department had a graduate admissions committee (41%) or an advisory committee (22%).More male than female respondents indicated that they had chaired their department's advisory, promotion and tenure, and faculty search committees. Male respondents

also had more interest in chairing the promotion and tenure, faculty search, and graduate admissions committees. More female than male respondents had chaired their department's curriculum and graduate admissions committees. Female respondents also had more interest in chairing their department's advisory and graduate admissions committees.

INTERACTIONS WITH COLLEAGUES

A moderate (approximately one mean point on a scale of 1-6) difference across seven questions identifying key components of interaction with colleagues indicates that female respondents do not feel the same level of respect, acceptance and opportunities as male respondents in their interactions with colleagues and others in their department.

Male respondents feel *a little more* than female respondents that they are respected by colleagues, staff, students and their department head/chair; a little more like full and equal participants, that they are solicited about their opinions on work-related matters; and that they have more voice in how resources are allocated. Additionally, male respondents feel a little more than female respondents that they can voice their opinions openly; that their research is valued; that faculty meetings allow for all participants to share their views; that committee assignments are rotated fairly; that they are a little less isolated at USM and that they are not excluded from informal networks. Female faculty respondents however, indicated that their research, teaching and service is not recognized and valued by their department.

WORK CLIMATE

There is a consistent, small difference across the board indicating that female faculty respondents do not feel as positively as male respondents about the work climate for women at the University of Southern Maine. Male faculty respondents feel a little more that faculty are serious about treating men and women faculty equally, and that most faculty would be as comfortable with a woman department chair as a male department chair. Female respondents indicate that they feel a little less that they are as likely as their male counterparts to have influence in departmental politics and administration; that it is not uncommon for a woman faculty member to present an idea and get no response then for a man faculty member to present the same idea and be acknowledged; and more that women faculty tend to get more feedback about their performance than men faculty do.

The vast majority of respondents (87%) feel safe in their workplace in terms of physical safety and security. This differs for male and female respondents, with more male faculty feeling safe (94%) than female faculty (86%). Based on the definition from the USM policy on harassment, 27% of all respondents indicate that they have been harassed while working at USM. More female respondents (28%) than male (17%) indicate that they have been harassed. Both male and female faculty who responded that they had spoken with someone about their harassment experience indicates that they had largely turned to family (67%), colleagues (72%), friends (75%) and/or their supervisor (58%). Differences between genders included a larger percent of female respondents who had turned to a supervisor or the USM Office of Equity and Compliance than male respondents, while a larger percent of male respondents had spoken to an attorney. All female respondents (100%) are aware that USM has a

policy on harassment in the workplace and 99% of male respondents indicate their awareness of the policy.

THE TENURE PROCESS AT USM

Sixty-eight percent of all faculty respondents agree at some level that they were satisfied with the tenure/promotion process they experienced, with 25% in strong agreement. Seventy-seven percent of male respondents agree that they were satisfied, compared to 67% of female respondents. Faculty rated their experiences with most of the elements of the tenure process in the middle of the agreement scale; with the greatest mean agreement for receiving feedback on their progress towards tenure and satisfaction with the tenure process overall.

There is a consistent, small difference across these questions indicating that female respondents did not feel the same type of support during the tenure process as male respondents. In comparison to male respondents, female respondents felt a little more that they understood the criteria for achieving tenure/promotion; they received feedback on their progress towards achieving tenure/promotion; they were told about assistance available and that a senior colleague was very helpful to them. In comparison to female respondents, male respondents felt a little more satisfied with the tenure process than female respondents;   in particular that they received reduced teaching or service responsibilities so that they could build their scholarly agenda than their female counterparts.

USM PROGRAMS AND RESOURCES

- *Family Medical Leave:* Fourteen percent of faculty respondents indicate that they anticipated using Family Medical Leave in the future.   A larger percent of female faculty respondents anticipate using this leave program (19%) than male faculty respondents (11%).   A larger percent of female respondents (89%) think that Family Leave Program is valuable than male faculty respondents (79%).

- *Faculty Workshops:* Eighty-two percent of respondents indicate that they have participated in faculty workshops. Although there are more female (91%) than male respondents (80%) who report having attended these workshops, a more equal percentage of female respondents (78%) and male respondents (77%) report that they *plan* to attend faculty workshops in the future. A larger percentage of female respondents (74%) indicate that they think faculty workshops are somewhat or very valuable than male respondents (49%).

- *Faculty Mentoring:* Fifty-eight percent of all respondents have never used faculty mentoring. Only thirty-two female faculty respondents (40%) and twenty-one male respondents (32%) indicate that they have participated in a faculty mentoring relationship. Just over a quarter of both male and female respondents indicate that they anticipate using faculty mentoring it in the future. A higher percentage of female respondents (49%) indicate that they believe the program is moderately or very valuable program than male respondents (46%).

BALANCING PROFESSIONAL LIFE AND PERSONAL LIFE

Forty percent of all respondents indicate that they at least slightly agree that they often have to forgo professional activities because of personal responsibilities Slightly more female respondents than male respondents agree that they often have to forgo professional activities because of personal life obligations,. Thirty-nine percent of all respondents at least slightly agree with the statement that personal responsibilities and commitments have slowed down their career progression, with slightly more female respondents indicating their agreement than male respondents

Fifty-eight percent of all respondents indicate that they have cared for or currently care for dependent children. A higher percentage of male than female respondents indicate they have had or currently have this responsibility. Whether male or female, the majority of respondents (57%) report having no more than two children. More than three quarters of all respondents do not feel that their job prevented them from having the number of children that they wanted. However, the percentage of female respondents who feel that their job has prevented them from having the number of children they wanted (20%) is higher than the percentage of male respondents who feel the same (9%). Less than a quarter of all respondents (24%) indicate that they have cared for or currently are caring for one or more dependent adults.

Male respondents feel slightly more strongly that colleagues in their department are supportive of individuals who seek to balance their personal and career lives. Female respondents feel slightly more strongly than male faculty that it is difficult to adjust work schedules to care for children and other dependents and that male faculty members with children are considered to be less committed to their careers than men who do not have children. However, there is a slightly larger gap when asked if female faculty with children are considered by department members to be less committed to their careers than women who do not have children. Female respondents are decidedly lower than male respondents on this question, averaging a low level of disagreement. Female respondents also feel somewhat less strongly than male respondents that their department is supportive of family leave.

More than half of all respondents (57%) describe themselves as married and living with their spouse. An additional 16% indicate that they are not married, but living with a domestic partners (same or opposite sex). However, the situations for female respondents are much more diverse, with 41% married living with their spouse; 25% not married but living with a domestic partner and 25% single. Thirty-one percent of all respondents indicate that they would have used a USM spousal hiring program if available at the time they came to USM, with more female respondents (36%) indicating that they would have used this program than male respondents (28%).

DIVERSITY ISSUES

Gender Diversity: Just over half of all respondents (54%) indicate slight disagreement that there are too few women faculty in their department. The gender gap on this question is large, with 42% of female respondents strongly disagreeing in comparison with 29% of male respondents. More than half of all respondents (59%) at least slightly agree that their department has actively recruited women faculty. A much higher percentage of male respondents (77%) than female respondents (50%) agree that their department has actively recruited women faculty. Twenty percent of female respondents strongly disagree. Sixty-five percent of all respondents at least slightly disagree that their department has difficulty retaining women faculty. Thirty percent of all female responses agree at some level that their department has difficult retaining women.

Two-thirds of all respondents (68%) at least slightly agree that the climate for women faculty is good at the university. However, a large gender gap is found in the responses to this question, with 83% percent of male respondents agreeing at some level that the climate is good for women faculty, compared to 68% of female respondents. Most notably, 51% percent of male respondents strongly agree that the climate is good for woman faculty in comparison to 33% of female respondents indicating the same. Forty-five percent of all respondents at least slightly agree that their department has taken steps to enhance the climate for women. A much larger percentage of male respondents (68%) than female respondents (35%) at least slightly agree that these steps were taken. Thirty percent of female respondents either somewhat or strongly disagree. Sixty-three percent of all respondents disagree at some level that their department has *too few women* faculty in leadership positions. A higher percent of male respondents (66%) compared to female respondents (62%) at least slightly agree that their department has made an effort to promote women into leadership positions.

Racial/Ethnic Diversity: All race/ethnicity groups indicate at a high level that faculty are serious about treating minority and non-minority faculty equally, with faculty self-identifying as Caucasian agreeing half a mean point higher than both those respondents self-identifying as an underrepresented minority and "Other." All respondent race/ethnicity groups are mostly neutral on whether non-minority faculty would be as comfortable with a minority department chair as a non-minority department chair and whether or not minority faculty are less likely than their non-minority counterparts to have influence in departmental politics and administration.

Ninety-four percent of respondents indicate that they at least slightly agree that there are too few faculty of color in their department, with 57% indicating strong agreement. All underrepresented minority respondents, 95% of Caucasian respondents and 83% of respondents indicating "Other" for race/ethnicity at least slightly agree with the statement. Seventy-five percent of faculty respondents answering this question at least slightly agree that their department has too few faculty of color in leadership positions. Sixty-seven percent of minority faculty respondents slightly agree, with the remaining 33% strongly agreeing. Fifty-three percent of respondents agree at some level that their department has taken steps to enhance the climate for faculty of color. Minority respondents range from slightly disagreeing to somewhat agreeing. Eighty-three percent of those respondents indicating "Other" as their race/ethnicity are in some level of agreement, while 17% strongly disagree.

Numerous respondents indicate that it is difficult to answer diversity-related survey questions on recruitment and retention questions related to the hiring of underrepresented minority faculty since their department has not hired *any* faculty for several years. Of those who did answer these questions, sixty-one percent of respondents agree to some extent that their department has actively recruited faculty of color. All minority respondents slightly agree, while 83% of "Other." respondents at least slightly agree.   Fifty percent of respondents at least slightly agree that their department has difficulty retaining faculty of color. All minority respondents slightly agree and those indicating "Other" for race/ethnicity are divided in their responses, with 50% indicating strong disagreement.

3. SURVEY RESULTS

SATISFACTION WITH USM

Q1. Satisfaction with Position at USM

Seventy-nine percent of faculty respond that they are at least slightly satisfied with their position at USM, with almost 20% being very satisfied. Twelve percent of faculty indicate that they are moderately to very dissatisfied. Male faculty respondents (86.2% - Slightly to Very satisfied) are more satisfied with their positions at USM than female faculty respondents (75%- Slightly to Very satisfied).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Very Satisfied	23.1%	16.0%	25.0%	19.6%
Moderately Satisfied	46.2%	40.7%	41.7%	43.0%
Slightly Satisfied	16.9%	16.0%	16.7%	16.5%
Slightly Dissatisfied	4.6%	12.3%	0.0%	8.2%
Moderately Dissatisfied	4.6%	7.4%	16.7%	7.0%
Very Dissatisfied	4.6%	6.2%	0.0%	5.1%

Q2. Level of Satisfaction with the Way Career has Progressed at USM

Seventy-eight percent of all faculty respondents indicate that they are at least slightly satisfied with the way their career has progressed at USM. Male faculty respondents (86% - Slightly to Very satisfied) indicate that they are more satisfied than were female faculty respondents (71%- Slightly to Very satisfied) with their progression at USM.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Very Satisfied	33.8%	21.0%	25.0%	26.6%
Moderately Satisfied	38.5%	28.4%	33.3%	32.9%
Slightly Satisfied	13.8%	22.2%	16.7%	18.4%
Slightly Dissatisfied	7.7%	8.6%	8.3%	8.2%
Moderately Dissatisfied	1.5%	16.0%	8.3%	9.5%
Very Dissatisfied	4.6%	3.7%	0.0%	3.8%

Q3. Leading Reasons for Satisfaction

Across the board, three top reasons are cited for the satisfaction of faculty with their positions: 1) students, 2) colleagues and the support of colleagues and 3) Independence, autonomy and academic freedom. The statistics below are presented as a total of 137 comments made; 58 of which were made by male respondents and 79 of which were made by female respondents.

All Respondents (n=137)
27.2% - Students (Code #1)
15.0% - Colleagues/support of colleagues/faculty (Code #2)
10.2% - Independence, autonomy, academic freedom (Code #4)
8.8% - Topics taught/curriculum/teaching areas (Code #17)

Male (n=58)
25.9% - Students (Code #1)
19.0% - Colleagues/support of colleagues/faculty (Code #2)
15.5% - Independence, autonomy, academic freedom (Code #4)
10.3% - Teaching (Code #6)
6.9% – Supportive environment (Code #14)

Female (n=79)
26.6% - Students (Code #1)
12.7% - Colleagues/support of colleagues/faculty (Code #2)
7.6% - Independence, autonomy, academic freedom (Code #4)
7.6% - Teaching (Code #6)
6.3% - Topics taught/curriculum/teaching areas (Code #17)

Question 4: Leading reasons for Dissatisfaction
(Open-ended Question)

Lack of money and resources top the list of faculty reasons given for dissatisfaction for the total sample of survey respondents, as well as female faculty. Administration/administrator ignorance and careerism/poor decisions/micromanaging/lack of stability (coded as one grouping of responses) lead the male responses (17% of male faculty comments), but is less of a reason for female respondents (5% of female faculty responses).   Higher on the list of reasons emerging from female responses are comments about lack of collegial interactions/open dialog/team work/intransigent colleagues (8.1%).

All Respondents (n=60)

11.5% - Lack of Money/Resources; Financial Problems/Micromanaging of Resources (Code #4)
9.8% - Administration/Administrator Ignorance and Careerism/Poor Decisions/Micromanaging/Lack of Stability (Code #6)
9.8% - Lack of Research Support/No Emergency Support for Shortfalls (Code #11)
6.6% - Lack of Collegial Interactions/Open Dialog/Team Work/Intransigent Colleagues (Code #17)
6.6% - Lack of Leadership/Direction (Code #25)

Male (n=23)

17.4% - Administration/Administrator Ignorance and Careerism/Poor Decisions/Micromanaging/Lack of Stability (Code #6)
8.7% - Faculty and Administrators who are Vindictive/Bullying (Code #2)
8.7% - Lack of money/Resources; Financial Problems/Micromanaging of Resources (Code #4)
8.7% - Below Market Compensation (Code #23)
8.7% - Lack of Leadership/Direction (Code #25)
8.7% Lack of Standards (Clarity) for Scholarly Work (Code #33)

Female (n=37)
16.2% - Lack of Research Support/No Emergency Support for Shortfalls (Code #11)
13.5% - Lack of Money/Resources; Financial Problems/Micromanaging of Resources (Code #4)
8.1% -
Lack of Collegial Interactions/Open Dialog/Team Work/Intransigent Colleagues (Code #17)
5.4% - Administration/Administrator Ignorance and Careerism/Poor Decisions/Micromanaging/Lack of Stability (Code #6)

Q5. Have you ever seriously considered leaving USM?

More than half of all faculty respondents (53%) indicate that they have at least moderately considered leaving USM. More female faculty respondents (58%) indicate that they have either moderately or seriously considered leaving USM compared to male faculty respondents (46%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Never	26.2%	13.6%	8.3%	18.4%
Slightly	26.2%	28.4%	25.0%	27.2%
Moderately	23.1%	28.4%	33.3%	26.6%
Seriously	23.1%	29.6%	25.0%	26.6%

Q6. What factors contributed to your consideration to leave USM?

Among the reasons given for considering leaving USM are:

Leading Reasons Listed by Male Respondents

- Lack of support/resources/facilities/recognition (22%)
- Salary/Contract (17%)
- Problems with institutional change/effectiveness/leadership/vision (12%)
- Better opportunities elsewhere (12%)
- Lack of time for academic work/heavy teaching/workload (7%)
- Lack of faculty collegiality (7%)

Leading Reasons Listed by Female Respondents

- Salary/Contract (19%)
- Lack of support/resources/facilities/recognition (14%)
- Problems with institutional change/effectiveness/leadership/vision (12%)
- Better opportunities elsewhere (12%)
- Lack of research support (8%)
- Lack of faculty collegiality (6%)
- Lack of time for academic work/heavy teaching/workload (6%)

Leading Reason Listed by Respondents Who Did Not Identify their Gender

- Lack of support/resources/facilities/recognition (22%)

Other reasons provided by range of respondents included:

- Low morale
- Administrative Leadership
- Personal/family reasons
- Lack of academic/professional opportunities/advancement
- Lack of faculty
- Lack of university feel, culture/overall campus climate
- Poor record of rewards/people doing their share
- Work conditions
- Increasing value of online and STEM
- Not knowing what's being considered in advance
- Bad climate for women/poor treatment by men
- Disparity in pay/treatment
- Capabilities underutilized at USM

THE HIRING PROCESS AT USM

Q8.What was your first faculty position at USM?

More than two-thirds of all respondents indicate that their first faculty position at USM was at the rank of Assistant Professor. Twelve percent started at the Associate Professor rank and 3% started at the Professor rank. The remaining 13% started in non-tenure track positions.

A larger percentage of female than male faculty respondents started their careers at the Professor rank (4%) than male faculty respondents (0%). In addition, a larger percentage of female faculty respondents (12%) than male faculty respondents (9%) started in non-tenure track positions

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Assistant Professor	75.4%	66.7%	50.0%	69.0%
Associate Professor	12.3%	12.3%	8.3%	12.0%
Professor	0.0%	3.7%	8.3%	2.5%
Non-Tenure Track	9.2%	12.3%	33.3%	12.7%

Note: Other positions held by male faculty included research assistant, visiting faculty, adjunct, instructor and clinical instructor. Other positions held by female faculty included assistant research professor, visiting faculty, lecturer, law instructor and clinical instructor.

Q9. Are you currently full-time faculty at USM?

Only full-time faculty were surveyed in this study. The vast majority of faculty respondents (94%) indicate that, at the time of the survey, they were fulltime faculty at USM. Some of the faculty who responded to this survey are considered fulltime faculty, but only work part-time (e.g. faculty on phased retirement).

The percentage of male faculty respondents indicating they are fulltime faculty is higher for male faculty respondents (99%) than female faculty respondents (90%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	98.5%	90.1%	66.7%	94.3%
No	1.5%	6.2%	0.0%	3.2%
Did not answer	0.0%	3.7%	33.3%	2.5%

Q10. What is your current title/rank at USM?

The majority of faculty respondents currently hold the rank of Associate Professor (51%), while 34% are Full Professors, 12% are Assistant Professors and 2% are in non-tenure track positions.

More female faculty respondents remain in lower ranked faculty positions than male faculty respondents. This is especially true of full professorships, with 43% of male respondents holding full professorships, while only 26% of female respondents hold full professorships.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Assistant Professor	7.7%	13.6%	16.7%	11.4%
Associate Professor	44.6%	58.0%	33.3%	50.6%
Professor	43.1%	25.9%	41.7%	34.2%
Non-Tenure Track	1.5%	2.5%	0.0%	1.9%

Q11. How many years have you been in this position?

Almost three quarters of all faculty respondents have been in their position for less than fifteen years (74%). More than half of all female faculty respondents (59%) have been in their position for less than eight years, compared to 40% of male faculty respondents.

More female faculty (22%) than male faculty (17%) have been in their position at least 8 years but less than 15 years. Less than 15% of female faculty respondents have been in their USM position for more than 15 years, while 23% of male faculty respondents have been in their positions for at least 15 years.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Less than 8 years	40.0%	59.2%	33.3%	54.3%
8-15 years	16.9%	22.3%	24.9%	20.1%
16-23 years	15.4%	9.8%	8.3%	10.6%
More than 23 years	7.6%	4.8%	8.3%	6.7%
Other	4.5%	1.2%	8.3%	1.8%
Did Not Answer	15.4%	2.5%	16.7%	6.5%

Q12. Please indicate how much you agree or disagree with each of the following statements about the hiring process:

12a. I was satisfied with the hiring process overall

Eighty-seven percent of all respondents at least slightly agree with the statement that they were satisfied with the hiring process overall, with 75% at least somewhat in agreement. Very few respondents (4%) either somewhat or strongly disagree with the statement. More male respondents (42%) than female respondents (30%) strongly agree that they were satisfied with the hiring process overall.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	41.5%	29.6%	25.0%	34.2%
Somewhat Agree	38.5%	40.7%	58.3%	41.1%
Slightly Agree	9.2%	14.8%	8.3%	12.0%
Slightly Disagree	4.6%	8.6%	0.0%	6.2%
Somewhat Disagree	1.5%	2.5%	0.0%	1.9%
Strongly Disagree	4.6%	1.2%	0.0%	2.5%
Did Not Answer	0.0%	1.2%	8.3%	1.3%

STEM/NON-STEM

Eighty-four percent of STEM respondents indicate that they at least slightly agree with the statement that they were satisfied with the hiring process. A larger 93% of non-STEM respondents indicate the same level of satisfaction. Conversely, a larger percentage of STEM respondents disagree (15%) than non-STEM (10%), although only a small percentage strongly disagree from either group.

	Strongly Agree	Somewhat Agree	Slightly Agree	Somewhat Disagree	Slightly Disagree	Strongly Disagree	Didn't Answer
STEM	36%	38%	10%	10%	1%	4%	1%
Non-STEM	32%	46%	14%	4%	4%	2%	0%
Not ID'd	35%	40%	15%	0%	0%	0%	10%

12b. The department did its best to obtain resources for me

Seventy-three percent of all faculty respondents at least slightly agree with the statement, "The department did its best to obtain resources for me." However, most of these (49%) only somewhat or slightly agree.

Fewer female respondents agree with this statement than male respondents, with only 48% of female faculty respondents at least slightly agreeing, while 80% of male respondents at least slightly agree.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	30.8%	22.2%	25.0%	24.1%
Somewhat Agree	35.4%	25.9%	58.3%	32.3%
Slightly Agree	13.8%	18.5%	8.3%	16.5%
Slightly Disagree	9.2%	9.9%	0.0%	9.5%
Somewhat Disagree	4.6%	4.9%	0.0%	4.4%
Strongly Disagree	4.6%	11.1%	0.0%	8.2%
Did Not Answer	1.5%	6.2%	8.3%	4.4%

STEM ANALYSIS
STEM faculty have a higher percentage of agreement that the department did its best to obtain resources for them than non-STEM faculty respondents. Seventy-four percent of both STEM and non-STEM faculty respondents at least slightly agree with the statement, however, more STEM faculty respondents strongly or somewhat agree than non-STEM faculty respondents.

	Strongly Agree	Somewhat Agree	Slightly Agree	Somewhat Disagree	Slightly Disagree	Strongly Disagree	Didn't Answer
STEM	27%	31%	16%	7%	5%	9%	5%
Non-STEM	26%	30%	18%	11%	5%	7%	4%
Not ID'd	5%	45%	15%	15%	0%	10%	10%

This survey found that while STEM faculty overall are more in agreement with the statement that their department did its best to obtain resources for them, this does not carry over when broken down by STEM category *and* gender. Male STEM faculty respondents (75%) are less in agreement that non-STEM male faculty respondents (95%). The opposite is true for female faculty respondents. A higher percentage of STEM female respondents(74%) are more satisfied than non-STEM female respondents (63%).

STEM/NON-STEM BY GENDER

12b.	Strongly Agree	Somewhat Agree	Slightly Agree	Slightly Disagree	Somewhat Disagree	Strongly Disagree	Didn't Answer
Male - STEM	31%	31%	13%	10%	8%	5%	3%
Male - Non-STEM	35%	45%	15%	5%	0%	0%	0%
Female - STEM	24%	31%	19%	5%	2%	12%	7%
Female - Non-STEM	22%	22%	19%	11%	8%	11%	6%

12c. Faculty in the department made an effort to meet me

Eighty-four percent of all faculty respondents at least slightly agree with the statement, "the department made an effort to meet me." The vast majority of these (74%) only somewhat or slightly agree.

Fewer female respondents agree with this statement than male respondents, with 78% of female faculty respondents at least slightly agreeing versus 92% of male respondents at least slightly agreeing.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	60.0%	40.7%	8.3%	46.2%
Somewhat Agree	23.1%	27.2%	58.3%	27.8%
Slightly Agree	9.2%	9.9%	8.3%	9.5%
Slightly Disagree	1.5%	4.9%	8.3%	3.8%
Somewhat Disagree	1.5%	7.4%	8.3%	5.1%
Strongly Disagree	3.1%	7.4%	0.0%	5.1%
Did Not Answer	1.5%	6.2%	8.3%	1.9%

STEM/NON-STEM

A slightly higher percentage of STEM faculty (88%) than non-STEM faculty (81%) agree that faculty in their department made an effort to meet them.

12c.	Strongly Agree	Somewhat Agree	Slightly Agree	Somewhat Disagree	Slightly Disagree	Strongly Disagree	Didn't Answer
STEM	51%	27%	10%	1%	2%	6%	2%
Non-STEM	47%	25%	9%	7%	7%	5%	0%
Not Id'd	25%	40%	10%	5%	10%	0%	10%

STEM/NON-STEM BY GENDER

Regardless of STEM or non-STEM discipline, female respondents (43% STEM and 42% non-STEM) agree less than male respondents (59% STEM and 60% non-STEM) that faculty in their department made an effort to meet them.

12c.	Strongly Agree	Somewhat Agree	Slightly Agree	Slightly Disagree	Somewhat Disagree	Strongly Disagree	Didn't Answer
Male - STEM	59%	21%	10%	3%	0%	5%	3%
Male – Non-STEM	60%	30%	10%	0%	0%	0%	0%
Female - STEM	43%	33%	10%	0%	5%	7%	2%
Female – Non-STEM	42%	22%	8%	8%	11%	8%	0%

12d. My interactions with the search committee were positive

Eighty-eight percent of all faculty respondents at least slightly agree that their interactions with the search committee were positive." Eighty percent either somewhat or slightly agree.

Most female respondents at least slightly agree with this statement (85%), but still a smaller percentage than male respondents (91%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	61.5%	51.9%	25.0%	53.8%
Somewhat Agree	20.0%	25.9%	58.3%	25.9%
Slightly Agree	9.2%	7.4%	8.3%	8.2%
Slightly Disagree	1.5%	2.5%	0.0%	1.9%
Somewhat Disagree	3.1%	2.5%	0.0%	2.5%
Strongly Disagree	1.5%	1.2%	0.0%	1.3%
Did Not Answer	1.5%	4.9%	8.3%	3.8%

STEM/Non-STEM

Similar percentages of STEM respondents (87%) and non-STEM respondents (88%) at least slightly agree that their interactions with their search committee had been positive.

12d.	Strongly Agree	Somewhat Agree	Slightly Agree	Somewhat Disagree	Slightly Disagree	Strongly Disagree	Didn't Answer
STEM	58%	22%	7%	2%	4%	1%	5%
Non-STEM	53%	26%	9%	2%	2%	2%	7%
Not Identified	40%	40%	10%	0%	0%	0%	10%

STEM/NON-STEM BY GENDER

The vast majority of faculty respondents, regardless of STEM or non-STEM discipline and gender at least slightly agree that their interactions with their search committee had been positive (85% STEM male ; 100% Non-STEM male; 90% STEM female). However, a lower percentage of non-STEM female respondents (72%) are in agreement. In fact, 19% either somewhat or strongly disagree that their interactions had been positive.

12d.	Strongly Agree	Somewhat Agree	Slightly Agree	Slightly Disagree	Somewhat Disagree	Strongly Disagree	Didn't Answer
Male STEM	54%	23%	8%	3%	5%	3%	5%
Male Non-STEM	60%	30%	10%	0%	0%	0%	0%
Female STEM	62%	21%	7%	2%	2%	0%	5%
Female Non-STEM	42%	22%	8%	8%	11%	8%	0%

12e. I negotiated successfully for what I needed

Sixty-four percent of all respondents at least slightly agree with the statement, "I negotiated successfully for what I needed." Forty percent either somewhat or slightly agree. Female respondents (61%) indicate that they at least slightly agree with this statement a full ten percentage points less than male respondents (71%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	21.5%	18.5%	8.3%	19.0%
Somewhat Agree	21.5%	23.5%	25.0%	22.8%
Slightly Agree	27.7%	18.5%	25.0%	22.8%
Slightly Disagree	12.3%	19.8%	16.7%	16.5%
Somewhat Disagree	6.2%	3.7%	0.0%	4.4%
Strongly Disagree	6.2%	9.9%	8.3%	8.2%
Did Not Answer	1.5%	1.2%	8.3%	1.9%

STEM/Non-STEM

A higher percentage of non-STEM faculty respondents (69%) than STEM faculty respondents (65%) at least slightly agree that they had negotiated successfully for what they needed. However, the gap increases when those who strongly and somewhat agree by STEM/Non-STEM breakdown. Thirty-eight percent of STEM respondents either somewhat or strongly agree that they had negotiated successfully, while 48% of non-STEM respondents indicate the same.

12e.	Strongly Agree	Somewhat Agree	Slightly Agree	Somewhat Disagree	Slightly Disagree	Strongly Disagree	Didn't Answer
STEM	17%	21%	27%	16%	6%	6%	6%
Non-STEM	25%	23%	21%	14%	4%	11%	4%
Not Identified	10%	30%	10%	25%	0%	10%	15%

STEM/Non-STEM by Gender

This difference holds regardless of gender with more non-STEM faculty respondents than STEM faculty respondents indicating higher levels of agreement that they had successfully negotiated (Male STEM 72% and Male non-STEM 70%) in comparison to (Female STEM 60% and Female non-STEM 66%). Notable is the greater agreement across STEM/Non-STEM by male faculty respondents than female respondents.

12e.	Strongly Agree	Somewhat Agree	Slightly Agree	Slightly Disagree	Somewhat Disagree	Strongly Disagree	Didn't Answer
Male - STEM	18%	18%	36%	10%	10%	3%	5%
Female – STEM	17%	24%	19%	21%	2%	10%	7%
Male – Non-STEM	30%	20%	20%	15%	0%	10%	5%
Female – Non-STEM	22%	25%	19%	14%	6%	11%	3%

12f. I was satisfied with my start-up package at the time

Sixty-two percent of all faculty respondents at least slightly agree with the statement, "I was satisfied with my start-up package at the time." However, 20% either somewhat or strongly disagree that they had been satisfied.

A larger percentage of male faculty respondents (68%) at least slightly agree that they were satisfied with their start-up package at the time, compared with 58% of female respondents. Over a quarter of male faculty respondents strongly agree that they were satisfied (26%) in comparison to 15% of female faculty respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	26.2%	14.8%	0.0%	18.4%
Somewhat Agree	15.4%	22.2%	25.0%	19.6%
Slightly Agree	26.2%	21.0%	33.3%	24.1%
Slightly Disagree	9.2%	17.3%	16.7%	13.9%
Somewhat Disagree	7.7%	6.2%	0.0%	6.3%
Strongly Disagree	13.8%	13.6%	8.3%	13.3%
Did Not Answer	0.0%	1.2%	8.3%	1.3%

STEM/Non-STEM

A higher percentage of non-STEM respondents (69%) compared to STEM respondents (59%) at least slightly agree that they were satisfied with their startup package at the time. Nearly a quarter (24%) of STEM respondents indicate that they either somewhat or strongly disagreed that their interactions had been positive, compared to 16% of non-STEM faculty.

12f.	Strongly Agree	Somewhat Agree	Slightly Agree	Slightly Disagree	Somewhat Disagree	Strongly Disagree	Didn't Answer
STEM	17%	17%	25%	14%	9%	15%	4%
Non-STEM	25%	23%	21%	14%	5%	11%	2%
Not Identified	5%	20%	30%	15%	15%	5%	10%

STEM/Non-STEM by Gender

STEM faculty respondents' satisfaction with their start-up package at their time of hire remains greater, regardless of gender. However, marked difference in percentage points can be noted between genders within each discipline grouping. Male STEM faculty are more in agreement that they were satisfied with their start-up package (64%) than female STEM faculty respondents (54%) and male non-STEM faculty are more satisfied (75%) with their package than female non-STEM faculty respondents (67%).

12f.	Strongly Agree	Somewhat Agree	Slightly Agree	Slightly Disagree	Somewhat Disagree	Strongly Disagree	Didn't Answer
Male STEM	21%	15%	28%	10%	10%	15%	0%
Male Non-STEM	40%	15%	20%	10%	5%	5%	5%
Female STEM	14%	19%	21%	17%	7%	14%	7%
Female Non-STEM	17%	28%	22%	14%	6%	14%	0%

Mean Levels of Agreement by Gender for Q12 a-f

For each statement in Question 12 a-f, the mean score for female respondents indicates that they are less satisfied than male respondents with all aspects of the hiring process.

Mean Levels of Agreement by Gender for Q12 a-f
(1=Strongly Agree; 6= Strongly Disagree)

	Male Faculty	Female Faculty
12a. I was satisfied with the hiring process overall	2.00	2.19
12b. The department did its best to obtain resources for me	2.31	2.69
12c. Faculty in the department made an effort to meet me	1.66	2.35
12d. My interactions with the search committee were positive	1.71	1.81
12e. I negotiated successfully for what I needed	2.86	3.12
12f. I was satisfied with my start-up package at the time	3.05	3.30

PROFESSIONAL ACTIVITIES

Q13. In the past two years, what has been your average undergraduate course teaching load?

Just over two thirds of male respondents (68%), but less than half of female respondents (47%) indicate that they have had a teaching load of four to six classes over the last two years. The largest percent of both male and female respondents indicate a course load of six courses. More female respondents taught less than four courses, with 21% teaching less than four and 12% of male respondents.

Q14. In the past two years, what has been your average graduate course teaching load?

The largest percent of both male and female respondents indicate that they taught no graduate courses (49% of male and 26% of female) over the last two years. Female respondents who report teaching graduate classes indicate a larger percentage in the two to four course range (34%) than male faculty respondents (17%).

Q15. In the past two years, has any of your research or scholarly activity been supported by a grant on which you were a PI or a Co-PI?

Two-thirds of all respondents have not had any research or scholarly activity supported by a grant on which they were a PI or Co-PI over the past two years.

There is a gender difference, however, with more female respondents reporting such grant-supported activities (37%) than male respondents (25%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	24.6%	37.0%	41.7%	32.3%
No	75.4%	61.7%	25.0%	64.6%
Did Not Answer	0.0%	1.2%	33.3%	3.2%

STEM/Non-STEM

A greater percentage of STEM respondents (36%) than non-STEM respondents (26%) have had research or scholarly activity supported by a grant on which they were a PI or Co-PI in the past two years.

Q15.	Yes	No	Did Not Answer
STEM	36%	64%	0%
Non-STEM	26%	72%	2%
Not Identified	35%	45%	20%

STEM/Non-STEM by Gender

Regardless of gender, a higher percentage of STEM respondents indicate they have had research or scholarly activity supported by a grant on which they were a PI or a Co-PI in the past two years. However, within each discipline group, a higher percentage of female respondents (43% of STEM and 33% of non-STEM female respondents) indicate they had this activity than male respondents (28% of STEM and 15% of non-STEM male respondents).

Q15.	Yes	No	Did Not Answer
STEM Male	28%	72%	0%
Non-STEM Male	15%	85%	0%
STEM Female	43%	57%	0%
Non-STEM Female	33%	64%	3%

Q16. In the past five years, what percentage of the papers/articles/chapters/creative works (all combined) that you have submitted have been accepted?

Many respondents answered this question incorrectly, providing a number rather than a percentage in their written in answers, skewing the results.

Of the respondents who correctly answered this question, more female respondents (52%) than male respondents (42%) report having three quarters or more of their works accepted.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
<25%	3.0%	6.1%	0.0%	3.8%
25-49%	3.0%	1.2%	8.3%	1.8%
50-74%	9.2%	5.0%	0.0%	15.6%
75-100%	42.0%	52.0%	41.6%	36.6%
Other	33.6%	33.2%	16.8%	34.6%
Did Not Answer	9.2%	2.5%	33.3%	7.6%

Q17. In the past five years, how many papers/articles have you had accepted for publication?

Again, many respondents answered this question incorrectly, providing a percentage rather than a number in their written in answers, skewing the results for this question. Of the respondents who correctly answered this question, more female respondents report having a larger number of papers/articles accepted for publication than the male respondents.

Q18. In the past five years, how many books have you had accepted for publication?

Of the respondents who correctly answered this question*, the majority (58%) reported having had no books accepted for publication in the past five years. The remaining had published between one and four books (27%).

Both male and female respondents both reported no more than four books having been published, with 28% of female respondents having one to four books accepted for publication and 23% of male respondents having between one and four accepted.

* A number of respondents did not answer this question or indicated that this question was "not applicable" and many reported having published book chapters rather than whole books. For the purpose of this analysis, published chapters were included in the tally for books accepted for publication.

Q19. How would you rate your overall level of scholarly productivity compared to faculty in your discipline and at your rank nationwide?

Thirty-eight percent of all respondents indicate that they would rate their overall level of scholarly productivity at least slightly more productive than other faculty in their discipline and of their rank nationwide. The majority (51%) rate themselves as slightly or somewhat less productive than their counterparts.

However, a larger percentage of female respondents (41%) than male respondents (34%) rate their productivity as at least slightly more productive than their national counterparts. Approximately half of both male and female respondents believe that their productivity is similar to nationwide productivity: Men (54%); Women (48%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Much less productive	10.8%	6.2%	0.0%	7.6%
Somewhat less productive	13.8%	22.2%	8.3%	17.7%
Slightly less productive	38.5%	30.9%	16.7%	32.9%
Slightly more productive	15.4%	17.3%	16.7%	16.5%
Somewhat more productive	10.8%	21.0%	16.7%	16.5%
Much more productive	7.7%	2.5%	8.3%	5.1%
Did Not Answer	3.1%	0.0%	33.3%	3.6%

Q20.How do you think your department views your research and scholarly productivity, compared to the departmental average?

About half (53%) of all respondents indicate that they think their department viewed their research and scholarly productivity as "at least a little more productive" than the departmental average. Another twenty-six percent indicate this view was as "a little less productive", with only 15% thinking that their activities are viewed as either somewhat or much less productive.

More female respondents (59%) than male respondents (46%) think their department views their research and scholarly productivity as at least slightly more productive than the department average. Approximately half of male respondents believe that their research and scholarly productivity is viewed as about the same as the department average (49% compared to 37% of women, more of whom thought they were more productive than the departmental average).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Much less productive	3.1%	3.7%	0.0%	3.2%
Somewhat less productive	13.8%	11.1%	8.3%	12.0%
A little less productive	30.8%	24.7%	8.3%	25.9%
A little more productive	18.5%	12.3%	16.7%	15.2%
Somewhat more productive	13.8%	32.1%	8.3%	22.8%
Much more productive	13.8%	14.8%	25.0%	15.2%

Q21(a-g). Please indicate how much you agree or disagree with each of the following statements about the resources available to you:

Q21a. I have the equipment and supplies I need to adequately conduct my research.

Sixty-three percent of all respondents at least slightly agree with the statement that they have the equipment and supplies they need to adequately conduct their research. Nearly a quarter (24%) indicate that they at least moderately disagree that they have the equipment and supplies they need.

Less female respondents (59%) agree at some level that they have the equipment and supplies they need to adequately conduct their research, compared with 74% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	16.9%	8.6%	0.0%	11.4%
Moderately Agree	35.4%	25.9%	16.7%	29.1%
Slightly Agree	21.5%	24.7%	16.7%	22.8%
Slightly Disagree	4.6%	13.6%	8.3%	9.5%
Moderately Disagree	12.3%	13.6%	16.7%	13.3%
Strongly Disagree	7.7%	13.6%	0.0%	10.1%
Did Not Answer	1.5%	0.0%	41.7%	3.8%

STEM/Non-STEM

Seventy-one percent of non-STEM faculty agree at some level that they have the equipment and supplies they need to adequately conduct their research, compared with 63% of STEM faculty.

Q21a.	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
STEM	15%	21%	27%	10%	15%	12%	0%
Non-STEM	11%	39%	21%	9%	11%	9%	2%
Not Identified	0%	35%	10%	10%	15%	5%	25%

STEM/Non-STEM by Gender

Regardless of gender, a higher percentage of non-STEM respondents indicate that they have the equipment and supplies they need to adequately conduct their research. There a sizeable difference within STEM by gender, with 72% of male respondents compared to 55% of female respondents indicating that they have some level of agreement with the statement. This also holds true for non-STEM disciplines, with a larger percentage of male respondents (80%) indicating that they have the equipment and supplied they need to conduct their research, compared to 67% of female respondents.

Q21a.	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
Male STEM	18%	26%	28%	5%	10%	13%	0%
Male Non-STEM	20%	45%	15%	5%	10%	0%	5%
Female STEM	12%	17%	26%	14%	19%	12%	0%
Female Non-STEM	6%	36%	25%	11%	8%	14%	0%

Q21b. I receive regular maintenance/upgrades of my equipment

Less than half (48%) of all respondents at least slightly agree that they receive regular maintenance/upgrades of their equipment.

More female respondents (54%) agree at some level that they receive regular maintenance/upgrades of their equipment, compared with 46% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	7.7%	8.6%	0.0%	7.6%
Moderately Agree	26.2%	21.0%	0.0%	21.5%
Slightly Agree	12.3%	24.7%	8.3%	18.4%
Slightly Disagree	15.4%	16.0%	25.0%	16.5%
Moderately Disagree	12.3%	9.9%	16.7%	11.4%
Strongly Disagree	15.4%	16.0%	8.3%	15.2%
Did Not Answer	10.8%	3.7%	41.7%	9.5%

STEM/Non-STEM

A higher percent of non-STEM respondents at least somewhat agree (60%) that they receive regular maintenance/upgrades of their equipment, compared to 41% of STEM respondents.

Q21b.	Strongly Agree	Moderately Agree	Slightly Agree	Somewhat Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
STEM	7%	17%	17%	17%	15%	21%	5%
Non-STEM	11%	28%	21%	16%	7%	11%	7%
Not Identified	0%	20%	15%	15%	10%	5%	35%

STEM/Non-STEM by Gender

A higher percent of non-STEM respondents agree that they receive regular maintenance/upgrades of their equipment than STEM respondents, regardless of gender. However, within both discipline groups, more female respondents agree that they receive this service to their equipment (64% of non-STEM female respondents compared to 55% non-STEM male respondents and 45% of non-STEM female respondents compared to 39% of STEM male respondents).

Q21b.	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
Male - STEM	8%	18%	13%	18%	15%	23%	5%
Male – Non-STEM	10%	35%	10%	15%	10%	5%	15%
Female STEM	7%	17%	21%	17%	14%	19%	5%
Female Non-STEM	11%	25%	28%	17%	3%	14%	3%

Q21c. I have sufficient office space in terms of quantity and quality

Sixty-six percent of all respondents at least slightly agree that they have sufficient office space in terms of quantity and quality. Thirteen percent moderately of strongly disagree.

More female respondents (72%) agree at some level that they have sufficient office space, compared with 66% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	29.2%	28.4%	16.7%	27.8%
Moderately Agree	24.6%	28.4%	8.3%	25.3%
Slightly Agree	12.3%	14.8%	8.3%	13.3%
Slightly Disagree	15.4%	11.1%	8.3%	12.7%
Moderately Disagree	9.2%	6.2%	0.0%	7.0%
Strongly Disagree	6.2%	4.9%	16.7%	6.3%
Did not answer	3.1%	6.2%	41.7%	7.6%

Q21d. I have sufficient laboratory or studio space in terms of quantity and quality

Slightly less than half of all respondents (48%) at least slightly agree that they have sufficient laboratory or studio space in terms of quantity and quality.

Less female respondents (46%) agree at some level that they have sufficient laboratory or studio space in terms of quantity and quality, compared with 55% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	18.5%	13.6%	8.3%	15.2%
Moderately Agree	21.5%	12.3%	0.0%	15.2%
Slightly Agree	15.4%	19.8%	8.3%	17.1%
Slightly Disagree	7.7%	9.9%	0.0%	8.2%
Moderately Disagree	7.7%	6.2%	0.0%	6.3%
Strongly Disagree	4.6%	7.4%	8.3%	6.3%
Did Not Answer	24.6%	30.9%	75.0%	31.6%

STEM/Non-STEM

Just over half of STEM respondents (57%) at least slightly agree that they have sufficient laboratory or studio space in terms of quantity and quality. Less than half of non-STEM respondents (41%) at least slightly agree with the statement.

Q21d.	Strongly Agree	Moderately Agree	Slightly Agree	Somewhat Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
STEM	21%	15%	21%	9%	6%	7%	21%
Non-STEM	11%	16%	14%	9%	9%	7%	35%
Not Identified	5%	15%	10%	5%	0%	0%	65%

STEM/Non-STEM by Gender

Just over half of the respondents from STEM disciplines (whether male or female) and non-STEM male respondents at least slightly agree that they have sufficient laboratory or studio space in terms of quantity and quality. Thirty-three percent of female non-STEM respondents agree at some level that they have sufficient laboratory or studio space in terms of quantity and quality. This may be in part due to the lower response rate for this subgroup for this question.

Q21d.	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
Male STEM	23%	13%	21%	8%	10%	5%	21%
Male Non-STEM	15%	30%	10%	10%	5%	5%	25%
Female Non-STEM	19%	17%	21%	10%	2%	10%	21%
Female Non-STEM	8%	8%	17%	8%	11%	6%	42%

21e. I have colleagues on campus who do similar research

Slightly less than half of all respondents (46%) at least slightly disagree that they have colleagues that do similar research on campus. Nearly a quarter (23%) strongly disagree.

Less female respondents (46%) indicate that they have colleagues on campus who do similar research, compared with 54% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	7.7%	6.2%	8.3%	7.0%
Moderately Agree	10.8%	14.8%	8.3%	12.7%
Slightly Agree	35.4%	24.7%	8.3%	27.8%
Slightly Disagree	9.2%	14.8%	0.0%	11.4%
Moderately Disagree	7.7%	11.1%	33.3%	11.4%
Strongly Disagree	24.6%	24.7%	0.0%	22.8%
Did Not Answer	4.6%	3.7%	41.7%	7.0%

STEM/Non-STEM

Approximately half of both discipline groups agree that they have colleagues that do similar research on campus, with a slightly higher percent of non-STEM respondents (54%) than STEM respondents (49%) agreeing. Notably, most of this agreement is in the middle range and both have a full quarter of respondents indicating that they strongly disagree with the statement.

Q21e.	Strongly Agree	Moderately Agree	Slightly Agree	Somewhat Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
STEM	5%	17%	26%	12%	12%	25%	2%
Non-STEM	12%	7%	35%	12%	4%	25%	5%
Not Id'd	0%	10%	15%	5%	30%	10%	30%

STEM/Non-STEM by Gender

There is very little gap between STEM male and female respondents (49% of STEM male respondents and 47% of female STEM respondents agree at some level that they have colleagues that do similar research on campus. However, a much larger percentage of male non-STEM respondents agree that they have these colleagues, while 47% of female non-STEM respondents agree that they do.

12e.	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Didn't Answer
Male STEM	3%	13%	33%	10%	8%	31%	3%
Male Non-STEM	20%	5%	40%	5%	5%	20%	5%
Female STEM	7%	21%	19%	14%	17%	19%	2%
Female Non-STEM	6%	8%	33%	17%	3%	28%	6%

21f. I have colleagues or peers at USM who give me career advice or guidance when I need it

About half (52%) of all respondents at least slightly agree that they have colleagues or peers at USM who give them career advice or guidance when they need it. More than a third (37%) moderately or strongly *disagree* that they have this support.

Less female respondents (49%) indicate that they have colleagues or peers at USM who give them career advice or guidance when they need it, compared with 60% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	15.4%	6.2%	0.0%	9.5%
Moderately Agree	23.1%	16.0%	8.3%	18.4%
Slightly Agree	21.5%	27.2%	16.7%	24.1%
Slightly Disagree	3.1%	11.1%	16.7%	7.0%
Moderately Disagree	13.8%	16.0%	16.7%	15.2%
Strongly Disagree	23.1%	22.2%	16.7%	22.2%
Did Not Answer	0.0%	1.2%	41.7%	3.8%

21g. I have sufficient teaching support

Fifty-three percent of all respondents at least slightly agree that they have adequate teaching support. However, a quarter moderately or strongly disagree that they have this support.

Less female respondents (48%) indicate that they have sufficient teaching support, compared with 66% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	18.5%	2.5%	0.0%	8.9%
Moderately Agree	32.3%	19.8%	8.3%	24.1%
Slightly Agree	15.4%	25.9%	8.3%	20.3%
Slightly Disagree	9.2%	16.0%	8.3%	12.7%
Moderately Disagree	9.2%	13.6%	16.7%	12.7%
Strongly Disagree	15.4%	21.0%	16.7%	12.0%
Did Not Answer	0.0%	1.2%	41.7%	18.4%

ADVISORY COMMITTEE

Q22. Does your department have an Advisory Committee?
The majority of respondents indicate that their department does not have an advisory committee (78%). This is similar between male (80%) and female (76%) faculty.

	Male (n=35)	Female (n=79)	Not Identified (n=6)	All (n=120)
Yes	20.6%	24.1%	16.7%	22.3%
No	79.4%	75.9%	83.3%	77.7%

→*Additional Advisory Committee Questions (Skip Logic Utilized)*

Q23. In the past five years, have you ever served on this committee?
Fifty-five percent of respondents (n=33) indicate that they have served on their department's advisory committee. These percentages were higher for male respondents (62% of 13 male respondents) than female respondents (53% of 19 female respondents).

	Male (n=13)	Female (n=19)	Not Identified (n=1)	All (n=33)
Yes	61.5%	52.6%	100.0%	54.5%
No	38.5%	47.4%	0.0%	45.5%

Q24. In the past five years, have you ever chaired this committee?
Less than a quarter of respondents to this question (n=18) have chaired their department's advisory committee. More male respondents (38% of the 8 male respondents) than female respondents (10% of 11 female respondents) have served as chair of this committee.

	Male (n=8)	Female (n=11)	Not Identified (n=0)	All (n=19)
Yes	37.5%	10.0%	0.0%	22.2%
No	62.5%	90.0%	0.0%	77.8%

Q25. Would you like to chair this committee?
Only a few of the respondents to this question (6.3% of the 16 respondents) indicate that they would like to chair their department's advisory committee. More female respondents (9% of 11 female respondents) than male respondents (0% of 8 male respondents) are interested in chairing it.

	Male (n=8)	Female (n=11)	Not Identified (n=0)	All (n=19)
Yes	0.0%	9.1%	0.0%	6.3%
No	100.0%	90.9%	0.0%	93.8%

PROMOTION AND TENURE COMMITTEE

Q26. Does your department have a Promotion and Tenure Committee?
Seventy-six percent of faculty respondents indicate that their department has a promotion and tenure committee. This is similar for male (78%) and female respondents (76%).

	Male (n=63)	Female (n=75)	Not Identified (n=5)	All (n=143)
Yes	77.8%	76.0%	60.0%	76.21%
No	22.2%	24.0%	40.0%	23.8%

Additional Promotion and Tenure Committee Questions (Skip Logic in Use):

Q27. In the past five years, have you ever served on this committee?
Sixty-eight percent of respondents (n=116) indicate that they have served on their department's promotion and tenure committee. These percentages are similar for male respondents (69% of 51 male respondents) and female respondents (67% of 75 female respondents).

	Male (n=51)	Female (n=75)	Not Identified (n=4)	All (n=130)
Yes	68.6%	67.2%	75.0%	68.1%
No	31.4%	32.8%	25.0%	31.9%

Q28. In the past five years, have you ever chaired this committee?
More than half of respondents to this question (n=78) have chaired their department's promotion and tenure committee. More male respondents (69% of the 35 male respondents) than female respondents (49% of 41 female respondents) have served as chair of this committee.

	Male (n=35)	Female (n=41)	Not Identified (N=2)	All (n=78)
Yes	68.6%	48.8%	50.0%	57.7%
No	31.4%	51.2%	50.0%	42.3%

Q29. Would you like to chair this committee?
Less than a quarter of respondents to this question (23% of the 35 respondents) indicate that they would like to chair their department's promotion and tenure committee. More male respondents (27% of 11 male respondents) than female respondents (18% of 22 female respondents) are interested in chairing it.

	Male (n=11)	Female (n=22)	Not Identified (n=2)	All (n=35)
Yes	27.3%	18.2%	50.0%	22.9%
No	72.7%	81.8%	50.0%	77.1%

FACULTY SEARCH COMMITTEE

Q30. Does your department have a <u>Faculty Search Committee</u>?
Fifty-one percent respondents (n=146) indicate that their department has a faculty search committee. Slightly more female respondents (53% of 77 female respondents) than male respondents (48% of 63 male respondents) indicate that their department has a faculty search committee.

	Male (n=63)	Female (n=77)	Not Identified (n=6)	All (n=146)
Yes	47.6%	53.2%	50.0%	50.7%
No	52.4%	46.8%	50.0%	49.3%

➔   *Additional* <u>Faculty Search Committee</u> *Questions (Skip Logic in Use):*

Q31. In the past five years, have you ever served on this committee?
Sixty-two percent of respondents (n=77) indicate that they have served on their department's faculty search committee. These percentages are markedly higher for male respondents (76% of 29 male respondents) than female respondents (56% of 45 female respondents).

	Male (n=29)	Female (n=45)	Not Identified (n=3)	All (n=77)
Yes	75.9%	55.6%	33.3%	62.3%
No	24.1%	44.4%	66.7%	37.7%

Q32. In the past five years, have you ever chaired this committee?
Forty percent of respondents to this question (n=48) have chaired their department's faculty search committee. More male respondents (44% of the 23 male respondents) than female respondents (38% of 24 female respondents) have served as chair of this committee.

	Male (n=23)	Female (n=24)	Not Identified (n=1)	All (n=48)
Yes	43.5%	37.5%	0.0%	39.6%
No	56.5%	62.5%	100.0%	60.4%

Q33. Would you like to chair this committee?
Thirty-seven percent the respondents to this question (n=30) indicate that they would like to chair their department's faculty search committee. More male respondents (43% of 14 male respondents) than female respondents (33% of15 male respondents) are interested in chairing it.

	Male (n=14)	Female (n=15)	Not Identified (n=1)	All (n=30)
Yes	42.9%	33.3%	0.0%	36.7%
No	57.1%	66.7%	100.0%	63.3%

GRADUATE OR UNDERGRADUATE COMMITTEE

Q34. Does your department have a Curriculum (Graduate or Undergraduate) Committee?
Seventy-two percent respondents (n=149) indicate that their department had a faculty search committee. This is similar between female respondents (73% of 79 female respondents) and male respondents (72% of 64 male respondents).

	Male (n=64)	Female (n=79)	Not Identified (n=6)	All (n=149)
Yes	71.9%	73.4%	50.0%	71.8%
No	28.1%	26.6%	50.0%	28.2%

→ *Additional* **Curriculum (Graduate or Undergraduate) Committee** *Questions (Skip Logic in Use):*

Q35. In the past five years, have you ever served on this committee?
Seventy-five percent of respondents (n=109) indicate that they have served on their department's curriculum committee. These percentages are slightly higher for male respondents (78% of 46 male respondents) than female respondents (72% of 60 female respondents).

	Male (n=46)	Female (n=60)	Not Identified (n=3)	All (n=109)
Yes	78.3%	71.7%	100.0%	75.2%
No	21.7%	28.3%	25.0%	24.8%

Q36. In the past five years, have you ever chaired this committee?
Forty percent of respondents to this question (n=81) have chaired their department's curriculum committee. More female respondents (42% of the 43 female respondents) than male respondents (34% of 35 male respondents) have served as chair of this committee.

	Male (n=35)	Female (n=43)	Not Identified (n=3)	All (n=81)
Yes	34.3%	41.9%	66.7%	39.5%
No	65.7%	58.1%	33.3%	60.5%

Q37. Would you like to chair this committee?
Only seventeen percent of the respondents to this question (n=48) indicate that they would like to chair their department's curriculum committee. More male respondents (23% of 22 male respondents) than female respondents (12% of 25 female respondents) are interested in chairing it.

	Male (n=22)	Female (n=25)	Not Identified (n=1)	All (n=48)
Yes	22.7%	12.0%	0.0%	16.7%
No	77.3%	88.0%	100.0%	83.3%

GRADUATE ADMISSIONS COMMITTEE

Q38. Does your department have a <u>Graduate Admissions Committee</u>?

Forty-one percent respondents (n=145) indicate that their department has a graduate admissions committee. Slightly more female respondents (42% of 79 female respondents) than male respondents (38% of 60 male respondents) indicate that their department has a graduate admissions committee.

	Male (n=60)	Female (n=79)	Not Identified (n=6)	All (n=145)
Yes	38.3%	41.8%	66.7%	41.4%
No	61.7%	58.2%	33.3%	53.6%

➔ *Additional* <u>Graduate Admissions Committee</u> *Questions (Skip Logic in Use):*

Q39. In the past five years, have you ever served on this committee?
Sixty-five percent of respondents (n=65) indicate that they have served on their department's graduate admissions committee. These percentages are higher for male respondents (81% of 26 male respondents) than female respondents (54% of 35 female respondents).

	Male (n=26)	Female (n=35)	Not Identified (n=4)	All (n=65)
Yes	80.8%	54.3%	50.0%	64.6%
No	19.2%	45.7%	50.0%	35.4%

Q40. In the past five years, have you ever chaired this committee?
Forty percent of respondents to this question (n=40) have chaired their department's graduate admissions committee. More female respondents (47% of the 19 female respondents) than male respondents (37% of 19 female respondents) have served as chair of this committee.

	Male (n=19)	Female (n=19)	Not Identified (n=2)	All (n=40)
Yes	36.8%	47.4%	0.0%	40.0%
No	63.2%	52.6%	100.0%	60.0%

Q41. Would you like to chair this committee?
Only eight percent of the respondents to this question (n=25) indicate that they would like to chair their department's graduate admissions committee. Only 10% of ten female respondents are interested in chairing it, while no male respondents express interest in chairing the committee.

	Male (n=13)	Female (n=10)	Not Identified (n=2)	All (n=25)
Yes	0.0%	10.0%	50.0%	8.0%
No	100.0%	90.0%	50.0%	92.0%

Comparing Service on Committees: The majority of respondents indicate that their department has an advisory committee (78%), curriculum committee (72%), promotion and tenure committee (66%), and faculty search committee (51%). Less than half (41%) indicated that their department had a graduate admissions committee. More male than female respondents indicated that they had chaired their department's advisory, promotion and tenure, and faculty search committees. Male respondents also had more *interest* in chairing the promotion and tenure, faculty search, and graduate admissions committees. More female than male respondents had chaired their department's curriculum and graduate admissions committees. Female respondents also had more *interest* in chairing their department's advisory and graduate admissions committees.

Q42. Please indicate how much you agree or disagree with each of the following statements about your interactions with colleagues and others in your primary department/unit:

There are no large differences in the rating of perceptions of respondents' interactions with colleagues and others within their primary department/unit. However, there is a consistent small difference across the board, indicating that female respondents do not feel the same level of respect, acceptance and opportunities as male respondents.

Male respondents feel:

- a little more respected by colleagues, staff, students and their department head/chair.
- a little more like a full and equal participant, that they are solicited about their opinions on work-related matters, have more voice in how resources are allocated, and that they can voice their opinions openly.
- more than women that their research is valued, that faculty meetings allow for all participants to share their views, and that committee assignments are rotated fairly.
- a little less isolated at USM overall and in their department, and less that they are excluded from informal networks.

Female respondents feel:

- a little more that they do research, teaching and service that is not recognized by the department.

Q42. Mean Levels of Agreement by Gender

(1=Strongly Agree; 6= Strongly Disagree)

	Male Faculty	Female Faculty
42a.I am treated with respect by my colleagues	2.00	2.53
42b. I feel isolated at USM overall.	3.51	3.44
42c. I feel like a full and equal participant in the problem solving and decision-making in my department	2.25	2.75
42d. I am treated with respect by department staff	1.34	1.73
42e. I feel excluded from informal networks in my department	4.31	3.85
42f. Colleagues regularly solicit my opinion about work-related matters (such as teaching, research and service)	2.63	2.86
42g. I feel isolated in my department	4.31	4.00
42h. I feel that colleagues value my research	2.38	2.99
42i. I do a great deal of research that is not formally recognized by my department	3.52	3.36
42j. I am treated with respect by the students	1.51	1.70
42k. I do a great deal of teaching that is not formally recognized by my department	3.66	3.00
42l. I have a voice in how resources are allocated within my department	2.65	3.33
42m. I do a great deal of service that goes unrecognized by my department	3.58	3.07
42n. I am treated with respect by my department head or chair	1.68	2.04
42o. Faculty meetings allow for all participants to share their views	1.86	2.41
42p. I feel I can voice my opinions openly in my department	2.00	2.37
42q. Committee assignments are rotated fairly to allow for participation of all faculty	2.51	3.22

Q43. Please indicate how much you agree or disagree with each of the following statements about the WORK CLIMATE within your department for men and women faculty.

There are not large differences in the rating of their perceptions of work climate within their department for male and female respondents. However, there is a consistent small difference across the board indicating that female respondents do not feel as positively about the work climate for women.

Male respondents feel:
- A little more that faculty are serious about treating men and women faculty equally, that most faculty would be comfortable with a woman department chair as a man department chair.

Female respondents feel:
- More than their male faculty respondents that they are less likely than their male counterparts to have influence in departmental politics and administration.
- A little more that it is not uncommon for a woman faculty member to present an idea and get no response and then for a man faculty member to present the same idea and be acknowledged.
- Agree more that women faculty tend to get more feedback about their performance than men faculty do.

Mean Levels of Agreement by Gender

(1=Strongly Agree; 6= Strongly Disagree)

	Male Faculty	Female Faculty
43a.Faculty are serious about treating men and women faculty equally.	1.54	2.64
43b. Most faculty would be as comfortable with a woman department chair as a man department chair	1.28	2.30
43c. Women faculty are less likely than their male counterparts to have influence in departmental politics and administration	5.32	4.32
43d.It is not uncommon for a woman faculty member to present an idea and get no response, and then for a man faculty member to present the same idea and be acknowledged	5.42	4.02
43e. Women faculty tend to get more feedback about their performance than men faculty do.	4.71	3.84
43f. Sex discrimination or harassment is a problem in my department	5.35	5.10
43g. Faculty don't often speak up when they see an instance of sex discrimination for gear that it will jeopardize their careers.	4.80	4.04

Q44. Please indicate how much you agree or disagree with each of the following statements about the WORK CLIMATE within your department for underrepresented minority faculty:

A total of one hundred forty-two respondents answered this series of questions about work climate within their department for underrepresented minority faculty. Of these respondents, there were three self-identifying underrepresented minority respondents and eight respondents who indicated their race as "other". Note: Several respondents indicated that their answers to this series of questions were affected by not having faculty of color and, consequently, questions being not applicable.

- All race/ethnicity groups indicate that "faculty are serious about treating minority and non-minority faculty equally", with Caucasian respondents agreeing half a mean point higher than both underrepresented minority and "Other" respondents.

- All respondent groups are mostly neutral on whether non-minority faculty would be as comfortable with a minority department chair as a non-minority department chair. However, underrepresented minority respondents and "Other" respondents agree slightly less with the statement than Caucasian respondents.

- All respondent groups are mostly neutral on whether or not minority faculty are less likely than their non-minority counterparts to have influence in departmental politics and administration

- Both Caucasian and underrepresented minority respondents are mostly neutral on whether or not it is common for a minority faculty member to present an idea and get a non-response and then for a non-minority faculty member to present the same idea and be acknowledged. Respondents indicating "Other" are in greater disagreement with this statement than the two other groups.

- Both Caucasian and underrepresented minority respondents are mostly neutral on whether or not minorities tend to get more feedback about their performance than non-minority faculty. Respondents indicating "Other" are in greater disagreement with this statement than the two other groups.

- Both underrepresented minority and "Other" respondents mostly disagree with the statement that faculty don't often speak up when they see an instance of discrimination against minorities for fear that it will jeopardize their careers. Caucasian respondents are mostly neutral on this statement.

- Both Caucasian and underrepresented minority respondents are mostly neutral that non-minority faculty are more likely than minority faculty to be involved in informal social networks within the department. "Other" respondents are in greater disagreement with this statement than the other two groups.

Mean Levels of Agreement by Race

(1=Strongly Agree; 6= Strongly Disagree)

	Caucasian (Non-Hispanic) Faculty (n=131)	Under-Represented Minority Faculty (n=3)	Other Faculty (n=8)
Q44a. Faculty are serious about treating minority and non-minority faculty equally	1.57	2.00	2.00
Q44b. Most faculty would be as comfortable with a minority department chair as a non-minority department chair	1.56	2.00	2.29
Q44c. Minority faculty are less likely than their non-minority counterparts to have influence in departmental politics and administration	4.06	3.67	4.57
Q44d. It is not uncommon for a minority faculty member to present an idea and get a non-response and then for a non-minority faculty member to present the same idea and be acknowledged	3.98	3.33	4.43
Q44e. Minority faculty tend to get more feedback about their performance than non-minority faculty	3.77	3.67	4.00
Q44f. Discrimination against or non-minority harassment of minorities is a problem in my department	4.28	5.00	5.57
Q44g. Faculty don't often speak up when they see an instance of discrimination against minorities for fear that it will jeopardize their careers	3.91	4.00	5.00
Q44h. Non-minority faculty are more likely than minority faculty to be involved in informal social networks within the department are more likely than minority faculty to be involved in informal social networks within the department, with Other faculty in greater disagreement	3.91	3.67	4.57

Q45. Do you feel safe in your workplace in terms of physical safety and security?

The vast majority of respondents (87%) feel safe in their workplace in terms of physical safety and security. This differs for male and female respondents, with more male respondents feeling safe (94%) than female respondents (86%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	93.8%	86.4%	50.0%	86.7%
No	6.2%	12.3%	0.0%	8.9%
Did Not Answer	0.0%	1.2%	50.0%	4.4%

Q46. Were you aware that USM has the (provided) policy on harassment in the workplace?

Almost all respondents are aware that USM has a policy on harassment in the workplace. All female respondents and 99% of male respondents indicate that they are aware of this policy.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	98.5%	100.0%	50.0%	95.6%
No	1.5%	0.0%	0.0%	0.6%
Did Not Answer	0.0%	0.0%	50.0%	3.8%

Q47. Based on the (provided) definition, have you been harassed while working at USM?

Based on the provided definition from the USM policy on harassment, 73% of all respondents indicate that they have not been harassed while working at USM. More female respondents (28%) than male (17%) indicate that they have been harassed.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	16.9%	28.4%	16.7%	22.8%
No	83.1%	71.6%	33.3%	73.4%
Did Not Answer	0.0%	0.0%	50.0%	3.8%

Q48. Did you speak with anyone (including friends, family members, colleagues, etc.) about this experience?

When asked if they had spoken with anyone about their harassment experience, almost all respondents who indicate they had been harassed (regardless of gender), indicate that they had spoken with someone (including friends, family members, colleagues, etc.) about their harassment experience.

	Male (n=11)	Female (n=23)	Not Identified (n=2)	All (n=35)
Yes	100.0%	95.7%	100.0%	97.2%
No	0.00%	4.3%	0.0%	2.8%

Q49. With whom did you speak about your harassment experience?

Both male and female respondents who indicate they had spoken with someone about their harassment experience indicate that they had largely turned to friend (75%), colleagues (72%), family (67%) and/or their supervisor (58%). This question was an open-ended question with multiple responses allowed.

Notable differences between genders include that more female respondents had spoken about their harassment experience with:

- A friend (91% female; 55% male)
- A supervisor (64% female; 55% male)
- The Equal Opportunity Office (36% female; 18% male)

Additionally, more male respondents (36%) than female respondents (18%) had spoken with an attorney.

	Male (n=11)	Female (n=22)	Not Identified (n=2)	All (n=36)
Friend	55%	91%	50%	75%
Family Member	64%	68%	100%	67%
Counselor	27%	27%	100%	31%
Colleague	73%	72%	100%	72%
Supervisor	55%	64%	50%	58%
Equal Opportunity Office	18%	36%	50%	31%
Attorney	36%	18%	0%	22%
Government Agency	9%	14%	0%	11%
Other	18%	18%	0%	17%

Q49b. Please include any additional details you are comfortable about sharing about your harassment experience.

Examples of Comments from Male Faculty
- It took three years to sort out a false harassment claim. Colleagues (esp. non-tenure track) refused to get involved, saying they did not want to jeopardize their job security.
- It was the worst experience of my life. Was in therapy…antidepressants…afraid to come to school…didn't want to participate in faculty meetings…harassed, bullied, mobbed. Had to request outside mediator. Had stroke in 2012…one factor stress of previous three years.
- Dean ignored my complaint and the provost requested proof that actions against me were not warranted (blaming the victim and enabling the bully).

Examples of Comments from Female Faculty

- A faculty member harassed almost all other department members. Because of harassment by a relative of the same colleague, our department had to get a restraining order.
- It went to HR, assuming since the person who was harassing me, along with others, was tenured nothing was done. In fact, tried to turn the situation around and accuse the accusers of harassment and it may have worked. We still experience harassment in small ways and now just try to deal with it.

Examples of Comments from Non-Identified Faculty
- Would have left USM had I not been able to change departments
- I was told to "get in line" when harassed by a senior faculty member as junior faculty

THE TENURE PROCESS AT USM

Q51. Do you currently have tenure?

More than three quarters of all respondents indicate that they currently have tenure (80%). A higher percentage of male respondents report having tenure (88%) than female respondents (80%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	87.7%	80.2%	33.3%	79.7%
No	12.3%	19.8%	8.3%	15.8%
Did Not Answer	0.0%	0.0%	58.3%	4.4%

Q52. In what year did you get tenure?

The vast majority of respondents received tenure after 1990 (79%), with nearly half (49%) having received after the year 2000. More female respondents (61%) than male respondents (34%) report having received tenure since the year 2000. Nineteen percent of male respondents received their tenure prior to 1990, compared to 7% of female respondents.

	Male (n=47)	Female (n=81)	Not Identified (n=3)	All (n=131)
Prior to 1980	4.3%	0%	0.0%	2.8%
1980-1989	14.9%	7.0%	33.3%	11.2%
1990-1999	42.6%	21.1%	33.3%	30.8%
2000-2009	34.0%	61.4%	33.3%	48.6%
2010+	4.3%	10.6%	0.0%	0.9%

Q53. Did you have tenure before coming to USM and did not have to be considered for it again when you got to USM?

The vast majority of faculty respondents received tenure once they were hired by USM. Eighty-three percent of male respondents and 75% of female respondents received tenure after being hired at USM.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	3.1%	4.9%	0.00%	3.8%
No	83.3%	75.3%	33.3%	75.3%
Did Not Answer	13.8%	19.8%	66.7%	20.9%

Q54. Will you experience or are you currently involved in the tenure process at USM?

Eleven percent of respondents indicate that they will experience or are currently involved in the tenure process at USM. A higher percentage of female respondents indicate that they will be involved in the process (14%) than male respondents (9%) who indicate the same.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	9.2%	13.6%	8.3%	11.4%
No	3.1%	6.2%	0.0%	4.4%
Did Not Answer	87.7%	80.2%	91.7%	84.2%

Q55. What year do you expect to be reviewed for tenure?

Five male respondents and eleven female respondents indicate that they will be up for tenure in the next ten years. The years that they will be considered are relatively evenly distributed across time for both genders. Most expect to be reviewed for tenure in the next four years (2013-2016).

Q56. Please indicate how much you agree or disagree with each of the following statements about your experience with the tenure or promotion process in your primary unit or department:

56a. I was satisfied with the tenure/promotion process overall.

Sixty-eight percent of all respondents indicate that they at least slightly agree that they were satisfied with the tenure/promotion process overall, with 25% in strong agreement. Seventy-seven percent of male respondents agree, compared to sixty-seven percent of female respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly agree	32.3%	22.2%	0.0%	24.7%
Somewhat agree	30.8%	29.6%	8.3%	28.5%
Slightly Agree	13.8%	14.8%	16.7%	14.6%
Slightly Disagree	4.6%	9.9%	0.0%	7.0%
Somewhat Disagree	4.6%	2.5%	0.0%	3.2%
Strongly Disagree	6.2%	2.5%	8.3%	7.6%
Did Not Answer	7.7%	12.3%	66.7%	14.6%

56b. I understood the criteria for achieving tenure/promotion

Seventy percent of all respondents are in some level of agreement that they understood the criteria for achieving tenure/promotion. Thirty-four percent strongly agree. Seventy-five percent of male respondents and 70% of female respondents are in agreement, while a higher percentage of male respondents (42%) strongly agree that they understood the criteria than female respondents (31%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly agree	41.5%	30.9%	16.7%	34.2%
Somewhat agree	21.5%	30.9%	8.3%	25.3%
Slightly Agree	12.3%	8.6%	8.3%	10.1%
Slightly Disagree	9.2%	7.4%	0.0%	7.6%
Somewhat Disagree	1.5%	3.7%	0.0%	2.5%
Strongly Disagree	4.6%	3.7%	0.0%	3.8%
Did Not Answer	9.2%	14.8%	66.7%	16.5%

56c. I received feedback on my progress toward achieving tenure/promotion

Sixty-nine percent of all respondents agree at some level that they received feedback on their progress toward achieving tenure/promotion. Twenty-nine percent strongly agreed. Seventy-four percent of female respondents and 71% percent of male respondents agree on some level. However, a higher percentage of male respondents (35%) strongly agree that they received this feedback than female respondents (27%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly agree	35.4%	27.2%	8.3%	29.1%
Somewhat agree	26.2%	33.3%	8.3%	28.5%
Slightly Agree	9.2%	13.6%	8.3%	11.4%
Slightly Disagree	7.7%	4.9%	8.3%	6.3%
Somewhat Disagree	3.1%	2.5%	0.0%	2.5%
Strongly Disagree	9.2%	3.7%	0.0%	5.7%
Did Not Answer	9.2%	14.8%	66.7%	16.5%

56d. I received reduced teaching or service responsibilities so that I could build my scholarly agenda

Sixty-seven percent of all respondents agree at some level that they received reduced teaching of service responsibilities to that they could build their scholarly agenda. Twenty-seven percent strongly agree. Thirty-two percent of male respondents agree at some level, compared to 26% of female respondents. Forty-three percent of female respondents strongly disagree that they received this reduction, compared to 39% of male respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly agree	13.8%	7.4%	8.3%	26.6%
Somewhat agree	13.8%	6.2%	0.0%	28.5%
Slightly Agree	4.6%	12.3%	0.0%	11.4%
Slightly Disagree	3.1%	6.2%	0.0%	6.3%
Somewhat Disagree	16.9%	11.1%	0.0%	2.5%
Strongly Disagree	38.5%	43.2%	16.7%	5.7%
Did Not Answer	9.2%	13.6%	75.0%	16.5%

56e. I was told about assistance available to pre-tenure/promotion faculty (e.g. workshops, mentoring)

Forty-seven percent of all respondents agree at some level that they were told about assistance available to pre-tenure/promotion faculty, such as workshops and mentoring. Almost a third (31%) at least somewhat disagree that they were told about this assistance. More female respondents (17%) strongly disagree that they were told about these workshops than male respondents (14%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly agree	15.4%	11.1%	12.7%	12.7%
Somewhat agree	23.1%	16.0%	18.4%	18.4%
Slightly Agree	15.4%	18.5%	15.8%	15.8%
Slightly Disagree	4.6%	9.9%	7.0%	7.0%
Somewhat Disagree	4.6%	13.6%	12.7%	12.7%
Strongly Disagree	13.8%	17.3%	18.4%	18.4%
Did Not Answer	7.7%	13.6%	15.2%	15.2%

Faculty rated their experiences with most of the elements of the tenure process in the middle of the agreement scale, with the greatest mean agreement for receiving feedback on their progress towards tenure and satisfaction with the tenure process overall. Again, there are not large differences in the rating of their perceptions of their experience with the tenure or promotion process in their primary unit or department: However, there is a consistent small difference across the board indicating that female respondents do not feel the same level of support during the tenure process as male respondents.

Male faculty respondents feel:
- A little more satisfied with the tenure process than female faculty respondents
- A little more that they received reduced teaching or service responsibilities so that they could build their scholarly agenda than female faculty respondents

Female faculty respondents feel:
- A little more that they understood the criteria for achieving tenure/promotion than male faculty respondents
- A little more that they received feedback on their progress towards achieving tenure/promotion than male faculty respondents
- A little more that they were told about assistance available than male faculty respondents
- A little more that a senior colleague was very helpful to them than male faculty respondents

Mean Levels of Agreement by Gender
(1=Strongly Agree; 6= Strongly Disagree)

	Male Faculty	Female Faculty
56a. I was satisfied with the tenure/promotion process overall.	2.14	2.30
56b. I understood the criteria for achieving tenure/promotion	1.94	1.89
56c. I received feedback on my progress toward achieving tenure/promotion	2.17	1.89
56d. I received reduced teaching or service responsibilities so that I could build my scholarly agenda	3.83	3.96
56e. I was told about assistance available to pre-tenure/promotion faculty (e.g. workshops, mentoring)	3.15	3.10
56f. A senior colleague was very helpful to me as I worked towards tenure/promotion	2.97	2.80

Q57. Have you ever stopped or rolled back your tenure clock?

The vast majority of respondents have at no time stopped or rolled back their tenure clock (84%). Only female respondents (a total of six female faculty) report having stopped or rolled back their tenure clock.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	0.0%	7.4%	0.0%	3.8%
No	93.8%	85.2%	25.0%	84.2%
Did Not Answer	6.2%	7.4%	75.0%	12.0%

Q58. What was the main reason for stopping or rolling back the tenure clock?

Reasons provided for having stopped or rolled back the tenure clock are:
- In order to finish an article
- Needed full six years to develop scholarly agenda
- Had not developed sufficient portfolio
- Concern about sufficient scholarship given demands of childcare
- Medical leave
- Personal/family issues

Q59. Were there any consequences to taking the rollback? (If yes, please explain)

Summary of open-ended responses: Two female respondents answer that they did not have any consequences. One reports losing their year of sabbatical to the work. One thinks that they were then held to a higher standard and was compensated less upon promotion than their colleague who had been up for promotion at the same time and not rolled back their tenure clock. The final respondent stated "the entire experience was preventable and my family suffered dearly from my incapacitation" (which appears to be referring to their medical condition, rather than their professional situation).

Q60. In the past 10 years, were you ever denied a request to stop or rollback your tenure clock?

Of the eight female respondents who reported that they had requested that their tenure clock be stopped or rolled-back, none report being denied a request to stop or rollback their tenure clock.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	0.0%	0.0%	0.0%	0.0%
No	93.8%	90.1%	25.0%	86.7%
Did Not Answer	6.2%	9.9%	75.0%	13.3%

Q61. What were the reasons given for denial?

As none were denied having their tenure clock stopped or rolled back, no survey participants answered this question.

Q62. In the past 10 years, did you ever chose NOT to stop/rollback your tenure clock

A total of eleven respondents (two male and nine female) indicate that they had chosen not to stop/rollback their tenure process in the past ten years.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	3.1%	11.1%	0.0%	3.1%
No	86.2%	80.2%	25.0%	86.2%
Did Not Answer	10.8%	8.6%	75.0%	10.8%

Q63. Why did you choose not to stop/rollback your tenure clock?

Summary of open-ended question responses for:
Male respondents:
- Birth of two children
- Felt that it would be prejudicial to my application for promotion
- It's not necessary

Female respondents:
- Knowledge that stopping/rolling back tenure track position for my husband resulted in penalization during the tenure review process for him.
- Could not afford to take the time off
- Did not know it was an option
- Gave birth to a child – wanted the raise and promotion
- I thought it would hurt my ability to get tenure
- It was not encouraged by the associate dean
- Pressure to apply for tenure on time
- No need to
- Was told my request would not be granted

Non-Identified respondents:
- N/A

USM PROGRAMS AND RESOURCES

Q64. Have you ever heard of Family Medical Leave?

Fifteen percent of respondents have heard of Family Medical Leave. More female respondents (21%) than male respondents (9%) have heard of this leave program.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	9.2%	21.0%	0.0%	14.6%
No	89.2%	77.8%	33.3%	79.1%
Did Not Answer	1.5%	1.2%	66.7%	6.3%

Q65. Do you anticipate using it in the future?

Fourteen percent of respondents indicate that they anticipated using Family Medical Leave in the future.   A larger percent of female respondents anticipate using Family Medical Leave (19%) than male respondents (11%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	10.8%	18.5%	0.0%	13.9%
No	84.6%	81.5%	25.0%	78.5%
Did Not Answer	4.6%	0.0%	75.0%	7.6%

Q66. How valuable is this program?

Eighty percent of all respondents indicate that they think this program is at least slightly valuable, with 64% indicating that it is very valuable. A larger percent of female respondents (89%) think that Family Leave Program is more valuable than male respondents (79%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Not at All Valuable	3.1%	0.0%	0.0%	1.3%
Slightly Valuable	9.2%	4.9%	0.0%	6.3%
Moderately Valuable	10.8%	9.9%	0.0%	9.5%
Very Valuable	58.5%	74.1%	25.0%	63.9%
Have Not Heard of It	13.8%	7.4%	0.0%	9.5%
Did Not Answer	4.6%	3.7%	75.0%	9.5%

Q67. Have you ever participated in faculty workshops?

Eighty-two percent of respondents indicate that they have participated in faculty workshops. A larger percentage of female respondents (91%) than male respondents (80%) report having participated in these workshops.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	80.0%	91.4%	25.0%	81.6%
No	13.8%	7.4%	0.0%	9.5%
Did Not Answer	6.2%	1.2%	75.0%	8.9%

Q68. Do you anticipate participating in them in the future?

Seventy-three percent of faculty respondents indicate that they anticipate participating in faculty workshops in the future. Although there are more female than male faculty respondents who have attended workshops, a similar percentage of female faculty respondents (78%) and male faculty respondents (77%) report that they *plan* to attend faculty workshops in the future.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	76.9%	77.8%	16.7%	72.8%
No	18.5%	18.5%	8.3%	17.7%
Did Not Answer	4.6%	3.7%	75.0%	9.5%

Q69. How valuable are these workshops?

Eighty-two percent of faculty respondents indicate that faculty workshops are at least slightly valuable, with 38% responding that they are moderately valuable and 22% that the workshops are very valuable. Female faculty respondents value faculty workshops much more than men. Forty-nine percent of male faculty respondents think that these workshops are somewhat or very valuable, while a much larger 74% of female respondents indicate that they think faculty workshops are somewhat or very valuable.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Not at All Valuable	7.7%	4.9%	0.0%	5.7%
Slightly Valuable	35.4%	14.8%	8.3%	22.8%
Moderately Valuable	33.8%	44.4%	16.7%	38.0%
Very Valuable	15.4%	29.6%	0.0%	21.5%
Have Not Heard of It	3.1%	4.9%	0.0%	3.8%
Did Not Answer	4.6%	4.6%	75.0%	8.2%

Q70. Have you ever used faculty mentoring?

Over half of faculty respondents have never used faculty mentoring (58%). A total of 34% indicate that they had taken advantage of this mentoring. Thirty-two female faculty respondents (40%) and twenty-one male faculty respondents (32%) report having used faculty mentoring.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	32.3%	39.5%	0.0%	33.5%
No	61.5%	59.3%	25.0%	57.6%
Did Not Answer	6.2%	1.2%	75.0%	8.9%

Q71. Do you anticipate using it in the future?

Two-thirds of respondents indicate that they do not anticipate using faculty mentoring in the future. Just under a quarter of survey respondents (24%) indicate that they do plan to use it. Just over a quarter of both male and female faculty indicate that they anticipate using faculty mentoring it in the future.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	26.2%	25.9%	0.0%	24.1%
No	66.2%	72.8%	25.0%	66.5%
Did Not Answer	26.2%	1.2%	75.0%	9.5%

Q72. How valuable is this program?

Sixty-one percent of faculty respondents indicate that they think the faculty mentoring program is at least slightly valuable, with 28% indicating that it is very valuable.   Eighteen percent of respondents had not heard of the program. About half of both male respondents (46%) and female respondents (49%) think that the faculty mentoring program is moderately or very valuable.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Not at All Valuable	9.2%	6.2%	0.0%	7.0%
Slightly Valuable	24.6%	11.1%	0.0%	15.8%
Moderately Valuable	21.5%	16.0%	8.3%	17.7%
Very Valuable	24.6%	33.3%	8.3%	27.8%
Have Not Heard of It	10.8%	25.9%	0.0%	17.7%
Did Not Answer	9.2%	7.4%	83.3%	13.9%

BALANCING PERSONAL LIFE AND PROFESSIONAL LIFE

Q73. Please indicate how much you agree or disagree with each of the following statements about balancing your personal and professional lives:

73a. I often have to forgo professional activities (e.g. meetings, sabbaticals, conferences) because of personal responsibilities

Forty percent of all respondents indicate that they at least slightly agree that they often have to forgo professional activities because of personal responsibilities.   A much larger percentage of male respondents (62%) than female respondents (39%) indicate that they have to forgo these activities due to personal responsibilities.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	12.3%	11.1%	0.0%	11.4%
Somewhat Agree	24.6%	12.3%	0.0%	13.3%
Slightly Agree	24.6%	16.0%	8.3%	14.6%
Slightly Disagree	9.2%	16.0%	0.0%	12.7%
Somewhat Disagree	10.8%	17.3%	0.0%	13.9%
Strongly Disagree	13.8%	23.5%	25.0%	26.6%
Did Not Answer	1.5%	0.0%	66.7%	5.1%
Not Applicable	0.0%	0.0%	3.7%	2.5%

73b. I often have to forgo personal activities (e.g. school events, community meetings) because of professional responsibilities

Sixty-one percent of all respondents at least slightly agree that they often have to forgo personal activities because of professional responsibilities. Slightly more female respondents (67%) than male respondents (61%) indicate that they often have to forgo personal activities due to professional responsibilities.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	12.3%	21.0%	8.3%	16.5%
Somewhat Agree	24.6%	23.5%	8.3%	22.8%
Slightly Agree	24.6%	22.2%	0.0%	21.5%
Slightly Disagree	9.2%	14.8%	0.0%	11.4%
Somewhat Disagree	10.8%	8.6%	0.0%	8.9%
Strongly Disagree	13.8%	6.2%	16.7%	10.1%
Did Not Answer	0.0%	0.0%	66.7%	5.7%
Not Applicable	3.1%	3.7%	0.0%	3.2%

73c. Personal responsibilities and commitments have slowed down my career progression.

Thirty-nine percent of all respondents at least slightly agree with the statement that personal responsibilities and commitments have slowed down their career progression. Thirty-nine percent of male respondents indicate that personal responsibilities have slowed down their career progressing, while a slightly larger 45% of female respondents indicate the same.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	10.8%	11.1%	0.0%	10.1%
Somewhat Agree	12.3%	13.6%	0.0%	12.0%
Slightly Agree	15.4%	19.8%	0.0%	16.5%
Slightly Disagree	10.8%	14.8%	0.0%	12.0%
Somewhat Disagree	15.4%	9.9%	25.0%	12.0%
Strongly Disagree	27.7%	21.0%	0.0%	24.1%
Did Not Answer	3.1%	4.9%	66.7%	8.9%
Not Applicable	4.6%	4.9%	0.0%	4.4%

Q74. Have you ever cared for or do you currently care for dependent children?

Fifty-eight percent of all respondents indicate that they have ever cared for or currently care for dependent children. The number of male respondents indicating that they cared for or currently care for dependent children (66%) is higher than the percentage of female respondents who either had cared for or currently care for dependent children (57%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	66.2%	56.8%	25.0%	58.2%
No	33.8%	42.0%	8.3%	36.1%
Did Not Answer	0.0%	1.2%	66.7%	5.7%

Q75. How many children do you have?

Whether male or female, the majority of respondents (57%) report having no more than two children. A higher percentage of male respondents (26%) report having more than two children compared to female respondents (7%). No female respondents indicate having more than four children, while 6% of male respondents report having more than four children.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
None	15.3%	21.0%		17.0%
1-2	36.9%	45.4%		40.1%
3-4	20.0%	7.4%		12.6%
5-6	4.6%	0.0%		1.9%
More than 6	1.5%	0.0%		1.2%
Not Applicable				1.2%
Did Not Answer				26.0%

Note: Several female respondents included qualifications along with their numbers, such as that their children were adults or that they were step-parents to the children, perhaps indicating that it was important to them that the survey reflected that they had not birthed their children or been working as faculty when they had young children.

Q76. Do you feel that your job prevented you from having the number of children you wanted?

More than three quarters of all respondents do not feel that their job prevented them from having the number of children that they wanted. However, the percentage of female respondents who feel that their job has prevented them from having the number of children they wanted (20%) is higher than the percentage of male respondents who feel the same (9%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	9.2%	19.8%	0.00%	13.9%
No	89.2%	76.5%	33.3%	78.5%
Did Not Answer	1.5%	3.7%	66.7%	7.6%

Q77. Do you currently use childcare services or programs to care for a dependent child?

Most respondents (80%) indicate that they do not currently use childcare services or program to care for a dependent child. A larger percentage of female respondents (15%) report currently using these services than do male respondents (8%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	7.7%	14.8%	8.3%	11.4%
No	87.7%	82.7%	25.0%	80.4%
Did Not Answer	4.6%	2.5%	66.7%	8.2%

Q78. Have you cared for or do you currently care for one or more dependent persons (elderly, disabled, or chronically ill)?

Less than a quarter of all respondents (24%) indicate that they have cared for or currently are caring for one or more dependent persons. Although the percentages are similar across genders, a slightly higher percentage of female respondents (27%) than male respondents (23%) indicate that they have cared for or are currently providing this care to one or more dependent persons.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	23.1%	27.2%	8.3%	24.1%
No	72.3%	72.8%	16.7%	68.4%
Did Not Answer	4.6%	0.0%	75.0%	7.6%

Q79. Would you have used a spousal hiring program if available at the time you came to USM

Thirty-one percent of all respondents indicate that they would have used a USM spousal hiring program if available at the time they came to USM. More female respondents (36%) indicate that they would have used this program than male respondents (28%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	27.7%	35.8%	16.7%	31.0%
No	69.2%	59.3%	16.7%	60.1%
Did Not Answer	3.1%	4.9%	66.7%	8.9%

Q80. Which of the following statements best describes you?

More than half of all respondents (57%) describe themselves as married and living with their spouse. An additional 16% indicate that they are not married, but living with a domestic partners (same or opposite sex). Of the remaining respondents who report their living situation, 4% indicate that they are married or partnered, but reside in different locations and 6% indicated that they were widowed. The vast majority of male respondents are married and living with their spouse (85%). However, the situations for female respondents are much more diverse, with 41% married living with their spouse; 25% not married but living with a domestic partner and 25% single.

Statement	M	F	NI	All
I am married living with my spouse	84.6%	40.7%	16.7%	57.0%
Not married, but live with a domestic partner	6.2%	24.7%	8.3%	15.8%
Married or partnered, but we reside in different locations	0.0%	8.6%	0.0%	4.4%
I am a widow/widower	1.5%	0.0%	0.0%	6.0%
I am single (am not married and am not partnered)	7.7%	24.7%	0.0%	15.8%
Did Not Answer	0.0%	1.2%	75.0%	6.3%

Q81. What is your spouse's/partner's current employment status?

Just shy of a quarter of all respondents did not provide an answer to this question (24%). Forty-four percent of all respondents indicate that their spouse is employed full-time and 17% report their spouse's employment works part-time. Ten percent have unemployed spouses and five percent report having a spouse who is retired. A larger percentage of female respondents report having spouses with full-time employment (57%) compared to male respondents (34%). Higher percentages of male respondents also report having spouses who are not employed or retired.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Employed full-time	33.8 %	56.8%	16.7%	44.3%
Employed part-time	27.7%	11.1%	0.0%	17.1%
Not employed	18.5%	2.5%	8.3%	9.5%
Retired	9.2%	2.5%	0.0%	5.1%
Did Not Answer	10.8%	27.2%	75.0%	24.1%

Q82. Please indicate who performs more than 50% of the following tasks in your household:

The results of this question indicate a gender difference, with a larger percentage of female than male respondents providing more than 50% of child/dependent care and home duties and more than male than female respondents providing more than 50% of home duties such as lawn care, home repair and car care. However, it appears that two parts of this question led to some potential confusion and possible complications to the results from this question: 1) By saying more than 50% of care as a condition of the question, it is possible to have the tasks divided such that no one grouping provided at least 50% of care and 2) the term "hired help" may have not been worded to bring to mind child care centers, etc. This would be complicated by time, where 8 hours+ of childcare would not be seen as 50% of total time for duty. *As a result, the answers to this question should not be taken as necessarily representative of the population.*

Q82a.Childcare/Dependent Care

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Respondent	12.3%	17.3%	0.0%	13.9%
Spouse/Partner	16.9%	1.2%	0.0%	7.6%
Shared Equally	23.1%	22.2%	8.3%	21.5%
Hired Help	0.00%	1.2%	0.0%	0.6%
Other	18.5%	6.2%	0.0%	10.8%
Did Not Answer	29.2%	51.9%	91.7%	45.6%

Q82b.Home duties such as cleaning, cooking, laundry

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Respondent	7.7%	30.9%	0.0%	19.0%
Spouse/Partner	32.3%	6.2%	8.3%	17.1%
Shared Equally	41.5%	33.3%	16.7%	35.4%
Hired Help	0.0%	1.2%	0.0%	0.6%
Other	1.5%	0.0%	0.0%	0.6%
Did Not Answer	16.9%	28.4%	75.0%	27.2%

Q82c. Home duties such as lawn care, home repair, and car care

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Respondent	60.0%	12.3%	0.0%	31.6%
Spouse/Partner	0.00%	38.3%	8.3%	19.6%
Shared Equally	20.0%	19.8%	16.7%	19.6%
Hired Help	0.0%	1.2%	0.0%	0.6%
Other	4.6%	1.2%	0.0%	2.5%
Did Not Answer	15.4%	27.2%	75.0%	25.9%

Q83. Please indicate how much you agree or disagree with each of the following statements about your primary department/unit's support of family obligations?

83a. Most faculty in my department are supportive of colleagues who want to balance their personal and career lives.

Seventy-three percent of all respondents at least slightly agree with the statement that most faculty in their department are supportive of colleagues who want to balance their personal and career lives. Thirty-four percent somewhat agree and 25% strongly agree.

A larger percentage of male respondents agree at some level (85%), while 72% of female respondents somewhat agree. The largest difference is in the number who strongly agree (35% male respondents compared to 17% of female respondents).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	35.4%	17.3%	8.3%	24.1%
Somewhat Agree	27.7%	42.0%	0.0%	33.5%
Slightly Agree	21.5%	12.3%	8.3%	15.8%
Slightly Disagree	4.6%	13.6%	0.0%	8.9%
Somewhat Disagree	3.1%	7.4%	0.0%	5.1%
Strongly Disagree	3.1%	4.9%	8.3%	3.8%
Did Not Answer	4.6%	2.5%	75.0%	8.9%

83b. It is difficult for faculty in my department to adjust their work schedules to care for children and other dependents

Forty percent of all responses to this question lie within the categories of slightly agree and slightly disagree for the statement, 'It is difficult for faculty in their department to adjust their work schedules to care for children and other dependents'. Thirty-three percent of respondents disagree with the statement either somewhat or strongly. A larger percentage of female respondents (37%) as compared to male respondents (25%) at least slightly agree that these adjustments are difficult to make.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	4.6%	3.7%	0.0%	3.8%
Somewhat Agree	3.1%	17.3%	0.0%	10.1%
Slightly Agree	16.9%	16.0%	16.7%	16.5%
Slightly Disagree	24.6%	25.9%	0.0%	23.4%
Somewhat Disagree	27.7%	17.3%	0.0%	20.3%
Strongly Disagree	12.3%	13.6%	8.3%	12.7%
Did Not Answer	10.8%	6.2%	75.0%	13.3%

83c. Department meetings frequently occur outside of the 9-5 workday

Seventy-eight percent of all respondents at least slightly *disagree* that department meetings frequently occur outside the 9-5 workday. Sixty-seven percent strongly disagree. A larger percent of male respondents disagree at some level (86%) than female respondents (80%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	3.1%	12.3%	0.0%	7.6%
Somewhat Agree	3.1%	1.2%	0.0%	1.9%
Slightly Agree	1.5%	1.2%	8.3%	1.9%
Slightly Disagree	4.6%	0.0%	0.0%	1.9%
Somewhat Disagree	9.2%	11.1%	0.0%	9.5%
Strongly Disagree	72.3%	69.1%	16.7%	66.5%
Did Not Answer	6.2%	4.9%	75.0%	10.8%

83d. The department is supportive of family leave

Sixty-eight percent of all respondents indicate that they at least slightly agree that their department is supportive of family leave. Seventy-two percent of both male and female respondents indicate that their department was supportive.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	29.2%	30.9%	8.3%	28.5%
Somewhat Agree	23.1%	27.2%	8.3%	24.1%
Slightly Agree	20.0%	13.6%	8.3%	15.8%
Slightly Disagree	3.1%	4.9%	0.0%	3.8%
Somewhat Disagree	1.5%	6.2%	0.0%	3.8%
Strongly Disagree	3.1%	6.2%	0.0%	4.4%
Did Not Answer	20.0%	11.1%	75.0%	19.6%

83e. The chair of the department understands the existing policies regarding family leave (e.g. Family Medical Leave Act)

Seventy-three percent of all respondents indicate that they agree at some level that the chair of their department understands the existing policies regarding family leave. More male respondents (72%) than female respondents (80%) agree that their chair has this understanding. Notable is the level of agreement, with more male respondents indicating that they strongly agree (45%) than female respondents (36%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	44.6%	35.8%	8.3%	37.3%
Somewhat Agree	18.5%	28.4%	8.3%	22.8%
Slightly Agree	9.2%	16.0%	8.3%	12.7%
Slightly Disagree	4.6%	1.2%	0.0%	2.5%
Somewhat Disagree	4.6%	4.9%	0.0%	4.4%
Strongly Disagree	4.6%	1.2%	0.0%	2.5%
Did Not Answer	13.8%	12.3%	75.0%	17.7%

83f. Men faculty who have children are considered by department members to be less committed to their careers than men who do not have children.

Seventy-two percent of all respondents disagree at some level that men faculty who have children are considered by department members to be less committed to their careers than men that do not have children. A larger percent of female respondents (79%) at least slightly disagree with this statement than male respondents (74%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	4.6%	4.9%	0.0%	4.4%
Somewhat Agree	3.1%	1.2%	0.0%	1.9%
Slightly Agree	6.2%	3.7%	0.0%	4.4%
Slightly Disagree	7.7%	8.6%	8.3%	8.2%
Somewhat Disagree	15.4%	16.0%	0.0%	14.6%
Strongly Disagree	50.8%	54.3%	8.3%	49.4%
Did Not Answer	12.3%	11.1%	83.3%	17.1%

83g. Women faculty who have children are considered by department members to be less committed to their careers than women who do not have children.

As compared to the same statement about male faculty, a lower 61% of respondents disagree at some level with the statement that women faculty who have children are considered by department members to be less committed to their careers than women who do not have children.

The gender gap in the responses to this question is large, with 62% of male respondents strongly disagreeing, while 33% of female respondents strongly disagree. Thirty-six percent of female respondents at least slightly agree that women faculty with children are considered to be less committed.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	4.6%	7.4%	0.0%	5.7%
Somewhat Agree	3.1%	12.3%	0.0%	7.6%
Slightly Agree	4.6%	16.0%	0.0%	10.1%
Slightly Disagree	7.7%	12.3%	8.3%	10.1%
Somewhat Disagree	15.4%	11.1%	8.3%	12.7%
Strongly Disagree	62.3%	33.3%	0.0%	38.6%
Did Not Answer	12.3%	7.4%	83.3%	15.2%

Mean Levels of Agreement by Gender

- Male respondents feel slightly more strongly that faculty in their department are supportive of colleagues who want to balance their personal and career lives.
- Female respondents feel slightly more strongly than male faculty that it is difficult to adjust work schedules to care for children and other dependents and that male faculty members with children are considered to be less committed to their careers than men who do not have children.
- However, there is a slightly larger gap when asked if female faculty with children are considered by department members to be less committed to their careers than women who do not have children, with female respondents decidedly lower than male respondents on this question, averaging a low level of disagreement.
- Female respondents also feel somewhat less strongly than male respondents that their department is supportive of family leave.
- Neither gender feels that department meetings are frequently held outside the 9-5 workday.

Mean Levels of Agreement by Gender

(1=Strongly Agree; 6= Strongly Disagree)

	Male Faculty	Female Faculty
83a. Most faculty in my department are supportive of colleagues who want to balance their personal and career lives	2.08	2.59
83b. It is difficult for faculty in my department to adjust their work schedules to care for children and other dependents	3.72	3.58
83c. Department meetings frequently occur outside of the 9-5 workday	5.12	4.89
83d. The department is supportive of family leave	1.74	2.14
83e. The chair of the department understands the existing policies regarding family leave (e.g. family Medical Leave Act)	1.78	1.78
83f. Men faculty who have children are considered by department members to be less committed to their careers than men who do not have children.	4.42	4.59
83g. Women faculty who have children are considered by department members to be less committed to their careers than women who do not have children.	4.46	3.85

Q84. Please indicate how much you agree or disagree with each of the following statements about the recruitment climate of, climate for and leadership of women faculty in your primary department/unit:

Just over half of all respondents (54%) at least slightly disagree with the statement, "there are too few women faculty in my department". Fifteen percent strongly agree that there are too few. The gender gap on this question is large, but more female respondents (60%) disagree with this statement than male respondents (54%), with 42% of female respondents indicating that they strongly disagree in comparison with 29% of male respondents indicating the same.

84a. There are too few women faculty in my department

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	15.4%	16.0%	0.0%	14.6%
Somewhat Agree	7.7%	8.6%	0.0%	7.6%
Slightly Agree	16.9%	12.3%	0.0%	13.3%
Slightly Disagree	16.9%	11.1%	0.0%	12.7%
Somewhat Disagree	7.7%	6.2%	8.3%	7.0%
Strongly Disagree	29.2%	42.0%	8.3%	34.2%
Did Not Answer	6.2%	3.7%	83.3%	10.8%

84b. My department has actively recruited women faculty

More than half of all respondents (59%) at least slightly agree that their department has actively recruited women faculty. Twelve percent strongly disagree. A much higher percentage of male respondents (77%) than female respondents (50%) indicate agreement that their department has actively recruited women faculty. Twenty percent of female respondents strongly disagree with this statement.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	46.2%	23.5%	0.0%	31.0%
Somewhat Agree	18.5%	11.1%	0.0%	13.3%
Slightly Agree	12.3%	16.0%	16.7%	14.6%
Slightly Disagree	7.7%	8.6%	0.0%	7.6%
Somewhat Disagree	0.0%	7.4%	0.0%	3.8%
Strongly Disagree	4.6%	19.8%	0.0%	12.0%
Did Not Answer	10.8%	13.6%	83.3%	17.7%

Note: Several respondents added comments that this question was difficult to answer, as their department has not had the funding or permission to hire new staff for a long period of time.

84c. My department has difficulty retaining women faculty

Sixty-five percent of all respondents at least slightly disagree that their department has difficulty retaining women faculty. While 75% of male respondents disagree with the statement, a lower 62% of female respondents disagree with it. Thirty percent of all female responses are in some level of agreement with the statement.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	4.6%	11.1%	0.0%	7.6%
Somewhat Agree	4.6%	9.9%	0.0%	7.0%
Slightly Agree	4.6%	8.6%	0.0%	6.3%
Slightly Disagree	18.5%	16.0%	0.0%	15.8%
Somewhat Disagree	13.8%	12.3%	8.3%	12.7%
Strongly Disagree	43.1%	34.6%	8.3%	36.1%
Did Not Answer	10.8%	7.4%	83.3%	14.6%

84d. The climate for women faculty is good.

Two-thirds of all respondents (68%) at least slightly agree that the climate for women faculty is good. There is, however, a large gender gap in the response to this question, with 83% percent of male respondents agreeing at some level that the climate is good for women faculty, compared to 68% of female respondents. Most notably, 51% percent of male respondents strongly agree that the climate is good for woman faculty in comparison to 33% of female respondents indicating the same.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	50.8%	33.3%	8.3%	36.6%
Somewhat Agree	24.6%	19.8%	8.3%	20.9%
Slightly Agree	7.7%	14.8%	0.0%	10.8%
Slightly Disagree	4.6%	4.9%	0.0%	4.4%
Somewhat Disagree	1.5%	8.6%	0.0%	5.1%
Strongly Disagree	1.5%	14.8%	0.0%	8.2%
Did Not Answer	9.2%	3.7%	83.3%	12.0%

84e. My department has taken steps to enhance the climate for women

Forty-five percent of all respondents at least slightly agree that their department has taken steps to enhance the climate for women. Nearly a quarter of respondents (22%) either somewhat or strongly *disagree* that these steps have been taken. A much larger percentage of male respondents (68%) than female respondents (35%) at least slightly agree that these steps were taken. Thirty percent of female respondents either somewhat or strongly disagree.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	16.9%	8.6%	0.0%	11.4%
Somewhat Agree	23.1%	8.6%	0.0%	13.9%
Slightly Agree	27.7%	17.3%	0.0%	20.3%
Slightly Disagree	9.2%	23.5%	0.0%	15.8%
Somewhat Disagree	9.2%	12.3%	8.3%	10.8%
Strongly Disagree	3.1%	18.5%	8.3%	11.4%
Did Not Answer	10.8%	11.1%	83.3%	16.5%

84f. My department has too few women faculty in leadership positions

Sixty-three percent of all respondents disagree at some level that their department has *too few* faculty in leadership positions. Thirty-six percent of respondents strongly disagree with this statement. The largest percent of both male and female respondents disagree that there are too few women in leadership positions in their department (68% of male and 67% of female faculty respondents).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	12.3%	8.6%	8.3%	10.1%
Somewhat Agree	6.2%	13.6%	0.0%	9.5%
Slightly Agree	3.1%	2.5%	0.0%	2.5
Slightly Disagree	13.8%	14.8%	0.0%	13.3%
Somewhat Disagree	13.8%	14.8%	0.0%	13.3%
Strongly Disagree	40.0%	37.0%	8.3%	36.1%
Did Not Answer	10.8%	8.6%	83.3%	15.2%

84g. My department has made an effort to promote women faculty into leadership positions

Fifty-nine percent of all respondents at least slightly agree that their department has made an effort to promote women faculty into leadership positions. More male respondents (66%) than female respondents (62%) at least slightly agree that their department has made an effort to promote women into leadership positions. Around 20% of both male and female respondents somewhat or strongly disagree that their department has made this effort.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Strongly Agree	33.8%	27.2%	0.0%	27.8%
Somewhat Agree	20.0%	19.8%	0.0%	18.4%
Slightly Agree	12.3%	14.8%	8.3%	13.3%
Slightly Disagree	9.2%	14.8%	0.0%	11.4%
Somewhat Disagree	7.7%	3.7%	0.0%	5.1%
Strongly Disagree	3.1%	14.8%	8.3%	9.5%
Did Not Answer	13.8%	4.9%	83.3%	14.6%

Mean Levels of Agreement by Gender (Q84a-g)

- Most respondents indicate that there are too few women in their departments, that there are too few women in leadership positions and that their department has difficulty retaining women faculty.
- Female respondents indicate that they agree slightly more with the statements that there are too few women in their department and that their department had difficulty retaining women faculty.
- Female respondents agree less with the statements that the department had actively recruited female faculty, that the climate for women faculty is good, that their department had taken steps to enhance the climate for women, and that their department had made efforts to promote women faculty into leadership positions.
- Both male and female respondents indicate that they somewhat agree with the statement that their department has difficulty retaining women faculty, with male faculty in less agreement.

Mean Levels of Agreement by Gender
(1=Strongly Agree; 6= Strongly Disagree)

	Male Faculty	Female Faculty
84a. There are too few women faculty in my department	3.63	3.98
84b. My department has actively recruited women faculty	1.78	2.84
84c. My department has difficulty retaining women faculty	4.29	3.90
84d. The climate for women faculty is good	1.58	2.69
84e. My department has taken steps to enhance the climate for women	2.48	3.44
84f. My department has too few women faculty in leadership positions	3.98	3.99
84g. My department has made an effort to promote women faculty into leadership positions	2.05	2.78

Q85. Please indicate how much you agree or disagree with each of the following statements about the recruitment climate of, climate for and leadership of faculty of color in your primary department/unit[2]:

85a. There are too few faculty of color in my department

Ninety-four percent of respondents answering this question indicated that they at least slightly agree that there are too few faculty of color in their department, with 57% indicating strong agreement. All minority respondents, 95% of Caucasian respondents and 83% of respondents indicating "Other" for race/ethnicity at least slightly agree with the statement.

	Caucasian (n=122)	Minority(n=3)	Other (n=6)	All (n=136)
Strongly Agree	59.0%	33.3%	16.7%	56.6%
Somewhat Agree	19.7%	33.3%	33.3%	19.9%
Slightly Agree	16.4%	33.3%	33.3%	17.6%
Slightly Disagree	1.6%	0.0%	16.7%	2.2%
Somewhat Disagree	0.0%	0.0%	0.0%	0.0%
Strongly Disagree	3.3%	0.0%	0.0%	3.7%

85b. My department has actively recruited faculty of color

Sixty-one percent of survey respondents answering this question agree to some extent that their department has actively recruited faculty of color. Twenty-seven percent either somewhat or strongly disagree that their department has actively recruited faculty of color. All minority respondents slightly agree, while 83% of "Other" respondents at least slightly agree.

	Caucasian (n=120)	Minority(n=3)	Other (n=6)	All (n=13)
Strongly Agree	18.3%	0.0%	33.3%	18.5%
Somewhat Agree	22.5%	0.0%	16.7%	22.2%
Slightly Agree	20.0%	100.0%	33.3%	20.0%
Slightly Disagree	11.7%	0.0%	0.0%	12.6%
Somewhat Disagree	6.7%	0.0%	0.0%	5.9%
Strongly Disagree	20.8%	0.0%	16.7%	20.7%

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[2] *For Questions 85a-h, five respondents did not identify their race/ethnicity.*

85c. My department has difficulty retaining faculty of color

Fifty percent of the respondents answering this question at least slightly agree that their department has difficulty retaining faculty of color. Thirty-two percent either somewhat or strongly disagree. All minority respondents slightly agree and those indicating "Other" for race/ethnicity are divided in their responses, with 50% indicating strong disagreement.

	Caucasian (n=97)	Minority (n=3)	Other (n=6)	All (n=111)
Strongly Agree	20.6%	0.0%	0.0%	18.9%
Somewhat Agree	12.4%	0.0%	33.3%	13.5%
Slightly Agree	15.5%	100.0%	0.0%	18.0%
Slightly Disagree	18.6%	0.0%	16.7%	17.1%
Somewhat Disagree	14.4%	0.0%	0.0%	13.5%
Strongly Disagree	18.6%	0.0%	50.0%	18.9%

85d. The climate for faculty of color is good

Seventy-eight percent of the respondents answering this question at least slightly agree that the climate for faculty of color is good. While two thirds of minority respondents at least somewhat agree, one third slightly disagree. Of the respondents who indicate "Other" as their race/ethnicity, 83% at least somewhat agree, but 17% strongly disagree. Seventy-eight percent of Caucasian respondents at least slightly agree that the climate for faculty of color is good.

	Caucasian (n=101)	Minority(n=3)	Other (n=6)	All (n=115)
Strongly Agree	29.7%	0.0%	16.7%	28.4%
Somewhat Agree	20.8%	66.7%	50.0%	24.1%
Slightly Agree	27.7%	0.0%	16.7%	25.9%
Slightly Disagree	8.9%	33.3%	0.0%	8.6%
Somewhat Disagree	7.9%	0.0%	0.0%	6.9%
Strongly Disagree	5.0%	0.0%	16.7%	6.0%

85e. My department has taken steps to enhance the climate for faculty of color

Fifty-three percent of respondents answering this question at least somewhat agree that their department has taken steps to enhance the climate for faculty of color. Twenty-four percent at least somewhat disagree. Minority respondents range from slightly disagreeing to somewhat agreeing. Eighty-three percent of those respondents indicating "Other" as their race/ethnicity are in some level of agreement, while 17% strongly disagree. Caucasian respondents are widely distributed in their responses, with 50% in some level of agreement that their department has taken steps to enhance the climate for faculty of color.

	Caucasian (n=88)	Minority (n=3)	Other (n=6)	All (n=102)
Strongly Agree	10.2%	0.0%	33.3%	10.9%
Somewhat Agree	15.9%	33.3%	50.0%	17.8%
Slightly Agree	23.9%	33.3%	0.0%	23.8%
Slightly Disagree	26.1%	33.3%	0.0%	23.8%
Somewhat Disagree	10.2%	0.0%	0.0%	8.9%
Strongly Disagree	13.6%	0.0%	16.7%	14.9%

85f. My department has too few faculty of color in leadership positions

Seventy-five percent of faculty respondents answering this question at least slightly agree that their department has too few faculty of color in leadership positions. Sixty-seven percent of minority faculty respondents slightly agree, with the remaining 33% strongly agreeing. Again, Caucasian faculty respondents are widely distributed in their responses, with 73% in some level of agreement that their department has too few faculty of color in leadership positions.

	Caucasian (n=93)	Minority (n=3)	Other (n=6)	All (n=107)
Strongly Agree	38.7%	33.3%	33.3%	40.0%
Somewhat Agree	9.7%	0.0%	50.0%	11.4%
Slightly Agree	24.7%	66.7%	0.0%	23.8%
Slightly Disagree	10.8%	0.0%	0.0%	9.5%
Somewhat Disagree	4.3%	0.0%	16.7%	4.8%
Strongly Disagree	11.8%	0.0%	0.0%	10.5%

85g. My department has made an effort to promote faculty of color into leadership positions

Fifty-three percent of all respondents answering this question at least slightly disagree that their department has made an effort to promote faculty of color into leadership positions. Twenty percent strongly disagree. Sixty-seven percent of minority respondents at least slightly disagree that their department has made an effort to promote faculty of color into leadership positions. Fifty-five percent of Caucasian respondents at least slightly disagree, while 17% of those indicating "Other" as their race/ethnicity strongly disagree.

	Caucasian (n=82)	Minority (n=3)	Other (n=6)	All (n=96)
Strongly Agree	12.2%	0.0%	16.7%	11.7%
Somewhat Agree	13.4%	0.0%	66.7%	16.0%
Slightly Agree	19.5%	33.3%	0.0%	19.1%
Slightly Disagree	28.0%	33.3%	0.0%	26.6%
Somewhat Disagree	6.1%	33.3%	0.0%	6.4%
Strongly Disagree	20.7%	0.0%	16.7%	20.0%

DEMOGRAPHICS

Q86. What is your gender?

Slightly more than half of all survey respondents indicate that they are female. Forty-one percent indicate that they are male and 8% did not answer the question.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Number of Respondents	41.1%	51.3%	7.6%	100.0%

Note: In this report, which analyzes data at both the aggregate level and by gender, this "Not Identified" group is included in the tables, but is not used in the gender comparison.

Q87. U.S. Citizenship or Permanent Residency

The vast majority of survey respondents identify themselves as either a U.S. Citizen or a Permanent Resident of the United States (92%). Ninety-nine percent of both male and female respondents indicate that they are one of the two.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Yes	98.5%	98.8%	91.7%	91.8%
No	1.5%	1.2%	8.3%	8.2%
Did Not Answer	0.0%	0.0%	0.0%	0.0%

Q88. Race/Ethnicity

Most respondents indicate that they are Caucasian/Non-Hispanic (83%), while 3% indicate their race ethnicity is an underrepresented minority. Five percent self-identify themselves as belonging in the category of "Other".

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Caucasian/Non-Hispanic	84.6%	97.5%	8.3%	82.9%
Underrepresented Minority	15.4%	2.5%	8.3%	2.5%
Other	38.5%	28.4%	0.0%	5.1%

Q89. What is your Terminal Degree?

The vast majority of survey respondents have a Doctorate of Philosophy (PhD) as their terminal degree (85%). Eight percent have some other degree as their terminal degree. "Other" terminal degrees identified by respondents include: EdD, EDD, JD, MFA, DO, DNSc, and DSW. More male respondents (92%) than female respondents (89%) have a PhD versus an "other" kind of terminal degree.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
PhD	92.3%	88.9%	83.3%	84.8%
Other	6.2%	11.1%	0.0%	8.2%

Q90. In what year did you receive your terminal degree?

Forty-eight percent of respondents report having received their terminal degree since 1990. Twenty-two percent received their terminal degree in the 1980s and the remaining 10% received their degrees prior to 1980. Mirroring previous questions about when tenure was achieved, most female respondents received their terminal degree more recently than the survey's male respondents. Sixty-nine percent of female respondents received their terminal degree after 1990, compared to 32% of male respondents. Forty-eight percent of male respondents received their terminal degree prior to 1990, compared to 29% of female respondents.

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Prior to 1980	15.3%	12.3%	8.3%	10.1%
1980-1989	32.2%	17.1%	0.0%	22.1%
1990-1999	16.8%	41.8%	0.0%	27.3%
2000-2009	10.7%	22.2%	0.0%	18.3%
Since 2010	4.6%	5.0%	0.0%	1.9%
Other	8.0%	1.2%	0.0%	8.0%
Did Not Answer	16.9%	6.2%	91.7%	17.1%

Q91. To which disciplinary area does your department belong?

The largest percent of respondents indicate that their department belongs to the social sciences discipline (20%), followed by natural sciences (13%), humanities (13%), health sciences (11%), education (10%). Less than ten percent of respondents report their department belongs to physical sciences (7%), business (6%), arts (4%), public policy (3%), and law (1%).

When looking at respondents by gender, the picture is different, with the largest disciplines represented by male respondents as social sciences (22%), natural sciences (22%), education (12%) and physical sciences (12%), while female respondents largely also come from social sciences (22%), natural sciences (9%) and education (10%), but also humanities (19%) and health sciences (17%).

	Male (n=65)	Female (n=81)	Not Identified (n=12)	All (n=158)
Social Sciences	21.5%	22.2%	0.0%	20.3%
Natural Sciences	21.5%	8.6%	0.0%	13.3%
Humanities	6.2%	18.5%	8.3%	12.7%
Health Sciences	4.6%	17.3%	0.0%	10.8%
Education	12.3%	9.9%	0.0%	10.1%
Physical Sciences	12.3%	3.7%	0.0%	7.0%
Business	4.6%	7.4%	0.0%	5.7%
Arts	4.6%	3.7%	0.0%	3.8%
Public Policy	3.1%	3.7%	0.0%	3.2%
Law	0.0%	1.2%	0.0%	0.6%
Did Not Answer	9.2%	3.7%	91.7%	12.7%

Q92. How many tenured and tenure-track faculty are in your department?

Most respondents (68%) report that their department has less than ten tenured and tenure-track faculty. A larger percent of female respondents were part of departments with larger numbers of tenure and tenure-track faculty, with 25% indicating that they come from departments with fifteen or more, in comparison to 12% of male respondents with as many.

	Male (n=51)	Female (n=65)	Not Identified (n=12)	All (n=117)
1-4	27.5%	20.0%	0.0%	23.0%
5-9	47.1%	43.1%	100.0%	45.0%
10-14	13.7%	12.3%	0.0%	13.0%
15-19	3.9%	18.5%	0.0%	12.0%
20 or more	7.8%	6.2%	0.0%	7.0%

Survey Respondents by Gender, Rank and Discipline

The following table indicates the number of respondents for each square in the matrix generated by cross analysis of gender, rank and discipline. Only respondents who answered *all three questions* (gender, discipline and rank) are represented in this table, due requirements for running cross-tabulations. Consequently only 62 of the 158 survey respondents are represented in this table.

	Female Faculty Respondents					Male Faculty Respondents				
	Full	Assoc	Asst	NTT	Total Female	Full	Assoc	Asst	NTT	Total Male
Physical Sciences	1	1	0	0	2	3	4	1	0	8
Natural Sciences	4	2	0	1	7	7	5	0	1	13
Humanities	2	12	1	0	15	3	1	0	0	4
Arts	0	1	2	0	3	2	1	0	0	3
Health Sciences	0	5	4	1	10	4	3	0	0	7
Education	1	6	1	0	8	4	2	2	0	8
Business	1	4	1	0	6	1	1	1	0	3
Public Policy	1	1	1	0	3	1	1	0	0	2
Law	0	1	0	0	1	0	0	0	0	0
Social Sciences	6	12	0	0	18	7	6	1	0	14
Totals	**16**	**45**	**10**	**2**	**73**	**32**	**24**	**5**	**1**	**62**

Survey Questions Used: (Q86*Q91*Q10)

Q93. Please feel free to add any additional comments you may have.

The narrative comments were reviewed and sorted into five major thematic areas including Diversity Issues, Organizational Change and Climate, Institutional Support, Collegiality and Faculty Culture, and Other. To ensure anonymity, responses to open ended questions have been summarized.

Diversity Issues

The comments focusing in the areas of diversity characterize both the subtlety of discrimination and the lack of institutional support for increasing the overall number of women and minorities in academic departments. Faculty noted the absence of overt discrimination but did describe the "invisible backpack" carried by women faculty in their positions at the university. Faculty members describe the climate as not necessarily unwelcoming, but certainly a closed environment.

The inability to increase the diversity of faculty through the replacement of positions or the addition of new faculty lines is seen as an institutional liability. In some cases, female faculty may be eliminated entirely in some departments as women faculty members retire. As once colleague noted, their department had not been given the opportunity to hire for seven years, and the individual was not sure colleagues knew how to recruit and retain faculty from historically underrepresented groups. Faculty with disability issues indicated they saw USM as often an unsafe, frustrating place to work. Faculty respondents noted the loss of USM's Childcare Program as evidence of a lack of institutional support which has impacted the ability of the university to retain women faculty (who cannot find quality child care).

Organizational Change and Climate

Many of the faculty comments focused on the ongoing division among colleagues. Some attributed it to the challenges of the institutional climate of USM, others to the feelings of isolation and being "out of touch" within the school and college; others find the "split campuses killing us". The reorganization process and resulting outcomes were seen as highly politicized to the point that it is as a detriment to the recruitment and retention of new faculty. Faculty noted the institution is becoming more limited and divided rather than better, other see the unevenness of compensation, productivity, scholarship and the declining standards for students as symptomatic of significant institutional decline. As one colleague noted about the climate ADVANCE survey, it feels as if we have done this before and nothing ever comes out of this work….maybe on this occasion, changes will occur.

Institutional Support

Faculty commented on their personal experiences given deteriorating support for faculty by University leadership over the last five years, and the lack of bold leadership on maintaining standards of scholarship and research. The lack of institutional support was expressed most acutely in areas of family workplace support, mentoring and faculty teaching loads in relation to the proportion of time dedicated to teaching and service. Faculty noted the absence of institutional practices to provide mentoring and support for all faculty, the difficulty in achieving expected publications, presentations and grant proposals with a 3/3 teaching load, and the almost non-existent UM system maternity leave policy. The creation of family work place support was seen as essential to the retention of high quality faculty as well as the need for expanded leave opportunities, job sharing, modified flexible schedules and stop tenure clock programs. Concern was expressed over the lack of tenured faculty in some graduate programs.

Collegiality and Faculty Culture

Faculty comments in this category referred to the negative atmosphere in academic departments and colleges. Lesbian and gay faculty members referred to a lack of support for them as colleagues. Concerns were raised about the lack of accountability, problems attendant with "group think" and the formation of departmental and college cliques and the resulting damage to the departments and university. Faculty expressed frustration with the dearth of leadership at both the departmental and college level, and the lack of collective effort committed to accomplishing work in the departments and faculty doing service work for the university. Faculty expressed concern about the ongoing capacity of the university to continue given the current atmosphere. A respondent noted that many male colleagues in her department do not hold office hours and few advise more than a couple of students a term. When asking for support around service and advising, the female faculty member is told to stop doing so much. "It is my fault - I am the bad one".

Competition among colleagues is seen as a deterrent to productive work. Some respondents indicated that faculty in their department have become competitive with each other in terms of advancement that isn't directly related to advancement criteria. Faculty commented on the lack of departmental and college support for interdisciplinary work of the kind being established by many universities. References were also made to the pressure felt by many faculty during the reorganization and that people were pushed to choose sides by other extremely divisive colleagues. By keeping their 'head down' they were perceived as not sufficiently partisan by the dominant side and "unengaged" by their college Dean, despite doing very good work. The impact of the budget cuts, threats to trim faculty and eliminate departments has greatly

increased the level of fear and insecurity among faculty resulting in a decline in positive relationships among faculty and departmental bullying.

Other

Several comments focused on the nature of the survey instrument, particularly the lack of not applicable criteria resulting in forced choice answers. Additionally, there were issues the lack of questions designed to reflect research faculty appointments, the need to differentiate between questions more appropriate at the departmental versus school/college levels. The issue of departmental size and the extent to which the experiences of LGBT faculty was able to be captured also were part of comments directly related to the survey design. Teaching load questions did not provide the opportunity to capture courses with lab components or those that were interdisciplinary in design.