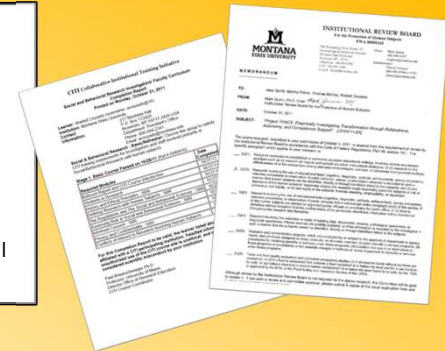




Methodological Information

- Research Objective 1: Test the extent to which institutional, departmental, and individual markers predict gender cultural transformation among MSU faculty and administrators
- Research Objective 2: Test the dynamic and complex ways in which fostering competence, autonomy, and relatedness needs can bring about cultural transformation at MSU.
- All Social Science Team Members and Co-PIs undergo CITI Ethical Training and Project is IRB approved



Interviews with Job Candidates:

- AIM: Hear perceptions of the search process and determine emergent themes and related factors important to decision to accept/decline offer at MSU
- N = 14 candidates (6 men and 8 women) have been interviewed to date. 6 were candidates in STEM departments (2 men and 4 women), 6 were candidates in SBS departments (4 men and 2 women), and 2 were candidates in other departments (2 women).
- Hired Dr. Joy Honea from MSU-Billings to conduct interviews

Interviews with P&T Candidates:

- AIM: Hear perceptions of the P&T process and determine emergent themes and related factors important to MSU's P&T process and outcomes
- A matched sample of N = 13 candidates (7 men and 6 women) in STEM/SBS interviewed to date.
- Hired the Director of the Discovery Center and Ohio's Evaluation & Assessment Center to conduct interviews.

Exit Interviews:

- AIM: Hear perceptions of the faculty who have voluntarily left MSU and determine emergent themes and related factors important to decision to leave MSU
- N = 10 Individuals (6 men and 4 women) interviewed to date. 6 left from STEM/SBS departments at MSU
- Hired the CITI lab at MSU-Billings to conduct survey/interview

Department Diversity, Equity, and Inclusion Self-Study

- AIM: Engage departments in thinking about equity to identify best practices and offer resources/support to reach department-set goals
- N = 33

Baseline Climate Survey

- AIM: Assess men's and women's perceptions of job satisfaction, inclusion, relatedness, autonomy, and competence need-satisfaction at the onset of the project as a baseline to examine transformation over time as a function of Project TRACS initiatives
- N = 268; Repeat Respondents from 2012 = 167



Fall 2013 Baseline Survey Response Rates

Tenurable and Tenure Track Faculty Response to the 2013 ADVANCE Climate Survey									
College	# Respondents	# College	Response Rate	STEM Respondents	SBS Respondents	Non-STEM or SBS Respondents	% Females in College	% Female Respondents	
Arts/Architecture	20	54	37.0%			20	37.0%	40.0%	
Agriculture	44	95	46.3%	32	10	2	24.2%	36.4%	
Business	16	25	64.0%			16	48.0%	56.3%	
EHHD	24	46	52.2%			24	67.4%	75.0%	
Engineering	34	68	50.0%	34			13.2%	17.6%	
Gallatin College	7	12	58.3%			7	58.3%	28.6%	
Library	14	14	100.0%			14	50.0%	50.0%	
Letters & Science	99	174	56.9%	54	17	28	34.5%	42.4%	
Nursing	10	17	58.8%			10	94.1%	100.0%	
Total	268	513	52.2%	120	27	121	36.1%	44.0%	
			% of Respondents	44.8%	10.1%	45.1%			
			% at MSU	48.5%	10.1%	41.3%			





Institutional Data: Salaries and Start-Up

Regression Analysis for 2012-2013 AY Faculty Salaries

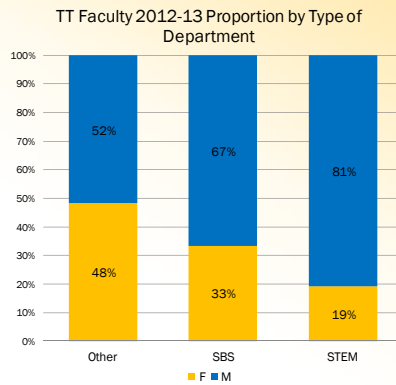
METHODS

- Salaries are transformed to reflect a 9-month, 1.0 FTE contract.
- Explanatory variables (Gender, Rank, Type of Department) were transformed to binary variables
- Regression Analyses comparing 5 different full models were compared to a single-mean reduced model

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65144.339	1460.417		44.607	.000
	Gender_Quant	10371.197	1799.645	.243	5.763	.000
2	(Constant)	56892.999	1517.634		37.488	.000
	Gender_Quant	4242.191	1440.937	.099	2.944	.003
	Professor	28216.172	1711.493	.677	16.486	.000
3	(Constant)	54020.092	1483.378		36.417	.000
	Gender_Quant	1596.369	1407.561	.037	1.134	.257
	Professor	25907.714	1647.147	.622	15.729	.000
4	(Constant)	54546.114	2018.701		27.020	.000
	Gender_Quant	1284.034	2743.914	.030	.468	.640
	Professor	24851.801	3153.518	.596	7.881	.000
5	(Constant)	54742.176	2108.990		25.957	.000
	Gender_Quant	-1528.192	3133.492	-.036	-.488	.626
	Professor	23045.942	3581.409	.553	6.435	.000

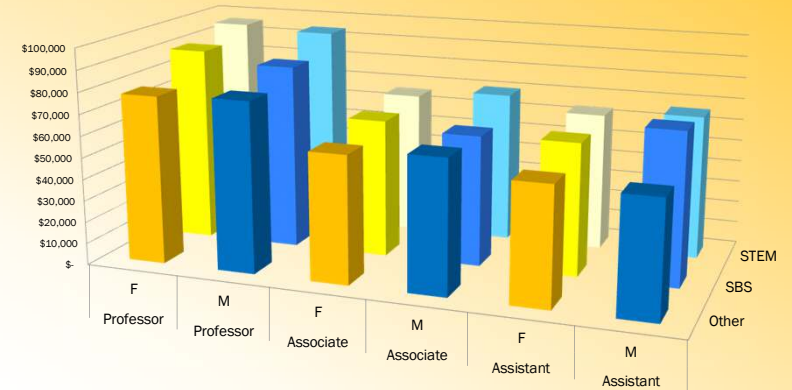
a. Dependent Variable: AYTRESAL



RESULTS

- On average, male faculty have higher salaries than female faculty at MSU, even after taking rank into account
- Once the rank and type of department are both taken into account, gender explains less of the variance in the data
- With 2- and 3- way interaction terms included in the models, the analysis shows that for faculty in SBS, salary depends on gender and rank with different patterns at each rank.

TT Faculty 2012-13 AY Salary (includes DHs)

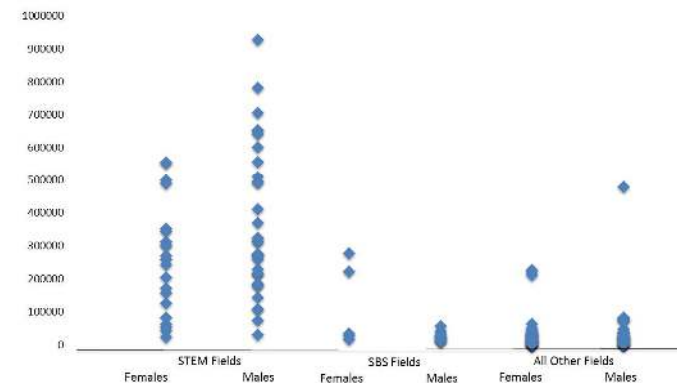


	Professor F	Professor M	Associate F	Associate M	Assistant F	Assistant M
Other	\$77,788	\$79,063	\$58,981	\$61,729	\$54,635	\$53,442
SBS	\$90,464	\$85,705	\$63,804	\$60,512	\$61,309	\$70,412
STEM	\$96,300	\$94,372	\$66,420	\$70,039	\$63,887	\$66,619

To Consider: How can we ensure faculty research needs are being equitably met with start-up funding?

2010-2014 Start-Up Packages

Start-Up Funding* for New Assistant Professors, AY 2010-2014



*includes funding for moving, start-up, summer salary, grad/staff, equipment, travel, library, and course buyouts

To Consider: How to weigh the benefit of new faculty having the highest salary possible with the drawback of creating rank inversion?





Voices from the MSU Field during Major Faculty Transition Points

Job Candidate Interviews and Faculty Exit Interview Prevalent Qualitative Themes

Comments from Respondents

On Declining an Offer:

"My wife got cold feet...We have an acceptable work/life balance where we are...and my salary there would have had to match (the one here,) which was, I guess, a bit of a stretch, so the offer would have had to knock us off our feet."

"For me, research is really important. It's an important part of what I wanted to keep doing...MSU has some infrastructure to support people that do research, but at some of the other places that was more established, and sort of more universal."

On Choosing to Leave MSU:

"I was...very excited about working with Montana State University but it needed to be accommodative of spousal hire, especially when they are nationally renowned in their field."

"My salary at my new institution is twice what my salary at MSU was...My health coverage is cheaper and more comprehensive than MSU and the institution's contribution to my retirement is several percentage points higher than MSU."

Summary of Significant Findings

Most common reasons for declining offers:

- No employment opportunity for spouse/partner (3 of 7)
- Spouse/partner did not want candidate to accept (3 of 7)
- Geographic location- expensive, difficult for travel (2 of 7)
- Received a more attractive offer (2 of 7)

Most common reasons for leaving MSU:

- Low salary/lack of benefits to compensate (9 of 10)
- Lack of research support at different levels- department head, dean, VPR, provost, and president (4 of 5)
- Geographic location (6 of 7)
- Spouse/partner/family needs (4 of 10)

To Consider: How can MSU improve its efforts to recruit and retain quality faculty members, given salary and cost-of-living constraints?

Implications for Project TRACS initiatives

- ✓ Work/life integration policies (consistently positively evaluated by all three faculty groups).
- ✓ Opportunities to pursue research and additional research support.
- ✓ Mentoring/support from department heads and administrators.
- ✓ Easing the service and administrative burdens placed on junior faculty.

Data Collected from the Following Faculty Groups:

- **Candidates who declined employment offers** : n=7; 4 male, (2 STEM, 2 SBS) 3 female, (2 STEM, 1 SBS)
- **Faculty members choosing to leave MSU**: n=10, 6 male (all STEM) 4 female (2 STEM, 0 SBS)
- **Faculty members who had recently been reviewed for retention, promotion and/or tenure matched sample** : n=13, 7 male, 6 female, all STEM (3 retention, 8 P&T, 2 promotion to professor)
- *All Interviews conducted and transcribed by experts outside MSU-Bozeman*

Forthcoming: P&T Analyses

Analysis of interview data from faculty members who were reviewed for retention, tenure and promotion during 2013-2014.

Initial impressions:

- Evaluation process varies significantly across departments and disciplines.
- Mentoring and training sessions are perceived as valuable.
- Third year retention review viewed as very useful for feedback and preparation for P&T
- Biggest perceived obstacle is lack of clarity/specificity of performance expectations.