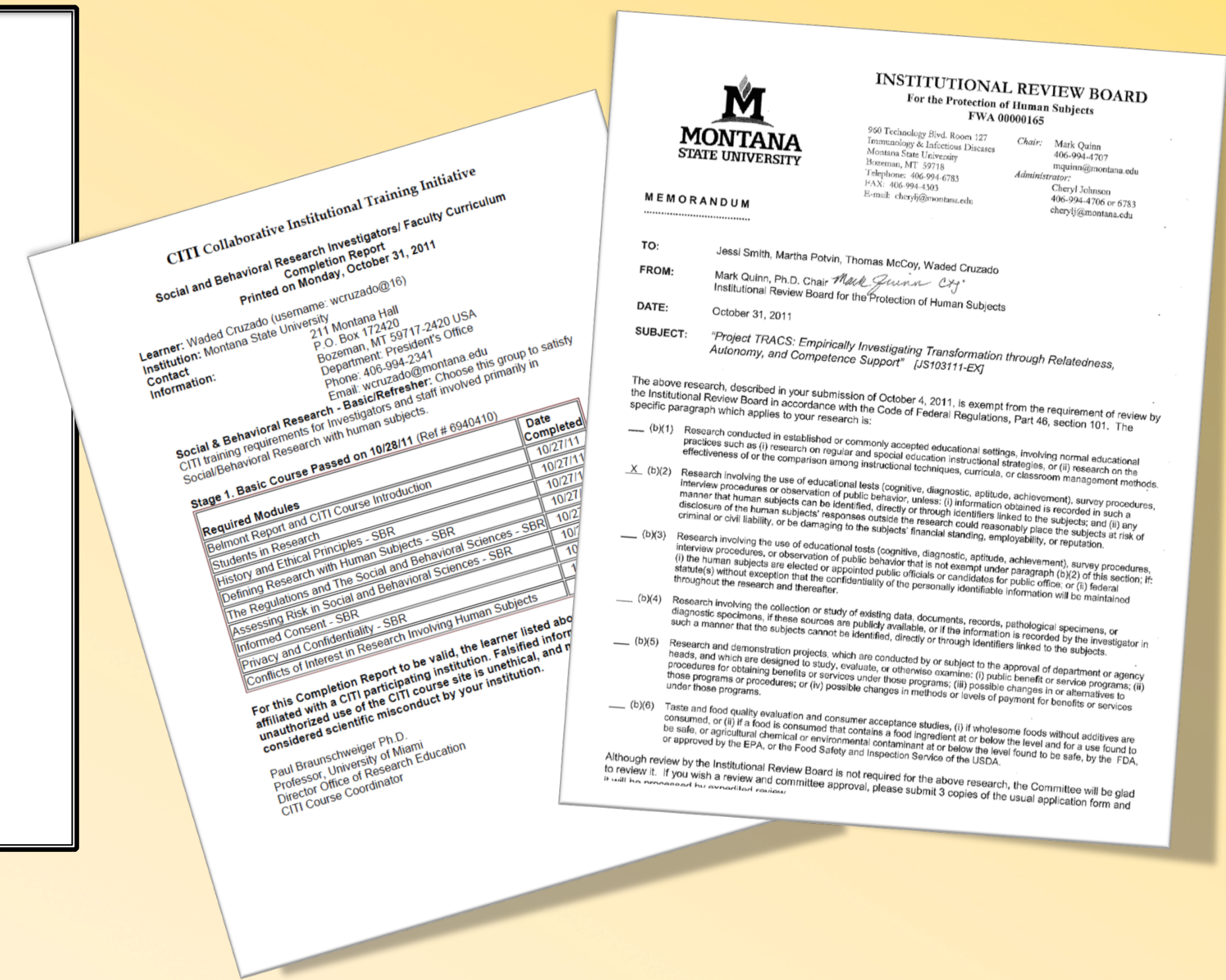




Methodological Information

- **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 P&T Candidates:

PARTICIPANTS: 13 TT faculty in STEM fields going through the P&T evaluation process in the same year (Year Intentionally Masked)

- Two matched groups (6 females and 7 males)
- Participants matched by discipline and type of review (retention, tenure, or promotion to full)
- In cases where there was no exact match, females were matched to two males; in one instance, a male was matched to two females

METHODOLOGY: Interview protocol was developed by the research team and administered by an external interviewer by telephone

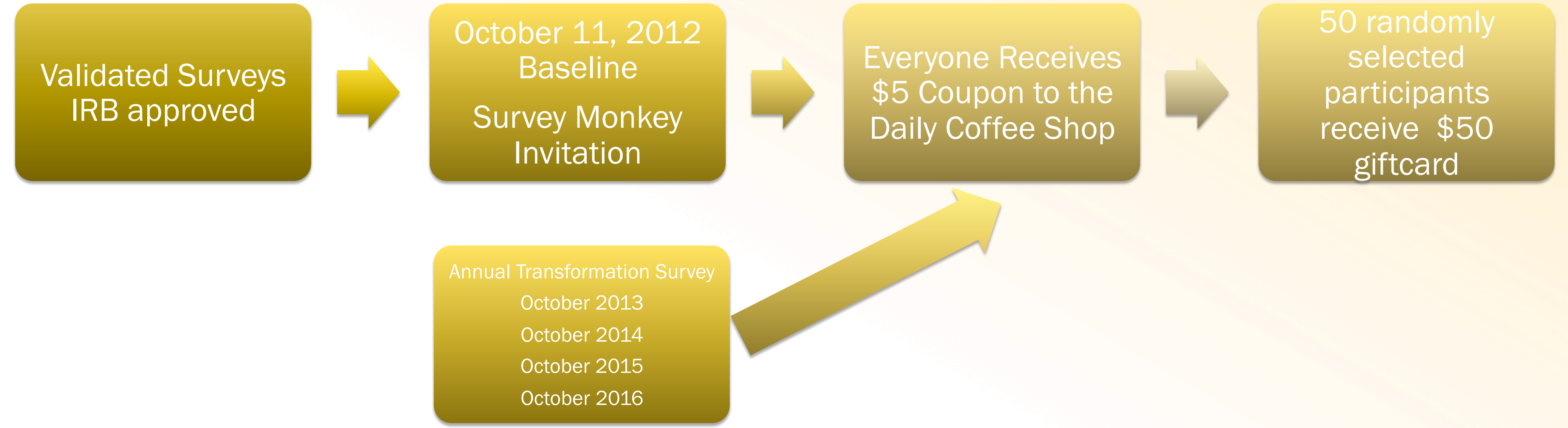
- Questions inquired about experiences with the P&T process, suggestions for improvement
- Interviews were recorded and transcribed verbatim with identifying information redacted
- Participants received \$25 for their time

ANALYSIS OVERVIEW: Data were open-coded by members of the research team, noting instances where experiences of autonomy, competence, and relatedness emerged

- During the first round of coding, the coders were blind to participant gender and rank
- A second round of coding examined themes in relation to gender and type of review
- Themes were identified by independent coders and discrepancies were reconciled by discussion to consensus. Data were organized using NVivo software.
- Comparisons between matched pairs were made with special attention to ways in which competence and relatedness manifest in the P&T process, a context in which autonomy is inherently limited

Climate Survey

- AIM: Assess men's and women's perceptions of job satisfaction, inclusion, and satisfaction of relatedness, autonomy, and competence needs annually to examine transformation over time as a function of Project TRACS initiatives
- N = 264; Repeat respondents from 2012 = 139



College	N	# College	Response Rate	STEM Respondents	SBS Respondents	Non-STEM or SBS Respondents	% Females in College	% Female Respondents
Art & Architecture	32	51	62.7%			32	41.2%	46.9%
Agriculture	49	103	47.6%	32	15	2	28.7%	30.6%
Business	13	24	54.2%			13	45.8%	46.2%
EHHD	26	47	55.3%			26	72.3%	69.2%
Engineering	39	74	52.7%		39		18.4%	28.2%
Library	11	12	91.7%			11	61.5%	63.6%
L&S	87	173	50.3%	45	17	25	34.9%	47.1%
Nursing	7	19	36.8%			7	94.1%	100.0%
Total	264	503	52.5%	116	32	116	38.6%	45.5%
			% of Respondents	43.9%	12.1%	43.9%		
			% at MSU	50.3%	10.5%	39.2%		

