Supplemental Materials

### ONE-ON-ONE INTERVIEWER’S GUIDE

**Opening Prompt:**

Please describe the events that led to where you are today in your career.

**Main Interview Questions:**

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| --- | --- |
| **Domain** | **Probe** |
| What types of inequalities do women perceive? | How did your first year differ from the first year of others in your department who began after you? |
| What types of struggles (microaggressions/ micro-inequities) do women endure in their pre-tenure/early years? | Walking through each of your pre-tenure/early years, what struggles or obstacles stand out for you? |
| What types of micro-affirmations have STEM women experienced?  | Walking through each of your pre-tenure/ early years, what positive experiences stand out for you? |
| What type of mentorship (if any) are STEM women receiving? | What types of mentorship or support did you receive from people in your department during your pre-tenure/early years? University? Outside of university?\*types & styles of mentorship include:group v. one-on-one/ coaching, supportive, delegating/ formal v. informal |
| Which university policies created difficulties for women’s career and personal advancement? | Tell us about any department or university policies making your life/job more difficult? |
| Which university policies helped STEM women’s personal and professional advancement? | Tell us about any department or university policies making your job/life easier? |
| How does the tenure and promotion process affect STEM women?\*\* For non-tenure track women, only ask about the promotion process  | What helped you to successfully go through the tenure and promotion process? |
| What characterizes STEM women’s interpersonal relationships? | To what extent do you feel you are treated with respect in your department? Give examples of the times you were treated with respect and without respect. |
| To what extent do you feel your ideas are valued? Give examples of the times your ideas were valued or not valued. |

**General Probes**

These probes should be used when participants mention an event or feeling that may have enhanced or hindered their retention or advancement at work. These events may include personal, professional, or blended experiences. The interviewer should not assume that the experience did or did not affect their career advancement. Instead, interviewers should allow the participant to speak to the way that the event may or may not have affected their career.

Generally, the interviewer should ask open-ended questions to better understand the incident, the situation leading up to it, and the situation that resulted from the incident.

|  |  |
| --- | --- |
| **Domain** | **Probe** |
| Consequences of Enhancements/Opportunities & Barriers/Struggles | How did you respond to the incident? |
| How did this incident make you feel? |
| How do you think it affected your advancement in the department? Career? |
| How does it, if at all, affect you today? |
| What do you think would be different if it never happened? |
| Understanding the Incident | Describe what led up to this incident. |
| Why do you think it happened? |
| Do you think other people in your department go through incidences like this as well? |
| How often do events like this occur? |
| What were you thinking about as the incident occurred? |
| What happened next? |
| What advice, if any, did you get? |
| Understanding Interpersonal Dynamics  | How do you think the other person/people involved perceived the situation? |
| Did this incident affect your relationship with this person and/or others? Explain. |

**Possible Domains of Interest**

These are the potential career domains that participants may discuss. Interviewers will be prepared to ask the following probes regarding the career domain listed should the participant bring up the domain. Otherwise, interviewers will use the general probes listed above.

|  |  |
| --- | --- |
| **Research Questions** | **Interview Questions** |
| **Interview** |
| What impression did participant have of UMass/department regarding gender issues during their interview?  | What were your initial impressions of UMass/department regarding gender issues prior to and during your interview? |
| Who did you meet with during your interview? How many women do you recall meeting with?  |
| What stands out to you about your interview? (Probe: both positive and negative experiences/concerns) |
| **Offer/Negotiations** |
| How did women feel about the offer they ended up receiving and the negotiation process?Were their gender issues pertaining to initial salary/start-up/benefits offer? | Explain the negotiation process you went through and how you felt through the process and at its conclusion. |
|  | How do you feel about the negotiation process today? |
| **First Year at UMass** |
| Did people in the department welcome women differently than men? | Describe your experience transitioning into work in the department/university. |
| How were you received by the department when you first started? |
| Please describe how people treated you in this first year. |
| What difficulties do women experience their first year? | Describe the struggles that stood out for you this first year either professionally or personally? |
| When women experienced obstacles, how did they cope with them? | How did you respond to the struggles you encountered? |
| What types of opportunities (micro-affirmations) were women presented with? How were they exposed to these opportunities? | Please describe the opportunities that were offered for you this first year? Please explain how you came across these opportunities? Other experiences to ask about: positive feedback, praise, things that made you feel invited, feeling included, encouragement? |
| What types of micro-affirmations have STEM women experienced?  | Walking through each of your pre-tenure/ early years, what positive experiences stand out for you? |
| Do STEM women report difficulties forming relationships in their departments? | How did your relationship with your department colleagues change, if at all, over your pre-tenure/early years? |
| **Other Pre-Tenure/ Early Years** |
| What type of mentorship (if any) are STEM women receiving? | What has your experience been with the mentorship you received? |
| Do STEM women report differences in service responsibilities? | Please describe your experiences with department and university service. |
| How does the tenure process affect STEM women?\*\*Ask only for tenure-track faculty. For non-tenure track women, only ask about the promotion process  | [for associate & full only] Describe the tenure and promotion process that you went through. |
| Do STEM women report differences in service responsibilities? | What struggles did you encounter in the tenure and promotion process? |
| **Tenure & Promotion Process** |
| What types of struggles do STEM women experience?What positive experiences do STEM women report? | Since receiving tenure/promotion to full professor, what have your greatest struggles been in your life more generally? |
| What have been some of the more positive experiences in your post-tenure/promotion years? |
| **Post Tenure /Post Promotion to Full Prof Years** |
| How did tenure change STEM women’s experiences in their department? | Describe changes in your departmental experience since getting tenure/promotion to full professor. |
| What positive experiences do STEM women report? | Since getting tenure/promotion to full professor, what remains the same for you within the department? Relationships? Opportunities? Responsibilities? Space? Personal? |
| What characterizes STEM women’s interpersonal relationships? | Describe your relationship with your department colleagues? |

**Part 2: Micro-inequity/Microaggression-specific Questions:**

Before continuing to these questions, the interviewer could explain more about the purpose of the grant and mention micro-inequities/microaggressions more specifically. Interviewer should also continue to use general probes listed above.

|  |  |
| --- | --- |
| **Research Question** | **Interview Question** |
| **Conclusion** |
| When primed for micro-inequities/ microaggressions, what experiences do women report? | In your field, have you ever felt disadvantaged because of your gender? |
| Describe times that you or others you know were treated differently in your department/university because of his/her gender? |
| Describe times that you have felt uncomfortable in your department? Do you think gender played a role in the situation? |
| **Closing Questions** |
|  | In order to understand your experience as a STEM woman at UMass, is there anything else I should know? |
| What is your vision of the future, regarding women in your field? |

Other Questions to Consider

* Describe times when you felt your intelligence was questioned by your colleagues.

Other Topics to Consider

* Meetings & Social gatherings

Full List of Original Items before Statistical Trimming

|  |  |
| --- | --- |
|  |  |
|  | **Item** |
| 1. | I feel that I need to constantly prove to others that I am competent in my work. |
| 2. | Compared to female faculty members, male faculty members receive more respect from other faculty. |
| 3. | People assume that women who are raising a family will not be as productive. |
| 4. | At times, I receive unwanted comments about my looks. |
| 5. | I have been “talked down to” by faculty/staff at my workplace (written or orally). |
| 6. | I have observed other female colleagues experiencing gender bias. |
| 7. | Female faculty are treated poorly by students. |
| 8. | Men in my department/division typically have less service work than women. |
| 9. | People see ambitiousness differently for men and women (i.e., “strong-minded” vs. “bossy”). |
| 10. | Some people are not comfortable being subordinate to a woman. |
| 11. | My colleagues think that I am a "b^tch." |
| 12. | There are times when male faculty members continue to meet after the women have left the room. |
| 13. | My department/division chair/chief tends to be more interested in male faculty work than female faculty work. |
| 14. | People are labeled troublemakers for reporting differential treatment. |
| 15. | Men obtain better initial employment contracts than women faculty at the same rank and experience. |
| 16. | There are disparities at the racial/ethnicity level that impact retention of women faculty at my institution. |
| 17. | At my institution, women are evaluated more harshly for tenure and promotion compared to men. |
| 18. | I have seen male colleagues jump in when a woman is speaking and take over the conversation. |
| 19. | Many people in my workplace are supportive of my work.\* |
| 20. | I have co-workers who buffer me from negative colleagues.\* |
| 21. | Colleagues in my workplace advocate for my research and scholarship needs.\* |
| 22. | I receive informal mentoring from colleagues.\* |
| 23. | I receive one-on-one formal mentoring.\* |
| 24. | My department/division chair/chief discusses my career trajectory with me.\* |
| 25. | My colleagues do not share their knowledge of academic politics with me. |
| 26. | I have good “role models” for doing research in my field.\* |
| 27. | I have a mentor who is in a senior leadership position.\* |
| 28. | I have senior women faculty members who are supportive role models.\* |
| 29. | I have women faculty colleagues to whom I can turn to for help in balancing my home and professional lives.\* |
| 30. | Senior women faculty shield me from hardships they had previously encountered.\* |
| 31. | Female faculty members are very supportive of other female faculty. |
| 32. | I have colleagues who want to help me achieve my career goals.\* |
| 33. | There are opportunities to attend skill-building workshops (e.g., grant writing, teaching). |
| 34. | My institution offers workshops to help faculty prepare promotion or tenure packages. |
| 35. | My university is attuned to women faculty’s professional needs for success. |
| 36. | My institution provides supports for balancing work and family demands. |
| 37. | There is at least one leader at my institution who is a champion for supporting women faculty. |
| 38. | My institution supports policies that ensure everyone is treated fairly regardless of race, gender, and sexual orientation. |
| 39. | My institution has maternity leave policies that offer women the ability to postpone their tenure clock. |
| 40. | Colleagues at my workplace associate my work with that of my boss or mentor. |
| 41. | I have a good relationship with most of my co-workers. |
| 42. | My ideas are valued within my workplace. |
| 43. | I am ignored when I speak up at meetings. |
| 44. | In my workplace, my ideas are often attributed to other people. |
| 45. | I lack role models in my workplace who share similar life circumstances. |
| 46. | I have had good support from my Department/Division Chair/Chief to balance work and family needs.\* |
| 47. | Male mentors do not put as much effort into mentoring female faculty members as they do into mentoring men. |
| 48. | Female mentees who have close relationships with their male mentors are assumed to be having a romantic relationship. |
| 49. | My department/division chair/chief does not tolerate gender discrimination. |
| 50. | My colleagues make me feel like I am here because of affirmative action.  |
| 51. | I receive positive feedback about my abilities from colleagues. |
| 52. | I have colleagues who openly talk negatively about my work. |
| 53. | I have heard faculty members suggest that another faculty member would receive tenure because of his/her gender. |
| 54. | My workplace allows flexibility in when and where I work.\* |
| 55. | People have encouraged me to take on leadership positions at my institution/university. |
| 56. | I work in an environment that is supportive of faculty with young children. |
| 57. | My colleagues think that I am “bossy”. |
| 58. | I have seen people get additional opportunities because they are physically attractive. |
| 59. | I have a collegial work environment. |
| 60. | I believe that I am underpaid. |
| 61. | I feel like the token woman in my workplace. |
| 62. | I interact with senior colleagues outside of my routine work environment. |
| 63. | People assume I am not working if I am not in my office. |
| 64. | I have all the resources I need to be successful.\* |
| 65. | I am not provided the administrative support I need. |
| 66. | My institution provides the necessary facilities and equipment for me to be productive.\* |
| 67. | I have colleagues who encourage me to apply for awards.\* |
| 68. | I have colleagues who help me get funding for my work.\* |
| 69. | I participate in faculty development programs.\* |
| 70. | I receive annual evaluations.\* |
| 71. | At my institution, I receive recognition for my work from people outside my department/division.\* |
| 72. | I am the “unofficial” mentor for several female students/colleagues. |
| 73. | My gender and race/ethnicity allows more people to doubt my work abilities. |
| 74. | My workplace allows flexibility in when and where I work.\* |
| 75. | I am aware of my institution's parental leave policies.\* |
| 76. | I find that I do not always know how my department/ division works. |
| 77. | I interact with higher administration.\* |
| 78. | Male faculty members consider female colleagues for work collaborations.\* |
| 79. | Men are comfortable interacting with women.\* |
| 80. | Men that I work with are unsure how to treat women faculty. |
| 81. | My department/division chair/chief does not make my work visible to others. |
| 82. | People assume that women who are raising a family will not be as productive. |
| 83. | Some of my male colleagues are only superficially supportive of women’s struggles with inequities. |
| 84. | Female faculty members encourage other female faculty to be part of their teams.\* |
| 85. | I have colleagues who do not respect me. |
| 86. | People on hiring committees are often fixed on hiring specific individuals instead of the best candidate in the pool. |
| 87. | There are faculty members in my department/division who view female faculty members as a liability because they will likely want to become pregnant and start a family. |
| 88. | Men in my workplace see themselves in their younger male colleagues and students. |
| 89. | Leaders in my department/division are White men. |
| 90. | Male junior colleagues are offered more mentoring opportunities than female junior colleagues within my department/division. |
| 91. | Men and women in my department/division are equally likely to be recommended for tenure. |
| 92. | Faculty members in my department/division make sure everyone feels valued.\* |
| 93. | My department/division actively recruits women faculty in my field.\* |
| 94. | My department/division chair/chief gives men more opportunities to make additional income than women. |
| 95. | More situations of gender bias occur than are acknowledged in my department/division. |
| 96. | The majority of faculty members in my department/division are women.\* |
| 97. | Women are assumed to be the appropriate mentors for female students/junior faculty irrespective of their work. |
| 98. | My department/division hires underrepresented individuals for faculty positions.\* |
| 99. | My department/division ensures that all faculty members receive guidance on what is required for promotion.\* |
| 100. | My department/division provides formal mentorship for female faculty members.\* |
| 101. | Faculty members are unclear about how my department/division operates. |
| 102. | Pre-tenure faculty members have the opportunity to meet with the dean or department/division chair/chief to receive guidance on their tenure/promotion application.\* |
| 103. | Women are rarely considered for institutional leadership positions. |
| 104. | There is gender bias in my institution. |
| 105. | The top administrators at my institution are men. |
| 106. | People assume that having children will have a negative impact on the work of women faculty. |
| 107. | People believe men should be included in workplace gender equality efforts. |
| 108. | Complaining about inequities will harm one's tenure / promotion process at my institution. |
| 109. | Male faculty members have more opportunities than female faculty to network with senior faculty members. |
| 110. | Men tend to be recognized for their work more than females at my institution. |
| 111. | My institution does not actively acknowledge and promote women’s accomplishments. |
| 112. | The university’s public materials rarely showcase the successes of female faculty |
| 113. | My institution is aware of the severity of gender biases on campus. |
| 114. | Given the same experience, male and female faculty applicants are hired at the same rank.\* |
| 115. | There is ample financial support for professional expenses such as traveling to conferences and professional memberships.\* |
| 116. | There is limited guidance and advice provided at my institution on career advancement and obtaining tenure. |
| 117. | Women are well represented among the faculty. |
| 118. | It is common for meetings at the university level to include mostly men. |
| 119. | There are predominantly White males in charge. |
| 120. | My institution has a specific committee that addresses women faculty concerns.\* |
| 121. | My institution offers childcare.\* |
| 122. | My institution facilitates opportunities for new faculty and staff to get together to support one another.\* |
| 123. | I work in an institution where policies emphasize equity.\* |
| 124. | I have colleagues who talk negatively about me to other colleagues. |

\*reverse coded items

**Exploratory factor analysis, factor loadings for original 124 items (varimax rotation), first half-sample**

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|  |  | **Factors** |
|  | **Item** | **1**  | **2** | **3** | **4** |
| **59.** | **People see ambitiousness differently for men and women (i.e., “strong-minded” vs. “bossy”).** | **.72** | .21 | .16 | -.06 |
| **57.** | **Compared to female faculty members, male faculty members receive more respect from other faculty.** | **.72** | .26 | .07 | .10 |
| **86.** | **More situations of gender bias occur than are acknowledged in my department/division.** | **.69** | .31 | .12 | .13 |
| **25.** | **I have seen male colleagues jump in when a woman is speaking and take over the conversation.** | **.67** | .24 | .10 | -.15 |
| **66.** | **Some of my male colleagues are only superficially supportive of women’s struggles with inequities.** | **.67** | .34 | .15 | -.03 |
| **96.** | **There is gender bias in my institution.** | **.67** | .12 | .27 | .20 |
| **98.** | **People assume that having children will have a negative impact on the work of women faculty.** | **.66** | -.09 | .20 | .16 |
| **102.** | **Men tend to be recognized for their work more than females at my institution.** | **.65** | .18 | .28 | .23 |
| **65.** | **People assume that women who are raising a family will not be as productive.** | **.65** | .09 | .13 | -.02 |
| **61.** | **Some people are not comfortable being subordinate to a woman.** | **.65** | .23 | .13 | -.08 |
| **21.** | **I have observed other female colleagues experiencing gender bias.** | **.64** | .18 | .06 | -.11 |
| **62.** | **Men that I work with are unsure how to treat women faculty.** | **.63** | .32 | .09 | .08 |
| **72.** | **People assume that women who are raising a family will not be as productive.** | **.62** | .12 | .11 | .06 |
| **74.** | **There are faculty members in my department/division who view female faculty members as a liability because they will likely want to become pregnant and start a family.** | **.60** | .22 | .04 | .11 |
| **94.** | **At my institution, women are evaluated more harshly for tenure and promotion compared to men.** | **.60** | .10 | .30 | .32 |
| **50.** | **My gender and race/ethnicity allows more people to doubt my work abilities.** | **.58** | .27 | -.03 | .14 |
| **101.** | **Male faculty members have more opportunities than female faculty to network with senior faculty members.** | **.58** | .18 | .29 | .32 |
| **103.** | **My institution does not actively acknowledge and promote women’s accomplishments.** | **.56** | .22 | .35 | .31 |
| **67.** | **There are times when male faculty members continue to meet after the women have left the room.** | **.56** | .27 | .08 | .09 |
| **11.** | **My colleagues think that I am “bossy”.** | **.55** | .31 | .01 | -.26 |
| **32.** | **Colleagues in my workplace advocate for my research and scholarship needs.\*** | .22 | **.72** | .24 | .13 |
| **40.** | **I have colleagues who want to help me achieve my career goals.\*** | .20 | **.69** | .26 | .15 |
| **30.** | **Many people in my workplace are supportive of my work.\*** | .22 | **.67** | .21 | .31 |
| **16.** | **I have a collegial work environment.\*** | .27 | **.66** | .16 | .18 |
| **33.** | **I receive informal mentoring from colleagues.\*** | .10 | **.66** | .29 | .10 |
| **81.** | **Faculty members in my department/division make sure everyone feels valued.\*** | .43 | **.64** | .12 | .17 |
| **19.** | **My ideas are valued within my workplace.\*** | .27 | **.64** | .15 | .34 |
| **3.** | **I receive positive feedback about my abilities from colleagues.\*** | .14 | **.62** | .12 | .25 |
| **18.** | **I have a good relationship with most of my co-workers.\*** | .26 | **.60** | .08 | .22 |
| **46.** | **I have senior women faculty members who are supportive role models.\*** | .11 | **.59** | .26 | .15 |
| **38.** | **I have colleagues who encourage me to apply for awards.\*** | .16 | **.59** | .30 | .11 |
| **34.** | **I receive one-on-one formal mentoring.\*** | .02 | **.57** | .36 | -.09 |
| **42.** | **I have a mentor who is in a senior leadership position.\*** | .11 | **.57** | .35 | -.01 |
| **35.** | **My department/division chair/chief discusses my career trajectory with me.\*** | .18 | **.56** | .31 | .01 |
| **120.** | **My institution provides supports for balancing work and family demands.\*** | .27 | .26 | **.62** | .07 |
| **29.** | **My institution provides the necessary facilities and equipment for me to be productive.\*** | .12 | .35 | **.58** | .04 |
| **111.** | **My university is attuned to women faculty’s professional needs for success.\*** | .34 | .21 | **.58** | .16 |
| **123.** | **I work in an institution where policies emphasize equity.\*** | .36 | .13 | **.58** | .24 |
| 1. | My colleagues make me feel like I am here because of affirmative | .32 | .28 | -.11 | .38 |
| 2. | I feel that I need to constantly prove to others that I am competent in my work. | .42 | .37 | -.002 | .19 |
| 4. | I have colleagues who openly talk negatively about my work. | .42 | .54 | -.03 | -.12 |
| 5. | Colleagues at my workplace associate my work with that of my boss or mentor. | .14 | .15 | -.17 | .14 |
| 6. | I have heard faculty members suggest that another faculty member would receive tenure because of his/her gender. | .41 | .19 | -.09 | .11 |
| 7. | I have colleagues who talk negatively about me to other colleagues. | .44 | .54 | -.03 | -.19 |
| 8. | My colleagues think that I am a "b\*tch." | .53 | .42 | .05 | -.21 |
| 9. | People have encouraged me to take on leadership positions at my institution/university.\* | .04 | .32 | .02 | .48 |
| 10. | I work in an environment that is supportive of faculty with young children.\* | .30 | .24 | .45 | .11 |
| 12. | I have seen people get additional opportunities because they are physically attractive. | .45 | .27 | .05 | -.09 |
| 13. | At times, I receive unwanted comments about my looks. | .60 | .01 | .04 | -.02 |
| 14. | I have been “talked down to” by faculty/staff at my workplace (written or orally). | .55 | .43 | .08 | -.02 |
| 15. | I have colleagues who do not respect me. | .43 | .62 | .02 | -.09 |
| 17. | I believe that I am underpaid. | .21 | .11 | .29 | -.15 |
| 20. | I feel like the token woman in my workplace. | .37 | .26 | -.18 | .29 |
| 22. | I am ignored when I speak up at meetings. | .40 | .57 | .11 | .18 |
| 23. | In my workplace, my ideas are often attributed to other people. | .47 | .50 | .07 | .14 |
| 24. | I interact with senior colleagues outside of my routine work environment.\* | .05 | .37 | .25 | .44 |
| 26. | People assume I am not working if I am not in my office. | .30 | .25 | .20 | -.04 |
| 27. | I have all the resources I need to be successful.\* | .11 | .43 | .57 | .0005 |
| 28. | I am not provided the administrative support I need. | .35 | .30 | .30 | -.14 |
| 31. | I have co-workers who buffer me from negative colleagues.\* | .08 | .53 | .13 | -.01 |
| 36. | My colleagues do not share their knowledge of academic politics with me. | .18 | .50 | .18 | .21 |
| 37. | I have good “role models” for doing research in my field.\* | .10 | .54 | .36 | .18 |
| 39. | I have colleagues who help me get funding for my work.\* | .13 | .55 | .42 | .06 |
| 41. | I lack role models in my workplace who share similar life circumstances. | .31 | .44 | .22 | .20 |
| 43. | I participate in faculty development programs.\* | .04 | .29 | .08 | .21 |
| 44. | I receive annual evaluations.\* | .17 | .26 | .04 | -.09 |
| 45. | At my institution, I receive recognition for my work from people outside my department/division.\* | -.10 | .27 | .25 | .40 |
| 47. | I have women faculty colleagues to whom I can turn to for help in balancing my home and professional lives.\* | .14 | .52 | .33 | .16 |
| 48. | I am the “unofficial” mentor for several female students/colleagues. | .26 | .05 | -.07 | -.46 |
| 49. | Senior women faculty shield me from hardships they had previously encountered.\* | .08 | .53 | .27 | .04 |
| 51. | My workplace allows flexibility in when and where I work.\* | .05 | .23 | .41 | .08 |
| 52. | I have had good support from my Department/Division Chair/Chief to balance work and family needs.\* | .29 | .51 | .32 | .16 |
| 53. | I am aware of my institution's parental leave policies.\* | -.16 | .12 | .38 | .17 |
| 54. | I find that I do not always know how my department/ division works. | .19 | .28 | .10 | .28 |
| 55. | I interact with higher administration.\* | -.05 | .17 | .20 | .50 |
| 56. | Male faculty members consider female colleagues for work collaborations.\* | .37 | .35 | .21 | .19 |
| 58. | Female faculty are treated poorly by students. | .49 | .22 | .17 | .11 |
| 60. | Men are comfortable interacting with women.\* | .45 | .34 | .04 | .20 |
| 63. | Male mentors do not put as much effort into mentoring female faculty members as they do into mentoring men. | .52 | .35 | .19 | .17 |
| 64. | My department/division chair/chief does not make my work visible to others. | .43 | .61 | .18 | .07 |
| 68. | Female faculty members encourage other female faculty to be part of their teams.\* | .16 | .40 | .21 | .32 |
| 69. | Female faculty members are very supportive of other female faculty.\* | .21 | .44 | .26 | .20 |
| 70. | There is a lack of communication between faculty and administration. | .28 | .19 | .48 | .03 |
| 71. | Female mentees who have close relationships with their male mentors are assumed to be having a romantic relationship. | .39 | .13 | .23 | -.05 |
| 73. | People on hiring committees are often fixed on hiring specific individuals instead of the best candidate in the pool. | .47 | .25 | .11 | .05 |
| 75. | Men in my workplace see themselves in their younger male colleagues and students. | .54 | .22 | -.04 | .07 |
| 76. | Leaders in my department/division are White men. | .33 | .12 | -.12 | .37 |
| 77. | My department/division chair/chief does not tolerate gender discrimination.\* | .48 | .43 | .05 | .11 |
| 78. | Men in my department/division typically have less service work than women. | .52 | .12 | .10 | -.05 |
| 79. | Male junior colleagues are offered more mentoring opportunities than female junior colleagues within my department/division. | .49 | .37 | .21 | .30 |
| 80. | Men and women in my department/division are equally likely to be recommended for tenure.\* | .36 | .24 | .20 | .41 |
| 82. | My department/division actively recruits women faculty in my field.\* | .37 | .24 | .14 | .20 |
| 83. | My department/division chair/chief tends to be more interested in male faculty work than female faculty work. | .54 | .37 | .11 | .23 |
| 84. | My department/division chair/chief gives men more opportunities to make additional income than women. | .50 | .25 | .13 | .29 |
| 85. | People are labeled troublemakers for reporting differential treatment. | .58 | .40 | .18 | .09 |
| 87. | The majority of faculty members in my department/division are women.\* | .22 | .05 | -.26 | .29 |
| 88. | Women are assumed to be the appropriate mentors for female students/junior faculty irrespective of their work. | .31 | .14 | .10 | -.08 |
| 89. | My department/division hires underrepresented individuals for faculty positions.\* | .30 | .26 | .02 | .29 |
| 90. | My department/division ensures that all faculty members receive guidance on what is required for promotion.\* | .25 | .39 | .40 | .18 |
| 91. | My department/division provides formal mentorship for female faculty members.\* | .15 | .38 | .27 | .06 |
| 92. | Faculty members are unclear about how my department/division operates. | .38 | .35 | .27 | .08 |
| 93. | Pre-tenure faculty members have the opportunity to meet with the dean or department/division chair/chief to receive guidance on their tenure/promotion application.\* | .25 | .31 | .35 | .28 |
| 95. | Women are rarely considered for institutional leadership positions. | .46 | .05 | .25 | .33 |
| 97. | The top administrators at my institution are men. | .48 | -.15 | .13 | .20 |
| 99. | People believe men should be included in workplace gender equality efforts. | -.04 | -.01 | -.30 | -.16 |
| 100. | Complaining about inequities will harm one's tenure / promotion process at my institution. | .53 | .15 | .35 | .26 |
| 104. | The university’s public materials rarely showcase the successes of female faculty | .47 | .17 | .33 | .35 |
| 105. | My institution is aware of the severity of gender biases on campus. | -.18 | -.16 | -.43 | -.06 |
| 106. | Men obtain better initial employment contracts than women faculty at the same rank and experience. | .57 | -.04 | .25 | .08 |
| 107. | Given the same experience, male and female faculty applicants are hired at the same rank.\* | .40 | .12 | .32 | .33 |
| 108. | There are opportunities to attend skill-building workshops (e.g., grant writing, teaching).\* | .17 | .17 | .51 | .08 |
| 109. | My institution offers workshops to help faculty prepare promotion or tenure packages.\* | .15 | .09 | .43 | .05 |
| 110. | There is ample financial support for professional expenses such as traveling to conferences and professional memberships.\* | .13 | .23 | .41 | -.08 |
| 112. | There is limited guidance and advice provided at my institution on career advancement and obtaining tenure. | .30 | .33 | .46 | .21 |
| 113. | Women are well represented among the faculty.\* | .45 | .06 | .07 | .46 |
| 114. | It is common for meetings at the university level to include mostly men. | .53 | .03 | .15 | .40 |
| 115. | There are predominantly White males in charge. | .55 | -.09 | .12 | .34 |
| 116. | There are disparities at the racial/ethnicity level that impact retention of women faculty at my institution. | .48 | .05 | .20 | .17 |
| 117. | My institution has a specific committee that addresses women faculty concerns.\* | -.05 | .10 | .54 | -.04 |
| 118. | My institution offers childcare.\* | -.06 | .12 | .33 | -.09 |
| 119. | My institution facilitates opportunities for new faculty and staff to get together to support one another.\* | .15 | .31 | .43 | .20 |
| 121. | There is at least one leader at my institution who is a champion for supporting women faculty.\* | .18 | .16 | .52 | .07 |
| 122. | My institution supports policies that ensure everyone is treated fairly regardless of race, gender, and sexual orientation.\* | .36 | .13 | .52 | .26 |
| 124. | My institution has maternity leave policies that offer women the ability to postpone their tenure clock.\* | .03 | .02 | .57 | .01 |

*Note*. Bolded items satisfy all 3 criteria: primary factor loading ≥ 0.55; all other factor loadings are at least 0.20 smaller; communality ≥ 0.40