

Appendix A: Data Collection Instruments

Start Here

This first section asks about your satisfaction with the teaching, research, and service activities you perform on daily basis. Please answer every item and circle only one response for each statement.

- ★ If you feel your role provides you with much less satisfaction than you expected with respect to a particular item, circle Very Dissatisfied.
- ★ If you feel your role provides less satisfaction than you expected with respect to a particular item, circle Dissatisfied.
- ★ If you do not have any opinion regarding satisfaction in relation to the statement, circle Neutral.
- ★ If you feel your role provides the expected satisfaction with respect to a particular item, circle Satisfied.
- ★ If you feel your role provides more satisfaction than you expected with respect to a particular item, circle Very Satisfied.

PART 1: Teaching – Teaching refers to instruction or supervision you perform with students.

Do you teach or perform supervision?

- No ⇒ Go to section on research (page 2)
- Yes



To what extent are you satisfied with the following statements about *teaching* activities, actions, conditions, or functions (Circle number)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Teaching as a professional career.	1	2	3	4	5
2. Teaching in the classroom.	1	2	3	4	5
3. The academic freedom to select the design, content, objectives, and instructional materials of the course(s) you teach.	1	2	3	4	5
4. Constructing examinations.	1	2	3	4	5
5. The appropriateness of procedures (papers, grades, exams) used to evaluate students in their courses in the department.	1	2	3	4	5
6. Advising of students.	1	2	3	4	5
7. Class size.	1	2	3	4	5
8. Teaching workload.	1	2	3	4	5
9. Institutional teaching rewards.	1	2	3	4	5
10. Teaching methods (lectures, seminars, audiovisual aids, games) used in the courses in the department.	1	2	3	4	5
11. Specialized facilities, such as laboratories, studios, and equipment, needed for teaching in your field.	1	2	3	4	5

PART 2: Research – Research refers to research and/or scholarship time.

Do you engage in research or writing for publications?

- No ⇒ Go to section on service (page 3)
- Yes



To what extent are you satisfied with the following statements about *research* activities, actions, conditions, or functions (Circle number)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Institutional financial support for research.	1	2	3	4	5
2. Release time offered by the institution for research.	1	2	3	4	5
3. Opportunities to publish.	1	2	3	4	5
4. Support for sabbatical leaves.	1	2	3	4	5
5. Technical assistance in analyzing data.	1	2	3	4	5
6. The computer facilities for processing data.	1	2	3	4	5
7. Secretarial and technical assistance.	1	2	3	4	5
8. The department as an academically stimulating place for research.	1	2	3	4	5
9. Institutional research rewards.	1	2	3	4	5

PART 3: Service – Service refers to committee work, meetings, and professional development activities.

Do you engage in service work?

- No ⇒ Go to section on romantic relationships (page 3)
- Yes



To what extent are you satisfied with the following statements about *service* activities, actions, conditions, or functions (Circle number)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Opportunities outside the University for participating in new developments in your field.	1	2	3	4	5
2. Developmental efforts in support of the career development of faculty members.	1	2	3	4	5
3. Working on committees.	1	2	3	4	5
4. Outside consulting.	1	2	3	4	5
5. Working with the school system.	1	2	3	4	5
6. Available in-service training opportunities.	1	2	3	4	5
7. Attending faculty meetings.	1	2	3	4	5
8. Financial & academic support for making presentations, attending conferences, seminars, etc.	1	2	3	4	5
9. Institutional service rewards.	1	2	3	4	5

PART 4: Romantic Relationships - Another important part of this study is to learn more about your personal and professional relationships. The following three items refer to your satisfaction with your romantic relationship with a partner/spouse.

Are you currently in a romantic relationship?

- No ⇒ Go to the section on friendships (page 5)
- Yes



Please circle one response for each of the questions below.

	Extremely Dissatisfied						Extremely Satisfied
How satisfied are you with your relationship?	1	2	3	4	5	6	7
How satisfied are you with your significant other as a partner?	1	2	3	4	5	6	7
How satisfied are you with your relationship with your significant other?	1	2	3	4	5	6	7

PART 5: Friendships - The following questions ask about a friendship. In answering these questions, please think about your relationship with your closest friend. Please **do not** answer these questions in relation to your spouse or romantic partner.

Do you currently have a close friend?

No ⇒ Go to the section on mentors (page 4)

Yes ⇒ Sex of Friend. (Please check)

Male

Female



Circle one number for each question below.

	Very Rarely	Some of the Time	Almost Always							
1. When you have leisure time, how often do you choose to spend it with him/her alone?	1	2	3	4	5	6	7	8	9	10
2. How often do you keep very personal information to yourself and do not share it with him/her?	1	2	3	4	5	6	7	8	9	10
3. How often do you show him/her affection?	1	2	3	4	5	6	7	8	9	10
4. How often do you confide very personal information to him/her?	1	2	3	4	5	6	7	8	9	10
5. How often are you able to understand his/her feelings?	1	2	3	4	5	6	7	8	9	10
6. How often do you feel close to him/her?	1	2	3	4	5	6	7	8	9	10

	Not Much	A Little	A Great Deal							
7. How much do you like to spend time alone with him/her?	1	2	3	4	5	6	7	8	9	10
8. How much do you feel like being encouraging and supportive to him/her when he/she is unhappy?	1	2	3	4	5	6	7	8	9	10
9. How close do you feel to him/her most of the time?	1	2	3	4	5	6	7	8	9	10
10. How important is it to you to listen to his/her very personal disclosures?	1	2	3	4	5	6	7	8	9	10
11. How satisfying is your relationship with him/her?	1	2	3	4	5	6	7	8	9	10
12. How affectionate do you feel towards him/her?	1	2	3	4	5	6	7	8	9	10
13. How important is it to you that he/she understands your feelings?	1	2	3	4	5	6	7	8	9	10
14. How much damage is caused by a typical disagreement with him/her?	1	2	3	4	5	6	7	8	9	10
15. How important is it to you that he/she be encouraging and supportive to you when you are unhappy?	1	2	3	4	5	6	7	8	9	10
16. How important is it to you that he/she show you affection?	1	2	3	4	5	6	7	8	9	10
17. How important is your relationship with him/her in your life?	1	2	3	4	5	6	7	8	9	10

PART 6: Mentoring - The following questions refer to mentoring relationships. A mentor is generally defined as an established faculty member who provides a newer faculty member with assistance to help navigate the academic climate. Mentors usually provide more career and/or professional development functions than friends or work colleagues.



- Have you had a mentor (since graduate school)?
- No ⇒ Go to the section on demographics (page 8)
 - Yes
1. How many years have you had your mentor?
_____ Years
 2. What is the sex of your mentor? (Please check one)
 - Male
 - Female
 3. Do you still have contact with this mentor? (Please check one)
 - No
 - Yes
 4. How did you meet your mentor? (Please check all that apply)
 - Formal mentoring program set up by College/University
 - Met because of common interests
 - Mentor was in my department
 - Other (Please specify) _____
 5. What is the rank of your mentor? (Please check one)
 - Professor
 - Associate Professor
 - Assistant Professor
 - Visiting Professor/Adjunct Professor
 - Lecturer

Please circle one response for each question below

To a Very Slight Extent	1 ----	2 ----	3 ---	4 ----	5 ----	To a Very Large Extent
To what extent has your mentor:						
1. Encouraged you to try new ways of behaving on the job.					1 2 3 4 5	
2. Assigned responsibilities to you that have increased your contact with people who will judge your potential for future advancement.					1 2 3 4 5	
3. Discussed your questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors or work/family conflicts.					1 2 3 4 5	
4. Reduced unnecessary risks that could have threatened your opportunities for promotion.					1 2 3 4 5	
5. Served as a role model.					1 2 3 4 5	
6. Helped you meet new colleagues.					1 2 3 4 5	
7. Demonstrated good listening skills in your conversations.					1 2 3 4 5	
8. Given you assignments or tasks that have prepared you for higher positions.					1 2 3 4 5	
9. Conveyed feelings of respect for you as an individual.					1 2 3 4 5	
10. Helped you finish assignments or tasks or meet deadlines that otherwise would have been difficult to complete.					1 2 3 4 5	
11. Encouraged you to talk openly about anxieties and fears that distract you from your work.					1 2 3 4 5	
12. Encouraged you to prepare for advancement.					1 2 3 4 5	
13. Shared personal experiences as an alternative perspective to your problems.					1 2 3 4 5	
14. Given you assignments that presented opportunities to learn new skills.					1 2 3 4 5	
15. Displayed attitudes and values similar to your own.					1 2 3 4 5	
16. Given you assignments that have increased your contact with higher level administrators.					1 2 3 4 5	

PART 7: Demographics - Finally, I would like to ask you a few questions about yourself for statistical purposes.

1. What is your present age: _____ Years
2. What is your current tenure status? (Please check one)
 - Tenured
 - Tenure Track
 - Non Tenure Track
3. What is your current rank? (Please check one)
 - Professor
 - Associate Professor
 - Assistant Professor
 - Visiting Professor/Adjunct Professor
 - Instructor
4. With what type of institution do you work? (Please check one)
 - Research I
 - Research II
 - Public Liberal Arts
 - Private Liberal Arts
 - Training Institution
5. Which is the highest level of education you completed? (Please check one)
 - Doctorate
 - Masters
 - Specialist
 - Other (Please Specify _____)
6. What is the discipline of your highest degree? (Please check one)
 - Marriage And Family Therapy (MFT)
 - Counselor Education
 - Psychology
 - Social Work
 - Other (Please Specify _____)
7. Number of hours you spend each week in the following:
 - a. Teaching/Supervision:
 - of Undergraduate Students _____ Hours
 - of Graduate Students _____ Hours
 - b. Research _____ Hours
 - c. Service _____ Hours
 - d. Clinical Work _____ Hours
8. What is the number of years that you have spent in teaching, research, or service in higher education? _____ Years

9. Have you received an award or otherwise been recognized for: (Please circle)

- | | | |
|-------------------|-----|----|
| a. Teaching? | Yes | No |
| b. Research? | Yes | No |
| c. Service? | Yes | No |
| d. Clinical Work? | Yes | No |

10. What is your race? (Please check one)

- Caucasian
- African-American
- Hispanic
- Asian
- Other _____

11. What is your present marital status? (Please check one)

- Never Married
- Married
- Divorced
- Separated
- Widowed

12. What is your sexual orientation? (Please check one)

- Heterosexual
- Lesbian
- Bisexual

13. Number of children you have in each age group: (If none, write "0")

- _____ Under 5 Years of Age
- _____ 5 To 13
- _____ 14 To 18
- _____ 19 To 24
- _____ 25 And Over

14. What is your religious preference? (Please check one)

- Protestant (Specify denomination _____)
- Jewish
- Catholic
- Mormon
- Other (Specify _____)
- None

What have been your experiences of being a female faculty member?

Have you changed your teaching or your research based on your experiences?

THANK YOU for taking the time to complete this questionnaire. Your answers are very valuable and your assistance in providing this information is very much appreciated. If there is anything you would like to tell me about this survey or ideas for helping academic women, please do so in the space below.

Please return your completed questionnaire in the envelope provided to:

Dawn Viers, M.S.
209 Minor Circle
Blacksburg, VA 24060

Appendix B: Contacts with Participants

Pre-Notice Letter Sent to Participants

Date

Name

Address

Institution

Like you, I am a female Marriage and Family Therapist. I am conducting a study on the career and relationship satisfaction of women faculty members in Marriage and Family Therapy programs. This information can be used by academic institutions and the Commission for Accreditation for Marriage and Family Therapy Education (COAMFTE) to improve recruitment and retaining strategies.

A few days from now you will receive in the mail a request to fill out a brief questionnaire. I am contacting you in advance because many people like to know ahead of time that they will be contacted.

Thank you for your time and consideration. It is only with the generous help of people like you that this research can be successful.

Sincerely,

Dawn Viers, M.S.

Marriage and Family Therapy Program

Virginia Polytechnic Institute and State University

Letter Included with Survey

Date
Name
Address
Institution

Women have long been an integral part of the academic system in general and Marriage and Family Therapy (MFT) programs in particular. However, very little is known about faculty women in MFT programs. This is an important issue as women make up the majority of students and faculty in MFT programs. Additionally, there are virtually no studies on the relationships of MFT women in academia, although research has shown that relationships are a significant part of women's development. My aim is to gather information on couple relationships, friendships, mentor relationships, and career satisfaction among female MFT faculty. This can be used by academic institutions and the Commission for Accreditation for Marriage and Family Therapy Education (COAMFTE) to improve recruitment and retaining strategies.

As a female faculty member in an MFT program, you are invited to share your experiences of being a woman in higher education. **If you are a woman who identifies yourself as a Marriage and Family Therapist regardless of discipline of highest degree and are affiliated with a COAMFTE accredited MFT program, please complete this questionnaire.** If you have been sent this survey in error, please check here and return this page only in the postage paid envelope provided.

You can be assured of complete confidentiality as there are no questions which can identify you. The questionnaire has an identification number for mailing purposes only. There are only minimal foreseeable psychological risks involved in participating in this study. Your participation is voluntary and you are free to withdraw from this study at any time. Returning the completed survey in the postage paid envelope will serve as evidence of your informed consent.

With your help and my commitment to disseminate the results of this research, we can make a difference in the working climate for women in MFT programs. The results of this research will be made available to the COAMFTE and other interested parties. If you would like a summary of the results, please write "copy of results requested" and your name on the back of the return envelope. Please do not put this information on the questionnaire itself.

If you have any questions about this research project, contact me at (540) 951-8999 or daviers@vt.edu or the faculty advisor, Rosemary Blieszner, Ph.D. at (540) 231- 5437 or rmb@vt.edu. If there are any concerns about the treatment of research participants, contact the Committee on the Use of Human Research Subjects at Virginia Tech at (540) 231-4991 or moored@vt.edu. Thank you in advance for your participation.

Sincerely,
Dawn Viers, M.S.
Marriage and Family Therapy Program
Virginia Polytechnic Institute and State University

Thank You Letter to Participants

November 8, 2002

Last week, a questionnaire about career and relationship satisfaction of female faculty in Marriage and Family Therapy programs was mailed to you. If you have already completed and returned the questionnaire, please accept my sincere thanks. If not, please consider doing so today. The questionnaire should take 15-20 minutes to complete and will be very beneficial for understanding the relationships and career experiences of women faculty in MFT programs. This information can also be used to inform policy at the COAMFTE level.

I am grateful for your help, because it is only by asking people like you to share your knowledge that we can find out more about female faculty members and their experiences in academia.

If you did not receive this questionnaire, please email me at daviers@vt.edu and I will put another one in the mail to you today.

Dawn Viers, M.S.
Marriage and Family Therapy Program
Virginia Polytechnic Institute and State University

Follow Up Letter to Non-Respondents

Date

Name

Address

Institution

A few weeks ago, I sent a questionnaire to you that asked about career and relationship satisfaction of female faculty in Marriage and Family Therapy programs. To the best of my knowledge, this questionnaire has not yet been returned.

I am writing again because of the importance that your questionnaire has for helping to get accurate results. Although I sent questionnaires to all female faculty in COAMFTE accredited programs, it's only by hearing from nearly everyone in this sample that I can be sure the results are truly representative. The questionnaire should only take 15-20 minutes to complete.

A few people have written to say that they did not fill out the questionnaire as they are not female or are not affiliated with a COAMFTE accredited MFT program. If either of these concerns apply to you, please let us know on the questionnaire and return it so that I can delete your name from the mailing list.

A questionnaire identification number is printed on the back cover of your questionnaire so I can check your name off of the mailing list when it is returned. The list of names that is matched with the code is destroyed prior to analysis of data. There are no answers that can identify you and individual names will never be connected to the data. Protecting the confidentiality of people's answers is very important to me, as well as the University. Your participation is voluntary and you are free to withdraw from this study at any time. Returning the completed survey in the postage paid envelope will serve as evidence of your informed consent.

I hope that you fill out and return the questionnaire in the postage paid envelope provided soon. If for any reason you cannot complete the questionnaire, please let me know by returning a note or the blank questionnaire in the enclosed envelope.

Thank you again for your time.

Sincerely,

Dawn Viers, M.S.
Marriage and Family Doctoral Program
Virginia Polytechnic Institute and State University

**Appendix C: Summary of Significant Correlations among
Selected Demographic Variables ($n = 37$)**

1. Age positively correlated with number of years in higher education ($r = .806, p < .001$), marital status ($r = .498, p < .01$), presence of children ($r = .443, p < .01$), religion ($r = .277, p < .05$), salary ($r = .493, p < .01$), receiving a reward for service ($r = .353, p < .05$), and number of hours in clinical work. Age negatively correlated with tenure status ($r = -.375, p < .05$), institution type ($r = -.292, p < .05$), and receiving an award for research ($r = -.322, p < .05$).
2. Number of years in higher education positively correlated with age ($r = .806, p < .001$), marital status ($r = .411, p < .01$), presence of children ($r = .423, p < .01$), race ($r = .317, p < .05$), salary ($r = .413, p < .01$), receiving an award for service ($r = .295, p < .05$), and number of hours per week in clinical work ($r = .423, p < .01$). Number of years in higher education negatively correlated with tenure status ($r = -.356, p < .05$), institution type ($r = -.298, p < .05$), and rank ($r = -.287, p < .05$).
3. Marital status positively correlated with age ($r = .498, p < .01$), number of years in higher education ($r = .411, p < .01$), religion ($r = .390, p < .01$), and presence of children ($r = .571, p < .001$). Marital status negatively correlated with number of hours per week in teaching ($r = -.336, p < .05$).
4. Presence of children positively correlated with age ($r = .443, p < .01$), number of years in higher education ($r = .423, p < .01$), and marital status ($r = .571, p < .001$). Presence of children negatively correlated with career mentoring functions ($r = -.440, p < .01$), rank ($r = -.344, p < .05$), and number of hours in teaching ($r = -.473, p < .01$).

5. Religion positively correlated with age ($r = .277, p < .05$) and marital status ($r = .390, p < .01$).
6. Tenure status positively correlated with institution type ($r = .512, p < .001$), highest degree earned ($r = .435, p < .01$), receiving an award for teaching ($r = .386, p < .01$) and number of hours weekly in teaching ($r = .429, p < .01$). Tenure status negatively correlated with age ($r = -.375, p < .05$), number of years in higher education ($r = -.356, p < .05$), rank ($r = -.494, p < .01$), number of hours weekly in research ($r = -.381, p < .01$), and number of hours weekly in clinical work ($r = -.498, p < .01$).
7. Institution type positively correlated with highest degree earned ($r = .537, p < .001$), receiving an award for teaching ($r = .341, p < .05$), receiving an award for research ($r = .479, p < .05$), number of hours per week in teaching ($r = -.419, p < .01$), and number of hours per week in research ($r = .411, p < .01$). Institution type negatively correlated with age ($r = -.292, p < .05$) and number of years in higher education ($r = -.298, p < .05$).
8. Rank positively correlated with number of hours weekly in clinical work ($r = .296, p < .05$). Rank negatively correlated with number of years in higher education ($r = -.287, p < .05$), presence of children ($r = -.344, p < .05$), tenure status ($r = -.494, p < .01$) and highest degree earned ($r = -.374, p < .05$).
9. Highest degree earned positively correlated with institution type ($r = .537, p < .001$), tenure status ($r = .435, p < .01$), and receiving an award for teaching ($r = .308, p < .05$). Highest degree earned negatively correlated with rank ($r = -.374, p < .05$).
10. Salary positively correlated with age ($r = .493, p < .01$), number of years in higher education ($r = .413, p < .01$), and number of hours weekly in service ($r = .330, p < .05$).

11. Receiving an award for teaching positively correlated with tenure status ($r = .386$, $p < .01$), institution type ($r = .341$, $p < .05$), and highest degree earned ($r = .308$, $p < .05$).
12. Receiving an award for research positively correlated with institution type ($r = .479$, $p < .05$), and number of hours per week in research ($r = .371$, $p < .05$). Receiving an award for research negatively correlated with psychosocial mentoring functions ($r = -.343$, $p < .05$), age ($r = -.322$, $p < .05$), number of years in higher education ($r = -.316$, $p < .05$), and number of hours per week in clinical work ($r = -.291$, $p < .05$).
13. Receiving an award for service positively correlated with age ($r = .353$, $p < .05$) and number of years in higher education ($r = .295$, $p < .05$).
14. Number of hours per week in teaching positively correlated with tenure status ($r = .429$, $p < .05$) and institution type ($r = .419$, $p < .01$). Number of hours per week in teaching negatively correlated with marital status ($r = -.336$, $p < .05$) and presence of children ($r = -.473$, $p < .01$).
15. Number of hours per week in research positively correlated with institution type ($r = .411$, $p < .01$), tenure status ($r = .381$, $p < .01$), and receiving an award for research ($r = .371$, $p < .05$) and negatively correlated with number of years in higher education ($r = -.288$, $p < .05$), and number of hours per week in clinical work ($r = -.345$, $p < .05$).
16. Number of hours per week in service positively correlated with salary ($r = .320$, $p < .05$).
17. Number of hours per week in clinical work positively correlated with age ($r = .444$, $p < .01$), number of years in higher education ($r = .548$, $p < .001$), and rank ($r = .296$, $p < .05$). Number of hours per week in clinical work negatively correlated with tenure status ($r = -.498$, $p < .01$), receiving an award for research ($r = -.291$, $p < .05$), and number of hours per week in research ($r = -.345$, $p < .05$).

Appendix D: Responses to Open-Ended Questions

I. Experiences of being a female faculty member

Positive experiences of Female Faculty Members

1. Positive experiences

1. Positive – it is a very female heavy department.
2. Since most of my colleagues are female, it has been positive.
3. Very positive.
4. My experiences have been excellent.
5. Excellent.
6. As I run the program in the non-profit agency, my experience has been very good.
7. Positive.
8. Positive.
9. Wonderful.
10. Generally positive.
11. Generally treated fairly; fairly compensated.
12. I love it.
13. OK
14. Thus far, it has been advantageous to be a woman in MFT, especially when seeking academic positions. Politically, the time is right for a Hispanic woman interested in postmodern and feminist ideology and research.
15. Positive.
16. Excellent and a privilege.
17. I love the teaching and contact with students. My research is challenging and rewarding.
18. Adjunct – been fine.
19. Favorable at adjunct level.

1A. Respected

1. I have always felt included and respected.
2. Part-time faculty-mostly just do my job and enjoy the students – feel respected.
3. Varied – not respected by the first university president and highly respected by the last one. I feel very valued currently.
4. Well respected.
5. Compared to friends and family in other fields, I feel the MFT field is relatively “female friendly” – my perspective and needs have been valued for the most part.
6. Respected, valued, esteemed.
7. I feel my voice gets heard in the department where I work – my position there is very part time.
8. I feel respected and valued as a female faculty member. I enjoy teaching and advising students and am impressed with the interest and determination of the students.

1B. Support of colleagues and administration

1. Core faculty and administration are very supportive.
2. Glad to have a feminist faculty member.
3. I have had positive experiences with my colleagues, students, and clients-the majority of faculty are women in my work place.
4. Excellent! I've been supported and encouraged consistently.
5. I am blessed to be able to contact (by phone or in person) fellow faculty members (friends) that share similar feminine thoughts and ideas. Thank you for asking!

1C. Role models

1. Positive with positive female role models.
2. My mentors have welcomed me as a colleague and provided many opportunities to develop.
3. Very positive – most of the students in our training program are female who view me as a role model.

1D. Changes

1. Teaching in a Roman Catholic Seminary was difficult. Teaching now at a Family Therapy Training center is a dream!
2. Initially I was part of a very male dominated environment with a great deal of unintentional institutional gender discrimination. Over time, I challenged many aspects and things are very different now with many women in leadership positions.
3. I'm just now moving to tenure track-awaiting approval. Perhaps I'll be in a better position to feel the differences between the genders. So far, my experiences have been positive.
4. So far amazing. I may have a different answer in two years when I go up for tenure and have a newborn.
5. I enjoy teaching and supervision greatly, but am concerned that budget crises will dilute the quality programming and alter my satisfaction with my position.

G. Flexibility

1. I love my ability to work part time and control my own schedule.

Negative Experiences of Female Faculty Members

1. Discrimination

1A. Inequality in Salaries and Duties

1. My college has more females than males. The university is another matter. My college has some of the lowest salaries at the university. I believe there is inequitable treatment of females in academia.
2. It was an uphill climb in earlier years. The inequality was blatant in many areas—salary, work load, going up for tenure, raises, rewards, on and on. I could go on and on. It was bad.
3. Discrimination in salary—all of the males in my department, regardless of rank, earn more than the females!
4. Pay is very low.
5. Being a woman AND being the only graduate professor without a Ph.D. marginalizes my voice and efforts. I am vigilant to stay in view. I am also paid considerably less.
6. I find female faculty generally work harder and are expected to take care of the details. I very much tire of having to work around the egos of male faculty.
7. The women in my department tend to do most of the work.
8. There are high expectations for service and low rewards for teaching and professional development.
9. Frequently observe unfair gender treatment (e.g. overlook low productivity for some but not others).
10. I think that the expectations for cooperation are greater than for my male counterparts and the expectations for challenging the system much less than my male counterparts.

1B. Perception of discrimination/gender bias

1. Have had to consider gender discrimination constantly as part of decision making in the department—work to “hold my ground” personally and professionally.
2. Overtly or covertly discriminated against.
3. Okay. There was more discrimination against female faculty members in the beginning. The most glaring “left over” is that female faculty always are expected to direct the Master’s program in Family Therapy. It is a very demanding, time consuming job. No male has been willing to respect the responsibility.
4. Being token, only women chair in institution. Glass ceiling. Advancement of less qualified male colleagues.
5. I teach in a conservative Christian university. There is a strong gender bias here with which I deal on a daily basis.
6. I have had less opportunities and privileges because of my gender.
7. Invisibility, not taken seriously.

1C. Larger institution and professional challenges

1. It has varied depending on the institution.
2. It has depended on the institution.

3. I am an adjunct at a Free Methodist university which favors male dominance. However, in the MFT program women faculty are treated equally and respectfully. I have had some experience at being replaced by a male.
4. I have been blessed with very strong female colleagues and mentors. Most of my bosses (chairs, deans) have been females. The sexism I have encountered is in the wider profession.
5. Mixed. Presently I am in a VERY conservative setting – worst experience in my 20 year career.
6. Lot of opportunities, lots of subtle sexism-particularly in the religiously-oriented institutions I have served in.
7. Have found same challenges and level of discrimination as in larger society

2. Challenges in Relationships with Others

2A. Power Struggles/Hierarchy

1. Academia is an adjustment—very hierarchical—non collegial – low wages – full of nerds (women & men). Academic women seem as power hungry as the men.
2. It's terribly difficult. It's like being back in junior high. I work in an “old boys school” and am the only female faculty. I feel isolated and shut out in subtle and direct ways.
3. Mentorship in my department is scarce because of direct competition among areas (MFT, ADA, Child Dev., Family Studies).
4. Often difficult in an old friend's club department; Difficult in female dominated but undervalued college.
5. I am still very new on the job. I wish there was a non-MFT faculty whose research interests were overlapped with mine. It might be a conflict of interest to have a MFT mentor. I'm still learning who I can trust. I often feel the pull between being collaborative and nurturing and the competitive atmosphere in academia-and this university is not as competitive as others! I wonder if I will last in this climate. I feel I need to stick with it for myself and for future women students/clinicians/researchers. This is a very important research topic here-especially in the “conservative” field of MFT.
6. I often feel like I have less power than my male counterparts, but that may be due to differences in experiences not gender.
7. Ph.D. female in world of male MDs is very disempowering with power, status, and salary.

2B. Isolation

1. It often feels lonely-academia can be an isolating profession for women (176)
2. At the MS level and initially part time, I have never been formally assigned a mentor. I reach out to all faculty as needed. Adjunct faculty tend to fix on their own.
3. Being adjunct, very little. I seek out fellow female faculty members for (lunch, dinner) meetings.
4. Big question. I have taught in both the university and the community college in this city. Having a Ph.D. at the community college made me different and the field I

chose made me unique with no obvious place. Being female in the area had me be aware of a risk I would not be taken seriously. At the same time when the Master's program began, I was seen as an asset. I believe I emphasized the intellectual out of worry that the subject would be seen as soft. Because I have academic interests and research experience, I found some students too vague in their thinking. I find some difference with faculty who have only a Master's degree. I have taught all of the full time faculty (who teach and provide clinical services). I have pushed for publishing clinical papers. This is unpaid.

5. Most of my experience has been very rewarding and fulfilling, albeit somewhat lonely. The isolation is the most difficult part.

2C. Differential treatment by students, administration, and colleagues

1. I find students treat me to their unresolved experiences with their mothers-very difficult. Some male faculty sensitive to sexism in academia – others not.
2. Challenged by older and male students – have had to be more assertive about my teaching – Difficult experiences first 3 ½ years – last 1 year has been better.

2D. Family/Career Balance

1. Tough balancing family and career; have put off having children until now due to demands of earning tenure at a Research 1 university. Made many personal sacrifices, but love my job. Maternity leave important in tenure track positions (we don't have that at my institution). Sabbatical necessary; again we don't have that here (at my institution). Need female role models in academia regarding balancing family and career demands.
2. Having a family has helped with balance. Most single female faculty work way too much.
3. I am now on staff, however, it is tough to balance advancement in career/profession with need to focus on marriage and start a family. I am currently on sabbatical leave. I am on leave until January to focus on my personal life. I am interested in outcomes of data collected in order to know how many other women struggle balancing advancements in careers with value of self-care and relationships. This profession has made it more difficult for me to be a good friend and wife because I am trapped.
4. In addition with small children and low salaries make it difficult to cover child care expenses.
5. However, since I started my job, I have felt a lot of stress and guilt for not having the time or energy to email my friends as often as I would like. I miss them and being more connected to them. I also have a 7 week old baby and I did not get an official maternity leave. I am teaching a graduate course that is offered every other year and I was the only one who wanted to teach it. I have felt guilty for not being able to attend all the meetings and fulfill my duties because although people tell me to take the time I need for my baby, I get mixed messages about not being at certain meetings or working towards academic goals. I think I am balancing work and family as well as I can, but I have had to set firm boundaries and “defend” my right to a quasi maternity leave. Ideally, I wish I could have taken the semester off from teaching and research. My boss has been very flexible, but it is hard for me to deal

with the pressure to keep up my pace. I deal with it by taking my baby to the class I teach (since I nurse her) and to most meetings (at least 3x week).

3. Stresses

1. Very stressful at times.
2. It has been a challenge to teach and do research looking at the intersections of race/ethnicity and gender in academic contexts.

Experiences not based on gender

1. In the past 18 years, I have had a female dean and a female department chair and I have been MFT program director with 2 male colleagues. I have never connected to being a female as different in the work setting.
2. I have not experienced any notable experiences that I have linked directly to my gender.
3. Gender is not a relevant factor at the institution where I teach.
4. I do not think of my experiences on a whole about being female. Positive – high expectations; sometimes found students were more likely to check out my decision/statements with male counterparts; often expected to take on more responsibilities – believe that is due to gender and marital status.

1A. Differences contingent on variables other than gender

1. Exclusion from “power” positions/opportunities based more on holding M.S. & staff line (position) than gender.
2. I don’t think my experiences have anything to do with my gender, but a lot to do with my ethnic background.
3. I don’t think being female is a major barrier – other minority classifications (i.e. class, race, sexual orientation, age) weigh much more in as concerns.
4. Working on Master’s level without Ph.D. means very little time/opportunities for faculty research. This is very difficult.

II. Changed teaching or research based on experiences?

1. No changes

1. Not really.
2. Not yet.
3. Not sure what you are asking.
4. This is my first teaching experience at this training institute.
5. No (by nine faculty)

2. General changes

1. Somewhat
2. Some
3. Yes
4. Always-that is my job!
5. Yes-many times.

6. Of course.
7. Yes many times.
8. Huh? Of course (probably don't understand the question).
9. I am sure I have-nothing specific.

2A. Changes based on teaching or research experiences

1. Definitely – I'm always changing my delivery (teaching) and syllabus and consolidating research interests as I grow.
2. Yes, I have learned many things from experience, colleagues, and students.
3. Generally I am always revising materials, readings, and teaching techniques.
4. Absolutely. I'm always learning new and "better" ways of teaching and doing research and relating to students. I look at research now as a "research program" I need to "build up."
5. Continually – I supervise at my school so I can be close to continually advancing ideas.
6. Of course – learned to pace assignments, give explicit instructions, how to involve students in class.
7. Not sure what you're asking. I change my teaching each semester and that influences my research and clinical work.
8. Yes, by talking about class size and student participation. I have learned from them.
9. Yes-my research is informed by clinical practice.
10. I have had to change my teaching, but not my research.
11. Yes-I've improved my teaching with experience and feedback and continued research because it was rewarded.
12. Do not engage in research based on staff position which has no expectation for research. Continuously improve teaching since there is an area here I can be expected to "excel".
13. Yes – experiential precludes theory.

2B. Change of focus

1. Yes. There has been a strong push in my program for me to develop an expertise in qualitative research and methodology, which I didn't expect would happen, but I think is a good thing.
2. Yes-more medical focus.
3. I love teaching and the research in my field; I focus on the things I love and simply close the door to outside static.
4. I focus more on the joy I get from certain aspects of my job and worry less about things I am not good at.

3. Agent of Social Change

1. Absolutely-I work harder in excellence and visibility.
2. I attempt to provide female students in particular with forums in the classroom to share their expertise, to present new ideas.
3. I certainly bring up gender differences and inequities more often. I have always been interested in gender issues so this hasn't changed due to my experiences.
4. Yes – teaching – more gender sensitive.

5. Yes – the current project I’m working on was triggered by a white-male colleague’s argument that MFT research has given enough to minorities.
6. Yes, in that I am very supportive of my students when they must take a courageous stance-inequities are discussed.
7. Work hard to make gender roles a topic of significance.
8. Yes. I am presently involved in a research project regarding integration of faith and learning of female faculty.
9. I certainly try to treat students equally regardless of gender, race, sexual orientation, class. I am especially available; however, to any student who is first in their family to go to college, since playing that role myself, I know how vulnerable one can be with no academically experienced support at home.

4. Change in Relationships with Others

4A. Mentoring and collaboration

1. I mentor to help improve fairness.
2. I am careful to mentor women.
3. Yes- because of the good mentoring I have received (in contrast to none in graduate school), I take mentoring female faculty very seriously and devote (unconsciously) time and energy to it (only a few 1 – 2 at a time) and grad students.
4. I am more thoughtful about the mentoring I can give others.
5. Changed research program after receiving excellent mentoring from senior faculty member.
6. Yes – have become more instrumental and less expressive. Male students can see this as weakness in that I’m not serious. Research teams: Have encouraged more women to be involved.
7. Yes-increasingly collaborative.
8. Absolutely – I am much more collaborative and qualitative in my approach.
9. Yes, I aim to treat my colleagues in the same way I have been treated.
10. Yes. I collaborate less with others because I can’t trust my colleagues. I have changed in ways I did not expect or want.
11. Withdrawn more assertive feminist stance.
12. I have changed some of my methods of instruction due to feedback from students. My research is conducted outside the institution and is not related to my position at the COAMFTE program/institution.
13. Yes, from feedback from student evaluations.

4B. Personal Growth

1. I’ve begun to feel more confident over time.
2. I believe over the years I have found a balance of academic and personal in my teaching. I believe students are willing to do the thinking when I break down the components.
3. I have struggled with my own tendencies to defer to others and to question my own competence. But in recent years I have come to value the wisdom I have accumulated over the years and now speak with a more authoritative voice.

4. Perhaps– I don't feel the need to censure myself very often while teaching or supervising. My more supportive, emotional personal "take" (a female perspective) is generally valued here.
 5. Just had more fun and been more comfortable in the role.
 6. I focus more and more on the person who I am supervising and their role in the therapy process.
 7. Yes. I have had many years of experiences so consequently, I have used these ongoing experiences as I have evolved.
 8. Yes, I continue to challenge myself to promote better learning experiences for students.
 9. Yes – but these experiences were based on continued life experiences, growth as an individual and cannot be separated to say what factors may have been due to my being a female.
5. Change in expectations
1. Yes–I don't feel supported in challenging students, so I don't push students.
 2. I have had to lower my expectations of what I would like to accomplish in teaching and research.

III. Other comments

1. Mentoring

1. I think you should be able to count your grad school committee members as mentors. I think of my former advisor in that role in the present.
2. It was hard (for my mentor to serve as a role model) because he was male.
3. Our school has started a mentoring program. Sorry I missed out!
4. A listserv for women in academia through AAMFT might be helpful as a forum to discuss ideas, mentorship, and to receive academic support (and personal support, too).
5. I am curious about how the mentor experience benefits or hinders the mentor, given all the demands placed on them at work and home. I am extremely fortunate to have a wonderful mentor and work environment.
6. There is a great need for mentoring women of color!

2. Support of Researcher

1. Thank you for undertaking this research! It is definitely needed!
2. Please do more of this!
3. Glad you are doing this. I work full-time with responsibilities of administration, supervision, teaching, and clinical work. I supervise staff and students (post Master's).
4. Good luck with all your data collection. I hope they come rolling in for you. (if you find out I'm pathological or something, let me know).
5. Good luck with your research, Dawn.
6. Good luck in finishing – questionnaire design is excellent.
7. This is a great survey! I would love a copy of the results.
8. Good luck. Sorry I am an odd item/subject.

3. Other Comments

1. I answered the questions in this survey based only on my position as a female faculty in a MFT program. In addition to my position as a faculty member, I conduct research for a different institution. I also serve as a mental health consultant to preschools in the Denver area.
2. It may be interesting to determine other (if any) positions of female faculty.
3. Many of the questions did not apply to my current situation.
4. I would have liked to divide Part 1 into grad & undergrad as those are really different experiences.
5. The second to last question seems sort of wide open-perhaps that was your intent- I wasn't sure what you meant.
6. My spouse is my closest friend, so I can't answer this (part on friendship).
7. Chose a friend in town-my best friend lives far away (section on friend).
8. I run a post-degree program in a low fee mental health agency with much freedom to design what I want! Maybe post degree is not what you're looking for because I've had the unique experience of designing the program and changing it as the profession changed with no outside restrictions.
9. Your friendship part seemed ambiguous at best and working from implied assumptions.
10. Supervision faculty part time.
11. 1/3 of my load is administration.
12. I only work with undergrad students in my teaching. I work with grad students in MFT on a clinical level.
13. Not sure I understood the questions in friendship section. I thought it was interesting that you separated the spouse/romantic partner and friend and included affection only under friendship.
14. Your next study should include attention to women as administrators. Most of us end up doing administration for very little reward.
15. Most in administration.
16. I am primarily an administrator now. I teach one 3 hour course a semester.
17. My husband is a "gift" in my life.
18. Please divide Latin Americans (I don't like Hispanic) according to different races. I am Caucasian (race), Irish (ethnicity) Mexican (country of origin prior to immigration).