



SUPPLEMENTARY INFORMATION

Understanding Diversity in American Egyptology

Results of the 2021 Egyptology State of the Field Survey

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1 Egyptology State of the Field: Complete survey

1.1 Overview

The Egyptology State of the Field (ESoTF) survey was distributed using Qualtrics. This supplement to our publication includes the original survey in full. The survey used skip logic to guide participants through questions that were pertinent only to specific groups (e.g., if a respondent indicated they were faculty, they were shown questions related to faculty roles and support that were omitted for non-faculty respondents).

The complete survey consisted of 9 sections (Q1 through Q9). The richness of the survey data collected by the ESoTF Project requires careful consideration of the limitations of the material so as not to present numbers that

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overwhelm the reader or offer incomplete analyses. To this end, we discussed only a portion of our data in this article (Q2 and Q3). The remaining sections are described herein.

The Q4 questions asked respondents about identity representation and perceived disadvantage in their career as they relate to racial identity, age, gender identity, sexual orientation, religion, personal or family social class and/or economic status, and disability status. These two questions were open to the entire survey group, as they were seen as representative of the field at large.

The next three sets of questions were limited to those who are or were in an Egyptology or Egyptology-adjacent graduate program in the United States. The Q5 questions focused on the respondent's educational background and experiences, including highest level of formal education achieved; whether the respondent identified as a first-generation college or graduate student, or a low-income student; the ancient and modern languages taken or required for their studies; whether the respondent left an academic program, changed program or schools, or took a hiatus; and whether teaching was required to receive funding for graduate school. Those who had achieved their PhD were prompted to answer the Q6 questions, which focused specifically on their years prior to graduation and areas of specialization.

The Q7 question cluster asked about support that the respondent received, or did not receive, while in graduate school. The survey asked about support from their faculty, program, and institution. This section also followed up on whether the respondent experienced discrimination in graduate school—based on identity markers such as gender, sexual orientation, age, race or ethnicity, religion—or had negative experiences in their Egyptological career, such as verbal harassment, exploitation, physical violence, unwanted sexual touching, sexual violence/assault, or plagiarism. Here the respondent was also asked if they had reported experienced or witnessed incidents.

Returning to the broader survey group, those who have or had a professional career in Egyptology or an Egyptology-adjacent field were prompted to answer the Q8 questions. This cluster collected occupational data, including where they worked, estimated total income, work-related benefits (e.g., health insurance), sources of income outside of Egyptology-related jobs, and membership or service to Egyptological professional organizations.

Finally, the Q9 questions were open only to faculty respondents. These questions asked participants to provide their faculty title, department, served student populations (e.g., primarily undergraduates), and whether they worked with graduate students. The survey concluded by asking respondents the ways in which they were supporting their graduate students.

The survey can be found in full on the following pages.

1.2 Survey

Q1.1 Informed Consent

Egyptology: State of the Field in the United States Project Team: Stacy Davidson (Team Lead), Anne Austin, Emily Cole, Jess Johnson, Clara McCafferty-Wright, Sara Orel, Kathleen Sheppard, Jason Silvestri, Jen Thum, Julia Troche. **Interview Sub-team:** Stacy Davidson (Team Lead), Anne Austin, Emily Cole, Jess Johnson, Kathleen Sheppard, Jen Thum and Julia Troche.

Description of Research: This form gives you the information you will need to help you decide whether to be in this study or not. You are being invited to take part in a research study designed to assess the state of the field of Egyptology in the United States. We are seeking people who have obtained degrees and/or worked in jobs in Egyptology or Egyptology-adjacent fields in the US. A study of this kind has never been undertaken in the US for the field, and we wish to gather data on the groups and types of participants in Egyptology as well as those who have left the field.

This is a two-stage study that includes both an anonymous survey (15 minutes) and the option for a follow-up interview (approximately 45 minutes). The goal of our survey and interview is to better understand the paths people have taken, and then suggest tangible ways in which our field may improve inclusion, pedagogy, and career preparation. Topics will include demographic information, your experience and/or training before graduate school, your time in graduate school, and your current career status. Participants can partake in either our survey or interview and are not required to do both. Your participation in this study involves no more than minimal risk or discomfort.

The results of this study will be used to identify specific needs in the field of Egyptology, including but not limited to: improving diversity, supporting student experiences, exploring professional networks outside the field, normalizing non-tenure track employment, and so forth. These data will benefit professionals in the field as well as those hoping to enter Egyptology and those who have left.

Participation: You must be 18 years or older to participate in this study. Participation is entirely optional and you are free to stop participating at any time. There will be no compensation for participation.

Anonymity, Publication, and Data Protection: No personal identification information will be recorded during the survey. For interview participants, interview recordings will be stored on a secure server and interview staff will protect your personal information closely so no one will be able to connect your response to any other information that identifies you. Any personal information that could identify you will be removed or changed before files are shared in any way, including with other researchers, or results are made public. Your identifying information will be replaced with codes and university specific details, places, and/or personal names will be replaced with vague descriptors. Once interviews are analyzed all recordings and original identifying information will be destroyed. However, due to the nature of this study we cannot guarantee anonymity. Federal or state laws may require us to show information to university or government officials, who are responsible for monitoring the safety of this study.

Consent: Your participation in this study is voluntary. Follow-up interviews will be recorded. Due to the requirements of this research, if you decline to be recorded, you will not be able to participate in interviews. Subsequent to your consent, you may refuse to answer specific questions and/or withdraw from the study at any time. Throughout the study, including after you have answered all of the questions, you can decide whether or not you want your data included in this study. You may also ask questions concerning the study before, during, or after the study. Questions about the research should be directed to the Egyptology State of the Field Team (EgyptologyStats@gmail.com). If you have any concerns, complaints, or general questions about the research or

your rights as a participant, please feel free to contact the Missouri S&T Campus IRB Chair, Dr. Amy Belfi, at irb@mst.edu.

- I have read and understood the above information and consent to participate in this study.

Q2.1 What is your nationality?

- U.S. Citizen
 U.S. Green Card/Permanent Resident
 Foreign National
 Decline to answer
 Other _____

Q2.2 What is your highest Egyptology or Egyptology-adjacent degree*?

*Egyptology-adjacent degrees focus on some aspect of ancient Egypt; for example: Near Eastern Studies/Near Eastern Civilizations, Classics, History, Archaeology, History of Science, Art History, Ancient Studies, Anthropology, etc.

- BA/BS or equivalent
 U.S. Green Card/Permanent Resident
 Foreign National
 Decline to answer
 Other _____

Q2.3 Are you currently or have you ever been in a graduate program (Masters or PhD) in Egyptology or an Egyptology-adjacent field in the United States?

- Yes
 No

Q2.4 Do you or did you work in an Egyptological job* in the United States?

*A paid job in which the primary focus of research or occupational duties is the study of Egypt (for example, in teaching, collections/archives, museums, archaeology, author/editor, etc.).

- Yes
 No

Q2.5 Are you still in a career related to Egyptology?

- Yes
 No
 Decline to answer

Q2.6 Briefly describe what factors led you to no longer be in a career related to Egyptology._____

Q2.7 Are you currently a faculty member at your institution? (including lecturers, adjuncts, non-tt, TT, and retired)

- Yes
- No

Q2.8 Do you or have you previously identified as being an Egyptologist?

- No
- Yes, presently
- Yes, previously

Q3.1 What is your age? (If you do not wish to answer this question, you can skip it) _____

Q3.2 Race and Ethnicity: How do you identify? Check all that apply.

- Arab or Arab American
- Asian or Asian American
- Biracial
- Black or African American
- Hispanic/Latino/Latina/Latinx
- Indigenous American/Native American/American Indian
- Multiracial
- Native Hawaiian and/or Pacific Islander
- White
- Prefer to self-describe _____
- Decline to answer

Q3.3 Which gender category or categories do you most identify with? Check all that apply.

- Man
- Woman
- Gender non-conforming/Gender fluid/Non-binary
- Prefer to self-describe _____
- Decline to answer

Q3.4 Do you identify as transgender?

- Yes
- No
- Decline to answer

Q3.5 How do you identify in terms of sexual orientation?

- Asexual
- Bisexual
- Heterosexual/Straight
- Gay or lesbian
- Queer
- Pansexual
- Prefer to self-describe _____
- Decline to answer

Q3.6 Do you practice or identify with a specific religion?

- Yes, please describe. _____
- No
- Decline to answer

Q3.7 Do you have a physical, mental, or emotional condition that impacts your ability to study or work and that requires accommodations?

- Yes
- No
- Decline to answer

Q3.8 How many dependents do you have? _____**Q3.9 Have you ever been a member of or served in the U.S. Armed Forces?**

- Yes
- No
- Decline to answer

Q4.1 Do you or have you felt a lack of representation by your Egyptological peers and colleagues in terms of your: Check all that apply.

- Racial and/or ethnic identity
- Age
- Gender identity
- Sexual orientation
- Religion
- Personal or family social class and/or economic status
- Disability status
- Other _____
- None of the above
- Decline to answer

**Q4.2 Do you or have you felt the following identities were a disadvantage in your Egyptological career:
Check all that apply.**

- Racial and/or ethnic identity
- Age
- Gender identity
- Sexual orientation
- Religion
- Personal or family social class and/or economic status
- Disability status
- Other _____
- None of the above
- Decline to answer

Q5.1 What is your highest level of formal education achieved?

- No formal education
- High School Diploma
- Trade/technical/vocational school
- Associate Degree or equivalent
- Bachelor's Degree or equivalent
- Master's Degree or equivalent
- Doctoral degree or equivalent
- Other _____
- Decline to answer

Q5.2 Do you or did you identify as a first-generation college student?

- Yes
- No
- Decline to answer

Q5.3 Do you or did you identify as a first-generation graduate student?

- Yes
- No
- Decline to answer

Q5.4 Do you or did you identify as a low-income student?

- Yes
- No
- Decline to answer

Q5.5 Please select the languages you have studied that relate to Egyptology, the Near East, or modern languages of scholarship. Check all that apply.

- Akkadian
- Ancient Greek
- Arabic
- Coptic
- Demotic
- Egyptian Hieroglyphs (any phase)
- French
- German
- Hebrew
- Italian
- Latin
- Sumerian
- Other _____
- Decline to answer

Q5.6 Which languages were required for or counted towards your highest Egyptology or Egyptology-adjacent degree program? Check all that apply.

- Akkadian
- Ancient Greek
- Arabic
- Coptic
- Demotic
- Egyptian Hieroglyphs (any phase)
- French
- German
- Hebrew
- Italian
- Latin
- Sumerian
- Other _____
- Decline to answer

Q5.7 Did you leave an academic program before being awarded a degree?

- Yes
- No
- Decline to answer

Q5.8 Did you change academic programs and/or schools while enrolled in a graduate-level academic program?

- Yes
- No
- Decline to answer

Q5.9 Did you take a hiatus during your pursuit of an Egyptology or Egyptology-adjacent degree?

- Yes (if yes, how long in years was the hiatus?) _____
- No
- Decline to answer

Q5.10 Was teaching (either as an instructional assistant or primary instructor) required in order to receive funding from your university during graduate school?

- Yes
- No
- Decline to answer

Q6.1 What year did you receive your PhD? (Please enter a four-digit year e.g., 1990 and not 90) _____

Q6.2 Did you complete all of your graduate education (Master's and PhD) at a single institution?

- Yes
- No
- Decline to answer

Q6.3 What is the total number of years from the start of your graduate education to receiving your doctorate? (Include years of a hiatus if applicable) _____

Q6.4 In what area(s) of specialization was your doctoral dissertation? Check all that apply.

- Archaeology
- Art History
- History
- Museum Studies
- Philology
- Religion
- Other _____
- Decline to answer

Q7.1 The next three questions will ask about the kinds of support you have received during graduate school. To understand differences in your experiences, we ask about support from your faculty adviser, graduate program, and university. Please respond as applicable for each.

Q7.2 Did your faculty adviser support you in any of the following ways? Check all that apply.

- Financial support to attend professional conferences, participate in fieldwork, conduct specialized training and/or research, or travel internationally
- Grant-writing training and/or review of grant proposals
- Encouragement and instruction in authoring peer-reviewed academic publications
- Facilitating introductions with other departments, students, or professors for collaborative work
- Providing resources, mentorship, and concrete guidance on the process of and how to write a successful dissertation in your field
- A list of degree requirements including required coursework, degree deadlines, and the format and the content of oral/ cumulative/comprehensive exams
- Data on the job placement of previous graduate students
- Information about mental health issues in academia and campus mental health resources
- Non-/alt-academic job resources and/or training
- Other _____
- None of the above
- Decline to answer

Q7.3 Did your graduate program support you in any of the following ways? Check all that apply.

- Financial support to attend professional conferences, participate in fieldwork, conduct specialized training and/or research, or travel internationally
- Grant-writing training and/or review of grant proposals
- Encouragement and instruction in authoring peer-reviewed academic publications
- Facilitating introductions with other departments, students, or professors for collaborative work
- Providing resources, mentorship, and concrete guidance on the process of and how to write a successful dissertation in your field
- A list of degree requirements including required coursework, degree deadlines, and the format and the content of oral/ cumulative/comprehensive exams
- Data on the job placement of previous graduate students
- Information about mental health issues in academia and campus mental health resources
- Non-/alt-academic job resources and/or training
- Other _____
- None of the above
- Decline to answer

Q7.4 Did your university support you in any of the following ways? Check all that apply.

- Financial support to attend professional conferences, participate in fieldwork, conduct specialized training and/or research, or travel internationally
- Grant-writing training and/or review of grant proposals
- Encouragement and instruction in authoring peer-reviewed academic publications
- Facilitating introductions with other departments, students, or professors for collaborative work
- Providing resources, mentorship, and concrete guidance on the process of and how to write a successful dissertation in your field
- A list of degree requirements including required coursework, degree deadlines, and the format and the content of oral/ cumulative/comprehensive exams

- Data on the job placement of previous graduate students
- Information about mental health issues in academia and campus mental health resources
- Non-/alt-academic job resources and/or training
- Other _____
- None of the above
- Decline to answer

Q7.5 During graduate school, I feel/felt valued and included by my peers, the administration, and the faculty in my department.

- Always
- Sometimes
- Rarely
- Never
- Decline to answer

Q7.6 Have you experienced discrimination in academic settings since starting graduate school for any of the following? Check all that apply.

- Age
- Gender
- Race and/or ethnicity
- Religion
- Seniority
- Sexual orientation
- Other _____
- I have not experienced any form of discrimination
- Decline to answer

Q7.7 In your Egyptological career (including classes, field school, job, etc.), have you experienced any of the following negative experiences? Check all that apply.

- Verbal harassment: Being belittled, made to feel uncomfortable, bullied, or overlooked on the basis of your age, gender, sexual orientation, ethnicity, or some other identity category
- Exploitation: Being expected to work without pay or faced with unreasonable expectations from a person in a position of authority
- Physical Violence: The threat of or actual non-sexualized physical violence such as verbal threats, shouting, pushing, physical intimidation
- Unwanted Sexual touching: Being touched, kissed, fondled, or grabbed in a sexual way without consent
- Sexual Violence/Sexual Assault: Violent non-consensual forms of sexual contact such as rape and attempted rape
- Plagiarism: Another person claims your idea, portion of your work, or your entire work as their own without permission or attribution.
- Other _____
- I have not experienced any form of discrimination
- Decline to answer

Q7.8 If you have experienced or witnessed any of the above negative experiences, have you reported them?

- Yes, I reported a negative experience
- No, I did not know how to report a negative experience
- No, I did not feel comfortable reporting a negative experience
- I have not experienced or witnessed any of the above negative experiences

Q8.1 Where do you work? Check all that apply.

- Archive
- Public College/University
- Private College/University
- Cultural heritage organization
- Government
- Library
- Museum
- Publisher
- K-12 Education
- Self-Employed (please describe) _____
- Other _____

Q8.2 Please estimate your personal total income for the last calendar year from your Egyptology-related* job(s).

*A paid job in which the primary focus of research or occupational duties is the study of Egypt (for example, in teaching, collections/archives, museums, archaeology, author/editor, etc.).

- Less than \$20,000
- \$20,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- Over \$100,000
- Decline to answer

Q8.3 Do you receive any of the following benefits from your current Egyptology or Egyptology-related job(s)? Check all that apply.

- Medical, dental, and vision health insurance
- Vacation and/or sick time
- Tuition assistance

Q8.4 Do you have an additional source of income from employment outside of your Egyptological job?

- Yes
- No
- Decline to answer

Q8.5 How many times have you moved for employment in an Egyptology or Egyptology-adjacent job after completing your highest degree? _____

Q8.6 Are you a member of any Egyptological professional organizations?

- Yes
- No
- Decline to answer

Q8.7 Do you or have you served on any boards of professional organizations in your capacity as an Egyptologist?

- Yes
- No
- Decline to answer

Q9.1 If you are a faculty member, please select your job title.

- Adjunct Lecturer
- Non-Tenure Track Faculty
- Assistant Professor or equivalent
- Associate Professor or equivalent
- Full Professor or equivalent
- Other _____
- Decline to answer

Q9.2 In what department is your appointment? _____

Q9.3 Which types of students do you primarily teach and/or advise? Check all that apply.

- Undergraduates
- Graduates
- Non-degree seeking
- I do not work with students
- Other _____
- Decline to answer

Q9.4 In what ways do you typically support your graduate students? Check all that apply.

- Financial support to attend professional conferences in your field
- Grant-writing training and/or review of grant proposals
- Encouragement and instruction in authoring peer-reviewed academic publications
- A list of requirements to successfully complete your graduate degree
- Facilitating introductions with other departments, students, or professors for collaborative work
- Providing resources, mentorship, and concrete guidance on the process of and how to write a successful dissertation in your field
- Providing resources, mentorship, and concrete guidance on the process of and how to write a successful

dissertation in your field

- A list degree requirements including required coursework, degree deadlines, and the format and the content of oral/ cumulative/comprehensive exams
- Data on the job placement of previous graduate students
- Information about mental health issues in academia and campus mental health resources
- Non/alt-academic job resources and/or training
- Other _____
- Decline to answer

End of survey.