

Please wait...

If after loading the entire survey you still see this message, this means that your browser doesn't have JavaScript (active scripting) enabled. This is ok, but the questionnaire would be displayed more effectively with JavaScript.

Survey of Faculty on Workplace Climate and Career/Life Issues

All of your responses will be kept strictly confidential. You may withdraw from the survey at any time or skip any questions that you do not wish to answer

We ask a number of questions about your demography, family status, and career situation to help assure that the UC Berkeley campus is supportive of and responsive to the needs of all employees. Please skip any questions that make you feel uncomfortable or that you find overly intrusive.

You may, at any time, save your responses (by clicking one of the save buttons).

When you have finished the survey, please click the submit button (located at the very end of the survey).

A. Faculty Status and Demography

1. What is your current faculty rank?

- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Full Professor (below step VI)
- ☐ Full Professor (Step VI-IX)
- ☐ Full Professor (above scale)

2. Do you currently serve in an administrative post?

Note: If "yes," an additional question will open.

- ☐ No
- ☐ Yes

Please specify the post:

- ☐ Dean
- ☐ Assistant or Associate Dean
- ☐ Chair
- ☐ Vice Chair
- ☐ Director of center, institute, laboratory or program
- ☐ Other, please specify:

3. What month (if known) and year did each of the following events occur?

| | Month? | Year? (e.g., 1965)) |
|---------------------------------------------------------------------------------|----------------|------------------------|
| a. Your birth date: | (Select one) ▾ | <input type="text"/> |
| b. Your completion of your highest degree (PhD or other professional degree) | (Select one) ▾ | <input type="text"/> |
| c. Assistant Professor Start Date at UC Berkeley | (Select one) ▾ | <input type="text"/> |

| | | |
|----------------------------------------------------------------------------|----------------|--|
| (skip if not relevant) | | |
| d. Associate Professor Start Date at UC Berkeley (skip if not relevant) | (Select one) ▼ | |
| e. Full Professor Start Date at UC Berkeley (skip if not relevant) | (Select one) ▼ | |

Save

4. In which academic division or school is your primary appointment?

Note: If you cannot locate your academic division or school in the below menus, please specify it in the below text box.

Select One ▼

What is your primary department/unit?

Select One ▼

Please specify your primary department/unit (if not found in above drop-down menus):

Note: Throughout the rest of this survey, we will use unit to refer to the department, unit or school where you have your primary appointment. For example, your unit might be the Department of Political Science or the School of Social Welfare.

In which academic division or school is your secondary appointment?

Please skip if not applicable.

Note: If you cannot locate your academic division or school in the below menus, please specify it in the below text box.

Select One ▼

What is your secondary department/unit?

Select One ▼

Please specify your department/unit (if not found in above drop-down menus):

5. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Other, please specify:

6. What is your sexual orientation?

- ☐ Straight (heterosexual)
- ☐ Lesbian
- ☐ Gay
- ☐ Bisexual
- ☐ Other, please specify:

Save

7. What is your ethnic category? Check all that apply.

- | | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> White (not of Hispanic origin) | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Black/African American (not of Hispanic origin) | <input type="checkbox"/> American Indian or Alaska Native |
| <input type="checkbox"/> Chinese/Chinese American | <input type="checkbox"/> Mexican/Mexican American/Chicano |
| <input type="checkbox"/> Japanese/Japanese American | <input type="checkbox"/> Latin American/Latino |
| <input type="checkbox"/> Filipino/Pilipino | <input type="checkbox"/> Other Spanish/Spanish American |
| <input type="checkbox"/> Pakistani/East Indian | <input type="checkbox"/> Other, please specify: <input type="text"/> |

Of the below ethnic categories, which do you self-identify with most?

Pick one.

- | | |
|-----------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> White (not of Hispanic origin) | <input type="radio"/> Other Asian |
| <input type="radio"/> Black/African American (not of Hispanic origin) | <input type="radio"/> American Indian or Alaska Native |
| <input type="radio"/> Chinese/Chinese American | <input type="radio"/> Mexican/Mexican American/Chicano |
| <input type="radio"/> Japanese/Japanese American | <input type="radio"/> Latin American/Latino |
| <input type="radio"/> Filipino/Pilipino | <input type="radio"/> Other Spanish/Spanish American |
| <input type="radio"/> Pakistani/East Indian | <input type="radio"/> Other, please specify: <input type="text"/> |

8. What is your current citizenship status?

- ☐ U.S. Citizen
- ☐ Permanent Resident
- ☐ Non-Resident
- ☐ Other, please specify:

9. Are you a person with a disability?

Note: If "yes," an additional question will open.

- ☐ Yes
- ☐ No
- ☐ Other, please specify:

Which of the following categories describe your disability(ies)? Check all that apply.

- ☐ Blind/Visually Impaired
- ☐ Deaf/Hard of Hearing
- ☐ Physical/Orthopedic Disability
- ☐ Learning/Cognitive Disability
- ☐ Vocal/Speech Disability
- ☐ Other, please specify:

Save

10. What is your current marital or relationship status?

Note: If "married" or "partnered," additional question will open.

- ☐ Married
- ☐ Partnered
- ☐ Widowed
- ☐ Divorced/Separated
- ☐ Never Married/Partnered

☐ Other, please specify:

What is your spouse/partner's current employment/educational status? Check all that apply.

- ☐ Employed full time
- ☐ Employed part time
- ☐ Employed as a postdoctoral fellow
- ☐ Unemployed
- ☐ Retired
- ☐ Enrolled as a doctoral student (e.g., Ph.D.)
- ☐ Enrolled as a professional student (e.g., MD, DDS, DVM, LLB, JD)
- ☐ Enrolled as a master's degree student (e.g., MA, MS, MEng, MEd, MSW, MBA)
- ☐ Enrolled as an undergraduate
- ☐ Other, please specify:

Which of the following best describes your spouse/partner's current occupation (if currently employed) or longer-term career goal (if enrolled in a degree program, unemployed, or employed as a postdoctoral fellow)?

- | | | |
|------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Arts or writing or media or public relations | <input type="radio"/> Health occupation | <input type="radio"/> Research associate or assistant |
| <input type="radio"/> Accounting | <input type="radio"/> Homemaker | <input type="radio"/> Sales and marketing |
| <input type="radio"/> Clerical or administrative | <input type="radio"/> Human resources or labor relations | <input type="radio"/> Service occupation (non-health-related) |
| <input type="radio"/> Clergy or religious work | <input type="radio"/> Law | <input type="radio"/> Social sciences |
| <input type="radio"/> Computer occupation | <input type="radio"/> Life sciences | <input type="radio"/> Social work |
| <input type="radio"/> Construction mechanical or other industrial work | <input type="radio"/> Library sciences or archivist or curator | <input type="radio"/> K-12 teacher |
| <input type="radio"/> Consulting | <input type="radio"/> Management executive or upper administration | <input type="radio"/> Community college professor |
| <input type="radio"/> Counseling | <input type="radio"/> Other management related | <input type="radio"/> College or university professor |
| <input type="radio"/> Engineering or architecture or surveying | <input type="radio"/> Mathematical actuarial or statistical sciences | <input type="radio"/> Other, please specify: <input type="text"/> |
| <input type="radio"/> Farming forestry or fishing | <input type="radio"/> Physical sciences | |

11. Do you have any children?

Note: If "yes," additional questions will open.

- ☐ No
- ☐ Yes

Parenting Issues

For each child for whom you have had substantial responsibility for parenting, please specify the month and year of the child's birth or adoption/foster placement with you.

For stepchildren, please specify the month and year when your parenting responsibilities began. (If you have parented more than four children, please enter information for the four youngest children only.)

| | Month of event? | Year of event? (e.g., 1991) | Relationship of child to you ¹ |
|----------------------------------------------------------------|-----------------|--------------------------------|-------------------------------------------|
| a. Date of birth/arrival of youngest child | Month? ▾ | <input type="text"/> | (Select one) ▾ |
| b. Date of birth/arrival of 2nd youngest child (if applicable) | Month? ▾ | <input type="text"/> | (Select one) ▾ |
| c. Date of birth/arrival of 3rd youngest child | Month? ▾ | <input type="text"/> | (Select one) ▾ |

| | | | |
|---------------------------------------------------------------------------------|----------|--|----------------|
| (if applicable) | | | |
| d. Date of birth/arrival of 4th youngest child (if applicable) | Month? ▾ | | (Select one) ▾ |

¹If you marked "other" relationship of child to you, please describe the relationship(s) here:

Were you employed at UC Berkeley as a faculty member at the time of the most recent birth/arrival AND did this birth/arrival occur after 1988?

Note: If "yes," additional question will open.

- ☐ Yes
☐ No
☐ Other, please specify:

Around the time of the most recent birth/arrival event, did you request and did you receive (and if so for how long) any of the following types of accommodations?

If you received an accommodation, please specify what impact you think using the family accommodation policy has had on your career?

| | Requested (or entitled ² to) accommodation? | | | Received accommodation (if requested)? | | Number of Weeks | Impact on Career? |
|---------------------------------------------------|--------------------------------------------------------|-----------------------|-----------------------|----------------------------------------|-----------------------|-----------------|-------------------|
| | Yes | No | Not applicable | Yes | No | | |
| a. Paid pregnancy/birth Leave (disability leave) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▾ | (Select one) ▾ |
| b. Active service-modified duties (course relief) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▾ | (Select one) ▾ |
| c. Tenure-clock extension | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▾ | (Select one) ▾ |
| d. Unpaid parental leave | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▾ | (Select one) ▾ |
| e. Reduced appointment (e.g., part-time status) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▾ | (Select one) ▾ |
| f. Other? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▾ | (Select one) ▾ |

²E.G., You were entitled to use the policy because of your faculty and birth status (see <http://www.ucop.edu/acadadv/family/>).

If you indicated in the above grid that you requested another type of accommodation ("other"), please specify what it was in the below text box.

Did you want, or would you have ever wanted, to use any of the following family accommodation policies (and believe you were or would have been eligible), but did not do so?

Please note: These policies have been in place for faculty since 1988. For more information, please see: <http://www.ucop.edu/acadadv/family/>

For each policy that you wanted to use but did not do so, please click on the checkbox.

- ☐ Paid pregnancy/birth Leave (disability leave)

Why did you not use the policy? Please check all that apply.

- ☐ It might have placed an undue burden on my colleagues

- ☐ It might have led to a heavier teaching/work load later
- ☐ It might have made me look less committed to my career
- ☐ It might have hurt my chances for tenure
- ☐ It might have hurt my chances for promotions
- ☐ I was working on grant-funded research and could not stop the work
- ☐ I was involved in a project with colleagues and I had to continue
- ☐ People at the university discouraged me from using the policy
- ☐ I was not eligible under the policy (e.g., not a substantial caregiver)
- ☐ I did not know about the policy
- ☐ Other, please specify:

- ☐ Active service-modified duties (course relief)

Why did you not use the policy? Please check all that apply.

- ☐ It might have placed an undue burden on my colleagues
- ☐ It might have led to a heavier teaching/work load later
- ☐ It might have made me look less committed to my career
- ☐ It might have hurt my chances for tenure
- ☐ It might have hurt my chances for promotions
- ☐ I was working on grant-funded research and could not stop the work
- ☐ I was involved in a project with colleagues and I had to continue
- ☐ People at the university discouraged me from using the policy
- ☐ I was not eligible under the policy (e.g., not a substantial caregiver)
- ☐ I did not know about the policy
- ☐ Other, please specify:

- ☐ Tenure-clock extension

Why did you not use the policy? Please check all that apply.

- ☐ It might have placed an undue burden on my colleagues
- ☐ It might have led to a heavier teaching/work load later
- ☐ It might have made me look less committed to my career
- ☐ It might have hurt my chances for tenure
- ☐ It might have hurt my chances for promotions
- ☐ I was working on grant-funded research and could not stop the work
- ☐ I was involved in a project with colleagues and I had to continue
- ☐ People at the university discouraged me from using the policy
- ☐ I was not eligible under the policy (e.g., not a substantial caregiver)
- ☐ I did not know about the policy
- ☐ Other, please specify:

- ☐ Unpaid parental leave

Why did you not use the policy? Please check all that apply.

- ☐ It might have placed an undue burden on my colleagues
- ☐ It might have led to a heavier teaching/work load later
- ☐ It might have made me look less committed to my career
- ☐ It might have hurt my chances for tenure
- ☐ It might have hurt my chances for promotions
- ☐ I was working on grant-funded research and could not stop the work
- ☐ I was involved in a project with colleagues and I had to continue
- ☐ People at the university discouraged me from using the policy
- ☐ I was not eligible under the policy (e.g., not a substantial caregiver)

- ☐ I did not know about the policy
- ☐ Other, please specify:

- ☐ Reduced appointment (e.g., part-time status)

Why did you not use the policy? Please check all that apply.

- ☐ It might have placed an undue burden on my colleagues
- ☐ It might have led to a heavier teaching/work load later
- ☐ It might have made me look less committed to my career
- ☐ It might have hurt my chances for tenure
- ☐ It might have hurt my chances for promotions
- ☐ I was working on grant-funded research and could not stop the work
- ☐ I was involved in a project with colleagues and I had to continue
- ☐ People at the university discouraged me from using the policy
- ☐ I was not eligible under the policy (e.g., not a substantial caregiver)
- ☐ I did not know about the policy
- ☐ Other, please specify:

Can you think of any other accommodation that you did not receive that would have been useful to you around the time of the **most recent birth/arrival event? Please specify:**

In the last five years while working at UC Berkeley, have you sought infant or child care for a child under five years old?

Note: If "yes," additional question will open.

- ☐ Yes
- ☐ No

Which of the following best describes the type of care you were/are most recently seeking?

- ☐ A slot in a facility to care for an infant (under 2 years of age)
- ☐ A slot in a facility to care for a child (2 to 5 years of age)
- ☐ A slot in a family daycare home to care for an infant (under 2 years of age)
- ☐ A slot in a family daycare home to care for a child (2 to 5 years of age)
- ☐ A nanny or nanny share to provide care for an infant
- ☐ A nanny or nanny share to provide care for a child
- ☐ Other, please specify:

Which of the following best described(s) your preference for the location of the facility/program?

- ☐ I wanted it to be on or near the Berkeley campus
- ☐ I wanted it near my home
- ☐ I wanted it near my spouse/partner's place of work
- ☐ Other, please specify:

How would you rate the availability, quality, expense, and service hours of care facilities that you investigated?

| | Excellent | Good | Fair | Poor |
|----------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Availability of care slots | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Number of choices of facilities (with available care slots) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| c. Quality of facilities (with available care slots) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Cost of facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Available service hours of care facilities (e.g., did the hours open for care accommodate your work schedule) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Did you find a care program that met your family's needs?

- ☐ Yes, I found an excellent facility
- ☐ Yes, I found a good facility
- ☐ No, but I had to use the facility anyway
- ☐ No, I had to make alternative plans

What is the name and location of the facility that you used? Any comments about the facility?

What is the name and location of the facility that you used? Any comments about the facility?

What is the name and location of the facility that you used? Any comments about the facility?

Please describe the alternative plans that you had to make:

Did you find a care provider (nanny or nanny share) that met your family's needs?

- ☐ Yes, I found an excellent nanny/nanny share
- ☐ Yes, I found a good nanny/nanny share
- ☐ No, but I had to use the nanny/nanny share anyway
- ☐ No, I had to make alternative plans

Please describe the alternative plans that you had to make:

In the last five years, have you sought a slot for your infant/child in one of [UC Berkeley's childcare facilities](#)?

Note: If "yes," additional question will open. If you have sought care for more than one infant/child, please refer to only the most recent attempt to secure an infant/child care slot.

- ☐ No
- ☐ Yes, I sought and received a slot for my infant/child and chose to enroll them in the program
- ☐ Yes, I sought and received a slot for my infant/child but chose not to enroll them in the program
- ☐ Yes, I sought a slot for my infant/child but did not receive one
- ☐ Yes, I am seeking a slot for my infant/child but do not yet know whether I have received one
- ☐ Other, please specify:

On each of the following, how would you rate the [UC Berkeley childcare facility](#) that you enrolled your infant/child in?

| | | | | |
|--|-----------|------|------|------|
| | Excellent | Good | Fair | Poor |
|--|-----------|------|------|------|

| | Excellent | Good | Fair | Poor |
|------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Quality of facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Quality of care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Cost of facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Available service hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Flexibility of care options (e.g., full time/part time, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Educational component | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Location | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is the name of the UC Berkeley childcare facility that you enrolled your infant/child in? Please specify the name in the below box.

If you would like to make any other comments about the facility, please do so in the below box:

What is the name of the UC Berkeley childcare facility that you received a slot in but chose not to enroll your infant/child in? Please specify the name in the below box.

If you would like, please explain the factors that influenced your decision:

If you have any comments about the way that the application process was handled and the decision that was eventually made, please make them in the below box:

Do you have any comments about how the application process has been handled to date?

Do you currently have/share substantial responsibility for parenting a child under five years of age?

Note: If "yes," additional question will open.

☐ Yes

☐ No

How useful would you find each of the following?

| | Very useful | Somewhat useful | Not too useful | Not at all useful |
|----------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Child care information and referral program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Emergency/back-up child care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Access to on-campus child care center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Connection to network of off-campus centers or family day cares serving primarily University families | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Vouchers and/or subsidies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Parent organized child care co-op | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Flexible on-call babysitter service (e.g., Cal students) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|--------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| h. Care options with extended hours (beyond 8am - 5pm) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Adoption reimbursement program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

As an employee at UC Berkeley, are there any child-related benefits/resources that you have not received that you would find particularly useful?

Save

12. Do you currently provide a substantial amount of care (5 or more hours a week) to any adults (e.g., parents, spouse/partner, children, other relatives, and/or friends over 18 with medical conditions/other care needs)?

Note: If "yes," additional questions will open.

☐ No

☐ Yes

Adult Care Issues

For each adult you currently provide care to, please specify their age, relationship to you, average weekly hours of care you provide to them, and specify the type of care you provide and for how long the care has been needed:

| | Age of Adult (e.g., 68)? | Relationship of adult to you ¹ | Weekly hours? | Type of care you provide and for how long (e.g., for the last 2 years)? |
|-----------------|--------------------------|-------------------------------------------|-----------------|-------------------------------------------------------------------------|
| a. First adult | <input type="text"/> | Relationship to you? ▼ | Weekly hours? ▼ | <input type="text"/> |
| b. Second adult | <input type="text"/> | Relationship to you? ▼ | Weekly hours? ▼ | <input type="text"/> |
| c. Third adult | <input type="text"/> | Relationship to you? ▼ | Weekly hours? ▼ | <input type="text"/> |
| d. Fourth adult | <input type="text"/> | Relationship to you? ▼ | Weekly hours? ▼ | <input type="text"/> |

¹If you marked "other" relationship of adult to you, please describe the relationship(s) here:

In the last five years while working at UC Berkeley, have you sought accommodations or campus resources to help you in your effort to provide care to any adults (family or friends)?

☐ No

☐ Yes

Did you request and did you receive (and if so for how long) any of the following types of accommodations?

If you received an accommodation, please specify in the text box to the right what type of program(s) or approval process you undertook to receive the particular accommodation (e.g., supervisor approved the modification of work schedule, etc.).

| | Requested (or entitled ² to) accommodation? | | Received accommodation (if requested)? | | Number of Weeks | Specify terms of the accommodation (and approval process) |
|--|--------------------------------------------------------|----|----------------------------------------|----|-----------------|-----------------------------------------------------------|
| | Yes | No | Yes | No | | |
| | | | | | | |

| | | | | | | |
|------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|--|
| a. FMLA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▼ | |
| b. Alternative/flexible schedule | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▼ | |
| c. Sick leave to care for sick adult dependent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▼ | |
| d. Other? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (Select one) ▼ | |

²E.G., You were entitled to the leave because of federal law.

What accommodation(s) or adult care resource(s) have you found most useful (if any)?

Can you think of any other accommodation(s)/resource(s) that you have not received that would be useful to you in your effort to provide care to any adults (family or friends)? Please specify:

Save

13. How far do you live from campus? If you live in more than one place, please click "Other" and explain.

- ☐ I live on-campus
 ☐ 8 to 9 miles away
 ☐ 31 to 40 miles away
☐ Under 1 mile
 ☐ 10 to 12 miles away
 ☐ 41 to 50 miles away
☐ 1 mile away
 ☐ 13 to 15 miles away
 ☐ 51 to 75 miles away
☐ 2 to 3 miles away
 ☐ 16 to 20 miles away
 ☐ 76 to 100 miles away
☐ 4 to 5 miles away
 ☐ 21 to 25 miles away
 ☐ More than 100 miles away
☐ 6 to 7 miles away
 ☐ 26 to 30 miles away
 ☐ Other, please specify:

14. Are you currently a Principal Investigator (PI) to any grant-funded research project(s) that support(s) either graduate student researchers or postdoctoral scholars?

Note: If "yes," additional questions will open.

- ☐ No
☐ Yes

In the past 10 years, have any graduate student researchers or postdoctoral scholars that you supported on your grant-funded research become a new parent while working for you?

- ☐ No
☐ Yes

Please check all of the situations that have occurred over the past 10 years:

- ☐ A graduate student researcher paid off one or more of my grants gave birth to a child
☐ A graduate student researcher paid off one or more of my grants became a new parent (but did not give birth to the child)
☐ A postdoctoral fellow paid off one or more of my grants gave birth to a child
☐ A postdoctoral fellow paid off one or more of my grants became a new parent (but did not give birth to the child)

With regard to the above situations, did the individual(s) request family accommodations?

If yes, what if any family accommodations were provided to them (e.g., two weeks paid leave, eight weeks unpaid leave, modification of duties, etc.)?

If more than one individual, please specify what type of situation you are referring to (e.g., a graduate student gave birth to a child and was provided with . . .).

If you did provide family accommodations to any of the above referenced individuals, what sort of impact did it have on your grant-funded research project(s)?

- ☐ Very positive
- ☐ Positive
- ☐ No impact
- ☐ Negative
- ☐ Very negative
- ☐ Don't know yet
- ☐ Not applicable

Can you think of any ways that granting agencies or the University might assist you in your effort to provide appropriate family accommodations to graduate students or postdoctoral scholars supported by your research grants (e.g., provide an automatic extension of grant completion deadlines, a grant supplement to offset the lost productivity, etc.)?

Save

B. Faculty Merit and Promotion Review Process

15. During your time as a faculty member, which of the policies/processes listed below have you used?

| | I did not know about the policy | I have not needed to use the policy | I have used the policy | I tried to use the policy, but was discouraged from using it |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------|------------------------|--------------------------------------------------------------|
| a. Wrote a summary of my research, teaching, and service to be included in the package sent to reviewers for promotion review. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Wrote a response to the letters from reviewers and the ad hoc committee report before my promotion case was discussed at a faculty meeting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Wrote a response to the letter prepared by the chair/dean for both merit and promotion reviews. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Provided a list of potential reviewers for promotion review. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Requested a career equity review. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Requested a salary increase to match an outside offer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Requested more than one-step merit increase for recognition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| of accomplishments (e.g., a major award, positive reviews of a book, etc.). | | | | |
| h. Requested an extra merit increase one time for excellent teaching, service, or diversity-related work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Requested reconsideration of a negative decision for advancement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Submitted work in progress (e.g., draft book chapters, manuscripts under review or in preparation, etc.) to be credited for a merit review. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Submitted additional materials while a promotion review was ongoing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Wrote a statement requesting that certain individuals should <u>not</u> serve as reviewers for promotion reviews. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. The table below lists major types of criteria considered in merit and promotion reviews. In the yellow portion of each table, indicate the degree of importance the criterion has played in merit and promotion reviews of your work. In the green portion of each table, indicate the importance you think the criterion should have in merit and promotion reviews of your work.

Faculty Review Criteria: Research

| | Not applicable? (skip to next criterion) | Importance of the criterion in your merit/promotion reviews | | | | Importance you believe the criterion should have | | | |
|-----------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------------|-----------------------|-----------------------|-----------------------|
| | | Very important | Somewhat important | Not too important | Not at all important | Very important | Somewhat important | Not too important | Not at all important |
| a. Books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Journal articles (peer reviewed) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Chapters in edited volumes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Co-authored collaborative work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Professional work (e.g., architectural work, clinical practice, artwork, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Artistic performance (e.g., concerts, shows) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Research awards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Patents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Presentations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Number of citations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Faculty Review Criteria: Teaching/mentoring

| | Not applicable? (skip to next criterion) | Importance of the criterion in your merit/promotion reviews | | | | Importance you believe the criterion should have | | | |
|--|---------------------------------------------|-------------------------------------------------------------|----------|---------|------------|--------------------------------------------------|----------|---------|------------|
| | | Very | Somewhat | Not too | Not at all | Very | Somewhat | Not too | Not at all |
| | Not | Very | Somewhat | Not too | Not at all | Very | Somewhat | Not too | Not at all |

| | applicable | important | important | important | important | important | important | important | important |
|------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| l. Teaching lecture courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Teaching seminar courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Teaching large undergraduate service courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Efforts to improve or create new courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Mentoring undergraduate students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Directing graduate student research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Sponsoring postdoctoral scholars | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Supervising undergraduate independent study (e.g., research, 199 courses) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Teaching awards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. Writing textbooks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Faculty Review Criteria: [Service](#)

| | Not applicable? <i>(skip to next criterion)</i> | Importance of the criterion in your merit/promotion reviews | | | | Importance you believe the criterion should have | | | |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------------|-----------------------|-----------------------|-----------------------|
| | Not applicable | Very important | Somewhat important | Not too important | Not at all important | Very important | Somewhat important | Not too important | Not at all important |
| v. Serving as dean, chair, or administrator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w. Departmental service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| x. University service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| y. Professional service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| z. Promoting diversity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| aa. Mentoring colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ab. Community-based service (e.g., working with K-12 schools, policy work with government agencies, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Using the case of **Professor A** as a benchmark, what merit increase would you give to the individuals described below?

Professor A has had normal, on-time advancements throughout her/his career. **Professor A** is currently at Professor, Step III. During the current three-year review period, **Professor A** has had a balanced record—**Professor A** maintained her/his publication rate, received similar very good ratings in teaching, and performed reasonable service to the department, campus, and her/his profession. **Professor A** was awarded a 1-step merit increase to Professor, Step IV.

Professor B has been accelerated in rank, step, and salary (decoupled). **Professor B** is currently at Professor, Step III. During the current three-year review period, **Professor B** published 12 peer-review articles, including a significant piece that was acknowledged as the best paper of the year. **Professor B** had a reduced teaching load because **Professor B** taught a large required course twice during the review period. **Professor B**'s teaching ratings continue to be well below the departmental average, and **Professor B** continues to provide almost no service to the department and University.

a. How would you review the merit case of **Professor B**?

- ☐ 0 step
- ☐ 0.5 step
- ☐ 1.0 step
- ☐ 1.5 step
- ☐ 2.0 step
- ☐ >2.0 step

Professor C has advanced at a normal rate. **Professor C** is currently at Professor, Step III. His/her last merit increase was five years ago. During the review period, **Professor C** has served as a very successful chair of the department. **Professor C** has hired six new faculty, had a major influence on restructuring the undergraduate curriculum, and significantly improved the diversity of graduate students studying in the department. His/her record shows that **Professor C** has published three articles. **Professor C** taught two courses as an overload and received very high ratings from the students.

b. How would you review the merit case of **Professor C**?

- ☐ 0 step
- ☐ 0.5 step
- ☐ 1.0 step
- ☐ 1.5 step
- ☐ 2.0 step
- ☐ >2.0 step

Professor D has advanced slowly. **Professor D** is currently at Professor, Step III. **Professor D** has just published a major body of work (e.g., a book, a series of peer-reviewed articles, etc.) that has already received a major award. Over the past 12 years, **Professor D** has only received a one-step merit increase because **Professor D** had very few articles and **Professor D** did not share any drafts of the work in progress. **Professor D**'s record shows that **Professor D** is an outstanding teacher and very involved in departmental and University service.

c. How would you review the merit case of **Professor D**?

- ☐ 0 step
- ☐ 0.5 step

- ☐ 1.0 step
- ☐ 1.5 step
- ☐ 2.0 step
- ☐ >2.0 step

18. Out of a total of 100 points for the four items below, how many points would you assign to each of the following in evaluating merit cases?

Note: The total number of points you assign for all items should add up to 100.

Review Criteria

| | Number of points you would assign to the criteria (e.g., "25 points," or "25") |
|---------------------------|--------------------------------------------------------------------------------|
| a. Research | <input type="text"/> |
| b. Teaching | <input type="text"/> |
| c. Service | <input type="text"/> |
| d. Diversity-related work | <input type="text"/> |

19. How do you regard your career progression relative to other faculty members in your unit?

Note: Depending on your response, additional questions may open.

- ☐ Fast
- ☐ Average
- ☐ Slow/delayed

How important do you believe each of the following factors has been in accounting for your slow/delayed advancement?

| | Very important | Somewhat important | Not too important | Not at all important | Not applicable |
|----------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Research did not pan out | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Significantly changed research area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Could no longer get funding to pursue specific research interests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Lost interest in specific research area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Work not valued by colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Could not attract graduate students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Could not improve teaching (sought help but to no avail) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Large service load | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Large mentoring load | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Large teaching load | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Unbalanced record of research, teaching, and service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Family/personal reasons | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | | | | | |
|-------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| b. Help with publishing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Help with establishing professional contacts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Help navigating departmental politics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Coaching on the review process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Offers to collaborate in research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Advice on research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Mentoring for teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Invitations to lunch/coffee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Mentoring for leadership positions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Indicate your level of agreement or disagreement with each of the following statements about your colleagues.

In general, my faculty colleagues in my unit . . .

| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree | Not applicable |
|---------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. maintain high research standards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. maintain high teaching standards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. treat staff with respect (e.g., administrative, clerical, technical, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. maintain a supportive working environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. work collaboratively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. are collegial. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. value diversity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. contribute fairly to the service needs of our unit (e.g., mentoring, committee service, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Save

23. Indicate your level of agreement or disagreement with each of the following statements about your unit.

In my unit . . .

| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree | Not applicable |
|----------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. the administration is effective. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. there is a shared vision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. faculty communicate consistently with one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. every one shares in making important decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. feedback is sought and accepted. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. faculty treat each other in an even-handed way. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I receive constructive feedback about my performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I am assisted in obtaining the resources I need. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. agreements are honored. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. disputes and problems are resolved effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|---------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| k. there is acceptance that faculty have family responsibilities. | | | | | |
| l. commitment to diversity is demonstrated. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. faculty are encouraged and empowered. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. all faculty are encouraged to participate in strategic planning for the direction of the unit. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. there is clarity about the promotion and merit process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

24. Please answer the following questions about external job offers and issues of faculty retention.

a. How many written job offers from other universities have you received since arriving at UC Berkeley?

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five or more

b. To what degree do you agree/disagree with the statements below?

| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| i. It is necessary to match outside offers of higher salary to retain excellent faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ii. Only the most outstanding faculty should receive retention offers to match offers of higher salary from other institutions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| iii. I think it is unfair to have two different salary scales: one based on merit and a second based on the market. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| iv. I have considered outside offers simply to raise my salary comparable to what others have received due to retention actions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. I prefer that we use the money that is given to respond to outside offers to increase everyone's salary equitably. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| vi. I object to offering large salary increases when the money could be used to hire 2-3 new assistant professors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

c. A faculty member has received an outside offer from the top department/unit in his/her field. The offer includes a 75% increase in salary and \$500,000 in resources for research.

Do you think Berkeley should respond to the offer?

Note: Depending on your response, additional questions will open.

- ☐ Yes
- ☐ No

What criteria do you think are most important in deciding the size of the retention package?

Please pick the three most important.

- ☐ The ranking of the department/unit might decrease if the individual left.
- ☐ The department/unit would lose a faculty member in a cutting-edge research field.
- ☐ If the person leaves, there will be no faculty left in an important subfield.

- Please explain why you do not think Berkeley should respond to this outside offer:**

Please pick the top five reasons.

- Save

Job Satisfaction

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Not too satisfied
- ☐ Not at all satisfied

[illegible]

| | | | | | | | | | |
|---------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| c. Benefits (e.g., health care, retirement, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Current rank | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Merit and promotion process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teaching responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Advising responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Quality of graduate students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Committee responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(continued)

| | Not applicable? <i>(skip to next item)</i> | Degree of satisfaction? | | | | How important to you? | | | |
|---------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Not applicable | Very satisfied | Somewhat satisfied | Not too satisfied | Not at all satisfied | Very important | Somewhat important | Not too important | Not at all important |
| j. Quality of space for research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Resources for new ventures/initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Staff support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Opportunities to collaborate with faculty in home unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Opportunities to collaborate with faculty in other units on the UC Berkeley campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. The way you were welcomed to the UC Berkeley campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Support for diversity in my unit/department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Support for work-family balance in my unit/department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Current housing situation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

27. With regard to your current work situation, what factors, positive and negative, contribute most to your overall sense of job satisfaction? Please explain.

Positive factors?

Negative factors?

Save

Other Workplace Issues

28. Do you feel you have experienced any of the following as a faculty member at UC Berkeley in the *last three years*?

Note: Depending on your responses, new questions will open up.

- ☐ Unsafe/unhealthy work conditions that could result in an injury or illness

Please describe the nature of the unsafe/unhealthy work conditions that you are concerned could result in injury or illness (*to you or others*):

- ☐ Discrimination ([click here](#) for a definition of discrimination)

Based on which of the following, do you believe you have been discriminated against as an employee at UC Berkeley in the last three years? *Check all that apply.*

Note: [Click here](#) for campus resources to assist with issues of discrimination.

- ☐ Your age

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Your race or ethnic origin

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Your gender

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Your sexual orientation

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Your family status

If you would like, please use the space below to explain why you checked this particular item:

☐ Your religion

If you would like, please use the space below to explain why you checked this particular item:

☐ Your nationality/national origin

If you would like, please use the space below to explain why you checked this particular item:

☐ Your disability status

If you would like, please use the space below to explain why you checked this particular item:

☐ Your political perspectives

If you would like, please use the space below to explain why you checked this particular item:

☐ Your educational level

If you would like, please use the space below to explain why you checked this particular item:

☐ Your language

If you would like, please use the space below to explain why you checked this particular item:

☐ Your socioeconomic status

If you would like, please use the space below to explain why you checked this particular item:

☐ Your immigrant status

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Sexual harassment ([click here](#) for a definition of harassment)

If you would like, please use the space below to explain why you checked this particular item:

Note: [Click here](#) for campus resources to assist with issues of harassment.

- ☐ Other types of harassment ([click here](#) for a definition of harassment)

In which ways do you feel you have been harassed as an employee at UC Berkeley in the last three years?

Note: [Click here](#) for campus resources to assist with issues of harassment.

- ☐ Abusive supervision

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Assault

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Bullying

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Emotional abuse

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Envied by others

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Gossip

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Incivility

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Ignored by others

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Ostracized

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Retaliation

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Teasing

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Undermining

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Verbal abuse

If you would like, please use the space below to explain why you checked this particular item:

- ☐ Victimization

If you would like, please use the space below to explain why you checked this particular item:

Work-Life Issues

29. How often during the past month have you felt . . .

| | Very often | Often | Sometimes | Rarely | Never |
|---------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| used up at the end of the day? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| energized at the end of the work day (e.g., excited in a positive manner by the work experiences of the day)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. Would you say that in general your health is Excellent, Very good, Good, Fair, or Poor?

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor

31. How often do you find your work stressful?

Note: Depending on your response, additional questions may open.

- ☐ Very often
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

How often do each of the following cause you stress related to your work?

| | Very often | Often | Sometimes | Rarely | Never |
|-------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Working on unnecessary tasks or projects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Taking work home in the evenings or on weekends to stay caught up | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Working excessively long hours at the office or in the field | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Spending too much time in unimportant meetings that take you away from your work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Having responsibility for an unmanageable number of projects or assignments at the same time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Having more work to do than can be done in an ordinary day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Having committed to too many activities/projects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Obtaining funding for research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Attracting high-quality graduate students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Not having working classroom facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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32. How often does each of the following occur?

| | Often | Sometimes | Rarely | Never |
|--|-------|-----------|--------|-------|
|--|-------|-----------|--------|-------|

35. This question describes five family-friendly policies for faculty at UC Berkeley. Please indicate whether you have heard of these policies and whether you are supportive of them.

| | Have you heard about these policies? | | How supportive are you of the policies? | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------|-----------------------------------------|-----------------------|-----------------------|-----------------------|
| | Yes | No | Very supportive | Somewhat supportive | Not too supportive | Not at all supportive |
| a. Childbearing Leave : UC faculty are eligible for childbearing leave for the period prior to, during, and after childbirth. Leave normally will be for at least 6 weeks, while she is temporarily disabled. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Active service-modified duties (ASMD) : Faculty responsible for half or more of the care of a newborn or a child under age five newly placed for adoption or foster care are eligible for relief from teaching duties. Birth mothers may take ASMD for two semesters and non-birth mothers and fathers for one semester. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Stopping the clock for the care of a child or children : Faculty responsible for half or more of the care of a newborn or a child under age five newly placed for adoption or foster care may stop the clock at the Assistant level for up to one year for each event (up to a maximum of two years). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Parental leave without pay : UC faculty are eligible for full-time or part-time parental leave without pay for up to one year for the purpose of caring for their child, or a child of their spouse or domestic partner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Part-time appointment or reduction in percentage of appointment to accommodate family needs : Faculty may be eligible for an appointment to a part-time position or may be eligible to reduce their percentage of time of an appointment temporarily or permanently to accommodate family needs (the eight-year limitation of service still applies, not counting up to two years of clock stoppage). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Overall Assessment of Job Situation

36. For each of the following statements, please indicate whether you strongly agree, agree, disagree, or strongly disagree.

| | Strongly agree | Agree | Disagree | Strongly disagree |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Conditions on my job allow me to be about as productive as I could be. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I have the pleasure of working on research with excellent graduate students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. At UC Berkeley, I am treated with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My main satisfaction in life comes from my work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Even if I were offered a comparable position with slightly higher pay and benefits at another organization, I would not leave UC Berkeley. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I find the diversity of ideas and people at Berkeley to be extremely stimulating. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

37. Is there anything else you would like us to know about your job situation at UC Berkeley?

Submit