Survey of University of Michigan Faculty

Throughout this survey, "faculty" refers to all tenured and tenure-track, primary research, and clinical track faculty.

If you need to complete the survey in more than one sitting, please click on the ">>" button at the bottom of this page; this will save your responses. Once you have advanced to the next page of the survey, you may then close your browser window and return to the full survey at a later time.

If you need to go back to a previous page in the survey, please click on the "<<" button at the bottom of the page. Please do not use the back button of your web browser.

Procedures for Completing the Survey

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Thank you very much for participating in the University of Michigan Faculty Survey. Throughout this survey, "faculty" refers to all tenured and tenure-track, primary research, and clinical track faculty. You are able to stop and return to your survey at a later time, until you click the final submit button at the end of the survey. You may skip any questions you do not feel comfortable answering, and you have the opportunity to write additional comments near the end of the survey.

We hope to receive completed surveys no later than November 16, 2012.

If you have questions about your rights as a research participant, or wish to obtain information, ask questions or discuss any concerns about this study with someone other than the researcher(s), please contact the University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board, 540 E Liberty St., Ste 202, Ann Arbor, MI 48104-2210, (734) 936-0933 [or toll free, (866) 936-0933], irbhsbs@umich.edu.

PROFESSIONAL EMPLOYMENT

PROFESSIONAL EMPLOYMENT

In the chart below, please select the appropriate response option to indicate when you obtained your highest academic degree, your first UM appointment, and when you started on the tenure track at UM (if applicable).

	1960-64	1965-69	1970-74	1975-79	1980-84	1985-89	1990-94	1995-99	2000-04	2005-09	2010-12
year of highest degree	0										
year of first UM appointment											
year started tenure track at UM											

Please indicate, in the following chart, your budgeted appointment for *July 2011-June 2012* at UM, including the School or College in which you held the appointment, as well as the rank and fraction of time associated with that appointment.

If you had multiple budgeted appointments, please list information for second, third, and fourth budgeted appointments, where applicable, as well. (Note: Fraction amounts should not equal more than 100%; and all ranks include adjunct appointments.)

	school/college	rank code (note that all ranks include adjunct appointments)	appointment fraction (e.g., 100%, 50%)
Ist (only) budgeted appointment	V	•	
end oudgeted oppointment	•	•	
rd udgeted ppointment	Y	▼	
th udgeted ppointment	•	•	

How would you classify the primary field of your UM appointment? (select only one)

- Social Science
- Science or Engineering (basic, natural, clinical & applied science)
- Arts/Humanities

Other (please describe):						
o you currently have one or more dry	(unfunded) appointmen	ts?				
○ yes						
○ no						
IARY DEPARTMENT/UNIT						
RIMARY DEPARTMENT/UNIT						
lany of the following questions ask you de department/unit that you consider to degardless of percentage of budgeted structional appointment in another definitions.	to be your primary appo appointment). Ilearning about instruc	intment. Normally th	nis would be the c	department/unit in wh	nich you spend the reposition and an a	nost time
ease simply choose one to rate for the				,		
My primary department/unit is in the follo	wing school/college:					•
ly appointment in this department/unit is	s on the following track:					•
the chart below, please indicate you ffice space:	r level of satisfaction wi	th your current alloc somewhat dissatisfied	ations of these ito	ems in your primary somewhat satisfied	department/unit.	not applicable
amount of space	Very dissausilled		O	O	O	О
ocation		0		0	0	0
omputer equipment					0	
ther (please specify):		-		_	_	-
	0	0		0	0	0
esearch space:						
	very dissatisfied	somewhat dissatisfied	neutral	somewhat satisfied	very satisfied	
mount of space	0	0			•	not applicable
cation appropriate to needs of		_				not applicable
esearch						0
antiquity of ana		0	0	0	0	0
	0			0	0	0
computer equipment	0	0	0		0	0
omputer equipment ab equipment	0		0	0	0	0
omputer equipment ab equipment ervice from vendors (e.g., repairs,	•	0	0		0	0
contiguity of space computer equipment lab equipment service from vendors (e.g., repairs, supplies, upgrades) safety		0	0		0	0

maintenance (i.e. huilding problems

nding sources: ve verifier and resource allocation issues describe any resource allocation issues we you ever had an outside offer while at U yes no	ry dissatisfied	somewhat	0			0
ve veriversity vernal ase describe any resource allocation issue ve you ever had an outside offer while at U yes no	ry dissatisfied					
ve veriversity vernal ase describe any resource allocation issue ve you ever had an outside offer while at U yes no		somewhat				
ve veriversity vernal ase describe any resource allocation issue ve you ever had an outside offer while at U yes no		somewhat				
we you ever had an outside offer while at U yes no		somewhat				
we you ever had an outside offer while at U yes no		diagotiafied	no utral	somewhat satisfied	venue atiofical	not annlicable
ve you ever had an outside offer while at U yes no		dissatisfied	neutral	Satisfied	very satisfied	not applicable
we you ever had an outside offer while at U	0	0		0	0	
we you ever had an outside offer while at U yes no						
we you ever had an outside offer while at U yes no	es in your prima	ry department/unit tl	hat concern you:			
yes no	oo iii your piiiila	y dopartmond and t	nat concom you.			
yes no						
yes no						
yes no						
yes no						
yes no						
yes no						
yes no						
yes no						
) no	IVI ?					
an outside offer ever result in a salary inc						
	rease?					
yes						
) no						
y not?						
ER SATISFACTION						
ER SATISFACTION						
REER SATISFACTION						
w satisfied are you with the following dime						
presses your level of satisfaction for each	nsions of vour p	nfessional developm	nent in your prima	v denartment/unit?	Select the response	ontion that has

	very dissatisfied	somewhat dissatisfied	neutral	somewhat satisfied	very satisfied	not applicable
opportunity to collaborate with other faculty	0	0		\circ	\circ	\circ
amount of social interaction with members of my department/unit	0					\circ
level of funding for my research or creative efforts				0		0
current salary in comparison to the salaries of my UM colleagues	0			0	0	
ability to attract students to work with me	0			0	\circ	0
sense of being valued as a teacher by						

mystudents			_		
sense of being valued as a mentor or advisor by my students	0	0	0 0)	0
ense of being valued for my teaching y members of my department/unit	0	\circ	0 0		0
ense of being valued for my research, cholarship, or creativity by members of ny department/unit	0	0	0 0	0	0
vel of intellectual stimulation in my ay-to-day contacts with faculty Illeagues	0	0	0)	0
ense of contributing to theoretical evelopments in my discipline	0	0	0 0)	0
alance between professional and ersonal life	0	0	0		
ther (please specify):	0	0	0		
I things considered, how satisfied are y	you with your current pos	sition at UM?			
1-very dissatisfied	2	3		4	5-very satisfied
ow likely is it that you will stay at UM f	or your entire career?				
1-very unlikely	2	3		4	5-very likely
w much would you like to stay at UM	for your entire career?				
1-not at all	2	3		4	5-very much
w often do you think about leaving UN					
1-never	2	3		4	5-often
ease indicate your level of agreement vour primary department/unit.	with each of the following	items about your work of	experiences generally	, as well as how you n	nanage your work load i
	strongly disagree	tend to disagree	neutral	tend to agree	stronglyagree
nave significant autonomy in etermining how I do my job.	0	0	0	0	0
can decide on my own how to go pout doing my work.				0	
nave considerable opportunity for dependence and freedom in how I do y job.	0	\circ	0	0	0
y impact on what happens in my epartment/unit is large.	0	0		\circ	
ave a great deal of control over what appens in my department/unit.	0	0		0	
ave significant influence over what uppens in my department/unit.	0	\circ	0	0	
egularly bring work home.	0				
espond to work-related ommunications (e.g., emails, texts, nd phone calls) during my personal ne away from work.		0	0	0	0
vork during my vacations.	0	\circ		0	
allow work to interrupt me when I pend time with my family or friends .	0	0	0	\circ	0
continue to learn more and more as					

I find myself learning often.					
	1				
OGNITION					
ECOGNITION					
aa vour primary danartment/unit over n	ominated you for an awar	Lin the following group?			
as your primary department/unit ever n	ominated you for an award	in the following areas?			
		yes		no	
aching		0		0	
search		0		0	
inical		0		0	
ervice		0			
as your primary department/unit failed	to nominate you for an aw	ard for which you were qua	lified?		
) yes					
no					
I don't know					
lease elaborate:					
case claborate.					
TORING I					
TORING I					
ENTORING	partment/unit at mentoring	its junior faculty?			
ENTORING	partment/unit at mentoring	its junior faculty?	4		5-very effective
ENTORING verall, how effective is your primary dep			4		5-very effective
erall, how effective is your primary department. 1-very ineffective	2	3			
everall, how effective is your primary department. 1-very ineffective o you have at least one mentor/career	2	3			
everall, how effective is your primary department. 1-very ineffective 0 you have at least one mentor/career yes	2	3			
everall, how effective is your primary deposition of the control o	2	3			
verall, how effective is your primary department. 1-very ineffective 2 you have at least one mentor/career yes	2	3			
erall, how effective is your primary department. 1-very ineffective you have at least one mentor/career yes no	2 advisor?	3		advisors in each a	0
erall, how effective is your primary department. 1-very ineffective you have at least one mentor/career yes no	2 advisor?	3	your mentors/career	advisors in each a	0
verall, how effective is your primary department. 1-very ineffective 2 you have at least one mentor/career yes no lease indicate how much of the various	2 advisor? kinds of support/advice ye	3 Ou currently receive from all	your mentors/career		rea listed:
verall, how effective is your primary department. 1-very ineffective o you have at least one mentor/career yes no lease indicate how much of the various verves as a role model bromotes my career through	2 advisor? kinds of support/advice you	au currently receive from all	your mentors/career	lot	rea listed:
verall, how effective is your primary department of the various lease indicate how much of the various erves as a role model romotes my career through etworking dvises about preparation for	2 advisor? kinds of support/advice yet none	bu currently receive from all	your mentors/career	lot	rea listed:
verall, how effective is your primary department. 1-very ineffective o you have at least one mentor/career yes no lease indicate how much of the various verves as a role model promotes my career through the tworking divises about preparation for divancement (e.g., promotion,	2 advisor? kinds of support/advice yet none	ou <i>currently</i> receive from all some	your mentors/career	lot	rea listed:
IENTORING Iverall, how effective is your primary department of the various of you have at least one mentor/career yes no lease indicate how much of the various iverves as a role model or	2 advisor? kinds of support/advice yellow	bu currently receive from all	your mentors/career	lot	rea listed:
Verall, how effective is your primary department of the second of the se	2 advisor? kinds of support/advice yellow	bu currently receive from all	your mentors/career	lot	rea listed:

	_	_	_	_
advises about obtaining the resources I need				
advocates for me			0	0
advises about balancing work and				_
family	0		0	0
other (please specify):	0	0	0	
ITORING II				
IENTORING				
Do you serve as a mentor/career advisor	to another faculty member(s)?	,		
yes				
o no				
Please indicate <i>how much</i> of the various	I			
convo ac a rolo model for mentes	none	some	a lot	too much
serve as a role model for mentee promote mentee's career through	0	0	0	Ō
networking	0	0	0	0
advise mentee about preparation for advancement (e.g., promotion, leadership positions)	0	0		
advise mentee about getting work published	0	0	0	0
advise mentee about department politics	0	0	0	\circ
advise mentee about obtaining the resources needed			0	0
advocate for mentee		0	0	
advise mentee about balancing work and family				
other (please specify):	0	0	0	0
	I			
ACHING				
TEACHING				
				tooching through formal
Faculty on campus engage in teaching ir	a variety of ways. Some main	nly provide one-on-one instruc	ction, others offer classroom	teaching through formal
Faculty on campus engage in teaching ir courses, and many do a mixture. How we	n a variety of ways. Some mail ould you characterize your ma	nly provide one-on-one instruction teaching responsibilities in	etion, others offer classroom each of the categories below	v?
Faculty on campus engage in teaching in courses, and many do a mixture. How we	n a variety of ways. Some maii ould you characterize your ma none	nly provide one-on-one instruc iin teaching responsibilities in some	tion, others offer classroom each of the categories below	all
courses, and many do a mixture. How w	ould you characterize your ma	in teaching responsibilities in	each of the categories below	v?
one-on-one instruction	ould you characterize your ma	in teaching responsibilities in some	each of the categories below	v? all
one-on-one instruction formal seminar courses	ould you characterize your ma	some	most	v?
one-on-one instruction formal seminar courses formal lecture courses	none	some	most	all
Faculty on campus engage in teaching in courses, and many do a mixture. How we one-on-one instruction formal seminar courses formal lecture courses occasional lectures in large courses modeling correct professional behavior	none	some	most	v?
formal seminar courses formal lecture courses occasional lectures in large courses	none	some	most	v?

How many $\it formal\ courses$, in a lecture and/or seminar format, do you teach each academic year?

very dissatisfied	somewhat d		neutral	somewhat satisfie	ed very sati		not applicable
a given year, for how m	nany students d	o you serve as prima	nry advisor?				
graduate students							
indergraduate students							
ARCH							
AKOTI							
SEARCH							
No, my research team				de with different to an			
I usually work alone.		ch team. Depending o			. Please rate your vi	iews about your re	esearch
I usually work alone.					. Please rate your vi	iews about your re	esearch not applicab
l usually work alone. would like to know at laboration.	pout your genera	al attitudes and satis	faction with your somewhat	research collaboration			
I usually work alone. would like to know abulaboration. general, collaboration hy research productivity. general, collaboration h	as improved	al attitudes and satis strongly disagree	faction with your somewhat disagree	research collaboration neither agree nor disagree	somewhat agree	strongly agree	not applicab
I usually work alone. e would like to know abuildaboration. general, collaboration hy research productivity. general, collaboration he quality of my research. bilaboration has posed ane burden in my research.	as improved as improved as improved as significant	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicab
I usually work alone. We would like to know abuildaboration. general, collaboration hey research productivity. general, collaboration he quality of my research. Collaboration has posed and burden in my research. The inking about your own the departments, institution.	as improved as improved as improved a significant th. experiences in the significant contains and the s	strongly disagree strongly disagree che past, what barrier zations? Check all the	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicab
e would like to know at laboration. general, collaboration he research productivity. general, collaboration he quality of my research sollaboration has posed a le burden in my research like burden in my research lack of time lack of time lack of funding lack of support staff to limited awareness of limited awarenes	as improved as improved as significant th. experiences in to the state of the stat	strongly disagree strongly disagree che past, what barrier zations? Check all the	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicat
general, collaboration hy research productivity. general, collaboration he quality of my research. collaboration has posed and burden in my research inking about your owner departments, institution lack of funding lack of support staff to limited awareness of proximity to other research lack of interest among	as improved as improved as improved a significant th. experiences in t utions, or organic opportunities to earchers g potential partne	strongly disagree strongly disagree che past, what barrier zations? Check all the	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicat

PARTICIPATION

a typical year:						
ow many department, college and/or un evel committees do you serve on?	niversity					
ow many do you chair?						
, ,						
ve you ever been asked to serve and/oministrator?	or served as departm	ent chair, department	section/area/pro	ogram chair, or cente	er/lab/institute/progra	am director or
		yes			no	
sked to serve:					\circ	
erved:						
you feel you have been excluded from	m participating in imp	ortant decision-makir	ng college and/or	r department level con	mmittees?	
no						
TUTIONAL/DEPARTMENTAL RELAT	TIONSHIPS					
	gues by selecting the	e appropriate respons	e option.			
th your primary department/unit collea	gues by selecting the strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	stronglyagree	not applicable
th your primary department/unit collea by research interests are valued by my obleagues.	gues by selecting the	e appropriate respons	e option.			
th your primary department/unit collea ly research interests are valued by my olleagues. feel pressured to change my research	gues by selecting the strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	stronglyagree	not applicable
th your primary department/unit collea ly research interests are valued by my colleagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my esearch agenda to make tenure/be	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	strongly agree	not applicable
Ith your primary department/unit collea Ity research interests are valued by my olleagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my esearch agenda to make tenure/be romoted. am comfortable asking questions	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	strongly agree	not applicable
th your primary department/unit collear ly research interests are valued by my bolleagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my search agenda to make tenure/be romoted. am comfortable asking questions bout performance expectations. am/was reluctant to bring up issues nat concern me for fear that it	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	strongly agree	not applicable
th your primary department/unit collear ly research interests are valued by my obleagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my search agenda to make tenure/be romoted. am comfortable asking questions bout performance expectations. am/was reluctant to bring up issues nat concern me for fear that it ill/would affect my promotion/tenure. by colleagues expect me to represent	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	strongly agree	not applicable
th your primary department/unit collea ly research interests are valued by my billeagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my esearch agenda to make tenure/be romoted. am comfortable asking questions bout performance expectations. am/was reluctant to bring up issues hat concern me for fear that it fill/would affect my promotion/tenure. ly colleagues expect me to represent he point of view" of my gender. ly colleagues expect me to represent	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	strongly agree	not applicable
th your primary department/unit collea ly research interests are valued by my billeagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my esearch agenda to make tenure/be romoted. am comfortable asking questions bout performance expectations. am/was reluctant to bring up issues hat concern me for fear that it ill/would affect my promotion/tenure. by colleagues expect me to represent the point of view" of my gender. by colleagues expect me to represent the point of view" of my race/ethnicity. by colleagues solicit my opinions bout their research ideas and	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	strongly agree	not applicable
th your primary department/unit collea by research interests are valued by my colleagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my esearch agenda to make tenure/be romoted. am comfortable asking questions bout performance expectations. am/was reluctant to bring up issues hat concern me for fear that it fill/would affect my promotion/tenure. by colleagues expect me to represent he point of view" of my gender. by colleagues expect me to represent he point of view" of my race/ethnicity. by colleagues solicit my opinions bout their research ideas and roblems.	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	stronglyagree	not applicable
th your primary department/unit collea fly research interests are valued by my olleagues. feel pressured to change my research genda in order to fit in. feel/felt pressured to change my esearch agenda to make tenure/be romoted. am comfortable asking questions bout performance expectations. am/was reluctant to bring up issues nat concern me for fear that it rill/would affect my promotion/tenure. fly colleagues expect me to represent the point of view" of my gender. fly colleagues solicit my opinions bout their research ideas and roblems. fly colleagues have lower expectations	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	stronglyagree	not applicable
lease indicate your level of agreement ith your primary department/unit collea My research interests are valued by my solleagues. feel pressured to change my research agenda in order to fit in. feel/felt pressured to change my esearch agenda to make tenure/be bromoted. am comfortable asking questions about performance expectations. am/was reluctant to bring up issues to oncern me for fear that it will/would affect my promotion/tenure. My colleagues expect me to represent the point of view" of my gender. My colleagues expect me to represent the point of view" of my race/ethnicity. My colleagues and problems. My colleagues have lower expectations of me than of other faculty. constantly feel under scrutiny by my solleagues.	strongly disagree	e appropriate respons tend to disagree	neutral	tend to agree	strongly agree	not applicable

been perceived as a legitimate scholar.

 \bigcirc

 \bigcirc

 \bigcirc

 \bigcirc

There are many unwritten rules concerning how one is expected to interact with unit colleagues.

Others seem to find it easier than I to "fit in."

I feel I have received adequate information and feedback about what it

How would you rate your primary department/unit's executive leader (chair or director) in each of the following areas? Select the appropriate response option for each item.

The chair/director of my primary department/unit...

	poor	below average	average	above average	superior
maintains high academic standards.	0	0	0	0	0
s open to constructive criticism.					
s an effective administrator.					
hows interest in faculty.					
ncourages and empowers faculty.					
eats faculty in an even-handed way.		\bigcirc			
elps me obtain resources I need.					
ives me useful feedback about my erformance.		\circ			\circ
rticulates a clear vision.					
rticulates clear criteria for romotion/tenure.		\circ			\circ
onors agreements.		\bigcirc			
andles disputes/problems effectively.		\bigcirc			
ommunicates consistently with faculty.					
reates a cooperative and supportive nvironment.		0			\circ
shows commitment to racial-ethnic liversity.		0	0		

For each item, please select the response option that best corresponds to how much influence you feel you have over the following matters in your primary department/unit:

	really no influence	minor influence	some influence	substantial influence	tremendous influence	not applicable
unit curriculum decisions	0	0	0	0	0	0
size of salary increases I receive						
obtaining money for travel to professional meetings	0		\circ	\circ	\circ	
securing the facilities or equipment I need for my research	0		0	\circ	\circ	
selecting new graduate students or esidents/fellows	0		\circ	0	\circ	
selecting new faculty members to be nired	0		0	0	\circ	
determining who gets tenure						
selecting the next unit head						
affecting the overall unit climate/culture						

Please indicate in the chart below any job-related discrimination you have experienced at UM within the last five years.

Check the boxes indicating the basis for the discrimination (columns labeled: race/ethnicity, gender, sexual orientation, etc.) and the areas in which the discriminatory behavior has affected your career at UM (rows labeled: hiring, promotion, etc.).

Please select all that apply.

Areas affected by the discriminatory behavior

Basis for the discrimination

	not applicable	race/ ethnicity	gender	sexual orientation	physical disability	religious affiliation	other	
hiring								
promotion								

salary							
space/equipment, other resources							
access to administrative staff							
graduate student or resident/fellow assignments							
other (please specify):							
	I						
Within the past 5 years, have you experi questions; unwanted pressure for dates; for sexual favors; stalking; rape or assau	unwanted letters,	ed and uninvited phone calls, or e	sexual attention e-mails; unwanted	(defined as inclu d touching, leanir	ding unwanted se ng over, cornering	exual teasing, jok , or pinching; un	ces, remarks, or wanted pressure
yes							
no							
Did you make an official report of it to an	iyone?						
o yes							
o no							
Why?							
Why not?							
	, mlant ava inatana			al attention?			
In your primary department/unit, how pre	valent are instance	es of unwanted a	na uninvitea sext	uai attention?			
1-not at all prevalent	2		3		4		orevalent
Within the past five years, how many incitate either you or they would define as un	dividuals from UM I	nave come to you ited sexual atter	u concerned about	ut behavior they e	experienced		
Are you now, or in the past five years ha	ive you ever been,	the officially des	ignated person to	whom people re	port incidences of	of unwanted sexu	al attention?
) yes							
o no							
STITUTIONAL/DEPARTMENTAL CLIMA	TE.						
INOTITUTIONAL (DES A DEVENIE)							
INSTITUTIONAL/DEPARTMENTAL CLI	IWAIE						

Please rate the climate of your primary department/unit on the following	Please rate the climate of	f vour primar	v department/unit o	n the following	continuum
--	----------------------------	---------------	---------------------	-----------------	-----------

friendly	0	\bigcirc	\bigcirc	\bigcirc	\circ	hostile
racist						non-racist
homogeneous	0					diverse
disrespectful	0					respectful
collegial	0					contentious
non-sexist	0	\bigcirc	\bigcirc			sexist
collaborative	0	\bigcirc	\bigcirc			individualistic
cooperative	0					competitive
homophobic	0					non-homophobic
not supportive						supportive

Please indicate your level of agreement with each of the following statements concerning the atmosphere in your primary department/unit by selecting the appropriate response option:

	strongly disagree	disagree	neutral	agree	strongly agree
Some faculty have a condescending attitude toward women.	0		0	0	0
Sexist remarks are heard in the classroom.	0		0	0	0
There is equal access for both men and women to lab/research space.	0		\circ	\circ	\circ
The environment promotes adequate collegial opportunities for women.	0				\circ
Men receive preferential treatment in the areas of recruitment and promotions.	0		0	0	\circ
Men are more likely than women to receive helpful career advice from colleagues.	0		0	0	0
In meetings, people pay just as much attention when women speak as when men do.	0		0	0	0
Women are appropriately represented in senior positions.	0		0	0	0
Sex discrimination is a big problem in my department.	0		0	0	0

How often within the last five years at UM have you overheard insensitive or disparaging comments about the following types of people in general, or about

particular people as a member of that group, made by faculty or students? [This does not refer to comments about an individual as an individual.] Please select one for each row. Select "never" if not applicable.

about women in general, or about particular women as "typical" of women

comment made by:

	never	once or twice/year	couple of times/term	more than once/month	weekly
faculty	0	0	0	0	0
students					

about men in general, or about particular men as "typical" of men

comment made by:

	never	once or twice/year	couple of times /term	more than once/month	weekly
	ilevei	once or twice/year	couple of times/term	more man office/mortur	weekly
faculty	0				
students					

about racial/ethnic minorities, or about particular persons of color as "typical" of a racial/ethnic group

comment made by:

faculty students about sexual minorities (that is, gay, lesbian, bisexual and transgender individuals), or about particular persons as "typical" of a sexual minority comment made by: never		never	once or twice/yea	r couple of t	times/term r	more than once/month	weekly
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ERSONAL LIFE				
o you <i>currently</i> have a spouse/part	ner?			
o you currently have a spouse/part	nei :			
yes				
no				
hat, if any, is your spouse's/partne	er's employment or career f	field?		
hat is your spouse's/partner's em	ployment status?			
) full-time				
part-time				
not employed				
hat is your spouse's/partner's pre	ferred employment status a	at this time?		
full-time				
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DEMOGRAPHICS

Age (in years):				
_				
Sex:				
male				
o female				
U.S. citizen?				
○ yes				
o no				
Racial/Ethnic Identification (select one):				
African American				
Asian American				
Euro American				
Latina/o or Hispanic American				
Native American/American Indian				
Mixed (please describe):				
Other (please describe)				
Other (please describe):				
Number of children for whom you do, or have,		1		
provide(d) care:				
Age of youngest:				
Age of oldest:				
If you have children and a spouse/partner, how	w would you describe in ger	eral the distribution of pare	nting responsibilities	hetween you and your
spouse/partner?		,	······g ·····p	,, ,
1		3		5
I handle most of the parenting responsibilities.	The pare 2	nting responsibilities shared equally.	4	My spouse/partner handles most of the parenting responsibilities.
	\circ	\circ		0
Are you responsible for taking care of another	adult, including an adult fan	nily member?		
o yes				
no				
Please indicate your level of responsibility:				
I am solely responsible for taking care of ar	nother adult, including an adul	t family member.		
I share these responsibilities with others.				

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Increptibility to with evenings and weekends discussions of work during the day unexpected time away from work opportunities not disruptions of work during the day unexpected time away from work opportunities not disruptions of work during the day unexpected time away from work opportunities not disruptions of work during the day unexpected time away from work opportunities not disruptions of		Having children has affected my professional life in the following ways:	Having ongoing care responsibilities for a person who is ill, disabled or aging has affected my professional life in the following ways:	My own health issues have affected my professional life in the following ways:
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mespecial time away from work poportunities not offered poportunities not later productions and taken production of the colleges a similar faculty survey in fall, 2006? yes no no maybe lease describe/list the most positive or favorable aspects of your primary department/unit, as well as the most negative or unfavorable aspects of it: ### DISTRICT OF THE COLLEGE				
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Please indicate if you have heard or read about any of the following new or existing initiatives at the University of Michigan. **Acubed project:** Yes No Not sure	IPUS-WIDE INITIATIVES			
Acubed project: Yes No No Not sure	CAMPUS-WIDE INITIATIVES			
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Not sure	○ Yes			
Not sure	○ No			
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A CONTRACTOR OF THE CONTRACTOR	What do you think the Mcubed project	: is about?		

EP workshops (Strategies Toward Excellent Practices (STEP) in Departments of Schools and Colleges):	
Yes No	
Not sure	
hat do you think the STEP workshops are about?	
T (Leadership and Integration in Faculty Transitions) workshops	
Yes	
) No	
Not sure	
hat do you think the LIFT workshops are about?	
PFP (University of Michigan President's Postdoctoral Fellowship Program)	
Yes	
) No	
) Not sure	
hat do you think the PPFP program is about?	