

Survey 2: NSF AdvanceBucknell

Start of Block: Login ID

Q2 Your Unique Identifier: `#{e://Field/ExternalDataReference}`

Q3 You are invited to take part in a research study being conducted by the ADVANCE Team, which is funded by the National Science Foundation (NSF HRD - 2109488; Bucknell IRB# 2122-021). This project aims to identify any existence of systemic inequities and advancement barriers related to gender, race and ethnicity in faculty members, in particular in STEM fields. The information on this page is provided to help you decide whether or not to participate. If you decide you do not want to participate, there will be no penalty to you.

Purpose of Research

The purpose of this study is to gather faculty member's perceptions and experiences of all phases of faculty life: recruitment, hiring, tenure, and promotion at Bucknell, relative to the research question above. Using survey research, we seek to understand faculty members' points of view on department climates, job attitudes, experiences, psychological well being, and physical health. This is the second of three surveys; this survey focuses on retention and tenure experiences.

Privacy

Your contact information will not be linked to your survey responses. Each respondent will be issued an ID number private to you, which will link your responses to the three surveys over time. This prevents respondents from having to complete demographic data on each subsequent survey. These ID numbers will be concealed from the Principal Investigators and in data analysis.

The records of this study will be kept private and confidential including any identifying (e.g., demographic) information you choose to provide. All data will be reported in aggregate and no identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Principal Investigators will have access to the records. Computer files will be protected with a password.

Benefits/Risks

The risks associated with this study are minimal and are not greater than risks ordinarily encountered in daily life. The more that the university administration is informed about the

issues that concern you, the more likely they will be able to do something about them. Thus, this is one way to voice your opinions and concerns.

Respondents who participate in all three surveys will be invited to offer their contact information on the final survey. Providing contact information will enter your name in a drawing for one of three iPads. Your contact information will not be linked to any of your survey responses.

For more information, you may contact Professor JiaJia Dong, at jjd025@bucknell.edu, or any member of the research team, available at:

<https://myweb.bucknell.edu/bucknell-nsf-advance/our-team>

For questions about your rights as a research subject, or if you have complaints, concerns about the research, you may contact the Bucknell University Institutional Review Board, by emailing Prof. Matthew Slater, mhs016@bucknell.edu.

You have the choice whether or not to be included in this research study. You may decide to not begin or to stop participating at any time. There will be no effect on your employment at Bucknell University or your relationship with NSF.

By completing the survey, you are giving permission to the investigators to use your information for research purposes and climate improvement-related activities.

Thank you.
Advance Bucknell

[Downloadable Survey Information](#)

End of Block: Login ID

Start of Block: Demographics

Q25 Did you complete the ADVANCE Survey #1 on Recruitment & Hiring?

Yes (1)

No (2)

Skip To: End of Block If Did you complete the ADVANCE Survey #1 on Recruitment & Hiring? = Yes

Q26 Was the first date of your appointment at Bucknell University as a faculty member prior to AY 2015-2016?

Yes (1)

No (2)

Skip To: Q27 If Was the first date of your appointment at Bucknell University as a faculty member prior to AY 201... = Yes

Skip To: Q28 If Was the first date of your appointment at Bucknell University as a faculty member prior to AY 201... = No

Q27 What year were you hired by Bucknell University as a faculty member?

2012-2014 (8)

2009-2011 (11)

2006-2008 (3)

2003-2005 (4)

2000-2002 (10)

1997-1999 (9)

1994-1996 (5)

1991-1993 (6)

Pre-1990 (7)

Q28 What is your rank?

- Lecturer/Visiting Assistant (untenured) (1)
 - Assistant (untenured) (2)
 - Associate (untenured) (4)
 - Associate (tenured) (5)
 - Full (untenured) (6)
 - Full (tenured) (7)
 - Emerita (8)
 - Other (9) _____
 - I prefer not to answer (10)
-

Q29 How long have you been at this current rank?

- 0-2 years (1)
 - 3-5 years (2)
 - 6-10 years (3)
 - 11-15 years (4)
 - 16-20 years (5)
 - 21-25 years (6)
 - 26-30 years (7)
 - more than 30 years (8)
 - I prefer not to answer (9)
-

Q30 How old were you at the time of your tenure track appointment?

- Not on a tenure track appointment (1)
 - 25-30 (2)
 - 31-35 (3)
 - 36-40 (4)
 - 41-45 (5)
 - 46-50 (6)
 - 51-55 (7)
 - 56-60 (8)
 - 61-65 (9)
 - 66-70 (10)
 - 66-70 (11)
 - 71-75 (12)
 - 76-80 (13)
 - I prefer not to answer (14)
-

Q31 What is your departmental affiliation?

College (1)

Department (2)

- College of Arts & Sciences (1)
- College of Arts & Sciences ~ Art & Art History (2)
- College of Arts & Sciences ~ Biology (3)
- College of Arts & Sciences ~ Chemistry (4)
- College of Arts & Sciences ~ Economics (5)
- College of Arts & Sciences ~ Education (6)
- College of Arts & Sciences ~ English (7)
- College of Arts & Sciences ~ English Language Institute (8)
- College of Arts & Sciences ~ Environmental Studies and Sciences (9)
- College of Arts & Sciences ~ Geography (10)
- College of Arts & Sciences ~ Geology (11)
- College of Arts & Sciences ~ Hispanic Studies (12)
- College of Arts & Sciences ~ History (13)
- College of Arts & Sciences ~ Interdisciplinary Studies (Africana Studies, Film Studies, Journalism Studies, Religious Studies, Women's & Gender Studies) (14)
- College of Arts & Sciences ~ International Studies (15)
- College of Arts & Sciences ~ Languages, Cultures & Linguistics (16)

- College of Arts & Sciences ~ Mathematics (17)
- College of Arts & Sciences ~ Music (18)
- College of Arts & Sciences ~ Philosophy and Humanities (19)
- College of Arts & Sciences ~ Political Science (20)
- College of Arts & Sciences ~ Physics & Astronomy (21)
- College of Arts & Sciences ~ Psychology (22)
- College of Arts & Sciences ~ Religious Studies (23)
- College of Arts & Sciences ~ Sociology & Anthropology (24)
- College of Arts & Sciences ~ Theater & Dance (25)
- College of Arts & Sciences ~ College of Arts & Sciences Dean's Office (26)
- College of Arts & Sciences ~ Other (27)
- College of Management (28)
- College of Management ~ Accounting & Financial Management (29)
- College of Management ~ Analytics & Operations Management (30)
- College of Management ~ Management & Organizations (31)
- College of Management ~ Markets, Innovation & Design (32)
- College of Management ~ College of Management Dean's Office (33)
- College of Management ~ Other (34)

- College of Engineering (35)
 - College of Engineering ~ Biomedical Engineering (36)
 - College of Engineering ~ Chemical Engineering (37)
 - College of Engineering ~ Civil & Environmental Engineering (38)
 - College of Engineering ~ Computer Science & Engineering (39)
 - College of Engineering ~ Electrical & Computer Engineering (40)
 - College of Engineering ~ Mechanical Engineering (41)
 - College of Engineering ~ College of Engineering Dean's Office (42)
 - College of Engineering ~ Other (43)
-

Q32 Have you been a Visiting Assistant Professor at Bucknell University?

- Yes (1)
 - No (2)
 - I prefer not to answer (3)
-

Q33 Did you work as a faculty member at another institution prior to coming to Bucknell?

- Yes (1)
 - No (2)
 - I prefer not to answer (3)
-

Q34 Did you work as a post-doc prior to coming to Bucknell?

- Yes (4)
 - No (5)
 - I prefer not to answer (6)
-

Q35 Have you been a parent while on your tenure track appointment?

- Not on a tenure track appointment (1)
 - Yes (2)
 - No (3)
 - I prefer not to answer (4)
-

Q36 Are you a first generation college student? (defined as being the first person in your immediate family to attend college)

- Yes (4)
 - No (5)
 - I prefer not to answer (6)
-

Q37 What is your gender?

- Male (1)
 - Female (2)
 - Transgender (3)
 - Non-binary (4)
 - I prefer not to answer (5)
 - Prefer to self-describe (6) _____
-

Q38 What is your race?

- White (1)
 - African American (2)
 - American Indian/Alaska Native (3)
 - Asian (4)
 - Native Hawaiian (5)
 - Pacific Islander (6)
 - Other (7)
 - More than one (8)
 - I prefer not to answer (9)
-

Q39 What is your ethnicity?

- Hispanic (1)
 - Non-Hispanic (2)
 - Other (3) _____
 - I prefer not to answer (4)
-

Q40 What is your age?

- 25-30 (1)
 - 31-35 (2)
 - 36-40 (3)
 - 41-45 (4)
 - 46-50 (5)
 - 51-55 (6)
 - 56-60 (7)
 - 61-65 (8)
 - 66-70 (9)
 - 66-70 (10)
 - 71-75 (11)
 - 76-80 (12)
 - I prefer not to answer (13)
-

Q41 Do you consider yourself a member of a religious minority at Bucknell?

- Yes (1)
 - No (2)
 - Not sure (3)
 - I prefer not to answer (4)
-

Q42 What was your citizenship status at the time of hire?

- US Citizen (1)
 - Permanent Resident (2)
 - Other (3)
 - I prefer not to answer (4)
-

Q43 Is English one of your heritage, home languages?

- Yes (4)
 - No (5)
 - I prefer not to answer (6)
-

Q44

Growing up, what social class position would you use to describe your family?

- Upper class (1)
 - Middle class (2)
 - Working class (3)
 - Low income (4)
 - Not sure (5)
 - Not applicable in my national experience (6)
 - I prefer not to answer (7)
-

Q45 What is the highest education level earned by your primary caregiver?

	Some high school (1)	High school diploma/GE D (3)	Associate's degree (4)	Bachelor's degree (5)	Master's degree (6)	Ph.D. or professional degree (e.g., JD, MD) (7)	Not sure (8)	Not Applicable (9)
Primary Caregiver (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Demographics

Start of Block: Experiences during the untenured period

Q50 Experiences During the Untenured Period

Q46 Were you hired into a tenure track position at Bucknell?

- Yes (1)
 - No, I'm in a non tenure track position (2)
 - No, other (4)
-

Q47 Did you use your untenured leave?

- Yes - 1 semester (1)
 - Yes - 1 year (2)
 - No (3)
 - Prefer not to answer (4)
-

Q48 How do you feel the Untenured Faculty Leave affected your progress towards tenure?

- Negatively (1)
- Slightly Negatively (2)
- Neutral (3)
- Slightly Positively (4)
- Positively (5)
- I haven't taken my leave yet (7)
- Prefer not to answer (8)

Q99 Feel free to tell us anything about your untenured leave, such as advice you received about it, and/or how it influenced your experience positively or negatively.

Q54

Who was helpful in shaping your decision regarding taking your untenured leave?

Check all that apply.

- Not on a tenure track position (1)
- I haven't taken untenured leave yet (2)
- Departmental colleagues (3)
- Department chair (4)
- Dean/Associate dean (5)
- College colleagues (7)
- Family (8)
- Partner/spouse (9)

Q100 Please elaborate on any particulars you feel are relevant to your decisions on tenure clock extensions (i.e., perceptions of different advice to different candidates, pressure not to take a leave in a particular format, etc.)

Q49 What are your plans for the COVID gap year option?

- Not eligible (10)
- I'm already tenured (7)
- I am eligible for one, and I have already used it (1)
- I am eligible for one, and I plan on using it. (2)
- I am eligible for two, and I will or have already used one. (3)
- I am eligible for two, and I will or have already used both. (8)
- I am eligible for one or two, but will not use any. (4)
- Undecided (9)
- I didn't know about a COVID gap year extension(s) (5)
- Prefer not to answer (6)

Q101 Please elaborate on any particulars you feel are relevant to your decisions on using the COVID gap year extension(s) (i.e., perceptions of different advice to different candidates, pressure not to take a leave, etc.)

Q51 Did you have one or more of the following experiences while you were an Assistant Professor at Bucknell University that may have warranted an extension to your tenure clock? (check all that apply)

- Not on a tenure track position (1)
- Childbirth/adoption/eldercare/other dependent care duties (2)
- My own personal health/medical issues/reasons (3)
- Other; please specify if you would like to (4)

- I did not have any of these experiences during that time (5)
- I prefer not to answer (6)

Q52 To date, how many tenure clock extensions did you request (regardless of how many you received)?

- 0 (1)
 - 1 (6)
 - 2 (2)
 - 3 (3)
 - more than 3 (4)
 - prefer not to answer (5)
-

Q53 To date, how many tenure clock extensions did you receive?

- 0 (1)
- 2 (2)
- 3 (3)
- more than 3 (4)
- prefer not to answer (5)

Q56 With respect to your tenure clock, how supportive were the following individuals in regards to your extension(s)?

	Very Supportive (1)	Supportive (2)	Neutral (3)	Unsupportive (4)	Very Unsupportive (5)	I don't know (6)	N/A (7)	Prefer not to answer (8)
Departmental Colleagues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Chair (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean/Associate Dean (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Members (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner/Spouse (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Experiences during the untenured period

Start of Block: Perceptions of your workplace, personal/professional outcomes

Q57 Perceptions of Your Workplace, Personal/Professional Outcomes

Q58 How satisfied are you with each of the following?

	Very Satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	Very Dissatisfied (5)	Not Applicable to my situation (6)	Prefer not to answer (7)
Opportunity to collaborate with other faculty. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of social interaction with members of my department. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current salary in comparison to the salaries of my Bucknell colleagues. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to recruit students to work with me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get support at <u>Bucknell</u> to obtain external funding. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get support <u>outside Bucknell</u> to obtain external funding. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of intellectual stimulation in my day-to-day contacts with faculty colleagues. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which my service is recognized. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which my professional accomplishments are recognized. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Space/resources provided to me to do my scholarship/research. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Departmental decisions and the process to reach them. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching assignments: courses, teaching schedule, classroom resources. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q102 Feel free to articulate any experiences related to these questions that had an impact on you.

Q59 Please indicate your level of agreement with each of the following statements, considering your life at the university, as a whole.

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Unsure (6)	Prefer not to answer (7)
I find new and interesting aspects in my work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can stand the pressure of my work well. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I find myself merely going through the motions at work. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my work, I often feel emotionally drained. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel disgusted with work. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I will be able to continue successfully performing my current job. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current job is well within the scope of my abilities. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have so much work to do that it takes away from my personal interests. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family/friends comment that I am preoccupied with my work while I am at home. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work takes up time that I'd like to spend with family/friends . (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My personal demands are so great that it takes away from my work. (15)

My colleagues dislike how often I am preoccupied with my personal life while at work. (16)

I am satisfied with my life. (18)

I am satisfied with my job. (19)

I like working at Bucknell University. (21)

I believe that other institutions offer better working environments than Bucknell. (22)

I plan to or am actively looking for another job outside of academia. (25)

I plan to or am actively looking for another job in academia. (26)

Q103

Please indicate your level of agreement with each of the following statements, considering your life at the university, as a whole.

How has COVID-19 impacted your overall lived experience of the facets below?

	Positively (+) (1)	Neutral (=) (2)	Negatively (-) (3)	Prefer not to answer (7)
I find new and interesting aspects in my work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can stand the pressure of my work well. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find myself merely going through the motions at work. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my work, I often feel emotionally drained. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel disgusted with work. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I will be able to continue successfully performing my current job. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current job is well within the scope of my abilities. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have so much work to do that it takes away from my personal interests. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My family/friends comment that I am preoccupied with my work while I am at home. (12)

My work takes up time that I'd like to spend with family/friends. (13)

My personal demands are so great that it takes away from my work. (15)

My colleagues dislike how often I am preoccupied with my personal life while at work. (16)

I am satisfied with my life. (18)

I am satisfied with my job. (19)

I like working at Bucknell University. (21)

I believe that other institutions offer better working environments than Bucknell. (22)

I plan to or am actively looking for another job outside of academia. (25)

I plan to or am actively looking

for another job in
academia. (26)

Page Break

Q60 Please describe your work history while being employed at Bucknell. Select all that apply.

- Prior to earning tenure, I looked for a new job during my time at Bucknell (1)
 - After earning tenure, I looked for a new position outside of Bucknell (2)
 - I started at Bucknell as a VAP and was hired into a tenure-track position here (3)
 - I am currently a VAP on the job market (4)
 - None of the above (5)
 - I prefer not to answer (6)
-

Q61 My current scholarly trajectory is aligned with achieving tenure at Bucknell University.

- N/A - I am not on a tenure-track (1)
 - N/A- I am tenured (2)
 - Strongly disagree (3)
 - Disagree (4)
 - Unsure (5)
 - Agree (6)
 - Strongly agree (7)
 - Prefer not to answer (8)
-

Q62 How would you rate your overall level of scholarly productivity compared to researchers at your rank in your area/discipline at similar undergraduate-focused institutions.

- Higher (5)
 - Similar (4)
 - Lower (2)
 - Unsure (1)
 - Prefer not to answer (8)
-

Q63 How would you rate your professional network compared to other researchers at your rank in your area/discipline at similar undergraduate-focused institutions?

- Stronger (1)
- Average (3)
- Weaker (4)
- Unsure (6)
- Prefer not to answer (7)

Q64 My department colleagues...

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)	Unsure (6)	Prefer not to answer (7)
care about my well-being. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
care about my general satisfaction at work. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
care about my opinions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are willing to extend themselves in order to help me perform my job to the best of my ability. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
value my professional contributions. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

respect who I am as a person (e.g., my cultural heritage, my nationality, etc.). (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think my scholarly contributions are consistent with faculty at similar undergraduate-focused institutions. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65 Rate the following statements based on your perceptions of the philosophy or the beliefs held by the majority of your department.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Unsure (6)	Prefer not to answer (9)
Work should be the primary priority in a person's life. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is considered taboo to talk about life outside of work. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals who take time off to attend to personal matters are not committed to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

their work.

(3)

It is assumed that the most productive faculty are those who put their work before their personal life.

(4)

The ideal faculty member is one who is available 24 hours a day.

(5)

The ideal faculty member could come from any demographic background.

(6)

Q104 Feel free to articulate any experiences related to these questions that had an impact on you.

Q68 Thinking about yourself and how you normally feel about work, to what extent do you generally feel:

	Always (1)	Much of the time (2)	Sometimes (3)	Rarely (4)	Never (5)	Prefer not to answer (6)
Respected (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hostile (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valued (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Perceptions of your workplace, personal/professional outcomes

Start of Block: Perceptions of workplace diversity

Q75 Perceptions of Workplace Diversity

Q76

Please respond to the following prompts relative to your department, using the indicated Likert scale.

For purposes of this survey, BIPOC refers to all Black, Indigenous, People of Color Faculty members. A person of color refers to a non-white individual.

In my department...

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)	Unsure (6)	Prefer not to answer (7)	N/A (9)
the climate for <u>all</u> women is good. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the climate for <u>non-binary faculty</u> is good. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
women are <u>less likely</u> than men to be invited to give scholarly talks in my department. (3)	<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>non-binary faculty</u> are <u>less likely</u> than men to be invited to give scholarly talks. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
we have taken steps to enhance the climate for <u>all</u> women. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
we have taken steps to enhance the climate for <u>non-binary faculty</u> . (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
we have made an effort to recruit women faculty. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
we have made an effort to recruit non-binary faculty. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
some faculty members have a condescending attitude toward women. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
some faculty members have a condescending attitude toward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

non-binary faculty and staff. (13)

sexist remarks are heard. (16)

there is equal access to space/resources for faculty of all gender identities. (15)

the environment provides adequate collegial opportunities for women. (17)

the environment provides adequate collegial opportunities for non-binary colleagues. (18)

men receive preferential treatment in the area of recruitment. (19)

men are more likely than women to receive helpful career advice from colleagues. (20)

men are more likely than non-binary faculty to receive helpful career advice from colleagues. (21)

in department meetings, people pay just as much attention when women speak as when men do. (22)

in department meetings, people pay just as much attention when non-binary

<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

white faculty members receive preferential treatment in the area of recruitment. (37)

white faculty members are more likely than BIPOC faculty to receive helpful career advice from departmental colleagues. (38)

in department meetings, people pay just as much attention when BIPOC faculty speak as when white faculty do. (39)

racial and ethnic discrimination is a problem. (41)

white faculty members receive preferential treatment during retention/promotion. (42)

Q77

Please respond to the following prompts relative to students in your classes, using the indicated Likert scale.

Students hold differential expectations...

Strongly agree (1)

Agree (2)

Neutral (3)

Disagree (4)

Strongly disagree (5)

Unsure (6)

Prefer not to answer (7)

based on a faculty member's gender identity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on a faculty member's sexuality. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on a faculty member's ethnicity. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on a faculty member's nationality. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on a faculty member's race. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q108

Please respond to the following prompts relative to students in your classes, using the indicated Likert scale.

Students have criticized my teaching...

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)	Unsure (6)	Prefer not to answer (7)
based on my gender identity. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on my sexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

orientation. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on my ethnic identity. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on my nationality. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
based on my racial identity. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of any form of discrimination that other faculty members have experienced from students. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q93 Feel free to articulate any experiences related to the questions above that had an impact on you.

End of Block: Perceptions of workplace diversity

Start of Block: Treatment (How am I treated?)

**Q78
TREATMENT (HOW AM I TREATED?)**

The following questions concern inappropriate workplace behaviors. Please keep in mind that that data will be aggregated and individual responses will not be identified. This survey is an effort to collect data; employees are encouraged to report inappropriate workplace behavior through other resources, e.g., supervisors, the risk & misconduct reporting site. ([Bias Incident Policy](#))

Q79

During the **PAST 12 MONTHS** have the following groups engaged in the following behaviors **TOWARD YOU?**

Please check all that apply.

	Administrator (1)	Faculty Colleagues (2)	Staff Members (3)	Students (4)
Put you down or was condescending to you. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid little attention to your statements or showed little interest in your opinion. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made demeaning or derogatory remarks about you. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doubted your judgment on a matter over which you have responsibility. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made jokes at your expense. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interrupted or spoke over you. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gossiped about you. (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questioned your expertise or credentials. (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressed you inappropriately. (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made hostile, sarcastic, or threatening comments to you. (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made slurs based on personal characteristics (e.g., race, sex, religion, sexual orientation, etc.). (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenged your authority. (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took credit for a contribution you made. (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q94 Feel free to articulate any experiences related to the questions above that had an impact on you.

Page Break

Q105

During the PAST 12 MONTHS have you observed an administrator, faculty member (including your department chair), staff, or student engage in the following behaviors TOWARD FEMALE FACULTY MEMBER(S) in your department?

Please check all that apply.

	Administrator (1)	Faculty Member (2)	Staff Member (3)	Student (4)
Not applicable in my department. (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put down or was condescending. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid little attention to their statements or showed little interest in their opinion. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made demeaning or derogatory remarks. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doubted their judgment on a matter over which they have responsibility. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made jokes at their expense. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interrupted or spoke over them. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gossiped about them. (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questioned their expertise or credentials. (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressed them inappropriately. (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Made hostile, sarcastic, or threatening comments to them. (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made slurs based on personal characteristics (e.g., race, sex, religion, sexual orientation, etc.). (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenged their authority. (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took credit for a contribution they made. (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q95 Feel free to articulate any experiences related to the questions above that had an impact on you.

Page Break

Q82

During the **PAST 12 MONTHS** have you **observed** an administrator, faculty member (including your department chair), staff, or student engage in the following behaviors **TOWARD NON-BINARY FACULTY MEMBER(S)** in your department?

Please check all that apply.

	Administrator (1)	Faculty Member (2)	Staff Member (3)	Student (4)
Not applicable in my department. (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put down or was condescending. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid little attention to their statements or showed little interest in their opinion. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made demeaning or derogatory remarks. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doubted their judgment on a matter over which they have responsibility. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made jokes at their expense. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interrupted or spoke over them. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gossiped about them. (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questioned their expertise or credentials. (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Addressed them inappropriately. (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made hostile, sarcastic, or threatening comments to them. (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made slurs based on personal characteristics (e.g., race, sex, religion, sexual orientation, etc.). (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenged their authority. (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took credit for a contribution they made. (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q98 Feel free to articulate any experiences related to the questions above that had an impact on you.

Page Break

Q83

During the PAST 12 MONTHS have you observed an administrator, faculty member (including your department chair), staff, or student engage in the following behaviors TOWARD BIPOC FACULTY MEMBER(S) in your department?

Please check all that apply.

	Administrator (1)	Faculty Member (2)	Staff Member (3)	Student (4)
Not applicable in my department (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put down or was condescending. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid little attention to their statements or showed little interest in their opinion. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made demeaning or derogatory remarks. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doubted their judgment on a matter over which they have responsibility. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made jokes at their expense. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interrupted or spoke over them. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gossiped about them (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questioned their expertise or credentials. (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Addressed them inappropriately. (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made hostile, sarcastic, or threatening comments to them. (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made slurs based on personal characteristics (e.g., race, sex, religion, sexual orientation, etc.). (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenged their authority. (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took credit for a contribution they made. (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q97 Feel free to articulate any experiences related to the questions above that had an impact on you.

Page Break

Q80 Outside of Covid-specific issues and protocols, how frequently do you feel or experience these behaviors at work? Please respond as accurately and honestly as possible using the scale below.

	All the time (1)	Frequently (2)	Sometimes (3)	Once in a while (4)	Rarely (5)	Never (6)	Prefer not to answer (7)
I am kept up-to-date on any policy changes that are relevant to my professional success. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through no fault of my own, I seem to be one of the last to find out about information related to work. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am left out of inside jokes in my department. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues share recent updates in their lives. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If something interesting happens at work, my colleagues tell me about it. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues keep me up-to-date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

on
work-related
information.

(8)

Colleagues
ignore me.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

(9)

Colleagues
leave the
area when I
enter. (10)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My greetings
have gone
unanswered.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

(11)

Colleagues
avoid me.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

(12)

Colleagues
shut me out
of the
conversation
. (14)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Colleagues
refuse to talk
to me. (15)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Colleagues
treat me as if
I weren't
there. (16)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Colleagues
invite me for
a coffee
break, lunch,
etc.. (17)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q96 Feel free to articulate any experiences related to these questions that had an impact on you.

End of Block: Treatment (How am I treated?)

Start of Block: Text- additional comments

Q107 Please feel free to share any additional comments that you may have in the space below.

End of Block: Text- additional comments
