



Massachusetts Institute of Technology

MIT 2008 Faculty Survey

Welcome MIT Faculty!

Thank you for taking part in this survey to examine the quality of the work life environment for faculty and instructional staff at MIT. This survey is part of a national effort, and a number of MIT's peer institutions are administering surveys with many of the same questions.

The survey is voluntary, and you may answer as few or as many questions as you wish. Your survey responses will be treated as extremely confidential. Individual identifiers (MIT ID, Name, Email) will be removed from the data file prior to analysis. Results of the survey will be shared in summary form only.

The survey will take 30-40 minutes to complete. I know that your time is valuable. I urge you to participate so that we may better understand the issues that affect you and how to address them.

If you have any questions about this survey, please contact facultysurvey@mit.edu or Lydia Snover at lsnover@mit.edu.

Sincerely,
L. Rafael Reif
Provost

SURVEY INSTRUCTIONS

Once you submit a section by hitting the "next" button, your answers will be saved for that section. After you have submitted a section, you may go back to it by using the back arrow on your browser. You may also return to the survey at a later time by returning to the link you received by email. Your previously submitted answers will be displayed for you to edit if you wish. If you edit answers in a section, you must click the "next" button for that section to save the changes.

Begin the survey >>

SATISFACTION

1. Overall, how satisfied are you being a faculty member at MIT?

- Very dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied

SATISFACTION

2. Specify the degree to which you are satisfied with each of the following:

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable
Compensation:						
Salary	—	—	—	—	—	—
Start-up funds	—	—	—	—	—	—
Benefits (e.g., medical, retirement)	—	—	—	—	—	—
Resources:	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable
Availability of nearby parking	—	—	—	—	—	—
Office space	—	—	—	—	—	—
Lab or research space	—	—	—	—	—	—
Classroom space	—	—	—	—	—	—
Library resources	—	—	—	—	—	—
Computer resources	—	—	—	—	—	—
Clerical and administrative staff	—	—	—	—	—	—
Technical and research staff	—	—	—	—	—	—
Computing support staff	—	—	—	—	—	—
Support for securing grants	—	—	—	—	—	—
Other resources to support research	—	—	—	—	—	—
Discretionary funds	—	—	—	—	—	—
Health and medical on-campus resources	—	—	—	—	—	—
Medical insurance options	—	—	—	—	—	—
Teaching/advising/research/ administrative service:	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable
Teaching responsibilities	—	—	—	—	—	—
Access to teaching assistants	—	—	—	—	—	—
Advising responsibilities	—	—	—	—	—	—
Quality of graduate students	—	—	—	—	—	—
Quality of undergraduate students	—	—	—	—	—	—
Time available for scholarly work	—	—	—	—	—	—
Committee and administrative responsibilities	—	—	—	—	—	—

WORKLOAD

1. Overall, how would you rate the reasonableness of your workload?

- Much too light
- Too light
- About right
- Too heavy
- Much too heavy

2. Please tell us about the classes you taught during the 2007 calendar year, including IAP 2007, Spring 2007 and Fall 2007.

	Classes primarily for undergraduates	Classes primarily for graduate/professional students
How many classes (excluding independent studies) did you teach during the 2007 calendar year, including IAP 2007, Spring 2007 and Fall 2007?	[dropdown]	[dropdown]
How many students, total, did you teach in these classes?	__ students	__ students
How many TAs, total, did you work with in these classes?	[dropdown]	[dropdown]
How many of these classes were close to your research interests?	[dropdown]	[dropdown]

3. Advising: How many of each of the following types of advisees do you have now? Also, please provide your best estimate on the number of your advisees who are women and underrepresented minorities. For our purposes, an underrepresented minority is defined as African American, Latino/a (Hispanic), or Native American.

Advisee Type	Number of Advisees: Total	Number of Advisees: Women	Number of Advisees: Underrepresented Minorities
Undergraduate students	[dropdown]	[dropdown]	[dropdown]
Graduate students	[dropdown]	[dropdown]	[dropdown]
Postdoctoral associates or fellows	[dropdown]	[dropdown]	[dropdown]
Informal student advisees	[dropdown]	[dropdown]	[dropdown]

WORKLOAD

4. Please indicate the number of committees (formal and ad hoc) you served on within the last year, excluding thesis committees:

Committee Type	Number
Departmental committees	[dropdown]
Other Institute committees	[dropdown]
External committees or boards related to your discipline (e.g., accreditation; editor of a journal; officer of a professional association)	[dropdown]

5. Have you ever served in any of the following administrative capacities? If so, did you receive teaching relief in exchange for taking on this administrative responsibility? (Check all that apply.)

	Served in administrative capacity?			Received teaching relief?		
	Never	Serving currently or served within the past five academic years	Served prior to the past five academic years	Yes	No	N/A
Chair of department	—	—	—	—	—	—
Director of a center, program, or institute	—	—	—	—	—	—
Dean, associate dean, or assistant dean	—	—	—	—	—	—
Chair of a promotion/tenure committee	—	—	—	—	—	—
Other administrative capacity (please specify below)	—	—	—	—	—	—

If you are serving currently or served within the past five academic years in an other administrative capacity, please specify your role:

If you served prior to the past five academic years in an other administrative capacity, please specify your role:

WORKLOAD

6. In the past 12 months, how many of each of the following did you submit?

	0	1	2	3	4	5	6	7	8	9	10+
Papers for publication in peer-reviewed journals	__	__	__	__	__	__	__	__	__	__	__
Papers for presentation at conferences	__	__	__	__	__	__	__	__	__	__	__
Books: authored	__	__	__	__	__	__	__	__	__	__	__
Books: edited	__	__	__	__	__	__	__	__	__	__	__
Chapters in books	__	__	__	__	__	__	__	__	__	__	__
Other scholarly or creative works (please specify) __	__	__	__	__	__	__	__	__	__	__	__
Grant proposals	__	__	__	__	__	__	__	__	__	__	__

7. During an academic year, how many hours is your typical work week?

[dropdown]

8. Division of Time: As you think about how you spend your time in an academic year, how many hours do you spend on each of the following work-related activities in a typical week?

	Hours spent on this activity in a typical week?
Teaching (including preparing materials for class, lecturing, etc.)	[dropdown]
Meeting or communicating with students outside of class (office hours, advising, supervising research, writing letters of recommendation, etc.)	[dropdown]
Scholarship or conducting research (including writing, attending professional meetings, etc.)	[dropdown]
Fulfilling administrative responsibilities/ committee work/ University service	[dropdown]
External paid consulting	[dropdown]
Other work-related activities. Please specify: __	[dropdown]

9. During a typical week during the academic year, how many hours of sleep do you get, on average, each night?

[dropdown]

WORKLOAD

10. How many hours a day do you typically spend reading and answering email?

[dropdown]

11. Do you handle your email or does someone else screen email for you?

I handle my email

Someone else screens my email for me

12. Please indicate the extent to which each of the following aspects of work has been a source of stress for you over the past twelve months.

	Not at all	Somewhat	Extensive	Not applicable
Timing of departmental meetings and functions	___	___	___	___
Managing a research group or grant (e.g., finances, personnel)	___	___	___	___
Securing funding for research	___	___	___	___
Scholarly productivity	___	___	___	___
Teaching responsibilities	___	___	___	___
Advising responsibilities	___	___	___	___
Committee and/or administrative responsibilities	___	___	___	___
Review/ promotion process	___	___	___	___
Departmental or campus politics	___	___	___	___
Bias/discrimination/unfairness in procedures	___	___	___	___

13. Have you perceived that another faculty member at MIT did not give you appropriate credit for your work (e.g., as co-author of a grant proposal, co-author of a publication, contributions of service to a committee or departmental task, etc.)?

Not at all

To some extent

To a large extent

TEACHING AND TEACHING SUPPORT

1. Using as an example a course that is typical of the type of courses you teach, what percentage of class time do you devote to each of the following:

	Classes primarily for undergraduates	Classes primarily for graduate/professional students
Lecture	[dropdown]	[dropdown]
Discussion	[dropdown]	[dropdown]
In-class problems, exercises, writing, etc.	[dropdown]	[dropdown]

2. Do students work in groups or teams during class time in your courses?

	Yes	No
In classes primarily for undergraduates	___	___
In classes primarily for graduate/professional students	___	___

3. Do you keep up to date with developments in teaching and learning in your field?

___ Yes ___ No

4. What is your primary source of assistance for your use of technology for classroom teaching?

___ TA/RA

___ Consultant/staff from central organization (IS&T/Academic Computing, Libraries, DUE, OCW, OEIT, ACCORD)

___ Departmental staff

___ Self

___ Other, please specify: ___

___ Not applicable

5. What is your level of satisfaction with this source of support?

___ Very dissatisfied

___ Somewhat dissatisfied

___ Neither dissatisfied nor satisfied

___ Somewhat satisfied

___ Very Satisfied

___ Not applicable

PERCEPTIONS OF CLIMATE AND OPPORTUNITIES

1. Please indicate your agreement or disagreement with the following statements. Some of the questions refer to treatment or perceptions based on race/ethnicity. For our purposes, a minority is defined as African American, Latino/a (Hispanic), or Native American.	Strongly DISAGREE	Somewhat DISAGREE	Neither agree nor disagree	Somewhat AGREE	Strongly AGREE	N/A
My colleagues value my research/scholarship.	—	—	—	—	—	—
My colleagues value my contributions to teaching.	—	—	—	—	—	—
My colleagues value my service and administrative contributions.	—	—	—	—	—	—
I am satisfied with opportunities to collaborate with faculty in my primary department.	—	—	—	—	—	—
I am satisfied with opportunities to collaborate with faculty in other departments at MIT.	—	—	—	—	—	—
I feel I am given the opportunity to serve on important committees.	—	—	—	—	—	—
I feel I am given the opportunity to assume important administrative responsibilities.	—	—	—	—	—	—
Interdisciplinary research is recognized and rewarded by my department.	—	—	—	—	—	—
My chair/director/dean creates a collegial and supportive environment.	—	—	—	—	—	—
My chair/director/dean helps me obtain the resources I need.	—	—	—	—	—	—
I have a voice in the decision-making that affects the direction of my department.	—	—	—	—	—	—
I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	—	—	—	—	—	—
My department is a good fit for me.	—	—	—	—	—	—
My department is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental obligations.	—	—	—	—	—	—
My department values time spent on non-MIT activities.	—	—	—	—	—	—
It is important to my department that I am physically in my office or lab.	—	—	—	—	—	—
I would feel comfortable taking a leave for personal reasons.	—	—	—	—	—	—
I feel excluded from an informal network in my department.	—	—	—	—	—	—
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	—	—	—	—	—	—
I feel that a diversified faculty (one with a critical mass of ethnic minority representation) is important for MIT's continued academic excellence.	—	—	—	—	—	—
I feel that the climate and opportunities for minority faculty at MIT are at least as good as those for non-minority faculty.	—	—	—	—	—	—
I feel that the climate and opportunities for female faculty at MIT are at least as good as those for male faculty.	—	—	—	—	—	—
I have been discriminated against or denied something at MIT because of my sexual orientation.	—	—	—	—	—	—
I have colleagues in my department who are my personal friends.	—	—	—	—	—	—
I have colleagues at MIT who are my personal friends.	—	—	—	—	—	—
My department's procedures are fair and equitable to all.	—	—	—	—	—	—
My department's procedures are transparent and open for discussion.	—	—	—	—	—	—
My department's allocation of committee assignments are fair and equitable to all.	—	—	—	—	—	—

PERCEPTIONS OF CLIMATE AND OPPORTUNITIES

2. In your daily encounters on the MIT campus, has anyone ever assumed that you were:

	Yes	No
a student	—	—
support staff	—	—
a trespasser	—	—

3. To what degree do you think your department/school/MIT in general is committed to increasing the ethnic minority representation of faculty?

	Not committed at all	Somewhat committed	Very committed	Insufficient information to assess
Department	—	—	—	—
School	—	—	—	—
MIT in general	—	—	—	—

4. In your professional career at MIT, have you experienced bias or exclusion due to your gender, race or other personal characteristic:

	Not at all	To some extent	To a large extent
by a superior	—	—	—
by a colleague	—	—	—
by a student	—	—	—

5. We'd like to hear your thoughts about faculty diversity. In particular, what are your thoughts about incentive programs for hiring ethnic minority faculty?

MENTORING

1. In making career transitions, some people seek professional advice, counseling or mentoring. Did you receive advice or guidance in making the transition to MIT?

- Yes, as a matter of departmental or school policy at MIT
 Yes, through my own initiative here at MIT
 Yes, through my own initiative outside MIT
 No, I didn't receive counseling and/or guidance

2. While at MIT, have you served as a mentor for another faculty member?*(Check all that apply.)*

- Yes, through a formal program Yes, informally No

3. Have you had a FORMAL mentor within your department?

- Yes, one was assigned to me Yes, one was chosen by me
 No *(please go to Question 5)*

4. How helpful have you found this FORMAL mentoring?

- Very unhelpful Somewhat unhelpful Neither helpful nor unhelpful
 Somewhat helpful Very helpful Not applicable

Please provide any suggestions you have about improving FORMAL mentoring at MIT.

5. While at MIT, have you had one or more INFORMAL mentors (someone not officially assigned to you who gives advice on career issues and/ or advocates for you in your discipline; this could include someone outside MIT)?

- Yes No *(please go to Question 7)*

6. How helpful have you found this INFORMAL mentoring?

- Very unhelpful
 Somewhat unhelpful
 Neither helpful nor unhelpful
 Somewhat helpful
 Very helpful
 Not applicable

7. While at MIT, do you feel as though you have received adequate mentoring?

- Yes No Not applicable

8. Do you think you have been mentored in a comparable manner to your peers?

- Mentored less than peers Mentored equal to peers
 Mentored more than peers Don't know / not applicable

9. If you are or were junior faculty at MIT, did you have a mentor(s) during your time as junior faculty?

- Yes, a formal mentor Yes, an informal mentor No
 Not applicable (I was not junior faculty at MIT)

In what ways was your mentor helpful? _____

In what ways was your mentor not helpful? _____

PROGRAMMING NOTE: if other3 from demo file=nontenure, SKIP to "HIRING / RETENTION"

PROMOTION / TENURE

Questions seen only by tenured (senior) and tenure-track (junior) faculty

1. Do you agree that the criteria for tenure are clearly communicated?

- Strongly disagree
 Somewhat disagree
 Neither agree nor disagree
 Somewhat agree
 Strongly agree
 Don't know

2. In your experience, to what extent are the following items valued in the tenure process?

	Valued slightly or not at all	Somewhat valued	Highly valued	Don't know	Not applicable
Research/ scholarly work	—	—	—	—	—
Teaching contributions	—	—	—	—	—
Departmental Service	—	—	—	—	—
Service to MIT	—	—	—	—	—
Professional reputation	—	—	—	—	—
Collegiality	—	—	—	—	—
Fit with the department's mission	—	—	—	—	—
Assessment by your peers outside of MIT	—	—	—	—	—
Obtaining grants/funding	—	—	—	—	—

3. How appropriately are these items valued in the tenure process?

	Very undervalued	Somewhat undervalued	Valued appropriately	Somewhat overvalued	Very overvalued	Don't know	Not applicable
Research/ scholarly work	—	—	—	—	—	—	—
Teaching contributions	—	—	—	—	—	—	—
Departmental Service	—	—	—	—	—	—	—
Service to MIT	—	—	—	—	—	—	—
Professional reputation	—	—	—	—	—	—	—
Collegiality	—	—	—	—	—	—	—
Fit with the department's mission	—	—	—	—	—	—	—
Assessment by your peers outside of MIT	—	—	—	—	—	—	—
Obtaining grants/funding	—	—	—	—	—	—	—

PROMOTION / TENURE

Questions seen only by tenured (senior) and tenure-track (junior) faculty

4. At any time since you started working at MIT, have you received relief from teaching or other workload duties for personal reasons, including care giving for a child or parent, your own health concerns, or a family crisis?

- Yes, within the past year
- Yes, more than a year ago but within the past five years
- Yes, more than five years ago
- No (*please skip Question 5*)

5. How supportive was your department concerning your relief from teaching or other workload duties?

- Very unsupportive
- Somewhat unsupportive
- Neither supportive nor unsupportive
- Somewhat supportive
- Very supportive
- Not applicable

6. At any time since you started working at MIT, have you had your tenure clock slowed or stopped for personal reasons, including care giving for a child or parent, your own health concerns, or a family crisis?

- Yes, within the past year
- Yes, more than a year ago but within the past five years
- Yes, more than five years ago
- No (*please skip Question 7 and select Next to move to the next section*)

7. How supportive was your department concerning stopping or slowing your tenure clock?

- Very unsupportive
- Somewhat unsupportive
- Neither supportive nor unsupportive
- Somewhat supportive
- Very supportive
- Not applicable

PROMOTION / TENURE: Perceptions of Promotion and Tenure
Questions seen only by tenured (senior) and tenure-track (junior) faculty

1. Please provide your best estimate of what percentage of tenure track faculty receive tenure at MIT. [dropdown]

2. Do you consider the promotion and tenure review process at MIT to have the right balance between transparency and confidentiality?

- Yes
- No
- Don't know

If No, how can transparency of the process be improved without sacrificing confidentiality of reviews?

3. Have you ever reviewed MIT's policies and procedures regarding promotion and tenure?

- Yes No
- If No, why not? ___

4. Are you familiar with MIT's grievance procedure regarding promotion and tenure review?

- Yes No

5. Do you think the current practice of promotion and tenure review works reasonably well?

- Yes No

6. To what extent do you understand the criteria used for the following:

	Not at all	To some extent	To a great extent
Reappointment of Assistant Professors	___	___	___
Promotion from Assistant Professor to Associate Professor without tenure	___	___	___
Promotion from Associate Professor without tenure to Associate Professor with tenure	___	___	___

7. Do you understand the various steps involved in a promotion/tenure review?

	Yes	No
How Committee members are selected for review?	___	___
How external reviewers are selected?	___	___
How internal reviewers are selected?	___	___
What kind of weight is given to teaching/research/service?	___	___

8. Did you progress from junior faculty to tenured faculty while at MIT?

- Yes, I progressed from junior faculty to tenured faculty while at MIT
- No, I was hired as tenured MIT faculty
- No, I am currently junior faculty

PROGRAMMING NOTE: if person hasn't moved from junior to tenure at MIT, skip to "HIRING / RETENTION"

PROMOTION / TENURE: Current Practice
Questions seen only by tenured (senior) and tenure-track (junior) faculty

1. How frequently did you receive feedback on your performance before you were formally reviewed for promotion/tenure?

- Never
- Less than once a year
- Once a year
- More than once a year

2. Who described to you how the process of promotion and tenure review works at MIT?
(Check all that apply.)

- Dean
- Department Head
- Your mentor
- Other faculty
- No one
- Other

3. In your opinion, to what extent do the following practices enhance the ability of a junior faculty member to get tenure?

	Not at all	To some extent	To a great extent	No opinion/ don't know
Research leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduced teaching load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources for attending professional meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generous start-up funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving regular feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Which current practices make it difficult for junior faculty to meet MIT's standard for tenure?

5. What kind of feedback prior to the promotion and tenure process is most useful?

6. Are you aware of any good practices by other universities comparable to MIT which MIT may want to adopt in improving the efficiency, fairness and/or transparency of the promotion and tenure review process?

HIRING / RETENTION

1. In the last five years, while at MIT, have you received a formal or informal outside job offer that you took to your department head or dean?

- Yes
- No (*Please go to Question 3*)

2. Has that formal or informal outside job offer(s) resulted in adjustments to any of the following:

(Check all that apply.)

- Salary
- Benefits
- Course load
- Administrative responsibilities
- Leave time
- Summer salary
- Special timing of the tenure clock
- Equipment/ laboratory/ research start-up
- Employment for spouse/ partner
- Other (please specify) ___
- None

3. In the next three years, how likely are you to leave MIT?

- Very unlikely
- Somewhat unlikely
- Neither likely nor unlikely
- Somewhat likely
- Very likely

HIRING / RETENTION

4. To what extent, if at all, have you considered the following as reasons to leave MIT?

	Not at all	To some extent	To a great extent	Not Applicable
To increase your salary	—	—	—	—
To improve your prospects for tenure	—	—	—	—
To enhance your career in other ways	—	—	—	—
To find a more supportive work environment	—	—	—	—
To increase your time to do research	—	—	—	—
To pursue a nonacademic job	—	—	—	—
To reduce stress	—	—	—	—
To address child-related issues	—	—	—	—
To address elder-care related issues	—	—	—	—
To improve the employment situation of your spouse/ partner	—	—	—	—
To lower your cost of living	—	—	—	—
To garner more respect	—	—	—	—
Retirement	—	—	—	—
Other (please specify) —	—	—	—	—

LIFE OUTSIDE THE INSTITUTION

1. Overall, how satisfied are you with your life outside MIT?

Very Dissatisfied
 Somewhat Dissatisfied
 Neither Dissatisfied nor Satisfied
 Somewhat Satisfied
 Very Satisfied

2. Please indicate the extent to which each of the following aspects of your life outside MIT has been a source of stress for you over the past twelve months.

	Not at all	Somewhat	Extensive	Not applicable
Managing household responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care of someone who is ill, disabled, aging, and/ or in need of special services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inability to pursue outside interests and avocations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of time to think and reflect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of time for non-work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate your satisfaction with the following:

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable
The way you divide your time between work and personal/family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way you divide your attention between work and personal/family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well your work life and your personal/family life fit together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ability to integrate the needs of your work with those of your personal/family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you have a spouse or domestic partner?

Yes, I have a spouse
 Yes, I have a domestic partner
 No

5. How many children do you have in total? [dropdown]

6. Are you currently caring for or managing care for an aging and/ or ill parent, spouse, or other relative? Yes No

7. Are you currently a member of one of the MIT Health Plans managed by the MIT Medical Department? Yes No

8. All MIT employees are eligible to receive basic outpatient care in the MIT Medical Department, whether or not they belong to the MIT Health Plan.

I was not aware of this.

I was aware of this.

I was aware of this and have received basic outpatient care, although I do not belong to the MIT Health Plan.

9. How valuable a benefit is the availability of on-campus health care in the MIT Medical Department to you?

Of no value

Not very valuable

Valuable

Very valuable

Extremely valuable

Don't know

10. Considering your age, how would you describe your overall physical health?

Poor

Fair

Good

Excellent

PROGRAMMING NOTE: if totchild=0, SKIP p18.html; if spouse=3 (no spouse), skip Your Children / Childcare

LIFE OUTSIDE THE INSTITUTION:
Your Children / Childcare

1. How many children do you have in the following age ranges?

Age ranges	Number of children					
	0	1	2	3	4	5 or more
0-4 years	___	___	___	___	___	___
5-12 years	___	___	___	___	___	___
13-17 years	___	___	___	___	___	___
18-23 years	___	___	___	___	___	___
24 or older	___	___	___	___	___	___

2. Which description best describes your childcare arrangements?

- In your home by a spouse/relative
- In your home by a paid professional/nanny/babysitter
- Outside your home at an MIT child care center
- Outside your home at a child care center near your home
- Outside your home at a child care center near your work
- I do not use childcare resources
- Other, please specify ___

3. How much do you (and your spouse if applicable) spend on average PER MONTH for child care (e.g. daycare, babysitter, nanny)?

[dropdown]

4. How difficult was it for you to locate appropriate childcare?

- Very difficult
- Somewhat difficult
- Not difficult at all
- Not applicable

PROGRAMMING NOTE: if spouse=3 (no spouse) from p17.html, skip Your Spouse / Domestic Partner

LIFE OUTSIDE THE INSTITUTION:

Your Spouse / Domestic Partner

1. What is your spouse's/ domestic partner's employment status?

- | | |
|---|--|
| <input type="checkbox"/> Faculty member at MIT | <input type="checkbox"/> Employed elsewhere in some other capacity |
| <input type="checkbox"/> Post-doctoral fellow/Research associate at MIT | <input type="checkbox"/> Not employed and actively seeking employment |
| <input type="checkbox"/> Graduate student at MIT | <input type="checkbox"/> Not employed and not currently seeking employment |
| <input type="checkbox"/> Employed at MIT in some other capacity | <input type="checkbox"/> Other (please specify) ___ |
| <input type="checkbox"/> Faculty member elsewhere | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Post-doctoral fellow/ Research associate elsewhere | |
| <input type="checkbox"/> Graduate student elsewhere | |

If your spouse/ domestic partner is employed at MIT, please answer Question 2, otherwise skip to Question 3:

2. How did it happen that both you and your spouse/ domestic partner came to be employed at MIT? Please select the one response that comes closest to describing your situation.

- We became partners after we were both employed at MIT
- My spouse/ partner and I were recruited /retained by MIT as a couple
- I was recruited by MIT and employment for my spouse/ partner followed
- My spouse/ partner was recruited by MIT and employment for me followed
- Not applicable

3. How satisfied is your spouse/ domestic partner with his/ her employment situation?

- | | |
|---|---|
| <input type="checkbox"/> Very dissatisfied | <input type="checkbox"/> Very satisfied |
| <input type="checkbox"/> Somewhat dissatisfied | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Neither satisfied nor dissatisfied | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Somewhat satisfied | |

4. Do you and your spouse/ domestic partner have a commuting relationship, where one or both of you commute to another community (more than an hour away) for work, or where you live in different communities (more than an hour away) from one another?

- No, my spouse/ partner lives and works in the same community as me
- Yes, my spouse/ partner and I live together, but one or both of us commutes or travels frequently to another community for work
- Yes, my spouse/ partner and I live in separate communities at least part of the time
- Not applicable

5. Has your spouse/ domestic partner had problems finding an appropriate job in this area?

- Yes No Not applicable

6. How satisfied are you with MIT's spouse/ domestic partner benefits?

- Very dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied
- Not applicable

7. Were you aware that any woman who bears a child during her tenure probationary period will have that period automatically extended by one year?

- Yes No

DEMOGRAPHICS

To better understand our faculty, we'd like to ask a few more questions about your background and experiences.

1. What is your gender?

- Male
- Female

2. What is your race or ethnic group? (Check all that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other ___

3. What is your sexual orientation?

- Heterosexual
- Bisexual
- Homosexual
- Other, please specify ___

4. Is English your first language?

- Yes No

5. Were you born in the U.S.?

- Yes No

6. If you were not born in the U.S., at what stage in your life did you first settle in the U.S.?

- Before high school
- During high school
- During college
- During graduate/professional school
- At the first professional employment at MIT
- At the first professional employment at another institution
- Other (please specify) ___

OVERALL ASSESSMENT

1. If I had to decide all over again to be a faculty member at MIT, I would again choose to be a faculty member here.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

2. Use a few words to describe the two most important positive aspects of the current MIT environment for you.

3. Use a few words to describe the two most important negative aspects of the current MIT environment for you.

4. If you would like to see improvement in the atmosphere/climate of your academic unit or more generally at MIT, what remedies or strategies would you suggest?

Thank you for filling out this survey.

The results of the survey will be available late Spring 2008. The data will be used extensively by the Office of the Associate Provost for Faculty Equity and Institutional Research, Office of the Provost. If you have any questions about this survey, please contact facultysurvey@mit.edu or Lydia Snover at lsnover@mit.edu.

Resources for MIT Faculty

MIT Faculty Resources

<http://web.mit.edu/faculty/>

ACCORD

<http://web.mit.edu/accord/>

Teaching With Technology

<http://web.mit.edu/teachtech/>