

Methods and Data for the 2008-2009 UMass Caregiver Equity Study

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Data were collected as part of a faculty caregiver equity study commissioned by the Joint Administration-MSP Work-Life committee. This project was funded by the Office of Faculty Development's Mellon Mutual Mentoring fund, the UMass Provost's Office, and the Massachusetts Society of Professors. To best understand the experience of faculty, the study used a two-pronged research approach: survey and focus-groups.

Data Collection Procedures

Survey. The survey data were collected in two waves. In December 2008 all faculty, tenure-line and non-tenure line, were sent an email invitation from the faculty union to participate in the survey, including a link to the survey. In February 2009, all faculty were emailed again to participate in the web-based survey. Using campus mail, all faculty were simultaneously sent a paper version of the survey. It was stressed that faculty only participate in the survey one time. To maximize anonymity, participation of individual faculty members was not traced. Rather, we monitored the response rates of departments and colleges, contacting deans, department chairs, and individual faculty to encourage departmental participation. It is possible the sample is skewed towards faculty union, because the email invitation was sent from the union. However, the provost's office also asked deans and department chairs to encourage their faculty to participate, which may have counteracted any bias. Seven hundred and twenty people *started* the surveys (a 61% response rate), but only three hundred and forty nine faculty completed surveys, (a 30% response rate).¹

The survey included time-use measures for professional and personal activities, with special attention to caregiving responsibilities broadly defined as time spent caring for children, elders, or other long term care. Data was also collected on demographic measures, such as gender, age, and race/ethnicity, family structure, professional time-line (year of highest degree, year of hire, year of tenure etc.), publications and other measures of productivity, job satisfaction, service positions held, research and grant support, and income. The full survey instrument appears in Appendix A of this document.

The time-use component of the survey used stylized questions for professional and personal activities. Stylized questions provide respondents with a fixed set of categories (e.g. how much time did you spend on research, teaching, and mentoring).² We maximized reliability by providing a discrete list of activities for each category of time use. The following list explains the activities listed in the surveys.

- **Research or Creative Activities:** Research, reading, writing, meeting with research assistants or collaborators, presenting at conferences, practicing, performing, directing, or composing
- **Teaching:** Teaching undergraduate and graduate courses or independent studies, teaching preparation, grading, emailing and office hours
- **Mentoring:** Assisting with senior theses, serving on committees, reading and commenting on papers, advising, emailing and writing letters of recommendation

¹ This response rate is average for a web-based survey (Shih and Fan 2008).

² This is in contrast to time diary or beeper studies where respondents simply report what they were doing at a given time. While we would have preferred the time diary or beeper approach, it would have been prohibitively expensive. Stylized questions are still the most widely used form of time-use data collection since they are more affordable than time-diary or beeper studies.

- **Service to the University:** Serving on committees, attending meetings, emailing, organizing or participating in workshops or forums, mentoring and advising other faculty members, participating in faculty senate, and holding MSP leadership positions.
- **Service to your Professional Discipline:** Reviewer for professional journal, press, or foundation/agency, editor for professional journal, peer-review panels, serving on associational committees, attending meetings, emailing & organizing conferences or workshops, application of expertise, technology transfers, clinical work
- **Housework and Home Maintenance:** Shopping, cooking, cleaning, laundry, paying bills, and home repair
- **Childcare:** Meeting the needs of or spending time with children and teenagers under the age of 18
- **Eldercare:** Providing physical care, emotional support, spending time with, and assisting with daily living tasks, finances, transportation, or housekeeping, for adults age 65+
- **Other Long Term Care:** Providing physical care, emotional support, spending time with, and assisting with daily living tasks, finances, transportation, or housekeeping, for a family member or friend between the ages of 18 and 65

Respondents were asked to provide weekly time use estimates for professional and personal activities for the five-day workweek (120 hours) and for the weekend (48 hours). We asked them to provide us with data for the preceding week, or if that week was atypical, a typical week. Estimates were collected for a full week rather than a single day because there was concern the sample would not be large enough to provide the variation necessary to collect data on all of the time-use variables of interest. Additionally, academics balance between multiple roles to move forward professionally and to maintain lives outside of work. The aim of our study is to understand how each respondent balances these activities. Collecting time-use data as a weekly average allows us to observe time-use trade-offs for each respondent in a way daily time-use estimates do not (Jacobs and Gerson 2004); it is not likely an individual would engage in all the tasks which she or he is responsible for in one day. However, there is a methodological trade-off.

While we are able to observe individual time-use patterns, weekly time-use estimates are potentially skewed for two main reasons. First, weekly estimates push respondents beyond the bounds of accurate memory recall (Robinson and Godbey 1997). Second, stylized data are more susceptible to social desirability bias (Budig and Folbre 2004). Given the strengths and weakness of stylized weekly estimates, this study provides an important window into faculty time-use *patterns*; the most extensive time-use study of its kind.

Focus groups: Six focus group luncheons for faculty were held in April of 2009. One additional focus group was held in March 2009 for librarians. All librarians, lecturers, assistant professors, and associate professors were sent an email invitation to participate in the focus groups. Of the 100+ faculty and librarians who responded to the invitation, 77 participated. After the focus groups were completed, all those who did not attend a focus group were sent an invitation to individually answer the questions posed in the focus groups--13 completed the questions.

The focus groups were divided by rank with three groups held for contract and junior faculty, two group held for associate faculty, and one focus group held for contract, junior, and associate. Faculty worked in small groups of 3-5 for the first 15-20 minutes. Each group answered: (1) what challenges have you experienced regarding work-life balance while employed at the University of Massachusetts and (2) what types of programs, services, and/or other support would help you most in terms of navigating work-life balance? Groups answered these questions on a worksheet and were asked to star or rank the most pressing issues and the solutions they would most like to see implemented. After working in small groups a larger group discussion was facilitated by a representative from the faculty union and a representative from the administration. All but one of these sessions were

facilitated by one white man and one Asian-American woman; one session was facilitated by two white women.

Sample

Survey: Survey respondents tended to be parents; 67 percent have at least one child. However, mothers and non-mothers participated at nearly equal rates while only 24 percent of male respondents without children participated in the study, speaking to a continued notion that work-life balance is primarily about family and family concerns primarily affect women. Male and female faculty responded in nearly equal proportion—53 percent of the sample is female while 45 percent is male. In comparison, the population gender composition is 38 percent and 61 percent respectively. The higher response rate for women than men in this sample is consistent with other campus studies focused on issues related to gender and/or caregiving (University of Wisconsin, 1999; Sutior et al. 2001). Although we have no University-wide data on care – many survey respondents were parents. This may reflect realities in the larger population, although it may be that parents were more likely to respond to our survey.

Table 1 provides a comparison of the sample to the population in terms of gender, rank and college respectively. Caitlin Divver compiled data for the population, supplementing a publicly available list of all faculty with information on gender and college gleaned from the University web-site and the Faculty Directory of the 2008/2009 Guide to Undergraduate Programs. Gender was determined by name, picture, and/or pronouns used on departmental websites, as well as personal familiarity with certain faculty members. Individuals were coded as missing, when this information was not available, mostly in the case of lecturers.

Table 1: Comparison of sample for survey and faculty population

	Survey Sample	UMass Population
Gender		
Men	45% (n=156)	61% (n=707)
Women	51% (n=179)	38% (n=447)
Missing	4% (n=14)	1% (n=11)
Rank		
Lecturer	17% (60)	21% (242)
Assistant	26% (89)	17% (202)
Associate	24% (83)	23% (236)
Full	29% (100)	34% (391)
Missing	5% (17)	6% (67)
College		
Commonwealth College	2% (7)	1% (12)
School of Education	5% (17)	5% (56)
College of Engineering	4% (12)	7% (84)
College of Humanities & Fine Arts	22% (77)	21% (250)
School of Management	5% (16)	7% (78)
College of Natural Resources & the Environment	9% (31)	10% (122)
College of Natural Sciences & Mathematics	17% (59)	21% (245)
School of Nursing	2% (6)	3% (30)
School of Public Health & Health Sciences	6% (22)	4% (51)
College of Social & Behavioral Sciences	22% (76)	16% (187)
	6% (21)	4% (50)

* **“Other” rank includes research professors, visiting professors, extension professors, etc.

Focus groups: Table 2 provides a comparison of the focus group sample to the population in terms of gender, rank and college respectively. The majority of focus group participants were women-- 66 percent of participants were female compared 34 percent male.

We did not solicit the participation of full professors, both because full professors were somewhat less likely to report high levels of work-life conflict in the survey, and because we felt that associate and assistant professors and lecturers might require more immediate responses to their experiences of work-life conflict. Among those that we solicited, participation was split nearly equally by rank; 35 percent of participants were contract faculty, 31 percent junior, and 34 percent associate. These groups are all overrepresented, vis-à-vis the faculty population as a whole, since we did not include full professors.

Table 1: Comparison of sample for survey and faculty population

	Survey Sample	UMass Population
Gender		
Men	34% (n=22)	61% (n=707)
Women	66% (n=43)	38% (n=447)
Missing		1% (n=11)
Rank		
Lecturer	35% (23)	21% (242)
Assistant	31% (20)	17% (202)
Associate	34% (22)	23% (236)
Full	Not solicited	34% (391)
Missing		6% (67)
College		
Commonwealth College	9% (6)	1% (12)
School of Education	9% (6)	5% (56)
College of Engineering	5% (3)	7% (84)
College of Humanities & Fine Arts	17% (11)	21% (250)
School of Management	0% (0)	7% (78)
College of Natural Resources & the Environment	5% (3)	10% (122)
College of Natural Sciences & Mathematics	14% (9)	21% (245)
School of Nursing	2% (1)	3% (30)
School of Public Health & Health Sciences	3% (2)	4% (51)
College of Social & Behavioral Sciences	22% (14)	16% (187)
Other/Missing	16% (10)	4% (50)

By college, faculty the College of Social and Behavioral Sciences were overrepresented in the focus groups, as were faculty from the School of Education and Commonwealth College. Faculty from SOM were underrepresented (none took part), as well as faculty from the Colleges of Natural Resources and the Environment, College of Natural Science and Mathematics, and College of Engineering.

The American Time Use Survey

In some of our reports, we compare our data to data from the American Time Use Survey. American Time Use Survey (ATUS) respondents are drawn from a subset of the Current Population Survey (CPS), creating nationally representative estimates of how Americans spend their time. Respondents report their activities from the previous day, describing how long the activity took, who was in the room or accompanied them during the activity, and where the activity took place. In order to observe variation in time-use patterns, the sample is split evenly between time-use reported for a weekday (Monday-Friday) and time-use reported for a weekend (Saturday and Sunday). The ATUS runs from 2003 to present, providing opportunities to observe changes in time-use over time.

The data used in this paper were drawn from the American Time Use Survey Data Extract System (ATUS-X) (Abraham et al. 2008). ATUS-X allows researchers to download both ATUS data and its companion CPS data, and to generate new time-use variables combining time-use activities of your choosing. The researcher also has the ability to specify where the activity took place, the time of day, and whether or not the respondent was also providing child care at the time.

We use a data set which aggregates all available waves of the ATUS (2003-2007), a sample with 72,922 respondents. To generate a comparable sample, we restrict the sample to “post-secondary teachers,” (N=502).

Appendix A

1. Indicate your overall agreement/disagreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My department/program provides a supportive environment for achieving work-life balance.	◇	◇	◇	◇	◇
My department/program provides a supportive environment for achieving my professional goals.	◇	◇	◇	◇	◇
I am satisfied with my job.	◇	◇	◇	◇	◇
I expect to stay at UMass Amherst for the long term.	◇	◇	◇	◇	◇
I frequently feel overwhelmed achieving work-life balance.	◇	◇	◇	◇	◇

Work/Life Balance

Academics are required to split their time & energy in multiple directions to move forward professionally. This section charts time-use both on the job and at home.

2. Estimate the number of hours you spent on each **professional activity** during the **last 5-day work week**, or if last week was not a typical work week, the number of hours spent on each activity during a typical semester's work week. Rough estimates are fine. (There are 120 hours in a 5-day work week, and 48 hours in a weekend).

		Number of hours spent during last/a typical 5-day week	Number of hours spent during last/a typical weekend	N/A
a.	Teaching or teaching related activities (e.g., <i>teaching undergraduate & graduate courses or independent studies, teaching preparation, grading, emailing & office hours</i>)			
b.	Mentoring Undergraduate Students, Graduate Students, Post-Docs (e.g., <i>assisting with senior theses, serving on committees, reading and commenting on papers, advising, emailing & writing letters of recommendation</i>)			
c.	Service to the University & your Department/Program (e.g., <i>serving on committees, attending meetings, emailing, organizing or participating in workshops or forums, mentoring and advising other faculty members, participating in faculty senate, & holding MSP leadership positions</i>)			
d.	Service to your Professional Discipline & Community (e.g., <i>reviewer for professional journal, press, or foundation/agency, editor for professional journal, peer-review panels, serving on associational committees, attending meetings, emailing & organizing conferences or workshops, application of expertise, technology transfers, clinical work</i>)			

e.	Research or Creative Activities (e.g., research, reading, writing, meeting with research assistants or collaborators, presenting at conferences, practicing, performing, directing, or composing)			
f.	Other Professional Activities			

If you answered other professional activity, please

specify: _____

3. Record the number of hours you spent on each personal activity during the last 5-day work week , or if last week was not a typical work week, report the number of hours spent on each activity during a typical semester's work week. Rough estimates are fine. (There are 120 hours in a work week.)				
		Number of hours spent during last/a typical 5-day week	Number of hours spent during last/a typical weekend	N/A
a.	Housework and Home Maintenance (shopping, cooking, cleaning, laundry, paying bills, & home repair)			
b.	Leisure (spending time with your partner, spouse, or friends, participating in sports or recreation, enjoying or participating in arts or entertainment for pleasure, reading or writing for pleasure, working on hobbies, playing games, or time spent on any activity which helps you unwind & relax)			

c.	Self care (meeting your own physical and mental health needs; getting a massage, meditating, visiting doctors or other health care professionals, doing stress management exercises, exercising for therapy for medical reasons, taking time off when sick, tending an injury or illness)			
d.	Childcare (Meeting the needs of or spending time with children & teenagers under the age of 18)			
e.	Eldercare (providing physical care, emotional support, spending time with, & assisting with daily living tasks, finances, transportation, or housekeeping, for adults age 65+)			
f.	Other Long Term Care (providing physical care, emotional support, spending time with, & assisting with daily living tasks, finances, transportation, or housekeeping, for a family member or friend between the ages of 18 & 65)			
g.	Other Personal Activities (caring for pets, or any other personal activities not included above)			
h.	Sleeping			

If you answered other personal activity, please

specify: _____

4. You reported how many hours you spent providing care and housework during the work week and during the weekend. Excluding services provided by paid caregivers, estimate how many hours of care and housework did others provide to the same individuals last week , or if last week was not a typical week, during a typical semester's week (whether or not you were also present).					
	Number of hours of Childcare	Number of hours of Eldercare	Number of hours of Other Long Term Care	Number of hours of Housework and Home Maintenance	Not Applicable

Partner/Spouse					
Family members					
Friends					

5. During your employment by UMass Amherst, have you had any unexpected or intense periods of caregiving related to the needs of a family member or friend?

Yes → go to 5a

No → skip to 6

5a. How long was this cumulative period or periods of time and how did you balance work

responsibilities? _____

Family

6. Are you raising or have you raised any children?

Yes → go to 7

No → skip to 11

7. For each child you have raised, please enter their year of birth and the year they entered your household. Indicate the work arrangements (if any) you took at that time, checking all that apply.

	Year of birth	If applicable (e.g., adoption, stepchild) year of entry to household	Took parental or paid leave? (One semester is 15 weeks)	Took sabbatical?	Took unpaid leave? (One semester is 15 weeks)	Stopped tenure clock?	Describe other arrangements made to adjust workload?	Describe Partners' arrangements made to adjust workload?	
1 st Child			<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> None <hr/> <hr/> <hr/>	<input type="checkbox"/> Not partnered <hr/> <hr/> <hr/>	
2 nd Child			<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> None <hr/> <hr/> <hr/>	<input type="checkbox"/> Not partnered <hr/> <hr/> <hr/>	Not Applicable <input type="checkbox"/>
3 rd Child			<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> None <hr/> <hr/> <hr/>	<input type="checkbox"/> Not partnered <hr/> <hr/> <hr/>	Not Applicable <input type="checkbox"/>
4 th Child			<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes, I took ____ weeks off. <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> None <hr/> <hr/> <hr/>	<input type="checkbox"/> Not partnered <hr/> <hr/> <hr/>	Not Applicable <input type="checkbox"/>

			◊ No	◊ N/A	◊ No	◊ N/A			
			◊ N/A						
5 th Child			◊ Yes, I took ____ weeks off.	◊ Yes	◊ Yes, I took ____ weeks off.	◊ Yes	◊ None	◊ Not partnered	Not Applicable ◊
			◊ No	◊ No	◊ No	◊ No			
			◊ No		◊ No				
			◊ N/A	◊ N/A	◊ N/A	◊ N/A			

If you had additional children, please record information about them below:

8. Have you used the childcare facilities at UMass?

Yes → skip to 9

No → go to 8a

8a. What were your reasons for not using the UMass childcare

facilities? _____

9. Are you the member of your household who has or had primary responsibility for ensuring the care of your child/children?

- Yes
- No
- Equally shared
- Other (space to type)

10. Excluding services provided by paid caregivers, please estimate the percentage of the caregiving in the household that you have provided your child/children, including those children who have left the home.

- 0—19%
- 20—39%
- 40—59%
- 60—79%
- 80—100%

11. What is your current marital or relationship status?

- Single→skip to 21
- Partnered→go to 12
- Married→go to 12
- Other/Partnered→go to 12
- Other/No Partner→skip to 21

12. Please record the following information about your spouse/partner:

Gender	<input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Transgender <input type="radio"/> Other
Average number of hours of paid employment each week	
Primary Occupation	
Employed by Umass?	<input type="radio"/> Yes→ go to 13 <input type="radio"/> No→ skip to 14

13. What is your partner's/spouse's position (select all that apply)?

- Tenure Line Faculty
- Contract Faculty
- Librarian
- Administration
- Staff
- Student Employee
- Other _____

14. Did your spouse or partner seek employment at UMass Amherst at any time?

- Yes
- No

15. What is the length, in minutes, of your spouse's/partner's round trip commute? ____

16. Do you live with your partner or spouse?

- Yes
- No
- Some of the time

17. Does your partner or spouse live somewhere else for work?

- Yes→go to 18
- No→skip to 20

18. How many hours away does your partner or spouse live? ____

19. How many days each week do you spend apart? ____

20. Overall, how would you describe your partner's/spouse's support of your career.

- Very supportive
- Supportive
- Neutral
- Unsupportive
- Very unsupportive

21. Have you ever been (select all that apply):

- Divorced
- Widowed
- Not Applicable

22. How long does it take to get from your home to campus?

- 0-10 minutes
- 11-20 minutes
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-75 minutes
- 76-90 minutes
- 90 minutes+

Professional Activities

23. Have you ever held a major service position (e.g., Department Chair/Head, Associate Dept. Chair/Head, Graduate Director, Undergraduate Director) within your department or program?

- Yes→go to 23a
- No→skip to 24

23a Record the title and term of each major service position you have held or currently hold:

	Position Title	Term (e.g.	Did you receive monetary	Did you receive a
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		1992-1994)	compensation?	course release?
Position 1	<input type="radio"/> Department Chair/Head <input type="radio"/> Associate Department Chair/Head <input type="radio"/> Graduate director <input type="radio"/> Undergraduate director <input type="radio"/> Other		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Position 2	<input type="radio"/> Department Chair/Head <input type="radio"/> Associate Department Chair/Head <input type="radio"/> Graduate director <input type="radio"/> Undergraduate director <input type="radio"/> Other		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Position 3	<input type="radio"/> Department Chair/Head <input type="radio"/> Associate Department Chair/Head <input type="radio"/> Graduate director <input type="radio"/> Undergraduate director <input type="radio"/> Other		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Position 4	<input type="radio"/> Department Chair/Head <input type="radio"/> Associate Department Chair/Head <input type="radio"/> Graduate director <input type="radio"/> Undergraduate director <input type="radio"/> Other		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

If you selected "other," please specify:

The following information about career timing will help us to establish whether time to promotion is equitable across the University. As a reminder, this survey is anonymous and information cannot be used to identify respondents.

24. Please provide a rough outline of your professional career:

Event	Year of Event? (e.g. 1975)	Not Applicable
Your Birth Date (year you were born).		
Date of most recent Doctoral or terminal degree.		
Date you were Hired at UMass.		
Date you started the Tenure-Clock at UMass.		
Start date of Lecturer position at UMass.		
Start date of Assistant Professor faculty position at UMass.		
Date you received Tenure at UMass.		
Start date of Associate Professor faculty position at UMass.		
Start date of Full Professor faculty position at UMass.		

25. Did you hold any other faculty positions before coming to UMass (check all that apply)?

- Yes, a tenure-line faculty position
- Yes, a non-tenure-line faculty position
- No

Any additional information you would like to add about your career?

26. What is your highest degree (*select all that apply*)?

- PhD
- EdD
- JD
- MFA
- MD
- DBA
- MA/MS
- DMA
- DVM
- LLB
- LLM
- SJD
- Other: _____

27. What is your primary department/program affiliation (e.g. English)? _____

28. If applicable, what is your secondary department affiliation? _____

29. Is your appointment a full-time or part-time appointment?

- Full-time
 - Part-time
- If part-time, please specify the percentage of time: _____

30. What is the length of your appointment for the 2008/2009 academic year?

- Not applicable
- Nine months
- Twelve months
- Other: _____

31. What is the standard course load, if known, for tenure-line faculty in your department (e.g. 2-2, 3-2)? _____

Not applicable

32. What is the standard course load, if known, for contract faculty in your department (e.g. 2-2, 3-2)? _____

Not applicable

33. What is your standard course load, including any regular course overloads that you teach (e.g. 2-2, 3-2)? _____

Not Applicable

34. To the best of your memory, what is a rough count of your number of publications, performances, conference/workshop presentations & showings for the past five years :		
	Number (e.g. 2)	Not Applicable
Total Number of peer review articles (include peer-reviewed conference proceedings)		
Total Number of peer review book chapters		
Total Number of books		
Total Number of edited books		
Total Number of textbooks		
Total Number of conference/workshop presentations		
Total Number of reviews, abstracts, pamphlets, and other publications		
Total Number of performances/showings (include works produced, performed, or commissioned in the performing arts; musical works composed, performed, or published; works of art produced or exhibited)		
Record your Course buyouts & RA support for the past five years :		

	Number (e.g. 5)	Not Applicable
Total Number of course buyouts		
Semesters of RA support (e.g. If you had 2 RAs for 6 semester each, you would have 12 semesters of RA support)		
Estimate your total dollar amount of grants received in the past five years:		
	Amount in US Dollars	Not Applicable
Total Amount of internally funded grants		
Total Amount of externally funded grants		

35. How many summers of RA support have you had over the last 5 years? _____

Demographic information

36. Were you born in the United States?

- Yes
- No

37. What is your citizenship status?

- Citizen of the United States
- Resident
- Other: _____

38. What is your gender (select all that apply)?

- Male
- Female
- Transgender
- Other: _____

39. What is your sexual orientation?

- Heterosexual
- Gay, Lesbian
- Bisexual
- Transgender
- Other: _____

40. How would you describe your race/ethnicity (select all that apply)?

- White
- Black or African American
- Latina/o
- Asian American or Pacific Islander
- Native American or Alaskan Native
- Other : _____

41. Please report your salary for the 2008/09 academic year (*excluding additional compensation*).

- Not applicable
- < \$10,000
- \$10,000-\$14,999
- \$15,000-\$19,999
- \$20,000-\$24,999
- \$25,000-\$29,999
- \$30,000-\$34,999
- \$35,000-\$39,999
- \$40,000-\$44,999
- \$45,000-\$49,999
- \$50,000-\$54,999
- \$55,000-\$59,999

- \$60,000-\$64,999
- \$65,000-\$69,999
- \$70,000-\$74,999
- \$75,000-\$79,999
- \$80,000-\$84,999
- \$85,000-\$89,999
- \$90,000-\$94,999
- \$95,000-\$99,999
- \$100,000-\$104,999
- \$105,000-\$109,999
- \$110,000-\$114,999
- \$115,000-\$119,999
- \$120,000-\$124,999
- \$125,000-\$129,999
- \$130,000-\$134,999
- \$135,000-\$139,999
- \$140,000-\$144,999
- \$145,000-\$149,999
- \$150,000-\$159,999
- \$160,000-\$169,999
- \$170,000-\$179,999
- \$180,000-\$189,999
- \$190,000-\$199,999
- \$200,000-\$224,999
- \$225,000-\$249,999
- \$250,000+

42. Please feel free to share any other relevant information that you were unable to fit elsewhere in the survey:
