

2013 Public Sociology/Contingent Faculty Working Conditions Survey

The survey instrument in the following pages was created by researchers in the Public Sociology Association at George Mason University. Adapted from the 2011 Back to School Survey created by the New Faculty Majority Foundation, the Public Sociology Survey has been described as the most comprehensive survey of contingent faculty working conditions to date.

We encourage faculty groups, researchers, administrators, and anyone interested in gaining a better understanding of the working conditions of contingent faculty on your own campuses to adapt this survey to your needs. Your acknowledgement of the Public Sociology Association and the NFM Foundation would be appreciated.

The instrument was designed by Marisa Allison, Doctoral Student in Sociology and Graduate Certificate in Women and Gender Studies, Randy Lynn, Doctoral Student in Sociology, Vicki Watson, Doctoral Student in Sociology, and Char Mollison, Fellow, GMU Center for Nonprofit Management, Philanthropy and Policy and Former Adjunct Faculty, GMU Department of Public and International Affairs and Masters in Zoo and Aquarium Leadership. Any questions about the survey and its implementation should be directed to Marisa Allison at marisa.allison@gmail.com.

We suggest these actions when customizing or revising the survey for your own use:

- 1) Departments, Schools, and Colleges within universities differ dramatically. Make sure that you revise our listings to reflect your own.
- 2) The classifications of faculty vary at each College and University, so make sure that each faculty category (i.e. adjunct, term, lecturer, etc) at your institution is represented.
- 3) We have included a copy of our informed consent form. Your university human subject review board may have different standards you will have to meet.

This survey instrument was designed to be a web-based survey. There are several skip patterns throughout the survey so you will want to use web-survey software that is more sophisticated to ensure a smooth survey for your respondents. Institutional research staff, social scientists, and educational researchers on your own campus can suggest software tools that may be available through your institution or online to help you with survey collection and data analysis.

The NFM Foundation will welcome having a copy of your survey instrument to further their goal of serving as a research clearinghouse for the higher education community conducting research on adjunct and contingent faculty. Please also consider sending a copy of the results to Esther Merves, Director of Research, NFM Foundation at esther.merves@newfacultymajority.info.

Sincerely,

Marisa Allison
Doctoral Student, Sociology
George Mason University

Key:

Bold: Letters = sections, Numbers = page breaks within sections

Italics: introductions and emphases in question wording

Underline: loop/skip logic/formatting notes

A. Informed consent, instructions, etc...

Thank you for participating in this survey sponsored by the Public Sociology Association at George Mason University.

This survey seeks to assess the experiences and work conditions of contingent faculty on the George Mason University campus. By “contingent faculty,” we mean all teachers and teaching assistants who do not have a tenured or tenure-track position at GMU. We hope to better understand the struggles and challenges faced by contingent faculty, and to inform future reports and initiatives on how to best support faculty who occupy a contingent role.

Before you begin, you must consent to participating. Please carefully read the information below about the risks and benefits of participating in this study, and indicate your consent in the dropdown menu at the bottom of this page.

Research Procedures

This research is being conducted to learn more about the experiences and work conditions of GMU contingent faculty. If you agree to participate, you will be asked questions that will take approximately 15-20 minutes to complete.

Risks

There are no foreseeable risks for participating in this research.

Benefits

There are no direct benefits to you as a participant in this study. However, participation may lead to valuable information to help improve the work conditions and resources available to contingent faculty on the GMU campus.

Confidentiality

The data in this study will be confidential. No personally identifiable information will be included with any data collected. While it is understood that no computer transmission can be perfectly secure, reasonable efforts will be made to protect the confidentiality of your transmission. If you would like to be extra certain of your confidentiality, we suggest using a public computer to complete the survey.

Participation

Your participation in this survey is voluntary, and you may withdraw from the study at any time and for any reason. However, you must be at least 18 years of age to participate and either current or former contingent faculty at George Mason University. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party if you choose to participate.

Contact

This research is being conducted by the Public Sociology Association at George Mason University. If you have any questions or concerns, please contact the PSA at email. You may also contact [name of faculty member], faculty advisor for this study, at [phone number] or [email] You may also contact the George Mason University Office of Research Integrity & Assurance at [phone number] if you have questions or comments regarding your rights as a participant in the research.

If you would like a copy of this page for your records, please use your browser's print button to obtain a copy.

Please indicate your consent to participate using the dropdown menu to the right, and click Submit. (I am 18 years or older and agree to participate, I am NOT 18 years or older and/or I do NOT agree to participate)

If respondent selects "I am NOT 18 years or older and/or I do NOT agree to participate, they will be filtered to the following:

Thank you for your time, and we hope you have a great day!

B. Introductory Questions

Have you ever taught a course or assisted in teaching a course at GMU? (Yes/No)

If no, go to Demographics.

Are you *currently* teaching or assisting in teaching any courses at GMU in Spring 2013? (Yes/No)

If yes, go to C1. If no and #3 > 0, go to D. If no and #3 = 0, go to E.

Besides GMU, at how many other colleges and universities are you *currently* teaching or assisting teaching courses in Spring 2013? (Dropdown, 0-5+)

This answer will determine how many loops for D.

C1. Current teaching at GMU

Is your current contracted teaching status at GMU described as:

Tenured or Tenure Track (Yes/No/Unsure)

Full-Time Term (Yes/No/Unsure)

Part-Time Term (Yes/No/Unsure)

Adjunct (Yes/No/Unsure)

Lecturer (Yes/No/Unsure)

Instructor (Yes/No/Unsure)

Teaching Post-Doc (Yes/No/Unsure)
Graduate Teaching Assistant: Primary Instructor (Yes/No/Unsure)
Graduate Teaching Assistant: Support for Primary Instructor (Yes/No/Unsure)
Other (Yes/No/Unsure)
Please explain: (Text box)

Go to C2.

C2. Current teaching at GMU (cont.)

These questions refer to your current teaching status at GMU.

How long is your current teaching contract at GMU? (Dropdown, Only this semester, 1 year, 2 years, ..., 10+ years)

How many classes are you currently teaching or assisting teaching for the Spring 2013 semester *at GMU only*? (Please include all sections of all courses.) (Drop-down, 0-10+)

Of the current courses you are teaching or assisting teaching *at GMU only*, how many are you teaching for the first time? (Drop-down, numbers 0-10+)

What was the *most* lead time provided for you to prepare for a Spring 2013 course at GMU? (Less than 1 week, 1 week, 2 weeks, 3 weeks, 4 weeks, 5 weeks, 6 weeks, 7 weeks, 8 weeks, 9 weeks, 10 weeks, more than 10 weeks, My position did not require preparation).

What was the *least* lead time provided for you to prepare for a Spring 2013 course at GMU? (Less than 1 week, 1 week, 2 weeks, 3 weeks, 4 weeks, 5 weeks, 6 weeks, 7 weeks, 8 weeks, 9 weeks, 10 weeks, more than 10 weeks, My position did not require preparation).

To the best of your knowledge, how many hours are you officially expected to work per week in your current teaching position at GMU? (Dropdown, 0-50+)

If your current contracted position at GMU has additional obligations (e.g. advising, service, research), how many hours are you officially expected to work per week at these additional tasks? (Dropdown, N/A & 0-50+ hrs)

If #3 > 0, go to D. If #3 = 0, go to E.

D. Current teaching at other institutions [Loop, 1-5 iterations]

These questions refer to your current teaching status at other institutions besides GMU.

Is your current contracted teaching status at University 1 described as:

Tenured or Tenure Track (Yes/No/Unsure)

Full-Time Term (Yes/No/Unsure)

Part-Time Term (Yes/No/Unsure)

Adjunct (Yes/No/Unsure)

Lecturer (Yes/No/Unsure)

Instructor (Yes/No/Unsure)

Teaching Post-Doc (Yes/No/Unsure)

Graduate Teaching Assistant: Primary Instructor (Yes/No/Unsure)

Graduate Teaching Assistant: Support for Primary Instructor (Yes/No/Unsure)

Other (Yes/No/Unsure) (Text box, "Please explain:")

To the best of your knowledge, how many hours are you officially expected to work per week in your teaching position at University 1? (Dropdown, 0-50+)

If your contracted position at University 1 has any additional obligations (e.g. advising, service, research), how many hours are you officially expected to work per week at these additional tasks? (Dropdown, N/A & 0-50+ hrs)

When loop finishes, go to E.

E. Other Teaching Info

Since you began teaching, what is the maximum number of institutions at which you have taught during one academic semester? (Dropdown, 0-10+)

Since you began teaching, what is the maximum number of sections of all courses that you have taught during one academic semester across all institutions? (Dropdown, 0-10+)

How many total semesters (including Spring 2013) have you taught at GMU? (Dropdown 1-20+)

How many classes are you currently teaching or assisting teaching for the Spring 2013 semester at *all* institutions? (Please include all sections of all courses.) (Dropdown, 0-10+)

This answer will determine how many loops for F.

Do you currently teach at a for-profit institution (such as University of Phoenix, DeVry, etc.)? (Yes/No/Unsure)

Are you currently or have you ever taught hybrid courses (courses that meet mostly online, but with select class meeting dates) at GMU? (Yes/No/Unsure)

How many total classes (including Spring 2013) have you taught at GMU that have been entirely online? (Dropdown, 0-20+)

Are you currently a graduate student at GMU? (Yes/No)

This answer will determine a skip logic for H2.

Are you currently a graduate student at another college or university? (Yes/No)

If #37 > 0, go to F. If #37 = 0, go to G1.

F. Current classes [Loop, 1-10 iterations]

These questions refer to classes you're currently teaching at all institutions.

How many credit hours is Class 1? (dropdown, 0-10+)

How many students are enrolled in Class 1? (1-10, 11-20, 21-30, 31-40, 41-50, 51-75, 76-100, 101-150, 151-200, 201-250, 251-300, 301+)

How much are you paid for Class 1? Your best guess is fine. (text box, numeric, up to 5 digits)

When loop finishes, go to G1.

G1. Teaching motivations

We're interested in learning more about your motivations for accepting your current teaching position at GMU. Please check all that apply. If you're not currently teaching, please answer according to the last semester during which you taught. [Randomize the order of #46-56, 58.]

I need the teaching experience.
I'm hoping to improve my chance of being hired for a tenure-track position.
I'm retired, but I want something to do.
I need the money.
I don't need the money, but it allows me to live more comfortably.
I don't wish to be unemployed, and this is the only position available to me.
I prefer the lesser responsibilities that come with a contingent position.
I receive financial aid that supports my education.
I want to stay current in my field.
Teaching is not the primary focus of my position.
I enjoy it.
 What do you enjoy? (Text box)
I can't work full-time right now due to other commitments.
 What are these commitments? (Text box)
Other
 Please explain: (Text Box)

(Optional.) Please share any additional comments you have about your motivations for accepting your current teaching position at GMU. (text box)

[Go to G2.](#)

G2. Teaching motivations (cont.)

These questions refer to your future aspirations for teaching in higher education.

Do you foresee yourself teaching in higher education at some point during the next school year? (Likert: 1 = extremely unlikely, 5 = extremely likely)

Do you foresee yourself teaching in higher education five years from now? (Likert: 1 = extremely unlikely, 5 = extremely likely)

To what extent do you currently feel committed to making a career of teaching in higher education? (Likert: 1 = extremely uncommitted, 5 = extremely committed)

To date, have you ever actively sought, applied for, or interviewed for a tenure track position? (Yes/No/Unsure)

This answer will determine a skip logic for G3.

Do you foresee yourself applying for a tenure track position at some point during the next school year? (Likert: 1 = extremely unlikely, 5 = extremely likely)

Do you foresee yourself applying for a tenure track position at some point during the next 5 years? (Likert: 1 = extremely unlikely, 5 = extremely likely)

To what extent do you currently feel it is important for you to ultimately be hired to a tenure track position at some point in the future? (Likert: 1 = extremely important, 5 = extremely important)

(Optional.) Please share any additional comments you have about your future aspirations for teaching in higher education. (text box)

If #66 = Yes, go to G3. Otherwise, go to H1.

G3. Tenure track history

These questions refer to your experiences with seeking tenure track positions.

How many years were you or have you been actively searching, applying, or interviewing for tenure track positions? (Dropdown, Less than 1 year-10+)

Have you ever been offered a tenure track position? (Yes/No/Unsure)

Have you ever accepted a tenure track position? (Yes/No Unsure)

During the 2012-13 academic year only, were you or have you been actively searching, applying, or interviewing for tenure track positions? (Yes/No/Unsure)

During the 2012-13 academic year only, were you ever offered a tenure track position? (Yes/No/Unsure)

During the 2012-13 academic year only, did you accept a tenure track position? (Yes/No Unsure)

(Optional.) Please share any additional comments you have about your past experiences with seeking tenure track positions. (text box)

Go to H1.

H1. Equitable treatment

We're interested in learning more about your attitudes and opinions toward certain aspects of your teaching position at GMU. For each statement, indicate to what extent you agree or disagree. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU. [If possible, randomize order.]

"The language in my GMU contract accurately reflects what the university expects of me in my position at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"The language in my GMU contract accurately describes what I am actually doing in my position at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"Unfair expectations have been put on me in my current position at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I am satisfied with the wages I am paid for teaching at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel that I am valued and respected by other faculty in my department at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel that I am valued and respected by administrators in my department at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel valued and respected by university administrators at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel valued and respected by students I teach at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel secure in my job at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel that I have academic freedom at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

(Optional.) Please share any additional comments you have about your attitudes and opinions toward these aspects of your teaching position at GMU. (text box)

If #41 = Yes, go to H2. Otherwise, go to H3.

H2. Graduate student treatment

This statement refers to your teaching experiences as they relate to your graduate student status. Indicate to what extent you agree or disagree. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU.

“The time to complete my degree has been affected by the amount of courses I’ve taught/assisted teaching.” (Likert: 1 = strongly disagree, 5 = strongly agree)

(Optional.) Please share any additional comments you have about the hiring, training, and orientation processes at GMU. (text box)

Go to H3.

H3. Equitable treatment (cont.)

Have you ever been contacted by GMU to contribute to its fundraising campaigns? (Yes/No/Unsure)

Have you ever contributed to any of GMU’s fundraising campaigns? (Yes/No/Unsure)

To your knowledge, has a department or college you have worked for at GMU included publications, grants, or other funding you’ve received in their official reports that go to upper administrators? (Yes/No/Unsure)

Have you been notified that the number of hours or number of classes you teach at GMU will decrease after the Spring 2013 semester? (Yes/No/Not applicable)

(Optional.) Please share any additional comments you have about these aspects of your teaching position at GMU. (text box)

Go to H4.

H4. Equitable treatment (cont.)

Have you been provided any of the following opportunities through your position at GMU? If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU. [If possible, randomize order.]

Priority consideration for tenure track openings (yes, no, unsure)

Priority consideration for full time non-tenure track openings (yes, no, unsure)

Annual increases in pay (yes, no, unsure)

Teaching development workshops (yes, no, unsure)

Representation in Faculty Senate (yes, no, unsure)

Representation on departmental or college website (yes, no, unsure)

Access to departmental meetings (yes, no, unsure)

Ability to submit research grants with institutional support (yes, no, unsure)

To the extent that you DID have access to these opportunities, do you feel that your students were positively affected as a result? (Likert: 1 = strongly disagree, 5 = strongly agree)

To the extent that you DID NOT have access to these opportunities, do you feel that your students were negatively affected as a result? (Likert: 1 = strongly disagree, 5 = strongly agree)

To the extent that you DID NOT have access to these opportunities, do you feel that you made an extra effort to ensure that students would not be negatively affected, or that they would be less negatively affected than they might have been otherwise? (Likert: 1 = strongly disagree, 5 = strongly agree)

(Optional.) Please share any additional comments or thoughts you have about your attitudes, opinions, or experiences of equitable treatment at GMU.

[Go to I1.](#)

I1. Hiring

These questions refer to your initial hiring experience at GMU.

How did you find out about teaching opportunities at George Mason University? Check all that apply. (GMU Website (jobs.gmu.edu), Higher Ed job website, Other job website, LinkedIn, Facebook, family, friend, colleague, acquaintance, other)

Were you asked to participate in one or more interviews as part of the hiring process at GMU? (Yes/No/Unsure)

Were you asked to submit a curriculum vitae (CV) or resume as part of the hiring process at GMU? (Yes/No/Unsure)

Were you asked to submit references as a part of the hiring process at GMU? (Yes/No/Unsure)

Were you asked to submit a teaching philosophy statement as part of the hiring process at GMU? (Yes/No/Unsure)

How much time were you given to consider accepting the position you have at GMU? (dropdown, Less than 1 week, 1 week, 2 weeks, 3 weeks, 4 weeks, 5 weeks, 6 weeks, 7, weeks, 8 weeks, 9 weeks, 10 weeks, more than 10 weeks).

In your most recent semester teaching at GMU, how long after classes began did you receive your first paycheck? (dropdown, Less than 1 week, 1 week, 2 weeks, 3 weeks, 4 weeks, 5 weeks, 6 weeks, 7, weeks, 8 weeks, 9 weeks, 10 weeks, At the end of the semester or later, This is my first semester and I've yet to receive a paycheck, unsure).

(Optional.) Please share any additional comments you have about the hiring, process at GMU. (text box)

[Go to I2.](#)

I2. Hiring (cont.)

At the time of your first employment at GMU, were you provided with an orientation to any of the following places and/or services:

Human resources department (yes/no/unsure)
University Life departments (yes/no/unsure)
Teaching orientation (yes/no/unsure)
Online teaching resources (yes/no/unsure)
Library resources (yes/no/unsure)
Copying and printing services (yes/no/unsure)
Campus bookstore (yes/no/unsure)
The department(s) in which you were hired (yes/no/unsure)
Campus tour (yes/no/unsure)

(Optional.) Please share any additional comments you have about the training and orientation processes at GMU. (text box)

[Go to J1.](#)

J1. Time management

These questions refer to time investments in your teaching position at GMU. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU.

On average, before a course begins, how much preparation time (in hours) do you put into a 3 credit hour course you HAVE taught before? (0 – 5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 50+ hours)

On average, before a course begins, how much preparation time (in hours) do you put into a 3 credit hour course you HAVE NOT taught before? (0 – 5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 50+ hours...)

In a typical week during a semester, how much time outside of class do you spend working on each 3 credit hour course you HAVE taught before? Include time spent preparing for lectures, communicating/meeting with students, and grading. (0 – 5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 50+ hours...)

In a typical week during a semester, how much time outside of class do you spend working on each 3 credit hour course you HAVE NOT taught before? Include time spent preparing for lectures, communicating/meeting with students, and grading.

(Optional.) Please share any additional comments you have about time spent on classes you've taught at GMU. (text box)

[Go to J2.](#)

J2. Time Management con't

How frequently do you spend *uncompensated* time doing the following activities at GMU in a typical semester?

Student advising (daily, weekly, bi-monthly, monthly, at least once a semester, never)

Thesis or dissertation review (daily, weekly, bi-monthly, monthly, at least once a semester, never)
Course development (daily, weekly, bi-monthly, monthly, at least once a semester, never)
Curriculum design (daily, weekly, bi-monthly, monthly, at least once a semester, never)
Participation in faculty meetings (daily, weekly, bi-monthly, monthly, at least once a semester, never)
Participation in departmental events (symposia, social gatherings, etc.) (daily, weekly, bi-monthly, monthly, at least once a semester, never)
Training/Professional development (daily, weekly, bi-monthly, monthly, at least once a semester, never)
Other (Please elaborate below.)

Go to J3.

J3. Time Management con't

On a given day that you spend time doing the following activities, how much *uncompensated* time (in hours) do you spend on them at GMU?

Student advising (0 hours, 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, 13+ hours)
Thesis or dissertation review (0 hours, 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, 13+ hours)
Course development (0 hours, 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, 13+ hours)
Curriculum design (0 hours, 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, 13+ hours)
Participation in faculty meetings (0 hours, 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, 13+ hours)
Participation in departmental events (0 hours, 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, 13+ hours)
Training/Professional development (0 hours, 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, 13+ hours)

If you devote uncompensated time to any of the above activities, what reason(s) do you have for doing so? (Check all that apply.)

The job requires more time
I want to do the best possible job
I care about the program
I care about the students
I like doing the work
I hope the university will recognize my value
I hope to get a promotion
I have to devote uncompensated time to keep my job
My colleagues devote uncompensated time
I don't know why, I just do it
Other reasons (Please explain)

(Optional.) Please share any additional comments you have about the preparation time and uncompensated time you've spent at GMU. (open-ended)

Go to K1.

K1. Access to resources.

These questions concern the amount of access you have to resources. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU.

How soon after being hired by GMU were you provided with the following resources? (If you have multiple GMU appointments, please answer this question for the appointment that provided the LEAST access.) (Less than 1 week, 1 week, 2 weeks, 3 weeks, 4 weeks, 5 weeks, 6 weeks, 7, weeks, 8 weeks, 9 weeks, 10 weeks, more than 10 weeks, I was not provided with this resource, Not applicable)...

Textbooks

Sample Syllabi

Curriculum Guidelines

Parking

Office Space

The answer to this will start a skip pattern.

Private Space to Meet with Students

Access to a phone

The answer to this will start a skip pattern.

Access to a computer

The answer to this will start a skip pattern.

Access to a printer

Access to copying services

Access to library resources

Access to an appropriate classroom technology

Remote access to resources needed for virtual classrooms

#152 If yes, Go to K2.

K2. Access to Resources con't.

These questions refer to the office you were provided by GMU.

Do you share office space? (Yes/No/Unsure/Not Applicable)

#161, If yes, answer # 162-164. If no, continue on to K3.

With how many people do you share office space? (drop down, 0-10+)

Is it easy to access any time you need to use it? (Yes/No/Unsure/Not Applicable)

Is the space furnished appropriately (with desks, chairs, lighting, etc.)?
(Yes/No/Unsure/Not Applicable)

#154 If yes, Go to K3.

K3. Access to Resources con't

These questions refer to the phone you were provided by GMU.

Do you share a phone with others? (Yes/No/Unsure/Not Applicable)

#165, If yes, answer # 172-174. If no, continue on to K4.

With how many people do you share the phone? (drop down, 0-10+)

Is it easy to access any time you need to use it? (Yes/No/Unsure/Not Applicable)

#155 If yes, Go to K4.

K4. Access to Resources con't

These questions refer to the computer you were provided by GMU.

Do you share a campus computer with others? (Yes/No/Unsure/Not Applicable)

#168, If yes, answer # 169-171. If no, continue on to K5.

With how many people do you share the computer? (drop down, numbers)

Is it easy to access any time you need to use it? (Yes/No/Unsure/Not Applicable)

Is the computer maintained regularly (with updates, etc.)? (Yes/No/Unsure/Not Applicable)

Go to K5.

K5. Access to Resources con't.

These questions refer to the use of your own resources.

Was it necessary for you to provide or do any of the following as part of your most recent teaching position at GMU?

Buying your own textbooks (Yes/No/Unsure/Not Applicable)

Using your own office space (Yes/No/Unsure/Not Applicable)

Using your own phone (Yes/No/Unsure/Not Applicable)

Using your own computer (Yes/No/Unsure/Not Applicable)

Using your own printer (Yes/No/Unsure/Not Applicable)

Using your own funds for copying (Yes/No/Unsure/Not Applicable)

K6. Access to Resources con't

These questions refer to the classroom(s) you were provided by GMU. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU.

Do any of your classes meet in a classroom on any GMU campus? (Yes/No/Unsure/Not Applicable)

#178 If yes, Go to K7.

K7. Access to Resources con't

These questions refer to the classroom(s) you were provided by GMU. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU.

Have your classrooms at GMU been in good working order? (Scale: Always to Never)

Did classrooms have markers, chalk, and erasers? (Scale from Always to Never)

Did classrooms have adequate lighting? (Scale from Always to Never)

Did you ever have to supply your own materials for the classroom? (Scale from Always to Never)

Go to K8

K8. Access to Resources con't

These questions refer to affects that your access to resources had on your students.

To the extent that you DID have access to these resources, do you feel that your students were positively affected? (Likert scale) (Very Much Affected, Somewhat Affected, Neither Affected nor Unaffected, Somewhat Unaffected, Not Affected At All)

To the extent that you did NOT have access to these resources, do you feel that your students were negatively affected? (Likert scale) (Very Much Affected, Somewhat Affected, Neither Affected nor Unaffected, Somewhat Unaffected, Not Affected At All)

To the extent that you did NOT have access to these opportunities, do you feel that you made an extra effort to ensure that students would not be negatively affected, or less negatively affected than they would have been otherwise? (Likert scale Strongly Agree to Strongly Disagree)

(Optional.) Please share any additional comments you have about access to resources at GMU. (open-ended)

Go to L1.

L1. Accessibility, Training, and Safety

These questions refer to accessibility and accommodations you receive at GMU. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU.

What time of day do you teach? (Check all that apply.) (Weekday morning, Weekday afternoon, Weekday evening, Weekend, Online,)

Are you in need of any accommodations to make the campus or your classroom more accessible for yourself? (Yes, No, Unsure, Not Applicable, I do not come to campus.)

#188, If Yes, go to 189. If no, go to L2.

Has GMU provided you with these accommodations? (Yes, No, Unsure, Not Applicable, I do not come to campus.)

Please explain.

Go to L2

L2. Accessibility, Training, and Safety con't

These questions refer to the student populations you teach. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU.

Have you ever taught any of the following student populations?

Students with Disabilities (yes/no/unsure)

Veterans (yes/no/unsure)

English as a Second Language (ESL) students(yes/no/unsure)

Students aged 30 and older, (e.g. non-traditional students) (yes/no/unsure)

First generation immigrant students (yes/no/unsure)

First generation college students (yes/no/unsure)

Students who are still in high school (yes/no/unsure)

#191-197, If yes to any, go to 198.

If you answered yes to any of the above populations, were you given any training to accommodate the needs of these students? (Yes/No/Unsure/Not applicable)

#198, If no, go to 199.

Did you seek out training on your own time/expense to help you accommodate the needs of these students? (Yes/No)

(Optional.) Please share any additional comments you have about your accessibility or the student populations with unique needs you've taught at GMU. (open-ended)

Go to L3.

L3. Accessibility, Training, and Safety con't

These questions refer to the extent to which you feel prepared to address safety issues at GMU.

Do you feel that you have been prepared to know what to do if a natural disaster occurred during a class on a GMU campus? (Likert scale, strongly agree-strongly disagree)

Do you feel that you have been prepared to know what to do in the event of an emergency situation on a GMU campus? (Likert scale, strongly agree-strongly disagree)

Do you feel that you have been prepared to know where to direct students who come to you who have been the victim of a crime on a GMU campus? (Likert scale, strongly agree-strongly disagree)

Do you feel that you have been prepared to know where to direct students who come to you who have been the target of prejudice or discrimination, or who have witnessed an act of bias or intolerance on a GMU campus? (Likert scale, strongly agree-strongly disagree)

Do you feel that you have been prepared to know what steps to take if a GMU student comes to you with signs of depression or other mental health issues? (Likert scale, strongly agree-strongly disagree)

Do you feel that you have been prepared to know what steps to take if a GMU student seems to be a threat to themselves or others? (Likert scale, strongly agree-strongly disagree)

Do you feel that you have been prepared to know what steps to take if a GMU student or colleague sexually harasses you? (Likert scale, strongly agree-strongly disagree)

Go to L4.

L4. Accessibility, Training, and Safety con't

These questions refer to the extent to which you have been prepared by GMU officials to address safety issues at GMU.

Have you been prepared by a GMU official (either with training or through documents) on what to do if a natural disaster occurred during a class on a GMU campus? (Yes, No, Unsure, Not Applicable)

Have you been prepared by a GMU official (either with training or through documents) to know what to do in the event of an emergency situation on a GMU campus? (Yes, No, Unsure, Not Applicable)

Have you been prepared by a GMU official (either with training or through documents) to know where to direct students who come to you who have been the victim of a crime on a GMU campus? (Yes, No, Unsure, Not Applicable)

Have you been prepared by a GMU official (either with training or through documents) to know where to direct students who come to you who have been the target of prejudice or discrimination, or who have witnessed an act of bias or intolerance on a GMU campus? (Yes, No, Unsure, Not Applicable)

Have you been prepared by a GMU official (either with training or through documents) to know what steps to take if a GMU student comes to you with signs of depression or other mental health issues? (Yes, No, Unsure, Not Applicable)

Have you been prepared by a GMU official (either with training or through documents) to know what steps to take if you feel that a GMU student is a threat to themselves or others? (Yes, No, Unsure, Not Applicable)

Have you been prepared by a GMU official (either with training or through documents) to know what steps to take if a GMU student or colleague sexually harasses you? (Yes, No, Unsure, Not Applicable)

Have you sought out any training on your own time/at your own cost? (Yes, No, Unsure, Not Applicable)

(Optional.) Please share any additional comments you have about your preparations and knowledge of what to do under extreme circumstances at GMU. (open-ended)

Go to L5.

L5. Accessibility, Training, and Safety con't

These questions refer to your experiences with extreme circumstances at GMU.

Have you ever contacted GMU campus or other law enforcement for an emergency while you were on a GMU campus? (Yes, No, Unsure, N/A, I prefer not to answer.)

Has a GMU student ever come to you because they were a victim of a crime that happened while on a GMU campus? (Yes, No, Unsure, N/A, I prefer not to answer.)

Has a GMU student ever come to you because they were a victim of prejudice or discrimination, or witnessed an act of bias or intolerance on a GMU campus? (Yes, No, Unsure, N/A, I prefer not to answer.)

Has a GMU student ever come to you with signs of depression or other mental health issues? (Yes, No, Unsure, N/A, I prefer not to answer.)

Have you ever taught a GMU student that you felt was a threat to themselves or others? (Yes, No, Unsure, N/A, I prefer not to answer.)

Has a GMU student ever come to you for non-academic advice, counseling, or support? (Yes, No, Unsure, N/A, I prefer not to answer.)

Have you ever had concerns about your personal safety while you were on a GMU campus? (Yes, No, Unsure, N/A, I prefer not to answer.)

Have you ever been the victim of a crime while you were on a GMU campus? (Yes, No, Unsure, N/A, I prefer not to answer.)

Have you ever been sexually harassed by a GMU *student*? (Yes, No, Unsure, N/A, I prefer not to answer.)

Have you ever been sexually harassed by a GMU *employee*? (Yes, No, Unsure, N/A, I prefer not to answer.)

If you answered yes to any above questions, did you take action to report the incident? (Yes, No, Unsure, N/A, I prefer not to answer.)

If you have ever reported an incident to GMU authorities, do you feel that the action taken was satisfactory? (Yes, No, Unsure, N/A, I prefer not to answer.)
(Optional.) If you are comfortable doing so, please share any additional comments you have about any of the above mentioned extreme circumstances at GMU. (open-ended)

L6. Accessibility, Training, and Safety con't

These questions refer to your experiences with extreme circumstances at GMU.

If yes to #219, How often have GMU students come to you because they were a victim of prejudice or discrimination, or witnessed an act of bias or intolerance on a GMU campus? (very often, often, sometimes, seldom, never)

If yes to #220, How often have GMU students come to you with signs of depression or other mental health issues? (very often, often, sometimes, seldom, never)

If yes to #221, How often have you taught a GMU student that you felt was a threat to themselves or others? (very often, often, sometimes, seldom, never)

If yes to #222, How often have GMU students come to you for non-academic advice, counseling, or support? (very often, often, sometimes, seldom, never)

If yes to #223, How often do you have concerns about your personal safety while you were on a GMU campus? (very often, often, sometimes, seldom, never)

If yes to #225, How often have you been sexually harassed by a GMU *student*? (very often, often, sometimes, seldom, never)

If yes to #226, How often have you been sexually harassed by a GMU *employee*? (very often, often, sometimes, seldom, never)

Go to M1.

M1. Demographics

In this section we ask you to tell us a little about yourself.

What is your gender identity?

Male

Female

Gender Queer

Transgender Male to Female

Transgender Female to Male

Other (Specify)

I prefer not to answer

Which of the following categories best describes your race?

White

Black

Asian

American Indian/Alaskan Native

Native Hawaiian/Other Pacific Islander
Don't know
I prefer not to answer

Are you Hispanic or Latino?

Yes
No
Unsure

Go to M2.

M2. Demographics con't

In this section we ask you to tell us a little about yourself.

What is the last advanced degree you have obtained?

I have not obtained an advanced degree.
Associate's degree
Bachelor's degree
Master's degree
Doctoral degree
Professional degree
Other (text box)
Don't know
I prefer not to answer

Which of the following categories best describes your total annual household income before taxes, from all sources? Your best estimate is fine.

Under \$10,000
\$10,000-\$19,999
\$20,000 - \$29,999
\$30,000 - \$39,999
\$40,000 - \$49,999
50,000 - \$74,999
\$75,000 - \$99,999
\$100,000 - \$149,999
\$150,000 - \$199,999
\$200,000 or \$249,999
\$250,000 and above

In what year were you born? (drop-down, years)

Do you currently work in a full time non-faculty position at GMU (e.g. University Life or Facilities Management)? (Yes, No, Unsure)

If you are comfortable doing so, please select all colleges at which you have taught at GMU? (List all colleges, check all that apply.)

College of Education and Human Development
College of Health and Human Services
College of Humanities and Social Sciences
College of Science
College of Visual and Performing Arts
Honors College
Krasnow Institute for Advanced Study
New Century College
School for Conflict Analysis and Resolution
School of Law
School of Management
School of Public Policy
Volgenau School of Engineering

If you are comfortable doing so, feel free to share the department(s) in which you have taught. (Open Ended)

If you are comfortable doing so, please list all other colleges or universities at which you are currently teaching? (Text)

On average, how long is your commute *to* campus? (I live on campus, 1-5 minutes, 6-10 minutes, 11-15 minutes, 16-20 minutes, 21-25 minutes, 26-30 minutes, 31-35 minutes, 36-40 minutes, 41-45 minutes, 46-50 minutes, 51-55 minutes, 56 minutes – 1 hour, 1 hour and 1 minute – 1 hour and 15 minutes, 1 hour and 16 minutes – 1 hour and 30 minutes, 1 hour and 31 minutes – 1 hour and 45 minutes, 1 hour and 46 minutes – 2 hours, More than 2 hours)

On average, how long is your commute *from* campus? (I live on campus, 1-5 minutes, 6-10 minutes, 11-15 minutes, 16-20 minutes, 21-25 minutes, 26-30 minutes, 31-35 minutes, 36-40 minutes, 41-45 minutes, 46-50 minutes, 51-55 minutes, 56 minutes – 1 hour, 1 hour and 1 minute – 1 hour and 15 minutes, 1 hour and 16 minutes – 1 hour and 30 minutes, 1 hour and 31 minutes – 1 hour and 45 minutes, 1 hour and 46 minutes – 2 hours, More than 2 hours)

Go to N1.

N1. Conclusion

We are curious to know if your answers to these earlier questions have changed after completing this survey. If you're not currently teaching at GMU, please answer according to the last semester during which you taught at GMU. [If possible, randomize order.]

“The language in my GMU contract accurately reflects what the university expects of me in my position at GMU.” (Likert: 1 = strongly disagree, 5 = strongly agree)

“The language in my GMU contract accurately describes what I am actually doing in my position at GMU.” (Likert: 1 = strongly disagree, 5 = strongly agree)

“Unfair expectations have been put on me in my current position at GMU.” (Likert: 1 = strongly disagree, 5 = strongly agree)

"I am satisfied with the wages I am paid for teaching at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel that I am valued and respected by other faculty in my department at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel that I am valued and respected by administrators in my department at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel valued and respected by university administrators at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel valued and respected by students I teach at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel secure in my job at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

"I feel that I have academic freedom at GMU." (Likert: 1 = strongly disagree, 5 = strongly agree)

(Optional.) Please share any additional comments you have about your attitudes and opinions toward these aspects of your teaching position at GMU. (text box)

Is there anything else you would like us to know about your experiences teaching or assisting teaching, at GMU or elsewhere? (open-ended)

Thank you for participating in our survey! Your time and responses are greatly appreciated.

If you are interested in receiving the results of this assessment, please click the link below to enter your e-mail address into a separate database. Your e-mail address will not be connected in any way to the information you reported here today.

<Link to enter E-mail Address>

Separate Database:

What is your e-mail address? (Text Box)