

Survey on the situation of professors at a technical university in Germany

Questionnaire (English version)

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Status: 26-Aug-22

Project:	KIT-Survey: Survey to evaluate the current situation of women professors at Karlsruhe Institute of Technology (KIT)
Project duration:	01-Sep-21 to 31-Oct-22
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DESCRIPTION

This English questionnaire is based on the German version (Geisler et al. 2022). The German version was constructed by CEWS (GESIS—Leibniz Institute for the Social Sciences, Center of Excellence Women and Science) for the online survey in the context of the [study to evaluate the current situation of women professors at Karlsruhe Institute of Technology \(KIT\)](#). The main focus of the online survey of all professors at KIT was the evaluation of the experienced work situation and working atmosphere. For this purpose, the general conditions of the professorship were surveyed, in particular the resources available, appointment/tenure negotiations and time allocation. On the other hand, the survey asked about satisfaction with the work situation, sources of stress and energy, and the experienced working atmosphere, in particular about experienced recognition, preferential treatment and discrimination.

In this document, the questions of the English questionnaire are supplemented by the notes on programming and coding and by references to similar (German and English) questions from other surveys in the field of higher education and science research.

The questionnaire development and testing was financed by KIT and carried out by GESIS. The questionnaire construction was preceded by research of CEWS on existing surveys in the area of work climate and organizational climate and gender (in)equality in science. The German questionnaire was developed based on the existing questionnaires (cf. [Tab.2](#)) and in consultation with KIT. The German questionnaire was checked internally at GESIS by the SDM department and checked by the KIT project management for conclusiveness of content and also by KIT for data protection. In addition, two cognitive pretests were conducted with KIT professors. Programming in evasys and English translation of the questionnaire was done by KIT. The programmed German and English version was tested by KIT and CEWS staff.

Of 365 professors contacted, 184 completed the questionnaire (German or English version) during the field period (10-Jan-22 to 30-Jan-22). On median, this took about 18 minutes.

For this publication, KIT-internal terms have been generalized and the original question 4 has been deleted, as it refers to KIT specifics.

QUESTIONNAIRE STRUCTURE

Table 1: Overview of the sections of the questionnaire

Section name/ Question name	Section title/ Question title
Section A	Framework professorship
Question 1	Start date
Question 2	Non-tenured
Question 3	Previous professorship
Question 4	Working method
Section B	Time allocation and compatibility
Question 5	Working time distribution
Question 6	Work situation during pandemic
Question 7	Work-life balance
Question 8	Compatibility offers
Question 9	Time allocation weekdays
Question 10	Time allocation weekends
Section C	Resource allocation
Question 11	Resource accessibility
Question 12	Satisfaction resources
Question 12a	Resources other
Question 13	Leadership responsibility
Section D	Negotiations and performance bonuses
Question 14	Negotiation experiences
Question 15	Assessment of performance bonuses
Section E	Work climate
Question 16	Sources of stress/energy
Question 17	Recognition work
Question 17a	Recognition other
Question 18	Committees/formal networks

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Question 19	Informal networks
Question 20	Recognition overall
Question 21	Connectedness
Question 22	Working atmosphere institute
Question 23	Working atmosphere division
Question 24	Working atmosphere entire institution
Question 25	Disadvantage
Question 26	Verbal assaults
Question 27	Contact
Section F	Socio-demographics
Question 28	Educational background
Question 29	Gender
Question 30	Age group
Section G	Endpage
Question 31	Comments on the questionnaire

WELCOME MESSAGE

Dear colleagues,

it is of great concern to us to create the best framework conditions for research, teaching and innovation for you. To this end, we need your help. In the following questionnaire, you have the opportunity to anonymously state your experiences and assessments of your professorship at [university name], in particular your resources and availability, networking activities and the working atmosphere as perceived by you. On the last page there is the possibility for anonymous remarks/comments/messages. The questionnaire will be evaluated completely anonymously by GESIS—Leibniz Institute for the Social Sciences.

*By completing it, you will help us to further improve the framework conditions.
You can save your information at any time and continue the survey at a later point in time.
We thank you in advance for your participation.*

*With best regards
[Names of the responsible persons]*

DECLARATION OF CONSENT

Notes on data protection

Participation in the survey is **voluntary**. The survey is **anonymous**. Socio-demographic data such as gender etc. will be collected solely for the purpose of evaluating the statements heterogeneously across groups. **No attempt** will be made to draw **conclusions about specific persons** from the information you provide. The **results of the evaluation** will only be published in anonymous form (in tables and/or graphs), so that it is not possible to draw conclusions about individuals. Please do not enter any personal data, including data from third parties, in the free text fields. According to Art. 4 No. 1 of the General Data Protection Regulation (GDPR), "personal data" means "any information relating to an identified or identifiable natural person; an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person".

Project results

Results of the project are presented in the [university name] committees.

SECTION A: FRAMEWORK PROFESSORSHIP

HEADLINE

Let's start with questions about your professorship at [university name]:

QUESTION 1: START DATE

PROGRAMMING

Single Choice Question, Checkboxlist

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

In what time period did you take up your current professorship?

SUBQUESTIONTEXT

-

CODING

- (1) Before [Date]
- (0) On or after [Date]

- (999) No selection

REFERENCES

- Götzmann 2017: Seit wann sind Sie Professorin oder Professor?
 - o seit weniger als 5 Jahren
 - o zwischen 5 und 10 Jahren
 - o seit über 10 und 15 Jahren
 - o zwischen 15 und 20 Jahren
 - o länger als 20 Jahre

QUESTION 2: NON-TENURED

PROGRAMMING

Single Choice Question, Checkboxlist

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Is your current professorship temporary?

SUBQUESTIONTEXT

-

CODING

(1) Yes

(0) No

(999) No selection

REFERENCES

– Ambrasat et al. 2020: Welcher Besoldungsstufe ist Ihre Professur zugeordnet?

- C2/W1
- C3/W2
- C4/W3
- Andere, und zwar: _____,

Ist Ihre Professur unbefristet?

- Ja, unbefristet
- Nein, befristet mit Tenure Track
- Nein, befristet, ohne Tenure Track

QUESTION 3: PREVIOUS PROFESSORSHIP

PROGRAMMING

Multiple Choice Question

NOTE FOR PARTICIPANTS

Multiple choice

QUESTION TEXT

Did you already have at least one professorship before your current professorship?

SUBQUESTIONTEXT

- 01 Yes, at least one permanent professorship
 - 02 Yes, at least one temporary professorship
 - 03 No
-

CODING

- (1) Selected
 - (0) Not selected

 - (999) No selection
-

REFERENCES

- Götzmann 2017: Ist der Ruf an Ihrer jetzigen Hochschule Ihre erste Professur?
 - Ja
 - Nein

QUESTION 4: WORKING METHOD

PROGRAMMING

Single Choice Question, Checkboxlist

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Is the way of working in your field more theoretical or more experimental/applied??

SUBQUESTIONTEXT

-

CODING

- (1) More theoretical
 - (0) More experimental/applied

 - (777) I can not answer this question
 - (999) No selection
-

REFERENCES

- Ambrasat et al. 2020: In welchem Maße treffen untenstehende Merkmale auf Ihre Forschungsarbeit zu? Meine wissenschaftliche Forschungsarbeit...
 - o ist theoretisch / konzeptionell.
 - o ist empirisch.
 - o erfolgt in Arbeitsgruppen oder Teams.
 - o ist auf technische Infrastrukturen angewiesen.

SECTION B: TIME ALLOCATION AND COMPATIBILITY

HEADLINE

The next questions relate to your experiences with time, financial, material and human resources. We start with questions about your time resources.

QUESTION 5: WORKING TIME DISTRIBUTION

PROGRAMMING

Text question, Text field

NOTE FOR PARTICIPANTS

Please enter the estimated proportions using numbers (without the percentage sign). The sum should not exceed 100 percent.

QUESTION TEXT

What proportion of your working time for [university name] did you approximately spend on average in 2021 on:

SUBQUESTIONTEXT

- 01 Research: approx. ____
 - 02 Teaching: approx. ____
 - 03 Academic self-administration: approx. ____
 - 04 Leadership/Supervision: approx. ____
 - 05 Innovation/Transfer approx. ____
-

CODING

Text

(666) Not possible [if values exceed 100 in single fields]

(999) No selection

REFERENCES

- Ambrasat et al. 2020: Welche Anteile Ihrer Arbeitszeit verwenden Sie im Jahresdurchschnitt für die folgenden Tätigkeiten?
 - Forschung (inkl. Publikationen und Vorträge) ____
 - Begutachtungen (Manuskripte, Förderanträge, Evaluationen) ____
 - Lehr- und Prüfungsverpflichtung (inkl. Vor- und Nachbereitung von Lehrveranstaltungen) ____
 - Betreuung von Studierenden und Promovierenden ____
 - Drittmittelakquise ____
 - Gremien/Selbstverwaltung ____
 - Management ____
 - Sonstige, nämlich: ____ ____

- Leontowitsch and Vázquez-Cupeiro 2003: Please indicate the percentage of time that you spend doing the following tasks:
 - Teaching
 - Doing research
 - Doing administrative work
 - Serving on committees/decision making bodies
 - Supervision/reading PhD/MsSc. theses
 - Other (Please specify.) ____

QUESTION 6: WORK SITUATION DURING PANDEMIC

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

If you cannot assess a statement, for example because you have no teaching or supervisory tasks, please select the option "I do not know".

QUESTION TEXT

The measures to limit the Corona pandemic have changed the working conditions at universities and research institutes. To what extent do you agree with the following statements about your situation in 2021?

SUBQUESTIONTEXT

- 01 I had to postpone research and proposal activities.
 - 02 I spent more time supervising students.
 - 03 I experienced myself as more productive overall.
 - 04 The extra effort for child care and/or persons in need of care made my professional work more difficult.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Kortendiek et al. 2022: Die Coronapandemie hat die Arbeitsbedingungen an den Hochschulen stark verändert. Inwiefern treffen die folgenden Aussagen auf Ihre persönliche Situation zu?
 - Ich verwende mehr Zeit für die Betreuung der Studierenden.
 - Ich kann mich aufgrund der Umstände der Pandemie (z. B. Nachrichtenlage, Kontaktbeschränkungen, private Situation) insgesamt schlechter auf meine Arbeit konzentrieren.
 - Ich musste meine Forschungstätigkeiten unterbrechen.
 - Ich erlebe mich in dieser Situation im Vergleich zu der Zeit vor der Coronapandemie als insgesamt produktiver.
 - Ich mache mir Sorgen, dass sich meine beruflichen Perspektiven aufgrund der Pandemie verschlechtern.
 - Ich werde durch meine Hochschule gut unterstützt, um die Herausforderungen der Pandemie zu bewältigen.

- Mir fehlt der persönliche Austausch mit den Kolleg_innen vor Ort.
- Der zusätzliche Aufwand zur Betreuung von Kindern und/oder Pflegbedürftigen erschwert meine berufliche Arbeit.
- Durch die Arbeit im Homeoffice stehen mir nur eingeschränkte Ressourcen/Ausstattungen zur Verfügung.
- Ich erlebe die Arbeit im Homeoffice als Erleichterung.
- Ich konnte weniger Publikationen fertigstellen und veröffentlichen.

QUESTION 7: WORK-LIFE BALANCE

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Dissatisfied // Rather dissatisfied // Rather satisfied // Satisfied // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

How satisfied are you currently with the way you divide your time between your professional life (incl. commuting, conferences, etc.) and your private life (incl. parenting/care responsibilities, free time and sleep)?

SUBQUESTIONTEXT

-

CODING

- (1) Dissatisfied
- (2) Rather dissatisfied
- (3) Rather satisfied
- (4) Satisfied

(777) I do not know

(999) No selection

REFERENCES

- Ambrasat et al. 2020: Wie zufrieden sind Sie alles in allem mit Ihrer derzeitigen Vereinbarkeit von Arbeits- und Privatleben?
- Harvard University - Faculty Development and Diversity 4/27/2020: Overall, how satisfied are you with the balance between your role as a faculty member at Harvard and your life outside of Harvard?
- Leontowitsch and Vázquez-Cupeiro 2003: How often have you experienced a conflict between the demands of your work at university and the demands of your family and personal life?
- Stockard et al. 2018: Think about your current work life and career. How satisfied are you regarding:
 - o Your workload
 - o Your salary
 - o Your access to supplies and equipment
 - o Your access to journals and other scholarly materials
 - o Support for maintenance and repair of your research equipment
 - o Recognition of your accomplishments by others
 - o Your department's support for balancing work and family life
 - o Your professional network outside of your institution/lab
 - o Mentoring that you receive from others in your department
 - o Mentoring that you receive from others in the field as a whole
 - o Your scholarly productivity

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- Flexibility to choose and work on projects within your own interests
- The way you balance work and family life
- Your job at this institution, overall

QUESTION 8: COMPATIBILITY OFFERS

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you currently agree with the following statements regarding the reconciliation of professional life at [university name] and private life?

SUBQUESTIONTEXT

- 01 With my professorship at [university name], in principle it is possible to lead a satisfying private life and work scientifically at the same time.
 - 02 The [university name]'s offers for the compatibility of family and work are in line with my personal needs.
 - 03 I can meet the demands of my private life as well as the demands of my professional life.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Britton et al. 2012.: Scale "Work spillover":
 - o I have seriously considered leaving the university in order to achieve better balance between work and personal life.
 - o I am able to balance my professional and personal life
 - o I often have to forgo family/personal activities because of professional responsibilities,
- Harvard University - Faculty Development and Diversity 4/27/2020: To what extent have the following non-work concerns been a source of stress over the past three years?
 - o Managing household responsibilities
 - o Child care
 - o Children's schooling
 - o Care of a child who is ill, disabled, and/or in need of special services
 - o Care of an adult who is ill, disabled, aging, and/or in need of special services
 - o Your health
 - o Cost of living
 - o Finances

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- Cost of housing
- Commuting to Harvard
- Other, please specify

QUESTION 9: TIME ALLOCATION WEEKDAYS

PROGRAMMING

Text question, Text field

NOTE FOR PARTICIPANTS

Please enter the estimated number of hours (decimal numbers possible, please do not enter time spans).
The sum should not exceed 24 hours.

QUESTION TEXT

On average, how many hours do you currently spend on a day during the week (Mon-Fri) on approximately:

SUBQUESTIONTEXT

- 01 Work for [university name] (on site or in home office) approx. ____
 - 02 Household: approx. ____
 - 03 Caring responsibilities (e.g. raising children, caring for relatives/persons of needs): approx. ____
 - 04 Leisure activities: approx. ____
-

CODIERUNG

Text

(666) Not possible [if values exceed 24 in single fields]

(777) Avoiding answers [I do not know, ?, etc.]

(999) No selection

REFERENCES

- Ambrasat et al. 2020: Wie viele Stunden arbeiten Sie [tatsächlich] im Durchschnitt pro Woche?
 - Reale Wochenarbeitszeit: ____ Stunden
- Harvard University - Faculty Development and Diversity 4/27/2020: In a typical week during the academic year, how many hours do you spend on the following activities? *You do not need to account for all hours in a week. For reference, a 7-day week is 168 hours.*
 - Work (scholarship, teaching, meetings, service) : ____
 - Household and caregiving activities : ____
 - Leisure activities : ____
 - Commuting : ____
 - Sleeping : ____
 - Total : ____

QUESTION 10: TIME ALLOCATION WEEKENDS

PROGRAMMING

Text question, Text field

NOTE FOR PARTICIPANTS

Please enter the estimated number of hours (decimal numbers possible, please do not enter time spans).
The sum should not exceed 24 hours.

QUESTION TEXT

On a weekend day (Sat / Sun), how many hours on average do you currently spend on approximately:

SUBQUESTIONTEXT

- 01 Work for [university name] (on site or in home office): approx. ____
 - 02 Household: approx. ____
 - 03 Caring responsibilities (e.g. raising children, caring for relatives/persons of needs): approx. ____
 - 04 Leisure activities: approx. ____
-

CODING

Text

(666) Not possible [if values exceed 24 in single fields]

(777) Avoiding answers [I do not know, ?, etc.]

(999) No selection

REFERENCES

-

SECTION C: RESOURCE ALLOCATION

HEADLINE

Thank you for your information. The following questions relate to your resource endowment and management span.

QUESTION 11: RESOURCE ACCESSIBILITY

PROGRAMMING

Matrix, 3 Scale points with 3 avoidance options, labeling of all scale points on top with:

On a smaller scale // Exactly to the extent promised // To a greater extent // Was not determined // Does not apply // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Please think about the human, material and spatial resources promised to you as basic equipment in the appointment/retention negotiations. To what extent are these resources actually available to you at present?

SUBQUESTIONTEXT

- 01 Scientific staff
 - 02 Secretarial staff
 - 03 Technical staff
 - 04 Aversum (current funds for office equipment, business trips, etc.)
 - 05 One time funds to finance investments (e.g. for the procurement of large-scale equipment)
 - 06 Office space
 - 07 Laboratory rooms
 - 08 Laboratory equipment
-

CODING

- (1) On a smaller scale
 - (2) Exactly to the extent promised
 - (3) To a greater extent

 - (444) Was not determined
 - (555) Does not apply
 - (777) I do not know
 - (999) No selection
-

REFERENCES

- Ambrasat et al. 2020: Wieviel Prozent Ihrer Forschung (Personal und Sachmittel) können Sie über Ihre Grundfinanzierung/Grundausrüstung bestreiten?

QUESTION 12: SATISFACTION RESOURCES

PROGRAMMING

Matrix, 4 Skalenpunkte und 2 Ausweichoptionen, Beschriftung aller Skalenpunkte jeweils über den Skalenpunkten mit:

Dissatisfied // Rather dissatisfied // Rather satisfied // Satisfied // Does not apply // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

How satisfied are you with the following features of your professorship's resources at [university name] KIT?

SUBQUESTIONTEXT

- 01 Scientific staff
 - 02 Secretarial staff
 - 03 Technical staff
 - 04 Aversum (current funds for office equipment, business trips, etc.)
 - 05 One time funds to finance investments (e.g. for the procurement of large-scale equipment)
 - 06 Office space
 - 07 Laboratory rooms
 - 08 Laboratory equipment
 - 09 Other...
-

CODING

- (1) Dissatisfied
 - (2) Rather dissatisfied
 - (3) Rather satisfied
 - (4) Satisfied

 - (555) Trifft nicht zu

 - (777) I do not know

 - (999) No selection
-

REFERENCES

- Ambrasat et al. 2020: Wie zufrieden sind Sie mit der Grundausstattung Ihrer Professur? *Hinsichtlich der...*
 - o Mitarbeiter*innenstellen
 - o Sekretariatskapazität
 - o studentischen/wissenschaftlichen Hilfskräfte
 - o Räume
 - o Reisemittel
 - o Büroausstattung

- Investitionsmittel (z.B. für EDV)
- sonstigen Sachmittel (z.B. Bücher)

QUESTION 12A: RESOURCES OTHER

PROGRAMMING

Additional text question for "Other...". Text field.

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

...namely ___

SUBQUESTIONTEXT

-

CODIERUNG

Text

(888) Not required [if not specified]

QUESTION 13: LEADERSHIP RESPONSIBILITY

PROGRAMMING

Text question, Text field.

NOTE FOR PARTICIPANTS

Please only enter numbers in this text field.

QUESTION TEXT

How many employees are you currently responsible for as a manager/leader (also for (qualification) positions from third-party funded projects)?

SUBQUESTIONTEXT

-

CODING

Text

(777) Avoiding answers [I do not know, ?, etc.]

(999) No selection

REFERENCES

- Ambrasat et al. 2020: Wie viele Promovierende betreuen Sie zurzeit?
 - o Ich betreue insgesamt: ___ Promovierende
 - o Ich betreue zurzeit keine Promovierenden

SECTION D: NEGOTIATIONS AND PERFORMANCE BONUSES

HEADLINE

In the following, you will be asked questions about your experiences in your own appointment negotiations or retention negotiations at [university name], as well as your assessments of performance bonuses for particular achievements.

QUESTION 14: NEGOTIATION EXPERIENCES

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements about your own appointment negotiations or retention negotiations at [university name]?

SUBQUESTIONTEXT

- 01 In preparation for my appointment negotiations at [university name], I asked for information from people at [university name] whom I already knew personally.
 - 02 I gained information externally (e.g. from the German University Association) in preparation for my appointment or retention negotiations.
 - 03 I experienced the atmosphere in my appointment or retention negotiations as appreciative.
 - 04 During my appointment negotiations or retention negotiations at [university name], good equipment for my professorship (personnel/material/spatial equipment) was more important to me than a higher salary.
 - 05 I am satisfied with the result of my appointment or retention negotiations.
 - 06 I feel that my remuneration at [university name] is adequate.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Britton et al. 2012: Scale „Hiring, financial“:
 - o The negotiation process regarding salary was positive
 - o The negotiation process regarding resources provided was positive

- I was satisfied with my start-up package
- Kortendiek et al. 2019: Auf welche Weise haben Sie sich auf Berufungsverhandlung(en) vorbereitet?
 - Persönliche Kontakte
 - Informationen durch Fachgesellschaften/Berufsverbände
 - Internetrecherche, References
 - Persönliche(s) Coaching/Beratung
 - Seminar zur Berufungsvorbereitung
 - Teilnahme an Mentoring-Programm(en)
 - Kontakt zu Gleichstellungsbeauftragten
 - Keine spezielle Vorbereitung
 - Keine Angabe
 - Anderes,

Die folgenden Aussagen beziehen sich auf Ihre Erfahrungen, die Sie bei Ihren Verhandlungen zu Berufungs-Leistungsbezügen (auch im Rahmen von Zielvereinbarungen) gemacht haben. Was trifft zu bzw. nicht zu?

- Ich bin mit dem Ergebnis der zuletzt geführten Berufungsverhandlung/Zielvereinbarung zufrieden
- Das letzte Verhandlungsgespräch war mir gegenüber wertschätzend
- Ich war bei meiner ersten Berufungsverhandlung gut informiert.,

Die folgenden Aussagen beziehen sich auf Ihre Erfahrungen, die Sie bei Ihrer Verhandlung zu Bleibe-Leistungsbezügen gemacht haben. Was trifft zu bzw. nicht zu?

- Ich bin mit dem Ergebnis der zuletzt geführten Bleibeverhandlung zufrieden.
- Die letzte Bleibeverhandlung war mir gegenüber wertschätzend.

QUESTION 15: ASSESSMENT OF PERFORMANCE BONUSES

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements on performance bonuses for particular achievements at [university name]?

SUBQUESTIONTEXT

- 01 The procedures for awarding performance bonuses pay for particular achievements at [university name] are transparent.
 - 02 The procedures for awarding performance bonuses pay for particular achievements at [university name] are fair.
 - 03 The performance criteria for awarding performance bonuses pay for particular achievements seem reasonable to me.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Kortendiek et al. 2019: Die folgenden Aussagen beziehen sich auf Ihre Erfahrungen als Professorin/Professor. Was trifft zu bzw. nicht zu?
 - o Die Verfahren zur Vergabe von Leistungsbezügen sind an meiner Hochschule transparent.
 - o Ich finde es richtig, über den finanziellen Aspekt der Berufungsverhandlung Stillschweigen zu bewahren.
 - o Ich habe bereits einen Ruf abgelehnt, weil das Ergebnis der Verhandlung zu schlecht war.
 - o Mir ist eine gute Ausstattung meiner Professur (Personal, technische Ausstattung) wichtiger als ein höheres Gehalt.
 - o Ich musste mich aufgrund meines Geschlechts besonders beweisen.
 - o Die Verfahren zur Vergabe von Leistungsbezügen sind an meiner Hochschule fair.
 - o Ich bin an meiner Hochschule mit einflussreichen Akteurinnen und Akteuren gut vernetzt.
 - o Meine Vergütung ist angemessen.,
- Auf welchem Wege erfolgt an Ihrer Hochschule die Vergabe der besonderen Leistungsbezüge?:
- o Durch eigene Antragstellung

- Weiß nicht
- Auf Vorschlag der Dekanin/des Dekans
- Auf Vorschlag der Hochschulleitung
- Weitere
- Es gibt keine besonderen Leistungsbezüge
- Keine Angabe

SECTION E: WORK CLIMATE

HEADLINE

Thank you very much. In the following, you will be asked questions about sources of stress and energy in your work, networking activities and the working atmosphere you perceive in your area at [university name]. This is the last block of content questions.

QUESTION 16: SOURCES OF STRESS/ENERGY

PROGRAMMING

Matrix, 3 Scale points with 2 avoidance options, labeling of all scale points on top with:

More a cause of stress // More a source of energy // Both // Does not apply // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

In the last three years, have the following aspects tended to cause stress in your work or acted more as a source of energy?

SUBQUESTIONTEXT

- 01 Research activity
 - 02 Visibility in the scientific field
 - 03 Third-party funding
 - 04 Teaching
 - 05 Tasks in academic self-administration
 - 06 Tasks in external bodies
 - 07 Leadership / supervision of staff
 - 08 Overall professional situation
-

CODING

- (1) More a cause of stress
 - (2) More a source of energy
 - (3) Both
- (555) Does not apply
- (777) I do not know
- (999) No selection
-

REFERENCES

- Ambrasat et al. 2020: Wie zufrieden sind Sie mit den folgenden Aspekten Ihres Berufes?
 - o Eigene Lehrtätigkeit
 - o Eigene Forschungstätigkeit
 - o Verhältnis zu Kolleg*innen

- Erreichte berufliche Position
 - Berufliche Perspektiven
 - Verwirklichung eigener Ideen
 - Berufliche Situation insgesamt
- Eslen-Ziya and Yildirim 2021 (Questionnaire by (Eslen-Ziya and Sumer 2021 (unpublished))): What are the major sources of stress in your life?,
How do you cope with them?,
What is the greatest pleasure you get from working at your current job?
 - Doing interesting and challenging work
 - Helping my organisation excel
 - Good relationships with my co-workers
 - Having the chance of promotion
 - Being respected and valued
 - Getting paid
 - Supervising students
 - Lecturing
 - Conducting research
 - Publishing
 - Attending conferences
 - None of the above
 - Other (please specify)
- Harvard University - Faculty Development and Diversity 4/27/2020: To what extent have the following work concerns been a source of stress over the past three years?
 - Scholarly productivity
 - Teaching responsibilities
 - Advising responsibilities
 - Time to do research
 - Securing funding for research
 - Managing a research group or grant (e.g., finances, personnel)
 - Review/promotion process for yourself
 - Review/promotion processes for other faculty
 - Departmental or campus politics
 - Timing of departmental meetings and functions
 - Administrative responsibilities to the {e://Field/SchoolDept}
 - Administrative responsibilities to the University
- Leontowitsch and Vázquez-Cupeiro 2003: How often do you feel overloaded with:
 - Teaching
 - Research
 - Administrative work
 - Serving on committees
 - Other (Please specify.) ____
- Stockard et al. 2018: Think about your current work life and career. How satisfied are you regarding:
 - Your workload
 - Your salary
 - Your access to supplies and equipment
 - Your access to journals and other scholarly materials
 - Support for maintenance and repair of your research equipment
 - Recognition of your accomplishments by others
 - Your department's support for balancing work and family life

- Your professional network outside of your institution/lab
- Mentoring that you receive from others in your department
- Mentoring that you receive from others in the field as a whole
- Your scholarly productivity
- Flexibility to choose and work on projects within your own interests
- The way you balance work and family life
- Your job at this institution, overall,

Scientists may have different concerns at different points in their careers. How concerned are you with each of these career issues?

- Establishing my credibility where I work
- Establishing my credibility outside of my institution
- Making progress in my field of work
- Finding a mentor to help my career advancement
- Advancing to a position with more responsibility
- Keeping up with new knowledge, equipment and methods in my field
- Improving my chances of advancement in my current position

QUESTION 17: RECOGNITION WORK

PROGRAMMING

Multiple Choice Question

NOTE FOR PARTICIPANTS

Multiple choice

QUESTION TEXT

For which work activity(ies) do you receive the most recognition from other [university name] professors?

SUBQUESTIONTEXT

- 01 Publishing
 - 02 Acquiring third-party funding
 - 03 Supervision of qualification theses
 - 04 Teaching
 - 05 Tasks in academic self-administration
-

CODING

- (1) Selected
 - (0) Not selected

 - (999) No selection
-

REFERENCES

- Harvard University - Faculty Development and Diversity 4/27/2020: To what extent do you believe the following items are valued in Harvard's tenure process?
 - Publications
 - Other research/scholarly work
 - Teaching and advising students
 - Service (e.g., formal committees and assignments, informal participation, and/or collegueship)
 - Impact on policy and practice outside academia

QUESTION 17A: RECOGNITION OTHER

PROGRAMMING

Text question, Text field

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Other, namely _____

SUBQUESTIONTEXT

-

CODING

Text

(888) Not required [if not specified]

REFERENCES

-

QUESTION 18: COMMITTEES/FORMAL NETWORKS

PROGRAMMING

Matrix, 2 Scale points with avoidance option, labeling of all scale points on top with:

Yes // No // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Do the following statements about committees and other formal networks apply to you?

SUBQUESTIONTEXT

- 01 I have taken over work tasks or roles at [university name] within the last three years that have made me more visible *within* [university name].
 - 02 Within the last three years, I have taken over work tasks or roles that have made me more visible *outside* [university name].
 - 03 I have been asked at least once whether I would like to participate in committees or functional offices at [university name].
-

CODING

- (1) Yes
 - (0) No

 - (777) I do not know

 - (999) No selection
-

REFERENCES

- Barta et al. 2019 (unpublished): Ich werde dazu ermutigt und habe die Möglichkeit, mein Institut nach außen und/oder innen zu vertreten (z.B. in Ausschüssen oder Gremien, als Vorsitzende*r oder Sprecher*in bei Konferenzen).
 - Götzmann 2017: Wie kam es dazu, dass Sie als Professorin oder Professor erstmalig Mitglied in einem Gremium wurden?
 - o Aus eigenem Antrieb
 - o Ich habe ein bestimmtes Ziel verfolgt
 - o Ich wurde gefragt
 - o Ich wurde ermutigt
 - o Ich wurde gedrängt
 - o Ich sah mich aus einem äußeren Anlass dazu gezwungen
 - o Ich hatte keine Wahl
 - o Es war mir egal und niemand anderes wollte
- Sie haben sich bereits in der akademischen Selbstverwaltung engagiert. Bitte geben Sie an, wie wichtig die folgenden Gründe für Ihre Entscheidung waren.
- o Ich bekomme mit, was an der Hochschule passiert

- Ich kann mein Fach an der Hochschule stärken
 - Ich möchte der Hochschule etwas zurückgeben
 - Ich lerne Kolleginnen und Kollegen kennen
 - Ich werde bekannter
 - Ich kann hochschulpolitisch etwas bewirken
 - Über die Auseinandersetzung erweitere ich meinen Horizont
 - Es macht Spaß
 - Ich bekomme Anerkennung
 - Ich sehe die Gremienarbeit als Pflicht
 - Ich habe dadurch Vorteile für meine Lehre
 - Ich habe dadurch Vorteile für meine Forschung/Projekte
 - Ich strebe eine hochschulpolitische Karriere an
 - Sonstiges, und zwar ____
- Stockard et al. 2018: To what extent do you participate in each of the following networking activities?
- At conferences or seminars, talk to people you don't know, or know only slightly
 - Participate in social activities with work colleagues
 - Take on work tasks or roles that get you better known within your university
 - Ask people for their advice or suggestions about your career
 - Take on work tasks or roles that get you better known outside your university
 - Get in touch with work contacts you haven't heard from for some time, in order to maintain a relationship with them
 - Ask other people for feedback about their perceptions of you and/or your work
 - At conferences or seminars, get yourself noticed by important people in your field
 - Make electronic or phone contact with important people in your field to discuss research
 - Contact people who have (or may have) job vacancies in order to talk about possible opportunities
 - Send a copy of your work to important people in your field
 - Ask someone you know to introduce you to an important person in your field
 - Use electronic social networking, message boards, etc. to develop existing work contacts
 - Use electronic social networking, message boards, etc. to make new work contacts.

QUESTION 19: INFORMAL NETWORKS

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements about informal networks?

SUBQUESTIONTEXT

- 01 My informal professional networks *at [university name]* currently consist mainly of people of my own gender.
 - 02 My informal professional networks *outside [university name]* currently consist mainly of persons of my own gender.
 - 03 I have felt excluded from informal professional networks in my field of research (also outside [university name]) at least once within the last three years.
 - 04 I use electronic social networks (e.g. Twitter) to exchange or network with other researchers.
 - 05 I introduce the (junior) researchers I supervise to informal networks in my field (also outside [university name]).
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Kortendiek et al. 2022: Bestehen Ihre informellen Netzwerke mehrheitlich aus Personen Ihres eigenen Geschlechts?
 - Ja
 - Nein
 - Keine Angabe

QUESTION 20: RECOGNITION OVERALL

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements on recognition, respect, support and participation at [university name]?

SUBQUESTIONTEXT

- 01 I have to invest more time and work than some other professors in my field to get the same recognition.
 - 02 I am treated respectfully by my employees.
 - 03 I am treated respectfully by my students.
 - 04 At [university name], I generally receive support from higher hierarchical levels (e.g. [function]) if I ask for it.
 - 05 I have the impression that I can help shape important strategic aspects within [university name] as a whole.
 - 06 I have the impression that I can help shape important strategic aspects within my division.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Britton et al. 2012: Scale "Respected":
 - o I am treated with respect by the staff (e.g., administrative assistants, clerical) in my department.
 - o I am treated with respect by my colleagues in my department.
 - o I am treated with respect by students in my department
 - o I am treated with respect by my unit head (i.e., department head, department chair, director, etc.).
 - o I feel informed about what is happening in my department
 - o Colleagues in my department solicit my opinion about work
 - o My department creates a supportive environment
 - o My opinion matters in the decisionmaking process in my department

- I feel that I am a valued member of my department
- Harvard University - Faculty Development and Diversity 4/27/2020: Please indicate your agreement or disagreement with the following statements:
 - My colleagues in the $\{e://Field/SchoolDept\}$ value my research/scholarship.
 - The $\{e://Field/SchoolDept\}$ helps me obtain the resources I need for teaching.
 - The $\{e://Field/SchoolDept\}$ helps me obtain the resources I need for research.
 - My colleagues value my work/contributions to the $\{e://Field/SchoolDept\}$.
 - The $\{e://Field/SchoolDept\}$ is willing to accommodate faculty members' family responsibilities in scheduling departmental/School obligations.
 - The $\{e://Field/SchoolDept\}$ creates a collegial and supportive environment.
 - The $\{e://Field/SchoolDept\}$ is a good fit for me.
 - There is a feeling of community in the $\{e://Field/SchoolDept\}$.
 - I am respected by the other faculty in the $\{e://Field/SchoolDept\}$.
 - I am respected by the students in the $\{e://Field/SchoolDept\}$.
 - I can navigate the "unwritten rules" concerning how one is to conduct oneself as a faculty member in the $\{e://Field/SchoolDept\}$.
 - Tenured faculty take an interest in my professional development.
 - I know where to go if I have professional concerns in the workplace.

Please indicate your agreement or disagreement with the following statements:

- I have a voice in the decision-making that affects the direction of the $\{e://Field/SchoolDept\}$.
- I have to work harder than some of my colleagues in the $\{e://Field/SchoolDept\}$ to be perceived as a legitimate scholar.
- I feel excluded from an informal network in the $\{e://Field/SchoolDept\}$.
- The $\{e://Field/SchoolDept\}$ makes genuine efforts to recruit female faculty.
- I feel that the climate for female faculty in the $\{e://Field/SchoolDept\}$ is at least as good as that for male faculty.
- I feel that the climate for minority faculty in the $\{e://Field/SchoolDept\}$ is at least as good as that for nonminority faculty.
- The $\{e://Field/SchoolDept\}$ makes genuine efforts to recruit minority faculty.
- I feel supported by my colleagues in the $\{e://Field/SchoolDept\}$ when trying to take actions/make change.
- My workplace is free from bias and discrimination.
- My colleagues expect me to represent "the point of view" of my identity (e.g., ethnicity, gender, race, religion, politics, sexual orientation, or disability).
- Faculty members are respected here regardless of their ethnicity, gender, race, religion, politics, sexual orientation, or disability.
- In my workplace, everyone is treated with respect.

QUESTION 21: CONNECTEDNESS

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:
Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements about your attachment to [university name]?

SUBQUESTIONTEXT

- 01 I feel strongly connected to [university name].
 - 02 I feel a strong connection to my division.
 - 03 I feel a strong connection to my institute.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Harvard University - Faculty Development and Diversity 4/27/2020: Overall, how satisfied are you with being a faculty member at Harvard?,
Overall, how satisfied are you with your particular School at Harvard?

QUESTION 22: WORKING ATMOSPHERE INSTITUTE

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:
Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements about the general working atmosphere at your institute (or institutes) at [university name]?

SUBQUESTIONTEXT

- 01 In my institute, all employees are judged on their performance, regardless of their gender/ethnicity etc.
 - 02 In my institute, work is distributed on a clear and fair basis regardless of gender/ethnicity etc.
 - 03 In my institute at [university name], all scientific staff are included in team meetings.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Barta et al. 2019 (unpublished): In meinem Institut werden die Mitarbeitenden nach ihren Leistungen behandelt, unabhängig von ihrem Geschlecht/ ihrer sexuellen Orientierung/ Ethnizität/Weltanschauung etc.,
In meiner Gruppe/meiner Abteilung wird die Arbeit auf einer klaren und fairen Grundlage unabhängig vom Geschlecht/ ihrer sexuellen Orientierung/ Ethnizität/ Weltanschauung etc. verteilt.

QUESTION 23: WORKING ATMOSPHERE DIVISION

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements about the general working atmosphere *in your field (1-5) at [university name]?*

SUBQUESTIONTEXT

- 01 The working atmosphere in my division is very competitive.
 - 02 The working atmosphere in my division is very cooperative.
 - 03 I think that the working atmosphere for female professors in my area is at least as good as for male professors.
 - 04 My department is sufficiently committed to promoting gender equity.
-

CODIERUNG

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

- Barta et al. 2019 (unpublished): Ich denke, dass mein Institut ein großartiger Arbeitsplatz für Frauen ist., Ich denke, dass mein Institut ein großartiger Arbeitsplatz für Männer ist., Ich denke, dass mein Institut ein großartiger Arbeitsplatz für Nichtbinäre ist.
- Harvard University - Faculty Development and Diversity 4/27/2020: Overall, in the past three years, what is your impression of the $\{e://Field/SchoolDept\}$ community?
 - o Welcoming
 - o Competitive
 - o Diverse

QUESTION 24: WORKING ATMOSPHERE ENTIRE INSTITUTION

PROGRAMMING

Matrix, 4 Scale points with avoidance option, labeling of all scale points on top with:

Strongly disagree // Disagree // Agree // Strongly agree // I do not know

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

To what extent do you agree with the following statements about *[university name]* as a whole?

SUBQUESTIONTEXT

- 01 I would recommend [university name] as an employer.
 - 02 I am convinced that [university name] as an organisation is sufficiently committed against discrimination of any kind.
-

CODING

- (1) Strongly disagree
 - (2) Disagree
 - (3) Agree
 - (4) Strongly agree
- (777) I do not know
- (999) No selection
-

REFERENCES

-

QUESTION 25: DISADVANTAGE

PROGRAMMING

Matrix, 2 Scale points with avoidance option, labeling of all scale points on top with:

Yes, observed and/or experienced // No // I do not know

"Other" without possibility for text input, only as selection option

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

In the last three years at [university name], have you observed and/or personally experienced *disadvantages* (e. g. due to unconscious exclusion, prejudice, etc.) for one or more of the following reasons?

SUBQUESTIONTEXT

- 01 Age
 - 02 Parenthood and/or pregnancy
 - 03 Gender/gender identity
 - 04 Sexual orientation
 - 05 Physical appearance
 - 06 Social Background
 - 07 Nationality/Ethnicity/Language
 - 08 Religion
 - 09 Disability/chronic illness
 - 10 Other
-

CODING

- (1) Yes, observed and/or experienced
(0) No

(777) I do not know

(999) No selection
-

REFERENCES

- Ambrasat et al. 2020: Persönliche Diskriminierungserfahrung: Wurden Sie persönlich in den letzten 24 Monaten im beruflichen Umfeld diskriminiert? Falls ja, hinsichtlich welcher Merkmale?
 - o Ethnische Herkunft
 - o Geschlecht/ Geschlechtsidentität
 - o Religion oder Weltanschauung
 - o Alter
 - o Sexuelle Orientierung
 - o Behinderung oder chronische Krankheit
 - o Soziale Herkunft

- Habe keine derartige Diskriminierung erfahren.
- Barta et al. 2019 (unpublished): Haben Sie sich jemals bei der Arbeit diskriminiert gefühlt wegen:
 - Alter
 - Behinderung / besondere Bedürfnisse
 - Ethnizität
 - Geschlecht
 - Sprachliche Probleme
 - Ebene oder Rolle innerhalb des Instituts
 - Körperliche Erscheinung
 - Schwangerschaft
 - Religiöse Überzeugungen
 - Sexuelle Orientierung
 - Transgender-Status
 - Andere, bitte angeben
- Britton et al. 2012: Please indicate how often the following behavior occurs in your current work environment:
 - discrimination on the basis of race
 - Discrimination on the basis of ethnicity
 - Discrimination on the basis of gender
- Kortendiek et al. 2022: Haben Sie an Ihrem Hochschularbeitsplatz eigene persönliche Erfahrungen mit Benachteiligung aus einem oder mehreren der folgenden Gründe gemacht?:
 - Alter
 - Elternschaft
 - Geschlecht
 - Geschlechtsidentität
 - Soziale Herkunft
 - Hautfarbe
 - Nationalität
 - Religion/Weltanschauung
 - Behinderung/chronische Erkrankung
 - Sexuelle Orientierung
 - Anderes
 - Nein, ich habe keine Erfahrungen mit Benachteiligungen gemacht.
 - Keine Angabe
- Leontowitsch and Vázquez-Cupeiro 2003: In you[r] opinion, are appointments and promotions at your university ever influenced by any of the following characteristics?
 - Candidates´ nationality/ race/ ethnicity
 - Age
 - Religion
 - Sex
 - Sexual orientation
 - Other (please specify.) ____

QUESTION 26: VERBAL ASSAULTS

PROGRAMMING

Matrix, 2 Scale points with avoidance option, labeling of all scale points on top with:

Yes, observed and/or experienced // No // I do not know

"Other" without possibility for text input, only as selection option

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Have you observed and/or experienced *verbal assaults* (such as jokes, insults or harassment) for one or more of the reasons just mentioned at [university name] in the last three years?

SUBQUESTIONTEXT

- 01 Age
 - 02 Parenthood and/or pregnancy
 - 03 Gender/gender identity
 - 04 Sexual orientation
 - 05 Physical appearance
 - 06 Social Background
 - 07 Nationality/Ethnicity/Language
 - 08 Religion
 - 09 Disability/chronic illness
 - 10 Other
-

CODING

- (1) Yes, observed and/or experienced
 - (0) No

 - (777) I do not know
 - (999) No selection
-

REFERENCES

-

QUESTION 27: CONTACT

PROGRAMMING

Single Choice Question, Checkboxlist

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Do you know who you can turn to at [university name] if there is discrimination and/or verbal abuse?

SUBQUESTIONTEXT

-

CODING

(1) Yes

(0) No

(999) No selection

REFERENCES

- Barta et al. 2019 (unpublished): Ich weiß, an wen ich mich wenden kann, wenn es zu einer Belästigung oder Diskriminierung kommt.
 - o Ja
 - o Nein
- Kortendiek et al. 2022: Haben Sie sich aufgrund des Vorfalls bzw. der Vorfälle bei einer Stelle oder Person an Ihrer Hochschule gemeldet bzw. beschwert?
 - Ja, ich habe mich an ...
 - o die Gleichstellungsbeauftragte gewandt.
 - o die Beschwerdestelle für Diskriminierung und Belästigung an der Hochschule gewandt.
 - o meine_n Vorgesetzte_n gewandt.
 - o den Personalrat gewandt.
 - o eine andere Stelle bzw. Person gewandt, und zwar: ____ . (Um die Anonymität zu wahren, nennen Sie hier bitte keine Namen, sondern geben Sie die Funktion der Person bzw. Stelle an.)
 - o Nein, ich habe mich nicht beschwert.
 - o Keine Angabe

SECTION F: SOCIO-DEMOGRAPHICS

HEADLINE

Finally, here are three questions about yourself:

QUESTION 28: EDUCATIONAL BACKGROUND

PROGRAMMING

Single Choice Question, Checkboxlist

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Does at least one of your parents (or other persons with responsibility for your upbringing) have a university degree?

SUBQUESTIONTEXT

-

CODING

- (1) Yes
 - (0) No

 - (777) I do not know

 - (999) No selection
-

REFERENCES

- Götzmann 2017: Geben Sie bitte den höchsten beruflichen Abschluss Ihrer Eltern an. [Vater | Mutter]
 - o Promotion
 - o Universitätsabschluss
 - o Fachhochschulabschluss o.ä.
 - o Meisterprüfung, Technikerabschluss
 - o Lehre oder gleichwertige Berufsausbildung
 - o Kein beruflicher Abschluss
- Harvard University - Faculty Development and Diversity 4/27/2020: What is the highest level of education completed by either of your parents?
 - o Elementary school
 - o Middle school
 - o High school
 - o Bachelor's degree
 - o Master's degree
 - o Professional degree (e.g., medical or legal degree)
 - o Doctoral degree
 - o I would prefer not to respond

- Leontowitsch and Vázquez-Cupeiro 2003: Highest educational level of: [Father | Mother | Partner]
 - Primary school
 - Vocational school/unfinished secondary school
 - Secondary school
 - Unfinished university education
 - University
 - Postgraduate
 - PhD
 - Other (please specify.)
 - Unknown

QUESTION 29: GENDER

PROGRAMMING

Single Choice Question

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Which gender do you classify yourself as?

SUBQUESTIONTEXT

-

CODING

- (1) Male
 - (2) Female
 - (3) Non-binary/other sex/not specified
-

REFERENCES

- Ambrasat et al. 2020: Bitte geben Sie Ihr Geschlecht an.
 - o Männlich
 - o Weiblich
 - o Divers
- Barta et al. 2019 (unpublished): Identifizieren Sie sich als:
 - o Weiblich
 - o Männlich
 - o Nichtbinär
 - o Ich möchte nicht antworten
 - o Anderes: ____
- Eslen-Ziya and Yildirim 2021 (Questionnaire by (Eslen-Ziya and Sumer 2021 (unpublished)), unpublished): Gender:
 - o Woman
 - o Man
 - o Trans / Queer
 - o Prefer not to say
- Harvard University - Faculty Development and Diversity 4/27/2020: What is your gender?
 - o Male
 - o Female
 - o Transgender or other
 - o I would prefer not to respond
- Kortendiek et al. 2022: Bitte geben Sie Ihr Geschlecht an.
 - o Weiblich
 - o Männlich
 - o Divers

Survey on the situation of professors at a technical university in Germany:
Questionnaire (English version)

- Weiteres: ___
- Keine Angabe

QUESTION 30: AGE GROUP

PROGRAMMING

Single Choice Question, Checkboxlist

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Which age group do you belong to?

SUBQUESTIONTEXT

-

CODING

(1) Under 50 years

(0) 50 years or older

(999) No selection

REFERENCES

-

SECTION G: ENDPAGE

HEADLINE

That was the last question - thank you very much for your support! By clicking "Submit" you will send us your details.

Please do not forget to click on "Submit" before closing the window. Otherwise your information will be lost.

QUESTION 31: COMMENTS ON THE QUESTIONNAIRE

PROGRAMMING

Large text field

NOTE FOR PARTICIPANTS

-

QUESTION TEXT

Here you have the possibility for notes/comments/messages.

Please make sure not to write any personal data in the text field so that your anonymity is guaranteed. Thank you very much!

SUBQUESTIONTEXT

-

CODING

Text

(888) Not required [if not specified]

REFERENCES

- Barta et al. 2019 (unpublished): Bitte lassen Sie uns wissen, wenn Sie etwas Besonderes schreiben möchten, das in der Umfrage nicht erwähnt wurde, was Ihre Bedürfnisse, Erfahrungen usw. angeht. Platz für anonyme Kommentare, konkrete Beispiele, Erklärungen, nicht erwähnte Themen, Vorschläge:
- Götzmann 2017: Haben Sie weitere Ideen und Vorschläge oder Anmerkungen zum Thema "Professorinnen und Professoren in der Selbstverwaltung an Hochschulen?"
- Harvard University - Faculty Development and Diversity 4/27/2020: Is there anything else you would like to tell us?

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APPENDIX

Table 2 Overview available questionnaires

Author Questionnaire	Title questionnaire/study context	Published questionnaire
Ambrasat et al.	„DZHW Wissenschaftsbefragung 2019“	Ambrasat, Jens; Heger, Christophe; Rucker, Annegret (2020): Wissenschaftsbefragung 2019/20. Methoden & Fragebogen. Methodenbericht. Edited by Deutsches Zentrum für Hochschul- und Wissenschaftsforschung (DZHW). Berlin. Available online at https://www.wb.dzhw.eu/downloads/WiBef_Methodenbericht2019-20.pdf .
Barta et al. (unpublished)	„Mein Wohlbefinden und meine Zufriedenheit an meinem Institut-AEI“, Befragung im Max-Planck-Institut für Gravitationsphysik (AEI) 2019, im Rahmen des EU-Projekts GENERA (https://genera-project.com/)	Not published, received on request
Britton et al.	“KSU Climate Survey 2007“	Britton, Dana M.; Baird, Chardie L.; Dyer, Ruth A.; Middendorf, B. Jan; Smith, Christa; Montelone, Beth A. (2012): Surveying the Campus Climate for Faculty. A Comparison of the Assessments of STEM and non-STEM faculty. In <i>GST</i> 4 (1), pp. 102–122. Available online at http://genderandset.open.ac.uk/index.php/genderandset/article/view/221/388 , checked on 5/2/2012. (nur Skalen)
Eslen-Ziya und Sumer (unpublished)	Eslen-Ziya, Hande; Yildirim, Tevfik Murat (2021): Perceptions of Gendered-Challenges in Academia: How Women Academics See Gender Hierarches as Barriers to Achievement. In <i>Gend Work Organ</i> . DOI: 10.1111/gwao.12744.	Not published, received on request
Götzmann	„Professorinnen in der Selbstverwaltung an niedersächsischen Hochschulen - Zugänge, Motivationen und Beteiligungen“, Götzmann, Helga (2017): Professorinnen entscheiden mit. Professorinnen und Professoren in der Selbstverwaltung an niedersächsischen Hochschulen - Zugänge, Motivationen und Beteiligungen. Edited by Leibniz Universität Hannover, Landeskonferenz Niedersächsischer Hochschulfrauenbeauftragter (LNHF). Hannover. Available online at https://www.chancenvielfalt.uni-hannover.de/fileadmin/chancenvielfalt/pdf/Professorinnen_entscheiden_mit.pdf , checked on 2/23/2021.	Not published, received on request
Harvard University - Faculty Development and Diversity	“2018-19 Harvard Faculty Climate Survey”, Harvard University - Faculty Development and Diversity (2020): 2019 Faculty Climate Survey. University-wide	Not published, received on request

Survey on the situation of professors at a technical university in Germany:
Questionnaire (English version)

Author Questionnaire	Title questionnaire/study context	Published questionnaire
	Results. Cambridge, MA, 4/27/2020, checked on 10/12/2021.	
Kortendiek et al.	Kortendiek, Beate; Mense, Lisa; Beaufaÿs, Sandra; Bünnig, Jenny; Hendrix, Ulla; Herrmann, Jeremia et al. (2019): Gender-Report 2019. Geschlechter(un)gerechtigkeit an nordrhein-westfälischen Hochschulen. Hochschulentwicklungen Gleichstellungspraktiken Gender Pay Gap. With assistance of Sakineh Fazeli, Johanna Forth. Essen: Netzwerk Frauen- und Geschlechterforschung NRW. Available online at http://www.genderreport-hochschulen.nrw.de/fileadmin/media/media-genderreport/download/Gender-Report_2019/genderreport_2019_langfassung_f_web.pdf , checked on 2/10/2020.	Not published, items from results publication
Kortendiek et al.	Genderreport NRW Mittelbaustudie 2022	Kortendiek, Beate; Mense, Lisa; Beaufaÿs, Sandra; Bünnig, Jenny; Hendrix, Ulla; Herrmann, Jeremia et al. (2022): Gender-Report 2022. Will be published Dec. 2022. Koordinations- und Forschungsstelle Netzwerk Frauen- und Geschlechterforschung NRW. Essen. Available online at https://www.netzwerk-fgf.nrw.de/koordinations-forschungsstelle/projekte/gender-report , checked on 8/8/2022. (Questionnaire received on request)
Leontowitsch und Vázquez-Cupeiro	„Women in European Universities – UK Survey”, Leontowitsch, Miranda; Vázquez-Cupeiro, Susana (2003): Above the Glass Ceiling? Preliminary report of Postal Survey of University Professors in the UK: European Research Training Network (Training Paper / Women in European Universities, 03/19).	Not published, received on request
Stockard et al.	“Pre-Workshop: ACS Dallas 2014” and “Lab General Survey – Fall 2016”, Stockard, Jean; Greene, Jessica; Richmond, Geraldine; Lewis, Priscilla (2018): Is the Gender Climate in Chemistry Still Chilly? Changes in the Last Decade and the Long-Term Impact of COACH-Sponsored Workshops. In <i>Journal of Chemical Education</i> 95 (9), pp. 1492–1499. DOI: 10.1021/acs.jchemed.8b00221.	Not published, received on request