

Higher Education Research Institute (HERI) Faculty Survey

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Administered in 1989, 2004, and 2014

Response Rates:

1989: 65.0%

2004: 93.2%

2014: 72.2%



2016-17 HERI Faculty Survey Core National Instrument

NOTE: The 2016-2017 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

1. In what year did you receive your first academic appointment?

(Dropdown responses: Years)

2. In what year were you first appointed at this institution?

(Dropdown responses: Years)

3. What is your present academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor
- Graduate Student/Teaching Assistant

Graduate Students/Teaching Assistants see questions noted [GTA]

4. What is your tenure status at this institution?

- Tenured
- On tenure track, but not tenured
- Not on tenure track, but institution has tenure system
- Institution has no tenure system

IF TENURED, NESTED ITEM

4a. In what year did you receive tenure at this institution?

(Dropdown responses: Years)

COMMUNITY COLLEGE

These questions will only be included for community colleges, and will replace questions 3 and 4 when the survey is used by community colleges.

3. What is your current status at this institution?

- Tenured
- Probationary, Tenure Track
- Renewable Contract Instructor (e.g., Adjunct)

IF TENURED, NESTED ITEM

3a. In what year did you receive tenure at this institution?

(Dropdown responses: Years)

4. What is your academic rank at this institution?

Instructor
Assistant Professor
Associate Professor
Professor

5. Are you retired from this institution?

Yes No

Retired faculty see questions noted [RF]

6. Are you considered a full-time employee of your institution for at least nine months of the current academic year?

Yes No

PART-TIME FACULTY

These questions will only be included for part-time faculty.

6a. If given the choice, I would prefer to work full-time at this institution.

Yes No

6b. Have you ever sought a full-time teaching position at this or another institution?

Yes No

IF YES, NESTED ITEM

6bi. How long ago did you pursue a full-time position?

Currently seeking a position

Within the last year

1 to 2 years ago

3 to 5 years ago

More than 5 years ago

6c. Is your full-time professional career outside academia?

Yes No

6d. In considering your reasons for teaching part-time at this institution, please indicate your agreement with the following statements:

(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)

My part-time position is an important source of income for me

Compensation is not a major consideration in my decision to teach part-time

Part-time teaching is a stepping-stone to a full-time position

My part-time position provides benefits (e.g., health insurance, retirement) that I need

Teaching part-time fits my current lifestyle

Full-time positions were not available

My expertise in my chosen profession is relevant to the course(s) I teach

6e. Mark all institutional resources available to you in your last term as part-time faculty. (Mark all that apply)

[GTA]

- Use of private office
- Shared office space
- A personal computer
- An email account
- A phone/voicemail
- Professional development funds
- Printer access (i.e., free printing)

6f. Please indicate your agreement with the following statements:

(Responses: *Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly*)

Part-time instructors at this institution:

- Are given specific training before teaching
- Rarely get hired into full-time positions
- Receive respect from students
- Are primarily responsible for introductory classes
- Have no guarantee of employment security
- Have access to support services
- Are compensated for advising/counseling students
- Are required to attend meetings
- Have good working relationships with the administration
- Are respected by full-time faculty
- Are paid fairly
- Have input in course designs
- Are included in faculty governance

6g. Aside from this institution, at how many other institutions do you teach? [GTA]

(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 or more)

6h. For the current term, how far in advance of the beginning of the term did you receive your course assignments? [GTA]

- Less than 1 week
- 1-2 weeks
- 3-4 weeks
- 1-3 months
- More than 3 months

7. Your sex: [GTA][RF]

- Male
- Female

8. What is your principal activity in your current position at this institution? (Mark one)

- Administration
- Teaching
- Research
- Services to clients and patients
- Other

9. Personally, how important to you is:

(Responses: *Essential, Very Important, Somewhat Important, Not Important*)

- Research
- Teaching
- Service

10. How many courses are you teaching this term (include all institutions at which you teach)? [GTA][RF]
(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 or more)

If response to question 10 is greater than or equal to one, the respondent sees 10a and 10b

10a. How many of the courses that you are teaching this term are: [GTA][RF]
(Dropdown responses: 0, 1-2, 3-4, 5-6, 7+)

- General education courses
- Courses required for an undergraduate major
- Other undergraduate credit courses
- Developmental/remedial courses (not for credit)
- Graduate courses

10b. How many of these courses that you are teaching this term are being taught: [GTA][RF]
(Dropdown responses: 0, 1-2, 3-4, 5-6, 7+)

- At this institution
- At another institution

If response to question 10 is zero or missing, the respondent sees 10c

10c. What types of courses do you primarily teach? (Mark one) [GTA][RF]

- Undergraduate credit courses
- Graduate courses
- Developmental/remedial courses
- I do not teach

11. In the past year, have you worked with or taught undergraduate students at this institution? [RF]
Yes No

12. In the past year, have you worked with or taught graduate students at this institution? [RF]
Yes No

GRADUATE FACULTY

These questions will only be included for respondents indicating they have worked with or taught graduate students in Question 12.

12a. In the past year, to what extent have you: [RF]
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)

- Met with graduate students to discuss their research interests
- Mentored graduate students
- Helped graduate students access professional networks
- Presented with graduate students at conferences
- Published with graduate students
- Included graduate students in research grant writing

12b. In the past year: [RF]

(Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)

How many master's thesis committees have you served on or are currently serving?

How many dissertation committees have you served on or are currently serving?

IF master's thesis committees >0 NESTED ITEM

12bi. In the past year, how many of these master's thesis committees have you chaired or are currently chairing? [RF]

(Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)

IF dissertation committees >0 NESTED ITEM

12bii. In the past year, how many of these dissertation committees have you chaired or are currently chairing? [RF]

(Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)

12c. In the past year, how many letters of recommendation have you written for graduate students? [RF]

(Dropdown response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31 or more)

12d. Rate your agreement with the following statements:

(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)

Graduate students in this program must compete for research opportunities

It is important for graduate students to spend at least one term as a teaching assistant to develop teaching skills

This graduate program enrolls too few international students

Graduate students work well together in this program

I have encountered instances of academic dishonesty among graduate students

Graduate students in this program are trained to conduct research responsibly and ethically

Graduate students in this program receive adequate instruction on becoming good teachers

Faculty in my department are good mentors for graduate students

Most graduate students in this program move on to faculty positions

Most graduate students in this program move into positions outside of academia

13. During the past three years, have you: (Mark one for each item) [RF]

(Responses: Yes, No)

Advised student groups involved in service/volunteer work

Collaborated with the local community on research/teaching to address their needs

Conducted research or writing focused on:

International/global issues

Racial or ethnic minorities

Women or gender issues

Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues

Biomedical science fields

Engaged in academic research that spans multiple disciplines

Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)

Written research grants

Received funding for your work from:

Foundations

State or federal government

Business or industry

14. During the past three years, have you: (Mark one for each item) [RF][GTA]

(Responses: Yes, No)

- Taught an honors course
- Taught an interdisciplinary course
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)
- Taught a service learning course
- Taught a course exclusively online
- Participated in organized activities around enhancing pedagogy or student learning
- Taught a seminar for first-year students
- Participated in the development of curriculum (enhancing an existing course or creating a new course)

15. In the past year, to what extent have you:

(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)

- Presented with undergraduate students at conferences
- Published with undergraduates
- Engaged undergraduates on your research project(s)
- Worked with undergraduates on their research project(s)

16. How would you rate the overall experience of working with undergraduates on research projects?

- Excellent
- Good
- Fair
- Poor
- I have not worked with undergraduates on research projects

17. How many undergraduates do you currently advise?

Dropdown responses:

- | | | |
|---|-------|-------------|
| 0 | 7 | 41-50 |
| 1 | 8 | 51-60 |
| 2 | 9 | 61-70 |
| 3 | 10 | 71-80 |
| 4 | 11-20 | 81-90 |
| 5 | 21-30 | 91-100 |
| 6 | 31-40 | 101 or more |

If advise undergraduates =0, skip to Q19

18. During the past year, how often have you done each of the following with your undergraduate advisees?

(Responses: Frequently, Occasionally, Not at All)

- Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)
- Helped them to plan their course of study
- Discussed their academic performance
- Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)
- Discussed career and post-graduation goals

19. During the past year, have you taken advantage of any of the following professional development opportunities provided by this institution?

(Responses for each item in each column: Yes, No, Not Eligible, Not Available)

Funded workshops focused on:

- Teaching
- Research skills development
- Grant writing
- Paid sabbatical leave
- Travel funds paid by the institution
- Internal grants for research
- Training for administrative leadership
- Incentives to develop new courses
- Incentives to integrate technology into your classroom
- Resources to integrate culturally-competent practices into your classroom

20. How many of the following have you published? **[RF]****[GTA]**

(Responses: None, 1-2, 3-4, 5-10, 11-20, 21-50, 51+)

- Articles in academic or professional journals
- Chapters in edited volumes
- Books, manuals, or monographs
- Other (e.g., patents, computer software products)

21. In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?

[RF] **[GTA]**

(Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)

IF >0 NESTED ITEM

21a. How many of these exhibitions or performances were: **[RF]** **[GTA]**

(Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)

- Solo/Individual
- Collaborative

22. In the past three years, how many of your professional writings have been published or accepted for publication?

[RF] **[GTA]**

(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21+)

IF >0 NESTED ITEM

22a. How many of these professional writings were: **[RF]** **[GTA]**

(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21+)

- Solo-authored
- Co-authored

23. During the present term, how many hours per week on average do you spend on each of the following?

(Responses: None, 1-4, 5-8, 9-12, 13-16, 17-20, 21+)

- Scheduled teaching (give actual, not credit hours)
- Preparing for teaching (including reading student papers and grading)
- Advising or counseling students
- Committee work and meetings
- Research and scholarly writing
- Other creative products/performances
- Community or public service
- Outside consulting/freelance work
- Household/childcare duties
- Serving as a caregiver for another adult
- Other employment, outside of academia
- Personal time (e.g., exercise, hobbies, relaxing)

24. In your interactions with undergraduates, how often in the past year did you encourage them to: (Mark one for each item) [GTA]

(Responses: Frequently, Occasionally, Not at All)

- Ask questions in class
- Support their opinions with a logical argument
- Seek solutions to problems and explain them to others
- Analyze multiple sources of information before coming to a conclusion
- Evaluate the quality or reliability of information they receive
- Take risks for potential gains
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on their own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Recognize biases that affect their thinking

25. How frequently in the courses you taught in the past year have you given at least one assignment that required students to: [GTA]

(Responses: Frequently, Occasionally, Not at All)

- Write in the specific style or format of your discipline
- Describe how different perspectives would affect the interpretation of a question or issue in your discipline
- Discuss the ethical or moral implications of a course of action
- Apply mathematical concepts and computational thinking

26. In how many of the courses that you teach do you use each of the following? [GTA]

(Responses: All, Most, Some, None)

- Class discussions
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Performances/Demonstrations
- Group projects
- Extensive lecturing
- Multiple drafts of written work
- Reflective writing/Journaling
- Community service as part of coursework
- Electronic quizzes with immediate feedback in class
- Using real-life problems
- Using student inquiry to drive learning

27. In how many of the courses that you teach do you use each of the following? [GTA]

(Responses: All, Most, Some, None)

- Readings on racial and ethnic issues
- Readings on women or gender issues
- Supplemental instruction outside of class and office hours
- Student presentations
- Student evaluations of each others' work
- Grading on a curve
- Rubric-based assessment
- Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)

28. How frequently do you incorporate the following forms of technology into your courses? [GTA]

(Responses: Frequently, Occasionally, Not at All)

- Videos or podcasts
- Simulations/animations
- Online homework or virtual labs
- Online discussion boards
- Audience response systems to gauge students' understanding (e.g., clickers)

29. Please indicate the extent to which you agree it is your role to:

(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)

- Encourage students to become agents of social change
- Prepare students for employment after college
- Prepare students for graduate or advanced education
- Develop students' moral character
- Provide for students' emotional development
- Help students develop personal values
- Enhance students' knowledge of and appreciation for other racial/ethnic groups
- Promote students' ability to write effectively
- Teach students tolerance and respect for different beliefs

30. Please indicate your agreement with each of the following statements:

(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)

- The chief benefit of a college education is that it increases one's earning power
- A racially/ethnically diverse student body enhances the educational experience of all students
- Colleges have a responsibility to work with their surrounding communities to address local issues
- Private funding sources often prevent researchers from being completely objective in the conduct of their work
- I try to dispel perceptions of competition
- I achieve a healthy balance between my personal life and my professional life
- I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar

31. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following: (Mark one for each item) [RF]

(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)

- This institution has effective hiring practices and policies that increase faculty diversity
- Student Affairs staff have the support and respect of faculty
- There is a lot of campus racial conflict here
- My research is valued by faculty in my department
- My teaching is valued by faculty in my department
- My service is valued by faculty in my department
- Faculty are sufficiently involved in campus decision making
- The faculty are typically at odds with campus administration
- Faculty here respect each other
- Administrators consider faculty concerns when making policy
- This institution takes responsibility for educating underprepared students
- The criteria for advancement and promotion decisions are clear
- Most of the students I teach lack the basic skills for college level work
- There is adequate support for faculty development
- Faculty are not prepared to deal with conflict over diversity issues in the classroom
- This institution takes mentoring into consideration in the promotion process
- Faculty of color are treated fairly here
- Women faculty are treated fairly here
- LGBTQ faculty are treated fairly here

32. Indicate how important you believe each priority listed below is at your college or university: [RF]

(Responses: Highest Priority, High Priority, Medium Priority, Low Priority)

- Increase or maintain institutional affordability
- Develop a sense of community among students and faculty
- Facilitate student involvement in community service
- Help students learn how to bring about change in society
- Increase or maintain institutional prestige
- Hire faculty “stars”
- Recruit more traditionally underrepresented students
- Increase the selectivity of the student body through more competitive admissions criteria
- Promote gender diversity in the faculty and administration
- Promote racial and ethnic diversity in the faculty and administration
- Provide resources for faculty to engage in community-based teaching or research
- Create and sustain partnerships with surrounding communities
- Pursue extramural funding
- Strengthen links with the for-profit, corporate sector
- Develop leadership ability among students
- Develop an appreciation for multiculturalism
- Prepare students for the workplace

33. Please indicate the extent to which you:

(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)

- Feel that the training you received in graduate school prepared you well for your role as a faculty member
- Experience close alignment between your work and your personal values
- Mentor faculty
- Mentor undergraduate students
- Mentor graduate students
- Been mentored by at least one professional in academia
- Participated in training in preparation to be a mentor (e.g., workshops, programs)
- Accessed the National Research Mentoring Network (NRMN) resource

IF Mentor faculty is >Not at All, NESTED ITEM

33a. How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?

(Responses: Excellent, Good, Fair, Poor)

IF Mentor undergraduate students is >Not at All, NESTED ITEM

33b. How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?

(Responses: Excellent, Good, Fair, Poor)

IF Mentor graduate students is >Not at All, NESTED ITEM

33c. How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?

(Responses: Excellent, Good, Fair, Poor)

34. How satisfied are you with the following aspects of your job? (Mark one for each item)

(Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied)

- Salary
- Health benefits
- Retirement benefits
- Opportunity for scholarly pursuits
- Teaching load
- Quality of students
- Autonomy and independence
- Departmental leadership
- Departmental support for work/life balance
- Institutional support for work/life balance
- Prospects for career advancement
- Relative equity of salary and job benefits
- Flexibility in relation to family matters or emergencies
- Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)
- Overall job

35. Please indicate the extent to which each of the following has been a source of stress for you during the past year:

(Mark one for each item)

(Responses: *Extensive, Somewhat, Not at All, Not Applicable*)

- Managing household responsibilities
- Child care
- My physical health
- Review/promotion process
- Discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
- Committee work
- Faculty meetings
- Students
- Research or publishing demands
- Institutional procedures and “red tape”
- Teaching load
- Lack of personal time
- Job security
- Self-imposed high expectations
- Increased work responsibilities
- Institutional budget cuts

36. Have you been sexually harassed at this institution? [GTA] [RF]

(Responses: *Yes, No*)

37. In the past year, have you:

(Responses: *Yes, No*)

- Considered leaving academe for another job
- Considered leaving this institution for another
- Engaged in public service/professional consulting without pay
- Received at least one firm job offer elsewhere
- Sought an early promotion

38. For each of the following items, please mark either Yes or No.

(Responses: *Yes, No*)

- Are you a member of a faculty union?
- Do you plan to retire within the next three years?
- Have you ever interrupted your professional career for more than one year for family reasons?
- Have you ever been formally recognized for outstanding teaching at this institution?

39. Citizenship status: (Mark one) [RF] [GTA]

- U.S. citizen
- Permanent resident (green card)
- Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O-1)
- None of the above

40. How would you characterize your political views? (Mark one) [RF] [GTA]

- Far Left
- Liberal
- Middle-of-the-Road
- Conservative
- Far Right

41. If given the choice, would you: [RF]

(Responses: *Definitely Yes, Probably Yes, Not Sure, Probably No, Definitely No*)

- Still come to this institution?
- Still be a college professor?

42. Please select your base institutional salary.

Dropdown responses:

Less than \$10,000	\$60,000-69,999	\$150,000-199,999
\$10,000-19,999	\$70,000-79,999	\$200,000-249,999
\$20,000-29,999	\$80,000-89,999	\$250,000-499,999
\$30,000-39,999	\$90,000-99,999	\$500,000 or higher
\$40,000-49,999	\$100,000-124,999	
\$50,000-59,999	\$125,000-149,999	

43. Your base institutional salary reported above is based on: (Mark one)

- Less than 9 months
- 9/10 months
- 11/12 months

PART-TIME FACULTY

These questions will replace questions 42 and 43 for faculty who indicate they are part-time.

42. Please select your total salary from teaching at this institution for this academic year.

Dropdown responses:

Less than \$5,000	\$30,000-34,999	\$70,000-79,999
\$5,000-9,999	\$35,000-39,999	\$80,000-89,999
\$10,000-14,999	\$40,000-44,999	\$90,000-99,999
\$15,000-19,999	\$45,000-49,999	\$100,000 or more
\$20,000-24,999	\$50,000-59,999	
\$25,000-29,999	\$60,000-69,999	

43. How much are you paid per course at this institution? [GTA]

Dropdown responses:

Less than \$500	\$4,000-4,499	\$8,000-8,499
\$500-999	\$4,500-4,999	\$8,500-8,999
\$1,000-1,499	\$5,000-5,499	\$9,000-9,499
\$1,500-1,999	\$5,500-5,999	\$9,500-9,999
\$2,000-2,499	\$6,000-6,499	\$10,000 or more
\$2,500-2,999	\$6,500-6,999	
\$3,000-3,499	\$7,000-7,499	
\$3,500-3,999	\$7,500-7,999	

44a. Please select the most appropriate general area for the following: [RF] [GTA]

(See Appendix A)

- Major of highest degree held _____
- Department of current faculty appointment _____

44b. Please select the most appropriate disciplinary field for the following: [RF] [GTA]

(See Appendix A)

- Major of highest degree held _____
- Department of current faculty appointment _____

45. Please mark the highest degree you have earned: (Mark one) [RF] [GTA]

- Bachelor's (B.A., B.S., etc.)
- Master's (M.A., M.S.)
- Terminal Master's (M.F.A., M.B.A.)
- J.D.
- M.D., D.D.S., D.V.M., etc. (Medical)
- Ph.D.
- Professional Doctorate (Ed.D., Psy.D., etc.)
- Other

46. Please mark the degree you are currently working on: (Mark one) [GTA]

- Bachelor's (B.A., B.S., etc.)
- Master's (M.A., M.S.)
- Terminal Master's (M.F.A., M.B.A.)
- J.D.
- M.D., D.D.S., D.V.M., etc. (Medical)
- Ph.D.
- Professional Doctorate (Ed.D., Psy.D., etc.)
- Other
- None

47. Are you currently serving in an administrative position as: (Mark all that apply)

- Department chair
- Dean (including Associate or Assistant)
- Vice-President
- President
- Provost
- Other
- Not Applicable

48. Are you: (Mark all that apply) [RF] [GTA]

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
- Filipino
- Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
- South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)
- Other Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other

49. Is English your primary language? [RF] [GTA]

- Yes
- No

50. What is your sexual orientation? (Mark one) [RF] [GTA]

- Heterosexual/Straight
- Gay
- Lesbian
- Bisexual
- Queer
- Other

51. Do you identify as transgender? (Mark one) [RF] [GTA]

- No
- Yes, male to female
- Yes, female to male

52. Are you currently: (Mark one) [RF] [GTA]

- Single
- In a civil union
- In a domestic partnership
- Married
- Unmarried, living with partner
- Separated
- Divorced
- Widowed

53. How many children do you have in the following age ranges? [RF] [GTA]

(Responses: 0, 1, 2, 3, 4+)

- Under 18 years old
- 18 years or older

IF "Under 18" is > 0, NESTED ITEM

53a. How satisfied are you with the availability of child care at this institution? [RF] [GTA]

(Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)

54. Please select the four-digit year of your birth. [RF] [GTA]

Dropdown responses:

1998 or later	1984	1970	1956	1942	1928
1997	1983	1969	1955	1941	1927
1996	1982	1968	1954	1940	1926
1995	1981	1967	1953	1939	1925
1994	1980	1966	1952	1938	1924
1993	1979	1965	1951	1937	1923
1992	1978	1964	1950	1936	1922
1991	1977	1963	1949	1935	1921
1990	1976	1962	1948	1934	1920
1989	1975	1961	1947	1933	1919
1988	1974	1960	1946	1932	1918
1987	1973	1959	1945	1931	1917
1986	1972	1958	1944	1930	1916 or earlier
1985	1971	1957	1943	1929	

Complete the following if directed.

Group Code: [RF] [GTA]

- A
- B

55. Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research? HERI maintains strict standards of confidentiality and will not release your identifying information. [\[RF\]](#) [\[GTA\]](#)
Yes No

IF Yes, NESTED ITEM

55a. If “Yes,” please confirm your email address: _____

56. to 85. Local Optional Questions (30 total)
(Responses: A, B, C, D, E)

86. to 90. Local Optional Open Ended Questions (5 total)

APPENDIX A

General Area (Major / Department)

- | | |
|---|---|
| 1=Agriculture/natural resources/related | 17=Library science |
| 2=Architecture and related services | 18=Mathematics and statistics |
| 3=Area/ethnic/cultural/gender studies | 19=Mechanical/repair technologies/techs |
| 4=Arts (visual and performing) | 20=Multi/interdisciplinary studies |
| 5=Biological and biomedical sciences | 21=Parks/recreation/leisure/fitness studies |
| 6=Business/management/marketing/related | 22=Precision production |
| 7=Communication/journalism/ comm. tech | 23=Personal and culinary services |
| 8=Computer/info sciences/support tech | 24=Philosophy, religion & theology |
| 9=Construction trades | 25=Physical sciences |
| 10=Education | 26=Psychology |
| 11=Engineering technologies/technicians | 27=Public administration/social services |
| 12=English language and literature/letters | 28=Science technologies/technicians |
| 13=Family/consumer sciences, human sciences | 29=Security & protective services |
| 14=Foreign languages/literature/linguistics | 30=Social sciences (except psych) and history |
| 15=Health professions/clinical sciences | 31=Transportation & materials moving |
| 16=Legal professions and studies | 32=Other |

Specific Discipline (Major / Department)

- | | |
|---|--|
| 0101=Agriculture and related sciences | 0608= Business/mgt/marketing/related, other |
| 0102=Natural resources and conservation | |
| 0103=Agriculture/natural resources/related, other | 0701=Communication/journalism/related prgms |
| | 0702=Communication technologies/technicians and support svcs |
| 0201=Architecture and related services | 0703=Communication/journalism/comm. tech, other |
| | |
| 0301=Area/ethnic/cultural/gender studies | 0801=Computer/info tech administration/mgmt |
| | 0802=Computer programming |
| 0401=Art history, criticism, and conservation | 0803=Computer science |
| 0402=Design & applied arts | 0804=Computer software and media applications |
| 0403=Drama/theatre arts and stagecraft | 0805=Computer systems analysis |
| 0404=Fine and studio art | 0806=Computer systems networking/telecom |
| 0405=Music, general | 0807=Data entry/microcomputer applications |
| 0406=Music history, literature, and theory | 0808=Data processing |
| 0407=Commercial and advertising art | 0809=Information science/studies |
| 0408=Dance | 0810=Computer/info sci/support svcs, other |
| 0409= Film, video, and photographic arts | |
| 0410=Visual and performing arts, other | 0901=Construction trades |
| | |
| 0501=Biochem/biophysics/molecular biology | 1001=Curriculum and instruction |
| 0502=Botany/plant biology | 1002=Educational administration/supervision |
| 0503=Genetics | 1003=Educational/instructional media design |
| 0504=Microbiological sciences & immunology | 1004=Special education and teaching |
| 0505=Physiology, pathology & related sciences | 1005=Student counseling/personnel services |
| 0506=Zoology/animal biology | 1006=Early childhood education and teaching |
| 0507=Biological & biomedical sciences, other | 1007=Elementary education and teaching |
| | 1008=Secondary education and teaching |
| 0601=Accounting and related services | 1009=Adult and continuing education/teaching |
| 0602=Business admin/management/operations | 1010=Teacher ed: specific levels, other |
| 0603=Business operations support/assistance | 1011=Teacher ed: specific subject areas |
| 0604=Finance/financial management services | 1012=Bilingual & multicultural education |
| 0605=Human resources management and svcs | 1013=Ed assessment |
| 0606=Marketing | 1014=Higher education |
| 0607= Management information systems/services | 1015=Education, other |

1101=Biomedical/medical engineering
 1102=Chemical engineering
 1103=Civil engineering
 1104=Computer engineering
 1105=Electrical/electronics/comms engineering
 1106=Engineering technologies/technicians
 1107=Environmental/environmental health eng
 1108=Mechanical engineering
 1109=Engineering, other

 1201=English language and literature/letters

 1301=Family/consumer sciences, human sciences

 1401=Foreign languages/literature/linguistics

 1501=Alternative/complementary medicine/sys
 1502=Chiropractic
 1503=Clinical/medical lab science/allied
 1504=Dental support services/allied
 1505=Dentistry
 1506=Health & medical administrative services
 1507=Allied health and medical assisting services
 1508=Allied health diagnostic, intervention, treatment professions
 1509=Medicine, including psychiatry
 1510=Mental/social health services and allied
 1511=Nursing
 1512=Optometry
 1513=Osteopathic medicine/osteopathy
 1514=Pharmacy/pharmaceutical sciences/admin
 1515=Podiatric medicine/podiatry
 1516=Public health
 1517=Rehabilitation & therapeutic professions
 1518=Veterinary medicine
 1519=Health/related clinical services, other

 1601=Law
 1602=Legal support services
 1603=Legal professions and studies, other

 1701=Library science

 1801=Mathematics
 1802=Statistics
 1803=Mathematics and statistics, other

 1901=Mechanical/repair technologies/techs

 2001=Multi/interdisciplinary studies

 2101=Parks, recreation and leisure studies
 2102=Health and physical education/fitness
 2103=Parks/recreation/leisure/fitness studies, other
 2201=Precision production

 2301=Culinary arts and related services
 2302=Personal and culinary services
 2303=Personal and culinary services, other

 2401=Philosophy
 2402=Religion/religious studies
 2403=Theology and religious vocations
 2404=Philosophy, religion & theology, other

 2501=Astronomy & astrophysics
 2502=Atmospheric sciences and meteorology
 2503=Chemistry
 2504=Geological & earth sciences/geosciences
 2505=Physics
 2506=Physical sciences, other

 2601=Behavioral psychology
 2602=Clinical psychology
 2603=Education/school psychology
 2604=Psychology, other

 2701=Public administration
 2702=Social work
 2703=Public administration & social svcs other

 2801=Science technologies/technicians

 2901=Corrections
 2902=Criminal justice
 2903=Fire protection
 2904=Police science
 2905=Security and protective services, other

 3001=Anthropology (except psychology)
 3002=Archeology
 3003=Criminology
 3004=Demography & population studies
 3005=Economics
 3006=Geography & cartography
 3007=History
 3008=International relations & affairs
 3009=Political science and government
 3010=Sociology
 3011=Urban studies/affairs
 3012=Social sciences, other

 3101=Transportation and materials moving

 3201=Other

2016-17 HERI Faculty Survey - Campus Climate Module

1. Please indicate the extent to which you agree or disagree with the following statements. This institution:
(*Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly*)
Lacks strategic diversity goals and plans
Has a long-standing commitment to diversity
Has standard reporting procedures for incidents of harassment or discrimination
2. Please indicate how often at this institution you have:
(*Very Often, Often, Sometimes, Seldom, Never*)
Assisted a student who had experienced discrimination
Counseled a student who had been sexually assaulted
Witnessed discrimination
Reported an incident of discrimination to a campus authority
Reported an incident of sexual harassment to a campus authority
Been discriminated against or excluded from activities because of my:
Race/ethnicity
Gender
Sexual orientation
Other identity
Heard insensitive or disparaging racial remarks
Heard insensitive or disparaging remarks about women
Heard insensitive or disparaging comments about LGBTQ individuals
3. How satisfied are you with the following aspects of your institution?
(*Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied*)
Atmosphere for political differences
Atmosphere for religious differences
Atmosphere for differences in sexual orientation
Administrative response to:
Incidents of discrimination
Reports of sexual assault
Student concerns about exclusion or marginality
4. Please rate your satisfaction with your department in each area:
(*Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied*)
Collegiality among faculty
Tolerance of different faculty opinions and beliefs
Representation of women faculty
Representation of racial/ethnic minority faculty
Acceptance of differences in sexual orientation
Student respect for my role in the classroom



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2016-2017 HERI Faculty Survey - Spirituality Module

1. Indicate the importance to you of each of the following educational goals for undergraduate students:
(Responses: *Essential, Very Important, Somewhat Important, Not Important*)
Enhancing spiritual development
Facilitating the search for meaning/purpose in life
Becoming more conversant with different religious traditions
Becoming more conversant with different spiritual practices
2. Indicate the extent to which you:
(Responses: *To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All*)
Engage in self-reflection
Consider yourself a religious person
Consider yourself a spiritual person
Engage in prayer
Engage in meditation
Seek opportunities to grow spiritually
Encourage discussion of religious and spiritual matters among students
Engage in discussion of religious and spiritual matters with students
3. Please indicate your agreement with each of the following statements:
(Responses: *Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly*)
Colleges should be concerned with facilitating undergraduate students' spiritual development
The spiritual dimension of faculty members' lives has no place in the academy
I am conflicted about my religious/spiritual beliefs
I follow the religious/spiritual beliefs of this institution
4. Indicate the importance to you personally of each of the following:
(Responses: *Essential, Very Important, Somewhat Important, Not Important*)
Integrating spirituality into my life
Serving as a spiritual/religious advisor to students

2016-2017 HERI Faculty Survey - STEM Module

****Items in this module will only be seen by faculty who indicate they teach in STEM using set of predetermined rules regarding departmental affiliation.****

1. In the courses you have taught in the past year, how often do you:
(*Responses: Always, Frequently, Occasionally, Rarely, Never*)
Integrate authentic (i.e., not "cookbook") research experiences into labs
Incorporate mini-labs into lecture
2. In the STEM courses you have taught in the past year, how often do you encourage students to:
(*Responses: Always, Frequently, Occasionally, Rarely, Never*)
Use technical science skills (use of tools, instruments, and/or techniques)
Generate a research question
Determine how to collect appropriate data
Explain the results of a study
Use scientific literature to guide research
Integrate results from multiple studies
Ask relevant questions
Identify what is known and not known about a problem
Understand scientific concepts
See connections between different areas of science and mathematics
3. To what extent are the following statements true of you: (Mark one in each row)
(*Responses: Strongly Agree, Somewhat Agree, Neutral, Disagree Somewhat, Disagree Strongly*)
I have a strong sense of belonging to a community of scientists
I derive great personal satisfaction from working on a team that is doing important research
I think of myself as a scientist
I feel like I belong in the field of science
4. To what extent do you structure your STEM courses so that students:
(*Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All*)
Develop a stronger interest in STEM disciplines
Have the foundational knowledge for advanced study in STEM

2004 Faculty Survey

Higher Education Research Institute, UCLA

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

CORRECT MARK **INCORRECT MARKS**



1. What is your principal activity in your current position at this institution? (Mark one)

- Administration Services to clients
 Teaching and patients
 Research Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)

- Yes No

3. Your sex: Male Female

4. What is your present academic rank?

- Professor Lecturer
 Associate Professor Instructor
 Assistant Professor Other

5. What is your tenure status at this institution? (Mark one)

- Tenured
 On tenure track, but not tenured
 Not on tenure track, but institution has tenure system
 Institution has no tenure system

6. Are you currently serving in an administrative position as: (Mark all that apply)

- Department chair
 Dean
 Other

7. Are you currently: (Mark one)

- Married Single
 Unmarried, living with partner

8. Have you ever been: (Mark all that apply)

- Divorced Widowed Separated

9. Racial/Ethnic group: (Mark all that apply)

- White/Caucasian
 African American/Black
 American Indian/Alaska Native
 Asian American/Asian
 Native Hawaiian/Pacific Islander
 Mexican American/Chicano
 Puerto Rican
 Other Latino
 Other

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

- Under 18 years old 0 1 2 3 4+
 18 years or older 0 1 2 3 4+

11. Do your interests lie primarily in teaching or research?

- Very heavily in research
 In both, but leaning toward research
 In both, but leaning toward teaching
 Very heavily in teaching

12. On the following list, please mark one in each column:

- | | | |
|--|-----------------------------|--------------------------------|
| | Highest Degree
Earned | Degree Currently
Working On |
| Bachelor's (B.A., B.S., etc.) | <input type="radio"/> | <input type="radio"/> |
| Master's (M.A., M.S.,
M.F.A., M.B.A., etc.) | <input type="radio"/> | <input type="radio"/> |
| LL.B., J.D. | <input type="radio"/> | <input type="radio"/> |
| M.D., D.D.S. (or equivalent) | <input type="radio"/> | <input type="radio"/> |
| Other first professional
degree beyond B.A.
(e.g., D.D., D.V.M.) | <input type="radio"/> | <input type="radio"/> |
| Ed.D. | <input type="radio"/> | <input type="radio"/> |
| Ph.D. | <input type="radio"/> | <input type="radio"/> |
| Other degree | <input type="radio"/> | <input type="radio"/> |
| None | <input type="radio"/> | <input type="radio"/> |

13. During the past two years, have you engaged in any of the following activities?

- | | | |
|---|---|---|
| | Yes | No |
| Taught an honors course | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Taught an interdisciplinary course | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Taught an ethnic studies course | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Taught a women's studies course | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Team-taught a course | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Taught a service learning course | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Worked with undergraduates on a
research project | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Placed or collected assignments
on the Internet | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Taught a course exclusively on
the Internet | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Participated in a faculty
development program | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Advised student groups involved in
service/volunteer work | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Collaborated with the local
community in research/
teaching | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Developed a new course | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Conducted research or writing
focused on: | | |
| International/global issues | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Racial or ethnic minorities | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Women and gender issues | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |
| Taught a first-year seminar | <input type="radio"/> Y <input type="radio"/> N | <input type="radio"/> Y <input type="radio"/> N |

14. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter.)

Major of highest degree held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Department of current faculty appointment

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

15. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000. (Note: Amounts above \$199,000 should be marked "199")

0	0	0
1	1	1
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	

The above salary is based on:

- 9/10 months
 11/12 months

16. In the four sets of ovals below, please mark the last two digits of the year of each of the following:

Year of birth

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of highest degree now held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of appointment at present institution

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

If tenured, year tenure was awarded

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

NOTE: If you are between terms, on leave, or in an interim term, please answer questions 17 and 18 as they apply to the full term most recently completed at this institution.

17. During the present term, how many hours per week on the average do you actually spend on each of the following activities?

(Mark one for each activity)

	Hours Per Week									
	None	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+	
Scheduled teaching (give actual, not credit hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for teaching (including reading student papers and grading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising and counseling of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work and meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarly writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other creative products/performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with clients/patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community or public service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside consulting/freelance work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating via email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How many of the following courses are you teaching this term?

(Mark one for each activity)

General education courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental/remedial courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other undergraduate credit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational or technical courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-credit courses (other than above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Do you teach remedial/developmental skills in any of the following areas? (Mark all that apply)

- Reading ESL
 Writing General academic skills
 Mathematics Other subject areas

20. Indicate the importance to you of each of the following education goals for undergraduate students:

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think critically	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for employment after college	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for graduate or advanced education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop moral character	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' self-understanding	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill in students a commitment to community service	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for responsible citizenship	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help master knowledge in a discipline	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop creative capacities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill a basic appreciation of the liberal arts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance spiritual development	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote ability to write effectively	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate search for meaning/purpose in life	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For questions 21 to 23, mark only one response for each question.

21. How many of the following have you published?

	None	1-2	3-4	5-10	11-20	21-50	51+
Articles in academic or professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chapters in edited volumes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books, manuals, or monographs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, such as patents or computer software products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How many exhibitions or performances in the fine or applied arts have you presented?

23. How many of your professional writings have been published or accepted for publication in the last two years?

24. For each of the following items, please mark either Yes or No:

	Yes	No
Have you ever held an academic administrative post?	<input checked="" type="radio"/>	<input type="radio"/>
Have you ever received an award for outstanding teaching?	<input checked="" type="radio"/>	<input type="radio"/>
Do you commute a long distance to work?	<input checked="" type="radio"/>	<input type="radio"/>
Does your spouse/partner work in the same/nearby city?	<input checked="" type="radio"/>	<input type="radio"/>
Is your spouse/partner an academic?	<input checked="" type="radio"/>	<input type="radio"/>
Were you born in the U.S.A.?	<input checked="" type="radio"/>	<input type="radio"/>
Are you a U.S. citizen?	<input checked="" type="radio"/>	<input type="radio"/>
Have you been sexually harassed at this institution?	<input checked="" type="radio"/>	<input type="radio"/>
Are you a member of a faculty union?	<input checked="" type="radio"/>	<input type="radio"/>
Do you plan to retire within the next three years?	<input checked="" type="radio"/>	<input type="radio"/>
Do you use your scholarship to address local community needs?	<input checked="" type="radio"/>	<input type="radio"/>
Have you published op-ed pieces or editorials?	<input checked="" type="radio"/>	<input type="radio"/>
During the <u>past two</u> years, have you:		
Received at least one firm job offer?	<input checked="" type="radio"/>	<input type="radio"/>
Considered early retirement?	<input checked="" type="radio"/>	<input type="radio"/>
Considered leaving academe for another job?	<input checked="" type="radio"/>	<input type="radio"/>
Considered leaving this institution for another?	<input checked="" type="radio"/>	<input type="radio"/>
Changed academic institutions?	<input checked="" type="radio"/>	<input type="radio"/>
Taught courses at more than one institution during the same term?	<input checked="" type="radio"/>	<input type="radio"/>
Requested/sought an early promotion?	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in paid consulting outside of your institution?	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in public service/professional consulting without pay?	<input checked="" type="radio"/>	<input type="radio"/>
Received funding for your work from:		
Foundations?	<input checked="" type="radio"/>	<input type="radio"/>
State or federal government?	<input checked="" type="radio"/>	<input type="radio"/>
Business or industry?	<input checked="" type="radio"/>	<input type="radio"/>

25. Indicate how well each of the following describes your college or university:

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty are typically at odds with campus administration	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here respect each other	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students are treated like "numbers in a book"	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social activities are overemphasized	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for being good teachers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is respect for the expression of diverse values and beliefs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for their efforts to use instructional technology	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for their efforts to work with underprepared students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please indicate the extent to which you:

(Mark one for each item)

	To a Great Extent	To Some Extent	Not at All
Engage in academic work that spans multiple disciplines	3	2	1
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	3	2	1
Experience joy in your work	3	2	1
Feel good about the direction in which your life is headed	3	2	1
Engage in self-reflection	3	2	1
Achieve a healthy balance between your personal life and your professional life	3	2	1
Feel that your work adds meaning to your life	3	2	1
Consider yourself a religious person	3	2	1
Consider yourself a spiritual person	3	2	1
Engage in regular exercise	3	2	1
Eat a well-balanced diet	3	2	1
Get adequate amounts of sleep	3	2	1
Engage in prayer/meditation	3	2	1
Experience close alignment between your work and your personal values	3	2	1
Seek opportunities to grow spiritually	3	2	1
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	3	2	1

27. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	4	3	2	1
Racial and ethnic diversity should be more strongly reflected in the curriculum	4	3	2	1
Faculty feel that most students are well-prepared academically	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates	4	3	2	1
There is a lot of campus racial conflict here	4	3	2	1
Most students are strongly committed to community service	4	3	2	1
My research is valued by faculty in my department	4	3	2	1
My teaching is valued by faculty in my department	4	3	2	1
My department does a good job of mentoring new faculty	4	3	2	1
Faculty are sufficiently involved in campus decision making	4	3	2	1
My values are congruent with the dominant institutional values	4	3	2	1
There is adequate support for integrating technology in my teaching	4	3	2	1
This institution takes responsibility for educating underprepared students	4	3	2	1
The criteria for advancement and promotion decisions are clear	4	3	2	1
Most of the students I teach lack the basic skills for college level work	4	3	2	1
My department has difficulty recruiting faculty	4	3	2	1
My department has difficulty retaining faculty	4	3	2	1
There is adequate support for faculty development	4	3	2	1
This institution should not offer remedial/developmental education	4	3	2	1

28. Indicate how important you believe each priority listed below is at your college or university:

(Mark one for each activity)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	4	3	2	1
To develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	4	3	2	1
To help students learn how to bring about change in American society	4	3	2	1
To increase or maintain institutional prestige	4	3	2	1
To hire faculty "stars"	4	3	2	1
To recruit more minority students	4	3	2	1
To enhance the institution's national image	4	3	2	1
To create a diverse multi-cultural campus environment	4	3	2	1
To mentor new faculty	4	3	2	1
To promote gender equity among faculty	4	3	2	1
To provide resources for faculty to engage in community-based teaching or research	4	3	2	1
To create and sustain partnerships with surrounding communities	4	3	2	1
To pursue extramural funding	4	3	2	1
To increase the representation of minorities in the faculty and administration	4	3	2	1
To increase the representation of women in the faculty and administration	4	3	2	1

29. If you were to begin your career again, would you still want to be a college professor?

- Definitely yes Not sure Probably no
 Probably yes Definitely no

30. Please indicate your agreement with each of the following statements:

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Western civilization and culture should be the foundation of the undergraduate curriculum	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1
Promoting diversity leads to the admission of too many underprepared students	4	3	2	1
Colleges should be actively involved in solving social problems	4	3	2	1
Tenure is an outmoded concept	4	3	2	1
Colleges should encourage students to be involved in community service activities	4	3	2	1
Tenure is essential to attract the best minds to academe	4	3	2	1
A racially/ethnically diverse student body enhances the educational experience of all students	4	3	2	1
Realistically, an individual can do little to bring about changes in society	4	3	2	1
Colleges should be concerned with facilitating undergraduate students' spiritual development	4	3	2	1
Colleges have a responsibility to work with their surrounding communities to address local issues	4	3	2	1
The spiritual dimension of faculty members' lives has no place in the academy	4	3	2	1
Including community service as part of a course is a poor use of resources	4	3	2	1

1989 Faculty Survey

Higher Education Research Institute, UCLA

DIRECTIONS

Your responses will be read by an optical mark reader. Your observance of these few directions will be most appreciated.

- Use only a black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE: Will marks made with a ball-point or felt-tip pen be properly read?

Yes No

1. What is your principal activity in your current position at this institution? (Mark one)

- Administration
- Teaching
- Research
- Services to clients and patients
- Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)

Yes No

3. What is your present academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor
- Other

4. What is your administrative title?

- Not applicable
- Director, coordinator, or administrator of an institute, center, lab, or specially-funded program
- Department Chair
- Dean
- Associate or Assistant Dean
- Vice-President, Provost, Vice-Chancellor
- President, Chancellor
- Other

5. Your sex:

Male Female

6. Your marital status:

- Married (currently)
- Separated
- Single (never married)
- Single (with partner)
- Single (divorced)
- Single (widowed)

7. If you were to begin your career again, would you still want to be a college professor?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

8. Racial/Ethnic group: (Mark all that apply)

- White/Caucasian
- Black/Negro/Afro-American
- American Indian
- Asian-American
- Mexican-American/Chicano
- Puerto Rican-American
- Other

9. Do your interests lie primarily in teaching or research?

- Very heavily in research
- In both, but leaning toward research
- In both, but leaning toward teaching
- Very heavily in teaching

10. Which of these statements applies to your current research or scholarly endeavors? (Mark one)

- I am essentially working alone
- I am working with one or two colleagues
- I am a member of a larger group

11. On the following list, please mark: (Mark one in each column)

- | | | |
|--|--------------------------|--------------------------------|
| | Highest Degree
Earned | Degree Currently
Working On |
| Bachelor's (B.A., B.S., etc.) | ○ | ○ |
| Master's (M.A., M.S., etc.) | ○ | ○ |
| LL.B., J.D. | ○ | ○ |
| M.D., D.D.S., (or equivalent) | ○ | ○ |
| Other first professional degree beyond B.A. (e.g., D.D., D.V.M.) | ○ | ○ |
| Ed.D. | ○ | ○ |
| Ph.D. | ○ | ○ |
| Other degree | ○ | ○ |
| None | ○ | ○ |

12. During the past two years, have you engaged in any of the following activities? (Mark one for each item)

- | | Yes | No |
|--|-----|----|
| Taught an honors course | ○ | ○ |
| Taught an interdisciplinary course | ○ | ○ |
| Taught a general education course | ○ | ○ |
| Taught a developmental/remedial course | ○ | ○ |
| Taught an ethnic studies course | ○ | ○ |
| Taught a women's studies course | ○ | ○ |
| Team-taught a course | ○ | ○ |
| Worked with students on a research project | ○ | ○ |
| Attended a racial/cultural awareness workshop | ○ | ○ |
| Participated in a faculty seminar to integrate women's and minorities' perspectives in regular courses | ○ | ○ |
| Held a faculty senate or council office | ○ | ○ |
| Used intra- or extramural funds for research | ○ | ○ |
| Served as a paid consultant | ○ | ○ |

13. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter)

Major of highest degree held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Department of current faculty appointment

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

14. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000 (Note: Amounts above \$99,000 should be marked "99").

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

The above salary is based on:

9/10 months 11/12 months

15. In the four sets of circles below, please mark the last two digits of the year of each of the following:

Year of birth

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of highest degree now held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of appointment at present institution

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

If tenured, year tenure awarded at current institution

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Not Tenured

NOTE: If you are now between terms (quarters, semesters, trimesters), on leave, or in an interim term, please answer questions 16 and 17 as they apply to the full term most recently completed at this institution.

16. During the present term, how many hours per week on the average do you actually spend in connection with your present position on each of the following activities?

(Mark one for each activity)

	Hours Per Week								
	None	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Scheduled teaching (give actual, not credit, hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for teaching (including reading student papers and grading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising and counseling of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work and meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarly writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with clients/patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How many of the following courses are you teaching this term? (Mark one for each item)

General education courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other BA or BS undergraduate credit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-BA credit courses (developmental and/or remedial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How would you characterize your political views?

- Far Left
- Liberal
- Moderate
- Conservative
- Far Right

19. Indicate the importance to you of each of the following:

(Mark one for each item)

Education Goals for Undergraduate Students:

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase desire and ability to undertake self-directed learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for graduate or advanced education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop moral character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for family living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students the classic works of Western civilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance the out-of-class experience of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal/Professional Goals:

	Essential	Very Important	Somewhat Important	Not Important
Engage in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in outside activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide services to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in committee or other administrative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a good colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For questions 20-24, please mark only one response for each question.

- 20. How many articles have you published in academic or professional journals?
- 21. How many chapters have you published in edited volumes?
- 22. How many books, manuals, or monographs have you written or edited, alone or in collaboration?
- 23. How many of your professional writings have been published or accepted for publication in the last two years?
- 24. About how many days during the past (1988-89) academic year were you away from campus for professional activities (e.g., professional meetings, speeches, consulting)?

None	1-2	3-4	5-10	11-20	21-50	50+
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. What is the highest level of education reached by your spouse/partner and your parents? (Mark one in each column)

	Spouse/Partner	Father	Mother
8th grade or less	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduated from college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attained advanced degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not apply (No spouse or partner)	<input type="radio"/>		

26. For each of the following items, please mark either Yes or No.

	Yes	No
Have you ever held an academic administrative post?	<input type="radio"/>	<input type="radio"/>
Have you ever received an award for outstanding teaching?	<input type="radio"/>	<input type="radio"/>
Is your spouse or live-in partner an academic?	<input type="radio"/>	<input type="radio"/>
Do you commute a long distance to work?	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on women or gender?	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on racial or ethnic minorities?	<input type="radio"/>	<input type="radio"/>
Do you have dependent children?	<input type="radio"/>	<input type="radio"/>
Are you a U.S. citizen?	<input type="radio"/>	<input type="radio"/>
Have you ever interrupted your professional career for more than one year for health or family reasons?	<input type="radio"/>	<input type="radio"/>
Have you ever considered a career in academic administration?	<input type="radio"/>	<input type="radio"/>
Do you plan on working beyond age 70?	<input type="radio"/>	<input type="radio"/>

During the Last Two Years, Have You:

Received at least one firm job offer?	<input type="radio"/>	<input type="radio"/>
Participated in a faculty development program?	<input type="radio"/>	<input type="radio"/>
Developed a new course?	<input type="radio"/>	<input type="radio"/>
Considered early retirement?	<input type="radio"/>	<input type="radio"/>
Considered leaving academe for another job?	<input type="radio"/>	<input type="radio"/>

27. Indicate how important you believe each priority listed below is at your college or university.

(Mark one for each item)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	4	3	2	1
To help students examine and understand their personal values	4	3	2	1
To increase the representation of minorities in the faculty and administration	4	3	2	1
To develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	4	3	2	1
To conduct basic and applied research	4	3	2	1
To raise money for the institution	4	3	2	1
To develop leadership ability among faculty	4	3	2	1
To increase the representation of women in the faculty and administration	4	3	2	1
To facilitate student involvement in community service activities	4	3	2	1
To help students learn how to bring about change in American society	4	3	2	1
To help solve major social and environmental problems	4	3	2	1
To maintain a campus climate where differences of opinion can be aired openly	4	3	2	1
To increase or maintain institutional prestige	4	3	2	1
To develop among students and faculty an appreciation for a multi-cultural society	4	3	2	1
To hire faculty "stars"	4	3	2	1
To economize and cut costs	4	3	2	1
To recruit more minority students	4	3	2	1
To enhance the institution's national image	4	3	2	1
To create a positive undergraduate experience	4	3	2	1
To create a diverse multi-cultural environment on campus	4	3	2	1
To enhance the out-of-class experience of students	4	3	2	1

28. Please indicate the extent to which each of the following has been a source of stress for you during the last two years.

(Mark one for each item)

	Extensive	Somewhat	Not At All
Managing household responsibilities	E	S	N
Child care	E	S	N
Care of elderly parent	E	S	N
My physical health	E	S	N
Review/promotion process	E	S	N
Subtle discrimination including prejudice, racism, sexism	E	S	N
Long-distance commuting	E	S	N
Committee work	E	S	N
Faculty meetings	E	S	N
Colleagues	E	S	N
Students	E	S	N
Research or publishing demands	E	S	N
Fund-raising expectations	E	S	N
Teaching load	E	S	N
Children's problems	E	S	N
Marital friction	E	S	N
Time pressures	E	S	N
Lack of personal time	E	S	N

29. How satisfied are you with the following aspects of your job?

(Mark one for each item)

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
Salary and fringe benefits	Y	S	M	N	O
Opportunity for scholarly pursuits	Y	S	M	N	O
Teaching load	Y	S	M	N	O
Quality of students	Y	S	M	N	O
Working conditions (hours, location)	Y	S	M	N	O
Autonomy and independence	Y	S	M	N	O
Relationships with other faculty	Y	S	M	N	O
Competency of colleagues	Y	S	M	N	O
Visibility for jobs at other institutions/organizations	Y	S	M	N	O
Job security	Y	S	M	N	O
Undergraduate course assignments	Y	S	M	N	O
Graduate course assignments	Y	S	M	N	O
Relationships with administration	Y	S	M	N	O
Overall job satisfaction	Y	S	M	N	O

30. Below are some statements about your current college. Indicate the extent to which you agree or disagree with each of the following:

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty here are interested in students' personal problems	4	3	2	1
Most faculty here are sensitive to the issues of minorities	4	3	2	1
The curriculum here has suffered from faculty overspecialization	4	3	2	1
Many students feel like they do not "fit in" on this campus	4	3	2	1
Faculty are committed to the welfare of this institution	4	3	2	1
Many courses include minority group perspectives	4	3	2	1
Administrators consider student concerns when making policy	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates	4	3	2	1
There is a lot of campus racial conflict here	4	3	2	1
Students here resent taking courses outside their major	4	3	2	1
Students of different racial/ethnic origins communicate well with one another	4	3	2	1
Campus administrators care little about what happens to students	4	3	2	1
There is little trust between minority student groups and campus administrators	4	3	2	1
Faculty here are positive about the general education program	4	3	2	1
Many courses include feminist perspectives	4	3	2	1
There are many opportunities for faculty and students to socialize with one another	4	3	2	1
Administrators consider faculty concerns when making policy	4	3	2	1
Faculty feel that most students are well-prepared academically	4	3	2	1
Student Affairs staff have the support and respect of faculty	4	3	2	1
Institutional demands for doing research interfere with my effectiveness as a teacher	4	3	2	1

31. Indicate how well each of the following describes your college or university.

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a great deal of conformity among the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the students are very bright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration is open about its policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is keen competition among most of the students for high grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course work is definitely more theoretical than practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for their advising skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have little contact with each other outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty are typically at odds with the campus administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercollegiate sports are overemphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classes are usually informal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here respect each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students are treated like "numbers in a book"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social activities are overemphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is little or no contact between students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student body is apathetic and has little "school spirit"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students here do not usually socialize with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for being good teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services are well supported on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. In how many of the undergraduate courses that you teach, do you require each of the following?

(Mark one for each item)

Evaluation Methods:

	All	Most	Some	None
Multiple-choice mid-term and/or final exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay mid-term and/or final exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-answer mid-term and/or final exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple-choice quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-answer quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weekly essay assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Term/research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations of each others' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading on a curve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency-based grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Techniques/Methods:

	All	Most	Some	None
Class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer or machine-aided instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative learning (small groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning/Field studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensive lecturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple drafts of written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings on racial and ethnic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings on women and gender issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-developed activities (assignments, exams, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-selected topics for course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Please indicate your agreement with each of the following statements.

(Mark one for each item)

	4	3	2	1
The death penalty should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abortion should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading in colleges has become too easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial discrimination is no longer a problem in America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges should be actively involved in solving social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty unionization has enhanced the teaching/learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenure is an outmoded concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Indicate the importance to you personally of each of the following:

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having administrative responsibility for the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well-off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADDITIONAL QUESTIONS: If you received additional questions, mark answers below:

35. A B C D E 39. A B C D E 42. A B C D E
 36. A B C D E 40. A B C D E 43. A B C D E
 37. A B C D E 41. A B C D E 44. A B C D E
 38. A B C D E

Please return your completed questionnaire in the postage-paid envelope to:
 Higher Education Research Institute
 2905 West Service Road, Eagan, MN 55121

THANK YOU!