

Attachment 13: HERI Faculty Survey



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

SIS

UNIVERSITY OF CALIFORNIA, LOS ANGELES STUDY INFORMATION SHEET
2014 Higher Education Research Institute (HERI) Faculty Survey

The Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA) is conducting a research study.

As a faculty member you were selected as a possible participant in this study. Your participation in this research study is voluntary.

Why is this study being done?

This study is being done to understand the characteristics of faculty. Since 1989, over 400,000 faculty have participated in this research. The data gathered are used in studies designed to better understand faculty issues such as workload, stress, and views of institutional priorities as well as for institutional improvement. Your decision to participate (or not) will not affect your relationship with your institution.

What will happen if I take part in this research study?

To participate in this study, complete and submit the web-based questionnaire. Most participants can complete this questionnaire in about 25 minutes, although individual progress will vary by how quickly you move through the questions.

You may decide not to complete the questionnaire for any reason at any time without consequence of any kind. The Higher Education Research Institute does not offer payment for participation. Your participation and completion of the questionnaire indicate your consent to participate in the study.

Are there any potential risks or discomforts that I can expect from this study?

There could be questions that you are uncomfortable answering or to which you would simply prefer not to respond.

Are there any potential benefits if I participate?

You may have the opportunity to reflect on your experiences as a faculty member, which may enhance self-understanding. Results of your participation will also be directly beneficial to your college or university, and may benefit future generations of faculty as well.

Will information about me and my participation be kept confidential?

Your responses will be used for research purposes only and will be strictly confidential. Any information that is obtained in connection with this study will remain confidential. HERI may be interested in conducting follow-up research. We will consider you as a potential participant only if we have your explicit permission to do so. As part of its agreement to participate in this survey, your institution has agreed not to examine individual responses to any question. Any research your institution performs must be conducted on groups of faculty only.

What are my rights if I take part in this study?

- You can choose whether or not you want to be in this study, and you may withdraw your consent and discontinue participation at any time.
- Whatever decision you make, there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.
- You may refuse to answer any questions that you do not want to answer and still remain in the study.

Who can I contact if I have questions about this study?

The research team:

If you have any questions or concerns about the research, please contact M. Kevin Eagan Jr., Interim Managing Director of HERI at heri@ucla.edu or by phone at: (310) 825-1925

UCLA Office of the Human Research Protection Program (OHRPP):

If you have questions about your rights while taking part in this study, or you have concerns or suggestions and you want to talk to someone other than the researchers about the study, please call the OHRPP at (310) 825-7122 or write to:

UCLA Office of the Human Research Protection Program
11000 Kinross Avenue, Suite 211, Box 951694
Los Angeles, CA 90095

Do you consent to participate in the 2014 HERI Faculty Survey?

- Yes, please take me to the survey**
- No, I wish to opt out

Welcome to the 2014 HERI Faculty Survey

This survey is a partnership between your institution and the Higher Education Research Institute at the University of California, Los Angeles.

Please click "next" to access the survey. To advance through the survey, please click the "next" button. If you need to review or change your response, please use the "back" button.

Info

Please enter the four-digit year that each of the following occurred (e.g., 1974, 2001):

Year you received your first academic appointment

Year of academic appointment at present institution

What is your present academic rank?

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

Are you an adjunct faculty member at this institution?

-
- Yes
- No

What is your tenure status at this institution?

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

Please enter the four-digit year you received tenure (e.g., 1974, 2001).

Year received tenure:

Your sex:

- Male
- Female

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

-
- Yes
- No

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

-
- Yes
- No

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

Yes



No

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

Is your full-time professional career outside academia?

-
- Yes
- No

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

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
My part-time position is an important source of income for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compensation is not a major consideration in my decision to teach part-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time teaching is a stepping-stone to a full-time position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My part-time position provides benefits (e.g., health insurance, retirement) that I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching part-time fits my current lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time positions were not available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expertise in my chosen profession is relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- 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)

Please indicate your agreement with the following statements:

Part-time instructors at this institution:

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

Besides this institution, at how many other institutions do you teach (e.g., 0, 1, 2, 3)?

For the current term, how far in advance of the beginning of the term did you receive your course assignments?

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

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

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

Personally, how important to you is:

	Essential	Very Important	Somewhat Important	Not Important
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many courses are you teaching this term (include all institutions at which you teach) (e.g., 0, 1, 2, 3)?

How many of the courses that you are teaching this term are:

General education courses

Courses required for an undergraduate major

Other undergraduate credit courses

Developmental/remedial courses (not for credit)

Non-credit courses (other than above)

Graduate courses

How many of these courses that you are teaching this term are being taught:

At this institution

At another institution

What types of courses do you primarily teach? (Mark one)

- Undergraduate credit courses
- Graduate courses
- Non-credit courses
- I do not teach

In the past two years, have you taught a graduate course?

-
- Yes
- No

In the past two years, to what extent have you:

	To a Great Extent	To Some Extent	Not at All
Met with graduate students to discuss their research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written research grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentored graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped graduate students access professional networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented with graduate students at conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published with graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included graduate students in research grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past two years, how many times have you:

Written letters of recommendation for graduate students

Chaired a master's thesis

Chaired a dissertation

Rate your agreement with the following statements:

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
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Graduate students in this program must compete for research opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for graduate students in this program to spend at least one term as a teaching assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This graduate program enrolls too many international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate faculty in my department prefer to hire international students to work on their research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International and domestic graduate students work well together in this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have encountered instances of academic dishonesty among graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students in this program are trained to conduct research responsibly and ethically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students in this program receive adequate instruction on becoming good teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate faculty in my department are good teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate faculty in my department are good mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most graduate students in this program move on to faculty positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most graduate students in this program move into positions within industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

-
- Reading
- Writing
- Mathematics
- General academic skills
- Other subject areas

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

Yes

No

Advised student groups involved in service/volunteer work



Collaborated with the local community in research/teaching

	<input type="radio"/>	<input type="radio"/>
Conducted research or writing focused on:		
International/global issues	<input type="radio"/>	<input type="radio"/>
Racial or ethnic minorities	<input type="radio"/>	<input type="radio"/>
Women and gender issues	<input type="radio"/>	<input type="radio"/>
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	<input type="radio"/>	<input type="radio"/>
Engaged undergraduates on <u>your</u> research project	<input type="radio"/>	<input type="radio"/>
Worked with undergraduates on a research project	<input type="radio"/>	<input type="radio"/>
Engaged in academic research that spans multiple disciplines	<input type="radio"/>	<input type="radio"/>
Supervised an undergraduate thesis	<input type="radio"/>	<input type="radio"/>
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	<input type="radio"/>	<input type="radio"/>
Received funding for your work from:		
Foundations	<input type="radio"/>	<input type="radio"/>
State or federal government	<input type="radio"/>	<input type="radio"/>
Business or industry	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>
Taught an interdisciplinary course	<input type="radio"/>	<input type="radio"/>
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)	<input type="radio"/>	<input type="radio"/>
Taught a service learning course	<input type="radio"/>	<input type="radio"/>
Taught an exclusively web-based course at this institution	<input type="radio"/>	<input type="radio"/>
Participated in organized activities around enhancing pedagogy and student learning	<input type="radio"/>	<input type="radio"/>
Taught a seminar for first-year students	<input type="radio"/>	<input type="radio"/>
Taught a capstone course	<input type="radio"/>	<input type="radio"/>
Taught in a learning community (e.g., FIG, linked courses)	<input type="radio"/>	<input type="radio"/>
Taught a course that meets general education	<input type="radio"/>	<input type="radio"/>

In the past two years, to what extent have you:

	To a Great Extent	To Some Extent	Not at All
Presented with undergraduate students at conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published with undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past two years, have you taken advantage of any of the following professional development opportunities at this institution?

	Yes	No	Not Eligible	Not Available
Paid workshops outside the institution focused on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sabbatical leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel funds paid by the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal grants for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training for administrative leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives to develop new courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives to integrate new technology into your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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"/>						
Chapters in edited volumes	<input type="radio"/>						
Books, manuals, or monographs	<input type="radio"/>						
Other, such as patents, or computer software products	<input type="radio"/>						

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

-
- None
- 1-2
- 3-4
- 5-10
- 11-20
- 21+

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

-
- None
- 1-2
- 3-4
- 5-10
- 11-20
- 21+

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

	None	1-4	5-8	9-12	13-16	17-20	21+
Scheduled teaching (give actual, not credit hours)	<input type="radio"/>						
Preparing for teaching (including reading student papers and grading)	<input type="radio"/>						
Advising and counseling of students	<input type="radio"/>						
Committee work and meetings	<input type="radio"/>						
Other administration	<input type="radio"/>						
Research and scholarly writing	<input type="radio"/>						
Other creative products/performances	<input type="radio"/>						
Community or public service	<input type="radio"/>						
Outside consulting/freelance work	<input type="radio"/>						

Other employment, outside of academia



In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities? If you encouraged them to engage in an activity frequently, mark Frequently. If you encouraged them to engage in an activity one or more times, but not frequently, mark Occasionally. Mark Not at All if you have not encouraged students to engage in the activity at all.

	Frequently	Occasionally	Not at All
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support their opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise their papers to improve their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information they receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take risks for potential gains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on their own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on their academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate skills and knowledge from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often in the past year have you encouraged students to:

	Frequently	Occasionally	Not at All
Use different points of view to make an argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make connections between ideas from different courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Critically evaluate their position on an issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize the biases that affect their thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think more broadly about an issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Frequently	Occasionally	Not at All
Engage deeply with a significant challenge or question within your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write in the specific style or format of your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use research methods from your discipline in field or applied settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply learning from both academic and field settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weigh the meaning and significance of evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the ethical or moral implications of a course of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with classmates outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead a discussion, activity or lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide and/or receive feedback to classmates about a draft or work still in progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and interpret data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply mathematical concepts and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In how many of the courses that you teach do you use each of the following?

	All	Most	Some	None
Class discussions	<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"/>
Performances/Demonstrations	<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"/>
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"/>
Student-selected topics for course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective writing/Journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service as part of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic quizzes with immediate feedback in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using real-life problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using student inquiry to drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In how many of the courses that you teach do you use each of the following?

	All	Most	Some	None
"Learn before lecture" through multimedia tools (e.g., flipping the classroom)	<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"/>
Starting class with a question that engages students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techniques to create an inclusive classroom environment for diverse students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental instruction that is outside of class and office hours	<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"/>
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"/>

In creating assignments for your courses, how often do you:

	Frequently	Occasionally	Not at All
Provide instructions clearly delineating what students are to do to complete the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain what you want students to gain from the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide feedback on drafts or work still in progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide in advance the criteria for evaluating the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicitly link the assignment with course goals or learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do you incorporate the following forms of technology into your courses?

	Frequently	Occasionally	Not at All
YouTube or other videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom enhancement technology (e.g., Elmo, tablet PCs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulations/animations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online homework or virtual labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think critically	<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"/>
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"/>
Instill in students a commitment to community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote ability to write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage students in civil discourse around controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students tolerance and respect for different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to become agents of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your agreement with each of the following statements:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
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"/>
A racially/ethnically diverse student body enhances the educational experience of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External pressures often prevent researchers from being completely objective in the conduct of their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges have a responsibility to work with their surrounding communities to address local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private funding sources often prevent researchers from being completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the extent to which you agree or disagree with each of the following:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
It is primarily up to individual students whether they succeed in my courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to dispel perceptions of competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage all students to approach me for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students are well-prepared for the difficulty of the courses I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classroom, there is no such thing as a question that is too elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students have the potential to excel in my courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of material that is required for my courses poses a substantial challenge to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are often overwhelmed by the pace of my courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students learn best when they do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic diversity is reflected in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students are well-prepared academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This institution has effective hiring practices and policies that increase faculty diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs staff have the support and respect of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are committed to the welfare of this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are strongly interested in the academic problems of undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of campus racial conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
My research is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My service is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are sufficiently involved in campus decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This institution takes responsibility for educating underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria for advancement and promotion decisions are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the students I teach lack the basic skills for college level work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is adequate support for faculty development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This institution successfully educates students in remedial/developmental education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are not prepared to deal with conflict over diversity issues in the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest Priority	High Priority	Medium Priority	Low Priority
Promote the intellectual development of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a sense of community among students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate student involvement in community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students learn how to bring about change in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Increase or maintain institutional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire faculty "stars"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruit more minority students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance the institution's national image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote gender diversity in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote racial and ethnic diversity in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest Priority	High Priority	Medium Priority	Low Priority
Provide resources for faculty to engage in community-based teaching or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and sustain partnerships with surrounding communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursue extramural funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthen links with the for-profit, corporate sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop leadership ability among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an appreciation for multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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"/>
The faculty are typically at odds with campus administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here respect each other	<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"/>
There is respect for the expression of diverse values and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for their efforts to use instructional technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators consider faculty concerns when making policy	<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"/>

Please indicate the extent to which you:

	To a Great Extent	To Some Extent	Not at All
Feel that the training you received in graduate school prepared you well for your role as a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieve a healthy balance between your personal life and your professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience close alignment between your work and your personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure your courses so that students master a conceptual understanding of course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure your courses so that students develop study skills that prepare them for college-level work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>				
Health benefits	<input type="radio"/>				

Retirement benefits	<input type="radio"/>				
Opportunity for scholarly pursuits	<input type="radio"/>				
Teaching load	<input type="radio"/>				
Quality of students	<input type="radio"/>				
Office/lab space	<input type="radio"/>				
Autonomy and independence	<input type="radio"/>				
Professional relationships with other faculty	<input type="radio"/>				
Competency of colleagues	<input type="radio"/>				

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
Job security	<input type="radio"/>				
Departmental leadership	<input type="radio"/>				
Course assignments	<input type="radio"/>				
Freedom to determine course content	<input type="radio"/>				
Availability of child care at this institution	<input type="radio"/>				
Prospects for career advancement	<input type="radio"/>				
Clerical/administrative support	<input type="radio"/>				
Overall job satisfaction	<input type="radio"/>				
Relative equity of salary and job benefits	<input type="radio"/>				
Flexibility in relation to family	<input type="radio"/>				

Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (Mark one for each item)

	Extensive	Somewhat	Not at All	Not Applicable
Managing household responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review/promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (Mark one for each item)

	Extensive	Somewhat	Not at All	Not Applicable
Research or publishing demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional procedures and “red tape”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-imposed high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past two years, have you:

	Yes	No
Considered leaving academe for another job	<input type="radio"/>	<input type="radio"/>
Considered leaving this institution for another	<input type="radio"/>	<input type="radio"/>
Engaged in public service/professional		

consulting without pay	<input type="radio"/>	<input type="radio"/>
Received at least one firm job offer elsewhere	<input type="radio"/>	<input type="radio"/>
Sought an early promotion	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
Are you a member of a faculty union?	<input type="radio"/>	<input type="radio"/>
Are you a U.S. citizen?	<input type="radio"/>	<input type="radio"/>
Do you plan to retire within the next three years?	<input type="radio"/>	<input type="radio"/>
Do you use your scholarship to address local community needs?	<input type="radio"/>	<input type="radio"/>
Have you been sexually harassed at this institution?	<input type="radio"/>	<input type="radio"/>
Have you ever interrupted your professional career for more than one year for family reasons?	<input type="radio"/>	<input type="radio"/>
Have you ever received an award for	<input type="radio"/>	<input type="radio"/>

How would you characterize your political views? (Mark one)

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

If you were to begin your career again, would you:

	Definitely Yes	Probably Yes	Not Sure	Probably No	Definitely No
Still want to come to this institution?	<input type="radio"/>				

Please enter your base institutional salary (e.g., for \$56,000, please enter 56000).

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

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

Please enter your total salary from teaching at this institution for this academic year (e.g., for \$30,000, please enter 30000).

How much are you paid per course at this institution (e.g., for \$3,000, please enter 3000)?

What percentage of your current year's income comes from: (e.g., for 45%, please enter 45 - total for all responses must equal 100%)

Base salary from this institution	<input type="text"/> %
Other income from this institution	<input type="text"/> %
Income from another academic institution	<input type="text"/> %

Non-academic income

0 %

Total

0 %

Please select the most appropriate general area and disciplinary field for the following:

General major of highest degree held Specific major of highest degree held

Please select the most appropriate general area and disciplinary field for the following:

General department of current faculty appointment Specific department of current faculty appointment

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.)	<input type="radio"/>	<input type="radio"/>
M.F.A.	<input type="radio"/>	<input type="radio"/>
M.B.A.	<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. (D.D., D.V.M., etc.)	<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"/>

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

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

Are you: (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

Is English your native language?

-
- Yes
- No

Are you currently: (Mark one)

- Single
- In a civil union
- In a domestic partnership

- Married
- Unmarried, living with partner
- Separated
- Divorced
- Widowed

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

	<input type="radio"/>				
	<input type="radio"/>				

Please enter the four-digit year of your birth (e.g., 1944, 1988).

Year of birth

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.

-
- Yes
- No

Please confirm your email address:

STEM

STEM Module

In the courses you have taught in the past year, how often do you:

	Always	Frequently	Occasionally	Rarely	Never
Incorporate audience response systems to gauge students' understanding (e.g., clickers)	<input type="radio"/>				
Integrate authentic (i.e., not "cookbook") research experiences into labs	<input type="radio"/>				
Incorporate mini-labs into lecture	<input type="radio"/>				

In the STEM courses you have taught in the past year, how often do you encourage students to:

	Always	Frequently	Occasionally	Rarely	Never
Make connections between different areas of science and mathematics	<input type="radio"/>				
Draw a picture to represent a problem or concept	<input type="radio"/>				
Identify what is known and not known about a problem	<input type="radio"/>				
Analyze the basic elements of ideas or theories	<input type="radio"/>				
Make sense of scientific/technical concepts	<input type="radio"/>				
Synthesize several sources of information	<input type="radio"/>				
Conduct an experiment	<input type="radio"/>				
Relate scientific concepts to real-world problems	<input type="radio"/>				
Memorize large quantities of information	<input type="radio"/>				
Make predictions based on existing	<input type="radio"/>				
Translate scientific concepts or terminology into non-scientific	<input type="radio"/>				

language

Indicate the personal importance to you of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to find a cure for a health problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you structure your STEM courses so that students:

	To a Great Extent	To Some Extent	Not at All
Develop a stronger interest in STEM disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have the foundational knowledge for advanced study in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>