



## 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)*

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### 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

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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

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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

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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

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### 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

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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

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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	

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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 - Mentoring Module

1. How would you rate yourself as a mentor in the following areas:  
(*Responses: A Major Strength, Somewhat Strong, Average, Somewhat Weak, A Major Weakness*)  
Providing constructive feedback to your mentees  
Taking into account the biases and prejudices you bring into the mentor/mentee relationship  
Working effectively with mentees whose personal background is different from your own (age, race, gender, class, religion, sexual orientation, etc.)  
Being an advocate for your mentees  
Helping your mentees network effectively  
Helping your mentees acquire financial resources (e.g., scholarships, fellowships, grants)

Please answer the following questions about mentoring undergraduate students.

2. How many undergraduate students do you currently mentor?  
(*Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-15, 16-20, 21-25, 26-30, 31 or more*)  
*IF =0, skip to Q6*
3. How often do you typically communicate with your undergraduate mentee(s)?  
Daily  
Weekly  
Monthly  
Once per term  
Yearly
4. To what extent do you work with your undergraduate mentees on the following:  
(*Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All*)  
Educational choices and strategies  
Their research projects and interests
5. 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*)  
Explored career options with your undergraduate mentee(s)  
Served as a role model to your undergraduate mentee(s)  
Gone out of your way to promote your undergraduate mentees' academic interests  
Conveyed empathy for concerns or feelings your undergraduate mentees have discussed with you

Please answer the following questions about mentoring graduate students.

6. How many graduate students do you currently mentor?  
(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-15, 16-20, 21-25, 26-30, 31 or more)  
*IF =0, skip to Q10*
7. How often do you typically communicate with your graduate mentee(s)?  
Daily  
Weekly  
Monthly  
Once per term  
Yearly
8. To what extent do you work with your graduate mentees on the following:  
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)  
Educational choices and strategies  
Their research projects and interests
9. 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)  
Explored career options with your graduate mentee(s)  
Served as a role model to your graduate mentee(s)  
Gone out of your way to promote your graduate mentees' academic interests  
Conveyed empathy for concerns or feelings your graduate mentees have discussed with you

Please answer the following questions about mentoring faculty.

10. How many faculty members do you currently mentor at this institution?  
(Dropdown responses: 0, 1, 2, 3, 4, 5, 6-10, 11 or more)  
*IF =0, skip to end of module*
11. How often do you typically communicate with your faculty mentee(s)?  
Daily  
Weekly  
Monthly  
Once per term  
Yearly
12. To what extent do you work with your faculty mentee(s) on the following:  
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)  
Their research  
Their teaching  
Their review, tenure, and promotion
13. 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)  
Served as a role model to your faculty mentee(s)  
Conveyed empathy for concerns or feelings your faculty mentees have discussed with you



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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