

1989 Faculty Survey

Higher Education Research Institute, UCLA

DIRECTIONS

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

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

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

Yes No

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

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

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

Yes No

3. What is your present academic rank?

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

4. What is your administrative title?

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

5. Your sex:

Male Female

6. Your marital status:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Major of highest degree held

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

Department of current faculty appointment

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

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

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

The above salary is based on:

9/10 months 11/12 months

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

Year of birth

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

Year of highest degree now held

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

Year of appointment at present institution

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

If tenured, year tenure awarded at current institution

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

Not Tenured

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

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

(Mark one for each activity)

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

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

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

18. How would you characterize your political views?

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

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

(Mark one for each item)

Education Goals for Undergraduate Students:

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

Personal/Professional Goals:

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

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

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

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

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

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

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

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

During the Last Two Years, Have You:

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

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

(Mark one for each item)

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

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

(Mark one for each item)

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

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

(Mark one for each item)

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

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

(Mark one for each item)

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

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

(Mark one for each item)

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

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

(Mark one for each item)

Evaluation Methods:

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

Instructional Techniques/Methods:

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

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

(Mark one for each item)

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

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

(Mark one for each item)

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

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

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

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

THANK YOU!