

2004 Faculty Survey

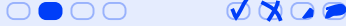
Higher Education Research Institute, UCLA

MARKING DIRECTIONS

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

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

CORRECT MARK **INCORRECT MARKS**



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

- Administration Services to clients
 Teaching and patients
 Research Other

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

- Yes No

3. Your sex: Male Female

4. What is your present academic rank?

- Professor Lecturer
 Associate Professor Instructor
 Assistant Professor Other

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

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

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

- Department chair
 Dean
 Other

7. Are you currently: (Mark one)

- Married Single
 Unmarried, living with partner

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

- Divorced Widowed Separated

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

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

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

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

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

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

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

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

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

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

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

Major of highest degree held

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

Department of current faculty appointment

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

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

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

The above salary is based on:

- 9/10 months
 11/12 months

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

Year of birth

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

Year of highest degree now held

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

Year of appointment at present institution

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

If tenured, year tenure was awarded

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

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

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

(Mark one for each activity)

	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for teaching (including reading student papers and grading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising and counseling of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee work and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and scholarly writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other creative products/performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation with clients/patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community or public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside consulting/freelance work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household/childcare duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating via email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

(Mark one for each activity)

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

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

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

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

(Mark one for each item)

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

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

21. How many of the following have you published?

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

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

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

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

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

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

(Mark one for each item)

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

26. Please indicate the extent to which you:

(Mark one for each item)

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

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

(Mark one for each item)

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

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

(Mark one for each activity)

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

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

- Definitely yes Not sure Probably no
 Probably yes Definitely no

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

(Mark one for each item)

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

31. 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)

Managing household responsibilities
Child care
Care of elderly parent
My physical health
Health of spouse/partner
Review/promotion process
Subtle discrimination (e.g., prejudice, racism, sexism)
Personal finances
Committee work
Faculty meetings
Research or publishing demands
Institutional procedures and "red tape"
Teaching load
Children's problems
Marital friction
Lack of personal time
Keeping up with information technology
Job security
Being part of a dual career couple
Self-imposed high expectations
Change in work responsibilities
Working with underprepared students

32. In how many of the courses that you teach do you use each of the following? (Mark one for each item)

Class discussion
Community service as part of coursework
Cooperative learning (small groups)
Essay mid-term and/or final exams
Extensive lecturing
Grading on a curve
Group projects
Multiple-choice mid-term and/or final exams
Multiple drafts of written work
On-line instruction
Readings on racial and ethnic issues
Readings on women and gender issues
Recitals/Demonstrations
Reflective writing/journaling
Short-answer mid-term and/or final exams
Student evaluations of each others' work
Student evaluations of their own work
Student presentations
Student-selected topics for course content
Teaching assistants
Term/research papers

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

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

DO NOT WRITE IN THIS AREA

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

Salary and fringe benefits
Opportunity for scholarly pursuits
Teaching load
Quality of students
Office/lab space
Autonomy and independence
Professional relationships with other faculty
Social relationships with other faculty
Competency of colleagues
Visibility for jobs at other institutions/organizations
Relationship with administration
Overall job satisfaction
Opportunity to develop new ideas
Availability of child care at this institution
Prospects for career advancement
Clerical/administrative support

35. Indicate the importance to you personally of each of the following: (Mark one for each item)

Becoming an authority in my field
Influencing the political structure
Influencing social values
Raising a family
Being very well off financially
Helping others who are in difficulty
Becoming involved in programs to clean up the environment
Developing a meaningful philosophy of life
Helping to promote racial understanding
Obtaining recognition from my colleagues for contributions to my special field
Integrating spirituality into my life
Being a good colleague
Being a good teacher
Achieving congruence between my own values and institutional values
Serving as a role model to students

36. Do you give the Higher Education Research Institute (HERI) permission to retain your contact information for possible follow-up research? HERI will not release your identifying information and has secured a NIH Certificate of Confidentiality to protect identifiable research data from forced disclosure. Yes No

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

- 37. A B C D E 44. A B C D E 51. A B C D E
38. A B C D E 45. A B C D E 52. A B C D E
39. A B C D E 46. A B C D E 53. A B C D E
40. A B C D E 47. A B C D E 54. A B C D E
41. A B C D E 48. A B C D E 55. A B C D E
42. A B C D E 49. A B C D E 56. A B C D E
43. A B C D E 50. A B C D E 57. A B C D E

Please return your completed questionnaire in the postage-paid envelope to: Higher Education Research Institute, c/o Questar Data Systems, P.O. Box 64761, St. Paul, MN 55164

THANK YOU!