



2019-20 HERI Faculty Survey Core National Instrument

NOTE: The 2019-2020 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

Complete the following if directed.

Group Code: [RF] [GTA]

- A
- B

1. In what year did you receive your first academic appointment?
(Dropdown responses: Years)

2. In what year were you first appointed at this institution?
(Dropdown responses: Years)

3. What is your present academic rank?

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

Graduate Students/Teaching Assistants see questions noted [GTA]

4. What is your tenure status at this institution?

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

IF TENURED, NESTED ITEM

4a. In what year did you receive tenure at this institution?
(Dropdown responses: Years)

COMMUNITY COLLEGE

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

3. What is your current status at this institution?

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

IF TENURED, NESTED ITEM

3a. In what year did you receive tenure at this institution?
(Dropdown responses: Years)

4. What is your academic rank at this institution?

- Instructor
- Assistant Professor
- Associate Professor
- Professor

.....
5. Are you retired from this institution?

Yes No

Retired faculty see questions noted [RF]

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

Yes No

.....
PART-TIME FACULTY

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

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

Yes No

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

Yes No

IF YES, NESTED ITEM

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

- Currently seeking a position
- Within the last year
- 1 to 2 years ago
- 3 to 5 years ago
- More than 5 years ago

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

Yes No

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

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

- 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)
- Parking privileges

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

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

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 (e.g., administrative assistance)
- 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 or more)

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

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

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

- Yes
- No

8. What is your current gender identity?

- Man/Trans man
- Woman/Trans woman
- Genderqueer/Gender non-conforming
- Not listed above [free response]

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

- Administration

Teaching
Research
Services to clients and patients
Other

10. Personally, how important to you is:

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

Research
Teaching
Service

11. 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, or more)

If response to question 11 is greater than or equal to one, the respondent sees 11a and 11b

11a. How many of the courses that you are teaching this term are: [GTA][RF]

(Dropdown responses: 0, 1-2, 3-4, 5+)

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

11b. How many of these courses that you are teaching this term are being taught at another institution:
[GTA][RF]

(Dropdown responses: 0, 1-2, 3-4, 5+)

If response to question 11 is zero or missing, the respondent sees 11c

11c. What types of courses do you primarily teach? (Mark one) [GTA][RF]

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

12. In the past year, have you worked with or taught undergraduate students at this institution? [RF]

Yes No

13. In the past year, have you worked with or taught graduate students at this institution? [RF]

Yes No

GRADUATE FACULTY

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

13a. 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

13b. 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

14bi. 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

14bii. 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)

13c. 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)

13d. Rate your agreement with the following statements:

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

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

.....

14. 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

15. 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)

16. 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)

17. 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

18. How many undergraduates do you currently advise?

Dropdown responses:

- | | | |
|---|-------|------------|
| 0 | 6 | 21-30 |
| 1 | 7 | 31-40 |
| 2 | 8 | 41-50 |
| 3 | 9 | 51-60 |
| 4 | 10 | 61 or more |
| 5 | 11-20 | |

If advise undergraduates =0, skip to Q19

19. 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 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

20. 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
- Training for promoting inclusion and facilitating difficult conversations
- Incentives to develop new courses
- Incentives to integrate technology into your classroom
- Resources to integrate culturally-competent practices into your classroom

21. 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, monographs, or research reports
- Other, such as patents or computer software products

22. In the past three years, how many exhibitions, recordings, 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

23a. How many of these exhibitions, recordings, or performances were: [RF] [GTA]

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

- Solo/Individual
- Collaborative

23. 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

23a. 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

24. 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)

25. 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

26. 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

27. 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
- Real-life problems
- Student inquiry to drive learning

28. 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)

29. 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)

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

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

- 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
- Encourage respect for different beliefs

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

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

- 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 in my classroom
- Students' use of personal devices and laptops in the classroom serve as more of a distraction than an educational resource
- I feel I have the skills to facilitate conversations about diversity issues in the classroom
- 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

32. 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, Somewhat Disagree, Strongly Disagree*)

- 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

33. 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

34. 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

35a. 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

35b. 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

35c. How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?
(Responses: Excellent, Good, Fair, Poor)

35. 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

36. 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
- My emotional well-being
- 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

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

(Responses: *Yes, No*)

38. 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

39. 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?

40. 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

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

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

42. 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?

43. 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	

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

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

PART-TIME FACULTY

These questions will replace questions 43 and 44 for faculty who indicate they are part-time.

43. 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	

44. 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	

45a. 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 _____

45b. 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 _____

46. 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

47. 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

48. 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

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

American Indian or Alaska Native

Asian

- East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
- Filipina/o/x
- Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
- South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)
- Other Asian

Black

- African American/Black
- African
- Caribbean
- Other Black

Native Hawaiian or Other Pacific Islander

Hispanic/Latina/o/x

- Mexican American/Chicana/o/x
- Puerto Rican
- Central American
- South American
- Other Hispanic or Latina/o/x

Middle Eastern

White

European

Other White

Other

Other

50. Is English your primary language? [RF] [GTA]
Yes No

51. What is your sexual orientation? (Mark one) [RF] [GTA]
Heterosexual/Straight
Gay
Lesbian
Bisexual
Queer
Pansexual
Asexual
Not listed above [free response]

52. 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

52a. 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)

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

Dropdown responses:

2001 or later	1987	1973	1959	1945	1931
2000	1986	1972	1958	1944	1930
1999	1985	1971	1957	1943	1929
1998	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 or earlier
1988	1974	1960	1946	1932	

54. 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

54a. If “Yes,” please confirm your email address: _____

55. to 84. Local Optional Questions (30 total)
(Responses: A, B, C, D, E)

85. to 89. Local Optional Open Ended Questions (5 total)

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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 | 0701=Communication/journalism/related prgms |
| 0103=Agriculture/natural resources/related, other | 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 |
| 0401=Art history, criticism, and conservation | 0802=Computer programming |
| 0402=Design & applied arts | 0803=Computer science |
| 0403=Drama/theatre arts and stagecraft | 0804=Computer software and media applications |
| 0404=Fine and studio art | 0805=Computer systems analysis |
| 0405=Music, general | 0806=Computer systems networking/telecom |
| 0406=Music history, literature, and theory | 0807=Data entry/microcomputer applications |
| 0407=Commercial and advertising art | 0808=Data processing |
| 0408=Dance | 0809=Information science/studies |
| 0409= Film, video, and photographic arts | 0810=Computer/info sci/support svcs, other |
| 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 |
| 0601=Accounting and related services | 1008=Secondary education and teaching |
| 0602=Business admin/management/operations | 1009=Adult and continuing education/teaching |
| 0603=Business operations support/assistance | 1010=Teacher ed: specific levels, other |
| 0604=Finance/financial management services | 1011=Teacher ed: specific subject areas |
| 0605=Human resources management and svcs | 1012=Bilingual & multicultural education |
| 0606=Marketing | 1013=Ed assessment |
| 0607= Management information systems/services | 1014=Higher education |
| | 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

2019-20 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, Somewhat Disagree, Strongly Disagree*)
 - 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
 - Political beliefs
 - Religious affiliation/spirituality
 - Status as a parent/guardian
 - Other identity
 - Felt my ideas were dismissed by my colleagues
 - Felt I did not receive due credit for my ideas or work

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
 - Atmosphere for differences in gender expression
 - Atmosphere for differences in immigration status

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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2019-2020 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 have you:
(Responses: Always, Frequently, Occasionally, Rarely, Never)
Integrated authentic (i.e., not "cookbook") research experiences into labs
Incorporated mini-labs into lecture
2. In the STEM courses you have taught in the past year, how often have you encouraged 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, Somewhat Disagree, Strongly Disagree)
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



2019-2020 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 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 academic career options with your graduate mentee(s)
Explored non-academic 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 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



2019-2020 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, Somewhat Disagree, Strongly Disagree)
 - 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

5. My religious/spiritual beliefs:
(Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)
 - Have helped me develop my identity
 - Are one of the most important things in my life
 - Give meaning/purpose to my life
 - Help define the goals I set for myself
 - Provide me with strength, support and guidance
 - Are the foundation to my approach in life
 - Have developed through personal reflection and searching