



**HERI Faculty Survey**  
Sponsored by the Higher Education Research Institute

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Dear Faculty Member:

Welcome to the HERI Faculty Survey. This project is sponsored by the Higher Education Research Institute at UCLA, a national organization that has conducted research on the college faculty experience since 1989.

Your participation in this research is strictly voluntary. Your responses (or decision not to respond) will not affect your relationship with your institution. We ask for your name and email address so that the researchers at UCLA can merge your responses with your feedback on previous HERI Faculty Surveys or contact you in the future for follow-up purposes. You will be asked for specific permission to use this information at the end of the questionnaire, and you may decline to do so without any penalty. Please rest assured that your responses will be used for research purposes only and will be strictly confidential. Identifying information (e.g., your name and email) are not part of the report or data that your institution will receive. Your completion and submission of the questionnaire indicate your consent to participate in the project.

If you have additional questions about your rights as a research subject, you may contact the Office for Protection of Research Subjects, 11000 Kinross Avenue, Suite 102, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

Thank you for your participation.

### Completing the Survey

- Click  when you have completed a page of the survey.
- If you are unable to complete the survey in one sitting, click . When you return to complete the survey, enter your Logon ID. You will be able to continue from the last question you answered.
- To review a question from a previous page, click .

Click "Opt Out" to remove your name from our mailing list.

Click on this link for more information about your rights as a research subject.

[Survey Information Sheet](#)

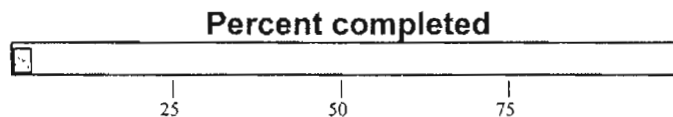
Click "Take me to the survey" to continue with the survey.



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**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)**

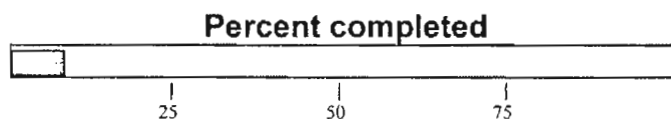
- Yes  No

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**3. What is your present academic rank? (Mark one)**

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

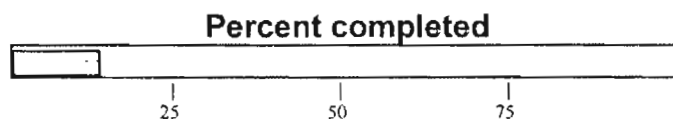
**4. What is your tenure status at this institution? (Mark one)**

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

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

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

**6. My primary place of employment in the last year was:** (Mark one)

- In higher education, at this institution  
 In higher education, at a different institution  
 In higher education, at more than one institution  
 Not in higher education  
 Not employed

**7. Personally, how important to you is:** (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
a. Research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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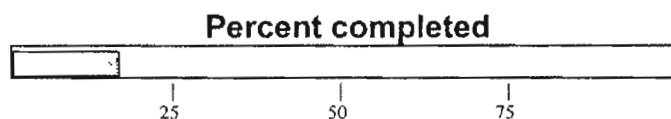
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8. On the following list, please mark one in each column.

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

9. From what higher education institution did you receive your Bachelor's Degree? (Please enter complete name, city, and state of institution)

Institution Name:

City:

State

Please select....

Country (if not in US):

10. From what higher education institution did you receive your highest degree? (Please enter complete name, city, and state of institution)

Institution Name:

City:

State

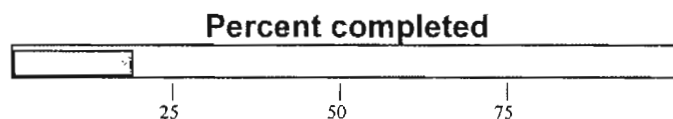
Please select....

Country (if not in US):



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11. During the past two years, have you engaged in any of the following activities? (Mark Yes or No for each item)

- |  | <b>Yes</b>            | <b>No</b>             |
|--|-----------------------|-----------------------|
| a. Taught an honors course                                   | <input type="radio"/> | <input type="radio"/> |
| b. Taught an interdisciplinary course                        | <input type="radio"/> | <input type="radio"/> |
| c. Taught an ethnic studies course                           | <input type="radio"/> | <input type="radio"/> |
| d. Taught a women's studies course                           | <input type="radio"/> | <input type="radio"/> |
| e. Team-taught a course                                      | <input type="radio"/> | <input type="radio"/> |
| f. Taught a service learning course                          | <input type="radio"/> | <input type="radio"/> |
| g. Placed or collected assignments on the Internet           | <input type="radio"/> | <input type="radio"/> |
| h. Taught a course exclusively on the Internet               | <input type="radio"/> | <input type="radio"/> |
| i. Participated in a teaching enhancement workshop           | <input type="radio"/> | <input type="radio"/> |
| j. Advised student groups involved in service/volunteer work | <input type="radio"/> | <input type="radio"/> |

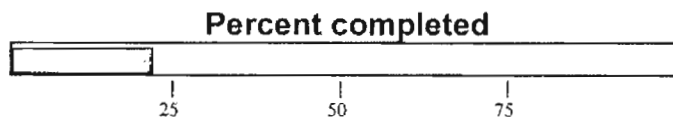
**(Continued)** During the past two years, have you engaged in any of the following activities? (Mark Yes or No for each item)

- |   | <b>Yes</b>            | <b>No</b>             |
|---|-----------------------|-----------------------|
| k. Collaborated with the local community in research/teaching | <input type="radio"/> | <input type="radio"/> |
| l. Developed a new course                                     | <input type="radio"/> | <input type="radio"/> |
| Conducted research or writing focused on:                     |                       |                       |
| m. International/global issues                                | <input type="radio"/> | <input type="radio"/> |
| n. Racial or ethnic minorities                                | <input type="radio"/> | <input type="radio"/> |
| o. Women and gender issues                                    | <input type="radio"/> | <input type="radio"/> |
| p. Taught a seminar for first-year students                   | <input type="radio"/> | <input type="radio"/> |
| q. Engaged undergraduates on <u>your</u> research project     | <input type="radio"/> | <input type="radio"/> |
| r. Worked with undergraduates on a research project           | <input type="radio"/> | <input type="radio"/> |



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**12. During the present term, how many hours per week on 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+
a. 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"/>
b. 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"/>
c. 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"/>
d. 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"/>
e. 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"/>
f. 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"/>
g. Other creative products/performances	<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"/>

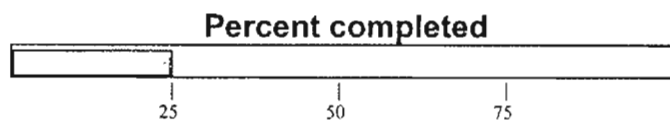
**(Continued) During the present term, how many hours per week on average do you actually spend on each of the following activities? (Mark one for each activity)**

	None	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
h. 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"/>
i. Community or public service	<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"/>
j. Outside consulting/freelance work	<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"/>
k. Household/childcare duties	<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"/>
l. Communicating via email	<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"/>
m. Commuting to campus	<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"/>
n. Other employment, outside of academia	<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"/>

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**13. Including all institutions at which you teach, how many undergraduate courses are you teaching this term?** (Enter the numerical amount e.g. 1, 2, 3, etc.)

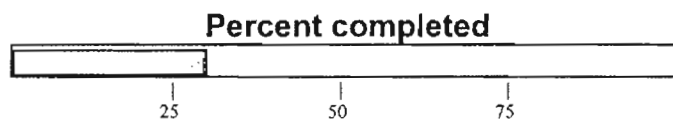
# of courses

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**14. How many of the following courses are you teaching this academic year? (Mark one for each activity)**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5+</b>
a. General education courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Developmental/remedial courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other undergraduate credit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Graduate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Vocational or technical courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Non-credit courses (other than above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. 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

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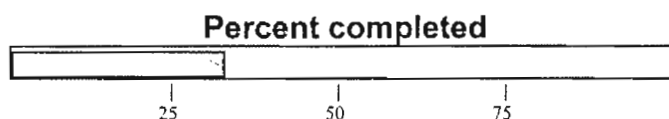
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16. Have you engaged in any of the following professional development opportunities at your institution? (Mark one for each item)

	Yes	No	Not eligible	Not available
a. Workshops focused on teaching in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Paid workshops outside the institution focused on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Paid sabbatical leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Travel funds paid by the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Association membership/dues paid by the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Tuition remission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Internal grants for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Training for administrative leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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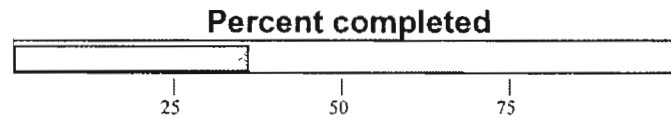
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17. Indicate the importance to you of each of the following education goals for undergraduate students: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
a. Develop ability to think critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Prepare students for employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepare students for graduate or advanced education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop moral character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide for students' emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Prepare students for family living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teach students the classic works of Western civilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Help students develop personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Enhance students' self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Instill in students a commitment to community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued) 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
k. Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Study a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Help master knowledge in a discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Develop creative capacities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Instill a basic appreciation of the liberal arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Promote ability to write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Help students evaluate the quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

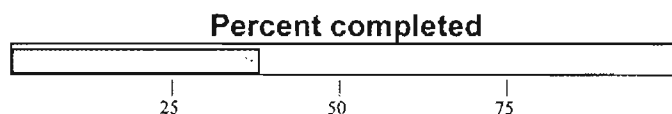
- and reliability of information
- r. Engage students in civil discourse around controversial issues
- s. Teach students tolerance and respect for different beliefs
- t. Encourage students to become agents of social change

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**18. How many of the following have you published? (Mark one for each item)**

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

**19. How many exhibitions or performances in the fine or applied arts have you presented in the last two years? (Mark one)**

- None
- 1-2
- 3-4
- 5-10
- 11-20
- 21-50
- 51+

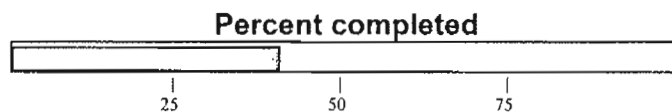
**20. How many of your professional writings have been published or accepted for publication in the last two years? (Mark one)**

- None
- 1-2
- 3-4
- 5-10
- 11-20
- 21-50
- 51+

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

- |  | <b>Yes</b>            | <b>No</b>             |
|--|-----------------------|-----------------------|
| a. Are you a member of a faculty union?  | <input type="radio"/> | <input type="radio"/> |
| b. Are you a U.S. citizen?   | <input type="radio"/> | <input type="radio"/> |
| c. Were you born in the U.S.A.?  | <input type="radio"/> | <input type="radio"/> |
| d. Do you plan to retire within the next three years?  | <input type="radio"/> | <input type="radio"/> |
| e. Do you use your scholarship to address local community needs?                                 | <input type="radio"/> | <input type="radio"/> |
| f. Have you been sexually harassed at this institution?  | <input type="radio"/> | <input type="radio"/> |
| g. Have you ever interrupted your professional career for more than one year for family reasons? | <input type="radio"/> | <input type="radio"/> |
| h. Have you ever received an award for outstanding teaching?                                     | <input type="radio"/> | <input type="radio"/> |
| i. Have you published op-ed pieces or editorials?  | <input type="radio"/> | <input type="radio"/> |

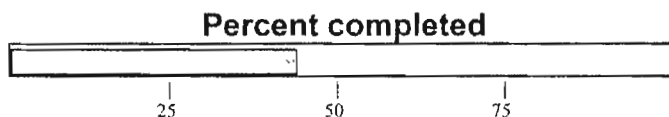
**(Continued) For each of the following items, please mark either Yes or No:**

- |   | <b>Yes</b>            | <b>No</b>             |
|---|-----------------------|-----------------------|
| j. Is (or was) your father an academic?                             | <input type="radio"/> | <input type="radio"/> |
| k. Is (or was) your mother an academic?                             | <input type="radio"/> | <input type="radio"/> |
| l. Is (or was) your spouse/partner an academic?                     | <input type="radio"/> | <input type="radio"/> |
| m. Are you currently teaching courses at more than one institution? | <input type="radio"/> | <input type="radio"/> |

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**22. During the past two years, have you...** (Mark Yes or No for each item)

- |   | <b>Yes</b>            | <b>No</b>             |
|---|-----------------------|-----------------------|
| a. Considered early retirement?                                   | <input type="radio"/> | <input type="radio"/> |
| b. Considered leaving academe for another job?                    | <input type="radio"/> | <input type="radio"/> |
| c. Considered leaving this institution for another?               | <input type="radio"/> | <input type="radio"/> |
| d. Changed academic institutions?                                 | <input type="radio"/> | <input type="radio"/> |
| e. Engaged in paid consulting outside of your institution?        | <input type="radio"/> | <input type="radio"/> |
| f. Engaged in public service/professional consulting without pay? | <input type="radio"/> | <input type="radio"/> |
| g. Received at least one firm job offer?                          | <input type="radio"/> | <input type="radio"/> |
| <b>Received funding for your work from:</b>                       |                       |                       |
| h. Foundations?   | <input type="radio"/> | <input type="radio"/> |
| i. State or federal government?                                   | <input type="radio"/> | <input type="radio"/> |
| j. Business or industry?  | <input type="radio"/> | <input type="radio"/> |
| k. Requested/sought an early promotion?                           | <input type="radio"/> | <input type="radio"/> |

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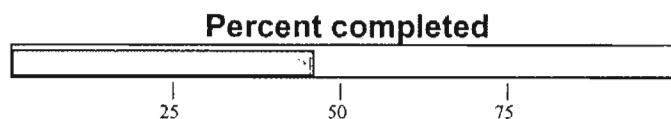
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**23. If you were to begin your career again, would you:** (Mark one for each item)

- |  | Definitely<br>yes     | Probably<br>yes       | Not sure              | Probably<br>no        | Definitely<br>no      |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Still want to come to this institution? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Still want to be a college professor?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**24. Indicate how well each of the following describes your college or university:** (Mark one for each item)

- |   | Very Descriptive      | Somewhat<br>Descriptive | Not Descriptive       |
|---|-----------------------|-------------------------|-----------------------|
| a. It is easy for students to see faculty outside of regular office hours | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| b. There is a great deal of conformity among the students                 | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| c. The faculty are typically at odds with campus administration           | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| d. Faculty here respect each other  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| e. Most students are treated like "numbers in a book"                     | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| f. Social activities are overemphasized                                   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| g. Faculty are rewarded for being good teachers                           | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |

**(Continued) Indicate how well each of the following describes your college or university:**  
(Mark one for each item)

- |   | Very Descriptive      | Somewhat<br>Descriptive | Not Descriptive       |
|---|-----------------------|-------------------------|-----------------------|
| h. There is respect for the expression of diverse values and beliefs          | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| i. Faculty are rewarded for their efforts to use instructional technology     | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| j. Faculty are rewarded for their efforts to work with underprepared students | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |



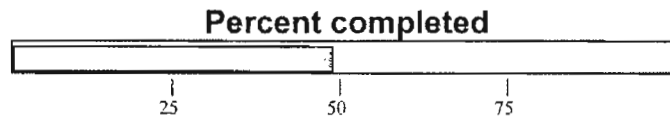
- k. Administrators consider faculty concerns when making policy
- l. The administration is open about its policies

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25. Please indicate the extent to which you: (Mark one for each item)

	To a Great Extent	To Some Extent	Not at All
a. Engage in academic work that spans multiple disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Achieve a healthy balance between your personal life and your professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Experience close alignment between your work and your personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Mentor new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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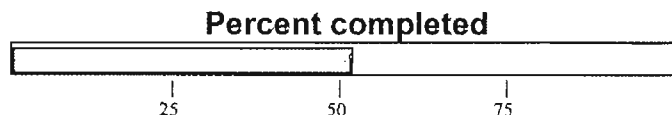
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26. How satisfied are you with the following aspects of your job? (Mark one for each item)

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
a. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Health benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Opportunity for scholarly pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Quality of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Office/lab space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Autonomy and independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Professional relationships with other faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Social relationships with other faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Competency of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued) 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
l. Visibility for jobs at other institutions/organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Relationship with administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Departmental leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Freedom to determine course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Availability of child care at this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Prospects for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Clerical/administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Overall job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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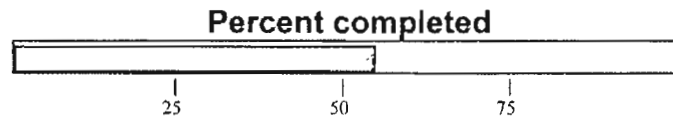
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27. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following: (Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
a. Faculty are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Racial and ethnic diversity should be more strongly reflected in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Faculty feel that most students are well-prepared academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This institution should hire more faculty of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student Affairs staff have the support and respect of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Faculty are committed to the welfare of this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Faculty here are strongly interested in the academic problems of undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. There is a lot of campus racial conflict here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Most students are strongly committed to community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My research is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued) 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
k. My teaching is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Many courses include feminist perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Faculty of color are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Women faculty are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Many courses involve students in community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| p. This institution should hire more women faculty                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Gay and lesbian faculty are treated fairly here                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. My department does a good job of mentoring new faculty         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Faculty are sufficiently involved in campus decision making    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. My values are congruent with the dominant institutional values | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**(Continued) 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<br>Strongly     | Agree<br>Somewhat     | Disagree<br>Somewhat  | Disagree<br>Strongly  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| u. There is adequate support for integrating technology in my teaching        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. This institution takes responsibility for educating underprepared students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w. The criteria for advancement and promotion decisions are clear             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| x. Most of the students I teach lack the basic skills for college level work  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| y. There is adequate support for faculty development                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| z. This institution should not offer remedial/developmental education         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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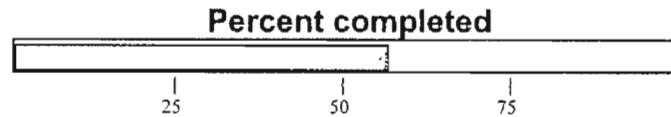
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**28. Indicate how important you believe each priority listed below is at your college or university:**  
(Mark one for each activity)

	<b>Highest Priority</b>	<b>High Priority</b>	<b>Medium Priority</b>	<b>Low Priority</b>
a. To promote the intellectual development of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To help students examine and understand their personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To develop a sense of community among students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To facilitate student involvement in community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To help students learn how to bring about change in American society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To increase or maintain institutional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To hire faculty "stars"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. To recruit more minority students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. To enhance the institution's national image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. To create a diverse multi-cultural campus environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(Continued) Indicate how important you believe each priority listed below is at your college or university:** (Mark one for each activity)

	<b>Highest Priority</b>	<b>High Priority</b>	<b>Medium Priority</b>	<b>Low Priority</b>
k. To promote gender equity among faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. To provide resources for faculty to engage in community-based teaching or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. To create and sustain partnerships with surrounding communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. To pursue extramural funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. To increase the representation of minorities in the faculty and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- administration
- p. To strengthen links with the for-profit, corporate sector
- q. To develop leadership ability among students
- r. To increase the representation of women in the faculty and administration
- s. To develop an appreciation for multiculturalism

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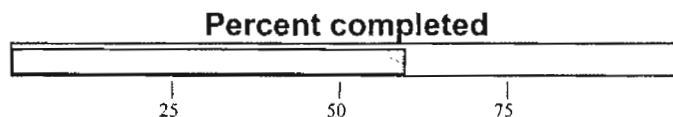
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29. Please indicate your agreement with each of the following statements: (Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
a. Western civilization and culture should be the foundation for the undergraduate curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
c. 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"/>
d. Promoting diversity leads to the admission of too many underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Colleges should be actively involved in solving social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Tenure is an outmoded concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Colleges should encourage students to be involved in community service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Community service should be given weight in college admissions decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. A racially/ethnically diverse student body enhances the educational experience of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued) Please indicate your agreement with each of the following statements: (Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
j. Realistically, an individual can do little to bring about changes in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Colleges should be concerned with facilitating undergraduate students' spiritual development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- l. Colleges have a responsibility to work with their surrounding communities to address local issues
- m. Private funding sources often prevent researchers from being completely objective in the conduct of their work

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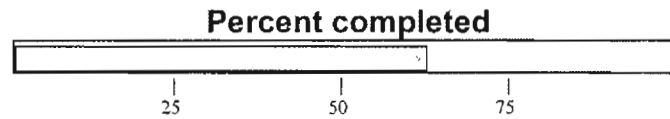
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30. Please indicate the extent to which each of the following has been a source of stress for you during the last two years: (Mark one for each item)

	Extensive	Somewhat	Not at All	Not Applicable
a. Managing household responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Care of elderly parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Health of spouse/partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Review/promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Subtle discrimination (e.g., prejudice, racism, sexism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Personal finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Faculty meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued) 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	Not Applicable
k. Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Research or publishing demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Institutional procedures and "red tape"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Children's problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Friction with spouse/partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Lack of personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Keeping up with information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Continued) 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	Not Applicable
u. Being part of a dual career couple	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Working with underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Classroom conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Self-imposed high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Change in work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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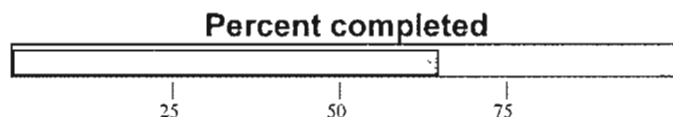
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31. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
a. Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Becoming very well off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Integrating spirituality into my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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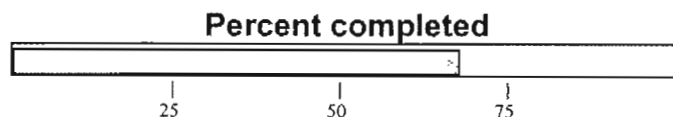
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**32. In your interactions with undergraduates, how often do you encourage them to:** (Mark one for each item)

	<b>Frequently</b>	<b>Occasionally</b>	<b>Not at all</b>
a. Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Support their opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Revise their papers to improve their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Evaluate the quality or reliability of information they receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Take risks for potential gains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Explore topics on their own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Acknowledge failure as a necessary part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Seek feedback on their academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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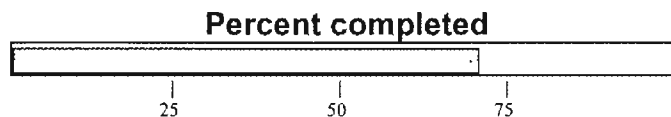
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33. In how many of the courses that you teach do you use each of the following? (Mark one for each item)

	All	Most	Some	None
<u>Evaluation Methods:</u>				
a. Multiple-choice exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Essay exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Short-answer exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Weekly essay assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Term/research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student evaluations of each others' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Grading on a curve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Competency-based grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	All	Most	Some	None
<u>Instructional Techniques/Methods:</u>				
k. Class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Cooperative learning (small groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Experiential learning/Field studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Recitals/Demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Extensive lecturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Multiple drafts of written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Readings on racial and ethnic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Readings on women and gender issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	All	Most	Some	None
<u>Instructional Techniques/Methods:</u>				
u. Student-developed activities (assignments, exams, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Student-selected topics for course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Reflective writing/journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Community service as part of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Electronic quizzes with immediate feedback in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Using real-life problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Using student inquiry to drive learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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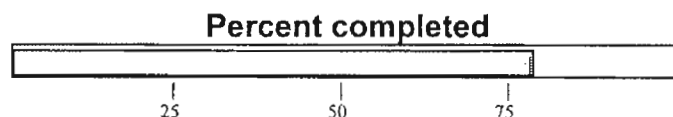
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**38a. What is the major of the highest degree you hold? (Please select the most appropriate code from the disciplinary fields listed below.)**

**Biological Science**

- Agriculture
- Forestry
- Bacteriology, Molecular Biology
- Biochemistry
- Biophysics
- Botany
- Environmental Science
- Marine (life) Sciences
- Physiology, Anatomy
- Zoology
- General, Other Biological Sciences

**Business**

- Accounting
- Finance
- International Business
- Management
- Marketing
- Secretarial Studies
- General, Other Business

**Education**

- Business Education
- Educational Administration
- Educational Psychology/Counseling
- Elementary Education
- Higher Education
- Music or Art Education
- Physical or Health Education
- Secondary Education
- Special Education
- General, Other Education Fields

**Engineering**

- Aero-/Astronautical Engineering
- Chemical Engineering

**Fine Arts**

- Architecture/Urban Planning
- Art
- Dramatics or Speech
- Music
- Television or Film
- Other Fine Arts

**Physical Science**

- Mathematics and/or Statistics
- Astronomy
- Atmospheric Sciences
- Chemistry
- Earth Sciences
- Geography
- Marine Sciences (incl. Oceanography)
- Physics
- General, Other Physical Sciences

**Social Science**

- Anthropology
- Archaeology
- Clinical Psychology
- Counseling and Guidance
- Experimental Psychology
- Social Psychology
- General, Other Psychology
- Economics
- Sociology
- Social Work, Social Welfare
- General, Other Social Sciences

**Technical**

- Computer Science
- Data Processing, Computer Prog.
- Drafting/Design
- Electronics

- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- General, Other Engineering Fields

**Health**

- Dentistry
- Health Technology
- Medicine or Surgery
- Nursing
- Pharmacy, Pharmacology
- Therapy (speech, physical, occup.)
- Veterinary Medicine
- General, Other Health Fields

**Humanities**

- History
- Political Science, Government
- English Language & Literature
- Foreign Languages & Literature
- French
- German
- Spanish
- Other Foreign Languages
- Linguistics
- Philosophy
- Religion or Theology
- General, Other Humanities Fields

- Industrial Arts
- Mechanics
- Other Technical

**Other Fields**

- Building Trades
- Communications
- Ethnic Studies
- Human Ecology/Family Science
- Journalism
- Law
- Law Enforcement
- Library Science
- Women's Studies
- Other Vocational
- All Other Fields

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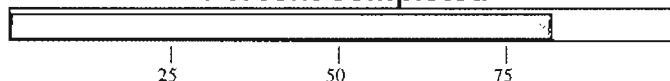
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**Percent completed**



**38b. What is the department of your current faculty appointment?** (Please select the most appropriate code from the disciplinary fields listed below.)

**Biological Science**

- Agriculture
- Forestry
- Bacteriology, Molecular Biology
- Biochemistry
- Biophysics
- Botany
- Environmental Science
- Marine (life) Sciences
- Physiology, Anatomy
- Zoology
- General, Other Biological Sciences

**Business**

- Accounting
- Finance
- International Business
- Management
- Marketing
- Secretarial Studies
- General, Other Business

**Education**

- Business Education
- Educational Administration
- Educational Psychology/Counseling
- Elementary Education
- Higher Education
- Music or Art Education
- Physical or Health Education
- Secondary Education
- Special Education
- General, Other Education Fields

**Engineering**

- Aero-/Astronautical Engineering
- Chemical Engineering

**Fine Arts**

- Architecture/Urban Planning
- Art
- Dramatics or Speech
- Music
- Television or Film
- Other Fine Arts

**Physical Science**

- Mathematics and/or Statistics
- Astronomy
- Atmospheric Sciences
- Chemistry
- Earth Sciences
- Geography
- Marine Sciences (incl. Oceanography)
- Physics
- General, Other Physical Sciences

**Social Science**

- Anthropology
- Archaeology
- Clinical Psychology
- Counseling and Guidance
- Experimental Psychology
- Social Psychology
- General, Other Psychology
- Economics
- Sociology
- Social Work, Social Welfare
- General, Other Social Sciences

**Technical**

- Computer Science
- Data Processing, Computer Prog.
- Drafting/Design
- Electronics

- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- General, Other Engineering Fields

**Health**

- Dentistry
- Health Technology
- Medicine or Surgery
- Nursing
- Pharmacy, Pharmacology
- Therapy (speech, physical, occup.)
- Veterinary Medicine
- General, Other Health Fields

**Humanities**

- History
- Political Science, Government
- English Language & Literature
- Foreign Languages & Literature
- French
- German
- Spanish
- Other Foreign Languages
- Linguistics
- Philosophy
- Religion or Theology
- General, Other Humanities Fields

- Industrial Arts
- Mechanics
- Other Technical

**Other Fields**

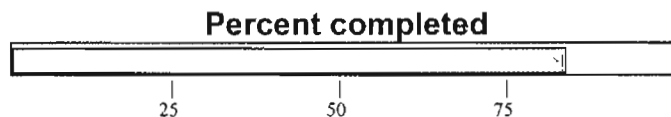
- Building Trades
- Communications
- Ethnic Studies
- Human Ecology/Family Science
- Journalism
- Law
- Law Enforcement
- Library Science
- Women's Studies
- Other Vocational
- All Other Fields

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**39. How many children do you have in the following age ranges? (Mark one for each item)**

- |                       | <b>0</b>              | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4+</b>             |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Under 18 years old | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. 18 years or older  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

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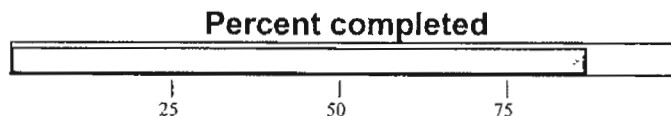
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**41. Are you currently:** (Mark one)

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

**42. Your sex:** (Mark one)

- Male
- Female

**43. Is English your native language?** (Mark one)

- Yes
- No

**44. Are you:** (Mark all that apply)

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

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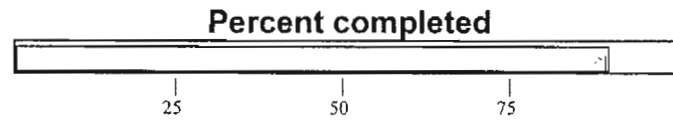
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**HERI**



**45a. 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 will not release this information to anyone and has secured a NIH Certificate of Confidentiality to protect identifiable research data from forced disclosure.**

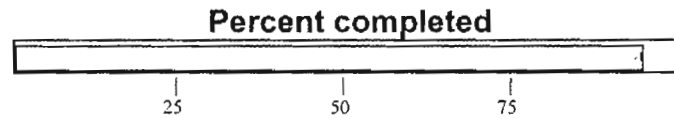
Yes

No

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**Additional School Specific Questions**

If your school has not asked you to complete an additional set of questions, please click "Submit Information".

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- |     | <b>A</b>              | <b>B</b>              | <b>C</b>              | <b>D</b>              | <b>E</b>              |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 46. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

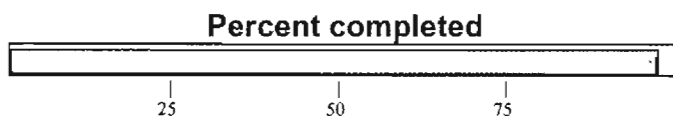


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**Additional School Specific Questions**

66. Question text 1

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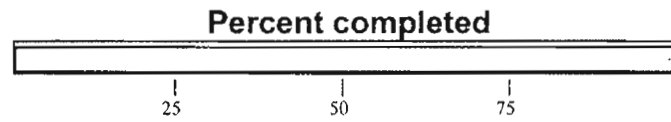
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If you are finished and do not wish to change any of your responses, click the *Submit Information* button.

If you wish to view or change any of your responses, please use the *Previous Page* button.



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**HERI**

Thank you for providing feedback about your experience as a faculty member.

**Your survey results have been received.**

**To ensure the privacy of your information, YOU SHOULD CLOSE YOUR BROWSER. You can close your browser by choosing File/Close or File/Exit from this window's menu.**