

Attachment 13: HERI Faculty Survey

HERI FACULTY SURVEY INFORMATION SHEET

PURPOSE OF THE STUDY

The Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA) is conducting a research study to understand the characteristics of faculty. Since 1989, over 400,000 faculty members have participated in this research. The data gathered are used in studies designed to better understand faculty issues such as workload, stress, and views of institutional priorities, as well as for institutional improvement.

PROCEDURES

To participate in this study, complete and submit the web-based questionnaire. Most participants can complete this questionnaire in about 45 minutes, although individual progress will vary by how quickly you move through the questions.

You may decide not to complete the questionnaire for any reason at any time without consequence of any kind. The Higher Education Research Institute does not offer payment for participation. Your participation and responses to the questionnaire indicate your consent to participate in the study.

POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY

You may have the opportunity to reflect on your experiences as a faculty member, which may enhance self-understanding. Your responses to the survey will also be directly beneficial to your college or university, and may benefit future generations of faculty as well.

POTENTIAL RISKS AND DISCOMFORTS

There could be survey items that you are uncomfortable answering or to which you would simply prefer not to respond. Your participation in this study is strictly voluntary, and you will be under no obligation whatsoever to answer any questions that you are not inclined to answer. You may choose not to answer any specific questions you do not want to answer and still remain in the study.

INFORMATION PROTECTION

Please note that your responses will be used for research purposes only and will be protected. We ask for your name and address so that the researchers at UCLA can contact you at some later date for follow-up. This information is not returned to the institutions. Any information that is obtained in connection with this study and that can be identified with you will be protected and secured to the extent permitted by law.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please contact the Managing Director of HERI, Dr. Kevin Eagan at this address:

Higher Education Research Institute, UCLA Graduate School of Education and Information Studies,
Box 951521, Los Angeles, CA 90095-1521 Email: heri@ucla.edu Phone: (310) 825-1925

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the UCLA Office for Protection of Research Subjects, 11000 Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694, (310)825-7122.

Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-xxxx*). Do not return the completed form to this address.

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Do you consent to participate in the 2016-17 HERI Faculty Survey?

- Yes, please take me to the survey**
- No, I wish to opt out

Welcome to the 2016-17 HERI Faculty Survey

This survey is a partnership between your institution and the Higher Education Research Institute at the University of California, Los Angeles.

Please click "next" to access the survey. To advance through the survey, please click the "next" button. If you need to review or change your response, please use the "back" button.

Info

In what year did you receive your first academic appointment?

In what year were you first appointed at this institution?

What is your present academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor
- Graduate student/Teaching assistant

What is your tenure status at this institution?

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

In what year did you receive tenure at this institution?**Are you retired from this institution?**

- Yes
- No

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

- Yes
- No

For part-time faculty: If given the choice, I would prefer to work full-time at this institution.

- Yes
- No

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

- Yes
- No

If yes, 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

Is your full-time professional career outside academia?

- Yes
- No

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

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
My part-time position is an important source of income for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compensation is not a major consideration in my decision to teach part-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time teaching is a stepping-stone to a full-time position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My part-time position provides benefits (e.g., health insurance, retirement) that I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching part-time fits my current lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time positions were not available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expertise in my chosen profession is relevant to the course(s) I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mark all institutional resources available to you in your last term as part-time faculty.
(Mark all that apply)

- 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)

Please indicate your agreement with the following statements:

Part-time instructors at this institution:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Are given specific training before teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rarely get hired into full-time positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive respect from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are primarily responsible for introductory classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have no guarantee of employment security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have access to support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are compensated for advising/counseling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are required to attend meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have good working relationships with the administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are respected by full-time faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are paid fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have input in course designs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are included in faculty governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Besides this institution, at how many other institutions do you teach (e.g., 0, 1, 2, 3)?

For the current term, how far in advance of the beginning of the term did you receive your course assignments?

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

All faculty continue here:

Your sex:

- Male
- Female

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

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

Personally, how important to you is:

	Essential	Very Important	Somewhat Important	Not Important
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many courses are you teaching this term (include all institutions at which you teach) (e.g., 0, 1, 2, 3)?

How many of the courses that you are teaching this term are:

General education courses

Courses required for an undergraduate major

Other undergraduate credit courses

Developmental/remedial courses (not for credit)

Non-credit courses (other than above)

Graduate courses

How many of these courses that you are teaching this term are being taught:

At this institution

At another institution

What types of courses do you primarily teach? (Mark one)

- Undergraduate credit courses
- Graduate courses
- Non-credit courses
- I do not teach

In the past year, have you worked with or taught undergraduate students at this institution?

- Yes
- No

In the past year, have you worked with or taught undergraduate students at this institution?

- Yes
- No

In the past year, to what extent have you:

	To a Great Extent	To Some Extent	Not at All
Met with graduate students to discuss their research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentored graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped graduate students access professional networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented with graduate students at conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published with graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included graduate students in research grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past year:

How many master's thesis committees have you served on or are currently serving?

How many of these master's thesis committees have you chaired or are chairing?

How many dissertation committees have you served on or are currently serving?

How many of these dissertation committees have you chaired or are chairing?

In the past year, how many letters of recommendation have you written for graduate students?

Rate your agreement with the following statements:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Graduate students in this program must compete for research opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for graduate students in this program to spend at least one term as a teaching assistant to develop teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This graduate program enrolls too few international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students work well together in this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have encountered instances of academic dishonesty among graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students in this program are trained to conduct research responsibly and ethically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students in this program receive adequate instruction on becoming good teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty in my department are good mentors for graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most graduate students in this program move on to faculty positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most graduate students in this program move into positions outside academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
Advised student groups involved in service/volunteer work	<input type="radio"/>	<input type="radio"/>
Collaborated with the local community in research/teaching to address their needs	<input type="radio"/>	<input type="radio"/>

	Yes	No
Conducted research or writing focused on:		
International/global issues	<input type="radio"/>	<input type="radio"/>
Racial or ethnic minorities	<input type="radio"/>	<input type="radio"/>
Women and gender issues	<input type="radio"/>	<input type="radio"/>
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	<input type="radio"/>	<input type="radio"/>
Biomedical science fields	<input type="radio"/>	<input type="radio"/>
Engaged in academic research that spans multiple disciplines	<input type="radio"/>	<input type="radio"/>
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	<input type="radio"/>	<input type="radio"/>
Written research grants	<input type="radio"/>	<input type="radio"/>
Received funding for your work from:		
Foundations	<input type="radio"/>	<input type="radio"/>
State or federal government	<input type="radio"/>	<input type="radio"/>
Business or industry	<input type="radio"/>	<input type="radio"/>

During the past three years, have you: (Mark one for each item)

	Yes	No
Taught an honors course	<input type="radio"/>	<input type="radio"/>
Taught an interdisciplinary course	<input type="radio"/>	<input type="radio"/>
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)	<input type="radio"/>	<input type="radio"/>
Taught a service learning course	<input type="radio"/>	<input type="radio"/>
Taught an course exclusively online	<input type="radio"/>	<input type="radio"/>
Participated in organized activities around enhancing pedagogy and student learning	<input type="radio"/>	<input type="radio"/>
Taught a seminar for first-year students	<input type="radio"/>	<input type="radio"/>
Participated in the development of curriculum (enhancing an existing course or creating a new course)	<input type="radio"/>	<input type="radio"/>

In the past year, to what extent have you:

	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published with undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged with undergraduates on <u>your</u> research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with undergraduates on <u>their</u> research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the overall experience of working with undergraduates on research projects?

- Excellent
- Good
- Fair
- Poor

How many undergraduates do you currently advise?**During the past year, how often have you done the following with your undergraduate advisees?**

	Frequently	Occasionally	Not at All
Informed them of their academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped them to plan their course of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed career and post-graduation goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past year, have you taken advantage of any of the following professional development opportunities at this institution?

	Yes	No	Not Eligible	Not Available
Funded workshops focused on:				
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sabbatical leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel funds paid by the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal grants for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training for administrative leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives to develop new courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives to integrate new technology into your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to integrate culturally-competent practices into your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many of the following have you published?

	None	1-2	3-4	5-10	11-20	21-50	51+
Articles in academic or professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
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"/>
Other (e.g., patents, computer software products)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?

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

How many exhibitions or performances were:

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

In the past three years, how many of your professional writings have been published or accepted for publication?

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

How many of these professional writings were:

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

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

	None	1-4	5-8	9-12	13-16	17-20	21+
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a caregiver for another adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Personal time (e.g., exercise, hobbies, relaxing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your interactions with undergraduates, how often in the past year did you encourage them to: (Mark one for each item)

	Frequently	Occasionally	Not at All
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support their opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze multiple sources of information before coming to a conclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information they receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take risks for potential gains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on their own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize biases that affect their thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

	Frequently	Occasionally	Not at All
Write in the specific style or format of your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the ethical or moral implications of a course of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply mathematical concepts and computational thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



In how many of the courses that you teach do you use each of the following?

	All	Most	Some	None
Class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative learning (small groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning/Field studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performances/Demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensive lecturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple drafts of written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective writing/Journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service as part of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic quizzes with immediate feedback in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using real-life problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using student inquiry to drive learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In how many of the courses that you teach do you use each of the following?

	All	Most	Some	None
Readings on racial and ethnic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings on women and gender issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental instruction that is outside of class and office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations of each others' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading on a curve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rubrik-based assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do you incorporate the following forms of technology into your courses?

	Frequently	Occasionally	Not at All
Videos or podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulations/animations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online homework or virtual labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audience response systems to gauge students' understanding (e.g, clickers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Encourage students to become agents of social change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for graduate or advanced education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop students' moral character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote students' ability to write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students tolerance and respect for different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your agreement with each of the following statements:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
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"/>
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"/>
Colleges have a responsibility to work with their surrounding communities to address local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private funding sources often prevent researchers from being completely objective in the conduct of their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to dispel perceptions of competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I achieve a healthy balance between my personal life and my professional life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
This institution has effective hiring practices and policies that increase faculty diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs staff have the support and respect of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of campus racial conflict here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My service is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are sufficiently involved in campus decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty are typically at odds with campus administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here respect each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators consider faculty concerns when making policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution takes responsibility for educating underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria for advancement and promotion decisions are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the students I teach lack basic skills for college level work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is adequate support for faculty development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are not prepared to deal with conflict over diversity issues in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This institution takes mentoring into consideration in the promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of color are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women of color are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ faculty are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest Priority	High Priority	Medium Priority	Low Priority
Increase or maintain institutional affordability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a sense of community among students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate student involvement in community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students learn how to bring about change in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase or maintain institutional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire faculty "stars"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruit more traditionally underrepresented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the selectivity of the student body through more competitive admissions criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote gender diversity in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote racial and ethnic diversity in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide resources for faculty to engage in community-based teaching or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and sustain partnerships with surrounding communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursue extramural funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthen links with the for-profit, corporate sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop leadership ability among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an appreciation for multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you:

	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience close alignment between your work and your personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor <u>undergraduate</u> students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor <u>graduate</u> students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been mentored by at least one professional in academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in training in preparation to be a mentor (e.g., workshops, programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access the National Research Mentoring Network (NRMN) resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Excellent	Good	Fair	Poor	
How would you rate the overall quality of your mentoring relationship with your <u>faculty</u> mentee(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
How would you rate the overall quality of your mentoring relationship with your <u>undergraduate</u> mentee(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
How would you rate the overall quality of your mentoring relationship with your <u>graduate</u> mentee(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for scholarly pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy and independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Departmental</u> support for work/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Institutional</u> support for work/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
Prospects for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative equity of salary and job benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility in relation to family matters or emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leave policies (e.g., paternity/ maternity leave, caring for a family member, stopping the tenure clock)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)

	Extensive	Somewhat	Not at All	Not Applicable
Managing household responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review/promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)

	Extensive	Somewhat	Not at All	Not Applicable
Research or publishing demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional procedures and “red tape”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-imposed high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional budget cuts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you been sexually harassed at this institution?

- Yes
 No

During the past year, have you:

	Yes	No
Considered leaving academe for another job	<input type="radio"/>	<input type="radio"/>
Considered leaving this institution for another	<input type="radio"/>	<input type="radio"/>

Engaged in public service/professional consulting without pay	<input type="radio"/>	<input type="radio"/>
Received at least one firm job offer elsewhere	<input type="radio"/>	<input type="radio"/>
Sought an early promotion	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
Are you a member of a faculty union?	<input type="radio"/>	<input type="radio"/>
Do you plan to retire within the next three years?	<input type="radio"/>	<input type="radio"/>
Have you ever interrupted your professional career for more than one year for family reasons?	<input type="radio"/>	<input type="radio"/>
Have you ever been formally recognized for outstanding teaching at this institution?	<input type="radio"/>	<input type="radio"/>

Citizenship status:

- U.S. citizen
- Permanent resident (green card)
- Temporary, non-immigrant visa holder (e.g., J-1, H-1B, TN, T-3, O-1)
- None of the above

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

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

If you were to begin your career again, would you:

	Definitely Yes	Probably Yes	Not Sure	Probably No	Definitely No
Still want to come to this institution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Still be a college professor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please enter your base institutional salary (e.g., for \$56,000, please enter 56000).

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

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

For faculty who are part-time:

Please enter your total salary from teaching at this institution for this academic year (e.g., for \$30,000, please enter 30000).

For faculty who are part-time:

How much are you paid per course at this institution (e.g., for \$3,000, please enter 3000)?

Please select the most appropriate general area and disciplinary field for the following:

Major of highest degree held

Specific department of current faculty appointment

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

	Highest Degree Earned	Degree Currently Working On
Bachelor's (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's (M.A., M.S.)	<input type="radio"/>	<input type="radio"/>
Terminal Master's (M.F.A., M.B.A.)	<input type="radio"/>	<input type="radio"/>
M.B.A.	<input type="radio"/>	<input type="radio"/>
J.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.D.S., D.V.M., etc. (Medical)	<input type="radio"/>	<input type="radio"/>
Ph.D.	<input type="radio"/>	<input type="radio"/>
Professional doctorate (Ed.D, Psy. D., etc.)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>

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

Are you: (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
- Filipino
- Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
- South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)
- Other Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other

Is English your primary language?

- Yes
- No

What is your sexual orientation?

- Heterosexual/Straight
- Gay
- Lesbian
- Bisexual
- Queer
- Other

Do you identify as transgender?

- No
- Yes, male to female
- Yes, female to male

Are you currently: (Mark one)

- Single
- In a civil union
- In a domestic partnership
- Married
- Unmarried, living with partner
- Separated
- Divorced
- Widowed

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

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

Please enter the four-digit year of your birth (e.g., 1944, 1988).

Year of birth

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.

- Yes
- No

Please confirm your email address:

STEM Module

In the courses you have taught in the past year, how often do you:

	Always	Frequently	Occasionally	Rarely	Never
Incorporate audience response systems to gauge students' understanding (e.g., clickers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate authentic (i.e., not "cookbook") research experiences into labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate mini-labs into lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the STEM courses you have taught in the past year, how often do you encourage students to:

	Always	Frequently	Occasionally	Rarely	Never
Make connections between different areas of science and mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draw a picture to represent a problem or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify what is known and not known about a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze the basic elements of ideas or theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make sense of scientific/technical concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize several sources of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct an experiment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate scientific concepts to real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorize large quantities of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make predictions based on existing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate scientific concepts or terminology into non-scientific language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the personal importance to you of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to find a cure for a health problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you structure your STEM courses so that students:

	To a Great Extent	To Some Extent	Not at All
Develop a stronger interest in STEM disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have the foundational knowledge for advanced study in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>