Attachment 15:

HERI Faculty

Survey

CEC HERI <Faculty> Welcome Page:

Purpose of the Study
You are asked to complete this survey as part of the Enhance Diversity Study, a national study on faculty mentorship and development and student experiences and career choices. Your school is part of this study, sponsored by the Diversity Program Consortium (a major national initiative funded by the National Institutes of Health) in partnership with the Higher Education Research Institute (HERI) at the University of California, Los Angeles. The NIH Diversity Consortium (Co-Principal Investigators: Keith Norris, MD, PhD, Teresa Seeman, PhD, and Steven Wallace, PhD) is seeking to understand what programs and strategies can benefit faculty and their students interested in biomedical, behavioral, clinical, and social science fields.

The University of California, Los Angeles (UCLA) serves as the coordinating center for this national effort and is in charge of collecting information about these programs and the mentoring and research experience of a variety of faculty. The information you provide on the survey will allow the investigators at UCLA and at your school and the other members of the Diversity Program Consortium to understand how well faculty are prepared for and succeeding in biomedical research careers.

Your school has provided UCLA your name and contact information because you (1) previously completed one of the Enhance Diversity Study surveys or (2) you participated in a program sponsored by the BUILD program at your institution. By completing this survey, you are giving permission for your institution to share information about your demographics, teaching activities, and grant funding you receive with the UCLA team. You are also giving the UCLA team permission to share the information you provide on the survey with your institution for their review of local programs and to allow UCLA to contact you annually. Only with the continued participation and support of faculty such as yourself will we be able to show the value of the various programs offered through your institution to help faculty succeed. All of the information you provide is protected by a federal Certificate of Confidentiality.

You will receive a $25 Amazon card by email if you complete the survey. Most respondents complete this questionnaire in about 45 minutes, but you do not have to complete it all at one time – you may answer a set of questions and then later return to where you stopped. 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.

If you have any questions or concerns about the research, please contact Dr. Keith Norris, Dr. Teresa Seeman, or Dr. Steven P. Wallace, Co-Principal Investigators of the Diversity Program Consortium Coordination and Evaluation Center or the Managing Director of HERI and Director of CIRP, Dr. Kevin Eagan at this address:

Enhance Diversity Study, Coordination and Evaluation Center
UCLA School of Medicine
1100 Glendon Avenue, Suite 710 Los Angeles, CA 90024
Email: Teresa.Seeman@enhancediversity.org Phone: 310-267-5114

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

If you have any questions about your gift card, please contact Karina Ramirez at:
kramirez@mednet.ucla.edu Phone: 310-267-0845

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 about your rights as a research subject, or you have concerns or suggestions and you want to talk to someone other than the researchers, you may contact the UCLA Office of the Human Research Protection Program (UCLA OHRPP) by phone: (310) 206-2040; by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

Your participation and responses to the questionnaire indicate your consent to participate in the study.

"THANK YOU" SCREEN TEXT FOR TFS
*The text in **BOLD** is mandatory and cannot be changed*

Thank You!

Thank you for your participation! Your opinion and feedback matter!

You will receive your $25 Amazon e-card within the next few weeks.

Your survey results have been received. To ensure the privacy of your information, you should CLOSE your browser.

2019-20 HERI Faculty Survey Core National Instrument

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

Complete the following if directed.
Group Code: [RF] [GTA]
A
B

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

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

3. What is your present academic rank?
   >   Professor
   >   Associate Professor
   >   Assistant Professor
   >   Lecturer
   >   Instructor
   >   Graduate Student/Teaching Assistant

   >   *Graduate Students/Teaching Assistants see questions noted [GTA]*

4. What is your tenure status at this institution?
   >   Tenured
   >   On tenure track, but not tenured
   >   Not on tenure track, but institution has tenure system
   >   Institution has no tenure system

   >   *IF TENURED, NESTED ITEM*
   >   4a. In what year did you receive tenure at this institution?
   >   *(Dropdown responses: Years)*

COMMUNITY COLLEGE

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

   3. What is your current status at this institution?
      >   Tenured
      >   Probationary, Tenure Track
      >   Renewable Contract Instructor (e.g., Adjunct)

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

4. What is your academic rank at this institution?
   Instructor
   Assistant Professor
   Associate Professor
   Professor

5. Are you retired from this institution?
   Yes   No
   Retired faculty see questions noted [RF]

6. Are you considered a full-time employee of your institution for at least nine months of the current academic year?
   Yes   No

PART-TIME FACULTY

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

6a. If given the choice, I would prefer to work full-time at this institution.
   Yes   No

6b. Have you ever sought a full-time teaching position at this or another institution?
   Yes   No

   IF YES, NESTED ITEM
   6bi. How long ago did you pursue a full-time position?
      Currently seeking a position
      Within the last year
      1 to 2 years ago
      3 to 5 years ago
      More than 5 years ago

6c. Is your full-time professional career outside academia?
   Yes   No

6d. In considering your reasons for teaching part-time at this institution, please indicate your agreement with the following statements:
   (Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)
      My part-time position is an important source of income for me
      Compensation is not a major consideration in my decision to teach part-time
      Part-time teaching is a stepping-stone to a full-time position
      My part-time position provides benefits (e.g., health insurance, retirement) that I need
      Teaching part-time fits my current lifestyle
      Full-time positions were not available
      My expertise in my chosen profession is relevant to the course(s) I teach

6e. Mark all institutional resources available to you in your last term as <u>part-time</u> faculty. (Mark <u>all</u> that apply) [GTA]
>   Use of private office
>   Shared office space
>   A personal computer
>   An email account
>   A phone/voicemail
>   Professional development funds
>   Printer access (i.e., free printing)
>   Parking privileges

6f. Please indicate your agreement with the following statements:
>   *(Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)*
>   <u>Part-time instructors at this institution:</u>
>   Are given specific training before teaching
>   Rarely get hired into full-time positions
>   Receive respect from students
>   Are primarily responsible for introductory classes
>   Have no guarantee of employment security
>   Have access to support services (e.g., administrative assistance)
>   Are compensated for advising/counseling students
>   Are required to attend meetings
>   Have good working relationships with the administration
>   Are respected by full-time faculty
>   Are paid fairly
>   Have input in course designs
>   Are included in faculty governance

6g. Aside from this institution, at how many other institutions do you teach? [GTA]
>   *(Dropdown responses: 0, 1, 2, 3, 4, 5 or more)*

6h. For the <u>current term</u>, how far in advance of the beginning of the term did you receive your course assignments? [GTA]
>   Less than 1 week
>   1-2 weeks
>   3-4 weeks
>   1-3 months
>   More than 3 months

7. Do you identify as transgender? (Mark <u>one</u>) [RF] [GTA]
>   Yes
>   No

8. What is your current gender identity?
>   Man/Trans man
>   Woman/Trans woman
>   Genderqueer/Gender non-conforming
>   Not listed above [free response]

9. What is your <u>principal activity</u> in your current position at this institution? (Mark <u>one</u>)
    Administration
    Teaching
    Research
    Services to clients and patients
    Other

10. Personally, how important to you is:
    (Responses: Essential, Very Important, Somewhat Important, Not Important)
    Research
    Teaching
    Service

11. How many courses are you teaching <u>this term</u> (include all institutions at which you teach)? [GTA][RF]
    (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, or more)

    If response to question 11 is greater than or equal to one, the respondent sees 11a and 11b
        11a. How many of the courses that you are teaching <u>this term</u> are: [GTA][RF]
        (Dropdown responses: 0, 1-2, 3-4, 5+)
            General education courses
            Courses required for an undergraduate major
            Other undergraduate credit courses
            Developmental/remedial courses (not for credit)
            Graduate courses

        11b. How many of these courses that you are teaching <u>this term</u> are being taught at another institution:
[GTA][RF]
        (Dropdown responses: 0, 1-2, 3-4, 5+)

    If response to question 11 is zero or missing, the respondent sees 11c
        11c. What types of courses do you primarily teach? (Mark <u>one</u>) [GTA][RF]
            Undergraduate credit courses
            Graduate courses
            Developmental/remedial courses
            I do not teach

12. In the <u>past year</u>, have you worked with or taught undergraduate students at this institution? [RF]
    Yes   No

13. In the <u>past year</u>, have you worked with or taught graduate students at this institution? [RF]
    Yes   No

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

    13a. In the <u>past year</u>, to what extent have you: [RF]
    (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
        Met with graduate students to discuss their research interests
        Mentored graduate students
        Helped graduate students access professional networks
        Presented with graduate students at conferences
        Published with graduate students
        Included graduate students in research grant writing

13b. In the <u>past year</u>: [RF]
  (*Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more*)
    How many master's thesis committees have you served on or are currently serving?
    How many dissertation committees have you served on or are currently serving?

  IF master's thesis committees >0 NESTED ITEM
  14bi. In the <u>past year</u>, how many of these master's thesis committees have you chaired or are currently chairing? [RF]
  (*Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more*)

  IF dissertation committees >0 NESTED ITEM
  14bii. In the <u>past year</u>, how many of these dissertation committees have you chaired or are currently chairing? [RF]
  (*Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more*)

13c. In the <u>past year</u>, how many letters of recommendation have you written for graduate students? [RF]
  (*Dropdown response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31 or more*)

13d. Rate your agreement with the following statements:
  (*Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*)
    Graduate students in this program must compete for research opportunities
    It is important for graduate students to spend at least one term as a teaching assistant to develop teaching skills
    This graduate program enrolls too few international students
    Graduate students work well together in this program
    I have encountered instances of academic dishonesty among graduate students
    Graduate students in this program are trained to conduct research responsibly and ethically
    Graduate students in this program receive adequate instruction on becoming good teachers
    Faculty in my department are good mentors for graduate students
    Most graduate students in this program move on to faculty positions
    Most graduate students in this program move into positions outside of academia

14. During the <u>past three years</u>, have you: (Mark <u>one</u> for each item) [RF]
  (*Responses: Yes, No*)
    Advised student groups involved in service/volunteer work
    Collaborated with the local community on research/teaching to address their needs
    Conducted research or writing focused on:
      International/global issues
      Racial or ethnic minorities
      Women or gender issues
      Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) issues
      Biomedical science fields
    Engaged in academic research that spans multiple disciplines
    Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)
    Written research grants
    Received funding for your work from:
      Foundations
      State or federal government
      Business or industry

15. During the <u>past three years</u>, have you: (Mark <u>one</u> for each item) [RF][GTA]
    (Responses: Yes, No)
    Taught an honors course
    Taught an interdisciplinary course
    Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ+ studies)
    Taught a service learning course
    Taught a course exclusively online
    Participated in organized activities around enhancing pedagogy or student learning
    Taught a seminar for first-year students
    Participated in the development of curriculum (enhancing an existing course or creating a new course)

16. In the <u>past year</u>, to what extent have you:
    (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
    Presented with undergraduate students at conferences
    Published with undergraduates
    Engaged undergraduates on <u>your</u> research project(s)
    Worked with undergraduates on <u>their</u> research project(s)

17. How would you rate the overall experience of working with undergraduates on research projects?
    Excellent
    Good
    Fair
    Poor
    I have not worked with undergraduates on research projects

18. How many undergraduates do you currently advise?
    Dropdown responses:

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

If advise undergraduates =0, skip to Q19

19. During the <u>past year</u>, how often have you done each of the following with your undergraduate advisees?
    (Responses: Frequently, Occasionally, Not at All)
    Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)
    Helped them plan their course of study
    Discussed their academic performance
    Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)
    Discussed career and post-graduation goals

20. During the <u>past year</u>, have you taken advantage of any of the following professional development opportunities provided by this institution?
   (Responses for each item in each column: Yes, No, Not Eligible, Not Available)
   Funded workshops focused on:
         Teaching
         Research skills development
         Grant writing
   Paid sabbatical leave
   Travel funds paid by the institution
   Internal grants for research
   Training for administrative leadership
   Training for promoting inclusion and facilitating difficult conversations
   Incentives to develop new courses
   Incentives to integrate technology into your classroom
   Resources to integrate culturally-competent practices into your classroom

21. How many of the following have you published? [RF][GTA]
   (Responses: None, 1-2, 3-4, 5-10, 11-20, 21-50, 51+)
         Articles in academic or professional journals
         Chapters in edited volumes
         Books, manuals, monographs, or research reports
         Other, such as patents or computer software products

22. In the <u>past three years</u>, how many exhibitions, recordings, or performances in the fine or applied arts have you presented?
   [RF] [GTA]
   (Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)

   IF >0 NESTED ITEM
   23a. How many of these exhibitions, recordings, or performances were: [RF] [GTA]
   (Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)
         Solo/Individual
         Collaborative

23. In the <u>past three years</u>, how many of your professional writings have been published or accepted for publication?
   [RF] [GTA]
   (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21+)

   IF >0 NESTED ITEM
   23a. How many of these professional writings were: [RF] [GTA]
         (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21+)
         Solo-authored
         Co-authored

24. During the <u>present term</u>, how many hours per week on average do you spend on each of the following?
    (Responses: None, 1-4, 5-8, 9-12, 13-16, 17-20, 21+)
        Scheduled teaching (give actual, not credit hours)
        Preparing for teaching (including reading student papers and grading)
        Advising or counseling students
        Committee work and meetings
        Research and scholarly writing
        Other creative products/performances
        Community or public service
        Outside consulting/freelance work
        Household/childcare duties
        Serving as a caregiver for another adult
        Other employment outside of academia
        Personal time (e.g., exercise, hobbies, relaxing)

25. In your interactions with undergraduates, how often in the <u>past year</u> did you encourage them to: (Mark <u>one</u> for each item) [GTA]
    (Responses: Frequently, Occasionally, Not at All)
        Ask questions in class
        Support their opinions with a logical argument
        Seek solutions to problems and explain them to others
        Analyze multiple sources of information before coming to a conclusion
        Evaluate the quality or reliability of information they receive
        Take risks for potential gains
        Seek alternative solutions to a problem
        Look up scientific research articles and resources
        Explore topics on their own, even though it was not required for a class
        Accept mistakes as part of the learning process
        Recognize biases that affect their thinking

26. How frequently in the courses you taught in the <u>past year</u> have you given at least one assignment that required students to: [GTA]
    (Responses: Frequently, Occasionally, Not at All)
        Write in the specific style or format of your discipline
        Describe how different perspectives would affect the interpretation of a question or issue in your discipline
        Discuss the ethical or moral implications of a course of action
        Apply mathematical concepts and computational thinking

27. In how many of the courses that you teach do you use each of the following? [GTA]
    (Responses: All, Most, Some, None)
        Class discussions
        Cooperative learning (small groups)
        Experiential learning/Field studies
        Performances/Demonstrations
        Group projects
        Extensive lecturing
        Multiple drafts of written work
        Reflective writing/Journaling
        Community service as part of coursework
        Electronic quizzes with immediate feedback in class
        Real-life problems
        Student inquiry to drive learning

28. In how many of the courses that you teach do you use each of the following? [GTA]
   (Responses: All, Most, Some, None)
   > Readings on racial and ethnic issues
   > Readings on women or gender issues
   > Supplemental instruction outside of class and office hours
   > Student presentations
   > Student evaluations of each others' work
   > Grading on a curve
   > Rubric-based assessment
   > Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)

29. How frequently do you incorporate the following forms of technology into your courses? [GTA]
   (Responses: Frequently, Occasionally, Not at All)
   > Videos or podcasts
   > Simulations/animations
   > Online homework or virtual labs
   > Online discussion boards
   > Audience response systems to gauge students' understanding (e.g., clickers)

30. Please indicate the extent to which you agree it is your role to:
   (Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)
   > Encourage students to become agents of social change
   > Prepare students for employment after college
   > Prepare students for graduate or advanced education
   > Develop students' moral character
   > Provide for students' emotional development
   > Help students develop personal values
   > Enhance students' knowledge of and appreciation for other racial/ethnic groups
   > Promote students' ability to write effectively
   > Encourage respect for different beliefs

31. Please indicate your agreement with each of the following statements:
   (Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)
   > The chief benefit of a college education is that it increases one's earning power
   > A racially/ethnically diverse student body enhances the educational experience of all students
   > Colleges have a responsibility to work with their surrounding communities to address local issues
   > Private funding sources often prevent researchers from being completely objective in the conduct of their work
   > I try to dispel perceptions of competition in my classroom
   > Students' use of personal devices and laptops in the classroom serve as more of a distraction than an educational resource
   > I feel I have the skills to facilitate conversations about diversity issues in the classroom
   > I achieve a healthy balance between my personal life and my professional life
   > I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar

32. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following: (Mark one for each item) [RF]
   (Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)
>   This institution has effective hiring practices and policies that increase faculty diversity
>   Student Affairs staff have the support and respect of faculty
>   There is a lot of campus racial conflict here
>   My research is valued by faculty in my department
>   My teaching is valued by faculty in my department
>   My service is valued by faculty in my department
>   Faculty are sufficiently involved in campus decision-making
>   The faculty are typically at odds with campus administration
>   Faculty here respect each other
>   Administrators consider faculty concerns when making policy
>   This institution takes responsibility for educating underprepared students
>   The criteria for advancement and promotion decisions are clear
>   Most of the students I teach lack the basic skills for college level work
>   There is adequate support for faculty development
>   Faculty are not prepared to deal with conflict over diversity issues in the classroom
>   This institution takes mentoring into consideration in the promotion process
>   Faculty of color are treated fairly here
>   Women faculty are treated fairly here
>   LGBTQ+ faculty are treated fairly here

33. Indicate how important you believe each priority listed below is at your college or university: [RF]
   (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)
>   Increase or maintain institutional affordability
>   Develop a sense of community among students and faculty
>   Facilitate student involvement in community service
>   Help students learn how to bring about change in society
>   Increase or maintain institutional prestige
>   Hire faculty "stars"
>   Recruit more traditionally underrepresented students
>   Increase the selectivity of the student body through more competitive admissions criteria
>   Promote gender diversity in the faculty and administration
>   Promote racial and ethnic diversity in the faculty and administration
>   Provide resources for faculty to engage in community-based teaching or research
>   Create and sustain partnerships with surrounding communities
>   Pursue extramural funding
>   Strengthen links with the for-profit, corporate sector
>   Develop leadership ability among students
>   Develop an appreciation for multiculturalism
>   Prepare students for the workplace

34. Please indicate the extent to which you:
    (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
    Feel that the training you received in graduate school prepared you well for your role as a faculty member
    Experience close alignment between your work and your personal values
    Mentor faculty
    Mentor <u>undergraduate</u> students
    Mentor <u>graduate</u> students
    Been mentored by at least one professional in academia
    Participated in training in preparation to be a mentor (e.g., workshops, programs)
    Accessed the National Research Mentoring Network (NRMN) resource

    IF Mentor faculty is >Not at All, NESTED ITEM
    35a. How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?
    (Responses: Excellent, Good, Fair, Poor)

    IF Mentor <u>undergraduate</u> students is >Not at All, NESTED ITEM
    35b. How would you rate the overall quality of your mentoring relationship with your <u>undergraduate</u> mentee(s)?
    (Responses: Excellent, Good, Fair, Poor)

    IF Mentor <u>graduate</u> students is >Not at All, NESTED ITEM
    35c. How would you rate the overall quality of your mentoring relationship with your <u>graduate</u> mentee(s)?
    (Responses: Excellent, Good, Fair, Poor)

35. How satisfied are you with the following aspects of your job? (Mark <u>one</u> for each item)
    (Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied)
    Salary
    Health benefits
    Retirement benefits
    Opportunity for scholarly pursuits
    Teaching load
    Quality of students
    Autonomy and independence
    Departmental leadership
    <u>Departmental</u> support for work/life balance
    <u>Institutional</u> support for work/life balance
    Prospects for career advancement
    Relative equity of salary and job benefits
    Flexibility in relation to family matters or emergencies
    Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)
    Overall job

36. Please indicate the extent to which each of the following has been a source of stress for you during the past year:
(Mark one for each item)
(Responses: Extensive, Somewhat, Not at All, Not Applicable)
> Managing household responsibilities
> Child care
> My physical health
> My emotional well-being
> Review/promotion process
> Discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
> Committee work
> Faculty meetings
> Students
> Research or publishing demands
> Institutional procedures and "red tape"
> Teaching load
> Lack of personal time
> Job security
> Self-imposed high expectations
> Increased work responsibilities
> Institutional budget cuts

37. Have you been sexually harassed at this institution? [GTA] [RF]
> *(Responses: Yes, No)*

38. In the past year, have you:
> *(Responses: Yes, No)*
> Considered leaving academe for another job
> Considered leaving this institution for another
> Engaged in public service/professional consulting without pay
> Received at least one firm job offer elsewhere

39. For each of the following items, please mark either Yes or No.
> *(Responses: Yes, No)*
> Are you a member of a faculty union?
> Do you plan to retire within the next three years?
> Have you ever interrupted your professional career for more than one year for family reasons?
> Have you ever been formally recognized for outstanding teaching at this institution?

40. Citizenship status: (Mark one) [RF] [GTA]
> U.S. citizen
> Permanent resident (green card)
> Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O-1)
> None of the above

41. How would you characterize your political views? (Mark one) [RF] [GTA]
> Far Left
> Liberal
> Middle-of-the-Road
> Conservative
> Far Right

42. If given the choice, would you: [RF]
    (Responses: Definitely Yes, Probably Yes, Not Sure, Probably No, Definitely No)
    Still come to this institution?
    Still be a college professor?

43. Please select your base institutional salary.
    Dropdown responses:

Less than $10,000	$60,000-69,999	$150,000-199,999
$10,000-19,999	$70,000-79,999	$200,000-249,999
$20,000-29,999	$80,000-89,999	$250,000-499,999
$30,000-39,999	$90,000-99,999	$500,000 or higher
$40,000-49,999	$100,000-124,999	
$50,000-59,999	$125,000-149,999	

44. Your base institutional salary reported above is based on: (Mark <u>one</u>)
    Less than 9 months
    9/10 months
    11/12 months

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

43. Please select your total salary from teaching at this institution for this academic year.
    Dropdown responses:

Less than $5,000	$30,000-34,999	$70,000-79,999
$5,000-9,999	$35,000-39,999	$80,000-89,999
$10,000-14,999	$40,000-44,999	$90,000-99,999
$15,000-19,999	$45,000-49,999	$100,000 or more
$20,000-24,999	$50,000-59,999	
$25,000-29,999	$60,000-69,999	

44. How much are you paid per course at this institution? [GTA]
    Dropdown responses:

Less than $500	$4,000-4,499	$8,000-8,499
$500-999	$4,500-4,999	$8,500-8,999
$1,000-1,499	$5,000-5,499	$9,000-9,499
$1,500-1,999	$5,500-5,999	$9,500-9,999
$2,000-2,499	$6,000-6,499	$10,000 or more
$2,500-2,999	$6,500-6,999	
$3,000-3,499	$7,000-7,499	
$3,500-3,999	$7,500-7,999	

45a. Please select the most appropriate <u>general area</u> for the following: [RF] [GTA]
    (See Appendix A)
    Major of highest degree held   _____
    Department of current faculty appointment   _____

45b. Please select the most appropriate <u>disciplinary field</u> for the following: [RF] [GTA]
    (See Appendix A)
    Major of highest degree held   _____
    Department of current faculty appointment   _____

46. Please mark the highest degree you have earned: (Mark <u>one</u>) [RF] [GTA]
   Bachelor's (B.A., B.S., etc.)
   Master's (M.A., M.S.)
   Terminal Master's (M.F.A., M.B.A.)
   J.D.
   M.D., D.D.S., D.V.M., etc. (Medical)
   Ph.D.
   Professional Doctorate (Ed.D., Psy.D., etc.)
   Other

47. Please mark the degree you are currently working on: (Mark <u>one</u>) [GTA]
   Bachelor's (B.A., B.S., etc.)
   Master's (M.A., M.S.)
   Terminal Master's (M.F.A., M.B.A.)
   J.D.
   M.D., D.D.S., D.V.M., etc. (Medical)
   Ph.D.
   Professional Doctorate (Ed.D., Psy.D., etc.)
   Other
   None

48. Are you currently serving in an administrative position as: (Mark <u>all</u> that apply)
   Department chair
   Dean (including Associate or Assistant)
   Vice-President
   President
   Provost
   Other
   Not Applicable

49. Are you: (Mark <u>all</u> that apply) [RF] [GTA]
   American Indian or Alaska Native

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

   <u>Black</u>
   African American/Black
   African
   Caribbean
   Other Black

   Native Hawaiian or Other Pacific Islander

   <u>Hispanic/Latina/o/x</u>
   Mexican American/Chicana/o/x
   Puerto Rican
   Central American

South American
Other Hispanic or Latina/o/x

Middle Eastern

<u>White</u>
European
Other White

<u>Other</u>
Other

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

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

52. How many children do you have in the following age ranges? [RF] [GTA]
    (Responses: 0, 1, 2, 3, 4+)
    Under 18 years old
    18 years or older

    IF "Under 18" is > 0, NESTED ITEM
    52a. How satisfied are you with the availability of child care at this institution? [RF] [GTA]
    (Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)

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

2001 or later	1987	1973	1959	1945	1931
2000	1986	1972	1958	1944	1930
1999	1985	1971	1957	1943	1929
1998	1984	1970	1956	1942	1928
1997	1983	1969	1955	1941	1927
1996	1982	1968	1954	1940	1926
1995	1981	1967	1953	1939	1925
1994	1980	1966	1952	1938	1924
1993	1979	1965	1951	1937	1923
1992	1978	1964	1950	1936	1922
1991	1977	1963	1949	1935	1921
1990	1976	1962	1948	1934	1920
1989	1975	1961	1947	1933	1919 or earlier
1988	1974	1960	1946	1932	

54. Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research? HERI maintains strict standards of confidentiality and will not release your identifying information. [RF] [GTA]

    Yes   No

IF Yes, NESTED ITEM
54a. If "Yes," please confirm your email address: _____

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

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

General Area
(Major / Department)

1=Agriculture/natural resources/related	17=Library science
2=Architecture and related services	18=Mathematics and statistics
3=Area/ethnic/cultural/gender studies	19=Mechanical/repair technologies/techs
4=Arts (visual and performing)	20=Multi/interdisciplinary studies
5=Biological and biomedical sciences	21=Parks/recreation/leisure/fitness studies
6=Business/management/marketing/related	22=Precision production
7=Communication/journalism/ comm. tech	23=Personal and culinary services
8=Computer/info sciences/support tech	24=Philosophy, religion & theology
9=Construction trades	25=Physical sciences
10=Education	26=Psychology
11=Engineering technologies/technicians	27=Public administration/social services
12=English language and literature/letters	28=Science technologies/technicians
13=Family/consumer sciences, human sciences	29=Security & protective services
14=Foreign languages/literature/linguistics	30=Social sciences (except psych) and history
15=Health professions/clinical sciences	31=Transportation & materials moving
16=Legal professions and studies	32=Other

Specific Discipline
(Major / Department)

0101=Agriculture and related sciences	0606=Marketing
0102=Natural resources and conservation	0607= Management information systems/services
0103=Agriculture/natural resources/related, other	0608= Business/mgt/marketing/related, other
0201=Architecture and related services	0701=Communication/journalism/related prgms
	0702=Communication technologies/technicians and support svcs
0301=Area/ethnic/cultural/gender studies	0703=Communication/journalism/comm. tech, other
0401=Art history, criticism, and conservation	0801=Computer/info tech administration/mgmt
0402=Design & applied arts	0802=Computer programming
0403=Drama/theatre arts and stagecraft	0803=Computer science
0404=Fine and studio art	0804=Computer software and media applications
0405=Music, general	0805=Computer systems analysis
0406=Music history, literature, and theory	0806=Computer systems networking/telecom
0407=Commercial and advertising art	0807=Data entry/microcomputer applications
0408=Dance	0808=Data processing
0409= Film, video, and photographic arts	0809=Information science/studies
0410=Visual and performing arts, other	0810=Computer/info sci/support svcs, other
0501=Biochem/biophysics/molecular biology	0901=Construction trades
0502=Botany/plant biology	
0503=Genetics	1001=Curriculum and instruction
0504=Microbiological sciences & immunology	1002=Educational administration/supervision
0505=Physiology, pathology & related sciences	1003=Educational/instructional media design
0506=Zoology/animal biology	1004=Special education and teaching
0507=Biological & biomedical sciences, other	1005=Student counseling/personnel services
	1006=Early childhood education and teaching
0601=Accounting and related services	1007=Elementary education and teaching
0602=Business admin/management/operations	1008=Secondary education and teaching
0603=Business operations support/assistance	1009=Adult and continuing education/teaching
0604=Finance/financial management services	1010=Teacher ed: specific levels, other
0605=Human resources management and svcs	1011=Teacher ed: specific subject areas

1012=Bilingual & multicultural education
1013=Ed assessment
1014=Higher education
1015=Education, other

1101=Biomedical/medical engineering
1102=Chemical engineering
1103=Civil engineering
1104=Computer engineering
1105=Electrical/electronics/comms engineering
1106=Engineering technologies/technicians
1107=Environmental/environmental health eng
1108=Mechanical engineering
1109=Engineering, other

1201=English language and literature/letters

1301=Family/consumer sciences, human sciences

1401=Foreign languages/literature/linguistics

1501=Alternative/complementary medicine/sys
1502=Chiropractic
1503=Clinical/medical lab science/allied
1504=Dental support services/allied
1505=Dentistry
1506=Health & medical administrative services
1507=Allied health and medical assisting services
1508=Allied health diagnostic, intervention, treatment professions
1509=Medicine, including psychiatry
1510=Mental/social health services and allied
1511=Nursing
1512=Optometry
1513=Osteopathic medicine/osteopathy
1514=Pharmacy/pharmaceutical sciences/admin
1515=Podiatric medicine/podiatry
1516=Public health
1517=Rehabilitation & therapeutic professions
1518=Veterinary medicine
1519=Health/related clinical services, other

1601=Law
1602=Legal support services
1603=Legal professions and studies, other

1701=Library science

1801=Mathematics
1802=Statistics
1803=Mathematics and statistics, other

1901=Mechanical/repair technologies/techs

2001=Multi/interdisciplinary studies

2101=Parks, recreation and leisure studies
2102=Health and physical education/fitness
2103=Parks/recreation/leisure/fitness studies, other
2201=Precision production

2301=Culinary arts and related services
2302=Personal and culinary services
2303=Personal and culinary services, other

2401=Philosophy
2402=Religion/religious studies
2403=Theology and religious vocations
2404=Philosophy, religion & theology, other

2501=Astronomy & astrophysics
2502=Atmospheric sciences and meteorology
2503=Chemistry
2504=Geological & earth sciences/geosciences
2505=Physics
2506=Physical sciences, other

2601=Behavioral psychology
2602=Clinical psychology
2603=Education/school psychology
2604=Psychology, other

2701=Public administration
2702=Social work
2703=Public administration & social svcs other

2801=Science technologies/technicians

2901=Corrections
2902=Criminal justice
2903=Fire protection
2904=Police science
2905=Security and protective services, other

3001=Anthropology (except psychology)
3002=Archeology
3003=Criminology
3004=Demography & population studies
3005=Economics
3006=Geography & cartography
3007=History
3008=International relations & affairs
3009=Political science and government
3010=Sociology
3011=Urban studies/affairs
3012=Social sciences, other

3101=Transportation and materials moving

3201=Other

2019-2020 HERI Faculty Survey - Mentoring Module

1. How would you rate yourself as a mentor in the following areas:
   (Responses: A Major Strength, Somewhat Strong, Average, Somewhat Weak, A Major Weakness)
   Providing constructive feedback to your mentees
   Taking into account the biases and prejudices you bring into the mentor/mentee relationship
   Working effectively with mentees whose personal background is different from your own (age, race, gender, class, religion, sexual orientation, etc.)
   Being an advocate for your mentees
   Helping your mentees network effectively
   Helping your mentees acquire financial resources (e.g., scholarships, fellowships, grants)

Please answer the following questions about mentoring <u>undergraduate</u> students.

2. How many undergraduate students do you currently mentor?
   (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-15, 16-20, 21-25, 26-30, 31 or more)
   IF =0, skip to Q6

3. How often do you typically communicate with your undergraduate mentee(s)?
   Daily
   Weekly
   Monthly
   Once per term
   Yearly

4. To what extent do you work with your undergraduate mentees on the following:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Educational choices and strategies
   Their research projects and interests

5. To what extent have you:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Explored career options with your undergraduate mentee(s)
   Served as a role model to your undergraduate mentee(s)
   Gone out of your way to promote your undergraduate mentees' academic interests
   Conveyed empathy for concerns or feelings your undergraduate mentees have discussed with you

Please answer the following questions about mentoring <u>graduate</u> students.

6. How many graduate students do you currently mentor?
   (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-15, 16 or more)
   IF =0, skip to Q10

7. How often do you typically communicate with your graduate mentee(s)?
   Daily
   Weekly
   Monthly
   Once per term
   Yearly

8. To what extent do you work with your graduate mentees on the following:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Educational choices and strategies
   Their research projects and interests

9. To what extent have you:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Explored <u>academic</u> career options with your graduate mentee(s)
   Explored <u>non-academic</u> career options with your graduate mentee(s)
   Served as a role model to your graduate mentee(s)
   Gone out of your way to promote your graduate mentees' academic interests
   Conveyed empathy for concerns or feelings your graduate mentees have discussed with you

Please answer the following questions about mentoring <u>faculty</u>.

10. How many faculty members do you currently mentor at this institution?
    (Dropdown responses: 0, 1, 2, 3, 4, 5 or more)
    IF =0, skip to end of module

11. How often do you typically communicate with your faculty mentee(s)?
    Daily
    Weekly
    Monthly
    Once per term
    Yearly

12. To what extent do you work with your faculty mentee(s) on the following:
    (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
    Their research
    Their teaching
    Their review, tenure, and promotion

13. To what extent have you:
    (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
    Served as a role model to your faculty mentee(s)
    Conveyed empathy for concerns or feelings your faculty mentees have discussed with you

2019-2020 HERI Faculty Survey - STEM Module

Items in this module will only be seen by faculty who indicate they teach in STEM using set of predetermined rules regarding departmental affiliation.

1. In the courses you have taught in the <u>past year</u>, how often have you:
   (Responses: Always, Frequently, Occasionally, Rarely, Never)
   Integrated authentic (i.e., not "cookbook") research experiences into labs
   Incorporated mini-labs into lecture

2. In the STEM courses you have taught in the <u>past year</u>, how often have you encouraged students to:
   (Responses: Always, Frequently, Occasionally, Rarely, Never)
   Use technical science skills (use of tools, instruments, and/or techniques)
   Generate a research question
   Determine how to collect appropriate data
   Explain the results of a study
   Use scientific literature to guide research
   Integrate results from multiple studies
   Ask relevant questions
   Identify what is known and not known about a problem
   Understand scientific concepts
   See connections between different areas of science and mathematics

3. To what extent are the following statements true of you: (Mark one in each row)
   (Responses: Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree)
   I have a strong sense of belonging to a community of scientists
   I derive great personal satisfaction from working on a team that is doing important research
   I think of myself as a scientist
   I feel like I belong in the field of science

4. To what extent do you structure your STEM courses so that students:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Develop a stronger interest in STEM disciplines
   Have the foundational knowledge for advanced study in STEM