

2013-2014 HERI Faculty Survey Changes

The HERI Faculty Survey is updated for every administration cycle to respond to recent developments in higher education and to continue to provide institutions with the best and most actionable information on their faculty. An important update for 2013-14 is the introduction of modules. Modules are brief sets of related items focused on areas including campus climate, STEM, spirituality, academic advising and LGBTQ. For detailed information on the modules, please see <http://www.heri.ucla.edu/facoverview.php>. This document details the items that have been deleted, added or modified from the 2010-11 survey.

Items Deleted (numbering reflects 2010-2011 Faculty Survey)

DELETED: 7.) From what higher education institution did you receive your Bachelor's Degree? (Please write-in complete name, city, state, and country of institution)

DELETED: 8.) From what higher education institution did you receive your highest degree? (Please write-in complete name, city, state, and country of institution)

DELETED 11ii) How many students are enrolled in this course?

DELETED 11iii) Does this course have a teaching/lab assistant or reader/grader assigned?
(Responses: Yes, No)

12.) Do you teach remedial/developmental skills in any of the following areas? (Mark all that apply)
(Responses: Yes, No)

DELETED: ESL

19.) In how many of the courses that you teach do you use each of the following? (Mark one for each item) (Responses: All, Most, Some, None)

DELETED: Teaching assistants

DELETED: Multiple-choice exams

DELETED: Essay exams

DELETED: Short-answer exams

DELETED: Quizzes

DELETED: Weekly essay assignments

DELETED: Term/research papers

DELETE 20.) Indicate the importance to you personally of each of the following: (Mark one for each item) (Responses: Essential, Very Important, Somewhat Important, Not Important)

- DELETED: Becoming an authority in my field
- DELETED: Influencing the political structure
- DELETED: Influencing the social values
- DELETED: Raising a family
- DELETED: Becoming very well off financially
- DELETED: Helping others who are in difficulty
- DELETED: Adopting 'green' practices to protect the environment
- DELETED: Developing a meaningful philosophy of life
- DELETED: Helping to promote racial understanding
- DELETED: Participating in a community action program
- DELETED: Keeping up to date with political affairs
- DELETED: Becoming a community leader
- DELETED: Mentoring the next generation of scholars

21.) Indicate the importance to you of each of the following education goals for undergraduate students: (Mark one for each item) (Responses: Essential, Very Important, Somewhat Important, Not Important)

- DELETED: Enhance students' self-understanding
- DELETED: Help master knowledge in a discipline
- DELETED: Develop creative capacities
- DELETED: Instill a basic appreciation of the liberal arts
- DELETED: Help students evaluate the quality and reliability of information

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

- DELETED: Consultation with clients/patients
- DELETED: Commuting to campus

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

- DELETED: Is (or was) your spouse/partner an academic?

24.) During the past two years, have you: (Responses: Yes or No)

- DELETED: Considered early retirement
- DELETED: Changed academic institutions
- DELETED: Engaged in paid consulting outside of your institution

26.) Indicate how well each of the following describes your college or university: (Mark one for each item) (Responses: Very Descriptive, Somewhat Descriptive, Not Descriptive)

- DELETED: Most students are treated like "numbers in a book"

27.) Please indicate the extent to which each of the following has been a source of stress for you during the last two years: (Mark one for each item) (Responses: Extensive, Somewhat, Not at All, Not Applicable)

- DELETED: Care of elderly parent
- DELETED: Health of spouse/partner
- DELETED: Children's problems
- DELETED: Friction with spouse/partner
- DELETED: Keeping up with information technology
- DELETED: Being part of a dual career couple

28.) How satisfied are you with the following aspects of your job? (Mark one for each item) (Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)

- DELETED: Social relationships with other faculty
- DELETED: Tuition remission for your child/dependents

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

- DELETED: This institution should hire more faculty of color
- DELETED: This institution should hire more women faculty
- DELETED: My values are congruent with the dominant institutional values

30.) Indicate how important you believe each priority listed below is at your college or university: (Mark one for each activity) (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)

- DELETED: To create a diverse multi-cultural campus environment
- DELETED: To increase the representation of minorities in the faculty and administration
- DELETED: To increase the representation of women in the faculty and administration

DELETED 31.) Please indicate your agreement with each of the following statements: (Mark one for each item) (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

- DELETED: The chief benefit of a college education is that it increases one's earning power
- DELETED: Promoting diversity leads to the admission of too many underprepared students
- DELETED: Colleges should be actively involved in solving social problems
- DELETED: Colleges should encourage students to be involved in community service activities
- DELETED: A racially/ethnically diverse student body enhances the educational experience of all students
- DELETED: Realistically, an individual can do little to bring about changes in society
- DELETED: Colleges have a responsibility to work with their surrounding communities to address local issues
- DELETED: Private funding sources often prevent researchers from being completely objective in the conduct of their work
- DELETED: Colleges should prohibit racist/sexist speech on campus
- DELETED: This institution should not offer remedial/developmental education

35.) Please enter the four-digit year that each of the following occurred (e.g., 1944, 2001, etc.).

DELETED: Year of highest degree now held

Items Added/Restored (numbering reflects 2013-2014 Faculty Survey)

1.) Please enter the four-digit year that each of the following occurred (e.g., 1974, 2001).

ADDED: Year you received your first academic appointment

3.) Are you an adjunct faculty member at this institution? (*Responses: Yes, No*)

ADDED Part-Time Faculty Questions

Questions 6e, 6f, and 6h will only be included for respondents indicating they are part-time.

6e.) Mark all institutional resources available to you in your last term as part-time faculty. (Mark all that apply)

ADDED: Professional development funds

ADDED: Printer access (i.e., free printing)

6f.) Please indicate your agreement with the following statements: (*Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly*)

ADDED: Have input in course designs

ADDED: Are included in faculty governance

ADDED **6h.) For the current term, how far in advance of the beginning of the term did you receive your course assignments?** (*Responses: Less than 1 week, 1-2 weeks, 3-4 weeks, 1-3 months, more than 3 months*)

ADDED: 10.) In the past two years, have you taught a graduate course? (*Responses: Yes, No*)

ADDED Graduate Faculty Questions

Questions 10a, 10b and 10c will only be included for respondents indicating they teach graduate course(s).

ADDED: 10a. In the past two years, to what extent have you: (*Responses: To a Great Extent, To Some Extent, Not at All*)

Met with graduate students to discuss their research interests

Written research grants

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

ADDED: 10b. In the past two years, how many times have you:

Written letters of recommendation for graduate students _____

Chaired a master's thesis _____

Chaired a dissertation _____

ADDED: 10c. Rate your agreement with the following statements: (*Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly*)

Graduate students in this program must compete for research opportunities

It is important for graduate students in this program to spend at least one term as a teaching assistant

This graduate program enrolls too many international students

Graduate faculty in my department prefer to hire international students to work on their research

International and domestic 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

Graduate faculty in my department are good teachers

Graduate faculty in my department are good mentors

Most graduate students in this program move on to faculty positions

Most graduate students in this program move into positions within industry

12.) During the past two years, have you engaged in any of the following activities? (Mark one for each item) (*Responses: Yes, No*)

Conducted research or writing focused on:

ADDED: Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues

13.) During the past two years, have you engaged in any of the following activities? (Mark one for each item) (*Responses: Yes, No*)

ADDED: Taught a course that meets general education requirements

ADDED: **14.) In the past two years, to what extent have you: (*Responses: To a Great Extent, To Some Extent, Not at All*)**

Presented with undergraduate students at conferences

Published with undergraduates

CHANGED: 20.) **In your interactions with undergraduates, how often do you encourage them to:** (Mark one for each item) (*Responses: Frequently, Occasionally, Not at all*) **TO** In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities? If you encouraged them to engage in an activity one or more times, but not frequently, mark O (Occasionally). Mark N (Not at All) if you have not encouraged students to engage in the activity at all. (Mark one for each item) (*Responses: Frequently, Occasionally, Not at All*)

ADDED: Work with other students on group projects

ADDED: 21.) **How often in the past year have you encouraged students to:** (*Responses: Frequently, Occasionally, Not at All*)

Use different points of view to make an argument

Make connections between ideas from different courses

Critically evaluate their position on an issue

Recognize the biases that affect their thinking

Think more broadly about an issue

ADDED: 22.) **How frequently in the courses you taught in the past year have you given at least one assignment that required students to:** (*Responses: Frequently, Occasionally, Not at All*)

Engage deeply with a significant challenge or question within your discipline

Write in the specific style or format of your discipline

Use research methods from your discipline in field or applied settings

Apply learning from both academic and field settings

Describe how different perspectives would affect the interpretation of a question or issue in your discipline

Weigh the meaning and significance of evidence

Discuss the ethical or moral implications of a course of action

Work with classmates outside of class

Lead a discussion, activity or lab

Provide and/or receive feedback to classmates about a draft or work still in progress

Analyze and interpret data

Apply mathematical concepts and computational thinking

24.) **In how many of the courses that you teach do you use each of the following?** (Mark one for each item) (*Responses: All, Most, Some, None*)

ADDED: "Learn before lecture" through multimedia tools (e.g., flipping the classroom)

ADDED: Readings on racial and ethnic issues

ADDED: Readings on women and gender issues

ADDED: Starting class with a question that engages students

ADDED: Techniques to create an inclusive classroom environment for diverse students

ADDED: Supplemental instruction that is outside of class and office hours

ADDED: 25.) In creating assignments for your courses, how often do you: (*Responses: Frequently, Occasionally, Not at All*)

- Provide instructions clearly delineating what students are to do to complete the assignment
- Explain what you want students to gain from the assignment
- Provide feedback on drafts or work still in progress
- Provide in advance the criteria for evaluating the assignment
- Explicitly link the assignment with course goals or learning objectives

ADDED 26.) How frequently do you incorporate the following forms of technology into your courses? (*Responses: Frequently, Occasionally, Not at All*)

- YouTube or other videos
- Classroom enhancement technology (e.g., Elmo, tablet PCs)
- Simulations/animations
- Podcasts
- Online homework or virtual labs
- Online discussion boards

ADDED: 28.) Indicate the extent to which you agree or disagree with each of the following: (*Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly*)

- It is primarily up to individual students whether they succeed in my courses
- I try to dispel perceptions of competition
- I encourage all students to approach me for help
- Most students are well-prepared for the difficulty of the courses I teach
- In my classroom, there is no such thing as a question that is too elementary
- All students have the potential to excel in my courses
- The amount of material that is required for my courses poses a substantial challenge to students
- Students are often overwhelmed by the pace of my courses
- Most students learn best when they do their assignments on their own

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

- ADDED: This institution has effective hiring practices and policies that increase faculty diversity
- ADDED: My service is valued by faculty in my department
- ADDED: This institution successfully educates students in remedial/developmental education
- ADDED: Faculty are not prepared to deal with conflict over diversity issues in the classroom

30.) Indicate how important you believe each priority listed below is at your college or university: (Mark one for each activity) (*Responses: Highest Priority, High Priority, Medium Priority, Low Priority*)

- ADDED: Promote racial and ethnic diversity in the faculty and administration
- ADDED: Prepare students for the workplace

32.) Please indicate the extent to which you: (Mark one for each item) (Responses: To a Great Extent, To Some Extent, Not at All)

ADDED: Mentor graduate students

ADDED: Mentor undergraduate students

ADDED: Structure your courses so that students master a conceptual understanding of course content

ADDED: Structure your courses so that students develop study skills that prepare them for college-level work

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

(Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)

ADDED: Relative equity of salary and job benefits

ADDED: Flexibility in relation in family matters or emergencies

47.) Are you currently: (Mark one)

ADDED: In a civil union

ADDED: In a domestic partnership

Items Changed/Moved (numbering reflects 2010-2011 Faculty Survey)

CHANGED Part-Time Faculty Questions

Question 2c will only be included for respondents indicating they are part-time.

CHANGED: 2c.) **My full-time professional career is outside academia. TO** Is your full-time professional career outside of academia?

6.) On the following list, please mark one in each column. Highest Degree Earned, Degree Currently Working On

CHANGED Response options:

Bachelor's (B.A., B.S., etc.)
Master's (M.A., M.S., M.F.A., M.B.A., etc.)
LL.B., J.D.
M.D., D.D.S. (or equivalent)
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)
Ed.D.
Ph.D.
Other degree
None

TO Bachelor's (B.A., B.S., etc.)
Master's (M.A., M.S., M.F.A.)
M.B.A.
M.B.A.
LL.B., J.D.
M.D., D.D.S. (or equivalent)
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)
Ed.D.
Ph.D.
Other degree
None

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

CHANGED: **Published op-ed pieces or editorials TO** Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)

MOVED: **Taught an honors course TO** 2013 survey item 13.

MOVED: **Taught an interdisciplinary course TO** 2013 survey item 13.

MOVED and CHANGED: **Taught an ethnic studies course and Taught a women's studies course TO** 2013 survey item 13. Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)

MOVED: **Taught a service learning course TO** 2013 survey item 13.

MOVED: **Taught an exclusively web-based course at this institution TO** 2013 survey item 13.

MOVED and CHANGED: **Participated in a teaching enhancement workshop TO** 2013 survey item 13. Participated in organized activities around enhancing pedagogy and student learning

MOVED: **Taught a seminar for first-year students TO** 2013 survey item 13.

MOVED: **Taught a capstone course TO** 2013 survey item 13.

MOVED: **Taught in a learning community (e.g., FIG, linked courses) TO** 2013 survey item 13.

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

MOVED and CHANGED: **11a-j.) If response to question 11 is greater than or equal to one, populate 11a-11j based on response – NESTED TO** 2013 survey item 9a-b. If response to question 9 is greater than or equal to one, the respondent sees 9a and 9b.

MOVED and CHANGED **11i. Type of Course TO** 2013 survey item 9a. How many of the courses that you are teaching this term are:

MOVED and CHANGED **11iv. Where do you teach this course? TO** 2013 survey item 9b. How many of these courses that you are teaching this term are being taught:

MOVED and CHANGED: **11k.) IF response to question 11 is 0 or missing TO** 2013 survey item 9c. If response to question 9 is zero or missing, the respondent sees 9c

CHANGED: **13.) Have you engaged in any of the following professional development opportunities at your institution? (Responses: Yes, No, Not eligible, Not available) TO** During the past two years, have you taken advantage of any of the following professional development opportunities at your institution? (Responses: Yes, No, Not eligible, Not available)

CHANGED: **Received incentives to develop new courses TO** Incentives to develop new courses

CHANGED: **Received incentives to integrate new technology into your classroom TO** Incentives to integrate new technology into your classroom

CHANGED: **15.) How many exhibitions or performances in the fine or applied arts have you presented in the last two years?** TO In the past two years, how many exhibitions or performances in the fine or applied arts have you presented? CHANGED Response options: **None, 1-2, 3-4, 5-10, 11-20, 21-50, 51+** TO None, 1-2, 3-4, 5-10, 11-20, 21+

CHANGED: **16.) How many of your professional writings have been published or accepted for publication in the last two years?** TO In the past two years, how many of your professional writings have been published or accepted for publication? CHANGED Response options: **None, 1-2, 3-4, 5-10, 11-20, 21-50, 51+** TO None, 1-2, 3-4, 5-10, 11-20, 21+

19.) In how many of the courses that you teach do you use each of the following? (Mark one for each item) (*Responses: All, Most, Some, None*)

CHANGED: **Recitals/Demonstrations** TO Performances/Demonstrations

MOVED: **Student presentations** TO 2013 survey item 24.

MOVED: **Student evaluations of each others' work** TO 2013 survey item 24.

MOVED: **Grading on a curve** TO 2013 survey item 24.

MOVED and CHANGED: **Competency-based grading** TO 2013 survey item 24. Rubric-based assessment

20.) Indicate the importance to you personally of each of the following: (Mark one for each item) (*Responses: Essential, Very Important, Somewhat Important, Not Important*)

MOVED: **Integrating spirituality into my life** TO Spirituality Module item 4.

MOVED: **Making a theoretical contribution to science** TO STEM Module item 3.

22.) During the present term, how many hours per week on average do you actually spend on each of the following activities? CHANGED Response options **None, 1-4, 5-8, 9-12, 13-16, 17-20, 21-34, 35-44, 45+** TO None, 1-4, 5-8, 9-12, 13-16, 17-20, 21+

24.) During the past two years, have you: (*Responses: Yes or No*)

CHANGED: **Received at least one firm job offer?** TO 2013 survey item 35. Received at least one firm job offer elsewhere

CHANGED: **Requested/sought an early promotion?** TO 2013 survey item 35. Sought an early promotion

27.) Please indicate the extent to which each of the following has been a source of stress for you during the last two years: (Mark one for each item) (*Responses: Extensive, Somewhat, Not at All, Not Applicable*)

CHANGED: **Subtle discrimination (e.g., prejudice, racism, sexism)** TO Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)

CHANGED: **Change in work responsibilities** TO Increased work responsibilities

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

CHANGED: **Racial and ethnic diversity should be more strongly reflected in the curriculum**

TO Racial and ethnic diversity is reflected in the curriculum

CHANGED: **Faculty feel that most students are well-prepared academically** **TO** Most students are well-prepared academically

MOVED and CHANGED: **Faculty of color are treated fairly here** **TO** Campus Climate Module item 1. Treats faculty of color fairly

MOVED and CHANGED: **Women faculty are treated fairly here** **TO** Campus Climate Module item 1. Treats women faculty fairly

MOVED and CHANGED: **Gay and Lesbian faculty are treated fairly here** **TO** Campus Climate Module item 1. Treats LGBTQ faculty fairly

30.) Indicate how important you believe each priority listed below is at your college or university: (Mark one for each activity) (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)

CHANGED: **To promote gender equity among faculty** **TO** To promote gender diversity in the faculty and administration

31.) Please indicate your agreement with each of the following statements: (Mark one for each item) (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

MOVED: **Colleges should be concerned with facilitating undergraduate students' spiritual development** **TO** Spirituality Module item 3.

35.) Please enter the four-digit year that each of the following occurred (e.g., 1944, 2001).

MOVED and CHANGED: **Year of appointment at present institution** **TO** 2013 survey item 1. Year of academic appointment at present institution

MOVED and CHANGED: **If tenured, year tenure was awarded** **TO** 2013 survey item 4i. Please enter the four digit year you received tenure (e.g., 1974, 2001).

MOVED and CHANGED: **Year of birth** **TO** 2013 survey item 49. Please enter the four-digit year of your birth (e.g., 1944, 1988).