2016-17 HERI Faculty Survey Core National Instrument

NOTE: The 2016-2017 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

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

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**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, Disagree Somewhat, Disagree Strongly)*
   - My part-time position is an important source of income for me
   - Compensation is not a major consideration in my decision to teach part-time
   - Part-time teaching is a stepping-stone to a full-time position
   - My part-time position provides benefits (e.g., health insurance, retirement) that I need
   - Teaching part-time fits my current lifestyle
   - Full-time positions were not available
   - My expertise in my chosen profession is relevant to the course(s) I teach
6e. Mark all institutional resources available to you in your last term as part-time faculty. (Mark all that apply) [GTA]
   - Use of private office
   - Shared office space
   - A personal computer
   - An email account
   - A phone/voicemail
   - Professional development funds
   - Printer access (i.e., free printing)

6f. Please indicate your agreement with the following statements:
   (Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
   - Part-time instructors at this institution:
     - Are given specific training before teaching
     - Rarely get hired into full-time positions
     - Receive respect from students
     - Are primarily responsible for introductory classes
     - Have no guarantee of employment security
     - Have access to support services
     - 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, 6, 7, 8, 9, 10 or more)

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

7. Your sex: [GTA][RF]
   - Male
   - Female

8. What is your principal activity in your current position at this institution? (Mark one)
   - Administration
   - Teaching
   - Research
   - Services to clients and patients
   - Other

9. Personally, how important to you is:
   (Responses: Essential, Very Important, Somewhat Important, Not Important)
   - Research
   - Teaching
   - Service
10. How many courses are you teaching this term (include all institutions at which you teach)? [GTA][RF]
(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 or more)

If response to question 10 is greater than or equal to one, the respondent sees 10a and 10b

10a. How many of the courses that you are teaching this term are: [GTA][RF]
(Dropdown responses: 0, 1-2, 3-4, 5-6, 7+)
- General education courses
- Courses required for an undergraduate major
- Other undergraduate credit courses
- Developmental/remedial courses (not for credit)
- Graduate courses

10b. How many of these courses that you are teaching this term are being taught: [GTA][RF]
(Dropdown responses: 0, 1-2, 3-4, 5-6, 7+)
- At this institution
- At another institution

If response to question 10 is zero or missing, the respondent sees 10c

10c. What types of courses do you primarily teach? (Mark one) [GTA][RF]
- Undergraduate credit courses
- Graduate courses
- Developmental/remedial courses
- I do not teach

11. In the past year, have you worked with or taught undergraduate students at this institution? [RF]
Yes  No

12. In the past year, have you worked with or taught graduate students at this institution? [RF]
Yes  No

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

12a. In the past year, to what extent have you: [RF]
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
- Met with graduate students to discuss their research interests
- Mentored graduate students
- Helped graduate students access professional networks
- Presented with graduate students at conferences
- Published with graduate students
- Included graduate students in research grant writing
12b. In the past year: [RF] 
(Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)

- How many master’s thesis committees have you served on or are currently serving?
- How many dissertation committees have you served on or are currently serving?

IF master’s thesis committees >0 NESTED ITEM
12bi. In the past year, how many of these master’s thesis committees have you chaired or are currently chairing? [RF] 
(Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)

IF dissertation committees >0 NESTED ITEM
12bii. In the past year, how many of these dissertation committees have you chaired or are currently chairing? [RF] 
(Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)

12c. In the past year, how many letters of recommendation have you written for graduate students? [RF] 
(Dropdown response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31 or more)

12d. Rate your agreement with the following statements: 
(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
- 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

13. During the past three years, have you: (Mark one for each item) [RF]
(Responses: Yes, No)
- Advised student groups involved in service/volunteer work
- Collaborated with the local community on research/teaching to address their needs
- Conducted research or writing focused on:
  - International/global issues
  - Racial or ethnic minorities
  - Women or gender issues
  - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues
  - Biomedical science fields
- Engaged in academic research that spans multiple disciplines
- Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)
- Written research grants
- Received funding for your work from:
  - Foundations
  - State or federal government
  - Business or industry
14. During the past three years, have you: (Mark one for each item) [RF][GTA]
(Responses: Yes, No)
- Taught an honors course
- Taught an interdisciplinary course
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)
- Taught a service learning course
- Taught a course exclusively online
- Participated in organized activities around enhancing pedagogy or student learning
- Taught a seminar for first-year students
- Participated in the development of curriculum (enhancing an existing course or creating a new course)

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

16. 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

17. How many undergraduates do you currently advise?
Dropdown responses:
- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11-20
- 21-30
- 31-40
- 41-50
- 51-60
- 61-70
- 71-80
- 81-90
- 91-100
- 101 or more

If advise undergraduates =0, skip to Q19

18. During the past year, how often have you done each of the following with your undergraduate advisees?
(Responses: Frequently, Occasionally, Not at All)
- Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)
- Helped them to 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
19. During the past year, have you taken advantage of any of the following professional development opportunities provided by this institution?
(Responses for each item in each column: Yes, No, Not Eligible, Not Available)

**Funded workshops focused on:**
- Teaching
- Research skills development
- Grant writing
- Paid sabbatical leave
- Travel funds paid by the institution
- Internal grants for research
- Training for administrative leadership
- Incentives to develop new courses
- Incentives to integrate technology into your classroom
- Resources to integrate culturally-competent practices into your classroom

20. 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, or monographs
- Other (e.g., patents, computer software products)

21. In the past three years, how many exhibitions 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**
21a. How many of these exhibitions or performances were: [RF] [GTA]
(Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)

- Solo/Individual
- Collaborative

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

**IF >0 NESTED ITEM**
22a. 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
23. During the present term, how many hours per week on average do you spend on each of the following?
(Responses: None, 1-4, 5-8, 9-12, 13-16, 17-20, 21+)
- Scheduled teaching (give actual, not credit hours)
- Preparing for teaching (including reading student papers and grading)
- Advising or counseling students
- Committee work and meetings
- Research and scholarly writing
- Other creative products/performances
- Community or public service
- Outside consulting/freelance work
- Household/childcare duties
- Serving as a caregiver for another adult
- Other employment, outside of academia
- Personal time (e.g., exercise, hobbies, relaxing)

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

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

26. 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
- Using real-life problems
- Using student inquiry to drive learning
27. 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)

28. 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)

29. Please indicate the extent to which you agree it is your role to:
(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
- 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
- Teach students tolerance and respect for different beliefs

30. Please indicate your agreement with each of the following statements:
(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
- 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
- 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
31. 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]

(Response: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
- 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

32. Indicate how important you believe each priority listed below is at your college or university: [RF]

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

IF Mentor faculty is >Not at All, NESTED ITEM
33a. How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?
(Responses: Excellent, Good, Fair, Poor)

IF Mentor undergraduate students is >Not at All, NESTED ITEM
33b. How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?
(Responses: Excellent, Good, Fair, Poor)

IF Mentor graduate students is >Not at All, NESTED ITEM
33c. How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?
(Responses: Excellent, Good, Fair, Poor)

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

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

37. 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
- Sought an early promotion

38. 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?

39. 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

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

41. 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?
42. Please select your base institutional salary.

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

43. Your base institutional salary reported above is based on: (Mark one)
- Less than 9 months
- 9/10 months
- 11/12 months

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**PART-TIME FACULTY**

*These questions will replace questions 42 and 43 for faculty who indicate they are part-time.*

42. Please select your total salary from teaching at this institution for this academic year.

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

43. How much are you paid per course at this institution? [GTA]

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

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44a. Please select the most appropriate general area for the following: [RF] [GTA]

*See Appendix A*

- Major of highest degree held
- Department of current faculty appointment

44b. Please select the most appropriate disciplinary field for the following: [RF] [GTA]

*See Appendix A*

- Major of highest degree held
- Department of current faculty appointment
45. Please mark the highest degree you have earned: (Mark one) [RF] [GTA]
   Bachelor’s (B.A., B.S., etc.)
   Master’s (M.A., M.S.)
   Terminal Master’s (M.F.A., M.B.A.)
   J.D.
   M.D., D.D.S., D.V.M., etc. (Medical)
   Ph.D.
   Professional Doctorate (Ed.D., Psy.D., etc.)
   Other

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

47. 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

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

49. Is English your primary language? [RF] [GTA]
   Yes   No
50. What is your sexual orientation? (Mark one) [RF] [GTA]
   Heterosexual/Straight
   Gay
   Lesbian
   Bisexual
   Queer
   Other

51. Do you identify as transgender? (Mark one) [RF] [GTA]
   No
   Yes, male to female
   Yes, female to male

52. Are you currently: (Mark one) [RF] [GTA]
   Single
   In a civil union
   In a domestic partnership
   Married
   Unmarried, living with partner
   Separated
   Divorced
   Widowed

53. 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
   53a. 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)

54. Please select the four-digit year of your birth. [RF] [GTA]
   Dropdown responses:
   1998 or later   1984   1970   1956   1942   1928
   1993   1979   1965   1951   1937   1923
   1987   1973   1959   1945   1931   1917
   1986   1972   1958   1944   1930   1916 or earlier
   1985   1971   1957   1943   1929

Complete the following if directed.
Group Code: [RF] [GTA]
A
B
55. 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
55a. If “Yes,” please confirm your email address: ________________________________

56. to 85. Local Optional Questions (30 total)
   (Responses: A, B, C, D, E)

86. to 90. Local Optional Open Ended Questions (5 total)
**APPENDIX A**

**General Area**  
(Major / Department)

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

**Specific Discipline**  
(Major / Department)

<table>
<thead>
<tr>
<th>Major / Department</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0101=Agriculture and related sciences</td>
<td>0608= Business/mgt/marketing/related, other</td>
</tr>
<tr>
<td>0102=Natural resources and conservation</td>
<td>0701=Communication/journalism/related prgms</td>
</tr>
<tr>
<td>0103=Agriculture/natural resources/related, other</td>
<td>0702=Communication technologies/technicians and support svcs</td>
</tr>
<tr>
<td>0201=Architecture and related services</td>
<td>0703=Communication/journalism/comm. tech, other</td>
</tr>
<tr>
<td>0301=Area/ethnic/cultural/gender studies</td>
<td>0801=Computer/info tech administration/mgmt</td>
</tr>
<tr>
<td>0401=Art history, criticism, and conservation</td>
<td>0802=Computer programming</td>
</tr>
<tr>
<td>0402=Design &amp; applied arts</td>
<td>0803=Computer science</td>
</tr>
<tr>
<td>0403=Drama/theatre arts and stagecraft</td>
<td>0804=Computer software and media applications</td>
</tr>
<tr>
<td>0404=Fine and studio art</td>
<td>0805=Computer systems analysis</td>
</tr>
<tr>
<td>0405=Music, general</td>
<td>0806=Computer systems networking/telecom</td>
</tr>
<tr>
<td>0406=Music history, literature, and theory</td>
<td>0807=Data entry/microcomputer applications</td>
</tr>
<tr>
<td>0407=Commercial and advertising art</td>
<td>0808=Data processing</td>
</tr>
<tr>
<td>0408=Dance</td>
<td>0809=Information science/studies</td>
</tr>
<tr>
<td>0409= Film, video, and photographic arts</td>
<td>0810=Computer/info sci/support svcs, other</td>
</tr>
<tr>
<td>0410=Visual and performing arts, other</td>
<td>0901=Construction trades</td>
</tr>
<tr>
<td>0501=Biochem/biophysics/molecular biology</td>
<td>1001=Curriculum and instruction</td>
</tr>
<tr>
<td>0502=Botany/plant biology</td>
<td>1002=Educational administration/supervision</td>
</tr>
<tr>
<td>0503=Genetics</td>
<td>1003=Educational/instructional media design</td>
</tr>
<tr>
<td>0504=Microbiological sciences &amp; immunology</td>
<td>1004=Special education and teaching</td>
</tr>
<tr>
<td>0505=Physiology, pathology &amp; related sciences</td>
<td>1005=Student counseling/personnel services</td>
</tr>
<tr>
<td>0506=Zoology/animal biology</td>
<td>1006=Early childhood education and teaching</td>
</tr>
<tr>
<td>0507=Biological &amp; biomedical sciences, other</td>
<td>1007=Elementary education and teaching</td>
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<tr>
<td>0601=Accounting and related services</td>
<td>1008=Secondary education and teaching</td>
</tr>
<tr>
<td>0602=Business admin/management/operations</td>
<td>1009=Adult and continuing education/teaching</td>
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<tr>
<td>0603=Business operations support/assistance</td>
<td>1010=Teacher ed: specific levels, other</td>
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<tr>
<td>0604=Finance/financial management services</td>
<td>1011=Teacher ed: specific subject areas</td>
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<tr>
<td>0605=Human resources management and svcs</td>
<td>1012=Bilingual &amp; multicultural education</td>
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<tr>
<td>0606=Marketing</td>
<td>1013=Ed assessment</td>
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<tr>
<td>0607= Management information systems/services</td>
<td>1014=Higher education</td>
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<td>1015=Education, other</td>
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<tr>
<td>1101</td>
<td>Biomedical/medical engineering</td>
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<tr>
<td>1102</td>
<td>Chemical engineering</td>
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<tr>
<td>1103</td>
<td>Civil engineering</td>
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<tr>
<td>1104</td>
<td>Computer engineering</td>
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<tr>
<td>1105</td>
<td>Electrical/electronics/comms engineering</td>
</tr>
<tr>
<td>1106</td>
<td>Engineering technologies/technicians</td>
</tr>
<tr>
<td>1107</td>
<td>Environmental/environmental health eng</td>
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<tr>
<td>1108</td>
<td>Mechanical engineering</td>
</tr>
<tr>
<td>1109</td>
<td>Engineering, other</td>
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<tr>
<td>1201</td>
<td>English language and literature/letters</td>
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<tr>
<td>1301</td>
<td>Family/consumer sciences, human sciences</td>
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<tr>
<td>1401</td>
<td>Foreign languages/literature/linguistics</td>
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<tr>
<td>1501</td>
<td>Alternative/complementary medicine/sys</td>
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<tr>
<td>1502</td>
<td>Chiropractic</td>
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<tr>
<td>1503</td>
<td>Clinical/medical lab science/allied</td>
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<tr>
<td>1504</td>
<td>Dental support services/allied</td>
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<tr>
<td>1505</td>
<td>Dentistry</td>
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<tr>
<td>1506</td>
<td>Health &amp; medical administrative services</td>
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<tr>
<td>1507</td>
<td>Allied health and medical assisting services</td>
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<tr>
<td>1508</td>
<td>Allied health diagnostic, intervention, treatment professions</td>
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<tr>
<td>1509</td>
<td>Medicine, including psychiatry</td>
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<td>1510</td>
<td>Mental/social health services and allied</td>
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<td>1511</td>
<td>Nursing</td>
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<tr>
<td>1512</td>
<td>Optometry</td>
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<tr>
<td>1513</td>
<td>Osteopathic medicine/osteopathy</td>
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<tr>
<td>1514</td>
<td>Pharmacy/pharmaceutical sciences/admin</td>
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<tr>
<td>1515</td>
<td>Podiatric medicine/podiatry</td>
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<tr>
<td>1516</td>
<td>Public health</td>
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<td>1517</td>
<td>Rehabilitation &amp; therapeutic professions</td>
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<td>1518</td>
<td>Veterinary medicine</td>
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<td>1519</td>
<td>Health/related clinical services, other</td>
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<tr>
<td>1601</td>
<td>Law</td>
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<tr>
<td>1602</td>
<td>Legal support services</td>
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<td>1603</td>
<td>Legal professions and studies, other</td>
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<td>1701</td>
<td>Library science</td>
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<td>1801</td>
<td>Mathematics</td>
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<td>1802</td>
<td>Statistics</td>
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<td>Mathematics and statistics, other</td>
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<td>1901</td>
<td>Mechanical/repair technologies/techs</td>
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<tr>
<td>2001</td>
<td>Multi/interdisciplinary studies</td>
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<tr>
<td>2101</td>
<td>Parks, recreation and leisure studies</td>
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<td>2102</td>
<td>Health and physical education/fitness</td>
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<td>2103</td>
<td>Parks/recreation/leisure/fitness studies, other</td>
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<td>2201</td>
<td>Precision production</td>
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<td>2301</td>
<td>Culinary arts and related services</td>
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<td>2302</td>
<td>Personal and culinary services</td>
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<td>2303</td>
<td>Personal and culinary services, other</td>
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<td>Philosophy</td>
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<td>Religion/religious studies</td>
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<td>2403</td>
<td>Theology and religious vocations</td>
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<td>2404</td>
<td>Philosophy, religion &amp; theology, other</td>
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<td>2501</td>
<td>Astronomy &amp; astrophysics</td>
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<tr>
<td>2502</td>
<td>Atmospheric sciences and meteorology</td>
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<tr>
<td>2503</td>
<td>Chemistry</td>
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<tr>
<td>2504</td>
<td>Geological &amp; earth sciences/geosciences</td>
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<td>2505</td>
<td>Physics</td>
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<td>Physical sciences, other</td>
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<td>2601</td>
<td>Behavioral psychology</td>
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<td>2602</td>
<td>Clinical psychology</td>
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<td>2603</td>
<td>Education/school psychology</td>
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<td>2604</td>
<td>Psychology, other</td>
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<td>2701</td>
<td>Public administration</td>
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<tr>
<td>2702</td>
<td>Social work</td>
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<tr>
<td>2703</td>
<td>Public administration &amp; social svcs other</td>
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<tr>
<td>2801</td>
<td>Science technologies/technicians</td>
</tr>
<tr>
<td>2901</td>
<td>Corrections</td>
</tr>
<tr>
<td>2902</td>
<td>Criminal justice</td>
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<td>2903</td>
<td>Fire protection</td>
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<td>2904</td>
<td>Police science</td>
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<td>Security and protective services, other</td>
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<tr>
<td>3001</td>
<td>Anthropology (except psychology)</td>
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<td>3002</td>
<td>Archeology</td>
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<td>3003</td>
<td>Criminology</td>
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<tr>
<td>3004</td>
<td>Demography &amp; population studies</td>
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<td>3005</td>
<td>Economics</td>
</tr>
<tr>
<td>3006</td>
<td>Geography &amp; cartography</td>
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<tr>
<td>3007</td>
<td>History</td>
</tr>
<tr>
<td>3008</td>
<td>International relations &amp; affairs</td>
</tr>
<tr>
<td>3009</td>
<td>Political science and government</td>
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<tr>
<td>3010</td>
<td>Sociology</td>
</tr>
<tr>
<td>3011</td>
<td>Urban studies/affairs</td>
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<tr>
<td>3012</td>
<td>Social sciences, other</td>
</tr>
<tr>
<td>3101</td>
<td>Transportation and materials moving</td>
</tr>
<tr>
<td>3201</td>
<td>Other</td>
</tr>
</tbody>
</table>
2016-17 HERI Faculty Survey - Campus Climate Module

1. Please indicate the extent to which you agree or disagree with the following statements. This institution:
   (Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
   - Lacks strategic diversity goals and plans
   - Has a long-standing commitment to diversity
   - Has standard reporting procedures for incidents of harassment or discrimination

2. Please indicate how often at this institution you have:
   (Very Often, Often, Sometimes, Seldom, Never)
   - Assisted a student who had experienced discrimination
   - Counseled a student who had been sexually assaulted
   - Witnessed discrimination
   - Reported an incident of discrimination to a campus authority
   - Reported an incident of sexual harassment to a campus authority
   **Been discriminated against or excluded from activities because of my:**
     - Race/ethnicity
     - Gender
     - Sexual orientation
     - Other identity
   - Heard insensitive or disparaging racial remarks
   - Heard insensitive or disparaging remarks about women
   - Heard insensitive or disparaging comments about LGBTQ individuals

3. How satisfied are you with the following aspects of your institution?
   (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
   - Atmosphere for political differences
   - Atmosphere for religious differences
   - Atmosphere for differences in sexual orientation
   **Administrative response to:**
     - Incidents of discrimination
     - Reports of sexual assault
     - Student concerns about exclusion or marginality

4. Please rate your satisfaction with your department in each area:
   (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
   - Collegiality among faculty
   - Tolerance of different faculty opinions and beliefs
   - Representation of women faculty
   - Representation of racial/ethnic minority faculty
   - Acceptance of differences in sexual orientation
   - Student respect for my role in the classroom
2016-2017 HERI Faculty Survey - Mentoring Module

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

   Please answer the following questions about mentoring undergraduate students.

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

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

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

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

6. How many graduate students do you currently mentor?
   (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-15, 16-20, 21-25, 26-30, 31 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 career options with your graduate mentee(s)
   Served as a role model to your graduate mentee(s)
   Gone out of your way to promote your graduate mentees' academic interests
   Conveyed empathy for concerns or feelings your graduate mentees have discussed with you

Please answer the following questions about mentoring faculty.

10. How many faculty members do you currently mentor at this institution?
    (Dropdown responses: 0, 1, 2, 3, 4, 5, 6-10, 11 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
2016-2017 HERI Faculty Survey - Spirituality Module

1. Indicate the importance to you of each of the following educational goals for undergraduate students:
   (Responses: Essential, Very Important, Somewhat Important, Not Important)
   Enhancing spiritual development
   Facilitating the search for meaning/purpose in life
   Becoming more conversant with different religious traditions
   Becoming more conversant with different spiritual practices

2. Indicate the extent to which you:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Engage in self-reflection
   Consider yourself a religious person
   Consider yourself a spiritual person
   Engage in prayer
   Engage in meditation
   Seek opportunities to grow spiritually
   Encourage discussion of religious and spiritual matters among students
   Engage in discussion of religious and spiritual matters with students

3. Please indicate your agreement with each of the following statements:
   (Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
   Colleges should be concerned with facilitating undergraduate students’ spiritual development
   The spiritual dimension of faculty members’ lives has no place in the academy
   I am conflicted about my religious/spiritual beliefs
   I follow the religious/spiritual beliefs of this institution

4. Indicate the importance to you personally of each of the following:
   (Responses: Essential, Very Important, Somewhat Important, Not Important)
   Integrating spirituality into my life
   Serving as a spiritual/religious advisor to students
2016-2017 HERI Faculty Survey - STEM Module

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

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

2. In the STEM courses you have taught in the past year, how often do you encourage 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, Disagree Somewhat, Disagree Strongly)
   - 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