2013-14 HERI Faculty Survey

NOTE: The 2013-2014 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

1. Please enter the four-digit year that each of the following occurred (e.g., 1974, 2001).
   Year you received your first academic appointment __________
   Year of academic appointment at present institution __________

2. What is your present academic rank?
   - Professor
   - Associate Professor
   - Assistant Professor
   - Lecturer
   - Instructor

3. Are you an adjunct faculty member at this institution?
   - Yes
   - No

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. Please enter the four-digit year you received tenure (e.g., 1974, 2001). ______

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**COMMUNITY COLLEGE**

These questions will only be included for community colleges, and will replace questions 2 and 3 when the survey is used by community colleges.

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

   *IF TENURED, NESTED ITEM*
   2a. Please enter the four-digit year you received tenure (e.g., 1974, 2001). ______

3. What is your academic rank at this institution?
   - Acting Instructor
   - Instructor
   - Assistant Professor
   - Associate Professor
   - Professor
   - Emeritus
5. Your sex:
   Male
   Female

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

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

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

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

9. How many courses are you teaching this term (include all institutions at which you teach) (e.g., 0, 1, 2, 3)? ______
   If response to question 9 is greater than or equal to one, the respondent sees 9a and 9b
   9a. How many of the courses that you are teaching this term are:
      - General education courses
      - Courses required for an undergraduate major
      - Other undergraduate credit courses
      - Developmental/remedial courses (not for credit)
      - Non-credit courses (other than above)
      - Graduate courses

   9b. How many of these courses that you are teaching this term are being taught:
      - At this institution
      - At another institution
If response to question 9 is zero or missing, the respondent sees 9c:
9c. What types of courses do you primarily teach? (Mark one)
   - Undergraduate credit courses
   - Graduate courses
   - Non-credit courses
   - I do not teach

10. In the past two years, have you taught a graduate course?
   Yes    No

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**GRADUATE FACULTY**

*These questions will only be included for respondents indicating they have taught a graduate course in Question 10.*

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

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

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

11. Do you teach remedial/developmental skills in any of the following areas? (Mark all that apply)
   - Reading
   - Writing
   - Mathematics
   - General academic skills
   - Other subject areas

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12. During the past two years, have you engaged in any of the following activities? (Mark one for each item)
(Responses: Yes, No)
- Advised student groups involved in service/volunteer work
- Collaborated with the local community in research/teaching
- Conducted research or writing focused on:
  - International/global issues
  - Racial or ethnic minorities
  - Women and gender issues
  - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues
- Engaged undergraduates on your research project
- Worked with undergraduates on a research project
- Engaged in academic research that spans multiple disciplines
- Supervised an undergraduate thesis
- Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)
- Received funding for your work from:
  - Foundations
  - State or federal government
  - Business or industry

13. During the past two years, have you engaged in any of the following activities? (Mark one for each item)
(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 an exclusively web-based course at this institution
- Participated in organized activities around enhancing pedagogy and student learning
- Taught a seminar for first-year students
- Taught a capstone course
- Taught in a learning community (e.g., FIG, linked courses)
- Taught a course that meets general education requirements

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

15. During the past two years, have you taken advantage of any of the following professional development opportunities at this institution?
(Responses for each item in each column: Yes, No, Not Eligible, Not Available)
- Paid workshops outside the institution focused on teaching
- 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 new technology into your classroom

16. How many of the following have you published?
(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, such as patents, or computer software products
17. In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?
   (Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)

18. In the past two years, how many of your professional writings have been published or accepted for publication?
   (Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)

19. During the present term, how many hours per week on average do you actually spend on each of the following activities?
   (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 and counseling of students
   - Committee work and meetings
   - Other administration
   - Research and scholarly writing
   - Other creative products/performances
   - Community or public service
   - Outside consulting/freelance work
   - Household/childcare duties
   - Other employment, outside of academia

20. 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 frequently, mark F. 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.
   (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
   - Revise their papers to improve their writing
   - 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
   - Seek feedback on their academic work
   - Work with other students on group projects
   - Integrate skills and knowledge from different sources and experiences

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
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

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

(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
- Student-selected topics for course content
- 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

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

(Responses: All, Most, Some, None)
- “Learn before lecture” through multimedia tools (e.g., flipping the classroom)
- Readings on racial and ethnic issues
- Readings on women and gender issues
- Starting class with a question that engages students
- Techniques to create an inclusive classroom environment for diverse students
- Supplemental instruction that is outside of class and office hours
- Student presentations
- Student evaluations of each others’ work
- Grading on a curve
- Rubric-based assessment

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
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

27. Indicate the importance to you of each of the following education goals for undergraduate students:
   (Responses: Essential, Very Important, Somewhat Important, Not Important)
   - Develop ability to think critically
   - Prepare students for employment after college
   - Prepare students for graduate or advanced education
   - Develop moral character
   - Provide for students’ emotional development
   - Teach students the classic works of Western civilization
   - Help students develop personal values
   - Instill in students a commitment to community service
   - Enhance students’ knowledge of and appreciation for other racial/ethnic groups
   - Promote ability to write effectively
   - Help students to evaluate the quality or reliability of information they receive
   - Teach students tolerance and respect for different beliefs
   - Encourage students to become agents of social change

28. Please indicate your agreement with each of the following statements:
   (Responses: Agree Strongly, Agree Somewhat, 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
   - External pressures often prevent researchers from being completely objective in the conduct of their work
   - 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

29. 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
30. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
- Faculty are interested in students’ personal problems
- Racial and ethnic diversity is reflected in the curriculum
- Most students are well-prepared academically
- This institution has effective hiring practices and policies that increase faculty diversity
- Student Affairs staff have the support and respect of faculty
- Faculty are committed to the welfare of this institution
- Faculty here are strongly interested in the academic problems of undergraduates
- 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
- 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
- This institution successfully educates students in remedial/developmental education
- Faculty are not prepared to deal with conflict over diversity issues in the classroom

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

(Responses: Highest Priority, High Priority, Medium Priority, Low Priority)
- Promote the intellectual development of students
- 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 minority students
- Enhance the institution’s national image
- 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

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

(Responses: Very Descriptive, Somewhat Descriptive, Not Descriptive)
- It is easy for students to see faculty outside of regular office hours
- The faculty are typically at odds with campus administration
- Faculty here respect each other
- Faculty are rewarded for being good teachers
- There is respect for the expression of diverse values and beliefs
- Faculty are rewarded for their efforts to use instructional technology
- Administrators consider faculty concerns when making policy
- The administration is open about its policies
33. Please indicate the extent to which you:
   (Responses: To a Great Extent, To Some Extent, Not at All)
   Feel that the training you received in graduate school prepared you well for your role as a faculty member
   Achieve a healthy balance between your personal life and your professional life
   Experience close alignment between your work and your personal values
   Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar
   Mentor new faculty
   Mentor undergraduate students
   Structure your courses so that students master a conceptual understanding of course content
   Structure your courses so that students develop study skills that prepare them for college-level work

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, Not Applicable)
   Salary
   Health benefits
   Retirement benefits
   Opportunity for scholarly pursuits
   Teaching load
   Quality of students
   Office/lab space
   Autonomy and independence
   Professional relationships with other faculty
   Competency of colleagues
   Job security
   Departmental leadership
   Course assignments
   Freedom to determine course content
   Availability of child care at this institution
   Prospects for career advancement
   Clerical/administrative support
   Overall job satisfaction
   Relative equity of salary and job benefits
   Flexibility in relation to family matters or emergencies
35. Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (Mark one for each item)
(Responses: Extensive, Somewhat, Not at All, Not Applicable)
Managing household responsibilities
Child care
My physical health
Review/promotion process
Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
Personal finances
Committee work
Faculty meetings
Colleagues
Students
Research or publishing demands
Institutional procedures and “red tape”
Teaching load
Lack of personal time
Job security
Working with underprepared students
Self-imposed high expectations
Increased work responsibilities
Institutional budget cuts

36. During the past two years, 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

37. For each of the following items, please mark either Yes or No.
(Responses: Yes, No)
Are you a member of a faculty union?
Are you a U.S. citizen?
Do you plan to retire within the next three years?
Do you use your scholarship to address local community needs?
Have you been sexually harassed at this institution?
Have you ever interrupted your professional career for more than one year for family reasons?
Have you ever received an award for outstanding teaching?

38. How would you characterize your political views? (Mark one)
Far Left
Liberal
Middle of the Road
Conservative
Far Right

39. If you were to begin your career again, would you:
(Responses: Definitely Yes, Probably Yes, Not Sure, Probably No, Definitely No)
Still want to come to this institution?
Still want to be a college professor?
40. Please enter your base institutional salary (e.g., for $56,000, please enter 56000).  
   $_____________

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

PART-TIME FACULTY

These questions will replace questions 40 and 41 for faculty who indicate they are part-time.

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

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

42. What percentage of your current year’s income comes from:  
   (e.g., for 45%, please enter 45 - total for all responses must equal 100%)  
   Base salary from this institution ____%  
   Other income from this institution ____%  
   Income from another academic institution ____%  
   Non-academic income ____%

43. Please select the most appropriate general area and disciplinary field for the following:  
   (See Appendix A)  
   Major of highest degree held ____  
   Department of current faculty appointment ____

44. On the following list, please mark one in each column:  
   Highest Degree Earned  
   Degree Currently Working On  
   Bachelor’s (B.A., B.S., etc.)  
   Master’s (M.A., M.S.)  
   M.F.A.  
   M.B.A.  
   LL.B., J.D.  
   M.D., D.D.S. (or equivalent)  
   Other first professional degree beyond B.A. (D.D., D.V.M., etc.)  
   Ed.D.  
   Ph.D.  
   Other degree  
   None

45. Are you currently serving in an administrative position as: (Mark all that apply)  
   Department chair  
   Dean (including Associate or Assistant)  
   President  
   Vice-President  
   Provost  
   Other  
   Not Applicable
46. Are you: (Mark all that apply)
   White/Caucasian
   African American/Black
   American Indian/Alaska Native
   Asian American/Asian
   Native Hawaiian/Pacific Islander
   Mexican American/Chicano
   Puerto Rican
   Other Latino
   Other

47. Is English your native language?
   Yes   No

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

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

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

51. Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research? HERI maintains strict standards of confidentiality and will not release your identifying information.
   Yes   No

   If “Yes,” please confirm your email address: ____________________________

52. to 81. Local Optional Questions (30 total)
   (Responses: A, B, C, D, E)

82. to 86. Local Optional Open Ended Questions (5 total)
### APPENDIX A

#### General Area
(Major / Department)

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

#### Specific Discipline
(Major / Department)

0101=Agriculture and related sciences
0102=Natural resources and conservation
0103=Agriculture/natural resources/related, other
0201=Architecture and related services
0301=Area/ethnic/cultural/gender studies
0401=Art history, criticism, and conservation
0402=Design & applied arts
0403=Drama/theatre arts and stagecraft
0404=Fine and studio art
0405=Music, general
0406=Music history, literature, and theory
0407=Commercial and advertising art
0408=Dance
0409= Film, video, and photographic arts
0410=Visual and performing arts, other
0501=Biochem/biophysics/molecular biology
0502=Botany/plant biology
0503=Genetics
0504=Microbiological sciences & immunology
0505=Physiology, pathology & related sciences
0506=Zoology/animal biology
0507=Biological & biomedical sciences, other
0601=Accounting and related services
0602=Business admin/management/operations
0603=Business operations support/assistance
0604=Finance/financial management services
0605=Human resources management and svcs
0606=Marketing
0607= Management information systems/services
0608= Business/mgt/marketing/related, other
0701=Communication/journalism/related prgms
0702=Communication technologies/technicians and support svcs
0703=Communication/journalism/comm. tech, other
0801=Computer/info tech administration/mgmt
0802=Computer programming
0803=Computer science
0804=Computer software and media applications
0805=Computer systems analysis
0806=Computer systems networking/telecom
0807=Data entry/microcomputer applications
0808=Data processing
0809=Information science/studies
0810=Computer/info sci/support svcs, other
0901=Construction trades
1001=Curriculum and instruction
1002=Educational administration/supervision
1003=Educational/instructional media design
1004=Special education and teaching
1005=Student counseling/personnel services
1006=Early childhood education and teaching
1007=Elementary education and teaching
1008=Secondary education and teaching
1009=Adult and continuing education/teaching
1010=Teacher ed: specific levels, other
1011=Teacher ed: specific subject areas
1012=Bilingual & multicultural education
1013=Ed assessment
1014=Higher education
1015=Education, other