2022-23 HERI Faculty Survey Core National Instrument

NOTE: The 2022-2023 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

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

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

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

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

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

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

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

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COMMUNITY COLLEGE

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

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

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

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

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

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

PART-TIME FACULTY

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

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

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

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

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

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

6e. Select all institutional resources available to you in your last term as *part-time* faculty. (Select <u>all</u> that apply) [GTA]

> Use of private office
> Shared office space
> A personal computer
> An email account
> A phone/voicemail
> Professional development funds
> Printer access (i.e., free printing)
> Parking privileges

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

> *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 (e.g., administrative assistance)
> > Are compensated for advising/counseling students
> > Are required to attend meetings
> > Have good working relationships with the administration
> > Are respected by full-time faculty
> > Are paid fairly
> > Have input in course designs
> > Are included in faculty governance

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

6h. For the *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. Do you identify as transgender? (Select *one*) [RF] [GTA]
> Yes
> No

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

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

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

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

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

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

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

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

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

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GRADUATE FACULTY
These questions will only be included for respondents indicating they have worked with or taught graduate students in Question 13.

 13a. 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

13b. 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
    14bi. 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
    14bii. 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*)

13c. 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*)

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

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14. During the *past three years*, have you: (Select *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

15. During the *past three years*, have you: (Select *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)

16. 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)

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

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

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

If advise undergraduates =0, skip to Q20

19. 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 plan their course of study
    Discussed their academic performance
    Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)
    Discussed career and post-graduation goals

20. During the *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
    Training for promoting inclusion and facilitating difficult conversations
    Incentives to develop new courses
    Incentives to integrate technology into your classroom
    Resources to integrate culturally-competent practices into your classroom

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

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

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

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

24. During the *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)

25. In your interactions with undergraduates, how often in the *past year* did you encourage them to: (Select *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

26. 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

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

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

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

30. Due to the COVID-19 pandemic, please indicate the extent to which you: [RF] [GTA]
        (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
        Felt confident in your ability to provide effective instruction exclusively online
        Were concerned about your job security
        Felt your research productivity (e.g. manuscripts, grant writing, experiments) has suffered

31. Please indicate your agreement with the following statements related to teaching during the COVID-19 pandemic: [RF] [GTA]
    (Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree, Can't rate/No experience)

        I felt empowered to make accommodations for students (e.g. assignments, deadlines, attendance)
        I had the authority to adjust the course format (i.e., virtual, in-person, hybrid) in order to protect my health and the health of my students
        I had access to effective tech support while teaching remotely

    31a. Is there anything you wish to further clarify about your responses in this section? If yes, please explain. [free response] [RF] [GTA]

32. Please indicate your agreement with each of the following statements: [RF] [GTA]
        (Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)

        Campus leadership provided an appropriate response to the pandemic
        Faculty in my department were adequately prepared for teaching remotely
        My institution's pandemic response prioritized the health and safety of faculty
        I would prefer to teach more of my courses in either a hybrid or fully online format
        This college developed effective policies related to COVID-19 vaccinations for the campus community
        I significantly adjusted my course policies (e.g., attendance, assignment deadlines) to accommodate students' needs during the pandemic

    32a. Is there anything you wish to further clarify about your responses in this section? If yes, please explain. [free response] [RF] [GTA]

33. Rate the extent to which each of the following was a source of stress for you due to the COVID-19 pandemic: [RF] [GTA]

(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)

Physical health
Mental health
In-person social interaction
Return to in-person teaching
Health of loved ones
Access to healthcare
The extent to which others wear masks while out in public
Coping with social isolation
Personal finances
Childcare

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

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

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

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

38. 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
        Have 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
        38a. 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
        38b. 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
        38c. How would you rate the overall quality of your mentoring relationship with your *graduate* mentee(s)?
        (Responses: Excellent, Good, Fair, Poor)

39. How satisfied are you with the following aspects of your job? (Select *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

40. Please indicate the extent to which each of the following has been a source of stress for you during the *past year*:
    (Select *one* for each item)
    (Responses: Extensive, Somewhat, Not at All, Not Applicable)
        Managing household responsibilities
        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

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

42. 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

43. For each of the following items, please select 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?

44. Citizenship status: (Select *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

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

46. 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?

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

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

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

PART-TIME FACULTY

These questions will replace questions 47 and 48 for faculty who indicate they are part-time.

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

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

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

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

51a. 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 ____

51b. 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 ____

52. Please mark the highest degree you have earned: (Select *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

53. Please mark the degree you are currently working on: (Select *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

54. Are you currently serving in an administrative position as: (Select *all* that apply)
Department chair
Dean (including Associate or Assistant)
Vice-President
President
Provost
Other
Not Applicable

55. Are you: (Select *all* that apply) [RF] [GTA]
Native American/Alaska Native

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

Black
African American/Black
African
Caribbean
Other Black

Native Hawaiian or Other Pacific Islander

Hispanic/Latina/o/e/x
Mexican American/Chicana/o/e/x
Puerto Rican
Central American
South American
Other Hispanic or Latina/o/e/x

Middle Eastern

<u>White</u>
European
Other White

<u>Other</u>
Other

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

57. What is your sexual orientation? (Select *one*) [RF] [GTA]
     Heterosexual/Straight
     Gay
     Lesbian
     Bisexual
     Queer
     Pansexual
     Asexual
     Not listed above [free response]

58. 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
     58a. 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)

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

2004 or later	1990	1976	1962	1948	1934
2003	1989	1975	1961	1947	1933
2002	1988	1974	1960	1946	1932
2001	1987	1973	1959	1945	1931
2000	1986	1972	1958	1944	1930
1999	1985	1971	1957	1943	1929
1998	1984	1970	1956	1942	1928
1997	1983	1969	1955	1941	1927
1996	1982	1968	1954	1940	1926
1995	1981	1967	1953	1939	1925
1994	1980	1966	1952	1938	1924
1993	1979	1965	1951	1937	1923
1992	1978	1964	1950	1936	1922 or earlier
1991	1977	1963	1949	1935	

60. 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
60a. If "Yes," please confirm your email address: _____

61. to 90. Local Optional Questions (30 total)
     (Responses: A, B, C, D, E)

91. to 95. Local Optional Open Ended Questions (5 total)

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

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

1201=English language and literature/letters

1301=Family/consumer sciences, human sciences

1401=Foreign languages/literature/linguistics

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

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

1701=Library science

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

1901=Mechanical/repair technologies/techs

2001=Multi/interdisciplinary studies

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

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

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

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

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

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

2801=Science technologies/technicians

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

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

3101=Transportation and materials moving

3201=Other

2022-2023 HERI Faculty Survey - Mentoring Module

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

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

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

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

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

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

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

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

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

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

9. To what extent have you:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Explored **academic** career options with your graduate mentee(s)
   Explored **non-academic** 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 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

2022-23 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, Somewhat Disagree, Strongly Disagree)
   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 your:
   > Race/ethnicity
   > Gender
   > Sexual orientation
   > Political beliefs
   > Religious affiliation/spirituality
   > Status as a parent/guardian
   > Other identity
   Felt your ideas were dismissed by your colleagues
   Felt you did not receive due credit for your ideas or work

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
   Atmosphere for differences in gender expression
   Atmosphere for differences in immigration status
   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 your role in the classroom

2022-2023 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, Somewhat Disagree, Strongly Disagree)
   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

5. My religious/spiritual beliefs:
   (Responses: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)
   Have helped me develop my identity
   Are one of the most important things in my life
   Give meaning/purpose to my life
   Help define the goals I set for myself
   Provide me with strength, support and guidance
   Are the foundation to my approach in life
   Have developed through personal reflection and searching

2022-2023 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 have you:
   (Responses: Always, Frequently, Occasionally, Rarely, Never)
   Integrated authentic (i.e., not "cookbook") research experiences into labs
   Incorporated mini-labs into lecture

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

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

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