

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). _____

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

.....

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

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

Engage students in civil discourse around controversial issues

Teach students tolerance and respect for different beliefs

Encourage students to become agents of social change

28. Indicate the extent to which you agree or disagree with each of the following:

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

The chief benefit of a college education is that it increases one's earning power

It is primarily up to individual students whether they succeed in my courses

I try to dispel perceptions of competition

I encourage all students to approach me for help

Most students are well-prepared for the difficulty of the courses I teach

In my classroom, there is no such thing as a question that is too elementary

All students have the potential to excel in my courses

The amount of material that is required for my courses poses a substantial challenge to students

Students are often overwhelmed by the pace of my courses

Most students learn best when they do their assignments on their own

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

(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

30. 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

31. 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

32. 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

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

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

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

34. 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

35. 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

36. 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?

37. How would you characterize your political views? (Mark one)

Far Left

Liberal

Middle of the Road

Conservative

Far Right

38. 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?

45. 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

46. Is English your native language?

- Yes No

47. Are you currently: (Mark one)

- Single
- In a civil union
- In a domestic partnership
- Married
- Unmarried, living with partner
- Separated
- Divorced
- Widowed

48. 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

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

50. 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: _____

51. to 80. Local Optional Questions (30 total)

(Responses: A, B, C, D, E)

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

2013-2014 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*)
Incorporate audience response systems to gauge students' understanding (e.g., clickers)
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*)
Make connections between different areas of science and mathematics
Draw a picture to represent a problem or concept
Identify what is known and not known about a problem
Analyze the basic elements of ideas or theories
Make sense of scientific/technical concepts
Synthesize several sources of information
Conduct an experiment
Relate scientific concepts to real-world problems
Memorize large quantities of information
Make predictions based on existing knowledge
Translate scientific concepts or terminology into non-scientific language
3. Indicate the personal importance to you of each of the following:
(*Responses: Essential, Very Important, Somewhat Important, Not Important*)
Making a theoretical contribution to science
Working to find a cure for a health problem
4. To what extent do you structure your STEM courses so that students:
(*Responses: To a Great Extent, To Some Extent, Not at All*)
Develop a stronger interest in STEM disciplines
Have the foundational knowledge for advanced study in STEM

2013-2014 HERI Faculty Survey – Academic Advising Module

1. How many undergraduate students do you currently advise? _____

2. How do you typically interact with your advisees?
(Very Often, Often, Sometimes, Seldom, Never)
Schedule a meeting
Informal meetings outside your office (e.g., in the dining hall, at campus events)
During scheduled office hours
Drop by your office
Email exchange

3. During the past year, how often have you done each of the following with your advisees?
(Responses: Frequently, Occasionally, Not at All)
Informed them of important deadlines
Helped them understand academic policies
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)
Provided information about courses
Provided information about the major/minor
Reviewed their transcript
Discussed academic performance
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)
Discussed career and post-graduation goals
Invited them to your home
Listened closely to academic problems and concerns
Listened closely to personal problems and concerns
Took action to help students with academic difficulties
Took action to help students with personal difficulties

4. During the past year, how often have you provided your advisees with:
(Frequently, Occasionally, Not at All)
Advice and guidance about their educational program
An opportunity to discuss coursework outside of class
Emotional support and encouragement
Honest feedback about their skills and abilities
Encouragement to pursue graduate/professional study
Help in achieving their professional goals

2013-2014 HERI Faculty Survey – Sexual Orientation and Status Module

1. What is your sexual identity? (Mark one)

Heterosexual/Straight

Gay

Lesbian

Bisexual

Queer

Other

SKIP LOGIC, Display if answer to Q1 is Gay, Lesbian, Bisexual, Queer, or Other

- 1a. How open are you about your sexual identity to each of the following:

(Responses: Completely, Mostly, Somewhat, Hardly, Not at All)

Colleagues

Students

Friends

Family

Overall

2. Do you identify as transgender?

No

Yes, male to female

Yes, female to male

SKIP LOGIC: Display if answer to Q2 above is Yes, M to F or Yes, F to M.

- 2a. How open are you about your gender identity to each of the following:

(Responses: Completely, Mostly, Somewhat, Hardly, Not at All)

Colleagues

Students

Friends

Family

Overall



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2013-2014 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*)
Enhance spiritual development
Facilitate 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 Great Extent, To Some Extent, Not at All*)
Engage in self-reflection
Consider yourself a religious person
Consider yourself a spiritual person
Engage in prayer/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: *Agree Strongly, Agree Somewhat, 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
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

2013-14 HERI Faculty Survey - Campus Climate Module

1. Please indicate the extent to which you agree or disagree with the following statements. This institution:

(Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

Has campus administrators who regularly speak about the value of diversity

Lacks strategic diversity goals and plans

Encourages students to have a public voice and share their ideas openly

Has a long-standing commitment to diversity

Respects differences in sexual orientation

Promotes the appreciation of cultural differences

Rewards staff and faculty for their participation in diversity efforts

Promotes the understanding of gender differences

Has standard reporting procedures for incidents of harassment or discrimination

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

Treats faculty of color fairly

Treats women faculty fairly

Treats LGBTQ faculty fairly

2. Please indicate how often at this institution you have:

(Very Often, Often, Sometimes, Seldom, Never)

Had students from underrepresented groups on campus approach me for advice

Assisted a student with a problem about discrimination

Witnessed discrimination

Reported an incident of discrimination to a campus authority

Reported an incident of sexual harassment to a campus authority

Been discriminated or excluded from activities because of my:

Race/ethnicity

Gender

Sexual orientation

Other identity

Heard insensitive or disparaging racial remarks from:

Faculty

Staff

Students

Heard insensitive or disparaging remarks about women from:

Faculty

Staff

Students

Heard insensitive or disparaging comments about LGBTQ individuals by:

Faculty

Staff

Students

3. Please indicate how often anyone you personally know has experienced the following forms of bias/harassment/discrimination at this institution:

(Very Often, Often, Sometimes, Seldom, Never)

Verbal comments

Written comments (e.g., emails, texts, writing on walls)

Exclusion (e.g., from gatherings, events)

Offensive visual images or items

Threats of physical violence

Sexual assault or violence

Other physical assaults or injuries

Anonymous phone calls

Damage to personal property

4. How satisfied are you with the following aspects of your institution?

(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

Overall sense of community among students

Racial/ethnic diversity of the faculty

Racial/ethnic diversity of the student body

Racial/ethnic diversity of the staff

Interactions among different racial/ethnic groups

Atmosphere for political differences

Atmosphere for religious differences

Atmosphere for differences in sexual orientation

Administrative response to incidents of discrimination

Administrative response to student concerns about exclusion or marginality

5. 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 and racial/ethnic minorities

Acceptance of differences in sexual orientation

Degree to which the curriculum addresses diversity in content or pedagogy

Student respect for my role in the classroom

Commitment to hiring women and minorities

APPENDIX A

General Area (Major / Department)

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

Specific Discipline (Major / Department)

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