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

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
- 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?
39. Please enter your base institutional salary (e.g., for $56,000, please enter 56000).
$_____________

40. 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 39 and 40 for faculty who indicate they are part-time.

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

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

41. 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 _____%

42. 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 _____

43. 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

44. 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
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)
# APPENDIX A

## General Area
(Major / Department)

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

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