HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
Home of the COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

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

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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

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

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

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

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

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

6d. In considering your reasons for teaching part-time at this institution, please indicate your agreement with the following statements:
    (Responses: 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 <u>part-time</u> faculty. (Mark <u>all</u> 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

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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 <u>one</u>)
                Undergraduate credit courses
                Graduate courses
                Non-credit courses
                I do not teach

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

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<u>GRADUATE FACULTY</u>
These questions will only be included for respondents indicating they have taught a graduate course in Question 10.

    10a. In the <u>past two years,</u> 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 <u>past two years,</u> 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

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

12. During the <u>past two years,</u> have you engaged in any of the following activities? (Mark <u>one</u> 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 <u>your</u> 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 <u>past two years,</u> have you engaged in any of the following activities? (Mark <u>one</u> 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 <u>past two years,</u> 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 <u>past two years</u> 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 <u>past two years,</u> 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 <u>past two years,</u> 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 <u>present term,</u> 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 <u>past year</u> 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 <u>past year</u> 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 <u>one</u> 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 <u>one</u> 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?

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 <u>one</u>):
Less than 9 months
9/10 months
11/12 months

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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)?

$_____

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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 <u>one</u> 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 <u>all</u> 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)

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