

## Appendix: Music Faculty Vitality Survey

The Music Faculty Vitality Survey is intended to measure faculty vitality and relationships between organizational conditions and faculty vitality. There are three sections to the questionnaire: (1) demographic information, (2) faculty vitality indicators, and (3) organizational conditions. The survey should take under twenty minutes to complete, and please skip any items you do not feel comfortable answering. For most questions, place a checkmark after the appropriate answer.

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### Q1 What is your faculty rank?

Instructor (1)

Assistant Professor (2)

Associate Professor (3)

Full Professor (4)

Other (Please Specify) (5) \_\_\_\_\_

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### Q2 What administrative role(s) have you held, current or past (Please check all that apply)?

Dean (1)

Associate/Assistant Dean (2)

Department Chair (3)

None (4)

Other (Please Specify) (5) \_\_\_\_\_

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### Q3 How many years of service have you completed at your current institution?

1 Year or Less (1)

2–5 Years (2)

6–9 Years (3)

10 Years or More (4)

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### Q4 What is your highest earned degree?

Bachelor's (1)

Master's (2)

Doctorate (3)

Artist Diploma (4)

Other (Please Specify) (5) \_\_\_\_\_

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**Q5 What is your gender?**

- Male (1)  
 Female (2)  
 Prefer not to respond (3)
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**Q6 Is your institution public or private?**

- Public (1)  
 Private (2)
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**Q7 Please select the category that best describes your institution:**

- Liberal Arts (1)  
 Four-Year Institution (2)  
 Graduate Program (3)
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**The following questions are about your perception of your own vitality, which is the individual's capacity for generating productive faculty work.**

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**Q8 To what extent are you committed to your job?**

	Not Committed (1)	A little Committed (2)	Moderately Committed (3)	Quite Committed (4)	Highly Committed (5)
Teaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/artistic performance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Q9 Please mark the approximate percentage of time that you devote to each of the following during the academic year: (Responses must total 100%)**

Teaching : \_\_\_\_\_ (1)  
 Preparation for classes : \_\_\_\_\_ (2)  
 Practice and rehearsal : \_\_\_\_\_ (3)  
 Committee meetings : \_\_\_\_\_ (4)  
 Research for publication/presentation : \_\_\_\_\_ (5)  
 Research for performance repertoire : \_\_\_\_\_ (6)  
 Composing : \_\_\_\_\_ (7)  
 Administrative work : \_\_\_\_\_ (8)  
 Counseling students : \_\_\_\_\_ (9)  
 Other : \_\_\_\_\_ (10)

Total : \_\_\_\_\_

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**Q10 Have you ever experienced a revitalization of your work productivity after a period when your work progress was blocked by either internal or external factors in your career as a music faculty member?**

Never (1)  
 Not very often (2)  
 Sometimes (3)  
 Frequently (4)  
 Very frequently (5)

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**Q11 If you experienced a revitalization of your work productivity, how did you renew your vitality? (Please check all that apply)**

Sabbatical (1)  
 Cooperation with others (2)  
 Change of scene (3)  
 Other (Please describe) (4) \_\_\_\_\_

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**Q12 To what extent are you willing to undertake new or innovative behavior in your job performance in each of the following areas?**

	Very Unwilling (1)	Unwilling (2)	Somewhat Willing (3)	Willing (4)	Very Willing (5)
Creating or performing an untested repertoire (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trying a new and different teaching format, method, or material (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting research in an uncharted area (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q13 Have you experienced changes in your professional career?**

Yes (1)

No (2)

*Display This Question:*

*If you have experienced changes in your professional career? = Yes*

**Q14 To what extent did any of the following changes increase your success as a faculty member?**

	None (1)	Some (2)	Quite a Bit (3)	A lot (4)	All (5)
Change in academic rank (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in institution (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in teaching area (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in research area (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in career (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other professional change (Please specify) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Q15 Which of the following have you experienced in the last 5 years? (Check all that apply)**

- Committee assignment in a new area (1)
  - New or different administrative role (2)
  - New performance role (e.g., accompanying) (3)
  - New research field (4)
  - Non-teaching assignment (e.g., recruitment) (5)
  - Other (Please specify) (6) \_\_\_\_\_
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**Q16 To what extent are you willing to explore a new career role?**

	Not Willing (1)	A Little Willing (2)	Somewhat Willing (3)	Quite Willing (4)	Very Willing (5)
Within the music field (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within higher education outside of the music field (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of higher education (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q17 Please rate your individual perspectives regarding your work:**

	Very Low (1)	Low (2)	Average (3)	High (4)	Very High (5)
Aspiration to achieve (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esteem for your own work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Definite sense of purpose (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of sincerity/devotion (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustained morale (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q18 Please rate the degree of specificity of your future work goals and plans:**

	Not at all Specific (1)	A Little Specific (2)	Somewhat Specific (3)	Quite Specific (4)	Very Specific (5)
Long-term goals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-term goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans to accomplish short- or long-term goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19 How would you rate your current level of collaboration?**

	Very Low (1)	Low (2)	Fair (3)	Good (4)	Very Good (5)
Cooperate with and support departmental decisions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate in work with colleagues in music (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate and work with colleagues in other fields (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q20 Please rate the degree of your responsiveness**

	Very Low (1)	Low (2)	Fair (3)	Good (4)	Very Good (5)
Awareness of the needs of students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of the needs of the institution, community, and society (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to respond to the needs of students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to respond to the needs of the institution, community, and society (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of effort put into responding to the needs of students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of effort put into responding to the needs of the institution, community, and society (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Q21 To what extent are you involved with individuals representing diverse backgrounds (e.g., ethnicity, ability)?**

	Not Involved (1)	Hardly Involved (2)	Somewhat Involved (3)	Quite Involved (4)	Very Involved (5)
Students diverse in skills and ability (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students diverse in ethnicity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues diverse in ethnicity in your department (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues diverse in ethnicity outside of your department (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q22 How would you rate your sustained productivity over your academic career?**

	Very Low (1)	Low (2)	Average (3)	High (4)	Very High (5)
Teaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/creative and artistic performance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q23 How is your productivity rated by the administrative evaluation system at your institution?**

	Very Low (1)	Low (2)	Average (3)	High (4)	Very High (5)
Teaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/creative and artistic performance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The following questions deal with the conditions of your work environment, specifically, regarding the systemic dynamics affecting faculty work.**

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**Q24 How would you rate working conditions in your department?**

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)
Freedom to conduct own research/creative artistic performance (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of facilities (e.g., library, equipment, pianos) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance among expected teaching, service, and research/creative artistic performance (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology support (e.g., computer, electronic sound systems) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Q25 To what extent are you involved in the departmental decision-making process?**

	Not Involved (1)	Hardly Involved (2)	Somewhat Involved (3)	Partially Involved (4)	Very Involved (5)
Mission and goal setting (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curricular matters (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel policy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgetary planning and allocation (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q26 To what extent are the following institutionally sponsored faculty development opportunities available to you?**

	None (1)	Little (2)	Fair (3)	Adequate (4)	Ample (5)
Programs to develop instructional skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs to develop research, skills, writing skills, and grantsmanship (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs to aid career development (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support to try new repertoire, new media, and new technology (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to make outside development opportunities available (e.g., conferences, workshops) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q27 How accurate are the following descriptions regarding career socialization in your department?**

	Not Accurate (1)	Hardly Accurate (2)	Somewhat Accurate (3)	Accurate (4)	Very Accurate (5)
My job is clearly defined and I have a clear sense of what is expected of me in my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental atmosphere is friendly & supportive. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is active interaction in my department (i.e., mentor/protégé relationships, team teaching between senior and junior faculty members). (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are ample opportunities for interaction (e.g., team teaching, collaborative performance). (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q28 How would you rate the following elements of faculty support in your department?**

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)
Funding for related activities, instruction, research, and performance (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment & supplies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secretarial help (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegial support (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q29 How would you rate your departmental executive leadership on the following (the highest executive of the music unit as a whole; e.g., dean, chair, or director)?**

	Very Low (1)	Low (2)	Average (3)	High (4)	Very High (5)
Free and open communication (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows interest in my work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps with solving problems (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages, enables, and challenges faculty (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates and protects faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulates a clear vision (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a high level of energy (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates a cooperative and supportive environment (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowers faculty leaders in a positive way (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q30 How would you rate the quality of your institutional faculty evaluation system?**

	Very Bad (1)	Bad (2)	Neither Good nor Bad (3)	Good (4)	Very Good (5)
Broad, sensitive, and flexible criteria. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equitable, systematic, and consistent process (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair and balanced distribution among teaching, service, and research/creative artistic performance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q31 How would you rate the fairness of your institution's reward systems?**

	Very Bad (1)	Bad (2)	Neither Good nor Bad (3)	Good (4)	Very Good (5)
Merit Pay (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel Fund (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sabbatical leaves and release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenure and promotion (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q32 Write any ideal organizational conditions that would foster vitality, or feel free to add other comments in this space as well:**

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*NOTE: Music Faculty Questionnaire: Faculty Vitality ( $\alpha = .71$ ) and Organizational Conditions ( $\alpha = .82$ ) (Lee, 1995, modified 2015 for CMS study)*