

# The American College Teacher:

National Norms for the  
2004–2005 HERI Faculty Survey

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by

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William S. Korn

Higher Education Research Institute  
Graduate School of Education & Information Studies  
University of California, Los Angeles

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# The American College Teacher

## National Norms for the 2004–2005 HERI Faculty Survey

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We also thank the hundreds of academic administrators, institutional researchers, and other campus personnel who helped coordinate the survey administration on each of the participating campuses.

Additionally, we express our appreciation to the thousands of faculty who took time out of their busy lives to complete the questionnaire. This report represents the first tabulation of their responses, and we are currently working on a number of more sophisticated analyses which we hope will enhance our understanding of college faculty, their institutions, and their students.

Finally, our colleagues, mentors, and friends, Alexander W. Astin and Helen S. Astin deserve more thanks than we can adequately offer here for their immeasurable contributions to higher education, including the creation of this triennial survey. Their vision, wisdom, kindness, and good humor provide perpetual inspiration.

# The American College Teacher

National Norms for the  
2004–2005 HERI Faculty Survey



## **The American College Teacher: National Norms for the 2004–2005 HERI Faculty Survey**

This report summarizes the highlights of a national survey of college and university faculty that was conducted by the Higher Education Research Institute (HERI) in the fall and winter of the 2004–2005 academic year. This is the sixth in a series of faculty surveys administered by HERI on a triennial basis, the first of which was conducted in 1989–1990.

The results reported here are based on the responses of 40,670 full-time college and university faculty members at 421 two-year colleges, four-year colleges, and universities nationwide. For this report, “faculty member” is defined as any full-time employee of an accredited college or university who spends at least part of his or her time teaching undergraduates.<sup>1</sup> The responses are weighted to provide a normative profile of the American faculty population for use by policy analysts, campus administrators, and educational researchers. Details of the weighting procedure, as well as other methodological considerations, can be found in Appendix A.

The data presented here are reported separately for men and women faculty in each of 12 different normative groups: all institutions, all four-year institutions, all two-year institutions, public universities, private universities, public four-year colleges, private four-year colleges (combined and broken down by three subgroupings: nonsectarian, Roman Catholic, and other religious), and public and private two-year colleges.

### **The Survey Questionnaire**

The 2004–2005 questionnaire was based largely on items used in the five previous faculty surveys, and was revised following the suggestions of the survey’s advisory board members, institutional representatives, and HERI researchers who are actively involved in studying faculty issues. In addition to demographic information, the questionnaire focuses heavily on topics such as how faculty members spend their time, how they interact with their students, their preferred methods of teaching, their perceptions of institutional climate, and their primary sources of stress and satisfaction. The 2004–2005 questionnaire also includes new items related to remedial and

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<sup>1</sup>Although surveys were also received from academic administrators and other types of respondents, only those who spend at least some of their time teaching undergraduates are included in the results reported here.

developmental education, community service, and spirituality.<sup>2</sup> Finally, the questionnaire includes a section that allows individual institutions to ask their faculty up to 21 locally developed questions (see Appendix B for a copy of the survey questionnaire).

### **An Overview of the 2004–2005 Faculty Norms**

In this section, we have abstracted highlights of the survey results that pertain to the following topics: goals for undergraduate education, working with underprepared students, teaching and research practices and perspectives, engaged scholarship and public service, attitudes and views on diversity, career perspectives, personal and professional goals, technology use, and health and wellness. Complete results of the survey, reported separately for all faculty, male faculty, and female faculty follow this overview. Demographic and background characteristics of respondents are also displayed in these tables.

#### **Goals for Undergraduate Education**

Table 1 depicts the relative importance that faculty assign to various goals for undergraduate education. Developing students' ability to think critically (endorsed as "very important" or "essential" by 99 percent of faculty), helping students master knowledge in a discipline (94 percent), and promoting students' ability to write effectively (87 percent) are the most strongly emphasized. Clearly, the focus of faculty is on developing the practical skills embedded in a liberal education (Association of American Colleges and Universities, 2002). Over half (56 percent) of all faculty see the goal of instilling a basic appreciation for the liberal arts and the development of moral character (59 percent) as "very important" or "essential." Substantially fewer (38 percent) express similar views regarding the importance of providing for students' emotional development. Preparing undergraduates for employment after college and graduate or advanced education is deemed a "very important" or "essential" goal by 73 and 61 percent of today's faculty, respectively. However, just 30 percent believe that the chief benefit of a college education is that it increases one's earning power.

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<sup>2</sup>Survey items pertaining to spirituality will be analyzed in a subsequent report, which will be available later this year at: [www.spirituality.ucla.edu](http://www.spirituality.ucla.edu).

Table 1.  
*Selected Faculty Goals for Undergraduate Education, by Gender (percentages)*

“Very Important” or “Essential”	All	Women	Men
Develop ability to think critically	99	99	99
Help master knowledge in a discipline	94	95	94
Promote ability to write effectively	87	91	84
Prepare for employment after college	73	78	70
Develop creative capacities	68	67	70
Prepare for graduate or advanced education	61	62	60
Enhance students’ self-understanding	60	66	56
Develop moral character	59	64	56
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	59	74	50
Instill a basic appreciation of the liberal arts	56	60	54
Help students develop personal values	53	58	50
Provide for students’ emotional development	38	46	33

Interestingly, while men and women faculty assign similar levels of importance to certain goals for undergraduate education (e.g. developing students’ ability to think critically and helping master knowledge in a particular discipline), several educational objectives show considerable variation by gender (see Table 1). The most noteworthy difference relates to the relative importance that men and women faculty place on enhancing students’ knowledge of and appreciation for other racial/ethnic groups. While 74 percent of women believe that this goal for undergraduates is “very important” or “essential,” only 50 percent of men indicate the same.

### **Working with Underprepared Students**

Record numbers of today’s entering college students (70 percent) rate themselves as “above average” or “highest 10%” academically. More students than ever before in the 39-year history of the Cooperative Institutional Research Program’s (CIRP) Freshman Survey (48 percent) also report earning “A” grades in high school (Sax, Hurtado, Lindholm, Astin, Korn, & Mahoney, 2005). However, just half of faculty today say that they are satisfied with the quality of their students. Moreover, across all types of colleges and universities, only slightly more than one-third

(36 percent) of respondents agree that faculty on their campus feel that most students are well-prepared academically. Importantly though, there is wide variation in this figure among faculty at different types of colleges and universities (see Table 2). Generally speaking, faculty at two-year colleges and public four-year colleges are the least inclined to view their students as academically well-prepared. In contrast, over two-thirds (67 percent) of private university faculty perceive their students as well-prepared academically. Overall, 41 percent concur that “most” of the students they teach lack the basic skills for college level work. As shown in Table 2, however, this percentage also varies dramatically by institutional type.

Table 2  
*Faculty Views on Underprepared Students, by Institutional Type (percentages)*

	All	Universities		Four-Year Colleges		Two-Year Colleges	
		Public	Private	Public	Private	Public	Private
Agree “somewhat” or “strongly”							
Faculty feel that most students are well-prepared academically	36	37	67	28	45	22	21
Most of the students I teach lack the basic skills for college level work	41	33	16	45	30	65	52

Less than 10 percent of faculty are actually engaged in teaching remedial/developmental skills in writing (7 percent), mathematics (5 percent), general academic skills (4 percent), reading (3 percent), and English as a second language (1 percent).<sup>3</sup> Nonetheless, working with what they consider to be underprepared students is a source of at least some stress for 56 percent of faculty (11 percent of these respondents report “extensive” stress associated with this aspect of their work). The stress faculty experience within this realm is most pervasive at private and public two-year colleges, where 73 and 68 percent of faculty, respectively, report at least some stress and least common at private universities, where just 34 percent indicate similar stress levels.

Apart from the inherent pedagogical challenges associated with teaching students who they feel are not adequately prepared for college level work, faculty who teach this population of students may be frustrated by their perceived mismatch between responsibility and reward. For

<sup>3</sup>Percentages total more than 10 percent because respondents may teach remedial/developmental skills in more than one area and, as such, were asked to mark all that apply.

example, while 62 percent of faculty agree that their institution takes responsibility for educating underprepared students, just 6 percent agree with the proposition that it is “very descriptive” of their campus that faculty are rewarded for their efforts to work with underprepared students. Nonetheless, only 25 percent of faculty feel that their institution should *not* offer remedial/developmental education.

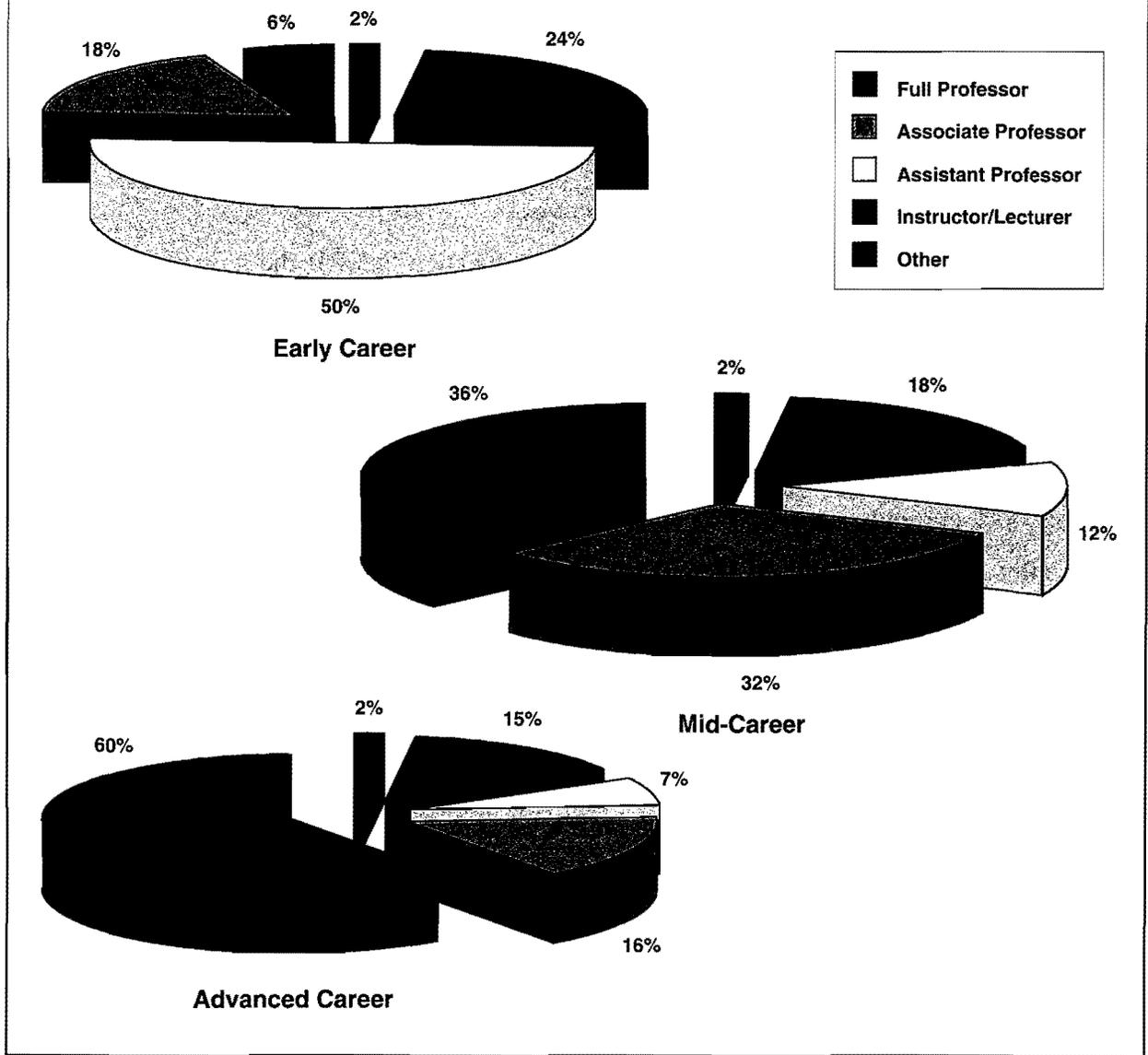
### **Teaching and Research Practices and Perspectives**

Among the many topics of relevance to higher education today is the growing presence of older faculty, described as the “graying of the professoriate” (Fleck, 2001). Twenty-one percent of today’s college and university professors received their highest degrees prior to 1976. Within this group (henceforth referred to as advanced career faculty), 38 percent indicate their intention to retire within the next three years. Mid-career faculty, who earned their highest degrees between 1976 and 1994, currently comprise 47 percent of the professoriate, while those who obtained their degrees after 1994 (henceforth referred to as early career faculty) make up the remaining 33 percent. Median ages of the faculty by career stage are: 39 years (early career), 52 years (mid-career), and 61 years (advanced career). Faculty rank by career stage is depicted in Figure 1.

For purposes of defining career stage, faculty were categorized by the years that they obtained their highest degrees. During the 2004–2005 academic year, approximately 74% of early career faculty held an assistant professor or lecturer rank, 68% of mid-career faculty held the rank of associate professor or full professor, and 60% of advanced career faculty held the rank of full professor. For the most part, our career stage categorization coincides with faculty rank. Some exceptions, however, are evident, as is the case with a few early career faculty who advanced through the academic ranks more quickly than is typical. Relative to their time of degree completion, there are also some mid-career and advanced career faculty whose ranks are lower than would be expected given their time of highest degree completion (e.g., faculty who did not start their academic careers immediately after graduate school, lacked timely promotion, etc.).

To be sure, questions of career stage hold important implications for faculty recruitment, promotion, vitality, and retention, which we will consider in greater depth in future analyses. Here, we address the approaches to teaching and research that faculty at different stages of their careers (based on date of highest degree completion) commonly bring to academe as well as their experiences in association with these two central aspects of their work.

**Figure 1  
Career Stage by Rank**



Not surprisingly, the goal of being a good teacher is one of the most universally embraced objectives of the professoriate. Indeed, 98 percent of all faculty, with only minimal variation by career stage, indicate that being a good teacher is a “very important” or “essential” personal goal. However, when examining faculty approaches to teaching and their preferred methods of evaluation, we find considerable differences in pedagogical practice among faculty who are at various

stages of their careers. Most notably, early career faculty are more inclined than their mid-career and advanced career colleagues to use student-centered teaching and evaluation methods (see Table 3).

Table 3.  
*Faculty Approaches to Teaching and Evaluation, by Career Stage (percentages)*

Teaching and evaluation method used in “most” or “all” classes	All	Early	Mid	Advanced
Extensive lecturing	55	51	55	62
Cooperative learning (small groups)	48	57	47	36
Student presentations	45	48	44	40
Group projects	33	37	33	27
Multiple choice mid-term and/or final exams	32	34	32	30
Student evaluations of their own work	19	22	19	16
Grading on a curve	19	14	20	25
Reflective writing/journaling	18	22	18	13
Student evaluations of each other’s work	16	20	15	12

These differences are most directly evident in the extent to which “most” or “all” courses taught by faculty respondents include cooperative learning (57 percent of early career vs. 36 percent of advanced career faculty), group projects (37 vs. 27 percent), student presentations (48 vs. 40 percent), reflective writing/journaling (22 vs. 13 percent), student evaluations of each other’s work (20 vs. 12 percent), and student evaluations of their own work (22 vs. 16 percent). By contrast, advanced career faculty are more likely than their early career colleagues to engage in extensive lecturing (62 vs. 51 percent) and to grade on a curve (25 vs. 14 percent). There is less variation by career stage with respect to using multiple choice exams. Here, advanced career faculty are somewhat less inclined than their early career colleagues to employ such evaluative methods (30 vs. 34 percent).

With regard to their teaching and research, faculty at different career stages also place varying degrees of emphasis on topics pertaining to race/ethnicity and gender (see Table 4). Specifically, the propensity of faculty to include readings on racial/ethnic and gender issues in their courses and to engage in related research or writing is greater among early career faculty than it is among their mid-career and advanced career colleagues. Interestingly, however, faculty are equally

Table 4.  
*Faculty Involvement in Teaching and Research on Race/Ethnicity, Gender, and International Issues, by Career Stage (percentages)*

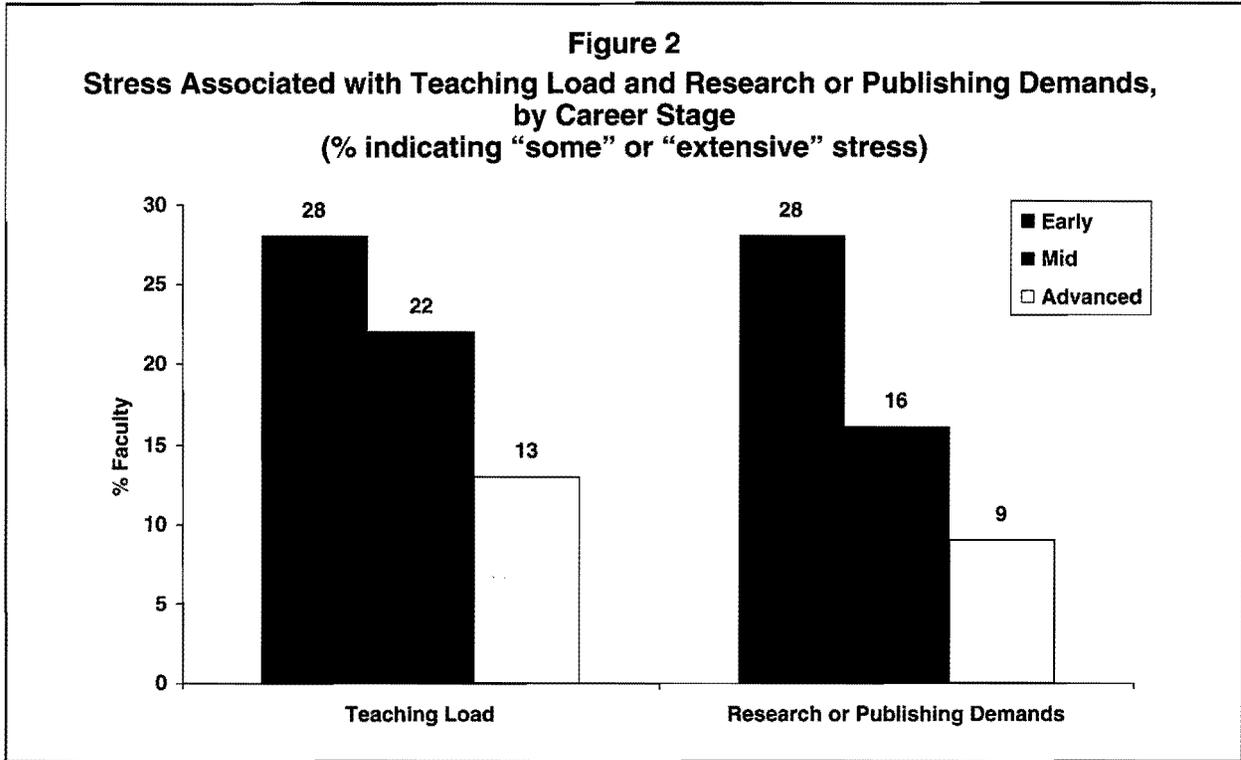
	All	Early	Mid	Advanced
Use in “most” or “all” classes:				
Readings on racial and ethnic issues	20	25	19	15
Readings on women and gender issues	18	23	17	13
<u>In the past two years:</u>				
Conducted research or writing focused on:				
International/global issues	24	25	24	24
Racial or ethnic minorities	18	22	16	15
Women and gender issues	17	22	16	11

likely to engage in research or writing on international or global issues regardless of their career stage: Across the three cohorts, 24 to 25 percent have focused on such topics.

As shown in Table 5, faculty who are at different stages of their careers spend roughly equivalent amounts of time preparing to teach, fulfilling scheduled teaching commitments, and engaging in research and scholarly writing. However, the amount of stress they experience related to teaching and research pursuits varies substantially by career stage (see Figure 2). For example, while just 13 percent of advanced career faculty indicate that they experience “extensive” stress related to their teaching load, 28 percent of early career faculty do so. Parallel contrasts are evident in

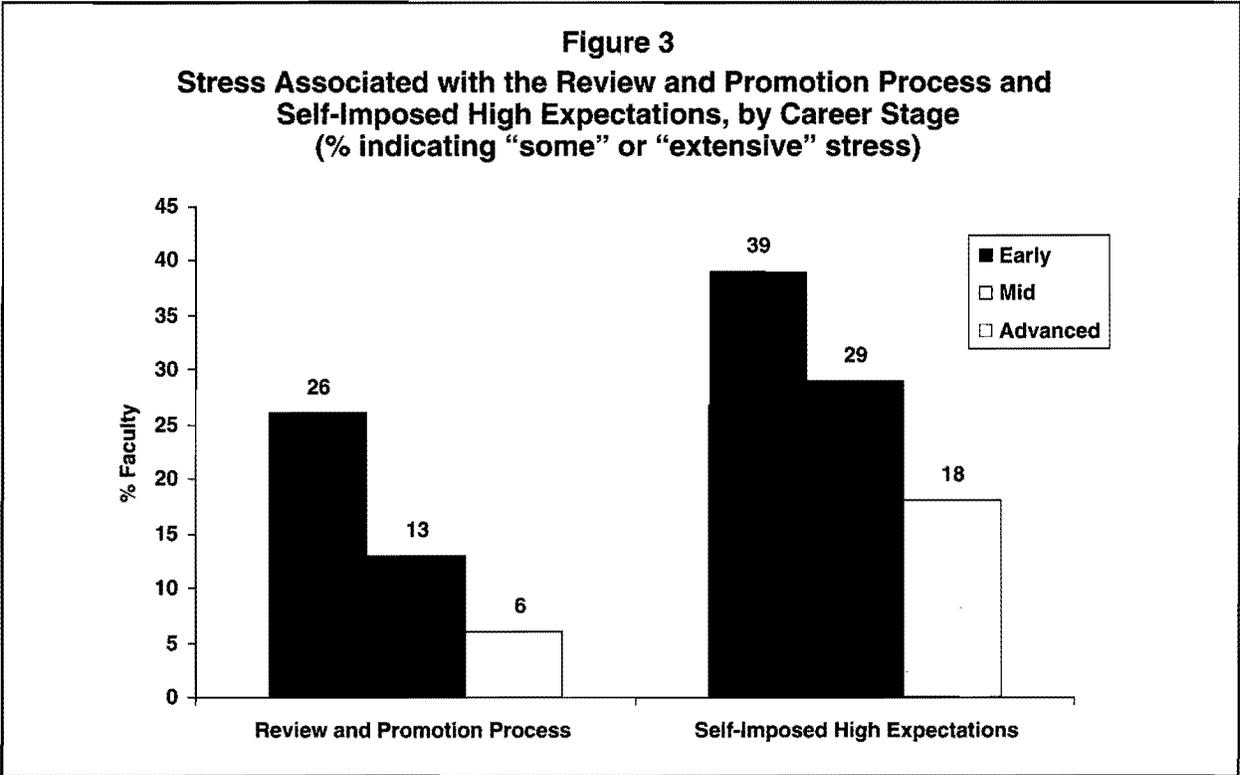
Table 5.  
*Time Spent on Teaching and Research, by Career Stage (percentages)*

	All	Early	Mid	Advanced
Hours per week spent on scheduled teaching				
Less than 9	38	35	38	41
More than 12	30	31	29	28
Hours per week spent preparing for teaching				
Less than 9	35	32	38	36
More than 12	40	42	38	39
Hours per week spent on research and scholarly writing				
None	26	25	26	28
1 to 4	31	32	32	28
More than 12	15	15	14	19



terms of reported stress related to research or publishing demands. Twenty-eight percent of early career faculty experience “extensive” stress in association with these pursuits relative to 16 percent and 9 percent, respectively, of their mid-career and advanced career colleagues.

It is reasonable to presume that these differentials are attributable, at least in part, to pressures associated with the academic review and promotion process (see Figure 3). Indeed, 26 percent of early career faculty—49 percent of whom are in tenure track positions but have not yet earned tenure—report “extensive” review and promotion-related stress, compared with only 13 percent of mid-career faculty and just 6 percent of advanced career faculty. Also compelling, however, is the extent to which personal expectations may impact the stress levels of faculty who are early in their careers. As shown in Figure 3, just over twice the percentage of early career faculty (relative to advanced career faculty) report “extensive” stress related to self-imposed high expectations (39 vs. 18 percent).



**Engaged Scholarship and Public Service**

In general, today’s faculty view the goal of maintaining close relationships between colleges and society at large as an important mission of higher education institutions. Over three-quarters (81 percent) report that colleges have a responsibility to work with their surrounding communities to address local issues and close to 85 percent support the idea that colleges should encourage students to be involved in community service activities. The importance of nurturing a sense of social responsibility among college students as part of the public service mission of higher education, however, manifests itself in various dimensions and degrees. For example, while for 61 percent of all faculty, preparing students for responsible citizenship is a “very important” or “essential” goal for undergraduate education, only 38 percent assign similar levels of importance to instilling in students a commitment to community service. Slightly more (42 percent) have taken the time to advise student groups involved in service/volunteer work. Overall, however, service learning courses are taught by only approximately one-fifth (21 percent) of the nation’s faculty and just slightly over 7 percent say that they use community service as part of coursework in “most” or “all” of their classes.

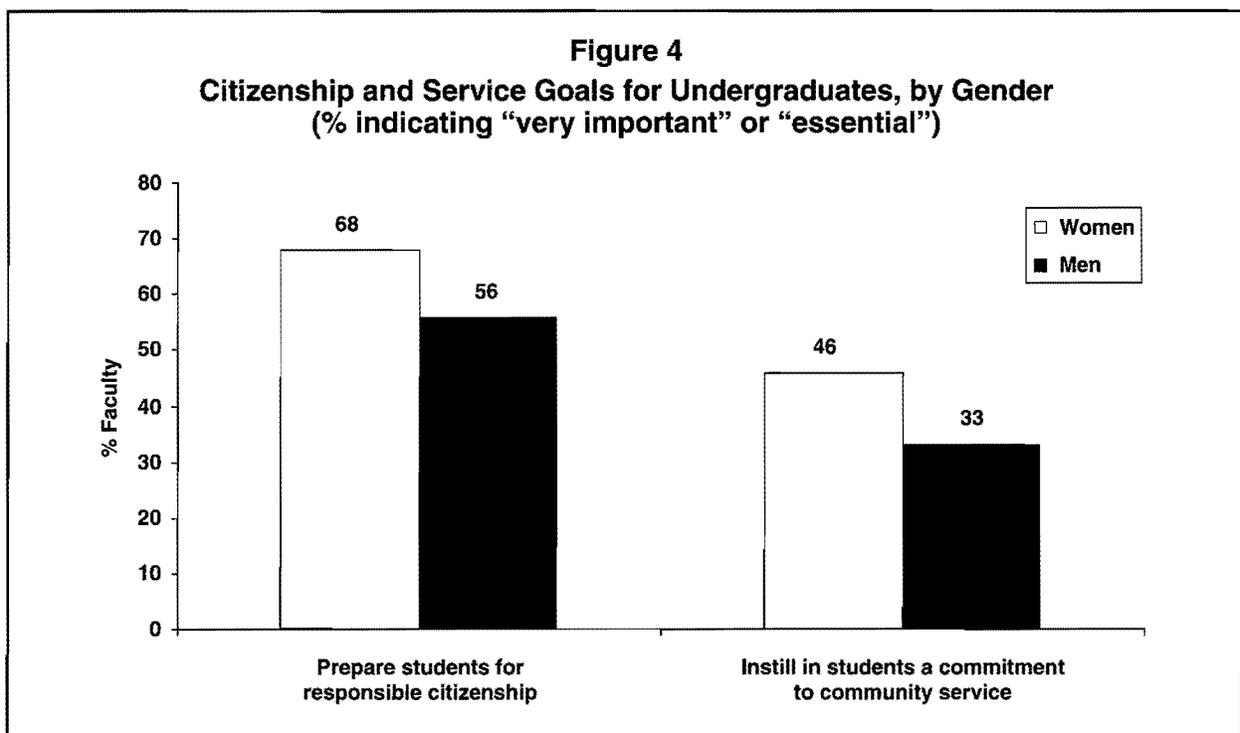
Sixty-two percent of faculty engage in at least some community or public service themselves, with 51 percent performing 1 to 4 hours per week. In addition, 48 percent report using their scholarship to address local community needs and 42 percent say that they have collaborated recently with the local community in research or teaching. Within this realm, however, faculty at different types of institutions report varying degrees of involvement. As depicted in Table 6, those at public institutions are more likely than their counterparts at private institutions of the same type (i.e., universities, four-year colleges, and two-year colleges) to partake in these two activities. In addition, while faculty at public colleges and universities are no more likely than their colleagues at private colleges and universities to have taught a service learning course in the past two years, they are at least somewhat more inclined to engage in public service/professional consulting without pay and to advise student groups involved in service/volunteer work (see Table 6).

Table 6  
*Engaged Scholarship and Public Service Practices of Faculty, by Institutional Type (percentages)*

Activities	All	Universities		Four-Year Colleges		Two-Year Colleges	
		Public	Private	Public	Private	Public	Private
Use scholarship to address local community needs	48	46	40	54	45	51	47
<u>In the past two years:</u>							
Engaged in public service/professional consulting without pay	56	61	54	61	52	48	45
Collaborated with the local community in research/teaching	42	45	38	50	39	37	34
Advised student groups involved in service/volunteer work	42	40	37	45	44	42	33
Taught a service learning course	21	22	20	20	21	19	18

Men and women faculty are similarly inclined to endorse the proposition that “colleges should be actively involved in solving social problems” (63 vs. 66 percent, respectively). Women faculty, however, indicate at least slightly higher levels of commitment to almost all expressions of social responsibility and service. These gender differences are most apparent in faculty members’

espoused goals to prepare students for responsible citizenship and to instill in students a commitment to community service (see Figure 4). In both cases, women score over 10 percentage points higher than men. Women are also substantially less likely than men (12 vs. 24 percent) to indicate that including community service as part of a course is a poor use of resources. Reflecting these ideals, women more frequently use their scholarship to address local community needs (53 vs. 45 percent). They are also more likely to have taught a service learning course in the past two years (24 vs. 19 percent) and to have implemented community service in “most” or “all” of their classes (11 vs. 5 percent).

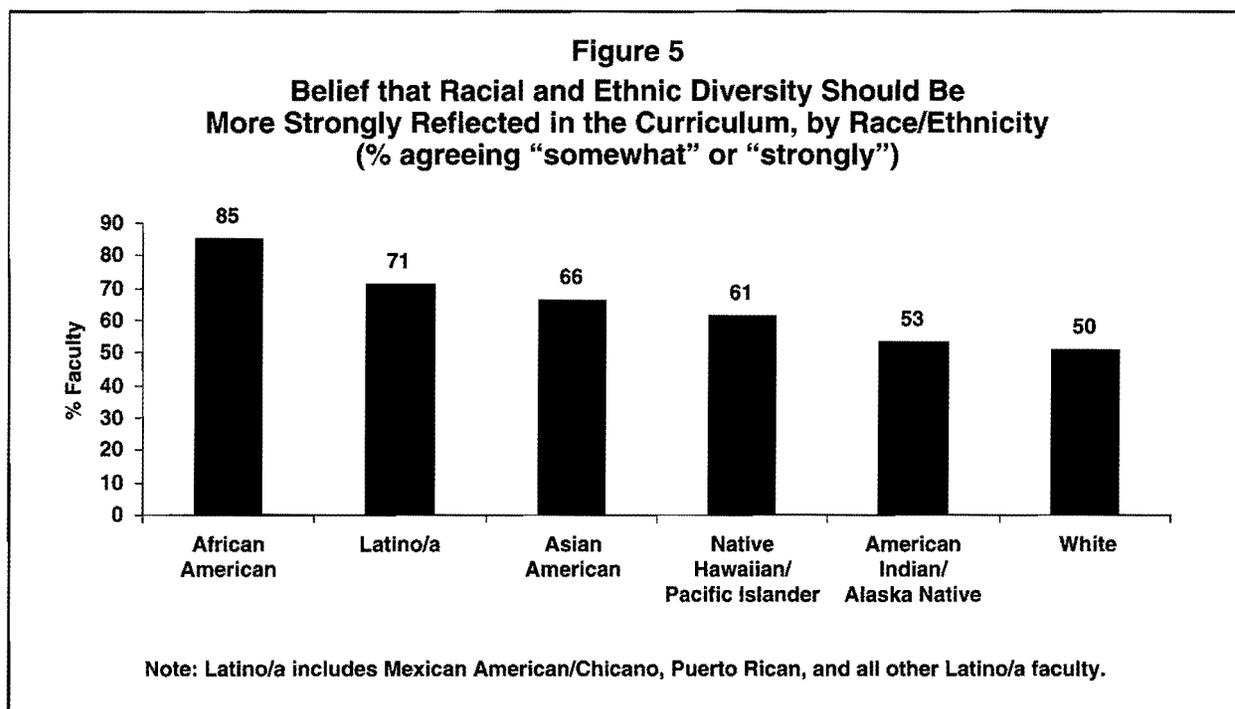


To what extent do faculty feel that their involvement in service activities is supported by their institutions and that student engagement in social change is prioritized? Overall, 46 percent of faculty say that creating and sustaining partnerships with surrounding communities is of “high” or “highest” institutional priority. However, slightly less than one-third (31 percent) perceive there to be a similar degree of institutional emphasis placed on providing resources to support faculty engagement in community-based teaching or research. Specifically in terms of perceived institutional priorities for undergraduate education, 33 percent of faculty today indicate that their campus places “high” or “highest” priority on helping students learn how to bring about change in American society.

## Attitudes and Views on Diversity

Discussions about the institutional climate for ethnic/racial and gender diversity continue on college and university campuses today. While the value of diverse educational environments is widely articulated, there is still considerable debate about the most effective approaches to diversifying a campus. Overall, there is high level of faculty agreement (90 percent) with the statement that “a racially/ethnically diverse student body enhances the educational experience of all students.” While differences exist (ranging from 85 percent of American Indians/Alaska Natives to 96 percent of African Americans), the majority of faculty from all racial/ethnic groups are supporters of diverse student populations in the interest of improved educational outcomes for all students.

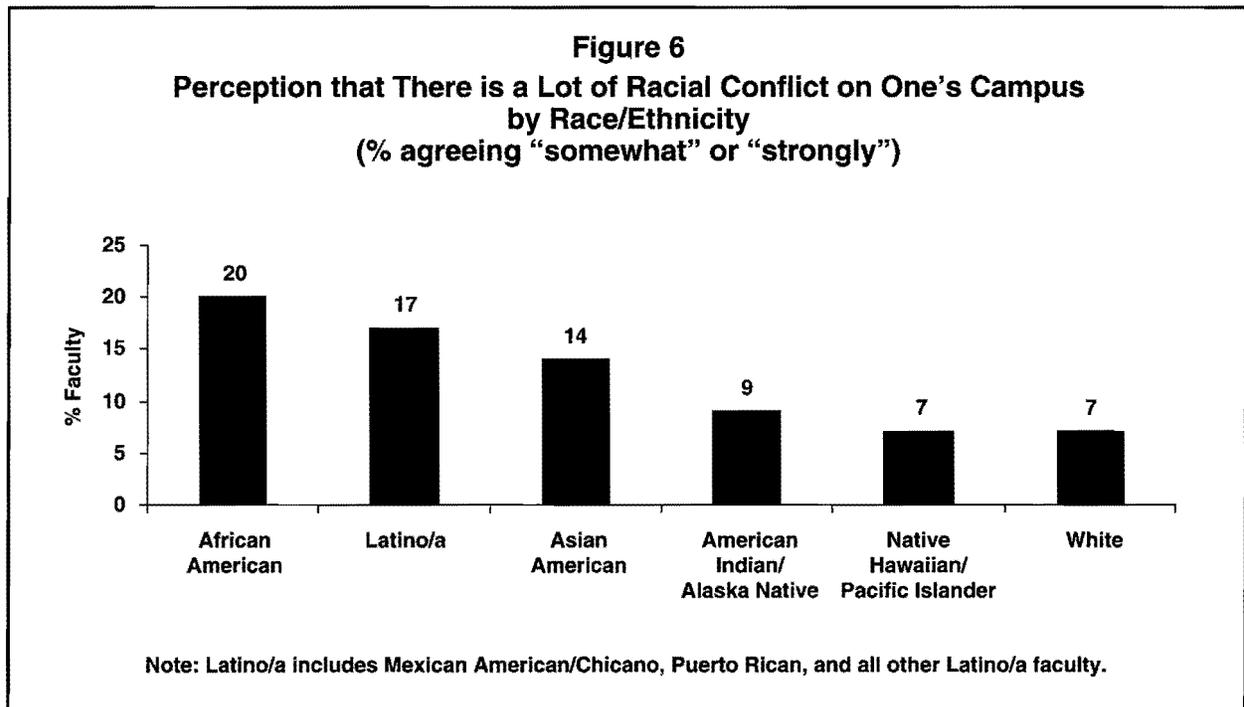
However, when comparing perspectives on other diversity-related issues, we find more divergent views. In the realm of personal perspectives on diversity, for example, more than half (53 percent) of all faculty believe “strongly” or “somewhat” that racial and ethnic diversity should be more strongly reflected in the curriculum, with notable differences evident by faculty members’ race/ethnicity (see Figure 5). Looking at institutional perceptions, we find that faculty are close to equally divided between agreement and disagreement when it comes to the perceived priority that their college or university assigns to recruiting more minority students (48 percent indicated “high”



or “highest” priority), creating a diverse multicultural campus environment (53 percent), promoting gender equity among faculty (46 percent), and increasing the representation of minorities in the faculty and administration (46 percent). When it comes to perceived institutional emphasis on increasing the representation of women in the faculty and administration, approximately four in ten faculty (42 percent) feel that these efforts are of “high” or “highest” priority.

As noted earlier in this report, substantial numbers of faculty believe that today’s undergraduate students are not well-prepared academically. The majority, however, do *not* perceive there to be a clear link between diversity and student quality: Less than one-quarter (24 percent) agree that promoting diversity leads to the admission of too many underprepared students.

Other important indicators of the institutional climate for diversity include faculty perceptions of campus racial conflict and views on the extent to which there is respect for the expression of diverse values and beliefs within the campus environment. Just under 8 percent of all faculty agree “strongly” or “somewhat” that there is a lot of racial conflict on their campus. This percentage, however, masks notable differences by race/ethnicity, ranging from just 7 percent of White and Native Hawaiian/Pacific Islander faculty to 17 percent of Latino/a and 20 percent of African American faculty (see Figure 6). For higher education institutions, an additional cause for concern relates



to faculty views on the *acceptance* of diverse values: Only 33 percent of all faculty believe that a climate of respect for the expression of diverse values and beliefs is “very descriptive” of their institution.

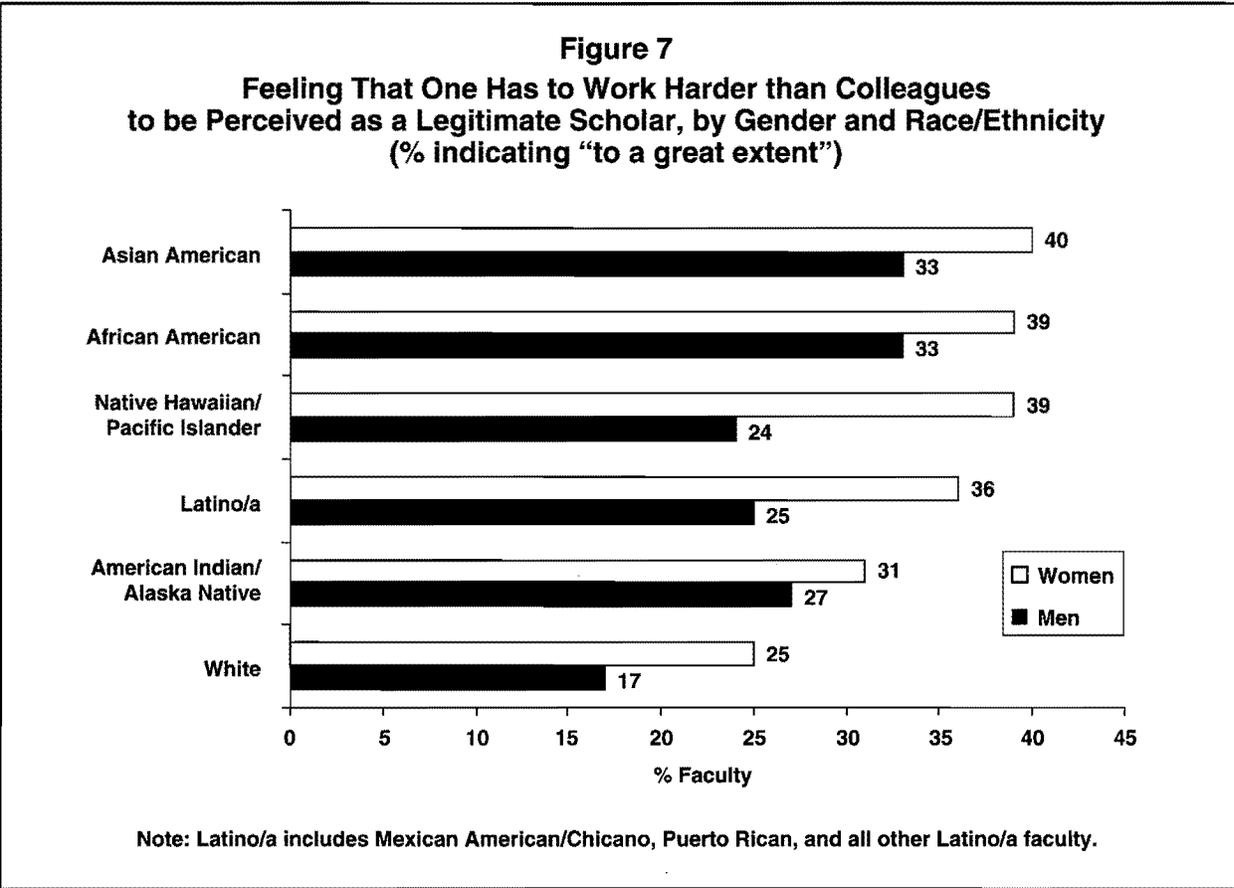
### **Career Perspectives**

Faculty today convey generally positive feelings about their careers. Seventy percent say that their work adds meaning to their lives “to a great extent” and 68 percent report experiencing joy in their work. Most (79 percent) are also satisfied with the competency of their colleagues as well as their professional and social relationships with other faculty (78 and 66 percent, respectively). When asked to evaluate their overall job satisfaction, 78 percent indicate that they are “satisfied” or “very satisfied.” Indeed, the vast majority (84 percent) say that if they were to begin their career again, they would still want to be a college professor.

In part, these positive sentiments may be reflective of the fact that many faculty (67 percent) perceive their personal values to be largely congruent with the dominant values of their employing institution. The majority also feel that their departmental colleagues value their teaching (85 percent) and research (66 percent) and believe that their department does a good job of mentoring new faculty (61 percent). Slightly fewer (59 percent) say that, “to a great extent,” they experience close alignment between their personal and work values.

Responses to other items included on the 2004–2005 survey, however, reflect potentially meaningful career development concerns. For example, nearly one-quarter (22 percent) of today’s faculty feel that, “to a great extent,” they need to work harder than their colleagues to be perceived as a legitimate scholar. This perception varies considerably based on gender and race/ethnicity (see Figure 7). Women of all races are more likely than men of the same race to feel this way. More than a third (ranging from 36 to 40 percent) of Asian American and African American women and men, Native Hawaiian/Pacific Islander women, and Latinas also share this perception. African American and Asian American men (33 percent) are almost twice as likely as White men (17 percent) to state that they have to work harder than their colleagues to be perceived as a legitimate scholar.

Further, while over two-thirds (68 percent) of faculty indicate that the criteria for advancement and promotion at their institutions are clear, substantially fewer (53 percent) are satisfied with their perceived prospects for career advancement and their visibility for jobs at other institutions or organizations (49 percent). Just over half (55 percent) feel that there is adequate support on their



campus for faculty development. In fact, 41 percent report that within the past two years, they have considered leaving their current institution for another and nearly one-third (31 percent) say that they have considered leaving academe for another job. Over 40 percent of all faculty also indicate that their academic department has difficulty recruiting faculty and 25 percent say that their department has difficulty retaining faculty.

**Personal and Professional Goals**

Table 7 shows the percentages of faculty members who rate various personal and professional goals as “very important” or “essential.” Some of the greatest gender variation is evident in the realm of social goals. For example, there are marked contrasts in the percentages of women and men who view as “very important” or “essential” the goals of helping to promote racial understanding (63 percent of women vs. 49 percent of men), influencing social values (43 vs. 33 percent), and helping others who are in difficulty (72 vs. 63 percent). On the other hand, there is

Table 7.  
*Selected Personal and Professional Faculty Goals, by Gender (percentages)*

“Very Important” or “Essential”	All	Women	Men
Being a good colleague	92	94	90
Serving as a role model to students	88	92	85
Raising a family	70	65	74
Helping others who are in difficulty	66	72	63
Achieving congruence between my own values and institutional values	55	63	49
Helping to promote racial understanding	54	63	49
Becoming an authority in my field	53	49	55
Obtaining recognition from my colleagues for contributions to my special field	47	45	47
Being very well off financially	43	39	45
Influencing social values	37	43	33
Becoming involved in programs to clean up the environment	30	31	29
Influencing the political structure	19	20	18

minimal gender difference in the importance faculty assign to the goals of influencing the political structure (20 percent of women vs. 18 percent of men) and becoming involved in programs to clean up the environment (31 vs. 29 percent). Raising a family is the one personal goal that men are more likely than women to prioritize (74 vs. 65 percent, respectively).

In terms of professional aspirations, men and women are similarly oriented with respect to the value they associate with obtaining recognition from colleagues (47 percent of men and 45 percent of women rate such professional acknowledgement as “very important” or “essential”). Men, however, are notably more inclined than women to highly value becoming an authority in their field (55 vs. 49 percent) and being very well off financially (45 vs. 39 percent). Women, on the other hand, are more likely to rate as “very important” or “essential” the goals of serving as a role model to students (92 vs. 85 percent) and achieving congruence between their own values and institutional

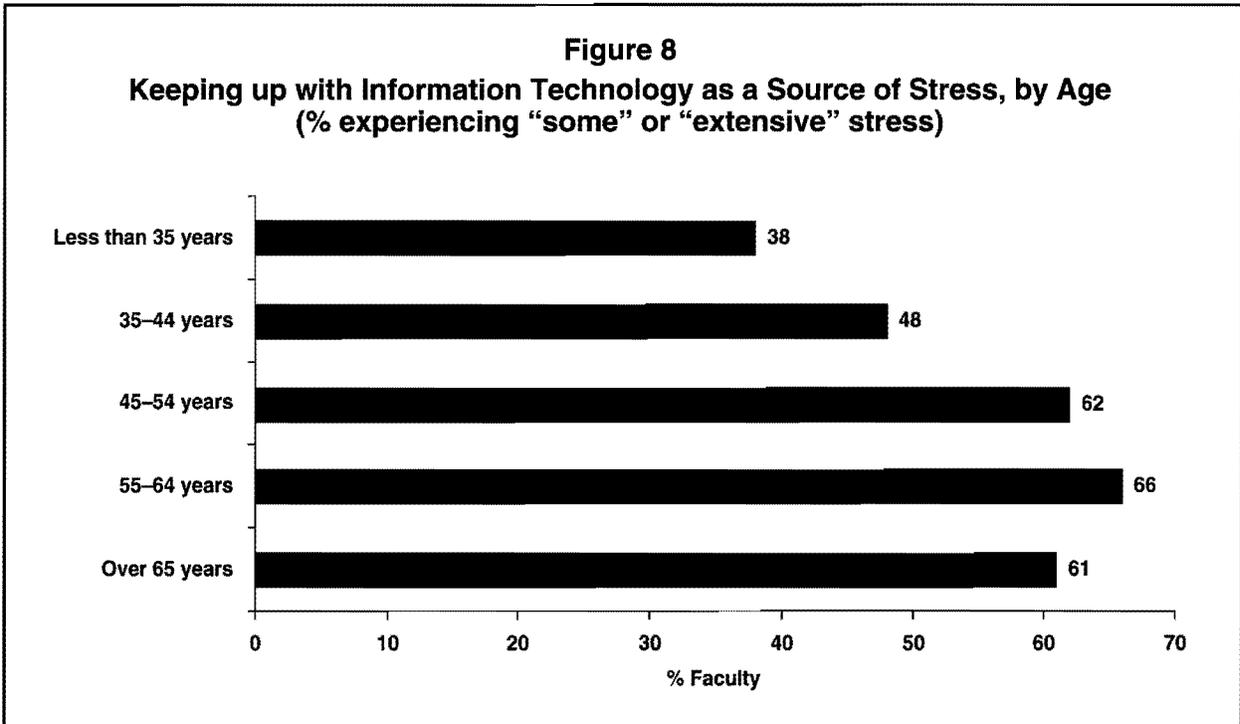
values (63 vs. 49 percent). Both women and men place high value on being a good colleague (94 and 90 percent, respectively).

### **Technology Use**

One of the most rapidly changing aspects of faculty work is in the area of technology use. Nearly two-thirds (65 percent) of today's faculty report that, in the past two years, they have placed or collected assignments on the Internet. Substantially fewer, however, have used online instruction in "most" or "all" of their classes (14 percent) or taught a course exclusively on the Internet (13 percent). Despite the fact that roughly three-quarters (76 percent) of faculty feel that their institution provides adequate support for integrating technology into their teaching, keeping up with information technology is still a source of stress for 58 percent. Moreover, just 19 percent report that it is "very descriptive" of their institution that faculty are rewarded for their efforts to use instructional technology.

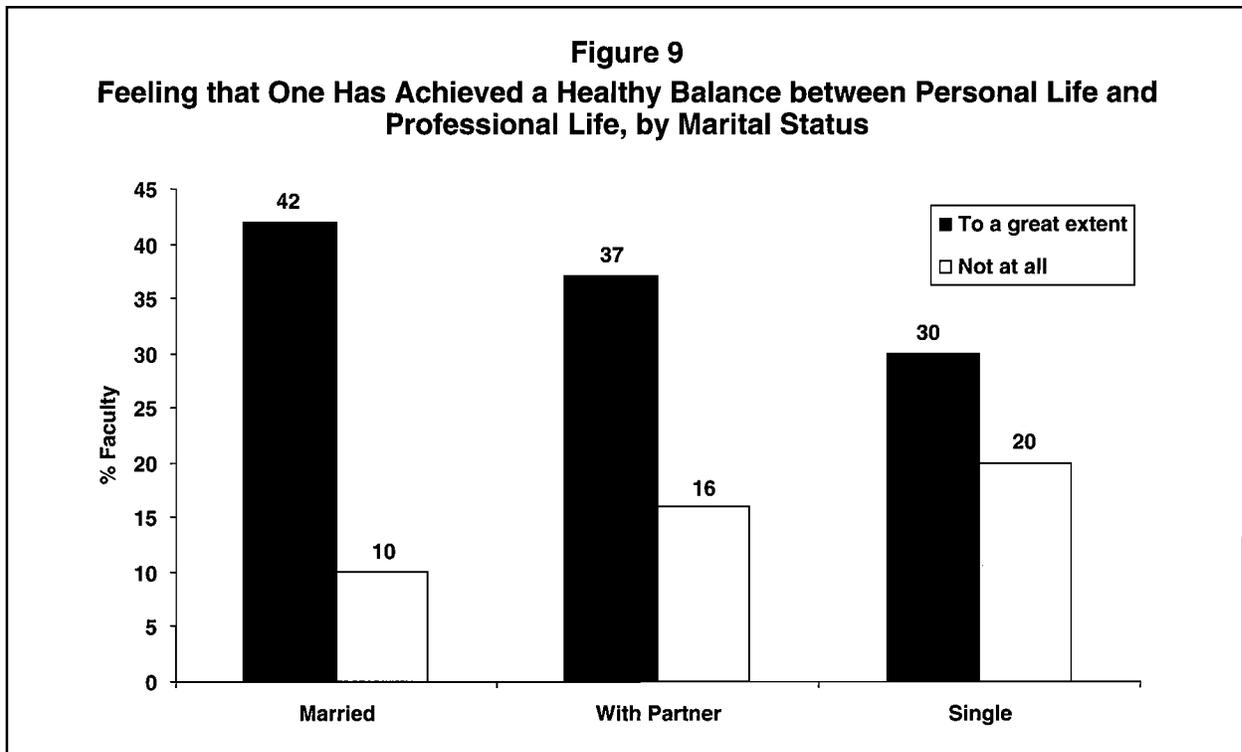
While all faculty may not enthusiastically endorse the incorporation of information technology into their daily work, its use has become an inescapable fact of academic life. Indeed, there are indications that many faculty today spend considerable amounts of time working on their computers. A new question added to the 2004–2005 survey reveals that 98 percent of faculty spend at least one hour per week communicating via email. Just over half (53 percent) spend five or more hours per week engaged in such correspondence. Seventeen percent spend nine or more hours per week on email communication.

Women are more likely than men to spend five or more hours per week communicating via email (57 vs. 50 percent). In fact, the greatest gender difference in frequency of email use is evident among the most senior faculty. Whereas roughly equivalent proportions of men and women who are 65 years or older say that they do not use email, women in this age group are more than twice as likely than same age men to spend more than 12 hours per week engaging in email correspondence (7 vs. 3 percent). Overall, older faculty are more likely than their younger counterparts to report experiencing at least some stress related to keeping up with information technology (see Figure 8).

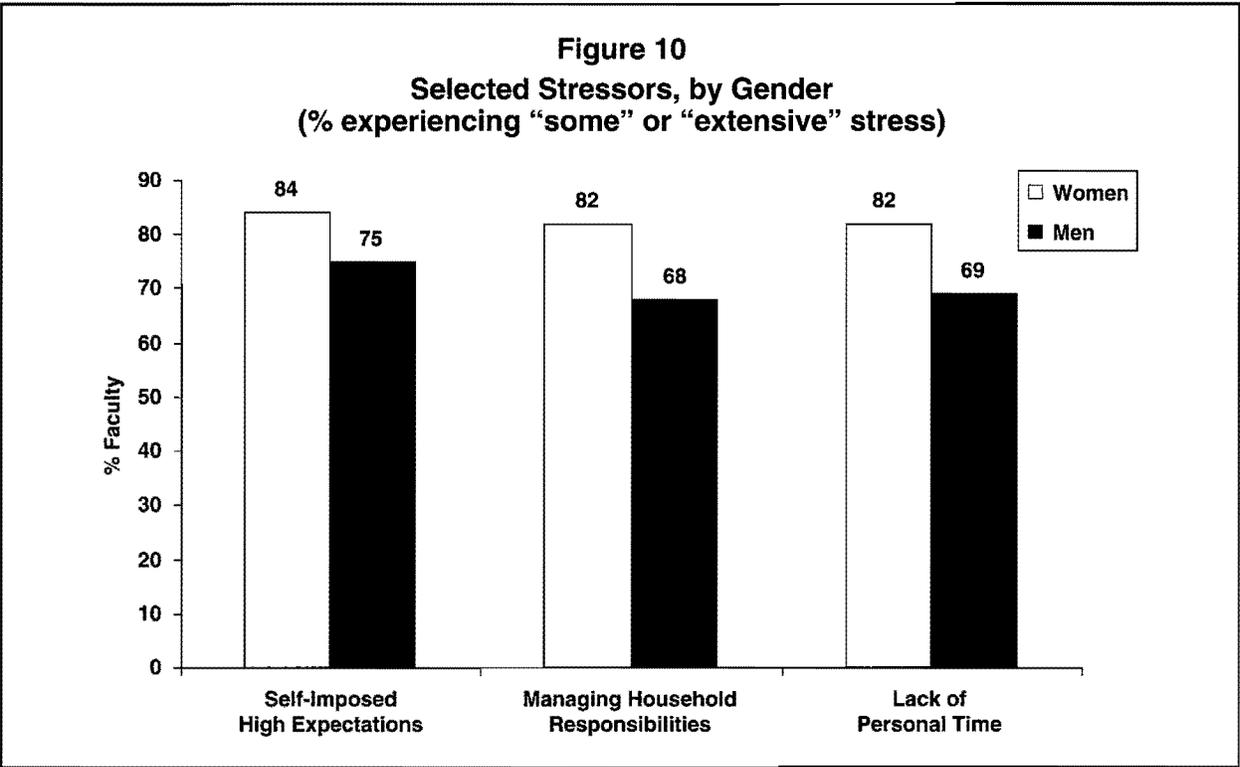


**Health and Wellness**

As noted earlier in this report, faculty commitment to the academic profession is clearly strong and the majority of today’s professors experience considerable resonance between their work and personal values. Given their intensive vocational investment, balancing personal and professional demands proves challenging for many. In fact, just 40 percent of today’s faculty perceive themselves as having established a healthy balance between personal and professional life dimensions. There are also notable demographic variations in the extent to which faculty feel well-balanced in this respect (see Figure 9). Overall, those who are married are the most inclined to experience balance “to a great extent” (42 percent), followed by those who are living with a partner (37 percent). Faculty who are single are the least inclined to feel that they have achieved a healthy balance between their work and personal lives “to a great extent” (30 percent) and are most likely to respond that these dimensions of their lives are “not at all” balanced (20 percent).



On other health-related fronts, less than half of faculty (43 percent) say that they consistently maintain a well-balanced diet and just 39 percent report that they engage in regular exercise “to a great extent.” Only one-third report that they routinely get adequate amounts of sleep. Overall, approximately one-half (51 percent) of college and university faculty report that their physical health is a source of “some” or “extensive” stress. While exercise, dietary, and sleep habits may contribute to the health-related stress that some faculty experience, so too may other factors. Topping the list of at least moderate stressors among today’s faculty are self-imposed high expectations (79 percent), managing household responsibilities (74 percent), and lack of personal time (74 percent). In each of these three areas, women are more likely than men to report experiencing stress (see Figure 10). The most prominent stress-related gender differences are evident in managing household responsibilities and lack of personal time.



**Summary**

This report is based on data collected during the 2004–2005 academic year from a national sample of 40,670 faculty members at 421 colleges and universities. The data have been weighted to approximate the results that would have been obtained if all faculty in every accredited higher education institution throughout the United States had responded. Following are some of the survey highlights:

- Not surprisingly, among college and university faculty, the most universally emphasized goals for undergraduate education are developing critical thinking ability, facilitating mastery in a given discipline, and promoting effective writing. Preparing students for employment is also a high priority. In addition, more than half endorse instilling a basic appreciation for the liberal arts as well as attending to students’ moral development. However, faculty less pervasively prioritize providing for students’ emotional development.
- Only half of today’s faculty report that they are satisfied with the quality of their undergraduate students. Even fewer feel that most students on their campus are well-prepared academically. While the vast majority of faculty believe that their institutions should offer

remedial/developmental education, and most also indicate that their campuses do currently take responsibility for educating this population, very few feel that their institution rewards faculty efforts in this area. Working with underprepared students is also a notable source of stress for over half of today's professoriate.

- There are considerable differences in pedagogical practice among faculty who are at various stages of their careers. Generally speaking, early career faculty are more inclined than their mid-career and advanced career colleagues to employ student-centered teaching and evaluation methods and to focus on racial/ethnic and gender issues in their teaching and research. While faculty at different stages of their careers typically spend roughly equivalent amounts of time engaged in teaching and research, those who are earlier in their careers report experiencing substantially more stress in association with both these pursuits.
- Most faculty today endorse the importance of maintaining a close relationship between colleges and the larger society. Overall, women faculty indicate higher levels of commitment to nearly all expressions of social responsibility and service. By and large, faculty also feel that there is greater institutional emphasis on sustaining partnerships with surrounding communities than there are resources provided by their institutions to facilitate faculty involvement in community-based teaching or research.
- The overwhelming majority of faculty today agree that a racially/ethnically diverse student body enhances the educational experience of all students. Less than one-quarter believe that promoting diversity leads to the admission of too many underprepared students. However, faculty are more divided with respect to their beliefs about whether racial and ethnic diversity should be more strongly reflected in the curriculum. There is also considerable variation in faculty perceptions of the priority that their institutions place on diversity-related concerns. Of particular note is that only one-third believe that their institution provides a climate of respect for the expression of diverse values and beliefs.
- Today's faculty express generally positive sentiments about their careers. On the whole, they have positive feelings about their relationships with colleagues and experience congruence between their own values and institutional values. Of concern, however, is the fact that significant numbers of women faculty and faculty of color feel that they have

to work harder than their colleagues to be perceived as legitimate scholars. Additional concerns pertain to issues surrounding career advancement and institutional support for faculty development. Recruitment and retention considerations are also noteworthy.

- While there is considerable overlap in the degree of emphasis that men and women faculty place on various personal and professional goals, there are also important dimensions of divergence. Variations are especially evident with respect to selected personal goals. Women are more inclined than men to highly value promoting racial understanding, influencing social values, and helping others who are in difficulty. With respect to professional aspirations, men are more inclined than women to prioritize becoming an authority in their field and being very well off financially. Women, on the other hand, are more likely than men to emphasize the importance of serving as a role model to students and achieving congruence between their own values and institutional values.
- While all faculty may not enthusiastically endorse incorporating information technology into their daily work lives, it is largely unavoidable. Only two percent of today's professoriate, for example, do not communicate at all via email. In general, older faculty are more likely than their younger colleagues to report experiencing stress associated with keeping up with information technology. There is also a broadly shared feeling that institutions do not characteristically reward faculty for their efforts to use instructional technology.
- Balancing the demands of personal and professional life is challenging for many faculty, especially those who are single. Contending with self-imposed high expectations, managing household responsibilities, and experiencing a lack of adequate personal time is particularly stress-inducing. The exercise, dietary, and sleep habits of some faculty may also negatively impact their physical health.

## **Conclusion**

These results mark the sixth triennial survey of undergraduate teaching faculty. The tabulations that follow this report can be used to assist colleges and universities in comparing themselves with nationally normative groups of similar institutions. Campuses that actively participated in the 2004–2005 HERI Faculty Survey have also received their institutional reports, which include

relevant comparison data. Among other uses, these data can be helpful for accreditation reports, professional development activities for administrators and faculty, and institutional planning and policy development. Information on the portfolio of surveys available through HERI, along with special data services, research briefs, and press releases can be found on the HERI website ([www.gseis.ucla.edu/heri](http://www.gseis.ucla.edu/heri)) or by contacting the Institute directly.

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National Normative Data for  
the 2004–2005 HERI Faculty Survey

All Faculty

## NOTES

**These notes refer to report items that are followed by numbers in [brackets].**

- [1] Comparisons with results from earlier years should be made with caution due to changes in item text, order of presentation, or response options in 2004.
- [2] Percentages will sum to more than 100.0 if any respondent marked more than one category.
- [3] This item included for the first time in 2004.
- [4] Disaggregated responses for this item can be found at the end of the report.
- [5] Respondents marking “Not Applicable” are not included in these results.
- [6] Results reflect the percentage of respondents marking “Somewhat” or “Extensive.”

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Number of Respondents</b>	40,670	37,827	2,843	6,227	5,189	11,267	15,144	6,465	3,344	5,335	2,678	165
<b>Gender</b>												
Male	60.6	63.5	50.7	67.5	68.8	60.4	59.4	60.4	53.6	61.6	50.1	60.1
Female	39.4	36.5	49.3	32.5	31.2	39.6	40.6	39.6	46.4	38.4	49.9	39.9
<b>Age as of December 31, 2004:</b>												
Less than 30	2.0	1.7	3.2	1.5	1.3	1.7	2.2	2.1	1.7	2.8	3.2	4.1
30 to 34	6.8	6.9	6.4	6.0	7.5	7.1	7.5	8.1	6.5	7.3	6.6	2.2
35 to 39	10.5	11.0	8.9	10.3	12.3	10.5	11.6	12.3	10.7	11.3	8.8	10.0
40 to 44	11.9	12.1	11.2	11.6	10.1	12.7	13.1	13.2	11.3	14.2	11.2	10.7
45 to 49	14.4	14.0	15.5	14.6	11.9	14.6	13.6	12.7	13.7	14.9	15.7	11.5
50 to 54	17.0	16.4	19.3	16.2	14.9	16.8	16.8	16.7	17.0	16.9	19.3	18.1
55 to 59	17.8	17.2	20.0	17.1	16.8	18.3	16.1	16.7	15.8	15.6	19.9	21.0
60 to 64	12.6	13.2	10.7	14.0	13.4	13.0	12.3	12.4	13.0	11.6	10.3	17.8
65 to 69	4.9	5.2	3.7	6.2	6.9	3.9	4.7	4.3	6.7	4.2	3.7	4.0
70 or more	2.1	2.3	1.2	2.6	5.0	1.4	1.9	1.6	3.7	1.2	1.2	0.5
<b>What is your present academic rank?</b>												
Professor	31.4	33.7	23.5	38.1	39.4	31.0	28.4	30.1	23.6	28.7	22.7	36.6
Associate Professor	23.7	26.4	14.9	26.4	25.0	25.6	28.1	26.3	32.0	28.4	14.5	20.1
Assistant Professor	23.6	26.9	12.7	23.3	23.6	29.3	30.3	27.4	33.9	32.0	12.4	16.2
Lecturer	4.3	5.1	1.5	5.6	7.3	5.5	2.8	4.4	1.9	1.0	1.4	3.3
Instructor	15.0	6.2	43.9	4.7	2.3	7.6	8.6	9.3	7.4	8.2	45.4	21.2
Other	2.1	1.7	3.5	1.9	2.4	1.0	1.9	2.4	1.2	1.6	3.5	2.7
<b>Are you currently serving in an administrative position as: [1]</b>												
Department chair	10.8	9.8	14.1	5.6	8.2	8.6	17.9	17.4	16.5	19.4	13.9	16.3
Dean	1.1	0.9	1.8	0.7	0.7	0.9	1.3	1.0	0.9	2.1	1.7	2.6
Other	16.4	16.9	15.0	19.3	17.7	14.4	16.2	16.4	17.4	15.3	15.1	13.5
<b>What is your principal activity in your current position at this institution?</b>												
Administration	3.7	3.8	3.5	4.5	3.7	3.8	3.0	3.0	2.2	3.6	3.3	5.9
Teaching	88.8	86.8	95.6	75.4	80.0	94.0	95.9	95.5	97.2	95.6	95.7	93.7
Research	6.3	8.3	0.0	18.2	15.5	1.4	0.3	0.5	0.1	0.1	0.0	0.0
Services to clients and patients	0.6	0.6	0.7	1.1	0.4	0.4	0.4	0.5	0.3	0.2	0.7	0.4
Other	0.5	0.5	0.3	0.8	0.5	0.4	0.4	0.4	0.1	0.6	0.3	0.0
<b>Racial/Ethnic group: [2]</b>												
White/Caucasian	88.7	89.2	87.1	88.7	89.9	88.4	90.5	88.2	92.6	92.6	86.5	97.5
African American/Black	3.1	2.9	3.8	2.5	2.3	3.3	3.0	4.2	1.7	2.3	4.0	0.6
American Indian/Alaska Native [1]	2.0	1.6	3.1	1.9	0.6	2.1	1.3	1.1	1.3	1.5	3.1	3.5
Asian American/Asian	4.6	4.7	4.0	5.1	5.2	5.1	3.6	4.6	3.0	2.5	4.2	0.5
Native Hawaiian/Pacific Islander [3]	0.7	0.5	1.7	0.4	0.2	0.6	0.6	0.7	0.6	0.4	1.8	0.0
Mexican American/Chicano	2.3	1.4	5.3	1.7	0.8	1.7	1.1	1.2	1.2	0.9	5.7	0.0
Puerto Rican [1]	0.8	0.7	1.2	0.5	0.5	0.8	0.9	1.0	0.9	0.7	1.3	0.7
Other Latino	1.9	1.7	2.4	1.8	1.7	1.7	1.5	1.5	1.7	1.5	2.5	0.5
Other	2.6	2.5	3.0	2.8	1.6	2.7	2.5	2.9	2.7	1.8	3.1	1.3
<b>Do your interests lie primarily in teaching or research?</b>												
Very heavily in teaching	37.2	27.0	71.2	17.9	16.9	31.2	38.9	34.5	38.6	45.2	70.8	76.9
In both, but leaning toward teaching	36.7	40.7	23.6	33.4	33.6	47.4	45.6	46.8	45.2	44.1	23.9	19.0
In both, but leaning toward research	22.7	28.1	4.6	40.8	43.3	19.4	14.4	17.3	15.1	10.0	4.7	3.8
Very heavily in research	3.4	4.2	0.5	7.9	6.2	2.0	1.1	1.4	1.1	0.6	0.6	0.3

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges		
				Public	Private	Public	Private	Non-sectarian	Catholic	Other Relig.	Public	Private	
<b>Highest degree earned:</b>													
Bachelor's (B.A., B.S., etc.)	3.3	1.1	11.1	0.9	1.4	0.9	1.2	1.7	0.4	1.1	11.3	7.3	
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]	27.4	18.5	57.4	14.9	12.1	20.2	24.6	23.4	21.3	28.2	57.8	51.0	
LL.B., J.D.	0.8	0.8	0.8	0.7	0.8	1.0	0.8	0.7	1.1	0.6	0.7	2.3	
M.D., D.D.S. (or equivalent)	0.7	0.8	0.4	1.9	0.5	0.2	0.3	0.3	0.6	0.2	0.4	0.2	
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.6	0.6	0.6	0.6	0.5	0.4	0.9	1.2	0.3	0.9	0.4	3.0	
Ed.D.	3.4	3.6	2.6	2.3	1.5	5.3	4.5	3.7	5.8	4.9	2.5	5.0	
Ph.D.	59.0	71.2	17.2	76.1	80.3	68.6	63.4	64.8	66.0	59.9	16.9	22.3	
Other degree	3.3	2.6	5.7	2.0	2.4	2.7	3.3	3.3	3.3	3.4	5.7	5.1	
None	1.6	0.8	4.2	0.6	0.6	0.8	1.0	1.0	1.2	0.7	4.3	3.8	
<b>Field of highest degree: [1,4]</b>													
Agriculture or Forestry	1.4	1.5	1.2	3.4	0.9	0.8	0.2	0.2	0.0	0.4	1.1	2.8	
Biological Sciences	6.4	6.6	5.7	7.3	5.8	5.9	6.8	7.6	6.1	6.1	5.5	8.3	
Business	6.1	5.8	7.2	4.7	5.2	7.2	5.9	4.7	9.1	5.8	7.0	9.2	
Education	12.9	11.5	17.6	9.3	5.4	15.1	12.7	10.0	13.2	16.3	17.7	17.3	
Engineering	3.9	4.2	2.8	6.4	6.3	3.2	1.4	1.3	1.8	1.3	2.7	4.0	
English	7.0	6.1	10.1	4.8	5.8	6.4	7.7	8.4	7.4	6.9	10.4	6.0	
Health Sciences	5.9	5.0	8.7	6.4	3.3	4.6	4.6	4.1	7.9	3.2	8.8	7.9	
History or Political Science	6.6	7.1	4.9	7.5	8.7	6.4	6.9	7.7	5.7	6.5	5.0	2.5	
Humanities	8.3	9.5	4.0	8.4	14.1	6.4	12.6	12.6	12.5	12.7	3.8	7.1	
The Arts & Architecture	9.2	10.0	6.6	10.0	11.6	8.8	10.6	11.4	6.2	12.1	6.6	5.9	
Mathematics/Statistics	5.6	5.1	7.4	4.5	5.6	5.6	5.0	5.5	5.2	4.3	7.5	6.5	
Physical Sciences	6.8	7.5	4.4	7.5	7.6	8.3	6.6	7.6	5.2	6.0	4.3	5.7	
Social Sciences	11.6	12.5	8.6	12.2	13.7	12.6	12.1	13.3	11.9	10.7	8.9	5.0	
Other Technical	2.6	1.9	5.2	1.5	1.7	2.3	1.9	1.6	2.3	2.2	5.4	2.2	
Other	5.6	5.6	5.6	6.0	4.4	6.3	4.9	4.1	5.5	5.8	5.4	9.6	
<b>Year of highest degree now held:</b>													
Before 1967	3.8	3.9	3.1	5.2	7.5	2.0	2.8	3.1	3.1	2.1	3.1	2.4	
1967 to 1971	7.1	7.3	6.1	9.0	9.2	5.9	6.0	6.5	5.5	5.6	6.2	3.5	
1972 to 1976	11.2	11.2	11.5	13.1	12.6	9.5	9.9	11.0	10.1	8.2	11.2	15.8	
1977 to 1981	11.1	11.2	10.9	11.8	13.3	10.1	10.6	11.7	9.9	9.5	11.0	8.5	
1982 to 1986	11.7	11.7	11.7	12.5	10.9	11.4	11.4	11.3	11.5	11.4	11.7	12.6	
1987 to 1991	13.1	12.8	13.9	11.9	11.6	13.8	13.4	12.2	15.6	13.6	13.3	22.2	
1992 to 1996	15.7	15.8	15.4	14.4	11.6	17.6	17.3	16.4	17.6	18.4	15.5	13.9	
1997 to 2001	17.9	17.8	18.4	15.3	16.5	19.9	19.0	18.8	17.9	20.1	19.0	8.9	
2002 to 2004	8.5	8.3	9.1	6.7	6.7	9.7	9.6	9.0	8.8	11.0	8.9	12.3	
<b>Degree currently working on:</b>													
Bachelor's (B.A., B.S., etc.)	2.4	0.4	8.9	0.5	0.3	0.3	0.5	0.6	0.3	0.5	9.1	6.3	
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]	5.7	2.0	17.5	1.8	2.2	2.0	2.1	2.4	1.4	2.2	17.6	16.3	
LL.B., J.D.	0.1	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.2	0.2	0.0	0.0	
M.D., D.D.S. (or equivalent)	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.2	0.1	0.0	
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.8	0.8	0.7	0.5	0.9	0.7	1.1	1.5	0.6	1.1	0.8	0.0	
Ed.D.	2.3	2.0	3.5	1.1	0.4	2.5	3.2	1.9	3.2	4.7	3.6	2.8	
Ph.D.	12.2	10.9	16.4	7.2	6.1	13.2	15.0	14.7	12.8	16.5	16.1	21.3	
Other degree	1.9	1.3	3.7	0.7	1.0	1.4	2.1	1.9	1.6	2.5	3.8	2.6	
None	74.6	82.5	49.2	88.2	88.8	79.9	75.8	76.9	79.8	72.1	49.1	50.7	

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Department of current faculty appointment: [1,4]</b>												
Agriculture or Forestry	1.8	2.0	1.2	4.8	0.9	1.0	0.1	0.1	0.1	0.2	0.9	6.9
Biological Sciences	6.1	6.1	6.2	6.3	5.6	5.6	6.6	7.3	6.2	5.8	6.1	7.7
Business	7.1	7.1	6.8	5.6	6.5	8.5	7.7	5.3	12.2	8.4	6.8	8.1
Education	7.7	8.3	5.7	7.1	3.8	10.5	9.4	8.0	9.6	11.3	6.0	1.1
Engineering	3.2	3.9	0.7	6.3	6.7	2.8	0.9	0.8	1.3	0.8	0.7	0.0
English	7.6	6.5	11.1	5.1	5.9	7.0	8.1	8.7	7.7	7.6	11.5	5.1
Health Sciences	7.2	6.2	10.9	8.1	3.8	5.6	5.5	4.9	9.4	4.0	11.0	9.7
History or Political Science	6.0	6.6	4.1	6.9	7.7	6.0	6.4	7.0	5.3	6.3	4.3	1.4
Humanities	8.1	9.2	4.5	7.7	14.5	6.0	12.4	12.1	12.2	12.8	4.0	11.5
The Arts & Architecture	9.5	10.5	6.3	10.9	12.2	9.1	10.7	11.5	5.7	12.7	6.3	7.1
Mathematics/Statistics	6.3	5.3	9.7	4.3	5.2	6.2	5.5	5.7	5.6	5.1	9.7	9.8
Physical Sciences	6.9	7.5	5.1	7.2	6.7	8.6	6.7	7.7	5.2	6.3	4.8	10.1
Social Sciences	11.1	11.7	9.3	10.9	12.2	12.5	11.5	12.7	11.0	10.0	9.5	7.0
Other Technical	4.4	2.6	10.1	2.0	2.3	3.4	2.7	2.7	2.8	2.7	10.3	6.7
Other	7.0	6.6	8.3	6.7	5.8	7.5	5.7	5.5	5.9	5.9	8.3	7.8
<b>Year of appointment at present institution:</b>												
Before 1967	1.6	1.9	0.5	2.0	3.7	1.2	1.7	1.6	2.2	1.4	0.5	0.0
1967 to 1971	4.4	4.9	2.5	6.0	5.9	4.2	4.0	3.9	4.4	3.9	2.4	2.8
1972 to 1976	5.9	6.1	5.2	7.2	7.8	5.3	4.8	5.2	4.9	4.0	5.2	4.7
1977 to 1981	7.4	7.8	6.1	9.1	9.8	6.2	7.2	7.7	7.6	6.4	6.1	6.6
1982 to 1986	9.0	9.4	7.6	10.2	10.4	8.5	9.0	9.9	9.1	7.7	7.8	3.7
1987 to 1991	13.0	12.9	13.4	13.5	12.1	13.0	12.3	12.1	12.6	12.3	13.0	20.5
1992 to 1996	13.2	12.8	14.6	13.0	10.3	13.0	13.3	13.1	13.6	13.4	14.4	17.4
1997 to 2001	25.3	24.2	29.1	22.4	22.3	26.3	25.1	24.9	22.7	26.8	28.9	31.4
2002 to 2004	20.2	19.9	21.2	16.7	17.7	22.2	22.6	21.4	22.9	24.0	21.7	13.0
<b>What is your tenure status at this institution? [1]</b>												
Tenured	51.8	55.8	38.5	62.5	60.3	55.4	44.9	43.3	51.9	42.8	39.8	18.2
On tenure track, but not tenured	21.4	24.0	13.0	20.5	20.9	28.7	24.1	20.0	24.2	29.9	13.6	3.1
Not on tenure track, but institution has tenure system	16.1	16.8	13.7	16.6	18.5	15.8	17.5	19.4	14.5	16.7	14.1	8.5
Institution has no tenure system	10.6	3.5	34.8	0.4	0.2	0.1	13.5	17.3	9.3	10.7	32.5	70.1
<b>If tenured, year tenure was awarded:</b>												
Before 1967	0.7	0.8	0.1	1.0	1.8	0.2	0.5	0.5	0.6	0.4	0.1	0.0
1967 to 1971	2.4	2.6	1.7	2.9	4.4	1.6	2.3	2.4	1.9	2.4	1.8	0.0
1972 to 1976	7.7	8.2	5.2	9.7	9.4	7.1	6.4	6.9	7.1	5.3	5.4	0.0
1977 to 1981	9.6	10.0	7.7	11.3	11.4	8.9	8.2	8.8	7.5	7.9	7.7	9.6
1982 to 1986	12.6	13.1	10.0	14.9	16.3	10.3	12.0	12.7	12.3	10.7	10.1	5.9
1987 to 1991	14.6	15.0	12.7	14.8	16.7	14.4	14.9	16.0	13.4	14.4	13.1	0.0
1992 to 1996	18.3	18.3	18.4	18.2	15.6	19.4	18.8	18.2	20.8	18.0	18.0	29.6
1997 to 2001	19.5	18.5	24.6	16.3	13.9	21.4	21.2	19.4	21.8	23.2	24.8	20.7
2002 to 2004	14.6	13.6	19.5	10.9	10.5	16.8	15.8	15.1	14.6	17.6	19.1	34.2

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Salary is based on:</b>												
9/10 months	76.9	76.6	78.1	76.8	70.8	83.3	70.7	65.3	75.5	75.4	78.2	75.7
11/12 months	23.1	23.4	21.9	23.2	29.2	16.7	29.3	34.7	24.5	24.6	21.8	24.3
<b>Base salary</b>												
<b>9/10 month contract:</b>												
Less than \$20,000	3.1	1.7	7.7	1.2	2.3	1.7	2.1	3.6	1.3	0.8	7.3	14.4
\$20,000 to 29,999	2.4	1.8	4.6	2.1	0.9	1.6	2.1	1.9	1.1	3.1	4.1	13.7
\$30,000 to 39,999	10.2	7.3	20.2	4.9	2.1	9.2	10.5	8.9	7.1	14.5	20.2	19.5
\$40,000 to 49,999	22.5	20.4	29.5	14.8	9.6	25.2	27.1	20.8	27.0	35.0	30.1	20.5
\$50,000 to 59,999	19.2	20.3	15.5	19.4	14.3	21.5	23.0	21.9	22.6	24.5	15.0	24.1
\$60,000 to 69,999	14.3	15.5	10.1	16.1	13.9	15.9	14.9	15.5	19.0	11.6	10.3	6.8
\$70,000 to 79,999	10.1	11.3	5.7	12.8	13.2	11.2	8.5	9.5	10.5	6.1	6.0	0.9
\$80,000 to 89,999	7.6	8.4	4.6	9.4	12.0	8.1	5.7	8.0	6.1	2.6	4.9	0.0
\$90,000 to 99,999	4.3	5.2	1.4	6.6	9.3	4.1	2.8	4.1	2.6	1.3	1.4	0.0
\$100,000 to 124,999	4.5	5.7	0.5	9.3	14.5	1.3	2.7	4.6	2.5	0.5	0.6	0.0
\$125,000 to 149,999	1.2	1.5	0.0	2.2	5.1	0.2	0.4	0.8	0.2	0.1	0.0	0.0
\$150,000 or more	0.6	0.8	0.1	1.2	2.9	0.1	0.2	0.2	0.0	0.1	0.1	0.0
<b>11/12 month contract:</b>												
Less than \$20,000	2.6	1.3	7.3	2.1	0.6	1.4	0.9	1.2	0.6	0.4	7.2	8.6
\$20,000 to 29,999	2.5	1.4	6.5	0.8	0.7	1.5	2.2	2.1	1.4	3.0	5.9	15.8
\$30,000 to 39,999	9.4	7.2	17.5	3.3	3.5	9.9	11.4	9.8	10.1	15.2	16.9	25.0
\$40,000 to 49,999	18.2	16.1	25.8	8.3	11.5	20.5	23.7	17.1	30.7	32.5	25.5	30.8
\$50,000 to 59,999	18.7	17.8	21.9	12.7	17.3	18.6	22.9	23.7	23.8	21.0	23.3	3.7
\$60,000 to 69,999	13.3	14.3	9.5	11.0	18.5	15.2	15.2	14.7	17.8	14.5	9.2	13.1
\$70,000 to 79,999	10.3	11.3	6.6	14.3	11.5	9.6	9.4	11.9	7.0	5.9	6.8	3.1
\$80,000 to 89,999	7.9	9.6	1.8	11.0	10.9	10.6	6.7	9.1	4.3	3.4	2.0	0.0
\$90,000 to 99,999	5.5	6.6	1.6	10.1	7.5	5.0	3.6	5.0	2.3	1.8	1.7	0.0
\$100,000 to 124,999	7.3	8.9	1.3	14.9	12.0	6.1	3.1	4.2	1.5	1.8	1.4	0.0
\$125,000 to 149,999	2.4	3.0	0.0	6.4	2.7	1.5	0.7	0.9	0.4	0.4	0.0	0.0
\$150,000 or more	1.8	2.3	0.2	5.1	3.3	0.2	0.2	0.3	0.2	0.0	0.2	0.0
<b>Are you currently:</b>												
Married	76.0	76.4	74.8	77.2	77.3	75.2	76.4	75.4	70.2	81.5	75.0	71.5
Unmarried, living with partner	4.3	4.4	4.0	4.9	4.1	4.5	3.8	4.7	3.7	2.6	4.0	5.2
Single	19.6	19.2	21.2	17.9	18.6	20.3	19.7	19.8	26.0	15.9	21.0	23.3
<b>Have you ever been:</b>												
Divorced	24.9	23.8	28.7	25.5	21.6	26.1	19.7	20.4	19.5	18.7	29.3	18.8
Widowed	2.4	2.1	3.6	1.9	2.5	2.1	2.1	2.4	2.2	1.5	3.6	3.2
Separated	4.1	3.8	5.3	3.9	3.8	3.9	3.5	3.9	3.4	3.0	5.3	4.9
<b>HOW MANY CHILDREN DO YOU HAVE?[1]</b>												
<b>Under 18 years old</b>												
None	64.2	63.7	65.7	64.1	62.2	64.7	62.6	63.1	66.1	60.0	65.1	75.2
One	15.7	15.7	15.5	15.6	16.6	15.7	15.5	16.2	14.6	15.1	15.7	12.1
Two	14.7	15.1	13.7	15.4	14.7	14.6	15.4	15.0	13.9	17.0	14.2	6.6
Three	4.1	4.2	4.0	4.0	4.6	3.9	4.6	4.0	3.7	5.9	3.9	5.6
Four or more	1.3	1.4	1.1	1.0	2.0	1.1	1.8	1.7	1.8	2.0	1.1	0.5
<b>18 years or older</b>												
None	55.0	56.7	49.5	55.7	56.1	56.6	58.2	59.9	59.1	55.2	49.4	50.5
One	12.8	12.4	14.2	12.7	13.0	12.2	11.9	12.1	12.3	11.3	14.5	10.6
Two	19.5	19.0	21.1	19.6	18.0	19.3	18.4	17.3	16.9	20.8	21.5	14.5
Three	8.1	7.6	9.9	7.8	7.6	7.4	7.5	6.9	6.7	8.9	9.2	19.8
Four or more	4.6	4.3	5.3	4.1	5.4	4.4	4.1	3.8	5.0	3.9	5.4	4.6

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	Four-year Colleges											
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Public	All Private	Non-sectarian	Catholic	Other Relig.	Two-year Colleges	
				Public	Private						Public	Private
<b>General activities:</b>												
Have you ever held an academic administrative post?	39.5	42.5	29.6	42.7	48.0	37.3	46.1	46.3	47.7	44.9	28.9	40.3
Have you ever received an award for outstanding teaching?	43.8	42.9	46.9	46.8	41.0	41.6	40.3	39.5	39.7	41.9	47.0	46.2
Do you commute a long distance to work?	21.7	18.8	31.2	14.3	18.1	20.9	22.4	22.4	25.1	20.7	31.8	22.4
Does your spouse/partner work in the same/nearby city? [1]	59.9	61.5	54.5	64.1	63.5	59.0	60.1	58.8	56.2	64.2	53.9	63.9
Is your spouse/partner an academic?	30.3	31.8	25.5	31.9	31.8	31.5	31.9	33.4	25.9	33.3	25.2	30.4
Were you born in the U.S.A.?	87.0	85.7	91.3	84.0	82.0	86.6	88.8	86.5	90.5	91.0	91.1	95.1
Are you a U.S. citizen?	94.4	93.6	97.3	92.5	91.6	94.1	95.5	95.0	96.2	95.9	97.2	98.6
Have you been sexually harassed at this institution?	5.0	5.0	5.1	5.5	4.2	5.5	4.1	4.3	4.3	3.5	5.3	2.8
Are you a member of a faculty union?	26.7	21.0	45.5	18.9	6.7	36.9	11.1	10.0	22.6	5.7	47.2	19.3
Do you plan to retire within the next three years? [3]	13.0	12.6	14.3	14.1	10.9	13.7	10.0	9.6	11.2	9.8	14.4	13.0
Do you use your scholarship to address local community needs? [3]	48.2	47.4	51.1	45.9	40.3	53.7	44.9	39.6	47.6	50.7	51.4	47.0
Have you published op-ed pieces or editorials? [3]	20.2	21.3	16.7	22.3	22.5	21.1	19.6	18.9	20.4	20.2	16.6	17.1
<b>During the past two years, have you:</b>												
Received at least one firm job offer?	27.7	26.1	32.9	25.0	24.1	26.9	27.7	26.1	30.1	28.5	33.2	28.5
Considered early retirement?	22.4	21.4	25.7	23.1	16.0	23.4	19.2	18.9	20.8	18.8	25.8	23.4
Considered leaving academe for another job?	31.1	30.6	32.6	29.9	25.3	32.3	32.2	31.6	30.7	34.0	32.8	29.5
Considered leaving this institution for another? [3]	40.9	43.2	33.2	46.6	40.7	42.9	40.4	40.7	38.1	41.5	32.3	46.7
Changed academic institutions? [3]	9.4	9.8	8.1	8.5	8.8	11.1	10.4	9.8	11.0	10.9	7.9	11.0
Taught courses at more than one institution during the same term? [3]	11.7	9.7	18.2	8.0	9.2	9.1	13.1	13.7	13.0	12.2	17.9	22.6
Requested/sought an early promotion?	6.6	6.8	6.0	6.9	4.6	8.2	5.9	6.5	5.2	5.4	5.9	7.9
Engaged in paid consulting outside of your institution? [3]	36.3	39.0	27.1	44.5	42.3	37.2	32.3	32.2	33.6	31.6	27.4	22.4
Engaged in public service/professional consulting without pay? [3]	55.7	58.0	48.0	61.0	54.4	60.7	52.3	49.6	54.8	54.6	48.2	44.9
Received funding for your work from: [3]												
Foundations?	20.8	23.4	11.9	28.1	29.7	20.0	18.5	20.9	16.0	16.8	12.0	10.8
State or federal government?	27.4	30.6	16.6	43.4	32.4	29.3	14.3	16.5	15.0	11.0	17.1	9.1
Business or industry?	13.8	15.0	10.1	21.4	16.5	12.5	8.7	8.5	8.9	8.9	10.4	5.5

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL					Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Universities Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>During the past two years, have you engaged in any of the following activities?</b>												
Taught an honors course	18.6	20.7	11.3	24.2	26.0	16.5	18.6	19.3	20.1	16.8	11.5	9.5
Taught an interdisciplinary course	39.1	42.7	26.6	43.4	50.4	35.6	46.9	50.5	40.2	45.8	26.3	32.3
Taught an ethnic studies course	9.9	9.9	9.9	8.9	9.4	9.3	12.2	12.8	12.0	11.7	10.1	7.4
Taught a women's studies course	6.9	7.8	4.1	6.1	8.7	7.2	10.2	11.0	10.6	9.0	4.2	2.4
Team-taught a course	36.3	37.6	31.6	42.5	42.5	31.3	36.6	36.5	34.8	37.8	31.7	29.5
Taught a service learning course	20.7	21.1	19.3	22.2	20.3	20.4	20.8	20.1	22.7	20.7	19.3	18.4
Worked with undergraduates on a research project	58.0	66.1	28.8	67.8	71.5	63.6	64.0	68.8	58.5	60.7	28.0	40.9
Placed or collected assignments on the Internet [1]	64.9	67.3	56.6	67.6	68.3	67.9	65.6	65.1	68.4	64.5	56.7	53.6
Taught a course exclusively on the Internet [1]	12.9	10.3	21.5	10.6	5.0	13.7	8.1	6.4	12.1	8.0	21.8	16.6
Participated in a faculty development program [3]	64.3	60.7	76.1	49.2	48.9	67.4	72.8	70.1	76.0	74.7	76.8	65.1
Advised student groups involved in service/volunteer work [3]	41.8	41.9	41.4	39.6	37.4	44.6	43.8	40.1	43.9	48.8	41.9	33.8
Collaborated with the local community in research/teaching [3]	42.3	44.0	36.5	44.6	38.0	49.8	38.8	36.0	42.3	40.6	36.7	33.5
Developed a new course	66.9	69.9	56.7	70.0	72.9	66.2	72.8	73.6	71.4	72.6	56.2	65.0
Conducted research or writing focused on: [3]												
International/global issues	24.4	28.1	11.5	31.2	32.8	25.3	25.0	26.3	26.2	22.6	11.4	12.4
Racial or ethnic minorities	18.1	20.1	11.4	21.9	21.3	19.0	18.2	19.7	18.4	16.0	11.9	2.8
Women and gender issues	17.4	19.5	9.9	20.3	21.4	18.2	19.3	21.1	19.7	16.6	10.0	8.3
Taught a first-year seminar [3]	21.6	22.7	17.9	21.3	25.7	18.4	28.4	29.8	22.3	30.2	18.1	14.8
<b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>												
<b>Articles in academic or professional journals</b>												
None	26.7	16.9	59.9	10.7	9.6	18.9	26.2	23.6	22.7	32.1	60.2	55.0
1 to 2	18.8	17.8	22.4	12.5	12.4	20.5	24.1	23.7	22.6	25.6	22.3	24.4
3 to 4	12.9	13.9	9.4	9.6	12.1	17.2	16.6	16.6	17.7	15.8	9.2	11.5
5 to 10	15.3	18.4	4.8	17.2	18.2	20.7	17.3	17.6	19.3	15.6	4.9	3.7
11 to 20	10.6	13.1	2.0	16.1	14.6	12.4	9.2	10.4	10.5	6.6	2.0	2.4
21 to 50	9.6	12.2	1.0	19.6	17.6	7.7	5.1	6.1	5.6	3.5	0.8	3.1
More than 50	6.0	7.7	0.5	14.2	15.5	2.6	1.6	2.0	1.6	0.9	0.5	0.0
<b>Chapters in edited volumes</b>												
None	56.5	47.6	86.4	34.9	31.9	56.9	61.3	57.2	59.4	68.1	86.7	81.6
1 to 2	21.6	24.9	10.2	25.1	25.1	25.2	24.3	25.5	26.5	21.3	10.2	10.6
3 to 4	10.3	12.7	2.3	15.5	17.4	10.8	8.7	10.2	8.5	6.6	2.2	3.3
5 to 10	7.3	9.2	0.7	14.3	15.5	5.2	4.3	5.4	4.0	3.0	0.5	4.5
11 to 20	2.6	3.4	0.2	5.9	6.0	1.4	1.1	1.2	1.2	0.7	0.2	0.0
21 to 50	1.4	1.8	0.1	3.5	3.1	0.4	0.3	0.4	0.3	0.2	0.1	0.0
More than 50	0.4	0.4	0.1	0.7	1.0	0.1	0.1	0.1	0.2	0.1	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>												
<b>Books, manuals, or monographs</b>												
None	61.7	56.5	78.9	47.7	45.4	62.0	66.8	64.2	65.9	70.9	79.0	78.5
1 to 2	24.1	26.6	15.8	28.8	28.9	25.8	23.4	25.1	24.0	20.5	15.7	16.9
3 to 4	7.8	9.3	2.9	12.2	13.2	7.3	5.9	6.4	6.1	5.0	3.0	1.7
5 to 10	4.6	5.4	1.7	7.8	8.7	3.6	2.9	3.2	2.7	2.7	1.7	1.3
11 to 20	1.3	1.6	0.6	2.5	2.3	1.0	0.7	0.8	0.9	0.6	0.5	1.5
21 to 50	0.4	0.5	0.1	0.8	1.1	0.3	0.2	0.2	0.2	0.2	0.1	0.0
More than 50	0.1	0.2	0.0	0.2	0.3	0.1	0.1	0.1	0.2	0.0	0.0	0.0
<b>Other, such as patents or computer software products [3]</b>												
None	85.8	83.9	91.9	79.6	79.5	86.1	88.8	88.4	87.8	90.0	92.2	86.0
1 to 2	8.3	9.5	4.8	11.9	10.4	8.6	6.9	7.4	6.3	6.6	4.5	9.6
3 to 4	3.1	3.5	1.8	4.6	4.7	2.7	2.3	2.4	3.3	1.6	1.7	2.9
5 to 10	1.7	1.9	0.8	2.5	3.2	1.4	1.1	1.1	1.4	0.8	0.8	0.4
11 to 20	0.5	0.6	0.2	0.5	1.0	0.6	0.4	0.4	0.2	0.5	0.2	0.0
21 to 50	0.3	0.4	0.2	0.3	0.6	0.4	0.3	0.2	0.7	0.3	0.2	1.1
More than 50	0.3	0.4	0.3	0.5	0.6	0.3	0.2	0.1	0.3	0.1	0.3	0.0
<b>HOW MANY:</b>												
<b>Exhibitions or performances in the fine or applied arts have you presented?</b>												
None	79.4	80.0	77.8	81.4	80.7	79.7	78.1	77.4	82.5	76.3	77.6	80.0
1 to 2	4.8	4.1	7.1	3.8	4.0	4.0	4.7	4.7	4.9	4.5	7.1	6.3
3 to 4	2.7	2.4	3.5	1.9	2.0	2.8	2.9	2.9	2.8	3.0	3.5	3.4
5 to 10	2.6	2.4	3.4	2.1	1.9	2.7	2.7	2.7	2.3	2.8	3.4	2.5
11 to 20	1.9	1.9	2.1	1.6	1.4	2.2	2.1	2.1	1.7	2.2	2.0	2.4
21 to 50	2.7	2.7	2.5	2.4	2.6	2.8	3.1	3.6	2.3	3.0	2.5	3.0
More than 50	5.8	6.5	3.7	6.8	7.4	5.8	6.5	6.6	3.5	8.2	3.8	2.4
<b>Of your professional writings have been published or accepted for publication in the last two years?</b>												
None	42.7	31.7	79.4	20.4	20.7	36.2	46.7	43.7	43.0	53.2	79.8	72.7
1 to 2	27.2	30.6	15.7	25.9	27.0	35.9	32.1	32.7	33.7	30.4	15.6	17.7
3 to 4	16.8	20.8	3.4	25.9	25.0	18.3	15.0	16.8	16.0	11.7	3.2	7.3
5 to 10	10.4	13.1	1.2	21.2	20.7	7.9	5.2	5.6	6.3	3.9	1.1	1.9
11 to 20	2.2	2.8	0.2	5.0	5.1	1.3	0.7	0.8	0.6	0.6	0.2	0.0
21 to 50	0.6	0.8	0.1	1.4	1.5	0.2	0.2	0.3	0.2	0.2	0.1	0.4
More than 50	0.1	0.1	0.0	0.2	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON: Scheduled teaching (actual, not credit hours)</b>												
None	0.8	0.8	0.8	1.4	0.9	0.3	0.4	0.4	0.3	0.4	0.8	0.0
1 to 4	7.4	8.5	3.9	14.1	12.8	4.4	4.0	4.7	3.6	3.1	4.0	2.8
5 to 8	29.3	34.5	11.9	48.9	50.4	22.0	22.8	26.9	22.1	17.5	11.9	11.9
9 to 12	32.8	36.9	19.0	22.9	27.0	48.2	46.3	44.3	50.2	46.8	18.4	27.7
13 to 16	15.8	12.6	26.6	7.0	5.6	17.1	18.0	15.7	16.2	22.3	26.4	28.4
17 to 20	7.9	4.4	19.4	3.5	2.2	5.4	5.5	4.9	4.9	6.7	19.5	18.4
21 to 34	5.3	2.0	16.6	1.8	0.9	2.2	2.5	2.6	2.1	2.6	17.0	10.7
35 to 44	0.5	0.3	1.5	0.3	0.2	0.2	0.3	0.3	0.4	0.3	1.6	0.0
45 +	0.2	0.1	0.3	0.1	0.0	0.1	0.2	0.1	0.2	0.2	0.4	0.0
<b>Preparing for teaching (including reading student papers and grading)</b>												
None	0.5	0.6	0.4	1.0	0.7	0.2	0.4	0.4	0.4	0.3	0.5	0.0
1 to 4	10.7	10.7	11.0	14.8	13.6	7.8	7.3	9.0	5.9	5.6	10.8	12.6
5 to 8	24.1	24.2	24.1	28.5	27.7	21.2	20.4	20.7	21.5	19.2	23.7	30.0
9 to 12	25.0	24.8	25.7	25.2	25.4	24.7	24.1	23.7	24.0	24.7	25.5	28.8
13 to 16	15.6	16.0	14.1	13.6	14.8	17.9	17.5	17.3	18.3	17.3	14.0	16.1
17 to 20	12.7	12.7	12.5	9.6	10.2	14.5	15.8	15.2	15.2	17.0	12.9	6.8
21 to 34	8.5	8.5	8.7	5.5	6.2	10.3	11.2	10.1	11.2	12.8	9.1	3.2
35 to 44	2.0	1.9	2.0	1.3	1.0	2.4	2.6	2.6	2.9	2.5	2.0	2.6
45 +	0.8	0.7	1.4	0.4	0.4	1.0	0.8	0.9	0.7	0.6	1.5	0.0
<b>Advising and counseling of students</b>												
None	5.6	4.8	8.3	5.8	3.9	4.8	3.8	4.2	3.5	3.6	8.0	12.5
1 to 4	62.1	61.4	64.8	61.6	65.2	59.6	61.3	61.8	60.6	61.1	64.2	72.6
5 to 8	23.8	25.5	18.3	24.8	23.6	26.6	26.1	25.3	27.0	26.5	18.7	11.5
9 to 12	6.0	6.1	5.5	5.8	5.5	6.6	6.3	6.2	6.4	6.4	5.7	1.5
13 to 16	1.5	1.4	1.9	1.2	1.1	1.6	1.7	2.0	1.4	1.4	1.9	1.0
17 to 20	0.5	0.5	0.5	0.6	0.5	0.5	0.5	0.4	0.7	0.6	0.6	0.0
21 to 34	0.3	0.2	0.7	0.2	0.1	0.3	0.2	0.1	0.3	0.4	0.7	0.9
35 to 44	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.1	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
<b>Committee work and meetings</b>												
None	7.6	6.0	13.1	5.2	8.0	5.3	6.8	8.7	5.2	5.2	12.8	18.4
1 to 4	67.5	67.7	66.9	67.3	67.2	65.8	71.1	70.2	66.4	75.2	67.0	65.4
5 to 8	19.3	20.4	15.6	20.4	19.0	22.9	18.0	17.4	22.1	16.3	15.8	12.2
9 to 12	3.8	4.0	3.0	4.7	3.9	4.2	3.1	2.8	4.8	2.3	3.0	3.3
13 to 16	1.1	1.2	0.9	1.6	1.3	1.2	0.7	0.6	1.0	0.5	1.0	0.0
17 to 20	0.3	0.4	0.2	0.5	0.2	0.4	0.2	0.2	0.2	0.2	0.2	0.7
21 to 34	0.2	0.2	0.3	0.2	0.2	0.1	0.1	0.1	0.2	0.1	0.3	0.0
35 to 44	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Other administration</b>												
None	38.1	36.4	43.9	35.2	35.8	39.4	34.5	34.6	35.5	33.6	43.9	43.3
1 to 4	40.3	41.3	37.0	42.3	42.6	39.6	41.6	43.5	39.0	40.5	36.9	37.0
5 to 8	11.2	11.6	9.7	11.2	12.3	10.6	12.9	12.0	13.6	13.7	9.6	11.0
9 to 12	4.8	5.3	3.5	5.6	5.3	4.6	5.6	5.1	6.4	5.7	3.6	1.9
13 to 16	2.1	2.2	2.1	2.2	1.6	2.2	2.3	2.1	2.0	2.7	2.0	3.5
17 to 20	1.7	1.7	1.8	1.9	1.2	1.8	1.6	1.2	2.2	1.7	1.8	1.4
21 to 34	1.2	1.1	1.4	1.2	1.0	1.1	1.3	1.1	1.0	1.7	1.4	1.6
35 to 44	0.4	0.3	0.8	0.2	0.2	0.5	0.3	0.3	0.2	0.4	0.8	0.3
45 +	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.2	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL	ALL	ALL	Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>												
<b>Research and scholarly writing</b>												
None	26.3	16.0	61.4	10.4	9.9	17.0	25.5	23.2	21.2	31.3	61.2	63.3
1 to 4	31.3	32.4	27.6	23.2	23.9	38.6	41.2	39.5	42.2	42.9	27.8	25.1
5 to 8	17.3	20.5	6.1	19.9	20.2	22.6	18.9	20.3	20.6	15.8	5.9	8.8
9 to 12	10.3	12.4	2.8	16.1	15.8	10.9	7.8	9.0	9.3	5.4	2.9	0.4
13 to 16	5.7	7.1	0.8	10.4	10.8	5.3	3.2	3.8	3.2	2.3	0.8	0.7
17 to 20	4.5	5.5	0.9	8.9	9.1	3.2	2.0	2.5	2.1	1.4	0.9	1.4
21 to 34	3.2	4.1	0.4	7.2	7.6	1.9	0.9	1.1	1.1	0.6	0.4	0.4
35 to 44	1.1	1.4	0.0	2.8	1.7	0.5	0.4	0.5	0.3	0.3	0.0	0.0
45 +	0.4	0.5	0.0	1.1	0.8	0.1	0.1	0.1	0.1	0.1	0.0	0.0
<b>Other creative products/performances</b>												
None	58.9	60.3	54.6	62.0	62.1	58.4	59.5	59.5	59.3	59.5	53.9	65.1
1 to 4	27.5	25.4	34.0	22.6	23.7	27.6	27.2	26.6	28.7	27.1	34.3	30.5
5 to 8	7.5	7.7	7.0	8.1	7.1	7.9	7.3	7.4	6.8	7.5	7.2	3.5
9 to 12	3.2	3.3	2.7	3.9	3.0	3.2	2.9	3.0	2.7	2.8	2.8	0.3
13 to 16	1.2	1.3	0.8	1.3	1.6	1.2	1.3	1.6	1.0	1.1	0.9	0.3
17 to 20	0.9	1.0	0.4	1.0	1.4	0.8	1.1	1.0	0.9	1.2	0.5	0.0
21 to 34	0.6	0.6	0.4	0.6	0.8	0.6	0.6	0.6	0.5	0.6	0.4	0.0
35 to 44	0.2	0.2	0.0	0.3	0.2	0.2	0.2	0.2	0.1	0.1	0.0	0.0
45 +	0.1	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.0	0.4
<b>Consultation with clients/patients</b>												
None	82.7	83.6	79.8	82.1	84.7	83.7	84.8	86.0	82.7	84.4	79.1	89.8
1 to 4	11.6	10.7	14.4	11.1	10.1	11.5	9.5	8.6	9.2	11.0	14.8	9.0
5 to 8	3.2	3.2	3.2	3.4	3.1	3.0	3.4	3.3	4.6	2.8	3.4	0.3
9 to 12	1.2	1.2	1.2	1.5	1.3	1.0	1.1	0.9	1.8	0.9	1.2	0.3
13 to 16	0.6	0.5	0.7	0.7	0.3	0.4	0.4	0.5	0.6	0.3	0.8	0.0
17 to 20	0.3	0.4	0.2	0.5	0.2	0.3	0.4	0.3	0.8	0.2	0.2	0.3
21 to 34	0.2	0.2	0.3	0.4	0.1	0.1	0.4	0.3	0.3	0.4	0.3	0.4
35 to 44	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0
45 +	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
<b>Community or public service</b>												
None	38.1	38.8	36.0	42.4	45.2	33.6	37.5	44.7	34.1	29.5	35.4	46.0
1 to 4	50.5	50.1	51.8	48.0	44.2	53.7	51.1	45.1	52.8	58.3	52.6	40.0
5 to 8	8.4	8.3	8.5	7.2	7.4	9.5	8.8	7.7	10.0	9.5	8.5	9.0
9 to 12	2.1	1.9	2.5	1.4	2.3	2.2	1.9	1.9	2.2	1.8	2.4	4.5
13 to 16	0.4	0.4	0.5	0.3	0.5	0.5	0.3	0.4	0.2	0.4	0.5	0.5
17 to 20	0.3	0.3	0.3	0.4	0.3	0.4	0.3	0.1	0.4	0.4	0.4	0.0
21 to 34	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.0
35 to 44	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0
45 +	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0
<b>Outside consulting/freelance work</b>												
None	70.0	68.6	74.8	66.6	64.0	70.5	71.0	70.4	72.3	71.2	75.0	71.0
1 to 4	21.6	23.4	15.7	25.4	27.0	22.1	20.8	20.4	19.6	21.9	15.2	24.2
5 to 8	4.9	5.0	4.6	5.3	5.2	4.9	4.9	5.5	4.5	4.2	4.8	1.6
9 to 12	1.7	1.6	2.2	1.6	2.2	1.5	1.5	1.4	1.4	1.7	2.1	3.0
13 to 16	0.6	0.4	1.1	0.4	0.3	0.3	0.7	0.7	0.7	0.6	1.1	0.0
17 to 20	0.5	0.5	0.5	0.4	0.7	0.5	0.5	0.6	0.8	0.2	0.5	0.3
21 to 34	0.4	0.2	0.7	0.2	0.4	0.2	0.3	0.6	0.2	0.2	0.8	0.0
35 to 44	0.2	0.1	0.4	0.1	0.1	0.0	0.1	0.1	0.2	0.1	0.4	0.0
45 +	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.3	0.3	0.0	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>												
<b>Household/childcare duties</b>												
None	12.4	12.3	12.8	14.0	12.1	12.0	10.5	10.4	11.9	9.9	12.4	17.8
1 to 4	18.4	18.9	16.9	18.4	18.7	18.5	20.0	20.7	18.7	19.7	16.9	17.0
5 to 8	24.1	24.1	24.1	24.3	22.7	24.6	24.2	24.1	22.2	25.4	23.6	32.6
9 to 12	16.4	16.6	15.9	16.5	17.6	16.5	16.4	16.2	15.8	17.1	16.4	8.8
13 to 16	9.1	9.3	8.5	9.7	8.4	9.4	9.2	9.9	9.0	8.3	8.6	6.2
17 to 20	7.4	7.1	8.4	6.8	8.4	7.2	6.8	6.2	8.1	6.9	8.3	10.3
21 to 34	5.6	5.5	6.0	4.9	5.9	5.5	6.0	5.9	6.5	5.8	6.3	2.7
35 to 44	2.7	2.8	2.5	2.6	3.1	2.8	3.1	3.2	3.2	2.8	2.5	2.5
45 +	3.7	3.4	4.9	2.9	3.1	3.6	3.9	3.3	4.6	4.1	5.1	2.1
<b>Communicating via email [3]</b>												
None	1.8	1.3	3.4	1.3	1.2	1.1	1.6	2.0	1.8	1.1	3.4	3.4
1 to 4	45.3	41.8	57.0	37.1	36.7	45.3	46.3	45.3	45.4	48.3	56.2	69.0
5 to 8	35.7	38.3	26.8	40.0	39.7	37.6	36.4	36.7	34.5	37.0	27.3	19.2
9 to 12	11.9	12.8	8.8	15.0	14.4	11.1	11.2	11.6	12.5	9.8	9.0	6.7
13 to 16	3.4	3.7	2.4	4.5	5.2	3.0	2.9	3.0	3.4	2.4	2.5	0.7
17 to 20	1.2	1.3	1.1	1.3	1.9	1.2	1.1	1.0	1.5	0.8	1.1	0.3
21 to 34	0.5	0.5	0.4	0.6	0.7	0.5	0.5	0.3	0.8	0.5	0.4	0.7
35 to 44	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0
45 +	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0
<b>Do you, "to a great extent": [3]</b>												
Engage in academic work that spans multiple disciplines?	31.7	34.6	22.1	38.0	40.2	30.8	32.0	35.2	30.3	28.6	22.3	19.7
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?	38.5	39.8	34.2	40.5	40.6	40.7	37.1	35.9	37.8	38.4	33.8	40.4
Experience joy in your work?	68.2	66.7	73.0	64.4	69.4	65.6	69.9	70.0	69.0	70.3	72.7	77.2
Feel good about the direction in which your life is headed?	64.8	63.3	69.9	61.1	63.8	63.7	65.4	63.9	67.1	66.5	70.0	69.5
Engage in self-reflection?	68.0	67.6	69.0	64.6	67.1	68.5	70.9	70.0	73.5	70.6	69.0	69.8
Achieve a healthy balance between your personal life and your professional life?	39.6	37.9	45.2	37.2	37.8	39.0	37.5	37.5	40.9	35.6	45.2	45.8
Feel that your work adds meaning to your life?	70.0	69.6	71.2	67.8	73.4	67.9	72.1	71.2	71.7	73.5	71.1	73.3
Consider yourself a religious person?	34.8	33.3	39.9	26.9	30.5	32.5	44.2	35.3	41.6	58.4	40.2	35.2
Consider yourself a spiritual person?	47.9	45.6	55.6	38.6	40.2	47.1	55.8	48.1	54.8	67.2	55.3	59.9
Engage in regular exercise?	39.4	40.6	35.6	43.1	41.0	39.1	38.9	39.9	38.8	37.7	35.3	39.6
Eat a well-balanced diet?	43.0	44.8	37.1	47.6	47.8	41.8	43.5	45.5	42.0	41.5	37.1	36.8
Get adequate amounts of sleep?	32.7	32.5	33.5	33.6	32.0	32.0	32.0	31.8	31.1	32.7	33.4	35.3
Engage in prayer/meditation?	26.4	24.4	32.8	19.1	22.8	24.5	32.3	26.0	30.5	42.3	32.6	35.8
Experience close alignment between your work and your personal values?	59.4	58.8	61.4	54.3	60.9	57.0	65.8	63.3	63.0	70.9	61.0	67.0
Seek opportunities to grow spiritually?	31.8	29.5	39.4	23.3	27.5	29.8	38.3	32.3	36.2	48.0	39.2	42.5
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?	21.8	22.7	19.0	23.6	22.4	23.3	20.7	19.6	20.5	22.3	19.3	14.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS TERM? [1,3]</b>												
<b>General education courses</b>												
None	49.8	52.0	42.6	60.7	60.8	47.5	43.2	46.0	46.1	37.8	42.2	48.9
One	19.9	22.8	10.4	22.9	21.5	21.9	24.3	23.4	20.1	27.9	10.3	11.4
Two	14.2	14.8	12.1	10.5	12.0	17.6	17.8	17.3	17.9	18.4	12.4	7.4
Three	7.5	6.3	11.4	3.8	4.2	7.5	8.6	7.8	9.4	9.3	11.0	16.0
Four	4.4	3.0	9.1	1.5	1.1	4.0	4.3	3.9	4.6	4.7	9.1	8.5
Five or more	4.2	1.1	14.4	0.6	0.4	1.4	1.8	1.6	1.9	2.0	14.9	7.7
<b>Developmental/remedial courses</b>												
None	89.8	93.9	76.1	96.2	95.7	93.7	90.7	89.6	90.8	92.1	75.0	92.9
One	4.3	3.4	7.1	2.5	3.2	3.4	4.6	4.5	5.1	4.5	7.4	3.4
Two	2.8	1.3	7.6	0.6	0.6	1.4	2.2	2.7	1.9	1.6	8.1	1.4
Three	1.6	0.8	4.1	0.4	0.3	0.9	1.6	2.1	1.3	1.1	4.3	0.8
Four	0.8	0.3	2.3	0.2	0.2	0.3	0.5	0.5	0.7	0.5	2.4	1.4
Five or more	0.8	0.2	2.7	0.1	0.1	0.3	0.3	0.5	0.1	0.1	2.9	0.0
<b>Other undergraduate credit courses</b>												
None	18.5	13.2	39.3	16.6	13.5	10.4	12.0	12.9	12.5	10.5	40.3	26.3
One	26.2	29.8	12.1	40.6	36.9	23.4	20.3	19.7	23.6	19.2	12.5	6.8
Two	26.6	29.7	14.3	27.8	33.8	30.0	29.8	31.2	27.1	29.4	14.1	16.5
Three	15.6	16.6	11.6	9.7	11.2	21.2	22.3	22.5	21.5	22.6	11.4	14.2
Four	7.6	7.3	8.5	3.4	3.1	10.4	10.7	9.0	10.4	13.2	7.8	18.1
Five or more	5.6	3.4	14.1	1.8	1.5	4.8	4.8	4.7	4.8	5.0	13.8	18.1
<b>Graduate courses</b>												
None	64.8	56.6	98.8	37.6	42.6	65.5	81.5	85.1	68.3	84.8	98.7	99.2
One	27.4	33.8	0.9	50.2	47.9	25.9	11.5	10.2	18.8	8.9	1.0	0.0
Two	5.7	7.0	0.1	9.2	7.1	6.4	4.6	3.0	9.1	3.9	0.1	0.3
Three	1.5	1.8	0.0	2.1	1.6	1.6	1.7	1.1	2.8	1.9	0.0	0.0
Four	0.4	0.5	0.1	0.5	0.3	0.4	0.5	0.4	0.9	0.4	0.1	0.5
Five or more	0.3	0.3	0.0	0.5	0.5	0.2	0.1	0.1	0.1	0.2	0.1	0.0
<b>Vocational or technical courses</b>												
None	86.2	92.8	65.4	91.2	91.5	93.8	94.2	93.9	94.7	94.2	64.3	80.9
One	2.4	1.9	4.2	2.4	1.9	1.6	1.6	1.4	1.7	1.8	4.4	0.7
Two	2.6	1.1	7.6	1.3	0.8	1.0	0.9	1.0	0.8	0.8	7.5	7.8
Three	2.1	0.6	6.9	0.5	0.6	0.8	0.5	0.4	0.3	0.6	7.0	5.1
Four	4.0	3.4	5.9	4.0	5.0	2.7	2.7	3.1	2.4	2.3	6.0	4.5
Five or more	2.6	0.3	10.1	0.5	0.2	0.2	0.2	0.2	0.1	0.3	10.7	1.0
<b>Non-credit courses (other than above)</b>												
None	90.9	90.5	92.4	86.9	87.6	93.6	92.4	92.3	93.2	92.1	92.1	96.7
One	6.2	6.9	4.0	8.9	9.8	4.7	5.6	5.9	4.8	5.7	4.2	1.7
Two	1.5	1.5	1.6	2.3	1.6	1.0	1.0	0.9	0.7	1.4	1.7	0.5
Three	0.5	0.4	0.6	0.7	0.3	0.3	0.4	0.4	0.5	0.3	0.6	0.0
Four	0.3	0.3	0.5	0.4	0.5	0.2	0.2	0.2	0.2	0.3	0.5	0.4
Five or more	0.5	0.4	0.8	0.8	0.1	0.2	0.4	0.3	0.7	0.2	0.8	0.7
<b>Do you teach remedial/developmental skills in any of the following areas? [3]</b>												
Reading	3.1	2.3	5.8	1.5	1.9	2.7	2.9	3.6	3.1	1.9	6.0	2.3
Writing	7.0	6.2	9.4	4.7	5.2	6.7	8.2	9.7	7.8	6.6	9.6	5.6
Mathematics	4.6	2.8	10.6	2.1	1.0	3.7	3.6	4.0	3.7	3.0	10.7	9.3
ESL	1.3	0.8	2.7	0.5	0.6	0.9	1.3	1.8	0.8	0.9	2.9	0.1
General academic skills	3.8	3.5	5.0	2.4	2.9	4.2	4.4	4.7	4.6	3.8	5.1	3.2
Other subject areas	2.9	2.5	4.3	2.2	2.0	2.5	2.9	3.5	2.5	2.5	4.4	3.4

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Goals for undergraduates noted as “very important” or “essential”:</b>												
Develop ability to think critically [3]	98.9	99.0	98.5	98.9	99.0	99.0	99.1	99.0	99.3	99.2	98.5	99.5
Prepare students for employment after college	73.2	70.2	83.1	67.2	60.6	76.3	71.3	66.7	75.8	74.9	83.1	82.4
Prepare students for graduate or advanced education	61.1	63.4	53.3	60.5	65.9	62.0	67.8	67.0	65.5	70.3	52.8	61.2
Develop moral character	59.4	57.1	67.0	48.8	55.7	56.7	69.2	62.6	73.5	75.9	66.6	72.8
Provide for students’ emotional development	38.1	35.2	47.4	29.2	34.3	34.7	44.5	40.7	47.3	48.0	47.3	49.2
Help students develop personal values	53.1	50.8	60.6	43.4	49.7	49.5	62.8	57.0	65.5	69.3	60.1	68.5
Enhance students’ self-understanding	60.3	58.4	66.6	52.6	57.3	58.6	66.1	64.3	67.9	67.8	66.3	72.3
Instill in students a commitment to community service	38.1	36.4	43.9	30.4	33.3	38.1	43.7	37.8	48.8	48.8	44.1	40.2
Prepare students for responsible citizenship	60.9	59.3	66.0	53.1	54.7	62.2	66.1	62.9	69.5	68.7	66.2	63.9
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	59.1	57.6	63.9	53.0	51.6	59.7	64.0	62.0	66.3	65.4	64.4	57.6
Help master knowledge in a discipline [3]	94.1	94.6	92.5	94.3	94.0	95.2	94.6	94.3	95.0	94.9	92.1	97.9
Develop creative capacities [3]	68.3	69.0	66.1	69.3	72.3	67.9	68.4	70.2	67.1	66.8	66.0	68.2
Instill a basic appreciation of the liberal arts [3]	56.0	57.9	49.8	49.6	59.3	56.5	70.0	70.5	67.8	70.5	49.3	57.2
Enhance spiritual development [3]	22.7	22.1	24.8	12.8	25.8	16.9	39.1	28.3	40.9	52.9	24.0	37.4
Promote ability to write effectively [3]	86.8	87.9	83.0	85.2	86.7	89.3	90.4	89.9	90.7	90.9	82.8	86.9
Facilitate search for meaning/purpose in life [3]	37.6	36.8	40.1	28.3	37.9	34.5	50.5	44.6	51.2	58.5	40.0	41.4
<b>Personal goals noted as “very important” or “essential”:</b>												
Becoming an authority in my field	52.9	55.0	45.9	64.8	65.9	48.2	44.9	47.2	43.9	42.4	46.6	35.6
Influencing the political structure	18.8	18.5	20.0	18.3	18.4	18.8	18.3	19.0	19.5	16.6	20.2	17.2
Influencing social values	37.3	36.2	40.8	32.9	34.6	35.9	41.6	39.5	42.7	43.9	40.7	42.9
Raising a family	70.4	70.5	70.1	71.5	72.9	68.4	70.5	70.2	66.0	73.5	70.4	65.3
Being very well off financially	42.7	41.6	46.3	44.5	40.4	42.6	37.1	40.3	36.6	32.8	46.5	43.7
Helping others who are in difficulty	66.2	64.1	72.9	60.3	61.0	65.1	69.6	68.6	70.5	70.5	73.2	68.7
Becoming involved in programs to clean up the environment	29.8	28.5	34.0	28.2	23.5	30.7	28.7	30.6	28.2	26.4	34.4	27.6
Developing a meaningful philosophy of life	70.0	69.5	71.7	65.6	68.3	69.5	75.1	73.6	75.0	77.3	71.8	69.1
Helping to promote racial understanding	54.2	54.0	54.6	52.0	52.2	53.8	57.9	59.2	58.3	55.8	55.2	44.0
Obtaining recognition from my colleagues for contributions to my special field	46.5	50.7	32.6	58.5	60.9	45.5	41.5	43.9	41.5	38.0	32.6	32.4
Integrating spirituality into my life	46.5	44.1	54.5	36.6	40.2	44.4	55.8	47.7	55.5	67.2	54.3	57.1
Being a good colleague	91.6	91.7	91.2	90.1	92.2	92.1	93.1	92.1	93.5	94.1	91.0	94.2
Being a good teacher	98.3	98.0	99.2	96.8	97.9	98.6	99.0	98.9	99.1	99.1	99.2	100.0
Achieving congruence between my own values and institutional values	54.6	52.4	62.0	45.8	50.7	52.2	62.0	58.7	64.2	65.3	62.3	58.0
Serving as a role model to students [3]	88.1	87.0	91.8	84.3	84.8	88.6	89.5	87.6	89.9	91.9	91.6	95.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

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				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Agree “strongly” or “somewhat”:</b>												
Faculty are interested in students' personal problems	79.8	78.0	85.7	64.9	78.8	79.9	92.5	91.1	91.4	95.2	85.2	92.8
Racial and ethnic diversity should be more strongly reflected in the curriculum	52.5	53.4	49.7	50.3	50.7	52.5	60.0	57.7	61.9	62.0	49.8	48.7
Faculty feel that most students are well-prepared academically	35.5	39.7	21.5	36.5	67.3	27.9	44.9	48.9	36.2	44.6	21.5	20.7
Faculty here are strongly interested in the academic problems of undergraduates [1]	79.3	78.0	83.5	65.3	82.5	79.9	90.3	90.1	88.6	91.6	83.1	89.8
There is a lot of campus racial conflict here	8.3	9.5	4.3	12.6	8.0	7.5	8.7	9.7	6.8	8.2	4.5	0.6
Most students are strongly committed to community service [1]	32.7	37.3	17.6	30.7	51.7	25.4	53.5	50.8	54.0	57.1	17.1	26.7
My research is valued by faculty in my department	66.4	70.9	49.6	71.6	73.9	68.3	71.8	73.8	68.7	71.0	50.4	36.4
My teaching is valued by faculty in my department	85.1	84.9	85.8	80.3	84.0	85.5	90.6	90.8	89.1	91.2	85.8	86.3
My department does a good job of mentoring new faculty [3]	60.7	60.2	62.5	54.2	61.7	60.0	67.6	66.9	65.8	69.6	63.8	41.6
Faculty are sufficiently involved in campus decision making [3]	51.4	51.3	52.0	44.6	48.0	53.4	59.1	61.3	52.0	60.4	52.7	41.0
My values are congruent with the dominant institutional values [3]	67.4	65.7	72.7	56.6	69.1	65.2	76.8	74.9	77.9	78.8	72.3	79.0
There is adequate support for integrating technology in my teaching [3]	76.4	75.9	77.9	75.0	78.3	75.0	77.0	79.5	74.8	75.0	78.6	66.8
This institution takes responsibility for educating underprepared students [3]	61.7	56.0	80.5	49.1	51.5	59.5	62.9	62.9	63.6	62.5	80.6	78.2
The criteria for advancement and promotion decisions are clear [3]	67.6	69.2	62.1	69.0	70.3	69.3	68.7	66.9	69.7	70.7	61.8	65.8
Most of the students I teach lack the basic skills for college level work [3]	40.9	33.8	64.6	32.5	16.2	44.8	30.4	28.1	36.8	29.7	65.4	52.2
My department has difficulty recruiting faculty [3]	40.2	40.6	38.8	39.0	33.3	48.4	36.4	32.8	39.7	39.4	39.1	35.5
My department has difficulty retaining faculty [3]	25.3	26.9	19.8	32.7	22.3	27.3	21.1	21.7	21.4	20.0	19.7	20.8
There is adequate support for faculty development [3]	55.2	53.0	62.5	48.6	56.3	51.2	59.5	62.9	57.5	56.1	63.6	45.8
This institution should not offer remedial/developmental education [3]	24.9	30.1	8.0	32.9	36.0	28.0	26.0	27.7	19.9	27.2	7.9	10.8
<b>Issues you believe to be of “high” or “highest” priority at your institution:</b>												
To promote the intellectual development of students	83.4	83.8	82.2	80.1	92.0	81.2	87.8	89.1	86.7	86.6	82.4	79.5
To develop a sense of community among students and faculty	54.4	54.4	54.4	43.4	61.5	50.1	71.0	69.6	69.9	73.6	54.0	60.3
To develop leadership ability among students	53.0	54.3	48.5	48.6	62.1	48.9	64.7	63.8	64.4	66.3	48.1	55.3
To help students learn how to bring about change in American society	33.2	33.6	31.8	26.9	38.6	31.6	42.7	42.0	46.2	41.5	31.9	29.6

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	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Issues you believe to be of "high" or "highest" priority at your institution:</b>												
To increase or maintain institutional prestige	61.2	64.2	51.2	71.2	75.4	55.9	59.8	63.6	58.5	55.3	52.1	38.2
To hire faculty "stars"	26.9	29.9	17.0	48.9	42.5	16.2	15.5	17.1	13.4	14.6	17.5	9.8
To recruit more minority students	47.7	50.3	39.0	54.1	48.1	48.4	48.8	54.8	43.6	43.4	40.3	18.0
To enhance the institution's national image	61.4	68.8	37.1	80.2	82.6	55.7	63.1	69.0	58.8	57.3	37.6	29.2
To create a diverse multi-cultural campus environment	53.0	53.7	50.4	55.8	53.7	51.9	53.3	59.7	50.9	45.7	51.7	30.0
To mentor new faculty	43.9	43.1	46.7	40.9	45.1	43.2	44.9	44.8	44.2	45.3	47.7	31.1
To promote gender equity among faculty [3]	46.4	46.9	44.8	47.1	50.2	45.7	46.4	50.7	43.4	42.4	45.8	28.8
To provide resources for faculty to engage in community-based teaching or research [3]	31.2	30.2	34.5	26.7	28.0	34.2	31.0	32.0	35.9	26.7	35.8	14.6
To create and sustain partnerships with surrounding communities [3]	46.4	41.3	63.3	35.3	37.1	49.5	40.9	39.8	47.6	38.5	64.8	41.3
To pursue extramural funding [3]	58.0	60.9	48.2	78.0	66.7	52.7	45.5	47.0	47.4	42.3	49.0	35.3
To increase the representation of minorities in the faculty and administration	46.3	47.7	41.8	50.5	46.2	47.4	45.2	50.4	40.7	40.7	43.4	15.2
To increase the representation of women in the faculty and administration	41.8	43.1	37.5	47.8	46.7	40.6	38.3	41.9	34.8	35.5	38.4	22.8
<b>Attributes noted as being "very descriptive" of your institution:</b>												
It is easy for students to see faculty outside of regular office hours	55.4	55.8	54.0	41.1	56.4	56.0	74.8	76.1	68.4	76.8	53.3	64.9
The faculty are typically at odds with campus administration [1]	14.4	14.3	14.9	15.3	11.7	15.6	12.6	12.1	16.9	10.6	14.9	15.1
Faculty here respect each other	53.4	51.6	59.1	46.3	56.3	49.5	59.2	59.8	55.8	60.3	59.4	54.5
Most students are treated like "numbers in a book"	3.1	3.4	2.4	6.0	1.5	3.1	1.1	1.4	1.1	0.6	2.5	1.6
Social activities are overemphasized	6.4	6.9	4.5	8.8	5.9	4.7	7.8	7.4	5.3	10.0	4.4	5.5
Faculty are rewarded for being good teachers	16.1	16.7	14.4	12.0	16.9	17.1	22.1	25.3	16.6	20.9	14.7	8.8
There is respect for the expression of diverse values and beliefs [3]	32.5	32.2	33.5	29.0	38.9	30.2	35.4	39.9	36.1	28.8	34.7	14.3
Faculty are rewarded for their efforts to use instructional technology [3]	18.6	17.3	23.1	17.4	15.5	19.5	15.2	16.4	16.2	12.9	24.1	9.3
Faculty are rewarded for their efforts to work with underprepared students [3]	5.8	4.2	11.1	2.6	2.9	4.9	6.1	7.2	5.8	4.7	11.7	2.5

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Aspects of your job noted as "very satisfactory" or "satisfactory": [5]</b>												
Salary and fringe benefits	47.4	46.8	49.2	47.1	55.8	42.8	47.0	50.5	45.9	42.7	50.5	28.4
Opportunity for scholarly pursuits	53.1	54.6	48.1	64.3	65.5	45.5	47.4	50.2	44.3	45.4	48.9	32.2
Teaching load	54.8	55.1	53.7	62.2	65.6	46.2	51.7	53.2	52.8	49.0	54.2	46.2
Quality of students	49.6	52.8	39.1	51.7	75.1	42.5	55.9	60.5	50.0	53.0	38.8	42.9
Office/lab space	63.9	65.5	58.4	66.3	71.9	59.6	68.7	68.1	66.1	71.0	58.7	53.8
Autonomy and independence	85.2	86.6	80.4	87.2	88.6	85.0	86.9	87.4	85.5	86.9	80.9	73.7
Professional relationships with other faculty	78.3	77.3	81.6	74.9	74.5	78.3	80.8	79.8	80.2	82.5	82.0	75.4
Social relationships with other faculty	66.3	65.2	69.9	61.2	63.0	67.3	69.2	67.9	70.5	70.3	70.4	61.4
Competency of colleagues	78.7	78.5	79.6	77.0	81.1	76.4	81.9	81.7	79.9	83.3	80.2	69.5
Visibility for jobs at other institutions/organizations	48.8	49.5	46.4	54.6	59.0	43.3	44.2	44.3	43.9	44.1	47.2	33.7
Relationship with administration	56.7	55.8	59.9	52.1	57.4	54.6	61.3	62.4	56.9	62.5	60.5	50.8
Overall job satisfaction	77.9	76.8	81.5	75.2	79.6	75.4	79.5	79.4	79.3	79.7	81.5	81.0
Opportunity to develop new ideas	76.2	77.1	73.3	78.8	81.9	73.1	77.3	79.2	76.1	75.5	73.4	72.6
Availability of child care at this institution	34.7	29.6	48.6	26.2	33.0	36.8	23.2	25.4	24.6	19.0	48.9	40.1
Prospects for career advancement [3]	52.5	54.0	47.4	54.3	60.4	51.5	53.5	53.3	54.1	53.3	47.9	38.9
Clerical/administrative support [3]	53.2	51.9	57.5	48.9	52.4	52.5	54.9	56.7	52.8	53.7	57.4	58.4
<b>If you were to begin your career again, would you still want to be a college professor?</b>												
Definitely yes	55.3	55.4	54.8	53.0	59.9	55.3	56.6	55.7	57.4	57.4	54.4	60.5
Probably yes	28.4	28.3	28.8	28.4	25.6	28.6	28.9	28.8	28.5	29.1	28.8	28.5
Not sure	10.5	10.4	10.8	11.3	9.4	10.1	10.1	10.6	9.8	9.6	10.9	8.7
Probably no	4.7	4.7	4.5	5.8	4.3	4.7	3.5	3.8	3.3	3.1	4.6	2.4
Definitely no	1.2	1.2	1.1	1.5	0.8	1.3	0.9	1.0	1.0	0.8	1.2	0.0
<b>Factors noted as a source of stress for you during the last two years: [6]</b>												
Managing household responsibilities	73.5	73.2	74.3	71.4	72.5	73.5	75.6	75.7	73.2	77.0	74.3	74.5
Child care	29.5	30.6	25.7	29.5	32.4	30.0	31.9	32.4	30.3	32.2	26.0	21.2
Care of elderly parent	32.9	32.2	35.2	32.4	31.7	32.1	32.4	32.0	33.8	32.3	35.1	37.2
My physical health	51.4	50.3	54.8	49.6	49.6	51.6	50.0	50.3	50.2	49.6	54.7	57.0
Health of spouse/partner [3]	35.2	35.0	35.9	34.9	35.2	35.6	34.3	34.9	32.1	34.8	35.7	38.6
Review/promotion process	44.4	46.7	36.9	46.9	43.2	50.0	44.2	43.9	45.1	44.1	37.1	32.9
Subtle discrimination (e.g., prejudice, racism, sexism)	24.4	25.0	22.4	26.8	23.2	25.7	22.5	23.2	22.2	21.7	22.9	15.3
Personal finances	59.6	59.2	60.9	56.4	54.2	61.7	62.5	62.8	58.1	64.8	60.6	65.8
Committee work	57.2	58.0	54.8	57.3	53.1	61.6	56.7	53.8	61.6	57.8	54.9	54.2
Faculty meetings	49.3	49.4	49.2	47.5	46.8	52.6	49.1	45.9	56.2	49.4	48.6	58.1
Research or publishing demands	52.7	63.6	16.6	69.5	69.1	63.0	53.8	56.2	59.4	47.0	16.4	18.5
Institutional procedures and "red tape"	65.8	66.5	63.6	69.4	60.5	70.7	60.4	57.3	64.7	62.2	63.6	62.9
Teaching load	65.2	65.8	63.5	60.4	57.8	71.3	69.9	68.7	68.2	72.5	63.1	71.0
Children's problems	31.2	31.0	31.9	30.0	33.2	30.8	31.4	31.2	29.2	33.1	32.0	30.2
Marital friction	22.4	22.1	23.6	22.3	21.5	22.2	22.0	22.4	20.9	22.1	23.9	19.2
Lack of personal time	73.8	74.2	72.6	72.6	72.1	74.7	76.6	76.9	73.8	78.0	72.2	78.7
Keeping up with information technology	58.0	56.3	63.6	54.6	53.3	58.9	56.7	55.4	59.1	57.2	63.3	69.7
Job security [3]	31.0	30.0	34.0	27.9	28.2	31.2	32.3	33.3	31.9	31.3	34.4	27.8
Being part of a dual career couple [3]	35.2	35.9	33.0	34.8	34.1	35.9	38.1	38.5	35.5	39.0	33.0	32.8
Self-imposed high expectations [3]	78.7	80.0	74.4	80.6	79.7	79.5	80.1	80.4	77.5	81.3	74.2	77.0
Change in work responsibilities [3]	39.3	38.7	41.3	35.8	34.3	41.6	41.2	39.1	42.4	43.4	41.3	41.3
Working with underprepared students [3]	55.5	51.8	68.0	47.1	33.5	61.5	54.8	50.9	59.3	57.6	67.7	73.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Methods you use in "most" or "all" of the courses you teach: [1]</b>												
Class discussion	81.8	81.3	83.4	79.2	81.0	81.2	84.2	85.3	84.0	82.9	83.7	79.0
Community service as part of coursework	7.1	6.7	8.5	5.7	5.3	7.7	7.6	6.0	9.4	8.8	8.6	7.6
Cooperative learning (small groups)	47.8	45.9	53.9	40.8	39.7	49.1	51.9	50.8	53.2	52.6	54.4	47.3
Essay mid-term and/or final exams	57.6	58.8	53.3	57.3	61.6	56.9	61.9	62.5	60.5	62.0	53.5	49.8
Extensive lecturing	55.2	55.1	55.3	59.4	56.2	55.8	48.0	48.1	49.0	47.3	54.7	63.7
Grading on a curve	19.1	21.1	12.5	24.9	26.0	18.2	17.3	18.3	17.7	15.9	12.6	10.9
Group projects	33.3	33.6	32.3	31.4	29.9	35.6	35.6	34.9	38.6	34.8	32.5	30.1
Multiple-choice mid-term and/or final exams	32.3	27.3	48.8	25.5	17.5	33.7	26.8	23.0	30.4	29.9	49.0	45.1
Multiple drafts of written work	24.8	25.5	22.3	21.3	27.5	27.0	28.3	30.7	27.0	25.8	22.4	20.8
On-line instruction [3]	13.9	13.7	14.4	14.6	13.0	15.5	10.6	9.6	13.6	10.4	14.8	9.0
Readings on racial and ethnic issues	19.9	20.1	19.2	19.0	18.9	20.8	21.4	22.1	22.8	19.4	19.7	11.8
Readings on women and gender issues	18.2	18.4	17.3	17.3	18.9	18.1	20.1	21.6	20.8	17.7	17.8	9.9
Recitals/Demonstrations	21.4	21.0	22.8	19.6	21.1	21.5	22.0	21.8	20.5	23.2	23.1	18.8
Reflective writing/journaling [3]	18.1	17.5	19.9	13.6	14.7	19.7	21.4	19.3	24.3	22.5	19.6	25.2
Short-answer mid-term and/or final exams	36.9	37.1	36.3	35.0	33.7	39.1	39.3	38.1	38.7	41.2	35.8	44.5
Student evaluations of each other's work	16.0	15.5	17.7	13.3	14.6	16.8	17.1	17.4	16.0	17.5	17.9	14.7
Student evaluations of their own work [3]	19.4	17.8	25.0	15.3	15.7	19.8	19.6	19.6	20.2	19.1	25.4	17.8
Student presentations	44.7	47.1	36.7	43.9	48.1	46.4	51.6	52.4	52.2	50.1	36.3	42.7
Student-selected topics for course content	15.0	14.9	15.3	14.6	14.9	14.8	15.4	15.5	17.9	13.8	15.5	13.4
Teaching assistants	10.1	12.4	2.7	19.8	23.0	5.4	6.0	7.5	3.3	5.7	2.8	0.0
Term/research papers	34.7	37.6	25.3	36.7	41.8	35.7	39.2	40.6	39.5	37.0	24.9	31.2
<b>How would you characterize your political views?</b>												
Far Left	7.9	8.7	5.3	9.5	9.8	7.5	8.6	10.2	8.6	6.5	5.5	3.0
Liberal	43.4	46.5	33.3	49.5	49.6	44.6	43.3	47.5	44.3	36.7	33.3	33.2
Middle of the Road	29.2	27.4	35.1	26.3	26.2	29.4	26.9	25.4	30.0	27.1	35.3	32.0
Conservative	18.8	16.9	25.2	14.3	14.2	17.9	20.5	16.4	16.8	28.7	24.9	29.9
Far Right	0.7	0.5	1.1	0.4	0.3	0.6	0.7	0.5	0.4	1.1	1.1	1.8
<b>Do you give the Higher Education Research Institute (HERI) permission to retain your contact information for possible follow-up research? [3]</b>												
Yes	73.5	73.2	74.2	72.1	70.7	73.4	75.7	75.0	73.4	78.2	74.0	77.9
No	26.5	26.8	25.8	27.9	29.3	26.6	24.3	25.0	26.6	21.8	26.0	22.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Agree "strongly" or "somewhat":</b>												
Western civilization and culture should be the foundation of the undergraduate curriculum	55.4	55.4	55.6	52.9	55.5	55.7	58.2	53.9	59.6	63.5	55.6	54.7
College officials have the right to ban persons with extreme views from speaking on campus	24.7	23.5	28.7	17.9	28.0	20.6	32.4	28.2	29.5	40.1	28.0	40.1
The chief benefit of a college education is that it increases one's earning power	29.9	25.5	44.4	27.0	19.0	29.0	22.6	22.2	25.6	21.2	45.5	27.2
Promoting diversity leads to the admission of too many underprepared students	24.1	23.9	24.4	24.4	22.0	26.0	21.7	20.3	21.2	23.8	24.1	29.2
Colleges should be actively involved in solving social problems	64.1	66.9	55.0	67.1	68.0	66.2	66.8	65.9	69.3	66.6	55.4	48.9
Tenure is an outmoded concept	33.7	31.9	39.6	31.3	32.3	31.0	33.8	32.8	32.9	35.8	39.4	42.3
Colleges should encourage students to be involved in community service activities	84.7	84.2	86.4	80.0	82.8	84.9	89.7	87.9	91.3	91.2	86.2	89.7
Tenure is essential to attract the best minds to academe	61.3	65.0	49.2	67.4	66.7	65.4	60.3	61.1	61.9	58.2	49.9	38.5
A racially/ethnically diverse student body enhances the educational experience of all students	90.2	91.0	87.4	91.2	91.4	90.1	91.8	92.7	91.4	90.8	87.7	82.5
Realistically, an individual can do little to bring about changes in society [3]	18.6	19.0	17.5	20.7	19.7	18.7	16.6	17.3	16.4	15.7	17.7	14.7
Colleges should be concerned with facilitating undergraduate students' spiritual development [3]	30.0	30.4	28.8	17.6	37.2	22.6	53.5	39.3	62.4	68.0	27.5	49.8
Colleges have a responsibility to work with their surrounding communities to address local issues [3]	81.0	80.5	82.7	77.1	79.7	83.2	82.0	79.5	85.3	83.5	82.9	79.5
The spiritual dimension of faculty members' lives has no place in the academy [3]	43.0	43.7	40.8	51.2	41.7	46.6	31.0	38.5	29.3	21.5	41.5	29.2
Including community service as part of a course is a poor use of resources [3]	19.4	20.5	15.5	24.5	22.0	19.9	15.3	16.2	14.8	14.4	15.7	12.7
<b>MAJOR OF HIGHEST DEGREE HELD [1]</b>												
<b>Agriculture or Forestry</b>												
Agriculture	1.2	1.3	0.8	2.9	0.9	0.7	0.2	0.2	0.0	0.3	0.8	0.0
Forestry	0.3	0.2	0.4	0.5	0.0	0.2	0.0	0.0	0.0	0.1	0.3	2.8
<b>Biological Sciences</b>												
Bacteriology, Molecular Biology	0.9	1.0	0.8	1.1	0.7	0.9	1.1	0.9	1.4	1.3	0.7	1.0
Biochemistry	0.6	0.7	0.3	0.9	0.7	0.4	0.8	1.1	0.7	0.6	0.3	0.0
Biophysics	0.1	0.1	0.0	0.1	0.4	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Botany	0.6	0.7	0.4	0.6	0.5	0.8	0.6	0.7	0.5	0.4	0.3	1.4
Environmental Science	0.5	0.4	0.5	0.5	0.4	0.4	0.4	0.5	0.1	0.4	0.5	1.4
Marine (life) Sciences	0.1	0.2	0.1	0.2	0.1	0.2	0.2	0.1	0.4	0.1	0.1	0.0
Physiology, Anatomy	0.7	0.8	0.7	1.0	0.4	0.7	0.7	0.7	0.8	0.6	0.7	1.5
Zoology	1.0	1.1	0.7	1.1	0.9	1.1	1.3	1.5	0.8	1.2	0.6	1.4
General, Other Biological Sciences	1.7	1.6	2.2	1.9	1.6	1.2	1.7	2.1	1.4	1.3	2.2	1.8

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>MAJOR OF HIGHEST DEGREE HELD</b>												
<b>Business</b>												
Accounting	1.4	1.4	1.5	1.1	1.6	1.5	1.4	1.2	1.6	1.5	1.6	0.7
Finance	0.6	0.7	0.2	0.6	0.5	0.8	0.8	0.7	1.4	0.5	0.3	0.0
International Business	0.1	0.1	0.3	0.0	0.1	0.1	0.2	0.2	0.2	0.2	0.3	0.0
Management	2.3	1.9	3.4	1.4	1.5	2.5	2.0	1.6	2.7	2.1	3.2	6.3
Marketing	0.7	0.8	0.4	0.8	0.6	1.0	0.7	0.6	1.4	0.5	0.4	0.0
Secretarial Studies	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.3
General, Other Business	1.0	1.0	1.1	0.8	0.9	1.3	0.9	0.5	1.8	0.9	1.1	1.9
<b>Education</b>												
Business Education	0.4	0.2	1.1	0.2	0.1	0.4	0.3	0.3	0.1	0.4	1.1	1.1
Educational Administration	1.4	1.3	1.8	0.8	0.8	1.5	2.2	1.4	2.4	3.0	1.9	0.8
Educational Psychology/Counseling	1.1	1.1	1.2	1.0	0.7	1.3	0.9	0.9	1.4	0.7	1.3	0.0
Elementary Education	0.8	0.7	1.1	0.3	0.4	1.1	0.9	0.7	0.9	1.2	1.1	0.4
Higher Education	1.8	1.3	3.6	1.0	0.6	1.7	1.3	1.2	1.1	1.6	3.4	5.5
Music or Art Education	0.4	0.4	0.2	0.6	0.3	0.4	0.4	0.2	0.3	0.7	0.2	1.4
Physical or Health Education	1.7	1.8	1.5	1.6	0.6	2.4	1.9	1.4	0.9	3.2	1.5	0.5
Secondary Education	1.0	0.8	1.9	0.7	0.5	1.2	0.6	0.6	0.6	0.7	1.8	2.3
Special Education	0.7	0.7	0.6	0.5	0.2	1.1	0.7	0.4	1.2	0.9	0.7	0.0
General, Other Education Fields	3.4	3.1	4.7	2.6	1.3	4.0	3.5	2.7	4.3	4.0	4.6	5.4
<b>Engineering</b>												
Aero-/Astronautical Engineering	0.1	0.1	0.1	0.2	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.0
Chemical Engineering	0.3	0.4	0.1	0.5	1.0	0.2	0.1	0.0	0.1	0.2	0.1	0.0
Civil Engineering	0.8	0.9	0.6	1.7	1.3	0.4	0.2	0.1	0.2	0.2	0.4	4.0
Electrical Engineering	0.7	0.6	0.7	0.7	1.0	0.6	0.4	0.3	0.6	0.4	0.8	0.0
Industrial Engineering	0.3	0.3	0.2	0.4	0.2	0.4	0.1	0.1	0.2	0.1	0.2	0.0
Mechanical Engineering	0.8	0.9	0.6	1.3	1.2	0.9	0.3	0.3	0.4	0.2	0.7	0.0
General, Other Engineering Fields	0.9	1.0	0.5	1.7	1.4	0.7	0.2	0.3	0.1	0.2	0.5	0.0
<b>Health Sciences</b>												
Dentistry	0.2	0.2	0.1	0.5	0.2	0.1	0.1	0.1	0.3	0.0	0.1	0.3
Health Technology	0.2	0.0	0.7	0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.8	0.0
Medicine or Surgery	0.4	0.5	0.3	1.3	0.2	0.1	0.1	0.1	0.1	0.1	0.3	0.0
Nursing	2.9	2.1	5.7	1.8	1.2	2.7	2.4	1.1	6.0	2.0	5.8	4.0
Pharmacy, Pharmacology	0.5	0.6	0.0	1.0	0.7	0.1	0.8	1.7	0.0	0.1	0.0	0.0
Therapy (speech, physical, occup.)	0.5	0.5	0.3	0.5	0.3	0.8	0.4	0.5	0.4	0.2	0.3	0.4
Veterinary Medicine	0.1	0.1	0.2	0.3	0.0	0.0	0.1	0.2	0.0	0.1	0.1	1.5
General, Other Health Fields	1.0	0.8	1.4	1.0	0.8	0.9	0.6	0.4	1.0	0.6	1.3	1.8
<b>History/Political Science</b>												
History	4.3	4.4	3.7	4.7	5.7	4.0	4.0	4.3	3.6	3.9	3.8	2.5
Political Science, Government	2.4	2.7	1.1	2.8	2.9	2.4	2.8	3.3	2.1	2.6	1.2	0.0
<b>Humanities</b>												
English Language & Literature	7.0	6.1	10.1	4.8	5.8	6.4	7.7	8.4	7.4	6.9	10.4	6.0
Foreign Languages & Literature	1.1	1.4	0.2	1.8	2.1	0.7	1.4	1.9	0.5	1.3	0.2	0.0
French	0.6	0.7	0.2	0.7	0.9	0.6	0.8	0.9	0.6	0.6	0.2	0.5
German	0.4	0.5	0.1	0.6	0.7	0.3	0.6	0.7	0.4	0.5	0.1	0.0
Spanish	1.0	1.0	0.9	0.8	1.2	0.7	1.5	1.6	1.3	1.5	0.9	0.0
Other Foreign Languages	0.4	0.4	0.2	0.6	0.6	0.3	0.4	0.6	0.3	0.1	0.2	0.5
Linguistics	0.7	0.8	0.3	1.0	0.7	0.8	0.5	0.6	0.3	0.4	0.4	0.0
Philosophy	1.6	1.8	1.0	1.3	3.1	1.5	2.0	1.8	3.2	1.5	1.0	0.8
Religion or Theology	1.5	1.7	0.5	0.4	2.9	0.7	4.3	2.8	5.4	5.8	0.2	4.9
General, Other Humanities Fields	1.1	1.2	0.6	1.3	1.8	0.8	1.2	1.6	0.7	0.9	0.6	0.4

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	Four-year Colleges											
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Public	All Private	Non-sectarian	Catholic	Other Relig.	Two-year Colleges	
				Public	Private						Public	Private
<b>MAJOR OF HIGHEST DEGREE HELD [1]</b>												
<b>The Arts &amp; Architecture</b>												
Architecture/Urban Planning	0.6	0.7	0.3	1.2	1.1	0.3	0.2	0.3	0.4	0.0	0.3	0.0
Art	2.4	2.4	2.4	2.2	2.3	2.3	2.9	3.9	1.7	2.4	2.5	0.4
Dramatics or Speech	1.8	1.8	1.8	1.5	2.2	1.8	1.9	1.7	1.6	2.4	1.7	2.7
Music	3.4	4.0	1.3	4.0	4.8	3.4	4.3	3.9	1.6	6.4	1.2	2.4
Television or Film	0.3	0.3	0.2	0.4	0.2	0.3	0.3	0.4	0.3	0.3	0.2	0.0
Other Fine Arts	0.7	0.8	0.7	0.8	0.9	0.7	0.8	1.2	0.5	0.6	0.7	0.4
<b>Mathematics/Statistics</b>												
Mathematics and/or Statistics	5.6	5.1	7.4	4.5	5.6	5.6	5.0	5.5	5.2	4.3	7.5	6.5
<b>Physical Sciences</b>												
Astronomy	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.2	0.1	0.2	0.2	0.0
Atmospheric Sciences	0.2	0.2	0.1	0.3	0.3	0.2	0.0	0.0	0.0	0.1	0.1	1.1
Chemistry	2.7	2.9	2.1	2.2	3.0	3.1	3.4	3.8	3.1	3.1	1.9	3.9
Earth Sciences	1.1	1.3	0.6	1.5	1.1	1.5	0.7	1.1	0.2	0.5	0.6	0.4
Geography	0.7	0.8	0.5	1.0	0.3	1.2	0.2	0.2	0.1	0.2	0.5	0.4
Marine Sciences (incl. Oceanography)	0.1	0.2	0.0	0.2	0.1	0.2	0.1	0.1	0.0	0.1	0.0	0.0
Physics	1.7	1.9	0.9	1.8	2.4	1.9	1.9	2.2	1.6	1.7	1.0	0.0
General, Other Physical Sciences	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0
<b>Social Sciences</b>												
Anthropology	1.1	1.3	0.5	1.5	1.7	1.3	0.8	1.2	0.4	0.5	0.5	0.0
Archaeology	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.0	0.0	0.1	0.0
Clinical Psychology	1.0	1.0	0.9	0.8	1.0	1.1	1.2	1.2	1.4	1.0	0.9	0.0
Counseling and Guidance	0.4	0.3	0.7	0.1	0.1	0.3	0.6	0.6	0.7	0.6	0.7	0.3
Experimental Psychology	1.2	1.4	0.2	1.5	1.4	1.4	1.4	1.7	1.4	1.1	0.2	0.0
Social Psychology	0.6	0.7	0.5	0.5	1.0	0.7	0.8	0.8	1.1	0.6	0.5	0.3
General, Other Psychology	1.2	1.1	1.5	0.7	1.0	1.4	1.4	1.3	1.5	1.5	1.5	0.9
Economics	2.1	2.4	0.9	2.6	3.1	2.1	2.4	2.8	2.1	1.9	0.9	0.0
Sociology	2.4	2.5	1.8	2.7	2.7	2.5	2.2	2.4	2.0	2.0	1.9	1.5
Social Work, Social Welfare	0.8	0.8	0.8	0.7	0.7	0.9	0.8	0.5	0.9	1.0	0.8	0.4
General, Other Social Sciences	0.8	0.7	0.9	0.8	0.7	0.8	0.5	0.6	0.5	0.5	0.8	1.7
<b>Other Technical</b>												
Computer Science	1.6	1.4	1.9	1.2	1.4	1.6	1.7	1.5	2.0	1.7	2.0	1.1
Data Processing, Computer Prog.	0.1	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.2	0.0	0.2	1.1
Drafting/Design	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
Electronics	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0
Industrial Arts	0.2	0.1	0.4	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.4	0.0
Mechanics	0.3	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	0.0
Other Technical	0.5	0.3	1.2	0.3	0.2	0.3	0.1	0.0	0.1	0.3	1.2	0.0
<b>Other</b>												
Building Trades	0.0	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Communications [3]	1.5	1.7	0.9	1.3	1.3	2.2	1.6	1.2	1.6	2.3	0.9	0.8
Ethnic Studies	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Human Ecology/Family Science [1]	0.4	0.5	0.1	0.8	0.2	0.5	0.2	0.2	0.1	0.3	0.1	0.4
Journalism	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.2	0.4	0.3	0.2	0.4
Law	0.9	0.9	0.9	0.7	0.9	1.0	0.8	0.7	1.4	0.6	0.8	2.4
Law Enforcement	0.2	0.1	0.5	0.1	0.0	0.2	0.1	0.0	0.2	0.1	0.4	1.1
Library Science	0.4	0.4	0.3	0.4	0.2	0.4	0.5	0.4	0.6	0.7	0.3	0.5
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.2	0.1	0.5	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.5	0.0
All Other Fields	1.8	1.7	2.2	2.3	1.4	1.5	1.4	1.3	1.2	1.5	2.0	4.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT [1]</b>												
<b>Agriculture or Forestry</b>												
Agriculture	1.5	1.7	0.5	4.2	0.9	0.8	0.1	0.1	0.0	0.2	0.6	0.0
Forestry	0.4	0.2	0.7	0.6	0.0	0.2	0.0	0.0	0.1	0.0	0.3	6.9
<b>Biological Sciences</b>												
Bacteriology, Molecular Biology	0.7	0.7	0.7	1.0	0.6	0.4	0.6	0.7	0.4	0.6	0.7	1.2
Biochemistry	0.2	0.2	0.0	0.4	0.4	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Biophysics	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.1	0.1	0.0	0.2	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Environmental Science	0.4	0.5	0.1	0.7	0.8	0.4	0.4	0.6	0.3	0.2	0.1	0.0
Marine (life) Sciences	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Physiology, Anatomy	0.5	0.3	1.2	0.6	0.2	0.1	0.2	0.3	0.2	0.1	1.3	0.0
Zoology	0.2	0.2	0.0	0.4	0.4	0.1	0.1	0.0	0.0	0.1	0.0	0.0
General, Other Biological Sciences	4.0	3.9	4.1	3.1	3.2	4.2	5.1	5.5	5.1	4.6	3.9	6.5
<b>Business</b>												
Accounting	1.5	1.5	1.2	1.2	1.7	1.9	1.4	0.8	2.3	1.7	1.3	0.3
Finance	0.6	0.8	0.0	0.8	0.6	1.0	0.6	0.5	1.2	0.4	0.0	0.0
International Business	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.2	0.1	0.1	0.0
Management	2.0	2.2	1.4	1.4	1.9	2.9	2.3	1.7	3.4	2.6	1.3	3.8
Marketing	0.8	0.9	0.4	0.9	0.7	1.1	0.8	0.7	1.5	0.5	0.3	1.1
Secretarial Studies	0.2	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0
General, Other Business	1.9	1.7	2.8	1.3	1.5	1.5	2.4	1.5	3.6	3.0	2.8	2.9
<b>Education</b>												
Business Education	0.2	0.1	0.6	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.6	0.0
Educational Administration	0.2	0.2	0.1	0.3	0.2	0.2	0.2	0.2	0.4	0.2	0.1	0.0
Educational Psychology/Counseling	0.4	0.4	0.2	0.6	0.3	0.4	0.2	0.2	0.4	0.1	0.3	0.0
Elementary Education	1.2	1.4	0.4	0.7	0.7	2.1	2.0	1.4	2.7	2.4	0.5	0.0
Higher Education	0.3	0.2	0.5	0.2	0.1	0.3	0.3	0.4	0.3	0.2	0.5	0.0
Music or Art Education	0.2	0.3	0.1	0.4	0.2	0.2	0.2	0.1	0.1	0.3	0.0	0.3
Physical or Health Education	2.1	2.3	1.3	2.0	0.6	3.1	2.7	2.7	1.0	3.7	1.4	0.4
Secondary Education	0.6	0.7	0.1	0.6	0.8	0.8	0.7	0.6	0.8	0.7	0.1	0.0
Special Education	0.5	0.5	0.2	0.4	0.1	1.0	0.4	0.3	0.5	0.5	0.2	0.0
General, Other Education Fields	2.1	2.1	2.1	1.9	0.9	2.4	2.6	2.1	3.3	3.0	2.2	0.4
<b>Engineering</b>												
Aero-/Astronautical Engineering	0.1	0.1	0.0	0.2	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Chemical Engineering	0.3	0.3	0.0	0.6	0.8	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Civil Engineering	0.6	0.7	0.2	1.5	1.3	0.3	0.1	0.1	0.2	0.1	0.2	0.0
Electrical Engineering	0.5	0.6	0.0	0.8	1.3	0.6	0.2	0.2	0.4	0.2	0.0	0.0
Industrial Engineering	0.2	0.2	0.1	0.3	0.0	0.3	0.0	0.1	0.0	0.0	0.1	0.0
Mechanical Engineering	0.7	0.9	0.1	1.3	1.6	0.7	0.2	0.1	0.4	0.1	0.1	0.0
General, Other Engineering Fields	0.9	1.1	0.3	1.6	1.7	0.8	0.3	0.3	0.2	0.4	0.3	0.0
<b>Health Sciences</b>												
Dentistry	0.4	0.3	0.6	0.7	0.2	0.1	0.2	0.2	0.4	0.0	0.6	1.0
Health Technology	0.4	0.1	1.3	0.2	0.0	0.1	0.1	0.0	0.1	0.1	1.3	1.8
Medicine or Surgery	0.4	0.5	0.1	1.6	0.1	0.0	0.1	0.1	0.0	0.1	0.2	0.0
Nursing	3.4	2.6	6.1	2.2	1.6	3.2	3.0	1.6	7.0	2.6	6.2	4.5
Pharmacy, Pharmacology	0.5	0.7	0.0	1.0	0.8	0.0	1.0	2.0	0.0	0.2	0.0	0.0
Therapy (speech, physical, occup.)	0.6	0.7	0.5	0.7	0.5	0.9	0.5	0.6	0.6	0.4	0.5	0.0
Veterinary Medicine	0.1	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5
General, Other Health Fields	1.4	1.1	2.2	1.5	0.7	1.3	0.7	0.4	1.3	0.6	2.3	1.9

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

ALL RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT</b>												
<b>History/Political Science</b>												
History	3.8	4.0	3.1	4.2	5.1	3.7	3.8	4.0	3.5	3.8	3.3	1.4
Political Science, Government	2.2	2.5	0.9	2.7	2.7	2.3	2.6	3.0	1.9	2.5	1.0	0.0
<b>Humanities</b>												
English Language & Literature	7.6	6.5	11.1	5.1	5.9	7.0	8.1	8.7	7.7	7.6	11.5	5.1
Foreign Languages & Literature	2.3	2.8	0.8	2.8	4.1	2.2	2.9	3.2	2.3	2.8	0.8	0.0
French	0.3	0.3	0.1	0.4	0.4	0.2	0.4	0.6	0.1	0.2	0.1	0.0
German	0.2	0.3	0.1	0.4	0.4	0.1	0.3	0.5	0.0	0.2	0.1	0.0
Spanish	0.7	0.7	0.7	0.9	0.6	0.3	0.9	0.9	0.4	1.2	0.6	1.4
Other Foreign Languages	0.4	0.4	0.3	0.4	1.0	0.1	0.4	0.6	0.2	0.3	0.3	0.0
Linguistics	0.2	0.3	0.0	0.5	0.4	0.2	0.1	0.1	0.1	0.1	0.1	0.0
Philosophy	1.5	1.7	0.8	1.3	3.1	1.4	1.8	1.6	2.9	1.3	0.9	0.0
Religion or Theology	1.5	1.8	0.4	0.4	3.3	0.6	4.3	2.7	5.3	5.9	0.0	6.6
General, Other Humanities Fields	1.1	1.0	1.2	0.7	1.4	1.0	1.2	1.8	0.8	0.8	1.1	3.6
<b>The Arts &amp; Architecture</b>												
Architecture/Urban Planning	0.6	0.8	0.2	1.5	1.2	0.2	0.2	0.3	0.1	0.0	0.2	0.0
Art	2.6	2.8	2.1	2.5	2.5	2.8	3.2	4.0	1.9	2.7	2.2	0.4
Dramatics or Speech	1.8	1.9	1.8	1.6	2.5	1.8	1.9	1.9	1.3	2.1	1.7	2.7
Music	3.5	4.1	1.4	4.2	4.8	3.5	4.6	4.0	1.9	7.0	1.2	3.6
Television or Film	0.3	0.3	0.3	0.2	0.4	0.3	0.3	0.3	0.1	0.3	0.3	0.0
Other Fine Arts	0.7	0.7	0.6	0.8	0.8	0.5	0.7	1.0	0.4	0.5	0.6	0.4
<b>Mathematics/Statistics</b>												
Mathematics and/or Statistics	6.3	5.3	9.7	4.3	5.2	6.2	5.5	5.7	5.6	5.1	9.7	9.8
<b>Physical Sciences</b>												
Astronomy	0.1	0.1	0.1	0.3	0.2	0.0	0.1	0.1	0.0	0.0	0.1	0.0
Atmospheric Sciences	0.1	0.1	0.0	0.3	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	2.7	3.0	1.9	2.2	2.7	3.4	3.7	3.9	3.5	3.5	1.9	1.9
Earth Sciences	1.0	1.2	0.2	1.4	1.2	1.4	0.5	0.8	0.1	0.3	0.2	0.4
Geography	0.7	0.8	0.5	1.2	0.2	1.1	0.2	0.2	0.1	0.1	0.5	0.4
Marine Sciences (incl. Oceanography)	0.1	0.1	0.0	0.2	0.0	0.1	0.1	0.0	0.0	0.2	0.0	0.0
Physics	1.8	1.9	1.4	1.6	2.3	2.1	1.8	2.2	1.4	1.5	1.2	4.0
General, Other Physical Sciences	0.4	0.3	1.1	0.1	0.0	0.4	0.5	0.5	0.2	0.7	0.9	3.4
<b>Social Sciences</b>												
Anthropology	1.0	1.1	0.3	1.7	1.4	0.9	0.6	0.9	0.1	0.3	0.4	0.0
Archaeology	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.3	0.4	0.1	0.5	0.6	0.4	0.2	0.1	0.4	0.2	0.2	0.0
Counseling and Guidance	0.1	0.1	0.1	0.1	0.0	0.2	0.2	0.2	0.1	0.2	0.1	0.3
Experimental Psychology	0.6	0.8	0.0	0.9	1.0	0.7	0.6	0.8	0.6	0.5	0.0	0.0
Social Psychology	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.3
General, Other Psychology	2.6	2.6	2.5	1.3	1.8	3.3	3.7	3.8	3.6	3.7	2.7	0.3
Economics	1.6	1.9	0.8	2.0	2.1	1.7	1.9	2.5	1.5	1.2	0.8	0.0
Sociology	2.1	2.3	1.5	2.4	2.3	2.3	2.2	2.4	1.9	2.0	1.6	0.0
Social Work, Social Welfare	0.7	0.9	0.3	0.8	0.8	1.1	0.7	0.5	0.9	0.8	0.3	0.4
General, Other Social Sciences	1.8	1.3	3.4	0.9	1.7	1.7	1.3	1.3	1.5	1.1	3.2	5.8

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

ALL RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT</b>												
<b>Other Technical</b>												
Computer Science	2.1	1.9	2.9	1.5	1.9	2.2	2.2	2.0	2.3	2.3	2.9	3.6
Data Processing, Computer Prog.	0.3	0.1	0.8	0.1	0.1	0.2	0.2	0.3	0.3	0.0	0.8	1.3
Drafting/Design	0.2	0.1	0.6	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.7	0.0
Electronics	0.2	0.0	0.9	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.9	0.0
Industrial Arts	0.1	0.1	0.3	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.3	0.0
Mechanics	0.4	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0
Other Technical	0.9	0.4	2.7	0.3	0.2	0.7	0.2	0.2	0.1	0.3	2.8	1.7
<b>Other</b>												
Building Trades	0.2	0.1	0.5	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.5	0.0
Communications [3]	1.8	2.1	1.0	1.4	1.6	2.7	2.4	2.0	2.5	2.8	1.1	0.0
Ethnic Studies	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Human Ecology/Family Science [1]	0.5	0.5	0.2	0.8	0.4	0.6	0.2	0.2	0.0	0.2	0.2	0.0
Journalism	0.4	0.5	0.1	0.7	0.5	0.4	0.2	0.1	0.3	0.2	0.1	0.0
Law	0.2	0.2	0.2	0.1	0.5	0.1	0.2	0.1	0.3	0.1	0.2	0.0
Law Enforcement	0.3	0.3	0.4	0.3	0.1	0.4	0.2	0.1	0.4	0.2	0.3	1.5
Library Science	0.4	0.5	0.2	0.5	0.2	0.5	0.5	0.4	0.6	0.7	0.2	0.0
Women's Studies	0.1	0.1	0.0	0.2	0.0	0.1	0.1	0.2	0.1	0.0	0.1	0.0
Other Vocational	0.3	0.1	1.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	1.2	0.0
All Other Fields	3.0	2.5	4.6	2.7	2.6	2.6	2.1	2.6	1.7	1.6	4.5	6.3

National Normative Data for  
the 2004–2005 HERI Faculty Survey

Male Faculty



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

MALE RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Number of Respondents</b>	22,934	21,578	1,356	3,724	3,195	6,220	8,439	3,496	1,688	3,255	1,283	73
<b>Age as of December 31, 2004:</b>												
Less than 30	1.5	1.3	2.4	1.1	1.1	1.2	1.8	1.8	1.1	2.3	2.1	6.8
30 to 34	5.6	5.7	4.8	4.6	6.4	6.1	6.6	6.9	6.1	6.4	5.1	1.1
35 to 39	10.2	10.3	9.7	9.7	11.1	10.0	11.0	11.4	9.6	11.3	9.7	10.1
40 to 44	11.0	11.3	9.9	10.9	9.0	11.8	12.7	12.8	10.7	13.6	10.0	9.2
45 to 49	13.1	12.9	13.6	12.8	11.2	13.8	13.0	11.7	12.0	15.3	13.9	9.9
50 to 54	16.0	15.4	18.5	15.0	14.7	15.7	16.0	16.1	15.8	15.9	18.9	13.5
55 to 59	18.0	17.7	19.4	17.9	16.8	18.9	16.3	17.0	16.1	15.4	19.2	22.2
60 to 64	15.5	15.7	14.5	16.7	15.1	15.7	14.5	14.8	16.2	13.0	14.0	21.2
65 to 69	6.4	6.7	5.3	8.0	8.2	5.1	5.9	5.4	8.1	5.3	5.2	6.1
70 or more	2.8	3.0	1.7	3.2	6.4	1.8	2.3	2.1	4.2	1.5	1.9	0.0
<b>What is your present academic rank?</b>												
Professor	38.7	41.6	26.6	46.5	47.3	38.5	35.1	36.4	30.0	35.8	25.5	40.4
Associate Professor	23.9	26.0	15.2	25.7	24.1	25.9	27.8	25.9	32.6	28.0	15.1	17.2
Assistant Professor	20.8	23.0	11.9	19.8	20.3	25.4	26.2	23.8	29.4	27.9	11.8	13.5
Lecturer	3.2	3.7	1.4	3.5	5.2	4.2	2.4	3.8	1.8	0.6	1.1	4.7
Instructor	11.5	4.2	41.6	2.9	1.2	5.2	6.8	8.0	4.8	6.2	43.2	20.7
Other	1.8	1.4	3.4	1.6	1.8	0.8	1.7	2.0	1.3	1.4	3.3	3.6
<b>Are you currently serving in an administrative position as: [1]</b>												
Department chair	11.7	10.8	15.8	6.4	8.6	10.0	19.7	18.9	18.2	21.6	15.7	16.6
Dean	1.1	1.0	1.6	0.7	0.7	1.0	1.4	1.0	0.9	2.3	1.4	4.3
Other	16.2	16.5	15.2	19.3	16.9	13.7	15.5	15.6	17.4	14.3	15.8	7.6
<b>What is your principal activity in your current position at this institution?</b>												
Administration	4.1	4.2	3.8	4.9	3.9	4.5	2.7	2.5	2.3	3.2	3.6	6.4
Teaching	87.0	85.0	95.4	73.2	78.0	93.3	96.1	95.9	97.3	95.9	95.5	93.6
Research	7.9	9.8	0.0	20.0	17.2	1.7	0.4	0.6	0.2	0.1	0.0	0.0
Services to clients and patients	0.6	0.6	0.4	1.2	0.4	0.3	0.3	0.6	0.1	0.1	0.5	0.0
Other	0.4	0.5	0.3	0.6	0.5	0.2	0.4	0.4	0.1	0.6	0.3	0.0
<b>Racial/Ethnic group: [2]</b>												
White/Caucasian	88.5	88.8	87.2	88.1	90.6	87.6	90.4	88.1	92.7	92.4	86.2	99.6
African American/Black	2.9	2.7	3.5	2.3	2.2	3.2	3.0	4.0	1.6	2.3	3.8	0.4
American Indian/Alaska Native [1]	1.9	1.6	3.2	1.9	0.5	2.0	1.3	1.1	1.0	1.8	3.0	5.7
Asian American/Asian	4.7	5.0	3.2	5.6	4.8	5.6	3.6	4.5	3.1	2.6	3.4	0.0
Native Hawaiian/Pacific Islander [3]	0.6	0.5	1.0	0.4	0.2	0.6	0.6	0.7	0.7	0.5	1.0	0.0
Mexican American/Chicano	2.3	1.5	5.5	1.8	0.8	1.8	1.0	0.9	1.4	0.9	5.9	0.0
Puerto Rican [1]	0.6	0.6	0.4	0.4	0.3	0.7	0.9	1.2	0.9	0.6	0.5	0.0
Other Latino	1.5	1.5	1.4	1.6	1.4	1.5	1.4	1.4	1.5	1.2	1.5	0.0
Other	2.8	2.9	2.7	3.3	1.5	3.1	2.8	3.1	3.3	2.2	2.8	1.7
<b>Do your interests lie primarily in teaching or research?</b>												
Very heavily in teaching	32.9	24.5	68.4	15.3	15.8	29.2	37.6	34.1	37.2	42.5	67.8	76.3
In both, but leaning toward teaching	37.4	40.2	25.5	33.5	32.3	47.5	45.9	46.1	45.6	45.8	26.0	20.1
In both, but leaning toward research	25.7	30.6	5.3	42.9	45.1	21.0	15.5	18.4	16.0	11.1	5.5	3.2
Very heavily in research	3.9	4.7	0.7	8.3	6.8	2.3	1.1	1.3	1.3	0.6	0.7	0.4

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>Highest degree earned:</b>												
Bachelor's (B.A., B.S., etc.)	2.8	0.9	10.8	0.8	1.3	0.8	1.1	1.6	0.3	0.8	11.1	7.1
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]	21.6	14.7	51.3	11.5	10.1	16.1	20.5	20.5	16.2	22.9	51.9	43.8
LL.B., J.D.	0.9	0.8	1.1	0.6	0.8	1.1	0.7	0.6	1.2	0.7	0.9	3.4
M.D., D.D.S. (or equivalent)	0.9	1.0	0.4	2.2	0.6	0.2	0.4	0.4	0.7	0.2	0.4	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.6	0.6	0.7	0.6	0.5	0.3	1.1	1.3	0.3	1.1	0.5	2.9
Ed.D.	2.7	2.9	1.9	1.6	1.1	4.4	4.0	3.0	5.9	4.2	1.8	3.2
Ph.D.	66.0	76.1	22.5	80.5	82.9	73.8	68.3	68.8	71.9	65.7	21.9	29.6
Other degree	3.2	2.4	6.7	1.8	2.2	2.6	3.2	3.2	2.4	3.7	6.7	6.9
None	1.3	0.6	4.6	0.5	0.5	0.6	0.7	0.7	1.0	0.5	4.7	3.2
<b>Field of highest degree: [1,4]</b>												
Agriculture or Forestry	2.0	2.1	1.7	4.6	1.1	1.2	0.3	0.1	0.0	0.6	1.7	2.3
Biological Sciences	7.1	7.4	5.8	8.5	6.1	6.9	7.2	8.1	5.7	6.7	5.3	11.8
Business	6.8	6.6	7.7	5.2	5.9	8.3	6.9	5.4	11.7	6.5	7.7	7.4
Education	9.3	8.3	13.6	6.2	3.9	11.6	9.5	7.1	9.9	12.6	13.7	12.2
Engineering	5.7	5.8	5.0	8.6	8.0	4.7	2.0	1.8	2.8	1.7	4.9	6.6
English	5.7	5.0	8.6	3.8	4.7	5.5	6.3	7.0	6.4	5.2	9.0	3.5
Health Sciences	2.6	2.7	2.2	4.6	2.0	1.4	1.8	2.4	1.6	1.2	2.3	0.4
History or Political Science	8.1	8.2	7.6	8.3	8.8	7.5	8.5	9.4	7.5	7.7	7.9	4.0
Humanities	7.8	8.7	4.1	6.8	12.8	5.9	12.8	11.8	13.8	13.6	3.8	8.6
The Arts & Architecture	9.4	10.1	6.6	9.8	11.1	9.3	10.8	11.2	6.2	12.7	6.5	7.0
Mathematics/Statistics	6.6	6.3	8.0	5.6	6.9	6.8	6.2	6.9	6.6	5.2	7.8	10.6
Physical Sciences	9.2	9.9	5.9	9.7	9.5	11.2	8.9	9.9	7.6	8.3	6.0	5.1
Social Sciences	11.3	11.9	9.0	11.8	12.8	11.6	11.7	12.9	12.1	9.9	9.3	5.4
Other Technical	3.4	2.3	7.8	1.8	2.2	2.9	2.4	2.0	2.6	2.8	8.2	3.6
Other	5.1	4.8	6.3	4.8	4.2	5.1	4.7	4.0	5.4	5.3	5.9	11.6
<b>Year of highest degree now held:</b>												
Before 1967	5.1	5.4	4.1	7.1	9.8	2.8	3.6	4.1	4.4	2.4	4.1	4.0
1967 to 1971	9.8	10.0	9.1	11.9	11.5	8.3	8.3	9.1	8.2	7.1	9.4	5.7
1972 to 1976	14.2	14.1	14.8	16.1	14.9	12.9	12.0	13.0	13.6	9.9	14.4	19.9
1977 to 1981	12.3	12.3	12.2	12.8	14.1	11.5	11.7	12.7	11.0	10.6	12.9	3.8
1982 to 1986	11.5	11.6	10.6	12.3	9.8	11.8	11.5	11.2	11.3	12.1	10.6	10.3
1987 to 1991	12.1	11.8	13.6	10.4	10.7	13.4	12.5	11.3	14.2	13.4	12.7	24.3
1992 to 1996	13.5	13.4	13.8	11.8	10.2	14.9	15.9	15.3	14.8	17.2	13.8	13.9
1997 to 2001	14.9	14.9	15.1	12.8	13.9	16.6	16.5	15.7	16.0	17.8	15.8	6.5
2002 to 2004	6.5	6.5	6.7	4.8	5.2	7.8	8.1	7.7	6.5	9.5	6.2	11.6
<b>Degree currently working on:</b>												
Bachelor's (B.A., B.S., etc.)	2.7	0.4	11.8	0.3	0.4	0.3	0.5	0.5	0.4	0.7	12.4	5.0
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]	4.4	1.8	14.7	1.7	1.6	1.9	1.9	2.0	1.0	2.1	14.4	17.6
LL.B., J.D.	0.1	0.1	0.0	0.1	0.3	0.1	0.2	0.1	0.5	0.2	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.8	0.9	0.4	0.7	1.1	0.8	1.3	1.5	0.7	1.4	0.4	0.0
Ed.D.	1.5	1.3	2.6	0.6	0.1	1.9	2.1	0.9	1.5	3.8	2.7	0.9
Ph.D.	9.1	7.9	13.9	4.5	5.2	9.8	11.9	12.3	9.3	12.6	13.2	22.0
Other degree	1.8	1.1	4.6	0.6	0.8	1.1	1.9	1.3	1.2	2.8	4.8	2.1
None	79.5	86.5	52.1	91.6	90.4	84.2	80.2	81.3	85.4	76.3	52.1	52.3

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges		
				Public	Private	Public	Private	Non- sectarian	Catholic	Other Relig.	Public	Private	
<b>Department of current faculty appointment: [1,4]</b>													
Agriculture or Forestry	2.5	2.7	1.8	6.0	1.2	1.4	0.2	0.1	0.1	0.3	1.3	8.9	
Biological Sciences	6.5	6.7	5.7	7.2	5.9	6.5	6.9	7.8	5.7	6.4	5.3	9.5	
Business	7.9	8.2	6.8	6.3	7.4	10.0	9.1	6.0	16.4	9.8	6.6	9.0	
Education	5.7	6.2	3.5	5.3	3.1	7.8	7.5	6.9	7.2	8.4	3.7	0.5	
Engineering	4.7	5.5	1.1	8.5	8.7	4.0	1.4	1.2	2.1	1.2	1.2	0.0	
English	5.9	5.3	8.8	4.0	5.1	5.9	6.4	6.5	6.8	6.1	9.4	0.4	
Health Sciences	3.2	3.1	3.4	5.6	2.0	1.7	2.1	2.7	1.8	1.3	3.6	1.2	
History or Political Science	7.3	7.6	6.2	7.7	7.6	7.1	8.0	8.6	7.1	7.6	6.5	1.8	
Humanities	7.7	8.5	4.4	6.4	13.1	5.4	12.6	11.6	13.6	13.6	3.6	14.3	
The Arts & Architecture	9.7	10.4	6.7	10.4	11.6	9.5	10.9	11.3	5.1	13.2	6.5	8.7	
Mathematics/Statistics	6.9	6.2	10.1	5.1	6.4	7.1	6.5	6.7	6.7	6.0	10.3	7.9	
Physical Sciences	9.2	9.7	7.0	9.4	8.3	11.5	8.7	9.5	7.3	8.4	6.6	12.0	
Social Sciences	10.9	10.9	10.6	10.3	11.2	11.6	10.8	12.1	10.7	9.1	10.8	8.4	
Other Technical	5.7	3.3	15.7	2.5	2.9	4.4	3.4	3.4	3.4	3.3	16.4	6.8	
Other	6.2	5.7	8.3	5.5	5.5	6.2	5.5	5.5	6.2	5.3	8.1	10.6	
<b>Year of appointment at present institution:</b>													
Before 1967	2.3	2.7	0.7	2.7	5.0	1.8	2.3	2.3	3.2	1.8	0.8	0.0	
1967 to 1971	6.3	6.8	4.0	8.1	7.7	6.0	5.4	5.5	5.8	5.2	3.9	4.7	
1972 to 1976	7.8	7.8	7.8	9.1	9.2	7.2	6.1	6.5	6.5	5.3	8.0	5.2	
1977 to 1981	9.0	9.4	7.2	11.1	11.0	7.4	8.3	9.0	8.8	7.1	7.3	5.6	
1982 to 1986	9.6	10.2	6.8	10.9	11.2	9.5	9.5	10.3	10.0	8.0	7.1	2.4	
1987 to 1991	12.5	12.5	12.5	12.7	11.2	13.5	11.7	11.3	13.0	11.4	12.2	15.9	
1992 to 1996	12.1	11.6	14.4	11.9	9.4	11.4	12.9	13.1	12.1	13.1	13.9	20.6	
1997 to 2001	22.6	21.3	28.3	19.2	19.3	23.3	23.0	22.2	20.8	25.3	27.7	37.2	
2002 to 2004	17.8	17.7	18.3	14.3	16.0	19.9	20.8	19.9	19.7	22.7	19.1	8.3	
<b>What is your tenure status at this institution? [1]</b>													
Tenured	58.5	62.5	41.5	69.7	66.6	62.3	49.3	47.5	57.5	47.5	43.0	22.5	
On tenure track, but not tenured	19.6	21.4	12.3	18.1	18.7	25.6	22.5	18.3	22.6	28.2	13.0	3.1	
Not on tenure track, but institution has tenure system	12.5	12.8	11.3	11.9	14.4	11.9	14.6	16.6	12.4	12.9	11.6	6.7	
Institution has no tenure system	9.4	3.3	34.9	0.4	0.2	0.1	13.6	17.6	7.4	11.4	32.3	67.7	
<b>If tenured, year tenure was awarded:</b>													
Before 1967	0.9	1.0	0.3	1.3	2.3	0.3	0.6	0.6	0.7	0.4	0.3	0.0	
1967 to 1971	3.3	3.4	2.9	3.6	5.5	2.2	3.0	3.3	2.7	2.9	3.0	0.0	
1972 to 1976	9.8	10.3	6.8	11.8	11.4	9.2	8.3	8.9	9.3	6.7	7.0	0.0	
1977 to 1981	11.5	11.7	10.6	12.9	12.5	10.7	10.0	10.6	9.6	9.4	10.5	13.3	
1982 to 1986	14.5	15.0	11.5	17.1	17.1	11.8	13.8	14.8	14.5	12.0	12.0	0.0	
1987 to 1991	14.9	15.4	12.0	14.8	16.8	15.4	15.3	16.1	13.1	15.6	12.5	0.0	
1992 to 1996	16.5	16.7	14.9	16.2	13.6	18.8	17.1	16.3	19.7	16.5	14.6	21.8	
1997 to 2001	16.2	15.2	22.4	13.4	11.6	17.5	18.2	16.0	19.2	20.6	22.4	20.5	
2002 to 2004	12.3	11.3	18.7	8.9	9.1	14.1	13.7	13.3	11.3	15.9	17.6	44.5	

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

MALE RESPONDENTS	ALL	ALL	ALL	Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Salary is based on:</b>												
9/10 months	77.3	76.8	79.7	75.6	73.0	83.7	71.8	67.0	76.0	76.1	80.2	73.7
11/12 months	22.7	23.2	20.3	24.4	27.0	16.3	28.2	33.0	24.0	23.9	19.8	26.3
<b>Base salary</b>												
<b>9/10 month contract:</b>												
Less than \$20,000	2.3	1.3	6.2	0.9	1.7	1.3	1.7	3.0	1.0	0.5	5.8	11.7
\$20,000 to 29,999	1.9	1.3	4.2	1.4	0.5	1.1	1.7	1.7	0.6	2.4	3.1	18.7
\$30,000 to 39,999	7.8	5.3	17.8	3.2	1.6	7.0	8.4	7.1	6.3	11.1	17.8	16.8
\$40,000 to 49,999	18.7	16.2	28.9	11.1	6.7	20.4	23.8	18.4	21.5	31.8	30.1	12.9
\$50,000 to 59,999	18.5	18.7	17.5	17.0	10.9	20.8	23.1	21.3	20.8	26.5	16.4	32.2
\$60,000 to 69,999	15.0	16.1	10.8	15.7	13.5	17.6	15.9	15.4	20.9	13.9	11.1	6.3
\$70,000 to 79,999	12.0	13.4	6.0	14.8	13.6	14.0	10.3	10.9	13.8	7.6	6.4	1.5
\$80,000 to 89,999	9.5	10.4	6.0	11.5	12.9	10.3	7.1	9.7	7.7	3.6	6.5	0.0
\$90,000 to 99,999	5.7	6.7	1.8	8.2	10.7	5.4	3.6	5.1	3.6	1.7	1.9	0.0
\$100,000 to 124,999	6.2	7.6	0.7	11.8	17.4	1.8	3.6	6.0	3.3	0.6	0.7	0.0
\$125,000 to 149,999	1.7	2.1	0.0	2.9	6.6	0.3	0.6	1.2	0.4	0.1	0.0	0.0
\$150,000 or more	0.9	1.1	0.1	1.5	3.9	0.1	0.2	0.2	0.1	0.1	0.1	0.0
<b>11/12 month contract:</b>												
Less than \$20,000	2.3	1.4	6.7	2.3	0.7	1.1	0.8	1.0	0.5	0.4	6.2	11.1
\$20,000 to 29,999	1.5	0.8	4.9	0.1	0.8	0.8	1.8	1.6	1.1	2.7	4.9	4.6
\$30,000 to 39,999	6.9	4.6	18.7	1.3	2.8	7.1	8.0	6.5	5.7	11.9	17.7	28.1
\$40,000 to 49,999	14.3	12.7	22.0	5.8	8.8	16.7	21.3	14.7	30.5	28.8	21.8	24.7
\$50,000 to 59,999	15.5	14.5	20.5	8.6	14.3	15.5	21.6	23.3	19.7	19.4	21.9	5.8
\$60,000 to 69,999	13.9	14.5	11.2	10.3	16.2	16.6	17.5	16.2	21.4	17.8	10.2	20.8
\$70,000 to 79,999	11.6	12.3	8.0	14.6	12.3	10.6	10.5	12.2	9.5	7.9	8.3	4.9
\$80,000 to 89,999	10.2	11.7	3.2	12.6	11.8	13.8	8.8	11.6	6.1	4.9	3.5	0.0
\$90,000 to 99,999	7.3	8.3	2.6	12.0	9.1	6.1	4.5	6.1	2.4	2.5	2.9	0.0
\$100,000 to 124,999	10.3	11.9	2.0	18.2	14.7	9.1	4.1	5.3	2.2	3.0	2.2	0.0
\$125,000 to 149,999	3.4	4.1	0.0	7.6	3.9	2.4	0.9	1.0	0.7	0.7	0.0	0.0
\$150,000 or more	2.8	3.2	0.5	6.5	4.7	0.3	0.3	0.4	0.2	0.0	0.5	0.0
<b>Are you currently:</b>												
Married	82.5	83.0	80.4	84.5	83.3	81.5	82.7	81.9	75.4	87.5	81.0	73.5
Unmarried, living with partner	3.1	3.1	3.2	3.0	3.4	3.2	3.0	3.8	3.2	1.9	3.0	6.2
Single	14.4	13.9	16.4	12.5	13.4	15.4	14.3	14.3	21.4	10.6	16.1	20.3
<b>Have you ever been:</b>												
Divorced	23.2	22.2	27.3	24.2	18.9	24.2	18.4	19.8	18.4	16.4	28.3	15.6
Widowed	1.9	1.8	2.5	1.9	2.4	1.6	1.5	1.9	1.1	1.2	2.5	2.1
Separated	3.9	3.6	5.1	3.8	3.8	3.6	3.4	3.8	3.1	3.1	5.1	3.8
<b>HOW MANY CHILDREN DO YOU HAVE?[1]</b>												
<b>Under 18 years old</b>												
None	62.0	61.3	64.7	61.8	59.5	62.5	60.1	60.8	66.3	55.8	63.7	78.0
One	15.7	15.7	15.6	15.6	17.0	15.8	15.1	15.6	13.8	15.1	16.1	8.7
Two	15.7	16.3	13.0	16.7	15.4	15.7	17.0	16.5	13.9	19.2	13.5	5.7
Three	5.0	4.9	5.2	4.7	5.4	4.6	5.5	4.7	4.0	7.2	5.1	6.7
Four or more	1.7	1.7	1.5	1.2	2.6	1.4	2.4	2.3	2.0	2.6	1.6	0.8
<b>18 years or older</b>												
None	51.7	52.5	48.1	50.3	51.4	53.9	54.8	55.2	56.0	53.5	48.0	48.9
One	12.9	12.8	13.3	13.4	14.0	12.2	12.1	12.4	12.3	11.5	13.3	13.5
Two	21.1	20.8	22.1	22.5	18.8	20.6	19.8	19.5	18.3	21.1	22.6	14.8
Three	8.9	8.7	10.0	9.0	9.1	8.1	8.5	8.4	6.8	9.6	9.5	17.0
Four or more	5.4	5.2	6.6	4.8	6.7	5.1	4.8	4.5	6.7	4.3	6.7	5.7

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>General activities:</b>												
Have you ever held an academic administrative post?	43.5	46.1	32.7	46.1	51.5	41.2	49.1	49.0	52.1	47.7	31.8	44.3
Have you ever received an award for outstanding teaching?	45.1	44.2	48.6	48.1	42.0	42.5	41.9	41.3	41.5	43.0	49.1	43.3
Do you commute a long distance to work?	19.4	16.7	30.4	12.6	17.0	18.2	20.8	20.9	24.0	18.8	31.3	18.5
Does your spouse/partner work in the same/nearby city? [1]	61.3	62.5	56.7	64.8	63.2	60.4	61.2	60.4	54.4	65.7	55.8	67.4
Is your spouse/partner an academic?	30.8	31.2	29.2	29.7	30.3	32.6	32.3	33.6	26.4	33.5	28.8	35.3
Were you born in the U.S.A.?	85.9	84.8	90.5	82.6	81.7	85.4	89.2	87.5	90.4	91.1	90.1	95.7
Are you a U.S. citizen?	94.0	93.2	97.3	91.7	91.9	93.7	95.6	95.2	95.9	96.1	97.2	98.3
Have you been sexually harassed at this institution?	2.5	2.3	3.7	2.3	1.7	2.8	1.8	1.9	2.0	1.7	3.8	2.4
Are you a member of a faculty union?	24.5	20.0	43.6	17.7	5.7	36.3	10.9	10.3	23.0	5.4	45.7	16.0
Do you plan to retire within the next three years? [3]	15.0	14.6	17.0	16.4	12.5	16.1	11.1	11.6	11.7	10.2	16.8	18.8
Do you use your scholarship to address local community needs? [3]	45.4	44.5	49.2	43.2	37.7	50.9	42.4	37.5	44.2	48.1	49.4	47.1
Have you published op-ed pieces or editorials? [3]	23.3	24.3	19.3	24.8	24.8	24.5	23.0	22.7	22.5	23.6	19.4	18.2
<b>During the past two years, have you:</b>												
Received at least one firm job offer?	26.1	24.2	33.8	23.6	22.7	24.3	25.8	24.6	26.0	27.4	34.1	29.9
Considered early retirement?	22.7	21.6	27.0	22.8	16.3	24.4	19.5	19.7	20.9	18.4	27.0	27.4
Considered leaving academe for another job?	28.4	27.4	32.3	26.3	22.5	29.3	29.7	29.0	26.9	32.1	33.0	23.5
Considered leaving this institution for another? [3]	40.2	41.9	33.2	44.2	38.1	42.2	40.0	39.6	37.3	42.1	32.0	48.0
Changed academic institutions? [3]	9.1	9.3	8.3	8.2	8.0	10.7	9.7	9.3	9.6	10.4	8.1	11.1
Taught courses at more than one institution during the same term? [3]	11.8	10.0	19.3	8.5	9.2	9.3	13.4	14.1	13.6	12.5	19.0	23.5
Requested/sought an early promotion?	6.4	6.5	6.3	6.4	3.8	8.4	5.7	5.5	5.2	6.1	6.3	5.4
Engaged in paid consulting outside of your institution? [3]	39.5	41.6	30.6	47.3	45.2	39.0	34.2	33.5	36.7	33.9	31.4	19.6
Engaged in public service/professional consulting without pay? [3]	56.1	57.7	49.7	60.9	54.2	59.9	52.0	49.3	54.3	54.7	50.4	41.1
Received funding for your work from: [3]												
Foundations?	22.2	24.1	14.3	28.3	29.9	20.8	18.7	21.5	16.1	16.2	14.2	15.9
State or federal government?	31.0	33.8	19.6	47.3	35.3	31.6	15.1	17.5	15.4	11.5	20.5	7.7
Business or industry?	16.7	17.7	12.6	24.7	19.1	14.9	10.1	9.4	11.1	10.5	13.0	7.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>During the past two years, have you engaged in any of the following activities?</b>												
Taught an honors course	20.6	22.4	12.9	25.9	26.5	17.9	20.3	20.4	24.1	18.1	13.3	9.2
Taught an interdisciplinary course	40.2	43.0	28.2	43.3	49.6	36.0	47.6	50.1	41.6	47.3	28.2	28.7
Taught an ethnic studies course	8.6	8.3	10.2	7.4	7.2	7.9	10.6	10.6	11.4	10.3	10.3	9.1
Taught a women's studies course	2.3	2.5	1.6	1.5	2.7	2.4	4.0	4.3	3.5	4.0	1.5	2.4
Team-taught a course	35.7	37.2	29.5	43.4	42.3	29.1	34.8	35.0	30.4	36.9	30.4	18.5
Taught a service learning course	18.7	19.1	17.1	21.4	18.4	17.4	18.0	18.1	18.8	17.5	17.3	13.8
Worked with undergraduates on a research project	62.5	69.0	33.7	70.6	71.9	67.7	66.4	71.1	60.8	62.9	33.1	40.9
Placed or collected assignments on the Internet [1]	63.4	65.7	53.6	65.7	67.6	65.6	64.9	66.3	65.7	62.6	53.4	55.9
Taught a course exclusively on the Internet [1]	11.5	9.3	20.7	9.4	5.2	12.1	8.0	6.6	11.9	7.9	20.8	19.5
Participated in a faculty development program [3]	59.9	56.1	75.3	45.5	44.0	63.1	69.5	66.6	72.2	72.1	76.5	60.3
Advised student groups involved in service/volunteer work [3]	40.1	40.1	40.1	38.7	36.1	42.8	41.1	37.4	40.2	46.6	40.8	31.6
Collaborated with the local community in research/teaching [3]	41.1	42.0	37.3	42.8	36.3	48.1	36.3	34.1	39.1	38.0	38.0	28.5
Developed a new course	67.0	68.9	59.0	68.9	71.1	65.4	72.1	72.4	70.0	72.7	58.5	65.9
Conducted research or writing focused on: [3]												
International/global issues	25.8	28.9	12.7	31.9	32.0	26.5	25.5	26.7	28.7	22.3	12.6	14.3
Racial or ethnic minorities	15.5	16.7	10.4	18.4	17.4	15.5	15.2	15.8	15.6	14.0	11.2	1.0
Women and gender issues	10.8	11.8	6.6	12.8	13.0	10.6	11.1	11.3	10.4	11.0	6.3	9.4
Taught a first-year seminar [3]	21.4	22.1	18.1	21.6	23.9	17.5	27.7	29.0	21.1	29.3	18.5	13.1
<b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>												
<b>Articles in academic or professional journals</b>												
None	21.2	13.2	54.5	8.0	7.5	15.0	22.5	20.6	18.3	27.2	55.2	46.3
1 to 2	16.5	15.1	22.3	10.0	9.9	18.0	22.3	22.0	19.3	24.2	22.0	25.9
3 to 4	12.3	12.7	10.5	7.6	10.7	16.6	16.6	16.5	17.5	16.4	10.2	14.1
5 to 10	15.6	17.6	7.0	15.0	15.5	21.1	18.3	17.9	20.7	17.8	7.1	5.6
11 to 20	12.6	14.8	3.1	16.9	15.2	15.1	11.1	12.3	13.3	8.3	3.0	3.9
21 to 50	13.0	15.6	1.7	23.7	21.0	10.3	6.9	8.0	8.3	4.7	1.5	4.3
More than 50	9.0	10.9	0.9	18.9	20.2	3.9	2.2	2.8	2.5	1.4	0.9	0.0
<b>Chapters in edited volumes</b>												
None	52.1	44.4	85.1	31.5	29.4	54.8	59.8	56.4	58.2	65.1	85.5	79.3
1 to 2	21.9	24.6	10.4	24.8	24.6	24.7	24.4	25.1	25.5	22.7	10.5	8.9
3 to 4	11.5	13.6	2.8	15.8	17.9	12.3	9.1	10.8	9.3	6.8	2.7	4.4
5 to 10	8.7	10.4	1.1	15.5	16.6	5.8	4.9	5.6	4.9	3.9	0.6	7.3
11 to 20	3.4	4.1	0.2	7.1	6.6	1.5	1.3	1.4	1.5	1.0	0.2	0.0
21 to 50	1.9	2.3	0.2	4.5	3.6	0.6	0.4	0.5	0.4	0.3	0.3	0.0
More than 50	0.5	0.6	0.2	0.8	1.3	0.2	0.1	0.1	0.3	0.1	0.2	0.0

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MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>												
<b>Books, manuals, or monographs</b>												
None	56.6	52.5	73.8	44.5	42.4	58.0	63.5	62.3	60.4	66.9	73.6	76.2
1 to 2	26.0	27.5	19.6	29.0	28.6	27.3	24.6	25.4	26.5	22.6	19.7	18.8
3 to 4	9.0	10.5	3.1	12.8	14.4	8.6	7.0	7.5	7.6	6.2	3.3	0.4
5 to 10	5.8	6.6	2.4	9.4	9.9	4.3	3.5	3.6	3.6	3.3	2.4	2.2
11 to 20	1.8	2.0	0.9	3.0	3.0	1.3	0.9	0.9	1.2	0.8	0.8	2.4
21 to 50	0.6	0.7	0.2	1.0	1.4	0.4	0.2	0.2	0.3	0.2	0.2	0.0
More than 50	0.2	0.2	0.0	0.2	0.5	0.2	0.1	0.1	0.4	0.0	0.0	0.0
<b>Other, such as patents or computer software products [3]</b>												
None	82.0	80.4	88.3	75.9	76.0	82.9	86.3	86.2	84.0	87.7	88.8	82.6
1 to 2	10.1	11.0	6.5	13.5	11.7	10.1	8.1	8.5	8.0	7.7	6.0	12.7
3 to 4	4.1	4.4	2.7	5.8	5.5	3.4	3.2	3.3	4.7	2.2	2.5	4.8
5 to 10	2.3	2.5	1.6	3.2	4.0	2.0	1.2	1.0	1.7	1.1	1.7	0.0
11 to 20	0.7	0.7	0.3	0.6	1.3	0.7	0.6	0.6	0.3	0.7	0.4	0.0
21 to 50	0.4	0.5	0.2	0.4	0.8	0.5	0.5	0.3	1.0	0.5	0.2	0.0
More than 50	0.4	0.4	0.4	0.5	0.7	0.4	0.2	0.2	0.4	0.1	0.4	0.0
<b>HOW MANY: Exhibitions or performances in the fine or applied arts have you presented?</b>												
None	79.7	80.4	76.5	81.8	81.9	80.1	78.0	77.7	84.1	75.3	76.2	79.5
1 to 2	4.3	3.6	7.2	3.3	3.4	3.5	4.2	4.4	3.8	4.1	7.2	7.3
3 to 4	2.5	2.3	3.5	1.8	1.8	2.6	2.8	2.6	2.8	3.1	3.4	3.8
5 to 10	2.5	2.2	3.7	1.9	1.8	2.5	2.4	2.5	2.0	2.5	3.8	2.4
11 to 20	1.8	1.8	2.2	1.5	1.2	2.1	2.1	2.1	1.4	2.4	2.3	1.0
21 to 50	2.5	2.6	2.1	2.3	2.3	2.4	3.2	3.6	2.6	3.0	2.1	2.1
More than 50	6.8	7.2	4.9	7.4	7.7	6.7	7.3	7.1	3.3	9.6	5.0	3.9
<b>Of your professional writings have been published or accepted for publication in the last two years?</b>												
None	38.4	29.1	77.3	17.7	19.7	34.5	45.0	43.1	40.5	50.0	78.0	69.1
1 to 2	26.5	29.1	15.6	24.1	24.3	34.9	32.1	32.3	33.4	31.3	15.3	19.3
3 to 4	18.5	21.6	5.3	26.4	24.5	19.5	15.6	17.1	16.8	12.9	5.0	8.8
5 to 10	12.6	15.2	1.6	23.5	23.0	9.1	5.9	6.0	8.0	4.8	1.5	2.8
11 to 20	3.0	3.7	0.1	6.2	6.5	1.7	1.0	1.0	0.9	0.9	0.1	0.0
21 to 50	0.9	1.0	0.1	1.9	1.9	0.2	0.3	0.4	0.2	0.2	0.1	0.0
More than 50	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.2	0.0	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>												
<b>Scheduled teaching (actual, not credit hours)</b>												
None	0.9	0.9	1.1	1.6	1.1	0.4	0.3	0.3	0.4	0.3	1.2	0.0
1 to 4	7.7	8.9	3.1	14.6	13.4	4.3	3.3	3.7	3.0	2.9	3.1	2.4
5 to 8	30.7	35.4	11.3	50.1	50.8	21.6	21.5	25.1	21.2	16.8	11.5	8.7
9 to 12	32.7	36.2	18.1	21.8	26.6	48.9	47.5	46.3	53.8	45.9	17.6	24.4
13 to 16	14.6	12.3	24.2	6.7	5.5	17.2	18.5	16.4	15.0	23.3	23.8	28.9
17 to 20	7.4	4.1	21.0	3.1	1.8	5.1	5.9	5.2	4.5	7.5	20.7	24.6
21 to 34	5.3	1.9	19.5	1.7	0.6	2.2	2.4	2.6	1.5	2.7	20.2	10.9
35 to 44	0.5	0.3	1.3	0.4	0.2	0.2	0.4	0.3	0.4	0.4	1.4	0.0
45 +	0.1	0.1	0.4	0.1	0.0	0.1	0.1	0.0	0.1	0.2	0.4	0.0
<b>Preparing for teaching (including reading student papers and grading)</b>												
None	0.6	0.6	0.4	1.1	0.7	0.2	0.3	0.4	0.5	0.2	0.4	0.0
1 to 4	11.9	12.1	10.7	16.7	14.9	8.7	7.9	9.6	6.5	6.4	10.6	12.2
5 to 8	25.6	25.7	25.0	30.6	28.7	22.1	21.3	22.3	21.8	19.8	24.8	27.3
9 to 12	25.7	24.8	29.5	24.3	25.9	25.2	24.4	24.0	25.1	24.6	29.1	33.6
13 to 16	15.0	15.4	13.5	12.5	13.7	18.1	17.3	17.0	17.4	17.6	13.5	13.6
17 to 20	11.4	11.6	10.5	8.6	9.1	13.7	15.1	14.5	13.8	16.6	10.9	6.3
21 to 34	7.6	7.5	8.4	4.7	5.7	9.1	10.7	9.5	11.6	11.9	8.8	3.4
35 to 44	1.7	1.8	1.4	1.4	0.9	2.1	2.4	2.2	2.9	2.5	1.2	3.6
45 +	0.5	0.5	0.6	0.3	0.4	0.7	0.5	0.6	0.3	0.4	0.7	0.0
<b>Advising and counseling of students</b>												
None	5.6	4.8	9.2	5.6	4.2	4.8	3.8	4.4	3.3	3.2	8.9	12.9
1 to 4	64.4	63.6	67.7	62.5	67.0	62.4	64.7	65.0	63.7	64.8	66.7	80.7
5 to 8	22.8	24.2	16.9	24.4	22.0	24.9	24.1	22.9	25.9	24.9	17.9	5.1
9 to 12	5.2	5.6	3.9	5.7	5.1	5.8	5.3	5.3	5.0	5.4	4.2	0.8
13 to 16	1.2	1.2	1.1	1.0	1.1	1.3	1.6	1.9	1.3	1.3	1.1	0.4
17 to 20	0.5	0.5	0.4	0.6	0.5	0.4	0.3	0.3	0.4	0.2	0.4	0.0
21 to 34	0.3	0.2	0.7	0.1	0.1	0.3	0.1	0.1	0.3	0.1	0.7	0.0
35 to 44	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Committee work and meetings</b>												
None	7.2	6.0	12.1	5.0	7.9	5.3	7.2	8.7	6.1	5.6	11.8	15.8
1 to 4	69.0	69.3	67.6	68.2	69.2	67.4	73.5	73.1	69.1	76.3	67.8	64.5
5 to 8	18.6	19.3	15.7	20.0	17.6	21.8	15.9	15.3	19.3	14.9	15.8	13.9
9 to 12	3.6	3.8	3.0	4.4	3.7	3.9	2.7	2.3	4.5	2.3	2.8	4.7
13 to 16	1.1	1.1	1.0	1.7	1.2	1.0	0.4	0.3	0.5	0.4	1.1	0.0
17 to 20	0.3	0.3	0.2	0.4	0.2	0.4	0.2	0.2	0.2	0.2	0.1	1.1
21 to 34	0.2	0.2	0.4	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.5	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Other administration</b>												
None	37.7	36.7	42.1	34.8	37.1	39.4	35.8	36.3	37.7	34.1	41.8	46.0
1 to 4	40.6	41.2	38.4	42.5	41.2	39.4	41.5	43.7	37.4	40.6	38.5	36.6
5 to 8	10.9	11.2	10.0	10.7	12.7	10.3	12.1	10.8	13.2	13.3	10.2	7.8
9 to 12	4.9	5.3	3.2	6.1	5.0	4.7	5.3	4.7	6.4	5.5	3.3	1.2
13 to 16	2.3	2.2	2.5	2.1	1.7	2.5	2.2	2.2	1.6	2.7	2.3	4.8
17 to 20	1.8	1.8	1.9	2.1	1.0	1.9	1.6	1.2	2.5	1.7	1.9	2.3
21 to 34	1.3	1.2	1.5	1.3	1.0	1.3	1.3	1.0	0.9	1.8	1.5	0.9
35 to 44	0.4	0.3	0.5	0.3	0.2	0.6	0.2	0.1	0.2	0.3	0.5	0.5
45 +	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>												
<b>Research and scholarly writing</b>												
None	22.0	13.9	57.0	8.3	9.2	15.3	23.5	22.2	17.8	28.4	56.7	60.4
1 to 4	29.7	29.9	29.0	21.4	21.4	35.8	40.3	38.0	41.7	42.9	29.1	27.9
5 to 8	18.3	20.7	7.7	19.2	18.7	23.9	20.3	21.7	22.5	17.1	7.6	8.4
9 to 12	11.7	13.5	3.5	16.7	16.4	12.2	8.6	9.7	10.2	6.3	3.8	0.0
13 to 16	6.8	8.1	1.1	11.5	11.7	6.1	3.3	3.7	3.7	2.5	1.1	1.1
17 to 20	5.4	6.4	1.0	9.7	10.4	3.7	2.3	2.7	2.3	1.7	0.9	2.2
21 to 34	4.3	5.2	0.5	8.5	9.5	2.3	1.2	1.3	1.6	0.8	0.6	0.0
35 to 44	1.3	1.6	0.0	3.2	1.7	0.6	0.4	0.7	0.2	0.2	0.0	0.0
45 +	0.6	0.7	0.1	1.4	0.8	0.1	0.2	0.2	0.1	0.1	0.1	0.0
<b>Other creative products/performances</b>												
None	59.3	60.5	54.5	61.6	62.4	59.2	59.5	59.2	60.0	59.7	53.3	68.6
1 to 4	26.7	24.8	34.6	22.5	23.3	26.6	26.7	26.2	27.9	26.9	35.1	28.8
5 to 8	7.8	7.9	7.5	8.7	6.9	7.8	7.3	7.8	6.3	7.2	7.9	2.1
9 to 12	3.1	3.4	1.8	3.9	3.0	3.3	3.1	3.2	2.9	3.1	2.0	0.5
13 to 16	1.2	1.4	0.7	1.3	1.9	1.3	1.4	1.6	1.2	1.2	0.7	0.0
17 to 20	0.9	1.1	0.3	1.0	1.5	0.8	1.2	1.1	1.0	1.3	0.3	0.0
21 to 34	0.6	0.6	0.5	0.7	0.6	0.7	0.6	0.7	0.5	0.4	0.5	0.0
35 to 44	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.0
45 +	0.1	0.1	0.0	0.1	0.3	0.1	0.1	0.1	0.1	0.1	0.0	0.0
<b>Consultation with clients/patients</b>												
None	83.1	83.7	80.7	81.6	85.0	84.3	85.2	86.2	85.0	84.0	79.8	91.7
1 to 4	11.6	10.8	14.6	11.6	10.1	11.3	9.6	8.6	8.6	11.4	15.2	7.4
5 to 8	3.0	3.1	2.4	3.3	3.1	2.7	3.2	3.1	4.1	2.9	2.5	0.5
9 to 12	1.0	1.1	0.9	1.4	1.3	0.9	0.8	0.9	0.8	0.8	0.9	0.4
13 to 16	0.6	0.5	0.7	0.8	0.2	0.4	0.4	0.4	0.6	0.3	0.8	0.0
17 to 20	0.3	0.3	0.2	0.5	0.1	0.2	0.3	0.4	0.5	0.1	0.3	0.0
21 to 34	0.2	0.3	0.2	0.4	0.1	0.1	0.4	0.4	0.3	0.4	0.3	0.0
35 to 44	0.1	0.1	0.1	0.3	0.1	0.1	0.1	0.0	0.2	0.1	0.1	0.0
45 +	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0
<b>Community or public service</b>												
None	40.5	41.0	38.2	44.6	46.7	36.0	38.9	45.8	35.8	31.1	37.5	46.3
1 to 4	48.1	47.7	49.9	45.8	42.6	51.2	49.0	43.0	51.1	56.3	50.7	40.9
5 to 8	8.3	8.4	7.9	7.4	7.2	9.5	9.1	8.1	10.3	9.7	8.0	6.1
9 to 12	2.2	2.0	2.6	1.5	2.4	2.4	2.2	2.2	2.3	2.0	2.3	6.3
13 to 16	0.5	0.4	0.6	0.3	0.7	0.5	0.4	0.5	0.1	0.4	0.6	0.5
17 to 20	0.3	0.3	0.5	0.3	0.4	0.3	0.2	0.0	0.2	0.4	0.6	0.0
21 to 34	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.2	0.2	0.1	0.1	0.0
35 to 44	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Outside consulting/freelance work</b>												
None	67.7	66.6	72.1	64.6	62.1	69.0	69.2	68.5	70.0	69.8	72.2	70.2
1 to 4	23.2	24.6	17.4	26.9	27.8	22.8	21.9	21.8	20.9	22.5	16.9	23.9
5 to 8	5.4	5.5	5.2	5.5	5.7	5.5	5.2	5.5	4.6	4.9	5.5	1.8
9 to 12	1.9	1.8	2.4	1.7	2.6	1.7	1.7	1.6	1.4	1.8	2.2	4.2
13 to 16	0.6	0.4	1.3	0.5	0.2	0.3	0.7	0.8	0.8	0.5	1.4	0.0
17 to 20	0.5	0.5	0.3	0.4	0.8	0.5	0.6	0.6	1.1	0.2	0.4	0.0
21 to 34	0.4	0.3	0.8	0.2	0.6	0.2	0.4	0.7	0.3	0.1	0.8	0.0
35 to 44	0.2	0.1	0.4	0.1	0.1	0.0	0.1	0.1	0.3	0.1	0.4	0.0
45 +	0.1	0.1	0.2	0.0	0.1	0.1	0.3	0.4	0.5	0.0	0.2	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>												
<b>Household/childcare duties</b>												
None	17.3	16.7	19.8	18.7	15.5	16.8	14.2	13.7	17.4	13.3	19.3	25.9
1 to 4	19.1	19.5	17.7	18.5	19.0	19.1	21.7	22.2	21.5	21.1	17.9	16.2
5 to 8	24.5	24.2	25.8	24.3	22.3	24.4	24.8	24.4	23.3	26.0	25.0	35.7
9 to 12	16.1	16.6	13.9	17.1	17.5	16.4	15.6	15.4	13.8	16.7	14.7	5.1
13 to 16	8.7	8.8	8.4	8.7	8.8	8.9	8.8	10.2	8.1	7.4	8.6	6.7
17 to 20	6.6	6.5	6.8	5.8	8.0	6.6	6.6	6.0	7.8	6.8	6.7	8.0
21 to 34	4.4	4.5	4.1	4.2	4.8	4.6	4.7	4.7	4.5	4.9	4.2	2.3
35 to 44	1.7	1.7	1.7	1.4	2.2	1.6	2.0	2.1	2.2	1.8	1.9	0.0
45 +	1.6	1.5	1.8	1.3	1.9	1.6	1.6	1.4	1.3	1.9	1.9	0.0
<b>Communicating via email [3]</b>												
None	2.2	1.6	4.4	1.5	1.5	1.4	2.0	2.4	2.5	1.3	4.4	3.9
1 to 4	47.9	44.9	60.2	39.9	39.1	49.4	50.0	48.8	50.1	51.6	58.9	76.4
5 to 8	34.9	37.3	24.8	39.3	38.8	35.8	35.3	35.8	32.8	36.0	25.5	15.5
9 to 12	10.6	11.4	7.2	13.6	12.9	9.6	9.3	10.2	9.6	8.1	7.5	2.6
13 to 16	3.0	3.1	2.4	3.7	5.0	2.2	2.2	2.0	3.2	2.0	2.6	0.0
17 to 20	1.1	1.2	0.8	1.2	2.2	0.9	0.7	0.7	1.1	0.6	0.8	0.4
21 to 34	0.4	0.4	0.2	0.4	0.3	0.4	0.3	0.2	0.4	0.3	0.1	1.1
35 to 44	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.0
45 +	0.1	0.1	0.0	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0
<b>Do you, "to a great extent": [3]</b>												
Engage in academic work that spans multiple disciplines?	32.9	35.2	23.5	38.2	40.2	31.6	32.2	34.5	32.2	29.2	23.4	24.8
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?	39.6	41.0	33.8	41.8	42.4	41.8	37.8	36.6	39.5	38.7	33.0	43.0
Experience joy in your work?	69.1	68.0	73.6	66.0	71.3	66.7	70.7	70.5	70.7	71.0	73.8	71.4
Feel good about the direction in which your life is headed?	65.0	63.9	69.7	62.1	65.0	64.0	65.8	64.2	67.9	67.0	69.9	66.9
Engage in self-reflection?	64.1	63.8	65.3	60.2	64.6	64.5	67.9	67.3	69.5	67.9	64.9	70.4
Achieve a healthy balance between your personal life and your professional life?	42.1	40.9	47.2	39.7	41.0	42.3	40.6	40.2	44.9	38.8	47.5	43.4
Feel that your work adds meaning to your life?	70.0	70.1	69.8	68.6	74.0	68.3	72.3	71.2	71.9	74.0	69.5	74.3
Consider yourself a religious person?	33.6	32.8	37.0	26.7	31.5	31.0	44.9	36.1	41.3	59.1	37.2	34.5
Consider yourself a spiritual person?	42.9	41.4	49.3	35.2	38.1	41.2	52.8	45.4	49.8	64.5	48.6	58.8
Engage in regular exercise?	41.0	41.9	37.4	44.4	41.4	40.2	40.4	41.1	42.0	38.6	37.4	37.1
Eat a well-balanced diet?	42.8	44.6	35.3	48.3	47.0	40.9	42.4	44.2	41.4	40.6	35.0	39.5
Get adequate amounts of sleep?	32.1	32.3	31.1	33.4	31.9	31.9	31.5	31.2	31.0	32.0	30.8	35.1
Engage in prayer/meditation?	23.6	22.6	28.1	18.0	22.2	21.5	31.0	24.3	27.4	42.1	27.4	37.6
Experience close alignment between your work and your personal values?	57.2	56.7	59.4	52.5	59.3	54.5	64.4	61.7	61.8	69.5	59.1	63.9
Seek opportunities to grow spiritually?	28.0	26.4	34.8	20.9	26.0	25.8	35.8	30.0	31.5	45.9	34.2	41.3
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?	18.6	19.5	14.9	20.5	18.1	20.3	17.8	16.8	18.5	18.8	15.5	7.9

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS TERM? [1,3]</b>												
<b>General education courses</b>												
None	49.2	51.6	39.1	60.5	61.5	45.4	42.2	45.3	44.7	36.8	38.2	49.1
One	21.4	23.8	11.2	23.6	21.9	23.5	25.3	24.3	19.9	29.5	10.9	14.8
Two	14.4	14.9	12.0	10.5	11.2	18.7	18.2	17.8	18.9	18.3	12.5	6.1
Three	7.0	5.9	11.6	3.6	3.9	7.1	8.4	7.2	9.2	9.6	11.2	15.4
Four	4.0	2.7	9.8	1.3	0.9	3.8	4.0	3.6	5.1	4.1	10.0	6.9
Five or more	4.1	1.1	16.3	0.5	0.5	1.5	1.8	1.8	2.2	1.6	17.1	7.7
<b>Developmental/remedial courses</b>												
None	91.9	94.5	81.1	96.4	96.1	94.4	90.8	89.9	91.2	91.9	79.6	98.1
One	3.9	3.3	6.6	2.5	3.0	3.3	4.6	4.2	5.0	4.9	7.2	0.0
Two	2.1	1.1	6.1	0.5	0.3	1.3	2.1	2.3	2.2	1.8	6.7	0.0
Three	1.1	0.8	2.3	0.4	0.3	0.8	1.6	2.5	1.2	0.6	2.5	0.5
Four	0.6	0.3	1.9	0.1	0.2	0.2	0.6	0.7	0.3	0.7	2.0	1.3
Five or more	0.5	0.1	2.0	0.1	0.0	0.1	0.2	0.4	0.1	0.1	2.2	0.0
<b>Other undergraduate credit courses</b>												
None	17.6	13.1	40.5	16.4	14.0	10.0	11.7	12.4	13.3	9.9	42.0	25.1
One	28.0	31.3	11.5	42.0	38.1	24.5	20.2	19.4	23.5	19.6	11.9	7.1
Two	27.1	30.0	12.7	28.0	34.1	30.2	30.1	31.6	27.5	29.5	12.8	11.4
Three	15.1	15.7	12.3	9.1	9.7	21.0	22.2	22.2	20.6	23.0	12.2	13.8
Four	7.2	6.8	9.1	3.1	2.7	9.9	10.6	9.3	10.4	12.5	8.2	18.4
Five or more	5.0	3.2	13.9	1.5	1.3	4.5	5.1	5.0	4.6	5.5	12.8	24.3
<b>Graduate courses</b>												
None	61.6	54.6	98.7	35.4	40.7	65.9	82.3	86.4	68.6	84.3	98.7	99.5
One	30.6	36.1	0.9	52.7	50.0	26.3	11.3	9.8	18.8	9.1	1.0	0.0
Two	5.8	6.9	0.2	9.0	6.8	6.0	4.3	2.3	9.6	3.9	0.2	0.5
Three	1.4	1.7	0.1	2.0	1.6	1.3	1.6	1.1	2.1	2.0	0.1	0.0
Four	0.3	0.4	0.1	0.4	0.3	0.3	0.4	0.2	0.8	0.4	0.1	0.0
Five or more	0.3	0.3	0.0	0.4	0.6	0.3	0.2	0.2	0.0	0.2	0.0	0.0
<b>Vocational or technical courses</b>												
None	85.9	91.9	62.2	90.2	91.3	92.6	93.6	93.2	94.3	93.8	60.8	79.1
One	2.4	2.0	3.9	2.7	2.2	1.6	1.5	1.5	1.6	1.4	4.1	1.1
Two	2.4	1.1	7.4	1.3	0.7	1.4	0.9	0.9	0.4	1.0	7.2	9.9
Three	2.1	0.7	7.8	0.6	0.7	1.1	0.5	0.4	0.2	0.7	8.2	2.7
Four	4.6	3.9	7.1	4.8	4.8	3.0	3.4	3.8	3.4	2.8	7.1	7.2
Five or more	2.6	0.3	11.6	0.5	0.2	0.2	0.2	0.3	0.0	0.2	12.6	0.0
<b>Non-credit courses (other than above)</b>												
None	90.8	90.5	92.3	86.8	87.4	94.1	92.9	93.4	93.8	91.8	91.6	98.9
One	6.4	7.0	4.0	9.4	9.9	4.3	5.3	5.3	4.3	5.8	4.3	0.5
Two	1.5	1.5	1.6	2.2	1.9	1.1	0.9	0.6	0.5	1.5	1.7	0.0
Three	0.4	0.4	0.5	0.7	0.3	0.3	0.3	0.2	0.6	0.4	0.6	0.0
Four	0.3	0.3	0.6	0.4	0.5	0.1	0.3	0.2	0.2	0.4	0.5	0.6
Five or more	0.4	0.3	1.1	0.5	0.0	0.1	0.3	0.4	0.5	0.1	1.2	0.0
<b>Do you teach remedial/developmental skills in any of the following areas? [3]</b>												
Reading	2.0	1.7	2.9	1.2	0.9	2.2	2.3	3.0	2.1	1.6	3.1	0.8
Writing	5.4	5.1	6.8	3.9	3.7	5.8	6.9	8.2	6.2	5.5	7.0	3.7
Mathematics	4.5	3.0	11.0	2.2	1.2	3.9	3.9	4.5	3.7	3.3	11.3	6.6
ESL	0.8	0.5	1.9	0.3	0.2	0.7	0.9	1.4	0.4	0.5	2.0	0.0
General academic skills	3.2	3.0	4.2	2.0	2.0	3.9	3.8	4.2	4.3	3.1	4.2	3.4
Other subject areas	2.7	2.3	4.5	2.1	1.8	2.6	2.7	3.1	1.9	2.6	4.7	0.8

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS				Universities		Four-year Colleges					Two-year Colleges	
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Goals for undergraduates noted as "very important" or "essential":</b>												
Develop ability to think critically [3]	98.5	98.7	97.8	98.5	98.9	98.8	98.9	98.8	99.1	98.9	97.7	99.2
Prepare students for employment after college	70.2	68.0	79.7	65.5	60.0	74.0	68.7	64.6	72.1	72.6	79.6	80.5
Prepare students for graduate or advanced education	60.3	62.4	51.7	60.5	65.4	60.3	66.3	65.5	62.0	69.6	51.1	59.6
Develop moral character	56.3	54.6	63.4	47.0	53.5	54.0	67.3	60.8	70.0	74.9	62.7	71.6
Provide for students' emotional development	33.2	31.1	41.7	26.5	30.4	29.7	40.4	37.2	41.0	44.4	41.8	40.6
Help students develop personal values	49.6	47.7	57.4	41.1	46.5	46.0	60.7	54.7	61.6	68.6	56.8	65.5
Enhance students' self-understanding	56.3	54.6	63.4	49.7	54.2	53.7	63.3	61.8	63.7	65.1	62.8	70.8
Instill in students a commitment to community service	32.8	31.4	38.6	26.3	28.8	32.9	38.8	33.0	41.5	45.5	39.2	30.4
Prepare students for responsible citizenship	56.0	54.5	62.0	48.9	49.6	57.6	62.0	58.4	65.2	65.1	62.3	58.3
Enhance students' knowledge of and appreciation for other racial/ethnic groups	49.6	48.6	53.8	44.9	42.9	50.0	55.8	53.9	57.2	57.8	54.2	48.4
Help master knowledge in a discipline [3]	93.7	94.2	91.6	94.4	93.3	94.5	93.9	93.7	94.4	93.9	91.0	98.6
Develop creative capacities [3]	69.5	70.3	66.4	71.6	72.9	68.6	68.9	70.6	67.8	67.0	66.3	67.8
Instill a basic appreciation of the liberal arts [3]	53.7	55.3	47.0	47.1	56.0	54.5	68.5	68.7	66.0	69.6	46.3	55.4
Enhance spiritual development [3]	21.7	21.1	24.1	12.5	25.0	15.6	38.7	27.9	37.6	54.2	23.0	39.2
Promote ability to write effectively [3]	84.2	85.3	79.3	82.8	84.1	86.8	88.0	87.9	88.0	88.3	78.8	85.5
Facilitate search for meaning/purpose in life [3]	35.3	34.6	38.4	26.5	34.6	32.6	49.3	43.9	48.0	57.5	38.3	39.6
<b>Personal goals noted as "very important" or "essential":</b>												
Becoming an authority in my field	55.4	57.4	47.3	67.7	67.9	49.2	46.0	48.6	43.1	43.9	48.6	29.6
Influencing the political structure	18.1	17.4	21.3	17.2	16.6	17.9	17.6	17.6	18.4	17.0	22.0	13.1
Influencing social values	33.3	32.4	37.3	29.3	29.9	32.0	39.0	36.9	38.2	42.4	37.6	33.2
Raising a family	74.0	74.5	71.9	76.3	75.9	72.0	74.0	74.3	66.6	77.3	72.5	64.1
Being very well off financially	44.8	44.1	47.7	47.5	43.5	44.7	38.6	42.1	39.0	33.6	47.8	46.5
Helping others who are in difficulty	62.5	60.8	69.2	57.5	57.7	61.6	66.8	65.7	67.8	67.8	69.6	64.7
Becoming involved in programs to clean up the environment	28.8	27.2	35.3	27.5	21.1	29.8	27.3	29.2	25.2	25.6	36.0	25.7
Developing a meaningful philosophy of life	67.8	67.2	70.3	63.4	66.3	66.9	74.2	72.8	72.2	77.1	70.3	69.9
Helping to promote racial understanding	48.7	48.5	49.5	47.4	46.3	47.2	53.2	54.4	53.3	51.4	50.6	34.8
Obtaining recognition from my colleagues for contributions to my special field	47.3	51.3	31.1	59.4	61.6	45.0	40.9	42.6	41.3	38.4	31.1	30.8
Integrating spirituality into my life	41.7	40.2	48.1	33.3	37.8	39.3	53.2	45.1	50.3	65.7	47.5	55.7
Being a good colleague	90.2	90.6	88.8	89.2	91.1	90.8	92.0	91.1	92.1	93.2	88.6	91.9
Being a good teacher	97.9	97.7	99.0	96.5	97.5	98.3	98.8	98.6	98.8	99.0	99.0	100.0
Achieving congruence between my own values and institutional values	49.4	47.7	56.8	41.7	47.8	46.6	57.9	54.0	59.7	62.3	56.9	55.0
Serving as a role model to students [3]	85.4	84.4	89.4	82.1	82.8	85.8	87.2	84.8	86.8	90.7	88.9	96.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges		
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private	
<b>Agree “strongly” or “somewhat”:</b>													
Faculty are interested in students' personal problems	78.4	76.8	85.1	64.0	79.5	78.8	92.1	90.9	90.4	94.6	84.1	97.9	
Racial and ethnic diversity should be more strongly reflected in the curriculum	46.3	46.7	45.0	43.8	43.8	45.2	54.5	52.5	56.7	56.2	44.9	47.4	
Faculty feel that most students are well-prepared academically	35.4	39.0	20.3	35.0	66.8	26.4	45.0	49.3	36.2	43.7	20.1	22.5	
Faculty here are strongly interested in the academic problems of undergraduates [1]	79.0	78.0	83.3	65.1	83.0	80.8	90.8	91.3	88.0	91.7	82.4	95.1	
There is a lot of campus racial conflict here	6.9	7.6	3.8	10.7	5.1	6.0	6.5	7.1	5.1	6.4	4.0	0.4	
Most students are strongly committed to community service [1]	32.4	36.0	17.6	29.5	50.1	24.3	52.3	49.9	52.1	55.7	16.7	29.2	
My research is valued by faculty in my department	68.7	72.6	50.9	73.7	76.8	69.5	72.6	74.4	70.1	71.5	52.2	34.5	
My teaching is valued by faculty in my department	85.6	85.4	86.6	81.3	85.2	86.0	91.0	91.3	89.5	91.3	86.4	88.1	
My department does a good job of mentoring new faculty [3]	62.1	62.1	62.1	56.7	65.6	61.5	68.9	68.3	67.0	70.8	64.1	35.5	
Faculty are sufficiently involved in campus decision making [3]	51.7	51.8	51.2	45.9	50.5	53.6	59.4	62.2	50.2	60.3	51.4	48.6	
My values are congruent with the dominant institutional values [3]	66.2	65.2	70.3	57.0	70.6	63.9	76.1	74.1	76.8	78.5	69.2	83.9	
There is adequate support for integrating technology in my teaching [3]	78.2	77.7	80.2	76.3	81.3	76.4	79.3	81.9	75.4	77.9	81.4	64.4	
This institution takes responsibility for educating underprepared students [3]	62.0	57.3	81.3	50.7	53.7	61.0	64.4	64.2	64.8	64.6	81.5	79.1	
The criteria for advancement and promotion decisions are clear [3]	69.7	71.4	62.5	71.9	74.1	70.7	69.9	68.2	69.8	72.1	61.6	74.0	
Most of the students I teach lack the basic skills for college level work [3]	38.4	32.6	62.5	31.8	16.0	44.4	28.7	26.5	35.1	28.3	63.8	46.5	
My department has difficulty recruiting faculty [3]	39.0	39.4	37.5	37.3	33.0	47.8	35.5	32.3	38.7	38.3	38.4	24.7	
My department has difficulty retaining faculty [3]	24.8	26.0	19.8	30.8	20.6	27.1	20.6	20.9	21.3	19.9	20.1	16.1	
There is adequate support for faculty development [3]	55.7	54.3	61.5	50.7	60.1	51.3	60.2	63.6	57.8	56.8	62.4	48.8	
This institution should not offer remedial/developmental education [3]	28.6	33.1	10.3	35.6	38.6	31.2	28.4	30.4	22.9	28.4	10.5	7.8	
<b>Issues you believe to be of “high” or “highest” priority at your institution:</b>													
To promote the intellectual development of students	83.0	83.5	81.0	79.7	92.2	81.1	87.1	88.9	85.9	85.1	81.3	76.7	
To develop a sense of community among students and faculty	52.4	52.7	51.3	42.4	61.2	48.0	69.1	68.3	66.5	71.7	50.2	64.5	
To develop leadership ability among students	51.2	52.2	46.9	47.6	60.4	46.0	62.3	62.1	60.1	63.8	46.3	55.9	
To help students learn how to bring about change in American society	30.7	30.8	30.5	24.8	35.2	28.4	40.3	40.2	42.4	39.5	30.4	31.9	

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

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				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>Issues you believe to be of "high" or "highest" priority at your institution:</b>												
To increase or maintain institutional prestige	61.0	63.9	48.8	70.5	74.4	55.2	58.8	62.7	58.2	53.8	49.6	38.8
To hire faculty "stars"	27.0	29.8	15.3	48.3	42.2	14.5	14.2	15.8	11.3	13.3	15.7	9.1
To recruit more minority students	47.1	49.7	36.4	54.1	48.2	47.3	47.0	53.5	41.0	41.3	38.3	12.9
To enhance the institution's national image	63.3	70.0	35.3	81.3	83.2	55.9	63.4	69.4	59.6	57.2	35.7	30.4
To create a diverse multi-cultural campus environment	51.6	52.6	47.2	55.3	53.0	49.8	51.8	58.6	48.8	44.1	49.2	21.9
To mentor new faculty	43.9	43.6	45.3	42.0	46.7	43.3	44.6	44.5	43.8	45.1	46.4	30.1
To promote gender equity among faculty [3]	50.4	51.1	47.2	51.5	54.7	49.1	50.9	55.5	46.7	46.7	48.5	30.0
To provide resources for faculty to engage in community-based teaching or research [3]	29.2	28.3	32.8	25.0	27.3	32.0	29.1	30.4	33.5	24.9	34.6	10.4
To create and sustain partnerships with surrounding communities [3]	42.9	38.5	61.4	32.7	36.1	46.3	38.4	37.7	44.3	36.2	63.1	39.5
To pursue extramural funding [3]	59.8	62.3	49.1	78.9	68.2	53.1	45.5	47.9	45.9	41.9	50.2	34.1
To increase the representation of minorities in the faculty and administration	46.2	47.8	39.6	51.3	48.0	46.1	44.4	49.3	39.1	40.5	41.6	13.9
To increase the representation of women in the faculty and administration	46.1	47.3	40.8	52.6	51.6	43.1	42.4	46.0	39.4	38.9	41.9	27.7
<b>Attributes noted as being "very descriptive" of your institution:</b>												
It is easy for students to see faculty outside of regular office hours	56.6	56.5	56.6	42.1	57.9	57.9	75.7	76.6	69.0	77.9	55.9	65.7
The faculty are typically at odds with campus administration [1]	14.7	14.3	16.5	15.2	10.5	16.0	12.8	12.1	18.2	10.9	16.6	15.3
Faculty here respect each other	52.9	51.7	57.7	46.6	57.7	49.2	59.1	60.1	53.0	61.1	57.6	58.9
Most students are treated like "numbers in a book"	3.6	3.7	3.3	6.6	1.7	3.3	1.1	1.4	1.3	0.7	3.5	1.1
Social activities are overemphasized	7.0	7.4	5.6	9.1	5.9	5.2	8.5	8.4	5.6	10.2	5.6	6.2
Faculty are rewarded for being good teachers	16.2	16.6	14.6	11.9	17.4	17.0	22.8	26.0	17.0	21.4	14.6	14.4
There is respect for the expression of diverse values and beliefs [3]	32.4	32.5	31.9	29.5	40.6	30.0	35.4	39.6	36.3	29.3	33.6	11.2
Faculty are rewarded for their efforts to use instructional technology [3]	16.7	15.7	20.8	15.7	15.0	17.7	13.4	14.1	15.5	11.4	21.7	9.7
Faculty are rewarded for their efforts to work with underprepared students [3]	5.1	4.0	9.6	2.7	2.9	4.5	5.9	6.9	5.4	4.6	10.2	2.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

MALE RESPONDENTS				Universities		Four-year Colleges					Two-year Colleges	
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Aspects of your job noted as "very satisfactory" or "satisfactory": [5]</b>												
Salary and fringe benefits	49.4	49.2	50.3	50.0	59.2	44.0	48.7	52.2	48.7	43.7	51.8	30.2
Opportunity for scholarly pursuits	57.2	58.9	49.3	68.7	71.2	48.2	50.7	53.9	49.0	47.1	50.2	34.7
Teaching load	56.8	57.5	53.8	65.1	68.0	47.3	53.2	54.7	55.3	50.0	54.7	41.9
Quality of students	48.1	51.2	35.4	50.3	75.0	38.6	54.8	59.9	48.6	51.1	34.9	41.4
Office/lab space	64.6	66.0	58.9	67.1	73.8	58.9	68.8	68.5	66.4	70.4	59.3	53.7
Autonomy and independence	86.0	87.4	80.3	88.3	90.0	85.3	87.4	87.6	87.3	87.1	81.2	69.0
Professional relationships with other faculty	78.5	77.7	81.4	76.3	76.4	78.1	80.3	79.5	79.1	82.1	82.0	73.2
Social relationships with other faculty	65.0	64.1	68.5	60.3	64.1	66.0	67.6	66.1	67.4	69.8	68.9	64.0
Competency of colleagues	78.2	78.1	78.6	77.4	81.9	75.0	81.1	80.9	79.1	82.3	79.0	73.6
Visibility for jobs at other institutions/organizations	49.1	50.2	44.6	55.8	61.1	42.6	43.4	44.1	43.9	42.2	45.5	32.3
Relationship with administration	56.7	55.9	59.7	52.5	59.1	54.1	61.6	63.0	56.1	62.6	60.3	52.4
Overall job satisfaction	78.8	78.0	82.2	77.1	81.8	75.7	80.0	79.6	81.1	79.8	82.2	81.8
Opportunity to develop new ideas	78.0	78.9	74.0	80.8	84.8	74.2	78.5	80.6	78.7	75.6	74.0	73.9
Availability of child care at this institution	36.3	32.3	49.1	28.7	35.6	39.0	26.7	28.3	28.7	23.1	49.1	47.4
Prospects for career advancement [3]	54.8	56.5	47.5	57.4	65.2	52.4	55.3	55.5	55.4	54.8	47.8	43.6
Clerical/administrative support [3]	54.4	53.3	59.1	50.5	54.4	53.5	56.4	58.4	54.6	54.6	59.1	59.8
<b>If you were to begin your career again, would you still want to be a college professor?</b>												
Definitely yes	57.2	57.7	55.3	54.9	63.8	57.1	59.1	57.8	62.5	59.1	54.3	68.6
Probably yes	27.3	27.2	27.7	27.8	23.4	27.9	27.5	27.9	25.6	27.9	28.1	23.2
Not sure	9.5	9.3	10.6	10.2	7.7	9.0	9.1	9.5	7.9	9.1	10.9	6.7
Probably no	4.7	4.6	5.0	5.6	4.2	4.7	3.4	3.9	2.9	3.1	5.3	1.5
Definitely no	1.2	1.2	1.3	1.5	0.8	1.3	0.9	1.0	1.1	0.8	1.4	0.0
<b>Factors noted as a source of stress for you during the last two years: [6]</b>												
Managing household responsibilities	68.0	68.2	67.5	66.1	69.1	68.0	71.0	71.6	66.1	72.7	67.3	70.1
Child care	29.4	30.4	25.4	29.7	31.9	29.7	31.5	32.4	27.4	32.3	25.7	20.3
Care of elderly parent	30.7	30.0	33.3	30.3	29.7	30.0	29.9	29.6	30.8	29.7	33.5	30.9
My physical health	49.2	47.8	54.8	47.2	48.2	48.5	47.5	48.3	47.5	46.4	53.9	66.6
Health of spouse/partner [3]	39.0	38.3	42.0	38.2	38.0	38.7	38.1	39.1	37.0	37.1	41.9	43.4
Review/promotion process	40.3	41.8	34.1	41.9	37.4	45.3	40.0	39.7	41.3	39.8	34.5	28.3
Subtle discrimination (e.g., prejudice, racism, sexism)	17.9	17.6	19.3	18.9	14.6	18.9	15.9	16.4	14.7	15.8	20.1	8.9
Personal finances	57.7	57.0	60.6	53.4	51.8	59.8	62.2	62.5	57.3	64.3	60.6	60.7
Committee work	54.7	55.0	53.3	54.5	49.7	58.9	53.9	51.2	57.1	56.0	53.4	52.4
Faculty meetings	47.5	46.9	49.7	45.0	43.1	50.4	47.7	44.4	53.5	49.2	48.6	63.6
Research or publishing demands	52.6	61.3	17.0	67.9	65.9	59.4	50.8	53.0	55.9	45.3	16.7	21.1
Institutional procedures and "red tape"	66.0	66.0	65.7	69.0	58.0	70.7	60.2	57.1	65.0	62.1	65.9	63.0
Teaching load	61.6	62.0	59.9	56.5	53.5	68.4	67.2	66.3	62.9	70.6	58.7	75.2
Children's problems	31.5	31.8	30.2	31.6	34.1	30.9	32.0	32.7	29.0	32.7	30.5	25.7
Marital friction	23.3	22.7	25.4	22.5	21.2	23.8	22.7	23.0	21.9	22.8	25.9	19.9
Lack of personal time	68.5	68.7	68.1	67.7	66.8	68.5	71.4	72.6	66.8	72.2	66.9	83.2
Keeping up with information technology	54.0	52.4	60.4	50.9	48.8	55.4	53.0	52.5	53.7	53.4	60.0	65.4
Job security [3]	27.3	25.9	33.1	23.6	23.0	27.3	29.3	30.4	29.6	27.8	33.5	27.9
Being part of a dual career couple [3]	31.0	31.5	29.1	30.4	29.3	32.1	33.9	35.0	30.8	34.1	28.5	35.9
Self-imposed high expectations [3]	75.0	76.2	69.9	77.3	76.0	75.1	76.2	77.6	70.3	77.3	69.1	79.8
Change in work responsibilities [3]	33.7	33.0	36.4	30.0	29.5	36.4	35.4	33.8	34.1	38.4	35.9	43.2
Working with underprepared students [3]	52.3	49.0	65.9	44.5	30.3	59.6	53.1	49.5	56.7	56.2	65.4	72.7

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

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				Public	Private	Public	Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>Methods you use in “most” or “all” of the courses you teach: [1]</b>												
Class discussion	79.2	78.3	83.3	76.2	78.3	77.9	81.8	83.0	80.9	80.6	84.0	74.9
Community service as part of coursework	4.7	4.5	5.9	3.9	3.6	5.2	4.9	3.9	6.1	5.7	5.8	6.3
Cooperative learning (small groups)	39.7	38.1	46.5	34.1	33.9	40.0	44.0	42.6	45.7	44.9	46.5	46.4
Essay mid-term and/or final exams	58.5	59.7	53.7	58.0	62.1	57.9	62.9	62.7	63.4	63.0	54.0	50.7
Extensive lecturing	63.2	63.4	62.6	67.0	64.0	64.7	55.9	55.6	57.8	55.2	62.0	70.2
Grading on a curve	24.3	25.9	17.7	29.4	30.4	23.1	21.6	22.3	22.8	20.0	18.2	11.1
Group projects	30.5	30.6	30.2	29.1	28.0	32.3	32.1	30.8	35.9	32.1	30.5	26.9
Multiple-choice mid-term and/or final exams	30.4	26.6	46.2	24.8	17.1	33.0	26.4	23.6	27.7	29.7	46.1	47.4
Multiple drafts of written work	21.3	21.9	18.9	18.2	24.2	23.5	24.0	25.7	23.8	21.9	18.9	18.8
On-line instruction [3]	12.9	12.9	12.9	13.8	13.1	14.0	10.0	9.4	12.2	9.6	13.1	10.3
Readings on racial and ethnic issues	14.5	14.4	14.9	13.6	13.0	15.1	15.5	16.0	17.1	13.8	15.4	8.6
Readings on women and gender issues	12.9	12.8	13.1	11.8	13.1	12.7	14.3	15.4	15.1	12.5	13.5	7.8
Recitals/Demonstrations	19.5	19.2	21.1	18.0	19.8	19.9	19.6	19.2	17.3	21.2	21.6	15.6
Reflective writing/journaling [3]	12.5	12.4	12.9	9.7	10.9	13.6	15.9	14.5	18.7	16.3	12.2	22.8
Short-answer mid-term and/or final exams	37.9	38.0	37.6	35.2	36.0	40.6	40.0	38.3	40.4	42.0	36.4	53.9
Student evaluations of each other's work	13.0	12.7	14.5	11.4	11.8	13.9	13.6	14.0	13.5	13.1	14.6	13.0
Student evaluations of their own work [3]	15.1	13.9	20.1	12.7	12.2	15.2	15.0	15.4	15.3	14.3	20.3	16.5
Student presentations	40.0	42.1	31.3	40.2	43.5	41.1	45.5	46.5	45.7	43.9	30.5	41.5
Student-selected topics for course content	12.9	12.8	13.5	13.3	12.8	12.5	12.5	13.0	14.8	10.7	13.9	8.6
Teaching assistants	12.0	14.2	2.7	21.8	25.1	6.3	6.6	8.0	3.6	6.2	2.9	0.0
Term/research papers	35.0	37.0	26.6	36.5	40.5	34.7	38.5	39.1	39.3	37.3	26.4	29.9
<b>How would you characterize your political views?</b>												
Far Left	7.7	8.1	6.0	8.8	8.1	7.2	8.0	9.2	8.7	6.0	6.3	2.7
Liberal	40.6	43.0	30.8	45.4	47.0	41.1	39.2	43.1	40.1	33.4	30.6	32.2
Middle of the Road	30.7	29.4	36.0	29.1	28.0	31.0	28.8	28.3	31.5	27.9	36.5	28.7
Conservative	20.2	18.9	25.8	16.1	16.5	19.9	23.2	18.8	19.1	31.3	25.0	35.4
Far Right	0.8	0.7	1.5	0.6	0.4	0.8	0.9	0.6	0.5	1.4	1.6	0.9
<b>Do you give the Higher Education Research Institute (HERI) permission to retain your contact information for possible follow-up research? [3]</b>												
Yes	72.4	72.1	73.8	70.7	70.0	72.5	75.1	74.8	71.1	77.6	73.4	78.5
No	27.6	27.9	26.2	29.3	30.0	27.5	24.9	25.2	28.9	22.4	26.6	21.5

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				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>Agree “strongly” or “somewhat”:</b>												
Western civilization and culture should be the foundation of the undergraduate curriculum	60.3	60.4	59.9	57.3	59.3	61.5	64.2	59.3	69.0	68.6	60.3	54.2
College officials have the right to ban persons with extreme views from speaking on campus	27.0	25.7	32.1	19.7	30.5	22.5	36.0	30.8	33.9	44.2	31.2	44.0
The chief benefit of a college education is that it increases one’s earning power	29.9	26.3	44.6	27.9	19.7	30.0	22.9	22.3	27.6	21.2	46.4	22.1
Promoting diversity leads to the admission of too many underprepared students	28.2	27.9	29.5	28.0	25.6	30.7	25.4	23.0	26.2	28.5	29.5	29.8
Colleges should be actively involved in solving social problems	63.1	65.0	55.2	65.1	65.3	64.3	65.8	64.5	67.0	66.8	55.3	54.3
Tenure is an outmoded concept	30.6	29.4	35.9	28.9	31.0	27.4	31.6	30.8	30.3	33.3	35.9	36.3
Colleges should encourage students to be involved in community service activities	81.9	81.5	83.2	77.3	80.6	81.9	87.9	86.1	88.6	90.0	82.6	91.8
Tenure is essential to attract the best minds to academe	65.9	68.5	54.8	70.1	69.4	69.9	63.9	65.0	65.5	61.7	55.4	46.4
A racially/ethnically diverse student body enhances the educational experience of all students	87.7	88.7	83.7	89.0	89.6	87.1	89.7	91.2	88.4	88.4	83.9	81.2
Realistically, an individual can do little to bring about changes in society [3]	21.9	22.2	20.5	23.5	22.4	22.6	19.5	20.5	20.2	17.9	20.6	18.3
Colleges should be concerned with facilitating undergraduate students’ spiritual development [3]	30.3	30.5	29.2	18.4	38.3	22.6	54.4	40.4	62.8	69.3	27.5	51.7
Colleges have a responsibility to work with their surrounding communities to address local issues [3]	79.2	78.6	82.0	75.3	77.6	81.6	80.2	78.0	83.1	81.8	82.2	79.9
The spiritual dimension of faculty members’ lives has no place in the academy [3]	43.5	43.8	42.1	50.9	41.4	47.2	30.1	37.4	29.5	20.3	43.6	23.2
Including community service as part of a course is a poor use of resources [3]	24.2	25.4	19.3	29.8	25.9	24.9	19.1	19.8	19.1	18.2	19.6	15.5
<b>MAJOR OF HIGHEST DEGREE HELD [1]</b>												
<b>Agriculture or Forestry</b>												
Agriculture	1.6	1.8	1.1	3.8	1.1	0.9	0.2	0.1	0.0	0.5	1.2	0.0
Forestry	0.4	0.4	0.6	0.8	0.0	0.2	0.0	0.0	0.0	0.1	0.5	2.3
<b>Biological Sciences</b>												
Bacteriology, Molecular Biology	0.9	1.0	0.6	1.1	0.7	0.8	1.0	0.6	1.2	1.3	0.5	1.6
Biochemistry	0.6	0.8	0.2	1.0	0.8	0.5	0.7	0.9	0.7	0.6	0.2	0.0
Biophysics	0.1	0.2	0.0	0.1	0.6	0.1	0.1	0.1	0.0	0.1	0.0	0.0
Botany	0.7	0.8	0.4	0.7	0.6	1.1	0.7	0.8	0.6	0.6	0.3	2.2
Environmental Science	0.6	0.6	0.8	0.7	0.4	0.6	0.5	0.7	0.2	0.6	0.7	2.2
Marine (life) Sciences	0.2	0.2	0.2	0.3	0.1	0.2	0.1	0.2	0.3	0.0	0.2	0.0
Physiology, Anatomy	0.8	0.8	0.7	1.2	0.5	0.6	0.7	0.6	0.7	0.7	0.6	2.5
Zoology	1.3	1.4	1.1	1.3	1.1	1.5	1.6	1.9	0.9	1.6	1.0	2.3
General, Other Biological Sciences	1.7	1.7	1.8	2.2	1.3	1.4	1.7	2.3	1.2	1.2	1.8	1.1

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<b>MAJOR OF HIGHEST DEGREE HELD</b>												
<b>Business</b>												
Accounting	1.5	1.5	1.8	1.1	2.1	1.7	1.4	1.3	1.9	1.4	1.9	0.0
Finance	0.8	0.9	0.2	0.7	0.6	1.1	1.1	1.0	2.3	0.7	0.3	0.0
International Business	0.2	0.1	0.4	0.1	0.1	0.0	0.3	0.3	0.3	0.2	0.5	0.0
Management	2.4	2.1	3.7	1.6	1.6	2.9	2.2	1.7	3.0	2.4	3.5	7.4
Marketing	0.9	1.0	0.5	1.0	0.6	1.3	0.9	0.7	2.0	0.6	0.5	0.0
Secretarial Studies	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
General, Other Business	1.0	1.1	0.9	0.9	0.9	1.4	1.0	0.5	2.2	1.1	1.0	0.0
<b>Education</b>												
Business Education	0.3	0.2	0.7	0.1	0.1	0.3	0.3	0.5	0.1	0.3	0.6	1.8
Educational Administration	1.2	1.1	1.7	0.6	0.6	1.2	2.0	1.4	3.0	2.5	1.7	0.5
Educational Psychology/Counseling	0.8	0.7	0.9	0.5	0.4	1.2	0.7	0.6	0.9	0.6	1.0	0.0
Elementary Education	0.4	0.3	0.6	0.2	0.2	0.5	0.3	0.2	0.4	0.5	0.7	0.0
Higher Education	1.3	0.9	3.1	0.6	0.3	1.3	1.0	0.7	0.8	1.6	2.9	6.0
Music or Art Education	0.4	0.4	0.4	0.4	0.2	0.5	0.3	0.2	0.0	0.7	0.2	2.2
Physical or Health Education	1.6	1.7	1.3	1.4	0.6	2.3	1.9	1.4	0.6	3.3	1.4	0.8
Secondary Education	0.8	0.6	1.4	0.4	0.4	1.0	0.5	0.4	0.7	0.7	1.6	0.0
Special Education	0.4	0.4	0.4	0.3	0.1	0.6	0.3	0.1	0.8	0.4	0.4	0.0
General, Other Education Fields	2.2	2.0	3.0	1.8	0.9	2.9	2.0	1.6	2.7	2.1	3.2	0.9
<b>Engineering</b>												
Aero-/Astronautical Engineering	0.2	0.2	0.1	0.3	0.2	0.2	0.1	0.0	0.1	0.1	0.1	0.0
Chemical Engineering	0.4	0.5	0.1	0.6	1.3	0.2	0.1	0.0	0.1	0.1	0.2	0.0
Civil Engineering	1.1	1.2	1.1	2.1	1.5	0.6	0.3	0.2	0.4	0.3	0.6	6.6
Electrical Engineering	1.0	0.9	1.4	1.0	1.3	0.9	0.5	0.4	1.1	0.4	1.5	0.0
Industrial Engineering	0.4	0.4	0.3	0.6	0.3	0.5	0.2	0.2	0.3	0.1	0.3	0.0
Mechanical Engineering	1.3	1.3	1.1	1.8	1.7	1.3	0.4	0.4	0.7	0.3	1.2	0.0
General, Other Engineering Fields	1.3	1.4	0.9	2.2	1.8	0.9	0.3	0.5	0.2	0.2	1.0	0.0
<b>Health Sciences</b>												
Dentistry	0.2	0.3	0.0	0.6	0.2	0.1	0.1	0.1	0.3	0.0	0.0	0.0
Health Technology	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.3	0.1	0.0
Medicine or Surgery	0.5	0.6	0.3	1.5	0.3	0.1	0.1	0.0	0.1	0.1	0.3	0.0
Nursing	0.2	0.2	0.4	0.3	0.1	0.1	0.1	0.0	0.3	0.1	0.4	0.0
Pharmacy, Pharmacology	0.6	0.7	0.0	1.1	0.6	0.1	0.8	1.6	0.0	0.1	0.0	0.0
Therapy (speech, physical, occup.)	0.2	0.2	0.2	0.2	0.1	0.4	0.2	0.3	0.2	0.2	0.2	0.0
Veterinary Medicine	0.1	0.1	0.2	0.3	0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.4
General, Other Health Fields	0.6	0.5	1.0	0.6	0.6	0.6	0.3	0.1	0.6	0.4	1.0	0.0
<b>History/Political Science</b>												
History	5.1	5.0	5.8	5.3	5.3	4.4	4.9	5.1	4.8	4.6	6.0	4.0
Political Science, Government	2.9	3.2	1.8	3.0	3.4	3.1	3.6	4.3	2.7	3.2	1.9	0.0
<b>Humanities</b>												
English Language & Literature	5.7	5.0	8.6	3.8	4.7	5.5	6.3	7.0	6.4	5.2	9.0	3.5
Foreign Languages & Literature	0.9	1.1	0.0	1.4	1.6	0.5	1.0	1.3	0.4	1.0	0.0	0.0
French	0.4	0.4	0.0	0.4	0.5	0.4	0.5	0.7	0.3	0.3	0.0	0.0
German	0.4	0.4	0.1	0.4	0.5	0.4	0.5	0.5	0.3	0.5	0.1	0.0
Spanish	0.6	0.7	0.4	0.6	0.9	0.4	1.0	1.1	1.0	0.9	0.5	0.0
Other Foreign Languages	0.3	0.4	0.0	0.5	0.4	0.2	0.4	0.6	0.2	0.2	0.0	0.0
Linguistics	0.5	0.6	0.3	0.7	0.5	0.7	0.3	0.3	0.2	0.4	0.3	0.0
Philosophy	2.1	2.2	1.8	1.7	3.6	2.0	2.6	2.3	4.5	2.1	1.8	0.9
Religion or Theology	1.8	2.0	1.0	0.3	3.2	0.7	5.5	3.6	6.3	7.6	0.4	7.8
General, Other Humanities Fields	0.8	0.9	0.5	0.8	1.6	0.7	1.0	1.4	0.6	0.8	0.5	0.0

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				Public	Private	Public	Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>MAJOR OF HIGHEST DEGREE HELD [1]</b>												
<b>The Arts &amp; Architecture</b>												
Architecture/Urban Planning	0.7	0.8	0.6	1.2	1.1	0.4	0.3	0.4	0.6	0.1	0.6	0.0
Art	2.2	2.3	2.0	2.0	2.0	2.2	2.8	3.5	2.0	2.3	2.1	0.0
Dramatics or Speech	1.8	1.8	1.9	1.6	1.6	1.9	2.1	1.8	1.9	2.7	1.7	3.7
Music	3.8	4.3	1.4	4.1	5.3	3.8	4.8	4.5	1.0	7.0	1.3	3.3
Television or Film	0.3	0.3	0.2	0.3	0.2	0.4	0.3	0.3	0.4	0.2	0.2	0.0
Other Fine Arts	0.6	0.6	0.5	0.6	0.9	0.5	0.5	0.7	0.4	0.4	0.6	0.0
<b>Mathematics/Statistics</b>												
Mathematics and/or Statistics	6.6	6.3	8.0	5.6	6.9	6.8	6.2	6.9	6.6	5.2	7.8	10.6
<b>Physical Sciences</b>												
Astronomy	0.3	0.3	0.3	0.5	0.3	0.2	0.2	0.2	0.1	0.3	0.3	0.0
Atmospheric Sciences	0.3	0.3	0.2	0.4	0.4	0.2	0.0	0.0	0.1	0.1	0.1	1.8
Chemistry	3.5	3.7	2.6	2.9	3.6	4.0	4.3	4.6	4.1	4.0	2.6	3.3
Earth Sciences	1.6	1.7	0.9	1.9	1.4	2.2	1.0	1.5	0.3	0.7	0.9	0.0
Geography	0.9	1.0	0.5	1.2	0.3	1.5	0.3	0.4	0.2	0.3	0.5	0.0
Marine Sciences (incl. Oceanography)	0.2	0.2	0.0	0.2	0.1	0.3	0.1	0.0	0.0	0.1	0.0	0.0
Physics	2.5	2.7	1.4	2.4	3.3	2.8	2.9	3.1	2.7	2.6	1.5	0.0
General, Other Physical Sciences	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.0
<b>Social Sciences</b>												
Anthropology	1.0	1.1	0.5	1.2	1.1	1.1	0.7	1.0	0.5	0.4	0.5	0.0
Archaeology	0.1	0.1	0.0	0.1	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	1.0	0.9	1.2	0.8	0.8	1.1	1.1	1.2	1.1	0.9	1.3	0.0
Counseling and Guidance	0.3	0.2	0.8	0.1	0.1	0.2	0.5	0.3	0.5	0.6	0.9	0.0
Experimental Psychology	1.3	1.6	0.2	1.8	1.3	1.5	1.6	2.0	1.6	1.0	0.2	0.0
Social Psychology	0.6	0.6	0.5	0.4	0.9	0.7	0.7	0.5	1.2	0.7	0.6	0.0
General, Other Psychology	0.9	0.9	1.1	0.7	0.9	1.0	0.9	0.7	1.1	1.0	1.2	0.8
Economics	2.6	2.9	1.1	3.0	3.5	2.6	3.0	3.6	2.9	2.3	1.2	0.0
Sociology	2.3	2.4	2.0	2.5	2.5	2.2	2.3	2.6	2.5	1.9	2.0	1.8
Social Work, Social Welfare	0.5	0.5	0.6	0.4	0.7	0.5	0.4	0.4	0.3	0.4	0.6	0.0
General, Other Social Sciences	0.7	0.7	1.1	0.8	0.8	0.6	0.5	0.6	0.4	0.6	0.9	2.8
<b>Other Technical</b>												
Computer Science	1.8	1.8	2.0	1.4	1.8	2.0	2.1	1.9	2.2	2.2	2.1	1.8
Data Processing, Computer Prog.	0.1	0.0	0.3	0.0	0.0	0.1	0.1	0.1	0.2	0.1	0.2	1.8
Drafting/Design	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Electronics	0.1	0.0	0.6	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.6	0.0
Industrial Arts	0.3	0.1	0.7	0.0	0.0	0.4	0.0	0.0	0.0	0.1	0.8	0.0
Mechanics	0.4	0.0	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3	0.0
Other Technical	0.6	0.3	1.8	0.3	0.3	0.4	0.2	0.0	0.2	0.4	2.0	0.0
<b>Other</b>												
Building Trades	0.1	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.3	0.0
Communications [3]	1.4	1.6	0.6	1.2	1.2	2.0	1.7	1.2	1.5	2.3	0.6	0.0
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0
Human Ecology/Family Science [1]	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0
Journalism	0.2	0.3	0.0	0.2	0.4	0.2	0.3	0.3	0.5	0.3	0.1	0.0
Law	0.9	0.9	1.2	0.7	0.8	1.0	0.9	0.7	1.6	0.8	1.0	3.5
Law Enforcement	0.3	0.1	0.9	0.1	0.0	0.2	0.2	0.1	0.3	0.2	0.8	1.8
Library Science	0.3	0.2	0.3	0.3	0.1	0.2	0.3	0.4	0.2	0.3	0.3	0.8
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.2	0.1	0.6	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.7	0.0
All Other Fields	1.7	1.5	2.3	2.0	1.5	1.2	1.2	1.2	1.3	1.2	2.1	5.5

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT [1]</b>												
<b>Agriculture or Forestry</b>												
Agriculture	2.0	2.3	0.8	5.2	1.2	1.1	0.1	0.1	0.0	0.3	0.9	0.0
Forestry	0.5	0.3	1.0	0.8	0.0	0.2	0.0	0.0	0.1	0.0	0.4	8.9
<b>Biological Sciences</b>												
Bacteriology, Molecular Biology	0.7	0.7	0.8	1.1	0.5	0.5	0.5	0.6	0.3	0.5	0.8	1.5
Biochemistry	0.2	0.3	0.0	0.5	0.4	0.1	0.1	0.1	0.1	0.1	0.0	0.0
Biophysics	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Botany	0.1	0.1	0.0	0.2	0.2	0.2	0.1	0.1	0.0	0.0	0.0	0.0
Environmental Science	0.6	0.7	0.1	0.9	0.9	0.5	0.6	0.8	0.4	0.3	0.1	0.0
Marine (life) Sciences	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Physiology, Anatomy	0.4	0.4	0.6	0.7	0.3	0.1	0.3	0.4	0.2	0.1	0.6	0.0
Zoology	0.2	0.3	0.0	0.4	0.4	0.2	0.1	0.1	0.0	0.2	0.0	0.0
General, Other Biological Sciences	4.1	4.2	4.1	3.3	3.2	4.8	5.3	5.7	4.5	5.1	3.8	7.9
<b>Business</b>												
Accounting	1.6	1.6	1.6	1.1	2.1	2.1	1.4	0.8	3.0	1.5	1.7	0.0
Finance	0.8	1.0	0.0	0.9	0.7	1.3	0.9	0.7	1.9	0.7	0.0	0.0
International Business	0.1	0.1	0.2	0.0	0.1	0.0	0.2	0.2	0.3	0.2	0.2	0.0
Management	2.4	2.5	1.9	1.6	2.0	3.5	2.8	1.8	4.5	3.4	1.5	6.2
Marketing	0.9	1.1	0.3	1.1	0.7	1.4	0.9	0.7	2.0	0.7	0.1	1.8
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	2.0	1.9	2.9	1.5	1.7	1.6	2.8	1.7	4.7	3.3	3.0	1.1
<b>Education</b>												
Business Education	0.1	0.1	0.2	0.0	0.1	0.1	0.1	0.1	0.0	0.1	0.2	0.0
Educational Administration	0.2	0.2	0.0	0.2	0.1	0.2	0.3	0.2	0.7	0.2	0.0	0.0
Educational Psychology/Counseling	0.3	0.4	0.1	0.5	0.1	0.5	0.2	0.2	0.4	0.1	0.1	0.0
Elementary Education	0.6	0.6	0.4	0.3	0.5	0.8	0.9	0.8	1.2	1.0	0.4	0.0
Higher Education	0.1	0.1	0.2	0.2	0.0	0.1	0.1	0.1	0.2	0.1	0.2	0.0
Music or Art Education	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.0	0.0	0.4	0.1	0.5
Physical or Health Education	2.1	2.4	1.1	1.9	0.7	3.0	3.1	3.3	0.9	4.0	1.2	0.0
Secondary Education	0.5	0.6	0.1	0.4	0.7	0.6	0.7	0.6	1.0	0.6	0.1	0.0
Special Education	0.2	0.2	0.3	0.1	0.0	0.5	0.2	0.1	0.5	0.1	0.3	0.0
General, Other Education Fields	1.4	1.5	1.0	1.4	0.6	1.8	1.7	1.5	2.3	1.8	1.1	0.0
<b>Engineering</b>												
Aero-/Astronautical Engineering	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.4	0.5	0.0	0.8	1.1	0.2	0.0	0.0	0.1	0.0	0.0	0.0
Civil Engineering	0.9	1.0	0.3	1.8	1.5	0.4	0.2	0.1	0.4	0.2	0.4	0.0
Electrical Engineering	0.7	0.9	0.0	1.0	1.7	0.8	0.4	0.3	0.6	0.3	0.0	0.0
Industrial Engineering	0.2	0.3	0.0	0.5	0.0	0.4	0.0	0.1	0.1	0.0	0.0	0.0
Mechanical Engineering	1.1	1.3	0.3	1.9	2.2	1.0	0.3	0.2	0.6	0.2	0.3	0.0
General, Other Engineering Fields	1.3	1.5	0.4	2.3	2.2	1.1	0.4	0.4	0.3	0.6	0.4	0.0
<b>Health Sciences</b>												
Dentistry	0.2	0.3	0.1	0.6	0.2	0.1	0.1	0.1	0.3	0.0	0.1	0.0
Health Technology	0.2	0.0	0.7	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.8	0.0
Medicine or Surgery	0.5	0.6	0.0	1.7	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Nursing	0.3	0.2	0.6	0.4	0.1	0.2	0.1	0.0	0.3	0.1	0.6	0.8
Pharmacy, Pharmacology	0.6	0.8	0.0	1.2	0.7	0.0	1.0	2.0	0.0	0.2	0.0	0.0
Therapy (speech, physical, occup.)	0.3	0.3	0.3	0.3	0.3	0.4	0.3	0.2	0.2	0.3	0.3	0.0
Veterinary Medicine	0.1	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4
General, Other Health Fields	0.9	0.8	1.6	0.9	0.5	1.0	0.5	0.3	0.9	0.6	1.8	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

MALE RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT</b>												
<b>History/Political Science</b>												
History	4.6	4.6	4.6	4.8	4.6	4.2	4.7	4.8	4.6	4.5	4.9	1.8
Political Science, Government	2.7	3.0	1.5	2.9	3.0	2.9	3.3	3.9	2.4	3.1	1.6	0.0
<b>Humanities</b>												
English Language & Literature	5.9	5.3	8.8	4.0	5.1	5.9	6.4	6.5	6.8	6.1	9.4	0.4
Foreign Languages & Literature	1.7	2.0	0.5	2.0	2.6	1.8	2.1	2.3	1.9	1.9	0.5	0.0
French	0.1	0.2	0.0	0.2	0.3	0.0	0.2	0.5	0.0	0.0	0.0	0.0
German	0.2	0.3	0.0	0.3	0.3	0.1	0.3	0.4	0.1	0.2	0.0	0.0
Spanish	0.5	0.5	0.4	0.8	0.5	0.2	0.6	0.5	0.4	0.7	0.3	2.2
Other Foreign Languages	0.3	0.3	0.3	0.3	0.7	0.0	0.3	0.5	0.1	0.2	0.3	0.0
Linguistics	0.2	0.2	0.1	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Philosophy	2.0	2.1	1.5	1.6	3.6	1.8	2.4	2.2	4.1	1.9	1.6	0.0
Religion or Theology	1.8	2.0	0.8	0.3	3.7	0.5	5.4	3.5	6.0	7.8	0.0	10.5
General, Other Humanities Fields	0.9	0.9	0.9	0.6	1.1	0.8	1.2	1.6	1.0	0.8	0.8	1.7
<b>The Arts &amp; Architecture</b>												
Architecture/Urban Planning	0.7	0.8	0.4	1.5	1.1	0.4	0.2	0.4	0.2	0.0	0.4	0.0
Art	2.4	2.5	1.8	2.3	2.3	2.5	3.0	3.6	2.1	2.6	1.9	0.0
Dramatics or Speech	1.8	1.8	1.9	1.6	2.1	1.9	1.9	1.7	1.4	2.2	1.7	3.7
Music	4.0	4.5	1.7	4.3	5.1	4.0	5.0	4.6	1.0	7.7	1.5	5.0
Television or Film	0.3	0.3	0.5	0.2	0.3	0.4	0.3	0.3	0.2	0.3	0.5	0.0
Other Fine Arts	0.5	0.5	0.5	0.5	0.8	0.4	0.5	0.7	0.3	0.3	0.5	0.0
<b>Mathematics/Statistics</b>												
Mathematics and/or Statistics	6.9	6.2	10.1	5.1	6.4	7.1	6.5	6.7	6.7	6.0	10.3	7.9
<b>Physical Sciences</b>												
Astronomy	0.2	0.2	0.1	0.4	0.1	0.0	0.1	0.1	0.0	0.0	0.1	0.0
Atmospheric Sciences	0.1	0.2	0.0	0.3	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	3.4	3.7	2.2	2.8	3.2	4.4	4.4	4.3	4.5	4.4	2.3	0.0
Earth Sciences	1.4	1.6	0.3	1.9	1.6	2.0	0.6	1.0	0.1	0.4	0.3	0.0
Geography	0.9	1.0	0.5	1.5	0.2	1.4	0.2	0.3	0.2	0.2	0.6	0.0
Marine Sciences (incl. Oceanography)	0.1	0.2	0.0	0.3	0.0	0.2	0.1	0.0	0.0	0.3	0.0	0.0
Physics	2.5	2.6	2.2	2.2	3.0	2.9	2.6	3.0	2.2	2.2	1.9	6.5
General, Other Physical Sciences	0.6	0.3	1.6	0.1	0.0	0.5	0.7	0.8	0.3	0.9	1.3	5.5
<b>Social Sciences</b>												
Anthropology	0.9	1.0	0.3	1.5	0.9	0.8	0.4	0.7	0.1	0.2	0.3	0.0
Archaeology	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.4	0.4	0.1	0.5	0.5	0.4	0.2	0.1	0.3	0.2	0.1	0.0
Counseling and Guidance	0.1	0.1	0.1	0.1	0.0	0.1	0.2	0.2	0.1	0.2	0.1	0.5
Experimental Psychology	0.7	0.9	0.0	1.1	0.7	0.8	0.7	0.9	0.8	0.4	0.0	0.0
Social Psychology	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.2	0.3	0.1	0.2	0.0
General, Other Psychology	2.3	2.3	2.3	1.3	1.8	2.9	3.2	3.1	2.9	3.4	2.5	0.0
Economics	2.0	2.2	1.0	2.2	2.3	2.1	2.3	3.1	2.1	1.5	1.1	0.0
Sociology	2.1	2.2	1.8	2.1	2.3	2.2	2.2	2.4	2.3	2.0	1.9	0.0
Social Work, Social Welfare	0.4	0.5	0.3	0.4	0.7	0.6	0.3	0.2	0.4	0.4	0.3	0.0
General, Other Social Sciences	1.8	1.2	4.5	0.8	1.7	1.5	1.1	1.2	1.3	0.7	4.2	8.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

MALE RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT</b>												
<b>Other Technical</b>												
Computer Science	2.5	2.4	3.2	1.8	2.3	2.9	2.7	2.6	2.9	2.8	3.1	3.5
Data Processing, Computer Prog.	0.4	0.2	1.1	0.1	0.1	0.2	0.3	0.4	0.4	0.0	1.1	2.2
Drafting/Design	0.3	0.1	1.1	0.1	0.2	0.1	0.1	0.1	0.0	0.0	1.2	0.0
Electronics	0.4	0.1	1.6	0.1	0.0	0.1	0.0	0.0	0.0	0.0	1.8	0.0
Industrial Arts	0.2	0.1	0.6	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.7	0.0
Mechanics	0.7	0.0	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.1	0.0
Other Technical	1.2	0.5	4.3	0.3	0.3	0.9	0.3	0.3	0.2	0.4	4.6	1.1
<b>Other</b>												
Building Trades	0.2	0.1	0.9	0.2	0.0	0.1	0.0	0.0	0.0	0.0	1.0	0.0
Communications [3]	1.6	1.9	0.5	1.2	1.4	2.5	2.5	2.1	2.4	2.9	0.5	0.0
Ethnic Studies	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Human Ecology/Family Science [1]	0.2	0.2	0.0	0.3	0.3	0.1	0.1	0.1	0.0	0.1	0.0	0.0
Journalism	0.4	0.5	0.0	0.7	0.4	0.4	0.2	0.1	0.4	0.3	0.0	0.0
Law	0.2	0.1	0.3	0.1	0.4	0.1	0.1	0.0	0.4	0.1	0.3	0.0
Law Enforcement	0.4	0.3	0.8	0.2	0.1	0.5	0.4	0.2	0.8	0.4	0.6	2.4
Library Science	0.3	0.3	0.2	0.5	0.1	0.2	0.3	0.3	0.2	0.3	0.2	0.0
Women's Studies	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Other Vocational	0.3	0.0	1.3	0.0	0.0	0.1	0.0	0.0	0.0	0.0	1.4	0.0
All Other Fields	2.7	2.2	4.5	2.3	2.7	2.1	2.0	2.6	2.0	1.2	4.2	8.2

National Normative Data for  
the 2004–2005 HERI Faculty Survey

Female Faculty



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Number of Respondents</b>	17,736	16,249	1,487	2,503	1,994	5,047	6,705	2,969	1,656	2,080	1,395	92
<b>Age as of December 31, 2004:</b>												
Less than 30	2.9	2.4	4.1	2.1	1.6	2.4	2.8	2.6	2.3	3.6	4.3	0.0
30 to 34	8.7	9.0	7.9	8.9	9.9	8.8	8.9	10.1	6.9	8.8	8.1	4.1
35 to 39	11.0	12.2	8.1	11.8	15.0	11.4	12.5	13.6	11.9	11.3	8.0	9.8
40 to 44	13.2	13.5	12.4	13.0	12.7	14.0	13.8	13.8	12.0	15.2	12.4	13.1
45 to 49	16.3	15.9	17.3	18.4	13.3	15.7	14.5	14.1	15.7	14.3	17.5	14.0
50 to 54	18.7	18.1	20.0	18.7	15.5	18.5	18.1	17.6	18.3	18.6	19.8	25.4
55 to 59	17.6	16.3	20.6	15.3	16.9	17.4	15.9	16.2	15.5	15.9	20.6	19.3
60 to 64	8.3	8.8	6.9	8.3	9.5	8.9	9.0	8.8	9.3	9.2	6.6	12.4
65 to 69	2.5	2.6	2.1	2.4	3.9	2.1	3.1	2.6	5.0	2.3	2.2	0.6
70 or more	1.0	1.2	0.6	1.2	1.9	0.8	1.3	0.8	3.0	0.8	0.5	1.2
<b>What is your present academic rank?</b>												
Professor	20.0	19.9	20.4	20.7	22.0	19.6	18.5	20.5	16.2	17.2	19.9	30.8
Associate Professor	23.4	27.0	14.5	27.9	27.0	25.0	28.6	26.9	31.2	29.1	14.0	24.4
Assistant Professor	27.8	33.6	13.5	30.5	30.7	35.1	36.2	33.0	39.0	38.6	13.1	20.2
Lecturer	5.9	7.6	1.7	10.0	12.0	7.6	3.4	5.3	2.1	1.6	1.7	1.2
Instructor	20.3	9.7	46.3	8.4	4.7	11.3	11.1	11.3	10.3	11.4	47.6	21.9
Other	2.6	2.2	3.6	2.5	3.7	1.4	2.2	2.9	1.1	2.0	3.7	1.5
<b>Are you currently serving in an administrative position as: [1]</b>												
Department chair	9.4	8.2	12.3	4.0	7.1	6.3	15.2	15.1	14.7	15.8	12.2	15.8
Dean	1.1	0.8	2.0	0.6	0.6	0.7	1.2	1.0	0.9	1.7	2.1	0.0
Other	16.7	17.5	14.8	19.2	19.3	15.4	17.4	17.6	17.5	17.0	14.4	22.5
<b>What is your principal activity in your current position at this institution?</b>												
Administration	3.2	3.2	3.1	3.5	3.1	2.8	3.4	3.7	2.0	4.1	3.0	5.3
Teaching	91.5	89.8	95.8	80.1	84.2	95.2	95.5	95.0	97.2	95.1	95.9	93.8
Research	4.0	5.6	0.0	14.3	11.8	0.8	0.2	0.4	0.0	0.1	0.0	0.0
Services to clients and patients	0.7	0.7	0.9	1.0	0.4	0.6	0.5	0.5	0.6	0.3	0.9	0.9
Other	0.6	0.7	0.3	1.2	0.5	0.6	0.4	0.4	0.2	0.5	0.3	0.0
<b>Racial/Ethnic group: [2]</b>												
White/Caucasian	89.0	89.8	87.1	89.7	88.3	89.5	90.7	88.2	92.4	93.0	86.7	94.2
African American/Black	3.4	3.1	4.0	3.0	2.8	3.4	3.1	4.4	1.8	2.2	4.2	1.0
American Indian/Alaska Native [1]	2.1	1.7	3.0	1.8	0.8	2.3	1.2	1.1	1.7	1.0	3.2	0.0
Asian American/Asian	4.4	4.2	4.8	4.0	6.2	4.3	3.6	4.7	2.9	2.4	4.9	1.2
Native Hawaiian/Pacific Islander [3]	1.0	0.5	2.4	0.3	0.4	0.7	0.5	0.6	0.4	0.3	2.5	0.0
Mexican American/Chicano	2.5	1.4	5.1	1.7	0.9	1.4	1.2	1.6	0.9	0.9	5.4	0.0
Puerto Rican [1]	1.2	0.8	2.1	0.6	1.0	1.0	0.8	0.6	0.9	0.9	2.1	1.7
Other Latino	2.4	2.0	3.4	2.2	2.6	1.9	1.8	1.7	2.0	1.9	3.5	1.2
Other	2.3	2.0	3.3	1.8	1.9	2.1	2.0	2.6	2.0	1.2	3.4	0.6
<b>Do your interests lie primarily in teaching or research?</b>												
Very heavily in teaching	43.7	31.4	74.0	23.5	19.5	34.2	40.9	35.2	40.4	49.5	73.8	78.0
In both, but leaning toward teaching	35.7	41.4	21.6	33.2	36.4	47.2	45.1	47.7	44.9	41.6	21.8	17.4
In both, but leaning toward research	18.1	23.8	4.0	36.3	39.2	17.0	12.9	15.6	14.0	8.3	3.9	4.6
Very heavily in research	2.5	3.4	0.4	7.0	4.9	1.6	1.0	1.5	0.8	0.6	0.4	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges		
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private	
<b>Highest degree earned:</b>													
Bachelor's (B.A., B.S., etc.)	4.2	1.3	11.3	1.2	1.6	1.1	1.5	1.9	0.6	1.6	11.5	7.6	
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]	36.2	25.2	63.4	22.2	16.3	26.4	30.5	27.8	27.1	36.8	63.5	62.0	
LL.B., J.D.	0.7	0.8	0.5	0.7	0.9	0.9	0.8	0.9	1.0	0.5	0.5	0.6	
M.D., D.D.S. (or equivalent)	0.5	0.5	0.4	1.3	0.2	0.1	0.2	0.1	0.5	0.2	0.4	0.6	
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.5	0.5	0.5	0.6	0.4	0.4	0.7	0.9	0.3	0.6	0.3	3.0	
Ed.D.	4.5	4.9	3.4	3.6	2.3	6.6	5.4	4.8	5.7	5.9	3.1	7.8	
Ph.D.	48.2	62.8	12.0	67.0	74.5	60.7	56.2	58.6	59.1	50.5	12.0	11.0	
Other degree	3.4	2.9	4.6	2.5	2.9	2.8	3.5	3.5	4.2	2.9	4.7	2.4	
None	1.9	1.1	3.9	0.9	0.8	1.1	1.3	1.5	1.5	1.0	3.8	4.8	
<b>Field of highest degree: [1,4]</b>													
Agriculture or Forestry	0.5	0.5	0.6	0.9	0.4	0.4	0.1	0.2	0.0	0.1	0.4	3.6	
Biological Sciences	5.2	5.1	5.5	4.9	5.0	4.3	6.2	7.0	6.5	4.9	5.7	2.8	
Business	5.1	4.5	6.6	3.5	3.5	5.5	4.5	3.6	6.0	4.6	6.3	12.0	
Education	18.5	17.1	21.9	15.9	8.7	20.5	17.5	14.3	17.0	22.2	21.7	25.3	
Engineering	1.0	1.3	0.5	1.9	2.6	0.9	0.5	0.5	0.6	0.6	0.5	0.0	
English	9.1	8.1	11.7	7.0	8.2	7.7	9.8	10.7	8.5	9.6	11.7	10.1	
Health Sciences	11.0	9.2	15.6	10.2	6.4	9.6	8.7	6.9	15.2	6.4	15.4	19.7	
History or Political Science	4.4	5.3	2.0	5.8	8.4	4.5	4.5	5.0	3.6	4.4	2.1	0.0	
Humanities	8.9	10.9	3.9	11.8	17.0	7.1	12.2	13.7	11.0	11.1	3.9	4.6	
The Arts & Architecture	8.9	9.8	6.6	10.5	12.6	8.1	10.2	11.6	6.3	11.0	6.7	4.2	
Mathematics/Statistics	4.1	3.1	6.8	2.2	2.5	3.9	3.3	3.3	3.6	3.0	7.1	0.0	
Physical Sciences	3.2	3.3	2.8	2.9	3.1	3.9	3.2	4.1	2.5	2.3	2.6	6.8	
Social Sciences	12.1	13.6	8.3	13.0	15.9	14.1	12.8	13.9	11.7	12.0	8.5	4.4	
Other Technical	1.5	1.1	2.4	1.0	0.8	1.2	1.3	1.0	1.9	1.2	2.5	0.0	
Other	6.4	7.1	4.9	8.5	4.7	8.0	5.3	4.2	5.6	6.6	4.8	6.5	
<b>Year of highest degree now held:</b>													
Before 1967	1.6	1.4	2.0	1.4	2.6	0.9	1.6	1.6	1.5	1.7	2.1	0.0	
1967 to 1971	2.8	2.7	2.9	2.9	4.2	2.2	2.7	2.5	2.4	3.1	3.1	0.0	
1972 to 1976	6.7	6.1	8.2	7.0	7.3	4.4	6.8	8.0	6.0	5.5	8.1	9.3	
1977 to 1981	9.3	9.2	9.5	9.7	11.6	8.0	9.1	10.3	8.6	7.7	9.1	15.8	
1982 to 1986	12.1	11.8	12.9	12.8	13.2	10.9	11.1	11.4	11.6	10.3	12.7	16.2	
1987 to 1991	14.5	14.6	14.1	15.2	13.9	14.5	14.5	13.7	17.2	13.8	13.9	19.0	
1992 to 1996	19.0	19.8	17.0	19.8	14.7	21.7	19.5	18.2	20.9	20.3	17.2	13.7	
1997 to 2001	22.5	22.8	21.7	20.5	22.5	24.8	22.8	23.4	20.1	23.9	22.2	12.7	
2002 to 2004	11.6	11.6	11.6	10.6	10.0	12.6	11.9	10.9	11.6	13.6	11.6	13.3	
<b>Degree currently working on:</b>													
Bachelor's (B.A., B.S., etc.)	2.0	0.5	5.5	0.8	0.0	0.4	0.5	0.9	0.2	0.3	5.4	9.6	
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]	7.8	2.4	20.8	2.0	3.8	2.3	2.5	3.1	1.9	2.3	21.1	12.8	
LL.B., J.D.	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	
M.D., D.D.S. (or equivalent)	0.1	0.1	0.2	0.1	0.1	0.0	0.1	0.1	0.0	0.3	0.2	0.0	
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.7	0.5	1.1	0.1	0.6	0.6	0.9	1.4	0.5	0.5	1.2	0.0	
Ed.D.	3.6	3.2	4.6	2.2	1.0	3.3	4.8	3.5	5.2	6.2	4.5	7.7	
Ph.D.	17.3	16.5	19.3	13.3	8.6	18.6	19.7	18.6	16.9	22.8	19.3	19.5	
Other degree	2.0	1.7	2.7	0.8	1.3	1.9	2.3	2.8	2.1	1.9	2.7	3.8	
None	66.5	75.0	45.7	80.6	84.6	72.9	69.1	69.7	73.2	65.5	45.7	46.6	

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

FEMALE RESPONDENTS	ALL	ALL	ALL	Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Department of current faculty appointment: [1,4]</b>												
Agriculture or Forestry	0.7	0.8	0.6	2.2	0.4	0.3	0.1	0.1	0.0	0.2	0.5	3.7
Biological Sciences	5.4	4.9	6.7	4.6	5.1	4.2	6.0	6.4	6.7	4.9	6.8	4.9
Business	5.7	5.3	6.9	4.2	4.4	6.1	5.6	4.4	7.3	6.2	6.9	6.7
Education	10.8	11.9	8.0	11.0	5.5	14.5	12.3	9.6	12.4	16.0	8.3	2.2
Engineering	0.9	1.1	0.3	1.8	2.2	1.0	0.2	0.2	0.3	0.1	0.3	0.0
English	10.1	8.8	13.5	7.6	7.8	8.6	10.7	12.0	8.8	10.1	13.6	12.8
Health Sciences	13.5	11.4	18.7	13.2	7.9	11.7	10.6	8.4	18.1	8.2	18.4	23.6
History or Political Science	4.0	4.8	1.9	5.1	7.9	4.3	4.1	4.4	3.3	4.2	2.0	0.7
Humanities	8.7	10.4	4.5	10.4	17.8	6.8	11.9	12.9	10.6	11.5	4.4	7.0
The Arts & Architecture	9.2	10.5	6.0	11.9	13.6	8.4	10.5	11.8	6.3	11.8	6.1	4.4
Mathematics/Statistics	5.3	3.7	9.2	2.6	2.6	4.8	4.0	4.2	4.2	3.7	9.0	12.9
Physical Sciences	3.4	3.6	3.2	2.8	2.9	4.3	3.7	4.8	2.8	2.9	3.0	7.0
Social Sciences	11.6	13.0	7.9	12.2	14.5	13.7	12.5	13.7	11.4	11.5	8.1	4.7
Other Technical	2.3	1.5	4.3	1.2	1.0	1.8	1.7	1.5	2.0	1.7	4.2	6.5
Other	8.2	8.2	8.3	9.2	6.5	9.6	6.0	5.5	5.7	7.0	8.6	3.2
<b>Year of appointment at present institution:</b>												
Before 1967	0.4	0.5	0.2	0.5	0.8	0.3	0.7	0.6	0.9	0.8	0.2	0.0
1967 to 1971	1.5	1.7	0.9	1.8	1.7	1.4	1.9	1.5	2.7	1.9	1.0	0.0
1972 to 1976	2.9	3.1	2.5	3.4	4.8	2.5	2.9	3.4	3.2	1.9	2.5	3.9
1977 to 1981	5.1	5.1	5.0	4.8	7.1	4.3	5.7	5.8	6.2	5.2	4.8	8.0
1982 to 1986	8.1	8.0	8.3	8.7	8.6	7.0	8.3	9.4	8.0	7.1	8.5	5.5
1987 to 1991	13.8	13.6	14.4	15.2	14.0	12.3	13.2	13.4	12.2	13.7	13.8	26.9
1992 to 1996	14.7	14.7	14.8	15.3	12.4	15.6	14.0	13.2	15.4	14.0	14.9	12.8
1997 to 2001	29.5	29.4	29.8	28.8	29.0	30.9	28.2	29.1	24.9	29.2	30.1	23.2
2002 to 2004	23.9	23.9	24.0	21.6	21.5	25.7	25.1	23.7	26.5	26.1	24.3	19.7
<b>What is your tenure status at this institution? [1]</b>												
Tenured	41.6	44.0	35.4	47.5	46.4	44.8	38.3	37.0	45.4	35.2	36.6	11.7
On tenure track, but not tenured	24.2	28.5	13.7	25.7	25.8	33.3	26.5	22.6	26.1	32.5	14.2	3.0
Not on tenure track, but institution has tenure system	21.6	23.8	16.2	26.4	27.6	21.8	21.8	23.6	17.0	22.8	16.5	11.3
Institution has no tenure system	12.6	3.7	34.7	0.4	0.2	0.1	13.3	16.8	11.5	9.5	32.7	73.9
<b>If tenured, year tenure was awarded:</b>												
Before 1967	0.1	0.2	0.0	0.2	0.2	0.1	0.3	0.1	0.4	0.4	0.0	0.0
1967 to 1971	0.5	0.6	0.3	0.5	0.8	0.3	0.9	0.6	0.9	1.5	0.3	0.0
1972 to 1976	3.1	3.0	3.3	3.4	2.9	2.6	3.0	3.0	3.9	2.2	3.4	0.0
1977 to 1981	5.4	5.8	4.2	6.5	7.8	4.9	4.9	5.4	4.3	4.7	4.2	0.0
1982 to 1986	8.4	8.5	8.0	8.3	13.6	7.1	8.6	8.6	9.1	8.0	7.8	21.7
1987 to 1991	13.9	14.0	13.6	14.8	16.5	12.3	14.1	15.8	13.8	11.9	13.8	0.0
1992 to 1996	22.3	22.2	22.7	24.4	21.8	20.6	21.9	22.0	22.4	21.3	22.1	50.3
1997 to 2001	26.7	26.5	27.4	24.9	21.2	29.7	26.7	26.0	25.6	28.8	27.5	21.3
2002 to 2004	19.6	19.2	20.5	17.1	15.2	22.4	19.5	18.4	19.5	21.2	20.8	6.8

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges		
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private	
<b>Salary is based on:</b>													
9/10 months	76.3	76.3	76.4	79.1	66.1	82.8	69.1	62.8	74.8	74.2	76.3	78.4	
11/12 months	23.7	23.7	23.6	20.9	33.9	17.2	30.9	37.2	25.2	25.8	23.7	21.6	
<b>Base salary</b>													
<b>9/10 month contract:</b>													
Less than \$20,000	4.4	2.5	9.4	1.9	3.9	2.4	2.7	4.5	1.8	1.2	8.9	18.9	
\$20,000 to 29,999	3.4	2.7	5.1	3.3	1.7	2.2	2.7	2.2	1.8	4.1	5.1	5.6	
\$30,000 to 39,999	14.2	10.8	22.9	8.4	3.5	12.6	13.7	11.9	8.1	20.1	22.8	24.0	
\$40,000 to 49,999	28.6	28.0	30.2	22.3	16.6	32.7	32.2	24.9	33.5	40.2	30.1	32.9	
\$50,000 to 59,999	20.4	23.2	13.3	24.4	22.8	22.6	22.8	23.0	24.6	21.2	13.5	11.0	
\$60,000 to 69,999	13.0	14.5	9.2	16.9	15.0	13.2	13.3	15.8	16.6	7.9	9.3	7.6	
\$70,000 to 79,999	7.0	7.6	5.4	8.7	12.1	6.9	5.8	7.3	6.6	3.5	5.7	0.0	
\$80,000 to 89,999	4.4	5.0	3.0	5.2	9.9	4.7	3.5	5.1	4.1	1.0	3.2	0.0	
\$90,000 to 99,999	2.1	2.6	0.9	3.2	5.8	1.9	1.5	2.4	1.3	0.6	0.9	0.0	
\$100,000 to 124,999	1.9	2.5	0.4	4.3	7.2	0.5	1.4	2.2	1.6	0.2	0.4	0.0	
\$125,000 to 149,999	0.4	0.5	0.1	0.9	1.4	0.1	0.1	0.3	0.0	0.0	0.1	0.0	
\$150,000 or more	0.2	0.2	0.1	0.5	0.2	0.1	0.1	0.3	0.0	0.1	0.1	0.0	
<b>11/12 month contract:</b>													
Less than \$20,000	3.1	1.3	7.8	1.7	0.4	1.8	1.1	1.5	0.7	0.5	8.0	4.5	
\$20,000 to 29,999	3.9	2.3	7.9	2.3	0.7	2.6	2.8	2.9	1.7	3.5	6.7	34.6	
\$30,000 to 39,999	13.0	11.7	16.4	8.2	4.6	13.9	15.8	14.1	14.8	20.2	16.3	19.7	
\$40,000 to 49,999	23.8	21.8	29.0	14.2	16.2	25.9	26.9	20.4	30.9	38.0	28.4	41.2	
\$50,000 to 59,999	23.2	23.2	23.2	22.1	22.4	22.8	24.7	24.2	28.2	23.3	24.3	0.0	
\$60,000 to 69,999	12.4	14.1	8.1	12.4	22.6	13.4	12.1	12.6	14.0	9.6	8.5	0.0	
\$70,000 to 79,999	8.5	9.7	5.4	13.4	10.3	8.2	7.9	11.4	4.3	2.9	5.6	0.0	
\$80,000 to 89,999	4.6	6.1	0.7	7.2	9.3	6.0	4.1	5.9	2.4	1.3	0.7	0.0	
\$90,000 to 99,999	3.0	3.9	0.7	5.9	4.6	3.4	2.5	3.5	2.1	0.6	0.7	0.0	
\$100,000 to 124,999	3.1	4.0	0.7	7.0	7.4	1.9	1.7	2.8	0.8	0.1	0.8	0.0	
\$125,000 to 149,999	0.9	1.2	0.0	3.7	0.7	0.1	0.4	0.7	0.0	0.0	0.0	0.0	
\$150,000 or more	0.5	0.7	0.0	1.9	0.9	0.1	0.1	0.2	0.1	0.0	0.0	0.0	
<b>Are you currently:</b>													
Married	66.1	64.9	69.1	62.0	64.0	65.7	67.2	65.6	64.2	71.9	69.1	68.2	
Unmarried, living with partner	6.2	6.7	4.8	8.9	5.7	6.6	5.0	6.2	4.3	3.8	4.9	3.5	
Single	27.7	28.4	26.1	29.1	30.3	27.7	27.7	28.2	31.5	24.4	26.0	28.3	
<b>Have you ever been:</b>													
Divorced	27.6	26.6	30.1	28.3	27.4	29.0	21.5	21.4	20.7	22.4	30.4	23.6	
Widowed	3.2	2.6	4.7	1.9	2.5	2.9	2.9	3.2	3.5	2.1	4.7	4.7	
Separated	4.5	4.1	5.6	4.1	3.7	4.4	3.7	4.2	3.6	2.9	5.5	6.7	
<b>HOW MANY CHILDREN DO YOU HAVE?[1]</b>													
<b>Under 18 years old</b>													
None	67.5	67.9	66.8	68.9	68.1	68.1	66.4	66.5	65.8	66.6	66.6	70.9	
One	15.6	15.7	15.4	15.5	15.8	15.4	16.1	17.1	15.5	15.1	15.3	17.2	
Two	13.3	12.9	14.5	12.5	13.0	13.0	13.1	12.6	13.9	13.4	14.8	8.0	
Three	2.8	2.8	2.7	2.5	2.7	2.8	3.3	2.9	3.4	3.9	2.7	3.9	
Four or more	0.7	0.7	0.6	0.6	0.5	0.6	1.1	0.9	1.5	1.1	0.7	0.0	
<b>18 years or older</b>													
None	60.1	63.8	50.9	67.1	66.6	60.7	63.2	67.1	62.6	57.9	50.8	52.9	
One	12.7	11.7	15.2	11.4	10.8	12.3	11.6	11.6	12.4	11.0	15.7	6.2	
Two	17.1	15.9	20.1	13.7	16.0	17.4	16.2	13.9	15.4	20.2	20.4	14.0	
Three	6.9	5.7	9.8	5.2	4.2	6.3	6.0	4.6	6.5	7.7	9.0	24.0	
Four or more	3.2	2.9	4.0	2.5	2.4	3.3	3.0	2.8	3.1	3.2	4.1	2.9	

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

FEMALE RESPONDENTS	ALL	ALL	ALL	Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>General activities:</b>												
Have you ever held an academic administrative post?	33.4	36.4	26.3	35.8	40.2	31.4	41.7	42.1	42.7	40.3	25.8	34.2
Have you ever received an award for outstanding teaching?	41.9	40.5	45.2	44.0	38.9	40.2	37.9	36.7	37.7	40.0	44.9	50.7
Do you commute a long distance to work?	25.2	22.4	32.0	17.9	20.7	25.0	24.7	24.6	26.3	23.8	32.2	28.3
Does your spouse/partner work in the same/nearby city? [1]	57.5	59.7	52.2	62.5	64.2	56.9	58.4	56.2	58.4	61.6	51.9	58.6
Is your spouse/partner an academic?	29.5	32.9	21.6	36.9	35.3	29.8	31.4	33.3	25.4	32.9	21.5	22.8
Were you born in the U.S.A.?	88.7	87.3	92.2	86.9	82.7	88.3	88.2	85.1	90.6	91.0	92.1	94.1
Are you a U.S. citizen?	95.1	94.2	97.2	94.0	90.9	94.6	95.3	94.6	96.4	95.6	97.1	99.1
Have you been sexually harassed at this institution?	8.8	9.7	6.6	12.2	9.8	9.6	7.4	8.0	7.1	6.6	6.8	3.4
Are you a member of a faculty union?	30.1	22.9	47.5	21.4	8.9	37.9	11.4	9.6	22.2	6.1	48.7	24.0
Do you plan to retire within the next three years? [3]	9.8	9.1	11.5	9.2	7.3	10.0	8.4	6.6	10.6	9.3	11.9	3.8
Do you use your scholarship to address local community needs? [3]	52.5	52.3	53.0	51.5	46.0	58.0	48.6	42.7	51.4	54.9	53.4	47.0
Have you published op-ed pieces or editorials? [3]	15.4	16.0	13.9	17.0	17.3	15.9	14.7	13.0	17.9	14.8	13.8	15.5
<b>During the past two years, have you:</b>												
Received at least one firm job offer?	30.2	29.4	32.1	27.8	27.3	30.7	30.5	28.3	34.9	30.3	32.3	26.5
Considered early retirement?	21.9	21.0	24.3	23.8	15.4	21.9	18.9	17.7	20.7	19.4	24.7	17.1
Considered leaving academe for another job?	35.2	36.2	32.9	37.3	31.7	36.9	35.9	35.7	35.0	36.9	32.6	38.6
Considered leaving this institution for another? [3]	42.0	45.6	33.2	51.5	46.3	43.9	41.0	42.3	39.0	40.6	32.6	44.8
Changed academic institutions? [3]	9.9	10.7	7.8	9.2	10.5	11.7	11.3	10.5	12.6	11.6	7.6	10.8
Taught courses at more than one institution during the same term? [3]	11.6	9.4	17.1	7.0	9.4	8.8	12.5	13.1	12.4	11.8	16.9	21.3
Requested/sought an early promotion?	6.8	7.3	5.7	8.0	6.4	7.9	6.2	8.0	5.3	4.2	5.4	11.8
Engaged in paid consulting outside of your institution? [3]	31.3	34.5	23.6	38.8	35.9	34.4	29.5	30.3	30.1	27.9	23.5	26.5
Engaged in public service/professional consulting without pay? [3]	55.0	58.5	46.3	61.4	54.9	61.8	52.7	50.0	55.5	54.5	46.1	50.4
Received funding for your work from: [3]												
Foundations?	18.6	22.3	9.5	27.6	29.2	18.8	18.3	19.9	15.8	17.8	9.8	2.9
State or federal government?	21.8	25.2	13.6	35.5	25.7	25.8	13.3	14.9	14.5	10.1	13.7	11.2
Business or industry?	9.4	10.1	7.6	14.4	10.9	8.9	6.7	7.1	6.5	6.4	7.8	3.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>During the past two years, have you engaged in any of the following activities?</b>												
Taught an honors course	15.5	17.8	9.6	20.6	25.0	14.4	16.2	17.7	15.4	14.8	9.6	10.2
Taught an interdisciplinary course	37.4	42.1	25.0	43.4	52.2	34.8	45.8	51.0	38.6	43.4	24.3	38.1
Taught an ethnic studies course	11.9	12.8	9.6	12.1	14.3	11.4	14.6	16.0	12.7	13.8	9.8	4.2
Taught a women's studies course	13.9	16.7	6.6	15.4	21.4	14.3	19.0	20.7	18.4	16.9	6.8	2.5
Team-taught a course	37.1	38.4	33.8	40.5	42.9	34.5	39.2	38.9	39.8	39.3	33.1	46.9
Taught a service learning course	23.6	24.4	21.6	23.7	24.4	24.7	24.8	23.0	27.1	25.8	21.3	26.5
Worked with undergraduates on a research project	50.8	60.9	23.6	62.0	70.5	57.3	60.6	65.3	55.9	57.1	22.8	40.9
Placed or collected assignments on the Internet [1]	67.1	70.0	59.6	71.5	69.9	71.5	66.6	63.3	71.5	67.6	60.1	49.6
Taught a course exclusively on the Internet [1]	14.9	11.9	22.3	13.2	4.6	16.0	8.2	6.0	12.4	8.1	22.8	11.5
Participated in a faculty development program [3]	71.0	68.5	76.9	56.8	59.5	73.7	77.7	75.4	80.4	78.9	77.2	72.6
Advised student groups involved in service/volunteer work [3]	44.3	45.0	42.7	41.3	40.3	47.4	47.6	44.2	48.1	52.2	42.9	37.4
Collaborated with the local community in research/teaching [3]	44.1	47.4	35.7	48.2	41.7	52.5	42.3	38.9	46.0	44.7	35.4	41.7
Developed a new course	66.8	71.6	54.3	72.2	76.9	67.6	73.9	75.3	73.0	72.5	53.9	63.6
Conducted research or writing focused on: [3]												
International/global issues	22.1	26.7	10.2	29.7	34.6	23.5	24.3	25.8	23.2	23.0	10.2	8.7
Racial or ethnic minorities	22.1	25.9	12.4	29.2	29.9	24.3	22.6	25.6	21.5	19.2	12.7	6.2
Women and gender issues	27.2	32.4	13.4	35.2	39.2	29.2	30.9	35.2	29.9	25.3	13.7	6.4
Taught a first-year seminar [3]	22.0	23.7	17.6	20.6	29.7	19.7	29.5	31.0	23.8	31.5	17.6	17.9
<b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>												
<b>Articles in academic or professional journals</b>												
None	35.4	23.2	65.5	16.4	14.4	24.9	31.7	28.2	27.6	39.8	65.3	68.8
1 to 2	22.5	22.5	22.5	18.0	18.1	24.4	26.8	26.4	26.3	27.8	22.5	22.1
3 to 4	13.8	16.1	8.2	13.8	15.1	18.1	16.4	16.7	18.0	14.9	8.3	7.4
5 to 10	14.9	19.9	2.5	22.0	24.2	20.0	15.7	17.2	17.7	12.1	2.6	0.6
11 to 20	7.5	10.1	1.0	14.6	13.2	8.2	6.3	7.4	7.2	3.9	1.0	0.0
21 to 50	4.4	6.2	0.2	11.0	10.0	3.7	2.5	3.2	2.5	1.4	0.2	1.1
More than 50	1.5	2.1	0.1	4.1	4.9	0.6	0.6	0.9	0.6	0.1	0.1	0.0
<b>Chapters in edited volumes</b>												
None	63.3	53.4	87.7	42.1	37.4	60.1	63.5	58.3	60.8	72.9	87.8	85.1
1 to 2	21.0	25.4	10.1	25.7	26.1	26.0	24.2	26.1	27.6	19.1	9.9	13.3
3 to 4	8.4	11.1	1.8	15.1	16.3	8.5	8.0	9.3	7.7	6.3	1.8	1.6
5 to 10	5.1	7.1	0.3	11.7	13.0	4.2	3.3	4.9	2.8	1.4	0.3	0.0
11 to 20	1.5	2.1	0.1	3.5	4.6	1.1	0.7	1.0	0.8	0.2	0.1	0.0
21 to 50	0.5	0.8	0.0	1.5	2.1	0.2	0.1	0.2	0.1	0.0	0.0	0.0
More than 50	0.2	0.2	0.0	0.4	0.5	0.0	0.1	0.2	0.1	0.0	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>												
<b>Books, manuals, or monographs</b>												
None	69.5	63.4	84.2	54.5	52.4	68.1	71.6	67.3	72.3	77.2	84.3	82.3
1 to 2	21.1	24.9	11.9	28.2	29.8	23.4	21.5	24.7	21.1	17.3	11.8	13.9
3 to 4	5.9	7.2	2.7	11.0	10.5	5.4	4.1	4.6	4.4	3.1	2.6	3.8
5 to 10	2.6	3.3	1.0	4.4	6.2	2.5	2.1	2.6	1.7	1.8	1.0	0.0
11 to 20	0.6	0.8	0.2	1.5	0.7	0.5	0.5	0.6	0.5	0.3	0.2	0.0
21 to 50	0.2	0.2	0.1	0.3	0.4	0.1	0.1	0.1	0.0	0.2	0.1	0.0
More than 50	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.0
<b>Other, such as patents or computer software products [3]</b>												
None	91.6	90.0	95.5	87.4	87.5	90.9	92.5	91.7	92.3	93.6	95.7	91.3
1 to 2	5.6	6.8	3.1	8.6	7.3	6.3	5.2	5.8	4.2	4.9	3.0	4.8
3 to 4	1.5	1.8	0.9	2.2	3.1	1.6	1.1	1.0	1.7	0.7	1.0	0.0
5 to 10	0.6	0.9	0.1	1.0	1.3	0.5	0.9	1.3	1.1	0.4	0.0	1.1
11 to 20	0.2	0.2	0.1	0.2	0.2	0.3	0.1	0.1	0.2	0.2	0.1	0.0
21 to 50	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.3	0.1	0.1	2.8
More than 50	0.2	0.2	0.2	0.4	0.5	0.2	0.1	0.0	0.1	0.1	0.2	0.0
<b>HOW MANY:</b>												
<b>Exhibitions or performances in the fine or applied arts have you presented?</b>												
None	79.1	79.2	79.1	80.5	78.2	79.1	78.1	77.0	80.5	78.0	79.0	80.8
1 to 2	5.6	5.0	6.9	4.7	5.4	4.8	5.4	5.3	6.3	5.1	7.1	4.9
3 to 4	3.0	2.7	3.6	2.2	2.4	3.0	3.0	3.3	2.7	2.7	3.6	2.8
5 to 10	2.9	2.8	3.1	2.5	2.2	3.0	3.1	3.1	2.7	3.3	3.1	2.8
11 to 20	2.1	2.1	1.9	1.9	1.9	2.3	2.1	2.3	2.1	1.8	1.8	4.4
21 to 50	3.0	3.0	2.9	2.6	3.4	3.3	3.0	3.5	2.0	3.0	2.9	4.3
More than 50	4.4	5.2	2.5	5.5	6.6	4.5	5.3	5.7	3.7	6.1	2.6	0.0
<b>Of your professional writings have been published or accepted for publication in the last two years?</b>												
None	49.4	36.3	81.5	26.0	22.8	38.9	49.2	44.7	45.8	58.2	81.7	78.2
1 to 2	28.2	33.3	15.8	29.7	33.2	37.4	32.1	33.3	34.1	28.9	15.9	15.2
3 to 4	14.2	19.3	1.6	24.9	26.2	16.5	14.0	16.3	15.1	9.9	1.4	4.9
5 to 10	7.0	9.5	0.7	16.4	15.4	6.1	4.1	4.9	4.4	2.6	0.7	0.6
11 to 20	1.0	1.3	0.3	2.4	2.1	0.8	0.4	0.5	0.3	0.3	0.3	0.0
21 to 50	0.2	0.3	0.1	0.5	0.4	0.2	0.2	0.2	0.2	0.1	0.0	1.1
More than 50	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>												
<b>Scheduled teaching (actual, not credit hours)</b>												
None	0.5	0.6	0.4	1.0	0.6	0.3	0.5	0.6	0.1	0.5	0.5	0.0
1 to 4	7.0	7.9	4.8	13.1	11.4	4.6	4.9	6.2	4.4	3.5	4.9	3.5
5 to 8	27.0	32.9	12.6	46.5	49.3	22.7	24.6	29.7	23.0	18.6	12.3	17.1
9 to 12	32.9	38.1	19.9	25.3	28.0	47.1	44.5	41.1	45.9	48.3	19.3	33.1
13 to 16	17.7	13.2	29.0	7.6	6.0	16.9	17.3	14.7	17.6	20.7	29.1	27.6
17 to 20	8.6	4.9	17.8	4.2	3.2	5.8	5.1	4.6	5.4	5.5	18.2	8.3
21 to 34	5.4	2.1	13.6	1.9	1.4	2.2	2.6	2.5	2.9	2.5	13.7	10.4
35 to 44	0.6	0.2	1.6	0.2	0.1	0.2	0.3	0.5	0.3	0.2	1.7	0.0
45 +	0.2	0.2	0.3	0.1	0.1	0.1	0.2	0.2	0.4	0.1	0.3	0.0
<b>Preparing for teaching (including reading student papers and grading)</b>												
None	0.5	0.5	0.5	0.9	0.6	0.3	0.4	0.5	0.2	0.4	0.6	0.0
1 to 4	9.0	8.1	11.2	10.7	10.8	6.5	6.3	8.1	5.3	4.5	11.1	13.4
5 to 8	21.9	21.4	23.1	24.2	25.5	19.8	18.9	18.3	21.1	18.3	22.5	34.3
9 to 12	24.0	24.8	21.9	27.2	24.4	23.8	23.6	23.2	22.7	24.8	22.0	20.7
13 to 16	16.4	17.1	14.7	16.0	17.4	17.5	17.9	17.8	19.4	16.9	14.5	20.2
17 to 20	14.6	14.5	14.6	11.8	12.5	15.6	16.8	16.4	16.8	17.6	15.0	7.6
21 to 34	9.9	10.2	9.1	7.2	7.1	12.3	12.0	11.1	10.7	14.2	9.4	2.8
35 to 44	2.3	2.2	2.7	1.3	1.3	2.7	2.9	3.3	2.7	2.5	2.8	0.9
45 +	1.4	1.1	2.1	0.8	0.4	1.5	1.2	1.4	1.2	1.0	2.3	0.0
<b>Advising and counseling of students</b>												
None	5.5	4.8	7.4	6.4	3.2	4.6	3.9	3.8	3.6	4.1	7.2	11.8
1 to 4	58.7	57.5	61.7	59.7	61.2	55.3	56.4	57.0	57.0	55.2	61.8	58.9
5 to 8	25.5	27.8	19.6	25.5	27.2	29.3	28.9	29.0	28.3	29.1	19.5	22.4
9 to 12	7.1	7.1	7.0	5.8	6.5	7.8	7.7	7.4	8.1	7.9	7.2	2.6
13 to 16	2.0	1.8	2.7	1.5	1.2	2.1	1.8	2.1	1.5	1.7	2.7	2.0
17 to 20	0.7	0.6	0.7	0.7	0.6	0.5	0.9	0.5	1.1	1.2	0.7	0.0
21 to 34	0.4	0.3	0.7	0.2	0.1	0.3	0.4	0.1	0.3	0.8	0.6	2.3
35 to 44	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.0	0.1	0.0	0.1	0.0
45 +	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
<b>Committee work and meetings</b>												
None	8.3	6.0	14.1	5.6	8.4	5.2	6.4	8.7	4.1	4.6	13.7	22.8
1 to 4	65.3	65.0	66.1	65.4	62.9	63.3	67.6	65.7	63.3	73.5	66.1	67.0
5 to 8	20.4	22.4	15.5	21.3	22.1	24.7	21.0	20.6	25.3	18.4	15.8	9.3
9 to 12	4.1	4.5	3.0	5.2	4.4	4.7	3.6	3.6	5.1	2.5	3.1	0.9
13 to 16	1.2	1.3	0.8	1.3	1.7	1.4	1.1	1.1	1.6	0.6	0.9	0.0
17 to 20	0.4	0.5	0.2	0.7	0.4	0.5	0.2	0.2	0.3	0.1	0.2	0.0
21 to 34	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.3	0.1	0.1	0.0
35 to 44	0.1	0.1	0.1	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
<b>Other administration</b>												
None	38.7	35.9	45.7	36.2	32.9	39.4	32.5	32.1	32.9	32.8	46.0	39.1
1 to 4	39.8	41.6	35.5	41.8	45.4	40.0	41.8	43.2	40.9	40.3	35.4	37.7
5 to 8	11.5	12.3	9.4	12.3	11.5	11.2	14.0	13.9	14.1	14.2	9.1	16.1
9 to 12	4.7	5.1	3.8	4.5	5.8	4.6	6.0	5.7	6.5	6.0	3.8	3.1
13 to 16	2.0	2.1	1.6	2.4	1.5	1.8	2.3	2.0	2.4	2.6	1.6	1.4
17 to 20	1.6	1.6	1.6	1.5	1.7	1.7	1.6	1.3	1.8	1.8	1.7	0.0
21 to 34	1.1	1.0	1.3	0.9	0.8	0.8	1.3	1.3	1.1	1.4	1.2	2.7
35 to 44	0.5	0.3	1.0	0.2	0.2	0.3	0.4	0.4	0.2	0.6	1.1	0.0
45 +	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.2	0.3	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>												
<b>Research and scholarly writing</b>												
None	32.8	19.7	65.8	14.7	11.3	19.6	28.4	24.9	25.1	35.8	65.7	67.9
1 to 4	33.7	36.7	26.1	26.9	29.6	42.9	42.4	41.8	42.8	43.0	26.4	20.7
5 to 8	15.7	20.1	4.5	21.4	23.7	20.6	16.8	18.1	18.4	13.7	4.2	9.5
9 to 12	8.1	10.5	2.0	14.6	14.5	8.8	6.7	7.9	8.2	3.9	2.0	0.9
13 to 16	4.1	5.5	0.5	8.2	8.7	4.0	3.1	4.0	2.7	2.0	0.6	0.0
17 to 20	3.2	4.1	0.8	7.3	6.4	2.6	1.7	2.2	1.8	1.0	0.9	0.0
21 to 34	1.6	2.2	0.2	4.3	3.5	1.1	0.6	0.9	0.6	0.3	0.2	1.0
35 to 44	0.7	0.9	0.0	2.1	1.6	0.3	0.3	0.2	0.4	0.4	0.0	0.0
45 +	0.2	0.3	0.0	0.6	0.8	0.1	0.1	0.1	0.0	0.1	0.0	0.0
<b>Other creative products/performances</b>												
None	58.3	59.8	54.7	62.7	61.4	57.3	59.4	60.0	58.4	59.3	54.5	59.2
1 to 4	28.6	26.5	33.5	22.9	24.5	29.2	27.8	27.1	29.8	27.4	33.5	33.2
5 to 8	7.1	7.4	6.4	6.9	7.5	8.0	7.2	6.7	7.3	7.9	6.5	5.8
9 to 12	3.2	3.1	3.5	4.0	2.9	2.9	2.6	2.8	2.6	2.3	3.7	0.0
13 to 16	1.1	1.2	1.0	1.4	0.9	1.1	1.2	1.6	0.7	1.0	1.0	0.7
17 to 20	0.8	1.0	0.5	1.1	1.4	0.8	0.9	0.9	0.9	0.9	0.6	0.0
21 to 34	0.5	0.6	0.2	0.5	1.1	0.5	0.6	0.4	0.4	1.0	0.2	0.0
35 to 44	0.2	0.3	0.0	0.6	0.3	0.1	0.2	0.3	0.0	0.2	0.0	0.0
45 +	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0	1.1
<b>Consultation with clients/patients</b>												
None	82.0	83.4	78.8	83.2	84.0	82.7	84.2	85.7	80.0	85.0	78.4	86.6
1 to 4	11.6	10.5	14.2	10.1	10.2	11.8	9.4	8.5	9.9	10.2	14.3	11.6
5 to 8	3.7	3.5	4.1	3.5	3.3	3.4	3.6	3.5	5.1	2.6	4.3	0.0
9 to 12	1.4	1.4	1.4	1.6	1.4	1.2	1.4	1.0	2.8	1.0	1.5	0.0
13 to 16	0.5	0.4	0.8	0.6	0.5	0.2	0.5	0.6	0.6	0.3	0.8	0.0
17 to 20	0.4	0.5	0.2	0.4	0.4	0.5	0.5	0.2	1.1	0.4	0.2	0.7
21 to 34	0.2	0.2	0.3	0.3	0.1	0.1	0.3	0.3	0.4	0.3	0.3	1.0
35 to 44	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.2	0.0	0.0	0.0	0.0
45 +	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.0
<b>Community or public service</b>												
None	34.7	35.0	33.9	37.9	42.0	30.0	35.4	43.0	32.2	27.0	33.3	45.5
1 to 4	54.0	54.1	53.7	52.7	47.6	57.4	54.0	48.4	54.7	61.5	54.5	38.6
5 to 8	8.5	8.2	9.1	6.7	7.9	9.5	8.3	6.9	9.8	9.2	8.9	13.7
9 to 12	1.9	1.7	2.4	1.3	2.2	2.0	1.6	1.5	2.1	1.4	2.4	1.6
13 to 16	0.4	0.4	0.4	0.5	0.1	0.5	0.2	0.2	0.3	0.2	0.4	0.7
17 to 20	0.3	0.4	0.1	0.6	0.1	0.5	0.3	0.1	0.6	0.4	0.1	0.0
21 to 34	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.0
35 to 44	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.0
45 +	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.0
<b>Outside consulting/freelance work</b>												
None	73.6	72.0	77.5	70.9	68.3	72.8	73.7	73.3	74.9	73.4	77.8	72.3
1 to 4	19.2	21.3	14.0	22.4	25.3	21.0	19.1	18.4	18.1	20.9	13.5	24.8
5 to 8	4.2	4.3	3.9	4.8	3.9	4.0	4.5	5.5	4.4	3.0	4.0	1.3
9 to 12	1.4	1.2	2.0	1.2	1.3	1.2	1.3	1.1	1.3	1.4	2.0	1.0
13 to 16	0.5	0.4	0.8	0.3	0.3	0.3	0.5	0.4	0.6	0.7	0.9	0.0
17 to 20	0.4	0.4	0.6	0.2	0.6	0.4	0.5	0.5	0.5	0.3	0.6	0.7
21 to 34	0.3	0.2	0.7	0.1	0.1	0.2	0.2	0.4	0.0	0.2	0.7	0.0
35 to 44	0.2	0.1	0.4	0.1	0.1	0.0	0.1	0.2	0.1	0.0	0.4	0.0
45 +	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges		
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private	
<b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>													
<b>Household/childcare duties</b>													
None	5.2	4.9	5.8	4.6	4.9	4.9	5.2	5.5	5.7	4.5	5.8	5.1	
1 to 4	17.3	17.8	16.0	18.2	18.2	17.6	17.5	18.4	15.5	17.5	15.9	18.3	
5 to 8	23.6	24.1	22.5	24.3	23.4	24.8	23.3	23.6	20.9	24.5	22.2	27.7	
9 to 12	17.0	16.6	17.8	15.1	17.8	16.7	17.7	17.5	18.1	17.6	18.0	14.7	
13 to 16	9.7	10.1	8.5	11.6	7.5	10.1	9.7	9.5	10.0	9.7	8.7	5.2	
17 to 20	8.7	8.2	10.0	8.7	9.4	8.2	7.1	6.4	8.4	7.2	9.8	13.9	
21 to 34	7.3	7.0	8.0	6.3	8.1	6.7	7.9	7.8	8.9	7.2	8.3	3.3	
35 to 44	4.3	4.7	3.3	5.0	4.9	4.6	4.6	4.9	4.3	4.3	3.2	6.5	
45 +	6.9	6.5	8.0	6.1	5.8	6.5	7.1	6.2	8.4	7.5	8.1	5.3	
<b>Communicating via email [3]</b>													
None	1.2	0.8	2.4	0.7	0.6	0.6	1.1	1.4	0.9	0.7	2.4	2.5	
1 to 4	41.5	36.5	53.7	31.3	31.3	39.0	41.0	40.0	40.0	43.1	53.5	57.0	
5 to 8	36.9	40.1	28.9	41.4	41.9	40.3	37.9	38.1	36.4	38.6	29.0	25.2	
9 to 12	13.9	15.3	10.5	17.8	17.5	13.4	13.9	13.7	15.8	12.6	10.3	13.4	
13 to 16	4.1	4.8	2.3	6.1	5.7	4.1	3.8	4.5	3.6	3.1	2.4	1.9	
17 to 20	1.5	1.5	1.4	1.5	1.3	1.7	1.5	1.6	1.9	1.1	1.4	0.0	
21 to 34	0.7	0.8	0.6	0.9	1.5	0.6	0.7	0.5	1.2	0.7	0.6	0.0	
35 to 44	0.2	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.1	0.2	0.0	
45 +	0.1	0.1	0.2	0.1	0.0	0.1	0.1	0.2	0.0	0.0	0.2	0.0	
<b>Do you, "to a great extent": [3]</b>													
Engage in academic work that spans multiple disciplines?	29.9	33.6	20.6	37.6	40.4	29.6	31.7	36.3	28.2	27.7	21.1	12.0	
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?	36.8	37.6	34.7	37.7	36.6	39.1	36.1	34.9	36.0	38.0	34.6	36.4	
Experience joy in your work?	66.8	64.5	72.4	61.0	65.0	64.0	68.8	69.3	67.1	69.3	71.7	85.7	
Feel good about the direction in which your life is headed?	64.5	62.2	70.2	58.9	61.1	63.3	64.8	63.5	66.3	65.7	70.1	73.2	
Engage in self-reflection?	73.8	74.2	72.8	73.5	72.5	74.5	75.3	74.2	78.0	74.9	73.1	68.9	
Achieve a healthy balance between your personal life and your professional life?	35.8	32.7	43.2	31.8	30.6	33.9	33.1	33.2	36.4	30.4	42.9	49.5	
Feel that your work adds meaning to your life?	69.9	68.7	72.7	66.1	72.1	67.5	71.8	71.2	71.4	72.8	72.7	71.7	
Consider yourself a religious person?	36.7	34.1	42.9	27.3	28.4	34.6	43.1	34.0	41.9	57.2	43.2	36.1	
Consider yourself a spiritual person?	55.6	53.0	62.1	45.6	44.9	56.0	60.3	52.3	60.6	71.6	62.1	61.6	
Engage in regular exercise?	37.0	38.4	33.7	40.5	40.2	37.4	36.8	38.0	35.1	36.2	33.2	43.2	
Eat a well-balanced diet?	43.4	45.2	39.0	46.2	49.7	43.0	45.0	47.5	42.6	43.1	39.3	32.9	
Get adequate amounts of sleep?	33.7	32.8	35.9	34.0	32.0	32.2	32.7	32.6	31.3	33.9	35.9	35.7	
Engage in prayer/meditation?	30.6	27.7	37.6	21.3	24.2	29.1	34.2	28.5	34.0	42.7	37.8	32.9	
Experience close alignment between your work and your personal values?	62.6	62.3	63.4	58.1	64.4	60.8	67.8	65.9	64.5	73.1	63.0	71.7	
Seek opportunities to grow spiritually?	37.5	34.8	44.2	28.2	30.9	35.9	42.1	35.9	41.6	51.3	44.2	44.2	
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?	26.7	28.1	23.2	30.0	32.1	27.9	24.9	23.9	22.7	27.9	23.2	23.1	

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

FEMALE RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS TERM? [1,3]</b>												
<b>General education courses</b>												
None	50.8	52.7	46.3	61.1	59.0	50.7	44.6	46.9	47.8	39.4	46.2	48.5
One	17.7	21.0	9.5	21.4	20.5	19.5	22.8	22.2	20.3	25.2	9.7	5.5
Two	13.9	14.6	12.2	10.6	13.6	16.0	17.2	16.4	16.8	18.4	12.3	9.6
Three	8.2	7.0	11.1	4.2	5.0	8.2	8.9	8.7	9.5	8.8	10.8	17.0
Four	4.9	3.5	8.4	2.0	1.6	4.3	4.7	4.3	4.0	5.6	8.3	11.5
Five or more	4.4	1.2	12.5	0.8	0.3	1.3	1.8	1.4	1.6	2.5	12.7	7.9
<b>Developmental/remedial courses</b>												
None	86.6	93.1	71.4	95.6	94.8	92.6	90.6	89.2	90.4	92.6	70.8	83.7
One	4.8	3.7	7.6	2.6	3.6	3.7	4.7	5.0	5.2	3.9	7.5	9.3
Two	3.8	1.5	9.1	0.9	1.1	1.6	2.3	3.4	1.7	1.2	9.4	4.0
Three	2.4	1.0	5.7	0.4	0.3	1.0	1.6	1.6	1.5	1.8	6.0	1.4
Four	1.1	0.4	2.7	0.3	0.1	0.6	0.4	0.2	1.1	0.3	2.8	1.6
Five or more	1.3	0.4	3.4	0.2	0.1	0.6	0.4	0.6	0.2	0.2	3.6	0.0
<b>Other undergraduate credit courses</b>												
None	19.8	13.3	38.1	17.1	12.2	11.0	12.5	13.5	11.6	11.5	38.6	28.3
One	23.5	27.3	12.7	37.8	34.3	21.7	20.5	20.2	23.8	18.6	13.1	6.3
Two	25.8	29.3	15.8	27.4	33.3	29.7	29.3	30.6	26.6	29.4	15.3	25.4
Three	16.2	18.1	10.9	11.1	14.4	21.5	22.5	22.8	22.6	22.0	10.7	15.0
Four	8.1	8.2	8.0	3.9	4.0	11.0	10.8	8.6	10.4	14.2	7.5	17.5
Five or more	6.6	3.9	14.4	2.6	1.9	5.2	4.4	4.2	5.1	4.3	14.8	7.5
<b>Graduate courses</b>												
None	69.9	60.1	98.8	42.0	47.1	64.8	80.5	83.3	68.0	85.7	98.8	98.7
One	22.3	29.6	1.0	44.9	42.8	25.3	11.9	10.8	18.7	8.5	1.0	0.0
Two	5.5	7.3	0.0	9.4	7.8	7.1	5.0	3.9	8.5	4.0	0.0	0.0
Three	1.5	2.0	0.0	2.3	1.6	2.1	1.8	1.1	3.6	1.6	0.0	0.0
Four	0.5	0.7	0.1	0.8	0.4	0.7	0.6	0.7	1.0	0.2	0.1	1.3
Five or more	0.2	0.3	0.1	0.6	0.3	0.1	0.1	0.1	0.3	0.1	0.1	0.0
<b>Vocational or technical courses</b>												
None	86.7	94.4	68.6	93.3	92.0	95.5	95.0	95.0	95.2	95.0	67.9	83.8
One	2.4	1.6	4.5	1.7	1.2	1.4	1.7	1.3	1.7	2.3	4.7	0.0
Two	2.9	0.9	7.7	1.5	1.0	0.4	0.9	1.0	1.2	0.6	7.9	4.4
Three	2.0	0.3	6.0	0.4	0.3	0.3	0.4	0.4	0.4	0.3	5.8	9.2
Four	3.1	2.4	4.7	2.3	5.5	2.2	1.7	2.1	1.3	1.4	5.0	0.0
Five or more	2.7	0.3	8.4	0.7	0.0	0.1	0.2	0.2	0.2	0.3	8.7	2.6
<b>Non-credit courses (other than above)</b>												
None	91.0	90.4	92.6	86.9	88.0	92.9	91.7	90.7	92.4	92.5	92.6	93.1
One	6.0	6.7	4.1	8.0	9.8	5.2	6.1	6.8	5.3	5.7	4.1	3.8
Two	1.5	1.4	1.7	2.6	1.1	0.8	1.2	1.4	0.8	1.2	1.7	1.4
Three	0.5	0.5	0.6	0.8	0.3	0.4	0.5	0.7	0.5	0.2	0.7	0.0
Four	0.4	0.3	0.5	0.4	0.5	0.3	0.2	0.2	0.2	0.1	0.5	0.0
Five or more	0.6	0.7	0.5	1.3	0.3	0.4	0.4	0.3	0.9	0.4	0.4	1.8
<b>Do you teach remedial/developmental skills in any of the following areas? [3]</b>												
Reading	4.8	3.2	8.8	2.0	4.1	3.5	3.8	4.5	4.2	2.5	9.0	4.6
Writing	9.3	8.2	12.1	6.3	8.4	8.0	10.2	11.8	9.6	8.3	12.3	8.4
Mathematics	4.8	2.6	10.2	1.9	0.7	3.4	3.1	3.2	3.8	2.5	10.1	13.4
ESL	2.0	1.3	3.7	0.9	1.3	1.3	1.9	2.3	1.3	1.6	3.8	0.3
General academic skills	4.8	4.4	5.7	3.2	4.9	4.7	5.2	5.4	5.0	4.9	5.9	2.9
Other subject areas	3.2	2.8	4.2	2.6	2.6	2.5	3.3	4.1	3.2	2.3	4.0	7.3

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Goals for undergraduates noted as “very important” or “essential”:</b>												
Develop ability to think critically [3]	99.4	99.4	99.2	99.7	99.1	99.3	99.5	99.3	99.5	99.6	99.2	100.0
Prepare students for employment after college	77.7	74.0	86.6	70.7	62.1	79.7	75.0	70.0	80.1	78.5	86.7	85.2
Prepare students for graduate or advanced education	62.2	65.1	55.0	60.6	67.0	64.5	69.9	69.2	69.6	71.3	54.5	63.6
Develop moral character	64.2	61.5	70.7	52.7	60.5	60.9	71.9	65.3	77.4	77.4	70.5	74.6
Provide for students’ emotional development	45.6	42.4	53.3	34.7	42.9	42.2	50.5	46.1	54.5	53.8	52.9	62.3
Help students develop personal values	58.3	56.0	64.0	48.1	56.6	54.8	65.7	60.4	69.9	70.3	63.5	73.1
Enhance students’ self-understanding	66.4	65.0	70.0	58.9	64.0	66.1	70.4	68.1	72.7	72.0	69.7	74.5
Instill in students a commitment to community service	46.2	44.9	49.4	38.8	43.3	45.9	50.8	45.1	57.2	54.1	49.1	55.0
Prepare students for responsible citizenship	68.4	67.6	70.2	61.9	66.0	69.3	72.3	69.7	74.5	74.3	70.1	72.2
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	73.5	73.1	74.4	69.8	70.8	74.4	76.0	74.4	76.8	77.5	74.5	71.4
Help master knowledge in a discipline [3]	94.8	95.4	93.4	94.0	95.4	96.2	95.8	95.3	95.6	96.5	93.2	96.8
Develop creative capacities [3]	66.5	66.8	65.8	64.4	71.1	66.8	67.8	69.6	66.3	66.4	65.7	68.8
Instill a basic appreciation of the liberal arts [3]	59.6	62.4	52.7	54.9	66.6	59.6	72.1	73.3	69.8	72.1	52.4	59.8
Enhance spiritual development [3]	24.3	23.9	25.5	13.6	27.5	18.8	39.5	29.0	44.6	50.8	25.0	34.6
Promote ability to write effectively [3]	90.8	92.4	86.9	90.2	92.4	93.0	93.8	93.0	93.8	95.0	86.8	89.1
Facilitate search for meaning/purpose in life [3]	41.0	40.7	41.8	32.1	45.0	37.2	52.3	45.7	54.8	60.0	41.7	44.1
<b>Personal goals noted as “very important” or “essential”:</b>												
Becoming an authority in my field	49.0	50.8	44.5	58.8	61.3	46.6	43.4	45.0	44.8	40.1	44.5	44.8
Influencing the political structure	19.9	20.3	18.7	20.6	22.6	20.3	19.3	21.1	20.7	15.9	18.5	23.4
Influencing social values	43.2	42.7	44.5	40.3	45.0	42.0	45.4	43.4	48.0	46.3	43.8	57.3
Raising a family	64.8	63.4	68.3	61.3	66.0	62.9	65.3	63.9	65.3	67.4	68.3	67.2
Being very well off financially	39.4	37.2	44.8	38.3	33.6	39.3	34.9	37.6	33.9	31.6	45.1	39.5
Helping others who are in difficulty	71.9	69.9	76.7	66.1	68.6	70.3	73.9	73.2	73.8	74.9	76.8	74.7
Becoming involved in programs to clean up the environment	31.3	30.7	32.7	29.6	28.9	32.1	30.9	32.8	31.8	27.5	32.9	30.4
Developing a meaningful philosophy of life	73.3	73.3	73.1	70.3	72.8	73.5	76.5	74.8	78.2	77.7	73.4	67.9
Helping to promote racial understanding	62.6	63.7	59.8	61.7	65.5	63.9	64.8	66.6	63.9	62.9	59.9	57.7
Obtaining recognition from my colleagues for contributions to my special field	45.1	49.6	34.2	56.7	59.3	46.3	42.3	45.9	41.8	37.5	34.1	34.8
Integrating spirituality into my life	53.9	51.0	61.1	43.5	45.6	52.2	59.6	51.6	61.4	69.6	61.1	59.2
Being a good colleague	93.6	93.6	93.6	91.9	94.7	93.9	94.6	93.6	95.1	95.7	93.4	97.6
Being a good teacher	98.9	98.7	99.4	97.5	98.6	99.2	99.4	99.3	99.4	99.4	99.4	100.0
Achieving congruence between my own values and institutional values	62.5	60.5	67.4	54.4	57.1	60.8	68.0	65.8	69.4	70.1	67.7	62.5
Serving as a role model to students [3]	92.2	91.4	94.2	89.0	89.2	92.9	92.9	92.0	93.5	93.9	94.2	93.4

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<b>Agree "strongly" or "somewhat":</b>												
Faculty are interested in students' personal problems	81.8	80.0	86.3	67.0	77.2	81.5	93.2	91.5	92.5	96.1	86.3	85.3
Racial and ethnic diversity should be more strongly reflected in the curriculum	62.0	65.1	54.5	64.0	65.9	63.6	67.9	65.6	67.9	71.2	54.7	50.5
Faculty feel that most students are well-prepared academically	35.6	40.9	22.7	39.6	68.5	30.1	44.8	48.2	36.2	46.1	23.0	18.0
Faculty here are strongly interested in the academic problems of undergraduates [1]	79.8	78.1	83.7	65.8	81.6	78.4	89.6	88.4	89.3	91.4	83.7	82.1
There is a lot of campus racial conflict here	10.4	12.7	4.7	16.5	14.6	9.7	11.9	13.8	8.9	11.2	4.9	1.0
Most students are strongly committed to community service [1]	33.2	39.5	17.6	33.0	55.3	27.1	55.4	52.3	56.1	59.3	17.4	23.0
My research is valued by faculty in my department	62.7	68.0	48.0	67.3	67.5	66.5	70.7	72.9	67.0	70.2	48.5	39.4
My teaching is valued by faculty in my department	84.3	83.9	85.1	78.3	81.4	84.7	90.0	89.9	88.7	91.0	85.1	83.6
My department does a good job of mentoring new faculty [3]	58.6	56.8	62.9	49.1	53.1	57.5	65.6	64.8	64.4	67.5	63.5	50.8
Faculty are sufficiently involved in campus decision making [3]	51.0	50.3	52.7	41.8	42.4	53.0	58.8	59.9	54.1	60.6	53.9	29.2
My values are congruent with the dominant institutional values [3]	69.1	66.7	75.2	55.9	65.5	67.2	77.8	76.2	79.3	79.2	75.4	71.4
There is adequate support for integrating technology in my teaching [3]	73.5	72.7	75.5	72.3	71.4	72.8	73.6	75.8	74.0	70.1	75.8	70.3
This institution takes responsibility for educating underprepared students [3]	61.3	53.8	79.6	45.6	46.7	57.2	60.7	61.1	62.1	59.2	79.8	76.9
The criteria for advancement and promotion decisions are clear [3]	64.3	65.3	61.6	62.9	61.6	67.2	67.0	64.7	69.6	68.5	62.1	53.5
Most of the students I teach lack the basic skills for college level work [3]	44.8	35.7	66.8	33.9	16.9	45.5	32.9	30.5	38.7	31.9	67.1	60.6
My department has difficulty recruiting faculty [3]	41.9	42.6	40.3	42.6	33.8	49.2	37.7	33.7	40.8	41.1	39.7	51.9
My department has difficulty retaining faculty [3]	26.0	28.5	19.7	36.7	26.3	27.6	21.8	23.0	21.6	20.3	19.3	28.3
There is adequate support for faculty development [3]	54.5	50.7	63.6	44.2	47.8	51.0	58.5	61.8	57.0	55.0	64.7	41.0
This institution should not offer remedial/developmental education [3]	19.2	24.8	5.7	27.2	30.0	23.1	22.4	23.5	16.4	25.3	5.3	15.7
<b>Issues you believe to be of "high" or "highest" priority at your institution:</b>												
To promote the intellectual development of students	84.1	84.4	83.4	80.9	91.6	81.4	88.9	89.4	87.6	89.1	83.4	83.6
To develop a sense of community among students and faculty	57.5	57.5	57.6	45.3	62.1	53.3	73.8	71.5	73.9	76.8	57.8	54.0
To develop leadership ability among students	55.6	57.9	50.1	50.5	65.9	53.3	68.3	66.3	69.3	70.4	49.9	54.4
To help students learn how to bring about change in American society	37.0	38.6	33.1	31.2	46.2	36.4	46.1	44.7	50.6	44.8	33.4	26.2

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	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>Issues you believe to be of "high" or "highest" priority at your institution:</b>												
To increase or maintain institutional prestige	61.6	64.8	53.7	72.6	77.6	56.9	61.3	65.1	58.8	57.7	54.5	37.2
To hire faculty "stars"	26.8	30.1	18.8	50.1	43.2	18.8	17.5	19.1	15.8	16.5	19.3	10.7
To recruit more minority students	48.5	51.3	41.6	54.0	47.9	50.0	51.3	57.0	46.6	46.6	42.3	26.0
To enhance the institution's national image	58.5	66.6	38.9	77.9	81.1	55.5	62.5	68.4	58.0	57.4	39.5	27.4
To create a diverse multi-cultural campus environment	55.1	55.7	53.7	56.8	55.3	55.0	55.4	61.4	53.4	48.3	54.2	42.7
To mentor new faculty	43.9	42.2	48.2	38.5	41.4	43.1	45.3	45.3	44.7	45.7	49.0	32.6
To promote gender equity among faculty [3]	40.3	39.5	42.2	37.7	40.1	40.5	39.9	43.3	39.6	35.4	43.0	26.9
To provide resources for faculty to engage in community-based teaching or research [3]	34.4	33.6	36.3	30.3	29.6	37.5	33.8	34.3	38.6	29.6	37.0	21.3
To create and sustain partnerships with surrounding communities [3]	51.7	46.1	65.3	40.5	39.4	54.3	44.6	42.8	51.2	42.3	66.4	44.0
To pursue extramural funding [3]	55.2	58.5	47.3	76.1	63.4	52.1	45.6	45.6	49.1	42.9	47.8	37.0
To increase the representation of minorities in the faculty and administration	46.6	47.6	44.0	49.0	42.1	49.3	46.3	52.0	42.6	40.9	45.3	17.4
To increase the representation of women in the faculty and administration	35.3	35.8	34.0	37.7	35.8	36.8	32.4	35.6	29.5	30.0	34.9	15.1
<b>Attributes noted as being "very descriptive" of your institution:</b>												
It is easy for students to see faculty outside of regular office hours	53.6	54.5	51.3	38.9	53.1	53.0	73.4	75.4	67.7	74.9	50.6	63.7
The faculty are typically at odds with campus administration [1]	14.0	14.3	13.2	15.5	14.3	14.9	12.2	12.0	15.4	10.2	13.2	14.9
Faculty here respect each other	54.2	51.5	60.6	45.7	53.2	49.8	59.2	59.5	59.0	59.0	61.2	47.8
Most students are treated like "numbers in a book"	2.4	2.7	1.5	4.8	1.1	2.9	1.0	1.5	0.8	0.3	1.4	2.4
Social activities are overemphasized	5.3	6.2	3.3	8.3	5.9	4.0	6.8	5.7	5.0	9.6	3.3	4.3
Faculty are rewarded for being good teachers	16.0	16.8	14.2	12.3	15.9	17.3	21.1	24.4	16.1	20.0	14.9	0.6
There is respect for the expression of diverse values and beliefs [3]	32.6	31.6	35.1	28.1	35.2	30.6	35.4	40.3	35.8	27.9	35.9	19.2
Faculty are rewarded for their efforts to use instructional technology [3]	21.6	20.0	25.5	20.8	16.4	22.2	17.8	20.0	17.0	15.4	26.4	8.6
Faculty are rewarded for their efforts to work with underprepared students [3]	6.9	4.6	12.7	2.4	2.8	5.6	6.4	7.6	6.2	4.8	13.2	3.1

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<b>Aspects of your job noted as “very satisfactory” or “satisfactory”: [5]</b>												
Salary and fringe benefits	44.3	42.7	48.1	41.1	48.3	40.9	44.5	47.8	42.6	41.2	49.2	25.7
Opportunity for scholarly pursuits	46.8	46.8	46.8	55.2	52.7	41.2	42.6	44.4	38.9	42.6	47.6	28.4
Teaching load	51.7	51.0	53.6	56.2	60.3	44.7	49.6	50.9	50.1	47.4	53.6	52.8
Quality of students	51.9	55.6	42.9	54.7	75.3	48.5	57.5	61.4	51.6	56.1	42.7	45.1
Office/lab space	62.8	64.8	57.8	64.8	67.6	60.7	68.6	67.5	65.8	72.1	58.0	54.0
Autonomy and independence	83.8	85.2	80.6	84.9	85.5	84.5	86.1	87.2	83.4	86.6	80.5	80.7
Professional relationships with other faculty	78.1	76.6	81.8	72.0	70.2	78.6	81.5	80.3	81.4	83.2	82.0	78.8
Social relationships with other faculty	68.3	67.1	71.4	63.0	60.6	69.2	71.5	70.5	74.1	71.1	72.0	57.4
Competency of colleagues	79.6	79.2	80.6	76.2	79.5	78.4	83.1	83.0	80.9	84.9	81.5	63.4
Visibility for jobs at other institutions/organizations	48.2	48.2	48.4	52.1	54.3	44.5	45.3	44.6	43.9	47.3	49.2	35.7
Relationship with administration	56.8	55.5	60.1	51.1	53.5	55.5	60.9	61.5	57.9	62.2	60.7	48.4
Overall job satisfaction	76.6	74.8	80.8	71.3	74.7	74.8	78.7	78.9	77.2	79.4	80.8	79.7
Opportunity to develop new ideas	73.5	73.9	72.6	74.7	75.3	71.5	75.6	76.9	73.1	75.4	72.7	70.6
Availability of child care at this institution	32.4	25.3	48.1	22.0	27.9	33.4	18.5	21.2	20.3	12.0	48.7	29.0
Prospects for career advancement [3]	49.1	49.8	47.3	48.2	50.5	50.1	50.9	50.0	52.5	51.0	48.1	32.4
Clerical/administrative support [3]	51.4	49.6	55.8	45.7	48.0	50.9	52.7	54.1	50.6	52.3	55.8	56.2
<b>If you were to begin your career again, would you still want to be a college professor?</b>												
Definitely yes	52.3	51.5	54.2	48.9	51.1	52.6	53.0	52.6	51.6	54.6	54.5	48.6
Probably yes	30.1	30.1	29.9	29.7	30.5	29.7	30.9	30.2	31.8	31.2	29.6	36.2
Not sure	12.0	12.5	11.0	13.6	13.2	11.8	11.7	12.4	11.9	10.3	10.9	11.6
Probably no	4.5	4.8	3.9	6.4	4.3	4.6	3.6	3.7	3.8	3.1	3.9	3.7
Definitely no	1.1	1.1	1.0	1.5	0.8	1.2	0.9	1.0	0.9	0.8	1.0	0.0
<b>Factors noted as a source of stress for you during the last two years: [6]</b>												
Managing household responsibilities	81.8	81.9	81.5	82.3	79.9	81.8	82.4	81.9	81.5	83.9	81.5	81.2
Child care	29.6	31.0	26.1	29.2	33.5	30.4	32.6	32.3	33.7	32.1	26.3	22.4
Care of elderly parent	36.4	36.0	37.1	36.8	36.2	35.2	36.2	35.5	37.2	36.6	36.6	46.5
My physical health	54.8	54.8	54.9	54.6	52.7	56.4	53.7	53.2	53.2	54.7	55.5	42.6
Health of spouse/partner [3]	29.3	29.3	29.5	28.0	28.8	30.8	28.8	28.4	26.5	31.1	29.4	31.3
Review/promotion process	50.8	55.2	39.8	57.4	56.2	57.1	50.3	50.3	49.5	50.9	39.8	39.9
Subtle discrimination (e.g., prejudice, racism, sexism)	34.2	37.8	25.6	43.2	42.3	36.1	32.2	33.7	30.8	31.1	25.7	25.2
Personal finances	62.5	63.0	61.2	62.5	59.5	64.5	63.1	63.3	59.1	65.6	60.5	73.4
Committee work	61.1	63.1	56.4	63.1	60.6	65.8	60.7	57.7	66.7	60.6	56.4	56.9
Faculty meetings	52.2	53.6	48.6	52.8	54.9	55.9	51.2	48.2	59.3	49.7	48.6	49.9
Research or publishing demands	52.8	67.7	16.1	72.8	76.1	68.3	58.0	61.1	63.3	49.9	16.2	14.7
Institutional procedures and “red tape”	65.6	67.3	61.5	70.1	65.9	70.7	60.7	57.5	64.4	62.5	61.4	62.9
Teaching load	70.8	72.3	67.3	68.7	67.3	75.8	73.8	72.3	74.2	75.6	67.4	64.7
Children’s problems	30.7	29.5	33.7	26.6	31.1	30.7	30.5	29.0	29.4	33.6	33.5	37.0
Marital friction	21.2	20.9	21.7	21.7	22.3	19.9	21.0	21.5	19.9	21.0	21.9	18.2
Lack of personal time	81.9	83.7	77.3	82.8	84.0	84.0	84.3	83.5	81.7	87.4	77.6	71.8
Keeping up with information technology	64.2	63.0	67.0	62.3	63.4	64.2	62.1	59.7	65.3	63.2	66.6	76.4
Job security [3]	36.5	37.1	35.0	36.7	39.7	37.0	36.7	37.7	34.5	36.9	35.4	27.7
Being part of a dual career couple [3]	41.6	43.4	37.1	44.0	45.1	41.9	44.2	43.8	40.8	47.0	37.5	27.8
Self-imposed high expectations [3]	84.4	86.6	79.0	87.4	87.9	86.2	85.9	84.8	85.7	87.5	79.3	72.8
Change in work responsibilities [3]	48.0	48.6	46.3	48.0	45.0	49.5	49.6	47.2	51.7	51.5	46.7	38.4
Working with underprepared students [3]	60.5	56.6	70.2	52.6	40.7	64.4	57.3	53.0	62.3	59.8	70.0	73.6

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<b>Methods you use in "most" or "all" of the courses you teach: [1]</b>												
Class discussion	85.7	86.6	83.5	85.6	87.0	86.3	87.8	88.7	87.5	86.6	83.4	85.2
Community service as part of coursework	10.9	10.7	11.3	9.4	9.0	11.6	11.6	9.2	13.3	13.8	11.4	9.7
Cooperative learning (small groups)	60.1	59.5	61.7	54.6	52.5	62.8	63.4	63.2	61.8	64.9	62.3	48.6
Essay mid-term and/or final exams	56.1	57.4	52.9	55.7	60.5	55.5	60.4	62.2	57.2	60.3	53.1	48.5
Extensive lecturing	42.8	40.7	47.8	43.7	38.8	42.2	36.5	36.5	38.9	34.7	47.4	54.0
Grading on a curve	11.2	12.8	7.2	15.6	16.3	10.7	11.1	12.2	11.7	9.2	7.0	10.6
Group projects	37.5	38.8	34.5	36.4	34.0	40.7	40.7	41.3	41.7	39.2	34.5	34.9
Multiple-choice mid-term and/or final exams	35.3	28.7	51.5	26.9	18.4	34.7	27.2	22.0	33.4	30.2	52.0	41.7
Multiple drafts of written work	30.1	31.8	25.9	27.7	34.7	32.2	34.7	38.4	30.7	32.1	26.0	23.9
On-line instruction [3]	15.4	15.2	16.0	16.3	13.0	17.7	11.6	9.8	15.2	11.5	16.5	6.9
Readings on racial and ethnic issues	28.3	30.1	23.7	30.2	32.1	29.5	30.0	31.5	29.4	28.2	24.1	16.7
Readings on women and gender issues	26.3	28.1	21.8	28.5	31.8	26.3	28.6	31.0	27.4	26.0	22.2	13.0
Recitals/Demonstrations	24.2	24.1	24.5	23.0	24.2	23.8	25.6	25.8	24.1	26.3	24.6	23.7
Reflective writing/journaling [3]	26.6	26.4	27.1	21.6	23.0	29.1	29.4	26.7	30.8	32.4	27.0	28.8
Short-answer mid-term and/or final exams	35.4	35.7	34.9	34.4	28.7	36.8	38.3	37.9	36.7	40.0	35.1	30.2
Student evaluations of each other's work	20.5	20.3	21.0	17.1	20.9	21.1	22.3	22.6	18.8	24.4	21.2	17.1
Student evaluations of their own work [3]	26.1	24.5	30.0	20.7	23.4	26.7	26.2	25.9	25.8	26.9	30.5	19.7
Student presentations	51.9	55.7	42.3	51.7	58.3	54.5	60.6	61.4	59.8	59.9	42.2	44.6
Student-selected topics for course content	18.2	18.5	17.3	17.4	19.5	18.3	19.6	19.2	21.5	18.7	17.1	20.8
Teaching assistants	7.3	9.2	2.6	15.7	18.1	4.1	5.2	6.7	2.9	4.9	2.8	0.0
Term/research papers	34.4	38.7	23.9	36.9	44.7	37.1	40.2	43.1	39.6	36.5	23.4	33.3
<b>How would you characterize your political views?</b>												
Far Left	8.3	9.8	4.6	10.9	13.2	8.0	9.6	11.7	8.4	7.3	4.7	3.6
Liberal	47.6	52.4	35.8	57.7	55.2	49.7	49.1	54.0	49.0	41.9	35.8	34.8
Middle of the Road	27.0	24.0	34.3	20.9	22.3	27.1	24.2	21.1	28.3	25.8	34.1	37.3
Conservative	16.7	13.5	24.6	10.5	9.2	15.0	16.8	12.9	14.1	24.5	24.8	21.0
Far Right	0.4	0.2	0.7	0.1	0.1	0.2	0.4	0.3	0.3	0.5	0.6	3.3
<b>Do you give the Higher Education Research Institute (HERI) permission to retain your contact information for possible follow-up research? [3]</b>												
Yes	75.0	75.1	74.7	75.0	72.4	74.8	76.6	75.3	75.9	79.1	74.6	76.8
No	25.0	24.9	25.3	25.0	27.6	25.2	23.4	24.7	24.1	20.9	25.4	23.2

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>Agree "strongly" or "somewhat":</b>												
Western civilization and culture should be the foundation of the undergraduate curriculum	47.9	46.6	51.1	43.7	47.1	46.7	49.3	45.5	48.8	55.2	50.9	55.5
College officials have the right to ban persons with extreme views from speaking on campus	21.3	19.7	25.1	14.0	22.6	17.7	27.2	24.2	24.4	33.5	24.7	33.9
The chief benefit of a college education is that it increases one's earning power	30.0	24.2	44.2	25.0	17.5	27.4	22.1	22.1	23.3	21.3	44.7	34.8
Promoting diversity leads to the admission of too many underprepared students	17.7	17.0	19.2	16.9	14.1	18.9	16.1	16.3	15.6	16.3	18.8	28.2
Colleges should be actively involved in solving social problems	65.6	70.1	54.8	71.4	74.1	69.0	68.3	67.9	71.8	66.4	55.6	40.8
Tenure is an outmoded concept	38.4	36.4	43.3	36.2	35.2	36.6	37.0	35.8	35.8	39.7	42.9	51.5
Colleges should encourage students to be involved in community service activities	89.2	89.0	89.6	85.7	87.9	89.4	92.3	90.5	94.4	93.2	89.8	86.5
Tenure is essential to attract the best minds to academe	54.3	58.6	43.5	61.6	60.5	58.5	54.9	55.0	57.8	52.7	44.4	26.6
A racially/ethnically diverse student body enhances the educational experience of all students	94.0	95.1	91.2	95.8	95.5	94.6	95.0	95.1	94.9	94.8	91.6	84.3
Realistically, an individual can do little to bring about changes in society [3]	13.7	13.4	14.4	15.0	13.8	12.7	12.2	12.3	12.0	12.3	14.7	9.5
Colleges should be concerned with facilitating undergraduate students' spiritual development [3]	29.6	30.0	28.5	15.9	35.0	22.6	52.1	37.7	62.0	65.9	27.5	46.9
Colleges have a responsibility to work with their surrounding communities to address local issues [3]	83.7	83.9	83.4	80.9	84.5	85.7	84.7	82.0	87.9	86.1	83.6	79.0
The spiritual dimension of faculty members' lives has no place in the academy [3]	42.3	43.5	39.4	51.9	42.5	45.7	32.3	40.2	29.1	23.4	39.4	38.2
Including community service as part of a course is a poor use of resources [3]	11.9	12.0	11.7	13.5	13.5	12.1	9.7	10.7	10.0	8.2	11.8	8.3
<b>MAJOR OF HIGHEST DEGREE HELD [1]</b>												
<b>Agriculture or Forestry</b>												
Agriculture	0.4	0.4	0.4	0.9	0.4	0.3	0.1	0.2	0.0	0.1	0.4	0.0
Forestry	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	3.6
<b>Biological Sciences</b>												
Bacteriology, Molecular Biology	1.1	1.1	1.0	1.1	0.6	1.0	1.4	1.3	1.6	1.3	1.0	0.0
Biochemistry	0.6	0.6	0.4	0.6	0.6	0.4	0.9	1.4	0.7	0.5	0.5	0.0
Biophysics	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Botany	0.4	0.4	0.3	0.5	0.2	0.4	0.4	0.5	0.5	0.2	0.3	0.0
Environmental Science	0.2	0.2	0.2	0.2	0.6	0.2	0.1	0.2	0.0	0.1	0.3	0.0
Marine (life) Sciences	0.0	0.1	0.0	0.0	0.1	0.0	0.2	0.1	0.4	0.1	0.0	0.0
Physiology, Anatomy	0.7	0.7	0.7	0.6	0.2	0.7	0.8	0.9	0.9	0.5	0.8	0.0
Zoology	0.5	0.6	0.3	0.6	0.4	0.6	0.8	0.9	0.8	0.7	0.3	0.0
General, Other Biological Sciences	1.7	1.4	2.6	1.3	2.2	0.9	1.6	1.7	1.6	1.4	2.6	2.8

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				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>MAJOR OF HIGHEST DEGREE HELD</b>												
<b>Business</b>												
Accounting	1.2	1.2	1.3	1.1	0.5	1.4	1.3	1.0	1.3	1.7	1.3	1.8
Finance	0.3	0.3	0.2	0.4	0.3	0.4	0.2	0.2	0.3	0.3	0.3	0.0
International Business	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.0
Management	2.0	1.5	3.1	1.1	1.3	1.9	1.7	1.4	2.3	1.6	3.0	4.6
Marketing	0.4	0.5	0.3	0.3	0.6	0.6	0.4	0.4	0.7	0.3	0.3	0.0
Secretarial Studies	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.7
General, Other Business	1.0	0.8	1.4	0.7	0.7	1.1	0.7	0.5	1.2	0.6	1.2	4.9
<b>Education</b>												
Business Education	0.7	0.3	1.6	0.3	0.0	0.5	0.3	0.1	0.1	0.7	1.7	0.0
Educational Administration	1.8	1.8	2.0	1.3	1.1	1.9	2.3	1.5	1.8	3.9	2.0	1.3
Educational Psychology/Counseling	1.6	1.6	1.5	2.1	1.3	1.5	1.3	1.3	2.0	0.9	1.6	0.0
Elementary Education	1.5	1.5	1.6	0.7	0.9	2.1	1.8	1.5	1.5	2.4	1.6	1.0
Higher Education	2.5	2.0	4.0	2.0	1.2	2.4	1.7	2.0	1.5	1.5	4.0	4.8
Music or Art Education	0.4	0.6	0.1	1.1	0.3	0.3	0.5	0.3	0.6	0.6	0.1	0.0
Physical or Health Education	1.9	2.0	1.6	1.9	0.7	2.6	1.8	1.3	1.2	3.0	1.7	0.0
Secondary Education	1.5	1.2	2.3	1.3	0.6	1.5	0.8	1.0	0.4	0.7	2.1	5.8
Special Education	1.2	1.3	0.9	1.0	0.2	1.9	1.3	0.9	1.7	1.6	0.9	0.0
General, Other Education Fields	5.3	4.9	6.4	4.1	2.4	5.8	5.7	4.4	6.2	7.1	6.1	12.4
<b>Engineering</b>												
Aero-/Astronautical Engineering	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
Chemical Engineering	0.1	0.2	0.0	0.2	0.4	0.1	0.1	0.1	0.1	0.2	0.0	0.0
Civil Engineering	0.3	0.4	0.1	0.9	0.8	0.1	0.0	0.0	0.1	0.0	0.1	0.0
Electrical Engineering	0.1	0.2	0.1	0.1	0.3	0.2	0.2	0.1	0.1	0.3	0.1	0.0
Industrial Engineering	0.1	0.1	0.0	0.0	0.2	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Mechanical Engineering	0.2	0.2	0.2	0.1	0.3	0.2	0.0	0.0	0.1	0.1	0.2	0.0
General, Other Engineering Fields	0.2	0.3	0.0	0.5	0.6	0.2	0.1	0.1	0.0	0.0	0.0	0.0
<b>Health Sciences</b>												
Dentistry	0.2	0.1	0.3	0.4	0.1	0.0	0.1	0.1	0.3	0.0	0.3	0.7
Health Technology	0.4	0.0	1.4	0.0	0.0	0.1	0.0	0.0	0.0	0.0	1.5	0.0
Medicine or Surgery	0.3	0.3	0.3	0.8	0.1	0.0	0.1	0.2	0.1	0.0	0.3	0.0
Nursing	7.2	5.6	11.1	4.9	3.6	6.6	5.8	2.9	12.6	5.0	11.2	10.3
Pharmacy, Pharmacology	0.4	0.6	0.1	0.8	0.8	0.1	0.9	1.9	0.0	0.1	0.1	0.0
Therapy (speech, physical, occup.)	0.9	1.0	0.5	1.1	0.6	1.4	0.6	0.8	0.7	0.3	0.4	1.0
Veterinary Medicine	0.1	0.1	0.2	0.3	0.0	0.0	0.2	0.3	0.0	0.1	0.0	3.3
General, Other Health Fields	1.5	1.4	1.8	1.9	1.2	1.3	1.0	0.8	1.5	0.9	1.6	4.5
<b>History/Political Science</b>												
History	2.9	3.5	1.5	3.3	6.6	3.2	2.8	3.1	2.2	2.7	1.6	0.0
Political Science, Government	1.5	1.8	0.5	2.6	1.8	1.3	1.7	1.8	1.4	1.7	0.5	0.0
<b>Humanities</b>												
English Language & Literature	9.1	8.1	11.7	7.0	8.2	7.7	9.8	10.7	8.5	9.6	11.7	10.1
Foreign Languages & Literature	1.5	2.0	0.4	2.5	3.2	1.1	2.0	2.8	0.7	1.7	0.4	0.0
French	0.9	1.1	0.3	1.2	1.8	0.9	1.2	1.3	0.8	1.2	0.3	1.4
German	0.5	0.7	0.1	0.9	1.1	0.3	0.7	0.9	0.4	0.5	0.1	0.0
Spanish	1.5	1.5	1.3	1.2	1.9	1.1	2.3	2.4	1.6	2.5	1.4	0.0
Other Foreign Languages	0.5	0.6	0.4	0.8	1.2	0.3	0.4	0.5	0.3	0.1	0.3	1.3
Linguistics	0.9	1.1	0.4	1.4	1.4	0.9	0.8	1.1	0.4	0.5	0.4	0.0
Philosophy	0.7	0.9	0.2	0.7	1.9	0.8	1.0	1.0	1.7	0.5	0.2	0.7
Religion or Theology	0.9	1.3	0.0	0.5	2.1	0.6	2.6	1.5	4.3	3.0	0.0	0.3
General, Other Humanities Fields	1.4	1.7	0.7	2.6	2.4	1.0	1.4	2.0	0.8	1.0	0.7	1.0

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				Public	Private	Public	All Private	Non- sectarian	Catholic	Other Relig.	Public	Private	
<b>MAJOR OF HIGHEST DEGREE HELD [1]</b>													
<b>The Arts &amp; Architecture</b>													
Architecture/Urban Planning	0.4	0.5	0.0	1.2	1.1	0.1	0.1	0.1	0.3	0.0	0.0	0.0	
Art	2.8	2.8	2.8	2.5	3.1	2.6	3.1	4.5	1.3	2.5	2.9	1.0	
Dramatics or Speech	1.8	1.8	1.7	1.5	3.7	1.6	1.6	1.7	1.3	1.9	1.7	1.0	
Music	2.7	3.3	1.1	3.6	3.7	2.6	3.7	3.0	2.3	5.5	1.1	1.1	
Television or Film	0.3	0.4	0.2	0.6	0.2	0.3	0.4	0.5	0.3	0.3	0.2	0.0	
Other Fine Arts	1.0	1.1	0.8	1.1	0.8	1.0	1.3	1.9	0.7	0.9	0.8	1.1	
<b>Mathematics/Statistics</b>													
Mathematics and/or Statistics	4.1	3.1	6.8	2.2	2.5	3.9	3.3	3.3	3.6	3.0	7.1	0.0	
<b>Physical Sciences</b>													
Astronomy	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.0	0.1	0.0	
Atmospheric Sciences	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	
Chemistry	1.5	1.5	1.5	0.8	1.6	1.7	2.1	2.5	2.0	1.6	1.3	4.8	
Earth Sciences	0.4	0.5	0.4	0.5	0.4	0.5	0.4	0.6	0.1	0.2	0.3	1.0	
Geography	0.5	0.5	0.4	0.7	0.2	0.7	0.1	0.0	0.0	0.1	0.4	1.0	
Marine Sciences (incl. Oceanography)	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0	
Physics	0.5	0.5	0.4	0.5	0.5	0.6	0.5	0.7	0.3	0.3	0.5	0.0	
General, Other Physical Sciences	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	
<b>Social Sciences</b>													
Anthropology	1.3	1.6	0.4	1.9	3.0	1.5	0.9	1.5	0.2	0.5	0.5	0.0	
Archaeology	0.2	0.2	0.1	0.5	0.2	0.1	0.1	0.3	0.1	0.0	0.1	0.0	
Clinical Psychology	1.0	1.2	0.5	1.0	1.3	1.2	1.3	1.1	1.8	1.1	0.6	0.0	
Counseling and Guidance	0.5	0.4	0.6	0.1	0.2	0.5	0.8	1.0	0.8	0.5	0.6	0.7	
Experimental Psychology	0.9	1.2	0.1	0.9	1.8	1.2	1.3	1.3	1.1	1.4	0.1	0.0	
Social Psychology	0.7	0.8	0.4	0.6	1.1	0.7	1.0	1.2	1.0	0.6	0.4	0.7	
General, Other Psychology	1.7	1.6	1.9	0.8	1.4	1.9	2.1	2.2	1.9	2.2	1.9	1.0	
Economics	1.3	1.5	0.7	1.7	2.2	1.2	1.4	1.7	1.2	1.2	0.7	0.0	
Sociology	2.5	2.8	1.7	3.2	3.2	2.9	2.0	2.1	1.5	2.3	1.8	1.1	
Social Work, Social Welfare	1.3	1.4	1.0	1.5	0.7	1.7	1.3	0.8	1.5	1.9	1.0	1.0	
General, Other Social Sciences	0.8	0.8	0.7	0.8	0.7	1.2	0.5	0.6	0.6	0.4	0.7	0.0	
<b>Other Technical</b>													
Computer Science	1.1	0.9	1.8	0.7	0.7	0.9	1.1	0.9	1.8	0.9	1.9	0.0	
Data Processing, Computer Prog.	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0	
Drafting/Design	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.1	0.0	0.0	
Electronics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Industrial Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Other Technical	0.3	0.2	0.5	0.2	0.1	0.2	0.1	0.0	0.0	0.1	0.5	0.0	
<b>Other</b>													
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Communications [3]	1.7	1.8	1.2	1.4	1.4	2.5	1.6	1.1	1.7	2.2	1.2	2.1	
Ethnic Studies	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Human Ecology/Family Science [1]	0.8	1.1	0.1	2.2	0.4	1.0	0.3	0.2	0.1	0.5	0.1	0.9	
Journalism	0.3	0.3	0.3	0.3	0.2	0.4	0.2	0.2	0.2	0.2	0.3	1.0	
Law	0.7	0.8	0.6	0.6	1.1	0.9	0.7	0.7	1.2	0.4	0.5	0.7	
Law Enforcement	0.1	0.1	0.0	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	
Library Science	0.6	0.7	0.3	0.6	0.5	0.8	0.9	0.4	1.1	1.4	0.3	0.0	
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	
Other Vocational	0.1	0.0	0.3	0.0	0.0	0.1	0.1	0.1	0.0	0.0	0.4	0.0	
All Other Fields	2.1	2.1	2.0	3.1	1.1	2.1	1.5	1.5	1.2	1.8	2.0	1.8	

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				Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT [1]</b>												
<b>Agriculture or Forestry</b>												
Agriculture	0.6	0.7	0.2	1.9	0.4	0.3	0.1	0.1	0.0	0.1	0.2	0.0
Forestry	0.2	0.1	0.4	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.2	3.7
<b>Biological Sciences</b>												
Bacteriology, Molecular Biology	0.6	0.6	0.6	0.7	0.6	0.4	0.7	0.8	0.6	0.7	0.6	0.7
Biochemistry	0.1	0.1	0.0	0.2	0.5	0.0	0.1	0.1	0.1	0.0	0.0	0.0
Biophysics	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Environmental Science	0.2	0.2	0.1	0.2	0.4	0.2	0.1	0.2	0.1	0.1	0.1	0.0
Marine (life) Sciences	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0
Physiology, Anatomy	0.7	0.2	1.9	0.3	0.0	0.1	0.2	0.2	0.1	0.2	2.0	0.0
Zoology	0.1	0.1	0.0	0.3	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Biological Sciences	3.7	3.5	4.1	2.7	3.2	3.3	4.8	5.1	5.7	3.8	4.1	4.2
<b>Business</b>												
Accounting	1.2	1.4	0.9	1.2	0.7	1.7	1.4	0.8	1.5	2.1	0.9	0.7
Finance	0.3	0.4	0.0	0.4	0.3	0.5	0.2	0.2	0.5	0.0	0.0	0.0
International Business	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Management	1.4	1.6	1.0	1.1	1.6	2.0	1.6	1.5	2.1	1.3	1.0	0.0
Marketing	0.6	0.6	0.5	0.6	0.6	0.7	0.6	0.6	0.9	0.2	0.5	0.0
Secretarial Studies	0.5	0.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0
General, Other Business	1.7	1.3	2.8	0.9	1.0	1.3	1.8	1.1	2.3	2.5	2.6	6.0
<b>Education</b>												
Business Education	0.4	0.1	1.0	0.2	0.0	0.1	0.0	0.0	0.0	0.1	1.1	0.0
Educational Administration	0.2	0.2	0.2	0.3	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.0
Educational Psychology/Counseling	0.5	0.5	0.4	0.9	0.6	0.4	0.3	0.2	0.4	0.2	0.4	0.0
Elementary Education	2.2	2.9	0.5	1.7	1.1	3.9	3.5	2.2	4.5	4.8	0.5	0.0
Higher Education	0.5	0.4	0.8	0.2	0.3	0.5	0.6	0.8	0.5	0.3	0.9	0.0
Music or Art Education	0.3	0.4	0.0	0.9	0.1	0.2	0.2	0.1	0.3	0.2	0.0	0.0
Physical or Health Education	2.1	2.3	1.6	2.0	0.5	3.1	2.1	1.8	1.0	3.3	1.6	1.0
Secondary Education	0.7	0.9	0.1	1.0	0.9	1.0	0.7	0.6	0.6	0.9	0.1	0.0
Special Education	0.8	1.1	0.2	0.9	0.3	1.8	0.8	0.7	0.5	1.2	0.2	0.0
General, Other Education Fields	3.2	3.1	3.2	2.8	1.5	3.2	4.0	3.1	4.4	5.0	3.3	1.2
<b>Engineering</b>												
Aero-/Astronautical Engineering	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Chemical Engineering	0.1	0.1	0.0	0.3	0.3	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Civil Engineering	0.2	0.3	0.0	0.8	0.8	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Electrical Engineering	0.1	0.1	0.0	0.2	0.3	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Industrial Engineering	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
Mechanical Engineering	0.1	0.1	0.0	0.1	0.2	0.2	0.0	0.0	0.1	0.0	0.0	0.0
General, Other Engineering Fields	0.3	0.3	0.2	0.3	0.6	0.3	0.1	0.1	0.0	0.1	0.2	0.0
<b>Health Sciences</b>												
Dentistry	0.6	0.4	1.1	0.8	0.1	0.2	0.3	0.5	0.5	0.0	1.1	2.7
Health Technology	0.7	0.2	1.9	0.4	0.0	0.2	0.1	0.0	0.2	0.0	1.8	4.6
Medicine or Surgery	0.3	0.4	0.2	1.2	0.0	0.0	0.1	0.2	0.1	0.0	0.3	0.0
Nursing	8.3	6.9	11.8	5.9	4.8	8.0	7.3	4.0	14.6	6.8	11.8	10.6
Pharmacy, Pharmacology	0.4	0.5	0.0	0.7	0.8	0.0	1.0	2.1	0.0	0.1	0.0	0.0
Therapy (speech, physical, occup.)	1.1	1.3	0.7	1.5	0.9	1.7	0.9	1.1	1.0	0.6	0.7	0.0
Veterinary Medicine	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
General, Other Health Fields	2.0	1.7	2.9	2.6	1.3	1.6	0.9	0.7	1.7	0.7	2.8	5.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004–2005**

FEMALE RESPONDENTS	ALL Insts.	ALL Univ/4-yr	ALL 2-yr	Universities		Four-year Colleges					Two-year Colleges	
				Public	Private	Public	Private	Non- sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT</b>												
<b>History/Political Science</b>												
History	2.7	3.1	1.6	2.8	6.2	3.0	2.5	2.6	2.1	2.6	1.6	0.7
Political Science, Government	1.3	1.7	0.3	2.3	1.8	1.3	1.6	1.8	1.2	1.6	0.4	0.0
<b>Humanities</b>												
English Language & Literature	10.1	8.8	13.5	7.6	7.8	8.6	10.7	12.0	8.8	10.1	13.6	12.8
Foreign Languages & Literature	3.3	4.1	1.1	4.3	7.4	2.9	4.2	4.7	2.9	4.3	1.2	0.0
French	0.4	0.5	0.2	0.7	0.6	0.4	0.6	0.8	0.3	0.5	0.2	0.0
German	0.3	0.3	0.1	0.4	0.7	0.1	0.4	0.7	0.0	0.3	0.1	0.0
Spanish	0.9	0.9	0.9	1.1	0.7	0.5	1.4	1.6	0.3	2.0	1.0	0.0
Other Foreign Languages	0.5	0.6	0.4	0.7	1.8	0.2	0.5	0.8	0.2	0.4	0.4	0.0
Linguistics	0.3	0.4	0.0	0.9	0.5	0.2	0.1	0.2	0.1	0.0	0.0	0.0
Philosophy	0.6	0.8	0.1	0.6	1.8	0.7	0.8	0.6	1.6	0.5	0.1	0.0
Religion or Theology	1.0	1.3	0.1	0.7	2.4	0.6	2.6	1.5	4.5	2.8	0.1	0.3
General, Other Humanities Fields	1.4	1.3	1.6	1.0	1.9	1.3	1.3	2.0	0.6	0.8	1.3	6.7
<b>The Arts &amp; Architecture</b>												
Architecture/Urban Planning	0.5	0.7	0.0	1.5	1.5	0.0	0.1	0.2	0.1	0.0	0.0	0.0
Art	3.0	3.2	2.5	3.0	3.1	3.2	3.4	4.6	1.7	2.8	2.5	1.0
Dramatics or Speech	1.9	1.9	1.7	1.6	3.5	1.7	1.9	2.2	1.1	2.0	1.8	1.0
Music	2.8	3.6	1.0	4.0	4.0	2.8	3.9	3.1	2.9	5.9	1.0	1.2
Television or Film	0.2	0.2	0.2	0.3	0.5	0.1	0.2	0.3	0.0	0.3	0.2	0.0
Other Fine Arts	0.9	1.0	0.7	1.5	1.0	0.6	0.9	1.3	0.5	0.8	0.6	1.2
<b>Mathematics/Statistics</b>												
Mathematics and/or Statistics	5.3	3.7	9.2	2.6	2.6	4.8	4.0	4.2	4.2	3.7	9.0	12.9
<b>Physical Sciences</b>												
Astronomy	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Atmospheric Sciences	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	1.8	1.8	1.6	0.9	1.6	2.0	2.6	3.3	2.3	1.9	1.5	5.0
Earth Sciences	0.4	0.4	0.1	0.5	0.3	0.5	0.3	0.5	0.1	0.1	0.1	1.0
Geography	0.5	0.5	0.5	0.7	0.1	0.7	0.0	0.1	0.0	0.0	0.4	1.0
Marine Sciences (incl. Oceanography)	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.6	0.6	0.5	0.4	0.5	0.8	0.6	0.9	0.4	0.5	0.5	0.0
General, Other Physical Sciences	0.2	0.1	0.4	0.0	0.1	0.2	0.1	0.0	0.0	0.3	0.5	0.0
<b>Social Sciences</b>												
Anthropology	1.1	1.4	0.3	2.0	2.6	1.1	0.7	1.2	0.1	0.5	0.4	0.0
Archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.3	0.4	0.2	0.5	0.8	0.3	0.2	0.1	0.5	0.2	0.2	0.0
Counseling and Guidance	0.2	0.2	0.1	0.0	0.0	0.5	0.2	0.3	0.2	0.1	0.2	0.0
Experimental Psychology	0.4	0.6	0.0	0.3	1.8	0.5	0.6	0.6	0.4	0.6	0.0	0.0
Social Psychology	0.1	0.1	0.0	0.1	0.6	0.0	0.0	0.0	0.1	0.1	0.0	0.7
General, Other Psychology	3.0	3.1	2.8	1.5	1.8	3.8	4.5	4.9	4.5	4.1	2.9	0.7
Economics	1.1	1.3	0.6	1.4	1.7	1.0	1.1	1.5	0.8	0.9	0.6	0.0
Sociology	2.1	2.4	1.2	2.9	2.3	2.3	2.1	2.4	1.5	2.0	1.2	0.0
Social Work, Social Welfare	1.2	1.5	0.4	1.6	0.9	1.9	1.2	0.8	1.5	1.4	0.3	1.0
General, Other Social Sciences	1.8	1.6	2.3	1.3	1.6	1.9	1.6	1.4	1.8	1.6	2.3	2.3

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 2004-2005**

FEMALE RESPONDENTS	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Insts.	Univ/4-yr	2-yr	Public	Private	Public	All Private	Non-sectarian	Catholic	Other Relig.	Public	Private
<b>DEPARTMENT OF CURRENT FACULTY APPOINTMENT</b>												
<b>Other Technical</b>												
Computer Science	1.6	1.1	2.6	0.9	0.9	1.2	1.3	1.2	1.6	1.4	2.6	3.7
Data Processing, Computer Prog.	0.2	0.1	0.5	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.5	0.0
Drafting/Design	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.1	0.0
Electronics	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Industrial Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.5	0.2	1.0	0.3	0.0	0.4	0.1	0.1	0.1	0.2	0.9	2.8
<b>Other</b>												
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications [3]	2.1	2.3	1.6	1.6	2.0	3.1	2.2	1.7	2.6	2.6	1.6	0.0
Ethnic Studies	0.1	0.1	0.0	0.1	0.2	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Human Ecology/Family Science [1]	0.9	1.1	0.4	1.8	0.5	1.4	0.3	0.3	0.1	0.4	0.4	0.0
Journalism	0.4	0.4	0.2	0.7	0.6	0.3	0.2	0.2	0.2	0.2	0.2	0.0
Law	0.2	0.2	0.1	0.2	0.6	0.2	0.2	0.3	0.3	0.1	0.1	0.0
Law Enforcement	0.2	0.2	0.1	0.5	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.0
Library Science	0.6	0.8	0.2	0.6	0.4	0.9	0.8	0.4	1.0	1.3	0.2	0.0
Women's Studies	0.2	0.3	0.0	0.5	0.1	0.3	0.2	0.4	0.1	0.1	0.0	0.0
Other Vocational	0.4	0.1	1.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	1.1	0.0
All Other Fields	3.5	3.0	4.7	3.6	2.4	3.2	2.3	2.6	1.4	2.4	4.8	3.2

# Appendix A

## Research Methodology



# Appendix A

## Research Methodology

### **Administering the Survey**

Letters of invitation to participate in the survey were sent to the chief academic and institutional research officers at more than 2,600 institutions nationwide. Of the total population of institutions that were invited, 417 agreed to administer the survey. Each participating institution then provided HERI with the names and addresses of those persons who the institution wanted surveyed. The great majority were full-time faculty. However, some institutions also chose to survey their academic administrators or persons with academic appointments, but no teaching duties. (To secure a reliable set of normative data, HERI developed an algorithm for determining respondent type – See “Defining Faculty Groups,” below).

HERI then prepared a survey packet for each potential respondent, including a copy of the survey instrument, a cover letter from the Institute, and a pre-paid return envelope. The packets were then mailed to each institution, which had the option to add a cover letter of its own, as well as instructions for up to 21 locally designed questions. The packets were then mailed by each institution to its faculty.

After approximately eight weeks, HERI’s processing center inspected the returned surveys and identified who had not responded. A second set of survey packets was prepared for the non-respondents and distributed to the institutions, where the mail-out process was repeated. After an additional ten weeks, all surveys were processed and the resulting data file was sent to HERI for analysis.

As in previous Faculty Survey administrations, the distribution of participating institutions by type and control was uneven, with small private colleges more likely to participate than large public colleges and universities. To compensate for this imbalance, HERI conducted a direct administration of the survey to faculty at a supplemental sample of 94 institutions. Names and addresses for potential respondents were obtained from a company specializing in mailings to college faculty. Survey packets were prepared and distributed directly from HERI’s processing center using the same two-wave administration process noted above. Because the survey packets did not include a cover letter from the institution, it was expected that the response rate would be somewhat lower for these institutions. This expectation was confirmed by the actual survey response (see below).

## Survey Response

Of the 172,051 questionnaires mailed out, we ultimately received 65,124 usable returns, constituting a 38 percent response rate for all institutions, down from 41 percent in 2001 and 55 percent in 1989. As anticipated, the response rate for actively participating institutions was substantially higher (44 percent) than the response rate for the supplemental institutions (21 percent).

While it would appear that the 2004–2005 Faculty Survey response rates reflect the general decline in response to mail-out surveys (see Dey, 1997), the trend is somewhat misleading. Since 1989, the response rate for actively participating institutions has dropped by less than a quarter (from 57 to 44 percent), and has decreased only three percentage points since 1995. The response rate for supplemental institutions, on the other hand, has dropped by more than half since 1989 (from 46 to 21 percent). Clearly, the involvement of the institution, both in the administration and support of the survey, makes an important difference. It is also clear that in future survey administrations, HERI must develop more effective methods for encouraging faculty at supplemental institutions to respond.

## The National Normative Sample

For an institution's data to be included in the normative sample, HERI required that a minimum percentage of all full-time undergraduate faculty at that institution completed the survey.<sup>1</sup> Total full-time faculty counts were obtained from the 2002 IPEDS Faculty Salary and Tenure survey conducted by the U.S. Department of Education. Participating two- and four-year colleges were required to have surveyed at least 35 percent of their full-time faculty. Participating universities were required to survey at least 25 percent.<sup>2</sup> To reflect the lower response rate from the supplemental sample of institutions, the minimum percentage was five points lower (30 and 20 percent, respectively). Based on these requirements, results from 40 of 417 actively participating institutions and 50 of the 94 supplemental institutions were dropped from the normative sample, leaving a total of 421.

Table A1 shows the total number of institutions and the total number of institutional participants by institutional type, together with the total numbers of faculty members, faculty surveyed, and faculty respondents for each stratification cell.

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<sup>1</sup>This percentage, which HERI calls the "participation rate," should not be confused with the response rate. Response rate is computed as the ratio of respondents to the faculty who received a survey to fill out. Participation rate is computed as the ratio of respondents to the total full-time faculty at the institution. An institution that chooses to send surveys to only 10 percent of its faculty can thus simultaneously have a high *response* rate and a low *participation* rate.

<sup>2</sup>Universities faced a less stringent requirement because the IPEDS survey does not distinguish between undergraduate and graduate faculty. Since the Faculty Survey focuses on undergraduate faculty, total faculty counts for universities are inflated.

Table A1

*Institutional and Faculty Participation in the 2004–2005 HERI Faculty Survey*

Institutional type	Institutions			Faculty			
	National Total	Participating (1)	Used in Norms	National Total	Mailout Sample	Respondents (2)	Used in Norms (3)
All institutions	2,685	511	421	481,027	172,051	65,124	40,670
All four-year institutions	1,555	446	373	369,678	161,407	61,098	37,827
All two-year institutions	1,130	65	48	111,349	10,644	4,026	2,843
Universities							
Public	127	41	28	120,104	49,058	15,125	6,227
Private	72	43	31	45,898	31,069	9,857	5,189
Four-year colleges							
Public	397	102	85	113,901	40,386	15,823	11,267
All Private	959	260	229	89,775	40,974	20,293	15,144
Nonsectarian	404	116	96	41,947	19,952	9,312	6,465
Catholic	177	50	48	17,984	8,170	4,288	3,344
Other Religious	378	94	85	29,844	12,852	6,693	5,335
Two-year Colleges							
Public	940	54	41	104,618	9,729	3,784	2,678
Private	190	11	7	6,731	835	242	165

(1) Includes 94 institutions that were surveyed directly by HERI.

(2) Includes respondents who were not classified as full-time undergraduate faculty.

(3) Full-time undergraduate faculty only.

### Weighting Procedures

In order to approximate as closely as possible the results that would have been obtained if all college and university teaching faculty in all institutions had responded to the survey, a multi-stage weighting procedure was employed following Astin, Korn, and Dey (1991). The first set of weights was designed to adjust for response bias *within* participating institutions. The entire faculty at each institution were sorted into twelve categories representing all combinations of gender (male or female) and rank (professor, associate professor, assistant professor, instructor, lecturer, other). The ratio between the total number of faculty in the institution and the number of respondents in each category was used as the first corrective weight. Thus, if there were 20 female full professors and 10 of those responded, each respondent's weight would be 2.0 (20 divided by 10). This within-institution weight, which is designed to correct for any response bias related to the gender or rank of the faculty member, adjusts the total number of respondents up to the total number of faculty at the institution.<sup>3</sup>

<sup>3</sup>In the event that an institution did not report the distribution of its faculty across different ranks, the within-institution weight was based on gender alone.

To develop the second set of weights, institutions were sorted into 23 stratification cells based upon type (two-year, four-year, university), control (public, private-nonsectarian, Roman Catholic, other religious) and, for four-year institutions, selectivity (defined as the average admissions test score of the entering freshman class). Within each of these stratification cells, faculty in all institutions in the population were sorted into the same 12 gender-by-rank categories described above. Data from all participating institutions within each institutional stratification cell were then combined, and the weighted number of respondents (using the first weight described above) was then determined separately for each of the gender-by-rank combinations. Thus, for each gender-by-rank combination within a stratification cell, we had two values: the total number of faculty in the higher education population and the weighted number of respondents to our survey. The ratio between these two totals became the second weight, which was designed to correct for between-stratification cell differences in institutional participation. The final weight used for each respondent consisted of the product of the two weights (that is, the within-institution weight and the between-stratification weight).

### **Defining Faculty Groups**

As already noted, only those full-time employees who were engaged in teaching undergraduates were included in the normative data reported here. Full-time administrators, full-time researchers, or faculty members who teach *only* at the graduate level have been excluded. More specifically, a respondent was included in the normative data if one of the following conditions was met:

- 1) if he or she indicated full-time employment at an institution [question 2] **and** noted teaching as his/her principal activity [question 1] **and** either:
  - a) taught at least one undergraduate-level course [question 18] **or**
  - b) taught no classes at all in the most recent term (this last condition is included for faculty on sabbatical leave or those currently engaged in research full-time).
- 2) if he or she indicated full-time employment at an institution [question 2] **and** taught at least two courses in the last term [question 18], at least one of which was at the undergraduate level.
- 3) if he or she indicated full-time employment at an institution [question 2] **and** indicated that he/she spent at least 9 hours per week in scheduled teaching [question 17], but did not indicate any specific types of courses being taught [question 18].

## References

- Astin, A.W., Korn, W.S., and Dey, E.L. (1991). *The American college teacher: National norms for the 1989–1990 HERI faculty survey*. Los Angeles, CA: Higher Education Research Institute, UCLA.
- Dey, E.L. (1997). Working with low survey response rates: The efficacy of weighting adjustments. *Research in Higher Education*, 38, 215–227.



## Appendix B

### 2004–2005 Faculty Survey Instrument



# 2004 Faculty Survey

Higher Education Research Institute, UCLA

### MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

#### CORRECT MARK    INCORRECT MARKS



1. What is your principal activity in your current position at this institution? (Mark one)

- Administration     Services to clients  
 Teaching                      and patients  
 Research                       Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)

- Yes     No

3. Your sex:     Male     Female

4. What is your present academic rank?

- Professor                       Lecturer  
 Associate Professor         Instructor  
 Assistant Professor         Other

5. What is your tenure status at this institution? (Mark one)

- Tenured  
 On tenure track, but not tenured  
 Not on tenure track, but institution has tenure system  
 Institution has no tenure system

6. Are you currently serving in an administrative position as: (Mark all that apply)

- Department chair .....   
 Dean .....   
 Other .....

7. Are you currently: (Mark one)

- Married     Single  
 Unmarried, living with partner

8. Have you ever been: (Mark all that apply)

- Divorced     Widowed     Separated

9. Racial/Ethnic group: (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

10. How many children do you have in the following age ranges?

- Under 18 years old .....  0  1  2  3  4+  
 18 years or older .....  0  1  2  3  4+

11. Do your interests lie primarily in teaching or research?

- Very heavily in research  
 In both, but leaning toward research  
 In both, but leaning toward teaching  
 Very heavily in teaching

12. On the following list, please mark one in each column:

- |  |                          |                                |
|--|--------------------------|--------------------------------|
|  | Highest Degree<br>Earned | Degree Currently<br>Working On |
| Bachelor's (B.A., B.S., etc.)  | <input type="checkbox"/> | <input type="checkbox"/>       |
| Master's (M.A., M.S.,<br>M.F.A., M.B.A., etc.)                         | <input type="checkbox"/> | <input type="checkbox"/>       |
| LL.B., J.D.  | <input type="checkbox"/> | <input type="checkbox"/>       |
| M.D., D.D.S. (or equivalent)   | <input type="checkbox"/> | <input type="checkbox"/>       |
| Other first professional<br>degree beyond B.A.<br>(e.g., D.D., D.V.M.) | <input type="checkbox"/> | <input type="checkbox"/>       |
| Ed.D.  | <input type="checkbox"/> | <input type="checkbox"/>       |
| Ph.D.  | <input type="checkbox"/> | <input type="checkbox"/>       |
| Other degree   | <input type="checkbox"/> | <input type="checkbox"/>       |
| None   | <input type="checkbox"/> | <input type="checkbox"/>       |

13. During the past two years, have you engaged in any of the following activities? (Mark one for each item)

- |   |   |   |
|---|---|---|
|   | Yes   | No  |
| Taught an honors course   | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Taught an interdisciplinary course                                | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Taught an ethnic studies course                                   | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Taught a women's studies course                                   | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Team-taught a course  | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Taught a service learning course                                  | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Worked with undergraduates on a<br>research project               | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Placed or collected assignments<br>on the Internet                | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Taught a course exclusively on<br>the Internet                    | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Participated in a faculty<br>development program                  | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Advised student groups involved in<br>service/volunteer work      | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Collaborated with the local<br>community in research/<br>teaching | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Developed a new course  | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Conducted research or writing<br>focused on:                      |   |   |
| International/global issues                                       | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Racial or ethnic minorities                                       | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Women and gender issues   | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Taught a first-year seminar                                       | <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> Y <input type="checkbox"/> N |

14. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter.)

Major of highest degree held	Department of current faculty appointment
<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9

15. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000. (Note: Amounts above \$199,000 should be marked "199")

<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9
--

The above salary is based on:

9/10 months

11/12 months

16. In the four sets of ovals below, please mark the last two digits of the year of each of the following:

Year of birth	Year of highest degree now held
<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9
Year of appointment at present institution	If tenured, year tenure was awarded
<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9

**NOTE: If you are between terms, on leave, or in an interim term, please answer questions 17 and 18 as they apply to the full term most recently completed at this institution.**

**17. During the present term, how many hours per week on the average do you actually spend on each of the following activities?**

(Mark one for each activity)

	Hours Per Week									
	None	1-4	5-8	9-12	13-16	17-20	21-24	25-34	35-44	45+
Scheduled teaching (give actual, not credit hours)	<input type="checkbox"/>									
Preparing for teaching (including reading student papers and grading)	<input type="checkbox"/>									
Advising and counseling of students	<input type="checkbox"/>									
Committee work and meetings	<input type="checkbox"/>									
Other administration	<input type="checkbox"/>									
Research and scholarly writing	<input type="checkbox"/>									
Other creative products/performance	<input type="checkbox"/>									
Consultation with clients/patients	<input type="checkbox"/>									
Community or public service	<input type="checkbox"/>									
Outside consulting/freelance work	<input type="checkbox"/>									
Household/childcare duties	<input type="checkbox"/>									
Communicating via email	<input type="checkbox"/>									

**18. How many of the following courses are you teaching this term?**  
(Mark one for each activity)

General education courses	<input type="checkbox"/>								
Developmental/remedial courses	<input type="checkbox"/>								
Other undergraduate credit courses	<input type="checkbox"/>								
Graduate courses	<input type="checkbox"/>								
Vocational or technical courses	<input type="checkbox"/>								
Non-credit courses (other than above)	<input type="checkbox"/>								

**19. Do you teach remedial/developmental skills in any of the following areas?** (Mark all that apply)

- Reading                       ESL  
 Writing                         General academic skills  
 Mathematics                 Other subject areas

**20. Indicate the importance to you of each of the following education goals for undergraduate students:**

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for employment after college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for graduate or advanced education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop moral character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide for students' emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help students develop personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance students' self-understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instill in students a commitment to community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for responsible citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help master knowledge in a discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop creative capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instill a basic appreciation of the liberal arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote ability to write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate search for meaning/purpose in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For questions 21 to 23, mark only one response for each question.**

**21. How many of the following have you published?**

	None	1-2	3-4	5-10	11-20	21-50	51+
Articles in academic or professional journals	<input type="checkbox"/>						
Chapters in edited volumes	<input type="checkbox"/>						
Books, manuals, or monographs	<input type="checkbox"/>						
Other, such as patents or computer software products	<input type="checkbox"/>						

**22. How many exhibitions or performances in the fine or applied arts have you presented?**

	None	1-2	3-4	5-10	11-20	21-50	51+
	<input type="checkbox"/>						

**23. How many of your professional writings have been published or accepted for publication in the last two years?**

	None	1-2	3-4	5-10	11-20	21-50	51+
	<input type="checkbox"/>						

**24. For each of the following items, please mark either Yes or No:**

	Yes	No
Have you ever held an academic administrative post?	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever received an award for outstanding teaching?	<input type="checkbox"/>	<input type="checkbox"/>
Do you commute a long distance to work?	<input type="checkbox"/>	<input type="checkbox"/>
Does your spouse/partner work in the same/nearby city?	<input type="checkbox"/>	<input type="checkbox"/>
Is your spouse/partner an academic?	<input type="checkbox"/>	<input type="checkbox"/>
Were you born in the U.S.A.?	<input type="checkbox"/>	<input type="checkbox"/>
Are you a U.S. citizen?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been sexually harassed at this institution?	<input type="checkbox"/>	<input type="checkbox"/>
Are you a member of a faculty union?	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan to retire within the next three years?	<input type="checkbox"/>	<input type="checkbox"/>
Do you use your scholarship to address local community needs?	<input type="checkbox"/>	<input type="checkbox"/>
Have you published op-ed pieces or editorials?	<input type="checkbox"/>	<input type="checkbox"/>
During the <u>past two years</u> , have you:		
Received at least one firm job offer?	<input type="checkbox"/>	<input type="checkbox"/>
Considered early retirement?	<input type="checkbox"/>	<input type="checkbox"/>
Considered leaving academe for another job?	<input type="checkbox"/>	<input type="checkbox"/>
Considered leaving this institution for another?	<input type="checkbox"/>	<input type="checkbox"/>
Changed academic institutions?	<input type="checkbox"/>	<input type="checkbox"/>
Taught courses at more than one institution during the same term?	<input type="checkbox"/>	<input type="checkbox"/>
Requested/sought an early promotion?	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in paid consulting outside of your institution?	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in public service/professional consulting without pay?	<input type="checkbox"/>	<input type="checkbox"/>
Received funding for your work from:		
Foundations?	<input type="checkbox"/>	<input type="checkbox"/>
State or federal government?	<input type="checkbox"/>	<input type="checkbox"/>
Business or industry?	<input type="checkbox"/>	<input type="checkbox"/>

**25. Indicate how well each of the following describes your college or university:**

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are typically at odds with campus administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty here respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most students are treated like "numbers in a book"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social activities are overemphasized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for being good teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is respect for the expression of diverse values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for their efforts to use instructional technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for their efforts to work with underprepared students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**26. Please indicate the extent to which you:**

(Mark one for each item)

	To a Great Extent	To Some Extent	Not at All
Engage in academic work that spans multiple disciplines	3	2	1
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	3	2	1
Experience joy in your work	3	2	1
Feel good about the direction in which your life is headed	3	2	1
Engage in self-reflection	3	2	1
Achieve a healthy balance between your personal life and your professional life	3	2	1
Feel that your work adds meaning to your life	3	2	1
Consider yourself a religious person	3	2	1
Consider yourself a spiritual person	3	2	1
Engage in regular exercise	3	2	1
Eat a well-balanced diet	3	2	1
Get adequate amounts of sleep	3	2	1
Engage in prayer/meditation	3	2	1
Experience close alignment between your work and your personal values	3	2	1
Seek opportunities to grow spiritually	3	2	1
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	3	2	1

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

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	4	3	2	1
Racial and ethnic diversity should be more strongly reflected in the curriculum	4	3	2	1
Faculty feel that most students are well-prepared academically	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates	4	3	2	1
There is a lot of campus racial conflict here	4	3	2	1
Most students are strongly committed to community service	4	3	2	1
My research is valued by faculty in my department	4	3	2	1
My teaching is valued by faculty in my department	4	3	2	1
My department does a good job of mentoring new faculty	4	3	2	1
Faculty are sufficiently involved in campus decision making	4	3	2	1
My values are congruent with the dominant institutional values	4	3	2	1
There is adequate support for integrating technology in my teaching	4	3	2	1
This institution takes responsibility for educating underprepared students	4	3	2	1
The criteria for advancement and promotion decisions are clear	4	3	2	1
Most of the students I teach lack the basic skills for college level work	4	3	2	1
My department has difficulty recruiting faculty	4	3	2	1
My department has difficulty retaining faculty	4	3	2	1
There is adequate support for faculty development	4	3	2	1
This institution should not offer remedial/developmental education	4	3	2	1

**28. Indicate how important you believe each priority listed below is at your college or university:**

(Mark one for each activity)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	4	3	2	1
To develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	4	3	2	1
To help students learn how to bring about change in American society	4	3	2	1
To increase or maintain institutional prestige	4	3	2	1
To hire faculty "stars"	4	3	2	1
To recruit more minority students	4	3	2	1
To enhance the institution's national image	4	3	2	1
To create a diverse multi-cultural campus environment	4	3	2	1
To mentor new faculty	4	3	2	1
To promote gender equity among faculty	4	3	2	1
To provide resources for faculty to engage in community-based teaching or research	4	3	2	1
To create and sustain partnerships with surrounding communities	4	3	2	1
To pursue extramural funding	4	3	2	1
To increase the representation of minorities in the faculty and administration	4	3	2	1
To increase the representation of women in the faculty and administration	4	3	2	1

**29. If you were to begin your career again, would you still want to be a college professor?**

- Definitely yes       Not sure       Probably no  
 Probably yes       Definitely no

**30. Please indicate your agreement with each of the following statements:**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Western civilization and culture should be the foundation of the undergraduate curriculum	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1
Promoting diversity leads to the admission of too many underprepared students	4	3	2	1
Colleges should be actively involved in solving social problems	4	3	2	1
Tenure is an outmoded concept	4	3	2	1
Colleges should encourage students to be involved in community service activities	4	3	2	1
Tenure is essential to attract the best minds to academe	4	3	2	1
A racially/ethnically diverse student body enhances the educational experience of all students	4	3	2	1
Realistically, an individual can do little to bring about changes in society	4	3	2	1
Colleges should be concerned with facilitating undergraduate students' spiritual development	4	3	2	1
Colleges have a responsibility to work with their surrounding communities to address local issues	4	3	2	1
The spiritual dimension of faculty members' lives has no place in the academy	4	3	2	1
Including community service as part of a course is a poor use of resources	4	3	2	1



## Appendix C

### The Precision of the Normative Data



## Appendix C

### The Precision of the Normative Data

A common question asked about sample surveys relates to the precision of the data, which is typically reported as the accuracy of a percentage “plus or minus x percentage points.” This figure, which is known as a confidence interval, can be estimated for items of interest if information on the response percentage and its standard error is available.

Given the large normative sample, the calculated standard error associated with any particular response percentage will be small (as will its confidence interval). It is important to note, however, that traditional methods of calculating standard error assume conditions, which, as is the case with most sample survey data, do not apply here. Sources of error unrelated to sampling variability should also be considered in comparing data across normative groups, across related item categories, and over time. These concerns include:

- 1) Traditional methods of calculating standard error assume that the analytical sample was selected through simple random sampling. Given the complex, stratified design of this survey, where the normative estimates are based on responses of faculty at participating institutions, it is likely that the actual standard errors will be somewhat **larger** than the standard error estimates produced through traditional computational methods.
- 2) The wording of some questions in the survey instrument, as well as the item phrasing, number of response options, and order of question/item phrasing may vary for different faculty surveys. We have found that even small changes can produce large order and context effects. Given this, the *exact* wording of items on the survey instrument (see Appendix B) should be examined carefully prior to making comparisons across survey years.

Although it is impractical to report statistical indicators for every percentage in every normative group, it is important for those who are interested in estimating the precision of the data. Toward this end, Table C1 provides estimates of standard errors for norms groups of various sizes and for different percentages, while Table C2 provides confidence interval estimates.

Table C1  
*Estimated Standard Errors of Percentages for Groups of Various Sizes*

Unweighted size of group	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
100	.99	2.18	3.00	3.57	4.00	4.33	4.58	4.77	4.90	4.97	4.97
250	.73	1.38	1.90	2.26	2.53	2.74	2.90	3.02	3.10	3.15	3.16
500	.44	.97	1.34	1.60	1.79	1.94	2.05	2.13	2.19	2.22	2.24
750	.36	.80	1.10	1.30	1.46	1.58	1.67	1.75	1.79	1.82	1.83
1,500	.26	.56	.77	.92	1.03	1.12	1.18	1.23	1.26	1.28	1.29
2,500	.20	.44	.60	.71	.80	.87	.92	.95	.98	.99	1.00
5,000	.14	.31	.42	.50	.57	.61	.65	.67	.69	.70	.71
10,000	.10	.22	.30	.36	.40	.43	.46	.48	.49	.50	.50
15,000	.08	.18	.24	.29	.33	.35	.37	.39	.40	.41	.41
25,000	.06	.14	.19	.23	.25	.27	.29	.30	.31	.31	.32
35,000	.05	.12	.16	.19	.21	.23	.24	.25	.26	.27	.27
40,000	.05	.11	.15	.18	.20	.22	.23	.24	.24	.25	.25

Table C2  
*Estimated 95 Percent Confidence Intervals for Percentages and Groups of Various Sizes*

Unweighted size of group	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
100	1.9	4.3	5.9	7.0	7.8	8.5	9.0	9.3	9.6	9.7	9.7
250	1.4	2.7	3.7	4.4	5.0	5.4	5.7	5.9	6.1	6.2	6.2
500	.9	1.9	2.6	3.1	3.5	3.8	4.0	4.2	4.3	4.4	4.4
750	.7	1.6	2.2	2.5	2.9	3.1	3.3	3.4	3.5	3.6	3.6
1,500	.5	1.1	1.5	1.8	2.0	2.2	2.3	2.4	2.5	2.5	2.5
2,500	.4	.9	1.2	1.4	1.6	1.7	1.8	1.9	1.9	1.9	2.0
5,000	.3	.6	.8	1.0	1.1	1.2	1.3	1.3	1.4	1.4	1.4
10,000	.2	.4	.6	.7	.8	.8	.9	.9	1.0	1.0	1.0
15,000	.2	.4	.5	.6	.6	.7	.7	.8	.8	.8	.8
25,000	.1	.3	.4	.5	.5	.5	.6	.6	.6	.6	.6
35,000	.1	.2	.3	.4	.4	.5	.5	.5	.5	.5	.5
40,000	.1	.2	.3	.4	.4	.4	.5	.5	.5	.5	.5

NOTE: Calculated by multiplying the estimated standard error by the critical value of *t* at the .05 probability level, or 1.96. To calculate the 99 percent confidence interval at the .01 probability level, the critical *t* value is 2.56.

For example, the normative data indicate that 22.4 percent of all faculty reported that they had considered early retirement within the past two years. To obtain an estimate of the standard error,<sup>1</sup> we would first choose the column that most closely corresponds to that percentage, or “20%.”<sup>2</sup> Next, we select the row corresponding most closely to the unweighted sample size of the comparison group to find the appropriate standard error. The last column in Table A1 shows that the

<sup>1</sup>Calculated by  $\sqrt{\frac{x\%(100-x\%)}{N}}$ , where *x* is the percentage of interest and *N* is the population count from Table A1.

<sup>2</sup>Since the distribution of the standard errors is symmetrical around the 50 percent mid-point, for percentages over 50 simply subtract the percentage from 100 and use the result to select the appropriate column. For example, if the percentage we were interested in was 59, 100 – 59 percent yields 41, so we would use the column labeled ‘40%.’

unweighted number of faculty from all institutions is 40,670. Thus, with a sample size of about 40,000 and a percentage that is close to 20, the estimated standard error would be .20.

To obtain an estimate of the confidence interval at the 95% probability level, follow a similar procedure to look up the correct value in Table C2. We would again use the value in the fifth data column (“20%”) in the last row, or .4. In practical terms, this confidence interval means that if we were to replicate this survey a number of times, we would expect to find that 95 times out of 100, between 22.0 percent and 22.8 percent of the faculty would report that they considered early retirement within the past two years.

### Determining the Significance of Differences Between Percentages

Normally, confidence intervals are used to determine if the difference between two percentages is statistically significant. As an example, let us assume that a private university surveyed 455 of its faculty and found that 20.0 percent considered early retirement in the last two years. Is this percentage significantly higher than the 16.0 percent reported for all private universities ( $n = 5,189$ )? To determine this, one must perform the following three steps:

- 1) DETERMINE THE CONFIDENCE INTERVAL FOR EACH PERCENTAGE.
- 2) ADD THE CONFIDENCE INTERVALS TOGETHER.
- 3) IS THE SUM OF THE CONFIDENCE INTERVALS MORE OR LESS THAN THE DIFFERENCE? If it is more, then the difference is **not** statistically significant. If it is less, the difference **is** statistically significant.

Applying these steps to our example, we find:

1. Consulting Table C2, the confidence interval for the 20.0 percent figure is **3.5** (the 20% column for a sample size of 500), and the confidence interval for the 16.0 percent figure is **1.0** (the 15% column for a sample size of 5,000).
2.  $3.5 + 1.0 = 4.5$
3. The sum of the confidence intervals is **larger** than the difference between the percentages (4.0), so the difference is **not** statistically significant.

Why is this so? With a confidence interval of 3.5, we know that there is a 95% probability that the 20.0 figure is within the range 16.5–23.5. We also know that there is a 95% probability that the 16.0 figure is within the range 15.0–17.0. Because the ranges intersect, it is *possible* that the larger reported figure is *actually* smaller than the smaller reported figure. To be statistically significant, the figure reported for our sample university would need to be no less than 20.6 percent.



## Appendix D

### Participants in the HERI Faculty Surveys



## Appendix D

### Participants in the HERI Faculty Surveys

1989–2004

The following list shows the institutions participating in the six Faculty Surveys conducted since 1989. A participation status of ‘P’ indicates that the institution did participate, but was not included in the national normative sample. A participation status of ‘N’ indicates that the institution was included. An asterisk (\*) indicates that the institution was included in the survey as part of a supplemental sample determined by the Higher Education Research Institute, and was not an active participant. The respondent pool for these schools was obtained from mailing lists provided by a direct-mail company specializing in higher education clients, and the surveys were mailed directly from the Institute.

#### **Norms Status and Response Rate**

Determination of whether or not an institution was included in the national normative sample was accomplished by comparing the number of full-time undergraduate teachers who responded to the survey to the total number of full-time faculty at that institution, according to the latest available data from the U.S. Department of Education (DOE). DOE data are generally collected on a different cycle than the HERI Faculty Survey. Thus, the counts for the 2004 survey were based on DOE data from 2002, which were the most recent DOE data available. A two-year or four-year college was included if it had surveyed at least 35 percent of its total population of full-time faculty. Because the DOE data do not distinguish between undergraduate and graduate faculty, the requirement for universities was more liberal—at least 25 percent of the full-time faculty.



Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Abilene Christian University	TX	Other religious 4-year college	N	N	N	N	P	P*
Adams State College	CO	Public 4-year college						N
Adelphi University	NY	Private university	N	N				
Adirondack Cmty College	NY	Public 2-year college		N				
Agnes Scott College	GA	Other religious 4-year college	N	N	N	N	N	N
Alaska Pacific University	AK	Nonsectarian 4-year college	N	N		N		
Albertson College of Idaho	ID	Nonsectarian 4-year college	N*	N	N			N
Albion College	MI	Other religious 4-year college	N		N*			N
Albright College	PA	Other religious 4-year college	N	N				N
Alexandria Technical College	MN	Public 2-year college						N
Alfred State College	NY	Public 2-year college	P*	N		N	P	N*
Alfred University (Endowed)	NY	Nonsectarian 4-year college		N		N		N
Alfred University (Statutory)	NY	Public 4-year college		P				
Allan Hancock College	CA	Public 2-year college		N				
Allegheny College	PA	Nonsectarian 4-year college	N		N*			P*
Allen County Cmty College	KS	Public 2-year college						N
Alma College	MI	Other religious 4-year college					N	P*
Alvernia College	PA	Catholic 4-year college	N					
Amarillo College	TX	Public 2-year college						N
American Baptist College	TN	Other religious 4-year college	N	P				
American Samoa Cmty College	AS	Public 2-year college	N					
American University	DC	Private university			N	N	N	N*
American University of Beirut		Private university					P	
Anderson College	SC	Other religious 4-year college	N		N		N	N
Anderson University	IN	Other religious 4-year college	N		N	N		
Andrew College	GA	Private 2-year college			N		N	
Antioch University	OH	Nonsectarian 4-year college	P		N	N	N	N
Antioch University-Seattle	WA	Nonsectarian 4-year college			N			
Arcadia University	PA	Other religious 4-year college						N
Arizona State University	AZ	Public university			N			
Arkansas State University	AR	Public 4-year college			P		N	
Art Center College of Design	CA	Nonsectarian 4-year college				N		P
Asbury College	KY	Nonsectarian 4-year college	N		N	N		
Ashland University	OH	Other religious 4-year college		N				
Atlanta College of Art	GA	Nonsectarian 4-year college					N	
Atlantic Union College	MA	Other religious 4-year college					P	P*
Augsburg College	MN	Other religious 4-year college					N	
Augustana College	IL	Other religious 4-year college	N	N	N	N	N	N*
Augustana College	SD	Other religious 4-year college	P	P				
Aurora University	IL	Nonsectarian 4-year college		N				N
Austin College	TX	Other religious 4-year college	N		N*	N		N
Austin Peay State University	TN	Public 4-year college						N
Azusa Pacific University	CA	Nonsectarian 4-year college	N*	N	N	N		
Babson College	MA	Nonsectarian 4-year college				N		
Bacone College	OK	Other religious 4-year college		N				
Baker University	KS	Other religious 4-year college						N

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Bard College	NY	Nonsectarian 4-year college	N		N*			P
Barnard College	NY	Nonsectarian 4-year college			N	N		
Barry University	FL	Catholic 4-year college					N	N
Barstow College	CA	Public 2-year college	P*					N
Barton College	NC	Other religious 4-year college	N		N			
Barton County Cmty College	KS	Public 2-year college					N	
Bates College	ME	Nonsectarian 4-year college	N				N	
Baton Rouge Cmty College	LA	Public 2-year college	N					
Baylor University	TX	Private university	N*	N	N*		N	N*
Becker College	MA	Private 2-year college						N
Bellarmino University	KY	Catholic 4-year college					N	
Belmont Abbey College	NC	Catholic 4-year college	N					
Belmont University	TN	Other religious 4-year college			N		N	
Beloit College	WI	Nonsectarian 4-year college	N	N	N		N	N
Bemidji State University	MN	Public 4-year college						N
Benedict College	SC	Other religious 4-year college						N*
Benedictine College	KS	Catholic 4-year college	N					
Benedictine University	IL	Catholic 4-year college	N		N*			N*
Bennett College	NC	Other religious 4-year college				N	N	
Bentley College	MA	Nonsectarian 4-year college	N	N		P*	N	
Berea College	KY	Nonsectarian 4-year college	N		N*			N
Berkeley College	NJ	Private 2-year college					N	P
Berklee College of Music	MA	Nonsectarian 4-year college						P
Berry College	GA	Nonsectarian 4-year college	N	N				
Bethany College	WV	Nonsectarian 4-year college			N	N		N
Bethany Lutheran College	MN	Other religious 4-year college	P*					
Bethel College	IN	Other religious 4-year college	N	N	N	N		
Bethel College	KS	Other religious 4-year college				N		N
Bethel College	MN	Other religious 4-year college		N	N	N	N	
Bethune-Cookman College	FL	Nonsectarian 4-year college	N		N			N
Big Bend Cmty College	WA	Public 2-year college				N		
Biola University	CA	Private university	N		N			
Birmingham-Southern College	AL	Other religious 4-year college	N		N			N
Bismarck State College	ND	Public 2-year college	N	N				
Black Hills State University	SD	Public 4-year college				P	N	N
Bloomfield College	NJ	Other religious 4-year college				N		
Bloomsburg U of Pennsylvania	PA	Public 4-year college			N*			P*
Blue Mountain Cmty College	OR	Public 2-year college						N
Bluefield State College	WV	Public 4-year college			N			
Bluffton College	OH	Other religious 4-year college	N	N	N	N		
Boston College	MA	Private university	N					
Boston University	MA	Private university				N*		
Bowdoin College	ME	Nonsectarian 4-year college				N	N	
Bowie State University	MD	Public 4-year college	P					
Bowling Green State University	OH	Public university		N	N	N		N
Bradley University	IL	Private university			N			
Brandeis University	MA	Private university	N*		N*			N

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Brazosport College	TX	Public 2-year college						N
Brenau University	GA	Nonsectarian 4-year college						N
Brevard Cmty College	FL	Public 2-year college		N				
Bridgewater College	VA	Other religious 4-year college	N	N	N			N
Brigham Young U-Hawaii Campus	HI	Nonsectarian 4-year college	N	N				
Brigham Young University	UT	Private university	N	N	N		N	
Brookhaven College	TX	Public 2-year college	N					
Broome Cmty College	NY	Public 2-year college					N	
Bryn Athyn Coll of the New Church	PA	Other religious 4-year college						N
Bryn Mawr College	PA	Nonsectarian 4-year college	P	N	N	N		P*
Bucknell University	PA	Nonsectarian 4-year college	N	N	N	N		
Buena Vista University	IA	Other religious 4-year college			N	N		N
Butler University	IN	Private university	N*	N		N	N	

Cabrini College	PA	Catholic 4-year college	N	N				
Cal Poly State U-Pomona	CA	Public 4-year college				P		
Caldwell College	NJ	Catholic 4-year college					N	
California Baptist University	CA	Other religious 4-year college	N		N	N	N	
California Institute of Technology	CA	Private university	P*		P*			P*
California Lutheran University	CA	Other religious 4-year college			N		N	N
California Maritime Academy	CA	Public 4-year college						N
California State U-Bakersfield	CA	Public 4-year college	N	N	N	N	N	N
California State U-Dominguez Hills	CA	Public 4-year college			N			
California State U-Fresno	CA	Public 4-year college	N		P			
California State U-Fullerton	CA	Public 4-year college		N	N			
California State U-Los Angeles	CA	Public 4-year college	P		P	P	P	N
California State U-San Bernardino	CA	Public 4-year college			N			
California State U-San Marcos	CA	Public 4-year college		N				
California State U-Stanislaus	CA	Public 4-year college			N			
Calvin College	MI	Other religious 4-year college	N	N	N	N	P	N*
Cameron University	OK	Public 4-year college				N		
Canisius College	NY	Catholic 4-year college	N	N	N	N	N	N*
Cape Cod Cmty College	MA	Public 2-year college					N	
Cardinal Stritch University	WI	Catholic 4-year college				N		
Carl Albert State College	OK	Public 2-year college	N					
Carleton College	MN	Nonsectarian 4-year college	N	N	N*	N	N	N*
Carlow College	PA	Catholic 4-year college						P*
Carnegie-Mellon University	PA	Private university	N		N*			P*
Carribbean University	PR	Nonsectarian 4-year college					P	
Carroll College	WI	Other religious 4-year college	N	N	N	N		N
Carthage College	WI	Other religious 4-year college					N	
Case Western Reserve University	OH	Private university	N*	P*		N*		P*
Casper College	WY	Public 2-year college		N				
Catawba College	NC	Other religious 4-year college		N				N
Catholic University of America	DC	Private university	N	N				P*
Cayuga County Cmty College	NY	Public 2-year college		N			N	
Cedar Crest College	PA	Nonsectarian 4-year college	N	P	N	N		P*

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Cedarville University	OH	Other religious 4-year college			N	N		
Centenary College of Louisiana	LA	Other religious 4-year college						N
Central College	IA	Other religious 4-year college	N	N		N		
Central Connecticut State U	CT	Public 4-year college	N*		P	P		
Central Methodist University	MO	Other religious 4-year college	N*					
Central Michigan University	MI	Public 4-year college				P		
Central Missouri State University	MO	Public 4-year college	N		N	N	N	N
Central Washington University	WA	Public 4-year college	N	N	N	N	N	N
Centralia College	WA	Public 2-year college						N
Centre College	KY	Nonsectarian 4-year college	N		N			
Cerritos College	CA	Public 2-year college				N		
Chadron State College	NE	Public 4-year college				N	N	N
Chapman University	CA	Other religious 4-year college	N	N	N			N
Charleston Southern University	SC	Other religious 4-year college						N
Chatham College	PA	Nonsectarian 4-year college	N*		N*			N
Chemeketa Cmty College	OR	Public 2-year college	N					
Chowan College	NC	Other religious 4-year college	N	N				
Christian Brothers University	TN	Catholic 4-year college	N					
Christopher Newport University	VA	Public 4-year college	N	N	N	N	N	
Cincinnati Bible College & Seminary	OH	Other religious 4-year college			N	N	P	
City College	NY	Public 4-year college			P			
Claremont McKenna College	CA	Nonsectarian 4-year college		N	N			N*
Clarion U of Pennsylvania	PA	Public 4-year college	N					
Clark Atlanta University	GA	Other religious 4-year college				P*	P	
Clark State Cmty College	OH	Public 2-year college						N
Clark University	MA	Nonsectarian 4-year college	P	N	N*	N		N
Clarke College	IA	Catholic 4-year college				N		
Clarkson College	NE	Nonsectarian 4-year college				N	N	
Clarkson University	NY	Private university		N	N	N	N	
Clayton College & State University	GA	Public 4-year college	N					
Clearwater Christian College	FL	Nonsectarian 4-year college						N
Cleary University	MI	Nonsectarian 4-year college						N
Clemson University	SC	Public university		N			N	
Cleveland Institute of Art	OH	Nonsectarian 4-year college				N	N	
Cleveland Institute of Music	OH	Nonsectarian 4-year college				P	P	
Cleveland State University	OH	Public university	N		N	P		N
Clinton Cmty College	NY	Public 2-year college		N				
Cloud County Cmty College	KS	Public 2-year college		N*		N	N	N
Cmty College of Southern Nevada	NV	Public 2-year college	P*					N
Cmty Colleges of Allegheny County	PA	Public 2-year college				P		
Coastal Georgia Community College	GA	Public 2-year college		N				N
Coastline Cmty College	CA	Public 2-year college			N			
Cochise College	AZ	Public 2-year college	N					
Coe College	IA	Nonsectarian 4-year college	N	N		N		
Coker College	SC	Nonsectarian 4-year college					N	
Colgate University	NY	Nonsectarian 4-year college	N	N	N*			N
College Misericordia	PA	Catholic 4-year college						N*

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
College of Aeronautics	NY	Nonsectarian 4-year college	P	P				
College of Charleston	SC	Public 4-year college	N	N			N	
College of Eastern Utah	UT	Public 2-year college		P*		N		N
College of Lake County	IL	Public 2-year college		P*				N
College of Marin	CA	Public 2-year college						P
College of Mount Saint Joseph	OH	Catholic 4-year college					N	
College of Mount Saint Vincent	NY	Catholic 4-year college				N		P*
College of New Jersey	NJ	Public 4-year college			P			
College of Notre Dame of Maryland	MD	Catholic 4-year college		N				
College of Saint Benedict	MN	Catholic 4-year college	N	N		N		N
College of Saint Mary	NE	Catholic 4-year college	N				N	N
College of Saint Rose	NY	Catholic 4-year college		N	N			
College of Saint Scholastica	MN	Catholic 4-year college	N	N	N	N	N	
College of Santa Fe	NM	Catholic 4-year college		N				
College of Southern Idaho	ID	Public 2-year college			N		N	
College of the Canyons	CA	Public 2-year college				N		
College of the Holy Cross	MA	Catholic 4-year college				N		
College of the Sequoias	CA	Public 2-year college	P*					
College of the Southwest	NM	Nonsectarian 4-year college	P					
College of William and Mary	VA	Public 4-year college	N	P				
College of Wooster	OH	Nonsectarian 4-year college		N	N			
Colorado College	CO	Nonsectarian 4-year college	N	N	N	N	N	N*
Colorado State University	CO	Public university	N*					
Colorado State University-Pueblo	CO	Public 4-year college	N					N
Columbia College	IL	Nonsectarian 4-year college				N		
Columbia International U	SC	Nonsectarian 4-year college				P		
Columbia Union College	MD	Other religious 4-year college				N	N	
Columbia University	NY	Private university		P*		P*		
Columbia-Greene Cmty College	NY	Public 2-year college		N			N	
Columbus State University	GA	Public 4-year college			N	N	N	N
Conception Seminary College	MO	Catholic 4-year college					N	N
Concord College	WV	Public 4-year college					N	
Concordia College	NY	Other religious 4-year college				N		
Concordia College	MN	Other religious 4-year college					N	
Concordia University	MI	Other religious 4-year college		N	N	N	N	N
Concordia University	OR	Other religious 4-year college						N
Concordia University	IL	Other religious 4-year college				N		
Concordia University	NE	Other religious 4-year college					N	N
Concordia University	MN	Other religious 4-year college	N	N				
Concordia University Wisconsin	WI	Nonsectarian 4-year college		N				
Connecticut College	CT	Nonsectarian 4-year college				P		
Converse College	SC	Nonsectarian 4-year college						N*
Copiah-Lincoln Cmty College	MS	Public 2-year college						P
Coppin State College	MD	Public 4-year college					P	P
Cornell College	IA	Other religious 4-year college	N	N		N	N	
Cornell University	NY	Private university	N*	N*		N*		N
Cornerstone University	MI	Other religious 4-year college			N			N

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Corning Cmty College	NY	Public 2-year college		N	N		N	
Creighton University	NE	Private university	N	N	N	N	N	
Crowder College	MO	Public 2-year college		N				
Cuesta College	CA	Public 2-year college	N					P
Culver-Stockton College	MO	Other religious 4-year college				N		
Cumberland County College	NJ	Public 2-year college	N					N
Cypress College	CA	Public 2-year college		N*		N		N

Dakota State University	SD	Public 4-year college				P	N	
Dakota Wesleyan University	SD	Other religious 4-year college	N					
Dalton State College	GA	Public 2-year college						N
Daniel Webster College	NH	Nonsectarian 4-year college	N					
Dartmouth College	NH	Nonsectarian 4-year college			N			
Davenport U-Eastern Region	MI	Nonsectarian 4-year college					N	
Davenport U-Western Region	MI	Private 2-year college					N	
Davis and Elkins College	WV	Other religious 4-year college					N	N
Daytona Beach Cmty College	FL	Public 2-year college		N				
Defiance College	OH	Nonsectarian 4-year college						N
Del Mar College	TX	Public 2-year college				N		
Delaware Tech & CC-Wilmington	DE	Public 2-year college				N		
Denison University	OH	Nonsectarian 4-year college	N	N	N	N	N	N
Denmark Technical College	SC	Public 2-year college						P
DePaul University	IL	Private university			N	N		N*
DePauw University	IN	Other religious 4-year college		N	N	N	N	N
DeSales University	PA	Catholic 4-year college			N*			P*
Detroit College of Business	MI	Nonsectarian 4-year college			P			
DeVry University-Chicago	IL	Nonsectarian 4-year college						N
Dickinson College	PA	Nonsectarian 4-year college	N	N	N			
Dickinson State University	ND	Public 4-year college	N	N				
Dillard University	LA	Other religious 4-year college			P			P*
Dine College	AZ	Public 2-year college			N			
Divine Word College	IA	Catholic 4-year college	N			N		
Dominican College of Blauvelt	NY	Catholic 4-year college		N	N		N	
Dominican University	IL	Catholic 4-year college	N	N	N*			N*
Dominican University of California	CA	Catholic 4-year college			N	N	N	
Dordt College	IA	Other religious 4-year college	N		N	N		
D-Q University	CA	Private 2-year college		N*				
Drake University	IA	Private university	N	N	N*	N		P*
Drew University	NJ	Other religious 4-year college						N
Drexel University	PA	Nonsectarian 4-year college	P	P	P	N		P
Drury University	MO	Nonsectarian 4-year college	N	N	N	N	N	N*
Duquesne University	PA	Private university	N					
Dutchess Cmty College	NY	Public 2-year college	N*		N	N	N	N
Dyersburg State Cmty College	TN	Public 2-year college			N			N

Earlham College	IN	Other religious 4-year college	N	N		N	N	N
East Carolina University	NC	Public university	N	N	N			

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
East Central University	OK	Public 4-year college						N
East Texas Baptist University	TX	Other religious 4-year college	N	N			N	
Eastern Connecticut State U	CT	Public 4-year college	N			N		
Eastern Kentucky University	KY	Public 4-year college			P			
Eastern Mennonite University	VA	Other religious 4-year college	N	N	N	N		P*
Eastern Michigan University	MI	Public 4-year college			P			
Eastern Nazarene College	MA	Other religious 4-year college			N	N		
Eastern New Mexico University	NM	Public 4-year college	N*			N		
Eastern New Mexico U-Roswell	NM	Public 4-year college			P			
Eastern Oregon University	OR	Public 4-year college				N		
Eastern University	PA	Other religious 4-year college			N			N
Eastern Washington University	WA	Public 4-year college		P	N		N	N
Eckerd College	FL	Other religious 4-year college	N	N		N	N	N
Edgewood College	WI	Catholic 4-year college	N	N	N	N	N	N
Edinboro U of Pennsylvania	PA	Public 4-year college				P		P
Edison State Cmty College	OH	Public 2-year college					N	
Edward Waters College	FL	Other religious 4-year college						N
El Paso Cmty College	TX	Public 2-year college	P*			N		
Elizabeth City State University	NC	Public 4-year college			P*			N*
Elizabethtown College	PA	Other religious 4-year college			N	N		
Elmhurst College	IL	Other religious 4-year college			N			
Elon University	NC	Other religious 4-year college	N	N	N			
Emmanuel College	GA	Private 2-year college			N			
Emory and Henry College	VA	Other religious 4-year college			N	N		N
Emory University	GA	Private university			N			P*
Empire State College	NY	Public 4-year college		N			N	N
Emporia State University	KS	Public 4-year college						N
Erie Cmty College City Campus	NY	Public 2-year college		N				
Erie Cmty College North (Amherst)	NY	Public 2-year college		P			N	
Erie Cmty College South Campus	NY	Public 2-year college		N				
Erskine College	SC	Other religious 4-year college			N		N	
Eureka College	IL	Other religious 4-year college						N

Fairfield University	CT	Catholic 4-year college	N					
Fairleigh Dickinson University	NJ	Nonsectarian 4-year college						N
Fairmont State College	WV	Public 4-year college			N			
Felician College	NJ	Catholic 4-year college						P
Finger Lakes Cmty College	NY	Public 2-year college		N				
Fisk University	TN	Nonsectarian 4-year college		P				
Fitchburg State College	MA	Public 4-year college					P	
Flagler College	FL	Nonsectarian 4-year college					P	
Florida Atlantic University	FL	Public 4-year college			P			
Florida College	FL	Private 2-year college	N*					
Florida Gulf Coast University	FL	Public 4-year college			P			
Florida Memorial College	FL	Nonsectarian 4-year college		P				
Florida Southern College	FL	Other religious 4-year college	N					
Florida State University	FL	Public university	N	N		N		

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Fontbonne University	MO	Catholic 4-year college		N				N
Foothill College	CA	Public 2-year college		N*		P		N
Fordham University	NY	Private university	N	N	N		P	
Fort Hays State University	KS	Public 4-year college	N	N			N	P*
Fort Lewis College	CO	Public 4-year college	N					N
Framingham State College	MA	Public 4-year college				N	N	N
Francis Marion University	SC	Public 4-year college			N	N		
Franklin and Marshall College	PA	Nonsectarian 4-year college			N	N		N
Franklin College of Indiana	IN	Nonsectarian 4-year college			N	N		
Franklin Pierce College	NH	Nonsectarian 4-year college		N		N		
Frederick Cmty College	MD	Public 2-year college			N			
Free Will Baptist Bible College	TN	Other religious 4-year college				N	N	
Freed-Hardeman University	TN	Other religious 4-year college			N	N		N*
Fresno Pacific University	CA	Other religious 4-year college		N				
Frostburg State University	MD	Public 4-year college	N			N		
Fulton-Montgomery Cmty College	NY	Public 2-year college		N			N	
Furman University	SC	Nonsectarian 4-year college	N	N	N			N*

Gadsden State Cmty College	AL	Public 2-year college						N
Gainesville College	GA	Public 2-year college		P*		N		N
Gallaudet University	DC	Nonsectarian 4-year college						N
Garden City Cmty College	KS	Public 2-year college					N	
Garrett College	MD	Public 2-year college						N
Gateway Technical College	WI	Public 2-year college						N
Genesee Cmty College	NY	Public 2-year college		N	N			
Geneva College	PA	Other religious 4-year college	N	N	N	N		N
George C Wallace State Cmty College	AL	Public 2-year college						N
George Fox University	OR	Other religious 4-year college	N	N	N	N		
George Mason University	VA	Public university				P		
George Washington University	DC	Private university		P		N	P	
Georgetown College	KY	Other religious 4-year college					N	
Georgetown University	DC	Private university		N*		N	N	N
Georgia Institute of Technology	GA	Public university	P*		P		P	P*
Georgia Southern University	GA	Public 4-year college	P*	N		N		
Georgia Southwestern State University	GA	Public 4-year college	N	N				
Georgian Court College	NJ	Catholic 4-year college	N			N		
Gettysburg College	PA	Nonsectarian 4-year college	N	N	P	N		
Golden Gate University	CA	Nonsectarian 4-year college					P	
Gonzaga University	WA	Catholic 4-year college				N*		N
Gordon College	MA	Nonsectarian 4-year college	N		N	N		N
Goshen College	IN	Other religious 4-year college	N	N	N	N		
Goucher College	MD	Nonsectarian 4-year college	N		N	N		
Grace College	IN	Other religious 4-year college	N		P			
Grand Canyon University	AZ	Other religious 4-year college			N	N		
Grand Valley State University	MI	Public 4-year college	N	N	N	N	N	N
Grand View College	IA	Nonsectarian 4-year college	N					
Great Basin College	NV	Public 2-year college		N			N	

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Greensboro College	NC	Other religious 4-year college	N		N	N	N	
Greenville College	IL	Other religious 4-year college	N	N	N	N		
Grinnell College	IA	Nonsectarian 4-year college	N		N			N
Guilford College	NC	Other religious 4-year college		N		N*	N	N
Guilford Technical Cmty College	NC	Public 2-year college					N	
Gustavus Adolphus College	MN	Other religious 4-year college	N				N	
Gwynedd-Mercy College	PA	Catholic 4-year college	N					

Hagerstown Community College	MD	Public 2-year college				N	N	
Hamilton College	NY	Nonsectarian 4-year college	N	N	N	N		
Hampden-Sydney College	VA	Other religious 4-year college	N			N		N
Hampshire College	MA	Nonsectarian 4-year college			P	N	N	N
Hampton University	VA	Nonsectarian 4-year college						N
Hannibal-LaGrange College	MO	Other religious 4-year college		N		N		
Harcum College	PA	Private 2-year college	P*					
Harold Washington College	IL	Public 2-year college		P		N		
Harrisburg Area Cmty College	PA	Public 2-year college					N	
Harry S Truman College	IL	Public 2-year college					P	
Hartwick College	NY	Nonsectarian 4-year college	N		P	N		
Harvard University	MA	Private university				P*		
Harvey Mudd College	CA	Nonsectarian 4-year college				N	N	N
Haskell Indian Nations University	KS	Public 2-year college			N			
Haverford College	PA	Nonsectarian 4-year college	N	N		N		
Heidelberg College	OH	Other religious 4-year college			N			
Henderson State University	AR	Public 4-year college	N					
Hendrix College	AR	Other religious 4-year college	N		N			
Heritage Christian University	AL	Other religious 4-year college			N			
Heritage College	WA	Catholic 4-year college				N		
Highland Cmty College	IL	Public 2-year college	N*	N				
Highline Cmty College	WA	Public 2-year college	N		N			
Hillsborough Cmty College	FL	Public 2-year college						N
Hiram College	OH	Nonsectarian 4-year college		N	N	N	N	
Hobart and William Smith Colleges	NY	Nonsectarian 4-year college				N		N
Hocking College	OH	Public 2-year college	N		N	N		
Hofstra University	NY	Private university					N	
Holy Cross College	IN	Private 2-year college	P*	P*		N		
Holy Family College	PA	Catholic 4-year college	N	N	N			
Hood College	MD	Nonsectarian 4-year college		N	N*			N
Hope College	MI	Nonsectarian 4-year college	N					
Hope International University	CA	Other religious 4-year college			N	N		N
Horry-Georgetown Technical College	SC	Public 2-year college						N
Houghton College	NY	Other religious 4-year college			N	N		P*
Howard Payne University	TX	Other religious 4-year college			N	N		
Howard University	DC	Private University	P*					
Hudson County Cmty College	NJ	Public 2-year college						P
Hudson Valley Cmty College	NY	Public 2-year college		P	P	N	P	
Humboldt State University	CA	Public 4-year college	N					

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Hunter College	NY	Public 4-year college			P	P		
Huntingdon College	AL	Other religious 4-year college		N				
Huntington College	IN	Other religious 4-year college	N		N		N	N
IAU of Puerto Rico-Metropolitan	PR	Nonsectarian 4-year college					P	
Idaho State University	ID	Public 4-year college		N				
Illinois Central College	IL	Public 2-year college						N
Illinois College	IL	Nonsectarian 4-year college	N	N	N		N	
Illinois Institute of Art	IL	Nonsectarian 4-year college	N					
Illinois State University	IL	Public 4-year college				N		N
Illinois Valley Cmty College	IL	Public 2-year college	N					
Illinois Wesleyan University	IL	Nonsectarian 4-year college	N	N	N	N		
Imperial Valley College	CA	Public 2-year college					N	
Indiana U of Pennsylvania	PA	Public 4-year college		N*		P*		N*
Indiana University Bloomington	IN	Public university				N*		N
Indiana University Northwest	IN	Public university				N		
Indiana University Southeast	IN	Public 4-year college			N	N	N	N
Indiana University-South Bend	IN	Public 4-year college			N			
Indiana U-Purdue U-Fort Wayne	IN	Public 4-year college		N				
Iona College	NY	Catholic 4-year college				N		
Iowa State University	IA	Public university	P*		N*			N*
Iowa Wesleyan College	IA	Other religious 4-year college	N	N				N
Iowa Western Cmty College	IA	Public 2-year college	N	N		N		
Itasca Cmty College	MN	Public 2-year college						N
Ithaca College	NY	Nonsectarian 4-year college						N
Ivy Tech State College-Indianapolis	IN	Public 2-year college	N					
Ivy Tech State College-Muncie	IN	Public 2-year college					N	
Jackson Cmty College	MI	Public 2-year college						N
Jackson State Cmty College	TN	Public 2-year college				N	N	
Jacksonville University	FL	Nonsectarian 4-year college		N				
James Madison University	VA	Public 4-year college				N		
Jamestown Cmty College	NY	Public 2-year college	P*	N		N		
Jefferson Cmty College	NY	Public 2-year college		N			N	
Jefferson Community College	OH	Public 2-year college				N		
Jewish Theological Sem of America	NY	Other religious 4-year college					P	
John Brown University	AR	Nonsectarian 4-year college	N	N	N		N	P*
Johns Hopkins University	MD	Private university	P*		N*	P*		N
Johnson C Smith University	NC	Other religious 4-year college						P*
Joliet Junior College	IL	Public 2-year college				N	P	
Judson College	IL	Nonsectarian 4-year college	N					
Juniata College	PA	Nonsectarian 4-year college	N	N	N	N	N	N
Kalamazoo College	MI	Nonsectarian 4-year college	N					N
Kankakee Cmty College	IL	Public 2-year college						N
Kansas City Kansas Cmty College	KS	Public 2-year college					N	N
Kauai Cmty College	HI	Public 2-year college		N*		N		N

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Kean University	NJ	Public 4-year college		N	N			
Keene State College	NH	Public 4-year college			N*			
Keiser College	FL	Private 2-year college					N	
Kendall College of Art and Design	MI	Nonsectarian 4-year college						N
Kennesaw State University	GA	Public 4-year college	N					
Kent State U-Ashtabula	OH	Public 2-year college						N
Kentucky State University	KY	Public 4-year college						N
Kenyon College	OH	Nonsectarian 4-year college	N				N	
Kettering College of Medical Arts	OH	Private 2-year college					N	
Keuka College	NY	Nonsectarian 4-year college				N		N
Keystone College	PA	Nonsectarian 4-year college	N					
King College	TN	Other religious 4-year college					N	
King's College	PA	Catholic 4-year college	N	N	N*		N	N
Kirtland Cmty College	MI	Public 2-year college	N*		N	N	N	N
Knox College	IL	Nonsectarian 4-year college			N	N	N	N
Kutztown U of Pennsylvania	PA	Public 4-year college	P*					
La Guardia Cmty College	NY	Public 2-year college				P		
La Sierra University	CA	Private university	N					
Laboure College	MA	Private 2-year college	N					
Lafayette College	PA	Nonsectarian 4-year college	N*			N*		N
LaGrange College	GA	Other religious 4-year college		N		N		
Lake Erie College	OH	Nonsectarian 4-year college						N
Lake Forest College	IL	Other religious 4-year college		N	N	N		
Lake Michigan College	MI	Public 2-year college	N					N
Lake Region State College	ND	Public 2-year college	P	N				
Lake Superior College	MN	Public 2-year college	N					
Lakeland College	WI	Other religious 4-year college	N				N	
Lamar University	TX	Public 4-year college	N					
Lane Cmty College	OR	Public 2-year college			N			
Lane College	TN	Other religious 4-year college						N
Lawrence Technological University	MI	Nonsectarian 4-year college					P	
Lawrence University	WI	Nonsectarian 4-year college				N		
Lawson State Cmty College	AL	Public 2-year college	P*					N
Le Moyne College	NY	Catholic 4-year college			N*			N*
Lebanon Valley College	PA	Other religious 4-year college	N	N		N	N	N
Lee University	TN	Other religious 4-year college	N		N	N		N
Leeward Cmty College	HI	Public 2-year college						N
Lehigh Carbon Cmty College	PA	Public 2-year college			N	N		
Lehigh University	PA	Private university			N			
Lesley University	MA	Nonsectarian 4-year college			N	P		
LeTourneau University	TX	Nonsectarian 4-year college			N	N		
Lewis and Clark College	OR	Nonsectarian 4-year college	N			P*	P	
Lewis College of Business	MI	Private 2-year college				N*		
Lewis University	IL	Catholic 4-year college	N		N	N		
Lewis-Clark State College	ID	Public 4-year college						N
LIFE University	GA	Nonsectarian 4-year college			N			

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Lincoln Memorial University	TN	Nonsectarian 4-year college						N
Lincoln University	MO	Public 4-year college	P*				N	N*
Lincoln University	PA	Nonsectarian 4-year college	N		P*			P
Lindsey Wilson College	KY	Nonsectarian 4-year college	N	N	N	N		N
Linfield College	OR	Other religious 4-year college			N	N		N
Lipscomb University	TN	Other religious 4-year college					N	
Lock Haven U of Pennsylvania	PA	Public 4-year college	N			P	N	
Longwood University	VA	Public 4-year college	N	N	N	N	N	N
Lord Fairfax Cmty College	VA	Public 2-year college					N	
Los Angeles Trade-Tech College	CA	Public 2-year college						N
Louisiana College	LA	Other religious 4-year college			N			N*
Louisiana State U and A&M Coll	LA	Public university				P		
Louisiana State U-Eunice	LA	Public 2-year college	N*				N	
Lower Columbia College	WA	Public 2-year college	N					
Loyola College in Maryland	MD	Catholic 4-year college						P*
Loyola Marymount University	CA	Private university	N*	N	N	N	N	
Loyola University of Chicago	IL	Private university	N		N*			P*
Loyola University-New Orleans	LA	Private university	N		N*			
Luther College	IA	Other religious 4-year college			N			
Lycoming College	PA	Other religious 4-year college	N	N	N	N	N	
Lynchburg College	VA	Nonsectarian 4-year college	N*	N				
Lynn University	FL	Nonsectarian 4-year college						N
Lyon College	AR	Other religious 4-year college	N	N	N*			N

Macalester College	MN	Nonsectarian 4-year college	N		N			
MacMurray College	IL	Other religious 4-year college	P*					N
Madison Area Technical College	WI	Public 2-year college						N
Madonna University	MI	Catholic 4-year college	N	N	N	N	N	
Malone College	OH	Other religious 4-year college		N	N	N	N	N
Manchester College	IN	Other religious 4-year college	N	N	N			
Manhattan College	NY	Catholic 4-year college					N	
Manor College	PA	Private 2-year college	N					
Mansfield U of Pennsylvania	PA	Public 4-year college	N		N			
Marian College	IN	Catholic 4-year college						N
Marietta College	OH	Nonsectarian 4-year college			N	N		P*
Marist College	NY	Nonsectarian 4-year college		N				
Marquette University	WI	Private university	N		N*		N	N*
Marshalltown Cmty College	IA	Public 2-year college				N		
Martin Luther College	MN	Other religious 4-year college			N	P		N
Mary Baldwin College	VA	Other religious 4-year college	N*					
Marymount Manhattan College	NY	Nonsectarian 4-year college	N	N				
Marymount University	VA	Catholic 4-year college	N					
Maryville College	TN	Other religious 4-year college	N					
Marywood University	PA	Catholic 4-year college	N	N		N		N
Mass Col of Pharmacy & Hlth Sci	MA	Nonsectarian 4-year college	N	P				
Massachusetts Coll of Liberal Arts	MA	Public 4-year college					N	
Massachusetts Inst of Technology	MA	Private university	P	P	P	P		

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Master's College	CA	Other religious 4-year college			N	N	N	
Mayville State University	ND	Public 4-year college	N	N				
McHenry County College	IL	Public 2-year college		N*		N		N
McKendree College	IL	Other religious 4-year college				N		
McPherson College	KS	Other religious 4-year college	N	N	N	N		
Medaille College	NY	Nonsectarian 4-year college		N				
Medgar Evers College	NY	Public 4-year college		P				
Menlo College	CA	Nonsectarian 4-year college					N	
Merced College	CA	Public 2-year college						N
Mercer County Cmty College	NJ	Public 2-year college	P*		N	N		
Mercy College	NY	Nonsectarian 4-year college					N	P
Mercyhurst College	PA	Catholic 4-year college		N	N			N*
Meredith College	NC	Nonsectarian 4-year college	N	N				
Meridian Cmty College	MS	Public 2-year college						N
Merrimack College	MA	Catholic 4-year college					N	
Messiah College	PA	Other religious 4-year college			N	N		N
Metropolitan Cmty College	NE	Public 2-year college				N	N	
Metropolitan College of New York	NY	Nonsectarian 4-year college		P				
Metropolitan State University	MN	Public 4-year college	N					
Miami University	OH	Public university	N	N	N	N		
Miami University-Hamilton	OH	Public 2-year college			N	N		
Michigan State University	MI	Public university	P	P		P	P	
Michigan Technological University	MI	Public 4-year college	P*					N
Mid Michigan Cmty College	MI	Public 2-year college		N*		N		N
MidAmerica Nazarene University	KS	Other religious 4-year college	N					
Middle Tennessee State University	TN	Public 4-year college		N	N			
Middlebury College	VT	Nonsectarian 4-year college	P*		P			
Middlesex County College	NJ	Public 2-year college						N
Middletown Campus	OH	Public 2-year college			N			
Mid-Plains Cmty College	NE	Public 2-year college			N	N	N	N
Midway College	KY	Other religious 4-year college	P					
Millersville U of Pennsylvania	PA	Public 4-year college	N					N*
Milligan College	TN	Nonsectarian 4-year college			N*			P*
Millikin University	IL	Other religious 4-year college		N				
Mills College	CA	Nonsectarian 4-year college	N				N	
Minneapolis Coll of Art and Design	MN	Nonsectarian 4-year college	N				N	
Minot State University	ND	Public 4-year college	N	N				
Minot State University-Bottineau	ND	Public 2-year college	N	P				
Mississippi College	MS	Other religious 4-year college			N	N		N*
Mississippi State University	MS	Public university	P*					
Missouri Western State College	MO	Public 4-year college	N		N			
Mohave Cmty College	AZ	Public 2-year college					N	
Molloy College	NY	Catholic 4-year college	N	N				
Monmouth University	NJ	Nonsectarian 4-year college					N	N*
Monroe Cmty College	NY	Public 2-year college		N		N	N	
Montana State University	MT	Public university						P*
Montana Tech of the U of Montana	MT	Public 4-year college						N

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Montay College	IL	Private 2-year college						N
Montclair State University	NJ	Public 4-year college	N	N		P		
Montreat College	NC	Other religious 4-year college			N	N	N	
Moorhead State University	MN	Public 4-year college	N		N			
Moorpark College	CA	Public 2-year college		N*		N		N
Moraine Valley Cmty College	IL	Public 2-year college		N*		N		N
Moravian College	PA	Other religious 4-year college	N	N				N
Morehead State University	KY	Public 4-year college				N		N
Morehouse College	GA	Nonsectarian 4-year college			P*		P	P*
Morgan Cmty College	CO	Public 2-year college						N
Morgan State University	MD	Public 4-year college		P				
Morningside College	IA	Other religious 4-year college	N					
Morris Brown College	GA	Other religious 4-year college				P		
Mount Aloysius College	PA	Catholic 4-year college	N	N	N		N	
Mount Holyoke College	MA	Nonsectarian 4-year college	N*				N	
Mount Mary College	WI	Catholic 4-year college				N		N*
Mount Saint Mary College	NY	Nonsectarian 4-year college	N*			N	N	
Mount Saint Mary's College	CA	Catholic 4-year college		N	N*	N*		N
Mount Saint Mary's College	MD	Catholic 4-year college	N	N	N			
Mount San Antonio College	CA	Public 2-year college	N*					
Mount Union College	OH	Other religious 4-year college	N	N				
Mount Vernon Nazarene University	OH	Other religious 4-year college	N		N		N	
Mount Wachusett Cmty College	MA	Public 2-year college					N	
Muhlenberg College	PA	Other religious 4-year college					N	

Napa Valley College	CA	Public 2-year college		N				
Naropa University	CO	Nonsectarian 4-year college	P*					
Nassau Cmty College	NY	Public 2-year college		P	N			
National American University	SD	Nonsectarian 4-year college						N
National-Louis University	IL	Nonsectarian 4-year college		N				
Naugatuck Valley Cmty-Tech College	CT	Public 2-year college						N
Navarro College	TX	Public 2-year college	N				N	
Nazarene Bible College	CO	Private 2-year college	N	N				
Nazareth College of Rochester	NY	Nonsectarian 4-year college	N	N	N			
Nebraska Wesleyan University	NE	Other religious 4-year college	N	N		N	N	
Neumann College	PA	Catholic 4-year college	N		N	N	N	
New College of Florida	FL	Public 4-year college	N					
New Mexico Junior College	NM	Public 2-year college	N					N
New Mexico State U-Alamogordo	NM	Public 2-year college	N*	N		N		
New York University	NY	Private university				P*		
Niagara County Cmty College	NY	Public 2-year college		N			N	
Niagara University	NY	Catholic 4-year college	N	N	P	N		
Nicolet Area Technical College	WI	Public 2-year college				N		
Norfolk State University	VA	Public 4-year college	P					
North Arkansas College	AR	Public 2-year college	N		N			N
North Carolina A & T State U	NC	Public 4-year college			P			N
North Carolina State University	NC	Public university				N		

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
North Carolina Wesleyan College	NC	Other religious 4-year college			N	N		
North Central Michigan College	MI	Public 2-year college						N
North Country Cmty College	NY	Public 2-year college		N				
North Dakota State Coll of Science	ND	Public 2-year college	N	N				
North Dakota State University	ND	Public university	N	N				N
North Dakota State University System	ND	Public university system			P			
North Georgia College & State U	GA	Public 4-year college	N	N	N	N		
North Greenville College	SC	Other religious 4-year college		N				
North Harris College	TX	Public 2-year college						N
North Park University	IL	Other religious 4-year college	N		N			N
North Seattle Cmty College	WA	Public 2-year college					N	
Northampton County Area Cmty College	PA	Public 2-year college	N		P	N	N	N
Northeast State Tech Cmty College	TN	Public 2-year college	N	N				
Northeast Texas Cmty College	TX	Public 2-year college	P*	N		N		
Northeastern Illinois University	IL	Public 4-year college		N				
Northeastern Oklahoma A&M College	OK	Public 2-year college				N		
Northeastern State University	OK	Public 4-year college	N		N*			P*
Northeastern University	MA	Private university	N		N	N*	N	N
Northern Arizona University	AZ	Public 4-year college	N	N				N
Northern Illinois University	IL	Public university	P	N	N	N	N	N*
Northern Kentucky University	KY	Public 4-year college	N					
Northern State University	SD	Public 4-year college				P	N	
Northland College	WI	Nonsectarian 4-year college		N	N			N
Northwest Christian College	OR	Other religious 4-year college	N	N	N	N		
Northwest College	WA	Other religious 4-year college	N		N		N	
Northwest Mississippi Cmty College	MS	Public 2-year college						P
Northwest Missouri State University	MO	Public 4-year college	N*		N*			P*
Northwest Nazarene University	ID	Other religious 4-year college			N	N		
Northwestern College	MN	Nonsectarian 4-year college	N*		N	N		
Northwestern College	IA	Other religious 4-year college					N	N
Northwestern University	IL	Private university	P*			P*	P	P*
Norwalk Cmty College	CT	Public 2-year college						N
Notre Dame College	NH	Catholic 4-year college						P*
Notre Dame de Namur University	CA	Catholic 4-year college			P	N		
Nova Southeastern University	FL	Nonsectarian 4-year college				N		
NY State College of Ceramics	NY	Public 4-year college					P	
Nyack College	NY	Other religious 4-year college	N					N

Oakland Cmty College-Orchard Ridge	MI	Public 2-year college						N
Oakland University	MI	Public 4-year college			N*			P*
Oakton Cmty College	IL	Public 2-year college			N			
Oakwood College	AL	Other religious 4-year college						N
Oberlin College	OH	Nonsectarian 4-year college	N			N		
Occidental College	CA	Nonsectarian 4-year college	N	P	N	N	N	N
Ocean County College	NJ	Public 2-year college		N			N	
Oglethorpe University	GA	Nonsectarian 4-year college			N			
Ohio Dominican University	OH	Catholic 4-year college			N	N	N	

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Ohio Northern University	OH	Other religious 4-year college	N	N				
Ohio State University	OH	Public university	N	N	N	P*		P*
Ohio State University-Marion	OH	Public 4-year college						N
Ohio University-Belmont	OH	Public 2-year college						N
Ohio Wesleyan University	OH	Other religious 4-year college				N*		N
Oklahoma Baptist University	OK	Other religious 4-year college						N
Oklahoma City University	OK	Other religious 4-year college	N					
Oklahoma State U	OK	Public university						P
Oklahoma Wesleyan University	OK	Other religious 4-year college			N			
Olivet College	MI	Nonsectarian 4-year college	N*		N			
Olivet Nazarene University	IL	Other religious 4-year college			N			
Olympic College	WA	Public 2-year college						N
Onondaga Cmty College	NY	Public 2-year college	P*	N		N	N	
Oral Roberts University	OK	Nonsectarian 4-year college		N	N			
Orange County Cmty College	NY	Public 2-year college		N			N	
Oregon State University	OR	Public university	N*					N
Ottawa University	KS	Other religious 4-year college				N		
Otterbein College	OH	Other religious 4-year college					N	P
Ouachita Baptist University	AR	Other religious 4-year college				N		
Our Lady of the Holy Cross College	LA	Nonsectarian 4-year college		N				P
Our Lady of the Lake College	LA	Catholic 4-year college			N			
Our Lady of the Lake University	TX	Catholic 4-year college			N*	N		N
Owensboro Cmty College	KY	Public 2-year college				P		
Oxnard College	CA	Public 2-year college	N					
Ozarks Technical Cmty College	MO	Public 2-year college			N			

Pace University	NY	Nonsectarian 4-year college	P				P	P
Pacific Lutheran University	WA	Other religious 4-year college				N	N	
Pacific Northwest College of Art	OR	Nonsectarian 4-year college	N					
Pacific Union College	CA	Other religious 4-year college			N			N
Pacific University	OR	Nonsectarian 4-year college				N		
Paine College	GA	Other religious 4-year college						N
Palm Beach Atlantic University	FL	Other religious 4-year college			N	N		
Panola College	TX	Public 2-year college				N		
Parkland College	IL	Public 2-year college						N
Patrick Henry Cmty College	VA	Public 2-year college	N					
Paul Smith's College	NY	Private 2-year college	N					
Peace College	NC	Other religious 4-year college					N	
Penn State Erie-The Behrend Colleg	PA	Public 4-year college	N			N		
Penn State U-Mont Alto	PA	Public 2-year college						N
Pensacola Junior College	FL	Public 2-year college						N
Pepperdine University	CA	Other religious 4-year college	N	N	N	N		N
Peralta Cmty College	CA	Public 2-year college				P		
Peru State College	NE	Public 4-year college						N
Phila College of Performing Arts	PA	Nonsectarian 4-year college						N
Philadelphia Biblical University	PA	Nonsectarian 4-year college					N	
Philadelphia University	PA	Nonsectarian 4-year college					P	

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Philander Smith College	AR	Other religious 4-year college						P
Piedmont Cmty College	NC	Public 2-year college						N
Piedmont Virginia Cmty College	VA	Public 2-year college				N		
Pikes Peak Cmty College	CO	Public 2-year college				P		
Pima County Cmty College	AZ	Public 2-year college	P			N		
Pima County Cmty College District	AZ	Public 2-year college		N	P			
Pine Manor College	MA	Nonsectarian 4-year college	N					
Pitzer College	CA	Nonsectarian 4-year college			N		N	N
Point Loma Nazarene University	CA	Other religious 4-year college	N	N	N	N	N	N
Point Park University	PA	Nonsectarian 4-year college			P		N	
Polytechnic University	NY	Nonsectarian 4-year college			N	P		
Pomona College	CA	Nonsectarian 4-year college		N	N	N		
Portland State University	OR	Public 4-year college	P	N				
Pratt Institute	NY	Private university	P*					
Presbyterian College	SC	Other religious 4-year college	P	N	N		N	N
Princeton University	NJ	Private university			N*			P
Pueblo Cmty College	CO	Public 2-year college						N
Purdue University	IN	Public university	P					
Purdue University-Calumet	IN	Public 4-year college		N				
Purdue University-North Central	IN	Public 2-year college	N	N*		N		N

Radford University	VA	Public 4-year college	N					
Rainy River Cmty College	MN	Public 2-year college						N
Ramapo College of New Jersey	NJ	Public 4-year college	N		N			N
Randolph-Macon College	VA	Other religious 4-year college			N			
Randolph-Macon Woman's College	VA	Other religious 4-year college		N	N	N		
Red Rocks Cmty College	CO	Public 2-year college						N
Regent University	VA	Other religious 4-year college	P					
Regis College	MA	Nonsectarian 4-year college	N		N	N		
Rend Lake College	IL	Public 2-year college				N		
Rensselaer Polytechnic Institute	NY	Private university	P					
Rhode Island College	RI	Public 4-year college	N*			N		N
Rhode Island School of Design	RI	Nonsectarian 4-year college	N					
Rhodes College	TN	Other religious 4-year college	P	N		N		N
Rice University	TX	Private university	N	N	N	N		
Richard Stockton College of NJ	NJ	Public 4-year college	N	N				N
Richland Cmty College	IL	Public 2-year college					N	
Richland College	TX	Public 2-year college						N
Rider University	NJ	Nonsectarian 4-year college	N			N		
Ridgewater College-Willmar	MN	Public 2-year college					N	
Ripon College	WI	Nonsectarian 4-year college	N			N		N
Riverside Cmty College	CA	Public 2-year college			N			
Roane State Cmty College	TN	Public 2-year college	N					
Roanoke College	VA	Other religious 4-year college	N	N				N
Robert Morris College	IL	Nonsectarian 4-year college				N		
Roberts Wesleyan College	NY	Other religious 4-year college			N	N		
Rochester Institute of Technology	NY	Nonsectarian 4-year college			P*	N	N	P*

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Rockford College	IL	Nonsectarian 4-year college	N				N	N
Rockland Cmty College	NY	Public 2-year college		N				
Rollins College	FL	Nonsectarian 4-year college	P	N		N	N	N
Roosevelt University	IL	Nonsectarian 4-year college		N				
Rowan University	NJ	Public 4-year college		N				
Rowan-Cabarrus Cmty College	NC	Public 2-year college					N	
Roxbury Cmty College	MA	Public 2-year college				P		
Russell Sage College	NY	Nonsectarian 4-year college	P*					
Rutgers University-New Brunswick	NJ	Public university		P*		N*		N

Sacred Heart University	CT	Catholic 4-year college					N	N
Saginaw Valley State University	MI	Public 4-year college	N					P
Saint Ambrose University	IA	Catholic 4-year college				N	N	
Saint Andrews Presbyterian College	NC	Other religious 4-year college	N		P*			N
Saint Anselm College	NH	Catholic 4-year college	N	N				
Saint Bonaventure University	NY	Catholic 4-year college			N	N		
Saint Charles Community College	MO	Private 2-year college	N*	N	N			
Saint Cloud State University	MN	Public 4-year college	P					
Saint Edward's University	TX	Catholic 4-year college				N*	N	N
Saint Francis College	NY	Catholic 4-year college			N			
Saint John Fisher College	NY	Catholic 4-year college	N	N	N	N	N	N
Saint John's University	MN	Catholic 4-year college			N*			P*
Saint John's University-Queens	NY	Private university	N	N	N			
Saint Joseph's College	IN	Catholic 4-year college			N*			N
Saint Joseph's College of Maine	ME	Catholic 4-year college				N		
Saint Joseph's University	PA	Catholic 4-year college	N			N*	N	
Saint Lawrence University	NY	Nonsectarian 4-year college	N	N	N			P*
Saint Leo University	FL	Catholic 4-year college	N					N
Saint Mary-of-the-Woods College	IN	Catholic 4-year college	N				N	N
Saint Mary's College	IN	Catholic 4-year college	N	N	N*	P		N*
Saint Mary's College	NC	Private 2-year college				P		
Saint Mary's College of California	CA	Catholic 4-year college	P	P	P	N		
Saint Mary's U of Minnesota	MN	Catholic 4-year college	N		N	N		N
Saint Mary's University	TX	Catholic 4-year college	N		N			N
Saint Michael's College	VT	Catholic 4-year college						N
Saint Norbert College	WI	Catholic 4-year college	N		N		N	N
Saint Olaf College	MN	Other religious 4-year college	N	N	N			
Saint Paul's College	VA	Other religious 4-year college					N	
Saint Peter's College	NJ	Catholic 4-year college	N		N	N	N	
Saint Philip's College	TX	Public 2-year college						N
Saint Thomas University	FL	Catholic 4-year college	N		N			
Saint Vincent College	PA	Catholic 4-year college	N					
Saint Xavier University	IL	Catholic 4-year college	N	N				
Salisbury University	MD	Public 4-year college		N				
Salve Regina University	RI	Catholic 4-year college		N				
Sam Houston State University	TX	Public 4-year college					N	
San Joaquin Delta College	CA	Public 2-year college	P					

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
San Jose State University	CA	Public 4-year college	N	N		P		N
Santa Clara University	CA	Private university	N	N		N	N	P*
Sarah Lawrence College	NY	Nonsectarian 4-year college	P	N	N			N
Savannah State University	GA	Public 4-year college				N		
Schenectady County Cmty College	NY	Public 2-year college		N			N	
Schreiner University	TX	Other religious 4-year college		N	N	N		
Scripps College	CA	Nonsectarian 4-year college	N	N	N	N		
Seattle Pacific University	WA	Other religious 4-year college	N	N				
Seattle University	WA	Catholic 4-year college	P			N		N*
Seton Hall University	NJ	Private university		N				
Seton Hill University	PA	Catholic 4-year college					P	N
Shawnee State University	OH	Public 2-year college				N		
Shepherd College	WV	Public 4-year college					N	
Shimer College	IL	Nonsectarian 4-year college						N
Shippensburg U of Pennsylvania	PA	Public 4-year college				N	N	N*
Shorter College	GA	Other religious 4-year college		N	N	N	N	
Siena College	NY	Nonsectarian 4-year college				N		N
Simmons College	MA	Nonsectarian 4-year college				P		N
Simpson University	CA	Other religious 4-year college	N			N		
Sinclair Cmty College	OH	Public 2-year college						N
Skagit Valley College	WA	Public 2-year college						N
Skidmore College	NY	Nonsectarian 4-year college			N*	N	N	P*
Skyline College	CA	Public 2-year college			N			
Slippery Rock U of Pennsylvania	PA	Public 4-year college		N		N	N	
Smith College	MA	Nonsectarian 4-year college	N	N	N	N	N	N
Sonoma State University	CA	Public 4-year college	N					
South Dakota Schl of Mines & Tech	SD	Public 4-year college				P	N	
South Dakota State University	SD	Public university	N	N	N	P	N	
South Florida Cmty College	FL	Public 2-year college	N*				N	N
South Suburban Coll of Cook County	IL	Public 2-year college						P
South Texas College	TX	Public 2-year college	N					
Southeast Missouri State University	MO	Public 4-year college	N		N	N	N	
Southeastern Louisiana University	LA	Public 4-year college					N	
Southeastern University	DC	Public 4-year college		N				
Southern Arkansas University	AR	Public 4-year college				N		N
Southern Connecticut State University	CT	Public 4-year college	N	N*		N		
Southern Illinois U-Carbondale	IL	Public university	P		N			
Southern Illinois U-Edwardsville	IL	Public 4-year college	N	N	N	N	N	N*
Southern Methodist University	TX	Private university	N			N		
Southern Nazarene University	OK	Other religious 4-year college			N	N		
Southern New Hampshire University	NH	Nonsectarian 4-year college	P*					
Southern Oregon University	OR	Public 4-year college	N					
Southern University-New Orleans	LA	Public 4-year college					N	
Southern Utah University	UT	Public 4-year college	N				N	
Southern Virginia University	VA	Private 2-year college	P*					
Southern Wesleyan University	SC	Other religious 4-year college			N	N		
Southwest Minnesota State University	MN	Public 4-year college	N					P

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Southwest Missouri State University	MO	Public 4-year college	N	N	N			
Southwest Tennessee Cmty College	TN	Public 2-year college				N		
Southwestern College	CA	Public 2-year college						N
Southwestern Oklahoma State University	OK	Public 4-year college					N	
Southwestern University	TX	Other religious 4-year college	N				N	N
Spartanburg Methodist College	SC	Private 2-year college		P*			N	
Spelman College	GA	Nonsectarian 4-year college	P	P	N*			N
Spring Arbor University	MI	Other religious 4-year college		N	N	N		N*
Springfield College	MA	Nonsectarian 4-year college				N		
Springfield Technical Cmty College	MA	Public 2-year college			N			N
St Louis College of Pharmacy	MO	Nonsectarian 4-year college	N				N	N
Stanford University	CA	Private university	P*		N*	P*		P*
State University of West Georgia	GA	Public 4-year college	P		N			N
Stephen F Austin State University	TX	Public 4-year college			N	N		
Stephens College	MO	Nonsectarian 4-year college			N*			N
Sterling College	KS	Other religious 4-year college		N	N	N		
Stetson University	FL	Nonsectarian 4-year college	P	N	N*		N	N*
Stevens Institute of Technology	NJ	Nonsectarian 4-year college				P		
Stillman College	AL	Other religious 4-year college						N
Stonehill College	MA	Catholic 4-year college		N				
Suffolk Cmty College-Ammerman	NY	Public 2-year college		P				
Suffolk Cmty College-Western	NY	Public 2-year college		P				
Suffolk County Cmty College-Eastern	NY	Public 2-year college		P				
Suffolk University	MA	Nonsectarian 4-year college						P*
Sullivan County Cmty College	NY	Public 2-year college		N	N		N	
SUNY A & T College-Cobleskill	NY	Public 4-year college	N	N	P	N	N	N*
SUNY A & T College-Morrisville	NY	Public 2-year college		N			N	
SUNY Coll of Technology-Canton	NY	Public 2-year college		N			N	N
SUNY Coll of Technology-Delhi	NY	Public 2-year college		N			N	
SUNY Coll of Technology-Farmngdale	NY	Public 4-year college		N	P	P		P
SUNY College of Env Sci & Forestry	NY	Public 4-year college	P	N				
SUNY College of Optometry	NY	Public 4-year college					P	
SUNY College-Brockport	NY	Public 4-year college	P	N	N	N	N	P*
SUNY College-Buffalo	NY	Public 4-year college		N				
SUNY College-Cortland	NY	Public 4-year college		N	N		N	
SUNY College-Fredonia	NY	Public 4-year college		N			N	
SUNY College-Geneseo	NY	Public 4-year college	N	N	N	N	N	P*
SUNY College-New Paltz	NY	Public 4-year college		P		P	N	
SUNY College-Old Westbury	NY	Public 4-year college		P	N		N	
SUNY College-Oneonta	NY	Public 4-year college		N			N	
SUNY College-Oswego	NY	Public 4-year college		P			P	N
SUNY College-Plattsburgh	NY	Public 4-year college		N				
SUNY College-Potsdam	NY	Public 4-year college		N	N	N	N	N*
SUNY College-Purchase	NY	Public 4-year college		N			N	
SUNY Health Science Ctr-Downstate	NY	Public 4-year college		P				
SUNY Health Science Ctr-Syracuse	NY	Public university		P	N	N	P	
SUNY Inst of Technology-Utica-Rome	NY	Public 4-year college		P				

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
SUNY Maritime College	NY	Public 4-year college		P			N	N
SUNY-Albany	NY	Public university		N			P	
SUNY-Binghamton	NY	Public university		N	N		P	N
SUNY-Stony Brook	NY	Public university		N			N	
SUNY-University at Buffalo	NY	Public university		N	N*	N	P	P
Susquehanna University	PA	Other religious 4-year college	N			N		
Swarthmore College	PA	Nonsectarian 4-year college	N					N
Sweet Briar College	VA	Nonsectarian 4-year college		N	N	N		
Syracuse University	NY	Private university	N	N		N		

Tabor College	KS	Other religious 4-year college			N	N		
Tacoma Cmty College	WA	Public 2-year college						N
Talladega College	AL	Nonsectarian 4-year college						N
Tallahassee Cmty College	FL	Public 2-year college			P			
Tarleton State University	TX	Public 4-year college					N	
Taylor University	IN	Nonsectarian 4-year college	N	N	N	N	N	N
Teikyo Post University	CT	Nonsectarian 4-year college		N				
Tennessee Temple University	TN	Other religious 4-year college	N					
Texas A & M University	TX	Public university	N*					
Texas A&M U-Commerce	TX	Public 4-year college		N	N	N	N	N
Texas A&M U-Corpus Christi	TX	Public university	N					
Texas A&M University-Kingsville	TX	Public 4-year college			N			
Texas Christian University	TX	Private university			N*			
Texas Lutheran University	TX	Other religious 4-year college	N		N			N
Texas State University-San Marcos	TX	Public 4-year college	N				N	
Texas Tech University	TX	Public university					N	
Texas Wesleyan University	TX	Other religious 4-year college				N		P*
Texas Woman's University	TX	Public university				N		N
The Evergreen State College	WA	Public 4-year college			P		P	N*
The University of Tampa	FL	Nonsectarian 4-year college			N			P
Thiel College	PA	Other religious 4-year college		N				
Thomas More College	KY	Catholic 4-year college					N	N*
Tiffin University	OH	Nonsectarian 4-year college			P			
Tompkins Cortland Cmty College	NY	Public 2-year college	N*	N	N	N	N	
Touro College	NY	Nonsectarian 4-year college	N	N				
Towson University	MD	Public 4-year college			N*			N*
Treasure Valley Cmty College	OR	Public 2-year college				N		
Trinity Christian College	IL	Nonsectarian 4-year college	N	N	N	N		
Trinity College of Vermont	VT	Catholic 4-year college				N		N
Trinity International University	IL	Other religious 4-year college			N	N		
Trinity University	DC	Catholic 4-year college		N	P	N		
Trinity University	TX	Other religious 4-year college	N					
Trinity Western University	BC	Other religious 4-year college	P					
Troy State U in Montgomery	AL	Public 4-year college		N				
Truett McConnell College	GA	Private 2-year college			N			
Truman State University	MO	Public 4-year college	N	N	N	N	N	N
Tufts University	MA	Private university	N	N*				

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Tulane University	LA	Private university		P*				
Tunxis Cmty College	CT	Public 2-year college						N
Tusculum College	TN	Nonsectarian 4-year college						N
Tuskegee University	AL	Nonsectarian 4-year college	P*		P*	N		N

U of Akron	OH	Public university						N
U of Alabama	AL	Public university	P	N				
U of Alabama-Birmingham	AL	Public university				N		
U of Alabama-Huntsville	AL	Public university				N		P*
U of Alaska-Fairbanks	AK	Public university	N					
U of Arizona	AZ	Public university		N	N	P*		N
U of Arkansas-Fayetteville	AR	Public university	N*				N	
U of Arkansas-Little Rock	AR	Public 4-year college	P*	P		N		
U of Arkansas-Pine Bluff	AR	Public 4-year college			N*			
U of Bridgeport	CT	Nonsectarian 4-year college						N*
U of California-Berkeley	CA	Public university				N*		P*
U of California-Davis	CA	Public university				N		N
U of California-Irvine	CA	Public university	N*					P*
U of California-Los Angeles	CA	Public university	P	P*	N	P		N
U of California-Riverside	CA	Public university						N
U of California-Santa Cruz	CA	Public university						P*
U of Central Arkansas	AR	Public 4-year college			N			
U of Central Oklahoma	OK	Public 4-year college	N					
U of Charleston	WV	Nonsectarian 4-year college			N	N	N	
U of Chicago	IL	Private university	P*	P*		P*		
U of Colorado-Colorado Springs	CO	Public university		N	N	N		
U of Colorado-Denver	CO	Public university	P					
U of Connecticut	CT	Public university	N		N			
U of Connecticut-Waterbury	CT	Public 2-year college						P
U of Dayton	OH	Catholic 4-year college				N		
U of Delaware	DE	Public university					N	P*
U of Detroit Mercy	MI	Catholic 4-year college	N			N		
U of Evansville	IN	Other religious 4-year college				N		
U of Findlay	OH	Other religious 4-year college	N				N	N*
U of Florida	FL	Public university		N*				
U of Guam	GU	Public 4-year college		N				N
U of Hartford	CT	Nonsectarian 4-year college						P*
U of Hawaii-Hilo	HI	Public 4-year college		N				
U of Hawaii-Manoa	HI	Public university						N
U of Idaho	ID	Public university	N	N	N			N
U of Illinois-Chicago	IL	Public 4-year college	P*				P	N
U of Illinois-Urbana-Champaign	IL	Public university		P				
U of Indianapolis	IN	Other religious 4-year college			N			N
U of Kentucky	KY	Public university	P*					
U of La Verne	CA	Nonsectarian 4-year college	N*				N	
U of Louisiana at Lafayette	LA	Public 4-year college	N					
U of Louisville	KY	Public university			N*			P*

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
U of Maine-Farmington	ME	Public 4-year college				N	N	
U of Maine-Fort Kent	ME	Public 4-year college					N	
U of Maine-Presque Isle	ME	Public 4-year college	P*		N			
U of Mary	ND	Catholic 4-year college						N
U of Mary Hardin-Baylor	TX	Other religious 4-year college	N					
U of Maryland College Park	MD	Public university				N*	N	
U of Maryland Eastern Shore	MD	Public 4-year college					N	
U of Massachusetts-Amherst	MA	Public university			N			N
U of Massachusetts-Boston	MA	Public university						N
U of Massachusetts-Dartmouth	MA	Public 4-year college	N					
U of Miami	FL	Private university		N*		N*		P*
U of Michigan	MI	Public university	P*	P*		P*		
U of Michigan-Dearborn	MI	Public 4-year college	N	N			N	P
U of Minnesota-Crookston	MN	Public 2-year college			N			
U of Minnesota-Duluth	MN	Public university						P
U of Minnesota-Morris	MN	Public 4-year college	N					
U of Minnesota-Twin Cities	MN	Public university				P*		
U of Mississippi	MS	Public university						N
U of Missouri-Columbia	MO	Public university			N*	N		
U of Missouri-Kansas City	MO	Public university	N		N			
U of Missouri-Rolla	MO	Public 4-year college		N	N			
U of Montana	MT	Public university	N	N		N		
U of Montevallo	AL	Public 4-year college	N		N		N	
U of Nebraska-Kearney	NE	Public 4-year college	N	N	N			
U of Nebraska-Omaha	NE	Public 4-year college	N	N				N
U of Nevada-Las Vegas	NV	Public 4-year college			P	N		
U of New England	ME	Catholic 4-year college				P		N
U of New Mexico	NM	Public university	N*	N*		N		N
U of New Mexico Branches	NM	Public university system				P		
U of North Carolina-Asheville	NC	Public 4-year college	N	N	N		N	
U of North Carolina-Chapel Hill	NC	Public university	N*		N	N*		P*
U of North Carolina-Charlotte	NC	Public 4-year college	N	P	N			
U of North Carolina-Greensboro	NC	Public 4-year college				N		
U of North Carolina-Wilmington	NC	Public 4-year college			N			
U of North Dakota	ND	Public university	N	N			N	
U of North Florida	FL	Public 4-year college		P				
U of North Texas	TX	Public university	N	N				
U of Northern Colorado	CO	Public 4-year college				N		
U of Notre Dame	IN	Private university		N	N*	N*		P*
U of Oregon	OR	Public university	N	N*		N		
U of Pennsylvania	PA	Private university	P*	P*		P*		
U of Pittsburgh	PA	Public university	P*			P*		
U of Pittsburgh-Bradford	PA	Public 4-year college	N			N	N	
U of Pittsburgh-Greensburg	PA	Public 4-year college						N
U of Pittsburgh-Johnstown	PA	Public 4-year college			N*			
U of Portland	OR	Catholic 4-year college	N	N*		N		
U of Puerto Rico-Rio Piedras	PR	Public university					P	

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
U of Puget Sound	WA	Nonsectarian 4-year college	N	N	N	N		
U of Redlands	CA	Nonsectarian 4-year college		N				P*
U of Richmond	VA	Nonsectarian 4-year college	P*	N	N		N	N
U of Rio Grande	OH	Nonsectarian 4-year college			N	N	N	
U of Rochester	NY	Private university				N*		N
U of Saint Francis	IL	Catholic 4-year college	N					
U of Saint Mary	KS	Catholic 4-year college					N	N
U of Saint Thomas	MN	Catholic 4-year college	N	N	N		N	
U of San Diego	CA	Private university	N		N	N	N	N*
U of San Francisco	CA	Catholic 4-year college	N		P		N	
U of Science and Arts of Oklahoma	OK	Public 4-year college		N	N		N	
U of Scranton	PA	Catholic 4-year college	N	N	N	N	N	
U of Sioux Falls	SD	Other religious 4-year college			N	N		
U of South Alabama	AL	Public 4-year college			N	N	N	
U of South Carolina-Aiken	SC	Public 4-year college	N					
U of South Carolina-Beaufort	SC	Public 2-year college	N*					
U of South Carolina-Columbia	SC	Public university			N*			
U of South Carolina-Sumter	SC	Public 2-year college						N
U of South Carolina-Union	SC	Public 2-year college	P*					N
U of South Carolina-Upstate	SC	Public 4-year college	N				N	N
U of South Dakota	SD	Public university				P	N	
U of South Florida	FL	Public 4-year college		P				N
U of Southern California	CA	Private university	P*	P*		P*		
U of Southern Indiana	IN	Public university	N	N				
U of Southern Mississippi	MS	Public 4-year college		N			N	
U of Tennessee-Chattanooga	TN	Public 4-year college	N			N	N	
U of Tennessee-Knoxville	TN	Public university			N*			N
U of Texas - Dallas	TX	Public university					P	
U of Texas-Arlington	TX	Public 4-year college			N			
U of Texas-Austin	TX	Public university				N*		
U of Texas-El Paso	TX	Public university		P		N	P	
U of Texas-Pan American	TX	Public 4-year college				P		
U of Texas-San Antonio	TX	Public 4-year college					P	
U of the Incarnate Word	TX	Catholic 4-year college			N	N		P
U of the Ozarks	AR	Other religious 4-year college				N	N	
U of the Pacific	CA	Private university	N					
U of the Sciences in Philadelphia	PA	Nonsectarian 4-year college	N	N	N	N		
U of the South	TN	Other religious 4-year college	N	N	N		N	
U of the Virgin Islands	VI	Public 4-year college	N				P	
U of Toledo	OH	Public university	N*					N
U of Utah	UT	Public university						N
U of Vermont	VT	Public university			N*			
U of Virginia	VA	Public university	N*		N*	N*		
U of Virginia College at Wise	VA	Public 4-year college		N		N		N
U of West Alabama	AL	Public 4-year college						N
U of Wisconsin Colleges	WI	Public 2-year college	N	N				N
U of Wisconsin-Green Bay	WI	Public 4-year college	N					

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
U of Wisconsin-Madison	WI	Public university		N*		N*		
U of Wisconsin-Milwaukee	WI	Public university						P*
U of Wisconsin-Parkside	WI	Public 4-year college			N			N
U of Wisconsin-River Falls	WI	Public 4-year college				N		
U of Wisconsin-Stevens Point	WI	Public 4-year college	N					N
U of Wisconsin-Stout	WI	Public 4-year college	N	N		N		
Ulster County Cmty College	NY	Public 2-year college		N			N	
Umpqua Cmty College	OR	Public 2-year college			N			
Union College	NY	Nonsectarian 4-year college	P	N		N		
Union University	TN	Other religious 4-year college	N		N		N	
Ursinus College	PA	Nonsectarian 4-year college	N	N	N			N
Ursuline College	OH	Catholic 4-year college	N			N		N
US Air Force Academy	CO	Public 4-year college		P	P*			P*
US Coast Guard Academy	CT	Public 4-year college	N			N		
US Military Academy	NY	Public 4-year college		P	N*	N	N	
US Naval Academy	MD	Public 4-year college	N	N	N			P*
Utah State University	UT	Public university	N	N		N		
Utica College of Syracuse University	NY	Nonsectarian 4-year college		N				

Valley City State University	ND	Public 4-year college	N	N				N
Valley Forge Christian College	PA	Nonsectarian 4-year college	N					
Valley Forge Military College	PA	Private 2-year college	P*		N	N		
Valparaiso University	IN	Other religious 4-year college	N	N				N
Vanderbilt University	TN	Private university		N*		N*		P*
Vanguard U of Southern California	CA	Other religious 4-year college			N	N		N
Vassar College	NY	Nonsectarian 4-year college	N	N				
Vermont Technical College	VT	Public 2-year college				N		
Villa Julie College	MD	Nonsectarian 4-year college	N					
Villa Maria College of Buffalo	NY	Private 2-year college	N*					
Villanova University	PA	Private university	N					P
Virginia Commonwealth University	VA	Public university		N				
Virginia Polytechnic Inst and State U	VA	Public university			N*	N*		P*
Virginia State University	VA	Public 4-year college						N
Virginia Wesleyan College	VA	Other religious 4-year college	N	N		N	N	N
Viterbo University	WI	Catholic 4-year college	N					

Wagner College	NY	Other religious 4-year college	P					
Wake Forest University	NC	Private university	N	N	N			
Waldorf College	IA	Private 2-year college						N
Walsh University	OH	Catholic 4-year college						N*
Warner Southern College	FL	Nonsectarian 4-year college			N	N		
Wartburg College	IA	Other religious 4-year college	N	N				
Washburn University	KS	Public 4-year college	N	N		N		
Washington and Lee University	VA	Nonsectarian 4-year college	N		N			
Washington College	MD	Nonsectarian 4-year college	N		N			N
Washington State Cmty College	OH	Public 2-year college					N	
Washington State University	WA	Public university				N		

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Wayland Baptist University	TX	Other religious 4-year college		N		N		
Wayne State College	NE	Public 4-year college		N		N	N	
Wayne State University	MI	Public university	N	N	P			
Waynesburg College	PA	Other religious 4-year college				N		N
Webb Institute	NY	Nonsectarian 4-year college	N	N				
Weber State University	UT	Public 4-year college	N				N	
Webster University	MO	Nonsectarian 4-year college	N	N		N		
Wellesley College	MA	Nonsectarian 4-year college	P*		N			
Wells College	NY	Nonsectarian 4-year college				N		
Wentworth Institute of Technology	MA	Nonsectarian 4-year college	P*					P
Wesleyan College	GA	Other religious 4-year college	N					N*
Wesleyan University	CT	Nonsectarian 4-year college			N*		N	N
West Chester U of Pennsylvania	PA	Public 4-year college				P	N	N
West Liberty State College	WV	Public 4-year college			N			
West Texas A & M University	TX	Public 4-year college	N		N		N	
West Virginia University	WV	Public university					N	
West Virginia U-Parkersburg	WV	Public 2-year college		N*		N		N
West Virginia Wesleyan College	WV	Other religious 4-year college					N	
Westchester Cmty College	NY	Public 2-year college		N	N	P	N	N
Western Baptist College	OR	Other religious 4-year college			N	N		
Western Carolina University	NC	Public 4-year college					N	N
Western Connecticut State University	CT	Public 4-year college	P*		P		N	
Western Illinois University	IL	Public 4-year college	N					
Western Kentucky University	KY	Public 4-year college				N		
Western Nebraska Cmty College	NE	Public 2-year college						N
Western New England College	MA	Nonsectarian 4-year college	N	P	P			N
Western New Mexico University	NM	Public 4-year college		N	N	N		
Western Oregon University	OR	Public 4-year college				N		
Western State College of Colorado	CO	Public 4-year college			N			
Westminster College	PA	Other religious 4-year college				N		
Westminster College	MO	Other religious 4-year college		N		N		N
Westmont College	CA	Nonsectarian 4-year college	N	N	N		N	N
Westmoreland County Cmty College	PA	Public 2-year college		N				
Wheaton College	MA	Nonsectarian 4-year college	N	N	N	N		N
Wheaton College	IL	Nonsectarian 4-year college		N	N	N	N	N
Wheeling Jesuit University	WV	Catholic 4-year college		N	N	N		P*
Wheelock College	MA	Nonsectarian 4-year college	N					
Whitman College	WA	Nonsectarian 4-year college	N	N	N	N	N	
Whitworth College	WA	Other religious 4-year college	N	N	N	N		
Wilbur Wright College	IL	Public 2-year college	N	N				N
Wiley College	TX	Other religious 4-year college		N				P
Willamette University	OR	Nonsectarian 4-year college	N	N				
William Jewell College	MO	Other religious 4-year college				N		N
William Paterson U of New Jersey	NJ	Public 4-year college		N	N	N		
William Rainey Harper College	IL	Public 2-year college		N		P	N	N
Williams Baptist College	AR	Other religious 4-year college				N		
Williams College	MA	Nonsectarian 4-year college	N					N

Institution	State		Participated in					
			2004	2001	1998	1995	1992	1989
Williston State College	ND	Public 2-year college	N	N				
Wilmington College	OH	Other religious 4-year college		N		N	N	
Wilson College	PA	Nonsectarian 4-year college	N					
Wingate University	NC	Nonsectarian 4-year college				N		
Winston-Salem State University	NC	Public 4-year college	P*					N
Winthrop University	SC	Public 4-year college				N		
Wisconsin Lutheran College	WI	Other religious 4-year college				N		
Wittenberg University	OH	Other religious 4-year college	N					
Wofford College	SC	Other religious 4-year college					N	N
Woodbury University	CA	Nonsectarian 4-year college			N	N	N	P*
Worcester Polytechnic Institute	MA	Nonsectarian 4-year college			N		N	
Worcester State College	MA	Public 4-year college	N	N	P			
WVU Institute of Technology	WV	Public 4-year college				N	N	
Xavier University	OH	Catholic 4-year college			N			N*
Xavier University of Louisiana	LA	Catholic 4-year college		N	N	P		N
Youngstown State University	OH	Public 4-year college	N					

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Highlights findings and draws comparisons between various racial and ethnic groups of faculty. Faculty's views and values about undergraduate education, professional goals and institutional climate are examined along with preferred teaching and evaluation methods, levels of work satisfaction and sources of stress.

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- National Norms for 1995–96 HERI Faculty Survey report.  
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Examines changes in the characteristics of black college freshmen during two decades (1966–1989). A wide variety of characteristics of black college freshmen are considered in the study: family background, academic experience in high school, reasons for entering college, financial aid, choices of majors and careers, expectations for college, self-concept, values, attitudes and beliefs.

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Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2004, data from approximately 300,000 freshmen students are statistically adjusted to reflect the responses of 1.3 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; attitudes, values and life goals.

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