

THE AMERICAN COLLEGE TEACHER: NATIONAL NORMS FOR THE 2007-2008 HERI FACULTY SURVEY

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HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
home of the COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

HERI

The American College Teacher

National Norms for the
2007–2008 HERI Faculty Survey

by

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February, 2009

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The authors wish to acknowledge Jessica Sharkness, Amy Liu, Sylvia Ruiz, and Melissa Aragon for their valuable assistance in the preparation of this report. Page layout by The Oak Co. Cover design by Escott & Associates.

Published by the Higher Education Research Institute. Suggested citation:

DeAngelo, L., Hurtado, S., Pryor, J. H., Kelly, K. R., Santos, J. L., & Korn, W. S. (2009). *The American college teacher: National norms for the 2007–2008 HERI faculty survey*. Los Angeles: Higher Education Research Institute, UCLA.

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ISBN 978-1-878477-46-0

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Faculty carry out the main educational mission of higher education institutions. They play a vital role in determining what is taught, how it is taught, and who teaches within their particular fields of study or disciplines. Full-time faculty often remain at our institutions for many years and, therefore, have a sustained influence on students and institutional decision-making through shared governance. Given the centrality of faculty to our institutions, it continues to be important for us to monitor faculty work-life issues, their activities in terms of research productivity, teaching and learning, as well as their values and beliefs. This report summarizes the highlights of a national survey of full-time, undergraduate teaching faculty administered by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI) during the 2007–2008 academic year. HERI scholars initiated national faculty surveys as early as 1978, and began administering the survey through CIRP triennially in 1989–90. This is the seventh in a series of faculty surveys administered on a triennial basis.

The results reported here are based on the responses of 22,562 full-time college and university faculty members at 372 four-year colleges and universities nationwide. A “faculty member” is defined as any full-time employee of an accredited four-year college or university who spends at least part of his or her time teaching undergraduates.¹ 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 male and female faculty in each of eight different normative groups: all institutions, public universities, private universities, public four-year colleges, and private four-year colleges (combined and broken down by three sub-groupings: nonsectarian, Roman Catholic and other religious). Community colleges have typically been included in HERI national survey reports; however, this year the number of community college participants was not sufficient to produce normative comparisons on a national level. In future reports we again expect to provide a normative comparison group for community colleges. For the first time, however, this report also offers data on each survey item by academic rank.

¹Although surveys were also received from academic administrators and other types of respondents, only those who spend at least part of their time teaching undergraduates are included in the results reported here (see Appendix A).

The Questionnaire

The 2007–2008 questionnaire was based largely on items used in previous faculty surveys, and was revised following the suggestions of researchers both inside and outside of HERI who are actively involved in studying faculty and issues related to teaching and learning. In addition to demographic information, the questionnaire focuses heavily on topics such as how faculty spend their time, how they interact with students, their preferred methods of teaching, their perceptions of institutional climate, and their primary sources of stress and satisfaction. The 2007–2008 questionnaire also includes new items related to interactions with students that foster habits of mind for life-long learning, and enhanced items on pedagogy and faculty satisfaction. For the first time, the survey also offered a specific module for part-time faculty to determine who they are and their use of institutional resources. This is a group that has significantly increased their representation at both two- and four-year institutions. A separate report will be issued on the characteristics of part-time faculty. The web-based questionnaire also includes a section that allows individual institutions to ask their faculty up to 20 locally designed questions (see Appendix B for a copy of the questions).

An Overview of the 2007–2008 Faculty Norms

In this overview, we have abstracted highlights of the survey results as they pertain to two areas: Activities and Beliefs about Undergraduate Education and Faculty Work-Life. Within the first area we cover goals for undergraduate education, working with underprepared students, teaching and research practice and perspectives, engaged scholarship and academic citizenship, attitudes and beliefs about diversity, and institutional values and priorities as faculty perceive them. Within the second area we cover career satisfaction and perspectives, technology use, and health and wellness.

Comprehensive results of the survey, reported separately for all faculty, male faculty, female faculty, and faculty by academic rank and institutional type follow this overview. Demographic and background characteristics of respondents are also displayed in these tables.

Goals for Undergraduate Education

Faculty demonstrate both consistent responses compared to three years ago in what goals they value for undergraduate education and increases in the value they place on particular areas of students' development. Specifically, the goals of helping students to develop critical thinking skills and discipline-specific knowledge remain at the forefront of what faculty consider essential to undergraduate education, with 99.6 percent and 95.1 percent of faculty, respectively, indicating that

these goals are “very important” or “essential.” Other top goals for undergraduate education include helping students to evaluate the quality and reliability of information (97.2 percent) or developing information literacy, and promoting the ability to write effectively (96.4 percent). In addition, 72.8 percent of faculty indicate that instilling an appreciation for the liberal arts among students is an important goal for undergraduate education. This percentage was just 57.9 in the 2004–05 HERI faculty survey, a 14.9 percentage point increase. Table 1 reveals the largest gains since 2004–05 faculty survey are for goals “instill in students a commitment to community service” (55.5 percent of faculty, an increase of 19.1 percentage points), and “enhance students’ knowledge of and appreciation for other racial/ethnic groups” (75.2 percent of faculty, an increase of 17.6 percentage points). Many institutions are now articulating civic engagement and diversity as among their core values, and these goals are also mirrored in increases in faculty activities and beliefs in other areas of the survey (see the *Engaged Scholarship and Academic Citizenship and Attitudes and Views on Diversity* sections of this report).

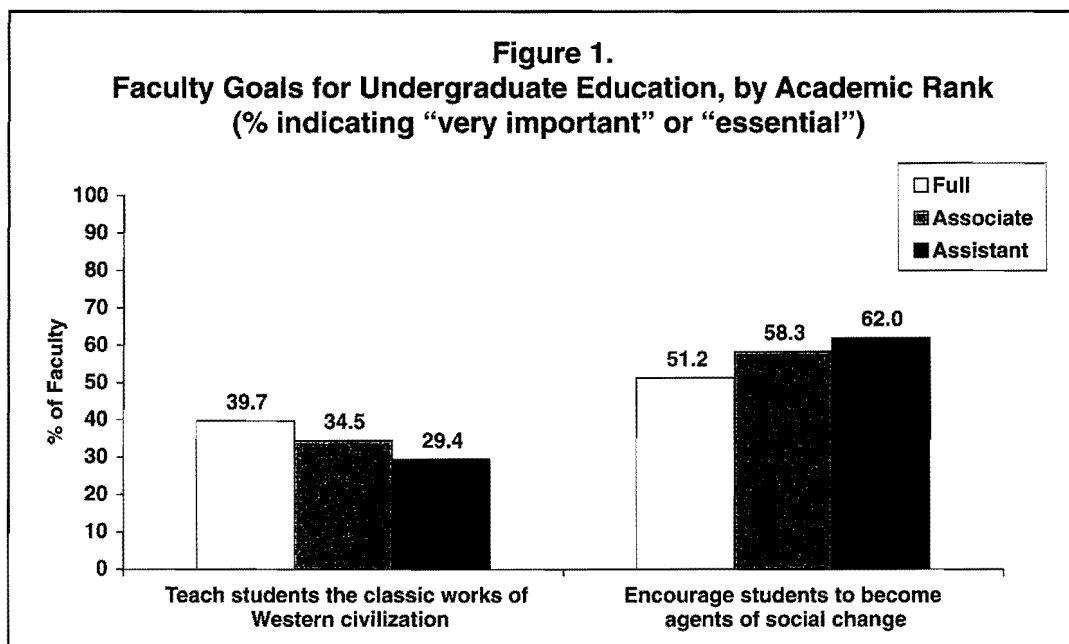
It is important to note that increases were also evident among faculty in many goal areas of students’ personal or psychosocial development, including to: “help students to develop personal values” (66.1 percent of faculty, an increase of 15.3 percentage points), “enhance students’

Table 1.
Faculty Goals for Undergraduate Education Measured in Both 2004–05 and 2007–08

“Very Important” or “Essential”	All Four-Year Faculty		
	2004–05	2007–08	Percentage Point Change
Instill in students a commitment to community service	36.4	55.5	19.1
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	57.6	75.2	17.6
Help students develop personal values	50.8	66.1	15.3
Instill basic appreciation of the liberal arts	57.9	72.8	14.9
Enhance students’ self-understanding	58.4	71.8	13.4
Develop moral character	57.1	70.2	13.1
Provide for students’ emotional development	35.2	48.1	12.9
Develop creative capacities	69.0	81.5	12.5
Prepare students for graduate or advanced education	63.4	75.5	12.1
Prepare students for employment after college	70.2	81.5	11.3
Develop ability to think critically	99.0	99.6	0.6
Help master knowledge in discipline	94.6	95.1	0.5

self-understanding” (71.8 percent of faculty, an increase of 13.4 percentage points), “develop moral character” (70.2 percent of faculty, an increase of 13.1 percentage points) and “provide for students’ emotional development” (48.1 percent of faculty, an increase of 12.9 percentage points). In the wake of recent events on our nation’s campuses such as the shooting at Virginia Tech, more faculty may be attentive to their role in identifying and assisting students with psychosocial issues of development. Finally, increases in goals to “develop creative capacities” and to develop post-college career capacities (e.g. graduate school and employment) were also evident among faculty.

For the most part, across the goals for undergraduate education, there are minor differences and largely shared agreement across academic rank (full, associate, and assistant professor). The two goals for undergraduate education in which there is the greatest divergence by rank are “teach students the classic works of Western civilization” and “encourage students to become agents of social change.” As shown in Figure 1, assistant professors are 10.3 percentage points *less* likely than full professors to indicate that teaching students the classics of Western civilization is at least very important and 10.8 percentage points *more* likely than full professors to indicate that encouraging students to become agents of social change is at least very important. Notably, compared with the other goals for undergraduate education, the majority of faculty (57.8 percent) indicate it is “very important” or “essential” to encourage students to become agents of social change, whereas teaching the classics is among the lowest rated goals (34.7 percent) among faculty. It is clear in these results that the emphasis is on building skills for the 21st century.



Conley (2005) has identified a number of discipline-specific and general behaviors and traits known as “habits of mind” that are important to student learning and success. The 2007–2008 faculty survey included a new set of items to capture how often faculty encourage these habits of mind for lifelong learning among undergraduates. Table 2 displays the “habits of mind” by the percentage of faculty who encourage them frequently. Faculty most frequently report that they encourage students to “ask questions in class” (94.6 percent), “support their opinions with a logical argument” (82.8 percent), “seek solutions to problems and explain them to others” (74.7 percent), “evaluate the quality and reliability of the information they receive” (73.4 percent), and “seek feedback on their academic work” (73.0 percent). Substantially fewer faculty report they frequently encourage their undergraduates to “acknowledge failure as a necessary part of the learning process” (49.5 percent) or “take risks for potential gains” (37.4 percent). These latter habits are an important part of building the dispositions for scientific reasoning and inquiry, an area where trial and error or experimentation are typical in order to make progress.

Across the various “habits of mind,” a higher percentage of female than male faculty report that they encourage undergraduates frequently to engage in the learning habits (see Table 2). The most noteworthy differences relate to the percentage who frequently encourage undergraduates

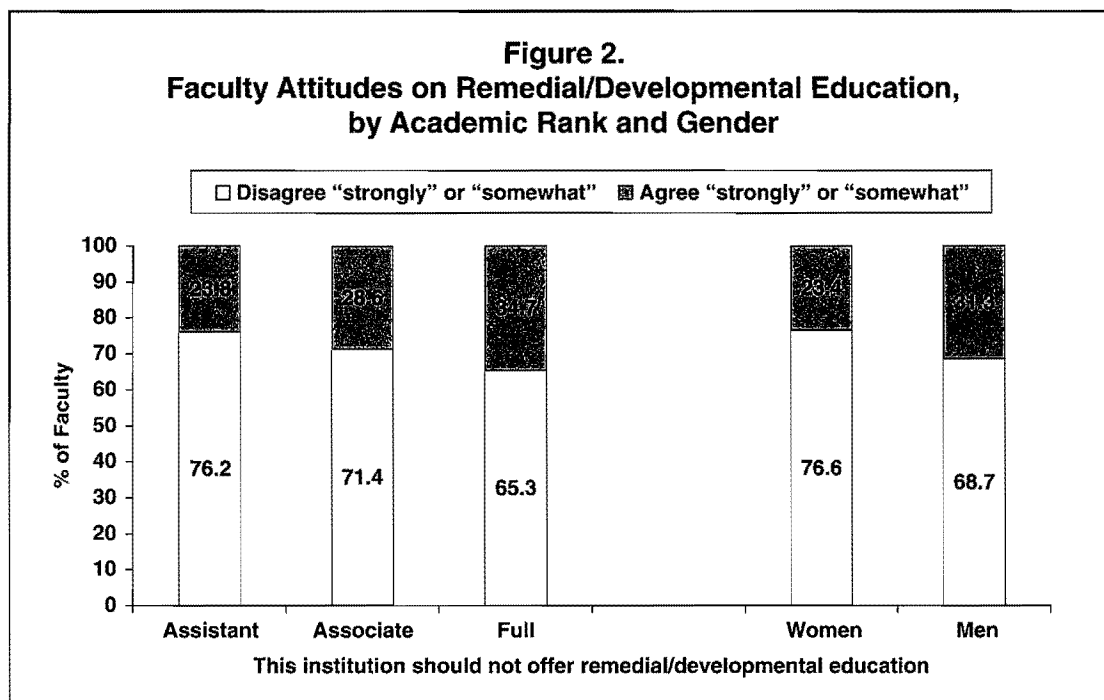
Table 2.
Faculty Encouragement of Habits of Mind, by Gender

“Frequently”	All	Women	Men	Percent Point Difference
Revise their papers to improve their writing	58.8	68.9	52.3	16.6
Seek feedback on their academic work	73.0	82.5	66.9	15.6
Evaluate the quality or reliability of the information they receive	73.4	80.2	69.0	11.2
Seek alternative solutions to a problem	65.1	71.7	60.9	10.8
Take risks for potential gains	37.4	42.8	33.8	9.0
Seek solutions to problems and explain them to others	74.7	79.9	71.3	8.6
Acknowledge failure as a necessary part of the learning process	49.5	54.5	46.2	8.3
Explore topics on their own, even though it is not required for a class	52.1	57.1	48.8	8.3
Look up scientific research articles and resources	55.2	59.6	52.4	7.2
Support their opinions with a logical argument	82.8	86.4	80.4	6.0
Ask questions in class	94.6	97.1	92.9	4.2

to “revise their papers to improve their writing,” “seek feedback on their academic work,” and “evaluate the quality or reliability of information they receive.” On these habits, women are 16.6 percentage points, 15.6 percentage points, and 11.2 percentage points, respectively, more likely to encourage undergraduates to frequently engage in these behaviors than are men.

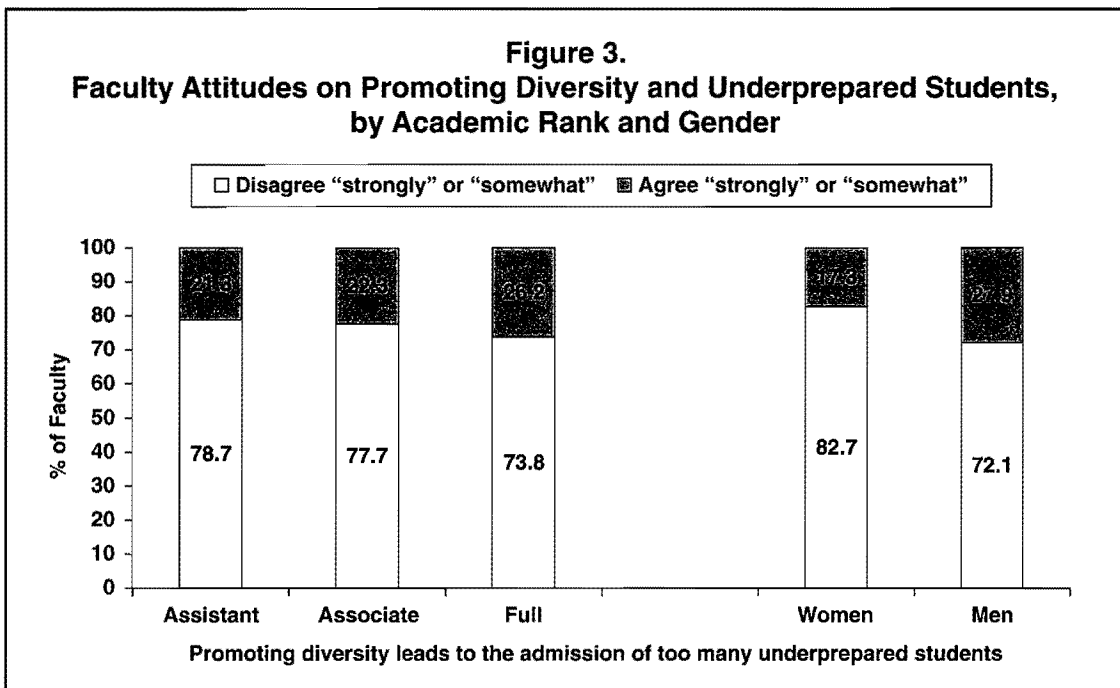
Working with Underprepared Students

With over a third (37.5 percent) of students beginning college expecting to need special tutoring or remedial work in one or more areas (Pryor, Hurtado, Sharkness, & Korn, 2007), working with underprepared students, especially freshmen, is a reality for faculty at many institutions. From the faculty perspective, a similar percentage (36.4 percent) indicate that the majority of students they teach lack the basic skills for college-level work. The majority of faculty (63.4 percent) also indicate that their institution takes responsibility for educating underprepared students, and only 28.2 percent of faculty feel that their institution should not offer remedial/developmental education. As shown in Figure 2, however, there are differences by academic rank (full, associate, assistant professor) and gender in terms of faculty support for remedial/developmental education on campus. Assistant professors are more supportive of remedial/developmental education on their campus than associate professors, and much more supportive than full professors. Likewise, female faculty are substantially more supportive than male faculty.



Only 5.4 percent of full-time faculty report that they have taught a remedial/developmental course in the last year. However, one in five (20.5 percent) indicate that they have taught remedial/developmental skills to students during the last year. Overall women are more likely to teach these skills than men (23.7 percent vs. 18.4 percent), except in the area of mathematics (4.3 percent of men vs. 3.8 percent of women). The fact that women are more likely than men to teach remedial/developmental skills may be one reason why more women than men report experiencing stress during the last two years associated with working with underprepared students (64.5 vs. 59.0 percent). The stress level difference between female and male faculty are most pronounced at public (60.4 vs. 52.9 percent) and private universities (49.4 vs. 42.1 percent).

The majority of undergraduate teaching faculty support the notion of achieving excellence and diversity. Similar to reports three years ago (see Lindholm, Szelenyi, Hurtado, & Korn, 2005), over three quarters of today's faculty do not agree that efforts to promote diversity lead to the admission of too many underprepared students. Specifically, only 23.7 percent of faculty agreed "strongly" or "somewhat" that "promoting diversity leads to the admission of too many underprepared students." Large differences by gender and much smaller variations by academic rank are seen here. As displayed in Figure 3, less than 20 percent of female faculty and almost 30 percent of male faculty agree that there is a connection between efforts to promote diversity and the admission of too many underprepared students.



Teaching and Research Practice and Perspectives

Nearly all faculty (97.7 percent) rate their role as a teacher as personally “very important” or “essential” to them, a percentage that varies only slightly by gender, institutional type, and academic rank. The research and service aspects of the professoriate are rated similarly in importance by 71.4 percent and 66.1 percent of faculty, respectively. As we might expect, public and private university faculty (77.6 and 80.4 percent, respectively) are more likely to rate research as “very important” or “essential” than faculty at public and private four-year colleges (68.4 and 62.4 percent, respectively). There are few differences in how faculty at public and private universities and public and private four-year colleges rate the importance of the service aspects of their positions. Additionally, differences across gender are seen, women are less likely than men to indicate that research is important to them personally (67.5 vs. 74.0 percent) and more likely to report that service is personally important (70.3 vs. 63.3 percent).

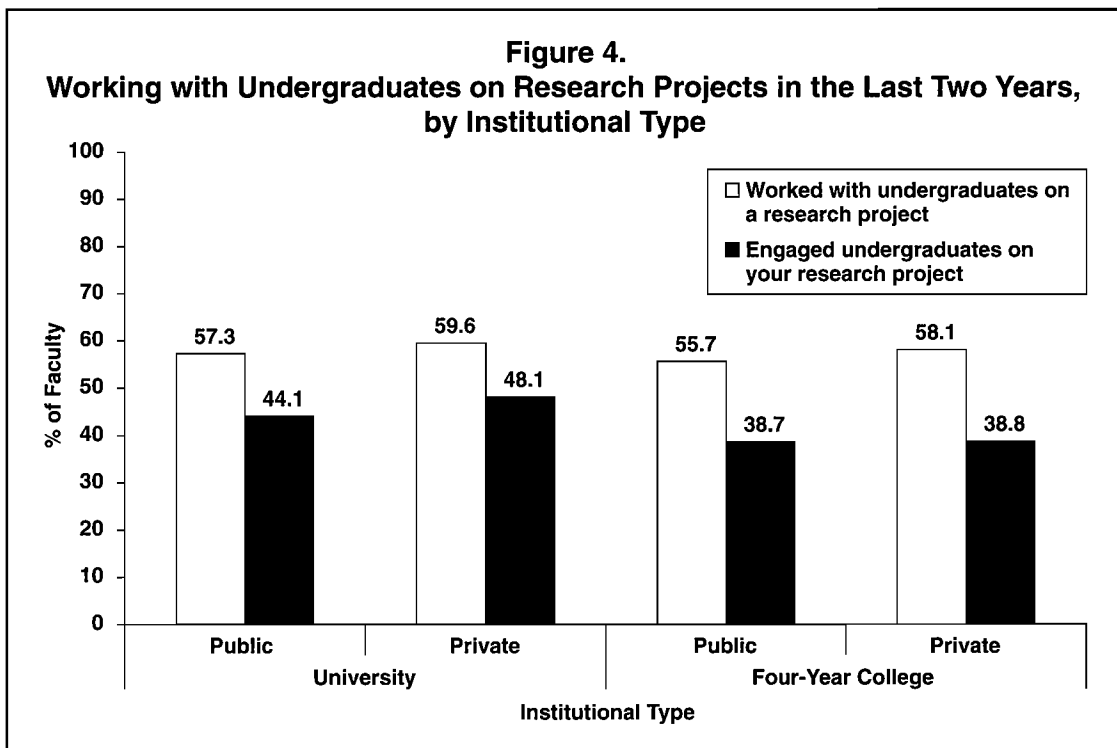
Generally, as displayed in Table 3, the amount of time faculty dedicate to teaching, research, and service reflects the priority levels that faculty assign to these professoriate roles. Faculty spend significantly more time preparing for their teaching responsibilities and actually teaching than they spend on research or committee work, and they spend more time on research than committee work. At the higher end of the hours devoted per week category, women are *more* likely than men to

Table 3.
Time Spent on Teaching, Research, and Service, by Gender

	All	Women	Men	Percent Point Difference
Hours per week spent on preparing for teaching				
8 hours or less	34.5	30.1	37.3	7.2
13 hours or more	41.1	46.5	37.4	9.1
Hours per week spent on scheduled teaching				
8 hours or less	45.2	42.6	47.1	4.5
13 or more	19.6	22.1	17.9	4.2
Hours per week spent on research and scholarly writing				
8 hours or less	68.0	75.1	63.3	11.8
13 hours or more	19.4	13.8	23.1	9.3
Hours per week spent on committee work and meetings				
8 hours or less	88.7	87.5	89.6	2.1
13 hours or more	3.7	4.3	3.4	0.9

average 13 or more hours per week preparing for teaching (46.5 vs. 37.4 percent) and teaching (22.1 vs. 17.9 percent). Following what they value about the professoriate, women are *less* likely than men to devote 13 or more hours per week to research and scholarly writing (13.8 vs. 23.1 percent), and although they value service more than men devote basically the same amount of hours per week to meetings and working on committees.

More than half of faculty (57.3 percent) report having worked with undergraduates on a research project in the last two years. As displayed in Figure 4, this percentage remains fairly stable across institutional types, indicating that regardless of institution type roughly the same percentage of faculty are engaging students in research. Despite this fact, there are important differences by institutional type in regards to having the opportunity to work on a faculty member’s own research project. Specifically, students at public and private universities (44.1 and 48.1 percent, respectively) are more likely than those at public and private four-year colleges (38.7 percent and 38.8 percent, respectively) to participate in this type of research. In addition, male faculty are more likely than female faculty to both engage students in their own research (45.2 percent vs. 36.2 percent) and to engage students generally on research projects (60.4 percent vs. 52.5 percent). Given that female faculty are much more likely than male faculty to report conducting research on women and gender issues (29.9 percent vs. 12.1 percent), and racial and ethnic minorities (25.4 percent vs.



17.5 percent) as well as to report collaborating with the local community on research/teaching (51.0 percent vs. 43.1 percent), these differences between male and female faculty in research engagement with undergraduates may have implications for the types of research undergraduates engage in and have the opportunity to experience.

Student-centered or inquiry-based evaluation methods in teaching continue to gain traction among faculty (see Table 4). These methods began to get more attention starting in the 1990s when social scientists such as Seymour (1997) started discussing the relevance of these methods to learning and retention, especially in the natural sciences. Although today's faculty are just as likely as faculty in 2004–05 to use multiple-choice exams, they are 8.6 percentage points more likely to use short-answer questions and 9.6 percentage points more likely to use term/research papers to assess learning. In addition, the use of bell curves in grading coursework has diminished somewhat from three years ago to 16.8 percent overall and just 13.9 percent among faculty who are newest to the

Table 4.
Faculty Approaches to Evaluation and Teaching, by Academic Rank and Survey Year

Methods Used in "All" or "Most" Courses Taught	All Faculty			Assistant	Associate	Full
	2005	2008	Percent Point Change	2008	2008	2008
Selected Examination Methods						
Short-answer exams**	36.9	45.5	8.6	47.2	47.1	44.3
Term/research papers	34.7	44.3	9.6	46.4	45.3	44.2
Multiple-choice exams**	32.3	33.1	0.8	36.9	31.8	27.3
Grading on a curve	19.4	16.8	-2.6	13.9	16.8	21.0
Selected Pedagogy						
Cooperative learning (small groups)	47.8	59.1	11.3	66.3	58.0	49.6
Using real-life problems*	n/a	55.7	n/a	61.0	53.4	49.6
Group projects	33.3	35.8	2.5	40.3	34.6	31.0
Multiple drafts of written work	24.8	24.9	0.1	26.6	24.3	22.9
Student evaluations of each other's work	16.0	23.5	7.5	26.4	21.1	19.4
Reflective writing/journaling	18.1	21.7	3.6	25.3	19.4	16.8
Electronic quizzes with immediate feedback in class*	n/a	6.8	n/a	7.8	6.4	4.7
Extensive lecturing (not student-centered)	55.2	46.4	-8.8	43.3	45.2	51.8

Note: *Question added to 2007–08 survey. **In 2004–05 questions were worded "methods used on mid-term and/or final exams."

professoriate (assistant professors). By rank, full professors (21.0 percent) are still much more likely to grade on a curve than assistant professors (13.9 percent), but assistant professors are much more likely to use multiple-choice exams than full professors (36.9 vs. 27.3 percent). These trends may reflect, at least in part, the type of courses these two groups of professors are teaching. For instance, in the academic year in which they completed the survey, assistant professors were more likely than full professors (15.5 vs. 9.9 percent) to teach three or more general education courses. Full, associate, and assistant professors indicate very little difference in terms of their usage of short-answer exams and term/research papers as evaluation methods.

Pedagogy in the classroom is also steadily moving in a student-centered direction. Compared with three years ago, faculty today are 8.8 percentage points *less* likely to use extensive lecturing in the classroom (46.4 vs. 55.2 percent, respectively), 11.3 percentage points *more* likely to use cooperative learning (59.1 vs. 47.8 percent, respectively), and 7.5 percentage points *more* likely to engage students in the evaluation of each other's work (23.5 vs. 16.0 percent, respectively) (see Table 4). Today's faculty are also slightly more likely than faculty three years ago to use reflective writing/journaling (21.7 vs. 18.1 percent, respectively) and group projects (35.8 vs. 33.3 percent, respectively). Assistant professors are *more* likely than associate and full professors to employ student-centered methods and *less* likely to use extensive lecturing. For instance, assistant professors are 16.7 percentage points more likely than full professors to report using cooperative learning (66.3 vs. 49.6 percent, respectively), and full professors are 8.5 percentage points more likely than assistant professors to report using extensive lecturing (51.8 vs. 43.3 percent, respectively). This suggests that the trend toward student-centered approaches in pedagogy will continue to grow, as current full professors retire and new assistant professors enter the professoriate.

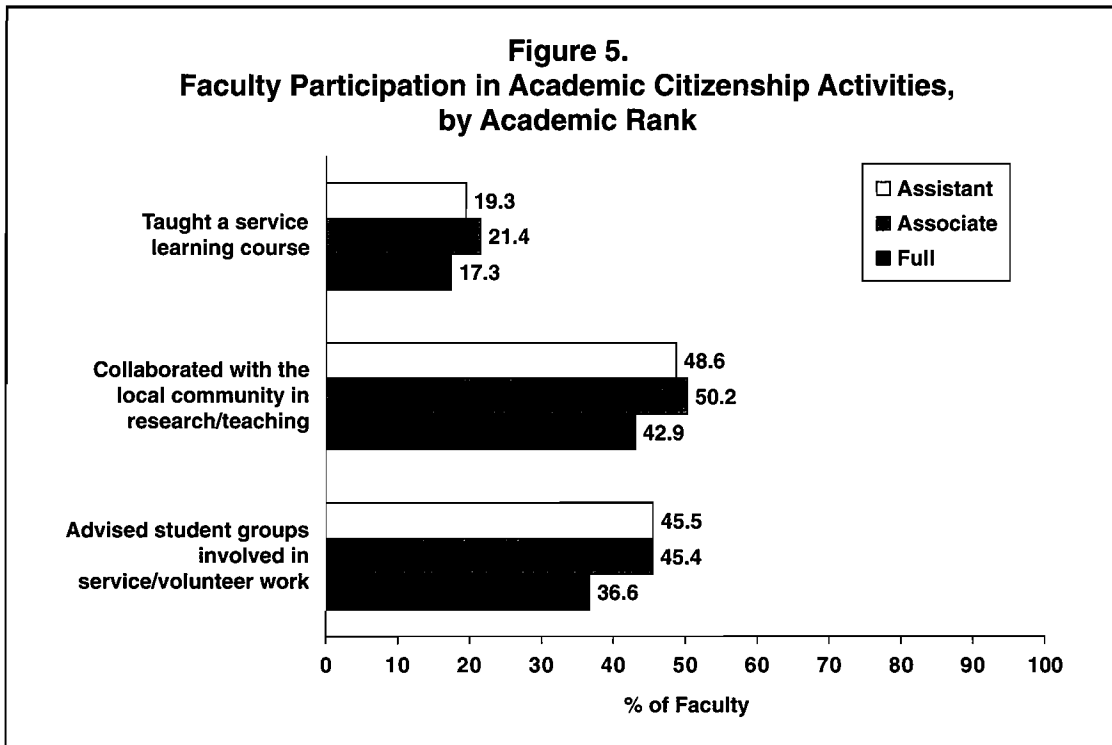
This year's HERI faculty survey included new pedagogy questions that revealed that 55.7 percent of faculty use real-life problems in their classrooms and 6.8 percent of faculty use electronic quizzes with immediate feedback in class. Electronic quizzes, often called "clickers," are a reasonably new technology tool that allows professors to gain immediate feedback regarding students understanding of course material. The use of these devices is currently more common among professors in the natural sciences (29.5 percent) than other disciplines (18.5 percent), and future research will certainly be needed to understand further how the use of these tools impacts student learning.

Engaged Scholarship and Academic Citizenship

Generally, faculty indicate that the connection between colleges and the local community is an important part of the mission of higher education. Overall 87.9 percent of faculty report that they agree “strongly” or “somewhat” that colleges have a responsibility to work with their surrounding communities to address local issues. The same percentage indicates that colleges should encourage students to be involved in community service activities. Further, almost three-quarters of faculty (71.0 percent), agree “strongly” or “somewhat” that colleges should be involved in solving social problems, and only 18.8 percent of faculty believe that an individual can do little to bring about changes in society. This seemingly suggests that faculty believe that their actions, the actions of their students, and the actions of their institution should bring about societal change.

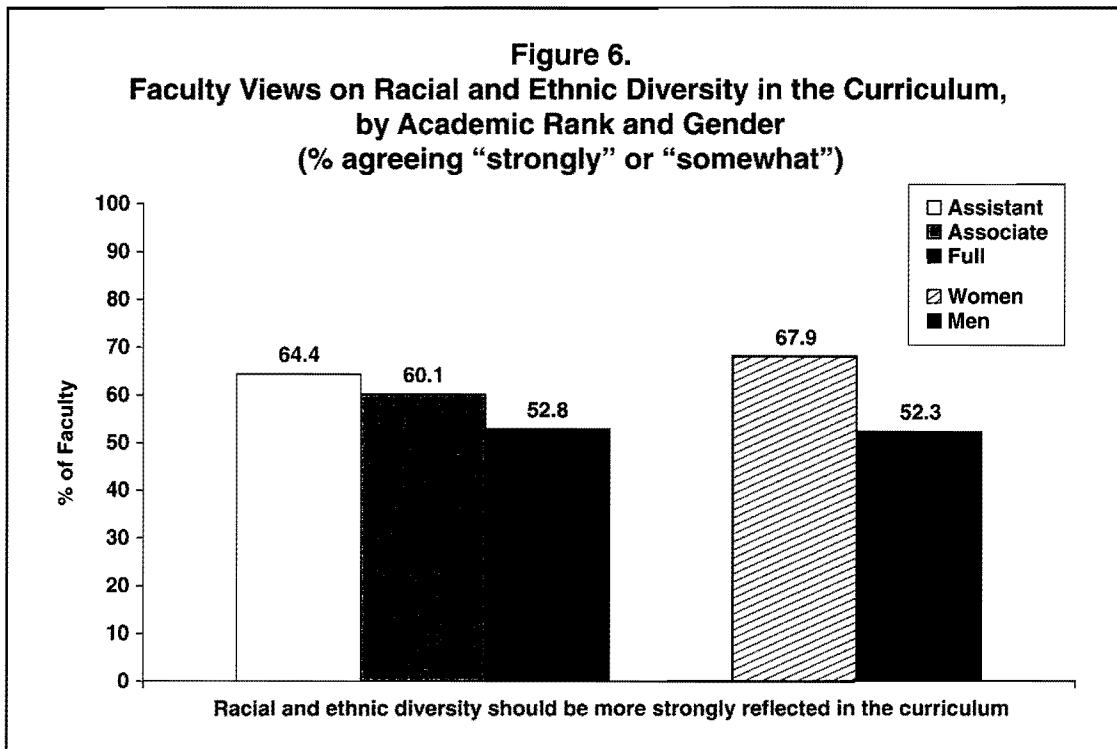
Faculty also think that community service should be among the factors considered in college admissions. Specifically, two-thirds of faculty (66.4 percent) agree “strongly” or “somewhat” that community service should be given weight in college admissions decisions. Faculty at private universities and four-year colleges (70.6 and 70.7 percent, respectively) are more likely than faculty at public universities and four-year colleges (63.6 and 64.1 percent, respectively) to concur that community service should play a part in admissions decisions.

In terms of their academic citizenship activities in the last two years, 46.2 percent of faculty report that they have collaborated with the local community in their research/teaching, and 42.4 percent of faculty report that they have advised student groups involved in service/volunteer work. Faculty at public and private four-year colleges (45.0 and 47.5 percent, respectively) are more likely than faculty at public and private universities (37.1 and 39.3 percent, respectively) to have advised a student group involved in service/volunteer work. The same pattern is found among faculty who have collaborated with the local community on research/teaching. At four-year colleges 51.6 and 45.7 percent of faculty at public and private institutions, respectively, have collaborated with the local community on research/teaching in the last two years, and at public and private universities the percentages are 43.7 and 40.5 percent, respectively. In addition, as shown in Figure 5, assistant and associate professors are more likely than full professors to have engaged in these activities. Lastly, just fewer than one in five faculty (19.7 percent) across institutional types indicate that they have taught a service learning course in the last two years, with more associate professors having employed this type of pedagogy than faculty at either the full or assistant professor level.



Attitudes and Views on Diversity

The institutional climate for diversity based on race/ethnicity and gender continues to be an important topic for discussion on college campuses today. Similar to what was reported for the HERI faculty survey in 2004–05 (see Lindholm, Szelenyi, Hurtado, & Korn, 2005), the large majority (93.6 percent) of today’s faculty believe that a racially/ethnically diverse student body enhances the educational experience of all students, and few faculty (10.6 percent) report that there is a lot of racial conflict on their campus. Somewhat more female than male faculty (96.8 vs. 91.6 percent) believe that student diversity enhances the educational experience for all students, and slightly more female than male faculty believe that there is racial conflict on their campus (13.6 vs. 8.6 percent). In addition, the majority of faculty (58.5 percent) support the notion that racial and ethnic diversity should be more strongly reflected in the curriculum. Here, there are substantial differences both by academic rank (full, associate, assistant professor) and by gender. As displayed in Figure 6, assistant professors are 11.6 percentage points more likely than full professors and female professors are 15.6 percentage points more likely than male professors to indicate that racial and ethnic diversity needs to be more strongly reflected in the curriculum. Another area for concern in terms of climate for diversity relates to the expression of diverse beliefs and values. Only a third (35.8 percent) of faculty indicate that “there is respect for the expression of diverse values and



beliefs” is “very descriptive” of their institution. This percentage has moved up only slightly from 32.2 percent that was reported in the 2004–05 faculty survey.

Table 5 displays faculty attitudes toward diversity and climate in faculty work-life. What is clear in the data is that the majority of faculty believe that strides still need to be made in terms of the hiring of women and faculty of color. Almost three out of four faculty (73.2 percent) state that their institution should hire more faculty of color, and 57.1 percent think their institution needs to hire more women faculty. Differences of around 10 percentage points by gender are also apparent

Table 5.
Faculty Views on Diversity at Their Institution, by Gender

Agree “Strongly” or “Somewhat”	All	Women	Men	Percent Point Difference
This institution should hire more faculty of color	73.2	79.4	69.2	10.2
This institution should hire more women faculty	57.1	63.1	53.2	9.9
Faculty of color are treated fairly here	88.7	83.6	92.1	8.5
Women faculty are treated fairly here	85.9	76.4	92.1	15.7
Gay and lesbian faculty are treated fairly here	81.0	77.6	83.2	5.6

in terms of the need to hire faculty of color and female faculty. Specifically, female faculty are 10.2 percentage points and 9.9 percentage points more likely than male faculty to believe that their institution needs to hire more faculty of color and female faculty, respectively. Differences in these figures for hiring women and faculty of color are also apparent by institutional type. Faculty at public (50.9 percent) and private (50.4 percent) four-year colleges are substantially less likely than faculty at public (64.6 percent) and private (65.8 percent) universities to believe that their institution needs to hire more women, and faculty at public four-year colleges (67.6 percent) are substantially less likely than faculty at private four-year colleges (77.7 percent) to believe that their institution needs to hire more faculty of color. Some of these differences can likely be explained, at least in part, by hiring patterns at these different institutional types. For instance, at public four-year colleges there is a higher percentage of faculty of color among the professoriate than at private four-year colleges (NCES, 2003). There are no substantial differences in percentages at public (75.0 percent) and private (73.5 percent) universities in terms of the need to hire more faculty of color.

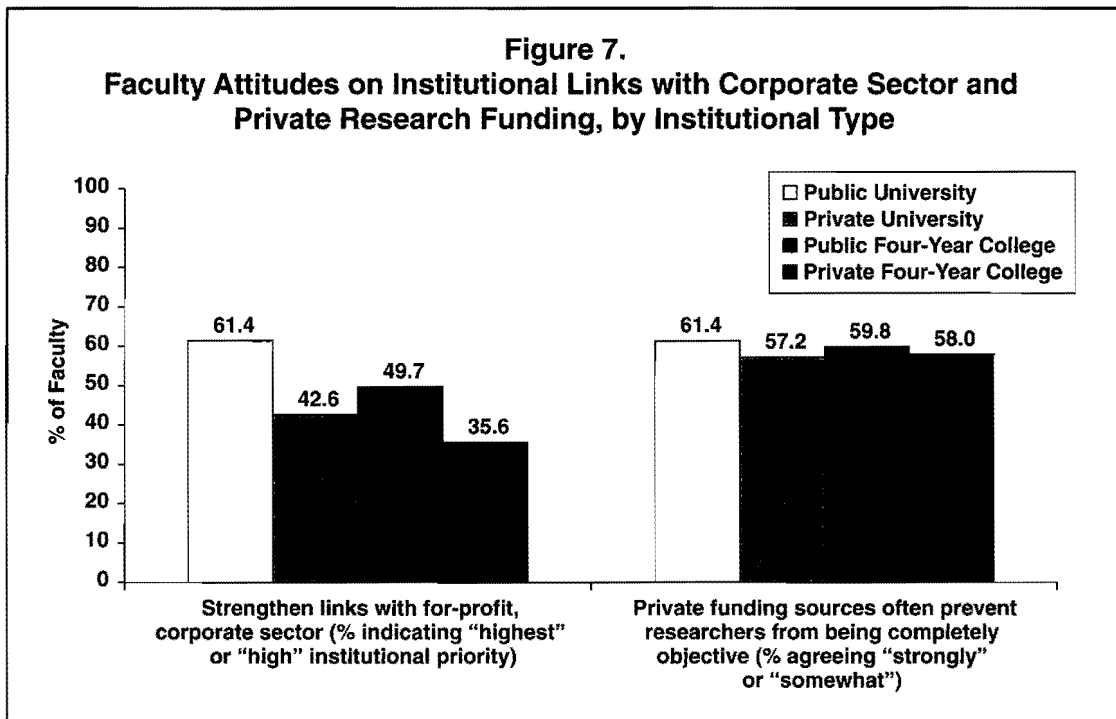
In addition, although the large majority of faculty indicate that all faculty are treated fairly on their campus, men are more likely than women to indicate that women, faculty of color, and gay and lesbian faculty are treated fairly. Specifically, 76.4 percent of women and 92.1 percent of men think that women faculty are treated fairly, 83.6 percent of women and 92.1 percent of men think that faculty of color are treated fairly, and 77.6 percent of women and 83.2 percent of men think that gay and lesbian faculty are treated fairly. There also seems to be somewhat less tolerance for gay and lesbian faculty at private universities and four-year colleges than at public institutions. At private universities 74.4 percent of faculty indicate that gay and lesbian faculty are treated fairly on their campus, whereas at public universities the figure is 82.9 percent. Likewise, at private four-year colleges the figure is 76.2 percent and at public four-year colleges the figure is 85.5 percent of faculty indicating that gay and lesbian faculty are treated fairly on their campus.

Institutional Values and Priorities

Faculty at all types of institutions rate “promote the intellectual development of students” as the highest priority out of the 19 possible institutional priorities on the survey. However, the second most prevalent priority that faculty indicate their institution has is to “enhance the institution’s national image,” with more than two out of three faculty (69.4 percent) reporting that enhancing the institution’s national image is a high priority at their institution. Other priorities having to do with student development were ranked much lower.

Almost as high a perceived institutional priority is “pursuing extramural funding” (61.0 percent). In this case, however, there are great differences by institutional type. Faculty at public universities are much more likely to perceive this as a high priority for their institution (78.6 percent) compared to faculty at private universities (61.2 percent). For faculty at public universities, “pursuing extramural funding” is the third most prevalent priority; however it ranked seventh most prevalent among faculty at private universities. This may be an indication of dwindling state aid and a focus on research dollars for activities. Faculty at four-year colleges are even less likely to think this is an institutional priority, with 54.7 percent at public colleges and 45.7 percent at private colleges indicating “pursuing extramural funding” as a high priority.

As displayed in Figure 7, similar differences by institutional type are seen in faculty’s ratings of the institutional priority “strengthen links with the for-profit, corporate sector.” Although about half of all faculty perceive this as a high priority at their institutions, a much larger proportion of faculty at public universities than those at private universities (61.4 percent vs. 42.6 percent) report that this is the case. The difference also holds true for faculty at four year colleges (49.7 percent at public colleges and 35.6 percent at private colleges). This is despite the fact that 59.5 percent of all faculty believe that private funding sources often prevent researchers from being completely objective in conducting their work. On this issue there is general agreement amongst colleagues at different types of institutions, as well as faculty with different academic ranks or of different genders.



Career Satisfaction and Perspectives

The majority of faculty are satisfied with their careers, three out of four (74.8 percent) report overall job satisfaction. Faculty are generally most satisfied with their freedom to determine the content of the courses they teach (92.5 percent), the autonomy and independence of their positions (85.0 percent), and job security (77.7 percent). In contrast, fewer faculty express satisfaction with their teaching load (57.7 percent), their prospects for career advancement (54.6 percent), or their opportunity for scholarly pursuits (54.1 percent).

As shown in Table 6, more men are satisfied with their career than women. The largest discrepancy in satisfaction is in the area of the opportunity for scholarly pursuits (58.4 and 47.4 percent for men and women, respectively), in which male faculty are 11.0 percentage points more likely to be satisfied. Male faculty are also more likely than female faculty to be satisfied with their job security (80.8 vs. 72.8 percent, respectively) and their prospects for career advancement (57.7 vs. 49.9 percent, respectively). Women and men are almost equally satisfied with their freedom to choose the content of their courses (91.2 vs. 93.3 percent, respectively), and the autonomy and independence (83.6 vs. 85.9 percent, respectively) of their role as professors, with differences of less than 3 percentage points for both of these areas. Thus, there is greater parity by gender in terms of satisfaction in areas that generally attract individuals to the professoriate.

Differences are also apparent by academic rank (full, associate, assistant professor) for men and women. Generally, male and female professors seem to be almost equally satisfied on most measures at the assistant professor rank; however, as rank moves to full professor the central

Table 6.
Faculty Satisfaction with Aspects of Their Career, by Academic Rank and Gender

	All*		Full		Associate		Assistant	
	Women	Men	Women	Men	Women	Men	Women	Men
Freedom to determine course content	91.2	93.3	92.2	95.2	93.4	93.7	90.4	91.4
Autonomy and independence	83.6	85.9	85.2	87.4	82.5	85.4	82.8	83.7
Job security	72.8	80.8	91.9	93.0	85.9	86.0	62.9	65.6
Overall job satisfaction	72.1	76.6	74.3	80.4	68.5	73.2	71.7	73.0
Teaching load	53.5	60.4	53.2	66.2	49.2	55.1	51.4	54.5
Prospects for career advancement	49.9	57.7	58.1	66.9	49.4	52.4	54.4	58.1
Opportunity for scholarly pursuits	47.4	58.4	50.6	66.0	42.1	53.9	46.0	50.2

*All respondents to the survey who are full-time faculty who teach undergraduates are included in the percentages

tendency is for male professors to generally be more satisfied than their female counterparts. For instance, female full professors are considerably less satisfied than their male counterparts in the areas of opportunity for scholarly pursuits (50.6 and 66.0 percent, respectively), with 15.4 percentage point gender gap in satisfaction at this rank. This gap narrows to 4.2 percentage points at the assistant professor rank. Female associate professors are also much less satisfied with their opportunity for scholarly pursuits than their male faculty counterparts (42.1 vs. 53.9 percent, respectively). Other areas where there is a large gap between female and male full professors on career satisfaction are teaching load (53.2 vs. 66.2 percent, respectively), and prospects for career advancement (58.1 vs. 66.9 percent, respectively).

For the first time faculty satisfaction with compensation was investigated using three separate items (salary, health benefits, and retirement benefits), as opposed to “salary and fringe benefits” as had been used in previous versions of the survey. Separating these different compensatory measures was instructive since results from this survey show faculty expressing greater satisfaction with health benefits (68.3 percent) and retirement benefits (68.7 percent) than with salary (46.2 percent). In the faculty survey three years ago, 47.4 percent of faculty reported satisfaction with the combined item “salary and fringe benefits” (Lindholm, Szelenyi, Hurtado, & Korn, 2005). As it turns out, faculty were largely expressing dissatisfaction with salary more than fringe benefits. Similar to the previous discussion, there are some notable differences in satisfaction with compensation by gender and academic rank (see Table 7).

Generally, men (48.9 percent) are more satisfied with their salaries than women (41.9 percent). The same trend holds for satisfaction with salary for men and women across each academic rank. In addition, both male (57.3 percent) and female (52.2 percent) full professors are much more satisfied with their salaries than are their counterparts at either the associate (44.1 and 40.6 percent for male and female, respectively) or assistant level (44.9 and 41.4 percent for male and female,

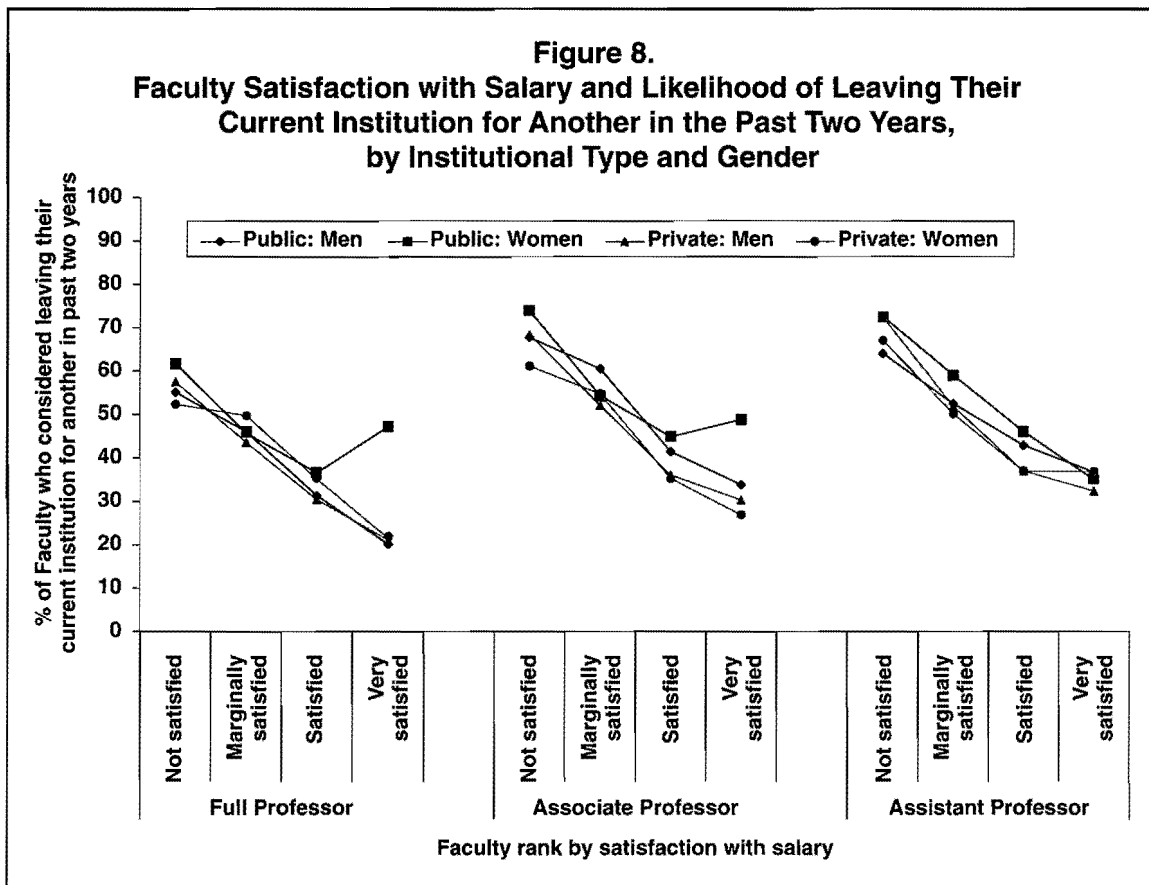
Table 7.
Faculty Satisfaction with Salary and Benefits, by Academic Rank and Gender

	Women				Men			
	All*	Full	Associate	Assistant	All*	Full	Associate	Assistant
Salary	41.9	52.2	40.6	41.4	48.9	57.3	44.1	44.9
Health benefits	68.9	68.8	65.4	69.0	67.9	69.4	65.1	66.2
Retirement benefits	67.4	63.6	63.6	69.6	69.6	70.0	66.1	71.5

*All respondents to the survey who are full-time faculty who teach undergraduates are included in the percentages

respectively). Male and female faculty are much more alike when it comes to their satisfaction with health and retirement benefits, although male full professors (70.0 percent) are more satisfied with their retirement benefits than female full professors (63.6 percent).

As Figure 8 displays, trends for male faculty at both public and private institutions and female faculty at private institutions indicate a linear relationship between degree of satisfaction with salary and likelihood of considering leaving one's current institution for another in the past two years. As would be expected, for these three groups the percent of faculty that indicate they have considered leaving for another institution decreases as their satisfaction with salary increases. However, trends for female faculty at public institutions are not linear. Of those faculty at the full professor level indicating they are "very satisfied" with their salaries, women at public institutions (47.2 percent) are more likely than men at public and private institutions (20.1 and 21.0 percent, respectively) and women at private institutions (21.5 percent) to consider leaving their current institution. The same pattern is evident for women (48.8 percent) at the associate professor level at public institutions as compared to men at public and private institutions (33.8 and 30.3 percent, respectively) and women at private institutions (26.9 percent). In addition, women full professors



at public institutions who are very satisfied with their salaries are nearly equally as likely to have considered leaving their institution for another in the last two years (47.2 percent) as female full professors at public institutions who are only marginally satisfied with their salaries (45.6 percent). This strikingly different pattern suggests that for female faculty at public institutions there are factors other than salary that contribute to their mobility and overall job satisfaction.

Technology Use

It is not a question of whether faculty use email (99.6 percent do on a weekly basis), but how much time in an average week they spend doing so. In general, about one in four faculty members spend from one to four hours per week on email, and the largest category of use is five to eight hours per week (40.1 percent). In the higher use categories (i.e., those using email 13 or more hours per week), there are differences between male and female faculty, with many more women (17.2 percent) than men (9.6 percent) spending this amount of time on email.

The majority of faculty (74.4 percent) have placed or collected class assignments on the internet. The use of the internet as a tool in this way is fairly universal across institutional types, with about 72 to 77 percent of faculty from each institutional type reporting internet use with regard to class assignments. Looking at differences by rank, however, shows a slight favor towards the new faculty: 78.2 percent of assistant professors used the internet to place or collect class assignments as compared to 74.9 percent of associate professors and 70.1 percent of full professors. Women, regardless of rank, were slightly more likely than men to use the internet to collect or post assignments (78.0 percent vs. 72.0 percent, respectively).

It is a much rarer occurrence, however, for faculty to teach a class exclusively on the internet; only 13.3 percent of faculty report having done so at least once in the past two years. Teaching a course exclusively on the internet is most prominent at public institutions and especially at four-year public colleges, where one in five faculty members (19.9 percent) taught a class exclusively on the internet. Least likely to conduct online courses were faculty at private universities, where only 8.7 percent report having done so. As with using the internet to post or collect assignments, female faculty are more likely than male faculty to teach a class solely over the web (16.1 percent vs. 11.5 percent, respectively).

Although more women than men are using technology in their teaching, slightly more male faculty (85.8 percent) than female faculty (81.7 percent) believe that their institution provides adequate support for integrating technology into their teaching. Support does not equal reward,

however, as only about one in five faculty (20.3 percent) indicate they believed faculty at their institution are rewarded for the use of instructional technology was “very descriptive” of their institution. Women (23.3 percent) were more likely than men (18.4 percent) to believe that faculty are rewarded for their efforts to use instructional technology.

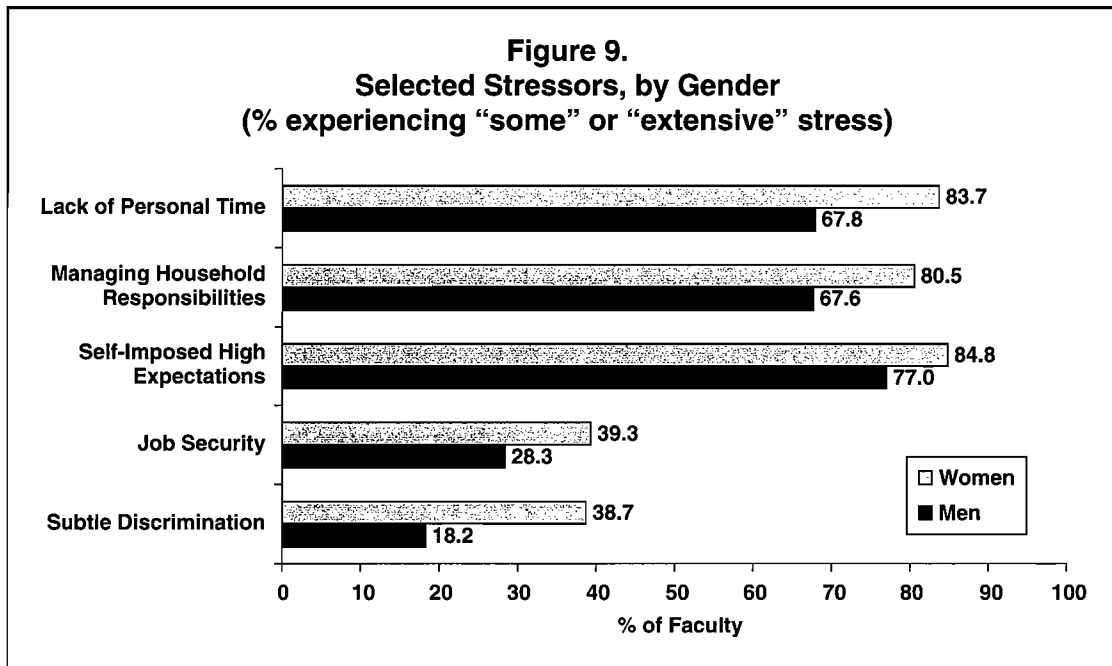
Health and Wellness

Given the intensity of their teaching and research practices and engagement in scholarly activities, faculty’s ability to achieve a healthy balance between their personal and professional life appears challenged at times. Only about one-third of all faculty (34.2 percent) believe they have established a healthy balance in their lives personally and professionally. When faculty’s responses are examined by gender, female faculty (27.3 percent) appear to have greater difficulty than male faculty (38.7 percent) in striking a balance.

Despite the struggle to balance work and home life, faculty express strong interests in personal goals outside of academia. Most notably, the majority of faculty regard developing a meaningful philosophy of life (72.5 percent), raising a family (69.2 percent), helping others who are in difficulty (65.2 percent), and integrating spirituality into their lives (47.5 percent) as “very important” or “essential.” Large gender differences are seen with regard to the importance of two of these personal goals: more women than men emphasize the importance of helping others in difficulty (71.3 percent vs. 61.2 percent) and integrating spirituality into their lives (53.1 percent vs. 43.8 percent).

College faculty appear to experience many sources of stress in both their professional and personal lives. The three most commonly cited sources of stress by faculty were self-imposed high expectations (80.1 percent), lack of personal time (74.1 percent), and managing household responsibilities (72.7 percent). Additionally, nearly two-thirds of faculty (62.8 percent) report personal finances as a stressor, and half of all respondents (49.5 percent) attribute at least moderate stress regarding the condition of their physical health.

Across virtually all stressor items, more women than men report experiencing stress; Figure 9 displays the most prominent gender differences. More women than men report at least moderate stress from lack of personal time, managing household responsibilities, self-imposed high expectations, job security, and subtle discrimination. The greatest gender differences are due to subtle discrimination, where more than twice as many women (38.7 percent) than men (18.2 percent) cite subtle discrimination in the form of prejudice, racism, and/or sexism as a source of stress.



Summary

Key findings from the 2007–2008 HERI Faculty Survey indicate that shifts are occurring in what faculty value as goals for undergraduate education and in how they interact with and teach students. Student-centered learning is becoming much more of a norm in college classrooms today than it was just three years ago, and as more senior faculty retire and new faculty are hired this pattern is likely to continue. The findings also demonstrate that men and women prioritize aspects of their roles as professors differently, and that women experience more stress and less satisfaction than men. Most troubling among these findings is the fact that female full professors who have by definition reached the pinnacle of their profession are much less satisfied than male full professors on a number of key job satisfaction areas. Highlights of the findings include the following:

Civic Engagement and Diversity Goals Increase in Importance. Although traditional goals for undergraduate education, such as developing students’ critical thinking skills and knowledge of a specific discipline, remain at the forefront of what faculty consider important, faculty today place increased value on instilling a commitment to community service among students and enhancing students’ knowledge of and appreciation for other racial/ethnic groups as important goals for undergraduate education.

Student-Centered Pedagogy and Evaluation Methods Gain Further Traction. Faculty today are more likely to use short-answer exams and term/research papers as evaluation methods than were faculty just three years ago, they are also slightly less likely to grade on a bell curve. In the

classroom, faculty are engaging in more cooperative learning and in less lecturing. Students are also being asked to evaluate each other's work more frequently. Overall, assistant professors are more likely to use student-centered approaches than are associate and, especially, full professors.

Female Faculty More Likely to Encourage Strong "Habits of Mind" for Life-Long Learning. Across the various "habits of mind" a higher percentage of female than male faculty report that they encourage the habits frequently. The largest divergence is found among the habits that ask students to critically examine and reflect on their academic work products, such as encouraging students to "revise their papers to improve their writing," and to "seek feedback on their academic work."

Male and Female Faculty Allocate Time Differently. Male and female professors are equally committed to their role as teachers, but women spend more time preparing for their classes and actually teaching than men. Men, on average, devote more time to research and scholarly writing than women, and are more likely to indicate that the research aspects of the professoriate are personally important to them.

Continued Need for Hiring More Women and Faculty of Color. The majority of faculty indicate that their institution needs to hire more women and faculty of color. The majority of faculty also indicate that women and faculty of color are treated fairly at their institution. Female faculty are *more* likely than male faculty to see the need for hiring more women and faculty of color, and *less* likely than men to feel that their institution treats women and faculty of color fairly.

Faculty Express Overall Job Satisfaction, but Women Are Less Satisfied than Men. The large majority of faculty indicate that they have overall job satisfaction. Faculty are most satisfied with the freedom to determine the content of their courses, the autonomy and independence of their positions, and job security. These areas that draw individuals to the professoriate are places where there is gender parity in terms of satisfaction. Faculty are less satisfied with their teaching loads, prospects for career advancement, and opportunity for scholarly pursuits, and in each of these areas women are less satisfied than men. In addition, in these areas women at the assistant professor level are almost as satisfied as men, whereas women at the full professor level are much less satisfied.

Faculty Express Dissatisfaction with Salary Compensation. Overall in terms of compensation, the majority of faculty are satisfied with their health and retirement benefits, but dissatisfied with their salaries. Men are somewhat more satisfied with their salaries than women, and full professors are more satisfied with their salaries than associate and assistant professors.

Very Satisfied Female Full and Associate Professors at Public Institutions at Risk for Leaving. Female full and associate professors at public institutions who indicate that they are very satisfied with their salaries are much more likely to have recently considered leaving their institution for

another institution than are female full and associate professors at private institutions who are very satisfied with their salaries and male full and associate professors at both public and private institutions who are very satisfied with their salaries. In addition, at the full professor level women at public institutions who are very satisfied with their salaries are nearly equally as likely to have considered leaving their current institution for another as are female full professors at public institutions who are only marginally satisfied.

Striking a Personal and Professional Balance Difficult for Faculty. Only about one-third of faculty overall indicate that they have found a healthy balance between their professional and personal lives, and male faculty are much more likely to perceive that they have balance than female faculty. In addition, the majority of faculty experience stress in both their personal and professional lives, with the biggest sources of stress stemming from self-imposed high expectations, lack of personal time, and managing household responsibilities. Women are more likely to experience stress in these areas than men, and are much more likely to report stress stemming from subtle discrimination in the form of prejudice, racism, and/or sexism.

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Full-time Undergraduate Faculty,
Type of Institution and Control for

All Faculty

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Number of Respondents	22,562	2,967	3,002	5,629	10,964	5,005	1,929	4,030
Gender								
Male	60.7	64.3	66.1	57.5	57.1	58.1	51.2	59.2
Female	39.3	35.7	33.9	42.5	42.9	41.9	48.8	40.8
What is your principal activity in your current position at this institution?								
Administration	7.0	8.8	7.6	6.6	4.8	4.6	4.5	5.2
Teaching	83.4	70.7	80.4	90.0	93.3	93.5	93.7	92.6
Research	8.0	18.7	10.2	1.9	0.4	0.7	0.2	0.2
Services to clients and patients	0.8	0.7	1.0	0.8	0.7	0.2	1.1	1.2
Other	0.9	1.1	0.7	0.7	0.8	0.9	0.6	0.7
What is your present academic rank?								
Professor	31.7	35.3	38.0	28.2	28.2	29.8	23.9	28.6
Associate Professor	26.1	26.0	23.8	25.6	28.0	26.7	31.3	27.9
Assistant Professor	27.4	24.4	22.0	29.5	31.5	29.4	34.9	32.5
Lecturer	7.2	8.7	7.8	8.4	3.4	5.2	2.6	1.4
Instructor	7.6	5.6	8.4	8.3	8.9	8.9	7.4	9.7
What is your tenure status at this institution?								
Tenured	54.4	59.3	58.8	54.4	45.8	45.9	49.8	43.3
On tenure track, but not tenured	22.4	19.0	18.1	26.1	24.3	23.0	25.6	25.5
Not on tenure track, but institution has tenure system	19.6	21.3	22.6	17.8	18.2	19.0	15.6	18.6
Institution has no tenure system	3.5	0.3	0.6	1.7	11.6	12.1	9.0	12.6
Are you currently serving in an administrative position as: [1]								
Department Chair	11.3	7.2	8.8	10.2	19.1	19.4	16.4	20.1
Dean (Associate or Assistant)	1.6	1.6	2.1	1.2	1.7	1.0	1.9	2.5
President	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Vice-President	0.1	0.0	0.0	0.1	0.4	0.5	0.1	0.3
Provost	0.0	0.0	0.0	0.0	0.1	0.2	0.0	0.0
Other	15.9	18.1	16.9	14.3	14.7	14.3	16.7	14.0
Not Applicable	65.2	66.2	63.7	69.2	59.5	59.5	60.4	59.0
My primary place of employment in the last year was: [2]								
In higher education:								
at this institution	94.6	96.0	93.9	94.3	93.6	93.2	94.4	93.8
at a different institution	2.6	1.9	2.8	3.0	3.0	2.9	2.6	3.2
at more than one institution	1.4	1.3	1.8	1.4	1.5	1.7	1.3	1.4
Not in higher education	1.0	0.6	0.9	1.0	1.5	1.8	1.5	1.2
Not employed	0.3	0.2	0.6	0.3	0.4	0.5	0.2	0.4
Noted as being personally "very important" or "essential": [2]								
Research	71.4	77.6	80.4	68.4	62.4	66.5	65.3	54.7
Teaching	97.7	96.4	97.3	98.2	98.9	98.7	99.1	99.1
Service	66.1	64.2	67.5	64.7	69.4	67.8	74.1	69.0

[1] Response options changed from earlier Faculty Surveys.

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Highest degree earned								
Bachelor's (B.A., B.S., etc.)	1.0	1.5	1.4	0.6	0.7	1.0	0.3	0.6
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	19.7	15.3	15.5	22.2	24.4	23.3	22.2	27.3
LL.B., J.D.	1.0	0.9	1.1	1.0	1.0	1.0	1.0	1.1
M.D., D.D.S. (or equivalent)	0.6	1.0	0.7	0.2	0.7	1.0	0.7	0.3
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.7	0.6	0.3	0.3	1.4	2.3	0.2	0.8
Ed.D.	3.2	1.9	1.9	4.2	4.4	3.8	5.3	4.6
Ph.D.	71.5	77.0	77.2	68.9	64.7	65.4	67.9	61.8
Other degree	1.9	1.5	1.5	1.9	2.4	2.0	2.4	3.1
None	0.4	0.2	0.2	0.7	0.2	0.2	0.1	0.4
Degree currently working on								
Bachelor's (B.A., B.S., etc.)	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.1
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.9	1.0	1.1	0.6	0.8	0.7	0.8	1.1
LL.B., J.D.	0.1	0.1	0.1	0.1	0.2	0.3	0.1	0.0
M.D., D.D.S. (or equivalent)	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Ed.D.	1.0	0.9	0.6	0.7	1.6	1.9	1.3	1.4
Ph.D.	4.6	2.4	4.1	5.5	6.8	5.7	6.8	8.3
Other degree	0.6	0.3	0.6	0.5	1.0	0.6	1.3	1.5
None	92.7	95.3	93.3	92.4	89.5	90.7	89.6	87.6
During the past two years, have you engaged in any of the following activities?								
Taught an honors course	19.9	21.4	23.0	17.1	19.7	19.9	21.3	18.6
Taught an interdisciplinary course	41.0	42.0	40.5	35.8	46.3	51.2	37.1	44.8
Taught an ethnic studies course	10.4	9.5	7.9	10.6	12.7	12.9	13.0	12.2
Taught a women's studies course	7.3	5.6	7.9	7.2	9.3	9.7	10.3	8.1
Team-taught a course	32.7	36.9	33.2	27.8	32.9	32.4	29.8	35.4
Taught a service learning course	19.7	19.1	16.3	20.9	20.7	20.2	22.2	20.7
Placed or collected assignments on the Internet	74.4	75.1	76.9	73.3	73.4	73.7	74.8	72.1
Taught a course exclusively on the Internet	13.3	11.9	8.7	19.9	9.3	7.7	12.9	9.5
Participated in a teaching enhancement workshop	56.5	50.2	50.3	60.8	62.7	60.0	68.5	63.3
Advised student groups involved in service/volunteer work	42.4	37.1	39.3	45.0	47.5	46.2	47.8	49.2
Collaborated with the local community in research/teaching	46.2	43.7	40.5	51.6	45.7	43.0	47.2	48.8
Developed a new course	66.5	64.9	66.1	64.6	71.2	73.6	68.4	69.4
Conducted research/writing focused on:								
International/global issues	28.4	28.0	35.1	26.5	27.8	30.7	26.4	24.5
Racial or ethnic minorities	20.6	19.7	21.6	21.1	20.7	23.2	19.9	17.7
Women and gender issues	19.1	18.7	21.4	18.6	19.0	21.1	18.2	16.4
Taught a seminar for first-year students	23.6	19.8	26.4	21.1	30.1	31.6	24.7	31.2
Engaged undergraduates on <u>your</u> research project [2]	41.6	44.1	48.1	38.7	38.8	44.1	33.2	34.5
Worked with undergraduates on a research project	57.3	57.3	59.6	55.7	58.1	62.9	52.0	54.7

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Scheduled teaching (actual, not credit hours)								
None	0.6	0.9	0.7	0.5	0.4	0.4	0.3	0.4
1 to 4	13.4	20.8	18.3	8.4	7.5	8.6	5.9	7.0
5 to 8	31.2	41.0	43.5	22.6	22.9	26.4	22.9	17.8
9 to 12	35.1	24.7	27.2	43.9	42.0	40.1	44.1	43.4
13 to 16	12.1	6.3	5.8	15.6	18.5	16.9	17.9	21.1
17 to 20	4.7	3.5	3.1	5.8	5.9	5.2	6.2	6.6
21 to 34	2.3	2.2	1.1	2.7	2.4	2.0	2.2	3.2
35 to 44	0.3	0.4	0.3	0.3	0.2	0.1	0.1	0.5
45 +	0.2	0.2	0.1	0.2	0.3	0.3	0.3	0.1
Preparing for teaching (including reading student papers and grading)								
None	0.3	0.4	0.4	0.1	0.3	0.4	0.2	0.1
1 to 4	10.3	13.7	13.5	8.3	6.7	7.2	6.1	6.3
5 to 8	23.9	26.3	27.1	23.0	20.0	20.8	20.4	18.5
9 to 12	24.5	25.3	25.3	24.0	23.8	22.4	23.5	26.0
13 to 16	15.8	15.1	14.8	15.6	17.4	16.7	18.1	18.1
17 to 20	13.8	11.8	9.8	15.3	16.4	16.4	17.8	15.7
21 to 34	8.7	5.8	7.1	10.1	11.6	12.4	9.7	11.4
35 to 44	2.1	1.1	1.6	2.6	2.8	2.7	2.7	2.9
45 +	0.7	0.4	0.5	0.8	1.1	1.0	1.4	1.0
Advising and counseling of students								
None	3.9	4.6	2.9	4.1	3.1	3.5	3.0	2.7
1 to 4	55.8	57.5	59.0	53.5	54.6	54.6	52.1	56.2
5 to 8	28.4	26.8	27.3	29.2	29.9	29.9	31.4	28.9
9 to 12	8.0	7.5	7.4	8.5	8.2	7.8	8.6	8.6
13 to 16	2.3	2.0	2.1	2.6	2.4	2.9	1.7	2.0
17 to 20	1.1	1.2	0.9	1.0	1.2	0.8	2.2	1.1
21 to 34	0.4	0.3	0.2	0.7	0.3	0.1	0.5	0.3
35 to 44	0.2	0.0	0.2	0.2	0.3	0.4	0.3	0.1
45 +	0.1	0.1	0.1	0.2	0.0	0.0	0.0	0.1
Committee work and meetings								
None	5.0	6.0	6.4	3.7	4.9	5.4	4.2	4.5
1 to 4	57.2	55.0	59.1	54.8	62.0	63.3	55.9	63.8
5 to 8	26.5	27.0	23.5	28.6	24.6	23.1	29.9	23.7
9 to 12	7.5	8.1	7.3	8.5	5.6	5.3	6.3	5.7
13 to 16	2.3	2.6	2.2	2.6	1.6	1.4	2.7	1.3
17 to 20	1.0	0.9	0.9	1.3	0.9	1.2	0.5	0.6
21 to 34	0.3	0.3	0.5	0.4	0.3	0.1	0.4	0.3
35 to 44	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1
Other administration								
None	30.0	29.6	30.9	32.0	27.5	27.8	29.8	25.6
1 to 4	39.0	38.0	39.9	37.2	42.0	43.0	39.3	42.2
5 to 8	14.6	15.1	13.1	14.4	14.8	14.4	15.1	15.3
9 to 12	7.2	7.7	7.2	6.9	7.1	6.4	8.3	7.5
13 to 16	3.3	3.2	2.6	3.5	3.6	3.8	3.0	3.6
17 to 20	3.1	3.2	3.4	3.3	2.5	2.0	2.2	3.3
21 to 34	2.1	2.3	2.2	2.0	1.7	1.7	2.0	1.5
35 to 44	0.6	0.7	0.4	0.6	0.6	0.7	0.2	0.8
45 +	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Research and scholarly writing								
None	15.5	13.0	11.3	15.4	21.1	20.6	17.9	23.8
1 to 4	32.3	23.9	24.2	37.6	40.9	37.4	42.1	45.3
5 to 8	20.2	17.2	19.8	22.9	20.8	23.0	21.5	17.3
9 to 12	12.5	14.7	16.1	11.5	9.2	10.5	9.3	7.2
13 to 16	6.6	9.9	8.4	5.0	3.4	3.6	3.6	2.9
17 to 20	6.2	9.8	9.0	4.2	2.6	2.6	3.4	1.9
21 to 34	4.2	7.4	7.0	2.1	1.3	1.7	0.9	1.0
35 to 44	1.6	2.7	2.8	0.8	0.4	0.4	0.8	0.3
45 +	0.8	1.4	1.5	0.4	0.3	0.3	0.5	0.1
Other creative products/performances								
None	50.8	51.9	53.0	48.8	50.7	52.0	48.5	50.1
1 to 4	29.5	28.7	27.1	30.4	30.4	28.9	32.9	31.1
5 to 8	11.0	11.2	9.8	11.7	10.3	10.3	10.7	10.2
9 to 12	4.4	4.4	4.3	4.4	4.6	5.1	4.0	4.2
13 to 16	1.8	1.7	1.7	2.0	1.7	1.4	1.6	2.2
17 to 20	1.4	0.9	2.1	1.9	1.2	1.1	1.5	1.3
21 to 34	0.7	0.7	0.9	0.5	0.7	1.0	0.6	0.4
35 to 44	0.2	0.2	0.5	0.1	0.1	0.0	0.1	0.3
45 +	0.2	0.2	0.4	0.2	0.2	0.2	0.2	0.2
Consultation with clients/patients								
None	80.8	80.8	82.5	79.4	81.5	83.1	79.5	80.4
1 to 4	12.2	13.2	10.6	12.7	11.3	10.5	11.4	12.3
5 to 8	3.9	3.5	3.6	4.4	3.9	3.2	4.9	4.4
9 to 12	1.3	0.8	1.6	1.5	1.6	1.8	1.6	1.4
13 to 16	0.7	0.7	0.4	0.8	0.6	0.4	0.6	0.9
17 to 20	0.6	0.7	0.6	0.4	0.6	0.4	1.3	0.4
21 to 34	0.4	0.1	0.5	0.7	0.3	0.4	0.4	0.2
35 to 44	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.1
45 +	0.1	0.1	0.1	0.2	0.1	0.0	0.1	0.0
Community or public service								
None	37.3	39.9	40.8	34.4	35.5	41.5	31.8	29.2
1 to 4	49.1	47.1	41.9	51.9	51.9	47.1	55.0	56.9
5 to 8	10.1	9.9	11.8	10.2	9.5	8.2	10.1	10.8
9 to 12	2.5	2.4	3.2	2.4	2.4	2.4	2.2	2.3
13 to 16	0.6	0.5	1.3	0.6	0.5	0.4	0.5	0.5
17 to 20	0.3	0.1	0.7	0.3	0.2	0.2	0.2	0.1
21 to 34	0.1	0.0	0.2	0.1	0.1	0.0	0.1	0.1
35 to 44	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Outside consulting/freelance work								
None	67.7	65.4	66.2	68.3	70.8	71.6	71.1	69.5
1 to 4	23.9	25.8	24.6	23.5	21.8	21.1	22.1	22.5
5 to 8	5.7	6.2	5.9	5.6	5.0	4.7	4.9	5.5
9 to 12	1.7	1.8	1.4	1.7	1.6	1.8	1.1	1.6
13 to 16	0.4	0.4	0.8	0.4	0.3	0.3	0.4	0.4
17 to 20	0.3	0.3	0.7	0.2	0.2	0.2	0.2	0.3
21 to 34	0.1	0.0	0.1	0.1	0.2	0.3	0.2	0.0
35 to 44	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0
45 +	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Household/childcare duties								
None	12.2	14.1	12.7	12.3	9.3	8.0	11.5	9.8
1 to 4	18.0	17.1	18.1	17.9	19.4	20.6	17.8	18.6
5 to 8	25.3	25.0	24.1	25.4	26.1	25.9	24.7	27.4
9 to 12	16.3	16.0	16.6	16.7	15.9	16.1	14.9	16.2
13 to 16	8.3	8.8	8.3	7.7	8.6	8.7	10.0	7.5
17 to 20	7.8	8.0	8.2	7.8	7.5	7.6	7.2	7.6
21 to 34	5.7	5.9	5.3	5.5	5.9	6.1	5.5	5.9
35 to 44	2.9	2.7	3.0	2.9	3.1	3.3	3.2	2.8
45 +	3.5	2.4	3.9	3.8	4.2	3.8	5.1	4.2
Communicating via email								
None	0.4	0.3	0.4	0.3	0.6	0.9	0.4	0.4
1 to 4	28.8	25.6	28.7	29.2	32.5	31.3	30.8	35.5
5 to 8	40.1	40.4	39.8	39.7	40.3	40.8	40.5	39.5
9 to 12	18.2	20.2	18.0	18.0	15.9	15.5	17.3	15.6
13 to 16	7.2	7.9	7.2	7.4	6.2	7.2	5.4	5.3
17 to 20	3.4	3.8	4.2	3.1	2.8	2.8	3.5	2.6
21 to 34	1.3	1.3	1.3	1.7	1.0	1.1	1.3	0.8
35 to 44	0.3	0.3	0.2	0.4	0.2	0.2	0.3	0.2
45 +	0.3	0.2	0.3	0.3	0.3	0.4	0.4	0.2
Commuting to campus [2]								
None	6.0	5.9	4.0	5.6	7.8	9.1	4.0	8.0
1 to 4	61.5	66.1	56.1	61.7	57.9	58.1	52.9	60.7
5 to 8	23.0	21.0	26.8	23.3	23.1	21.9	27.7	22.1
9 to 12	8.0	6.1	10.7	7.9	9.3	9.1	12.2	7.9
13 to 16	1.0	0.7	1.6	0.9	1.4	1.5	2.4	0.6
17 to 20	0.3	0.2	0.6	0.3	0.3	0.2	0.5	0.4
21 to 34	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.2
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.1	0.0	0.0	0.2	0.1	0.1	0.1	0.1
Other employment, outside of academia [2]								
None	87.0	89.3	87.7	86.2	84.8	84.7	85.2	84.7
1 to 4	6.8	6.0	6.3	6.9	8.0	8.6	6.6	7.9
5 to 8	3.1	2.5	2.4	3.7	3.4	2.6	4.8	3.7
9 to 12	1.5	1.1	1.3	1.7	1.8	2.2	1.3	1.5
13 to 16	0.7	0.6	0.8	0.5	0.9	0.9	0.6	0.9
17 to 20	0.4	0.3	0.6	0.4	0.5	0.3	1.1	0.4
21 to 34	0.3	0.2	0.3	0.3	0.2	0.3	0.3	0.2
35 to 44	0.2	0.0	0.3	0.1	0.3	0.3	0.1	0.4
45 +	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]								
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One	21.7	35.2	29.4	12.8	10.9	11.9	12.0	9.0
Two	28.8	35.6	34.5	24.4	22.2	26.8	19.9	17.0
Three	25.8	17.6	25.2	29.8	31.6	31.9	30.5	31.9
Four	15.4	7.9	7.6	21.5	21.6	17.7	23.4	26.3
Five	5.2	1.9	1.7	7.0	9.1	7.6	9.2	11.1
Six or more	3.2	1.7	1.5	4.5	4.5	4.1	5.1	4.8
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]								
Course #1								
10 or fewer	12.0	11.2	10.3	9.6	16.8	18.2	13.0	17.2
11 to 20	27.1	24.4	28.4	22.8	35.6	37.7	35.6	32.5
21 to 30	26.2	22.1	24.3	30.1	27.8	25.7	30.9	28.8
31 to 50	20.8	20.3	21.7	25.8	14.7	12.8	16.4	16.6
51 to 100	9.1	13.1	9.4	9.2	3.7	3.5	3.4	4.0
More than 100	4.8	9.0	6.0	2.6	1.4	2.0	0.7	0.8
Course #2								
10 or fewer	16.9	17.9	15.9	13.4	20.6	21.0	17.9	21.6
11 to 20	31.5	26.5	31.9	27.8	40.5	43.5	37.1	38.3
21 to 30	26.7	24.5	23.2	30.2	26.1	23.6	30.7	27.0
31 to 50	17.9	18.8	20.2	22.5	10.4	9.1	12.5	11.1
51 to 100	5.0	7.8	6.5	5.0	1.7	1.8	1.4	1.9
More than 100	2.1	4.6	2.3	1.1	0.6	1.0	0.3	0.2
Course #3								
10 or fewer	24.9	28.9	22.0	19.5	29.7	28.8	27.7	31.9
11 to 20	32.8	27.1	31.7	30.9	38.5	38.1	38.1	39.2
21 to 30	24.9	21.9	23.5	28.4	22.8	23.4	25.1	20.9
31 to 50	13.8	14.6	16.6	18.1	7.4	6.9	8.5	7.4
51 to 100	2.7	4.9	4.9	2.7	0.9	1.5	0.5	0.4
More than 100	1.0	2.6	1.5	0.5	0.6	1.3	0.1	0.2
Course #4								
10 or fewer	31.7	30.7	27.6	27.4	38.0	32.7	39.5	42.4
11 to 20	31.6	31.2	28.0	28.6	35.9	38.0	32.5	35.6
21 to 30	23.2	22.2	21.0	27.8	18.5	18.2	23.8	16.2
31 to 50	11.1	10.8	14.3	14.6	6.6	10.0	3.9	4.7
51 to 100	1.8	3.6	7.2	1.5	0.6	0.2	0.4	1.0
More than 100	0.6	1.6	2.0	0.2	0.4	0.9	0.0	0.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?								
General education courses								
None	56.0	66.1	60.7	50.7	47.1	49.0	51.1	42.0
One	17.5	16.1	15.6	18.2	19.7	20.3	15.2	21.3
Two	12.2	8.9	11.3	14.3	14.1	13.0	13.4	16.2
Three	6.1	3.8	5.4	6.7	8.7	8.1	8.5	9.7
Four	3.9	2.6	2.7	4.9	4.8	4.3	6.1	4.8
Five or more	4.2	2.4	4.3	5.1	5.6	5.3	5.5	6.0
Developmental/remedial courses								
None	94.6	95.9	96.3	94.3	92.6	91.5	94.3	93.0
One	3.0	2.5	2.2	3.0	4.0	4.3	3.4	3.9
Two	1.2	0.8	0.7	1.4	1.5	2.3	0.8	0.9
Three	0.5	0.3	0.5	0.6	0.8	1.0	0.3	0.8
Four	0.4	0.3	0.1	0.4	0.5	0.5	0.4	0.7
Five or more	0.3	0.3	0.2	0.3	0.6	0.4	0.7	0.7
Other undergraduate credit courses								
None	18.0	20.1	22.1	15.6	16.1	16.5	17.3	14.8
One	20.4	25.6	24.7	17.8	14.6	15.0	16.6	12.9
Two	23.1	25.8	22.8	22.7	20.3	21.8	20.5	18.1
Three	16.0	13.9	14.3	16.9	18.4	18.3	18.5	18.6
Four	9.9	6.4	8.3	12.1	12.8	11.2	12.6	15.2
Five or more	12.5	8.2	7.9	14.9	17.7	17.2	14.6	20.4
Graduate courses								
None	63.4	47.0	58.9	66.9	82.9	85.9	70.9	85.8
One	22.4	33.7	26.5	19.7	8.9	7.4	15.3	7.3
Two	8.7	12.2	8.9	8.5	4.1	3.9	6.4	3.0
Three	2.9	4.2	3.4	2.3	1.7	1.2	3.5	1.5
Four	1.5	1.7	1.3	1.6	1.1	0.8	1.9	0.9
Five or more	1.1	1.2	0.9	1.0	1.2	0.8	1.9	1.4
Vocational or technical courses								
None	97.4	97.4	97.6	97.2	97.6	97.4	97.4	97.9
One	1.0	1.0	1.1	1.0	1.0	1.2	0.9	0.9
Two	0.6	0.6	0.6	0.7	0.6	0.7	0.9	0.3
Three	0.4	0.3	0.3	0.5	0.5	0.5	0.3	0.4
Four	0.3	0.5	0.1	0.1	0.1	0.1	0.2	0.2
Five or more	0.3	0.2	0.2	0.4	0.2	0.1	0.3	0.3
Non-credit courses (other than above)								
None	95.0	94.5	94.9	95.6	94.7	94.7	94.8	94.7
One	3.5	3.8	3.9	2.8	3.8	3.6	4.2	3.8
Two	1.0	1.1	0.6	1.0	1.0	1.1	0.8	1.1
Three	0.2	0.3	0.4	0.3	0.1	0.2	0.1	0.1
Four	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Five or more	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2
Do you teach remedial/developmental skills in any of the following areas?								
Reading	4.2	3.6	3.8	4.3	5.1	5.4	5.4	4.5
Writing	10.3	9.3	9.5	10.4	12.0	13.6	10.6	10.4
Mathematics	4.1	4.0	2.7	4.6	4.4	4.7	5.2	3.5
ESL	1.0	0.8	0.7	1.0	1.3	1.3	1.0	1.4
General academic skills	8.5	8.1	6.8	8.6	9.8	11.3	8.3	8.7
Other subject areas	5.6	5.3	5.0	5.4	6.5	7.5	5.4	5.9

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]								
Workshops focused on teaching in the classroom								
Yes	70.1	67.4	67.8	70.7	74.0	73.2	76.0	73.9
No	27.5	31.7	30.7	26.5	21.7	22.8	20.7	20.5
Not eligible	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Not available	2.2	0.7	1.3	2.6	4.2	3.8	3.1	5.4
Paid workshops outside the institution focused on teaching								
Yes	24.6	18.7	17.5	27.5	32.4	29.6	35.0	35.1
No	70.6	77.4	77.2	67.1	62.8	65.6	61.3	59.5
Not eligible	0.8	0.8	1.3	1.0	0.4	0.4	0.1	0.6
Not available	3.9	3.1	4.0	4.4	4.4	4.4	3.6	4.8
Paid sabbatical leave								
Yes	28.7	29.7	38.6	22.0	30.6	36.0	26.6	25.2
No	54.6	55.2	46.4	59.6	52.0	46.8	59.4	55.0
Not eligible	13.4	11.1	13.3	14.5	15.2	15.3	13.3	16.2
Not available	3.2	4.0	1.6	3.9	2.2	1.9	0.7	3.6
Travel funds paid by the institution								
Yes	78.9	76.7	78.3	80.3	80.4	80.4	79.0	81.3
No	18.1	20.0	18.6	17.0	16.7	15.8	19.8	16.2
Not eligible	1.4	1.0	2.2	1.4	1.4	2.1	0.5	0.8
Not available	1.6	2.3	0.9	1.3	1.5	1.8	0.8	1.6
Association membership/dues paid by the institution								
Yes	28.9	22.6	30.7	21.3	45.7	42.1	44.3	51.8
No	55.0	61.9	54.5	59.1	41.1	43.7	43.8	35.7
Not eligible	2.6	2.4	4.0	2.7	2.2	3.2	1.3	1.4
Not available	13.4	13.1	10.7	16.9	11.0	11.1	10.6	11.0
Tuition remission								
Yes	14.4	10.2	21.3	11.9	19.5	19.2	16.7	21.7
No	77.5	81.5	73.4	79.0	72.6	71.8	76.9	71.0
Not eligible	3.5	3.0	3.9	3.1	4.4	4.8	3.5	4.3
Not available	4.6	5.3	1.4	6.0	3.5	4.1	2.8	3.1
Internal grants for research								
Yes	46.8	51.0	52.1	44.8	41.0	45.6	37.6	36.3
No	49.2	45.9	43.7	51.7	53.4	48.3	58.4	57.9
Not eligible	2.1	2.2	3.0	1.8	1.8	2.1	1.3	1.6
Not available	1.9	1.0	1.2	1.6	3.8	4.0	2.7	4.2
Training for administrative leadership								
Yes	13.2	13.6	13.6	13.4	12.3	12.7	13.1	11.4
No	76.4	78.5	76.9	76.2	73.8	72.5	75.8	74.5
Not eligible	2.7	2.1	3.7	2.8	2.8	3.2	2.0	2.6
Not available	7.6	5.8	5.9	7.6	11.1	11.6	9.1	11.5

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Goals for undergraduates noted as “very important” or “essential”								
Develop ability to think critically	99.6	99.6	99.4	99.6	99.6	99.4	99.8	99.7
Prepare students for employment after college	81.5	80.4	76.9	84.8	81.1	78.9	83.3	83.1
Prepare students for graduate or advanced education	75.5	72.8	77.8	74.7	78.7	77.5	78.9	80.4
Develop moral character	70.2	64.4	75.7	68.1	77.6	72.5	83.7	81.2
Provide for students' emotional development	48.1	42.3	50.5	46.8	55.9	52.0	60.2	58.9
Prepare students for family living	21.2	16.1	25.5	20.9	26.1	21.9	29.4	30.3
Teach students the classic works of Western civilization [2]	34.7	30.2	40.4	33.8	38.6	34.6	43.6	41.4
Help students develop personal values	66.1	59.3	69.9	64.6	74.9	71.0	77.5	78.9
Enhance students' self-understanding	71.8	67.1	71.4	71.8	78.1	75.7	82.3	79.0
Instill in students a commitment to community service	55.5	48.4	56.8	57.3	61.7	57.1	66.6	65.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	75.2	71.6	74.6	75.6	79.5	78.3	82.6	79.2
Study a foreign language [2]	54.2	52.1	58.9	51.1	58.3	57.8	58.4	59.1
Help master knowledge in a discipline	95.1	94.2	93.6	96.0	95.9	95.3	96.4	96.4
Develop creative capacities	81.5	82.0	82.6	80.3	81.8	84.0	80.0	79.6
Instill a basic appreciation of the liberal arts	72.8	66.8	73.3	71.8	81.5	81.7	81.2	81.4
Promote ability to write effectively	96.4	95.8	95.8	96.2	97.8	97.9	98.0	97.4
Help students evaluate the quality and reliability of information [2]	97.2	96.9	97.5	97.0	97.8	98.0	98.4	97.1
Engage students in civil discourse around controversial issues [2]	72.4	67.7	71.6	72.6	78.7	79.0	79.9	77.7
Teach students tolerance and respect for different beliefs [2]	82.5	79.7	83.2	82.7	85.5	84.9	89.3	84.2
Encourage students to become agents of social change [2]	57.8	50.8	59.0	59.3	64.6	63.2	69.5	63.9

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?								
Articles in academic or professional journals								
None	18.8	12.3	13.7	20.1	28.2	26.6	25.6	31.9
1 to 2	17.6	10.9	13.5	21.7	23.2	20.7	24.0	26.4
3 to 4	14.5	12.4	11.5	16.6	15.9	15.5	17.2	15.8
5 to 10	18.4	18.6	16.8	19.9	17.0	18.5	17.0	14.8
11 to 20	12.7	15.7	16.4	11.2	8.8	10.3	8.7	6.6
21 to 50	11.4	17.5	15.8	7.8	5.5	6.7	5.4	3.8
51+	6.7	12.5	12.3	2.6	1.4	1.7	2.1	0.7
Chapters in edited volumes								
None	49.5	39.1	36.9	56.8	60.7	56.3	60.1	67.6
1 to 2	25.5	24.8	25.8	26.9	24.5	25.9	25.5	21.9
3 to 4	11.8	15.2	15.2	9.3	8.7	10.3	8.7	6.4
5 to 10	8.8	13.2	13.5	5.6	4.4	5.4	4.1	3.2
11 to 20	3.0	5.0	6.4	1.0	1.2	1.6	1.2	0.7
21 to 50	1.1	2.2	1.6	0.3	0.4	0.5	0.4	0.2
51+	0.3	0.6	0.5	0.1	0.0	0.1	0.0	0.0
Books, manuals, or monographs								
None	61.1	52.2	52.0	66.7	70.4	67.8	69.5	74.7
1 to 2	25.7	30.2	26.7	24.0	21.2	22.9	22.4	18.0
3 to 4	7.3	9.3	11.0	5.8	4.6	4.6	4.5	4.6
5 to 10	4.4	6.0	7.0	2.6	3.0	3.9	3.0	1.8
11 to 20	1.1	1.5	2.3	0.6	0.7	0.6	0.5	0.9
21 to 50	0.4	0.7	0.7	0.2	0.1	0.1	0.1	0.1
51+	0.1	0.1	0.2	0.1	0.0	0.0	0.0	0.0
Other, such as patents or computer software products								
None	85.1	80.3	82.2	88.1	89.2	89.1	88.0	90.0
1 to 2	8.6	10.9	10.2	7.2	6.4	6.6	7.5	5.6
3 to 4	3.2	4.5	3.3	2.4	2.3	2.0	2.7	2.4
5 to 10	1.9	2.9	2.6	1.2	1.1	1.2	1.0	0.9
11 to 20	0.6	0.8	0.8	0.5	0.5	0.5	0.6	0.6
21 to 50	0.3	0.3	0.3	0.4	0.2	0.3	0.0	0.2
51+	0.3	0.3	0.5	0.2	0.3	0.3	0.2	0.3
IN THE LAST TWO YEARS, HOW MANY:								
Exhibitions or performances in the fine or applied arts have you presented?								
None	81.8	86.3	82.3	80.3	77.4	75.2	81.8	78.1
1 to 2	5.8	3.7	6.0	6.0	8.0	9.6	7.1	6.1
3 to 4	4.4	3.5	4.4	5.0	4.8	4.9	4.1	5.0
5 to 10	4.1	3.1	3.6	4.3	5.4	6.1	4.2	5.0
11 to 20	1.9	1.4	1.6	2.3	2.1	2.1	1.2	2.8
21 to 50	1.1	0.9	1.2	1.4	1.1	0.8	0.9	1.5
51+	1.0	1.1	0.9	0.7	1.3	1.3	0.6	1.6
Of your professional writings have been published or accepted for publication?								
None	30.0	20.7	20.4	33.3	43.0	40.0	40.8	48.5
1 to 2	32.2	27.6	28.6	36.7	34.4	35.0	35.4	32.8
3 to 4	20.9	24.3	25.0	20.0	15.3	16.8	15.7	13.1
5 to 10	13.3	21.0	20.5	8.2	6.0	6.8	6.4	4.5
11 to 20	2.7	4.9	4.1	1.3	0.9	1.2	0.7	0.7
21 to 50	0.7	1.1	1.0	0.5	0.3	0.2	0.8	0.2
51+	0.2	0.3	0.4	0.1	0.1	0.0	0.3	0.2

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
General activities								
Are you a member of a faculty union?	21.5	17.8	8.7	40.2	9.5	8.6	17.9	5.9
Are you a U.S. citizen?	93.6	91.9	93.4	94.3	95.0	94.6	95.5	95.5
Were you born in the U.S.A.?	85.3	82.9	83.1	86.7	87.7	85.8	88.6	90.0
Do you plan to retire within the next three years?	13.1	16.4	10.3	13.3	9.8	10.1	10.7	8.7
Do you use your scholarship to address local community needs?	47.1	45.5	41.5	53.2	44.5	38.9	49.0	49.9
Have you been sexually harassed at this institution?	5.4	5.8	3.9	6.1	4.6	4.6	5.1	4.3
Have you ever interrupted your professional career for more than one year for family reasons? [2]	11.7	11.4	7.9	13.2	12.3	10.7	15.8	12.6
Have you ever received an award for outstanding teaching?	42.5	48.0	42.6	39.9	38.6	37.4	38.3	40.4
Have you published op-ed pieces or editorials?	24.0	25.2	26.4	22.9	22.3	22.4	23.3	21.7
Is (or was) your:								
Father an academic?	13.6	13.8	15.2	12.4	14.0	14.2	11.8	15.1
Mother an academic?	9.3	9.0	8.6	9.1	10.2	9.7	9.4	11.5
Spouse/partner an academic?	32.9	35.3	29.4	31.4	33.6	34.6	30.9	33.7
Are you currently teaching courses at more than one institution?	4.7	3.7	3.8	4.6	6.6	7.2	6.3	5.9
During the past two years, have you:								
Considered early retirement?	21.2	22.6	18.5	23.6	17.8	17.2	18.3	18.3
Considered leaving academe for another job?	32.7	31.2	29.1	35.6	32.9	33.2	29.5	34.7
Considered leaving this institution for another?	46.5	47.9	43.6	48.0	44.4	44.8	41.2	45.6
Changed academic institutions?	11.4	9.9	12.1	12.2	12.0	12.0	11.3	12.5
Engaged in paid consulting outside of your institution?	37.6	42.6	38.6	36.5	32.0	32.4	30.5	32.2
Engaged in public service/professional consulting without pay?	59.4	61.5	56.6	61.6	55.3	54.1	52.6	58.6
Received at least one firm job offer?	23.9	22.1	24.6	24.6	25.2	24.9	25.4	25.6
Received funding for your work from:								
Foundations?	19.7	23.2	22.1	17.5	16.5	18.1	16.4	14.2
State or federal government?	27.1	39.2	24.9	26.0	13.5	16.7	12.8	9.4
Business or industry?	13.5	18.1	14.3	11.5	9.3	10.0	8.8	8.6
Requested/sought an early promotion?	7.3	7.7	5.4	8.4	6.2	7.1	5.3	5.5
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:								
Come to this institution? [2]								
Definitely yes	35.0	32.2	42.4	31.6	39.1	39.4	37.6	39.5
Probably yes	33.9	34.9	32.5	33.6	33.9	34.4	33.2	33.6
Not sure	16.7	16.8	14.6	18.0	15.9	16.0	16.4	15.4
Probably no	9.4	10.6	6.3	10.8	7.5	6.7	8.4	8.2
Definitely no	5.0	5.5	4.2	6.0	3.6	3.4	4.4	3.4
Be a college professor?								
Definitely yes	63.3	61.0	67.0	62.9	64.7	63.2	67.1	65.4
Probably yes	25.1	25.8	22.4	24.8	25.8	27.0	23.2	25.5
Not sure	8.4	9.2	7.5	8.7	7.6	7.8	7.4	7.3
Probably no	2.5	2.9	2.3	2.8	1.7	1.8	1.6	1.5
Definitely no	0.8	1.1	0.8	0.8	0.3	0.2	0.6	0.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
Attributes noted as being “very descriptive” of your institution								
It is easy for students to see faculty outside of regular office hours	60.6	48.7	61.6	58.9	77.6	76.7	75.6	80.0
There is a great deal of conformity among the students	29.4	29.8	35.6	24.1	32.3	27.0	37.2	37.1
The faculty are typically at odds with campus administration	19.4	17.1	14.5	25.1	17.7	17.3	20.8	16.4
Faculty here respect each other	47.6	45.0	53.7	42.8	53.9	51.0	53.8	58.0
Most students are treated like “numbers in a book”	3.8	6.0	2.9	3.7	1.6	2.0	1.3	1.3
Social activities are overemphasized	8.3	9.4	8.6	5.8	9.9	10.1	6.0	12.0
Faculty are rewarded for being good teachers	16.0	12.7	17.5	14.9	20.9	24.7	15.5	18.6
There is respect for the expression of diverse values and beliefs	35.8	33.4	38.9	35.5	37.7	41.9	38.6	31.2
Faculty are rewarded for their efforts to use instructional technology	20.3	20.9	23.7	21.8	16.1	17.6	14.4	14.8
Faculty are rewarded for their efforts to work with underprepared students	5.7	3.9	5.1	6.3	7.4	8.5	5.8	6.6
Administrators consider faculty concerns when making policy [2]	13.0	10.2	13.6	11.7	18.2	19.2	13.4	19.6
The administration is open about its policies	16.5	14.0	16.5	15.9	20.6	21.6	16.6	21.6
Do you, “to a great extent”:								
Engage in academic work that spans multiple disciplines	38.7	41.0	43.2	35.2	37.8	41.5	34.8	34.3
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	39.1	39.0	39.8	41.1	36.4	34.6	38.9	37.5
Achieve a healthy balance between your personal life and your professional life	34.2	35.5	37.6	33.3	32.0	31.7	34.7	30.8
Experience close alignment between your work and your personal values	65.3	62.0	70.4	63.7	68.9	66.8	70.2	71.3
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	26.7	27.1	27.5	27.6	24.8	26.1	23.0	23.9
Mentor new faculty [2]	22.3	22.4	22.5	23.1	21.1	22.0	24.2	18.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
Aspects of your job with which you are “very satisfied” or “satisfied”: [3]								
Salary [2]	46.2	47.2	53.0	42.0	46.4	48.2	45.7	44.3
Health benefits [2]	68.3	71.2	72.8	70.6	59.0	60.6	66.2	52.4
Retirement benefits [2]	68.7	72.9	68.2	68.9	63.3	64.0	61.6	63.3
Opportunity for scholarly pursuits	54.1	63.5	65.0	44.0	48.7	51.2	44.6	47.5
Teaching load	57.7	66.7	64.7	47.3	55.4	57.9	52.5	53.5
Quality of students	57.1	59.7	73.5	46.8	58.2	60.8	53.7	57.1
Office/lab space	67.3	69.8	68.3	61.9	70.3	71.2	68.0	70.3
Autonomy and independence	85.0	87.0	86.2	81.7	85.7	87.0	83.3	85.3
Professional relationships with other faculty	77.6	74.8	78.0	76.4	82.5	81.6	82.0	84.0
Social relationships with other faculty	67.4	64.1	67.4	66.1	73.2	71.8	75.7	73.6
Competency of colleagues	78.2	78.3	81.0	73.9	82.0	82.4	79.2	83.0
Visibility for jobs at other institutions/organizations	53.8	60.4	61.2	47.6	48.3	47.6	47.5	49.8
Job security	77.7	79.3	78.3	77.1	75.9	75.0	78.7	75.6
Relationship with administration	58.3	57.5	59.8	54.6	63.0	64.0	61.2	62.6
Departmental leadership [2]	69.1	64.8	72.5	67.8	74.8	75.3	70.8	76.4
Course assignments [2]	84.0	83.6	84.7	81.8	87.0	88.6	83.6	86.5
Freedom to determine course content [2]	92.5	93.1	92.4	91.4	93.1	94.1	89.9	93.7
Availability of child care at this institution	30.9	32.5	33.9	34.6	22.5	23.7	18.0	23.5
Prospects for career advancement	54.6	54.1	58.9	52.4	55.7	55.3	56.3	56.0
Clerical/administrative support	60.8	58.9	65.5	60.9	60.7	61.9	60.6	59.0
Overall job satisfaction	74.8	74.0	78.9	72.2	77.2	78.8	75.8	75.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

[3] Respondents marking “Not Applicable” were not included in the computation of these results.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Do you agree “strongly” or “somewhat”?								
Faculty are interested in students’ personal problems	83.2	73.5	84.6	84.2	93.9	92.0	94.6	96.3
Racial and ethnic diversity should be more strongly reflected in the curriculum	58.5	56.2	55.2	57.8	64.0	62.8	65.6	64.8
Faculty feel that most students are well-prepared academically	44.2	45.3	67.2	30.6	48.1	49.5	43.0	49.1
This institution should hire more faculty of color	73.2	75.0	73.5	67.6	77.7	76.2	77.3	80.2
Student Affairs staff have the support and respect of faculty	77.1	75.2	78.4	75.7	80.6	79.6	81.2	81.5
Faculty are committed to the welfare of this institution	90.7	87.7	92.3	89.5	95.2	94.8	95.4	95.7
Faculty here are strongly interested in the academic problems of undergraduates	87.8	81.3	89.6	87.8	95.2	95.2	94.7	95.5
There is a lot of campus racial conflict here	10.6	12.3	9.1	8.8	11.4	12.3	10.2	10.8
Most students are strongly committed to community service	51.0	43.4	76.4	38.0	63.8	57.6	68.3	70.1
My research is valued by faculty in my department	73.7	72.6	77.0	71.6	75.9	75.8	74.1	77.3
My teaching is valued by faculty in my department	89.6	86.7	89.8	89.5	93.2	92.8	92.7	94.2
Many courses include feminist perspectives	43.1	39.2	41.4	43.0	49.1	54.3	47.5	42.3
Faculty of color are treated fairly here	88.7	86.9	89.9	88.8	90.4	91.3	89.1	90.0
Women faculty are treated fairly here	85.9	83.2	86.9	86.4	88.3	89.7	87.4	86.9
Many courses involve students in community service	48.6	36.9	59.4	47.3	59.6	54.0	67.3	63.1
This institution should hire more women faculty	57.1	64.6	65.8	50.9	50.4	49.4	48.0	53.3
Gay and lesbian faculty are treated fairly here	81.0	82.9	74.4	85.5	76.2	85.6	69.9	66.0
My department does a good job of mentoring new faculty	69.2	65.6	72.2	67.6	74.6	73.9	75.5	75.0
Faculty are sufficiently involved in campus decision making	52.9	50.2	48.3	51.8	60.1	63.0	55.8	58.4
My values are congruent with the dominant institutional values	72.6	66.2	77.1	70.3	81.4	79.7	81.6	83.6
There is adequate support for integrating technology in my teaching	84.2	86.3	89.6	82.0	81.3	83.1	82.2	78.3
This institution takes responsibility for educating underprepared students	63.4	60.0	63.6	63.5	67.5	67.5	68.7	66.7
The criteria for advancement and promotion decisions are clear	72.1	73.1	74.6	70.1	71.8	71.2	72.7	72.1
Most of the students I teach lack the basic skills for college level work	36.4	31.8	17.9	49.7	35.5	33.7	41.3	34.8
There is adequate support for faculty development	67.6	69.4	73.5	62.1	69.0	70.5	70.6	65.8
This institution should not offer remedial/developmental education	28.2	28.9	35.3	26.0	26.3	28.0	20.7	27.3

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Issues you believe to be of “high” or “highest” priority at your institution:								
To promote the intellectual development of students	85.8	85.0	89.4	82.6	89.0	89.4	88.2	88.8
To help students examine and understand their personal values	56.0	42.8	71.4	48.9	74.1	67.1	81.4	80.1
To develop a sense of community among students and faculty	54.1	43.7	59.9	50.9	68.6	66.0	69.8	71.7
To facilitate student involvement in community service	46.0	32.9	62.6	42.2	59.1	51.2	69.7	64.4
To help students learn how to bring about change in American society	35.1	25.9	44.6	33.7	43.9	42.3	48.1	43.7
To increase or maintain institutional prestige	64.0	72.0	72.3	55.3	60.0	64.0	59.4	54.6
To hire faculty “stars”	29.2	47.0	35.4	18.7	16.2	17.5	15.4	14.8
To recruit more minority students	50.3	53.8	46.8	49.0	49.1	53.1	46.9	44.5
To enhance the institution’s national image	69.4	80.9	79.1	59.7	61.6	68.1	58.6	54.2
To create a diverse multi-cultural campus environment	53.7	53.6	51.8	54.7	53.7	58.4	52.1	47.8
To promote gender equity among faculty	52.1	55.0	53.9	49.9	50.0	54.3	47.7	45.0
To provide resources for faculty to engage in community-based teaching or research	35.3	31.7	36.8	39.1	34.3	34.5	37.8	31.9
To create and sustain partnerships with surrounding communities	47.5	44.8	40.9	54.8	45.4	43.4	50.6	45.1
To pursue extramural funding	61.0	78.6	61.2	54.7	45.7	46.7	48.8	42.3
To increase the representation of minorities in the faculty and administration	44.9	48.5	43.8	44.6	41.3	45.6	38.2	36.8
To strengthen links with the for-profit, corporate sector [2]	49.1	61.4	42.6	49.7	35.6	34.8	41.8	33.0
To develop leadership ability among students	59.0	52.4	69.7	53.4	68.9	68.8	67.6	69.8
To increase the representation of women in the faculty and administration	38.4	45.0	40.6	34.6	33.5	36.7	31.5	30.1
To develop an appreciation for multiculturalism [2]	54.5	52.0	53.5	54.1	58.9	62.3	58.1	54.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Do you agree “strongly” or “somewhat”?								
Western civilization and culture should be the foundation for the undergraduate curriculum	57.5	55.8	60.5	55.6	60.4	56.2	63.5	64.7
College officials have the right to ban persons with extreme views from speaking on campus	27.6	22.3	39.0	22.4	35.1	30.3	32.7	43.6
The chief benefit of a college education is that it increases one's earning power	28.9	31.0	23.6	32.7	24.2	24.1	26.1	23.2
Promoting diversity leads to the admission of too many underprepared students	23.7	24.7	24.0	24.7	21.1	19.8	21.5	22.8
Colleges should be actively involved in solving social problems	71.0	70.4	71.7	71.0	71.6	69.8	74.4	72.5
Tenure is an outmoded concept	32.0	31.4	32.1	32.0	32.9	31.2	33.4	35.1
Colleges should encourage students to be involved in community service activities	87.9	84.7	88.5	87.8	91.8	90.0	92.6	94.0
Community service should be given weight in college admissions decisions	66.4	63.6	70.6	64.1	70.7	70.1	72.1	70.8
A racially/ethnically diverse student body enhances the educational experience of all students	93.6	93.7	93.2	93.4	94.1	93.7	93.4	95.0
Realistically, an individual can do little to bring about changes in society	18.8	19.9	20.5	18.8	16.7	17.3	16.9	15.7
Colleges should be concerned with facilitating undergraduate students' spiritual development	36.6	23.1	56.0	26.0	57.2	40.5	73.3	71.7
Colleges have a responsibility to work with their surrounding communities to address local issues	87.9	86.4	86.3	89.0	89.2	87.2	90.5	91.4
Private funding sources often prevent researchers from being completely objective in the conduct of their work	59.5	61.4	57.2	59.8	58.0	58.5	57.4	57.7

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Factors noted as a source of stress for you during the last two years								
Managing household responsibilities	72.7	70.9	70.7	73.0	75.5	75.8	73.2	76.5
Child care	30.9	29.3	30.9	30.4	33.6	34.0	30.9	34.7
Care of elderly parent	33.5	31.5	35.2	34.2	34.4	34.5	33.7	34.8
My physical health	49.5	48.8	49.2	51.1	48.6	47.3	50.9	49.2
Health of spouse/partner	35.9	35.8	36.5	36.4	35.3	37.0	32.9	34.3
Review/promotion process	51.1	50.7	45.6	54.7	49.7	50.4	50.7	48.2
Subtle discrimination (e.g., prejudice, racism, sexism)	26.3	26.8	23.9	28.5	24.0	24.1	26.0	22.8
Personal finances	62.8	58.4	61.4	65.6	65.8	66.2	63.7	66.6
Committee work	61.5	58.6	55.8	66.8	61.6	61.2	65.0	60.2
Faculty meetings	53.0	51.4	48.0	56.5	53.4	52.4	58.2	52.1
Colleagues	64.2	63.4	60.0	68.0	62.6	64.0	62.3	60.9
Students	64.4	62.0	57.7	67.4	67.0	65.2	64.6	71.1
Research or publishing demands	62.7	67.7	68.0	62.4	53.6	54.9	57.4	49.6
Institutional procedures and "red tape"	71.8	74.5	66.8	76.3	65.4	63.2	69.5	66.3
Teaching load	63.3	57.1	58.9	68.9	66.7	65.6	66.7	68.5
Children's problems	31.4	30.1	34.5	31.4	31.4	31.2	29.7	32.7
Friction with spouse/partner	26.3	27.1	25.2	25.9	26.4	27.2	25.8	25.5
Lack of personal time	74.1	72.7	73.1	74.3	76.1	75.7	75.5	77.0
Keeping up with information technology	52.7	52.0	48.2	55.2	52.7	50.5	55.9	54.0
Job security	32.6	29.6	31.6	34.1	35.1	36.1	34.7	34.0
Being part of a dual career couple	43.4	41.9	40.3	43.2	47.1	48.2	43.0	48.0
Working with underprepared students	61.1	55.6	44.6	70.4	65.5	61.0	70.0	69.3
Classroom conflict	19.4	17.2	13.7	23.3	20.4	19.0	24.1	20.2
Self-imposed high expectations	80.1	80.0	78.6	79.9	81.1	80.8	78.5	83.0
Change in work responsibilities	46.4	43.9	43.4	48.6	48.5	48.3	49.7	48.2
Personal goals noted as "very important" or "essential":								
Becoming an authority in my field	60.0	67.7	66.1	55.4	52.4	52.9	53.2	51.3
Influencing the political structure	19.0	20.3	19.4	19.2	17.0	16.0	20.6	16.4
Influencing social values	39.8	36.6	42.9	39.0	43.5	41.5	46.1	44.7
Raising a family	69.2	69.6	72.6	65.9	71.1	71.4	66.7	73.4
Becoming very well off financially	32.6	36.9	29.8	34.0	26.7	28.2	27.8	24.0
Helping others who are in difficulty	65.2	61.7	68.3	65.3	68.1	65.9	70.4	70.0
Becoming involved in programs to clean up the environment	35.1	34.6	33.1	36.1	35.5	36.2	36.5	33.9
Developing a meaningful philosophy of life	72.5	69.6	74.4	71.6	76.4	75.6	78.3	76.4
Helping to promote racial understanding	53.8	52.0	52.7	53.3	57.4	57.6	60.5	55.2
Obtaining recognition from my colleagues for contributions to my special field	47.5	56.1	52.2	42.7	39.6	41.4	43.1	35.0
Integrating spirituality into my life	47.5	39.9	54.2	45.5	56.3	46.0	62.0	67.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]								
Ask questions in class								
Frequently	94.6	93.9	94.2	95.1	95.0	95.2	94.7	94.8
Occasionally	5.3	5.7	5.7	4.8	5.0	4.8	5.2	5.1
Not at all	0.2	0.4	0.1	0.1	0.1	0.0	0.1	0.1
Support their opinions with a logical argument								
Frequently	82.8	81.2	82.0	83.8	84.0	84.9	85.2	82.0
Occasionally	16.4	17.7	17.2	15.5	15.3	14.6	14.0	17.2
Not at all	0.9	1.1	0.9	0.7	0.7	0.6	0.8	0.8
Seek solutions to problems and explain them to others								
Frequently	74.7	74.1	71.0	76.6	75.1	76.5	77.5	71.5
Occasionally	23.6	23.9	27.2	21.9	23.5	21.9	21.1	27.2
Not at all	1.7	1.9	1.8	1.5	1.5	1.6	1.5	1.3
Revise their papers to improve their writing								
Frequently	58.8	56.0	55.7	60.0	62.6	66.1	61.0	58.7
Occasionally	32.7	32.9	34.5	33.2	30.9	28.0	32.8	34.1
Not at all	8.5	11.1	9.8	6.8	6.4	5.9	6.2	7.2
Evaluate the quality or reliability of information they receive								
Frequently	73.4	72.7	70.7	75.1	73.6	75.2	74.5	70.9
Occasionally	24.6	25.1	27.0	23.3	24.4	23.2	23.1	27.0
Not at all	2.0	2.2	2.3	1.7	1.9	1.6	2.4	2.1
Take risks for potential gains								
Frequently	37.4	37.0	35.3	37.6	38.6	40.7	37.7	36.0
Occasionally	48.4	48.0	48.4	48.1	49.4	48.0	50.0	51.2
Not at all	14.2	15.0	16.3	14.3	12.0	11.3	12.3	12.8
Seek alternative solutions to a problem								
Frequently	65.1	63.7	62.8	68.0	64.7	66.6	64.4	62.0
Occasionally	32.6	34.0	34.5	30.0	33.2	31.4	33.0	35.8
Not at all	2.2	2.3	2.7	2.0	2.2	1.9	2.6	2.2
Look up scientific research articles and resources								
Frequently	55.2	57.5	54.9	56.7	50.4	52.7	51.4	46.7
Occasionally	33.5	32.9	32.6	33.3	35.0	32.8	34.7	38.3
Not at all	11.3	9.6	12.5	9.9	14.6	14.5	13.9	15.1
Explore topics on their own, even though it was not required for a class								
Frequently	52.1	52.4	52.4	53.3	49.9	52.5	49.3	46.3
Occasionally	44.1	44.0	43.8	42.8	46.1	43.6	47.6	48.7
Not at all	3.8	3.6	3.8	3.9	4.1	3.9	3.1	5.0
Acknowledge failure as a necessary part of the learning process								
Frequently	49.5	47.6	46.4	52.4	49.8	52.2	49.4	46.7
Occasionally	43.7	44.7	45.8	41.4	44.3	42.0	45.2	47.1
Not at all	6.8	7.7	7.9	6.2	5.8	5.8	5.4	6.1
Seek feedback on their academic work								
Frequently	73.0	70.0	70.2	75.4	75.4	76.7	75.7	73.4
Occasionally	25.3	28.0	27.5	23.1	23.3	22.1	23.1	25.2
Not at all	1.7	2.0	2.3	1.5	1.2	1.1	1.2	1.4

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Methods you use in “all” or “most” of the courses you teach:								
Multiple-choice exams [2]	33.1	30.5	27.3	39.0	32.1	25.4	39.2	37.6
Essay exams [2]	44.3	41.1	46.8	42.5	49.3	48.4	50.2	50.1
Short-answer exams [2]	45.5	42.9	44.5	46.3	48.3	46.1	49.4	50.7
Quizzes	39.8	37.5	37.2	42.8	40.5	36.6	42.8	44.7
Weekly essay assignments	21.7	21.7	20.8	20.2	24.0	26.2	22.6	21.5
Student presentations	46.7	45.1	42.0	45.8	52.6	55.0	50.1	50.6
Term/research papers	44.3	42.8	47.4	43.2	46.2	48.7	43.3	44.4
Student evaluations of each others' work	23.5	23.2	20.6	23.8	25.3	27.0	22.8	24.3
Grading on a curve	16.8	20.2	19.6	15.1	13.2	14.0	14.7	11.0
Competency-based grading	53.0	52.3	52.6	54.7	51.9	52.5	50.3	52.0
Class discussions	82.2	79.3	83.1	83.0	84.3	84.5	84.4	84.1
Cooperative learning (small groups)	59.1	56.8	52.8	60.8	63.4	62.3	63.2	65.2
Experiential learning/Field studies	30.0	28.7	25.4	31.7	32.0	31.7	30.1	33.6
Teaching assistants	11.8	18.0	19.7	6.1	6.6	8.2	3.8	6.0
Recitals/Demonstrations	21.9	22.4	21.8	22.1	21.0	21.3	20.2	20.9
Group projects	35.8	37.0	29.7	36.3	36.7	35.6	37.1	38.1
Extensive lecturing	46.4	47.9	50.3	47.9	40.5	38.8	43.1	41.4
Multiple drafts of written work	24.9	23.4	25.3	24.6	27.1	31.2	22.7	23.6
Readings on racial and ethnic issues	23.9	22.5	22.1	24.7	25.5	28.0	24.7	22.4
Readings on women and gender issues	21.1	20.7	20.5	21.6	21.4	22.6	21.8	19.5
Student-developed activities (assignments, exams, etc.)	26.7	26.0	27.5	28.0	25.6	26.1	27.5	23.9
Student-selected topics for course content	17.0	16.3	15.6	18.2	17.1	17.4	17.9	16.3
Reflective writing/journaling	21.7	18.2	20.8	23.2	24.6	24.0	26.0	24.5
Community service as part of coursework	8.1	7.2	7.2	8.9	8.8	7.9	10.0	9.4
Electronic quizzes with immediate feedback in class [2]	6.8	6.3	6.8	8.5	5.2	4.2	6.4	5.8
Using real-life problems [2]	55.7	54.4	53.6	58.5	55.1	53.4	58.3	55.5
Using student inquiry to drive learning	47.1	43.9	46.3	48.9	49.3	51.3	50.8	45.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
YOUR BASE INSTITUTIONAL SALARY								
9/10 month contract								
Less than \$20,000	2.0	1.8	2.1	2.0	2.1	2.4	2.0	1.8
\$20,000 to 29,999	0.7	0.7	0.2	1.0	0.3	0.1	0.2	0.8
\$30,000 to 39,999	4.8	4.6	3.3	5.3	5.0	4.7	2.5	6.9
\$40,000 to 49,999	14.5	9.1	7.7	17.6	21.5	16.6	24.1	26.4
\$50,000 to 59,999	22.1	20.0	11.2	24.9	26.8	24.3	27.6	29.6
\$60,000 to 69,999	16.8	15.9	13.0	18.7	17.2	17.5	17.0	16.9
\$70,000 to 79,999	12.5	13.7	13.0	12.2	10.8	11.4	12.7	9.0
\$80,000 to 89,999	8.9	10.1	10.9	8.4	6.8	8.4	6.9	4.8
\$90,000 to 99,999	6.8	7.7	11.7	6.1	4.2	5.4	4.5	2.5
\$100,000 to 124,999	8.1	11.5	19.1	3.6	4.0	6.9	2.3	1.2
\$125,000 to 149,999	1.7	2.8	4.8	0.1	0.7	1.4	0.3	0.1
\$150,000 or more	1.2	2.1	2.9	0.1	0.5	1.0	0.0	0.2
11/12 month contract								
Less than \$20,000	2.6	2.6	3.1	2.7	2.3	2.3	4.5	1.2
\$20,000 to 29,999	0.6	0.5	0.6	0.5	0.7	0.1	0.2	2.0
\$30,000 to 39,999	4.3	3.2	2.3	7.0	4.1	3.4	1.6	6.6
\$40,000 to 49,999	14.1	8.1	9.1	14.7	22.1	18.1	21.9	29.0
\$50,000 to 59,999	18.3	12.8	16.3	21.3	22.0	19.7	25.6	24.0
\$60,000 to 69,999	15.3	11.1	13.6	18.6	17.0	17.3	14.9	17.4
\$70,000 to 79,999	10.0	8.3	11.4	9.8	11.1	12.3	10.5	9.3
\$80,000 to 89,999	10.6	14.0	10.7	9.4	8.6	9.9	10.6	5.3
\$90,000 to 99,999	7.1	8.7	9.4	6.2	5.2	7.2	3.7	2.4
\$100,000 to 124,999	10.9	17.4	14.6	7.9	5.5	7.7	5.1	1.9
\$125,000 to 149,999	3.2	5.9	5.9	1.4	0.9	1.3	0.0	0.5
\$150,000 or more	2.9	7.5	3.1	0.6	0.7	0.7	1.4	0.4
Your base institutional salary is based on:								
9/10 months	74.2	77.7	67.8	77.6	68.7	65.2	73.1	71.2
11/12 months	25.8	22.3	32.2	22.4	31.3	34.8	26.9	28.8
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]								
Income from this institution								
All	63.6	62.7	59.7	65.6	64.2	63.8	67.0	63.1
75 to 99	29.4	29.5	34.2	28.4	28.1	28.1	25.5	29.7
50 to 74	5.0	5.8	4.4	4.5	5.1	5.1	5.6	4.9
25 to 49	1.4	1.3	1.2	1.1	2.1	2.5	1.5	1.8
1 to 24	0.3	0.4	0.4	0.2	0.4	0.5	0.2	0.4
None	0.2	0.3	0.1	0.2	0.1	0.1	0.1	0.1
Other academic income								
All	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0
75 to 99	0.1	0.2	0.0	0.0	0.1	0.1	0.1	0.1
50 to 74	0.5	0.7	0.2	0.5	0.3	0.3	0.2	0.2
25 to 49	1.9	2.7	1.7	1.4	1.7	2.3	1.5	1.1
1 to 24	16.0	15.7	19.4	14.6	16.2	16.5	16.2	15.8
None	81.5	80.6	78.7	83.4	81.6	80.8	81.9	82.7
Non-academic income								
All	0.2	0.3	0.1	0.1	0.1	0.1	0.1	0.1
75 to 99	0.4	0.3	0.6	0.3	0.5	0.6	0.3	0.5
50 to 74	1.8	1.8	1.6	1.3	2.4	2.8	1.6	2.3
25 to 49	4.4	4.2	3.6	4.5	5.1	5.0	5.5	5.0
1 to 24	20.6	20.9	24.0	19.8	19.4	18.8	17.9	21.1
None	72.7	72.5	70.0	74.1	72.5	72.7	74.6	71.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
What is your age as of 12/31/2007?								
Less than 30	1.6	1.1	1.6	1.7	2.2	2.3	1.1	2.5
30 to 34	6.6	5.8	7.2	6.2	8.0	8.1	6.9	8.5
35 to 39	12.1	11.3	11.8	12.1	13.4	14.3	10.9	13.6
40 to 44	12.3	11.3	11.3	13.0	13.3	14.0	11.5	13.2
45 to 49	13.1	12.1	12.1	13.9	14.0	13.5	13.2	15.2
50 to 54	15.1	14.1	14.7	16.3	15.1	14.7	15.8	15.4
55 to 59	17.2	18.8	15.9	17.9	14.7	13.8	16.0	15.2
60 to 64	12.8	13.8	13.8	12.2	11.8	11.6	13.6	10.9
65 to 69	6.9	8.8	8.5	5.2	5.6	5.7	8.2	3.8
70 or more	2.3	2.9	3.0	1.6	2.0	2.0	2.7	1.6
Year of highest degree now held								
Before 1970	5.7	9.1	7.5	3.0	3.7	4.4	4.1	2.4
1971 to 1975	7.3	8.3	10.8	6.0	5.7	5.6	6.7	5.3
1976 to 1980	9.8	11.6	10.7	9.0	8.1	8.5	8.0	7.5
1981 to 1985	10.7	11.3	12.1	9.9	10.0	10.4	11.2	8.7
1986 to 1990	12.5	12.3	12.1	12.6	12.7	12.1	13.7	12.9
1991 to 1995	13.9	12.5	12.4	15.0	14.9	14.7	13.2	16.4
1996 to 2000	16.6	15.5	13.5	18.3	17.5	17.4	17.0	17.9
2001 to 2005	18.0	15.3	15.4	19.8	20.6	20.8	19.0	21.2
2006 to 2007	5.7	4.2	5.6	6.3	6.8	6.1	7.0	7.7
Year of appointment at current position								
Before 1970	3.3	4.5	4.7	2.0	2.5	2.6	3.1	2.0
1971 to 1975	3.6	4.4	4.9	3.1	2.6	2.6	3.5	2.1
1976 to 1980	6.0	7.7	7.6	4.6	4.7	5.1	4.4	4.2
1981 to 1985	7.6	8.8	8.2	6.4	7.1	7.7	7.5	5.9
1986 to 1990	11.1	11.4	12.3	10.9	10.5	10.8	11.4	9.6
1991 to 1995	11.4	11.6	10.5	11.8	11.1	11.1	9.9	11.7
1996 to 2000	16.8	15.7	14.8	18.1	17.6	18.1	15.9	17.7
2001 to 2005	27.5	25.5	23.1	29.6	29.8	28.9	30.8	30.4
2006 to 2007	12.7	10.4	13.7	13.5	14.2	13.0	13.3	16.4
If tenured, year tenure was awarded								
Before 1970	1.2	1.3	1.9	0.6	1.2	1.3	1.6	0.8
1971 to 1975	4.0	5.8	5.1	2.5	2.3	2.4	2.8	1.7
1976 to 1980	6.2	7.2	8.4	5.0	5.0	5.4	6.1	3.6
1981 to 1985	9.5	12.5	11.0	7.0	7.1	7.5	6.7	6.7
1986 to 1990	12.1	12.7	15.0	10.6	11.5	13.1	9.8	10.2
1991 to 1995	16.0	16.0	17.9	15.3	15.9	16.0	16.6	15.4
1996 to 2000	17.0	16.4	16.5	17.9	17.2	17.3	18.3	16.3
2001 to 2005	20.0	16.6	16.6	24.0	22.1	20.7	20.2	25.5
2006 to 2007	13.9	11.3	7.6	17.2	17.7	16.3	17.8	19.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Biological Science								
Agriculture	0.9	1.9	0.4	0.6	0.2	0.1	0.1	0.3
Forestry	0.2	0.5	0.0	0.1	0.1	0.1	0.1	0.0
Bacteriology, Molecular Biology	0.9	0.9	1.0	0.9	0.9	0.8	0.7	1.0
Biochemistry	0.8	1.0	1.3	0.5	0.8	0.8	0.9	0.8
Biophysics	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.0
Botany	0.6	0.6	0.6	0.8	0.5	0.5	0.4	0.5
Environmental Science	0.5	0.5	0.4	0.5	0.4	0.4	0.5	0.4
Marine (life) Sciences	0.2	0.1	0.1	0.3	0.2	0.3	0.3	0.0
Physiology, Anatomy	0.7	0.6	1.0	0.5	0.9	1.1	0.5	0.9
Zoology	1.1	1.1	0.8	1.1	1.1	1.0	1.1	1.3
General, Other Biological Sciences	1.9	2.0	2.1	1.4	2.1	2.5	1.4	1.8
Business								
Accounting	1.0	0.9	1.1	1.3	0.8	0.6	1.4	0.9
Finance	0.7	0.8	0.7	0.7	0.5	0.4	0.5	0.6
International Business	0.1	0.0	0.2	0.1	0.1	0.0	0.3	0.2
Management	2.2	2.1	1.4	2.6	2.3	2.1	2.6	2.6
Marketing	0.8	0.8	0.7	0.9	0.8	0.5	1.6	0.9
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.2	1.3	0.8	1.0	1.3	1.2	1.8	1.3
Education								
Business Education	0.2	0.3	0.1	0.3	0.1	0.1	0.1	0.1
Educational Administration	1.2	0.9	0.9	1.3	1.8	0.8	2.8	2.6
Educational Psychology/Counseling	1.0	0.8	0.9	1.3	0.8	0.6	1.1	0.8
Elementary Education	0.9	0.8	0.3	1.3	0.7	0.4	1.1	0.8
Higher Education	1.5	1.4	0.8	1.5	1.9	2.1	2.0	1.5
Music or Art Education	0.3	0.1	0.2	0.4	0.3	0.3	0.2	0.5
Physical or Health Education	1.5	0.8	0.5	2.4	1.6	1.3	0.9	2.6
Secondary Education	0.8	0.9	0.3	1.3	0.5	0.5	0.4	0.7
Special Education	0.9	0.9	0.2	1.1	1.1	1.0	1.1	1.1
General, Other Education Fields	2.9	2.2	1.9	3.9	3.0	2.4	3.6	3.5
Engineering								
Aero-/Astronautical Engineering	0.2	0.5	0.2	0.0	0.1	0.0	0.0	0.2
Chemical Engineering	0.3	0.6	0.7	0.0	0.1	0.1	0.1	0.1
Civil Engineering	0.7	1.4	1.2	0.3	0.2	0.2	0.2	0.1
Electrical Engineering	0.9	1.4	1.3	0.6	0.3	0.3	0.4	0.3
Industrial Engineering	0.2	0.3	0.1	0.3	0.1	0.1	0.1	0.1
Mechanical Engineering	1.0	1.6	1.3	0.8	0.3	0.3	0.4	0.2
General, Other Engineering Fields	1.0	1.9	0.9	0.6	0.3	0.5	0.1	0.2
Health								
Dentistry	0.3	0.7	0.2	0.1	0.1	0.0	0.5	0.0
Health Technology	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Medicine or Surgery	0.2	0.4	0.3	0.0	0.1	0.1	0.1	0.1
Nursing	3.1	2.6	2.5	3.6	3.3	1.8	6.7	3.4
Pharmacy, Pharmacology	0.8	1.0	1.0	0.2	1.0	1.9	0.2	0.4
Therapy (speech, physical, occup.)	0.6	0.7	0.5	0.7	0.3	0.2	0.9	0.3
Veterinary Medicine	0.1	0.2	0.0	0.0	0.1	0.2	0.0	0.0
General, Other Health Fields	0.9	0.9	0.7	1.0	0.8	0.8	1.0	0.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Humanities								
History	4.1	3.8	4.6	4.0	4.4	4.6	4.2	4.1
Political Science, Government	2.4	2.1	3.4	2.4	2.4	2.8	2.0	2.0
English Language & Literature	6.8	6.2	6.0	7.0	7.8	8.8	6.9	6.9
Foreign Languages & Literature	1.2	1.1	2.0	0.7	1.7	2.0	0.9	1.6
French	0.7	0.9	0.6	0.5	0.6	0.8	0.3	0.6
German	0.4	0.5	0.6	0.3	0.4	0.6	0.1	0.3
Spanish	1.1	1.0	1.1	1.0	1.4	1.2	1.0	1.8
Other Foreign Languages	0.4	0.6	0.7	0.2	0.4	0.5	0.2	0.2
Linguistics	0.8	1.0	0.7	0.6	0.7	1.2	0.1	0.4
Philosophy	2.0	1.5	3.2	1.6	2.3	1.7	4.2	1.9
Religion or Theology	1.9	0.4	4.1	0.5	4.6	3.5	5.1	5.7
General, Other Humanities Fields	1.3	1.4	1.6	1.0	1.2	1.3	1.0	1.1
Fine Arts								
Architecture/Urban Planning	0.6	1.2	0.5	0.3	0.1	0.2	0.2	0.1
Art	1.9	1.2	1.9	2.0	2.5	3.3	1.2	2.1
Dramatics or Speech	1.6	1.1	1.4	2.0	2.0	2.2	1.8	1.9
Music	3.1	2.7	2.3	3.1	3.9	3.4	2.4	5.6
Television or Film	0.4	0.3	0.4	0.4	0.4	0.6	0.2	0.2
Other Fine Arts	1.1	1.0	1.9	1.1	1.0	1.3	0.6	0.8
Physical Science								
Mathematics and/or Statistics	4.8	4.7	4.5	5.2	4.5	4.6	5.1	4.0
Astronomy	0.2	0.3	0.3	0.1	0.2	0.3	0.1	0.2
Atmospheric Sciences	0.2	0.3	0.0	0.2	0.0	0.0	0.0	0.1
Chemistry	3.3	3.6	3.1	3.2	3.3	3.1	4.1	3.3
Earth Sciences	1.0	1.4	0.6	1.1	0.6	1.0	0.4	0.3
Geography	0.7	1.0	0.3	1.0	0.2	0.2	0.2	0.2
Marine Sciences (incl. Oceanography)	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0
Physics	2.1	2.2	2.8	1.8	1.9	2.4	1.6	1.4
General, Other Physical Sciences	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.0
Social Science								
Anthropology	1.1	1.6	1.1	0.9	0.7	1.1	0.2	0.5
Archaeology	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1
Clinical Psychology	1.1	1.1	1.3	1.0	1.1	0.9	1.6	1.3
Counseling and Guidance	0.3	0.0	0.2	0.6	0.5	0.2	0.8	0.5
Experimental Psychology	1.3	1.0	1.8	1.4	1.2	1.3	1.2	1.1
Social Psychology	0.9	0.7	0.8	1.2	0.8	0.8	0.8	0.8
General, Other Psychology	1.3	1.1	1.0	1.4	1.7	2.1	1.4	1.3
Economics	2.4	2.3	3.6	2.0	2.3	2.6	2.1	2.0
Sociology	2.4	2.6	3.1	2.5	1.8	1.6	1.8	1.9
Social Work, Social Welfare	0.7	0.5	0.4	1.0	0.9	1.0	0.6	1.0
General, Other Social Sciences	1.4	1.7	1.4	1.3	1.0	1.5	0.5	0.8

2007-2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Technical								
Computer Science	1.7	1.8	1.6	1.6	1.7	1.8	1.9	1.5
Data Processing, Computer Prog.	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.1
Drafting/Design	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Electronics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts	0.1	0.1	0.0	0.2	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
Other Technical	0.2	0.2	0.4	0.3	0.1	0.1	0.3	0.0
Other Fields								
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications	2.1	1.8	1.7	2.3	2.3	2.1	2.0	2.7
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Human Ecology/Family Science	0.4	0.7	0.2	0.4	0.2	0.2	0.2	0.2
Journalism	0.5	0.7	0.5	0.5	0.3	0.2	0.1	0.6
Law	0.8	0.5	1.1	1.0	0.8	0.7	1.1	0.8
Law Enforcement	0.1	0.0	0.1	0.3	0.0	0.1	0.1	0.0
Library Science	0.5	0.2	0.5	0.6	0.7	0.6	0.3	1.1
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Other Vocational	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	0.8	0.7	0.5	1.0	0.7	0.7	0.8	0.6

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Biological Science								
Agriculture	1.0	2.3	0.1	0.6	0.1	0.1	0.0	0.1
Forestry	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology	0.3	0.4	0.5	0.2	0.1	0.2	0.1	0.0
Biochemistry	0.2	0.4	0.2	0.1	0.1	0.2	0.1	0.1
Biophysics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.2	0.5	0.2	0.1	0.0	0.0	0.0	0.0
Environmental Science	0.6	0.6	0.3	0.6	0.6	0.8	0.1	0.4
Marine (life) Sciences	0.1	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Physiology, Anatomy	0.3	0.3	0.5	0.2	0.3	0.2	0.3	0.3
Zoology	0.4	1.0	0.2	0.1	0.1	0.1	0.1	0.0
General, Other Biological Sciences	4.5	3.3	4.9	4.7	5.5	6.0	4.7	5.4
Business								
Accounting	1.3	0.9	1.3	1.8	1.3	0.9	2.0	1.5
Finance	0.7	0.9	0.9	0.7	0.4	0.4	0.8	0.3
International Business	0.1	0.0	0.1	0.1	0.4	0.3	0.9	0.2
Management	2.4	2.4	1.8	2.6	2.3	1.7	3.1	2.6
Marketing	1.1	1.3	0.8	1.2	0.9	0.8	1.8	0.5
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.7	1.2	1.2	1.6	2.5	1.9	2.6	3.4
Education								
Business Education	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.1
Educational Administration	0.2	0.1	0.1	0.2	0.3	0.1	0.6	0.3
Educational Psychology/Counseling	0.4	0.6	0.2	0.4	0.1	0.0	0.2	0.1
Elementary Education	1.7	1.2	0.5	2.2	2.3	2.4	2.6	2.0
Higher Education	0.5	0.6	0.1	0.3	0.8	1.0	0.5	0.6
Music or Art Education	0.1	0.0	0.1	0.2	0.1	0.0	0.0	0.2
Physical or Health Education	2.0	1.5	0.6	2.9	2.1	1.9	0.8	3.1
Secondary Education	0.8	0.8	0.3	1.1	0.6	0.5	0.8	0.8
Special Education	0.5	0.3	0.3	1.0	0.4	0.2	0.7	0.6
General, Other Education Fields	2.0	1.5	0.9	2.5	2.5	2.0	3.3	2.7
Engineering								
Aero-/Astronautical Engineering	0.2	0.6	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.3	0.6	0.6	0.0	0.1	0.1	0.1	0.0
Civil Engineering	0.7	1.4	1.4	0.2	0.1	0.1	0.2	0.1
Electrical Engineering	0.8	1.4	1.3	0.3	0.2	0.2	0.4	0.2
Industrial Engineering	0.1	0.2	0.0	0.1	0.0	0.1	0.0	0.1
Mechanical Engineering	1.0	1.8	1.5	0.6	0.2	0.3	0.4	0.1
General, Other Engineering Fields	1.0	1.7	1.3	0.8	0.4	0.5	0.0	0.6
Health								
Dentistry	0.3	0.7	0.2	0.1	0.2	0.2	0.8	0.0
Health Technology	0.1	0.1	0.0	0.1	0.0	0.0	0.2	0.0
Medicine or Surgery	0.3	0.8	0.2	0.0	0.1	0.1	0.0	0.1
Nursing	3.7	3.1	3.1	4.0	4.3	3.1	7.6	4.1
Pharmacy, Pharmacology	0.8	1.0	1.1	0.2	1.0	1.8	0.0	0.5
Therapy (speech, physical, occup.)	0.8	1.0	0.8	0.8	0.5	0.2	0.9	0.6
Veterinary Medicine	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields	1.3	1.4	0.8	1.9	0.6	0.4	0.9	0.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Humanities								
History	3.6	3.3	4.0	3.5	3.8	3.6	4.2	4.0
Political Science, Government	2.3	2.1	3.3	2.2	2.2	2.3	1.8	2.3
English Language & Literature	7.5	7.1	7.4	7.4	8.1	8.3	7.6	8.1
Foreign Languages & Literature	2.6	2.7	3.7	2.1	2.6	2.5	1.8	3.1
French	0.2	0.3	0.2	0.1	0.3	0.5	0.1	0.3
German	0.2	0.3	0.4	0.1	0.2	0.4	0.0	0.1
Spanish	0.7	0.8	0.8	0.4	1.1	1.3	0.5	1.2
Other Foreign Languages	0.4	0.7	0.7	0.1	0.3	0.4	0.1	0.4
Linguistics	0.2	0.4	0.2	0.1	0.1	0.1	0.0	0.0
Philosophy	1.8	1.4	2.7	1.6	2.1	1.4	4.1	1.8
Religion or Theology	1.9	0.5	4.8	0.3	4.3	2.9	5.5	5.5
General, Other Humanities Fields	1.6	1.3	1.8	1.3	2.2	3.7	0.7	1.0
Fine Arts								
Architecture/Urban Planning	0.7	1.6	0.4	0.1	0.2	0.4	0.3	0.0
Art	2.3	1.6	2.3	2.6	2.9	3.8	1.4	2.6
Dramatics or Speech	1.6	0.9	1.3	2.0	2.0	2.3	1.3	2.0
Music	3.2	2.8	2.4	3.3	4.0	3.5	2.2	5.8
Television or Film	0.4	0.3	0.5	0.5	0.2	0.4	0.0	0.1
Other Fine Arts	0.8	0.8	0.9	0.8	0.6	0.8	0.5	0.3
Physical Science								
Mathematics and/or Statistics	4.9	4.4	4.6	5.7	4.8	4.5	5.1	5.0
Astronomy	0.1	0.2	0.0	0.0	0.1	0.1	0.1	0.1
Atmospheric Sciences	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	3.4	3.5	3.3	3.2	3.7	3.6	4.3	3.6
Earth Sciences	1.0	1.4	0.6	1.1	0.6	0.9	0.1	0.3
Geography	0.7	1.0	0.3	1.0	0.1	0.1	0.2	0.1
Marine Sciences (incl. Oceanography)	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Physics	2.1	2.0	2.9	2.0	1.8	2.1	1.4	1.6
General, Other Physical Sciences	0.4	0.2	0.1	0.5	0.5	0.6	0.5	0.4
Social Science								
Anthropology	0.8	1.4	0.8	0.6	0.5	0.7	0.1	0.3
Archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.6	1.0	0.8	0.3	0.2	0.1	0.5	0.3
Counseling and Guidance	0.1	0.0	0.2	0.2	0.2	0.1	0.3	0.2
Experimental Psychology	0.8	0.5	1.1	1.1	0.6	0.8	0.4	0.5
Social Psychology	0.3	0.2	0.2	0.4	0.2	0.1	0.3	0.2
General, Other Psychology	2.5	1.1	2.1	3.1	3.9	4.2	3.6	3.6
Economics	1.9	2.0	3.0	1.5	1.8	2.5	1.5	1.1
Sociology	2.2	2.2	2.9	2.2	2.0	2.0	2.1	2.0
Social Work, Social Welfare	0.8	0.5	0.3	1.2	0.8	0.8	0.7	1.0
General, Other Social Sciences	2.1	2.1	1.9	2.3	1.9	2.8	1.4	1.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Technical								
Computer Science	1.9	2.0	1.5	2.0	1.9	1.9	2.3	1.7
Data Processing, Computer Prog.	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1
Drafting/Design	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Electronics	0.1	0.2	0.0	0.1	0.0	0.0	0.0	0.0
Industrial Arts	0.1	0.1	0.1	0.2	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
Other Technical	0.5	0.6	0.3	0.9	0.2	0.1	0.4	0.1
Other Fields								
Building Trades	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Communications	2.5	1.8	2.7	2.8	2.9	2.1	3.2	3.7
Ethnic Studies	0.2	0.3	0.0	0.4	0.1	0.1	0.0	0.0
Human Ecology/Family Science	0.4	0.8	0.3	0.3	0.2	0.1	0.2	0.3
Journalism	0.6	1.0	0.6	0.6	0.1	0.1	0.0	0.1
Law	0.2	0.1	0.8	0.1	0.2	0.1	0.4	0.0
Law Enforcement	0.2	0.0	0.1	0.4	0.1	0.0	0.2	0.1
Library Science	0.5	0.2	0.6	0.6	0.6	0.3	0.4	1.0
Women's Studies	0.1	0.2	0.1	0.1	0.1	0.2	0.0	0.0
Other Vocational	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.0
All Other Fields	1.4	1.3	1.0	1.7	1.1	1.5	0.6	0.7
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?								
Under 18 years old								
None	62.5	63.7	61.5	63.7	60.0	60.2	63.5	57.7
One	16.4	15.4	15.7	16.6	17.6	17.7	16.2	18.4
Two	15.1	15.4	13.9	14.5	16.2	16.8	14.1	16.6
Three	4.3	3.8	4.9	4.0	4.9	4.5	4.2	5.9
Four or more	1.7	1.6	4.0	1.2	1.2	0.9	2.0	1.3
18 years or older								
None	55.3	52.2	55.1	55.7	58.8	61.3	57.7	55.8
One	12.9	13.6	12.6	12.5	12.7	12.8	13.3	12.1
Two	19.2	21.7	16.8	19.2	17.3	16.0	16.6	19.6
Three	7.8	8.1	7.2	8.1	7.3	6.2	7.9	8.4
Four or more	4.8	4.4	8.3	4.4	4.0	3.7	4.5	4.1
How would you characterize your political views?								
Far left	8.8	8.7	8.7	8.8	8.9	10.9	7.6	6.8
Liberal	47.0	50.3	44.7	45.5	45.6	50.8	46.2	37.6
Middle of the Road	28.4	27.8	28.7	30.1	26.7	23.4	31.1	28.8
Conservative	15.2	12.3	17.2	15.1	18.1	14.2	14.5	25.9
Far right	0.7	0.9	0.7	0.5	0.7	0.7	0.6	0.8
Are you currently:								
Single	10.8	8.3	12.8	12.0	11.4	10.4	15.5	10.4
Married	76.8	79.5	77.8	73.4	77.0	76.9	71.8	80.2
Unmarried, living with partner	4.5	4.6	3.3	5.2	4.0	5.0	3.8	2.8
Divorced	5.8	5.4	4.5	6.9	5.7	6.0	6.6	4.9
Widowed	1.4	1.9	1.0	1.4	1.0	0.8	1.2	1.2
Separated	0.7	0.4	0.5	1.0	0.8	1.0	1.0	0.5

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

All Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Is English your native language?								
Yes	89.6	88.3	88.8	89.7	91.4	90.2	90.5	93.7
No	10.4	11.7	11.2	10.3	8.6	9.8	9.5	6.3
Are you: [4]								
White/Caucasian	88.6	88.3	89.5	87.2	90.2	88.8	90.1	92.3
African American/Black	2.8	2.4	2.3	3.5	2.6	3.5	2.0	1.6
American Indian/Alaska Native	1.7	2.0	1.1	1.9	1.4	1.5	1.1	1.3
Asian American/Asian	4.5	5.0	5.0	4.8	3.3	3.8	3.1	2.7
Native Hawaiian/Pacific Islander	0.3	0.3	0.2	0.2	0.3	0.2	0.6	0.2
Mexican American/Chicano	1.1	0.9	0.8	1.7	0.8	1.1	0.5	0.6
Puerto Rican	0.3	0.3	0.3	0.4	0.4	0.3	1.0	0.3
Other Latino	1.8	1.9	1.7	1.5	2.0	2.0	2.6	1.5
Other	2.6	2.6	2.4	2.9	2.3	2.3	2.4	2.3
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?								
Yes	72.5	76.4	66.6	71.4	72.0	72.0	70.8	72.9
No	27.5	23.6	33.4	28.6	28.0	28.0	29.2	27.1

[4] Percentages will sum to more than 100.0 if any respondent marked more than one category.

Full-time Undergraduate Faculty,
Type of Institution and Control for

Men

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Number of Respondents	12,683	1,805	1,884	2,973	6,021	2,762	942	2,317
What is your principal activity in your current position at this institution?								
Administration	7.9	10.4	8.3	7.4	4.8	4.7	4.6	5.1
Teaching	81.4	67.8	79.0	88.8	93.6	93.7	93.4	93.4
Research	9.2	20.1	11.1	2.4	0.5	0.8	0.1	0.2
Services to clients and patients	0.7	0.9	0.8	0.7	0.6	0.3	1.8	0.3
Other	0.8	0.8	0.9	0.7	0.6	0.6	0.2	0.9
What is your present academic rank?								
Professor	39.5	43.8	46.1	35.1	34.7	35.9	30.2	35.5
Associate Professor	25.9	25.4	23.1	26.2	28.1	26.4	32.6	28.1
Assistant Professor	23.7	21.1	18.8	26.4	27.0	25.3	30.1	28.0
Lecturer	5.7	6.2	6.3	6.8	3.4	5.7	2.0	0.9
Instructor	5.2	3.5	5.8	5.5	6.7	6.8	5.2	7.5
What is your tenure status at this institution?								
Tenured	61.6	67.8	65.8	61.1	50.4	49.0	56.1	49.3
On tenure track, but not tenured	20.1	17.1	15.9	23.8	22.1	20.7	22.8	23.8
Not on tenure track, but institution has tenure system	15.0	14.9	17.7	13.5	15.6	17.4	14.3	13.7
Institution has no tenure system	3.4	0.2	0.6	1.5	12.0	13.0	6.8	13.2
Are you currently serving in an administrative position as: [1]								
Department Chair	12.5	8.1	10.1	11.9	21.1	21.0	19.1	22.3
Dean (Associate or Assistant)	1.8	1.7	2.5	1.4	2.1	1.2	2.5	3.1
President	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Vice-President	0.2	0.0	0.0	0.1	0.6	0.9	0.3	0.4
Provost	0.1	0.0	0.0	0.0	0.2	0.4	0.0	0.1
Other	15.7	18.6	16.0	13.8	13.7	14.2	14.5	12.5
Not Applicable	63.1	64.0	62.2	66.9	57.3	57.2	58.3	56.8
My primary place of employment in the last year was: [2]								
In higher education:								
at this institution	95.0	96.2	94.5	94.8	93.9	93.7	94.3	94.0
at a different institution	2.5	1.7	2.6	3.0	2.8	2.7	2.7	3.0
at more than one institution	1.4	1.4	1.5	1.2	1.3	1.1	1.6	1.6
Not in higher education	0.9	0.5	0.8	0.8	1.8	2.3	1.1	1.3
Not employed	0.2	0.2	0.5	0.2	0.2	0.3	0.3	0.2
Noted as being personally "very important" or "essential": [2]								
Research	74.0	80.9	83.0	69.4	64.1	69.3	67.3	55.1
Teaching	97.6	96.3	97.2	98.4	98.9	98.7	99.0	99.1
Service	63.3	63.8	65.5	60.0	65.2	63.9	69.0	65.2

[1] Response options changed from earlier Faculty Surveys.

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Highest degree earned								
Bachelor's (B.A., B.S., etc.)	1.2	1.9	1.4	0.6	0.7	1.1	0.1	0.5
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	14.9	10.4	11.4	17.7	20.1	20.6	15.3	21.7
LL.B., J.D.	1.0	1.1	0.8	1.2	0.8	0.6	1.4	0.9
M.D., D.D.S. (or equivalent)	0.7	1.3	0.8	0.2	0.6	0.5	1.0	0.5
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.7	0.6	0.3	0.3	1.7	2.9	0.5	0.8
Ed.D.	2.5	1.8	1.5	3.4	2.9	2.2	3.9	3.5
Ph.D.	77.0	81.3	82.3	74.4	70.6	70.1	76.0	68.4
Other degree	1.7	1.4	1.2	1.9	2.4	1.9	1.8	3.5
None	0.3	0.3	0.3	0.3	0.2	0.1	0.0	0.3
Degree currently working on								
Bachelor's (B.A., B.S., etc.)	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.8	1.0	1.1	0.6	0.7	0.7	0.5	0.9
LL.B., J.D.	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Ed.D.	0.8	0.8	0.2	0.5	1.4	1.9	1.3	0.8
Ph.D.	3.3	1.3	3.0	4.2	5.4	4.2	5.5	6.9
Other degree	0.4	0.2	0.4	0.2	0.8	0.5	0.6	1.4
None	94.6	96.5	95.0	94.4	91.5	92.6	92.0	89.8
During the past two years, have you engaged in any of the following activities?								
Taught an honors course	20.9	21.5	24.1	18.1	21.8	21.3	25.8	20.4
Taught an interdisciplinary course	40.9	42.1	40.8	35.1	46.4	50.0	37.3	45.9
Taught an ethnic studies course	8.8	8.2	6.7	8.4	11.3	11.0	11.7	11.4
Taught a women's studies course	2.6	1.9	3.4	2.5	3.5	3.3	3.3	3.8
Team-taught a course	31.1	36.7	31.1	24.5	31.3	32.0	25.9	33.1
Taught a service learning course	16.4	15.8	14.0	17.5	17.4	16.3	17.9	18.5
Placed or collected assignments on the Internet	72.0	72.5	75.1	69.9	72.0	73.1	70.4	71.4
Taught a course exclusively on the Internet	11.5	9.4	8.5	17.9	8.5	7.7	9.6	8.9
Participated in a teaching enhancement workshop	50.1	44.5	44.5	54.7	55.8	51.7	61.4	58.8
Advised student groups involved in service/volunteer work	39.2	34.7	37.9	41.3	43.8	41.5	42.4	47.7
Collaborated with the local community in research/teaching	43.1	41.1	37.8	48.1	42.9	40.3	42.9	46.5
Developed a new course	65.4	63.7	63.7	63.5	71.3	74.2	67.9	69.0
Conducted research/writing focused on:								
International/global issues	29.7	29.7	34.7	27.5	29.5	30.4	31.6	27.0
Racial or ethnic minorities	17.5	16.8	17.3	17.3	19.0	20.8	18.5	16.8
Women and gender issues	12.1	12.7	13.7	10.8	11.7	12.8	11.2	10.4
Taught a seminar for first-year students	22.6	19.9	26.1	18.8	29.1	30.3	22.9	30.7
Engaged undergraduates on <u>your</u> research project [2]	45.2	47.3	51.8	41.9	42.2	48.0	35.8	37.2
Worked with undergraduates on a research project	60.4	60.5	62.1	59.1	61.0	66.3	54.0	57.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007-2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
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DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Scheduled teaching (actual, not credit hours)								
None	0.6	0.9	0.6	0.4	0.4	0.6	0.5	0.1
1 to 4	14.5	24.0	19.2	7.2	6.9	8.4	5.6	5.3
5 to 8	32.0	41.6	43.4	23.4	21.8	25.0	24.0	16.2
9 to 12	35.0	23.7	27.3	45.9	42.4	40.2	44.6	44.4
13 to 16	11.1	4.9	5.3	14.5	19.4	18.1	17.2	22.4
17 to 20	4.4	2.5	3.3	5.8	6.2	5.1	6.3	7.6
21 to 34	2.0	1.8	0.7	2.4	2.5	2.2	1.6	3.4
35 to 44	0.3	0.5	0.2	0.3	0.1	0.1	0.1	0.2
45 +	0.1	0.1	0.1	0.1	0.2	0.4	0.0	0.2
Preparing for teaching (including reading student papers and grading)								
None	0.3	0.3	0.3	0.2	0.3	0.5	0.4	0.0
1 to 4	11.9	15.8	15.4	8.8	7.8	8.9	6.9	6.6
5 to 8	25.1	27.9	28.6	23.6	20.9	21.5	20.7	20.1
9 to 12	25.3	25.7	25.4	25.7	24.1	21.2	26.7	27.0
13 to 16	15.6	14.7	14.5	15.6	17.8	17.2	17.7	18.6
17 to 20	12.3	9.9	8.6	14.4	15.5	16.1	15.7	14.4
21 to 34	7.3	4.5	5.9	8.9	10.3	10.9	8.9	10.2
35 to 44	1.7	0.8	0.9	2.4	2.5	2.8	2.1	2.3
45 +	0.5	0.3	0.4	0.4	0.8	1.0	0.9	0.6
Advising and counseling of students								
None	4.1	4.8	3.1	4.2	3.7	4.4	2.9	3.0
1 to 4	58.6	59.2	60.2	57.7	58.0	57.5	55.1	60.0
5 to 8	26.4	25.3	26.4	26.8	27.5	27.6	28.5	26.9
9 to 12	7.6	7.4	7.2	7.8	7.7	7.8	8.5	7.2
13 to 16	1.9	1.9	2.1	1.8	1.8	2.0	1.5	1.7
17 to 20	0.9	0.9	0.6	0.9	1.0	0.4	2.9	0.9
21 to 34	0.4	0.4	0.2	0.6	0.3	0.2	0.4	0.3
35 to 44	0.1	0.0	0.2	0.1	0.0	0.1	0.0	0.0
45 +	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.0
Committee work and meetings								
None	5.7	6.2	7.2	3.8	6.4	7.4	5.4	5.7
1 to 4	58.5	55.1	59.8	57.8	63.4	64.0	58.1	65.5
5 to 8	25.4	26.5	23.0	27.4	22.6	20.7	28.8	22.0
9 to 12	7.0	8.4	6.4	7.3	5.0	5.2	4.1	5.0
13 to 16	2.1	2.4	2.0	2.2	1.6	1.6	2.7	1.0
17 to 20	0.9	1.0	1.0	1.0	0.8	1.0	0.5	0.7
21 to 34	0.3	0.3	0.4	0.4	0.2	0.0	0.4	0.3
35 to 44	0.1	0.2	0.1	0.1	0.0	0.1	0.0	0.0
45 +	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other administration								
None	30.4	28.9	33.0	31.6	29.5	31.1	32.8	25.6
1 to 4	39.2	39.6	38.3	37.9	41.1	40.4	37.8	43.8
5 to 8	14.0	14.1	12.6	14.1	14.6	14.2	15.5	14.6
9 to 12	6.9	7.8	6.8	6.3	6.4	6.0	6.5	7.0
13 to 16	3.4	3.1	2.6	3.8	3.7	4.0	3.2	3.5
17 to 20	3.0	2.9	3.3	3.4	2.5	2.1	2.6	3.2
21 to 34	2.2	2.5	2.6	2.2	1.6	1.7	1.6	1.5
35 to 44	0.7	1.0	0.4	0.6	0.4	0.4	0.0	0.7
45 +	0.2	0.1	0.4	0.1	0.2	0.2	0.1	0.2

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Research and scholarly writing								
None	13.2	10.9	8.9	13.3	19.2	19.7	13.8	21.1
1 to 4	29.3	21.1	22.4	34.5	38.9	34.2	40.0	44.9
5 to 8	20.8	16.9	19.0	24.8	22.8	24.4	26.1	18.7
9 to 12	13.5	15.5	17.0	12.2	10.0	11.9	9.2	7.9
13 to 16	7.5	10.9	9.1	5.8	3.9	4.1	4.6	3.3
17 to 20	7.4	11.1	10.1	5.4	3.0	3.1	3.9	2.3
21 to 34	5.3	9.1	8.5	2.6	1.3	1.6	0.7	1.2
35 to 44	1.9	3.0	3.4	0.9	0.6	0.6	1.3	0.3
45 +	1.0	1.5	1.7	0.5	0.3	0.4	0.4	0.2
Other creative products/performances								
None	50.4	51.5	53.0	48.4	49.9	51.7	47.2	48.6
1 to 4	29.2	29.0	26.5	30.2	30.0	27.4	34.1	31.5
5 to 8	11.0	10.9	9.7	12.1	10.4	9.9	11.4	10.5
9 to 12	4.5	4.3	4.3	3.8	5.8	7.4	4.1	4.4
13 to 16	1.9	1.8	1.6	2.2	1.7	1.2	1.7	2.6
17 to 20	1.8	1.2	2.9	2.2	1.3	1.3	0.7	1.6
21 to 34	0.7	0.8	1.0	0.6	0.7	0.9	0.6	0.5
35 to 44	0.3	0.4	0.5	0.2	0.1	0.1	0.1	0.2
45 +	0.3	0.2	0.5	0.2	0.2	0.2	0.2	0.1
Consultation with clients/patients								
None	81.7	81.0	83.9	80.6	82.7	83.4	82.3	81.7
1 to 4	12.3	13.1	10.4	12.8	11.7	11.6	10.3	12.6
5 to 8	3.5	3.4	3.3	3.7	3.5	3.3	4.1	3.5
9 to 12	1.0	0.6	1.2	1.1	1.1	1.1	1.0	1.2
13 to 16	0.6	0.8	0.2	0.7	0.2	0.1	0.0	0.5
17 to 20	0.5	0.7	0.6	0.3	0.5	0.3	1.6	0.4
21 to 34	0.3	0.1	0.4	0.7	0.1	0.1	0.5	0.1
35 to 44	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.0
45 +	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.0
Community or public service								
None	40.0	42.9	43.1	37.0	37.5	42.9	35.9	30.5
1 to 4	47.0	45.1	39.2	50.5	50.1	46.3	51.4	54.9
5 to 8	9.5	8.8	12.4	9.0	9.4	8.0	9.4	11.5
9 to 12	2.3	2.3	3.1	2.2	2.2	2.1	2.8	2.2
13 to 16	0.6	0.4	1.3	0.7	0.4	0.3	0.2	0.6
17 to 20	0.3	0.1	0.7	0.4	0.2	0.3	0.3	0.2
21 to 34	0.1	0.0	0.2	0.1	0.0	0.0	0.1	0.1
35 to 44	0.1	0.3	0.0	0.1	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Outside consulting/freelance work								
None	66.1	63.5	65.7	67.7	68.0	68.9	66.6	67.4
1 to 4	24.9	26.6	24.6	23.5	24.3	23.7	25.7	24.4
5 to 8	6.3	7.2	6.3	5.9	5.4	5.0	5.9	5.6
9 to 12	1.7	1.9	1.3	1.8	1.4	1.5	1.1	1.5
13 to 16	0.5	0.5	0.9	0.5	0.4	0.3	0.5	0.4
17 to 20	0.3	0.2	0.7	0.3	0.3	0.2	0.1	0.4
21 to 34	0.1	0.0	0.2	0.1	0.3	0.4	0.2	0.1
35 to 44	0.1	0.0	0.3	0.1	0.0	0.0	0.0	0.0
45 +	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Household/childcare duties								
None	16.6	18.3	16.7	17.3	13.1	10.9	18.2	13.7
1 to 4	19.3	19.0	19.3	18.7	20.6	21.9	18.8	19.7
5 to 8	25.4	25.4	25.4	24.9	25.9	25.5	24.5	27.1
9 to 12	15.6	15.2	16.8	15.3	16.0	16.7	13.7	16.1
13 to 16	8.1	8.7	7.5	7.6	8.2	8.6	8.8	7.3
17 to 20	7.1	6.9	7.2	7.2	7.4	7.2	7.0	7.8
21 to 34	4.4	4.1	3.6	4.9	4.7	5.1	4.2	4.4
35 to 44	1.7	1.2	1.7	2.2	1.8	1.8	1.8	1.8
45 +	1.8	1.2	1.8	2.0	2.4	2.3	3.0	2.1
Communicating via email								
None	0.6	0.5	0.5	0.4	1.0	1.5	0.6	0.5
1 to 4	33.3	29.7	33.5	34.6	37.0	35.9	36.6	38.8
5 to 8	40.5	41.2	40.0	40.5	39.8	39.2	40.5	40.2
9 to 12	16.1	18.4	16.2	14.7	14.2	14.3	15.0	13.8
13 to 16	5.6	6.0	5.3	5.6	5.0	6.4	3.5	3.9
17 to 20	2.5	2.5	3.3	2.5	2.1	1.8	2.9	2.2
21 to 34	1.1	1.3	0.9	1.4	0.6	0.7	0.5	0.5
35 to 44	0.2	0.2	0.1	0.3	0.2	0.2	0.2	0.1
45 +	0.2	0.2	0.3	0.2	0.1	0.1	0.2	0.0
Commuting to campus [2]								
None	6.4	5.7	4.5	6.6	8.5	10.1	4.9	8.0
1 to 4	63.8	69.5	56.6	64.0	59.7	58.1	56.1	63.8
5 to 8	21.6	19.0	26.8	21.6	22.0	22.0	24.7	20.7
9 to 12	7.0	5.1	9.8	6.7	8.4	8.8	10.7	6.6
13 to 16	0.9	0.6	1.5	0.7	1.0	0.8	2.9	0.4
17 to 20	0.2	0.0	0.5	0.2	0.2	0.1	0.3	0.4
21 to 34	0.1	0.0	0.2	0.0	0.1	0.0	0.4	0.1
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.0
Other employment, outside of academia [2]								
None	87.2	89.1	88.4	86.7	84.3	84.7	85.9	82.8
1 to 4	6.9	5.9	6.2	7.1	8.4	8.7	6.0	9.4
5 to 8	2.7	2.6	1.9	3.1	3.0	2.1	3.7	4.1
9 to 12	1.5	1.2	1.1	1.5	2.1	2.9	1.2	1.4
13 to 16	0.7	0.6	0.9	0.6	0.7	0.4	0.6	1.2
17 to 20	0.5	0.3	0.7	0.5	0.6	0.3	2.0	0.5
21 to 34	0.2	0.1	0.3	0.3	0.3	0.4	0.5	0.2
35 to 44	0.2	0.1	0.4	0.2	0.4	0.5	0.1	0.4
45 +	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]								
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One	22.7	37.2	30.3	12.4	9.9	11.2	12.9	6.6
Two	29.5	36.6	34.6	24.6	22.1	27.5	19.9	15.6
Three	24.9	16.9	23.9	30.9	29.9	28.1	29.9	32.3
Four	14.5	6.3	8.2	20.7	22.5	19.1	22.9	27.3
Five	5.2	1.6	1.5	7.2	10.2	8.5	9.8	12.7
Six or more	3.2	1.5	1.6	4.2	5.4	5.6	4.6	5.6
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]								
Course #1								
10 or fewer	12.2	11.3	10.5	10.5	16.9	19.3	12.1	15.9
11 to 20	25.8	23.6	26.8	21.5	33.9	35.4	35.0	31.2
21 to 30	25.5	22.2	23.1	28.8	27.9	25.9	31.1	29.0
31 to 50	21.4	19.8	23.5	26.5	16.1	13.5	17.9	18.8
51 to 100	9.4	13.1	9.3	9.6	3.8	3.8	3.3	4.0
More than 100	5.6	10.0	6.9	3.0	1.5	2.2	0.6	0.9
Course #2								
10 or fewer	17.0	18.5	15.9	13.8	20.0	20.3	17.0	21.1
11 to 20	30.4	25.1	31.3	27.2	39.2	42.3	34.4	37.2
21 to 30	26.6	24.1	22.7	29.8	27.1	24.7	33.3	27.3
31 to 50	18.3	18.6	20.7	23.0	11.1	9.1	13.9	12.4
51 to 100	5.2	8.2	6.8	4.8	1.9	2.3	1.2	1.8
More than 100	2.5	5.5	2.6	1.4	0.7	1.2	0.2	0.2
Course #3								
10 or fewer	24.9	30.8	22.4	19.4	28.8	27.9	23.8	32.1
11 to 20	32.4	27.8	30.9	30.0	38.5	38.3	35.9	39.8
21 to 30	24.7	19.3	22.2	29.1	23.2	23.5	30.1	19.9
31 to 50	14.0	13.5	18.2	18.6	7.5	6.5	9.7	7.5
51 to 100	2.8	5.4	4.4	2.4	1.3	2.4	0.5	0.4
More than 100	1.2	3.2	1.9	0.6	0.7	1.5	0.0	0.2
Course #4								
10 or fewer	33.3	37.4	29.4	28.2	37.9	32.6	38.0	43.4
11 to 20	30.9	28.0	28.2	28.7	34.8	35.2	31.5	35.8
21 to 30	21.7	18.7	16.1	27.2	17.9	18.3	23.7	15.0
31 to 50	11.2	9.0	14.8	14.3	8.1	12.5	6.3	4.4
51 to 100	2.0	4.0	8.9	1.3	0.7	0.2	0.5	1.3
More than 100	0.9	2.9	2.6	0.3	0.6	1.3	0.0	0.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007-2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	Universities		Four-year Colleges				Oth Relig	
	All 4+ yr	Pub	Priv	Pub	All Priv	Nons		Cath
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?								
General education courses								
None	56.0	66.5	61.1	49.3	45.8	49.8	46.6	39.8
One	18.1	16.6	15.3	19.7	19.9	19.8	16.3	21.9
Two	12.5	9.3	11.5	14.4	15.2	13.4	14.8	17.9
Three	6.0	3.5	5.1	7.0	9.1	8.2	9.9	10.1
Four	3.5	2.3	2.8	4.5	4.5	3.9	6.3	4.5
Five or more	3.9	1.8	4.2	5.1	5.5	4.9	6.1	5.9
Developmental/remedial courses								
None	95.1	96.3	96.5	94.5	93.2	92.4	94.3	93.6
One	2.8	2.4	1.9	2.8	3.8	3.9	3.0	3.9
Two	1.2	0.7	0.6	1.6	1.7	2.6	1.2	0.7
Three	0.4	0.3	0.5	0.5	0.5	0.7	0.2	0.5
Four	0.2	0.2	0.2	0.3	0.3	0.2	0.3	0.4
Five or more	0.3	0.1	0.3	0.3	0.6	0.2	1.0	0.9
Other undergraduate credit courses								
None	17.5	20.7	21.1	13.9	15.1	15.4	18.9	12.6
One	21.2	27.2	25.8	17.6	14.0	14.2	16.6	12.5
Two	24.2	26.8	23.6	24.8	19.9	21.3	21.3	17.3
Three	16.1	13.6	14.2	17.7	18.9	18.7	17.6	19.9
Four	9.5	5.7	7.9	11.4	13.6	12.3	12.4	16.0
Five or more	11.6	6.1	7.5	14.6	18.5	18.1	13.2	21.7
Graduate courses								
None	61.9	45.1	57.7	66.8	82.9	84.9	71.1	86.1
One	24.1	35.4	28.2	20.8	9.1	7.9	14.5	7.9
Two	9.1	13.6	8.4	8.0	4.2	4.3	6.2	3.1
Three	2.5	3.2	3.3	2.0	1.6	1.2	4.1	1.0
Four	1.3	1.5	1.3	1.6	0.9	0.8	1.8	0.6
Five or more	1.1	1.2	1.1	0.9	1.2	0.8	2.4	1.2
Vocational or technical courses								
None	97.2	96.9	97.7	97.1	97.5	96.9	98.1	98.0
One	1.2	1.4	0.8	1.1	1.1	1.5	0.6	0.8
Two	0.7	0.8	0.7	0.6	0.6	0.7	0.9	0.4
Three	0.5	0.4	0.5	0.5	0.5	0.7	0.3	0.3
Four	0.2	0.4	0.2	0.1	0.1	0.1	0.1	0.1
Five or more	0.3	0.2	0.1	0.5	0.2	0.1	0.0	0.4
Non-credit courses (other than above)								
None	95.5	95.1	95.3	96.0	95.5	95.2	97.5	94.9
One	3.2	3.4	3.5	2.7	3.2	3.4	1.8	3.7
Two	0.9	1.0	0.6	1.0	0.8	0.7	0.5	1.0
Three	0.2	0.2	0.4	0.2	0.1	0.0	0.1	0.2
Four	0.1	0.1	0.1	0.0	0.2	0.2	0.0	0.1
Five or more	0.2	0.2	0.1	0.1	0.3	0.6	0.1	0.2
Do you teach remedial/developmental skills in any of the following areas?								
Reading	3.5	2.9	3.6	3.5	4.5	4.4	5.0	4.4
Writing	8.6	7.5	8.1	8.6	10.5	11.6	9.3	9.5
Mathematics	4.3	3.9	3.0	5.1	4.8	5.5	5.0	3.7
ESL	0.6	0.7	0.5	0.5	0.8	0.6	1.0	0.8
General academic skills	7.5	6.9	6.1	8.1	8.7	9.7	6.3	8.6
Other subject areas	5.1	4.7	4.2	5.4	5.8	7.3	4.8	4.3

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]								
Workshops focused on teaching in the classroom								
Yes	66.0	62.7	63.5	66.7	71.4	70.5	72.0	72.4
No	31.9	36.4	35.0	30.7	25.0	26.7	25.1	22.4
Not eligible	0.2	0.2	0.2	0.2	0.2	0.2	0.4	0.2
Not available	1.9	0.7	1.2	2.4	3.4	2.6	2.5	5.0
Paid workshops outside the institution focused on teaching								
Yes	19.4	13.7	15.3	22.0	27.1	24.6	25.7	31.4
No	76.4	83.1	80.7	72.7	68.5	70.9	71.2	63.8
Not eligible	0.8	0.8	1.2	1.1	0.3	0.2	0.2	0.6
Not available	3.3	2.3	2.9	4.2	4.0	4.2	2.9	4.2
Paid sabbatical leave								
Yes	32.0	32.5	41.8	25.2	34.0	39.1	29.9	28.8
No	55.1	56.8	47.7	59.8	51.1	45.8	60.3	54.0
Not eligible	9.6	6.6	9.4	10.8	12.6	13.3	9.4	13.4
Not available	3.3	4.1	1.2	4.3	2.2	1.9	0.4	3.8
Travel funds paid by the institution								
Yes	78.4	76.1	78.5	79.7	80.2	80.3	77.1	81.6
No	18.8	20.6	19.1	17.7	17.2	15.9	22.3	16.3
Not eligible	1.1	0.8	1.4	1.4	1.1	1.9	0.1	0.3
Not available	1.7	2.5	1.0	1.2	1.6	1.8	0.4	1.8
Association membership/dues paid by the institution								
Yes	29.1	22.9	32.0	21.3	46.1	41.5	43.9	53.9
No	57.6	64.4	55.9	61.8	43.4	47.1	47.2	36.3
Not eligible	2.1	1.7	3.0	2.4	1.7	2.7	0.9	0.8
Not available	11.2	11.0	9.1	14.5	8.7	8.7	7.9	9.0
Tuition remission								
Yes	14.2	10.0	21.7	10.6	20.4	19.1	18.0	23.5
No	78.5	82.5	73.6	80.8	73.0	72.9	78.0	70.4
Not eligible	3.1	2.3	3.3	3.0	4.2	4.9	2.9	3.8
Not available	4.2	5.2	1.4	5.7	2.5	3.1	1.1	2.3
Internal grants for research								
Yes	48.5	52.5	53.7	46.2	42.4	46.0	40.1	38.6
No	48.2	45.2	42.6	51.0	52.7	49.0	57.4	55.7
Not eligible	1.7	1.7	2.7	1.3	1.5	1.8	0.7	1.3
Not available	1.6	0.6	1.0	1.5	3.3	3.2	1.8	4.4
Training for administrative leadership								
Yes	13.5	13.9	14.3	13.7	12.4	12.5	13.2	11.7
No	78.0	79.9	78.2	77.5	75.8	74.5	79.1	75.9
Not eligible	2.0	1.1	3.2	2.2	2.4	2.8	1.1	2.5
Not available	6.4	5.2	4.4	6.6	9.5	10.1	6.6	10.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Goals for undergraduates noted as “very important” or “essential”								
Develop ability to think critically	99.4	99.4	99.3	99.4	99.3	99.0	99.7	99.6
Prepare students for employment after college	79.0	78.1	75.8	82.2	78.3	76.5	78.3	81.0
Prepare students for graduate or advanced education	74.7	72.6	77.6	73.8	77.1	75.6	77.1	79.1
Develop moral character	67.7	62.2	74.4	64.5	75.5	70.0	81.1	80.5
Provide for students’ emotional development	43.3	38.8	46.9	40.6	51.3	47.7	53.5	55.3
Prepare students for family living	20.1	15.1	26.5	19.0	25.1	22.1	26.5	28.5
Teach students the classic works of Western civilization [2]	36.3	31.1	42.5	35.9	40.8	36.9	44.8	44.3
Help students develop personal values	63.4	57.1	68.4	61.1	72.7	69.0	73.7	77.4
Enhance students’ self-understanding	68.5	64.0	68.6	67.7	76.1	74.5	78.3	77.3
Instill in students a commitment to community service	49.6	43.3	53.0	50.8	55.5	50.9	57.7	60.9
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	67.4	64.5	67.3	67.1	71.9	70.9	74.1	72.4
Study a foreign language [2]	50.5	49.3	55.2	46.5	54.4	53.2	55.0	55.9
Help master knowledge in a discipline	94.7	94.3	92.8	95.5	95.5	95.1	96.1	95.8
Develop creative capacities	81.7	82.5	81.9	80.3	82.1	84.2	79.0	80.6
Instill a basic appreciation of the liberal arts	70.2	64.3	69.9	69.4	80.2	80.2	78.7	80.9
Promote ability to write effectively	95.3	95.1	94.7	94.7	96.8	97.1	97.0	96.4
Help students evaluate the quality and reliability of information [2]	96.4	96.1	96.9	96.0	96.9	97.1	97.6	96.3
Engage students in civil discourse around controversial issues [2]	67.7	62.4	67.0	68.1	75.3	74.2	76.6	76.2
Teach students tolerance and respect for different beliefs [2]	76.6	73.7	78.3	76.3	80.1	79.9	83.2	78.8
Encourage students to become agents of social change [2]	49.0	42.8	50.7	49.3	56.6	55.5	57.8	57.5

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007-2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?								
Articles in academic or professional journals								
None	15.0	8.9	10.9	16.4	24.9	24.6	19.8	27.8
1 to 2	14.1	7.0	10.8	18.3	21.2	18.9	21.4	24.3
3 to 4	12.9	10.3	9.6	15.8	15.1	13.8	17.2	15.8
5 to 10	18.7	17.8	15.9	21.0	18.9	19.6	20.3	17.2
11 to 20	14.9	17.5	17.8	13.5	10.8	12.3	11.1	8.7
21 to 50	14.7	21.4	19.1	10.9	7.1	8.6	6.9	5.1
51+	9.7	17.0	15.9	4.1	2.0	2.2	3.3	1.1
Chapters in edited volumes								
None	46.4	35.5	33.9	55.2	58.8	55.7	55.9	64.8
1 to 2	24.8	23.8	24.7	26.4	24.4	25.2	26.3	22.4
3 to 4	13.0	16.6	16.3	9.8	9.7	11.2	10.1	7.4
5 to 10	10.3	14.8	15.5	6.7	5.1	5.5	5.8	4.1
11 to 20	3.7	5.7	7.0	1.4	1.6	2.0	1.6	1.0
21 to 50	1.4	2.8	1.9	0.3	0.3	0.3	0.3	0.3
51+	0.4	0.8	0.7	0.1	0.0	0.0	0.0	0.0
Books, manuals, or monographs								
None	57.0	49.6	47.6	63.1	66.0	63.5	63.4	70.9
1 to 2	26.8	30.0	27.2	25.7	23.3	24.8	26.6	19.5
3 to 4	8.3	10.0	11.8	6.7	5.5	5.4	5.5	5.6
5 to 10	5.7	7.4	9.1	3.3	4.1	5.4	3.8	2.5
11 to 20	1.5	1.9	3.2	0.7	0.9	0.7	0.6	1.2
21 to 50	0.5	0.9	0.7	0.2	0.2	0.1	0.1	0.2
51+	0.2	0.2	0.3	0.2	0.0	0.0	0.0	0.0
Other, such as patents or computer software products								
None	82.1	77.2	78.9	85.0	87.3	87.9	85.2	87.7
1 to 2	9.9	11.9	12.0	8.7	7.2	7.0	8.9	6.6
3 to 4	4.0	5.6	4.0	3.2	2.7	2.2	3.3	3.1
5 to 10	2.5	3.5	3.4	1.7	1.4	1.6	1.6	1.1
11 to 20	0.8	1.1	0.9	0.7	0.7	0.6	0.6	0.8
21 to 50	0.4	0.5	0.4	0.5	0.3	0.5	0.1	0.2
51+	0.3	0.3	0.5	0.2	0.3	0.3	0.4	0.4
IN THE LAST TWO YEARS, HOW MANY:								
Exhibitions or performances in the fine or applied arts have you presented?								
None	82.4	87.5	82.2	81.1	76.6	73.5	83.6	77.3
1 to 2	5.2	3.2	6.0	5.1	8.0	10.4	6.5	5.4
3 to 4	3.9	2.9	4.3	4.4	4.6	4.9	3.6	4.7
5 to 10	4.0	3.0	3.6	4.3	5.6	6.4	4.0	5.4
11 to 20	2.0	1.6	1.5	2.5	2.3	2.2	0.7	3.2
21 to 50	1.2	0.7	1.4	1.8	1.2	0.9	0.6	1.9
51+	1.2	1.1	1.1	0.9	1.7	1.8	1.0	2.0
Of your professional writings have been published or accepted for publication?								
None	26.1	16.7	17.1	30.3	40.2	38.6	35.7	44.8
1 to 2	31.1	25.4	27.1	36.4	35.2	36.1	36.1	33.5
3 to 4	22.0	25.2	25.7	21.2	16.2	16.7	18.0	14.6
5 to 10	16.0	24.6	23.5	9.7	6.8	7.2	7.9	5.7
11 to 20	3.6	6.5	4.9	1.6	0.9	1.1	0.6	0.9
21 to 50	0.9	1.4	1.1	0.6	0.4	0.2	1.4	0.1
51+	0.3	0.3	0.5	0.1	0.2	0.0	0.4	0.3

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
General activities								
Are you a member of a faculty union?	20.0	16.0	7.8	39.0	9.1	8.3	18.3	5.4
Are you a U.S. citizen?	92.9	90.8	93.5	93.5	94.7	94.4	94.3	95.4
Were you born in the U.S.A.?	84.4	82.2	82.8	85.3	87.4	84.5	88.4	91.0
Do you plan to retire within the next three years?	14.3	17.5	12.5	14.5	10.6	10.6	12.9	9.5
Do you use your scholarship to address local community needs?	43.8	42.6	39.2	49.4	41.2	34.4	46.3	48.2
Have you been sexually harassed at this institution?	2.3	1.7	1.4	3.7	2.2	2.5	2.3	1.6
Have you ever interrupted your professional career for more than one year for family reasons? [2]	5.0	4.2	3.2	6.3	5.8	5.2	6.3	6.5
Have you ever received an award for outstanding teaching?	44.0	49.6	44.4	40.7	39.5	37.3	40.7	42.1
Have you published op-ed pieces or editorials?	27.8	28.5	29.6	26.9	26.8	26.9	28.4	25.9
Is (or was) your:								
Father an academic?	13.3	13.1	15.2	12.7	13.3	13.1	11.0	14.8
Mother an academic?	8.0	7.4	8.2	8.1	8.7	7.5	8.9	10.2
Spouse/partner an academic?	31.9	32.2	28.4	31.8	33.8	33.4	33.3	34.5
Are you currently teaching courses at more than one institution?	4.8	3.7	4.2	4.2	7.6	7.9	7.3	7.2
During the past two years, have you:								
Considered early retirement?	20.3	21.0	18.1	23.1	17.2	16.0	18.8	17.9
Considered leaving academe for another job?	29.7	26.5	25.8	33.9	31.2	32.6	24.2	32.8
Considered leaving this institution for another?	45.1	44.7	40.9	47.5	45.0	45.2	41.0	46.8
Changed academic institutions?	11.0	9.9	11.1	12.3	11.1	10.1	10.1	12.9
Engaged in paid consulting outside of your institution?	40.8	46.6	40.9	38.2	35.2	36.0	33.4	35.0
Engaged in public service/professional consulting without pay?	58.6	61.4	54.9	59.8	55.1	54.4	50.0	58.6
Received at least one firm job offer?	22.4	20.3	22.7	23.0	24.4	25.0	23.1	24.3
Received funding for your work from:								
Foundations?	20.8	24.9	23.1	17.5	17.3	19.9	15.3	14.7
State or federal government?	30.2	44.6	26.7	27.9	14.1	17.7	13.2	9.5
Business or industry?	16.7	22.2	16.2	14.8	11.3	12.7	10.3	9.9
Requested/sought an early promotion?	7.2	7.4	5.7	8.5	6.4	7.6	5.4	5.2
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:								
Come to this institution? [2]								
Definitely yes	35.7	34.4	44.9	30.7	38.6	39.0	37.1	38.8
Probably yes	33.5	33.6	30.3	34.8	33.9	33.6	36.4	33.0
Not sure	16.1	16.4	14.6	17.3	15.3	15.8	14.3	15.2
Probably no	9.6	10.4	6.2	11.4	8.2	7.5	7.3	9.6
Definitely no	5.0	5.2	4.0	5.9	4.0	4.2	4.9	3.3
Be a college professor?								
Definitely yes	65.9	64.9	69.6	64.7	66.5	64.5	70.6	67.4
Probably yes	23.8	23.5	20.5	24.6	25.2	26.8	21.4	25.0
Not sure	7.4	7.9	6.9	8.0	6.2	6.7	5.6	5.9
Probably no	2.3	2.7	2.3	2.1	1.7	1.8	1.7	1.4
Definitely no	0.7	0.9	0.7	0.6	0.3	0.2	0.6	0.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
Attributes noted as being “very descriptive” of your institution								
It is easy for students to see faculty outside of regular office hours	60.1	47.4	61.6	60.3	77.7	75.8	77.7	80.5
There is a great deal of conformity among the students	29.9	30.5	35.8	24.0	32.9	27.1	40.2	37.4
The faculty are typically at odds with campus administration	19.1	17.5	12.9	25.5	17.3	16.9	20.7	16.0
Faculty here respect each other	47.3	45.1	54.9	41.1	53.9	50.8	53.9	58.2
Most students are treated like “numbers in a book”	4.4	7.1	2.6	3.9	2.0	2.4	1.4	1.6
Social activities are overemphasized	8.5	8.7	8.0	6.3	11.0	11.4	6.3	13.0
Faculty are rewarded for being good teachers	16.2	13.0	18.1	15.4	21.0	24.5	16.1	18.4
There is respect for the expression of diverse values and beliefs	36.1	34.7	38.2	34.8	38.6	43.2	39.6	31.6
Faculty are rewarded for their efforts to use instructional technology	18.4	19.0	22.1	19.1	14.4	16.5	12.3	12.7
Faculty are rewarded for their efforts to work with underprepared students	5.1	3.8	5.6	5.3	6.6	8.1	5.3	5.1
Administrators consider faculty concerns when making policy [2]	13.4	10.1	14.6	12.2	19.4	20.5	14.4	20.4
The administration is open about its policies	17.0	14.4	17.4	15.9	22.0	23.4	17.3	22.4
Do you, “to a great extent”:								
Engage in academic work that spans multiple disciplines	40.0	42.0	42.9	36.2	40.3	44.5	37.6	35.5
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	40.4	40.6	41.0	41.9	37.9	36.9	40.6	37.8
Achieve a healthy balance between your personal life and your professional life	38.7	38.7	42.3	38.4	37.0	36.7	40.6	35.7
Experience close alignment between your work and your personal values	64.7	62.4	69.4	62.6	68.1	64.7	70.3	71.7
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	22.8	21.7	24.5	23.9	21.8	23.2	18.1	21.7
Mentor new faculty [2]	19.8	20.9	20.3	20.4	17.2	17.7	20.1	15.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Aspects of your job with which you are “very satisfied” or “satisfied”: [3]								
Salary [2]	48.9	51.4	55.6	43.7	47.9	48.5	53.6	44.1
Health benefits [2]	67.9	70.3	73.9	69.7	58.2	60.1	64.7	52.3
Retirement benefits [2]	69.6	73.6	69.0	70.1	63.3	64.2	63.1	62.2
Opportunity for scholarly pursuits	58.4	68.3	69.0	46.8	52.0	55.3	49.0	48.8
Teaching load	60.4	70.5	67.3	48.6	56.5	60.0	54.6	52.3
Quality of students	55.5	58.7	73.2	42.9	55.8	58.4	52.6	53.8
Office/lab space	68.0	70.5	69.6	62.3	70.4	70.9	69.5	70.2
Autonomy and independence	85.9	88.9	86.8	81.9	85.8	86.9	84.6	85.0
Professional relationships with other faculty	77.7	76.2	78.8	75.6	81.7	80.4	81.3	83.8
Social relationships with other faculty	65.6	63.3	66.3	63.8	70.7	68.8	75.1	71.3
Competency of colleagues	77.1	77.9	80.3	71.8	80.6	81.0	77.4	81.7
Visibility for jobs at other institutions/organizations	55.1	62.3	62.8	48.3	48.0	48.5	47.8	47.5
Job security	80.8	83.8	80.8	80.3	77.0	75.8	80.6	76.7
Relationship with administration	59.1	59.2	61.5	54.6	63.1	63.9	61.7	62.7
Departmental leadership [2]	71.4	67.8	75.7	68.9	77.1	76.0	75.6	79.3
Course assignments [2]	85.5	85.9	86.6	82.8	87.6	88.3	85.6	87.6
Freedom to determine course content [2]	93.3	94.5	93.1	91.8	93.8	94.5	90.5	94.4
Availability of child care at this institution	33.7	36.3	38.9	35.3	24.5	26.9	17.0	24.6
Prospects for career advancement	57.7	58.5	63.3	54.7	56.6	55.8	59.2	56.4
Clerical/administrative support	63.0	60.9	68.5	63.3	62.4	63.3	65.9	59.3
Overall job satisfaction	76.6	77.2	80.9	72.8	77.9	79.3	78.5	75.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

[3] Respondents marking “Not Applicable” were not included in the computation of these results.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Do you agree "strongly" or "somewhat"?								
Faculty are interested in students' personal problems	82.0	72.2	84.6	83.0	93.6	91.6	94.0	96.2
Racial and ethnic diversity should be more strongly reflected in the curriculum	52.3	50.9	48.6	51.0	58.2	56.5	61.8	58.8
Faculty feel that most students are well-prepared academically	43.7	44.3	67.0	28.7	47.7	49.9	42.5	47.2
This institution should hire more faculty of color	69.2	71.9	68.6	63.5	72.8	70.9	71.2	76.3
Student Affairs staff have the support and respect of faculty	75.6	74.3	77.8	73.1	79.4	78.7	81.3	79.4
Faculty are committed to the welfare of this institution	90.5	88.2	93.0	88.7	94.8	94.0	96.1	95.2
Faculty here are strongly interested in the academic problems of undergraduates	87.7	82.0	89.8	87.6	94.9	94.3	96.3	95.1
There is a lot of campus racial conflict here	8.6	10.9	5.9	7.1	8.9	9.8	8.1	8.0
Most students are strongly committed to community service	49.3	41.7	75.1	35.8	61.6	56.1	66.3	67.0
My research is valued by faculty in my department	75.9	74.7	78.8	74.1	78.3	78.2	79.2	78.1
My teaching is valued by faculty in my department	90.2	88.0	90.1	90.4	93.3	91.2	95.2	95.3
Many courses include feminist perspectives	40.8	37.9	38.2	40.6	46.7	51.0	46.5	40.5
Faculty of color are treated fairly here	92.1	91.2	93.1	92.4	92.4	93.0	91.3	92.0
Women faculty are treated fairly here	92.1	90.2	92.4	93.1	93.5	94.7	91.7	92.6
Many courses involve students in community service	44.8	34.1	55.8	42.5	56.7	51.1	64.5	60.6
This institution should hire more women faculty	53.2	61.3	61.2	45.1	46.4	44.5	47.1	48.8
Gay and lesbian faculty are treated fairly here	83.2	86.3	75.3	87.7	77.5	86.6	68.9	68.6
My department does a good job of mentoring new faculty	72.2	69.4	76.3	69.8	76.7	76.4	78.3	76.5
Faculty are sufficiently involved in campus decision making	52.5	49.9	49.1	50.8	60.3	63.7	54.5	58.4
My values are congruent with the dominant institutional values	72.1	66.9	78.8	68.1	80.8	79.1	79.8	83.6
There is adequate support for integrating technology in my teaching	85.8	87.9	91.3	83.1	82.8	84.6	84.8	79.3
This institution takes responsibility for educating underprepared students	65.0	62.1	65.2	64.9	69.1	68.6	70.8	68.8
The criteria for advancement and promotion decisions are clear	74.3	76.6	78.4	71.7	71.8	70.3	73.3	73.2
Most of the students I teach lack the basic skills for college level work	35.4	31.0	17.1	50.0	34.6	32.5	40.6	34.5
There is adequate support for faculty development	69.3	72.2	75.8	62.6	69.5	72.2	69.8	65.6
This institution should not offer remedial/developmental education	31.3	32.0	39.4	28.6	28.9	29.9	24.6	29.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Issues you believe to be of “high” or “highest” priority at your institution:								
To promote the intellectual development of students	85.6	85.7	89.6	81.8	88.0	88.6	86.4	88.0
To help students examine and understand their personal values	55.1	42.9	71.8	46.7	73.2	67.2	78.8	78.8
To develop a sense of community among students and faculty	51.9	42.9	59.2	47.9	65.9	63.5	65.6	69.5
To facilitate student involvement in community service	42.5	31.1	59.0	37.8	55.3	47.2	66.2	61.3
To help students learn how to bring about change in American society	32.4	25.2	41.0	30.0	40.8	40.4	42.5	40.4
To increase or maintain institutional prestige	63.6	71.8	71.1	53.9	59.4	64.1	61.1	51.7
To hire faculty “stars”	29.0	47.6	32.7	17.1	14.6	16.9	11.8	12.7
To recruit more minority students	48.6	52.6	44.1	47.1	47.3	51.9	42.3	43.4
To enhance the institution’s national image	70.0	81.4	78.6	59.0	62.0	68.9	60.1	53.1
To create a diverse multi-cultural campus environment	51.6	51.4	49.1	51.9	53.0	58.8	48.6	46.9
To promote gender equity among faculty	57.1	60.9	58.2	54.0	54.6	59.2	52.7	49.0
To provide resources for faculty to engage in community-based teaching or research	33.5	30.8	34.3	36.7	32.9	34.6	36.7	28.6
To create and sustain partnerships with surrounding communities	44.8	42.4	38.1	51.6	43.8	43.7	47.4	42.1
To pursue extramural funding	60.9	79.5	59.6	53.1	44.3	45.5	49.3	39.9
To increase the representation of minorities in the faculty and administration	44.7	49.0	42.8	44.1	40.2	45.5	34.9	35.4
To strengthen links with the for-profit, corporate sector [2]	48.4	62.7	40.6	46.7	34.4	33.8	40.6	32.0
To develop leadership ability among students	57.5	52.0	69.4	51.2	66.3	66.7	63.7	66.9
To increase the representation of women in the faculty and administration	41.9	49.5	42.2	37.6	35.9	41.0	32.1	30.7
To develop an appreciation for multiculturalism [2]	53.0	51.5	51.7	51.7	57.6	62.5	53.4	52.9

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
Do you agree “strongly” or “somewhat”?								
Western civilization and culture should be the foundation for the undergraduate curriculum	62.8	60.3	65.5	61.3	66.6	62.6	68.6	71.3
College officials have the right to ban persons with extreme views from speaking on campus	30.0	23.4	43.6	23.9	39.1	33.9	36.6	47.8
The chief benefit of a college education is that it increases one’s earning power	29.5	32.5	25.5	32.4	24.1	24.7	27.5	21.4
Promoting diversity leads to the admission of too many underprepared students	27.9	28.3	28.4	29.7	24.8	23.0	26.7	26.3
Colleges should be actively involved in solving social problems	68.1	68.0	69.0	67.5	68.6	66.6	70.1	70.5
Tenure is an outmoded concept	28.7	27.6	29.0	27.9	31.3	31.5	30.9	31.1
Colleges should encourage students to be involved in community service activities	85.2	82.1	87.6	84.5	89.2	86.8	88.7	92.8
Community service should be given weight in college admissions decisions	64.4	61.8	69.5	61.5	68.7	68.3	70.0	68.6
A racially/ethnically diverse student body enhances the educational experience of all students	91.6	92.1	91.2	91.1	91.6	90.4	90.5	93.8
Realistically, an individual can do little to bring about changes in society	23.1	23.5	24.3	23.2	21.8	23.0	22.9	19.5
Colleges should be concerned with facilitating undergraduate students’ spiritual development	37.0	23.1	58.9	26.0	58.1	42.3	72.0	73.4
Colleges have a responsibility to work with their surrounding communities to address local issues	86.1	85.3	84.8	87.1	86.7	83.9	87.4	90.4
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.3	59.6	56.1	58.7	57.3	56.6	59.7	56.9

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Factors noted as a source of stress for you during the last two years								
Managing household responsibilities	67.6	65.5	64.9	68.8	70.8	70.9	66.7	72.7
Child care	30.7	28.4	29.3	31.3	34.1	35.5	29.1	34.7
Care of elderly parent	30.9	27.7	32.9	31.5	33.4	35.3	30.7	32.2
My physical health	46.7	45.1	47.7	49.6	44.7	43.1	47.4	45.5
Health of spouse/partner	38.9	37.4	41.2	39.9	38.4	39.0	36.3	38.4
Review/promotion process	46.6	46.0	42.3	50.0	45.7	45.2	47.2	45.5
Subtle discrimination (e.g., prejudice, racism, sexism)	18.2	18.1	14.6	21.0	16.9	18.4	18.6	14.0
Personal finances	61.3	56.5	59.4	64.5	65.5	65.2	62.7	67.3
Committee work	59.3	56.4	54.7	64.2	60.3	59.4	63.6	60.0
Faculty meetings	51.0	48.8	45.6	54.9	52.5	51.6	55.4	52.4
Colleagues	61.3	60.1	57.0	66.1	59.5	60.0	58.4	59.5
Students	61.4	58.8	54.4	65.3	64.4	62.3	60.7	69.2
Research or publishing demands	61.1	67.8	66.0	58.9	51.2	50.9	56.1	49.2
Institutional procedures and "red tape"	72.0	74.6	66.6	76.2	66.4	63.9	70.6	67.9
Teaching load	59.6	52.9	55.3	65.7	64.2	62.6	62.7	67.2
Children's problems	31.7	29.6	36.1	31.6	32.0	31.8	27.5	34.5
Friction with spouse/partner	27.4	28.2	25.2	27.4	27.7	28.5	27.5	26.7
Lack of personal time	67.8	67.4	67.1	67.5	69.2	68.2	67.5	71.6
Keeping up with information technology	48.3	47.3	45.0	49.8	49.7	48.7	50.4	50.7
Job security	28.3	24.2	27.5	28.8	34.1	35.7	34.5	31.6
Being part of a dual career couple	40.5	38.0	34.8	42.5	44.9	45.8	40.5	45.9
Working with underprepared students	59.0	52.9	42.1	70.0	64.2	59.7	68.8	68.4
Classroom conflict	16.3	13.9	11.0	21.0	16.9	15.2	21.7	16.8
Self-imposed high expectations	77.0	77.5	75.0	76.9	77.7	77.1	74.2	80.4
Change in work responsibilities	40.6	38.4	37.1	43.1	43.0	43.4	41.9	43.0
Personal goals noted as "very important" or "essential":								
Becoming an authority in my field	61.5	70.3	67.6	55.4	52.8	53.3	52.5	52.4
Influencing the political structure	18.0	19.2	17.9	17.6	16.5	15.6	19.7	16.3
Influencing social values	35.3	33.3	38.7	32.6	39.9	37.3	41.5	42.7
Raising a family	72.4	73.1	74.4	68.7	74.9	75.4	67.5	78.1
Becoming very well off financially	34.3	38.8	30.8	35.4	28.3	30.4	29.5	24.8
Helping others who are in difficulty	61.2	58.6	65.4	60.1	64.0	61.3	67.5	66.0
Becoming involved in programs to clean up the environment	33.1	33.5	30.8	33.8	33.0	34.0	33.6	31.2
Developing a meaningful philosophy of life	70.8	68.5	73.5	68.6	75.2	74.9	75.8	75.4
Helping to promote racial understanding	48.4	47.6	47.4	46.6	52.4	53.2	55.9	49.6
Obtaining recognition from my colleagues for contributions to my special field	47.0	56.3	51.3	41.1	38.3	40.6	42.2	33.2
Integrating spirituality into my life	43.8	35.5	54.0	40.3	54.5	45.7	57.1	65.5

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]								
Ask questions in class								
Frequently	92.9	91.9	92.9	93.7	93.5	93.5	93.3	93.6
Occasionally	6.9	7.7	7.0	6.3	6.4	6.4	6.5	6.3
Not at all	0.2	0.4	0.1	0.1	0.1	0.0	0.2	0.1
Support their opinions with a logical argument								
Frequently	80.4	78.8	79.7	81.4	82.0	82.5	84.6	80.0
Occasionally	18.5	19.8	19.3	17.7	17.2	17.0	14.4	18.9
Not at all	1.0	1.4	1.0	0.9	0.8	0.6	1.0	1.1
Seek solutions to problems and explain them to others								
Frequently	71.3	71.2	67.8	73.2	71.3	73.2	71.7	68.4
Occasionally	26.7	26.6	30.3	25.0	26.9	25.0	26.2	30.2
Not at all	1.9	2.2	1.9	1.8	1.7	1.8	2.1	1.4
Revise their papers to improve their writing								
Frequently	52.3	49.3	50.5	52.6	57.2	60.5	56.2	53.1
Occasionally	37.2	37.1	38.5	38.7	34.8	32.0	35.8	38.2
Not at all	10.5	13.5	11.0	8.6	8.0	7.5	7.9	8.7
Evaluate the quality or reliability of information they receive								
Frequently	69.0	68.4	67.1	70.3	69.4	71.3	70.0	66.5
Occasionally	28.6	28.9	30.4	27.6	28.4	26.8	27.8	31.0
Not at all	2.4	2.7	2.4	2.1	2.2	2.0	2.2	2.5
Take risks for potential gains								
Frequently	33.8	33.7	30.6	33.8	35.8	37.4	35.6	33.6
Occasionally	50.3	49.6	51.0	50.2	51.0	49.7	51.0	52.8
Not at all	15.9	16.7	18.4	16.0	13.2	12.9	13.4	13.5
Seek alternative solutions to a problem								
Frequently	60.9	59.2	58.6	63.7	61.1	63.2	59.8	58.9
Occasionally	36.8	39.1	38.3	33.7	36.5	34.6	37.3	38.7
Not at all	2.3	1.6	3.1	2.6	2.4	2.2	2.9	2.4
Look up scientific research articles and resources								
Frequently	52.4	56.4	52.5	52.4	46.4	49.2	45.6	42.9
Occasionally	36.4	34.6	35.1	37.2	38.9	37.0	39.0	41.6
Not at all	11.2	9.0	12.3	10.4	14.6	13.8	15.5	15.5
Explore topics on their own, even though it was not required for a class								
Frequently	48.8	49.3	49.5	49.6	46.6	49.0	45.8	43.7
Occasionally	46.8	46.8	46.1	46.0	48.3	45.7	50.2	50.8
Not at all	4.4	3.9	4.3	4.4	5.1	5.3	3.9	5.4
Acknowledge failure as a necessary part of the learning process								
Frequently	46.2	44.3	42.7	49.4	47.2	49.0	46.2	45.2
Occasionally	46.2	47.4	48.2	43.7	46.4	45.1	47.2	47.9
Not at all	7.6	8.2	9.1	7.0	6.4	6.0	6.6	7.0
Seek feedback on their academic work								
Frequently	66.9	64.5	63.9	68.7	69.8	72.0	67.8	67.9
Occasionally	31.1	33.3	33.6	29.3	28.5	26.4	30.3	30.5
Not at all	2.1	2.3	2.5	2.0	1.7	1.6	1.9	1.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
Methods you use in “all” or “most” of the courses you teach:								
Multiple-choice exams [2]	32.0	29.5	27.4	38.0	31.0	25.9	34.4	36.4
Essay exams [2]	45.0	40.7	47.2	43.0	52.3	51.7	55.8	51.5
Short-answer exams [2]	46.4	43.1	44.7	48.4	49.7	48.0	51.5	51.3
Quizzes	38.9	35.2	37.9	43.2	39.5	35.6	42.6	43.6
Weekly essay assignments	19.5	20.5	17.4	17.9	21.2	23.4	20.0	18.6
Student presentations	40.6	40.6	35.9	38.7	46.0	49.4	40.8	43.8
Term/research papers	42.5	41.6	45.0	40.3	45.0	46.0	42.6	44.9
Student evaluations of each others' work	19.7	20.0	17.6	19.4	20.9	23.6	16.6	19.2
Grading on a curve	20.8	24.5	23.2	18.7	16.7	17.5	18.1	14.8
Competency-based grading	51.6	51.5	52.4	51.6	51.3	53.9	48.0	49.2
Class discussions	78.3	74.9	80.2	78.8	81.4	80.6	81.7	82.3
Cooperative learning (small groups)	50.0	48.5	44.8	50.5	54.6	53.7	53.8	56.5
Experiential learning/Field studies	25.5	24.6	21.4	27.3	27.0	27.9	23.3	27.7
Teaching assistants	13.3	20.5	22.3	5.9	6.5	8.2	3.4	5.8
Recitals/Demonstrations	20.9	21.6	21.1	20.7	20.0	21.5	16.7	19.6
Group projects	31.1	32.4	25.3	31.3	32.5	31.8	31.1	34.1
Extensive lecturing	54.8	56.5	56.8	56.9	48.5	47.1	51.5	48.9
Multiple drafts of written work	21.2	20.4	21.5	20.2	23.6	27.8	19.6	19.7
Readings on racial and ethnic issues	17.9	17.2	16.4	17.9	19.9	22.6	19.1	16.6
Readings on women and gender issues	15.5	15.8	14.6	15.5	15.6	16.2	16.8	14.1
Student-developed activities (assignments, exams, etc.)	26.2	26.1	25.9	27.7	24.5	26.0	27.1	21.2
Student-selected topics for course content	15.2	15.3	13.0	16.5	14.8	15.2	15.4	13.9
Reflective writing/journaling	16.3	14.1	16.2	17.3	18.3	17.3	20.5	18.6
Community service as part of coursework	5.3	4.4	4.6	6.1	6.1	5.2	6.6	7.3
Electronic quizzes with immediate feedback in class [2]	6.3	4.9	7.0	8.5	5.0	4.7	5.3	5.1
Using real-life problems [2]	53.8	53.7	52.0	55.4	53.1	52.1	55.8	53.3
Using student inquiry to drive learning	43.7	41.9	42.7	44.8	45.4	47.4	47.1	41.7

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
YOUR BASE INSTITUTIONAL SALARY								
9/10 month contract								
Less than \$20,000	1.9	1.5	2.5	1.9	2.2	2.8	1.5	1.8
\$20,000 to 29,999	0.4	0.4	0.1	0.5	0.2	0.0	0.2	0.4
\$30,000 to 39,999	3.5	2.7	3.0	4.3	4.2	3.8	2.3	5.7
\$40,000 to 49,999	11.8	7.0	5.7	14.1	20.0	16.5	21.3	24.0
\$50,000 to 59,999	18.4	15.4	8.0	22.5	23.8	21.1	22.5	28.2
\$60,000 to 69,999	15.8	14.3	11.7	18.7	16.5	16.3	16.3	17.0
\$70,000 to 79,999	13.8	14.5	12.8	14.4	12.6	11.7	16.8	11.6
\$80,000 to 89,999	10.7	11.9	11.8	10.7	8.1	9.6	8.7	5.9
\$90,000 to 99,999	8.4	9.5	12.2	7.6	5.5	6.7	6.7	3.4
\$100,000 to 124,999	11.2	15.9	23.1	5.2	5.0	8.2	3.2	1.8
\$125,000 to 149,999	2.3	3.7	5.7	0.3	1.0	1.9	0.5	0.1
\$150,000 or more	1.7	3.2	3.5	0.0	0.7	1.3	0.1	0.3
11/12 month contract								
Less than \$20,000	2.4	2.7	1.9	2.5	2.4	2.8	4.2	0.9
\$20,000 to 29,999	0.6	0.5	0.8	0.4	0.9	0.1	0.4	2.4
\$30,000 to 39,999	2.9	2.1	1.3	5.3	2.7	1.3	0.4	5.9
\$40,000 to 49,999	12.0	5.2	7.9	13.7	21.2	18.7	17.4	27.0
\$50,000 to 59,999	15.0	9.8	12.1	18.3	20.1	17.5	24.2	22.5
\$60,000 to 69,999	12.3	8.4	11.0	15.5	14.9	15.0	12.8	15.7
\$70,000 to 79,999	9.4	6.8	9.8	10.7	11.0	11.3	11.0	10.6
\$80,000 to 89,999	13.1	17.5	11.7	11.7	10.2	10.6	15.1	7.2
\$90,000 to 99,999	8.8	9.9	11.2	8.1	6.6	8.8	5.3	3.5
\$100,000 to 124,999	14.3	19.2	20.5	11.1	7.6	10.8	6.7	2.8
\$125,000 to 149,999	4.5	7.7	7.6	2.0	1.2	1.9	0.0	0.8
\$150,000 or more	4.4	10.1	4.4	0.8	1.2	1.1	2.5	0.7
Your base institutional salary is based on:								
9/10 months	74.4	76.4	69.1	78.1	70.2	67.6	73.7	72.1
11/12 months	25.6	23.6	30.9	21.9	29.8	32.4	26.3	27.9
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]								
Income from this institution								
All	59.8	58.7	57.2	62.6	59.6	59.8	63.1	57.4
75 to 99	31.5	31.6	35.5	30.3	30.6	29.5	27.6	33.7
50 to 74	6.3	7.2	5.2	5.5	6.5	6.5	7.5	6.1
25 to 49	1.7	1.6	1.5	1.2	2.9	3.6	1.8	2.3
1 to 24	0.4	0.5	0.5	0.2	0.4	0.5	0.0	0.4
None	0.2	0.3	0.0	0.2	0.1	0.2	0.0	0.1
Other academic income								
All	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0
75 to 99	0.1	0.1	0.0	0.0	0.1	0.1	0.0	0.1
50 to 74	0.6	1.0	0.2	0.5	0.4	0.5	0.2	0.2
25 to 49	2.2	3.3	1.7	1.4	1.8	2.7	1.1	1.0
1 to 24	17.0	15.9	20.7	15.2	18.6	19.1	18.6	18.0
None	80.1	79.6	77.3	82.9	79.1	77.6	80.2	80.7
Non-academic income								
All	0.1	0.3	0.0	0.0	0.1	0.2	0.1	0.0
75 to 99	0.5	0.4	0.8	0.4	0.6	0.8	0.1	0.6
50 to 74	2.0	2.0	2.0	1.4	3.0	3.7	1.8	2.7
25 to 49	5.4	4.8	4.2	5.7	6.6	5.8	8.0	6.9
1 to 24	22.7	23.8	25.1	21.6	20.9	19.7	19.3	23.4
None	69.2	68.7	67.8	70.9	68.7	69.8	70.6	66.4

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
What is your age as of 12/31/2007?								
Less than 30	1.4	0.8	1.5	1.6	1.9	2.3	0.9	1.9
30 to 34	5.8	5.0	6.1	5.3	7.6	7.7	7.0	7.6
35 to 39	11.5	10.8	10.7	11.7	12.9	13.4	11.2	13.1
40 to 44	11.8	10.8	9.4	13.5	12.5	13.0	10.6	12.8
45 to 49	12.8	11.7	12.0	13.6	13.8	13.6	12.0	15.2
50 to 54	14.2	13.2	14.6	15.1	14.1	13.9	13.8	14.6
55 to 59	16.4	17.4	15.4	17.0	15.0	14.4	16.6	15.2
60 to 64	14.6	16.0	15.9	13.7	13.1	13.3	12.4	13.2
65 to 69	8.6	11.3	10.6	6.2	6.4	5.9	11.8	4.2
70 or more	2.9	3.2	3.8	2.3	2.7	2.5	3.7	2.3
Year of highest degree now held								
Before 1970	8.0	12.1	9.9	4.4	5.3	6.2	5.9	3.6
1971 to 1975	9.5	10.1	13.7	8.1	7.6	6.8	9.9	7.5
1976 to 1980	11.3	13.4	11.9	10.2	9.3	9.3	9.5	9.0
1981 to 1985	11.7	11.7	12.6	11.9	11.0	11.6	13.4	9.1
1986 to 1990	12.2	11.8	12.2	12.8	11.9	11.3	11.6	13.0
1991 to 1995	12.3	10.7	10.3	13.4	14.7	15.1	11.3	15.9
1996 to 2000	15.1	14.9	11.6	16.7	15.5	15.2	14.8	16.2
2001 to 2005	15.4	12.0	12.7	17.8	18.8	18.7	17.0	20.0
2006 to 2007	4.5	3.3	5.0	4.6	5.9	5.8	6.6	5.6
Year of appointment at current position								
Before 1970	4.8	6.6	6.5	2.8	3.6	3.8	4.7	2.9
1971 to 1975	4.7	5.1	6.6	4.4	3.3	3.1	4.9	2.8
1976 to 1980	7.1	8.7	8.7	5.6	5.6	6.0	5.7	4.9
1981 to 1985	8.4	9.2	9.3	7.6	7.7	7.6	8.1	7.7
1986 to 1990	12.0	12.5	13.3	11.8	10.5	11.2	12.2	8.6
1991 to 1995	10.6	9.8	9.7	11.3	11.5	11.9	9.7	11.8
1996 to 2000	15.9	15.6	13.6	16.6	16.6	17.3	15.0	16.5
2001 to 2005	25.4	23.1	20.5	27.9	28.7	28.0	27.9	30.1
2006 to 2007	11.1	9.2	11.8	11.9	12.6	11.2	11.9	14.8
If tenured, year tenure was awarded								
Before 1970	1.6	1.8	2.6	0.9	1.6	1.7	2.6	0.9
1971 to 1975	5.2	7.5	6.0	3.3	3.2	3.7	3.9	2.3
1976 to 1980	7.5	8.1	10.0	6.1	6.5	6.8	8.9	4.5
1981 to 1985	11.1	14.0	12.4	8.5	8.3	8.7	8.0	7.9
1986 to 1990	13.1	13.4	15.1	12.2	12.2	13.1	10.6	11.7
1991 to 1995	16.7	16.6	17.8	16.3	16.5	17.5	17.0	14.8
1996 to 2000	15.3	13.3	15.2	17.2	16.3	16.5	15.8	16.4
2001 to 2005	17.9	15.9	14.5	21.2	19.5	17.5	18.6	22.7
2006 to 2007	11.6	9.5	6.5	14.1	16.0	14.6	14.7	18.7

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Biological Science								
Agriculture	1.2	2.5	0.5	0.8	0.2	0.1	0.0	0.4
Forestry	0.3	0.6	0.0	0.2	0.1	0.1	0.1	0.0
Bacteriology, Molecular Biology	0.9	1.0	1.2	0.9	0.8	0.7	0.8	0.9
Biochemistry	1.0	1.2	1.5	0.5	0.9	0.8	1.2	0.8
Biophysics	0.1	0.0	0.1	0.1	0.1	0.1	0.3	0.0
Botany	0.8	0.6	0.8	1.0	0.7	0.7	0.6	0.8
Environmental Science	0.6	0.6	0.3	0.7	0.5	0.5	0.6	0.6
Marine (life) Sciences	0.2	0.1	0.1	0.4	0.3	0.3	0.4	0.0
Physiology, Anatomy	0.9	0.8	1.3	0.7	1.0	1.2	0.4	0.9
Zoology	1.4	1.4	1.1	1.5	1.3	1.0	1.3	1.8
General, Other Biological Sciences	1.9	2.1	1.9	1.5	2.1	2.6	1.2	1.7
Business								
Accounting	1.1	0.9	1.4	1.4	0.8	0.6	1.0	0.9
Finance	0.8	0.9	0.7	1.0	0.6	0.5	0.6	0.6
International Business	0.1	0.0	0.2	0.1	0.2	0.1	0.5	0.2
Management	2.4	2.0	1.4	3.1	2.7	2.2	3.1	3.2
Marketing	1.0	0.8	1.0	1.1	1.1	0.7	2.2	1.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.4	1.4	0.8	1.2	1.8	1.9	1.8	1.6
Education								
Business Education	0.2	0.1	0.1	0.3	0.1	0.1	0.1	0.1
Educational Administration	1.0	0.6	0.7	0.9	1.7	0.8	3.1	2.4
Educational Psychology/Counseling	0.7	0.4	0.7	1.1	0.7	0.7	0.6	0.9
Elementary Education	0.4	0.6	0.1	0.6	0.2	0.3	0.3	0.1
Higher Education	0.9	0.7	0.6	1.0	1.1	0.8	1.8	1.1
Music or Art Education	0.2	0.0	0.1	0.4	0.3	0.1	0.1	0.7
Physical or Health Education	1.6	0.9	0.5	2.9	1.6	1.0	1.2	2.6
Secondary Education	0.8	0.9	0.2	1.2	0.5	0.5	0.2	0.5
Special Education	0.4	0.3	0.1	0.5	0.9	1.4	0.5	0.4
General, Other Education Fields	2.0	1.6	1.4	2.7	1.9	1.7	2.3	2.0
Engineering								
Aero-/Astronautical Engineering	0.3	0.7	0.2	0.0	0.1	0.0	0.0	0.4
Chemical Engineering	0.5	0.9	0.9	0.0	0.1	0.1	0.1	0.1
Civil Engineering	1.1	1.9	1.6	0.5	0.2	0.2	0.3	0.2
Electrical Engineering	1.3	2.0	1.9	0.9	0.5	0.4	0.7	0.5
Industrial Engineering	0.3	0.4	0.1	0.5	0.2	0.1	0.1	0.2
Mechanical Engineering	1.5	2.4	1.8	1.2	0.5	0.5	0.6	0.4
General, Other Engineering Fields	1.4	2.6	1.1	0.8	0.6	0.8	0.2	0.4
Health								
Dentistry	0.4	0.9	0.3	0.1	0.1	0.0	0.7	0.0
Health Technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medicine or Surgery	0.2	0.4	0.2	0.0	0.1	0.0	0.3	0.2
Nursing	0.3	0.2	0.3	0.4	0.2	0.1	0.2	0.4
Pharmacy, Pharmacology	0.7	0.9	0.9	0.2	1.0	1.7	0.3	0.3
Therapy (speech, physical, occup.)	0.2	0.1	0.3	0.4	0.1	0.0	0.2	0.1
Veterinary Medicine	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields	0.6	0.4	0.6	0.8	0.5	0.3	0.8	0.5

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Humanities								
History	4.5	4.0	4.6	4.5	5.2	5.2	6.0	5.0
Political Science, Government	2.9	2.5	3.8	3.1	2.8	3.2	2.5	2.4
English Language & Literature	5.6	5.1	4.2	5.7	6.9	7.5	7.6	5.7
Foreign Languages & Literature	0.8	0.6	1.4	0.5	0.9	1.0	0.2	1.3
French	0.4	0.4	0.3	0.4	0.4	0.6	0.2	0.2
German	0.3	0.4	0.5	0.2	0.4	0.5	0.1	0.3
Spanish	0.8	0.8	0.5	0.9	1.0	0.9	0.9	1.2
Other Foreign Languages	0.4	0.5	0.8	0.2	0.4	0.5	0.4	0.3
Linguistics	0.5	0.6	0.7	0.5	0.3	0.3	0.2	0.3
Philosophy	2.5	1.9	3.7	2.0	3.1	2.3	6.1	2.8
Religion or Theology	2.3	0.3	4.6	0.8	6.0	5.1	6.7	7.0
General, Other Humanities Fields	1.0	1.0	1.6	0.7	0.9	0.8	0.8	0.9
Fine Arts								
Architecture/Urban Planning	0.7	1.4	0.5	0.3	0.2	0.2	0.4	0.1
Art	1.8	1.2	2.1	1.8	2.4	3.2	0.8	2.2
Dramatics or Speech	1.6	1.2	1.0	2.0	2.0	2.0	1.5	2.2
Music	3.4	2.8	2.6	3.8	4.5	4.1	1.9	6.2
Television or Film	0.4	0.2	0.6	0.5	0.5	0.8	0.2	0.3
Other Fine Arts	0.9	0.6	1.8	0.9	0.7	0.9	0.3	0.5
Physical Science								
Mathematics and/or Statistics	6.1	6.3	5.3	6.6	5.6	5.6	6.7	5.1
Astronomy	0.3	0.5	0.3	0.1	0.3	0.4	0.1	0.3
Atmospheric Sciences	0.2	0.4	0.0	0.3	0.0	0.0	0.0	0.1
Chemistry	4.1	4.2	3.6	4.2	4.0	3.8	4.0	4.3
Earth Sciences	1.4	1.9	0.8	1.5	0.9	1.4	0.5	0.4
Geography	0.9	1.2	0.4	1.4	0.2	0.3	0.4	0.1
Marine Sciences (incl. Oceanography)	0.1	0.1	0.2	0.2	0.1	0.1	0.0	0.0
Physics	3.0	3.0	3.6	2.8	2.9	3.5	2.8	2.1
General, Other Physical Sciences	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.0
Social Science								
Anthropology	1.0	1.4	0.9	0.8	0.8	1.1	0.2	0.7
Archaeology	0.0	0.0	0.1	0.1	0.1	0.0	0.0	0.1
Clinical Psychology	1.1	1.2	1.2	0.9	1.0	0.9	1.1	1.1
Counseling and Guidance	0.4	0.1	0.2	0.7	0.4	0.4	0.5	0.5
Experimental Psychology	1.4	1.1	2.0	1.5	1.3	1.6	1.0	1.0
Social Psychology	0.8	0.8	0.8	0.8	0.7	0.7	0.6	0.7
General, Other Psychology	0.9	1.1	0.8	0.8	0.8	0.5	1.2	1.0
Economics	3.1	2.9	4.8	2.5	3.2	3.4	3.4	2.9
Sociology	2.2	2.1	3.3	2.1	1.7	1.6	1.9	1.8
Social Work, Social Welfare	0.6	0.4	0.2	0.6	0.9	1.1	0.7	0.7
General, Other Social Sciences	1.3	2.1	1.1	0.9	0.9	1.2	0.3	0.7

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Technical								
Computer Science	2.2	2.4	1.8	2.1	2.0	2.3	2.1	1.7
Data Processing, Computer Prog.	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.1
Drafting/Design	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electronics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts	0.2	0.2	0.0	0.3	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
Other Technical	0.2	0.2	0.2	0.3	0.1	0.1	0.1	0.0
Other Fields								
Building Trades	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Communications	2.0	1.7	1.6	2.0	2.6	2.5	2.2	2.9
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Human Ecology/Family Science	0.2	0.1	0.3	0.2	0.2	0.2	0.1	0.1
Journalism	0.5	0.6	0.3	0.7	0.3	0.1	0.2	0.7
Law	0.9	0.6	0.7	1.2	1.0	0.9	1.5	0.8
Law Enforcement	0.1	0.0	0.1	0.4	0.1	0.0	0.2	0.0
Library Science	0.3	0.0	0.4	0.3	0.5	0.7	0.3	0.2
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	0.6	0.5	0.3	0.9	0.6	0.6	0.4	0.7

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Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Biological Science								
Agriculture	1.3	2.9	0.2	1.0	0.1	0.1	0.0	0.2
Forestry	0.1	0.3	0.0	0.1	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology	0.3	0.3	0.6	0.2	0.2	0.2	0.2	0.0
Biochemistry	0.3	0.6	0.3	0.2	0.2	0.2	0.1	0.1
Biophysics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.3	0.8	0.2	0.2	0.0	0.0	0.0	0.0
Environmental Science	0.7	0.7	0.5	0.8	0.7	0.9	0.1	0.6
Marine (life) Sciences	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.0
Physiology, Anatomy	0.3	0.3	0.7	0.1	0.2	0.0	0.6	0.2
Zoology	0.5	1.3	0.3	0.1	0.1	0.1	0.2	0.1
General, Other Biological Sciences	4.7	3.2	4.9	5.2	6.0	6.2	5.1	6.0
Business								
Accounting	1.4	0.9	1.6	2.0	1.3	0.9	2.2	1.2
Finance	0.9	1.1	0.8	1.0	0.6	0.5	0.9	0.4
International Business	0.2	0.0	0.1	0.1	0.6	0.5	1.8	0.2
Management	2.6	2.4	2.1	2.8	2.9	2.1	4.0	3.3
Marketing	1.2	1.3	1.1	1.3	1.1	1.0	2.6	0.5
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.9	1.5	1.4	1.7	3.0	2.4	2.9	4.0
Education								
Business Education	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.1
Educational Administration	0.2	0.1	0.1	0.2	0.3	0.2	0.6	0.2
Educational Psychology/Counseling	0.3	0.4	0.3	0.3	0.1	0.0	0.3	0.1
Elementary Education	0.8	0.6	0.2	1.0	1.5	2.3	0.8	0.7
Higher Education	0.5	0.8	0.1	0.2	0.8	1.3	0.2	0.4
Music or Art Education	0.1	0.0	0.1	0.2	0.1	0.0	0.0	0.2
Physical or Health Education	2.2	1.7	0.6	3.6	2.1	1.7	1.0	3.1
Secondary Education	0.8	0.9	0.3	1.1	0.5	0.2	0.8	0.8
Special Education	0.3	0.2	0.1	0.5	0.2	0.0	0.5	0.2
General, Other Education Fields	1.3	1.0	0.6	1.3	1.9	1.6	2.8	2.0
Engineering								
Aero-/Astronautical Engineering	0.3	1.0	0.1	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.5	0.9	0.9	0.0	0.1	0.1	0.1	0.0
Civil Engineering	1.0	2.0	1.9	0.2	0.1	0.1	0.3	0.1
Electrical Engineering	1.1	2.0	1.8	0.4	0.4	0.3	0.7	0.3
Industrial Engineering	0.2	0.3	0.0	0.2	0.1	0.1	0.0	0.1
Mechanical Engineering	1.6	2.6	2.0	1.0	0.4	0.4	0.6	0.2
General, Other Engineering Fields	1.4	2.4	1.4	1.0	0.6	0.7	0.0	0.9
Health								
Dentistry	0.4	0.9	0.3	0.2	0.1	0.0	0.7	0.0
Health Technology	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Medicine or Surgery	0.4	1.0	0.1	0.0	0.0	0.0	0.0	0.1
Nursing	0.3	0.3	0.5	0.4	0.2	0.1	0.2	0.5
Pharmacy, Pharmacology	0.8	1.1	1.1	0.2	0.9	1.7	0.0	0.4
Therapy (speech, physical, occup.)	0.3	0.3	0.5	0.4	0.1	0.1	0.3	0.1
Veterinary Medicine	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields	1.0	0.9	0.7	1.7	0.6	0.4	0.9	0.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
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Male Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Humanities								
History	4.1	3.6	4.0	4.1	4.8	4.4	6.0	4.8
Political Science, Government	2.8	2.5	3.7	3.0	2.6	2.6	2.2	2.9
English Language & Literature	6.1	5.8	6.1	6.3	6.4	5.6	8.3	6.6
Foreign Languages & Literature	1.8	1.5	2.4	1.8	1.8	1.8	1.0	2.3
French	0.2	0.2	0.2	0.1	0.2	0.4	0.1	0.2
German	0.2	0.2	0.5	0.1	0.2	0.3	0.0	0.1
Spanish	0.5	0.6	0.5	0.3	0.7	0.7	0.3	1.0
Other Foreign Languages	0.3	0.3	0.7	0.0	0.3	0.3	0.2	0.3
Linguistics	0.2	0.3	0.3	0.1	0.1	0.1	0.0	0.0
Philosophy	2.3	1.8	3.0	2.1	2.9	1.9	6.0	2.6
Religion or Theology	2.2	0.3	5.6	0.3	5.6	4.1	6.9	6.9
General, Other Humanities Fields	1.3	0.8	1.5	1.0	2.3	3.9	0.5	0.9
Fine Arts								
Architecture/Urban Planning	0.8	1.9	0.4	0.1	0.2	0.4	0.4	0.0
Art	2.1	1.3	2.3	2.3	2.8	3.6	1.0	2.5
Dramatics or Speech	1.6	1.0	1.1	2.0	2.2	2.4	1.1	2.4
Music	3.6	2.8	2.7	4.1	4.6	4.2	1.7	6.6
Television or Film	0.3	0.2	0.4	0.5	0.3	0.5	0.0	0.1
Other Fine Arts	0.6	0.5	0.6	0.6	0.5	0.8	0.2	0.3
Physical Science								
Mathematics and/or Statistics	5.9	5.2	5.2	7.0	6.0	5.4	7.0	6.2
Astronomy	0.2	0.4	0.0	0.0	0.2	0.2	0.1	0.1
Atmospheric Sciences	0.1	0.2	0.0	0.1	0.0	0.0	0.0	0.0
Chemistry	4.1	3.8	3.9	4.3	4.3	4.3	4.1	4.5
Earth Sciences	1.4	1.8	0.8	1.6	0.7	1.2	0.2	0.4
Geography	0.9	1.3	0.4	1.3	0.1	0.1	0.3	0.1
Marine Sciences (incl. Oceanography)	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Physics	2.9	2.8	3.8	2.9	2.6	2.9	2.6	2.3
General, Other Physical Sciences	0.4	0.3	0.1	0.5	0.6	0.9	0.3	0.5
Social Science								
Anthropology	0.7	1.0	0.7	0.5	0.5	0.7	0.1	0.4
Archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.6	1.1	0.8	0.3	0.2	0.1	0.5	0.2
Counseling and Guidance	0.1	0.0	0.2	0.1	0.2	0.0	0.4	0.3
Experimental Psychology	0.7	0.6	1.1	0.7	0.7	1.0	0.3	0.5
Social Psychology	0.3	0.2	0.2	0.6	0.1	0.1	0.0	0.2
General, Other Psychology	2.1	1.0	2.0	2.7	3.2	3.2	2.4	3.5
Economics	2.5	2.5	3.9	1.9	2.5	3.1	2.6	1.6
Sociology	1.9	1.7	2.9	1.8	1.8	1.8	2.1	1.8
Social Work, Social Welfare	0.6	0.3	0.3	0.8	0.9	1.0	0.8	0.7
General, Other Social Sciences	2.1	2.5	2.0	2.0	1.6	2.2	1.4	0.8

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Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Technical								
Computer Science	2.5	2.7	1.9	2.8	2.3	2.3	2.4	2.2
Data Processing, Computer Prog.	0.1	0.1	0.2	0.2	0.1	0.2	0.0	0.0
Drafting/Design	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Electronics	0.1	0.2	0.0	0.1	0.0	0.0	0.0	0.0
Industrial Arts	0.1	0.1	0.1	0.3	0.0	0.0	0.0	0.0
Mechanics	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other Technical	0.7	0.8	0.4	1.2	0.2	0.2	0.4	0.1
Other Fields								
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications	2.4	1.6	2.3	2.8	3.1	2.4	3.0	4.0
Ethnic Studies	0.2	0.3	0.0	0.3	0.0	0.1	0.0	0.0
Human Ecology/Family Science	0.1	0.2	0.4	0.1	0.0	0.0	0.0	0.0
Journalism	0.5	1.0	0.4	0.5	0.1	0.1	0.0	0.1
Law	0.1	0.0	0.5	0.1	0.1	0.2	0.2	0.0
Law Enforcement	0.2	0.0	0.1	0.6	0.1	0.0	0.3	0.1
Library Science	0.2	0.0	0.5	0.3	0.2	0.2	0.2	0.2
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1
All Other Fields	1.2	1.4	0.6	1.4	0.9	1.3	0.6	0.6
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?								
Under 18 years old								
None	60.0	61.9	61.1	60.0	56.7	56.5	62.8	54.0
One	16.0	14.2	15.5	17.0	17.9	18.8	14.8	18.0
Two	16.3	17.2	12.8	15.9	17.8	17.7	15.5	19.1
Three	5.4	4.8	5.7	5.4	6.1	5.8	4.6	7.2
Four or more	2.2	2.0	4.9	1.7	1.5	1.2	2.3	1.6
18 years or older								
None	52.5	49.1	49.9	54.2	56.9	58.9	59.3	52.9
One	12.9	13.6	12.1	13.2	11.9	12.1	11.8	11.5
Two	19.7	21.9	18.8	19.2	17.8	16.9	14.1	21.1
Three	9.0	9.8	8.6	8.8	8.4	7.6	8.6	9.4
Four or more	5.9	5.6	10.7	4.7	5.0	4.5	6.1	5.1
How would you characterize your political views?								
Far left	8.0	7.7	7.4	8.5	8.4	9.8	7.9	6.7
Liberal	43.8	48.5	41.3	41.0	41.8	46.3	43.1	34.8
Middle of the Road	29.9	29.5	29.6	32.3	27.7	24.8	32.8	29.3
Conservative	17.3	13.1	20.8	17.6	21.2	18.1	15.6	28.4
Far right	0.9	1.2	0.9	0.6	0.9	1.1	0.6	0.9
Are you currently:								
Single	8.2	5.9	10.6	9.3	8.5	7.3	14.1	7.3
Married	82.9	85.7	82.4	79.9	83.0	83.1	76.3	86.2
Unmarried, living with partner	3.7	3.9	2.7	4.2	3.4	4.4	3.1	2.0
Divorced	3.9	3.2	3.5	5.1	3.8	3.9	4.3	3.3
Widowed	0.8	1.0	0.5	0.8	0.6	0.4	0.7	0.7
Separated	0.6	0.4	0.3	0.7	0.9	0.9	1.4	0.5

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Male Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Is English your native language?								
Yes	89.0	87.4	89.7	88.9	91.1	88.9	90.3	94.7
No	11.0	12.6	10.3	11.1	8.9	11.1	9.7	5.3
Are you: [4]								
White/Caucasian	88.2	87.3	90.3	87.0	89.9	88.1	89.8	92.6
African American/Black	2.4	2.2	1.6	3.0	2.4	3.1	2.2	1.6
American Indian/Alaska Native	1.9	2.1	0.9	2.3	1.6	1.8	1.5	1.4
Asian American/Asian	5.3	6.6	5.4	5.0	3.5	4.4	4.0	1.9
Native Hawaiian/Pacific Islander	0.3	0.3	0.1	0.2	0.4	0.3	1.2	0.2
Mexican American/Chicano	1.2	1.0	0.8	1.7	1.1	1.4	0.7	0.7
Puerto Rican	0.3	0.2	0.3	0.4	0.4	0.2	1.3	0.2
Other Latino	1.7	1.8	1.4	1.5	1.8	2.0	1.9	1.3
Other	2.7	2.4	2.4	3.3	2.8	2.6	2.7	3.1
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?								
Yes	71.2	74.9	66.3	69.4	71.1	70.4	70.0	72.8
No	28.8	25.1	33.7	30.6	28.9	29.6	30.0	27.2

[4] Percentages will sum to more than 100.0 if any respondent marked more than one category.

Full-time Undergraduate Faculty,
Type of Institution and Control for
Women

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Number of Respondents	9,879	1,162	1,118	2,656	4,943	2,243	987	1,713
What is your principal activity in your current position at this institution?								
Administration	5.5	6.0	6.3	5.5	4.8	4.6	4.4	5.4
Teaching	86.4	75.9	83.3	91.5	92.9	93.3	94.1	91.4
Research	6.2	16.1	8.5	1.3	0.4	0.6	0.2	0.2
Services to clients and patients	0.9	0.4	1.5	1.0	0.9	0.2	0.3	2.5
Other	1.0	1.6	0.5	0.7	1.0	1.4	1.0	0.4
What is your present academic rank?								
Professor	19.7	20.0	22.2	18.8	19.6	21.4	17.3	18.5
Associate Professor	26.3	27.0	25.0	24.8	27.8	27.0	29.8	27.7
Assistant Professor	33.2	30.4	28.4	33.7	37.4	35.1	39.9	39.0
Lecturer	9.5	13.2	10.8	10.7	3.5	4.6	3.2	2.0
Instructor	11.3	9.4	13.5	12.0	11.7	11.8	9.8	12.8
What is your tenure status at this institution?								
Tenured	43.5	44.1	45.1	45.4	39.8	41.6	43.2	34.6
On tenure track, but not tenured	26.0	22.4	22.2	29.2	27.3	26.3	28.6	27.9
Not on tenure track, but institution has tenure system	26.7	32.9	32.1	23.5	21.7	21.3	16.9	25.8
Institution has no tenure system	3.8	0.6	0.6	1.9	11.2	10.9	11.3	11.7
Are you currently serving in an administrative position as: [1]								
Department Chair	9.4	5.6	6.2	8.1	16.4	17.3	13.6	16.9
Dean (Associate or Assistant)	1.2	1.4	1.4	0.9	1.1	0.7	1.3	1.6
President	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Vice-President	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Provost	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
Other	16.3	17.2	18.5	14.9	16.0	14.5	19.0	16.1
Not Applicable	68.4	70.2	66.6	72.2	62.5	62.5	62.6	62.3
My primary place of employment in the last year was: [2]								
In higher education:								
at this institution	94.0	95.7	92.6	93.7	93.2	92.5	94.6	93.4
at a different institution	2.9	2.3	3.3	2.9	3.2	3.3	2.4	3.6
at more than one institution	1.5	1.1	2.3	1.5	1.7	2.5	0.9	1.2
Not in higher education	1.1	0.8	1.1	1.4	1.2	1.1	1.9	1.0
Not employed	0.4	0.2	0.7	0.4	0.6	0.7	0.2	0.8
Noted as being personally "very important" or "essential": [2]								
Research	67.5	71.6	75.4	67.1	60.1	62.7	63.3	54.1
Teaching	97.7	96.4	97.4	97.9	99.0	98.8	99.2	99.2
Service	70.3	64.7	71.5	71.1	75.0	73.2	79.5	74.5

[1] Response options changed from earlier Faculty Surveys.

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
Highest degree earned								
Bachelor's (B.A., B.S., etc.)	0.8	0.8	1.2	0.6	0.7	0.8	0.4	0.8
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	27.0	24.2	23.6	28.2	30.2	26.9	29.4	35.5
LL.B., J.D.	0.9	0.5	1.7	0.7	1.2	1.5	0.6	1.3
M.D., D.D.S. (or equivalent)	0.5	0.6	0.6	0.2	0.9	1.6	0.3	0.1
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.6	0.6	0.5	0.4	1.0	1.6	0.0	0.8
Ed.D.	4.3	2.2	2.7	5.3	6.3	6.1	6.6	6.3
Ph.D.	63.2	69.2	67.3	61.6	57.0	59.0	59.4	52.3
Other degree	2.1	1.9	2.2	2.0	2.4	2.1	3.1	2.5
None	0.6	0.2	0.2	1.2	0.4	0.4	0.2	0.5
Degree currently working on								
Bachelor's (B.A., B.S., etc.)	0.1	0.0	0.0	0.2	0.1	0.0	0.3	0.2
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.9	1.0	1.2	0.7	1.0	0.7	1.1	1.3
LL.B., J.D.	0.1	0.0	0.2	0.1	0.3	0.6	0.0	0.1
M.D., D.D.S. (or equivalent)	0.1	0.2	0.0	0.0	0.0	0.0	0.2	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Ed.D.	1.3	0.9	1.5	1.0	1.9	1.8	1.3	2.3
Ph.D.	6.7	4.2	6.3	7.3	8.6	7.8	8.0	10.3
Other degree	0.9	0.4	0.9	1.0	1.4	0.9	2.0	1.7
None	89.9	93.1	89.9	89.7	86.7	88.1	87.2	84.1
During the past two years, have you engaged in any of the following activities?								
Taught an honors course	18.3	21.3	20.9	15.8	17.0	17.9	16.5	16.1
Taught an interdisciplinary course	41.1	41.9	40.0	36.8	46.2	52.7	36.9	43.1
Taught an ethnic studies course	13.0	11.8	10.3	13.5	14.7	15.6	14.4	13.4
Taught a women's studies course	14.5	12.4	16.7	13.5	17.1	18.6	17.7	14.4
Team-taught a course	35.1	37.3	37.3	32.4	35.0	33.1	33.9	38.6
Taught a service learning course	24.8	25.0	20.8	25.6	25.3	25.6	26.7	23.8
Placed or collected assignments on the Internet	78.0	80.0	80.4	77.8	75.1	74.5	79.3	73.1
Taught a course exclusively on the Internet	16.1	16.5	8.9	22.6	10.5	7.7	16.3	10.4
Participated in a teaching enhancement workshop	66.5	60.5	61.4	68.9	71.9	71.5	76.0	69.8
Advised student groups involved in service/volunteer work	47.3	41.5	41.9	49.9	52.5	52.8	53.3	51.5
Collaborated with the local community in research/teaching	51.0	48.3	45.6	56.3	49.5	46.6	51.7	52.1
Developed a new course	68.2	67.1	70.7	66.1	71.0	72.6	69.0	69.9
Conducted research/writing focused on:								
International/global issues	26.5	25.1	36.0	25.2	25.6	31.1	21.0	20.9
Racial or ethnic minorities	25.4	24.8	30.1	26.3	23.1	26.5	21.5	19.1
Women and gender issues	29.9	29.3	36.4	29.1	28.8	32.7	25.5	25.2
Taught a seminar for first-year students	25.1	19.7	26.9	24.2	31.5	33.5	26.6	32.0
Engaged undergraduates on <u>your</u> research project [2]	36.2	38.3	41.0	34.3	34.3	38.7	30.3	30.7
Worked with undergraduates on a research project	52.5	51.5	54.8	51.1	54.2	58.1	50.0	51.4

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Scheduled teaching (actual, not credit hours)								
None	0.7	0.9	0.9	0.7	0.3	0.1	0.2	0.7
1 to 4	11.8	14.9	16.5	10.1	8.4	8.9	6.2	9.3
5 to 8	30.1	39.8	43.7	21.6	24.3	28.3	21.7	20.2
9 to 12	35.4	26.6	26.8	41.1	41.4	40.0	43.6	41.8
13 to 16	13.6	8.9	6.7	17.1	17.2	15.2	18.6	19.2
17 to 20	5.2	5.3	2.6	5.7	5.5	5.4	6.1	5.2
21 to 34	2.8	3.0	2.0	3.2	2.2	1.7	2.7	2.8
35 to 44	0.3	0.2	0.4	0.3	0.4	0.2	0.1	0.8
45 +	0.2	0.3	0.2	0.2	0.3	0.2	0.7	0.0
Preparing for teaching (including reading student papers and grading)								
None	0.3	0.5	0.7	0.1	0.2	0.4	0.0	0.2
1 to 4	7.9	10.0	9.7	7.7	5.3	4.8	5.4	5.8
5 to 8	21.9	23.4	24.3	22.3	18.8	19.8	20.2	16.2
9 to 12	23.4	24.7	25.0	21.7	23.4	24.1	20.2	24.6
13 to 16	16.0	15.8	15.3	15.6	16.9	15.9	18.5	17.3
17 to 20	16.0	15.2	12.0	16.6	17.7	16.7	20.0	17.4
21 to 34	10.9	8.2	9.6	11.7	13.3	14.6	10.6	13.2
35 to 44	2.6	1.6	2.9	3.0	3.1	2.7	3.2	3.8
45 +	1.0	0.7	0.6	1.3	1.4	1.0	2.0	1.4
Advising and counseling of students								
None	3.5	4.3	2.3	4.1	2.4	2.1	3.1	2.4
1 to 4	51.4	54.5	56.6	47.9	50.2	50.5	48.9	50.5
5 to 8	31.4	29.5	29.2	32.5	33.0	33.1	34.4	31.9
9 to 12	8.6	7.7	7.9	9.4	8.9	7.8	8.7	10.7
13 to 16	2.9	2.0	2.2	3.7	3.2	4.2	2.0	2.6
17 to 20	1.4	1.7	1.4	1.1	1.4	1.4	1.5	1.3
21 to 34	0.4	0.1	0.2	0.8	0.3	0.1	0.6	0.4
35 to 44	0.3	0.1	0.1	0.2	0.6	0.8	0.7	0.2
45 +	0.2	0.1	0.1	0.4	0.0	0.0	0.0	0.1
Committee work and meetings								
None	4.1	5.5	4.7	3.6	2.8	2.6	2.9	2.9
1 to 4	55.2	54.8	57.8	50.6	60.2	62.4	53.7	61.4
5 to 8	28.2	28.0	24.4	30.3	27.4	26.4	31.0	26.3
9 to 12	8.3	7.6	8.9	10.1	6.5	5.5	8.5	6.7
13 to 16	2.6	3.0	2.4	3.2	1.7	1.2	2.6	1.7
17 to 20	1.1	0.8	0.7	1.7	1.0	1.5	0.6	0.5
21 to 34	0.4	0.3	0.7	0.4	0.4	0.3	0.4	0.5
35 to 44	0.1	0.0	0.3	0.1	0.0	0.0	0.0	0.0
45 +	0.1	0.1	0.0	0.0	0.1	0.1	0.3	0.1
Other administration								
None	29.3	30.8	26.8	32.5	24.8	23.3	26.6	25.7
1 to 4	38.6	35.1	43.1	36.3	43.3	46.7	40.9	39.8
5 to 8	15.4	16.8	14.3	14.8	15.1	14.7	14.6	16.2
9 to 12	7.7	7.4	7.8	7.7	8.1	6.9	10.2	8.3
13 to 16	3.2	3.4	2.6	3.1	3.5	3.6	2.8	3.8
17 to 20	3.2	3.7	3.6	3.2	2.4	2.0	1.8	3.4
21 to 34	1.8	2.1	1.5	1.6	1.8	1.7	2.4	1.5
35 to 44	0.5	0.2	0.3	0.6	0.9	1.0	0.5	1.1
45 +	0.3	0.5	0.1	0.3	0.2	0.1	0.3	0.2

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Research and scholarly writing								
None	19.1	16.9	15.9	18.3	23.8	21.8	22.2	27.8
1 to 4	36.9	28.8	27.7	41.7	43.5	41.7	44.3	45.8
5 to 8	19.1	17.8	21.3	20.3	18.3	21.1	16.7	15.3
9 to 12	11.1	13.2	14.3	10.7	8.1	8.5	9.5	6.3
13 to 16	5.1	8.0	7.1	4.0	2.6	2.9	2.5	2.2
17 to 20	4.4	7.6	7.0	2.5	2.0	2.0	2.9	1.4
21 to 34	2.6	4.4	3.9	1.6	1.3	1.8	1.1	0.7
35 to 44	1.1	2.2	1.6	0.7	0.2	0.2	0.3	0.3
45 +	0.6	1.2	1.2	0.2	0.2	0.1	0.6	0.0
Other creative products/performances								
None	51.3	52.6	53.1	49.3	51.7	52.3	49.8	52.1
1 to 4	29.8	28.3	28.4	30.7	31.1	31.1	31.7	30.7
5 to 8	11.0	11.8	10.0	11.2	10.3	10.9	10.0	9.8
9 to 12	4.3	4.6	4.4	5.2	3.0	1.9	3.9	3.9
13 to 16	1.6	1.6	1.9	1.7	1.6	1.6	1.5	1.6
17 to 20	1.0	0.4	0.8	1.4	1.1	0.8	2.3	0.9
21 to 34	0.6	0.6	0.8	0.4	0.8	1.3	0.7	0.3
35 to 44	0.1	0.0	0.6	0.0	0.2	0.0	0.0	0.5
45 +	0.1	0.1	0.2	0.1	0.2	0.1	0.2	0.2
Consultation with clients/patients								
None	79.4	80.7	79.8	77.7	80.0	82.6	76.6	78.5
1 to 4	12.2	13.3	11.1	12.6	10.8	9.0	12.6	12.0
5 to 8	4.5	3.8	4.3	5.2	4.5	3.1	5.8	5.5
9 to 12	1.8	1.1	2.2	1.9	2.3	2.8	2.3	1.7
13 to 16	0.8	0.4	0.9	0.9	1.1	0.8	1.1	1.4
17 to 20	0.6	0.5	0.7	0.6	0.6	0.6	1.1	0.4
21 to 34	0.4	0.1	0.6	0.6	0.6	0.9	0.2	0.3
35 to 44	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1
45 +	0.2	0.0	0.2	0.4	0.1	0.0	0.3	0.1
Community or public service								
None	33.1	34.3	36.4	30.9	33.0	39.5	27.4	27.3
1 to 4	52.3	50.7	47.2	53.8	54.2	48.3	58.8	59.8
5 to 8	11.1	11.8	10.8	11.9	9.5	8.5	10.9	9.8
9 to 12	2.7	2.6	3.4	2.8	2.5	2.9	1.6	2.6
13 to 16	0.6	0.6	1.3	0.4	0.6	0.6	0.9	0.3
17 to 20	0.2	0.0	0.9	0.2	0.1	0.1	0.2	0.1
21 to 34	0.1	0.0	0.0	0.1	0.1	0.1	0.2	0.1
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Outside consulting/freelance work								
None	70.3	68.9	67.2	69.2	74.7	75.5	75.9	72.5
1 to 4	22.5	24.3	24.6	23.5	18.4	17.5	18.3	19.8
5 to 8	4.8	4.5	5.2	5.1	4.5	4.2	3.8	5.2
9 to 12	1.7	1.7	1.6	1.5	1.8	2.1	1.2	1.8
13 to 16	0.3	0.2	0.5	0.4	0.3	0.3	0.2	0.3
17 to 20	0.3	0.4	0.6	0.2	0.1	0.0	0.3	0.2
21 to 34	0.1	0.1	0.0	0.1	0.1	0.2	0.1	0.0
35 to 44	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.1
45 +	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:								
Household/childcare duties								
None	5.4	6.7	4.9	5.4	4.1	3.9	4.6	4.2
1 to 4	16.1	13.8	15.9	16.8	17.8	18.7	16.8	17.0
5 to 8	25.2	24.3	21.4	26.0	26.5	26.5	24.8	27.8
9 to 12	17.2	17.3	16.0	18.6	15.8	15.2	16.2	16.3
13 to 16	8.8	9.1	9.7	7.9	9.1	8.9	11.3	7.8
17 to 20	9.0	10.0	10.1	8.7	7.7	8.1	7.4	7.3
21 to 34	7.7	9.0	8.6	6.4	7.5	7.4	6.9	7.9
35 to 44	4.7	5.3	5.4	3.8	4.9	5.4	4.7	4.3
45 +	6.0	4.5	7.8	6.2	6.6	5.9	7.3	7.3
Communicating via email								
None	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.3
1 to 4	21.9	18.4	19.4	22.0	26.6	24.8	24.8	30.6
5 to 8	39.4	39.0	39.4	38.6	41.1	43.0	40.5	38.6
9 to 12	21.4	23.3	21.5	22.4	18.1	17.2	19.8	18.2
13 to 16	9.8	11.2	10.8	9.8	7.8	8.2	7.4	7.3
17 to 20	4.7	6.1	5.9	3.8	3.8	4.1	4.2	3.2
21 to 34	1.7	1.3	2.0	2.1	1.5	1.5	2.1	1.2
35 to 44	0.5	0.4	0.4	0.6	0.3	0.2	0.5	0.3
45 +	0.5	0.3	0.4	0.5	0.6	0.8	0.7	0.3
Commuting to campus [2]								
None	5.4	6.2	3.1	4.2	6.8	7.8	3.2	8.0
1 to 4	57.9	60.1	55.1	58.7	55.5	58.0	49.5	56.2
5 to 8	25.1	24.5	26.6	25.6	24.5	21.8	30.9	24.1
9 to 12	9.6	8.0	12.3	9.5	10.5	9.5	13.7	9.8
13 to 16	1.3	0.7	1.8	1.3	1.8	2.4	1.8	0.9
17 to 20	0.5	0.4	0.9	0.4	0.5	0.3	0.7	0.5
21 to 34	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.2
35 to 44	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.0
45 +	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2
Other employment, outside of academia [2]								
None	86.7	89.5	86.4	85.5	85.5	84.6	84.5	87.4
1 to 4	6.7	6.2	6.7	6.6	7.5	8.6	7.3	5.8
5 to 8	3.6	2.4	3.4	4.6	3.8	3.3	5.9	3.3
9 to 12	1.5	0.8	1.6	2.0	1.5	1.3	1.4	1.8
13 to 16	0.7	0.5	0.7	0.5	1.1	1.6	0.7	0.5
17 to 20	0.3	0.3	0.5	0.3	0.3	0.3	0.2	0.4
21 to 34	0.3	0.3	0.4	0.4	0.1	0.2	0.0	0.2
35 to 44	0.1	0.0	0.2	0.1	0.1	0.0	0.1	0.3
45 +	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.4

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]								
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One	20.0	31.6	27.8	13.4	12.3	12.8	11.1	12.4
Two	27.7	33.9	34.5	24.2	22.4	25.9	19.8	19.0
Three	27.0	19.0	27.7	28.3	33.9	37.1	31.2	31.2
Four	16.7	10.8	6.5	22.5	20.4	15.7	23.8	24.9
Five	5.2	2.6	2.1	6.7	7.6	6.4	8.5	8.7
Six or more	3.3	2.2	1.5	4.9	3.4	2.1	5.6	3.8
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]								
Course #1								
10 or fewer	11.5	11.0	10.1	8.3	16.8	16.6	13.9	19.1
11 to 20	29.2	25.7	31.4	24.5	37.9	41.1	36.2	34.5
21 to 30	27.2	21.9	26.5	31.8	27.6	25.5	30.7	28.5
31 to 50	19.9	21.1	18.1	24.9	13.0	11.9	14.8	13.2
51 to 100	8.6	12.9	9.5	8.6	3.5	3.1	3.5	4.0
More than 100	3.6	7.3	4.4	1.9	1.2	1.8	0.8	0.7
Course #2								
10 or fewer	16.6	16.8	15.9	12.8	21.3	21.9	18.8	22.3
11 to 20	33.1	28.7	33.2	28.6	42.4	45.3	39.8	40.0
21 to 30	26.9	25.1	24.0	30.8	24.8	22.1	28.1	26.4
31 to 50	17.3	19.2	19.3	21.8	9.5	9.0	11.0	9.1
51 to 100	4.7	7.0	5.8	5.3	1.5	1.1	1.7	2.0
More than 100	1.4	3.2	1.8	0.8	0.5	0.7	0.5	0.2
Course #3								
10 or fewer	24.8	26.3	21.2	19.6	31.0	30.2	31.7	31.7
11 to 20	33.3	26.2	32.9	32.3	38.6	37.9	40.4	38.2
21 to 30	25.2	25.5	25.9	27.3	22.2	23.2	20.0	22.5
31 to 50	13.4	16.0	13.7	17.4	7.3	7.3	7.4	7.1
51 to 100	2.6	4.1	5.7	3.1	0.3	0.4	0.4	0.3
More than 100	0.7	1.9	0.6	0.3	0.6	1.0	0.1	0.2
Course #4								
10 or fewer	29.6	23.4	23.7	26.4	38.0	33.0	41.0	40.8
11 to 20	32.6	34.6	27.6	28.5	37.6	43.3	33.5	35.0
21 to 30	25.2	25.9	31.4	28.4	19.6	18.0	23.9	18.2
31 to 50	10.9	12.7	13.2	15.0	4.2	5.2	1.4	5.2
51 to 100	1.6	3.2	3.4	1.6	0.4	0.4	0.2	0.4
More than 100	0.2	0.3	0.7	0.1	0.2	0.1	0.0	0.4

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?								
General education courses								
None	56.1	65.5	59.9	52.6	48.8	47.8	55.9	45.2
One	16.7	15.2	16.0	16.1	19.3	21.1	14.1	20.4
Two	11.7	8.2	10.8	14.3	12.8	12.5	12.0	13.8
Three	6.2	4.5	6.1	6.4	8.1	7.8	7.1	9.1
Four	4.4	3.2	2.6	5.4	5.2	4.9	5.9	5.2
Five or more	4.7	3.4	4.4	5.3	5.7	5.8	4.9	6.2
Developmental/remedial courses								
None	94.0	95.1	95.9	94.2	91.8	90.3	94.4	92.1
One	3.3	2.6	2.6	3.2	4.4	4.9	3.9	4.0
Two	1.1	0.9	1.0	1.2	1.3	1.9	0.4	1.1
Three	0.7	0.3	0.5	0.6	1.2	1.4	0.4	1.3
Four	0.5	0.4	0.0	0.5	0.9	0.9	0.6	1.1
Five or more	0.4	0.7	0.0	0.2	0.5	0.6	0.4	0.4
Other undergraduate credit courses								
None	18.8	18.9	24.0	17.9	17.6	18.1	15.7	18.1
One	19.3	22.9	22.5	18.1	15.4	16.1	16.5	13.6
Two	21.5	24.0	21.2	19.9	20.9	22.5	19.5	19.4
Three	15.8	14.5	14.5	15.9	17.8	17.8	19.5	16.6
Four	10.6	7.6	9.1	12.9	11.7	9.7	12.8	13.9
Five or more	14.0	12.2	8.7	15.3	16.7	15.8	16.1	18.4
Graduate courses								
None	65.7	50.3	61.2	67.0	83.0	87.2	70.8	85.4
One	19.9	30.8	23.2	18.1	8.7	6.6	16.1	6.5
Two	8.0	9.7	10.0	9.2	4.0	3.4	6.7	2.8
Three	3.5	5.9	3.7	2.7	1.9	1.2	2.9	2.3
Four	1.7	2.2	1.2	1.7	1.2	0.7	2.1	1.4
Five or more	1.2	1.2	0.6	1.3	1.2	0.8	1.5	1.6
Vocational or technical courses								
None	97.7	98.4	97.4	97.3	97.7	98.2	96.7	97.7
One	0.9	0.4	1.6	0.9	0.9	0.7	1.2	1.1
Two	0.5	0.3	0.2	0.8	0.6	0.7	0.8	0.2
Three	0.4	0.1	0.1	0.6	0.4	0.3	0.3	0.6
Four	0.3	0.7	0.1	0.1	0.1	0.0	0.3	0.2
Five or more	0.3	0.2	0.6	0.3	0.2	0.1	0.7	0.1
Non-credit courses (other than above)								
None	94.2	93.5	94.0	95.2	93.7	94.0	91.9	94.5
One	4.0	4.4	4.7	3.0	4.6	3.9	6.7	4.0
Two	1.2	1.4	0.6	1.0	1.4	1.7	1.2	1.1
Three	0.3	0.5	0.3	0.3	0.2	0.4	0.1	0.0
Four	0.1	0.1	0.0	0.2	0.1	0.0	0.2	0.1
Five or more	0.1	0.1	0.3	0.2	0.1	0.0	0.0	0.2
Do you teach remedial/developmental skills in any of the following areas?								
Reading	5.3	4.9	4.3	5.4	5.9	6.7	5.7	4.7
Writing	13.0	12.6	12.2	12.8	14.0	16.5	12.0	11.7
Mathematics	3.8	4.1	2.0	4.0	3.9	3.6	5.4	3.2
ESL	1.6	1.1	1.0	1.8	2.0	2.2	1.1	2.3
General academic skills	10.0	10.1	8.1	9.4	11.4	13.5	10.4	8.8
Other subject areas	6.4	6.5	6.5	5.3	7.5	7.7	6.0	8.3

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]								
Workshops focused on teaching in the classroom								
Yes	76.4	75.9	76.1	76.1	77.4	77.0	80.2	76.1
No	20.8	23.4	22.1	20.9	17.2	17.4	16.2	17.7
Not eligible	0.2	0.0	0.3	0.2	0.1	0.2	0.0	0.2
Not available	2.7	0.6	1.5	2.8	5.2	5.4	3.6	6.1
Paid workshops outside the institution focused on teaching								
Yes	32.6	27.6	21.8	35.0	39.5	36.4	44.8	40.4
No	61.7	67.1	70.3	59.5	55.1	58.4	50.8	53.1
Not eligible	0.8	0.8	1.7	0.9	0.5	0.6	0.1	0.7
Not available	4.9	4.5	6.2	4.7	4.9	4.7	4.3	5.7
Paid sabbatical leave								
Yes	23.6	24.7	32.4	17.6	26.1	31.6	23.2	19.9
No	54.0	52.3	44.0	59.4	53.1	48.3	58.4	56.4
Not eligible	19.3	19.1	21.1	19.5	18.6	18.1	17.3	20.3
Not available	3.1	3.9	2.5	3.4	2.2	1.9	1.1	3.4
Travel funds paid by the institution								
Yes	79.7	77.8	77.9	81.1	80.7	80.5	80.9	80.8
No	17.0	18.9	17.8	16.0	16.1	15.5	17.1	16.2
Not eligible	1.8	1.4	3.7	1.4	1.8	2.3	0.8	1.6
Not available	1.5	1.9	0.7	1.5	1.5	1.7	1.2	1.4
Association membership/dues paid by the institution								
Yes	28.6	22.1	28.3	21.2	45.2	42.9	44.8	48.9
No	51.0	57.5	51.9	55.4	38.0	38.9	40.2	34.9
Not eligible	3.5	3.5	6.0	3.1	2.9	3.9	1.6	2.2
Not available	16.9	16.9	13.9	20.3	14.0	14.3	13.4	14.0
Tuition remission								
Yes	14.8	10.6	20.5	13.7	18.4	19.4	15.4	19.1
No	75.9	79.7	73.1	76.6	72.0	70.4	75.8	71.8
Not eligible	4.1	4.2	4.9	3.2	4.7	4.7	4.2	5.0
Not available	5.2	5.5	1.5	6.5	4.9	5.6	4.6	4.1
Internal grants for research								
Yes	44.1	48.3	48.9	42.9	39.0	45.0	35.0	33.1
No	50.7	47.0	45.9	52.7	54.3	47.4	59.5	61.0
Not eligible	2.7	3.0	3.7	2.6	2.2	2.5	1.8	2.0
Not available	2.4	1.7	1.4	1.8	4.4	5.1	3.8	3.9
Training for administrative leadership								
Yes	12.8	13.2	12.1	12.9	12.3	12.9	12.9	11.1
No	74.0	75.9	74.5	74.4	71.1	69.6	72.4	72.5
Not eligible	3.8	4.0	4.7	3.7	3.3	3.9	3.0	2.8
Not available	9.5	6.9	8.7	8.9	13.2	13.6	11.7	13.7

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Goals for undergraduates noted as “very important” or “essential”								
Develop ability to think critically	99.9	100.0	99.7	99.9	99.9	100.0	100.0	99.8
Prepare students for employment after college	85.2	84.5	78.9	88.2	84.8	82.3	88.4	86.1
Prepare students for graduate or advanced education	76.7	73.2	78.0	75.8	80.9	80.0	80.8	82.2
Develop moral character	74.1	68.4	78.2	72.9	80.3	76.1	86.5	82.3
Provide for students’ emotional development	55.4	48.6	57.6	55.3	62.0	58.0	67.2	64.1
Prepare students for family living	23.0	18.0	23.7	23.4	27.6	21.6	32.4	33.0
Teach students the classic works of Western civilization [2]	32.1	28.6	36.1	31.1	35.7	31.5	42.4	37.1
Help students develop personal values	70.2	63.2	72.9	69.4	77.8	73.8	81.6	81.2
Enhance students’ self-understanding	76.8	72.6	76.9	77.3	80.7	77.4	86.5	81.5
Instill in students a commitment to community service	64.5	57.7	64.2	66.2	69.9	65.6	76.0	72.1
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	87.2	84.5	88.8	87.2	89.4	88.7	91.5	89.1
Study a foreign language [2]	60.0	57.2	66.4	57.4	63.6	64.2	61.9	63.8
Help master knowledge in a discipline	95.6	94.1	95.2	96.6	96.3	95.5	96.6	97.3
Develop creative capacities	81.2	81.1	84.0	80.3	81.4	83.6	81.2	78.2
Instill a basic appreciation of the liberal arts	76.7	71.3	79.8	75.1	83.3	83.8	83.8	82.1
Promote ability to write effectively	98.1	97.1	98.0	98.3	99.0	99.1	98.9	98.9
Help students evaluate the quality and reliability of information [2]	98.6	98.5	98.6	98.3	99.0	99.3	99.3	98.3
Engage students in civil discourse around controversial issues [2]	79.7	77.2	80.5	78.8	83.3	85.6	83.2	80.0
Teach students tolerance and respect for different beliefs [2]	91.6	90.5	92.9	91.4	92.8	91.9	95.7	92.0
Encourage students to become agents of social change [2]	71.5	65.3	75.2	72.8	75.4	73.8	81.7	73.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?								
Articles in academic or professional journals								
None	24.5	18.5	19.1	25.2	32.5	29.4	31.7	37.9
1 to 2	23.0	18.0	18.8	26.4	25.9	23.0	26.7	29.6
3 to 4	16.8	16.2	15.1	17.7	17.1	17.9	17.3	15.7
5 to 10	17.8	19.9	18.7	18.4	14.5	17.1	13.7	11.2
11 to 20	9.4	12.3	13.8	8.1	6.0	7.6	6.1	3.6
21 to 50	6.2	10.6	9.4	3.6	3.3	4.0	3.8	1.9
51+	2.3	4.5	5.2	0.6	0.7	1.0	0.8	0.1
Chapters in edited volumes								
None	54.4	45.5	42.8	58.9	63.2	57.0	64.5	71.6
1 to 2	26.6	26.6	28.1	27.6	24.6	26.8	24.8	21.0
3 to 4	10.0	12.6	13.1	8.8	7.4	9.0	7.2	5.0
5 to 10	6.4	10.2	9.7	4.2	3.5	5.2	2.4	1.9
11 to 20	2.0	3.8	5.3	0.3	0.7	1.0	0.8	0.2
21 to 50	0.6	1.0	1.0	0.2	0.5	0.8	0.4	0.1
51+	0.1	0.3	0.1	0.0	0.1	0.1	0.0	0.1
Books, manuals, or monographs								
None	67.3	56.9	60.7	71.5	76.3	73.8	75.9	80.2
1 to 2	23.9	30.6	25.8	21.9	18.4	20.4	18.1	15.7
3 to 4	5.7	8.0	9.4	4.4	3.3	3.5	3.4	3.0
5 to 10	2.3	3.4	2.8	1.7	1.6	1.9	2.1	0.7
11 to 20	0.6	0.8	0.6	0.5	0.4	0.4	0.4	0.4
21 to 50	0.2	0.4	0.6	0.1	0.0	0.0	0.1	0.0
51+	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Other, such as patents or computer software products								
None	89.8	85.8	88.7	92.2	91.6	90.8	90.9	93.3
1 to 2	6.6	9.1	6.9	5.2	5.4	5.9	6.0	4.1
3 to 4	1.9	2.6	2.1	1.4	1.7	1.9	2.0	1.4
5 to 10	1.0	1.8	1.2	0.6	0.6	0.6	0.5	0.6
11 to 20	0.3	0.4	0.5	0.2	0.4	0.3	0.7	0.2
21 to 50	0.1	0.1	0.2	0.2	0.1	0.1	0.0	0.2
51+	0.2	0.2	0.3	0.2	0.2	0.4	0.0	0.2
IN THE LAST TWO YEARS, HOW MANY:								
Exhibitions or performances in the fine or applied arts have you presented?								
None	80.8	84.0	82.6	79.2	78.6	77.6	79.8	79.3
1 to 2	6.6	4.7	5.9	7.3	7.9	8.5	7.8	7.1
3 to 4	5.1	4.7	4.8	5.9	4.9	4.8	4.7	5.3
5 to 10	4.1	3.4	3.8	4.2	5.0	5.7	4.5	4.4
11 to 20	1.7	1.0	1.8	2.0	2.0	2.1	1.6	2.0
21 to 50	1.0	1.3	0.6	0.8	0.9	0.8	1.2	0.9
51+	0.7	1.0	0.4	0.5	0.6	0.6	0.3	0.9
Of your professional writings have been published or accepted for publication?								
None	35.9	28.1	26.7	37.3	46.6	42.1	46.1	53.9
1 to 2	33.9	31.7	31.4	37.1	33.3	33.6	34.6	31.9
3 to 4	19.1	22.6	23.6	18.4	14.2	16.8	13.3	10.8
5 to 10	9.2	14.7	14.5	6.2	4.8	6.3	4.8	2.6
11 to 20	1.4	2.1	2.6	0.8	0.9	1.2	0.9	0.6
21 to 50	0.4	0.6	0.9	0.3	0.1	0.1	0.2	0.2
51+	0.1	0.3	0.2	0.0	0.1	0.0	0.2	0.1

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
General activities								
Are you a member of a faculty union?	23.8	21.0	10.4	41.6	10.2	9.1	17.4	6.7
Are you a U.S. citizen?	94.6	93.7	93.1	95.3	95.5	94.8	96.7	95.6
Were you born in the U.S.A.?	86.6	84.2	83.7	88.5	88.1	87.7	88.8	88.4
Do you plan to retire within the next three years?	11.1	14.5	5.9	11.7	8.6	9.4	8.4	7.6
Do you use your scholarship to address local community needs?	52.3	50.8	46.0	58.3	48.9	45.2	51.7	52.4
Have you been sexually harassed at this institution?	10.0	13.1	8.8	9.3	7.9	7.6	8.1	8.4
Have you ever interrupted your professional career for more than one year for family reasons? [2]	22.1	24.4	17.1	22.5	20.9	18.3	25.7	21.6
Have you ever received an award for outstanding teaching?	40.3	45.2	39.2	38.8	37.2	37.4	35.8	38.0
Have you published op-ed pieces or editorials?	18.1	19.4	20.2	17.6	16.4	16.2	18.0	15.5
Is (or was) your:								
Father an academic?	14.0	15.0	15.2	12.0	15.0	15.7	12.6	15.7
Mother an academic?	11.2	11.8	9.5	10.4	12.2	12.6	9.8	13.4
Spouse/partner an academic?	34.4	40.9	31.3	30.7	33.3	36.2	28.3	32.6
Are you currently teaching courses at more than one institution?	4.6	3.8	3.1	5.1	5.3	6.2	5.2	4.0
During the past two years, have you:								
Considered early retirement?	22.6	25.6	19.3	24.3	18.6	18.8	17.8	18.8
Considered leaving academe for another job?	37.4	39.5	35.7	37.9	35.3	34.0	35.0	37.3
Considered leaving this institution for another?	48.7	53.6	48.8	48.6	43.6	44.4	41.4	43.9
Changed academic institutions?	12.0	10.0	14.0	12.1	13.3	14.7	12.5	11.9
Engaged in paid consulting outside of your institution?	32.8	35.4	34.0	34.3	27.7	27.5	27.5	28.0
Engaged in public service/professional consulting without pay?	60.7	61.7	60.0	64.0	55.6	53.6	55.4	58.5
Received at least one firm job offer?	26.3	25.2	28.4	26.7	26.3	24.7	27.9	27.5
Received funding for your work from:								
Foundations?	18.0	20.0	20.0	17.6	15.4	15.4	17.7	13.6
State or federal government?	22.2	29.6	21.3	23.5	12.7	15.3	12.4	9.2
Business or industry?	8.4	10.8	10.6	7.1	6.6	6.3	7.2	6.6
Requested/sought an early promotion?	7.4	8.4	5.0	8.3	6.0	6.5	5.2	5.9
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:								
Come to this institution? [2]								
Definitely yes	33.9	28.3	37.5	32.9	39.7	40.1	38.1	40.4
Probably yes	34.6	37.3	36.8	31.9	34.0	35.6	30.0	34.4
Not sure	17.4	17.6	14.6	18.9	16.6	16.3	18.5	15.7
Probably no	9.0	10.9	6.4	10.1	6.7	5.7	9.5	6.1
Definitely no	5.1	5.9	4.6	6.2	3.0	2.4	3.9	3.4
Be a college professor?								
Definitely yes	59.2	54.0	61.9	60.6	62.2	61.5	63.4	62.4
Probably yes	27.0	30.0	26.2	25.1	26.5	27.2	25.2	26.3
Not sure	10.0	11.4	8.6	9.6	9.4	9.4	9.3	9.3
Probably no	2.8	3.2	2.4	3.6	1.7	1.7	1.6	1.7
Definitely no	0.9	1.3	0.9	1.1	0.3	0.1	0.6	0.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Attributes noted as being “very descriptive” of your institution								
It is easy for students to see faculty outside of regular office hours	61.2	51.2	61.8	57.0	77.3	77.9	73.5	79.2
There is a great deal of conformity among the students	28.6	28.6	35.1	24.1	31.6	26.9	33.9	36.8
The faculty are typically at odds with campus administration	19.8	16.5	17.6	24.6	18.2	17.8	20.9	16.9
Faculty here respect each other	48.0	44.9	51.2	45.0	53.8	51.3	53.7	57.7
Most students are treated like “numbers in a book”	3.0	4.1	3.4	3.3	1.2	1.4	1.2	1.0
Social activities are overemphasized	8.1	10.6	9.9	5.1	8.5	8.4	5.7	10.5
Faculty are rewarded for being good teachers	15.6	12.1	16.3	14.2	20.8	24.9	15.0	19.0
There is respect for the expression of diverse values and beliefs	35.3	31.0	40.1	36.6	36.5	40.1	37.5	30.5
Faculty are rewarded for their efforts to use instructional technology	23.3	24.3	26.7	25.4	18.2	19.2	16.6	17.9
Faculty are rewarded for their efforts to work with underprepared students	6.5	4.1	4.0	7.7	8.4	9.2	6.4	8.7
Administrators consider faculty concerns when making policy [2]	12.4	10.3	11.6	11.1	16.6	17.4	12.4	18.5
The administration is open about its policies	15.8	13.2	14.7	16.1	18.8	19.0	15.8	20.4
Do you, “to a great extent”:								
Engage in academic work that spans multiple disciplines	36.7	39.3	43.7	33.9	34.6	37.3	31.9	32.5
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	37.1	36.0	37.5	39.9	34.5	31.5	37.2	37.2
Achieve a healthy balance between your personal life and your professional life	27.3	29.7	28.5	26.6	25.2	24.7	28.5	23.7
Experience close alignment between your work and your personal values	66.2	61.4	72.5	65.3	70.1	69.7	70.1	70.7
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	32.9	36.7	33.4	32.6	28.8	30.2	28.1	27.2
Mentor new faculty [2]	26.2	25.1	26.7	26.8	26.3	27.9	28.5	22.4

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Aspects of your job with which you are “very satisfied” or “satisfied”: [3]								
Salary [2]	41.9	39.6	47.9	39.8	44.5	47.8	37.4	44.6
Health benefits [2]	68.9	72.7	70.7	71.8	60.0	61.3	67.7	52.7
Retirement benefits [2]	67.4	71.5	66.6	67.3	63.2	63.7	60.0	64.8
Opportunity for scholarly pursuits	47.4	54.9	57.0	40.1	44.3	45.5	39.8	45.7
Teaching load	53.5	59.8	59.7	45.6	54.0	54.9	50.4	55.1
Quality of students	59.7	61.4	74.2	52.1	61.3	64.0	54.9	61.8
Office/lab space	66.3	68.5	65.9	61.4	70.2	71.6	66.4	70.6
Autonomy and independence	83.6	83.7	85.0	81.4	85.5	87.1	81.9	85.7
Professional relationships with other faculty	77.4	72.2	76.3	77.5	83.4	83.2	82.7	84.4
Social relationships with other faculty	70.1	65.4	69.7	69.2	76.4	76.1	76.4	76.8
Competency of colleagues	79.9	79.1	82.3	76.7	83.9	84.5	81.2	84.8
Visibility for jobs at other institutions/organizations	51.6	56.8	58.1	46.7	48.7	46.2	47.2	53.3
Job security	72.8	71.1	73.4	72.8	74.4	73.8	76.6	73.9
Relationship with administration	57.0	54.5	56.4	54.7	62.9	64.1	60.7	62.5
Departmental leadership [2]	65.7	59.5	66.1	66.3	71.8	74.4	65.9	72.1
Course assignments [2]	81.7	79.5	81.0	80.4	86.2	89.1	81.6	85.1
Freedom to determine course content [2]	91.2	90.6	91.1	90.9	92.3	93.4	89.2	92.8
Availability of child care at this institution	26.9	25.9	26.7	33.5	20.1	19.6	19.0	21.9
Prospects for career advancement	49.9	46.2	50.4	49.3	54.6	54.6	53.4	55.4
Clerical/administrative support	57.4	55.4	59.5	57.5	58.4	60.0	55.1	58.5
Overall job satisfaction	72.1	68.3	74.9	71.3	76.2	78.1	73.1	75.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

[3] Respondents marking “Not Applicable” were not included in the computation of these results.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Do you agree “strongly” or “somewhat”?								
Faculty are interested in students’ personal problems	85.1	75.9	84.5	85.8	94.4	92.6	95.2	96.6
Racial and ethnic diversity should be more strongly reflected in the curriculum	67.9	65.5	68.2	66.9	71.7	71.5	69.6	73.6
Faculty feel that most students are well-prepared academically	45.1	47.1	67.6	33.2	48.6	48.9	43.4	52.0
This institution should hire more faculty of color	79.4	80.7	83.2	73.1	84.4	83.6	83.7	86.0
Student Affairs staff have the support and respect of faculty	79.4	76.9	79.5	79.3	82.1	81.0	81.2	84.6
Faculty are committed to the welfare of this institution	90.9	86.7	91.0	90.6	95.8	95.9	94.7	96.4
Faculty here are strongly interested in the academic problems of undergraduates	87.8	80.1	89.1	87.9	95.5	96.3	93.1	96.0
There is a lot of campus racial conflict here	13.6	14.8	15.4	11.0	14.7	15.8	12.3	14.8
Most students are strongly committed to community service	53.6	46.5	78.7	40.8	66.6	59.6	70.4	74.5
My research is valued by faculty in my department	70.1	68.8	73.4	68.1	72.7	72.4	68.7	76.1
My teaching is valued by faculty in my department	88.6	84.5	89.1	88.4	93.2	95.0	90.1	92.7
Many courses include feminist perspectives	46.6	41.4	47.7	46.2	52.3	58.9	48.6	45.0
Faculty of color are treated fairly here	83.6	79.1	83.7	84.0	87.9	88.9	86.8	87.1
Women faculty are treated fairly here	76.4	70.8	76.1	77.4	81.4	82.6	82.9	78.6
Many courses involve students in community service	54.4	42.0	66.5	54.0	63.4	58.0	70.2	66.6
This institution should hire more women faculty	63.1	70.5	74.7	58.8	55.7	56.1	48.9	60.0
Gay and lesbian faculty are treated fairly here	77.6	76.7	72.5	82.5	74.5	84.1	71.0	62.2
My department does a good job of mentoring new faculty	64.7	58.6	64.1	64.7	71.7	70.4	72.6	72.8
Faculty are sufficiently involved in campus decision making	53.5	50.6	46.9	53.3	59.9	62.2	57.2	58.3
My values are congruent with the dominant institutional values	73.3	65.0	73.9	73.3	82.2	80.6	83.5	83.7
There is adequate support for integrating technology in my teaching	81.7	83.5	86.4	80.6	79.3	81.0	79.5	76.8
This institution takes responsibility for educating underprepared students	60.9	56.2	60.5	61.6	65.4	66.0	66.5	63.6
The criteria for advancement and promotion decisions are clear	68.6	66.9	66.9	68.1	71.7	72.5	72.0	70.5
Most of the students I teach lack the basic skills for college level work	37.9	33.2	19.3	49.1	36.7	35.3	42.1	35.1
There is adequate support for faculty development	65.0	64.5	69.0	61.5	68.2	68.1	71.5	66.1
This institution should not offer remedial/developmental education	23.4	23.4	27.3	22.5	22.9	25.2	16.7	23.7

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Issues you believe to be of “high” or “highest” priority at your institution:								
To promote the intellectual development of students	86.1	83.7	89.1	83.8	90.3	90.5	90.1	90.0
To help students examine and understand their personal values	57.5	42.6	70.7	51.8	75.4	66.9	84.1	81.9
To develop a sense of community among students and faculty	57.5	45.2	61.4	55.1	72.2	69.3	74.2	75.0
To facilitate student involvement in community service	51.3	36.1	69.5	48.1	64.2	56.7	73.3	68.9
To help students learn how to bring about change in American society	39.3	27.3	51.6	38.6	48.0	44.8	53.9	48.5
To increase or maintain institutional prestige	64.4	72.4	74.6	57.1	60.8	63.7	57.6	58.7
To hire faculty “stars”	29.6	45.9	40.6	20.9	18.3	18.3	19.1	17.8
To recruit more minority students	52.8	56.0	52.1	51.5	51.4	54.7	51.7	46.1
To enhance the institution’s national image	68.6	80.0	80.0	60.7	61.2	66.9	57.0	55.8
To create a diverse multi-cultural campus environment	57.0	57.5	57.1	58.4	54.6	57.8	55.8	49.1
To promote gender equity among faculty	44.3	44.3	45.5	44.5	43.8	47.6	42.4	39.2
To provide resources for faculty to engage in community-based teaching or research	38.1	33.5	41.8	42.3	36.2	34.5	39.1	36.6
To create and sustain partnerships with surrounding communities	51.8	49.3	46.4	59.0	47.5	43.2	53.9	49.3
To pursue extramural funding	61.1	76.9	64.3	56.9	47.6	48.4	48.2	45.9
To increase the representation of minorities in the faculty and administration	45.3	47.5	45.7	45.3	42.7	45.8	41.6	38.8
To strengthen links with the for-profit, corporate sector [2]	50.2	59.2	46.5	53.9	37.2	36.3	43.1	34.5
To develop leadership ability among students	61.3	53.1	70.4	56.3	72.4	71.8	71.7	73.8
To increase the representation of women in the faculty and administration	33.1	36.8	37.4	30.6	30.3	30.9	30.7	29.1
To develop an appreciation for multiculturalism [2]	56.8	52.8	57.0	57.2	60.6	61.9	63.0	57.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Pub	Four-year Colleges			Oth Relig
		Pub	Priv		All Priv	Nons	Cath	
Do you agree “strongly” or “somewhat”?								
Western civilization and culture should be the foundation for the undergraduate curriculum	49.3	47.6	50.9	47.9	52.2	47.5	58.1	55.1
College officials have the right to ban persons with extreme views from speaking on campus	24.0	20.4	30.0	20.4	29.8	25.4	28.6	37.4
The chief benefit of a college education is that it increases one's earning power	28.0	28.4	20.1	33.1	24.3	23.2	24.7	25.7
Promoting diversity leads to the admission of too many underprepared students	17.3	18.2	15.5	18.0	16.2	15.3	16.1	17.8
Colleges should be actively involved in solving social problems	75.5	74.7	76.8	75.7	75.6	74.3	78.8	75.4
Tenure is an outmoded concept	37.2	38.4	38.4	37.5	35.1	30.6	36.0	41.1
Colleges should encourage students to be involved in community service activities	92.0	89.6	90.3	92.1	95.4	94.5	96.6	95.9
Community service should be given weight in college admissions decisions	69.5	66.8	72.7	67.7	73.4	72.6	74.3	74.0
A racially/ethnically diverse student body enhances the educational experience of all students	96.8	96.6	97.1	96.5	97.4	98.2	96.6	96.7
Realistically, an individual can do little to bring about changes in society	12.2	13.3	13.2	12.8	9.9	9.4	10.6	10.1
Colleges should be concerned with facilitating undergraduate students' spiritual development	35.9	23.2	50.3	25.9	56.0	38.2	74.8	69.2
Colleges have a responsibility to work with their surrounding communities to address local issues	90.6	88.3	89.3	91.5	92.6	91.8	93.7	92.9
Private funding sources often prevent researchers from being completely objective in the conduct of their work	61.4	64.6	59.5	61.3	59.0	61.1	54.8	58.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Factors noted as a source of stress for you during the last two years								
Managing household responsibilities	80.5	80.8	82.1	78.7	81.9	82.6	79.9	82.1
Child care	31.2	30.9	34.1	29.1	33.0	31.9	32.8	34.7
Care of elderly parent	37.6	38.2	39.5	37.9	35.8	33.4	36.9	38.6
My physical health	53.9	55.5	52.0	53.0	53.9	53.2	54.5	54.7
Health of spouse/partner	31.4	32.9	27.2	31.7	31.2	34.1	29.3	28.4
Review/promotion process	57.9	59.2	52.0	61.1	55.1	57.5	54.4	52.0
Subtle discrimination (e.g., prejudice, racism, sexism)	38.7	42.4	42.1	38.7	33.4	31.8	33.8	35.5
Personal finances	65.2	61.9	65.1	67.1	66.3	67.5	64.7	65.5
Committee work	64.8	62.5	58.0	70.3	63.3	63.8	66.3	60.5
Faculty meetings	56.2	56.1	52.8	58.8	54.6	53.5	61.1	51.6
Colleagues	68.7	69.4	65.9	70.5	66.7	69.5	66.4	62.9
Students	69.0	67.8	64.3	70.3	70.5	69.0	68.7	74.0
Research or publishing demands	65.0	67.6	71.8	67.1	56.9	60.5	58.7	50.2
Institutional procedures and "red tape"	71.5	74.3	67.3	76.5	64.1	62.2	68.3	63.9
Teaching load	69.1	64.6	65.7	73.3	70.2	69.7	71.0	70.3
Children's problems	30.9	30.9	31.4	31.1	30.6	30.3	32.1	30.0
Friction with spouse/partner	24.6	25.0	25.4	23.9	24.6	25.4	24.1	23.8
Lack of personal time	83.7	82.4	84.7	83.4	85.2	86.0	83.9	84.8
Keeping up with information technology	59.4	60.5	54.3	62.4	56.7	52.9	61.8	58.7
Job security	39.3	39.5	39.7	41.2	36.5	36.7	34.8	37.4
Being part of a dual career couple	47.8	49.0	50.9	44.1	50.1	51.5	45.7	51.0
Working with underprepared students	64.5	60.4	49.4	70.9	67.1	62.8	71.2	70.7
Classroom conflict	24.3	23.2	19.0	26.4	25.1	24.2	26.5	25.2
Self-imposed high expectations	84.8	84.6	85.7	84.0	85.5	85.8	83.1	86.8
Change in work responsibilities	55.3	53.7	55.7	56.0	55.9	55.0	57.9	55.7
Personal goals noted as "very important" or "essential":								
Becoming an authority in my field	57.5	63.0	63.3	55.4	51.8	52.3	53.9	49.6
Influencing the political structure	20.7	22.3	22.3	21.3	17.6	16.5	21.6	16.5
Influencing social values	46.7	42.6	51.2	47.7	48.2	47.3	51.0	47.6
Raising a family	64.2	63.2	69.2	62.1	66.0	65.8	65.9	66.5
Becoming very well off financially	30.0	33.5	27.9	32.0	24.6	25.1	26.1	22.8
Helping others who are in difficulty	71.3	67.4	73.7	72.2	73.6	72.2	73.5	75.8
Becoming involved in programs to clean up the environment	38.1	36.5	37.4	39.2	38.9	39.3	39.5	37.7
Developing a meaningful philosophy of life	75.2	71.5	76.3	75.7	78.0	76.6	80.9	78.0
Helping to promote racial understanding	62.1	60.0	63.1	62.2	64.0	63.7	65.3	63.5
Obtaining recognition from my colleagues for contributions to my special field	48.2	55.8	54.1	45.0	41.4	42.6	44.0	37.6
Integrating spirituality into my life	53.1	47.8	54.6	52.7	58.7	46.4	67.1	71.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	Four-year Colleges							
	All 4+ yr	Universities Pub Priv	Pub	All Priv	Nons	Cath	Oth Relig	
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]								
Ask questions in class								
Frequently	97.1	97.5	96.8	97.0	96.9	97.4	96.2	96.6
Occasionally	2.7	2.2	3.2	2.8	3.1	2.6	3.8	3.3
Not at all	0.2	0.4	0.1	0.1	0.1	0.0	0.1	0.1
Support their opinions with a logical argument								
Frequently	86.4	85.4	86.4	87.1	86.7	88.3	85.8	84.9
Occasionally	13.0	13.8	13.0	12.4	12.8	11.2	13.7	14.7
Not at all	0.6	0.8	0.6	0.5	0.5	0.5	0.6	0.4
Seek solutions to problems and explain them to others								
Frequently	79.9	79.4	77.3	81.1	80.0	81.2	83.4	75.9
Occasionally	18.8	19.2	21.1	17.7	18.9	17.7	15.8	22.9
Not at all	1.3	1.5	1.6	1.2	1.1	1.2	0.8	1.2
Revise their papers to improve their writing								
Frequently	68.9	67.9	65.9	69.9	69.8	73.8	65.9	66.9
Occasionally	25.8	25.3	26.6	25.9	25.8	22.5	29.7	28.1
Not at all	5.4	6.8	7.6	4.2	4.3	3.8	4.5	5.0
Evaluate the quality or reliability of information they receive								
Frequently	80.2	80.4	77.8	81.5	79.3	80.7	79.1	77.4
Occasionally	18.4	18.3	20.2	17.4	19.1	18.2	18.2	21.2
Not at all	1.4	1.4	1.9	1.1	1.6	1.1	2.6	1.5
Take risks for potential gains								
Frequently	42.8	43.1	44.6	42.6	42.3	45.3	39.9	39.5
Occasionally	45.6	45.0	43.4	45.3	47.3	45.7	48.9	48.7
Not at all	11.6	11.9	12.0	12.1	10.4	9.0	11.2	11.8
Seek alternative solutions to a problem								
Frequently	71.7	71.8	71.2	73.6	69.4	71.4	69.2	66.4
Occasionally	26.2	24.7	26.9	25.1	28.8	27.1	28.5	31.6
Not at all	2.1	3.5	1.9	1.2	1.8	1.5	2.3	2.0
Look up scientific research articles and resources								
Frequently	59.6	59.6	59.4	62.5	55.8	57.5	57.4	52.1
Occasionally	29.0	29.7	27.7	28.2	29.7	26.9	30.4	33.4
Not at all	11.5	10.7	12.8	9.3	14.5	15.6	12.2	14.4
Explore topics on their own, even though it was not required for a class								
Frequently	57.1	58.1	58.0	58.3	54.2	57.5	52.9	50.1
Occasionally	39.9	38.9	39.3	38.5	43.1	40.6	44.8	45.6
Not at all	3.0	3.0	2.7	3.2	2.7	1.9	2.2	4.3
Acknowledge failure as a necessary part of the learning process								
Frequently	54.5	53.6	53.6	56.5	53.4	56.7	52.6	49.0
Occasionally	39.9	39.8	40.9	38.3	41.6	37.8	43.2	46.1
Not at all	5.6	6.6	5.4	5.2	5.0	5.4	4.2	4.9
Seek feedback on their academic work								
Frequently	82.5	80.0	82.6	84.4	82.8	83.4	84.0	81.3
Occasionally	16.5	18.6	15.7	14.9	16.5	16.2	15.6	17.6
Not at all	1.0	1.4	1.7	0.8	0.6	0.4	0.4	1.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Methods you use in “all” or “most” of the courses you teach:								
Multiple-choice exams [2]	34.7	32.1	27.0	40.4	33.7	24.9	44.2	39.3
Essay exams [2]	43.1	41.6	45.9	41.8	45.3	43.9	44.4	48.1
Short-answer exams [2]	44.0	42.5	44.0	43.5	46.3	43.3	47.3	49.9
Quizzes	41.3	41.6	35.7	42.4	41.8	38.1	43.0	46.4
Weekly essay assignments	25.0	23.8	27.3	23.2	27.6	30.0	25.3	25.8
Student presentations	56.1	53.1	53.8	55.3	61.3	62.7	59.8	60.3
Term/research papers	47.1	44.8	52.0	47.0	47.8	52.4	44.0	43.7
Student evaluations of each others' work	29.5	28.9	26.5	29.6	31.2	31.7	29.2	31.7
Grading on a curve	10.7	12.6	12.4	10.3	8.4	9.0	11.3	5.6
Competency-based grading	55.1	53.8	53.0	58.9	52.7	50.4	52.8	56.1
Class discussions	88.2	87.2	88.7	88.7	88.3	89.9	87.2	86.9
Cooperative learning (small groups)	73.2	71.5	68.3	74.6	75.1	74.3	73.0	77.8
Experiential learning/Field studies	36.9	35.8	33.3	37.6	38.6	37.0	37.1	42.1
Teaching assistants	9.5	13.6	14.7	6.3	6.7	8.3	4.2	6.3
Recitals/Demonstrations	23.4	23.9	23.3	24.0	22.3	21.1	23.9	22.8
Group projects	42.9	45.0	38.3	43.1	42.4	40.8	43.4	44.0
Extensive lecturing	33.4	32.5	37.6	35.8	29.8	27.2	34.3	30.4
Multiple drafts of written work	30.6	28.7	32.9	30.6	31.7	36.0	25.9	29.3
Readings on racial and ethnic issues	33.0	32.1	33.4	33.7	32.8	35.4	30.5	30.7
Readings on women and gender issues	29.8	29.4	32.0	29.8	29.3	31.6	27.0	27.4
Student-developed activities (assignments, exams, etc.)	27.5	25.8	30.7	28.4	27.1	26.2	27.8	27.8
Student-selected topics for course content	19.7	18.1	20.7	20.4	20.2	20.4	20.5	19.7
Reflective writing/journaling	29.9	25.7	29.7	31.1	32.9	33.3	31.7	33.1
Community service as part of coursework	12.4	12.4	12.2	12.6	12.3	11.6	13.5	12.4
Electronic quizzes with immediate feedback in class [2]	7.6	8.8	6.4	8.6	5.5	3.6	7.5	6.8
Using real-life problems [2]	58.6	55.7	56.7	62.7	57.7	55.4	61.0	58.7
Using student inquiry to drive learning	52.3	47.3	53.4	54.4	54.5	56.8	54.6	51.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
YOUR BASE INSTITUTIONAL SALARY								
9/10 month contract								
Less than \$20,000	2.1	2.4	1.4	2.1	2.0	1.7	2.6	1.9
\$20,000 to 29,999	1.1	1.2	0.2	1.7	0.5	0.1	0.2	1.3
\$30,000 to 39,999	6.7	8.0	4.0	6.8	6.1	6.0	2.7	8.8
\$40,000 to 49,999	18.7	12.7	12.0	22.5	23.7	16.9	27.2	30.0
\$50,000 to 59,999	27.8	27.9	17.9	28.2	30.9	29.3	32.9	31.7
\$60,000 to 69,999	18.3	18.7	15.8	18.7	18.0	19.2	17.7	16.7
\$70,000 to 79,999	10.4	12.4	13.4	9.1	8.3	10.9	8.3	5.0
\$80,000 to 89,999	6.1	6.9	9.0	5.3	5.0	6.5	5.0	3.0
\$90,000 to 99,999	4.4	4.5	10.6	3.9	2.3	3.4	2.2	1.1
\$100,000 to 124,999	3.4	4.0	10.8	1.5	2.5	4.8	1.3	0.3
\$125,000 to 149,999	0.7	1.0	3.0	0.0	0.3	0.6	0.0	0.0
\$150,000 or more	0.3	0.2	1.8	0.1	0.2	0.5	0.0	0.0
11/12 month contract								
Less than \$20,000	2.9	2.2	5.2	3.1	2.2	1.7	4.8	1.6
\$20,000 to 29,999	0.5	0.4	0.4	0.6	0.5	0.2	0.0	1.4
\$30,000 to 39,999	6.4	5.3	4.0	9.2	5.8	5.8	2.9	7.5
\$40,000 to 49,999	17.3	14.3	11.2	15.8	23.1	17.4	26.5	31.7
\$50,000 to 59,999	23.3	19.2	23.7	25.1	24.2	22.2	27.0	26.1
\$60,000 to 69,999	19.6	17.1	18.3	22.5	19.4	20.0	17.1	19.6
\$70,000 to 79,999	10.9	11.7	14.1	8.6	11.1	13.4	10.0	7.5
\$80,000 to 89,999	6.9	6.4	9.0	6.5	6.7	9.0	5.9	2.7
\$90,000 to 99,999	4.5	6.0	6.3	3.7	3.5	5.4	1.9	1.1
\$100,000 to 124,999	5.8	13.5	4.3	3.9	3.0	4.0	3.6	0.7
\$125,000 to 149,999	1.2	2.0	2.9	0.6	0.4	0.7	0.0	0.1
\$150,000 or more	0.7	2.0	0.7	0.3	0.1	0.2	0.2	0.0
Your base institutional salary is based on:								
9/10 months	73.8	80.1	65.4	76.8	66.8	61.9	72.4	70.1
11/12 months	26.2	19.9	34.6	23.2	33.2	38.1	27.6	29.9
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]								
Income from this institution								
All	69.3	69.9	64.6	69.6	70.4	69.4	71.1	71.3
75 to 99	26.1	25.6	31.5	25.9	24.8	26.1	23.4	23.9
50 to 74	3.1	3.1	2.7	3.3	3.2	3.1	3.6	3.2
25 to 49	0.9	0.7	0.7	1.0	1.1	1.0	1.2	1.1
1 to 24	0.3	0.4	0.3	0.1	0.4	0.4	0.4	0.3
None	0.2	0.4	0.2	0.2	0.1	0.0	0.3	0.2
Other academic income								
All	0.1	0.2	0.0	0.0	0.1	0.0	0.1	0.1
75 to 99	0.1	0.3	0.0	0.0	0.2	0.1	0.3	0.2
50 to 74	0.3	0.3	0.1	0.5	0.2	0.1	0.3	0.3
25 to 49	1.5	1.6	1.5	1.4	1.6	1.7	1.8	1.1
1 to 24	14.4	15.3	16.9	13.9	13.0	12.9	13.8	12.5
None	83.6	82.3	81.5	84.2	85.0	85.2	83.6	85.8
Non-academic income								
All	0.2	0.3	0.2	0.1	0.1	0.0	0.1	0.1
75 to 99	0.2	0.1	0.3	0.1	0.4	0.2	0.5	0.5
50 to 74	1.3	1.5	0.9	1.2	1.5	1.5	1.3	1.7
25 to 49	2.9	3.0	2.5	2.8	3.1	3.9	2.9	2.1
1 to 24	17.4	15.7	21.7	17.4	17.4	17.6	16.4	17.7
None	78.0	79.4	74.4	78.3	77.6	76.9	78.8	77.9

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
What is your age as of 12/31/2007?								
Less than 30	1.9	1.6	1.8	1.7	2.5	2.3	1.4	3.4
30 to 34	7.9	7.2	9.5	7.3	8.6	8.7	6.7	9.9
35 to 39	13.0	12.2	14.1	12.6	14.0	15.5	10.5	14.3
40 to 44	13.1	12.2	15.2	12.3	14.2	15.4	12.4	13.7
45 to 49	13.6	12.8	12.3	14.3	14.3	13.4	14.5	15.4
50 to 54	16.6	15.8	14.9	18.0	16.5	15.7	18.0	16.6
55 to 59	18.3	21.4	17.0	19.1	14.3	13.0	15.5	15.3
60 to 64	10.0	10.1	9.7	10.1	10.0	9.4	14.8	7.7
65 to 69	4.3	4.5	4.3	3.9	4.5	5.3	4.5	3.3
70 or more	1.3	2.3	1.3	0.6	1.1	1.1	1.7	0.4
Year of highest degree now held								
Before 1970	2.2	3.9	2.6	1.0	1.7	2.0	2.3	0.7
1971 to 1975	3.9	4.9	5.2	3.2	3.2	4.0	3.3	2.0
1976 to 1980	7.5	8.4	8.2	7.2	6.5	7.3	6.4	5.4
1981 to 1985	9.0	10.5	11.1	7.3	8.6	8.9	8.9	8.1
1986 to 1990	12.9	13.1	11.8	12.4	13.7	13.2	16.0	12.8
1991 to 1995	16.2	15.7	16.5	17.3	15.2	14.1	15.2	17.0
1996 to 2000	18.9	16.5	17.3	20.5	20.1	20.4	19.3	20.4
2001 to 2005	22.0	21.1	20.6	22.5	22.9	23.7	21.1	22.9
2006 to 2007	7.5	5.9	6.8	8.6	8.1	6.6	7.5	10.7
Year of appointment at current position								
Before 1970	0.9	0.8	1.3	0.7	1.0	1.0	1.4	0.7
1971 to 1975	2.0	3.1	1.6	1.3	1.7	1.9	2.1	1.0
1976 to 1980	4.3	5.8	5.7	3.2	3.4	3.8	3.1	3.1
1981 to 1985	6.3	7.9	6.2	4.8	6.3	7.9	6.9	3.4
1986 to 1990	9.9	9.4	10.3	9.6	10.6	10.4	10.6	11.0
1991 to 1995	12.7	14.8	12.0	12.6	10.6	10.0	10.2	11.6
1996 to 2000	18.2	16.0	17.1	20.2	18.8	19.3	16.9	19.4
2001 to 2005	30.7	29.6	28.4	32.0	31.2	30.2	33.9	31.0
2006 to 2007	15.1	12.5	17.4	15.7	16.4	15.5	14.8	18.9
If tenured, year tenure was awarded								
Before 1970	0.2	0.0	0.1	0.0	0.6	0.8	0.4	0.5
1971 to 1975	1.2	1.4	2.4	1.0	0.7	0.4	1.4	0.5
1976 to 1980	3.4	4.7	3.8	2.8	2.5	3.1	2.1	1.7
1981 to 1985	5.9	8.4	6.9	4.1	5.0	5.4	4.9	4.1
1986 to 1990	10.1	10.9	14.9	7.6	10.4	13.1	8.8	6.9
1991 to 1995	14.7	14.5	18.4	13.5	15.0	13.6	16.0	16.9
1996 to 2000	20.9	25.0	20.3	19.1	18.6	18.5	21.7	16.1
2001 to 2005	24.6	18.7	22.5	29.0	26.6	25.9	22.5	31.4
2006 to 2007	19.1	16.5	10.8	23.0	20.6	19.2	22.2	22.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Biological Science								
Agriculture	0.4	0.9	0.1	0.2	0.1	0.1	0.2	0.1
Forestry	0.1	0.1	0.0	0.0	0.0	0.1	0.0	0.0
Bacteriology, Molecular Biology	0.9	0.6	0.7	1.0	0.9	1.0	0.6	1.1
Biochemistry	0.7	0.7	0.7	0.5	0.8	0.8	0.6	0.8
Biophysics	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.0
Botany	0.4	0.6	0.2	0.6	0.2	0.2	0.2	0.2
Environmental Science	0.3	0.2	0.4	0.3	0.2	0.3	0.3	0.1
Marine (life) Sciences	0.2	0.0	0.2	0.3	0.1	0.2	0.1	0.0
Physiology, Anatomy	0.5	0.4	0.5	0.3	0.8	0.9	0.5	0.7
Zoology	0.6	0.6	0.3	0.6	0.8	1.0	0.9	0.5
General, Other Biological Sciences	1.9	2.0	2.5	1.4	2.1	2.4	1.5	2.0
Business								
Accounting	0.9	0.9	0.5	1.1	0.9	0.6	1.9	0.8
Finance	0.4	0.5	0.6	0.3	0.4	0.2	0.4	0.6
International Business	0.1	0.0	0.3	0.1	0.1	0.0	0.1	0.1
Management	2.0	2.2	1.4	1.9	1.9	1.8	2.0	1.8
Marketing	0.7	0.8	0.4	0.7	0.5	0.3	1.0	0.6
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	0.8	1.1	0.8	0.7	0.8	0.3	1.7	0.8
Education								
Business Education	0.3	0.6	0.1	0.2	0.2	0.2	0.1	0.2
Educational Administration	1.7	1.5	1.1	1.9	1.8	0.8	2.5	2.8
Educational Psychology/Counseling	1.4	1.5	1.5	1.6	0.8	0.5	1.6	0.8
Elementary Education	1.5	1.2	0.5	2.2	1.3	0.6	2.1	1.8
Higher Education	2.4	2.7	1.4	2.1	2.9	3.9	2.3	2.0
Music or Art Education	0.4	0.3	0.4	0.5	0.4	0.5	0.2	0.3
Physical or Health Education	1.3	0.7	0.4	1.7	1.7	1.7	0.6	2.6
Secondary Education	0.9	0.9	0.6	1.4	0.6	0.4	0.7	0.9
Special Education	1.7	2.1	0.4	1.9	1.3	0.5	1.8	2.2
General, Other Education Fields	4.3	3.2	3.0	5.6	4.5	3.5	4.9	5.6
Engineering								
Aero-/Astronautical Engineering	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.1	0.0	0.4	0.0	0.1	0.0	0.0	0.2
Civil Engineering	0.2	0.5	0.3	0.1	0.0	0.1	0.0	0.0
Electrical Engineering	0.2	0.3	0.2	0.2	0.1	0.2	0.1	0.1
Industrial Engineering	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1
Mechanical Engineering	0.2	0.3	0.4	0.2	0.1	0.1	0.2	0.0
General, Other Engineering Fields	0.3	0.5	0.4	0.3	0.1	0.1	0.0	0.0
Health								
Dentistry	0.1	0.2	0.0	0.1	0.1	0.0	0.3	0.0
Health Technology	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0
Medicine or Surgery	0.2	0.3	0.5	0.0	0.1	0.2	0.0	0.0
Nursing	7.4	6.9	6.8	7.9	7.4	4.2	13.5	7.8
Pharmacy, Pharmacology	0.8	1.2	1.0	0.2	1.1	2.1	0.1	0.5
Therapy (speech, physical, occup.)	1.2	1.6	0.8	1.2	0.7	0.3	1.5	0.6
Veterinary Medicine	0.1	0.1	0.0	0.0	0.1	0.3	0.0	0.0
General, Other Health Fields	1.5	1.9	1.0	1.3	1.3	1.5	1.2	1.1

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Humanities								
History	3.5	3.5	4.7	3.2	3.2	3.8	2.4	2.9
Political Science, Government	1.7	1.5	2.5	1.4	1.8	2.2	1.5	1.3
English Language & Literature	8.7	8.1	9.5	8.7	9.0	10.6	6.2	8.7
Foreign Languages & Literature	1.9	1.9	3.1	0.9	2.6	3.5	1.7	2.0
French	1.2	1.9	1.4	0.7	1.0	1.1	0.5	1.2
German	0.5	0.6	0.6	0.4	0.5	0.8	0.2	0.4
Spanish	1.6	1.4	2.2	1.2	1.9	1.7	1.1	2.7
Other Foreign Languages	0.5	0.9	0.6	0.2	0.3	0.6	0.1	0.1
Linguistics	1.2	1.7	0.6	0.8	1.3	2.6	0.1	0.4
Philosophy	1.2	0.9	2.3	1.0	1.1	0.9	2.3	0.6
Religion or Theology	1.3	0.7	3.3	0.1	2.6	1.4	3.5	3.9
General, Other Humanities Fields	1.7	2.2	1.8	1.3	1.6	2.0	1.2	1.4
Fine Arts								
Architecture/Urban Planning	0.4	0.8	0.4	0.3	0.1	0.1	0.0	0.1
Art	2.0	1.2	1.5	2.4	2.6	3.5	1.6	1.9
Dramatics or Speech	1.7	1.0	2.0	2.0	2.0	2.4	2.0	1.5
Music	2.5	2.6	1.9	2.1	3.2	2.4	2.8	4.6
Television or Film	0.4	0.6	0.2	0.3	0.3	0.3	0.2	0.2
Other Fine Arts	1.5	1.6	2.1	1.3	1.4	1.8	0.8	1.2
Physical Science								
Mathematics and/or Statistics	2.7	1.8	2.9	3.3	3.0	3.1	3.4	2.4
Astronomy	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.0
Atmospheric Sciences	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.1
Chemistry	2.2	2.5	2.2	1.8	2.5	2.0	4.2	1.9
Earth Sciences	0.5	0.6	0.2	0.6	0.3	0.5	0.2	0.2
Geography	0.4	0.5	0.0	0.5	0.2	0.2	0.1	0.2
Marine Sciences (incl. Oceanography)	0.1	0.2	0.0	0.1	0.0	0.1	0.0	0.0
Physics	0.6	0.7	1.2	0.4	0.6	0.8	0.3	0.5
General, Other Physical Sciences	0.1	0.0	0.0	0.0	0.1	0.1	0.3	0.0
Social Science								
Anthropology	1.3	2.0	1.6	1.1	0.5	1.0	0.1	0.2
Archaeology	0.2	0.2	0.1	0.1	0.1	0.1	0.0	0.1
Clinical Psychology	1.1	0.9	1.4	1.1	1.3	0.8	2.0	1.5
Counseling and Guidance	0.3	0.0	0.2	0.4	0.5	0.0	1.2	0.6
Experimental Psychology	1.1	0.8	1.5	1.3	1.2	1.0	1.4	1.2
Social Psychology	1.0	0.5	0.7	1.7	1.0	1.0	1.1	0.8
General, Other Psychology	2.0	1.2	1.5	2.1	2.9	4.3	1.6	1.6
Economics	1.2	1.3	1.3	1.3	1.0	1.4	0.7	0.6
Sociology	2.8	3.4	2.7	3.0	1.8	1.7	1.8	2.1
Social Work, Social Welfare	1.0	0.7	0.6	1.5	1.0	0.9	0.5	1.4
General, Other Social Sciences	1.5	1.1	1.8	1.9	1.3	1.8	0.7	1.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?								
Technical								
Computer Science	0.9	0.7	1.2	0.8	1.2	1.0	1.6	1.2
Data Processing, Computer Prog.	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.2
Drafting/Design	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1
Electronics	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
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.3	0.2	0.6	0.4	0.1	0.0	0.5	0.1
Other Fields								
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications	2.2	2.1	2.0	2.6	2.0	1.7	1.9	2.5
Ethnic Studies	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Human Ecology/Family Science	0.8	1.7	0.1	0.6	0.3	0.2	0.3	0.3
Journalism	0.6	0.9	1.0	0.4	0.3	0.3	0.0	0.3
Law	0.7	0.4	1.8	0.6	0.6	0.5	0.7	0.7
Law Enforcement	0.1	0.0	0.0	0.2	0.0	0.1	0.0	0.0
Library Science	0.8	0.4	0.7	1.0	1.0	0.4	0.4	2.3
Women's Studies	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.3
Other Vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	1.0	1.0	0.9	1.2	0.8	0.8	1.1	0.5

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Biological Science								
Agriculture	0.5	1.3	0.0	0.2	0.1	0.1	0.0	0.0
Forestry	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology	0.3	0.6	0.3	0.1	0.1	0.1	0.1	0.1
Biochemistry	0.1	0.2	0.1	0.0	0.1	0.1	0.0	0.1
Biophysics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Environmental Science	0.4	0.5	0.1	0.3	0.4	0.7	0.1	0.2
Marine (life) Sciences	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Physiology, Anatomy	0.2	0.2	0.0	0.2	0.3	0.4	0.0	0.5
Zoology	0.1	0.4	0.0	0.0	0.0	0.0	0.1	0.0
General, Other Biological Sciences	4.2	3.3	4.8	4.0	5.0	5.6	4.4	4.5
Business								
Accounting	1.2	1.0	0.7	1.5	1.3	0.8	1.8	1.8
Finance	0.5	0.5	1.1	0.5	0.2	0.1	0.6	0.1
International Business	0.1	0.1	0.3	0.0	0.1	0.1	0.1	0.1
Management	2.0	2.5	1.3	2.4	1.5	1.2	2.0	1.6
Marketing	0.9	1.4	0.4	1.0	0.5	0.4	0.9	0.5
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.3	0.7	0.9	1.5	1.9	1.3	2.3	2.4
Education								
Business Education	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Educational Administration	0.2	0.1	0.2	0.3	0.3	0.0	0.6	0.4
Educational Psychology/Counseling	0.5	0.9	0.1	0.4	0.1	0.0	0.2	0.2
Elementary Education	3.0	2.3	1.3	3.9	3.4	2.4	4.6	3.9
Higher Education	0.4	0.3	0.2	0.5	0.7	0.5	0.8	0.9
Music or Art Education	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2
Physical or Health Education	1.6	1.1	0.5	2.0	2.2	2.3	0.6	3.2
Secondary Education	0.8	0.5	0.5	1.0	0.8	0.9	0.7	0.8
Special Education	1.0	0.4	0.8	1.7	0.8	0.4	0.9	1.2
General, Other Education Fields	3.1	2.4	1.7	4.0	3.2	2.7	3.7	3.8
Engineering								
Aero-/Astronautical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0
Civil Engineering	0.2	0.4	0.5	0.1	0.0	0.1	0.0	0.0
Electrical Engineering	0.2	0.3	0.2	0.2	0.0	0.0	0.1	0.1
Industrial Engineering	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Mechanical Engineering	0.2	0.2	0.5	0.1	0.1	0.0	0.2	0.0
General, Other Engineering Fields	0.5	0.4	1.0	0.6	0.1	0.1	0.0	0.1
Health								
Dentistry	0.2	0.2	0.0	0.1	0.4	0.4	0.9	0.0
Health Technology	0.2	0.2	0.1	0.2	0.1	0.0	0.3	0.1
Medicine or Surgery	0.2	0.4	0.5	0.0	0.1	0.1	0.0	0.0
Nursing	8.7	8.0	8.2	8.8	9.7	7.2	15.5	9.3
Pharmacy, Pharmacology	0.8	1.0	1.2	0.2	1.1	2.0	0.0	0.6
Therapy (speech, physical, occup.)	1.5	2.3	1.2	1.4	0.9	0.3	1.5	1.3
Veterinary Medicine	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields	1.7	2.3	1.0	2.2	0.7	0.4	1.0	0.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Humanities								
History	2.8	2.6	4.0	2.6	2.5	2.4	2.2	2.7
Political Science, Government	1.5	1.2	2.5	1.2	1.7	2.0	1.4	1.4
English Language & Literature	9.5	9.4	9.8	8.9	10.3	12.0	6.8	10.2
Foreign Languages & Literature	3.8	4.9	6.1	2.4	3.5	3.4	2.8	4.2
French	0.3	0.5	0.2	0.1	0.5	0.7	0.1	0.5
German	0.3	0.5	0.3	0.1	0.2	0.4	0.0	0.1
Spanish	1.1	1.1	1.5	0.5	1.6	2.0	0.7	1.6
Other Foreign Languages	0.7	1.3	0.7	0.3	0.4	0.5	0.0	0.4
Linguistics	0.2	0.5	0.1	0.1	0.1	0.1	0.0	0.0
Philosophy	1.0	0.6	2.0	0.9	1.0	0.7	2.2	0.7
Religion or Theology	1.4	0.9	3.1	0.3	2.6	1.3	3.9	3.5
General, Other Humanities Fields	2.0	2.1	2.3	1.7	2.2	3.5	1.0	1.1
Fine Arts								
Architecture/Urban Planning	0.5	1.2	0.4	0.1	0.2	0.4	0.1	0.0
Art	2.7	2.0	2.2	3.1	3.1	4.1	1.8	2.7
Dramatics or Speech	1.6	0.9	1.5	2.0	1.8	2.3	1.5	1.4
Music	2.5	2.6	1.9	2.1	3.2	2.5	2.7	4.6
Television or Film	0.4	0.4	0.6	0.5	0.2	0.3	0.0	0.1
Other Fine Arts	1.1	1.4	1.5	1.0	0.7	0.8	0.9	0.4
Physical Science								
Mathematics and/or Statistics	3.4	3.0	3.3	4.0	3.1	3.1	3.2	3.2
Astronomy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Atmospheric Sciences	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	2.5	3.0	2.1	1.8	2.9	2.6	4.6	2.2
Earth Sciences	0.5	0.6	0.2	0.5	0.3	0.5	0.1	0.2
Geography	0.4	0.6	0.0	0.5	0.0	0.1	0.0	0.0
Marine Sciences (incl. Oceanography)	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.7	0.6	1.1	0.7	0.7	1.0	0.2	0.6
General, Other Physical Sciences	0.2	0.0	0.0	0.4	0.4	0.3	0.7	0.2
Social Science								
Anthropology	1.1	2.1	1.2	0.7	0.4	0.8	0.0	0.2
Archaeology	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.5	0.7	0.8	0.3	0.3	0.1	0.4	0.5
Counseling and Guidance	0.2	0.0	0.2	0.2	0.2	0.3	0.2	0.1
Experimental Psychology	0.9	0.4	1.2	1.6	0.6	0.7	0.4	0.5
Social Psychology	0.2	0.1	0.3	0.2	0.2	0.1	0.5	0.1
General, Other Psychology	3.1	1.4	2.2	3.6	4.8	5.5	4.7	3.8
Economics	1.0	1.0	1.2	0.9	0.9	1.6	0.3	0.3
Sociology	2.7	3.2	3.0	2.7	2.2	2.2	2.1	2.3
Social Work, Social Welfare	1.1	0.8	0.5	1.7	0.8	0.5	0.5	1.4
General, Other Social Sciences	2.0	1.3	1.6	2.6	2.4	3.5	1.5	1.3

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?								
Technical								
Computer Science	1.0	0.8	0.8	0.8	1.4	1.3	2.3	1.0
Data Processing, Computer Prog.	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1
Drafting/Design	0.1	0.0	0.3	0.1	0.0	0.0	0.0	0.0
Electronics	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Industrial Arts	0.0	0.0	0.0	0.1	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
Other Technical	0.3	0.3	0.1	0.5	0.1	0.0	0.4	0.0
Other Fields								
Building Trades	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0
Communications	2.6	2.2	3.3	2.7	2.6	1.8	3.4	3.2
Ethnic Studies	0.2	0.2	0.0	0.5	0.1	0.2	0.0	0.0
Human Ecology/Family Science	0.9	1.9	0.1	0.6	0.4	0.2	0.4	0.7
Journalism	0.7	1.0	0.9	0.7	0.1	0.2	0.0	0.1
Law	0.3	0.1	1.4	0.1	0.2	0.1	0.6	0.1
Law Enforcement	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1
Library Science	0.8	0.4	0.9	1.0	1.0	0.4	0.6	2.1
Women's Studies	0.3	0.5	0.3	0.3	0.2	0.4	0.1	0.0
Other Vocational	0.2	0.5	0.1	0.1	0.1	0.1	0.0	0.0
All Other Fields	1.6	1.3	1.9	2.2	1.2	1.7	0.6	1.0
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?								
Under 18 years old								
None	66.3	67.1	62.4	68.6	64.4	65.2	64.3	63.2
One	16.9	17.7	15.9	16.0	17.3	16.2	17.6	18.9
Two	13.3	12.3	16.1	12.6	14.2	15.6	12.8	13.0
Three	2.6	2.1	3.5	2.2	3.3	2.6	3.7	4.1
Four or more	0.9	0.8	2.1	0.6	0.8	0.4	1.6	0.9
18 years or older								
None	59.6	57.9	65.1	57.8	61.3	64.6	56.1	60.1
One	13.0	13.6	13.8	11.6	13.8	13.8	14.8	13.0
Two	18.4	21.2	12.8	19.3	16.6	14.7	19.2	17.5
Three	5.9	5.1	4.6	7.3	5.8	4.3	7.2	6.9
Four or more	3.1	2.2	3.7	4.0	2.6	2.6	2.7	2.5
How would you characterize your political views?								
Far left	9.9	10.5	11.4	9.2	9.6	12.4	7.3	7.1
Liberal	51.9	53.5	51.2	51.6	50.6	57.2	49.4	41.8
Middle of the Road	26.0	24.8	26.8	27.3	25.3	21.5	29.2	28.2
Conservative	11.9	10.9	10.4	11.6	14.0	8.7	13.4	22.3
Far right	0.3	0.2	0.2	0.2	0.5	0.2	0.7	0.6
Are you currently:								
Single	14.8	12.6	17.0	15.7	15.3	14.7	17.0	14.9
Married	67.4	68.5	69.0	64.7	69.0	68.3	67.1	71.5
Unmarried, living with partner	5.7	5.8	4.5	6.6	5.0	5.8	4.5	3.9
Divorced	8.8	9.2	6.6	9.4	8.4	8.9	9.1	7.1
Widowed	2.4	3.5	2.0	2.3	1.6	1.2	1.7	2.0
Separated	0.8	0.3	0.9	1.3	0.8	1.0	0.6	0.6

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty

Female Respondents	All 4+ yr	Universities		Four-year Colleges				Oth Relig
		Pub	Priv	Pub	All Priv	Nons	Cath	
Is English your native language?								
Yes	90.4	90.0	86.9	90.7	91.8	92.1	90.8	92.1
No	9.6	10.0	13.1	9.3	8.2	7.9	9.2	7.9
Are you: [4]								
White/Caucasian	89.2	90.2	88.0	87.5	90.6	89.9	90.5	91.9
African American/Black	3.4	2.8	3.8	4.2	2.8	4.0	1.9	1.6
American Indian/Alaska Native	1.5	1.8	1.3	1.5	1.1	1.2	0.7	1.1
Asian American/Asian	3.4	2.2	4.3	4.4	3.1	3.1	2.3	3.8
Native Hawaiian/Pacific Islander	0.2	0.3	0.2	0.2	0.1	0.1	0.0	0.1
Mexican American/Chicano	1.0	0.7	0.9	1.7	0.5	0.7	0.3	0.4
Puerto Rican	0.4	0.3	0.5	0.3	0.5	0.5	0.6	0.4
Other Latino	1.9	2.0	2.3	1.5	2.3	2.0	3.4	1.8
Other	2.4	2.9	2.3	2.5	1.7	1.9	2.2	1.2
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?								
Yes	74.6	79.0	67.2	74.2	73.3	74.2	71.7	73.0
No	25.4	21.0	32.8	25.8	26.7	25.8	28.3	27.0

[4] Percentages will sum to more than 100.0 if any respondent marked more than one category.

Full-Time Undergraduate Faculty,
Rank and Control for
All Faculty

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Number of Respondents	22,562	7,123	6,842	6,430	900	1,238	29
Gender							
Male	60.7	75.5	60.3	52.4	48.1	41.3	57.0
Female	39.3	24.5	39.7	47.6	51.9	58.7	43.0
What is your principal activity in your current position at this institution?							
Administration	7.0	12.0	6.4	2.1	7.2	5.2	37.7
Teaching	83.4	77.8	84.7	85.9	88.2	89.2	54.0
Research	8.0	9.2	7.7	10.8	1.4	0.3	0.0
Services to clients and patients	0.8	0.4	0.8	0.5	1.2	2.8	0.0
Other	0.9	0.6	0.5	0.7	2.0	2.5	8.3
What is your present academic rank?							
Professor	31.7	100.0	0.0	0.0	0.0	0.0	0.0
Associate Professor	26.1	0.0	100.0	0.0	0.0	0.0	0.0
Assistant Professor	27.4	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	7.2	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	7.6	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	54.4	94.6	85.1	7.7	0.9	1.4	8.3
On tenure track, but not tenured	22.4	0.6	6.3	71.8	1.1	10.4	1.3
Not on tenure track, but institution has tenure system	19.6	1.8	5.1	16.4	96.3	82.0	90.3
Institution has no tenure system	3.5	3.0	3.4	4.1	1.8	6.2	0.0
Are you currently serving in an administrative position as: [1]							
Department Chair	11.3	19.3	14.5	3.9	2.0	2.2	2.9
Dean (Associate or Assistant)	1.6	3.0	1.7	0.3	0.3	0.4	1.8
President	0.0	0.1	0.0	0.0	0.0	0.0	1.7
Vice-President	0.1	0.1	0.2	0.0	0.1	0.1	0.0
Provost	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Other	15.9	17.0	17.8	11.2	22.8	14.9	34.9
Not Applicable	65.2	55.6	60.7	75.5	70.7	78.7	30.9
My primary place of employment in the last year was: [2]							
In higher education:							
at this institution	94.6	98.5	98.0	88.7	91.3	91.3	90.1
at a different institution	2.6	0.7	1.0	6.5	2.9	2.2	0.0
at more than one institution	1.4	0.6	0.5	2.6	2.7	2.4	0.0
Not in higher education	1.0	0.1	0.4	1.4	2.6	3.6	9.9
Not employed	0.3	0.1	0.0	0.7	0.6	0.5	0.0
Noted as being personally "very important" or "essential": [2]							
Research	71.4	78.0	74.2	76.5	42.0	43.8	62.2
Teaching	97.7	97.7	97.5	97.2	99.0	98.4	95.7
Service	66.1	66.3	67.0	61.6	70.7	73.5	80.4

[1] Response options changed from earlier Faculty Surveys.

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Highest degree earned							
Bachelor's (B.A., B.S., etc.)	1.0	0.5	0.3	0.4	4.3	4.8	1.3
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	19.7	6.4	11.1	18.5	52.5	77.5	32.8
LL.B., J.D.	1.0	0.7	0.8	0.9	2.4	1.9	0.0
M.D., D.D.S. (or equivalent)	0.6	0.5	1.1	0.5	0.1	0.8	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.7	0.4	0.8	1.1	0.2	0.3	0.0
Ed.D.	3.2	3.4	4.4	3.3	1.1	0.2	10.7
Ph.D.	71.5	85.6	79.2	73.4	38.1	11.7	50.8
Other degree	1.9	2.1	2.0	1.8	1.1	1.3	4.5
None	0.4	0.4	0.4	0.1	0.3	1.6	0.0
Degree currently working on							
Bachelor's (B.A., B.S., etc.)	0.1	0.0	0.1	0.1	0.0	0.0	0.0
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.9	0.4	0.4	0.8	1.6	3.8	7.5
LL.B., J.D.	0.1	0.0	0.1	0.2	0.3	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.1	0.0	0.1	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ed.D.	1.0	0.1	0.3	1.1	2.3	5.4	0.0
Ph.D.	4.6	0.6	1.6	6.1	8.5	23.0	25.0
Other degree	0.6	0.2	0.4	0.7	0.2	2.5	0.0
None	92.7	98.6	97.0	90.9	87.1	65.2	67.5
During the past two years, have you engaged in any of the following activities?							
Taught an honors course	19.9	24.2	21.8	16.6	17.8	9.5	19.0
Taught an interdisciplinary course	41.0	43.2	44.3	41.0	33.5	27.5	35.9
Taught an ethnic studies course	10.4	9.1	11.1	12.6	10.3	5.6	3.3
Taught a women's studies course	7.3	6.9	9.2	7.5	5.6	3.3	1.2
Team-taught a course	32.7	34.0	35.2	31.2	28.1	28.3	26.6
Taught a service learning course	19.7	17.3	21.4	19.3	24.6	20.8	11.8
Placed or collected assignments on the Internet	74.4	70.1	74.9	78.2	75.3	75.5	75.6
Taught a course exclusively on the Internet	13.3	10.8	14.6	13.8	14.8	16.3	3.9
Participated in a teaching enhancement workshop	56.5	46.0	57.7	65.8	59.8	59.5	69.6
Advised student groups involved in service/volunteer work	42.4	36.6	45.4	45.5	42.0	44.6	51.8
Collaborated with the local community in research/teaching	46.2	42.9	50.2	48.6	41.3	42.5	35.1
Developed a new course	66.5	62.3	70.6	73.2	60.9	50.9	72.8
Conducted research/writing focused on:							
International/global issues	28.4	33.0	30.4	27.9	16.8	15.9	11.3
Racial or ethnic minorities	20.6	18.6	22.6	24.7	16.2	11.9	20.1
Women and gender issues	19.1	16.8	20.8	23.5	12.6	13.1	9.4
Taught a seminar for first-year students	23.6	23.3	23.5	23.7	21.6	26.2	45.5
Engaged undergraduates on <u>your</u> research project [2]	41.6	45.8	46.3	45.0	19.5	17.3	35.2
Worked with undergraduates on a research project	57.3	62.3	62.3	57.1	40.8	35.1	49.7

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Scheduled teaching (actual, not credit hours)							
None	0.6	0.6	0.5	0.6	0.3	1.9	1.1
1 to 4	13.4	17.4	11.9	10.9	12.1	12.4	23.4
5 to 8	31.2	35.4	32.3	31.2	22.0	19.2	43.5
9 to 12	35.1	31.4	36.1	37.0	41.4	34.7	27.3
13 to 16	12.1	9.2	11.8	12.5	16.5	19.5	3.9
17 to 20	4.7	3.8	4.9	5.0	4.2	7.4	0.8
21 to 34	2.3	1.8	2.1	2.3	2.5	4.5	0.0
35 to 44	0.3	0.2	0.2	0.5	0.8	0.2	0.0
45 +	0.2	0.2	0.2	0.2	0.2	0.1	0.0
Preparing for teaching (including reading student papers and grading)							
None	0.3	0.5	0.2	0.3	0.0	0.4	1.1
1 to 4	10.3	13.9	9.5	7.7	10.0	7.7	16.5
5 to 8	23.9	27.4	23.9	20.9	22.0	21.6	24.7
9 to 12	24.5	25.1	25.8	24.7	19.0	23.0	15.0
13 to 16	15.8	14.2	16.6	17.2	16.1	13.8	22.9
17 to 20	13.8	10.8	14.0	15.1	18.2	16.0	18.8
21 to 34	8.7	6.4	8.0	10.1	11.7	13.2	0.9
35 to 44	2.1	1.3	1.7	2.8	2.5	3.1	0.0
45 +	0.7	0.5	0.3	1.2	0.6	1.2	0.0
Advising and counseling of students							
None	3.9	2.8	2.3	4.1	9.7	7.7	0.0
1 to 4	55.8	56.7	55.9	56.8	50.6	53.3	35.0
5 to 8	28.4	29.4	29.7	27.9	24.5	24.6	44.2
9 to 12	8.0	7.9	8.4	7.3	8.8	8.7	2.5
13 to 16	2.3	2.0	2.2	2.2	3.2	3.1	8.8
17 to 20	1.1	0.9	1.0	1.1	2.5	0.8	0.0
21 to 34	0.4	0.3	0.5	0.3	0.4	0.7	7.7
35 to 44	0.2	0.1	0.0	0.3	0.3	0.3	1.7
45 +	0.1	0.0	0.1	0.0	0.1	0.7	0.0
Committee work and meetings							
None	5.0	2.4	2.0	4.3	19.5	15.8	4.1
1 to 4	57.2	52.6	53.0	63.7	61.4	62.6	74.5
5 to 8	26.5	30.2	31.4	23.6	14.5	16.1	10.0
9 to 12	7.5	9.6	9.4	5.6	3.2	3.6	2.5
13 to 16	2.3	3.1	2.7	1.9	0.7	0.8	3.3
17 to 20	1.0	1.6	1.0	0.6	0.5	0.5	3.8
21 to 34	0.3	0.5	0.4	0.3	0.2	0.2	0.0
35 to 44	0.1	0.1	0.0	0.1	0.0	0.3	1.7
45 +	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other administration							
None	30.0	26.5	24.7	33.9	38.3	40.6	28.3
1 to 4	39.0	34.9	41.4	44.4	31.6	35.2	24.6
5 to 8	14.6	16.3	15.9	12.4	14.6	10.6	3.3
9 to 12	7.2	8.9	8.7	4.5	6.3	5.9	12.7
13 to 16	3.3	4.5	3.7	2.0	3.2	1.8	8.0
17 to 20	3.1	4.6	2.9	1.4	3.6	2.5	5.7
21 to 34	2.1	3.1	2.2	0.8	1.7	2.1	13.4
35 to 44	0.6	0.8	0.4	0.5	0.6	0.6	2.2
45 +	0.2	0.3	0.1	0.1	0.1	0.7	1.8

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Research and scholarly writing							
None	15.5	9.7	11.6	11.1	41.2	44.6	26.5
1 to 4	32.3	30.2	35.6	31.7	33.1	30.6	40.9
5 to 8	20.2	21.4	22.5	21.4	11.5	11.1	28.4
9 to 12	12.5	14.1	13.4	12.6	8.6	6.9	4.1
13 to 16	6.6	7.4	6.2	8.2	2.7	2.9	0.0
17 to 20	6.2	8.2	5.6	6.9	2.0	1.3	0.0
21 to 34	4.2	5.7	3.7	4.8	0.7	1.5	0.0
35 to 44	1.6	2.1	1.1	2.1	0.0	0.6	0.0
45 +	0.8	1.2	0.3	1.2	0.2	0.6	0.0
Other creative products/performances							
None	50.8	53.6	53.7	49.4	45.8	39.2	25.2
1 to 4	29.5	26.1	28.9	32.1	28.1	36.7	37.8
5 to 8	11.0	11.3	10.1	10.2	14.2	12.4	17.4
9 to 12	4.4	4.4	3.8	4.4	5.5	5.8	0.0
13 to 16	1.8	2.0	1.4	1.7	2.4	1.8	0.0
17 to 20	1.4	1.5	1.2	1.2	1.4	3.2	4.1
21 to 34	0.7	0.6	0.7	0.7	0.8	0.8	13.9
35 to 44	0.2	0.2	0.1	0.1	1.7	0.1	0.0
45 +	0.2	0.3	0.2	0.2	0.1	0.0	1.7
Consultation with clients/patients							
None	80.8	82.5	82.3	81.5	74.5	71.8	79.8
1 to 4	12.2	11.8	11.1	12.0	15.3	16.0	12.5
5 to 8	3.9	3.6	4.2	3.4	4.5	5.2	7.3
9 to 12	1.3	1.0	1.1	1.6	0.5	3.1	0.4
13 to 16	0.7	0.6	0.4	0.8	1.2	0.6	0.0
17 to 20	0.6	0.2	0.5	0.3	2.7	1.3	0.0
21 to 34	0.4	0.2	0.2	0.2	1.3	1.3	0.0
35 to 44	0.1	0.0	0.1	0.1	0.0	0.0	0.0
45 +	0.1	0.1	0.0	0.1	0.1	0.7	0.0
Community or public service							
None	37.3	36.9	34.6	41.7	37.4	30.9	59.8
1 to 4	49.1	48.5	51.0	46.4	48.8	55.7	27.1
5 to 8	10.1	10.5	10.7	9.1	9.3	11.0	11.3
9 to 12	2.5	2.8	2.9	2.1	2.4	1.6	1.7
13 to 16	0.6	0.8	0.5	0.5	0.9	0.6	0.0
17 to 20	0.3	0.4	0.2	0.1	0.1	0.2	0.0
21 to 34	0.1	0.1	0.1	0.0	0.1	0.0	0.2
35 to 44	0.1	0.0	0.0	0.0	0.9	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Outside consulting/freelance work							
None	67.7	64.6	68.5	72.2	60.7	68.7	73.2
1 to 4	23.9	26.0	24.2	21.1	26.9	22.4	7.6
5 to 8	5.7	7.0	5.1	4.4	7.7	5.2	9.0
9 to 12	1.7	1.6	1.5	1.5	3.1	2.0	0.0
13 to 16	0.4	0.5	0.4	0.5	0.6	0.3	0.0
17 to 20	0.3	0.2	0.2	0.3	0.3	0.9	8.4
21 to 34	0.1	0.1	0.0	0.0	0.3	0.4	0.0
35 to 44	0.1	0.0	0.0	0.0	0.4	0.0	0.0
45 +	0.1	0.1	0.0	0.0	0.1	0.0	1.7

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Household/childcare duties							
None	12.2	16.5	10.4	9.5	12.6	9.9	4.4
1 to 4	18.0	20.7	16.2	17.6	17.5	15.8	12.2
5 to 8	25.3	28.1	23.3	23.8	24.7	25.8	42.2
9 to 12	16.3	15.2	17.5	15.8	19.0	15.7	12.2
13 to 16	8.3	7.5	9.9	8.3	7.1	7.7	16.9
17 to 20	7.8	6.0	9.2	8.5	6.5	9.6	10.4
21 to 34	5.7	3.3	6.4	7.7	5.8	5.8	0.0
35 to 44	2.9	1.3	3.4	3.7	3.1	4.5	0.0
45 +	3.5	1.3	3.7	5.1	3.6	5.3	1.7
Communicating via email							
None	0.4	0.2	0.5	0.3	1.2	0.3	0.0
1 to 4	28.8	26.9	26.9	30.5	29.4	37.1	30.9
5 to 8	40.1	41.4	40.6	39.9	39.1	34.6	26.7
9 to 12	18.2	18.6	19.5	17.1	17.3	16.1	25.8
13 to 16	7.2	7.7	7.1	6.7	8.6	5.9	13.7
17 to 20	3.4	3.5	3.6	3.1	2.3	3.9	1.1
21 to 34	1.3	1.3	1.3	1.5	1.1	1.4	0.0
35 to 44	0.3	0.2	0.3	0.4	0.5	0.2	0.0
45 +	0.3	0.2	0.3	0.4	0.4	0.5	1.7
Commuting to campus [2]							
None	6.0	6.0	5.4	6.9	5.8	5.2	0.0
1 to 4	61.5	66.3	60.6	59.4	58.4	55.0	44.6
5 to 8	23.0	20.5	24.0	23.1	26.4	25.5	32.7
9 to 12	8.0	6.0	8.3	8.7	8.4	12.3	22.7
13 to 16	1.0	0.9	1.2	1.1	0.6	1.1	0.0
17 to 20	0.3	0.2	0.3	0.3	0.2	0.9	0.0
21 to 34	0.1	0.1	0.1	0.2	0.0	0.0	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.1	0.0	0.0	0.2	0.1	0.1	0.0
Other employment, outside of academia [2]							
None	87.0	88.6	89.7	87.9	77.9	76.8	81.4
1 to 4	6.8	6.4	6.1	6.3	8.7	10.8	0.0
5 to 8	3.1	2.9	2.4	2.5	6.8	4.9	5.6
9 to 12	1.5	1.1	0.9	1.9	2.2	3.3	0.0
13 to 16	0.7	0.4	0.5	0.8	1.8	0.7	0.0
17 to 20	0.4	0.4	0.2	0.2	0.8	1.6	13.0
21 to 34	0.3	0.1	0.2	0.1	0.9	1.2	0.0
35 to 44	0.2	0.0	0.2	0.1	0.8	0.4	0.0
45 +	0.1	0.0	0.0	0.1	0.0	0.4	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]							
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One	21.7	29.4	20.7	17.2	18.4	12.0	15.9
Two	28.8	31.1	31.5	27.5	22.5	19.5	47.6
Three	25.8	23.4	25.0	29.4	23.8	27.3	28.3
Four	15.4	10.5	15.5	16.4	22.5	25.0	8.2
Five	5.2	3.4	4.4	5.8	8.7	9.5	0.0
Six or more	3.2	2.1	2.9	3.7	4.0	6.8	0.0
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]							
Course #1							
10 or fewer	12.0	11.7	12.6	12.0	7.7	14.7	25.5
11 to 20	27.1	27.1	26.3	27.7	26.9	28.1	36.6
21 to 30	26.2	25.3	27.5	26.2	24.8	26.8	17.6
31 to 50	20.8	20.6	19.1	21.9	24.3	20.2	20.4
51 to 100	9.1	9.9	9.3	8.6	9.3	7.1	0.0
More than 100	4.8	5.5	5.2	3.6	7.0	3.0	0.0
Course #2							
10 or fewer	16.9	19.3	18.0	15.7	11.4	13.5	39.2
11 to 20	31.5	31.8	32.2	31.9	22.4	34.6	39.2
21 to 30	26.7	23.5	27.2	28.7	29.5	27.4	6.5
31 to 50	17.9	18.3	16.4	17.6	23.3	17.4	15.1
51 to 100	5.0	4.7	4.6	4.6	8.6	5.5	0.0
More than 100	2.1	2.4	1.6	1.6	4.8	1.5	0.0
Course #3							
10 or fewer	24.9	29.6	27.8	24.4	13.6	16.9	28.5
11 to 20	32.8	33.6	32.4	34.2	32.0	28.0	45.7
21 to 30	24.9	21.1	25.1	24.1	26.3	34.5	9.2
31 to 50	13.8	11.5	11.8	13.7	22.1	17.0	16.6
51 to 100	2.7	2.4	2.0	2.7	4.8	3.3	0.0
More than 100	1.0	1.6	0.9	0.8	1.2	0.3	0.0
Course #4							
10 or fewer	31.7	37.1	38.9	31.5	16.7	22.4	58.8
11 to 20	31.6	35.0	28.8	34.3	24.2	31.5	25.9
21 to 30	23.2	17.3	21.4	22.9	30.2	30.7	15.3
31 to 50	11.1	8.3	8.6	9.7	22.9	13.7	0.0
51 to 100	1.8	0.8	1.5	1.5	5.4	1.7	0.0
More than 100	0.6	1.5	0.7	0.2	0.5	0.0	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?							
General education courses							
None	56.0	59.6	56.2	54.9	49.0	50.9	73.9
One	17.5	18.9	18.3	17.2	13.5	14.3	14.9
Two	12.2	11.5	13.2	12.4	10.2	12.4	7.0
Three	6.1	4.8	5.6	6.4	10.8	7.6	4.2
Four	3.9	2.9	3.5	4.2	6.9	5.5	0.0
Five or more	4.2	2.2	3.2	4.9	9.5	9.2	0.0
Developmental/remedial courses							
None	94.6	96.6	96.1	93.8	91.7	87.7	72.3
One	3.0	1.9	2.2	3.9	3.9	5.6	13.5
Two	1.2	0.7	0.8	1.1	2.5	3.3	0.0
Three	0.5	0.3	0.4	0.6	0.9	1.4	14.3
Four	0.4	0.3	0.3	0.3	0.6	0.7	0.0
Five or more	0.3	0.2	0.2	0.4	0.4	1.3	0.0
Other undergraduate credit courses							
None	18.0	16.0	15.0	17.2	28.8	29.6	11.9
One	20.4	23.8	20.6	19.0	15.9	15.2	15.3
Two	23.1	27.0	23.7	21.4	20.7	13.5	27.1
Three	16.0	14.4	18.2	17.6	11.5	12.9	33.8
Four	9.9	8.8	10.0	10.7	10.0	11.7	2.2
Five or more	12.5	10.0	12.6	14.1	13.0	17.0	9.9
Graduate courses							
None	63.4	56.1	59.1	64.3	80.7	89.0	74.4
One	22.4	28.5	23.5	21.3	13.5	6.2	2.5
Two	8.7	9.7	10.9	8.4	3.3	2.5	5.7
Three	2.9	3.2	3.5	2.8	1.5	1.1	0.0
Four	1.5	1.6	1.4	1.8	0.9	0.5	3.8
Five or more	1.1	0.9	1.5	1.3	0.1	0.8	13.6
Vocational or technical courses							
None	97.4	97.9	97.4	97.3	96.8	95.8	100.0
One	1.0	1.0	1.1	1.0	0.8	1.8	0.0
Two	0.6	0.4	0.6	0.8	0.4	0.7	0.0
Three	0.4	0.4	0.3	0.4	0.5	0.6	0.0
Four	0.3	0.2	0.2	0.1	0.8	0.8	0.0
Five or more	0.3	0.1	0.3	0.3	0.6	0.3	0.0
Non-credit courses (other than above)							
None	95.0	94.4	95.4	95.0	96.4	94.4	90.8
One	3.5	4.2	3.4	3.2	2.0	3.6	5.5
Two	1.0	1.0	0.9	1.2	0.8	0.6	2.8
Three	0.2	0.3	0.1	0.2	0.3	0.7	0.9
Four	0.1	0.1	0.1	0.1	0.1	0.4	0.0
Five or more	0.2	0.1	0.1	0.3	0.4	0.3	0.0
Do you teach remedial/developmental skills in any of the following areas?							
Reading	4.2	2.9	3.7	5.2	6.8	4.7	24.0
Writing	10.3	8.6	9.5	11.7	12.8	12.8	27.7
Mathematics	4.1	3.9	3.7	3.9	5.7	5.9	0.0
ESL	1.0	0.5	0.6	1.1	2.7	2.2	0.8
General academic skills	8.5	7.2	7.8	10.2	8.1	10.7	18.3
Other subject areas	5.6	4.2	4.8	7.0	6.6	8.2	0.2

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]							
Workshops focused on teaching in the classroom							
Yes	70.1	65.5	73.7	72.4	72.9	65.9	61.9
No	27.5	32.9	24.4	24.3	25.4	29.7	30.3
Not eligible	0.2	0.1	0.1	0.2	0.7	0.2	7.9
Not available	2.2	1.5	1.8	3.1	1.0	4.2	0.0
Paid workshops outside the institution focused on teaching							
Yes	24.6	21.7	26.4	24.4	26.1	29.8	24.3
No	70.6	74.9	69.3	70.0	65.7	64.0	73.5
Not eligible	0.8	0.3	0.3	0.7	4.1	2.5	1.8
Not available	3.9	3.1	4.0	4.9	4.1	3.7	0.4
Paid sabbatical leave							
Yes	28.7	54.0	35.9	6.7	5.1	0.9	6.2
No	54.6	42.2	55.9	65.9	51.9	64.3	43.8
Not eligible	13.4	1.8	5.4	23.7	36.0	30.7	50.0
Not available	3.2	2.0	2.9	3.8	7.0	4.1	0.0
Travel funds paid by the institution							
Yes	78.9	84.4	84.5	79.7	57.1	54.7	78.4
No	18.1	14.2	13.6	17.2	33.6	38.2	21.6
Not eligible	1.4	0.1	0.2	1.2	8.1	4.7	0.0
Not available	1.6	1.3	1.7	1.9	1.2	2.4	0.0
Association membership/dues paid by the institution							
Yes	28.9	28.3	29.9	31.1	22.5	25.8	30.7
No	55.0	60.3	52.7	50.1	56.0	57.5	57.6
Not eligible	2.6	0.7	1.2	3.0	10.3	7.2	1.8
Not available	13.4	10.7	16.3	15.7	11.2	9.5	9.9
Tuition remission							
Yes	14.4	17.3	13.9	10.2	12.2	22.1	10.0
No	77.5	75.5	79.5	80.2	77.3	69.4	80.7
Not eligible	3.5	2.9	2.3	4.3	5.8	4.1	9.3
Not available	4.6	4.3	4.4	5.2	4.7	4.4	0.0
Internal grants for research							
Yes	46.8	55.3	54.4	47.0	18.6	11.4	24.4
No	49.2	42.3	43.5	48.9	70.1	79.3	48.9
Not eligible	2.1	0.8	0.6	1.8	9.6	6.1	26.7
Not available	1.9	1.7	1.5	2.3	1.6	3.2	0.0
Training for administrative leadership							
Yes	13.2	20.1	14.6	7.0	7.3	8.2	12.1
No	76.4	72.8	74.8	81.4	76.8	78.8	68.6
Not eligible	2.7	0.9	1.4	3.4	8.5	6.6	9.9
Not available	7.6	6.2	9.2	8.2	7.3	6.4	9.4

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Goals for undergraduates noted as “very important” or “essential”							
Develop ability to think critically	99.6	99.5	99.4	99.8	99.8	99.7	100.0
Prepare students for employment after college	81.5	78.0	80.6	83.8	83.1	89.0	82.5
Prepare students for graduate or advanced education	75.5	77.5	74.0	76.6	72.5	71.0	63.9
Develop moral character	70.2	68.4	67.9	70.1	76.6	79.8	66.4
Provide for students' emotional development	48.1	44.6	45.7	49.6	52.7	60.9	41.8
Prepare students for family living	21.2	19.6	19.9	20.5	24.7	31.8	7.9
Teach students the classic works of Western civilization [2]	34.7	39.7	34.5	29.4	38.4	29.6	42.5
Help students develop personal values	66.1	64.3	64.5	66.3	68.0	76.2	79.3
Enhance students' self-understanding	71.8	67.8	70.9	74.2	76.6	77.8	76.1
Instill in students a commitment to community service	55.5	51.8	54.1	56.5	62.6	65.5	48.0
Enhance students' knowledge of and appreciation for other racial/ethnic groups	75.2	72.1	74.4	78.0	78.4	77.0	74.0
Study a foreign language [2]	54.2	56.4	54.8	52.3	55.0	49.4	56.3
Help master knowledge in a discipline	95.1	95.8	95.7	94.8	91.8	94.2	100.0
Develop creative capacities	81.5	81.3	79.6	82.6	84.4	81.6	91.4
Instill a basic appreciation of the liberal arts	72.8	74.7	74.3	70.7	73.0	67.1	66.6
Promote ability to write effectively	96.4	96.5	96.9	96.0	97.5	95.1	100.0
Help students evaluate the quality and reliability of information [2]	97.2	97.1	97.7	96.8	98.1	96.9	91.6
Engage students in civil discourse around controversial issues [2]	72.4	70.6	74.0	73.9	74.6	67.0	89.6
Teach students tolerance and respect for different beliefs [2]	82.5	79.5	83.3	84.3	87.6	80.4	87.9
Encourage students to become agents of social change [2]	57.8	51.2	58.3	62.0	62.1	65.3	51.7

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?							
Articles in academic or professional journals							
None	18.8	7.4	10.7	20.5	46.5	61.0	41.6
1 to 2	17.6	8.5	14.9	28.1	22.3	22.2	15.7
3 to 4	14.5	9.2	16.8	19.3	15.4	9.6	22.2
5 to 10	18.4	16.9	25.4	19.6	8.9	4.9	12.3
11 to 20	12.7	17.0	17.7	8.3	5.0	0.8	4.6
21 to 50	11.4	22.3	12.2	3.5	1.5	0.9	3.6
51+	6.7	18.6	2.3	0.6	0.5	0.6	0.0
Chapters in edited volumes							
None	49.5	31.3	44.1	59.5	71.6	87.2	63.5
1 to 2	25.5	24.0	28.9	29.3	20.4	11.5	24.4
3 to 4	11.8	16.8	15.1	7.5	5.7	1.0	9.9
5 to 10	8.8	16.8	9.3	3.1	1.9	0.2	2.2
11 to 20	3.0	7.5	1.8	0.5	0.5	0.1	0.0
21 to 50	1.1	2.8	0.7	0.0	0.1	0.0	0.0
51+	0.3	0.9	0.0	0.0	0.0	0.0	0.0
Books, manuals, or monographs							
None	61.1	40.1	58.2	77.3	73.3	88.3	67.6
1 to 2	25.7	30.1	33.1	19.2	20.3	9.9	30.3
3 to 4	7.3	14.8	6.0	2.4	4.1	0.9	0.0
5 to 10	4.4	10.8	2.1	0.7	1.7	0.6	2.1
11 to 20	1.1	2.8	0.5	0.2	0.5	0.1	0.0
21 to 50	0.4	1.1	0.1	0.1	0.0	0.1	0.0
51+	0.1	0.3	0.0	0.1	0.1	0.0	0.0
Other, such as patents or computer software products							
None	85.1	80.4	85.1	87.8	88.5	91.6	91.4
1 to 2	8.6	10.6	8.1	8.2	8.1	4.1	0.0
3 to 4	3.2	4.3	3.5	2.2	1.6	2.4	8.6
5 to 10	1.9	3.1	2.1	1.0	1.0	0.6	0.0
11 to 20	0.6	0.8	0.6	0.5	0.4	0.8	0.0
21 to 50	0.3	0.5	0.4	0.1	0.1	0.0	0.0
51+	0.3	0.4	0.2	0.2	0.3	0.4	0.0
IN THE LAST TWO YEARS, HOW MANY:							
Exhibitions or performances in the fine or applied arts have you presented?							
None	81.8	82.9	83.3	80.9	78.5	78.2	63.4
1 to 2	5.8	4.7	4.7	5.7	9.4	10.5	18.0
3 to 4	4.4	4.4	3.9	4.7	5.1	4.3	8.7
5 to 10	4.1	4.2	3.8	4.7	3.1	3.6	0.0
11 to 20	1.9	1.8	2.0	2.0	1.8	1.2	5.6
21 to 50	1.1	1.2	1.0	1.4	1.1	0.4	4.2
51+	1.0	0.9	1.2	0.7	1.0	1.9	0.0
Of your professional writings have been published or accepted for publication?							
None	30.0	20.7	25.3	26.4	57.9	70.6	51.8
1 to 2	32.2	30.1	35.2	35.9	27.8	21.4	32.3
3 to 4	20.9	22.4	23.6	23.3	11.3	5.7	7.8
5 to 10	13.3	19.9	13.2	12.2	2.3	1.3	4.4
11 to 20	2.7	5.0	2.2	1.8	0.2	0.7	3.6
21 to 50	0.7	1.5	0.6	0.2	0.2	0.3	0.0
51+	0.2	0.4	0.1	0.2	0.2	0.0	0.0

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General activities							
Are you a member of a faculty union?	21.5	21.6	23.4	22.3	21.5	11.6	10.1
Are you a U.S. citizen?	93.6	97.2	93.8	87.3	96.4	97.1	100.0
Were you born in the U.S.A.?	85.3	86.5	85.5	81.8	85.0	92.1	96.2
Do you plan to retire within the next three years?	13.1	23.5	10.1	3.7	16.3	10.2	16.3
Do you use your scholarship to address local community needs?	47.1	47.4	48.4	45.0	47.6	49.1	34.9
Have you been sexually harassed at this institution?	5.4	5.9	6.2	4.0	5.7	4.5	9.2
Have you ever interrupted your professional career for more than one year for family reasons? [2]	11.7	5.4	10.3	13.6	23.6	24.8	23.0
Have you ever received an award for outstanding teaching?	42.5	54.4	44.7	31.3	39.8	28.7	28.0
Have you published op-ed pieces or editorials?	24.0	34.1	23.1	16.5	22.6	13.0	26.5
Is (or was) your:							
Father an academic?	13.6	12.0	14.3	15.6	12.1	12.0	5.2
Mother an academic?	9.3	8.0	8.6	10.2	11.2	11.5	0.0
Spouse/partner an academic?	32.9	36.4	34.0	28.0	37.8	27.8	46.0
Are you currently teaching courses at more than one institution?	4.7	4.4	3.6	4.3	8.9	7.5	4.3
During the past two years, have you:							
Considered early retirement?	21.2	31.1	22.5	10.0	18.3	18.3	33.2
Considered leaving academe for another job?	32.7	21.7	35.8	38.0	40.4	41.7	34.5
Considered leaving this institution for another?	46.5	39.0	52.2	52.0	41.8	43.3	42.3
Changed academic institutions?	11.4	6.5	7.4	20.2	12.8	13.0	0.9
Engaged in paid consulting outside of your institution?	37.6	44.0	38.9	30.9	41.9	26.8	42.5
Engaged in public service/professional consulting without pay?	59.4	64.3	62.0	54.5	55.5	51.2	71.4
Received at least one firm job offer?	23.9	16.7	19.0	34.7	26.1	30.7	4.9
Received funding for your work from:							
Foundations?	19.7	23.7	20.6	19.4	12.6	7.5	11.8
State or federal government?	27.1	36.1	29.1	22.6	15.3	10.1	9.8
Business or industry?	13.5	18.4	14.0	10.1	9.7	6.5	15.2
Requested/sought an early promotion?	7.3	5.7	10.1	6.8	8.2	4.8	2.0
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:							
Come to this institution? [2]							
Definitely yes	35.0	34.7	31.7	34.4	42.9	42.7	33.9
Probably yes	33.9	33.7	32.8	35.0	31.5	37.4	21.2
Not sure	16.7	16.7	18.5	18.1	9.7	11.8	14.9
Probably no	9.4	9.7	10.6	8.1	13.3	4.3	24.7
Definitely no	5.0	5.2	6.4	4.4	2.7	3.9	5.4
Be a college professor?							
Definitely yes	63.3	70.4	61.0	60.6	57.9	56.3	38.4
Probably yes	25.1	21.1	26.7	26.1	28.8	28.1	42.0
Not sure	8.4	5.9	8.6	10.0	9.6	11.1	15.9
Probably no	2.5	1.9	3.1	2.7	2.2	2.4	3.7
Definitely no	0.8	0.6	0.6	0.7	1.4	2.0	0.0

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Attributes noted as being “very descriptive” of your institution							
It is easy for students to see faculty outside of regular office hours	60.6	60.5	61.1	63.4	51.3	57.8	52.0
There is a great deal of conformity among the students	29.4	28.3	30.1	32.6	23.3	25.1	51.4
The faculty are typically at odds with campus administration	19.4	20.3	21.7	19.3	11.7	15.3	21.4
Faculty here respect each other	47.6	47.7	44.9	51.7	41.7	47.7	25.7
Most students are treated like “numbers in a book”	3.8	3.9	3.8	3.6	5.1	3.0	14.7
Social activities are overemphasized	8.3	9.2	9.0	7.4	7.4	6.8	14.6
Faculty are rewarded for being good teachers	16.0	17.2	14.4	17.2	13.9	14.0	9.4
There is respect for the expression of diverse values and beliefs	35.8	36.4	32.1	35.0	44.4	40.9	30.8
Faculty are rewarded for their efforts to use instructional technology	20.3	19.7	18.9	21.8	22.5	20.7	7.1
Faculty are rewarded for their efforts to work with underprepared students	5.7	5.1	4.3	6.1	8.3	8.6	1.3
Administrators consider faculty concerns when making policy [2]	13.0	13.3	11.2	12.9	16.2	15.8	13.3
The administration is open about its policies	16.5	16.2	13.4	17.1	20.4	22.8	13.9
Do you, “to a great extent”:							
Engage in academic work that spans multiple disciplines	38.7	40.0	40.7	40.7	33.6	24.6	26.6
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	39.1	41.3	36.9	42.2	31.1	33.9	35.4
Achieve a healthy balance between your personal life and your professional life	34.2	42.7	31.1	26.1	37.6	35.9	33.1
Experience close alignment between your work and your personal values	65.3	69.9	62.4	61.5	68.1	67.4	63.7
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	26.7	20.0	26.5	29.9	37.9	33.5	37.7
Mentor new faculty [2]	22.3	33.4	26.1	11.4	12.7	12.0	2.1

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Aspects of your job with which you are "very satisfied" or "satisfied": [3]							
Salary [2]	46.2	56.1	42.7	43.3	35.7	36.6	48.4
Health benefits [2]	68.3	69.4	65.2	67.6	77.8	67.8	72.4
Retirement benefits [2]	68.7	68.6	65.1	70.7	74.8	68.9	64.8
Opportunity for scholarly pursuits	54.1	62.3	49.3	48.3	56.6	55.1	53.5
Teaching load	57.7	63.1	52.8	53.1	62.4	64.4	56.2
Quality of students	57.1	59.1	54.0	55.1	64.5	60.1	61.6
Office/lab space	67.3	71.8	66.5	64.5	65.3	63.2	60.1
Autonomy and independence	85.0	87.0	84.2	83.4	85.3	84.5	62.4
Professional relationships with other faculty	77.6	79.8	75.1	78.9	74.9	75.3	52.7
Social relationships with other faculty	67.4	66.7	65.9	70.1	64.2	68.7	52.4
Competency of colleagues	78.2	79.1	75.6	78.0	80.2	82.4	81.1
Visibility for jobs at other institutions/organizations	53.8	60.8	47.7	52.6	53.6	50.8	49.7
Job security	77.7	93.1	86.2	64.5	54.0	53.1	53.4
Relationship with administration	58.3	58.3	56.4	57.9	61.9	62.5	42.5
Departmental leadership [2]	69.1	70.2	66.6	68.8	70.1	73.7	64.2
Course assignments [2]	84.0	87.3	83.2	81.0	83.6	84.0	79.8
Freedom to determine course content [2]	92.5	94.4	93.5	91.1	92.5	86.0	74.0
Availability of child care at this institution	30.9	36.3	27.4	29.0	28.8	34.3	64.3
Prospects for career advancement	54.6	65.0	51.3	56.5	33.9	37.3	27.1
Clerical/administrative support	60.8	59.4	56.2	61.3	71.3	71.4	51.2
Overall job satisfaction	74.8	79.1	71.4	72.5	76.2	76.7	66.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

[3] Respondents marking "Not Applicable" were not included in the computation of these results.

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Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Do you agree “strongly” or “somewhat”?							
Faculty are interested in students' personal problems	83.2	81.5	82.8	85.5	80.1	87.1	71.2
Racial and ethnic diversity should be more strongly reflected in the curriculum	58.5	52.8	60.1	64.4	58.3	55.1	65.1
Faculty feel that most students are well-prepared academically	44.2	45.6	41.0	44.3	46.3	48.1	32.8
This institution should hire more faculty of color	73.2	74.0	75.2	75.3	66.7	62.2	51.7
Student Affairs staff have the support and respect of faculty	77.1	74.2	74.3	80.9	78.5	83.7	78.5
Faculty are committed to the welfare of this institution	90.7	90.3	90.5	91.7	87.6	92.1	82.1
Faculty here are strongly interested in the academic problems of undergraduates	87.8	88.2	87.6	88.7	82.7	88.0	83.9
There is a lot of campus racial conflict here	10.6	8.8	11.8	12.9	10.6	5.8	5.1
Most students are strongly committed to community service	51.0	50.5	50.3	53.3	46.6	50.9	42.5
My research is valued by faculty in my department	73.7	78.2	72.1	75.3	65.1	62.1	55.7
My teaching is valued by faculty in my department	89.6	91.0	88.3	90.4	88.9	86.0	69.5
Many courses include feminist perspectives	43.1	42.3	41.8	43.8	45.6	45.3	44.0
Faculty of color are treated fairly here	88.7	90.6	85.9	87.0	90.8	94.8	87.7
Women faculty are treated fairly here	85.9	88.6	82.7	83.8	90.4	89.1	81.3
Many courses involve students in community service	48.6	45.5	47.0	50.5	48.5	60.3	45.7
This institution should hire more women faculty	57.1	58.4	57.9	58.5	54.5	46.0	38.7
Gay and lesbian faculty are treated fairly here	81.0	83.1	77.9	78.7	86.8	85.8	73.0
My department does a good job of mentoring new faculty	69.2	76.4	67.6	63.4	65.8	69.3	70.4
Faculty are sufficiently involved in campus decision making	52.9	49.9	48.1	56.7	60.5	60.5	74.3
My values are congruent with the dominant institutional values	72.6	72.5	69.1	74.0	74.2	78.3	70.2
There is adequate support for integrating technology in my teaching	84.2	84.5	82.2	84.6	87.9	84.8	82.9
This institution takes responsibility for educating underprepared students	63.4	64.3	58.3	64.6	64.4	71.0	68.9
The criteria for advancement and promotion decisions are clear	72.1	82.6	68.5	67.8	62.9	64.7	56.4
Most of the students I teach lack the basic skills for college level work	36.4	33.2	36.8	38.9	37.5	38.8	29.3
There is adequate support for faculty development	67.6	67.1	62.7	68.9	76.4	73.6	57.3
This institution should not offer remedial/developmental education	28.2	34.7	28.6	23.8	20.3	23.1	25.1

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Issues you believe to be of “high” or “highest” priority at your institution:							
To promote the intellectual development of students	85.8	86.9	84.4	84.8	89.0	86.6	86.0
To help students examine and understand their personal values	56.0	55.2	53.9	57.7	53.2	63.4	68.6
To develop a sense of community among students and faculty	54.1	51.1	51.1	56.7	57.2	65.3	61.3
To facilitate student involvement in community service	46.0	42.3	43.9	49.2	47.9	54.9	53.1
To help students learn how to bring about change in American society	35.1	31.2	32.5	38.1	40.3	45.4	19.4
To increase or maintain institutional prestige	64.0	63.0	62.3	64.4	69.0	67.2	66.1
To hire faculty “stars”	29.2	31.5	26.3	26.6	40.5	29.0	5.6
To recruit more minority students	50.3	52.7	48.2	47.8	58.0	48.9	29.7
To enhance the institution’s national image	69.4	69.8	67.6	68.8	76.1	70.6	53.4
To create a diverse multi-cultural campus environment	53.7	54.6	50.1	52.4	64.5	57.2	45.5
To promote gender equity among faculty	52.1	58.5	47.4	48.9	57.0	48.4	59.9
To provide resources for faculty to engage in community-based teaching or research	35.3	29.1	31.1	39.3	46.8	50.1	43.2
To create and sustain partnerships with surrounding communities	47.5	38.9	44.5	53.6	55.5	64.6	63.0
To pursue extramural funding	61.0	62.8	59.3	59.3	64.5	61.8	60.2
To increase the representation of minorities in the faculty and administration	44.9	48.4	42.1	43.3	50.2	40.8	36.6
To strengthen links with the for-profit, corporate sector [2]	49.1	45.8	48.4	49.2	60.2	54.8	28.4
To develop leadership ability among students	59.0	57.4	53.9	61.1	64.0	70.4	64.2
To increase the representation of women in the faculty and administration	38.4	43.1	34.7	36.7	40.6	35.9	37.5
To develop an appreciation for multiculturalism [2]	54.5	55.5	51.0	52.5	63.5	61.3	51.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Do you agree “strongly” or “somewhat”?							
Western civilization and culture should be the foundation for the undergraduate curriculum	57.5	62.8	55.4	52.4	61.2	57.1	66.1
College officials have the right to ban persons with extreme views from speaking on campus	27.6	26.9	26.3	28.0	28.0	33.3	34.0
The chief benefit of a college education is that it increases one’s earning power	28.9	27.0	27.5	29.1	31.3	39.1	17.2
Promoting diversity leads to the admission of too many underprepared students	23.7	26.2	22.3	21.3	26.7	24.8	8.6
Colleges should be actively involved in solving social problems	71.0	67.2	72.6	73.7	71.8	71.2	65.1
Tenure is an outmoded concept	32.0	21.6	25.0	37.0	57.5	58.3	34.3
Colleges should encourage students to be involved in community service activities	87.9	84.9	88.5	89.1	92.2	90.1	95.4
Community service should be given weight in college admissions decisions	66.4	62.2	67.3	69.2	67.2	69.5	87.1
A racially/ethnically diverse student body enhances the educational experience of all students	93.6	93.3	93.9	94.5	93.3	91.8	87.5
Realistically, an individual can do little to bring about changes in society	18.8	22.0	19.0	16.9	14.5	16.8	6.2
Colleges should be concerned with facilitating undergraduate students’ spiritual development	36.6	33.7	36.4	37.7	37.6	43.8	47.7
Colleges have a responsibility to work with their surrounding communities to address local issues	87.9	84.8	89.1	90.2	85.2	91.0	88.7
Private funding sources often prevent researchers from being completely objective in the conduct of their work	59.5	56.1	61.5	58.7	66.4	63.3	68.9

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Factors noted as a source of stress for you during the last two years							
Managing household responsibilities	72.7	61.0	77.6	79.7	73.1	78.5	74.9
Child care	30.9	22.7	37.4	36.4	24.7	29.5	10.5
Care of elderly parent	33.5	35.9	35.3	27.8	35.2	36.2	38.8
My physical health	49.5	49.3	50.6	48.4	54.0	47.1	36.6
Health of spouse/partner	35.9	38.8	36.3	33.5	35.6	32.1	33.0
Review/promotion process	51.1	22.9	57.6	77.6	47.6	53.0	51.6
Subtle discrimination (e.g., prejudice, racism, sexism)	26.3	21.9	30.2	28.2	26.7	23.2	39.3
Personal finances	62.8	49.7	63.4	72.4	69.7	74.5	57.9
Committee work	61.5	65.2	71.9	59.0	38.6	41.0	65.5
Faculty meetings	53.0	56.3	60.0	51.4	36.0	38.0	25.3
Colleagues	64.2	67.2	70.1	59.1	56.4	57.2	57.8
Students	64.4	57.6	67.0	69.3	61.3	68.8	55.3
Research or publishing demands	62.7	55.3	72.5	77.9	32.6	34.2	14.9
Institutional procedures and "red tape"	71.8	74.3	75.6	71.2	63.3	59.1	62.0
Teaching load	63.3	53.8	67.1	72.6	60.5	59.2	53.4
Children's problems	31.4	32.7	35.1	27.1	28.8	30.8	29.0
Friction with spouse/partner	26.3	21.9	29.5	29.6	22.1	25.6	25.8
Lack of personal time	74.1	68.7	75.9	79.7	68.0	75.1	75.7
Keeping up with information technology	52.7	57.6	53.6	45.2	57.0	50.6	84.5
Job security	32.6	9.2	23.4	56.3	52.8	56.4	40.5
Being part of a dual career couple	43.4	35.6	47.3	48.7	44.6	41.5	60.8
Working with underprepared students	61.1	56.1	63.2	63.2	62.8	65.9	74.6
Classroom conflict	19.4	15.4	19.3	22.8	19.6	24.5	17.4
Self-imposed high expectations	80.1	75.8	82.0	84.0	75.7	81.0	72.3
Change in work responsibilities	46.4	38.8	48.9	49.9	46.5	56.2	63.3
Personal goals noted as "very important" or "essential":							
Becoming an authority in my field	60.0	62.9	55.9	65.0	49.5	53.8	52.0
Influencing the political structure	19.0	19.4	18.6	19.9	20.3	15.0	9.8
Influencing social values	39.8	35.2	40.3	43.2	44.1	41.8	28.7
Raising a family	69.2	70.5	68.4	69.2	65.0	70.9	59.7
Becoming very well off financially	32.6	33.8	29.7	32.7	35.8	34.6	18.1
Helping others who are in difficulty	65.2	60.6	64.5	67.3	70.8	74.2	68.5
Becoming involved in programs to clean up the environment	35.1	33.4	34.3	36.0	38.2	38.1	35.8
Developing a meaningful philosophy of life	72.5	70.5	72.5	73.2	77.9	73.4	75.6
Helping to promote racial understanding	53.8	51.8	52.6	56.0	60.1	52.1	69.0
Obtaining recognition from my colleagues for contributions to my special field	47.5	47.7	46.0	53.8	39.8	36.2	39.3
Integrating spirituality into my life	47.5	42.9	45.8	49.3	52.7	60.8	42.7

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]							
Ask questions in class							
Frequently	94.6	94.1	94.0	95.7	94.7	94.1	93.1
Occasionally	5.3	5.7	5.8	4.0	5.3	5.9	6.9
Not at all	0.2	0.2	0.2	0.3	0.0	0.0	0.0
Support their opinions with a logical argument							
Frequently	82.8	81.5	82.9	83.7	86.0	81.5	78.1
Occasionally	16.4	17.4	16.2	15.5	13.8	17.8	21.9
Not at all	0.9	1.1	0.9	0.8	0.2	0.7	0.0
Seek solutions to problems and explain them to others							
Frequently	74.7	71.5	74.2	75.9	80.0	80.6	68.9
Occasionally	23.6	26.4	24.0	22.5	19.4	18.5	31.1
Not at all	1.7	2.1	1.8	1.6	0.6	0.9	0.0
Revise their papers to improve their writing							
Frequently	58.8	57.8	59.0	58.9	60.5	59.8	78.1
Occasionally	32.7	33.2	33.1	33.1	29.1	32.2	16.4
Not at all	8.5	9.0	7.9	8.0	10.4	8.0	5.5
Evaluate the quality or reliability of information they receive							
Frequently	73.4	72.2	74.8	72.5	78.2	72.3	72.0
Occasionally	24.6	25.3	23.8	25.4	19.5	26.3	28.0
Not at all	2.0	2.4	1.4	2.1	2.3	1.4	0.0
Take risks for potential gains							
Frequently	37.4	35.5	37.5	37.4	43.9	38.3	50.3
Occasionally	48.4	49.4	48.2	47.9	44.5	50.9	48.6
Not at all	14.2	15.2	14.4	14.7	11.6	10.8	1.1
Seek alternative solutions to a problem							
Frequently	65.1	62.6	62.7	66.3	73.5	71.4	81.4
Occasionally	32.6	34.9	34.8	31.7	24.2	27.3	18.6
Not at all	2.2	2.4	2.5	2.0	2.3	1.4	0.0
Look up scientific research articles and resources							
Frequently	55.2	55.7	54.4	56.1	55.0	52.6	65.4
Occasionally	33.5	33.1	33.5	32.7	37.1	34.8	10.0
Not at all	11.3	11.2	12.0	11.2	7.9	12.6	24.6
Explore topics on their own, even though it was not required for a class							
Frequently	52.1	51.9	50.9	51.4	54.8	56.2	68.2
Occasionally	44.1	44.5	45.3	44.7	40.8	39.9	27.7
Not at all	3.8	3.7	3.8	3.9	4.4	3.9	4.1
Acknowledge failure as a necessary part of the learning process							
Frequently	49.5	45.3	48.1	51.2	57.1	57.7	67.7
Occasionally	43.7	46.7	44.9	42.3	38.4	37.6	26.1
Not at all	6.8	7.9	7.0	6.4	4.5	4.8	6.3
Seek feedback on their academic work							
Frequently	73.0	69.9	72.9	73.8	79.8	77.5	74.8
Occasionally	25.3	28.2	25.5	24.5	19.3	21.3	25.2
Not at all	1.7	1.9	1.6	1.8	0.9	1.3	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Methods you use in “all” or “most” of the courses you teach:							
Multiple-choice exams [2]	33.1	27.3	31.8	36.9	35.6	45.7	24.0
Essay exams [2]	44.3	48.2	46.0	42.6	37.9	34.0	35.4
Short-answer exams [2]	45.5	44.3	47.1	47.2	42.1	41.4	33.1
Quizzes	39.8	35.7	38.4	42.6	44.5	47.5	34.8
Weekly essay assignments	21.7	20.4	19.6	22.2	28.1	25.5	42.1
Student presentations	46.7	43.6	47.2	49.4	46.2	49.2	52.0
Term/research papers	44.3	44.2	45.3	46.4	41.3	36.7	43.2
Student evaluations of each others' work	23.5	19.4	21.1	26.4	31.8	30.2	53.3
Grading on a curve	16.8	21.0	16.8	13.9	17.3	9.8	8.6
Competency-based grading	53.0	52.4	52.4	51.2	60.2	56.6	77.8
Class discussions	82.2	79.1	81.5	84.8	83.3	86.7	85.3
Cooperative learning (small groups)	59.1	49.6	58.0	66.3	67.1	69.2	66.4
Experiential learning/Field studies	30.0	26.8	28.6	33.5	29.6	35.8	30.4
Teaching assistants	11.8	14.9	9.8	10.7	13.5	7.7	13.1
Recitals/Demonstrations	21.9	21.7	20.3	21.9	27.1	23.2	21.4
Group projects	35.8	31.0	34.6	40.3	39.7	39.0	61.2
Extensive lecturing	46.4	51.8	45.2	43.3	44.6	41.6	22.2
Multiple drafts of written work	24.9	22.9	24.3	26.6	29.5	24.5	47.8
Readings on racial and ethnic issues	23.9	19.6	23.8	27.8	26.7	24.6	35.9
Readings on women and gender issues	21.1	17.7	22.5	23.8	22.0	20.3	27.3
Student-developed activities (assignments, exams, etc.)	26.7	25.4	24.3	27.6	30.1	33.8	43.0
Student-selected topics for course content	17.0	15.3	15.0	18.4	21.2	21.4	36.1
Reflective writing/journaling	21.7	16.8	19.4	25.3	26.8	31.0	62.3
Community service as part of coursework	8.1	6.0	7.9	9.5	9.3	11.5	5.0
Electronic quizzes with immediate feedback in class [2]	6.8	4.7	6.4	7.8	11.7	8.3	3.9
Using real-life problems [2]	55.7	49.6	53.4	61.0	60.3	65.9	51.7
Using student inquiry to drive learning	47.1	42.7	43.8	51.4	53.2	54.6	64.7

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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YOUR BASE INSTITUTIONAL SALARY							
9/10 month contract							
Less than \$20,000	2.0	2.3	2.1	1.4	2.1	2.1	0.0
\$20,000 to 29,999	0.7	0.1	0.0	0.0	2.7	6.9	0.0
\$30,000 to 39,999	4.8	0.3	0.8	3.0	25.8	30.8	0.0
\$40,000 to 49,999	14.5	1.3	6.6	28.0	31.4	37.7	32.6
\$50,000 to 59,999	22.1	5.3	26.4	39.1	17.9	16.9	32.6
\$60,000 to 69,999	16.8	12.2	28.7	14.5	11.3	4.2	0.0
\$70,000 to 79,999	12.5	18.2	17.1	6.2	4.1	0.3	15.7
\$80,000 to 89,999	8.9	17.0	9.8	2.5	1.0	0.5	0.0
\$90,000 to 99,999	6.8	15.1	4.3	2.6	1.2	0.6	19.1
\$100,000 to 124,999	8.1	20.3	3.6	1.9	2.5	0.1	0.0
\$125,000 to 149,999	1.7	4.6	0.4	0.4	0.0	0.0	0.0
\$150,000 or more	1.2	3.3	0.3	0.2	0.0	0.0	0.0
11/12 month contract							
Less than \$20,000	2.6	2.9	2.3	1.9	2.4	4.5	0.0
\$20,000 to 29,999	0.6	0.2	0.2	0.1	1.9	2.3	0.0
\$30,000 to 39,999	4.3	0.3	0.2	2.0	9.6	25.7	2.2
\$40,000 to 49,999	14.1	1.0	5.5	22.6	31.5	32.3	24.6
\$50,000 to 59,999	18.3	3.1	17.0	33.8	27.8	16.5	37.0
\$60,000 to 69,999	15.3	7.7	23.2	20.4	10.5	11.6	18.0
\$70,000 to 79,999	10.0	10.6	16.6	7.5	5.2	4.5	18.3
\$80,000 to 89,999	10.6	16.0	14.4	7.1	4.8	1.7	0.0
\$90,000 to 99,999	7.1	14.3	7.5	2.3	4.6	0.1	0.0
\$100,000 to 124,999	10.9	25.2	11.5	1.9	1.6	0.5	0.0
\$125,000 to 149,999	3.2	9.4	1.0	0.4	0.2	0.0	0.0
\$150,000 or more	2.9	9.2	0.6	0.1	0.0	0.2	0.0
Your base institutional salary is based on:							
9/10 months	74.2	75.3	77.4	75.6	62.5	65.5	39.4
11/12 months	25.8	24.7	22.6	24.4	37.5	34.5	60.6
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]							
Income from this institution							
All	63.6	59.9	65.5	68.1	55.5	63.3	52.0
75 to 99	29.4	33.5	29.7	26.2	27.0	25.6	34.8
50 to 74	5.0	5.3	3.6	4.2	10.3	7.2	4.3
25 to 49	1.4	1.0	0.8	1.0	6.0	2.5	8.9
1 to 24	0.3	0.2	0.3	0.3	1.0	0.6	0.0
None	0.2	0.1	0.1	0.2	0.1	0.8	0.0
Other academic income							
All	0.1	0.0	0.0	0.0	0.0	0.5	0.0
75 to 99	0.1	0.1	0.0	0.1	0.1	0.0	0.0
50 to 74	0.5	0.3	0.3	0.5	1.8	0.4	0.0
25 to 49	1.9	2.4	1.8	1.5	2.5	1.4	0.0
1 to 24	16.0	19.1	16.1	13.8	15.5	10.9	8.0
None	81.5	78.1	81.7	84.1	80.1	86.7	92.0
Non-academic income							
All	0.2	0.0	0.2	0.2	0.1	0.3	0.0
75 to 99	0.4	0.2	0.4	0.2	1.0	1.0	0.0
50 to 74	1.8	1.1	1.0	1.3	6.7	3.7	9.4
25 to 49	4.4	4.5	3.1	3.8	7.5	7.6	12.1
1 to 24	20.6	23.8	20.1	18.0	20.6	18.5	26.4
None	72.7	70.3	75.2	76.4	64.1	68.9	52.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
What is your age as of 12/31/2007?							
Less than 30	1.6	0.0	0.0	2.8	1.6	9.1	1.2
30 to 34	6.6	0.0	1.3	18.2	7.9	9.4	0.0
35 to 39	12.1	0.8	11.3	25.3	12.2	14.5	6.9
40 to 44	12.3	4.1	18.5	16.5	9.5	12.5	3.6
45 to 49	13.1	11.3	18.2	11.3	11.6	11.8	3.9
50 to 54	15.1	17.5	17.6	9.7	13.5	17.4	36.1
55 to 59	17.2	24.8	16.0	10.1	20.7	11.3	8.6
60 to 64	12.8	22.5	11.2	3.9	13.0	9.8	16.4
65 to 69	6.9	14.6	4.7	1.7	4.9	2.3	16.0
70 or more	2.3	4.3	1.1	0.4	5.2	2.0	7.3
Year of highest degree now held							
Before 1970	5.7	12.5	3.0	0.7	7.6	2.8	3.1
1971 to 1975	7.3	15.6	4.4	1.1	7.8	3.8	18.0
1976 to 1980	9.8	18.8	7.8	2.7	7.3	7.0	12.7
1981 to 1985	10.7	18.2	8.9	3.4	13.0	9.0	16.6
1986 to 1990	12.5	18.1	14.2	5.1	9.8	12.0	6.1
1991 to 1995	13.9	12.2	22.2	8.5	12.4	13.0	4.5
1996 to 2000	16.6	3.4	29.7	18.9	17.1	17.5	16.5
2001 to 2005	18.0	0.9	8.8	44.1	20.4	24.7	8.3
2006 to 2007	5.7	0.2	0.9	15.5	4.7	10.2	14.1
Year of appointment at current position							
Before 1970	3.3	8.1	1.8	0.4	1.3	0.1	0.0
1971 to 1975	3.6	8.8	1.9	0.4	2.9	0.2	2.2
1976 to 1980	6.0	13.9	4.1	0.9	2.5	0.8	10.7
1981 to 1985	7.6	14.5	6.8	1.5	7.2	3.3	0.3
1986 to 1990	11.1	21.2	11.1	2.2	8.4	4.1	5.8
1991 to 1995	11.4	16.2	14.5	3.4	10.1	9.9	10.6
1996 to 2000	16.8	10.0	34.4	6.7	21.3	16.0	18.7
2001 to 2005	27.5	5.7	22.0	53.9	32.0	39.6	37.0
2006 to 2007	12.7	1.6	3.4	30.6	14.3	26.0	14.6
If tenured, year tenure was awarded							
Before 1970	1.2	1.7	0.2	2.6	6.9	3.7	0.0
1971 to 1975	4.0	5.9	1.5	2.1	34.3	2.4	0.0
1976 to 1980	6.2	9.7	1.8	4.5	4.9	1.7	0.0
1981 to 1985	9.5	14.3	3.8	1.9	0.0	0.0	26.6
1986 to 1990	12.1	16.6	6.5	9.8	0.0	3.3	0.0
1991 to 1995	16.0	21.4	9.6	9.5	11.2	7.6	21.2
1996 to 2000	17.0	19.1	15.1	8.7	18.4	26.6	0.0
2001 to 2005	20.0	9.5	34.4	19.7	24.2	6.6	38.1
2006 to 2007	13.9	1.9	27.1	41.3	0.0	48.1	14.1

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Biological Science							
Agriculture	0.9	1.5	0.9	0.4	0.7	0.3	0.0
Forestry	0.2	0.1	0.2	0.4	0.0	0.1	0.0
Bacteriology, Molecular Biology	0.9	1.0	1.0	1.0	0.5	0.3	0.0
Biochemistry	0.8	0.8	0.9	1.0	0.7	0.4	0.0
Biophysics	0.1	0.0	0.1	0.1	0.0	0.0	0.0
Botany	0.6	1.1	0.6	0.4	0.1	0.4	0.0
Environmental Science	0.5	0.5	0.4	0.5	0.4	0.3	0.0
Marine (life) Sciences	0.2	0.2	0.2	0.1	0.1	0.3	0.0
Physiology, Anatomy	0.7	1.1	0.8	0.5	0.2	0.4	0.0
Zoology	1.1	1.9	1.0	0.6	0.3	0.6	0.0
General, Other Biological Sciences	1.9	2.2	1.9	1.5	2.4	1.4	0.0
Business							
Accounting	1.0	1.1	1.0	0.8	1.2	1.3	0.0
Finance	0.7	0.4	0.8	0.7	0.4	1.2	0.0
International Business	0.1	0.1	0.1	0.1	0.1	0.4	0.0
Management	2.2	1.3	2.0	2.9	3.9	2.9	0.0
Marketing	0.8	0.9	0.7	1.1	0.2	0.9	0.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.2	0.8	1.0	1.2	1.7	2.6	0.0
Education							
Business Education	0.2	0.2	0.3	0.1	0.3	0.5	0.0
Educational Administration	1.2	0.6	1.2	1.5	2.3	2.2	0.0
Educational Psychology/Counseling	1.0	0.6	0.9	1.3	1.8	0.6	12.6
Elementary Education	0.9	0.7	0.9	1.0	0.6	1.1	1.9
Higher Education	1.5	1.2	1.3	1.7	2.4	1.3	0.0
Music or Art Education	0.3	0.2	0.3	0.5	0.0	0.3	0.0
Physical or Health Education	1.5	1.4	1.2	1.0	2.1	3.6	0.0
Secondary Education	0.8	0.5	0.9	1.1	0.6	1.3	0.0
Special Education	0.9	0.5	0.9	1.6	0.0	1.4	0.0
General, Other Education Fields	2.9	2.0	3.0	4.0	2.0	2.9	10.8
Engineering							
Aero-/Astronautical Engineering	0.2	0.4	0.3	0.0	0.0	0.1	0.0
Chemical Engineering	0.3	0.5	0.3	0.3	0.1	0.0	0.0
Civil Engineering	0.7	1.0	0.8	0.6	0.3	0.1	0.0
Electrical Engineering	0.9	1.1	0.9	0.9	0.4	0.6	0.0
Industrial Engineering	0.2	0.3	0.3	0.2	0.0	0.2	0.0
Mechanical Engineering	1.0	1.1	1.3	0.9	0.5	0.4	0.0
General, Other Engineering Fields	1.0	1.4	0.9	0.8	0.6	0.6	0.0
Health							
Dentistry	0.3	0.1	0.8	0.2	0.0	0.1	0.0
Health Technology	0.0	0.0	0.0	0.1	0.0	0.2	0.0
Medicine or Surgery	0.2	0.3	0.1	0.2	0.0	0.1	0.0
Nursing	3.1	0.5	2.6	4.5	2.7	10.6	0.0
Pharmacy, Pharmacology	0.8	0.8	1.2	0.7	0.0	0.1	0.0
Therapy (speech, physical, occup.)	0.6	0.3	0.4	1.0	1.1	0.5	0.0
Veterinary Medicine	0.1	0.0	0.1	0.1	0.0	0.0	0.0
General, Other Health Fields	0.9	0.5	0.8	1.2	1.3	1.7	0.0

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Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Humanities							
History	4.1	4.4	4.9	3.9	2.6	2.4	1.9
Political Science, Government	2.4	2.9	2.7	2.6	0.9	0.7	0.0
English Language & Literature	6.8	6.5	5.9	6.2	10.0	10.3	17.4
Foreign Languages & Literature	1.2	1.1	1.2	1.5	0.9	1.4	0.0
French	0.7	0.7	0.7	0.4	2.6	0.2	0.9
German	0.4	0.5	0.6	0.3	0.2	0.1	0.0
Spanish	1.1	0.8	1.1	1.3	0.9	2.1	0.0
Other Foreign Languages	0.4	0.6	0.4	0.3	0.8	0.1	0.0
Linguistics	0.8	0.6	1.0	0.4	1.5	1.0	0.0
Philosophy	2.0	2.2	2.2	1.8	1.4	0.9	6.9
Religion or Theology	1.9	2.1	2.1	1.8	2.4	1.0	0.0
General, Other Humanities Fields	1.3	1.0	1.3	1.6	1.8	0.4	0.0
Fine Arts							
Architecture/Urban Planning	0.6	0.6	0.6	0.7	0.4	0.2	0.0
Art	1.9	2.1	2.0	1.5	3.0	1.2	0.0
Dramatics or Speech	1.6	1.9	1.5	1.4	1.9	1.4	5.8
Music	3.1	3.5	3.5	2.7	2.1	2.1	4.4
Television or Film	0.4	0.1	0.5	0.5	0.2	0.6	0.0
Other Fine Arts	1.1	0.9	0.9	1.1	1.8	2.4	0.0
Physical Science							
Mathematics and/or Statistics	4.8	5.7	4.3	3.7	5.8	5.4	0.0
Astronomy	0.2	0.3	0.3	0.2	0.2	0.1	0.0
Atmospheric Sciences	0.2	0.2	0.1	0.2	0.2	0.0	0.0
Chemistry	3.3	4.2	2.7	3.4	2.9	2.0	0.0
Earth Sciences	1.0	1.6	1.0	0.6	0.6	0.8	1.9
Geography	0.7	0.8	0.9	0.6	0.3	0.3	0.0
Marine Sciences (incl. Oceanography)	0.1	0.2	0.1	0.1	0.0	0.1	0.0
Physics	2.1	3.0	1.9	1.8	1.8	0.3	0.0
General, Other Physical Sciences	0.1	0.1	0.0	0.1	0.1	0.1	0.0
Social Science							
Anthropology	1.1	0.9	1.2	1.5	1.0	0.4	6.1
Archaeology	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Clinical Psychology	1.1	0.8	1.1	1.3	2.2	0.6	0.0
Counseling and Guidance	0.3	0.3	0.4	0.1	1.0	0.4	0.0
Experimental Psychology	1.3	1.9	1.4	0.9	0.8	0.1	0.0
Social Psychology	0.9	0.9	1.0	0.7	0.7	1.4	0.0
General, Other Psychology	1.3	1.5	1.6	1.3	0.9	0.3	3.9
Economics	2.4	3.3	2.1	2.1	2.5	0.7	0.0
Sociology	2.4	2.7	2.3	2.9	1.5	0.5	0.0
Social Work, Social Welfare	0.7	0.6	0.7	1.0	0.4	0.8	0.0
General, Other Social Sciences	1.4	1.4	1.7	1.3	0.7	1.5	2.2

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Technical							
Computer Science	1.7	1.2	2.0	1.7	2.0	2.0	7.3
Data Processing, Computer Prog.	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Drafting/Design	0.0	0.0	0.0	0.1	0.0	0.1	0.0
Electronics	0.0	0.0	0.0	0.0	0.0	0.3	0.0
Industrial Arts	0.1	0.2	0.1	0.1	0.0	0.1	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.2	0.1	0.2	0.3	0.5	0.2	0.0
Other Fields							
Building Trades	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Communications	2.1	1.6	1.8	2.2	2.8	3.6	9.0
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Human Ecology/Family Science	0.4	0.4	0.8	0.3	0.0	0.1	0.0
Journalism	0.5	0.3	0.4	0.4	1.8	1.1	0.0
Law	0.8	0.9	0.8	0.8	1.0	0.6	0.0
Law Enforcement	0.1	0.1	0.0	0.1	0.3	0.3	0.0
Library Science	0.5	0.2	0.3	0.5	0.3	2.0	7.1
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.0	0.1	0.0	0.0	0.0	0.0	0.0
All Other Fields	0.8	0.7	0.7	0.9	0.5	0.8	0.0

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All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Biological Science							
Agriculture	1.0	1.5	1.1	0.5	0.5	0.4	0.0
Forestry	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Bacteriology, Molecular Biology	0.3	0.4	0.2	0.4	0.0	0.0	0.0
Biochemistry	0.2	0.3	0.2	0.1	0.7	0.0	0.0
Biophysics	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Botany	0.2	0.3	0.2	0.2	0.0	0.3	0.0
Environmental Science	0.6	0.8	0.6	0.4	0.2	0.2	1.9
Marine (life) Sciences	0.1	0.1	0.0	0.1	0.0	0.0	0.0
Physiology, Anatomy	0.3	0.3	0.3	0.3	0.3	0.1	0.0
Zoology	0.4	0.8	0.2	0.3	0.0	0.0	0.0
General, Other Biological Sciences	4.5	5.8	4.4	3.6	3.8	3.1	0.0
Business							
Accounting	1.3	1.4	1.2	1.3	1.5	1.6	0.0
Finance	0.7	0.7	0.6	0.8	0.4	1.3	0.0
International Business	0.1	0.2	0.1	0.1	0.1	0.1	0.0
Management	2.4	1.7	2.3	2.8	4.0	2.5	0.0
Marketing	1.1	0.9	0.8	1.3	1.8	1.6	9.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.7	1.6	1.8	1.6	1.5	1.9	0.0
Education							
Business Education	0.0	0.1	0.0	0.0	0.0	0.1	0.0
Educational Administration	0.2	0.1	0.2	0.2	0.2	0.2	1.2
Educational Psychology/Counseling	0.4	0.5	0.3	0.5	0.0	0.0	0.0
Elementary Education	1.7	1.1	1.8	2.4	1.3	1.5	1.9
Higher Education	0.5	0.7	0.2	0.3	1.2	0.3	3.6
Music or Art Education	0.1	0.0	0.1	0.2	0.0	0.2	0.0
Physical or Health Education	2.0	1.7	1.8	1.6	2.4	4.5	0.0
Secondary Education	0.8	0.4	0.8	1.3	0.3	0.6	0.0
Special Education	0.5	0.2	0.6	1.0	0.2	0.5	0.0
General, Other Education Fields	2.0	1.5	1.8	2.4	0.6	4.5	12.6
Engineering							
Aero-/Astronautical Engineering	0.2	0.4	0.2	0.0	0.3	0.0	0.0
Chemical Engineering	0.3	0.4	0.3	0.2	0.0	0.0	0.0
Civil Engineering	0.7	1.1	0.8	0.5	0.3	0.0	0.0
Electrical Engineering	0.8	1.0	0.7	0.7	0.2	0.2	0.0
Industrial Engineering	0.1	0.2	0.2	0.0	0.2	0.0	0.0
Mechanical Engineering	1.0	1.2	1.4	0.8	0.5	0.2	0.0
General, Other Engineering Fields	1.0	1.3	1.0	1.1	0.9	0.4	0.0
Health							
Dentistry	0.3	0.2	0.9	0.3	0.0	0.0	0.0
Health Technology	0.1	0.0	0.0	0.2	0.0	0.3	0.0
Medicine or Surgery	0.3	0.3	0.1	0.6	0.0	0.1	0.0
Nursing	3.7	1.0	3.3	5.2	2.8	11.1	0.0
Pharmacy, Pharmacology	0.8	0.8	1.2	0.8	0.0	0.1	0.0
Therapy (speech, physical, occup.)	0.8	0.3	0.6	1.5	0.8	0.8	0.0
Veterinary Medicine	0.0	0.1	0.1	0.0	0.0	0.0	0.0
General, Other Health Fields	1.3	0.9	1.2	1.5	1.9	1.8	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Humanities							
History	3.6	4.1	4.4	3.3	2.0	0.9	4.0
Political Science, Government	2.3	2.6	2.5	2.5	1.1	0.8	0.0
English Language & Literature	7.5	6.9	6.6	6.8	11.2	11.2	24.3
Foreign Languages & Literature	2.6	2.2	2.4	2.7	4.8	2.7	0.0
French	0.2	0.2	0.3	0.1	0.4	0.3	0.0
German	0.2	0.2	0.5	0.1	0.4	0.1	0.0
Spanish	0.7	0.5	0.6	0.8	1.0	1.3	0.0
Other Foreign Languages	0.4	0.4	0.3	0.1	1.9	0.6	0.0
Linguistics	0.2	0.1	0.4	0.2	0.0	0.2	0.0
Philosophy	1.8	2.1	1.9	1.7	0.9	0.7	0.0
Religion or Theology	1.9	2.2	2.3	1.7	0.9	0.8	2.7
General, Other Humanities Fields	1.6	1.5	1.6	1.6	1.5	2.1	6.9
Fine Arts							
Architecture/Urban Planning	0.7	0.7	0.8	0.8	0.2	0.2	0.0
Art	2.3	2.5	2.5	2.0	3.0	1.4	0.0
Dramatics or Speech	1.6	1.7	1.5	1.5	1.5	1.2	5.8
Music	3.2	3.7	3.5	2.8	2.2	2.0	4.4
Television or Film	0.4	0.3	0.4	0.3	0.3	0.3	0.0
Other Fine Arts	0.8	0.5	0.8	0.6	1.5	1.3	0.0
Physical Science							
Mathematics and/or Statistics	4.9	5.4	4.4	4.0	5.8	6.8	0.0
Astronomy	0.1	0.2	0.2	0.0	0.1	0.0	0.0
Atmospheric Sciences	0.1	0.1	0.0	0.1	0.0	0.0	0.0
Chemistry	3.4	4.3	2.7	3.6	3.4	2.2	0.0
Earth Sciences	1.0	1.5	1.1	0.6	0.5	0.7	0.0
Geography	0.7	0.9	0.7	0.7	0.3	0.2	0.0
Marine Sciences (incl. Oceanography)	0.1	0.1	0.0	0.1	0.0	0.0	0.0
Physics	2.1	2.8	1.7	2.0	1.6	1.0	0.0
General, Other Physical Sciences	0.4	0.3	0.5	0.4	0.2	0.3	0.0
Social Science							
Anthropology	0.8	0.7	1.1	1.0	0.7	0.2	0.0
Archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.6	0.5	0.4	0.6	1.7	0.1	0.0
Counseling and Guidance	0.1	0.1	0.2	0.1	0.4	0.0	0.0
Experimental Psychology	0.8	1.0	0.7	0.5	0.3	1.4	0.0
Social Psychology	0.3	0.3	0.1	0.2	0.9	0.0	0.0
General, Other Psychology	2.5	2.7	3.0	2.5	1.9	0.5	3.9
Economics	1.9	2.7	1.6	1.6	2.2	0.5	0.0
Sociology	2.2	2.3	2.2	2.8	1.7	0.4	0.0
Social Work, Social Welfare	0.8	0.4	0.8	1.2	0.4	0.8	0.0
General, Other Social Sciences	2.1	2.0	2.2	2.0	1.5	2.5	0.0

2007-2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Technical							
Computer Science	1.9	1.6	2.3	1.7	2.4	2.4	7.3
Data Processing, Computer Prog.	0.1	0.1	0.1	0.1	0.0	0.1	0.0
Drafting/Design	0.1	0.0	0.0	0.1	0.0	0.2	0.0
Electronics	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Industrial Arts	0.1	0.1	0.1	0.0	0.2	0.1	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.5	0.4	0.6	0.5	0.8	0.9	0.0
Other Fields							
Building Trades	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Communications	2.5	1.7	2.3	2.6	4.2	4.2	2.2
Ethnic Studies	0.2	0.1	0.1	0.3	0.9	0.0	0.0
Human Ecology/Family Science	0.4	0.3	0.7	0.4	0.3	0.1	0.0
Journalism	0.6	0.6	0.4	0.6	1.4	0.6	0.0
Law	0.2	0.2	0.1	0.2	0.2	0.1	0.0
Law Enforcement	0.2	0.2	0.0	0.2	0.1	0.3	0.0
Library Science	0.5	0.3	0.3	0.6	0.4	1.5	7.1
Women's Studies	0.1	0.1	0.2	0.2	0.2	0.0	0.0
Other Vocational	0.1	0.1	0.0	0.1	0.0	0.7	0.0
All Other Fields	1.4	1.1	1.6	1.2	1.7	2.1	1.2
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?							
Under 18 years old							
None	62.5	72.6	55.6	55.8	67.8	63.8	81.6
One	16.4	13.3	17.6	18.8	17.0	15.3	10.5
Two	15.1	10.4	19.1	18.0	10.1	15.3	7.9
Three	4.3	2.6	5.5	5.6	2.9	3.8	0.0
Four or more	1.7	1.1	2.2	1.8	2.1	1.7	0.0
18 years or older							
None	55.3	33.4	60.4	76.6	49.1	58.4	38.2
One	12.9	17.8	13.0	7.2	12.7	13.1	18.1
Two	19.2	28.3	16.0	10.6	25.6	16.8	34.1
Three	7.8	12.6	6.6	3.5	8.6	6.3	9.5
Four or more	4.8	7.8	4.0	2.1	4.0	5.4	0.0
How would you characterize your political views?							
Far left	8.8	8.0	10.1	10.0	7.4	4.6	10.5
Liberal	47.0	50.1	48.4	45.4	47.2	33.8	62.0
Middle of the Road	28.4	26.4	26.7	30.2	27.9	36.4	16.9
Conservative	15.2	14.9	14.0	13.8	16.4	24.7	10.5
Far right	0.7	0.6	0.8	0.5	1.0	0.6	0.0
Are you currently:							
Single	10.8	6.9	10.6	14.9	11.2	12.3	11.2
Married	76.8	82.4	77.2	72.2	72.0	73.6	75.1
Unmarried, living with partner	4.5	3.0	4.6	6.0	4.9	4.2	0.0
Divorced	5.8	5.2	6.2	5.4	7.0	7.4	13.7
Widowed	1.4	1.9	0.7	0.8	4.1	1.6	0.0
Separated	0.7	0.6	0.7	0.7	0.8	1.0	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

All Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Is English your native language?							
Yes	89.6	90.9	90.4	85.9	89.9	93.8	100.0
No	10.4	9.1	9.6	14.1	10.1	6.2	0.0
Are you: [5]							
White/Caucasian	88.6	91.6	88.0	85.0	88.3	91.4	100.0
African American/Black	2.8	1.6	3.4	3.6	2.3	3.0	0.0
American Indian/Alaska Native	1.7	1.6	1.7	1.7	1.8	2.4	0.0
Asian American/Asian	4.5	3.6	3.8	6.9	5.1	2.0	0.0
Native Hawaiian/Pacific Islander	0.3	0.1	0.3	0.3	0.5	0.4	0.0
Mexican American/Chicano	1.1	0.8	0.9	1.2	2.7	1.3	0.0
Puerto Rican	0.3	0.2	0.4	0.5	0.4	0.1	0.0
Other Latino	1.8	1.3	1.8	2.4	2.1	1.4	0.0
Other	2.6	2.1	3.0	2.9	3.3	1.5	0.0
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?							
Yes	72.5	73.3	74.5	69.1	78.2	70.1	52.1
No	27.5	26.7	25.5	30.9	21.8	29.9	47.9

[4] Percentages will sum to more than 100.0 if any respondent marked more than one category.

Full-Time Undergraduate Faculty,
Rank and Control for
Men

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Number of Respondents	12,683	4,915	3,807	3,089	396	463	13
What is your principal activity in your current position at this institution?							
Administration	7.9	12.7	6.4	1.8	8.5	5.9	40.1
Teaching	81.4	76.4	84.0	84.7	86.1	86.8	59.9
Research	9.2	9.9	8.1	12.7	2.4	0.3	0.0
Services to clients and patients	0.7	0.4	1.0	0.2	1.2	3.5	0.0
Other	0.8	0.6	0.5	0.5	1.8	3.6	0.0
What is your present academic rank?							
Professor	39.5	100.0	0.0	0.0	0.0	0.0	0.0
Associate Professor	25.9	0.0	100.0	0.0	0.0	0.0	0.0
Assistant Professor	23.7	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	5.7	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	5.2	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	61.6	95.0	84.9	8.2	1.4	1.2	0.8
On tenure track, but not tenured	20.1	0.6	6.7	73.8	1.3	9.9	2.0
Not on tenure track, but institution has tenure system	15.0	1.6	5.1	14.2	94.5	82.7	97.2
Institution has no tenure system	3.4	2.8	3.3	3.8	2.8	6.2	0.0
Are you currently serving in an administrative position as: [1]							
Department Chair	12.5	19.6	13.8	3.6	2.1	4.1	0.0
Dean (Associate or Assistant)	1.8	3.3	1.8	0.2	0.1	0.1	3.1
President	0.0	0.1	0.0	0.0	0.0	0.0	3.0
Vice-President	0.2	0.2	0.3	0.0	0.1	0.2	0.0
Provost	0.1	0.2	0.0	0.0	0.0	0.0	0.0
Other	15.7	15.9	17.9	10.8	20.7	19.2	29.2
Not Applicable	63.1	55.8	60.4	73.7	73.6	72.1	45.4
My primary place of employment in the last year was: [2]							
In higher education:							
at this institution	95.0	98.6	97.9	88.2	89.7	90.7	81.7
at a different institution	2.5	0.6	1.2	7.0	2.3	2.4	0.0
at more than one institution	1.4	0.6	0.3	2.7	4.1	3.4	0.0
Not in higher education	0.9	0.1	0.5	1.3	3.8	3.2	18.3
Not employed	0.2	0.1	0.0	0.7	0.1	0.3	0.0
Noted as being personally "very important" or "essential": [2]							
Research	74.0	78.8	74.3	78.7	48.0	43.4	40.7
Teaching	97.6	97.4	98.1	96.9	98.4	98.8	100.0
Service	63.3	63.8	65.4	57.4	72.1	66.0	73.1

[1] Response options changed from earlier Faculty Surveys.

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Highest degree earned							
Bachelor's (B.A., B.S., etc.)	1.2	0.5	0.4	0.5	7.4	6.8	2.3
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	14.9	5.2	10.2	14.6	49.6	75.7	3.5
LL.B., J.D.	1.0	0.6	0.9	1.1	3.8	1.7	0.0
M.D., D.D.S. (or equivalent)	0.7	0.6	1.5	0.3	0.0	0.1	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.7	0.3	0.9	1.3	0.4	0.2	0.0
Ed.D.	2.5	2.7	3.1	2.3	1.0	0.1	19.4
Ph.D.	77.0	87.8	81.0	77.8	37.4	14.0	66.6
Other degree	1.7	1.9	1.7	2.0	0.0	1.2	8.2
None	0.3	0.4	0.3	0.0	0.4	0.2	0.0
Degree currently working on							
Bachelor's (B.A., B.S., etc.)	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.8	0.4	0.5	0.7	1.9	5.3	4.4
LL.B., J.D.	0.1	0.0	0.1	0.1	0.7	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Ed.D.	0.8	0.1	0.3	0.6	3.1	6.4	0.0
Ph.D.	3.3	0.4	1.8	4.7	6.7	22.3	0.0
Other degree	0.4	0.2	0.2	0.5	0.4	2.2	0.0
None	94.6	98.9	97.1	93.3	87.2	63.9	95.6
During the past two years, have you engaged in any of the following activities?							
Taught an honors course	20.9	24.3	22.6	16.5	19.0	9.2	16.6
Taught an interdisciplinary course	40.9	42.0	42.6	41.0	37.5	26.7	39.5
Taught an ethnic studies course	8.8	7.7	9.5	10.1	10.9	5.0	0.0
Taught a women's studies course	2.6	2.8	2.6	2.7	2.7	0.9	0.0
Team-taught a course	31.1	32.8	33.9	27.4	30.1	22.9	25.1
Taught a service learning course	16.4	14.9	17.7	16.0	22.5	16.1	8.5
Placed or collected assignments on the Internet	72.0	69.1	73.1	76.9	68.9	69.1	90.5
Taught a course exclusively on the Internet	11.5	9.8	13.0	11.4	13.0	16.4	0.0
Participated in a teaching enhancement workshop	50.1	42.0	52.2	60.3	53.2	49.5	77.3
Advised student groups involved in service/volunteer work	39.2	35.0	42.0	41.9	39.2	43.8	53.3
Collaborated with the local community in research/teaching	43.1	40.7	46.5	44.7	44.2	36.5	19.7
Developed a new course	65.4	60.3	68.8	73.7	63.5	51.4	75.2
Conducted research/writing focused on:							
International/global issues	29.7	32.8	30.6	29.1	19.1	16.3	20.0
Racial or ethnic minorities	17.5	16.0	19.0	21.1	14.9	8.2	10.2
Women and gender issues	12.1	10.7	12.4	15.4	9.7	8.3	9.4
Taught a seminar for first-year students	22.6	22.7	22.4	21.8	20.7	27.2	52.0
Engaged undergraduates on <u>your</u> research project [2]	45.2	46.9	48.5	49.5	23.8	19.3	17.9
Worked with undergraduates on a research project	60.4	63.1	63.4	60.6	44.4	42.1	51.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Scheduled teaching (actual, not credit hours)							
None	0.6	0.6	0.4	0.7	0.0	1.9	2.0
1 to 4	14.5	18.4	12.8	11.8	11.2	9.7	7.5
5 to 8	32.0	36.3	31.8	31.3	19.2	17.4	59.0
9 to 12	35.0	30.5	37.0	36.5	46.7	39.4	31.5
13 to 16	11.1	9.0	11.2	12.0	15.4	17.8	0.0
17 to 20	4.4	3.3	4.6	5.1	3.6	9.4	0.0
21 to 34	2.0	1.6	2.0	2.1	2.2	4.1	0.0
35 to 44	0.3	0.2	0.2	0.5	1.3	0.2	0.0
45 +	0.1	0.2	0.0	0.1	0.4	0.0	0.0
Preparing for teaching (including reading student papers and grading)							
None	0.3	0.4	0.2	0.4	0.0	0.1	2.0
1 to 4	11.9	15.1	11.2	7.9	11.5	9.6	0.0
5 to 8	25.1	28.1	25.0	21.9	22.1	21.2	27.2
9 to 12	25.3	25.5	25.9	25.7	19.2	26.1	10.2
13 to 16	15.6	14.1	15.8	17.4	17.2	15.9	36.2
17 to 20	12.3	9.8	13.2	14.3	14.4	15.2	22.7
21 to 34	7.3	5.6	7.3	9.0	10.7	9.1	1.7
35 to 44	1.7	1.0	1.4	2.6	4.1	1.6	0.0
45 +	0.5	0.4	0.1	0.9	0.7	1.2	0.0
Advising and counseling of students							
None	4.1	3.2	3.0	4.5	11.8	7.0	0.0
1 to 4	58.6	59.0	58.3	59.6	58.7	53.3	34.1
5 to 8	26.4	27.4	27.1	26.5	16.3	25.7	42.9
9 to 12	7.6	7.7	8.0	6.7	7.2	9.5	4.4
13 to 16	1.9	1.8	2.0	1.4	3.1	2.4	15.5
17 to 20	0.9	0.6	1.1	0.7	2.7	0.5	0.0
21 to 34	0.4	0.3	0.4	0.5	0.0	1.2	0.0
35 to 44	0.1	0.0	0.0	0.2	0.0	0.1	3.0
45 +	0.0	0.0	0.1	0.0	0.2	0.2	0.0
Committee work and meetings							
None	5.7	2.8	2.8	5.4	25.5	22.1	0.0
1 to 4	58.5	54.2	56.4	67.0	56.7	63.1	92.5
5 to 8	25.4	29.2	29.5	20.6	13.9	10.7	4.4
9 to 12	7.0	9.1	8.1	4.5	2.2	2.6	0.0
13 to 16	2.1	2.5	2.2	1.9	0.8	0.6	0.0
17 to 20	0.9	1.6	0.7	0.3	0.6	0.5	0.0
21 to 34	0.3	0.4	0.3	0.3	0.3	0.1	0.0
35 to 44	0.1	0.2	0.0	0.1	0.0	0.2	3.0
45 +	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other administration							
None	30.4	28.0	25.9	34.5	43.3	37.6	45.4
1 to 4	39.2	34.7	42.4	44.7	33.7	39.8	17.6
5 to 8	14.0	15.7	15.0	12.3	9.8	9.3	0.0
9 to 12	6.9	8.5	7.9	4.1	5.7	4.2	7.5
13 to 16	3.4	4.4	3.6	1.9	3.4	1.2	0.0
17 to 20	3.0	4.6	2.5	1.2	2.1	3.0	0.0
21 to 34	2.2	3.1	2.2	0.6	1.5	3.2	22.7
35 to 44	0.7	0.9	0.3	0.6	0.3	1.0	3.7
45 +	0.2	0.2	0.1	0.1	0.2	0.8	3.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Research and scholarly writing							
None	13.2	8.7	11.6	9.4	37.7	45.6	28.1
1 to 4	29.3	27.9	31.1	27.4	37.9	29.8	43.6
5 to 8	20.8	21.1	22.9	22.1	14.2	10.4	23.3
9 to 12	13.5	14.9	14.8	13.1	4.5	7.7	5.1
13 to 16	7.5	7.9	7.1	9.7	2.4	2.9	0.0
17 to 20	7.4	9.3	6.2	8.2	2.4	1.4	0.0
21 to 34	5.3	6.6	4.4	6.4	0.8	0.6	0.0
35 to 44	1.9	2.4	1.4	2.3	0.0	0.8	0.0
45 +	1.0	1.2	0.4	1.5	0.2	0.8	0.0
Other creative products/performances							
None	50.4	54.0	52.1	48.5	42.6	32.7	18.1
1 to 4	29.2	25.8	29.8	33.2	27.8	35.3	34.1
5 to 8	11.0	11.5	10.3	9.5	14.5	12.6	22.7
9 to 12	4.5	4.2	3.8	4.6	5.4	9.2	0.0
13 to 16	1.9	1.8	1.5	1.8	3.3	2.6	0.0
17 to 20	1.8	1.6	1.4	1.5	2.0	5.8	7.2
21 to 34	0.7	0.5	0.8	0.7	1.2	1.8	14.8
35 to 44	0.3	0.2	0.1	0.0	3.1	0.0	0.0
45 +	0.3	0.4	0.2	0.2	0.1	0.0	3.0
Consultation with clients/patients							
None	81.7	82.7	81.9	83.3	75.4	72.0	82.5
1 to 4	12.3	11.7	11.9	12.2	14.7	16.9	14.8
5 to 8	3.5	3.7	4.1	2.6	2.2	4.8	2.0
9 to 12	1.0	0.9	1.1	0.8	0.7	2.1	0.7
13 to 16	0.6	0.7	0.2	0.5	1.1	0.9	0.0
17 to 20	0.5	0.1	0.4	0.3	4.7	0.8	0.0
21 to 34	0.3	0.2	0.1	0.1	1.0	2.4	0.0
35 to 44	0.1	0.0	0.2	0.1	0.0	0.1	0.0
45 +	0.1	0.1	0.0	0.1	0.2	0.0	0.0
Community or public service							
None	40.0	39.1	36.8	46.6	35.0	36.5	84.0
1 to 4	47.0	46.8	49.8	42.5	50.0	53.6	9.9
5 to 8	9.5	10.2	9.4	8.9	9.4	7.9	3.1
9 to 12	2.3	2.6	3.0	1.5	2.2	1.4	3.0
13 to 16	0.6	0.8	0.6	0.3	1.3	0.6	0.0
17 to 20	0.3	0.4	0.4	0.1	0.0	0.0	0.0
21 to 34	0.1	0.1	0.1	0.0	0.0	0.0	0.0
35 to 44	0.1	0.0	0.0	0.1	1.9	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.2	0.0	0.0
Outside consulting/freelance work							
None	66.1	63.7	66.0	71.2	60.0	67.5	79.0
1 to 4	24.9	26.5	26.2	21.3	25.4	22.0	3.1
5 to 8	6.3	7.2	5.5	4.9	10.2	5.2	0.0
9 to 12	1.7	1.6	1.5	1.8	1.8	2.6	0.0
13 to 16	0.5	0.5	0.3	0.6	0.8	0.7	0.0
17 to 20	0.3	0.2	0.4	0.1	0.5	1.3	14.8
21 to 34	0.1	0.1	0.0	0.0	0.4	0.8	0.0
35 to 44	0.1	0.0	0.0	0.1	0.7	0.1	0.0
45 +	0.1	0.1	0.0	0.0	0.2	0.0	3.0

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Household/childcare duties							
None	16.6	19.9	14.4	12.9	20.4	15.2	7.7
1 to 4	19.3	21.0	17.6	18.2	21.8	18.2	7.2
5 to 8	25.4	27.8	22.5	23.1	24.6	31.9	52.0
9 to 12	15.6	14.3	17.4	16.9	15.9	11.6	0.0
13 to 16	8.1	6.7	10.1	9.0	6.2	5.6	24.4
17 to 20	7.1	6.0	8.2	8.2	5.1	7.5	5.7
21 to 34	4.4	2.7	5.6	6.5	2.7	3.7	0.0
35 to 44	1.7	0.9	2.2	2.4	2.2	2.0	0.0
45 +	1.8	0.8	2.1	2.8	1.1	4.3	3.0
Communicating via email							
None	0.6	0.2	0.7	0.5	2.3	0.4	0.0
1 to 4	33.3	29.6	32.3	37.5	34.8	46.0	32.1
5 to 8	40.5	41.6	41.2	39.7	37.9	34.9	18.1
9 to 12	16.1	17.5	17.2	13.3	15.6	11.6	44.7
13 to 16	5.6	6.6	5.1	4.8	5.3	3.9	0.0
17 to 20	2.5	3.1	2.2	2.0	2.9	1.7	2.0
21 to 34	1.1	1.0	1.0	1.6	0.8	0.9	0.0
35 to 44	0.2	0.2	0.2	0.3	0.0	0.1	0.0
45 +	0.2	0.1	0.1	0.2	0.4	0.4	3.0
Commuting to campus [2]							
None	6.4	6.2	5.2	8.1	9.3	4.1	0.0
1 to 4	63.8	66.9	63.0	62.5	57.4	59.6	25.0
5 to 8	21.6	20.2	22.6	21.1	24.9	25.0	35.2
9 to 12	7.0	5.8	7.6	7.2	7.6	10.2	39.8
13 to 16	0.9	0.7	1.3	0.7	0.6	0.5	0.0
17 to 20	0.2	0.1	0.3	0.2	0.0	0.3	0.0
21 to 34	0.1	0.1	0.1	0.0	0.0	0.0	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.1	0.0	0.0	0.1	0.2	0.2	0.0
Other employment, outside of academia [2]							
None	87.2	88.4	89.3	88.3	74.9	76.6	78.0
1 to 4	6.9	6.4	6.3	6.0	12.2	11.6	0.0
5 to 8	2.7	2.9	2.4	2.3	5.3	3.1	0.0
9 to 12	1.5	1.3	0.8	2.1	2.1	3.5	0.0
13 to 16	0.7	0.4	0.5	0.8	1.9	1.1	0.0
17 to 20	0.5	0.5	0.2	0.3	1.3	1.5	22.0
21 to 34	0.2	0.1	0.2	0.1	1.0	1.4	0.0
35 to 44	0.2	0.0	0.3	0.1	1.4	0.8	0.0
45 +	0.1	0.0	0.0	0.1	0.0	0.5	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]							
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One	22.7	30.3	20.7	16.7	15.2	11.3	6.8
Two	29.5	31.7	31.5	27.5	22.3	18.7	52.3
Three	24.9	22.5	24.4	29.4	26.1	23.6	40.9
Four	14.5	10.1	15.6	16.2	22.6	26.0	0.0
Five	5.2	3.4	4.7	6.0	9.7	12.3	0.0
Six or more	3.2	1.9	3.1	4.2	4.2	8.1	0.0
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]							
Course #1							
10 or fewer	12.2	11.0	12.7	13.1	9.8	17.3	36.7
11 to 20	25.8	26.0	25.1	26.1	26.0	26.6	32.1
21 to 30	25.5	24.8	26.4	26.1	22.7	27.9	15.6
31 to 50	21.4	21.4	19.9	23.3	21.7	19.4	15.7
51 to 100	9.4	10.6	9.9	7.6	11.0	4.8	0.0
More than 100	5.6	6.1	5.9	3.8	8.9	4.0	0.0
Course #2							
10 or fewer	17.0	19.4	17.6	15.4	8.8	15.4	42.9
11 to 20	30.4	30.0	30.1	32.1	22.7	34.2	40.3
21 to 30	26.6	23.9	27.6	28.5	29.6	27.2	0.0
31 to 50	18.3	18.8	17.0	17.9	22.4	18.3	16.8
51 to 100	5.2	5.1	5.8	4.3	9.7	3.1	0.0
More than 100	2.5	2.7	1.9	1.8	6.9	1.9	0.0
Course #3							
10 or fewer	24.9	29.0	26.3	24.7	13.8	15.5	0.0
11 to 20	32.4	33.8	32.9	32.7	29.3	27.0	73.4
21 to 30	24.7	20.5	26.5	24.9	21.8	37.8	0.0
31 to 50	14.0	12.2	11.0	14.5	26.4	17.4	26.6
51 to 100	2.8	2.7	2.1	2.7	7.0	1.8	0.0
More than 100	1.2	1.9	1.3	0.6	1.7	0.5	0.0
Course #4							
10 or fewer	33.3	37.8	38.7	31.6	22.1	22.8	0.0
11 to 20	30.9	34.4	29.5	34.4	17.5	28.7	0.0
21 to 30	21.7	15.3	20.8	22.5	25.5	34.5	0.0
31 to 50	11.2	9.5	8.0	9.5	27.7	13.1	0.0
51 to 100	2.0	1.1	1.9	1.7	6.6	0.8	0.0
More than 100	0.9	2.0	1.1	0.2	0.6	0.0	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?							
General education courses							
None	56.0	60.1	55.1	54.0	46.9	47.0	88.6
One	18.1	18.6	18.6	17.9	12.9	18.3	2.4
Two	12.5	11.4	13.6	12.9	10.6	15.1	5.8
Three	6.0	4.9	5.9	6.6	12.9	5.2	3.2
Four	3.5	2.7	3.6	3.6	7.6	4.2	0.0
Five or more	3.9	2.2	3.2	5.0	9.1	10.2	0.0
Developmental/remedial courses							
None	95.1	96.8	96.1	93.8	91.5	86.8	76.5
One	2.8	1.7	2.4	4.1	3.5	5.6	0.0
Two	1.2	0.8	0.8	0.9	3.6	4.6	0.0
Three	0.4	0.3	0.3	0.5	0.6	1.4	23.5
Four	0.2	0.3	0.2	0.3	0.2	0.0	0.0
Five or more	0.3	0.2	0.2	0.4	0.5	1.6	0.0
Other undergraduate credit courses							
None	17.5	16.2	16.0	16.9	28.9	25.2	2.1
One	21.2	24.5	20.3	19.5	15.3	14.4	5.8
Two	24.2	27.7	23.3	21.7	22.0	15.5	33.9
Three	16.1	14.0	18.4	17.4	14.4	15.0	58.2
Four	9.5	8.3	10.5	10.4	9.0	10.0	0.0
Five or more	11.6	9.2	11.6	14.1	10.5	19.9	0.0
Graduate courses							
None	61.9	55.7	59.5	63.7	83.8	88.3	75.8
One	24.1	29.7	23.9	22.0	10.1	7.9	0.7
Two	9.1	9.5	10.9	9.2	3.4	2.7	0.0
Three	2.5	2.7	3.1	2.2	1.6	0.4	0.0
Four	1.3	1.4	1.2	1.7	1.0	0.6	0.0
Five or more	1.1	0.9	1.6	1.3	0.1	0.2	23.5
Vocational or technical courses							
None	97.2	97.8	97.0	97.0	95.5	95.5	100.0
One	1.2	1.1	1.3	1.0	0.9	2.1	0.0
Two	0.7	0.5	0.7	0.9	0.6	1.1	0.0
Three	0.5	0.4	0.3	0.5	0.8	0.9	0.0
Four	0.2	0.1	0.2	0.1	1.6	0.0	0.0
Five or more	0.3	0.1	0.3	0.4	0.6	0.4	0.0
Non-credit courses (other than above)							
None	95.5	94.7	95.7	96.0	97.1	96.2	93.3
One	3.2	3.9	3.2	2.6	1.5	1.8	2.1
Two	0.9	1.0	0.9	0.8	0.7	0.3	4.6
Three	0.2	0.3	0.1	0.2	0.0	0.7	0.0
Four	0.1	0.0	0.1	0.0	0.0	0.8	0.0
Five or more	0.2	0.1	0.1	0.4	0.7	0.2	0.0
Do you teach remedial/developmental skills in any of the following areas?							
Reading	3.5	2.7	3.0	4.0	8.2	4.4	41.5
Writing	8.6	7.6	7.6	9.5	13.2	11.0	48.6
Mathematics	4.3	4.1	3.5	4.0	6.4	9.3	0.0
ESL	0.6	0.3	0.5	0.7	1.8	1.8	0.0
General academic skills	7.5	6.8	6.2	8.9	10.4	10.9	8.8
Other subject areas	5.1	3.7	4.7	6.4	7.9	8.3	0.0

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]							
Workshops focused on teaching in the classroom							
Yes	66.0	62.8	70.3	68.7	63.7	59.1	59.2
No	31.9	35.7	28.1	28.5	34.9	34.4	40.8
Not eligible	0.2	0.1	0.2	0.3	0.5	0.5	0.0
Not available	1.9	1.4	1.5	2.5	0.9	6.1	0.0
Paid workshops outside the institution focused on teaching							
Yes	19.4	18.8	22.2	17.7	18.1	20.2	12.3
No	76.4	78.4	74.1	77.6	71.7	72.2	83.8
Not eligible	0.8	0.3	0.4	0.6	6.0	2.5	3.2
Not available	3.3	2.5	3.3	4.1	4.3	5.1	0.7
Paid sabbatical leave							
Yes	32.0	53.8	35.2	5.9	4.8	0.2	0.7
No	55.1	43.1	57.4	70.2	54.4	67.3	42.5
Not eligible	9.6	1.3	4.3	19.7	33.5	25.6	56.8
Not available	3.3	1.9	3.1	4.2	7.3	6.9	0.0
Travel funds paid by the institution							
Yes	78.4	83.8	82.1	77.7	53.8	49.2	65.0
No	18.8	15.0	15.8	18.4	36.8	43.8	35.0
Not eligible	1.1	0.1	0.2	1.5	8.6	3.5	0.0
Not available	1.7	1.1	1.8	2.4	0.9	3.5	0.0
Association membership/dues paid by the institution							
Yes	29.1	28.2	30.1	31.2	21.2	29.8	10.7
No	57.6	61.9	55.1	52.6	59.3	58.3	85.5
Not eligible	2.1	0.6	1.0	3.3	9.9	5.0	3.1
Not available	11.2	9.3	13.8	12.9	9.6	6.9	0.7
Tuition remission							
Yes	14.2	17.4	13.5	8.4	11.7	23.4	3.2
No	78.5	76.3	79.9	82.8	78.5	68.8	91.0
Not eligible	3.1	2.2	2.3	4.3	6.2	4.2	5.8
Not available	4.2	4.1	4.3	4.4	3.5	3.7	0.0
Internal grants for research							
Yes	48.5	54.9	53.8	48.5	15.9	10.8	13.0
No	48.2	43.3	44.3	47.9	72.4	80.5	60.3
Not eligible	1.7	0.5	0.7	1.8	10.6	4.6	26.7
Not available	1.6	1.3	1.2	1.8	1.1	4.1	0.0
Training for administrative leadership							
Yes	13.5	20.1	13.4	6.1	6.2	6.4	4.6
No	78.0	74.2	77.3	83.9	78.4	83.8	71.3
Not eligible	2.0	0.5	1.2	3.1	8.4	4.2	17.6
Not available	6.4	5.1	8.1	6.8	7.0	5.6	6.5

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Goals for undergraduates noted as “very important” or “essential”							
Develop ability to think critically	99.4	99.4	99.0	99.8	99.7	99.3	100.0
Prepare students for employment after college	79.0	76.7	79.3	81.5	80.0	83.9	71.8
Prepare students for graduate or advanced education	74.7	76.9	72.7	74.8	74.2	67.9	54.5
Develop moral character	67.7	66.8	66.1	66.9	76.2	76.1	60.6
Provide for students’ emotional development	43.3	42.0	42.1	43.3	50.6	51.8	41.3
Prepare students for family living	20.1	18.7	19.3	19.4	29.4	28.5	5.7
Teach students the classic works of Western civilization [2]	36.3	40.6	36.3	29.8	41.3	28.4	37.9
Help students develop personal values	63.4	62.5	62.3	62.3	71.7	71.8	86.9
Enhance students’ self-understanding	68.5	65.2	67.8	71.0	77.4	75.8	84.9
Instill in students a commitment to community service	49.6	48.3	49.0	49.2	60.3	54.1	33.8
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	67.4	67.0	66.6	69.1	70.6	62.3	64.4
Study a foreign language [2]	50.5	53.9	50.0	46.8	52.6	42.0	41.7
Help master knowledge in a discipline	94.7	95.8	95.4	93.5	91.6	91.8	100.0
Develop creative capacities	81.7	81.3	79.9	82.8	87.9	80.9	94.3
Instill a basic appreciation of the liberal arts	70.2	72.4	70.9	66.0	72.1	67.8	65.3
Promote ability to write effectively	95.3	95.6	95.7	94.7	96.6	93.2	100.0
Help students evaluate the quality and reliability of information [2]	96.4	96.4	96.7	95.8	97.8	95.2	85.2
Engage students in civil discourse around controversial issues [2]	67.7	66.3	68.7	68.9	73.4	61.2	88.1
Teach students tolerance and respect for different beliefs [2]	76.6	75.6	77.2	77.6	81.7	70.0	82.4
Encourage students to become agents of social change [2]	49.0	44.6	50.4	52.1	56.0	53.2	36.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?							
Articles in academic or professional journals							
None	15.0	6.3	10.0	17.5	43.7	63.2	47.0
1 to 2	14.1	7.5	13.1	23.6	21.6	18.1	5.7
3 to 4	12.9	8.3	14.6	18.5	16.0	10.6	31.9
5 to 10	18.7	15.7	24.1	23.0	9.8	5.3	11.0
11 to 20	14.9	16.7	20.1	11.2	5.5	1.4	4.4
21 to 50	14.7	24.0	14.8	5.1	2.9	1.2	0.0
51+	9.7	21.5	3.3	1.1	0.5	0.2	0.0
Chapters in edited volumes							
None	46.4	30.4	45.3	59.7	68.2	87.7	64.7
1 to 2	24.8	23.5	27.3	28.5	20.3	10.9	27.8
3 to 4	13.0	17.2	15.4	7.4	7.3	0.6	7.5
5 to 10	10.3	17.2	9.6	3.5	3.2	0.5	0.0
11 to 20	3.7	7.7	1.6	0.8	0.8	0.3	0.0
21 to 50	1.4	3.0	0.7	0.0	0.2	0.0	0.0
51+	0.4	1.0	0.1	0.1	0.0	0.0	0.0
Books, manuals, or monographs							
None	57.0	38.8	56.9	77.4	71.7	87.6	59.0
1 to 2	26.8	29.8	34.0	18.7	22.0	10.0	41.0
3 to 4	8.3	14.8	5.8	2.5	4.6	1.4	0.0
5 to 10	5.7	12.0	2.3	1.1	1.0	0.8	0.0
11 to 20	1.5	3.1	0.8	0.1	0.5	0.1	0.0
21 to 50	0.5	1.2	0.1	0.1	0.0	0.2	0.0
51+	0.2	0.3	0.1	0.1	0.2	0.0	0.0
Other, such as patents or computer software products							
None	82.1	78.6	82.1	84.9	87.2	88.8	84.7
1 to 2	9.9	11.6	9.4	9.6	7.1	4.7	0.0
3 to 4	4.0	4.6	4.1	3.1	2.7	4.0	15.3
5 to 10	2.5	3.2	2.8	1.3	1.6	1.0	0.0
11 to 20	0.8	0.9	0.7	0.8	0.9	1.0	0.0
21 to 50	0.4	0.6	0.6	0.2	0.1	0.1	0.0
51+	0.3	0.4	0.3	0.1	0.4	0.4	0.0
IN THE LAST TWO YEARS, HOW MANY:							
Exhibitions or performances in the fine or applied arts have you presented?							
None	82.4	84.4	83.4	81.1	77.1	74.5	58.6
1 to 2	5.2	4.4	4.3	5.2	11.2	10.0	18.1
3 to 4	3.9	3.9	3.6	4.2	3.7	4.6	15.7
5 to 10	4.0	3.7	4.0	5.0	2.3	4.3	0.0
11 to 20	2.0	1.8	2.2	2.0	2.6	1.8	0.0
21 to 50	1.2	1.0	1.2	1.4	2.0	0.9	7.6
51+	1.2	0.9	1.3	1.0	1.3	4.0	0.0
Of your professional writings have been published or accepted for publication?							
None	26.1	19.3	24.8	22.6	51.6	70.8	64.1
1 to 2	31.1	29.5	33.5	33.6	29.2	21.6	23.9
3 to 4	22.0	22.1	23.1	26.1	14.7	5.8	6.3
5 to 10	16.0	21.1	15.0	14.9	3.8	0.9	5.7
11 to 20	3.6	5.8	2.7	2.3	0.2	0.4	0.0
21 to 50	0.9	1.6	0.7	0.2	0.2	0.5	0.0
51+	0.3	0.5	0.1	0.2	0.2	0.0	0.0

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
General activities							
Are you a member of a faculty union?	20.0	20.0	21.3	20.2	21.0	10.7	0.0
Are you a U.S. citizen?	92.9	96.9	93.4	83.9	95.7	97.0	100.0
Were you born in the U.S.A.?	84.4	85.9	84.4	79.2	87.0	92.8	100.0
Do you plan to retire within the next three years?	14.3	24.5	10.5	3.1	15.0	6.7	15.1
Do you use your scholarship to address local community needs?	43.8	45.1	45.1	39.0	51.1	41.4	22.1
Have you been sexually harassed at this institution?	2.3	2.5	2.6	1.4	1.3	5.4	11.9
Have you ever interrupted your professional career for more than one year for family reasons? [2]	5.0	3.5	5.6	5.6	7.0	8.6	22.7
Have you ever received an award for outstanding teaching?	44.0	54.5	45.3	30.8	38.6	23.5	42.5
Have you published op-ed pieces or editorials?	27.8	36.3	25.5	18.1	29.6	16.4	32.6
Is (or was) your:							
Father an academic?	13.3	11.5	14.9	15.4	11.3	12.1	8.7
Mother an academic?	8.0	7.1	8.3	8.8	10.7	6.9	0.0
Spouse/partner an academic?	31.9	34.6	32.6	26.4	36.4	27.7	53.3
Are you currently teaching courses at more than one institution?	4.8	4.2	4.1	4.1	10.3	10.4	7.2
During the past two years, have you:							
Considered early retirement?	20.3	29.2	20.1	7.5	15.7	16.6	30.6
Considered leaving academe for another job?	29.7	19.8	33.0	36.1	40.8	46.3	30.6
Considered leaving this institution for another?	45.1	37.4	51.5	50.6	40.7	50.4	34.7
Changed academic institutions?	11.0	6.6	8.1	20.8	14.0	11.8	1.7
Engaged in paid consulting outside of your institution?	40.8	45.6	41.9	32.7	48.0	27.3	42.7
Engaged in public service/professional consulting without pay?	58.6	62.8	59.9	52.6	57.2	48.8	62.2
Received at least one firm job offer?	22.4	16.0	19.3	33.9	27.9	27.8	2.3
Received funding for your work from:							
Foundations?	20.8	23.4	20.5	20.2	18.9	6.6	6.1
State or federal government?	30.2	37.3	30.8	25.1	20.3	8.5	4.4
Business or industry?	16.7	19.8	17.4	13.7	12.5	7.7	26.8
Requested/sought an early promotion?	7.2	5.4	9.7	7.9	7.3	5.6	0.0
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:							
Come to this institution? [2]							
Definitely yes	35.7	36.4	32.6	35.1	45.9	38.2	27.9
Probably yes	33.5	32.8	32.4	35.3	30.1	40.4	26.8
Not sure	16.1	16.1	18.2	16.4	9.2	12.5	20.9
Probably no	9.6	9.7	10.5	8.8	11.9	4.7	24.4
Definitely no	5.0	4.9	6.2	4.4	2.8	4.2	0.0
Be a college professor?							
Definitely yes	65.9	72.0	63.4	63.9	58.9	48.0	53.4
Probably yes	23.8	19.8	25.5	24.7	29.6	34.6	36.1
Not sure	7.4	5.7	7.8	8.5	8.1	13.1	10.5
Probably no	2.3	2.0	2.8	2.3	2.2	2.0	0.0
Definitely no	0.7	0.5	0.6	0.7	1.2	2.3	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Attributes noted as being “very descriptive” of your institution							
It is easy for students to see faculty outside of regular office hours	60.1	60.5	59.7	63.3	50.0	56.2	31.5
There is a great deal of conformity among the students	29.9	28.3	30.7	35.0	23.0	22.0	57.0
The faculty are typically at odds with campus administration	19.1	18.9	21.0	19.5	11.7	18.3	19.1
Faculty here respect each other	47.3	47.9	44.6	51.1	43.4	43.5	28.4
Most students are treated like “numbers in a book”	4.4	4.5	4.2	3.7	7.8	2.7	25.9
Social activities are overemphasized	8.5	9.0	8.8	7.8	7.8	5.9	25.1
Faculty are rewarded for being good teachers	16.2	17.2	14.5	16.9	17.8	13.2	2.0
There is respect for the expression of diverse values and beliefs	36.1	37.4	32.7	34.4	47.4	39.1	16.7
Faculty are rewarded for their efforts to use instructional technology	18.4	18.5	17.5	18.6	19.6	20.2	2.0
Faculty are rewarded for their efforts to work with underprepared students	5.1	4.9	4.1	5.3	10.9	5.4	2.2
Administrators consider faculty concerns when making policy [2]	13.4	14.0	11.1	13.6	18.3	14.9	9.1
The administration is open about its policies	17.0	17.1	13.7	17.6	26.2	19.8	9.1
Do you, “to a great extent”:							
Engage in academic work that spans multiple disciplines	40.0	39.1	41.5	43.5	38.5	26.2	38.0
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	40.4	43.3	36.4	44.4	29.4	32.1	32.6
Achieve a healthy balance between your personal life and your professional life	38.7	45.5	35.6	29.8	41.5	40.7	26.5
Experience close alignment between your work and your personal values	64.7	70.4	61.1	59.9	64.7	62.2	63.7
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	22.8	17.4	22.7	27.1	33.1	32.6	28.4
Mentor new faculty [2]	19.8	29.8	20.3	7.7	10.1	8.1	3.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Aspects of your job with which you are “very satisfied” or “satisfied”: [3]							
Salary [2]	48.9	57.4	44.2	45.0	38.7	38.2	35.8
Health benefits [2]	67.9	69.5	65.1	66.3	76.3	67.3	81.5
Retirement benefits [2]	69.6	70.1	66.1	71.7	73.5	69.8	58.5
Opportunity for scholarly pursuits	58.4	66.0	53.9	50.3	63.3	54.7	49.1
Teaching load	60.4	66.3	55.1	54.6	62.7	67.0	50.7
Quality of students	55.5	58.6	52.1	52.5	63.3	53.4	65.5
Office/lab space	68.0	72.9	65.5	64.5	65.8	61.0	78.5
Autonomy and independence	85.9	87.5	85.4	83.9	88.2	82.9	57.1
Professional relationships with other faculty	77.7	80.1	75.2	78.5	75.7	70.7	56.5
Social relationships with other faculty	65.6	65.3	64.3	68.1	64.7	64.0	49.7
Competency of colleagues	77.1	78.9	74.4	75.4	80.6	79.9	89.6
Visibility for jobs at other institutions/organizations	55.1	62.8	47.1	52.6	52.9	52.4	59.0
Job security	80.8	93.4	86.2	65.8	56.6	53.3	35.0
Relationship with administration	59.1	59.6	56.8	57.7	67.0	64.2	45.7
Departmental leadership [2]	71.4	71.2	69.7	71.7	74.9	75.4	67.5
Course assignments [2]	85.5	88.2	83.7	82.9	86.0	84.8	74.8
Freedom to determine course content [2]	93.3	95.1	93.4	91.7	93.6	87.5	58.9
Availability of child care at this institution	33.7	38.2	29.6	32.5	30.1	34.3	82.9
Prospects for career advancement	57.7	67.2	52.5	58.2	41.3	32.4	17.2
Clerical/administrative support	63.0	62.0	59.6	63.4	77.3	70.5	58.7
Overall job satisfaction	76.6	80.6	73.2	73.1	81.7	74.4	69.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

[3] Respondents marking “Not Applicable” were not included in the computation of these results.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Do you agree “strongly” or “somewhat”?							
Faculty are interested in students' personal problems	82.0	80.7	81.6	84.5	82.3	82.4	74.1
Racial and ethnic diversity should be more strongly reflected in the curriculum	52.3	47.8	53.1	58.9	55.9	49.0	54.5
Faculty feel that most students are well-prepared academically	43.7	46.0	39.8	43.5	45.7	43.9	34.4
This institution should hire more faculty of color	69.2	70.8	69.5	70.4	63.7	57.2	36.0
Student Affairs staff have the support and respect of faculty	75.6	74.2	73.2	78.4	79.4	81.9	89.4
Faculty are committed to the welfare of this institution	90.5	90.7	90.5	91.6	86.3	90.1	88.1
Faculty here are strongly interested in the academic problems of undergraduates	87.7	88.6	87.3	88.5	82.6	85.7	91.2
There is a lot of campus racial conflict here	8.6	6.5	9.6	12.0	8.6	5.0	1.7
Most students are strongly committed to community service	49.3	49.6	48.3	50.8	46.9	47.2	51.7
My research is valued by faculty in my department	75.9	79.4	73.8	77.0	70.4	61.3	56.0
My teaching is valued by faculty in my department	90.2	91.4	88.4	91.4	90.6	84.2	73.7
Many courses include feminist perspectives	40.8	40.6	38.2	41.9	48.1	41.4	51.4
Faculty of color are treated fairly here	92.1	93.3	90.7	89.9	95.3	95.6	94.6
Women faculty are treated fairly here	92.1	93.3	90.7	90.0	96.3	94.7	97.7
Many courses involve students in community service	44.8	43.0	43.8	46.6	46.6	54.1	49.6
This institution should hire more women faculty	53.2	55.3	52.8	53.9	50.2	38.7	29.4
Gay and lesbian faculty are treated fairly here	83.2	85.1	81.1	80.6	86.4	86.4	70.1
My department does a good job of mentoring new faculty	72.2	77.7	69.5	66.3	66.6	76.5	91.5
Faculty are sufficiently involved in campus decision making	52.5	50.8	47.6	56.6	60.1	61.5	82.3
My values are congruent with the dominant institutional values	72.1	73.6	69.1	72.8	71.6	74.3	60.8
There is adequate support for integrating technology in my teaching	85.8	86.0	84.0	86.3	91.2	84.9	92.7
This institution takes responsibility for educating underprepared students	65.0	65.5	59.7	67.2	67.4	74.2	74.8
The criteria for advancement and promotion decisions are clear	74.3	83.4	68.9	69.5	66.0	63.4	52.1
Most of the students I teach lack the basic skills for college level work	35.4	32.0	36.4	38.1	35.5	45.2	17.1
There is adequate support for faculty development	69.3	68.8	65.0	70.9	78.2	77.1	67.4
This institution should not offer remedial/developmental education	31.3	37.2	31.0	26.3	22.2	21.7	23.6

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Issues you believe to be of “high” or “highest” priority at your institution:							
To promote the intellectual development of students	85.6	87.2	83.9	84.2	91.4	82.8	97.7
To help students examine and understand their personal values	55.1	54.6	52.7	56.5	53.9	64.0	81.9
To develop a sense of community among students and faculty	51.9	50.6	48.9	53.7	58.1	62.4	72.2
To facilitate student involvement in community service	42.5	40.4	41.3	44.9	45.7	50.3	60.9
To help students learn how to bring about change in American society	32.4	29.6	30.5	34.8	41.7	42.2	13.1
To increase or maintain institutional prestige	63.6	63.2	62.8	63.4	70.3	64.8	70.5
To hire faculty “stars”	29.0	32.1	26.2	25.1	40.4	25.5	8.8
To recruit more minority students	48.6	52.2	46.7	44.8	56.4	39.7	16.8
To enhance the institution’s national image	70.0	70.8	68.9	69.0	75.5	68.2	49.8
To create a diverse multi-cultural campus environment	51.6	53.7	48.3	49.2	62.6	50.0	48.2
To promote gender equity among faculty	57.1	62.1	52.6	53.8	63.2	49.2	58.4
To provide resources for faculty to engage in community-based teaching or research	33.5	28.3	31.0	38.1	48.5	47.5	44.4
To create and sustain partnerships with surrounding communities	44.8	37.8	43.0	51.3	58.6	61.6	49.3
To pursue extramural funding	60.9	63.5	59.0	59.0	63.8	56.7	68.8
To increase the representation of minorities in the faculty and administration	44.7	48.6	42.3	41.6	50.5	34.6	25.6
To strengthen links with the for-profit, corporate sector [2]	48.4	45.8	47.5	50.2	62.6	50.0	31.6
To develop leadership ability among students	57.5	57.5	53.1	57.7	66.4	68.0	79.3
To increase the representation of women in the faculty and administration	41.9	45.8	37.7	39.5	50.3	34.3	31.6
To develop an appreciation for multiculturalism [2]	53.0	55.5	49.6	50.0	59.5	57.3	43.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Do you agree “strongly” or “somewhat”?							
Western civilization and culture should be the foundation for the undergraduate curriculum	62.8	66.6	60.3	57.3	71.5	61.1	73.0
College officials have the right to ban persons with extreme views from speaking on campus	30.0	28.2	30.1	31.6	30.0	34.9	50.8
The chief benefit of a college education is that it increases one's earning power	29.5	28.2	29.1	29.4	34.2	37.8	17.1
Promoting diversity leads to the admission of too many underprepared students	27.9	29.9	26.7	25.7	28.8	28.2	15.1
Colleges should be actively involved in solving social problems	68.1	65.0	69.2	71.2	72.9	67.4	56.5
Tenure is an outmoded concept	28.7	22.3	24.5	32.7	51.0	55.8	35.5
Colleges should encourage students to be involved in community service activities	85.2	82.9	86.9	86.6	88.2	84.4	98.3
Community service should be given weight in college admissions decisions	64.4	61.0	65.5	68.3	65.6	64.1	98.3
A racially/ethnically diverse student body enhances the educational experience of all students	91.6	92.3	91.6	92.0	89.8	86.1	88.1
Realistically, an individual can do little to bring about changes in society	23.1	24.8	23.6	20.9	18.7	23.6	7.3
Colleges should be concerned with facilitating undergraduate students' spiritual development	37.0	34.3	38.3	38.5	39.2	42.1	58.0
Colleges have a responsibility to work with their surrounding communities to address local issues	86.1	83.4	87.6	88.8	86.3	87.1	81.3
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.3	54.3	60.1	59.3	67.9	63.9	68.4

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Factors noted as a source of stress for you during the last two years							
Managing household responsibilities	67.6	57.1	74.3	77.5	66.6	69.4	75.5
Child care	30.7	22.1	38.3	39.0	23.2	29.0	8.0
Care of elderly parent	30.9	34.6	31.7	24.5	29.5	29.1	29.3
My physical health	46.7	47.9	46.7	43.1	54.7	44.9	33.8
Health of spouse/partner	38.9	40.9	38.3	37.1	37.9	35.3	39.8
Review/promotion process	46.6	21.1	55.6	77.7	46.1	53.5	47.6
Subtle discrimination (e.g., prejudice, racism, sexism)	18.2	15.6	21.0	19.3	20.6	15.4	45.3
Personal finances	61.3	49.5	63.7	72.4	71.3	77.1	68.2
Committee work	59.3	63.0	67.9	56.0	31.0	34.3	73.1
Faculty meetings	51.0	54.1	56.1	48.7	30.1	35.8	15.0
Colleagues	61.3	64.8	66.5	53.8	49.2	56.0	43.3
Students	61.4	55.8	64.9	65.3	59.8	69.8	67.0
Research or publishing demands	61.1	54.1	70.4	76.7	34.0	28.2	10.4
Institutional procedures and "red tape"	72.0	73.7	75.1	70.5	62.7	61.9	49.8
Teaching load	59.6	50.5	64.6	70.0	60.1	54.8	55.3
Children's problems	31.7	33.6	35.2	26.8	28.1	25.4	17.4
Friction with spouse/partner	27.4	22.6	32.2	31.0	25.9	25.6	41.5
Lack of personal time	67.8	64.3	69.5	74.6	59.1	64.4	65.6
Keeping up with information technology	48.3	54.1	48.1	39.4	46.9	45.5	81.6
Job security	28.3	8.4	21.9	56.3	51.9	55.9	54.3
Being part of a dual career couple	40.5	34.3	46.0	44.6	44.1	36.4	62.8
Working with underprepared students	59.0	54.3	62.4	60.5	60.9	67.3	83.6
Classroom conflict	16.3	13.4	16.6	18.3	18.8	23.5	19.4
Self-imposed high expectations	77.0	73.8	79.2	80.5	72.8	79.3	82.4
Change in work responsibilities	40.6	34.9	45.5	42.1	40.6	53.4	49.6
Personal goals noted as "very important" or "essential":							
Becoming an authority in my field	61.5	63.7	56.9	67.1	53.0	53.0	44.2
Influencing the political structure	18.0	18.0	17.7	17.9	22.3	14.7	8.7
Influencing social values	35.3	31.5	36.6	38.7	46.3	30.9	35.9
Raising a family	72.4	74.0	72.4	71.2	69.8	69.1	70.3
Becoming very well off financially	34.3	35.6	32.3	33.5	36.8	35.6	12.1
Helping others who are in difficulty	61.2	57.9	61.8	62.7	72.9	63.7	63.0
Becoming involved in programs to clean up the environment	33.1	31.7	32.7	33.7	43.7	31.8	27.6
Developing a meaningful philosophy of life	70.8	69.5	71.4	70.3	81.5	67.8	75.2
Helping to promote racial understanding	48.4	48.3	46.3	49.6	60.4	40.2	67.5
Obtaining recognition from my colleagues for contributions to my special field	47.0	47.5	45.0	53.3	42.2	30.0	49.9
Integrating spirituality into my life	43.8	41.4	43.8	44.7	51.8	50.3	50.6

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]							
Ask questions in class							
Frequently	92.9	93.3	92.2	94.5	91.2	88.7	87.8
Occasionally	6.9	6.6	7.7	5.1	8.8	11.3	12.2
Not at all	0.2	0.1	0.2	0.4	0.0	0.0	0.0
Support their opinions with a logical argument							
Frequently	80.4	80.0	80.2	82.1	80.3	78.0	75.2
Occasionally	18.5	18.9	18.8	16.9	19.3	21.0	24.8
Not at all	1.0	1.1	1.0	1.0	0.4	1.1	0.0
Seek solutions to problems and explain them to others							
Frequently	71.3	69.3	70.8	72.7	77.6	76.3	70.2
Occasionally	26.7	28.4	27.0	25.7	21.6	23.2	29.8
Not at all	1.9	2.3	2.3	1.6	0.8	0.5	0.0
Revise their papers to improve their writing							
Frequently	52.3	53.4	52.4	50.6	52.9	49.4	84.6
Occasionally	37.2	36.5	37.3	38.5	32.7	42.5	15.4
Not at all	10.5	10.1	10.3	10.9	14.3	8.1	0.0
Evaluate the quality or reliability of information they receive							
Frequently	69.0	69.1	69.8	66.3	78.0	66.6	60.4
Occasionally	28.6	28.1	28.3	31.3	19.7	31.9	39.6
Not at all	2.4	2.7	1.9	2.4	2.4	1.6	0.0
Take risks for potential gains							
Frequently	33.8	32.2	33.2	34.8	39.1	37.7	62.6
Occasionally	50.3	51.2	50.9	48.1	49.2	51.6	35.4
Not at all	15.9	16.6	15.9	17.1	11.7	10.6	2.0
Seek alternative solutions to a problem							
Frequently	60.9	59.4	58.6	62.4	70.6	65.7	90.8
Occasionally	36.8	38.1	38.6	35.9	28.3	32.9	9.2
Not at all	2.3	2.6	2.9	1.7	1.1	1.4	0.0
Look up scientific research articles and resources							
Frequently	52.4	54.7	50.9	52.1	51.1	44.4	56.7
Occasionally	36.4	35.0	37.1	36.3	40.6	41.1	0.0
Not at all	11.2	10.2	12.0	11.6	8.2	14.5	43.3
Explore topics on their own, even though it was not required for a class							
Frequently	48.8	49.8	48.0	48.4	45.1	50.8	69.3
Occasionally	46.8	46.3	47.4	47.2	49.1	44.0	23.5
Not at all	4.4	4.0	4.5	4.5	5.8	5.2	7.2
Acknowledge failure as a necessary part of the learning process							
Frequently	46.2	43.5	46.5	47.6	50.3	54.0	70.1
Occasionally	46.2	48.0	45.9	45.3	44.8	40.6	22.7
Not at all	7.6	8.5	7.6	7.1	4.9	5.4	7.2
Seek feedback on their academic work							
Frequently	66.9	66.2	66.7	66.5	71.1	69.4	77.3
Occasionally	31.1	31.8	31.4	30.8	27.5	28.9	22.7
Not at all	2.1	2.0	1.9	2.7	1.4	1.7	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Methods you use in “all” or “most” of the courses you teach:							
Multiple-choice exams [2]	32.0	27.7	32.2	35.8	35.1	44.0	10.5
Essay exams [2]	45.0	47.6	44.9	43.0	38.0	42.9	28.6
Short-answer exams [2]	46.4	44.9	48.4	48.6	37.7	48.0	21.1
Quizzes	38.9	35.8	38.8	42.4	40.8	44.9	39.2
Weekly essay assignments	19.5	19.2	16.7	19.5	30.0	23.0	50.2
Student presentations	40.6	38.8	40.6	42.6	39.9	46.1	62.7
Term/research papers	42.5	42.8	42.9	44.2	37.8	34.9	57.9
Student evaluations of each others' work	19.7	16.7	16.8	23.3	28.2	29.8	64.6
Grading on a curve	20.8	22.8	21.6	17.6	23.5	14.0	3.2
Competency-based grading	51.6	52.6	51.4	47.7	61.5	51.4	77.9
Class discussions	78.3	76.6	76.4	80.7	80.3	87.4	80.5
Cooperative learning (small groups)	50.0	43.8	48.8	56.9	59.5	60.9	67.2
Experiential learning/Field studies	25.5	24.1	24.1	28.2	24.6	32.3	41.4
Teaching assistants	13.3	16.4	11.0	12.0	14.2	5.6	0.7
Recitals/Demonstrations	20.9	20.3	18.9	20.7	32.8	22.8	17.4
Group projects	31.1	27.8	30.8	35.1	33.3	36.7	62.7
Extensive lecturing	54.8	58.4	54.6	49.8	55.2	51.7	12.2
Multiple drafts of written work	21.2	20.1	20.2	23.5	25.7	18.3	67.0
Readings on racial and ethnic issues	17.9	15.1	16.8	21.8	25.2	19.3	52.4
Readings on women and gender issues	15.5	13.1	15.9	18.2	19.6	14.2	37.3
Student-developed activities (assignments, exams, etc.)	26.2	25.3	24.3	26.4	32.0	33.4	55.3
Student-selected topics for course content	15.2	13.9	13.3	16.4	21.7	21.9	40.0
Reflective writing/journaling	16.3	13.6	14.9	18.5	23.5	25.3	66.0
Community service as part of coursework	5.3	4.5	5.4	5.6	7.6	7.1	5.2
Electronic quizzes with immediate feedback in class [2]	6.3	4.6	6.2	8.0	10.0	7.1	0.0
Using real-life problems [2]	53.8	49.7	50.3	60.7	59.1	65.5	55.4
Using student inquiry to drive learning	43.7	40.6	40.2	48.8	50.8	52.5	73.5

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
YOUR BASE INSTITUTIONAL SALARY							
9/10 month contract							
Less than \$20,000	1.9	2.3	1.8	1.1	2.6	2.3	0.0
\$20,000 to 29,999	0.4	0.1	0.0	0.0	2.4	5.2	0.0
\$30,000 to 39,999	3.5	0.3	0.8	2.6	27.1	30.7	0.0
\$40,000 to 49,999	11.8	1.0	6.4	27.8	27.2	37.1	53.8
\$50,000 to 59,999	18.4	4.5	23.9	35.8	17.5	15.3	14.9
\$60,000 to 69,999	15.8	10.2	27.7	15.0	8.0	6.3	0.0
\$70,000 to 79,999	13.8	17.5	17.1	7.9	6.7	0.8	0.0
\$80,000 to 89,999	10.7	16.7	11.9	3.3	1.4	0.6	0.0
\$90,000 to 99,999	8.4	15.4	4.8	3.5	1.9	1.4	31.4
\$100,000 to 124,999	11.2	22.7	4.9	2.4	5.3	0.3	0.0
\$125,000 to 149,999	2.3	5.4	0.4	0.4	0.0	0.0	0.0
\$150,000 or more	1.7	4.0	0.3	0.2	0.0	0.0	0.0
11/12 month contract							
Less than \$20,000	2.4	2.2	2.5	1.6	1.4	6.8	0.0
\$20,000 to 29,999	0.6	0.3	0.4	0.0	1.8	3.5	0.0
\$30,000 to 39,999	2.9	0.4	0.2	2.3	7.3	19.7	4.1
\$40,000 to 49,999	12.0	0.9	4.1	22.7	32.6	35.1	46.1
\$50,000 to 59,999	15.0	2.2	14.6	33.5	25.8	14.4	34.6
\$60,000 to 69,999	12.3	6.3	20.8	16.5	8.5	9.6	9.0
\$70,000 to 79,999	9.4	9.4	14.3	7.3	4.5	5.7	6.3
\$80,000 to 89,999	13.1	16.3	17.5	8.8	7.6	3.5	0.0
\$90,000 to 99,999	8.8	13.8	8.5	3.5	8.8	0.3	0.0
\$100,000 to 124,999	14.3	26.1	15.4	3.0	1.6	0.9	0.0
\$125,000 to 149,999	4.5	11.1	1.1	0.5	0.0	0.0	0.0
\$150,000 or more	4.4	11.1	0.9	0.2	0.0	0.4	0.0
Your base institutional salary is based on:							
9/10 months	74.4	75.4	76.8	76.8	60.1	60.8	41.7
11/12 months	25.6	24.6	23.2	23.2	39.9	39.2	58.3
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]							
Income from this institution							
All	59.8	58.3	61.2	64.7	44.6	59.8	38.6
75 to 99	31.5	34.4	32.7	28.1	27.9	23.2	39.1
50 to 74	6.3	6.0	4.4	5.1	16.2	12.3	7.3
25 to 49	1.7	1.1	1.1	1.3	9.3	3.5	15.1
1 to 24	0.4	0.1	0.4	0.4	1.9	0.8	0.0
None	0.2	0.1	0.2	0.3	0.0	0.5	0.0
Other academic income							
All	0.1	0.0	0.0	0.0	0.0	0.5	0.0
75 to 99	0.1	0.0	0.0	0.1	0.0	0.0	0.0
50 to 74	0.6	0.3	0.4	0.7	3.1	0.5	0.0
25 to 49	2.2	2.6	2.0	1.3	4.7	1.0	0.0
1 to 24	17.0	18.7	16.8	15.2	18.3	11.8	8.3
None	80.1	78.4	80.7	82.6	73.8	86.2	91.7
Non-academic income							
All	0.1	0.0	0.2	0.3	0.0	0.3	0.0
75 to 99	0.5	0.2	0.5	0.3	2.0	1.8	0.0
50 to 74	2.0	1.3	1.4	1.5	9.4	5.4	15.2
25 to 49	5.4	5.1	3.8	4.8	10.6	11.4	19.6
1 to 24	22.7	25.4	23.2	19.4	22.6	15.0	26.4
None	69.2	68.0	70.9	73.6	55.4	66.1	38.8

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
What is your age as of 12/31/2007?							
Less than 30	1.4	0.0	0.0	2.6	1.8	13.0	2.1
30 to 34	5.8	0.0	1.4	18.6	7.9	11.8	0.0
35 to 39	11.5	0.5	11.3	28.4	13.6	17.4	11.6
40 to 44	11.8	4.0	18.6	17.8	12.1	9.3	0.0
45 to 49	12.8	10.4	18.7	11.2	11.2	10.6	0.0
50 to 54	14.2	17.0	16.7	7.1	10.8	15.2	30.2
55 to 59	16.4	23.3	14.7	8.2	18.4	8.2	3.2
60 to 64	14.6	23.8	11.6	3.8	13.9	9.7	23.3
65 to 69	8.6	16.0	5.4	1.7	3.9	3.2	17.5
70 or more	2.9	4.9	1.5	0.5	6.6	1.7	12.2
Year of highest degree now held							
Before 1970	8.0	14.9	4.2	1.0	10.6	3.4	0.0
1971 to 1975	9.5	17.8	5.7	1.0	7.0	5.4	30.7
1976 to 1980	11.3	19.2	9.1	2.7	8.7	4.9	0.0
1981 to 1985	11.7	18.1	9.4	3.0	14.2	11.7	23.6
1986 to 1990	12.2	16.2	13.9	5.3	9.4	8.1	0.0
1991 to 1995	12.3	10.3	20.6	8.4	7.9	10.0	7.6
1996 to 2000	15.1	2.7	28.2	19.8	18.3	18.9	0.0
2001 to 2005	15.4	0.7	8.0	44.7	18.8	26.9	14.1
2006 to 2007	4.5	0.1	0.9	14.2	5.2	10.7	24.0
Year of appointment at current position							
Before 1970	4.8	9.8	2.4	0.7	2.7	0.0	0.0
1971 to 1975	4.7	9.7	2.2	0.3	2.7	0.5	0.0
1976 to 1980	7.1	14.1	4.8	0.6	1.2	0.8	15.4
1981 to 1985	8.4	14.6	7.1	1.6	4.4	3.0	0.0
1986 to 1990	12.0	20.3	11.0	1.4	9.5	3.5	0.0
1991 to 1995	10.6	14.5	13.0	2.9	6.9	7.2	7.4
1996 to 2000	15.9	9.6	34.3	5.3	21.3	12.3	17.5
2001 to 2005	25.4	5.7	21.7	56.0	35.7	45.8	42.5
2006 to 2007	11.1	1.7	3.5	31.1	15.5	26.8	17.2
If tenured, year tenure was awarded							
Before 1970	1.6	2.1	0.3	4.6	6.7	6.2	0.0
1971 to 1975	5.2	7.1	2.0	3.5	40.3	0.0	0.0
1976 to 1980	7.5	10.7	2.2	6.2	5.8	0.0	0.0
1981 to 1985	11.1	15.5	4.8	0.8	0.0	0.0	100.0
1986 to 1990	13.1	16.5	7.4	13.3	0.0	0.0	0.0
1991 to 1995	16.7	20.6	10.7	9.4	11.4	13.0	0.0
1996 to 2000	15.3	17.1	13.3	6.4	14.9	4.9	0.0
2001 to 2005	17.9	8.5	34.0	18.1	20.9	11.2	0.0
2006 to 2007	11.6	1.8	25.3	37.6	0.0	64.6	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Biological Science							
Agriculture	1.2	1.7	1.2	0.6	1.5	0.6	0.0
Forestry	0.3	0.1	0.2	0.7	0.0	0.2	0.0
Bacteriology, Molecular Biology	0.9	1.2	1.0	0.9	0.1	0.3	0.0
Biochemistry	1.0	1.0	0.8	1.2	1.2	0.4	0.0
Biophysics	0.1	0.0	0.1	0.1	0.0	0.0	0.0
Botany	0.8	1.1	0.6	0.6	0.1	0.2	0.0
Environmental Science	0.6	0.6	0.5	0.7	0.6	0.6	0.0
Marine (life) Sciences	0.2	0.2	0.3	0.1	0.2	0.0	0.0
Physiology, Anatomy	0.9	1.1	1.0	0.6	0.2	0.5	0.0
Zoology	1.4	2.3	1.2	0.6	0.2	0.4	0.0
General, Other Biological Sciences	1.9	2.2	1.8	1.4	2.6	1.2	0.0
Business							
Accounting	1.1	1.2	1.1	0.8	1.5	0.9	0.0
Finance	0.8	0.5	0.9	1.0	0.6	2.3	0.0
International Business	0.1	0.1	0.1	0.1	0.1	0.4	0.0
Management	2.4	1.5	2.3	3.9	2.2	2.8	0.0
Marketing	1.0	1.0	0.7	1.4	0.0	1.7	0.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.4	0.8	1.3	1.6	2.0	3.7	0.0
Education							
Business Education	0.2	0.2	0.2	0.1	0.1	0.5	0.0
Educational Administration	1.0	0.4	0.8	1.3	2.8	2.4	0.0
Educational Psychology/Counseling	0.7	0.4	0.8	1.3	0.6	0.3	0.0
Elementary Education	0.4	0.5	0.7	0.3	0.0	0.0	0.0
Higher Education	0.9	0.8	0.7	1.2	1.0	1.0	0.0
Music or Art Education	0.2	0.1	0.3	0.4	0.0	0.3	0.0
Physical or Health Education	1.6	1.6	1.0	1.1	3.5	4.7	0.0
Secondary Education	0.8	0.6	0.8	1.2	0.3	0.8	0.0
Special Education	0.4	0.2	0.4	1.0	0.0	0.4	0.0
General, Other Education Fields	2.0	1.3	1.8	2.8	1.5	3.7	17.5
Engineering							
Aero-/Astronautical Engineering	0.3	0.5	0.4	0.1	0.0	0.2	0.0
Chemical Engineering	0.5	0.6	0.4	0.4	0.2	0.0	0.0
Civil Engineering	1.1	1.3	1.1	0.8	0.6	0.2	0.0
Electrical Engineering	1.3	1.3	1.4	1.5	0.9	1.2	0.0
Industrial Engineering	0.3	0.3	0.4	0.3	0.0	0.4	0.0
Mechanical Engineering	1.5	1.4	2.1	1.4	1.0	0.9	0.0
General, Other Engineering Fields	1.4	1.6	1.3	1.4	1.1	0.6	0.0
Health							
Dentistry	0.4	0.1	1.3	0.3	0.0	0.0	0.0
Health Technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medicine or Surgery	0.2	0.3	0.1	0.2	0.0	0.0	0.0
Nursing	0.3	0.0	0.4	0.2	0.2	2.2	0.0
Pharmacy, Pharmacology	0.7	0.4	1.6	0.6	0.0	0.2	0.0
Therapy (speech, physical, occup.)	0.2	0.1	0.4	0.2	0.0	0.3	0.0
Veterinary Medicine	0.1	0.0	0.2	0.1	0.0	0.0	0.0
General, Other Health Fields	0.6	0.3	0.7	0.6	0.6	1.7	0.0

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Humanities							
History	4.5	4.8	5.5	4.0	3.3	1.5	3.1
Political Science, Government	2.9	3.3	3.2	2.9	1.3	1.1	0.0
English Language & Literature	5.6	5.4	5.3	5.1	9.1	6.1	23.3
Foreign Languages & Literature	0.8	0.7	0.6	1.0	0.8	1.4	0.0
French	0.4	0.5	0.3	0.4	0.0	0.1	0.0
German	0.3	0.4	0.3	0.3	0.4	0.0	0.0
Spanish	0.8	0.7	0.9	1.0	0.9	1.0	0.0
Other Foreign Languages	0.4	0.5	0.4	0.3	0.4	0.1	0.0
Linguistics	0.5	0.4	0.8	0.3	0.8	0.6	0.0
Philosophy	2.5	2.4	2.6	2.8	1.6	1.1	11.6
Religion or Theology	2.3	2.3	2.5	2.2	3.6	1.4	0.0
General, Other Humanities Fields	1.0	0.8	1.0	1.1	2.1	0.0	0.0
Fine Arts							
Architecture/Urban Planning	0.7	0.7	0.6	0.9	0.0	0.2	0.0
Art	1.8	1.7	2.0	1.3	3.6	2.4	0.0
Dramatics or Speech	1.6	1.6	1.7	1.3	1.8	1.8	0.0
Music	3.4	3.3	3.8	3.1	3.3	4.0	7.4
Television or Film	0.4	0.2	0.4	0.7	0.4	1.3	0.0
Other Fine Arts	0.9	0.6	0.7	0.8	1.6	2.8	0.0
Physical Science							
Mathematics and/or Statistics	6.1	6.8	5.6	4.9	6.3	8.3	0.0
Astronomy	0.3	0.4	0.4	0.2	0.2	0.1	0.0
Atmospheric Sciences	0.2	0.2	0.2	0.3	0.2	0.0	0.0
Chemistry	4.1	4.7	3.3	4.5	1.8	3.3	0.0
Earth Sciences	1.4	2.0	1.2	0.7	0.9	1.6	3.2
Geography	0.9	0.9	1.3	0.9	0.0	0.6	0.0
Marine Sciences (incl. Oceanography)	0.1	0.2	0.1	0.2	0.0	0.0	0.0
Physics	3.0	3.6	2.7	2.9	3.1	0.6	0.0
General, Other Physical Sciences	0.1	0.1	0.1	0.2	0.1	0.0	0.0
Social Science							
Anthropology	1.0	0.7	0.9	1.7	1.1	0.5	6.6
Archaeology	0.0	0.1	0.1	0.0	0.0	0.0	0.0
Clinical Psychology	1.1	0.7	0.9	1.3	4.2	0.2	0.0
Counseling and Guidance	0.4	0.3	0.5	0.1	1.0	0.6	0.0
Experimental Psychology	1.4	2.1	1.2	0.7	0.7	0.0	0.0
Social Psychology	0.8	1.0	0.8	0.5	1.3	0.1	0.0
General, Other Psychology	0.9	1.1	0.9	0.9	0.0	0.4	0.0
Economics	3.1	3.9	2.5	2.8	3.6	1.1	0.0
Sociology	2.2	2.5	1.4	2.8	2.5	0.6	0.0
Social Work, Social Welfare	0.6	0.4	0.5	1.0	0.0	0.8	0.0
General, Other Social Sciences	1.3	1.5	1.6	0.9	0.2	2.2	0.0

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Technical							
Computer Science	2.2	1.3	2.9	2.5	3.1	2.6	12.2
Data Processing, Computer Prog.	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Drafting/Design	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electronics	0.0	0.0	0.0	0.0	0.0	0.8	0.0
Industrial Arts	0.2	0.2	0.2	0.1	0.0	0.1	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.2	0.2	0.2	0.3	0.2	0.1	0.0
Other Fields							
Building Trades	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Communications	2.0	1.5	1.5	2.3	2.0	5.5	15.2
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Human Ecology/Family Science	0.2	0.2	0.3	0.1	0.0	0.1	0.0
Journalism	0.5	0.3	0.5	0.4	2.6	0.4	0.0
Law	0.9	0.8	0.9	0.9	1.5	0.9	0.0
Law Enforcement	0.1	0.1	0.1	0.1	0.0	0.7	0.0
Library Science	0.3	0.1	0.2	0.4	0.1	1.9	0.0
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.0	0.1	0.0	0.0	0.0	0.0	0.0
All Other Fields	0.6	0.5	0.5	0.8	0.5	0.9	0.0

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Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Biological Science							
Agriculture	1.3	1.7	1.4	0.7	1.1	0.9	0.0
Forestry	0.1	0.1	0.2	0.1	0.0	0.0	0.0
Bacteriology, Molecular Biology	0.3	0.4	0.3	0.2	0.0	0.0	0.0
Biochemistry	0.3	0.4	0.3	0.2	1.0	0.0	0.0
Biophysics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.3	0.3	0.4	0.4	0.0	0.7	0.0
Environmental Science	0.7	0.9	0.6	0.6	0.2	0.0	3.2
Marine (life) Sciences	0.1	0.1	0.0	0.2	0.0	0.0	0.0
Physiology, Anatomy	0.3	0.3	0.3	0.3	0.2	0.2	0.0
Zoology	0.5	1.0	0.3	0.3	0.0	0.0	0.0
General, Other Biological Sciences	4.7	5.9	4.2	3.9	4.0	2.4	0.0
Business							
Accounting	1.4	1.5	1.4	1.4	1.5	0.9	0.0
Finance	0.9	0.8	0.8	1.0	0.4	2.3	0.0
International Business	0.2	0.2	0.2	0.1	0.2	0.0	0.0
Management	2.6	1.9	2.5	3.5	3.3	3.2	0.0
Marketing	1.2	0.9	0.8	1.6	2.3	2.6	15.2
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.9	1.7	2.0	2.1	1.4	2.4	0.0
Education							
Business Education	0.0	0.1	0.0	0.0	0.0	0.1	0.0
Educational Administration	0.2	0.1	0.2	0.3	0.4	0.1	2.1
Educational Psychology/Counseling	0.3	0.4	0.1	0.4	0.0	0.0	0.0
Elementary Education	0.8	0.8	0.9	1.3	0.0	0.0	0.0
Higher Education	0.5	0.8	0.1	0.1	2.3	0.2	0.0
Music or Art Education	0.1	0.0	0.1	0.2	0.0	0.5	0.0
Physical or Health Education	2.2	1.9	1.8	1.7	3.8	6.6	0.0
Secondary Education	0.8	0.4	0.8	1.7	0.1	0.1	0.0
Special Education	0.3	0.1	0.3	0.5	0.0	0.4	0.0
General, Other Education Fields	1.3	0.9	0.9	1.6	0.2	5.7	0.0
Engineering							
Aero-/Astronautical Engineering	0.3	0.5	0.4	0.1	0.6	0.0	0.0
Chemical Engineering	0.5	0.6	0.5	0.4	0.0	0.0	0.0
Civil Engineering	1.0	1.5	0.9	0.8	0.5	0.0	0.0
Electrical Engineering	1.1	1.3	1.1	1.2	0.5	0.5	0.0
Industrial Engineering	0.2	0.2	0.3	0.0	0.4	0.0	0.0
Mechanical Engineering	1.6	1.5	2.2	1.3	1.0	0.5	0.0
General, Other Engineering Fields	1.4	1.4	1.4	1.8	1.3	0.4	0.0
Health							
Dentistry	0.4	0.1	1.3	0.3	0.0	0.0	0.0
Health Technology	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Medicine or Surgery	0.4	0.3	0.1	0.9	0.0	0.0	0.0
Nursing	0.3	0.0	0.6	0.3	0.2	2.2	0.0
Pharmacy, Pharmacology	0.8	0.6	1.5	0.7	0.0	0.2	0.0
Therapy (speech, physical, occup.)	0.3	0.1	0.6	0.6	0.0	0.0	0.0
Veterinary Medicine	0.0	0.0	0.1	0.0	0.0	0.0	0.0
General, Other Health Fields	1.0	0.8	1.1	1.2	1.1	1.6	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Humanities							
History	4.1	4.5	4.8	3.5	3.4	1.3	3.1
Political Science, Government	2.8	3.1	3.1	2.7	1.5	1.4	0.0
English Language & Literature	6.1	5.8	5.9	5.6	10.4	7.0	40.8
Foreign Languages & Literature	1.8	1.7	1.5	2.3	1.9	1.5	0.0
French	0.2	0.2	0.1	0.2	0.1	0.0	0.0
German	0.2	0.2	0.3	0.1	0.6	0.2	0.0
Spanish	0.5	0.5	0.4	0.4	1.2	0.9	0.0
Other Foreign Languages	0.3	0.4	0.3	0.1	0.2	0.5	0.0
Linguistics	0.2	0.0	0.3	0.3	0.0	0.2	0.0
Philosophy	2.3	2.4	2.3	2.6	1.6	0.8	0.0
Religion or Theology	2.2	2.4	2.7	2.2	0.6	1.2	4.5
General, Other Humanities Fields	1.3	1.2	1.3	1.1	1.1	2.7	11.6
Fine Arts							
Architecture/Urban Planning	0.8	0.9	1.0	0.7	0.4	0.2	0.0
Art	2.1	1.9	2.2	1.6	3.6	2.7	0.0
Dramatics or Speech	1.6	1.5	1.8	1.4	1.5	1.6	0.0
Music	3.6	3.4	3.9	3.4	3.3	3.9	7.4
Television or Film	0.3	0.2	0.4	0.4	0.5	0.6	0.0
Other Fine Arts	0.6	0.3	0.7	0.6	1.1	1.4	0.0
Physical Science							
Mathematics and/or Statistics	5.9	6.2	5.5	5.4	4.2	9.7	0.0
Astronomy	0.2	0.2	0.3	0.0	0.1	0.0	0.0
Atmospheric Sciences	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Chemistry	4.1	4.8	3.3	4.5	1.8	3.4	0.0
Earth Sciences	1.4	1.8	1.3	0.8	0.7	1.3	0.0
Geography	0.9	1.0	0.9	1.0	0.0	0.4	0.0
Marine Sciences (incl. Oceanography)	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Physics	2.9	3.3	2.3	3.2	3.1	1.2	0.0
General, Other Physical Sciences	0.4	0.3	0.7	0.4	0.1	0.4	0.0
Social Science							
Anthropology	0.7	0.6	0.6	1.0	0.6	0.0	0.0
Archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.6	0.5	0.4	0.5	3.5	0.0	0.0
Counseling and Guidance	0.1	0.1	0.2	0.0	0.4	0.0	0.0
Experimental Psychology	0.7	1.1	0.6	0.5	0.2	0.0	0.0
Social Psychology	0.3	0.3	0.1	0.2	1.6	0.0	0.0
General, Other Psychology	2.1	2.5	2.3	1.9	1.5	0.4	0.0
Economics	2.5	3.3	2.0	2.2	3.1	0.6	0.0
Sociology	1.9	2.0	1.6	2.3	2.2	0.6	0.0
Social Work, Social Welfare	0.6	0.3	0.6	1.1	0.0	0.8	0.0
General, Other Social Sciences	2.1	2.2	2.2	2.0	1.5	2.0	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Technical							
Computer Science	2.5	1.8	3.2	2.3	4.4	3.6	12.2
Data Processing, Computer Prog.	0.1	0.2	0.1	0.2	0.0	0.1	0.0
Drafting/Design	0.1	0.0	0.0	0.2	0.0	0.0	0.0
Electronics	0.1	0.1	0.1	0.2	0.0	0.0	0.0
Industrial Arts	0.1	0.1	0.2	0.1	0.0	0.1	0.0
Mechanics	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other Technical	0.7	0.5	0.8	0.7	1.0	2.1	0.0
Other Fields							
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications	2.4	1.6	2.2	2.9	2.8	6.5	0.0
Ethnic Studies	0.2	0.1	0.0	0.3	1.9	0.0	0.0
Human Ecology/Family Science	0.1	0.1	0.3	0.1	0.0	0.0	0.0
Journalism	0.5	0.6	0.4	0.4	1.9	0.2	0.0
Law	0.1	0.1	0.1	0.2	0.0	0.3	0.0
Law Enforcement	0.2	0.2	0.1	0.3	0.0	0.7	0.0
Library Science	0.2	0.1	0.2	0.4	0.2	0.7	0.0
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.1	0.0	0.1	0.1	0.0	0.2	0.0
All Other Fields	1.2	0.8	1.4	1.4	1.9	1.4	0.0
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?							
Under 18 years old							
None	60.0	71.4	50.9	49.7	62.3	64.5	92.0
One	16.0	13.5	16.7	18.5	21.5	14.6	0.7
Two	16.3	10.8	21.9	21.5	9.3	14.0	7.3
Three	5.4	3.1	7.4	7.4	4.0	4.7	0.0
Four or more	2.2	1.2	3.0	2.9	2.9	2.1	0.0
18 years or older							
None	52.5	29.2	58.8	80.9	51.7	71.3	22.8
One	12.9	17.3	13.3	6.1	11.4	9.5	17.1
Two	19.7	30.1	15.5	8.6	22.5	8.8	45.0
Three	9.0	14.0	7.8	2.6	10.0	4.3	15.1
Four or more	5.9	9.5	4.6	1.8	4.4	6.0	0.0
How would you characterize your political views?							
Far left	8.0	6.9	8.5	9.7	9.3	6.1	5.7
Liberal	43.8	47.0	43.4	41.0	45.4	31.4	63.8
Middle of the Road	29.9	28.8	30.0	31.9	24.6	35.1	18.6
Conservative	17.3	16.6	16.9	16.7	18.8	26.5	11.9
Far right	0.9	0.8	1.2	0.7	1.9	1.0	0.0
Are you currently:							
Single	8.2	4.7	7.6	12.0	10.9	16.8	9.2
Married	82.9	87.7	83.8	77.8	76.2	72.6	71.6
Unmarried, living with partner	3.7	2.2	3.5	5.8	4.7	5.2	0.0
Divorced	3.9	3.6	4.1	3.4	6.6	4.8	19.2
Widowed	0.8	1.4	0.3	0.3	1.1	0.0	0.0
Separated	0.6	0.5	0.7	0.6	0.5	0.7	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Male Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Is English your native language?							
Yes	89.0	90.8	89.6	84.1	89.9	94.3	100.0
No	11.0	9.2	10.4	15.9	10.1	5.7	0.0
Are you: [5]							
White/Caucasian	88.2	91.6	87.4	83.6	83.7	92.1	100.0
African American/Black	2.4	1.2	3.5	3.4	1.0	2.5	0.0
American Indian/Alaska Native	1.9	1.6	2.0	1.7	2.3	3.7	0.0
Asian American/Asian	5.3	3.9	4.4	8.8	8.2	0.7	0.0
Native Hawaiian/Pacific Islander	0.3	0.1	0.3	0.5	0.4	0.6	0.0
Mexican American/Chicano	1.2	0.8	0.9	1.1	4.9	1.4	0.0
Puerto Rican	0.3	0.1	0.4	0.5	0.7	0.1	0.0
Other Latino	1.7	1.0	1.7	2.2	3.7	1.3	0.0
Other	2.7	2.1	3.1	3.3	4.0	1.6	0.0
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?							
Yes	71.2	72.5	73.3	64.6	79.5	73.3	29.8
No	28.8	27.5	26.7	35.4	20.5	26.7	70.2

[4] Percentages will sum to more than 100.0 if any respondent marked more than one category.

Full-Time Undergraduate Faculty,
Rank and Control for
Women

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Number of Respondents	9,879	2,208	3,035	3,341	504	775	16
What is your principal activity in your current position at this institution?							
Administration	5.5	9.7	6.4	2.5	5.9	4.7	34.5
Teaching	86.4	82.1	85.7	87.2	90.1	90.9	46.5
Research	6.2	7.0	6.9	8.6	0.5	0.3	0.0
Services to clients and patients	0.9	0.5	0.4	0.8	1.3	2.4	0.0
Other	1.0	0.7	0.5	0.9	2.2	1.8	18.9
What is your present academic rank?							
Professor	19.7	100.0	0.0	0.0	0.0	0.0	0.0
Associate Professor	26.3	0.0	100.0	0.0	0.0	0.0	0.0
Assistant Professor	33.2	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	9.5	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	11.3	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	43.5	93.5	85.5	7.2	0.4	1.5	24.3
On tenure track, but not tenured	26.0	0.6	5.7	69.5	0.9	10.8	0.0
Not on tenure track, but institution has tenure system	26.7	2.5	5.2	18.9	97.9	81.6	75.7
Institution has no tenure system	3.8	3.4	3.6	4.3	0.8	6.2	0.0
Are you currently serving in an administrative position as: [1]							
Department Chair	9.4	18.3	15.5	4.2	2.0	0.8	6.7
Dean (Associate or Assistant)	1.2	2.4	1.7	0.5	0.5	0.6	0.0
President	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-President	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Provost	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Other	16.3	20.3	17.6	11.7	24.8	11.9	42.5
Not Applicable	68.4	54.9	61.1	77.4	68.0	83.3	11.7
My primary place of employment in the last year was: [2]							
In higher education:							
at this institution	94.0	98.5	98.2	89.3	92.7	91.7	100.0
at a different institution	2.9	0.8	0.7	5.9	3.5	2.1	0.0
at more than one institution	1.5	0.6	0.9	2.6	1.4	1.7	0.0
Not in higher education	1.1	0.1	0.2	1.5	1.5	3.9	0.0
Not employed	0.4	0.0	0.0	0.7	1.0	0.7	0.0
Noted as being personally "very important" or "essential": [2]							
Research	67.5	75.6	73.9	74.2	36.5	44.0	89.8
Teaching	97.7	98.7	96.5	97.4	99.6	98.1	90.2
Service	70.3	74.0	69.4	66.2	69.5	78.7	89.8

[1] Response options changed from earlier Faculty Surveys.

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Highest degree earned							
Bachelor's (B.A., B.S., etc.)	0.8	0.3	0.2	0.4	1.5	3.4	0.0
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	27.0	10.0	12.3	22.9	55.3	78.7	68.8
LL.B., J.D.	0.9	0.9	0.6	0.6	1.0	2.0	0.0
M.D., D.D.S. (or equivalent)	0.5	0.1	0.4	0.6	0.2	1.3	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.6	0.7	0.5	0.9	0.0	0.3	0.0
Ed.D.	4.3	5.6	6.4	4.3	1.2	0.2	0.0
Ph.D.	63.2	79.0	76.5	68.6	38.6	10.1	31.2
Other degree	2.1	2.9	2.4	1.7	2.0	1.3	0.0
None	0.6	0.5	0.6	0.1	0.1	2.6	0.0
Degree currently working on							
Bachelor's (B.A., B.S., etc.)	0.1	0.2	0.2	0.1	0.0	0.0	0.0
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.9	0.5	0.4	0.9	1.3	2.7	12.0
LL.B., J.D.	0.1	0.0	0.1	0.3	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.1	0.0	0.0	0.2	0.0	0.1	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Ed.D.	1.3	0.1	0.4	1.5	1.5	4.7	0.0
Ph.D.	6.7	1.2	1.2	7.6	10.2	23.6	61.4
Other degree	0.9	0.4	0.6	1.1	0.1	2.7	0.0
None	89.9	97.6	96.9	88.3	86.9	66.3	26.6
During the past two years, have you engaged in any of the following activities?							
Taught an honors course	18.3	23.7	20.6	16.6	16.7	9.7	22.1
Taught an interdisciplinary course	41.1	46.8	46.9	40.9	29.9	28.0	31.4
Taught an ethnic studies course	13.0	13.6	13.5	15.4	9.7	6.0	7.5
Taught a women's studies course	14.5	19.6	19.1	12.8	8.4	5.0	2.8
Team-taught a course	35.1	37.7	37.1	35.5	26.2	32.1	28.5
Taught a service learning course	24.8	24.6	26.9	22.9	26.6	24.3	16.1
Placed or collected assignments on the Internet	78.0	73.2	77.7	79.7	81.1	80.1	56.4
Taught a course exclusively on the Internet	16.1	13.8	17.0	16.5	16.5	16.3	9.0
Participated in a teaching enhancement workshop	66.5	58.1	66.1	71.9	65.9	66.5	59.6
Advised student groups involved in service/volunteer work	47.3	41.8	50.6	49.5	44.5	45.1	50.0
Collaborated with the local community in research/teaching	51.0	49.8	55.8	52.9	38.6	46.7	54.9
Developed a new course	68.2	68.5	73.3	72.7	58.5	50.5	69.7
Conducted research/writing focused on:							
International/global issues	26.5	33.6	30.0	26.7	14.6	15.6	0.0
Racial or ethnic minorities	25.4	26.7	27.9	28.6	17.5	14.5	33.1
Women and gender issues	29.9	35.7	33.4	32.4	15.2	16.6	9.5
Taught a seminar for first-year students	25.1	25.1	25.3	25.6	22.4	25.6	37.0
Engaged undergraduates on <u>your</u> research project [2]	36.2	42.4	43.0	39.9	15.4	15.9	57.4
Worked with undergraduates on a research project	52.5	60.1	60.7	53.3	37.4	30.2	47.8

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Scheduled teaching (actual, not credit hours)							
None	0.7	0.7	0.6	0.4	0.6	1.8	0.0
1 to 4	11.8	14.3	10.6	9.8	13.0	14.4	44.5
5 to 8	30.1	32.8	33.0	31.0	24.6	20.4	22.9
9 to 12	35.4	34.4	34.8	37.5	36.4	31.4	21.8
13 to 16	13.6	9.8	12.6	13.1	17.5	20.8	9.0
17 to 20	5.2	5.3	5.4	4.8	4.7	6.0	1.9
21 to 34	2.8	2.4	2.3	2.6	2.9	4.9	0.0
35 to 44	0.3	0.2	0.3	0.4	0.3	0.2	0.0
45 +	0.2	0.2	0.4	0.2	0.1	0.2	0.0
Preparing for teaching (including reading student papers and grading)							
None	0.3	0.7	0.2	0.2	0.0	0.6	0.0
1 to 4	7.9	10.3	6.9	7.5	8.6	6.4	38.3
5 to 8	21.9	25.1	22.2	19.8	21.8	22.0	21.4
9 to 12	23.4	23.9	25.7	23.5	18.7	20.8	21.2
13 to 16	16.0	14.3	17.9	17.0	15.0	12.3	5.4
17 to 20	16.0	13.6	15.4	16.0	21.7	16.6	13.7
21 to 34	10.9	8.9	9.0	11.3	12.6	16.0	0.0
35 to 44	2.6	2.2	2.1	3.1	1.1	4.2	0.0
45 +	1.0	0.9	0.7	1.5	0.4	1.2	0.0
Advising and counseling of students							
None	3.5	1.5	1.3	3.7	7.7	8.2	0.0
1 to 4	51.4	49.4	52.1	53.7	43.2	53.3	36.2
5 to 8	31.4	35.5	33.7	29.4	32.1	23.9	45.9
9 to 12	8.6	8.8	8.9	8.0	10.2	8.2	0.0
13 to 16	2.9	2.6	2.5	3.2	3.2	3.6	0.0
17 to 20	1.4	1.6	0.8	1.5	2.3	1.1	0.0
21 to 34	0.4	0.5	0.5	0.1	0.7	0.3	18.0
35 to 44	0.3	0.1	0.0	0.4	0.6	0.4	0.0
45 +	0.2	0.0	0.2	0.0	0.0	1.1	0.0
Committee work and meetings							
None	4.1	1.2	0.7	3.1	13.9	11.4	9.5
1 to 4	55.2	47.5	47.8	60.1	65.8	62.2	50.7
5 to 8	28.2	33.4	34.4	26.9	15.0	19.9	17.4
9 to 12	8.3	11.1	11.5	6.7	4.1	4.2	5.8
13 to 16	2.6	4.8	3.4	1.9	0.6	1.0	7.8
17 to 20	1.1	1.5	1.5	0.9	0.5	0.6	8.9
21 to 34	0.4	0.7	0.5	0.3	0.2	0.2	0.0
35 to 44	0.1	0.0	0.0	0.0	0.0	0.3	0.0
45 +	0.1	0.0	0.2	0.1	0.0	0.0	0.0
Other administration							
None	29.3	21.9	22.8	33.1	33.7	42.8	3.5
1 to 4	38.6	35.6	39.9	44.1	29.6	32.0	34.8
5 to 8	15.4	18.4	17.2	12.6	19.0	11.6	8.1
9 to 12	7.7	10.0	10.0	5.0	7.0	7.1	20.1
13 to 16	3.2	4.9	3.8	2.1	3.1	2.2	19.6
17 to 20	3.2	4.8	3.7	1.5	5.0	2.2	14.0
21 to 34	1.8	3.1	2.1	1.0	1.8	1.2	0.0
35 to 44	0.5	0.7	0.5	0.4	0.9	0.3	0.0
45 +	0.3	0.5	0.2	0.2	0.0	0.6	0.0

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Research and scholarly writing							
None	19.1	12.7	11.5	13.0	44.4	43.8	24.5
1 to 4	36.9	37.4	42.4	36.5	28.7	31.2	37.3
5 to 8	19.1	22.2	21.8	20.6	9.0	11.6	35.3
9 to 12	11.1	11.6	11.3	12.1	12.4	6.3	2.8
13 to 16	5.1	5.7	4.8	6.5	3.0	2.9	0.0
17 to 20	4.4	5.0	4.7	5.6	1.6	1.2	0.0
21 to 34	2.6	2.9	2.7	3.0	0.6	2.2	0.0
35 to 44	1.1	1.5	0.6	1.9	0.1	0.4	0.0
45 +	0.6	1.1	0.2	0.8	0.1	0.4	0.0
Other creative products/performances							
None	51.3	52.4	56.0	50.4	48.7	43.8	34.5
1 to 4	29.8	27.0	27.6	31.0	28.5	37.7	42.6
5 to 8	11.0	10.6	9.8	11.0	13.8	12.3	10.3
9 to 12	4.3	5.2	3.9	4.2	5.6	3.4	0.0
13 to 16	1.6	2.4	1.3	1.6	1.5	1.3	0.0
17 to 20	1.0	1.3	0.8	0.8	1.0	1.3	0.0
21 to 34	0.6	0.9	0.5	0.7	0.5	0.1	12.6
35 to 44	0.1	0.1	0.1	0.1	0.3	0.1	0.0
45 +	0.1	0.1	0.1	0.2	0.1	0.0	0.0
Consultation with clients/patients							
None	79.4	81.9	82.9	79.5	73.6	71.7	76.1
1 to 4	12.2	12.1	10.0	11.8	15.8	15.3	9.5
5 to 8	4.5	3.3	4.4	4.3	6.7	5.5	14.4
9 to 12	1.8	1.4	1.1	2.4	0.2	3.8	0.0
13 to 16	0.8	0.4	0.7	1.1	1.4	0.4	0.0
17 to 20	0.6	0.5	0.6	0.3	0.8	1.6	0.0
21 to 34	0.4	0.2	0.3	0.4	1.5	0.5	0.0
35 to 44	0.0	0.0	0.0	0.1	0.0	0.0	0.0
45 +	0.2	0.0	0.1	0.1	0.0	1.1	0.0
Community or public service							
None	33.1	30.2	31.3	36.3	39.7	27.0	27.8
1 to 4	52.3	53.7	52.8	50.6	47.7	57.1	49.8
5 to 8	11.1	11.5	12.7	9.4	9.3	13.2	22.1
9 to 12	2.7	3.2	2.7	2.8	2.6	1.7	0.0
13 to 16	0.6	0.9	0.3	0.7	0.5	0.5	0.0
17 to 20	0.2	0.4	0.0	0.2	0.1	0.4	0.0
21 to 34	0.1	0.0	0.1	0.0	0.1	0.0	0.4
35 to 44	0.0	0.0	0.1	0.0	0.0	0.0	0.0
45 +	0.0	0.1	0.0	0.0	0.0	0.1	0.0
Outside consulting/freelance work							
None	70.3	67.6	72.3	73.3	61.3	69.6	65.4
1 to 4	22.5	24.3	21.2	20.9	28.2	22.7	13.6
5 to 8	4.8	6.1	4.5	3.8	5.4	5.2	21.0
9 to 12	1.7	1.5	1.3	1.3	4.3	1.6	0.0
13 to 16	0.3	0.3	0.4	0.3	0.3	0.1	0.0
17 to 20	0.3	0.2	0.1	0.4	0.1	0.6	0.0
21 to 34	0.1	0.0	0.1	0.1	0.2	0.1	0.0
35 to 44	0.0	0.0	0.0	0.0	0.2	0.0	0.0
45 +	0.0	0.0	0.1	0.0	0.0	0.0	0.0

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Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Household/childcare duties							
None	5.4	6.0	4.3	5.7	5.4	6.1	0.0
1 to 4	16.1	19.7	14.2	16.9	13.5	14.1	18.8
5 to 8	25.2	29.2	24.6	24.6	24.9	21.4	29.2
9 to 12	17.2	18.0	17.6	14.6	21.9	18.5	28.4
13 to 16	8.8	10.2	9.4	7.6	7.9	9.1	6.9
17 to 20	9.0	6.3	10.7	8.8	7.8	11.1	16.6
21 to 34	7.7	5.0	7.7	9.0	8.8	7.3	0.0
35 to 44	4.7	2.6	5.4	5.2	4.0	6.2	0.0
45 +	6.0	3.0	6.2	7.7	6.0	6.1	0.0
Communicating via email							
None	0.1	0.1	0.1	0.1	0.2	0.3	0.0
1 to 4	21.9	18.3	18.5	22.7	24.5	30.9	29.3
5 to 8	39.4	40.7	39.6	40.1	40.2	34.4	38.1
9 to 12	21.4	22.1	23.0	21.3	18.9	19.2	0.8
13 to 16	9.8	11.0	10.3	8.9	11.8	7.3	31.9
17 to 20	4.7	4.9	5.8	4.4	1.7	5.4	0.0
21 to 34	1.7	2.3	1.7	1.5	1.3	1.8	0.0
35 to 44	0.5	0.2	0.4	0.6	1.0	0.2	0.0
45 +	0.5	0.3	0.5	0.5	0.4	0.5	0.0
Commuting to campus [2]							
None	5.4	5.5	5.7	5.7	2.5	5.9	0.0
1 to 4	57.9	64.6	57.1	56.1	59.4	51.7	70.6
5 to 8	25.1	21.5	26.1	25.4	27.8	25.8	29.4
9 to 12	9.6	6.7	9.5	10.3	9.2	13.7	0.0
13 to 16	1.3	1.4	1.1	1.6	0.5	1.6	0.0
17 to 20	0.5	0.2	0.3	0.5	0.5	1.3	0.0
21 to 34	0.1	0.0	0.1	0.3	0.0	0.0	0.0
35 to 44	0.0	0.0	0.0	0.1	0.0	0.0	0.0
45 +	0.1	0.1	0.1	0.2	0.1	0.1	0.0
Other employment, outside of academia [2]							
None	86.7	89.2	90.3	87.5	80.7	76.9	86.2
1 to 4	6.7	6.7	5.7	6.7	5.5	10.3	0.0
5 to 8	3.6	3.1	2.3	2.7	8.3	6.1	13.8
9 to 12	1.5	0.5	1.0	1.7	2.4	3.1	0.0
13 to 16	0.7	0.3	0.3	0.9	1.8	0.5	0.0
17 to 20	0.3	0.1	0.2	0.1	0.3	1.7	0.0
21 to 34	0.3	0.0	0.1	0.2	0.8	1.0	0.0
35 to 44	0.1	0.0	0.0	0.1	0.2	0.2	0.0
45 +	0.1	0.0	0.0	0.1	0.0	0.3	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY WEIGHTED NATIONAL NORMS
Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]							
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One	20.0	26.5	20.7	17.7	21.5	12.4	27.3
Two	27.7	29.3	31.6	27.5	22.8	20.0	41.6
Three	27.0	25.9	25.9	29.3	21.6	29.8	12.6
Four	16.7	11.8	15.2	16.7	22.4	24.3	18.5
Five	5.2	3.6	4.0	5.5	7.9	7.6	0.0
Six or more	3.3	2.9	2.5	3.2	3.9	5.8	0.0
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]							
Course #1							
10 or fewer	11.5	13.7	12.4	10.8	5.9	12.8	11.4
11 to 20	29.2	30.6	28.2	29.5	27.7	29.2	42.1
21 to 30	27.2	26.9	29.2	26.4	26.8	26.0	20.1
31 to 50	19.9	17.8	17.9	20.3	26.7	20.8	26.3
51 to 100	8.6	7.7	8.2	9.7	7.7	8.8	0.0
More than 100	3.6	3.3	4.0	3.4	5.2	2.3	0.0
Course #2							
10 or fewer	16.6	19.1	18.7	15.9	14.0	12.2	33.2
11 to 20	33.1	37.0	35.3	31.8	22.1	35.0	37.5
21 to 30	26.9	22.1	26.5	28.9	29.5	27.6	17.0
31 to 50	17.3	16.8	15.5	17.2	24.3	16.8	12.4
51 to 100	4.7	3.6	2.9	4.9	7.4	7.2	0.0
More than 100	1.4	1.4	1.1	1.3	2.6	1.2	0.0
Course #3							
10 or fewer	24.8	31.3	30.2	24.2	13.5	17.9	75.5
11 to 20	33.3	33.3	31.6	35.9	34.8	28.7	0.0
21 to 30	25.2	22.9	23.0	23.2	30.9	32.1	24.5
31 to 50	13.4	9.9	13.1	12.8	17.7	16.7	0.0
51 to 100	2.6	1.7	1.8	2.8	2.5	4.4	0.0
More than 100	0.7	0.9	0.3	1.1	0.7	0.2	0.0
Course #4							
10 or fewer	29.6	35.3	39.3	31.3	11.4	22.1	58.8
11 to 20	32.6	36.5	27.9	34.2	30.8	33.8	25.9
21 to 30	25.2	22.7	22.5	23.2	34.9	27.4	15.3
31 to 50	10.9	5.2	9.5	9.9	18.2	14.2	0.0
51 to 100	1.6	0.1	0.7	1.3	4.3	2.5	0.0
More than 100	0.2	0.2	0.2	0.1	0.4	0.0	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?							
General education courses							
None	56.1	58.1	57.9	55.9	51.0	53.7	51.9
One	16.7	19.7	17.7	16.5	14.1	11.5	33.7
Two	11.7	11.8	12.7	11.9	9.9	10.5	8.8
Three	6.2	4.5	5.3	6.2	8.9	9.3	5.6
Four	4.4	3.4	3.3	4.7	6.3	6.5	0.0
Five or more	4.7	2.4	3.2	4.7	9.8	8.5	0.0
Developmental/remedial courses							
None	94.0	96.1	96.1	93.7	91.8	88.3	65.6
One	3.3	2.5	2.0	3.6	4.3	5.6	34.4
Two	1.1	0.5	0.7	1.3	1.4	2.3	0.0
Three	0.7	0.3	0.4	0.7	1.2	1.4	0.0
Four	0.5	0.4	0.5	0.3	1.0	1.2	0.0
Five or more	0.4	0.2	0.3	0.4	0.4	1.2	0.0
Other undergraduate credit courses							
None	18.8	15.2	13.5	17.5	28.7	32.8	25.3
One	19.3	21.6	20.9	18.5	16.5	15.8	28.3
Two	21.5	24.7	24.3	21.1	19.5	12.2	17.6
Three	15.8	15.7	17.9	17.8	8.9	11.4	0.0
Four	10.6	10.2	9.3	11.0	11.0	13.0	5.1
Five or more	14.0	12.6	14.0	14.1	15.4	14.9	23.6
Graduate courses							
None	65.7	57.1	58.6	65.0	77.7	89.5	72.4
One	19.9	24.6	23.0	20.6	16.7	5.0	5.0
Two	8.0	10.2	11.0	7.6	3.2	2.4	13.6
Three	3.5	4.8	4.2	3.5	1.3	1.6	0.0
Four	1.7	2.2	1.9	1.8	0.8	0.4	9.0
Five or more	1.2	1.0	1.4	1.4	0.2	1.1	0.0
Vocational or technical courses							
None	97.7	98.2	98.0	97.7	98.0	96.0	100.0
One	0.9	0.6	0.7	0.9	0.7	1.6	0.0
Two	0.5	0.3	0.5	0.8	0.2	0.4	0.0
Three	0.4	0.5	0.3	0.3	0.3	0.4	0.0
Four	0.3	0.2	0.2	0.1	0.1	1.3	0.0
Five or more	0.3	0.2	0.3	0.2	0.7	0.3	0.0
Non-credit courses (other than above)							
None	94.2	93.3	95.0	93.9	95.8	93.2	86.8
One	4.0	5.1	3.6	3.9	2.5	4.9	10.9
Two	1.2	0.9	1.0	1.7	0.9	0.8	0.0
Three	0.3	0.5	0.2	0.2	0.5	0.7	2.3
Four	0.1	0.2	0.1	0.2	0.1	0.1	0.0
Five or more	0.1	0.0	0.1	0.1	0.1	0.4	0.0
Do you teach remedial/developmental skills in any of the following areas?							
Reading	5.3	3.7	4.8	6.7	5.4	4.9	0.8
Writing	13.0	11.7	12.3	14.1	12.5	14.1	0.0
Mathematics	3.8	3.4	3.9	3.7	5.0	3.6	0.0
ESL	1.6	1.2	0.7	1.6	3.4	2.5	1.9
General academic skills	10.0	8.3	10.3	11.6	5.9	10.5	30.8
Other subject areas	6.4	5.7	5.0	7.7	5.3	8.0	0.4

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]							
Workshops focused on teaching in the classroom							
Yes	76.4	73.9	78.8	76.5	81.4	70.7	65.3
No	20.8	24.1	18.8	19.7	16.5	26.4	16.7
Not eligible	0.2	0.1	0.0	0.1	0.8	0.0	18.0
Not available	2.7	1.9	2.3	3.7	1.2	2.9	0.0
Paid workshops outside the institution focused on teaching							
Yes	32.6	30.6	32.8	31.9	33.5	36.6	39.8
No	61.7	64.1	61.9	61.7	60.2	58.3	60.2
Not eligible	0.8	0.3	0.2	0.7	2.3	2.5	0.0
Not available	4.9	4.9	5.1	5.7	4.0	2.7	0.0
Paid sabbatical leave							
Yes	23.6	54.5	36.9	7.5	5.4	1.4	13.4
No	54.0	39.7	53.5	61.2	49.6	62.2	45.3
Not eligible	19.3	3.3	7.0	28.0	38.3	34.2	41.3
Not available	3.1	2.6	2.6	3.3	6.8	2.1	0.0
Travel funds paid by the institution							
Yes	79.7	86.2	88.1	81.8	60.1	58.6	95.5
No	17.0	11.5	10.2	16.0	30.7	34.2	4.5
Not eligible	1.8	0.3	0.2	0.9	7.6	5.6	0.0
Not available	1.5	1.9	1.5	1.3	1.5	1.6	0.0
Association membership/dues paid by the institution							
Yes	28.6	28.7	29.5	31.1	23.8	23.1	57.2
No	51.0	55.5	49.0	47.4	52.9	57.0	20.6
Not eligible	3.5	0.8	1.5	2.8	10.7	8.7	0.0
Not available	16.9	15.0	20.0	18.7	12.6	11.3	22.2
Tuition remission							
Yes	14.8	16.9	14.5	12.2	12.6	21.1	18.8
No	75.9	73.1	78.7	77.4	76.2	69.8	67.5
Not eligible	4.1	5.2	2.3	4.3	5.5	4.1	13.7
Not available	5.2	4.8	4.5	6.0	5.7	4.9	0.0
Internal grants for research							
Yes	44.1	56.5	55.3	45.4	21.1	11.8	38.9
No	50.7	39.2	42.3	50.0	68.0	78.5	34.2
Not eligible	2.7	1.6	0.5	1.7	8.7	7.1	26.9
Not available	2.4	2.7	1.8	2.8	2.1	2.6	0.0
Training for administrative leadership							
Yes	12.8	19.8	16.5	8.0	8.5	9.4	21.7
No	74.0	68.7	71.0	78.6	75.4	75.3	65.2
Not eligible	3.8	1.9	1.6	3.7	8.6	8.3	0.0
Not available	9.5	9.5	10.8	9.7	7.6	7.0	13.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Goals for undergraduates noted as “very important” or “essential”							
Develop ability to think critically	99.9	99.9	99.9	99.9	99.8	99.9	100.0
Prepare students for employment after college	85.2	81.9	82.7	86.3	86.0	92.6	96.6
Prepare students for graduate or advanced education	76.7	79.2	76.0	78.5	71.0	73.2	76.4
Develop moral character	74.1	73.4	70.7	73.6	77.0	82.5	74.1
Provide for students’ emotional development	55.4	52.7	51.3	56.5	54.6	67.3	42.3
Prepare students for family living	23.0	22.6	20.9	21.8	20.3	34.1	10.8
Teach students the classic works of Western civilization [2]	32.1	37.0	31.9	29.0	35.8	30.5	48.7
Help students develop personal values	70.2	70.1	67.9	70.6	64.6	79.4	69.3
Enhance students’ self-understanding	76.8	75.9	75.7	77.7	75.8	79.2	64.5
Instill in students a commitment to community service	64.5	62.6	61.9	64.5	64.8	73.5	66.9
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	87.2	88.0	86.2	87.8	85.7	87.3	86.8
Study a foreign language [2]	60.0	64.2	62.1	58.4	57.2	54.5	75.6
Help master knowledge in a discipline	95.6	95.7	96.1	96.2	92.0	95.9	100.0
Develop creative capacities	81.2	81.6	79.1	82.4	81.2	82.1	87.5
Instill a basic appreciation of the liberal arts	76.7	81.7	79.4	75.9	73.9	66.6	68.4
Promote ability to write effectively	98.1	99.2	98.8	97.4	98.2	96.4	100.0
Help students evaluate the quality and reliability of information [2]	98.6	99.2	99.1	98.0	98.4	98.1	100.0
Engage students in civil discourse around controversial issues [2]	79.7	83.7	82.1	79.4	75.8	71.2	91.6
Teach students tolerance and respect for different beliefs [2]	91.6	91.8	92.6	91.7	93.1	87.6	95.2
Encourage students to become agents of social change [2]	71.5	71.6	70.3	72.9	67.7	73.8	72.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?							
Articles in academic or professional journals							
None	24.5	11.0	11.7	23.7	49.0	59.5	34.3
1 to 2	23.0	11.7	17.7	33.1	22.9	25.0	29.0
3 to 4	16.8	12.2	20.2	20.2	14.9	8.9	9.5
5 to 10	17.8	20.5	27.5	15.9	8.0	4.7	14.0
11 to 20	9.4	17.8	14.0	5.2	4.5	0.4	4.8
21 to 50	6.2	17.0	8.3	1.7	0.2	0.7	8.4
51+	2.3	9.7	0.6	0.2	0.4	0.8	0.0
Chapters in edited volumes							
None	54.4	33.8	42.2	59.3	74.7	86.9	62.0
1 to 2	26.6	25.4	31.5	30.1	20.4	11.9	19.8
3 to 4	10.0	15.7	14.6	7.6	4.2	1.2	13.2
5 to 10	6.4	15.8	8.9	2.6	0.6	0.0	5.0
11 to 20	2.0	6.8	2.1	0.3	0.1	0.0	0.0
21 to 50	0.6	2.1	0.7	0.0	0.0	0.0	0.0
51+	0.1	0.5	0.0	0.0	0.0	0.0	0.0
Books, manuals, or monographs							
None	67.3	44.1	60.1	77.2	74.8	88.9	80.0
1 to 2	23.9	31.3	31.6	19.8	18.6	9.9	14.7
3 to 4	5.7	14.5	6.4	2.4	3.5	0.6	0.0
5 to 10	2.3	7.1	1.8	0.3	2.5	0.5	5.2
11 to 20	0.6	2.0	0.1	0.2	0.5	0.1	0.0
21 to 50	0.2	0.9	0.0	0.1	0.0	0.0	0.0
51+	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other, such as patents or computer software products							
None	89.8	85.7	89.6	91.0	89.7	93.6	100.0
1 to 2	6.6	7.6	6.2	6.6	9.0	3.8	0.0
3 to 4	1.9	3.2	2.6	1.4	0.6	1.2	0.0
5 to 10	1.0	2.5	1.0	0.5	0.5	0.4	0.0
11 to 20	0.3	0.5	0.3	0.1	0.0	0.7	0.0
21 to 50	0.1	0.4	0.2	0.0	0.0	0.0	0.0
51+	0.2	0.3	0.0	0.3	0.2	0.4	0.0
IN THE LAST TWO YEARS, HOW MANY:							
Exhibitions or performances in the fine or applied arts have you presented?							
None	80.8	78.3	83.2	80.7	79.9	80.8	69.4
1 to 2	6.6	5.6	5.4	6.2	7.7	10.8	18.0
3 to 4	5.1	6.0	4.4	5.3	6.4	4.1	0.0
5 to 10	4.1	5.5	3.5	4.2	4.0	3.1	0.0
11 to 20	1.7	1.9	1.7	2.1	1.0	0.7	12.6
21 to 50	1.0	1.7	0.7	1.3	0.3	0.1	0.0
51+	0.7	1.0	1.0	0.3	0.8	0.4	0.0
Of your professional writings have been published or accepted for publication?							
None	35.9	24.9	26.0	30.6	63.8	70.4	35.5
1 to 2	33.9	31.7	37.7	38.4	26.5	21.3	43.4
3 to 4	19.1	23.3	24.2	20.2	8.2	5.6	9.8
5 to 10	9.2	16.2	10.3	9.2	1.0	1.5	2.8
11 to 20	1.4	2.6	1.4	1.2	0.2	0.9	8.4
21 to 50	0.4	1.1	0.3	0.2	0.1	0.3	0.0
51+	0.1	0.2	0.0	0.2	0.2	0.0	0.0

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
General activities							
Are you a member of a faculty union?	23.8	26.5	26.5	24.6	21.9	12.2	24.9
Are you a U.S. citizen?	94.6	98.4	94.4	91.0	97.0	97.1	100.0
Were you born in the U.S.A.?	86.6	88.1	87.1	84.6	83.2	91.7	90.8
Do you plan to retire within the next three years?	11.1	20.3	9.5	4.4	17.5	12.7	18.2
Do you use your scholarship to address local community needs?	52.3	54.4	53.4	51.6	44.3	54.6	53.6
Have you been sexually harassed at this institution?	10.0	16.5	11.8	6.9	9.7	3.9	5.1
Have you ever interrupted your professional career for more than one year for family reasons? [2]	22.1	11.3	17.4	22.4	39.1	36.2	23.3
Have you ever received an award for outstanding teaching?	40.3	54.2	43.8	31.9	40.9	32.4	6.8
Have you published op-ed pieces or editorials?	18.1	27.3	19.5	14.6	16.0	10.6	17.6
Is (or was) your:							
Father an academic?	14.0	13.7	13.4	15.9	12.9	11.9	0.0
Mother an academic?	11.2	10.8	9.1	11.7	11.7	14.8	0.0
Spouse/partner an academic?	34.4	41.8	36.1	29.7	39.2	27.9	35.5
Are you currently teaching courses at more than one institution?	4.6	5.2	2.8	4.4	7.6	5.5	0.0
During the past two years, have you:							
Considered early retirement?	22.6	37.0	26.2	12.6	20.7	19.6	36.6
Considered leaving academe for another job?	37.4	27.5	40.1	40.1	40.1	38.4	39.6
Considered leaving this institution for another?	48.7	43.8	53.1	53.4	42.8	38.4	52.2
Changed academic institutions?	12.0	6.3	6.3	19.5	11.6	13.9	0.0
Engaged in paid consulting outside of your institution?	32.8	39.2	34.3	29.0	36.3	26.5	42.4
Engaged in public service/professional consulting without pay?	60.7	68.9	65.2	56.6	54.0	53.0	83.6
Received at least one firm job offer?	26.3	18.7	18.4	35.6	24.5	32.8	8.4
Received funding for your work from:							
Foundations?	18.0	24.5	20.8	18.4	6.8	8.2	19.4
State or federal government?	22.2	32.4	26.5	19.8	10.6	11.1	16.9
Business or industry?	8.4	14.0	8.7	6.2	7.1	5.6	0.0
Requested/sought an early promotion?	7.4	6.5	10.8	5.7	9.0	4.3	4.7
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:							
Come to this institution? [2]							
Definitely yes	33.9	29.3	30.2	33.6	40.0	45.8	41.7
Probably yes	34.6	36.5	33.3	34.8	32.7	35.2	13.7
Not sure	17.4	18.4	19.1	19.9	10.2	11.2	6.9
Probably no	9.0	9.7	10.7	7.3	14.5	4.1	25.1
Definitely no	5.1	6.1	6.7	4.4	2.6	3.7	12.6
Be a college professor?							
Definitely yes	59.2	65.5	57.3	56.9	57.0	62.1	19.0
Probably yes	27.0	25.0	28.6	27.7	28.1	23.6	49.7
Not sure	10.0	6.7	9.9	11.6	11.1	9.7	22.9
Probably no	2.8	1.8	3.6	3.1	2.3	2.7	8.4
Definitely no	0.9	1.0	0.6	0.7	1.6	1.9	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Attributes noted as being “very descriptive” of your institution							
It is easy for students to see faculty outside of regular office hours	61.2	60.3	63.2	63.5	52.5	58.9	79.1
There is a great deal of conformity among the students	28.6	28.5	29.2	30.1	23.5	27.2	43.4
The faculty are typically at odds with campus administration	19.8	24.5	22.7	19.1	11.8	13.2	24.6
Faculty here respect each other	48.0	46.8	45.4	52.2	40.1	50.7	22.0
Most students are treated like “numbers in a book”	3.0	2.0	3.1	3.4	2.7	3.2	0.0
Social activities are overemphasized	8.1	9.6	9.1	7.0	7.0	7.4	0.8
Faculty are rewarded for being good teachers	15.6	17.2	14.3	17.6	10.3	14.6	19.2
There is respect for the expression of diverse values and beliefs	35.3	33.4	31.1	35.6	41.6	42.3	49.5
Faculty are rewarded for their efforts to use instructional technology	23.3	23.4	21.2	25.3	25.3	21.0	13.9
Faculty are rewarded for their efforts to work with underprepared students	6.5	5.8	4.7	6.9	5.8	10.9	0.0
Administrators consider faculty concerns when making policy [2]	12.4	11.1	11.4	12.1	14.3	16.5	19.7
The administration is open about its policies	15.8	13.3	13.1	16.5	15.0	25.0	21.0
Do you, “to a great extent”:							
Engage in academic work that spans multiple disciplines	36.7	43.0	39.6	37.6	29.1	23.5	11.6
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	37.1	35.1	37.5	39.8	32.6	35.1	39.2
Achieve a healthy balance between your personal life and your professional life	27.3	34.2	24.2	21.9	34.1	32.5	41.9
Experience close alignment between your work and your personal values	66.2	68.6	64.4	63.2	71.3	71.0	63.7
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	32.9	28.1	32.3	32.9	42.5	34.2	50.1
Mentor new faculty [2]	26.2	44.5	34.9	15.5	15.2	14.7	0.8

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Aspects of your job with which you are “very satisfied” or “satisfied”: [3]							
Salary [2]	41.9	52.3	40.6	41.4	32.9	35.4	65.0
Health benefits [2]	68.9	69.0	65.4	69.1	79.2	68.1	60.4
Retirement benefits [2]	67.4	63.9	63.6	69.7	76.0	68.3	73.2
Opportunity for scholarly pursuits	47.4	50.8	42.2	46.0	50.4	55.3	59.3
Teaching load	53.5	53.3	49.2	51.5	62.2	62.6	65.8
Quality of students	59.7	60.6	56.8	58.0	65.7	64.8	56.5
Office/lab space	66.3	68.6	68.1	64.5	64.9	64.7	36.6
Autonomy and independence	83.6	85.4	82.5	82.8	82.7	85.7	69.4
Professional relationships with other faculty	77.4	78.8	74.9	79.3	74.1	78.5	47.7
Social relationships with other faculty	70.1	70.9	68.2	72.3	63.6	72.0	56.8
Competency of colleagues	79.9	79.7	77.5	80.7	79.7	84.2	69.9
Visibility for jobs at other institutions/organizations	51.6	54.2	48.6	52.5	54.3	49.5	34.0
Job security	72.8	92.3	86.1	63.1	51.6	53.0	77.9
Relationship with administration	57.0	54.4	55.8	58.2	57.1	61.2	38.4
Departmental leadership [2]	65.7	67.3	61.8	65.6	65.6	72.5	58.7
Course assignments [2]	81.7	84.5	82.6	78.9	81.4	83.4	88.5
Freedom to determine course content [2]	91.2	92.4	93.8	90.5	91.5	84.9	100.0
Availability of child care at this institution	26.9	31.0	24.4	25.0	27.5	34.2	11.7
Prospects for career advancement	49.9	58.2	49.4	54.5	26.4	40.8	39.3
Clerical/administrative support	57.4	51.1	50.9	58.9	65.8	72.1	41.2
Overall job satisfaction	72.1	74.4	68.5	71.8	71.2	78.3	61.9

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

[3] Respondents marking “Not Applicable” were not included in the computation of these results.

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Do you agree “strongly” or “somewhat”?							
Faculty are interested in students' personal problems	85.1	83.7	84.5	86.6	78.0	90.4	67.3
Racial and ethnic diversity should be more strongly reflected in the curriculum	67.9	68.1	70.8	70.4	60.6	59.4	79.3
Faculty feel that most students are well-prepared academically	45.1	44.3	42.7	45.1	46.8	51.1	30.5
This institution should hire more faculty of color	79.4	83.8	84.0	80.7	69.5	65.7	76.3
Student Affairs staff have the support and respect of faculty	79.4	74.2	76.1	83.7	77.6	85.0	60.0
Faculty are committed to the welfare of this institution	90.9	89.1	90.6	91.9	89.0	93.6	74.2
Faculty here are strongly interested in the academic problems of undergraduates	87.8	87.1	88.0	88.9	82.9	89.6	74.3
There is a lot of campus racial conflict here	13.6	15.7	15.2	13.9	12.4	6.4	10.3
Most students are strongly committed to community service	53.6	53.3	53.3	56.1	46.2	53.5	28.4
My research is valued by faculty in my department	70.1	74.4	69.5	73.3	59.9	62.7	55.3
My teaching is valued by faculty in my department	88.6	89.7	88.1	89.3	87.3	87.3	64.0
Many courses include feminist perspectives	46.6	47.8	47.2	46.0	43.3	48.0	31.6
Faculty of color are treated fairly here	83.6	82.3	78.7	83.9	86.6	94.2	75.9
Women faculty are treated fairly here	76.4	74.2	70.5	77.0	85.0	85.1	59.5
Many courses involve students in community service	54.4	53.4	52.0	54.7	50.3	64.6	39.8
This institution should hire more women faculty	63.1	67.8	65.7	63.6	58.6	51.3	53.7
Gay and lesbian faculty are treated fairly here	77.6	76.8	73.0	76.5	87.3	85.4	77.4
My department does a good job of mentoring new faculty	64.7	72.5	64.8	60.2	65.1	64.2	42.4
Faculty are sufficiently involved in campus decision making	53.5	47.1	48.9	56.8	60.9	59.9	62.4
My values are congruent with the dominant institutional values	73.3	69.3	69.1	75.3	76.6	81.2	82.6
There is adequate support for integrating technology in my teaching	81.7	80.0	79.3	82.8	84.9	84.8	70.0
This institution takes responsibility for educating underprepared students	60.9	60.8	56.2	61.8	61.7	68.7	59.9
The criteria for advancement and promotion decisions are clear	68.6	80.0	67.9	65.9	60.0	65.6	61.8
Most of the students I teach lack the basic skills for college level work	37.9	36.9	37.3	39.8	39.3	34.3	45.4
There is adequate support for faculty development	65.0	62.0	59.2	66.6	74.6	71.1	43.9
This institution should not offer remedial/developmental education	23.4	26.9	25.1	21.1	18.6	24.0	27.4

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Issues you believe to be of “high” or “highest” priority at your institution:							
To promote the intellectual development of students	86.1	86.2	85.1	85.6	86.8	89.2	68.4
To help students examine and understand their personal values	57.5	56.9	55.6	59.0	52.6	63.0	48.5
To develop a sense of community among students and faculty	57.5	52.6	54.3	60.0	56.4	67.4	44.8
To facilitate student involvement in community service	51.3	48.0	48.0	54.0	50.0	58.1	41.4
To help students learn how to bring about change in American society	39.3	35.8	35.6	41.7	38.9	47.6	27.7
To increase or maintain institutional prestige	64.4	62.6	61.4	65.5	67.7	68.9	60.3
To hire faculty “stars”	29.6	29.9	26.5	28.3	40.6	31.5	0.9
To recruit more minority students	52.8	54.3	50.4	51.1	59.6	55.5	49.2
To enhance the institution’s national image	68.6	66.8	65.5	68.5	76.6	72.4	58.3
To create a diverse multi-cultural campus environment	57.0	57.3	52.7	55.9	66.2	62.2	41.5
To promote gender equity among faculty	44.3	47.1	39.5	43.5	51.0	47.8	62.2
To provide resources for faculty to engage in community-based teaching or research	38.1	31.6	31.3	40.6	45.1	51.9	41.4
To create and sustain partnerships with surrounding communities	51.8	42.1	46.7	56.1	52.5	66.8	82.5
To pursue extramural funding	61.1	60.8	59.8	59.6	65.1	65.5	48.8
To increase the representation of minorities in the faculty and administration	45.3	47.7	41.9	45.2	49.9	45.2	53.4
To strengthen links with the for-profit, corporate sector [2]	50.2	45.9	49.8	48.2	58.0	58.2	23.8
To develop leadership ability among students	61.3	57.3	55.2	64.8	61.6	72.2	41.3
To increase the representation of women in the faculty and administration	33.1	34.9	30.0	33.6	31.1	37.0	46.5
To develop an appreciation for multiculturalism [2]	56.8	55.2	53.2	55.2	67.3	64.2	64.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Do you agree “strongly” or “somewhat”?							
Western civilization and culture should be the foundation for the undergraduate curriculum	49.3	51.0	48.0	46.9	51.5	54.3	57.5
College officials have the right to ban persons with extreme views from speaking on campus	24.0	22.8	20.6	23.9	26.1	32.2	13.0
The chief benefit of a college education is that it increases one's earning power	28.0	23.4	25.0	28.8	28.6	40.0	17.5
Promoting diversity leads to the admission of too many underprepared students	17.3	14.8	15.5	16.5	24.7	22.5	0.0
Colleges should be actively involved in solving social problems	75.5	74.2	77.8	76.4	70.8	74.0	76.5
Tenure is an outmoded concept	37.2	19.2	25.7	41.7	63.6	60.1	32.8
Colleges should encourage students to be involved in community service activities	92.0	90.9	90.8	91.9	95.8	94.2	91.6
Community service should be given weight in college admissions decisions	69.5	65.7	70.1	70.3	68.6	73.3	72.2
A racially/ethnically diverse student body enhances the educational experience of all students	96.8	96.3	97.4	97.1	96.6	95.8	86.8
Realistically, an individual can do little to bring about changes in society	12.2	13.2	11.9	12.5	10.7	11.9	4.7
Colleges should be concerned with facilitating undergraduate students' spiritual development	35.9	32.1	33.4	36.9	36.0	45.1	34.1
Colleges have a responsibility to work with their surrounding communities to address local issues	90.6	89.0	91.4	91.7	84.1	93.7	98.5
Private funding sources often prevent researchers from being completely objective in the conduct of their work	61.4	61.8	63.6	58.0	64.9	62.9	69.5

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Factors noted as a source of stress for you during the last two years							
Managing household responsibilities	80.5	73.0	82.8	82.1	79.1	84.9	74.2
Child care	31.2	24.5	36.0	33.5	26.0	29.8	13.9
Care of elderly parent	37.6	40.1	40.9	31.4	40.5	41.1	51.5
My physical health	53.9	53.3	56.4	54.2	53.3	48.6	40.3
Health of spouse/partner	31.4	32.2	33.2	29.5	33.5	29.8	23.9
Review/promotion process	57.9	28.8	60.7	77.5	49.0	52.7	56.8
Subtle discrimination (e.g., prejudice, racism, sexism)	38.7	41.4	44.3	38.0	32.4	28.7	31.4
Personal finances	65.2	50.5	63.0	72.3	68.1	72.7	44.3
Committee work	64.8	72.0	77.8	62.3	45.7	45.6	55.5
Faculty meetings	56.2	63.2	66.0	54.4	41.3	39.6	39.0
Colleagues	68.7	74.3	75.6	65.0	63.0	58.1	77.0
Students	69.0	63.2	70.1	73.7	62.7	68.1	39.7
Research or publishing demands	65.0	59.1	75.6	79.2	31.2	38.4	21.3
Institutional procedures and "red tape"	71.5	76.1	76.4	72.0	63.8	57.2	78.1
Teaching load	69.1	64.0	70.8	75.5	61.0	62.4	50.9
Children's problems	30.9	29.9	34.9	27.5	29.5	34.6	44.3
Friction with spouse/partner	24.6	20.0	25.4	28.1	18.6	25.6	5.0
Lack of personal time	83.7	82.5	85.7	85.3	76.3	82.6	89.0
Keeping up with information technology	59.4	68.5	62.0	51.7	66.3	54.1	88.4
Job security	39.3	11.6	25.7	56.4	53.6	56.6	22.1
Being part of a dual career couple	47.8	39.8	49.2	53.3	45.0	45.1	58.3
Working with underprepared students	64.5	61.7	64.4	66.1	64.5	64.9	62.7
Classroom conflict	24.3	21.4	23.4	27.7	20.3	25.1	14.7
Self-imposed high expectations	84.8	82.1	86.4	87.9	78.3	82.2	59.0
Change in work responsibilities	55.3	51.0	54.1	58.6	52.1	58.2	81.4
Personal goals noted as "very important" or "essential":							
Becoming an authority in my field	57.5	60.5	54.3	62.6	46.2	54.4	62.3
Influencing the political structure	20.7	23.6	20.1	22.1	18.3	15.2	11.4
Influencing social values	46.7	46.6	45.9	48.1	42.0	49.4	19.1
Raising a family	64.2	59.5	62.4	67.0	60.3	72.2	45.7
Becoming very well off financially	30.0	28.4	25.7	31.7	35.0	33.9	26.0
Helping others who are in difficulty	71.3	68.8	68.4	72.4	68.9	81.6	75.9
Becoming involved in programs to clean up the environment	38.1	38.9	36.7	38.6	33.1	42.5	46.7
Developing a meaningful philosophy of life	75.2	73.5	74.3	76.3	74.5	77.3	76.1
Helping to promote racial understanding	62.1	62.5	62.3	63.0	59.8	60.5	71.0
Obtaining recognition from my colleagues for contributions to my special field	48.2	48.3	47.5	54.4	37.5	40.4	25.2
Integrating spirituality into my life	53.1	47.7	49.0	54.3	53.5	68.2	32.3

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Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]							
Ask questions in class							
Frequently	97.1	96.7	96.9	96.9	97.9	98.0	100.0
Occasionally	2.7	3.0	2.9	2.9	2.1	2.0	0.0
Not at all	0.2	0.3	0.2	0.2	0.0	0.0	0.0
Support their opinions with a logical argument							
Frequently	86.4	86.2	87.0	85.6	91.3	83.9	81.9
Occasionally	13.0	12.9	12.3	14.0	8.6	15.6	18.1
Not at all	0.6	0.9	0.8	0.5	0.0	0.5	0.0
Seek solutions to problems and explain them to others							
Frequently	79.9	78.2	79.3	79.5	82.3	83.5	67.2
Occasionally	18.8	20.1	19.6	19.0	17.3	15.3	32.8
Not at all	1.3	1.7	1.1	1.5	0.4	1.1	0.0
Revise their papers to improve their writing							
Frequently	68.9	71.5	69.0	68.1	67.6	67.0	69.5
Occasionally	25.8	22.9	26.7	27.0	25.7	25.0	17.9
Not at all	5.4	5.5	4.3	4.8	6.6	8.0	12.6
Evaluate the quality or reliability of information they receive							
Frequently	80.2	81.9	82.3	79.3	78.4	76.3	87.4
Occasionally	18.4	16.7	17.0	19.0	19.3	22.5	12.6
Not at all	1.4	1.4	0.7	1.7	2.3	1.3	0.0
Take risks for potential gains							
Frequently	42.8	45.6	43.9	40.2	48.3	38.7	33.9
Occasionally	45.6	43.7	44.0	47.7	40.3	50.4	66.1
Not at all	11.6	10.7	12.0	12.1	11.4	10.9	0.0
Seek alternative solutions to a problem							
Frequently	71.7	72.7	69.1	70.7	76.2	75.3	68.9
Occasionally	26.2	25.2	29.1	27.1	20.3	23.3	31.1
Not at all	2.1	2.1	1.8	2.3	3.5	1.4	0.0
Look up scientific research articles and resources							
Frequently	59.6	58.7	59.7	60.6	58.5	58.3	76.7
Occasionally	29.0	27.1	28.2	28.8	33.9	30.5	22.9
Not at all	11.5	14.2	12.0	10.6	7.6	11.3	0.4
Explore topics on their own, even though it was not required for a class							
Frequently	57.1	58.5	55.3	54.7	63.8	60.0	66.8
Occasionally	39.9	38.8	42.1	41.9	33.0	37.0	33.2
Not at all	3.0	2.7	2.6	3.3	3.2	3.0	0.0
Acknowledge failure as a necessary part of the learning process							
Frequently	54.5	50.9	50.6	55.2	63.4	60.2	64.5
Occasionally	39.9	42.8	43.4	39.1	32.5	35.4	30.5
Not at all	5.6	6.3	6.1	5.7	4.1	4.3	5.0
Seek feedback on their academic work							
Frequently	82.5	81.2	82.2	81.8	87.9	83.1	71.5
Occasionally	16.5	17.2	16.6	17.5	11.7	15.9	28.5
Not at all	1.0	1.6	1.2	0.8	0.4	1.0	0.0

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Methods you use in “all” or “most” of the courses you teach:							
Multiple-choice exams [2]	34.7	25.9	31.2	38.2	36.1	46.9	41.6
Essay exams [2]	43.1	50.0	47.8	42.1	37.8	27.7	43.6
Short-answer exams [2]	44.0	42.6	45.2	45.7	46.3	36.8	48.7
Quizzes	41.3	35.4	37.8	42.8	48.0	49.4	29.2
Weekly essay assignments	25.0	24.3	24.0	25.2	26.3	27.3	31.6
Student presentations	56.1	58.3	57.1	56.9	52.0	51.4	38.1
Term/research papers	47.1	48.3	49.1	48.9	44.5	37.9	24.2
Student evaluations of each others' work	29.5	27.8	27.6	29.9	35.1	30.5	38.6
Grading on a curve	10.7	15.6	9.5	9.8	11.5	6.9	16.0
Competency-based grading	55.1	51.6	54.1	55.0	59.0	60.3	77.6
Class discussions	88.2	86.7	89.3	89.4	86.2	86.2	91.6
Cooperative learning (small groups)	73.2	67.4	72.0	76.7	74.3	75.0	65.3
Experiential learning/Field studies	36.9	35.1	35.5	39.4	34.3	38.3	16.1
Teaching assistants	9.5	10.1	7.9	9.3	12.9	9.2	29.1
Recitals/Demonstrations	23.4	26.0	22.5	23.2	21.7	23.4	26.6
Group projects	42.9	40.7	40.5	46.1	45.6	40.7	59.3
Extensive lecturing	33.4	31.3	30.9	36.0	34.7	34.6	35.2
Multiple drafts of written work	30.6	31.4	30.6	29.9	33.0	28.9	22.9
Readings on racial and ethnic issues	33.0	33.6	34.5	34.4	28.2	28.3	14.6
Readings on women and gender issues	29.8	31.8	32.5	30.0	24.2	24.6	14.2
Student-developed activities (assignments, exams, etc.)	27.5	25.7	24.1	28.8	28.4	34.1	26.9
Student-selected topics for course content	19.7	19.6	17.6	20.6	20.7	21.0	31.0
Reflective writing/journaling	29.9	26.6	26.3	32.7	29.9	35.0	57.4
Community service as part of coursework	12.4	10.8	11.6	13.6	11.0	14.6	4.7
Electronic quizzes with immediate feedback in class [2]	7.6	5.1	6.5	7.7	13.2	9.2	8.9
Using real-life problems [2]	58.6	49.1	58.2	61.4	61.4	66.1	47.0
Using student inquiry to drive learning	52.3	49.3	49.3	54.2	55.3	56.1	53.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
YOUR BASE INSTITUTIONAL SALARY							
9/10 month contract							
Less than \$20,000	2.1	2.1	2.5	1.8	1.7	2.0	0.0
\$20,000 to 29,999	1.1	0.0	0.0	0.1	3.0	7.9	0.0
\$30,000 to 39,999	6.7	0.4	0.7	3.4	24.6	30.8	0.0
\$40,000 to 49,999	18.7	2.2	6.8	28.1	35.0	38.0	0.0
\$50,000 to 59,999	27.8	8.1	30.0	42.9	18.2	17.9	59.9
\$60,000 to 69,999	18.3	18.6	30.3	14.0	14.0	3.0	0.0
\$70,000 to 79,999	10.4	20.2	17.3	4.2	1.9	0.0	40.1
\$80,000 to 89,999	6.1	18.1	6.7	1.7	0.8	0.4	0.0
\$90,000 to 99,999	4.4	14.3	3.5	1.7	0.5	0.0	0.0
\$100,000 to 124,999	3.4	12.7	1.7	1.4	0.2	0.0	0.0
\$125,000 to 149,999	0.7	2.3	0.4	0.4	0.0	0.0	0.0
\$150,000 or more	0.3	1.1	0.1	0.3	0.0	0.0	0.0
11/12 month contract							
Less than \$20,000	2.9	5.2	2.0	2.1	3.5	2.5	0.0
\$20,000 to 29,999	0.5	0.1	0.1	0.1	1.9	1.3	0.0
\$30,000 to 39,999	6.4	0.2	0.3	1.8	12.1	31.2	0.0
\$40,000 to 49,999	17.3	1.3	7.9	22.6	30.3	29.8	0.0
\$50,000 to 59,999	23.3	5.7	21.0	34.1	29.9	18.5	39.7
\$60,000 to 69,999	19.6	12.1	27.2	24.2	12.7	13.3	28.2
\$70,000 to 79,999	10.9	14.1	20.5	7.6	5.8	3.3	32.1
\$80,000 to 89,999	6.9	15.3	9.3	5.4	1.8	0.1	0.0
\$90,000 to 99,999	4.5	15.6	5.8	1.0	0.0	0.0	0.0
\$100,000 to 124,999	5.8	22.4	5.1	0.8	1.5	0.1	0.0
\$125,000 to 149,999	1.2	4.4	0.8	0.3	0.4	0.0	0.0
\$150,000 or more	0.7	3.4	0.1	0.0	0.0	0.0	0.0
Your base institutional salary is based on:							
9/10 months	73.8	74.7	78.3	74.3	64.7	68.9	36.2
11/12 months	26.2	25.3	21.7	25.7	35.3	31.1	63.8
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]							
Income from this institution							
All	69.3	65.0	72.1	71.9	65.6	65.9	71.3
75 to 99	26.1	30.4	25.1	24.1	26.1	27.2	28.7
50 to 74	3.1	3.4	2.3	3.1	4.9	3.6	0.0
25 to 49	0.9	0.6	0.3	0.6	3.0	1.9	0.0
1 to 24	0.3	0.5	0.1	0.2	0.2	0.4	0.0
None	0.2	0.1	0.1	0.1	0.2	1.0	0.0
Other academic income							
All	0.1	0.1	0.1	0.0	0.0	0.5	0.0
75 to 99	0.1	0.4	0.0	0.2	0.2	0.0	0.0
50 to 74	0.3	0.4	0.1	0.3	0.6	0.4	0.0
25 to 49	1.5	1.7	1.6	1.7	0.4	1.6	0.0
1 to 24	14.4	20.4	15.1	12.2	12.8	10.3	7.5
None	83.6	77.2	83.2	85.7	86.0	87.2	92.5
Non-academic income							
All	0.2	0.0	0.2	0.1	0.2	0.3	0.0
75 to 99	0.2	0.2	0.2	0.1	0.1	0.5	0.0
50 to 74	1.3	0.8	0.4	1.2	4.2	2.5	0.0
25 to 49	2.9	2.6	2.2	2.6	4.5	4.7	0.0
1 to 24	17.4	19.0	15.2	16.4	18.8	21.1	26.3
None	78.0	77.4	81.7	79.6	72.3	70.9	73.7

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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Full-time Undergraduate Faculty at Baccalaureate Institutions

Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
What is your age as of 12/31/2007?							
Less than 30	1.9	0.1	0.1	3.0	1.4	6.3	0.0
30 to 34	7.9	0.1	1.2	17.8	7.9	7.7	0.0
35 to 39	13.0	1.6	11.3	21.9	11.0	12.6	0.0
40 to 44	13.1	4.7	18.4	15.0	7.1	14.8	8.8
45 to 49	13.6	13.8	17.5	11.4	11.9	12.6	9.6
50 to 54	16.6	19.2	18.9	12.5	15.9	18.9	44.9
55 to 59	18.3	29.6	18.0	12.2	22.9	13.4	16.5
60 to 64	10.0	18.6	10.5	4.1	12.1	9.8	6.3
65 to 69	4.3	9.9	3.7	1.8	5.9	1.8	13.9
70 or more	1.3	2.4	0.4	0.3	3.9	2.2	0.0
Year of highest degree now held							
Before 1970	2.2	5.2	1.2	0.4	4.8	2.4	7.6
1971 to 1975	3.9	8.7	2.5	1.2	8.6	2.8	0.0
1976 to 1980	7.5	17.5	5.8	2.8	6.0	8.4	30.9
1981 to 1985	9.0	18.6	8.2	3.8	11.8	7.2	6.6
1986 to 1990	12.9	24.0	14.7	4.9	10.3	14.7	14.9
1991 to 1995	16.2	18.2	24.5	8.6	16.5	15.1	0.0
1996 to 2000	18.9	5.5	31.9	18.0	15.9	16.5	40.1
2001 to 2005	22.0	1.6	10.1	43.4	21.8	23.1	0.0
2006 to 2007	7.5	0.7	1.0	16.9	4.2	9.8	0.0
Year of appointment at current position							
Before 1970	0.9	3.0	0.9	0.2	0.0	0.1	0.0
1971 to 1975	2.0	6.1	1.3	0.4	3.1	0.0	5.4
1976 to 1980	4.3	13.4	3.0	1.2	3.7	0.7	3.9
1981 to 1985	6.3	13.8	6.5	1.4	9.8	3.6	0.9
1986 to 1990	9.9	23.8	11.2	3.0	7.3	4.4	14.4
1991 to 1995	12.7	21.6	16.9	3.9	13.2	11.9	15.4
1996 to 2000	18.2	11.2	34.6	8.2	21.2	18.7	20.4
2001 to 2005	30.7	5.6	22.4	51.6	28.5	35.1	28.8
2006 to 2007	15.1	1.4	3.2	30.0	13.2	25.4	10.8
If tenured, year tenure was awarded							
Before 1970	0.2	0.3	0.1	0.1	8.3	0.0	0.0
1971 to 1975	1.2	2.0	0.6	0.1	0.0	5.7	0.0
1976 to 1980	3.4	6.4	1.2	2.1	0.0	4.2	0.0
1981 to 1985	5.9	10.7	2.4	3.3	0.0	0.0	0.0
1986 to 1990	10.1	16.8	5.2	5.2	0.0	8.1	0.0
1991 to 1995	14.7	24.0	7.9	9.7	10.2	0.0	28.9
1996 to 2000	20.9	25.4	17.9	11.6	38.5	57.3	0.0
2001 to 2005	24.6	12.5	35.0	21.8	43.1	0.0	51.9
2006 to 2007	19.1	2.1	29.8	46.0	0.0	24.8	19.2

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Biological Science							
Agriculture	0.4	1.0	0.4	0.2	0.0	0.1	0.0
Forestry	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology	0.9	0.6	0.9	1.2	0.9	0.3	0.0
Biochemistry	0.7	0.4	1.0	0.7	0.2	0.4	0.0
Biophysics	0.0	0.0	0.0	0.1	0.1	0.0	0.0
Botany	0.4	0.8	0.5	0.2	0.1	0.5	0.0
Environmental Science	0.3	0.4	0.3	0.2	0.3	0.1	0.0
Marine (life) Sciences	0.2	0.3	0.1	0.1	0.0	0.4	0.0
Physiology, Anatomy	0.5	1.1	0.3	0.3	0.1	0.4	0.0
Zoology	0.6	0.7	0.7	0.5	0.4	0.7	0.0
General, Other Biological Sciences	1.9	2.2	2.0	1.6	2.3	1.5	0.0
Business							
Accounting	0.9	0.9	0.8	0.8	0.9	1.6	0.0
Finance	0.4	0.3	0.5	0.5	0.2	0.4	0.0
International Business	0.1	0.1	0.1	0.0	0.0	0.3	0.0
Management	2.0	0.7	1.6	1.7	5.3	2.9	0.0
Marketing	0.7	0.6	0.8	0.8	0.3	0.3	0.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	0.8	0.5	0.5	0.8	1.4	1.8	0.0
Education							
Business Education	0.3	0.3	0.4	0.1	0.4	0.6	0.0
Educational Administration	1.7	1.1	1.8	1.7	1.8	2.1	0.0
Educational Psychology/Counseling	1.4	1.4	1.1	1.3	2.8	0.8	31.2
Elementary Education	1.5	1.3	1.1	1.8	1.2	1.9	4.7
Higher Education	2.4	2.7	2.3	2.3	3.6	1.5	0.0
Music or Art Education	0.4	0.5	0.2	0.6	0.0	0.2	0.0
Physical or Health Education	1.3	0.8	1.5	0.9	0.8	2.8	0.0
Secondary Education	0.9	0.5	1.2	0.9	0.8	1.6	0.0
Special Education	1.7	1.3	1.6	2.2	0.1	2.1	0.0
General, Other Education Fields	4.3	4.1	4.8	5.4	2.4	2.4	0.9
Engineering							
Aero-/Astronautical Engineering	0.1	0.0	0.2	0.0	0.0	0.0	0.0
Chemical Engineering	0.1	0.1	0.1	0.1	0.1	0.0	0.0
Civil Engineering	0.2	0.1	0.4	0.3	0.0	0.0	0.0
Electrical Engineering	0.2	0.3	0.1	0.3	0.0	0.1	0.0
Industrial Engineering	0.1	0.2	0.1	0.1	0.0	0.1	0.0
Mechanical Engineering	0.2	0.2	0.2	0.4	0.0	0.0	0.0
General, Other Engineering Fields	0.3	0.7	0.3	0.1	0.1	0.6	0.0
Health							
Dentistry	0.1	0.3	0.0	0.1	0.0	0.2	0.0
Health Technology	0.1	0.0	0.0	0.2	0.0	0.3	0.0
Medicine or Surgery	0.2	0.2	0.2	0.2	0.0	0.2	0.0
Nursing	7.4	2.1	5.9	9.3	5.0	16.3	0.0
Pharmacy, Pharmacology	0.8	1.9	0.7	0.8	0.0	0.1	0.0
Therapy (speech, physical, occup.)	1.2	0.6	0.4	1.9	2.2	0.7	0.0
Veterinary Medicine	0.1	0.1	0.0	0.1	0.0	0.0	0.0
General, Other Health Fields	1.5	0.8	1.1	1.9	2.1	1.7	0.0

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Humanities							
History	3.5	3.2	4.0	3.8	2.0	3.0	0.0
Political Science, Government	1.7	1.6	1.9	2.3	0.4	0.4	0.0
English Language & Literature	8.7	9.9	6.8	7.4	10.8	13.3	8.8
Foreign Languages & Literature	1.9	2.1	2.0	2.0	0.9	1.5	0.0
French	1.2	1.2	1.3	0.3	5.0	0.2	2.1
German	0.5	0.5	1.1	0.3	0.0	0.2	0.0
Spanish	1.6	1.1	1.5	1.7	0.9	2.8	0.0
Other Foreign Languages	0.5	0.9	0.3	0.2	1.3	0.2	0.0
Linguistics	1.2	1.5	1.4	0.5	2.2	1.2	0.0
Philosophy	1.2	1.4	1.5	0.8	1.3	0.8	0.0
Religion or Theology	1.3	1.4	1.6	1.2	1.3	0.8	0.0
General, Other Humanities Fields	1.7	1.5	1.8	2.2	1.4	0.6	0.0
Fine Arts							
Architecture/Urban Planning	0.4	0.1	0.6	0.5	0.7	0.1	0.0
Art	2.0	3.4	1.9	1.6	2.4	0.4	0.0
Dramatics or Speech	1.7	2.7	1.3	1.6	1.9	1.1	14.4
Music	2.5	4.1	3.0	2.2	0.9	0.8	0.0
Television or Film	0.4	0.0	0.7	0.4	0.1	0.2	0.0
Other Fine Arts	1.5	1.6	1.2	1.3	2.0	2.2	0.0
Physical Science							
Mathematics and/or Statistics	2.7	2.4	2.3	2.3	5.4	3.5	0.0
Astronomy	0.1	0.1	0.1	0.2	0.2	0.1	0.0
Atmospheric Sciences	0.1	0.0	0.1	0.1	0.2	0.0	0.0
Chemistry	2.2	2.6	1.7	2.2	4.0	1.2	0.0
Earth Sciences	0.5	0.2	0.7	0.5	0.3	0.3	0.0
Geography	0.4	0.6	0.3	0.3	0.5	0.1	0.0
Marine Sciences (incl. Oceanography)	0.1	0.2	0.1	0.1	0.0	0.1	0.0
Physics	0.6	1.1	0.6	0.5	0.5	0.1	0.0
General, Other Physical Sciences	0.1	0.0	0.0	0.1	0.0	0.2	0.0
Social Science							
Anthropology	1.3	1.2	1.6	1.4	1.0	0.4	5.3
Archaeology	0.2	0.2	0.2	0.1	0.1	0.1	0.0
Clinical Psychology	1.1	1.2	1.4	1.3	0.3	0.8	0.0
Counseling and Guidance	0.3	0.3	0.2	0.1	1.0	0.3	0.0
Experimental Psychology	1.1	1.4	1.6	1.1	0.8	0.1	0.0
Social Psychology	1.0	0.9	1.2	0.9	0.1	2.3	0.0
General, Other Psychology	2.0	2.5	2.7	1.8	1.6	0.2	9.6
Economics	1.2	1.3	1.4	1.3	1.4	0.5	0.0
Sociology	2.8	3.4	3.7	3.1	0.5	0.5	0.0
Social Work, Social Welfare	1.0	1.2	1.1	1.1	0.7	0.7	0.0
General, Other Social Sciences	1.5	1.0	1.8	1.7	1.2	1.0	5.4

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Technical							
Computer Science	0.9	1.0	0.6	0.8	0.9	1.7	0.0
Data Processing, Computer Prog.	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Drafting/Design	0.1	0.1	0.0	0.1	0.0	0.2	0.0
Electronics	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	0.1	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.3	0.1	0.2	0.3	0.7	0.3	0.0
Other Fields							
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications	2.2	1.9	2.2	2.1	3.6	2.3	0.0
Ethnic Studies	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Human Ecology/Family Science	0.8	1.0	1.4	0.6	0.0	0.2	0.0
Journalism	0.6	0.3	0.3	0.5	1.0	1.6	0.0
Law	0.7	1.3	0.6	0.5	0.5	0.4	0.0
Law Enforcement	0.1	0.1	0.0	0.0	0.5	0.0	0.0
Library Science	0.8	0.7	0.4	0.7	0.5	2.1	17.6
Women's Studies	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.0	0.1	0.0	0.0	0.0	0.0	0.0
All Other Fields	1.0	1.4	1.1	0.9	0.5	0.8	0.0

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Biological Science							
Agriculture	0.5	1.1	0.5	0.3	0.0	0.1	0.0
Forestry	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology	0.3	0.2	0.0	0.6	0.1	0.1	0.0
Biochemistry	0.1	0.0	0.1	0.1	0.4	0.0	0.0
Biophysics	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Botany	0.1	0.2	0.0	0.0	0.0	0.0	0.0
Environmental Science	0.4	0.5	0.7	0.2	0.1	0.3	0.0
Marine (life) Sciences	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Physiology, Anatomy	0.2	0.1	0.2	0.2	0.3	0.1	0.0
Zoology	0.1	0.0	0.2	0.2	0.0	0.0	0.0
General, Other Biological Sciences	4.2	5.3	4.7	3.4	3.7	3.6	0.0
Business							
Accounting	1.2	1.2	0.9	1.1	1.4	2.0	0.0
Finance	0.5	0.4	0.4	0.6	0.4	0.6	0.0
International Business	0.1	0.0	0.0	0.1	0.0	0.1	0.0
Management	2.0	1.1	1.9	2.0	4.7	1.9	0.0
Marketing	0.9	0.9	0.8	0.9	1.3	0.9	0.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	1.3	1.3	1.4	1.1	1.5	1.6	0.0
Education							
Business Education	0.0	0.1	0.1	0.0	0.0	0.0	0.0
Educational Administration	0.2	0.4	0.1	0.2	0.1	0.3	0.0
Educational Psychology/Counseling	0.5	0.6	0.5	0.6	0.0	0.0	0.0
Elementary Education	3.0	2.1	3.2	3.6	2.6	2.5	4.7
Higher Education	0.4	0.3	0.4	0.6	0.2	0.4	8.8
Music or Art Education	0.1	0.1	0.1	0.2	0.0	0.0	0.0
Physical or Health Education	1.6	1.3	1.8	1.4	1.1	3.1	0.0
Secondary Education	0.8	0.3	0.9	0.9	0.4	0.9	0.0
Special Education	1.0	0.5	1.0	1.6	0.5	0.6	0.0
General, Other Education Fields	3.1	3.3	3.2	3.2	1.0	3.7	31.2
Engineering							
Aero-/Astronautical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Civil Engineering	0.2	0.1	0.5	0.2	0.1	0.0	0.0
Electrical Engineering	0.2	0.3	0.2	0.2	0.0	0.0	0.0
Industrial Engineering	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Mechanical Engineering	0.2	0.1	0.1	0.3	0.0	0.0	0.0
General, Other Engineering Fields	0.5	1.0	0.3	0.3	0.5	0.4	0.0
Health							
Dentistry	0.2	0.3	0.2	0.2	0.0	0.1	0.0
Health Technology	0.2	0.1	0.1	0.3	0.0	0.4	0.0
Medicine or Surgery	0.2	0.2	0.1	0.3	0.0	0.1	0.0
Nursing	8.7	3.9	7.6	10.7	5.1	17.3	0.0
Pharmacy, Pharmacology	0.8	1.5	0.7	0.9	0.0	0.1	0.0
Therapy (speech, physical, occup.)	1.5	0.9	0.8	2.5	1.6	1.3	0.0
Veterinary Medicine	0.0	0.1	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields	1.7	1.1	1.3	1.9	2.7	2.0	0.0

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Humanities							
History	2.8	2.9	3.7	3.2	0.8	0.6	5.3
Political Science, Government	1.5	1.1	1.6	2.2	0.8	0.3	0.0
English Language & Literature	9.5	10.5	7.6	8.2	12.0	14.2	0.0
Foreign Languages & Literature	3.8	3.6	3.8	3.0	7.5	3.5	0.0
French	0.3	0.3	0.5	0.1	0.7	0.4	0.0
German	0.3	0.2	0.7	0.1	0.1	0.1	0.0
Spanish	1.1	0.6	1.0	1.3	0.9	1.7	0.0
Other Foreign Languages	0.7	0.6	0.3	0.2	3.5	0.6	0.0
Linguistics	0.2	0.1	0.4	0.2	0.0	0.2	0.0
Philosophy	1.0	1.4	1.3	0.8	0.3	0.6	0.0
Religion or Theology	1.4	1.6	1.8	1.3	1.2	0.6	0.0
General, Other Humanities Fields	2.0	2.2	2.1	2.0	1.9	1.7	0.0
Fine Arts							
Architecture/Urban Planning	0.5	0.1	0.6	0.8	0.0	0.1	0.0
Art	2.7	4.3	2.8	2.5	2.4	0.5	0.0
Dramatics or Speech	1.6	2.5	1.2	1.6	1.5	0.8	14.4
Music	2.5	4.5	2.9	2.2	1.1	0.7	0.0
Television or Film	0.4	0.7	0.5	0.3	0.2	0.1	0.0
Other Fine Arts	1.1	1.2	1.1	0.7	1.8	1.2	0.0
Physical Science							
Mathematics and/or Statistics	3.4	2.9	2.8	2.6	7.2	4.7	0.0
Astronomy	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Atmospheric Sciences	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Chemistry	2.5	2.7	1.7	2.7	4.8	1.4	0.0
Earth Sciences	0.5	0.3	0.8	0.4	0.3	0.2	0.0
Geography	0.4	0.5	0.3	0.3	0.7	0.0	0.0
Marine Sciences (incl. Oceanography)	0.1	0.1	0.0	0.1	0.0	0.0	0.0
Physics	0.7	1.2	0.7	0.6	0.2	0.8	0.0
General, Other Physical Sciences	0.2	0.1	0.3	0.3	0.2	0.3	0.0
Social Science							
Anthropology	1.1	1.0	1.7	1.0	0.7	0.4	0.0
Archaeology	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.5	0.6	0.5	0.6	0.0	0.2	0.0
Counseling and Guidance	0.2	0.2	0.2	0.1	0.3	0.0	0.0
Experimental Psychology	0.9	0.9	0.8	0.6	0.4	2.4	0.0
Social Psychology	0.2	0.2	0.2	0.3	0.2	0.0	0.0
General, Other Psychology	3.1	3.5	4.2	3.2	2.2	0.6	9.6
Economics	1.0	1.2	0.9	1.0	1.3	0.4	0.0
Sociology	2.7	3.2	3.2	3.4	1.1	0.4	0.0
Social Work, Social Welfare	1.1	0.9	1.2	1.3	0.7	0.7	0.0
General, Other Social Sciences	2.0	1.5	2.3	2.0	1.4	2.9	0.0

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Technical							
Computer Science	1.0	0.9	0.9	1.0	0.6	1.6	0.0
Data Processing, Computer Prog.	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Drafting/Design	0.1	0.0	0.1	0.1	0.0	0.3	0.0
Electronics	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Industrial Arts	0.0	0.0	0.0	0.0	0.3	0.0	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.3	0.2	0.3	0.3	0.6	0.1	0.0
Other Fields							
Building Trades	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Communications	2.6	2.0	2.4	2.2	5.4	2.6	5.4
Ethnic Studies	0.2	0.2	0.3	0.3	0.0	0.0	0.0
Human Ecology/Family Science	0.9	1.1	1.3	0.7	0.5	0.2	0.0
Journalism	0.7	0.5	0.4	0.8	0.8	1.0	0.0
Law	0.3	0.6	0.2	0.2	0.3	0.1	0.0
Law Enforcement	0.1	0.1	0.0	0.1	0.2	0.0	0.0
Library Science	0.8	0.8	0.5	0.7	0.5	2.1	17.6
Women's Studies	0.3	0.3	0.5	0.3	0.3	0.0	0.0
Other Vocational	0.2	0.2	0.0	0.1	0.0	1.1	0.0
All Other Fields	1.6	1.9	1.9	0.9	1.5	2.5	3.0
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?							
Under 18 years old							
None	66.3	76.4	62.7	62.4	73.1	63.4	66.1
One	16.9	12.8	18.9	19.1	12.7	15.8	25.1
Two	13.3	9.2	15.0	14.2	10.8	16.2	8.7
Three	2.6	1.0	2.6	3.6	1.9	3.2	0.0
Four or more	0.9	0.6	0.8	0.7	1.5	1.4	0.0
18 years or older							
None	59.6	46.6	62.7	72.0	46.7	49.3	58.5
One	13.0	19.5	12.6	8.3	14.0	15.6	19.5
Two	18.4	22.6	16.9	12.8	28.6	22.5	19.7
Three	5.9	8.5	4.8	4.4	7.3	7.7	2.2
Four or more	3.1	2.8	3.0	2.5	3.5	5.0	0.0
How would you characterize your political views?							
Far left	9.9	11.6	12.4	10.4	5.6	3.6	17.1
Liberal	51.9	59.7	56.1	50.2	49.0	35.4	59.7
Middle of the Road	26.0	19.1	21.6	28.3	30.9	37.3	14.6
Conservative	11.9	9.6	9.5	10.7	14.3	23.4	8.6
Far right	0.3	0.1	0.3	0.4	0.2	0.3	0.0
Are you currently:							
Single	14.8	13.9	15.2	18.0	11.6	9.1	14.3
Married	67.4	65.8	67.1	66.0	68.0	74.3	80.4
Unmarried, living with partner	5.7	5.7	6.2	6.3	5.1	3.4	0.0
Divorced	8.8	10.3	9.4	7.7	7.3	9.3	5.3
Widowed	2.4	3.6	1.4	1.2	7.0	2.7	0.0
Separated	0.8	0.7	0.8	0.8	1.0	1.2	0.0

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Female Respondents	All Resp	Full Prof	Assoc Prof	Asst Prof	Lect	Inst	No Resp
Is English your native language?							
Yes	90.4	91.2	91.7	87.9	90.0	93.5	100.0
No	9.6	8.8	8.3	12.1	10.0	6.5	0.0
Are you: [5]							
White/Caucasian	89.2	91.5	88.8	86.6	92.5	90.9	100.0
African American/Black	3.4	2.9	3.2	3.8	3.6	3.3	0.0
American Indian/Alaska Native	1.5	1.6	1.2	1.6	1.3	1.5	0.0
Asian American/Asian	3.4	2.6	3.0	4.8	2.2	2.8	0.0
Native Hawaiian/Pacific Islander	0.2	0.1	0.3	0.1	0.5	0.3	0.0
Mexican American/Chicano	1.0	0.8	0.8	1.2	0.7	1.2	0.0
Puerto Rican	0.4	0.4	0.4	0.5	0.1	0.1	0.0
Other Latino	1.9	1.9	1.9	2.5	0.7	1.4	0.0
Other	2.4	1.9	3.0	2.4	2.6	1.4	0.0
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?							
Yes	74.6	75.6	76.4	74.1	76.9	67.8	81.7
No	25.4	24.4	23.6	25.9	23.1	32.2	18.3

[4] Percentages will sum to more than 100.0 if any respondent marked more than one category.

Appendix A

Research Methodology

Research Methodology

The procedures for administering the Faculty survey in 2007 were markedly different from those in preceding years, due to significant technological and logistical enhancements developed by HERI and its Scanning Center, operated by Data Recognition Corporation. To understand the scope of these changes, let us briefly review the administration procedure in place up until the 2004 Faculty Survey, and contrast it to the procedure used in 2007.

2004 and Previous

The survey was conducted using a paper form only. The logistics of creating and distributing survey packets¹ for large numbers of faculty and hundreds of institutions (over 187,000 faculty at 511 institutions in 2004) were formidable. The amount of staff time at HERI, the Scanning Center and the participating institutions, not to mention the expense of handling so much paper, were considerable—so much so that HERI was compelled to distribute the initial wave of survey packets and a single follow-up on the same dates for all institutions. Because the institutions were free to administer their first and second waves on their own schedules, a substantial number of institutions did not have their first wave in the field before the second-wave survey packets arrived.

Communications and transfers of necessary data (such as the names and addresses of faculty) between the individual institutions and the Processing Center were all mediated by HERI to ensure consistent procedures. The three-way communications, mainly by telephone, fax, and email, were slow and prone to delays when any one of the three parties was unavailable. Communication between individual faculty and the Processing Center—for example a faculty wishing to “opt out”² of the survey—were subject to similar delays.

Finally, the second wave of survey packets, complete with faculty name and addresses, went to each participating institution. This procedure identified individual faculty who had not responded to the first wave of surveys. This was a matter of concern to UCLA’s Institutional Review Board as a potential violation of privacy.

¹A survey packet consisted of the survey instrument itself, a separate cover letter from HERI, and a postage paid return envelope. The survey packets for each institution were shipped by the Processing Center unsealed, in the event an institution wanted to add its own cover letter on official stationery. The institution then mailed the survey packets to the individual faculty.

²By opting out, a faculty member indicates he/she does not want to participate in the survey, and directs that no more survey materials be sent to her/him.

2007

Unlike earlier administrations of the Faculty Survey, the 2007 survey was in electronic form only. Individual faculty were invited to participate via email, and filled out the survey by linking to the HERI Portal (see below) via their own web browsers. The immediate benefits of switching to a web-only version of the instrument included:

- Removing virtually all transfer of physical documents with their attendant costs in mailing and staff commitment.
- Freeing the survey from the restrictions of fitting within the boundaries defined by the paper on which the instrument is printed. The 2007 survey instrument, for example, contains almost 30% more items than the 2004 version.
- Notifying respondents which questions have been left unanswered and providing a second opportunity for the respondent to answer.
- In conjunction with the HERI Portal (see below), allowing a faculty member to opt out of the survey without having to contact his/her institution or HERI.
- Finally, since electronic delivery of the survey from the Processing Center to individual faculty is automated, individual institutions can customize the dates of initial administration of the survey (and up to two follow-up administrations) to meet their individual calendars, provided they administer within the 6-month data collection phase of the survey.

In the Fall of 2005, HERI and Data Recognition Corporation embarked on a collaborative effort to design and construct the HERI Portal. The Portal is a website that allows a robust variety of secure communications between institutions, the Processing Center, and HERI. Moreover, the communications are standardized for consistency, removing the need to route interactions between the institutions and the Processing Center through HERI.

In 2007, an institution's interaction with the Portal began with registration, at which time an institution designated the person overseeing the survey's administration. At that time, or at any time within 2 days of the initial distribution of surveys, the institutional contact used the Portal to specify the date of the initial administration, and (optionally) the dates of a second and third administration, as well as up to two reminder messages to be sent to non-respondents.

The Portal has default texts written by HERI for the initial invitation to participate, as well as reminder e-mails and invitations associated with the second (and third) distributions. The institutional contact could add, via the Portal, additional text to these invitations and reminders, including an institutional logo, in order to "personalize" the invitation to the institution.

Once the survey was launched for a particular institution, the process of issuing reminders and additional waves of administration were handled automatically by the Portal without further need of any action by the institutional contact. Not only did this insure that administration was executed

according to the schedule established by the institutional contact, but it eliminated the possibility of an institution obtaining specific knowledge of which faculty had not responded to any wave of administration, thereby removing an important source of privacy concerns.

As with all HERI Surveys, the Faculty Survey data collected from an institution were made available to that institution for secondary analyses. In previous administrations the data were not available until all data from all institutions were collected, which for some institutions was months after the survey was administered. In 2007, however, the data from each completed survey were available within 24 hours of its collection. Thus, the institution could perform its secondary analyses as soon as, or even before, the administration process is complete.

Supplemental Sample

In every administration of the Faculty Survey save one (1992–1993), HERI has created a supplemental sample to enhance the number of respondents from types of institutions that participated at a lower rate than others, for example large public colleges and universities. Until 2004, the lists of faculty to be surveyed in Supplemental Sample institutions were obtained from vendors specializing in mass mailings to colleges and universities. Survey packets were prepared with standardized invitation letters from HERI, and administered directly by the Processing Center.

This model proved inadequate for the 2007 Supplemental Sample, as the vendors we had relied on for faculty mailing addresses did not have available any faculty e-mail addresses, making it impossible to survey them under the current administration protocol.

Fortunately, a pair of decisions HERI made in the last Faculty Survey administration provided a serendipitous solution to our dilemma. First, when we requested lists of faculty names and addresses from participating institutions, we asked for e-mail addresses as well. Second, we included a question in the 2004 survey asking respondents if we could retain their contact information for follow-up research. An examination of the 2004 respondents found a pool of 15,127 faculty at 199 institutions not participating in the 2007 Faculty Survey who gave HERI permission for further contact and whose institutions provided e-mail addresses. This pool became the Supplemental Sample.

Survey Response

Of the 104,924 questionnaires mailed out, usable surveys were eventually received from 34,479 respondents, constituting a 33 percent response rate, down from 38 percent in 2004, 43 percent in 1998, and 55 percent in 1989. These results are consistent with a general decline in response to remotely-administered HERI surveys over the years.

Unlike earlier administrations of the Faculty Survey, the response rate for the Supplemental Sample was slightly higher than the response rate of the participating institutions (34.5 percent vs. 32.6 percent respectively) and considerably higher than the 2004 Supplemental Sample response

rate (21 percent). The higher response rate in 2007 is attributable to two factors: a) the e-mail addresses received from institutions were more likely to be accurate and up-to-date than addresses from external vendors, and; b) the current Supplemental Sample consisted of faculty who had already responded to a previous Faculty Survey.

Administering the Faculty Survey electronically through the HERI Portal allowed us to examine specific types of non-response. Records were kept on the Portal of potential respondents who: a) opted out; b) partially completed the survey and took advantage of the survey's ability to save responses already entered, and; c) accessed the survey but did not save entered responses. Overall, 2.4 percent of all members of the sample pool opted out, while 12.5 percent accessed the survey but did not complete it. Slightly more than half of the sample pool (52.2 percent) never accessed the survey. Table A1 shows the opt-out and partial response rates broken out by the sample type.

Table A1
Response, Opt-out and Partial Response Rates by Sample Type

	Sample Type		Overall
	Participating	Supplemental	
Responded	32.6	34.5	32.9
Opted out	2.3	3.5	2.4
Accessed survey			
Saved partial responses	4.9	3.4	4.7
Did not save partial responses	8.0	7.5	7.8
Did not access survey	52.4	51.0	52.2

The National Normative Sample

For a participating institution's data to be included in the normative sample, HERI required that a minimum percentage of all full-time undergraduate (FTUG) faculty at that institution be surveyed. Total full-time faculty counts were obtained from the 2006 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 FTUG faculty. Participating universities were required to survey at least 25 percent.³

³Universities 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.

Because the Supplemental Sample was based on individual respondents rather than all faculty from an institution, the standard method of inclusion in the normative sample did not apply. All faculty from the Supplemental Sample that responded to the survey were included in the sample, provided that: a) they were determined to be FTUG faculty in 2007, and; b) they were based at four-year colleges and universities (see below).

The number of two-year colleges (public and private) participating in the Faculty Survey has dropped off considerably over the years. In 2007, only 17 two-year colleges actively participated, while faculty from 24 additional two-year colleges were included in the Supplemental Sample. These 41 institutions represent less than four percent of all two-year colleges in the United States. HERI believes that it is not possible for such a small sample of institutions to adequately represent the national population. Accordingly, no National Norms are reported for two-year colleges, and the broadest group reported on in this publication is “all four-year colleges and universities.”

As a result of these requirements, results from 77 out of 449 participating institutions were dropped from the normative sample, leaving a total of 372. Of these, 41 were dropped because they were two-year colleges, while the other 36 were dropped for not meeting participation requirements.

Inclusion in the normative sample should not be confused with response rate. An institution’s response rate depends on the number of *sampled* faculty returned. If the institution sampled only a small proportion of its full-time undergraduate faculty, it might not meet the norms requirements even if it had a very high response rate.

Table 2 shows the total number of institutions and total number of institutional participants by institutional type, together with the total number of faculty members, faculty surveyed, and faculty respondents for each cell.

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 two-stage weighting procedure was employed following Astin, Korn, and Dey (1991).

It should be noted that the first stage of the weighting procedure is based on the assumption that the population of which the weights are an estimate is the total number of FTUG faculty at each institution. Because the 2007 Supplemental Sample was not based on institutions, a different method of producing the first-stage weight was required. Accordingly, the discussion below breaks out the procedure by sample type.

Table A2

Institutional and Faculty Participation in the 2007–2008 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	2,686	449	(4)	521,383	104,924	34,479	(4)
All universities/4-year colleges	1,592	408	372	401,803	99,650	32,815	22,562
All two-year colleges	1,094	41	(4)	119,580	5,274	1,664	(4)
Universities							
Public	131	34	31	128,725	21,207	4,913	2,967
Private	71	29	25	51,318	14,552	4,907	3,002
Four-year colleges							
Public	402	88	80	123,417	26,245	8,473	5,629
All Private	988	257	236	98,343	37,646	14,522	10,964
Nonsectarian	425	112	101	46,785	17,889	6,719	5,005
Catholic	177	49	47	19,218	6,494	2,383	1,029
Other Religious	386	96	88	32,340	13,263	5,420	4,030
Two-year Colleges							
Public	950	38	(4)	113,645	5,148	1,602	(4)
Private	144	3	(4)	5,935	126	62	(4)

(1) Includes 199 institutions from which the supplemental sample was taken.

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

(3) Full-time undergraduate faculty only.

(4) Two-year colleges were not included in the National Norms. See text.

First Weight—Participating Institutions

The first set of weights was designed to adjust for response bias within participating institutions. The entire faculty at each institution was sorted into eight categories representing all combinations of gender (male or female) and rank (professor, associate professor, assistant professor, and all other ranks). The ratio between the total number of faculty in the institution and the number of respondents in each category was used as the first weight. Thus, if there were 20 female full professors and 10 of those responded, each of these respondent's weights 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.⁴

⁴In 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.

First Weight—Supplemental Sample

Creating a first weight for the Supplemental Sample presented a challenge and an opportunity. On the one hand, there was no formal unit of population as was the case for the participating institutions, since membership in the Supplemental Sample did not depend on where the faculty member taught, but rather on the fact that he/she participated in the 2004 Faculty Survey. Accordingly, we chose to use the mailout population of 15,127 as the population for the purposes of the first-weight calculation.

On the other hand, HERI did have considerable information about each of the 15,127 members of the Supplemental Sample, namely the data collected from their participation in 2004. Using these data, profiles could be developed for those in the sample pool that participated in 2007, and those that did not.

To create these profiles, we used a model developed to analyze response bias in HERI follow-up surveys where Freshman Survey data were available (see for example, the series of “American College Student” surveys which ran from 1982–1990). Using multiple stepwise regression, we developed a regression equation that would estimate the probability that every member of the Sample Pool would respond. The dependent variable of the regression was whether or not the faculty member responded, and the independent variables were every variable in the 2004 Faculty Survey. (Because our research has shown that men and women tend to respond to surveys for different reasons, we ran separate regressions for each gender.)

Having completed the regression, we then examined only those members of the Supplemental Sample who responded to the 2007 survey. Using the equation developed during the regression run, we computed how likely the respondent was to have responded based on his or her characteristics. The reciprocal of the computed probability was then used as the first weight. Thus, a respondent with an 80% probability of response would receive a weight of $1/0.8$, or 1.25. A respondent with a 20% probability of response would receive a weight of $1/0.2$, or 5.00.

Second Weight—All Sample Types

To develop the second set of weights, institutions were sorted into 23 stratification cells based upon type (four-year college, university), control (public, private-nonsectarian, Roman Catholic, other religious), and 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 8 gender-by-rank categories described above. Data from all respondents 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 postgraduate 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 14 **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 14], 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 12], but did not indicate any specific types of courses being taught [question 14].

It should be noted that HERI has received some comment from participating institutions that had surveyed *only* full-time undergraduate faculty, yet some of their respondents were classified as being of another respondent type (primarily “other”). An investigation led us to the conclusion that respondents were misclassified because they had not responded to one or more of the key questions above. For the purposes of the results in this report, however, HERI felt it preferable to not include them, to assure that those in the normative sample were positively identified as meeting the requirements for inclusion.

Reference

Astin, A. W., Korn, W. S., & 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.

Appendix B
2007–2008
HERI Faculty Survey Questions

Appendix B
2007–2008 HERI Faculty Survey Questions

(copy of web survey available at www.heri.ucla.edu)

1. What is your principal activity in your current position at this institution?
2. Are you considered a full-time employee of your institution for at least nine months of the current academic year?
3. If given the choice, I would prefer to work full-time at this institution.
4. Mark all institutional resources available to you in your last term as part-time faculty.

5. Please indicate your agreement with the following statements. Part-time instructors at this institution:
 - a. Are given specific training before teaching
 - b. Rarely get hired into full-time positions
 - c. Receive respect from students
 - d. Are primarily responsible for introductory classes
 - e. Have no guarantee of employment security
 - f. Have access to support services
 - g. Are compensated for advising/counseling students
 - h. Are required to attend meetings
 - i. Have good working relationships with the administration
 - j. Are respected by full-time faculty

6. What is your present academic rank?
7. What is your tenure status at this institution?

8. Are you currently serving in an administrative position as:
 - a. Department Chair
 - b. Dean (Assoc or Asst)
 - c. President
 - d. Vice-President
 - e. Provost
 - f. Other
 - g. Not Applicable

9. My primary place of employment in the last year was:
10. Personally, how important to you is:
 - a. Research
 - b. Teaching
 - c. Service

11. Highest degree earned:
12. Degree currently working on:

13. During the past two years, have you engaged in any of the following activities?
 - a. Taught an honors course
 - b. Taught an interdisciplinary course
 - c. Taught an ethnic studies course
 - d. Taught a women's studies course
 - e. Team-taught a course
 - f. Taught a service learning course
 - g. Placed or collected assignments on the Internet
 - h. Taught a course exclusively on the Internet
 - i. Participated in a teaching enhancement workshop
 - j. Advised student groups involved in service/volunteer work
 - k. Collaborated with the local community in research/teaching
 - l. Developed a new course
 - m. Conducted research or writing focused on international/global issues
 - n. Conducted research or writing focused on racial or ethnic minorities
 - o. Conducted research or writing focused on women and gender issues
 - p. Taught a seminar for first-year students
 - q. Engaged undergraduates on your research project
 - r. Worked with undergraduates on a research project

14. During the present term, how many hours per week on the average do you actually spend on each of the following activities?
 - a. Scheduled teaching (give actual, not credit hours)
 - b. Preparing for teaching (including reading student papers and grading)
 - c. Advising and counseling of students
 - d. Committee work and meetings
 - e. Other administration
 - f. Research and scholarly writing
 - g. Other creative products/performances
 - h. Consultation with clients/patients
 - i. Community or public service
 - j. Outside consulting/freelance work
 - k. Household/childcare duties
 - l. Communicating via email
 - m. Commuting to campus
 - n. Other employment, outside of academia

15. Including all institutions at which you teach, how many undergraduate courses are you teaching this term?
16. How many students are enrolled in Course #1 to Course #10?

17. How many of the following courses are you teaching this academic year?
 - a. General education courses
 - b. Developmental/remedial courses
 - c. Other undergraduate credit courses
 - d. Graduate courses
 - e. Vocational or technical courses
 - f. Non-credit courses (other than above)

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2007–2008 HERI Faculty Survey Questions
 (copy of web survey available at www.heri.ucla.edu)

-
18. Do you teach remedial/developmental skills in any of the following areas?
- | | | |
|------------|----------------|----------------------------|
| a. Reading | c. Mathematics | e. General academic skills |
| b. Writing | d. ESL | f. Other subject areas |
-
19. Have you engaged in any of the following professional development opportunities at your institution?
- | | |
|---|--|
| a. Workshops focused on teaching in the classroom | e. Association membership/dues paid by the institution |
| b. Paid workshops outside the institution focused on teaching | f. Tuition remission |
| c. Paid sabbatical leave | g. Internal grants for research |
| d. Travel funds paid by the institution | h. Training for administrative leadership |
-
20. Indicate the importance to you of each of the following education goals for undergraduate students:
- | | |
|---|--|
| a. Develop ability to think critically | l. Study a foreign language |
| b. Prepare students for employment after college | m. Help master knowledge in a discipline |
| c. Prepare students for graduate or advanced education | n. Develop creative capacities |
| d. Develop moral character | o. Instill a basic appreciation of the liberal arts |
| e. Provide for students' emotional development | p. Promote ability to write effectively |
| f. Prepare students for family living | q. Help students evaluate the quality and reliability of information |
| g. Teach students the classic works of Western civilization | r. Engage students in civil discourse around controversial issues |
| h. Help students develop personal values | s. Teach students tolerance and respect for different beliefs |
| i. Enhance students' self-understanding | t. Encourage students to become agents of social change |
| j. Instill in students a commitment to community service | |
| k. Enhance students' knowledge of and appreciation for other racial/ethnic groups | |
-
21. How many of the following have you published?
- | | |
|--|---|
| a. Articles in academic or professional journals | c. Books, manuals, or monographs |
| b. Chapters in edited volumes | d. Other, such as patents or computer software products |
-
22. How many exhibitions or performances in the fine or applied arts have you presented in the last two years?
23. How many of your professional writings have been published or accepted for publication in the last two years?
-
24. General activities:
- | | |
|--|---|
| a. Are you a member of a faculty union? | h. Have you ever received an award for outstanding teaching? |
| b. Are you a U.S. citizen? | i. Have you published op-ed pieces or editorials? |
| c. Were you born in the U.S.A.? | j. Is (or was) your father an academic? |
| d. Do you plan to retire within the next three years? | k. Is (or was) your mother an academic? |
| e. Do you use your scholarship to address local community needs? | l. Is (or was) your spouse/partner an academic? |
| f. Have you been sexually harassed at this institution? | m. Are you currently teaching courses at more than one institution? |
| g. Have you ever interrupted your professional career for more than one year for family reasons? | |
-
25. General activities during the past two years:
- | | |
|--|--|
| a. Considered early retirement | g. Received at least one firm job offer |
| b. Considered leaving academe for another job | h. Received funding for your work from foundations |
| c. Considered leaving this institution for another | i. Received funding for your work from state or federal government |
| d. Changed academic institutions | j. Received funding for your work from business or industry |
| e. Engaged in paid consulting outside of your institution | k. Requested/sought an early promotion |
| f. Engaged in public service/professional consulting without pay | |
-
26. If you were to begin your career again, would you:
- | | |
|---|---|
| a. Still want to come to this institution | b. Still want to be a college professor |
|---|---|

Appendix B
2007–2008 HERI Faculty Survey Questions

(copy of web survey available at www.heri.ucla.edu)

-
27. Indicate how well each of the following describes your college or university:
- | | |
|--|---|
| <ul style="list-style-type: none"> a. It is easy for students to see faculty outside of regular office hours b. There is a great deal of conformity among the students c. The faculty are typically at odds with campus administration d. Faculty here respect each other e. Most students are treated like “numbers in a book” | <ul style="list-style-type: none"> f. Social activities are overemphasized g. Faculty are rewarded for being good teachers h. There is respect for the expression of diverse values and beliefs i. Faculty are rewarded for their efforts to use instructional technology j. Administrators consider faculty concerns when making policy k. The administration is open about its policies |
|--|---|
-
28. Indicate the extent to which you:
- a. Engage in academic work that spans multiple disciplines
 - b. Feel that the training you received in graduate school prepared you well for your role as a faculty mentor
 - c. Achieve a healthy balance between your personal life and your professional life
 - d. Experience close alignment between your work and your personal values
 - e. Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar
 - f. Mentor new faculty
-
29. How satisfied are you with the following aspects of your job?
- | | | |
|---|---|--|
| <ul style="list-style-type: none"> a. Salary b. Health benefits c. Retirement benefits d. Opportunity for scholarly pursuits e. Teaching load f. Quality of students g. Office/lab space h. Autonomy and independence | <ul style="list-style-type: none"> i. Professional relationships with other faculty j. Social relationships with other faculty k. Competency of colleagues l. Visibility for jobs at other institutions/organizations m. Job security n. Relationship with administration | <ul style="list-style-type: none"> o. Departmental leadership p. Course assignments q. Freedom to determine course content r. Availability of child care at this institution s. Prospects for career advancement t. Clerical/administrative support u. Overall job satisfaction |
|---|---|--|
-
30. Indicate the extent to which you agree or disagree with each of the following statements about your college or university:
- | | |
|---|--|
| <ul style="list-style-type: none"> a. Faculty are interested in students’ personal problems b. Racial and ethnic diversity should be more strongly reflected in the curriculum c. Faculty feel that most students are well-prepared academically d. This institution should hire more faculty of color e. Student Affairs staff have the support and respect of faculty f. Faculty are committed to the welfare of this institution g. Faculty here are strongly interested in the academic problems of undergraduates h. There is a lot of campus racial conflict here i. Most students are strongly committed to community service j. My research is valued by faculty in my department k. My teaching is valued by faculty in my department l. Many courses include feminist perspectives m. Faculty of color are treated fairly here | <ul style="list-style-type: none"> n. Women faculty are treated fairly here o. Many courses involve students in community service p. This institution should hire more women faculty q. Gay and lesbian faculty are treated fairly here r. My department does a good job of mentoring new faculty s. Faculty are sufficiently involved in campus decision making t. My values are congruent with the dominant institutional values u. There is adequate support for integrating technology in my teaching v. This institution takes responsibility for educating underprepared students w. The criteria for advancement and promotion decisions are clear x. Most of the students I teach lack the basic skills for college level work y. There is adequate support for faculty development z. This institution should not offer remedial/developmental education |
|---|--|

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

- | | |
|---|---|
| a. To promote the intellectual development of students | k. To promote gender equity among faculty |
| b. To help students examine and understand their personal values | l. To provide resources for faculty to engage in community-based teaching or research |
| c. To develop a sense of community among students and faculty | m. To create and sustain partnerships with surrounding communities |
| d. To facilitate student involvement in community service | n. To pursue extramural funding |
| e. To help students learn how to bring about change in American society | o. To increase the representation of minorities in the faculty and administration |
| f. To increase or maintain institutional prestige | p. To strengthen links with the for-profit, corporate sector |
| g. To hire faculty “stars” | q. To develop leadership ability among students |
| h. To recruit more minority students | r. To increase the representation of women in the faculty and administration |
| i. To enhance the institution’s national image | s. To develop an appreciation for multiculturalism |
| j. To create a diverse multi-cultural campus environment | |

32. Indicate your agreement with each of the following statements:

- a. Western civilization and culture should be the foundation for the undergraduate curriculum
- b. College officials have the right to ban persons with extreme views from speaking on campus
- c. The chief benefit of a college education is that it increases one’s earning power
- d. Promoting diversity leads to the admission of too many underprepared students
- e. Colleges should be actively involved in solving social problems
- f. Tenure is an outmoded concept
- g. Colleges should encourage students to be involved in community service activities
- h. Community service should be given weight in college admissions decisions
- i. A racially/ethnically diverse student body enhances the educational experience of all students
- j. Realistically, an individual can do little to bring about changes in society
- k. Colleges should be concerned with facilitating undergraduate students’ spiritual development
- l. Colleges have a responsibility to work with their surrounding communities to address local issues
- m. Private funding sources often prevent researchers from being completely objective in the conduct of their work

33. Indicate the extent to which each of the following has been a source of stress for you during the last two years:

- | | |
|--|--|
| a. Managing household responsibilities | m. Research or publishing demands |
| b. Child care | n. Institutional procedures and “red tape” |
| c. Care of elderly parent | o. Teaching load |
| d. My physical health | p. Children’s problems |
| e. Health of spouse/partner | q. Friction with spouse/partner |
| f. Review/promotion process | r. Lack of personal time |
| g. Subtle discrimination (e.g., prejudice, racism, sexism) | s. Keeping up with information technology |
| h. Personal finances | t. Job security |
| i. Committee work | u. Being part of a dual career couple |
| j. Faculty meetings | v. Working with underprepared students |
| k. Colleagues | w. Classroom conflict |
| l. Students | x. Self-imposed high expectations |
| | y. Change in work responsibilities |

34. Indicate the importance to you personally of each of the following:

- | | |
|---|---|
| a. Becoming an authority in my field | g. Becoming involved in programs to clean up the environment |
| b. Influencing the political structure | h. Developing a meaningful philosophy of life |
| c. Influencing social values | i. Helping to promote racial understanding |
| d. Raising a family | j. Obtaining recognition from my colleagues for contributions to my special field |
| e. Becoming very well off financially | k. Integrating spirituality into my life |
| f. Helping others who are in difficulty | |

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35. In your interactions with undergraduates, how often do you encourage them to:
- a. Ask questions in class
 - b. Support their opinions with a logical argument
 - c. Seek solutions to problems and explain them to others
 - d. Revise their papers to improve their writing
 - e. Evaluate the quality or reliability of information they receive
 - f. Take risks for potential gains
 - g. Seek alternative solutions to a problem
 - h. Look up scientific research articles and resources
 - i. Explore topics on their own, even though it was not required for a class
 - j. Acknowledge failure as a necessary part of the learning process
 - k. Seek feedback on their academic work
-
36. In how many of the courses that you teach do you use each of the following:
- a. Multiple-choice exams
 - b. Essay exams
 - c. Short-answer exams
 - d. Quizzes
 - e. Weekly essay assignments
 - f. Student presentations
 - g. Term/research papers
 - h. Student evaluations of each others' work
 - i. Grading on a curve
 - j. Competency-based grading
-
37. In how many of the courses that you teach do you use each of the following:
- a. Class discussions
 - b. Cooperative learning (small groups)
 - c. Experiential learning/Field studies
 - d. Teaching assistants
 - e. Recitals/Demonstrations
 - f. Group projects
 - g. Extensive lecturing
 - h. Multiple drafts of written work
 - i. Readings on racial and ethnic issues
 - j. Readings on women and gender issues
 - k. Student-developed activities (assignments, exams, etc.)
 - l. Student-selected topics for course content
 - m. Reflective writing/journaling
 - n. Community service as part of coursework
 - o. Electronic quizzes with immediate feedback in class
 - p. Using real-life problems
 - q. Using student inquiry to drive learning
-
38. Your base institutional salary, rounded to the nearest \$1,000.
39. Your base institutional salary is based on 9/10 months or 11/12 months.
-
40. What percentage of your current year's salary comes from:
- a. Income from this institution
 - b. Other academic income
 - c. Non-academic income
-
41. Date of Birth.
42. Year of highest degree now held.
43. Year of appointment at present institution.
44. If tenured, year tenure was awarded.
45. Major of highest degree held.
46. Department of current faculty appointment.
47. How many children do you have in the following age ranges?
48. How would you characterize your political views?
49. Marital Status.
50. Gender.
51. Is English your native language?
52. Race/Ethnicity.

Optional questions and special questions for two-year colleges are not listed above.
For the copies of the web survey, go to www.heri.ucla.edu

Appendix C

Institutional Participation

NOTES

Table C1 lists the active participants in the 2007–2008 Faculty Survey, organized by institutional control and type. An active participant is an institution that formally registered for the Faculty Survey. Administration of the Survey was managed by an individual at the institution.

Table C2 lists the institutions from which the 2007–2008 Supplemental Sample was taken, organized by institutional control and type. The number of respondents from individual institutions in the list ranged from 1 to 193, with a median of 19.

Table C3 shows the participation history for all institutions that participated in the Faculty Survey from 1989–1990 through 2007–2008. Please note:

- A Supplemental Sample was not selected for the 1992–1993 administration.
- The Supplemental Sample in 2007–2008 was selected using different criteria than in all other Faculty Surveys. See Appendix A for details.

Table C1
Active Participants in the 2007–2008 Faculty Survey

Public Universities		Public Four-year Colleges	
Miami University	OH	Millersville U of Pennsylvania	PA
North Dakota State University	ND	Minot State University	ND
South Dakota State University	SD	Montclair State University	NJ
Texas A&M U-Corpus Christi	TX	North Georgia College & State U	GA
U of Alabama	AL	Northeastern Illinois University	IL
U of California-Los Angeles	CA	Oakland University	MI
U of Cincinnati	OH	Penn State Erie-The Behrend College	PA
U of Colorado-Colorado Springs	CO	Radford University	VA
U of Idaho	ID	San Jose State University	CA
U of North Carolina-Charlotte	NC	Southeast Missouri State U	MO
U of North Dakota	ND	Southern Illinois U-Edwardsville	IL
Utah State University	UT	Southern Utah University	UT
		SUNY A & T College-Cobleskill	NY
Private Universities		SUNY College-Geneseo	NY
American University	DC	SUNY College-Old Westbury	NY
Biola University	CA	SUNY College-Purchase	NY
Brigham Young University	UT	Truman State University	MO
Carnegie-Mellon University	PA	U of Arkansas-Little Rock	AR
Catholic University of America	DC	U of Central Missouri	MO
Creighton University	NE	U of Central Oklahoma	OK
Drexel University	PA	U of Montevallo	AL
Duquesne University	PA	U of Nebraska-Omaha	NE
Loyola University-New Orleans	LA	U of North Carolina-Asheville	NC
Northeastern University	MA	U of North Carolina-Wilmington	NC
Saint John's University-Queens	NY	U of Northern Colorado	CO
Santa Clara University	CA	U of Wisconsin-Green Bay	WI
Seton Hall University	NJ	U of Wisconsin-Stout	WI
Tufts University	MA	Valley City State University	ND
U of the Pacific	CA	West Texas A & M University	TX
Villanova University	PA		
Wake Forest University	NC	Nonsectarian Four-year Colleges	
Western U of Health Sciences	CA	Alaska Pacific University	AK
		Alfred University	NY
Public Four-year Colleges		Allegheny College	PA
California State U-Northridge	CA	Aurora University	IL
Central Washington University	WA	Brigham Young U-Hawaii Campus	HI
Christopher Newport University	VA	Bryan College	TN
Dickinson State University	ND	Bryn Mawr College	PA
Eastern Connecticut State U	CT	Bucknell University	PA
Eastern Michigan University	MI	Carleton College	MN
Empire State College	NY	Cazenovia College	NY
Florida Gulf Coast University	FL	Cedar Crest College	PA
Fort Hays State University	KS	Chapman University	CA
Georgia College & State University	GA	Coe College	IA
Grand Valley State University	MI	Colgate University	NY
Indiana University-Kokomo	IN	College of Wooster	OH
Indiana U-Purdue U-Fort Wayne	IN	Colorado College	CO
Lander University	SC	Defiance College	OH
Lock Haven U of Pennsylvania	PA	Denison University	OH
Mayville State University	ND	Dickinson College	PA
Metropolitan State U	MN	Furman University	SC

Table C1 (continued)
Active Participants in the 2007–2008 Faculty Survey

Nonsectarian Four-year Colleges

Gettysburg College	PA
Grand View College	IA
Hamilton College	NY
Harrisburg University of S & T	PA
Hartwick College	NY
Haverford College	PA
Hood College	MD
Hope College	MI
Illinois College	IL
Illinois Wesleyan University	IL
Judson University	IL
Juniata College	PA
Kenyon College	OH
Laboratory Inst of Merchandising	NY
Lawrence University	WI
Long Island U-Brooklyn	NY
Long Island U-CW Post	NY
Long Island U-Regional Campuses	NY
Metropolitan College of New York	NY
Mills College	CA
National-Louis University	IL
Nazareth College of Rochester	NY
Northwestern College	MN
Occidental College	CA
Pace University	NY
Pacific Northwest College of Art	OR
Philadelphia University	PA
Pomona College	CA
Rockford College	IL
Rollins College	FL
Saint Lawrence University	NY
Scripps College	CA
Smith College	MA
Swarthmore College	PA
Taylor University	IN
The University of Tampa	FL
Trinity College	CT
U of Puget Sound	WA
U of the Sciences in Philadelphia	PA
Union College	NY
Ursinus College	PA
Vassar College	NY
Vaughn Coll of Aeronautics & Tech	NY
Villa Julie College	MD
Washington and Lee University	VA
Wheaton College	MA
Widener University	PA
Williams College	MA
Wilson College	PA

Catholic Four-year Colleges

Canisius College	NY
College of Notre Dame of Maryland	MD
College of Saint Scholastica	MN
Fairfield University	CT
Fontbonne University	MO
Georgian Court University	NJ
Gwynedd-Mercy College	PA
Holy Family University	PA
Immaculata University	PA
King's College	PA
Lewis University	IL
Mount Saint Mary's University	MD
Neumann College	PA
Niagara University	NY
Ohio Dominican University	OH
Saint Anselm College	NH
Saint Mary's U of Minnesota	MN
Saint Norbert College	WI
Saint Peter's College	NJ
Saint Thomas University	FL
Saint Vincent College	PA
Spring Hill College	AL
U of Detroit Mercy	MI
U of Portland	OR
U of San Francisco	CA
Walsh University	OH

Other Religious Four-year Colleges

Abilene Christian University	TX
Agnes Scott College	GA
Albright College	PA
Anderson University	SC
Augustana College	IL
Barton College	NC
Benedict College	SC
Bethel College	IN
Bethel University	MN
Bridgewater College	VA
Calvin College	MI
Carroll College	WI
Columbia College	SC
Earlham College	IN
East Texas Baptist University	TX
Eastern Mennonite University	VA
Elon University	NC
Goshen College	IN
Greensboro College	NC
Greenville College	IL
Hampden-Sydney College	VA
Huntington University	IN
Iowa Wesleyan College	IA

Table C1 (continued)
Active Participants in the 2007–2008 Faculty Survey

Other Religious Four-year Colleges

Lakeland College	WI
Lebanon Valley College	PA
Lee University	TN
Lycoming College	PA
Lyon College	AR
Mercer University	GA
Moravian College	PA
Morningside College	IA
Nebraska Wesleyan University	NE
North Greenville University	SC
Northwest Christian College	OR
Ohio Northern University	OH
Oklahoma City University	OK
Palm Beach Atlantic University	FL
Park University	MO
Peace College	NC
Pepperdine University	CA
Point Loma Nazarene University	CA
Queens University of Charlotte	NC
Rhodes College	TN
Roberts Wesleyan College	NY
Saint Olaf College	MN
Seattle Pacific University	WA
Shenandoah University	VA
Simpson College	IA
Simpson University	CA
Southern Nazarene University	OK
Susquehanna University	PA
Texas Lutheran University	TX
Trinity University	TX
U of Dubuque	IA
U of Indianapolis	IN
U of the South	TN
Union University	TN
University of Mobile	AL
Valparaiso University	IN
Wartburg College	IA
Whitworth University	WA
William Jewell College	MO

Two-year Colleges

Bismarck State College	ND
Clinton Cmty College	NY
Gulf Coast Cmty College	FL
Hocking College	OH
Hudson County Cmty College	NJ
Illinois Valley Cmty College	IL
Kennebec Valley Community College	ME
Lake Region State College	ND
Minot State University-Bottineau	ND
New Mexico State U-Alamogordo	NM
North Dakota State Coll of Science	ND
Ocean County College	NJ
Paul Smith's College	NY
South Texas College	TX
SUNY Coll of Technology-Canton	NY
Utah Valley State College	UT
Williston State College	ND

Table C2

Supplemental Sample Institutions in the 2007–2008 Faculty Survey

Public Universities			Public Four-year Colleges		
Cleveland State University	OH		Minnesota State U-Moorhead	MN	
East Carolina University	NC		New College of Florida	FL	
Florida State University	FL		Norfolk State University	VA	
Georgia Institute of Technology	GA		Northern Kentucky University	KY	
Iowa State University	IA		Richard Stockton College of NJ	NJ	
Northern Arizona University	AZ		Saginaw Valley State University	MI	
Ohio State University	OH		Saint Cloud State University	MN	
Purdue University	IN		Sonoma State University	CA	
Southern Illinois U-Carbondale	IL		Southern Connecticut State U	CT	
Texas A & M University	TX		Southern Oregon University	OR	
U of California-Irvine	CA		Southwest Minnesota State U	MN	
U of Colorado-Denver	CO		State University of West Georgia	GA	
U of Connecticut	CT		Texas State University-San Marcos	TX	
U of Michigan	MI		U of Louisiana at Lafayette	LA	
U of Missouri-Kansas City	MO		U of Massachusetts-Dartmouth	MA	
U of Montana	MT		U of Michigan-Dearborn	MI	
U of North Carolina-Chapel Hill	NC		U of Minnesota-Morris	MN	
U of Oregon	OR		U of Nebraska-Kearney	NE	
U of Pittsburgh	PA		U of Pittsburgh-Bradford	PA	
U of Southern Indiana	IN		U of South Carolina-Aiken	SC	
U of Virginia	VA		U of South Carolina-Upstate	SC	
Wayne State University	MI		U of Tennessee-Chattanooga	TN	
			U of the Virgin Islands	VI	
			U of Wisconsin-Stevens Point	WI	
Private Universities			US Coast Guard Academy	CT	
Adelphi University	NY		Washburn University	KS	
Boston College	MA		Western Illinois University	IL	
Drake University	IA		Worcester State College	MA	
La Sierra University	CA				
Loyola University of Chicago	IL		Nonsectarian Four-year Colleges		
Marquette University	WI		Antioch University	OH	
Massachusetts Inst of Technology	MA		Asbury College	KY	
Rensselaer Polytechnic Institute	NY		Bard College	NY	
Rice University	TX		Bates College	ME	
Southern Methodist University	TX		Beloit College	WI	
Syracuse University	NY		Bentley College	MA	
			Berea College	KY	
Public Four-year Colleges			Berry College	GA	
Bowie State University	MD		Bethune-Cookman University	FL	
California State U-Bakersfield	CA		Centre College	KY	
California State U-Fresno	CA		Clark University	MA	
California State U-Los Angeles	CA		College of the Southwest	NM	
Clarion U of Pennsylvania	PA		Daniel Webster College	NH	
Clayton State University	GA		Drury University	MO	
College of Charleston	SC		Goucher College	MD	
Colorado State University-Pueblo	CO		Grinnell College	IA	
Fort Lewis College	CO		Kalamazoo College	MI	
Frostburg State University	MD		Lewis and Clark College	OR	
Georgia Southwestern State U	GA		Lincoln University	PA	
Humboldt State University	CA		Macalester College	MN	
Longwood University	VA		Marymount Manhattan College	NY	
Mansfield U of Pennsylvania	PA				

Table C2 (continued)
Supplemental Sample Institutions in the 2007–2008 Faculty Survey

Nonsectarian Four-year Colleges		Other Religious Four-year Colleges	
Mass Col of Pharmacy & Hlth Sci	MA	Albion College	MI
Meredith College	NC	Anderson University	IN
Minneapolis Coll of Art and Design	MN	Augustana College	SD
Oberlin College	OH	Austin College	TX
Pine Manor College	MA	Birmingham-Southern College	AL
Regis College	MA	Bluffton University	OH
Rider University	NJ	California Baptist University	CA
Ripon College	WI	Central College	IA
Saint John Fisher College	NY	Concordia University	MN
Sarah Lawrence College	NY	Dakota Wesleyan University	SD
Spelman College	GA	Dordt College	IA
St Louis College of Pharmacy	MO	Florida Southern College	FL
Stetson University	FL	Geneva College	PA
Trinity Christian College	IL	George Fox University	OR
Valley Forge Christian College	PA	Hendrix College	AR
Washington College	MD	Manchester College	IN
Webb Institute	NY	Maryville College	TN
Webster University	MO	McPherson College	KS
Western New England College	MA	MidAmerica Nazarene University	KS
Westmont College	CA	Midway College	KY
Wheelock College	MA	Mount Union College	OH
Whitman College	WA	Mount Vernon Nazarene University	OH
		Northwest University	WA
		Presbyterian College	SC
Catholic Four-year Colleges		Regent University	VA
Alvernia College	PA	Roanoke College	VA
Belmont Abbey College	NC	Saint Andrews Presbyterian College	NC
Benedictine College	KS	Southwestern University	TX
Benedictine University	IL	Tennessee Temple University	TN
Cabrini College	PA	U of Findlay	OH
Christian Brothers University	TN	U of Mary Hardin-Baylor	TX
College of Saint Benedict	MN	Virginia Wesleyan College	VA
College of Saint Mary	NE	Wesleyan College	GA
Divine Word College	IA	Wittenberg University	OH
Edgewood College	WI		
Marymount University	VA		
Mount Aloysius College	PA		
Saint Joseph's University	PA		
Saint Leo University	FL		
Saint Mary-of-the-Woods College	IN		
Saint Mary's College	IN		
Saint Mary's University	TX		
Saint Xavier University	IL		
U of Saint Thomas	MN		
U of Scranton	PA		
University of Saint Francis	IL		
Ursuline College	OH		
Viterbo University	WI		

Table C2 (continued)
Supplemental Sample Institutions in the 2007–2008 Faculty Survey

Two-year Colleges	
Brookhaven College	TX
Chemeketa Cmty College	OR
Cochise College	AZ
Cuesta College	CA
Cumberland County College	NJ
Highline Cmty College	WA
Iowa Western Cmty College	IA
Lake Michigan College	MI
Lake Superior College	MN
Lower Columbia College	WA
Manor College	PA
Navarro College	TX
Nazarene Bible College	CO
New Mexico Junior College	NM
North Arkansas College	AR
Northampton County Area Cmty Coll	PA
Northeast State Tech Cmty College	TN
Oxnard College	CA
Patrick Henry Cmty College	VA
Purdue University-North Central	IN
Roane State Cmty College	TN
San Joaquin Delta College	CA
University of Wisconsin Colleges	WI
Wilbur Wright College	IL

Table C3
Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Abilene Christian University	TX	23	P*	P	N	N	N	N	N
Adams State College	CO	7	N	-	-	-	-	-	-
Adelphi University	NY	4	-	-	-	-	N	N	N*
Adirondack Cmty College	NY	28	-	-	-	-	N	-	-
Agnes Scott College	GA	23	N	N	N	N	N	N	N
Alaska Pacific University	AK	11	-	-	N	-	N	N	N
Albion College	MI	23	N	-	-	N*	-	N	N*
Albright College	PA	22	N	-	-	-	N	N	N
Alexandria Technical College	MN	28	N	-	-	-	-	-	-
Alfred State College	NY	7	N*	P	N	-	N	P*	-
Alfred University	NY	13	N	-	N	-	N	-	N
Allan Hancock College	CA	28	-	-	-	-	N	-	-
Allegheny College	PA	13	P*	-	-	N*	-	N	N
Allen County Cmty College	KS	26	N	-	-	-	-	-	-
Alma College	MI	23	P*	N	-	-	-	-	-
Alvernia College	PA	16	-	-	-	-	-	N	N*
Amarillo College	TX	26	N	-	-	-	-	-	-
American Baptist College	TN	24	-	-	-	-	P	N	-
American Samoa Cmty College	AS	28	-	-	-	-	-	N	-
American University	DC	5	N*	N	N	N	-	-	N
American University of Beirut		5	-	P	-	-	-	-	-
Anderson University	IN	22	-	-	N	N	-	N	N*
Anderson University	SC	22	N	N	-	N	-	N	N
Andrew College	GA	31	-	N	-	N	-	-	-
Antioch University	OH	13	N	N	N	N	-	P	N*
Antioch University-Seattle	WA	15	-	-	-	N	-	-	-
Arcadia University	PA	22	N	-	-	-	-	-	-
Arizona State University	AZ	1	-	-	-	N	-	-	-
Arkansas State University	AR	8	-	N	-	P	-	-	-
Art Center College of Design	CA	12	P	-	N	-	-	-	-
Asbury College	KY	13	-	-	N	N	-	N	N*
Ashland University	OH	20	-	-	-	-	N	-	-
Atlanta College of Art	GA	12	-	N	-	-	-	-	-
Atlantic Union College	MA	21	P*	P	-	-	-	-	-
Augsburg College	MN	23	-	N	-	-	-	-	-
Augustana College	IL	23	N*	N	N	N	N	N	N
Augustana College	SD	23	-	-	-	-	P	P	N*
Aurora University	IL	11	N	-	-	-	N	-	N
Austin College	TX	23	N	-	N	N*	-	N	N*
Austin Peay State University	TN	8	N	-	-	-	-	-	-
Azusa Pacific University	CA	12	-	-	N	N	N	N*	-
Babson College	MA	14	-	-	N	-	-	-	-
Bacone College	OK	24	-	-	-	-	N	-	-
Baker University	KS	22	N	-	-	-	-	-	-
Bard College	NY	14	P	-	-	N*	-	N	N*
Barnard College	NY	14	-	-	N	N	-	-	-

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Barry University	FL	16	N	N	—	—	—	—	—
Barstow College	CA	25	N	—	—	—	—	P*	—
Barton College	NC	20	—	—	—	N	—	N	N
Barton County Cmty College	KS	27	—	N	—	—	—	—	—
Bates College	ME	14	—	N	—	—	—	N	N*
Baton Rouge Cmty College	LA	28	—	—	—	—	—	N	—
Baylor University	TX	5	N*	N	—	N*	N	N*	—
Becker College	MA	33	N	—	—	—	—	—	—
Bellarmino University	KY	18	—	N	—	—	—	—	—
Belmont Abbey College	NC	16	—	—	—	—	—	N	N*
Belmont University	TN	23	—	N	—	N	—	—	—
Beloit College	WI	13	N	N	—	N	N	N	N*
Bemidji State University	MN	8	N	—	—	—	—	—	—
Benedictine College	KS	17	—	—	—	—	—	N	N*
Benedictine University	IL	18	N*	—	—	N*	—	N	N*
Bentley College	MA	13	—	N	P*	—	N	N	N*
Berea College	KY	12	N	—	—	N*	—	N	N*
Berkeley College	NJ	33	P	N	—	—	—	—	—
Berklee College of Music	MA	11	P	—	—	—	—	—	—
Berry College	GA	13	—	—	—	—	N	N	N*
Bethany College	WV	13	N	—	N	N	—	—	—
Bethany Lutheran College	MN	22	—	—	—	—	—	P*	—
Bethel College	KS	22	N	—	N	—	—	—	—
Bethel College	IN	22	—	—	N	N	N	N	N
Bethel University	MN	23	—	N	N	N	N	—	N
Bethune-Cookman University	FL	35	N	—	—	N	—	N	N*
Big Bend Cmty College	WA	27	—	—	N	—	—	—	—
Binghamton University	NY	3	N	P	—	N	N	—	—
Biola University	CA	4	—	—	—	N	—	N	N
Birmingham-Southern College	AL	23	N	—	—	N	—	N	N*
Bismarck State College	ND	28	—	—	—	—	N	N	N
Black Hills State University	SD	8	N	N	P	—	—	—	—
Bloomfield College	NJ	20	—	—	N	—	—	—	—
Bloomsburg U of Pennsylvania	PA	8	P*	—	—	N*	—	—	—
Blue Mountain Cmty College	OR	27	N	—	—	—	—	—	—
Bluefield State College	WV	7	—	—	—	N	—	—	—
Bluffton University	OH	22	—	—	N	N	N	N	N*
Boston College	MA	5	—	—	—	—	—	N	N*
Boston University	MA	5	—	—	N*	—	—	—	—
Bowdoin College	ME	14	—	N	N	—	—	—	—
Bowie State University	MD	34	—	—	—	—	—	P	N*
Bowling Green State University	OH	1	N	—	N	N	N	—	—
Bradley University	IL	4	—	—	—	N	—	—	—
Brandeis University	MA	6	N	—	—	N*	—	N*	—
Brazosport College	TX	27	N	—	—	—	—	—	—
Brenau University	GA	12	N	—	—	—	—	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Brevard Cmty College	FL	29	—	—	—	—	N	—	—
Bridgewater College	VA	21	N	—	—	N	N	N	N
Brigham Young U-Hawaii Campus	HI	12	—	—	—	—	N	N	N
Brigham Young University	UT	5	—	N	—	N	N	N	N
Brookhaven College	TX	27	—	—	—	—	—	N	N*
Broome Cmty College	NY	29	—	N	—	—	—	—	—
Bryan College	TN	12	—	—	—	—	—	—	N
Bryn Athyn Coll of the New Church	PA	23	N	—	—	—	—	—	—
Bryn Mawr College	PA	14	P*	—	N	N	N	P	N
Bucknell University	PA	14	—	—	N	N	N	N	N
Buena Vista University	IA	22	N	—	N	N	—	—	—
Butler University	IN	4	—	N	N	—	N	N*	—
Cabrini College	PA	16	—	—	—	—	N	N	N*
Cal Poly State U-Pomona	CA	8	—	—	P	—	—	—	—
Caldwell College	NJ	16	—	N	—	—	—	—	—
California Baptist University	CA	20	—	N	N	N	—	N	N*
California Institute of Technology	CA	6	P*	—	—	P*	—	P*	—
California Lutheran University	CA	22	N	N	—	N	—	—	—
California Maritime Academy	CA	8	N	—	—	—	—	—	—
California State U-Bakersfield	CA	7	N	N	N	N	N	N	N*
California State U-Dominguez Hills	CA	7	—	—	—	N	—	—	—
California State U-Fresno	CA	7	—	—	—	P	—	N	N*
California State U-Fullerton	CA	7	—	—	—	N	N	—	—
California State U-Los Angeles	CA	7	N	P	P	P	—	P	N*
California State U-Northridge	CA	7	—	—	—	—	—	—	N
California State U-San Bernardino	CA	7	—	—	—	N	—	—	—
California State U-San Marcos	CA	7	—	—	—	—	N	—	—
California State U-Stanislaus	CA	7	—	—	—	N	—	—	—
Calvin College	MI	23	N*	P	N	N	N	N	N
Cameron University	OK	8	—	—	N	—	—	—	—
Canisius College	NY	18	N*	N	N	N	N	N	N
Cape Cod Cmty College	MA	28	—	N	—	—	—	—	—
Cardinal Stritch University	WI	17	—	—	N	—	—	—	—
Carl Albert State College	OK	27	—	—	—	—	—	N	—
Carleton College	MN	14	N*	N	N	N*	N	N	N
Carlow University	PA	16	P*	—	—	—	—	—	—
Carnegie-Mellon University	PA	6	P*	—	—	N*	—	N	P
Carroll College	WI	22	N	—	N	N	N	N	N
Carthage College	WI	23	—	N	—	—	—	—	—
Case Western Reserve University	OH	6	P*	—	N*	—	P*	N*	—
Casper College	WY	28	—	—	—	—	N	—	—
Catawba College	NC	21	N	—	—	—	N	—	—
Catholic University of America	DC	4	P*	—	—	—	N	N	N
Cayuga County Cmty College	NY	27	—	N	—	—	N	—	—
Cazenovia College	NY	11	—	—	—	—	—	—	N
Cedar Crest College	PA	12	P*	—	N	N	P	N	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Cedarville University	OH	23	—	—	N	N	—	—	—
Centenary College of Louisiana	LA	23	N	—	—	—	—	—	—
Central College	IA	23	—	—	N	—	N	N	N*
Central Connecticut State U	CT	8	—	—	P	P	—	N*	—
Central Methodist University	MO	20	—	—	—	—	—	N*	—
Central Michigan University	MI	8	—	—	P	—	—	—	—
Central Washington University	WA	7	N	N	N	N	N	N	P
Centralia College	WA	28	N	—	—	—	—	—	—
Centre College	KY	13	—	—	—	N	—	N	N*
Cerritos College	CA	28	—	—	N	—	—	—	—
Chadron State College	NE	8	N	N	N	—	—	—	—
Chapman University	CA	13	N	—	—	N	N	N	N
Charleston Southern University	SC	22	N	—	—	—	—	—	—
Chatham University	PA	12	N	—	—	N*	—	N*	—
Chemeketa Cmty College	OR	29	—	—	—	—	—	N	N*
Chowan University	NC	20	—	—	—	—	N	N	—
Christian Brothers University	TN	18	—	—	—	—	—	N	N*
Christopher Newport University	VA	9	—	N	N	N	N	N	N
Cincinnati Bible College & Sem	OH	22	—	P	N	N	—	—	—
City College	NY	9	—	—	—	P	—	—	—
Claremont McKenna College	CA	14	N*	—	—	N	N	—	—
Clarion U of Pennsylvania	PA	8	—	—	—	—	—	N	N*
Clark State Cmty College	OH	26	N	—	—	—	—	—	—
Clark University	MA	13	N	—	N	N*	N	P	N*
Clarke College	IA	18	—	—	N	—	—	—	—
Clarkson College	NE	12	—	N	N	—	—	—	—
Clarkson University	NY	5	—	N	N	N	N	—	—
Clayton State University	GA	7	—	—	—	—	—	N	N*
Clearwater Christian College	FL	11	N	—	—	—	—	—	—
Cleary University	MI	15	N	—	—	—	—	—	—
Clemson University	SC	3	—	N	—	—	N	—	—
Cleveland Institute of Art	OH	12	—	N	N	—	—	—	—
Cleveland Institute of Music	OH	14	—	P	P	—	—	—	—
Cleveland State University	OH	1	N	—	P	N	—	N	N*
Clinton Cmty College	NY	27	—	—	—	—	N	—	N
Cloud County Cmty College	KS	26	N	N	N	—	N*	—	—
Cmty Colleges of Allegheny County	PA	29	—	—	P	—	—	—	—
Coastal Georgia Community College	GA	27	N	—	—	—	N	—	—
Coastline Cmty College	CA	25	—	—	—	N	—	—	—
Cochise College	AZ	28	—	—	—	—	—	N	N*
Coe College	IA	13	—	—	N	—	N	N	N
Coker College	SC	11	—	N	—	—	—	—	—
Colgate University	NY	14	N	—	—	N*	N	N	P
College Misericordia	PA	16	N*	—	—	—	—	—	—
College of Charleston	SC	9	—	N	—	—	N	N	N*
College of Eastern Utah	UT	27	N	—	N	—	P*	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
College of Idaho	ID	13	N	—	—	N	N	N*	—
College of Lake County	IL	28	N	—	—	—	P*	—	—
College of Marin	CA	27	P	—	—	—	—	—	—
College of Mount Saint Joseph	OH	17	—	N	—	—	—	—	—
College of Mount Saint Vincent	NY	16	P*	—	N	—	—	—	—
College of New Jersey	NJ	9	—	—	—	P	—	—	—
College of Notre Dame of Maryland	MD	17	—	—	—	—	N	—	N
College of Saint Benedict	MN	18	N	—	N	—	N	N	N*
College of Saint Mary	NE	17	N	N	—	—	—	N	N*
College of Saint Rose	NY	17	—	—	—	N	N	—	—
College of Saint Scholastica	MN	18	—	N	N	N	N	N	N
College of Santa Fe	NM	18	—	—	—	—	N	—	—
College of Southern Idaho	ID	26	—	N	—	N	—	—	—
College of Southern Nevada	NV	25	N	—	—	—	—	P*	—
College of the Canyons	CA	27	—	—	N	—	—	—	—
College of the Holy Cross	MA	18	—	—	N	—	—	—	—
College of the Sequoias	CA	29	—	—	—	—	—	P*	—
College of the Southwest	NM	11	—	—	—	—	—	P	P*
College of William and Mary	VA	9	—	—	—	—	P	N	—
College of Wooster	OH	13	—	—	—	N	N	—	N
Colorado College	CO	14	N*	N	N	N	N	N	N
Colorado State University	CO	2	—	—	—	—	—	N*	—
Colorado State University-Pueblo	CO	7	N	—	—	—	—	N	N*
Columbia College	SC	21	—	—	—	—	—	—	P
Columbia College	IL	15	—	—	N	—	—	—	—
Columbia International U	SC	12	—	—	P	—	—	—	—
Columbia Union College	MD	20	—	N	N	—	—	—	—
Columbia University	NY	6	—	—	P*	—	P*	—	—
Columbia-Greene Cmty College	NY	26	—	N	—	—	N	—	—
Columbus State University	GA	7	N	N	N	N	—	—	—
Conception Seminary College	MO	17	N	N	—	—	—	—	—
Concord College	WV	7	—	N	—	—	—	—	—
Concordia College	MN	23	—	N	—	—	—	—	—
Concordia College	NY	21	—	—	N	—	—	—	—
Concordia University	IL	22	—	—	N	—	—	—	—
Concordia University	MI	21	N	N	N	N	N	—	—
Concordia University	MN	23	—	—	—	—	N	N	N*
Concordia University	NE	22	N	N	—	—	—	—	—
Concordia University	OR	21	N	—	—	—	—	—	—
Concordia University Wisconsin	WI	12	—	—	—	—	N	—	—
Connecticut College	CT	14	—	—	P	—	—	—	—
Converse College	SC	12	N*	—	—	—	—	—	—
Copiah-Lincoln Cmty College	MS	27	P	—	—	—	—	—	—
Coppin State College	MD	34	P	P	—	—	—	—	—
Corban College	OR	21	—	—	N	N	—	—	—
Cornell College	IA	23	—	N	N	—	N	N	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Cornell University	NY	6	N	—	N*	—	N*	N*	—
Cornerstone University	MI	21	N	—	—	N	—	—	—
Corning Cmty College	NY	28	—	N	—	N	N	—	—
Creighton University	NE	5	—	N	N	N	N	N	N
Crowder College	MO	26	—	—	—	—	N	—	—
Cuesta College	CA	28	P	—	—	—	—	N	N*
Culver-Stockton College	MO	22	—	—	N	—	—	—	—
Cumberland County College	NJ	27	N	—	—	—	—	N	N*
Cypress College	CA	28	N	—	N	—	N*	—	—
Dakota State University	SD	7	—	N	P	—	—	—	—
Dakota Wesleyan University	SD	21	—	—	—	—	—	N	N*
Dalton State College	GA	28	N	—	—	—	—	—	—
Daniel Webster College	NH	12	—	—	—	—	—	N	N*
Dartmouth College	NH	14	—	—	—	N	—	—	—
Davenport U-Eastern Region	MI	15	—	N	—	—	—	—	—
Davenport U-Western Region	MI	33	—	N	—	—	—	—	—
Davis and Elkins College	WV	20	N	N	—	—	—	—	—
Daytona Beach Cmty College	FL	25	—	—	—	—	N	—	—
Defiance College	OH	12	N	—	—	—	—	—	N
Del Mar College	TX	27	—	—	N	—	—	—	—
Delaware Tech & CC-Wilmington	DE	28	—	—	N	—	—	—	—
Denison University	OH	13	N	N	N	N	N	N	P
Denmark Technical College	SC	27	P	—	—	—	—	—	—
DePaul University	IL	4	N*	—	N	N	—	—	—
DePauw University	IN	23	N	N	N	N	N	—	—
DeSales University	PA	17	P*	—	—	N*	—	—	—
Detroit College of Business	MI	15	—	—	—	P	—	—	—
DeVry University-Chicago	IL	15	N	—	—	—	—	—	—
Dickinson College	PA	13	—	—	—	N	N	N	N
Dickinson State University	ND	7	—	—	—	—	N	N	N
Dine College	AZ	27	—	—	—	N	—	—	—
Divine Word College	IA	16	—	—	N	—	—	N	N*
Dominican College of Blauvelt	NY	16	—	N	—	N	N	—	—
Dominican University	IL	17	N*	—	—	N*	N	N	—
Dominican University of California	CA	17	—	N	N	N	—	—	—
Dordt College	IA	23	—	—	N	N	—	N	N*
D-Q University	CA	30	—	—	—	—	N*	—	—
Drake University	IA	4	P*	—	N	N*	N	N	N*
Drew University	NJ	23	N	—	—	—	—	—	—
Drexel University	PA	5	P	—	N	P	P	P	N
Drury University	MO	13	N*	N	N	N	N	N	N*
Duquesne University	PA	4	—	—	—	—	—	N	N
Dutchess Cmty College	NY	28	N	N	N	N	—	N*	—
Dyersburg State Cmty College	TN	27	N	—	—	N	—	—	—
Earlham College	IN	23	N	N	N	—	N	N	N
East Carolina University	NC	1	—	—	—	N	N	N	N*

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
East Central University	OK	8	N	—	—	—	—	—	—
East Texas Baptist University	TX	21	—	N	—	—	N	N	N
Eastern Connecticut State U	CT	7	—	—	N	—	—	N	N
Eastern Kentucky University	KY	7	—	—	—	P	—	—	—
Eastern Mennonite University	VA	22	P*	—	N	N	N	N	N
Eastern Michigan University	MI	8	—	—	—	P	—	—	N
Eastern Nazarene College	MA	20	—	—	N	N	—	—	—
Eastern New Mexico University	NM	7	—	—	N	—	—	N*	—
Eastern New Mexico U-Roswell	NM	10	—	—	—	P	—	—	—
Eastern Oregon University	OR	7	—	—	N	—	—	—	—
Eastern University	PA	22	N	—	—	N	—	—	—
Eastern Washington University	WA	8	N	N	—	N	P	—	—
Eckerd College	FL	23	N	N	N	—	N	N	—
Edgewood College	WI	17	N	N	N	N	N	N	N*
Edinboro U of Pennsylvania	PA	8	P	—	P	—	—	—	—
Edison State Cmty College	OH	26	—	N	—	—	—	—	—
El Paso Cmty College	TX	29	—	—	N	—	—	P*	—
Elizabeth City State University	NC	34	N*	—	—	P*	—	—	—
Elizabethtown College	PA	23	—	—	N	N	—	—	—
Elmhurst College	IL	22	—	—	—	N	—	—	—
Elon University	NC	23	—	—	—	N	N	N	N
Emmanuel College	GA	31	—	—	—	N	—	—	—
Emory and Henry College	VA	22	N	—	N	N	—	—	—
Emory University	GA	6	P*	—	—	N	—	—	—
Empire State College	NY	10	N	N	—	—	N	—	N
Emporia State University	KS	8	N	—	—	—	—	—	—
Erie Cmty College City Campus	NY	28	—	—	—	—	N	—	—
Erie Cmty College North (Amherst)	NY	29	—	N	—	—	P	—	—
Erie Cmty College South Campus	NY	28	—	—	—	—	N	—	—
Erskine College	SC	23	—	N	—	N	—	—	—
Eureka College	IL	22	N	—	—	—	—	—	—
Fairfield University	CT	18	—	—	—	—	—	N	N
Fairleigh Dickinson University	NJ	12	N	—	—	—	—	—	—
Fairmont State College	WV	7	—	—	—	N	—	—	—
Felician College	NJ	16	P	—	—	—	—	—	—
Finger Lakes Cmty College	NY	28	—	—	—	—	N	—	—
Fisk University	TN	35	—	—	—	—	P	—	—
Fitchburg State College	MA	7	—	P	—	—	—	—	—
Flagler College	FL	12	—	P	—	—	—	—	—
Florida Atlantic University	FL	8	—	—	—	P	—	—	—
Florida College	FL	22	—	—	—	—	—	N*	—
Florida Gulf Coast University	FL	9	—	—	—	P	—	—	N
Florida Memorial College	FL	35	—	—	—	—	P	—	—
Florida Southern College	FL	22	—	—	—	—	—	N	N*
Florida State University	FL	3	—	—	N	—	N	N	N*
Fontbonne University	MO	17	N	—	—	—	N	—	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Foothill College	CA	28	N	–	P	–	N*	–	–
Fordham University	NY	4	–	P	–	N	N	N	–
Fort Hays State University	KS	8	P*	N	–	–	N	N	N
Fort Lewis College	CO	7	N	–	–	–	–	N	N*
Framingham State College	MA	8	N	N	N	–	–	–	–
Francis Marion University	SC	7	–	–	N	N	–	–	–
Franklin and Marshall College	PA	14	N	–	N	N	–	–	–
Franklin College of Indiana	IN	12	–	–	N	N	–	–	–
Franklin Pierce College	NH	11	–	–	N	–	N	–	–
Frederick Cmty College	MD	27	–	–	–	N	–	–	–
Free Will Baptist Bible College	TN	20	–	N	N	–	–	–	–
Freed-Hardeman University	TN	22	N*	–	N	N	–	–	–
Fresno Pacific University	CA	21	–	–	–	–	N	–	–
Frostburg State University	MD	7	–	–	N	–	–	N	N*
Fulton-Montgomery Cmty College	NY	27	–	N	–	–	N	–	–
Furman University	SC	14	N*	–	–	N	N	N	N
Gadsden State Cmty College	AL	29	N	–	–	–	–	–	–
Gainesville College	GA	28	N	–	N	–	P*	–	–
Gallaudet University	DC	11	N	–	–	–	–	–	–
Garden City Cmty College	KS	27	–	N	–	–	–	–	–
Garrett College	MD	26	N	–	–	–	–	–	–
Genesee Cmty College	NY	28	–	–	–	N	N	–	–
Geneva College	PA	22	N	–	N	N	N	N	N*
George C Wallace State Cmty Coll	AL	27	N	–	–	–	–	–	–
George Fox University	OR	23	–	–	N	N	N	N	N*
George Mason University	VA	1	–	–	P	–	–	–	–
George Washington University	DC	5	–	P	N	–	P	–	–
Georgetown College	KY	22	–	N	–	–	–	–	–
Georgetown University	DC	6	N	N	N	–	N*	–	–
Georgia College & State University	GA	8	–	–	–	–	–	–	N
Georgia Institute of Technology	GA	3	P*	P	–	P	–	P*	N*
Georgia Southern University	GA	9	–	–	N	–	N	P*	–
Georgia Southwestern State U	GA	9	–	–	–	–	N	N	N*
Georgian Court University	NJ	16	–	–	N	–	–	N	N
Gettysburg College	PA	14	–	–	N	P	N	N	N
Golden Gate University	CA	12	–	P	–	–	–	–	–
Gonzaga University	WA	18	N	–	N*	–	–	–	–
Gordon College	MA	13	N	–	N	N	–	N	–
Goshen College	IN	22	–	–	N	N	N	N	N
Goucher College	MD	13	–	–	N	N	–	N	N*
Grace College	IN	21	–	–	–	P	–	N	–
Grand Canyon University	AZ	21	–	–	N	N	–	–	–
Grand Valley State University	MI	9	N	N	N	N	N	N	P
Grand View College	IA	11	–	–	–	–	–	N	N
Great Basin College	NV	25	–	N	–	–	N	–	–
Greensboro College	NC	20	–	N	N	N	–	N	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Greenville College	IL	22	—	—	N	N	N	N	N
Grinnell College	IA	14	N	—	—	N	—	N	N*
Guilford College	NC	23	N	N	N*	—	N	—	—
Guilford Technical Cmty College	NC	29	—	N	—	—	—	—	—
Gulf Coast Cmty College	FL	27	—	—	—	—	—	—	P
Gustavus Adolphus College	MN	23	—	N	—	—	—	N	—
Gwynedd-Mercy College	PA	16	—	—	—	—	—	N	P
Hagerstown Community College	MD	28	—	N	N	—	—	—	—
Hamilton College	NY	14	—	—	N	N	N	N	N
Hampden-Sydney College	VA	23	N	—	N	—	—	N	N
Hampshire College	MA	13	N	N	N	P	—	—	—
Hampton University	VA	35	N	—	—	—	—	—	—
Hannibal-LaGrange College	MO	22	—	—	N	—	N	—	—
Harcum College	PA	32	—	—	—	—	—	P*	—
Harold Washington College	IL	36	—	—	N	—	P	—	—
Harrisburg Area Cmty College	PA	29	—	N	—	—	—	—	—
Harrisburg University of S & T	PA	15	—	P	—	—	—	—	P
Harry S Truman College	IL	28	—	P	—	—	—	—	—
Hartwick College	NY	13	—	—	N	P	—	N	N
Harvard University	MA	6	—	—	P*	—	—	—	—
Harvey Mudd College	CA	14	N	N	N	—	—	—	—
Haskell Indian Nations University	KS	27	—	—	—	N	—	—	—
Haverford College	PA	14	—	—	N	—	N	N	N
Heidelberg College	OH	21	—	—	—	N	—	—	—
Henderson State University	AR	8	—	—	—	—	—	N	—
Hendrix College	AR	23	—	—	—	N	—	N	N*
Heritage Christian University	AL	24	—	—	—	N	—	—	—
Heritage College	WA	16	—	—	N	—	—	—	—
Highland Cmty College	IL	27	—	—	—	—	N	N*	—
Highline Cmty College	WA	29	—	—	—	N	—	N	N*
Hillsborough Cmty College	FL	28	N	—	—	—	—	—	—
Hiram College	OH	13	—	N	N	N	N	—	—
Hobart and William Smith Colleges	NY	13	N	—	N	—	—	—	—
Hocking College	OH	29	—	—	N	N	—	N	P
Hofstra University	NY	4	—	N	—	—	—	—	—
Holy Cross College	IN	31	—	—	N	—	P*	P*	—
Holy Family University	PA	16	—	—	—	N	N	N	N
Hood College	MD	13	N	—	—	N*	N	—	N
Hope College	MI	13	—	—	—	—	—	N	N
Hope International University	CA	20	N	—	N	N	—	—	—
Horry-Georgetown Technical College	SC	27	N	—	—	—	—	—	—
Houghton College	NY	23	P*	—	N	N	—	—	—
Howard Payne University	TX	21	—	—	N	N	—	—	—
Hudson County Cmty College	NJ	28	P	—	—	—	—	—	N
Hudson Valley Cmty College	NY	29	—	P	N	P	P	—	—
Humboldt State University	CA	8	—	—	—	—	—	N	N*

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Hunter College	NY	8	–	–	P	P	–	–	–
Huntingdon College	AL	23	–	–	–	–	N	–	–
Huntington University	IN	22	N	N	–	N	–	N	N
IAU of Puerto Rico-Metropolitan	PR	15	–	P	–	–	–	–	–
Idaho State University	ID	8	–	–	–	–	N	–	–
Illinois Central College	IL	29	N	–	–	–	–	–	–
Illinois College	IL	12	–	N	–	N	N	N	N
Illinois Institute of Art	IL	15	–	–	–	–	–	N	–
Illinois State University	IL	8	N	–	N	–	–	–	–
Illinois Valley Cmty College	IL	28	–	–	–	–	–	N	N
Illinois Wesleyan University	IL	14	–	–	N	N	N	N	N
Immaculata University	PA	16	–	–	–	–	–	–	N
Imperial Valley College	CA	25	–	N	–	–	–	–	–
Indiana U of Pennsylvania	PA	9	N*	–	P*	–	N*	–	–
Indiana University Bloomington	IN	2	N	–	N*	–	–	–	–
Indiana University Northwest	IN	1	–	–	N	–	–	–	–
Indiana University Southeast	IN	7	N	N	N	N	–	–	–
Indiana University-Kokomo	IN	7	–	–	–	–	–	–	N
Indiana University-South Bend	IN	7	–	–	–	N	–	–	–
Indiana U-Purdue U-Fort Wayne	IN	7	–	–	–	–	N	–	N
Iona College	NY	16	–	–	N	–	–	–	–
Iowa State University	IA	3	N*	–	–	N*	–	P*	N*
Iowa Wesleyan College	IA	21	N	–	–	–	N	N	N
Iowa Western Cmty College	IA	27	–	–	N	–	N	N	N*
Itasca Cmty College	MN	27	N	–	–	–	–	–	–
Ithaca College	NY	13	N	–	–	–	–	–	–
Ivy Tech State College-Indianapolis	IN	26	–	–	–	–	–	N	–
Ivy Tech State College-Muncie	IN	26	–	N	–	–	–	–	–
Jackson Cmty College	MI	27	N	–	–	–	–	–	–
Jackson State Cmty College	TN	27	–	N	N	–	–	–	–
Jacksonville University	FL	12	–	–	–	–	N	–	–
James Madison University	VA	9	–	–	N	–	–	–	–
Jamestown Cmty College	NY	28	–	–	N	–	N	P*	–
Jefferson Cmty College	NY	27	–	N	–	–	N	–	–
Jefferson Community College	OH	26	–	–	N	–	–	–	–
Jewish Theological Sem of America	NY	24	–	P	–	–	–	–	–
John Brown University	AR	13	P*	N	–	N	N	N	–
Johns Hopkins University	MD	6	N	–	P*	N*	–	P*	–
Joliet Junior College	IL	29	–	P	N	–	–	–	–
Judson University	IL	12	–	–	–	–	–	N	N
Juniata College	PA	13	N	N	N	N	N	N	N
Kalamazoo College	MI	14	N	–	–	–	–	N	N*
Kankakee Cmty College	IL	27	N	–	–	–	–	–	–
Kansas City Kansas Cmty College	KS	27	N	N	–	–	–	–	–
Kauai Cmty College	HI	26	N	–	N	–	N*	–	–
Kean University	NJ	8	–	–	–	N	N	–	–

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Keene State College	NH	7	—	—	—	N*	—	—	—
Keiser College	FL	30	—	N	—	—	—	—	—
Kendall College of Art and Design	MI	11	N	—	—	—	—	—	—
Kennebec Valley Community College	ME	26	—	—	—	—	—	—	N
Kennesaw State University	GA	8	—	—	—	—	—	N	—
Kent State U-Ashtabula	OH	26	N	—	—	—	—	—	—
Kentucky State University	KY	8	N	—	—	—	—	—	—
Kenyon College	OH	14	—	N	—	—	—	N	N
Kettering College of Medical Arts	OH	31	—	N	—	—	—	—	—
Keuka College	NY	12	N	—	N	—	—	—	—
Keystone College	PA	11	—	—	—	—	—	N	—
King College	TN	23	—	N	—	—	—	—	—
King's College	PA	17	N	N	—	N*	N	N	N
Kirtland Cmty College	MI	26	N	N	N	N	—	N*	—
Knox College	IL	13	N	N	N	N	—	—	—
Kutztown U of Pennsylvania	PA	8	—	—	—	—	—	P*	—
La Guardia Cmty College	NY	29	—	—	P	—	—	—	—
La Sierra University	CA	4	—	—	—	—	—	N	N*
Laboratory Inst of Merchandising	NY	12	—	—	—	—	—	—	N
Laboure College	MA	30	—	—	—	—	—	N	—
Lafayette College	PA	14	N	—	N*	—	—	N*	—
LaGrange College	GA	20	—	—	N	—	N	—	—
Lake Erie College	OH	12	N	—	—	—	—	—	—
Lake Forest College	IL	13	—	—	N	N	N	—	—
Lake Michigan College	MI	27	N	—	—	—	—	N	N*
Lake Region State College	ND	26	—	—	—	—	N	P	N
Lake Superior College	MN	28	—	—	—	—	—	N	N*
Lakeland College	WI	21	—	N	—	—	—	N	N
Lamar University	TX	7	—	—	—	—	—	N	—
Lander University	SC	8	—	—	—	—	—	—	N
Lane Cmty College	OR	29	—	—	—	N	—	—	—
Lawrence Technological University	MI	12	—	P	—	—	—	—	—
Lawrence University	WI	14	—	—	N	—	—	—	N
Lawson State Cmty College	AL	36	N	—	—	—	—	P*	—
Le Moyne College	NY	18	N*	—	—	N*	—	—	—
Lebanon Valley College	PA	23	N	N	N	—	N	N	N
Lee University	TN	22	N	—	N	N	—	N	N
Leeward Cmty College	HI	28	N	—	—	—	—	—	—
Lehigh Carbon Cmty College	PA	27	—	—	N	N	—	—	—
Lehigh University	PA	5	—	—	—	N	—	—	—
Lesley University	MA	11	—	—	P	N	—	—	—
LeTourneau University	TX	13	—	—	N	N	—	—	—
Lewis and Clark College	OR	13	—	P	P*	—	—	N	N*
Lewis College of Business	MI	37	—	—	N*	—	—	—	—
Lewis University	IL	17	—	—	N	N	—	N	N
Lewis-Clark State College	ID	7	N	—	—	—	—	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)
Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
LIFE University	GA	15	–	–	–	N	–	–	–
Lincoln Memorial University	TN	12	N	–	–	–	–	–	–
Lincoln University	MO	7	N*	N	–	–	–	P*	–
Lincoln University	PA	35	P	–	–	P*	–	N	N*
Lindsey Wilson College	KY	11	N	–	N	N	N	N	–
Linfield College	OR	23	N	–	N	N	–	–	–
Lipscomb University	TN	22	–	N	–	–	–	–	–
Lock Haven U of Pennsylvania	PA	7	–	N	P	–	–	N	P
Long Island U-Brooklyn	NY	11	–	–	–	–	–	–	P
Long Island U-CW Post	NY	12	–	–	–	–	–	–	P
Long Island U-Regional Campuses	NY	12	–	–	–	–	–	–	P
Longwood University	VA	9	N	N	N	N	N	N	N*
Lord Fairfax Cmty College	VA	27	–	N	–	–	–	–	–
Los Angeles Trade-Tech College	CA	28	N	–	–	–	–	–	–
Louisiana College	LA	22	N*	–	–	N	–	–	–
Louisiana State U and A&M Coll	LA	2	–	–	P	–	–	–	–
Louisiana State U-Eunice	LA	26	–	N	–	–	–	N*	–
Lower Columbia College	WA	28	–	–	–	–	–	N	N*
Loyola College in Maryland	MD	18	P*	–	–	–	–	–	–
Loyola Marymount University	CA	4	–	N	N	N	N	N*	–
Loyola University of Chicago	IL	4	P*	–	–	N*	–	N	N*
Loyola University-New Orleans	LA	5	–	–	–	N*	–	N	N
Luther College	IA	23	–	–	–	N	–	–	–
Lycoming College	PA	22	–	N	N	N	N	N	N
Lynchburg College	VA	11	–	–	–	–	N	N*	–
Lynn University	FL	11	N	–	–	–	–	–	–
Lyon College	AR	23	N	–	–	N*	N	N	P
Macalester College	MN	14	–	–	–	N	–	N	N*
MacMurray College	IL	20	N	–	–	–	–	P*	–
Madison Area Technical College	WI	29	N	–	–	–	–	–	–
Madonna University	MI	16	–	N	N	N	N	N	–
Malone College	OH	22	N	N	N	N	N	–	–
Manchester College	IN	21	–	–	–	N	N	N	N*
Manhattan College	NY	18	–	N	–	–	–	–	–
Manor College	PA	31	–	–	–	–	–	N	P*
Mansfield U of Pennsylvania	PA	8	–	–	–	N	–	N	N*
Marian College	IN	16	N	–	–	–	–	–	–
Marietta College	OH	12	P*	–	N	N	–	–	–
Marist College	NY	13	–	–	–	–	N	–	–
Marquette University	WI	4	N*	N	–	N*	–	N	N*
Marshalltown Cmty College	IA	29	–	–	N	–	–	–	–
Martin Luther College	MN	24	N	–	P	N	–	–	–
Mary Baldwin College	VA	20	–	–	–	–	–	N*	–
Marymount Manhattan College	NY	12	–	–	–	–	N	N	N*
Marymount University	VA	16	–	–	–	–	–	N	N*
Maryville College	TN	23	–	–	–	–	–	N	N*

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Marywood University	PA	17	N	—	N	—	N	N	—
Mass Col of Pharmacy & Hlth Sci	MA	11	—	—	—	—	P	N	N*
Massachusetts Coll of Liberal Arts	MA	9	—	N	—	—	—	—	—
Massachusetts Inst of Technology	MA	6	—	—	P	P	P	P	N*
Master's College	CA	23	—	N	N	N	—	—	—
Mayville State University	ND	7	—	—	—	—	N	N	N
McHenry County College	IL	26	N	—	N	—	N*	—	—
McKendree College	IL	23	—	—	N	—	—	—	—
McPherson College	KS	20	—	—	N	N	N	N	N*
Medaille College	NY	11	—	—	—	—	N	—	—
Medgar Evers College	NY	34	—	—	—	—	P	—	—
Menlo College	CA	13	—	N	—	—	—	—	—
Merced College	CA	28	N	—	—	—	—	—	—
Mercer County Cmty College	NJ	29	—	—	N	N	—	P*	—
Mercer University	GA	23	—	—	—	—	—	—	N
Mercy College	NY	12	P	N	—	—	—	—	—
Mercyhurst College	PA	18	N*	—	—	N	N	—	—
Meredith College	NC	12	—	—	—	—	N	N	N*
Meridian Cmty College	MS	27	N	—	—	—	—	—	—
Merrimack College	MA	17	—	N	—	—	—	—	—
Messiah College	PA	23	N	—	N	N	—	—	—
Metropolitan Cmty College	NE	27	—	N	N	—	—	—	—
Metropolitan College of New York	NY	15	—	—	—	—	P	—	N
Metropolitan State U	MN	10	—	—	—	—	—	N	N
Miami University	OH	3	—	—	N	N	N	N	N
Miami University-Hamilton	OH	27	—	—	N	N	—	—	—
Michigan State University	MI	2	—	P	P	—	P	P	—
Michigan Technological University	MI	9	N	—	—	—	—	P*	—
Mid Michigan Cmty College	MI	26	N	—	N	—	N*	—	—
MidAmerica Nazarene University	KS	21	—	—	—	—	—	N	N*
Middle Tennessee State University	TN	8	—	—	—	N	N	—	—
Middlebury College	VT	14	—	—	—	P	—	P*	—
Middlesex County College	NJ	29	N	—	—	—	—	—	—
Middletown Campus	OH	27	—	—	—	N	—	—	—
Midway College	KY	22	—	—	—	—	—	P	N*
Millersville U of Pennsylvania	PA	9	N*	—	—	—	—	N	N
Milligan College	TN	13	P*	—	—	N*	—	—	—
Millikin University	IL	23	—	—	—	—	N	—	—
Mills College	CA	13	—	N	—	—	—	N	N
Minneapolis Coll of Art and Design	MN	12	—	N	—	—	—	N	N*
Minot State University	ND	8	—	—	—	—	N	N	P
Minot State University-Bottineau	ND	26	—	—	—	—	P	N	N
Mississippi College	MS	23	N*	—	N	N	—	—	—
Mississippi State University	MS	2	—	—	—	—	—	P*	—
Missouri S & T	MO	9	—	—	—	N	N	—	—
Missouri State U	MO	9	—	—	—	N	N	N	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)
Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Missouri Western State College	MO	7	—	—	—	N	—	N	—
Mohave Cmty College	AZ	27	—	N	—	—	—	—	—
Molloy College	NY	16	—	—	—	—	N	N	—
Monmouth University	NJ	12	N*	N	—	—	—	—	—
Monroe Cmty College	NY	29	—	N	N	—	N	—	—
Montana State University	MT	2	P*	—	—	—	—	—	—
Montana Tech of the U of Montana	MT	9	N	—	—	—	—	—	—
Montay College	IL	30	N	—	—	—	—	—	—
Montclair State University	NJ	8	—	—	P	—	N	N	P
Montreat College	NC	21	—	N	N	N	—	—	—
Moorhead State University	MN	8	—	—	—	N	—	N	N*
Moorpark College	CA	28	N	—	N	—	N*	—	—
Moraine Valley Cmty College	IL	29	N	—	N	—	N*	—	—
Moravian College	PA	23	N	—	—	—	N	N	N
Morehead State University	KY	7	N	—	N	—	—	—	—
Morehouse College	GA	35	P*	P	—	P*	—	—	—
Morgan Cmty College	CO	26	N	—	—	—	—	—	—
Morgan State University	MD	34	—	—	—	—	P	—	—
Morningside College	IA	22	—	—	—	—	—	N	N
Mount Aloysius College	PA	16	—	N	—	N	N	N	N*
Mount Holyoke College	MA	14	—	N	—	—	—	N*	—
Mount Mary College	WI	17	N*	—	N	—	—	—	—
Mount Saint Mary College	NY	12	—	N	N	—	—	N*	—
Mount Saint Mary's College	CA	17	N	—	N*	N*	N	—	—
Mount Saint Mary's University	MD	18	—	—	—	N	N	N	N
Mount San Antonio College	CA	29	—	—	—	—	—	N*	—
Mount Union College	OH	23	—	—	—	—	N	N	N*
Mount Vernon Nazarene University	OH	22	—	N	—	N	—	N	N*
Mount Wachusetts Cmty College	MA	27	—	N	—	—	—	—	—
Muhlenberg College	PA	23	—	N	—	—	—	—	—
Napa Valley College	CA	27	—	—	—	—	N	—	—
Naropa University	CO	15	—	—	—	—	—	P*	—
Nassau Cmty College	NY	29	—	—	—	N	P	—	—
National American University	SD	11	N	—	—	—	—	—	—
National-Louis University	IL	11	—	—	—	—	N	—	P
Naugatuck Valley Cmty-Tech College	CT	28	N	—	—	—	—	—	—
Navarro College	TX	27	—	N	—	—	—	N	N*
Nazarene Bible College	CO	30	—	—	—	—	N	N	P*
Nazareth College of Rochester	NY	13	—	—	—	N	N	N	N
Nebraska Wesleyan University	NE	23	—	N	N	—	N	N	N
Neumann College	PA	16	—	N	N	N	—	N	N
New College of Florida	FL	9	—	—	—	—	—	N	N*
New Mexico Junior College	NM	27	N	—	—	—	—	N	N*
New Mexico State U-Alamogordo	NM	26	—	—	N	—	N	N*	P
New York University	NY	6	—	—	P*	—	—	—	—
Niagara County Cmty College	NY	29	—	N	—	—	N	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Niagara University	NY	17	—	—	N	P	N	N	N
Nicolet Area Technical College	WI	26	—	—	N	—	—	—	—
Norfolk State University	VA	34	—	—	—	—	—	P	N*
North Arkansas College	AR	27	N	—	—	N	—	N	N*
North Carolina A & T State U	NC	34	N	—	—	P	—	—	—
North Carolina State University	NC	3	—	—	N	—	—	—	—
North Carolina Wesleyan College	NC	20	—	—	N	N	—	—	—
North Central Michigan College	MI	26	N	—	—	—	—	—	—
North Country Cmty College	NY	26	—	—	—	—	N	—	—
North Dakota State Coll of Science	ND	28	—	—	—	—	N	N	N
North Dakota State University	ND	2	N	—	—	—	N	N	P
North Georgia College & State U	GA	9	—	—	N	N	N	N	N
North Greenville University	SC	21	—	—	—	—	N	—	N
North Harris College	TX	28	N	—	—	—	—	—	—
North Park University	IL	22	N	—	—	N	—	N	—
North Seattle Cmty College	WA	28	—	N	—	—	—	—	—
Northampton County Area Cmty Coll	PA	28	N	N	N	P	—	N	N*
Northeast State Tech Cmty College	TN	27	—	—	—	—	N	N	N*
Northeast Texas Cmty College	TX	26	—	—	N	—	N	P*	—
Northeastern Illinois University	IL	7	—	—	—	—	N	—	P
Northeastern Oklahoma A&M College	OK	27	—	—	N	—	—	—	—
Northeastern State University	OK	7	P*	—	—	N*	—	N	—
Northeastern University	MA	4	N	N	N*	N	—	N	P
Northern Arizona University	AZ	1	N	—	—	—	N	N	N*
Northern Illinois University	IL	1	N*	N	N	N	N	P	—
Northern Kentucky University	KY	7	—	—	—	—	—	N	N*
Northern State University	SD	8	—	N	P	—	—	—	—
Northland College	WI	13	N	—	—	N	N	—	—
Northwest Christian College	OR	21	—	—	N	N	N	N	N
Northwest Mississippi Cmty College	MS	29	P	—	—	—	—	—	—
Northwest Missouri State U	MO	8	P*	—	—	N*	—	N*	—
Northwest Nazarene University	ID	22	—	—	N	N	—	—	—
Northwest University	WA	21	—	N	—	N	—	N	N*
Northwestern College	IA	23	N	N	—	—	—	—	—
Northwestern College	MN	12	—	—	N	N	—	N*	N
Northwestern University	IL	6	P*	P	P*	—	—	P*	—
Norwalk Cmty College	CT	27	N	—	—	—	—	—	—
Notre Dame College	NH	16	P*	—	—	—	—	—	—
Notre Dame de Namur University	CA	16	—	—	N	P	—	—	—
Nova Southeastern University	FL	12	—	—	N	—	—	—	—
Nyack College	NY	21	N	—	—	—	—	N	—
Oakland Cmty College-Orchard Ridge	MI	28	N	—	—	—	—	—	—
Oakland University	MI	8	P*	—	—	N*	—	—	N
Oakton Cmty College	IL	28	—	—	—	N	—	—	—
Oberlin College	OH	14	—	—	N	—	—	N	N*
Occidental College	CA	13	N	N	N	N	P	N	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)
Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Ocean County College	NJ	29	—	N	—	—	N	—	N
Oglethorpe University	GA	13	—	—	—	N	—	—	—
Ohio Dominican University	OH	16	—	N	N	N	—	—	N
Ohio Northern University	OH	23	—	—	—	—	N	N	N
Ohio State University	OH	2	P*	—	P*	N	N	N	N*
Ohio State University-Marion	OH	7	N	—	—	—	—	—	—
Ohio University-Belmont	OH	26	N	—	—	—	—	—	—
Ohio Wesleyan University	OH	23	N	—	N*	—	—	—	—
Oklahoma Baptist University	OK	23	N	—	—	—	—	—	—
Oklahoma City University	OK	22	—	—	—	—	—	N	P
Oklahoma State U	OK	3	P	—	—	—	—	—	—
Oklahoma Wesleyan University	OK	22	—	—	—	N	—	—	—
Olivet College	MI	11	—	—	—	N	—	N*	—
Olivet Nazarene University	IL	22	—	—	—	N	—	—	—
Olympic College	WA	29	N	—	—	—	—	—	—
Onondaga Cmty College	NY	29	—	N	N	—	N	P*	—
Oral Roberts University	OK	12	—	—	—	N	N	—	—
Orange County Cmty College	NY	28	—	N	—	—	N	—	—
Oregon State University	OR	2	N	—	—	—	—	N*	—
Ottawa University	KS	21	—	—	N	—	—	—	—
Otterbein College	OH	22	P	N	—	—	—	—	—
Ouachita Baptist University	AR	21	—	—	N	—	—	—	—
Our Lady of the Holy Cross College	LA	11	P	—	—	—	N	—	—
Our Lady of the Lake College	LA	19	—	—	—	N	—	—	—
Our Lady of the Lake University	TX	16	N	—	N	N*	—	—	—
Owensboro Cmty College	KY	27	—	—	P	—	—	—	—
Oxnard College	CA	27	—	—	—	—	—	N	N*
Ozarks Technical Cmty College	MO	29	—	—	—	N	—	—	—
Pace University	NY	12	P	P	—	—	—	P	P
Pacific Lutheran University	WA	23	—	N	N	—	—	—	—
Pacific Northwest College of Art	OR	15	—	—	—	—	—	N	N
Pacific Union College	CA	22	N	—	—	N	—	—	—
Pacific University	OR	13	—	—	N	—	—	—	—
Palm Beach Atlantic University	FL	22	—	—	N	N	—	—	N
Panola College	TX	27	—	—	N	—	—	—	—
Park University	MO	21	—	—	—	—	—	—	N
Parkland College	IL	29	N	—	—	—	—	—	—
Patrick Henry Cmty College	VA	26	—	—	—	—	—	N	N*
Paul Smith's College	NY	32	—	—	—	—	—	N	P
Peace College	NC	20	—	N	—	—	—	—	N
Penn State Erie-The Behrend College	PA	9	—	—	N	—	—	N	N
Penn State U-Mont Alto	PA	27	N	—	—	—	—	—	—
Pensacola Junior College	FL	29	N	—	—	—	—	—	—
Pepperdine University	CA	23	N	—	N	N	N	N	P
Peru State College	NE	7	N	—	—	—	—	—	—
Phila College of Performing Arts	PA	12	N	—	—	—	—	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Philadelphia Biblical University	PA	12	—	N	—	—	—	—	—
Philadelphia University	PA	12	—	P	—	—	—	—	N
Piedmont Cmty College	NC	26	N	—	—	—	—	—	—
Piedmont Virginia Cmty College	VA	26	—	—	N	—	—	—	—
Pikes Peak Cmty College	CO	27	—	—	P	—	—	—	—
Pima County Cmty College District	AZ	29	—	—	—	P	N	—	—
Pine Manor College	MA	11	—	—	—	—	—	N	N*
Pitzer College	CA	13	N	N	—	N	—	—	—
Point Loma Nazarene University	CA	21	N	N	N	N	N	N	N
Point Park University	PA	11	—	N	—	P	—	—	—
Polytechnic University	NY	13	—	—	P	N	—	—	—
Pomona College	CA	14	—	—	N	N	N	—	N
Portland State University	OR	8	—	—	—	—	N	P	—
Pratt Institute	NY	4	—	—	—	—	—	P*	—
Presbyterian College	SC	23	N	N	—	N	N	P	N*
Princeton University	NJ	6	P	—	—	N*	—	—	—
Pueblo Cmty College	CO	27	N	—	—	—	—	—	—
Purdue University	IN	2	—	—	—	—	—	P	N*
Purdue University-Calumet	IN	7	—	—	—	—	N	—	—
Purdue University-North Central	IN	27	N	—	N	—	N*	N	N*
Queens University of Charlotte	NC	21	—	—	—	—	—	—	N
Radford University	VA	8	—	—	—	—	—	N	N
Rainy River Cmty College	MN	26	N	—	—	—	—	—	—
Ramapo College of New Jersey	NJ	9	N	—	—	N	—	N	—
Randolph College	VA	23	—	—	N	N	N	—	—
Randolph-Macon College	VA	22	—	—	—	N	—	—	—
Red Rocks Cmty College	CO	27	N	—	—	—	—	—	—
Regent University	VA	24	—	—	—	—	—	P	N*
Regis College	MA	11	—	—	N	N	—	N	N*
Rend Lake College	IL	28	—	—	N	—	—	—	—
Rensselaer Polytechnic Institute	NY	5	—	—	—	—	—	P	N*
Rhode Island College	RI	7	N	—	N	—	—	N*	—
Rhode Island School of Design	RI	13	—	—	—	—	—	N	—
Rhodes College	TN	23	N	—	N	—	N	P	N
Rice University	TX	6	—	—	N	N	N	N	N*
Richard Stockton College of NJ	NJ	9	N	—	—	—	N	N	N*
Richland Cmty College	IL	27	—	N	—	—	—	—	—
Richland College	TX	28	N	—	—	—	—	—	—
Rider University	NJ	12	—	—	N	—	—	N	N*
Ridgewater College-Willmar	MN	27	—	N	—	—	—	—	—
Ripon College	WI	13	N	—	N	—	—	N	N*
Riverside Cmty College	CA	27	—	—	—	N	—	—	—
Roane State Cmty College	TN	28	—	—	—	—	—	N	N*
Roanoke College	VA	23	N	—	—	—	N	N	N*
Robert Morris College	IL	15	—	—	N	—	—	—	—
Roberts Wesleyan College	NY	22	—	—	N	N	—	—	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Rochester Institute of Technology	NY	13	P*	N	N	P*	—	—	—
Rockford College	IL	12	N	N	—	—	—	N	N
Rockland Cmty College	NY	29	—	—	—	—	N	—	—
Rollins College	FL	13	N	N	N	—	N	P	P
Roosevelt University	IL	11	—	—	—	—	N	—	—
Rowan University	NJ	9	—	—	—	—	N	—	—
Rowan-Cabarrus Cmty College	NC	27	—	N	—	—	—	—	—
Roxbury Cmty College	MA	36	—	—	P	—	—	—	—
Russell Sage College	NY	12	—	—	—	—	—	P*	—
Rutgers University-New Brunswick	NJ	3	N	—	N*	—	P*	—	—
Sacred Heart University	CT	17	N	N	—	—	—	—	—
Saginaw Valley State University	MI	8	P	—	—	—	—	N	N*
Saint Ambrose University	IA	17	—	N	N	—	—	—	—
Saint Andrews Presbyterian College	NC	21	N	—	—	P*	—	N	N*
Saint Anselm College	NH	18	—	—	—	—	N	N	N
Saint Bonaventure University	NY	17	—	—	N	N	—	—	—
Saint Charles Community College	MO	31	—	—	—	N	N	N*	—
Saint Cloud State University	MN	8	—	—	—	—	—	P	N*
Saint Edward's University	TX	18	N	N	N*	—	—	—	—
Saint Francis College	NY	16	—	—	—	N	—	—	—
Saint John Fisher College	NY	12	N	N	N	N	N	N	N*
Saint John's University	MN	18	P*	—	—	N*	—	—	—
Saint John's University-Queens	NY	4	—	—	—	N	N	N	N
Saint Joseph's College	IN	17	N	—	—	N*	—	—	—
Saint Joseph's College of Maine	ME	17	—	—	N	—	—	—	—
Saint Joseph's University	PA	18	—	N	N*	—	—	N	N*
Saint Lawrence University	NY	13	P*	—	—	N	N	N	N
Saint Leo University	FL	16	N	—	—	—	—	N	N*
Saint Mary-of-the-Woods College	IN	16	N	N	—	—	—	N	N*
Saint Mary's College	IN	18	N*	—	P	N*	N	N	N*
Saint Mary's College	NC	31	—	—	P	—	—	—	—
Saint Mary's College of California	CA	18	—	—	N	P	P	P	—
Saint Mary's U of Minnesota	MN	17	N	—	N	N	—	N	N
Saint Mary's University	TX	17	N	—	—	N	—	N	N*
Saint Michael's College	VT	18	N	—	—	—	—	—	—
Saint Norbert College	WI	18	N	N	—	N	—	N	N
Saint Olaf College	MN	23	—	—	—	N	N	N	N
Saint Peter's College	NJ	16	—	N	N	N	—	N	N
Saint Philip's College	TX	27	N	—	—	—	—	—	—
Saint Thomas University	FL	16	—	—	—	N	—	N	N
Saint Vincent College	PA	17	—	—	—	—	—	N	N
Saint Xavier University	IL	17	—	—	—	—	N	N	N*
Salisbury University	MD	9	—	—	—	—	N	—	—
Salve Regina University	RI	16	—	—	—	—	N	—	—
Sam Houston State University	TX	7	—	N	—	—	—	—	—
San Joaquin Delta College	CA	28	—	—	—	—	—	P	N*

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
San Jose State University	CA	7	N	–	P	–	N	N	P
Santa Clara University	CA	5	P*	N	N	–	N	N	N
Sarah Lawrence College	NY	13	N	–	–	N	N	P	N*
Savannah State University	GA	34	–	–	N	–	–	–	–
Schenectady County Cmty College	NY	27	–	N	–	–	N	–	–
Schreiner University	TX	21	–	–	N	N	N	–	–
Scripps College	CA	14	–	–	N	N	N	N	N
Seattle Pacific University	WA	23	–	–	–	–	N	N	N
Seattle University	WA	18	N*	–	N	–	–	P	–
Seton Hall University	NJ	4	–	–	–	–	N	–	N
Seton Hill University	PA	16	N	P	–	–	–	–	–
Shawnee State University	OH	27	–	–	N	–	–	–	–
Shenandoah University	VA	21	–	–	–	–	–	–	P
Shepherd College	WV	9	–	N	–	–	–	–	–
Shimer College	IL	13	N	–	–	–	–	–	–
Shippensburg U of Pennsylvania	PA	9	N*	N	N	–	–	–	–
Shorter College	GA	22	–	N	N	N	N	–	–
Siena College	NY	13	N	–	N	–	–	–	–
Simmons College	MA	12	N	–	P	–	–	–	–
Simpson College	IA	23	–	–	–	–	–	–	N
Simpson University	CA	21	–	–	N	–	–	N	N
Sinclair Cmty College	OH	29	N	–	–	–	–	–	–
Skagit Valley College	WA	28	N	–	–	–	–	–	–
Skidmore College	NY	13	P*	N	N	N*	–	–	–
Skyline College	CA	28	–	–	–	N	–	–	–
Slippery Rock U of Pennsylvania	PA	7	–	N	N	–	N	–	–
Smith College	MA	14	N	N	N	N	N	N	N
Sonoma State University	CA	8	–	–	–	–	–	N	N*
South Dakota Schl of Mines & Tech	SD	9	–	N	P	–	–	–	–
South Dakota State University	SD	1	–	N	P	N	N	N	N
South Florida Cmty College	FL	26	N	N	–	–	–	N*	–
South Suburban Coll of Cook County	IL	28	P	–	–	–	–	–	–
South Texas College	TX	29	–	–	–	–	–	N	N
Southeast Missouri State U	MO	8	–	N	N	N	–	N	N
Southeastern Louisiana University	LA	7	–	N	–	–	–	–	–
Southeastern University	DC	7	–	–	–	–	N	–	–
Southern Arkansas U	AR	7	N	–	N	–	–	–	–
Southern Connecticut State U	CT	7	–	–	N	–	N*	N	N*
Southern Illinois U-Carbondale	IL	1	–	–	–	N	–	P	N*
Southern Illinois U-Edwardsville	IL	8	N*	N	N	N	N	N	N
Southern Methodist University	TX	5	–	–	N	–	–	N	N*
Southern Nazarene University	OK	21	–	–	N	N	–	–	N
Southern New Hampshire University	NH	11	–	–	–	–	–	P*	–
Southern Oregon University	OR	8	–	–	–	–	–	N	N*
Southern University-New Orleans	LA	34	–	N	–	–	–	–	–
Southern Utah University	UT	8	–	N	–	–	–	N	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Southern Virginia University	VA	31	—	—	—	—	—	P*	—
Southern Wesleyan University	SC	21	—	—	N	N	—	—	—
Southwest Minnesota State U	MN	8	P	—	—	—	—	N	N*
Southwest Tennessee Cmty College	TN	36	—	—	N	—	—	—	—
Southwestern College	CA	28	N	—	—	—	—	—	—
Southwestern Oklahoma State U	OK	8	—	N	—	—	—	—	—
Southwestern University	TX	23	N	N	—	—	—	N	N*
Spartanburg Methodist College	SC	32	—	N	—	—	P*	—	—
Spelman College	GA	35	N	—	—	N*	P	P	N*
Spring Arbor University	MI	21	N*	—	N	N	N	—	—
Spring Hill College	AL	18	—	—	—	—	—	—	N
Springfield College	MA	11	—	—	N	—	—	—	—
Springfield Technical Cmty College	MA	28	N	—	—	N	—	—	—
St Louis College of Pharmacy	MO	13	N	N	—	—	—	N	N*
Stanford University	CA	6	P*	—	P*	N*	—	P*	—
State University of West Georgia	GA	7	N	—	—	N	—	P	N*
Stephen F Austin State University	TX	8	—	—	N	N	—	—	—
Stephens College	MO	12	N	—	—	N*	—	—	—
Sterling College	KS	22	—	—	N	N	N	—	—
Stetson University	FL	13	N*	N	—	N*	N	P	N*
Stevens Institute of Technology	NJ	14	—	—	P	—	—	—	—
Stonehill College	MA	18	—	—	—	—	N	—	—
Suffolk Cmty College-Ammerman	NY	29	—	—	—	—	P	—	—
Suffolk Cmty College-Western	NY	27	—	—	—	—	P	—	—
Suffolk County Cmty Coll-Eastern	NY	27	—	—	—	—	P	—	—
Suffolk University	MA	11	P*	—	—	—	—	—	—
Sullivan County Cmty College	NY	28	—	N	—	N	N	—	—
SUNY A & T College-Cobleskill	NY	8	N*	N	N	P	N	N	N
SUNY A & T College-Morrisville	NY	29	—	N	—	—	N	—	—
SUNY Coll of Technology-Canton	NY	28	N	N	—	—	N	—	N
SUNY Coll of Technology-Delhi	NY	29	—	N	—	—	N	—	—
SUNY Coll of Technology-Farmingdale	NY	10	P	—	P	P	N	—	—
SUNY College of Env Sci & Forestry	NY	9	—	—	—	—	N	P	—
SUNY College-Brockport	NY	8	P*	N	N	N	N	P	—
SUNY College-Buffalo	NY	8	—	—	—	—	N	—	—
SUNY College-Cortland	NY	8	—	N	—	N	N	—	—
SUNY College-Fredonia	NY	9	—	N	—	—	N	—	—
SUNY College-Geneseo	NY	9	P*	N	N	N	N	N	N
SUNY College-New Paltz	NY	9	—	N	P	—	P	—	—
SUNY College-Old Westbury	NY	7	—	N	—	N	P	—	N
SUNY College-Oneonta	NY	9	—	N	—	—	N	—	—
SUNY College-Oswego	NY	9	N	P	—	—	P	—	—
SUNY College-Plattsburgh	NY	8	—	—	—	—	N	—	—
SUNY College-Potsdam	NY	8	N*	N	N	N	N	—	—
SUNY College-Purchase	NY	9	—	N	—	—	N	—	N
SUNY Maritime College	NY	7	N	N	—	—	P	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
SUNY-Albany	NY	2	—	P	—	—	N	—	—
SUNY-Stony Brook	NY	3	—	N	—	—	N	—	—
SUNY-University at Buffalo	NY	3	P	P	N	N*	N	—	—
Susquehanna University	PA	23	—	—	N	—	—	N	N
Swarthmore College	PA	14	N	—	—	—	—	N	N
Sweet Briar College	VA	13	—	—	N	N	N	—	—
Syracuse University	NY	5	—	—	N	—	N	N	N*
Tabor College	KS	22	—	—	N	N	—	—	—
Tacoma Cmty College	WA	28	N	—	—	—	—	—	—
Talladega College	AL	35	N	—	—	—	—	—	—
Tallahassee Cmty College	FL	28	—	—	—	P	—	—	—
Tarleton State University	TX	8	—	N	—	—	—	—	—
Taylor University	IN	13	N	N	N	N	N	N	N
Teikyo Post University	CT	11	—	—	—	—	N	—	—
Tennessee Temple University	TN	24	—	—	—	—	—	N	N*
Texas A & M University	TX	3	—	—	—	—	—	N*	N*
Texas A&M U-Commerce	TX	8	N	N	N	N	N	—	—
Texas A&M U-Corpus Christi	TX	1	—	—	—	—	—	N	N
Texas A&M University-Kingsville	TX	7	—	—	—	N	—	—	—
Texas Christian University	TX	4	—	—	—	N*	—	—	—
Texas Lutheran University	TX	22	N	—	—	N	—	N	N
Texas State University-San Marcos	TX	9	—	N	—	—	—	N	N*
Texas Tech University	TX	2	—	N	—	—	—	—	—
Texas Wesleyan University	TX	21	P*	—	N	—	—	—	—
Texas Woman's University	TX	1	N	—	N	—	—	—	—
The Evergreen State College	WA	9	N*	P	—	P	—	—	—
The University of Tampa	FL	12	P	—	—	N	—	—	N
Thiel College	PA	20	—	—	—	—	N	—	—
Thomas More College	KY	16	N*	N	—	—	—	—	—
Tiffin University	OH	11	—	—	—	P	—	—	—
Tompkins Cortland Cmty College	NY	26	—	N	N	N	N	N*	—
Touro College	NY	11	—	—	—	—	N	N	—
Towson University	MD	9	N*	—	—	N*	—	—	—
Treasure Valley Cmty College	OR	26	—	—	N	—	—	—	—
Trinity (Washington) University	DC	16	—	—	N	P	N	—	—
Trinity Christian College	IL	12	—	—	N	N	N	N	N*
Trinity College	CT	14	—	—	—	—	—	—	N
Trinity College of Vermont	VT	16	N	—	N	—	—	—	—
Trinity International University	IL	22	—	—	N	N	—	—	—
Trinity University	TX	23	—	—	—	—	—	N	N
Trinity Western University	BC	24	—	—	—	—	—	P	—
Troy U in Montgomery	AL	10	—	—	—	—	N	—	—
Truett McConnell College	GA	32	—	—	—	N	—	—	—
Truman State University	MO	9	N	N	N	N	N	N	N
Tufts University	MA	6	—	—	—	—	N*	N	N
Tulane University	LA	5	—	—	—	—	P*	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Tunxis Cmty College	CT	27	N	—	—	—	—	—	—
Tusculum College	TN	11	N	—	—	—	—	—	—
Tuskegee University	AL	35	N	—	N	P*	—	P*	—
U of Akron	OH	1	N	—	—	—	—	—	—
U of Alabama	AL	2	—	—	—	—	N	P	P
U of Alabama-Birmingham	AL	1	—	—	N	—	—	—	—
U of Alabama-Huntsville	AL	2	P*	—	N	—	—	—	—
U of Alaska-Fairbanks	AK	1	—	—	—	—	—	N	—
U of Arizona	AZ	2	N	—	P*	N	N	—	—
U of Arkansas-Fayetteville	AR	2	—	N	—	—	—	N*	—
U of Arkansas-Little Rock	AR	7	—	—	N	—	P	P*	P
U of Arkansas-Pine Bluff	AR	34	—	—	—	N*	—	—	—
U of Bridgeport	CT	11	N*	—	—	—	—	—	—
U of California-Berkeley	CA	3	P*	—	N*	—	—	—	—
U of California-Davis	CA	3	N	—	N	—	—	—	—
U of California-Irvine	CA	3	P*	—	—	—	—	N*	N*
U of California-Los Angeles	CA	3	N	—	P	N	P*	P	P
U of California-Riverside	CA	1	N	—	—	—	—	—	—
U of California-Santa Cruz	CA	3	P*	—	—	—	—	—	—
U of Central Arkansas	AR	9	—	—	—	N	—	—	—
U of Central Missouri	MO	9	N	N	N	N	—	N	N
U of Central Oklahoma	OK	8	—	—	—	—	—	N	N
U of Charleston	WV	11	—	N	N	N	—	—	—
U of Chicago	IL	6	—	—	P*	—	P*	P*	—
U of Cincinnati	OH	2	—	—	—	—	—	—	N
U of Colorado-Colorado Springs	CO	2	—	—	N	N	N	—	N
U of Colorado-Denver	CO	1	—	—	—	—	—	P	N*
U of Connecticut	CT	2	—	—	—	N	—	N	N*
U of Connecticut-Waterbury	CT	27	P	—	—	—	—	—	—
U of Dayton	OH	18	—	—	N	—	—	—	—
U of Delaware	DE	3	P*	N	—	—	—	—	—
U of Detroit Mercy	MI	17	—	—	N	—	—	N	N
U of Dubuque	IA	22	—	—	—	—	—	—	N
U of Evansville	IN	23	—	—	N	—	—	—	—
U of Findlay	OH	21	N*	N	—	—	—	N	N*
U of Florida	FL	3	—	—	—	—	N*	—	—
U of Guam	GU	10	N	—	—	—	N	—	—
U of Hartford	CT	12	P*	—	—	—	—	—	—
U of Hawaii-Hilo	HI	7	—	—	—	—	N	—	—
U of Hawaii-Manoa	HI	1	N	—	—	—	—	—	—
U of Idaho	ID	2	N	—	—	N	N	N	N
U of Illinois-Chicago	IL	9	N	P	—	—	—	P*	—
U of Illinois-Urbana-Champaign	IL	3	—	—	—	—	P	—	—
U of Indianapolis	IN	21	N	—	—	N	—	—	N
U of Kentucky	KY	1	—	—	—	—	—	P*	—
U of La Verne	CA	11	—	N	—	—	—	N*	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
U of Louisiana at Lafayette	LA	7	—	—	—	—	—	N	N*
U of Louisville	KY	2	P*	—	—	N*	—	—	—
U of Maine-Farmington	ME	8	—	N	N	—	—	—	—
U of Maine-Fort Kent	ME	7	—	N	—	—	—	—	—
U of Maine-Presque Isle	ME	7	—	—	—	N	—	P*	—
U of Mary	ND	17	N	—	—	—	—	—	—
U of Mary Hardin-Baylor	TX	21	—	—	—	—	—	N	N*
U of Maryland College Park	MD	3	—	N	N*	—	—	—	—
U of Maryland Eastern Shore	MD	34	—	N	—	—	—	—	—
U of Massachusetts-Amherst	MA	3	N	—	—	N	—	—	—
U of Massachusetts-Boston	MA	1	N	—	—	—	—	—	—
U of Massachusetts-Dartmouth	MA	8	—	—	—	—	—	N	N*
U of Miami	FL	5	P*	—	N*	—	N*	—	—
U of Michigan	MI	3	—	—	P*	—	P*	P*	N*
U of Michigan-Dearborn	MI	9	P	N	—	—	N	N	N*
U of Minnesota-Crookston	MN	27	—	—	—	N	—	—	—
U of Minnesota-Duluth	MN	1	P	—	—	—	—	—	—
U of Minnesota-Morris	MN	9	—	—	—	—	—	N	N*
U of Minnesota-Twin Cities	MN	3	—	—	P*	—	—	—	—
U of Mississippi	MS	1	N	—	—	—	—	—	—
U of Missouri-Columbia	MO	3	—	—	N	N*	—	—	—
U of Missouri-Kansas City	MO	3	—	—	—	N	—	N	N*
U of Montana	MT	1	—	—	N	—	N	N	N*
U of Montevallo	AL	8	—	N	—	N	—	N	N
U of Nebraska-Kearney	NE	8	—	—	—	N	N	N	N*
U of Nebraska-Omaha	NE	8	N	—	—	—	N	N	N
U of Nevada-Las Vegas	NV	8	—	—	N	P	—	—	—
U of New England	ME	17	N	—	P	—	—	—	—
U of New Mexico	NM	1	N	—	N	—	N*	N*	—
U of North Carolina-Asheville	NC	9	—	N	—	N	N	N	N
U of North Carolina-Chapel Hill	NC	3	P*	—	N*	N	—	N*	N*
U of North Carolina-Charlotte	NC	1	—	—	—	N	P	N	N
U of North Carolina-Greensboro	NC	8	—	—	N	—	—	—	—
U of North Carolina-Wilmington	NC	9	—	—	—	N	—	—	N
U of North Dakota	ND	1	—	N	—	—	N	N	N
U of North Florida	FL	9	—	—	—	—	P	—	—
U of North Texas	TX	1	—	—	—	—	N	N	—
U of Northern Colorado	CO	8	—	—	N	—	—	—	N
U of Notre Dame	IN	6	P*	—	N*	N*	N	—	—
U of Oregon	OR	2	—	—	N	—	N*	N	N*
U of Pennsylvania	PA	6	—	—	P*	—	P*	P*	—
U of Pittsburgh	PA	3	—	—	P*	—	—	P*	N*
U of Pittsburgh-Bradford	PA	7	—	N	N	—	—	N	N*
U of Pittsburgh-Greensburg	PA	8	N	—	—	—	—	—	—
U of Pittsburgh-Johnstown	PA	8	—	—	—	N*	—	—	—
U of Portland	OR	18	—	—	N	—	N*	N	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
U of Puerto Rico-Rio Piedras	PR	1	—	P	—	—	—	—	—
U of Puget Sound	WA	13	—	—	N	N	N	N	N
U of Redlands	CA	13	P*	—	—	—	N	—	—
U of Richmond	VA	14	N	N	—	N	N	P*	—
U of Rio Grande	OH	12	—	N	N	N	—	—	—
U of Rochester	NY	6	N	—	N*	—	—	—	—
U of Saint Mary	KS	17	N	N	—	—	—	—	—
U of Saint Thomas	MN	18	—	N	—	N	N	N	N*
U of San Diego	CA	5	N*	N	N	N	—	N	—
U of San Francisco	CA	18	—	N	—	P	—	N	P
U of Science and Arts of Oklahoma	OK	8	—	N	—	N	N	—	—
U of Scranton	PA	18	—	N	N	N	N	N	N*
U of Sioux Falls	SD	22	—	—	N	N	—	—	—
U of South Alabama	AL	9	—	N	N	N	—	—	—
U of South Carolina-Aiken	SC	8	—	—	—	—	—	N	N*
U of South Carolina-Beaufort	SC	25	—	—	—	—	—	N*	—
U of South Carolina-Columbia	SC	2	—	—	—	N*	—	—	—
U of South Carolina-Sumter	SC	26	N	—	—	—	—	—	—
U of South Carolina-Union	SC	25	N	—	—	—	—	P*	—
U of South Carolina-Upstate	SC	7	N	N	—	—	—	N	N*
U of South Dakota	SD	1	—	N	P	—	—	—	—
U of South Florida	FL	9	N	—	—	—	P	—	—
U of Southern California	CA	6	—	—	P*	—	P*	P*	—
U of Southern Indiana	IN	1	—	—	—	—	N	N	N*
U of Southern Mississippi	MS	8	—	N	—	—	N	—	—
U of Tennessee-Chattanooga	TN	8	—	N	N	—	—	N	N*
U of Tennessee-Knoxville	TN	2	N	—	—	N*	—	—	—
U of Texas-Arlington	TX	8	—	—	—	N	—	—	—
U of Texas-Austin	TX	3	—	—	N*	—	—	—	—
U of Texas-El Paso	TX	1	—	P	N	—	P	—	—
U of Texas-Pan American	TX	8	—	—	P	—	—	—	—
U of Texas-San Antonio	TX	8	—	P	—	—	—	—	—
U of the Ozarks	AR	20	—	N	N	—	—	—	—
U of the Pacific	CA	4	—	—	—	—	—	N	P
U of the Sciences in Philadelphia	PA	13	—	—	N	N	N	N	N
U of the South	TN	23	—	N	—	N	N	N	N
U of the Virgin Islands	VI	34	—	P	—	—	—	N	N*
U of Toledo	OH	1	N	—	—	—	—	N*	—
U of Utah	UT	2	N	—	—	—	—	—	—
U of Vermont	VT	3	—	—	—	N*	—	—	—
U of Virginia	VA	3	—	—	N*	N*	—	N*	N*
U of Virginia College at Wise	VA	7	N	—	N	—	N	—	—
U of West Alabama	AL	7	N	—	—	—	—	—	—
U of Wisconsin-Green Bay	WI	9	—	—	—	—	—	N	N
U of Wisconsin-Madison	WI	3	—	—	N*	—	N*	—	—
U of Wisconsin-Milwaukee	WI	1	P*	—	—	—	—	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
U of Wisconsin-Parkside	WI	8	N	—	—	N	—	—	—
U of Wisconsin-River Falls	WI	9	—	—	N	—	—	—	—
U of Wisconsin-Stevens Point	WI	8	N	—	—	—	—	N	N*
U of Wisconsin-Stout	WI	8	—	—	N	—	N	N	N
Ulster County Cmty College	NY	28	—	N	—	—	N	—	—
Umpqua Cmty College	OR	28	—	—	—	N	—	—	—
Union College	NY	13	—	—	N	—	N	P	N
Union University	TN	23	—	N	—	N	—	N	P
University of Mobile	AL	22	—	—	—	—	—	—	N
University of Saint Francis	IL	17	—	—	—	—	—	N	N*
University of the Incarnate Word	TX	16	P	—	N	N	—	—	—
University of Wisconsin Colleges	WI	29	N	—	—	—	N	N	N*
Ursinus College	PA	13	N	—	—	N	N	N	N
Ursuline College	OH	17	N	—	N	—	—	N	N*
US Air Force Academy	CO	9	P*	—	—	P*	P	—	—
US Coast Guard Academy	CT	9	—	—	N	—	—	N	N*
US Military Academy	NY	9	—	N	N	N*	P	—	—
US Naval Academy	MD	9	P*	—	—	N	N	N	—
Utah State University	UT	2	—	—	N	—	N	N	N
Utah Valley State College	UT	29	—	—	—	—	—	—	N
Utica College of Syracuse U	NY	11	—	—	—	—	N	—	—
Valley City State University	ND	8	N	—	—	—	N	N	N
Valley Forge Christian College	PA	24	—	—	—	—	—	N	N*
Valley Forge Military College	PA	31	—	—	N	N	—	P*	—
Valparaiso University	IN	23	N	—	—	—	N	N	P
Vanderbilt University	TN	6	P*	—	N*	—	N*	—	—
Vanguard U of Southern California	CA	20	N	—	N	N	—	—	—
Vassar College	NY	14	—	—	—	—	N	N	N
Vaughn Coll of Aeronautics & Tech	NY	11	—	—	—	—	P	P	P
Vermont Technical College	VT	27	—	—	N	—	—	—	—
Villa Julie College	MD	12	—	—	—	—	—	N	N
Villa Maria College of Buffalo	NY	16	—	—	—	—	—	N*	—
Villanova University	PA	5	P	—	—	—	—	N	N
Virginia Commonwealth University	VA	1	—	—	—	—	N	—	—
Virginia Polytechnic Inst and St U	VA	3	P*	—	N*	N*	—	—	—
Virginia State University	VA	34	N	—	—	—	—	—	—
Virginia Wesleyan College	VA	23	N	N	N	—	N	N	N*
Viterbo University	WI	17	—	—	—	—	—	N	N*
Wagner College	NY	22	—	—	—	—	—	P	—
Wake Forest University	NC	5	—	—	—	N	N	N	N
Waldorf College	IA	32	N	—	—	—	—	—	—
Walsh University	OH	17	N*	—	—	—	—	—	N
Warner Southern College	FL	11	—	—	N	N	—	—	—
Wartburg College	IA	22	—	—	—	—	N	N	N
Washburn University	KS	8	—	—	N	—	N	N	N*
Washington and Lee University	VA	14	—	—	—	N	—	N	N

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
Washington College	MD	13	N	—	—	N	—	N	N*
Washington State Cmty College	OH	26	—	N	—	—	—	—	—
Washington State University	WA	1	—	—	N	—	—	—	—
Wayland Baptist University	TX	20	—	—	N	—	N	—	—
Wayne State College	NE	8	—	N	N	—	N	—	—
Wayne State University	MI	1	—	—	—	P	N	N	N*
Waynesburg University	PA	21	N	—	N	—	—	—	—
Webb Institute	NY	14	—	—	—	—	N	N	N*
Weber State University	UT	8	—	N	—	—	—	N	—
Webster University	MO	13	—	—	N	—	N	N	N*
Wellesley College	MA	14	—	—	—	N	—	P*	—
Wells College	NY	13	—	—	N	—	—	—	—
Wentworth Institute of Technology	MA	11	P	—	—	—	—	P*	—
Wesleyan College	GA	23	N*	—	—	—	—	N	N*
Wesleyan University	CT	14	N	N	—	N*	—	—	—
West Chester U of Pennsylvania	PA	8	N	N	P	—	—	—	—
West Liberty State College	WV	7	—	—	—	N	—	—	—
West Texas A & M University	TX	9	—	N	—	N	—	N	N
West Virginia University	WV	1	—	N	—	—	—	—	—
West Virginia U-Parkersburg	WV	28	N	—	N	—	N*	—	—
West Virginia Wesleyan College	WV	21	—	N	—	—	—	—	—
Westchester Cmty College	NY	29	N	N	P	N	N	—	—
Western Carolina University	NC	8	N	N	—	—	—	—	—
Western Connecticut State U	CT	7	—	N	—	P	—	P*	—
Western Illinois University	IL	8	—	—	—	—	—	N	N*
Western Kentucky University	KY	8	—	—	N	—	—	—	—
Western Nebraska Cmty College	NE	26	N	—	—	—	—	—	—
Western New England College	MA	12	N	—	—	P	P	N	N*
Western New Mexico University	NM	7	—	—	N	N	N	—	—
Western Oregon University	OR	8	—	—	N	—	—	—	—
Western State College of Colorado	CO	7	—	—	—	N	—	—	—
Westminster College	MO	23	N	—	N	—	N	—	—
Westminster College	PA	22	—	—	N	—	—	—	—
Westmont College	CA	13	N	N	—	N	N	N	N*
Westmoreland County Cmty College	PA	28	—	—	—	—	N	—	—
Wheaton College	IL	14	N	N	N	N	N	—	—
Wheaton College	MA	13	N	—	N	N	N	N	N
Wheeling Jesuit University	WV	17	P*	—	N	N	N	—	—
Wheelock College	MA	12	—	—	—	—	—	N	N*
Whitman College	WA	14	—	N	N	N	N	N	N*
Whitworth University	WA	23	—	—	N	N	N	N	N
Widener University	PA	13	—	—	—	—	—	—	N
Wilbur Wright College	IL	28	N	—	—	—	N	N	N*
Willamette University	OR	13	—	—	—	—	N	N	—
William Jewell College	MO	23	N	—	N	—	—	—	N
William Paterson U of New Jersey	NJ	8	—	—	N	N	N	—	—

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Table C3 (continued)

Participation History

Institution	State	Strat	1989	1992	1995	1998	2001	2004	2007
William Rainey Harper College	IL	27	N	N	P	–	N	–	–
Williams Baptist College	AR	21	–	–	N	–	–	–	–
Williams College	MA	14	N	–	–	–	–	N	N
Williston State College	ND	26	–	–	–	–	N	N	N
Wilmington College	OH	21	–	N	N	–	N	–	–
Wilson College	PA	12	–	–	–	–	–	N	N
Wingate University	NC	11	–	–	N	–	–	–	–
Winston-Salem State University	NC	34	N	–	–	–	–	P*	–
Winthrop University	SC	8	–	–	N	–	–	–	–
Wisconsin Lutheran College	WI	23	–	–	N	–	–	–	–
Wittenberg University	OH	23	–	–	–	–	–	N	N*
Wofford College	SC	23	N	N	–	–	–	–	–
Woodbury University	CA	11	P*	N	N	N	–	–	–
Worcester Polytechnic Institute	MA	14	–	N	–	N	–	–	–
Worcester State College	MA	7	–	–	–	P	N	N	N*
wvu Institute of Technology	WV	7	–	N	N	–	–	–	–
Xavier University	OH	18	N*	–	–	N	–	–	–
Youngstown State University	OH	8	–	–	–	–	–	N	–

P—Participated N—Participated and included in National Norms *—Supplemental Sample

Appendix D

The Precision of the
Normative Data and Their Comparisons

The Precision of the Normative Data and Their Comparisons

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 one knows the response percentage and its standard error.

Given the Faculty Survey’s 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 real sample survey data), do not apply here. Moreover, there are other possible sources of error which should be considered in comparing data across normative groups, across related item categories, and over time. In reference to the precision of the Faculty Survey data, these concerns include:

- 1) Traditional methods of calculating standard error assume that the individuals were selected through simple random sampling. Given the complex stratified design of the Faculty Survey, where whole institutions participate, it is likely that the actual standard errors will be somewhat larger than the standard error estimates produced through traditional computational methods. In addition, while every effort has been made to maximize the comparability of the institutional sample from year to year (repeat participation runs about 90 percent), comparability is reduced by non-repeat participation and year-to-year variation in the quality of data collected by continuing institutional participants. While the Faculty Survey stratification and weighting procedures are designed to minimize this institutional form of “response bias,” an unknown amount of non-random variation is introduced into the results.
- 2) The wording of some questions in the survey instrument, the text and number of response options, and their order of presentation have changed over the years. We have found that even small changes can produce large order and context effects. Given this, the *exact* wording and order of items on the survey instrument (which is produced as Appendix B) should be examined carefully prior to making comparisons across survey years.
- 3) Substantial changes in the institutional stratification scheme were made in 1968, 1971, 1975 and 2000. These changes resulted in a revision of the weights applied to individual institutions between 1966 and 2007. Stratification cell assignments of a few institutions may also change from time to time, but the scale of these changes and their effect on the national normative results are likely to be small in comparison to other sources of bias.

Since it is impractical to report statistical indicators for every percentage in every Faculty Survey norms group, it is important for those who are interested to be able to estimate the precision of the data. Toward this end, Table E1 provides estimates of standard errors for norms groups of various sizes and for different percentages¹ which can be used to derive confidence interval estimates.

For example, suppose the item we are interested in has a response percentage of 18.7 percent among faculty at all nonsectarian four-year colleges (a normative group that is 5,005 in size). First, we choose the column that is closest to the observed percentage 18.7—in this case “20%.”² Next, we select the row closest to the unweighted sample size of 5,005—in this case “5,000.” With a sample size of about 5,000 and a percentage that is close to 20, the estimated standard error would be .566.

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of *t* for the unweighted sample size (which, for all Faculty Survey norms groups, will be equal to 1.96 at the .05 level of probability).³ In this example, we would multiply the estimated standard error of .566 by 1.96, which yields 1.109. If we round this figure to a single decimal point we would then estimate our confidence interval to be 18.7 ± 1.1. In practical terms, this confidence interval means that if we were to repeatedly replicate this survey using the same sample size but a different random sample, we would expect that the resulting percentage would fall between 17.6 percent and 19.8 percent 95 times out of 100.

Table D1
Estimated Standard Errors of Percentages for Norms Groups of Various Sizes

Unweighted size of norms groups	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
250	.629	1.378	1.897	2.258	2.530	2.739	2.898	3.017	3.098	3.146	3.162
500	.445	.975	1.342	1.597	1.789	1.936	2.049	2.133	2.191	2.225	2.236
1,000	.315	.689	.949	1.129	1.265	1.369	1.449	1.508	1.549	1.573	1.581
3,000	.183	.398	.548	.652	.730	.791	.837	.871	.894	.908	.913
4,000	.157	.345	.440	.565	.632	.685	.725	.754	.775	.787	.791
5,000	.141	.308	.424	.505	.566	.612	.648	.675	.693	.704	.707
10,000	.099	.218	.300	.357	.400	.433	.458	.477	.490	.497	.500
12,500	.089	.195	.268	.319	.358	.387	.410	.427	.438	.445	.447
22,500	.066	.145	.200	.238	.267	.289	.306	.318	.327	.332	.333

Note: Assumes simple random sampling.

¹Calculated by $\sqrt{\frac{x\%(100-x\%)}{N}}$, where x is the percentage of interest and N is the population count from Table A3, column 2.

²Since 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%.’

³To calculate the confidence interval at the 99% probability level the critical *t* value is 2.56.

Appendix E

Sample Report Furnished to
Campuses Participating in the
2007–2008 HERI Faculty Survey

NOTES ON THE SAMPLE REPORT

The Standard Institutional Profile Report contains up to four subreports depending on the type of respondents received from an institution:

FULL-TIME UNDERGRADUATE FACULTY. Faculty determined to be full-time employees that teach undergraduate courses. This subreport also includes two sets of comparison results from the weighted national norms, determined by the institution's control and type.

PART-TIME UNDERGRADUATE FACULTY. Faculty determined to be part-time employees that teach undergraduate courses. This subreport also includes two sets of comparison results from the unweighted national aggregates of part-time undergraduate faculty, determined by the institution's control and type.

FULL-TIME ACADEMIC ADMINISTRATORS. Respondents determined to be full-time employees whose principal activity is administration. This subreport also includes two sets of comparison results from the unweighted national aggregates of full-time academic faculty, determined by the institution's control and type.

ALL RESPONDENTS. Compares the responses of the three respondent types listed above, as well as "Graduate-only faculty" (faculty who teach at the graduate level only), and "Others" (respondents who fit in no other group). The results in this subreport apply only to the institution.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents	648	59.1	40.9	100.0	58.1	41.9	100.0	57.1	42.9	100.0
What is your principal activity in your current position at this institution?	647									
Administration		7.6	10.6	8.8	4.7	4.6	4.6	4.8	4.8	4.8
Teaching		82.0	83.7	82.7	93.7	93.3	93.5	93.6	92.9	93.3
Research		8.4	3.8	6.5	0.8	0.6	0.7	0.5	0.4	0.4
Services to clients and patients		1.0	1.1	1.1	0.3	0.2	0.2	0.6	0.9	0.7
Other		1.0	0.8	0.9	0.6	1.4	0.9	0.6	1.0	0.8
What is your present academic rank?	645									
Professor		25.7	15.2	21.4	35.9	21.4	29.8	34.7	19.6	28.2
Associate Professor		40.4	33.7	37.7	26.4	27.0	26.7	28.1	27.8	28.0
Assistant Professor		28.3	37.5	32.1	25.3	35.1	29.4	27.0	37.4	31.5
Lecturer		1.6	3.8	2.5	5.7	4.6	5.2	3.4	3.5	3.4
Instructor		3.9	9.8	6.4	6.8	11.8	8.9	6.7	11.7	8.9
What is your tenure status at this institution?	648									
Tenured		59.3	42.6	52.5	49.0	41.6	45.9	50.4	39.8	45.8
On tenure track, but not tenured		28.5	32.5	30.1	20.7	26.3	23.0	22.1	27.3	24.3
Not on tenure track, but institution has tenure system		12.0	23.8	16.8	17.4	21.3	19.0	15.6	21.7	18.2
Institution has no tenure system		0.3	1.1	0.6	13.0	10.9	12.1	12.0	11.2	11.6
Are you currently serving in an administrative position as: [1]	648									
Department Chair		12.3	7.5	10.3	21.0	17.3	19.4	21.1	16.4	19.1
Dean (Associate or Assistant)		3.7	2.6	3.2	1.2	0.7	1.0	2.1	1.1	1.7
President		0.0	0.4	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Vice-President		0.0	0.0	0.0	0.9	0.0	0.5	0.6	0.0	0.4
Provost		0.0	0.0	0.0	0.4	0.0	0.2	0.2	0.0	0.1
Other		14.4	21.9	17.4	14.2	14.5	14.3	13.7	16.0	14.7
Not Applicable		64.2	61.1	63.0	57.2	62.5	59.5	57.3	62.5	59.5
My primary place of employment in the last year was: [2]	647									
In higher education:										
at this institution		94.5	92.5	93.7	93.7	92.5	93.2	93.9	93.2	93.6
at a different institution		3.4	3.4	3.4	2.7	3.3	2.9	2.8	3.2	3.0
at more than one institution		1.0	1.9	1.4	1.1	2.5	1.7	1.3	1.7	1.5
Not in higher education		0.3	1.5	0.8	2.3	1.1	1.8	1.8	1.2	1.5
Not employed		0.8	0.8	0.8	0.3	0.7	0.5	0.2	0.6	0.4
Noted as being personally "very important" or "essential": [2]										
Research	647	83.3	78.0	81.1	69.3	62.7	66.5	64.1	60.1	62.4
Teaching	647	97.9	97.7	97.8	98.7	98.8	98.7	98.9	99.0	98.9
Service	647	67.1	72.0	69.1	63.9	73.2	67.8	65.2	75.0	69.4

[1] Response options changed from earlier Faculty Surveys.

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest degree earned	647									
Bachelor's (B.A., B.S., etc.)		1.3	1.5	1.4	1.1	0.8	1.0	0.7	0.7	0.7
Master's (M.A., M.S., M.F.A., M.B.A., etc.)		12.3	22.3	16.4	20.6	26.9	23.3	20.1	30.2	24.4
LL.B., J.D.		1.6	3.8	2.5	0.6	1.5	1.0	0.8	1.2	1.0
M.D., D.D.S. (or equivalent)		0.8	1.1	0.9	0.5	1.6	1.0	0.6	0.9	0.7
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.5	0.8	0.6	2.9	1.6	2.3	1.7	1.0	1.4
Ed.D.		3.1	4.9	3.9	2.2	6.1	3.8	2.9	6.3	4.4
Ph.D.		77.3	61.7	70.9	70.1	59.0	65.4	70.6	57.0	64.7
Other degree		2.9	3.0	2.9	1.9	2.1	2.0	2.4	2.4	2.4
None		0.3	0.8	0.5	0.1	0.4	0.2	0.2	0.4	0.2
Degree currently working on	525									
Bachelor's (B.A., B.S., etc.)		0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.1
Master's (M.A., M.S., M.F.A., M.B.A., etc.)		1.6	1.8	1.7	0.7	0.7	0.7	0.7	1.0	0.8
LL.B., J.D.		0.3	0.5	0.4	0.0	0.6	0.3	0.0	0.3	0.2
M.D., D.D.S. (or equivalent)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ed.D.		0.3	4.1	1.9	1.9	1.8	1.9	1.4	1.9	1.6
Ph.D.		4.9	6.0	5.3	4.2	7.8	5.7	5.4	8.6	6.8
Other degree		1.0	3.2	1.9	0.5	0.9	0.6	0.8	1.4	1.0
None		91.5	84.4	88.6	92.6	88.1	90.7	91.5	86.7	89.5
During the past two years, have you engaged in any of the following activities?										
Taught an honors course	644	22.1	17.4	20.2	21.3	17.9	19.9	21.8	17.0	19.7
Taught an interdisciplinary course	644	35.1	31.7	33.7	50.0	52.7	51.2	46.4	46.2	46.3
Taught an ethnic studies course	643	5.5	8.7	6.8	11.0	15.6	12.9	11.3	14.7	12.7
Taught a women's studies course	642	3.2	12.9	7.2	3.3	18.6	9.7	3.5	17.1	9.3
Team-taught a course	644	29.0	37.4	32.5	32.0	33.1	32.4	31.3	35.0	32.9
Taught a service learning course	643	14.8	19.7	16.8	16.3	25.6	20.2	17.4	25.3	20.7
Placed or collected assignments on the Internet	646	69.6	81.4	74.5	73.1	74.5	73.7	72.0	75.1	73.4
Taught a course exclusively on the Internet	640	10.6	11.1	10.8	7.7	7.7	7.7	8.5	10.5	9.3
Participated in a teaching enhancement workshop	644	46.2	67.2	54.8	51.7	71.5	60.0	55.8	71.9	62.7
Advised student groups involved in service/volunteer work	645	38.1	43.6	40.3	41.5	52.8	46.2	43.8	52.5	47.5
Collaborated with the local community in research/teaching	643	35.7	47.3	40.4	40.3	46.6	43.0	42.9	49.5	45.7
Developed a new course	646	66.0	64.8	65.5	74.2	72.6	73.6	71.3	71.0	71.2
Conducted research/writing focused on:										
International/global issues	642	27.4	28.5	27.9	30.4	31.1	30.7	29.5	25.6	27.8
Racial or ethnic minorities	640	17.5	28.6	22.0	20.8	26.5	23.2	19.0	23.1	20.7
Women and gender issues	641	10.1	30.0	18.3	12.8	32.7	21.1	11.7	28.8	19.0
Taught a seminar for first-year students	642	23.0	21.3	22.3	30.3	33.5	31.6	29.1	31.5	30.1
Engaged undergraduates on <u>your</u> research project [2]	642	37.7	34.2	36.3	48.0	38.7	44.1	42.2	34.3	38.8
Worked with undergraduates on a research project	643	46.7	39.8	43.9	66.3	58.1	62.9	61.0	54.2	58.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:										
Scheduled teaching (actual, not credit hours)	648									
None		0.3	0.4	0.3	0.6	0.1	0.4	0.4	0.3	0.4
1 to 4		12.8	14.7	13.6	8.4	8.9	8.6	6.9	8.4	7.5
5 to 8		35.5	37.4	36.3	25.0	28.3	26.4	21.8	24.3	22.9
9 to 12		36.6	32.8	35.0	40.2	40.0	40.1	42.4	41.4	42.0
13 to 16		9.9	8.3	9.3	18.1	15.2	16.9	19.4	17.2	18.5
17 to 20		3.1	1.9	2.6	5.1	5.4	5.2	6.2	5.5	5.9
21 to 34		1.0	2.6	1.7	2.2	1.7	2.0	2.5	2.2	2.4
35 to 44		0.5	1.1	0.8	0.1	0.2	0.1	0.1	0.4	0.2
45 +		0.3	0.8	0.5	0.4	0.2	0.3	0.2	0.3	0.3
Preparing for teaching (including reading student papers and grading)	648									
None		0.3	0.4	0.3	0.5	0.4	0.4	0.3	0.2	0.3
1 to 4		12.0	6.8	9.9	8.9	4.8	7.2	7.8	5.3	6.7
5 to 8		25.6	23.4	24.7	21.5	19.8	20.8	20.9	18.8	20.0
9 to 12		26.4	24.2	25.5	21.2	24.1	22.4	24.1	23.4	23.8
13 to 16		16.7	17.7	17.1	17.2	15.9	16.7	17.8	16.9	17.4
17 to 20		11.2	14.7	12.7	16.1	16.7	16.4	15.5	17.7	16.4
21 to 34		6.3	9.4	7.6	10.9	14.6	12.4	10.3	13.3	11.6
35 to 44		0.8	2.3	1.4	2.8	2.7	2.7	2.5	3.1	2.8
45 +		0.8	1.1	0.9	1.0	1.0	1.0	0.8	1.4	1.1
Advising and counseling of students	648									
None		3.1	3.4	3.2	4.4	2.1	3.5	3.7	2.4	3.1
1 to 4		53.8	55.5	54.5	57.5	50.5	54.6	58.0	50.2	54.6
5 to 8		28.2	29.4	28.7	27.6	33.1	29.9	27.5	33.0	29.9
9 to 12		10.2	5.3	8.2	7.8	7.8	7.8	7.7	8.9	8.2
13 to 16		2.9	4.2	3.4	2.0	4.2	2.9	1.8	3.2	2.4
17 to 20		0.3	1.5	0.8	0.4	1.4	0.8	1.0	1.4	1.2
21 to 34		0.5	0.8	0.6	0.2	0.1	0.1	0.3	0.3	0.3
35 to 44		0.5	0.0	0.3	0.1	0.8	0.4	0.0	0.6	0.3
45 +		0.5	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0
Committee work and meetings	648									
None		5.0	4.2	4.6	7.4	2.6	5.4	6.4	2.8	4.9
1 to 4		65.3	58.5	62.5	64.0	62.4	63.3	63.4	60.2	62.0
5 to 8		21.4	24.9	22.8	20.7	26.4	23.1	22.6	27.4	24.6
9 to 12		5.2	7.2	6.0	5.2	5.5	5.3	5.0	6.5	5.6
13 to 16		2.1	3.8	2.8	1.6	1.2	1.4	1.6	1.7	1.6
17 to 20		0.3	1.1	0.6	1.0	1.5	1.2	0.8	1.0	0.9
21 to 34		0.5	0.4	0.5	0.0	0.3	0.1	0.2	0.4	0.3
35 to 44		0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0
45 +		0.3	0.0	0.2	0.0	0.1	0.0	0.0	0.1	0.1
Other administration	645									
None		32.1	22.3	28.1	31.1	23.3	27.8	29.5	24.8	27.5
1 to 4		38.7	42.3	40.2	40.4	46.7	43.0	41.1	43.3	42.0
5 to 8		12.9	15.8	14.1	14.2	14.7	14.4	14.6	15.1	14.8
9 to 12		7.6	6.8	7.3	6.0	6.9	6.4	6.4	8.1	7.1
13 to 16		2.4	4.2	3.1	4.0	3.6	3.8	3.7	3.5	3.6
17 to 20		2.4	3.8	2.9	2.1	2.0	2.0	2.5	2.4	2.5
21 to 34		2.6	3.4	2.9	1.7	1.7	1.7	1.6	1.8	1.7
35 to 44		0.5	1.1	0.8	0.4	1.0	0.7	0.4	0.9	0.6
45 +		0.8	0.4	0.6	0.2	0.1	0.2	0.2	0.2	0.2

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:										
Research and scholarly writing	648									
None		8.4	12.1	9.9	19.7	21.8	20.6	19.2	23.8	21.1
1 to 4		24.5	31.7	27.5	34.2	41.7	37.4	38.9	43.5	40.9
5 to 8		18.0	24.2	20.5	24.4	21.1	23.0	22.8	18.3	20.8
9 to 12		16.4	16.2	16.4	11.9	8.5	10.5	10.0	8.1	9.2
13 to 16		9.4	6.4	8.2	4.1	2.9	3.6	3.9	2.6	3.4
17 to 20		11.2	4.2	8.3	3.1	2.0	2.6	3.0	2.0	2.6
21 to 34		7.0	3.0	5.4	1.6	1.8	1.7	1.3	1.3	1.3
35 to 44		2.9	1.1	2.2	0.6	0.2	0.4	0.6	0.2	0.4
45 +		2.1	1.1	1.7	0.4	0.1	0.3	0.3	0.2	0.3
Other creative products/performances	641									
None		52.0	43.6	48.5	51.7	52.3	52.0	49.9	51.7	50.7
1 to 4		27.9	31.8	29.5	27.4	31.1	28.9	30.0	31.1	30.4
5 to 8		10.6	14.8	12.3	9.9	10.9	10.3	10.4	10.3	10.3
9 to 12		4.2	5.7	4.8	7.4	1.9	5.1	5.8	3.0	4.6
13 to 16		1.6	2.3	1.9	1.2	1.6	1.4	1.7	1.6	1.7
17 to 20		1.3	0.8	1.1	1.3	0.8	1.1	1.3	1.1	1.2
21 to 34		1.1	0.8	0.9	0.9	1.3	1.0	0.7	0.8	0.7
35 to 44		0.8	0.0	0.5	0.1	0.0	0.0	0.1	0.2	0.1
45 +		0.5	0.4	0.5	0.2	0.1	0.2	0.2	0.2	0.2
Consultation with clients/patients	642									
None		82.1	75.7	79.4	83.4	82.6	83.1	82.7	80.0	81.5
1 to 4		9.5	13.3	11.1	11.6	9.0	10.5	11.7	10.8	11.3
5 to 8		5.0	4.6	4.8	3.3	3.1	3.2	3.5	4.5	3.9
9 to 12		2.4	3.0	2.6	1.1	2.8	1.8	1.1	2.3	1.6
13 to 16		0.0	0.8	0.3	0.1	0.8	0.4	0.2	1.1	0.6
17 to 20		0.3	1.9	0.9	0.3	0.6	0.4	0.5	0.6	0.6
21 to 34		0.8	0.4	0.6	0.1	0.9	0.4	0.1	0.6	0.3
35 to 44		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
45 +		0.0	0.4	0.2	0.1	0.0	0.0	0.0	0.1	0.1
Community or public service	645									
None		46.6	32.8	40.9	42.9	39.5	41.5	37.5	33.0	35.5
1 to 4		40.5	48.7	43.9	46.3	48.3	47.1	50.1	54.2	51.9
5 to 8		9.5	13.2	11.0	8.0	8.5	8.2	9.4	9.5	9.5
9 to 12		2.9	2.6	2.8	2.1	2.9	2.4	2.2	2.5	2.4
13 to 16		0.0	1.1	0.5	0.3	0.6	0.4	0.4	0.6	0.5
17 to 20		0.5	1.5	0.9	0.3	0.1	0.2	0.2	0.1	0.2
21 to 34		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1
35 to 44		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Outside consulting/freelance work	645									
None		64.7	64.9	64.8	68.9	75.5	71.6	68.0	74.7	70.8
1 to 4		24.2	25.3	24.7	23.7	17.5	21.1	24.3	18.4	21.8
5 to 8		8.2	6.4	7.4	5.0	4.2	4.7	5.4	4.5	5.0
9 to 12		1.3	2.6	1.9	1.5	2.1	1.8	1.4	1.8	1.6
13 to 16		0.5	0.4	0.5	0.3	0.3	0.3	0.4	0.3	0.3
17 to 20		0.8	0.4	0.6	0.2	0.0	0.2	0.3	0.1	0.2
21 to 34		0.0	0.0	0.0	0.4	0.2	0.3	0.3	0.1	0.2
35 to 44		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +		0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:										
Household/childcare duties										
	643									
None		19.7	4.6	13.5	10.9	3.9	8.0	13.1	4.1	9.3
1 to 4		18.9	19.8	19.3	21.9	18.7	20.6	20.6	17.8	19.4
5 to 8		23.6	19.8	22.1	25.5	26.5	25.9	25.9	26.5	26.1
9 to 12		15.7	13.4	14.8	16.7	15.2	16.1	16.0	15.8	15.9
13 to 16		7.9	6.5	7.3	8.6	8.9	8.7	8.2	9.1	8.6
17 to 20		7.9	14.5	10.6	7.2	8.1	7.6	7.4	7.7	7.5
21 to 34		4.5	7.3	5.6	5.1	7.4	6.1	4.7	7.5	5.9
35 to 44		0.8	6.1	3.0	1.8	5.4	3.3	1.8	4.9	3.1
45 +		1.0	8.0	3.9	2.3	5.9	3.8	2.4	6.6	4.2
Communicating via email										
	648									
None		0.3	0.0	0.2	1.5	0.1	0.9	1.0	0.2	0.6
1 to 4		33.9	17.0	27.0	35.9	24.8	31.3	37.0	26.6	32.5
5 to 8		39.2	39.2	39.2	39.2	43.0	40.8	39.8	41.1	40.3
9 to 12		17.2	22.6	19.4	14.3	17.2	15.5	14.2	18.1	15.9
13 to 16		4.7	12.8	8.0	6.4	8.2	7.2	5.0	7.8	6.2
17 to 20		2.1	4.2	2.9	1.8	4.1	2.8	2.1	3.8	2.8
21 to 34		1.8	3.0	2.3	0.7	1.5	1.1	0.6	1.5	1.0
35 to 44		0.3	0.8	0.5	0.2	0.2	0.2	0.2	0.3	0.2
45 +		0.5	0.4	0.5	0.1	0.8	0.4	0.1	0.6	0.3
Commuting to campus [2]										
	648									
None		4.2	0.8	2.8	10.1	7.8	9.1	8.5	6.8	7.8
1 to 4		43.3	36.2	40.4	58.1	58.0	58.1	59.7	55.5	57.9
5 to 8		30.5	40.0	34.4	22.0	21.8	21.9	22.0	24.5	23.1
9 to 12		18.0	18.1	18.1	8.8	9.5	9.1	8.4	10.5	9.3
13 to 16		1.8	3.4	2.5	0.8	2.4	1.5	1.0	1.8	1.4
17 to 20		1.8	0.8	1.4	0.1	0.3	0.2	0.2	0.5	0.3
21 to 34		0.3	0.4	0.3	0.0	0.1	0.1	0.1	0.1	0.1
35 to 44		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +		0.0	0.4	0.2	0.0	0.1	0.1	0.0	0.2	0.1
Other employment, outside of academia [2]										
	641									
None		85.2	78.7	82.5	84.7	84.6	84.7	84.3	85.5	84.8
1 to 4		7.1	11.0	8.7	8.7	8.6	8.6	8.4	7.5	8.0
5 to 8		2.4	3.4	2.8	2.1	3.3	2.6	3.0	3.8	3.4
9 to 12		2.1	4.2	3.0	2.9	1.3	2.2	2.1	1.5	1.8
13 to 16		0.8	1.1	0.9	0.4	1.6	0.9	0.7	1.1	0.9
17 to 20		1.1	1.1	1.1	0.3	0.3	0.3	0.6	0.3	0.5
21 to 34		0.5	0.0	0.3	0.4	0.2	0.3	0.3	0.1	0.2
35 to 44		0.5	0.4	0.5	0.5	0.0	0.3	0.4	0.1	0.3
45 +		0.3	0.0	0.2	0.1	0.0	0.0	0.1	0.1	0.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]	647									
None		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One		30.9	33.6	32.0	11.2	12.8	11.9	9.9	12.3	10.9
Two		29.1	24.9	27.4	27.5	25.9	26.8	22.1	22.4	22.2
Three		23.8	25.3	24.4	28.1	37.1	31.9	29.9	33.9	31.6
Four		11.5	12.1	11.7	19.1	15.7	17.7	22.5	20.4	21.6
Five		2.9	3.8	3.2	8.5	6.4	7.6	10.2	7.6	9.1
Six or more		1.8	0.4	1.2	5.6	2.1	4.1	5.4	3.4	4.5
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]										
Course #1	641									
10 or fewer		12.2	9.1	10.9	19.3	16.6	18.2	16.9	16.8	16.8
11 to 20		30.4	29.3	30.0	35.4	41.1	37.7	33.9	37.9	35.6
21 to 30		22.5	26.6	24.2	25.9	25.5	25.7	27.9	27.6	27.8
31 to 50		22.8	22.8	22.8	13.5	11.9	12.8	16.1	13.0	14.7
51 to 100		7.4	6.8	7.2	3.8	3.1	3.5	3.8	3.5	3.7
More than 100		4.8	5.3	5.0	2.2	1.8	2.0	1.5	1.2	1.4
Course #2	433									
10 or fewer		15.4	14.9	15.2	20.3	21.9	21.0	20.0	21.3	20.6
11 to 20		34.4	32.2	33.5	42.3	45.3	43.5	39.2	42.4	40.5
21 to 30		21.6	26.4	23.6	24.7	22.1	23.6	27.1	24.8	26.1
31 to 50		21.6	17.2	19.9	9.1	9.0	9.1	11.1	9.5	10.4
51 to 100		4.2	6.9	5.3	2.3	1.1	1.8	1.9	1.5	1.7
More than 100		2.7	2.3	2.5	1.2	0.7	1.0	0.7	0.5	0.6
Course #3	255									
10 or fewer		21.6	17.8	20.0	27.9	30.2	28.8	28.8	31.0	29.7
11 to 20		35.8	31.8	34.1	38.3	37.9	38.1	38.5	38.6	38.5
21 to 30		23.0	28.0	25.1	23.5	23.2	23.4	23.2	22.2	22.8
31 to 50		14.9	15.9	15.3	6.5	7.3	6.9	7.5	7.3	7.4
51 to 100		2.0	5.6	3.5	2.4	0.4	1.5	1.3	0.3	0.9
More than 100		2.7	0.9	2.0	1.5	1.0	1.3	0.7	0.6	0.6
Course #4	101									
10 or fewer		28.3	22.0	25.7	32.6	33.0	32.7	37.9	38.0	38.0
11 to 20		38.3	39.0	38.6	35.2	43.3	38.0	34.8	37.6	35.9
21 to 30		18.3	24.4	20.8	18.3	18.0	18.2	17.9	19.6	18.5
31 to 50		13.3	7.3	10.9	12.5	5.2	10.0	8.1	4.2	6.6
51 to 100		0.0	4.9	2.0	0.2	0.4	0.2	0.7	0.4	0.6
More than 100		1.7	2.4	2.0	1.3	0.1	0.9	0.6	0.2	0.4

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?										
General education courses	638									
None		63.4	69.3	65.8	49.8	47.8	49.0	45.8	48.8	47.1
One		12.2	14.2	13.0	19.8	21.1	20.3	19.9	19.3	19.7
Two		12.5	6.5	10.0	13.4	12.5	13.0	15.2	12.8	14.1
Three		6.4	3.1	5.0	8.2	7.8	8.1	9.1	8.1	8.7
Four		3.2	3.8	3.4	3.9	4.9	4.3	4.5	5.2	4.8
Five or more		2.4	3.1	2.7	4.9	5.8	5.3	5.5	5.7	5.6
Developmental/remedial courses	630									
None		96.2	93.8	95.2	92.4	90.3	91.5	93.2	91.8	92.6
One		1.9	3.9	2.7	3.9	4.9	4.3	3.8	4.4	4.0
Two		0.8	1.2	1.0	2.6	1.9	2.3	1.7	1.3	1.5
Three		0.3	0.8	0.5	0.7	1.4	1.0	0.5	1.2	0.8
Four		0.5	0.4	0.5	0.2	0.9	0.5	0.3	0.9	0.5
Five or more		0.3	0.0	0.2	0.2	0.6	0.4	0.6	0.5	0.6
Other undergraduate credit courses	632									
None		24.9	21.2	23.4	15.4	18.1	16.5	15.1	17.6	16.1
One		26.5	26.3	26.4	14.2	16.1	15.0	14.0	15.4	14.6
Two		19.6	21.2	20.3	21.3	22.5	21.8	19.9	20.9	20.3
Three		16.6	15.4	16.1	18.7	17.8	18.3	18.9	17.8	18.4
Four		6.7	8.5	7.4	12.3	9.7	11.2	13.6	11.7	12.8
Five or more		5.6	7.3	6.3	18.1	15.8	17.2	18.5	16.7	17.7
Graduate courses	638									
None		46.2	50.6	48.0	84.9	87.2	85.9	82.9	83.0	82.9
One		32.6	28.7	31.0	7.9	6.6	7.4	9.1	8.7	8.9
Two		13.3	14.6	13.8	4.3	3.4	3.9	4.2	4.0	4.1
Three		3.4	3.4	3.4	1.2	1.2	1.2	1.6	1.9	1.7
Four		1.6	1.5	1.6	0.8	0.7	0.8	0.9	1.2	1.1
Five or more		2.9	1.1	2.2	0.8	0.8	0.8	1.2	1.2	1.2
Vocational or technical courses	628									
None		95.4	98.1	96.5	96.9	98.2	97.4	97.5	97.7	97.6
One		2.4	1.2	1.9	1.5	0.7	1.2	1.1	0.9	1.0
Two		0.8	0.0	0.5	0.7	0.7	0.7	0.6	0.6	0.6
Three		0.8	0.4	0.6	0.7	0.3	0.5	0.5	0.4	0.5
Four		0.3	0.0	0.2	0.1	0.0	0.1	0.1	0.1	0.1
Five or more		0.3	0.4	0.3	0.1	0.1	0.1	0.2	0.2	0.2
Non-credit courses (other than above)	629									
None		95.7	94.2	95.1	95.2	94.0	94.7	95.5	93.7	94.7
One		3.5	5.0	4.1	3.4	3.9	3.6	3.2	4.6	3.8
Two		0.5	0.8	0.6	0.7	1.7	1.1	0.8	1.4	1.0
Three		0.0	0.0	0.0	0.0	0.4	0.2	0.1	0.2	0.1
Four		0.0	0.0	0.0	0.2	0.0	0.1	0.2	0.1	0.1
Five or more		0.3	0.0	0.2	0.6	0.0	0.3	0.3	0.1	0.2
Do you teach remedial/developmental skills in any of the following areas?	648									
Reading		4.4	5.3	4.8	4.4	6.7	5.4	4.5	5.9	5.1
Writing		9.9	12.1	10.8	11.6	16.5	13.6	10.5	14.0	12.0
Mathematics		3.7	1.1	2.6	5.5	3.6	4.7	4.8	3.9	4.4
ESL		0.5	1.5	0.9	0.6	2.2	1.3	0.8	2.0	1.3
General academic skills		7.8	8.7	8.2	9.7	13.5	11.3	8.7	11.4	9.8
Other subject areas		5.7	7.9	6.6	7.3	7.7	7.5	5.8	7.5	6.5

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]										
Workshops focused on teaching in the classroom	646									
Yes		59.6	73.2	65.2	70.5	77.0	73.2	71.4	77.4	74.0
No		34.1	22.6	29.4	26.7	17.4	22.8	25.0	17.2	21.7
Not eligible		1.0	0.8	0.9	0.2	0.2	0.2	0.2	0.1	0.2
Not available		5.2	3.4	4.5	2.6	5.4	3.8	3.4	5.2	4.2
Paid workshops outside the institution focused on teaching	643									
Yes		12.6	25.5	17.9	24.6	36.4	29.6	27.1	39.5	32.4
No		81.6	65.0	74.8	70.9	58.4	65.6	68.5	55.1	62.8
Not eligible		1.8	1.1	1.6	0.2	0.6	0.4	0.3	0.5	0.4
Not available		3.9	8.4	5.8	4.2	4.7	4.4	4.0	4.9	4.4
Paid sabbatical leave	642									
Yes		33.8	22.8	29.3	39.1	31.6	36.0	34.0	26.1	30.6
No		55.9	51.3	54.0	45.8	48.3	46.8	51.1	53.1	52.0
Not eligible		9.5	22.4	14.8	13.3	18.1	15.3	12.6	18.6	15.2
Not available		0.8	3.4	1.9	1.9	1.9	1.9	2.2	2.2	2.2
Travel funds paid by the institution	645									
Yes		76.6	76.9	76.7	80.3	80.5	80.4	80.2	80.7	80.4
No		21.5	21.2	21.4	15.9	15.5	15.8	17.2	16.1	16.7
Not eligible		0.8	1.5	1.1	1.9	2.3	2.1	1.1	1.8	1.4
Not available		1.0	0.4	0.8	1.8	1.7	1.8	1.6	1.5	1.5
Association membership/dues paid by the institution	644									
Yes		23.7	26.1	24.7	41.5	42.9	42.1	46.1	45.2	45.7
No		59.7	51.5	56.4	47.1	38.9	43.7	43.4	38.0	41.1
Not eligible		2.9	3.8	3.3	2.7	3.9	3.2	1.7	2.9	2.2
Not available		13.7	18.6	15.7	8.7	14.3	11.1	8.7	14.0	11.0
Tuition remission	643									
Yes		15.3	22.8	18.4	19.1	19.4	19.2	20.4	18.4	19.5
No		81.3	71.1	77.1	72.9	70.4	71.8	73.0	72.0	72.6
Not eligible		2.4	3.8	3.0	4.9	4.7	4.8	4.2	4.7	4.4
Not available		1.1	2.3	1.6	3.1	5.6	4.1	2.5	4.9	3.5
Internal grants for research	644									
Yes		44.4	41.8	43.3	46.0	45.0	45.6	42.4	39.0	41.0
No		52.8	52.1	52.5	49.0	47.4	48.3	52.7	54.3	53.4
Not eligible		1.6	4.2	2.6	1.8	2.5	2.1	1.5	2.2	1.8
Not available		1.3	1.9	1.6	3.2	5.1	4.0	3.3	4.4	3.8
Training for administrative leadership	642									
Yes		11.6	14.8	12.9	12.5	12.9	12.7	12.4	12.3	12.3
No		77.3	69.2	74.0	74.5	69.6	72.5	75.8	71.1	73.8
Not eligible		2.6	3.4	3.0	2.8	3.9	3.2	2.4	3.3	2.8
Not available		8.4	12.5	10.1	10.1	13.6	11.6	9.5	13.2	11.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Goals for undergraduates noted as “very important” or “essential”										
Develop ability to think critically	646	99.2	99.6	99.4	99.0	100.0	99.4	99.3	99.9	99.6
Prepare students for employment after college	646	78.7	85.7	81.6	76.5	82.3	78.9	78.3	84.8	81.1
Prepare students for graduate or advanced education	644	75.3	82.6	78.3	75.6	80.0	77.5	77.1	80.9	78.7
Develop moral character	646	79.0	87.9	82.7	70.0	76.1	72.5	75.5	80.3	77.6
Provide for students' emotional development	646	51.2	64.2	56.5	47.7	58.0	52.0	51.3	62.0	55.9
Prepare students for family living	645	27.4	24.9	26.4	22.1	21.6	21.9	25.1	27.6	26.1
Teach students the classic works of Western civilization [2]	643	50.4	36.6	44.8	36.9	31.5	34.6	40.8	35.7	38.6
Help students develop personal values	645	71.6	79.6	74.9	69.0	73.8	71.0	72.7	77.8	74.9
Enhance students' self-understanding	645	71.9	79.9	75.2	74.5	77.4	75.7	76.1	80.7	78.1
Instill in students a commitment to community service	646	50.9	66.8	57.4	50.9	65.6	57.1	55.5	69.9	61.7
Enhance students' knowledge of and appreciation for other racial/ethnic groups	646	69.6	89.8	77.9	70.9	88.7	78.3	71.9	89.4	79.5
Study a foreign language [2]	646	57.7	62.3	59.6	53.2	64.2	57.8	54.4	63.6	58.3
Help master knowledge in a discipline	646	94.5	97.0	95.5	95.1	95.5	95.3	95.5	96.3	95.9
Develop creative capacities	646	80.1	76.2	78.5	84.2	83.6	84.0	82.1	81.4	81.8
Instill a basic appreciation of the liberal arts	645	75.8	74.0	75.0	80.2	83.8	81.7	80.2	83.3	81.5
Promote ability to write effectively	646	95.3	98.5	96.6	97.1	99.1	97.9	96.8	99.0	97.8
Help students evaluate the quality and reliability of information [2]	646	97.1	98.1	97.5	97.1	99.3	98.0	96.9	99.0	97.8
Engage students in civil discourse around controversial issues [2]	645	71.9	75.4	73.3	74.2	85.6	79.0	75.3	83.3	78.7
Teach students tolerance and respect for different beliefs [2]	646	77.7	92.1	83.6	79.9	91.9	84.9	80.1	92.8	85.5
Encourage students to become agents of social change [2]	645	54.9	72.0	61.9	55.5	73.8	63.2	56.6	75.4	64.6

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?										
Articles in academic or professional journals	645									
None		13.2	22.6	17.1	24.6	29.4	26.6	24.9	32.5	28.2
1 to 2		14.5	20.4	16.9	18.9	23.0	20.7	21.2	25.9	23.2
3 to 4		10.8	15.1	12.6	13.8	17.9	15.5	15.1	17.1	15.9
5 to 10		20.0	21.9	20.8	19.6	17.1	18.5	18.9	14.5	17.0
11 to 20		19.5	10.2	15.7	12.3	7.6	10.3	10.8	6.0	8.8
21 to 50		14.5	6.8	11.3	8.6	4.0	6.7	7.1	3.3	5.5
51+		7.6	3.0	5.7	2.2	1.0	1.7	2.0	0.7	1.4
Chapters in edited volumes	646									
None		36.2	47.5	40.9	55.7	57.0	56.3	58.8	63.2	60.7
1 to 2		27.6	29.4	28.3	25.2	26.8	25.9	24.4	24.6	24.5
3 to 4		17.3	11.7	15.0	11.2	9.0	10.3	9.7	7.4	8.7
5 to 10		12.1	6.8	9.9	5.5	5.2	5.4	5.1	3.5	4.4
11 to 20		5.2	4.2	4.8	2.0	1.0	1.6	1.6	0.7	1.2
21 to 50		1.3	0.4	0.9	0.3	0.8	0.5	0.3	0.5	0.4
51+		0.3	0.0	0.2	0.0	0.1	0.1	0.0	0.1	0.0
Books, manuals, or monographs	644									
None		52.5	65.0	57.6	63.5	73.8	67.8	66.0	76.3	70.4
1 to 2		29.7	26.6	28.4	24.8	20.4	22.9	23.3	18.4	21.2
3 to 4		8.9	7.2	8.2	5.4	3.5	4.6	5.5	3.3	4.6
5 to 10		6.0	1.1	4.0	5.4	1.9	3.9	4.1	1.6	3.0
11 to 20		2.1	0.0	1.2	0.7	0.4	0.6	0.9	0.4	0.7
21 to 50		0.5	0.0	0.3	0.1	0.0	0.1	0.2	0.0	0.1
51+		0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Other, such as patents or computer software products	640									
None		84.8	91.7	87.7	87.9	90.8	89.1	87.3	91.6	89.2
1 to 2		10.9	3.8	8.0	7.0	5.9	6.6	7.2	5.4	6.4
3 to 4		2.1	3.0	2.5	2.2	1.9	2.0	2.7	1.7	2.3
5 to 10		0.8	1.1	0.9	1.6	0.6	1.2	1.4	0.6	1.1
11 to 20		1.1	0.0	0.6	0.6	0.3	0.5	0.7	0.4	0.5
21 to 50		0.0	0.0	0.0	0.5	0.1	0.3	0.3	0.1	0.2
51+		0.3	0.4	0.3	0.3	0.4	0.3	0.3	0.2	0.3
IN THE LAST TWO YEARS, HOW MANY: Exhibitions or performances in the fine or applied arts have you presented?	641									
None		83.6	82.4	83.2	73.5	77.6	75.2	76.6	78.6	77.4
1 to 2		5.8	6.1	5.9	10.4	8.5	9.6	8.0	7.9	8.0
3 to 4		3.4	5.3	4.2	4.9	4.8	4.9	4.6	4.9	4.8
5 to 10		4.0	2.7	3.4	6.4	5.7	6.1	5.6	5.0	5.4
11 to 20		1.1	1.5	1.2	2.2	2.1	2.1	2.3	2.0	2.1
21 to 50		1.1	1.1	1.1	0.9	0.8	0.8	1.2	0.9	1.1
51+		1.1	0.8	0.9	1.8	0.6	1.3	1.7	0.6	1.3
Of your professional writings have been published or accepted for publication?	647									
None		21.5	27.9	24.1	38.6	42.1	40.0	40.2	46.6	43.0
1 to 2		29.3	35.1	31.7	36.1	33.6	35.0	35.2	33.3	34.4
3 to 4		26.2	19.2	23.3	16.7	16.8	16.8	16.2	14.2	15.3
5 to 10		18.8	15.1	17.3	7.2	6.3	6.8	6.8	4.8	6.0
11 to 20		3.9	2.6	3.4	1.1	1.2	1.2	0.9	0.9	0.9
21 to 50		0.0	0.0	0.0	0.2	0.1	0.2	0.4	0.1	0.3
51+		0.3	0.0	0.2	0.0	0.0	0.0	0.2	0.1	0.1

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
General activities										
Are you a member of a faculty union?	646	19.4	23.8	21.2	8.3	9.1	8.6	9.1	10.2	9.5
Are you a U.S. citizen?	646	90.0	95.5	92.3	94.4	94.8	94.6	94.7	95.5	95.0
Were you born in the U.S.A.?	645	76.4	85.2	80.0	84.5	87.7	85.8	87.4	88.1	87.7
Do you plan to retire within the next three years?	645	5.8	7.2	6.4	10.6	9.4	10.1	10.6	8.6	9.8
Do you use your scholarship to address local community needs?	646	39.1	47.9	42.7	34.4	45.2	38.9	41.2	48.9	44.5
Have you been sexually harassed at this institution?	647	1.3	9.8	4.8	2.5	7.6	4.6	2.2	7.9	4.6
Have you ever interrupted your professional career for more than one year for family reasons? [2]	646	2.6	20.0	9.8	5.2	18.3	10.7	5.8	20.9	12.3
Have you ever received an award for outstanding teaching?	647	40.3	31.3	36.6	37.3	37.4	37.4	39.5	37.2	38.6
Have you published op-ed pieces or editorials?	646	20.5	17.4	19.2	26.9	16.2	22.4	26.8	16.4	22.3
Is (or was) your:										
Father an academic?	646	17.1	12.1	15.0	13.1	15.7	14.2	13.3	15.0	14.0
Mother an academic?	645	7.6	7.5	7.6	7.5	12.6	9.7	8.7	12.2	10.2
Spouse/partner an academic?	646	25.2	26.0	25.5	33.4	36.2	34.6	33.8	33.3	33.6
Are you currently teaching courses at more than one institution?	646	5.8	4.2	5.1	7.9	6.2	7.2	7.6	5.3	6.6
During the past two years, have you:										
Considered early retirement?	645	13.9	17.0	15.2	16.0	18.8	17.2	17.2	18.6	17.8
Considered leaving academe for another job?	645	23.4	28.7	25.6	32.6	34.0	33.2	31.2	35.3	32.9
Considered leaving this institution for another?	645	41.7	42.0	41.9	45.2	44.4	44.8	45.0	43.6	44.4
Changed academic institutions?	645	11.5	13.6	12.4	10.1	14.7	12.0	11.1	13.3	12.0
Engaged in paid consulting outside of your institution?	645	36.2	29.2	33.3	36.0	27.5	32.4	35.2	27.7	32.0
Engaged in public service/professional consulting without pay?	646	48.0	52.8	50.0	54.4	53.6	54.1	55.1	55.6	55.3
Received at least one firm job offer?	646	25.2	31.7	27.9	25.0	24.7	24.9	24.4	26.3	25.2
Received funding for your work from:										
Foundations?	646	20.5	15.8	18.6	19.9	15.4	18.1	17.3	15.4	16.5
State or federal government?	645	17.8	15.5	16.9	17.7	15.3	16.7	14.1	12.7	13.5
Business or industry?	644	13.6	8.0	11.3	12.7	6.3	10.0	11.3	6.6	9.3
Requested/sought an early promotion?	645	7.3	8.0	7.6	7.6	6.5	7.1	6.4	6.0	6.2
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:										
Come to this institution? [2]										
Definitely yes	643	39.6	35.2	37.8	39.0	40.1	39.4	38.6	39.7	39.1
Probably yes		31.7	38.3	34.4	33.6	35.6	34.4	33.9	34.0	33.9
Not sure		16.1	17.0	16.5	15.8	16.3	16.0	15.3	16.6	15.9
Probably no		6.6	5.7	6.2	7.5	5.7	6.7	8.2	6.7	7.5
Definitely no		6.1	3.8	5.1	4.2	2.4	3.4	4.0	3.0	3.6
Be a college professor?										
Definitely yes	644	70.8	65.5	68.6	64.5	61.5	63.2	66.5	62.2	64.7
Probably yes		20.5	26.9	23.1	26.8	27.2	27.0	25.2	26.5	25.8
Not sure		6.1	5.7	5.9	6.7	9.4	7.8	6.2	9.4	7.6
Probably no		2.1	1.1	1.7	1.8	1.7	1.8	1.7	1.7	1.7
Definitely no		0.5	0.8	0.6	0.2	0.1	0.2	0.3	0.3	0.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Attributes noted as being “very descriptive” of your institution										
It is easy for students to see faculty outside of regular office hours	647	55.2	57.7	56.3	75.8	77.9	76.7	77.7	77.3	77.6
There is a great deal of conformity among the students	646	28.3	30.7	29.3	27.1	26.9	27.0	32.9	31.6	32.3
The faculty are typically at odds with campus administration	645	13.9	14.8	14.3	16.9	17.8	17.3	17.3	18.2	17.7
Faculty here respect each other	645	52.1	49.0	50.9	50.8	51.3	51.0	53.9	53.8	53.9
Most students are treated like “numbers in a book”	646	2.6	4.9	3.6	2.4	1.4	2.0	2.0	1.2	1.6
Social activities are overemphasized	643	7.4	3.8	5.9	11.4	8.4	10.1	11.0	8.5	9.9
Faculty are rewarded for being good teachers	645	18.4	12.5	16.0	24.5	24.9	24.7	21.0	20.8	20.9
There is respect for the expression of diverse values and beliefs	647	33.0	33.6	33.2	43.2	40.1	41.9	38.6	36.5	37.7
Faculty are rewarded for their efforts to use instructional technology	647	28.5	29.8	29.1	16.5	19.2	17.6	14.4	18.2	16.1
Faculty are rewarded for their efforts to work with underprepared students	645	10.2	7.6	9.1	8.1	9.2	8.5	6.6	8.4	7.4
Administrators consider faculty concerns when making policy [2]	646	17.0	10.6	14.4	20.5	17.4	19.2	19.4	16.6	18.2
The administration is open about its policies	645	19.4	13.3	16.9	23.4	19.0	21.6	22.0	18.8	20.6
Do you, “to a great extent”:										
Engage in academic work that spans multiple disciplines	647	39.5	35.8	38.0	44.5	37.3	41.5	40.3	34.6	37.8
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	647	45.5	42.3	44.2	36.9	31.5	34.6	37.9	34.5	36.4
Achieve a healthy balance between your personal life and your professional life	647	42.9	30.6	37.9	36.7	24.7	31.7	37.0	25.2	32.0
Experience close alignment between your work and your personal values	647	73.3	72.8	73.1	64.7	69.7	66.8	68.1	70.1	68.9
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	645	26.4	30.4	28.1	23.2	30.2	26.1	21.8	28.8	24.8
Mentor new faculty [2]	646	18.3	25.8	21.4	17.7	27.9	22.0	17.2	26.3	21.1

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Aspects of your job with which you are “very satisfied” or “satisfied”: [3]										
Salary [2]	647	46.1	43.0	44.8	48.5	47.8	48.2	47.9	44.5	46.4
Health benefits [2]	623	60.9	66.7	63.2	60.1	61.3	60.6	58.2	60.0	59.0
Retirement benefits [2]	625	66.7	66.8	66.7	64.2	63.7	64.0	63.3	63.2	63.3
Opportunity for scholarly pursuits	639	56.2	48.8	53.2	55.3	45.5	51.2	52.0	44.3	48.7
Teaching load	645	61.4	58.0	60.0	60.0	54.9	57.9	56.5	54.0	55.4
Quality of students	647	50.8	62.6	55.6	58.4	64.0	60.8	55.8	61.3	58.2
Office/lab space	635	56.1	62.8	58.9	70.9	71.6	71.2	70.4	70.2	70.3
Autonomy and independence	644	80.6	81.4	80.9	86.9	87.1	87.0	85.8	85.5	85.7
Professional relationships with other faculty	646	75.6	74.3	75.1	80.4	83.2	81.6	81.7	83.4	82.5
Social relationships with other faculty	616	64.4	72.5	67.7	68.8	76.1	71.8	70.7	76.4	73.2
Competency of colleagues	646	73.6	80.7	76.5	81.0	84.5	82.4	80.6	83.9	82.0
Visibility for jobs at other institutions/organizations	496	56.9	56.3	56.7	48.5	46.2	47.6	48.0	48.7	48.3
Job security	639	82.4	74.9	79.3	75.8	73.8	75.0	77.0	74.4	75.9
Relationship with administration	644	62.8	60.0	61.6	63.9	64.1	64.0	63.1	62.9	63.0
Departmental leadership [2]	639	70.6	66.7	69.0	76.0	74.4	75.3	77.1	71.8	74.8
Course assignments [2]	641	81.2	79.5	80.5	88.3	89.1	88.6	87.6	86.2	87.0
Freedom to determine course content [2]	640	91.5	91.3	91.4	94.5	93.4	94.1	93.8	92.3	93.1
Availability of child care at this institution	189	19.2	17.6	18.5	26.9	19.6	23.7	24.5	20.1	22.5
Prospects for career advancement	599	58.4	54.0	56.6	55.8	54.6	55.3	56.6	54.6	55.7
Clerical/administrative support	642	58.2	59.1	58.6	63.3	60.0	61.9	62.4	58.4	60.7
Overall job satisfaction	645	76.1	75.0	75.7	79.3	78.1	78.8	77.9	76.2	77.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

[3] Respondents marking “Not Applicable” were not included in the computation of these results.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Do you agree “strongly” or “somewhat”?										
Faculty are interested in students’ personal problems	645	82.9	85.2	83.9	91.6	92.6	92.0	93.6	94.4	93.9
Racial and ethnic diversity should be more strongly reflected in the curriculum	640	54.1	68.6	60.0	56.5	71.5	62.8	58.2	71.7	64.0
Faculty feel that most students are well-prepared academically	647	41.9	47.5	44.2	49.9	48.9	49.5	47.7	48.6	48.1
This institution should hire more faculty of color	638	66.9	80.4	72.4	70.9	83.6	76.2	72.8	84.4	77.7
Student Affairs staff have the support and respect of faculty	633	80.0	79.8	79.9	78.7	81.0	79.6	79.4	82.1	80.6
Faculty are committed to the welfare of this institution	645	90.5	90.9	90.7	94.0	95.9	94.8	94.8	95.8	95.2
Faculty here are strongly interested in the academic problems of undergraduates	644	88.7	88.2	88.5	94.3	96.3	95.2	94.9	95.5	95.2
There is a lot of campus racial conflict here	644	6.8	10.6	8.4	9.8	15.8	12.3	8.9	14.7	11.4
Most students are strongly committed to community service	642	71.7	73.9	72.6	56.1	59.6	57.6	61.6	66.6	63.8
My research is valued by faculty in my department	636	82.1	76.3	79.7	78.2	72.4	75.8	78.3	72.7	75.9
My teaching is valued by faculty in my department	646	91.4	89.8	90.7	91.2	95.0	92.8	93.3	93.2	93.2
Many courses include feminist perspectives	634	30.1	35.9	32.5	51.0	58.9	54.3	46.7	52.3	49.1
Faculty of color are treated fairly here	633	91.8	87.2	89.9	93.0	88.9	91.3	92.4	87.9	90.4
Women faculty are treated fairly here	640	93.1	78.2	87.0	94.7	82.6	89.7	93.5	81.4	88.3
Many courses involve students in community service	635	58.6	69.7	63.1	51.1	58.0	54.0	56.7	63.4	59.6
This institution should hire more women faculty	631	56.9	72.5	63.2	44.5	56.1	49.4	46.4	55.7	50.4
Gay and lesbian faculty are treated fairly here	601	62.3	48.3	56.7	86.6	84.1	85.6	77.5	74.5	76.2
My department does a good job of mentoring new faculty	644	71.4	63.1	68.0	76.4	70.4	73.9	76.7	71.7	74.6
Faculty are sufficiently involved in campus decision making	641	45.8	50.6	47.7	63.7	62.2	63.0	60.3	59.9	60.1
My values are congruent with the dominant institutional values	643	77.3	75.0	76.4	79.1	80.6	79.7	80.8	82.2	81.4
There is adequate support for integrating technology in my teaching	645	91.1	88.6	90.1	84.6	81.0	83.1	82.8	79.3	81.3
This institution takes responsibility for educating underprepared students	642	73.1	68.8	71.3	68.6	66.0	67.5	69.1	65.4	67.5
The criteria for advancement and promotion decisions are clear	645	79.8	72.7	76.9	70.3	72.5	71.2	71.8	71.7	71.8
Most of the students I teach lack the basic skills for college level work	645	34.2	35.1	34.6	32.5	35.3	33.7	34.6	36.7	35.5
There is adequate support for faculty development	644	65.4	70.7	67.5	72.2	68.1	70.5	69.5	68.2	69.0
This institution should not offer remedial/developmental education	632	23.7	23.7	23.7	29.9	25.2	28.0	28.9	22.9	26.3

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
Issues you believe to be of “high” or “highest” priority at your institution:										
To promote the intellectual development of students	644	89.7	85.6	88.0	88.6	90.5	89.4	88.0	90.3	89.0
To help students examine and understand their personal values	644	79.7	78.8	79.3	67.2	66.9	67.1	73.2	75.4	74.1
To develop a sense of community among students and faculty	644	64.2	65.9	64.9	63.5	69.3	66.0	65.9	72.2	68.6
To facilitate student involvement in community service	643	62.8	76.5	68.4	47.2	56.7	51.2	55.3	64.2	59.1
To help students learn how to bring about change in American society	640	39.6	50.4	44.1	40.4	44.8	42.3	40.8	48.0	43.9
To increase or maintain institutional prestige	643	61.3	66.5	63.5	64.1	63.7	64.0	59.4	60.8	60.0
To hire faculty “stars”	643	21.3	25.1	22.9	16.9	18.3	17.5	14.6	18.3	16.2
To recruit more minority students	642	41.2	44.9	42.7	51.9	54.7	53.1	47.3	51.4	49.1
To enhance the institution’s national image	643	68.7	74.1	70.9	68.9	66.9	68.1	62.0	61.2	61.6
To create a diverse multi-cultural campus environment	644	48.9	57.2	52.3	58.8	57.8	58.4	53.0	54.6	53.7
To promote gender equity among faculty	639	51.9	39.5	46.8	59.2	47.6	54.3	54.6	43.8	50.0
To provide resources for faculty to engage in community-based teaching or research	639	37.2	48.3	41.8	34.6	34.5	34.5	32.9	36.2	34.3
To create and sustain partnerships with surrounding communities	641	40.2	49.8	44.1	43.7	43.2	43.4	43.8	47.5	45.4
To pursue extramural funding	635	50.8	60.3	54.6	45.5	48.4	46.7	44.3	47.6	45.7
To increase the representation of minorities in the faculty and administration	636	39.6	43.8	41.4	45.5	45.8	45.6	40.2	42.7	41.3
To strengthen links with the for-profit, corporate sector [2]	630	38.1	44.7	40.8	33.8	36.3	34.8	34.4	37.2	35.6
To develop leadership ability among students	638	60.6	67.2	63.3	66.7	71.8	68.8	66.3	72.4	68.9
To increase the representation of women in the faculty and administration	635	36.2	37.5	36.7	41.0	30.9	36.7	35.9	30.3	33.5
To develop an appreciation for multiculturalism [2]	639	51.1	60.1	54.8	62.5	61.9	62.3	57.6	60.6	58.9

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
Do you agree "strongly" or "somewhat"?										
Western civilization and culture should be the foundation for the undergraduate curriculum	641	72.3	58.4	66.6	62.6	47.5	56.2	66.6	52.2	60.4
College officials have the right to ban persons with extreme views from speaking on campus	641	49.5	36.9	44.3	33.9	25.4	30.3	39.1	29.8	35.1
The chief benefit of a college education is that it increases one's earning power	642	28.2	25.6	27.1	24.7	23.2	24.1	24.1	24.3	24.2
Promoting diversity leads to the admission of too many underprepared students	640	30.1	17.6	25.0	23.0	15.3	19.8	24.8	16.2	21.1
Colleges should be actively involved in solving social problems	642	64.7	69.1	66.5	66.6	74.3	69.8	68.6	75.6	71.6
Tenure is an outmoded concept	639	24.2	39.4	30.4	31.5	30.6	31.2	31.3	35.1	32.9
Colleges should encourage students to be involved in community service activities	642	88.4	93.5	90.5	86.8	94.5	90.0	89.2	95.4	91.8
Community service should be given weight in college admissions decisions	642	67.1	70.2	68.4	68.3	72.6	70.1	68.7	73.4	70.7
A racially/ethnically diverse student body enhances the educational experience of all students	642	90.5	96.2	92.8	90.4	98.2	93.7	91.6	97.4	94.1
Realistically, an individual can do little to bring about changes in society	643	25.8	11.4	19.9	23.0	9.4	17.3	21.8	9.9	16.7
Colleges should be concerned with facilitating undergraduate students' spiritual development	644	73.2	71.5	72.5	42.3	38.2	40.5	58.1	56.0	57.2
Colleges have a responsibility to work with their surrounding communities to address local issues	643	87.4	87.8	87.6	83.9	91.8	87.2	86.7	92.6	89.2
Private funding sources often prevent researchers from being completely objective in the conduct of their work	633	50.4	58.3	53.6	56.6	61.1	58.5	57.3	59.0	58.0

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
Factors noted as a source of stress for you during the last two years [4]										
Managing household responsibilities	643	67.5	78.6	72.0	70.9	82.6	75.8	70.8	81.9	75.5
Child care	644	33.6	32.3	33.1	35.5	31.9	34.0	34.1	33.0	33.6
Care of elderly parent	643	29.2	39.9	33.6	35.3	33.4	34.5	33.4	35.8	34.4
My physical health	644	43.3	49.0	45.7	43.1	53.2	47.3	44.7	53.9	48.6
Health of spouse/partner	644	31.2	28.5	30.1	39.0	34.1	37.0	38.4	31.2	35.3
Review/promotion process	643	45.0	59.7	51.0	45.2	57.5	50.4	45.7	55.1	49.7
Subtle discrimination (e.g., prejudice, racism, sexism)	644	16.3	39.2	25.6	18.4	31.8	24.1	16.9	33.4	24.0
Personal finances	644	64.0	61.6	63.0	65.2	67.5	66.2	65.5	66.3	65.8
Committee work	644	51.7	58.9	54.7	59.4	63.8	61.2	60.3	63.3	61.6
Faculty meetings	645	39.8	53.2	45.3	51.6	53.5	52.4	52.5	54.6	53.4
Colleagues	645	55.8	63.9	59.1	60.0	69.5	64.0	59.5	66.7	62.6
Students	643	56.8	68.1	61.4	62.3	69.0	65.2	64.4	70.5	67.0
Research or publishing demands	644	65.4	72.6	68.3	50.9	60.5	54.9	51.2	56.9	53.6
Institutional procedures and "red tape"	644	65.9	65.8	65.8	63.9	62.2	63.2	66.4	64.1	65.4
Teaching load	644	60.9	63.1	61.8	62.6	69.7	65.6	64.2	70.2	66.7
Children's problems	644	29.7	28.1	29.0	31.8	30.3	31.2	32.0	30.6	31.4
Friction with spouse/partner	644	23.9	20.9	22.7	28.5	25.4	27.2	27.7	24.6	26.4
Lack of personal time	644	67.5	83.3	73.9	68.2	86.0	75.7	69.2	85.2	76.1
Keeping up with information technology	644	44.6	51.7	47.5	48.7	52.9	50.5	49.7	56.7	52.7
Job security	644	27.0	35.0	30.3	35.7	36.7	36.1	34.1	36.5	35.1
Being part of a dual career couple	644	34.1	46.0	39.0	45.8	51.5	48.2	44.9	50.1	47.1
Working with underprepared students	644	60.6	57.4	59.3	59.7	62.8	61.0	64.2	67.1	65.5
Classroom conflict	644	12.9	20.2	15.8	15.2	24.2	19.0	16.9	25.1	20.4
Self-imposed high expectations	645	72.8	85.2	77.8	77.1	85.8	80.8	77.7	85.5	81.1
Change in work responsibilities	643	36.7	54.2	43.9	43.4	55.0	48.3	43.0	55.9	48.5
Personal goals noted as "very important" or "essential":										
Becoming an authority in my field	645	70.1	66.7	68.7	53.3	52.3	52.9	52.8	51.8	52.4
influencing the political structure	644	20.3	18.9	19.7	15.6	16.5	16.0	16.5	17.6	17.0
Influencing social values	644	39.2	53.4	45.0	37.3	47.3	41.5	39.9	48.2	43.5
Raising a family	644	73.0	69.8	71.7	75.4	65.8	71.4	74.9	66.0	71.1
Becoming very well off financially	644	35.3	28.6	32.6	30.4	25.1	28.2	28.3	24.6	26.7
Helping others who are in difficulty	645	67.2	74.6	70.2	61.3	72.2	65.9	64.0	73.6	68.1
Becoming involved in programs to clean up the environment	645	26.0	33.7	29.1	34.0	39.3	36.2	33.0	38.9	35.5
Developing a meaningful philosophy of life	643	77.3	77.3	77.3	74.9	76.6	75.6	75.2	78.0	76.4
Helping to promote racial understanding	644	49.5	62.9	55.0	53.2	63.7	57.6	52.4	64.0	57.4
Obtaining recognition from my colleagues for contributions to my special field	644	56.4	54.8	55.7	40.6	42.6	41.4	38.3	41.4	39.6
Integrating spirituality into my life	642	62.1	69.5	65.1	45.7	46.4	46.0	54.5	58.7	56.3

[4] Percentage represents those reporting "somewhat" or "extensive" stress.

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]										
Ask questions in class	645									
Frequently		90.6	95.8	92.7	93.5	97.4	95.2	93.5	96.9	95.0
Occasionally		8.7	4.2	6.8	6.4	2.6	4.8	6.4	3.1	5.0
Not at all		0.8	0.0	0.5	0.0	0.0	0.0	0.1	0.1	0.1
Support their opinions with a logical argument	644									
Frequently		80.3	85.9	82.6	82.5	88.3	84.9	82.0	86.7	84.0
Occasionally		18.9	13.7	16.8	17.0	11.2	14.6	17.2	12.8	15.3
Not at all		0.8	0.4	0.6	0.6	0.5	0.6	0.8	0.5	0.7
Seek solutions to problems and explain them to others	644									
Frequently		67.4	75.0	70.5	73.2	81.2	76.5	71.3	80.0	75.1
Occasionally		29.7	22.3	26.7	25.0	17.7	21.9	26.9	18.9	23.5
Not at all		2.9	2.7	2.8	1.8	1.2	1.6	1.7	1.1	1.5
Revise their papers to improve their writing	644									
Frequently		48.3	65.8	55.4	60.5	73.8	66.1	57.2	69.8	62.6
Occasionally		39.4	30.0	35.6	32.0	22.5	28.0	34.8	25.8	30.9
Not at all		12.3	4.2	9.0	7.5	3.8	5.9	8.0	4.3	6.4
Evaluate the quality or reliability of information they receive	645									
Frequently		66.4	80.3	72.1	71.3	80.7	75.2	69.4	79.3	73.6
Occasionally		31.5	18.2	26.0	26.8	18.2	23.2	28.4	19.1	24.4
Not at all		2.1	1.5	1.9	2.0	1.1	1.6	2.2	1.6	1.9
Take risks for potential gains	644									
Frequently		29.9	39.2	33.7	37.4	45.3	40.7	35.8	42.3	38.6
Occasionally		50.7	44.9	48.3	49.7	45.7	48.0	51.0	47.3	49.4
Not at all		19.4	16.0	18.0	12.9	9.0	11.3	13.2	10.4	12.0
Seek alternative solutions to a problem	644									
Frequently		55.5	67.4	60.4	63.2	71.4	66.6	61.1	69.4	64.7
Occasionally		40.8	30.3	36.5	34.6	27.1	31.4	36.5	28.8	33.2
Not at all		3.7	2.3	3.1	2.2	1.5	1.9	2.4	1.8	2.2
Look up scientific research articles and resources	643									
Frequently		50.0	59.7	54.0	49.2	57.5	52.7	46.4	55.8	50.4
Occasionally		37.1	27.8	33.3	37.0	26.9	32.8	38.9	29.7	35.0
Not at all		12.9	12.5	12.8	13.8	15.6	14.5	14.6	14.5	14.6
Explore topics on their own, even though it was not required for a class	644									
Frequently		50.0	52.7	51.1	49.0	57.5	52.5	46.6	54.2	49.9
Occasionally		44.7	43.2	44.1	45.7	40.6	43.6	48.3	43.1	46.1
Not at all		5.3	4.2	4.8	5.3	1.9	3.9	5.1	2.7	4.1
Acknowledge failure as a necessary part of the learning process	644									
Frequently		41.7	52.1	46.0	49.0	56.7	52.2	47.2	53.4	49.8
Occasionally		47.5	41.8	45.2	45.1	37.8	42.0	46.4	41.6	44.3
Not at all		10.8	6.1	8.9	6.0	5.4	5.8	6.4	5.0	5.8
Seek feedback on their academic work	643									
Frequently		64.7	82.9	72.2	72.0	83.4	76.7	69.8	82.8	75.4
Occasionally		32.9	15.6	25.8	26.4	16.2	22.1	28.5	16.5	23.3
Not at all		2.4	1.5	2.0	1.6	0.4	1.1	1.7	0.6	1.2

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Methods you use in "all" or "most" of the courses you teach:										
Multiple-choice exams [2]	644	28.3	41.1	33.5	25.9	24.9	25.4	31.0	33.7	32.1
Essay exams [2]	644	48.6	47.9	48.3	51.7	43.9	48.4	52.3	45.3	49.3
Short-answer exams [2]	641	40.8	46.0	42.9	48.0	43.3	46.1	49.7	46.3	48.3
Quizzes	642	36.2	40.6	38.0	35.6	38.1	36.6	39.5	41.8	40.5
Weekly essay assignments	644	16.5	25.9	20.3	23.4	30.0	26.2	21.2	27.6	24.0
Student presentations	644	31.3	52.7	40.1	49.4	62.7	55.0	46.0	61.3	52.6
Term/research papers	642	43.4	48.1	45.3	46.0	52.4	48.7	45.0	47.8	46.2
Student evaluations of each others' work	644	12.6	25.1	17.7	23.6	31.7	27.0	20.9	31.2	25.3
Grading on a curve	644	22.0	11.0	17.5	17.5	9.0	14.0	16.7	8.4	13.2
Competency-based grading	638	47.7	52.5	49.7	53.9	50.4	52.5	51.3	52.7	51.9
Class discussions	645	76.9	90.5	82.5	80.6	89.9	84.5	81.4	88.3	84.3
Cooperative learning (small groups)	645	37.8	65.2	49.0	53.7	74.3	62.3	54.6	75.1	63.4
Experiential learning/Field studies	643	16.9	35.2	24.4	27.9	37.0	31.7	27.0	38.6	32.0
Teaching assistants	641	11.6	13.7	12.5	8.2	8.3	8.2	6.5	6.7	6.6
Recitals/Demonstrations	644	16.1	23.5	19.1	21.5	21.1	21.3	20.0	22.3	21.0
Group projects	643	20.0	36.9	26.9	31.8	40.8	35.6	32.5	42.4	36.7
Extensive lecturing	642	59.2	42.4	52.3	47.1	27.2	38.8	48.5	29.8	40.5
Multiple drafts of written work	641	16.6	28.2	21.4	27.8	36.0	31.2	23.6	31.7	27.1
Readings on racial and ethnic issues	642	14.5	27.9	19.9	22.6	35.4	28.0	19.9	32.8	25.5
Readings on women and gender issues	644	11.5	25.5	17.2	16.2	31.6	22.6	15.6	29.3	21.4
Student-developed activities (assignments, exams, etc.)	644	29.2	37.5	32.6	26.0	26.2	26.1	24.5	27.1	25.6
Student-selected topics for course content	644	12.9	20.8	16.1	15.2	20.4	17.4	14.8	20.2	17.1
Reflective writing/journaling	643	17.2	30.3	22.6	17.3	33.3	24.0	18.3	32.9	24.6
Community service as part of coursework	643	6.6	14.4	9.8	5.2	11.6	7.9	6.1	12.3	8.8
Electronic quizzes with immediate feedback in class [2]	641	6.6	8.8	7.5	4.7	3.6	4.2	5.0	5.5	5.2
Using real-life problems [2]	644	46.3	58.0	51.1	52.1	55.4	53.4	53.1	57.7	55.1
Using student inquiry to drive learning	641	42.9	51.3	46.3	47.4	56.8	51.3	45.4	54.5	49.3

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007–2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
YOUR BASE INSTITUTIONAL SALARY										
9/10 month contract										
	389									
Less than \$20,000		1.3	2.0	1.5	2.8	1.7	2.4	2.2	2.0	2.1
\$20,000 to 29,999		0.4	0.7	0.5	0.0	0.1	0.1	0.2	0.5	0.3
\$30,000 to 39,999		1.3	1.3	1.3	3.8	6.0	4.7	4.2	6.1	5.0
\$40,000 to 49,999		2.1	4.6	3.1	16.5	16.9	16.6	20.0	23.7	21.5
\$50,000 to 59,999		16.5	32.0	22.6	21.1	29.3	24.3	23.8	30.9	26.8
\$60,000 to 69,999		19.5	19.6	19.5	16.3	19.2	17.5	16.5	18.0	17.2
\$70,000 to 79,999		17.4	19.0	18.0	11.7	10.9	11.4	12.6	8.3	10.8
\$80,000 to 89,999		14.4	7.8	11.8	9.6	6.5	8.4	8.1	5.0	6.8
\$90,000 to 99,999		13.1	5.2	10.0	6.7	3.4	5.4	5.5	2.3	4.2
\$100,000 to 124,999		10.6	3.3	7.7	8.2	4.8	6.9	5.0	2.5	4.0
\$125,000 to 149,999		2.1	3.3	2.6	1.9	0.6	1.4	1.0	0.3	0.7
\$150,000 or more		1.3	1.3	1.3	1.3	0.5	1.0	0.7	0.2	0.5
11/12 month contract										
	237									
Less than \$20,000		0.7	5.0	2.5	2.8	1.7	2.3	2.4	2.2	2.3
\$20,000 to 29,999		0.7	0.0	0.4	0.1	0.2	0.1	0.9	0.5	0.7
\$30,000 to 39,999		0.7	2.0	1.3	1.3	5.8	3.4	2.7	5.8	4.1
\$40,000 to 49,999		9.5	12.0	10.5	18.7	17.4	18.1	21.2	23.1	22.1
\$50,000 to 59,999		19.0	19.0	19.0	17.5	22.2	19.7	20.1	24.2	22.0
\$60,000 to 69,999		18.2	18.0	18.1	15.0	20.0	17.3	14.9	19.4	17.0
\$70,000 to 79,999		13.9	14.0	13.9	11.3	13.4	12.3	11.0	11.1	11.1
\$80,000 to 89,999		10.9	16.0	13.1	10.6	9.0	9.9	10.2	6.7	8.6
\$90,000 to 99,999		10.9	9.0	10.1	8.8	5.4	7.2	6.6	3.5	5.2
\$100,000 to 124,999		12.4	4.0	8.9	10.8	4.0	7.7	7.6	3.0	5.5
\$125,000 to 149,999		2.9	1.0	2.1	1.9	0.7	1.3	1.2	0.4	0.9
\$150,000 or more		0.0	0.0	0.0	1.1	0.2	0.7	1.2	0.1	0.7
Your base institutional salary is based on:										
	632									
9/10 months		63.5	60.3	62.2	67.6	61.9	65.2	70.2	66.8	68.7
11/12 months		36.5	39.7	37.8	32.4	38.1	34.8	29.8	33.2	31.3
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]										
Income from this institution										
	635									
All		55.6	64.1	59.1	59.8	69.4	63.8	59.6	70.4	64.2
75 to 99		36.2	31.7	34.3	29.5	26.1	28.1	30.6	24.8	28.1
50 to 74		5.1	3.9	4.6	6.5	3.1	5.1	6.5	3.2	5.1
25 to 49		2.9	0.4	1.9	3.6	1.0	2.5	2.9	1.1	2.1
1 to 24		0.3	0.0	0.2	0.5	0.4	0.5	0.4	0.4	0.4
None		0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1
Other academic income										
	570									
All		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
75 to 99		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.1
50 to 74		0.3	0.0	0.2	0.5	0.1	0.3	0.4	0.2	0.3
25 to 49		0.6	3.0	1.6	2.7	1.7	2.3	1.8	1.6	1.7
1 to 24		21.5	13.9	18.4	19.1	12.9	16.5	18.6	13.0	16.2
None		77.6	83.1	79.8	77.6	85.2	80.8	79.1	85.0	81.6
Non-academic income										
	578									
All		0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1
75 to 99		0.3	0.0	0.2	0.8	0.2	0.6	0.6	0.4	0.5
50 to 74		4.6	0.9	3.1	3.7	1.5	2.8	3.0	1.5	2.4
25 to 49		4.6	2.6	3.8	5.8	3.9	5.0	6.6	3.1	5.1
1 to 24		25.2	24.9	25.1	19.7	17.6	18.8	20.9	17.4	19.4
None		65.2	71.7	67.8	69.8	76.9	72.7	68.7	77.6	72.5

[2] This question asked for the first time in the 2007–2008 Faculty Survey.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
What is your age as of 12/31/2007?	628									
Less than 30		1.9	2.7	2.2	2.3	2.3	2.3	1.9	2.5	2.2
30 to 34		8.1	9.4	8.6	7.7	8.7	8.1	7.6	8.6	8.0
35 to 39		12.1	12.5	12.3	13.4	15.5	14.3	12.9	14.0	13.4
40 to 44		12.4	14.8	13.4	13.0	15.4	14.0	12.5	14.2	13.3
45 to 49		13.7	14.5	14.0	13.6	13.4	13.5	13.8	14.3	14.0
50 to 54		12.4	14.1	13.1	13.9	15.7	14.7	14.1	16.5	15.1
55 to 59		16.1	17.2	16.6	14.4	13.0	13.8	15.0	14.3	14.7
60 to 64		11.6	7.4	9.9	13.3	9.4	11.6	13.1	10.0	11.8
65 to 69		8.3	5.1	7.0	5.9	5.3	5.7	6.4	4.5	5.6
70 or more		3.5	2.3	3.0	2.5	1.1	2.0	2.7	1.1	2.0
Year of highest degree now held	629									
Before 1970		5.9	2.4	4.5	6.2	2.0	4.4	5.3	1.7	3.7
1971 to 1975		8.3	2.7	6.0	6.8	4.0	5.6	7.6	3.2	5.7
1976 to 1980		12.0	7.5	10.2	9.3	7.3	8.5	9.3	6.5	8.1
1981 to 1985		10.4	11.4	10.8	11.6	8.9	10.4	11.0	8.6	10.0
1986 to 1990		13.4	9.8	11.9	11.3	13.2	12.1	11.9	13.7	12.7
1991 to 1995		11.0	15.7	12.9	15.1	14.1	14.7	14.7	15.2	14.9
1996 to 2000		16.0	17.6	16.7	15.2	20.4	17.4	15.5	20.1	17.5
2001 to 2005		18.4	23.9	20.7	18.7	23.7	20.8	18.8	22.9	20.6
2006 to 2007		4.5	9.0	6.4	5.8	6.6	6.1	5.9	8.1	6.8
Year of appointment at current position	626									
Before 1970		4.0	2.0	3.2	3.8	1.0	2.6	3.6	1.0	2.5
1971 to 1975		5.6	2.0	4.2	3.1	1.9	2.6	3.3	1.7	2.6
1976 to 1980		5.6	2.4	4.3	6.0	3.8	5.1	5.6	3.4	4.7
1981 to 1985		8.1	7.5	7.8	7.6	7.9	7.7	7.7	6.3	7.1
1986 to 1990		11.8	11.0	11.5	11.2	10.4	10.8	10.5	10.6	10.5
1991 to 1995		9.1	9.8	9.4	11.9	10.0	11.1	11.5	10.6	11.1
1996 to 2000		15.9	15.0	15.5	17.3	19.3	18.1	16.6	18.8	17.6
2001 to 2005		26.3	30.7	28.1	28.0	30.2	28.9	28.7	31.2	29.8
2006 to 2007		13.4	19.7	16.0	11.2	15.5	13.0	12.6	16.4	14.2
If tenured, year tenure was awarded	334									
Before 1970		1.3	0.9	1.2	1.7	0.8	1.3	1.6	0.6	1.2
1971 to 1975		4.9	2.7	4.2	3.7	0.4	2.4	3.2	0.7	2.3
1976 to 1980		8.1	4.5	6.9	6.8	3.1	5.4	6.5	2.5	5.0
1981 to 1985		9.0	2.7	6.9	8.7	5.4	7.5	8.3	5.0	7.1
1986 to 1990		12.1	13.5	12.6	13.1	13.1	13.1	12.2	10.4	11.5
1991 to 1995		17.9	21.6	19.2	17.5	13.6	16.0	16.5	15.0	15.9
1996 to 2000		15.7	18.0	16.5	16.5	18.5	17.3	16.3	18.6	17.2
2001 to 2005		20.2	18.9	19.8	17.5	25.9	20.7	19.5	26.6	22.1
2006 to 2007		10.8	17.1	12.9	14.6	19.2	16.3	16.0	20.6	17.7

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?										
Biological Science	643									
Agriculture		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.1	0.2
Forestry		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.1
Bacteriology, Molecular Biology		1.1	0.8	0.9	0.7	1.0	0.8	0.8	0.9	0.9
Biochemistry		1.6	2.3	1.9	0.8	0.8	0.8	0.9	0.8	0.8
Biophysics		0.3	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Botany		0.3	0.0	0.2	0.7	0.2	0.5	0.7	0.2	0.5
Environmental Science		0.0	0.4	0.2	0.5	0.3	0.4	0.5	0.2	0.4
Marine (life) Sciences		0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.1	0.2
Physiology, Anatomy		0.8	0.0	0.5	1.2	0.9	1.1	1.0	0.8	0.9
Zoology		0.3	0.0	0.2	1.0	1.0	1.0	1.3	0.8	1.1
General, Other Biological Sciences		2.1	2.3	2.2	2.6	2.4	2.5	2.1	2.1	2.1
Business										
Accounting		1.1	0.4	0.8	0.6	0.6	0.6	0.8	0.9	0.8
Finance		1.3	0.8	1.1	0.5	0.2	0.4	0.6	0.4	0.5
International Business		0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.1	0.1
Management		1.3	2.3	1.7	2.2	1.8	2.1	2.7	1.9	2.3
Marketing		0.5	0.0	0.3	0.7	0.3	0.5	1.1	0.5	0.8
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business		0.5	1.1	0.8	1.9	0.3	1.2	1.8	0.8	1.3
Education										
Business Education		0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.2	0.1
Educational Administration		1.8	2.3	2.0	0.8	0.8	0.8	1.7	1.8	1.8
Educational Psychology/Counseling		0.3	2.3	1.1	0.7	0.5	0.6	0.7	0.8	0.8
Elementary Education		0.0	1.5	0.6	0.3	0.6	0.4	0.2	1.3	0.7
Higher Education		1.3	3.4	2.2	0.8	3.9	2.1	1.1	2.9	1.9
Music or Art Education		0.5	0.4	0.5	0.1	0.5	0.3	0.3	0.4	0.3
Physical or Health Education		0.3	0.4	0.3	1.0	1.7	1.3	1.6	1.7	1.6
Secondary Education		0.3	0.4	0.3	0.5	0.4	0.5	0.5	0.6	0.5
Special Education		0.0	0.4	0.2	1.4	0.5	1.0	0.9	1.3	1.1
General, Other Education Fields		2.9	3.0	3.0	1.7	3.5	2.4	1.9	4.5	3.0
Engineering										
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Chemical Engineering		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1
Civil Engineering		1.1	0.0	0.6	0.2	0.1	0.2	0.2	0.0	0.2
Electrical Engineering		0.0	0.0	0.0	0.4	0.2	0.3	0.5	0.1	0.3
Industrial Engineering		0.3	0.0	0.2	0.1	0.1	0.1	0.2	0.1	0.1
Mechanical Engineering		0.5	0.0	0.3	0.5	0.1	0.3	0.5	0.1	0.3
General, Other Engineering Fields		0.5	0.0	0.3	0.8	0.1	0.5	0.6	0.1	0.3
Health										
Dentistry		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
Health Technology		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medicine or Surgery		0.3	0.8	0.5	0.0	0.2	0.1	0.1	0.1	0.1
Nursing		0.5	6.8	3.1	0.1	4.2	1.8	0.2	7.4	3.3
Pharmacy, Pharmacology		3.7	4.6	4.0	1.7	2.1	1.9	1.0	1.1	1.0
Therapy (speech, physical, occup.)		0.5	1.5	0.9	0.0	0.3	0.2	0.1	0.7	0.3
Veterinary Medicine		0.0	0.0	0.0	0.0	0.3	0.2	0.0	0.1	0.1
General, Other Health Fields		0.3	1.5	0.8	0.3	1.5	0.8	0.5	1.3	0.8

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?										
Humanities										
History		4.7	4.9	4.8	5.2	3.8	4.6	5.2	3.2	4.4
Political Science, Government		3.7	0.4	2.3	3.2	2.2	2.8	2.8	1.8	2.4
English Language & Literature		4.7	8.4	6.2	7.5	10.6	8.8	6.9	9.0	7.8
Foreign Languages & Literature		1.3	3.4	2.2	1.0	3.5	2.0	0.9	2.6	1.7
French		0.3	0.8	0.5	0.6	1.1	0.8	0.4	1.0	0.6
German		0.3	0.4	0.3	0.5	0.8	0.6	0.4	0.5	0.4
Spanish		0.0	0.8	0.3	0.9	1.7	1.2	1.0	1.9	1.4
Other Foreign Languages		0.8	0.4	0.6	0.5	0.6	0.5	0.4	0.3	0.4
Linguistics		0.5	0.0	0.3	0.3	2.6	1.2	0.3	1.3	0.7
Philosophy		7.1	2.3	5.1	2.3	0.9	1.7	3.1	1.1	2.3
Religion or Theology		10.3	5.3	8.2	5.1	1.4	3.5	6.0	2.6	4.6
General, Other Humanities Fields		0.8	0.8	0.8	0.8	2.0	1.3	0.9	1.6	1.2
Fine Arts										
Architecture/Urban Planning		1.1	0.0	0.6	0.2	0.1	0.2	0.2	0.1	0.1
Art		0.8	0.8	0.8	3.2	3.5	3.3	2.4	2.6	2.5
Dramatics or Speech		1.3	1.5	1.4	2.0	2.4	2.2	2.0	2.0	2.0
Music		2.4	2.3	2.3	4.1	2.4	3.4	4.5	3.2	3.9
Television or Film		0.5	0.0	0.3	0.8	0.3	0.6	0.5	0.3	0.4
Other Fine Arts		1.3	0.8	1.1	0.9	1.8	1.3	0.7	1.4	1.0
Physical Science										
Mathematics and/or Statistics		3.4	1.1	2.5	5.6	3.1	4.6	5.6	3.0	4.5
Astronomy		0.5	0.0	0.3	0.4	0.2	0.3	0.3	0.1	0.2
Atmospheric Sciences		0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry		5.3	2.3	4.0	3.8	2.0	3.1	4.0	2.5	3.3
Earth Sciences		0.3	0.0	0.2	1.4	0.5	1.0	0.9	0.3	0.6
Geography		0.0	0.0	0.0	0.3	0.2	0.2	0.2	0.2	0.2
Marine Sciences (incl. Oceanography)		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.0
Physics		1.8	0.8	1.4	3.5	0.8	2.4	2.9	0.6	1.9
General, Other Physical Sciences		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Social Science										
Anthropology		1.3	2.3	1.7	1.1	1.0	1.1	0.8	0.5	0.7
Archaeology		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1
Clinical Psychology		1.1	3.0	1.9	0.9	0.8	0.9	1.0	1.3	1.1
Counseling and Guidance		0.3	0.4	0.3	0.4	0.0	0.2	0.4	0.5	0.5
Experimental Psychology		1.6	2.3	1.9	1.6	1.0	1.3	1.3	1.2	1.2
Social Psychology		0.3	0.4	0.3	0.7	1.0	0.8	0.7	1.0	0.8
General, Other Psychology		1.3	1.1	1.2	0.5	4.3	2.1	0.8	2.9	1.7
Economics		3.4	0.4	2.2	3.4	1.4	2.6	3.2	1.0	2.3
Sociology		2.9	2.7	2.8	1.6	1.7	1.6	1.7	1.8	1.8
Social Work, Social Welfare		0.5	1.5	0.9	1.1	0.9	1.0	0.9	1.0	0.9
General, Other Social Sciences		0.8	1.5	1.1	1.2	1.8	1.5	0.9	1.3	1.0

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Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?										
Technical										
Computer Science		1.8	0.8	1.4	2.3	1.0	1.8	2.0	1.2	1.7
Data Processing, Computer Prog.		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1
Drafting/Design		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electronics		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
Mechanics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical		0.3	0.0	0.2	0.1	0.0	0.1	0.1	0.1	0.1
Other Fields										
Building Trades		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications		1.8	1.5	1.7	2.5	1.7	2.1	2.6	2.0	2.3
Ethnic Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Human Ecology/Family Science		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3	0.2
Journalism		0.0	0.4	0.2	0.1	0.3	0.2	0.3	0.3	0.3
Law		1.6	2.7	2.0	0.9	0.5	0.7	1.0	0.6	0.8
Law Enforcement		0.3	0.4	0.3	0.0	0.1	0.1	0.1	0.0	0.0
Library Science		1.1	1.5	1.2	0.7	0.4	0.6	0.5	1.0	0.7
Women's Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Other Vocational		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields		0.3	0.4	0.3	0.6	0.8	0.7	0.6	0.8	0.7

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Whatsamatta University Full-time Undergraduate Faculty	# Respon- dents	Your Institution			Nonsect 4-yr Colls			All Priv 4-yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?										
Biological Science	641									
Agriculture		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Forestry		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology		0.3	0.0	0.2	0.2	0.1	0.2	0.2	0.1	0.1
Biochemistry		0.3	0.0	0.2	0.2	0.1	0.2	0.2	0.1	0.1
Biophysics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Botany		0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Environmental Science		0.3	0.0	0.2	0.9	0.7	0.8	0.7	0.4	0.6
Marine (life) Sciences		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physiology, Anatomy		0.0	0.0	0.0	0.0	0.4	0.2	0.2	0.3	0.3
Zoology		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1
General, Other Biological Sciences		4.7	4.2	4.5	6.2	5.6	6.0	6.0	5.0	5.5
Business										
Accounting		1.3	0.4	0.9	0.9	0.8	0.9	1.3	1.3	1.3
Finance		2.1	1.1	1.7	0.5	0.1	0.4	0.6	0.2	0.4
International Business		0.0	0.0	0.0	0.5	0.1	0.3	0.6	0.1	0.4
Management		1.8	1.9	1.9	2.1	1.2	1.7	2.9	1.5	2.3
Marketing		0.5	0.0	0.3	1.0	0.4	0.8	1.1	0.5	0.9
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business		1.8	1.9	1.9	2.4	1.3	1.9	3.0	1.9	2.5
Education										
Business Education		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
Educational Administration		0.3	0.4	0.3	0.2	0.0	0.1	0.3	0.3	0.3
Educational Psychology/Counseling		0.3	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1
Elementary Education		0.0	2.7	1.1	2.3	2.4	2.4	1.5	3.4	2.3
Higher Education		0.3	1.1	0.6	1.3	0.5	1.0	0.8	0.7	0.8
Music or Art Education		0.5	0.0	0.3	0.0	0.1	0.0	0.1	0.1	0.1
Physical or Health Education		0.3	0.0	0.2	1.7	2.3	1.9	2.1	2.2	2.1
Secondary Education		0.3	0.0	0.2	0.2	0.9	0.5	0.5	0.8	0.6
Special Education		0.3	0.8	0.5	0.0	0.4	0.2	0.2	0.8	0.4
General, Other Education Fields		0.8	3.1	1.7	1.6	2.7	2.0	1.9	3.2	2.5
Engineering										
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1
Civil Engineering		1.1	0.0	0.6	0.1	0.1	0.1	0.1	0.0	0.1
Electrical Engineering		0.3	0.0	0.2	0.3	0.0	0.2	0.4	0.0	0.2
Industrial Engineering		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0
Mechanical Engineering		0.5	0.0	0.3	0.4	0.0	0.3	0.4	0.1	0.2
General, Other Engineering Fields		0.3	0.0	0.2	0.7	0.1	0.5	0.6	0.1	0.4
Health										
Dentistry		0.0	0.0	0.0	0.0	0.4	0.2	0.1	0.4	0.2
Health Technology		0.0	0.4	0.2	0.0	0.0	0.0	0.0	0.1	0.0
Medicine or Surgery		0.0	1.1	0.5	0.0	0.1	0.1	0.0	0.1	0.1
Nursing		0.5	8.8	3.9	0.1	7.2	3.1	0.2	9.7	4.3
Pharmacy, Pharmacology		4.7	5.3	5.0	1.7	2.0	1.8	0.9	1.1	1.0
Therapy (speech, physical, occup.)		1.1	3.4	2.0	0.1	0.3	0.2	0.1	0.9	0.5
Veterinary Medicine		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields		0.0	0.4	0.2	0.4	0.4	0.4	0.6	0.7	0.6

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?										
Humanities										
History		4.2	5.3	4.7	4.4	2.4	3.6	4.8	2.5	3.8
Political Science, Government		3.4	0.4	2.2	2.6	2.0	2.3	2.6	1.7	2.2
English Language & Literature		6.6	8.0	7.2	5.6	12.0	8.3	6.4	10.3	8.1
Foreign Languages & Literature		1.8	5.0	3.1	1.8	3.4	2.5	1.8	3.5	2.6
French		0.0	0.0	0.0	0.4	0.7	0.5	0.2	0.5	0.3
German		0.0	0.0	0.0	0.3	0.4	0.4	0.2	0.2	0.2
Spanish		0.3	0.4	0.3	0.7	2.0	1.3	0.7	1.6	1.1
Other Foreign Languages		0.8	0.4	0.6	0.3	0.5	0.4	0.3	0.4	0.3
Linguistics		0.5	0.0	0.3	0.1	0.1	0.1	0.1	0.1	0.1
Philosophy		6.3	1.9	4.5	1.9	0.7	1.4	2.9	1.0	2.1
Religion or Theology		11.1	4.2	8.3	4.1	1.3	2.9	5.6	2.6	4.3
General, Other Humanities Fields		1.3	2.7	1.9	3.9	3.5	3.7	2.3	2.2	2.2
Fine Arts										
Architecture/Urban Planning		1.1	0.0	0.6	0.4	0.4	0.4	0.2	0.2	0.2
Art		1.1	1.5	1.2	3.6	4.1	3.8	2.8	3.1	2.9
Dramatics or Speech		0.5	0.4	0.5	2.4	2.3	2.3	2.2	1.8	2.0
Music		2.1	3.1	2.5	4.2	2.5	3.5	4.6	3.2	4.0
Television or Film		0.8	0.4	0.6	0.5	0.3	0.4	0.3	0.2	0.2
Other Fine Arts		0.8	0.0	0.5	0.8	0.8	0.8	0.5	0.7	0.6
Physical Science										
Mathematics and/or Statistics		4.0	1.1	2.8	5.4	3.1	4.5	6.0	3.1	4.8
Astronomy		0.0	0.0	0.0	0.2	0.0	0.1	0.2	0.0	0.1
Atmospheric Sciences		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry		4.7	2.7	3.9	4.3	2.6	3.6	4.3	2.9	3.7
Earth Sciences		0.0	0.0	0.0	1.2	0.5	0.9	0.7	0.3	0.6
Geography		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.1
Marine Sciences (incl. Oceanography)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics		1.8	0.4	1.2	2.9	1.0	2.1	2.6	0.7	1.8
General, Other Physical Sciences		0.5	0.0	0.3	0.9	0.3	0.6	0.6	0.4	0.5
Social Science										
Anthropology		1.3	1.1	1.2	0.7	0.8	0.7	0.5	0.4	0.5
Archaeology		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology		1.3	1.5	1.4	0.1	0.1	0.1	0.2	0.3	0.2
Counseling and Guidance		0.3	0.0	0.2	0.0	0.3	0.1	0.2	0.2	0.2
Experimental Psychology		0.5	0.8	0.6	1.0	0.7	0.8	0.7	0.6	0.6
Social Psychology		0.0	0.4	0.2	0.1	0.1	0.1	0.1	0.2	0.2
General, Other Psychology		1.8	3.4	2.5	3.2	5.5	4.2	3.2	4.8	3.9
Economics		2.1	0.4	1.4	3.1	1.6	2.5	2.5	0.9	1.8
Sociology		2.4	3.4	2.8	1.8	2.2	2.0	1.8	2.2	2.0
Social Work, Social Welfare		0.5	0.8	0.6	1.0	0.5	0.8	0.9	0.8	0.8
General, Other Social Sciences		1.3	1.5	1.4	2.2	3.5	2.8	1.6	2.4	1.9

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?										
Technical										
Computer Science		1.8	0.8	1.4	2.3	1.3	1.9	2.3	1.4	1.9
Data Processing, Computer Prog.		0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1
Drafting/Design		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electronics		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
Mechanics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical		0.0	0.0	0.0	0.2	0.0	0.1	0.2	0.1	0.2
Other Fields										
Building Trades		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications		2.9	3.8	3.3	2.4	1.8	2.1	3.1	2.6	2.9
Ethnic Studies		0.0	0.0	0.0	0.1	0.2	0.1	0.0	0.1	0.1
Human Ecology/Family Science		0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.4	0.2
Journalism		0.8	0.8	0.8	0.1	0.2	0.1	0.1	0.1	0.1
Law		1.3	2.3	1.7	0.2	0.1	0.1	0.1	0.2	0.2
Law Enforcement		0.3	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.1
Library Science		1.1	1.9	1.4	0.2	0.4	0.3	0.2	1.0	0.6
Women's Studies		0.0	0.0	0.0	0.0	0.4	0.2	0.0	0.2	0.1
Other Vocational		0.5	0.0	0.3	0.1	0.1	0.1	0.1	0.1	0.1
All Other Fields		1.1	2.3	1.6	1.3	1.7	1.5	0.9	1.2	1.1
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?										
Under 18 years old										
	633									
None		58.2	61.5	59.6	56.5	65.2	60.2	56.7	64.4	60.0
One		14.2	17.3	15.5	18.8	16.2	17.7	17.9	17.3	17.6
Two		18.0	16.2	17.2	17.7	15.6	16.8	17.8	14.2	16.2
Three		6.7	3.8	5.5	5.8	2.6	4.5	6.1	3.3	4.9
Four or more		2.9	1.2	2.2	1.2	0.4	0.9	1.5	0.8	1.2
18 years or older										
	637									
None		65.3	66.0	65.6	58.9	64.6	61.3	56.9	61.3	58.8
One		13.2	13.9	13.5	12.1	13.8	12.8	11.9	13.8	12.7
Two		12.7	13.1	12.9	16.9	14.7	16.0	17.8	16.6	17.3
Three		5.0	5.0	5.0	7.6	4.3	6.2	8.4	5.8	7.3
Four or more		3.7	1.9	3.0	4.5	2.6	3.7	5.0	2.6	4.0
How would you characterize your political views?										
	635									
Far left		4.0	6.1	4.9	9.8	12.4	10.9	8.4	9.6	8.9
Liberal		32.6	41.8	36.4	46.3	57.2	50.8	41.8	50.6	45.6
Middle of the Road		35.3	32.2	34.0	24.8	21.5	23.4	27.7	25.3	26.7
Conservative		25.9	18.8	23.0	18.1	8.7	14.2	21.2	14.0	18.1
Far right		2.1	1.1	1.7	1.1	0.2	0.7	0.9	0.5	0.7
Are you currently:										
	641									
Single		16.3	21.2	18.3	7.3	14.7	10.4	8.5	15.3	11.4
Married		75.9	66.5	72.1	83.1	68.3	76.9	83.0	69.0	77.0
Unmarried, living with partner		2.9	2.3	2.7	4.4	5.8	5.0	3.4	5.0	4.0
Divorced		4.2	6.2	5.0	3.9	8.9	6.0	3.8	8.4	5.7
Widowed		0.3	2.7	1.2	0.4	1.2	0.8	0.6	1.6	1.0
Separated		0.5	1.2	0.8	0.9	1.0	1.0	0.9	0.8	0.8

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
Is English your native language?	644									
Yes		82.9	85.9	84.2	88.9	92.1	90.2	91.1	91.8	91.4
No		17.1	14.1	15.8	11.1	7.9	9.8	8.9	8.2	8.6
Are you: [5]	628									
White/Caucasian		85.9	86.5	86.1	88.1	89.9	88.8	89.9	90.6	90.2
African American/Black		1.6	4.2	2.7	3.1	4.0	3.5	2.4	2.8	2.6
American Indian/Alaska Native		0.5	0.0	0.3	1.8	1.2	1.5	1.6	1.1	1.4
Asian American/Asian		7.6	5.8	6.8	4.4	3.1	3.8	3.5	3.1	3.3
Native Hawaiian/Pacific Islander		0.3	0.0	0.2	0.3	0.1	0.2	0.4	0.1	0.3
Mexican American/Chicano		0.5	0.8	0.6	1.4	0.7	1.1	1.1	0.5	0.8
Puerto Rican		0.8	1.2	1.0	0.2	0.5	0.3	0.4	0.5	0.4
Other Latino		1.9	2.7	2.2	2.0	2.0	2.0	1.8	2.3	2.0
Other		3.3	1.5	2.5	2.6	1.9	2.3	2.8	1.7	2.3
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?	648									
Yes		56.9	61.9	59.0	70.4	74.2	72.0	71.1	73.3	72.0
No		43.1	38.1	41.0	29.6	25.8	28.0	28.9	26.7	28.0

[5] Percentages will sum to more than 100.0 if any respondent marked more than one category.

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Publications List

**The American Freshman:
National Norms for Fall 2008***

December, 2008/189 pages \$25.00

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2008, data from 240,580 freshmen students are statistically adjusted to reflect the responses of 1.4 million students entering college. The annual report covers: political engagement; college choice and financial issues; students' personal objectives and skills for a diverse workplace.

*Note: Publications from earlier years are also available: each year dating back to 1999 for \$25.00; earlier years dating back to 1966 for \$5.00 each.

The American Freshman: Forty Year Trends

March, 2006/261 pages \$30.00

Summarizes trends data in the Cooperative Institutional Research Program (CIRP) Freshman Survey between 1966 and 2006. The report examines changes in the diversity of students entering college; parental income and students' financial concerns, issues of access and affordability in college. Trends in students' political and social attitudes are also covered.

**Degree Attainment Rates at
American Colleges and Universities**

January, 2005/74 pages \$15.00

Provides latest information on four- and six-year degree attainment rates collected longitudinally from 262 baccalaureate-granting institutions. Differences by race, gender, and institutional type are examined. The study highlights main predictors of degree completion and provides several formulas for calculating expected institutional completion rates.

**The American College Teacher: National Norms
for the 2007–08 HERI Faculty Survey***

February, 2009/298 pages \$25.00

Provides an informative profile of teaching faculty at American colleges and universities. The 2007–08 Norms covers two areas: Activities and Beliefs about Undergraduate Education and Faculty Work-Life. Within these two areas the following topics are covered: goals for undergraduate education, working with underprepared students, teaching and research practice and perspectives, engaged scholarship and academic citizenship, attitudes and beliefs about diversity, institutional values and priorities as faculty perceive them, career satisfaction and perspectives, technology use, and health and wellness. Results are reported for all faculty, male and female faculty, and faculty by academic rank and institutional type.

*Note: Publications from earlier years are also available: 2004–05, 2001–02 for \$25.00; 1998–99, 1995–96 for \$22.00 each; 1992–93 for \$20.00

**Advancing in Higher Education:
A Portrait of Latina/o College Freshmen
at Four-Year Institutions, 1975–2006**

October, 2008/90 pages \$15.00

The purpose of this report is to provide a portrait of Latina/o students entering four-year colleges and universities from 1975–2006. It is intended as a data resource for higher education in understanding the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. The national data come from the Cooperative Institutional Research Program (CIRP) Freshman Survey. For the first time, CIRP trends are disaggregated by specific Latina/o ethnic origin group and by gender, to highlight the heterogeneity in the population unavailable in other national reports on Hispanic college students.

**Beyond Myths: The Growth and Diversity of
Asian American College Freshmen: 1971–2005**

September, 2007/63 pages \$15.00

The first-year student trends examined in this report help to address some common characterizations of Asian American students, particularly with respect to their educational success, that are often overstated and taken out of context. The findings suggest that Asian Americans still have to overcome a number of obstacles, such as levels of family income and financial aid, to earn a coveted spot in higher education. This report features data collected from Cooperative Institutional Research Program (CIRP) Freshman Survey. It is based on the 361,271 Asian/Asian American first-time full-time college students from 1971–2005, representing the largest compilation and analysis of data on Asian American college students ever undertaken.

**First in My Family:
A Profile of First-Generation College Students
at Four-Year Institutions Since 1971**

February, 2007/62 pages \$15.00

First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers with the aim of better understanding their college decision-making process and supporting their progress in higher education. This report explores the changing dynamic between first-generation college students and their non first-generation peers by utilizing longitudinal trends data collected through the CIRP Freshman Survey (1971–2005).

Black Undergraduates From Bakke to Grutter

November, 2005/41 pages \$15.00

Summarizes the status, trends and prospects of Black college freshmen using data collected from 1971 to 2004 through the Cooperative Institutional Research Program (CIRP). Based on more than half a million Black freshman students, the report examines gender differences; socioeconomic status; academic preparation and aspirations; and civic engagement.

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