HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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HERI

UNDERGRADUATE TEACHING FACULTY: THE 2010–2011 HERI FACULTY SURVEY

Sylvia Hurtado | Kevin Eagan | John H. Pryor | Hannah Whang | Serge Tran

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UNDERGRADUATE TEACHING FACULTY: THE 2010–2011 HERI FACULTY SURVEY

This report summarizes the highlights of a national survey of college and university faculty conducted by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI) in the 2010–2011 academic year. Although HERI has been surveying faculty in higher education since 1978, this report is the eighth in a series of faculty surveys administered on a triennial basis. We encourage institutions to collect data on all their faculty, but historically we have chosen to focus on full-time undergraduate (FTUG) teaching faculty for our triennial reports. Institutions receive reports for faculty respondents with teaching, research, and administrative responsibilities. However, students are increasingly taught by part-time faculty in institutions, particularly in introductory courses (Schuster & Finkelstein, 2006). Because of the important role that part-time faculty play in teaching and learning, in 2007–2008, we developed a separate series of questions for campuses to use with part-time faculty. This year's report highlights specific items for part-time faculty and full-time faculty separately, thereby retaining trends on the full-time teaching workforce as well as providing new insights on the part-time academic workforce.

This year's report highlights specific items for part-time and full-time faculty separately.

Given current national interest in increasing the number of degree holders in science (President's Council of Advisors on Science and Technology, 2012), we also compare faculty in science, technology, engineering, and mathematics (STEM) with faculty in the humanities, social sciences, and professional fields (or "all other fields"). This is the first report on a national survey of undergraduate faculty at four-year institutions that offers a comparison across general disciplines, although campuses that receive HERI Faculty Survey data can always conduct these analyses independently. These comparisons are critical given that the federal government has not collected data on faculty since the 2004 administration of the National Study of Postsecondary Faculty (NSOPF).

The results reported here are based on the responses from 23,824 full-time faculty members at 417 four-year colleges and universities. We separately report results from analyses of 3,547 part-time faculty members who were working at 266 four-year colleges and universities. For this report, "faculty member" is defined as any employee of an accredited four-year college or university who spends at least part of his or her time teaching undergraduates.[1] Data for full-time faculty are weighted to provide a normative national profile of full-time faculty at four-year colleges and universities; Appendix A contains details about methodological considerations, including how these weights were calculated. Complete results of the survey presented for full-time faculty 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 subgroupings: nonsectarian, Roman Catholic and other religious). Survey data by academic rank are also reported in additional tables.

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

The Survey Questionnaire

The 2010–2011 questionnaire was based largely on items used in the seven previous faculty surveys, which were revised following the suggestions of HERI-affiliated researchers who are actively studying faculty concerns and topics related to teaching and learning. In addition to collecting demographic information, the web-based questionnaire focuses on topics such as how faculty spend their time, how they interact with students, their preferred methods of teaching, their perceptions of institutional climate, their primary sources of stress and satisfaction, and their personal and professional goals. In addition, we report on specific questions we introduced in 2007–2008 that pertain to the experiences of part-time faculty. The questionnaire also includes a section that allows individual institutions to ask their faculty up to 20 locally designed questions, though these campus-specific questions are not reported here.

An Overview of the 2010–2011 Faculty Survey Norms

In the following sections, we highlight results that pertain to the following topics for full-time faculty: top sources of stress among faculty, focusing on institution type, gender, and race differences; faculty's use of student-centered pedagogical techniques in undergraduate classrooms, with a focus on gender differences within STEM and within all other fields; trends in

faculty time spent teaching and preparing for teaching; and survey results that address the training of the next generation of faculty and potential for revitalization. A special focus on part-time faculty addresses the following topics: reasons why part-time faculty teach part-time at their current institution; how colleges and universities support part-time faculty; and key differences between "voluntary" and "involuntary" part-time faculty with regard to perceptions of institutional support. Voluntary part-time faculty are defined as faculty who have no interest in full-time academic positions in colleges and universities, whereas involuntary part-time faculty are individuals currently teaching part-time but who prefer to teach full-time, or who recently have sought, or are seeking, full-time academic positions.

Top Sources of Stress among Faculty: Institutional, Gender, and Racial Differences

Researchers at HERI have been assessing different dimensions of faculty stress since 1989, and the Faculty Survey has been a source of information on stress source differences by gender, race/ethnicity, and tenure status (Dey, 1994; Thompson & Dey, 1998). *Self-imposed high expectations* and *lack of personal time* traditionally have been rated the most pervasive sources of stress among all faculty over the years. The 2010–2011 data show that 84.8% of full-time undergraduate faculty report that *self-imposed high expectations* cause "some" or "extensive" stress, and 82.2% of faculty report the same for *lack of personal time*. These areas of stress are relatively stable for faculty across institutional types; however, this year, we find that these sources of stress are rivaled by economic hardships affecting the conditions of work in public institutions. *Institutional budget cuts* were indicated as the top source of stress among faculty at public universities and at public four-year colleges, as 86.1% of full-time faculty at public universities and 83.4% of full-time faculty at public four-year colleges reported institutional budget cuts as causing "some" or "extensive" stress (see Figure 1). By contrast, less than half of full-time faculty at private universities (47.2%) and just 62.5% of faculty at private four-year colleges rated institutional budget cuts as a source of stress in the last two years.

Table 1 shows variation across institutional types with regard to faculty's perspectives on *institutional procedures and "red tape,"* as a greater percentage of faculty at public institutions than at private institutions (three-quarters vs. two-thirds) rate institutional procedures and red tape as a source of stress. Although more than half of faculty at private universities (58.1%) report *working with underprepared students* as a source of stress, it is greatest among faculty at public four-year colleges, at 83.5%, followed by more

Figure 1. Source of Stress: Institutional Budget Cuts, by Institutional Type (% of Faculty Reporting "Some" or "Extensive")

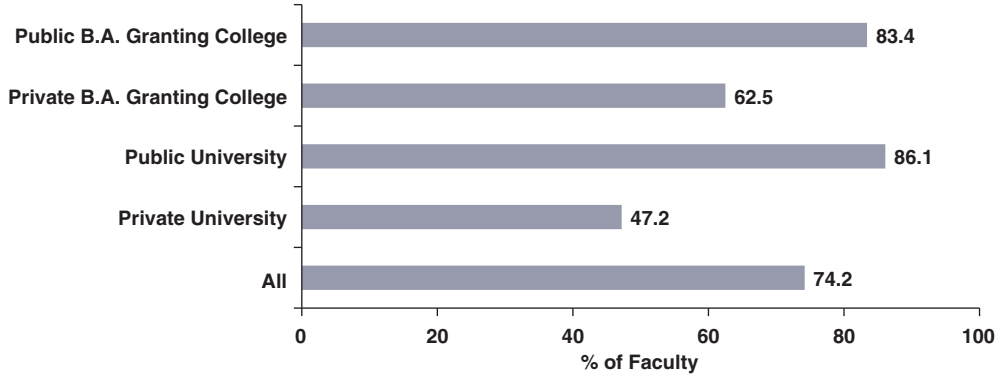


Table 1. Most Common Sources of Faculty Work-Life Stress, by Institutional Type

Percentage reporting "some" or "extensive"	All	Universities		Four-Year Colleges	
		Public	Private	Public	Private
Self-imposed high expectations	84.8	85.1	86.1	83.5	84.2
Lack of personal time	82.2	81.5	83.1	82.4	82.8
Working with underprepared students	75.3	78.1	58.1	83.5	77.1
Managing household responsibilities	74.7	74.4	72.7	75.1	77.3
Institutional budget cuts	74.2	86.1	47.2	83.4	62.5
Institutional procedures and "red tape"	71.3	75.5	66.8	73.6	63.5
Research or publishing demands	70.7	74.5	77.7	64.1	61.8
Personal finances	65.7	65.5	58.5	70.1	68.7
Teaching load	62.6	61.9	50.5	71.2	67.4
Committee work	62.0	60.9	56.0	67.4	64.6

Budget cuts were the top source of stress among faculty at public universities and four-year colleges.

than three-quarters of faculty working in public universities (78.1%) and private four-year colleges (77.1%). Faculty respondents at public four-year colleges are also more likely to report *teaching load* (71.2%), *personal finances* (70.1%), and *committee work* (67.4%) as sources of stress. Although these concerns are present among faculty at private universities, they tend to be less pervasive. They may also be a function of the budget reductions impacting faculty since the last survey in 2007.[2] Although most faculty reported that they were able to achieve a healthy balance between their personal and professional lives—with 32.1% believing they achieve this "to a great extent" and an additional 50.6% "to some extent"—the percentage who reported that they were "not at all" balancing the two rose from 12.9% in 2004 to 17.3% in 2010.

Race and Gender Differences in Sources of Stress

In the last report, we highlighted the greatest gender differences within select stressors. More women than men reported lack of personal time, managing household responsibilities, self-imposed high expectations, concerns about job security, and subtle discrimination as sources of stress (DeAngelo *et al.*, 2009). In 2010–2011, women reported more stress than men on 22 of the 25 survey items; several large differences in specific areas are also worth noting as a pattern (see Table 2, and also separate appendices for men and women faculty). In the arena of faculty work, roughly two-thirds of women (66.3%) compared with 56.8% of men report that *students* are a source of stress. More women than men report the *review/promotion process* as a source of stress (65.3% vs. 52.8%), and women are also significantly more likely than men to report *change in work responsibilities* as a prevalent source of stress in the last two years (58.4% vs. 43.8%). In terms of caretaking and relationships, women faculty are also more likely

[2] See data pertaining to FTUG faculty, by institution type, for all 25 survey item responses related to sources of stress (p. 30).

Table 2. Major Gender Differences in Selected Sources of Stress

Percentage reporting "some" or "extensive"	Women (N=13,010)	Men (N=10,814)	% Point Difference
Lack of personal time	88.2	78.2	10.0
Students	66.3	56.8	9.5
Review/promotion process	65.3	52.8	12.5
Child care	63.5	51.1	12.4
Being part of a dual career couple	58.7	44.1	14.6
Change in work responsibilities	58.4	43.8	14.6
Care of elderly parent	56.0	46.1	9.9
Children's problems	54.6	44.1	10.5
Job security	45.3	35.1	10.2
Subtle discrimination (e.g., prejudice, racism, sexism)	40.0	20.2	19.8

than men to report stress associated with *child care* (63.5% compared with over half of men 51.1%), *being part of a dual career couple* (58.7% vs. 44.1%), *care of an elderly parent* (56.0% for women and 46.1% for men), and dealing with *children's problems* (54.6% vs. 44.1%). Job security remains an issue for more women than men, as only 22.3% of women faculty had attained the rank of full professor compared with 39.5% of male respondents at the time of the survey. Women faculty are also twice as likely as men (40.0% vs. 20.2%) to report subtle discrimination (e.g., prejudice, racism, sexism) as a source of stress.

This year we also have broken out the stressor items by race and ethnicity, and Figure 2 shows subtle discrimination as a main area of stress that differs considerably according to faculty's racial/ethnic background. Only about one-quarter (24.7%) of White faculty report subtle discrimination as a source of stress, and 62.2% of these are women. Most notably, 63.6% of Black/African American faculty report subtle discrimination (e.g., prejudice, racism, sexism) as a source of stress, which is more than 20 points higher than for any other race identity group. The next most prominent group to report subtle discrimination as a source of stress is Latina/o faculty (42.6%) followed by more than one-third of American Indian, Asian, and

Figure 2. Source of Stress: Subtle Discrimination, by Race (% of Faculty Reporting "Some" or "Extensive")

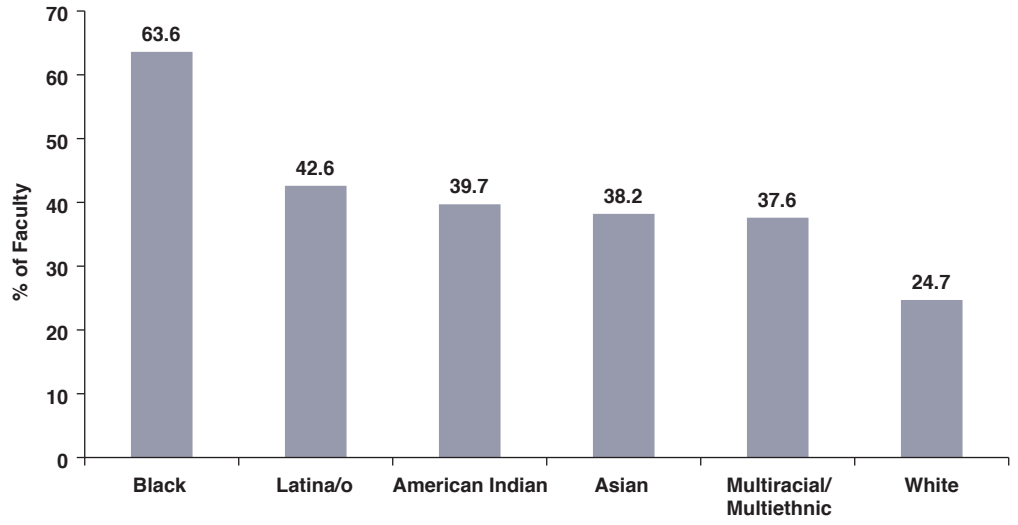


Table 3. Major Racial Differences in Selected Sources of Stress

Percentage reporting "some" or "extensive"	White (N=20,016)	American Indian (N=50)	Asian (N=1,093)	Black (N=556)	Latina/o (N=479)	Multiracial/ Multiethnic (N=891)
Subtle discrimination	24.7	39.7	38.2	63.6	42.6	37.6
Being part of a dual career couple	50.0	56.0	56.1	36.2	39.2	57.0
Committee work	63.2	64.8	51.6	48.4	55.9	62.9
Institutional procedures and "red tape"	72.2	55.4	64.0	61.2	60.9	74.7
Colleagues	63.0	28.7	53.5	51.2	56.1	60.0
Faculty meetings	54.9	33.4	49.0	41.9	47.1	55.6
Students	61.8	45.4	59.6	52.7	47.4	60.0
Personal finances	64.7	85.6	62.6[a]	72.5	69.2	76.3
Institutional budget cuts	74.4	85.3[a]	75.9[a]	68.6	63.1	80.5

[a]Indicates non-significant difference between White and specific race/ethnicity group.

multiracial/multiethnic faculty (who indicated two or more race/ethnicities).

Table 3 provides the findings for sources of stress by racial/ethnic identity of faculty. Significantly more American Indian (85.6%), multiracial (76.3%), Black (72.5%), and Latina/o faculty (69.2%) than White faculty (64.7%) reported stress associated with personal finances in the last two years. However, Black (68.6%) and Latina/o faculty (63.1%) were less likely than multiracial (80.5%) or White faculty (74.4%) to indicate that institutional budget cuts were sources of stress. Black and Latina/o faculty were also less likely to report *being part of a dual career couple*, *institutional procedures and "red tape," colleagues*, or *students* as a source of stress compared to White faculty. Although their numbers are small, American Indian faculty were least likely to report that *colleagues*, *faculty meetings*, or *students* were sources of stress compared to other racial/ethnic groups.

More women than men report the review/promotion process as a source of stress.

Student-Centered Pedagogical Practices in Undergraduate Classrooms: Field and Gender Differences

The faculty survey provides useful information regarding faculty goals for undergraduate education, encouragement of habits of mind for lifelong learning, and the specific teaching and evaluation practices used in undergraduate classrooms. Teaching practices have differed significantly between male and female faculty, with women more likely to practice student-centered pedagogy. A decade ago, women were much more likely than men to use instructional methods such as class discussions (78.9% vs. 68.3%), cooperative learning (55.8% vs. 32.6%), and student presentations (45.2% vs. 30.4%) (Lindholm, Astin, Sax, & Korn, 2002). As might be expected, they were also much *less* likely than men to use extensive lecturing as an instructional method in their classes (34.1% vs. 54.6%). In this recent survey, we found that both women and men have increased their use of class discussions (88.0% for women and 78.3% for men), cooperative learning (68.8% and 48.5%, respectively), and student presentations (53.8% and 36.9%, respectively) in "all" or "most" of their courses (see Figure 3). However, extensive lecturing has remained fairly stable, with 33.8% of women and 52.7% of men reportedly using this method in all or most of their courses in 2010–2011 (see Figure 4).

More than differences by gender, pedagogical distinctions between fields have garnered national interest. In February 2012, the President's Council of Advisors on Science and Technology (PCAST) released the report *Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics*. The report is a call to action to reduce the dropout rate among college students studying science, technology, engineering, and mathematics (STEM) in order to meet the economic and scientific needs of this country. A specific focus on improvement of undergraduate teaching in STEM, with the use of "evidence-based" practices, was noted as a leveraging point to encourage the production of more STEM graduates. Many of the teaching practices characterized as student-centered pedagogy increase student engagement in STEM introductory courses (Gasiewski, Eagan, Garcia, Hurtado, & Chang, 2012).

Figure 3. Gender Differences in Student-Centered Pedagogical Practices (2001–2011) (% of Faculty Who Use Method in "All" or "Most" of Their Courses)

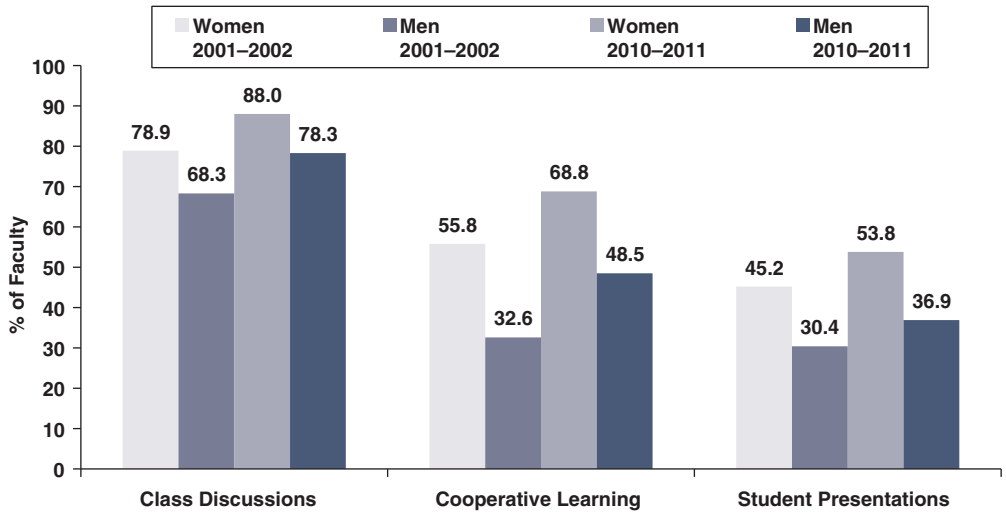
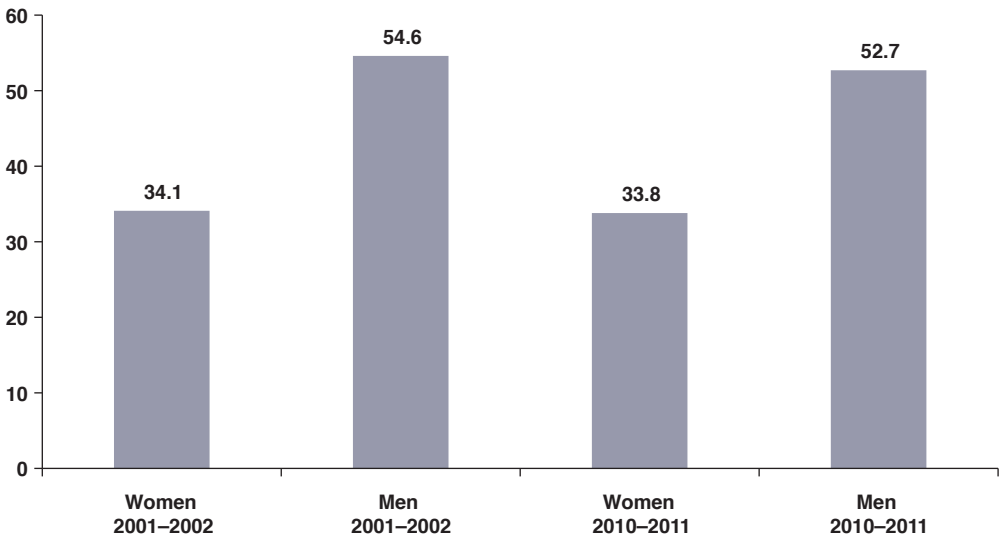


Figure 4. Gender Differences in Extensive Lecturing (2001–2011) (% of Faculty Who Use Method in "All" or "Most" of Their Courses)



Highlighting survey items that constitute the CIRP construct of *student-centered pedagogy* used in HERI studies of undergraduate education,[3] Table 4 shows patterns of faculty behavior regarding student-centered pedagogy and general field of study by gender. First, it should be noted that faculty in all other fields outside of STEM use more student-centered teaching practices. Second, the gender differences in use of student-centered pedagogy are greater for faculty teaching in STEM than in all other fields, with only three exceptions: using *student evaluation of each others' work*, *group projects*, and *student-selected topics for course content*.

[3] http://www.heri.ucla.edu/PDFs/constructs/FAC2010Appendix.pdf.

Table 4. Faculty Approaches to Teaching and Evaluation, by Field and Gender

Methods used in "all" or "most" courses taught	STEM (N= 6,768)			All Other Fields (N=17,056)		
	Women (N=2,721)	Men (N=4,047)	% Point Difference	Women (N=8,093)	Men (N=8,963)	% Point Difference
Extensive lecturing	50.4	69.7	–19.3	27.8	43.7	–15.9
Grading on a curve	16.6	30.6	–14.0	9.8	16.2	–6.4
Student presentations	42.8	25.5	17.3	57.7	42.9	14.8
Student evaluations of each others' work	17.5	9.7	7.8	30.5	20.5	10.0
Class discussions	72.2	55.9	16.3	93.7	90.0	3.7
Cooperative learning (small groups)	60.3	40.7	19.6	71.8	52.6	19.2
Experiential learning/field studies	33.1	22.9	10.2	30.6	21.2	9.4
Group projects	36.0	27.1	8.9	38.1	28.7	9.4
Student-selected topics for course content	13.9	10.8	3.1	27.0	20.5	6.5
Reflective writing/journaling	16.7	4.1	12.6	27.9	17.1	10.8
Using student inquiry to drive learning	43.3	32.9	10.4	54.2	46.9	7.3

It should be noted that faculty in all other fields outside of STEM use more student-centered teaching practices.

In terms of specific teaching practices, both men (69.7%) and women (50.4%) teaching in STEM fields are more likely to use extensive lecturing in all or most of their classes compared to their male (43.7%) and female (27.8%) colleagues in all other fields. Use of extensive lecturing in class has been shown to negatively affect student outcomes, such as engagement and achievement (Astin, 1993). In addition to using this less student-centered approach, faculty in STEM are also more likely than their counterparts in all other fields to grade on a curve, which disguises the actual changes in learning and acquisition of skills of individual students. Male faculty in STEM are by far the most likely to use curve grading, as 30.6% report doing so in all or most of their courses, nearly double the proportion of female faculty in STEM who report doing the same.

By contrast, cooperative learning is a teaching practice that has the most well-defined literature base, and research consistently has revealed positive effects of cooperative learning on student achievement across experimental and quasi-experimental studies on college students (for a review of meta-analytic syntheses, see Pascarella and Terenzini, 2005). It is important to note, however, that we see the starkest gender gaps across fields in faculty's use of cooperative learning. The majority of women in all other fields (71.8%) use cooperative learning techniques in all or most of their courses, and it is encouraging that 60.3% of women teaching in STEM use cooperative learning in the classroom, a figure that exceeds both men in STEM (40.7%) and men in all other fields (52.6%). Faculty's use of *experiential learning/field studies* and *group projects* have the most consistency across fields (a difference of two percentage

points); however, a fairly stable gender gap of 9–10 percentage points persists within major fields. All teaching and student evaluation practices used by faculty respondents are reported in the appendices by type of institution and gender.

One question that typically arises is whether student-centered teaching practices are largely a reflection of class size. We examined respondents' reported class size of general education classes or classes taught that are required for the major to determine how size is associated with student-centered practices used by STEM faculty and those teaching in all other fields. There are significant correlations between average course size and types of student-centered practice used in courses across fields. In general, the magnitude of the correlation was smaller in STEM than in all other fields, which suggests that it is possible to use particular student-centered pedagogical practices within larger STEM classes. The smaller correlation between class size and student-centered pedagogical practices may also be a result of the fact that STEM faculty tend to use student-centered pedagogy less often than their colleagues in all other fields, regardless of the size of the class. Figure 5 shows two regression lines that demonstrate that faculty in both STEM and in all other fields tend to use student-centered pedagogy less often as average class size in general education courses increases; although the decrease is much more significant among faculty in all other fields, we should note that a much smaller proportion of faculty in all other fields teaches general education classes that exceed 25 students. Although not shown here, the trend is similar when considering the average size of courses required for the major.

One particular student-centered practice did not follow this trend and, in fact, was positive. Experiential learning/field studies had the largest positive correlation (0.14, $p=<0.01$) with the average course enrollment in STEM general education courses, indicating that, as average class size increased in STEM general education courses, STEM faculty tended to incorporate experiential learning more frequently. This correlation was negative for faculty in all other fields. It may be that faculty consider the lab components of many introductory science courses to fall within the realm of experiential learning.

Faculty state that they sometimes find it difficult to change their teaching practices because of large class sizes. A preliminary analysis indicates there may be opportunities for change in spite of large course enrollments in STEM. Further research is necessary to confirm results in various course and institutional contexts.

Figure 5. Student-Centered Pedagogy, by Class Size and Field

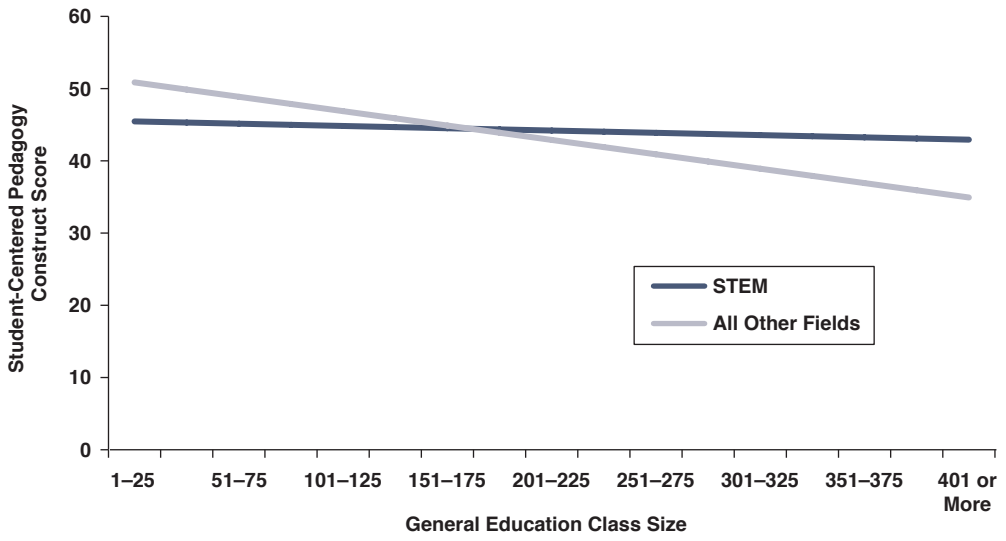
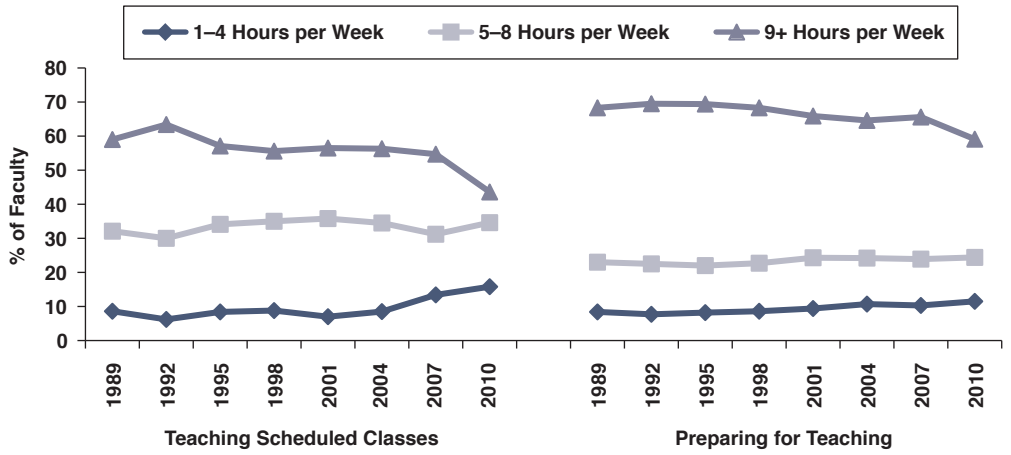


Figure 6. Faculty Trends in Time Spent Teaching Scheduled Classes and Preparing for Teaching



Declines in Time Spent Teaching Scheduled Classes and Preparing for Teaching

For 20 years, HERI has monitored faculty trends in order to identify areas that may show significant changes in the nature of FTUG faculty work. One area to watch in the coming years is the amount of time faculty report they spend teaching scheduled classes (not determined by credit hours but rather by time spent in the classroom) and preparing for teaching. There has been a significant decline in time spent teaching: The proportion of faculty reporting they spent nine hours or more per week teaching (roughly a quarter of their time) is currently 43.6%, which is a considerable decline from a high of 63.4% two decades ago and from 56.5% just 10 years ago. More important, the decline has been slow, except for a significant 11-percentage-point drop from the 54.7% of faculty who, in 2007–2008, reported they spent nine or more hours teaching scheduled classes. The data also show an increase in the number of faculty reporting they taught 1–4 hours per week, which is roughly the equivalent of one scheduled course per week. This percentage has more than doubled in the last decade from 7.0% in 2001–2002 to 15.8% in 2010–2012. The dramatic shift may be caused by furloughs and reduction of course sections, which institutions have implemented to respond to budget constraints. Figure 6 shows the trends, since 1989, in faculty's scheduled teaching and the time they spend preparing for classes.

There has been a significant decline in time spent teaching.

A considerable drop—from 65.6% to 59.1%—in the last three years in the amount of time spent in preparation for teaching (more than nine hours per week) also mirrors the decline in scheduled teaching hours. Time spent in preparation for teaching has shown smaller changes over the years, but the trend illustrates a consistent yet modest decline in the percentage of faculty spending nine or more hours preparing for teaching, which corresponds with less scheduled teaching. More research needs to be conducted, since these data focus on full-time faculty. However, these changes in the time allocated for teaching activities may have much to do with the rise in the use of part-time faculty to teach classes across institutions, which also represents a budget reduction measure.

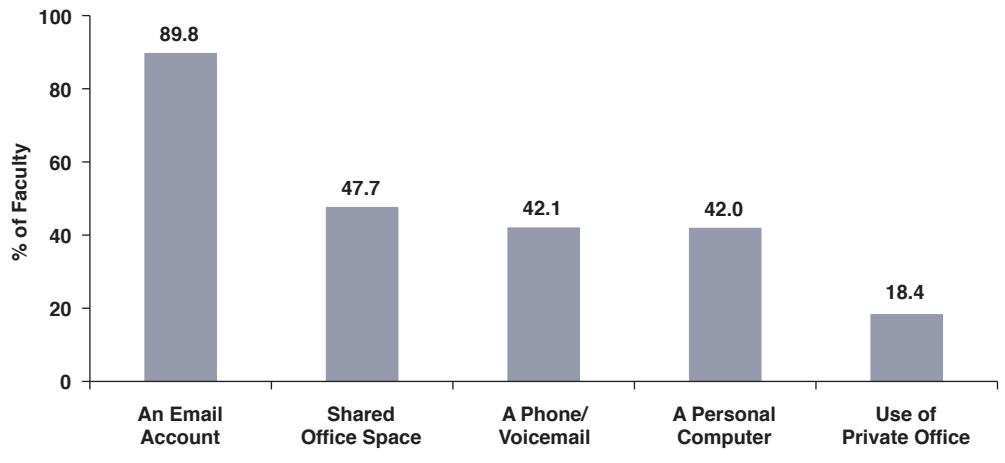
Part-Time Faculty: A Growing Phenomenon

Contingent faculty, defined as educators appointed to academic positions off the tenure track, now represent the majority of individuals holding academic appointments at colleges and universities, as institutions increasingly rely on the skills and talents of contingent faculty to be

more flexible in the academic offerings on their campuses and to cut instructional costs (Schuster & Finkelstein, 2006). Contingent faculty hold positions at all types of institutions and are most well-represented within community colleges. Contingent faculty include a diverse set of individuals, such as full-time, non-tenure track faculty, part-time faculty, postdoctoral fellows, and graduate teaching assistants. For the purposes of this report, we analyze only the responses of part-time faculty, excluding individuals employed in other types of contingent academic positions. In the 2010–2011 administration of the survey, 3,547 part-time faculty at 266 four-year colleges and universities responded to these new items, and this section highlights some of the findings from those respondents. These data are not weighted to represent a national sample, and part-time faculty in public universities are underrepresented here (10% in this sample work in public universities, vs. 30% in public universities nationally). By contrast, part-time faculty working in private colleges are overrepresented in this sample (46% in this sample work in private colleges, vs. 34% in private colleges nationally).

Although studies have identified concerns with institutions' increasing reliance on part-time faculty with regard to student outcomes (Eagan & Jaeger, 2008; Jaeger & Eagan, 2011), researchers are careful to note that these concerns may result from a lack of support from institutions for part-time faculty. A recent report from the Center for the Future of Higher Education (Street, Maisto, Merves, & Rhoades, 2012) notes that part-time faculty typically lack access to institutional resources and are often notified of their teaching schedule just one to three weeks before the start of the term. Our data underscore these concerns, as many part-time faculty typically lack office space, personal computer access, or an office phone and voicemail. Figure 7 shows the proportion of part-time faculty who reported having access to specific institutional resources. Not surprising but somewhat concerning is that just 18.4% of part-time faculty have use of a personal office at their current institution, and less than half of part-time faculty (47.7%) have a shared office. Additional analyses reveal that faculty's answers to these separate items were not mutually exclusive, such that more than one-third of part-time faculty (36.3%) had no access to an office on campus, shared or private. Lack of office space restricts part-time faculty's ability to meet privately with students before or after class and can inhibit their ability to make connections within their department, given their lack of a physical location in the daily life of the unit.

Figure 7. Part-Time Faculty's Access to Institutional Resources



The majority of involuntary part-time faculty envision full-time college teaching as their career.

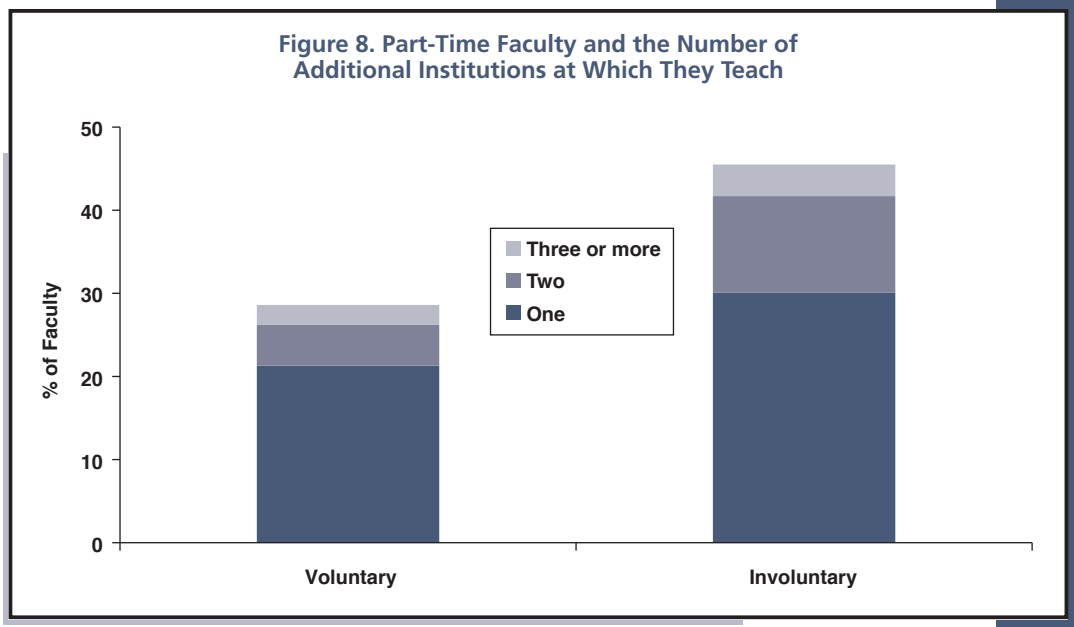
Just more than two in five (42.0%) part-time faculty report having access to an institutionally provided personal computer on their campus, and a similar proportion (42.1%) report having access to a campus phone and voicemail. The lack of access to a phone and voicemail may further restrict faculty from interacting with students outside of class or require that they provide students with their personal cell or home phone numbers. The results in Figure 7 show that most part-time faculty indicate that their institution provides them with an email account (89.8%). Overall, these findings suggest that institutions have important room for improvement in providing resources for these faculty to communicate and meet with students.

Research on part-time faculty has emphasized the need to consider the diversity within this group, as individuals work in part-time positions for different reasons (Gappa & Leslie, 1993). Some faculty may work part-time to supplement their income for their full-time career outside academia whereas others work part-time in hopes of finding a full-time faculty position. Given this diversity, we considered two types of part-time faculty: voluntary and involuntary (Maynard & Joseph, 2008). Involuntary part-time faculty can be considered underemployed faculty who work part-time but actually desire full-time teaching positions. We define involuntary part-time faculty as part-timers who indicated that they would prefer to work full-time at their current institution or had sought a full-time teaching position at their current institution or elsewhere. Voluntary part-time faculty are individuals who had no interest in working in a full-time academic position at their current institution and who had never sought a full-time teaching position.

Table 5 shows differences between voluntary and involuntary part-time faculty with regard to the reasons why they teach part-time. Although two-thirds of voluntary part-time faculty (66.7%) report that their part-time position represents an important source of income for them, more than four in five (82.6%) of involuntary part-time faculty agree that their part-time teaching position represents an important source of income—which speaks to an

Table 5. Reasons Why Part-Time Faculty Work Part-Time

Percentage marking "agree" or "agree strongly"	Vol. (N=883)	Invol. (N=2,664)	% Point Difference
My part-time position is an important source of income for me	66.7	82.6	–15.9
Compensation is not a major consideration in my decision to teach part-time	62.8	51.1	11.7
Part-time teaching is a stepping stone to a full-time position	23.7	58.6	–34.9
My part-time position provides benefits (e.g., health insurance, retirement, etc.) that I need	15.0	24.5	–9.5
Teaching part-time fits my current lifestyle	97.5	80.7	16.8
Full-time positions were not available	37.4	68.1	–30.7
My expertise in my chosen profession is relevant to the course(s) I teach	96.4	97.9	–1.5

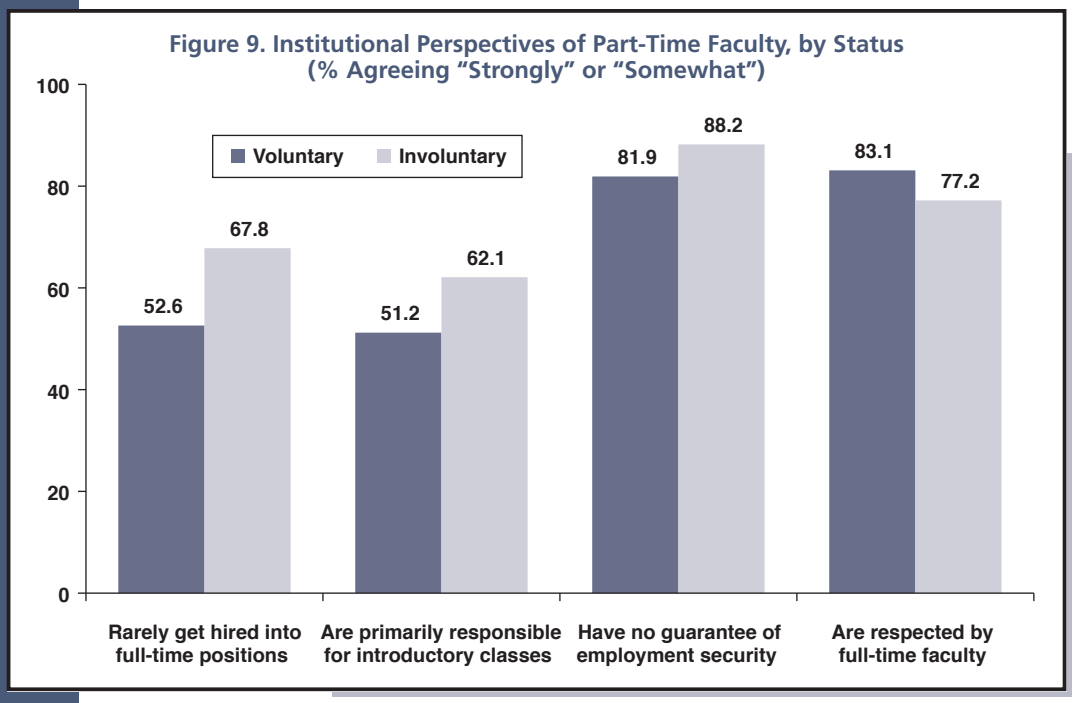


important difference between voluntary and involuntary part-time faculty: Voluntary part-time faculty tend to supplement their income through teaching part-time while involuntary part-time faculty are much more financially dependent on these positions. This point becomes even more evident when considering that 62.8% of voluntary part-time faculty report that compensation is *not* a major consideration in their decision to teach part-time, whereas just more than half of involuntary part-time faculty (51.1%) say the same. Similarly, nearly all voluntary part-time faculty (97.5%) indicate that teaching part-time fits their current lifestyle; by contrast, 80.7% of involuntary faculty report that teaching part-time fits their current lifestyle.

More than twice as many involuntary part-time faculty as voluntary part-timers see their part-time position as a stepping stone to a full-time teaching position (58.6% vs. 23.7%), which demonstrates the academic career focus of involuntary part-time faculty. The majority of involuntary part-time faculty envision full-time college teaching as their career. Likewise, more than two-thirds of involuntary part-time faculty (68.1%) are teaching part-time simply because full-time teaching positions were not available; just more than a third of voluntary part-time faculty (37.4%) said the same.

Figure 8 confirms what other researchers (e.g., Street, Maisto, Merves, & Rhoades, 2012) have found with regard to involuntary part-time faculty: A number of involuntary part-time faculty string together many different part-time teaching positions. While 21.3% of voluntary part-time faculty indicate that they taught part-time at one additional institution, 1.5 times as many involuntary part-time faculty report doing the same (30.1%). In addition, more than twice as many involuntary part-time faculty (11.6%) as voluntary part-time faculty (4.9%) report teaching part-time at two additional colleges and universities. Overall, more than a quarter of voluntary part-time faculty (28.6%) report holding part-time teaching appointments at multiple institutions, whereas just under half (45.5%) of involuntary part-time faculty have strung together multiple part-time teaching appointments. Working at multiple campuses involves navigating several different political and bureaucratic processes unique to each institution and developing professional relationships with multiple sets of colleagues. Not only are involuntary part-time faculty more financially dependent on their part-time teaching positions, they are also more likely to have to piece together many different positions to make a career in college teaching.

Differences also exist between voluntary and involuntary part-timers in their opinions regarding part-time faculty at their institutions. Figure 9 shows that substantially more involuntary part-time faculty (67.8%) than voluntary



part-time faculty (52.6%) believe that part-time faculty rarely get hired into full-time positions at their institution. This difference likely connects with the fact that, by definition in these analyses, involuntary part-time faculty either prefer or have recently sought a full-time teaching position in higher education but have not had success in obtaining one. Although just more than half of voluntary part-time faculty (51.2%) agree that part-timers have primary responsibility for teaching introductory classes, 62.1% of involuntary part-time faculty feel the same. Many voluntary part-time faculty have careers outside academia, and institutions bring them in to teach specialized courses in their area of expertise. By contrast, involuntary part-time faculty tend to be more traditionally trained within particular disciplines and seek more typical academic careers. Our data show that involuntary part-time faculty are more likely than their voluntary part-time counterparts to have earned (or to be currently working on) terminal degrees. Given their disciplinary training, involuntary part-time faculty are likely assigned general education courses in their discipline while voluntary part-time faculty, many of whom specialize in business and technical fields, are invited to teach upper-division courses (Maynard & Joseph, 2008).

A greater percentage of involuntary part-time faculty agree that part-timers lack job security. Nearly nine out of 10 (88.2%) involuntary part-time faculty report that part-timers have no guarantee of employment security compared with 81.9% of voluntary part-time faculty. Additionally, voluntary part-time faculty are more likely than involuntary part-time faculty to agree that part-timers are respected by their full-time colleagues (83.1% vs. 77.2%).

Training the Next Generation of Faculty and Potential for Revitalization

Full-time faculty members contribute to both the stability and change of an institution; therefore, it is important for campuses to begin to plan for retirements, faculty mobility, and the development of the next generation of faculty. The survey provides information on faculty involvement in training or development and potential areas for revitalization. Findings in Table 6 show that just over two-thirds of associate professors and assistant professors

Table 6. Faculty Views and Involvement in Training and Revitalization, by Academic Rank

	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor
Training					
"To a great extent":					
Feel that the training you received in graduate school prepared you well for your role as a faculty member	55.3	46.9	48.7	36.8	40.3
Mentor new faculty	33.4	24.4	8.8	8.2	10.1
During the past two years: Participated in a teaching enhancement workshop	46.9	60.7	66.6	65.3	65.6
Revitalization					
Agree "strongly" or "somewhat": The criteria for advancement and promotion decisions are clear	80.1	67.3	66.9	62.4	65.7
During the past two years:					
Considered leaving this institution for another	45.0	50.8	48.6	47.1	39.3
Considered early retirement	31.0	22.5	8.1	16.7	10.4
Plan to retire within the next three years	18.2	8.5	3.1	7.9	5.9

agree with the statement that the criteria for advancement and promotion decisions at their institution were clear. The one-third of tenure-track professors who lack clarity on criteria for promotion should be prime targets for faculty mentoring and development. Although 80.1% of full professors are clear about promotion criteria, only one-third (33.4%) reported they were involved in mentoring new faculty. In fact, on-the-job career mentoring is crucial, as less than half of assistant (48.7%) or associate professors (46.9%) felt that the training they received in graduate school prepared them well for their roles as faculty.

While teaching remains an area of promotion and advancement, where evidence must be presented regarding influence on student learning, it remains an area for continual development. Roughly two-thirds of assistant professors (66.6%) and 60.7% of associate professors participated in a teaching enhancement workshop, whereas less than half of full professors (46.9%) reported that they did so in the past two years. This may be because they have plans to retire, as 18.2% of full professors plan to retire in the next three years. Even more full professors are *thinking* about retirement, as 31.0% considered early retirement in the past two years.

More than half (50.8%) of associate professors also considered leaving their institution in the past two years, as did 45.0% of full professors, and 48.6% of assistant professors. In fact, more than one-in-five associate and full professors got a firm job offer, presumably from another institution, in the last two years.[4] Sustaining faculty vitality and retention are key as institutions plan over the next several years.

[4] See p. 39 for tables by rank.

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Full-Time Undergraduate Faculty, Type of Institution and Control

Please refer to the HERI website publications section for information on how to obtain the expanded set of tables.
http://heri.ucla.edu/facPublications.php

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Full-time Undergraduate Faculty—All Respondents	23,824	3,501	3,052	5,487	11,784	4,267	2,090	5,427
What is your principal activity in your current position at this institution?								
Administration	6.7	8.4	4.7	5.9	5.5	4.7	5.9	6.1
Teaching	76.9	70.1	62.2	91.7	91.9	91.8	92.1	91.8
Research	15.1	20.1	32.2	1.0	1.3	1.9	1.4	0.6
Services to clients and patients	0.5	0.6	0.6	0.6	0.5	0.3	0.3	0.8
Other	0.7	0.8	0.3	0.8	0.8	1.2	0.2	0.7
Are you considered a full-time employee of your institution for at least nine months of the current academic year?								
Yes	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
What is your present academic rank?								
Professor	32.5	31.9	42.3	27.9	28.8	29.8	25.1	29.6
Associate professor	25.4	24.5	22.5	26.6	29.0	28.8	30.5	28.3
Assistant professor	26.9	24.9	24.1	29.8	30.9	28.9	34.7	31.1
Lecturer	7.8	10.2	7.6	8.1	2.7	4.0	2.3	1.6
Instructor	7.3	8.5	3.5	7.4	8.6	8.4	7.4	9.3
What is your tenure status at this institution?								
Tenured	54.5	56.2	57.6	55.0	47.2	48.9	50.7	43.6
On tenure track, but not tenured	22.5	20.6	21.5	26.1	23.8	22.1	23.0	26.0
Not on tenure track, but institution has tenure system	20.1	23.0	19.6	18.2	16.6	15.8	17.1	17.3
Institution has no tenure system	2.9	0.2	1.4	0.7	12.4	13.2	9.1	13.1
Are you currently serving in an administrative position as:								
Department chair	9.9	7.5	8.0	10.5	16.7	15.4	16.0	18.4
Dean (associate or assistant)	2.0	2.6	1.2	1.5	2.2	1.6	1.8	3.0
President	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Vice-president	0.1	0.1	0.0	0.0	0.3	0.2	0.5	0.3
Provost	0.1	0.1	0.0	0.0	0.1	0.1	0.2	0.2
Other	14.9	14.7	16.6	12.9	15.6	14.5	16.6	16.2
Not applicable	65.0	67.0	60.7	70.1	59.1	60.6	59.0	57.5
Highest degree earned								
Bachelor's (B.A., B.S., etc.)	1.0	1.3	0.7	0.8	0.9	1.3	0.3	0.8
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	17.0	16.6	9.7	21.8	20.2	17.6	20.0	23.2
LL.B., J.D.	0.8	0.5	0.9	1.5	0.8	0.5	1.0	0.9
M.D., D.D.S. (or equivalent)	0.5	0.6	0.7	0.2	0.3	0.5	0.4	0.2
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.5	0.6	0.2	0.5	0.5	0.5	0.5	0.5
Ed.D.	2.4	1.4	2.3	4.3	3.0	2.2	2.8	4.0
Ph.D.	76.3	77.8	84.3	69.2	72.6	76.3	73.6	68.1
Other degree	1.3	1.2	1.1	1.8	1.5	1.0	1.5	2.2
None	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Degree currently working on								
Bachelor's (B.A., B.S., etc.)	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	1.1	1.2	0.5	1.7	0.6	0.6	0.4	0.8
LL.B., J.D.	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.2	0.2	0.0	0.2	0.1	0.1	0.2	0.1
Ed.D.	0.6	0.6	0.5	0.7	0.7	0.4	0.8	1.1
Ph.D.	3.7	3.2	1.4	5.1	5.8	5.3	4.4	6.9
Other degree	0.9	0.3	1.6	1.0	1.3	0.5	0.7	2.4
None	93.4	94.3	95.9	90.8	91.4	93.1	93.4	88.5
Noted as being personally "essential" or "very important":								
Research	78.5	82.3	88.6	68.9	69.8	74.4	70.6	64.3
Teaching	97.0	96.6	95.0	98.3	98.6	97.7	99.5	99.1
Service	62.7	61.3	56.7	65.9	68.6	64.4	71.8	71.6
During the past two years, have you engaged in any of the following activities?								
Taught an honors course	21.5	23.0	24.5	16.7	20.1	21.7	19.7	18.6
Taught an interdisciplinary course	46.9	45.4	57.4	37.9	49.6	54.0	40.1	49.6
Taught an ethnic studies course	11.2	9.8	12.1	11.0	13.7	15.9	11.9	12.2
Taught a women's studies course	7.2	5.8	6.4	7.6	10.6	11.8	10.8	9.3
Taught a service learning course	18.0	15.9	15.4	21.9	21.4	19.9	23.4	22.1
Taught an exclusively web-based course at this institution	14.0	14.0	6.5	23.6	11.5	8.7	15.9	12.2
Participated in a teaching enhancement workshop	58.5	53.4	45.9	69.7	70.8	69.5	72.4	71.5
Advised student groups involved in service/volunteer work	43.6	41.0	39.9	48.9	47.9	43.7	47.9	52.5
Collaborated with the local community in research/teaching	42.5	41.4	36.8	50.0	42.8	40.6	42.5	45.4
Conducted research or writing focused on international/global issues	31.8	32.0	38.3	27.3	29.7	32.8	28.3	27.1
Conducted research or writing focused on racial or ethnic minorities	23.1	23.4	27.1	19.1	22.4	25.9	19.8	20.0
Conducted research or writing focused on women and gender issues	20.6	20.2	21.8	19.3	21.6	25.3	20.2	18.5
Engaged undergraduates on <u>your</u> research project	51.3	52.5	60.1	45.5	46.1	50.5	40.2	44.3
Worked with undergraduates on a research project	66.1	64.6	73.0	63.4	65.7	70.4	57.3	65.0
Engaged in academic research that spans multiple disciplines	65.5	68.6	75.3	55.5	58.8	63.5	56.1	55.2
Taught a seminar for first-year students	26.5	23.8	30.1	21.7	34.1	36.8	28.8	34.1
Taught a capstone course	35.8	34.0	31.8	38.9	40.5	41.4	38.0	40.8
Taught in a learning community (e.g., FIG, linked courses)	8.2	9.0	4.3	10.4	8.2	8.3	8.0	8.1
Supervised an undergraduate thesis	37.6	37.0	44.9	29.1	40.3	48.8	34.1	34.4
Published op-ed pieces or editorials	15.2	14.8	17.3	15.8	13.3	12.9	13.3	13.9
Received funding for your work from foundations	21.2	20.7	29.6	19.1	16.4	19.0	13.9	15.0
Received funding for your work from state or federal government	29.7	37.3	34.3	24.8	12.6	15.9	12.8	9.0
Received funding for your work from business or industry	10.8	13.5	12.1	8.7	5.8	5.9	5.8	5.6
How many courses are you teaching this term?								
Mean	2.5	2.2	2.0	3.2	3.0	2.7	3.0	3.2
Median	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0
Mode	2	2	2	3	3	3	3	3
Teach at least one course this term at another institution	3.1	2.2	3.3	3.5	4.6	4.7	4.6	4.6

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Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Type of course taught this term "at this institution"								
General education course								
Teach at least one course	25.5	19.1	17.9	37.7	35.2	33.0	30.1	40.2
Mean student enrollment	47.9	64.9	54.8	46.3	24.9	23.9	22.7	26.8
Have teaching/lab assistant or reader/grader assigned	24.8	35.1	51.1	11.3	13.8	12.5	6.2	17.8
Course required for an undergraduate major								
Teach at least one course	69.8	69.5	52.4	80.7	76.4	71.9	77.2	80.9
Mean student enrollment	35.7	45.1	40.0	28.5	20.8	21.0	22.9	19.4
Have teaching/lab assistant or reader/grader assigned	24.3	29.1	49.5	10.1	12.8	14.4	10.0	12.6
Other undergraduate course								
Teach at least one course	30.8	29.2	36.7	28.2	31.2	36.1	28.6	27.3
Mean student enrollment	25.8	32.0	24.3	22.8	16.8	16.7	19.1	15.8
Have teaching/lab assistant or reader/grader assigned	17.2	18.6	31.5	6.6	7.5	8.3	6.1	7.2
Developmental/remedial course (not for credit)								
Teach at least one course	0.7	0.4	0.5	1.3	0.7	0.7	0.6	0.8
Mean student enrollment	28.1	43.3	13.2	29.6	18.1	16.7	22.4	17.7
Have teaching/lab assistant or reader/grader assigned	17.8	7.4	32.4	21.6	12.3	18.7	27.1	1.0
Non-credit course (other than above)								
Teach at least one course	1.0	1.1	1.1	0.7	1.1	0.9	1.2	1.3
Mean student enrollment	26.5	31.9	18.0	23.4	23.9	15.1	40.1	23.0
Have teaching/lab assistant or reader/grader assigned	7.2	5.8	1.6	12.5	12.9	13.0	10.5	14.0
Graduate course								
Teach at least one course	22.7	25.7	33.7	17.1	10.6	9.7	17.0	8.3
Mean student enrollment	14.2	14.9	12.2	15.3	14.3	14.8	15.1	12.7
Have teaching/lab assistant or reader/grader assigned	7.7	7.4	11.1	5.2	2.8	3.4	2.2	2.6
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)								
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Do you teach remedial/developmental skills in any of the following areas?								
Reading	6.1	6.3	5.0	6.0	6.7	7.4	7.2	5.6
Writing	14.0	14.2	10.9	13.9	16.4	19.4	14.4	14.2
Mathematics	5.1	4.9	3.5	7.3	4.9	5.3	4.6	4.7
ESL	1.1	1.3	0.5	1.0	1.1	1.1	1.6	0.9
General academic skills	11.6	12.9	7.7	12.4	11.7	12.3	10.9	11.6
Other subject areas	6.7	7.5	4.4	7.4	6.5	7.0	6.4	6.0

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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Have you engaged in any of the following professional development opportunities at your institution?								
Paid workshops outside the institution focused on teaching								
Yes	22.9	19.0	14.3	30.3	32.8	29.6	31.6	36.8
No	69.4	72.6	79.5	62.2	59.4	61.9	61.8	55.4
Not eligible	1.8	2.3	1.0	1.7	1.5	1.6	1.3	1.4
Not available	5.9	6.2	5.1	5.7	6.4	6.9	5.3	6.4
Paid sabbatical leave								
Yes	34.1	31.1	49.2	24.7	36.0	42.7	33.6	30.0
No	46.2	48.5	35.0	53.2	44.3	38.4	47.5	49.0
Not eligible	16.7	17.3	14.0	18.6	16.1	13.9	17.1	18.1
Not available	3.0	3.1	1.7	3.4	3.6	5.0	1.8	2.9
Travel funds paid by the institution								
Yes	75.7	73.8	71.1	79.0	80.9	81.2	80.9	80.4
No	20.1	21.2	24.3	17.2	16.3	15.9	16.1	16.8
Not eligible	2.6	3.3	2.3	2.3	1.5	1.3	2.1	1.4
Not available	1.7	1.7	2.2	1.4	1.4	1.6	0.9	1.4
Internal grants for research								
Yes	48.5	50.2	52.0	45.7	44.1	48.4	43.0	40.1
No	46.0	44.3	43.0	49.5	49.2	44.4	51.1	53.3
Not eligible	3.7	4.2	3.3	3.6	3.0	3.0	3.3	2.8
Not available	1.8	1.3	1.7	1.3	3.7	4.2	2.6	3.8
Training for administrative leadership								
Yes	12.9	12.3	10.8	15.4	13.8	12.7	13.5	15.1
No	75.7	77.0	80.4	72.7	71.2	71.4	72.4	70.3
Not eligible	5.1	6.3	3.6	4.7	4.4	3.8	4.6	5.0
Not available	6.3	4.4	5.2	7.2	10.6	12.1	9.5	9.5
Received incentives to develop new courses								
Yes	22.4	20.4	19.8	25.2	26.7	30.2	24.3	24.1
No	69.2	71.2	74.0	66.5	62.3	58.7	64.9	64.9
Not eligible	2.3	2.8	1.5	2.1	2.2	2.4	2.6	2.0
Not available	6.2	5.6	4.8	6.2	8.7	8.7	8.2	9.0
Received incentives to integrate new technology into your classroom								
Yes	18.0	16.7	17.2	21.6	18.2	17.7	18.2	18.8
No	74.4	76.7	77.5	70.2	70.5	71.1	71.2	69.4
Not eligible	1.8	2.1	1.3	1.8	1.4	1.3	1.8	1.2
Not available	5.8	4.4	4.0	6.4	9.9	9.9	8.8	10.6

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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
How many of the following have you published?								
Articles in academic or professional journals								
None	18.3	15.9	10.0	22.9	27.4	23.8	26.1	32.0
1–2	17.8	16.0	11.0	23.0	23.0	21.2	22.1	25.5
3–4	12.9	10.6	11.8	16.3	15.7	15.8	15.8	15.5
5–10	17.3	16.5	16.8	19.3	17.7	20.3	18.5	14.5
11–20	13.3	15.1	15.9	11.0	9.0	10.2	8.8	7.8
21–50	12.1	15.7	16.3	5.9	5.8	7.2	7.0	3.6
51+	8.3	10.1	18.1	1.6	1.4	1.4	1.7	1.1
Chapters in edited volumes								
None	45.8	41.2	29.9	58.8	58.7	54.6	57.8	63.6
1–2	24.9	25.1	22.8	26.5	25.0	25.8	26.3	23.5
3–4	12.4	15.0	13.8	8.2	9.4	11.6	8.3	7.6
5–10	10.5	11.6	19.7	4.8	5.0	5.8	5.8	3.7
11–20	4.0	4.7	8.5	1.0	1.4	1.6	1.4	1.2
21–50	1.8	1.9	4.4	0.7	0.4	0.5	0.4	0.3
51+	0.4	0.5	1.1	0.1	0.0	0.0	0.0	0.1
Books, manuals, or monographs								
None	62.2	60.3	49.6	70.8	69.7	67.0	70.3	72.4
1–2	23.8	24.9	25.8	21.6	21.9	23.9	22.5	19.3
3–4	7.7	8.7	12.1	4.4	4.7	5.4	3.9	4.5
5–10	4.8	4.6	9.6	2.5	2.9	2.9	2.7	3.1
11–20	1.2	1.1	2.8	0.5	0.6	0.6	0.6	0.6
21–50	0.2	0.4	0.1	0.2	0.1	0.1	0.1	0.1
51+	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other, such as patents or computer software products								
None	86.8	85.3	81.5	90.8	91.2	91.5	90.8	91.2
1–2	7.4	8.6	8.7	5.4	5.4	5.5	5.6	5.2
3–4	2.6	2.9	3.8	1.6	1.5	1.1	2.0	1.6
5–10	1.8	2.0	2.4	1.2	1.1	1.3	0.9	1.0
11–20	0.8	0.7	1.7	0.6	0.3	0.2	0.4	0.3
21–50	0.4	0.1	1.5	0.2	0.3	0.2	0.2	0.4
51+	0.3	0.4	0.4	0.2	0.2	0.2	0.1	0.2
How many exhibitions or performances in the fine or applied arts have you presented in the last two years?								
None	84.5	85.8	86.6	82.1	81.8	80.1	86.2	81.4
1–2	5.4	4.9	5.2	5.7	6.4	7.6	5.2	5.8
3–4	3.2	2.3	2.7	4.5	4.5	5.1	3.7	4.3
5–10	3.8	3.6	3.9	4.2	3.6	3.4	2.4	4.4
11–20	1.5	1.4	0.9	1.8	1.9	2.0	1.9	1.9
21–50	0.9	1.1	0.2	1.1	1.0	1.0	0.4	1.3
51+	0.7	0.9	0.4	0.6	0.7	0.7	0.2	0.9

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	All Bacc Institutions	Universities		4-year Colleges				
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How many of your professional writings have been published or accepted for publication in the last two years?								
None	28.1	23.9	16.9	37.1	39.4	35.0	38.3	44.7
1–2	30.5	28.1	23.2	36.9	36.6	37.4	36.8	35.7
3–4	21.9	24.7	26.4	17.7	15.2	17.5	15.5	12.7
5–10	14.7	17.2	24.5	6.8	7.5	8.9	7.8	5.9
11–20	3.5	4.8	5.5	1.3	1.0	1.1	1.2	0.8
21–50	1.0	1.0	3.0	0.2	0.2	0.1	0.3	0.2
51+	0.2	0.2	0.5	0.0	0.1	0.1	0.1	0.0
Do you, "to a great extent":								
Feel that the training you received in graduate school prepared you well for your role as a faculty member	49.0	50.3	52.3	47.0	45.0	43.2	47.1	45.8
Achieve a healthy balance between your personal life and your professional life	32.1	31.3	32.3	33.5	32.2	31.8	34.2	31.7
Experience close alignment between your work and your personal values	62.7	61.5	64.4	61.6	65.1	60.8	67.9	68.3
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	28.2	30.3	25.7	28.9	24.8	23.4	25.3	26.0
Mentor new faculty	20.7	19.9	21.4	21.9	20.9	21.9	22.7	18.9
In your interactions with undergraduates, how "frequently" do you encourage them to:								
Ask questions in class	95.2	94.7	94.6	95.5	96.6	97.3	96.2	96.1
Support their opinions with a logical argument	82.4	81.5	81.7	83.7	83.8	85.5	83.2	82.2
Seek solutions to problems and explain them to others	71.9	69.8	72.1	74.2	74.2	74.1	75.3	73.6
Revise their papers to improve their writing	55.2	52.3	53.4	57.5	61.2	62.2	60.6	60.4
Evaluate the quality or reliability of information they receive	68.5	67.3	66.9	71.2	70.2	71.7	71.1	68.2
Take risks for potential gains	37.2	35.6	36.0	37.8	41.6	43.7	39.5	40.3
Seek alternative solutions to a problem	59.7	57.5	59.2	63.4	61.3	61.8	61.1	60.9
Look up scientific research articles and resources	53.8	53.3	58.9	54.7	49.0	50.5	49.3	47.2
Explore topics on their own, even though it was not required for a class	52.4	51.5	56.5	53.6	49.2	50.9	49.1	47.6
Accept mistakes as part of the learning process	73.9	71.5	72.9	77.2	76.9	76.6	77.2	77.2
Seek feedback on their academic work	73.4	71.3	71.8	75.9	77.3	78.1	77.2	76.5
Integrate skills and knowledge from different sources and experiences	76.0	75.0	72.9	79.4	77.8	76.5	80.0	78.2

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	All Bacc Institutions	Universities		4-year Colleges				
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Methods you use in "all" or "most" of the courses you teach:								
Multiple-choice exams	29.3	28.5	20.0	39.6	29.4	21.4	37.1	34.2
Essay exams	41.3	40.1	42.1	38.9	45.7	44.1	46.4	47.2
Short-answer exams	44.9	44.4	40.6	46.9	48.0	43.6	50.6	51.5
Quizzes	38.9	39.6	28.6	45.6	40.2	35.9	41.8	44.1
Weekly essay assignments	20.2	18.8	21.6	19.9	22.2	22.5	20.6	22.6
Student presentations	43.8	39.3	43.8	45.6	52.1	51.7	51.6	52.8
Term/research papers	43.3	39.8	51.1	41.0	46.1	47.9	45.8	44.3
Student evaluations of each others' work	21.0	19.9	15.9	24.6	24.7	25.4	21.7	25.6
Grading on a curve	17.3	19.9	21.8	12.9	11.4	11.2	13.2	10.7
Competency-based grading	47.6	45.1	47.9	50.8	49.6	51.0	49.9	48.0
Class discussions	82.2	80.7	82.5	82.1	85.7	85.1	86.2	86.1
Cooperative learning (small groups)	56.7	53.7	50.4	60.8	65.6	65.9	61.7	67.2
Experiential learning/Field studies	25.6	23.4	23.1	30.3	28.6	27.2	26.1	31.4
Teaching assistants	12.7	14.5	24.2	4.7	5.7	6.4	3.4	6.2
Recitals/Demonstrations	19.0	18.2	18.3	20.9	19.6	20.0	17.8	20.2
Group projects	32.0	30.4	25.5	36.1	37.6	36.5	37.2	39.0
Extensive lecturing	45.0	47.4	46.6	44.0	39.0	37.7	43.6	38.2
Multiple drafts of written work	23.9	21.7	22.3	25.7	28.6	31.4	26.7	26.5
Student-selected topics for course content	19.8	18.0	20.4	21.3	21.6	22.0	21.3	21.3
Reflective writing/journaling	17.6	15.8	13.2	20.6	23.1	21.3	23.2	24.9
Community service as part of coursework	5.9	5.3	3.5	7.3	8.1	6.2	9.2	9.6
Electronic quizzes with immediate feedback in class	7.4	7.4	5.4	10.3	6.6	4.9	7.2	8.3
Using real-life problems	55.4	54.5	46.8	62.9	58.3	55.4	63.5	58.7
Using student inquiry to drive learning	45.8	43.7	45.4	48.3	48.7	48.8	51.2	47.2
Personal goals noted as "essential" or "very important":								
Becoming an authority in my field	68.8	70.8	79.6	62.3	60.6	60.7	60.8	60.4
Influencing the political structure	22.9	22.2	22.8	25.7	21.8	21.4	23.9	21.2
Influencing social values	48.5	45.8	45.5	51.0	55.1	50.2	58.2	58.9
Raising a family	72.9	71.8	76.4	71.8	73.2	71.0	71.0	76.7
Becoming very well off financially	25.6	25.7	27.0	26.7	22.6	23.9	25.5	19.7
Helping others who are in difficulty	72.2	70.7	67.9	75.6	76.3	73.7	78.1	78.3
Adopting "green" practices to protect the environment	56.6	58.5	48.0	59.9	57.1	58.7	61.6	52.9
Developing a meaningful philosophy of life	82.2	81.7	77.1	84.1	86.4	83.7	87.6	88.7
Helping to promote racial understanding	72.2	72.4	67.5	72.9	75.4	74.2	76.1	76.2
Integrating spirituality into my life	46.4	39.8	42.4	52.9	59.1	46.2	63.1	70.8
Making a theoretical contribution to science	38.0	41.4	49.4	31.5	26.0	26.5	30.9	22.9
Participating in a community action program	28.0	25.7	24.1	33.7	31.4	28.6	34.0	33.1
Keeping up to date with political affairs	59.8	59.1	61.0	60.3	59.6	60.5	62.5	57.2
Becoming a community leader	18.8	17.2	13.4	23.9	22.7	20.0	24.7	24.7
Mentoring the next generation of scholars	77.7	77.5	85.0	74.2	74.9	73.8	75.5	75.8

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	All Bacc Institutions	Universities		4-year Colleges				
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Goals for undergraduates noted as "essential" or "very important"								
Develop ability to think critically	99.5	99.5	99.6	99.4	99.3	98.8	99.8	99.5
Prepare students for employment after college	78.3	76.4	71.7	86.3	81.0	77.3	83.1	83.9
Prepare students for graduate or advanced education	75.2	72.2	77.2	76.8	78.4	77.3	77.9	79.9
Develop moral character	68.8	64.8	64.2	71.9	79.1	72.5	84.4	83.5
Provide for students' emotional development	50.4	46.6	45.6	53.2	61.2	54.8	67.1	65.0
Teach students the classic works of Western civilization	27.9	24.8	29.9	27.6	33.5	30.4	35.3	36.0
Help students develop personal values	64.1	57.9	62.4	68.0	76.2	69.5	80.8	81.2
Enhance students' self-understanding	71.0	67.4	66.1	74.6	80.2	77.2	83.7	81.7
Instill in students a commitment to community service	44.5	39.4	37.8	52.0	55.1	46.8	61.1	61.0
Enhance students' knowledge of and appreciation for other racial/ethnic groups	70.1	67.7	64.8	73.8	76.9	75.4	77.3	78.3
Help master knowledge in a discipline	94.1	94.0	94.2	94.2	93.9	92.2	95.2	94.9
Develop creative capacities	79.4	78.2	82.3	78.8	79.7	79.5	80.5	79.5
Instill a basic appreciation of the liberal arts	66.7	61.6	64.5	68.2	78.9	78.5	78.3	79.7
Promote ability to write effectively	91.3	89.6	90.3	92.6	94.6	94.7	93.9	94.7
Help students evaluate the quality and reliability of information	95.7	95.6	95.8	95.8	95.7	95.5	95.2	96.0
Engage students in civil discourse around controversial issues	66.7	64.2	64.7	67.3	73.5	73.2	72.4	74.4
Teach students tolerance and respect for different beliefs	78.9	77.0	72.8	82.3	85.7	84.6	86.5	86.4
Encourage students to become agents of social change	52.1	48.4	47.2	56.0	61.3	57.8	65.0	63.0
During the present term, how many hours per week on average do you actually spend on:								
Scheduled teaching (give actual, not credit hours)								
None	5.8	6.7	8.4	2.7	4.3	5.8	3.4	3.2
1–4	15.8	19.6	23.5	7.0	8.5	9.9	8.0	7.3
5–8	34.6	40.6	44.0	20.4	26.2	30.2	27.1	21.4
9–12	28.6	22.1	16.5	44.8	39.0	36.2	41.0	41.1
13–16	9.2	5.7	4.6	16.2	14.8	12.1	13.8	18.2
17–20	3.7	3.4	2.0	5.1	4.8	3.4	4.7	6.3
21–34	1.7	1.5	0.9	2.8	2.0	2.1	1.8	2.0
35–44	0.2	0.2	0.1	0.6	0.2	0.1	0.0	0.2
45+	0.2	0.1	0.0	0.5	0.2	0.1	0.1	0.3
Preparing for teaching (including reading student papers and grading)								
None	4.9	5.6	7.2	2.3	3.8	5.2	2.9	2.9
1–4	11.5	13.9	13.5	7.6	8.1	8.2	7.8	8.2
5–8	24.4	25.1	30.5	20.8	20.9	20.3	23.6	20.2
9–12	22.4	22.6	20.4	24.4	21.5	19.7	24.6	21.9
13–16	13.9	12.2	12.8	15.9	16.5	16.1	16.4	17.0
17–20	12.1	11.5	8.3	14.6	14.8	15.5	14.2	14.4
21–34	8.0	6.9	5.5	11.0	10.1	10.8	7.1	10.9
35–44	1.8	1.2	1.7	2.2	3.2	3.1	2.2	3.9
45+	0.9	0.9	0.1	1.2	1.0	1.2	1.2	0.7

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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
During the present term, how many hours per week on average do you actually spend on:								
Advising and counseling of students								
None	4.4	5.1	2.8	4.0	4.4	5.0	4.7	3.5
1–4	56.7	59.0	58.2	52.6	54.4	54.4	53.8	54.8
5–8	27.1	25.3	26.0	29.6	29.8	30.6	29.2	29.2
9–12	7.8	6.9	8.8	9.1	7.5	6.6	8.2	8.2
13–16	2.2	1.8	3.2	2.6	2.1	1.6	2.5	2.5
17–20	1.1	1.2	0.8	1.4	0.8	0.7	1.0	0.9
21–34	0.6	0.6	0.2	0.6	0.8	1.0	0.6	0.7
35–44	0.1	0.0	0.0	0.1	0.1	0.1	0.0	0.1
45+	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Committee work and meetings								
None	7.6	8.7	7.9	5.2	7.0	8.1	5.6	6.5
1–4	58.0	56.1	60.6	56.6	61.3	59.9	58.5	64.3
5–8	23.7	23.7	23.1	26.0	22.3	22.1	25.2	21.0
9–12	6.8	7.2	5.7	7.8	5.8	6.3	6.8	4.8
13–16	2.2	2.4	1.5	2.6	2.0	2.0	2.4	1.6
17–20	1.3	1.5	0.8	1.5	1.1	1.1	0.7	1.2
21–34	0.3	0.3	0.4	0.2	0.4	0.4	0.6	0.3
35–44	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.2
45+	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1
Other administration								
None	30.6	32.5	28.4	31.2	27.4	29.3	26.9	25.7
1–4	39.7	36.4	43.0	41.4	42.0	43.0	39.8	42.2
5–8	13.8	14.0	14.2	12.1	14.9	13.9	15.5	15.7
9–12	6.6	6.9	6.2	6.4	6.6	6.4	7.2	6.5
13–16	3.4	3.4	3.7	2.9	3.4	3.2	4.4	3.3
17–20	2.7	2.8	2.3	2.9	2.8	2.3	3.2	3.1
21–34	2.3	3.0	1.6	1.9	1.7	1.1	2.0	2.3
35–44	0.7	0.7	0.3	0.8	0.7	0.5	0.6	1.0
45+	0.2	0.2	0.2	0.2	0.4	0.4	0.5	0.3
Research and scholarly writing								
None	13.1	12.2	7.3	15.3	18.4	16.0	18.0	21.3
1–4	30.3	25.4	16.3	42.3	42.9	40.6	41.3	46.3
5–8	19.2	19.7	16.2	20.6	19.5	21.2	20.3	17.1
9–12	12.9	13.6	17.3	11.1	8.7	9.3	9.5	7.8
13–16	6.9	7.9	10.3	4.7	3.5	3.7	4.0	3.0
17–20	6.0	7.2	9.8	2.7	2.9	3.7	3.0	2.0
21–34	6.3	7.5	12.5	1.9	2.1	2.4	2.3	1.5
35–44	3.4	4.1	6.5	0.8	1.1	1.9	1.1	0.4
45+	2.0	2.3	3.9	0.6	0.8	1.2	0.6	0.6

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
During the present term, how many hours per week on average do you actually spend on:								
Other creative products/performances								
None	59.0	59.8	62.9	54.8	57.5	58.6	56.5	56.8
1–4	25.2	23.3	22.9	28.6	28.1	27.1	29.2	28.6
5–8	8.5	9.2	7.5	9.0	7.5	7.3	7.2	8.0
9–12	3.8	4.1	3.6	3.9	3.2	2.7	3.9	3.4
13–16	1.4	1.5	1.5	1.2	1.1	1.1	0.9	1.2
17–20	1.2	1.2	0.6	1.4	1.4	2.0	1.2	0.9
21–34	0.5	0.5	0.3	0.6	0.5	0.5	0.6	0.5
35–44	0.1	0.1	0.2	0.2	0.2	0.2	0.0	0.2
45+	0.3	0.3	0.5	0.2	0.4	0.5	0.5	0.4
Consultation with clients/patients								
None	84.1	84.7	86.4	81.1	83.5	85.4	82.3	81.9
1–4	10.7	10.1	9.5	12.9	11.0	9.5	11.3	12.5
5–8	2.9	2.8	1.9	3.3	3.4	3.4	3.9	3.1
9–12	1.2	1.3	1.1	1.3	1.2	1.2	0.8	1.4
13–16	0.4	0.4	0.4	0.6	0.5	0.2	0.9	0.5
17–20	0.4	0.3	0.5	0.6	0.3	0.1	0.5	0.4
21–34	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2
35–44	0.1	0.1	0.2	0.0	0.0	0.0	0.1	0.0
45+	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
Community or public service								
None	46.6	49.9	55.1	36.2	41.5	47.9	38.6	36.0
1–4	43.7	41.0	37.8	51.3	47.7	43.2	49.8	51.4
5–8	7.1	6.7	4.7	9.2	8.3	6.8	8.6	9.7
9–12	1.7	1.5	1.6	2.1	1.8	1.3	2.0	2.1
13–16	0.5	0.5	0.4	0.7	0.4	0.3	0.3	0.4
17–20	0.3	0.3	0.2	0.4	0.3	0.2	0.4	0.3
21–34	0.1	0.0	0.2	0.1	0.1	0.1	0.0	0.1
35–44	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
45+	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.0
Outside consulting/freelance work								
None	72.5	73.3	69.2	71.0	75.3	76.5	77.7	72.8
1–4	21.2	21.1	22.7	21.9	19.1	18.1	17.2	21.1
5–8	4.4	4.1	5.4	5.0	3.7	3.4	3.2	4.3
9–12	1.1	0.9	1.5	1.3	1.1	1.1	0.8	1.2
13–16	0.4	0.3	0.7	0.3	0.2	0.3	0.3	0.1
17–20	0.2	0.2	0.2	0.3	0.3	0.2	0.6	0.3
21–34	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.2
35–44	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.0
45+	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.0

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
During the present term, how many hours per week on average do you actually spend on:								
Household/childcare duties								
None	9.2	9.3	10.6	8.7	8.1	7.3	8.7	8.7
1–4	17.9	18.0	16.5	18.8	18.2	18.2	17.5	18.6
5–8	25.2	25.6	23.2	26.2	25.3	25.1	25.2	25.5
9–12	16.1	16.5	15.3	16.1	16.1	16.3	16.0	16.0
13–16	8.7	8.5	10.0	7.8	9.1	8.7	10.1	8.9
17–20	8.6	8.6	9.0	8.7	8.2	8.8	7.0	8.2
21–34	5.9	5.5	6.3	6.0	6.5	6.9	6.2	6.2
35–44	4.1	4.0	5.2	3.8	3.5	3.4	3.5	3.6
45+	4.1	4.1	3.8	3.8	5.0	5.3	5.7	4.4
Commuting to campus								
None	7.5	7.4	5.4	6.0	11.5	14.1	6.3	11.3
1–4	58.6	62.7	51.5	60.3	54.4	51.1	53.7	58.3
5–8	24.2	22.3	29.4	23.2	24.5	25.5	28.9	21.1
9–12	7.7	6.0	11.4	8.3	7.5	7.2	9.6	6.9
13–16	1.5	1.2	1.8	1.6	1.6	1.6	1.0	1.9
17–20	0.3	0.2	0.5	0.3	0.3	0.3	0.4	0.3
21–34	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.1
35–44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45+	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.1
Other employment, outside of academia								
None	89.5	90.7	91.7	86.8	87.1	89.1	88.6	84.2
1–4	5.7	5.3	3.9	7.0	6.9	6.0	5.5	8.6
5–8	2.3	2.0	2.2	2.6	2.7	1.7	2.7	3.6
9–12	1.1	0.8	1.1	1.7	1.2	0.8	1.1	1.5
13–16	0.4	0.3	0.2	0.6	0.7	1.1	0.3	0.6
17–20	0.4	0.4	0.3	0.5	0.6	0.3	1.1	0.7
21–34	0.3	0.2	0.3	0.3	0.4	0.4	0.4	0.5
35–44	0.2	0.1	0.2	0.4	0.4	0.4	0.3	0.3
45+	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1
General activities								
Are you a member of a faculty union?	26.3	36.2	3.8	42.1	8.9	12.4	9.8	4.6
Are you a U.S. citizen?	92.0	91.2	91.1	93.4	93.5	92.5	94.0	94.3
Do you plan to retire within the next three years?	9.8	9.8	7.9	12.4	8.9	8.9	9.6	8.6
Do you use your scholarship to address local community needs?	37.4	37.2	29.0	46.0	36.8	32.4	37.1	41.5
Have you been sexually harassed at this institution?	4.7	4.7	4.1	5.3	4.8	5.3	4.7	4.2
Have you ever interrupted your professional career for more than one year for family reasons?	10.9	10.8	8.1	12.8	11.7	11.4	12.2	11.9
Have you ever received an award for outstanding teaching?	42.6	44.8	40.1	43.9	38.6	38.2	37.4	39.5
Is (or was) your spouse/partner an academic?	33.5	35.1	33.8	31.3	32.0	34.1	28.0	31.9
During the past two years, have you:								
Considered early retirement?	19.8	20.6	17.1	22.4	17.7	19.0	16.9	16.7
Considered leaving academe for another job?	31.5	31.7	27.3	34.5	31.9	33.4	28.5	32.1
Considered leaving this institution for another?	47.3	49.5	47.4	46.6	43.0	45.0	39.9	42.3
Changed academic institutions?	16.7	16.9	16.4	16.7	16.5	15.8	15.5	17.7
Engaged in paid consulting outside of your institution?	36.4	37.4	43.1	34.8	29.2	29.5	27.7	29.8
Engaged in public service/professional consulting without pay?	57.1	57.7	55.4	61.3	52.8	50.9	52.6	54.9
Received at least one firm job offer?	25.3	24.7	26.1	26.7	24.8	23.5	23.3	26.9
Requested/sought an early promotion?	7.9	8.2	8.0	8.4	6.3	6.3	6.1	6.5

2010–2011 HERI Faculty Survey
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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
If you were to begin your career again, would you:								
Still want to come to this institution?								
Definitely yes	36.3	31.5	46.5	34.4	39.7	38.6	39.8	40.8
Probably yes	33.8	35.9	30.6	32.1	33.5	32.3	34.8	34.1
Not sure	16.8	18.5	12.3	18.2	15.6	16.6	15.1	14.8
Probably no	8.0	8.2	6.4	10.0	7.0	6.9	6.2	7.6
Definitely no	5.2	5.9	4.1	5.4	4.2	5.6	4.1	2.8
Still want to be a college professor?								
Definitely yes	61.6	59.6	61.8	63.8	63.6	61.7	67.0	64.0
Probably yes	26.3	27.2	26.4	24.5	25.9	26.9	23.2	26.2
Not sure	8.9	10.0	8.7	8.2	7.3	7.7	7.5	6.9
Probably no	2.6	2.7	2.2	2.7	2.6	3.3	1.7	2.4
Definitely no	0.7	0.6	0.9	0.9	0.5	0.5	0.6	0.5
Attributes noted as being "very descriptive" of your institution								
It is easy for students to see faculty outside of regular office hours	53.5	43.5	48.5	59.8	75.1	74.0	74.2	76.8
The faculty are typically at odds with campus administration	19.5	21.4	15.3	21.4	17.1	20.2	14.3	15.3
Faculty here respect each other	48.2	44.9	54.1	44.8	53.8	50.7	54.5	56.8
Most students are treated like "numbers in a book"	4.9	6.6	4.0	4.2	2.3	3.4	1.4	1.7
Faculty are rewarded for being good teachers	16.5	13.8	13.8	18.2	23.7	25.7	23.4	21.6
There is respect for the expression of diverse values and beliefs	35.7	33.8	43.1	31.9	37.0	41.3	37.7	32.0
Faculty are rewarded for their efforts to use instructional technology	14.7	13.2	14.3	19.3	13.6	13.8	13.3	13.5
Administrators consider faculty concerns when making policy	14.6	11.5	15.6	15.7	19.6	20.1	17.3	20.4
The administration is open about its policies	16.7	14.4	13.7	20.6	20.8	18.3	20.0	23.8
Factors noted as a source of stress for you during the last two years								
Managing household responsibilities	74.7	74.4	72.7	75.1	77.3	78.4	76.5	76.5
Child care	55.7	55.0	58.7	51.7	58.3	62.6	57.0	54.8
Care of elderly parent	49.9	49.6	52.8	48.8	48.7	47.7	52.0	48.1
My physical health	54.0	54.0	54.5	54.0	53.7	55.1	53.1	52.5
Health of spouse/partner	44.3	46.2	40.9	45.3	42.0	41.0	43.7	42.2
Review/promotion process	57.8	59.8	54.3	59.0	55.3	56.3	54.1	54.9
Subtle discrimination (e.g., prejudice, racism, sexism)	28.3	28.8	27.3	29.1	27.1	29.3	24.5	26.1
Personal finances	65.7	65.5	58.5	70.1	68.7	68.4	66.8	69.9
Committee work	62.0	60.9	56.0	67.4	64.6	65.6	67.3	62.2
Faculty meetings	53.9	53.3	50.8	57.3	54.8	54.1	57.7	54.0
Colleagues	61.7	62.2	58.1	63.2	62.3	64.1	61.2	60.8
Students	60.6	60.3	53.1	64.5	64.8	66.0	61.6	65.2
Research or publishing demands	70.7	74.5	77.7	64.1	61.8	66.3	63.8	55.8
Institutional procedures and "red tape"	71.3	75.5	66.8	73.6	63.5	62.1	66.1	63.7
Teaching load	62.6	61.9	50.5	71.2	67.4	64.8	68.7	69.5
Children's problems	48.0	49.1	48.8	44.7	48.1	49.8	47.9	46.5
Friction with spouse/partner	33.2	32.8	33.0	34.5	33.1	34.5	33.9	31.4
Lack of personal time	82.2	81.5	83.1	82.4	82.8	83.5	81.9	82.4
Keeping up with information technology	52.1	51.1	47.6	57.5	53.0	50.3	56.1	54.3
Job security	39.2	41.1	30.0	43.6	39.4	41.6	35.0	39.3
Being part of a dual career couple	49.8	50.5	49.8	46.8	51.1	51.4	51.0	50.8
Working with underprepared students	75.3	78.1	58.1	83.5	77.1	74.1	79.3	79.3
Self-imposed high expectations	84.8	85.1	86.1	83.5	84.2	84.4	83.7	84.3
Change in work responsibilities	49.7	50.8	43.6	51.3	51.3	50.9	51.7	51.6
Institutional budget cuts	74.2	86.1	47.2	83.4	62.5	67.5	56.7	60.2

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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Aspects of your job with which you are "very satisfied" or "satisfied":								
Salary	48.6	47.0	58.4	44.0	47.6	49.9	52.8	42.4
Health benefits	71.4	72.3	75.7	73.3	62.7	62.4	69.5	59.6
Retirement benefits	68.5	67.1	76.2	69.9	62.7	61.8	65.2	62.4
Opportunity for scholarly pursuits	58.8	60.1	75.7	48.1	50.3	52.2	48.3	49.2
Teaching load	58.7	59.1	73.2	46.8	55.8	58.3	55.3	53.2
Quality of students	53.8	48.6	73.8	42.9	57.4	60.4	55.3	55.3
Office/lab space	70.3	69.8	72.2	68.8	71.0	70.5	74.4	70.0
Autonomy and independence	85.6	86.0	87.7	82.8	85.6	85.8	86.1	85.2
Professional relationships with other faculty	76.7	76.0	75.3	75.6	80.8	79.6	82.3	81.3
Social relationships with other faculty	65.6	63.8	60.4	68.2	71.9	71.0	74.7	71.5
Competency of colleagues	78.7	77.0	83.6	75.8	81.2	80.4	80.8	82.2
Job security	73.4	71.2	79.7	70.4	75.5	75.1	78.6	74.3
Departmental leadership	68.5	66.6	68.1	69.5	72.3	71.0	72.0	73.9
Course assignments	82.6	81.2	84.9	81.1	85.0	84.2	87.2	84.8
Freedom to determine course content	91.8	92.0	92.4	90.7	92.0	91.2	92.1	92.8
Availability of child care at this institution	26.5	25.1	26.8	34.9	21.7	22.9	23.0	19.5
Prospects for career advancement	54.2	52.2	61.6	50.2	56.1	55.3	59.6	55.3
Clerical/administrative support	57.8	55.2	56.2	62.6	60.5	59.1	64.9	59.7
Overall job satisfaction	74.7	73.2	77.2	73.4	77.1	75.9	80.7	76.6
Tuition remission for your children/dependents	66.2	56.1	80.8	55.6	79.6	76.0	83.4	81.4
Do you agree "strongly" or "somewhat"?								
Faculty are interested in students' personal problems	81.3	76.6	73.7	86.9	93.7	90.5	95.8	96.2
Racial and ethnic diversity should be more strongly reflected in the curriculum	53.3	49.4	50.2	56.1	62.4	60.3	63.7	64.0
Faculty feel that most students are well-prepared academically	39.7	31.4	66.7	28.3	44.7	46.0	45.6	42.8
This institution should hire more faculty of color	71.9	72.1	74.5	65.8	75.4	74.5	76.6	75.7
This institution should hire more women faculty	60.5	63.2	69.9	53.1	53.1	53.3	49.8	54.6
Student Affairs staff have the support and respect of faculty	76.2	74.2	81.0	76.4	76.3	73.3	78.0	78.5
Faculty are committed to the welfare of this institution	90.2	88.0	92.8	89.1	94.1	92.6	94.9	95.2
Faculty here are strongly interested in the academic problems of undergraduates	86.0	81.7	81.8	90.9	94.8	93.7	94.7	96.0
There is a lot of campus racial conflict here	9.3	10.0	6.2	8.5	11.4	11.0	11.0	12.0
My research is valued by faculty in my department	75.0	73.9	79.0	71.6	77.2	78.2	76.9	76.3
My teaching is valued by faculty in my department	88.2	86.5	86.3	89.6	92.4	92.1	93.3	92.3
Faculty of color are treated fairly here	90.2	89.2	91.5	91.1	90.6	90.6	90.6	90.6
Women faculty are treated fairly here	88.1	87.9	87.0	88.2	89.5	90.2	89.1	88.9
Gay and lesbian faculty are treated fairly here	86.5	88.1	86.7	89.2	79.7	89.8	76.5	70.0
Faculty are sufficiently involved in campus decision making	56.1	53.3	52.5	60.1	62.1	61.4	60.0	63.9
My values are congruent with the dominant institutional values	72.1	66.0	76.1	73.9	80.7	76.0	83.8	84.1
This institution takes responsibility for educating underprepared students	64.3	61.1	57.5	70.9	71.7	66.9	75.5	74.8
The criteria for advancement and promotion decisions are clear	71.0	71.1	68.0	72.8	72.0	70.9	75.5	71.4
Most of the students I teach lack the basic skills for college level work	36.7	38.5	17.3	52.1	35.7	34.6	37.2	36.0
There is adequate support for faculty development	63.5	60.4	68.5	62.6	66.6	64.1	69.1	68.0

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Issues you believe to be of "highest" or "high" priority at your institution:								
To promote the intellectual development of students	79.6	75.4	85.4	77.8	85.4	84.8	86.4	85.5
To develop a sense of community among students and faculty	53.3	46.4	47.9	54.9	72.6	66.6	76.6	76.9
To facilitate student involvement in community service	42.9	33.3	44.1	45.8	60.9	46.9	77.4	67.5
To help students learn how to bring about change in society	34.5	26.7	38.4	32.3	51.0	42.7	61.6	54.4
To increase or maintain institutional prestige	71.3	74.8	86.5	56.9	63.5	65.5	67.2	59.5
To hire faculty "stars"	37.2	43.4	65.7	16.0	17.1	15.8	17.3	18.5
To recruit more minority students	46.1	45.1	46.6	46.5	47.2	48.8	46.9	45.8
To enhance the institution's national image	74.6	82.1	89.6	55.1	62.7	68.2	62.3	57.1
To create a diverse multi-cultural campus environment	49.7	48.4	48.4	49.7	53.7	57.3	51.3	51.0
To promote gender equity among faculty	46.5	45.9	47.9	45.5	47.8	49.2	46.1	47.2
To provide resources for faculty to engage in community-based teaching or research	29.2	26.9	25.2	35.1	32.4	29.2	41.1	31.3
To create and sustain partnerships with surrounding communities	41.9	37.6	43.5	50.7	41.5	35.5	50.6	43.3
To pursue extramural funding	65.9	80.3	76.3	47.3	42.0	43.3	44.7	39.2
To increase the representation of minorities in the faculty and administration	39.0	39.3	41.3	37.3	37.9	40.9	36.0	35.7
To strengthen links with the for-profit, corporate sector	48.7	57.6	51.3	44.1	30.3	29.5	35.4	28.7
To develop leadership ability among students	51.4	43.7	58.1	49.3	64.4	59.1	69.5	67.5
To increase the representation of women in the faculty and administration	34.8	35.8	40.4	31.1	30.9	33.1	31.6	28.3
To develop an appreciation for multiculturalism	49.9	49.0	43.4	50.5	57.6	59.6	56.3	56.0
Do you agree "strongly" or "somewhat"?								
The chief benefit of a college education is that it increases one's earning power	55.2	56.6	48.2	61.5	52.0	51.2	57.4	50.2
Promoting diversity leads to the admission of too many underprepared students	24.4	24.3	22.5	27.6	23.0	21.0	25.4	24.0
Colleges should be actively involved in solving social problems	74.7	74.4	75.4	74.0	75.3	74.3	79.4	74.2
Colleges should encourage students to be involved in community service activities	87.0	84.3	86.3	89.8	91.2	88.3	93.6	93.0
A racially/ethnically diverse student body enhances the educational experience of all students	94.9	94.8	95.5	94.0	95.4	95.4	95.7	95.3
Realistically, an individual can do little to bring about changes in society	19.3	21.0	21.1	17.2	16.0	17.2	15.4	15.0
Colleges should be concerned with facilitating undergraduate students' spiritual development	31.9	21.3	34.7	28.7	57.2	37.5	72.7	70.5
Colleges have a responsibility to work with their surrounding communities to address local issues	87.7	86.3	88.1	89.0	89.3	86.7	91.6	90.9
Private funding sources often prevent researchers from being completely objective in the conduct of their work	57.6	60.5	53.9	59.3	52.8	54.4	53.6	50.7
Colleges should prohibit racist/sexist speech on campus	63.1	61.0	64.7	62.0	67.9	62.7	70.8	72.0
This institution should not offer remedial/developmental education	21.8	19.8	27.7	22.8	19.7	20.9	15.6	20.5

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Your base institutional salary								
9/10 month contract								
Less than $20,000	0.3	0.5	0.3	0.1	0.1	0.1	0.1	0.1
$20,000–$29,999	0.4	0.7	0.3	0.1	0.1	0.2	0.0	0.2
$30,000–$39,999	3.3	4.3	0.1	5.0	1.4	1.1	0.8	2.2
$40,000–$49,999	10.7	9.9	4.5	14.0	15.0	12.7	12.7	18.6
$50,000–$59,999	18.9	18.6	6.2	23.6	25.6	18.3	22.3	35.2
$60,000–$69,999	17.4	15.7	11.9	21.1	22.8	24.8	23.7	20.1
$70,000–$79,999	13.9	14.7	11.4	15.0	12.8	14.2	14.1	10.5
$80,000–$89,999	10.0	10.1	12.5	9.0	8.9	10.8	9.7	6.6
$90,000–$99,999	7.4	7.7	11.4	5.9	4.9	5.8	6.4	3.2
$100,000–$124,999	10.0	10.9	16.7	5.9	6.3	9.2	7.9	2.4
$125,000–$149,999	3.7	4.2	9.3	0.3	1.4	2.0	1.9	0.4
$150,000 or more	3.9	2.9	15.4	0.2	0.7	1.0	0.4	0.5
11/12 month contract								
Less than $20,000	0.4	0.5	0.7	0.5	0.1	0.1	0.1	0.1
$20,000–$29,999	0.7	1.4	0.2	0.5	0.3	0.3	0.1	0.5
$30,000–$39,999	2.5	3.9	0.2	4.7	1.5	1.0	0.6	2.6
$40,000–$49,999	10.3	10.2	3.6	13.4	15.2	13.0	15.7	17.7
$50,000–$59,999	16.7	17.7	7.6	17.0	24.1	20.4	20.2	30.5
$60,000–$69,999	18.0	14.5	18.1	22.0	20.7	21.4	24.4	18.3
$70,000–$79,999	10.9	8.7	10.5	14.3	12.4	13.0	11.5	12.1
$80,000–$89,999	9.0	8.1	10.8	7.1	9.6	10.4	8.8	8.9
$90,000–$99,999	8.2	8.8	10.5	8.4	4.9	4.9	6.5	4.3
$100,000–$124,999	11.9	12.0	17.3	8.7	8.3	11.5	9.3	3.9
$125,000–$149,999	6.0	7.3	10.4	2.7	1.7	2.5	1.5	0.7
$150,000 or more	5.3	6.9	9.9	0.6	1.1	1.5	1.5	0.4
Your base institutional salary reported above is based on:								
Less than 9 months	4.4	2.9	5.5	6.0	5.2	4.4	4.8	6.4
9/10 months	71.1	76.8	61.0	75.0	63.2	60.5	69.2	63.0
11/12 months	24.5	20.3	33.5	19.0	31.6	35.1	25.9	30.6
What percentage of your current year's income comes from:								
Base salary from this institution								
100%	45.2	48.8	39.3	43.4	44.3	45.8	44.7	42.5
75% to 99%	44.4	41.8	45.6	47.0	46.5	45.7	44.2	48.5
74% to 50%	8.2	7.2	12.6	7.7	7.0	6.5	7.2	7.4
25% to 49%	1.6	1.7	1.4	1.5	1.7	1.6	2.8	1.2
1% to 24%	0.4	0.3	0.9	0.4	0.3	0.3	0.6	0.2
0%	0.2	0.2	0.2	0.1	0.2	0.1	0.5	0.2
Other income from this institution								
100%	0.1	0.2	0.0	0.1	0.0	0.0	0.1	0.0
75% to 99%	0.1	0.1	0.1	0.2	0.0	0.0	0.0	0.0
74% to 50%	0.2	0.3	0.3	0.1	0.1	0.1	0.2	0.2
25% to 49%	4.2	5.4	4.9	2.9	2.1	2.0	2.4	2.0
1% to 24%	29.6	26.3	29.0	34.9	32.6	30.6	33.7	34.2
0%	65.8	67.8	65.7	61.9	65.2	67.3	63.6	63.6

2010–2011 HERI Faculty Survey
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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
What percentage of your current year's income comes from:								
Income from another academic institution								
100%	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
75% to 99%	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.0
74% to 50%	0.2	0.2	0.2	0.2	0.3	0.2	0.3	0.3
25% to 49%	0.7	0.7	0.8	0.8	0.7	0.8	0.6	0.6
1% to 24%	5.5	4.7	6.5	5.3	6.4	5.9	5.3	7.6
0%	93.5	94.3	92.4	93.6	92.6	93.1	93.9	91.5
Non-academic income								
100%	0.1	0.0	0.0	0.1	0.1	0.0	0.3	0.0
75% to 99%	0.5	0.5	0.9	0.3	0.3	0.2	0.6	0.2
74% to 50%	1.9	1.4	3.3	1.5	2.2	2.4	3.1	1.4
25% to 49%	4.8	4.1	6.3	5.3	4.7	4.7	4.6	4.9
1% to 24%	25.7	23.9	31.3	24.9	25.8	25.7	23.0	27.2
0%	67.0	70.2	58.2	67.9	67.0	67.1	68.4	66.2
Please enter the four-digit year that each of the following occurred.								
Year of birth								
1981 or later	2.5	2.6	1.8	2.8	2.5	2.4	2.2	2.6
1976–1980	9.7	10.2	8.5	9.5	9.9	9.9	9.4	10.3
1971–1975	10.9	10.7	11.3	9.9	11.9	13.1	11.1	11.0
1966–1970	14.0	14.7	13.7	11.7	14.9	16.3	12.6	14.5
1961–1965	12.5	11.9	12.4	13.0	13.4	12.6	12.7	14.7
1956–1960	14.0	13.7	12.6	15.8	14.1	13.8	13.1	15.1
1951–1955	16.1	16.3	16.8	16.6	14.8	14.4	15.4	14.8
1946–1950	12.8	13.1	11.7	14.0	11.8	10.9	14.1	11.4
1941–1945	5.5	5.4	7.0	4.8	5.0	5.1	6.4	4.1
1940 or earlier	2.1	1.5	4.2	1.9	1.8	1.6	2.9	1.5
Year of highest degree now held								
1973 or earlier	4.8	4.8	7.8	3.0	3.5	3.6	4.1	3.0
1974–1978	7.1	7.8	9.3	5.3	4.9	5.3	4.7	4.5
1979–1983	9.7	10.4	11.2	8.7	7.8	7.1	9.0	7.9
1984–1988	10.8	10.6	11.8	11.0	10.2	11.2	10.8	8.7
1989–1993	12.6	12.6	13.1	12.6	12.2	11.8	13.0	12.2
1994–1998	14.0	13.3	11.9	15.6	16.1	16.1	14.8	16.8
1999–2003	15.0	15.2	12.7	15.2	16.7	17.4	15.2	16.6
2004–2008	17.4	16.9	15.8	18.6	18.8	18.4	17.7	19.9
2009 or later	8.6	8.4	6.2	10.0	9.9	9.1	10.7	10.3
Year of appointment at present institution								
1973 or earlier	1.7	1.6	2.6	1.4	1.6	1.6	2.3	1.2
1974–1978	2.6	2.5	4.0	1.7	2.5	2.5	3.1	2.3
1979–1983	5.9	5.9	7.6	5.4	4.9	5.0	5.2	4.6
1984–1988	8.9	9.0	10.4	8.9	7.4	7.7	7.4	7.1
1989–1993	10.4	10.3	11.7	10.5	9.2	9.3	9.5	8.8
1994–1998	11.6	11.4	12.2	11.0	11.9	11.9	12.5	11.6
1999–2003	14.3	14.3	12.9	14.4	15.9	15.9	16.3	15.8
2004–2008	22.9	23.1	20.9	23.2	23.9	24.0	22.2	24.8
2009 or later	21.6	21.9	17.8	23.5	22.6	22.1	21.4	23.8

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Please enter the four-digit year that each of the following occurred.								
If tenured, year tenure was awarded								
1973 or earlier	1.4	1.0	3.6	0.8	0.9	0.7	1.5	0.7
1974–1978	2.4	2.2	4.7	1.1	1.8	1.6	2.3	1.7
1979–1983	5.1	5.4	7.6	3.3	3.6	4.0	3.1	3.4
1984–1988	9.7	10.6	11.0	7.6	8.0	8.1	8.6	7.3
1989–1993	13.9	15.2	13.5	13.4	11.3	12.0	11.6	10.3
1994–1998	18.0	17.0	22.4	18.1	15.8	16.6	15.4	15.1
1999–2003	16.2	16.7	14.1	16.2	17.4	17.5	16.9	17.5
2004–2008	20.3	20.4	13.8	23.2	24.3	23.4	24.5	25.1
2009 or later	12.9	11.4	9.4	16.3	17.0	16.0	15.9	18.9
Aggregated Major								
Agriculture or Forestry (General Area 1)	1.8	3.3	0.3	1.5	0.3	0.3	0.3	0.4
Biological Sciences (General Area 5)	6.9	7.4	6.2	6.5	6.9	5.9	6.9	8.0
Business (General Area 6)	4.6	3.8	3.5	6.6	5.6	3.8	8.8	6.0
Education (General Area 10 and Specific Discipline 2102)	7.5	6.1	3.7	12.0	9.6	7.4	9.0	12.4
Engineering (General Area 11)	4.8	6.0	8.0	2.4	1.3	1.8	1.6	0.7
English (General Area 12)	6.8	6.1	6.3	7.6	8.2	9.7	6.7	7.4
Health-related (General Area 15)	4.6	4.1	3.9	5.5	5.3	4.6	8.6	4.4
History or Political Science (Specific Discipline 3007, 3009)	7.5	7.1	11.8	4.6	7.1	8.9	5.4	5.9
Humanities (General Area 14, 24)	10.0	10.8	11.3	4.9	12.3	11.5	13.5	12.6
Fine Arts (General Area 2, 4, 22)	7.5	7.6	6.5	7.3	8.2	9.0	4.8	9.2
Mathematics or Statistics (General Area 18)	4.7	4.8	4.4	5.0	4.6	4.8	4.4	4.5
Physical Sciences (General Area 25)	7.2	6.9	8.5	7.5	6.1	7.0	5.7	5.3
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	14.7	15.0	15.6	14.6	13.4	15.0	13.4	11.7
Other Technical (General Area 8, 19, 28)	2.5	2.5	2.8	2.4	2.2	2.1	2.8	1.9
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	8.9	8.5	7.1	11.6	8.8	8.2	8.2	9.6
Aggregated Department								
Agriculture or Forestry (General Area 1)	1.7	3.4	0.1	1.1	0.2	0.3	0.0	0.2
Biological Sciences (General Area 5)	6.4	6.5	6.0	6.2	6.7	5.6	7.0	7.8
Business (General Area 6)	5.6	4.2	4.3	8.1	7.4	5.0	10.6	8.4
Education (General Area 10 and Specific Discipline 2102)	4.9	4.4	2.2	7.4	5.9	3.9	6.3	7.9
Engineering (General Area 11)	5.2	6.6	8.7	2.3	1.4	2.1	1.5	0.5
English (General Area 12)	7.0	6.1	6.5	8.3	8.6	9.6	6.8	8.5
Health-related (General Area 15)	5.3	4.3	5.1	7.3	5.9	5.2	9.6	4.7
History or Political Science (Specific Discipline 3007, 3009)	7.3	7.2	10.5	4.4	7.2	9.2	4.8	6.3
Humanities (General Area 14, 24)	9.9	10.5	12.0	4.3	12.0	11.5	12.7	12.3
Fine Arts (General Area 2, 4, 22)	7.7	7.9	7.0	7.5	8.2	8.9	4.5	9.5
Mathematics or Statistics (General Area 18)	4.7	4.4	4.0	5.6	4.9	5.2	4.4	4.7
Physical Sciences (General Area 25)	6.6	5.9	7.4	7.5	6.4	7.7	5.7	5.4
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	13.3	14.0	13.4	12.6	12.4	14.8	12.3	9.9
Other Technical (General Area 8, 19, 28)	2.8	2.7	2.9	3.4	2.3	2.1	3.0	2.1
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	11.6	11.9	9.7	13.9	10.4	8.8	10.7	11.9

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Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
How many children do you have in the following age ranges?								
Under 18 years old								
0	61.8	62.5	58.8	63.6	61.2	62.5	63.2	58.7
1	18.2	18.9	20.2	17.0	15.9	17.0	14.3	15.5
2	15.2	14.5	15.8	14.0	17.3	16.4	16.3	18.7
3	3.4	3.1	3.1	3.9	4.2	3.6	4.1	4.8
4+	1.4	1.1	2.1	1.5	1.5	0.5	2.2	2.2
18 years or older								
0	60.9	62.3	58.5	58.2	62.8	67.8	61.9	57.8
1	12.2	11.7	13.9	12.6	11.3	11.2	10.2	12.0
2	16.5	16.8	15.4	17.6	15.7	13.7	16.1	17.8
3	6.6	6.3	6.3	7.0	6.9	5.0	7.9	8.5
4+	3.8	2.8	5.9	4.6	3.2	2.3	3.8	3.9
How would you characterize your political views?								
Far left	12.4	13.3	16.2	8.8	10.2	14.0	7.8	7.4
Liberal	50.3	52.4	51.5	47.1	47.6	54.6	48.0	40.0
Middle of the road	25.4	24.7	22.3	28.7	26.7	22.6	30.7	29.1
Conservative	11.5	9.2	9.8	14.7	15.1	8.6	13.3	23.0
Far right	0.4	0.3	0.1	0.7	0.4	0.3	0.3	0.6
Are you currently: (Mark one)								
Single	11.4	10.4	11.2	12.1	13.3	13.6	16.2	11.4
Married	75.6	76.7	76.8	73.4	74.1	70.5	71.4	79.3
Unmarried, living with partner	5.8	5.9	6.5	5.0	5.5	8.2	4.4	3.2
Divorced	5.1	5.3	3.5	6.4	5.1	5.4	4.9	4.8
Widowed	1.2	1.1	0.9	1.6	1.1	1.1	2.0	0.6
Separated	1.0	0.6	1.2	1.6	0.9	1.2	1.1	0.6
Is English your native language?								
Yes	87.2	85.5	85.7	89.9	90.0	88.7	89.2	91.9
No	12.8	14.5	14.3	10.1	10.0	11.3	10.8	8.1
Race/Ethnicity—mark all that apply (total may add to more than 100%)								
American Indian/Alaska Native	1.8	2.3	0.9	2.1	1.4	1.4	0.7	1.7
Asian American/Asian	5.4	5.4	5.7	5.7	4.9	5.2	5.6	4.4
Native Hawaiian/Pacific Islander	0.3	0.4	0.1	0.2	0.3	0.3	0.2	0.3
African American/Black	3.8	3.5	4.7	3.3	4.3	4.6	2.3	4.9
Mexican American/Chicano	1.2	1.3	1.6	1.1	0.7	0.9	0.7	0.6
Puerto Rican	0.6	0.5	1.1	0.3	0.5	0.7	0.3	0.4
Other Latino	2.4	3.2	1.8	1.3	2.3	2.1	2.2	2.6
White/Caucasian	86.4	86.0	84.5	88.3	87.3	87.1	89.0	86.6
Other	3.6	4.3	3.4	2.7	3.0	2.7	2.3	3.6

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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
CIRP Construct: Student-Centered Pedagogy								
High Construct Score Group	22.6	20.7	18.3	24.9	28.9	29.3	26.4	29.9
Average Construct Score Group	42.2	39.9	41.4	45.3	45.3	44.5	45.4	46.2
Low Construct Score Group	35.1	39.4	40.2	29.8	25.7	26.2	28.2	23.9
Mean Score	48.56	47.84	47.25	49.61	50.42	50.19	49.89	50.95
CIRP Construct: Undergraduate Education Goal—Personal Development								
High Construct Score Group	24.3	21.1	20.1	27.1	32.7	25.3	36.1	39.0
Average Construct Score Group	36.1	34.3	36.1	36.7	39.8	39.6	41.9	38.9
Low Construct Score Group	39.6	44.6	43.8	36.2	27.5	35.1	22.0	22.1
Mean Score	47.80	46.72	46.87	48.64	50.32	48.69	51.49	51.48
CIRP Construct: Scholarly Productivity								
High Construct Score Group	38.1	45.3	57.7	21.7	19.6	23.2	20.7	15.1
Average Construct Score Group	41.4	37.7	32.2	51.1	49.1	49.5	50.5	48.0
Low Construct Score Group	20.4	17.0	10.1	27.3	31.3	27.2	28.8	36.9
Mean Score	52.32	53.59	56.60	49.08	48.57	49.49	48.91	47.41
CIRP Construct: Civic Minded Practice								
High Construct Score Group	25.0	23.0	19.1	32.2	27.7	25.0	27.2	31.0
Average Construct Score Group	39.7	39.7	38.7	41.4	39.3	36.3	42.1	41.1
Low Construct Score Group	35.3	37.3	42.2	26.4	32.9	38.7	30.7	27.9
Mean Score	49.54	49.16	48.02	51.33	50.02	49.05	50.20	50.98
CIRP Construct: Civic Minded Values								
High Construct Score Group	24.2	21.4	20.6	27.4	30.7	26.6	35.7	32.6
Average Construct Score Group	40.0	38.7	40.1	41.1	41.9	42.1	40.8	42.3
Low Construct Score Group	35.8	39.9	39.3	31.5	27.4	31.3	23.5	25.1
Mean Score	48.61	47.75	47.68	49.61	50.47	49.14	51.80	51.22
CIRP Construct: Job Satisfaction—Workplace								
High Construct Score Group	29.6	28.7	32.4	26.1	32.4	33.1	30.2	32.8
Average Construct Score Group	42.5	42.2	40.2	44.4	43.4	42.1	46.1	43.5
Low Construct Score Group	27.9	29.1	27.3	29.5	24.1	24.8	23.6	23.7
Mean Score	49.69	49.29	50.45	48.98	50.59	50.53	50.55	50.68
CIRP Construct: Job Satisfaction—Compensation								
High Construct Score Group	32.0	30.7	47.0	24.1	28.4	29.9	28.2	26.8
Average Construct Score Group	44.3	45.7	38.6	47.0	43.9	41.5	46.6	45.1
Low Construct Score Group	23.7	23.6	14.4	28.9	27.7	28.6	25.3	28.1
Mean Score	51.35	51.17	54.67	49.64	50.35	50.59	50.67	49.94
CIRP Construct: Career Related Stress								
High Construct Score Group	31.5	32.5	28.5	34.3	29.1	30.9	28.3	27.6
Average Construct Score Group	45.7	45.1	46.5	45.0	47.4	46.7	48.0	47.8
Low Construct Score Group	22.8	22.4	25.0	20.7	23.5	22.4	23.7	24.6
Mean Score	51.08	51.15	50.52	51.70	50.82	51.09	50.78	50.56
CIRP Construct: Institutional Priority—Commitment to Diversity								
High Construct Score Group	28.6	28.6	28.8	26.6	30.2	32.8	28.9	28.1
Average Construct Score Group	36.6	35.3	35.2	39.5	37.8	37.6	37.9	38.0
Low Construct Score Group	34.9	36.1	36.0	33.9	32.0	29.6	33.2	33.9
Mean Score	49.62	49.61	49.31	49.46	50.09	50.67	49.89	49.56

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
CIRP Construct: Institutional Priority—Civic Engagement								
High Construct Score Group	25.3	22.4	22.7	31.5	27.8	23.9	36.4	27.5
Average Construct Score Group	46.3	46.4	46.1	45.2	47.5	47.7	46.5	47.8
Low Construct Score Group	28.4	31.2	31.2	23.3	24.7	28.4	17.1	24.7
Mean Score	48.87	48.02	48.34	50.29	49.87	48.73	52.03	49.99
CIRP Construct: Institutional Priority—Increase Prestige								
High Construct Score Group	37.9	44.1	59.6	16.8	24.1	26.9	24.0	21.2
Average Construct Score Group	36.3	36.6	30.4	38.9	38.5	38.3	41.4	37.1
Low Construct Score Group	25.8	19.2	10.0	44.3	37.4	34.7	34.7	41.7
Mean Score	51.71	53.10	56.56	46.95	48.71	49.38	48.94	47.87
CIRP Construct: Social Agency								
High Construct Score Group	23.6	22.1	18.9	28.5	26.3	23.4	28.7	28.1
Average Construct Score Group	44.7	44.7	41.7	44.3	47.8	49.0	48.2	46.3
Low Construct Score Group	31.8	33.2	39.5	27.2	26.0	27.6	23.1	25.6
Mean Score	49.01	48.62	47.72	50.11	50.05	49.26	50.82	50.49

Note: CIRP Constructs have been scaled to a mean of 50 with a standard deviation of 10. "Low" represents faculty who scored one-half standard deviation or more below the mean (less than 45). "Average" represents faculty who scored within one-half standard deviation of the mean (45 to 55). "High" represents faculty who scored one-half standard deviation or more above the mean (higher than 55).

Full-Time Undergraduate Faculty, by Rank

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Full-time Undergraduate Faculty—All Respondents	23,824	7,725	7,271	6,015	912	1,096	805
What is your principal activity in your current position at this institution?							
Administration	6.7	12.2	5.7	1.7	5.5	6.3	5.9
Teaching	76.9	68.9	79.1	80.9	88.4	86.6	66.4
Research	15.1	18.1	14.4	16.6	4.2	2.7	24.5
Services to clients and patients	0.5	0.4	0.3	0.3	0.5	2.6	0.8
Other	0.7	0.4	0.5	0.5	1.5	1.9	2.4
Are you considered a full-time employee of your institution for at least nine months of the current academic year?							
Yes	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No	0.0	0.0	0.0	0.0	0.0	0.0	0.0
What is your present academic rank?							
Professor	32.5	100.0	0.0	0.0	0.0	0.0	0.0
Associate professor	25.4	0.0	100.0	0.0	0.0	0.0	0.0
Assistant professor	26.9	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	7.8	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	7.3	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	54.5	94.6	85.3	7.0	2.3	1.3	1.8
On tenure track, but not tenured	22.5	0.9	7.9	74.3	0.4	3.2	0.8
Not on tenure track, but institution has tenure system	20.1	2.5	3.9	15.7	95.7	88.1	90.5
Institution has no tenure system	2.9	2.1	2.9	3.0	1.6	7.5	6.9
Are you currently serving in an administrative position as:							
Department chair	9.9	19.1	12.2	2.3	1.4	1.1	6.5
Dean (associate or assistant)	2.0	4.1	1.7	0.7	0.8	1.4	0.9
President	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-president	0.1	0.2	0.0	0.0	0.2	0.1	0.0
Provost	0.1	0.2	0.0	0.0	0.0	0.0	0.0
Other	14.9	15.9	19.1	8.8	18.1	12.8	16.5
Not applicable	65.0	54.8	58.7	75.1	74.7	80.0	69.8
Highest degree earned							
Bachelor's (B.A., B.S., etc.)	1.0	0.4	0.3	0.4	2.9	6.6	1.2
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	17.0	5.7	9.6	15.7	37.1	71.4	23.3
LL.B., J.D.	0.8	0.6	0.8	0.6	1.8	1.4	1.1
M.D., D.D.S. (or equivalent)	0.5	0.4	0.3	0.4	0.7	0.7	1.7
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.5	0.7	0.5	0.4	0.0	0.3	0.8
Ed.D.	2.4	1.9	3.1	2.5	2.8	0.9	2.7
Ph.D.	76.3	89.1	84.1	78.7	53.9	16.3	66.3
Other degree	1.3	1.1	1.3	1.3	0.8	2.2	2.9
None	0.1	0.1	0.0	0.0	0.1	0.4	0.1

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Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Degree currently working on							
Bachelor's (B.A., B.S., etc.)	0.1	0.0	0.1	0.0	0.0	0.4	0.0
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	1.1	0.1	0.7	0.5	2.2	7.3	1.3
LL.B., J.D.	0.0	0.0	0.0	0.1	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.1	0.0	0.0	0.0	0.2	0.0	0.8
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.2	0.0	0.1	0.2	1.1	0.3	0.0
Ed.D.	0.6	0.0	0.2	0.6	2.0	3.2	0.7
Ph.D.	3.7	0.4	1.5	4.1	7.7	20.5	3.2
Other degree	0.9	0.3	0.3	1.1	0.5	4.6	0.7
None	93.4	99.1	97.1	93.4	86.2	63.7	93.3
Noted as being personally "essential" or "very important":							
Research	78.5	86.0	79.3	81.2	56.9	53.4	81.1
Teaching	97.0	96.3	96.8	97.1	98.6	99.0	97.0
Service	62.7	64.2	61.0	57.9	65.1	73.6	67.5
During the past two years, have you engaged in any of the following activities?							
Taught an honors course	21.5	26.7	23.4	16.5	17.0	14.9	21.6
Taught an interdisciplinary course	46.9	53.3	48.0	42.7	47.1	32.8	43.4
Taught an ethnic studies course	11.2	9.4	13.2	12.6	11.1	8.6	9.7
Taught a women's studies course	7.2	6.5	9.7	7.2	5.3	4.9	5.3
Taught a service learning course	18.0	16.8	19.6	16.8	22.3	18.5	16.4
Taught an exclusively web-based course at this institution	14.0	10.7	16.3	13.9	20.2	15.0	13.5
Participated in a teaching enhancement workshop	58.5	46.9	60.7	66.6	65.3	65.6	58.1
Advised student groups involved in service/volunteer work	43.6	40.2	47.7	42.4	48.0	45.0	42.9
Collaborated with the local community in research/teaching	42.5	40.1	46.0	41.8	40.6	38.7	50.8
Conducted research or writing focused on international/global issues	31.8	36.8	33.8	31.2	22.0	18.1	28.2
Conducted research or writing focused on racial or ethnic minorities	23.1	22.0	25.7	25.5	17.1	17.2	21.9
Conducted research or writing focused on women and gender issues	20.6	19.3	23.9	23.0	14.5	14.3	18.0
Engaged undergraduates on <u>your</u> research project	51.3	56.6	55.4	55.7	30.4	25.2	44.8
Worked with undergraduates on a research project	66.1	71.9	70.0	66.7	54.2	43.5	57.9
Engaged in academic research that spans multiple disciplines	65.5	74.1	69.1	65.3	47.1	36.0	63.7
Taught a seminar for first-year students	26.5	27.4	27.7	24.1	27.1	25.9	27.5
Taught a capstone course	35.8	40.8	42.6	31.2	23.8	14.7	41.4
Taught in a learning community (e.g., FIG, linked courses)	8.2	6.8	8.9	6.7	10.9	9.4	15.3
Supervised an undergraduate thesis	37.6	44.7	41.9	38.9	20.5	10.6	29.8
Published op-ed pieces or editorials	15.2	18.9	15.7	12.8	11.2	11.2	12.9
Received funding for your work from foundations	21.2	26.0	20.9	20.4	14.9	8.4	24.2
Received funding for your work from state or federal government	29.7	38.9	30.7	26.7	14.4	11.4	32.1
Received funding for your work from business or industry	10.8	15.8	10.7	6.8	6.3	5.7	15.3
How many courses are you teaching this term?							
Mean	2.5	2.2	2.5	2.7	3.0	3.1	2.3
Median	2.0	2.0	2.0	3.0	3.0	3.0	2.0
Mode	2	2	2	2	3	3	2
Teach at least one course this term at another institution	3.1	2.2	2.7	2.8	6.3	7.2	1.7

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Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Type of course taught this term "at this institution"							
General education course							
Teach at least one course	25.5	22.8	23.9	27.7	35.0	32.0	17.3
Mean student enrollment	47.9	54.6	45.1	45.2	56.4	32.4	48.6
Have teaching/lab assistant or reader/grader assigned	24.8	28.2	24.7	22.1	29.7	15.2	29.6
Course required for an undergraduate major							
Teach at least one course	69.8	63.2	71.4	76.1	69.3	69.5	72.1
Mean student enrollment	35.7	36.6	33.6	32.1	49.0	35.0	40.7
Have teaching/lab assistant or reader/grader assigned	24.3	28.7	23.4	20.9	26.0	17.0	30.0
Other undergraduate course							
Teach at least one course	30.8	31.7	31.3	30.7	35.6	25.5	23.7
Mean student enrollment	25.8	27.2	24.9	25.7	27.0	21.3	24.7
Have teaching/lab assistant or reader/grader assigned	17.2	23.5	17.7	12.5	14.9	8.4	11.7
Developmental/remedial course (not for credit)							
Teach at least one course	0.7	0.2	0.3	0.5	1.1	4.3	0.5
Mean student enrollment	28.1	20.6	75.4	21.7	38.2	17.9	27.7
Have teaching/lab assistant or reader/grader assigned	17.8	16.6	23.8	31.2	26.3	6.6	35.1
Non-credit course (other than above)							
Teach at least one course	1.0	1.3	0.8	0.7	0.9	1.5	1.9
Mean student enrollment	26.5	32.9	20.2	26.1	29.1	18.8	21.1
Have teaching/lab assistant or reader/grader assigned	7.2	3.2	20.9	5.4	14.3	3.7	0.0
Graduate course							
Teach at least one course	22.7	28.6	24.1	22.0	8.1	6.4	26.6
Mean student enrollment	14.2	13.3	14.2	13.4	18.5	14.7	19.9
Have teaching/lab assistant or reader/grader assigned	7.7	9.6	3.7	7.9	18.2	1.9	8.1
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Do you teach remedial/developmental skills in any of the following areas?							
Reading	6.1	4.6	5.5	6.7	9.1	8.8	6.3
Writing	14.0	12.6	12.2	15.0	19.7	16.9	13.4
Mathematics	5.1	3.9	3.8	6.1	5.5	10.5	5.9
ESL	1.1	0.5	0.6	1.4	2.2	3.5	0.6
General academic skills	11.6	9.6	10.7	14.3	13.0	12.8	11.3
Other subject areas	6.7	4.6	6.1	7.4	7.8	12.1	9.6

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Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Have you engaged in any of the following professional development opportunities at your institution?							
Paid workshops outside the institution focused on teaching							
Yes	22.9	21.7	26.7	20.5	21.3	25.9	22.7
No	69.4	73.4	66.3	71.9	63.4	58.7	69.1
Not eligible	1.8	0.3	0.5	1.1	6.8	9.4	2.4
Not available	5.9	4.5	6.6	6.4	8.4	5.9	5.7
Paid sabbatical leave							
Yes	34.1	63.7	43.2	9.9	1.4	1.0	25.9
No	46.2	32.4	48.0	59.8	45.0	47.4	52.0
Not eligible	16.7	2.3	5.9	27.1	48.2	44.7	19.7
Not available	3.0	1.6	2.9	3.2	5.4	7.0	2.4
Travel funds paid by the institution							
Yes	75.7	81.6	84.4	77.1	47.8	48.5	69.3
No	20.1	16.6	14.0	19.6	36.8	36.4	25.0
Not eligible	2.6	0.6	0.4	1.9	11.2	11.7	2.8
Not available	1.7	1.1	1.2	1.4	4.1	3.3	2.8
Internal grants for research							
Yes	48.5	59.5	57.4	46.7	16.8	9.8	47.7
No	46.0	38.3	39.9	49.3	64.5	68.0	47.3
Not eligible	3.7	0.9	0.8	2.3	16.2	19.0	3.0
Not available	1.8	1.3	1.9	1.8	2.6	3.2	1.9
Training for administrative leadership							
Yes	12.9	21.4	14.3	4.7	8.4	8.5	9.1
No	75.7	72.7	75.7	82.9	66.1	70.2	78.5
Not eligible	5.1	1.4	1.5	5.9	18.6	16.6	6.1
Not available	6.3	4.5	8.5	6.4	7.0	4.8	6.4
Received incentives to develop new courses							
Yes	22.4	25.1	25.6	18.6	22.8	15.9	17.6
No	69.2	70.6	67.0	72.2	62.6	65.0	70.7
Not eligible	2.3	0.5	0.3	1.6	9.6	11.5	3.3
Not available	6.2	3.8	7.1	7.6	5.0	7.6	8.4
Received incentives to integrate new technology into your classroom							
Yes	18.0	19.5	20.8	14.5	18.3	18.3	13.3
No	74.4	76.2	72.6	77.5	69.0	66.0	76.3
Not eligible	1.8	0.6	0.4	1.0	6.7	8.3	3.4
Not available	5.8	3.7	6.2	7.0	6.0	7.4	7.1

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Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
How many of the following have you published?							
Articles in academic or professional journals							
None	18.3	6.6	10.1	20.2	44.7	59.0	24.3
1–2	17.8	7.9	16.1	27.2	24.8	26.6	16.4
3–4	12.9	7.8	15.2	18.8	15.3	4.9	10.7
5–10	17.3	14.7	24.1	19.5	9.7	6.7	15.8
11–20	13.3	17.2	18.3	10.6	3.3	2.2	10.1
21–50	12.1	23.7	13.0	3.2	1.5	0.4	13.0
51+	8.3	22.2	3.3	0.4	0.7	0.2	9.7
Chapters in edited volumes							
None	45.8	25.7	40.9	57.4	68.1	83.4	48.5
1–2	24.9	20.1	28.1	30.2	27.6	13.7	24.3
3–4	12.4	16.6	16.5	9.0	2.6	2.3	13.1
5–10	10.5	20.9	11.4	3.0	1.3	0.5	8.6
11–20	4.0	10.2	2.6	0.4	0.2	0.0	3.6
21–50	1.8	5.3	0.5	0.0	0.2	0.0	1.7
51+	0.4	1.3	0.1	0.0	0.0	0.0	0.2
Books, manuals, or monographs							
None	62.2	39.7	60.5	77.9	79.1	87.4	67.6
1–2	23.8	26.7	30.9	19.4	18.7	10.4	21.8
3–4	7.7	17.2	6.1	2.1	1.7	0.7	5.3
5–10	4.8	12.6	2.0	0.4	0.4	1.3	3.8
11–20	1.2	3.2	0.5	0.1	0.1	0.1	0.6
21–50	0.2	0.5	0.1	0.0	0.0	0.0	0.9
51+	0.0	0.1	0.0	0.0	0.0	0.1	0.0
Other, such as patents or computer software products							
None	86.8	82.4	87.5	90.3	86.9	93.9	82.5
1–2	7.4	8.3	7.9	6.2	7.4	4.5	8.8
3–4	2.6	4.1	2.0	1.5	3.7	0.5	2.7
5–10	1.8	3.0	1.2	0.9	0.5	0.9	4.0
11–20	0.8	1.3	1.0	0.2	0.4	0.0	0.8
21–50	0.4	0.5	0.2	0.8	0.2	0.2	0.2
51+	0.3	0.3	0.3	0.1	0.9	0.0	1.0
How many exhibitions or performances in the fine or applied arts have you presented in the last two years?							
None	84.5	86.1	85.9	85.3	81.1	76.8	79.8
1–2	5.4	4.0	5.0	4.7	10.5	10.3	5.3
3–4	3.2	2.9	2.9	2.9	2.7	6.2	4.9
5–10	3.8	3.8	3.0	4.3	2.7	3.6	5.8
11–20	1.5	1.3	1.5	1.6	1.5	1.1	1.8
21–50	0.9	1.2	0.9	0.7	0.5	0.8	1.2
51+	0.7	0.6	0.7	0.5	1.0	1.3	1.1

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
How many of your professional writings have been published or accepted for publication in the last two years?							
None	28.1	16.4	23.7	26.6	55.6	67.8	32.7
1–2	30.5	27.1	34.3	33.3	33.0	24.5	24.5
3–4	21.9	24.9	24.1	25.7	6.3	6.0	18.8
5–10	14.7	22.9	13.9	12.3	4.3	0.9	15.1
11–20	3.5	5.7	3.4	1.9	0.7	0.6	6.9
21–50	1.0	2.4	0.5	0.2	0.0	0.1	2.1
51+	0.2	0.5	0.1	0.0	0.0	0.1	0.0
Do you, "to a great extent":							
Feel that the training you received in graduate school prepared you well for your role as a faculty member	49.0	55.3	46.9	48.7	36.8	40.3	52.0
Achieve a healthy balance between your personal life and your professional life	32.1	38.4	30.8	25.4	34.2	34.2	27.7
Experience close alignment between your work and your personal values	62.7	68.0	60.4	59.9	60.1	63.1	59.5
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	28.2	20.7	29.7	29.1	39.4	36.2	33.7
Mentor new faculty	20.7	33.4	24.4	8.8	8.2	10.1	19.1
In your interactions with undergraduates, how "frequently" do you encourage them to:							
Ask questions in class	95.2	93.9	95.1	95.3	98.3	97.2	95.5
Support their opinions with a logical argument	82.4	78.6	82.0	84.6	84.8	86.5	86.7
Seek solutions to problems and explain them to others	71.9	69.1	70.7	70.7	75.6	81.7	80.0
Revise their papers to improve their writing	55.2	54.8	56.1	54.0	55.2	60.1	52.4
Evaluate the quality or reliability of information they receive	68.5	66.0	68.0	69.7	72.2	70.7	71.7
Take risks for potential gains	37.2	34.9	36.7	35.1	45.8	43.8	42.8
Seek alternative solutions to a problem	59.7	57.7	59.5	57.3	67.4	65.9	64.2
Look up scientific research articles and resources	53.8	57.0	53.4	51.2	54.3	50.0	53.1
Explore topics on their own, even though it was not required for a class	52.4	51.6	51.6	50.1	61.1	54.1	57.0
Accept mistakes as part of the learning process	73.9	71.5	73.4	73.3	80.5	81.9	73.0
Seek feedback on their academic work	73.4	70.8	74.1	73.0	78.3	77.3	74.8
Integrate skills and knowledge from different sources and experiences	76.0	73.7	76.4	75.3	80.8	80.2	78.7

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Methods you use in "all" or "most" of the courses you teach:							
Multiple-choice exams	29.3	24.0	28.2	31.3	36.3	41.2	29.4
Essay exams	41.3	46.4	43.4	40.1	33.1	31.4	32.8
Short-answer exams	44.9	43.0	46.8	45.8	47.1	47.8	36.1
Quizzes	38.9	33.9	38.0	38.8	48.8	53.9	38.3
Weekly essay assignments	20.2	18.8	20.5	19.5	24.2	22.8	20.5
Student presentations	43.8	41.5	44.0	45.0	43.2	48.6	44.1
Term/research papers	43.3	42.6	45.3	45.6	37.8	41.3	37.2
Student evaluations of each others' work	21.0	17.0	19.7	21.5	26.8	32.4	23.8
Grading on a curve	17.3	22.9	14.7	14.8	16.9	10.0	18.7
Competency-based grading	47.6	48.0	47.6	44.8	48.6	56.1	46.3
Class discussions	82.2	77.1	82.6	86.8	81.9	86.1	83.3
Cooperative learning (small groups)	56.7	45.8	56.5	61.8	65.5	76.2	58.6
Experiential learning/Field studies	25.6	21.6	26.6	27.1	27.9	30.4	28.0
Teaching assistants	12.7	14.1	11.2	12.1	18.3	9.6	10.1
Recitals/Demonstrations	19.0	17.0	18.8	17.0	24.8	27.6	22.1
Group projects	32.0	26.9	30.3	33.9	41.2	42.0	34.3
Extensive lecturing	45.0	49.4	42.7	44.7	43.6	38.9	41.9
Multiple drafts of written work	23.9	22.8	24.2	23.5	26.5	30.3	19.2
Student-selected topics for course content	19.8	18.9	19.3	19.2	20.4	26.2	20.2
Reflective writing/journaling	17.6	13.8	16.9	19.0	18.9	28.8	20.4
Community service as part of coursework	5.9	4.6	6.4	6.2	6.8	8.4	5.5
Electronic quizzes with immediate feedback in class	7.4	5.0	7.4	8.4	9.9	13.2	6.2
Using real-life problems	55.4	49.8	56.8	56.3	59.0	66.4	58.2
Using student inquiry to drive learning	45.8	39.3	44.9	48.5	52.4	58.4	48.7
Personal goals noted as "essential" or "very important":							
Becoming an authority in my field	68.8	75.7	64.9	68.9	52.7	60.8	78.6
Influencing the political structure	22.9	22.9	20.9	24.0	20.8	25.7	26.1
Influencing social values	48.5	44.0	47.5	49.7	50.5	60.8	53.9
Raising a family	72.9	75.6	71.5	71.7	71.9	71.8	72.5
Becoming very well off financially	25.6	25.6	24.8	25.7	21.5	29.0	29.3
Helping others who are in difficulty	72.2	68.3	72.1	72.5	73.9	84.2	75.9
Adopting "green" practices to protect the environment	56.6	55.0	55.8	54.8	63.3	63.5	59.4
Developing a meaningful philosophy of life	82.2	80.5	83.1	80.9	86.2	86.3	83.7
Helping to promote racial understanding	72.2	71.7	71.1	71.0	76.2	78.5	72.0
Integrating spirituality into my life	46.4	41.8	47.3	44.4	49.5	65.6	49.8
Making a theoretical contribution to science	38.0	42.1	35.1	42.2	21.5	26.3	45.9
Participating in a community action program	28.0	21.7	26.6	30.9	33.2	42.1	31.0
Keeping up to date with political affairs	59.8	62.9	60.4	57.0	55.7	61.6	55.9
Becoming a community leader	18.8	14.6	17.6	20.9	19.5	28.2	25.2
Mentoring the next generation of scholars	77.7	79.9	74.7	78.9	73.6	75.7	81.6

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Goals for undergraduates noted as "essential" or "very important"							
Develop ability to think critically	99.5	99.3	99.4	99.5	99.9	99.7	99.6
Prepare students for employment after college	78.3	71.3	78.0	81.7	81.2	88.6	85.7
Prepare students for graduate or advanced education	75.2	74.0	73.7	76.8	72.4	80.6	77.7
Develop moral character	68.8	63.5	67.3	67.8	77.3	84.3	77.9
Provide for students' emotional development	50.4	44.9	47.0	50.0	60.9	71.4	58.1
Teach students the classic works of Western civilization	27.9	31.0	26.8	24.7	26.3	31.0	27.9
Help students develop personal values	64.1	60.2	62.9	63.1	70.8	78.4	69.1
Enhance students' self-understanding	71.0	64.8	70.7	72.1	75.6	85.3	76.7
Instill in students a commitment to community service	44.5	38.9	43.5	45.3	45.8	64.2	50.0
Enhance students' knowledge of and appreciation for other racial/ethnic groups	70.1	66.5	69.6	70.5	74.7	80.6	71.0
Help master knowledge in a discipline	94.1	95.5	94.1	92.7	91.9	93.3	95.7
Develop creative capacities	79.4	80.7	76.7	76.9	82.7	82.5	86.5
Instill a basic appreciation of the liberal arts	66.7	69.6	67.1	64.2	63.3	66.6	64.7
Promote ability to write effectively	91.3	91.9	91.8	91.3	87.8	91.6	89.8
Help students evaluate the quality and reliability of information	95.7	95.8	95.1	96.1	96.8	95.4	94.6
Engage students in civil discourse around controversial issues	66.7	64.4	66.4	69.9	66.1	69.6	62.6
Teach students tolerance and respect for different beliefs	78.9	75.6	79.1	78.7	83.5	87.7	80.1
Encourage students to become agents of social change	52.1	45.8	52.0	55.3	54.0	65.2	53.4
During the present term, how many hours per week on average do you actually spend on:							
Scheduled teaching (give actual, not credit hours)							
None	5.8	8.2	6.2	3.6	2.9	3.7	7.4
1–4	15.8	19.6	14.7	12.0	14.6	13.2	21.8
5–8	34.6	37.8	34.7	37.2	24.9	20.9	34.6
9–12	28.6	23.6	30.0	31.1	36.1	36.3	19.7
13–16	9.2	6.6	8.8	10.2	14.3	14.2	8.8
17–20	3.7	2.8	2.8	4.2	5.8	7.5	3.8
21–34	1.7	1.1	2.3	1.4	1.3	3.3	3.2
35–44	0.2	0.1	0.2	0.2	0.1	0.7	0.6
45+	0.2	0.2	0.3	0.1	0.0	0.2	0.2
Preparing for teaching (including reading student papers and grading)							
None	4.9	7.4	5.4	3.1	1.9	2.8	4.3
1–4	11.5	13.9	11.4	8.9	4.5	14.7	16.2
5–8	24.4	27.0	23.5	23.7	24.6	19.4	23.4
9–12	22.4	22.4	23.5	22.1	22.0	22.0	19.4
13–16	13.9	13.4	14.5	14.1	13.8	12.0	14.7
17–20	12.1	9.4	12.4	13.3	16.5	14.7	11.5
21–34	8.0	4.7	7.0	11.2	12.9	9.9	8.0
35–44	1.8	1.3	1.2	2.4	2.1	3.9	2.1
45+	0.9	0.4	1.1	1.1	1.6	0.6	0.5

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
During the present term, how many hours per week on average do you actually spend on:							
Advising and counseling of students							
None	4.4	3.1	4.0	4.1	8.3	7.3	5.3
1–4	56.7	55.4	55.6	60.2	53.3	59.5	54.3
5–8	27.1	28.7	28.5	26.5	24.4	21.6	24.5
9–12	7.8	8.8	8.3	6.5	7.0	5.2	10.1
13–16	2.2	2.8	2.0	1.9	2.2	2.1	2.2
17–20	1.1	1.0	1.0	0.4	3.4	1.8	1.8
21–34	0.6	0.2	0.4	0.3	1.2	2.4	1.6
35–44	0.1	0.0	0.1	0.1	0.1	0.1	0.1
45+	0.0	0.1	0.0	0.0	0.1	0.1	0.1
Committee work and meetings							
None	7.6	3.4	4.4	7.3	22.2	22.3	8.1
1–4	58.0	51.4	54.1	67.8	61.9	61.2	56.6
5–8	23.7	29.9	28.5	18.8	9.7	12.0	24.8
9–12	6.8	9.4	8.0	4.3	5.3	2.9	5.7
13–16	2.2	3.2	3.0	1.1	0.5	0.6	2.2
17–20	1.3	1.9	1.5	0.4	0.4	0.9	2.5
21–34	0.3	0.6	0.3	0.2	0.0	0.1	0.0
35–44	0.1	0.1	0.1	0.1	0.0	0.0	0.0
45+	0.0	0.1	0.1	0.0	0.0	0.0	0.0
Other administration							
None	30.6	23.3	25.4	37.4	39.6	46.9	29.3
1–4	39.7	35.8	41.3	45.8	38.5	31.0	38.5
5–8	13.8	17.3	15.5	9.1	11.5	10.1	17.0
9–12	6.6	8.2	8.3	4.1	4.7	5.4	5.9
13–16	3.4	5.5	3.3	1.5	2.5	1.8	3.9
17–20	2.7	4.3	3.1	1.0	1.2	2.1	2.9
21–34	2.3	4.5	1.9	0.5	1.5	1.7	2.1
35–44	0.7	0.9	0.8	0.4	0.6	0.6	0.2
45+	0.2	0.3	0.3	0.1	0.1	0.4	0.2
Research and scholarly writing							
None	13.1	7.2	10.0	9.7	34.1	38.4	14.7
1–4	30.3	26.8	33.3	28.3	37.6	38.4	26.6
5–8	19.2	20.5	21.1	20.8	11.2	10.5	17.1
9–12	12.9	14.4	12.9	15.9	5.7	4.6	10.9
13–16	6.9	9.0	6.7	7.4	2.6	1.8	5.7
17–20	6.0	7.6	6.2	5.3	2.7	2.2	8.9
21–34	6.3	8.1	4.4	7.9	4.4	2.2	5.7
35–44	3.4	4.2	3.1	2.8	1.3	1.0	7.9
45+	2.0	2.2	2.4	1.9	0.5	0.8	2.5

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
During the present term, how many hours per week on average do you actually spend on:							
Other creative products/performances							
None	59.0	61.0	62.7	60.9	48.1	47.0	52.3
1–4	25.2	23.7	22.9	25.0	29.9	33.7	26.7
5–8	8.5	8.7	8.3	7.4	9.6	9.9	10.7
9–12	3.8	3.1	3.1	3.0	9.4	4.2	6.4
13–16	1.4	1.4	1.2	1.8	1.4	1.1	0.4
17–20	1.2	1.0	0.9	1.2	0.3	3.9	1.1
21–34	0.5	0.5	0.6	0.5	0.3	0.1	1.3
35–44	0.1	0.2	0.1	0.1	0.1	0.1	0.3
45+	0.3	0.4	0.2	0.3	0.7	0.1	0.8
Consultation with clients/patients							
None	84.1	85.8	85.4	85.0	83.4	72.1	80.8
1–4	10.7	9.6	10.4	10.2	11.5	16.1	13.0
5–8	2.9	2.7	2.4	2.7	1.7	6.3	3.6
9–12	1.2	1.0	1.0	1.2	1.8	2.0	1.8
13–16	0.4	0.3	0.3	0.3	0.4	1.8	0.2
17–20	0.4	0.3	0.4	0.2	0.5	1.5	0.2
21–34	0.1	0.1	0.1	0.2	0.3	0.2	0.4
35–44	0.1	0.1	0.0	0.1	0.1	0.0	0.1
45+	0.1	0.0	0.0	0.1	0.3	0.1	0.0
Community or public service							
None	46.6	44.8	42.9	53.4	48.0	41.6	45.4
1–4	43.7	44.9	46.9	38.7	41.3	47.0	44.6
5–8	7.1	7.4	7.7	5.9	7.2	8.4	7.2
9–12	1.7	1.9	1.4	1.2	2.5	1.9	1.9
13–16	0.5	0.6	0.5	0.4	0.5	0.4	0.5
17–20	0.3	0.2	0.3	0.2	0.6	0.5	0.3
21–34	0.1	0.1	0.1	0.1	0.0	0.0	0.0
35–44	0.0	0.1	0.0	0.0	0.0	0.1	0.0
45+	0.0	0.0	0.1	0.0	0.0	0.1	0.1
Outside consulting/freelance work							
None	72.5	67.8	73.1	77.8	73.4	70.4	73.0
1–4	21.2	25.2	20.5	17.2	21.4	21.9	18.9
5–8	4.4	5.0	4.4	3.4	4.0	4.6	5.8
9–12	1.1	1.2	1.0	1.0	0.9	1.9	1.6
13–16	0.4	0.3	0.7	0.3	0.3	0.2	0.2
17–20	0.2	0.3	0.2	0.2	0.1	0.7	0.2
21–34	0.1	0.1	0.0	0.1	0.0	0.1	0.0
35–44	0.1	0.1	0.0	0.1	0.0	0.0	0.0
45+	0.0	0.0	0.1	0.0	0.0	0.1	0.2

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
During the present term, how many hours per week on average do you actually spend on:							
Household/childcare duties							
None	9.2	10.1	8.3	7.4	10.9	11.1	11.2
1–4	17.9	17.3	17.9	19.5	13.7	18.2	19.4
5–8	25.2	29.9	21.6	24.3	22.4	23.5	25.7
9–12	16.1	18.1	17.8	12.8	15.5	16.6	13.6
13–16	8.7	8.6	8.9	8.4	11.3	7.0	8.9
17–20	8.6	7.8	10.3	8.7	10.7	6.2	6.1
21–34	5.9	4.6	6.4	7.5	4.5	5.4	6.0
35–44	4.1	2.0	4.0	5.4	7.4	5.4	4.0
45+	4.1	1.6	4.7	6.0	3.6	6.6	5.1
Commuting to campus							
None	7.5	7.4	7.0	7.9	6.8	9.7	7.4
1–4	58.6	60.9	58.3	59.9	54.6	54.5	52.3
5–8	24.2	24.2	24.1	22.5	27.0	22.2	30.6
9–12	7.7	6.3	8.5	7.5	10.4	10.1	7.1
13–16	1.5	0.7	1.6	1.7	0.9	3.4	1.9
17–20	0.3	0.2	0.3	0.4	0.3	0.1	0.3
21–34	0.1	0.0	0.2	0.1	0.0	0.0	0.0
35–44	0.0	0.1	0.0	0.0	0.0	0.0	0.0
45+	0.1	0.0	0.0	0.1	0.1	0.0	0.3
Other employment, outside of academia							
None	89.5	91.3	90.6	90.7	83.9	79.9	88.0
1–4	5.7	5.7	5.2	4.8	7.8	8.5	5.7
5–8	2.3	1.5	2.2	2.1	3.2	4.8	3.2
9–12	1.1	0.5	0.9	1.2	2.2	2.2	1.3
13–16	0.4	0.3	0.4	0.4	0.6	0.9	0.2
17–20	0.4	0.2	0.2	0.4	1.1	1.5	0.4
21–34	0.3	0.1	0.2	0.2	0.3	0.9	0.7
35–44	0.2	0.2	0.1	0.1	0.7	0.8	0.1
45+	0.1	0.0	0.1	0.1	0.2	0.5	0.4
General activities							
Are you a member of a faculty union?	26.3	22.2	28.2	26.7	23.3	12.6	59.7
Are you a U.S. citizen?	92.0	96.2	94.0	86.7	91.9	91.6	85.3
Do you plan to retire within the next three years?	9.8	18.2	8.5	3.1	7.9	5.9	6.4
Do you use your scholarship to address local community needs?	37.4	38.8	38.8	33.9	37.9	35.8	40.8
Have you been sexually harassed at this institution?	4.7	5.6	5.6	3.1	4.8	2.6	5.2
Have you ever interrupted your professional career for more than one year for family reasons?	10.9	5.7	10.7	12.8	18.1	19.0	11.6
Have you ever received an award for outstanding teaching?	42.6	54.0	42.4	33.7	39.3	28.9	42.5
Is (or was) your spouse/partner an academic?	33.5	38.7	35.0	28.6	29.6	28.1	32.6
During the past two years, have you:							
Considered early retirement?	19.8	31.0	22.5	8.1	16.7	10.4	15.6
Considered leaving academe for another job?	31.5	22.0	32.5	34.2	47.4	40.6	34.6
Considered leaving this institution for another?	47.3	45.0	50.8	48.6	47.1	39.3	49.7
Changed academic institutions?	16.7	8.2	9.7	28.1	22.4	23.2	25.7
Engaged in paid consulting outside of your institution?	36.4	46.1	35.6	27.5	38.6	29.3	32.5
Engaged in public service/professional consulting without pay?	57.1	64.1	58.4	50.5	52.3	50.3	57.2
Received at least one firm job offer?	25.3	18.4	18.0	34.0	32.7	36.6	31.9
Requested/sought an early promotion?	7.9	7.1	10.5	6.6	8.3	6.9	7.4

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	36.3	36.5	30.5	39.4	35.8	48.5	31.3
Probably yes	33.8	34.0	35.0	32.7	37.3	29.8	32.1
Not sure	16.8	15.9	18.7	16.4	15.2	13.8	20.6
Probably no	8.0	9.1	9.1	6.4	6.1	5.3	10.2
Definitely no	5.2	4.5	6.7	5.0	5.6	2.6	5.8
Still want to be a college professor?							
Definitely yes	61.6	67.6	60.6	59.8	50.0	59.0	59.7
Probably yes	26.3	21.8	27.9	28.0	32.8	26.6	26.9
Not sure	8.9	7.8	8.5	8.6	13.1	10.4	10.6
Probably no	2.6	2.5	2.4	2.8	3.2	2.8	1.7
Definitely no	0.7	0.3	0.7	0.8	1.0	1.2	1.1
Attributes noted as being "very descriptive" of your institution							
It is easy for students to see faculty outside of regular office hours	53.5	55.9	52.8	56.9	38.6	56.4	44.0
The faculty are typically at odds with campus administration	19.5	17.9	23.4	19.1	15.9	17.5	20.7
Faculty here respect each other	48.2	47.6	44.9	55.1	44.6	50.1	37.9
Most students are treated like "numbers in a book"	4.9	3.4	5.0	4.2	8.7	5.7	9.7
Faculty are rewarded for being good teachers	16.5	16.5	15.0	20.2	13.5	16.4	10.7
There is respect for the expression of diverse values and beliefs	35.7	37.1	31.6	39.1	34.6	37.6	29.4
Faculty are rewarded for their efforts to use instructional technology	14.7	13.8	15.2	15.2	13.2	17.3	13.4
Administrators consider faculty concerns when making policy	14.6	15.6	12.4	15.1	13.2	19.7	11.8
The administration is open about its policies	16.7	15.7	14.8	18.8	15.2	23.6	14.2
Factors noted as a source of stress for you during the last two years							
Managing household responsibilities	74.7	65.5	76.3	81.4	80.3	78.5	76.4
Child care	55.7	41.9	59.8	68.5	62.4	55.2	54.7
Care of elderly parent	49.9	53.7	52.5	43.1	48.1	47.5	47.9
My physical health	54.0	54.8	54.1	51.7	54.2	58.2	54.7
Health of spouse/partner	44.3	45.6	45.0	43.8	42.1	42.3	40.2
Review/promotion process	57.8	29.1	65.0	79.0	63.4	50.7	68.1
Subtle discrimination (e.g., prejudice, racism, sexism)	28.3	23.1	32.2	30.5	29.2	24.1	33.2
Personal finances	65.7	52.7	65.8	75.5	73.5	79.5	64.6
Committee work	62.0	66.5	72.7	55.0	36.8	47.4	64.5
Faculty meetings	53.9	57.9	62.3	48.1	37.4	38.0	59.6
Colleagues	61.7	67.6	67.7	55.5	50.0	46.9	64.5
Students	60.6	55.0	60.8	67.1	62.8	62.3	56.2
Research or publishing demands	70.7	61.3	76.6	83.7	54.8	49.2	74.2
Institutional procedures and "red tape"	71.3	74.8	73.3	68.7	67.9	59.8	71.7
Teaching load	62.6	53.6	65.7	69.7	68.2	59.5	63.7
Children's problems	48.0	49.5	50.0	44.5	52.0	46.1	40.8
Friction with spouse/partner	33.2	27.9	33.4	38.2	37.1	37.4	30.2
Lack of personal time	82.2	78.1	83.3	86.7	82.1	78.4	84.5
Keeping up with information technology	52.1	58.8	54.3	43.1	49.9	52.7	48.1
Job security	39.2	12.2	30.0	59.2	73.7	70.2	50.8
Being part of a dual career couple	49.8	39.9	52.0	59.0	51.9	52.5	50.6
Working with underprepared students	75.3	70.2	75.9	79.5	79.1	77.8	74.1
Self-imposed high expectations	84.8	81.6	85.4	88.5	85.5	82.3	85.4
Change in work responsibilities	49.7	42.7	50.8	51.6	56.0	52.7	63.5
Institutional budget cuts	74.2	75.2	76.0	69.1	74.0	74.3	84.2

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	48.6	60.6	44.7	45.9	37.3	30.4	49.4
Health benefits	71.4	73.3	67.7	70.8	73.6	64.8	83.8
Retirement benefits	68.5	70.4	63.8	71.9	66.6	63.2	71.1
Opportunity for scholarly pursuits	58.8	69.2	53.3	54.7	47.0	55.1	61.6
Teaching load	58.7	64.8	55.4	54.5	57.4	60.8	57.0
Quality of students	53.8	57.6	51.0	51.2	51.3	58.5	53.7
Office/lab space	70.3	75.3	68.9	67.2	65.7	69.6	69.2
Autonomy and independence	85.6	88.1	84.9	84.7	85.0	85.5	79.6
Professional relationships with other faculty	76.7	77.4	73.6	80.2	71.8	80.6	71.9
Social relationships with other faculty	65.6	64.3	64.6	67.8	63.8	70.3	63.3
Competency of colleagues	78.7	80.8	74.9	80.1	79.6	80.7	74.3
Job security	73.4	92.2	82.6	61.6	38.2	45.6	64.0
Departmental leadership	68.5	69.3	63.6	70.5	71.4	74.2	65.3
Course assignments	82.6	86.5	81.7	80.6	81.7	80.9	77.0
Freedom to determine course content	91.8	95.3	92.8	91.2	85.2	85.1	87.8
Availability of child care at this institution	26.5	34.4	23.2	22.3	14.4	29.6	44.2
Prospects for career advancement	54.2	64.7	51.9	58.9	25.8	34.8	50.8
Clerical/administrative support	57.8	54.5	50.6	62.7	71.5	69.8	52.5
Overall job satisfaction	74.7	79.6	70.0	74.5	72.0	76.1	70.0
Tuition remission for your children/dependents	66.2	69.6	61.1	62.4	71.0	66.7	77.5
Do you agree "strongly" or "somewhat"?							
Faculty are interested in students' personal problems	81.3	81.3	81.6	83.6	75.7	85.2	72.6
Racial and ethnic diversity should be more strongly reflected in the curriculum	53.3	47.3	55.0	56.6	51.6	63.2	54.3
Faculty feel that most students are well-prepared academically	39.7	41.8	35.6	38.9	41.1	46.3	39.5
This institution should hire more faculty of color	71.9	74.2	75.3	71.6	62.5	63.1	70.0
This institution should hire more women faculty	60.5	63.1	61.9	60.1	54.0	52.2	61.0
Student Affairs staff have the support and respect of faculty	76.2	72.7	72.5	80.3	79.9	84.9	78.1
Faculty are committed to the welfare of this institution	90.2	89.8	90.1	92.1	87.7	93.3	84.1
Faculty here are strongly interested in the academic problems of undergraduates	86.0	85.7	85.5	89.4	81.9	88.1	76.4
There is a lot of campus racial conflict here	9.3	6.6	9.9	11.1	9.2	10.3	12.5
My research is valued by faculty in my department	75.0	79.1	72.6	80.0	58.3	64.5	74.1
My teaching is valued by faculty in my department	88.2	88.7	86.8	90.0	85.5	90.0	84.9
Faculty of color are treated fairly here	90.2	91.8	85.4	90.9	94.0	96.8	86.3
Women faculty are treated fairly here	88.1	89.8	83.9	88.1	89.8	94.8	85.9
Gay and lesbian faculty are treated fairly here	86.5	87.4	82.7	86.4	93.0	88.3	87.0
Faculty are sufficiently involved in campus decision making	56.1	53.2	50.0	61.6	62.1	64.1	57.2
My values are congruent with the dominant institutional values	72.1	71.9	67.8	76.4	68.4	81.7	65.6
This institution takes responsibility for educating underprepared students	64.3	64.0	63.9	63.9	63.7	75.4	58.0
The criteria for advancement and promotion decisions are clear	71.0	80.1	67.3	66.9	62.4	65.7	74.1
Most of the students I teach lack the basic skills for college level work	36.7	29.2	36.3	43.2	42.2	45.3	32.8
There is adequate support for faculty development	63.5	62.9	57.7	66.8	62.5	73.0	66.2

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Issues you believe to be of "highest" or "high" priority at your institution:							
To promote the intellectual development of students	79.6	80.3	77.4	80.2	77.2	86.1	77.1
To develop a sense of community among students and faculty	53.3	51.0	51.4	55.5	50.6	69.6	47.2
To facilitate student involvement in community service	42.9	41.1	41.9	45.8	40.6	53.8	34.7
To help students learn how to bring about change in society	34.5	31.4	32.5	39.5	31.4	44.8	29.8
To increase or maintain institutional prestige	71.3	72.7	69.9	69.9	69.7	76.2	72.8
To hire faculty "stars"	37.2	40.4	34.4	33.5	43.3	37.7	39.2
To recruit more minority students	46.1	51.9	44.1	41.9	45.1	45.3	43.3
To enhance the institution's national image	74.6	76.4	72.6	72.6	73.8	75.4	80.9
To create a diverse multi-cultural campus environment	49.7	52.3	45.7	47.4	51.9	56.6	51.1
To promote gender equity among faculty	46.5	54.7	40.9	43.7	42.0	49.0	41.8
To provide resources for faculty to engage in community-based teaching or research	29.2	23.7	26.1	33.9	33.8	41.8	30.6
To create and sustain partnerships with surrounding communities	41.9	36.9	38.8	46.7	45.5	53.5	43.0
To pursue extramural funding	65.9	71.3	62.1	62.0	68.9	61.2	72.6
To increase the representation of minorities in the faculty and administration	39.0	44.3	35.6	36.2	36.0	40.5	39.5
To strengthen links with the for-profit, corporate sector	48.7	47.8	47.1	43.9	57.2	56.5	60.6
To develop leadership ability among students	51.4	50.3	46.6	52.2	53.8	68.3	49.6
To increase the representation of women in the faculty and administration	34.8	41.8	30.8	31.6	28.3	37.1	33.3
To develop an appreciation for multiculturalism	49.9	51.4	46.2	49.9	51.2	58.3	45.4
Do you agree "strongly" or "somewhat"?							
The chief benefit of a college education is that it increases one's earning power	55.2	51.6	53.1	56.7	54.5	69.4	60.2
Promoting diversity leads to the admission of too many underprepared students	24.4	24.4	22.1	24.2	25.1	28.7	27.9
Colleges should be actively involved in solving social problems	74.7	72.0	75.2	77.4	73.5	78.3	72.0
Colleges should encourage students to be involved in community service activities	87.0	83.2	85.9	90.2	90.0	94.3	85.8
A racially/ethnically diverse student body enhances the educational experience of all students	94.9	94.5	95.0	96.1	93.8	94.6	92.9
Realistically, an individual can do little to bring about changes in society	19.3	20.6	18.9	18.2	18.0	19.3	20.7
Colleges should be concerned with facilitating undergraduate students' spiritual development	31.9	30.1	33.0	32.0	27.6	40.2	32.9
Colleges have a responsibility to work with their surrounding communities to address local issues	87.7	85.1	87.2	89.8	88.9	92.9	86.2
Private funding sources often prevent researchers from being completely objective in the conduct of their work	57.6	55.8	57.1	55.5	67.1	61.6	61.7
Colleges should prohibit racist/sexist speech on campus	63.1	59.0	58.6	68.0	66.4	71.1	69.3
This institution should not offer remedial/developmental education	21.8	26.4	21.8	18.1	20.2	17.9	20.7

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Your base institutional salary							
9/10 month contract							
Less than $20,000	0.3	0.2	0.0	0.0	0.9	2.2	0.5
$20,000–$29,999	0.4	0.1	0.0	0.0	1.6	4.1	0.3
$30,000–$39,999	3.3	0.1	0.2	0.9	9.2	38.5	0.9
$40,000–$49,999	10.7	1.0	3.3	15.0	44.8	34.5	10.4
$50,000–$59,999	18.9	3.2	18.7	38.3	18.6	15.0	21.8
$60,000–$69,999	17.4	8.9	27.4	22.3	10.8	3.5	20.4
$70,000–$79,999	13.9	12.4	22.1	12.7	7.0	0.4	15.2
$80,000–$89,999	10.0	14.5	13.6	4.7	4.6	1.4	10.5
$90,000–$99,999	7.4	14.3	6.5	3.2	2.0	0.3	7.0
$100,000–$124,999	10.0	23.6	6.5	2.1	0.2	0.1	8.4
$125,000–$149,999	3.7	10.6	0.8	0.4	0.1	0.0	1.4
$150,000 or more	3.9	11.0	0.7	0.3	0.1	0.0	3.1
11/12 month contract							
Less than $20,000	0.4	0.9	0.0	0.0	2.0	0.0	0.3
$20,000–$29,999	0.7	0.1	0.1	0.1	4.4	2.7	0.4
$30,000–$39,999	2.5	0.1	0.1	0.6	10.3	15.7	0.5
$40,000–$49,999	10.3	0.3	2.9	11.8	27.3	32.5	21.6
$50,000–$59,999	16.7	1.3	12.7	32.7	19.8	20.5	29.3
$60,000–$69,999	18.0	6.4	20.3	32.3	13.4	14.9	17.0
$70,000–$79,999	10.9	8.4	16.8	9.3	12.8	8.1	7.9
$80,000–$89,999	9.0	10.2	14.9	6.0	6.3	3.6	4.7
$90,000–$99,999	8.2	10.8	15.1	3.9	2.7	0.9	6.7
$100,000–$124,999	11.9	29.3	10.1	2.7	0.7	1.0	6.5
$125,000–$149,999	6.0	16.7	4.2	0.2	0.4	0.0	2.8
$150,000 or more	5.3	15.5	2.7	0.4	0.0	0.0	2.3
Your base institutional salary reported above is based on:							
Less than 9 months	4.4	4.1	3.7	4.6	6.1	5.7	3.9
9/10 months	71.1	72.7	72.9	71.8	66.4	61.8	68.9
11/12 months	24.5	23.2	23.4	23.6	27.5	32.5	27.2
What percentage of your current year's income comes from:							
Base salary from this institution							
100%	45.2	37.5	45.1	52.3	42.8	51.6	51.4
75% to 99%	44.4	51.6	46.4	39.2	38.0	34.7	39.6
74% to 50%	8.2	9.4	7.1	6.5	13.7	9.5	6.0
25% to 49%	1.6	1.1	1.0	1.6	3.5	3.4	1.6
1% to 24%	0.4	0.2	0.3	0.2	1.5	0.8	1.1
0%	0.2	0.1	0.1	0.1	0.5	0.1	0.2
Other income from this institution							
100%	0.1	0.1	0.1	0.0	0.4	0.0	0.0
75% to 99%	0.1	0.0	0.0	0.0	0.1	0.2	0.7
74% to 50%	0.2	0.2	0.1	0.0	1.2	0.5	0.0
25% to 49%	4.2	4.2	3.9	3.9	7.3	3.1	3.7
1% to 24%	29.6	32.2	32.8	28.1	24.7	23.6	22.6
0%	65.8	63.3	62.9	68.0	66.4	72.6	73.1

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Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
What percentage of your current year's income comes from:							
Income from another academic institution							
100%	0.0	0.0	0.0	0.0	0.1	0.0	0.0
75% to 99%	0.1	0.0	0.0	0.2	0.0	0.0	0.0
74% to 50%	0.2	0.0	0.0	0.5	0.7	0.3	0.0
25% to 49%	0.7	0.5	0.6	1.1	0.7	0.9	0.8
1% to 24%	5.5	5.6	5.3	5.6	5.7	6.3	3.7
0%	93.5	93.8	94.1	92.6	92.8	92.5	95.5
Non-academic income							
100%	0.1	0.1	0.0	0.0	0.0	0.1	0.3
75% to 99%	0.5	0.3	0.3	0.2	1.5	1.5	0.9
74% to 50%	1.9	1.6	1.3	2.1	3.7	3.0	1.7
25% to 49%	4.8	5.9	3.9	4.3	5.3	6.6	2.8
1% to 24%	25.7	33.9	25.4	18.8	22.7	18.0	26.8
0%	67.0	58.2	69.1	74.6	66.7	70.8	67.6
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1981 or later	2.5	0.0	0.0	5.4	2.6	10.0	3.9
1976–1980	9.7	0.0	1.8	25.8	14.4	13.9	12.4
1971–1975	10.9	0.9	11.4	21.3	13.4	11.7	11.7
1966–1970	14.0	5.5	19.7	17.6	14.1	16.6	15.5
1961–1965	12.5	10.0	18.5	9.0	15.4	13.2	11.5
1956–1960	14.0	18.3	16.6	7.1	13.1	12.6	13.9
1951–1955	16.1	27.1	14.7	7.4	10.5	12.0	14.5
1946–1950	12.8	22.4	11.8	4.3	12.4	7.4	10.3
1941–1945	5.5	11.5	4.3	1.2	3.2	2.1	3.9
1940 or earlier	2.1	4.3	1.3	0.9	1.0	0.6	2.3
Year of highest degree now held							
1973 or earlier	4.8	10.2	2.8	1.0	3.5	1.7	5.7
1974–1978	7.1	15.3	4.3	2.0	4.2	3.6	4.5
1979–1983	9.7	20.9	6.3	1.8	6.9	5.7	7.3
1984–1988	10.8	20.2	9.9	3.0	6.2	6.9	9.9
1989–1993	12.6	18.1	16.7	4.2	11.6	8.1	9.6
1994–1998	14.0	11.8	22.4	8.3	12.3	17.6	13.6
1999–2003	15.0	2.4	28.3	17.1	13.5	15.6	19.4
2004–2008	17.4	0.7	8.3	40.6	29.4	25.9	17.7
2009 or later	8.6	0.4	1.1	22.1	12.5	15.0	12.4
Year of appointment at present institution							
1973 or earlier	1.7	3.2	1.3	1.0	0.7	0.2	2.3
1974–1978	2.6	6.5	1.6	0.3	0.1	0.6	1.3
1979–1983	5.9	13.9	4.2	0.6	2.0	1.1	3.7
1984–1988	8.9	19.5	7.9	1.7	2.6	0.9	5.1
1989–1993	10.4	19.9	11.2	2.3	5.6	3.1	5.6
1994–1998	11.6	17.5	16.0	3.0	7.5	5.7	10.1
1999–2003	14.3	10.9	28.0	5.4	15.4	12.1	15.4
2004–2008	22.9	5.9	23.3	38.2	32.5	32.8	22.4
2009 or later	21.6	2.7	6.7	47.3	33.6	43.4	34.1

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Please enter the four-digit year that each of the following occurred.							
If tenured, year tenure was awarded							
1973 or earlier	1.4	1.9	0.3	5.0	1.6	5.9	2.2
1974–1978	2.4	3.6	0.7	3.0	0.0	0.0	2.5
1979–1983	5.1	7.9	1.7	2.6	2.2	0.0	3.8
1984–1988	9.7	14.6	4.1	0.9	0.0	9.9	8.0
1989–1993	13.9	19.1	7.1	14.0	0.0	2.8	11.1
1994–1998	18.0	23.6	11.3	10.0	2.3	11.4	17.8
1999–2003	16.2	18.0	14.9	9.6	3.7	5.4	14.9
2004–2008	20.3	9.8	34.1	16.4	77.8	16.6	28.2
2009 or later	12.9	1.4	25.8	38.6	12.4	48.0	11.6
Aggregated Major							
Agriculture or Forestry (General Area 1)	1.8	2.9	1.6	1.5	0.6	1.7	0.4
Biological Sciences (General Area 5)	6.9	8.1	7.2	6.5	5.8	6.0	3.3
Business (General Area 6)	4.6	4.1	5.2	4.1	5.0	6.6	4.4
Education (General Area 10 and Specific Discipline 2102)	7.5	5.2	8.1	7.9	7.6	12.8	8.5
Engineering (General Area 11)	4.8	6.1	3.9	3.9	5.5	1.6	8.6
English (General Area 12)	6.8	7.0	6.6	5.5	7.8	11.9	5.7
Health-related (General Area 15)	4.6	2.0	4.4	6.1	3.8	8.2	9.2
History or Political Science (Specific Discipline 3007, 3009)	7.5	8.2	8.9	7.3	7.5	2.2	5.1
Humanities (General Area 14, 24)	10.0	9.8	9.7	10.6	12.7	11.1	5.7
Fine Arts (General Area 2, 4, 22)	7.5	7.4	7.5	7.5	7.1	4.6	11.2
Mathematics or Statistics (General Area 18)	4.7	5.3	3.5	4.0	5.6	8.3	4.5
Physical Sciences (General Area 25)	7.2	9.3	7.3	5.8	5.1	3.5	8.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	14.7	15.2	14.5	17.6	11.1	8.6	11.7
Other Technical (General Area 8, 19, 28)	2.5	1.9	3.1	1.7	4.6	2.8	3.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	8.9	7.5	8.5	9.9	10.2	10.1	10.5
Aggregated Department							
Agriculture or Forestry (General Area 1)	1.7	3.1	1.7	0.8	0.6	1.1	0.5
Biological Sciences (General Area 5)	6.4	7.4	6.4	5.6	6.9	6.1	3.6
Business (General Area 6)	5.6	5.2	6.7	4.9	5.9	6.0	4.9
Education (General Area 10 and Specific Discipline 2102)	4.9	3.2	5.1	6.1	3.9	6.8	6.6
Engineering (General Area 11)	5.2	6.8	4.8	3.8	5.1	1.6	8.6
English (General Area 12)	7.0	7.0	6.6	6.1	6.3	12.6	7.5
Health-related (General Area 15)	5.3	2.9	5.7	6.8	3.7	8.2	9.4
History or Political Science (Specific Discipline 3007, 3009)	7.3	8.1	8.3	7.1	7.5	1.6	5.6
Humanities (General Area 14, 24)	9.9	9.3	9.3	10.7	14.0	10.5	6.2
Fine Arts (General Area 2, 4, 22)	7.7	7.6	8.1	7.8	7.3	4.8	11.1
Mathematics or Statistics (General Area 18)	4.7	4.9	3.5	4.0	5.6	9.5	3.9
Physical Sciences (General Area 25)	6.6	8.6	6.6	5.7	4.7	3.7	5.7
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	13.3	13.7	12.8	17.4	8.6	6.4	9.7
Other Technical (General Area 8, 19, 28)	2.8	1.9	3.3	2.4	5.5	3.4	3.2
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	11.6	10.2	11.1	10.8	14.5	17.8	13.5

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
How many children do you have in the following age ranges?							
Under 18 years old							
0	61.8	71.1	55.9	57.4	57.3	62.2	61.5
1	18.2	16.5	18.7	20.4	21.1	13.2	17.2
2	15.2	9.4	19.7	16.2	17.9	16.4	16.8
3	3.4	2.1	3.9	4.2	2.3	6.0	3.3
4+	1.4	0.8	1.8	1.8	1.4	2.2	1.1
18 years or older							
0	60.9	37.4	64.4	82.5	64.6	66.4	65.4
1	12.2	18.7	12.9	4.8	12.6	10.5	8.5
2	16.5	27.8	12.7	7.9	13.1	14.1	17.2
3	6.6	10.0	6.6	3.0	5.6	5.7	6.3
4+	3.8	6.1	3.3	1.8	4.0	3.4	2.6
How would you characterize your political views?							
Far left	12.4	11.8	13.8	13.9	11.7	5.6	11.3
Liberal	50.3	54.9	50.4	48.7	46.2	42.3	47.6
Middle of the road	25.4	23.4	24.0	25.9	27.8	32.3	29.3
Conservative	11.5	9.7	11.5	11.2	13.4	19.0	11.6
Far right	0.4	0.2	0.4	0.4	0.9	0.8	0.2
Are you currently: (Mark one)							
Single	11.4	5.8	10.8	16.3	11.5	17.0	15.6
Married	75.6	82.1	75.9	71.8	72.2	68.6	68.2
Unmarried, living with partner	5.8	4.3	6.4	6.5	6.4	5.1	8.3
Divorced	5.1	5.8	5.0	4.0	6.6	5.4	5.0
Widowed	1.2	1.3	1.1	0.7	1.8	1.4	1.4
Separated	1.0	0.8	0.8	0.6	1.4	2.5	1.4
Is English your native language?							
Yes	87.2	91.5	88.6	84.4	85.7	84.6	76.6
No	12.8	8.5	11.4	15.6	14.3	15.4	23.4
Race/Ethnicity—mark all that apply (total may add to more than 100)							
American Indian/Alaska Native	1.8	1.2	2.1	1.4	1.5	5.6	1.7
Asian American/Asian	5.4	4.1	4.1	7.4	2.4	7.0	10.9
Native Hawaiian/Pacific Islander	0.3	0.1	0.1	0.3	1.0	0.3	0.5
African American/Black	3.8	1.6	4.7	5.4	2.7	4.9	5.1
Mexican American/Chicano	1.2	1.2	1.1	1.2	1.1	1.2	2.1
Puerto Rican	0.6	0.2	0.5	1.4	0.1	0.1	0.7
Other Latino	2.4	1.5	2.4	2.1	3.1	4.9	5.1
White/Caucasian	86.4	90.8	87.1	83.4	88.7	79.3	79.6
Other	3.6	2.7	3.5	3.6	4.3	5.9	4.8

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
CIRP Construct: Student-Centered Pedagogy							
High Construct Score Group	22.6	18.0	21.5	23.4	27.2	36.8	25.5
Average Construct Score Group	42.2	38.5	44.1	45.9	44.4	36.1	42.9
Low Construct Score Group	35.1	43.4	34.4	30.7	28.4	27.1	31.6
Mean Score	48.56	46.99	48.60	49.19	49.68	51.23	49.39
CIRP Construct: Undergraduate Education Goal—Personal Development							
High Construct Score Group	24.3	19.3	22.6	25.4	27.8	42.0	26.9
Average Construct Score Group	36.1	36.0	35.7	34.8	39.9	35.4	40.7
Low Construct Score Group	39.6	44.7	41.6	39.9	32.3	22.5	32.4
Mean Score	47.80	46.47	47.36	47.96	49.44	51.86	49.04
CIRP Construct: Scholarly Productivity							
High Construct Score Group	38.1	65.1	40.9	22.5	4.6	3.1	36.9
Average Construct Score Group	41.4	27.6	46.3	54.8	48.4	32.0	38.0
Low Construct Score Group	20.4	7.3	12.8	22.6	47.0	64.9	25.1
Mean Score	52.32	57.96	53.04	49.61	45.11	42.80	51.91
CIRP Construct: Civic Minded Practice							
High Construct Score Group	25.0	25.4	26.1	24.0	24.7	24.1	24.2
Average Construct Score Group	39.7	40.0	44.1	34.8	39.3	38.9	43.6
Low Construct Score Group	35.3	34.7	29.7	41.2	36.1	36.9	32.2
Mean Score	49.54	49.59	50.20	48.76	49.46	49.37	50.20
CIRP Construct: Civic Minded Values							
High Construct Score Group	24.2	18.6	23.3	27.3	27.9	35.5	25.7
Average Construct Score Group	40.0	39.0	41.1	38.8	39.9	43.1	42.7
Low Construct Score Group	35.8	42.4	35.5	34.0	32.2	21.3	31.6
Mean Score	48.61	46.94	48.56	49.31	49.44	52.20	49.24
CIRP Construct: Job Satisfaction—Workplace							
High Construct Score Group	29.6	31.7	25.9	31.1	30.5	30.4	24.5
Average Construct Score Group	42.5	41.8	42.9	42.9	40.7	46.2	40.6
Low Construct Score Group	27.9	26.5	31.2	26.0	28.8	23.4	35.0
Mean Score	49.69	50.18	48.78	50.01	49.91	50.42	48.20
CIRP Construct: Job Satisfaction—Compensation							
High Construct Score Group	32.0	44.3	29.3	28.6	16.9	17.0	29.2
Average Construct Score Group	44.3	42.1	46.2	46.7	39.4	42.5	45.9
Low Construct Score Group	23.7	13.6	24.5	24.7	43.6	40.5	24.9
Mean Score	51.35	54.29	50.95	50.68	46.98	47.47	50.64
CIRP Construct: Career Related Stress							
High Construct Score Group	31.5	27.8	37.1	37.3	19.3	17.8	34.7
Average Construct Score Group	45.7	46.4	46.6	45.9	46.9	39.8	43.3
Low Construct Score Group	22.8	25.8	16.3	16.7	33.8	42.4	22.0
Mean Score	51.08	50.27	52.52	52.47	48.53	46.93	51.49
CIRP Construct: Institutional Priority—Commitment to Diversity							
High Construct Score Group	28.6	30.7	25.9	27.2	28.2	32.9	29.7
Average Construct Score Group	36.6	40.4	35.4	35.0	34.1	37.2	30.1
Low Construct Score Group	34.9	28.9	38.7	37.8	37.6	29.9	40.2
Mean Score	49.62	50.46	48.69	49.30	49.48	50.64	49.28

2010–2011 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
CIRP Construct: Institutional Priority—Civic Engagement							
High Construct Score Group	25.3	20.5	22.3	29.6	27.0	36.6	27.9
Average Construct Score Group	46.3	47.9	46.2	44.9	50.5	42.8	43.5
Low Construct Score Group	28.4	31.6	31.4	25.5	22.5	20.6	28.6
Mean Score	48.87	47.83	48.23	49.80	49.54	51.58	48.92
CIRP Construct: Institutional Priority—Increase Prestige							
High Construct Score Group	37.9	40.1	37.3	35.4	36.8	35.1	44.2
Average Construct Score Group	36.3	35.7	34.9	36.0	37.8	43.2	36.9
Low Construct Score Group	25.8	24.3	27.8	28.7	25.4	21.8	18.9
Mean Score	51.71	52.17	51.42	51.09	51.71	52.05	52.78
CIRP Construct: Social Agency							
High Construct Score Group	23.6	18.0	22.2	26.2	27.3	35.5	28.2
Average Construct Score Group	44.7	45.3	45.5	44.2	43.0	42.8	44.1
Low Construct Score Group	31.8	36.8	32.3	29.6	29.7	21.6	27.8
Mean Score	49.01	47.83	48.73	49.56	49.75	51.59	50.11

Note: CIRP Constructs have been scaled to a mean of 50 with a standard deviation of 10. "Low" represents faculty who scored one-half standard deviation or more below the mean (less than 45). "Average" represents faculty who scored within one-half standard deviation of the mean (45 to 55). "High" represents faculty who scored one-half standard deviation or more above the mean (higher than 55).

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

The data reported here have been weighted to provide a normative picture of American college full-time undergraduate faculty. This appendix provides a brief overview of the HERI methodology and describes the procedures used to weight the 2010–2011 HERI Faculty Survey results to produce the national normative estimates.

The National Population

In order to weight the HERI Faculty Survey, we considered all institutions of higher education that admit at least 25 first-time full-time students and grant a baccalaureate degree or higher. Institutions also had to have responded to the 2009–2010 Human Resources Survey from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). In 2010, this population included 1,553 institutions. It should be noted that the population reflects institutions of "higher education," rather than "postsecondary education," and that most proprietary, special vocational, or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

The institutions identified as part of the national population were divided into 20 stratification groups based on type (four-year college, university), control (public, private nonsectarian, Roman Catholic, other religious), and selectivity (defined as the median SAT Verbal and Math scores [or ACT composite score] of the first-time, first-year students).

HERI completed a comprehensive restratification of the national population in 2008, reviewing not only institutions' selectivity scores, but also their control and religious affiliation, if any, as reported to IPEDS. In 2010, "university" is defined by the 2010 Carnegie Basic Classification as "research universities" or "doctoral/research universities." Appendix C lists the current stratification cell assignment of institutions that participated in the 2010–2011 HERI Faculty Survey.

Having defined the population in terms of the stratification cell scheme, IPEDS data was used to compute the male and female full-time undergraduate faculty (FTUG) population by academic rank (professor, associate professor, assistant professor, and all other ranks) in each stratification cell. These population counts form the target counts of the weighting procedure.

Identifying the Norms Sample

For a participating institution's data to be included in the normative sample, HERI required that a minimum percentage of all FTUG faculty at that institution be surveyed. Participating four-year colleges were required to have surveyed at least 35% of their FTUG

Table A1. 2010–2011 HERI Faculty Survey—Response Count

	Total	Submitted Surveys		Included in Norms	Not Included in Norms
Participating institutions		30,956	--	19,275	11,681
Randomly selected faculty	8,853	1,242	14.0%	687	555
Supplemental sample of prior respondents Four-year institutions					
2004–2005 HERI Faculty Survey	15,252	3,055	20.0%	2,271	784
2007–2008 HERI Faculty Survey	6,553	2,027	30.9%	1,591	436
Subtotal	21,805	5,082	23.3%	3,862	1,220
Supplemental sample of prior respondents Two-year institutions					
2004–2005 HERI Faculty Survey	1,559	213	13.7%	0	213
2007–2008 HERI Faculty Survey	238	60	25.2%	0	60
Subtotal	1,797	273	15.2%	0	273
Targeted STEM faculty	2,131	380	17.8%	0	380
Total		**37,933**	**--**	**23,824**	**13,729**

Note: Participating schools do not provide HERI with the total number of people asked to participate in the survey. Therefore, no total counts are available. However, based on the number of surveys submitted from FTUG faculty and the total counts of FTUG faculty from IPEDS, HERI estimates that 39.7% of FTUG faculty from participating institutions responded to the survey.
Not included in Norms:
–Participating institutions: 11,681 responses are not included in the norms because the institution did not meet HERI's participation rates of 20% for universities or 35% for four-year colleges.
–Randomly-selected emails: 555 responses are not included in the norms because the responses did not come from a full-time undergraduate faculty member, or fewer than 10 responses from full-time undergraduate faculty were returned from a particular institution.
–Supplemental emails from four-year institutions: 1,220 responses are not included in the norms because the respondents were not full-time undergraduate faculty or had one or more items missing from the regression.
–Responses from two-year institutions and targeted STEM emails are not included in the norms.

faculty. Participating universities were required to have surveyed at least 20%.[1]

In addition to responses from participating institutions, HERI received supplemental responses from faculty at non-participating institutions.[2] 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. HERI solicited supplemental responses from randomly-selected faculty and from faculty who had previously responded to either the 2004–2005 or the 2007–2008 Faculty Survey. In either case, only full-time faculty from four-year colleges and universities were included in the norms sample. For those in the randomly-selected population, only FTUG faculty from institutions with 10 or more responses were included in the norms sample. For those who had previously responded to the faculty survey, the respondent must have also answered all items included in the regression (see section "First Weight—Supplemental Sample of Prior Respondents," below).

As Table A1 shows, participating institutions had a much higher participation rate (39.7%) compared to the randomly-selected faculty group (14.0%) and the supplemental sample of prior respondents from four-year institutions (23.3%).

[1] Universities faced a less stringent requirement because the IPEDS survey does not distinguish between undergraduate and graduate faculty. Since the Faculty Survey focuses on undergraduate faculty, total faculty counts for universities are inflated.

[2] Invitations to participate in the survey were also sent to an additional 2,131 science, technology, engineering, and mathematics (STEM) faculty. Responses from this group are not included in the norms because they were not randomly-selected.

The institutional participation rate should not be confused with response rate. An institution's response rate depends on the number of returned surveys among the faculty sampled by an institution. If an institution samples only a small proportion of its full-time undergraduate faculty, it might not meet the norms requirements of 20% of FTUG surveyed, even if it had a very high response rate.

The 2010–2011 Data

Although 37,933 respondents at 498 colleges and universities returned their forms in time for their data to be included in the norms sample, the normative data presented here are based on responses from 23,824 FTUG faculty from 417 baccalaureate institutions that fit the above norms sample criteria.

In every administration of the Faculty Survey save one (1992–1993), HERI has created a supplemental sample to enhance the number of respondents from the types of institutions that participated at a lower rate than others: for example, large public colleges and universities. In addition to the 208 participating institutions, HERI received responses from faculty at 290 supplemental institutions. Table A2 shows the total number of institutions together with the total in the survey sample and norms sample for each cell by sample type. Table A3 indicates the same, but for FTUG faculty.

Weighting the Sample

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 three-stage weighting procedure was employed.

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 supplemental sample of prior respondents was not based on institutions, a different method of producing the first-stage weight was required. In both instances, the first weight is designed to adjust for response bias either within participating institutions or within the supplemental sample. Accordingly, the discussion below breaks out the procedure by sample type.

First Weight—Participating Institutions and Randomly Selected Faculty

The FTUG faculty at each participating institution were sorted into eight categories representing 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. 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.[3] The same weighting methodology was applied to the supplemental sample of randomly selected faculty in the norms sample.

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

Table A2. 2010–2011 HERI Faculty Survey—Institutions

Institution Type	Strat Cell	Selectivity		Population	Sample Type				Included in Norms			
					Participating Institutions	Supplemental Sample	Randomly Selected	Total	Participating Institutions	Supplemental Sample	Randomly Selected	Total
Public Universities	1	low	800–1069	57	4	8	3	15	2	8	2	12
	2	medium	1070–1150	60	8	6	1	15	7	5	1	13
	3	high	1151–1600	53	3	5	1	9	2	5	1	8
Private Universities	4	medium	800–1159	34	9	6	2	17	9	6	1	16
	5	high	1160–1299	31	8	6	0	14	5	6	0	11
	6	very high	1300–1600	33	2	5	5	12	1	5	4	10
Public 4-year Colleges	7,10	low	800–974	133	11	16	9	36	10	16	3	29
	8	medium	975–1034	131	16	18	7	41	12	18	6	36
	9	high	1035–1600	103	13	16	1	30	12	16	0	28
Private Nonsectarian 4-year Colleges	11,15	low	800–999	118	5	6	4	15	5	6	1	12
	12	medium	1000–1084	72	8	4	10	22	6	4	4	14
	13	high	1085–1214	72	15	12	0	27	14	12	0	26
	14	very high	1215–1600	69	18	18	0	36	17	18	0	35
Catholic 4-year Colleges	16,19	low	800–984	44	3	8	5	16	3	8	0	11
	17	medium	985–1070	53	9	9	2	20	8	9	0	17
	18	high	1071–1600	53	13	11	0	24	9	11	0	20
Other Religious 4-year Colleges	20,24	very low	800–989	136	5	9	7	21	5	9	1	15
	21	low	990–1034	110	9	15	12	36	8	14	3	25
	22	medium	1035–1109	77	11	14	7	32	11	14	0	25
	23	high	1110–1600	114	38	19	3	60	34	19	1	54
All Institutions				**1,553**	**208**	**211**	**79**	**498**	**180**	**209**	**28**	**417**

Note:
–The broad categories of Institution Control (i.e., public, private, and religious affiliation) are defined by data submitted to Integrated Postsecondary Educational Data System (IPEDS).
–Universities are those institutions defined by 2010 Carnegie Basic Classification as "Research Universities" or "Doctoral/Research Universities."
–Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering first-time freshman class as reported to IPEDS. Institutions with unknown selectivity are grouped with the low-selectivity institutions when computing National Norms. The stratification design presented here is used to group schools to develop population weights and should not be used as a measure of institutional or program quality.
–Two-year colleges are not included in the norms sample.

Table A3. 2010–2011 HERI Faculty Survey—Full-time Undergraduate Faculty

Institution Type	Strat Cell	Selectivity		Population			Included in Norms			
				Total	Men	Women	Participating Institutions	Supplemental Sample	Randomly Selected	Total
Public Universities	1	low	800–1069	44,253	57.3%	42.7%	262	286	47	595
	2	medium	1070–1150	79,543	61.7%	38.3%	1,541	203	25	1,769
	3	high	1151–1600	104,673	63.9%	36.1%	757	326	54	1,137
Private Universities	4	medium	800–1159	11,191	51.0%	49.0%	954	115	26	1,095
	5	high	1160–1299	25,114	61.6%	38.4%	1,302	129	0	1,431
	6	very high	1300–1600	58,709	66.4%	33.6%	170	118	238	526
Public 4-year Colleges	7,10	low	800–974	30,041	54.3%	45.7%	1,078	242	48	1,368
	8	medium	975–1034	37,794	53.6%	46.4%	1,483	393	119	1,995
	9	high	1035–1600	33,141	56.4%	43.6%	1,766	358	0	2,124
Private Nonsectarian 4-year Colleges	11,15	low	800–999	8,314	53.8%	46.2%	224	44	11	279
	12	medium	1000–1084	9,767	53.4%	46.6%	387	46	60	493
	13	high	1085–1214	9,605	52.3%	47.7%	940	160	0	1,100
	14	very high	1215–1600	13,238	57.9%	42.1%	2,005	390	0	2,395
Catholic 4-year Colleges	16,19	low	800–984	2,723	39.1%	60.9%	166	66	0	232
	17	medium	985–1070	5,832	45.4%	54.6%	487	79	0	566
	18	high	1071–1600	11,134	55.8%	44.2%	1,076	216	0	1,292
Other Religious 4-year Colleges	20,24	very low	800–989	6,703	56.6%	43.4%	169	73	10	252
	21	low	990–1034	7,392	55.2%	44.8%	506	132	39	677
	22	medium	1035–1109	8,262	59.8%	40.2%	900	159	0	1,059
	23	high	1110–1600	15,578	58.3%	41.7%	3,102	327	10	3,439
All Institutions				**523,007**	**59.5%**	**40.5%**	**19,275**	**3,862**	**687**	**23,824**

Note:
–The broad categories of Institution Control (i.e., public, private, and religious affiliation) are defined by data submitted to Integrated Postsecondary Educational Data System (IPEDS).
–Universities are those institutions defined by 2010 Carnegie Basic Classification as "Research Universities" or "Doctoral/Research Universities."
–Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering first-time freshman class as reported to IPEDS. Institutions with unknown selectivity are grouped with the low-selectivity institutions when computing National Norms. The stratification design presented here is used to group schools to develop population weights and should not be used as a measure of institutional or program quality.
–Two-year colleges are not included in the norms sample.

First Weight—Supplemental Sample of Prior Respondents

The creation of a first weight for the supplemental sample of prior respondents 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 this sample did not depend on where the faculty member taught, but rather on the fact that he or she participated in a previous administration of the faculty survey. On the other hand, HERI did have considerable information about the 21,805 prior respondents based on the data collected from their previous participation. Using these data, profiles could be developed for those in the sampled pool.

Using logistic regression, HERI developed a regression equation that estimated the probability that all prior respondents would respond to the 2010–2011 Faculty Survey. Separate regressions were computed for each of the eight gender and rank combinations. The dependent variable of the regression was whether or not the faculty responded, and the independent variables were as follows:

Race/Ethnicity
American Indian/Alaska Native
Asian American/Native Hawaiian/ Pacific Islander
African American/Black
Hispanic (Mexican/Puerto Rican/Other Latino)
White/Caucasian (reference category)
Other
Two or more race/ethnicity

Institution Type
Public universities
Private universities
Public 4-year colleges
Private nonsectarian 4-year colleges (reference category)
Catholic 4-year colleges
Other religious 4-year colleges

Year of Appointment
Within past years
1–5 years ago (reference category)
6–10 years ago
11–15 years ago
16–20 years ago
21–25 years ago
26–30 years ago
31–35 years ago
More than 35 years ago

Tenure Status
Tenured (reference category)
On track, but not tenured
Not on track, but institution offers
No tenure system

Overall Job Satisfaction
Not applicable
Not satisfied
Marginally satisfied
Satisfied
Very satisfied

After completing the regression, HERI examined the supplemental sample of FTUG faculty. Using the equation developed during the regression run, the likelihood that the faculty member was to respond based on his or her characteristics was computed. The reciprocal of the computed probability was 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.

Second Weight

The second weight was designed to correct for between-stratification cell differences in institutional participation. To develop the second set of weights, institutions were sorted

into 20 stratification cells based on type (four-year college, university), control (public, private-nonsectarian, Roman Catholic, other religious), and selectivity. Within each of these stratification cells, faculty in all institutions in the population were sorted into the same eight gender-by-rank categories described above.

Each cell had two values: (1) denominator, the weighted sum of the norms sample of FTUG faculty respondents; and (2) numerator, the total FTUG faculty counts from IPEDS. The ratio of the total FTUG counts and weighted respondent count became the second weight.

The second step was to determine the distribution from the current norms sample based on the same 432 combinations noted in the first step. In both steps, the distributions were weighted by the product of the first and second weights (i.e., the response bias weight and the institution type-selectivity weight).

The final step was to adjust the 2010–2011 population to more closely approximate the distribution from previous administrations. To accomplish this, the ratio of the distributions from the first step by the second step became the third and final weight.

Final Weight

The third and final weight (i.e., the poststratification weight) was designed to improve the precision of the estimate beyond the product of the first and second weights. HERI determined that applying the third weight was necessary to correct for the under-sampling of newly-hired faculty.

The first step was to determine the previous distribution of FTUG faculty from the 1989 to 2004 Faculty Surveys. The distribution for the previous norms samples was based on the 432 possible combinations of the following variables:

1. **Year of appointment:** within past year, 1–5 years ago, 6–10 years ago, 11–15 years ago, 16–20 years ago, 21–25 years ago, 26–30 years ago, 31–35 years ago, more than 35 years ago.
2. **Institution type and control:** public university, private university, public 4-year college, nonsectarian 4-year college, Roman Catholic 4-year college, other religious 4-year college.
3. **Rank:** professor, associate professor, assistant professor, lecturer/instructor/other.
4. **Gender:** men, women.

Defining Full-time Undergraduate Faculty

Only full-time employees who were engaged in teaching undergraduates were included in the normative data reported here. Part-time employees, 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 were met:

1. Responded "yes" or did not respond as to whether they were a full-time employee (question 2) *and* indicated that they taught at least one undergraduate-level course (i.e., general education course, course required for undergraduate major, other undergraduate credit course, developmental/remedial course [not for credit], or non-credit course [other than above]—question 11a).
2. Responded "yes" that they were a full-time employee (question 2) *and* indicated that they primarily taught undergraduate credit courses (question 11k).
3. Did not respond that they were a full-time employee (question 2) *and* responded that they taught no courses this term or did not respond to the number of courses to this

question (question 11) *and* indicated that they primarily taught undergraduate credit courses (question 11k) *and* indicated that they were scheduled to teach nine hours or more per week during the present term (question 22).

4. Responded "yes" or did not respond as to whether they were a full-time employee (question 2) *and* did not respond to the number of courses that they taught this term (question 11) *and* did not respond as to the type of courses that they primarily teach (question 11k) *and* indicated that they were scheduled to teach nine hours or more per week during the present term (question 22).

CIRP Constructs

CIRP Constructs represent sets of related survey items that measure an underlying trait or aspect of the faculty experience. Item Response Theory (IRT), a modern psychometric method that has several advantages over methods used in more traditional factor analysis, is used to create a construct score for each respondent. (Sharkness, DeAngelo, & Pryor, 2010; Sharkness & DeAngelo, 2011). Computing an individual's construct score in IRT involves deriving a maximum likelihood score estimate based on the pattern of responses to the entire set of survey items for that construct (or to a subset of the items that were answered). Items that tap into the trait more effectively are given greater weight in the estimation process (see Table A4). A respondent's construct score is thus not a simple arithmetic mean or weighted sum, but rather the estimated score that is most likely, given how the faculty answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10. The low, average, and high construct score group percentages and the mean for the construct are reported here. Low scores represent faculty who are one-half standard deviation below the mean. Average scores represent faculty whose scores are within one-half standard deviation of the mean. High scores represent faculty who are one-half standard deviation or more above the mean. Please visit HERI's website for more detailed information.

CIRP Construct Technical Report:
www.heri.ucla.edu/PDFs/constructs/technicalreport.pdf

Faculty Survey Construct Parameters:
www.heri.ucla.edu/PDFs/constructs/FAC2010Appendix.pdf

IRT article in Research in Higher Education
www.heri.ucla.edu/PDFs/pubs/journals/MeasuringStudentInvolvement.pdf

References

Sharkness, J., DeAngelo, L., Pryor, J. H. (2010). *CIRP Construct Technical Report*. Los Angeles, CA: Higher Education Research Institute, UCLA.

Sharkness, J., & DeAngelo, L. (2011). Measuring student involvement: A comparison of classical test theory and item response theory in the construction of scales from student surveys. *Research in Higher Education*, *52*(5), 480–507.

Table A4. List of HERI Faculty Survey Constructs (including survey items and estimation "weights")

Student-Centered Pedagogy measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.

In how many of the courses that you teach do you use each of the following?

- Cooperative learning (small groups) (2.30)
- Student presentations (1.85)
- Group projects (1.82)
- Class discussions (1.70)
- Student evaluations of each others' work (1.53)
- Reflective writing/journaling (1.37)
- Experiential learning/Field studies (1.30)
- Using student inquiry to drive learning (1.26)
- Student-selected topics for course content (1.21)

Undergraduate Education Goal: Personal Development measures the extent to which faculty believe that personal development is a central goal for undergraduate education.

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

- Help students develop personal values (4.92)
- Provide for students' emotional development (2.91)
- Develop moral character (2.87)
- Enhance students' self-understanding (2.65)

Scholarly Productivity is a unified measure of the scholarly activity of faculty.

How many of the following have you published?

- Articles in academic and professional journals (3.09)
- How many of your professional writings have been published or accepted for publication in the last two years (2.53)
- Chapters in edited volumes (2.11)

Civic Minded Practice is a unified measure of faculty involvement in civic activities.

- Collaborated with the local community in research/teaching (1.87)
- Do you use your scholarship to address local community needs? (1.78)
- Community service as part of coursework (1.64)
- Engaged in public service/professional consulting without pay? (1.51)
- Community or public service (1.35)
- Advised student groups involved in service/volunteer work (1.33)

Civic Minded Values—A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.

- Encourage students to become agents of social change (2.37)
- Colleges should encourage students to be involved in community service activities (2.22)
- Instill in students a commitment to community service (2.15)
- Colleges should be actively involved in solving social problems (1.75)
- Colleges have a responsibility to work with their surrounding communities to address local issues (1.64)
- Influencing social values (1.31)

Job Satisfaction: Workplace is a unified measure of the extent to which faculty are satisfied with their working environment.

How satisfied are you with the following aspects of your job?

- Professional relationships with other faculty (2.55)
- Competency of colleagues (1.92)
- Autonomy and independence (1.57)
- Departmental leadership (1.51)
- Course assignments (1.33)

Job Satisfaction: Compensation is a unified measure of the extent to which faculty are satisfied with their compensation packages.

How satisfied are you with the following aspects of your job?

- Opportunity for scholarly pursuits (2.18)
- Retirement benefits (1.48)
- Salary (1.40)
- Teaching load (1.27)
- Job security (1.26)
- Prospects for career advancement (1.25)

Table A4. List of HERI Faculty Survey Constructs (continued)
(including survey items and estimation "weights")

Career Related Stress measures the amount of stress faculty experience related to their career.

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

- Lack of personal time (1.52)
- Teaching load (1.38)
- Committee work (1.25)
- Institutional procedures/red tape (1.17)
- Colleagues (1.14)
- Research or publishing demands (1.13)
- Self-imposed high expectations (1.09)
- Students (1.08)

Institutional Priority: Commitment to Diversity measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

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

- To create a diverse multicultural campus environment (3.21)
- To increase the representation of minorities in the faculty and administration (3.05)
- To develop an appreciation for multiculturalism (2.79)
- To recruit more minority students (2.41)
- To increase the representation of women in the faculty and administration (1.76)

Institutional Priority: Civic Engagement measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

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

- To provide resources for faculty to engage in community-based teaching or research (4.27)
- To create and sustain partnerships with surrounding communities (2.50)
- To facilitate student involvement in community service (1.29)

Institutional Priority: Increase Prestige measures the extent to which faculty believe their institution is committed to increasing its prestige.

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

- To increase or maintain institutional prestige (3.54)
- To enhance the institution's national image (3.43)
- To hire faculty "stars" (1.47)

Social Agency measures the extent to which faculty value political and social involvement as a personal goal.

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

- Participating in a community action program (2.32)
- Becoming a community leader (1.84)
- Influencing social values (1.49)
- Helping to promote racial understanding (1.40)
- Keeping up to date with political affairs (1.06)

APPENDIX B

2010–2011 HERI Faculty Survey Questionnaire

2010–2011 HERI Faculty Survey

NOTE: The 2010–2011 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

1. What is your principal activity in your current position at this institution?
   Administration
   Teaching
   Research
   Services to clients and patients
   Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year?
   Yes No

PART-TIME FACULTY

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

2a. If given the choice, I would prefer to work full-time at this institution.
   Yes No

2b. Have you ever sought a full-time teaching position at this or another institution?
   Yes No

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

2c. My full time professional career is outside academia.
   Yes No

2d. In considering your reasons for teaching part-time at this institution, please indicate your agreement with the following statements:
   (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
   My part-time position is an important source of income for me
   Compensation is not a major consideration in my decision to teach part-time
   Part-time teaching is a stepping-stone to a full-time position
   My part-time position provides benefits (e.g., health insurance, retirement, etc.) that I need
   Teaching part-time fits my current lifestyle
   Full-time positions were not available
   My expertise in my chosen profession is relevant to the course(s) I teach

2e. Mark all institutional resources available to you in your last term as <u>part-time</u> faculty. (Mark <u>all</u> that apply)
   Use of private office
   Shared office space
   A personal computer
   An email account
   A phone/voicemail

2f. Please indicate your agreement with the following statements:
   (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
   <u>Part-time instructors at this institution:</u>
      Are given specific training before teaching
      Rarely get hired into full-time positions
      Receive respect from students
      Are primarily responsible for introductory classes
      Have no guarantee of employment security
      Have access to support services
      Are compensated for advising/counseling students
      Are required to attend meetings
      Have good working relationships with the administration
      Are respected by full-time faculty

2g. Besides this institution, at how many other institutions do you teach (e.g., 0, 1, 2, 3, etc.)?

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3. What is your present academic rank?
   - Professor
   - Associate Professor
   - Assistant Professor
   - Lecturer
   - Instructor

4. What is your tenure status at this institution?
   - Tenured
   - On tenure track, but not tenured
   - Not on tenure track, but institution has tenure system
   - Institution has no tenure system

COMMUNITY COLLEGE

These questions will only be included for community colleges, and will replace questions 3 and 4 when the survey is used by community colleges.

3. What is your current status at this institution?
   - Tenured
   - Probationary, Tenure Track
   - Renewable Contract Instructor (e.g., Adjunct)

4. What is your academic rank at this institution?
   - Acting Instructor
   - Instructor
   - Assistant Professor
   - Associate Professor
   - Professor
   - Emeritus

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5. Are you currently serving in an administrative position as: (Mark <u>all</u> that apply)
   - Department chair
   - Dean (Associate or Assistant)
   - President
   - Vice-President
   - Provost
   - Other
   - Not Applicable

6. On the following list, please mark <u>one</u> in each column:
   - Highest Degree Earned
   - Degree Currently Working On
     - Bachelor's (B.A., B.S., etc.)
     - Master's (M.A., M.S., M.F.A., M.B.A., etc.)
     - LL.B., J.D.
     - M.D., D.D.S. (or equivalent)
     - Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)
     - Ed.D.
     - Ph.D.
     - Other degree
     - None

7. From what higher education institution did you receive your Bachelor's Degree? (Please enter complete Institution Name and City)
   - Institution Name _____
   - City _____
   - State *(Drop down)* _____
   - Country *(Drop down)* _____

8. From what higher education institution did you receive your highest degree? (Please enter complete Institution Name and City)
   - Institution Name _____
   - City _____
   - State *(Drop down)* _____
   - Country *(Drop down)* _____

9. Personally, how important to you is:
   (Responses: Essential, Very Important, Somewhat Important, Not Important)
   - Research
   - Teaching
   - Service

10. During the past two years, have you engaged in any of the following activities?
    (Responses: Yes, No)
    Taught an honors course
    Taught an interdisciplinary course
    Taught an ethnic studies course
    Taught a women's studies course
    Taught a service learning course
    Taught an exclusively web-based course at this institution
    Participated in a teaching enhancement workshop
    Advised student groups involved in service/volunteer work
    Collaborated with the local community in research/teaching
    Conducted research or writing focused on:
        International/global issues
        Racial or ethnic minorities
        Women and gender issues
    Engaged undergraduates on <u>your</u> research project
    Worked with undergraduates on a research project
    Engaged in academic research that spans multiple disciplines
    Taught a seminar for first-year students
    Taught a capstone course
    Taught in a learning community (e.g., FIG, linked courses)
    Supervised an undergraduate thesis
    Published op-ed pieces or editorials
    Received funding for your work from:
        Foundations
        State or federal government
        Business or industry

11. How many courses are you teaching this term (include all institutions at which you teach)? (e.g., 0, 1, 2, 3, etc.)
    IF response to question 11 is greater than or equal to one, populate 11a–11j based on response—NESTED
    11a–11j <u>Course 1 (up to 10 courses)</u>
        i. Type of Course:
            General education course
            Course required for an undergraduate major
            Other undergraduate credit course
            Developmental/remedial course (not for credit)
            Non-credit course (other than above)
            Graduate course
        ii. How many students are enrolled in this course? _____
        iii. Does this course have a teaching/lab assistant or reader/grader assigned?
            Yes No
        iv. Where do you teach this course?
            At this institution
            At another institution

    IF response to question 11 is 0 or Missing
    11k. What types of courses do you primarily teach?
        Undergraduate credit courses
        Graduate courses
        Non-credit courses
        I do not teach

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

13. Have you engaged in any of the following professional development opportunities at your institution?
    (Responses: Yes, No, Not eligible, Not available)
    Paid workshops outside the institution focused on teaching
    Paid sabbatical leave
    Travel funds paid by the institution
    Internal grants for research
    Training for administrative leadership
    Received incentives to develop new courses
    Received incentives to integrate new technology into your classroom

14. How many of the following have you published?
    (Responses: None, 1–2, 3–4, 5–10, 11–20, 21–50, 51+)
    Articles in academic or professional journals
    Chapters in edited volumes
    Books, manuals, or monographs
    Other, such as patents, or computer software products

15. How many exhibitions or performances in the fine or applied arts have you presented in the last two years?
    (Responses: None, 1–2, 3–4, 5–10, 11–20, 21–50, 51+)

16. How many of your professional writings have been published or accepted for publication in the last two years?
    (Responses: None, 1–2, 3–4, 5–10, 11–20, 21–50, 51+)

17. Please indicate the extent to which you:
    (Responses: To a Great Extent, To Some Extent, Not at All)
    Feel that the training you received in graduate school prepared you well for your role as a faculty member
    Achieve a healthy balance between your personal life and your professional life
    Experience close alignment between your work and your personal values
    Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar
    Mentor new faculty

18. In your interactions with undergraduates, how often do you encourage them to:
    (Responses: Frequently, Occasionally, Not at all)
    Ask questions in class
    Support their opinions with a logical argument
    Seek solutions to problems and explain them to others
    Revise their papers to improve their writing
    Evaluate the quality or reliability of information they receive
    Take risks for potential gains
    Seek alternative solutions to a problem
    Look up scientific research articles and resources
    Explore topics on their own, even though it was not required for a class
    Accept mistakes as part of the learning process
    Seek feedback on their academic work
    Integrate skills and knowledge from different sources and experiences

19. In how many of the courses that you teach do you use each of the following?
    (Responses: All, Most, Some, None)
    <u>Evaluation Methods</u>
        Multiple-choice exams
        Essay exams
        Short-answer exams
        Quizzes
        Weekly essay assignments
        Student presentations
        Term/research papers
        Student evaluations of each others' work
        Grading on a curve
        Competency-based grading
    <u>Instructional Techniques/Methods</u>
        Class discussions
        Cooperative learning (small groups)
        Experiential learning/Field studies
        Teaching assistants
        Recitals/Demonstrations

Group projects
Extensive lecturing
Multiple drafts of written work
Student-selected topics for course content
Reflective writing/journaling
Community service as part of coursework
Electronic quizzes with immediate feedback in class
Using real-life problems
Using student inquiry to drive learning

20. Indicate the importance to you personally of each of the following:
    (Responses: Essential, Very Important, Somewhat Important, Not Important)
    Becoming an authority in my field
    Influencing the political structure
    Influencing social values
    Raising a family
    Becoming very well off financially
    Helping others who are in difficulty
    Adopting "green" practices to protect the environment
    Developing a meaningful philosophy of life
    Helping to promote racial understanding
    Integrating spirituality into my life
    Making a theoretical contribution to science
    Participating in a community action program
    Keeping up to date with political affairs
    Becoming a community leader
    Mentoring the next generation of scholars

21. Indicate the importance to you of each of the following education goals for undergraduate students:
    (Responses: Essential, Very Important, Somewhat Important, Not important)
    Develop ability to think critically
    Prepare students for employment after college
    Prepare students for graduate or advanced education
    Develop moral character
    Provide for students' emotional development
    Teach students the classic works of Western civilization
    Help students develop personal values
    Enhance students' self-understanding
    Instill in students a commitment to community service
    Enhance students' knowledge of and appreciation for other racial/ethnic groups
    Help master knowledge in a discipline
    Develop creative capacities
    Instill a basic appreciation of the liberal arts
    Promote ability to write effectively
    Help students evaluate the quality and reliability of information
    Engage students in civil discourse around controversial issues
    Teach students tolerance and respect for different beliefs
    Encourage students to become agents of social change

22. During the present term, how many hours per week on average do you actually spend on each of the following activities?
    (Responses: None, 1–4, 5–8, 9–12, 13–16, 17–20, 21–34, 35–44, 45+)
    Scheduled teaching (give actual, not credit hours)
    Preparing for teaching (including reading student papers and grading)
    Advising and counseling of students
    Committee work and meetings
    Other administration
    Research and scholarly writing
    Other creative products/performances
    Consultation with clients/patients
    Community or public service
    Outside consulting/freelance work
    Household/childcare duties
    Commuting to campus
    Other employment, outside of academia

23. For each of the following items, please mark either Yes or No.
    (Responses: Yes, No)
    Are you a member of a faculty union?
    Are you a U.S. citizen?
    Do you plan to retire within the next three years?
    Do you use your scholarship to address local community needs?
    Have you been sexually harassed at this institution?
    Have you ever interrupted your professional career for more than one year for family reasons?
    Have you ever received an award for outstanding teaching?
    Is (or was) your spouse/partner an academic?

24. During the past two years, have you:
    (Responses: Yes, No)
    Considered early retirement?
    Considered leaving academe for another job?
    Considered leaving this institution for another?
    Changed academic institutions?
    Engaged in paid consulting outside of your institution?
    Engaged in public service/professional consulting without pay?
    Received at least one firm job offer?
    Requested/sought an early promotion?

25. If you were to begin your career again, would you:
    (Responses: Definitely yes, Probably yes, Not sure, Probably no, Definitely no)
    Still want to come to this institution?
    Still want to be a college professor?

26. Indicate how well each of the following describes your college or university:
    (Responses: Very Descriptive, Somewhat Descriptive, Not Descriptive)
    It is easy for students to see faculty outside of regular office hours
    The faculty are typically at odds with campus administration
    Faculty here respect each other
    Most students are treated like "numbers in a book"
    Faculty are rewarded for being good teachers
    There is respect for the expression of diverse values and beliefs
    Faculty are rewarded for their efforts to use instructional technology
    Administrators consider faculty concerns when making policy
    The administration is open about its policies

27. Please indicate the extent to which each of the following has been a source of stress for you during the last two years:
    (Responses: Extensive, Somewhat, Not at All, Not Applicable)
    Managing household responsibilities
    Child care
    Care of elderly parent
    My physical health
    Health of spouse/partner
    Review/promotion process
    Subtle discrimination (e.g., prejudice, racism, sexism)
    Personal finances
    Committee work
    Faculty meetings
    Colleagues
    Students
    Research or publishing demands
    Institutional procedures and "red tape"
    Teaching load
    Children's problems
    Friction with spouse/partner
    Lack of personal time
    Keeping up with information technology
    Job security
    Being part of a dual career couple
    Working with underprepared students
    Self-imposed high expectations
    Change in work responsibilities
    Institutional budget cuts

28. How satisfied are you with the following aspects of your job?
    (Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)
    Salary
    Health benefits
    Retirement benefits
    Opportunity for scholarly pursuits
    Teaching load
    Quality of students
    Office/lab space
    Autonomy and independence
    Professional relationships with other faculty
    Social relationships with other faculty
    Competency of colleagues
    Job security
    Departmental leadership
    Course assignments
    Freedom to determine course content
    Availability of child care at this institution
    Prospects for career advancement
    Clerical/administrative support
    Overall job satisfaction
    Tuition remission for your children/dependents

29. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:
    (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
    Faculty are interested in students' personal problems
    Racial and ethnic diversity should be more strongly reflected in the curriculum
    Faculty feel that most students are well-prepared academically
    This institution should hire more faculty of color
    This institution should hire more women faculty
    Student Affairs staff have the support and respect of faculty
    Faculty are committed to the welfare of this institution
    Faculty here are strongly interested in the academic problems of undergraduates
    There is a lot of campus racial conflict here
    My research is valued by faculty in my department
    My teaching is valued by faculty in my department
    Faculty of color are treated fairly here
    Women faculty are treated fairly here
    Gay and lesbian faculty are treated fairly here
    Faculty are sufficiently involved in campus decision making
    My values are congruent with the dominant institutional values
    This institution takes responsibility for educating underprepared students
    The criteria for advancement and promotion decisions are clear
    Most of the students I teach lack the basic skills for college level work
    There is adequate support for faculty development

30. Indicate how important you believe each priority listed below is at your college or university:
    (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)
    To promote the intellectual development of students
    To develop a sense of community among students and faculty
    To facilitate student involvement in community service
    To help students learn how to bring about change in society
    To increase or maintain institutional prestige
    To hire faculty "stars"
    To recruit more minority students
    To enhance the institution's national image
    To create a diverse multi-cultural campus environment
    To promote gender equity among faculty
    To provide resources for faculty to engage in community-based teaching or research
    To create and sustain partnerships with surrounding communities
    To pursue extramural funding
    To increase the representation of minorities in the faculty and administration
    To strengthen links with the for-profit, corporate sector
    To develop leadership ability among students
    To increase the representation of women in the faculty and administration
    To develop an appreciation for multiculturalism

31. Please indicate your agreement with each of the following statements:
    (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
    The chief benefit of a college education is that it increases one's earning power
    Promoting diversity leads to the admission of too many underprepared students
    Colleges should be actively involved in solving social problems
    Colleges should encourage students to be involved in community service activities
    A racially/ethnically diverse student body enhances the educational experience of all students
    Realistically, an individual can do little to bring about changes in society
    Colleges should be concerned with facilitating undergraduate students' spiritual development
    Colleges have a responsibility to work with their surrounding communities to address local issues
    Private funding sources often prevent researchers from being completely objective in the conduct of their work
    Colleges should prohibit racist/sexist speech on campus
    This institution should not offer remedial/developmental education

32. Please enter your base institutional salary (e.g., for $56,000, please enter 56000).
    $_____

33. Your base institutional salary reported above is based on:
    Less than 9 months
    9/10 months
    11/12 months

PART-TIME FACULTY

These questions will replace questions 32 and 33 for faculty who indicate they are part-time.

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

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

34. What percentage of your current year's income comes from:
    (e.g., for 45%, please enter 45—total for all responses must equal 100%)
    Base salary from this institution ____%
    Other income from this institution ____%
    Income from another academic institution ____%
    Non-academic income ____%

35. Please enter the four-digit year that each of the following occurred (e.g., 1944, 2001, etc.).
    Year of birth ____
    Year of highest degree now held ____
    Year of appointment at present institution ____
    If tenured, year tenure was awarded ____

36. Please select the most appropriate general area and disciplinary field for the following:
    Major of highest degree held ____
    Department of current faculty appointment ____

37. How many children do you have in the following age ranges?
    (Responses: 0, 1, 2, 3, 4+)
    Under 18 years old
    18 years or older

38. How would you characterize your political views?
    Far Left
    Liberal
    Middle of the Road
    Conservative
    Far Right

39. Are you currently: (Mark one)
    Single
    Married
    Unmarried, living with partner
    Divorced
    Widowed
    Separated

40. Your sex:
    Male
    Female

41. Is English your native language?
    Yes No

42. Are you: (Mark all that apply)
    White/Caucasian
    African American/Black
    American Indian/Alaska Native
    Asian American/Asian
    Native Hawaiian/Pacific Islander
    Mexican American/Chicano
    Puerto Rican
    Other Latino
    Other

43. Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research? HERI maintains strict standards of confidentiality and will not release your identifying information.
    Yes No
    If "Yes," please confirm your email address: _____

44 to 63. Local Optional Questions (20 total)
    (Responses: A, B, C, D, E)

General Area
(Major/Department)

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

Specific Discipline
(Major/Department)

0101=Agriculture and related sciences
0102=Natural resources and conservation
0103=Agriculture/natural resources/related, other

0201=Architecture and related services

0301=Area/ethnic/cultural/gender studies

0401=Art history, criticism, and conservation
0402=Design & applied arts
0403=Drama/theatre arts and stagecraft
0404=Fine and studio art
0405=Music, general
0406=Music history, literature, and theory
0407=Commercial and advertising art
0408=Dance
0409=Film, video, and photographic arts
0410=Visual and performing arts, other

0501=Biochem/biophysics/molecular biology
0502=Botany/plant biology
0503=Genetics
0504=Microbiological sciences & immunology
0505=Physiology, pathology & related sciences
0506=Zoology/animal biology
0507=Biological & biomedical sciences, other

0601=Accounting and related services
0602=Business admin/management/operations
0603=Business operations support/assistance
0604=Finance/financial management services
0605=Human resources management and svcs
0606=Marketing
0607=Management information systems/services
0608=Business/mgt/marketing/related, other

0701=Communication/journalism/related prgms
0702=Communication technologies/technicians and support svcs
0703=Communication/journalism/comm. tech, other

0801=Computer/info tech administration/mgmt
0802=Computer programming
0803=Computer science
0804=Computer software and media applications
0805=Computer systems analysis
0806=Computer systems networking/telecom
0807=Data entry/microcomputer applications
0808=Data processing
0809=Information science/studies
0810=Computer/info sci/support svcs, other

0901=Construction trades

1001=Curriculum and instruction
1002=Educational administration/supervision
1003=Educational/instructional media design
1004=Special education and teaching
1005=Student counseling/personnel services
1006=Early childhood education and teaching
1007=Elementary education and teaching
1008=Secondary education and teaching
1009=Adult and continuing education/teaching
1010=Teacher ed: specific levels, other
1011=Teacher ed: specific subject areas
1012=Bilingual & multicultural education
1013=Ed assessment
1014=Higher education
1015=Education, other

1101=Biomedical/medical engineering
1102=Chemical engineering
1103=Civil engineering
1104=Computer engineering
1105=Electrical/electronics/comms engineering
1106=Engineering technologies/technicians
1107=Environmental/environmental health eng
1108=Mechanical engineering
1109=Engineering, other

1201=English language and literature/letters

1301=Family/consumer sciences, human sciences

1401=Foreign languages/literature/linguistics

1501=Alternative/complementary medicine/sys
1502=Chiropractic
1503=Clinical/medical lab science/allied
1504=Dental support services/allied
1505=Dentistry
1506=Health & medical administrative services
1507=Allied health and medical assisting services
1508=Allied health diagnostic, intervention, treatment professions
1509=Medicine, including psychiatry
1510=Mental/social health services and allied
1511=Nursing
1512=Optometry
1513=Osteopathic medicine/osteopathy
1514=Pharmacy/pharmaceutical sciences/admin
1515=Podiatric medicine/podiatry
1516=Public health
1517=Rehabilitation & therapeutic professions
1518=Veterinary medicine
1519=Health/related clinical services, other

1601=Law
1602=Legal support services
1603=Legal professions and studies, other

1701=Library science

1801=Mathematics
1802=Statistics
1803=Mathematics and statistics, other

1901=Mechanical/repair technologies/techs

2001=Multi/interdisciplinary studies

2101=Parks, recreation and leisure studies
2102=Health and physical education/fitness
2103=Parks/recreation/leisure/fitness studies, other

2201=Precision production

2301=Culinary arts and related services
2302=Personal and culinary services
2303=Personal and culinary services, other

2401=Philosophy
2402=Religion/religious studies
2403=Theology and religious vocations
2404=Philosophy, religion & theology, other

2501=Astronomy & astrophysics
2502=Atmospheric sciences and meteorology
2503=Chemistry
2504=Geological & earth sciences/geosciences
2505=Physics
2506=Physical sciences, other

2601=Behavioral psychology
2602=Clinical psychology
2603=Education/school psychology
2604=Psychology, other

2701=Public administration
2702=Social work
2703=Public administration & social svcs other

2801=Science technologies/technicians

2901=Corrections
2902=Criminal justice
2903=Fire protection
2904=Police science
2905=Security and protective services, other

3001=Anthropology (except psychology)
3002=Archeology
3003=Criminology
3004=Demography & population studies
3005=Economics
3006=Geography & cartography
3007=History
3008=International relations & affairs
3009=Political science and government
3010=Sociology
3011=Urban studies/affairs
3012=Social sciences, other

3101=Transportation and materials moving

3201=Other

APPENDIX C

Institutions Participating in the 2010–2011 HERI Faculty Survey

2010–2011 HERI Faculty Survey—Survey Participants

For list of participating institutions since 1989, visit www.heri.ucla.edu

Public Universities	
East Carolina University	NC
Florida International University*	FL
Miami University-Oxford*	OH
South Dakota State University*	SD
Texas A & M University-Corpus Christi*	TX
Texas Southern University	TX
The University of Montana*	MT
University of Cincinnati-Main Campus*	OH
University of Colorado at Boulder	CO
University of Idaho*	ID
University of Nebraska at Omaha*	NE
University of North Dakota	ND
University of Northern Colorado*	CO
University of Oklahoma Norman Campus*	OK
University of Rhode Island*	RI
Cleveland State University**	OH
Florida State University**	FL
North Dakota State University-Main Campus**	ND
Northern Arizona University**	AZ
Oakland University**	MI
Ohio State University-Main Campus**	OH
Purdue University-Main Campus**	IN
Southern Illinois University Carbondale**	IL
The University of Alabama**	AL
The University of Texas at San Antonio**	TX
University of Arkansas at Little Rock**	AR
University of California-Los Angeles**	CA
University of California-Santa Cruz**	CA
University of Connecticut-Storrs**	CT
University of Louisiana at Lafayette**	LA
University of Massachusetts-Boston**	MA
University of Missouri-Kansas City**	MO
University of North Carolina at Charlotte**	NC
University of Oregon**	OR
University of Vermont**	VT
Utah State University**	UT
Wayne State University**	MI

Private Universities	
Adelphi University*	NY
American University*	DC
Benedictine University*	IL
Brigham Young University*	UT
Catholic University of America*	DC
Drexel University*	PA
Duquesne University*	PA
Immaculata University*	PA
Northeastern University*	MA
Pace University-New York*	NY
Pepperdine University*	CA
Polytechnic Institute of New York University	NY
Regent University*	VA
St. John's University-New York*	NY
Syracuse University	NY
Tufts University*	MA
University of the Pacific	CA
Wake Forest University	NC
Widener University-Main Campus*	PA
Anderson University**	IN
Biola University**	CA
Boston College**	MA
Carnegie Mellon University**	PA
Clark University**	MA
Edgewood College**	WI
Howard University**	DC
Johns Hopkins University**	MD
Loyola University Chicago**	IL
Marquette University**	WI
Massachusetts Institute of Technology**	MA
Rensselaer Polytechnic Institute**	NY
Rice University**	TX
Saint John Fisher College**	NY
Saint Mary's University of Minnesota**	MN
Seton Hall University**	NJ
Southern Methodist University**	TX
University of Chicago**	IL
University of Pennsylvania**	PA
University of San Francisco**	CA
University of Southern California**	CA
University of St. Thomas-St. Paul**	MN

*Active participants and in normative sample **Supplemental sample and in normative sample

2010–2011 HERI Faculty Survey—Survey Participants

For list of participating institutions since 1989, visit www.heri.ucla.edu

Public 4-year Colleges

California State University-Fresno*	CA
California State University-Fullerton*	CA
Christopher Newport University*	VA
Coppin State University*	MD
Dickinson State University*	ND
Eastern Kentucky University*	KY
Fort Hays State University*	KS
Georgia College & State University*	GA
Grand Valley State University*	MI
Indiana University-Purdue University-Fort Wayne*	IN
Indiana University-Southeast*	IN
Lander University*	SC
Mayville State University*	ND
Metropolitan State University*	MN
Minot State University	ND
Missouri Western State University*	MO
Montclair State University	NJ
Northeastern Illinois University	IL
Pennsylvania State University-Penn State Erie-Behrend College*	PA
Ramapo College of New Jersey*	NJ
Rhode Island College*	RI
San Francisco State University	CA
San Jose State University	CA
Southeast Missouri State University*	MO
Southern Illinois University Edwardsville	IL
Southern Oregon University*	OR
Southern Utah University*	UT
SUNY at Geneseo*	NY
SUNY College at Old Westbury*	NY
SUNY Empire State College*	NY
University of Central Missouri*	MO
University of North Carolina at Asheville*	NC
University of South Carolina-Aiken*	SC
University of Wisconsin-Green Bay*	WI
University of Wisconsin-Stevens Point*	WI
Utah Valley University*	UT
Valley City State University*	ND
Weber State University*	UT
West Texas A & M University*	TX
Western Washington University*	WA
Bloomsburg University of Pennsylvania**	PA
California State University-Bakersfield**	CA
California State University-Los Angeles**	CA
California State University-Northridge**	CA
California University of Pennsylvania**	PA
Central Washington University**	WA
Clarion University of Pennsylvania**	PA
Clayton State University**	GA
College of Charleston**	SC
Colorado State University-Pueblo**	CO
East Stroudsburg University of Pennsylvania**	PA
Eastern Connecticut State University**	CT
Eastern Michigan University**	MI

Public 4-year Colleges

Eastern New Mexico University-Main Campus**	NM
Florida Gulf Coast University**	FL
Fort Lewis College**	CO
Frostburg State University**	MD
Humboldt State University**	CA
Indiana University-Kokomo**	IN
Kutztown University of Pennsylvania**	PA
Lincoln University of Pennsylvania**	PA
Lock Haven University**	PA
Longwood University**	VA
Mansfield University of Pennsylvania**	PA
Millersville University of Pennsylvania**	PA
Minnesota State University-Moorhead**	MN
New College of Florida**	FL
Norfolk State University**	VA
Northeastern State University**	OK
Northern Kentucky University**	KY
Purdue University-North Central Campus**	IN
Radford University**	VA
Saginaw Valley State University**	MI
Saint Cloud State University**	MN
Shippensburg University of Pennsylvania**	PA
Slippery Rock University of Pennsylvania**	PA
Sonoma State University**	CA
Southern Connecticut State University**	CT
SUNY at Purchase College**	NY
Texas State University-San Marcos**	TX
The Richard Stockton College of New Jersey**	NJ
The University of Tennessee at Chattanooga**	TN
Truman State University**	MO
University of Central Oklahoma**	OK
University of Colorado at Colorado Springs**	CO
University of Massachusetts-Dartmouth**	MA
University of Michigan-Dearborn**	MI
University of Michigan-Flint**	MI
University of Minnesota-Morris**	MN
University of Nebraska at Kearney**	NE
University of North Carolina-Wilmington**	NC
University of Pittsburgh-Bradford**	PA
University of South Carolina-Upstate**	SC
University of Southern Indiana**	IN
University of West Georgia**	GA
University of Wisconsin-Stout**	WI
Washburn University**	KS
Western Illinois University**	IL
Worcester State College**	MA

*Active participants and in normative sample **Supplemental sample and in normative sample

2010–2011 HERI Faculty Survey—Survey Participants

For list of participating institutions since 1989, visit www.heri.ucla.edu

Private Nonsectarian 4-year Colleges	
Alaska Pacific University*	AK
Aurora University*	IL
Bryn Mawr College*	PA
Bucknell University*	PA
Carleton College*	MN
Cazenovia College*	NY
Cedar Crest College*	PA
Colorado College*	CO
Dickinson College*	PA
Franklin Pierce University*	NH
Goucher College*	MD
Hampden-Sydney College	VA
Harrisburg University of Science and Technology*	PA
Hartwick College*	NY
Haverford College*	PA
Hawaii Pacific University*	HI
Hood College*	MD
Illinois Wesleyan University*	IL
John Brown University*	AR
Juniata College*	PA
Kenyon College*	OH
McDaniel College*	MD
Medaille College*	NY
Mills College*	CA
Nazareth College*	NY
Occidental College*	CA
Park University*	MO
Philadelphia University	PA
Principia College*	IL
Rockford College*	IL
Smith College*	MA
St. Lawrence University*	NY
Swarthmore College*	PA
The College of Wooster*	OH
The University of Tampa*	FL
Touro College	NY
Trinity College*	CT
University of Puget Sound*	WA
University of the Sciences in Philadelphia*	PA
Ursinus College	PA
Vassar College*	NY
Westmont College*	CA
Wheaton College-Norton*	MA
Whitman College*	WA
Willamette University*	OR
Williams College*	MA
Alfred University**	NY
Asbury University**	KY
Bard College**	NY
Bates College**	ME
Beloit College**	WI
Bentley University**	MA

Private Nonsectarian 4-year Colleges	
Berea College**	KY
Berry College**	GA
Colgate University**	NY
Denison University**	OH
Drake University**	IA
Drury University**	MO
Furman University**	SC
Grinnell College**	IA
Hamilton College**	NY
Hiram College**	OH
Kalamazoo College**	MI
Lawrence University**	WI
Lewis & Clark College**	OR
Long Island University-Brooklyn Campus**	NY
Long Island University-C W Post Campus**	NY
Marymount Manhattan College**	NY
Massachusetts College of Pharmacy and Health Sciences**	MA
Metropolitan College of New York**	NY
Minneapolis College of Art and Design**	MN
Oberlin College**	OH
Pacific Northwest College of Art**	OR
Pine Manor College**	MA
Pomona College**	CA
Rider University**	NJ
Ripon College**	WI
Rollins College**	FL
Roosevelt University**	IL
Sarah Lawrence College**	NY
Scripps College**	CA
Stetson University**	FL
Suffolk University**	MA
Tuskegee University**	AL
Union College-Schenectady**	NY
Washington and Lee University**	VA
Washington College**	MD
Webster University**	MO
Western New England College**	MA
Wheelock College**	MA
William Jewell College**	MO

*Active participants and in normative sample **Supplemental sample and in normative sample

2010–2011 HERI Faculty Survey—Survey Participants

For list of participating institutions since 1989, visit www.heri.ucla.edu

Catholic 4-year Colleges	
Cabrini College*	PA
Canisius College*	NY
College of the Holy Cross*	MA
Fairfield University*	CT
King's College*	PA
Lewis University*	IL
Loyola College in Maryland*	MD
Loyola Marymount University	CA
Madonna University*	MI
Marywood University*	PA
Mount St. Mary's University*	MD
Niagara University*	NY
Saint Anselm College*	NH
Saint Mary's College*	IN
Saint Mary's College of California*	CA
Saint Norbert College*	WI
Saint Peter's College*	NJ
Saint Thomas University*	FL
Santa Clara University	CA
St. Mary's University	TX
University of Detroit Mercy	MI
University of Mary*	ND
University of Scranton	PA
Villanova University*	PA
Walsh University*	OH
Alvernia College**	PA
Belmont Abbey College**	NC
Benedictine College**	KS
Christian Brothers University**	TN
College of Saint Benedict**	MN
Creighton University**	NE
Divine Word College**	IA
Fontbonne University**	MO
Georgian Court University**	NJ
Gwynedd Mercy College**	PA
Loyola University New Orleans**	LA
Marymount University**	VA
Mount Aloysius College**	PA
Neumann University**	PA
Notre Dame of Maryland University**	MD
Ohio Dominican University**	OH
Regis College**	MA
Saint Joseph's University**	PA
Saint Leo University**	FL
Saint Mary-of-the-Woods College**	IN
Saint Vincent College**	PA
Saint Xavier University**	IL
Spring Hill College**	AL
The College of Saint Scholastica**	MN
University of Portland**	OR
University of St. Francis**	IL
Ursuline College**	OH
Viterbo University**	WI

Other Religious 4-year Colleges	
Abilene Christian University*	TX
Agnes Scott College*	GA
Albright College*	PA
Alma College*	MI
Augustana College*	IL
Austin College*	TX
Azusa Pacific University*	CA
Bethel University*	MN
Bridgewater College*	VA
Brigham Young University-Hawaii*	HI
Calvin College*	MI
Carroll University*	WI
Central College*	IA
Chapman University*	CA
Coe College*	IA
Concordia University-Wisconsin*	WI
DePauw University	IN
Dordt College*	IA
Earlham College*	IN
Eckerd College*	FL
Elon University*	NC
Florida Memorial University*	FL
George Fox University*	OR
Gettysburg College*	PA
Grand View University*	IA
Greensboro College*	NC
Gustavus Adolphus College*	MN
Hamline University*	MN
Hendrix College*	AR
Hope College*	MI
Illinois College*	IL
Iowa Wesleyan College*	IA
Judson University*	IL
Lakeland College*	WI
Lebanon Valley College*	PA
Linfield College*	OR
Luther College*	IA
Lycoming College*	PA
Macalester College*	MN
Malone University*	OH
Martin Luther College*	MN
Mount Vernon Nazarene University	OH
Nebraska Wesleyan University*	NE
Nyack College*	NY
Oklahoma City University	OK
Point Loma Nazarene University*	CA
Roberts Wesleyan College*	NY
Seattle Pacific University*	WA
Sewanee: The University of the South*	TN
Simpson College*	IA
Simpson University*	CA
Southern Nazarene University*	OK
St. Olaf College*	MN

*Active participants and in normative sample **Supplemental sample and in normative sample

2010–2011 HERI Faculty Survey—Survey Participants

For list of participating institutions since 1989, visit www.heri.ucla.edu

Other Religious 4-year Colleges

Susquehanna University*	PA
Taylor University*	IN
Trinity University*	TX
Union University	TN
University of Indianapolis*	IN
University of Mary Hardin-Baylor*	TX
Valparaiso University	IN
Vanguard University of Southern California*	CA
Whitworth University*	WA
Wittenberg University*	OH
Albion College**	MI
Allegheny College**	PA
Anderson University**	SC
Augsburg College**	MN
Augustana College**	SD
Barton College**	NC
Benedict College**	SC
Bethel College**	IN
Bethune-Cookman University**	FL
Birmingham Southern College**	AL
Bryan College**	TN
Buena Vista University**	IA
California Baptist University**	CA
Centre College**	KY
Concordia University-Saint Paul**	MN
Dakota Wesleyan University**	SD
Defiance College**	OH
East Texas Baptist University**	TX
Eastern Mennonite University**	VA
Elmhurst College**	IL
Florida Southern College**	FL
Geneva College**	PA
Goshen College**	IN
Greenville College**	IL
Huntington University**	IN
La Sierra University**	CA
Lee University**	TN
Lindsey Wilson College**	KY
Lyon College**	AR
Manchester College**	IN
Maryville College**	TN
McPherson College**	KS
Mercer University-Macon**	GA
MidAmerica Nazarene University**	KS
Moravian College and Moravian Theological Seminary**	PA
Morningside College**	IA
North Greenville University**	SC
North Park University**	IL
Northwest University**	WA
Northwestern College**	MN
Ohio Northern University**	OH
Palm Beach Atlantic University-West Palm Beach**	FL
Peace College**	NC

Other Religious 4-year Colleges

Presbyterian College**	SC
Queens University of Charlotte**	NC
Rhodes College**	TN
Roanoke College**	VA
Shenandoah University**	VA
Southwestern University**	TX
St. Andrew's Presbyterian College**	NC
Texas Lutheran University**	TX
The University of Findlay**	OH
Trinity Christian College**	IL
University of Dubuque**	IA
University of Mobile**	AL
Valley Forge Christian College**	PA
Virginia Wesleyan College**	VA
Wagner College**	NY
Wartburg College**	IA
Wesleyan College**	GA
Wilson College**	PA

2-year Colleges

Bismarck State College	ND
Carl Albert State College	OK
Dakota College at Bottineau	ND
Illinois Valley Community College	IL
Lake Region State College	ND
North Dakota State College of Science	ND
South Texas College	TX
Williston State College	ND

Other Institutions

American University of Beirut	
Holy Family University	PA
Patrick Henry College	VA

*Active participants and in normative sample **Supplemental sample and in normative sample

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

Sample surveys commonly raise questions about the data precision, 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 Cooperative Institutional Research Program's (CIRP) 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 that (as is the case with most real sample survey data) do not apply here. Moreover, there are other possible sources of error that should be considered when comparing data across normative groups, across related item categories, and over time. In reference to the precision of the CIRP 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 CIRP surveys, 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%), comparability is reduced by non-repeat participation and year-to-year variation in the quality of data collected by continuing institutional participants. While the CIRP 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 affect order and context significantly. The *exact* wording and order of items on the survey instrument (see Appendix B) should be examined carefully prior to making comparisons across survey years.
3) Substantive changes in the institutional stratification scheme were made in 1968, 1971, 1975, 2001, and 2009. These changes resulted in a revision of the weights applied to individual institutions. 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 CIRP comparison group, it is important for those who are interested to be able to estimate the precision

of the data. Toward this end, Table D1 provides estimates of standard errors for comparison groups of various sizes and for different percentages[1] that can be used to derive confidence interval estimates.

For example, suppose the item we are interested in has a response percentage of 15.7 among students at all nonsectarian four-year colleges (a normative group that is 39,525 in size). First, we choose the column that is closest to the observed percentage of 15.7— in this case, "15%."[2] Next, we select the row closest to the unweighted sample size of 39,525—in this case "40,000." Consulting Table D1, we find the estimated standard error would be 0.179.

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 CIRP comparison groups, will be equal to 1.96 at the 0.05 level of probability).[3] In this example, we would multiply the estimated standard error of 0.179 by 1.96, which yields 0.350. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± 0.4. In practical terms, this confidence interval means that if we were to replicate this survey using the same size sample, we would expect that the resulting percentage would fall between 15.3% and 16.1% 95 times out of 100.

Table D1. Estimated Standard Errors of Percentages for Comparison Groups of Various Sizes

Unweighted size of comparison groups	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
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
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
20,000	.070	.154	.212	.252	.283	.306	.324	.337	.346	.352	.354
40,000	.050	.109	.150	.179	.200	.217	.229	.238	.245	.249	.250
55,000	.042	.093	.128	.152	.171	.185	.195	.203	.209	.212	.213
70,000	.038	.082	.113	.135	.151	.164	.173	.180	.185	.188	.189
90,000	.033	.073	.100	.119	.133	.144	.153	.159	.163	.166	.167
110,000	.030	.066	.090	.108	.121	.131	.138	.144	.148	.150	.151
130,000	.028	.060	.083	.099	.111	.120	.127	.132	.136	.138	.139
240,000	.020	.044	.061	.073	.082	.088	.094	.097	.100	.102	.102

Note: Assumes simple random sampling.

[1] Calculated by $\sqrt{\frac{x\%(100-x\%)}{N}}$ where x is the percentage of interest and N is the population count from Table A1 (see Appendix A).

[2] Since the distribution of the standard errors is symmetrical around the 50% 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% yields 41, so we would use the column labeled "40%."

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

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PUBLICATIONS

Completing College: Assessing Graduation Rates at Four-Year Institutions

November 2011, 55 pages

Provides the latest information on four-, five-, and six-year degree attainment rates collected longitudinally from 356 baccalaureate-granting institutions. Differences by institutional type, gender, first-generation status, and race/ethnicity are examined. The study highlights main predictors of degree completion and provides several formulas for calculating expected institutional completion rates.

The American Freshman: National Norms for Fall 2011*

December 2011, 71 pages
E-book with expanded tables, 175 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2011, data from approximately 203,967 freshman students are statistically adjusted to reflect the 1.5 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values, and life goals.

*Publications from earlier years are also available.

The American Freshman: Forty Year Trends

March 2006, 261 pages

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; and issues of access and affordability in college. Trends in students' political and social attitudes are also covered.

Undergraduate Teaching Faculty: The 2010–2011 HERI Faculty Survey*

October 2012, 99 pages
E-book with expanded tables, 231 pages

Provides an informative profile of full-time undergraduate faculty at American colleges and universities. The 2010–2011 norms covers several areas: Faculty Work-Life, Use of Student-Centered Pedagogy, and Training the Next Generation of Faculty. The report includes a section devoted to examining the experiences and perceptions of part-time faculty as well. Results are reported by institutional type for all faculty, male faculty, and female faculty.

*Publications from earlier years, under the title *The American College Teacher*, are also available: 2007–2008, 2004–2005, 2001–2002, 1998–1999, 1995–1996, 1992–1993, 1989–1990.

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

October 2008, 90 pages

With national data taken from the Cooperative Institutional Research Program (CIRP) Freshman Survey, this report is a data resource for higher education in understanding the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. 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

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. Featuring data collected from the Cooperative Institutional Research Program (CIRP) Freshman Survey, it is based on 361,271 Asian/Asian American first-time full-time students who entered college between 1971 and 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

First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers who seek to understand students' college decision-making process in order to support 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 Cooperative Institutional Research Program (CIRP) Freshman Survey from 1971 to 2005.

Black Undergraduates From *Bakke* to *Grutter*

November 2005, 41 pages

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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