



2010-2011 HERI Faculty Survey

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Appendix A

Research Methodology

Research Methodology

The data reported here have been weighted to provide a normative picture of the 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 admitting at least 25 first-time full-time students and granting a baccalaureate-level 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 2010 Basic Carnegie 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 faculty. Participating universities were required to survey 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 HERI 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 – Prior Respondents”).

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

The institutional participation rate should not be confused with response rate. An institution's response rate depends on the number of sampled faculty returned. If the institution sampled only a small proportion of its full-time undergraduate faculty, it might not meet the norms requirements of the above stated percentage of all full-time undergraduate faculty 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 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 full-time undergraduate faculty.

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 STEM faculty. Responses from this group are not included in the norms because they were not randomly-selected.

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	687	555
Supplemental sample of prior respondents				
<u>Four-year institutions</u>				
2004-05 HERI Faculty Survey	15,252	3,055	2,271	784
2007-08 HERI Faculty Survey	6,553	2,027	1,591	436
subtotal	21,805	5,082	3,862	1,220
Supplemental sample of prior respondents				
<u>Two-year institutions</u>				
2004-05 HERI Faculty Survey	1,559	213	0	213
2007-08 HERI Faculty Survey	238	60	0	60
subtotal	1,797	273	0	273
Targeted STEM faculty	2,131	380	0	380
Total		37,933	23,824	13,729

Note:

* Participating schools do not provide HERI with the total number of those who were 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 were not from a full-time undergraduate faculty or less than 10 responses from four-year institutions: 1,220 responses are not included in the norms because the responses 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.

Table A2. 2010-2011 HERI Faculty Survey - Institutions

Institution Type	Strat Cell	Selectivity	Population	Participating Institutions			Sample Type			Included in Norms		
				Institutions	Supplemental Sample	Randomly-Selected	Total	Institutions	Supplemental Sample	Randomly-Selected	Total	
Public Universities	1	low	57	4	8	3	15	2	8	2	12	
	2	medium	60	8	6	1	15	7	5	1	13	
	3	high	53	3	5	1	9	2	5	1	8	
Private Universities	4	medium	34	9	6	2	17	9	6	1	16	
	5	high	31	8	6	0	14	5	6	0	11	
	6	very high	33	2	5	5	12	1	5	4	10	
Public 4-year Colleges	7,10	low	133	11	16	9	36	10	16	3	29	
	8	medium	131	16	18	7	41	12	18	6	36	
	9	high	103	13	16	1	30	12	16	0	28	
Private Nonsectarian 4-year Colleges	11,15	low	118	5	6	4	15	5	6	1	12	
	12	medium	72	8	4	10	22	6	4	4	14	
	13	high	72	15	12	0	27	14	12	0	26	
Catholic 4-year Colleges	14	very high	69	18	18	0	36	17	18	0	35	
	16,19	low	44	3	8	5	16	3	8	0	11	
	17	medium	53	9	9	2	20	8	9	0	17	
Other Religious 4-year Colleges	18	high	53	13	11	0	24	9	11	0	20	
	20,24	very low	136	5	9	7	21	5	9	1	15	
	21	low	110	9	15	12	36	8	14	3	25	
Colleges	22	medium	77	11	14	7	32	11	14	0	25	
	23	high	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 Basic Carnegie 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 freshmen 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			Participating Institutions	Included in Norms		Total
			Total	Men	Women		Supplemental Sample	Randomly-Selected	
Public Universities	1	low	44,253	57.3%	42.7%	262	286	47	595
	2	medium	79,543	61.7%	38.3%	1,541	203	25	1,769
	3	high	104,673	63.9%	36.1%	757	326	54	1,137
Private Universities	4	medium	11,191	51.0%	49.0%	954	115	26	1,095
	5	high	25,114	61.6%	38.4%	1,302	129	0	1,431
	6	very high	58,709	66.4%	33.6%	170	118	238	526
Public 4-year Colleges	7,10	low	30,041	54.3%	45.7%	1,078	242	48	1,368
	8	medium	37,794	53.6%	46.4%	1,483	393	119	1,995
	9	high	33,141	56.4%	43.6%	1,766	358	0	2,124
Private Nonsectarian 4-year Colleges	11,15	low	8,314	53.8%	46.2%	224	44	11	279
	12	medium	9,767	53.4%	46.6%	387	46	60	493
	13	high	9,605	52.3%	47.7%	940	160	0	1,100
14	very high	13,238	57.9%	42.1%	2,005	390	0	2,395	
Catholic 4-year Colleges	16,19	low	2,723	39.1%	60.9%	166	66	0	232
	17	medium	5,832	45.4%	54.6%	487	79	0	566
	18	high	11,134	55.8%	44.2%	1,076	216	0	1,292
Other Religious 4-year Colleges	20,24	very low	6,703	56.6%	43.4%	169	73	10	252
	21	low	7,392	55.2%	44.8%	506	132	39	677
	22	medium	8,262	59.8%	40.2%	900	159	0	1,059
23	high	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 Basic Carnegie 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 freshmen 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.

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 instance, 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 also applied to the supplemental sample of randomly-selected faculty 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 the 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 HERI Faculty Survey. Separate regression 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:

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.

Race/Ethnicity	
American Indian/Alaska Native	White/Caucasian (reference category)
Asian American/Native Hawaiian/Pacific Islander	Other
African American/Black	Two or more race/ethnicity
Hispanic (Mexican,/Puerto Rican/Other Latino)	
Institution Type	
Public Universities	
Private Universities	
Public Four-year Colleges	
Private Nonsectarian Four-year Colleges (reference category)	
Catholic Four-year Colleges	
Other Religious Four-year Colleges	
Year of Appointment	
Within past years	21 to 25 years ago
1 to 5 years ago (reference category)	26 to 30 years ago
6 to 10 years ago	31 to 35 years ago
11 to 15 years ago	More than 35 years ago
16 to 20 years ago	
Tenure Status	
Tenured (reference category)	Not on track, but inst offer
On track, but not tenure	No tenure system
Overall Job Satisfaction	
Not applicable	Satisfied
Not satisfied	Very satisfied
Marginally 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 upon 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.

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 normed distribution was based on the 432 possible combinations of the following variables:

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

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.

Defining Full-time Undergraduate Faculty

Only those 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 as 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 hours 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 hours 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 sub-set 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 fifty and standard deviation of ten. 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:

<http://www.heri.ucla.edu/PDFs/constructs/technicalreport.pdf>

Faculty Survey Construct Parameters:

<http://www.heri.ucla.edu/PDFs/constructs/FAC2010Appendix.pdf>

IRT article in Research in Higher Education

<http://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')

<p>Student-Centered Pedagogy measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.</p> <p>In how many of the courses that you teach do you use each of the following?</p> <ul style="list-style-type: none"> * 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) <p>Undergraduate Education Goal: Personal Development measures the extent to which faculty believe that personal development is a central goal for undergraduate education.</p> <p>Indicate the importance to you of each of the following education goals for undergraduate students:</p> <ul style="list-style-type: none"> * Help students develop personal values (4.92) * Provide for students' emotional development (2.91) <p>Scholarly Productivity is a unified measure of the scholarly activity of faculty.</p> <p>How many of the following have you published?</p> <ul style="list-style-type: none"> * 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) <p>Civic Minded Practice is a unified measure of faculty involvement in civic activities.</p> <ul style="list-style-type: none"> * 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) <p>Civic Minded Values – A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.</p> <ul style="list-style-type: none"> * 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) <p>Job Satisfaction: Workplace is a unified measure of the extent to which faculty are satisfied with their working environment.</p> <p>How satisfied are you with the following aspects of your job?</p> <ul style="list-style-type: none"> * Professional relationships with other faculty (2.55) * Competency of colleagues (1.92) * Autonomy and independence (1.57) <p>Job Satisfaction: Compensation is a unified measure of the extent to which faculty are satisfied with their compensation packages.</p> <p>How satisfied are you with the following aspects of your job?</p> <ul style="list-style-type: none"> * Opportunity for scholarly pursuits (2.18) * Retirement benefits (1.48) * Salary (1.40) <p>Career Related Stress measures the amount of stress faculty experience related to their career.</p> <p>Please indicate the extent to which each of the following has been a source of stress for you during the last two years:</p> <ul style="list-style-type: none"> * Lack of personal time (1.52) * Teaching load (1.38) * Committee work (1.25) * Institutional procedures/red tape (1.17) <p>Institutional Priority: Commitment to Diversity measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.</p> <p>Indicate how important you believe each priority listed below is at your college or university:</p> <ul style="list-style-type: none"> * To create a diverse multi-cultural 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) <p>Institutional Priority: Civic Engagement measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.</p> <p>Indicate how important you believe each priority listed below is at your college or university:</p> <ul style="list-style-type: none"> * 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) <p>Institutional Priority: Increase Prestige measures the extent to which faculty believe their institution is committed to increasing its prestige.</p> <p>Indicate how important you believe each priority listed below is at your college or university:</p> <ul style="list-style-type: none"> * To increase or maintain institutional prestige (3.54) * To enhance the institution's national image (3.43) <p>Social Agency measures the extent to which faculty value political and social involvement as a personal goal.</p> <p>Indicate the importance to you personally of each of the following:</p> <ul style="list-style-type: none"> * Participating in a community action program (2.32) * Becoming a community leader (1.84) * Influencing social values (1.49) 	<ul style="list-style-type: none"> * 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) <ul style="list-style-type: none"> * Develop moral character (2.87) * Enhance students' self-understanding (2.65) <ul style="list-style-type: none"> * Chapters in edited volumes (2.11) <ul style="list-style-type: none"> * 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) <ul style="list-style-type: none"> * 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) <ul style="list-style-type: none"> * Departmental leadership (1.51) * Course assignments (1.33) <ul style="list-style-type: none"> * Teaching load (1.27) * Job security (1.26) * Prospects for career advancement (1.25) <ul style="list-style-type: none"> * Colleagues (1.14) * Research or publishing demands (1.13) * Self-imposed high expectations (1.09) * Students (1.08) <ul style="list-style-type: none"> * To recruit more minority students (2.41) * To increase the representation of women in the faculty and administration (1.76) <ul style="list-style-type: none"> * To facilitate student involvement in community service (1.29) <ul style="list-style-type: none"> * To hire faculty "stars" (1.47) <ul style="list-style-type: none"> * Helping to promote racial understanding (1.40) * Keeping up to date with political affairs (1.06)
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Appendix B

2010-2011 HERI Faculty Survey Questions

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 part-time faculty. (Mark all that apply)

- Use of private office
- Shared office space
- A personal computer
- An email account
- A phone/voicemail

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2f. Please indicate your agreement with the following statements:

(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

Part-time instructors at this institution:

- Are given specific training before teaching
- Rarely get hired into full-time positions
- Receive respect from students
- Are primarily responsible for introductory classes
- Have no guarantee of employment security
- Have access to support services
- Are compensated for advising/counseling students
- Are required to attend meetings
- Have good working relationships with the administration
- Are respected by full-time faculty

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

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
-

2010-2011 HERI FACULTY SURVEY

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

- Department chair
- Dean (Associate or Assistant)
- President
- Vice-President
- Provost
- Other
- Not Applicable

6. On the following list, please mark one 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

2010-2011 HERI FACULTY SURVEY

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 your 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 Course 1 (up to 10 courses)

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

2010-2011 HERI FACULTY SURVEY

12. Do you teach remedial/developmental skills in any of the following areas? (Mark all 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

2010-2011 HERI FACULTY SURVEY

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

(Responses: All, Most, Some, None)

Evaluation Methods

- 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

Instructional Techniques/Methods

- 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

2010-2011 HERI FACULTY SURVEY

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?

2010-2011 HERI FACULTY SURVEY

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

2010-2011 HERI FACULTY SURVEY

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

2010-2011 HERI FACULTY SURVEY

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)?

\$ _____

2010-2011 HERI FACULTY SURVEY

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:
(See Appendix A)
- | | |
|---|-------|
| 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

2010-2011 HERI FACULTY SURVEY

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)

2010-2011 HERI FACULTY SURVEY

APPENDIX A

General Area

(Major / Department)

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

Specific Discipline

(Major / Department)

- | | |
|---|--|
| 0101=Agriculture and related sciences | 0608= Business/mgt/marketing/related, other |
| 0102=Natural resources and conservation | |
| 0103=Agriculture/natural resources/related, other | 0701=Communication/journalism/related prgms |
| | 0702=Communication technologies/technicians and support svcs |
| 0201=Architecture and related services | 0703=Communication/journalism/comm. tech, other |
| | |
| 0301=Area/ethnic/cultural/gender studies | 0801=Computer/info tech administration/mgmt |
| | 0802=Computer programming |
| 0401=Art history, criticism, and conservation | 0803=Computer science |
| 0402=Design & applied arts | 0804=Computer software and media applications |
| 0403=Drama/theatre arts and stagecraft | 0805=Computer systems analysis |
| 0404=Fine and studio art | 0806=Computer systems networking/telecom |
| 0405=Music, general | 0807=Data entry/microcomputer applications |
| 0406=Music history, literature, and theory | 0808=Data processing |
| 0407=Commercial and advertising art | 0809=Information science/studies |
| 0408=Dance | 0810=Computer/info sci/support svcs, other |
| 0409= Film, video, and photographic arts | |
| 0410=Visual and performing arts, other | 0901=Construction trades |
| | |
| 0501=Biochem/biophysics/molecular biology | 1001=Curriculum and instruction |
| 0502=Botany/plant biology | 1002=Educational administration/supervision |
| 0503=Genetics | 1003=Educational/instructional media design |
| 0504=Microbiological sciences & immunology | 1004=Special education and teaching |
| 0505=Physiology, pathology & related sciences | 1005=Student counseling/personnel services |
| 0506=Zoology/animal biology | 1006=Early childhood education and teaching |
| 0507=Biological & biomedical sciences, other | 1007=Elementary education and teaching |
| | 1008=Secondary education and teaching |
| 0601=Accounting and related services | 1009=Adult and continuing education/teaching |
| 0602=Business admin/management/operations | 1010=Teacher ed: specific levels, other |
| 0603=Business operations support/assistance | 1011=Teacher ed: specific subject areas |
| 0604=Finance/financial management services | 1012=Bilingual & multicultural education |
| 0605=Human resources management and svcs | 1013=Ed assessment |
| 0606=Marketing | 1014=Higher education |
| 0607= Management information systems/services | 1015=Education, other |

2010-2011 HERI FACULTY SURVEY

1101=Biomedical/medical engineering	2301=Culinary arts and related services
1102=Chemical engineering	2302=Personal and culinary services
1103=Civil engineering	2303=Personal and culinary services, other
1104=Computer engineering	2401=Philosophy
1105=Electrical/electronics/comms engineering	2402=Religion/religious studies
1106=Engineering technologies/technicians	2403=Theology and religious vocations
1107=Environmental/environmental health eng	2404=Philosophy, religion & theology, other
1108=Mechanical engineering	2501=Astronomy & astrophysics
1109=Engineering, other	2502=Atmospheric sciences and meteorology
1201=English language and literature/letters	2503=Chemistry
1301=Family/consumer sciences, human sciences	2504=Geological & earth sciences/geosciences
1401=Foreign languages/literature/linguistics	2505=Physics
1501=Alternative/complementary medicine/sys	2506=Physical sciences, other
1502=Chiropractic	2601=Behavioral psychology
1503=Clinical/medical lab science/allied	2602=Clinical psychology
1504=Dental support services/allied	2603=Education/school psychology
1505=Dentistry	2604=Psychology, other
1506=Health & medical administrative services	2701=Public administration
1507=Allied health and medical assisting services	2702=Social work
1508=Allied health diagnostic, intervention, treatment professions	2703=Public administration & social svcs other
1509=Medicine, including psychiatry	2801=Science technologies/technicians
1510=Mental/social health services and allied	2901=Corrections
1511=Nursing	2902=Criminal justice
1512=Optometry	2903=Fire protection
1513=Osteopathic medicine/osteopathy	2904=Police science
1514=Pharmacy/pharmaceutical sciences/admin	2905=Security and protective services, other
1515=Podiatric medicine/podiatry	3001=Anthropology (except psychology)
1516=Public health	3002=Archeology
1517=Rehabilitation & therapeutic professions	3003=Criminology
1518=Veterinary medicine	3004=Demography & population studies
1519=Health/related clinical services, other	3005=Economics
1601=Law	3006=Geography & cartography
1602=Legal support services	3007=History
1603=Legal professions and studies, other	3008=International relations & affairs
1701=Library science	3009=Political science and government
1801=Mathematics	3010=Sociology
1802=Statistics	3011=Urban studies/affairs
1803=Mathematics and statistics, other	3012=Social sciences, other
1901=Mechanical/repair technologies/techs	3101=Transportation and materials moving
2001=Multi/interdisciplinary studies	3201=Other
2101=Parks, recreation and leisure studies	
2102=Health and physical education/fitness	
2103=Parks/recreation/leisure/fitness studies, other	
2201=Precision production	

Appendix C

Institutions Participating in the 2010-2011 HERI Faculty Survey

2010-2011 HERI Faculty Survey - Survey Participants

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

For list of participating institutions since 1989, go to: 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
<i>Cleveland State University**</i>	<i>OH</i>
<i>Florida State University**</i>	<i>FL</i>
<i>North Dakota State University-Main Campus**</i>	<i>ND</i>
<i>Northern Arizona University**</i>	<i>AZ</i>
<i>Oakland University**</i>	<i>MI</i>
<i>Ohio State University-Main Campus**</i>	<i>OH</i>
<i>Purdue University-Main Campus**</i>	<i>IN</i>
<i>Southern Illinois University Carbondale**</i>	<i>IL</i>
<i>The University of Alabama**</i>	<i>AL</i>
<i>The University of Texas at San Antonio**</i>	<i>TX</i>
<i>University of Arkansas at Little Rock**</i>	<i>AR</i>
<i>University of California-Los Angeles**</i>	<i>CA</i>
<i>University of California-Santa Cruz**</i>	<i>CA</i>
<i>University of Connecticut-Storrs**</i>	<i>CT</i>
<i>University of Louisiana at Lafayette**</i>	<i>LA</i>
<i>University of Massachusetts-Boston**</i>	<i>MA</i>
<i>University of Missouri-Kansas City**</i>	<i>MO</i>
<i>University of North Carolina at Charlotte**</i>	<i>NC</i>
<i>University of Oregon**</i>	<i>OR</i>
<i>University of Vermont**</i>	<i>VT</i>
<i>Utah State University**</i>	<i>UT</i>
<i>Wayne State University**</i>	<i>MI</i>

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
<i>Anderson University**</i>	<i>IN</i>
<i>Biola University**</i>	<i>CA</i>
<i>Boston College**</i>	<i>MA</i>
<i>Carnegie Mellon University**</i>	<i>PA</i>
<i>Clark University**</i>	<i>MA</i>
<i>Edgewood College**</i>	<i>WI</i>
<i>Howard University**</i>	<i>DC</i>
<i>Johns Hopkins University**</i>	<i>MD</i>
<i>Loyola University Chicago**</i>	<i>IL</i>
<i>Marquette University**</i>	<i>WI</i>
<i>Massachusetts Institute of Technology**</i>	<i>MA</i>
<i>Rensselaer Polytechnic Institute**</i>	<i>NY</i>
<i>Rice University**</i>	<i>TX</i>
<i>Saint John Fisher College**</i>	<i>NY</i>
<i>Saint Mary's University of Minnesota**</i>	<i>MN</i>
<i>Seton Hall University**</i>	<i>NJ</i>
<i>Southern Methodist University**</i>	<i>TX</i>
<i>University of Chicago**</i>	<i>IL</i>
<i>University of Pennsylvania**</i>	<i>PA</i>
<i>University of San Francisco**</i>	<i>CA</i>
<i>University of Southern California**</i>	<i>CA</i>
<i>University of St Thomas-St Paul**</i>	<i>MN</i>

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<u>Public 4yr Colleges</u>		<u>Public 4yr Colleges</u>	
California State University-Fresno*	CA	<i>Eastern New Mexico University-Main Campus**</i>	<i>NM</i>
California State University-Fullerton*	CA	<i>Florida Gulf Coast University**</i>	<i>FL</i>
Christopher Newport University*	VA	<i>Fort Lewis College**</i>	<i>CO</i>
Coppin State University*	MD	<i>Frostburg State University**</i>	<i>MD</i>
Dickinson State University*	ND	<i>Humboldt State University**</i>	<i>CA</i>
Eastern Kentucky University*	KY	<i>Indiana University-Kokomo**</i>	<i>IN</i>
Fort Hays State University*	KS	<i>Kutztown University of Pennsylvania**</i>	<i>PA</i>
Georgia College & State University*	GA	<i>Lincoln University of Pennsylvania**</i>	<i>PA</i>
Grand Valley State University*	MI	<i>Lock Haven University**</i>	<i>PA</i>
Indiana University-Purdue University-Fort Wayne*	IN	<i>Longwood University**</i>	<i>VA</i>
Indiana University-Southeast*	IN	<i>Mansfield University of Pennsylvania**</i>	<i>PA</i>
Lander University*	SC	<i>Millersville University of Pennsylvania**</i>	<i>PA</i>
Mayville State University*	ND	<i>Minnesota State University-Moorhead**</i>	<i>MN</i>
Metropolitan State University*	MN	<i>New College of Florida**</i>	<i>FL</i>
Minot State University	ND	<i>Norfolk State University**</i>	<i>VA</i>
Missouri Western State University*	MO	<i>Northeastern State University**</i>	<i>OK</i>
Montclair State University	NJ	<i>Northern Kentucky University**</i>	<i>KY</i>
Northeastern Illinois University	IL	<i>Purdue University-North Central Campus**</i>	<i>IN</i>
Pennsylvania State University-Penn State Erie-Behrend College	PA	<i>Radford University**</i>	<i>VA</i>
Ramapo College of New Jersey*	NJ	<i>Saginaw Valley State University**</i>	<i>MI</i>
Rhode Island College*	RI	<i>Saint Cloud State University**</i>	<i>MN</i>
San Francisco State University	CA	<i>Shippensburg University of Pennsylvania**</i>	<i>PA</i>
San Jose State University	CA	<i>Slippery Rock University of Pennsylvania**</i>	<i>PA</i>
Southeast Missouri State University*	MO	<i>Sonoma State University**</i>	<i>CA</i>
Southern Illinois University Edwardsville	IL	<i>Southern Connecticut State University**</i>	<i>CT</i>
Southern Oregon University*	OR	<i>SUNY at Purchase College**</i>	<i>NY</i>
Southern Utah University*	UT	<i>Texas State University-San Marcos**</i>	<i>TX</i>
SUNY at Geneseo*	NY	<i>The Richard Stockton College of New Jersey**</i>	<i>NJ</i>
SUNY College at Old Westbury*	NY	<i>The University of Tennessee at Chattanooga**</i>	<i>TN</i>
SUNY Empire State College*	NY	<i>Truman State University**</i>	<i>MO</i>
University of Central Missouri*	MO	<i>University of Central Oklahoma**</i>	<i>OK</i>
University of North Carolina at Asheville*	NC	<i>University of Colorado at Colorado Springs**</i>	<i>CO</i>
University of South Carolina-Aiken*	SC	<i>University of Massachusetts-Dartmouth**</i>	<i>MA</i>
University of Wisconsin-Green Bay*	WI	<i>University of Michigan-Dearborn**</i>	<i>MI</i>
University of Wisconsin-Stevens Point*	WI	<i>University of Michigan-Flint**</i>	<i>MI</i>
Utah Valley University*	UT	<i>University of Minnesota-Morris**</i>	<i>MN</i>
Valley City State University*	ND	<i>University of Nebraska at Kearney**</i>	<i>NE</i>
Weber State University*	UT	<i>University of North Carolina-Wilmington**</i>	<i>NC</i>
West Texas A & M University*	TX	<i>University of Pittsburgh-Bradford**</i>	<i>PA</i>
Western Washington University*	WA	<i>University of South Carolina-Upstate**</i>	<i>SC</i>
<i>Bloomsburg University of Pennsylvania**</i>	<i>PA</i>	<i>University of Southern Indiana**</i>	<i>IN</i>
<i>California State University-Bakersfield**</i>	<i>CA</i>	<i>University of West Georgia**</i>	<i>GA</i>
<i>California State University-Los Angeles**</i>	<i>CA</i>	<i>University of Wisconsin-Stout**</i>	<i>WI</i>
<i>California State University-Northridge**</i>	<i>CA</i>	<i>Washburn University**</i>	<i>KS</i>
<i>California University of Pennsylvania**</i>	<i>PA</i>	<i>Western Illinois University**</i>	<i>IL</i>
<i>Central Washington University**</i>	<i>WA</i>	<i>Worcester State College**</i>	<i>MA</i>
<i>Clarion University of Pennsylvania**</i>	<i>PA</i>		
<i>Clayton State University**</i>	<i>GA</i>		
<i>College of Charleston**</i>	<i>SC</i>		
<i>Colorado State University-Pueblo**</i>	<i>CO</i>		
<i>East Stroudsburg University of Pennsylvania**</i>	<i>PA</i>		
<i>Eastern Connecticut State University**</i>	<i>CT</i>		
<i>Eastern Michigan University**</i>	<i>MI</i>		

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<u>Private Nonsectarian 4yr Colleges</u>		<u>Private Nonsectarian 4yr Colleges</u>	
Alaska Pacific University*	AK	Berea College**	KY
Aurora University*	IL	Berry College**	GA
Bryn Mawr College*	PA	Colgate University**	NY
Bucknell University*	PA	Denison University**	OH
Carleton College*	MN	Drake University**	IA
Cazenovia College*	NY	Drury University**	MO
Cedar Crest College*	PA	Furman University**	SC
Colorado College*	CO	Grinnell College**	IA
Dickinson College*	PA	Hamilton College**	NY
Franklin Pierce University*	NH	Hiram College**	OH
Goucher College*	MD	Kalamazoo College**	MI
Hampden-Sydney College	VA	Lawrence University**	WI
Harrisburg University of Science and Technology*	PA	Lewis & Clark College**	OR
Hartwick College*	NY	Long Island University-Brooklyn Campus**	NY
Haverford College*	PA	Long Island University-C W Post Campus**	NY
Hawaii Pacific University*	HI	Marymount Manhattan College**	NY
Hood College*	MD	Massachusetts College of Pharmacy and Health Sciences*	MA
Illinois Wesleyan University*	IL	Metropolitan College of New York**	NY
John Brown University*	AR	Minneapolis College of Art and Design**	MN
Juniata College*	PA	Oberlin College**	OH
Kenyon College*	OH	Pacific Northwest College of Art**	OR
McDaniel College*	MD	Pine Manor College**	MA
Medaille College*	NY	Pomona College**	CA
Mills College*	CA	Rider University**	NJ
Nazareth College*	NY	Ripon College**	WI
Occidental College*	CA	Rollins College**	FL
Park University*	MO	Roosevelt University**	IL
Philadelphia University	PA	Sarah Lawrence College**	NY
Principia College*	IL	Scripps College**	CA
Rockford College*	IL	Stetson University**	FL
Smith College*	MA	Suffolk University**	MA
St Lawrence University*	NY	Tuskegee University**	AL
Swarthmore College*	PA	Union College-Schenectady**	NY
The College of Wooster*	OH	Washington and Lee University**	VA
The University of Tampa*	FL	Washington College**	MD
Touro College	NY	Webster University**	MO
Trinity College*	CT	Western New England College**	MA
University of Puget Sound*	WA	Wheelock College**	MA
University of the Sciences in Philadelphia*	PA	William Jewell College**	MO
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		

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Catholic 4yr 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 Marys College of California*	CA
Saint Norbert College*	WI
Saint Peters College*	NJ
Saint Thomas University*	FL
Santa Clara University	CA
St Marys University	TX
University of Detroit Mercy	MI
University of Mary*	ND
University of Scranton	PA
Villanova University*	PA
Walsh University*	OH
<i>Alvernia College**</i>	<i>PA</i>
<i>Belmont Abbey College**</i>	<i>NC</i>
<i>Benedictine College**</i>	<i>KS</i>
<i>Christian Brothers University**</i>	<i>TN</i>
<i>College of Saint Benedict**</i>	<i>MN</i>
<i>Creighton University**</i>	<i>NE</i>
<i>Divine Word College**</i>	<i>IA</i>
<i>Fontbonne University**</i>	<i>MO</i>
<i>Georgian Court University**</i>	<i>NJ</i>
<i>Gwynedd Mercy College**</i>	<i>PA</i>
<i>Loyola University New Orleans**</i>	<i>LA</i>
<i>Marymount University**</i>	<i>VA</i>
<i>Mount Aloysius College**</i>	<i>PA</i>
<i>Neumann University**</i>	<i>PA</i>
<i>Notre Dame of Maryland University**</i>	<i>MD</i>
<i>Ohio Dominican University**</i>	<i>OH</i>
<i>Regis College**</i>	<i>MA</i>
<i>Saint Joseph's University**</i>	<i>PA</i>
<i>Saint Leo University**</i>	<i>FL</i>
<i>Saint Mary-of-the-Woods College**</i>	<i>IN</i>
<i>Saint Vincent College**</i>	<i>PA</i>
<i>Saint Xavier University**</i>	<i>IL</i>
<i>Spring Hill College**</i>	<i>AL</i>
<i>The College of Saint Scholastica**</i>	<i>MN</i>
<i>University of Portland**</i>	<i>OR</i>
<i>University of St Francis**</i>	<i>IL</i>
<i>Ursuline College**</i>	<i>OH</i>
<i>Viterbo University**</i>	<i>WI</i>

Other Religious 4yr 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

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Other Religious 4yr 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 4yr Colleges

Presbyterian College**	SC
Queens University of Charlotte**	NC
Rhodes College**	TN
Roanoke College**	VA
Shenandoah University**	VA
Southwestern University**	TX
St Andrews 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

2yr 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

Appendix D

The Precision of the Normative Data and Their Comparisons

The Precision of the Normative Data and Their Comparisons

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

Given the CIRP’s large normative sample, the calculated standard error associated with any particular response percentage will be small (as will its confidence interval). It is important to note, however, that traditional methods of calculating standard error assume conditions which, (as is the case with most real sample survey data), do not apply here. Moreover, there are other possible sources of error which should be considered in comparing data across normative groups, across related item categories, and over time. In reference to the precision of the 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 the CIRP, where whole institutions participate, it is likely that the actual standard errors will be somewhat larger than the standard error estimates produced through traditional computational methods. In addition, while every effort has been made to maximize the comparability of the institutional sample from year to year (repeat participation runs about 90 percent), comparability is reduced by non-repeat participation and year-to-year variation in the quality of data collected by continuing institutional participants. While the 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 produce large order and context effects. Given this, 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) Substantial 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 percentages¹ which can be used to derive confidence interval estimates.

For example, suppose the item we are interested in has a response percentage of 15.7 percent 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 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 .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 .05 level of probability).³ In this example, we would multiply the estimated standard error of .179 by 1.96, which yields .350. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± .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 percent and 16.1 percent 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.

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

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

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