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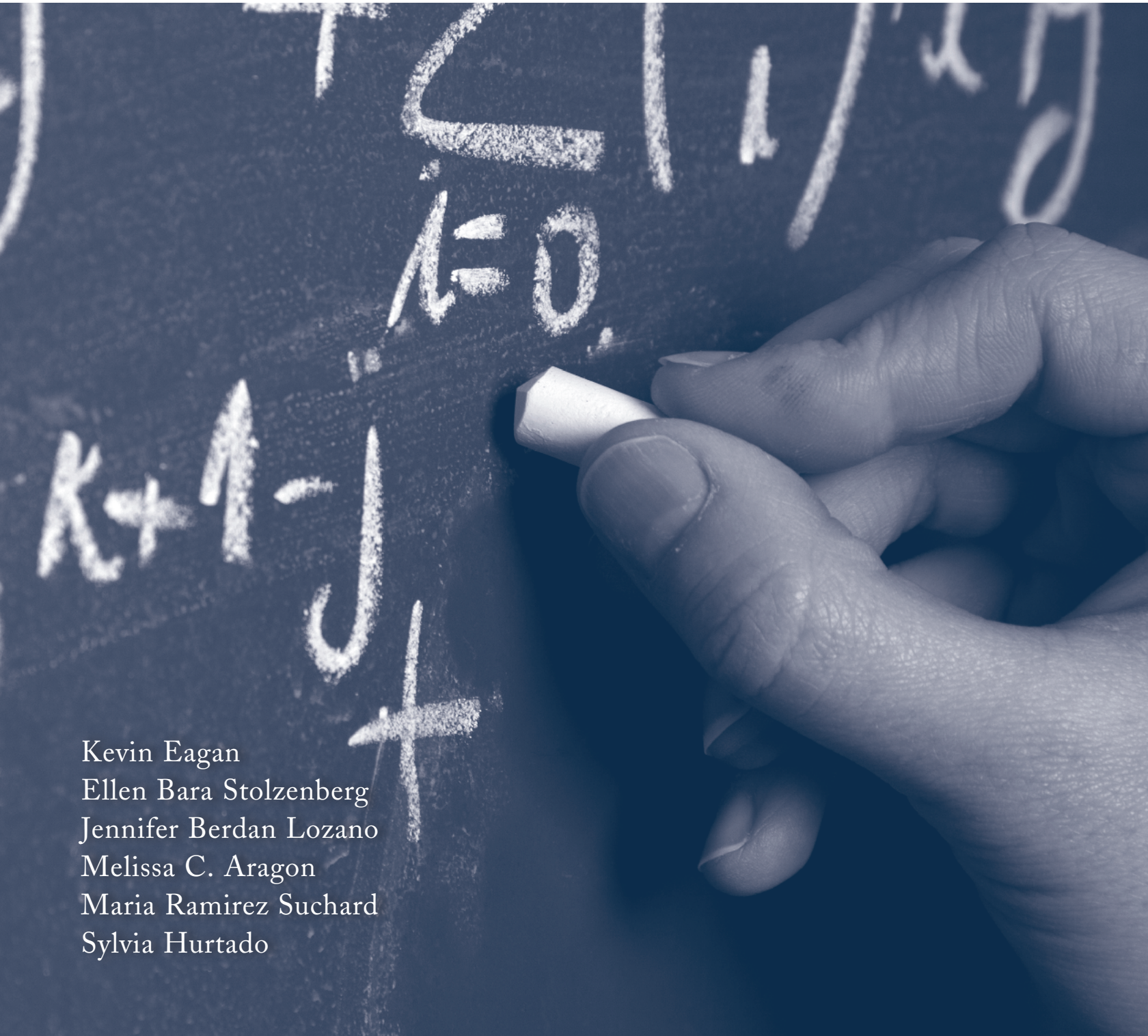
UNDERGRADUATE TEACHING FACULTY: THE 2013-2014 HERI FACULTY SURVEY



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UNDERGRADUATE TEACHING FACULTY: THE 2013–2014 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) during the 2013–2014 academic year. Although HERI has been surveying higher education faculty since 1978, this report is the ninth in a series of faculty surveys administered on a triennial basis. HERI encourages institutions to collect data on their entire faculty, but historically these reports have focused on full-time undergraduate (FTUG) teaching faculty. Institutions receive reports for faculty respondents with teaching, research, and administrative obligations. Given that students are increasingly taught by part-time faculty, particularly in introductory courses (Schuster & Finkelstein, 2006), in the 2007–2008 HERI Faculty Survey we introduced a set of questions specifically addressing the experiences of faculty employed in part-time positions. This report highlights findings for a select set of these items.

This year's survey included five optional modules for campuses to append to the core survey. We highlight findings from the academic advising and campus climate modules in this monograph.

The 2013–2014 HERI Faculty Survey introduced several new features for participating institutions. Faculty responsible for teaching, training, and mentoring graduate students responded to a short set of questions about their interactions with graduate students and perceptions of the graduate program(s) in which they teach. Additionally, this year's survey included five optional modules for campuses to append to the core survey. These modules touched on faculty's perceptions of campus climate, their sexual orientation and gender identity, experiences with academic advising, and spiritual identity and commitment to students' spiritual development, as well as a module designed specifically to measure the perceptions and activities of faculty working in science, technology, engineering, and mathematics (STEM) departments. We highlight findings from the academic advising and campus climate modules in this monograph.

The bulk of the results reported here are based on responses from 16,112 full-time undergraduate teaching faculty members at 269 four-year colleges and universities. 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 out by three sub-groupings: nonsectarian, Roman Catholic, and other religious). Survey data by academic rank are also reported in additional tables available online.[1]

[1] http://www.heri.ucla.edu/facPublications.php

The Survey Questionnaire

The 2013–2014 questionnaire was based largely on items used in the eight previous faculty surveys, which were revised following the suggestions of HERI-affiliated researchers 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. The questionnaire also includes a section that allows individual institutions to ask their faculty up to 30 locally designed closed-ended questions and five open-ended questions, though these campus-specific questions are not reported here.

An Overview of the 2013–2014 Faculty Survey Norms

The following sections highlight findings related to faculty's online teaching and incorporation of technology in the classroom. We also explore changes in faculty's teaching styles over the past 25 years and highlight differences in expectations for course assignments. We then analyze respondents' scholarly productivity before addressing issues of faculty's perceptions of institutional priorities and their opinions about the openness and inclusiveness of administrators in enacting campus policy. A section on campus climate examines differences by race and gender in faculty's experiences with discrimination and perceptions of how well the campus incorporates diversity into the curriculum. We then highlight a new set of items pertaining to the experiences of graduate faculty before

describing differences across institutional types in the support of part-time faculty. The report concludes with a section describing differences by gender in academic advising, which is a new module included in the 2013–2014 HERI Faculty Survey.

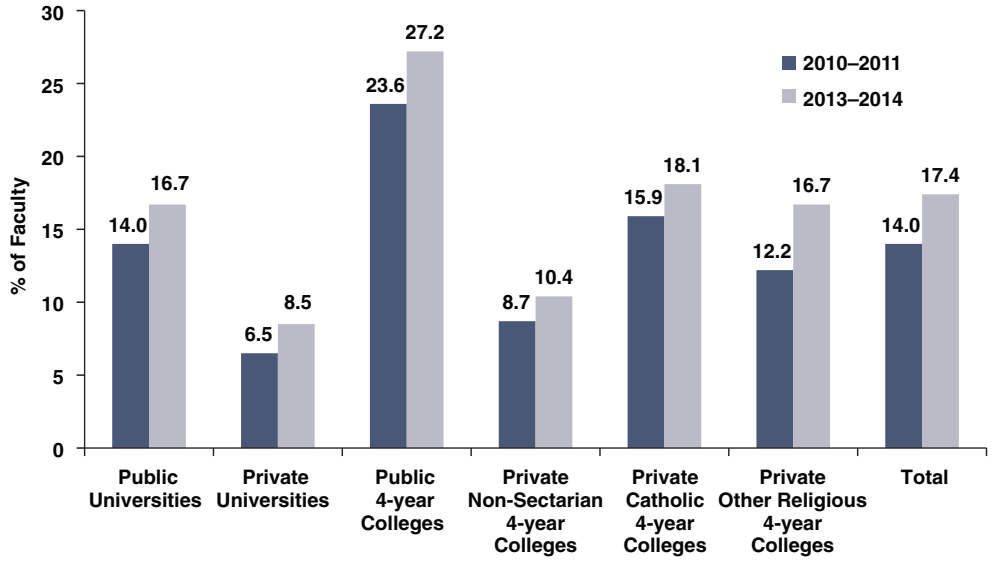
Most Faculty Still Do Not Teach Online Courses

Higher education leaders increasingly view online learning as an important part of their long-term strategic plans (Allen & Seaman, 2013), as this instructional delivery method potentially taps new markets. In the short time between the release of the last monograph highlighting HERI Faculty Survey results from 2010–2011 and the fall of 2014, leaders of higher education institutions have waxed and waned in their enthusiasm for MOOCs (Massively Open Online Courses). MOOCs aside, campus leaders—not to mention policymakers—have put additional pressure on faculty to teach more online courses (e.g., Medina, 2013).

The HERI Faculty Survey has asked faculty for the past two administrations whether they have taught a course exclusively online at their current institution. The results of the 2013–2014 administration indicate a noticeable increase in the proportion of full-time undergraduate faculty who reported teaching at least one course exclusively online. Figure 1 shows the 2010–2011 and 2013–2014 data on online teaching by institutional type. Roughly one in seven (14%) respondents to the 2010–2011 HERI Faculty Survey reported having taught a course exclusively online compared to 17.4% of faculty respondents to the 2013–2014 survey.

Changes between 2010–2011 and 2013–2014 have been uneven across institutional types. Public four-year colleges had the highest proportion of full-time undergraduate faculty (27.2%) indicating they had taught a course exclusively online in the past two years. Faculty at private universities (8.5%) are the least likely to have taught a course exclusively online; these individuals experienced some of the slowest growth in online teaching, gaining just two percentage points over the 2010–11 figure. By contrast, full-time undergraduate faculty teaching at private colleges with an "other" religious affiliation (i.e., not Roman Catholic) experienced the most growth in online teaching, as the proportion of faculty teaching a course exclusively online at "other" religious institutions rose 4.5 percentage points to 16.7% in 2013–2014.

Figure 1. Changes in Having Taught a Course Exclusively Online between 2010–2011 and 2013–2014, by Institution Type



Still relatively few faculty report having taught a course exclusively online.

These differences across institutional types broadly connect with other findings regarding the growth of online offerings among post-secondary institutions. For instance, public colleges and universities far outpace private, nonprofit institutions in online course offerings and online programs: 70.6% versus 48.4% (Allen & Seaman, 2013).

Growth in online teaching varies not only by institutional type but also by academic rank as demonstrated in Figure 2. Instructors experienced the largest gains in online teaching between the past two surveys, moving from 15% in 2010–2011 to 22% in 2013–2014. By contrast, full professors remain the least likely to report teaching a course exclusively online, yet the proportion having done so jumped more than four percentage points in the past three years to 14.8% for the 2013–2014 survey. These gains substantially narrowed the gap between full professors and their colleagues across other ranks. Just fewer than one in five associate professors (18.2%) and assistant professors (17.9%) reported teaching a course exclusively online in the past two years.

Although still relatively few faculty report having taught a course exclusively

Figure 2. Changes in Having Taught a Course Exclusively Online between 2010–2011 and 2013–2014, by Faculty Rank

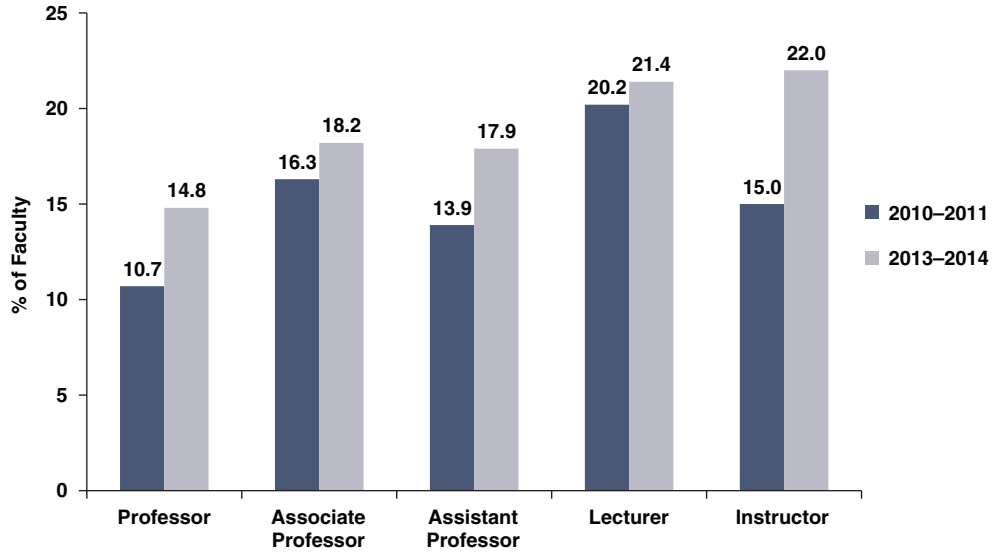
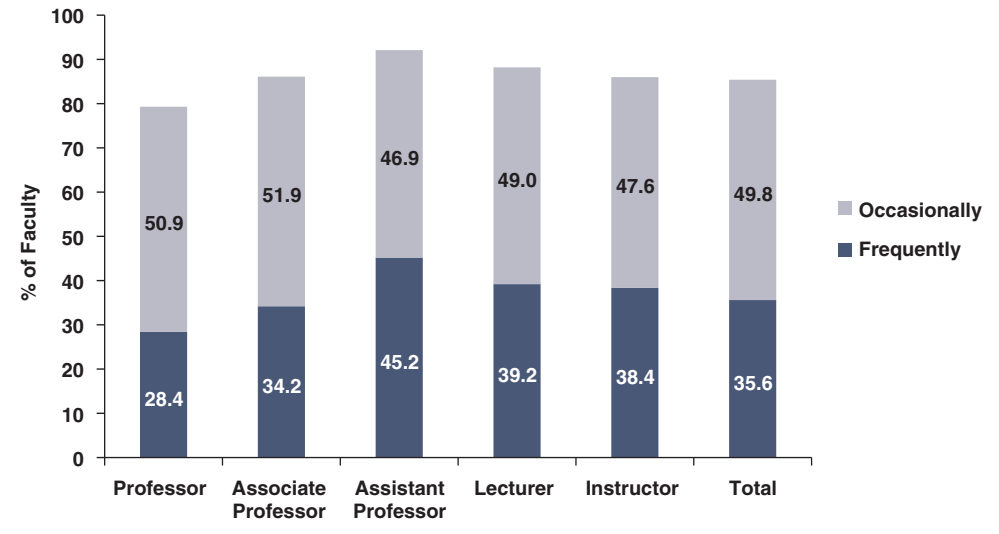
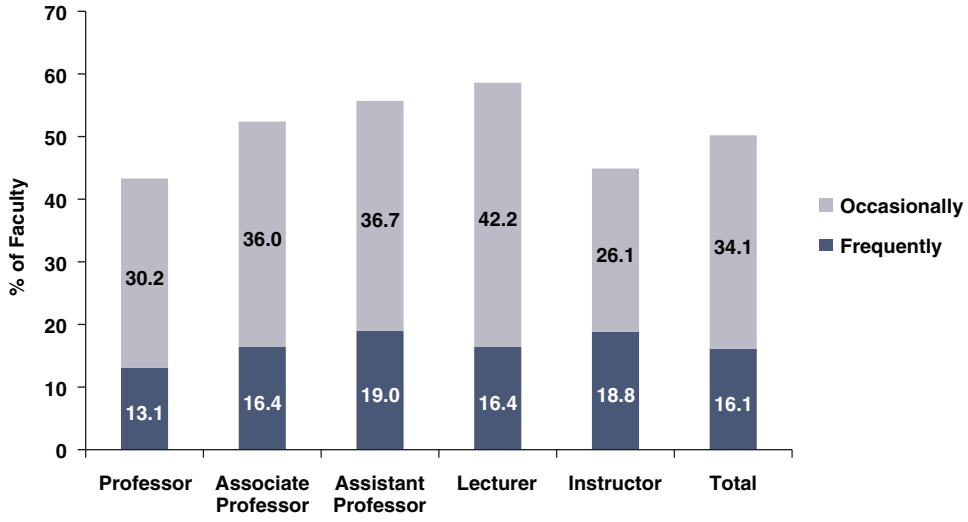


Figure 3. Frequency of Using YouTube or Other Videos in Courses, by Faculty Rank



online, many more regularly incorporate various forms of technology into their courses. Findings in Figure 3 show that roughly one-third (35.6%) of all full-time undergraduate teaching faculty "frequently" incorporate YouTube or other videos in their courses, and nearly half report doing so "occasionally." Assistant professors utilize videos most often in their courses, with 45.2% reporting having done so "frequently" in the past two years. By contrast, full professors are the least likely to use videos in class, with just more than one-quarter (28.4%) reporting having done so "frequently." Just more than one-third of associate professors (34.2%) "frequently" incorporate videos into their courses.

Figure 4. Frequency of Using Online Discussion Boards in Courses, by Faculty Rank



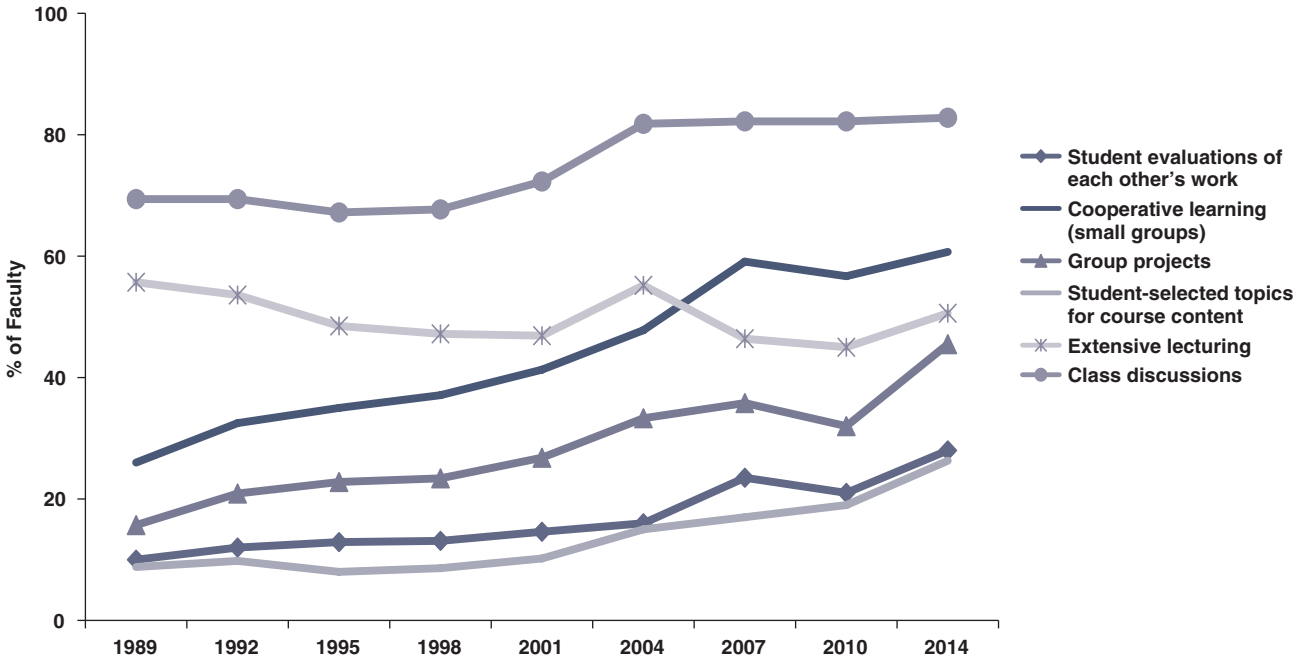
Faculty also used online discussion boards in their courses fairly regularly. Figure 4 shows that 16.1% of faculty "frequently" incorporated online discussion boards into their courses with more than one-third (34.1%) of respondents having done so "occasionally." Nearly one in five (19%) assistant professors "frequently" use online discussion forums compared to 16.4% of associate professors and 13.1% of full professors.

Faculty Move Away from Lecture, Adopt Student-Centered Teaching Practices

Full-time faculty with undergraduate teaching responsibilities overwhelmingly agree (99.1%) that developing students' ability to think critically is a "very important" or "essential" goal. In fact, since the HERI Faculty Survey first introduced this question in 2004, nearly all faculty have consistently rated this goal as "essential" or "very important." In addition, faculty are also highly committed to promoting their students' ability to write effectively (92.7% marked "essential" or "very important"). Overall, faculty believe it is their job to prepare students for employment after college (81.9%) as well as for graduate or advanced education (72.7%).

This commitment to developing students' critical thinking skills and preparing them for post-college life is reflected in changing faculty teaching practices. Over the past 25 years, faculty have consistently shifted their pedagogical styles to promote critical thinking skills by providing collaborative learning environments, opportunities for reflection, self-evaluation, and student-driven selection of coursework (Pithers & Soden, 2000). Figure 5 highlights trends in several pedagogical approaches. More than two-thirds of faculty reported using class discussions in "all" or "most" of their courses in 1989–1990 (69.6%), and faculty's use of this strategy increased steadily over time before leveling off in 2004–2005 at just over 80%. Other student-centered methods have jumped substantively in the past 25 years, as the proportion of faculty who use student evaluations of each other's work in "all" or "most" of their courses has nearly tripled from 10% in 1989–1990 to

Figure 5. Changes in Faculty Teaching Practices, 1989 to 2014
(% Marking "All" or "Most" Courses)



28% in 2013–2014. Incorporating student-selected topics for course content has increased nearly 20 percentage points in the past 25 years (8.5% in 1989–1990 to 26.3% in 2013–2014). Similarly, faculty's reliance upon group projects (45.5%) and cooperative learning (60.7%) are at all-time highs in 2013–2014.

This commitment to developing students' critical thinking skills and preparing them for post-college life is reflected in changing faculty teaching practices.

As faculty's reliance on student-centered teaching practices has increased over the past 25 years, Figure 7 shows an overall drop in the percentage of faculty using lecture in "all" or "most" of their courses. Heavy reliance on lecture has dropped by more than five percentage points since 1989, dropping to 50.6% of faculty in 2013–2014. These trend analyses clearly show that faculty are gradually diversifying their teaching approaches and attempting to identify new strategies to engage students.

Disciplinary Differences in Expectations for Course Assignments

The 2013–2014 HERI Faculty Survey introduced a series of items about the types of assignments faculty gave to students. Faculty responded to questions about how frequently in the past they had given at least one assignment that required students to engage deeply with a significant challenge or question within their discipline. Differences by discipline show that more than half of faculty from departments affiliated with the fine arts (66.4%), history/political science (69.5%), and English (50.5%) "frequently" assigned work that required students to engage deeply with a significant challenge or question in their discipline. Faculty in mathematics/statistics departments were among the least likely to assign work of this nature, with just 27.1% "frequently" doing so. The differences across disciplines may relate to fields' epistemologies or the nature of knowledge undergirding each discipline. Perhaps the variation across disciplines in the extent to which faculty assign work requiring students to engage

deeply with a significant challenge or question in the discipline connects to differences in how faculty view what can be known and how individuals might challenge that knowledge.

Since data are now more accessible than ever, one item on the survey asked faculty to report the frequency with which they gave students an assignment that asked them to analyze and interpret data and to weigh the meaning and significance of evidence (see Figure 6). Developing students' ability to analyze data and interpret its meaning and significance connects to the essential learning outcomes for undergraduate education outlined by the Association of American Colleges and Universities (AACU, 2011). Faculty working in departments of mathematics/statistics (26%), business (44.5%), and engineering (45.5%) were least likely to "frequently" assign work that asked students to weigh the meaning and significance of evidence. By contrast, faculty in history or political science (81.1%), English (75.8%), and the biological sciences (70.3%) were among the most likely to "frequently" require assignments asking students to weigh the meaning and significance of evidence. In areas such as English or history/political science, faculty may require students to rely heavily on evidence to support claims made in position papers; similarly, faculty in the biological sciences require students to identify sources of evidence when writing lab reports.

Figure 6 also shows the frequency with which faculty assigned work requiring students to analyze and interpret data. Faculty in the

Figure 6. Expectations for Course Assignments, by Departmental Discipline (% Marking "Frequently")

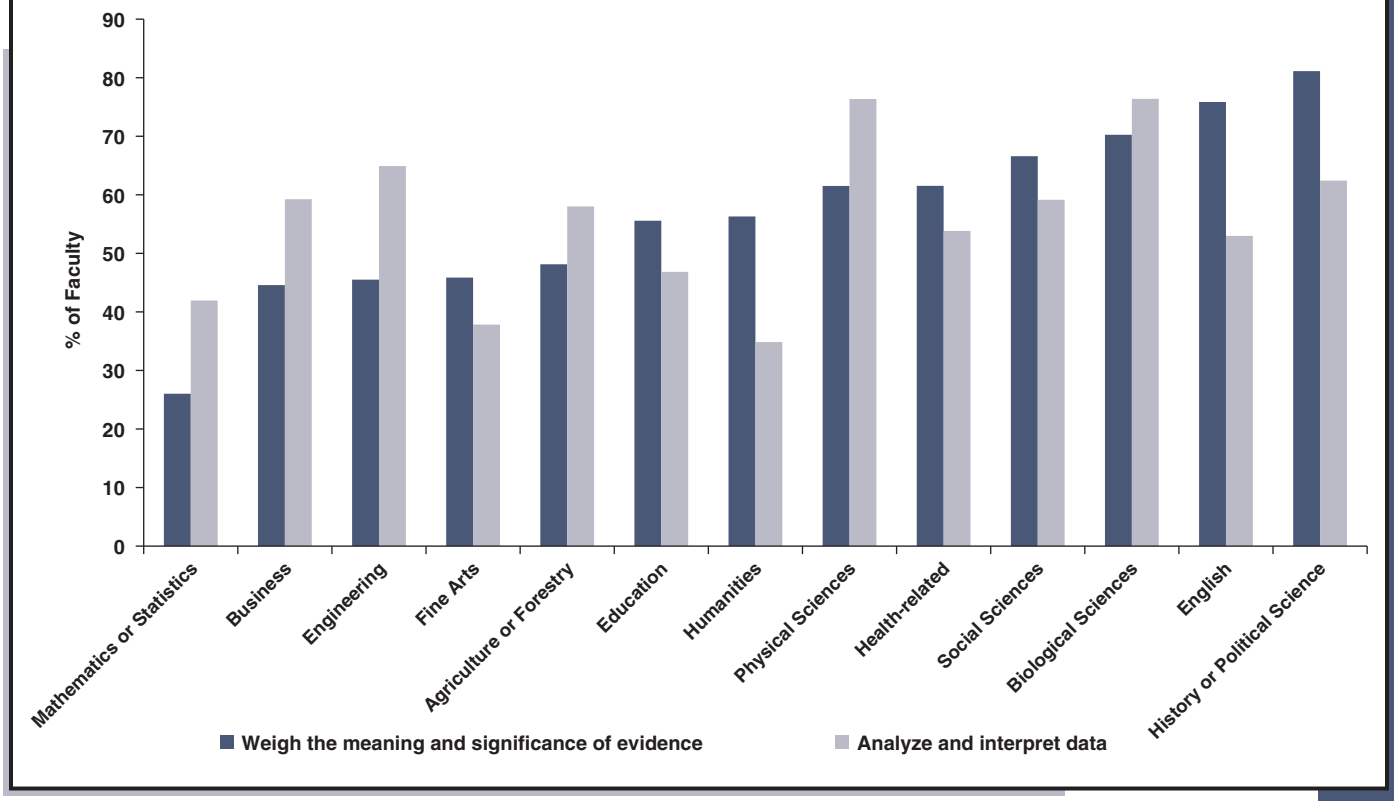
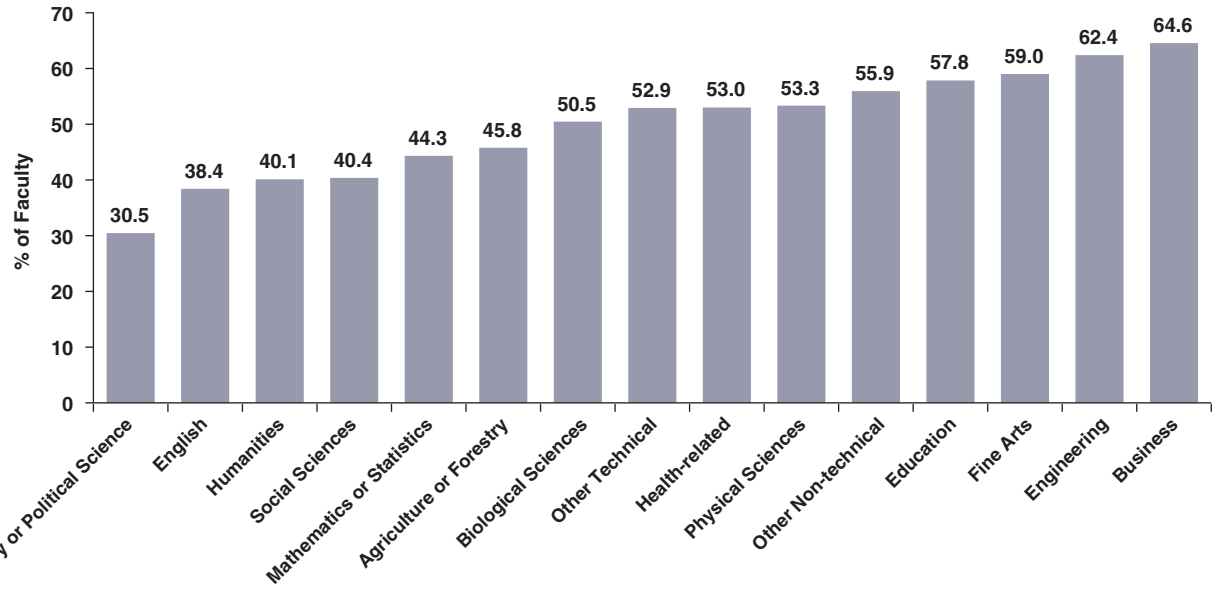


Figure 7. Frequency of Requiring Students To Work with Classmates Outside of Class, by Departmental Discipline (% Marking "Frequently")



physical sciences (76.4%) and biological sciences (76.4%) required these kinds of assignments most "frequently." By contrast, assignments asking students to analyze and interpret data were least common among faculty in the humanities (34.9%), fine arts (37.8%), mathematics and statistics (41.9%), and education (46.8%). Somewhat surprising is the relatively low percentage of faculty in mathematics and statistics departments assigning work requiring that students analyze and interpret data. Perhaps these faculty rely more heavily on computational literacy and have an opportunity to push students the next step to think more critically about the meaning behind their analyses.

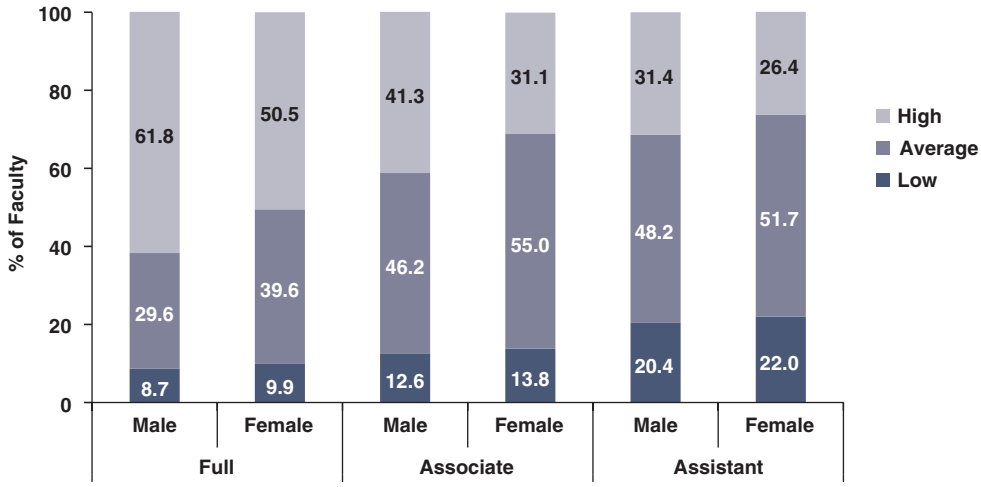
Given research that suggests students learn better when working with others (Singer, Nielsen, & Schweingruber, 2012), the 2013–2014 HERI Faculty Survey asked respondents to report how frequently they gave students an assignment that included working with classmates outside of class. Figure 7 shows the frequency with which faculty assigned work requiring students to work with peers outside of class. Faculty in business (64.6%), engineering (62.4%), and the fine arts (59%) most "frequently" included these kinds of assignments in their courses. These fields emphasize teamwork and collective/creative task completion. By contrast, faculty in history or political science (30.5%), English (38.4%), and the humanities (40.1%)—fields that often are considered to be more individually focused—required working with classmates relatively infrequently.

Differences in Scholarly Productivity by Academic Rank, Institutional Type, and Sex

The CIRP Construct *scholarly productivity* is a unified measure of faculty scholarly activity including both career and recent publications. The construct consists of the number of articles published in academic and professional journals, the number of chapters in edited volumes, and the number of professional writings published in the last two years. Differences in research productivity are apparent by gender, as shown in Figure 8. A greater proportion of male full

professors scored "high" on the *faculty productivity* construct than all other faculty. More than six in ten (61.8%) male full professors placed in the high group—more than a 10 percentage point advantage over their female full professor colleagues (50.5%). This gap persists when looking at associate professors, with 41.3% of men and only 31.1% of women scoring high on scholarly productivity. Although fewer men and women with the rank of assistant professor scored high on this construct, the gender gap persists. About a third (31.4%) of men compared to just over a quarter (26.4%) of women scored in the high group of productive scholars.

Figure 8. Faculty Scholarly Productivity, by Faculty Rank and Sex



Institutional support for junior faculty is evident, as more assistant professors, compared to faculty at other ranks, have garnered internal grants for research. About 45% (44.9%) of assistant professors reported receiving internal grants for research compared to 42.1% of associate and 38% of full professors. This institutional support may help junior faculty boost their publication activity. In fact, although junior faculty scored relatively lower on scholarly productivity than associate or full professors, they were on par with their tenured colleagues with regard to recent publication activity. About half of full-time undergraduate faculty reported that they have published between one and four professional writings in the last two years (50% of full, 56.5% of associate, and 53.2% of assistant professors). Full professors however, still outpace their colleagues when it comes to high publication activity. Nearly one-third (30.8%) of full professors have published five or more professional writings in the last two years compared to 17.4% of associate professors and 20.3% of assistant professors.

Institution type also correlates with scholarly productivity; universities tend to reward scholarship over teaching more than comprehensive four-year colleges, although four-year colleges are increasingly pressuring faculty to conduct research. Public and private universities have about twice the proportion of faculty scoring "high" (one-half standard deviation or higher above the mean) on scholarly productivity compared to public and private four-year colleges. Over half (52.2%) of faculty at public universities scored in the high group, with almost as many at private universities (48.6%) doing the same. These figures are significantly greater than those associated with four-year colleges, as only 22.6% of faculty at public colleges and 21.1% of faculty at private colleges placed in the high group on scholarly productivity.

Faculty's Perceptions of Institutions Prioritizing Prestige and Corporate Links

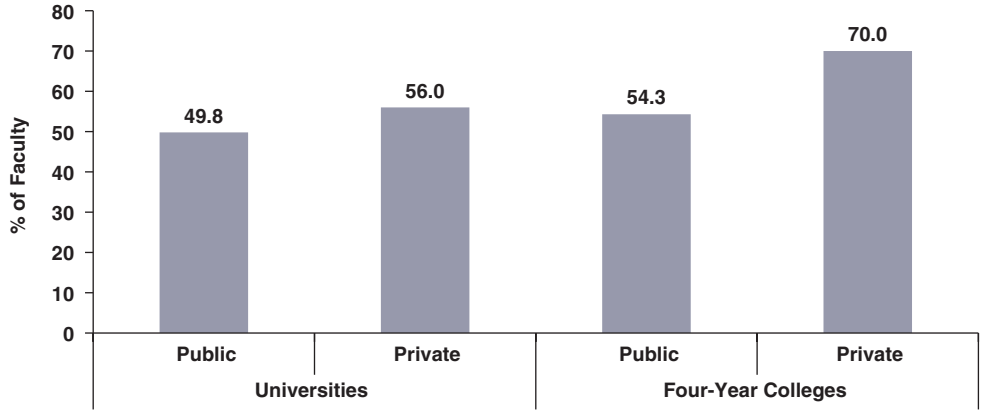
Faculty's scholarly productivity connects with institutional efforts to gain prestige, and the survey includes several questions about

how faculty would describe their institutional employers and how they perceive institutional priorities. Overwhelmingly, faculty at both public (84%) and private (89.5%) universities believe that enhancing the institution's national image is of the "highest" or a "high" priority at their university. By contrast, faculty at four-year colleges are much less likely to report that their institutions prioritize national image compared to their colleagues at public and private universities. Two-thirds (66.3%) of faculty at private colleges believe that increasing or maintaining institutional prestige is a priority (compared to 56.7% at public), and 63.7% of faculty at private colleges believe enhancing the institutional national image is a priority (compared to 53.1% at public colleges).

Although faculty sense that their campuses aim to increase institutional prestige, the majority of faculty at all institution types report that their colleges and universities prioritize students. About eight out of ten faculty across institution types stated that they believe promoting the intellectual development of students is a "high" or the "highest" priority. However, when asked about their perceptions of how institutions prioritize the development of community among students and faculty, substantially fewer faculty believed this to be a focus. Figure 9 shows that public universities' faculty were the least likely to believe student–faculty community was important to their institutions, with barely half (49.8%) reporting it as a "high" or the "highest" priority. Those at private universities (56%) and public four-year colleges (54.3%) were only slightly more likely to believe student–faculty community was important. Faculty at private four-year colleges, however, felt differently. Seven out of ten (70%) faculty at private colleges reported that their institutions prioritize the development of community among students and faculty; since private colleges tend to have smaller student-to-faculty ratios, they may be more apt to cultivate such communities.

Community building may not top the list of priorities across all campuses given the high competition for finite resources. Although budget cuts since the recession affected all higher education institutions, these cuts have affected faculty at public colleges and universities more than academics working at private institutions, which the report on the 2010–2011 HERI Faculty Survey documented (Hurtado et al., 2012). Findings from the 2013–2014 HERI Faculty Survey show that more than eight out of ten (81.9%) faculty at public universities reported that pursuing extramural funding is a "high" or the "highest" priority at their institution. This is significantly higher than at other institution types.

Figure 9. Faculty Perceptions of Institutional Priorities: To Develop a Sense of Community Among Students and Faculty (% Marking "Highest" or "High" Priority)



About two-thirds (65.5%) of faculty at private universities, 45% at public four-year colleges, and just over a third (36.6%) at private four-year colleges believe extramural funding is a priority. Although institutions have been struggling with funding, strengthening ties with the corporate sector does not appear to be the answer for most faculty. Private colleges were reported to be the least likely to prioritize relationships with the corporate sector with only three out of ten (29.5%) faculty reporting this to be a top priority. Business and industry may be more likely to work with other institutions, as about four in ten (40.8%) faculty at public colleges and just over half of faculty at public (56.2%) and private (53.4%) universities indicated that their institutions prioritize strengthening links with for-profit organizations.

Faculty working at private universities appear to be more skeptical of their administrators' policy and decision-making.

Positive but Skeptical: Exploring Faculty's Views of Campus Administration

The HERI Faculty Survey asks faculty about their perspectives regarding administrators' openness and inclusiveness in considering and enacting campus policies. The strength of shared governance between faculty and administrators varies across institutions and institutional types.

Table 1 highlights findings from three items related to the extent to which faculty perceive that the administration considers faculty's concerns when making policy, administrators' openness about policies, and whether faculty and administrators are often at odds with each other. On the whole, faculty seem fairly positive regarding administrators' openness about policies and whether their concerns are considered when creating policy. Respondents employed at "other religious" four-year colleges were the most positive in this respect, with more than two-thirds of faculty (71%) believing the statement that "administrators consider faculty concerns when making policy" to be "somewhat" or "very" descriptive of their campus. Nearly as many faculty at other religious four-year colleges (70.6%) similarly felt that the administration was open about its policies.

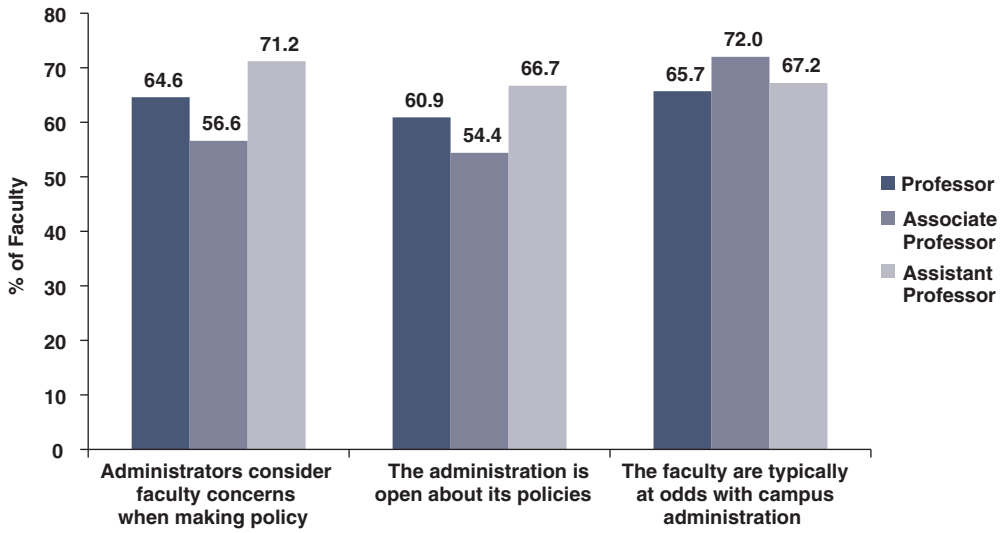
Faculty working at private universities appear to be more skeptical of their administrators' policy and decision-making. Slightly more than

Table 1. Faculty Perceptions of Campus Administration, by Institutional Type

	Public Universities	Private Universities	Public 4-Year Colleges	Private Nonsectarian 4-Year Colleges	Catholic 4-Year Colleges	Other Religious 4-Year Colleges
Administrators consider faculty concerns when making policy	63.6	59.4	66.0	66.1	61.3	71.0
The administration is open about its policies	61.1	53.1	63.4	62.4	57.6	70.6
The faculty are typically at odds with campus administration	67.7	65.1	66.5	71.4	73.8	67.1

Note: Percentages combine the response options of "very" and "somewhat" descriptive.

Figure 10. Faculty's Perspectives on Administration, by Faculty Rank (% Marking "Very" or "Somewhat" Descriptive)



half (53.1%) believe that administrators are open about their policies, and 59.4% think that administrators consider faculty concerns when making policy. Nearly two-thirds (65.1%) of faculty at private universities consider faculty typically to be at odds with campus administrators.

Faculty at Roman Catholic four-year colleges were the most likely to sense tension between faculty and administrators, with 73.8% of respondents finding this characteristic to be "very" or "somewhat" descriptive of their campus. However, more than three in five faculty (61.3%) at Roman Catholic four-year colleges reported that administrators consider faculty concerns when making policy, and 57.6% indicated that the administration is open about its policies.

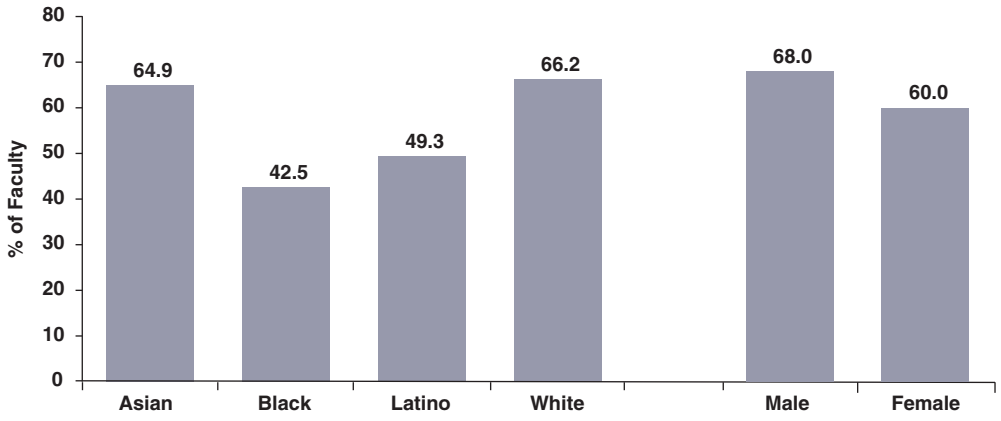
Results from the 2013–2014 HERI Faculty Survey also show important differences in perspectives on shared governance by faculty rank, as highlighted in Figure 10. Assistant professors appear to be most positive regarding administrative openness about policies. Two-thirds (66.7%) of assistant professors think that the administration is open about its policies compared to 60.9% of full professors and just over half (54.4%) of associate professors. Similarly, the vast majority of assistant professors (71.2%) believe that administrators consider faculty concerns when making policy compared to 64.6% of full professors and just 56.6% of associate professors. These differences by rank may be tied to uneven service expectations, as assistant professors preparing promotion and tenure applications are sometimes shielded from heavy involvement in institutional committees early in their academic career. By contrast, associate professors, who may be adjusting to increased service obligations in the years following promotion, may exhibit greater skepticism of administrators.

Individual Experiences with and Perceptions of the Campus Climate for Diversity

While many aspects of campus climate can be addressed by the overall HERI Faculty Survey, this section focuses on the campus climate for diversity. Faculty are asked to report on their personal views, behaviors, and perceptions of their institutions.

Across both race/ethnicity and sex, faculty vary in their perceptions that the institution has effective hiring practices and policies to increase faculty diversity. Figure 11 highlights these differences. Male faculty (68%) are slightly more likely than female faculty (60%) to agree that the institution has effective hiring practices and policies that increase faculty diversity. More dramatic differences emerge when analyzing this item by race/ethnicity. For example, less than half of Latino/a faculty (49.3%) and 42.5%

Figure 11. Agreement That Their Institution Has Effective Hiring Practices and Policies That Increase Faculty Diversity, by Race/Ethnicity and Sex (% Agreeing "Somewhat" or "Strongly")



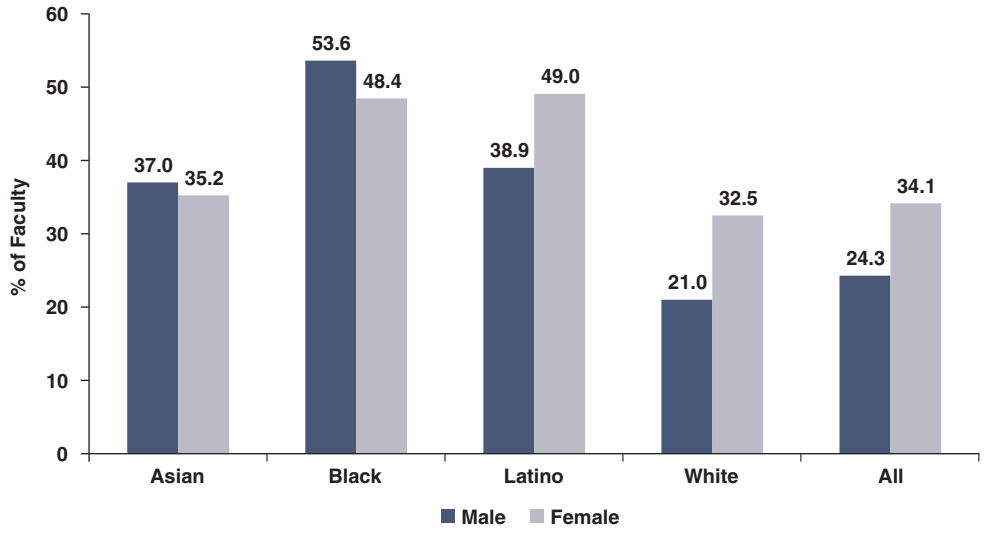
of Black faculty believe their institution has effective hiring practices that increase faculty diversity. By contrast, nearly three-quarters of Asian faculty (70.9%) and 66.2% of White faculty share this sentiment.

Faculty also differ across race/ethnicity with regard to their perceptions about campus racial conflict and the extent to which faculty are adequately prepared to address diversity-related conflict in the classroom. Overall, about 12% of faculty agree that "there is a lot of racial conflict" on their campus, but this sentiment varies substantially by race. Roughly 10% of White faculty share this view compared to 18.9% of Latino/a faculty, 26.3% of Asian faculty, and 26.9% of Black faculty. By contrast, higher proportions of faculty agreed that faculty are not prepared to address diversity-related conflict in the classroom. Nearly half (45%) of all faculty agree that faculty at their institution are unprepared to address diversity-related conflict in class. This figure ranged from a low of 43.3% among White faculty to a high of 60.9% among Latino/a faculty. Roughly half (47%) of Asian faculty and 57.4% of Black faculty shared this perspective. These data suggest an opportunity for institutions to craft professional development workshops to provide faculty with the resources necessary to address diversity-related conflict in class.

Black male faculty were most likely of all the subgroups to feel they had to work harder than their colleagues to be perceived as a legitimate scholar.

Findings also point to racial/ethnic differences pertaining to faculty's perceptions about the workplace and colleagues. Faculty rated the extent to which they feel they have to work harder than their colleagues to be perceived as a legitimate scholar; these findings are highlighted in Figure 12. Overall, nearly three in ten faculty (28.3%) feel this statement represented their experience "to a great extent," and analyses by race/ethnicity and gender suggested substantial variation across groups. More women (34.1%) than men (24.3%) feel they must work harder than their colleagues to be perceived as a legitimate scholar. White women (32.5%) and Latina (49%) faculty were more likely than their male colleagues (21% and 38.9%, respectively) to feel that they had to work harder than their colleagues to be perceived as a legitimate scholar. By contrast, Asian male faculty (37%) and

Figure 12. Perceptions That They Must Work Harder Than Their Colleagues To Be Perceived as a Legitimate Scholar, by Race/Ethnicity and Sex (% Marking "To a Great Extent")



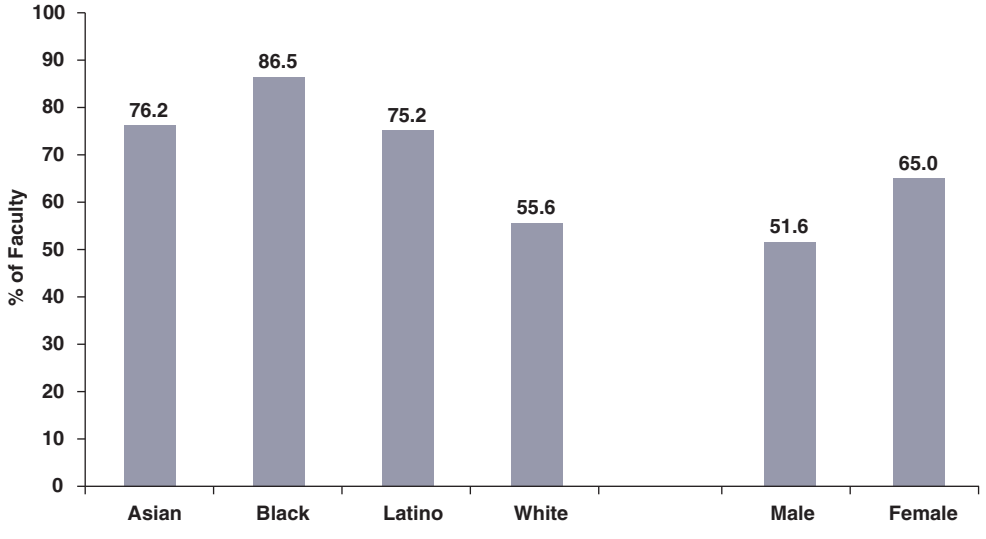
Black male faculty (53.6%) were slightly more likely than their female counterparts (35.2% for Asian women and 48.4% for Black women) to feel that this statement corresponded with their experience "to a great extent." Black male faculty were most likely of all the subgroups to feel they had to work harder than their colleagues to be perceived as a legitimate scholar.

In addition to the core survey items pertaining to campus climate, the 2013–2014 HERI Faculty Survey also included an optional module focused on additional institutional and departmental climate issues. The campus climate module, while not weighted to the national sample of full-time undergraduate teaching faculty, provides multi-institutional data about faculty perceptions of both macro (campus) and micro (departmental) climates. The remainder of this section focuses on responses from 8,376 faculty working at 86 institutions.

Adding diversity to the curriculum is a perennial discussion on college campuses. Differences by both gender and ethnicity are apparent when faculty are asked to what extent they agree with the statement "Racial and ethnic diversity should be more strongly reflected in the curriculum." Nearly two-thirds of female faculty (65%), compared to just over half of male faculty (51.6%), agreed "somewhat" or "strongly" with this sentiment. As shown in Figure 13, the differences by race/ethnicity ranged from 55.6% of White faculty to 86.5% of Black faculty agreeing with the statement.

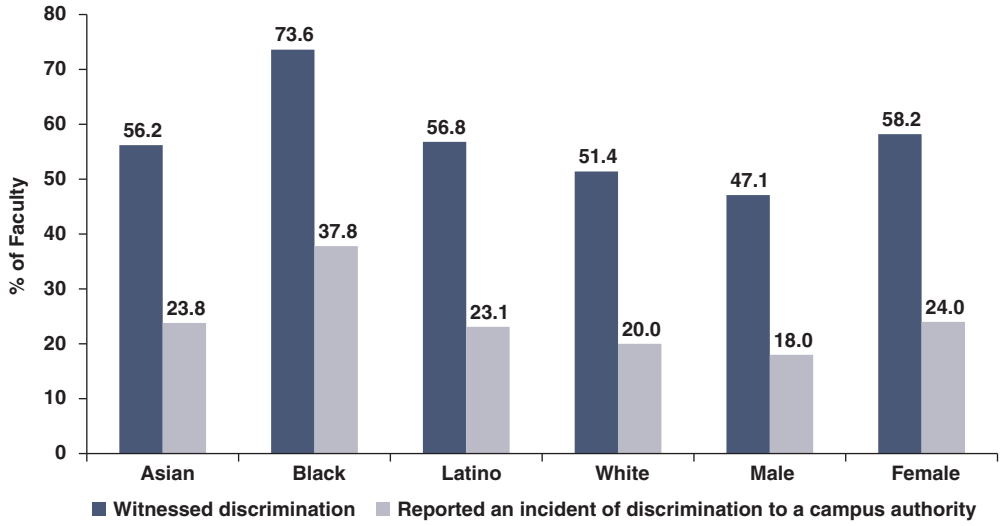
Results also suggest substantial variation by race/ethnicity when

Figure 13. Agreement That Racial and Ethnic Diversity Should Be More Strongly Reflected in the Curriculum, by Race/Ethnicity and Sex (% Agreeing "Somewhat" or "Strongly")



considering faculty's experiences with discrimination. Faculty, particularly those from underrepresented backgrounds, continue to encounter both implicit and explicit discrimination in the academy (Turner, Gonzalez, & Wong, 2011); the campus climate module asked faculty to report on these experiences. Nearly three out of five Black faculty (57%) feel that they have been discriminated against or excluded from activities because of their race/ethnicity. About 40% of Asian and Latino/a faculty feel the same, while only 6% of White faculty agree. Further, almost four out of ten female faculty (37.6%) feel that they have been discriminated against or excluded because of their gender, compared to 11.7% of their male peers.

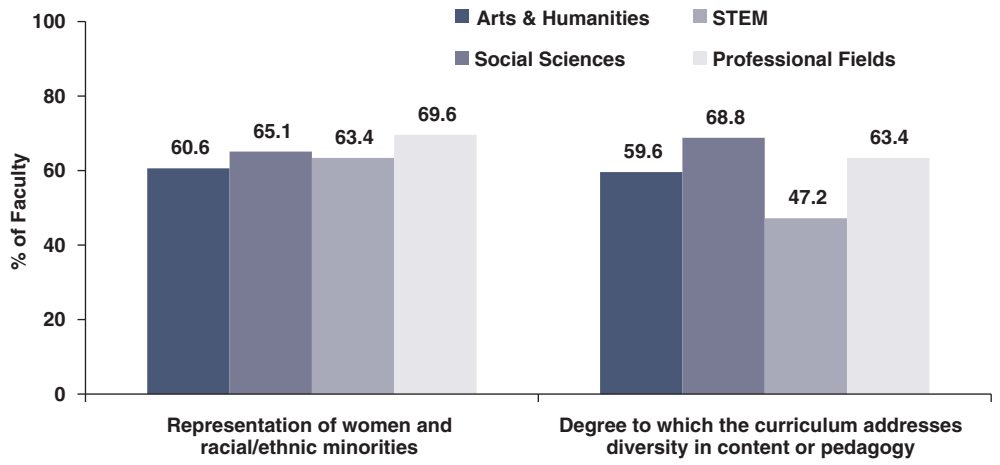
Figure 14. Experiences with Discrimination, by Race/Ethnicity and Sex (% Marking "Seldom," "Sometimes," "Often," or "Very Often")



Results highlighted in Figure 14 show that nearly three in five female faculty (58.2%) report having witnessed some type of discrimination compared to 47.1% of their male peers. Nearly three-quarters of Black faculty have witnessed discrimination (73.6%) compared to slightly more than half of each of the other ethnic groups (range from 51.4% to 56.8%). Despite the relatively large proportion of faculty who have witnessed discrimination, far fewer have actually reported such events to a campus authority. More than one-third of Black faculty (37.8%) have reported an incident of discrimination to a campus authority, and less than one-quarter of Asian (23.8%), Latino/a (23.1%), and White (20%) faculty have done the same. Women are more likely than men to report incidences of discrimination to campus authority (24% versus 18%). Of faculty who reported discriminatory incidents to a campus authority, only 25% were "satisfied" or "very satisfied" with administrative response to said incidents, which could indicate part of the reason why fewer faculty are reporting such incidents.

The bulk of faculty's interactions with colleagues and students occurs at the department level; these microclimates can affect faculty work. Faculty diversity within departmental units is important for a healthy exchange of ideas, and 70% of respondents were satisfied with their department's commitment to hiring women and racial/ethnic minorities. However, fewer faculty overall (63.5%) reported being satisfied with the representation of women and racial/ethnic minorities in their departments, particularly in the arts and humanities where only six of ten (60.6%) faculty were satisfied compared to about seven in ten (69.6%) faculty in professional fields (see Figure 15). This gap suggests a disconnect between departments' efforts to be more inclusive and the results of those efforts. Most notable is faculty in STEM fields' dissatisfaction with the extent to which their curriculum addresses diversity. Fewer than half (47.2%) of STEM faculty reported satisfaction with the incorporation of diversity in

Figure 15. Faculty Departmental Satisfaction, by Field (% Indicating "Very Satisfied" or "Satisfied")



their course material and pedagogical practices, compared to almost seven in ten (68.8%) faculty who expressed satisfaction in the social sciences. As efforts to increase women and racial/ethnic minorities in STEM fields become a priority at most institutions, through both faculty and student bodies, increased emphasis on diversity in the curriculum is also necessary to ensure greater inclusivity across the disciplines.

Mentorship Activities and Encounters with Academic Dishonesty among Graduate Faculty

While predominantly focused on faculty who work with undergraduates, the 2013–2014 Faculty Survey introduced a subset of items designed to understand faculty's interaction with graduate students. Academic disciplines' varying cultures affect faculty work, how students are trained, the nature of research, and faculty-student interaction (Austin, 2002; Golde & Dore, 2004). The findings in this section analyze data from 2,831 faculty at 169 institutions who reported having taught a graduate course in the past two years.

Faculty responsible for graduate education spend a good deal of time helping refine their graduate students' research interests, and the HERI Faculty Survey data reflect this fact. Over the past two years, two-thirds of full professors reported meeting with graduate students to discuss their research interests "to a great extent" compared to 60.2% of associate professors and 46% of assistant professors.

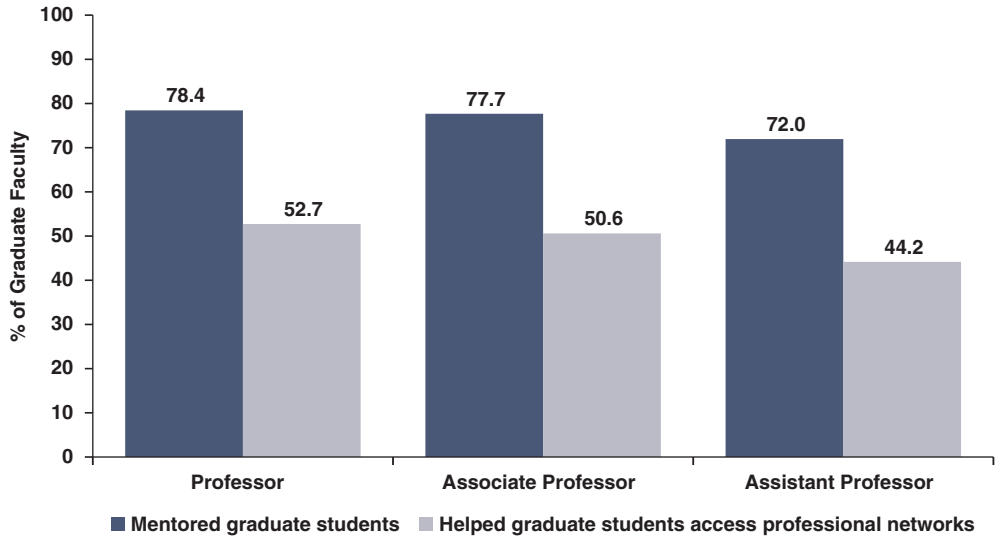
Developing students' research interests connects to faculty mentorship, and descriptive analyses presented in Figure 16 show that 75.2% of female faculty reported mentoring graduate students "to a great extent" compared to 68.8% of their male colleagues. Small differences with regard to self-reported mentoring activities emerged across rank, with assistant professors (72%) least likely to mentor "to a great extent" compared to 78.4% of full professors. It is probable that faculty at higher ranks have larger numbers of assigned advisees, which likely explains their increased time involved in mentoring activities.

Part of graduate student mentorship involves connecting mentees with scholars and other professionals in the field. Female faculty were more likely to help graduate students access professional networks, with 53% reporting they do so "to a great extent" compared to 44.6% of male faculty (see Figure 16). More than half of full professors (52.7%) and associate professors (50.6%) help graduate students access professional networks "to a great extent" compared to 44.2% of assistant professors.

Along with mentoring, student ethics are an increasingly important topic in graduate education; in the 2013–2014 HERI Faculty Survey, participants responded to items related to the occurrence of academic dishonesty among graduate students. More than half of female

faculty (51.2%) and 41.3% of male faculty agreed "somewhat" or "strongly" that they have encountered instances of academic dishonesty among graduate students. Agreement with this item ranged widely by academic field. Fields in which at least half of the responding faculty encountered instances of academic dishonesty include business (50.9%), other non-technical fields (51%), other technical fields (51.3%), social sciences (51.8%), and health-related fields (57%). There were four fields in which roughly a quarter of the faculty encountered academic dishonesty: English (24%), mathematics/statistics (25.9%), fine arts (26.9%), and biological sciences (28.8%).

Figure 16. Mentorship of Graduate Students, by Faculty Rank (% Marking "To a Great Extent")



Perspectives of and Support for Part-Time Faculty

The 2010–2011 HERI Faculty Survey featured a section on how faculty who work in part-time positions voluntarily differ from their colleagues who teach part-time but prefer full-time work (Hurtado et al., 2012). This growing component of the academic workforce continues to be largely overlooked by researchers and administrators, yet increasingly highlighted in the media. The data reported in this section comes from an unweighted sample of 2,593 part-time undergraduate teaching faculty employed at 168 institutions. Institutions' decision to include part-timers in their targeted samples for the 2013–2014 HERI Faculty Survey remains uneven; thus, we have no way to weight the data to represent a national sample of part-time faculty working in four-year nonprofit colleges and universities. Even with this limitation, the HERI Faculty Survey remains the only nationally administered, comprehensive instrument collecting data on part-time faculty.

Table 2 shows ways in which campuses support part-time faculty by institutional type. Nearly one-third of part-timers working at public universities (29%) have access to a private office compared to 19.6% of part-time faculty at private four-year colleges, 15.5% at public four-year colleges, and just 13.6% at private universities. Part-time faculty at private universities, by contrast, are the most likely to have access to shared office space (66.5%) compared to just 45.7% at private four-year colleges. Research by Eagan, Jaeger, and Grantham (in press) suggests that access to office space—whether shared or private—significantly correlates with greater satisfaction among part-timers.

Nearly 90% of part-time faculty respondents to the 2010–2011 HERI Faculty Survey reported having a university-provided email account (Hurtado et al., 2012); this figure has increased to 95.3% for the 2013–2014 sample. Part-timers at private universities are among the least likely to have a university email account—just 82.5% of them reported having one.

Table 2. Institutional Resources Provided to Part-Time Faculty, by Institutional Type

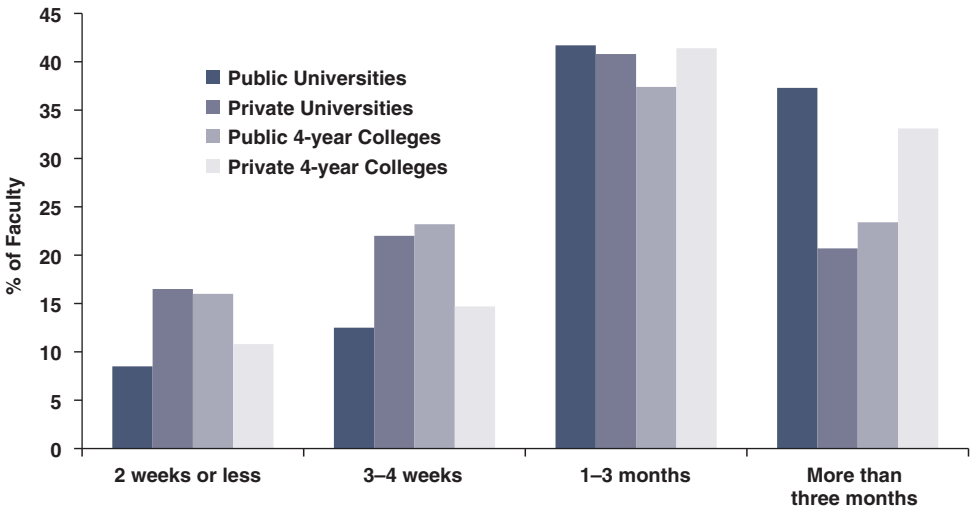
	Public Universities	Private Universities	Public 4-Year Colleges	Private 4-Year Colleges	All
Use of a private office	29.0	13.6	15.5	19.6	19.1
Shared office space	56.5	66.5	56.7	45.7	52.6
A personal computer	41.7	39.8	40.5	38.5	39.6
An email account	95.4	82.5	96.9	98.4	95.3
A phone/voicemail	33.6	38.2	38.0	35.6	36.2
Professional development funds	18.6	9.9	10.9	14.4	13.5

Most part-timers do not have access to a campus-provided phone or voicemail. Overall, fewer than two in five part-time faculty (36.2%) reported having a campus-provided phone or voicemail account. Part-time faculty working at public universities (33.6%) were the least likely to have a campus-provided phone or voicemail. By contrast, 38.2% of part-timers working at private universities had a campus-provided phone or voicemail account.

Public universities appear to invest more heavily in the professional development of part-time faculty, yet few faculty at any institutional type reported having access to professional development funds. Fewer than one in five (18.6%) part-timers at public universities indicated that their institution provided them with professional development funds. This figure was nearly double the proportion of part-time faculty at private universities (9.9%) who said the same.

In addition to providing funds for professional development, another way institutions can set up part-time faculty for success is to notify them about their course assignments well in advance to allow for adequate preparation. Notifying part-time faculty about their course assignments at least one month before the start of the term provides them with important time to develop or revise syllabi and begin the term more prepared to teach. The 2013–2014 HERI Faculty Survey included a new question asking part-timers to report how far in advance they were notified of their course assignments for the current term. Figure 17 presents the findings for this question by institutional type. Private universities and public four-year colleges more often provide part-timers with less notice than public universities or private four-year colleges. About one in six part-time faculty working at a private university (16.5%) or public four-year college (16%) had a maximum of two weeks to prepare for their courses. Just over one

Figure 17. Amount of Advance Notice for Course Assignments Received by Part-Time Faculty, by Institutional Type



The most common timeframe for notifying part-time faculty about course assignments for the present term was one to three months.

in ten part-timers at private four-year colleges (10.8%) had the same preparation time, and 8.5% of part-time faculty at public universities reported having a maximum of two weeks' notice to prepare for their courses.

The most common timeframe for notifying part-time faculty about course assignments for the present term was one to three months. Roughly 40% of faculty at all institutional types reported having between one and three months between notification of their course assignments and the start of the term. Providing part-timers with more than three months' notice was somewhat common at public universities (37.3%) and private four-year colleges (33.1%).

A Gender Gap in Academic Advising

One of the five optional modules in the 2013–2014 HERI Faculty Survey included items related to academic advising. It included questions about the number of advisees assigned to faculty, faculty's administrative interactions with advisees, and specific mentoring and development interactions. Because campuses opted into this module, we cannot weight or generalize the data to the national population of full-time undergraduate faculty. The academic advising module had 7,756 full-time undergraduate teaching faculty respondents at 108 four-year colleges and universities.

Results from the academic advising module indicate substantial gender differences in how faculty interact with students. Table 3 breaks out faculty's interactions with advisees by gender; across the board, women faculty report interacting more frequently with their students. Nearly half of all women full-time undergraduate teaching faculty (47.7%) reported that they "frequently" informed students about academic support options compared to roughly one-third of

Table 3. Differences in Academic Advising, by Sex

	Male	Female	Gap (F–M)
Informed them of important decisions	44.9	56.0	11.1
Helped them understand academic policies	46.4	54.3	7.9
Informed them of academic support options (e.g., study skills, advising, financial aid advising, Writing Center, Disability Resource Center)	32.1	47.7	15.6
Provided information about courses	60.0	70.7	10.7
Provided information about the major/minor	64.1	74.2	10.1
Reviewed their transcript	42.8	56.8	14.0
Discussed academic performance	39.8	51.6	11.8
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	40.1	48.7	8.6
Discussed career and post-graduation goals	55.2	62.8	7.6
Took action to help students with academic difficulties	33.1	47.1	14.0
Took action to help students with personal difficulties	13.9	24.6	10.7

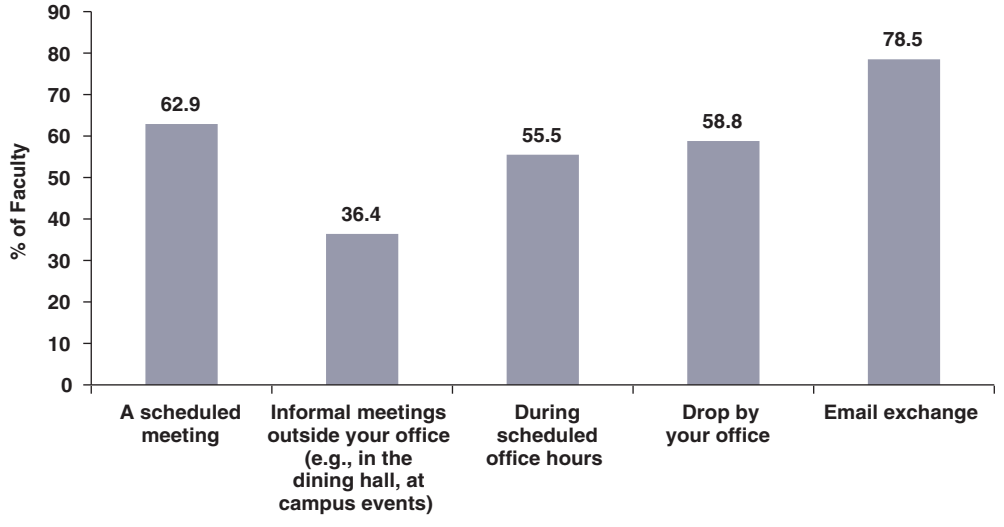
Note: Numbers reflect the proportion of faculty, by sex, who marked "frequently."

their male colleagues (32.1%)—a 15.6 percentage-point gap. Women faculty hold a 14-point advantage over men in the frequency of reviewing transcripts with advisees (56.8% vs. 42.8%) and taking action to help students with academic problems (47.1% vs. 33.1%).

The most frequent type of interaction reported by both men and women faculty related to discussions in which faculty provided their advisees with information about their respective majors or minors. Nearly three-quarters (74.2%) of women and roughly two-thirds (64.1%) of men indicated that they "frequently" provided their advisees with information about majors or minors. By far the least common interaction reported by faculty advisors related to taking action to help students with personal problems. Less than one-quarter (24.6%) of women faculty reported that they "frequently" took action to help students with personal problems. Men took action to help students with personal problems even less often—just 13.9% of full-time undergraduate male faculty reported "frequently" helping students with personal problems.

The advising module also asked faculty to report on how they interact with their students, and Figure 18 provides those results. The most common form of interaction between full-time undergraduate teaching faculty and advisees comes via email. More than three-quarters of faculty (78.5%) reported that they connected with advisees via email "often" or "very often." More than 60% of faculty interacted with advisees through scheduled meetings either "often" or "very often." Just over half had frequent interactions with advisees during scheduled office hours (55.5%) or through drop-ins (58.8%). Faculty least frequently interacted with their advisees through informal meetings, as just more than a third of full-time faculty (36.4%) reported connecting with advisees through informal meetings outside their office.

Figure 18. Types of Advisor-Advisee Interactions (% Marking "Often" or "Very Often")



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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

2013–14 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	16,112	2,741	2,232	3,215	7,924	2,886	1,280	3,758
What is your principal activity in your current position at this institution?								
Administration	7.9	8.5	7.5	7.6	7.4	8.1	7.1	6.9
Teaching	73.7	55.8	66.9	90.4	90.2	89.8	90.6	90.4
Research	16.4	32.7	23.5	0.8	1.1	1.2	1.7	0.7
Services to clients and patients	0.8	1.1	1.0	0.5	0.4	0.3	0.1	0.6
Other	1.2	1.8	1.2	0.7	0.8	0.5	0.5	1.4
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	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	33.5	33.1	42.4	31.7	30.7	33.2	22.6	32.6
Associate professor	28.2	27.0	26.2	28.6	31.2	32.7	34.5	27.8
Assistant professor	24.6	23.0	20.4	25.3	29.4	27.7	31.2	30.2
Lecturer	7.0	9.3	7.5	6.5	3.4	3.0	4.8	3.0
Instructor	6.6	7.6	3.6	7.8	5.3	3.4	6.9	6.4
What is your tenure status at this institution?								
Tenured	58.1	57.0	59.0	63.3	54.2	55.9	53.5	52.6
On tenure track, but not tenured	18.4	17.2	15.2	18.9	21.9	19.8	19.7	25.4
Not on tenure track, but institution has tenure system	21.0	25.5	22.7	17.5	15.8	12.8	20.2	16.4
Institution has no tenure system	2.5	0.3	3.1	0.3	8.1	11.5	6.5	5.5
Are you currently serving in an administrative position as:								
Department chair	10.0	5.1	10.2	9.9	18.4	18.0	13.6	21.6
Dean (associate or assistant)	2.2	2.0	3.6	1.5	2.1	2.0	1.7	2.4
President	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-president	0.1	0.0	0.1	0.1	0.3	0.2	0.1	0.5
Provost	0.1	0.0	0.0	0.0	0.2	0.3	0.2	0.1
Other	14.7	15.2	15.1	13.8	14.5	14.4	13.7	15.1
Not applicable	55.0	53.3	54.5	60.7	52.4	50.7	61.6	49.2
Highest Degree Earned								
Bachelor's (B.A., B.S., etc.)	0.5	0.6	0.3	0.7	0.3	0.3	0.3	0.4
Master's (M.A., M.S.)	10.2	8.4	8.6	13.0	11.1	8.0	11.5	14.2
M.F.A.	2.7	1.6	3.1	3.9	3.2	3.8	1.6	3.4
M.B.A.	1.0	0.4	0.6	1.4	1.6	1.2	2.3	1.7
LL.B., J.D.	0.7	0.4	1.7	0.7	0.6	0.7	1.0	0.3
M.D., D.D.S. (or equivalent)	0.2	0.4	0.3	0.1	0.1	0.2	0.1	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.3	0.2	0.4	0.4	0.4	0.5	0.3	0.3
Ed.D.	2.6	1.3	2.4	3.7	3.6	3.4	2.4	4.5
Ph.D.	79.9	85.6	80.5	73.8	76.7	80.1	78.5	72.2
Other degree	1.8	1.1	2.0	2.2	2.2	1.8	1.9	2.8
None	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.1

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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
Degree Currently Working On								
Bachelor's (B.A., B.S., etc.)	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1
Master's (M.A., M.S.)	0.7	0.6	0.8	0.8	0.8	0.2	1.5	0.9
M.F.A.	0.1	0.0	0.1	0.1	0.1	0.2	0.0	0.0
M.B.A.	0.2	0.3	0.1	0.2	0.0	0.0	0.1	0.0
LL.B., J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.1	0.1	0.1	0.0	0.1	0.3	0.0	0.0
Ed.D.	0.7	0.2	0.6	1.2	0.8	0.6	0.7	1.1
Ph.D.	3.1	3.3	2.2	3.6	3.1	2.3	3.1	4.0
Other degree	0.9	0.9	1.1	0.8	0.9	0.7	1.1	1.0
None	94.1	94.4	95.0	93.2	94.1	95.6	93.5	92.8
Noted as being personally "essential" or "very important":								
Research	76.4	84.1	82.6	68.0	68.0	74.6	69.5	60.2
Teaching	97.1	95.2	97.1	98.7	98.6	98.9	98.4	98.5
Service	65.7	63.1	66.8	66.3	68.4	65.6	70.3	70.4
During the past two years, have you engaged in any of the following activities?								
Advised student groups involved in service/volunteer work	52.9	48.4	52.0	57.7	55.9	55.9	51.5	58.4
Collaborated with the local community in research/teaching	48.8	47.1	43.7	55.4	48.4	46.9	46.6	50.9
Conducted research or writing focused on international/global issues	33.9	35.7	39.2	29.8	31.6	34.7	31.8	28.1
Conducted research or writing focused on racial or ethnic minorities	26.4	27.1	26.9	25.2	26.0	29.0	23.9	23.9
Conducted research or writing focused on women and gender issues	25.5	23.2	29.5	26.2	25.7	28.4	27.5	21.9
Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	9.1	7.8	9.4	11.3	8.7	10.0	8.2	7.7
Engaged undergraduates on your research project	54.4	58.4	56.3	50.9	50.2	55.1	46.9	46.8
Worked with undergraduates on a research project	69.5	72.2	68.4	65.5	70.0	78.0	62.4	65.7
Engaged in academic research that spans multiple disciplines	71.3	76.5	76.9	64.8	65.4	70.6	62.9	61.2
Supervised an undergraduate thesis	41.2	40.5	41.6	36.6	46.9	53.5	41.2	43.0
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	52.3	52.0	57.4	52.1	49.2	51.0	47.2	48.4
Received funding for your work from foundations	22.8	25.5	30.0	18.8	17.5	20.0	16.8	15.2
Received funding for your work from state or federal government	30.5	47.0	25.2	24.5	13.3	19.2	11.1	8.2
Received funding for your work from business or industry	10.8	14.6	12.3	8.4	6.3	6.3	8.1	5.2
Taught an honors course	20.3	23.4	23.5	15.9	17.5	16.9	20.3	16.6
Taught an interdisciplinary course	40.8	41.1	44.6	32.0	46.7	49.8	40.3	46.9
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)	13.5	10.3	13.5	13.6	18.9	20.6	19.8	16.5
Taught a service learning course	16.9	13.6	16.2	19.2	20.7	20.2	21.6	20.7
Taught an exclusively web-based course at this institution	17.4	16.7	8.5	27.2	14.5	10.4	18.1	16.7
Participated in organized activities around enhancing pedagogy and student learning	65.1	58.8	58.5	72.0	73.0	73.0	72.1	73.6
Taught a seminar for first-year students	21.7	17.6	24.9	18.6	29.6	31.8	24.2	30.3
Taught a capstone course	37.0	34.4	30.5	36.9	45.8	48.3	38.1	47.5
Taught in a learning community (e.g., FIG, linked courses)	7.4	5.9	6.2	9.9	8.1	6.6	10.0	8.5
Taught a course that meets general education requirements	56.5	47.4	49.5	64.6	67.9	67.5	61.0	72.2

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	All Bacc Institutions	Universities		4-year Colleges				
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In the past two years, to what extent have you:								
Presented with undergraduate students at conferences								
To a great extent	8.0	6.1	6.0	11.9	8.4	9.2	7.0	8.3
To some extent	24.1	24.1	23.6	25.3	23.2	24.7	21.1	22.8
Not at all	67.9	69.8	70.4	62.8	68.4	66.1	71.9	68.9
Published with undergraduates								
To a great extent	4.9	5.0	5.8	4.9	3.7	4.3	2.7	3.7
To some extent	17.7	22.4	16.6	14.8	13.8	14.7	14.2	12.7
Not at all	77.4	72.5	77.5	80.3	82.4	81.0	83.1	83.6
How many courses are you teaching this term (include all institutions at which you teach)?								
Mean	2.5	2.0	2.2	3.2	3.0	2.7	3.0	3.4
Median	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0
Mode	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0
How many courses are you teaching this term are:								
General education courses								
Mean	0.7	0.6	0.6	0.9	0.8	0.7	0.9	0.8
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Courses required for an undergraduate major								
Mean	1.8	1.4	1.4	2.4	2.0	1.8	1.9	2.2
Median	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0
Mode	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0
Other undergraduate credit courses								
Mean	0.6	0.7	0.7	0.6	0.6	0.6	0.5	0.5
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Developmental/remedial courses (not for credit)								
Mean	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses (other than above)								
Mean	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Graduate courses								
Mean	0.4	0.5	0.5	0.3	0.2	0.2	0.3	0.2
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many of these courses that you are teaching this term are being taught:								
At this institution								
Mean	2.7	2.3	2.4	3.4	3.1	2.8	3.1	3.4
Median	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0
Mode	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0

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How many of these courses that you are teaching this term are being taught:								
At another institution								
Mean	0.2	0.2	0.3	0.1	0.2	0.2	0.1	0.2
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)								
Undergraduate credit courses	99.9	100.0	100.0	99.7	99.8	100.0	100.0	99.2
Graduate courses	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.8
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	0.3	0.0	0.0	0.0	0.0
Do you teach remedial/developmental skills in any of the following areas?								
Reading	5.7	5.4	5.9	4.8	6.8	8.2	6.8	5.4
Writing	14.6	15.2	14.3	13.0	15.5	19.4	13.5	12.5
Mathematics	6.4	6.4	6.4	6.1	6.9	8.5	6.2	5.7
General academic skills	11.2	11.8	10.9	9.4	12.4	14.3	11.4	10.8
Other subject areas	6.8	7.4	7.4	5.2	6.8	7.9	6.0	6.2
Have you engaged in any of the following professional development opportunities at your institution?								
Paid workshops outside the institution focused on teaching								
Yes	22.1	15.1	18.2	27.9	30.0	27.4	30.3	32.6
No	61.1	67.2	62.4	56.3	55.2	57.9	55.5	52.0
Not eligible	2.9	3.3	2.7	3.1	2.1	1.7	2.5	2.2
Not available	14.0	14.4	16.7	12.7	12.8	13.0	11.6	13.2
Paid sabbatical leave								
Yes	14.9	13.2	22.6	10.6	16.8	20.5	16.4	13.0
No	56.1	57.6	50.0	57.9	56.2	58.0	57.0	53.9
Not eligible	22.6	22.7	20.8	24.1	22.0	16.1	23.3	27.4
Not available	6.4	6.5	6.5	7.3	5.0	5.4	3.3	5.7
Travel funds paid by the institution								
Yes	72.4	65.1	73.9	77.9	77.7	82.3	75.8	74.0
No	21.3	27.1	19.1	17.6	17.4	14.3	19.2	19.8
Not eligible	2.3	3.2	1.8	1.8	1.9	1.3	2.5	2.2
Not available	3.9	4.6	5.2	2.8	3.0	2.1	2.6	4.1
Internal grants for research								
Yes	37.3	38.1	41.0	36.2	34.4	40.8	33.2	28.3
No	53.9	52.9	51.1	55.3	56.1	51.4	57.7	60.1
Not eligible	4.9	5.7	5.1	4.7	3.6	3.2	4.3	3.6
Not available	3.9	3.4	2.8	3.8	5.9	4.6	4.8	7.9
Training for administrative leadership								
Yes	13.5	12.7	14.1	15.4	12.4	11.1	12.5	13.8
No	68.9	72.4	67.1	66.4	67.2	69.4	68.6	64.0
Not eligible	5.4	5.8	5.1	5.7	4.5	3.9	5.0	4.8
Not available	12.2	9.1	13.7	12.5	15.9	15.5	13.8	17.4

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	All Bacc Institutions	Universities		4-year Colleges				
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Have you engaged in any of the following professional development opportunities at your institution?								
Received incentives to develop new courses								
Yes	23.2	20.5	21.8	25.7	25.8	25.2	31.5	23.4
No	60.9	64.5	64.8	56.7	56.7	58.2	53.3	56.9
Not eligible	2.8	3.6	2.3	2.7	2.1	1.9	2.4	2.0
Not available	13.1	11.4	11.1	14.9	15.4	14.7	12.8	17.7
Received incentives to integrate new technology into your classroom								
Yes	28.3	26.2	26.4	30.7	30.4	27.3	36.0	30.5
No	59.0	62.5	63.5	55.4	53.9	56.9	51.6	51.9
Not eligible	1.7	1.7	1.5	2.1	1.5	1.2	1.6	1.8
Not available	11.0	9.5	8.5	11.8	14.2	14.6	10.8	15.7
How many of the following have you published?								
Articles in academic or professional journals								
None	17.2	12.2	15.9	19.2	24.6	19.8	21.4	31.5
1–2	18.1	14.0	15.3	22.9	21.8	20.8	21.9	22.8
3–4	13.4	10.4	10.6	16.7	16.7	15.3	17.7	17.7
5–10	18.0	14.7	17.5	22.6	18.9	21.5	18.9	16.0
11–20	13.0	15.8	12.4	11.3	10.7	13.9	12.1	6.4
21–50	11.7	18.3	13.8	5.6	5.8	6.6	6.0	4.9
51+	8.6	14.6	14.4	1.8	1.6	2.1	1.9	0.8
Chapters in edited volumes								
None	44.9	37.7	32.1	54.5	55.7	50.9	52.8	62.5
1–2	27.8	27.1	30.3	28.8	26.1	26.6	28.4	24.3
3–4	12.2	13.8	15.4	9.2	10.3	13.5	9.1	7.6
5–10	9.2	12.4	12.1	5.6	5.6	6.2	7.3	4.0
11–20	4.0	5.7	6.9	1.4	1.7	2.0	2.0	1.2
21–50	1.7	2.4	3.0	0.6	0.5	0.8	0.5	0.3
51+	0.4	0.9	0.1	0.0	0.0	0.0	0.0	0.1
Books, manuals, or monographs								
None	63.2	59.7	51.3	69.4	71.0	67.1	72.1	74.3
1–2	24.4	25.9	29.7	21.8	20.9	23.7	19.7	18.6
3–4	6.9	8.8	8.4	5.2	4.6	5.3	4.5	3.9
5–10	4.0	4.0	8.1	2.6	2.7	3.2	2.6	2.3
11–20	1.1	1.1	2.3	0.6	0.6	0.6	0.7	0.6
21–50	0.3	0.4	0.2	0.2	0.1	0.1	0.2	0.2
51+	0.1	0.1	0.1	0.2	0.1	0.0	0.1	0.2
Other, such as patents or computer software products								
None	85.3	81.6	81.4	88.6	90.5	88.5	91.2	92.1
1–2	8.3	10.7	8.2	7.3	5.5	6.5	4.6	4.9
3–4	2.8	3.4	3.5	2.0	2.0	2.1	2.6	1.7
5–10	2.4	2.8	4.6	1.3	1.2	2.3	0.5	0.5
11–20	0.7	0.9	1.5	0.5	0.3	0.2	0.3	0.3
21–50	0.3	0.3	0.4	0.3	0.3	0.2	0.5	0.4
51+	0.2	0.2	0.3	0.1	0.2	0.2	0.3	0.1

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In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?								
None	87.3	89.6	84.4	86.6	86.2	88.6	87.2	83.1
1–2	4.2	3.2	6.1	3.7	4.8	4.0	5.7	5.2
3–4	2.8	2.9	2.3	2.9	3.0	2.4	2.9	3.6
5–10	2.9	1.9	3.6	3.4	3.4	2.7	1.9	4.9
11–20	1.3	0.8	1.4	1.8	1.4	1.4	1.4	1.5
21+	1.6	1.5	2.2	1.5	1.2	0.8	0.9	1.7
In the past two years, how many of your professional writings have been published or accepted for publication?								
None	28.2	18.7	21.1	34.9	41.6	37.2	36.8	49.0
1–2	31.4	26.9	25.7	39.2	34.7	35.7	37.6	32.0
3–4	20.0	22.5	25.7	17.3	14.7	16.8	15.8	12.0
5–10	14.7	22.6	19.0	6.3	7.3	8.5	8.0	5.8
11–20	3.9	6.6	5.9	1.3	0.9	1.1	1.1	0.6
21+	1.8	2.7	2.6	1.1	0.7	0.7	0.7	0.6
In the past two years, have you taught a graduate course?								
Yes	46.1	59.4	63.3	36.5	22.0	20.8	29.3	19.2
No	53.9	40.6	36.7	63.5	78.0	79.2	70.7	80.8
In your interactions with undergraduates, how "frequently" do you encourage them to:								
Ask questions in class	92.7	90.2	90.9	95.2	95.2	95.0	95.7	95.1
Support their opinions with a logical argument	75.3	72.0	74.4	77.2	79.2	80.8	78.5	77.9
Seek solutions to problems and explain them to others	67.8	65.8	67.3	69.4	69.5	74.4	66.6	65.8
Revise their papers to improve their writing	52.3	47.9	49.3	57.1	56.5	59.2	53.9	55.2
Evaluate the quality or reliability of information they receive	58.8	55.3	60.2	62.1	59.9	62.6	56.7	58.8
Take risks for potential gains	30.2	26.4	32.5	32.1	32.7	34.8	29.5	32.1
Seek alternative solutions to a problem	51.2	50.0	51.4	53.4	50.7	54.6	45.2	49.7
Look up scientific research articles and resources	48.3	51.0	46.5	47.8	45.9	49.1	43.0	44.1
Explore topics on their own, even though it was not required for a class	41.3	41.1	42.9	40.6	41.3	45.6	37.1	39.1
Accept mistakes as part of the learning process	62.8	59.7	62.8	64.9	65.6	66.2	66.6	64.5
Seek feedback on their academic work	64.2	59.6	61.6	68.5	68.9	72.8	66.2	66.2
Work with other students on group projects	55.7	53.3	52.7	58.3	59.0	60.4	54.0	60.3
Integrate skills and knowledge from different sources and experiences	65.2	63.9	64.5	66.0	66.9	68.7	63.9	66.7
How often in the past year have you "frequently" encouraged students to:								
Use different points of view to make an argument	53.9	52.3	55.6	52.9	56.2	57.2	58.2	54.0
Make connections between ideas from different courses	66.7	63.2	65.0	69.5	70.8	73.1	68.8	69.5
Critically evaluate their position on an issue	62.3	58.8	67.5	62.6	63.9	65.4	60.4	64.2
Recognize the biases that affect their thinking	52.9	49.1	53.0	55.7	56.2	56.0	57.2	55.9
Think more broadly about an issue	72.1	69.2	74.3	73.2	74.0	74.3	75.2	73.0

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How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:								
Engage deeply with a significant challenge or question within your discipline	55.7	54.7	62.4	53.1	55.5	57.6	51.8	55.3
Write in the specific style or format of your discipline	59.0	56.0	57.3	61.6	62.2	64.6	59.7	61.2
Use research methods from your discipline in field or applied settings	49.2	47.5	53.6	48.5	49.8	51.0	46.2	50.5
Apply learning from both academic and field settings	45.4	43.8	43.2	48.8	45.9	46.5	43.4	46.6
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	44.2	42.1	45.7	46.0	44.5	44.8	47.2	42.6
Weigh the meaning and significance of evidence	59.4	59.0	60.8	58.5	60.0	63.9	59.2	56.4
Discuss the ethical or moral implications of a course of action	41.5	36.2	44.1	45.0	44.6	39.9	47.9	47.7
Work with classmates outside of class	48.8	45.2	46.4	51.6	53.2	57.2	45.2	53.3
Lead a discussion, activity, or lab	42.6	39.1	42.5	43.0	47.9	50.1	45.0	47.3
Provide and/or receive feedback to classmates about a draft or work still in progress	34.3	34.1	31.2	36.7	34.3	36.0	32.1	33.7
Analyze and interpret data	56.2	54.4	58.2	57.5	56.3	58.6	53.5	55.4
Apply mathematical concepts and computational thinking	34.2	35.9	31.5	34.7	32.8	37.0	31.2	29.3
Methods you use in "all" or "most" of your courses:								
Class discussions	82.8	80.1	83.3	83.7	85.9	87.4	83.8	85.3
Cooperative learning (small groups)	60.7	58.9	56.9	63.0	63.9	65.0	58.8	65.6
Experiential learning/Field studies	31.0	30.1	31.1	32.6	30.5	31.1	25.1	32.9
Performance/Demonstrations	34.8	31.0	34.7	37.9	37.6	36.5	34.9	40.3
Group projects	45.5	43.3	41.4	47.7	49.5	47.9	45.7	53.4
Extensive lecturing	50.6	53.7	52.7	51.6	43.1	40.8	49.3	42.1
Multiple drafts of written work	34.2	30.0	35.3	36.5	37.8	41.1	36.8	34.9
Student-selected topics for course content	26.3	24.4	28.4	27.1	27.0	28.1	27.0	25.7
Reflective writing/journaling	25.2	18.9	24.8	29.3	31.3	27.9	32.6	34.2
Community service as part of coursework	8.9	6.0	9.8	11.0	10.7	10.2	8.8	12.4
Electronic quizzes with immediate feedback in class	15.2	16.3	10.8	18.8	12.7	10.6	13.4	14.5
Using real-life problems	69.8	64.2	65.7	77.0	74.1	73.4	75.1	74.3
Using student inquiry to drive learning	56.4	51.3	57.5	59.1	61.2	61.9	60.2	61.2
"Learn before lecture" through multimedia tools (e.g., flipping the classroom)	21.8	22.7	21.4	21.9	20.4	18.8	20.1	22.5
Readings on racial and ethnic issues	26.1	23.6	25.4	28.3	28.4	27.9	31.6	27.1
Readings on women and gender issues	22.3	19.3	23.8	23.6	25.0	26.1	27.0	22.6
Starting class with a question that engages students	49.5	46.8	52.6	49.6	51.8	53.8	51.4	49.7
Techniques to create an inclusive classroom environment for diverse students	56.5	50.4	59.1	61.7	59.1	61.0	59.6	56.8
Supplemental instruction that is outside of class and office hours	36.1	35.2	34.2	37.8	36.9	39.3	35.9	34.8
Student presentations	52.4	47.8	53.2	49.0	62.8	67.2	58.1	60.6
Student evaluations of each others' work	28.0	27.1	25.8	29.4	29.4	29.4	27.7	30.3
Grading on a curve	21.2	26.4	27.3	14.1	16.1	16.0	19.0	14.6
Rubric-based assessment	55.9	51.9	49.7	63.4	58.4	53.0	60.7	62.9
In creating assignments for your courses, how "frequently" do you:								
Provide instructions clearly delineating what students are to do to complete the assignment	90.4	88.0	89.4	93.4	91.7	90.1	93.9	92.2
Explain what you want students to gain from the assignment	76.0	72.3	75.0	80.2	78.1	77.3	79.7	78.1
Provide feedback on drafts or work still in progress	49.0	44.4	48.4	52.2	53.4	55.5	50.0	53.0
Provide in advance the criteria for evaluating the assignment	74.5	71.3	74.5	79.9	74.0	69.9	76.3	77.1
Explicitly link the assignment with course goals or learning objectives	65.4	64.4	67.9	64.8	65.7	66.4	64.9	65.5

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How "frequently" do you incorporate the following forms of technology into your courses?								
YouTube or other videos	35.7	32.2	35.1	38.6	38.7	36.9	40.0	40.0
Classroom enhancement technology (e.g., Elmo, tablet PCs)	24.7	25.9	21.1	28.4	21.3	19.1	21.8	23.5
Simulations/animations	16.2	15.9	16.7	17.4	14.9	14.7	14.7	15.4
Podcasts	3.6	4.4	3.6	2.9	3.0	2.9	3.4	2.9
Online homework or virtual labs	23.1	22.1	16.6	30.3	21.5	19.1	21.4	24.2
Online discussion boards	16.1	14.9	13.6	20.4	15.4	16.1	17.8	13.3
Goals for undergraduates noted as "essential" or "very important":								
Develop ability to think critically	99.1	99.1	99.4	99.0	99.1	99.0	99.0	99.3
Prepare students for employment after college	81.9	80.2	77.3	85.7	83.8	81.4	84.0	86.4
Prepare students for graduate or advanced education	72.7	68.8	77.5	72.6	75.4	76.1	71.6	76.8
Develop moral character	66.7	61.0	70.7	65.3	74.3	67.5	79.7	78.5
Provide for students' emotional development	51.2	44.8	51.4	54.0	58.4	54.1	59.8	62.2
Teach students the classic works of Western civilization	29.8	24.8	34.0	29.6	35.0	31.1	39.0	36.8
Help students develop personal values	64.5	56.5	69.3	64.9	73.4	67.1	76.4	78.5
Instill in students a commitment to community service	48.0	41.6	49.5	51.3	53.6	46.4	58.9	58.4
Enhance students' knowledge of and appreciation for other racial/ethnic groups	64.2	57.8	64.0	67.3	70.8	70.9	72.3	70.0
Promote ability to write effectively	92.7	90.7	90.6	94.4	95.5	96.8	94.3	94.7
Help students evaluate the quality and reliability of information	69.1	66.8	69.5	69.9	71.4	70.3	73.2	71.5
Teach students tolerance and respect for different beliefs	79.5	75.4	78.9	82.5	83.0	82.9	84.1	82.4
Encourage students to become agents of social change	54.2	47.2	54.4	56.4	62.7	60.3	66.7	63.2
During the present term, how many hours per week on average do you actually spend on each of the following activities?								
Scheduled teaching (give actual, not credit hours)								
None	7.2	10.9	7.8	3.7	4.3	5.3	4.4	3.1
1–4	17.0	26.2	20.9	8.1	8.5	9.4	9.3	7.2
5–8	30.9	35.7	40.8	20.6	26.7	33.0	26.5	20.3
9–12	30.2	18.2	21.9	44.9	40.2	38.1	39.4	43.0
13–16	9.2	4.8	5.1	14.4	13.7	10.1	11.8	18.5
17–20	3.6	3.1	1.8	4.9	4.2	2.5	5.4	5.3
21+	2.0	1.1	1.6	3.3	2.3	1.6	3.2	2.6
Preparing for teaching (including reading student papers and grading)								
None	5.9	8.8	6.8	2.9	3.7	4.5	4.1	2.6
1–4	13.1	17.0	17.3	9.5	7.6	7.1	8.5	7.7
5–8	24.5	26.2	27.4	21.7	22.8	23.4	22.6	22.2
9–12	22.1	22.5	19.5	22.1	23.2	22.3	23.2	24.1
13–16	13.7	9.5	14.0	16.6	17.2	16.3	16.9	18.3
17–20	11.4	9.6	9.0	14.4	12.9	13.8	12.2	12.4
21+	9.3	6.4	6.1	12.8	12.6	12.6	12.5	12.7

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During the present term, how many hours per week on average do you actually spend on each of the following activities?								
Advising and counseling of students								
None	5.6	7.4	3.3	5.8	4.2	3.7	5.4	4.0
1–4	55.7	56.1	55.0	54.4	57.1	55.3	58.3	58.2
5–8	26.8	25.4	27.3	28.4	27.2	28.4	25.0	27.0
9–12	8.0	7.8	10.3	7.4	7.3	8.5	6.1	6.7
13–16	2.3	1.8	2.8	2.6	2.6	2.5	2.9	2.5
17–20	0.7	0.7	0.7	0.6	0.9	0.9	0.8	1.0
21+	0.8	0.9	0.6	0.8	0.8	0.7	1.5	0.6
Committee work and meetings								
None	7.7	9.7	7.2	5.9	6.6	6.1	6.0	7.5
1–4	55.2	52.2	57.3	53.0	61.1	58.4	56.3	66.7
5–8	25.4	25.5	25.0	27.6	23.2	24.5	27.6	19.4
9–12	7.7	8.1	7.7	8.9	5.7	6.8	6.7	4.1
13–16	2.4	2.9	1.8	2.6	1.7	2.0	1.9	1.4
17–20	0.9	1.1	0.6	1.1	0.6	0.8	0.4	0.7
21+	0.7	0.6	0.5	0.9	0.9	1.4	1.0	0.4
Other administration								
None	28.6	27.9	28.7	31.9	26.0	25.5	28.3	25.2
1–4	40.1	39.3	40.6	39.5	41.7	41.2	41.4	42.5
5–8	15.0	16.0	14.8	12.4	16.2	16.7	15.7	15.9
9–12	6.8	6.8	8.1	6.1	6.7	5.9	6.2	7.8
13–16	3.3	3.6	2.9	3.1	3.3	3.5	2.8	3.4
17–20	2.6	2.9	2.2	3.1	2.1	2.4	1.9	1.8
21+	3.6	3.5	2.7	4.0	4.0	4.8	3.6	3.4
Research and scholarly writing								
None	16.7	12.9	10.8	18.7	24.9	20.8	23.6	30.0
1–4	32.8	24.4	24.0	44.8	40.4	39.9	37.9	42.3
5–8	18.9	18.1	20.3	19.6	18.6	21.3	18.3	15.8
9–12	11.6	14.3	14.5	8.8	8.2	9.2	10.1	6.2
13–16	6.4	9.0	9.8	3.5	2.9	2.6	3.7	2.7
17–20	5.0	7.5	8.4	1.9	2.1	2.4	2.8	1.4
21+	8.5	13.8	12.3	2.8	2.9	3.7	3.5	1.6
Other creative products/performances								
None	73.9	75.6	70.0	73.3	74.4	77.0	75.0	71.4
1–4	16.5	15.4	19.0	17.2	15.7	13.9	16.3	17.3
5–8	5.2	4.8	5.5	5.1	5.8	5.4	5.0	6.8
9–12	2.0	2.1	1.7	2.0	2.1	1.7	2.2	2.3
13–16	1.0	0.5	2.3	1.0	0.9	1.0	0.7	1.0
17–20	0.6	0.6	0.5	0.6	0.6	0.6	0.3	0.6
21+	0.8	0.9	1.0	0.8	0.5	0.4	0.6	0.7
Community or public service								
None	42.8	47.9	44.5	35.5	40.8	47.3	36.7	36.3
1–4	44.2	39.9	41.3	50.5	46.6	41.2	49.9	50.5
5–8	8.7	7.9	8.8	10.2	8.4	6.4	9.9	9.6
9–12	2.6	2.8	1.8	2.8	2.8	3.7	2.3	2.0
13–16	0.9	0.6	2.4	0.5	0.9	1.0	0.9	0.9
17–20	0.5	0.7	0.9	0.2	0.2	0.3	0.0	0.3
21+	0.3	0.3	0.3	0.3	0.3	0.2	0.3	0.4

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During the present term, how many hours per week on average do you actually spend on each of the following activities?								
Outside consulting/freelance work								
None	75.9	76.7	69.3	76.6	78.4	78.9	80.8	76.4
1–4	18.0	18.7	20.3	17.6	15.9	15.2	14.2	17.5
5–8	4.1	3.5	6.7	3.7	3.5	3.2	3.6	3.9
9–12	1.2	0.7	2.0	1.2	1.5	1.9	0.8	1.5
13–16	0.3	0.1	0.4	0.4	0.3	0.2	0.3	0.4
17–20	0.2	0.1	0.0	0.3	0.3	0.6	0.1	0.1
21+	0.3	0.2	1.2	0.2	0.1	0.0	0.1	0.1
Household/childcare duties								
None	12.6	14.3	12.9	11.5	10.7	10.2	9.6	11.7
1–4	16.1	15.1	17.7	16.3	16.4	16.4	16.4	16.4
5–8	20.7	19.0	20.1	20.7	23.6	25.4	22.5	22.4
9–12	16.4	17.6	17.6	15.0	15.1	13.1	15.0	17.3
13–16	9.6	9.2	9.1	10.6	9.6	9.4	9.8	9.7
17–20	7.5	6.7	8.6	8.2	7.4	8.9	6.2	6.6
21+	17.2	18.2	14.0	17.8	17.1	16.6	20.4	15.9
Other employment, outside of academia								
None	90.4	92.5	89.6	89.9	88.4	90.7	87.8	86.2
1–4	5.2	4.4	5.4	5.2	6.1	5.5	6.7	6.4
5–8	2.2	1.6	2.8	2.6	2.4	1.4	3.0	3.1
9–12	0.9	0.5	0.7	0.9	1.5	1.6	0.9	1.8
13–16	0.2	0.2	0.1	0.2	0.4	0.2	0.5	0.6
17–20	0.4	0.3	0.2	0.5	0.6	0.2	0.5	1.0
21+	0.7	0.5	1.3	0.7	0.7	0.4	0.6	0.9
Do you agree "strongly" or "somewhat"?								
It is primarily up to individual students whether they succeed in my courses	88.5	88.5	88.8	88.3	88.5	86.8	87.3	90.9
I try to dispel perceptions of competition	74.6	72.2	77.2	73.9	77.4	79.5	75.8	76.0
I encourage all students to approach me for help	99.5	99.4	98.5	99.9	99.9	99.9	99.8	99.8
Most students are well-prepared for the difficulty of the courses I teach	56.1	57.4	70.1	47.4	53.4	56.5	51.3	51.3
In my classroom, there is no such thing as a question that is too elementary	91.4	90.8	89.7	91.9	92.7	91.9	93.3	93.3
All students have the potential to excel in my courses	89.2	89.2	88.1	90.2	88.8	89.6	88.9	87.8
The amount of material that is required for my courses poses a substantial challenge to students	70.4	67.0	73.4	71.9	72.1	74.1	67.7	72.5
Students are often overwhelmed by the pace of my courses	45.8	44.3	46.3	48.1	45.5	45.3	44.6	46.2
Most students learn best when they do their assignments on their own	54.8	54.1	57.0	55.0	54.0	54.4	53.9	53.7
Faculty are interested in students' personal problems	71.7	60.0	72.6	73.6	87.2	83.8	87.5	90.7
Racial and ethnic diversity is reflected in the curriculum	64.3	60.8	61.6	68.2	67.7	74.0	68.2	60.7
Most students are well-prepared academically	52.8	49.2	74.3	41.5	55.6	57.7	56.5	52.8
This institution has effective hiring practices and policies that increase faculty diversity	64.5	65.6	63.5	67.8	60.1	62.5	62.5	56.3
Student Affairs staff have the support and respect of faculty	74.6	76.2	72.6	73.5	74.9	69.4	77.7	79.3
Faculty are committed to the welfare of this institution	89.6	87.2	90.3	89.3	93.4	91.5	95.4	94.1
Faculty here are strongly interested in the academic problems of undergraduates	85.1	77.6	83.5	88.9	93.9	92.9	93.3	95.4
There is a lot of campus racial conflict here	11.9	11.2	9.3	12.7	14.0	16.9	11.4	12.3
My research is valued by faculty in my department	77.5	79.2	77.2	73.4	79.4	80.0	80.0	78.4

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Do you agree "strongly" or "somewhat"?								
My teaching is valued by faculty in my department	88.0	84.5	88.4	89.2	91.9	91.8	90.4	92.9
My service is valued by faculty in my department	82.9	81.2	83.0	81.9	86.5	86.8	86.6	86.2
Faculty are sufficiently involved in campus decision making	51.4	49.6	45.7	53.8	55.5	56.1	47.1	59.6
This institution takes responsibility for educating underprepared students	60.8	59.3	54.3	66.2	61.7	55.3	64.2	66.8
The criteria for advancement and promotion decisions are clear	69.7	73.3	65.0	69.9	67.3	67.6	67.8	66.7
Most of the students I teach lack the basic skills for college level work	27.7	25.3	12.7	39.0	30.1	26.4	31.0	33.4
There is adequate support for faculty development	58.2	58.9	61.3	55.7	57.7	56.3	61.2	57.2
This institution successfully educates students in remedial/ developmental education	53.3	50.7	47.3	57.8	56.3	50.3	61.2	59.9
Faculty are not prepared to deal with conflict over diversity issues in the classroom	45.0	48.0	42.3	42.8	44.4	45.2	44.3	43.7
Issues you believe to be of "highest" or "high" priority at your institution								
To promote the intellectual development of students	79.7	80.4	81.2	78.8	78.7	77.2	79.3	79.9
To develop a sense of community among students and faculty	56.6	49.8	56.0	54.3	70.0	66.7	70.1	73.4
To facilitate student involvement in community service	47.2	32.7	55.8	48.2	62.9	53.3	76.4	65.3
To help students learn how to bring about change in society	37.5	28.8	44.6	33.6	50.2	42.9	59.9	52.2
To increase or maintain institutional prestige	70.6	75.7	86.9	56.7	66.3	75.0	66.2	57.4
To hire faculty 'stars'	32.9	49.8	52.9	13.7	13.4	13.5	15.2	12.2
To recruit more minority students	45.5	41.7	45.4	48.2	48.7	53.6	45.7	45.3
To enhance the institution's national image	72.5	84.0	89.5	53.1	63.7	75.9	60.3	52.7
To promote gender diversity in the faculty and administration	43.9	44.3	41.0	45.2	43.8	49.5	37.9	41.1
To promote racial and ethnic diversity in the faculty and administration	45.2	45.8	40.8	49.0	43.2	49.1	39.4	39.3
To provide resources for faculty to engage in community-based teaching or research	28.6	23.8	30.5	34.1	28.6	26.7	37.9	25.3
To create and sustain partnerships with surrounding communities	43.0	35.7	40.7	51.4	46.9	42.0	51.6	49.4
To pursue extramural funding	59.7	81.9	65.5	45.0	36.6	37.6	41.2	33.0
To strengthen links with the for-profit, corporate sector	45.8	56.2	53.4	40.8	29.5	28.3	35.7	27.5
To develop leadership ability among students	57.1	49.2	66.1	55.0	65.1	63.5	62.5	68.2
To develop an appreciation for multiculturalism	49.3	44.0	45.8	52.8	56.1	61.3	52.0	53.0
To prepare students for the workplace	73.9	68.2	78.8	80.2	72.5	66.6	77.6	75.7
Attributes noted as being "very descriptive" of your institution:								
It is easy for students to see faculty outside of regular office hours	48.3	38.2	42.5	49.9	66.5	68.8	62.2	66.4
The faculty are typically at odds with campus administration	21.0	18.2	21.5	22.2	23.9	27.3	26.3	19.1
Faculty here respect each other	48.3	45.3	52.4	44.0	54.5	53.4	52.1	57.1
Faculty are rewarded for being good teachers	22.4	15.8	23.6	24.6	29.5	33.2	27.4	26.8
There is respect for the expression of diverse values and beliefs	29.2	29.1	27.2	29.6	30.0	32.2	30.1	27.8
Faculty are rewarded for their efforts to use instructional technology	18.4	15.7	20.1	23.2	16.2	17.1	17.9	14.5
Administrators consider faculty concerns when making policy	13.2	9.6	13.6	15.2	16.4	18.4	11.8	17.0
The administration is open about its policies	15.3	12.7	12.8	18.3	17.9	18.2	13.7	19.8

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	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
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	41.6	40.4	48.9	41.7	38.2	35.6	40.5	39.7
Achieve a healthy balance between your personal life and professional life	31.5	31.1	37.3	30.8	28.8	28.1	29.5	29.2
Experience close alignment between your work and your personal values	63.1	59.4	70.2	61.9	65.0	60.3	67.7	68.4
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	28.3	29.9	30.4	29.4	23.3	21.5	26.2	23.6
Mentor new faculty	25.1	21.6	28.0	27.2	26.1	29.4	26.2	22.7
Mentor undergraduate students	57.4	48.6	57.3	61.6	66.5	68.6	61.5	67.1
Structure your courses so that students master a conceptual understanding of course content	81.0	79.5	84.3	80.3	81.8	83.0	82.2	80.4
Structure your courses so that students develop study skills that prepare them for college-level work	50.6	46.1	51.9	54.4	52.5	54.7	53.4	49.8
Aspects of your job with which you are "very satisfied" or "satisfied":								
Salary	48.4	50.0	57.4	44.6	43.9	47.5	45.2	39.4
Health benefits	73.5	74.1	85.3	74.5	63.0	60.2	64.7	64.9
Retirement benefits	71.2	73.2	82.5	69.9	61.5	60.5	61.4	62.6
Opportunity for scholarly pursuits	54.3	63.3	64.1	43.9	44.4	46.5	45.2	41.6
Teaching load	59.0	67.6	71.3	44.8	52.4	52.5	52.7	52.0
Quality of students	59.0	58.3	75.3	51.7	56.5	56.9	54.5	57.3
Office/lab space	68.1	68.3	69.8	67.2	67.5	68.0	68.0	66.8
Autonomy and independence	84.5	85.8	85.0	82.5	84.1	84.8	81.4	84.7
Professional relationships with other faculty	77.7	76.8	76.9	75.5	82.1	82.0	82.5	82.0
Competency of colleagues	80.1	79.7	81.2	78.0	82.2	84.2	79.8	81.4
Job security	77.9	77.8	74.4	81.0	77.0	76.3	76.0	78.2
Departmental leadership	70.4	68.4	70.7	70.0	73.8	74.4	70.8	75.0
Course assignments	83.8	81.7	85.3	82.5	87.2	88.3	86.4	86.6
Freedom to determine course content	91.8	90.6	92.9	90.6	94.1	95.0	91.4	94.5
Availability of child care at this institution	28.0	24.4	30.5	36.7	23.4	27.4	23.4	17.6
Prospects for career advancement	54.1	54.9	54.4	54.6	52.3	52.0	52.5	52.5
Clerical/administrative support	58.2	54.5	61.2	61.1	58.9	59.7	58.7	58.3
Overall job satisfaction	74.4	73.3	79.8	72.6	74.4	72.5	74.7	76.2
Relative equity of salary and job benefits	48.9	48.4	56.2	46.6	47.1	47.3	47.5	46.7
Flexibility in relation to family matters or emergencies	85.2	85.5	84.6	85.8	84.7	83.2	84.7	86.2
Do you agree "strongly" or "somewhat"?								
The chief benefit of a college education is that it increases one's earning power	54.5	53.9	50.6	59.0	53.5	50.6	53.8	56.5
A racially/ethnically diverse student body enhances the educational experience of all	94.4	94.5	93.8	93.4	95.9	96.4	95.4	95.6
External pressures often prevent researchers from being completely objective in the conduct of their work	65.4	63.7	63.4	68.4	66.1	63.1	66.1	69.4
Colleges have a responsibility to work with their surrounding communities to address local issues	90.1	88.6	87.1	93.1	91.1	90.8	91.9	90.9
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.5	55.3	61.0	61.3	59.0	57.5	57.1	61.6

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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
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:								
Managing household responsibilities								
Extensive	21.4	22.0	18.8	21.0	22.6	22.2	24.1	22.2
Somewhat	52.8	52.1	51.3	53.7	54.0	54.2	53.7	53.9
Not at all	25.9	26.0	30.0	25.3	23.4	23.6	22.2	23.9
Child care								
Extensive	20.2	20.8	18.9	17.8	22.5	25.2	21.8	20.1
Somewhat	40.6	39.3	40.8	44.3	39.1	36.9	39.8	40.9
Not at all	39.2	39.9	40.3	37.9	38.4	37.9	38.4	39.0
My physical health								
Extensive	10.6	10.1	8.0	12.1	11.6	11.4	13.3	10.9
Somewhat	45.2	43.6	46.5	46.9	44.8	45.9	43.4	44.5
Not at all	44.2	46.2	45.6	41.1	43.5	42.7	43.3	44.5
Review/promotion process								
Extensive	23.5	24.6	25.4	23.9	20.0	21.2	19.8	18.8
Somewhat	39.1	36.9	41.8	39.6	40.3	39.4	43.9	39.2
Not at all	37.4	38.5	32.8	36.5	39.7	39.4	36.2	42.0
Subtle discrimination (e.g., prejudice, racism, sexism)								
Extensive	8.9	9.6	8.4	9.5	7.6	8.6	8.1	6.2
Somewhat	25.1	25.9	23.8	25.2	24.7	25.7	23.0	24.7
Not at all	66.0	64.5	67.7	65.4	67.7	65.7	68.9	69.1
Personal finances								
Extensive	16.5	14.0	16.1	17.7	19.6	20.3	18.2	19.7
Somewhat	45.2	45.6	45.3	44.7	44.9	42.0	44.6	48.1
Not at all	38.3	40.5	38.6	37.6	35.5	37.7	37.2	32.2
Committee work								
Extensive	13.7	11.6	10.9	17.5	14.8	14.1	16.8	14.3
Somewhat	48.3	47.0	46.9	50.4	49.0	49.6	50.1	47.7
Not at all	38.0	41.5	42.1	32.1	36.3	36.3	33.1	38.0
Faculty meetings								
Extensive	11.4	10.4	11.7	12.2	11.9	11.5	14.9	10.6
Somewhat	43.3	40.7	40.2	47.2	45.1	47.0	45.2	43.0
Not at all	45.4	48.9	48.2	40.6	43.0	41.5	39.9	46.4
Colleagues								
Extensive	13.6	13.1	14.2	14.6	12.8	13.3	12.1	12.6
Somewhat	43.9	43.1	40.7	45.7	45.6	49.3	44.5	42.4
Not at all	42.5	43.8	45.1	39.6	41.6	37.4	43.4	44.9
Students								
Extensive	7.7	7.9	6.2	7.4	8.6	9.7	7.4	8.2
Somewhat	53.8	52.4	48.8	58.7	54.1	53.3	56.2	53.7
Not at all	38.6	39.7	45.0	33.9	37.3	37.0	36.5	38.2
Research or publishing demands								
Extensive	25.0	32.5	27.1	21.1	16.2	16.9	20.4	13.0
Somewhat	49.2	46.7	51.2	49.5	51.2	52.3	53.2	48.9
Not at all	25.8	20.8	21.7	29.4	32.7	30.8	26.4	38.1

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Weighted National Norms—All Respondents

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Please indicate the extent to which each of the following has been a source of stress for you during the last two years:								
Institutional procedures and "red tape"								
Extensive	25.5	27.2	22.9	27.5	22.5	23.0	24.2	21.0
Somewhat	52.7	52.5	52.5	53.9	52.1	51.2	51.3	53.5
Not at all	21.8	20.3	24.6	18.6	25.4	25.8	24.6	25.4
Teaching load								
Extensive	17.1	11.9	11.9	25.1	20.3	19.4	21.5	20.6
Somewhat	46.3	43.8	47.0	48.6	47.3	45.2	44.7	50.9
Not at all	36.6	44.2	41.1	26.3	32.4	35.4	33.8	28.5
Lack of personal time								
Extensive	27.2	23.9	24.0	30.2	31.3	34.4	28.9	29.3
Somewhat	46.7	48.6	45.8	45.3	45.7	44.2	46.7	46.6
Not at all	26.2	27.4	30.2	24.5	23.1	21.4	24.4	24.1
Job security								
Extensive	11.1	12.1	14.5	8.3	10.2	11.1	11.5	8.6
Somewhat	25.5	22.8	25.5	26.9	28.4	25.0	28.9	31.6
Not at all	63.4	65.1	60.1	64.8	61.4	63.8	59.6	59.8
Working with underprepared students								
Extensive	11.9	10.5	6.3	15.6	13.8	14.7	12.9	13.3
Somewhat	54.2	55.5	46.5	55.4	56.3	52.7	56.7	59.9
Not at all	33.9	34.1	47.2	29.0	29.9	32.7	30.4	26.8
Self-imposed high expectations								
Extensive	35.1	35.8	38.7	32.6	34.2	35.8	34.7	32.2
Somewhat	50.1	49.8	46.1	52.1	51.4	50.0	48.9	54.2
Not at all	14.8	14.4	15.2	15.3	14.4	14.2	16.5	13.5
Change in work responsibilities								
Extensive	25.0	23.7	21.2	25.9	28.7	29.9	28.6	27.5
Somewhat	50.2	50.1	51.5	50.0	49.5	47.3	48.1	52.5
Not at all	24.8	26.1	27.2	24.1	21.9	22.9	23.3	20.0
Institutional budget cuts								
Extensive	28.0	29.5	12.9	36.1	27.0	28.7	21.1	28.6
Somewhat	45.0	48.8	38.9	46.0	42.0	38.3	45.8	43.7
Not at all	27.0	21.8	48.1	17.8	31.0	33.0	33.1	27.7
During the past two years, have you:								
Considered leaving academe for another job?	34.8	33.8	31.2	39.2	33.9	33.4	32.5	35.3
Considered leaving this institution for another?	49.4	51.1	47.4	50.6	46.7	47.4	42.9	48.1
Engaged in public service/professional consulting without pay?	56.4	56.5	54.1	60.2	53.8	52.9	51.5	56.0
Received at least one firm job offer?	16.1	17.2	15.6	14.4	16.5	14.5	16.1	18.8
Requested/sought an early promotion?	5.9	6.8	4.5	6.3	5.0	3.4	5.3	6.5
General activities:								
Are you a member of a faculty union?	20.4	21.1	7.6	39.6	7.9	6.8	14.3	5.6
Are you a U.S. citizen?	93.5	90.5	93.1	95.7	96.0	96.0	95.8	96.1
Do you plan to retire within the next three years?	12.3	13.5	9.4	12.5	12.1	14.0	12.4	10.1
Do you use your scholarship to address local community needs?	37.3	38.4	36.0	38.8	34.9	33.2	35.0	36.7
Have you been sexually harassed at this institution?	6.0	4.9	6.5	8.0	5.3	5.9	5.2	4.9
Have you ever interrupted your professional career for more than one year for family reasons?	8.5	9.1	6.2	9.0	8.6	6.8	10.4	9.4
Have you ever received an award for outstanding teaching?	42.8	45.1	44.4	42.2	38.8	36.4	37.8	41.8

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	All Bacc Institutions	Universities		4-year Colleges				
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How would you characterize your political views?								
Far left	11.0	10.4	14.6	10.0	10.6	15.6	8.4	6.6
Liberal	48.8	53.2	42.2	47.4	47.9	54.2	50.5	40.0
Middle of the road	27.4	28.8	27.0	26.4	26.4	21.8	28.9	29.7
Conservative	12.1	7.3	15.9	14.8	14.2	7.8	11.6	22.4
Far right	0.7	0.3	0.3	1.4	0.8	0.6	0.6	1.3
If you were to begin your career again, would you:								
Still want to come to this institution?								
Definitely yes	31.3	28.3	43.7	27.7	31.3	28.8	30.2	34.4
Probably yes	37.8	40.7	31.7	38.6	36.8	37.6	39.2	34.5
Not sure	18.2	19.4	13.2	19.2	18.6	18.0	17.4	20.0
Probably no	8.0	7.4	6.3	10.0	8.2	9.4	8.0	7.0
Definitely no	4.6	4.1	5.1	4.5	5.1	6.2	5.2	4.0
Still want to be a college professor?								
Definitely yes	58.7	55.1	64.6	59.0	60.0	55.8	61.1	63.7
Probably yes	26.7	28.4	21.8	26.9	27.1	29.1	27.5	24.8
Not sure	10.2	11.5	10.0	9.3	9.2	10.7	8.2	8.4
Probably no	3.7	3.9	3.4	4.2	3.0	3.9	2.9	2.1
Definitely no	0.7	1.0	0.2	0.6	0.6	0.5	0.3	1.0
Aggregated—Salary based on 9/10 months (full-time employees only)								
Less than $20,000	0.1	0.0	0.3	0.1	0.2	0.1	0.2	0.4
$20,000–$29,999	0.2	0.4	0.0	0.2	0.1	0.0	0.0	0.1
$30,000–$39,999	1.9	1.6	0.4	3.9	0.8	0.8	0.7	0.9
$40,000–$49,999	7.7	6.0	5.6	11.4	7.5	5.6	4.8	11.2
$50,000–$59,999	16.3	14.1	3.5	21.3	21.6	15.5	16.7	31.1
$60,000–$69,999	17.1	14.3	11.0	20.0	21.8	19.9	23.3	23.0
$70,000–$79,999	15.9	13.6	15.3	17.8	18.0	19.5	16.9	16.9
$80,000–$89,999	11.2	11.1	13.1	9.5	12.3	14.2	15.9	8.0
$90,000–$99,999	8.6	10.3	6.8	9.3	5.9	7.2	7.3	3.6
$100,000–$124,999	12.5	14.9	25.5	5.9	8.7	13.7	9.3	3.0
$125,000–$149,999	4.0	6.0	9.7	0.6	1.5	1.9	2.7	0.4
$150,000 or more	4.4	7.6	8.7	0.0	1.7	1.6	2.2	1.4
Aggregated—Salary based on 11/12 months (full-time employees only)								
Less than $20,000	0.3	0.0	0.1	0.9	0.3	0.5	0.3	0.1
$20,000–$29,999	0.6	0.5	0.7	1.1	0.1	0.0	0.0	0.2
$30,000–$39,999	1.6	0.7	0.0	5.7	1.2	1.7	0.6	1.0
$40,000–$49,999	7.2	8.4	2.5	9.8	7.9	5.2	12.5	8.3
$50,000–$59,999	16.1	11.4	13.1	17.7	23.3	20.8	18.6	28.2
$60,000–$69,999	16.0	12.6	12.1	20.0	20.8	13.8	21.0	27.9
$70,000–$79,999	12.6	9.7	10.4	18.1	13.9	13.4	12.9	14.9
$80,000–$89,999	9.4	11.4	8.6	6.0	10.1	11.6	11.0	8.1
$90,000–$99,999	9.7	10.7	13.0	7.8	7.2	8.6	7.1	5.7
$100,000–$124,999	14.6	15.1	22.7	9.9	10.5	15.8	11.7	4.4
$125,000–$149,999	5.1	8.3	5.4	2.8	2.4	4.2	2.3	0.7
$150,000 or more	6.8	11.2	11.3	0.3	2.4	4.5	2.0	0.5

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Your base institutional salary reported above is based on:								
Less than 9 months	4.4	2.9	8.0	4.3	4.5	3.5	3.6	5.9
9/10 months	71.6	75.5	57.6	77.6	68.9	69.5	71.3	66.9
11/12 months	23.9	21.6	34.5	18.1	26.7	27.0	25.1	27.2
What percentage of your current year's income comes from:								
Base salary from this institution								
100%	47.3	50.4	45.2	45.4	45.8	48.0	44.7	44.0
75% to 99%	43.1	40.2	42.3	45.3	45.9	42.6	47.4	48.5
74% to 50%	7.7	7.6	9.6	7.4	6.6	7.3	6.3	6.0
25% to 49%	1.6	1.5	2.6	1.6	1.2	1.0	1.3	1.3
1% to 24%	0.3	0.3	0.2	0.2	0.6	1.1	0.2	0.3
0%	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0
Other income from this institution								
100%	0.1	0.3	0.0	0.0	0.0	0.0	0.0	0.0
75% to 99%	0.2	0.5	0.0	0.1	0.0	0.1	0.0	0.0
74% to 50%	0.5	0.8	0.8	0.1	0.3	0.2	0.0	0.5
25% to 49%	8.4	14.9	9.4	5.5	3.6	2.8	3.7	4.3
1% to 24%	64.2	65.3	63.4	68.2	59.6	56.6	66.2	58.9
0%	26.6	18.1	26.4	26.0	36.4	40.4	30.1	36.2
Income from another academic institution								
100%	0.1	0.5	0.0	0.0	0.0	0.1	0.0	0.0
75% to 99%	0.3	0.5	0.6	0.1	0.1	0.1	0.2	0.1
74% to 50%	0.6	0.6	0.4	0.5	0.8	1.3	0.3	0.5
25% to 49%	2.5	3.1	3.8	2.3	1.6	2.4	0.7	1.2
1% to 24%	18.4	24.8	22.3	16.4	13.7	14.3	11.3	14.3
0%	78.1	70.6	73.0	80.7	83.8	81.7	87.4	84.0
Non-academic income								
100%	0.2	0.6	0.0	0.0	0.1	0.0	0.3	0.0
75% to 99%	0.5	0.6	0.2	0.7	0.4	0.6	0.2	0.2
74% to 50%	3.9	4.0	5.1	3.6	3.0	3.3	2.8	2.9
25% to 49%	7.9	10.5	6.7	6.8	7.1	9.1	7.6	4.8
1% to 24%	47.6	56.2	53.5	45.8	36.3	37.0	32.3	37.7
0%	40.0	28.1	34.5	43.1	53.1	50.0	56.9	54.4
Please enter the four-digit year that each of the following occurred.								
Year of birth								
1981 or later	1.4	1.7	1.2	1.3	1.2	1.2	0.9	1.4
1986–1980	6.9	7.3	6.4	5.6	7.9	7.3	7.1	8.9
1971–1975	11.6	10.8	14.2	10.5	12.2	11.8	15.2	10.9
1966–1970	13.1	12.7	12.0	14.7	12.9	13.0	11.4	13.6
1961–1965	13.2	15.6	9.1	12.0	13.6	12.4	11.7	15.9
1956–1960	14.6	14.2	14.4	16.9	13.2	13.2	11.5	14.2
1951–1955	14.4	12.2	14.7	16.8	15.4	15.2	16.2	15.1
1946–1950	14.0	14.1	14.0	14.6	13.1	14.0	13.3	12.0
1941–1945	6.9	7.5	7.3	6.1	6.5	6.7	7.8	5.7
1940 or earlier	3.7	3.9	6.8	1.4	4.0	5.1	4.8	2.3

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Please enter the four-digit year that each of the following occurred.								
Year of first academic appointment								
1973 or earlier	7.5	6.9	12.2	4.3	8.5	10.9	7.9	6.3
1974–1978	6.4	6.0	7.3	6.4	6.4	6.6	6.3	6.3
1979–1983	8.1	7.7	11.6	6.9	7.7	8.0	7.9	7.4
1984–1988	10.5	9.7	9.9	12.1	10.4	10.5	12.3	9.2
1989–1993	11.4	11.0	10.3	12.9	11.4	11.3	9.5	12.5
1994–1998	16.5	15.0	14.2	18.7	18.4	18.7	14.2	20.4
1999–2003	18.1	18.6	14.9	19.2	18.6	16.8	22.1	18.4
2004–2008	19.3	20.2	18.1	19.2	18.5	17.3	19.3	19.5
2009 or later	2.2	4.9	1.5	0.3	0.1	0.0	0.3	0.1
Year of appointment at present institution								
1973 or earlier	2.9	2.3	4.7	1.6	4.0	5.2	4.4	2.4
1974–1978	3.8	4.1	6.0	1.6	3.8	3.6	4.3	3.6
1979–1983	5.6	5.6	7.5	3.7	6.1	7.2	5.4	5.4
1984–1988	9.6	8.0	12.6	10.4	9.2	9.2	12.4	7.4
1989–1993	9.8	8.8	11.1	10.8	9.4	9.6	9.1	9.3
1994–1998	16.3	15.3	15.9	18.9	15.8	16.2	13.9	16.4
1999–2003	20.1	20.2	14.1	23.2	21.3	20.2	19.2	23.7
2004–2008	25.4	23.9	22.6	26.3	28.9	27.3	29.3	30.4
2009 or later	6.5	11.7	5.4	3.5	1.6	1.4	2.1	1.5
If tenured, year tenure was awarded								
1973 or earlier	2.4	2.2	6.7	0.9	1.8	1.0	3.6	1.6
1974–1978	3.1	3.7	6.2	1.2	1.9	1.8	3.1	1.2
1979–1983	6.9	6.9	14.5	2.3	7.4	10.1	5.7	4.7
1984–1988	8.5	10.7	8.4	5.1	8.4	10.3	7.4	6.3
1989–1993	13.1	10.1	24.6	12.3	12.1	11.8	14.0	11.0
1994–1998	13.9	15.3	10.4	13.1	14.7	15.7	15.7	12.5
1999–2003	17.3	17.1	8.5	21.4	19.2	19.0	14.2	23.1
2004–2008	22.6	20.0	14.4	28.0	27.7	26.8	21.2	33.6
2009 or later	12.0	14.1	6.3	15.6	6.9	3.4	15.1	6.0
Aggregated Major								
Agriculture or Forestry (General Area 1)	3.1	7.6	0.4	0.6	0.5	0.7	0.4	0.3
Biological Sciences (General Area 5)	9.6	12.5	7.0	8.3	8.3	8.0	7.0	9.4
Business (General Area 6)	4.8	3.9	4.9	6.2	4.7	3.3	6.7	5.1
Education (General Area 10 and Specific Discipline 2102)	7.4	5.6	5.0	10.8	8.6	8.5	6.8	9.8
Engineering (General Area 11)	3.2	4.0	5.2	1.8	1.8	2.5	2.0	1.0
English (General Area 12)	6.9	4.7	9.2	8.2	7.3	6.7	7.4	7.8
Health-related (General Area 15)	4.4	3.0	4.7	5.9	4.6	3.1	7.8	4.3
History or Political Science (Specific Discipline 3007, 3009)	7.5	7.2	7.5	7.8	7.8	9.8	6.8	6.3
Humanities (General Area 14, 24)	8.4	7.3	10.1	5.9	11.4	9.9	13.9	11.5
Fine Arts (General Area 2, 4, 22)	6.1	5.7	6.4	5.6	7.3	8.0	4.3	8.1
Mathematics or Statistics (General Area 18)	4.8	4.8	4.1	4.9	5.1	4.9	5.3	5.1
Physical Sciences (General Area 25)	8.7	10.7	6.2	8.0	8.0	7.4	7.1	9.1
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	14.6	13.4	15.9	14.9	15.2	16.0	15.5	14.2
Other Technical (General Area 8, 19, 28)	2.3	2.1	2.4	2.8	1.9	2.8	2.2	0.8
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	8.3	7.6	11.1	8.2	7.6	8.4	6.8	7.2

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Aggregated Department								
Agriculture or Forestry (General Area 1)	3.3	8.6	0.2	0.4	0.3	0.4	0.4	0.1
Biological Sciences (General Area 5)	8.6	10.2	6.9	7.9	8.0	7.5	6.7	9.1
Business (General Area 6)	5.8	4.3	6.1	7.3	6.3	4.0	8.2	7.6
Education (General Area 10 and Specific Discipline 2102)	4.7	3.9	3.0	6.5	5.4	4.7	5.6	6.1
Engineering (General Area 11)	3.5	4.9	5.6	1.7	1.8	2.4	2.1	1.0
English (General Area 12)	7.2	4.8	10.0	8.8	7.3	6.6	7.1	8.1
Health-related (General Area 15)	5.2	3.7	5.6	7.2	5.2	3.4	8.6	5.2
History or Political Science (Specific Discipline 3007, 3009)	7.1	6.5	6.5	7.7	7.7	9.6	6.9	6.2
Humanities (General Area 14, 24)	8.1	7.2	9.7	5.5	10.9	9.1	13.7	11.3
Fine Arts (General Area 2, 4, 22)	6.5	6.2	7.5	5.6	7.2	8.1	4.0	8.1
Mathematics or Statistics (General Area 18)	4.9	4.3	3.7	5.7	6.0	7.4	4.8	5.3
Physical Sciences (General Area 25)	8.1	9.2	6.4	8.0	7.7	7.6	7.2	7.9
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	13.9	13.2	15.3	13.7	14.2	15.8	13.7	12.7
Other Technical (General Area 8, 19, 28)	2.8	2.7	2.6	3.6	2.4	3.5	2.3	1.3
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	10.3	10.2	11.0	10.6	9.5	9.8	8.6	9.8
How many children do you have in the following age ranges?								
Under 18 years old								
0	57.0	52.1	62.2	58.0	59.6	61.0	62.5	56.5
1	17.6	20.4	14.9	17.1	16.0	17.6	14.9	15.0
2	18.4	21.7	12.9	18.0	17.8	17.2	15.5	19.6
3	5.2	4.6	6.1	5.4	5.0	3.2	5.5	6.6
4+	1.8	1.1	3.9	1.6	1.6	0.9	1.6	2.3
18 years or older								
0	56.1	56.0	57.4	54.7	56.9	58.6	57.4	54.8
1	12.8	14.6	11.9	12.8	10.9	11.2	9.8	11.2
2	19.5	19.2	19.2	20.4	19.3	18.4	18.8	20.5
3	7.3	7.7	5.6	7.1	7.9	7.0	8.9	8.4
4+	4.3	2.5	6.0	5.0	5.0	4.9	5.1	5.1
Are you currently: (Mark one)								
Single	11.4	10.5	14.2	11.4	11.0	10.5	14.1	9.8
In a civil union	0.3	0.2	0.1	0.4	0.5	0.3	0.9	0.4
In a domestic partnership	2.3	3.0	2.1	1.7	2.1	3.2	1.7	1.2
Married	75.9	77.7	72.7	74.8	76.3	73.9	74.4	79.9
Unmarried, living with partner	3.1	2.6	4.8	2.5	3.3	5.4	2.1	1.6
Separated	0.9	0.9	0.5	1.2	0.8	1.0	0.5	0.7
Divorced	5.0	4.1	5.0	6.3	5.2	5.1	4.7	5.7
Widowed	1.1	1.1	0.6	1.6	0.8	0.6	1.6	0.6
Is English your native language?								
Yes	89.7	86.1	90.7	91.4	93.0	92.3	91.2	94.7
No	10.3	13.9	9.3	8.6	7.0	7.7	8.8	5.3

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Universities		4-year Colleges				
		Public	Private	Public	All Private	Nonsec	Catholic	Oth Relig
Race/Ethnicity—mark all that apply (total may add to more than 100%)								
White/Caucasian	86.4	84.1	86.9	87.3	88.8	86.6	89.4	90.9
African American/Black	3.7	3.2	4.6	3.9	3.7	4.5	3.4	3.0
American Indian/Alaska Native	1.1	1.0	0.7	1.3	1.4	1.6	0.9	1.4
Asian American/Asian	5.2	7.4	3.7	4.1	4.0	4.5	4.2	3.3
Native Hawaiian/Pacific Islander	0.2	0.2	0.2	0.3	0.2	0.0	0.0	0.3
Mexican American/Chicano	1.9	2.6	3.2	1.1	0.8	0.6	1.0	0.9
Puerto Rican	0.9	0.8	1.8	0.8	0.5	0.6	0.4	0.6
Other Latino	2.4	2.7	2.9	2.1	1.9	1.8	1.9	1.9
Other	2.4	2.1	1.4	3.3	2.7	3.7	1.8	2.1
Race/Ethnicity Group (with multiple race category)								
American Indian	0.2	0.2	0.1	0.1	0.2	0.3	0.1	0.1
Asian	4.7	6.8	3.3	3.7	3.6	4.0	3.9	3.1
Black	3.4	3.1	4.4	3.7	3.1	4.0	2.9	2.2
Hispanic	3.3	4.0	4.1	3.0	1.8	1.9	1.8	1.8
White	83.4	81.2	83.5	84.1	86.1	83.4	87.5	88.0
Other	1.7	1.5	1.2	2.0	2.0	3.0	1.3	1.3
Two or more races/ethnicities	3.3	3.2	3.5	3.4	3.2	3.5	2.4	3.4
CIRP Construct: Student-Centered Pedagogy								
High Construct Score Group	25.0	22.9	23.7	26.0	28.3	29.2	25.4	28.9
Average Construct Score Group	41.5	37.9	41.5	42.6	46.3	48.3	45.1	44.8
Low Construct Score Group	33.5	39.2	34.8	31.3	25.4	22.4	29.5	26.3
Mean Score	49.0	48.0	48.5	49.5	50.5	50.8	49.5	50.6
CIRP Construct: Undergraduate Education Goal Personal Development								
High Construct Score Group	24.8	19.9	28.6	24.7	30.1	24.0	31.5	35.8
Average Construct Score Group	38.5	36.7	38.0	38.4	41.8	40.1	44.7	42.1
Low Construct Score Group	36.7	43.4	33.4	37.0	28.1	35.9	23.8	22.1
Mean Score	48.4	46.8	49.6	48.5	50.2	48.9	50.8	51.3
CIRP Construct: Scholarly Productivity								
High Construct Score Group	37.5	52.2	48.6	22.6	21.1	25.0	24.0	15.2
Average Construct Score Group	43.4	35.7	35.0	54.2	50.6	52.0	51.4	48.5
Low Construct Score Group	19.1	12.0	16.4	23.3	28.4	22.9	24.6	36.3
Mean Score	52.0	55.0	54.2	49.4	48.6	49.7	49.2	46.9
CIRP Construct: Civic Minded Practice								
High Construct Score Group	29.6	27.3	26.0	34.1	31.1	28.6	29.0	34.8
Average Construct Score Group	40.2	38.7	40.4	42.1	40.4	40.8	41.0	39.6
Low Construct Score Group	30.2	33.9	33.6	23.8	28.6	30.6	29.9	25.6
Mean Score	49.9	49.1	49.4	51.2	50.2	49.6	49.9	51.0
CIRP Construct: Civic Minded Values								
High Construct Score Group	23.7	20.3	24.2	25.8	26.7	22.6	29.5	29.5
Average Construct Score Group	42.5	39.6	44.0	42.5	46.1	46.8	47.7	44.6
Low Construct Score Group	33.7	40.1	31.9	31.7	27.2	30.6	22.9	25.9
Mean Score	48.6	47.2	48.7	49.4	50.0	49.2	50.9	50.5
CIRP Construct: Job Satisfaction—Workplace								
High Construct Score Group	29.4	27.9	31.0	28.4	31.8	32.9	29.6	31.7
Average Construct Score Group	41.8	42.4	39.1	40.9	43.8	43.2	43.3	44.8
Low Construct Score Group	28.7	29.6	29.9	30.7	24.4	23.8	27.0	23.5
Mean Score	49.7	49.5	49.9	49.1	50.5	50.5	50.3	50.5

2013–14 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: Job Satisfaction—Compensation								
High Construct Score Group	29.0	33.5	39.3	22.1	22.0	25.2	21.9	18.6
Average Construct Score Group	48.2	48.2	42.5	50.3	49.8	47.1	50.0	52.6
Low Construct Score Group	22.8	18.2	18.2	27.6	28.2	27.6	28.1	28.9
Mean Score	51.5	52.5	53.9	49.8	49.8	50.2	49.9	49.3
CIRP Construct: Career Related Stress								
High Construct Score Group	31.6	28.0	28.1	37.4	33.7	33.7	36.6	32.0
Average Construct Score Group	47.1	48.9	47.9	44.0	46.9	49.0	41.9	47.5
Low Construct Score Group	21.3	23.2	24.0	18.6	19.4	17.3	21.4	20.4
Mean Score	51.3	50.8	50.3	52.3	51.5	51.9	51.6	51.1
CIRP Construct: Institutional Priority Commitment to Diversity								
High Construct Score Group	28.9	28.0	26.3	31.2	29.5	35.4	24.6	26.0
Average Construct Score Group	45.7	46.5	43.5	47.3	44.3	39.9	48.9	46.3
Low Construct Score Group	25.4	25.5	30.1	21.5	26.2	24.7	26.4	27.7
Mean Score	49.6	49.4	48.5	50.5	49.6	50.8	48.8	48.9
CIRP Construct: Institutional Priority Civic Engagement								
High Construct Score Group	23.8	17.6	25.8	29.0	26.6	21.7	35.0	27.0
Average Construct Score Group	44.5	42.8	42.6	44.7	48.5	51.0	46.0	47.3
Low Construct Score Group	31.6	39.7	31.6	26.3	24.9	27.2	19.0	25.8
Mean Score	48.4	46.4	48.8	49.9	49.7	48.6	51.6	49.8
CIRP Construct: Institutional Priority Increase Prestige								
High Construct Score Group	32.2	42.0	54.0	14.6	20.4	25.1	21.0	15.2
Average Construct Score Group	40.2	41.5	34.9	38.9	43.5	48.2	40.8	40.0
Low Construct Score Group	27.6	16.5	11.1	46.5	36.1	26.7	38.1	44.8
Mean Score	50.6	53.2	55.9	46.0	47.8	49.7	47.5	46.0

Full-Time Undergraduate Faculty, by Rank

2013–14 HERI Faculty Survey

Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Full-time Undergraduate Faculty	16,112	4,665	4,314	3,732	678	839	1,884
What is your principal activity in your current position at this institution?							
Administration	7.9	11.1	6.9	2.6	6.3	12.4	10.4
Teaching	73.7	67.4	75.7	73.2	88.9	73.7	79.8
Research	16.4	20.0	16.0	22.7	2.4	7.0	6.1
Services to clients and patients	0.8	0.5	0.4	0.7	0.6	3.0	1.8
Other	1.2	1.0	1.0	0.7	1.7	3.9	1.9
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	33.5	100.0	0.0	0.0	0.0	0.0	0.0
Associate professor	28.2	0.0	100.0	0.0	0.0	0.0	0.0
Assistant professor	24.6	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	7.0	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	6.6	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	58.1	94.6	88.6	7.2	1.4	2.2	6.0
On tenure track, but not tenured	18.4	0.8	3.2	69.5	0.7	3.4	0.5
Not on tenure track, but institution has tenure system	21.0	2.8	5.7	19.5	96.8	91.6	88.4
Institution has no tenure system	2.5	1.8	2.5	3.7	1.1	2.9	5.1
Are you currently serving in an administrative position as:							
Department chair	10.0	17.1	11.0	2.8	1.9	2.0	10.4
Dean (associate or assistant)	2.2	3.9	2.5	0.3	0.0	1.2	2.2
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	0.0	0.0	0.2
Provost	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Other	14.7	14.3	19.6	8.6	14.1	15.9	16.3
Not applicable	55.0	46.9	50.0	66.5	60.0	62.8	62.7
Highest Degree Earned							
Bachelor's (B.A., B.S., etc.)	0.5	0.3	0.1	0.3	1.6	3.5	0.8
Master's (M.A., M.S.)	10.2	1.9	4.3	9.3	32.3	54.6	15.4
M.F.A.	2.7	1.8	3.0	3.1	3.7	4.9	2.4
M.B.A.	1.0	0.4	0.3	0.9	3.7	4.6	1.0
LL.B., J.D.	0.7	0.2	0.8	0.6	2.6	0.7	1.1
M.D., D.D.S. (or equivalent)	0.2	0.2	0.2	0.3	0.0	0.0	0.6
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.3	0.3	0.2	0.2	1.0	0.1	0.6
Ed.D.	2.6	2.3	2.8	3.0	1.7	2.4	2.9
Ph.D.	79.9	91.5	86.6	80.4	50.3	25.7	72.9
Other degree	1.8	1.2	1.7	1.8	3.0	3.2	2.3
None	0.1	0.0	0.0	0.1	0.1	0.2	0.1

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	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	0.1
Master's (M.A., M.S.)	0.7	0.4	0.4	0.3	0.6	4.9	0.8
M.F.A.	0.1	0.0	0.0	0.2	0.0	0.3	0.2
M.B.A.	0.2	0.1	0.3	0.1	0.0	0.2	0.1
LL.B., J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.1	0.0	0.0	0.2	0.2	0.4	0.1
Ed.D.	0.7	0.0	0.3	1.5	1.6	2.3	0.6
Ph.D.	3.1	1.5	0.9	4.6	9.4	12.3	2.2
Other degree	0.9	0.7	0.6	0.9	1.3	2.7	1.1
None	94.1	97.1	97.4	92.2	86.9	76.5	94.9
Noted as being personally "essential" or "very important":							
Research	76.4	84.4	79.0	77.4	51.9	54.1	71.2
Teaching	97.1	96.6	96.8	97.2	98.5	98.1	97.8
Service	65.7	67.1	64.6	62.0	68.1	70.0	68.4
During the past two years, have you engaged in any of the following activities?							
Advised student groups involved in service/volunteer work	52.9	50.6	52.2	56.1	50.5	53.7	55.9
Collaborated with the local community in research/teaching	48.8	45.0	52.5	51.1	45.0	46.0	50.4
Conducted research or writing focused on international/global issues	33.9	37.6	35.6	35.2	19.3	17.6	34.3
Conducted research or writing focused on racial or ethnic minorities	26.4	24.4	30.3	29.3	17.9	19.8	25.1
Conducted research or writing focused on women and gender issues	25.5	24.4	30.6	25.4	20.0	18.2	23.4
Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	9.1	9.4	9.6	9.3	7.8	7.7	8.6
Engaged undergraduates on your research project	54.4	58.2	59.1	59.6	32.6	27.2	49.0
Worked with undergraduates on a research project	69.5	72.1	76.1	72.6	50.7	48.5	61.1
Engaged in academic research that spans multiple disciplines	71.3	76.9	76.4	71.9	52.8	45.5	66.2
Supervised an undergraduate thesis	41.2	46.3	48.0	40.9	28.1	17.3	30.3
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	52.3	57.2	53.7	51.5	41.4	36.7	51.2
Received funding for your work from foundations	22.8	26.1	23.7	23.3	11.3	14.2	21.5
Received funding for your work from state or federal government	30.5	39.3	32.2	29.1	16.6	16.4	19.7
Received funding for your work from business or industry	10.8	14.9	10.6	8.1	6.6	8.9	9.0
Taught an honors course	20.3	23.5	20.3	17.4	17.7	16.0	20.7
Taught an interdisciplinary course	40.8	45.0	44.1	38.1	34.0	29.1	35.7
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)	13.5	12.9	16.5	14.0	8.9	8.4	12.6
Taught a service learning course	16.9	14.8	17.9	17.0	19.0	16.5	20.1
Taught an exclusively web-based course at this institution	17.4	14.8	18.2	17.9	21.4	22.0	17.2
Participated in organized activities around enhancing pedagogy and student learning	65.1	57.7	72.4	68.7	66.3	57.2	65.3
Taught a seminar for first-year students	21.7	21.5	24.0	19.4	24.9	20.9	19.8
Taught a capstone course	37.0	42.4	43.7	30.9	25.3	21.5	32.7
Taught in a learning community (e.g., FIG, linked courses)	7.4	6.2	8.6	6.5	9.4	6.7	9.6
Taught a course that meets general education requirements	56.5	54.9	59.3	55.4	61.3	53.2	55.6

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
In the past two years, to what extent have you:							
Presented with undergraduate students at conferences							
To a great extent	8.0	8.1	9.6	8.9	1.4	4.3	7.7
To some extent	24.1	26.1	25.1	24.6	18.7	16.2	22.1
Not at all	67.9	65.8	65.2	66.5	79.8	79.6	70.3
Published with undergraduates							
To a great extent	4.9	6.3	4.9	5.0	0.6	2.1	4.2
To some extent	17.7	22.3	18.1	17.8	8.3	10.1	13.0
Not at all	77.4	71.4	77.0	77.2	91.2	87.8	82.8
How many courses are you teaching this term (include all institutions at which you teach)?							
Mean	2.5	2.2	2.5	2.6	3.0	2.8	2.8
Median	2.0	2.0	2.0	3.0	3.0	3.0	3.0
Mode	2.0	2.0	2.0	3.0	3.0	2.0	3.0
How many courses are you teaching this term are:							
General education courses							
Mean	0.7	0.6	0.7	0.7	1.2	1.1	0.7
Median	0.0	0.0	0.0	0.0	1.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Courses required for an undergraduate major							
Mean	1.8	1.8	1.7	1.8	2.2	2.0	1.7
Median	1.0	1.0	1.0	2.0	2.0	2.0	1.0
Mode	1.0	1.0	1.0	1.0	2.0	1.0	1.0
Other undergraduate credit courses							
Mean	0.6	0.6	0.6	0.6	0.8	0.7	0.6
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Developmental/remedial courses (not for credit)							
Mean	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses (other than above)							
Mean	0.0	0.0	0.0	0.0	0.0	0.1	0.1
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Graduate courses							
Mean	0.4	0.5	0.4	0.4	0.2	0.2	0.3
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many of these courses that you are teaching this term are being taught:							
At this institution							
Mean	2.7	2.5	2.7	2.8	3.1	3.3	2.9
Median	3.0	2.0	2.0	3.0	3.0	3.0	3.0
Mode	2.0	2.0	2.0	3.0	3.0	2.0	3.0

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
How many of these courses that you are teaching this term are being taught:							
At another institution							
Mean	0.2	0.1	0.2	0.2	0.2	0.2	0.2
Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	99.9	100.0	99.9	100.0	100.0	100.0	99.4
Graduate courses	0.0	0.0	0.1	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	0.6
Do you teach remedial/developmental skills in any of the following areas?							
Reading	5.7	4.1	6.1	7.1	5.8	7.0	5.2
Writing	14.6	12.2	15.4	18.8	14.0	12.9	11.9
Mathematics	6.4	5.4	6.4	7.5	7.3	8.4	5.4
General academic skills	11.2	8.9	12.3	13.3	13.6	9.3	10.5
Other subject areas	6.8	4.9	6.3	8.1	5.7	13.3	7.5
Have you engaged in any of the following professional development opportunities at your institution?							
Paid workshops outside the institution focused on teaching							
Yes	22.1	15.6	22.5	25.6	27.8	27.6	26.1
No	61.1	68.3	61.7	59.2	45.7	47.9	58.9
Not eligible	2.9	1.0	1.2	3.0	8.9	12.1	3.3
Not available	14.0	15.0	14.7	12.1	17.6	12.5	11.7
Paid sabbatical leave							
Yes	14.9	21.7	20.9	7.9	0.9	0.9	11.5
No	56.1	65.7	62.8	46.3	36.7	36.3	55.9
Not eligible	22.6	7.3	11.4	38.2	51.1	54.2	26.5
Not available	6.4	5.3	4.9	7.6	11.4	8.6	6.1
Travel funds paid by the institution							
Yes	72.4	71.7	77.9	74.9	57.1	56.1	74.9
No	21.3	23.7	18.4	19.1	25.3	26.7	20.6
Not eligible	2.3	0.4	0.5	2.1	12.2	10.8	2.1
Not available	3.9	4.1	3.2	3.9	5.5	6.4	2.4
Internal grants for research							
Yes	37.3	38.0	42.1	44.9	16.1	10.6	34.6
No	53.9	56.6	52.1	47.4	58.9	62.4	57.0
Not eligible	4.9	2.0	2.0	3.7	20.3	20.3	4.8
Not available	3.9	3.4	3.8	4.1	4.7	6.7	3.7
Training for administrative leadership							
Yes	13.5	16.0	17.5	7.8	8.6	9.2	14.1
No	68.9	70.9	68.8	70.7	59.3	65.0	67.4
Not eligible	5.4	1.8	2.3	7.0	16.4	17.4	6.3
Not available	12.2	11.2	11.4	14.4	15.8	8.4	12.2

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Have you engaged in any of the following professional development opportunities at your institution?							
Received incentives to develop new courses							
Yes	23.2	19.1	25.6	26.8	29.9	21.2	17.9
No	60.9	68.6	60.0	53.6	51.9	57.6	63.9
Not eligible	2.8	1.1	0.7	2.6	10.8	12.1	3.5
Not available	13.1	11.3	13.6	17.0	7.4	9.1	14.7
Received incentives to integrate new technology into your classroom							
Yes	28.3	24.3	29.3	30.6	34.6	32.6	26.1
No	59.0	65.9	59.0	52.5	52.9	52.5	60.0
Not eligible	1.7	0.9	0.7	1.4	4.4	7.4	2.7
Not available	11.0	8.9	11.0	15.5	8.2	7.5	11.3
How many of the following have you published?							
Articles in academic or professional journals							
None	17.2	7.9	10.7	19.2	43.4	53.4	20.8
1–2	18.1	10.7	19.1	25.1	22.3	18.3	20.1
3–4	13.4	10.3	14.7	14.1	17.5	11.7	16.3
5–10	18.0	14.9	21.9	21.6	7.2	11.2	20.5
11–20	13.0	14.7	17.3	10.9	6.7	1.8	11.6
21–50	11.7	18.5	13.3	7.7	1.9	1.7	7.6
51+	8.6	23.0	2.9	1.4	1.1	1.8	3.1
Chapters in edited volumes							
None	44.9	26.3	40.6	58.3	66.4	79.4	49.5
1–2	27.8	24.3	33.9	28.3	27.0	15.6	29.5
3–4	12.2	16.1	13.6	10.5	3.4	2.8	11.1
5–10	9.2	17.9	8.8	2.5	2.6	1.7	6.7
11–20	4.0	9.8	2.6	0.3	0.5	0.4	2.0
21–50	1.7	4.7	0.4	0.1	0.0	0.0	1.2
51+	0.4	1.1	0.0	0.0	0.1	0.0	0.0
Books, manuals, or monographs							
None	63.2	42.9	64.4	80.3	74.4	83.5	65.5
1–2	24.4	29.0	28.9	17.4	22.2	10.8	23.8
3–4	6.9	13.9	5.1	1.6	1.3	4.4	6.7
5–10	4.0	10.5	1.1	0.5	1.2	0.7	3.2
11–20	1.1	3.0	0.2	0.2	0.1	0.3	0.7
21–50	0.3	0.6	0.2	0.0	0.1	0.0	0.1
51+	0.1	0.1	0.1	0.0	0.7	0.3	0.0
Other, such as patents or computer software products							
None	85.3	80.4	84.0	88.5	89.5	90.9	90.0
1–2	8.3	9.7	8.1	8.3	6.7	8.1	6.0
3–4	2.8	3.9	4.0	1.2	1.2	0.4	1.9
5–10	2.4	3.5	2.9	1.6	1.9	0.6	0.7
11–20	0.7	1.8	0.4	0.1	0.1	0.0	0.7
21–50	0.3	0.4	0.4	0.2	0.6	0.0	0.5
51+	0.2	0.4	0.1	0.0	0.1	0.0	0.2

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Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?							
None	87.3	86.9	87.4	88.1	84.3	90.6	86.3
1–2	4.2	4.1	3.9	4.3	4.2	4.8	4.2
3–4	2.8	2.7	2.4	2.4	6.3	1.5	3.8
5–10	2.9	3.1	3.0	2.9	2.1	1.9	2.9
11–20	1.3	1.2	1.9	1.1	1.5	0.3	0.9
21+	1.6	2.1	1.3	1.2	1.6	0.8	1.9
In the past two years, how many of your professional writings have been published or accepted for publication?							
None	28.2	19.1	26.1	26.4	52.3	58.6	32.2
1–2	31.4	28.3	35.0	32.5	28.4	24.9	35.1
3–4	20.0	21.7	21.5	20.7	14.0	7.3	20.7
5–10	14.7	20.3	12.9	16.2	4.5	5.1	10.0
11–20	3.9	7.0	3.5	2.9	0.3	1.4	1.6
21+	1.8	3.5	1.0	1.2	0.6	2.7	0.3
In the past two years, have you taught a graduate course?							
Yes	46.1	56.3	50.4	43.8	26.7	19.0	36.8
No	53.9	43.7	49.6	56.2	73.3	81.0	63.2
In your interactions with undergraduates, how "frequently" do you encourage them to:							
Ask questions in class	92.7	92.3	93.3	94.4	84.9	93.9	92.6
Support their opinions with a logical argument	75.3	71.5	76.7	79.2	74.3	75.7	75.0
Seek solutions to problems and explain them to others	67.8	64.1	69.8	71.2	64.1	70.5	67.1
Revise their papers to improve their writing	52.3	52.2	52.2	53.7	54.2	50.5	49.5
Evaluate the quality or reliability of information they receive	58.8	56.5	59.0	60.9	61.9	60.3	57.5
Take risks for potential gains	30.2	26.4	29.7	32.3	35.7	34.5	32.2
Seek alternative solutions to a problem	51.2	47.6	50.4	54.4	54.1	58.3	51.0
Look up scientific research articles and resources	48.3	48.6	48.0	54.3	42.4	40.3	43.2
Explore topics on their own, even though it was not required for a class	41.3	38.9	40.6	45.0	42.0	41.6	41.5
Accept mistakes as part of the learning process	62.8	57.3	64.5	66.1	64.3	67.9	64.1
Seek feedback on their academic work	64.2	58.5	65.3	67.4	71.2	68.0	64.7
Work with other students on group projects	55.7	50.4	58.3	58.7	62.3	56.3	54.2
Integrate skills and knowledge from different sources and experiences	65.2	60.9	67.8	67.2	66.4	66.1	65.8
How often in the past year have you "frequently" encouraged students to:							
Use different points of view to make an argument	53.9	50.9	54.8	56.2	54.3	53.9	55.4
Make connections between ideas from different courses	66.7	64.0	67.4	70.6	68.2	60.6	67.4
Critically evaluate their position on an issue	62.3	62.4	61.9	64.6	64.2	52.7	61.7
Recognize the biases that affect their thinking	52.9	48.4	55.0	55.9	58.0	49.0	53.8
Think more broadly about an issue	72.1	69.3	72.9	75.3	73.9	67.2	73.3

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Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:							
Engage deeply with a significant challenge or question within your discipline	55.7	56.6	57.2	57.8	55.0	48.9	48.9
Write in the specific style or format of your discipline	59.0	57.5	61.5	61.5	59.4	53.0	54.9
Use research methods from your discipline in field or applied settings	49.2	49.2	52.5	51.7	45.3	37.6	44.3
Apply learning from both academic and field settings	45.4	40.3	44.5	51.6	46.8	48.4	46.6
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	44.2	41.3	44.5	47.7	47.9	41.8	43.1
Weigh the meaning and significance of evidence	59.4	62.4	60.1	60.3	56.5	46.6	55.6
Discuss the ethical or moral implications of a course of action	41.5	38.2	40.4	45.1	41.9	45.0	44.7
Work with classmates outside of class	48.8	45.9	51.1	51.4	46.4	46.4	48.7
Lead a discussion, activity, or lab	42.6	39.3	42.8	48.2	36.7	40.0	45.5
Provide and/or receive feedback to classmates about a draft or work still in progress	34.3	29.9	35.7	37.4	38.4	39.9	31.6
Analyze and interpret data	56.2	58.4	57.3	55.1	51.3	48.7	56.5
Apply mathematical concepts and computational thinking	34.2	37.6	33.3	33.2	31.1	31.3	31.4
Methods you use in "all" or "most" of your courses:							
Class discussions	82.8	79.4	82.5	86.7	84.5	85.2	83.0
Cooperative learning (small groups)	60.7	50.9	62.7	68.1	71.1	67.4	58.3
Experiential learning/Field studies	31.0	26.2	29.4	35.9	34.3	37.6	32.6
Performance/Demonstrations	34.8	29.6	31.0	38.5	44.4	45.8	39.2
Group projects	45.5	40.2	46.5	49.7	47.9	48.0	46.4
Extensive lecturing	50.6	55.3	51.3	47.7	44.9	41.4	50.0
Multiple drafts of written work	34.2	33.2	33.3	35.8	39.5	33.9	32.3
Student-selected topics for course content	26.3	24.8	26.1	27.4	26.1	30.6	26.2
Reflective writing/journaling	25.2	21.4	23.3	26.9	27.9	38.9	28.0
Community service as part of coursework	8.9	7.3	7.9	9.7	10.7	11.2	12.1
Electronic quizzes with immediate feedback in class	15.2	13.1	12.5	18.1	17.7	21.4	16.8
Using real-life problems	69.8	62.1	67.2	78.1	61.6	82.3	80.1
Using student inquiry to drive learning	56.4	51.2	52.6	63.8	53.9	65.7	62.4
"Learn before lecture" through multimedia tools (e.g., flipping the classroom)	21.8	19.6	18.2	25.3	33.2	26.3	19.5
Readings on racial and ethnic issues	26.1	22.0	28.7	29.5	28.1	27.1	22.3
Readings on women and gender issues	22.3	20.6	24.2	24.0	24.5	20.2	18.5
Starting class with a question that engages students	49.5	48.6	47.5	52.9	49.6	51.9	48.6
Techniques to create an inclusive classroom environment for diverse students	56.5	49.6	53.1	64.4	60.4	63.6	62.0
Supplemental instruction that is outside of class and office hours	36.1	34.9	35.1	37.8	38.5	40.5	33.5
Student presentations	52.4	50.3	52.8	57.0	45.7	53.4	50.8
Student evaluations of each others' work	28.0	22.8	28.2	31.8	31.5	36.3	27.1
Grading on a curve	21.2	27.1	20.4	18.7	14.1	14.6	19.5
Rubric-based assessment	55.9	46.2	58.7	63.2	61.9	63.0	53.0
In creating assignments for your courses, how "frequently" do you:							
Provide instructions clearly delineating what students are to do to complete the assignment	90.4	91.1	89.8	90.1	90.1	92.1	89.5
Explain what you want students to gain from the assignment	76.0	75.7	77.6	74.8	74.2	77.4	75.5
Provide feedback on drafts or work still in progress	49.0	45.7	50.5	49.0	55.4	49.6	50.2
Provide in advance the criteria for evaluating the assignment	74.5	71.3	74.6	78.6	74.0	75.7	74.6
Explicitly link the assignment with course goals or learning objectives	65.4	65.0	63.1	66.3	66.6	71.2	66.3

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Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
How "frequently" do you incorporate the following forms of technology into your courses?							
YouTube or other videos	35.7	28.4	34.2	45.2	39.2	38.4	37.0
Classroom enhancement technology (e.g., Elmo, tablet PCs)	24.7	23.4	24.8	25.9	26.4	25.7	24.1
Simulations/animations	16.2	15.1	14.9	20.8	10.0	14.3	17.6
Podcasts	3.6	3.7	3.2	4.1	2.8	3.5	3.9
Online homework or virtual labs	23.1	21.6	21.8	24.1	27.6	28.4	22.5
Online discussion boards	16.1	13.1	16.4	19.0	16.4	18.8	16.6
Goals for undergraduates noted as "essential" or "very important":							
Develop ability to think critically	99.1	99.1	99.6	99.1	99.3	98.0	98.5
Prepare students for employment after college	81.9	76.0	80.9	87.7	83.3	88.1	85.9
Prepare students for graduate or advanced education	72.7	74.1	68.4	76.4	65.4	70.8	76.9
Develop moral character	66.7	62.2	64.5	70.0	68.7	80.1	69.7
Provide for students' emotional development	51.2	44.6	46.6	58.6	57.2	67.7	54.4
Teach students the classic works of Western civilization	29.8	34.8	28.7	22.6	33.0	24.9	34.3
Help students develop personal values	64.5	60.8	61.0	68.3	67.2	73.4	70.3
Instill in students a commitment to community service	48.0	43.2	43.9	53.4	50.5	56.3	56.0
Enhance students' knowledge of and appreciation for other racial/ethnic groups	64.2	58.8	64.5	68.6	64.7	69.3	66.8
Promote ability to write effectively	92.7	93.2	92.6	94.3	89.3	86.7	93.7
Help students evaluate the quality and reliability of information	69.1	68.1	70.2	68.8	76.7	62.8	68.4
Teach students tolerance and respect for different beliefs	79.5	77.1	78.0	81.5	83.4	83.5	81.3
Encourage students to become agents of social change	54.2	49.7	51.3	61.1	57.4	59.0	55.5
During the present term, how many hours per week on average do you actually spend on each of the following activities?							
Scheduled teaching (give actual, not credit hours)							
None	7.2	9.4	6.3	7.1	2.0	6.9	6.0
1–4	17.0	20.1	15.8	16.1	11.4	18.5	14.8
5–8	30.9	34.2	34.7	24.3	31.7	23.8	29.1
9–12	30.2	26.3	29.7	34.3	33.9	28.2	33.1
13–16	9.2	6.1	8.7	10.9	12.5	12.5	12.0
17–20	3.6	2.4	3.1	5.0	5.6	5.3	2.8
21+	2.0	1.4	1.8	2.2	2.9	4.8	2.1
Preparing for teaching (including reading student papers and grading)							
None	5.9	7.7	5.7	5.3	1.4	4.5	6.0
1–4	13.1	16.1	13.2	9.3	10.8	16.2	11.8
5–8	24.5	25.3	24.5	24.5	22.1	25.0	23.5
9–12	22.1	20.5	23.4	22.8	25.4	18.1	22.3
13–16	13.7	13.6	13.1	14.4	12.0	11.2	16.5
17–20	11.4	11.0	10.7	13.3	13.6	9.5	9.7
21+	9.3	5.9	9.5	10.3	14.7	15.5	10.2

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	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 each of the following activities?							
Advising and counseling of students							
None	5.6	4.2	3.8	5.0	13.4	12.2	6.9
1–4	55.7	56.7	54.9	55.7	51.2	50.6	61.5
5–8	26.8	26.4	29.0	28.2	24.6	21.8	23.6
9–12	8.0	8.7	9.4	7.3	5.8	7.1	5.3
13–16	2.3	2.4	1.7	2.6	3.0	4.7	1.1
17–20	0.7	0.8	0.6	0.4	0.5	1.8	1.3
21+	0.8	0.8	0.6	0.8	1.4	1.8	0.3
Committee work and meetings							
None	7.7	4.0	4.2	8.4	24.9	20.1	7.7
1–4	55.2	51.5	52.0	60.6	57.1	59.1	59.9
5–8	25.4	29.4	30.1	22.6	12.3	15.3	21.1
9–12	7.7	9.4	8.7	6.7	3.3	3.4	7.5
13–16	2.4	2.9	3.4	1.2	1.7	0.5	2.1
17–20	0.9	1.5	1.0	0.3	0.1	1.1	0.7
21+	0.7	1.3	0.6	0.1	0.5	0.5	0.8
Other administration							
None	28.6	23.6	26.0	33.6	37.9	34.7	29.8
1–4	40.1	37.9	39.3	46.2	43.4	32.6	37.5
5–8	15.0	17.0	17.8	12.5	8.0	10.9	13.9
9–12	6.8	7.8	8.2	3.7	3.9	10.1	7.2
13–16	3.3	4.5	3.7	1.2	2.0	3.6	3.9
17–20	2.6	4.1	2.0	1.3	1.7	2.4	3.3
21+	3.6	5.2	2.8	1.5	3.3	5.7	4.5
Research and scholarly writing							
None	16.7	9.9	13.3	13.8	46.7	45.0	16.9
1–4	32.8	29.6	35.4	32.6	31.9	33.3	37.4
5–8	18.9	19.7	22.0	17.7	13.1	8.8	21.2
9–12	11.6	15.1	11.4	11.8	2.6	4.0	11.4
13–16	6.4	8.7	5.3	7.0	1.9	3.8	5.4
17–20	5.0	6.6	4.9	5.7	1.7	1.2	3.6
21+	8.5	10.3	7.7	11.6	2.1	4.0	4.1
Other creative products/performances							
None	73.9	73.9	77.2	74.8	67.4	66.3	71.8
1–4	16.5	15.2	14.6	16.9	20.8	24.4	16.9
5–8	5.2	5.0	4.6	4.8	6.8	6.4	6.6
9–12	2.0	2.2	1.7	2.1	2.0	1.2	2.4
13–16	1.0	1.9	0.6	0.3	1.5	0.3	1.0
17–20	0.6	0.7	0.4	0.4	0.7	0.9	0.8
21+	0.8	1.1	0.8	0.7	0.7	0.5	0.5
Community or public service							
None	42.8	39.8	41.9	49.0	45.5	44.0	37.5
1–4	44.2	47.1	44.5	40.8	36.5	43.4	47.9
5–8	8.7	8.3	9.3	7.2	11.2	9.1	9.8
9–12	2.6	3.3	2.6	1.4	3.6	2.1	3.0
13–16	0.9	0.7	0.8	1.0	2.6	0.2	0.7
17–20	0.5	0.5	0.7	0.3	0.5	1.2	0.2
21+	0.3	0.3	0.2	0.3	0.1	0.0	0.8

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	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 each of the following activities?							
Outside consulting/freelance work							
None	75.9	71.3	76.0	83.0	72.7	73.4	77.2
1–4	18.0	21.7	17.5	13.2	17.1	20.0	18.4
5–8	4.1	5.0	4.6	2.5	5.1	3.9	2.7
9–12	1.2	1.4	1.0	1.0	2.5	0.9	1.2
13–16	0.3	0.3	0.3	0.1	0.5	0.2	0.5
17–20	0.2	0.1	0.2	0.1	0.0	1.3	0.0
21+	0.3	0.2	0.4	0.1	2.0	0.4	0.0
Household/childcare duties							
None	12.6	15.0	11.5	9.1	11.0	18.5	13.0
1–4	16.1	17.1	14.6	16.7	15.5	13.9	17.3
5–8	20.7	25.0	18.4	16.6	22.9	21.3	20.7
9–12	16.4	16.5	16.1	18.5	15.1	12.0	15.1
13–16	9.6	9.2	10.4	9.6	9.6	10.6	8.3
17–20	7.5	7.5	7.5	7.6	9.3	6.5	7.4
21+	17.2	9.7	21.5	22.0	16.5	17.2	18.3
Other employment, outside of academia							
None	90.4	93.2	90.9	91.4	81.8	82.4	89.0
1–4	5.2	4.2	6.0	4.7	7.7	5.8	5.0
5–8	2.2	1.8	1.7	2.1	3.0	5.0	3.3
9–12	0.9	0.4	0.8	0.6	2.5	2.2	1.4
13–16	0.2	0.1	0.1	0.3	0.2	1.0	0.2
17–20	0.4	0.1	0.1	0.4	1.1	1.9	0.4
21+	0.7	0.3	0.4	0.5	3.7	1.7	0.6
Do you agree "strongly" or "somewhat"?							
It is primarily up to individual students whether they succeed in my courses	88.5	88.1	90.7	86.3	89.5	88.7	87.9
I try to dispel perceptions of competition	74.6	74.3	73.8	75.9	78.3	75.5	72.0
I encourage all students to approach me for help	99.5	99.8	99.1	99.5	99.8	99.1	99.5
Most students are well-prepared for the difficulty of the courses I teach	56.1	57.3	52.1	57.4	57.3	58.1	57.7
In my classroom, there is no such thing as a question that is too elementary	91.4	90.8	91.0	93.3	89.3	92.4	90.7
All students have the potential to excel in my courses	89.2	85.7	89.7	92.1	87.5	93.0	91.1
The amount of material that is required for my courses poses a substantial challenge to students	70.4	70.7	71.8	69.7	72.9	61.3	71.0
Students are often overwhelmed by the pace of my courses	45.8	45.5	46.1	47.6	50.1	40.8	41.9
Most students learn best when they do their assignments on their own	54.8	60.2	53.4	48.7	57.5	55.9	52.2
Faculty are interested in students' personal problems	71.7	71.1	70.4	73.8	62.3	74.9	77.2
Racial and ethnic diversity is reflected in the curriculum	64.3	65.8	64.8	62.6	61.9	68.1	61.8
Most students are well-prepared academically	52.8	53.7	46.8	53.2	55.5	63.8	57.4
This institution has effective hiring practices and policies that increase faculty diversity	64.5	68.0	60.7	62.3	62.9	72.7	64.9
Student Affairs staff have the support and respect of faculty	74.6	73.1	71.2	77.6	75.3	84.3	76.2
Faculty are committed to the welfare of this institution	89.6	91.0	89.2	90.1	81.5	90.2	90.6
Faculty here are strongly interested in the academic problems of undergraduates	85.1	87.9	84.4	85.4	73.9	82.9	86.7
There is a lot of campus racial conflict here	11.9	9.8	12.8	14.5	13.4	11.0	10.2
My research is valued by faculty in my department	77.5	84.4	75.5	76.3	60.5	69.2	77.5

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Do you agree "strongly" or "somewhat"?							
My teaching is valued by faculty in my department	88.0	89.8	87.3	88.5	89.5	80.4	86.7
My service is valued by faculty in my department	82.9	86.4	80.9	83.1	80.3	77.8	81.2
Faculty are sufficiently involved in campus decision making	51.4	51.8	46.9	56.9	49.4	59.5	46.5
This institution takes responsibility for educating underprepared students	60.8	63.8	56.1	61.6	57.8	68.5	59.8
The criteria for advancement and promotion decisions are clear	69.7	79.0	65.8	67.0	60.8	62.7	66.4
Most of the students I teach lack the basic skills for college level work	27.7	23.9	30.8	30.7	27.4	24.2	27.1
There is adequate support for faculty development	58.2	60.2	51.1	62.1	56.7	66.8	58.7
This institution successfully educates students in remedial/ developmental education	53.3	51.5	48.7	57.1	46.4	63.7	61.2
Faculty are not prepared to deal with conflict over diversity issues in the classroom	45.0	44.5	48.7	42.5	46.9	40.4	43.3
Issues you believe to be of "highest" or "high" priority at your institution							
To promote the intellectual development of students	79.7	82.5	77.7	79.6	83.6	77.2	75.5
To develop a sense of community among students and faculty	56.6	57.9	49.6	60.9	50.7	66.4	60.0
To facilitate student involvement in community service	47.2	42.7	44.5	49.3	43.2	57.2	62.2
To help students learn how to bring about change in society	37.5	33.2	34.5	42.5	36.9	42.3	46.2
To increase or maintain institutional prestige	70.6	69.6	68.5	72.3	72.4	71.8	74.5
To hire faculty 'stars'	32.9	35.4	30.9	33.4	44.9	31.4	22.0
To recruit more minority students	45.5	50.0	43.6	43.7	41.5	49.4	41.1
To enhance the institution's national image	72.5	72.4	71.4	72.3	76.7	76.0	71.9
To promote gender diversity in the faculty and administration	43.9	50.1	41.1	39.6	40.6	50.0	39.4
To promote racial and ethnic diversity in the faculty and administration	45.2	51.0	42.7	42.1	40.8	50.5	39.6
To provide resources for faculty to engage in community-based teaching or research	28.6	22.6	25.8	32.5	32.0	39.8	38.3
To create and sustain partnerships with surrounding communities	43.0	36.9	39.1	49.2	35.4	62.3	53.7
To pursue extramural funding	59.7	65.7	57.7	55.7	66.2	63.5	48.4
To strengthen links with the for-profit, corporate sector	45.8	44.2	43.6	48.7	61.7	52.3	36.5
To develop leadership ability among students	57.1	56.0	51.6	61.7	51.9	67.5	62.6
To develop an appreciation for multiculturalism	49.3	49.2	45.3	49.3	54.5	58.3	52.1
To prepare students for the workplace	73.9	74.2	71.9	75.7	66.8	77.6	76.9
Attributes noted as being "very descriptive" of your institution:							
It is easy for students to see faculty outside of regular office hours	48.3	49.9	46.5	49.6	35.7	48.1	53.8
The faculty are typically at odds with campus administration	21.0	19.3	23.3	23.1	15.1	14.1	23.4
Faculty here respect each other	48.3	51.1	44.3	52.4	40.4	42.8	48.7
Faculty are rewarded for being good teachers	22.4	24.5	19.7	25.5	11.5	17.7	25.5
There is respect for the expression of diverse values and beliefs	29.2	30.3	27.3	31.7	25.7	28.9	27.2
Faculty are rewarded for their efforts to use instructional technology	18.4	18.9	16.9	18.7	18.6	19.2	19.5
Administrators consider faculty concerns when making policy	13.2	15.2	9.5	15.0	10.2	15.8	13.3
The administration is open about its policies	15.3	15.7	11.2	18.1	11.5	26.0	15.4

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
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	41.6	48.5	37.7	39.2	35.5	33.7	43.4
Achieve a healthy balance between your personal life and professional life	31.5	38.9	25.9	26.3	31.8	33.2	33.3
Experience close alignment between your work and your personal values	63.1	70.8	56.5	58.4	59.6	69.1	65.4
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	28.3	18.5	31.0	36.9	32.4	34.7	27.2
Mentor new faculty	25.1	37.0	26.1	15.2	11.7	10.8	22.0
Mentor undergraduate students	57.4	53.5	59.5	62.3	55.0	51.3	57.7
Structure your courses so that students master a conceptual understanding of course content	81.0	83.7	79.5	80.2	82.3	75.6	80.6
Structure your courses so that students develop study skills that prepare them for college-level work	50.6	48.2	46.0	56.6	57.8	50.9	52.5
Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	48.4	64.2	44.1	39.5	31.2	40.0	45.1
Health benefits	73.5	76.1	70.1	74.1	77.9	74.8	68.8
Retirement benefits	71.2	75.5	64.8	71.7	77.7	72.4	68.1
Opportunity for scholarly pursuits	54.3	65.5	47.6	50.5	42.0	56.0	51.0
Teaching load	59.0	63.8	54.9	56.7	57.8	65.0	57.8
Quality of students	59.0	61.2	52.8	59.2	68.2	68.1	57.3
Office/lab space	68.1	72.5	64.4	66.4	66.4	74.0	65.2
Autonomy and independence	84.5	86.5	82.7	83.6	83.0	89.0	82.8
Professional relationships with other faculty	77.7	81.5	73.6	78.0	73.7	77.8	78.6
Competency of colleagues	80.1	80.8	76.4	81.1	84.5	81.5	82.0
Job security	77.9	93.3	87.5	59.7	44.6	56.1	75.3
Departmental leadership	70.4	74.3	66.1	68.8	68.5	73.1	73.0
Course assignments	83.8	87.6	81.8	80.9	82.0	84.8	83.4
Freedom to determine course content	91.8	94.5	92.9	89.3	85.6	89.0	90.6
Availability of child care at this institution	28.0	38.6	22.5	22.2	22.8	35.8	26.0
Prospects for career advancement	54.1	68.2	51.4	53.8	23.5	37.8	46.1
Clerical/administrative support	58.2	57.9	51.1	60.8	64.5	72.3	61.4
Overall job satisfaction	74.4	80.8	69.6	71.4	73.7	75.3	74.0
Relative equity of salary and job benefits	48.9	59.6	43.2	45.1	39.8	46.9	45.2
Flexibility in relation to family matters or emergencies	85.2	87.3	83.6	84.8	82.9	86.7	84.9
Do you agree "strongly" or "somewhat"?							
The chief benefit of a college education is that it increases one's earning power	54.5	51.3	53.6	57.1	56.0	61.7	56.5
A racially/ethnically diverse student body enhances the educational experience of all	94.4	93.8	93.4	96.8	94.2	94.1	94.1
External pressures often prevent researchers from being completely objective in the conduct of their work	65.4	58.6	65.4	67.6	80.3	72.9	67.8
Colleges have a responsibility to work with their surrounding communities to address local issues	90.1	87.2	88.6	93.9	89.9	95.7	91.1
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.5	55.5	61.3	53.7	69.0	63.6	61.4

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:							
Managing household responsibilities							
Extensive	21.4	13.9	25.6	28.5	18.8	20.2	19.8
Somewhat	52.8	52.9	53.7	52.6	54.5	46.1	52.8
Not at all	25.9	33.2	20.7	19.0	26.8	33.6	27.4
Child care							
Extensive	20.2	10.3	24.0	29.3	18.6	18.0	20.4
Somewhat	40.6	33.0	45.4	45.3	35.7	38.9	42.9
Not at all	39.2	56.7	30.7	25.5	45.7	43.0	36.7
My physical health							
Extensive	10.6	9.0	11.2	13.4	7.7	11.2	9.2
Somewhat	45.2	45.3	45.6	44.8	45.4	44.7	44.5
Not at all	44.2	45.7	43.2	41.8	47.0	44.1	46.3
Review/promotion process							
Extensive	23.5	10.2	25.9	41.0	20.7	14.1	22.2
Somewhat	39.1	27.3	44.2	42.5	49.2	42.3	44.4
Not at all	37.4	62.5	29.9	16.6	30.1	43.6	33.4
Subtle discrimination (e.g., prejudice, racism, sexism)							
Extensive	8.9	6.8	12.0	10.0	6.4	5.3	8.3
Somewhat	25.1	21.4	27.4	27.7	29.1	21.7	23.7
Not at all	66.0	71.8	60.6	62.2	64.5	73.0	68.0
Personal finances							
Extensive	16.5	8.9	17.4	22.6	25.2	18.1	18.9
Somewhat	45.2	40.6	46.5	46.8	46.3	51.2	48.0
Not at all	38.3	50.5	36.1	30.6	28.4	30.6	33.1
Committee work							
Extensive	13.7	14.1	16.7	14.6	5.5	5.5	10.3
Somewhat	48.3	47.8	55.6	44.7	33.5	41.3	49.4
Not at all	38.0	38.1	27.7	40.6	61.0	53.2	40.3
Faculty meetings							
Extensive	11.4	11.5	16.1	10.6	2.8	4.8	8.2
Somewhat	43.3	45.1	45.9	42.0	37.2	33.9	41.5
Not at all	45.4	43.4	38.0	47.5	60.1	61.3	50.2
Colleagues							
Extensive	13.6	13.9	17.1	13.5	7.2	9.8	9.2
Somewhat	43.9	43.7	47.8	42.5	36.9	37.5	45.5
Not at all	42.5	42.4	35.1	44.0	55.9	52.7	45.3
Students							
Extensive	7.7	4.1	8.3	12.9	4.5	9.7	6.5
Somewhat	53.8	50.7	55.8	54.9	54.9	55.2	54.2
Not at all	38.6	45.3	36.0	32.2	40.6	35.1	39.3
Research or publishing demands							
Extensive	25.0	13.8	28.7	42.0	17.3	10.1	22.9
Somewhat	49.2	52.8	53.6	41.8	36.3	41.4	50.2
Not at all	25.8	33.4	17.7	16.2	46.4	48.5	26.9

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:							
Institutional procedures and "red tape"							
Extensive	25.5	27.3	30.2	22.9	14.7	15.7	24.2
Somewhat	52.7	51.9	52.3	54.1	59.0	50.9	50.9
Not at all	21.8	20.7	17.5	23.1	26.3	33.3	24.8
Teaching load							
Extensive	17.1	12.6	20.0	21.4	17.3	10.9	17.6
Somewhat	46.3	44.2	44.7	50.9	48.6	48.2	44.1
Not at all	36.6	43.2	35.3	27.6	34.2	40.8	38.3
Lack of personal time							
Extensive	27.2	22.3	32.4	32.8	18.9	18.9	25.9
Somewhat	46.7	46.6	44.4	48.7	51.2	45.3	46.3
Not at all	26.2	31.1	23.2	18.5	30.0	35.7	27.9
Job security							
Extensive	11.1	2.4	6.6	20.7	27.8	21.3	12.7
Somewhat	25.5	9.5	21.8	43.3	38.6	37.0	31.2
Not at all	63.4	88.1	71.6	36.0	33.5	41.6	56.1
Working with underprepared students							
Extensive	11.9	9.0	14.6	13.9	10.9	9.8	10.8
Somewhat	54.2	52.8	55.0	54.1	53.5	56.0	56.4
Not at all	33.9	38.2	30.4	32.0	35.6	34.1	32.8
Self-imposed high expectations							
Extensive	35.1	28.5	36.0	47.7	27.5	26.7	34.7
Somewhat	50.1	53.5	49.6	41.9	56.0	60.1	50.1
Not at all	14.8	17.9	14.4	10.4	16.6	13.1	15.2
Change in work responsibilities							
Extensive	25.0	21.9	29.6	27.6	17.6	19.2	24.7
Somewhat	50.2	48.4	50.8	50.6	55.2	52.8	48.2
Not at all	24.8	29.7	19.6	21.8	27.2	28.0	27.1
Institutional budget cuts							
Extensive	28.0	30.5	33.0	23.6	22.4	19.7	23.7
Somewhat	45.0	43.9	45.4	43.5	48.4	46.3	47.8
Not at all	27.0	25.6	21.6	32.9	29.1	34.1	28.5
During the past two years, have you:							
Considered leaving academe for another job?	34.8	22.9	40.2	43.0	36.9	38.3	36.3
Considered leaving this institution for another?	49.4	40.7	57.6	55.3	45.6	42.4	47.9
Engaged in public service/professional consulting without pay?	56.4	61.4	58.4	50.6	50.1	53.0	53.9
Received at least one firm job offer?	16.1	12.4	13.7	21.1	19.0	22.6	17.9
Requested/sought an early promotion?	5.9	5.2	6.7	5.9	10.6	4.6	3.4
General activities:							
Are you a member of a faculty union?	20.4	19.9	21.0	17.6	27.8	18.7	23.3
Are you a U.S. citizen?	93.5	96.3	94.3	87.6	94.1	93.2	95.0
Do you plan to retire within the next three years?	12.3	22.2	7.8	3.4	10.7	18.8	9.5
Do you use your scholarship to address local community needs?	37.3	36.3	38.4	35.3	32.0	44.7	41.6
Have you been sexually harassed at this institution?	6.0	6.3	8.0	5.0	3.3	3.8	4.9
Have you ever interrupted your professional career for more than one year for family reasons?	8.5	5.3	8.4	10.0	15.5	13.2	8.6
Have you ever received an award for outstanding teaching?	42.8	51.6	41.1	34.7	41.9	37.3	41.3

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
How would you characterize your political views?							
Far left	11.0	11.9	10.4	12.2	13.1	6.0	8.6
Liberal	48.8	52.1	51.6	47.6	44.4	37.6	41.8
Middle of the road	27.4	25.2	25.3	27.3	29.0	40.7	31.6
Conservative	12.1	10.0	11.6	12.8	11.6	15.2	17.7
Far right	0.7	0.7	1.1	0.2	1.9	0.5	0.2
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	31.3	34.7	24.2	31.6	33.9	42.1	31.5
Probably yes	37.8	38.1	37.8	38.1	40.4	35.4	36.3
Not sure	18.2	14.9	20.8	19.7	16.7	16.2	20.3
Probably no	8.0	8.2	10.7	6.6	6.0	4.1	7.1
Definitely no	4.6	4.2	6.5	4.0	3.1	2.2	4.7
Still want to be a college professor?							
Definitely yes	58.7	68.9	54.2	52.3	54.8	53.2	58.6
Probably yes	26.7	21.1	28.4	31.3	28.2	29.8	26.6
Not sure	10.2	6.2	12.1	13.0	9.9	12.2	10.5
Probably no	3.7	3.3	4.2	3.0	6.3	4.3	3.2
Definitely no	0.7	0.4	1.1	0.4	0.8	0.6	1.1
Aggregated—Salary based on 9/10 months (full-time employees only)							
Less than $20,000	0.1	0.1	0.0	0.0	0.0	1.0	0.5
$20,000–$29,999	0.2	0.0	0.0	0.0	0.8	4.3	0.4
$30,000–$39,999	1.9	0.1	0.1	0.9	10.5	22.0	3.2
$40,000–$49,999	7.7	0.3	2.4	12.5	33.8	33.1	11.3
$50,000–$59,999	16.3	2.0	14.3	32.0	30.5	24.2	18.5
$60,000–$69,999	17.1	7.1	24.2	23.7	7.9	6.9	20.8
$70,000–$79,999	15.9	14.1	22.7	15.9	4.5	3.9	11.4
$80,000–$89,999	11.2	14.0	13.6	8.0	5.2	1.0	9.8
$90,000–$99,999	8.6	15.3	9.3	2.0	5.4	0.2	6.0
$100,000–$124,999	12.5	25.7	9.4	3.0	1.1	1.7	14.0
$125,000–$149,999	4.0	10.0	1.6	1.1	0.4	1.1	2.6
$150,000 or more	4.4	11.3	2.3	0.7	0.0	0.5	1.4
Aggregated—Salary based on 11/12 months (full-time employees only)							
Less than $20,000	0.3	0.2	0.1	0.0	1.3	0.3	0.2
$20,000–$29,999	0.6	0.2	0.0	0.0	2.7	0.2	1.7
$30,000–$39,999	1.6	1.4	0.0	0.3	4.1	5.5	1.5
$40,000–$49,999	7.2	0.3	2.0	9.3	18.7	21.1	7.6
$50,000–$59,999	16.1	1.7	11.4	32.2	30.3	23.8	16.5
$60,000–$69,999	16.0	4.1	21.6	26.2	12.2	23.2	15.7
$70,000–$79,999	12.6	6.8	17.9	12.7	13.0	14.1	14.1
$80,000–$89,999	9.4	9.3	15.7	5.3	6.5	6.7	9.2
$90,000–$99,999	9.7	11.6	17.7	5.2	5.7	2.0	7.9
$100,000–$124,999	14.6	32.4	9.1	6.2	3.6	0.9	16.2
$125,000–$149,999	5.1	12.3	3.1	0.2	1.9	0.5	5.3
$150,000 or more	6.8	19.7	1.3	2.2	0.0	1.7	4.1

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Your base institutional salary reported above is based on:							
Less than 9 months	4.4	4.2	4.2	4.5	5.5	4.9	4.7
9/10 months	71.6	73.2	76.4	77.5	60.2	48.3	60.5
11/12 months	23.9	22.6	19.3	18.1	34.3	46.8	34.8
What percentage of your current year's income comes from:							
Base salary from this institution							
100%	47.3	42.1	44.7	57.4	43.2	54.4	46.9
75% to 99%	43.1	47.3	45.7	36.2	41.0	30.8	46.2
74% to 50%	7.7	7.8	8.3	5.3	13.6	10.5	5.1
25% to 49%	1.6	2.6	0.9	0.9	2.1	2.7	1.4
1% to 24%	0.3	0.2	0.3	0.2	0.2	1.5	0.2
0%	0.0	0.0	0.0	0.0	0.0	0.1	0.1
Other income from this institution							
100%	0.1	0.0	0.1	0.1	0.0	0.0	0.4
75% to 99%	0.2	0.4	0.1	0.0	0.0	0.6	0.0
74% to 50%	0.5	0.9	0.3	0.5	0.0	0.5	0.1
25% to 49%	8.4	10.6	7.7	6.7	11.6	13.0	4.3
1% to 24%	64.2	68.8	71.7	55.9	66.2	48.7	54.9
0%	26.6	19.3	20.2	36.8	22.2	37.3	40.2
Income from another academic institution							
100%	0.1	0.5	0.0	0.0	0.0	0.2	0.0
75% to 99%	0.3	0.3	0.0	0.1	0.2	2.1	0.2
74% to 50%	0.6	0.2	0.4	0.7	1.4	3.1	0.0
25% to 49%	2.5	3.6	2.1	0.6	13.0	3.9	0.9
1% to 24%	18.4	23.6	17.0	15.5	32.6	16.7	13.5
0%	78.1	71.9	80.5	83.1	52.9	74.0	85.4
Non-academic income							
100%	0.2	0.2	0.0	0.4	0.4	0.0	0.0
75% to 99%	0.5	0.3	0.1	0.9	0.3	2.3	0.2
74% to 50%	3.9	4.8	2.6	2.4	11.1	4.7	2.5
25% to 49%	7.9	9.5	8.3	6.0	9.2	7.1	6.0
1% to 24%	47.6	57.3	51.9	34.9	57.4	40.2	32.0
0%	40.0	27.9	37.1	55.4	21.6	45.8	59.3
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1981 or later	1.4	0.1	0.1	2.9	3.1	5.8	2.1
1986–1980	6.9	0.5	1.7	21.0	8.0	10.4	7.4
1971–1975	11.6	0.7	12.6	25.7	10.9	8.4	14.7
1966–1970	13.1	6.0	18.8	17.2	15.7	8.3	12.0
1961–1965	13.2	10.5	19.5	10.2	12.0	11.8	13.3
1956–1960	14.6	17.9	15.6	7.8	16.2	15.8	15.4
1951–1955	14.4	20.0	13.2	9.0	13.0	13.9	13.2
1946–1950	14.0	21.4	12.9	4.1	14.1	18.0	13.2
1941–1945	6.9	13.4	4.3	1.5	6.0	5.7	6.8
1940 or earlier	3.7	9.5	1.2	0.7	0.9	1.9	2.0

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Please enter the four-digit year that each of the following occurred.							
Year of first academic appointment							
1973 or earlier	7.5	17.8	3.2	0.9	3.1	2.0	5.6
1974–1978	6.4	12.9	4.0	1.9	5.1	2.2	4.6
1979–1983	8.1	15.8	5.9	1.5	3.8	4.2	8.6
1984–1988	10.5	17.2	8.5	2.6	9.2	9.6	11.9
1989–1993	11.4	16.1	12.8	4.1	9.9	8.4	10.6
1994–1998	16.5	14.6	23.3	10.0	17.1	15.6	18.0
1999–2003	18.1	4.3	33.1	17.7	21.3	21.3	19.2
2004–2008	19.3	0.9	9.0	55.0	25.3	29.9	21.5
2009 or later	2.2	0.4	0.1	6.2	5.2	6.9	0.1
Year of appointment at present institution							
1973 or earlier	2.9	7.0	1.0	0.3	0.7	0.4	2.1
1974–1978	3.8	7.2	2.7	0.6	2.7	0.8	3.3
1979–1983	5.6	12.0	2.9	0.5	1.9	1.4	5.6
1984–1988	9.6	18.7	5.2	2.1	2.8	6.9	11.0
1989–1993	9.8	16.4	8.7	1.7	7.4	4.4	9.6
1994–1998	16.3	20.4	18.4	4.5	18.7	16.1	17.6
1999–2003	20.1	9.5	36.7	12.8	24.9	20.7	20.2
2004–2008	25.4	6.4	20.4	61.4	28.2	33.2	29.9
2009 or later	6.5	2.3	3.9	16.0	12.7	16.0	0.7
If tenured, year tenure was awarded							
1973 or earlier	2.4	4.1	0.4	0.2	0.0	0.0	0.0
1974–1978	3.1	5.1	0.5	1.7	0.0	0.0	0.0
1979–1983	6.9	10.6	2.2	2.6	0.0	0.0	0.0
1984–1988	8.5	13.0	2.9	1.1	8.6	0.5	0.0
1989–1993	13.1	18.5	6.4	5.5	3.3	2.1	0.0
1994–1998	13.9	17.9	8.9	5.7	9.8	40.8	0.0
1999–2003	17.3	19.8	14.6	9.2	0.0	0.0	80.2
2004–2008	22.6	9.9	39.4	30.2	78.3	9.0	19.8
2009 or later	12.0	1.1	24.7	43.6	0.0	47.6	0.0
Aggregated Major							
Agriculture or Forestry (General Area 1)	3.1	3.8	2.1	2.4	2.0	9.0	2.5
Biological Sciences (General Area 5)	9.6	10.5	9.3	11.1	4.6	7.0	9.2
Business (General Area 6)	4.8	3.4	5.2	5.0	5.9	7.3	6.1
Education (General Area 10 and Specific Discipline 2102)	7.4	4.7	6.6	10.7	6.9	11.9	9.4
Engineering (General Area 11)	3.2	4.4	2.8	2.5	3.4	2.0	2.2
English (General Area 12)	6.9	7.4	6.2	3.8	13.6	10.5	7.4
Health-related (General Area 15)	4.4	2.3	3.0	7.4	5.2	7.6	5.7
History or Political Science (Specific Discipline 3007, 3009)	7.5	7.9	10.3	6.1	4.8	2.4	6.7
Humanities (General Area 14, 24)	8.4	9.6	7.2	6.1	13.4	6.5	10.1
Fine Arts (General Area 2, 4, 22)	6.1	5.4	7.9	5.4	5.5	3.9	7.2
Mathematics or Statistics (General Area 18)	4.8	5.1	4.9	3.8	5.7	6.1	4.1
Physical Sciences (General Area 25)	8.7	12.0	8.3	7.6	5.6	3.6	6.2
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	14.6	14.5	16.3	17.4	10.6	7.2	10.4
Other Technical (General Area 8, 19, 28)	2.3	2.0	2.4	2.2	3.0	3.5	2.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	8.3	7.1	7.6	8.5	9.9	11.4	10.9

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Aggregated Department							
Agriculture or Forestry (General Area 1)	3.3	3.9	2.6	2.4	1.8	10.3	2.3
Biological Sciences (General Area 5)	8.6	9.5	7.7	10.2	4.3	7.2	8.1
Business (General Area 6)	5.8	4.1	6.0	6.3	5.8	8.4	8.0
Education (General Area 10 and Specific Discipline 2102)	4.7	3.4	5.0	6.1	2.9	5.2	6.3
Engineering (General Area 11)	3.5	5.0	2.8	2.6	6.1	2.3	1.9
English (General Area 12)	7.2	7.8	6.4	4.3	13.4	9.9	8.3
Health-related (General Area 15)	5.2	3.6	3.8	7.9	5.7	7.9	6.7
History or Political Science (Specific Discipline 3007, 3009)	7.1	7.0	10.3	5.4	3.4	3.6	6.8
Humanities (General Area 14, 24)	8.1	9.0	6.9	6.3	14.6	5.8	9.3
Fine Arts (General Area 2, 4, 22)	6.5	5.8	8.5	5.6	5.6	4.3	7.1
Mathematics or Statistics (General Area 18)	4.9	4.4	4.7	5.0	6.2	7.4	5.0
Physical Sciences (General Area 25)	8.1	11.1	8.2	6.2	5.8	2.8	6.7
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	13.9	13.7	14.7	17.6	12.5	6.0	9.1
Other Technical (General Area 8, 19, 28)	2.8	2.4	3.5	2.6	3.3	3.9	2.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	10.3	9.3	9.0	11.6	8.5	15.0	12.4
How many children do you have in the following age ranges?							
Under 18 years old							
0	57.0	65.9	50.7	50.9	60.2	61.9	60.3
1	17.6	15.3	17.8	21.2	17.6	16.2	15.9
2	18.4	15.2	22.5	19.6	16.0	17.2	14.9
3	5.2	2.9	6.5	5.4	5.6	3.7	7.3
4+	1.8	0.7	2.4	2.9	0.6	1.0	1.6
18 years or older							
0	56.1	36.2	61.3	78.6	62.6	46.8	60.4
1	12.8	18.1	12.3	6.6	10.5	14.4	10.9
2	19.5	30.1	16.8	8.6	13.8	23.7	16.6
3	7.3	10.5	6.4	3.0	8.3	9.1	6.7
4+	4.3	5.1	3.3	3.2	4.8	6.0	5.3
Are you currently: (Mark one)							
Single	11.4	8.4	11.3	14.2	12.4	15.6	12.2
In a civil union	0.3	0.3	0.4	0.4	0.0	0.0	0.4
In a domestic partnership	2.3	1.8	2.3	2.5	4.8	2.6	1.6
Married	75.9	79.5	76.0	72.4	72.0	70.2	77.5
Unmarried, living with partner	3.1	2.0	3.2	5.5	2.3	1.9	1.6
Separated	0.9	0.6	1.0	1.1	1.2	1.6	0.5
Divorced	5.0	5.7	4.9	3.5	6.3	6.1	5.3
Widowed	1.1	1.8	0.8	0.4	1.0	2.1	0.7
Is English your native language?							
Yes	89.7	92.9	90.5	85.1	87.5	91.3	88.3
No	10.3	7.1	9.5	14.9	12.5	8.7	11.7

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
Race/Ethnicity—mark all that apply (total may add to more than 100%)							
White/Caucasian	86.4	89.3	86.7	80.6	87.3	88.4	88.0
African American/Black	3.7	2.4	4.9	5.1	2.8	4.3	1.7
American Indian/Alaska Native	1.1	0.9	1.5	0.8	1.3	1.3	1.1
Asian American/Asian	5.2	4.4	4.0	8.5	4.3	3.5	5.2
Native Hawaiian/Pacific Islander	0.2	0.3	0.1	0.4	0.0	0.0	0.3
Mexican American/Chicano	1.9	1.4	2.0	3.3	1.5	0.5	1.2
Puerto Rican	0.9	0.3	1.1	1.4	1.6	0.6	0.7
Other Latino	2.4	1.0	3.2	3.1	3.2	2.4	2.7
Other	2.4	2.9	2.1	1.9	2.7	2.8	2.5
Race/Ethnicity Group (with multiple race category)							
American Indian	0.2	0.1	0.2	0.1	0.2	0.6	0.3
Asian	4.7	4.1	3.4	8.0	3.7	3.2	4.7
Black	3.4	2.2	4.7	4.7	1.9	4.1	1.5
Hispanic	3.3	1.9	3.5	5.2	4.6	1.4	3.2
White	83.4	87.3	82.7	77.3	84.4	85.0	85.0
Other	1.7	2.2	1.3	1.2	1.6	2.2	2.1
Two or more races/ethnicities	3.3	2.3	4.1	3.5	3.7	3.4	3.2
CIRP Construct: Student-Centered Pedagogy							
High Construct Score Group	25.0	19.3	23.9	30.3	29.7	36.2	24.0
Average Construct Score Group	41.5	40.1	44.0	42.5	38.9	34.1	43.5
Low Construct Score Group	33.5	40.6	32.1	27.2	31.4	29.7	32.6
Mean Score	49.0	47.3	49.2	50.4	49.5	50.9	49.1
CIRP Construct: Undergraduate Education Goal Personal Development							
High Construct Score Group	24.8	20.8	22.2	30.9	24.8	29.9	27.9
Average Construct Score Group	38.5	37.2	38.3	37.5	39.9	45.5	40.6
Low Construct Score Group	36.7	42.1	39.5	31.6	35.3	24.6	31.5
Mean Score	48.4	47.3	47.6	49.7	49.1	50.7	49.5
CIRP Construct: Scholarly Productivity							
High Construct Score Group	37.5	58.6	36.8	28.7	10.9	8.1	27.8
Average Construct Score Group	43.4	32.4	50.0	50.0	44.5	36.1	49.0
Low Construct Score Group	19.1	9.0	13.1	21.2	44.6	55.8	23.2
Mean Score	52.0	56.8	52.3	50.1	45.3	43.8	50.1
CIRP Construct: Civic Minded Practice							
High Construct Score Group	29.6	28.2	29.6	29.3	30.2	31.3	33.1
Average Construct Score Group	40.2	41.0	41.9	40.1	33.8	38.9	38.3
Low Construct Score Group	30.2	30.8	28.5	30.6	35.9	29.9	28.6
Mean Score	49.9	49.6	50.2	49.8	49.4	50.1	50.6
CIRP Construct: Civic Minded Values							
High Construct Score Group	23.7	18.8	20.9	30.7	26.1	29.7	25.8
Average Construct Score Group	42.5	41.9	41.7	40.6	50.0	45.6	44.6
Low Construct Score Group	33.7	39.4	37.4	28.7	23.9	24.7	29.6
Mean Score	48.6	47.2	48.0	50.3	49.5	50.6	49.6
CIRP Construct: Job Satisfaction—Workplace							
High Construct Score Group	29.4	35.2	24.4	29.4	25.4	28.7	27.5
Average Construct Score Group	41.8	41.0	40.1	42.5	44.7	45.1	44.3
Low Construct Score Group	28.7	23.9	35.5	28.1	29.8	26.3	28.2
Mean Score	49.7	51.0	48.4	49.6	49.3	49.7	49.5

2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

	All Faculty	Full Professor	Assoc Professor	Asst Professor	Lecturer	Instructor	No Response
CIRP Construct: Job Satisfaction—Compensation							
High Construct Score Group	29.0	45.5	24.1	22.5	10.1	19.1	21.1
Average Construct Score Group	48.2	40.2	52.3	52.0	50.0	48.8	52.8
Low Construct Score Group	22.8	14.3	23.6	25.5	39.9	32.1	26.1
Mean Score	51.5	54.8	50.6	50.1	47.3	48.6	50.3
CIRP Construct: Career Related Stress							
High Construct Score Group	31.6	27.6	38.9	37.4	17.1	15.9	30.0
Average Construct Score Group	47.1	46.4	47.0	48.3	48.4	45.2	47.0
Low Construct Score Group	21.3	26.0	14.2	14.3	34.5	38.9	22.9
Mean Score	51.3	50.2	53.0	53.1	47.7	47.4	50.6
CIRP Construct: Institutional Priority Commitment to Diversity							
High Construct Score Group	28.9	33.0	26.7	26.2	27.5	35.0	25.1
Average Construct Score Group	45.7	45.0	43.7	47.7	46.2	46.0	48.2
Low Construct Score Group	25.4	22.0	29.6	26.1	26.4	19.0	26.7
Mean Score	49.6	50.6	48.6	49.3	49.4	50.6	48.8
CIRP Construct: Institutional Priority Civic Engagement							
High Construct Score Group	23.8	18.0	21.6	30.0	19.9	35.8	30.6
Average Construct Score Group	44.5	46.3	43.4	41.2	43.8	47.5	48.3
Low Construct Score Group	31.6	35.7	35.0	28.8	36.2	16.7	21.1
Mean Score	48.4	47.0	47.7	49.7	47.2	51.4	51.0
CIRP Construct: Institutional Priority Increase Prestige							
High Construct Score Group	32.2	32.1	32.2	31.2	42.2	30.8	28.5
Average Construct Score Group	40.2	39.4	38.1	42.5	34.6	44.9	44.7
Low Construct Score Group	27.6	28.5	29.7	26.3	23.2	24.4	26.8
Mean Score	50.6	50.4	50.5	50.6	53.2	50.6	49.9

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 2013–2014 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 2012–2013 Human Resources Survey from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). In 2013, this population included 1,505 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 2013–2014 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 responses from at least 35% of their FTUG

Table A1. 2013–2014 HERI Faculty Survey—Response Count

	Total	Submitted Surveys		Included in Norms	Not Included in Norms
Participating institutions		22,422	--	14,511	7,931
Randomly-selected faculty	5,781	747	12.9%	537	210
Supplemental sample of prior respondents Four-year institutions 2013–14 HERI Faculty Survey	8,436	1,765	20.9%	1,064	701
Total		**24,934**	**--**	**16,112**	**8,842**

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 36.9% of FTUG faculty from participating institutions responded to the survey.

Not included in Norms:
– Participating institutions: 7,931 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 or because the respondents were not identified as full-time faculty with undergraduate teaching responsibilities.
– Randomly-selected emails: 210 responses are not included in the norms because the responses were not from a full-time undergraduate faculty or less than 10 responses from full-time undergraduate faculty were returned from a particular institution.
– Supplemental emails from four-year institutions: 701 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.

faculty. Participating universities were required to have responses from at least 20% of their full-time faculty.[1]

In addition to responses from participating institutions, HERI received supplemental responses from faculty at non-participating institutions. 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 the 2010–11 HERI Faculty Survey. In 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 36.9% as compared to the randomly-selected faculty group (12.9%) and the supplemental sample of prior respondents from four-year institutions (20.9%).

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 2013–2014 Data

Although 24,934 respondents at 289 colleges and universities returned their forms in time for their data to be included in the norms sample,

[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.

the normative data presented here are based on responses from 16,112 FTUG faculty from 269 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 148 participating institutions, HERI received responses from faculty at 141 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.

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 two-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.[2] 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 the previous administration of the faculty survey. On the other hand, HERI did have considerable information about the 8,436 prior respondents based on the data collected from their previous participation. Using these data, profiles could be developed for those in the sampled pool.

[2]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. 2013–2014 HERI Faculty Survey—Institutions

Institution Type	Strat Cell	Selectivity		Population	Sample Type				Included in Norms			
		Level	Average Score		Participating Institutions	Supplemental Sample	Randomly Selected	Total	Participating Institutions	Supplemental Sample	Randomly Selected	Total
Public Universities	1	low	600–1079	71	3	7	3	13	3	7	3	13
	2	medium	1080–1199	66	2	5	2	9	2	3	2	7
	3	high	1200–1600	36	4	2	0	6	4	2	0	6
Private Universities	4	medium	600–1119	27	6	3	2	11	4	3	2	9
	5	high	1120–1309	35	3	3	0	6	3	3	0	6
	6	very high	1310–1600	35	3	1	3	7	3	1	3	7
Public 4-year Colleges	7,10	low	600–984	134	10	5	9	24	8	5	9	22
	8	medium	985–1034	124	7	8	5	20	5	8	5	18
	9	high	1035–1600	96	7	8	2	17	7	8	2	17
Private Nonsectarian 4-year Colleges	11,15	low	600–999	99	8	2	5	15	4	2	5	11
	12	medium	1000–1089	82	4	1	10	15	4	1	10	15
	13	high	1090–1250	77	12	3	0	15	12	2	0	14
	14	very high	1250–1600	57	12	3	0	15	12	2	0	14
Catholic 4-year Colleges	16,19	low	600–1019	61	5	0	6	11	5	0	6	11
	17	medium	1020–1110	44	4	5	1	10	4	5	1	10
	18	high	1110–1600	44	7	3	0	10	6	3	0	9
Other Religious 4-year Colleges	20,24	very low	600–1019	159	5	0	10	15	4	0	9	13
	21	low	1020–1049	81	7	0	6	13	7	0	6	13
	22	medium	1050–1119	106	17	4	10	31	16	4	10	30
	23	high	1120–1600	71	22	4	0	26	20	4	0	24
All Institutions				**1,505**	**148**	**67**	**74**	**289**	**133**	**63**	**73**	**269**

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 class as reported to IPEDS. Other comparable sources (e.g., Common Data Set) are used for institutions not reporting SAT/ACT scores 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. 2013–2014 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	600–1079	47,601	56.1%	43.9%	370	134	35	539
	2	medium	1080–1199	69,167	60.5%	39.5%	670	54	48	772
	3	high	1200–1600	51,105	63.7%	36.3%	1,384	46	0	1,430
Private Universities	4	medium	600–1119	6,766	52.9%	47.1%	377	33	6	416
	5	high	1120–1309	20,156	60.9%	39.1%	991	92	0	1,083
	6	very high	1310–1600	35,434	64.9%	35.1%	667	13	53	733
Public 4-year Colleges	7,10	low	600–984	29,228	52.7%	47.3%	836	79	54	969
	8	medium	985–1034	36,180	53.0%	47.0%	761	154	45	960
	9	high	1035–1600	33,349	54.7%	45.3%	1,130	143	13	1,286
Private Nonsectarian 4-year Colleges	11,15	low	600–999	9,772	49.8%	50.2%	104	27	15	146
	12	medium	1000–1089	9,970	53.2%	46.8%	309	7	134	450
	13	high	1090–1250	12,733	55.5%	44.5%	870	24	0	894
	14	very high	1250–1600	10,891	55.6%	44.4%	1,369	27	0	1,396
Catholic 4-year Colleges	16,19	low	600–1019	5,125	41.0%	59.0%	218	0	18	236
	17	medium	1020–1110	5,707	48.7%	51.3%	264	48	4	316
	18	high	1110–1600	10,067	53.8%	46.2%	671	57	0	728
Other Religious 4-year Colleges	20,24	very low	600–1019	11,659	56.1%	43.9%	188	0	29	217
	21	low	1020–1049	4,697	52.8%	47.2%	426	0	47	473
	22	medium	1050–1119	11,187	56.8%	43.2%	936	50	36	1,022
	23	high	1120–1600	11,080	57.7%	42.3%	1,970	76	0	2,046
All Institutions				**431,874**	**57.4%**	**42.6%**	**14,511**	**1,064**	**537**	**16,112**

Using logistic regression, HERI developed a regression equation that estimated the probability that all prior respondents would respond to the 2013–2014 HERI 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 Four-year Colleges
Private Nonsectarian Four-year Colleges
(reference category)
Catholic Four-year Colleges
Other Religious Four-year Colleges

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

Tenure Status
Tenured (reference category)
On track, but not tenure
Not on track, but inst offer
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 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 is simply a product of the first and second weights. Weighting each response in the norms sample brings the counts of full-time undergraduate faculty up to a national number in each stratification cell (see Table A1).

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 6) *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 9a).
2) Responded "yes" that they were a full-time employee (question 6) *and* indicated that they primarily taught undergraduate credit courses (question 9c).
3) Did not respond that they were a full-time employee (question 6) *and* responded that they taught no courses this term or did not respond to the number of courses to this question (question 9) *and* indicated that they primarily taught undergraduate credit courses (question 9c) *and* indicated that they were scheduled to teach nine hours or more hours per week during the present term (question 19).
4) Responded "yes" or did not respond as to whether they were a full-time employee (question 6) *and* did not respond to the number of courses that they taught this term (question 9) *and* did not respond as to the type of courses that they primarily teach (question 9c) *and* indicated that they were scheduled to teach nine hours or more hours per week during the present term (question 19).

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 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:
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')

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 (4.28) • Provide for students' emotional development (2.15) • Develop moral character (3.42)
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 (2.17) • Do you use your scholarship to address local community needs? (1.81) • Community service as part of coursework (1.53) • Engaged in public service/professional consulting without pay? (1.24) • Community or public service (1.33) • Advised student groups involved in service/volunteer work (1.43)
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 (2.77) • Instill in students a commitment to community service (2.69) • Colleges have a responsibility to work with their surrounding communities to address local issues (1.25)
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 (3.13) • Competency of colleagues (2.39) • Autonomy and independence (1.55) • Departmental leadership (1.40) • Course assignments (1.27)
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 (2.38) • Retirement benefits (1.68) • Salary (1.39) • Teaching load (1.22) • Job security (1.39) • Prospects for career advancement (1.53)

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 (1.96) • Teaching load (1.51) • Committee work (1.38) • Institutional procedures/red tape (1.08) • Colleagues (1.16) • Research or publishing demands (1.06) • Self-imposed high expectations (1.03) • 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 promote gender diversity in the faculty and administration (3.34) • To promote racial and ethnic diversity in the faculty and administration (5.72) • To recruit more minority students (1.77)
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 (2.08) • To create and sustain partnerships with surrounding communities (2.84) • To facilitate student involvement in community service (1.56)
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)

APPENDIX B

2013–2014 HERI Faculty Survey Questionnaire

2013–14 HERI Faculty Survey

NOTE: The 2013–2014 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

1. Please enter the four-digit year that each of the following occurred (e.g., 1974, 2001).
   Year you received your first academic appointment _____
   Year of academic appointment at present institution _____

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

3. Are you an adjunct faculty member at this institution?
   Yes No

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

   IF TENURED, NESTED ITEM
   4a. Please enter the four-digit year you received tenure (e.g., 1974, 2001). _____

COMMUNITY COLLEGE

These questions will only be included for community colleges, and will replace questions 2 and 3 when the survey is used by community colleges.

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

   IF TENURED, NESTED ITEM
   2a. Please enter the four-digit year you received tenure (e.g., 1974, 2001). _____

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

5. Your sex:
   Male
   Female

6. 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.

6a. If given the choice, I would prefer to work full-time at this institution.
Yes No

6b. Have you ever sought a full-time teaching position at this or another institution?
Yes No

IF YES, NESTED ITEM
6bi. 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

6c. Is your full-time professional career outside academia?
Yes No

6d. 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) 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

6e. 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
Professional development funds
Printer access (i.e., free printing)

6f. 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
Are paid fairly
Have input in course designs
Are included in faculty governance

6g. Besides this institution, at how many other institutions do you teach (e.g., 0, 1, 2, 3)? _____

6h. For the current term, how far in advance of the beginning of the term did you receive your course assignments?
Less than 1 week
1–2 weeks
3–4 weeks
1–3 months
More than 3 months

7. What is your principal activity in your current position at this institution? (Mark one)
   Administration
   Teaching
   Research
   Services to clients and patients
   Other

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

9. How many courses are you teaching this term (include all institutions at which you teach) (e.g., 0, 1, 2, 3)? _____
   If response to question 9 is greater than or equal to one, the respondent sees 9a and 9b
   9a. How many of the courses that you are teaching this term are:
      General education courses
      Courses required for an undergraduate major
      Other undergraduate credit courses
      Developmental/remedial courses (not for credit)
      Non-credit courses (other than above)
      Graduate courses

   9b. How many of these courses that you are teaching this term are being taught:
      At this institution
      At another institution

   If response to question 9 is zero or missing, the respondent sees 9c
   9c. What types of courses do you primarily teach? (Mark one)
      Undergraduate credit courses
      Graduate courses
      Non-credit courses
      I do not teach

10. In the past two years, have you taught a graduate course?
    Yes No

GRADUATE FACULTY

These questions will only be included for respondents indicating they have taught a graduate course in Question 10.

10a. In the past two years, to what extent have you:
(Responses: To a Great Extent, To Some Extent, Not at All)
   Met with graduate students to discuss their research interests
   Written research grants
   Mentored graduate students
   Helped graduate students access professional networks
   Presented with graduate students at conferences
   Published with graduate students
   Included graduate students in research grant writing

10b. In the past two years, how many times have you:
   Written letters of recommendation for graduate students _____
   Chaired a master's thesis _____
   Chaired a dissertation _____

10c. Rate your agreement with the following statements:
(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
- Graduate students in this program must compete for research opportunities
- It is important for graduate students in this program to spend at least one term as a teaching assistant
- This graduate program enrolls too many international students
- Graduate faculty in my department prefer to hire international students to work on their research
- International and domestic graduate students work well together in this program
- I have encountered instances of academic dishonesty among graduate students
- Graduate students in this program are trained to conduct research responsibly and ethically
- Graduate students in this program receive adequate instruction on becoming good teachers
- Graduate faculty in my department are good teachers
- Graduate faculty in my department are good mentors
- Most graduate students in this program move on to faculty positions
- Most graduate students in this program move into positions within industry

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

12. During the past two years, have you engaged in any of the following activities? (Mark one for each item)
    (Responses: Yes, No)
    - 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
        - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues
    - Engaged undergraduates on your research project
    - Worked with undergraduates on a research project
    - Engaged in academic research that spans multiple disciplines
    - Supervised an undergraduate thesis
    - Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)
    - Received funding for your work from:
    - Foundations
    - State or federal government
    - Business or industry

13. During the past two years, have you engaged in any of the following activities? (Mark one for each item)
    (Responses: Yes, No)
    - Taught an honors course
    - Taught an interdisciplinary course
    - Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)
    - Taught a service learning course
    - Taught an exclusively web-based course at this institution
    - Participated in organized activities around enhancing pedagogy and student learning
    - Taught a seminar for first-year students
    - Taught a capstone course
    - Taught in a learning community (e.g., FIG, linked courses)
    - Taught a course that meets general education requirements

14. In the past two years, to what extent have you:
    (Responses: To a Great Extent, To Some Extent, Not at All)
    - Presented with undergraduate students at conferences
    - Published with undergraduates

15. During the past two years have you taken advantage of any of the following professional development opportunities at this institution?
    (Responses for each item in each column: 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
    Incentives to develop new courses
    Incentives to integrate new technology into your classroom

16. 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

17. In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?
    (Responses: None, 1–2, 3–4, 5–10, 11–20, 21+)

18. In the past two years, how many of your professional writings have been published or accepted for publication?
    (Responses: None, 1–2, 3–4, 5–10, 11–20, 21+)

19. 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+)
    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
    Community or public service
    Outside consulting/freelance work
    Household/childcare duties
    Other employment, outside of academia

20. In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities? If you encouraged them to engage in an activity frequently, mark F. If you encouraged them to engage in an activity one or more times, but not frequently, mark O (Occasionally). Mark N (Not at All) if you have not encouraged students to engage in the activity at all.
    (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
    Work with other students on group projects
    Integrate skills and knowledge from different sources and experiences

21. How often in the past year have you encouraged students to:
    (Responses: Frequently, Occasionally, Not at All)
    Use different points of view to make an argument
    Make connections between ideas from different courses
    Critically evaluate their position on an issue
    Recognize the biases that affect their thinking
    Think more broadly about an issue

22. How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
    (Responses: Frequently, Occasionally, Not at All)
    Engage deeply with a significant challenge or question within your discipline
    Write in the specific style or format of your discipline
    Use research methods from your discipline in field or applied settings
    Apply learning from both academic and field settings
    Describe how different perspectives would affect the interpretation of a question or issue in your discipline
    Weigh the meaning and significance of evidence
    Discuss the ethical or moral implications of a course of action
    Work with classmates outside of class
    Lead a discussion, activity or lab
    Provide and/or receive feedback to classmates about a draft or work still in progress
    Analyze and interpret data
    Apply mathematical concepts and computational thinking

23. In how many of the courses that you teach do you use each of the following?
    (Responses: All, Most, Some, None)
    Class discussions
    Cooperative learning (small groups)
    Experiential learning/Field studies
    Performances/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

24. In how many of the courses that you teach do you use each of the following?
    (Responses: All, Most, Some, None)
    "Learn before lecture" through multimedia tools (e.g., flipping the classroom)
    Readings on racial and ethnic issues
    Readings on women and gender issues
    Starting class with a question that engages students
    Techniques to create an inclusive classroom environment for diverse students
    Supplemental instruction that is outside of class and office hours
    Student presentations
    Student evaluations of each others' work
    Grading on a curve
    Rubric-based assessment

25. In creating assignments for your courses, how often do you:
    (Responses: Frequently, Occasionally, Not at All)
    Provide instructions clearly delineating what students are to do to complete the assignment
    Explain what you want students to gain from the assignment
    Provide feedback on drafts or work still in progress
    Provide in advance the criteria for evaluating the assignment
    Explicitly link the assignment with course goals or learning objectives

26. How frequently do you incorporate the following forms of technology into your courses?
    (Responses: Frequently, Occasionally, Not at All)
    YouTube or other videos
    Classroom enhancement technology (e.g., Elmo, tablet PCs)
    Simulations/animations
    Podcasts
    Online homework or virtual labs
    Online discussion boards

27. 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
    Instill in students a commitment to community service
    Enhance students' knowledge of and appreciation for other racial/ethnic groups
    Promote ability to write effectively
    Engage students in civil discourse around controversial issues
    Teach students tolerance and respect for different beliefs
    Encourage students to become agents of social change

28. 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
    A racially/ethnically diverse student body enhances the educational experience of all students
    External pressures often prevent researchers from being completely objective in the conduct of their work
    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

29. Indicate the extent to which you agree or disagree with each of the following:
    (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
    It is primarily up to individual students whether they succeed in my courses
    I try to dispel perceptions of competition
    I encourage all students to approach me for help
    Most students are well-prepared for the difficulty of the courses I teach
    In my classroom, there is no such thing as a question that is too elementary
    All students have the potential to excel in my courses
    The amount of material that is required for my courses poses a substantial challenge to students
    Students are often overwhelmed by the pace of my courses
    Most students learn best when they do their assignments on their own

30. 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 is reflected in the curriculum
    Most students are well-prepared academically
    This institution has effective hiring practices and policies that increase faculty diversity
    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
    My service is valued by faculty in my department
    Faculty are sufficiently involved in campus decision making
    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
    This institution successfully educates students in remedial/developmental education
    Faculty are not prepared to deal with conflict over diversity issues in the classroom

31. Indicate how important you believe each priority listed below is at your college or university:
    (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)
    Promote the intellectual development of students
    Develop a sense of community among students and faculty
    Facilitate student involvement in community service
    Help students learn how to bring about change in society
    Increase or maintain institutional prestige
    Hire faculty "stars"
    Recruit more minority students
    Enhance the institution's national image
    Promote gender diversity in the faculty and administration
    Promote racial and ethnic diversity in the faculty and administration
    Provide resources for faculty to engage in community-based teaching or research
    Create and sustain partnerships with surrounding communities
    Pursue extramural funding
    Strengthen links with the for-profit, corporate sector
    Develop leadership ability among students
    Develop an appreciation for multiculturalism
    Prepare students for the workplace

32. Indicate how well each of the following describes your college or university: (Mark <u>one</u> for each item)
    (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
    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

33. 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
    Mentor undergraduate students
    Structure your courses so that students master a conceptual understanding of course content
    Structure your courses so that students develop study skills that prepare them for college-level work

34. How satisfied are you with the following aspects of your job? (Mark <u>one</u> for each item)
    (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
    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
    Relative equity of salary and job benefits
    Flexibility in relation to family matters or emergencies

35. Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (Mark one for each item)
    (Responses: Extensive, Somewhat, Not at All, Not Applicable)
    Managing household responsibilities
    Child care
    My physical health
    Review/promotion process
    Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
    Personal finances
    Committee work
    Faculty meetings
    Colleagues
    Students
    Research or publishing demands
    Institutional procedures and "red tape"
    Teaching load
    Lack of personal time
    Job security
    Working with underprepared students
    Self-imposed high expectations
    Increased work responsibilities
    Institutional budget cuts

36. During the past two years, have you:
    (Responses: Yes, No)
    Considered leaving academe for another job
    Considered leaving this institution for another
    Engaged in public service/professional consulting without pay
    Received at least one firm job offer elsewhere
    Sought an early promotion

37. 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?

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

39. 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?

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

41. Your base institutional salary reported above is based on (Mark one):
    Less than 9 months
    9/10 months
    11/12 months

PART-TIME FACULTY

These questions will replace questions 40 and 41 for faculty who indicate they are part-time.

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

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

42. 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 ____%

43. 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 ____

44. 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.
    - LL.B., J.D.
    - M.D., D.D.S. (or equivalent)
    - Other first professional degree beyond B.A. (D.D., D.V.M., etc.)
    - Ed.D.
    - Ph.D.
    - Other degree
    - None

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

46. 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

47. Is English your native language?
    Yes No

48. Are you currently: (Mark one)
    - Single
    - In a civil union
    - In a domestic partnership
    - Married
    - Unmarried, living with partner
    - Separated
    - Divorced
    - Widowed

49. 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

50. Please enter the four-digit year of your birth (e.g., 1944, 1988). ____

51. 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: _____

52. to 81. Local Optional Questions (30 total)
    (Responses: A, B, C, D, E)

82. to 86. Local Optional Open Ended Questions (5 total)

APPENDIX A

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

Sexual Orientation and Status Module

1. What is your sexual identity? (Mark one)
   Heterosexual/Straight
   Gay
   Lesbian
   Bisexual
   Queer
   Other

   SKIP LOGIC, Display if answer to Q1 is Gay, Lesbian, Bisexual, Queer, or Other
   1a. How open are you about your sexual identity to each of the following:
   (Completely, Mostly, Somewhat, Hardly, Not at All)
   - Colleagues
   - Students
   - Friends
   - Family
   - Overall

2. Do you identify as transgender?
   No
   Yes, male to female
   Yes, female to male

   SKIP LOGIC: Display if answer to Q2 above is Yes, M to F or Yes, F to M.
   2a. How open are you about your gender identity to each of the following:
   (Completely, Mostly, Somewhat, Hardly, Not at All)
   - Colleagues
   - Students
   - Friends
   - Family
   - Overall

Academic Advising Module

1. How many undergraduate students do you currently advise? _____

2. How do you typically interact with your advisees?
   (Very Often, Often, Sometimes, Seldom, Never)
   Schedule a meeting
   Informal meetings outside your office (e.g., in the dining hall, at campus events)
   During scheduled office hours
   Drop by your office
   Email exchange

3. During the past year, how often have you done each of the following with your advisees?
   (Frequently, Occasionally, Not at All)
   Informed them of important deadlines
   Helped them understand academic policies
   Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)
   Provided information about courses
   Provided information about the major/minor
   Reviewed their transcript
   Discussed academic performance
   Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)
   Discussed career and post-graduation goals
   Invited them to your home
   Listened closely to academic problems and concerns
   Listened closely to personal problems and concerns
   Took action to help students with academic difficulties
   Took action to help students with personal difficulties

4. During the past year, how often have you provided your advisees with:
(Frequently, Occasionally Not at All)
Advice and guidance about their educational program
An opportunity to discuss coursework outside of class
Emotional support and encouragement
Honest feedback about their skills and abilities
Encouragement to pursue graduate/professional study
Help in achieving their professional goals

Campus Climate Module

1. Please indicate the extent to which you agree or disagree with the following statements.
This institution:
(Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
Has campus administrators who regularly speak about the value of diversity
Lacks strategic diversity goals and plans
Encourages students to have a public voice and share their ideas openly
Has a long-standing commitment to diversity
Respects differences in sexual orientation
Promotes the appreciation of cultural differences
Rewards staff and faculty for their participation in diversity efforts
Promotes the understanding of gender differences
Has standard reporting procedures for incidents of harassment or discrimination
Racial and ethnic diversity should be more strongly reflected in the curriculum
Treats faculty of color fairly
Treats women faculty fairly
Treats LGBTQ faculty fairly

2. Please indicate how often at this institution you have:
(*Very Often, Often, Sometimes, Seldom, Never)*
Had students from underrepresented groups on campus approach me for advice
Assisted a student with a problem about discrimination
Witnessed discrimination
Reported an incident of discrimination to a campus authority
Reported an incident of sexual harassment to a campus authority
Been discriminated or excluded from activities because of my:
    Race/ethnicity
    Gender
    Sexual orientation
    Other identity
Heard insensitive or disparaging racial remarks from:
    Faculty
    Staff
    Students
Heard insensitive or disparaging remarks about women from:
    Faculty
    Staff
    Students
Heard insensitive or disparaging comments about LGBTQ individuals by:
    Faculty
    Staff
    Students

3. Please indicate how often anyone you personally know has experienced the following forms of bias/harassment/discrimination at this institution:
(Very Often, Often, Sometimes, Seldom, Never)
Verbal comments
Written comments (e.g., emails, texts, writing on walls)
Exclusion (e.g., from gatherings, events)
Offensive visual images or items
Threats of physical violence
Sexual assault or violence
Other physical assaults or injuries
Anonymous phone calls
Damage to personal property

4. How satisfied are you with the following aspects of your institution?
(*Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied*)
Overall sense of community among students
Racial/ethnic diversity of the faculty
Racial/ethnic diversity of the student body
Racial/ethnic diversity of the staff
Interactions among different racial/ethnic groups
Atmosphere for political differences
Atmosphere for religious differences
Atmosphere for differences in sexual orientation
Administrative response to incidents of discrimination
Administrative response to student concerns about exclusion or marginality

5. Please rate your satisfaction with your department in each area:
(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
Collegiality among faculty
Tolerance of different faculty opinions and beliefs
Representation of women and racial/ethnic minorities
Acceptance of differences in sexual orientation
Degree to which the curriculum addresses diversity in content or pedagogy
Student respect for my role in the classroom
Commitment to hiring women and minorities

Spirituality Module

1. Indicate the importance to you of each of the following educational goals for undergraduate students:
(Essential, Very Important, Somewhat Important, Not Important)
Enhance spiritual development
Facilitate the search for meaning/purpose in life
Becoming more conversant with different religious traditions
Becoming more conversant with different spiritual practices

2. Indicate the extent to which you:
(To a Great Extent, To Some Extent, Not at All)
Engage in self-reflection
Consider yourself a religious person
Consider yourself a spiritual person
Engage in prayer/meditation
Seek opportunities to grow spiritually
Encourage discussion of religious and spiritual matters among students
Engage in discussion of religious and spiritual matters with students

3. Please indicate your agreement with each of the following statements:
(Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
Colleges should be concerned with facilitating undergraduate students' spiritual development
The spiritual dimension of faculty members' lives has no place in the academy

4. Indicate the importance to you personally of each of the following:
(Essential, Very Important, Somewhat Important, Not Important)
Integrating spirituality into my life
Serving as a spiritual/religious advisor to students

STEM Module

**Items in this module will only be seen by faculty who indicate they teach in STEM using set of predetermined rules (from HERI) using departmental affiliation. Definition has to be broad enough to encompass all HERI wants to include as STEM but also all that institutions consider to be STEM.

1. In the courses you have taught in the past year, how often do you:
   (Always, Frequently, Occasionally, Rarely, Never)
   Incorporate audience response systems to gauge students' understanding (e.g., clickers)
   Integrate authentic (i.e., not "cookbook") research experiences into labs
   Incorporate mini-labs into lecture

2. In the STEM courses you have taught in the past year, how often do you encourage students to:
   (Always, Frequently, Occasionally, Rarely, Never)
   Make connections between different areas of science and mathematics
   Draw a picture to represent a problem or concept
   Identify what is known and not known about a problem
   Analyze the basic elements of ideas or theories
   Make sense of scientific/technical concepts
   Synthesize several sources of information
   Conduct an experiment
   Relate scientific concepts to real-world problems
   Memorize large quantities of information
   Make predictions based on existing knowledge
   Translate scientific concepts or terminology into non-scientific language

3. Indicate the personal importance to you of each of the following:
   (Essential, Very Important, Somewhat Important, Not Important)
   Making a theoretical contribution to science
   Working to find a cure for a health problem

4. To what extent do you structure your STEM courses so that students:
   (To a Great Extent, To Some Extent, Not at All)
   Develop a stronger interest in STEM disciplines
   Have the foundational knowledge for advanced study in STEM

APPENDIX C

Institutions Participating in the 2013–2014 HERI Faculty Survey

2014 HERI Faculty Survey
List of Participating Institutions

Public Universities—low selectivity

1090	Bowie State University	MD	*
1946	East Carolina University	NC	*
8206	Florida International University	FL	*
461	Florida Memorial University	FL	
1286	Oakland University	MI	*
2494	South Dakota State University	SD	*
4849	**Texas A & M University-Corpus Christi**	TX	*
7306	The University of Texas at San Antonio	TX	*
584	**University of Idaho**	ID	*
1209	University of Massachusetts-Boston	MA	*
1584	University of Nebraska at Omaha	NE	*
1939	University of North Carolina at Charlotte	NC	*
322	**University of Northern Colorado**	CO	*
2415	University of Rhode Island	RI	*

Public Universities—medium selectivity

1279	**Michigan State University**	MI	*
774	Purdue University-Main Campus	IN	*
1556	The University of Montana	MT	*
5794	University of California-Santa Cruz	CA	*
2101	University of Cincinnati-Main Campus	OH	
337	University of Colorado Boulder	CO	
2031	University of North Dakota	ND	*
2173	**University of Oklahoma Norman Campus**	OK	*
2764	University of Vermont	VT	*

Public Universities—high selectivity

2437	**Clemson University**	SC	*
2785	**College of William and Mary**	VA	*
2079	**Miami University-Oxford**	OH	*
2088	Ohio State University-Main Campus	OH	*
257	**University of California-Los Angeles**	CA	*
383	University of Connecticut	CT	*

Private Universities—medium selectivity

1729	Adelphi University	NY	*
9104	**American University of Beirut**		
5569	**Azusa Pacific University**	CA	*
416	Catholic University of America	DC	*
507	**Clark Atlanta University**	GA	
424	Howard University	DC	*
2269	**Immaculata University**	PA	*
2637	Our Lady of the Lake University-San Antonio	TX	*
4899	Regent University	VA	*
1842	**St. John's University-New York**	NY	*
9115	**The American University in Cairo**		
2297	**Widener University-Main Campus**	PA	*

Private Universities—high selectivity

414	American University	DC	*
2726	**Brigham Young University-Provo**	UT	*
2251	Drexel University	PA	*
2253	**Duquesne University**	PA	*
172	**Pepperdine University**	CA	*
1882	Syracuse University	NY	*

Private Universities—very high selectivity

1142	Boston College	MA	*
135	California Institute of Technology	CA	*
1184	**Northeastern University**	MA	*
1831	**Rensselaer Polytechnic Institute**	NY	*
703	University of Chicago	IL	*
268	University of Southern California	CA	*
1987	**Wake Forest University**	NC	*

*denotes institution in national norms, **bold** indicates fully participating institution

2014 HERI Faculty Survey
List of Participating Institutions

Public 4-yr Colleges—low selectivity

168	California State University-Fresno	CA	*
230	California State University-Northridge	CA	*
5751	**California State University-San Bernardino**	CA	
2321	California University of Pennsylvania	PA	*
5571	**Carl Albert State College**	OK	
2054	Central State University	OH	*
1077	Coppin State University	MD	*
6166	**Dalton State College**	GA	*
1705	Eastern New Mexico University-Main Campus	NM	*
2192	Eastern Oregon University	OR	*
517	Georgia Southwestern State University	GA	*
6077	Indiana University-Purdue University-Fort Wayne	IN	*
6079	**Indiana University-Southeast**	IN	*
2327	Kutztown University of Pennsylvania	PA	*
2447	**Lander University**	SC	*
1479	Lincoln University	MO	*
7408	**Metropolitan College of New York**	NY	*
620	**Northeastern Illinois University**	IL	*
2410	Rhode Island College	RI	*
535	**Savannah State University**	GA	*
2332	Shippensburg University of Pennsylvania	PA	*
371	**Southern Connecticut State University**	CT	*
5249	University of Maine at Presque Isle	ME	*
6677	**Utah Valley University**	UT	*

Public 4-yr Colleges—medium selectivity

2319	Bloomsburg University of Pennsylvania	PA	*
211	California State University-Fullerton	CA	*
2324	East Stroudsburg University of Pennsylvania	PA	*
959	Eastern Kentucky University	KY	*
1281	Eastern Michigan University	MI	*
895	Fort Hays State University	KS	*
1195	**Framingham State University**	MA	*
2633	**Midwestern State University**	TX	*
1662	**Montclair State University**	NJ	
2157	Northeastern State University	OK	*
236	San Francisco State University	CA	*
238	San Jose State University	CA	*
2333	Slippery Rock University of Pennsylvania	PA	*
700	**Southern Illinois University Edwardsville**	IL	*
6023	Southwest Minnesota State University	MN	*
1456	**University of Central Missouri**	MO	*
6138	University of South Carolina-Aiken	SC	*
7051	**University of Southern Indiana**	IN	*
2696	**West Texas A & M University**	TX	
706	Western Illinois University	IL	*

Public 4-yr Colleges—high selectivity

6332	Christopher Newport University	VA	*
2439	College of Charleston	SC	*
518	Georgia College & State University	GA	*
5330	**Grand Valley State University**	MI	*
1499	**Southeast Missouri State University**	MO	*
2734	**Southern Utah University**	UT	*
1873	**SUNY College at Geneseo**	NY	*
2659	Texas State University-San Marcos	TX	*
1486	**Truman State University**	MO	*
6400	University of Michigan-Flint	MI	*
2	University of Montevallo	AL	*
1929	University of North Carolina at Asheville	NC	*
1991	University of North Carolina Wilmington	NC	*
6157	**University of Wisconsin-Green Bay**	WI	*
2993	University of Wisconsin-Stevens Point	WI	*
2735	**Weber State University**	UT	*
2866	Western Washington University	WA	*

Nonsectarian 4-yr Colleges—low selectivity

5275	**Bay Path College**	MA	*
701	**Benedictine University at Springfield**	IL	
1938	Catawba College	NC	*
2438	**Coker College**	SC	*
9107	**Harrisburg University of Science and Technology**	PA	*
6378	Hawaii Pacific University	HI	*
5254	Husson University	ME	*
2273	Keystone College	PA	*
5606	**Manor College**	PA	
1808	**Medaille College**	NY	
7256	Touro College	NY	*
27	Tuskegee University	AL	*
6654	Utica College	NY	*
9103	**Western University of the Health Sciences**	CA	
1212	**Wheelock College**	MA	*

Nonsectarian 4-yr Colleges—high selectivity

948	**Berea College**	KY	*
1947	**Elon University**	NC	*
1082	Goucher College	MD	*
7022	**Hampshire College**	MA	*
1777	**Hartwick College**	NY	*
1111	McDaniel College	MD	*
199	**Mills College**	CA	*
1809	**Nazareth College**	NY	*
683	**Principia College**	IL	*
1846	**St Lawrence University**	NY	*
2063	**The College of Wooster**	OH	*
2844	**University of Puget Sound**	WA	*
2302	**University of the Sciences**	PA	*
2344	**Ursinus College**	PA	*
1211	Wheaton College	MA	

*denotes institution in national norms, bold indicates fully participating institution

2014 HERI Faculty Survey
List of Participating Institutions

Nonsectarian 4-yr Colleges—medium selectivity

599	**Aurora University**	IL	*
1834	Daemen College	NY	*
2072	Hiram College	OH	*
1084	Hood College	MD	*
1804	Marymount Manhattan College	NY	*
1963	Meredith College	NC	*
2756	**Norwich University**	VT	*
2306	**Philadelphia University**	PA	*
5588	Point Park University	PA	*
2308	Robert Morris University	PA	*
686	Roosevelt University	IL	*
502	Spelman College	GA	*
1204	Suffolk University	MA	*
476	**The University of Tampa**	FL	*
2354	**Wilkes University**	PA	*

Catholic 4-yr Colleges—low selectivity

1644	College of Saint Elizabeth	NJ	*
2266	**Holy Family University**	PA	*
152	**Holy Names University**	CA	*
2952	**Marian University**	WI	*
2961	Mount Mary College	WI	*
5478	Mount Saint Mary College	NY	*
203	Mount St. Mary's College	CA	*
5638	**Presentation College**	SD	*
1054	Saint Joseph's College of Maine	ME	*
1675	**Saint Peter's University**	NJ	*
2317	Seton Hill University	PA	*

Catholic 4-yr Colleges—medium selectivity

1744	Canisius College	NY	*
1571	College of Saint Mary	NE	*
2274	**King's College**	PA	*
655	**Lewis University**	IL	*
1274	Madonna University	MI	*
1096	Mount St Mary's University	MD	*
1818	**Niagara University**	NY	*
227	Saint Marys College of California	CA	*
1331	The College of Saint Scholastica	MN	*
5562	**Walsh University**	OH	*

Private/Nonsectarian 4-yr Colleges—very high selectivity

2237	**Bucknell University**	PA	*
1327	**Carleton College**	MN	*
319	**Colorado College**	CO	*
2247	**Dickinson College**	PA	*
2446	Furman University	SC	*
2263	**Gettysburg College**	PA	*
834	**Grinnell College**	IA	*
646	**Illinois Wesleyan University**	IL	*
2075	**Kenyon College**	OH	*
207	**Occidental College**	CA	*
1189	**Smith College**	MA	*
2336	**Swarthmore College**	PA	*
1891	**Vassar College**	NY	*
2867	Whitman College	WA	
1213	Williams College	MA	*

Catholic 4-yr Colleges—high selectivity

1152	College of the Holy Cross	MA	*
362	**Fairfield University**	CT	*
7560	Loyola Marymount University	CA	*
1086	Loyola University Maryland	MD	*
1622	**Saint Anselm College**	NH	*
781	**Saint Mary's College**	IN	*
2974	**Saint Norbert College**	WI	
267	**Santa Clara University**	CA	*
2343	**University of Scranton**	PA	*
2347	**Villanova University**	PA	*

*denotes institution in national norms, bold indicates fully participating institution

2014 HERI Faculty Survey
List of Participating Institutions

Other Religious 4-yr Colleges—very low selectivity

1934	Bennett College for Women	NC	*
1941	Chowan University	NC	*
1156	Eastern Nazarene College	MA	*
2787	Emory & Henry College	VA	*
1951	Gardner-Webb University	NC	*
833	**Grand View University**	IA	*
1952	**Greensboro College**	NC	
2797	Lynchburg College	VA	*
1820	**Nyack College**	NY	*
2654	Schreiner University	TX	*
536	Shorter University	GA	*
5053	**Vanguard University of Southern California**	CA	*
6422	Virginia Wesleyan College	VA	*
5811	**William Jessup University**	CA	*

Other Religious 4-yr Colleges—low selectivity

1243	Adrian College	MI	*
2884	Alderson Broaddus College	WV	*
2049	Bluffton University	OH	*
2784	**Bridgewater College**	VA	*
1455	Central Methodist University-College of Liberal Ar	MO	*
1792	**Keuka College**	NY	*
2945	**Lakeland College**	WI	*
968	Midway College	KY	*
5360	**North Central University**	MN	*
675	**North Park University**	IL	*
5052	**Simpson University**	CA	*
2678	**Texas Lutheran University**	TX	*
763	**University of Indianapolis**	IN	*

Other Religious 4-yr Colleges—high selectivity

2591	**Abilene Christian University**	TX	*
494	**Agnes Scott College**	GA	*
2233	**Allegheny College**	PA	*
597	Augustana College	IL	*
2519	**Belmont University**	TN	*
1325	Bethel University	MN	*
5795	**Calvin College**	MI	*
141	**Chapman University**	CA	*
752	**DePauw University**	IN	*
753	**Earlham College**	IN	*
1164	**Gordon College**	MA	*
1338	**Gustavus Adolphus College**	MN	*
1269	**Hope College**	MI	*
841	Luther College	IA	*
1344	Macalester College	MN	*
2293	**Muhlenberg College**	PA	*
1589	**Nebraska Wesleyan University**	NE	*
2087	**Ohio Northern University**	OH	*
1355	**St Olaf College**	MN	*
2335	**Susquehanna University**	PA	*
783	**Taylor University**	IN	*
2685	**Trinity University**	TX	*
787	**Valparaiso University**	IN	
1892	**Wagner College**	NY	
2868	**Whitworth University**	WA	*
2113	Wittenberg University	OH	*

*denotes institution in national norms, bold indicates fully participating institution

2014 HERI Faculty Survey
List of Participating Institutions

Other Religious 4-yr Colleges—medium selectivity

46	**Alaska Pacific University**	AK	*
1322	Augsburg College	MN	*
2048	Baldwin Wallace University	OH	*
562	**Brigham Young University-Hawaii**	HI	*
812	Buena Vista University	IA	*
136	**California Lutheran University**	CA	*
2934	**Carroll University**	WI	*
815	Central College	IA	*
5700	Concordia University-Wisconsin	WI	*
634	Elmhurst College	IL	*
2528	Freed-Hardeman University	TN	*
2193	**George Fox University**	OR	*
758	**Goshen College**	IN	*
1339	Hamline University	MN	*
762	**Huntington University**	IN	*
642	Illinois College	IL	*
2277	**Lebanon Valley College**	PA	*
2195	**Linfield College-McMinnville Campus**	OR	*
2283	**Lycoming College**	PA	
2080	**Malone University**	OH	*
582	Northwest Nazarene University	ID	*
5361	**Northwestern College**	MN	*
5007	Oklahoma Christian University	OK	*
6434	**Oral Roberts University**	OK	*
5759	**Roberts Wesleyan College**	NY	*
1558	Rocky Mountain College	MT	*
853	**Simpson College**	IA	*
1501	Southwest Baptist University	MO	*
2631	**University of Mary Hardin-Baylor**	TX	*
2492	University of Sioux Falls	SD	*
858	**Wartburg College**	IA	*

*denotes institution in national norms, bold indicates fully participating institution

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 percentages[1] 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 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 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.

[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.

[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 percent 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.

ABOUT THE AUTHORS

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Sylvia Hurtado is Director of the Higher Education Research Institute (HERI) at UCLA and Professor in the Graduate School of Education and Information Studies. Dr. Hurtado has published numerous articles and books related to her primary interest in student educational outcomes, STEM education, campus climates, and diversity in higher education. She has served on many editorial boards for journals in education and served on the board of the Higher Learning Commission and National Academies' Board of Higher Education and Work, and she is past President of the Association for the Study of Higher Education (ASHE).

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PUBLICATIONS

Completing College: Assessing Graduation Rates at Four-Year Institutions
November, 2011/55 pages

Provides 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 2013*
2013/81 pages
E-book with expanded tables/185 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. Data from 165,743 entering first-year students are statistically adjusted to reflect the 1.5 million students entering four-year institutions for the first time in 2013. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values, and life goals.

*Note: 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 2013–2014 HERI Faculty Survey*
November, 2014/111 pages
E-book with expanded tables/199 pages

Provides an informative profile of teaching faculty at American colleges and universities. The 2013–2014 report covers several areas: Faculty's Online Teaching, Trends in Student-Centered Pedagogy, and Perceptions of Campus Climate. Additionally, the report includes a section devoted to examining the experiences and perceptions of part-time faculty. Results are reported by institutional type for all faculty, male faculty, and female faculty.

*Note: Publications from earlier years are also available: 2010–2011, 2004–2005, 2001–2002, 1998–1999, 1995–1996, 1992–1993.

Advancing in Higher Education: A Portrait of Latina/o College Freshmen at Four-Year Institutions, 1975–2006
October, 2008/90 pages

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

Beyond Myths: The Growth and Diversity of Asian American College Freshmen: 1971–2005
September, 2007/63 pages

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

First in My Family: A Profile of First-Generation College Students at Four-Year Institutions Since 1971
February, 2007/62 pages

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

Black Undergraduates From *Bakke* to *Grutter*
November, 2005/41 pages

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.

To download reports visit the HERI publications webpage: www.heri.ucla.edu/research-publications.php