Undergraduate Teaching Faculty: The HERI Faculty Survey 2016-2017

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HERI

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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 2016–2017 academic year. Although HERI has been surveying higher education faculty since 1978, this report is the tenth in a series of faculty surveys administered on a triennial basis since 1989. Over the past three decades, the HERI Faculty Survey has collected data from over half a million faculty at more than 1,100 colleges and universities.

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While HERI encourages institutions to collect data on their entire faculty, historically these reports have focused on full-time undergraduate (FTUG) teaching faculty. Institutions receive reports for faculty respondents with teaching, research, and administrative obligations. Consistent with previous administrations, we included a set of questions specifically addressing the experiences of faculty employed in part-time positions as well as those who work with graduate students.

This year's survey included four optional modules for campuses to append to the core survey. Similar to the 2013–2014 administration, institutions could choose to add modules focusing on campus climate, spirituality, or STEM. Several changes to the core and modules for 2016–2017 included moving the sexual orientation and gender identity questions from a separate module to the core instrument. Further, items from the advising module were added to the core and a new module focused on faculty mentoring undergraduates, graduate students, and other faculty was added. We highlight findings from the mentoring module in this monograph.

A section on mentoring examines the complex mentoring relationships faculty members have with undergraduates, graduate students, and other faculty.

The bulk of the results reported here are based on responses from 20,771 full-time undergraduate teaching faculty members at 143 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 in the online expanded version of this publication.[1]

The Survey Questionnaire

The 2016–2017 questionnaire was based largely on items used in the nine 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 2016–2017 Faculty Survey Norms

The 2016–2017 report first highlights findings related to faculty's views on discrimination as a source of stress. We then explore faculty perspectives on the fair treatment of female faculty and faculty of color and note the differences in faculty feeling that they have to work harder than their colleagues to be perceived as a legitimate scholar. We also analyze respondents' satisfaction with the equity of salary and job benefits before addressing faculty readiness to deal with diversity-related conflict in the classroom. A section on mentoring examines

[1]https://heri.ucla.edu/publications-fac

the complex mentoring relationships faculty members have with undergraduates, graduate students, and other faculty. We then highlight faculty views on the role they play in undergraduate student development and another focusing on encouraging students to think and act critically.

The final sections address media criticism of faculty as a liberalizing agent of college students with an analysis of faculty political views over time. Another pressing topic is the teaching of remedial/developmental courses and the overrepresentation of lecturers and instructors overseeing these courses. The report concludes with a section on faculty taking advantage of teaching-related professional development opportunities.

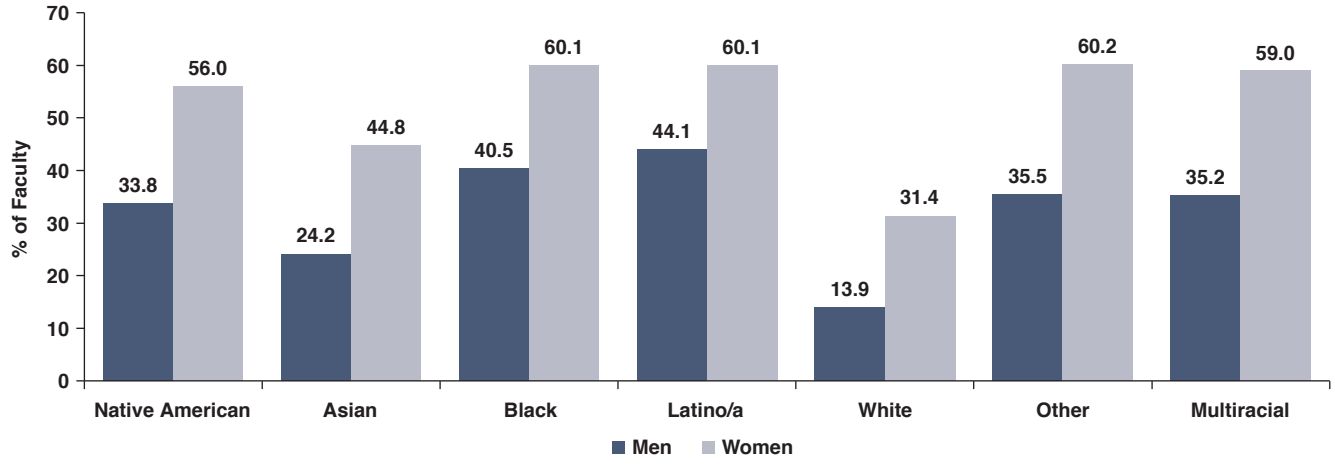
Discrimination a source of stress for female faculty of color and female STEM faculty

Overall, women are more likely than men to feel that discrimination is at least somewhat a source of stress (36.2% compared to 18.0%). The largest gaps between men and women occur at public and private universities. Only 15.7% of men at private universities consider discrimination at least somewhat of a source of stress, compared to 38.7% of women, a difference of 23 percentage points. A slightly larger gap exists at public universities, with 18.8% of men and 43.3% of women considering discrimination a source of stress.

Similar to the gap between men and women, White faculty (21.5%) are less likely than all other race/ethnicity groups to consider discrimination a source of stress. Of faculty of color, Asian/Pacific Islander faculty are least likely (30.9%) to consider discrimination at least somewhat a source of stress while Black/African American (49.9%) and Latino/a (51.4%) faculty are most likely to feel this way.

When considering the intersecting identities of sex and race/ethnicity, larger gaps emerge. Figure 1 shows that White male faculty are least likely to consider discrimination a source of

Figure 1. Discrimination as a Source of Stress, by Race/Ethnicity and Sex (% Responding "Somewhat" or "Extensive")



stress (13.9%), roughly 17 percentage points lower than White female faculty. Though sex differences within race/ethnicity groups persist, men of all other race/ethnicity groups other than Asian/Pacific Islander report a higher percentage of discrimination as a source of stress than White women. For example, more than one-third of male Native American (33.8%), other (35.5%), multiracial (35.2%), Black (40.5%), and Latino (44.1%) faculty report discrimination as at least somewhat a source of stress. Greater differences emerge for women faculty. The percentages for women faculty of color range from 44.8% (Asian/Pacific Islander) to 60.2% (other race), multiracial (59.0%), Black, and Latina (60.1% each) faculty. In other words, more than half of female faculty of color consider discrimination a somewhat or extensive source of stress.

Of all institution types, women in STEM fields were most likely to consider discrimination at least somewhat of a source of stress at public universities. It is important to note, however, that women at public universities in non-STEM fields felt similar levels of stress from discrimination (43.0% and 43.3%, respectively). By contrast, 13.1% of men in STEM fields and 22.7% of men in non-STEM fields at public universities consider discrimination at least somewhat a source of stress.

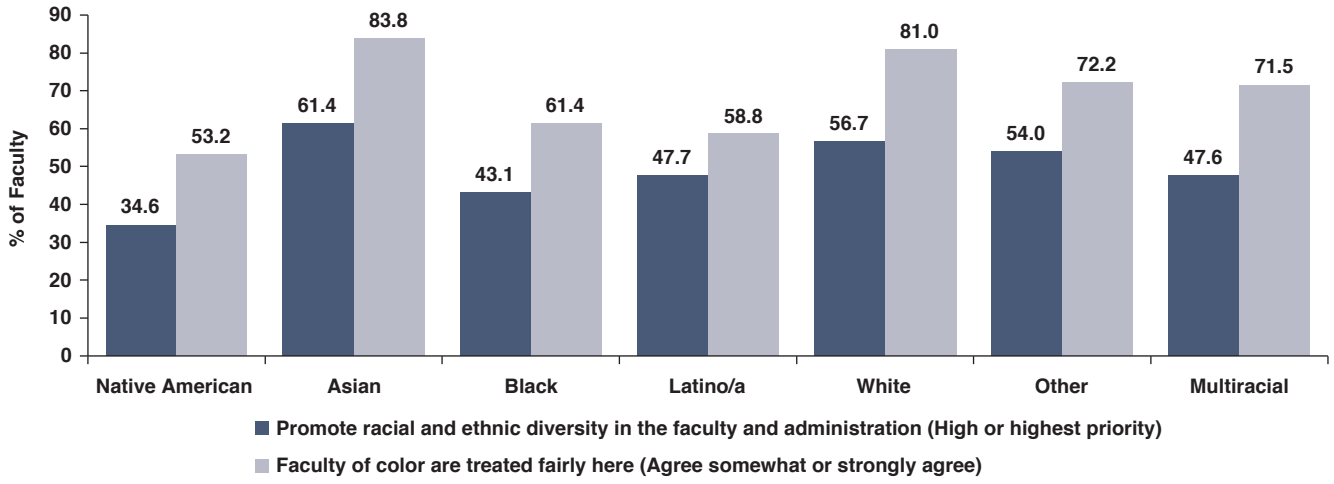
Male and White faculty more likely to agree that women and faculty of color are treated fairly

Faculty are asked about their perceptions of institutional priorities, including the institutional commitment toward fostering a positive campus climate for diversity. Almost two-thirds (64.7%) of faculty believed that their institution placed a high priority on developing a sense of community among students and faculty. Faculty at private institutions (71.7%) were more likely to believe that their institution placed a priority on community engagement between students and faculty than faculty at public institutions (60.1%).

Faculty also had mixed perceptions regarding the recruitment and treatment of women and faculty of color at their institutions. Overall, roughly half (50.5%) of faculty believed that their institution placed a high priority on promoting gender diversity in the faculty and administration. Additionally, slightly more than half of faculty (55.7%) believed that their institution placed a high priority on promoting racial and ethnic diversity in the faculty and administration. There were variations in faculty perceptions based on race/ethnicity. Figure 2 shows that faculty who identified as Asian/Pacific Islander (61.4%) and White (56.7%) were the most likely to believe the institution placed a high priority on promoting racial and ethnic diversity in the faculty and administration as compared to Native American (34.6%), Black (43.1%), and Latino/a faculty (47.7%).

Faculty are also asked about their perceptions of the treatment of women and faculty of color. Men and women held different perceptions related to the treatment of female faculty at their institution. Overall, just over three-quarters (77.4%) of faculty agreed that women faculty were treated fairly at their institution. Men (83.5%) were much more likely than women (69.3%) to agree with this statement. While faculty overall (79.3%) believed that faculty of color were treated fairly at their institutions, Asian/Pacific Islander (83.8%) and White (81.0%) faculty were more likely to agree that faculty of color are treated fairly than their faculty peers who identify as Latino/a (58.8%) or Black (61.4%) (see Figure 2).

Figure 2. Campus Climate for Racial/Ethnic Diversity for Faculty, by Race/Ethnicity



Legitimacy in scholarship: Faculty of color and women perceive an uneven playing field

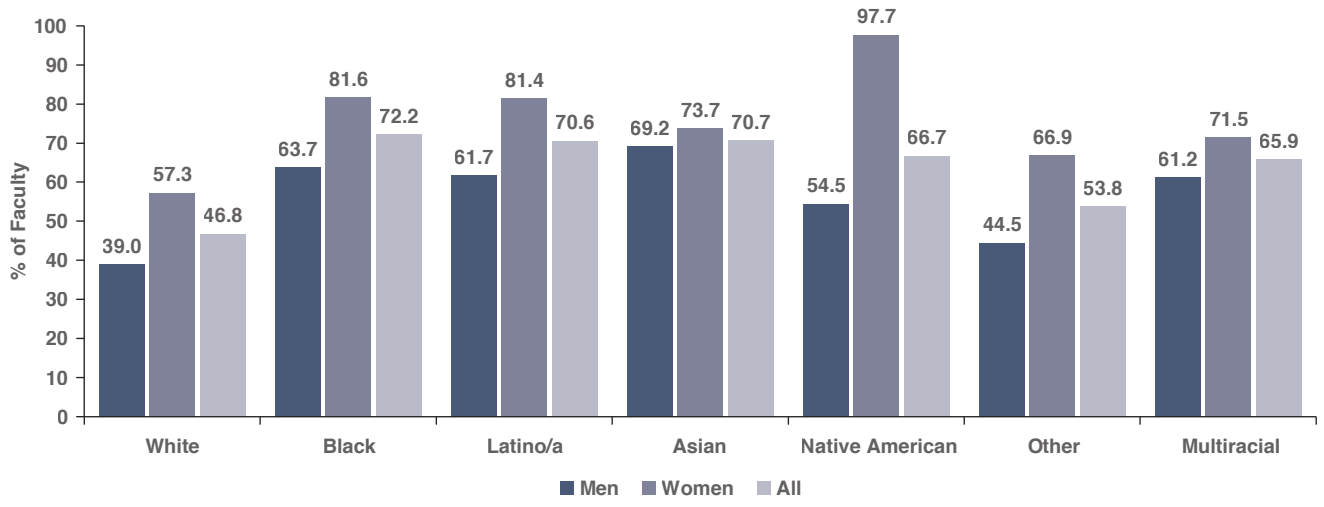
The peer review culture and pressure to achieve excellence in the areas of teaching, research, and service can foster feelings of uncertainty and doubt among some faculty regarding the adequacy of their productivity. Faculty who feel such uneasiness may feel as though they need to work even harder to keep up with their seemingly highly productive colleagues. Such feelings are often exacerbated among faculty from historically marginalized or vulnerable groups, including faculty of color, women, and those without the protections of tenure. Although half of all full-time faculty (51.0%) felt they needed to work harder than their colleagues to be perceived as a legitimate scholar, agreement with this statement varied considerably by race/ethnicity, gender, and faculty rank.

More than three out of five women (61.0%) believed they needed to work harder than their colleagues to be perceived as a legitimate scholar compared to just 43.6% of men. Disaggregating the data by race/ethnicity leads to even larger gaps between faculty of color and their White counterparts. For example, substantially more Black (72.2%), Asian (70.7%), Latino/a (70.6%), and Native American (66.7%) faculty perceived a need to work harder than their peers to gain legitimacy compared to just 46.8% of White faculty who felt similarly.

The salience of race as a factor in explaining variation in faculty's responses to believing they needed to work harder than their colleagues becomes clear when examining intersections of race/ethnicity and gender. Almost without exception, rates of agreement among faculty of color, regardless of race, exceed the proportion of White male and female faculty who felt they needed to work harder than their colleagues to gain legitimacy. As shown in Figure 3, White men feel the least vulnerable among all race-gender pairings with 39.0% believing they need to work harder than their colleagues to be perceived as a legitimate scholar. Similarly, among women, White faculty felt the least vulnerable, as just over half (57.3%) agreed with the statement.

By contrast, substantially higher proportions of men and women faculty of color perceived a need to work harder than their colleagues to be thought of as legitimate scholars. Without exception, within each racial/ethnic group the

Figure 3. Feeling a Need to Work Harder Than Colleagues To Be Perceived as a Legitimate Scholar, by Race/Ethnicity and Gender (% Indicating "Agree Somewhat" or "Strongly Agree")



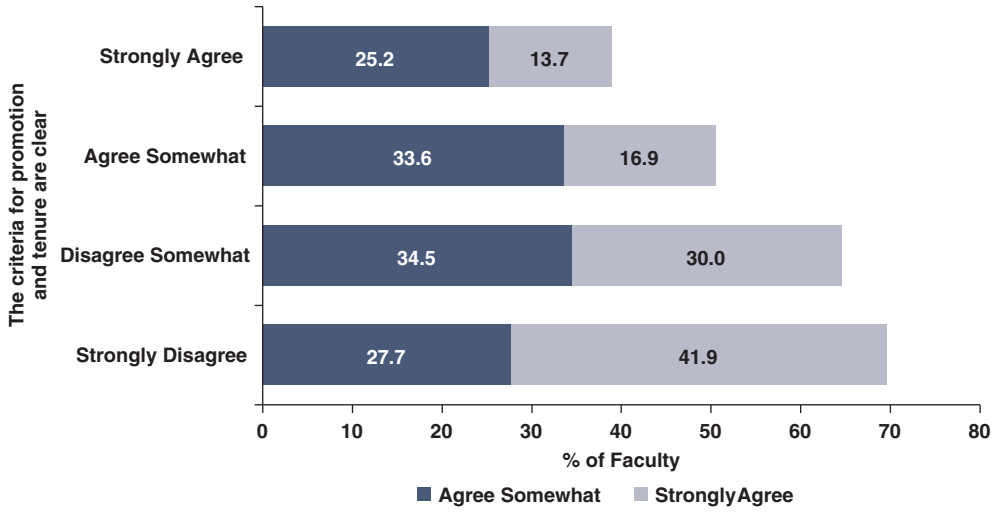
proportion of women expressing this belief exceeded that of men. The largest gender gap emerged among Native American faculty, as 97.7% of women agreed with this sentiment compared to 54.5% of men. Roughly 20 percentage points separated the proportion of Black (81.6%) and Latina (81.4%) women who agreed with this statement from their Black and Latino male colleagues (63.7% and 61.7%, respectively). Asian/Pacific Islander faculty had the narrowest gender gap at 4.5 percentage points (73.7% of women and 69.2% of men felt they had to work harder than their colleagues to gain legitimacy).

Trying to gain legitimacy among colleagues by putting in longer hours may be triggered by uncertainty with respect to security of employment. Although just one in 10 faculty (10.4%) experience "extensive" stress related to their job security, faculty who experience uncertainty at work are much more likely to think they need to work harder than their colleagues to be perceived as a legitimate scholar. Overall, three out of four faculty (76.2%) reporting "extensive" stress associated with job security also indicated having a sense they needed to work harder than their colleagues. Three in five faculty (60.0%) feeling "somewhat" stressed with respect to security of employment agreed they needed to outwork their peers compared to just 42.8% of faculty who did not report feeling stressed about their job security. Nearly all Black (90.5%), Asian/Pacific Islander (88.3%), and multiracial (86.2%) faculty who experienced "extensive" stress associated with their security of employment also felt compelled to work harder than their colleagues. Although less pronounced, the trend also applies to White (72.6%) and Latino/a (72.7%) faculty.

Another catalyst prompting perceptions of needing to exert more effort than one's colleagues may stem from a lack of clarity surrounding the promotion and tenure process. Compared to their peers who reported having a clear understanding of the criteria used in promotion and tenure decisions, faculty who lacked clarity on this issue were 1.5 times as likely to feel compelled to work harder than their colleagues (66.1% vs. 45.6%).

As shown in Figure 4, seven out of 10 faculty (69.7%) who strongly disagreed that criteria for promotion and tenure decisions were clear

Figure 4. Perceiving a Need to Work Harder Than Colleagues To Be Perceived as a Legitimate Scholar, by Agreement That Criteria for Promotion and Tenure Are Clear (% Marking "Agree Somewhat" or "Strongly Agree")



also believed they needed to work harder than their colleagues to be perceived as a legitimate scholar. By contrast, 38.9% of faculty who "strongly agreed" they clearly understood policies surrounding promotion and tenure perceived a need to work harder than other faculty members, a difference of more than thirty percentage points. The discrepancies suggest that clearly communicated signals from the campus concerning expectations about faculty productivity could go a long way in alleviating anxiety and helping faculty better calibrate self-assessments of their contributions to the department, discipline, and institution.

Believing it is necessary to work harder than peers can also contribute to higher stress levels. Faculty who agreed either "somewhat" or "strongly" that they needed to work harder than their colleagues to be perceived as a legitimate scholar also reported experiencing "extensive" stress at higher rates than their colleagues who did not feel pressured to work harder than their peers. Overall, about one-quarter of full-time undergraduate teaching faculty reported "extensive" stress due to increased responsibilities at work. One-third of faculty who believed they needed to work harder than their colleagues (33.0%) experienced "extensive" stress due to increased work responsibilities compared to 18.6% of respondents who did not feel pressured to work harder than their peers.

Perceiving a need to work harder than others and acting upon those perceptions could certainly reduce the amount of personal time in faculty members' lives. One-third of faculty who believed they needed to work harder than their colleagues (33.8%) reported having fewer than five hours on average each week of "personal time" compared to 22.8% of respondents who did not share this concern. Not surprisingly, the proportion of faculty experiencing "extensive" stress due to a lack of personal time was twice as high among faculty who felt a need to outwork their peers compared to respondents who did not share this sentiment (34.3% vs. 16.7%).

Satisfaction with equity of salary and job benefits varies by race, gender, and primary responsibility

Overall, less than half of undergraduate teaching faculty (48.4%) are satisfied or very satisfied with the relative equity of salary and job benefits. Just over one-quarter of faculty are marginally satisfied (26.5%) and another quarter (25.1%) are not satisfied. Further, faculty members at private universities are most likely (59.7%) to be satisfied or very satisfied with the relative equity of salary and job benefits. Additionally, faculty members at public institutions are most likely to *not* be satisfied

(27.4% at public universities and 28.2% at public four-year colleges).

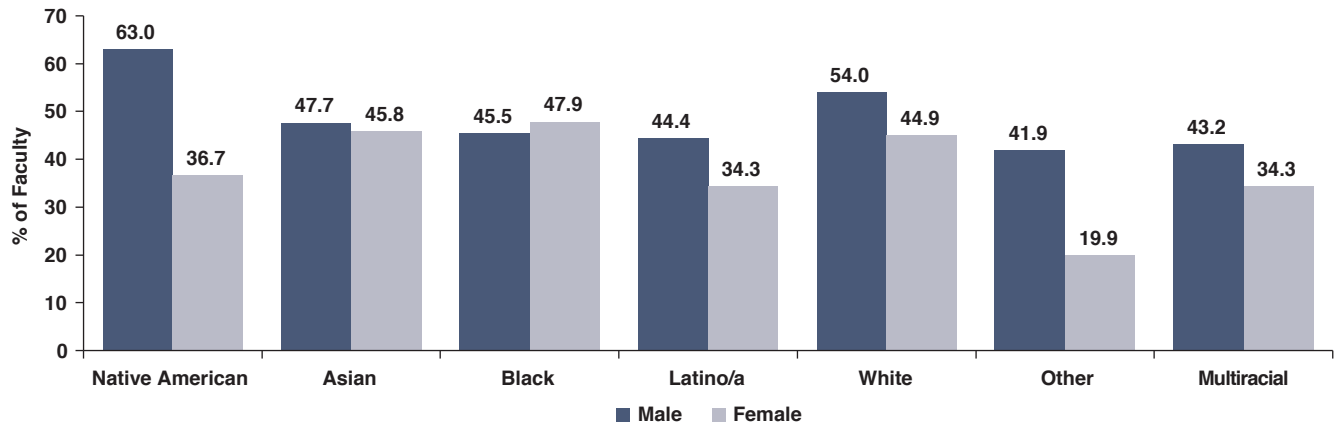
Satisfaction with relative equity of salary and job benefits also varies by academic rank. Full professors are most likely to be satisfied or very satisfied (54.8%), followed by assistant and associate professors (48.9% and 44.4%, respectively), instructors (40.0%), and finally lecturers (38.7%). In fact more than one-third of those in lecturer titles (35.3%) are not satisfied. Faculty whose principal activity is teaching (72.2%) are less likely to be satisfied than those whose principal activity is service to clients/patients (79.3%), administration (82.6%), or research (82.6%).

Satisfaction with the relative equity of salary and job benefits varies by sex and race/ethnicity as well. In general female faculty (43.5% "Satisfied" or "Very Satisfied") are less satisfied with the relative equity of salary and job benefits than their male colleagues (52.1%). Multiracial (39.2%), Latino/a (39.8%), Black (46.7%), and Asian/Pacific Islander (47.1%) are all less satisfied with the relative equity of salary and job benefits than their White peers (50.1%).

However, Figure 5 shows that greater differences emerge when considering faculty satisfaction at the intersection of race/ethnicity and sex. Male faculty are more satisfied with the relative equity of salary and job benefits in all racial/ethnic groups except for Black faculty. The difference between men and women is most pronounced for Native American (more than 26 percentage points) and those who selected "Other" race (22 percentage points). The least pronounced difference between men and women within a race/ethnicity group exists for Asian/Pacific Islander faculty (< 2 percentage points) and Black faculty, with male faculty 2.3 percentage points less satisfied (45.5%) with the relative equity of salary and job benefits than their Black female colleagues (47.9%)

Looking at satisfaction by STEM-affiliation, STEM faculty are more satisfied (52.6% "Satisfied" or "Very Satisfied") than those not in STEM fields (46.5%). However, there is much variation within these larger fields as faculty in the physical sciences (59.1%), a STEM field, and social sciences (58.0%), not a STEM field, are highest overall. This is true for those who

Figure 5. Satisfaction with Relative Equity of Salary and Job Benefits, by Race/Ethnicity and Sex (% "Satisfied" or "Very Satisfied")



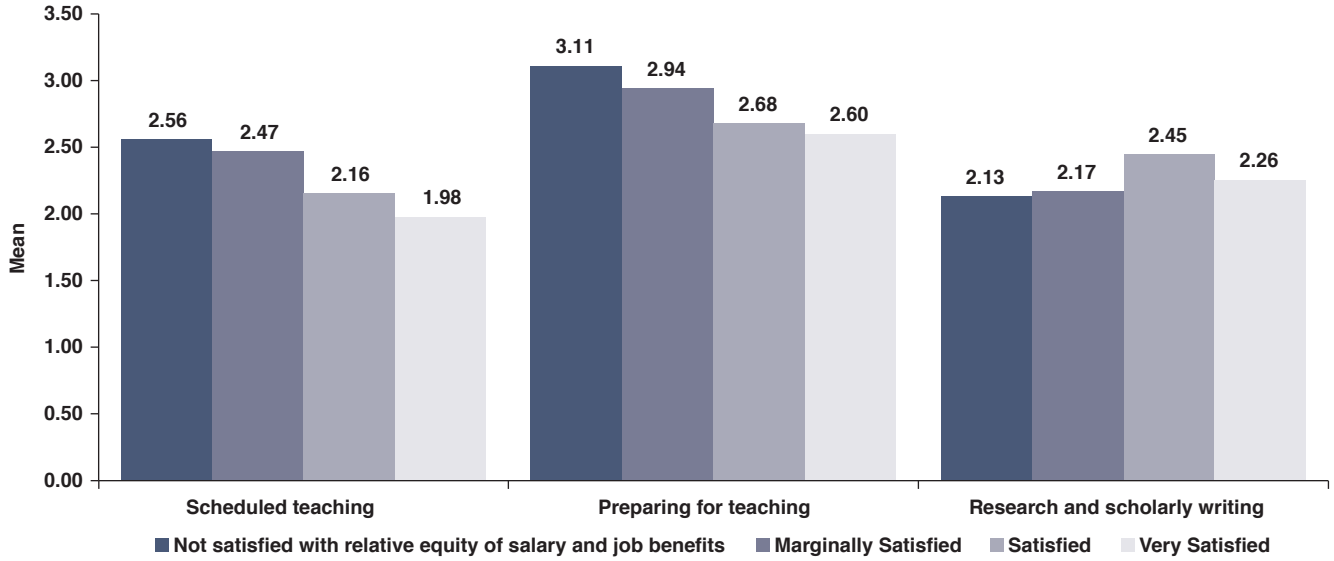
are not satisfied as well as 29.2% of biological sciences faculty (STEM) and 31.8% of fine arts faculty (not STEM) are not satisfied.

Faculty are asked how many hours during the typical week they spend doing a variety of activities. Differences in amount of time teaching, preparing for teaching, and doing research/scholarly writing were found by level of satisfaction with the relative equity of salary and job benefits. The 7-point scale for this item ranges from "none" (coded as 0) to 21 or more (coded as 6). Means for this item were calculated for each level of satisfaction of the salary and benefits equity variable.

In general, as shown in Figure 6, the level of satisfaction increased as the mean hours per week spent on teaching and preparing for teaching decreased. For example, faculty who were not satisfied had a mean of 2.56 on the hours per week scheduled teaching item (2 represents 1–4 hours per week and 3 represents 5–8 hours per week), while those who were very satisfied had a mean of 1.98 on the hours per week of scheduled teaching item. The same relationship is true for the hours per week preparing for teaching, which includes grading and reading students' papers. Those who were not satisfied with the relative equity of salary and job benefits had a mean of 3.11, as compared to those who were very satisfied who had a mean of 2.60. By contrast, as time spent doing research and

In general…the level of satisfaction increased as the mean hours per week spent on teaching and preparing for teaching decreased.

Figure 6. Satisfaction with the Relative Equity of Salary and Job Benefits, by Hours per Week Teaching, Preparing for Teaching, and Research/Scholarly Writing



scholarly writing increased, so did the level of satisfaction, though the differences weren't as large. Faculty who were not satisfied with equity salary and benefits had an average of 2.13, while those who were very satisfied had an average of 2.26. It is interesting to note that those who were satisfied spent even more time on research and scholarly writing, with a mean of 2.45.

Over half of faculty respondents believed that faculty are not prepared to deal with conflict over diversity issues in the classroom.

Faculty believe they are not prepared to deal with diversity-related conflict in the classroom

The HERI Faculty Survey has several questions related to campus climate, some of which are dispersed throughout the core instrument while others can be found in an optional campus climate module. This section will focus specifically on items related to faculty perceptions of campus racial climate that are in the core survey.

While just over a quarter (27.0%) of faculty felt that there was campus racial conflict at their institution; across both race/ethnicity and gender their perceptions varied. Women were more likely to agree that there was campus racial conflict at their institution. Approximately 31.2% of female faculty agreed while 23.7% of male faculty agreed. Figure 7 highlights the differences that emerge when analyzing this item by race/ethnicity. For example, almost half of Latino/a faculty (42.5%) and 39.2% of Black faculty agreed that there was a lot of racial conflict at their college or university. In contrast, only 25.0% of White faculty shared the same perception about racial conflict at their institution.

Figure 7. There Is a Lot of Campus Racial Conflict Here, by Race/Ethnicity (% "Agree Somewhat" or "Strongly Agree")

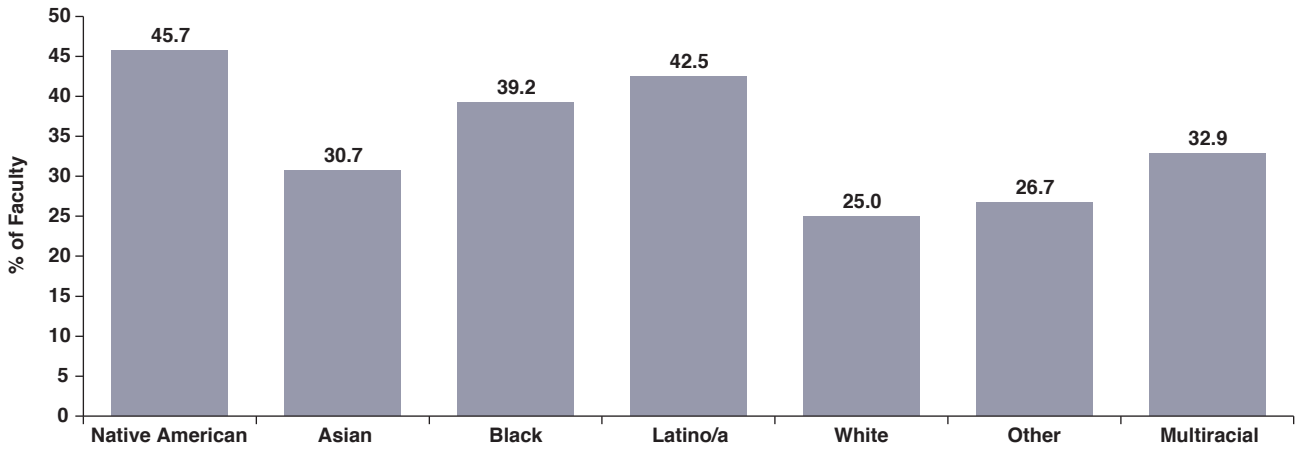
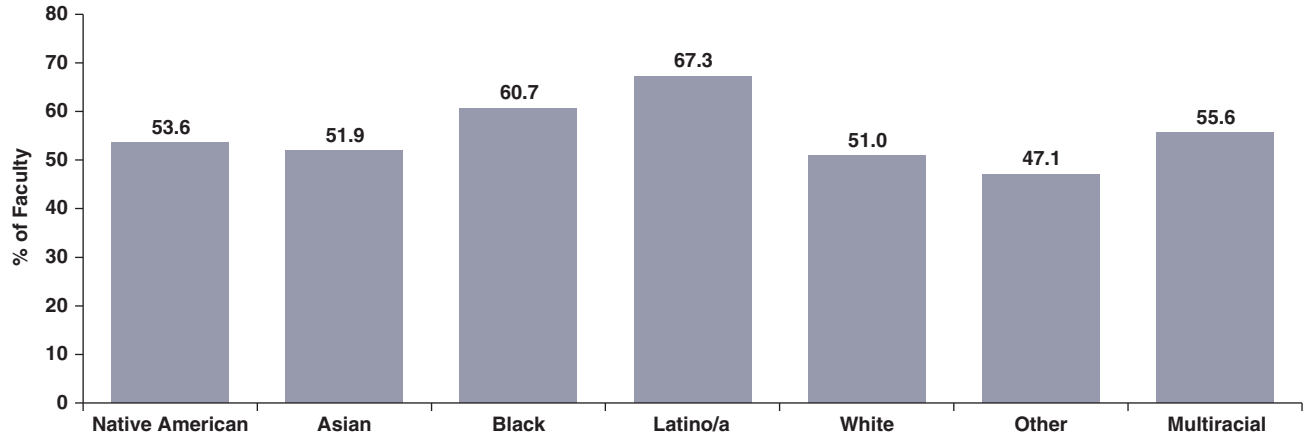


Figure 8. Faculty Are Not Prepared to Handle Conflict Over Diversity Issues in the Classroom, by Race (% Indicating "Agree Somewhat" or "Strongly Agree")



Faculty influence on campus racial climate also exists within the domain of the classroom. Well over three-quarters of faculty agree (84.3%) that it is their role to enhance students' knowledge of and appreciation for other racial/ethnic groups. However, over half of faculty respondents believed that faculty are not prepared to deal with conflict over diversity issues in the classroom. Figure 8 shows that when broken out by race/ethnicity, over two-thirds of Latino/a faculty (67.3%) and slightly less than two-thirds of Black faculty (60.7%) believed that faculty are unprepared to handle diversity-related conflict within the classroom.

Perhaps in order to address issues related to handling diversity-related conflict in the classroom, faculty could turn to resources aimed at integrating culturally-competent practices into their teaching. However, less than one-quarter of faculty (21.6%) report utilizing resources to integrate culturally-competent practices into their classrooms. Faculty use of these resources also varied by academic discipline. About one-third of faculty in other technical fields (33.6%), education (32.9%), and the humanities (32.1%) were the most likely to utilize resources to integrate culturally-competent practices in their classroom. By contrast, faculty in engineering (7.2%), mathematics/statistics (10.0%), and agriculture/forestry (12.5%) were least likely to do so.

Additionally, faculty are asked if they incorporate class materials related to racial diversity within their classes. Overall, less than one-third of faculty (30.9%) frequently incorporate readings on racial and ethnic issues into most or all of their classes. Latino/a and Black faculty were more likely to incorporate readings on racial and ethnic issues into their classes with 51.9% of Latino/a faculty and 50.8% of Black faculty reporting they incorporate this type of reading most or all of the time. This is in contrast to 29.8% of White faculty and 22.6% of Asian/Pacific Islander faculty who reported incorporating readings on race and ethnicity into their classes.

Faculty have complex mentoring relationships with undergraduates, graduate students, and other faculty

Institutions participating in the HERI Faculty Survey have the opportunity to add a number of optional modules covering a range of topics such as spirituality, STEM, and campus climate. Revisions after the 2013–2014 Faculty Survey

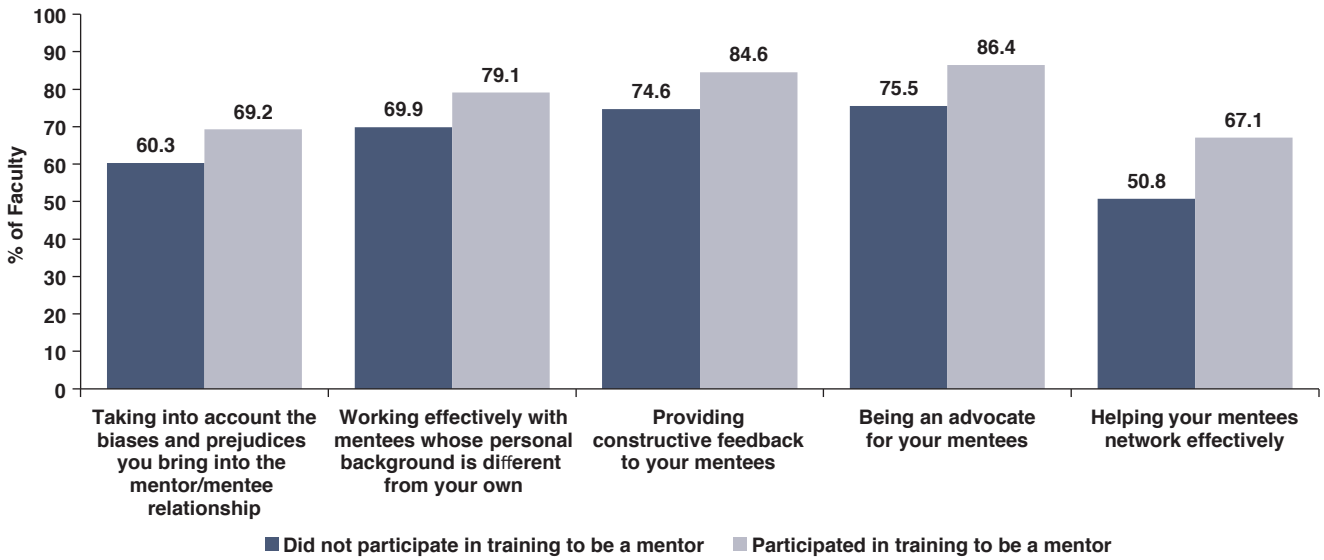
administration resulted in a new optional module covering faculty experiences as mentors of undergraduates, graduate students, and other faculty. This module was completed by 7,255 full-time faculty at 56 institutions. This section presents selected unweighted findings from the mentoring module, by academic field and sex. The sample is 45.7% female and about one-third of the faculty (32.8%) come from STEM fields.

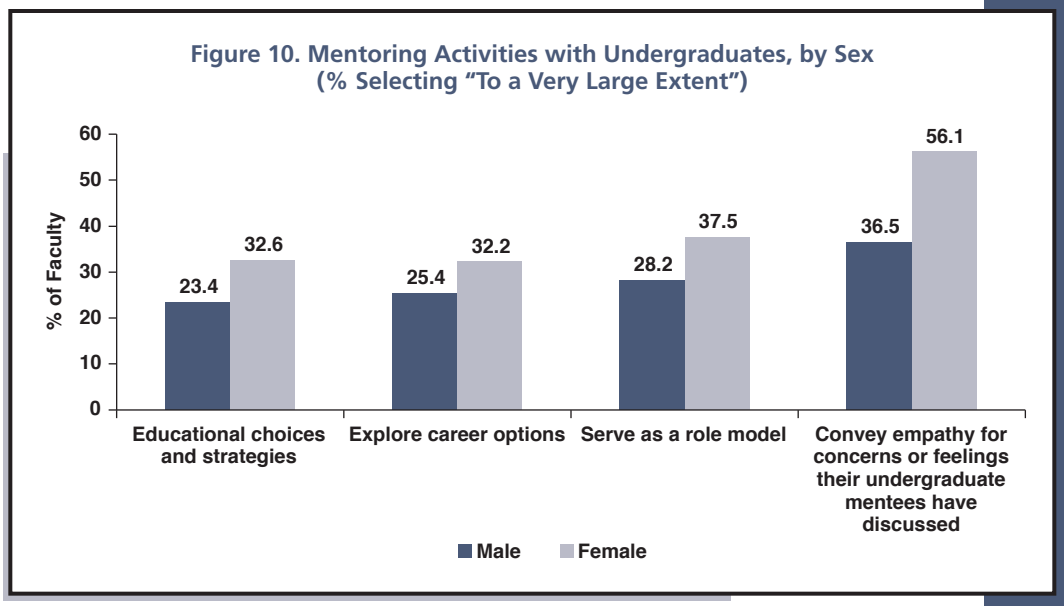
In this module, faculty respondents are asked to rate their strength on a series of skills associated with mentoring. In general, female faculty (mean score 50.9, compared to 49.0 for male faculty) and faculty not in STEM fields (50.4, compared to 48.8 for STEM faculty) score higher on the mentor self-efficacy construct, which is a composite measure of these skills. The skills include providing mentees with constructive feedback, taking into account the biases and prejudices they bring to the mentor/mentee relationship, working effectively with mentees whose personal backgrounds differ from their own, and being an advocate for their mentees.

Faculty respondents are also asked if they have participated in training in preparation to be a mentor (e.g., workshops, programs). More than half (57.6%) have participated in such training, with STEM faculty (63.8%) more likely to have participated in mentor training than their peers in other fields (54.6%). Analyzing these self-rated mentoring skills by participation in training reveals that those who have participated in any mentor training consider some of these skills more of a strength than those who did not participate in the training (see Figure 9).

Figure 9 shows that the proportion of those who consider taking into account the biases they bring to the mentoring relationship (69.2% and 60.3%), working effectively with mentees whose personal background differs from their

Figure 9. Self-rated Mentoring Skills, by Mentor Training Participation (% Identifying as "Somewhat Strong" or "Major Strength")





own (79.1% and 69.9%), providing constructive feedback to their mentees (84.6% and 74.6%), and being an advocate for their mentees (86.4% and 75.5%) as somewhat of a strength or a major strength is about 10 percentage points higher for those who participated in training to be a mentor than for those who did not. The gap between the two groups increases for the self-rating for helping their mentees network effectively, with 67.1% of those who have participated in training considering this at least somewhat of a strength, compared to just 50.8% of those who did not participate in mentor training.

Mentoring Undergraduates

Of the faculty who are currently mentoring undergraduate students, about one-fifth each mentor one or two students (20.4%), three or four students (18.2%), five to eight students (20.6%), nine to fifteen students (20.2%), or 16 or more students (20.6%). Faculty in non-STEM fields reported mentoring more undergraduates with 44.3% mentoring nine or more students, compared to 33.9% of STEM faculty.

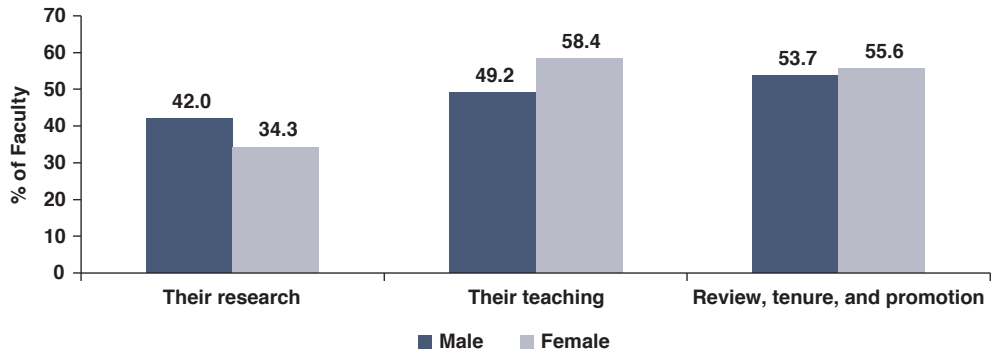
Male and female faculty reported mentoring about the same number of students, but female faculty were more likely to rate the overall quality of their mentoring relationship with undergraduates as excellent (54.4%) compared to 49.9% of their male peers. Further, while less likely to rate their mentoring relationships as excellent, male faculty were more likely to communicate with their undergraduate mentees at least weekly (69.2%) than their female colleagues (61.5%). While the communication may not be as frequent, female faculty were more likely than male faculty to work on educational choices and strategies, explore career options, serve as a role model, and convey empathy (see Figure 10) to a very large extent with their undergraduate mentees, which emphasizes the importance of quality vs. quantity.

Mentoring Graduate Students

Faculty in non-STEM fields report having more graduate student mentees than STEM faculty. Further, female faculty in both STEM and non-STEM fields are slightly more likely to have more students than their male peers. Just under one-third of female STEM faculty (32.9%) have at least five graduate student mentees, compared to 29.8% of male STEM faculty. A slightly larger gap exists in non-STEM fields in which 44.4% of female faculty have at least five graduate student mentees compared to 38.4% of their male peers.

In non-STEM fields, about 10% of male (10.6%) and female (9.1%) faculty communicate daily with their graduate mentees. However in STEM fields, about 20% of female faculty (19.8%) and one-third of male STEM faculty (33.0%) communicate daily with the graduate

Figure 11. Faculty Mentoring Activities with Faculty Mentees, by Sex (% Indicating "To a Large or Very Large Extent")



student mentees. Male faculty in STEM fields (66.7%) work with their graduate mentees on their research projects/interests to a very large extent at higher rates than female faculty in STEM fields (50.0%) and both male and female faculty in non-STEM fields (48.6% and 48.9%, respectively).

Mentoring Other Faculty

Of the faculty who completed the mentoring module, a little over a third (n=2,581) reported currently mentoring other faculty. For those who currently mentor other faculty members, just under half (46.2%) report having one faculty mentee, 29.9% have two faculty mentees, 18.0% have three or four, and 5.8% have five or more. Female faculty are more likely than male faculty to have more than one faculty mentee (56.0%, compared to 51.7% for male faculty).

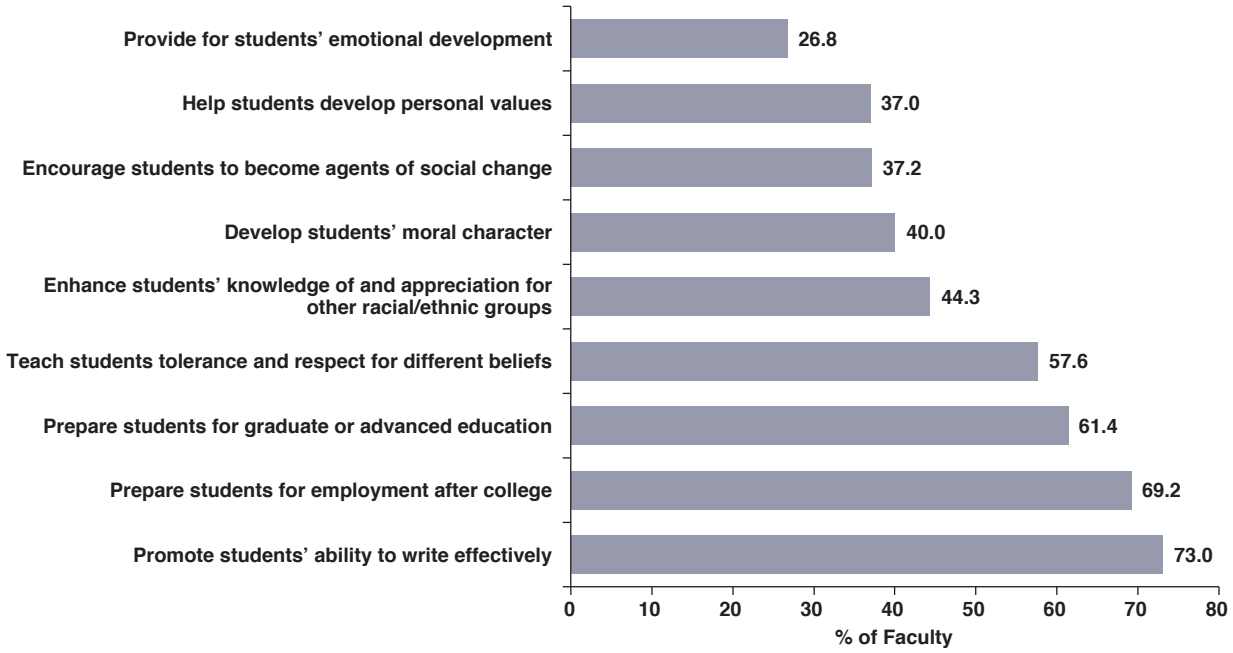
Male faculty are more likely to work with their faculty mentees on their research... female faculty are more likely to work on teaching with their faculty mentees than male faculty.

Figure 11 shows the proportion of male and female faculty who work with their faculty mentees to a large extent or to a very large extent on their research; teaching; and review, tenure, and promotion. Male faculty are more likely to work with their faculty mentees on their research (42.0%) than their female peers do (34.3%). By contrast, female faculty are more likely to work on teaching with their faculty mentees (58.4%) than male faculty (49.2%). Finally, over half of both male and female faculty (53.7% and 55.6%, respectively) work on review, tenure, and promotion with their faculty mentees.

Newer and non-STEM faculty more likely to recognize/acknowledge their role in student development

Previous iterations of the HERI Faculty Survey have asked faculty about their general goals for undergraduate education. This year faculty were asked more specifically about their role in helping undergraduates achieve these goals. As shown in Figure 12, there are significant differences across these items. For example, almost three-quarters (73.0%) of faculty strongly agree that it is their responsibility to promote students' ability to write effectively, but only about a quarter (26.8%) strongly believe they should provide for students' emotional development. Faculty are also more likely to strongly agree that they should prepare students for employment after college (69.2%) and for graduate or advanced education (61.4%) than to encourage students to become agents of social change (37.2%), or develop students' personal values (37.0%) and moral character (40.0%). When it comes to diversity, 57.6% of faculty strongly agree that it is their role to

Figure 12. Faculty Roles in Undergraduate Education (% Selecting "Strongly Agree")

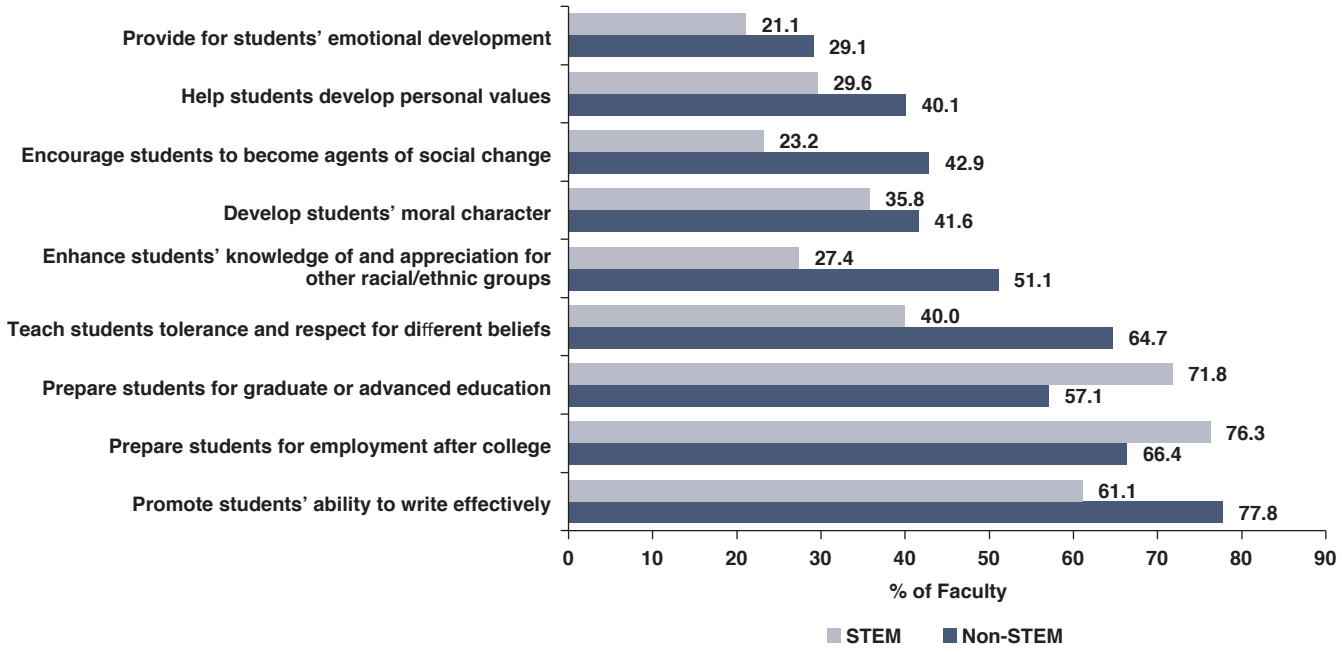


teach students tolerance and respect for different beliefs, and fewer, 44.3%, strongly agree that they should enhance students' knowledge of and appreciation for other racial/ethnic groups.

For most of these goals, assistant professors were more likely than their tenured colleagues to strongly agree they play a role, most notably when it comes to enhancing students' knowledge of and appreciation for other racial ethnic groups. In this case, 37.7% of full professors and 43.9% of associate professors strongly felt they play a role, while half (50.7%) of assistant professors felt this way, a 13 percentage point gap between assistant and full professors. Similar gaps were seen in helping students develop personal values (42.4% assistant, 32.2% associate, 34.1% full), providing for students' emotional development (30.9% assistant, 23.8% associate, 23.0% full), and developing students' moral character (46.0% assistant, 34.8% associate, 36.6% full). However, in promoting students' ability to write effectively, full professors were more likely to feel strongly that they play a role, although the differences across rank were minimal: 75.3% of full professors compared to 73.5% of associates and 73.3% of assistants.

Faculty in non-STEM fields are more likely to strongly agree that they play a role in most of these goals for undergraduate education. The two exceptions are in preparing students for employment (76.3% STEM vs. 66.4% non-STEM) and preparing students for graduate or advanced education (71.8% STEM vs. 57.1% non-STEM). Figure 13 also highlights significant gaps between STEM and non-STEM faculty on several of these goals. The largest gaps (each of which non-STEM faculty were more likely) can be seen when it comes to teaching students tolerance and respect for different beliefs (24.7 percentage point difference), enhancing students' knowledge of and appreciation for other racial/ethnic groups (23.7 percentage point difference), and

Figure 13. Faculty Roles in Undergraduate Education, by Non-STEM and STEM (% Indicating "Strongly Agree")



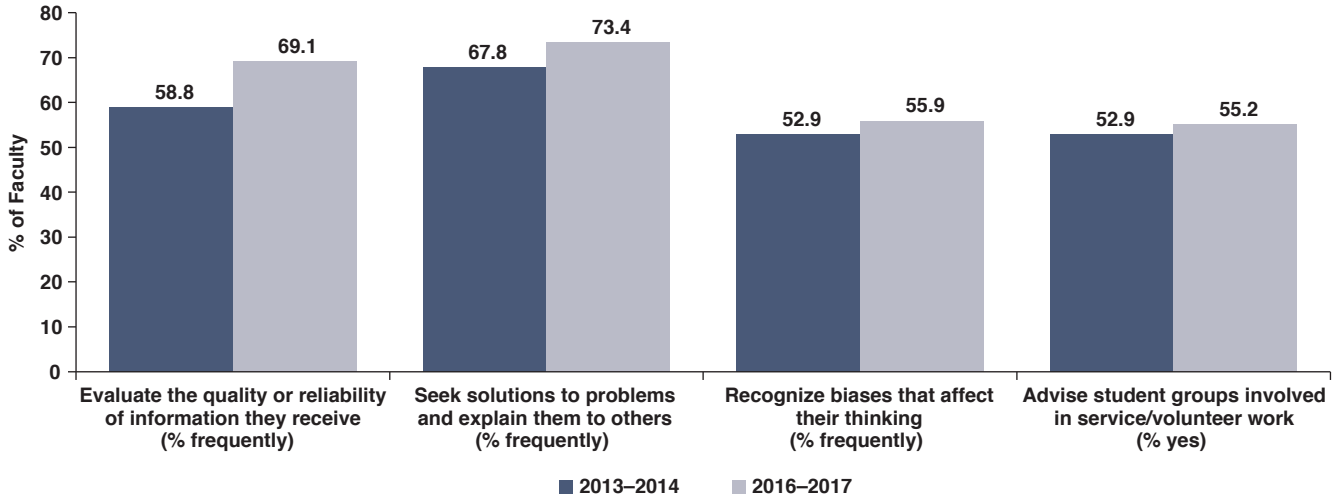
in encouraging students to become agents of social change (19.7 percentage point difference); highlighting STEM faculty as much less likely to feel responsible for playing a role in diversity goals for undergraduates. The smallest gaps, or where non-STEM and STEM faculty were most likely to agree with each other, were when it comes developing students' moral character and providing for students' emotional development. It should be noted though, as mentioned earlier, fewer faculty in general feel strongly responsible for these last two goals.

Faculty encourage students to be thoughtful and think critically

In the 2016–2017 administration of the HERI Faculty Survey, faculty were asked about their interactions with students in several areas. Figure 14 portrays some notable increases in faculty reporting their encouragement and interactions with students as compared to the 2013–2014 administration of the survey.

In a time when terms like "fake news" and "alternative facts" have inserted themselves into daily vernacular, perhaps faculty feel more pressure or an increasing need to teach students how to be critical consumers of what they read. Larger proportions of faculty have reported increases in frequency on three items relating to habits of mind. Overall, 69.1% of faculty reported frequently encouraging students to evaluate the quality or reliability of information that they receive, which is a difference of over ten percentage points from the previous administration in which 58.8% of faculty frequently did this. Additionally, almost three-quarters of faculty (73.4%) report frequently encouraging students to seek solutions to problems and explain them to others, an increase of over five percentage points from the previous administration of the survey. Finally, over half of faculty (55.9%) reported frequently encouraging students to recognize biases that affect their thinking, an increase of three percentage points from 2013–2014.

Figure 14. Change in Faculty Encouragement To Think and Act Critically, 2013–2014 to 2016–2017



Faculty were also asked questions related to their beliefs in preparing students for the future. Overwhelmingly, faculty felt that it was their job to prepare students for employment after college—nearly all (96.5%) faculty respondents agreed. A slightly smaller, but still significant proportion of faculty (78.9%), reported that the institution placed a priority on preparing students for the workplace. Additionally, 96.7% of faculty felt that it was their job to prepare students for advanced graduate education.

Majority of faculty identify as politically liberal, but not increasingly so

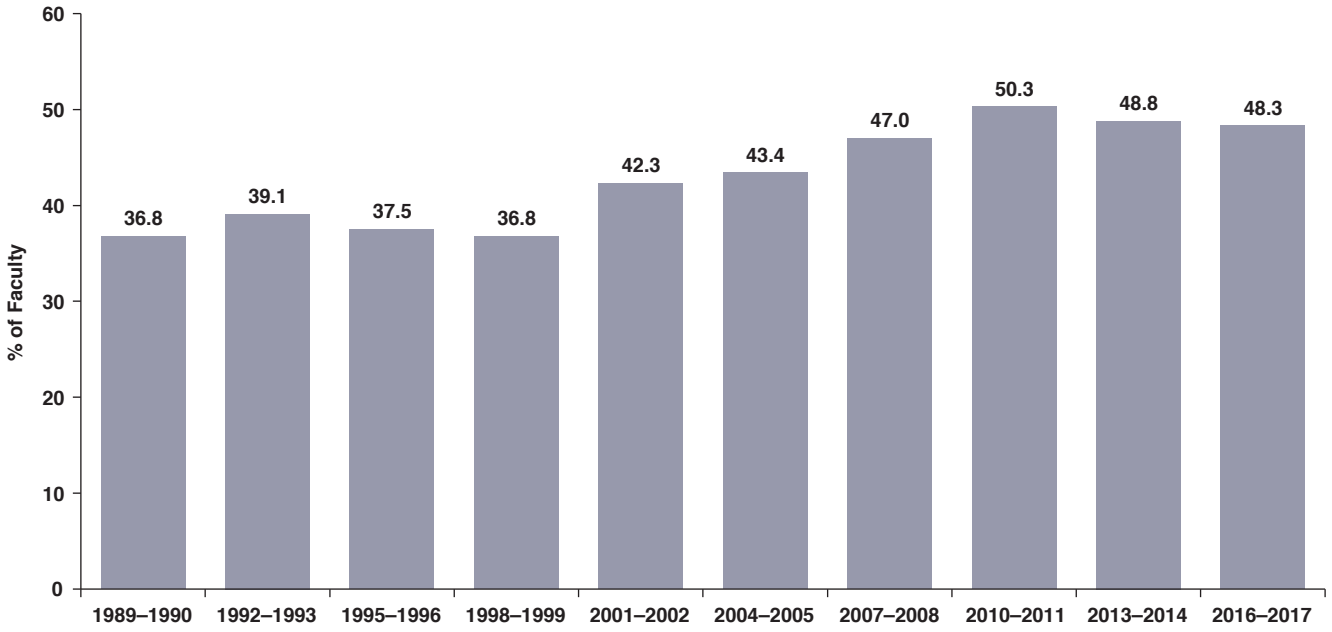
Since the appointment of Secretary of Education Betsy DeVos, there has been much attention paid to the liberal political affiliation of college faculty. Republicans have taken aim at college campuses, stating that professors in particular act as liberal socializing agents shaping, or even forcing, today's college students to accept their liberal beliefs or risk failure in college. While higher proportions of faculty respondents do identify as left-leaning on the political spectrum, a deeper analysis of political views over time tells a more nuanced story.

Overall in 2016–2017, 0.4% of faculty identify as far right, 11.7% as conservative, 28.1% as middle-of-the-road, 48.3% as liberal, and 11.6% as far left.

While higher proportions of faculty respondents do identify as left-leaning on the political spectrum, a deeper analysis of political views over time tells a more nuanced story.

While almost half of faculty (48.3%) report identifying as liberal, these proportions mirror the proportions in previous administrations of this survey. For example, in 2013–2014, nearly the same proportion of faculty (48.8%) reported identifying as liberal. The history of the HERI Faculty Survey allows us to investigate this trend over time, starting in 1989–1990 with the first administration of the survey in which roughly one-third (36.8%) of faculty identified as liberal.

Figure 15. Faculty Liberal Political Views, by Year



That proportion steadily increased leveling out in 2010–2011 with roughly half of faculty (50.3%) reporting liberal views. Since then, the proportion of faculty identifying as liberal has actually decreased by two percentage points. The public seems to hold the notion that there is an increasing trend related to the proportion of faculty who identify as liberal. However, our data indicate that this is not the case—for decades faculty have leaned toward the liberal side of political orientation. Figure 15 includes more information about the proportion of faculty identifying as liberal over time.

Lecturers and instructors overrepresented in teaching remedial/developmental courses

Colleges and universities around the country are enrolling students who are not prepared for college-level coursework. Overall, 70.6% of faculty agree somewhat or strongly that their institution takes responsibility for educating underprepared students. Asian/Pacific Islander and White faculty (78.6% and 71.0%, respectively) were most likely to agree, while Latino/a or Other race faculty were least likely to agree (64.0% and 63.4%, respectively) that their institution takes responsibility for educating underprepared students.

There is a range of agreement on this item by institution type and control. Faculty at private universities (63.2%) and nonsectarian four-year colleges (70.1%) were least likely to feel that their institution takes responsibility for educating underprepared students. Other religious colleges (75.3%), public four-year colleges (72.9%), and Catholic colleges (72.8%) were most likely to agree with the statement.

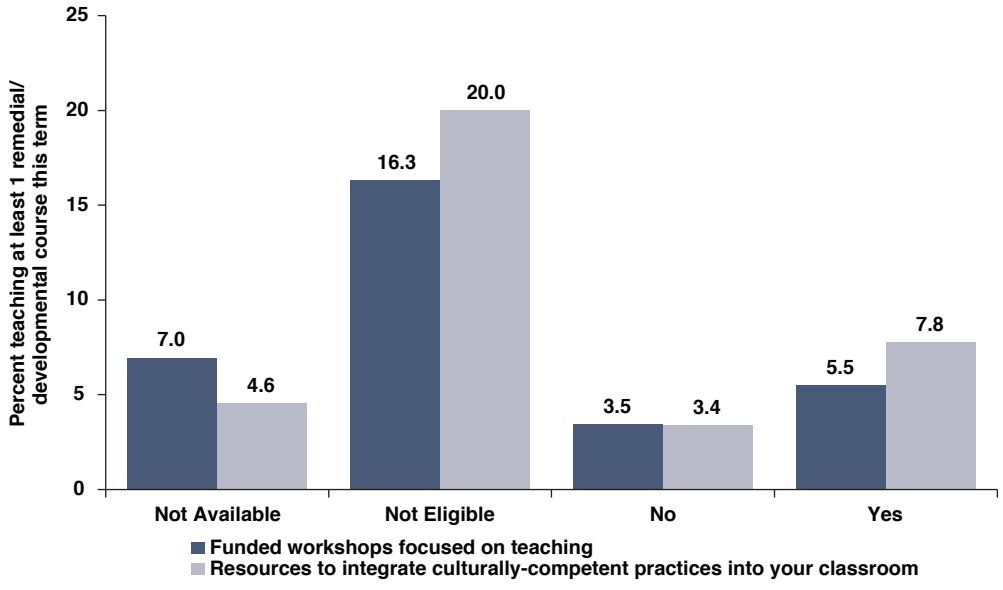
Not surprisingly, faculty who are teaching remedial/developmental courses this term are more likely to agree that their institution takes responsibility for educating underprepared students. While 71.7% of faculty who are not teaching remedial/developmental courses this term agree that their institution takes responsibility for educating underprepared students, 79.2% of those teaching one to two

and 81.0% of those teaching three or more remedial/developmental courses this term feel the same. Further, faculty teaching remedial/developmental courses are also more likely to agree that the students they teach lack the basic skills for college level work. Just over one-third (34.9%) of faculty not currently teaching remedial/developmental courses, about six out of ten (60.5%), and over two-thirds (68.3%) of those teaching three or more developmental/remedial courses this term agree somewhat or agree strongly that most of the students they teach lack the basic skills for college level work.

Roughly five percent of undergraduate teaching faculty are teaching at least one remedial/developmental course this term. Faculty members at Catholic colleges (2.6%) and private universities (3.2%) were least likely to be teaching remedial/developmental courses this term, while those at public four-year colleges (5.3%) and public universities (5.8%) were most likely to be doing so. Respondents in lecturer and instructor titles (9.0% and 10.4%, respectively) are more likely to be currently teaching any remedial/developmental courses than assistant (3.3%), associate (4.4%), and full (5.5%) professors. Remedial/developmental courses were most likely being taught by faculty in mathematics/statistics (12.5%) or other technical fields (18.0%) and least likely being taught by faculty in social sciences (0.8%), history/political science (1.2%), or humanities (1.2%).

Professional development opportunities to improve classroom performance and student learning are often available to faculty. However, one in five faculty members who are not eligible to take advantage of resources to integrate culturally-competent practices into their classroom are teaching at least one remedial class this term (see Figure 16), compared to the 7.8% of faculty who took advantage of these opportunities. Further, 16.3% of those who are not

Figure 16. Teaching Remedial/Developmental Courses, by Professional Development Opportunities



eligible to take advantage of funded workshops focused on teaching are teaching at least one remedial class this term, compared to the 5.5% of faculty who took advantage of these opportunities. Perhaps these opportunities should be made available to those faculty who are teaching remedial/developmental courses.

Just half of undergraduate teaching faculty participated in teaching-related professional development opportunities

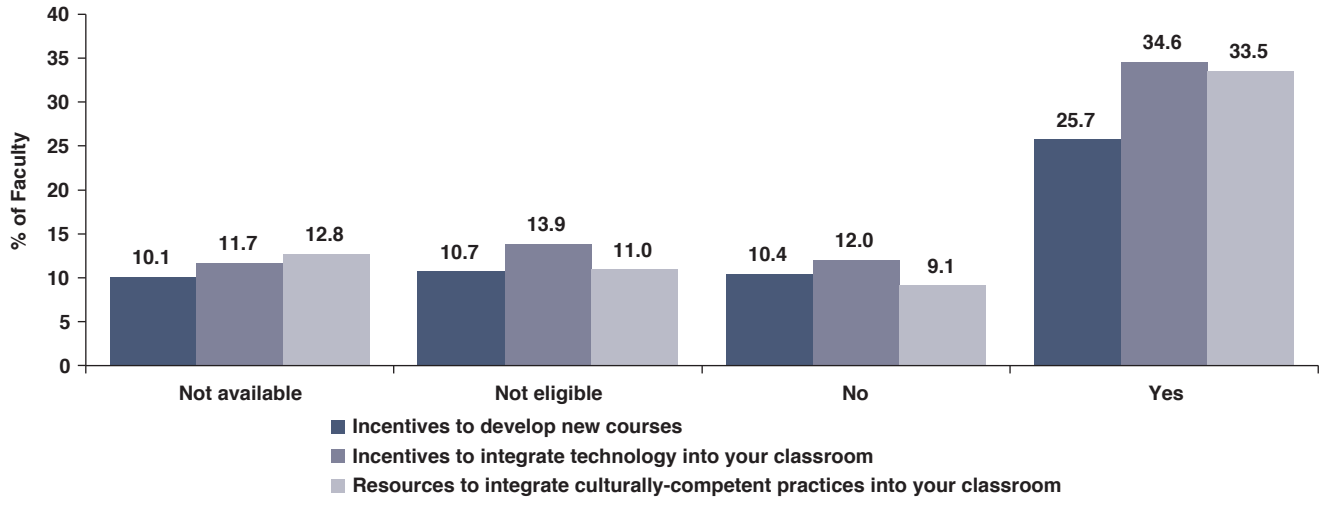
The 21st century has seen an increase in the demands and scrutiny that faculty in the United States face in terms of their teaching practices, ability to finance their research, and overall productivity (Altbach, 2016). As faculty in both private and public four-year institutions encounter more obstacles to obtaining tenure-track positions, more competition to secure grants, and internal/external pressures to innovate their teaching, faculty development has become a vital component necessary for their professional growth. The 2016–2017 HERI Faculty Survey results indicate that a majority of faculty (69.2%) agree that there is adequate support for faculty development. Faculty working at private institutions are slightly more likely to agree with this statement than those at public institutions (71.3% vs. 67.7%, respectively). Surprisingly, 75.7% of instructors agree with this statement at a higher percentage than faculty in other academic ranks (67.9% of full professors, 64.3% of associate professors, 73.8% of assistant professors, and 71.4% of lecturers).

A further examination of faculty who participated in professional development activities over the last year reveals the type of professional development opportunities offered to faculty. In terms of participation in professional development activities that focus on teaching, 50.3% of faculty indicated "yes," 44.0% "no," and 5.7% stated that these types of programs were not available or they were not eligible for them at their institution. In terms of race/ethnicity, Native American (60.6%) were most likely to have participated in teaching-related professional development activities, followed by White (52.0%), Latino/a (51.7%), Black/African American (49.4%), Other (47.0%), and Asian/Pacific Islander (44.9%).

Faculty development has become a vital component necessary for their professional growth.

Figure 17 shows that faculty who participated in teaching-related professional development activities were more likely to report receiving course-related incentives and resources. For example, one-quarter (25.7%) of faculty who participated in teaching-related professional development activities received incentives to develop new courses. By contrast, roughly 10% of all other faculty, regardless of whether these opportunities were available at their institution, did so. Further, more than a third of faculty who participated in teaching-related professional development received incentives to integrate technology into the classroom and resources to integrate culturally-competent practices into their classroom (34.6% and 33.5%, respectively). The proportions for other faculty range from about 9–14%. It is important to note that it is not known whether these incentives were tied to their participation in these teaching-related professional development activities.

Figure 17. Course-related Resources, by Participation in Teaching-related Professional Development Activities



When it comes to professional development that helped faculty with seeking out funding for their research, 18.0% of faculty participated in workshops/activities that focused on research skills development, 12.8% participated in grant-writing activities, and 34.7% engaged in professional development activities that focused on internal grants for research.

Reference

Altbach, P. (2016). Harsh realities: The professoriate in the 21st Century. In M. N. Bastedo, P. G. Altbach, & P. J. Gumport, (Eds.), *American higher education in the 21st century: Social, political, and economic challenges* (4th ed., pp. 84–109). Baltimore, MD: Johns Hopkins University Press.

Full-Time Undergraduate Faculty, Type of Institution and Control

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Total Respondents	20,771	3,886	3,787	3,034	4,176	1,728	4,160
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
What is your present academic rank?							
Professor	31.0	33.2	36.3	26.3	27.0	24.2	29.0
Associate professor	27.4	27.8	25.8	27.1	27.5	32.2	26.8
Assistant professor	29.1	28.0	28.6	29.4	28.1	34.5	33.5
Lecturer	5.5	7.8	3.9	4.8	3.2	4.4	2.7
Instructor	7.0	3.2	5.4	12.5	14.2	4.7	8.0
What is your tenure status at this institution?							
Tenured	53.3	57.6	55.4	53.8	38.2	50.8	43.2
On tenure track, but not tenured	22.7	22.1	25.2	25.7	13.2	22.3	23.9
Not on tenure track, but institution has tenure system	18.9	20.1	17.7	19.4	15.5	18.4	18.4
Institution has no tenure system	5.1	0.3	1.8	1.0	33.1	8.6	14.6
Are you retired from this institution?							
No	99.4	99.2	99.7	99.7	99.1	99.7	99.6
Yes	0.6	0.8	0.3	0.3	0.9	0.3	0.4
What is your principal activity in your current position at this institution?							
Administration	7.8	8.5	8.1	7.0	8.0	5.3	6.5
Teaching	71.7	56.4	69.0	85.6	89.2	91.3	90.8
Research	18.6	33.7	19.3	5.8	1.1	2.6	1.0
Services to clients and patients	0.6	0.3	1.4	0.6	0.5	0.1	0.5
Other	1.3	1.1	2.2	1.0	1.2	0.7	1.2
Noted as being personally "essential" or "very important":							
Research	82.2	89.3	84.8	77.2	76.2	74.2	61.8
Teaching	98.0	97.3	97.9	98.7	98.8	98.7	99.1
Service	67.8	67.2	67.9	66.9	66.7	73.0	71.7
How many courses are you teaching this term (include all institutions at which you teach)?							
Mean	3.57	3.20	3.21	4.00	3.86	4.06	4.62
Median	3	3	3	4	4	4	5
Mode	3	3	3	4	3	4	4
How many courses are you teaching this term?							
General education courses							
Mean	1.52	1.44	1.49	1.57	1.58	1.60	1.66
Median	1	1	1	1	1	1	2
Mode	1	1	1	1	1	1	1
Courses required for an undergraduate major							
Mean	2.16	2.05	2.02	2.26	2.27	2.32	2.50
Median	2	2	2	2	2	2	2
Mode	2	2	2	2	2	2	2
Other undergraduate credit courses							
Mean	1.55	1.54	1.59	1.52	1.63	1.53	1.49
Median	1	1	2	1	2	1	1
Mode	1	1	2	1	2	1	1

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
How many courses are you teaching this term?							
Developmental/remedial courses (not for credit)							
Mean	1.06	1.06	1.04	1.06	1.06	1.03	1.04
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
Graduate courses							
Mean	1.45	1.51	1.44	1.45	1.38	1.40	1.26
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
How many of these courses that you are teaching this term are being taught:							
At this institution							
Mean	2.62	2.47	2.45	2.79	2.68	2.83	3.04
Median	3	2	2	3	3	3	3
Mode	2	2	2	3	3	3	3
At another institution							
Mean	1.19	1.20	1.19	1.17	1.21	1.14	1.15
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0
In the past year, have you:							
Worked with or taught undergraduate students at this institution?	97.1	97.2	96.9	97.0	97.1	96.3	98.2
Worked with or taught graduate students at this institution?	62.4	79.1	62.5	58.7	33.9	40.7	27.9
During the past three years, have you:							
Advised student groups involved in service/volunteer work	55.1	52.4	54.3	58.0	56.6	59.1	60.1
Collaborated with the local community on research/teaching to address their needs	47.0	47.7	40.0	53.7	42.2	45.1	48.2
Conducted research or writing focused on:							
International/global issues	36.8	36.6	43.6	35.2	36.7	35.5	27.8
Racial or ethnic minorities	32.9	36.6	32.2	31.3	29.6	29.0	25.3
Women or gender issues	27.8	27.5	31.7	26.3	29.1	28.2	22.7
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	10.6	9.7	10.9	11.5	13.1	10.3	9.2
Biomedical science fields	20.5	26.0	22.1	13.9	15.3	19.7	12.3
Engaged in academic research that spans multiple disciplines	71.1	76.0	74.3	66.6	66.8	66.8	57.3
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	53.6	55.1	57.2	50.5	52.2	49.1	49.8
Written research grants	53.3	66.0	56.0	44.3	38.4	41.2	27.0
Received funding for your work from:							
Foundations	23.5	27.3	25.6	19.0	20.4	19.1	16.2
State or federal government	28.7	41.7	24.3	23.7	14.0	11.8	9.3
Business or industry	10.5	10.5	14.1	9.7	9.2	7.2	7.7

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Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
During the past three years, have you:							
Taught an honors course	20.7	25.0	18.9	14.9	19.2	23.3	17.7
Taught an interdisciplinary course	41.6	41.2	43.9	35.0	51.9	39.6	44.4
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ)	13.9	11.4	15.8	13.5	21.0	17.5	14.1
Taught a service learning course	17.1	15.2	17.1	19.0	17.9	22.1	18.4
Taught a course exclusively online	23.1	20.6	11.8	38.2	15.9	27.1	28.3
Participated in organized activities around enhancing pedagogy or student learning	67.8	62.9	65.6	71.7	72.4	75.8	78.4
Taught a seminar for first-year students	23.1	19.7	26.0	19.5	34.7	24.2	29.2
Participated in the development of curriculum (enhancing an existing course)	86.9	84.5	86.1	89.3	89.7	89.9	89.9
During the past three years, have you: (% marking "to a very large extent")							
Presented with undergraduate students at conferences	6.3	7.6	6.0	5.5	5.4	5.0	4.3
Published with undergraduates	3.4	3.8	4.8	2.5	2.9	2.2	1.7
Engaged undergraduates on your research project(s)	17.3	21.1	19.8	12.8	13.9	14.7	9.2
Worked with undergraduates on their research project(s)	18.5	19.2	19.4	15.7	23.4	16.1	15.6
How would you rate the overall experience of working with undergraduates on research projects?							
Excellent	23.0	23.2	29.0	19.3	24.4	20.7	17.8
Good	42.8	43.7	44.9	41.0	42.7	39.8	40.1
Fair	13.8	15.5	10.1	14.0	12.6	14.0	14.4
Poor	1.6	1.6	1.1	1.8	1.5	2.0	2.1
I have not worked with undergraduates on research projects	18.8	16.0	14.9	24.0	18.9	23.5	25.6
How many undergraduates do you currently advise?							
Mean	7.38	6.19	7.57	7.74	8.83	9.02	9.54
Median	6	4	7	8	12	12	12
Mode	1	1	1	1	12	12	12
During the past year, how "frequently" did you do the following for your advisees?							
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)	49.9	46.9	43.6	51.9	58.8	61.0	55.1
Helped them to plan their course of study	63.2	48.8	64.6	67.5	80.3	84.4	82.5
Discussed their academic performance	56.6	51.4	53.4	57.5	68.2	71.0	62.4
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	54.2	47.3	59.4	55.2	60.3	66.0	57.4
Discussed career and post-graduation goals	70.3	69.9	69.3	70.8	70.0	73.6	71.5
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on teaching							
Yes	50.3	45.6	50.4	55.7	49.1	55.2	59.7
No	44.0	49.5	46.3	40.6	37.9	37.5	29.2
Not eligible	0.9	1.0	0.4	0.6	2.0	1.6	0.9
Not available	4.8	3.9	2.9	3.1	11.0	5.8	10.1
Paid workshops outside the institution focused on research skills development							
Yes	18.3	21.4	19.1	16.5	14.3	15.5	11.7
No	68.7	69.8	72.4	72.0	60.5	62.4	59.1
Not eligible	2.2	2.7	1.3	2.2	2.5	2.3	1.7
Not available	10.7	6.1	7.2	9.4	22.7	19.7	27.6

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Weighted National Norms—All Respondents

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During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on grant writing							
Yes	13.1	16.9	13.4	10.0	9.8	9.8	6.5
No	75.7	75.6	79.8	81.2	68.6	71.5	63.7
Not eligible	2.5	3.1	1.5	2.4	2.5	2.7	2.1
Not available	8.7	4.5	5.4	6.4	19.1	15.9	27.8
Paid sabbatical leave							
Yes	11.5	12.3	13.7	7.3	14.6	13.2	8.3
No	62.5	62.5	64.3	65.9	56.2	60.0	58.4
Not eligible	20.3	20.5	16.5	20.9	20.4	20.1	25.5
Not available	5.7	4.6	5.6	5.8	8.9	6.7	7.8
Travel funds paid by the institution							
Yes	63.1	58.4	71.6	66.4	60.7	62.4	62.8
No	30.6	35.0	24.5	27.4	31.6	29.9	28.7
Not eligible	2.8	3.2	1.2	2.9	3.1	3.6	2.9
Not available	3.5	3.4	2.6	3.3	4.6	4.2	5.6
Internal grants for research							
Yes	34.5	36.7	41.2	30.7	33.7	30.0	21.9
No	57.4	55.9	54.2	61.7	55.1	59.2	62.5
Not eligible	4.1	4.9	2.3	4.1	4.1	4.2	3.9
Not available	4.0	2.5	2.4	3.5	7.1	6.6	11.7
Training for administrative leadership							
Yes	11.6	11.1	13.8	11.4	10.5	8.7	11.9
No	71.6	75.5	72.8	71.5	64.6	67.6	59.1
Not eligible	5.9	5.6	5.9	6.3	6.5	4.9	6.4
Not available	10.9	7.7	7.6	10.7	18.4	18.8	22.5
Incentives to develop new courses							
Yes	18.1	16.6	16.4	17.9	22.4	21.7	24.0
No	67.5	72.4	71.7	66.1	56.0	59.9	53.8
Not eligible	2.3	2.5	1.5	2.1	3.3	2.7	2.0
Not available	12.1	8.6	10.4	13.9	18.2	15.7	20.2
Incentives to integrate technology into your classroom							
Yes	23.5	21.5	20.0	26.8	26.7	29.5	25.8
No	64.4	68.4	71.3	61.2	55.2	54.2	53.2
Not eligible	1.5	1.7	0.8	1.2	2.4	1.7	1.2
Not available	10.6	8.4	7.9	10.8	15.8	14.6	19.8
Resources to integrate culturally-competent practices into your classroom							
Yes	21.6	18.8	21.7	21.8	23.8	25.5	30.6
No	65.4	70.3	68.0	66.2	54.5	54.9	50.5
Not eligible	1.4	1.7	0.6	1.1	2.1	1.8	1.3
Not available	11.6	9.1	9.7	11.0	19.6	17.8	17.6

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How many of the following have you published?							
Articles in academic or professional journals							
None	16.3	10.8	11.7	19.7	25.6	18.8	34.3
1–2	16.5	12.1	16.3	20.3	20.3	20.5	23.5
3–4	11.6	8.2	12.3	14.6	14.7	15.3	14.4
5–10	17.6	15.8	17.8	20.1	19.1	22.3	15.6
11–20	14.8	17.6	14.3	14.7	11.4	11.8	7.1
21–50	15.3	23.0	16.2	8.4	6.5	8.8	3.8
51+	8.0	12.5	11.4	2.3	2.4	2.5	1.3
Chapters in edited volumes							
None	44.6	35.2	37.9	54.8	55.7	52.9	65.3
1–2	26.5	27.9	27.4	25.5	24.7	27.3	21.1
3–4	13.9	17.8	13.6	10.3	11.2	10.7	8.3
5–10	9.0	10.9	12.1	6.2	5.7	6.7	3.8
11–20	3.6	4.7	5.2	2.3	2.0	1.4	1.1
21–50	2.0	3.0	3.0	0.6	0.6	0.8	0.3
51+	0.4	0.4	0.8	0.3	0.0	0.2	0.1
Books, manuals, or monographs							
None	65.8	62.7	58.9	72.6	67.6	69.8	75.3
1–2	22.0	22.4	26.1	19.5	21.8	21.8	17.5
3–4	7.0	8.1	8.3	5.3	6.2	4.9	4.1
5–10	3.8	5.0	5.2	1.4	3.2	2.6	2.3
11–20	1.1	1.4	1.2	0.8	0.7	0.7	0.6
21–50	0.2	0.3	0.1	0.3	0.4	0.1	0.1
51+	0.1	0.2	0.1	0.3	0.0	0.2	0.0
Other, such as patents or computer software products							
None	76.7	73.3	73.2	80.9	80.1	81.7	84.4
1–2	12.2	14.2	13.6	10.0	9.9	10.1	8.4
3–4	5.2	6.4	5.4	4.2	4.5	3.3	2.5
5–10	3.2	3.6	4.6	2.2	2.8	2.5	1.9
11–20	1.2	1.1	1.5	1.2	1.3	1.0	1.5
21–50	0.9	0.8	1.0	0.9	0.9	0.8	1.0
51+	0.5	0.5	0.6	0.5	0.6	0.5	0.3
In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?							
None	84.8	86.7	86.1	84.5	77.4	85.6	81.1
1–2	4.2	3.8	5.0	3.2	6.0	4.7	4.9
3–4	3.1	2.6	2.5	3.4	4.8	3.3	3.9
5–10	3.2	2.4	2.9	3.7	5.1	2.8	4.0
11–20	2.0	1.8	1.5	1.9	3.0	1.9	2.6
21+	2.8	2.6	1.9	3.2	3.8	1.6	3.6
How many of these have been performed alone/solo?							
None	30.4	37.3	36.6	21.1	24.7	22.9	26.7
1–2	31.2	27.1	35.0	28.4	36.0	38.5	37.7
3–4	15.6	14.0	11.7	23.1	14.3	15.4	13.3
5–10	13.3	11.2	9.2	17.3	15.1	16.2	14.6
11–20	5.8	6.0	4.8	6.8	6.1	2.2	4.9
21+	3.7	4.5	2.6	3.4	4.0	4.8	2.7

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How many of these have been collaborative?							
None	11.1	10.9	8.8	12.2	10.0	14.9	12.9
1–2	28.1	29.6	35.7	19.8	30.6	31.6	23.1
3–4	19.3	18.7	18.9	18.9	20.4	20.7	21.1
5–10	18.0	13.4	18.0	25.4	17.6	15.6	21.0
11–20	11.2	13.1	7.8	10.7	11.1	10.2	11.5
21+	12.2	14.2	10.7	13.1	10.2	7.0	10.4
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	7.4	10.9	8.0	2.9	5.6	4.9	2.5
1–4	18.2	24.1	22.0	11.9	11.6	9.9	7.4
5–8	33.6	35.3	41.2	31.8	28.9	27.6	20.7
9–12	26.0	20.0	19.2	33.7	33.4	38.2	37.5
13–16	8.5	5.4	6.2	10.1	11.3	12.6	20.5
17–20	3.6	2.5	1.8	5.0	4.8	3.8	8.2
21+	2.7	1.8	1.6	4.6	4.3	3.0	3.3
Preparing for teaching (including reading student papers and grading)							
None	5.7	7.7	7.4	2.4	4.6	4.2	2.2
1–4	15.6	19.8	16.3	12.0	10.4	10.6	9.4
5–8	25.2	25.1	29.2	24.5	23.6	23.1	21.3
9–12	22.5	21.1	22.1	25.4	21.4	23.0	23.8
13–16	13.5	12.9	11.7	14.2	15.1	15.7	15.8
17–20	9.0	6.5	8.0	11.9	11.3	12.3	13.3
21+	8.5	6.9	5.5	9.6	13.5	11.1	14.1
Advising and counseling of students							
None	6.4	6.2	5.5	7.4	6.8	6.8	6.2
1–4	56.4	50.8	63.9	59.7	55.8	57.2	60.7
5–8	24.7	28.0	19.8	22.4	26.3	24.5	22.7
9–12	8.1	10.6	6.7	5.9	6.8	6.8	6.1
13–16	2.5	2.8	1.9	2.9	2.2	2.4	1.9
17–20	1.0	0.7	0.9	1.1	1.5	1.6	1.2
21+	0.9	0.8	1.3	0.6	0.7	0.6	1.2
Committee work and meetings							
None	5.4	5.1	5.8	3.8	9.0	5.7	6.1
1–4	50.9	44.6	56.2	52.3	54.4	52.9	62.9
5–8	26.9	31.6	21.9	26.1	23.4	27.0	20.4
9–12	9.5	10.6	8.6	10.2	7.6	8.6	6.4
13–16	3.9	4.8	3.7	3.7	2.9	2.7	2.1
17–20	1.9	2.0	2.0	2.1	1.3	1.8	1.1
21+	1.5	1.4	1.8	1.9	1.4	1.4	1.0
Research and scholarly writing							
None	15.0	10.5	10.4	18.5	21.5	18.7	30.6
1–4	28.9	21.8	25.5	34.4	39.1	39.0	42.8
5–8	19.2	18.6	20.0	21.3	18.8	20.9	14.7
9–12	11.3	11.7	13.7	11.1	9.8	9.7	6.3
13–16	7.8	10.3	9.8	5.8	4.0	4.5	1.9
17–20	6.5	9.1	7.7	4.8	2.3	2.5	1.6
21+	11.3	18.1	12.8	4.1	4.5	4.6	2.2

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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?							
Other creative products/performances							
None	61.7	64.4	63.4	58.8	54.0	63.2	59.9
1–4	22.6	21.2	20.6	24.8	25.0	21.6	25.8
5–8	7.8	6.8	8.5	8.9	9.0	8.3	6.9
9–12	4.0	4.0	3.3	3.7	5.7	3.8	4.0
13–16	1.7	1.6	1.8	1.7	2.5	1.0	1.3
17–20	1.0	0.9	1.4	0.8	1.7	1.0	1.0
21+	1.2	1.1	1.0	1.3	2.2	1.0	1.1
Community or public service							
None	39.7	45.6	36.0	35.4	41.9	32.2	29.7
1–4	47.5	43.3	46.9	52.1	47.2	54.1	55.4
5–8	9.4	8.2	12.3	9.1	7.9	10.1	11.0
9–12	2.0	1.7	3.0	1.9	1.7	2.1	2.6
13–16	0.6	0.6	0.7	0.5	0.4	1.0	0.9
17–20	0.4	0.2	0.5	0.7	0.5	0.3	0.2
21+	0.4	0.4	0.6	0.4	0.5	0.3	0.2
Outside consulting/freelance work							
None	73.5	74.3	72.8	73.0	71.7	74.5	73.4
1–4	19.8	20.1	20.0	20.1	19.5	17.5	19.2
5–8	4.6	4.3	4.9	4.5	4.8	5.3	5.0
9–12	1.3	0.9	1.3	1.7	2.3	1.2	1.3
13–16	0.3	0.2	0.3	0.3	0.5	1.0	0.5
17–20	0.2	0.1	0.4	0.2	0.2	0.4	0.3
21+	0.3	0.1	0.4	0.1	0.9	0.1	0.2
Household/childcare duties							
None	12.2	13.8	11.3	11.3	12.3	11.3	8.5
1–4	17.6	17.7	17.8	17.2	18.3	15.5	17.4
5–8	22.3	22.2	22.5	21.7	21.9	21.1	24.6
9–12	14.4	12.7	15.6	15.5	14.4	15.1	17.1
13–16	9.3	10.8	8.3	8.7	7.8	9.1	7.6
17–20	7.8	7.7	7.2	9.2	8.1	6.5	6.5
21+	16.4	15.1	17.2	16.4	17.2	21.4	18.3
Serving as a caregiver for another adult							
None	87.1	89.7	86.5	85.3	84.1	82.8	85.1
1–4	7.5	6.0	8.0	8.5	8.6	10.1	8.5
5–8	2.4	1.6	2.7	3.3	3.7	2.5	2.7
9–12	1.2	1.1	1.1	1.2	1.8	2.1	1.2
13–16	0.5	0.5	0.5	0.6	0.6	0.6	0.7
17–20	0.4	0.3	0.5	0.5	0.5	0.3	0.5
21+	0.8	0.8	0.6	0.5	0.7	1.8	1.3

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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?							
Other employment, outside of academia							
None	91.1	93.7	92.5	89.4	87.4	86.8	86.0
1–4	4.5	3.6	3.5	5.1	6.3	5.6	7.1
5–8	2.1	1.3	2.0	2.8	2.5	3.8	3.5
9–12	1.0	0.5	0.8	1.0	2.3	1.5	1.7
13–16	0.5	0.3	0.5	0.8	0.4	1.0	0.4
17–20	0.3	0.2	0.2	0.5	0.5	0.7	0.4
21+	0.5	0.5	0.4	0.4	0.6	0.6	0.9
Personal time (e.g., exercise, hobbies, relaxing)							
None	3.1	2.6	3.1	3.8	3.4	3.7	2.7
1–4	27.4	26.5	26.7	28.4	27.9	30.9	28.9
5–8	34.5	36.1	35.4	32.0	33.9	33.8	32.1
9–12	18.3	16.3	19.7	19.5	19.9	17.5	20.8
13–16	8.3	8.6	7.9	8.2	7.4	8.1	8.4
17–20	4.7	6.2	3.6	4.0	3.6	2.8	3.8
21+	3.7	3.7	3.6	4.1	3.9	3.3	3.2
In your interactions with undergraduates, how often in the past year did you encourage them to: (% marking "frequently")							
Ask questions in class	93.7	91.7	94.8	95.4	94.8	96.4	94.5
Support their opinions with a logical argument	78.8	75.5	80.1	82.3	83.3	82.8	77.0
Seek solutions to problems and explain them to others	73.4	70.2	72.7	77.7	78.4	77.6	72.5
Analyze multiple sources of information before coming to a conclusion	67.6	65.4	69.0	70.2	71.8	69.7	63.7
Evaluate the quality or reliability of information they receive	69.1	66.6	70.1	72.0	72.4	73.4	66.0
Take risks for potential gains	36.6	32.3	38.4	37.5	47.7	40.1	37.4
Seek alternative solutions to a problem	64.9	62.1	65.7	68.4	69.8	66.7	62.9
Look up scientific research articles and resources	55.7	60.3	52.4	52.8	54.1	53.9	48.8
Explore topics on their own, even though it was not required for a class	52.2	52.0	53.2	52.8	54.8	50.6	47.8
Accept mistakes as part of the learning process	70.5	65.8	70.6	75.8	76.1	74.3	73.2
Recognize biases that affect their thinking	55.9	54.3	55.5	57.9	58.1	57.5	56.5
How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:							
Write in the specific style or format of your discipline	63.2	60.6	62.6	65.0	65.8	70.1	66.6
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	46.7	44.2	47.3	48.7	49.1	50.0	49.0
Discuss the ethical or moral implications of a course of action	41.9	35.9	44.0	45.4	45.1	51.7	50.9
Apply mathematical concepts and computational thinking	36.9	39.4	36.5	35.8	33.5	39.0	30.3

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All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Methods you use in "all" or "most" of your courses:							
Class discussions	86.6	86.7	86.7	86.0	87.0	86.1	87.1
Cooperative learning (small groups)	68.8	65.1	68.4	71.9	72.1	69.9	75.9
Experiential learning/field studies	34.3	32.6	33.3	37.1	36.5	31.8	36.9
Performances/demonstrations	35.7	31.7	36.5	38.2	41.5	34.2	42.7
Group projects	46.7	45.4	46.3	48.1	49.3	47.3	47.6
Extensive lecturing	50.3	53.9	50.0	48.9	43.4	50.6	43.5
Multiple drafts of written work	32.8	31.3	34.2	32.3	37.5	33.7	32.1
Reflective writing/journaling	25.9	23.3	26.3	26.6	28.9	28.2	31.9
Community service as part of coursework	7.0	5.6	7.3	8.7	6.7	7.0	9.2
Electronic quizzes with immediate feedback in class	17.4	16.7	15.4	21.7	13.9	18.2	18.2
Using real-life problems	68.6	68.0	66.7	72.7	66.3	72.3	66.5
Using student inquiry to drive learning	57.8	55.5	57.7	61.0	62.0	59.2	55.7
Readings on racial and ethnic issues	31.0	30.7	30.5	31.8	32.1	32.6	29.1
Readings on women or gender issues	27.6	27.6	28.3	26.9	29.9	28.5	25.3
Supplemental instruction outside of class and office hours	38.2	37.5	36.9	40.3	42.5	37.5	35.2
Student presentations	54.1	53.4	54.7	51.1	59.7	54.9	57.2
Student evaluations of each others' work	28.9	26.7	28.3	30.7	34.9	27.4	31.4
Grading on a curve	18.9	22.5	19.7	15.3	16.9	15.4	12.4
Rubric-based assessment	61.0	57.4	59.4	64.7	61.8	69.0	68.4
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)	20.9	18.5	21.3	23.6	22.4	22.4	22.9
How "frequently" do you incorporate the following forms of technology into your courses?							
Videos or podcasts	41.2	40.5	40.6	42.9	42.7	39.1	41.2
Simulations/animations	19.3	18.9	18.6	20.6	20.3	19.3	18.4
Online homework or virtual labs	27.3	28.0	19.3	34.4	22.3	26.7	29.2
Online discussion boards	18.6	19.3	14.2	22.2	16.3	18.3	18.3
Audience response systems to gauge students' understanding	9.8	14.0	7.8	6.4	5.8	7.6	6.5
To what extent do you agree that it is your role to: (% marking "agree" or "strongly agree")							
Encourage students to become agents of social change	80.6	78.7	78.3	82.4	82.7	87.4	84.8
Prepare students for employment after college	96.5	96.5	95.4	97.3	96.2	97.1	97.4
Prepare students for graduate or advanced education	96.7	96.9	97.3	96.3	95.8	95.9	96.8
Develop students' moral character	85.6	81.0	89.4	86.0	88.2	92.7	92.2
Provide for students' emotional development	76.1	71.7	79.3	75.7	79.9	83.5	84.2
Help students develop personal values	84.7	81.1	87.3	83.4	88.9	91.7	90.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	84.3	83.3	81.5	85.7	86.0	86.7	88.1
Promote students' ability to write effectively	96.5	96.4	95.9	96.7	97.0	97.4	96.8
Teach students tolerance and respect for different beliefs	91.1	89.6	90.7	92.0	92.8	93.4	93.6

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Do you "agree" or "strongly agree":							
The chief benefit of a college education is that it increases one's earning power	58.8	60.7	50.5	63.6	57.4	59.6	55.7
A racially/ethnically diverse student body enhances the educational experience of all students	96.2	96.9	94.6	96.3	96.3	96.7	96.2
Colleges have a responsibility to work with their surrounding communities to address local issues	93.4	94.4	90.9	94.1	91.7	94.0	93.6
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.0	56.2	56.6	60.7	60.2	57.3	61.3
I try to dispel perceptions of competition	59.7	59.3	60.9	57.1	62.7	62.9	59.7
I achieve a healthy balance between my personal life and my professional life	66.0	67.7	67.8	65.3	61.9	63.6	61.9
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar	51.0	51.5	49.8	51.9	50.1	51.7	50.2
Do you "agree" or "strongly agree":							
This institution has effective hiring practices and policies that increase faculty diversity	70.2	70.0	68.9	74.8	72.2	64.5	62.9
Student Affairs staff have the support and respect of faculty	77.5	74.0	79.4	81.8	80.3	77.3	77.5
There is a lot of campus racial conflict here	26.9	30.5	26.7	20.3	28.3	25.3	25.3
My research is valued by faculty in my department	79.6	78.9	80.8	79.5	80.2	80.9	79.6
My teaching is valued by faculty in my department	89.5	86.9	90.5	91.2	92.8	90.9	92.4
My service is valued by faculty in my department	85.8	83.5	85.7	87.0	89.6	86.8	89.1
Faculty are sufficiently involved in campus decision making	54.5	53.2	52.8	55.9	59.0	49.5	58.6
The faculty are typically at odds with campus administration	53.3	54.3	49.9	51.0	54.7	64.3	53.3
Faculty here respect each other	87.0	83.8	91.3	87.9	88.7	88.4	89.2
Administrators consider faculty concerns when making policy	59.5	56.2	61.7	61.5	65.1	54.0	63.3
This institution takes responsibility for educating underprepared students	70.6	71.4	63.2	72.9	70.1	72.8	75.3
The criteria for advancement and promotion decisions are clear	73.7	72.5	76.5	76.8	68.4	75.7	70.8
Most of the students I teach lack the basic skills for college level work	34.9	39.5	14.3	44.0	30.5	36.9	38.0
There is adequate support for faculty development	69.1	66.8	78.2	69.4	70.0	62.5	63.6
Faculty are not prepared to deal with conflict over diversity issues in the classroom	51.7	53.1	51.0	49.2	51.7	50.8	52.2
This institution takes mentoring into consideration in the promotion process	48.1	44.9	56.8	45.7	54.4	45.3	46.2
Faculty of color are treated fairly here	79.3	73.7	84.3	84.1	82.3	81.4	81.1
Women faculty are treated fairly here	77.4	69.9	82.0	83.6	83.4	80.6	81.0
LGBTQ faculty are treated fairly here	78.8	77.3	74.8	87.2	85.7	78.9	65.2

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Issues you believe to be of "highest" or "high" priority at your institution:							
Increase or maintain institutional affordability	66.9	65.5	55.9	80.0	63.6	64.0	69.9
Develop a sense of community among students and faculty	64.7	58.6	70.3	63.0	70.8	73.4	75.2
Facilitate student involvement in community service	48.6	39.7	58.2	48.2	49.2	71.0	59.6
Help students learn how to bring about change in society	45.8	37.4	56.2	44.5	48.0	64.8	55.4
Increase or maintain institutional prestige	71.9	75.9	81.3	62.4	70.6	66.3	59.7
Hire faculty "stars"	34.4	43.4	41.5	26.1	21.5	19.7	18.3
Recruit more traditionally underrepresented students	56.2	62.1	45.5	56.1	56.0	52.1	52.6
Increase the selectivity of the student body through more competitive admissions criteria	35.4	38.0	46.3	24.6	36.4	34.9	26.0
Promote gender diversity in the faculty and administration	50.5	54.0	49.5	49.6	50.5	43.5	41.5
Promote racial and ethnic diversity in the faculty and administration	55.8	61.2	49.3	53.8	56.6	49.4	49.6
Provide resources for faculty to engage in community-based teaching or research	35.4	33.9	35.2	41.2	36.2	36.2	28.2
Create and sustain partnerships with surrounding communities	45.5	44.3	38.7	54.4	43.3	46.7	45.4
Pursue extramural funding	59.9	72.9	57.5	54.8	42.1	43.9	41.3
Strengthen links with the for-profit, corporate sector	41.8	42.5	42.8	47.6	34.4	34.1	35.6
Develop leadership ability among students	61.3	55.1	74.2	58.6	63.0	64.6	67.5
Develop an appreciation for multiculturalism	62.8	62.7	59.4	64.2	66.3	63.2	62.6
Prepare students for the workplace	78.9	75.1	82.4	82.0	77.2	82.3	82.8
Indicate the extent to which you: (% marking "to a very large extent")							
Feel that the training you received in graduate school prepared you well for your role as a faculty member	29.3	30.2	30.1	28.5	29.0	30.0	25.7
Experience close alignment between your work and your personal values	38.5	33.9	47.3	35.3	41.7	42.4	43.9
Mentor faculty	13.3	12.6	14.9	12.5	16.1	15.1	12.0
Mentor undergraduate students	36.5	31.0	39.9	36.0	46.2	42.5	43.6
Mentor graduate students	24.5	36.5	24.6	16.2	11.6	12.2	6.3
Been mentored by at least one professional in academia	24.1	25.3	24.6	22.5	24.6	25.4	19.7
Participated in training in preparation to be a mentor (e.g., workshops, programs)	6.9	7.4	6.9	6.6	6.3	9.5	4.9
Accessed the National Research Mentoring Network (NRMN) resource	1.4	1.9	0.9	1.2	1.1	1.9	0.4
How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?							
Excellent	31.3	31.1	36.2	30.0	32.5	28.4	25.4
Good	52.9	55.8	49.3	51.6	49.1	52.3	53.5
Fair	12.4	10.5	11.8	13.7	15.0	14.2	16.7
Poor	3.4	2.6	2.7	4.7	3.4	5.0	4.4
How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?							
Excellent	46.2	44.1	49.9	43.9	52.6	47.7	45.6
Good	46.7	48.0	44.7	48.9	41.5	45.1	46.4
Fair	6.2	7.0	4.8	6.0	5.0	6.1	6.4
Poor	0.9	0.9	0.5	1.2	0.9	1.1	1.6
How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?							
Excellent	47.3	49.1	52.6	41.6	45.7	42.7	33.5
Good	43.2	41.9	40.9	47.6	42.0	44.0	49.3
Fair	8.4	8.2	5.7	8.8	10.7	11.4	13.8
Poor	1.2	0.8	0.8	2.0	1.5	1.9	3.4

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Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	55.5	56.0	68.9	47.2	56.2	50.2	46.6
Health benefits	71.1	73.5	80.7	66.0	66.5	65.0	59.7
Retirement benefits	71.7	75.9	78.9	66.2	67.5	61.5	59.6
Opportunity for scholarly pursuits	61.8	64.5	75.4	54.8	56.0	49.0	50.2
Teaching load	64.5	65.7	74.2	60.4	60.8	60.2	54.5
Quality of students	65.5	59.8	85.8	59.5	71.6	61.9	60.9
Autonomy and independence	86.3	86.4	88.6	83.9	87.9	84.8	86.5
Departmental leadership	73.7	72.8	74.4	72.2	77.1	72.1	78.1
Departmental support for work/life balance	68.6	65.1	70.9	69.3	71.7	74.7	72.4
Institutional support for work/life balance	55.7	53.6	61.4	56.7	55.1	59.1	50.7
Prospects for career advancement	58.5	57.9	69.7	52.1	58.9	56.0	54.6
Relative equity of salary and job benefits	48.4	47.4	59.7	41.3	51.5	45.1	45.0
Flexibility in relation to family matters or emergencies	85.5	83.2	87.9	85.4	87.8	86.1	88.8
Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)	74.5	72.7	78.9	72.7	75.5	76.7	76.1
Overall job	80.3	79.2	85.1	79.1	81.6	78.7	77.6
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	19.6	17.6	20.1	19.9	21.3	23.5	24.2
Somewhat	55.8	56.0	54.8	57.8	55.0	54.4	53.8
Not at all	24.5	26.4	25.1	22.3	23.7	22.1	22.0
Child care							
Extensive	20.8	20.3	21.6	20.1	22.7	21.6	20.8
Somewhat	41.5	45.3	37.2	41.2	36.6	41.7	40.4
Not at all	37.7	34.4	41.2	38.7	40.6	36.7	38.8
My physical health							
Extensive	10.7	11.0	10.1	9.7	10.6	10.9	12.5
Somewhat	47.8	48.5	47.0	49.1	46.6	45.7	45.8
Not at all	41.5	40.5	42.9	41.2	42.8	43.4	41.7
Review/promotion process							
Extensive	18.7	20.7	20.3	16.4	16.5	16.2	14.8
Somewhat	40.7	40.7	37.3	44.2	38.0	43.5	40.7
Not at all	40.6	38.6	42.4	39.4	45.5	40.3	44.5
Discrimination (e.g., prejudice, racism, sexism)							
Extensive	6.5	7.9	5.0	5.1	5.9	7.0	6.4
Somewhat	23.2	25.1	22.1	22.9	21.9	20.7	19.8
Not at all	70.3	67.1	72.8	72.0	72.2	72.3	73.8
Committee work							
Extensive	16.3	19.8	12.3	14.3	13.7	18.2	13.9
Somewhat	51.1	48.8	52.0	55.4	49.6	49.8	52.3
Not at all	32.6	31.4	35.7	30.3	36.7	32.0	33.8
Faculty meetings							
Extensive	11.8	12.9	9.6	11.8	10.5	14.4	11.4
Somewhat	44.5	43.4	46.1	45.8	42.1	48.1	44.2
Not at all	43.7	43.7	44.3	42.4	47.4	37.5	44.4

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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:							
Students							
Extensive	9.9	9.7	9.0	8.9	11.1	12.2	12.1
Somewhat	60.9	62.7	59.0	61.1	56.9	57.4	62.3
Not at all	29.2	27.6	32.0	30.0	32.0	30.4	25.6
Research or publishing demands							
Extensive	24.3	29.8	26.9	20.2	15.5	17.8	13.8
Somewhat	50.9	52.6	52.2	50.2	47.2	52.2	44.2
Not at all	24.8	17.6	20.8	29.6	37.3	30.0	42.0
Institutional procedures and "red tape"							
Extensive	24.0	26.6	19.0	27.1	17.8	24.2	21.5
Somewhat	50.0	52.7	49.8	46.3	48.9	47.5	48.1
Not at all	26.0	20.6	31.2	26.5	33.3	28.4	30.3
Teaching load							
Extensive	17.7	16.3	12.7	19.4	21.0	19.6	26.1
Somewhat	49.5	52.4	49.5	47.6	44.2	49.2	46.6
Not at all	32.8	31.4	37.8	33.0	34.8	31.1	27.3
Lack of personal time							
Extensive	26.1	26.2	24.0	24.6	28.9	26.4	30.2
Somewhat	47.4	47.6	47.1	47.9	46.9	47.4	46.9
Not at all	26.4	26.2	28.9	27.4	24.2	26.2	22.9
Job security							
Extensive	10.4	9.9	9.0	10.3	11.8	11.7	13.1
Somewhat	26.6	27.9	21.6	26.9	26.1	28.3	30.3
Not at all	63.0	62.2	69.4	62.7	62.1	60.1	56.6
Self-imposed high expectations							
Extensive	37.0	39.2	37.2	34.8	32.6	34.0	37.2
Somewhat	51.1	50.3	50.8	52.5	52.2	51.2	51.3
Not at all	11.9	10.5	12.0	12.6	15.1	14.8	11.5
Increased work responsibilities							
Extensive	25.6	25.4	22.6	26.3	25.4	26.9	31.2
Somewhat	51.2	53.5	49.1	50.9	49.6	49.8	48.0
Not at all	23.1	21.1	28.3	22.8	25.0	23.3	20.8
Institutional budget cuts							
Extensive	24.6	24.5	12.4	34.9	18.9	24.9	30.1
Somewhat	45.5	55.5	31.6	40.8	39.4	44.6	42.3
Not at all	30.0	20.0	56.0	24.3	41.8	30.5	27.6
Have you been sexually harassed at this institution?							
Yes	5.5	6.0	4.4	6.2	5.0	5.3	4.3
No	94.5	94.0	95.6	93.8	95.0	94.7	95.7
In the past year, have you:							
Considered leaving academe for another job	31.4	28.7	27.4	34.9	33.9	35.0	40.5
Considered leaving this institution for another	44.6	47.9	35.8	45.1	42.8	43.3	48.0
Engaged in public service/professional consulting without pay	50.4	50.1	48.9	53.7	48.4	49.5	50.6
Received at least one firm job offer elsewhere	17.2	18.4	13.9	16.2	19.5	17.7	17.9
Sought an early promotion	6.2	8.6	3.3	5.1	6.0	5.4	3.1

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General activities:							
Are you a member of a faculty union?	21.6	27.6	5.8	38.6	5.8	18.8	2.9
Do you plan to retire within the next three years?	10.7	9.7	10.7	13.1	10.9	11.5	9.7
Have you ever interrupted your professional career for more than one year for family reasons?	7.1	6.2	6.1	7.8	7.5	9.2	11.1
Have you ever been formally recognized for outstanding teaching at this institution?	29.9	33.8	30.3	27.4	23.8	25.4	25.1
Citizenship status:							
U.S. citizen	91.1	88.0	93.1	92.4	92.9	93.8	95.8
Permanent resident (green card)	6.7	9.4	5.3	5.5	5.1	3.9	2.9
Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O1)	2.0	2.5	1.4	2.1	1.8	2.2	1.1
None of the above	0.1	0.1	0.1	0.1	0.2	0.1	0.2
How would you characterize your political views?							
Far left	11.5	12.8	9.8	11.3	13.8	10.3	8.1
Liberal	48.3	52.9	45.4	46.3	50.5	47.2	34.5
Middle of the road	28.1	26.5	28.8	30.7	24.5	29.0	31.5
Conservative	11.7	7.7	15.2	11.5	10.7	13.1	24.7
Far right	0.4	0.1	0.8	0.3	0.5	0.4	1.2
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	43.4	39.0	57.1	39.1	46.3	42.9	44.1
Probably yes	37.8	42.2	29.6	39.5	34.1	34.1	34.6
Not sure	11.4	11.0	8.3	12.7	12.5	14.3	13.3
Probably no	5.0	5.0	3.5	6.0	4.7	6.4	5.2
Definitely no	2.5	2.8	1.6	2.7	2.4	2.3	2.8
Still want to be a college professor?							
Definitely yes	68.2	69.8	70.4	64.8	66.1	66.2	67.5
Probably yes	23.3	22.1	22.6	24.8	24.7	25.0	24.5
Not sure	6.7	6.3	5.8	8.1	6.6	7.4	6.4
Probably no	1.5	1.4	0.9	1.8	2.4	1.1	1.3
Definitely no	0.4	0.4	0.3	0.5	0.2	0.3	0.3
Highest Degree Earned							
Bachelor's (B.A., B.S., etc.)	0.6	0.4	0.2	1.0	1.7	0.1	0.5
Master's (M.A., M.S.)	8.9	6.2	5.2	11.5	14.0	10.6	17.1
Terminal Master's (M.F.A., M.B.A.)	4.8	3.9	4.1	5.2	8.9	4.3	5.7
J.D.	0.6	0.6	0.6	0.5	0.7	0.7	0.3
M.D., D.D.S., D.V.M., etc. (medical)	0.5	0.4	1.3	0.5	0.2	0.3	0.1
Ph.D.	78.5	84.0	84.1	73.5	67.8	77.1	64.1
Professional Doctorate (Ed.D., Psy.D., etc.)	5.0	3.8	3.8	6.3	5.1	6.0	10.0
Other degree	1.1	0.7	0.6	1.4	1.7	0.8	2.1

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Degree Currently Working On							
Bachelor's (B.A., B.S., etc.)	0.1	0.1	0.0	0.2	0.2	0.3	0.0
Master's (M.A., M.S.)	0.6	0.5	0.3	0.9	0.9	0.7	1.0
Terminal Master's (M.F.A., M.B.A.)	0.2	0.1	0.3	0.2	0.3	0.2	0.4
J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.0	0.0	0.1	0.1	0.0	0.0	0.0
Ph.D.	2.9	2.7	1.6	2.8	4.4	2.4	5.0
Professional Doctorate (Ed.D., Psy.D., etc.)	1.1	0.9	0.8	1.1	1.0	1.8	2.4
Other degree	0.4	0.3	0.3	0.6	0.8	0.2	0.9
None	94.7	95.5	96.7	94.2	92.4	94.3	90.2
Are you currently serving in an administrative position as:							
Department chair	7.1	4.4	6.2	6.1	15.2	11.6	14.6
Dean (associate or assistant)	2.5	3.5	2.0	0.8	2.8	1.3	2.9
President	0.1	0.0	0.2	0.1	0.0	0.2	0.2
Vice-president	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Provost	0.1	0.0	0.2	0.0	0.3	0.1	0.2
Other	11.4	11.6	11.6	10.4	10.8	12.4	12.3
Not applicable	50.2	51.6	48.2	51.1	45.5	52.1	48.5
Race/Ethnicity—mark all that apply (total may add to more than 100%)							
White/Caucasian	84.6	82.2	86.2	85.2	84.0	88.4	90.0
African American/Black	4.1	4.2	4.8	3.5	4.8	3.3	2.4
American Indian/Alaska Native	1.3	1.6	1.2	1.4	0.5	0.6	1.3
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	4.3	5.6	3.3	4.6	2.9	2.4	2.4
Filipino	0.4	0.5	0.4	0.5	0.3	0.1	0.3
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	0.2	0.2	0.2	0.3	0.3	0.1	0.1
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	2.0	1.9	3.1	1.8	2.0	1.5	1.0
Other Asian	0.7	0.8	0.3	1.2	0.8	0.4	0.1
Native Hawaiian/Pacific Islander	0.3	0.6	0.1	0.1	0.0	0.0	0.1
Mexican American/Chicano	1.4	2.3	0.5	0.8	0.8	0.9	1.4
Puerto Rican	0.4	0.5	0.3	0.3	0.6	0.2	0.4
Other Latino	2.2	2.1	2.4	2.7	2.5	1.8	1.5
Other	3.6	3.5	2.5	3.8	6.2	3.0	2.5
Race/Ethnicity Group (with multiple race category)							
American Indian	0.2	0.4	0.1	0.1	0.1	0.0	0.1
Asian	6.7	7.8	6.0	7.4	5.0	4.2	3.7
Black	3.5	3.8	4.0	3.2	3.8	2.9	2.0
Hispanic	2.6	3.2	2.0	2.0	2.5	1.8	2.5
White	80.2	77.4	82.3	80.4	79.7	86.2	87.1
Other	2.1	2.2	1.4	1.9	4.0	2.5	1.4
Two or more races/ethnicities	4.7	5.2	4.3	5.1	5.0	2.5	3.2
Is English your primary language?							
Yes	88.0	85.0	89.8	87.8	90.4	92.5	94.6
No	12.0	15.0	10.2	12.2	9.6	7.5	5.4

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
What is your sexual orientation?							
Heterosexual/straight	92.5	93.2	93.4	90.9	88.6	92.1	95.4
Gay	2.5	2.7	2.0	2.3	3.5	2.9	1.3
Lesbian	1.3	1.2	1.1	1.9	1.4	0.9	0.5
Bisexual	1.5	1.3	1.0	2.4	1.6	1.1	1.1
Queer	0.7	0.3	0.8	0.7	1.8	0.9	0.7
Other	1.7	1.3	1.8	1.9	3.1	2.1	1.2
Do you identify as transgender?							
Yes, female to male	0.1	0.0	0.4	0.1	0.1	0.1	0.0
Yes, male to female	0.1	0.0	0.0	0.2	0.1	0.0	0.0
No	99.8	100.0	99.6	99.7	99.8	99.9	100.0
Are you currently:							
Single	11.8	13.0	10.0	10.8	12.2	14.3	10.2
In a civil union	0.1	0.2	0.0	0.1	0.1	0.3	0.1
In a domestic partnership	2.3	3.1	0.9	2.3	3.3	1.4	1.0
Married	77.3	75.4	81.4	77.1	74.6	75.8	82.8
Unmarried, living with partner	2.5	2.8	2.0	2.7	2.8	2.5	1.3
Separated	1.0	1.2	0.9	0.7	1.1	0.6	0.7
Divorced	4.1	3.6	3.9	5.0	5.0	4.4	3.4
Widowed	0.8	0.6	0.8	1.3	1.0	0.8	0.6
How many children do you have under 18 years old?							
0	53.8	56.7	48.8	52.4	56.4	51.7	50.3
1	18.8	18.2	18.5	21.7	18.2	17.3	16.8
2	19.4	19.0	19.3	19.8	19.0	21.3	20.9
3	5.1	4.4	6.8	4.3	4.8	6.4	7.1
4+	2.9	1.8	6.6	1.8	1.6	3.3	4.9
How many children do you have over 18 years old?							
0	59.9	69.6	49.3	55.4	55.7	55.3	50.8
1	12.8	11.8	12.7	14.6	14.5	12.7	11.9
2	16.2	11.9	18.2	19.0	18.4	19.5	22.0
3	6.6	4.7	9.1	7.0	6.8	7.1	10.0
4+	4.5	1.9	10.8	4.0	4.6	5.4	5.3
How satisfied are you with the availability of child care at this institution?							
Very satisfied	5.3	4.7	3.6	9.1	4.7	4.7	3.1
Satisfied	11.1	11.0	8.0	17.2	9.5	10.8	4.8
Marginally satisfied	7.8	8.2	7.0	8.8	6.9	9.0	5.4
Not satisfied	33.0	38.7	39.0	18.6	32.2	30.6	30.5
Not applicable	42.8	37.3	42.3	46.3	46.7	44.9	56.1

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Aggregated—Salary based on 9/10 months (full-time employees only)							
Less than $10,000	0.2	0.3	0.1	0.1	0.1	0.0	0.1
$10,000–$19,999	0.1	0.1	0.0	0.0	0.0	0.1	0.2
$20,000–$29,999	0.2	0.2	0.0	0.3	0.2	0.1	0.4
$30,000–$39,999	1.7	1.5	0.1	3.6	0.8	0.2	2.2
$40,000–$49,999	5.7	4.5	1.4	9.9	6.0	1.7	10.8
$50,000–$59,999	11.8	8.6	4.6	16.4	12.2	14.1	29.0
$60,000–$69,999	14.5	12.7	8.1	16.4	16.8	23.0	24.1
$70,000–$79,999	13.9	10.9	14.5	16.8	18.7	15.6	16.1
$80,000–$89,999	15.5	19.5	13.8	10.6	16.4	15.7	8.5
$90,000–$99,999	9.8	10.1	12.4	8.7	10.8	12.9	3.9
$100,000–$124,999	14.9	17.4	20.3	12.3	11.9	10.7	3.3
$125,000–$149,999	6.4	7.7	11.5	4.3	3.9	2.9	0.7
$150,000–$199,999	4.0	4.6	11.1	0.5	2.2	2.4	0.4
$200,000–$249,999	1.0	1.5	1.8	0.0	0.2	0.5	0.0
$250,000–$499,999	0.2	0.4	0.2	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Aggregated—Salary based on 11/12 months (full-time employees only)							
Less than $10,000	0.1	0.0	0.0	0.0	0.0	0.7	0.2
$10,000–$19,999	0.4	0.0	0.4	0.5	0.3	0.0	1.4
$20,000–$29,999	0.4	0.3	0.0	1.0	0.5	0.0	1.2
$30,000–$39,999	2.1	2.2	0.3	5.8	1.5	0.7	3.4
$40,000–$49,999	7.1	5.0	2.3	17.5	8.3	4.5	12.0
$50,000–$59,999	10.4	8.0	5.2	11.4	12.1	17.9	23.8
$60,000–$69,999	12.4	6.6	13.9	10.3	14.1	24.5	21.5
$70,000–$79,999	11.0	7.2	12.0	12.7	13.6	16.6	11.9
$80,000–$89,999	9.7	7.4	10.8	10.6	11.3	8.2	11.8
$90,000–$99,999	9.9	12.5	10.3	5.0	10.4	9.2	6.2
$100,000–$124,999	17.4	18.7	22.9	14.4	17.6	13.5	4.7
$125,000–$149,999	8.3	12.0	10.2	4.7	6.5	3.0	1.2
$150,000–$199,999	6.3	9.7	7.4	6.0	3.0	1.1	0.4
$200,000–$249,999	3.2	7.5	2.7	0.0	0.6	0.2	0.1
$250,000–$499,999	1.3	2.7	1.4	0.0	0.1	0.0	0.1
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1993 or later	0.2	0.3	0.0	0.1	0.4	0.1	0.1
1984–1992	4.8	4.3	4.9	4.8	5.1	4.8	6.7
1979–1983	13.2	14.7	12.5	12.7	10.3	10.7	12.8
1974–1978	14.4	16.3	14.2	13.1	12.0	13.0	11.6
1969–1973	13.9	15.1	11.5	14.0	12.8	13.7	14.4
1964–1968	13.6	13.6	12.2	14.0	14.8	14.4	13.3
1959–1963	12.2	11.2	12.1	13.1	12.9	12.3	14.8
1954–1958	11.8	11.0	11.7	12.6	12.9	12.0	12.4
1949–1953	9.8	8.2	12.6	9.7	11.0	10.8	10.2
1944–1948	4.3	3.3	6.5	4.2	5.2	5.8	2.7
1920–1943	1.9	1.9	1.8	1.7	2.6	2.3	1.0
Earlier than 1920	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Year of first academic appointment							
1976 or earlier	3.5	2.9	5.2	3.2	4.4	4.8	2.0
1977–1981	3.9	3.8	5.5	2.6	4.2	3.7	3.6
1982–1986	5.2	4.6	6.8	4.7	6.2	5.2	4.8
1987–1991	7.6	7.4	8.4	7.5	7.4	8.1	7.4
1992–1996	10.0	9.9	10.0	9.8	10.7	9.8	10.5
1997–2001	13.9	14.6	12.2	14.1	13.8	12.5	14.4
2002–2006	15.2	15.3	13.1	15.7	16.0	16.8	16.3
2007–2011	19.3	20.6	17.5	19.5	17.9	19.2	18.0
2012 or later	21.4	21.0	21.4	23.0	19.5	19.9	22.9
Year of appointment at present institution							
1976 or earlier	1.4	1.0	2.1	1.7	1.5	2.3	0.8
1977–1981	2.1	2.4	3.0	1.1	2.1	2.3	1.7
1982–1986	3.0	2.0	5.3	2.3	4.6	3.3	3.2
1987–1991	6.2	6.1	7.6	5.6	6.2	7.9	4.8
1992–1996	7.3	7.0	8.6	6.5	8.1	8.7	6.8
1997–2001	12.8	13.3	11.0	13.6	12.5	11.7	13.5
2002–2006	15.6	15.9	12.7	17.0	16.0	14.8	16.3
2007–2011	21.7	23.6	20.6	20.7	19.9	20.6	20.0
2012 or later	29.7	28.8	29.0	31.5	29.1	28.4	33.0
If tenured, year tenure was awarded							
1976 or earlier	1.0	0.9	1.0	1.6	0.4	2.1	0.3
1977–1981	1.0	0.9	0.9	1.1	1.4	1.0	0.7
1982–1986	3.3	3.2	5.0	2.3	3.8	2.9	2.0
1987–1991	5.0	4.2	8.2	3.4	7.1	5.2	5.1
1992–1996	8.8	8.8	11.3	7.0	8.9	11.4	6.2
1997–2001	11.6	11.1	13.6	10.7	12.6	13.2	10.2
2002–2006	17.8	17.4	16.9	19.3	18.2	15.5	18.9
2007–2011	23.3	23.7	19.6	25.1	22.4	19.9	29.2
2012 or later	28.1	29.8	23.5	29.6	25.2	28.8	27.5

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Aggregated Major							
Agriculture or Forestry (General Area 1)	0.6	1.0	0.4	0.4	0.4	0.7	0.3
Biological Sciences (General Area 5)	9.2	11.5	8.8	6.3	8.0	9.4	6.5
Business (General Area 6)	6.0	5.0	5.6	7.9	5.7	7.7	6.4
Education (General Area 10 and Specific Discipline 2102)	8.0	6.1	6.3	11.8	7.5	8.3	12.9
Engineering (General Area 11)	4.6	6.3	4.6	3.5	3.2	2.4	1.5
English (General Area 12)	5.6	5.0	5.1	5.7	7.2	6.6	7.5
Health-related (General Area 15)	4.8	3.0	5.1	7.2	3.6	9.2	6.3
History or Political Science (Specific Discipline 3007, 3009)	5.0	4.9	6.6	4.4	4.9	4.8	4.3
Humanities (General Area 14, 24)	7.5	5.6	11.4	6.6	6.9	9.4	10.2
Fine Arts (General Area 2, 4, 22)	7.5	6.1	7.2	7.6	14.1	5.0	8.8
Mathematics or Statistics (General Area 18)	4.4	4.0	6.0	3.9	3.9	4.3	4.4
Physical Sciences (General Area 25)	7.5	8.7	7.7	6.0	7.4	6.3	5.5
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	16.1	20.8	12.4	13.0	12.9	15.0	12.4
Other Technical (General Area 8, 19, 28)	3.1	2.9	3.1	3.4	4.8	2.7	2.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	9.9	9.0	9.7	12.2	9.6	8.2	11.0
Aggregated Department							
Agriculture or Forestry (General Area 1)	0.4	0.8	0.2	0.3	0.2	0.1	0.1
Biological Sciences (General Area 5)	7.9	9.1	7.3	6.0	8.0	9.8	6.4
Business (General Area 6)	6.9	5.9	6.5	8.5	6.0	9.0	8.3
Education (General Area 10 and Specific Discipline 2102)	4.9	3.6	3.9	7.5	4.8	5.6	7.5
Engineering (General Area 11)	4.4	6.4	4.9	2.8	2.5	1.7	1.0
English (General Area 12)	5.5	4.4	5.4	6.0	7.0	7.1	7.9
Health-related (General Area 15)	6.0	4.5	6.1	8.8	3.8	9.6	7.7
History or Political Science (Specific Discipline 3007, 3009)	4.9	4.4	6.2	4.8	5.2	4.6	4.9
Humanities (General Area 14, 24)	7.2	5.2	11.8	5.9	6.5	8.9	9.8
Fine Arts (General Area 2, 4, 22)	7.9	6.7	7.4	8.3	13.9	4.7	9.2
Mathematics or Statistics (General Area 18)	4.9	4.3	6.0	5.2	4.4	4.4	5.4
Physical Sciences (General Area 25)	7.1	7.8	7.6	5.8	7.1	6.8	5.9
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	15.6	21.3	11.3	11.0	11.9	14.8	11.1
Other Technical (General Area 8, 19, 28)	3.7	3.5	3.6	4.3	5.1	3.1	2.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	12.6	12.0	11.8	14.8	13.7	9.8	13.0

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
CIRP Construct: Civic Minded Values							
Mean Score	54.61	54.06	54.10	55.15	55.13	56.11	55.72
High Construct Score Group	49.5	46.8	47.1	51.4	53.7	57.4	54.5
Average Construct Score Group	39.7	41.0	40.4	39.6	36.4	35.3	37.8
Low Construct Score Group	10.8	12.2	12.5	9.1	9.9	7.3	7.7
CIRP Construct: Civic Minded Practices							
Mean Score	49.61	49.08	49.30	50.65	49.11	50.05	50.73
High Construct Score Group	29.7	26.8	28.6	35.3	28.0	31.9	34.1
Average Construct Score Group	38.8	39.8	37.3	38.9	37.2	37.7	39.5
Low Construct Score Group	31.4	33.4	34.1	25.8	34.8	30.5	26.4
CIRP Construct: Perceptions of the Campus Climate for Diversity							
Mean Score	49.50	48.40	49.87	50.61	50.97	50.30	49.28
High Construct Score Group	30.4	27.0	31.1	33.6	36.1	35.6	28.4
Average Construct Score Group	42.8	40.5	44.7	46.8	42.5	39.6	42.3
Low Construct Score Group	26.8	32.4	24.2	19.6	21.4	24.8	29.3
CIRP Construct: Institutional Priority—Commitment to Civic Engagement							
Mean Score	49.41	48.67	49.24	50.80	49.16	51.10	49.35
High Construct Score Group	27.8	24.9	27.5	33.5	26.8	33.5	27.0
Average Construct Score Group	44.7	44.5	44.4	45.3	46.0	44.6	43.6
Low Construct Score Group	27.5	30.6	28.2	21.2	27.2	21.9	29.4
CIRP Construct: Institutional Priority—Commitment to Diversity							
Mean Score	52.07	53.07	50.92	51.85	52.19	50.79	50.63
High Construct Score Group	41.6	47.6	34.6	38.9	42.9	35.7	34.5
Average Construct Score Group	39.2	34.9	42.9	43.7	37.5	39.3	43.1
Low Construct Score Group	19.3	17.5	22.4	17.3	19.7	25.0	22.3
CIRP Construct: Institutional Priority—Commitment to Institutional Prestige							
Mean Score	46.71	47.53	49.40	44.51	46.12	45.38	43.81
High Construct Score Group	12.8	12.5	22.8	9.0	10.1	10.0	7.2
Average Construct Score Group	45.9	52.6	48.0	35.9	46.2	40.0	35.5
Low Construct Score Group	41.3	34.9	29.2	55.1	43.7	50.1	57.3
CIRP Construct: Mentor Self-Efficacy							
Mean Score	49.84	50.10	49.39	50.07	50.25	51.03	48.60
High Construct Score Group	24.5	20.9	25.7	28.0	28.4	32.8	23.8
Average Construct Score Group	48.4	55.8	43.9	43.8	44.2	46.2	40.5
Low Construct Score Group	27.1	23.3	30.4	28.2	27.3	21.0	35.6
CIRP Construct: Student-Centered Pedagogy							
Mean Score	50.66	49.94	50.69	51.07	51.81	50.98	51.76
High Construct Score Group	28.9	25.2	29.5	31.6	34.0	31.3	32.9
Average Construct Score Group	45.9	46.3	45.8	44.0	46.2	45.6	48.9
Low Construct Score Group	25.1	28.5	24.7	24.3	19.8	23.2	18.2
CIRP Construct: Scholarly Productivity							
Mean Score	53.90	56.64	55.73	51.48	49.99	51.40	47.68
High Construct Score Group	51.5	65.1	58.0	40.3	33.6	38.2	22.7
Average Construct Score Group	31.1	23.7	30.2	38.1	38.2	40.5	40.1
Low Construct Score Group	17.4	11.2	11.9	21.7	28.2	21.3	37.2

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
CIRP Construct: Sense of a Respectful Work Environment							
Mean Score	49.92	48.87	50.58	50.06	51.26	51.00	51.30
High Construct Score Group	33.1	28.7	36.1	33.2	39.4	38.9	38.4
Average Construct Score Group	32.6	33.0	32.1	32.0	31.7	32.6	34.1
Low Construct Score Group	34.3	38.3	31.7	34.9	29.0	28.5	27.5
CIRP Construct: Satisfaction with Compensation							
Mean Score	51.31	51.90	54.49	49.54	50.28	49.01	48.45
High Construct Score Group	29.1	31.7	43.1	21.4	24.2	20.2	16.6
Average Construct Score Group	48.0	47.9	43.6	49.9	49.8	48.5	51.1
Low Construct Score Group	22.8	20.4	13.3	28.6	26.1	31.3	32.3
CIRP Construct: Satisfaction with Professional Work Environment							
Mean Score	49.83	49.00	51.65	49.39	50.40	50.14	50.39
High Construct Score Group	26.0	20.9	34.8	25.6	28.0	30.0	29.1
Average Construct Score Group	48.7	52.1	43.6	48.0	47.8	43.2	48.2
Low Construct Score Group	25.3	26.9	21.6	26.4	24.2	26.9	22.8
CIRP Construct: Science Identity							
Mean Score	51.50	52.18	51.39	45.83	49.44	51.91	46.00
High Construct Score Group	36.1	36.3	41.1	28.9	28.2	40.1	20.1
Average Construct Score Group	35.8	39.2	28.2	12.7	37.2	29.3	29.3
Low Construct Score Group	28.1	24.5	30.8	58.4	34.7	30.6	50.5
CIRP Construct: Science Self-Efficacy							
Mean Score	49.72	49.32	50.66	51.52	50.22	53.57	47.36
High Construct Score Group	23.6	21.4	29.5	34.8	25.5	36.1	12.9
Average Construct Score Group	44.9	44.8	44.3	36.5	47.7	44.8	54.3
Low Construct Score Group	31.5	33.8	26.1	28.7	26.7	19.1	32.9
CIRP Construct: Career-Related Stress							
Mean Score	51.76	52.43	51.02	51.48	50.78	51.52	51.84
High Construct Score Group	32.4	35.5	28.5	30.5	29.3	32.4	33.1
Average Construct Score Group	47.9	46.8	49.4	49.4	47.4	46.9	47.6
Low Construct Score Group	19.7	17.7	22.1	20.2	23.4	20.6	19.3
CIRP Construct: Focus on Undergraduates' Personal Development							
Mean Score	52.24	50.89	53.74	51.70	53.08	54.57	54.83
High Construct Score Group	33.6	27.1	41.9	29.9	36.7	44.9	48.3
Average Construct Score Group	50.3	52.0	45.8	54.0	50.8	47.1	43.1
Low Construct Score Group	16.1	20.9	12.3	16.1	12.5	8.0	8.6

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

Men

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Total Respondents	10,982	2,056	2,190	1,486	2,187	816	2,247
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
What is your present academic rank?							
Professor	37.4	40.0	42.9	31.2	30.7	30.2	35.1
Associate professor	26.4	26.5	24.1	27.3	26.7	32.4	26.0
Assistant professor	24.5	23.7	23.7	25.0	23.8	29.7	28.2
Lecturer	5.3	7.0	4.2	4.9	3.2	4.5	2.8
Instructor	6.4	2.8	5.2	11.7	15.7	3.2	7.9
What is your tenure status at this institution?							
Tenured	58.5	63.0	60.5	58.8	40.5	57.0	47.4
On tenure track, but not tenured	20.4	19.9	22.4	22.7	11.9	22.5	20.2
Not on tenure track, but institution has tenure system	16.3	16.8	15.6	17.2	13.7	15.1	15.8
Institution has no tenure system	4.9	0.3	1.5	1.4	33.9	5.4	16.6
Are you retired from this institution?							
No	99.4	99.1	99.8	99.7	98.5	99.7	99.5
Yes	0.6	0.9	0.2	0.3	1.5	0.3	0.5
What is your principal activity in your current position at this institution?							
Administration	8.0	8.9	8.8	7.3	7.0	4.4	5.9
Teaching	68.6	51.5	66.6	86.3	90.0	92.0	91.9
Research	21.8	38.4	21.4	5.4	1.5	2.9	1.2
Services to clients and patients	0.5	0.2	1.5	0.5	0.4	0.1	0.3
Other	1.0	1.0	1.6	0.6	1.2	0.6	0.7
Noted as being personally "essential" or "very important":							
Research	83.8	91.0	86.1	78.3	75.0	74.8	61.2
Teaching	97.9	97.1	97.7	98.7	98.9	98.5	99.4
Service	65.8	65.7	67.8	63.9	63.5	67.6	67.2
How many courses are you teaching this term (include all institutions at which you teach)?							
Mean	3.54	3.16	3.17	4.01	3.91	4.06	4.75
Median	3	3	3	4	4	4	5
Mode	3	3	3	4	3	4	5
How many courses are you teaching this term?							
General education courses							
Mean	1.52	1.44	1.47	1.60	1.55	1.65	1.71
Median	1	1	1	1	1	2	2
Mode	1	1	1	1	1	1	2
Courses required for an undergraduate major							
Mean	2.13	2.01	2.01	2.25	2.27	2.26	2.51
Median	2	2	2	2	2	2	2
Mode	2	2	2	2	2	2	2
Other undergraduate credit courses							
Mean	1.55	1.54	1.57	1.53	1.63	1.58	1.49
Median	1	1	2	1	2	1	1
Mode	1	1	2	1	2	1	1

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
How many courses are you teaching this term?							
Developmental/remedial courses (not for credit)							
Mean	1.06	1.07	1.03	1.05	1.05	1.02	1.05
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
Graduate courses							
Mean	1.48	1.55	1.45	1.44	1.41	1.40	1.28
Median	1	2	1	1	1	1	1
Mode	1	2	1	1	1	1	1
How many of these courses that you are teaching this term are being taught:							
At this institution							
Mean	2.60	2.45	2.41	2.81	2.69	2.83	3.08
Median	2	2	2	3	3	3	3
Mode	2	2	2	3	3	3	3
At another institution							
Mean	1.20	1.21	1.19	1.19	1.20	1.14	1.18
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0
In the past year, have you:							
Worked with or taught undergraduate students at this institution?	97.0	96.8	97.3	96.8	97.2	95.9	98.1
Worked with or taught graduate students at this institution?	65.0	81.1	65.6	59.6	35.2	40.8	28.3
During the past three years, have you:							
Advised student groups involved in service/volunteer work	53.6	51.8	52.0	56.5	54.9	55.9	58.1
Collaborated with the local community on research/teaching to address their needs	44.0	45.2	38.3	49.9	37.8	39.9	45.1
Conducted research or writing focused on:							
International/global issues	38.1	38.0	43.2	37.5	37.4	37.3	28.9
Racial or ethnic minorities	29.2	33.3	26.3	26.3	27.1	24.7	24.1
Women or gender issues	19.8	18.4	23.7	18.9	21.6	21.3	16.6
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	8.6	7.7	9.0	8.9	11.7	9.1	8.3
Biomedical science fields	22.1	28.2	23.5	14.5	15.0	21.2	11.7
Engaged in academic research that spans multiple disciplines	74.1	79.8	74.3	69.7	68.9	68.7	60.3
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	55.1	56.0	58.0	51.6	55.2	51.6	53.3
Written research grants	54.3	66.7	57.6	43.4	38.8	40.3	25.6
Received funding for your work from:							
Foundations	23.5	27.3	25.3	18.1	20.5	20.4	16.6
State or federal government	31.1	43.1	27.9	26.6	13.8	11.5	10.3
Business or industry	12.9	12.5	18.0	12.4	10.2	8.2	9.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
During the past three years, have you:							
Taught an honors course	22.1	26.1	18.3	17.3	21.0	26.4	19.6
Taught an interdisciplinary course	42.0	41.6	42.2	36.2	52.6	42.4	46.3
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ)	10.5	8.5	11.4	10.6	17.5	12.5	10.6
Taught a service learning course	14.3	13.7	13.1	15.7	14.4	17.2	15.7
Taught a course exclusively online	20.4	18.0	10.2	34.6	15.1	24.4	28.2
Participated in organized activities around enhancing pedagogy or student learning	62.1	57.2	60.4	66.0	67.0	69.6	74.6
Taught a seminar for first-year students	24.0	22.5	24.4	21.1	33.0	24.0	28.9
Participated in the development of curriculum (enhancing an existing course)	85.1	83.1	83.8	87.7	88.4	87.5	88.7
During the past three years, have you: (% marking "to a very large extent")							
Presented with undergraduate students at conferences	6.3	7.1	6.4	5.5	5.6	5.1	4.4
Published with undergraduates	4.4	5.1	6.2	2.6	3.5	2.6	2.2
Engaged undergraduates on your research project(s)	18.7	23.1	20.8	12.9	14.5	14.9	10.0
Worked with undergraduates on their research project(s)	18.4	18.7	18.5	16.7	24.8	16.0	15.0
How would you rate the overall experience of working with undergraduates on research projects?							
Excellent	24.9	25.5	31.0	19.9	26.2	21.2	18.4
Good	43.1	43.2	45.1	42.5	42.8	40.4	40.2
Fair	14.0	15.5	10.3	14.0	13.4	14.8	14.8
Poor	1.9	2.1	1.1	2.1	1.4	2.9	2.4
I have not worked with undergraduates on research projects	16.2	13.6	12.4	21.5	16.2	20.8	24.2
How many undergraduates do you currently advise?							
Mean	7.10	5.98	7.22	7.63	8.73	8.60	9.23
Median	6	3	6	7	11	11	12
Mode	1	1	1	1	12	1	12
During the past year, how "frequently" did you do the following for your advisees?							
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)	44.0	40.7	39.6	48.8	51.9	54.1	47.0
Helped them to plan their course of study	60.5	48.0	61.1	67.0	76.8	80.3	79.4
Discussed their academic performance	53.6	50.3	51.7	54.6	62.5	64.2	57.7
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	49.5	41.4	56.0	53.9	55.2	61.7	53.2
Discussed career and post-graduation goals	69.0	70.7	67.0	68.2	68.0	70.0	67.7
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on teaching							
Yes	43.7	38.7	46.2	47.5	43.4	46.0	55.6
No	50.9	56.6	50.6	48.6	44.7	46.1	33.7
Not eligible	0.9	1.0	0.3	0.6	1.8	1.9	0.8
Not available	4.5	3.6	2.9	3.3	10.1	6.0	10.0
Paid workshops outside the institution focused on research skills development							
Yes	18.2	22.3	18.5	15.0	12.4	11.9	11.2
No	71.2	70.6	75.0	74.7	66.4	68.7	62.6
Not eligible	1.8	2.0	1.0	2.0	1.9	2.7	1.7
Not available	8.8	5.1	5.5	8.3	19.3	16.7	24.5

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on grant writing							
Yes	12.8	16.7	13.8	9.1	8.3	8.4	4.9
No	78.1	77.3	81.6	82.2	73.7	76.8	68.5
Not eligible	1.9	2.1	0.8	2.5	1.9	3.1	1.9
Not available	7.2	3.9	3.8	6.2	16.1	11.7	24.7
Paid sabbatical leave							
Yes	11.9	12.0	14.1	8.2	16.5	15.2	8.5
No	65.4	65.4	67.1	68.1	60.2	62.8	61.7
Not eligible	17.6	18.6	14.5	17.8	15.0	16.8	22.4
Not available	5.0	4.0	4.3	5.9	8.3	5.1	7.4
Travel funds paid by the institution							
Yes	59.7	54.3	69.9	62.3	57.2	59.1	61.1
No	34.7	40.2	26.6	31.5	36.0	35.2	30.6
Not eligible	2.3	2.5	1.2	2.8	2.0	3.1	2.8
Not available	3.3	3.0	2.4	3.4	4.8	2.7	5.5
Internal grants for research							
Yes	34.9	37.6	41.5	28.7	34.7	29.8	21.1
No	57.9	55.6	54.7	63.9	56.6	62.2	63.8
Not eligible	3.7	4.7	1.8	3.8	2.4	3.2	4.0
Not available	3.5	2.2	2.0	3.6	6.4	4.8	11.1
Training for administrative leadership							
Yes	11.3	11.5	12.6	11.4	9.3	8.0	11.0
No	74.7	78.1	76.1	72.7	70.8	72.7	61.9
Not eligible	4.5	3.9	4.7	5.4	4.8	3.8	5.7
Not available	9.4	6.4	6.7	10.5	15.2	15.5	21.4
Incentives to develop new courses							
Yes	16.6	14.9	14.2	17.3	22.4	20.0	23.0
No	71.1	75.6	74.7	68.9	60.0	64.5	56.5
Not eligible	2.0	2.3	1.2	1.9	2.3	2.9	1.8
Not available	10.3	7.2	9.9	12.0	15.3	12.6	18.7
Incentives to integrate technology into your classroom							
Yes	20.7	18.8	17.6	24.9	24.6	24.5	23.7
No	69.3	73.7	74.3	64.8	60.6	60.1	56.2
Not eligible	1.2	1.6	0.7	0.8	1.2	2.2	1.3
Not available	8.8	6.0	7.4	9.6	13.5	13.2	18.8
Resources to integrate culturally-competent practices into your classroom							
Yes	16.2	13.2	16.6	17.0	20.3	18.7	25.0
No	73.2	78.2	74.3	73.6	62.6	64.5	57.1
Not eligible	1.4	2.0	0.5	1.0	1.2	2.4	1.4
Not available	9.1	6.7	8.6	8.4	15.9	14.3	16.5

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
How many of the following have you published?							
Articles in academic or professional journals							
None	14.4	10.0	9.2	18.5	23.2	15.8	31.9
1–2	14.1	9.3	15.5	18.0	18.6	18.1	22.2
3–4	10.6	7.5	10.2	13.8	14.8	15.3	13.8
5–10	16.2	13.6	16.5	19.7	18.0	22.1	16.9
11–20	15.0	16.8	13.9	15.9	12.8	13.4	8.5
21–50	19.3	28.0	19.8	10.8	8.6	11.3	4.7
51+	10.5	14.8	14.9	3.4	4.0	4.0	2.1
Chapters in edited volumes							
None	41.9	32.2	36.4	54.9	53.6	51.8	61.6
1–2	26.3	28.6	25.5	24.1	24.7	27.0	21.9
3–4	15.6	20.2	15.1	10.2	12.0	11.2	9.6
5–10	9.7	11.2	12.5	7.2	6.0	7.1	4.9
11–20	4.2	5.2	5.5	2.7	2.7	2.0	1.6
21–50	1.8	2.1	3.8	0.6	0.8	0.8	0.3
51+	0.5	0.5	1.2	0.4	0.0	0.1	0.1
Books, manuals, or monographs							
None	63.1	61.1	56.0	71.0	64.4	66.9	70.2
1–2	22.8	22.7	27.3	19.5	22.7	23.2	20.3
3–4	7.4	8.1	8.3	6.1	6.9	5.6	5.2
5–10	4.7	5.9	6.2	1.6	4.2	3.0	3.0
11–20	1.5	1.7	1.8	1.3	1.0	1.2	0.9
21–50	0.3	0.3	0.2	0.3	0.8	0.0	0.2
51+	0.2	0.2	0.2	0.2	0.0	0.1	0.0
Other, such as patents or computer software products							
None	71.8	67.7	69.3	77.9	74.9	77.4	81.5
1–2	14.3	17.0	14.8	10.8	11.5	13.2	9.2
3–4	6.4	8.1	5.9	4.8	6.1	3.6	3.1
5–10	4.1	4.3	5.7	3.3	3.7	2.7	2.3
11–20	1.5	1.4	2.0	1.1	1.8	1.1	2.0
21–50	1.2	0.9	1.4	1.5	1.3	1.0	1.5
51+	0.7	0.6	0.9	0.6	0.6	1.0	0.5
In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?							
None	84.6	86.0	87.3	84.0	77.0	84.2	80.0
1–2	3.8	3.6	3.7	3.0	5.5	4.6	5.2
3–4	3.2	3.0	2.3	3.8	4.4	3.1	3.2
5–10	2.9	2.3	2.6	3.2	5.0	3.9	4.0
11–20	2.0	2.0	1.7	1.7	2.8	2.1	2.7
21+	3.5	3.1	2.4	4.4	5.3	2.2	4.9
How many of these have been performed alone/solo?							
None	31.4	39.0	36.5	21.0	21.4	23.9	28.1
1–2	28.9	26.8	32.0	24.9	33.5	33.4	34.4
3–4	15.8	14.1	11.1	25.2	15.6	14.1	12.0
5–10	12.9	9.8	12.1	15.6	16.1	18.5	15.7
11–20	6.3	5.8	4.9	7.7	7.5	2.8	6.8
21+	4.7	4.5	3.5	5.6	5.9	7.2	3.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
How many of these have been collaborative?							
None	10.7	11.4	6.1	12.2	8.8	15.5	13.5
1–2	25.1	25.8	31.7	16.2	30.0	24.7	23.1
3–4	19.7	20.9	19.7	20.8	16.0	23.6	16.4
5–10	16.9	11.4	16.8	22.1	20.6	19.4	22.9
11–20	12.0	13.8	9.9	11.9	11.6	7.6	10.8
21+	15.5	16.7	15.8	16.8	12.9	9.1	13.3
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	7.6	11.0	8.0	3.0	5.7	4.9	2.4
1–4	19.2	25.8	22.9	10.3	11.8	8.6	6.6
5–8	34.1	34.8	42.4	32.8	28.7	28.8	20.1
9–12	24.6	18.4	18.8	33.9	33.0	38.3	36.4
13–16	8.7	5.9	5.8	10.7	11.0	14.3	22.4
17–20	3.3	2.3	1.3	4.7	5.5	2.8	8.9
21+	2.4	1.8	0.9	4.5	4.4	2.3	3.2
Preparing for teaching (including reading student papers and grading)							
None	6.3	8.8	7.3	2.4	4.7	4.3	2.2
1–4	17.2	20.8	18.6	13.9	12.3	10.3	9.8
5–8	27.1	27.7	30.6	26.0	24.2	26.1	20.5
9–12	21.2	18.2	21.8	25.6	21.6	24.5	24.6
13–16	13.2	13.2	10.6	13.8	14.4	15.8	16.0
17–20	7.8	5.7	6.6	10.4	10.6	10.1	13.0
21+	7.1	5.7	4.5	7.8	12.2	9.0	13.9
Advising and counseling of students							
None	6.8	6.7	5.7	8.1	7.4	8.8	6.1
1–4	55.5	46.4	65.0	61.7	57.7	62.1	62.4
5–8	24.6	29.6	19.1	20.6	24.3	21.9	21.7
9–12	9.0	13.2	6.7	5.1	6.1	5.1	5.6
13–16	2.4	2.8	1.9	2.7	2.5	1.2	1.5
17–20	0.8	0.5	0.9	1.2	1.1	0.6	1.3
21+	0.8	0.9	0.7	0.5	0.8	0.2	1.4
Committee work and meetings							
None	5.7	4.9	6.1	4.4	9.9	7.7	6.7
1–4	52.0	45.5	58.1	53.7	54.5	54.6	65.2
5–8	26.1	31.8	20.4	23.6	22.6	25.6	18.5
9–12	9.2	10.2	8.2	10.0	7.8	7.0	6.4
13–16	3.9	5.0	3.2	3.8	2.5	2.7	1.6
17–20	1.8	1.5	2.3	2.5	1.6	1.3	0.9
21+	1.4	1.2	1.7	2.0	1.1	1.1	0.8
Research and scholarly writing							
None	12.8	8.2	9.0	17.0	21.1	16.1	27.9
1–4	26.0	18.9	23.3	31.6	36.4	36.1	43.0
5–8	20.4	20.9	19.2	22.6	19.0	22.9	15.7
9–12	11.9	12.0	14.5	11.9	10.9	9.3	7.1
13–16	8.2	9.7	10.5	7.1	4.7	5.4	2.0
17–20	6.6	8.0	9.0	4.8	3.1	3.9	1.7
21+	14.1	22.3	14.6	4.9	4.8	6.3	2.6

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Weighted National Norms—Men

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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?							
Other creative products/performances							
None	58.3	60.1	62.2	53.6	50.9	62.5	56.8
1–4	23.5	22.7	20.7	26.6	25.7	20.8	26.4
5–8	8.7	8.2	8.7	10.5	9.0	8.2	7.6
9–12	4.7	4.8	3.5	4.4	6.9	3.9	5.1
13–16	2.1	2.0	2.3	2.2	2.8	1.5	1.8
17–20	1.2	1.1	1.5	0.8	1.7	1.7	1.0
21+	1.4	1.1	1.2	1.8	3.0	1.3	1.3
Community or public service							
None	41.4	46.8	36.2	37.9	44.7	36.3	30.7
1–4	45.1	41.2	45.5	50.0	44.5	49.5	52.6
5–8	9.9	9.3	12.9	8.4	8.1	9.2	12.5
9–12	2.1	1.6	3.4	1.8	2.1	2.6	2.6
13–16	0.6	0.5	0.6	0.4	0.2	1.4	1.0
17–20	0.5	0.3	0.8	1.0	0.1	0.7	0.3
21+	0.4	0.3	0.6	0.5	0.1	0.4	0.3
Outside consulting/freelance work							
None	73.0	75.4	71.7	70.8	70.7	75.7	69.5
1–4	20.3	20.1	20.1	21.6	19.7	16.5	21.7
5–8	4.3	3.1	5.4	4.4	5.1	5.0	6.3
9–12	1.5	1.0	1.4	2.1	3.0	1.4	1.3
13–16	0.3	0.1	0.4	0.4	0.3	0.8	0.4
17–20	0.3	0.1	0.5	0.4	0.2	0.6	0.5
21+	0.3	0.2	0.4	0.1	0.9	0.1	0.3
Household/childcare duties							
None	15.8	18.0	14.2	14.1	17.4	15.0	10.5
1–4	17.3	16.5	18.6	17.7	18.6	14.8	17.9
5–8	22.8	22.7	21.6	22.6	21.7	25.4	26.4
9–12	14.6	11.9	16.3	17.1	15.6	15.7	17.3
13–16	9.7	11.5	9.3	8.3	7.7	8.5	7.2
17–20	7.4	8.4	6.1	7.3	6.9	4.5	6.7
21+	12.4	11.1	13.8	12.9	12.1	16.0	14.0
Serving as a caregiver for another adult							
None	90.0	91.7	89.6	89.1	86.8	88.0	88.3
1–4	5.7	4.7	6.6	6.0	7.0	7.1	6.6
5–8	1.9	1.2	2.1	2.5	3.7	2.0	2.1
9–12	1.0	1.2	0.5	1.0	1.3	1.3	1.0
13–16	0.4	0.3	0.4	0.5	0.7	0.6	0.9
17–20	0.3	0.2	0.4	0.6	0.4	0.2	0.2
21+	0.5	0.6	0.5	0.3	0.3	0.9	0.9

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Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
During the present term, how many hours per week on average do you actually spend on each of the following activities?							
Other employment, outside of academia							
None	91.5	94.1	93.5	88.2	87.4	90.0	85.1
1–4	4.3	3.5	2.8	5.6	6.1	4.6	8.5
5–8	2.1	1.4	1.9	3.4	2.5	2.4	3.5
9–12	0.7	0.3	0.6	0.8	2.5	0.4	1.2
13–16	0.5	0.2	0.5	0.9	0.3	1.5	0.1
17–20	0.3	0.2	0.2	0.6	0.4	0.0	0.4
21+	0.5	0.4	0.5	0.5	0.8	1.0	1.2
Personal time (e.g., exercise, hobbies, relaxing)							
None	2.7	2.5	2.6	3.0	2.7	3.7	2.4
1–4	23.9	24.7	22.9	24.1	23.0	23.8	22.6
5–8	34.0	34.2	35.9	31.1	34.9	36.5	33.2
9–12	20.3	18.1	22.1	22.9	21.0	18.3	22.4
13–16	9.8	10.6	8.5	9.1	8.6	10.4	10.5
17–20	4.7	5.1	3.8	4.7	5.3	3.3	4.7
21+	4.6	4.7	4.1	5.1	4.5	3.9	4.1
In your interactions with undergraduates, how often in the past year did you encourage them to: (% marking "frequently")							
Ask questions in class	93.2	92.4	94.0	93.7	94.3	96.1	91.7
Support their opinions with a logical argument	77.9	75.2	79.0	81.7	82.8	81.3	73.7
Seek solutions to problems and explain them to others	71.5	69.0	70.4	76.2	76.4	73.6	69.9
Analyze multiple sources of information before coming to a conclusion	65.6	64.7	65.8	69.1	68.5	66.9	58.4
Evaluate the quality or reliability of information they receive	66.3	64.5	66.6	70.3	69.1	69.6	61.8
Take risks for potential gains	34.9	32.5	34.8	35.4	45.7	36.5	34.9
Seek alternative solutions to a problem	64.1	63.1	64.2	66.6	67.3	64.7	60.0
Look up scientific research articles and resources	52.5	58.1	49.8	48.9	50.4	46.8	41.8
Explore topics on their own, even though it was not required for a class	49.6	48.2	50.3	52.9	53.1	46.6	45.1
Accept mistakes as part of the learning process	66.8	63.4	65.7	72.3	71.4	69.9	69.6
Recognize biases that affect their thinking	51.5	51.5	49.9	53.9	51.5	49.8	50.7
How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:							
Write in the specific style or format of your discipline	59.8	59.9	58.5	59.6	59.4	65.0	60.7
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	43.0	41.2	43.0	45.5	44.2	46.0	44.3
Discuss the ethical or moral implications of a course of action	38.0	33.5	39.2	40.4	40.5	47.7	47.3
Apply mathematical concepts and computational thinking	43.0	46.2	42.7	40.8	38.4	43.8	35.4

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Methods you use in "all" or "most" of your courses:							
Class discussions	84.0	84.1	84.4	83.1	84.2	83.5	85.0
Cooperative learning (small groups)	61.4	57.4	61.6	65.0	64.5	62.4	71.4
Experiential learning/field studies	32.0	31.5	30.8	34.4	33.5	28.1	33.1
Performances/demonstrations	33.4	29.5	33.0	37.2	40.5	30.8	40.3
Group projects	44.0	44.4	41.8	44.7	45.5	42.9	44.1
Extensive lecturing	56.3	58.1	56.4	56.5	50.4	59.3	50.7
Multiple drafts of written work	30.0	30.6	28.8	28.3	33.4	30.8	29.6
Reflective writing/journaling	21.6	20.2	22.0	22.2	22.6	21.5	25.8
Community service as part of coursework	5.4	4.5	5.4	7.5	4.7	4.5	6.6
Electronic quizzes with immediate feedback in class	15.7	14.2	15.6	20.2	13.6	15.5	16.2
Using real-life problems	66.4	66.1	65.9	70.5	62.0	68.6	63.4
Using student inquiry to drive learning	55.6	54.0	55.1	59.2	59.4	56.6	52.4
Readings on racial and ethnic issues	24.9	25.3	24.2	25.5	26.5	24.4	21.1
Readings on women or gender issues	22.2	22.7	22.5	21.8	23.8	21.0	18.3
Supplemental instruction outside of class and office hours	36.8	38.1	35.0	36.8	39.8	33.2	33.0
Student presentations	50.4	53.1	48.8	45.5	51.8	48.1	50.8
Student evaluations of each others' work	25.2	23.7	23.8	28.1	28.8	22.9	27.3
Grading on a curve	23.1	26.6	22.7	20.1	21.1	19.4	15.1
Rubric-based assessment	55.3	53.3	54.7	57.9	54.0	59.4	61.4
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)	18.4	16.2	18.8	21.9	20.1	19.0	19.9
How "frequently" do you incorporate the following forms of technology into your courses?							
Videos or podcasts	36.9	36.7	36.9	38.1	37.7	32.9	35.4
Simulations/animations	18.5	19.2	17.9	18.6	20.3	16.9	15.2
Online homework or virtual labs	23.9	24.0	18.6	30.3	19.3	22.4	26.9
Online discussion boards	15.7	16.2	13.4	18.5	12.6	12.8	16.5
Audience response systems to gauge students' understanding	8.1	10.8	7.4	5.2	5.0	6.8	5.7
To what extent do you agree that it is your role to: (% marking "agree" or "strongly agree")							
Encourage students to become agents of social change	76.2	75.3	73.1	77.8	77.1	83.2	80.2
Prepare students for employment after college	96.0	96.2	95.3	96.5	95.3	95.7	96.4
Prepare students for graduate or advanced education	96.6	96.9	97.7	96.1	95.4	94.4	96.1
Develop students' moral character	86.1	84.1	87.8	85.0	87.3	91.5	91.4
Provide for students' emotional development	73.8	70.6	77.3	71.1	76.3	81.0	82.6
Help students develop personal values	83.5	80.4	86.3	81.8	88.2	90.1	89.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	79.7	79.2	76.3	81.6	80.5	82.2	84.7
Promote students' ability to write effectively	95.8	96.4	94.9	95.4	96.1	96.7	95.5
Teach students tolerance and respect for different beliefs	88.7	87.7	88.4	89.5	89.3	90.9	90.8

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Do you "agree" or "strongly agree":							
The chief benefit of a college education is that it increases one's earning power	58.3	61.5	49.9	63.6	55.7	57.4	52.7
A racially/ethnically diverse student body enhances the educational experience of all students	94.1	95.1	92.1	93.9	94.0	94.8	94.7
Colleges have a responsibility to work with their surrounding communities to address local issues	91.1	92.5	88.7	91.6	88.2	91.3	91.4
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.2	56.6	53.8	63.7	58.8	60.3	62.7
I try to dispel perceptions of competition	55.2	56.7	55.8	49.6	60.6	56.4	52.8
I achieve a healthy balance between my personal life and my professional life	71.0	71.2	72.4	71.7	69.0	69.0	67.5
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar	43.6	43.4	41.5	45.9	43.4	45.4	43.8
Do you "agree" or "strongly agree":							
This institution has effective hiring practices and policies that increase faculty diversity	72.4	72.7	70.7	76.4	76.2	67.4	63.9
Student Affairs staff have the support and respect of faculty	78.0	76.5	79.8	79.4	80.3	76.3	76.8
There is a lot of campus racial conflict here	23.7	27.7	21.5	17.9	25.1	20.0	22.1
My research is valued by faculty in my department	81.6	82.0	82.4	80.4	82.1	82.3	78.7
My teaching is valued by faculty in my department	90.4	88.3	91.0	91.7	94.1	91.0	92.1
My service is valued by faculty in my department	87.2	86.0	86.7	87.8	91.5	88.1	88.0
Faculty are sufficiently involved in campus decision making	53.9	52.5	54.0	53.6	59.7	48.9	58.1
The faculty are typically at odds with campus administration	52.3	54.0	46.7	52.0	53.7	62.8	51.8
Faculty here respect each other	86.5	82.4	91.4	87.6	89.8	88.4	88.4
Administrators consider faculty concerns when making policy	60.8	57.7	64.0	60.6	67.0	56.3	65.0
This institution takes responsibility for educating underprepared students	71.0	71.0	64.9	72.8	72.4	75.8	77.2
The criteria for advancement and promotion decisions are clear	76.3	76.6	80.0	77.0	68.2	77.8	72.3
Most of the students I teach lack the basic skills for college level work	34.2	40.0	13.2	44.4	27.7	35.5	37.5
There is adequate support for faculty development	69.5	65.3	81.4	67.8	72.9	65.4	64.4
Faculty are not prepared to deal with conflict over diversity issues in the classroom	48.3	50.8	46.2	45.7	46.3	47.0	49.5
This institution takes mentoring into consideration in the promotion process	50.9	47.0	61.1	47.4	57.4	48.6	48.5
Faculty of color are treated fairly here	82.5	76.5	87.5	87.9	85.2	86.6	83.9
Women faculty are treated fairly here	83.5	76.8	87.9	89.4	88.3	88.0	87.1
LGBTQ faculty are treated fairly here	80.6	78.4	76.8	91.0	87.6	82.3	66.9

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Issues you believe to be of "highest" or "high" priority at your institution:							
Increase or maintain institutional affordability	66.8	65.4	57.3	80.6	63.3	63.9	69.9
Develop a sense of community among students and faculty	65.4	60.2	71.0	63.4	70.3	73.3	74.4
Facilitate student involvement in community service	45.9	37.3	55.2	46.5	45.2	66.8	57.4
Help students learn how to bring about change in society	44.6	36.9	55.1	42.2	46.7	62.7	53.3
Increase or maintain institutional prestige	71.6	75.4	80.9	62.0	70.3	64.0	56.9
Hire faculty "stars"	33.2	39.3	40.9	26.5	21.5	19.5	17.1
Recruit more traditionally underrepresented students	55.3	61.4	43.5	55.4	56.1	53.6	51.1
Increase the selectivity of the student body through more competitive admissions criteria	38.2	40.2	49.2	27.1	39.5	35.1	27.3
Promote gender diversity in the faculty and administration	54.3	58.8	53.0	51.1	55.0	48.3	43.4
Promote racial and ethnic diversity in the faculty and administration	56.6	62.1	50.0	53.8	58.2	52.8	50.3
Provide resources for faculty to engage in community-based teaching or research	34.6	36.0	32.3	38.8	33.5	31.8	26.3
Create and sustain partnerships with surrounding communities	44.0	44.9	35.1	54.1	39.8	42.4	43.0
Pursue extramural funding	61.0	73.9	58.6	55.7	41.5	42.4	41.8
Strengthen links with the for-profit, corporate sector	41.4	42.3	42.2	46.3	34.5	33.9	35.3
Develop leadership ability among students	59.8	53.6	73.2	55.8	60.5	62.6	66.5
Develop an appreciation for multiculturalism	61.4	61.5	58.1	62.4	65.7	63.2	61.2
Prepare students for the workplace	78.5	74.8	83.0	80.9	76.5	81.0	82.2
Indicate the extent to which you: (% marking "to a very large extent")							
Feel that the training you received in graduate school prepared you well for your role as a faculty member	32.0	35.6	31.4	29.1	29.0	29.4	25.0
Experience close alignment between your work and your personal values	37.7	31.5	50.0	34.4	40.8	41.8	43.1
Mentor faculty	13.5	12.9	16.5	12.9	15.2	12.2	9.8
Mentor undergraduate students	34.1	28.7	39.2	33.8	43.5	37.7	38.4
Mentor graduate students	26.3	40.1	25.8	14.6	11.8	10.9	5.4
Been mentored by at least one professional in academia	21.2	20.2	23.3	21.7	22.6	25.7	17.0
Participated in training in preparation to be a mentor (e.g., workshops, programs)	6.9	7.5	6.5	7.8	5.5	8.7	4.0
Accessed the National Research Mentoring Network (NRMN) resource	1.7	2.5	0.8	1.7	1.0	2.2	0.5
How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?							
Excellent	32.9	35.0	37.4	29.3	31.1	27.1	24.0
Good	51.2	51.6	48.9	52.1	50.1	52.8	53.4
Fair	12.5	10.5	11.1	13.8	15.6	14.2	18.7
Poor	3.4	2.9	2.6	4.8	3.1	5.9	3.9
How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?							
Excellent	44.3	41.6	51.1	42.3	49.2	44.6	41.1
Good	48.0	50.3	43.7	49.1	43.3	46.4	49.6
Fair	6.5	7.0	4.5	7.3	6.2	7.8	7.0
Poor	1.1	1.1	0.7	1.2	1.3	1.2	2.3
How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?							
Excellent	47.9	50.2	53.7	40.9	45.6	35.7	30.0
Good	43.5	42.8	40.0	48.2	42.0	48.9	48.4
Fair	7.3	6.1	5.4	8.9	10.8	12.6	17.7
Poor	1.3	0.9	0.8	2.0	1.7	2.8	3.9

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	57.5	55.5	73.7	49.8	59.5	52.4	46.9
Health benefits	70.5	71.2	82.5	63.9	67.6	66.5	58.1
Retirement benefits	71.4	73.7	81.3	64.2	68.7	62.2	58.8
Opportunity for scholarly pursuits	66.1	67.6	80.4	58.7	61.7	51.5	51.9
Teaching load	67.7	69.0	76.8	63.6	63.5	61.2	55.4
Quality of students	62.0	53.4	86.3	54.2	69.5	58.9	58.3
Autonomy and independence	86.0	84.8	89.8	84.1	87.3	86.4	86.7
Departmental leadership	75.0	72.1	77.5	75.7	78.6	75.7	78.2
Departmental support for work/life balance	71.5	67.2	76.2	72.6	73.7	80.6	74.1
Institutional support for work/life balance	59.9	57.8	67.1	59.6	59.7	63.7	52.8
Prospects for career advancement	61.2	60.8	74.0	52.2	61.6	58.5	54.6
Relative equity of salary and job benefits	52.1	49.4	66.5	43.1	57.5	50.3	46.5
Flexibility in relation to family matters or emergencies	86.7	83.8	90.5	87.7	87.4	88.1	89.3
Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)	77.5	75.4	82.9	75.9	77.6	78.3	78.6
Overall job	80.7	78.0	87.4	80.3	82.3	80.3	77.7
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	16.1	14.6	16.7	15.5	17.2	17.8	22.5
Somewhat	55.4	54.7	54.8	58.2	55.5	53.7	54.3
Not at all	28.5	30.7	28.6	26.3	27.3	28.5	23.2
Child care							
Extensive	16.2	14.2	17.3	16.1	18.9	21.3	18.1
Somewhat	42.1	47.3	38.4	39.9	37.4	38.3	39.7
Not at all	41.6	38.4	44.2	44.1	43.7	40.4	42.2
My physical health							
Extensive	10.0	10.4	9.0	9.5	9.6	9.9	12.1
Somewhat	46.5	46.5	46.3	47.5	46.6	44.9	45.1
Not at all	43.5	43.1	44.7	43.1	43.8	45.2	42.9
Review/promotion process							
Extensive	16.9	19.4	17.7	13.1	14.7	15.0	12.6
Somewhat	37.8	36.5	35.2	43.6	36.3	41.2	38.4
Not at all	45.4	44.2	47.1	43.3	49.1	43.7	49.1
Discrimination (e.g., prejudice, racism, sexism)							
Extensive	4.9	6.2	2.3	4.3	4.9	5.1	5.1
Somewhat	16.0	15.2	16.0	18.9	16.3	14.1	14.3
Not at all	79.2	78.7	81.7	76.8	78.8	80.8	80.6
Committee work							
Extensive	16.6	23.0	11.1	12.3	11.8	15.5	12.9
Somewhat	48.3	44.5	49.9	52.7	49.7	48.9	52.9
Not at all	35.0	32.5	39.0	35.0	38.5	35.7	34.3
Faculty meetings							
Extensive	12.0	15.4	9.3	9.4	9.9	10.9	10.7
Somewhat	43.6	42.1	43.1	47.0	42.1	47.4	44.0
Not at all	44.4	42.5	47.6	43.6	48.1	41.7	45.3

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:							
Students							
Extensive	8.6	9.3	7.9	5.8	9.3	9.8	12.0
Somewhat	59.5	60.5	57.9	60.6	56.5	54.8	61.7
Not at all	31.8	30.2	34.2	33.6	34.2	35.5	26.4
Research or publishing demands							
Extensive	21.3	25.5	25.3	16.1	12.7	16.4	11.9
Somewhat	51.6	55.8	52.1	48.1	44.5	50.2	43.9
Not at all	27.1	18.8	22.7	35.8	42.8	33.4	44.2
Institutional procedures and "red tape"							
Extensive	24.7	28.7	17.6	26.8	19.4	23.8	23.0
Somewhat	50.0	52.1	50.8	46.8	47.8	47.1	47.7
Not at all	25.3	19.2	31.6	26.3	32.8	29.1	29.3
Teaching load							
Extensive	15.3	14.2	11.0	15.9	18.9	16.0	26.4
Somewhat	49.9	52.7	49.2	49.4	42.6	49.0	45.5
Not at all	34.8	33.0	39.8	34.8	38.5	35.0	28.1
Lack of personal time							
Extensive	22.2	24.5	19.7	19.2	22.2	19.7	24.0
Somewhat	45.1	43.1	45.9	46.1	47.2	45.6	48.9
Not at all	32.7	32.4	34.3	34.7	30.6	34.7	27.1
Job security							
Extensive	9.7	9.5	7.6	9.5	11.6	12.4	13.5
Somewhat	24.5	25.5	19.5	25.3	24.7	24.7	29.0
Not at all	65.8	65.1	72.9	65.1	63.7	62.9	57.5
Self-imposed high expectations							
Extensive	33.8	35.9	35.2	30.3	29.3	30.8	34.0
Somewhat	52.0	51.4	51.5	53.9	52.3	49.5	52.9
Not at all	14.2	12.7	13.3	15.8	18.4	19.8	13.1
Increased work responsibilities							
Extensive	21.7	21.5	20.0	21.1	22.2	22.4	28.0
Somewhat	50.9	53.3	47.0	51.2	49.4	49.2	49.2
Not at all	27.4	25.3	32.9	27.8	28.4	28.4	22.8
Institutional budget cuts							
Extensive	23.5	23.9	10.0	35.9	17.4	24.5	30.1
Somewhat	44.6	55.9	30.2	38.8	37.7	41.0	41.2
Not at all	32.0	20.3	59.7	25.3	45.0	34.5	28.8
Have you been sexually harassed at this institution?							
Yes	1.9	1.6	1.1	3.1	1.8	2.1	2.2
No	98.1	98.4	98.9	96.9	98.2	97.9	97.8
In the past year, have you:							
Considered leaving academe for another job	28.9	26.2	24.3	33.7	31.4	33.5	39.0
Considered leaving this institution for another	44.2	48.3	33.0	46.5	41.0	42.4	48.9
Engaged in public service/professional consulting without pay	49.8	48.6	48.8	54.3	48.3	47.4	50.8
Received at least one firm job offer elsewhere	18.0	21.4	12.3	15.8	19.0	17.3	17.4
Sought an early promotion	7.0	10.6	2.9	5.1	7.1	5.6	2.9

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
General activities:							
Are you a member of a faculty union?	21.0	27.0	5.2	39.2	5.3	20.3	3.1
Do you plan to retire within the next three years?	11.4	10.7	11.3	13.5	11.3	13.6	8.8
Have you ever interrupted your professional career for more than one year for family reasons?	4.2	4.8	3.0	4.2	3.6	4.2	4.4
Have you ever been formally recognized for outstanding teaching at this institution?	31.9	35.3	33.0	29.0	26.1	27.9	25.9
Citizenship status:							
U.S. citizen	90.2	86.7	93.1	91.3	92.6	91.6	95.9
Permanent resident (green card)	7.5	10.5	5.6	6.0	5.2	4.9	3.1
Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O1)	2.2	2.6	1.2	2.7	2.1	3.3	0.8
None of the above	0.1	0.2	0.1	0.0	0.2	0.2	0.2
How would you characterize your political views?							
Far left	10.2	10.7	7.9	11.8	13.1	8.5	7.5
Liberal	45.4	50.3	43.3	41.4	48.5	43.2	31.8
Middle of the road	30.4	29.0	31.6	33.4	25.1	31.9	33.2
Conservative	13.4	9.8	16.2	13.1	12.5	15.5	25.9
Far right	0.5	0.2	1.1	0.2	0.9	0.8	1.6
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	45.2	41.6	61.0	36.3	47.6	43.7	44.7
Probably yes	36.4	39.5	27.3	41.7	33.2	33.6	34.2
Not sure	10.7	10.4	7.0	13.2	12.6	13.0	12.9
Probably no	5.0	5.2	3.0	6.1	4.6	7.0	4.9
Definitely no	2.7	3.3	1.6	2.6	2.0	2.7	3.3
Still want to be a college professor?							
Definitely yes	71.1	75.0	71.6	64.7	68.3	69.7	67.8
Probably yes	21.3	18.5	22.1	24.7	22.5	22.6	24.9
Not sure	5.9	5.0	5.1	9.1	6.2	5.6	5.9
Probably no	1.2	1.0	1.0	1.3	2.7	1.5	1.1
Definitely no	0.4	0.5	0.3	0.2	0.3	0.6	0.3
Highest Degree Earned							
Bachelor's (B.A., B.S., etc.)	0.6	0.5	0.2	0.9	1.6	0.1	0.5
Master's (M.A., M.S.)	6.8	4.8	3.3	9.1	12.4	7.3	14.0
Terminal Master's (M.F.A., M.B.A.)	4.9	3.9	4.0	5.3	9.3	5.6	5.7
J.D.	0.7	0.8	0.6	0.8	0.8	0.9	0.4
M.D., D.D.S., D.V.M., etc. (medical)	0.4	0.4	0.9	0.4	0.2	0.4	0.2
Ph.D.	81.2	85.4	87.7	76.2	69.2	80.9	68.1
Professional Doctorate (Ed.D., Psy.D., etc.)	4.2	3.4	2.6	5.7	4.5	3.8	9.1
Other degree	1.1	0.7	0.6	1.8	2.1	1.0	2.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Degree Currently Working On							
Bachelor's (B.A., B.S., etc.)	0.1	0.1	0.0	0.2	0.2	0.1	0.0
Master's (M.A., M.S.)	0.5	0.5	0.2	0.8	0.8	0.4	0.7
Terminal Master's (M.F.A., M.B.A.)	0.2	0.1	0.3	0.3	0.5	0.2	0.5
J.D.	0.0	0.0	0.1	0.0	0.0	0.0	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.0	0.0	0.1	0.2	0.0	0.0	0.0
Ph.D.	2.6	2.7	1.1	2.5	3.3	2.2	4.9
Professional Doctorate (Ed.D., Psy.D., etc.)	0.7	0.8	0.5	0.5	0.6	0.9	1.4
Other degree	0.4	0.3	0.2	0.6	1.0	0.2	0.7
None	95.4	95.5	97.6	95.0	93.6	96.0	91.8
Are you currently serving in an administrative position as:							
Department chair	7.5	4.7	7.1	7.2	15.5	10.4	14.7
Dean (associate or assistant)	2.9	4.1	2.1	1.2	3.4	0.7	2.9
President	0.1	0.0	0.3	0.1	0.0	0.3	0.3
Vice-president	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Provost	0.1	0.0	0.2	0.0	0.1	0.0	0.3
Other	11.3	12.3	10.8	9.8	9.7	12.8	11.3
Not applicable	47.4	46.4	48.5	49.2	44.4	52.1	47.0
Race/Ethnicity—mark all that apply (total may add to more than 100%)							
White/Caucasian	83.9	81.0	87.8	82.9	83.7	87.3	90.6
African American/Black	3.6	3.3	4.3	3.4	4.2	2.9	2.9
American Indian/Alaska Native	1.2	1.3	1.3	1.6	0.4	0.4	1.0
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	4.8	6.3	3.2	5.9	2.4	2.8	1.9
Filipino	0.6	0.8	0.4	0.8	0.3	0.1	0.4
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	0.3	0.2	0.1	0.5	0.5	0.0	0.0
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	2.2	2.4	2.1	2.7	2.2	1.6	0.7
Other Asian	0.9	1.0	0.5	1.6	0.7	0.7	0.2
Native Hawaiian/Pacific Islander	0.1	0.2	0.1	0.0	0.0	0.0	0.0
Mexican American/Chicano	1.3	2.3	0.5	0.3	1.0	0.9	0.8
Puerto Rican	0.3	0.2	0.3	0.5	0.5	0.1	0.4
Other Latino	2.3	2.3	2.4	2.7	2.3	1.8	1.5
Other	3.7	3.3	1.9	5.1	7.3	4.2	2.2
Race/Ethnicity Group (with multiple race category)							
American Indian	0.3	0.5	0.1	0.2	0.0	0.0	0.0
Asian	7.9	9.8	5.4	10.2	4.9	4.9	3.1
Black	3.2	3.3	3.4	3.0	3.1	2.5	2.7
Hispanic	2.4	3.2	1.9	1.6	2.0	1.7	2.1
White	79.8	77.1	84.1	76.8	79.5	84.7	88.4
Other	2.1	1.9	1.2	2.0	5.3	3.4	1.3
Two or more races/ethnicities	4.4	4.3	3.9	6.2	5.3	2.8	2.3
Is English your primary language?							
Yes	86.7	83.0	90.4	85.2	90.1	90.4	95.2
No	13.3	17.0	9.6	14.8	9.9	9.6	4.8

2016–17 HERI Faculty Survey
Weighted National Norms—Men

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What is your sexual orientation?							
Heterosexual/straight	92.7	92.9	94.5	91.6	88.8	90.7	95.6
Gay	4.2	4.5	3.1	4.4	6.0	6.0	2.3
Lesbian	0.0	0.1	0.0	0.0	0.2	0.0	0.0
Bisexual	1.0	0.9	0.8	1.8	0.6	1.1	0.7
Queer	0.4	0.1	0.6	0.3	1.4	0.4	0.2
Other	1.6	1.5	1.0	1.9	3.0	1.9	1.3
Do you identify as transgender?							
Yes, female to male	0.1	0.0	0.5	0.1	0.1	0.3	0.0
Yes, male to female	0.1	0.0	0.0	0.2	0.3	0.0	0.0
No	99.8	100.0	99.5	99.7	99.6	99.7	100.0
Are you currently:							
Single	8.8	9.4	7.3	8.4	9.5	13.9	7.7
In a civil union	0.1	0.2	0.0	0.1	0.0	0.1	0.1
In a domestic partnership	1.8	2.2	0.4	2.1	3.4	1.5	0.7
Married	82.8	81.2	86.9	82.4	79.8	78.7	87.6
Unmarried, living with partner	2.0	2.1	1.7	1.9	2.9	2.2	1.2
Separated	1.0	1.4	1.0	0.4	0.8	0.5	0.4
Divorced	2.8	3.0	2.3	3.4	2.7	2.5	2.1
Widowed	0.6	0.5	0.3	1.3	0.8	0.5	0.3
How many children do you have under 18 years old?							
0	50.9	53.9	45.2	49.3	54.2	52.0	46.8
1	18.6	17.6	18.5	22.5	18.7	17.9	16.4
2	20.9	22.0	19.0	20.1	20.0	20.4	22.2
3	5.3	4.0	7.6	4.9	5.0	6.1	8.8
4+	4.2	2.5	9.7	3.2	2.1	3.5	5.9
How many children do you have over 18 years old?							
0	56.1	65.9	43.6	52.6	51.5	52.1	47.9
1	12.9	12.4	11.8	15.3	14.6	10.9	11.7
2	17.8	13.9	20.2	20.4	20.3	21.1	23.2
3	7.4	5.3	10.3	7.3	8.2	7.6	11.1
4+	5.8	2.5	14.0	4.4	5.4	8.3	6.1
How satisfied are you with the availability of child care at this institution?							
Very satisfied	5.4	4.5	5.0	8.4	5.9	3.1	4.2
Satisfied	10.5	8.6	10.7	16.1	11.2	11.0	5.3
Marginally satisfied	8.1	8.2	7.4	9.3	6.7	10.2	6.5
Not satisfied	29.1	35.4	31.6	16.0	25.4	29.1	24.6
Not applicable	47.0	43.3	45.2	50.2	50.8	46.7	59.4

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Aggregated—Salary based on 9/10 months (full-time employees only)							
Less than $10,000	0.1	0.0	0.1	0.3	0.1	0.0	0.1
$10,000–$19,999	0.0	0.0	0.0	0.0	0.0	0.0	0.0
$20,000–$29,999	0.2	0.1	0.0	0.3	0.3	0.1	0.4
$30,000–$39,999	1.4	1.3	0.1	2.9	0.7	0.0	2.4
$40,000–$49,999	5.3	4.2	0.9	10.0	5.6	0.3	10.3
$50,000–$59,999	9.3	6.3	4.1	12.9	11.0	12.9	25.1
$60,000–$69,999	12.9	11.2	7.3	16.2	13.2	17.4	23.8
$70,000–$79,999	12.7	10.3	12.6	15.2	16.5	16.6	15.6
$80,000–$89,999	15.2	18.0	12.3	12.3	17.3	15.1	11.0
$90,000–$99,999	11.0	12.6	11.0	9.0	12.1	13.4	5.2
$100,000–$124,999	16.5	17.4	22.4	15.4	14.4	14.3	4.7
$125,000–$149,999	8.6	11.0	13.2	4.6	5.0	4.5	0.8
$150,000–$199,999	5.2	5.3	13.3	0.9	3.6	4.2	0.5
$200,000–$249,999	1.4	2.0	2.5	0.0	0.3	0.9	0.0
$250,000–$499,999	0.2	0.3	0.3	0.0	0.0	0.0	0.1
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Aggregated—Salary based on 11/12 months (full-time employees only)							
Less than $10,000	0.0	0.0	0.0	0.0	0.0	1.0	0.0
$10,000–$19,999	0.5	0.0	0.6	0.0	0.4	0.0	2.6
$20,000–$29,999	0.2	0.3	0.0	0.0	0.3	0.0	0.2
$30,000–$39,999	1.4	1.8	0.1	2.1	0.4	0.5	3.9
$40,000–$49,999	7.4	5.1	2.2	20.4	8.5	5.0	13.9
$50,000–$59,999	7.8	5.3	3.8	8.7	9.2	18.4	19.7
$60,000–$69,999	9.7	4.2	9.6	10.5	12.8	23.3	19.5
$70,000–$79,999	10.5	7.5	11.6	12.5	12.8	14.5	12.1
$80,000–$89,999	9.5	7.9	8.9	12.1	11.7	5.7	13.4
$90,000–$99,999	7.8	7.6	9.0	3.4	9.9	9.9	6.6
$100,000–$124,999	19.2	19.3	26.6	13.8	20.2	16.3	5.6
$125,000–$149,999	10.5	14.8	11.4	6.3	8.5	4.2	1.7
$150,000–$199,999	9.0	12.2	10.7	10.2	4.7	0.5	0.6
$200,000–$249,999	5.0	10.9	3.7	0.0	0.3	0.5	0.1
$250,000–$499,999	1.6	3.0	2.0	0.0	0.2	0.0	0.2
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1993 or later	0.1	0.1	0.0	0.1	0.7	0.1	0.1
1984–1992	4.0	3.6	4.4	4.2	3.8	3.8	5.8
1979–1983	11.3	11.9	10.8	11.5	9.8	10.1	11.6
1974–1978	15.3	19.0	13.5	12.7	11.7	12.5	11.0
1969–1973	12.5	12.5	11.1	13.7	10.9	12.0	14.8
1964–1968	13.6	14.1	12.2	14.6	13.3	11.6	13.4
1959–1963	12.5	11.6	11.9	14.3	12.8	11.8	15.3
1954–1958	12.4	11.9	11.8	12.6	14.7	14.0	13.5
1949–1953	10.7	8.9	14.4	10.2	11.6	13.8	10.1
1944–1948	5.3	4.3	7.8	4.5	7.4	7.4	3.2
1920–1943	2.2	2.2	2.2	1.6	3.4	3.0	1.4
Earlier than 1920	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Year of first academic appointment							
1976 or earlier	4.8	4.0	7.0	4.4	6.3	6.2	2.8
1977–1981	4.9	5.0	6.9	2.9	4.9	5.4	4.4
1982–1986	5.6	4.8	7.4	4.8	7.3	6.3	5.8
1987–1991	8.9	9.0	9.5	8.9	7.4	8.5	8.4
1992–1996	10.2	9.5	10.9	10.7	11.5	9.6	10.3
1997–2001	14.1	15.1	11.3	14.4	14.5	13.0	14.3
2002–2006	14.2	14.5	11.4	15.1	14.1	16.5	16.6
2007–2011	18.2	19.8	16.2	17.6	16.9	17.2	17.1
2012 or later	19.0	18.2	19.5	21.2	17.2	17.2	20.4
Year of appointment at present institution							
1976 or earlier	1.9	1.3	2.8	2.4	2.2	2.9	1.1
1977–1981	2.8	3.0	3.6	1.6	2.6	3.7	2.1
1982–1986	3.6	2.6	6.0	2.4	5.6	4.3	4.0
1987–1991	7.2	7.3	8.3	6.2	7.2	8.9	5.4
1992–1996	8.0	7.4	10.3	7.2	8.9	10.3	6.2
1997–2001	13.5	14.3	10.6	14.7	12.5	12.2	15.2
2002–2006	15.2	15.6	12.3	16.5	15.3	14.4	16.9
2007–2011	20.7	22.5	18.9	20.0	18.5	19.0	19.6
2012 or later	27.1	26.0	27.2	28.9	27.1	24.4	29.4
If tenured, year tenure was awarded							
1976 or earlier	1.3	1.1	1.4	1.7	0.8	3.4	0.3
1977–1981	1.2	1.1	1.1	1.4	1.9	1.1	1.1
1982–1986	4.3	4.4	5.8	3.1	4.6	3.8	2.6
1987–1991	5.6	4.4	9.3	3.7	8.5	6.2	6.4
1992–1996	10.1	10.8	12.4	6.8	9.6	13.3	7.1
1997–2001	12.1	10.8	14.7	12.1	13.5	15.3	9.6
2002–2006	17.4	17.1	16.3	19.6	17.5	15.0	17.9
2007–2011	21.7	21.4	18.6	23.8	21.1	19.7	29.2
2012 or later	26.2	28.8	20.5	27.8	22.5	22.2	25.7

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Aggregated Major							
Agriculture or Forestry (General Area 1)	0.8	1.0	0.6	0.5	0.4	1.2	0.5
Biological Sciences (General Area 5)	9.3	11.4	9.4	7.0	7.6	8.1	5.5
Business (General Area 6)	6.8	6.0	6.0	9.2	6.1	11.2	6.8
Education (General Area 10 and Specific Discipline 2102)	5.9	4.4	5.1	8.8	5.3	5.5	10.4
Engineering (General Area 11)	6.7	8.9	6.2	5.7	4.6	3.7	2.5
English (General Area 12)	4.5	4.1	3.9	4.3	5.6	5.4	6.4
Health-related (General Area 15)	2.1	2.0	2.6	2.2	0.9	2.0	2.6
History or Political Science (Specific Discipline 3007, 3009)	5.6	5.3	6.5	5.5	5.9	5.6	4.7
Humanities (General Area 14, 24)	7.5	5.7	10.2	6.4	7.3	11.7	12.4
Fine Arts (General Area 2, 4, 22)	8.1	7.0	6.7	8.6	15.0	5.9	9.7
Mathematics or Statistics (General Area 18)	5.6	5.4	7.2	4.9	4.7	5.6	5.8
Physical Sciences (General Area 25)	8.9	9.4	9.6	7.8	8.9	7.8	7.1
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	14.6	18.1	12.8	10.9	11.6	14.1	11.4
Other Technical (General Area 8, 19, 28)	3.9	2.8	4.3	5.1	7.0	3.8	2.8
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	9.6	8.4	9.0	13.0	9.1	8.3	11.5
Aggregated Department							
Agriculture or Forestry (General Area 1)	0.6	1.0	0.3	0.3	0.3	0.1	0.1
Biological Sciences (General Area 5)	8.1	9.5	7.8	6.8	7.1	8.7	5.2
Business (General Area 6)	8.0	7.1	6.9	10.4	6.3	12.5	10.0
Education (General Area 10 and Specific Discipline 2102)	3.4	2.0	3.1	6.1	3.1	3.8	5.9
Engineering (General Area 11)	6.4	9.0	6.7	4.3	3.6	2.4	1.5
English (General Area 12)	4.3	3.7	3.9	4.5	5.1	5.7	7.0
Health-related (General Area 15)	2.8	3.2	3.3	2.4	0.8	1.6	2.8
History or Political Science (Specific Discipline 3007, 3009)	5.5	5.0	6.0	5.9	6.3	5.5	5.5
Humanities (General Area 14, 24)	7.3	5.1	11.3	6.0	6.5	11.1	11.7
Fine Arts (General Area 2, 4, 22)	8.6	7.6	6.8	10.0	14.5	5.3	10.1
Mathematics or Statistics (General Area 18)	6.0	5.8	7.0	5.6	5.1	5.6	7.1
Physical Sciences (General Area 25)	9.0	10.0	9.2	7.3	8.5	8.9	7.5
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	13.9	18.1	11.8	9.3	10.8	13.4	10.2
Other Technical (General Area 8, 19, 28)	4.9	4.0	4.8	6.4	7.5	4.3	3.2
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	11.1	8.7	11.1	14.6	14.6	11.1	11.9

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
CIRP Construct: Civic Minded Values							
Mean Score	53.12	52.82	52.59	53.64	53.37	54.30	54.04
High Construct Score Group	40.7	37.7	40.1	43.2	44.8	47.4	45.4
Average Construct Score Group	44.9	47.2	43.5	44.2	40.6	42.8	43.6
Low Construct Score Group	14.3	15.1	16.4	12.6	14.6	9.8	11.0
CIRP Construct: Civic Minded Practices							
Mean Score	49.08	48.69	48.86	50.04	48.43	49.06	50.18
High Construct Score Group	26.4	23.4	25.0	33.3	25.0	27.3	31.1
Average Construct Score Group	40.2	42.6	39.9	36.9	36.6	37.1	40.2
Low Construct Score Group	33.4	34.0	35.1	29.8	38.3	35.6	28.7
CIRP Construct: Perceptions of the Campus Climate for Diversity							
Mean Score	50.59	49.44	51.06	51.78	52.19	51.81	50.29
High Construct Score Group	35.4	31.5	36.3	39.8	41.9	42.0	32.7
Average Construct Score Group	43.1	42.0	44.5	45.5	41.4	39.7	43.8
Low Construct Score Group	21.4	26.4	19.2	14.7	16.7	18.3	23.5
CIRP Construct: Institutional Priority—Commitment to Civic Engagement							
Mean Score	49.00	48.55	48.64	50.44	48.61	49.99	48.85
High Construct Score Group	25.8	23.8	24.6	32.3	24.4	28.9	23.6
Average Construct Score Group	46.0	46.4	45.4	43.4	48.1	47.7	48.1
Low Construct Score Group	28.3	29.8	30.0	24.3	27.5	23.4	28.3
CIRP Construct: Institutional Priority—Commitment to Diversity							
Mean Score	52.24	53.31	51.00	51.85	52.39	51.22	50.86
High Construct Score Group	41.1	46.8	34.3	37.5	44.5	36.5	34.3
Average Construct Score Group	41.5	37.6	44.7	46.9	37.1	43.0	46.2
Low Construct Score Group	17.4	15.6	21.0	15.6	18.4	20.5	19.5
CIRP Construct: Institutional Priority—Commitment to Institutional Prestige							
Mean Score	46.91	47.64	49.44	44.82	46.08	45.29	43.57
High Construct Score Group	13.8	13.3	23.4	10.2	10.7	9.5	7.5
Average Construct Score Group	45.9	52.9	47.3	35.4	45.1	39.6	33.9
Low Construct Score Group	40.3	33.8	29.3	54.4	44.3	50.9	58.6
CIRP Construct: Mentor Self-Efficacy							
Mean Score	49.62	50.57	48.93	49.95	49.10	49.58	48.21
High Construct Score Group	20.5	13.7	23.5	27.6	25.1	30.1	21.8
Average Construct Score Group	53.2	71.1	43.3	43.0	43.8	39.4	40.2
Low Construct Score Group	26.2	15.3	33.2	29.4	31.1	30.6	38.0
CIRP Construct: Student-Centered Pedagogy							
Mean Score	49.43	48.93	49.32	49.84	50.31	49.38	50.53
High Construct Score Group	23.8	21.8	24.0	25.5	26.9	23.8	26.3
Average Construct Score Group	45.4	44.2	45.5	43.9	49.2	46.4	50.5
Low Construct Score Group	30.9	33.9	30.6	30.6	23.9	29.8	23.2
CIRP Construct: Scholarly Productivity							
Mean Score	54.93	57.49	56.73	52.16	50.71	52.32	48.53
High Construct Score Group	56.1	69.5	62.1	42.9	36.7	41.0	25.9
Average Construct Score Group	28.6	20.2	28.1	37.1	37.9	41.4	40.4
Low Construct Score Group	15.3	10.3	9.8	20.0	25.4	17.6	33.7

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
CIRP Construct: Sense of a Respectful Work Environment							
Mean Score	50.05	48.97	50.98	50.00	51.68	51.26	51.27
High Construct Score Group	32.6	27.7	37.1	32.0	39.8	39.0	37.8
Average Construct Score Group	34.9	36.4	34.3	33.3	32.6	35.2	34.3
Low Construct Score Group	32.5	35.9	28.6	34.7	27.7	25.8	27.8
CIRP Construct: Satisfaction with Compensation							
Mean Score	51.79	51.92	55.66	49.66	50.99	49.56	48.43
High Construct Score Group	32.5	34.8	48.6	22.1	26.3	23.0	16.0
Average Construct Score Group	45.9	44.5	41.4	49.4	50.0	47.5	51.6
Low Construct Score Group	21.6	20.7	10.0	28.5	23.7	29.5	32.3
CIRP Construct: Satisfaction with Professional Work Environment							
Mean Score	50.22	49.02	52.86	49.66	50.92	50.93	50.52
High Construct Score Group	26.4	19.6	39.6	24.9	29.9	30.8	28.6
Average Construct Score Group	50.8	55.4	42.6	51.6	47.5	46.2	50.2
Low Construct Score Group	22.8	25.0	17.8	23.5	22.6	23.0	21.3
CIRP Construct: Science Identity							
Mean Score	51.95	52.22	51.98	53.02	49.53	53.79	46.92
High Construct Score Group	37.0	35.4	44.1	60.7	31.4	49.3	24.2
Average Construct Score Group	36.9	39.9	27.3	19.8	35.1	36.4	28.0
Low Construct Score Group	26.1	24.7	28.6	19.5	33.4	14.3	47.8
CIRP Construct: Science Self-Efficacy							
Mean Score	49.50	49.17	50.35	57.85	49.42	52.78	47.61
High Construct Score Group	21.7	19.4	29.6	56.1	20.7	32.3	12.7
Average Construct Score Group	46.6	47.1	43.5	34.2	48.2	53.6	52.8
Low Construct Score Group	31.7	33.5	26.9	9.8	31.1	14.2	34.5
CIRP Construct: Career-Related Stress							
Mean Score	51.00	51.99	50.21	50.15	49.73	50.16	51.35
High Construct Score Group	29.2	34.3	24.4	24.7	25.2	25.6	29.9
Average Construct Score Group	47.6	44.9	49.8	50.1	47.7	49.0	49.7
Low Construct Score Group	23.2	20.8	25.8	25.2	27.1	25.5	20.4
CIRP Construct: Focus on Undergraduates' Personal Development							
Mean Score	51.86	50.76	53.21	51.17	52.49	53.97	54.28
High Construct Score Group	32.1	26.5	39.8	27.5	33.9	43.4	47.1
Average Construct Score Group	50.9	52.9	46.5	54.3	52.3	47.2	43.2
Low Construct Score Group	16.9	20.6	13.7	18.1	13.8	9.3	9.7

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

Women

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Total Respondents	9,789	1,830	1,597	1,548	1,989	912	1,913
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
What is your present academic rank?							
Professor	22.0	22.4	24.8	20.5	22.7	18.5	21.3
Associate professor	28.8	29.9	28.7	26.9	28.4	32.0	27.8
Assistant professor	35.6	34.8	37.2	34.6	33.2	39.1	40.1
Lecturer	5.8	9.0	3.5	4.7	3.2	4.2	2.6
Instructor	7.7	3.9	5.6	13.4	12.5	6.2	8.2
What is your tenure status at this institution?							
Tenured	45.9	49.0	46.5	48.0	35.4	44.7	37.9
On tenure track, but not tenured	26.0	25.5	30.0	29.3	14.7	22.2	28.5
Not on tenure track, but institution has tenure system	22.7	25.3	21.2	22.1	17.7	21.5	21.5
Institution has no tenure system	5.4	0.2	2.3	0.6	32.2	11.6	12.1
Are you retired from this institution?							
No	99.5	99.4	99.4	99.7	99.7	99.8	99.8
Yes	0.5	0.6	0.6	0.3	0.3	0.2	0.2
What is your principal activity in your current position at this institution?							
Administration	7.5	7.9	6.8	6.7	9.1	6.1	7.3
Teaching	76.2	64.1	73.0	84.8	88.2	90.6	89.4
Research	14.1	26.3	15.5	6.2	0.7	2.3	0.7
Services to clients and patients	0.6	0.4	1.2	0.7	0.6	0.2	0.8
Other	1.7	1.3	3.4	1.6	1.3	0.8	1.9
Noted as being personally "essential" or "very important":							
Research	80.0	86.3	82.5	75.9	77.6	73.6	62.6
Teaching	98.2	97.5	98.1	98.8	98.7	99.0	98.7
Service	70.8	69.6	68.0	70.6	70.5	78.4	77.4
How many courses are you teaching this term (include all institutions at which you teach)?							
Mean	3.62	3.25	3.26	3.99	3.80	4.07	4.45
Median	4	3	3	4	4	4	4
Mode	3	3	3	4	3	4	4
How many courses are you teaching this term?							
General education courses							
Mean	1.51	1.45	1.51	1.53	1.61	1.55	1.60
Median	1	1	1	1	2	1	1
Mode	1	1	1	1	1	1	1
Courses required for an undergraduate major							
Mean	2.20	2.12	2.04	2.27	2.27	2.37	2.48
Median	2	2	2	2	2	2	2
Mode	2	2	2	2	2	2	2
Other undergraduate credit courses							
Mean	1.54	1.53	1.64	1.51	1.63	1.47	1.49
Median	1	1	2	1	2	1	1
Mode	1	1	2	1	2	1	1

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
How many courses are you teaching this term?							
Developmental/remedial courses (not for credit)							
Mean	1.06	1.05	1.05	1.07	1.06	1.05	1.04
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
Graduate courses							
Mean	1.41	1.43	1.41	1.46	1.34	1.39	1.24
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
How many of these courses that you are teaching this term are being taught:							
At this institution							
Mean	2.64	2.50	2.50	2.78	2.65	2.83	2.98
Median	3	2	2	3	3	3	3
Mode	3	2	2	3	3	3	3
At another institution							
Mean	1.17	1.18	1.20	1.16	1.22	1.14	1.12
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0
In the past year, have you:							
Worked with or taught undergraduate students at this institution?	97.3	97.8	96.2	97.2	97.0	96.7	98.4
Worked with or taught graduate students at this institution?	58.7	76.0	57.2	57.7	32.4	40.7	27.6
During the past three years, have you:							
Advised student groups involved in service/volunteer work	57.3	53.3	58.1	59.7	58.5	62.1	62.6
Collaborated with the local community on research/teaching to address their needs	51.3	51.6	43.1	58.1	47.3	50.1	52.1
Conducted research or writing focused on:							
International/global issues	35.0	34.4	44.1	32.6	35.9	33.7	26.4
Racial or ethnic minorities	38.2	41.9	42.4	37.0	32.3	33.3	26.9
Women or gender issues	39.1	41.8	45.7	34.9	37.4	34.9	30.5
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	13.4	12.9	14.3	14.5	14.8	11.4	10.3
Biomedical science fields	18.3	22.5	19.5	13.2	15.8	18.4	13.1
Engaged in academic research that spans multiple disciplines	66.9	70.0	74.3	63.0	64.5	65.1	53.6
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	51.5	53.8	55.8	49.1	48.8	46.7	45.3
Written research grants	51.8	64.8	53.3	45.4	37.9	42.2	28.8
Received funding for your work from:							
Foundations	23.4	27.3	26.2	20.1	20.4	17.7	15.6
State or federal government	25.3	39.4	18.0	20.3	14.3	12.0	8.1
Business or industry	7.1	7.4	7.3	6.5	8.1	6.3	6.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
During the past three years, have you:							
Taught an honors course	18.7	23.2	19.8	12.1	17.1	20.2	15.4
Taught an interdisciplinary course	40.9	40.5	46.8	33.6	51.0	36.9	42.0
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ)	18.7	15.9	23.4	16.9	24.8	22.2	18.5
Taught a service learning course	21.0	17.5	24.2	22.7	21.9	26.9	21.8
Taught a course exclusively online	27.0	24.7	14.5	42.4	16.8	29.8	28.5
Participated in organized activities around enhancing pedagogy or student learning	75.8	71.6	74.7	78.2	78.5	81.8	83.2
Taught a seminar for first-year students	21.8	15.4	28.8	17.7	36.5	24.5	29.6
Participated in the development of curriculum (enhancing an existing course)	89.4	86.8	90.0	91.1	91.2	92.1	91.4
During the past three years, have you: (% marking "to a very large extent")							
Presented with undergraduate students at conferences	6.4	8.5	5.3	5.4	5.1	4.8	4.1
Published with undergraduates	2.0	1.7	2.3	2.4	2.3	1.9	1.0
Engaged undergraduates on your research project(s)	15.3	17.9	18.1	12.8	13.2	14.4	8.2
Worked with undergraduates on their research project(s)	18.5	19.9	20.9	14.5	21.9	16.3	16.3
How would you rate the overall experience of working with undergraduates on research projects?							
Excellent	20.4	19.7	25.4	18.6	22.3	20.3	17.0
Good	42.4	44.4	44.4	39.2	42.7	39.2	40.0
Fair	13.6	15.4	9.8	14.0	11.7	13.3	13.8
Poor	1.1	0.8	1.0	1.4	1.5	1.1	1.7
I have not worked with undergraduates on research projects	22.4	19.6	19.3	26.9	21.9	26.2	27.5
How many undergraduates do you currently advise?							
Mean	7.79	6.54	8.18	7.87	8.95	9.43	9.93
Median	8	4	10	9	12	12	12
Mode	1	1	1	1	12	12	12
During the past year, how "frequently" did you do the following for your advisees?							
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)	58.1	57.1	50.2	55.6	66.6	67.4	65.0
Helped them to plan their course of study	67.1	50.2	70.4	68.2	84.4	88.2	86.2
Discussed their academic performance	60.7	53.2	56.1	61.0	74.6	77.4	68.1
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	60.7	57.1	65.0	56.8	66.3	69.9	62.6
Discussed career and post-graduation goals	72.1	68.6	73.1	73.9	72.2	77.0	76.1
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on teaching							
Yes	59.6	56.4	58.0	65.1	55.5	64.1	64.9
No	34.3	38.3	38.7	31.4	30.4	29.1	23.7
Not eligible	0.9	0.8	0.6	0.7	2.2	1.2	1.1
Not available	5.1	4.4	2.8	2.8	12.0	5.6	10.3
Paid workshops outside the institution focused on research skills development							
Yes	18.5	20.0	20.1	18.2	16.3	19.0	12.3
No	65.2	68.6	67.8	68.9	54.1	56.4	54.6
Not eligible	2.8	3.9	1.7	2.4	3.1	1.9	1.7
Not available	13.4	7.5	10.4	10.6	26.5	22.7	31.5

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All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on grant writing							
Yes	13.5	17.2	12.7	11.1	11.5	11.2	8.5
No	72.4	72.8	76.4	80.0	63.1	66.4	57.6
Not eligible	3.3	4.6	2.6	2.2	3.1	2.3	2.3
Not available	10.8	5.4	8.3	6.7	22.4	20.0	31.6
Paid sabbatical leave							
Yes	10.8	12.7	12.9	6.3	12.4	11.3	7.9
No	58.4	58.0	59.4	63.4	51.7	57.3	54.3
Not eligible	24.0	23.6	20.0	24.6	26.4	23.2	29.5
Not available	6.7	5.7	7.7	5.7	9.5	8.2	8.3
Travel funds paid by the institution							
Yes	67.8	64.9	74.7	71.0	64.5	65.6	64.9
No	24.8	26.7	20.8	22.8	26.8	24.7	26.3
Not eligible	3.5	4.4	1.4	3.1	4.3	4.1	3.0
Not available	3.9	4.0	3.1	3.1	4.3	5.6	5.7
Internal grants for research							
Yes	34.0	35.2	40.5	32.9	32.7	30.3	22.8
No	56.6	56.5	53.2	59.2	53.5	56.3	60.8
Not eligible	4.7	5.4	3.2	4.4	5.9	5.1	3.8
Not available	4.7	2.9	3.2	3.4	7.9	8.3	12.5
Training for administrative leadership							
Yes	11.8	10.5	15.9	11.4	11.8	9.4	13.2
No	67.3	71.4	66.9	70.2	57.9	62.6	55.5
Not eligible	7.9	8.3	8.0	7.4	8.4	6.1	7.4
Not available	13.0	9.7	9.2	11.0	21.9	22.0	24.0
Incentives to develop new courses							
Yes	20.2	19.2	20.2	18.6	22.5	23.4	25.3
No	62.6	67.5	66.4	62.9	51.7	55.4	50.4
Not eligible	2.7	2.8	2.1	2.4	4.4	2.5	2.3
Not available	14.5	10.6	11.3	16.1	21.4	18.7	22.0
Incentives to integrate technology into your classroom							
Yes	27.3	25.8	24.2	29.1	29.0	34.4	28.5
No	57.7	60.1	65.9	57.1	49.1	48.5	49.4
Not eligible	1.8	1.9	1.0	1.7	3.6	1.1	1.2
Not available	13.2	12.3	8.8	12.1	18.3	16.0	21.0
Resources to integrate culturally-competent practices into your classroom							
Yes	29.1	27.6	30.8	27.2	27.6	32.1	37.8
No	54.6	58.2	56.8	57.7	45.7	45.5	42.0
Not eligible	1.3	1.2	0.7	1.2	3.2	1.1	1.2
Not available	15.0	12.9	11.6	13.8	23.6	21.2	19.1

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Weighted National Norms—Women

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How many of the following have you published?							
Articles in academic or professional journals							
None	19.0	12.1	16.0	21.1	28.3	21.8	37.4
1–2	19.8	16.6	17.6	22.9	22.3	22.8	25.2
3–4	13.0	9.2	16.0	15.4	14.5	15.3	15.2
5–10	19.5	19.2	20.3	20.6	20.3	22.5	14.0
11–20	14.6	18.9	15.0	13.4	9.8	10.2	5.3
21–50	9.6	15.2	10.0	5.6	4.1	6.3	2.7
51+	4.6	8.8	5.2	1.0	0.7	1.1	0.2
Chapters in edited volumes							
None	48.5	40.0	40.5	54.7	57.9	53.9	69.9
1–2	26.7	26.8	30.6	27.1	24.7	27.6	20.0
3–4	11.6	14.2	11.1	10.4	10.2	10.3	6.8
5–10	8.0	10.5	11.5	5.2	5.4	6.4	2.6
11–20	2.8	3.8	4.6	2.0	1.3	0.8	0.5
21–50	2.2	4.5	1.7	0.6	0.4	0.8	0.2
51+	0.1	0.3	0.0	0.1	0.0	0.2	0.0
Books, manuals, or monographs							
None	69.5	65.3	64.1	74.4	71.0	72.7	81.7
1–2	20.9	22.0	23.9	19.4	20.8	20.4	14.1
3–4	6.4	8.2	8.2	4.3	5.5	4.2	2.7
5–10	2.5	3.5	3.5	1.0	2.1	2.2	1.3
11–20	0.4	0.8	0.2	0.2	0.4	0.1	0.1
21–50	0.1	0.1	0.0	0.3	0.1	0.1	0.0
51+	0.1	0.1	0.0	0.3	0.0	0.2	0.0
Other, such as patents or computer software products							
None	83.6	82.4	80.6	84.5	86.0	86.0	87.9
1–2	9.3	9.8	11.4	9.1	8.0	7.1	7.5
3–4	3.5	3.7	4.3	3.5	2.7	3.1	1.7
5–10	2.0	2.5	2.6	0.9	1.7	2.3	1.4
11–20	0.8	0.6	0.7	1.3	0.6	0.8	0.9
21–50	0.5	0.7	0.3	0.2	0.5	0.6	0.4
51+	0.3	0.3	0.1	0.5	0.5	0.1	0.2
In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?							
None	85.1	87.8	84.0	85.2	77.8	87.0	82.4
1–2	4.7	4.1	7.2	3.4	6.5	4.7	4.5
3–4	3.0	2.0	3.0	3.0	5.2	3.6	4.8
5–10	3.5	2.7	3.6	4.4	5.1	1.8	4.0
11–20	1.9	1.6	1.1	2.2	3.3	1.7	2.5
21+	1.7	1.9	1.1	1.8	2.1	1.1	1.9
How many of these have been performed alone/solo?							
None	29.0	33.8	36.8	21.1	28.8	21.8	24.7
1–2	34.7	27.6	39.7	32.9	39.0	44.4	42.5
3–4	15.3	13.7	12.8	20.3	12.7	16.8	15.2
5–10	13.8	14.0	4.7	19.5	13.8	13.4	13.0
11–20	5.0	6.5	4.8	5.7	4.2	1.5	2.1
21+	2.2	4.4	1.2	0.6	1.5	2.1	2.4

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Weighted National Norms—Women

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How many of these have been collaborative?							
None	11.6	10.1	12.6	12.2	11.4	14.2	12.1
1–2	32.5	36.6	41.3	24.3	31.3	39.7	23.0
3–4	18.8	14.7	17.8	16.4	25.4	17.3	27.8
5–10	19.8	17.3	19.7	29.6	14.1	11.2	18.4
11–20	10.0	11.7	4.9	9.0	10.6	13.2	12.5
21+	7.4	9.5	3.7	8.5	7.1	4.4	6.2
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	7.0	10.8	8.0	2.7	5.5	4.9	2.6
1–4	16.8	21.3	20.3	13.7	11.4	11.1	8.3
5–8	32.8	36.0	39.0	30.7	29.1	26.5	21.4
9–12	27.9	22.5	19.9	33.5	33.9	38.1	38.8
13–16	8.3	4.7	7.1	9.4	11.7	10.9	18.3
17–20	3.9	2.8	2.7	5.2	4.1	4.8	7.2
21+	3.2	1.9	2.9	4.8	4.3	3.7	3.4
Preparing for teaching (including reading student papers and grading)							
None	4.9	6.1	7.5	2.4	4.5	4.1	2.3
1–4	13.4	18.4	12.1	9.8	8.4	11.0	9.0
5–8	22.5	21.1	26.5	22.8	22.9	20.2	22.3
9–12	24.1	25.6	22.7	25.1	21.1	21.5	22.7
13–16	13.9	12.5	13.6	14.6	15.8	15.6	15.7
17–20	10.7	7.7	10.4	13.7	12.2	14.4	13.7
21+	10.5	8.6	7.2	11.6	15.0	13.2	14.2
Advising and counseling of students							
None	5.8	5.5	5.3	6.6	6.0	4.9	6.2
1–4	57.6	57.6	61.9	57.3	53.7	52.7	58.6
5–8	24.9	25.7	21.2	24.5	28.4	27.0	24.0
9–12	6.8	6.6	6.6	6.7	7.5	8.4	6.8
13–16	2.7	2.8	1.9	3.1	1.9	3.5	2.5
17–20	1.2	1.1	0.9	1.1	1.8	2.4	1.0
21+	1.0	0.7	2.2	0.8	0.5	1.0	1.0
Committee work and meetings							
None	5.0	5.3	5.3	3.2	8.0	3.8	5.3
1–4	49.3	43.1	52.9	50.7	54.3	51.1	60.1
5–8	28.1	31.3	24.5	28.8	24.2	28.3	22.8
9–12	9.9	11.3	9.3	10.4	7.4	10.2	6.3
13–16	4.0	4.5	4.6	3.6	3.4	2.7	2.8
17–20	2.0	2.8	1.5	1.6	0.9	2.4	1.5
21+	1.7	1.7	1.9	1.8	1.7	1.6	1.2
Research and scholarly writing							
None	18.0	13.9	12.9	20.1	21.9	21.3	34.0
1–4	33.0	26.2	29.4	37.5	42.1	41.9	42.5
5–8	17.6	15.1	21.5	19.9	18.6	18.9	13.3
9–12	10.3	11.2	12.3	10.2	8.7	10.1	5.3
13–16	7.2	11.1	8.6	4.3	3.3	3.7	1.7
17–20	6.4	10.8	5.6	4.7	1.3	1.3	1.5
21+	7.4	11.7	9.7	3.2	4.1	2.9	1.8

2016–17 HERI Faculty Survey
Weighted National Norms—Women

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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?							
Other creative products/performances							
None	66.4	71.0	65.7	64.7	57.5	63.9	63.7
1–4	21.3	18.9	20.5	22.8	24.2	22.4	25.1
5–8	6.5	4.8	8.1	7.0	9.0	8.5	6.0
9–12	3.0	2.7	2.9	2.9	4.3	3.6	2.7
13–16	1.1	1.0	0.9	1.2	2.0	0.4	0.7
17–20	0.8	0.4	1.2	0.8	1.8	0.4	0.9
21+	1.0	1.1	0.8	0.7	1.3	0.7	0.9
Community or public service							
None	37.4	43.8	35.7	32.6	38.7	28.2	28.5
1–4	50.7	46.4	49.5	54.5	50.0	58.5	58.9
5–8	8.6	6.6	11.3	9.9	7.6	11.0	9.1
9–12	1.9	1.8	2.2	1.9	1.3	1.6	2.5
13–16	0.6	0.6	0.8	0.5	0.6	0.6	0.8
17–20	0.3	0.2	0.1	0.3	0.9	0.0	0.1
21+	0.4	0.5	0.5	0.2	0.8	0.2	0.1
Outside consulting/freelance work							
None	74.1	72.7	74.7	75.5	72.8	73.4	78.2
1–4	19.1	20.1	19.8	18.4	19.2	18.4	16.1
5–8	5.0	6.1	3.9	4.5	4.4	5.5	3.5
9–12	1.0	0.7	0.9	1.3	1.6	1.0	1.2
13–16	0.3	0.2	0.0	0.2	0.8	1.2	0.8
17–20	0.1	0.1	0.4	0.0	0.2	0.3	0.0
21+	0.2	0.0	0.3	0.1	0.9	0.2	0.2
Household/childcare duties							
None	7.3	7.5	6.1	8.3	6.8	7.8	6.1
1–4	17.9	19.7	16.3	16.7	17.9	16.1	16.7
5–8	21.6	21.6	24.2	20.7	22.0	17.0	22.3
9–12	14.1	13.9	14.4	13.7	13.0	14.6	16.8
13–16	8.8	9.7	6.7	9.0	8.0	9.6	8.3
17–20	8.3	6.5	9.2	11.3	9.5	8.4	6.3
21+	21.9	21.3	23.2	20.3	22.7	26.6	23.4
Serving as a caregiver for another adult							
None	83.0	86.6	80.7	81.1	81.2	77.7	81.2
1–4	10.0	8.2	10.7	11.3	10.4	13.0	10.8
5–8	3.2	2.1	3.8	4.2	3.7	3.0	3.6
9–12	1.5	0.8	2.4	1.4	2.3	2.8	1.5
13–16	0.7	0.7	0.6	0.8	0.5	0.6	0.5
17–20	0.5	0.5	0.8	0.5	0.5	0.3	0.8
21+	1.1	1.1	0.9	0.7	1.2	2.6	1.7

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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?							
Other employment, outside of academia							
None	90.6	93.1	90.9	90.7	87.3	83.6	87.0
1–4	4.7	3.9	4.7	4.5	6.6	6.6	5.4
5–8	2.1	1.1	2.3	2.2	2.5	5.1	3.6
9–12	1.3	0.8	1.2	1.3	2.1	2.5	2.3
13–16	0.5	0.3	0.3	0.7	0.5	0.6	0.7
17–20	0.3	0.1	0.3	0.3	0.7	1.4	0.4
21+	0.5	0.7	0.3	0.3	0.4	0.2	0.5
Personal time (e.g., exercise, hobbies, relaxing)							
None	3.6	2.8	4.0	4.6	4.2	3.8	3.1
1–4	32.2	29.2	33.5	33.1	33.2	37.6	36.8
5–8	35.2	39.0	34.4	33.0	32.8	31.1	30.7
9–12	15.4	13.5	15.4	15.6	18.8	16.6	18.9
13–16	6.2	5.6	6.8	7.2	6.0	5.8	5.7
17–20	4.7	7.8	3.0	3.3	1.8	2.3	2.7
21+	2.6	2.1	2.8	3.1	3.2	2.7	2.0
In your interactions with undergraduates, how often in the past year did you encourage them to: (% marking "frequently")							
Ask questions in class	94.4	90.7	96.3	97.4	95.4	96.7	97.9
Support their opinions with a logical argument	80.1	75.9	82.0	83.1	83.7	84.2	81.1
Seek solutions to problems and explain them to others	76.1	72.1	76.8	79.4	80.6	81.4	75.6
Analyze multiple sources of information before coming to a conclusion	70.4	66.6	74.8	71.4	75.3	72.6	70.2
Evaluate the quality or reliability of information they receive	72.8	69.7	76.4	73.9	76.0	77.2	71.3
Take risks for potential gains	38.9	32.0	44.8	39.9	49.9	43.5	40.6
Seek alternative solutions to a problem	66.1	60.5	68.2	70.5	72.5	68.6	66.4
Look up scientific research articles and resources	60.0	63.7	57.0	57.2	58.2	60.8	57.4
Explore topics on their own, even though it was not required for a class	55.8	57.6	58.4	52.6	56.6	54.4	51.1
Accept mistakes as part of the learning process	75.6	69.4	79.4	79.8	81.2	78.5	77.7
Recognize biases that affect their thinking	62.0	58.6	65.5	62.5	65.2	65.0	63.8
How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:							
Write in the specific style or format of your discipline	67.8	61.5	69.8	71.1	72.7	75.2	73.8
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	51.9	48.9	54.7	52.4	54.4	53.8	54.8
Discuss the ethical or moral implications of a course of action	47.3	39.5	52.3	51.1	50.2	55.5	55.2
Apply mathematical concepts and computational thinking	28.5	28.9	25.5	30.1	28.1	34.4	24.0

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Methods you use in "all" or "most" of your courses:							
Class discussions	90.1	90.6	90.7	89.2	90.2	88.5	89.8
Cooperative learning (small groups)	78.7	76.7	80.4	79.4	80.5	77.1	81.4
Experiential learning/field studies	37.4	34.4	37.9	40.1	39.8	35.4	41.5
Performances/demonstrations	38.9	34.9	42.7	39.3	42.6	37.4	45.5
Group projects	50.5	47.0	54.3	52.0	53.4	51.6	51.8
Extensive lecturing	41.9	47.5	38.5	40.2	35.6	42.1	34.5
Multiple drafts of written work	36.6	32.6	43.7	36.9	41.9	36.5	35.1
Reflective writing/journaling	31.9	28.1	34.0	31.5	35.9	34.6	39.5
Community service as part of coursework	9.2	7.4	10.8	10.1	8.8	9.3	12.4
Electronic quizzes with immediate feedback in class	19.7	20.4	15.2	23.5	14.3	20.7	20.7
Using real-life problems	71.6	70.8	68.2	75.1	70.9	75.8	70.1
Using student inquiry to drive learning	60.7	57.8	62.4	63.1	64.8	61.7	59.8
Readings on racial and ethnic issues	39.3	38.8	41.8	38.8	38.3	40.5	39.0
Readings on women or gender issues	35.1	34.9	38.7	32.7	36.5	35.7	33.9
Supplemental instruction outside of class and office hours	40.1	36.6	40.4	44.1	45.4	41.5	37.9
Student presentations	59.2	54.0	65.2	57.3	68.5	61.4	65.1
Student evaluations of each others' work	34.1	31.2	36.4	33.7	41.5	31.7	36.3
Grading on a curve	13.3	16.3	14.4	9.9	12.2	11.4	9.0
Rubric-based assessment	68.9	63.7	67.7	72.5	70.3	78.3	77.1
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)	24.2	22.0	25.9	25.4	24.9	25.7	26.5
How "frequently" do you incorporate the following forms of technology into your courses?							
Videos or podcasts	47.1	46.3	47.1	48.2	48.1	45.1	48.3
Simulations/animations	20.4	18.5	19.9	22.9	20.4	21.5	22.4
Online homework or virtual labs	32.0	34.2	20.6	39.0	25.6	30.7	32.1
Online discussion boards	22.6	24.0	15.6	26.4	20.3	23.7	20.4
Audience response systems to gauge students' understanding	12.1	18.9	8.5	7.7	6.7	8.3	7.5
To what extent do you agree that it is your role to: (% marking "agree" or "strongly agree")							
Encourage students to become agents of social change	86.7	83.8	87.6	87.7	88.8	91.3	90.5
Prepare students for employment after college	97.3	97.0	95.5	98.3	97.2	98.4	98.6
Prepare students for graduate or advanced education	96.7	96.8	96.5	96.4	96.3	97.4	97.6
Develop students' moral character	84.9	76.5	92.4	87.1	89.2	93.8	93.1
Provide for students' emotional development	79.3	73.3	82.8	80.8	83.8	85.9	86.1
Help students develop personal values	86.2	82.3	89.3	85.3	89.8	93.3	91.9
Enhance students' knowledge of and appreciation for other racial/ethnic groups	90.4	89.4	90.7	90.3	91.8	91.0	92.2
Promote students' ability to write effectively	97.4	96.5	97.6	98.1	98.0	98.1	98.4
Teach students tolerance and respect for different beliefs	94.3	92.5	94.9	94.7	96.7	95.7	97.0

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All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Do you "agree" or "strongly agree":							
The chief benefit of a college education is that it increases one's earning power	59.4	59.7	51.4	63.7	59.4	61.8	59.4
A racially/ethnically diverse student body enhances the educational experience of all students	99.0	99.6	99.0	98.9	98.8	98.6	97.9
Colleges have a responsibility to work with their surrounding communities to address local issues	96.5	97.3	94.7	97.0	95.5	96.5	96.3
Private funding sources often prevent researchers from being completely objective in the conduct of their work	57.8	55.7	61.6	57.3	61.7	54.4	59.5
I try to dispel perceptions of competition	65.8	63.3	69.9	65.7	64.9	69.3	68.2
I achieve a healthy balance between my personal life and my professional life	59.3	62.5	59.6	58.1	54.1	58.3	55.0
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar	61.0	63.1	64.6	58.6	57.4	57.6	58.1
Do you "agree" or "strongly agree":							
This institution has effective hiring practices and policies that increase faculty diversity	67.2	66.3	65.7	73.0	67.7	61.7	61.7
Student Affairs staff have the support and respect of faculty	76.8	70.4	78.7	84.4	80.3	78.2	78.5
There is a lot of campus racial conflict here	31.3	34.5	35.9	23.0	32.0	30.4	29.3
My research is valued by faculty in my department	76.9	74.0	78.1	78.6	78.1	79.6	80.6
My teaching is valued by faculty in my department	88.5	84.8	89.5	90.7	91.3	90.7	92.8
My service is valued by faculty in my department	83.9	80.1	84.0	86.1	87.5	85.5	90.3
Faculty are sufficiently involved in campus decision making	55.2	54.2	50.8	58.4	58.2	50.0	59.2
The faculty are typically at odds with campus administration	54.5	54.7	55.6	49.9	55.8	65.8	55.2
Faculty here respect each other	87.7	85.7	91.0	88.3	87.5	88.5	90.1
Administrators consider faculty concerns when making policy	57.8	54.1	57.7	62.5	62.8	51.9	61.3
This institution takes responsibility for educating underprepared students	70.0	72.0	60.2	72.9	67.6	69.9	72.9
The criteria for advancement and promotion decisions are clear	70.2	66.8	70.3	76.6	68.7	73.8	69.0
Most of the students I teach lack the basic skills for college level work	35.9	38.7	16.4	43.4	33.7	38.3	38.7
There is adequate support for faculty development	68.7	69.1	72.5	71.1	66.6	59.7	62.5
Faculty are not prepared to deal with conflict over diversity issues in the classroom	56.1	56.4	59.4	53.2	57.8	54.5	55.6
This institution takes mentoring into consideration in the promotion process	44.4	41.8	49.2	43.7	51.0	42.1	43.3
Faculty of color are treated fairly here	75.1	69.6	78.6	79.7	79.1	76.5	77.7
Women faculty are treated fairly here	69.3	60.2	71.8	77.1	77.9	73.7	73.5
LGBTQ faculty are treated fairly here	76.4	75.6	71.3	82.8	83.5	75.8	63.1

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Issues you believe to be of "highest" or "high" priority at your institution:							
Increase or maintain institutional affordability	67.0	65.6	53.3	79.4	64.0	64.0	69.9
Develop a sense of community among students and faculty	63.8	56.4	69.0	62.5	71.3	73.6	76.2
Facilitate student involvement in community service	52.2	43.3	63.6	50.1	53.7	75.0	62.3
Help students learn how to bring about change in society	47.4	38.0	58.4	47.0	49.4	66.8	57.9
Increase or maintain institutional prestige	72.1	76.5	82.1	63.0	70.9	68.6	63.1
Hire faculty "stars"	36.2	49.4	42.6	25.7	21.5	19.9	19.7
Recruit more traditionally underrepresented students	57.5	63.0	49.3	56.8	55.8	50.7	54.4
Increase the selectivity of the student body through more competitive admissions criteria	31.7	34.9	40.9	21.8	32.9	34.7	24.4
Promote gender diversity in the faculty and administration	45.4	47.1	43.3	48.0	45.4	38.9	39.0
Promote racial and ethnic diversity in the faculty and administration	54.6	60.0	47.8	53.9	54.8	46.1	48.9
Provide resources for faculty to engage in community-based teaching or research	36.5	30.8	40.4	43.9	39.3	40.3	30.5
Create and sustain partnerships with surrounding communities	47.5	43.5	45.3	54.8	47.2	50.8	48.4
Pursue extramural funding	58.3	71.5	55.5	53.6	42.8	45.4	40.7
Strengthen links with the for-profit, corporate sector	42.4	42.8	43.8	49.1	34.2	34.4	36.0
Develop leadership ability among students	63.3	57.1	76.0	61.8	65.9	66.5	68.7
Develop an appreciation for multiculturalism	64.6	64.3	61.8	66.3	67.0	63.1	64.3
Prepare students for the workplace	79.4	75.5	81.3	83.2	78.1	83.7	83.5
Indicate the extent to which you: (% marking "to a very large extent")							
Feel that the training you received in graduate school prepared you well for your role as a faculty member	25.8	22.2	27.8	27.7	28.9	30.5	26.5
Experience close alignment between your work and your personal values	39.5	37.5	42.4	36.4	42.6	42.9	44.8
Mentor faculty	13.1	12.1	11.9	12.0	17.1	17.9	14.8
Mentor undergraduate students	39.8	34.3	41.2	38.4	49.3	46.9	49.8
Mentor graduate students	22.1	31.4	22.6	18.1	11.4	13.5	7.3
Been mentored by at least one professional in academia	28.1	33.0	26.9	23.4	26.9	25.2	23.0
Participated in training in preparation to be a mentor (e.g., workshops, programs)	6.9	7.2	7.7	5.2	7.2	10.2	6.1
Accessed the National Research Mentoring Network (NRMN) resource	1.0	1.1	1.2	0.6	1.3	1.6	0.3
How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?							
Excellent	29.1	25.3	34.0	30.9	34.0	29.6	27.2
Good	55.2	62.0	50.0	51.0	48.0	51.9	53.6
Fair	12.4	10.4	13.2	13.5	14.3	14.1	14.2
Poor	3.3	2.3	2.8	4.6	3.7	4.3	5.0
How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?							
Excellent	48.7	47.7	47.8	45.8	56.5	50.7	51.1
Good	45.0	44.7	46.5	48.6	39.4	43.9	42.4
Fair	5.7	7.1	5.4	4.5	3.6	4.5	5.8
Poor	0.7	0.5	0.3	1.2	0.5	1.0	0.7
How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?							
Excellent	46.3	47.3	50.4	42.5	45.9	49.4	37.9
Good	42.7	40.6	42.6	46.9	42.1	39.4	50.3
Fair	9.9	11.5	6.3	8.6	10.6	10.2	8.9
Poor	1.1	0.6	0.6	2.0	1.4	1.1	2.9

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Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	52.7	56.8	60.1	44.2	52.5	48.0	46.3
Health benefits	71.9	77.0	77.3	68.4	65.3	63.7	61.7
Retirement benefits	72.1	79.1	74.4	68.4	66.2	60.9	60.6
Opportunity for scholarly pursuits	55.9	59.9	66.2	50.5	49.4	46.6	48.1
Teaching load	60.1	60.7	69.4	56.7	57.8	59.3	53.5
Quality of students	70.3	68.8	85.0	65.5	73.9	64.8	64.0
Autonomy and independence	86.7	88.7	86.6	83.6	88.5	83.2	86.2
Departmental leadership	72.1	73.7	68.8	68.1	75.3	68.6	78.1
Departmental support for work/life balance	64.5	62.0	61.2	65.4	69.5	69.1	70.4
Institutional support for work/life balance	50.0	47.4	51.2	53.4	49.8	54.7	48.0
Prospects for career advancement	54.8	53.7	62.0	52.0	55.9	53.6	54.6
Relative equity of salary and job benefits	43.5	44.5	47.2	39.4	44.9	40.4	43.2
Flexibility in relation to family matters or emergencies	83.8	82.5	83.2	82.7	88.3	84.1	88.2
Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)	70.4	68.7	71.7	69.1	73.1	75.2	72.8
Overall job	79.7	81.0	80.9	77.8	80.8	77.2	77.5
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	24.3	21.8	26.3	24.8	25.8	28.9	26.3
Somewhat	56.4	57.9	54.8	57.4	54.5	55.0	53.1
Not at all	19.3	20.3	18.9	17.8	19.7	16.1	20.6
Child care							
Extensive	28.3	30.6	31.3	25.8	27.6	21.9	24.8
Somewhat	40.5	41.9	34.5	42.9	35.7	45.2	41.5
Not at all	31.2	27.5	34.2	31.2	36.6	32.9	33.7
My physical health							
Extensive	11.6	11.8	12.1	10.1	11.7	11.9	13.0
Somewhat	49.6	51.3	48.3	50.9	46.5	46.4	46.7
Not at all	38.8	36.9	39.5	39.1	41.7	41.8	40.3
Review/promotion process							
Extensive	21.3	22.5	25.1	20.1	18.5	17.3	17.6
Somewhat	44.6	46.8	41.1	44.9	39.9	45.7	43.6
Not at all	34.1	30.6	33.8	35.0	41.5	37.0	38.9
Discrimination (e.g., prejudice, racism, sexism)							
Extensive	8.6	10.3	9.7	6.0	7.0	8.8	7.9
Somewhat	32.7	39.2	32.7	27.3	28.0	26.9	26.6
Not at all	58.6	50.6	57.6	66.7	65.1	64.3	65.5
Committee work							
Extensive	15.8	15.1	14.5	16.5	15.9	20.7	15.2
Somewhat	54.9	55.1	56.0	58.5	49.4	50.7	51.5
Not at all	29.4	29.7	29.5	25.0	34.6	28.6	33.3
Faculty meetings							
Extensive	11.5	9.3	10.2	14.6	11.2	17.7	12.4
Somewhat	45.8	45.2	51.6	44.5	42.2	48.8	44.4
Not at all	42.7	45.4	38.2	40.9	46.6	33.5	43.2

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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:							
Students							
Extensive	11.6	10.2	11.2	12.5	13.2	14.6	12.3
Somewhat	62.8	65.9	60.9	61.7	57.3	59.9	63.1
Not at all	25.7	23.9	28.0	25.9	29.5	25.6	24.6
Research or publishing demands							
Extensive	28.5	36.4	30.1	25.1	18.8	19.2	16.2
Somewhat	49.9	47.8	52.5	52.6	50.3	54.1	44.7
Not at all	21.6	15.8	17.4	22.3	31.0	26.8	39.2
Institutional procedures and "red tape"							
Extensive	23.1	23.7	21.6	27.5	16.0	24.6	19.7
Somewhat	50.0	53.6	47.8	45.8	50.2	47.8	48.7
Not at all	26.9	22.7	30.6	26.8	33.8	27.6	31.7
Teaching load							
Extensive	20.9	19.3	15.8	23.5	23.4	23.1	25.6
Somewhat	49.1	51.8	50.1	45.5	45.9	49.4	48.0
Not at all	30.0	28.9	34.1	31.0	30.7	27.4	26.4
Lack of personal time							
Extensive	31.5	28.9	31.9	30.9	36.4	32.6	37.8
Somewhat	50.6	54.1	49.3	50.0	46.6	49.1	44.4
Not at all	17.9	17.1	18.8	19.1	17.1	18.3	17.8
Job security							
Extensive	11.2	10.7	11.5	11.2	12.0	11.0	12.6
Somewhat	29.6	31.3	25.5	28.8	27.6	31.7	31.9
Not at all	59.2	58.1	63.0	60.0	60.4	57.4	55.5
Self-imposed high expectations							
Extensive	41.2	43.9	41.0	40.0	36.4	37.0	41.2
Somewhat	50.0	48.8	49.4	51.0	52.2	52.9	49.3
Not at all	8.8	7.3	9.6	9.1	11.4	10.1	9.6
Increased work responsibilities							
Extensive	30.9	30.9	27.3	32.3	28.9	31.1	35.2
Somewhat	51.8	53.9	52.9	50.6	49.8	50.3	46.4
Not at all	17.3	15.2	19.8	17.1	21.2	18.5	18.4
Institutional budget cuts							
Extensive	26.0	25.4	16.7	33.8	20.7	25.3	30.1
Somewhat	46.7	55.0	34.2	43.1	41.3	48.0	43.7
Not at all	27.2	19.6	49.1	23.1	38.0	26.7	26.3
Have you been sexually harassed at this institution?							
Yes	10.4	12.3	10.4	9.7	8.6	8.4	6.9
No	89.6	87.7	89.6	90.3	91.4	91.6	93.1
In the past year, have you:							
Considered leaving academe for another job	34.9	32.3	33.3	36.2	36.7	36.4	42.3
Considered leaving this institution for another	45.1	47.4	41.0	43.4	44.9	44.0	46.8
Engaged in public service/professional consulting without pay	51.3	52.3	48.9	53.0	48.4	51.5	50.3
Received at least one firm job offer elsewhere	16.1	13.9	16.6	16.6	19.9	18.0	18.4
Sought an early promotion	5.0	5.7	4.1	5.1	4.7	5.3	3.3

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General activities:							
Are you a member of a faculty union?	22.4	28.6	6.9	37.9	6.4	17.4	2.7
Do you plan to retire within the next three years?	9.9	8.2	9.5	12.7	10.4	9.5	10.9
Have you ever interrupted your professional career for more than one year for family reasons?	11.2	8.2	11.8	11.9	11.8	14.0	19.1
Have you ever been formally recognized for outstanding teaching at this institution?	27.2	31.6	25.4	25.6	21.3	23.0	24.3
Citizenship status:							
U.S. citizen	92.3	89.9	93.1	93.6	93.4	95.8	95.6
Permanent resident (green card)	5.7	7.8	4.9	4.8	5.1	3.0	2.7
Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O1)	1.8	2.3	1.8	1.4	1.4	1.2	1.4
None of the above	0.1	0.1	0.2	0.1	0.2	0.0	0.3
How would you characterize your political views?							
Far left	13.3	15.7	13.2	10.6	14.6	11.9	8.8
Liberal	52.2	56.5	49.2	51.8	52.9	51.0	37.8
Middle of the road	24.9	23.0	23.8	27.7	23.7	26.2	29.6
Conservative	9.4	4.7	13.6	9.6	8.7	10.9	23.2
Far right	0.2	0.1	0.3	0.3	0.1	0.0	0.6
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	40.9	35.1	49.8	42.2	44.7	42.1	43.3
Probably yes	39.7	46.2	33.9	37.0	35.1	34.5	35.2
Not sure	12.2	12.0	10.6	12.1	12.5	15.6	13.7
Probably no	5.0	4.6	4.3	5.9	4.9	5.8	5.5
Definitely no	2.2	2.1	1.4	2.8	2.8	1.9	2.3
Still want to be a college professor?							
Definitely yes	64.2	62.2	68.2	65.0	63.5	62.8	67.1
Probably yes	26.0	27.5	23.4	24.9	27.3	27.3	24.0
Not sure	7.6	8.2	7.2	7.0	7.1	9.1	7.0
Probably no	1.8	1.9	0.9	2.4	2.0	0.7	1.6
Definitely no	0.4	0.2	0.4	0.8	0.1	0.1	0.3
Highest Degree Earned							
Bachelor's (B.A., B.S., etc.)	0.6	0.2	0.2	1.1	1.7	0.1	0.6
Master's (M.A., M.S.)	11.8	8.4	8.7	14.2	15.8	13.7	20.9
Terminal Master's (M.F.A., M.B.A.)	4.8	3.8	4.2	5.1	8.4	3.1	5.7
J.D.	0.4	0.4	0.6	0.3	0.6	0.6	0.2
M.D., D.D.S., D.V.M., etc. (medical)	0.7	0.5	2.1	0.6	0.2	0.3	0.0
Ph.D.	74.7	81.8	77.6	70.5	66.1	73.4	59.2
Professional Doctorate (Ed.D., Psy.D., etc.)	6.1	4.3	5.9	7.1	5.8	8.1	11.2
Other degree	1.0	0.7	0.7	1.1	1.3	0.7	2.2

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Degree Currently Working On							
Bachelor's (B.A., B.S., etc.)	0.1	0.0	0.0	0.2	0.3	0.5	0.1
Master's (M.A., M.S.)	0.7	0.4	0.5	0.9	1.0	1.0	1.3
Terminal Master's (M.F.A., M.B.A.)	0.2	0.1	0.4	0.0	0.2	0.2	0.4
J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Ph.D.	3.2	2.6	2.4	3.1	5.6	2.7	5.2
Professional Doctorate (Ed.D., Psy.D., etc.)	1.6	1.1	1.4	1.8	1.4	2.6	3.5
Other degree	0.5	0.2	0.3	0.7	0.7	0.2	1.2
None	93.7	95.5	95.0	93.3	90.9	92.7	88.3
Are you currently serving in an administrative position as:							
Department chair	6.7	3.9	4.7	4.8	15.0	12.7	14.5
Dean (associate or assistant)	1.9	2.5	1.8	0.4	2.1	1.9	2.8
President	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Vice-president	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Provost	0.1	0.0	0.1	0.0	0.4	0.1	0.1
Other	11.5	10.4	12.9	11.1	12.1	11.9	13.6
Not applicable	54.0	60.0	47.8	53.4	46.7	52.1	50.4
Race/Ethnicity—mark all that apply (total may add to more than 100%)							
White/Caucasian	85.5	84.0	83.2	87.9	84.3	89.4	89.2
African American/Black	4.7	5.6	5.7	3.6	5.5	3.8	1.8
American Indian/Alaska Native	1.5	2.2	1.0	1.2	0.6	0.7	1.7
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	3.7	4.4	3.7	3.1	3.4	2.2	3.1
Filipino	0.2	0.2	0.2	0.0	0.2	0.2	0.2
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	0.2	0.2	0.4	0.0	0.1	0.1	0.2
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	1.7	1.1	4.8	0.9	1.7	1.5	1.4
Other Asian	0.5	0.5	0.0	0.7	0.9	0.1	0.1
Native Hawaiian/Pacific Islander	0.5	1.2	0.1	0.1	0.0	0.0	0.1
Mexican American/Chicano	1.7	2.5	0.4	1.5	0.6	0.9	2.2
Puerto Rican	0.6	1.0	0.3	0.1	0.7	0.3	0.4
Other Latino	2.2	1.8	2.5	2.8	2.8	1.9	1.5
Other	3.4	3.7	3.6	2.5	4.9	1.7	2.9
Race/Ethnicity Group (with multiple race category)							
American Indian	0.1	0.2	0.0	0.1	0.1	0.0	0.2
Asian	5.0	5.0	7.2	4.2	5.1	3.5	4.4
Black	4.0	4.5	5.0	3.4	4.6	3.3	1.2
Hispanic	2.8	3.1	2.0	2.6	3.1	1.9	3.0
White	80.8	77.9	79.0	84.4	79.9	87.6	85.4
Other	2.1	2.6	1.8	1.7	2.5	1.6	1.6
Two or more races/ethnicities	5.1	6.6	4.9	3.8	4.7	2.2	4.2
Is English your primary language?							
Yes	89.9	88.1	88.8	90.7	90.8	94.5	94.0
No	10.1	11.9	11.2	9.3	9.2	5.5	6.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
What is your sexual orientation?							
Heterosexual/straight	92.1	93.7	91.4	90.0	88.3	93.4	95.1
Gay	0.1	0.0	0.0	0.0	0.6	0.0	0.0
Lesbian	2.9	3.0	3.0	4.0	2.9	1.8	1.0
Bisexual	2.0	1.8	1.4	3.0	2.8	1.2	1.6
Queer	1.1	0.6	1.1	1.2	2.3	1.3	1.2
Other	1.8	1.0	3.1	1.8	3.2	2.3	1.0
Do you identify as transgender?							
Yes, female to male	0.1	0.1	0.1	0.1	0.0	0.0	0.1
Yes, male to female	0.0	0.0	0.0	0.1	0.0	0.0	0.0
No	99.9	99.9	99.9	99.8	99.9	100.0	99.9
Are you currently:							
Single	16.0	18.5	14.9	13.7	15.3	14.7	13.3
In a civil union	0.1	0.2	0.0	0.0	0.2	0.4	0.0
In a domestic partnership	3.0	4.4	1.8	2.5	3.2	1.3	1.4
Married	69.8	66.8	71.6	71.2	68.6	73.0	76.8
Unmarried, living with partner	3.1	3.7	2.4	3.5	2.6	2.7	1.4
Separated	1.0	0.9	0.7	1.0	1.5	0.6	1.1
Divorced	5.9	4.6	6.7	6.9	7.5	6.2	5.1
Widowed	1.1	0.8	1.7	1.3	1.2	1.1	0.8
How many children do you have under 18 years old?							
0	57.7	60.7	55.1	55.9	58.7	51.5	54.7
1	19.0	19.2	18.4	20.8	17.6	16.8	17.3
2	17.5	14.5	19.8	19.4	17.9	22.0	19.3
3	4.7	4.8	5.3	3.6	4.7	6.6	5.0
4+	1.1	0.7	1.4	0.3	1.1	3.1	3.7
How many children do you have over 18 years old?							
0	65.1	75.3	59.8	58.5	60.5	58.3	54.4
1	12.7	10.9	14.3	13.9	14.4	14.4	12.2
2	13.8	8.9	14.4	17.4	16.1	17.9	20.6
3	5.6	3.9	6.8	6.6	5.3	6.7	8.5
4+	2.8	1.1	4.7	3.6	3.8	2.7	4.3
How satisfied are you with the availability of child care at this institution?							
Very satisfied	5.1	5.1	0.8	10.1	3.3	6.1	1.4
Satisfied	12.0	15.2	2.2	18.6	7.5	10.6	4.2
Marginally satisfied	7.4	8.3	6.2	8.2	7.1	8.0	3.9
Not satisfied	39.2	44.4	54.6	21.9	40.3	32.0	39.1
Not applicable	36.2	27.0	36.2	41.2	41.9	43.3	51.4

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Aggregated—Salary based on 9/10 months (full-time employees only)							
Less than $10,000	0.3	0.7	0.0	0.0	0.0	0.0	0.2
$10,000–$19,999	0.2	0.3	0.1	0.0	0.0	0.1	0.4
$20,000–$29,999	0.3	0.4	0.0	0.3	0.1	0.0	0.5
$30,000–$39,999	2.1	1.8	0.1	4.4	0.8	0.5	1.9
$40,000–$49,999	6.3	4.8	2.6	9.8	6.5	3.1	11.5
$50,000–$59,999	15.3	11.9	5.6	20.6	13.5	15.2	33.8
$60,000–$69,999	16.6	14.7	9.6	16.7	20.8	28.5	24.5
$70,000–$79,999	15.5	11.8	18.4	18.6	21.2	14.6	16.8
$80,000–$89,999	16.0	21.8	16.9	8.6	15.3	16.3	5.5
$90,000–$99,999	8.1	6.6	15.4	8.2	9.2	12.5	2.3
$100,000–$124,999	12.7	17.4	16.1	8.6	9.1	7.1	1.7
$125,000–$149,999	3.5	3.1	8.2	4.0	2.6	1.3	0.7
$150,000–$199,999	2.4	3.5	6.8	0.1	0.7	0.6	0.2
$200,000–$249,999	0.4	0.9	0.3	0.0	0.1	0.2	0.0
$250,000–$499,999	0.2	0.5	0.0	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Aggregated—Salary based on 11/12 months (full-time employees only)							
Less than $10,000	0.1	0.0	0.1	0.0	0.0	0.3	0.5
$10,000–$19,999	0.2	0.1	0.1	1.0	0.1	0.0	0.0
$20,000–$29,999	0.7	0.3	0.0	1.9	0.7	0.0	2.3
$30,000–$39,999	3.2	3.0	0.5	9.2	2.7	0.8	2.9
$40,000–$49,999	6.8	4.9	2.5	14.9	8.1	4.0	9.7
$50,000–$59,999	13.9	12.7	7.1	13.9	15.3	17.5	28.7
$60,000–$69,999	16.0	10.8	19.7	10.1	15.6	25.5	24.0
$70,000–$79,999	11.7	6.7	12.7	12.9	14.5	18.4	11.8
$80,000–$89,999	10.0	6.6	13.5	9.3	11.0	10.2	10.0
$90,000–$99,999	12.5	21.0	12.0	6.5	11.0	8.5	5.6
$100,000–$124,999	15.0	17.7	18.0	15.0	14.6	11.0	3.6
$125,000–$149,999	5.4	7.2	8.7	3.2	4.3	2.0	0.6
$150,000–$199,999	2.9	5.3	3.1	2.2	1.1	1.7	0.3
$200,000–$249,999	0.9	1.5	1.4	0.0	0.9	0.0	0.1
$250,000–$499,999	0.8	2.2	0.7	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1993 or later	0.2	0.6	0.0	0.0	0.1	0.0	0.1
1984–1992	5.9	5.5	5.8	5.6	6.6	5.8	7.9
1979–1983	15.8	19.3	15.6	14.1	10.8	11.3	14.3
1974–1978	13.0	12.0	15.5	13.7	12.4	13.5	12.4
1969–1973	16.0	19.3	12.2	14.4	15.1	15.3	13.9
1964–1968	13.5	12.8	12.3	13.2	16.5	17.1	13.3
1959–1963	11.8	10.7	12.3	11.7	13.1	12.8	14.1
1954–1958	10.8	9.6	11.6	12.6	10.7	10.2	10.9
1949–1953	8.5	7.1	9.4	9.1	10.4	7.9	10.4
1944–1948	2.8	1.6	4.1	3.8	2.6	4.3	2.2
1920–1943	1.4	1.5	1.1	1.7	1.7	1.7	0.5
Earlier than 1920	0.0	0.0	0.0	0.1	0.0	0.0	0.1
Year of first academic appointment							
1976 or earlier	1.6	1.1	2.1	1.8	2.0	3.5	1.0
1977–1981	2.4	2.0	2.9	2.3	3.4	2.0	2.7
1982–1986	4.5	4.2	5.7	4.6	5.0	4.1	3.6
1987–1991	5.8	4.7	6.5	5.8	7.4	7.7	6.1
1992–1996	9.8	10.6	8.5	8.9	9.7	10.0	10.9
1997–2001	13.6	13.6	13.7	13.6	13.0	12.0	14.6
2002–2006	16.6	16.6	16.0	16.3	18.2	17.1	16.0
2007–2011	20.9	21.8	19.9	21.6	19.0	21.0	19.1
2012 or later	24.8	25.5	24.7	25.1	22.3	22.6	26.0
Year of appointment at present institution							
1976 or earlier	0.7	0.5	0.9	0.8	0.5	1.8	0.3
1977–1981	1.3	1.4	2.0	0.6	1.6	0.9	1.2
1982–1986	2.1	1.0	4.0	2.1	3.4	2.4	2.2
1987–1991	4.8	4.0	6.5	5.0	5.0	6.9	3.9
1992–1996	6.3	6.4	5.7	5.6	7.1	7.1	7.5
1997–2001	11.8	11.6	11.8	12.3	12.5	11.2	11.2
2002–2006	16.1	16.5	13.4	17.5	16.7	15.3	15.7
2007–2011	23.2	25.3	23.8	21.4	21.6	22.2	20.4
2012 or later	33.5	33.3	32.1	34.6	31.5	32.2	37.5
If tenured, year tenure was awarded							
1976 or earlier	0.6	0.5	0.3	1.3	0.0	0.6	0.2
1977–1981	0.5	0.3	0.6	0.6	0.7	0.8	0.0
1982–1986	1.5	0.8	3.0	1.2	2.7	1.8	0.9
1987–1991	3.9	3.7	5.8	2.9	5.2	3.9	3.1
1992–1996	6.5	4.8	8.8	7.3	8.0	9.0	4.7
1997–2001	10.8	11.7	11.1	8.7	11.4	10.7	11.2
2002–2006	18.4	18.0	18.3	18.8	19.1	16.2	20.4
2007–2011	26.3	28.3	21.8	27.0	24.2	20.1	29.1
2012 or later	31.6	31.9	30.3	32.1	28.8	37.0	30.3

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
Aggregated Major							
Agriculture or Forestry (General Area 1)	0.5	0.9	0.0	0.3	0.4	0.1	0.2
Biological Sciences (General Area 5)	9.0	11.7	7.6	5.5	8.5	10.6	7.9
Business (General Area 6)	4.8	3.6	4.9	6.5	5.2	4.4	5.8
Education (General Area 10 and Specific Discipline 2102)	10.9	8.6	8.4	15.2	9.9	11.0	16.0
Engineering (General Area 11)	1.6	2.4	1.7	1.0	1.7	1.1	0.3
English (General Area 12)	7.3	6.3	7.4	7.4	9.0	7.7	8.8
Health-related (General Area 15)	8.5	4.5	9.8	13.0	6.7	16.0	11.1
History or Political Science (Specific Discipline 3007, 3009)	4.3	4.3	6.7	3.2	3.7	4.0	3.9
Humanities (General Area 14, 24)	7.3	5.5	13.6	6.8	6.5	7.2	7.4
Fine Arts (General Area 2, 4, 22)	6.7	4.8	8.1	6.3	13.1	4.1	7.6
Mathematics or Statistics (General Area 18)	2.7	2.0	4.0	2.8	2.9	3.1	2.7
Physical Sciences (General Area 25)	5.7	7.7	4.3	4.0	5.6	4.8	3.5
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	18.2	24.7	11.5	15.3	14.3	15.9	13.6
Other Technical (General Area 8, 19, 28)	2.1	3.1	1.0	1.5	2.3	1.7	1.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	10.3	10.0	10.9	11.3	10.0	8.2	10.4
Aggregated Department							
Agriculture or Forestry (General Area 1)	0.3	0.6	0.0	0.2	0.1	0.1	0.1
Biological Sciences (General Area 5)	7.6	8.6	6.4	5.1	9.0	10.8	7.8
Business (General Area 6)	5.3	4.2	5.7	6.4	5.6	5.7	6.1
Education (General Area 10 and Specific Discipline 2102)	7.0	6.0	5.5	9.1	6.8	7.3	9.4
Engineering (General Area 11)	1.7	2.5	1.7	1.2	1.1	1.0	0.4
English (General Area 12)	7.2	5.4	8.3	7.6	9.3	8.5	8.9
Health-related (General Area 15)	10.5	6.4	11.3	16.2	7.4	17.1	13.7
History or Political Science (Specific Discipline 3007, 3009)	4.0	3.4	6.4	3.6	3.9	3.7	4.1
Humanities (General Area 14, 24)	7.0	5.4	12.9	5.9	6.5	6.8	7.4
Fine Arts (General Area 2, 4, 22)	6.9	5.2	8.5	6.3	13.2	4.2	8.0
Mathematics or Statistics (General Area 18)	3.3	2.1	4.1	4.7	3.7	3.2	3.3
Physical Sciences (General Area 25)	4.5	4.6	4.5	4.1	5.4	4.8	4.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	17.9	26.1	10.3	13.0	13.2	16.2	12.2
Other Technical (General Area 8, 19, 28)	2.1	2.7	1.4	1.9	2.2	2.1	0.5
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	14.8	16.8	13.0	14.9	12.6	8.6	14.3

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
CIRP Construct: Civic Minded Values							
Mean Score	56.62	55.89	56.77	56.85	57.07	57.82	57.76
High Construct Score Group	61.4	60.2	59.6	60.6	63.4	66.9	65.5
Average Construct Score Group	32.5	31.8	34.8	34.3	31.9	28.1	30.7
Low Construct Score Group	6.1	8.0	5.6	5.1	4.7	5.0	3.8
CIRP Construct: Civic Minded Practices							
Mean Score	50.36	49.70	50.06	51.36	49.89	51.01	51.42
High Construct Score Group	34.4	32.1	34.8	37.7	31.4	36.3	37.9
Average Construct Score Group	37.0	35.5	32.8	41.1	37.7	38.2	38.6
Low Construct Score Group	28.6	32.4	32.3	21.2	30.9	25.5	23.5
CIRP Construct: Perceptions of the Campus Climate for Diversity							
Mean Score	48.05	46.91	47.78	49.31	49.58	48.85	48.04
High Construct Score Group	23.8	20.7	22.0	26.7	29.6	29.4	23.2
Average Construct Score Group	42.3	38.3	45.0	48.2	43.8	39.6	40.4
Low Construct Score Group	33.9	41.0	33.1	25.1	26.6	31.0	36.4
CIRP Construct: Institutional Priority—Commitment to Civic Engagement							
Mean Score	49.96	48.85	50.31	51.22	49.78	52.17	49.96
High Construct Score Group	30.6	26.4	32.7	34.9	29.6	37.9	31.2
Average Construct Score Group	43.0	41.8	42.6	47.3	43.6	41.7	38.1
Low Construct Score Group	26.4	31.8	24.8	17.8	26.8	20.4	30.7
CIRP Construct: Institutional Priority—Commitment to Diversity							
Mean Score	51.84	52.74	50.77	51.86	51.96	50.38	50.36
High Construct Score Group	42.3	48.8	35.3	40.5	41.0	34.9	34.8
Average Construct Score Group	36.0	31.0	39.7	40.2	37.9	35.8	39.4
Low Construct Score Group	21.8	20.2	25.0	19.3	21.1	29.3	25.8
CIRP Construct: Institutional Priority—Commitment to Institutional Prestige							
Mean Score	46.43	47.38	49.34	44.15	46.16	45.47	44.11
High Construct Score Group	11.5	11.5	21.8	7.7	9.5	10.4	6.8
Average Construct Score Group	45.8	52.2	49.2	36.4	47.5	40.3	37.5
Low Construct Score Group	42.7	36.3	29.0	56.0	43.0	49.3	55.7
CIRP Construct: Mentor Self-Efficacy							
Mean Score	50.14	49.52	50.35	50.19	51.59	52.32	49.13
High Construct Score Group	29.9	29.6	30.2	28.4	32.3	35.2	26.6
Average Construct Score Group	41.8	37.4	45.3	44.6	44.8	52.4	41.0
Low Construct Score Group	28.3	33.0	24.5	26.9	23.0	12.4	32.4
CIRP Construct: Student-Centered Pedagogy							
Mean Score	52.36	51.48	53.10	52.46	53.47	52.53	53.27
High Construct Score Group	36.1	30.4	39.4	38.5	41.9	38.4	41.0
Average Construct Score Group	46.7	49.5	46.4	44.2	42.9	44.8	47.0
Low Construct Score Group	17.3	20.2	14.2	17.3	15.3	16.8	12.0
CIRP Construct: Scholarly Productivity							
Mean Score	52.46	55.32	53.97	50.69	49.18	50.51	46.61
High Construct Score Group	45.0	58.3	50.6	37.3	30.1	35.5	18.7
Average Construct Score Group	34.5	29.2	33.8	39.2	38.5	39.5	39.7
Low Construct Score Group	20.4	12.4	15.5	23.5	31.3	25.0	41.6

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	Total	Public Universities	Private Universities	Public 4-year Colleges	Private Nonsectarian 4-year Colleges	Catholic 4-year Colleges	Other Religious 4-year Colleges
CIRP Construct: Sense of a Respectful Work Environment							
Mean Score	49.75	48.73	49.87	50.12	50.78	50.75	51.34
High Construct Score Group	33.9	30.2	34.3	34.4	38.9	38.8	39.0
Average Construct Score Group	29.5	28.0	28.4	30.5	30.7	30.1	33.8
Low Construct Score Group	36.6	41.7	37.2	35.1	30.4	31.1	27.2
CIRP Construct: Satisfaction with Compensation							
Mean Score	50.67	51.87	52.34	49.41	49.48	48.49	48.48
High Construct Score Group	24.6	27.0	33.1	20.7	21.8	17.6	17.3
Average Construct Score Group	50.9	53.0	47.7	50.5	49.5	49.4	50.4
Low Construct Score Group	24.5	20.0	19.2	28.8	28.7	33.0	32.3
CIRP Construct: Satisfaction with Professional Work Environment							
Mean Score	49.29	48.97	49.45	49.10	49.82	49.40	50.22
High Construct Score Group	25.4	23.0	26.0	26.4	25.9	29.2	29.7
Average Construct Score Group	45.8	47.3	45.5	43.8	48.2	40.4	45.7
Low Construct Score Group	28.8	29.8	28.6	29.7	26.0	30.4	24.6
CIRP Construct: Science Identity							
Mean Score	50.11	51.98	49.97	42.71	49.30	49.67	44.31
High Construct Score Group	33.5	40.0	33.8	15.0	22.9	29.1	12.6
Average Construct Score Group	32.3	36.2	30.2	9.7	40.5	21.0	31.9
Low Construct Score Group	34.2	23.8	36.0	75.3	36.7	49.9	55.5
CIRP Construct: Science Self-Efficacy							
Mean Score	50.42	50.03	51.41	48.52	51.55	54.37	46.88
High Construct Score Group	29.7	30.5	29.4	24.7	33.5	40.0	13.2
Average Construct Score Group	39.6	34.3	46.3	37.5	47.0	35.9	57.1
Low Construct Score Group	30.7	35.2	24.3	37.7	19.6	24.1	29.8
CIRP Construct: Career-Related Stress							
Mean Score	52.79	53.07	52.51	52.99	51.96	52.80	52.43
High Construct Score Group	36.8	37.3	36.0	37.0	33.9	38.9	37.0
Average Construct Score Group	48.2	49.5	48.5	48.6	47.0	45.0	45.0
Low Construct Score Group	15.0	13.2	15.5	14.4	19.1	16.1	18.0
CIRP Construct: Focus on Undergraduates' Personal Development							
Mean Score	52.76	51.07	54.67	52.30	53.74	55.14	55.50
High Construct Score Group	35.7	27.8	45.7	32.6	39.9	46.2	49.8
Average Construct Score Group	49.4	50.7	44.5	53.6	49.1	47.0	42.9
Low Construct Score Group	14.9	21.4	9.8	13.8	11.0	6.8	7.3

Full-Time Undergraduate Faculty, by Rank

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Total Respondents	20,771	6,185	5,791	5,928	1,281	1,548	38
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
What is your present academic rank?							
Professor	31.0	100.0	0.0	0.0	0.0	0.0	0.0
Associate professor	27.4	0.0	100.0	0.0	0.0	0.0	0.0
Assistant professor	29.1	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	5.5	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	7.0	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	53.3	93.2	86.1	2.5	0.7	0.6	12.1
On tenure track, but not tenured	22.7	0.4	4.0	73.3	1.1	1.5	0.0
Not on tenure track, but institution has tenure system	18.9	3.3	5.7	19.2	94.7	78.1	82.7
Institution has no tenure system	5.1	3.0	4.2	5.0	3.5	19.7	5.1
Are you retired from this institution?							
No	99.4	99.0	99.8	99.7	99.5	99.0	100.0
Yes	0.6	1.0	0.2	0.3	0.5	1.0	0.0
What is your principal activity in your current position at this institution?							
Administration	7.8	14.8	7.4	1.8	4.5	5.8	22.2
Teaching	71.7	65.7	72.5	69.9	91.0	88.3	53.0
Research	18.6	18.0	18.3	26.8	2.2	1.1	2.7
Services to clients and patients	0.6	0.4	0.5	0.6	1.0	1.4	2.3
Other	1.3	1.1	1.3	1.0	1.3	3.4	19.8
Noted as being personally "essential" or "very important":							
Research	82.2	87.8	82.9	86.2	55.3	54.7	76.4
Teaching	98.0	97.8	97.8	98.1	98.9	99.3	96.2
Service	67.8	70.1	65.5	66.2	71.8	71.7	40.3
How many courses are you teaching this term (include all institutions at which you teach)?							
Mean	3.57	3.25	3.46	3.67	4.29	4.46	3.19
Median	3	3	3	4	4	5	3
Mode	3	3	3	3	4	5	3
How many courses are you teaching this term?							
General education courses							
Mean	1.52	1.48	1.48	1.48	1.72	1.79	1.57
Median	1	1	1	1	2	2	2
Mode	1	1	1	1	1	1	2
Courses required for an undergraduate major							
Mean	2.16	2.06	2.14	2.18	2.38	2.43	2.04
Median	2	2	2	2	2	2	2
Mode	2	2	2	2	2	2	2
Other undergraduate credit courses							
Mean	1.55	1.59	1.56	1.47	1.59	1.62	1.80
Median	1	2	2	1	1	1	2
Mode	1	2	1	1	1	1	2

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many courses are you teaching this term?							
Developmental/remedial courses (not for credit)							
Mean	1.06	1.06	1.04	1.04	1.11	1.13	1.26
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
Graduate courses							
Mean	1.45	1.52	1.51	1.40	1.28	1.28	1.59
Median	1	1	1	1	1	1	2
Mode	1	1	1	1	1	1	1
How many of these courses that you are teaching this term are being taught:							
At this institution							
Mean	2.62	2.51	2.59	2.61	2.94	2.95	2.45
Median	3	2	3	3	3	3	2
Mode	2	2	2	2	3	3	2
At another institution							
Mean	1.19	1.17	1.16	1.20	1.22	1.25	1.13
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0
In the past year, have you:							
Worked with or taught undergraduate students at this institution?	97.1	96.9	98.2	96.1	97.5	97.9	99.3
Worked with or taught graduate students at this institution?	62.4	69.8	66.7	58.7	47.0	40.3	58.0
During the past three years, have you:							
Advised student groups involved in service/volunteer work	55.1	52.3	58.2	56.3	55.3	51.0	40.9
Collaborated with the local community on research/teaching to address their needs	47.0	44.8	50.2	47.6	47.6	41.4	17.0
Conducted research or writing focused on:							
International/global issues	36.8	41.0	40.6	34.4	25.2	21.8	25.3
Racial or ethnic minorities	32.9	31.9	39.0	32.6	24.4	20.9	30.3
Women or gender issues	27.8	26.8	31.5	28.7	17.9	21.5	46.8
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	10.6	10.1	11.8	9.7	10.9	11.1	22.1
Biomedical science fields	20.5	24.8	19.1	22.7	7.4	8.7	0.8
Engaged in academic research that spans multiple disciplines	71.1	77.5	74.5	72.7	46.4	41.1	60.4
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	53.6	59.6	53.0	53.9	39.3	38.9	47.9
Written research grants	53.3	55.9	58.0	60.6	20.1	16.5	24.0
Received funding for your work from:							
Foundations	23.5	24.8	25.3	24.3	12.5	15.8	9.3
State or federal government	28.7	36.8	29.5	25.7	12.6	13.9	6.3
Business or industry	10.5	13.7	9.6	8.3	7.6	11.0	5.6

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
During the past three years, have you:							
Taught an honors course	20.7	21.7	24.1	18.7	22.0	9.8	11.6
Taught an interdisciplinary course	41.6	45.5	41.6	40.7	34.2	32.8	40.0
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ)	13.9	13.2	16.5	13.3	12.8	10.0	27.6
Taught a service learning course	17.1	17.2	18.3	16.5	17.5	14.2	12.0
Taught a course exclusively online	23.1	19.5	24.1	21.7	33.0	34.3	27.0
Participated in organized activities around enhancing pedagogy or student learning	67.8	63.6	67.4	72.3	71.7	66.9	66.9
Taught a seminar for first-year students	23.1	25.0	22.7	21.1	20.7	25.8	13.9
Participated in the development of curriculum (enhancing an existing course)	86.9	84.8	88.6	88.7	86.7	81.9	89.8
During the past three years, have you: (% marking "to a very large extent")							
Presented with undergraduate students at conferences	6.3	6.4	5.8	8.7	1.9	1.5	3.9
Published with undergraduates	3.4	3.6	3.2	4.6	0.7	0.6	0.0
Engaged undergraduates on your research project(s)	17.3	17.5	17.2	22.2	5.7	4.6	17.5
Worked with undergraduates on their research project(s)	18.5	19.3	18.6	20.4	10.8	11.9	25.3
How would you rate the overall experience of working with undergraduates on research projects?							
Excellent	23.0	27.9	20.2	23.9	15.1	15.3	9.0
Good	42.8	42.5	50.3	40.5	33.6	30.9	46.8
Fair	13.8	14.4	14.4	14.5	9.3	9.7	0.7
Poor	1.6	1.7	1.9	1.7	0.2	0.7	0.0
I have not worked with undergraduates on research projects	18.8	13.6	13.3	19.4	41.8	43.4	43.5
How many undergraduates do you currently advise?							
Mean	7.38	7.70	8.10	7.00	5.61	6.04	8.24
Median	6	7	9	6	1	1	10
Mode	1	1	1	1	1	1	1
During the past year, how "frequently" did you do the following for your advisees?							
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)	49.9	46.2	50.8	51.6	55.8	54.7	63.6
Helped them to plan their course of study	63.2	64.3	64.4	60.6	62.8	64.6	81.2
Discussed their academic performance	56.6	56.9	54.5	56.2	64.9	63.9	69.7
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	54.2	57.1	53.4	52.0	58.4	48.6	58.1
Discussed career and post-graduation goals	70.3	69.3	71.6	70.4	70.5	68.4	87.7
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on teaching							
Yes	50.3	40.2	46.9	61.3	59.4	57.9	52.8
No	44.0	55.1	48.4	33.1	32.1	29.8	40.8
Not eligible	0.9	0.4	0.2	0.9	3.6	3.8	2.6
Not available	4.8	4.2	4.5	4.8	4.8	8.5	3.8
Paid workshops outside the institution focused on research skills development							
Yes	18.3	13.6	16.0	28.6	11.0	11.9	2.9
No	68.7	76.2	72.7	57.7	67.9	65.0	89.0
Not eligible	2.2	0.7	0.3	1.7	14.0	10.4	2.6
Not available	10.7	9.6	10.9	12.0	7.1	12.7	5.6

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on grant writing							
Yes	13.1	8.1	11.4	23.7	5.9	4.6	1.2
No	75.7	84.0	80.4	63.7	71.5	72.0	90.2
Not eligible	2.5	0.5	0.4	2.1	15.8	11.1	2.2
Not available	8.7	7.4	7.7	10.6	6.8	12.3	6.4
Paid sabbatical leave							
Yes	11.5	15.5	18.1	4.3	1.6	2.9	5.1
No	62.5	75.2	67.4	52.0	42.4	43.3	42.3
Not eligible	20.3	5.6	9.5	36.4	48.7	42.9	43.5
Not available	5.7	3.7	5.0	7.3	7.3	10.9	9.1
Travel funds paid by the institution							
Yes	63.1	61.1	71.1	67.5	38.1	39.6	52.8
No	30.6	35.5	24.8	26.4	40.2	41.8	42.2
Not eligible	2.8	0.4	0.8	2.7	16.2	11.8	3.6
Not available	3.5	2.9	3.3	3.4	5.5	6.8	1.3
Internal grants for research							
Yes	34.5	31.2	38.0	44.4	11.6	10.2	24.5
No	57.4	64.5	56.6	47.7	62.7	64.6	65.8
Not eligible	4.1	1.3	1.7	3.5	20.5	17.3	6.1
Not available	4.0	3.0	3.7	4.3	5.3	7.9	3.6
Training for administrative leadership							
Yes	11.6	15.4	12.1	8.3	5.9	9.9	3.9
No	71.6	73.9	73.3	71.4	63.4	61.5	71.5
Not eligible	5.9	1.8	2.5	8.7	20.7	15.7	15.6
Not available	10.9	9.0	12.0	11.6	10.0	12.9	9.0
Incentives to develop new courses							
Yes	18.1	15.8	18.2	18.9	26.3	19.2	29.9
No	67.5	74.6	68.1	64.2	54.8	56.9	54.7
Not eligible	2.3	0.7	0.7	2.9	7.6	9.2	6.5
Not available	12.1	9.0	13.0	14.1	11.3	14.7	8.9
Incentives to integrate technology into your classroom							
Yes	23.5	20.4	22.6	24.6	31.6	30.5	13.1
No	64.4	71.8	65.2	60.6	53.4	51.3	74.3
Not eligible	1.5	0.5	0.5	1.9	5.1	5.2	6.0
Not available	10.6	7.3	11.7	12.9	9.8	13.0	6.5
Resources to integrate culturally-competent practices into your classroom							
Yes	21.6	18.0	20.5	24.8	29.2	23.4	20.3
No	65.4	72.1	65.8	61.2	55.5	58.4	69.0
Not eligible	1.4	0.4	0.6	1.8	4.1	5.5	4.4
Not available	11.6	9.5	13.2	12.2	11.2	12.7	6.3

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many of the following have you published?							
Articles in academic or professional journals							
None	16.3	7.8	11.0	15.8	41.3	60.2	36.8
1–2	16.5	10.3	13.2	23.2	29.3	20.2	25.7
3–4	11.6	7.6	12.4	15.8	13.1	7.9	5.9
5–10	17.6	13.7	23.5	20.2	9.7	6.1	15.6
11–20	14.8	16.1	21.1	12.1	4.2	2.7	16.0
21–50	15.3	23.7	14.4	12.3	1.9	2.0	0.0
51+	8.0	20.8	4.4	0.5	0.5	0.8	0.0
Chapters in edited volumes							
None	44.6	27.0	38.1	55.3	74.4	83.0	54.0
1–2	26.5	23.6	30.8	30.4	18.9	11.7	20.0
3–4	13.9	17.4	18.3	10.3	5.0	2.6	9.0
5–10	9.0	17.4	8.4	3.5	1.2	2.3	1.8
11–20	3.6	9.0	2.2	0.5	0.3	0.2	0.0
21–50	2.0	4.4	2.2	0.0	0.0	0.0	15.2
51+	0.4	1.1	0.0	0.0	0.2	0.1	0.0
Books, manuals, or monographs							
None	65.8	45.1	63.6	83.1	81.5	85.2	63.1
1–2	22.0	28.0	27.1	14.3	15.0	11.3	12.5
3–4	7.0	12.8	7.5	2.0	2.3	2.0	0.0
5–10	3.8	10.4	1.1	0.4	0.7	1.0	9.1
11–20	1.1	2.8	0.4	0.1	0.4	0.1	15.3
21–50	0.2	0.7	0.0	0.0	0.0	0.2	0.0
51+	0.1	0.2	0.2	0.0	0.1	0.3	0.0
Other, such as patents or computer software products							
None	76.7	68.5	80.5	77.9	85.2	86.1	96.5
1–2	12.2	13.2	10.0	15.2	9.1	7.3	1.0
3–4	5.2	8.2	4.7	3.5	2.6	2.7	1.4
5–10	3.2	5.5	3.0	1.8	1.3	1.2	0.0
11–20	1.2	2.1	0.9	1.0	0.4	0.4	1.1
21–50	0.9	1.6	0.4	0.5	0.8	1.8	0.0
51+	0.5	1.0	0.4	0.1	0.7	0.5	0.0
In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?							
None	84.8	84.9	84.8	87.0	82.2	77.6	65.7
1–2	4.2	3.9	3.3	4.6	5.9	6.1	0.9
3–4	3.1	2.9	3.6	2.4	4.5	3.7	0.0
5–10	3.2	3.3	3.2	2.9	2.8	3.9	17.3
11–20	2.0	1.7	2.5	1.3	2.0	3.4	11.9
21+	2.8	3.3	2.5	1.9	2.5	5.2	4.2
How many of these have been performed alone/solo?							
None	30.4	30.5	30.5	32.3	33.9	22.9	54.7
1–2	31.2	32.5	25.2	34.3	34.7	34.0	0.0
3–4	15.6	12.5	19.1	15.7	14.7	16.4	2.8
5–10	13.3	14.2	14.8	11.0	7.3	15.3	28.5
11–20	5.8	6.2	6.1	4.1	5.7	7.8	0.0
21+	3.7	4.1	4.3	2.6	3.6	3.7	13.9

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many of these have been collaborative?							
None	11.1	11.1	11.4	12.8	4.7	9.9	0.0
1–2	28.1	25.6	24.3	33.6	38.4	27.1	27.6
3–4	19.3	20.0	21.5	15.9	20.0	19.5	2.5
5–10	18.0	17.1	18.2	19.4	15.0	18.2	48.0
11–20	11.2	9.3	13.1	11.3	11.8	11.3	9.7
21+	12.2	16.9	11.6	7.0	10.1	13.9	12.2
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	7.4	10.6	9.0	4.2	2.4	3.3	15.1
1–4	18.2	20.5	16.5	18.9	15.9	13.4	34.7
5–8	33.6	33.7	35.6	36.1	23.1	21.3	33.8
9–12	26.0	23.2	26.5	26.5	31.8	30.4	12.2
13–16	8.5	7.4	7.4	7.8	17.6	15.0	4.1
17–20	3.6	2.9	2.8	3.8	4.7	8.2	0.0
21+	2.7	1.7	2.3	2.7	4.5	8.4	0.0
Preparing for teaching (including reading student papers and grading)							
None	5.7	8.8	6.6	3.0	1.5	2.9	13.0
1–4	15.6	19.2	16.9	12.0	9.1	13.9	20.8
5–8	25.2	24.4	23.3	29.0	20.0	23.1	42.6
9–12	22.5	22.1	23.5	22.4	21.0	21.1	13.3
13–16	13.5	11.8	15.2	14.0	13.7	11.7	4.0
17–20	9.0	7.8	7.6	10.0	13.3	13.6	0.0
21+	8.5	5.9	6.8	9.4	21.3	13.7	6.2
Advising and counseling of students							
None	6.4	4.5	4.7	7.3	13.2	13.3	17.1
1–4	56.4	58.2	54.1	57.6	51.0	56.8	54.0
5–8	24.7	25.2	29.1	22.0	22.6	17.7	11.8
9–12	8.1	7.3	7.8	10.0	6.5	5.7	4.6
13–16	2.5	3.1	2.6	1.7	3.3	2.5	4.5
17–20	1.0	0.9	1.1	0.8	1.1	1.6	0.0
21+	0.9	0.8	0.7	0.5	2.3	2.3	8.0
Committee work and meetings							
None	5.4	3.5	2.9	5.4	16.0	16.6	11.6
1–4	50.9	44.8	42.8	61.1	57.7	63.5	47.7
5–8	26.9	26.0	35.7	23.9	20.2	13.1	31.4
9–12	9.5	12.8	10.5	7.1	4.3	4.4	2.9
13–16	3.9	6.9	4.4	1.3	0.6	1.6	0.0
17–20	1.9	3.3	2.0	0.7	0.5	0.7	0.0
21+	1.5	2.7	1.7	0.4	0.7	0.2	6.3
Research and scholarly writing							
None	15.0	8.7	11.3	11.3	47.6	50.5	40.7
1–4	28.9	27.7	30.8	27.5	31.1	31.1	35.2
5–8	19.2	21.3	21.5	18.2	12.0	9.2	14.2
9–12	11.3	13.3	11.5	11.6	3.9	4.6	1.3
13–16	7.8	10.4	7.8	7.4	2.1	2.0	2.8
17–20	6.5	6.7	7.2	7.9	1.2	0.6	0.0
21+	11.3	11.9	9.7	16.0	2.1	2.0	5.8

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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?							
Other creative products/performances							
None	61.7	62.3	65.5	60.7	56.0	52.5	53.2
1–4	22.6	19.8	20.4	26.0	27.8	25.2	7.5
5–8	7.8	8.9	6.7	6.8	7.8	11.1	34.1
9–12	4.0	4.4	3.5	3.4	4.9	5.4	0.0
13–16	1.7	1.8	2.1	1.4	1.2	1.6	0.0
17–20	1.0	1.2	1.0	0.9	0.6	1.2	0.0
21+	1.2	1.6	0.9	0.7	1.6	2.9	5.2
Community or public service							
None	39.7	37.3	37.0	43.5	46.8	40.3	34.0
1–4	47.5	47.3	49.9	46.7	41.8	45.6	59.7
5–8	9.4	11.3	9.7	7.3	7.7	9.0	3.2
9–12	2.0	2.5	2.0	1.6	1.8	2.1	3.2
13–16	0.6	0.6	0.7	0.3	0.8	1.2	0.0
17–20	0.4	0.5	0.4	0.2	0.3	1.0	0.0
21+	0.4	0.4	0.4	0.3	0.7	0.9	0.0
Outside consulting/freelance work							
None	73.5	71.5	70.5	79.5	75.7	67.6	74.0
1–4	19.8	21.9	22.0	15.7	16.2	21.9	12.6
5–8	4.6	4.5	5.7	3.2	4.8	6.5	0.0
9–12	1.3	1.4	1.2	1.0	1.9	1.7	3.2
13–16	0.3	0.3	0.2	0.3	0.6	0.6	10.2
17–20	0.2	0.2	0.2	0.2	0.5	0.8	0.0
21+	0.3	0.3	0.2	0.1	0.2	0.8	0.0
Household/childcare duties							
None	12.2	14.7	8.6	12.3	16.4	12.7	4.2
1–4	17.6	18.3	13.1	20.4	15.5	22.7	20.0
5–8	22.3	25.1	23.4	18.8	21.2	20.3	17.1
9–12	14.4	16.3	14.6	13.1	12.0	11.4	12.1
13–16	9.3	9.1	12.5	7.1	8.0	7.7	5.9
17–20	7.8	8.0	8.7	7.0	6.7	7.5	3.9
21+	16.4	8.5	19.1	21.4	20.2	17.7	36.7
Serving as a caregiver for another adult							
None	87.1	85.3	86.1	90.8	85.8	84.2	88.4
1–4	7.5	8.6	7.9	5.4	8.6	8.7	11.6
5–8	2.4	3.0	2.7	1.5	1.8	3.7	0.0
9–12	1.2	1.3	1.2	1.0	1.8	1.6	0.0
13–16	0.5	0.6	0.5	0.5	0.7	0.5	0.0
17–20	0.4	0.7	0.3	0.2	0.2	0.5	0.0
21+	0.8	0.6	1.2	0.6	1.0	0.8	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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?							
Other employment, outside of academia							
None	91.1	93.3	93.2	91.2	85.7	76.5	91.7
1–4	4.5	3.7	4.1	4.5	5.2	9.8	2.9
5–8	2.1	1.5	1.5	2.2	4.1	5.6	1.0
9–12	1.0	0.6	0.6	1.2	1.4	2.8	0.0
13–16	0.5	0.4	0.2	0.3	1.4	1.6	4.3
17–20	0.3	0.2	0.2	0.3	0.4	1.7	0.0
21+	0.5	0.4	0.3	0.3	1.8	2.1	0.0
Personal time (e.g., exercise, hobbies, relaxing)							
None	3.1	2.6	3.1	3.5	3.5	2.8	4.2
1–4	27.4	23.0	28.2	31.9	23.8	28.3	18.1
5–8	34.5	34.8	35.1	34.3	36.1	30.6	46.5
9–12	18.3	21.6	16.7	15.8	16.6	21.9	3.1
13–16	8.3	9.1	9.6	6.6	8.3	5.9	8.9
17–20	4.7	5.2	4.6	4.6	5.0	3.4	6.8
21+	3.7	3.8	2.8	3.2	6.7	7.1	12.5
In your interactions with undergraduates, how often in the past year did you encourage them to: (% marking "frequently")							
Ask questions in class	93.7	92.9	93.5	94.4	94.7	94.6	89.9
Support their opinions with a logical argument	78.8	78.9	78.5	77.9	84.8	79.2	65.4
Seek solutions to problems and explain them to others	73.4	69.5	72.6	76.2	80.0	78.0	76.5
Analyze multiple sources of information before coming to a conclusion	67.6	67.2	67.3	67.7	70.8	68.6	78.1
Evaluate the quality or reliability of information they receive	69.1	69.2	68.1	69.3	71.9	68.9	79.7
Take risks for potential gains	36.6	33.6	38.9	35.5	40.3	42.2	69.2
Seek alternative solutions to a problem	64.9	65.7	63.2	64.0	70.9	68.2	75.4
Look up scientific research articles and resources	55.7	54.8	57.5	58.5	48.7	45.0	31.4
Explore topics on their own, even though it was not required for a class	52.2	48.6	53.4	54.0	56.4	52.8	82.9
Accept mistakes as part of the learning process	70.5	65.2	69.4	74.1	81.6	76.1	88.3
Recognize biases that affect their thinking	55.9	50.8	56.7	60.5	55.8	56.9	65.5
How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:							
Write in the specific style or format of your discipline	63.2	63.5	67.2	61.7	55.5	57.9	35.9
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	46.7	46.9	48.6	45.8	44.7	43.8	56.4
Discuss the ethical or moral implications of a course of action	41.9	40.7	40.7	43.5	41.3	46.8	48.8
Apply mathematical concepts and computational thinking	36.9	37.8	34.2	39.9	38.4	29.5	18.2

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Methods you use in "all" or "most" of your courses:							
Class discussions	86.6	83.5	87.5	89.6	85.8	85.0	91.3
Cooperative learning (small groups)	68.8	59.0	70.6	75.9	75.1	70.6	84.0
Experiential learning/field studies	34.3	30.8	33.3	38.6	30.8	39.7	33.1
Performances/demonstrations	35.7	30.5	33.8	38.6	45.0	48.1	51.9
Group projects	46.7	44.1	43.6	52.3	48.5	46.7	43.2
Extensive lecturing	50.3	51.7	50.3	49.5	49.4	46.8	26.7
Multiple drafts of written work	32.8	32.6	34.5	31.7	31.7	31.2	32.4
Reflective writing/journaling	25.9	22.8	26.2	26.7	29.0	33.3	33.1
Community service as part of coursework	7.0	6.3	7.1	6.9	8.3	9.1	4.8
Electronic quizzes with immediate feedback in class	17.4	13.9	14.6	19.8	31.9	24.2	9.6
Using real-life problems	68.6	63.0	65.6	75.4	75.3	73.1	72.6
Using student inquiry to drive learning	57.8	52.9	54.8	64.3	62.7	61.3	57.9
Readings on racial and ethnic issues	31.0	26.9	38.4	28.7	28.6	30.4	24.3
Readings on women or gender issues	27.6	24.1	35.3	24.9	25.3	25.4	42.5
Supplemental instruction outside of class and office hours	38.2	33.7	37.4	42.6	41.1	42.2	14.5
Student presentations	54.1	51.7	58.3	55.4	47.2	48.2	55.7
Student evaluations of each others' work	28.9	24.9	28.6	31.6	33.7	34.3	30.2
Grading on a curve	18.9	22.7	16.7	19.4	16.8	10.4	24.5
Rubric-based assessment	61.0	51.6	60.7	68.8	69.1	66.5	40.3
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)	20.9	18.8	18.5	21.8	35.0	25.9	22.2
How "frequently" do you incorporate the following forms of technology into your courses?							
Videos or podcasts	41.2	35.3	39.6	46.4	49.3	46.5	54.3
Simulations/animations	19.3	15.3	15.5	24.6	28.8	23.4	15.7
Online homework or virtual labs	27.3	20.2	24.8	32.4	43.5	37.0	12.0
Online discussion boards	18.6	15.9	17.2	21.9	23.5	18.8	5.5
Audience response systems to gauge students' understanding	9.8	6.7	8.2	13.8	16.2	8.4	14.9
To what extent do you agree that it is your role to: (% marking "agree" or "strongly agree")							
Encourage students to become agents of social change	80.6	76.0	81.6	84.9	80.9	80.5	92.2
Prepare students for employment after college	96.5	95.0	97.0	97.7	96.3	97.5	90.7
Prepare students for graduate or advanced education	96.7	96.7	96.9	97.1	94.9	95.7	92.2
Develop students' moral character	85.6	85.3	84.2	86.4	85.9	89.5	82.5
Provide for students' emotional development	76.1	71.3	74.4	82.1	74.5	82.5	79.6
Help students develop personal values	84.7	82.3	82.6	88.2	85.4	88.8	94.0
Enhance students' knowledge of and appreciation for other racial/ethnic groups	84.3	81.5	83.4	88.2	84.1	84.8	69.1
Promote students' ability to write effectively	96.5	96.7	97.1	96.7	95.0	93.3	99.0
Teach students tolerance and respect for different beliefs	91.1	90.3	90.2	93.3	89.4	90.5	94.7

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Do you "agree" or "strongly agree":							
The chief benefit of a college education is that it increases one's earning power	58.8	55.9	62.0	57.0	63.0	62.0	73.2
A racially/ethnically diverse student body enhances the educational experience of all students	96.2	95.2	95.8	97.8	96.6	96.1	99.0
Colleges have a responsibility to work with their surrounding communities to address local issues	93.4	91.5	92.4	95.9	96.1	94.3	95.0
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.0	54.6	61.5	55.4	63.2	66.6	79.2
I try to dispel perceptions of competition	59.7	56.3	58.8	64.2	56.4	62.8	43.6
I achieve a healthy balance between my personal life and my professional life	66.0	70.6	63.2	62.1	69.6	69.1	68.1
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar	51.0	41.9	50.2	58.6	59.0	60.4	55.0
Do you "agree" or "strongly agree":							
This institution has effective hiring practices and policies that increase faculty diversity	70.2	74.2	63.4	71.7	69.8	74.0	74.6
Student Affairs staff have the support and respect of faculty	77.5	77.3	72.6	81.4	77.8	85.1	55.0
There is a lot of campus racial conflict here	26.9	23.7	27.5	30.2	25.9	27.6	38.8
My research is valued by faculty in my department	79.6	83.3	77.1	83.3	55.2	73.3	74.6
My teaching is valued by faculty in my department	89.5	90.0	87.6	92.0	84.7	89.1	86.0
My service is valued by faculty in my department	85.8	88.8	83.6	86.2	79.1	84.3	84.7
Faculty are sufficiently involved in campus decision making	54.5	51.4	49.4	61.9	54.5	60.9	43.3
The faculty are typically at odds with campus administration	53.3	53.5	55.5	52.5	56.5	42.1	73.5
Faculty here respect each other	87.0	87.1	85.0	89.8	84.2	86.2	75.8
Administrators consider faculty concerns when making policy	59.5	58.6	54.8	63.5	58.6	70.0	68.0
This institution takes responsibility for educating underprepared students	70.6	71.2	67.4	72.5	68.3	75.3	68.9
The criteria for advancement and promotion decisions are clear	73.7	83.0	72.1	68.4	63.6	63.3	65.8
Most of the students I teach lack the basic skills for college level work	34.9	29.7	35.2	38.6	37.8	42.5	15.1
There is adequate support for faculty development	69.1	67.9	64.3	73.8	71.3	75.7	73.0
Faculty are not prepared to deal with conflict over diversity issues in the classroom	51.7	53.1	51.8	51.7	46.5	47.5	64.3
This institution takes mentoring into consideration in the promotion process	48.1	49.2	42.9	51.8	45.6	53.7	64.4
Faculty of color are treated fairly here	79.3	83.5	72.6	80.1	80.2	85.3	100.0
Women faculty are treated fairly here	77.4	81.9	69.3	78.6	79.0	84.6	92.2
LGBTQ faculty are treated fairly here	78.8	82.4	72.5	79.1	82.3	85.1	98.7

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Issues you believe to be of "highest" or "high" priority at your institution:							
Increase or maintain institutional affordability	66.9	66.8	66.8	67.1	61.7	71.5	46.9
Develop a sense of community among students and faculty	64.7	62.8	59.5	70.9	65.9	71.4	60.9
Facilitate student involvement in community service	48.6	46.5	46.4	52.7	51.5	49.6	50.1
Help students learn how to bring about change in society	45.8	41.4	42.4	52.6	51.6	50.5	52.8
Increase or maintain institutional prestige	71.9	71.1	72.5	72.0	72.6	71.5	66.3
Hire faculty "stars"	34.4	34.4	32.9	34.4	44.7	34.0	29.8
Recruit more traditionally underrepresented students	56.2	55.8	56.1	57.4	56.0	54.4	37.9
Increase the selectivity of the student body through more competitive admissions criteria	35.4	35.2	33.1	37.7	41.9	32.4	42.6
Promote gender diversity in the faculty and administration	50.5	51.8	48.4	51.2	51.8	49.7	20.8
Promote racial and ethnic diversity in the faculty and administration	55.8	56.5	54.7	56.0	56.2	56.0	24.8
Provide resources for faculty to engage in community-based teaching or research	35.4	28.7	34.2	41.2	44.0	44.8	24.4
Create and sustain partnerships with surrounding communities	45.5	39.2	44.8	50.4	51.1	55.5	62.2
Pursue extramural funding	59.9	62.9	59.1	59.1	60.7	49.5	63.4
Strengthen links with the for-profit, corporate sector	41.8	41.1	38.9	43.3	46.9	49.1	57.3
Develop leadership ability among students	61.3	55.5	60.3	67.4	62.5	69.0	70.6
Develop an appreciation for multiculturalism	62.8	60.1	62.2	64.9	65.1	67.8	73.3
Prepare students for the workplace	78.9	77.2	77.4	82.5	75.4	82.5	72.0
Indicate the extent to which you: (% marking "to a very large extent")							
Feel that the training you received in graduate school prepared you well for your role as a faculty member	29.3	30.0	29.7	29.6	27.1	25.0	16.9
Experience close alignment between your work and your personal values	38.5	43.2	32.2	38.1	46.2	38.3	28.0
Mentor faculty	13.3	21.1	12.5	7.4	8.1	7.5	12.0
Mentor undergraduate students	36.5	35.6	33.9	40.1	41.8	34.3	26.3
Mentor graduate students	24.5	29.3	28.8	20.3	10.2	9.4	19.6
Been mentored by at least one professional in academia	24.1	22.5	19.3	31.6	23.5	22.1	31.3
Participated in training in preparation to be a mentor (e.g., workshops, programs)	6.9	7.0	5.2	7.4	12.1	8.8	5.7
Accessed the National Research Mentoring Network (NRMN) resource	1.4	1.5	1.0	1.7	1.6	1.1	5.7
How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?							
Excellent	31.3	34.1	28.0	33.0	29.2	25.7	17.9
Good	52.9	52.8	55.2	50.8	46.9	52.0	74.8
Fair	12.4	10.6	13.4	12.7	15.6	16.3	7.4
Poor	3.4	2.5	3.4	3.5	8.3	6.0	0.0
How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?							
Excellent	46.2	46.6	47.2	44.1	50.6	44.0	53.2
Good	46.7	46.7	46.7	47.9	41.1	46.3	44.5
Fair	6.2	5.4	5.4	7.3	7.0	8.3	2.4
Poor	0.9	1.2	0.7	0.7	1.4	1.4	0.0
How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?							
Excellent	47.3	52.6	45.8	45.3	33.0	40.5	47.0
Good	43.2	39.4	43.9	44.7	55.8	47.2	53.0
Fair	8.4	7.0	9.2	9.1	9.0	8.9	0.0
Poor	1.2	1.0	1.2	0.9	2.3	3.4	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	55.5	65.9	52.6	52.3	43.6	38.0	47.9
Health benefits	71.1	73.4	69.0	69.7	78.4	69.2	67.5
Retirement benefits	71.7	73.8	70.2	72.9	71.5	63.3	46.3
Opportunity for scholarly pursuits	61.8	67.2	58.6	62.0	53.1	54.8	43.1
Teaching load	64.5	67.9	63.9	61.0	60.7	66.6	83.0
Quality of students	65.5	68.1	61.0	65.9	67.1	70.0	83.4
Autonomy and independence	86.3	86.3	85.9	87.1	84.4	87.2	85.7
Departmental leadership	73.7	72.4	72.9	75.8	69.2	79.3	74.9
Departmental support for work/life balance	68.6	69.4	66.4	68.7	68.5	73.1	95.2
Institutional support for work/life balance	55.7	56.9	51.1	57.4	54.7	64.3	63.4
Prospects for career advancement	58.5	65.6	54.6	62.0	38.4	41.3	23.7
Relative equity of salary and job benefits	48.4	54.8	44.4	48.9	38.7	40.0	20.2
Flexibility in relation to family matters or emergencies	85.5	85.4	84.4	86.3	85.4	87.5	78.9
Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)	74.5	78.5	72.5	71.4	74.3	76.2	71.2
Overall job	80.3	82.9	76.8	81.4	75.1	82.9	86.5
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	19.6	13.6	22.7	22.7	22.5	20.4	41.4
Somewhat	55.8	54.1	53.5	60.5	53.3	57.6	49.2
Not at all	24.5	32.3	23.8	16.8	24.3	22.0	9.5
Child care							
Extensive	20.8	11.1	22.5	28.5	30.0	23.0	50.6
Somewhat	41.5	35.4	47.1	45.4	35.0	34.9	25.9
Not at all	37.7	53.5	30.3	26.1	35.1	42.1	23.5
My physical health							
Extensive	10.7	10.2	11.2	10.3	14.1	9.5	11.8
Somewhat	47.8	50.0	46.8	46.7	45.2	47.7	63.0
Not at all	41.5	39.8	41.9	43.0	40.7	42.8	25.2
Review/promotion process							
Extensive	18.7	6.4	19.9	31.1	19.2	13.7	4.5
Somewhat	40.7	27.6	43.5	49.7	46.4	41.6	68.0
Not at all	40.6	66.0	36.6	19.2	34.4	44.6	27.4
Discrimination (e.g., prejudice, racism, sexism)							
Extensive	6.5	5.3	7.9	6.8	5.2	6.0	3.5
Somewhat	23.2	20.9	23.2	27.3	22.2	17.9	24.8
Not at all	70.3	73.8	68.9	65.9	72.6	76.1	71.7
Committee work							
Extensive	16.3	17.2	24.3	9.4	7.0	7.7	8.2
Somewhat	51.1	52.7	54.1	50.6	37.3	39.3	60.4
Not at all	32.6	30.1	21.5	40.0	55.8	52.9	31.3
Faculty meetings							
Extensive	11.8	12.3	16.4	8.3	7.2	6.1	5.9
Somewhat	44.5	46.2	49.4	40.6	34.7	36.5	56.6
Not at all	43.7	41.5	34.2	51.2	58.1	57.4	37.6

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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:							
Students							
Extensive	9.9	5.8	9.7	13.8	12.8	12.7	6.7
Somewhat	60.9	56.6	64.7	63.0	58.2	58.8	60.4
Not at all	29.2	37.6	25.6	23.2	29.0	28.5	32.8
Research or publishing demands							
Extensive	24.3	17.1	23.0	38.3	10.8	10.6	0.0
Somewhat	50.9	51.6	59.0	45.4	37.6	34.4	71.4
Not at all	24.8	31.3	18.0	16.4	51.6	55.0	28.6
Institutional procedures and "red tape"							
Extensive	24.0	25.2	27.9	21.7	20.0	12.5	20.6
Somewhat	50.0	51.1	51.6	47.1	49.7	48.2	55.5
Not at all	26.0	23.7	20.5	31.2	30.4	39.4	23.9
Teaching load							
Extensive	17.7	13.2	17.8	21.7	26.1	15.8	5.6
Somewhat	49.5	45.7	51.5	53.8	45.3	44.9	38.9
Not at all	32.8	41.1	30.6	24.5	28.6	39.3	55.5
Lack of personal time							
Extensive	26.1	22.7	26.9	30.6	23.0	22.9	7.9
Somewhat	47.4	45.1	48.9	49.4	51.0	41.2	64.1
Not at all	26.4	32.2	24.2	20.0	26.0	35.9	28.0
Job security							
Extensive	10.4	3.4	6.0	17.7	24.5	21.3	16.5
Somewhat	26.6	13.9	21.9	41.2	43.1	34.1	61.5
Not at all	63.0	82.7	72.0	41.0	32.4	44.7	22.0
Self-imposed high expectations							
Extensive	37.0	30.7	34.6	48.9	33.0	32.7	31.3
Somewhat	51.1	54.8	54.1	42.5	53.2	53.3	45.8
Not at all	11.9	14.5	11.3	8.6	13.8	14.0	22.9
Increased work responsibilities							
Extensive	25.6	24.5	28.9	24.7	22.7	23.0	9.6
Somewhat	51.2	47.1	53.2	55.3	50.1	47.0	57.1
Not at all	23.1	28.4	18.0	20.0	27.2	30.0	33.4
Institutional budget cuts							
Extensive	24.6	25.5	25.3	22.8	22.3	25.7	24.0
Somewhat	45.5	44.8	47.7	44.7	48.6	40.1	11.2
Not at all	30.0	29.7	27.1	32.5	29.1	34.2	64.9
Have you been sexually harassed at this institution?							
Yes	5.5	6.1	6.4	4.5	3.3	4.0	1.1
No	94.5	93.9	93.6	95.5	96.7	96.0	98.9
In the past year, have you:							
Considered leaving academe for another job	31.4	22.7	32.7	36.5	41.8	40.5	42.4
Considered leaving this institution for another	44.6	39.6	47.4	48.0	45.2	42.0	35.9
Engaged in public service/professional consulting without pay	50.4	56.3	51.1	45.6	39.3	47.4	31.5
Received at least one firm job offer elsewhere	17.2	14.1	15.2	21.3	19.9	21.9	19.2
Sought an early promotion	6.2	4.0	5.2	9.6	6.5	6.1	5.1

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
General activities:							
Are you a member of a faculty union?	21.6	19.0	25.9	20.8	31.2	11.0	19.1
Do you plan to retire within the next three years?	10.7	21.0	7.6	3.0	8.7	8.3	3.3
Have you ever interrupted your professional career for more than one year for family reasons?	7.1	5.3	6.8	7.8	11.9	11.1	2.4
Have you ever been formally recognized for outstanding teaching at this institution?	29.9	45.7	29.8	14.1	30.0	18.4	16.7
Citizenship status:							
U.S. citizen	91.1	96.0	93.0	82.2	92.8	94.3	100.0
Permanent resident (green card)	6.7	3.7	6.7	11.8	3.6	3.6	0.0
Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O1)	2.0	0.2	0.3	5.9	3.3	1.8	0.0
None of the above	0.1	0.1	0.1	0.1	0.2	0.3	0.0
How would you characterize your political views?							
Far left	11.5	10.2	11.7	13.7	10.7	9.4	14.1
Liberal	48.3	49.5	51.4	46.3	43.2	40.1	65.1
Middle of the road	28.1	28.7	25.4	28.1	34.8	31.9	15.2
Conservative	11.7	11.3	11.1	11.4	10.9	18.2	5.6
Far right	0.4	0.3	0.4	0.5	0.5	0.4	0.0
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	43.4	46.4	36.4	43.6	48.4	54.6	33.3
Probably yes	37.8	34.7	40.9	40.4	32.9	31.1	51.4
Not sure	11.4	11.4	12.5	10.6	10.2	10.1	14.1
Probably no	5.0	4.9	7.1	3.4	4.8	2.9	0.0
Definitely no	2.5	2.6	3.1	1.9	3.6	1.3	1.2
Still want to be a college professor?							
Definitely yes	68.2	73.9	63.2	67.6	69.2	64.0	23.3
Probably yes	23.3	19.0	27.6	23.3	22.4	26.0	55.5
Not sure	6.7	5.5	7.0	7.5	5.8	7.8	20.0
Probably no	1.5	1.3	1.7	1.2	1.4	2.1	0.0
Definitely no	0.4	0.3	0.5	0.3	1.2	0.1	1.2
Highest Degree Earned							
Bachelor's (B.A., B.S., etc.)	0.6	0.1	0.3	0.1	1.7	5.8	0.0
Master's (M.A., M.S.)	8.9	2.0	3.3	9.4	30.4	50.0	29.6
Terminal Master's (M.F.A., M.B.A.)	4.8	3.6	4.6	4.1	8.6	11.8	37.3
J.D.	0.6	0.6	0.5	0.5	0.7	1.1	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.5	0.4	0.3	1.0	0.3	0.4	0.0
Ph.D.	78.5	88.2	84.2	78.6	53.7	22.7	26.8
Professional Doctorate (Ed.D., Psy.D., etc.)	5.0	4.4	6.2	5.2	3.5	3.2	3.0
Other degree	1.1	0.6	0.7	1.1	1.1	4.9	3.3

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Degree Currently Working On							
Bachelor's (B.A., B.S., etc.)	0.1	0.0	0.2	0.0	0.0	0.4	0.0
Master's (M.A., M.S.)	0.6	0.1	0.4	0.6	1.3	3.5	0.0
Terminal Master's (M.F.A., M.B.A.)	0.2	0.1	0.1	0.3	0.6	0.4	0.0
J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.0	0.0	0.1	0.1	0.0	0.0	0.0
Ph.D.	2.9	1.0	1.5	4.4	5.6	9.5	0.0
Professional Doctorate (Ed.D., Psy.D., etc.)	1.1	0.2	0.3	1.7	3.6	4.3	9.0
Other degree	0.4	0.1	0.3	0.7	0.6	1.8	0.0
None	94.7	98.4	97.2	92.1	88.3	80.1	91.0
Are you currently serving in an administrative position as:							
Department chair	7.1	12.3	9.5	1.8	1.0	1.7	11.1
Dean (associate or assistant)	2.5	6.0	1.6	0.3	0.2	1.4	1.0
President	0.1	0.2	0.0	0.0	0.0	0.2	0.0
Vice-president	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Provost	0.1	0.2	0.0	0.0	0.0	0.2	0.0
Other	11.4	13.0	16.1	6.2	9.5	8.3	9.1
Not applicable	50.2	43.8	49.0	55.9	55.0	55.0	32.9
Race/Ethnicity—mark all that apply (total may add to more than 100%)							
White/Caucasian	84.6	86.6	84.1	82.1	82.2	88.2	82.9
African American/Black	4.1	2.4	5.6	3.9	7.5	3.4	0.0
American Indian/Alaska Native	1.3	1.1	1.5	1.6	0.8	0.9	3.0
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	4.3	4.8	3.4	5.5	3.0	2.5	6.2
Filipino	0.4	0.2	0.6	0.6	0.4	0.3	0.0
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	0.2	0.1	0.2	0.3	0.7	0.0	0.0
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	2.0	2.1	1.3	3.0	1.0	1.2	0.0
Other Asian	0.7	0.3	1.1	1.0	0.4	0.6	0.0
Native Hawaiian/Pacific Islander	0.3	0.4	0.3	0.3	0.3	0.0	0.0
Mexican American/Chicano	1.4	1.1	1.2	1.8	2.7	1.4	0.0
Puerto Rican	0.4	0.6	0.3	0.4	0.4	0.3	0.0
Other Latino	2.2	1.8	2.1	2.7	2.6	3.0	11.9
Other	3.6	3.2	3.9	3.5	3.5	3.9	3.4
Race/Ethnicity Group (with multiple race category)							
American Indian	0.2	0.3	0.1	0.3	0.2	0.1	0.0
Asian	6.7	6.6	5.5	9.1	4.5	3.5	4.9
Black	3.5	2.0	4.9	3.2	6.8	3.1	0.0
Hispanic	2.6	2.0	2.6	2.8	3.9	3.2	8.8
White	80.2	83.0	80.1	77.1	77.6	82.9	78.6
Other	2.1	2.2	2.3	1.9	2.1	1.8	3.4
Two or more races/ethnicities	4.7	3.9	4.5	5.7	4.9	5.5	4.3
Is English your primary language?							
Yes	88.0	88.9	89.6	83.7	90.4	92.8	98.8
No	12.0	11.1	10.4	16.3	9.6	7.2	1.2

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
What is your sexual orientation?							
Heterosexual/straight	92.5	93.7	92.2	92.1	90.8	90.3	86.3
Gay	2.5	2.5	2.6	2.2	3.3	2.5	0.0
Lesbian	1.3	1.0	1.4	1.7	0.7	0.5	0.0
Bisexual	1.5	0.9	1.5	1.6	1.5	3.2	13.7
Queer	0.7	0.3	0.7	0.9	0.7	1.2	0.0
Other	1.7	1.6	1.6	1.5	3.0	2.2	0.0
Do you identify as transgender?							
Yes, female to male	0.1	0.0	0.1	0.2	0.3	0.0	0.0
Yes, male to female	0.1	0.0	0.0	0.1	0.1	0.2	0.0
No	99.8	99.9	99.9	99.7	99.6	99.8	100.0
Are you currently:							
Single	11.8	7.2	12.7	14.8	15.5	15.6	13.0
In a civil union	0.1	0.3	0.0	0.1	0.0	0.1	0.0
In a domestic partnership	2.3	2.1	2.5	2.4	2.5	2.7	1.2
Married	77.3	81.4	77.6	75.1	71.1	70.1	85.7
Unmarried, living with partner	2.5	1.9	1.7	3.7	3.7	2.9	0.0
Separated	1.0	0.7	1.5	0.4	0.8	2.4	0.0
Divorced	4.1	5.2	3.5	3.1	4.6	5.2	0.0
Widowed	0.8	1.3	0.7	0.3	1.7	0.9	0.0
How many children do you have under 18 years old?							
0	53.8	60.8	48.2	52.3	53.3	55.8	52.9
1	18.8	18.4	17.8	20.4	17.1	19.1	5.5
2	19.4	15.4	26.0	18.4	16.0	14.4	38.1
3	5.1	2.7	5.5	5.5	12.2	6.6	3.5
4+	2.9	2.7	2.5	3.5	1.4	4.0	0.0
How many children do you have over 18 years old?							
0	59.9	39.3	65.0	81.1	61.1	59.3	80.7
1	12.8	17.7	13.1	6.4	13.4	11.7	3.3
2	16.2	25.7	13.8	6.5	15.5	15.6	6.2
3	6.6	9.8	4.8	4.0	7.3	7.8	3.6
4+	4.5	7.4	3.3	2.0	2.7	5.6	6.2
How satisfied are you with the availability of child care at this institution?							
Very satisfied	5.3	6.6	5.3	4.6	1.4	6.4	0.0
Satisfied	11.1	9.5	10.6	13.6	9.0	8.9	2.9
Marginally satisfied	7.8	7.7	8.3	7.9	3.9	7.8	52.8
Not satisfied	33.0	25.0	39.4	36.4	25.7	19.9	23.0
Not applicable	42.8	51.2	36.4	37.5	60.0	57.0	21.3

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aggregated—Salary based on 9/10 months (full-time employees only)							
Less than $10,000	0.2	0.3	0.2	0.0	0.0	0.4	0.0
$10,000–$19,999	0.1	0.0	0.0	0.1	0.1	0.6	0.0
$20,000–$29,999	0.2	0.0	0.1	0.2	0.9	1.8	2.9
$30,000–$39,999	1.7	0.2	0.2	0.3	4.5	25.0	0.0
$40,000–$49,999	5.7	0.5	1.3	7.9	30.2	31.4	7.8
$50,000–$59,999	11.8	1.4	8.0	23.2	36.3	15.7	66.0
$60,000–$69,999	14.5	5.1	18.7	21.2	14.5	11.9	20.5
$70,000–$79,999	13.9	8.8	19.0	16.9	7.4	5.5	2.9
$80,000–$89,999	15.5	11.5	24.5	14.7	1.8	4.9	0.0
$90,000–$99,999	9.8	12.3	11.9	7.6	1.6	0.8	0.0
$100,000–$124,999	14.9	29.9	12.4	4.8	2.2	1.7	0.0
$125,000–$149,999	6.4	16.1	2.3	2.1	0.4	0.1	0.0
$150,000–$199,999	4.0	10.5	1.1	1.0	0.0	0.0	0.0
$200,000–$249,999	1.0	2.7	0.2	0.0	0.0	0.0	0.0
$250,000–$499,999	0.2	0.6	0.0	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Aggregated—Salary based on 11/12 months (full-time employees only)							
Less than $10,000	0.1	0.0	0.0	0.1	0.2	0.4	0.0
$10,000–$19,999	0.4	0.0	0.0	0.4	0.0	2.5	0.0
$20,000–$29,999	0.4	0.1	0.4	0.3	2.4	0.7	0.0
$30,000–$39,999	2.1	0.2	0.0	1.2	5.9	13.4	6.1
$40,000–$49,999	7.1	0.6	2.0	9.1	19.1	28.0	3.0
$50,000–$59,999	10.4	0.6	8.2	17.2	26.8	19.5	33.6
$60,000–$69,999	12.4	2.8	13.0	23.3	18.1	10.8	7.7
$70,000–$79,999	11.0	5.9	13.5	15.3	11.3	10.6	2.8
$80,000–$89,999	9.7	7.4	16.2	8.8	5.1	6.6	29.2
$90,000–$99,999	9.9	8.6	17.2	9.5	3.7	0.6	12.8
$100,000–$124,999	17.4	27.1	20.1	10.3	6.1	4.7	0.0
$125,000–$149,999	8.3	17.3	5.5	4.3	0.0	1.5	0.0
$150,000–$199,999	6.3	16.0	3.3	0.3	1.3	0.7	4.8
$200,000–$249,999	3.2	9.7	0.1	0.0	0.0	0.0	0.0
$250,000–$499,999	1.3	3.6	0.4	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1993 or later	0.2	0.2	0.2	0.1	0.6	0.1	0.0
1984–1992	4.8	0.1	0.2	12.9	7.5	12.7	12.4
1979–1983	13.2	0.2	8.9	31.8	21.1	13.2	3.4
1974–1978	14.4	3.3	20.0	22.9	11.5	11.9	40.8
1969–1973	13.9	9.6	22.2	11.3	11.8	11.9	7.6
1964–1968	13.6	17.1	16.5	6.9	9.9	13.7	14.4
1959–1963	12.2	17.3	11.9	6.4	11.9	13.4	1.5
1954–1958	11.8	19.6	9.5	4.5	14.1	10.6	14.3
1949–1953	9.8	18.9	7.5	2.3	6.2	8.2	5.6
1944–1948	4.3	9.4	2.0	0.7	4.2	3.2	0.0
1920–1943	1.9	4.2	1.0	0.3	1.3	1.0	0.0
Earlier than 1920	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Year of first academic appointment							
1976 or earlier	3.5	9.2	1.4	0.2	1.2	1.9	0.0
1977–1981	3.9	10.0	1.5	0.3	2.6	1.7	2.0
1982–1986	5.2	12.1	3.3	0.6	2.7	2.4	15.3
1987–1991	7.6	16.2	6.0	0.9	4.9	5.5	9.2
1992–1996	10.0	17.6	11.5	1.6	7.6	7.4	3.7
1997–2001	13.9	22.2	17.0	3.7	11.4	8.8	6.7
2002–2006	15.2	9.8	27.9	9.6	13.8	13.4	31.5
2007–2011	19.3	1.6	29.2	27.6	22.5	22.4	9.0
2012 or later	21.4	1.2	2.2	55.4	33.2	36.5	22.6
Year of appointment at present institution							
1976 or earlier	1.4	3.9	0.5	0.1	0.4	0.6	0.0
1977–1981	2.1	5.9	0.7	0.1	1.4	0.4	0.0
1982–1986	3.0	7.5	1.8	0.2	1.2	1.4	2.4
1987–1991	6.2	14.5	4.0	0.7	3.7	3.6	13.8
1992–1996	7.3	15.3	6.2	1.1	4.6	4.9	1.7
1997–2001	12.8	24.6	12.5	1.9	11.9	8.5	7.1
2002–2006	15.6	17.7	26.0	5.3	11.1	11.7	36.5
2007–2011	21.7	6.0	40.0	21.1	20.5	22.7	7.5
2012 or later	29.7	4.6	8.2	69.5	45.3	46.2	30.9
If tenured, year tenure was awarded							
1976 or earlier	1.0	1.7	0.3	0.3	0.0	0.0	0.0
1977–1981	1.0	1.6	0.2	0.5	0.0	29.0	0.0
1982–1986	3.3	5.5	0.7	1.9	0.0	0.0	0.0
1987–1991	5.0	8.2	1.2	1.7	1.9	4.1	100.0
1992–1996	8.8	13.6	3.2	3.8	0.0	3.1	0.0
1997–2001	11.6	17.0	5.1	8.5	0.0	41.9	0.0
2002–2006	17.8	24.0	10.5	7.3	30.7	0.0	0.0
2007–2011	23.3	21.6	25.4	25.3	30.6	15.0	0.0
2012 or later	28.1	6.8	53.5	50.7	36.8	6.9	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aggregated Major							
Agriculture or Forestry (General Area 1)	0.6	0.7	0.9	0.5	0.4	0.2	0.0
Biological Sciences (General Area 5)	9.2	11.4	7.4	10.4	5.3	4.1	10.5
Business (General Area 6)	6.0	5.9	4.8	6.6	7.8	7.8	5.2
Education (General Area 10 and Specific Discipline 2102)	8.0	5.8	8.0	9.3	7.1	14.8	16.8
Engineering (General Area 11)	4.6	5.1	3.2	6.5	1.9	2.5	2.0
English (General Area 12)	5.6	5.6	5.5	4.2	9.7	9.0	14.4
Health-related (General Area 15)	4.8	2.4	3.5	8.5	2.8	8.8	0.0
History or Political Science (Specific Discipline 3007, 3009)	5.0	6.5	5.5	4.1	2.3	1.8	0.0
Humanities (General Area 14, 24)	7.5	7.5	8.2	6.7	10.2	4.8	2.6
Fine Arts (General Area 2, 4, 22)	7.5	7.4	8.1	5.9	5.7	13.2	30.9
Mathematics or Statistics (General Area 18)	4.4	4.3	4.0	4.0	7.6	5.3	0.0
Physical Sciences (General Area 25)	7.5	10.5	5.6	7.4	6.1	3.3	0.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	16.1	14.8	23.5	13.1	10.4	7.0	5.0
Other Technical (General Area 8, 19, 28)	3.1	2.7	2.2	3.0	10.9	4.1	0.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	9.9	9.4	9.5	9.8	11.9	13.2	12.5
Aggregated Department							
Agriculture or Forestry (General Area 1)	0.4	0.5	0.7	0.2	0.3	0.2	0.0
Biological Sciences (General Area 5)	7.9	9.6	7.2	8.2	4.4	4.1	0.0
Business (General Area 6)	6.9	7.0	5.7	7.2	9.3	8.3	5.4
Education (General Area 10 and Specific Discipline 2102)	4.9	4.1	5.2	5.7	2.9	5.6	5.6
Engineering (General Area 11)	4.4	4.8	3.3	6.4	2.1	1.5	0.0
English (General Area 12)	5.5	5.6	5.6	4.2	8.6	7.8	14.8
Health-related (General Area 15)	6.0	3.5	4.9	9.9	3.3	9.9	0.0
History or Political Science (Specific Discipline 3007, 3009)	4.9	6.1	5.5	3.8	2.3	2.7	0.0
Humanities (General Area 14, 24)	7.2	7.1	7.9	6.7	8.6	5.0	0.0
Fine Arts (General Area 2, 4, 22)	7.9	8.0	8.4	6.5	5.9	12.7	25.3
Mathematics or Statistics (General Area 18)	4.9	4.3	4.3	4.8	8.6	7.3	1.7
Physical Sciences (General Area 25)	7.1	10.9	5.5	5.4	6.3	3.6	0.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	15.6	13.7	22.0	14.6	9.7	5.5	3.8
Other Technical (General Area 8, 19, 28)	3.7	3.9	2.2	3.2	10.8	5.8	1.3
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	12.6	10.9	11.7	13.1	16.9	19.8	42.1

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
CIRP Construct: Civic Minded Values							
Mean Score	54.61	53.34	54.48	55.83	55.56	55.37	53.54
High Construct Score Group	49.5	42.2	48.4	56.6	57.2	53.8	32.7
Average Construct Score Group	39.7	44.0	40.2	36.4	32.1	36.3	62.4
Low Construct Score Group	10.8	13.8	11.4	7.1	10.7	10.0	4.9
CIRP Construct: Civic Minded Practices							
Mean Score	49.61	49.55	50.18	49.38	49.21	48.99	46.46
High Construct Score Group	29.7	28.9	33.0	28.3	28.0	27.9	16.9
Average Construct Score Group	38.8	38.5	38.8	40.1	37.8	36.2	29.3
Low Construct Score Group	31.4	32.6	28.2	31.6	34.2	35.9	53.8
CIRP Construct: Perceptions of the Campus Climate for Diversity							
Mean Score	49.50	50.47	47.64	49.67	50.32	51.56	48.87
High Construct Score Group	30.4	34.8	23.1	30.2	35.0	38.7	12.5
Average Construct Score Group	42.8	43.0	41.3	44.4	40.6	42.9	78.5
Low Construct Score Group	26.8	22.2	35.7	25.4	24.4	18.4	9.0
CIRP Construct: Institutional Priority—Commitment to Civic Engagement							
Mean Score	49.41	48.06	48.99	50.85	50.41	51.35	50.43
High Construct Score Group	27.8	22.6	25.7	33.1	37.1	33.8	27.5
Average Construct Score Group	44.7	45.4	44.4	44.9	38.2	46.7	52.4
Low Construct Score Group	27.5	31.9	29.9	22.0	24.6	19.5	20.1
CIRP Construct: Institutional Priority—Commitment to Diversity							
Mean Score	52.07	51.87	52.05	52.36	52.15	51.95	49.07
High Construct Score Group	41.6	39.6	41.9	43.4	44.6	40.6	19.4
Average Construct Score Group	39.2	42.8	36.1	37.9	35.0	42.7	67.6
Low Construct Score Group	19.3	17.6	22.0	18.7	20.4	16.7	13.1
CIRP Construct: Institutional Priority—Commitment to Institutional Prestige							
Mean Score	46.71	46.70	46.44	46.85	47.80	46.51	48.28
High Construct Score Group	12.8	13.1	11.8	13.2	15.5	12.6	25.1
Average Construct Score Group	45.9	44.6	46.2	47.0	46.1	45.8	34.5
Low Construct Score Group	41.3	42.3	42.1	39.8	38.4	41.6	40.4
CIRP Construct: Mentor Self-Efficacy							
Mean Score	49.84	50.85	49.39	48.76	49.84	51.40	46.74
High Construct Score Group	24.5	25.6	20.4	22.3	38.3	36.7	38.0
Average Construct Score Group	48.4	53.7	52.6	43.2	29.3	36.2	0.0
Low Construct Score Group	27.1	20.7	27.0	34.5	32.4	27.1	62.0
CIRP Construct: Student-Centered Pedagogy							
Mean Score	50.66	49.30	50.57	52.03	51.20	51.14	52.53
High Construct Score Group	28.9	24.6	27.2	33.8	34.0	32.0	36.6
Average Construct Score Group	45.9	44.5	46.4	48.2	43.6	43.1	37.7
Low Construct Score Group	25.1	31.0	26.4	18.0	22.5	24.9	25.6
CIRP Construct: Scholarly Productivity							
Mean Score	53.90	58.32	54.91	52.25	45.47	42.82	48.52
High Construct Score Group	51.5	67.9	58.0	44.4	11.5	10.2	32.3
Average Construct Score Group	31.1	23.8	30.0	38.8	43.7	26.1	32.6
Low Construct Score Group	17.4	8.3	12.0	16.8	44.8	63.6	35.1

2016–17 HERI Faculty Survey
Weighted National Norms—All Respondents

All Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
CIRP Construct: Sense of a Respectful Work Environment							
Mean Score	49.92	50.39	49.04	50.67	48.54	49.36	49.63
High Construct Score Group	33.1	36.2	28.2	36.1	29.7	29.7	22.2
Average Construct Score Group	32.6	29.0	35.8	33.3	30.6	34.8	60.3
Low Construct Score Group	34.3	34.8	36.0	30.6	39.6	35.5	17.5
CIRP Construct: Satisfaction with Compensation							
Mean Score	51.31	52.72	50.57	51.16	50.18	49.11	48.48
High Construct Score Group	29.1	34.3	26.5	28.8	24.2	20.2	15.4
Average Construct Score Group	48.0	47.5	47.8	49.0	44.8	50.0	52.4
Low Construct Score Group	22.8	18.2	25.7	22.1	31.0	29.8	32.3
CIRP Construct: Satisfaction with Professional Work Environment							
Mean Score	49.83	50.27	48.72	50.27	49.64	50.91	48.79
High Construct Score Group	26.0	27.5	21.2	27.2	27.2	33.8	22.5
Average Construct Score Group	48.7	49.2	51.1	47.9	44.4	42.6	45.4
Low Construct Score Group	25.3	23.4	27.6	25.0	28.4	23.6	32.1
CIRP Construct: Science Identity							
Mean Score	51.50	53.41	51.21	50.34	47.32	42.76	—
High Construct Score Group	36.1	47.7	26.6	31.7	20.2	12.7	0.0
Average Construct Score Group	35.8	30.1	48.3	33.6	35.9	24.5	0.0
Low Construct Score Group	28.1	22.2	25.1	34.7	43.8	62.8	0.0
CIRP Construct: Science Self-Efficacy							
Mean Score	49.72	51.27	47.48	50.87	47.31	43.81	—
High Construct Score Group	23.6	26.2	19.4	26.1	19.5	13.8	0.0
Average Construct Score Group	44.9	50.0	36.9	49.8	36.9	23.5	0.0
Low Construct Score Group	31.5	23.8	43.7	24.1	43.5	62.7	0.0
CIRP Construct: Career-Related Stress							
Mean Score	51.76	50.68	53.06	53.07	48.81	47.89	48.21
High Construct Score Group	32.4	26.9	36.2	40.2	21.3	17.8	9.6
Average Construct Score Group	47.9	46.8	50.5	46.2	51.8	45.0	61.2
Low Construct Score Group	19.7	26.2	13.3	13.5	26.9	37.2	29.1
CIRP Construct: Focus on Undergraduates' Personal Development							
Mean Score	52.24	51.46	51.50	53.34	53.19	53.69	52.23
High Construct Score Group	33.6	30.0	29.4	39.1	42.0	40.0	24.5
Average Construct Score Group	50.3	51.3	53.1	47.7	43.5	49.5	59.0
Low Construct Score Group	16.1	18.7	17.6	13.2	14.6	10.5	16.4

Full-Time Undergraduate Faculty, by Rank for

Men

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Total Respondents	10,982	3,974	3,090	2,763	520	616	19
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
What is your present academic rank?							
Professor	37.4	100.0	0.0	0.0	0.0	0.0	0.0
Associate professor	26.4	0.0	100.0	0.0	0.0	0.0	0.0
Assistant professor	24.5	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	5.3	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	6.4	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	58.5	93.5	86.7	2.3	1.1	0.7	22.1
On tenure track, but not tenured	20.4	0.5	4.2	77.4	0.9	1.5	0.0
Not on tenure track, but institution has tenure system	16.3	3.2	5.3	15.8	93.9	73.5	70.5
Institution has no tenure system	4.9	2.7	3.8	4.5	4.1	24.3	7.4
Are you retired from this institution?							
No	99.4	99.0	99.7	99.8	99.3	98.7	100.0
Yes	0.6	1.0	0.3	0.2	0.7	1.3	0.0
What is your principal activity in your current position at this institution?							
Administration	8.0	14.2	6.9	1.1	3.6	6.6	22.5
Teaching	68.6	64.1	69.3	64.9	90.9	87.8	73.6
Research	21.8	20.5	22.2	32.8	3.2	1.8	0.0
Services to clients and patients	0.5	0.3	0.7	0.6	0.9	1.0	2.9
Other	1.0	0.9	1.0	0.7	1.4	2.7	1.0
Noted as being personally "essential" or "very important":							
Research	83.8	88.7	84.1	87.4	59.8	55.2	80.9
Teaching	97.9	97.8	97.6	97.7	99.1	99.5	94.6
Service	65.8	67.9	63.0	64.9	67.0	67.8	38.8
How many courses are you teaching this term (include all institutions at which you teach)?							
Mean	3.54	3.23	3.46	3.66	4.28	4.52	3.87
Median	3	3	3	3	4	5	3
Mode	3	3	3	3	4	5	3
How many courses are you teaching this term?							
General education courses							
Mean	1.52	1.48	1.49	1.50	1.71	1.79	1.72
Median	1	1	1	1	1	2	2
Mode	1	1	1	1	1	1	2
Courses required for an undergraduate major							
Mean	2.13	2.04	2.14	2.12	2.40	2.42	2.40
Median	2	2	2	2	2	2	2
Mode	2	2	2	2	2	2	2
Other undergraduate credit courses							
Mean	1.55	1.59	1.54	1.48	1.60	1.63	1.82
Median	1	2	1	1	1	1	2
Mode	1	2	1	1	1	1	2

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many courses are you teaching this term?							
Developmental/remedial courses (not for credit)							
Mean	1.06	1.06	1.04	1.02	1.13	1.12	1.00
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
Graduate courses							
Mean	1.48	1.54	1.52	1.41	1.33	1.32	1.63
Median	1	2	1	1	1	1	2
Mode	1	1	1	1	1	1	1
How many of these courses that you are teaching this term are being taught:							
At this institution							
Mean	2.60	2.51	2.58	2.58	2.93	2.96	2.65
Median	2	2	2	2	3	3	2
Mode	2	2	2	2	3	3	2
At another institution							
Mean	1.20	1.19	1.18	1.20	1.23	1.26	1.00
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0
In the past year, have you:							
Worked with or taught undergraduate students at this institution?	97.0	96.6	98.6	95.6	96.9	97.8	100.0
Worked with or taught graduate students at this institution?	65.0	71.8	68.8	59.7	45.6	46.0	45.4
During the past three years, have you:							
Advised student groups involved in service/volunteer work	53.6	49.7	56.1	57.8	53.0	50.8	35.8
Collaborated with the local community on research/teaching to address their needs	44.0	43.0	46.1	44.0	42.5	41.8	7.9
Conducted research or writing focused on:							
International/global issues	38.1	40.9	41.7	35.6	27.8	25.1	44.0
Racial or ethnic minorities	29.2	28.1	34.8	27.7	23.5	21.4	33.4
Women or gender issues	19.8	19.1	20.5	20.9	15.9	18.9	54.5
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	8.6	7.7	9.1	8.0	11.8	11.0	26.5
Biomedical science fields	22.1	26.7	17.3	26.8	8.4	9.5	1.5
Engaged in academic research that spans multiple disciplines	74.1	77.7	77.6	77.3	50.7	44.2	77.0
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	55.1	59.8	54.3	54.0	42.9	44.8	72.4
Written research grants	54.3	57.4	57.4	62.1	20.5	19.8	34.2
Received funding for your work from:							
Foundations	23.5	24.3	24.9	24.8	12.0	18.3	5.7
State or federal government	31.1	39.8	30.7	25.9	13.1	16.5	4.0
Business or industry	12.9	15.6	10.8	11.1	10.1	15.3	2.5

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
During the past three years, have you:							
Taught an honors course	22.1	21.3	27.1	19.7	26.6	10.4	25.1
Taught an interdisciplinary course	42.0	44.1	39.7	43.9	37.8	34.9	53.9
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ)	10.5	9.3	12.3	9.9	11.5	11.3	31.1
Taught a service learning course	14.3	14.7	14.1	13.4	17.6	13.6	5.7
Taught a course exclusively online	20.4	17.4	21.2	17.9	35.7	32.5	21.1
Participated in organized activities around enhancing pedagogy or student learning	62.1	59.5	60.5	67.4	63.7	63.7	53.9
Taught a seminar for first-year students	24.0	24.6	23.1	23.1	23.2	28.1	18.5
Participated in the development of curriculum (enhancing an existing course)	85.1	82.8	88.8	85.8	86.2	80.1	93.4
During the past three years, have you: (% marking "to a very large extent")							
Presented with undergraduate students at conferences	6.3	5.9	5.5	9.9	1.0	2.0	7.5
Published with undergraduates	4.4	3.9	4.0	7.3	0.8	0.8	0.0
Engaged undergraduates on your research project(s)	18.7	18.2	18.9	25.3	5.7	6.3	33.2
Worked with undergraduates on their research project(s)	18.4	17.9	18.3	22.3	10.5	13.6	29.6
How would you rate the overall experience of working with undergraduates on research projects?							
Excellent	24.9	28.2	20.7	28.0	17.4	17.4	7.2
Good	43.1	42.3	51.9	38.5	37.4	32.7	70.2
Fair	14.0	15.0	14.2	13.4	10.8	11.8	1.4
Poor	1.9	1.8	2.0	2.5	0.2	1.1	0.0
I have not worked with undergraduates on research projects	16.2	12.7	11.3	17.6	34.1	36.9	21.2
How many undergraduates do you currently advise?							
Mean	7.10	7.40	7.69	6.58	5.77	5.81	10.29
Median	6	6	7	5	1	2	11
Mode	1	1	1	1	1	1	13
During the past year, how "frequently" did you do the following for your advisees?							
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)	44.0	41.9	44.8	45.8	49.8	44.1	56.1
Helped them to plan their course of study	60.5	59.8	60.4	60.8	62.2	64.2	82.0
Discussed their academic performance	53.6	52.1	50.4	58.4	65.1	54.7	64.8
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	49.5	52.6	49.5	44.8	55.2	43.9	61.1
Discussed career and post-graduation goals	69.0	66.0	70.9	71.6	71.4	67.3	91.2
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on teaching							
Yes	43.7	35.9	38.2	58.1	51.4	52.4	39.2
No	50.9	59.3	58.2	36.1	39.6	35.2	56.5
Not eligible	0.9	0.5	0.1	1.1	3.7	3.4	0.0
Not available	4.5	4.3	3.5	4.6	5.2	9.0	4.3
Paid workshops outside the institution focused on research skills development							
Yes	18.2	13.5	14.1	32.2	11.9	14.6	1.4
No	71.2	77.7	77.9	55.5	72.1	63.3	92.8
Not eligible	1.8	0.7	0.2	1.9	9.0	9.2	0.0
Not available	8.8	8.1	7.8	10.4	7.0	12.9	5.8

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on grant writing							
Yes	12.8	8.2	8.8	28.2	5.6	4.5	0.0
No	78.1	85.3	85.4	60.1	77.0	73.0	91.8
Not eligible	1.9	0.4	0.2	2.3	9.9	11.0	2.3
Not available	7.2	6.1	5.6	9.4	7.6	11.5	5.8
Paid sabbatical leave							
Yes	11.9	14.6	18.9	4.1	1.8	4.1	9.3
No	65.4	77.3	70.3	50.6	48.7	43.6	47.1
Not eligible	17.6	4.8	7.1	38.5	42.1	39.5	32.6
Not available	5.0	3.4	3.8	6.7	7.4	12.7	11.0
Travel funds paid by the institution							
Yes	59.7	57.4	67.9	65.1	35.8	37.5	45.5
No	34.7	39.5	28.5	29.0	46.7	44.8	54.5
Not eligible	2.3	0.4	0.5	3.1	11.5	10.7	0.0
Not available	3.3	2.8	3.1	2.8	6.0	7.0	0.0
Internal grants for research							
Yes	34.9	30.9	38.4	47.7	11.7	12.9	26.9
No	57.9	65.3	57.4	44.6	61.6	63.3	68.9
Not eligible	3.7	1.3	1.2	3.5	21.1	15.2	0.0
Not available	3.5	2.4	3.0	4.2	5.5	8.5	4.3
Training for administrative leadership							
Yes	11.3	14.5	10.5	9.1	5.4	9.6	3.9
No	74.7	76.4	77.2	73.1	69.8	63.5	85.6
Not eligible	4.5	1.5	1.7	8.0	14.3	13.7	0.0
Not available	9.4	7.6	10.5	9.7	10.6	13.2	10.5
Incentives to develop new courses							
Yes	16.6	14.7	15.9	18.4	21.8	20.3	28.5
No	71.1	77.3	72.8	65.2	60.5	56.6	57.1
Not eligible	2.0	0.5	0.3	3.3	7.7	8.2	2.3
Not available	10.3	7.5	10.9	13.1	9.9	14.9	12.1
Incentives to integrate technology into your classroom							
Yes	20.7	19.1	18.1	23.5	25.2	27.4	13.6
No	69.3	74.6	71.4	64.2	60.7	54.0	79.8
Not eligible	1.2	0.3	0.2	2.2	5.3	4.0	2.3
Not available	8.8	6.0	10.2	10.1	8.8	14.6	4.3
Resources to integrate culturally-competent practices into your classroom							
Yes	16.2	15.3	13.8	19.3	20.2	17.0	5.4
No	73.2	76.7	75.2	68.9	65.2	66.3	90.3
Not eligible	1.4	0.4	0.6	2.6	4.4	4.5	0.0
Not available	9.1	7.6	10.4	9.2	10.2	12.1	4.3

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many of the following have you published?							
Articles in academic or professional journals							
None	14.4	7.4	10.3	13.7	39.6	57.0	41.9
1–2	14.1	9.8	11.6	20.1	25.5	18.7	4.4
3–4	10.6	6.8	11.7	15.0	14.4	8.4	6.6
5–10	16.2	11.9	22.9	18.7	11.1	8.0	18.5
11–20	15.0	14.5	21.2	13.6	5.6	4.2	28.7
21–50	19.3	25.4	18.7	18.2	2.9	2.3	0.0
51+	10.5	24.1	3.6	0.8	0.9	1.5	0.0
Chapters in edited volumes							
None	41.9	26.6	37.4	53.9	73.9	79.5	66.8
1–2	26.3	23.9	30.2	30.5	19.1	14.7	2.0
3–4	15.6	17.5	21.7	11.3	5.8	2.3	3.1
5–10	9.7	17.3	7.7	3.4	1.3	3.1	1.6
11–20	4.2	9.0	2.4	0.8	0.0	0.4	0.0
21–50	1.8	4.4	0.6	0.0	0.0	0.0	26.5
51+	0.5	1.3	0.0	0.0	0.0	0.0	0.0
Books, manuals, or monographs							
None	63.1	44.2	66.4	81.2	78.3	82.1	62.2
1–2	22.8	28.0	25.4	15.1	18.0	14.0	11.3
3–4	7.4	12.7	5.9	2.9	2.7	2.1	0.0
5–10	4.7	10.8	1.4	0.5	0.7	1.1	0.0
11–20	1.5	3.3	0.6	0.2	0.3	0.1	26.5
21–50	0.3	0.7	0.0	0.1	0.0	0.3	0.0
51+	0.2	0.2	0.3	0.0	0.0	0.3	0.0
Other, such as patents or computer software products							
None	71.8	65.1	79.4	69.0	84.0	81.1	98.4
1–2	14.3	14.4	9.4	22.0	9.7	8.3	0.0
3–4	6.4	9.2	5.4	4.3	2.7	4.2	0.0
5–10	4.1	6.1	3.8	2.7	1.1	2.2	0.0
11–20	1.5	2.3	1.0	1.4	0.6	0.7	1.6
21–50	1.2	1.8	0.6	0.5	1.3	3.1	0.0
51+	0.7	1.2	0.5	0.2	0.4	0.5	0.0
In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?							
None	84.6	85.1	84.5	87.1	81.6	75.7	60.6
1–2	3.8	3.6	2.7	4.2	5.9	6.4	0.0
3–4	3.2	2.9	3.8	2.5	4.9	3.7	0.0
5–10	2.9	3.4	2.8	2.2	2.3	3.3	25.9
11–20	2.0	1.6	2.8	1.4	2.0	3.7	6.0
21+	3.5	3.4	3.4	2.7	3.4	7.2	7.5
How many of these have been performed alone/solo?							
None	31.4	33.0	31.4	30.7	34.2	24.1	78.6
1–2	28.9	30.6	21.6	32.6	35.7	32.2	0.0
3–4	15.8	12.2	21.3	16.3	12.5	15.4	0.0
5–10	12.9	14.5	13.6	12.0	5.2	12.3	0.0
11–20	6.3	5.5	6.7	4.8	6.0	10.9	0.0
21+	4.7	4.2	5.4	3.6	6.3	5.1	21.4

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many of these have been collaborative?							
None	10.7	10.3	14.1	10.2	4.2	8.7	0.0
1–2	25.1	24.5	19.8	29.8	36.9	25.9	0.0
3–4	19.7	21.1	20.3	17.4	21.3	17.8	0.0
5–10	16.9	17.0	14.2	18.8	13.1	20.6	65.8
11–20	12.0	9.1	14.4	13.7	11.8	12.7	15.1
21+	15.5	18.1	17.2	10.1	12.7	14.3	19.1
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	7.6	10.2	8.9	4.2	2.6	4.0	12.4
1–4	19.2	20.7	17.3	22.2	11.1	12.9	6.4
5–8	34.1	34.8	37.0	35.1	22.1	22.1	51.8
9–12	24.6	23.2	24.1	24.5	34.5	28.1	21.2
13–16	8.7	7.3	7.8	7.6	21.5	16.0	8.1
17–20	3.3	2.2	3.1	4.2	4.2	7.3	0.0
21+	2.4	1.6	2.0	2.2	3.9	9.6	0.0
Preparing for teaching (including reading student papers and grading)							
None	6.3	8.3	8.3	3.0	1.4	3.6	12.4
1–4	17.2	21.7	17.6	11.3	11.4	16.0	7.4
5–8	27.1	25.5	24.6	33.8	21.8	24.9	46.3
9–12	21.2	20.9	20.8	21.8	21.9	22.0	24.2
13–16	13.2	11.5	16.4	12.6	14.1	11.3	5.6
17–20	7.8	7.1	6.0	9.2	12.7	11.2	0.0
21+	7.1	5.1	6.4	8.2	16.7	11.0	4.1
Advising and counseling of students							
None	6.8	4.8	5.4	8.9	14.1	12.0	19.4
1–4	55.5	57.5	53.3	54.1	55.1	59.1	72.2
5–8	24.6	25.4	31.0	19.8	17.0	17.1	2.1
9–12	9.0	7.5	7.0	14.5	7.7	5.5	6.3
13–16	2.4	3.5	1.9	1.4	2.6	2.3	0.0
17–20	0.8	0.8	0.8	0.7	0.9	1.7	0.0
21+	0.8	0.6	0.6	0.5	2.6	2.3	0.0
Committee work and meetings							
None	5.7	3.6	2.6	6.2	19.2	19.3	0.0
1–4	52.0	46.5	44.2	64.6	62.5	61.6	70.0
5–8	26.1	25.7	35.9	22.5	12.2	11.9	13.7
9–12	9.2	12.3	10.3	5.1	4.8	4.8	3.8
13–16	3.9	6.9	3.3	1.1	0.3	1.6	0.0
17–20	1.8	2.9	2.2	0.3	0.0	0.5	0.0
21+	1.4	2.3	1.5	0.2	1.0	0.3	12.4
Research and scholarly writing							
None	12.8	8.4	10.3	8.7	41.8	43.8	54.3
1–4	26.0	24.1	28.7	22.8	33.7	32.3	26.2
5–8	20.4	21.6	23.5	18.4	13.4	12.6	0.0
9–12	11.9	13.8	12.0	12.4	4.3	4.9	2.6
13–16	8.2	11.4	6.5	7.8	2.8	2.5	5.6
17–20	6.6	7.9	6.5	7.0	1.4	0.9	0.0
21+	14.1	12.8	12.5	22.9	2.6	2.9	11.4

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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?							
Other creative products/performances							
None	58.3	60.1	62.5	55.5	51.1	47.4	46.9
1–4	23.5	20.9	20.3	29.2	29.6	25.6	3.4
5–8	8.7	9.3	8.1	7.4	8.7	12.8	39.1
9–12	4.7	5.2	4.1	3.9	6.5	5.5	0.0
13–16	2.1	2.1	2.5	2.0	1.1	2.5	0.0
17–20	1.2	1.1	1.4	1.2	1.1	1.4	0.0
21+	1.4	1.4	1.1	0.9	1.9	4.7	10.7
Community or public service							
None	41.4	38.5	40.1	45.3	46.6	44.9	24.0
1–4	45.1	45.0	47.4	44.6	41.2	40.3	64.6
5–8	9.9	12.4	9.2	7.7	8.3	8.6	5.7
9–12	2.1	2.5	2.1	1.6	1.9	2.2	5.7
13–16	0.6	0.7	0.4	0.3	1.1	1.4	0.0
17–20	0.5	0.6	0.4	0.2	0.2	1.5	0.0
21+	0.4	0.2	0.5	0.3	0.8	1.2	0.0
Outside consulting/freelance work							
None	73.0	70.8	71.3	81.0	74.1	61.2	72.9
1–4	20.3	22.1	22.4	14.7	16.8	25.8	3.1
5–8	4.3	4.7	3.9	2.8	6.1	7.9	0.0
9–12	1.5	1.6	1.7	1.0	1.7	2.0	5.7
13–16	0.3	0.3	0.2	0.1	0.6	0.7	18.2
17–20	0.3	0.2	0.2	0.3	0.6	1.5	0.0
21+	0.3	0.3	0.3	0.1	0.1	0.9	0.0
Household/childcare duties							
None	15.8	17.1	10.5	17.9	24.4	16.0	0.0
1–4	17.3	18.0	12.5	19.8	16.4	26.0	18.0
5–8	22.8	26.2	22.0	19.4	21.3	19.5	16.1
9–12	14.6	15.3	16.3	13.1	11.0	10.7	0.0
13–16	9.7	8.2	14.4	7.3	9.1	8.4	9.8
17–20	7.4	8.4	7.7	6.0	6.0	5.8	7.8
21+	12.4	6.7	16.5	16.5	11.8	13.7	48.3
Serving as a caregiver for another adult							
None	90.0	88.0	89.8	94.7	87.7	87.1	100.0
1–4	5.7	7.0	5.7	3.1	7.6	6.4	0.0
5–8	1.9	2.7	1.7	0.7	1.3	3.5	0.0
9–12	1.0	0.9	1.0	0.9	1.9	1.8	0.0
13–16	0.4	0.4	0.6	0.2	0.7	0.3	0.0
17–20	0.3	0.6	0.4	0.2	0.0	0.0	0.0
21+	0.5	0.5	0.7	0.3	0.8	0.9	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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?							
Other employment, outside of academia							
None	91.5	93.0	92.7	93.1	85.0	75.0	85.1
1–4	4.3	3.7	4.4	3.5	5.1	11.4	6.0
5–8	2.1	1.7	1.8	1.9	5.0	4.9	0.0
9–12	0.7	0.6	0.4	0.7	1.0	2.5	0.0
13–16	0.5	0.5	0.2	0.2	0.9	2.0	8.9
17–20	0.3	0.2	0.2	0.2	0.6	1.3	0.0
21+	0.5	0.3	0.2	0.4	2.3	3.0	0.0
Personal time (e.g., exercise, hobbies, relaxing)							
None	2.7	2.2	3.0	2.8	3.8	2.7	0.0
1–4	23.9	20.9	22.1	32.1	18.8	23.0	28.7
5–8	34.0	34.2	37.0	31.0	35.1	30.7	57.3
9–12	20.3	23.4	18.1	18.1	17.0	23.3	2.1
13–16	9.8	9.5	12.4	7.9	9.3	7.3	2.1
17–20	4.7	5.8	3.5	4.3	5.8	4.1	0.0
21+	4.6	4.0	4.0	3.9	10.3	8.9	9.8
In your interactions with undergraduates, how often in the past year did you encourage them to: (% marking "frequently")							
Ask questions in class	93.2	91.8	93.9	94.8	92.5	92.4	100.0
Support their opinions with a logical argument	77.9	77.5	76.7	78.3	82.5	79.8	94.3
Seek solutions to problems and explain them to others	71.5	66.7	69.7	78.4	76.0	77.0	92.2
Analyze multiple sources of information before coming to a conclusion	65.6	65.6	66.2	64.8	66.3	66.1	60.4
Evaluate the quality or reliability of information they receive	66.3	66.8	67.0	65.1	68.0	63.4	100.0
Take risks for potential gains	34.9	31.6	38.2	33.8	41.0	40.1	73.7
Seek alternative solutions to a problem	64.1	63.8	62.8	64.8	67.2	66.3	85.6
Look up scientific research articles and resources	52.5	53.1	55.0	55.3	40.7	36.9	25.3
Explore topics on their own, even though it was not required for a class	49.6	46.4	51.5	51.8	53.1	48.9	72.7
Accept mistakes as part of the learning process	66.8	61.6	68.3	70.1	78.3	70.5	87.0
Recognize biases that affect their thinking	51.5	46.5	52.9	57.6	53.0	50.3	83.5
How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:							
Write in the specific style or format of your discipline	59.8	58.8	64.4	59.3	55.2	52.0	39.7
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	43.0	42.0	47.0	41.1	44.6	37.5	82.5
Discuss the ethical or moral implications of a course of action	38.0	37.1	36.5	39.6	41.4	40.6	65.1
Apply mathematical concepts and computational thinking	43.0	42.4	39.4	51.0	40.0	33.3	23.2

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Methods you use in "all" or "most" of your courses:							
Class discussions	84.0	81.8	84.9	87.3	83.3	81.2	100.0
Cooperative learning (small groups)	61.4	53.9	65.2	67.5	67.3	62.6	83.4
Experiential learning/field studies	32.0	29.5	31.4	35.6	32.1	36.3	54.6
Performances/demonstrations	33.4	29.0	30.6	39.4	37.1	45.1	70.2
Group projects	44.0	42.8	37.5	52.3	47.3	43.4	61.8
Extensive lecturing	56.3	55.8	60.5	53.4	53.2	54.8	30.8
Multiple drafts of written work	30.0	29.8	32.8	28.4	28.8	25.9	13.5
Reflective writing/journaling	21.6	19.2	24.1	21.1	25.8	23.8	46.9
Community service as part of coursework	5.4	5.5	4.9	4.6	8.3	7.3	5.2
Electronic quizzes with immediate feedback in class	15.7	13.8	14.0	16.3	30.4	21.3	4.5
Using real-life problems	66.4	61.6	63.4	75.8	72.2	68.0	69.4
Using student inquiry to drive learning	55.6	50.2	53.7	66.4	57.2	53.6	35.1
Readings on racial and ethnic issues	24.9	20.0	34.6	22.1	22.0	25.8	10.5
Readings on women or gender issues	22.2	17.5	31.1	20.0	20.6	21.3	49.2
Supplemental instruction outside of class and office hours	36.8	31.7	35.2	45.8	41.4	37.5	0.0
Student presentations	50.4	47.2	54.4	54.4	43.7	42.8	49.3
Student evaluations of each others' work	25.2	21.7	22.6	31.5	31.9	27.8	10.0
Grading on a curve	23.1	23.6	22.6	25.1	22.8	13.3	22.4
Rubric-based assessment	55.3	46.7	54.8	67.2	61.7	59.6	34.0
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)	18.4	16.9	16.8	19.3	30.4	22.2	13.4
How "frequently" do you incorporate the following forms of technology into your courses?							
Videos or podcasts	36.9	31.9	33.8	45.1	43.3	43.4	67.4
Simulations/animations	18.5	16.2	15.1	24.5	25.3	19.3	20.5
Online homework or virtual labs	23.9	19.3	20.7	29.8	38.6	31.6	8.5
Online discussion boards	15.7	14.9	15.0	15.8	23.7	15.9	11.8
Audience response systems to gauge students' understanding	8.1	6.6	6.4	11.8	12.5	6.9	0.0
To what extent do you agree that it is your role to: (% marking "agree" or "strongly agree")							
Encourage students to become agents of social change	76.2	71.9	78.4	81.3	74.4	75.5	85.6
Prepare students for employment after college	96.0	94.7	96.7	97.5	94.9	96.3	89.6
Prepare students for graduate or advanced education	96.6	96.4	97.2	97.1	94.4	95.6	100.0
Develop students' moral character	86.1	84.8	85.4	88.5	83.0	90.3	85.2
Provide for students' emotional development	73.8	68.5	74.4	79.6	75.7	80.1	81.3
Help students develop personal values	83.5	81.2	82.6	87.3	82.1	89.1	87.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	79.7	78.2	80.1	82.3	78.3	80.1	51.8
Promote students' ability to write effectively	95.8	96.6	95.8	96.2	93.7	91.5	100.0
Teach students tolerance and respect for different beliefs	88.7	88.4	88.9	90.0	85.3	87.2	89.8

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Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Do you "agree" or "strongly agree":							
The chief benefit of a college education is that it increases one's earning power	58.3	56.6	62.2	55.9	59.8	58.3	67.9
A racially/ethnically diverse student body enhances the educational experience of all students	94.1	93.5	93.4	96.4	94.9	93.2	98.0
Colleges have a responsibility to work with their surrounding communities to address local issues	91.1	90.0	89.9	93.6	94.4	91.5	89.8
Private funding sources often prevent researchers from being completely objective in the conduct of their work	58.2	53.1	63.6	56.2	68.4	64.4	76.1
I try to dispel perceptions of competition	55.2	51.9	57.0	58.0	57.2	55.5	17.5
I achieve a healthy balance between my personal life and my professional life	71.0	75.3	70.0	64.1	70.8	72.4	79.4
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar	43.6	37.3	41.6	51.3	56.7	54.4	60.2
Do you "agree" or "strongly agree":							
This institution has effective hiring practices and policies that increase faculty diversity	72.4	75.7	67.4	73.2	67.9	73.9	76.2
Student Affairs staff have the support and respect of faculty	78.0	77.8	72.8	83.7	77.1	84.9	58.0
There is a lot of campus racial conflict here	23.7	20.8	23.3	28.6	24.0	26.9	15.6
My research is valued by faculty in my department	81.6	85.7	79.5	83.2	56.1	76.3	83.0
My teaching is valued by faculty in my department	90.4	90.7	90.5	91.0	84.9	89.3	100.0
My service is valued by faculty in my department	87.2	89.5	86.5	86.5	78.1	85.4	100.0
Faculty are sufficiently involved in campus decision making	53.9	51.4	49.8	62.4	52.0	59.7	29.5
The faculty are typically at odds with campus administration	52.3	52.4	54.2	50.6	60.0	42.8	70.0
Faculty here respect each other	86.5	87.2	83.1	90.7	83.9	84.1	79.9
Administrators consider faculty concerns when making policy	60.8	60.3	57.5	64.2	57.1	71.2	44.2
This institution takes responsibility for educating underprepared students	71.0	72.8	66.5	73.5	66.1	75.1	45.3
The criteria for advancement and promotion decisions are clear	76.3	84.8	73.8	70.8	64.2	61.0	63.2
Most of the students I teach lack the basic skills for college level work	34.2	29.9	35.8	36.9	40.2	40.4	22.9
There is adequate support for faculty development	69.5	69.5	64.3	73.9	70.9	75.9	75.9
Faculty are not prepared to deal with conflict over diversity issues in the classroom	48.3	50.2	47.9	46.1	45.5	47.8	59.5
This institution takes mentoring into consideration in the promotion process	50.9	52.4	49.7	51.0	42.1	53.2	68.3
Faculty of color are treated fairly here	82.5	87.1	74.0	83.9	82.2	86.5	100.0
Women faculty are treated fairly here	83.5	87.4	75.8	84.9	84.0	88.7	91.1
LGBTQ faculty are treated fairly here	80.6	85.2	72.8	80.6	82.8	85.4	97.5

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Issues you believe to be of "highest" or "high" priority at your institution:							
Increase or maintain institutional affordability	66.8	66.7	69.4	64.3	58.9	70.8	41.4
Develop a sense of community among students and faculty	65.4	63.8	64.6	67.7	64.3	72.2	41.4
Facilitate student involvement in community service	45.9	45.5	43.2	49.8	45.8	46.5	29.7
Help students learn how to bring about change in society	44.6	40.6	42.9	52.2	47.5	49.4	23.6
Increase or maintain institutional prestige	71.6	69.9	75.1	70.6	68.8	72.5	78.5
Hire faculty "stars"	33.2	34.3	28.6	35.3	40.9	32.7	39.1
Recruit more traditionally underrepresented students	55.3	55.2	55.6	54.8	54.9	55.8	42.0
Increase the selectivity of the student body through more competitive admissions criteria	38.2	37.7	37.6	40.5	40.5	33.7	47.6
Promote gender diversity in the faculty and administration	54.3	55.2	54.9	52.4	54.6	52.2	15.9
Promote racial and ethnic diversity in the faculty and administration	56.6	57.4	57.4	54.1	56.9	56.5	23.6
Provide resources for faculty to engage in community-based teaching or research	34.6	28.8	37.3	39.2	39.1	42.1	21.2
Create and sustain partnerships with surrounding communities	44.0	38.7	45.8	48.3	45.5	54.3	57.7
Pursue extramural funding	61.0	63.8	61.6	58.7	58.8	48.9	59.7
Strengthen links with the for-profit, corporate sector	41.4	40.5	36.5	44.9	49.8	51.7	53.3
Develop leadership ability among students	59.8	55.2	61.6	63.9	57.0	69.5	89.7
Develop an appreciation for multiculturalism	61.4	59.0	61.9	63.2	62.7	67.1	79.8
Prepare students for the workplace	78.5	77.2	78.9	80.7	71.9	82.4	93.7
Indicate the extent to which you: (% marking "to a very large extent")							
Feel that the training you received in graduate school prepared you well for your role as a faculty member	32.0	30.7	33.1	34.4	34.5	24.0	29.6
Experience close alignment between your work and your personal values	37.7	42.8	31.3	35.9	44.9	35.5	22.7
Mentor faculty	13.5	20.3	10.7	7.8	9.2	7.2	11.0
Mentor undergraduate students	34.1	33.8	31.2	37.9	40.0	31.8	23.2
Mentor graduate students	26.3	29.4	31.7	21.1	12.2	10.6	11.6
Been mentored by at least one professional in academia	21.2	20.4	17.5	28.7	18.4	17.9	20.3
Participated in training in preparation to be a mentor (e.g., workshops, programs)	6.9	6.7	5.4	9.4	5.4	8.3	11.0
Accessed the National Research Mentoring Network (NRMN) resource	1.7	2.0	0.9	2.4	2.1	0.9	11.0
How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?							
Excellent	32.9	33.3	29.3	40.7	28.7	27.0	14.1
Good	51.2	54.0	52.7	42.0	51.0	50.9	79.2
Fair	12.5	10.0	14.5	13.4	14.9	17.1	6.7
Poor	3.4	2.7	3.6	3.9	5.4	4.9	0.0
How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?							
Excellent	44.3	44.2	45.5	43.1	45.8	43.0	61.9
Good	48.0	48.6	47.2	49.3	44.4	45.6	35.8
Fair	6.5	5.7	6.7	6.7	8.0	10.0	2.3
Poor	1.1	1.5	0.6	0.9	1.8	1.3	0.0
How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?							
Excellent	47.9	52.0	45.2	46.7	36.2	41.9	33.2
Good	43.5	39.1	46.9	45.6	54.2	44.8	66.8
Fair	7.3	7.8	6.7	6.7	7.9	9.7	0.0
Poor	1.3	1.1	1.3	1.0	1.7	3.6	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	57.5	68.0	53.5	52.3	41.6	38.9	43.6
Health benefits	70.5	73.9	68.3	67.0	76.5	66.9	84.3
Retirement benefits	71.4	74.7	69.4	71.5	68.7	60.7	32.3
Opportunity for scholarly pursuits	66.1	69.9	64.4	67.4	52.5	54.7	26.5
Teaching load	67.7	70.7	66.3	66.4	57.6	66.7	74.2
Quality of students	62.0	66.0	55.3	62.2	59.4	67.5	74.5
Autonomy and independence	86.0	86.0	85.7	87.1	82.2	87.1	77.3
Departmental leadership	75.0	73.6	75.1	77.8	65.6	80.2	94.4
Departmental support for work/life balance	71.5	71.3	70.7	72.9	68.9	73.3	95.3
Institutional support for work/life balance	59.9	61.4	57.4	60.2	54.2	65.1	40.6
Prospects for career advancement	61.2	68.5	58.1	62.8	35.7	43.1	15.5
Relative equity of salary and job benefits	52.1	58.7	48.2	50.9	36.3	42.5	20.5
Flexibility in relation to family matters or emergencies	86.7	86.9	85.8	87.5	85.8	88.3	62.1
Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)	77.5	80.6	76.6	73.7	76.6	75.3	47.5
Overall job	80.7	84.5	77.2	79.4	72.8	82.5	80.8
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	16.1	10.7	19.8	21.3	12.8	17.8	55.0
Somewhat	55.4	53.7	54.1	59.3	57.8	56.2	31.7
Not at all	28.5	35.6	26.1	19.3	29.4	26.0	13.3
Child care							
Extensive	16.2	8.9	17.7	26.1	17.0	21.5	52.0
Somewhat	42.1	35.2	50.8	44.9	38.1	38.4	15.6
Not at all	41.6	55.9	31.5	29.0	44.9	40.1	32.4
My physical health							
Extensive	10.0	10.2	10.0	9.5	13.6	7.8	13.7
Somewhat	46.5	49.6	47.1	41.7	42.2	43.6	60.3
Not at all	43.5	40.3	42.9	48.8	44.2	48.6	26.0
Review/promotion process							
Extensive	16.9	5.5	21.6	29.1	20.1	12.5	5.1
Somewhat	37.8	27.7	40.2	50.0	40.6	37.6	68.2
Not at all	45.4	66.8	38.2	20.9	39.2	49.9	26.7
Discrimination (e.g., prejudice, racism, sexism)							
Extensive	4.9	3.7	5.9	5.2	4.8	6.4	6.7
Somewhat	16.0	16.4	15.0	17.8	14.3	13.0	0.0
Not at all	79.2	79.9	79.1	77.0	80.9	80.6	93.3
Committee work							
Extensive	16.6	15.4	28.3	7.8	5.9	7.1	13.4
Somewhat	48.3	51.7	48.3	48.1	36.3	34.2	62.8
Not at all	35.0	32.9	23.3	44.1	57.8	58.7	23.7
Faculty meetings							
Extensive	12.0	12.1	17.1	8.0	7.1	5.3	10.7
Somewhat	43.6	45.1	48.0	38.2	36.2	35.8	62.6
Not at all	44.4	42.8	34.9	53.8	56.7	59.0	26.6

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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:							
Students							
Extensive	8.6	5.3	8.8	13.5	12.3	9.5	10.7
Somewhat	59.5	55.5	66.3	60.1	53.6	57.0	60.3
Not at all	31.8	39.2	24.9	26.4	34.2	33.5	29.0
Research or publishing demands							
Extensive	21.3	16.6	20.3	34.6	10.2	11.3	0.0
Somewhat	51.6	51.2	60.3	47.8	35.1	30.3	70.2
Not at all	27.1	32.2	19.4	17.6	54.6	58.5	29.8
Institutional procedures and "red tape"							
Extensive	24.7	24.8	30.0	21.6	19.3	13.9	14.2
Somewhat	50.0	51.1	50.1	49.1	48.0	45.5	66.1
Not at all	25.3	24.1	19.8	29.3	32.7	40.7	19.7
Teaching load							
Extensive	15.3	10.9	15.6	20.3	28.1	14.4	10.7
Somewhat	49.9	46.2	53.8	55.0	41.7	41.9	63.2
Not at all	34.8	42.9	30.6	24.7	30.2	43.7	26.0
Lack of personal time							
Extensive	22.2	19.0	21.7	28.9	22.3	19.6	10.7
Somewhat	45.1	43.0	48.1	47.5	46.0	34.7	69.6
Not at all	32.7	37.9	30.3	23.6	31.7	45.7	19.7
Job security							
Extensive	9.7	3.1	6.1	20.4	24.0	19.5	3.3
Somewhat	24.5	14.0	24.3	37.7	40.2	31.8	79.5
Not at all	65.8	82.9	69.7	41.9	35.7	48.7	17.2
Self-imposed high expectations							
Extensive	33.8	28.9	33.3	45.0	33.5	28.7	21.6
Somewhat	52.0	55.0	53.3	44.6	49.7	54.1	61.1
Not at all	14.2	16.1	13.5	10.4	16.7	17.2	17.4
Increased work responsibilities							
Extensive	21.7	21.5	22.4	22.3	20.8	19.5	3.9
Somewhat	50.9	45.8	56.8	54.8	48.4	43.3	71.4
Not at all	27.4	32.7	20.9	22.9	30.8	37.3	24.7
Institutional budget cuts							
Extensive	23.5	24.7	22.6	21.9	23.7	25.3	4.2
Somewhat	44.6	43.6	47.9	44.1	43.7	37.8	18.6
Not at all	32.0	31.7	29.6	33.9	32.6	36.9	77.1
Have you been sexually harassed at this institution?							
Yes	1.9	2.0	2.6	0.8	1.1	2.2	2.1
No	98.1	98.0	97.4	99.2	98.9	97.8	97.9
In the past year, have you:							
Considered leaving academe for another job	28.9	21.3	31.2	33.5	43.0	40.2	28.7
Considered leaving this institution for another	44.2	39.7	48.9	45.7	49.4	43.0	28.2
Engaged in public service/professional consulting without pay	49.8	56.9	48.8	40.2	41.3	50.8	18.5
Received at least one firm job offer elsewhere	18.0	14.6	17.5	22.3	22.3	22.6	23.1
Sought an early promotion	7.0	3.8	5.4	14.5	7.6	6.6	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
General activities:							
Are you a member of a faculty union?	21.0	18.7	28.2	18.4	23.5	11.7	0.0
Do you plan to retire within the next three years?	11.4	20.7	6.8	2.2	9.0	8.2	6.4
Have you ever interrupted your professional career for more than one year for family reasons?	4.2	3.8	4.0	4.3	6.5	4.7	2.3
Have you ever been formally recognized for outstanding teaching at this institution?	31.9	45.4	30.6	12.5	35.0	20.0	23.2
Citizenship status:							
U.S. citizen	90.2	95.2	92.4	77.4	92.6	92.8	100.0
Permanent resident (green card)	7.5	4.5	7.3	14.8	2.6	4.6	0.0
Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O1)	2.2	0.2	0.2	7.6	4.3	2.4	0.0
None of the above	0.1	0.1	0.0	0.1	0.4	0.2	0.0
How would you characterize your political views?							
Far left	10.2	7.8	10.9	13.8	10.7	10.0	0.0
Liberal	45.4	46.0	49.5	41.8	42.4	37.4	62.1
Middle of the road	30.4	32.8	25.3	30.9	34.4	33.7	26.1
Conservative	13.4	12.9	13.7	13.0	11.6	18.2	11.8
Far right	0.5	0.4	0.6	0.5	0.9	0.7	0.0
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	45.2	47.4	39.7	45.9	45.0	53.8	25.0
Probably yes	36.4	34.5	38.5	38.5	35.0	32.0	50.1
Not sure	10.7	10.5	12.0	9.9	9.8	10.3	24.9
Probably no	5.0	5.0	6.8	3.2	5.1	2.7	0.0
Definitely no	2.7	2.7	2.9	2.5	5.2	1.2	0.0
Still want to be a college professor?							
Definitely yes	71.1	75.7	68.0	68.9	68.6	66.3	25.0
Probably yes	21.3	18.4	23.0	23.3	22.0	24.4	53.0
Not sure	5.9	4.5	6.9	6.8	6.7	6.9	22.1
Probably no	1.2	1.1	1.5	0.9	1.1	2.3	0.0
Definitely no	0.4	0.3	0.6	0.1	1.6	0.1	0.0
Highest Degree Earned							
Bachelor's (B.A., B.S., etc.)	0.6	0.0	0.4	0.1	1.8	5.8	0.0
Master's (M.A., M.S.)	6.8	1.6	2.9	6.2	29.9	41.9	13.1
Terminal Master's (M.F.A., M.B.A.)	4.9	3.9	4.9	3.9	7.4	12.6	46.6
J.D.	0.7	0.7	0.7	0.5	1.0	2.0	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.4	0.4	0.2	0.7	0.3	0.8	0.0
Ph.D.	81.2	89.0	85.1	83.4	53.6	27.4	28.2
Professional Doctorate (Ed.D., Psy.D., etc.)	4.2	3.9	5.3	3.8	4.8	3.1	5.8
Other degree	1.1	0.6	0.6	1.3	1.1	6.5	6.4

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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	0.5	0.0
Master's (M.A., M.S.)	0.5	0.1	0.5	0.4	1.2	3.6	0.0
Terminal Master's (M.F.A., M.B.A.)	0.2	0.1	0.2	0.4	0.3	0.5	0.0
J.D.	0.0	0.0	0.0	0.1	0.0	0.0	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.0	0.0	0.1	0.1	0.0	0.0	0.0
Ph.D.	2.6	1.2	1.1	4.7	5.2	8.1	0.0
Professional Doctorate (Ed.D., Psy.D., etc.)	0.7	0.2	0.2	0.8	4.3	3.4	0.0
Other degree	0.4	0.0	0.1	1.0	0.7	2.1	0.0
None	95.4	98.3	97.7	92.5	88.3	81.7	100.0
Are you currently serving in an administrative position as:							
Department chair	7.5	12.1	9.1	1.6	0.6	1.5	11.8
Dean (associate or assistant)	2.9	6.2	1.5	0.1	0.0	2.2	1.8
President	0.1	0.2	0.1	0.0	0.0	0.3	0.0
Vice-president	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Provost	0.1	0.2	0.0	0.0	0.0	0.3	0.0
Other	11.3	11.7	16.7	6.1	9.8	7.9	1.2
Not applicable	47.4	44.3	46.2	50.6	51.9	54.8	34.5
Race/Ethnicity—mark all that apply (total may add to more than 100%)							
White/Caucasian	83.9	85.3	83.9	81.0	78.4	89.7	93.5
African American/Black	3.6	2.0	4.8	3.3	9.7	3.6	0.0
American Indian/Alaska Native	1.2	1.3	1.2	1.3	0.7	0.7	5.9
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	4.8	5.3	3.7	6.8	3.1	1.0	2.4
Filipino	0.6	0.3	0.9	1.0	0.4	0.5	0.0
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	0.3	0.1	0.3	0.4	1.1	0.0	0.0
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	2.2	2.4	1.2	3.7	1.3	1.4	0.0
Other Asian	0.9	0.3	1.6	1.4	0.1	0.4	0.0
Native Hawaiian/Pacific Islander	0.1	0.0	0.3	0.1	0.4	0.0	0.0
Mexican American/Chicano	1.3	1.0	1.0	2.2	2.8	0.0	0.0
Puerto Rican	0.3	0.3	0.4	0.2	0.4	0.4	0.0
Other Latino	2.3	2.0	1.9	3.1	2.5	2.6	5.9
Other	3.7	3.5	4.0	2.9	4.5	5.1	6.5
Race/Ethnicity Group (with multiple race category)							
American Indian	0.3	0.3	0.0	0.5	0.4	0.1	0.0
Asian	7.9	7.9	6.5	11.5	5.0	3.0	0.0
Black	3.2	1.8	4.4	2.7	9.5	3.3	0.0
Hispanic	2.4	2.0	2.6	2.8	4.1	1.6	0.0
White	79.8	82.2	80.1	75.3	73.2	84.3	85.2
Other	2.1	2.5	2.2	1.0	2.8	2.2	6.5
Two or more races/ethnicities	4.4	3.3	4.2	6.3	5.2	5.4	8.3
Is English your primary language?							
Yes	86.7	87.2	88.7	80.1	90.9	94.5	97.7
No	13.3	12.8	11.3	19.9	9.1	5.5	2.3

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
What is your sexual orientation?							
Heterosexual/straight	92.7	94.0	92.6	92.3	90.2	89.4	100.0
Gay	4.2	3.5	4.6	4.6	6.0	4.5	0.0
Lesbian	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Bisexual	1.0	0.7	0.9	1.5	0.2	2.7	0.0
Queer	0.4	0.1	0.3	0.8	0.5	0.4	0.0
Other	1.6	1.7	1.7	0.7	3.0	2.9	0.0
Do you identify as transgender?							
Yes, female to male	0.1	0.0	0.1	0.4	0.0	0.0	0.0
Yes, male to female	0.1	0.1	0.0	0.2	0.2	0.0	0.0
No	99.8	99.9	99.9	99.4	99.8	100.0	100.0
Are you currently:							
Single	8.8	5.3	8.4	12.0	17.0	15.7	0.0
In a civil union	0.1	0.2	0.0	0.1	0.0	0.0	0.0
In a domestic partnership	1.8	1.4	2.3	1.7	1.4	2.9	0.0
Married	82.8	86.4	83.9	80.6	70.7	71.7	100.0
Unmarried, living with partner	2.0	1.3	1.3	3.3	4.8	3.0	0.0
Separated	1.0	0.6	1.9	0.2	0.6	2.3	0.0
Divorced	2.8	3.7	1.9	2.0	4.5	3.1	0.0
Widowed	0.6	1.0	0.3	0.2	1.0	1.3	0.0
How many children do you have under 18 years old?							
0	50.9	57.3	42.6	49.9	56.3	53.9	37.0
1	18.6	20.4	17.6	17.5	17.0	19.2	8.7
2	20.9	15.7	29.7	20.0	18.8	14.0	47.1
3	5.3	2.9	6.4	6.9	5.5	7.6	7.2
4+	4.2	3.6	3.7	5.7	2.3	5.4	0.0
How many children do you have over 18 years old?							
0	56.1	35.3	63.6	85.9	60.4	60.8	66.2
1	12.9	17.2	12.4	4.9	14.3	11.9	6.2
2	17.8	27.0	14.5	5.2	15.4	14.5	9.2
3	7.4	11.2	5.7	2.4	7.3	6.1	6.8
4+	5.8	9.3	3.9	1.6	2.5	6.7	11.7
How satisfied are you with the availability of child care at this institution?							
Very satisfied	5.4	6.5	5.0	4.4	2.1	8.6	0.0
Satisfied	10.5	9.2	10.3	11.9	10.7	11.3	0.0
Marginally satisfied	8.1	7.8	8.2	9.0	4.2	6.7	84.5
Not satisfied	29.1	18.7	36.5	35.0	24.7	17.6	6.0
Not applicable	47.0	57.9	39.9	39.7	58.3	55.8	9.5

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aggregated—Salary based on 9/10 months (full-time employees only)							
Less than $10,000	0.1	0.2	0.0	0.0	0.1	0.1	0.0
$10,000–$19,999	0.0	0.0	0.0	0.0	0.0	0.0	0.0
$20,000–$29,999	0.2	0.0	0.2	0.1	1.2	0.9	3.7
$30,000–$39,999	1.4	0.2	0.3	0.2	4.3	20.2	0.0
$40,000–$49,999	5.3	0.3	1.2	7.0	34.3	34.6	10.1
$50,000–$59,999	9.3	1.3	6.7	21.3	28.8	13.3	82.4
$60,000–$69,999	12.9	4.4	18.0	19.8	14.8	14.8	0.0
$70,000–$79,999	12.7	7.5	17.1	18.3	10.6	4.3	3.7
$80,000–$89,999	15.2	10.7	28.8	9.7	1.7	7.7	0.0
$90,000–$99,999	11.0	11.9	11.8	12.7	1.7	0.9	0.0
$100,000–$124,999	16.5	29.6	11.8	6.5	2.0	3.0	0.0
$125,000–$149,999	8.6	18.5	3.0	2.4	0.7	0.2	0.0
$150,000–$199,999	5.2	11.5	1.0	1.8	0.0	0.0	0.0
$200,000–$249,999	1.4	3.4	0.2	0.1	0.0	0.0	0.0
$250,000–$499,999	0.2	0.5	0.0	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Aggregated—Salary based on 11/12 months (full-time employees only)							
Less than $10,000	0.0	0.0	0.0	0.0	0.0	0.5	0.0
$10,000–$19,999	0.5	0.0	0.0	0.8	0.0	3.4	0.0
$20,000–$29,999	0.2	0.0	0.2	0.0	1.2	0.7	0.0
$30,000–$39,999	1.4	0.1	0.0	1.9	4.6	7.1	0.0
$40,000–$49,999	7.4	0.3	2.4	12.1	19.0	33.5	0.0
$50,000–$59,999	7.8	0.4	7.2	14.6	26.2	14.4	0.0
$60,000–$69,999	9.7	1.8	13.2	18.6	17.6	11.0	0.0
$70,000–$79,999	10.5	4.5	12.0	19.0	12.7	13.6	17.4
$80,000–$89,999	9.5	6.2	14.7	12.0	6.5	8.0	53.3
$90,000–$99,999	7.8	6.8	15.4	6.4	2.5	0.1	0.0
$100,000–$124,999	19.2	26.9	23.0	10.1	8.1	3.4	0.0
$125,000–$149,999	10.5	18.9	6.4	4.5	0.0	3.0	0.0
$150,000–$199,999	9.0	18.2	5.2	0.1	1.6	1.3	29.3
$200,000–$249,999	5.0	11.9	0.3	0.0	0.0	0.0	0.0
$250,000–$499,999	1.6	4.0	0.0	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1993 or later	0.1	0.0	0.1	0.1	0.9	0.1	0.0
1984–1992	4.0	0.1	0.2	13.0	7.3	11.6	0.0
1979–1983	11.3	0.3	9.9	30.8	16.4	13.7	4.1
1974–1978	15.3	3.5	22.6	28.7	11.8	12.2	56.9
1969–1973	12.5	8.0	19.6	11.5	13.0	12.3	0.0
1964–1968	13.6	17.4	16.1	5.1	9.1	12.9	2.9
1959–1963	12.5	17.0	12.3	5.0	12.7	12.6	3.3
1954–1958	12.4	20.4	8.9	2.7	16.1	9.6	23.8
1949–1953	10.7	19.0	7.2	2.0	5.7	8.9	9.0
1944–1948	5.3	10.0	2.2	0.8	5.1	5.5	0.0
1920–1943	2.2	4.3	0.9	0.4	2.0	0.6	0.0
Earlier than 1920	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Year of first academic appointment							
1976 or earlier	4.8	10.9	1.7	0.3	1.5	2.3	0.0
1977–1981	4.9	11.0	1.5	0.2	3.9	2.0	3.7
1982–1986	5.6	11.4	3.3	0.6	3.2	2.6	28.5
1987–1991	8.9	17.2	6.0	0.8	5.6	5.7	8.3
1992–1996	10.2	17.2	10.1	1.0	7.6	7.9	2.6
1997–2001	14.1	20.8	16.7	3.0	10.9	9.3	1.4
2002–2006	14.2	9.0	27.9	7.7	14.3	12.3	31.3
2007–2011	18.2	1.5	30.6	28.0	23.6	22.4	4.7
2012 or later	19.0	1.0	2.1	58.4	29.4	35.5	19.5
Year of appointment at present institution							
1976 or earlier	1.9	4.6	0.7	0.1	0.6	0.4	0.0
1977–1981	2.8	6.5	0.8	0.2	1.7	0.5	0.0
1982–1986	3.6	7.8	2.0	0.1	1.4	1.4	4.8
1987–1991	7.2	15.1	3.9	0.4	4.4	3.9	16.3
1992–1996	8.0	15.2	6.2	0.9	3.4	5.8	3.3
1997–2001	13.5	23.3	12.3	1.5	13.7	8.0	0.0
2002–2006	15.2	16.9	25.5	3.2	11.0	11.7	35.4
2007–2011	20.7	6.0	40.5	20.7	20.8	23.1	10.8
2012 or later	27.1	4.6	8.3	72.8	42.9	45.1	29.5
If tenured, year tenure was awarded							
1976 or earlier	1.3	1.9	0.3	0.7	0.0	0.0	0.0
1977–1981	1.2	1.8	0.3	1.1	0.0	10.5	0.0
1982–1986	4.3	6.6	0.9	0.0	0.0	0.0	0.0
1987–1991	5.6	8.6	1.1	2.7	2.1	0.0	100.0
1992–1996	10.1	14.5	3.8	1.9	0.0	5.0	0.0
1997–2001	12.1	16.6	5.2	12.6	0.0	55.4	0.0
2002–2006	17.4	22.9	9.5	4.0	28.1	0.0	0.0
2007–2011	21.7	20.3	24.1	7.4	33.7	17.8	0.0
2012 or later	26.2	6.8	54.8	69.5	36.2	11.3	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aggregated Major							
Agriculture or Forestry (General Area 1)	0.8	0.9	0.9	0.6	0.8	0.2	0.0
Biological Sciences (General Area 5)	9.3	12.5	7.6	8.4	5.0	3.8	7.2
Business (General Area 6)	6.8	6.0	5.6	8.3	9.5	10.5	7.9
Education (General Area 10 and Specific Discipline 2102)	5.9	4.3	6.3	6.5	6.5	12.8	3.6
Engineering (General Area 11)	6.7	6.8	3.9	12.0	2.2	3.4	4.4
English (General Area 12)	4.5	4.4	4.0	4.3	7.6	5.2	2.9
Health-related (General Area 15)	2.1	1.8	1.6	3.6	0.8	2.0	0.0
History or Political Science (Specific Discipline 3007, 3009)	5.6	6.7	6.0	4.7	2.8	2.1	0.0
Humanities (General Area 14, 24)	7.5	7.2	8.3	7.6	11.6	3.1	0.0
Fine Arts (General Area 2, 4, 22)	8.1	7.5	8.9	6.2	5.6	16.4	63.6
Mathematics or Statistics (General Area 18)	5.6	5.2	5.2	5.7	10.1	6.4	0.0
Physical Sciences (General Area 25)	8.9	11.7	7.0	7.4	8.8	4.6	0.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	14.6	12.1	23.2	11.1	10.6	7.2	7.9
Other Technical (General Area 8, 19, 28)	3.9	3.2	3.1	4.6	6.7	7.0	0.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	9.6	9.7	8.5	9.1	11.6	15.3	2.6
Aggregated Department							
Agriculture or Forestry (General Area 1)	0.6	0.6	0.7	0.4	0.3	0.2	0.0
Biological Sciences (General Area 5)	8.1	10.2	7.4	7.4	3.8	4.1	0.0
Business (General Area 6)	8.0	7.4	6.5	9.6	11.2	10.6	7.9
Education (General Area 10 and Specific Discipline 2102)	3.4	2.9	3.9	4.0	2.2	3.4	0.0
Engineering (General Area 11)	6.4	6.4	4.1	11.6	2.8	1.7	0.0
English (General Area 12)	4.3	4.3	4.3	4.2	6.4	3.9	2.9
Health-related (General Area 15)	2.8	2.7	2.1	4.4	1.1	1.8	0.0
History or Political Science (Specific Discipline 3007, 3009)	5.5	6.2	6.4	4.3	2.7	4.1	0.0
Humanities (General Area 14, 24)	7.3	6.9	7.9	7.7	9.2	4.2	0.0
Fine Arts (General Area 2, 4, 22)	8.6	8.0	9.5	6.9	6.1	16.1	50.1
Mathematics or Statistics (General Area 18)	6.0	5.3	5.3	6.6	11.4	7.9	3.7
Physical Sciences (General Area 25)	9.0	12.4	6.7	6.9	9.6	4.8	0.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	13.9	11.5	21.9	10.9	11.1	5.8	7.9
Other Technical (General Area 8, 19, 28)	4.9	5.0	3.3	5.0	6.1	9.7	0.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	11.1	10.1	10.2	10.0	16.0	21.5	27.5

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
CIRP Construct: Civic Minded Values							
Mean Score	53.12	52.12	53.13	54.38	54.01	54.03	50.07
High Construct Score Group	40.7	35.2	37.7	50.1	48.9	47.7	23.1
Average Construct Score Group	44.9	48.1	49.0	38.7	35.6	37.8	66.7
Low Construct Score Group	14.3	16.7	13.3	11.1	15.4	14.6	10.2
CIRP Construct: Civic Minded Practices							
Mean Score	49.08	49.17	49.36	48.81	48.86	48.70	45.49
High Construct Score Group	26.4	26.8	27.4	23.9	29.0	27.5	8.1
Average Construct Score Group	40.2	38.6	42.8	43.1	31.7	34.3	33.3
Low Construct Score Group	33.4	34.6	29.9	33.0	39.2	38.2	58.6
CIRP Construct: Perceptions of the Campus Climate for Diversity							
Mean Score	50.59	51.61	48.95	50.40	50.46	52.29	49.64
High Construct Score Group	35.4	40.2	28.8	32.6	35.3	44.7	22.6
Average Construct Score Group	43.1	43.0	41.1	46.5	44.7	40.2	66.9
Low Construct Score Group	21.4	16.9	30.1	20.9	20.0	15.1	10.5
CIRP Construct: Institutional Priority—Commitment to Civic Engagement							
Mean Score	49.00	47.97	49.02	50.16	49.78	50.97	48.91
High Construct Score Group	25.8	21.4	25.7	30.7	33.1	31.5	13.0
Average Construct Score Group	46.0	47.5	45.4	44.2	41.1	48.7	64.8
Low Construct Score Group	28.3	31.1	28.9	25.2	25.8	19.8	22.1
CIRP Construct: Institutional Priority—Commitment to Diversity							
Mean Score	52.24	51.96	52.85	52.03	52.35	51.93	48.03
High Construct Score Group	41.1	39.4	43.6	40.3	43.8	41.3	15.9
Average Construct Score Group	41.5	44.7	37.1	42.4	34.8	42.9	61.1
Low Construct Score Group	17.4	15.9	19.3	17.4	21.4	15.8	22.9
CIRP Construct: Institutional Priority—Commitment to Institutional Prestige							
Mean Score	46.91	46.75	46.83	47.20	47.72	46.64	52.26
High Construct Score Group	13.8	13.6	12.1	15.8	17.8	12.8	39.1
Average Construct Score Group	45.9	44.4	49.9	45.1	40.6	44.2	24.4
Low Construct Score Group	40.3	42.0	38.0	39.1	41.7	43.1	36.6
CIRP Construct: Mentor Self-Efficacy							
Mean Score	49.62	49.94	49.12	50.01	47.91	50.90	43.55
High Construct Score Group	20.5	20.0	16.0	26.2	21.6	33.8	22.5
Average Construct Score Group	53.2	57.2	58.6	43.4	36.0	38.4	0.0
Low Construct Score Group	26.2	22.8	25.4	30.4	42.4	27.8	77.5
CIRP Construct: Student-Centered Pedagogy							
Mean Score	49.43	48.35	49.38	51.02	50.13	49.48	54.21
High Construct Score Group	23.8	20.4	21.2	30.6	29.3	24.2	49.9
Average Construct Score Group	45.4	44.8	46.4	46.4	41.7	44.1	29.1
Low Construct Score Group	30.9	34.9	32.4	23.0	29.0	31.7	21.0
CIRP Construct: Scholarly Productivity							
Mean Score	54.93	58.75	55.24	53.40	45.88	43.72	48.66
High Construct Score Group	56.1	69.1	60.2	51.3	13.8	13.4	37.7
Average Construct Score Group	28.6	23.1	28.9	34.2	42.9	27.2	22.5
Low Construct Score Group	15.3	7.8	11.0	14.5	43.3	59.4	39.8

2016–17 HERI Faculty Survey
Weighted National Norms—Men

All Men Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
CIRP Construct: Sense of a Respectful Work Environment							
Mean Score	50.05	50.61	49.30	50.43	48.33	49.74	51.23
High Construct Score Group	32.6	36.9	27.7	33.3	25.0	29.8	21.5
Average Construct Score Group	34.9	28.7	39.4	38.2	37.3	39.7	75.1
Low Construct Score Group	32.5	34.4	32.8	28.5	37.6	30.6	3.4
CIRP Construct: Satisfaction with Compensation							
Mean Score	51.79	53.24	51.19	51.34	48.84	49.03	46.29
High Construct Score Group	32.5	36.0	32.1	32.7	20.4	19.7	2.3
Average Construct Score Group	45.9	47.5	43.0	45.5	46.2	50.7	74.2
Low Construct Score Group	21.6	16.5	25.0	21.8	33.4	29.6	23.5
CIRP Construct: Satisfaction with Professional Work Environment							
Mean Score	50.22	50.68	49.39	50.58	48.83	50.90	44.90
High Construct Score Group	26.4	27.9	23.0	27.1	23.6	32.5	11.6
Average Construct Score Group	50.8	51.5	53.3	49.0	48.6	43.6	29.0
Low Construct Score Group	22.8	20.6	23.7	24.0	27.8	23.9	59.4
CIRP Construct: Science Identity							
Mean Score	51.95	53.01	52.21	51.00	47.75	43.28	—
High Construct Score Group	37.0	45.2	27.3	35.2	20.1	18.2	0.0
Average Construct Score Group	36.9	30.1	51.8	35.8	37.5	27.9	0.0
Low Construct Score Group	26.1	24.7	21.0	29.0	42.4	53.8	0.0
CIRP Construct: Science Self-Efficacy							
Mean Score	49.50	51.33	46.57	50.27	46.67	42.32	—
High Construct Score Group	21.7	24.8	16.3	23.6	16.7	10.7	0.0
Average Construct Score Group	46.6	53.1	35.3	50.4	38.1	17.2	0.0
Low Construct Score Group	31.7	22.1	48.5	26.0	45.2	72.1	0.0
CIRP Construct: Career-Related Stress							
Mean Score	51.00	49.94	52.60	52.49	48.44	46.82	51.05
High Construct Score Group	29.2	23.2	34.8	38.1	20.8	14.8	16.3
Average Construct Score Group	47.6	46.8	50.4	46.7	48.7	41.8	64.0
Low Construct Score Group	23.2	29.9	14.8	15.2	30.4	43.3	19.7
CIRP Construct: Focus on Undergraduates' Personal Development							
Mean Score	51.86	51.14	51.19	53.43	52.23	53.17	51.95
High Construct Score Group	32.1	28.7	27.4	41.7	35.7	36.9	21.5
Average Construct Score Group	50.9	51.3	55.2	45.6	46.1	53.0	66.0
Low Construct Score Group	16.9	20.0	17.4	12.7	18.3	10.1	12.5

Full-Time Undergraduate Faculty, by Rank for

Women

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Total Respondents	9,789	2,211	2,701	3,165	761	932	19
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
What is your present academic rank?							
Professor	22.0	100.0	0.0	0.0	0.0	0.0	0.0
Associate professor	28.8	0.0	100.0	0.0	0.0	0.0	0.0
Assistant professor	35.6	0.0	0.0	100.0	0.0	0.0	0.0
Lecturer	5.8	0.0	0.0	0.0	100.0	0.0	0.0
Instructor	7.7	0.0	0.0	0.0	0.0	100.0	0.0
What is your tenure status at this institution?							
Tenured	45.9	92.5	85.3	2.7	0.1	0.5	0.0
On tenure track, but not tenured	26.0	0.3	3.7	69.3	1.3	1.5	0.0
Not on tenure track, but institution has tenure system	22.7	3.5	6.3	22.6	95.7	83.6	97.6
Institution has no tenure system	5.4	3.7	4.7	5.5	2.8	14.3	2.4
Are you retired from this institution?							
No	99.5	98.9	99.9	99.6	99.8	99.4	100.0
Yes	0.5	1.1	0.1	0.4	0.2	0.6	0.0
What is your principal activity in your current position at this institution?							
Administration	7.5	16.4	7.9	2.4	5.7	4.9	21.7
Teaching	76.2	69.5	76.8	74.7	91.2	88.9	25.4
Research	14.1	12.1	13.4	21.0	0.9	0.3	6.3
Services to clients and patients	0.6	0.6	0.3	0.6	1.1	1.8	1.5
Other	1.7	1.4	1.7	1.3	1.1	4.2	45.1
Noted as being personally "essential" or "very important":							
Research	80.0	85.5	81.4	84.9	49.3	54.1	70.3
Teaching	98.2	97.7	98.1	98.4	98.7	99.1	98.5
Service	70.8	75.5	68.8	67.4	78.1	76.4	42.2
How many courses are you teaching this term (include all institutions at which you teach)?							
Mean	3.62	3.29	3.47	3.67	4.30	4.39	2.35
Median	4	3	3	4	4	4	3
Mode	3	3	3	3	4	5	3
How many courses are you teaching this term?							
General education courses							
Mean	1.51	1.49	1.46	1.47	1.74	1.80	1.26
Median	1	1	1	1	2	2	1
Mode	1	1	1	1	1	1	1
Courses required for an undergraduate major							
Mean	2.20	2.11	2.13	2.23	2.34	2.46	1.36
Median	2	2	2	2	2	2	1
Mode	2	2	2	2	2	2	1
Other undergraduate credit courses							
Mean	1.54	1.60	1.59	1.46	1.58	1.62	1.78
Median	1	2	2	1	1	1	2
Mode	1	2	2	1	1	1	2

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many courses are you teaching this term?							
Developmental/remedial courses (not for credit)							
Mean	1.06	1.04	1.04	1.05	1.09	1.15	1.46
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
Graduate courses							
Mean	1.41	1.47	1.49	1.38	1.21	1.24	1.53
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
How many of these courses that you are teaching this term are being taught:							
At this institution							
Mean	2.64	2.50	2.60	2.65	2.95	2.93	2.16
Median	3	2	3	3	3	3	2
Mode	3	2	2	3	3	3	2
At another institution							
Mean	1.17	1.14	1.13	1.20	1.21	1.24	1.26
Median	1	1	1	1	1	1	1
Mode	1	1	1	1	1	1	1
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)							
Undergraduate credit courses	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I do not teach	0.0	0.0	0.0	0.0	0.0	0.0	0.0
In the past year, have you:							
Worked with or taught undergraduate students at this institution?	97.3	97.7	97.7	96.5	98.3	97.9	98.5
Worked with or taught graduate students at this institution?	58.7	65.0	63.8	57.7	48.8	33.8	74.8
During the past three years, have you:							
Advised student groups involved in service/volunteer work	57.3	58.4	60.9	54.8	58.2	51.2	46.8
Collaborated with the local community on research/teaching to address their needs	51.3	49.0	55.5	51.2	54.4	40.9	26.8
Conducted research or writing focused on:							
International/global issues	35.0	41.3	39.2	33.3	21.8	18.2	4.0
Racial or ethnic minorities	38.2	41.1	44.2	37.3	25.7	20.3	26.7
Women or gender issues	39.1	45.2	45.5	36.2	20.5	24.4	38.4
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	13.4	15.9	15.2	11.3	9.6	11.3	17.3
Biomedical science fields	18.3	20.3	21.5	18.8	6.1	7.8	0.0
Engaged in academic research that spans multiple disciplines	66.9	76.9	70.5	68.3	40.7	37.6	41.4
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	51.5	59.1	51.3	53.7	34.7	32.1	19.7
Written research grants	51.8	52.2	58.9	59.2	19.6	12.9	13.3
Received funding for your work from:							
Foundations	23.4	25.8	25.8	23.8	13.3	13.0	13.3
State or federal government	25.3	29.6	28.1	25.6	12.0	10.9	8.8
Business or industry	7.1	9.2	8.0	5.7	4.4	6.0	8.9

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
During the past three years, have you:							
Taught an honors course	18.7	22.5	20.2	17.7	16.1	9.1	0.0
Taught an interdisciplinary course	40.9	48.9	44.0	37.6	29.5	30.4	24.1
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ)	18.7	22.6	21.9	16.6	14.5	8.4	23.4
Taught a service learning course	21.0	23.1	23.6	19.4	17.5	14.9	18.9
Taught a course exclusively online	27.0	24.5	27.9	25.3	29.5	36.3	33.8
Participated in organized activities around enhancing pedagogy or student learning	75.8	73.5	76.1	76.9	81.9	70.6	81.2
Taught a seminar for first-year students	21.8	25.9	22.2	19.2	17.6	23.2	8.4
Participated in the development of curriculum (enhancing an existing course)	89.4	89.6	88.4	91.5	87.5	83.9	85.7
During the past three years, have you: (% marking "to a very large extent")							
Presented with undergraduate students at conferences	6.4	7.7	6.1	7.5	3.1	0.9	0.0
Published with undergraduates	2.0	3.0	2.1	1.8	0.7	0.3	0.0
Engaged undergraduates on your research project(s)	15.3	15.9	15.1	19.3	5.7	2.7	0.0
Worked with undergraduates on their research project(s)	18.5	22.7	19.0	18.6	11.2	9.9	20.5
How would you rate the overall experience of working with undergraduates on research projects?							
Excellent	20.4	27.1	19.6	19.9	12.2	12.9	11.0
Good	42.4	43.1	48.3	42.4	28.6	28.8	20.0
Fair	13.6	12.9	14.6	15.7	7.3	7.2	0.0
Poor	1.1	1.2	1.7	1.0	0.3	0.2	0.0
I have not worked with undergraduates on research projects	22.4	15.7	15.9	21.1	51.7	50.9	69.0
How many undergraduates do you currently advise?							
Mean	7.79	8.39	8.62	7.40	5.41	6.31	5.76
Median	8	10	11	6	1	1	6
Mode	1	1	1	1	1	1	1
During the past year, how "frequently" did you do the following for your advisees?							
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)	58.1	56.3	58.4	57.1	64.5	66.6	79.5
Helped them to plan their course of study	67.1	74.8	69.4	60.4	63.5	65.1	79.5
Discussed their academic performance	60.7	68.4	59.7	54.0	64.6	74.3	80.3
Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)	60.7	67.7	58.3	59.0	63.0	54.2	51.8
Discussed career and post-graduation goals	72.1	76.8	72.5	69.2	69.1	69.7	80.3
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on teaching							
Yes	59.6	50.5	57.9	64.3	69.6	64.3	71.8
No	34.3	45.1	36.0	30.2	22.6	23.5	18.8
Not eligible	0.9	0.3	0.4	0.6	3.5	4.3	6.3
Not available	5.1	4.1	5.7	4.9	4.3	7.9	3.1
Paid workshops outside the institution focused on research skills development							
Yes	18.5	13.8	18.5	25.1	9.9	8.9	4.9
No	65.2	72.6	66.1	59.8	62.6	66.9	83.6
Not eligible	2.8	0.6	0.5	1.5	20.2	11.8	6.3
Not available	13.4	13.0	14.8	13.6	7.3	12.4	5.2

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Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
During the past year, did you take advantage of any of the following professional development opportunities provided by this institution?							
Paid workshops outside the institution focused on grant writing							
Yes	13.5	7.7	14.8	19.2	6.3	4.7	2.8
No	72.4	80.9	74.1	67.1	64.6	70.7	87.8
Not eligible	3.3	1.0	0.7	1.9	23.4	11.3	2.1
Not available	10.8	10.5	10.3	11.7	5.7	13.3	7.3
Paid sabbatical leave							
Yes	10.8	17.7	17.2	4.4	1.3	1.4	0.0
No	58.4	70.5	63.9	53.3	34.4	42.9	36.3
Not eligible	24.0	7.5	12.4	34.3	57.2	46.8	57.0
Not available	6.7	4.4	6.5	7.9	7.2	8.9	6.7
Travel funds paid by the institution							
Yes	67.8	70.0	75.2	69.9	41.0	42.1	62.0
No	24.8	26.2	20.1	23.9	31.9	38.2	27.1
Not eligible	3.5	0.4	1.2	2.3	22.2	13.1	8.1
Not available	3.9	3.3	3.5	3.9	4.9	6.6	2.9
Internal grants for research							
Yes	34.0	31.7	37.5	41.3	11.3	7.1	21.4
No	56.6	62.5	55.6	50.7	64.2	66.1	61.9
Not eligible	4.7	1.4	2.4	3.6	19.6	19.7	13.9
Not available	4.7	4.4	4.5	4.4	4.9	7.2	2.9
Training for administrative leadership							
Yes	11.8	17.5	14.2	7.5	6.7	10.3	3.9
No	67.3	68.0	68.3	69.7	55.3	59.1	53.4
Not eligible	7.9	2.4	3.5	9.4	28.7	18.1	35.6
Not available	13.0	12.1	14.0	13.4	9.3	12.5	7.1
Incentives to develop new courses							
Yes	20.2	18.4	21.0	19.4	31.9	18.0	31.7
No	62.6	68.1	62.1	63.1	47.5	57.2	51.5
Not eligible	2.7	1.1	1.3	2.5	7.5	10.4	12.0
Not available	14.5	12.4	15.6	15.0	13.1	14.4	4.8
Incentives to integrate technology into your classroom							
Yes	27.3	23.4	28.2	25.6	39.8	33.9	12.3
No	57.7	65.2	57.4	57.3	44.2	48.3	66.3
Not eligible	1.8	1.0	0.9	1.5	4.9	6.6	11.5
Not available	13.2	10.3	13.5	15.7	11.1	11.2	9.9
Resources to integrate culturally-competent practices into your classroom							
Yes	29.1	24.3	28.9	30.1	40.6	30.6	39.5
No	54.6	61.3	54.0	53.8	43.2	49.4	41.5
Not eligible	1.3	0.5	0.6	1.0	3.7	6.6	10.0
Not available	15.0	13.9	16.6	15.1	12.6	13.4	9.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many of the following have you published?							
Articles in academic or professional journals							
None	19.0	8.7	11.9	17.9	43.6	64.0	30.4
1–2	19.8	11.4	15.1	26.2	34.2	22.0	52.7
3–4	13.0	9.6	13.2	16.5	11.4	7.3	5.0
5–10	19.5	18.1	24.3	21.7	7.8	4.0	11.9
11–20	14.6	19.6	21.0	10.8	2.4	1.1	0.0
21–50	9.6	19.8	9.0	6.6	0.6	1.7	0.0
51+	4.6	12.8	5.4	0.3	0.0	0.0	0.0
Chapters in edited volumes							
None	48.5	28.1	38.9	56.5	75.1	86.9	36.8
1–2	26.7	22.9	31.6	30.2	18.8	8.4	44.1
3–4	11.6	17.2	14.0	9.3	4.0	3.0	17.0
5–10	8.0	17.5	9.3	3.7	1.0	1.3	2.1
11–20	2.8	9.2	2.1	0.3	0.6	0.0	0.0
21–50	2.2	4.6	4.1	0.0	0.1	0.0	0.0
51+	0.1	0.4	0.0	0.0	0.4	0.3	0.0
Books, manuals, or monographs							
None	69.5	47.3	60.1	84.9	85.5	88.8	64.4
1–2	20.9	28.0	29.2	13.5	11.3	8.3	14.0
3–4	6.4	13.1	9.6	1.1	1.9	1.8	0.0
5–10	2.5	9.4	0.6	0.4	0.6	0.8	21.6
11–20	0.4	1.5	0.2	0.1	0.4	0.0	0.0
21–50	0.1	0.6	0.0	0.0	0.0	0.0	0.0
51+	0.1	0.1	0.2	0.0	0.2	0.3	0.0
Other, such as patents or computer software products							
None	83.6	77.0	82.0	86.6	86.6	92.0	92.8
1–2	9.3	10.2	10.8	8.5	8.2	6.2	3.1
3–4	3.5	5.6	3.8	2.6	2.4	0.9	4.1
5–10	2.0	4.1	2.1	1.0	1.5	0.1	0.0
11–20	0.8	1.4	0.8	0.7	0.2	0.1	0.0
21–50	0.5	1.1	0.2	0.4	0.1	0.2	0.0
51+	0.3	0.5	0.3	0.1	1.0	0.5	0.0
In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?							
None	85.1	84.3	85.3	87.0	83.0	79.9	72.2
1–2	4.7	4.7	4.1	4.9	6.0	5.7	1.9
3–4	3.0	3.0	3.4	2.4	4.0	3.7	0.0
5–10	3.5	3.0	3.7	3.5	3.5	4.6	6.4
11–20	1.9	2.1	2.2	1.2	2.1	3.1	19.4
21+	1.7	3.0	1.4	1.0	1.4	2.8	0.0
How many of these have been performed alone/solo?							
None	29.0	24.8	29.1	33.9	33.3	21.0	10.8
1–2	34.7	36.8	30.9	36.1	33.3	36.8	0.0
3–4	15.3	13.3	15.7	15.1	17.7	18.1	8.1
5–10	13.8	13.5	16.7	10.0	10.3	19.8	81.2
11–20	5.0	7.8	5.2	3.4	5.4	2.9	0.0
21+	2.2	3.9	2.5	1.6	0.0	1.5	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
How many of these have been collaborative?							
None	11.6	12.9	7.7	15.4	5.5	11.7	0.0
1–2	32.5	28.1	30.3	37.3	40.4	28.9	76.8
3–4	18.8	17.7	23.1	14.6	18.2	22.1	6.9
5–10	19.8	17.5	23.7	20.0	17.6	14.7	16.2
11–20	10.0	9.7	11.3	8.9	11.7	9.3	0.0
21+	7.4	14.1	3.9	3.9	6.7	13.2	0.0
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	7.0	11.4	9.1	4.2	2.0	2.7	17.9
1–4	16.8	20.0	15.5	15.6	21.7	13.9	64.3
5–8	32.8	31.2	33.8	37.1	24.3	20.3	15.1
9–12	27.9	23.4	29.6	28.4	28.5	32.9	2.7
13–16	8.3	7.6	6.8	8.0	12.9	14.0	0.0
17–20	3.9	4.5	2.5	3.5	5.4	9.2	0.0
21+	3.2	2.0	2.6	3.2	5.3	7.2	0.0
Preparing for teaching (including reading student papers and grading)							
None	4.9	10.1	4.4	3.1	1.5	2.1	13.7
1–4	13.4	13.3	16.1	12.7	6.3	11.5	34.7
5–8	22.5	22.0	21.8	24.5	17.9	21.0	38.7
9–12	24.1	24.8	26.9	23.0	19.9	20.2	2.0
13–16	13.9	12.6	13.7	15.4	13.3	12.2	2.4
17–20	10.7	9.5	9.7	10.7	14.0	16.2	0.0
21+	10.5	7.8	7.4	10.6	27.0	16.8	8.5
Advising and counseling of students							
None	5.8	3.8	3.8	5.9	12.2	14.7	14.9
1–4	57.6	59.9	55.0	61.0	46.1	54.3	37.0
5–8	24.9	25.0	26.8	24.0	29.3	18.4	20.8
9–12	6.8	6.7	8.9	5.7	5.1	5.8	3.1
13–16	2.7	2.3	3.5	2.0	4.0	2.8	8.7
17–20	1.2	1.1	1.4	1.0	1.4	1.6	0.0
21+	1.0	1.3	0.7	0.5	1.9	2.4	15.5
Committee work and meetings							
None	5.0	3.5	3.1	4.7	12.0	13.5	23.6
1–4	49.3	40.9	41.0	57.8	51.7	65.5	24.7
5–8	28.1	26.7	35.6	25.3	30.1	14.4	49.7
9–12	9.9	13.9	10.7	9.0	3.8	3.9	2.0
13–16	4.0	6.8	5.9	1.5	1.0	1.7	0.0
17–20	2.0	4.4	1.7	1.1	1.2	0.8	0.0
21+	1.7	3.9	2.0	0.7	0.3	0.1	0.0
Research and scholarly writing							
None	18.0	9.4	12.6	13.8	54.7	57.9	26.6
1–4	33.0	36.1	33.6	32.1	28.1	29.7	44.6
5–8	17.6	20.6	19.1	18.0	10.4	5.5	28.8
9–12	10.3	12.3	11.0	10.9	3.4	4.2	0.0
13–16	7.2	7.9	9.5	7.1	1.1	1.4	0.0
17–20	6.4	3.8	8.1	8.8	0.9	0.2	0.0
21+	7.4	9.8	6.1	9.4	1.4	1.0	0.0

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Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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?							
Other creative products/performances							
None	66.4	67.5	69.3	65.7	62.1	58.4	59.3
1–4	21.3	17.2	20.4	23.0	25.7	24.7	11.3
5–8	6.5	8.0	4.9	6.2	6.8	9.2	29.4
9–12	3.0	2.7	2.7	3.0	2.9	5.2	0.0
13–16	1.1	1.1	1.5	0.8	1.2	0.6	0.0
17–20	0.8	1.4	0.6	0.7	0.1	1.0	0.0
21+	1.0	2.1	0.5	0.6	1.2	0.9	0.0
Community or public service							
None	37.4	34.6	33.1	41.9	47.0	35.3	46.6
1–4	50.7	52.8	53.1	48.6	42.7	51.3	53.4
5–8	8.6	8.8	10.4	7.0	7.0	9.5	0.0
9–12	1.9	2.3	1.9	1.6	1.8	2.0	0.0
13–16	0.6	0.5	0.9	0.3	0.5	0.9	0.0
17–20	0.3	0.2	0.4	0.2	0.5	0.4	0.0
21+	0.4	0.8	0.2	0.4	0.6	0.6	0.0
Outside consulting/freelance work							
None	74.1	73.0	69.4	78.1	77.9	74.7	75.3
1–4	19.1	21.4	21.6	16.6	15.5	17.5	24.7
5–8	5.0	4.0	8.0	3.5	3.1	4.9	0.0
9–12	1.0	1.1	0.6	1.1	2.2	1.5	0.0
13–16	0.3	0.2	0.1	0.5	0.7	0.5	0.0
17–20	0.1	0.2	0.1	0.1	0.3	0.1	0.0
21+	0.2	0.1	0.1	0.1	0.4	0.8	0.0
Household/childcare duties							
None	7.3	9.0	6.2	6.9	6.6	9.0	8.5
1–4	17.9	19.1	13.8	20.9	14.4	19.0	21.9
5–8	21.6	22.5	25.3	18.2	21.1	21.2	18.1
9–12	14.1	18.5	12.5	13.1	13.4	12.2	24.4
13–16	8.8	11.2	10.1	6.9	6.7	7.0	2.0
17–20	8.3	7.0	9.9	7.9	7.4	9.4	0.0
21+	21.9	12.7	22.3	26.1	30.5	22.2	25.1
Serving as a caregiver for another adult							
None	83.0	78.9	81.6	87.1	83.1	80.9	77.6
1–4	10.0	12.2	10.7	7.6	10.1	11.3	22.4
5–8	3.2	3.7	3.9	2.2	2.6	3.9	0.0
9–12	1.5	2.3	1.4	1.1	1.7	1.3	0.0
13–16	0.7	1.0	0.4	0.7	0.7	0.7	0.0
17–20	0.5	1.1	0.3	0.3	0.5	1.1	0.0
21+	1.1	0.8	1.7	0.9	1.3	0.8	0.0

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Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant 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?							
Other employment, outside of academia							
None	90.6	93.7	93.7	89.4	86.6	78.1	98.0
1–4	4.7	3.8	3.6	5.4	5.2	8.0	0.0
5–8	2.1	0.9	1.1	2.5	2.9	6.5	2.0
9–12	1.3	0.5	0.8	1.7	2.0	3.1	0.0
13–16	0.5	0.3	0.2	0.4	1.9	1.2	0.0
17–20	0.3	0.2	0.1	0.3	0.2	2.1	0.0
21+	0.5	0.6	0.4	0.2	1.0	1.1	0.0
Personal time (e.g., exercise, hobbies, relaxing)							
None	3.6	3.5	3.2	4.2	3.0	2.9	8.5
1–4	32.2	27.9	36.0	31.9	30.1	34.1	7.4
5–8	35.2	36.2	32.6	37.4	37.4	30.4	35.6
9–12	15.4	17.4	14.8	13.6	16.1	20.3	4.0
13–16	6.2	8.2	6.0	5.3	7.2	4.4	15.7
17–20	4.7	3.7	5.9	4.9	4.0	2.8	13.7
21+	2.6	3.2	1.4	2.6	2.2	5.1	15.2
In your interactions with undergraduates, how often in the past year did you encourage them to: (% marking "frequently")							
Ask questions in class	94.4	95.2	93.1	94.1	97.5	97.1	79.7
Support their opinions with a logical argument	80.1	82.1	80.8	77.5	87.6	78.4	36.3
Seek solutions to problems and explain them to others	76.1	75.7	76.3	74.1	85.0	79.2	60.7
Analyze multiple sources of information before coming to a conclusion	70.4	70.9	68.6	70.4	76.2	71.3	96.0
Evaluate the quality or reliability of information they receive	72.8	74.6	69.5	73.3	76.6	75.0	60.5
Take risks for potential gains	38.9	38.4	39.7	37.1	39.4	44.7	64.5
Seek alternative solutions to a problem	66.1	70.0	63.6	63.2	75.3	70.2	65.1
Look up scientific research articles and resources	60.0	58.9	60.7	61.6	58.5	54.2	38.4
Explore topics on their own, even though it was not required for a class	55.8	53.6	55.9	56.0	60.5	57.1	93.4
Accept mistakes as part of the learning process	75.6	73.4	70.8	77.8	85.7	82.5	89.5
Recognize biases that affect their thinking	62.0	60.6	61.4	63.3	59.3	64.2	47.3
How "frequently" in the courses you taught in the past year have you given at least one assignment that required students to:							
Write in the specific style or format of your discipline	67.8	74.2	70.8	63.9	55.9	64.5	32.2
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	51.9	58.2	50.7	50.1	44.8	50.9	30.6
Discuss the ethical or moral implications of a course of action	47.3	49.0	45.9	47.1	41.1	53.8	32.6
Apply mathematical concepts and computational thinking	28.5	27.1	27.7	29.4	36.4	25.1	13.3

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All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Methods you use in "all" or "most" of your courses:							
Class discussions	90.1	87.4	90.6	91.7	88.9	89.3	81.2
Cooperative learning (small groups)	78.7	70.9	77.2	83.7	84.4	79.5	84.6
Experiential learning/field studies	37.4	33.8	35.6	41.3	29.3	43.6	11.8
Performances/demonstrations	38.9	33.9	37.8	37.8	54.7	51.4	32.8
Group projects	50.5	47.2	51.3	52.3	49.9	50.4	23.2
Extensive lecturing	41.9	42.1	37.5	45.9	44.8	37.7	22.2
Multiple drafts of written work	36.6	39.1	36.8	34.8	35.3	37.1	51.0
Reflective writing/journaling	31.9	31.5	28.9	32.0	32.9	43.8	18.3
Community service as part of coursework	9.2	8.2	9.7	9.1	8.3	11.0	4.4
Electronic quizzes with immediate feedback in class	19.7	14.3	15.2	23.1	33.7	27.5	15.2
Using real-life problems	71.6	66.3	68.4	74.9	79.1	78.6	76.0
Using student inquiry to drive learning	60.7	59.1	56.2	62.2	69.5	70.1	80.5
Readings on racial and ethnic issues	39.3	42.9	43.2	34.9	36.8	35.6	37.1
Readings on women or gender issues	35.1	39.5	40.3	29.5	31.1	30.2	37.1
Supplemental instruction outside of class and office hours	40.1	38.4	40.2	39.5	40.6	47.6	26.8
Student presentations	59.2	62.2	63.1	56.3	51.5	54.3	61.5
Student evaluations of each others' work	34.1	32.3	35.9	31.7	35.9	41.7	48.5
Grading on a curve	13.3	20.5	9.3	14.0	9.3	7.0	26.7
Rubric-based assessment	68.9	63.5	68.1	70.2	78.2	74.3	45.9
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)	24.2	23.0	20.7	24.1	40.8	30.1	30.2
How "frequently" do you incorporate the following forms of technology into your courses?							
Videos or podcasts	47.1	43.2	46.8	47.7	56.8	50.1	42.2
Simulations/animations	20.4	13.3	16.1	24.8	33.2	28.1	11.5
Online homework or virtual labs	32.0	22.3	29.9	34.9	49.7	43.0	15.2
Online discussion boards	22.6	18.2	20.0	27.6	23.3	22.1	0.0
Audience response systems to gauge students' understanding	12.1	6.9	10.4	15.7	20.6	10.2	30.8
To what extent do you agree that it is your role to: (% marking "agree" or "strongly agree")							
Encourage students to become agents of social change	86.7	85.7	85.6	88.1	88.9	86.2	98.0
Prepare students for employment after college	97.3	95.8	97.4	97.8	98.0	98.9	91.7
Prepare students for graduate or advanced education	96.7	97.2	96.5	97.0	95.6	95.8	84.8
Develop students' moral character	84.9	86.3	82.7	84.4	89.5	88.6	80.1
Provide for students' emotional development	79.3	77.9	74.3	84.2	72.9	85.3	78.1
Help students develop personal values	86.2	84.8	82.7	89.0	89.5	88.3	100.0
Enhance students' knowledge of and appreciation for other racial/ethnic groups	90.4	89.3	87.5	93.5	91.3	90.1	85.1
Promote students' ability to write effectively	97.4	96.7	98.8	97.2	96.6	95.4	98.0
Teach students tolerance and respect for different beliefs	94.3	94.8	91.9	96.1	94.5	94.3	100.0

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All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Do you "agree" or "strongly agree":							
The chief benefit of a college education is that it increases one's earning power	59.4	54.5	61.8	58.0	67.0	66.0	78.0
A racially/ethnically diverse student body enhances the educational experience of all students	99.0	99.1	99.0	99.0	98.6	99.5	100.0
Colleges have a responsibility to work with their surrounding communities to address local issues	96.5	95.1	95.6	97.8	98.0	97.5	100.0
Private funding sources often prevent researchers from being completely objective in the conduct of their work	57.8	58.0	58.7	54.8	56.8	69.1	82.0
I try to dispel perceptions of competition	65.8	66.6	61.3	69.6	55.3	71.2	64.9
I achieve a healthy balance between my personal life and my professional life	59.3	59.6	54.5	60.5	68.2	65.4	58.0
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar	61.0	52.6	61.3	64.6	61.9	67.1	50.3
Do you "agree" or "strongly agree":							
This institution has effective hiring practices and policies that increase faculty diversity	67.2	70.5	58.4	70.4	72.0	74.2	73.1
Student Affairs staff have the support and respect of faculty	76.8	76.0	72.3	79.4	78.8	85.3	52.0
There is a lot of campus racial conflict here	31.3	30.4	32.7	31.5	28.3	28.4	66.1
My research is valued by faculty in my department	76.9	77.5	74.2	83.3	53.9	69.5	64.0
My teaching is valued by faculty in my department	88.5	88.4	84.1	92.8	84.5	88.9	69.3
My service is valued by faculty in my department	83.9	87.3	79.9	86.0	80.4	83.0	66.5
Faculty are sufficiently involved in campus decision making	55.2	51.5	48.8	61.5	57.5	62.2	59.9
The faculty are typically at odds with campus administration	54.5	56.2	57.2	54.1	52.1	41.4	77.7
Faculty here respect each other	87.7	86.9	87.3	89.1	84.5	88.6	70.9
Administrators consider faculty concerns when making policy	57.8	54.5	51.5	62.9	60.5	68.7	97.3
This institution takes responsibility for educating underprepared students	70.0	67.5	68.5	71.6	71.1	75.6	97.4
The criteria for advancement and promotion decisions are clear	70.2	79.1	70.0	66.5	62.9	66.0	69.0
Most of the students I teach lack the basic skills for college level work	35.9	29.1	34.6	40.0	34.8	45.0	5.4
There is adequate support for faculty development	68.7	64.1	64.4	73.6	71.8	75.5	69.3
Faculty are not prepared to deal with conflict over diversity issues in the classroom	56.1	59.6	56.6	56.4	47.6	47.2	69.3
This institution takes mentoring into consideration in the promotion process	44.4	41.6	34.4	52.4	49.8	54.4	59.7
Faculty of color are treated fairly here	75.1	75.0	70.8	76.9	77.7	83.9	100.0
Women faculty are treated fairly here	69.3	69.2	61.3	73.6	73.0	80.2	93.5
LGBTQ faculty are treated fairly here	76.4	76.0	72.1	77.9	81.7	84.8	100.0

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Issues you believe to be of "highest" or "high" priority at your institution:							
Increase or maintain institutional affordability	67.0	66.9	63.6	69.4	65.1	72.3	52.9
Develop a sense of community among students and faculty	63.8	60.4	53.2	73.6	67.7	70.4	83.7
Facilitate student involvement in community service	52.2	48.7	50.2	55.1	58.5	53.2	72.2
Help students learn how to bring about change in society	47.4	43.3	41.7	52.9	56.6	51.8	84.5
Increase or maintain institutional prestige	72.1	73.8	69.4	73.1	77.2	70.4	53.1
Hire faculty "stars"	36.2	34.6	38.0	33.6	49.3	35.6	19.9
Recruit more traditionally underrepresented students	57.5	57.0	56.6	59.6	57.4	52.9	33.5
Increase the selectivity of the student body through more competitive admissions criteria	31.7	29.5	27.5	35.4	43.6	30.9	37.2
Promote gender diversity in the faculty and administration	45.4	44.0	40.4	50.2	48.6	46.8	26.2
Promote racial and ethnic diversity in the faculty and administration	54.6	54.6	51.2	57.6	55.3	55.4	26.2
Provide resources for faculty to engage in community-based teaching or research	36.5	28.5	30.4	42.8	50.0	47.9	27.8
Create and sustain partnerships with surrounding communities	47.5	40.3	43.6	52.2	58.0	57.0	67.1
Pursue extramural funding	58.3	60.8	56.0	59.4	63.0	50.2	67.4
Strengthen links with the for-profit, corporate sector	42.4	42.5	41.8	41.9	43.4	46.1	61.7
Develop leadership ability among students	63.3	56.2	58.7	70.3	69.4	68.5	51.1
Develop an appreciation for multiculturalism	64.6	62.7	62.6	66.3	68.1	68.7	66.3
Prepare students for the workplace	79.4	77.2	75.5	84.0	79.6	82.6	48.4
Indicate the extent to which you: (% marking "to a very large extent")							
Feel that the training you received in graduate school prepared you well for your role as a faculty member	25.8	28.5	25.6	25.1	18.2	26.3	3.2
Experience close alignment between your work and your personal values	39.5	44.3	33.2	40.1	47.8	41.7	33.7
Mentor faculty	13.1	23.1	14.6	7.0	6.8	7.9	13.5
Mentor undergraduate students	39.8	39.7	37.3	42.1	43.8	37.4	29.7
Mentor graduate students	22.1	29.0	25.2	19.6	7.8	8.0	28.0
Been mentored by at least one professional in academia	28.1	27.5	21.6	34.2	29.7	27.3	43.2
Participated in training in preparation to be a mentor (e.g., workshops, programs)	6.9	7.8	4.9	5.6	20.3	9.3	0.0
Accessed the National Research Mentoring Network (NRMN) resource	1.0	0.4	1.2	1.1	0.9	1.4	0.0
How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?							
Excellent	29.1	35.8	26.6	26.7	30.0	23.9	29.0
Good	55.2	50.1	58.3	58.1	41.4	53.4	61.8
Fair	12.4	12.2	12.0	12.1	16.5	15.2	9.2
Poor	3.3	1.9	3.1	3.1	12.2	7.4	0.0
How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?							
Excellent	48.7	52.6	49.4	44.9	56.3	45.1	44.7
Good	45.0	42.3	46.0	46.6	37.0	47.2	52.8
Fair	5.7	4.6	3.8	7.8	5.8	6.4	2.4
Poor	0.7	0.5	0.7	0.6	0.8	1.4	0.0
How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?							
Excellent	46.3	54.1	46.5	44.0	29.5	38.2	57.3
Good	42.7	40.3	40.0	43.9	57.4	50.9	42.7
Fair	9.9	4.9	12.5	11.3	10.2	7.6	0.0
Poor	1.1	0.7	1.0	0.8	2.9	3.2	0.0

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Aspects of your job with which you are "very satisfied" or "satisfied":							
Salary	52.7	60.8	51.6	52.4	46.0	36.9	52.5
Health benefits	71.9	72.3	69.8	72.1	80.6	72.1	48.9
Retirement benefits	72.1	71.8	71.1	74.1	74.9	66.2	63.8
Opportunity for scholarly pursuits	55.9	60.8	51.5	57.1	53.8	55.0	63.8
Teaching load	60.1	61.4	61.0	56.2	64.4	66.5	94.3
Quality of students	70.3	73.0	68.0	69.0	76.4	72.9	94.5
Autonomy and independence	86.7	86.9	86.1	87.1	87.0	87.4	95.0
Departmental leadership	72.1	69.6	70.1	74.0	73.6	78.3	53.3
Departmental support for work/life balance	64.5	65.1	61.2	64.9	68.0	72.8	95.2
Institutional support for work/life balance	50.0	46.1	43.2	54.9	55.4	63.4	91.7
Prospects for career advancement	54.8	58.8	50.5	61.3	41.7	39.2	32.7
Relative equity of salary and job benefits	43.5	45.5	39.7	47.1	41.6	37.1	19.9
Flexibility in relation to family matters or emergencies	83.8	82.2	82.7	85.3	85.0	86.6	97.5
Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)	70.4	73.5	67.5	69.4	71.4	77.2	97.5
Overall job	79.7	79.0	76.2	83.0	77.9	83.4	92.7
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	24.3	20.2	26.3	23.9	33.2	23.5	26.6
Somewhat	56.4	55.0	52.7	61.4	48.2	59.3	68.1
Not at all	19.3	24.8	21.0	14.7	18.6	17.2	5.3
Child care							
Extensive	28.3	17.7	29.9	30.9	44.8	25.1	48.4
Somewhat	40.5	36.0	41.5	46.0	31.4	30.1	42.0
Not at all	31.2	46.3	28.6	23.1	23.8	44.8	9.7
My physical health							
Extensive	11.6	10.4	12.7	10.9	14.9	11.6	9.3
Somewhat	49.6	50.9	46.6	50.9	49.3	52.6	66.8
Not at all	38.8	38.7	40.7	38.2	35.9	35.8	23.9
Review/promotion process							
Extensive	21.3	8.6	17.7	32.7	18.1	15.3	3.8
Somewhat	44.6	27.3	47.6	49.5	53.0	46.7	67.8
Not at all	34.1	64.1	34.7	17.7	28.9	37.9	28.4
Discrimination (e.g., prejudice, racism, sexism)							
Extensive	8.6	8.8	10.3	8.1	5.8	5.6	0.0
Somewhat	32.7	30.8	33.5	35.1	32.2	23.9	51.5
Not at all	58.6	60.5	56.2	56.8	62.0	70.5	48.5
Committee work							
Extensive	15.8	21.4	19.3	10.8	8.3	8.6	0.0
Somewhat	54.9	55.1	61.4	52.7	38.4	45.8	56.7
Not at all	29.4	23.4	19.3	36.5	53.3	45.6	43.3
Faculty meetings							
Extensive	11.5	13.0	15.5	8.5	7.2	7.2	0.0
Somewhat	45.8	48.7	51.1	42.5	32.9	37.3	49.3
Not at all	42.7	38.4	33.4	49.0	59.8	55.6	50.7

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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:							
Students							
Extensive	11.6	6.9	10.8	14.2	13.3	16.5	2.4
Somewhat	62.8	59.1	62.9	65.4	63.7	61.0	60.6
Not at all	25.7	34.0	26.3	20.5	23.0	22.5	37.0
Research or publishing demands							
Extensive	28.5	18.2	26.4	41.6	11.7	9.7	0.0
Somewhat	49.9	52.6	57.3	43.1	41.7	39.7	72.9
Not at all	21.6	29.1	16.3	15.3	46.7	50.5	27.1
Institutional procedures and "red tape"							
Extensive	23.1	26.0	25.3	21.7	21.0	10.6	27.7
Somewhat	50.0	51.1	53.4	45.5	52.1	51.7	43.7
Not at all	26.9	22.9	21.4	32.8	26.9	37.6	28.5
Teaching load							
Extensive	20.9	18.5	20.6	23.1	23.8	17.5	0.0
Somewhat	49.1	44.5	48.7	52.7	49.6	48.4	12.6
Not at all	30.0	37.0	30.7	24.3	26.6	34.1	87.4
Lack of personal time							
Extensive	31.5	31.2	33.4	32.2	23.7	26.8	4.8
Somewhat	50.6	49.9	49.9	51.1	56.8	49.0	58.2
Not at all	17.9	18.9	16.7	16.7	19.4	24.3	36.9
Job security							
Extensive	11.2	4.1	6.0	15.5	25.1	23.4	29.3
Somewhat	29.6	13.8	19.0	44.2	46.5	36.7	44.2
Not at all	59.2	82.1	75.0	40.3	28.5	40.0	26.6
Self-imposed high expectations							
Extensive	41.2	34.8	36.2	52.3	32.5	37.6	41.8
Somewhat	50.0	54.3	55.3	40.7	57.1	52.4	29.2
Not at all	8.8	10.9	8.6	7.0	10.4	10.0	29.0
Increased work responsibilities							
Extensive	30.9	31.6	36.8	26.7	25.0	27.1	15.0
Somewhat	51.8	50.0	48.8	55.8	52.1	51.4	43.2
Not at all	17.3	18.5	14.4	17.5	22.9	21.5	41.8
Institutional budget cuts							
Extensive	26.0	27.4	28.6	23.5	20.7	26.3	45.6
Somewhat	46.7	47.6	47.4	45.2	54.1	42.9	3.0
Not at all	27.2	25.0	24.0	31.3	25.2	30.8	51.4
Have you been sexually harassed at this institution?							
Yes	10.4	15.4	11.2	7.9	6.0	6.1	0.0
No	89.6	84.6	88.8	92.1	94.0	93.9	100.0
In the past year, have you:							
Considered leaving academe for another job	34.9	25.8	34.4	39.2	40.3	40.8	57.3
Considered leaving this institution for another	45.1	39.2	45.6	50.2	40.4	40.8	44.3
Engaged in public service/professional consulting without pay	51.3	55.0	53.9	50.4	36.9	43.4	45.6
Received at least one firm job offer elsewhere	16.1	12.9	12.5	20.5	17.0	21.0	15.0
Sought an early promotion	5.0	4.5	5.0	5.2	5.3	5.5	10.5

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General activities:							
Are you a member of a faculty union?	22.4	19.7	23.2	22.9	40.4	10.3	39.9
Do you plan to retire within the next three years?	9.9	21.8	8.6	3.7	8.4	8.5	0.0
Have you ever interrupted your professional career for more than one year for family reasons?	11.2	8.7	10.3	11.0	18.2	18.5	2.4
Have you ever been formally recognized for outstanding teaching at this institution?	27.2	46.5	28.9	15.6	24.1	16.4	10.2
Citizenship status:							
U.S. citizen	92.3	97.9	93.7	86.4	93.0	96.2	100.0
Permanent resident (green card)	5.7	2.0	5.9	9.0	4.8	2.4	0.0
Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O1)	1.8	0.1	0.3	4.4	2.1	1.0	0.0
None of the above	0.1	0.0	0.1	0.2	0.0	0.4	0.0
How would you characterize your political views?							
Far left	13.3	15.6	12.8	13.6	10.6	8.7	26.8
Liberal	52.2	57.6	53.7	50.0	44.1	43.4	67.9
Middle of the road	24.9	19.1	25.5	25.8	35.4	29.7	5.3
Conservative	9.4	7.6	7.9	10.1	10.0	18.2	0.0
Far right	0.2	0.1	0.1	0.5	0.0	0.1	0.0
If you were to begin your career again, would you:							
Still want to come to this institution?							
Definitely yes	40.9	44.0	32.4	41.5	52.5	55.6	42.3
Probably yes	39.7	35.4	43.8	42.2	30.5	30.1	52.8
Not sure	12.2	13.6	13.1	11.2	10.7	9.9	2.4
Probably no	5.0	4.7	7.4	3.6	4.5	3.1	0.0
Definitely no	2.2	2.3	3.3	1.5	1.7	1.4	2.4
Still want to be a college professor?							
Definitely yes	64.2	69.7	57.3	66.6	69.8	61.2	21.4
Probably yes	26.0	20.3	33.3	23.3	22.8	27.9	58.4
Not sure	7.6	7.9	7.1	8.2	4.8	8.8	17.5
Probably no	1.8	1.8	2.0	1.6	1.8	1.8	0.0
Definitely no	0.4	0.2	0.3	0.4	0.8	0.2	2.7
Highest Degree Earned							
Bachelor's (B.A., B.S., etc.)	0.6	0.2	0.1	0.1	1.5	5.8	0.0
Master's (M.A., M.S.)	11.8	3.1	3.8	12.3	30.8	59.6	47.5
Terminal Master's (M.F.A., M.B.A.)	4.8	3.1	4.3	4.2	10.1	10.9	27.3
J.D.	0.4	0.5	0.2	0.6	0.3	0.2	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.7	0.6	0.3	1.3	0.3	0.0	0.0
Ph.D.	74.7	86.3	83.1	74.3	53.8	17.2	25.2
Professional Doctorate (Ed.D., Psy.D., etc.)	6.1	5.7	7.4	6.4	1.9	3.2	0.0
Other degree	1.0	0.6	0.8	0.9	1.2	3.1	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Degree Currently Working On							
Bachelor's (B.A., B.S., etc.)	0.1	0.0	0.2	0.1	0.0	0.3	0.0
Master's (M.A., M.S.)	0.7	0.2	0.3	0.7	1.4	3.3	0.0
Terminal Master's (M.F.A., M.B.A.)	0.2	0.0	0.1	0.2	0.9	0.2	0.0
J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S., D.V.M., etc. (medical)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D.	3.2	0.7	1.9	4.1	6.0	11.1	0.0
Professional Doctorate (Ed.D., Psy.D., etc.)	1.6	0.2	0.4	2.6	2.9	5.4	18.2
Other degree	0.5	0.3	0.5	0.4	0.4	1.5	0.0
None	93.7	98.7	96.6	91.8	88.4	78.1	81.8
Are you currently serving in an administrative position as:							
Department chair	6.7	12.8	9.9	2.0	1.6	2.0	10.2
Dean (associate or assistant)	1.9	5.3	1.6	0.5	0.3	0.5	0.0
President	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-president	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Provost	0.1	0.3	0.0	0.0	0.0	0.2	0.0
Other	11.5	16.2	15.4	6.3	9.1	8.9	19.8
Not applicable	54.0	42.8	52.7	61.1	59.0	55.1	30.9
Race/Ethnicity—mark all that apply (total may add to more than 100%)							
White/Caucasian	85.5	89.9	84.4	83.1	86.9	86.6	71.6
African American/Black	4.7	3.3	6.6	4.3	4.8	3.1	0.0
American Indian/Alaska Native	1.5	0.7	1.9	1.9	1.0	1.1	0.0
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	3.7	3.6	3.0	4.3	2.9	4.3	10.2
Filipino	0.2	0.0	0.2	0.2	0.4	0.2	0.0
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	0.2	0.2	0.0	0.3	0.2	0.0	0.0
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	1.7	1.3	1.5	2.4	0.7	0.9	0.0
Other Asian	0.5	0.2	0.4	0.6	0.8	0.7	0.0
Native Hawaiian/Pacific Islander	0.5	1.2	0.2	0.5	0.3	0.0	0.0
Mexican American/Chicano	1.7	1.4	1.5	1.6	2.5	3.1	0.0
Puerto Rican	0.6	1.3	0.2	0.6	0.4	0.2	0.0
Other Latino	2.2	1.3	2.2	2.3	2.6	3.6	18.2
Other	3.4	2.4	3.7	4.1	2.2	2.5	0.0
Race/Ethnicity Group (with multiple race category)							
American Indian	0.1	0.2	0.2	0.1	0.0	0.0	0.0
Asian	5.0	3.6	4.2	7.0	4.0	4.2	10.2
Black	4.0	2.6	5.6	3.7	3.6	2.9	0.0
Hispanic	2.8	2.0	2.6	2.8	3.7	5.0	18.2
White	80.8	84.7	80.0	78.7	82.9	81.1	71.6
Other	2.1	1.6	2.4	2.7	1.3	1.2	0.0
Two or more races/ethnicities	5.1	5.3	5.0	5.1	4.5	5.6	0.0
Is English your primary language?							
Yes	89.9	93.0	90.7	86.9	89.7	90.8	100.0
No	10.1	7.0	9.3	13.1	10.3	9.2	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
What is your sexual orientation?							
Heterosexual/straight	92.1	93.0	91.9	91.9	91.5	91.5	73.2
Gay	0.1	0.1	0.2	0.0	0.0	0.0	0.0
Lesbian	2.9	3.4	3.1	3.1	1.6	1.1	0.0
Bisexual	2.0	1.3	2.2	1.8	3.1	3.8	26.8
Queer	1.1	0.8	1.2	0.9	1.0	2.2	0.0
Other	1.8	1.5	1.5	2.2	2.9	1.4	0.0
Do you identify as transgender?							
Yes, female to male	0.1	0.1	0.1	0.0	0.6	0.0	0.0
Yes, male to female	0.0	0.0	0.0	0.0	0.0	0.4	0.0
No	99.9	99.9	99.9	100.0	99.4	99.6	100.0
Are you currently:							
Single	16.0	11.6	18.1	17.4	13.8	15.5	25.5
In a civil union	0.1	0.4	0.0	0.1	0.0	0.3	0.0
In a domestic partnership	3.0	3.7	2.7	2.9	3.8	2.5	2.4
Married	69.8	69.6	69.7	70.2	71.6	68.3	72.1
Unmarried, living with partner	3.1	3.2	2.1	4.2	2.4	2.7	0.0
Separated	1.0	1.0	0.9	0.6	1.0	2.5	0.0
Divorced	5.9	8.7	5.4	4.2	4.8	7.6	0.0
Widowed	1.1	1.9	1.1	0.4	2.6	0.6	0.0
How many children do you have under 18 years old?							
0	57.7	68.7	55.3	54.6	49.7	58.3	68.1
1	19.0	13.7	18.1	23.1	17.2	19.0	2.4
2	17.5	14.6	21.4	16.8	12.6	14.9	29.5
3	4.7	2.3	4.2	4.1	20.1	5.5	0.0
4+	1.1	0.7	1.0	1.4	0.3	2.3	0.0
How many children do you have over 18 years old?							
0	65.1	49.1	66.7	77.0	62.0	57.7	97.3
1	12.7	18.9	13.8	7.7	12.2	11.5	0.0
2	13.8	22.5	13.0	7.5	15.6	16.9	2.7
3	5.6	6.6	3.8	5.3	7.4	9.7	0.0
4+	2.8	3.0	2.7	2.5	2.9	4.3	0.0
How satisfied are you with the availability of child care at this institution?							
Very satisfied	5.1	7.2	5.8	4.8	0.8	3.3	0.0
Satisfied	12.0	10.4	11.0	15.4	7.2	5.7	7.6
Marginally satisfied	7.4	7.5	8.4	6.9	3.6	9.3	0.0
Not satisfied	39.2	44.6	44.1	37.7	26.6	23.1	51.4
Not applicable	36.2	30.3	30.8	35.1	61.7	58.6	41.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aggregated—Salary based on 9/10 months (full-time employees only)							
Less than $10,000	0.3	0.7	0.4	0.0	0.0	0.8	0.0
$10,000–$19,999	0.2	0.0	0.0	0.2	0.3	1.4	0.0
$20,000–$29,999	0.3	0.0	0.0	0.3	0.6	3.2	0.0
$30,000–$39,999	2.1	0.1	0.2	0.4	4.7	31.6	0.0
$40,000–$49,999	6.3	0.9	1.4	8.8	25.5	27.1	0.0
$50,000–$59,999	15.3	1.8	9.7	25.0	44.9	18.9	11.8
$60,000–$69,999	16.6	6.6	19.5	22.4	14.3	8.0	88.2
$70,000–$79,999	15.5	11.7	21.3	15.7	3.7	7.1	0.0
$80,000–$89,999	16.0	13.3	19.1	19.2	1.9	1.1	0.0
$90,000–$99,999	8.1	13.4	12.1	3.0	1.6	0.7	0.0
$100,000–$124,999	12.7	30.7	13.3	3.2	2.5	0.0	0.0
$125,000–$149,999	3.5	10.5	1.5	1.7	0.1	0.0	0.0
$150,000–$199,999	2.4	8.1	1.3	0.2	0.0	0.0	0.0
$200,000–$249,999	0.4	1.4	0.3	0.0	0.0	0.0	0.0
$250,000–$499,999	0.2	0.9	0.0	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Aggregated—Salary based on 11/12 months (full-time employees only)							
Less than $10,000	0.1	0.0	0.0	0.1	0.4	0.3	0.0
$10,000–$19,999	0.2	0.0	0.0	0.0	0.0	1.6	0.0
$20,000–$29,999	0.7	0.4	0.6	0.5	4.0	0.7	0.0
$30,000–$39,999	3.2	0.5	0.0	0.7	7.7	19.7	7.3
$40,000–$49,999	6.8	1.5	1.5	6.6	19.3	22.7	3.6
$50,000–$59,999	13.9	1.2	9.3	19.3	27.7	24.5	40.2
$60,000–$69,999	16.0	5.4	12.8	27.1	18.9	10.6	9.2
$70,000–$79,999	11.7	9.2	15.2	12.4	9.3	7.7	0.0
$80,000–$89,999	10.0	10.3	17.8	6.2	3.3	5.2	24.5
$90,000–$99,999	12.5	13.2	19.2	12.1	5.4	1.0	15.2
$100,000–$124,999	15.0	27.7	17.1	10.5	3.4	5.9	0.0
$125,000–$149,999	5.4	13.2	4.5	4.1	0.0	0.1	0.0
$150,000–$199,999	2.9	10.8	1.2	0.5	0.8	0.0	0.0
$200,000–$249,999	0.9	4.2	0.0	0.0	0.0	0.0	0.0
$250,000–$499,999	0.8	2.6	0.8	0.0	0.0	0.0	0.0
$500,000 or higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Please enter the four-digit year that each of the following occurred.							
Year of birth							
1993 or later	0.2	0.5	0.3	0.0	0.2	0.0	0.0
1984–1992	5.9	0.2	0.1	12.9	7.6	14.0	23.0
1979–1983	15.8	0.1	7.6	32.8	26.8	12.5	2.7
1974–1978	13.0	2.8	16.6	17.5	11.1	11.5	27.2
1969–1973	16.0	13.5	25.6	11.1	10.5	11.5	14.0
1964–1968	13.5	16.2	17.1	8.6	10.8	14.7	24.2
1959–1963	11.8	18.1	11.3	7.6	10.9	14.5	0.0
1954–1958	10.8	17.8	10.3	6.2	11.7	11.7	6.3
1949–1953	8.5	18.7	8.0	2.6	6.9	7.4	2.7
1944–1948	2.8	8.0	1.9	0.5	3.1	0.6	0.0
1920–1943	1.4	4.0	1.1	0.2	0.5	1.6	0.0
Earlier than 1920	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Year of first academic appointment							
1976 or earlier	1.6	5.0	1.0	0.2	0.8	1.4	0.0
1977–1981	2.4	7.6	1.5	0.4	1.0	1.3	0.0
1982–1986	4.5	13.9	3.4	0.6	2.0	2.3	0.0
1987–1991	5.8	14.0	6.0	1.0	4.0	5.2	10.2
1992–1996	9.8	18.8	13.4	2.2	7.8	6.7	5.0
1997–2001	13.6	25.8	17.2	4.4	12.1	8.3	12.9
2002–2006	16.6	11.7	27.7	11.5	13.1	14.7	31.8
2007–2011	20.9	1.7	27.4	27.2	21.1	22.4	14.0
2012 or later	24.8	1.6	2.3	52.4	38.2	37.6	26.1
Year of appointment at present institution							
1976 or earlier	0.7	2.3	0.4	0.1	0.0	0.8	0.0
1977–1981	1.3	4.6	0.5	0.1	0.9	0.3	0.0
1982–1986	2.1	6.6	1.6	0.2	0.8	1.3	0.0
1987–1991	4.8	13.1	4.2	0.9	2.9	3.1	11.4
1992–1996	6.3	15.5	6.3	1.2	6.3	3.9	0.0
1997–2001	11.8	27.7	12.8	2.2	9.4	9.1	14.3
2002–2006	16.1	19.6	26.5	7.3	11.2	11.8	37.7
2007–2011	23.2	6.0	39.5	21.5	20.1	22.2	4.2
2012 or later	33.5	4.7	8.1	66.4	48.3	47.6	32.4
If tenured, year tenure was awarded							
1976 or earlier	0.6	1.1	0.3	0.0	0.0	0.0	0.0
1977–1981	0.5	1.0	0.0	0.0	0.0	58.2	0.0
1982–1986	1.5	2.8	0.3	3.3	0.0	0.0	0.0
1987–1991	3.9	7.1	1.4	0.9	0.0	10.7	0.0
1992–1996	6.5	11.6	2.4	5.1	0.0	0.0	0.0
1997–2001	10.8	18.1	4.9	5.4	0.0	20.4	0.0
2002–2006	18.4	26.7	11.9	9.8	57.0	0.0	0.0
2007–2011	26.3	24.9	27.0	38.8	0.0	10.7	0.0
2012 or later	31.6	6.9	51.8	36.7	43.0	0.0	0.0

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
Aggregated Major							
Agriculture or Forestry (General Area 1)	0.5	0.3	0.8	0.4	0.0	0.2	0.0
Biological Sciences (General Area 5)	9.0	8.7	7.2	12.3	5.6	4.5	13.4
Business (General Area 6)	4.8	5.5	3.9	5.1	5.8	4.7	2.9
Education (General Area 10 and Specific Discipline 2102)	10.9	9.4	10.1	11.8	7.8	17.2	28.4
Engineering (General Area 11)	1.6	1.0	2.3	1.5	1.6	1.4	0.0
English (General Area 12)	7.3	8.6	7.3	4.2	12.2	13.5	24.4
Health-related (General Area 15)	8.5	3.9	5.9	12.9	5.1	16.7	0.0
History or Political Science (Specific Discipline 3007, 3009)	4.3	6.0	4.9	3.7	1.7	1.4	0.0
Humanities (General Area 14, 24)	7.3	8.5	8.1	5.8	8.4	6.7	4.8
Fine Arts (General Area 2, 4, 22)	6.7	7.1	7.1	5.6	5.9	9.4	2.4
Mathematics or Statistics (General Area 18)	2.7	2.3	2.6	2.4	4.5	4.0	0.0
Physical Sciences (General Area 25)	5.7	7.5	3.9	7.4	2.7	1.9	0.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	18.2	21.2	23.9	14.9	10.1	6.8	2.4
Other Technical (General Area 8, 19, 28)	2.1	1.3	1.1	1.5	16.1	0.8	0.0
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	10.3	8.8	10.8	10.5	12.3	10.9	21.2
Aggregated Department							
Agriculture or Forestry (General Area 1)	0.3	0.3	0.6	0.0	0.3	0.1	0.0
Biological Sciences (General Area 5)	7.6	8.1	7.0	8.9	5.1	4.1	0.0
Business (General Area 6)	5.3	5.8	4.7	5.0	7.1	5.5	3.0
Education (General Area 10 and Specific Discipline 2102)	7.0	7.2	6.8	7.3	3.7	8.3	10.7
Engineering (General Area 11)	1.7	1.1	2.4	1.7	1.2	1.2	0.0
English (General Area 12)	7.2	8.7	7.2	4.3	11.3	12.5	25.6
Health-related (General Area 15)	10.5	5.4	8.3	14.9	6.0	19.7	0.0
History or Political Science (Specific Discipline 3007, 3009)	4.0	6.0	4.3	3.4	1.8	1.0	0.0
Humanities (General Area 14, 24)	7.0	7.6	7.9	5.8	7.9	5.9	0.0
Fine Arts (General Area 2, 4, 22)	6.9	7.9	7.0	6.1	5.8	8.6	2.5
Mathematics or Statistics (General Area 18)	3.3	2.1	3.1	3.2	5.1	6.5	0.0
Physical Sciences (General Area 25)	4.5	7.3	3.9	4.0	2.3	2.2	0.0
Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)	17.9	18.7	22.1	17.9	7.9	5.3	0.0
Other Technical (General Area 8, 19, 28)	2.1	1.2	0.9	1.6	16.6	1.1	2.5
Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)	14.8	12.6	13.6	16.0	17.9	17.8	55.5

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
CIRP Construct: Civic Minded Values							
Mean Score	56.62	56.20	56.14	57.12	57.44	56.89	56.78
High Construct Score Group	61.4	58.5	61.6	62.2	67.2	60.7	41.5
Average Construct Score Group	32.5	34.4	29.4	34.3	27.8	34.5	58.5
Low Construct Score Group	6.1	7.2	9.0	3.5	5.0	4.8	0.0
CIRP Construct: Civic Minded Practices							
Mean Score	50.36	50.46	51.24	49.93	49.67	49.34	47.55
High Construct Score Group	34.4	33.8	40.2	32.6	26.7	28.3	26.8
Average Construct Score Group	37.0	38.4	33.7	37.1	45.7	38.4	24.8
Low Construct Score Group	28.6	27.8	26.1	30.2	27.6	33.3	48.4
CIRP Construct: Perceptions of the Campus Climate for Diversity							
Mean Score	48.05	47.84	46.02	49.06	50.15	50.74	48.09
High Construct Score Group	23.8	22.5	15.9	28.2	34.7	31.9	2.2
Average Construct Score Group	42.3	43.1	41.5	42.6	35.5	46.0	90.3
Low Construct Score Group	33.9	34.4	42.6	29.1	29.9	22.1	7.4
CIRP Construct: Institutional Priority—Commitment to Civic Engagement							
Mean Score	49.96	48.26	48.96	51.43	51.19	51.80	52.09
High Construct Score Group	30.6	25.5	25.7	35.2	42.0	36.5	43.2
Average Construct Score Group	43.0	40.7	43.2	45.4	34.8	44.4	38.9
Low Construct Score Group	26.4	33.8	31.1	19.3	23.2	19.1	17.8
CIRP Construct: Institutional Priority—Commitment to Diversity							
Mean Score	51.84	51.66	51.07	52.64	51.92	51.97	50.20
High Construct Score Group	42.3	39.9	39.8	46.0	45.7	39.8	23.1
Average Construct Score Group	36.0	38.5	34.9	34.1	35.1	42.4	74.5
Low Construct Score Group	21.8	21.6	25.3	19.9	19.3	17.8	2.4
CIRP Construct: Institutional Priority—Commitment to Institutional Prestige							
Mean Score	46.43	46.58	45.96	46.56	47.89	46.35	43.97
High Construct Score Group	11.5	11.8	11.4	11.0	12.8	12.3	9.9
Average Construct Score Group	45.8	45.2	41.5	48.7	52.8	47.7	45.5
Low Construct Score Group	42.7	42.9	47.1	40.4	34.5	39.9	44.6
CIRP Construct: Mentor Self-Efficacy							
Mean Score	50.14	53.36	49.75	47.90	51.78	52.03	50.72
High Construct Score Group	29.9	41.2	26.1	19.7	55.1	40.4	57.3
Average Construct Score Group	41.8	44.0	44.9	43.1	22.4	33.4	0.0
Low Construct Score Group	28.3	14.8	29.0	37.3	22.5	26.2	42.7
CIRP Construct: Student-Centered Pedagogy							
Mean Score	52.36	51.53	52.05	52.98	52.52	53.01	50.87
High Construct Score Group	36.1	34.3	34.7	36.8	39.8	40.8	23.5
Average Construct Score Group	46.7	43.8	46.4	49.9	45.8	41.9	46.3
Low Construct Score Group	17.3	22.0	18.9	13.3	14.4	17.3	30.2
CIRP Construct: Scholarly Productivity							
Mean Score	52.46	57.31	54.49	51.14	44.94	41.77	48.35
High Construct Score Group	45.0	65.0	55.3	37.7	8.7	6.6	25.6
Average Construct Score Group	34.5	25.6	31.5	43.3	44.6	24.8	45.1
Low Construct Score Group	20.4	9.5	13.2	19.0	46.8	68.5	29.3

2016–17 HERI Faculty Survey
Weighted National Norms—Women

All Women Faculty	All Faculty	Full Professor	Associate Professor	Assistant Professor	Lecturer	Instructor	No Response
CIRP Construct: Sense of a Respectful Work Environment							
Mean Score	49.75	49.86	48.72	50.88	48.80	48.93	47.71
High Construct Score Group	33.9	34.7	28.7	38.5	35.6	29.5	23.0
Average Construct Score Group	29.5	29.6	31.4	28.9	22.3	29.3	42.6
Low Construct Score Group	36.6	35.8	39.9	32.5	42.1	41.1	34.3
CIRP Construct: Satisfaction with Compensation							
Mean Score	50.67	51.50	49.81	51.00	51.78	49.21	50.85
High Construct Score Group	24.6	30.2	19.7	25.4	28.8	20.8	29.5
Average Construct Score Group	50.9	47.6	53.8	52.2	43.1	49.3	28.7
Low Construct Score Group	24.5	22.3	26.5	22.4	28.1	30.0	41.8
CIRP Construct: Satisfaction with Professional Work Environment							
Mean Score	49.29	49.29	47.90	50.00	50.63	50.91	53.00
High Construct Score Group	25.4	26.6	19.1	27.2	31.4	35.3	34.3
Average Construct Score Group	45.8	43.7	48.4	46.9	39.3	41.5	63.3
Low Construct Score Group	28.8	29.7	32.5	25.9	29.3	23.2	2.4
CIRP Construct: Science Identity							
Mean Score	50.11	55.69	48.69	49.20	45.87	42.27	—
High Construct Score Group	33.5	61.8	24.9	25.8	20.7	7.5	0.0
Average Construct Score Group	32.3	30.2	39.6	29.8	30.6	21.3	0.0
Low Construct Score Group	34.2	8.0	35.6	44.4	48.7	71.2	0.0
CIRP Construct: Science Self-Efficacy							
Mean Score	50.42	50.79	49.82	51.94	49.54	45.20	—
High Construct Score Group	29.7	35.9	27.4	30.4	29.3	16.8	0.0
Average Construct Score Group	39.6	28.7	41.1	48.8	32.8	29.3	0.0
Low Construct Score Group	30.7	35.4	31.5	20.8	37.9	53.9	0.0
CIRP Construct: Career-Related Stress							
Mean Score	52.79	52.38	53.64	53.60	49.25	49.17	45.13
High Construct Score Group	36.8	35.5	37.8	42.2	21.9	21.3	2.4
Average Construct Score Group	48.2	46.8	50.6	45.8	55.4	48.7	58.2
Low Construct Score Group	15.0	17.7	11.6	12.0	22.8	30.0	39.3
CIRP Construct: Focus on Undergraduates' Personal Development							
Mean Score	52.76	52.23	51.89	53.27	54.37	54.31	52.47
High Construct Score Group	35.7	33.1	31.8	36.8	49.7	43.7	27.3
Average Construct Score Group	49.4	51.2	50.5	49.6	40.3	45.4	52.8
Low Construct Score Group	14.9	15.7	17.7	13.6	10.1	11.0	19.9

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 2016–2017 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 2015–2016 Human Resources Survey from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). In 2016, this population included 1,512 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 17 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 made adjustments to the stratification of institutions for the purposes of calculating the population weight for the 2016–2017 Faculty Survey administration. These adjustments reduced the granularity with which selectivity differentiates institutions within control and type. In several type-control cells, two rather than three levels of selectivity stratify the institutional sample. HERI relies on IPEDS data in its stratification process and specifically draws from the 2010 Basic Carnegie Classification measure, which defines "university" as "research universities" or "doctoral/research universities."

Having stratified the population by these institutional characteristics, 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 faculty. Participating universities were required to have responses from at least 20% of their full-time faculty.[1]

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 2016–2017 Data

Although 33,798 respondents at 151 colleges and universities returned their forms in time for their data to be included in the norms, the normative data presented here are based on responses from 20,771 FTUG faculty from 143 baccalaureate institutions that fit the above norms sample criteria.

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.

First Weight

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 each participating institution.[2]

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 17 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.

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

[2]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.

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 the 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 at least one undergraduate-level course (i.e. general education course, course required for undergraduate major, other undergraduate credit course, developmental/remedial course [not for credit], or non-credit course [other than above]—question 10a). 2) Responded "yes" that they were a full-time employee (question 6) and indicated that they primarily taught undergraduate credit courses (question 10c). 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 for this survey item (question 10) and indicated that they primarily taught undergraduate credit courses (question 10c) and indicated that they were scheduled to teach nine hours or more hours per week during the present term (question 23).

Table A1. 2016 CIRP Freshman Survey National Norms Sample and Population

Institution Type	Strat Cell	Selectivity		Institutions			Full-time Undergraduate Faculty		
		Level	Average Score	Population	Survey	Norms Sample	Population	Survey Sample Survey	Survey Sample In Norms
Public Universities	1,2 3	low/medium high	600–1200 1201–1600	138 38	13 6	7 5	142,943 72,211	2,726 2,816	1,740 2,146
Private Universities	4 5,6	medium high/very high	600–1120 1121–1600	27 69	10 6	10 6	7,303 83,720	1,935 2,617	1,437 1,886
Public 4-year Colleges	7,8,10 9	low/medium high	600–1035 1036–1600	265 91	5 9	5 9	64,231 33,848	1,647 2,111	1,157 1,877
Private Nonsectarian 4-year Colleges	11,15 12 13 14	low medium high very high	600–985 986–1075 1076–1190 1191–1600	86 79 63 81	5 6 6 19	5 6 6 19	8,270 9,378 9,512 16,106	293 678 731 2,991	226 530 630 2,790
Catholic 4-year Colleges	16,17,19 18	low/medium high	600–1110 1111–1600	105 44	10 7	9 7	10,749 10,420	783 1,218	682 1,046
Other Religious 4-year Colleges	20,24 21 22 23	very low low medium high	600–1020 1021–1050 1051–1120 1120–1600	145 66 100 75	6 5 11 23	6 5 11 23	10,103 4,887 10,938 11,591	369 448 748 3,175	313 407 648 2,792
Predominantly Black Colleges	38,39, 40,41	private		40	4	4	4,398	624	464
All Institutions				**1,512**	**151**	**143**	**510,608**	**25,910**	**20,771**

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.
–Cell Weights are the ratio between the number of first-time, full-time freshmen enrolled in all colleges and the number of first-time, full-time freshmen enrolled in the norms sample colleges.
–Two-year colleges are not included in the norms sample.

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 the person's 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 A2). 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 student answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten. The low, average, and high construct score group percentages and the mean for the construct are reported here. Low scores represent students who are one-half standard deviation below the mean or lower. Average scores represent students whose scores are within one-half standard deviation of the mean. High scores represent students who are one-half standard deviation or more above the mean. Please visit HERI's website for more detailed information about CIRP Constructs.

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

Faculty Survey Construct Parameters:
https://www.heri.ucla.edu/PDFs/constructs/FAC_Constructs.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 A2. 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)
- Reflective writing/journaling (1.37)
- Experiential learning/Field studies (1.30)
- Using student inquiry to drive learning (1.26)
- Student evaluations of each others' work (1.53)

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—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 three years (2.53)
- Chapters in edited volumes (2.11)

Civic Minded Practice—A unified measure of faculty involvement in civic activities.

- Collaborated with the local community in research/teaching (2.17)
- 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)
- Enhance students' knowledge of and appreciation for other racial/ethnic groups (2.77)
- Colleges have a responsibility to work with their surrounding communities to address local issues (1.25)

Job Satisfaction: Workplace—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?

- Autonomy and independence (1.46)
- Departmental leadership (1.09)
- Relative equity of salary and job benefits (1.29)
- Flexibility in relation to family matters or emergencies (3.05)
- Leave policies (2.40)

Job Satisfaction: Compensation—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)
- Health benefits (2.04)
- Prospects for career advancement (1.53)

Table A2. 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 past year:

- Lack of personal time (1.96)
- Teaching load (1.51)
- Committee work (1.38)
- Institutional procedures/red tape (1.08)
- 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 increase the selectivity of the student body through more competitive admissions criteria (3.43)
- To hire faculty "stars" (1.47)

Diversity Climate—Measure representing faculty's perspectives about the climate for faculty members from diverse backgrounds.

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

- This institution has effective hiring practices and policies that increase faculty diversity (1.45)
- This institution takes responsibility for educating underprepared students (0.88)
- Women faculty are treated fairly here (4.67)
- LGBTQ faculty are treated fairly here (3.17)
- Faculty of color are treated fairly here (5.13)

Respect—Composite measure representing the extent to which faculty feel their contributions are respected or appreciated by their colleagues.

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

- My research is valued by faculty in my department (2.32)
- My teaching is valued by faculty in my department (5.73)
- My service is valued by faculty in my department (3.71)
- Faculty here respect each other (1.14)

APPENDIX B

2016–2017 HERI Faculty Survey Questionnaire

2016–2017 HERI Faculty Survey Questionnaire

NOTE: The 2016–2017 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

1. In what year did you receive your first academic appointment?
   (Dropdown responses: Years)

2. In what year were you first appointed at this institution?
   (Dropdown responses: Years)

3. What is your present academic rank?
   Professor
   Associate Professor
   Assistant Professor
   Lecturer
   Instructor
   Graduate Student/Teaching Assistant

   Graduate Students/Teaching Assistants see questions noted [GTA]

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. In what year did you receive tenure at this institution?
   (Dropdown responses: Years)

COMMUNITY COLLEGE

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

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

   IF TENURED, NESTED ITEM
   3a. In what year did you receive tenure at this institution?
   (Dropdown responses: Years)

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

---

5. Are you retired from this institution?
   Yes No
   Retired faculty see questions noted [RF]

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: Strongly Agree, Somewhat Agree, 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) [GTA]
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: Strongly Agree, Somewhat Agree, 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. Aside from this institution, at how many other institutions do you teach? [GTA]
(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 or more)

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

7. Your sex: [GTA] [RF]
   Male
   Female

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

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

10. How many courses are you teaching this term (include all institutions at which you teach)? [GTA] [RF]
    (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 or more)

    If response to question 10 is greater than or equal to one, the respondent sees 10a and 10b

    10a. How many of the courses that you are teaching this term are: [GTA] [RF]
    (Dropdown responses: 0, 1–2, 3–4, 5–6, 7+)
    General education courses
    Courses required for an undergraduate major
    Other undergraduate credit courses
    Developmental/remedial courses (not for credit)
    Graduate courses

    10b. How many of these courses that you are teaching this term are being taught: [GTA] [RF]
    (Dropdown responses: 0, 1–2, 3–4, 5–6, 7+)
    At this institution
    At another institution

    If response to question 10 is zero or missing, the respondent sees 10c

    10c. What types of courses do you primarily teach? (Mark one) [GTA] [RF]
    Undergraduate credit courses
    Graduate courses
    Developmental/remedial courses
    I do not teach

11. In the past year, have you worked with or taught undergraduate students at this institution? [RF]
    Yes No

12. In the past year, have you worked with or taught graduate students at this institution? [RF]
    Yes No

GRADUATE FACULTY

These questions will only be included for respondents indicating they have worked with or taught graduate students in Question 12.

12a. In the past year, to what extent have you: [RF]
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
Met with graduate students to discuss their research interests
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

12b. In the past year: [RF]
(*Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)*
How many master's thesis committees have you served on or are currently serving?
How many dissertation committees have you served on or are currently serving?

IF master's thesis committees >0 NESTED ITEM
12bi. In the past year, how many of these master's thesis committees have you chaired or are currently chairing? [RF]
(*Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)*

IF dissertation committees >0 NESTED ITEM
12bii. In the past year, how many of these dissertation committees have you chaired or are currently chairing? [RF]
(*Dropdown response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or more)*

12c. In the past year, how many letters of recommendation have you written for graduate students? [RF]
(*Dropdown response options: 0, 1–5, 6–10, 11–15, 16–20, 21–25, 26–30, 31 or more)*

12d. Rate your agreement with the following statements:
(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
Graduate students in this program must compete for research opportunities
It is important for graduate students to spend at least one term as a teaching assistant to develop teaching skills
This graduate program enrolls too few international students
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
Faculty in my department are good mentors for graduate students
Most graduate students in this program move on to faculty positions
Most graduate students in this program move into positions outside of academia

---

13. During the past three years, have you: (Mark one for each item) [RF]
(Responses: Yes, No)
Advised student groups involved in service/volunteer work
Collaborated with the local community on research/teaching to address their needs
Conducted research or writing focused on:
International/global issues
Racial or ethnic minorities
Women or gender issues
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues
Biomedical science fields
Engaged in academic research that spans multiple disciplines
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)
Written research grants
Received funding for your work from:
Foundations
State or federal government
Business or industry

14. During the past three years, have you: (Mark one for each item) [RF] [GTA]
(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 a course exclusively online
Participated in organized activities around enhancing pedagogy or student learning
Taught a seminar for first-year students
Participated in the development of curriculum (enhancing an existing course or creating a new course)

15. In the past year, to what extent have you:
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
    - Presented with undergraduate students at conferences
    - Published with undergraduates
    - Engaged undergraduates on your research project(s)
    - Worked with undergraduates on their research project(s)

16. How would you rate the overall experience of working with undergraduates on research projects?
    - Excellent
    - Good
    - Fair
    - Poor
    - I have not worked with undergraduates on research projects

17. How many undergraduates do you currently advise?
Dropdown responses:

0	7	41–50
1	8	51–60
2	9	61–70
3	10	71–80
4	11–20	81–90
5	21–30	91–100
6	31–40	101 or more

If advise undergraduates =0, skip to Q19

18. During the past year, how often have you done each of the following with your undergraduate advisees?
(Responses: Frequently, Occasionally, Not at All)
    - Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)
    - Helped them to plan their course of study
    - Discussed their academic performance
    - Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)
    - Discussed career and post-graduation goals

19. During the past year, have you taken advantage of any of the following professional development opportunities provided by this institution?
(Responses for each item in each column: Yes, No, Not Eligible, Not Available)
    - Funded workshops focused on:
        - Teaching
        - Research skills development
        - Grant writing
    - 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 technology into your classroom
    - Resources to integrate culturally-competent practices into your classroom

20. How many of the following have you published? [RF] [GTA]
(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 (e.g., patents, computer software products)

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

    IF >0 NESTED ITEM
    21a. How many of these exhibitions or performances were: [RF] [GTA]
    (Responses: None, 1–2, 3–4, 5–10, 11–20, 21+)
        - Solo/Individual
        - Collaborative

22. In the past three years, how many of your professional writings have been published or accepted for publication? [RF] [GTA]
(Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21+)

    IF >0 NESTED ITEM
    22a. How many of these professional writings were: [RF] [GTA]
    (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21+)
        Solo-authored
        Co-authored

23. During the present term, how many hours per week on average do you spend on each of the following?
(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 or counseling students
    Committee work and meetings
    Research and scholarly writing
    Other creative products/performances
    Community or public service
    Outside consulting/freelance work
    Household/childcare duties
    Serving as a caregiver for another adult
    Other employment, outside of academia
    Personal time (e.g., exercise, hobbies, relaxing)

24. In your interactions with undergraduates, how often in the past year did you encourage them to: (Mark one for each item) [GTA]
(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
    Analyze multiple sources of information before coming to a conclusion
    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
    Recognize biases that affect their thinking

25. How frequently in the courses you taught in the past year have you given at least one assignment that required students to: [GTA]
(Responses: Frequently, Occasionally, Not at All)
    Write in the specific style or format of your discipline
    Describe how different perspectives would affect the interpretation of a question or issue in your discipline
    Discuss the ethical or moral implications of a course of action
    Apply mathematical concepts and computational thinking

26. In how many of the courses that you teach do you use each of the following? [GTA]
(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
    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

27. In how many of the courses that you teach do you use each of the following? [GTA]
(Responses: All, Most, Some, None)
    - Readings on racial and ethnic issues
    - Readings on women or gender issues
    - Supplemental instruction outside of class and office hours
    - Student presentations
    - Student evaluations of each others' work
    - Grading on a curve
    - Rubric-based assessment
    - Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)

28. How frequently do you incorporate the following forms of technology into your courses? [GTA]
(Responses: Frequently, Occasionally, Not at All)
    - Videos or podcasts
    - Simulations/animations
    - Online homework or virtual labs
    - Online discussion boards
    - Audience response systems to gauge students' understanding (e.g., clickers)

29. Please indicate the extent to which you agree it is your role to:
(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
    - Encourage students to become agents of social change
    - Prepare students for employment after college
    - Prepare students for graduate or advanced education
    - Develop students' moral character
    - Provide for students' emotional development
    - Help students develop personal values
    - Enhance students' knowledge of and appreciation for other racial/ethnic groups
    - Promote students' ability to write effectively
    - Teach students tolerance and respect for different beliefs

30. Please indicate your agreement with each of the following statements:
(Responses: Strongly Agree, Somewhat Agree, 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
    - 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
    - I try to dispel perceptions of competition
    - I achieve a healthy balance between my personal life and my professional life
    - I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar

31. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following: (Mark <u>one</u> for each item) [RF]
(Responses: Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
    - This institution has effective hiring practices and policies that increase faculty diversity
    - Student Affairs staff have the support and respect of faculty
    - 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
    - The faculty are typically at odds with campus administration
    - Faculty here respect each other
    - Administrators consider faculty concerns when making policy
    - 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
    - Faculty are not prepared to deal with conflict over diversity issues in the classroom
    - This institution takes mentoring into consideration in the promotion process
    - Faculty of color are treated fairly here
    - Women faculty are treated fairly here
    - LGBTQ faculty are treated fairly here

32. Indicate how important you believe each priority listed below is at your college or university: [RF]
(Responses: Highest Priority, High Priority, Medium Priority, Low Priority)
    - Increase or maintain institutional affordability
    - 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 traditionally underrepresented students
    - Increase the selectivity of the student body through more competitive admissions criteria
    - 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

33. Please indicate the extent to which you:
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
    - Feel that the training you received in graduate school prepared you well for your role as a faculty member
    - Experience close alignment between your work and your personal values
    - Mentor faculty
    - Mentor undergraduate students
    - Mentor graduate students
    - Been mentored by at least one professional in academia
    - Participated in training in preparation to be a mentor (e.g., workshops, programs)
    - Accessed the National Research Mentoring Network (NRMN) resource

    IF Mentor faculty is >Not at All, NESTED ITEM
    33a. How would you rate the overall quality of your mentoring relationship with your faculty mentee(s)?
    (Responses: Excellent, Good, Fair, Poor)

    IF Mentor undergraduate students is >Not at All, NESTED ITEM
    33b. How would you rate the overall quality of your mentoring relationship with your undergraduate mentee(s)?
    (Responses: Excellent, Good, Fair, Poor)

    IF Mentor graduate students is >Not at All, NESTED ITEM
    33c. How would you rate the overall quality of your mentoring relationship with your graduate mentee(s)?
    (Responses: Excellent, Good, Fair, Poor)

34. How satisfied are you with the following aspects of your job? (Mark one for each item)
(Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied)
    - Salary
    - Health benefits
    - Retirement benefits
    - Opportunity for scholarly pursuits
    - Teaching load
    - Quality of students
    - Autonomy and independence
    - Departmental leadership
    - Departmental support for work/life balance
    - Institutional support for work/life balance
    - Prospects for career advancement
    - Relative equity of salary and job benefits
    - Flexibility in relation to family matters or emergencies
    - Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)
    - Overall job

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

36. Have you been sexually harassed at this institution? [GTA] [RF]
(Responses: Yes, No)

37. In the past year, 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

38. For each of the following items, please mark either Yes or No.
(Responses: Yes, No)
    - Are you a member of a faculty union?
    - Do you plan to retire within the next three years?
    - Have you ever interrupted your professional career for more than one year for family reasons?
    - Have you ever been formally recognized for outstanding teaching at this institution?

39. Citizenship status: (Mark one) [RF] [GTA]
    - U.S. citizen
    - Permanent resident (green card)
    - Temporary, non-immigrant visa holder (i.e., J-1, H-1B, TN, T-3, O-1)
    - None of the above

40. How would you characterize your political views? (Mark one) [RF] [GTA]
    - Far Left
    - Liberal
    - Middle-of-the-Road
    - Conservative
    - Far Right

41. If given the choice, would you: [RF]
(Responses: Definitely Yes, Probably Yes, Not Sure, Probably No, Definitely No)
    - Still come to this institution?
    - Still be a college professor?

42. Please select your base institutional salary.
Dropdown responses:

Less than $10,000	$60,000–69,999	$150,000–199,999
$10,000–19,999	$70,000–79,999	$200,000–249,999
$20,000–29,999	$80,000–89,999	$250,000–499,999
$30,000–39,999	$90,000–99,999	$500,000 or higher
$40,000–49,999	$100,000–124,999	
$50,000–59,999	$125,000–149,999	

43. 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 42 and 43 for faculty who indicate they are part-time.

42. Please select your total salary from teaching at this institution for this academic year.
Dropdown responses:

Less than $5,000	$30,000–34,999	$70,000–79,999
$5,000–9,999	$35,000–39,999	$80,000–89,999
$10,000–14,999	$40,000–44,999	$90,000–99,999
$15,000–19,999	$45,000–49,999	$100,000 or more
$20,000–24,999	$50,000–59,999	
$25,000–29,999	$60,000–69,999	

43. How much are you paid per course at this institution? [GTA]
Dropdown responses:

Less than $500	$4,000–4,499	$8,000–8,499
$500–999	$4,500–4,999	$8,500–8,999
$1,000–1,499	$5,000–5,499	$9,000–9,499
$1,500–1,999	$5,500–5,999	$9,500–9,999
$2,000–2,499	$6,000–6,499	$10,000 or more
$2,500–2,999	$6,500–6,999	
$3,000–3,499	$7,000–7,499	
$3,500–3,999	$7,500–7,999	

44a. Please select the most appropriate general area for the following: [RF] [GTA]
(See Appendix A)
Major of highest degree held ____
Department of current faculty appointment ____

44b. Please select the most appropriate disciplinary field for the following: [RF] [GTA]
(See Appendix A)
Major of highest degree held ____
Department of current faculty appointment ____

45. Please mark the highest degree you have earned: (Mark one) [RF] [GTA]
Bachelor's (B.A., B.S., etc.)
Master's (M.A., M.S.)
Terminal Master's (M.F.A., M.B.A.)
J.D.
M.D., D.D.S., D.V.M., etc. (Medical)
Ph.D.
Professional Doctorate (Ed.D., Psy.D., etc.)
Other

46. Please mark the degree you are currently working on: (Mark one) [GTA]
Bachelor's (B.A., B.S., etc.)
Master's (M.A., M.S.)
Terminal Master's (M.F.A., M.B.A.)
J.D.
M.D., D.D.S., D.V.M., etc. (Medical)
Ph.D.
Professional Doctorate (Ed.D., Psy.D., etc.)
Other
None

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

48. Are you: (Mark all that apply) [RF] [GTA]
    White/Caucasian
    African American/Black
    American Indian/Alaska Native
    East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
    Filipino
    Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
    South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)
    Other Asian
    Native Hawaiian/Pacific Islander
    Mexican American/Chicano
    Puerto Rican
    Other Latino
    Other

49. Is English your primary language? [RF] [GTA]
    Yes No

50. What is your sexual orientation? (Mark one) [RF] [GTA]
    Heterosexual/Straight
    Gay
    Lesbian
    Bisexual
    Queer
    Other

51. Do you identify as transgender? (Mark one) [RF] [GTA]
    No
    Yes, male to female
    Yes, female to male

52. Are you currently: (Mark one) [RF] [GTA]
    Single
    In a civil union
    In a domestic partnership
    Married
    Unmarried, living with partner
    Separated
    Divorced
    Widowed

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

    IF "Under 18" is > 0, NESTED ITEM
    53a. How satisfied are you with the availability of child care at this institution? [RF] [GTA]
    (Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)

54. Please select the four-digit year of your birth. [RF] [GTA]
Dropdown responses:

1998 or later	1984	1970	1956	1942	1928
1997	1983	1969	1955	1941	1927
1996	1982	1968	1954	1940	1926
1995	1981	1967	1953	1939	1925
1994	1980	1966	1952	1938	1924
1993	1979	1965	1951	1937	1923
1992	1978	1964	1950	1936	1922
1991	1977	1963	1949	1935	1921
1990	1976	1962	1948	1934	1920
1989	1975	1961	1947	1933	1919
1988	1974	1960	1946	1932	1918
1987	1973	1959	1945	1931	1917
1986	1972	1958	1944	1930	1916 or earlier
1985	1971	1957	1943	1929	

Complete the following if directed.
Group Code: [RF] [GTA]
A
B

55. 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. [RF] [GTA]
Yes No

IF Yes, NESTED ITEM
55a. If "Yes," please confirm your email address: _____

56. to 85. Local Optional Questions (30 total)
(Responses: A, B, C, D, E)

86. to 90. 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

Campus Climate Module

1. Please indicate the extent to which you agree or disagree with the following statements.
   This institution:
   (Strongly Agree, Somewhat Agree, Disagree Somewhat, Disagree Strongly)
   Lacks strategic diversity goals and plans
   Has a long-standing commitment to diversity
   Has standard reporting procedures for incidents of harassment or discrimination

2. Please indicate how often at this institution you have:
   (Very Often, Often, Sometimes, Seldom, Never)
   Assisted a student who had experienced discrimination
   Counseled a student who had been sexually assaulted
   Witnessed discrimination
   Reported an incident of discrimination to a campus authority
   Reported an incident of sexual harassment to a campus authority
   Been discriminated against or excluded from activities because of my:
      Race/ethnicity
      Gender
      Sexual orientation
      Other identity
   Heard insensitive or disparaging racial remarks
   Heard insensitive or disparaging remarks about women
   Heard insensitive or disparaging comments about LGBTQ individuals

3. How satisfied are you with the following aspects of your institution?
   (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
   Atmosphere for political differences
   Atmosphere for religious differences
   Atmosphere for differences in sexual orientation
   Administrative response to:
      Incidents of discrimination
      Reports of sexual assault
      Student concerns about exclusion or marginality

4. 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 faculty
   Representation of racial/ethnic minority faculty
   Acceptance of differences in sexual orientation
   Student respect for my role in the classroom

Mentoring Module

1. How would you rate yourself as a mentor in the following areas:
   (Responses: A Major Strength, Somewhat Strong, Average, Somewhat Weak, A Major Weakness)
   Providing constructive feedback to your mentees
   Taking into account the biases and prejudices you bring into the mentor/mentee relationship
   Working effectively with mentees whose personal background is different from your own (age, race, gender, class, religion, sexual orientation, etc.)
   Being an advocate for your mentees
   Helping your mentees network effectively
   Helping your mentees acquire financial resources (e.g., scholarships, fellowships, grants)

Please answer the following questions about mentoring undergraduate students.

2. How many undergraduate students do you currently mentor?
   (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11–15, 16–20, 21–25, 26–30, 31 or more)
   IF =0, skip to Q6

3. How often do you typically communicate with your undergraduate mentee(s)?
   Daily
   Weekly
   Monthly
   Once per term
   Yearly

4. To what extent do you work with your undergraduate mentees on the following:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Educational choices and strategies
   Their research projects and interests

5. To what extent have you:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Explored career options with your undergraduate mentee(s)
   Served as a role model to your undergraduate mentee(s)
   Gone out of your way to promote your undergraduate mentees' academic interests
   Conveyed empathy for concerns or feelings your undergraduate mentees have discussed with you

Please answer the following questions about mentoring graduate students.

6. How many graduate students do you currently mentor?
   (Dropdown responses: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11–15, 16–20, 21–25, 26–30, 31 or more)
   IF =0, skip to Q10

7. How often do you typically communicate with your graduate mentee(s)?
   Daily
   Weekly
   Monthly
   Once per term
   Yearly

8. To what extent do you work with your graduate mentees on the following:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Educational choices and strategies
   Their research projects and interests

9. To what extent have you:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
   Explored career options with your graduate mentee(s)
   Served as a role model to your graduate mentee(s)
   Gone out of your way to promote your graduate mentees' academic interests
   Conveyed empathy for concerns or feelings your graduate mentees have discussed with you

Please answer the following questions about mentoring faculty.

10. How many faculty members do you currently mentor at this institution?
(Dropdown responses: 0, 1, 2, 3, 4, 5, 6–10, 11 or more)
IF =0, skip to end of module

11. How often do you typically communicate with your faculty mentee(s)?
Daily
Weekly
Monthly
Once per term
Yearly

12. To what extent do you work with your faculty mentee(s) on the following:
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
Their research
Their teaching
Their review, tenure, and promotion

13. To what extent have you:
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
Served as a role model to your faculty mentee(s)
Conveyed empathy for concerns or feelings your faculty mentees have discussed with you

Spirituality Module

1. Indicate the importance to you of each of the following educational goals for undergraduate students:
(Responses: Essential, Very Important, Somewhat Important, Not Important)
Enhancing spiritual development
Facilitating 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:
(Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small Extent, Not at All)
Engage in self-reflection
Consider yourself a religious person
Consider yourself a spiritual person
Engage in prayer
Engage in 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:
(Responses: Strongly Agree, Somewhat Agree, 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
I am conflicted about my religious/spiritual beliefs
I follow the religious/spiritual beliefs of this institution

4. Indicate the importance to you personally of each of the following:
(Responses: 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 regarding departmental affiliation.

1. In the courses you have taught in the past year, how often do you:
   (Responses: Always, Frequently, Occasionally, Rarely, Never)
   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:
   (Responses: Always, Frequently, Occasionally, Rarely, Never)
   Use technical science skills (use of tools, instruments, and/or techniques)
   Generate a research question
   Determine how to collect appropriate data
   Explain the results of a study
   Use scientific literature to guide research
   Integrate results from multiple studies
   Ask relevant questions
   Identify what is known and not known about a problem
   Understand scientific concepts
   See connections between different areas of science and mathematics

3. To what extent are the following statements true of you: (Mark one in each row)
   (Responses: Strongly Agree, Somewhat Agree, Neutral, Disagree Somewhat, Disagree Strongly)
   I have a strong sense of belonging to a community of scientists
   I derive great personal satisfaction from working on a team that is doing important research
   I think of myself as a scientist
   I feel like I belong in the field of science

4. To what extent do you structure your STEM courses so that students:
   (Responses: To a Very Large Extent, To a Large Extent, To Some Extent, To a Small 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 2016–2017 HERI Faculty Survey

2016–2017 HERI Faculty Survey
List of Participating Institutions

Public Universities—low/medium selectivity

			Norms
48	University of Alaska Fairbanks	AK	
55	Northern Arizona University	AZ	*
234	San Diego State University	CA	*
236	San Francisco State University	CA	
322	University of Northern Colorado	CO	*
1295	Wayne State University	MI	*
1432	University of Mississippi	MS	*
2210	Portland State University	OR	
2692	The University of Texas at El Paso	TX	
4849	Texas A & M University-Corpus Christi	TX	*
6086	University of Maryland-Baltimore County	MD	

Public Universities—high selectivity

257	University of California-Los Angeles	CA	*
1584	University of Nebraska at Omaha	NE	*
2079	Miami University-Oxford	OH	*
2173	University of Oklahoma Norman Campus	OK	*
2437	Clemson University	SC	*

Public 4yr Colleges—low/medium selectivity

230	California State University-Northridge	CA	
700	Southern Illinois University Edwardsville	IL	*
929	Washburn University	KS	*
1456	University of Central Missouri	MO	*
1662	Montclair State University	NJ	*
5010	California State University-Long Beach	CA	

Private Universities—medium selectivity

			Norms
184	University of La Verne	CA	*
692	Benedictine University	IL	*
1204	Suffolk University	MA	*
1729	Adelphi University	NY	*
1842	St. John's University-New York	NY	*
2253	Duquesne University	PA	*
2269	Immaculata University	PA	*
2297	Widener University-Main Campus	PA	*
2857	Seattle Pacific University	WA	*
5569	Azusa Pacific University	CA	*
9104	American University of Beirut	Lebanon	

Private Universities—high/very high selectivity

172	Pepperdine University	CA	*
1184	Northeastern University	MA	*
1205	Tufts University	MA	*
1987	Wake Forest University	NC	*
2562	Union University	TN	*
2726	Brigham Young University-Provo	UT	*

Public 4yr Colleges—high selectivity

518	Georgia College & State University	GA	*
1499	Southeast Missouri State University	MO	*
2735	Weber State University	UT	*
2866	Western Washington University	WA	*
2995	University of Wisconsin-Whitewater	WI	*
5330	Grand Valley State University	MI	*
6157	University of Wisconsin-Green Bay	WI	*
6400	University of Michigan-Flint	MI	*
7241	Ramapo College of New Jersey	NJ	*

*denotes institution in national norms

2016–2017 HERI Faculty Survey
List of Participating Institutions

Private/Nonsectarian 4yr Colleges—low selectivity

143	California Institute of the Arts	CA	*
177	Hartnell College	CA	
1110	Stevenson University	MD	*
5275	Bay Path College	MA	*
6563	Ohlone Community College	CA	
9106	Patrick Henry College	VA	
9107	Harrisburg University of Science and Technology	PA	*
9123	Saint Katherine College	CA	*

Private/Nonsectarian 4yr Colleges—medium selectivity

275	Whittier College	CA	*
685	Rockford University	IL	*
1992	Wingate University	NC	*
2354	Wilkes University	PA	*
2438	Coker College	SC	*
7256	Touro College	NY	*

Catholic 4yr Colleges—low/medium selectivity

655	Lewis University	IL	*
687	Dominican University	IL	*
1096	Mount St Mary's University	MD	*
1275	Marygrove College	MI	
1675	Saint Peter's University	NJ	*
2266	Holy Family University	PA	*
2274	King's College	PA	*
2285	Marywood University	PA	*
5638	Presentation College	SD	*
5888	Neumann University	PA	*

Private/Nonsectarian 4yr Colleges—high selectivity

199	Mills College	CA	*
683	Principia College	IL	*
1084	Hood College	MD	*
1809	Nazareth College	NY	*
2306	Philadelphia University	PA	*
5105	Embry-Riddle Aeronautical University-Daytona Beach	FL	*

Private/Nonsectarian 4yr Colleges—very high selectivity

147	Claremont McKenna College	CA	*
319	Colorado College	CO	*
646	Illinois Wesleyan University	IL	*
1189	Smith College	MA	*
1213	Williams College	MA	*
1327	Carleton College	MN	*
1749	Colgate University	NY	*
1846	St Lawrence University	NY	*
1891	Vassar College	NY	*
1947	Elon University	NC	*
2063	The College of Wooster	OH	*
2237	Bucknell University	PA	*
2263	Gettysburg College	PA	*
2302	University of the Sciences	PA	*
2336	Swarthmore College	PA	*
2344	Ursinus College	PA	*
2413	Rhode Island School of Design	RI	*
2844	University of Puget Sound	WA	*
2867	Whitman College	WA	*
4892	Oxford College at Emory University	GA	

Catholic 4yr Colleges—high selectivity

267	Santa Clara University	CA	*
362	Fairfield University	CT	*
781	Saint Mary's College	IN	*
1276	University of Detroit Mercy	MI	*
1622	Saint Anselm College	NH	*
2343	University of Scranton	PA	*
2347	Villanova University	PA	*

*denotes institution in national norms

2016–2017 HERI Faculty Survey
List of Participating Institutions

Other Religious 4yr Colleges—very low selectivity

212	Fresno Pacific University	CA	*
833	Grand View University	IA	*
887	Central Christian College of Kansas	KS	*
1820	Nyack College	NY	*
5053	Vanguard University of Southern California	CA	*
5122	Southeastern University	FL	*

Other Religious 4yr Colleges—low selectivity

763	University of Indianapolis	IN	*
2144	Southern Nazarene University	OK	*
2678	Texas Lutheran University	TX	*
2784	Bridgewater College	VA	*
2945	Lakeland College	WI	*

Other Religious 4yr Colleges—medium selectivity

1458	Columbia College	MO	*
2080	Malone University	OH	*
2277	Lebanon Valley College	PA	*
2283	Lycoming College	PA	*
2631	University of Mary Hardin-Baylor	TX	*
2786	Eastern Mennonite University	VA	*
2934	Carroll University	WI	*
5363	Crown College	MN	*
5759	Roberts Wesleyan College	NY	*
6542	Mount Vernon Nazarene University	OH	*
6667	Corban University	OR	*

Other Religious 4yr Colleges—high selectivity

89	Hendrix College	AR	*
141	Chapman University	CA	*
218	Point Loma Nazarene University	CA	*
494	Agnes Scott College	GA	*
752	DePauw University	IN	*
753	Earlham College	IN	*
783	Taylor University	IN	*
1269	Hope College	MI	*
1325	Bethel University	MN	*
1355	St Olaf College	MN	*
1589	Nebraska Wesleyan University	NE	*
2087	Ohio Northern University	OH	*
2113	Wittenberg University	OH	*
2193	George Fox University	OR	*
2195	Linfield College-McMinnville Campus	OR	*
2335	Susquehanna University	PA	*
2519	Belmont University	TN	*
2591	Abilene Christian University	TX	*
2685	Trinity University	TX	*
2868	Whitworth University	WA	*
5007	Oklahoma Christian University	OK	*
5361	Northwestern College	MN	*
5795	Calvin College	MI	*

Private HBCUs

424	Howard University	DC	*
1026	Xavier University of Louisiana	LA	*
1094	Morgan State University	MD	*
1979	Shaw University	NC	*
5796	Morehouse College	GA	*

*denotes institution in national norms

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 28,272 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 28,272—in this case "20,000." Consulting Table D1, we find the estimated standard error would be .252.

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of t for the unweighted sample size (which, for all CIRP comparison groups, will be equal to 1.96 at the .05 level of probability).[3] In this example, we would multiply the estimated standard error of .252 by 1.96, which yields .494. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± .5. 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 15.2 percent and 16.2 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 percent mid-point, for percentages over 50 simply subtract the percentage from 100 and use the result to select the appropriate column. For example, if the percentage we were interested in was 59, 100 – 59 percent yields 41, so we would use the column labeled '40%.'

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

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PUBLICATIONS

Completing College: Assessing Graduation Rates at Four-Year Institutions

November, 2011/55 pages

Provides 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 2016*

2016/79 pages

E-book with expanded table/175 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2016, data from 137,456 entering first-year students are statistically adjusted to reflect the 1.5 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values and life goals.

*Note: Publications from earlier years are also available.

The American Freshman: Fifty-Year Trends, 1966–2015

June, 2016/155 pages

E-book with expanded tables/343 pages

Summarizes trends data in the Cooperative Institutional Research Program (CIRP) Freshman Survey between 1966 and 2015. The report examines changes in the diversity of students entering college; emotional well-being and drive to achieve; students' financial concerns and sources of financial aid; and the role of early admissions in college choice. Trends in students' political and social attitudes are also covered.

Undergraduate Teaching Faculty: The 2016–2017 HERI Faculty Survey*

February, 2019/111 pages

E-book with expanded tables/207 pages

Provides an informative profile of teaching faculty at American colleges and universities. The 2016–2017 report covers discrimination as a source of stress; satisfaction with salary and job benefits; faculty role in promoting critical thinking amongst students; and overrepresentation of lecturers and instructors teaching remedial/development courses. Results are reported by institutional type for all faculty, male faculty, and female faculty.

*Note: Publications from earlier years are also available: 2013–2014, 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*: Freshman Status, Trends, and Prospects, 1971–2004

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: https://heri.ucla.edu/publications/