

# The American College Teacher

National Norms for the  
1992-93 HERI Faculty Survey

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May, 1993

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Published by the Higher Education Research Institute. Suggested citation:

Dey, E. L., Ramirez, C. E., Korn, W. S., & Astin, A. W. (1992). *The American College Teacher: National Norms for the 1992-93 HERI Faculty Survey*. Los Angeles: Higher Education Research Institute, UCLA.

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ISBN 1-878477-13-7

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## National Norms for the 1992-93 HERI Faculty Survey

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## Acknowledgements

Trying to acknowledge all of the people who contribute to projects such as this one is a good way to develop a partial understanding of the concept of infinity! Without the efforts of an untold number of people from campuses across the country, this project would not have been completed. As such, we would like to offer our thanks to the academic administrators and institutional researchers who helped coordinate the survey on each of the participating campuses.

Closer to home, we would also like to thank several members of the HERI staff. In addition to the authors of this report, Helen S. Astin, Tamela Heath, Linda J. Sax, Ellyne Riggs, Carolyn J. Thompson, and Sara Wakai contributed to the design of the faculty questionnaire. Claudia E. Ramirez managed the complex data collection process, with the able assistance of Ellyne Riggs and a small army of students and staff: Rawny Garay, Shirley Lee, Alison Mon-son-hing, Alex Niu, Mary Rabb, Sara Ann Schuchert, and Denyce Tanioka. William S. Korn was responsible for the complex data processing tasks needed to produce the normative data.

Finally, we would also like to express our appreciation to the thousands of faculty who took time out of their busy lives to complete the questionnaire. This is just the first tabulation of their responses, and we are currently working on a number of more sophisticated analyses which we hope will enhance our understanding of college faculty, their institutions, and their students.



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## **The American College Teacher: National Norms for the 1992–93 HERI Faculty Survey**

This report summarizes the highlights of a national survey of college and university faculty that was conducted by the Higher Education Research Institute (HERI) in the fall and winter of 1992–93. This is the second in a series of faculty surveys to be conducted on a triennial basis, the first of which was conducted in 1989–90. The results of the first of this series of survey projects are reported in Astin, Korn, and Dey (1991).

The results reported here are based on the responses of 29,771 full-time college and university faculty members at 289 two-year colleges, four-year colleges, and universities across the country. For this report, a 'faculty member' is defined as any full-time employee of an accredited college or university who spends at least part of his or her time teaching undergraduates. Although the survey also covered academic administrators from these same institutions, only those administrators who spend at least some time teaching undergraduates are included in the results reported here.

### **The Survey Instrument**

The survey questionnaire was based largely on the instrument used in the 1989–90 faculty survey, which was designed in conjunction with a national study of the outcomes of general education programs funded by the Exxon Education Foundation. The 1992–93 instrument has been revised on the basis of the results of the 1989–90 survey, suggestions from faculty respondents, as well as suggestions from our advisory board and researchers who are actively involved in studying faculty issues. In addition to demographic and biographic information, the revised questionnaire content focuses heavily on issues such as how faculty members spend their time, how they interact with students, their preferred methods of teaching and examining students, their perceptions of the institutional climate, and their primary sources of stress and satisfaction. The instrument also includes a section allowing individual institutions to ask their faculty members a set of up to ten locally-developed additional questions (see Appendix A for a copy of the survey instrument).

### **Institutional Sampling**

Letters of invitation to participate in the survey were sent to the chief academic and institutional research officers at nearly 2,600 institutions nationwide. Of the total population of institutions who were invited, 344 institutions agreed to administer the survey. Of these 344 institutions, 55 were dropped from the national data base because of low response rates, leaving 289. A careful examination of the characteristics of the participating institutions revealed that every

major type of institution was well-represented. Given this, we have prepared national faculty norms for faculty in each of 12 different normative groups: all institutions, all four-year institutions, all two-year institutions, public universities, private universities, public four-year colleges, private four-year colleges (combined and broken down by three subgroupings: nonsectarian, Roman Catholic, and Protestant), and public and private two-year colleges.

### **Weighting Procedures**

In order to approximate as closely as possible the results that would have been obtained if all college and university teaching faculty in all institutions had responded to the survey, a multistage weighting procedure was employed following Astin, Korn, and Dey (1991). The first set of weights was designed to adjust for response bias within participating institutions. The entire faculty at each institution was sorted into twelve categories representing all combinations of gender (male or female) and rank (professor, associate professor, assistant professor, instructor, lecturer, other). The ratio between the number of faculty in the institution and the total number of respondents in each category was used as the first corrective weight. Thus, if there were 20 female full professors and 10 of those responded, each of these respondent's weights would be 2.0 (20 divided by 10). This within-institution weight, which is designed to correct for any response bias related to the gender or rank of the faculty member, adjusts the total number of respondents up to the total number of faculty at the institution.<sup>1</sup>

To develop the second set of weights, institutions were sorted into 23 stratification cells based upon type (two-year, four-year, university), control (public, private-nonsectarian, Roman Catholic, Protestant), and, for four-year institutions, selectivity (defined as the average admissions test score of the entering freshman class). Within each of these stratification cells, faculty in all institutions in the population were sorted into the same 12 gender by rank categories described above. Data from all participating institutions within each institutional stratification cell were then combined, and the weighted number of respondents (using the first weight described above) was then determined separately for each of the gender by rank combinations. Thus, for each gender by rank combination within a stratification cell, we had two values: the total number of faculty in the higher education population, and the weighted number of respondents to our survey. The ratio between these two totals became the second weight, which was designed to correct for between-stratification cell differences in institutional participation. The final weight used for each respondent consisted of the product of the two weights (that is, the within-institution weight and the between-stratification weight).

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<sup>1</sup>In the event that an institution did not report the distribution of its faculty across different ranks, the within-institution weight was based on gender alone.

Table 1 shows the total number of institutions and total number of institutional participants by institutional type, together with the total number of faculty members, faculty surveyed, and faculty respondents for each cell.

Table 1  
*Institutional and faculty participation in the 1992–93 HERI faculty survey*

Institutional type	Institutions			Faculty			
	Total	Participating	Used in Norms	Total	Mailout Sample	Respondents <sup>1</sup>	Used in Norms <sup>2</sup>
All institutions	2,582	344	289	416,911	72,417	43,940	29,771
All four-year institutions	1,460	267	228	325,474	62,182	38,693	26,029
All two-year institutions	1,122	67	61	91,437	10,235	5,247	3,742
<i>Universities</i>							
Public	119	16	11	106,410	13,737	7,614	3,790
Private	68	15	12	36,682	7,551	4,647	2,950
<i>Four-year colleges</i>							
Public	382	83	68	111,140	22,163	13,552	9,930
All Private	891	153	137	71,241	18,731	12,880	9,359
Nonsectarian	378	75	55	31,559	9,517	6,001	3,899
Catholic	166	29	28	17,166	3,870	2,805	2,140
Protestant	347	59	54	22,566	5,344	4,074	3,320
<i>Two-year colleges</i>							
Public	902	56	51	86,264	9,579	4,810	3,406
Private	220	11	10	5,173	656	437	336

<sup>1</sup>Includes respondents who were not classified as full-time undergraduate faculty.

<sup>2</sup>Full-time undergraduate faculty only.

### Survey Response

The rate of response to the survey was quite high, exceeding that achieved in the 1989–90 survey. Of the 72,417 questionnaires mailed out, usable returns were eventually received from 43,940, constituting a 61 percent response which compares favorably to the 55 percent response rate achieved in the 1989–90 faculty survey (see Astin, Korn, & Dey, 1991). We believe that there are several factors that may have contributed to the high response rate. First of all, the questionnaire addresses a wide range of issues of concern to faculty members and the faculty member's institution (faculty respondents were told that their institution would receive a profile of faculty responses to each item). And even though the questionnaire contained nearly 200 questions, it was limited to only four pages (see Appendix A) and required a minimal amount of reading coupled with a maximum amount of responding. Finally, the response rate was

substantially increased by the fact that a second wave of questionnaires was sent to nonrespondents approximately four weeks after the first wave was sent.

Since it was necessary to identify each questionnaire recipient in order to be able to follow up on nonrespondents with a second wave of survey instruments, we decided to imprint the faculty member's name and address directly on the questionnaire (a procedure used in the earlier survey). Although it may have been preferable to use a code number rather than the name and address, we wanted there to be no ambiguity in the respondent's mind as to the fact that he or she was being identified. We hoped that any concerns about confidentiality raised by printing the name and address directly on the questionnaire would be mitigated to some extent by the fact that the completed questionnaires were returned to a commercial processing center (and then to us at the Higher Education Research Institute) rather than to the institution. This procedure ensured that there would be no way for the responses of any individual faculty member to be known to the institution.

In spite of these hopes and precautions, we received a good deal of critical mail from some of those surveyed. While many of the critical comments focused on particular survey questions, by far the most common complaint concerned the imprinting of the name and address. While there is no way to know for sure how the normative figures have been affected by these concerns about privacy, it should be emphasized that the number of critical letters received (approximately 300) is really quite small, given that 72,417 surveys were mailed out, and given that we were surveying college and university faculty who pride themselves on their critical skills.

### **Defining Faculty Groups**

As already noted, only those full-time employees who were engaged in teaching undergraduates were included in the normative data reported here. Full-time administrators, full-time researchers, or faculty members who teach only at the postgraduate level have been excluded. More specifically, a respondent was included in the normative data in one of three ways:

- 1) if he or she indicated full-time employment at an institution [question 2] **and** noted teaching as his/her principal activity [question 1] **and** either
  - a) taught at least one undergraduate-level course [question 17] **or**
  - b) taught no classes at all in the most recent term (this last condition is included for faculty on sabbatical leave or those currently engaged in research full-time).
  
- 2) if he or she indicated full-time employment at an institution [question 2] **and** taught at least two courses in the last term [question 17], at least one of which was at the undergraduate level.

- 3) if he or she indicated full-time employment at an institution [question 2] **and** indicated that he/she spent at least 9 hours per week in scheduled teaching [question 16], but did not indicate any specific types of courses being taught [question 17].

## **Results**

Complete results of the faculty survey, reported separately for all faculty, men faculty, and women faculty are provided later in this report. In this section we have abstracted highlights of these results for discussion and interpretation. Results will be presented under six headings: background characteristics, professional and personal goals, teaching and research environment, teaching goals and practices, job satisfaction and stress, and perceptions of the institution.

### **Background Characteristics**

Demographic and background characteristics of the faculty are shown in Table 2. The much-discussed aging of American college and university faculty is clearly demonstrated by the results: one-fourth of all faculty are 55 or older, and 6 out of 10 are 45 or older. By way of contrast, only one faculty member in ten is younger than 35. Nearly 6 out of 10 college teachers have been at their current institutions for 10 years or longer, and over one-fifth have been at their current institution for twenty-two years or longer. Private institutions are slightly more likely to have recently-hired faculty than are public institutions. This latter finding is further reflected in the fact that more professors in public than private institutions are tenured.

The doctorate is held by the great majority (over 80 percent) of university faculty and almost two-thirds of faculty at four-year colleges, while Master's degrees predominate at two-year colleges. While the difference in degree attainment is substantial among institutional types, it is negligible between public and private institutions of the same type.

The different types of institutions show wide variation in terms of their ability to attract and retain women faculty. Both public and private universities have the fewest women faculty, with the percentages of women faculty at two-year colleges being almost double that of the universities.

The salary data reported in Table 3 are largely consistent with the overall levels of experience and education found at the different types of institutions. The faculty at private universities have the highest median salaries (\$50,000 for those on nine and ten month contracts), as compared with a median salary of \$42,000 for faculty at public universities. The median salaries at four-year colleges are roughly equivalent regardless of control, while the median salary at public two-year colleges is about 20 percent higher than it is at private two-year colleges.

If we look at the variability in faculty salaries, we find that nearly one-third of the faculty at private universities make \$60,000 or more per year, compared to 17 percent in the public

universities, less than ten percent in four-year colleges and less than five percent in two-year colleges. At the same time, private universities have the fewest faculty members (5 percent) making less than \$30,000. By way of comparison, nearly 40 percent of the private two-year college faculty make less than \$30,000.

Table 2  
*Background characteristics of teaching faculty by institutional type (percentages)*

Background characteristics	All	Universities		Four-year colleges		Two-year colleges	
		Public	Private	Public	Private	Public	Private
<i>Age</i>							
Less than 35	10	11	10	10	12	8	19
35-44	29	29	29	28	32	28	35
45-54	36	32	34	37	34	43	30
55 or more	25	28	28	25	23	21	17
<i>Year Hired by Current Institution</i>							
Before 1970	21	23	24	21	19	20	9
Between 1970 and 1984	38	37	36	37	35	43	31
Since 1984	41	39	40	42	46	37	60
<i>Tenured</i>	58	63	60	57	48	61	24
<i>Highest Degree Held<sup>1</sup></i>							
Bachelor's	3	1	1	2	2	9	10
Master's	29	14	11	25	26	63	53
Doctorate	59	80	83	66	64	12	21
<i>Gender</i>							
Women	31	24	23	31	33	42	48

<sup>1</sup> Figures may not add to 100% because 'other' (e.g., professional) degrees are not included.

Table 3  
*Faculty salaries by institutional type*

Type of Institution	Median Salary (in \$1,000)	Percentage making	
		\$60,000 or more	Less than \$30,000
Private universities	50	31	5
Public universities	42	17	10
Public four-year colleges	39	7	16
Private four-year colleges	38	8	18
Public two-year colleges	36	5	21
Private two-year colleges	30	0	39

Note: Salary figures based on those faculty with 9 and 10 month contracts only.

## Professional and Personal Goals

Table 4 shows the percentages of faculty members who rate various professional goals as either 'essential' or 'very important.' Practically every faculty member (99 percent) rates 'be a good teacher' as a very important goal. Next in line is 'be a good colleague' (84 percent), followed distantly by 'engage in research' (56 percent). As would be expected, professors in universities are much more likely to give a high priority to research (76–77 percent) compared to professors in two-year colleges (21–35 percent). It is interesting to note, however, that university faculty are now less likely to endorse research as a high priority than they were in the previous survey (dropping from 79 to 76 percent in public universities and from 85 to 77 percent in private universities; see Table 4 in Astin, Korn, & Dey, 1991). It may be that the increased emphasis being placed on undergraduate education is starting to affect the priority faculty place on research.

Professors in universities give lower priority than professors in other types of institutions to good collegueship, providing services to the community, participating in committee or administrative work, and—perhaps surprisingly—engaging in outside activities. It would thus appear that the high priority given research by professors in universities causes them to give lower priority to practically all other major professional goals (with the exception of teaching).

Table 4  
*Professional goals of teaching faculty by institutional type (percentages)*

Rated 'Essential' or 'Very important'	All	Universities		Four-year colleges		Two-year colleges	
		Public	Private	Public	Private	Public	Private
Be a good teacher	99	98	99	99	99	100	98
Be a good colleague	84	81	83	84	86	88	91
Engage in research	56	77	76	57	55	21	35
Engage in outside activities	52	49	47	53	54	53	60
Provide services to the community	43	37	37	45	43	49	52
Participate in committee or administrative work	30	23	24	33	31	36	42

Faculty were also asked to rate the importance of ten 'life goals.' The relative importance faculty place on these values is shown in Table 5, along with the responses of freshmen who entered college in 1992. The gender differences shown among the personal goals of faculty are quite enlightening. For example, there are only trivial differences between the goals held by men and women faculty when it comes to goals directly related to the academic profession (becoming an authority, obtaining recognition from colleagues). There are, however, large and consistent



gender-based differences in the other values, with women faculty being more likely to endorse altruistic (helping others in difficulty, helping to promote racial understanding, helping with environmental cleanup) and social action goals (influencing social values, influencing the political structure). Men, on the other hand, are more likely to endorse 'being very well-off financially' and 'raising a family' as life goals.

One of the largest gender gaps is found with the goal of raising a family. It is interesting to note that these differences are clearly reflected in the behavior of faculty. Nearly twice as many women faculty have either never married (17 percent versus 8 percent of the men) or been divorced (13 percent versus 6 percent of the men). Women faculty are also much less likely to have children: Nearly 82 percent of the male faculty have at least one child, compared to 69 percent of the women. These figures clearly suggest that the social norms related to the role of women in American society continue to have differential effects on the personal choices of both men and women faculty.

The data on personal goals also suggest a substantial gap between the values of incoming students and faculty. The life goal that received the highest level of endorsement by the faculty (80 percent rated it as 'essential' or 'very important')—developing a meaningful philosophy of life—is endorsed by less than one-half of the entering freshmen (46 percent). Faculty are also far more likely than entering freshmen are to support the goal of 'helping to promote racial understanding' (64 versus 42 percent, respectively). Conversely, the goal of 'being very well-off financially' is endorsed by 73 percent of the entering freshmen—the highest rate of support given to any of the 19 goals they were asked to consider—as opposed to only 37 percent of the faculty. While differences between faculty and freshmen goals are smaller for the other values considered, faculty are more likely to endorse 'helping' goals, while entering freshmen are more likely to endorse goals related to power, influence, and status.

These value differences are probably attributable to both generational (or cohort) and selection effects. More than half of the current faculty probably entered college as freshmen during the mid- to late-1960s when freshman endorsement of material goals was much lower and endorsement of intellectual goals was much higher (see the top panel of Table 6). The generational explanation would suggest that those who come of age in a certain era tend to carry those values with them into later life, regardless of value changes in the larger social environment. At the same time, however, it is important to note that these value differences also seem to be attributable to a selection effect. As indicated by the bottom panel of Table 6, an entering freshman who aspires to a career as a college professor is more likely to endorse intellectual goals, and less likely to endorse material values, than the average student. Regardless of the explanation for these differences, they may help explain the difficulty that some campuses may have in attempting to develop a cohesive campus community.

Table 5  
*Personal goals of faculty by gender (percentages)*

Rated 'Essential' or 'Very important'	Faculty			1992 College Freshmen
	All	Men	Women	
Developing a meaningful philosophy of life	80	79	83	46
Raising a family	74	78	66	71
Helping others who are in difficulty	68	65	75	63
Helping to promote racial understanding	64	61	70	42
Becoming an authority in my field	62	62	61	69
Obtaining recognition from my colleagues for contributions to my special field	48	48	48	55
Influencing social values	45	40	55	43
Becoming involved in programs to clean up the environment	41	39	47	34
Being very well-off financially	37	38	33	73
Influencing the political structure	18	17	22	20

Note: Student data are from Dey, Astin, Korn, & Riggs (1992).

Table 6  
*Selected personal goals of college freshmen (percentages)*

Rated 'Essential' or 'Very important'	College freshmen in		
	1972	1982	1992
<i>All college freshmen</i>			
Developing a meaningful philosophy of life	71	47	46
Being very well-off financially	41	69	73
<i>College freshmen aspiring to careers as college professors</i>			
Developing a meaningful philosophy of life	80	68	68
Being very well-off financially	34	45	47

Note: Student data are from Dey, Astin, & Korn (1991), Dey, Astin, Korn, & Riggs (1992), and unpublished tabulations.

## Teaching and Research Environment

Given the continuing controversy over the relative priorities assigned to research and teaching, it is useful to determine how faculty members approach these two very important functions. Table 7 shows results from two questions relating to this issue. In the first set of questions, faculty members were asked to indicate their 'principal activity.' Given how we defined 'teaching faculty' (see above), it is not surprising that almost all (92 percent) of college faculty say that teaching is their principal activity; research and administration are identified as principal activities by only three and four percent, respectively, of college faculty. As would be expected, the percentages giving research as their principal activity are highest in universities (and especially high in public universities). Virtually no faculty members in the two-year colleges identified research as their principal activity.

A different picture emerges, however, when we inquire about faculty interests. Faculty members were asked to indicate their relative degree of interest in teaching versus research along a four point scale ranging from 'very heavily in teaching' to 'very heavily in research.' About one-quarter (24 percent) of all faculty members indicate that their interest either 'leans' more toward research than teaching or is 'very heavily' in research. In the public universities this figure is nearly half (45 percent), while in the private universities 39 percent prefer research over teaching.

Taken together, these percentages underscore the conflict between teaching and research: Even though nine faculty in ten identify their principal job activity as teaching, almost one-quarter admit to having a greater interest in research. These discrepancies between job responsibilities and personal preferences are largest in the universities, but they exist at all institutional types.

Table 7  
*Principal activity and primary interests of teaching faculty by institutional type (percentages)*

	All	Universities		Four-year colleges		Two-year colleges		
		Public	Private	Public	Private	Public	Private	
<i>Principal activity</i>								
Teaching	92	84	94	94	95	96	91	
Research	3	11	3	1	1	0	0	
Administration	4	4	3	4	3	3	7	
Services to clients and 'Other'	1	1	1	1	1	2	2	
<i>Primary interest</i>								
Very heavily in teaching	39	18	19	37	39	74	61	
Leaning toward teaching	38	38	43	44	44	22	33	
Leaning toward research	21	39	34	18	15	3	5	
Very heavily in research	3	6	5	2	1	0	1	

If there is a conflict between responsibilities and interests, how is it reflected in the amount of time spent in teaching and research? Table 8 shows the amount of time spent teaching classes broken down by institutional type. University-based teaching faculty spend the least time teaching classes, whereas faculty in the two-year colleges spend by far the most time. Indeed, more than three-fourths of the community college faculty (80 percent) teach more than twelve hours of classes per week, contrasted with only about one-third of the four-year college faculty and about twelve percent of the university faculty.

The opposite pattern can be observed for time spent doing research. More than half of the two-year college faculty spend no time in research, compared to less than one-fourth of the four-year college faculty and only about eight percent of the university faculty. (It is probably the case that this latter group consists mainly of administrators and lecturers.) By contrast, between one-quarter and one-half of the university faculty spend more than twelve hours per week doing research, compared to about one in ten of the four-year college faculty and about two percent of the two-year college faculty.

Teaching and research activities of faculty also vary by institutional type. Nearly 7 out of 10 faculty developed a new course in the past two years (69 percent), while over one-half participated in a teaching enhancement workshop (55 percent). New course development is about equally distributed across different types of institutions, although it is somewhat more likely to happen at private institutions regardless of type. Participation in teaching effectiveness workshops, on the other hand, is highest at institutions with a strong teaching focus: Nearly two-thirds of two-year college faculty participated in teaching effectiveness workshops, compared with less than one-half of the university faculty. Interdisciplinary courses are more likely to have been taught in private institutions, with this focus being especially high at private four-year colleges.

Although it is not too surprising to find that university faculty are the most likely to have had research funding or to have worked with students on research projects, the pattern of differences between these two activities is telling. For example, university faculty are about twice as likely as two-year college faculty to have worked with students on research projects while being about 5 times as likely to have received research funding. This suggests that research and other scholarly activities at universities may be driven much more by funding opportunities than at other types of institutions, where these activities may be more closely linked to other activities such as teaching. The research environment also differs in terms of interaction with colleagues: University faculty are more likely than faculty at other types of institutions to be working on research with one or two colleagues, whereas two-year college faculty are more likely to be part of a larger group of collaborators. Despite these patterns, working alone is the predominant mode of conducting research at all types of institutions.

Table 8  
*Teaching and research activities by institutional type (percentages)*

Activities	All	Universities		Four-year colleges		Two-year colleges	
		Public	Private	Public	Private	Public	Private
<i>Hours per week spent in scheduled teaching</i>							
Less than 9	30	57	56	19	23	8	13
More than 12	36	14	10	32	32	80	62
<i>Hours per week spent doing research</i>							
None	24	8	8	19	23	59	53
1-4	32	22	25	39	41	30	35
More than 12	16	34	28	11	8	2	2
<i>Teaching-related activities in the past two years</i>							
Developed a new course	69	68	76	68	77	63	73
Participated in a teaching enhancement workshop	55	43	50	56	59	66	65
Team-taught a course	35	37	31	32	40	34	40
Taught interdisciplinary course	33	32	38	31	44	26	34
Taught an honors course	18	23	27	16	19	11	13
<i>Research-related activities in the past two years</i>							
Worked with students on a research project	64	79	72	64	64	39	41
Used intra- or extramural funds for research	41	60	56	40	42	12	11
<i>Current arrangements for research/scholarly endeavors</i>							
Essentially working alone	65	56	68	68	73	65	72
Working with one or two colleagues	27	37	27	26	21	21	17
Member of a larger group	8	7	5	6	6	15	11

## Teaching Goals and Practices

What kinds of goals do faculty have for their undergraduate students? Table 9 shows the percentages of faculty who rate various student developmental goals as either ‘essential’ or ‘very important.’ Developing the ‘ability to think clearly’ is a near–universal goal for college faculty in all types of institutions (99 percent). Faculty are also quite strong and consistent in wanting to increase the ‘desire and ability to undertake self–directed learning’ (92 percent). Preparing students for employment after college (68 percent) is the next most important goal for undergraduates endorsed by faculty, followed closely by enhancing students’ self–understanding (66 percent), helping students develop personal values (62 percent), developing moral character (57 percent), and preparing students for graduate or advanced education (55 percent). Less than one–third endorsed the centrality of the classic works of Western civilization as an ‘essential’ or ‘very important’ goal for undergraduates (29 percent), while only one in 5 endorsed preparing students for family living (20 percent).

Generally speaking, faculty who teach in universities give lower priority than do faculty in all the other types of institutions to goals other than developing the ability to think clearly. Faculty in all three types of public institutions—universities, four–year colleges, and community colleges—give somewhat higher priority to preparing students for employment after college than do their counterparts in the private institutions. Faculty in private four–year colleges give relatively high priority to most of the outcomes considered with the exception of employment. Faculty at two–year colleges are the most likely to endorse employment preparation as an outcome, but they are also relatively likely to endorse affective outcomes as well.

What methods do faculty use to help implement these goals for undergraduates? Table 10 shows faculty preferences for different instructional methods. Overall, the most frequently used method is the class discussion (used in ‘all’ or ‘most’ courses by 70 percent of the faculty), followed by ‘extensive lecturing’ (used by 54 percent of the faculty in all or most courses). All other methods are used regularly by only small minorities of faculty members. Somewhat surprisingly, there are few differences by type of institution in faculty preference for particular instructional methods. Professors in universities show the greatest propensity toward extensive lecturing, while faculty in private four–year colleges do the least lecturing. And, as would be expected, faculty in the universities are by far the most likely to use teaching assistants in their courses. With these exceptions, the faculty in different types of institutions use very similar pedagogical approaches.

Table 9  
*Faculty goals for undergraduates by institutional type (percentages)*

"Very Important" or "Essential" Goals	All	Universities		Four-year colleges		Two-year colleges	
		Public	Private	Public	Private	Public	Private
Develop ability to think clearly	99	99	99	99	100	99	99
Increase desire and ability to undertake self-directed learning	92	92	90	93	94	92	92
Prepare students for employment after college	68	64	53	71	64	79	81
Enhance students' self-understanding	66	57	63	68	71	72	77
Help students develop personal values	62	51	61	62	70	67	82
Develop moral character	57	46	58	57	65	62	81
Prepare students for graduate or advanced education	55	55	55	57	61	49	48
Enhance the out-of-class experience of students	44	38	37	46	46	48	59
Provide for students' emotional development	40	30	35	40	45	48	62
Teach students the classic works of Western civilization	29	27	37	31	35	21	26
Prepare students for family living	20	12	17	20	22	26	34

Despite this similarity across institutional type, it is interesting to note that there are rather substantial gender differences in teaching methods. Women faculty, for example, are about twice as likely as men to use cooperative learning (49 versus 25 percent). In fact, women are more likely to use nearly all of the teaching techniques considered with the exception of extensive lecturing and teaching assistants. It appears that women not only have a wider pedagogical repertoire, but they are also more likely to use nontraditional teaching methods.

Table 10  
*Instructional methods used by teaching faculty by institutional type (percentages)*

Used in 'all' or 'most' courses	All	All faculty		Universities		Four-year colleges		Two-year colleges	
		Men	Women	Public	Private	Public	Private	Public	Private
Class discussions	70	66	77	63	74	71	74	71	73
Extensive lecturing	54	59	41	63	56	51	47	51	56
Independent projects	37	34	44	38	41	38	40	32	41
Cooperative learning	33	25	49	26	31	34	37	36	33
Group projects	21	18	27	20	23	22	23	18	22
Recitals or demonstrations	20	19	23	19	18	21	19	22	25
Experiential learning/field studies	20	16	27	18	20	21	22	20	22
Student-developed activities	17	16	20	17	15	19	16	18	20
Computer/machine aided instruction	16	14	20	12	13	16	14	24	21
Readings on racial/ethnic issues	15	11	24	13	20	15	18	14	13
Readings on women/gender issues	14	10	24	13	20	13	18	12	11
Multiple drafts of written work	14	11	20	10	18	15	17	13	16
Student-selected topics	10	8	14	9	10	11	11	9	12
Teaching assistants	8	9	6	16	15	4	5	2	3



## Job Satisfaction and Stress

Table 11 shows how satisfied faculty are with various aspects of their work. In overall job satisfaction, 70 percent of the faculty reported being 'satisfied' or 'very satisfied,' with faculty at public two-year colleges reporting the highest overall level of satisfaction. Of the various aspects of their working lives, 'autonomy and independence' produces the highest level of satisfaction (83 percent). This shows the importance that most faculty place on maintaining freedom and flexibility in their work lives. Undergraduate (78 percent) and graduate (71 percent) course assignments, and job security (71 percent) are also generally satisfying. The least satisfying areas for faculty included job visibility (39 percent), student quality (39 percent), and salary and fringe benefits (41 percent), with slightly more satisfaction being reported for scholarly opportunities (45 percent), teaching load (52 percent), and relationships with administrators (54 percent).

Table 11  
*Job satisfaction by institutional type (percentages)*

'Very satisfied' or 'satisfied'	All	Universities		Four-year colleges		Two-year colleges	
		Public	Private	Public	Private	Public	Private
Overall job satisfaction	70	65	72	67	72	77	72
Autonomy and independence	83	84	86	80	85	82	78
Undergraduate course assignments	78	77	78	76	80	80	75
Professional relationships with other faculty	72	67	70	71	75	77	80
Graduate course assignments	71	74	74	68	70	49	50
Job security	71	70	71	69	68	76	65
Competency of colleagues	67	63	70	65	72	70	74
Working conditions	66	67	75	63	67	64	61
Social relationships with other faculty	61	55	61	60	62	66	72
Relationships with administration	54	50	54	54	57	54	60
Teaching load	52	60	58	47	48	49	46
Opportunity for scholarly pursuits	45	52	52	38	42	44	37
Salary and fringe benefits	41	32	50	38	43	50	42
Quality of students	39	37	59	38	47	31	30
Visibility for jobs at other institutions/organizations	39	41	46	35	38	39	38

Note: Respondents marking 'not applicable' excluded from these tabulations.

Satisfaction with colleagues was measured along several different dimensions. Overall, faculty are most satisfied with their professional relationships with other faculty (72 percent), followed by satisfaction with the competency of their colleagues (67 percent) and social relationships with other faculty (61 percent). Faculty at public institutions are slightly less satisfied than faculty at private institutions with their professional relationships with other faculty and with their colleagues' competence.

Faculty were also asked to rank the degree of stress they felt from certain aspects of their work and personal life (see Table 12). Overall, 34 percent of faculty reported 'extreme' stress in the past two years. Women faculty are more likely than men to report extreme stress (46 versus 29 percent), while men are nearly three times as likely to report little stress in the past two years (16 versus 6 percent for women). The highest stress levels for both men and women faculty is reported at universities and four-year colleges (although women consistently report higher stress in all types of institutions).

The individual sources of stress most commonly reported was time pressures (85 percent) and lack of personal time (81 percent). Other common sources of stress included teaching load (68 percent), institutional red tape (68 percent), and managing household responsibilities (66 percent). The biggest gender-based difference in sources of stress is related to subtle discrimination (39 percent of the women reported this to have been a source of stress, compared to 20 percent of the men). Taken together, these percentages point to high levels of conflict between personal, home, and professional duties. Given prevailing social norms, it is not surprising that women faculty report more stress in virtually all of the individual sources considered. The gender differences in the amount and kinds of stress appear to be pervasive and clearly need to be addressed.

Table 12  
*Sources of faculty stress by institutional type and gender (percentages)*

	All	<u>All faculty</u>		Universities	Four-year colleges	Two-year colleges
		Men	Women			
<i>Level of stress in past two years</i>						
Extreme stress	34	29	46	35	34	33
Little stress	13	16	6	13	13	13
<i>Sources of stress</i>						
Time pressures	85	81	92	85	84	84
Lack of personal time	81	76	91	80	81	81
Teaching load	68	64	75	62	70	72
Institutional 'red tape'	68	69	68	69	68	67
Managing household responsibilities	66	61	76	63	65	73
Personal finances	61	59	63	59	61	62
Students	57	53	64	52	56	65
Colleagues	56	54	61	58	56	53
Committee work	54	52	60	54	54	55
Research or publishing demands	50	50	49	72	51	12
Faculty meetings	48	46	51	47	48	49
Review/promotion process	44	42	51	47	45	38
My physical health	40	38	46	39	40	44
Children's problems	33	33	35	31	32	40
Child care	33	31	35	31	32	36
Subtle discrimination	26	20	39	26	28	23
Care of elderly parent	26	25	29	25	25	30
Marital friction	25	26	24	25	24	27

Note: Sources of stress rated by faculty as 'extensive' or 'somewhat.'

## Perceptions of the Institution

Table 13 shows the priorities that faculty see as being among the most important at their institution. Note that these are not the personal priorities of the faculty, rather, they are institutional priorities as perceived by the faculty. The goals of promoting students' intellectual development (79 percent) and increasing or maintaining institutional prestige (69 percent) were considered to be the highest priorities among all the faculty surveyed. Enhancing the institution's national image (58 percent), helping students examine their own personal values (52 percent), recruiting more minority students (52 percent), and 'creating a diverse multi-cultural campus environment' (51 percent) are all noted by a majority of the faculty as being 'high' or 'highest' in priority.

Table 13  
*Perceived institutional priorities by institutional type (percentages)*

'Highest' or 'High' institutional priority	All	Universities		Four-year colleges		Two-year colleges	
		Public	Private	Public	Private	Public	Private
Promote students' intellectual development	79	74	85	78	86	80	83
Increase or maintain institutional prestige	69	73	77	65	70	64	72
Enhance institution's national image	58	72	77	52	62	36	46
Help students examine and understand their personal values	52	34	70	48	72	53	73
Recruit more minority students	52	54	53	54	53	46	34
Create a diverse multi-cultural campus environment	51	46	58	51	54	52	36
Develop a sense of community among students and faculty	48	33	53	47	63	51	64
Hire more minority faculty and administrators	47	47	44	52	42	45	24
Develop leadership ability among students	44	32	48	45	54	44	57
Hire more women faculty and administrators	42	45	45	45	40	38	23
Promote student involvement in community service activities	31	18	53	28	45	29	39
Help students learn how to bring about change in American society	28	19	38	29	34	28	33
Hire faculty 'stars'	20	36	27	16	13	11	16

It is also clear that faculty tend not to perceive their institutions as having a very strong commitment to impacting the larger community. Of the priorities considered in the survey, 'promoting student involvement in community service activities' (31 percent) and 'helping students learn how to bring about change in American society' (28 percent) are near the bottom of the list in terms of how faculty view their institution's commitment to this area.

Universities are most likely to be seen as giving high priority to resource and reputational goals, while goals related to student development and campus community are most closely associated with community colleges. Goals related to the topic of diversity are about equally as high at universities and four-year colleges.

Faculty were also asked to report their perceptions of the campus climate at their institutions (Table 14). The two statements reflecting the highest level of agreement are perceptions regarding the treatment of faculty from underrepresented groups: Nearly 86 percent think faculty of color are treated fairly, while a slightly lower percentage think that women faculty are treated fairly (82 percent). While this suggests that there is a general perception of fairness and equity, it is important to consider the views of minority and women faculty. For example, 72 percent of the minority faculty (as compared to 88 percent of the white faculty) thought faculty of color are treated fairly, while 68 percent of the women (compared with 88 of the men) think that women faculty are treated fairly. While a majority of all groups believe that underrepresented faculty are treated fairly, there is still a substantial gap between the way underrepresented faculty view this issue as compared to majority-group faculty. These perceptual gaps may help explain some of the friction associated with programs designed to enhance equity.

The perceptions with the lowest percentage of agreement include trust between minority student groups and administrators (37 percent), availability of courses with feminist perspectives (32 percent), respect between people on campus (31 percent), and that there is a lot of campus racial conflict at their institution (14 percent). In general, faculty at public universities indicate lower percentages of agreement, as compared to the overall percentages, for all items. However, faculty at these public universities are almost twice as likely to report that 'there is a lot of campus racial conflict here' (23 percent compared to the overall number of only 14 percent). Also, faculty at public universities are also more likely to report that 'there is little trust between minority student groups and campus administrators' (48 percent compared to the overall figure of 37 percent). Although faculty at public universities report more conflict in the area of race/ethnic relations, research on students shows that there is little difference between public and private universities in this regard (Hurtado, 1992).

Table 14  
*Faculty perceptions of the institutional climate by institutional type (percentages)*

Agree 'strongly' or 'somewhat'	All	Universities		Four-year colleges		Two-year colleges	
		Public	Private	Public	Private	Public	Private
Faculty of color are treated fairly here	86	85	87	86	86	90	86
Women faculty are treated fairly here	82	78	83	80	84	85	86
Faculty are committed to welfare of the institution	82	73	87	78	89	87	89
Faculty are strongly interested in academic problems of undergraduates	80	65	84	79	91	88	93
Faculty are interested in students' personal problems	77	60	80	76	88	86	95
Most faculty here are sensitive to the issues of minorities	73	68	75	72	77	77	78
Administrators here act in good faith	64	59	66	63	71	66	76
Student affairs staff have the support and respect of faculty	60	57	63	57	65	61	67
Many courses include minority group perspectives	40	35	40	42	43	42	35
There is little trust between minority student groups and campus administrators	37	48	37	37	34	28	22
Many courses include feminist perspectives	32	31	37	30	37	28	19
People here don't treat each other with enough respect	31	35	25	34	28	30	24
Faculty feel that most students are well-prepared academically	25	22	51	23	33	15	20
There is a lot of campus racial conflict here	14	23	10	14	11	9	6

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National Normative Data for  
the 1992-93 HERI Faculty Survey





**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	All Non-sectarian	Catholic	Protestant	Public	Private
<b>Number of Respondents</b>	29,771	26,029	3,742	3,790	2,950	9,930	9,359	3,899	2,140	3,320	3,406	336
<b>Age as of December 31, 1992</b>												
less than 30	2.2	2.1	2.5	2.0	1.7	2.3	2.2	1.8	1.8	3.0	2.3	5.0
30 to 34	8.0	8.5	6.0	9.1	8.0	7.6	9.3	10.3	8.4	8.5	5.6	13.5
35 to 39	12.5	13.0	10.5	13.9	12.2	11.6	14.4	14.4	11.8	15.9	10.0	18.2
40 to 44	16.3	16.0	17.5	14.9	17.0	16.1	17.1	16.5	18.9	16.9	17.6	16.3
45 to 49	18.3	17.2	22.5	15.8	18.4	18.0	17.2	17.9	16.3	16.8	22.9	17.1
50 to 54	17.9	17.3	20.1	16.5	15.1	19.4	16.3	15.3	15.8	17.8	20.5	13.0
55 to 59	13.1	13.3	12.4	14.3	10.5	14.2	11.6	11.6	12.2	11.4	12.5	10.4
60 to 64	8.5	9.2	6.1	10.0	10.7	8.4	8.4	9.1	8.7	7.5	6.3	4.2
65 to 69	2.6	2.9	1.7	3.0	5.3	2.0	2.9	2.7	4.9	2.0	1.7	1.8
70 or more	0.6	0.5	0.6	0.4	1.0	0.6	0.4	0.4	1.1	0.2	0.6	0.3
<b>Academic Rank</b>												
professor	32.3	33.6	28.0	37.7	35.1	31.1	30.5	34.0	22.8	30.3	28.5	18.8
associate professor	25.9	27.5	20.0	28.2	29.7	26.2	27.6	27.6	31.1	25.7	20.1	17.7
assistant professor	26.4	28.8	18.0	26.5	27.7	29.2	32.2	29.4	36.3	33.3	17.6	26.1
lecturer	2.5	2.9	0.9	3.0	3.3	3.7	1.2	1.5	1.0	1.1	0.9	0.7
instructor	11.8	6.5	30.6	4.3	3.2	9.0	7.5	6.1	7.8	9.1	30.4	33.7
other	1.1	0.7	2.5	0.4	1.0	0.8	1.0	1.4	1.0	0.5	2.5	3.0
<b>Administrative Title</b>												
not applicable	76.7	76.7	76.7	80.6	79.9	76.3	69.7	73.1	69.6	65.5	77.6	62.6
director or coordinator	9.7	10.1	8.3	10.6	9.4	10.1	9.8	8.7	11.2	10.4	8.1	11.1
department chair	8.9	8.3	11.0	3.5	6.5	8.8	15.6	13.4	14.3	19.1	10.6	18.3
dean	0.2	0.3	0.1	0.1	0.0	0.4	0.5	0.2	0.5	0.7	0.0	0.8
associate or assistant dean	0.4	0.5	0.2	0.5	0.8	0.5	0.4	0.4	0.3	0.4	0.2	0.0
vice-pres, provost, vice-chanc	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.2	0.1	0.0	0.0	0.7
president, chancellor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
other	4.0	4.1	3.7	4.7	3.4	3.8	3.9	3.9	3.8	3.9	3.5	6.5
<b>Principal Activity</b>												
administration	3.5	3.7	3.0	3.9	2.5	4.0	3.4	3.1	3.7	3.6	2.8	6.7
teaching	91.9	90.9	95.3	83.8	93.5	94.2	94.9	95.0	95.3	94.7	95.6	91.1
research	3.4	4.3	0.0	10.9	3.3	0.8	0.5	0.9	0.2	0.3	0.0	0.0
services to clients and patients	0.6	0.5	0.9	0.8	0.2	0.4	0.4	0.5	0.4	0.5	0.8	1.3
other	0.6	0.6	0.7	0.6	0.4	0.6	0.7	0.6	0.5	0.9	0.7	0.8
<b>Racial Background (1)</b>												
White/Caucasian	91.5	90.5	95.0	91.9	92.2	87.7	91.8	93.0	94.7	88.7	94.8	96.8
African American/Black	3.4	3.6	2.4	2.0	1.5	6.3	3.1	1.5	1.0	6.3	2.4	2.0
American Indian	1.3	1.3	1.3	1.3	0.6	1.7	0.9	1.0	0.7	0.9	1.4	0.6
Asian American/Asian	3.6	4.2	1.3	5.0	4.2	4.0	3.4	3.6	3.0	3.3	1.4	0.0
Mexican American/Chicano	0.5	0.5	0.4	0.5	0.7	0.5	0.4	0.5	0.2	0.3	0.4	1.1
Puerto Rican	0.2	0.2	0.3	0.2	0.1	0.4	0.2	0.2	0.2	0.2	0.3	0.0
other Latino	1.0	1.0	0.8	0.9	2.2	1.0	0.9	1.3	0.9	0.4	0.8	0.2
other	1.4	1.5	1.3	1.4	1.5	1.6	1.5	1.7	1.1	1.4	1.3	0.0

(1) Percentages will sum to more than 100 if any respondents checked more than one category.

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Highest Degree Earned</b>												
bachelor's (B.A., B.S., etc.)	3.1	1.4	9.2	1.0	0.8	1.5	2.2	2.8	1.3	1.9	9.2	9.5
master's (M.A., M.S., etc.)	29.1	19.8	62.7	13.5	10.8	24.8	26.2	24.9	26.4	27.6	63.3	53.1
LL.B., J.D	0.7	0.6	0.9	0.4	1.1	0.6	0.5	0.5	0.9	0.4	0.9	2.1
M.D., D.D.S. (or equivalent)	0.4	0.4	0.3	1.0	0.0	0.2	0.1	0.1	0.1	0.2	0.2	1.0
other first professional	0.5	0.5	0.6	0.5	0.6	0.4	0.7	0.8	0.4	0.7	0.7	0.3
Ed.D	4.9	5.5	2.9	4.4	2.3	8.3	4.4	3.3	4.2	5.9	2.8	3.4
Ph.D	54.3	66.5	10.1	75.4	80.3	57.9	59.6	62.1	60.3	56.0	9.6	17.8
other degree	3.9	3.6	5.0	2.7	2.8	4.3	4.4	3.5	4.6	5.3	4.9	7.5
none	3.1	1.6	8.3	1.2	1.4	1.9	2.0	2.1	1.8	1.9	8.5	5.4
<b>Field of Highest Degree (2)</b>												
agriculture or forestry	1.5	1.7	0.9	3.9	0.3	0.9	0.4	0.2	0.1	0.8	1.0	0.0
biological sciences	5.8	5.9	5.4	6.7	5.1	5.6	5.6	5.4	5.3	5.9	5.2	7.9
business	6.5	5.9	8.4	4.8	7.0	6.0	7.1	5.9	10.8	6.6	8.2	11.3
education	15.5	13.5	22.7	10.3	4.9	19.4	13.3	10.7	13.1	16.4	22.7	22.0
engineering	4.9	5.3	3.7	9.5	4.3	3.5	2.3	4.1	1.8	0.3	3.9	1.0
English	6.8	6.2	8.8	4.5	7.0	6.8	7.6	6.9	8.4	8.0	8.8	8.2
health related	5.5	4.1	10.4	5.3	2.2	4.0	3.6	3.2	5.7	2.9	10.3	11.8
history or political science	6.0	6.9	2.8	5.3	12.3	6.7	7.0	7.7	6.4	6.4	2.7	4.0
humanities	7.8	8.9	3.5	7.4	15.5	5.8	12.8	12.1	13.9	13.0	3.2	7.9
fine arts	8.6	9.5	5.4	9.5	6.8	9.4	10.7	12.3	5.0	11.8	5.3	6.5
mathematics or statistics	5.8	5.7	6.3	5.8	5.3	6.0	5.5	5.3	5.5	5.6	6.4	4.2
physical sciences	7.4	8.1	4.9	9.3	7.8	7.6	7.5	8.5	6.1	7.0	5.1	2.0
social sciences	11.5	12.5	7.7	12.4	15.9	11.7	12.2	12.4	13.4	11.3	7.8	5.9
other technical	2.0	1.5	3.8	1.1	1.4	1.8	1.8	2.2	1.9	1.3	3.9	2.1
other non-technical	4.4	4.1	5.5	4.3	4.3	4.8	2.8	2.9	2.6	2.7	5.5	5.1
<b>Year Highest Degree Earned</b>												
1954 or earlier	2.0	1.7	3.0	1.7	2.6	1.4	1.6	2.0	1.4	1.3	3.1	1.8
1955 to 1959	2.8	3.0	2.4	3.8	5.1	1.9	2.4	2.6	3.2	1.7	2.4	1.8
1960 to 1964	7.4	7.5	6.8	9.8	8.5	5.7	6.5	7.2	5.7	6.2	7.0	2.1
1965 to 1969	13.2	12.9	14.3	14.4	12.3	13.0	11.0	11.6	10.4	10.5	14.6	10.2
1970 to 1974	16.9	17.1	16.4	17.1	16.1	18.4	15.7	16.8	15.4	14.5	16.7	11.3
1975 to 1979	14.6	14.3	16.0	12.4	15.2	15.0	15.5	14.9	15.3	16.3	16.1	15.0
1980 to 1984	15.4	15.1	16.4	13.6	14.4	15.8	16.7	16.3	17.4	16.9	16.3	18.9
1985 to 1989	17.6	17.9	16.4	17.0	16.5	17.6	20.6	19.6	20.0	22.2	15.9	24.8
1990 to 1992	10.0	10.4	8.3	10.3	9.4	11.2	10.0	9.1	11.3	10.3	7.9	14.3
<b>Degree Currently Working Toward</b>												
bachelor's (B.A., B.S., etc.)	0.9	0.1	3.5	0.0	0.0	0.3	0.1	0.1	0.1	0.2	3.6	1.6
master's (M.A., M.S., etc.)	5.4	2.3	16.1	1.4	0.8	2.6	3.8	4.0	2.7	4.2	16.0	18.2
LL.B., J.D	0.2	0.2	0.1	0.1	0.7	0.2	0.2	0.1	0.2	0.2	0.1	0.5
M.D., D.D.S. (or equivalent)	0.2	0.1	0.6	0.0	0.3	0.2	0.1	0.1	0.1	0.2	0.6	0.5
other first professional	0.2	0.1	0.3	0.1	0.1	0.1	0.3	0.2	0.3	0.5	0.3	0.5
Ed.D	3.1	2.4	5.5	1.4	1.0	3.2	3.3	3.7	4.0	2.6	5.6	3.5
Ph.D	13.1	12.4	15.9	6.6	8.4	16.1	17.1	13.5	18.9	20.6	15.5	21.6
other degree	2.5	1.9	4.3	1.8	1.0	2.4	1.9	1.6	1.3	2.5	4.2	5.7
none	74.5	80.4	53.7	88.6	87.7	74.9	73.1	76.7	72.4	69.1	54.1	47.7

(2) Recategorization of this item from a longer list is shown in The American College Teacher

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Department of Current Faculty Appointment (2)</b>												
agriculture or forestry	1.9	2.2	0.8	5.2	0.2	1.2	0.2	0.2	0.0	0.3	0.9	0.0
biological sciences	5.5	5.5	5.6	5.8	4.9	5.4	5.6	5.1	5.3	6.3	5.6	6.0
business	8.5	7.7	11.4	5.7	10.1	8.0	9.2	7.5	14.1	8.5	11.4	12.9
education	9.0	9.8	6.0	7.9	3.4	14.4	9.0	6.9	9.1	11.6	5.8	10.3
engineering	4.7	5.1	3.2	10.0	4.3	2.6	2.1	4.0	1.5	0.1	3.4	0.4
English	7.9	7.0	11.1	5.2	8.3	7.6	8.3	7.6	8.9	8.7	11.3	8.3
health related	6.6	5.0	12.1	6.5	2.4	5.0	4.2	3.6	7.6	3.1	12.0	15.3
history or political science	5.4	6.3	1.8	5.1	11.3	5.8	6.4	6.8	5.8	6.2	1.8	2.8
humanities	7.4	8.5	3.5	6.5	14.7	5.5	13.1	12.5	14.2	13.3	3.2	8.5
fine arts	8.7	9.7	4.8	10.1	6.9	9.8	10.6	11.8	5.1	12.0	4.7	6.4
mathematics or statistics	6.4	5.9	8.1	5.4	5.4	6.5	6.2	5.5	5.5	7.3	8.3	5.1
physical sciences	7.2	7.8	4.9	8.5	7.0	7.7	7.4	8.2	6.2	6.9	5.0	2.6
social sciences	10.9	11.5	8.8	10.8	14.0	11.3	11.6	12.0	10.6	11.6	8.9	6.6
other technical	4.5	2.8	10.4	2.1	1.7	3.6	3.3	4.4	3.2	1.8	10.4	10.1
other non-technical	5.5	5.0	7.3	5.3	5.3	5.7	3.1	3.8	2.9	2.2	7.5	4.6
<b>Year Appointed to Current Position</b>												
1954 or earlier	1.2	1.2	1.1	1.2	1.7	1.0	1.2	1.1	1.6	1.1	1.2	0.3
1955 to 1959	1.2	1.5	0.5	1.6	2.4	0.7	2.0	2.4	2.1	1.4	0.5	0.5
1960 to 1964	4.6	5.1	3.0	5.4	6.6	4.3	5.3	5.9	5.1	4.8	3.0	1.5
1965 to 1969	13.9	13.7	14.6	15.1	13.0	14.5	10.7	12.6	9.1	9.3	15.1	6.3
1970 to 1974	13.0	12.3	15.4	12.7	12.9	14.1	8.9	9.6	7.9	8.5	15.9	6.2
1975 to 1979	11.4	11.1	12.3	12.0	10.7	10.7	10.9	11.2	12.1	9.8	12.4	11.3
1980 to 1984	13.5	13.1	15.0	12.7	12.7	12.4	15.0	15.6	15.4	14.0	15.1	13.7
1985 to 1989	21.5	21.9	20.3	21.3	20.9	21.0	24.5	22.6	25.1	26.6	19.9	27.0
1990 to 1992	19.6	20.1	17.7	18.0	19.3	21.4	21.6	19.1	21.6	24.5	16.8	33.0
<b>Tenured?</b>												
yes	57.6	57.2	59.1	62.8	59.8	57.2	47.9	51.8	48.1	43.0	61.3	24.3
no	42.4	42.8	40.9	37.2	40.2	42.8	52.1	48.2	51.9	57.0	38.7	75.7
<b>Year Received Tenure</b>												
1954 or earlier	0.2	0.1	0.3	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.3	0.0
1955 to 1959	0.3	0.4	0.2	0.5	0.8	0.1	0.3	0.3	0.3	0.3	0.2	0.0
1960 to 1964	1.9	2.2	0.7	2.3	3.2	1.2	3.1	3.3	2.7	3.2	0.7	0.0
1965 to 1969	9.7	10.2	8.0	12.4	10.2	8.6	9.0	10.4	7.8	7.6	8.0	7.6
1970 to 1974	20.4	19.8	22.7	19.7	19.8	22.1	15.7	16.2	16.8	14.3	22.8	16.7
1975 to 1979	18.5	18.6	18.1	18.6	18.0	20.0	16.2	16.5	14.3	16.7	18.2	12.1
1980 to 1984	17.0	17.1	16.4	17.4	17.0	16.6	17.6	17.0	16.8	18.9	16.4	17.5
1985 to 1989	18.9	18.5	20.0	17.6	19.3	17.0	22.8	22.4	24.6	22.4	19.9	25.5
1990 to 1992	13.2	13.1	13.6	11.4	11.5	14.2	15.2	13.7	16.5	16.7	13.5	20.7
<b>Primary Interest</b>												
very heavily in teaching	39.0	29.3	73.1	17.9	18.6	37.3	39.4	35.0	40.4	44.2	73.8	61.2
leaning toward teaching	37.5	41.6	23.1	37.5	43.0	43.5	44.0	43.9	43.5	44.5	22.4	33.3
leaning toward research	21.0	25.9	3.4	39.1	33.7	17.5	15.3	19.3	15.1	10.7	3.3	4.5
very heavily in research	2.6	3.2	0.5	5.5	4.7	1.7	1.2	1.8	1.0	0.7	0.4	0.9

(2) Recategorization of this item from a longer list is shown in The American College Teacher

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	ALL		Universities		Four-year Colleges					Two-year Colleges		
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Salary is Based On</b>												
9/10 months	79.1	78.9	79.8	80.8	77.8	80.3	74.2	71.1	75.7	77.2	81.1	58.7
11/12 months	20.9	21.1	20.2	19.2	22.2	19.7	25.8	28.9	24.3	22.8	18.9	41.3
<b>Base Salary in Thousands for:</b>												
<b>Faculty on 9/10 Mo Contracts</b>												
less than 20	0.8	0.7	1.3	1.0	0.6	0.5	0.7	0.6	0.6	0.8	1.2	3.0
20 to 29	14.0	12.2	20.3	8.7	4.8	15.2	17.2	11.0	12.2	26.9	19.6	36.3
30 to 39	31.9	30.8	35.6	28.4	19.3	33.8	36.1	29.3	41.0	41.4	35.0	47.2
40 to 49	26.3	27.0	24.1	27.1	23.6	28.7	25.6	28.2	28.0	21.3	24.6	13.0
50 to 59	15.6	16.1	13.8	17.8	20.3	15.1	12.8	17.7	12.3	7.5	14.4	0.6
60 to 69	7.3	8.1	4.4	9.2	17.4	5.9	4.8	8.0	4.3	1.4	4.6	0.0
70 to 79	2.6	3.2	0.5	5.2	8.1	0.6	1.8	3.3	1.0	0.5	0.5	0.0
80 to 89	1.0	1.2	0.1	1.7	4.1	0.1	0.6	1.3	0.2	0.1	0.1	0.0
90 to 99	0.3	0.4	0.0	0.6	1.0	0.0	0.2	0.4	0.1	0.0	0.0	0.0
100 to 124	0.2	0.2	0.0	0.4	0.7	0.1	0.1	0.2	0.0	0.0	0.0	0.0
125 to 149	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
150 or more	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
<b>Faculty on 11/12 Mo Contracts</b>												
less than 20	0.9	0.5	2.4	0.0	1.4	0.1	1.3	0.6	1.8	1.9	1.9	6.4
20 to 29	11.6	9.8	18.5	3.5	1.8	10.6	19.4	15.2	15.2	28.2	16.6	31.8
30 to 39	30.1	27.6	39.7	14.4	24.0	30.0	41.4	38.9	45.2	43.1	38.7	47.2
40 to 49	23.8	23.8	23.7	21.0	33.3	24.6	22.0	24.6	21.1	18.6	25.3	12.5
50 to 59	16.0	17.2	11.7	24.9	15.4	16.8	9.6	11.1	11.1	6.4	13.2	1.5
60 to 69	9.8	11.5	3.4	17.4	13.0	11.3	4.3	6.2	4.0	1.4	3.8	0.6
70 to 79	3.6	4.3	0.5	6.6	4.8	4.7	1.1	2.1	0.5	0.1	0.6	0.0
80 to 89	2.0	2.5	0.0	5.4	2.7	1.4	0.5	0.7	0.3	0.2	0.0	0.0
90 to 99	1.0	1.3	0.0	2.8	3.0	0.2	0.2	0.3	0.3	0.0	0.0	0.0
100 to 124	0.7	0.8	0.0	2.5	0.2	0.0	0.2	0.3	0.0	0.1	0.0	0.0
125 to 149	0.2	0.2	0.0	0.7	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0
150 or more	0.3	0.3	0.0	0.7	0.4	0.2	0.1	0.0	0.4	0.0	0.0	0.0
<b>Father's Education</b>												
8th grade or less	17.2	16.8	18.5	17.1	13.1	18.8	15.2	14.5	17.1	15.0	18.7	15.1
some high school	10.9	10.0	14.0	9.8	10.2	10.4	9.7	9.1	11.8	9.3	14.0	13.5
completed high school	23.7	22.0	29.7	21.1	19.5	23.7	22.0	20.8	23.4	22.7	29.7	29.5
some college	14.0	14.2	13.4	14.2	13.0	14.7	14.1	14.1	13.0	14.8	13.3	14.7
graduated from college	13.4	14.1	10.8	14.8	15.3	12.8	14.4	14.8	14.1	14.1	10.9	9.6
attended grad/prof school	5.1	5.5	3.7	5.2	6.9	5.0	6.0	6.5	5.5	5.6	3.6	5.8
attained advanced degree	15.7	17.3	9.9	17.8	22.0	14.6	18.6	20.2	15.2	18.5	9.8	11.9
<b>Mother's Education</b>												
8th grade or less	12.2	12.0	13.0	11.8	9.7	13.2	11.4	10.8	12.9	11.4	13.2	9.9
some high school	10.6	10.0	12.7	10.0	10.0	11.1	8.4	8.7	10.6	6.9	12.9	9.0
completed high school	34.1	32.9	38.4	32.0	31.5	33.9	33.4	33.5	35.1	32.4	38.2	41.7
some college	16.5	17.0	14.5	16.9	17.1	16.9	17.5	16.2	16.0	19.8	14.5	15.1
graduated from college	15.4	16.1	12.8	17.4	16.9	14.0	17.2	17.6	15.8	17.5	12.6	15.5
attended grad/prof school	4.1	4.3	3.4	4.2	5.2	3.9	4.5	4.9	4.0	4.2	3.3	5.0
attained advanced degree	7.1	7.7	5.2	7.7	9.6	7.0	7.6	8.3	5.6	7.8	5.3	3.8

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Marital Status</b>												
married (currently)	75.7	75.6	76.1	78.2	73.4	74.8	74.0	75.9	64.8	76.6	76.1	76.7
separated	1.5	1.3	2.2	1.4	1.3	1.4	1.0	1.0	1.0	1.1	2.2	1.6
single (never married)	10.7	11.4	7.9	10.0	14.0	10.3	14.1	11.5	23.2	12.5	7.9	8.6
single (with partner)	2.5	2.6	2.1	2.1	3.6	2.4	2.9	3.9	2.7	1.9	2.1	2.3
single (divorced)	8.4	8.0	9.9	7.4	6.9	9.6	6.8	6.8	6.7	6.8	10.0	9.0
single (widowed)	1.2	1.1	1.7	0.9	0.9	1.5	1.1	0.9	1.6	1.1	1.7	1.7
<b>Spouse's or Partner's Education</b>												
8th grade or less	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.0	0.0	0.1	0.2	0.0
some high school	0.4	0.3	0.8	0.3	0.1	0.4	0.2	0.3	0.3	0.1	0.8	0.5
completed high school	4.0	3.3	6.4	3.1	2.7	3.8	3.0	2.7	3.9	3.0	6.4	6.2
some college	11.8	10.6	16.3	10.3	8.3	12.3	9.5	9.9	8.8	9.4	16.4	14.2
graduated from college	19.9	19.1	22.9	19.5	16.8	19.3	19.4	19.6	15.5	21.1	23.0	20.9
attended grad/prof school	10.0	10.0	9.9	9.3	9.2	10.4	10.8	10.7	8.9	11.9	9.6	14.8
attained advanced degree	40.2	42.6	31.5	44.3	48.2	39.8	41.3	43.8	39.1	39.5	31.5	31.4
does not apply	13.7	14.1	12.0	13.2	14.5	14.0	15.6	13.0	23.3	14.9	12.1	11.9
<b>Number of Children Aged:</b>												
<b>0 to 4 Years</b>												
none	77.6	77.2	79.1	76.7	74.2	78.6	77.4	76.6	81.0	76.3	79.8	69.3
one	17.2	17.6	15.3	17.9	19.6	16.6	17.8	18.5	14.3	18.8	14.9	22.4
two	4.9	4.8	5.2	5.0	5.8	4.5	4.5	4.4	4.4	4.6	5.1	7.8
three	0.3	0.4	0.2	0.5	0.4	0.3	0.2	0.3	0.2	0.2	0.2	0.6
four or more	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.0
<b>5 to 12 Years</b>												
none	63.6	64.5	59.9	65.7	65.0	63.2	64.6	64.6	68.8	62.2	60.0	58.3
one	22.6	22.0	24.9	21.4	21.8	23.1	21.6	21.5	18.3	23.5	24.9	24.7
two	11.8	11.3	13.5	10.9	10.3	11.6	12.0	12.0	11.1	12.7	13.4	14.1
three	1.8	1.8	1.6	1.8	2.4	1.9	1.5	1.7	1.6	1.3	1.5	2.9
four or more	0.3	0.3	0.2	0.2	0.6	0.2	0.3	0.3	0.2	0.2	0.2	0.0
<b>13 to 17 Years</b>												
none	68.2	70.0	61.5	71.5	70.2	67.6	71.5	71.4	75.1	69.4	61.4	63.5
one	23.8	22.6	28.3	22.2	21.1	24.2	21.3	21.2	18.2	23.3	28.7	22.7
two	7.0	6.4	9.1	5.5	7.3	6.9	6.7	6.9	5.8	6.9	8.9	12.1
three	0.8	0.8	0.9	0.7	1.2	0.9	0.4	0.2	0.7	0.4	0.9	1.6
four or more	0.2	0.2	0.1	0.0	0.2	0.3	0.1	0.3	0.1	0.0	0.2	0.0
<b>18 Years or Older</b>												
none	42.6	44.5	35.8	43.1	49.7	41.7	48.5	47.8	55.8	45.6	35.2	45.9
one	14.4	14.0	16.0	13.1	12.9	16.1	12.4	12.7	11.7	12.5	16.0	16.2
two	22.8	21.9	26.3	23.4	17.1	22.6	20.7	21.2	13.4	24.1	26.4	24.2
three	11.3	11.3	11.4	12.6	9.4	11.0	10.8	11.0	9.1	11.5	11.6	8.6
four or more	8.8	8.3	10.5	7.8	11.0	8.6	7.5	7.3	10.0	6.3	10.9	5.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>General Activities</b>												
held academic admin position	39.4	40.9	33.9	37.9	46.4	40.6	43.2	42.4	45.4	42.8	33.4	42.5
award for outstanding teaching	34.0	34.7	31.3	37.0	34.2	33.5	33.5	32.1	33.7	35.0	31.2	33.9
spouse or partner an academic	32.7	32.8	32.5	32.7	26.6	34.5	33.3	33.8	28.8	35.1	32.4	33.1
commute a long distance to work	18.8	17.4	23.8	13.2	21.1	20.0	17.9	14.8	24.8	17.9	23.8	23.7
research/writing on women	21.5	23.6	14.0	21.4	29.2	21.9	26.4	27.4	26.9	25.0	13.9	14.2
spouse/partner work in same city	53.9	55.6	48.0	58.9	59.0	51.5	55.2	55.4	49.8	57.7	48.2	45.5
res/writing on race/ethnicity	20.9	23.0	13.5	20.1	26.5	24.0	23.8	22.8	23.0	25.5	13.4	14.9
born in the U.S.A	89.1	87.4	95.2	85.4	84.3	89.0	89.4	88.4	90.2	90.0	95.2	94.4
am a U.S. citizen	94.8	93.8	98.3	92.3	92.0	95.0	95.0	94.5	95.9	95.0	98.3	98.0
interrupted career for hlth/fam	11.1	9.5	17.0	7.6	9.3	10.0	11.7	10.3	13.3	12.6	16.9	19.0
sexually harassed at this inst	6.8	6.5	7.9	6.1	5.7	7.5	5.7	5.6	6.3	5.6	8.2	2.8
plan working beyond age 70	34.0	36.8	24.3	38.1	44.3	32.8	37.2	37.1	41.2	35.3	23.7	35.4
<b>General Activities in the Last Two Years</b>												
had one or more firm job offers	29.8	29.3	31.8	26.8	28.9	30.9	30.5	28.0	30.6	33.6	30.7	49.5
developed a new course	69.2	70.8	63.6	68.4	76.0	67.5	76.9	77.4	79.9	74.8	63.0	73.3
considered early retirement	30.2	29.2	33.7	29.8	23.7	32.6	25.9	26.8	25.6	24.9	34.4	21.7
considered leaving academe	35.0	35.7	32.4	37.1	32.4	36.3	34.6	34.0	33.3	35.9	32.0	40.2
<b>Teaching Activities in the Last Two Years</b>												
taught honors course	18.2	20.3	10.7	22.6	27.1	16.3	19.1	19.1	20.7	18.1	10.6	12.9
taught interdisciplinary course	33.1	34.9	26.2	31.7	38.1	31.4	43.5	48.0	35.6	42.0	25.7	34.1
taught ethnic studies course	7.8	8.6	4.8	6.6	10.2	8.2	11.5	11.4	11.2	11.7	4.8	4.6
taught women's studies course	5.9	6.7	3.2	5.0	8.3	5.9	9.6	10.4	7.7	9.6	3.2	3.2
team-taught a course	35.0	35.2	34.0	36.9	30.9	31.8	40.0	42.3	36.0	39.4	33.7	40.2
worked w/students on res project	63.5	70.0	38.7	78.9	72.0	64.2	64.1	67.0	60.9	62.2	38.5	41.0
attd racial/cultural workshop	39.5	35.5	53.5	26.4	31.9	39.4	44.9	41.9	49.4	46.1	54.4	39.5
attd women's/minorities workshop	23.5	21.6	30.1	14.9	25.2	21.7	29.8	27.5	31.6	31.6	30.8	17.5
held fac senate/council office	24.1	24.2	23.4	20.4	23.4	27.1	26.2	25.1	30.9	24.9	23.8	17.2
used funds for research	41.2	49.0	11.8	59.7	55.5	40.0	42.4	48.7	39.3	36.2	11.9	11.4
served as a paid consultant	45.5	48.0	36.3	52.7	53.3	46.1	40.9	41.6	42.7	39.2	36.6	31.3
attd teaching enhance workshop	54.8	51.7	65.7	43.2	49.9	55.7	59.3	55.8	60.8	62.8	65.8	64.8
<b>Research Working Environment</b>												
work essentially alone	65.0	65.0	65.0	56.2	67.6	67.7	72.9	71.4	70.5	76.0	64.5	72.0
work with one or two colleagues	27.1	28.8	20.4	36.9	27.4	26.4	21.1	23.0	23.2	17.8	20.6	17.0
member of larger group	7.9	6.1	14.6	6.9	4.9	5.8	5.9	5.6	6.3	6.2	14.8	11.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Scheduled Teaching</b>												
none	0.3	0.3	0.1	0.5	0.5	0.2	0.3	0.4	0.5	0.0	0.1	0.6
1 to 4	5.4	6.2	2.3	10.4	7.3	3.4	3.7	4.7	3.0	2.8	2.2	3.4
5 to 8	24.7	30.0	5.7	45.9	48.3	15.7	19.0	25.0	14.8	13.9	5.4	9.4
9 to 12	34.1	39.9	13.2	29.1	34.5	48.9	44.7	41.8	55.3	42.6	12.5	24.6
13 to 16	18.9	14.8	33.6	7.8	6.5	20.5	20.7	16.9	18.9	26.4	33.7	32.2
17 to 20	10.2	5.8	25.8	4.2	1.7	7.2	8.3	8.2	5.2	10.0	26.5	15.1
21 to 34	5.8	2.5	17.4	1.8	1.2	3.5	3.0	2.5	2.0	4.0	17.9	10.4
35 to 44	0.6	0.3	1.6	0.2	0.1	0.4	0.2	0.2	0.2	0.3	1.4	4.3
45 or more	0.1	0.1	0.3	0.1	0.0	0.1	0.1	0.2	0.1	0.0	0.3	0.0
<b>Preparing for Teaching</b>												
none	0.3	0.3	0.4	0.4	0.3	0.1	0.3	0.4	0.2	0.2	0.4	0.0
1 to 4	7.6	7.7	7.1	10.1	6.7	6.7	6.2	7.6	4.7	5.3	7.0	9.0
5 to 8	22.1	22.5	20.8	25.2	24.1	21.6	18.9	19.8	18.8	18.0	20.7	21.7
9 to 12	25.7	25.7	25.8	27.7	25.9	25.0	23.7	23.6	26.3	22.5	25.8	26.3
13 to 16	17.3	17.2	17.8	16.1	18.0	17.6	17.6	17.1	17.7	18.3	17.9	16.7
17 to 20	14.6	14.6	14.8	12.5	13.1	15.6	17.0	15.8	17.1	18.5	14.8	13.9
21 to 34	9.5	9.3	10.3	6.4	9.0	10.3	12.2	11.7	12.3	12.6	10.4	10.3
35 to 44	2.0	2.0	1.7	1.2	2.1	2.2	3.0	3.0	2.5	3.4	1.8	1.4
45 or more	0.8	0.7	1.3	0.3	0.6	0.8	1.0	1.0	0.6	1.2	1.3	0.8
<b>Advising/Counseling of Students</b>												
none	2.5	2.6	2.1	4.0	0.9	2.1	2.2	2.1	2.1	2.4	2.0	2.7
1 to 4	55.4	55.4	55.4	58.9	53.4	52.7	55.6	56.2	57.1	54.0	55.3	56.2
5 to 8	30.3	30.1	31.2	26.4	34.8	32.0	30.1	30.2	30.5	30.0	31.3	28.9
9 to 12	8.4	8.5	8.1	7.5	8.3	9.4	9.1	8.5	7.3	10.7	8.1	8.1
13 to 16	2.0	2.1	1.7	2.0	1.7	2.3	1.9	1.8	1.9	1.9	1.7	2.4
17 to 20	0.8	0.9	0.7	1.0	0.7	1.0	0.6	0.8	0.8	0.4	0.7	0.8
21 to 34	0.4	0.3	0.5	0.3	0.2	0.4	0.4	0.3	0.2	0.6	0.5	0.6
35 to 44	0.1	0.0	0.3	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.3	0.3
45 or more	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
<b>Committee Work and Meetings</b>												
none	4.6	4.5	5.0	4.4	5.8	4.3	4.1	4.0	4.0	4.3	5.0	5.3
1 to 4	70.9	70.2	73.3	69.0	69.3	71.3	70.5	71.5	66.7	71.2	73.4	72.8
5 to 8	19.6	20.1	17.6	20.2	20.4	19.2	21.1	20.3	24.0	20.6	17.5	19.0
9 to 12	3.8	4.0	3.1	4.7	3.4	3.8	3.5	3.4	4.2	3.2	3.2	2.2
13 to 16	0.8	0.8	0.5	1.2	0.6	0.8	0.5	0.6	0.6	0.4	0.5	0.2
17 to 20	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.1	0.3	0.2	0.2	0.0
21 to 34	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
45 or more	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Other Administration</b>												
none	37.6	36.9	39.9	37.0	38.7	37.7	34.7	36.2	34.7	32.9	40.4	33.1
1 to 4	38.7	38.6	39.1	40.3	39.3	36.6	38.7	40.5	37.4	37.2	38.9	42.2
5 to 8	11.1	11.4	10.1	11.7	10.6	10.9	12.3	10.9	13.8	13.3	10.2	9.3
9 to 12	5.7	5.8	5.3	4.8	5.3	6.4	6.3	5.9	5.8	7.1	5.1	8.0
13 to 16	2.6	2.8	2.1	2.4	2.5	3.0	3.0	2.6	3.1	3.4	2.0	2.8
17 to 20	2.1	2.2	1.8	1.7	1.7	2.6	2.5	2.0	2.5	3.1	1.8	2.2
21 to 34	1.6	1.7	1.2	1.6	1.0	2.0	1.9	1.4	2.4	2.1	1.2	1.1
35 to 44	0.4	0.4	0.4	0.2	0.4	0.5	0.5	0.4	0.3	0.7	0.4	1.0
45 or more	0.2	0.2	0.2	0.2	0.4	0.2	0.1	0.2	0.0	0.2	0.2	0.3
<b>Research and Scholarly Writing</b>												
none	24.1	14.9	58.5	7.8	7.6	19.1	23.2	19.7	21.7	28.2	58.8	52.8
1 to 4	31.6	32.0	30.1	22.0	25.0	38.6	40.8	38.8	40.0	43.7	29.8	34.8
5 to 8	17.3	20.1	6.7	20.0	22.0	20.8	18.4	20.4	19.9	15.0	6.7	7.8
9 to 12	11.1	13.3	2.9	16.5	17.5	11.0	9.7	10.8	10.3	8.1	2.9	2.8
13 to 16	6.3	7.7	1.0	11.7	11.2	4.9	3.9	4.7	4.5	2.7	1.0	1.2
17 to 20	4.9	6.1	0.4	10.4	8.9	3.5	2.4	3.0	2.4	1.7	0.4	0.0
21 to 34	3.3	4.0	0.3	7.9	5.5	1.6	1.2	1.8	1.1	0.5	0.3	0.6
35 to 44	1.0	1.3	0.0	2.7	1.8	0.3	0.2	0.4	0.0	0.1	0.0	0.0
45 or more	0.4	0.5	0.0	1.0	0.5	0.2	0.1	0.3	0.0	0.0	0.0	0.0
<b>Creative Products &amp; Performances</b>												
none	69.2	70.2	65.7	73.2	77.3	66.8	67.5	69.0	69.6	64.5	65.8	64.5
1 to 4	19.6	18.0	25.2	16.2	12.9	20.4	19.5	17.8	20.6	21.1	25.1	26.9
5 to 8	5.3	5.3	5.2	4.6	4.5	6.0	5.9	5.8	5.0	6.5	5.2	4.6
9 to 12	2.7	2.9	2.0	2.9	2.5	2.7	3.2	2.7	2.6	4.2	2.0	1.4
13 to 16	1.2	1.4	0.7	1.1	1.8	1.5	1.5	1.8	0.9	1.5	0.6	2.0
17 to 20	1.0	1.1	0.6	0.8	0.5	1.4	1.1	1.4	0.6	1.2	0.6	0.7
21 to 34	0.7	0.8	0.3	0.8	0.4	0.8	0.9	1.0	0.7	0.8	0.3	0.0
35 to 44	0.2	0.2	0.1	0.2	0.0	0.3	0.1	0.1	0.1	0.1	0.1	0.0
45 or more	0.2	0.2	0.2	0.2	0.0	0.1	0.2	0.4	0.0	0.1	0.2	0.0
<b>Consultation with Clients or Patients</b>												
none	79.2	79.9	76.5	79.2	84.4	78.9	80.4	82.0	78.2	79.8	76.7	74.7
1 to 4	14.8	14.5	15.9	15.1	10.6	15.7	13.4	12.4	14.8	13.8	15.8	17.1
5 to 8	3.5	3.3	4.4	3.2	3.0	3.3	3.6	3.4	3.9	3.8	4.3	4.5
9 to 12	1.4	1.3	1.6	1.3	1.3	1.3	1.4	1.2	1.7	1.6	1.6	2.3
13 to 16	0.4	0.3	0.6	0.4	0.3	0.2	0.5	0.4	0.5	0.5	0.5	1.3
17 to 20	0.3	0.3	0.5	0.3	0.1	0.3	0.2	0.3	0.4	0.1	0.5	0.0
21 to 34	0.2	0.2	0.3	0.3	0.1	0.2	0.2	0.1	0.4	0.2	0.3	0.0
35 to 44	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.0
45 or more	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.2	0.0	0.1	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	ALL		Universities		Four-year Colleges					Two-year Colleges		
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Community/Public Service</b>												
none	31.5	32.2	28.8	36.3	37.8	26.6	32.3	38.0	29.3	26.9	28.6	31.0
1 to 4	54.7	54.2	56.6	51.2	48.8	58.1	55.0	51.9	56.7	57.8	56.5	58.8
5 to 8	10.0	10.0	10.3	9.0	9.7	11.4	9.4	8.2	10.4	10.4	10.5	6.9
9 to 12	2.7	2.6	3.3	2.6	2.7	2.7	2.4	1.3	2.4	3.7	3.3	2.4
13 to 16	0.5	0.6	0.4	0.5	0.7	0.6	0.5	0.3	0.6	0.6	0.4	0.2
17 to 20	0.3	0.3	0.4	0.2	0.2	0.4	0.3	0.2	0.4	0.4	0.4	0.4
21 to 34	0.1	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.2
35 to 44	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
45 or more	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.0
<b>Outside Consulting or Freelance Work</b>												
none	61.8	60.6	66.0	57.0	56.3	62.5	65.4	65.6	63.7	66.1	66.1	65.2
1 to 4	28.1	29.6	23.0	32.6	31.1	28.9	25.3	25.0	26.5	25.0	23.0	23.0
5 to 8	6.4	6.5	6.1	7.3	8.9	5.3	6.0	6.0	6.3	5.8	6.2	4.6
9 to 12	2.2	2.1	2.6	2.2	2.4	2.1	1.8	1.9	2.1	1.6	2.5	3.4
13 to 16	0.8	0.7	1.0	0.6	0.8	0.7	0.9	0.8	0.8	0.9	0.9	1.7
17 to 20	0.4	0.3	0.8	0.3	0.2	0.4	0.4	0.5	0.5	0.4	0.8	0.4
21 to 34	0.1	0.1	0.3	0.0	0.2	0.1	0.2	0.2	0.1	0.2	0.2	1.0
35 to 44	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.4
45 or more	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.4
<b>Household/Child Care Duties</b>												
none	14.0	14.8	11.2	17.5	14.3	15.4	10.5	10.9	12.3	9.0	11.2	9.9
1 to 4	17.9	18.8	14.9	18.7	18.1	18.4	19.7	19.5	19.5	20.1	14.6	18.8
5 to 8	22.4	22.9	20.6	21.4	24.0	22.9	24.7	24.6	22.7	25.8	20.6	21.4
9 to 12	16.7	16.7	17.0	16.4	16.8	16.2	17.7	18.0	15.8	18.3	16.9	19.1
13 to 16	9.6	9.1	11.2	8.9	8.3	9.3	9.6	9.2	9.6	9.9	11.3	9.0
17 to 20	7.9	7.3	10.0	7.2	7.0	7.9	6.6	6.4	7.5	6.2	10.4	4.6
21 to 34	5.5	5.2	6.8	5.0	5.8	4.9	5.6	6.0	5.4	5.1	6.8	6.6
35 to 44	2.7	2.4	3.7	2.4	2.3	2.2	2.6	2.2	2.8	2.9	3.7	4.1
45 or more	3.2	2.8	4.6	2.6	3.2	2.7	3.2	3.1	4.4	2.6	4.5	6.5
<b>Number of Days Spent Off-Campus for Professional Activities</b>												
none	12.6	11.4	16.8	8.1	12.3	13.5	12.5	11.9	12.6	13.3	16.5	21.1
1 to 2	15.8	13.0	25.8	9.5	9.7	15.5	16.1	15.5	17.9	15.8	26.1	20.8
3 to 4	24.7	23.0	30.8	18.4	21.2	25.0	27.8	25.4	27.1	31.1	30.9	29.9
5 to 10	30.4	33.2	20.5	35.9	34.2	31.7	30.8	32.3	29.5	29.7	20.4	21.0
11 to 20	11.5	13.4	4.7	19.2	14.5	10.6	8.5	10.2	8.7	6.5	4.6	5.6
21 to 50	3.9	4.6	1.2	7.2	6.0	2.7	3.1	3.4	3.5	2.4	1.2	1.0
50+	1.1	1.4	0.2	1.7	2.2	0.9	1.2	1.5	0.8	1.2	0.2	0.6

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>NUMBER OF:</b>												
<b>Articles in Academic or Professional Journals</b>												
none	30.7	21.3	64.0	12.2	11.7	27.0	31.1	27.2	28.7	37.3	64.0	64.3
1 to 2	18.5	17.6	21.4	11.7	14.1	21.4	22.5	20.0	26.2	23.5	21.3	21.8
3 to 4	12.5	13.7	8.1	10.5	13.6	15.8	15.6	14.5	16.9	16.2	8.2	7.2
5 to 10	15.7	19.0	3.8	19.8	22.9	18.4	16.7	18.2	15.7	15.4	3.8	3.3
11 to 20	10.1	12.4	1.7	16.2	17.7	9.8	8.2	11.1	7.2	5.1	1.7	2.2
21 to 50	8.7	11.0	0.9	20.0	12.8	5.7	4.6	6.8	4.2	2.2	0.9	0.9
50+	3.9	4.9	0.2	9.7	7.2	1.9	1.4	2.2	1.1	0.4	0.2	0.3
<b>Chapters in Edited Volumes</b>												
none	67.4	60.9	90.4	48.4	44.4	71.8	71.2	65.4	72.5	77.6	90.2	92.8
1 to 2	17.7	20.9	6.2	24.0	24.3	18.5	18.3	20.0	19.3	15.6	6.3	4.7
3 to 4	7.8	9.5	1.7	14.0	14.5	5.5	6.2	8.3	4.8	4.5	1.7	1.6
5 to 10	4.9	5.9	1.1	9.0	12.0	2.8	3.1	4.5	2.1	1.9	1.1	0.9
11 to 20	1.7	2.0	0.3	3.3	3.8	0.9	0.9	1.3	1.1	0.3	0.3	0.0
21 to 50	0.5	0.6	0.1	1.1	0.8	0.3	0.2	0.3	0.1	0.2	0.1	0.0
50+	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.0	0.1	0.2	0.0
<b>Books, Manuals, Monographs</b>												
none	54.6	51.3	66.2	46.2	38.8	56.3	57.5	54.7	58.8	60.2	66.0	70.1
1 to 2	29.2	30.6	24.4	30.5	35.6	29.6	29.6	30.8	28.3	28.8	24.3	25.0
3 to 4	9.6	10.5	6.2	13.3	13.8	8.2	8.1	9.0	7.9	7.2	6.4	2.9
5 to 10	5.0	5.7	2.4	7.7	8.1	4.4	3.6	4.0	3.8	3.0	2.5	1.0
11 to 20	1.1	1.3	0.6	1.5	2.5	1.0	0.7	0.9	0.7	0.5	0.6	0.7
21 to 50	0.4	0.5	0.2	0.7	0.8	0.2	0.3	0.3	0.5	0.2	0.1	0.5
50+	0.2	0.2	0.1	0.2	0.3	0.2	0.1	0.2	0.1	0.1	0.1	0.0
<b>Exhibitions or Performances Presented</b>												
none	83.2	82.7	84.9	84.6	85.8	81.6	80.1	78.8	85.9	78.6	85.1	81.2
1 to 2	4.2	4.0	5.1	3.6	3.1	4.0	4.8	4.8	3.9	5.4	5.1	6.0
3 to 4	2.3	2.3	2.3	2.1	2.6	2.5	2.4	2.1	2.5	2.7	2.2	3.4
5 to 10	2.0	1.9	2.3	1.4	1.5	2.3	2.2	2.6	1.7	2.1	2.3	2.3
11 to 20	1.7	1.7	1.6	1.3	1.1	1.9	2.0	2.3	2.0	1.8	1.6	1.4
21 to 50	2.1	2.3	1.6	2.0	1.2	2.4	3.0	3.8	1.9	2.5	1.5	3.4
50+	4.5	5.2	2.1	5.0	4.7	5.3	5.4	5.6	2.2	7.0	2.1	2.4
<b>Professional Writings Accepted or Published in Last Two Years</b>												
none	40.9	31.7	73.7	22.8	20.4	38.2	40.5	36.8	40.7	44.8	73.7	72.4
1 to 2	25.1	27.4	17.0	23.4	30.2	29.2	29.1	28.6	30.0	29.2	17.0	17.0
3 to 4	16.8	20.2	4.8	24.7	24.6	16.9	16.2	18.3	17.3	13.1	4.8	4.6
5 to 10	12.4	15.0	3.0	21.4	19.3	10.6	10.3	12.3	8.8	8.7	3.0	4.2
11 to 20	2.9	3.5	0.8	4.9	3.1	2.9	2.4	2.5	2.2	2.3	0.8	0.0
21 to 50	1.2	1.4	0.3	1.9	1.2	1.4	0.9	1.0	0.6	1.0	0.3	0.7
50+	0.7	0.8	0.4	0.9	1.2	0.8	0.6	0.4	0.4	0.8	0.4	1.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>NUMBER OF COURSES TAUGHT IN:</b>												
<b>General Education</b>												
none	50.4	51.6	46.1	64.3	48.6	46.6	43.6	49.5	48.0	34.5	46.4	42.1
one	20.4	23.1	10.8	21.9	30.0	21.3	24.2	24.9	18.4	26.3	10.9	9.1
two	13.8	14.6	11.1	9.2	16.2	16.9	17.3	14.6	17.7	20.1	10.8	16.6
three	7.6	7.0	9.6	3.2	3.7	9.7	9.5	7.1	10.5	11.7	9.2	15.0
four	3.7	2.7	7.6	1.2	0.9	3.7	3.9	2.7	3.8	5.3	7.6	7.6
five or more	4.1	1.1	14.7	0.2	0.5	1.8	1.6	1.2	1.6	2.1	15.0	9.7
<b>Other BA or BS Undergraduate Credit Courses</b>												
none	10.3	6.9	24.7	6.8	7.7	6.9	6.6	7.5	5.7	6.0	24.7	23.5
one	26.2	30.2	9.6	40.3	38.6	23.7	21.0	22.1	21.0	19.8	9.5	11.3
two	27.7	30.6	15.5	32.9	33.7	27.6	30.4	33.0	29.1	28.0	15.5	16.0
three	18.2	18.8	15.8	13.8	16.4	21.4	23.2	22.7	22.8	24.1	15.8	15.7
four	10.3	9.6	13.2	4.3	2.3	14.8	13.3	10.5	17.2	14.5	13.0	15.8
five or more	7.2	3.9	21.3	1.9	1.2	5.6	5.5	4.2	4.2	7.6	21.5	17.7
<b>Non-BA Credit Courses (developmental or remedial)</b>												
none	88.4	93.5	71.5	96.1	94.4	91.8	92.2	92.0	93.4	91.7	70.9	81.0
one	4.9	3.5	9.5	2.5	3.4	4.1	3.8	3.6	4.1	3.9	9.6	7.4
two	2.4	1.1	6.8	0.6	1.1	1.0	2.0	2.2	1.3	2.1	6.8	6.6
three	1.7	0.8	4.5	0.5	0.9	0.8	1.0	1.2	0.3	1.0	4.6	3.1
four	1.3	0.7	3.3	0.1	0.1	1.3	0.8	0.6	0.8	1.1	3.4	0.8
five or more	1.4	0.5	4.4	0.2	0.1	1.0	0.3	0.4	0.1	0.2	4.6	1.0
<b>Graduate Courses</b>												
none	62.2	55.0	98.3	36.0	44.7	64.6	81.3	80.9	70.6	88.1	98.4	97.2
one	30.8	36.6	1.3	52.8	47.5	27.7	14.0	14.9	20.7	8.9	1.2	2.8
two	5.5	6.6	0.2	8.4	7.0	6.0	3.6	3.1	6.7	2.3	0.2	0.0
three	1.1	1.3	0.1	1.9	0.6	1.3	0.7	0.5	1.7	0.4	0.1	0.0
four	0.3	0.3	0.0	0.4	0.2	0.2	0.3	0.3	0.2	0.2	0.0	0.0
five or more	0.2	0.2	0.1	0.4	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.0
<b>Professional Goals Noted as Very Important or Essential</b>												
engage in research	55.8	65.3	21.4	77.1	76.4	56.8	55.3	59.9	56.2	49.2	20.6	34.9
engage in outside activities	51.8	51.3	53.7	49.2	46.8	53.4	53.5	52.4	54.6	54.2	53.3	59.8
provide services to the cmty	42.6	40.8	48.9	36.6	36.6	45.0	42.5	38.0	47.3	45.6	48.8	52.2
participate in comm/admin work	29.9	28.0	36.6	22.5	24.3	32.8	30.8	26.9	37.5	32.0	36.3	41.6
be a good colleague	84.4	83.5	87.7	81.0	82.9	84.4	86.3	85.1	86.8	87.6	87.5	90.9
be a good teacher	98.7	98.5	99.5	97.8	98.5	98.9	99.1	99.2	99.1	99.0	99.6	97.8
<b>Faculty Expects Students to (3)</b>												
think for themselves	81.3	82.2	78.3	80.8	85.5	81.7	83.4	84.5	84.4	81.4	78.2	79.3
work cooperatively w/oth stdnts	50.9	48.7	58.9	42.7	43.6	53.2	53.1	51.3	53.7	54.9	58.8	60.9
openly challenge ideas	47.4	48.4	44.0	45.4	50.5	49.9	49.4	50.9	52.5	46.0	43.8	47.5
compete for grades	8.1	8.2	7.8	8.5	7.0	9.6	5.9	5.6	5.5	6.5	7.7	9.8
seek frequent feedback	36.2	34.3	43.1	31.0	29.8	38.6	34.7	33.4	36.1	35.4	42.7	49.8
work independently	48.0	48.5	46.5	48.6	46.9	49.5	47.4	47.9	48.0	46.5	46.5	47.3

(3) Percentage responding "agree strongly" only.

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Evaluation Methods Used in Most or All Undergraduate Courses</b>												
multiple-choice mid-terms/finals	35.4	31.6	49.1	33.3	18.5	36.6	27.8	21.1	32.0	33.6	48.9	52.9
essay mid-terms/finals	41.7	44.9	30.2	39.0	58.2	43.2	49.6	46.5	54.3	50.7	30.0	33.8
short-answer mid-terms/finals	36.7	37.7	33.1	38.8	38.3	36.7	37.2	33.5	38.5	41.0	33.1	33.8
quizzes	40.9	37.8	52.0	38.3	28.5	40.8	37.0	32.9	38.0	41.4	52.0	52.7
weekly essay assignments	17.6	16.6	21.1	14.5	18.6	16.6	18.6	18.3	18.6	19.0	21.2	19.2
student presentations	29.8	31.4	24.2	27.7	33.6	31.0	36.6	36.0	36.2	37.5	23.5	36.8
term/research papers	32.1	34.7	22.8	32.9	43.5	32.1	37.0	36.7	40.4	35.7	22.3	30.8
stdnt evals of each others' work	12.0	12.3	10.9	10.8	12.9	12.8	13.4	13.4	13.3	13.6	10.8	12.5
grading on a curve	18.2	20.4	10.4	25.4	22.9	16.7	17.3	18.6	17.9	15.3	10.4	10.5
competency-based grading	55.7	55.6	55.7	55.3	61.8	54.8	54.3	54.3	54.0	54.5	56.1	48.9
<b>Instruction Methods Used in Most or All Undergraduate Courses</b>												
class discussions	69.8	69.4	71.3	62.9	74.0	70.9	74.3	73.8	74.1	75.0	71.2	72.5
computer/machine-aided instruct	16.0	13.9	23.8	12.1	12.5	15.7	14.2	13.2	13.7	15.7	24.0	21.4
cooperative learning	32.5	31.7	35.7	25.8	31.4	33.9	36.9	34.9	39.5	38.0	35.8	33.4
experiential learning/field stud	19.8	19.8	19.9	17.9	20.1	20.5	21.5	19.9	23.4	22.3	19.8	21.5
teaching assistants	7.9	9.5	2.5	15.9	14.7	4.3	5.3	7.1	2.6	4.6	2.4	2.9
recitals or demonstrations	20.1	19.6	21.9	19.4	17.8	20.5	19.4	20.0	18.5	19.3	21.6	25.4
group projects	20.9	21.6	18.4	19.7	22.7	22.1	23.3	22.4	25.6	23.1	18.2	22.1
independent projects	37.1	38.5	32.3	37.5	40.5	37.9	39.8	40.0	39.0	40.0	31.9	40.6
extensive lecturing	53.6	54.2	51.5	62.5	55.7	50.6	47.1	45.0	49.5	48.3	51.2	55.9
multiple drafts of written work	14.1	14.4	13.1	10.2	18.1	15.4	17.2	16.8	16.6	18.1	12.9	16.4
readings on racial/ethnic issues	15.2	15.6	13.5	13.4	20.4	14.7	17.9	16.7	16.0	20.5	13.6	12.6
readings on women/gender issues	14.2	14.7	12.1	12.7	20.1	12.8	18.1	17.5	15.8	20.1	12.1	10.8
student-developed activities	17.1	16.9	18.0	16.5	14.6	18.5	16.1	14.6	16.4	17.7	17.9	19.8
student-selected topics	9.8	10.1	8.7	9.0	10.0	11.0	10.5	10.0	11.1	10.8	8.5	11.5
<b>Goals for Undergraduates Noted as Very Important or Essential</b>												
develop ability to think clearly	99.3	99.4	99.0	99.3	99.4	99.3	99.5	99.4	99.5	99.6	99.0	99.1
increase self-directed learning	92.2	92.4	91.6	91.6	90.3	93.1	93.5	93.3	93.7	93.6	91.6	92.0
prepare for employment	68.4	65.3	79.2	63.8	52.6	71.4	64.4	59.6	68.0	68.5	79.1	81.3
prepare for graduate education	55.0	56.7	49.3	54.6	55.1	56.6	60.6	56.4	60.2	66.0	49.4	47.9
develop moral character	57.0	55.3	63.4	46.0	57.5	57.2	64.8	59.6	66.9	70.0	62.3	80.5
provide for emotional developmnt	39.7	37.2	48.4	30.1	35.0	39.5	45.2	39.8	45.2	51.9	47.6	62.3
prepare for family living	19.5	17.5	26.6	11.9	16.9	19.9	22.4	18.5	21.8	27.4	26.2	33.8
teach classics of western civ	29.0	31.1	21.3	26.8	37.3	30.8	35.0	32.4	37.9	36.6	21.0	25.7
help develop personal values	61.8	60.0	68.0	51.2	61.2	61.9	69.7	64.5	71.0	75.2	67.1	82.3
enhance out-of-class experience	43.5	42.2	48.3	37.9	36.6	45.5	46.1	41.8	46.5	51.1	47.6	59.3
enhance self-understanding	66.2	64.6	71.9	57.4	62.5	68.1	71.0	67.5	71.7	75.0	71.6	77.2

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All Non-sectarian Catholic Protestant					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Political Orientation</b>												
far left	4.2	4.9	1.7	4.5	6.6	4.1	5.8	7.8	4.1	4.3	1.8	0.3
liberal	39.1	41.3	31.2	43.0	45.7	37.8	41.9	42.9	44.1	39.4	31.6	25.3
middle-of-the-road	35.0	33.7	39.4	33.9	31.6	35.7	31.4	30.0	35.5	31.0	39.6	36.3
conservative	21.2	19.6	27.1	18.1	15.6	21.9	20.4	18.9	16.1	24.5	26.5	36.5
far right	0.5	0.5	0.6	0.4	0.5	0.5	0.5	0.4	0.2	0.7	0.5	1.6
<b>Agrees Strongly or Somewhat</b>												
abolish death penalty	42.2	44.4	34.4	43.9	53.8	39.1	48.7	49.9	53.3	44.6	34.7	27.9
national health care plan needed	83.9	84.7	80.9	85.1	87.1	83.5	84.8	86.1	87.0	82.2	81.6	69.0
abortion should be legal	78.1	79.2	73.8	84.7	76.1	78.6	73.5	77.9	67.1	71.5	74.6	61.7
prohibit racist/sexist speech	54.2	52.2	61.3	48.8	49.6	54.0	55.8	52.5	58.6	58.3	61.0	67.3
West Civ foundation of UG curric	54.5	55.4	51.5	53.7	60.2	55.6	55.1	52.0	61.9	55.3	51.1	57.7
college can ban extreme speakers	26.9	25.5	31.9	20.3	28.0	25.1	32.4	28.1	32.7	37.4	31.0	45.4
college increases earning power	23.8	20.4	36.0	19.9	14.5	24.8	17.0	17.4	17.2	16.5	36.5	27.1
diversity yields undprep stdnts	30.3	29.4	33.8	30.8	27.0	31.8	24.8	25.5	26.4	23.1	33.9	31.4
coll should help solve soc probs	65.9	66.9	62.4	64.9	67.7	67.0	69.3	66.5	70.7	72.0	62.2	65.3
<b>Agrees Strongly or Somewhat</b>												
fac interested in students' prob	76.6	73.9	86.2	60.3	79.5	76.2	87.7	83.2	88.6	92.7	85.7	94.7
fac sensitive to minority issues	72.9	71.8	76.8	67.7	75.0	71.6	76.7	75.4	74.2	79.7	76.7	78.0
people don't respect each other	31.3	31.9	29.5	34.6	25.0	34.0	28.0	30.2	26.5	26.1	29.8	24.4
students well prep academically	25.1	28.0	14.9	22.4	50.7	22.7	32.9	35.5	25.4	33.6	14.6	20.1
Stdnt Aff staff supported by fac	59.7	59.3	60.9	56.5	63.1	57.1	65.0	63.7	65.2	66.5	60.6	67.1
fac committed to welfare of inst	81.5	80.0	86.6	73.3	87.1	78.4	89.0	88.0	87.6	91.1	86.5	89.4
courses incl minority perspect	39.9	39.6	41.1	34.6	40.0	42.1	42.9	43.2	39.4	44.2	41.5	34.9
low trust btwn minorities/admin	37.2	39.9	27.7	48.2	37.3	36.9	33.7	37.8	28.7	31.3	28.0	21.9
fac interest in stdnts acad prob	80.0	77.7	88.0	65.4	83.5	79.2	90.6	89.1	89.4	93.1	87.7	93.3
a lot of racial conflict here	14.2	15.6	9.2	22.9	9.6	14.1	10.5	12.1	8.9	9.3	9.4	6.2
courses incl feminist perspect	31.6	32.7	27.6	31.0	36.9	29.9	37.3	40.5	35.5	34.3	28.1	18.6
faculty of color treated fairly	86.4	85.6	89.4	84.9	86.6	85.8	85.7	85.2	87.5	85.3	89.6	86.3
women faculty treated fairly	81.6	80.6	85.0	78.4	82.8	79.9	83.9	85.4	85.4	81.5	84.9	86.2
administrators act in good faith	64.3	63.7	66.6	58.9	65.8	63.0	70.8	69.8	71.2	71.8	66.1	75.6
unionization enhances teaching	31.5	27.7	44.3	26.3	24.8	31.3	25.5	26.6	28.4	22.5	45.5	25.7
tenure is an outmoded concept	40.2	39.5	42.4	39.2	39.3	40.4	38.8	39.4	39.2	37.8	42.0	49.9
<b>Issues Noted as Being of High or Highest Priority</b>												
promote intellectual development	79.4	79.2	80.3	74.2	84.8	77.7	85.9	85.8	85.3	86.4	80.1	83.2
help students understand values	52.0	51.4	54.1	34.4	69.5	48.3	72.3	65.1	78.2	77.8	53.0	72.5
hire more minority faculty/admin	46.5	47.2	44.2	47.3	43.5	52.0	41.5	46.8	35.1	38.3	45.4	24.3
devel community among stdnts/fac	47.7	46.5	51.7	32.7	52.6	47.1	63.2	58.7	61.9	69.2	51.0	63.7
dev leadership ability in stdnts	43.6	43.2	44.8	32.4	47.9	44.8	54.4	52.1	52.9	58.0	44.1	56.5
hire more women faculty/admin	42.3	43.8	37.1	44.8	44.6	44.9	40.0	44.1	37.5	36.3	37.9	23.4
involvement in community svcs	31.1	31.6	29.4	18.2	52.6	28.4	45.4	38.8	51.4	50.2	28.8	39.4
teach students how to change soc	27.8	27.6	28.3	18.7	37.5	28.8	33.9	31.5	35.4	36.0	28.0	32.6
increase/maintain inst prestige	68.9	70.0	64.7	72.6	77.0	65.2	70.1	71.5	68.8	69.2	64.3	71.6
hire faculty 'stars'	20.4	23.1	11.0	35.9	27.1	16.0	13.1	14.3	11.9	12.2	10.7	15.8
recruit more minority students	51.9	53.7	45.4	53.7	53.2	54.3	53.1	57.5	50.6	49.1	46.1	33.7
enhance inst's national image	57.8	63.7	36.8	72.4	76.7	52.4	61.6	68.3	53.2	57.9	36.3	46.0
create multi-cultural environ	50.8	50.9	50.6	45.8	58.2	51.2	54.1	57.8	54.4	49.4	51.5	35.6

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	All sectarian	Catholic	Protestant	Public	Private
<b>Percentage Noting Attributes as:</b>												
<b>Very Descriptive of Institution</b>												
easy to see fac outside ofc hour	39.7	39.1	41.8	27.2	42.6	38.0	56.5	54.8	55.6	58.9	40.9	56.6
great conformity among students	25.9	29.2	14.1	25.1	36.0	27.3	34.8	30.8	36.8	38.7	13.4	26.2
most students are very bright	8.9	10.7	2.5	5.7	29.0	7.4	13.8	21.0	5.8	9.4	2.4	4.2
faculty at odds with admin	17.3	17.5	16.9	17.4	13.6	19.8	15.9	16.9	20.5	12.2	17.3	10.5
faculty respect each other	32.0	29.7	40.0	23.8	37.0	26.6	39.6	36.8	39.4	43.1	38.9	58.1
most stdnts treated like numbers	4.9	5.4	3.3	9.7	2.7	4.4	1.7	2.3	1.7	1.0	3.4	2.1
social activities overemphasized	9.8	11.8	2.7	14.6	12.2	9.2	11.4	10.9	8.2	13.6	2.5	5.9
little student/faculty contact	3.0	3.2	2.2	4.8	2.1	3.0	1.7	2.1	1.4	1.5	2.2	1.2
inst committed to minorities	32.7	31.0	38.7	25.6	31.5	33.6	34.5	33.3	35.3	35.5	38.6	39.2
intercoll sports overemphasized	19.3	22.6	7.7	38.9	12.6	17.9	10.7	8.8	10.3	13.1	7.5	10.9
stdnts don't socialize regularly	3.1	2.3	6.1	1.8	0.7	3.9	1.3	1.4	1.6	1.2	6.4	0.6
fac rewarded for good teaching	9.9	10.4	8.5	5.4	17.6	8.3	17.3	19.0	15.3	16.2	8.2	12.6
<b>Not Descriptive of Institution</b>												
easy to see fac outside ofc hour	9.8	10.4	7.9	15.3	8.9	10.1	4.3	6.0	4.3	2.4	7.8	9.1
great conformity among students	18.4	15.7	27.7	16.5	15.0	16.0	14.7	18.4	13.8	10.5	28.3	16.5
most students are very bright	44.4	40.6	58.0	45.1	22.0	47.2	33.3	27.4	45.9	33.6	58.6	49.5
faculty at odds with admin	33.6	33.1	35.1	30.5	37.7	32.0	36.3	33.4	34.3	41.0	34.5	45.4
faculty respect each other	6.9	7.5	4.6	8.8	6.1	8.1	5.3	6.6	4.4	4.4	4.7	3.3
most stdnts treated like numbers	72.6	70.6	79.4	52.1	81.9	72.7	89.0	87.0	87.8	92.3	78.7	90.9
social activities overemphasized	62.4	56.8	82.3	51.8	50.3	63.8	56.8	59.2	66.9	48.6	82.8	74.3
little student/faculty contact	72.3	70.8	77.7	58.0	79.0	71.5	84.5	83.3	82.0	87.4	77.1	87.0
inst committed to minorities	10.9	11.7	8.3	12.4	11.6	10.8	12.1	11.7	12.6	12.2	8.1	11.2
intercoll sports overemphasized	54.8	48.6	76.8	28.3	55.7	55.6	64.3	70.0	63.2	57.8	76.9	75.2
stdnts don't socialize regularly	68.7	74.9	47.1	77.2	83.6	66.7	79.8	78.8	73.0	84.6	45.9	66.7
fac rewarded for good teaching	41.5	40.2	46.1	47.4	26.2	45.0	29.0	28.0	30.5	29.5	46.5	39.8
<b>Aspects of Job Noted as Very Satisfactory or Satisfactory (4)</b>												
salary and fringe benefits	40.8	38.3	49.5	32.1	49.6	37.6	43.2	48.2	44.0	36.7	49.9	42.3
oppty for scholarly pursuits	44.8	45.1	43.4	52.2	52.2	38.1	41.8	45.0	41.2	38.1	43.8	36.7
teaching load	51.9	52.7	48.8	60.4	57.5	46.8	48.2	53.0	48.2	42.2	48.9	45.8
quality of students	39.4	41.8	31.0	36.9	59.3	37.6	46.8	52.3	38.4	44.5	31.1	29.9
working conditions	65.6	66.2	63.5	66.6	74.5	62.7	67.1	71.5	65.8	62.3	63.7	60.7
autonomy and independence	82.7	83.1	81.3	83.8	85.7	80.4	84.7	86.8	83.8	82.6	81.5	78.3
prof relations w/other faculty	72.0	70.5	77.3	67.1	70.4	71.0	75.1	73.7	74.8	76.9	77.2	79.5
social relations w/other faculty	60.6	59.1	66.1	55.0	61.4	60.3	62.0	59.6	62.6	64.7	65.8	72.2
competency of colleagues	67.1	66.3	69.9	63.0	69.5	64.6	72.1	71.6	70.3	73.6	69.6	74.3
visibility for jobs	38.9	38.8	39.0	41.2	46.3	34.7	37.7	39.7	33.8	37.2	39.0	38.4
job security	70.7	69.3	75.4	70.2	71.3	68.9	67.6	69.1	69.7	64.6	76.0	65.0
undergraduate course assignments	77.9	77.5	79.5	77.3	78.0	76.4	79.5	81.7	78.7	77.2	79.8	75.1
graduate course assignments	71.1	71.8	48.7	74.0	73.9	68.2	69.5	69.4	70.7	68.4	48.5	50.4
relationships with admin	53.5	53.4	53.9	50.1	54.2	53.7	57.3	56.3	57.5	58.6	53.5	60.2
overall job satisfaction	69.6	67.7	76.3	64.6	71.5	66.6	72.0	73.0	71.4	71.1	76.5	72.4

(4) Respondents marking "not applicable" are not included in tabulations.

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Personal Goals Noted as Very Important or Essential</b>												
become authority in own field	61.9	63.6	55.7	72.3	65.1	59.5	56.4	58.1	54.5	55.3	55.5	59.1
influence political structure	18.3	18.5	17.7	16.1	20.9	19.4	19.6	19.1	21.7	19.0	17.7	18.2
influence social values	44.7	43.9	47.7	36.0	48.3	45.2	51.5	49.1	52.4	54.0	47.1	57.0
raise a family	73.9	73.1	76.5	74.9	70.6	73.0	72.0	72.9	65.0	74.7	76.3	79.5
be very well-off financially	36.5	35.0	42.0	37.8	31.9	36.9	29.3	30.6	28.2	28.2	42.3	36.2
help others in difficulty	68.1	66.6	73.4	61.8	65.3	68.7	71.4	67.5	72.3	75.7	72.8	83.1
be involved in environ clean-up	41.3	40.1	45.4	38.7	31.1	44.3	40.3	37.7	41.1	43.1	45.0	51.4
develop philosophy of life	80.2	79.9	81.2	76.5	80.5	81.1	82.9	79.6	85.9	85.3	80.8	87.6
promote racial understanding	63.5	64.1	61.5	57.5	65.7	66.3	69.7	67.1	71.3	72.0	61.1	68.6
obtain recog from colleagues	47.7	50.6	37.4	58.5	55.4	46.2	42.9	45.5	44.8	38.8	37.2	40.3
<b>Amount of Stress Experienced in the Last Two Years</b>												
extreme	34.1	34.4	32.9	34.5	34.2	33.5	35.7	36.1	35.1	35.5	32.7	35.8
moderate	53.3	53.1	53.7	52.9	53.4	52.9	53.6	52.8	55.1	53.7	53.7	55.1
little	12.7	12.5	13.4	12.5	12.3	13.6	10.7	11.1	9.7	10.8	13.7	9.1
<b>Sources of Stress (5)</b>												
household responsibilities	66.0	64.1	72.8	61.9	65.0	63.8	67.6	67.8	66.8	67.9	72.6	76.4
child care	32.6	31.5	36.3	29.7	34.8	31.2	33.1	33.3	31.9	33.5	36.1	39.7
care of elderly parent	26.2	25.2	29.7	25.1	24.6	25.2	25.8	25.6	28.4	24.7	29.8	28.4
my physical health	40.4	39.4	44.2	38.1	41.1	39.9	39.6	39.1	41.3	39.3	44.5	39.1
review/promotion process	44.4	46.2	37.8	47.4	47.3	46.9	42.8	43.1	43.6	42.2	37.8	38.3
subtle discrimination	25.7	26.6	22.6	25.1	26.2	28.8	25.6	24.1	24.2	28.3	23.0	16.0
personal finances	60.6	60.1	62.2	59.5	56.1	61.3	61.2	58.9	59.0	65.2	61.7	70.4
committee work	54.3	54.1	55.0	54.7	52.3	52.7	56.6	54.9	59.8	56.9	54.6	62.2
faculty meetings	47.7	47.2	49.3	47.4	45.3	47.5	47.7	46.6	52.4	46.5	49.2	50.3
colleagues	56.1	57.1	52.7	59.3	54.2	56.6	56.0	56.1	54.6	56.5	52.9	50.4
students	56.6	54.2	65.2	53.1	50.4	54.2	57.7	56.7	55.9	59.7	65.3	63.8
research or publishing demands	49.7	60.3	11.8	72.7	71.6	52.7	48.0	52.3	51.3	40.9	11.6	16.1
inst procedures & 'red tape'	68.2	68.4	67.4	71.8	61.3	71.3	62.6	60.2	65.5	64.0	67.6	64.7
teaching load	67.7	66.5	72.2	61.1	63.7	69.1	71.8	68.6	71.9	75.6	72.1	74.6
children's problems	33.4	31.6	39.5	30.4	32.0	32.3	32.2	31.8	30.5	33.5	39.8	34.7
marital friction	25.1	24.5	27.1	24.2	27.0	24.6	23.3	23.7	22.7	23.2	27.0	28.5
time pressures	84.5	84.6	84.2	84.7	86.9	82.0	87.4	86.4	87.3	88.6	83.9	88.7
lack of personal life	80.7	80.6	81.3	79.4	82.4	78.8	84.2	83.2	84.0	85.5	81.2	83.0
<b>Still Want to Be College Professor?</b>												
definitely yes	48.4	48.1	49.4	44.8	53.6	47.1	51.6	50.2	53.0	52.5	49.6	46.1
probably yes	33.3	33.1	33.9	33.8	30.4	33.5	32.8	33.5	31.8	32.6	33.7	36.8
not sure	11.2	11.3	10.9	12.1	10.7	11.5	9.9	10.4	10.3	9.2	10.9	12.1
probably no	5.6	5.9	4.6	7.4	3.9	6.1	4.5	4.8	3.8	4.5	4.6	4.1
definitely no	1.5	1.6	1.2	1.9	1.3	1.8	1.1	1.1	1.0	1.2	1.2	0.9

(5) Includes those marking "somewhat" or "extensive."



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Field of Highest Degree Held</b>												
agriculture	1.4	1.6	0.9	3.6	0.3	0.9	0.4	0.2	0.0	0.8	1.0	0.0
architecture/urban planning	0.5	0.5	0.7	1.2	0.0	0.1	0.1	0.3	0.0	0.1	0.7	0.7
bacteriology, molecular biology	1.0	1.0	0.9	1.2	1.0	0.8	0.9	0.7	1.2	1.0	0.9	1.3
biochemistry	0.5	0.6	0.5	0.7	0.7	0.4	0.6	0.7	0.5	0.6	0.5	0.7
biophysics	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.2	0.2	0.1	0.1	0.3
botany	0.7	0.8	0.4	0.8	0.5	0.9	0.8	0.7	0.5	1.2	0.4	0.3
marine life sciences	0.1	0.2	0.1	0.1	0.0	0.2	0.2	0.2	0.2	0.1	0.1	0.0
physiology, anatomy	0.7	0.8	0.3	1.0	0.7	0.6	0.7	0.6	0.9	0.6	0.3	0.2
zoology	1.3	1.4	0.8	1.5	1.2	1.5	1.2	1.1	0.8	1.6	0.7	1.4
general, oth biological science	1.4	1.1	2.3	1.4	0.8	1.1	1.0	1.2	1.0	0.8	2.2	3.8
accounting	1.7	1.8	1.4	1.5	1.7	1.9	2.1	1.7	2.6	2.3	1.4	1.9
finance	0.7	0.7	0.8	0.5	1.0	0.7	0.8	0.6	1.3	0.7	0.7	1.0
marketing	0.9	1.0	0.6	0.8	1.3	0.9	1.0	0.8	2.1	0.8	0.6	1.3
management	2.1	1.8	3.4	1.5	1.9	1.7	2.4	2.2	3.4	2.0	3.4	3.6
secretarial studies	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0
general, other business	1.0	0.7	1.8	0.5	1.1	0.8	0.8	0.6	1.3	0.8	1.7	3.5
computer science	1.2	1.2	1.3	0.8	1.3	1.2	1.5	1.7	1.8	1.2	1.3	0.7
business education	1.1	0.5	3.1	0.3	0.1	1.0	0.4	0.3	0.1	0.6	3.0	4.8
elementary education	1.1	1.2	1.0	0.8	0.5	1.7	1.2	0.8	1.1	1.8	1.0	1.5
educational administration	1.3	1.2	1.7	0.5	0.7	1.8	1.5	0.9	2.1	1.8	1.6	3.5
educational psych, counseling	1.1	0.9	1.7	0.8	0.4	1.1	1.0	1.1	1.0	0.9	1.7	1.3
higher education	1.7	1.2	3.3	1.0	0.6	1.6	1.2	0.8	2.0	1.2	3.5	0.8
music or art education	0.5	0.5	0.6	0.3	0.3	0.8	0.5	0.4	0.3	0.7	0.6	0.6
physical or health education	3.0	3.0	3.3	2.6	0.7	4.2	2.7	2.3	1.8	3.6	3.2	3.6
secondary education	1.2	1.0	1.8	0.8	0.4	1.6	0.9	0.8	0.5	1.1	1.9	1.1
special education	0.7	0.8	0.5	0.7	0.1	1.3	0.7	0.6	0.5	0.9	0.5	0.4
general, other education fields	3.7	3.2	5.7	2.6	1.2	4.4	3.3	2.6	3.7	3.9	5.8	4.4
aeronautical, astronautical eng	0.2	0.2	0.0	0.5	0.0	0.2	0.1	0.2	0.0	0.1	0.0	0.3
chemical engineering	0.4	0.5	0.1	1.2	0.2	0.2	0.1	0.2	0.1	0.0	0.1	0.0
civil engineering	0.8	1.0	0.3	1.8	0.8	0.6	0.3	0.6	0.3	0.0	0.3	0.0
electrical engineering	1.3	1.2	1.3	1.8	1.5	0.9	0.8	1.4	0.8	0.1	1.4	0.3
industrial engineering	0.4	0.4	0.2	0.8	0.3	0.3	0.1	0.2	0.1	0.1	0.2	0.0
mechanical engineering	0.9	0.9	1.0	1.6	1.0	0.6	0.4	0.7	0.3	0.0	1.1	0.0
nuclear engineering	0.1	0.1	0.0	0.2	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0
general, other engineering field	0.8	0.9	0.7	1.6	0.4	0.6	0.4	0.7	0.2	0.1	0.7	0.3
ethnic studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
art	2.2	2.4	1.7	2.1	1.3	2.4	3.2	4.4	1.7	2.3	1.7	1.2
dramatics or speech	2.2	2.4	1.5	2.3	2.0	2.6	2.6	2.6	1.3	3.4	1.5	0.7
music	2.9	3.4	1.1	3.3	2.6	3.7	3.5	2.9	1.7	5.3	1.0	3.3
other fine arts	0.7	0.8	0.4	0.6	0.9	0.6	1.3	2.1	0.4	0.8	0.4	0.6
forestry	0.1	0.1	0.1	0.4	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Field of Degree (continued)</b>												
geology	0.6	0.8	0.1	0.9	0.4	1.1	0.2	0.2	0.2	0.2	0.1	0.2
dentistry	0.2	0.1	0.4	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.4	0.0
health technology	0.1	0.0	0.2	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.2	1.2
medicine or surgery	0.3	0.3	0.2	0.8	0.0	0.0	0.1	0.0	0.0	0.2	0.1	0.7
nursing	3.4	2.0	8.2	2.0	0.6	2.2	2.6	2.1	4.8	2.0	8.1	10.1
pharmacy, pharmacology	0.3	0.4	0.1	0.7	1.0	0.1	0.1	0.3	0.0	0.0	0.1	0.0
therapy (speech,physical,occup)	0.5	0.5	0.2	0.7	0.4	0.7	0.3	0.4	0.2	0.1	0.2	0.2
veterinary medicine	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.0
general, other health fields	0.8	0.6	1.3	0.8	0.1	0.8	0.4	0.3	0.7	0.5	1.3	0.8
home economics	0.4	0.5	0.2	0.7	0.1	0.6	0.2	0.1	0.1	0.4	0.2	0.0
English language & literature	6.8	6.2	8.8	4.5	7.0	6.8	7.6	6.9	8.4	8.0	8.8	8.2
foreign languages & literature	0.5	0.5	0.4	0.5	0.7	0.3	0.6	0.6	0.6	0.5	0.4	0.6
French	0.8	1.0	0.3	0.9	1.0	0.9	1.1	1.2	1.0	1.1	0.3	0.3
German	0.5	0.6	0.1	0.8	1.0	0.4	0.7	0.9	0.4	0.6	0.1	0.0
Spanish	1.1	1.2	0.6	0.8	1.7	1.3	1.4	1.4	0.7	1.8	0.6	0.8
other foreign languages	0.6	0.7	0.2	0.8	1.2	0.2	0.9	1.2	0.5	0.7	0.2	0.0
history	3.7	4.1	2.0	3.2	5.8	4.3	4.4	4.7	4.1	4.3	1.9	3.6
linguistics	0.7	0.7	0.4	1.1	1.5	0.3	0.4	0.4	0.6	0.2	0.4	0.2
philosophy	1.5	1.7	0.5	1.2	3.0	1.4	2.4	2.1	4.1	1.9	0.6	0.0
religion & theology	1.3	1.5	0.5	0.3	3.9	0.4	4.0	2.7	5.1	5.0	0.2	5.0
general, other humanities fields	1.0	1.1	0.6	1.2	1.5	0.7	1.2	1.6	0.9	1.1	0.6	1.0
journalism	0.6	0.7	0.3	0.7	1.0	0.8	0.5	0.5	0.4	0.7	0.3	0.7
law	0.8	0.7	1.0	0.5	1.4	0.8	0.6	0.7	0.9	0.4	1.0	1.8
law enforcement	0.2	0.1	0.6	0.1	0.0	0.3	0.1	0.1	0.0	0.1	0.6	0.3
library science	0.3	0.2	0.5	0.2	0.1	0.3	0.3	0.3	0.2	0.4	0.5	0.5
mathematics and/or statistics	5.8	5.7	6.3	5.8	5.3	6.0	5.5	5.3	5.5	5.6	6.4	4.2
military science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
astronomy	0.1	0.1	0.1	0.2	0.0	0.1	0.2	0.3	0.0	0.2	0.1	0.0
atmospheric sciences	0.1	0.1	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
chemistry	3.1	3.3	2.2	3.0	3.8	3.0	3.9	4.0	4.0	3.6	2.3	1.4
earth sciences	1.0	1.2	0.5	1.7	0.3	1.2	0.6	0.9	0.2	0.5	0.5	0.0
marine sciences	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.0
physics	2.3	2.5	1.8	2.9	3.2	1.8	2.3	2.8	1.5	2.2	1.9	0.3
general, other physical sciences	0.1	0.1	0.2	0.1	0.0	0.1	0.2	0.2	0.1	0.1	0.2	0.0
clinical psychology	0.6	0.8	0.2	0.9	0.7	0.7	0.7	0.5	0.5	1.0	0.2	0.0
counseling & guidance	0.7	0.5	1.2	0.3	0.3	0.7	0.6	0.4	0.8	0.7	1.2	1.6
experimental psychology	1.2	1.4	0.3	1.6	1.6	1.3	1.3	1.6	1.2	1.1	0.4	0.0
social psychology	0.6	0.7	0.2	0.6	0.5	0.7	0.8	0.9	1.2	0.5	0.2	0.0
general, other psychology	1.1	1.1	1.2	0.9	1.4	1.2	1.1	1.0	1.2	1.1	1.3	0.3

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
	<b>Field of Degree (continued)</b>											
anthropology	0.8	0.9	0.4	1.0	1.2	0.7	1.0	1.3	0.6	0.7	0.4	0.3
archaeology	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.0	0.3
economics	2.7	3.2	1.2	3.1	5.8	2.4	3.1	3.4	3.7	2.4	1.2	1.6
political science, government	2.3	2.8	0.8	2.1	6.5	2.4	2.5	3.0	2.3	2.0	0.8	0.3
sociology	2.1	2.3	1.2	2.6	2.8	2.0	2.0	1.8	2.6	1.9	1.3	0.6
general, other social sciences	0.9	0.8	1.2	0.9	1.2	0.8	0.6	0.5	0.7	0.8	1.2	1.2
social work, social welfare	0.7	0.7	0.6	0.5	0.3	1.0	0.8	0.6	0.7	1.0	0.6	0.0
building trades	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0
data processing, computer prog	0.2	0.1	0.3	0.1	0.0	0.2	0.1	0.2	0.1	0.0	0.3	0.0
drafting/design	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.0
electronics	0.1	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0
industrial arts	0.3	0.3	0.4	0.4	0.1	0.5	0.1	0.2	0.0	0.0	0.5	0.0
mechanics	0.1	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0
other technical	0.3	0.2	0.8	0.1	0.0	0.3	0.1	0.3	0.0	0.0	0.8	0.3
other vocational	0.3	0.1	1.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1	1.0	0.2
women's studies	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
all other fields	1.3	1.3	1.2	1.6	1.7	1.3	0.9	1.1	1.0	0.6	1.2	1.6
<b>Department of Current Faculty Appointment</b>												
agriculture	1.7	2.0	0.8	4.7	0.2	1.1	0.2	0.2	0.0	0.3	0.9	0.0
architecture/urban planning	0.5	0.5	0.4	1.3	0.0	0.1	0.2	0.4	0.0	0.0	0.4	0.6
bacteriology, molecular biology	0.4	0.5	0.1	0.6	0.5	0.5	0.3	0.1	0.4	0.5	0.1	0.0
biochemistry	0.2	0.2	0.1	0.3	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.0
biophysics	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
botany	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.3	0.1	0.0	0.4
marine life sciences	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.4
physiology, anatomy	0.4	0.3	0.6	0.5	0.2	0.2	0.2	0.2	0.1	0.2	0.6	1.9
zoology	0.3	0.3	0.0	0.4	0.2	0.4	0.1	0.1	0.1	0.1	0.0	0.4
general, oth biological science	4.1	3.9	4.7	3.4	3.7	4.0	4.7	4.4	4.3	5.3	4.8	3.1
accounting	2.3	2.1	2.7	1.9	2.4	2.2	2.2	2.0	3.6	1.9	2.7	3.4
finance	0.6	0.7	0.1	0.7	1.1	0.7	0.8	0.5	1.5	0.7	0.1	0.0
marketing	0.9	1.1	0.5	0.9	1.4	1.1	1.0	0.9	1.6	0.7	0.5	1.1
management	2.4	2.4	2.3	1.7	3.4	2.4	3.1	2.7	5.4	2.2	2.2	4.9
secretarial studies	0.6	0.1	2.5	0.0	0.0	0.1	0.1	0.2	0.0	0.2	2.5	1.4
general, other business	1.7	1.3	3.3	0.5	1.7	1.5	2.0	1.2	2.1	2.8	3.3	2.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges												
	ALL			Universities		Four-year Colleges					Two-year Colleges		
	Institutions	4-year	2-year	Public	Private	Public	Private	All	Non-sectarian	Catholic	Protestant	Public	Private
<b>Current Department (continued)</b>													
computer science	1.9	1.8	2.2	1.4	1.6	2.1	2.1	2.1	2.8	1.8	2.1	3.2	
business education	0.4	0.4	0.6	0.2	0.1	0.7	0.3	0.2	0.5	0.4	0.5	2.5	
elementary education	1.3	1.7	0.2	0.8	0.6	2.8	1.7	1.0	2.3	2.2	0.1	1.3	
educational administration	0.2	0.3	0.0	0.2	0.1	0.4	0.3	0.2	0.1	0.6	0.0	0.0	
educational psych, counseling	0.4	0.4	0.2	0.7	0.4	0.5	0.1	0.0	0.1	0.2	0.2	0.0	
higher education	0.2	0.2	0.2	0.1	0.1	0.3	0.2	0.2	0.3	0.3	0.2	0.0	
music or art education	0.1	0.2	0.1	0.0	0.2	0.3	0.2	0.2	0.0	0.2	0.1	0.0	
physical or health education	3.4	3.4	3.3	3.1	0.8	4.6	3.4	2.9	2.5	4.5	3.2	5.1	
secondary education	0.6	0.8	0.0	0.6	0.3	1.2	0.6	0.3	0.5	1.1	0.0	0.0	
special education	0.5	0.6	0.2	0.5	0.0	1.0	0.3	0.3	0.4	0.3	0.2	0.4	
general, other education fields	1.8	2.0	1.2	1.7	0.8	2.7	1.8	1.5	2.3	1.9	1.3	0.9	
aeronautical, astronautical eng	0.1	0.1	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	
chemical engineering	0.4	0.5	0.0	1.2	0.2	0.1	0.1	0.1	0.1	0.0	0.0	0.0	
civil engineering	0.8	0.9	0.4	1.9	0.8	0.4	0.3	0.7	0.2	0.0	0.4	0.0	
electrical engineering	1.1	1.2	0.8	1.9	1.6	0.6	0.8	1.4	0.7	0.1	0.9	0.4	
industrial engineering	0.2	0.3	0.0	0.7	0.1	0.1	0.0	0.1	0.1	0.0	0.0	0.0	
mechanical engineering	1.1	1.2	0.9	2.2	1.1	0.5	0.6	1.2	0.3	0.0	0.9	0.0	
nuclear engineering	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
general, other engineering field	1.0	1.0	1.1	1.8	0.5	0.8	0.2	0.5	0.0	0.0	1.1	0.0	
ethnic studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	
art	2.5	2.7	1.6	2.6	1.9	2.8	3.2	4.3	1.9	2.5	1.6	1.3	
dramatics or speech	2.1	2.4	1.0	2.4	1.5	2.5	2.7	2.7	1.0	3.7	1.0	1.1	
music	3.1	3.5	1.3	3.4	2.6	3.9	3.6	2.9	1.7	5.6	1.2	3.4	
other fine arts	0.5	0.6	0.4	0.3	0.9	0.5	0.9	1.6	0.4	0.2	0.4	0.0	
forestry	0.1	0.2	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
geology	0.6	0.8	0.1	1.1	0.2	1.0	0.1	0.1	0.1	0.2	0.1	0.0	
dentistry	0.3	0.1	0.7	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.7	0.0	
health technology	0.3	0.1	1.1	0.2	0.1	0.2	0.1	0.1	0.1	0.0	1.0	3.0	
medicine or surgery	0.2	0.3	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.4	
nursing	3.9	2.6	8.7	2.8	0.8	2.7	3.2	2.4	6.3	2.6	8.6	9.7	
pharmacy, pharmacology	0.3	0.4	0.0	0.7	1.1	0.1	0.1	0.3	0.0	0.0	0.0	0.0	
therapy (speech,physical,occup)	0.6	0.7	0.3	1.0	0.3	0.8	0.2	0.2	0.7	0.0	0.3	0.5	
veterinary medicine	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	
general, other health fields	1.2	0.9	2.4	0.9	0.1	1.3	0.5	0.7	0.5	0.4	2.2	4.8	
home economics	0.7	0.8	0.2	1.3	0.1	1.1	0.2	0.1	0.2	0.4	0.2	0.0	
English language & literature	7.9	7.0	11.1	5.2	8.3	7.6	8.3	7.6	8.9	8.7	11.3	8.3	
foreign languages & literature	2.1	2.5	0.6	2.3	2.0	2.5	3.1	3.0	2.8	3.3	0.6	0.4	
French	0.3	0.4	0.0	0.3	0.7	0.2	0.5	0.6	0.3	0.4	0.0	0.5	
German	0.3	0.3	0.0	0.5	0.8	0.1	0.3	0.4	0.1	0.3	0.0	0.0	
Spanish	0.4	0.5	0.1	0.4	1.4	0.3	0.5	0.5	0.2	0.6	0.1	0.5	
other foreign languages	0.4	0.5	0.1	0.5	1.5	0.2	0.6	0.9	0.3	0.4	0.1	0.0	

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

ALL FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Current Department (continued)</b>												
history	3.3	3.8	1.6	3.2	5.3	3.7	3.9	3.8	4.0	4.0	1.5	2.8
linguistics	0.2	0.2	0.1	0.2	0.8	0.0	0.0	0.0	0.0	0.0	0.1	0.0
philosophy	1.4	1.6	0.4	1.2	2.8	1.2	2.3	2.0	3.8	2.0	0.5	0.0
religion & theology	1.2	1.4	0.3	0.1	4.0	0.1	4.1	2.5	5.6	5.2	0.0	4.5
general, other humanities fields	1.3	1.1	1.9	0.9	0.6	0.9	1.8	2.5	1.2	1.3	1.9	2.7
journalism	0.9	1.0	0.3	1.0	2.3	0.9	0.5	0.5	0.6	0.4	0.3	0.7
law	0.2	0.2	0.2	0.2	0.4	0.2	0.1	0.2	0.1	0.1	0.1	1.2
law enforcement	0.6	0.3	1.3	0.1	0.7	0.6	0.1	0.2	0.1	0.0	1.4	0.4
library science	0.3	0.2	0.4	0.1	0.0	0.3	0.3	0.3	0.2	0.4	0.4	0.0
mathematics and/or statistics	6.4	5.9	8.1	5.4	5.4	6.5	6.2	5.5	5.5	7.3	8.3	5.1
military science	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.2
astronomy	0.1	0.1	0.0	0.3	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0
atmospheric sciences	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemistry	3.0	3.3	2.0	2.8	3.5	3.1	4.1	3.8	4.3	4.2	2.0	1.5
earth sciences	0.9	1.1	0.3	1.6	0.3	1.3	0.6	0.9	0.1	0.5	0.3	0.0
marine sciences	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
physics	2.0	2.2	1.4	2.3	2.9	1.9	2.1	2.9	1.4	1.7	1.4	0.7
general, other physical sciences	0.4	0.2	1.1	0.2	0.0	0.3	0.3	0.4	0.4	0.2	1.2	0.4
clinical psychology	0.3	0.4	0.1	0.7	0.5	0.2	0.2	0.1	0.3	0.2	0.1	0.0
counseling & guidance	0.3	0.2	0.5	0.2	0.1	0.4	0.2	0.2	0.1	0.2	0.5	0.2
experimental psychology	0.6	0.7	0.0	1.1	0.8	0.5	0.5	0.7	0.3	0.5	0.0	0.0
social psychology	0.1	0.2	0.0	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.0	0.2
general, other psychology	2.1	2.1	1.9	0.9	2.1	2.9	2.8	2.7	2.6	3.0	1.9	2.4
anthropology	0.6	0.7	0.2	0.8	0.9	0.6	0.5	0.9	0.1	0.3	0.2	0.3
archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
economics	2.2	2.6	1.1	2.5	5.1	1.9	2.5	3.1	2.3	1.9	1.1	1.1
political science, government	2.1	2.5	0.2	1.9	5.9	2.1	2.5	3.0	1.8	2.2	0.3	0.0
sociology	2.0	2.3	0.9	2.6	2.6	1.9	2.3	1.8	3.1	2.5	0.9	0.6
general, other social sciences	2.0	1.5	3.7	1.0	1.5	2.0	1.4	1.4	1.2	1.6	3.8	1.7
social work, social welfare	0.6	0.6	0.4	0.4	0.2	0.9	0.8	0.6	0.5	1.2	0.4	0.0
building trades	0.2	0.0	0.6	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0
data processing, computer prog	0.5	0.2	1.6	0.1	0.0	0.3	0.2	0.3	0.3	0.1	1.6	1.1
drafting/design	0.2	0.1	0.6	0.1	0.0	0.1	0.1	0.2	0.0	0.0	0.6	1.4
electronics	0.4	0.1	1.7	0.0	0.0	0.2	0.0	0.1	0.0	0.0	1.7	1.4
industrial arts	0.2	0.2	0.2	0.2	0.0	0.4	0.1	0.2	0.0	0.0	0.2	0.0
mechanics	0.3	0.0	1.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	1.3	0.0
other technical	0.8	0.5	2.0	0.3	0.0	0.7	0.7	1.5	0.0	0.0	2.1	0.0
other vocational	0.5	0.1	1.8	0.1	0.1	0.1	0.0	0.1	0.0	0.0	1.8	0.5
women's studies	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0
all other fields	2.0	2.0	2.3	2.1	1.7	2.1	1.7	2.3	1.6	0.9	2.4	1.6

National Normative Data for  
the 1992-93 HERI Faculty Survey

Male Faculty



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Number of Respondents</b>	19,790	17,720	2,070	2,679	2,152	6,720	6,169	2,623	1,301	2,245	1,921	149
<b>Age as of December 31, 1992</b>												
less than 30	1.7	1.7	1.8	1.5	1.6	1.9	1.7	1.3	2.1	2.0	1.7	4.5
30 to 34	7.0	7.6	4.5	8.1	7.3	7.2	7.7	8.3	6.7	7.4	4.0	14.1
35 to 39	11.3	11.9	8.8	12.5	11.0	10.3	13.9	13.4	11.2	15.8	8.3	18.4
40 to 44	14.3	14.2	15.0	13.4	15.0	14.0	15.4	14.4	17.7	15.4	14.9	17.1
45 to 49	17.7	16.7	22.5	15.2	17.2	17.7	17.1	18.6	16.1	15.7	22.6	19.2
50 to 54	19.3	18.5	22.9	17.8	16.4	20.6	17.6	16.5	15.8	19.8	23.5	12.1
55 to 59	14.8	14.8	14.7	15.8	11.4	16.0	12.9	13.3	12.8	12.5	15.0	9.8
60 to 64	10.2	10.9	7.2	11.8	13.0	9.6	10.1	10.4	11.3	9.2	7.4	4.1
65 to 69	3.0	3.2	1.8	3.4	6.0	2.0	3.2	3.5	5.4	2.0	1.8	0.6
70 or more	0.6	0.6	0.8	0.5	1.2	0.7	0.4	0.4	0.8	0.2	0.8	0.0
<b>Academic Rank</b>												
professor	40.2	41.1	36.3	45.2	41.6	38.4	37.8	41.7	27.9	37.7	36.9	24.7
associate professor	27.2	28.7	20.3	28.8	30.3	27.9	29.0	28.1	34.8	27.5	20.4	18.9
assistant professor	22.2	23.7	15.3	21.3	23.1	24.8	26.5	24.0	31.4	27.2	14.8	24.1
lecturer	1.6	1.8	0.8	1.9	2.2	2.2	0.7	0.8	0.7	0.7	0.9	0.0
instructor	8.0	4.1	25.3	2.3	2.1	6.1	5.0	4.2	4.3	6.5	25.1	29.1
other	0.9	0.6	2.0	0.5	0.7	0.6	0.9	1.1	1.0	0.6	1.9	3.2
<b>Administrative Title</b>												
not applicable	76.2	76.0	76.9	80.1	79.1	75.6	68.0	71.9	69.5	62.5	77.7	62.4
director or coordinator	9.2	9.8	6.7	10.5	9.2	9.6	9.3	8.6	10.6	9.6	6.5	9.8
department chair	9.9	9.2	13.2	4.1	7.4	9.9	18.0	14.9	15.5	22.9	12.8	20.5
dean	0.2	0.3	0.0	0.1	0.0	0.5	0.4	0.2	0.7	0.5	0.0	0.6
associate or assistant dean	0.4	0.5	0.2	0.5	0.8	0.4	0.4	0.4	0.3	0.4	0.2	0.0
vice-pres, provost, vice-chanc	0.1	0.1	0.1	0.1	0.0	0.1	0.2	0.2	0.2	0.0	0.0	1.3
president, chancellor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
other	3.9	4.1	2.9	4.7	3.4	3.9	3.8	3.8	3.2	4.0	2.8	5.4
<b>Principal Activity</b>												
administration	3.8	4.0	3.0	4.3	2.7	4.4	3.3	3.2	3.7	3.3	2.7	7.9
teaching	91.0	89.9	95.7	81.9	93.0	93.9	95.1	94.7	95.4	95.3	96.0	90.2
research	4.2	5.2	0.1	12.5	3.7	1.0	0.6	1.2	0.3	0.2	0.1	0.0
services to clients and patients	0.5	0.4	0.7	0.8	0.1	0.3	0.3	0.4	0.2	0.3	0.6	1.3
other	0.5	0.5	0.6	0.6	0.5	0.4	0.7	0.5	0.5	1.0	0.6	0.6
<b>Racial Background (1)</b>												
White/Caucasian	91.5	90.8	94.7	91.4	92.0	88.8	92.2	92.9	93.8	90.5	94.7	95.3
African American/Black	2.7	2.8	2.3	1.9	1.2	4.8	2.1	1.1	0.8	4.0	2.3	2.6
American Indian	1.2	1.2	1.2	1.5	0.4	1.5	0.7	0.7	0.5	0.9	1.3	0.6
Asian American/Asian	4.2	4.8	1.5	5.7	4.5	4.5	4.0	4.1	3.5	4.0	1.6	0.0
Mexican American/Chicano	0.5	0.6	0.5	0.5	0.7	0.6	0.4	0.6	0.2	0.4	0.4	2.1
Puerto Rican	0.2	0.2	0.3	0.2	0.1	0.2	0.3	0.3	0.2	0.3	0.3	0.0
other Latino	0.9	0.9	0.7	0.8	2.1	0.7	0.8	1.2	0.8	0.3	0.7	0.0
other	1.6	1.5	1.7	1.5	1.4	1.7	1.4	1.7	1.7	1.1	1.8	0.0

(1) Percentages will sum to more than 100 if any respondents checked more than one category.



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Highest Degree Earned</b>												
bachelor's (B.A., B.S., etc.)	2.4	1.0	8.6	0.7	0.7	1.1	1.5	1.6	1.4	1.5	8.6	8.4
master's (M.A., M.S., etc.)	23.3	15.4	58.9	9.8	9.0	20.0	21.3	21.3	19.6	22.2	59.5	49.2
LL.B., J.D	0.7	0.7	1.1	0.4	1.2	0.8	0.6	0.4	1.2	0.6	1.0	2.2
M.D., D.D.S. (or equivalent)	0.4	0.4	0.3	1.0	0.0	0.1	0.1	0.1	0.1	0.2	0.2	1.9
other first professional	0.5	0.5	0.7	0.5	0.6	0.3	0.7	0.8	0.6	0.7	0.7	0.0
Ed.D	4.7	5.0	3.5	3.5	2.2	7.9	4.3	3.2	3.4	6.1	3.5	3.3
Ph.D	61.4	72.1	12.8	80.6	82.1	63.8	65.4	67.1	67.7	62.2	12.2	22.9
other degree	4.0	3.6	5.9	2.5	3.0	4.4	4.5	3.7	4.8	5.4	5.8	8.0
none	2.6	1.3	8.3	1.0	1.2	1.6	1.5	1.9	1.3	1.2	8.5	4.1
<b>Field of Highest Degree (2)</b>												
agriculture or forestry	2.0	2.1	1.5	4.6	0.3	1.2	0.5	0.3	0.1	1.1	1.5	0.0
biological sciences	6.5	6.5	6.3	7.2	5.6	6.6	5.7	5.3	5.5	6.3	6.1	10.6
business	6.9	6.4	9.3	4.9	7.1	6.5	8.2	6.4	13.6	8.0	9.1	13.7
education	12.1	10.4	19.3	7.7	4.4	15.3	10.8	9.0	9.2	13.9	19.4	17.9
engineering	6.8	7.0	6.0	11.9	5.2	4.9	3.2	5.6	2.7	0.4	6.3	2.0
English	5.8	5.3	7.6	4.1	5.8	6.0	6.2	5.8	7.7	6.0	7.8	4.0
health related	1.7	1.7	1.8	2.8	1.5	1.3	0.6	0.6	0.7	0.5	1.8	2.0
history or political science	7.1	7.8	4.0	5.7	12.9	7.9	8.4	8.9	7.4	8.2	3.9	5.3
humanities	7.4	8.3	3.6	6.2	14.3	5.3	13.1	11.5	15.9	13.6	3.1	12.6
fine arts	9.1	9.6	6.8	9.9	6.6	9.8	10.7	11.6	5.1	12.1	6.7	10.1
mathematics or statistics	6.6	6.5	7.0	6.9	5.7	6.7	6.2	5.9	5.9	6.7	7.0	6.2
physical sciences	9.8	10.3	7.3	11.5	9.1	9.8	9.8	11.0	7.7	9.1	7.6	2.0
social sciences	11.9	12.7	8.3	12.4	15.6	12.2	12.1	12.9	14.0	10.3	8.4	6.9
other technical	2.3	1.7	5.0	1.2	1.6	2.1	1.9	2.4	2.1	1.2	5.2	1.3
other non-technical	4.0	3.6	6.1	3.0	4.4	4.5	2.6	2.7	2.4	2.4	6.2	5.5
<b>Year Highest Degree Earned</b>												
1954 or earlier	2.2	2.0	3.2	2.1	3.2	1.5	1.9	2.2	2.0	1.6	3.3	2.0
1955 to 1959	3.4	3.5	2.6	4.4	6.2	2.1	2.9	3.1	3.7	2.2	2.7	1.3
1960 to 1964	9.2	9.2	9.1	12.0	9.9	7.0	7.9	9.1	6.6	7.2	9.4	3.5
1965 to 1969	16.0	15.5	17.9	16.8	14.5	16.0	13.3	14.1	13.2	12.4	18.4	9.2
1970 to 1974	19.2	19.1	19.6	18.8	17.3	20.6	18.1	19.5	18.2	16.4	19.9	13.2
1975 to 1979	14.1	14.0	14.7	12.3	14.5	14.5	15.7	14.3	15.8	17.5	14.6	16.4
1980 to 1984	13.7	13.7	13.3	12.4	12.6	14.6	15.3	14.7	15.0	16.2	13.2	15.2
1985 to 1989	14.4	14.7	13.1	14.1	14.3	14.1	16.8	16.1	15.4	18.3	12.5	23.9
1990 to 1992	7.9	8.2	6.5	7.1	7.4	9.7	8.0	7.0	10.0	8.4	6.0	15.2
<b>Degree Currently Working Toward</b>												
bachelor's (B.A., B.S., etc.)	0.9	0.1	4.1	0.1	0.0	0.3	0.1	0.1	0.0	0.2	4.4	0.0
master's (M.A., M.S., etc.)	3.8	1.6	13.4	0.9	0.8	2.0	2.7	1.9	2.3	3.8	13.4	13.3
LL.B., J.D	0.1	0.2	0.1	0.1	0.7	0.1	0.1	0.1	0.3	0.0	0.1	0.0
M.D., D.D.S. (or equivalent)	0.2	0.1	0.5	0.0	0.3	0.3	0.1	0.2	0.0	0.0	0.5	0.0
other first professional	0.1	0.1	0.2	0.0	0.0	0.1	0.3	0.1	0.5	0.4	0.3	0.0
Ed.D	2.0	1.3	4.8	0.3	1.1	1.9	2.3	2.3	1.9	2.4	4.9	4.3
Ph.D	10.1	9.0	15.2	4.4	6.4	12.3	12.8	11.2	14.0	14.4	14.4	29.0
other degree	1.9	1.5	3.3	1.4	0.7	1.9	1.7	1.2	1.0	2.6	3.3	2.8
none	80.8	86.0	58.4	92.9	89.9	81.2	80.0	83.0	80.0	76.2	58.8	50.6

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(2) Recategorization of this item from a longer list is shown in The American College Teacher

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	All sectarian	Catholic	Protestant	Public	Private
<b>Department of Current Faculty Appointment (2)</b>												
agriculture or forestry	2.4	2.6	1.3	5.8	0.2	1.5	0.2	0.3	0.1	0.3	1.3	0.0
biological sciences	6.3	6.2	6.7	6.5	5.3	6.3	5.9	5.1	5.1	7.3	6.6	8.2
business	8.9	8.3	11.3	6.0	10.4	8.8	10.5	8.1	18.2	9.8	11.1	14.7
education	7.1	7.5	5.3	6.1	2.8	11.0	7.1	5.7	6.8	9.1	5.1	7.7
engineering	6.6	6.8	5.3	12.6	5.2	3.7	3.0	5.6	2.3	0.1	5.5	0.7
English	6.6	6.0	9.4	4.6	7.0	6.6	6.8	6.1	8.1	7.0	9.7	4.8
health related	2.0	2.0	2.2	3.1	1.6	1.8	0.7	1.0	1.1	0.2	2.0	5.4
history or political science	6.4	7.2	2.8	5.5	11.8	6.9	7.7	7.9	7.1	7.7	2.8	3.4
humanities	7.2	8.1	3.4	5.8	13.5	5.2	13.4	12.1	16.0	13.9	3.0	12.3
fine arts	9.3	10.0	6.3	10.3	6.8	10.3	11.0	11.7	4.9	12.9	6.1	9.7
mathematics or statistics	6.9	6.6	8.0	6.4	6.0	6.8	7.0	6.0	5.5	8.8	8.1	5.2
physical sciences	9.3	9.8	7.2	10.4	8.2	10.0	9.3	10.5	7.9	8.6	7.4	3.4
social sciences	11.3	11.6	9.9	10.7	13.9	11.8	11.5	12.3	10.6	10.9	10.0	7.8
other technical	5.0	3.1	13.2	2.4	1.9	4.3	3.4	4.2	4.2	1.9	13.3	12.0
other non-technical	4.7	4.1	7.6	3.9	5.2	4.9	2.5	3.3	2.2	1.6	7.7	4.8
<b>Year Appointed to Current Position</b>												
1954 or earlier	1.3	1.3	1.3	1.3	2.1	1.0	1.4	1.3	1.6	1.4	1.4	0.0
1955 to 1959	1.6	1.8	0.8	1.9	3.0	0.9	2.6	3.1	2.8	1.8	0.8	0.0
1960 to 1964	5.8	6.1	4.4	6.4	8.0	4.9	6.4	7.3	6.8	5.0	4.5	2.0
1965 to 1969	17.3	16.5	20.8	17.9	15.0	17.6	13.4	15.6	11.1	11.6	21.6	5.3
1970 to 1974	14.5	13.9	17.3	14.2	13.7	15.8	10.5	10.8	10.2	10.4	18.0	4.9
1975 to 1979	11.5	11.3	12.3	12.5	10.8	10.3	11.3	11.7	12.5	10.2	12.3	12.0
1980 to 1984	12.8	12.6	13.4	12.4	12.3	12.0	14.3	14.4	14.7	13.9	13.7	7.9
1985 to 1989	19.1	19.7	16.2	19.4	18.8	18.8	22.3	20.7	21.6	24.7	15.6	28.3
1990 to 1992	16.0	16.6	13.5	14.0	16.3	18.6	17.9	15.1	18.8	21.0	12.1	39.5
<b>Tenured?</b>												
yes	65.0	64.7	66.1	70.1	66.5	64.2	55.5	59.7	58.3	49.1	68.4	27.1
no	35.0	35.3	33.9	29.9	33.5	35.8	44.5	40.3	41.7	50.9	31.6	72.9
<b>Year Received Tenure</b>												
1954 or earlier	0.2	0.2	0.4	0.1	0.2	0.2	0.1	0.1	0.3	0.1	0.4	0.0
1955 to 1959	0.4	0.4	0.2	0.5	0.9	0.1	0.3	0.4	0.3	0.3	0.3	0.0
1960 to 1964	2.2	2.5	1.1	2.6	3.8	1.4	3.4	3.9	3.4	2.7	1.2	0.0
1965 to 1969	11.3	11.5	10.7	13.9	11.2	9.4	10.3	12.2	8.5	8.6	10.9	2.5
1970 to 1974	22.7	21.5	28.3	20.9	21.0	24.6	17.2	17.9	19.6	14.7	28.4	21.6
1975 to 1979	18.9	19.1	18.2	18.9	17.9	20.7	17.2	16.9	15.3	18.7	18.5	4.8
1980 to 1984	16.1	16.3	15.1	16.9	16.3	15.2	17.1	16.5	15.1	19.1	15.0	21.7
1985 to 1989	17.2	17.4	16.4	16.5	18.3	16.0	21.2	20.1	24.0	21.5	16.2	24.5
1990 to 1992	10.9	11.3	9.5	9.8	10.3	12.4	13.1	12.0	13.5	14.4	9.1	25.0
<b>Primary Interest</b>												
very heavily in teaching	35.3	26.8	72.9	15.7	17.8	34.9	37.9	33.7	37.7	43.2	73.6	59.3
leaning toward teaching	38.1	41.6	22.6	36.0	43.2	45.1	44.7	44.3	45.3	44.9	22.0	33.6
leaning toward research	23.6	28.0	3.8	42.1	34.5	18.2	16.1	20.3	16.0	11.0	3.7	5.8
very heavily in research	3.0	3.5	0.7	6.2	4.5	1.8	1.3	1.8	1.0	0.9	0.6	1.3

(2) Recategorization of this item from a longer list is shown in The American College Teacher

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	ALL		Universities		Four-year Colleges					Two-year Colleges		
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
	<b>Salary is Based On</b>											
9/10 months	79.2	78.8	80.9	79.8	78.4	80.3	75.0	73.3	75.6	77.0	82.3	55.4
11/12 months	20.8	21.2	19.1	20.2	21.6	19.7	25.0	26.7	24.4	23.0	17.7	44.6
<b>Base Salary in Thousands for:</b>												
<b>Faculty on 9/10 Mo Contracts</b>												
less than 20	0.4	0.4	0.3	0.4	0.4	0.3	0.5	0.4	0.2	0.7	0.3	2.2
20 to 29	9.1	7.9	14.2	4.8	2.6	10.4	12.4	7.6	6.3	21.1	13.6	31.3
30 to 39	27.4	26.3	32.4	23.8	15.7	29.5	31.9	24.6	34.9	39.1	31.8	47.3
40 to 49	29.1	29.6	26.8	28.8	23.3	32.6	29.4	29.9	33.3	26.9	27.2	18.0
50 to 59	19.2	19.2	19.0	20.8	21.7	18.6	15.9	20.8	17.1	9.4	19.6	1.1
60 to 69	9.3	9.9	6.5	11.3	19.1	7.4	6.3	9.9	6.2	1.9	6.7	0.0
70 to 79	3.5	4.2	0.6	6.6	9.9	0.8	2.4	4.0	1.6	0.7	0.6	0.0
80 to 89	1.4	1.7	0.1	2.3	5.1	0.2	0.9	1.9	0.3	0.1	0.1	0.0
90 to 99	0.4	0.5	0.0	0.7	1.2	0.0	0.3	0.5	0.2	0.0	0.0	0.0
100 to 124	0.2	0.3	0.0	0.5	0.8	0.1	0.1	0.2	0.1	0.0	0.0	0.0
125 to 149	0.0	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.0
150 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Faculty on 11/12 Mo Contracts</b>												
less than 20	0.7	0.5	1.7	0.0	1.9	0.0	1.0	0.2	1.6	2.0	1.0	6.2
20 to 29	7.3	6.4	11.9	1.1	1.4	7.2	15.3	12.2	10.6	22.0	9.1	30.7
30 to 39	25.0	22.0	39.7	10.2	18.9	23.5	38.5	36.6	39.5	40.7	38.3	49.0
40 to 49	24.6	23.8	28.4	18.8	32.5	25.1	25.2	25.8	25.6	24.1	30.7	12.5
50 to 59	19.0	20.1	13.7	26.8	15.6	20.6	12.0	12.8	16.8	8.6	15.5	1.6
60 to 69	12.8	14.6	3.7	21.0	15.5	14.7	5.1	7.7	4.0	1.9	4.2	0.0
70 to 79	5.0	5.8	1.0	7.8	5.8	6.8	1.6	2.8	0.8	0.1	1.1	0.0
80 to 89	2.9	3.4	0.0	6.6	3.7	1.9	0.7	1.0	0.5	0.3	0.0	0.0
90 to 99	1.5	1.8	0.0	3.6	3.9	0.2	0.3	0.4	0.5	0.0	0.0	0.0
100 to 124	0.9	1.1	0.0	2.9	0.2	0.0	0.3	0.5	0.0	0.2	0.0	0.0
125 to 149	0.2	0.2	0.0	0.7	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0
150 or more	0.2	0.2	0.0	0.5	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Father's Education</b>												
8th grade or less	18.8	18.3	21.0	18.7	14.8	19.9	17.0	16.0	19.1	17.2	21.4	13.7
some high school	11.5	10.7	15.1	10.4	11.3	10.9	10.4	9.4	13.1	10.5	15.1	14.9
completed high school	23.8	22.3	30.2	21.2	20.2	24.2	22.5	21.3	24.2	23.3	30.0	33.8
some college	13.4	13.6	12.5	13.8	12.9	13.8	13.5	14.8	11.7	12.8	12.4	13.8
graduated from college	12.7	13.4	9.2	13.9	13.8	12.5	14.0	14.9	12.9	13.3	9.2	9.0
attended grad/prof school	4.7	5.1	3.2	4.8	6.9	4.8	5.1	5.4	4.1	5.1	3.1	4.2
attained advanced degree	15.2	16.5	9.0	17.1	20.1	14.0	17.5	18.3	15.0	17.8	8.9	10.7
<b>Mother's Education</b>												
8th grade or less	13.8	13.5	15.1	13.5	10.7	14.7	13.1	12.1	15.6	13.3	15.3	11.4
some high school	10.8	10.3	13.0	10.2	10.6	11.2	8.8	9.3	11.0	7.1	13.4	6.1
completed high school	34.8	33.9	39.1	32.6	33.5	34.9	34.6	34.7	36.0	33.7	38.6	48.1
some college	15.9	16.6	12.6	16.8	15.9	16.4	17.0	16.0	15.2	19.1	12.5	14.0
graduated from college	14.8	15.4	12.3	16.4	17.1	13.3	16.1	16.7	14.0	16.3	12.3	11.8
attended grad/prof school	3.4	3.5	3.2	3.2	4.8	3.2	3.7	3.9	3.0	3.8	3.2	3.3
attained advanced degree	6.5	6.8	4.8	7.3	7.4	6.2	6.7	7.3	5.1	6.7	4.8	5.3

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Marital Status</b>												
married (currently)	81.9	82.0	81.6	84.2	76.7	82.1	81.1	83.4	72.8	82.1	81.4	84.5
separated	1.4	1.2	2.4	1.4	1.1	1.5	0.7	0.7	0.8	0.7	2.4	2.1
single (never married)	8.0	8.4	6.0	6.9	13.5	6.8	10.7	8.2	19.1	9.9	6.1	4.5
single (with partner)	1.7	1.7	1.7	1.3	2.5	1.9	1.6	2.2	1.4	0.8	1.6	2.5
single (divorced)	6.3	6.0	7.7	5.5	5.5	7.1	5.4	5.0	5.3	6.0	7.7	6.4
single (widowed)	0.6	0.6	0.7	0.7	0.5	0.6	0.5	0.6	0.7	0.4	0.7	0.0
<b>Spouse's or Partner's Education</b>												
8th grade or less	0.1	0.1	0.2	0.1	0.2	0.2	0.1	0.0	0.1	0.1	0.2	0.0
some high school	0.3	0.2	0.6	0.2	0.1	0.3	0.2	0.3	0.3	0.0	0.6	0.0
completed high school	4.2	3.7	6.4	3.6	3.1	4.2	3.5	3.1	4.7	3.5	6.5	4.9
some college	13.3	12.1	18.6	11.8	9.9	13.8	11.1	11.5	11.3	10.5	18.7	16.8
graduated from college	23.2	22.3	27.1	22.5	19.5	22.1	23.9	23.4	19.4	26.4	27.3	22.3
attended grad/prof school	10.4	10.5	10.1	9.6	9.4	11.0	11.6	11.3	9.0	13.2	9.6	19.6
attained advanced degree	38.4	40.7	27.8	43.0	44.8	38.8	37.8	40.9	36.7	34.2	27.7	29.7
does not apply	10.1	10.3	9.3	9.1	13.1	9.6	11.9	9.4	18.5	12.0	9.5	6.7
<b>Number of Children Aged:</b>												
<b>0 to 4 Years</b>												
none	74.0	73.9	74.6	73.1	72.8	74.9	74.3	74.7	77.5	72.0	75.5	61.4
one	19.8	20.0	18.8	20.6	20.2	19.4	20.2	20.0	16.8	22.2	18.3	26.4
two	5.7	5.6	6.1	5.8	6.7	5.3	5.3	5.0	5.4	5.5	5.7	11.1
three	0.4	0.4	0.4	0.6	0.3	0.4	0.3	0.3	0.2	0.3	0.4	1.1
four or more	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
<b>5 to 12 Years</b>												
none	60.6	61.4	56.9	62.5	65.3	59.3	60.5	60.5	66.8	57.4	57.0	55.5
one	24.1	23.5	26.7	23.0	21.7	25.0	23.3	23.4	19.2	25.1	26.9	24.4
two	12.9	12.7	14.0	12.2	9.5	13.3	14.3	14.2	12.2	15.5	13.9	16.1
three	2.1	2.1	2.1	2.1	2.7	2.2	1.6	1.7	1.4	1.7	2.0	3.9
four or more	0.3	0.3	0.2	0.3	0.8	0.2	0.3	0.2	0.4	0.3	0.2	0.0
<b>13 to 17 Years</b>												
none	65.7	67.1	59.4	67.6	68.4	64.8	68.9	68.1	74.9	66.9	59.4	59.8
one	25.7	24.8	30.0	25.2	22.0	26.4	23.1	23.4	18.2	25.3	30.5	23.5
two	7.5	7.1	9.3	6.3	7.9	7.5	7.4	8.0	5.9	7.3	9.0	13.8
three	1.0	1.0	1.1	1.0	1.4	1.2	0.5	0.4	1.0	0.4	1.0	3.0
four or more	0.1	0.1	0.2	0.0	0.3	0.2	0.1	0.2	0.0	0.0	0.2	0.0
<b>18 Years or Older</b>												
none	37.7	39.2	31.0	36.9	46.0	36.8	43.1	41.5	49.9	42.0	30.2	47.2
one	14.3	14.1	15.3	13.5	12.6	16.3	12.4	13.0	12.4	11.7	15.1	17.6
two	25.0	24.1	29.0	25.9	17.8	24.7	23.4	24.1	14.0	27.0	29.4	20.8
three	12.8	12.9	12.6	14.7	10.4	12.3	12.1	13.0	11.0	11.5	12.7	9.9
four or more	10.2	9.7	12.1	9.0	13.1	9.8	8.9	8.5	12.6	7.8	12.4	4.4

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>General Activities</b>												
held academic admin position	43.2	44.1	39.2	40.8	49.8	43.9	46.4	46.2	47.9	45.9	38.9	45.9
award for outstanding teaching	35.4	35.9	33.0	38.6	34.9	34.0	35.1	34.5	34.1	36.2	33.1	31.8
spouse or partner an academic	32.4	31.5	36.3	30.7	24.3	34.7	32.1	31.5	27.7	34.7	36.2	37.0
commute a long distance to work	16.8	15.4	23.1	11.1	19.9	18.0	15.7	13.1	23.8	15.1	23.2	21.3
research/writing on women	15.1	16.4	9.5	15.3	22.1	14.7	17.6	18.2	18.1	16.7	9.4	11.1
spouse/partner work in same city	56.5	58.4	48.3	61.6	59.7	54.3	58.9	59.1	53.0	61.1	48.2	48.8
res/writing on race/ethnicity	19.4	20.8	12.8	18.2	24.2	22.1	21.5	21.1	20.9	22.2	12.6	16.5
born in the U.S.A	87.8	86.3	94.7	84.1	83.6	88.2	88.5	88.2	89.1	88.6	94.7	94.0
am a U.S. citizen	94.2	93.3	98.0	91.8	91.6	94.8	94.7	94.6	94.9	94.8	98.0	98.0
interrupted career for hlth/fam	3.9	3.6	5.1	2.9	4.5	3.5	4.4	4.3	5.1	4.3	4.9	7.9
sexually harassed at this inst	3.0	2.8	4.3	2.3	2.3	3.7	2.3	2.0	3.1	2.3	4.5	0.0
plan working beyond age 70	35.9	38.0	26.3	39.4	45.0	34.2	37.8	37.1	41.8	36.9	25.3	45.5
<b>General Activities in the Last Two Years</b>												
had one or more firm job offers	26.5	26.1	28.4	23.6	27.7	27.3	27.3	24.6	26.0	31.4	27.2	50.8
developed a new course	69.0	70.0	64.3	67.6	74.7	67.4	75.7	76.3	78.1	73.8	63.6	77.0
considered early retirement	31.8	30.3	38.4	30.8	25.3	33.7	26.8	28.0	27.3	25.2	39.3	21.7
considered leaving academe	33.9	34.1	32.9	35.1	30.5	35.2	32.4	32.8	28.9	33.5	32.5	41.1
<b>Teaching Activities in the Last Two Years</b>												
taught honors course	20.1	21.8	12.2	23.6	28.2	18.4	20.1	20.7	22.7	18.1	12.1	14.5
taught interdisciplinary course	34.1	35.4	28.2	32.3	37.5	32.2	44.4	48.7	34.9	43.4	27.6	38.8
taught ethnic studies course	7.2	7.8	4.8	6.0	9.5	7.4	10.4	10.6	10.2	10.3	4.8	5.5
taught women's studies course	2.3	2.4	1.4	1.8	2.8	2.0	4.0	4.2	3.6	3.9	1.3	2.2
team-taught a course	32.0	33.0	27.3	35.5	29.1	29.3	36.9	40.3	30.2	35.7	26.7	37.8
worked w/students on res project	67.8	73.2	42.0	81.7	73.2	67.6	67.1	70.1	65.4	63.9	41.8	45.2
attd racial/cultural workshop	33.0	29.8	47.3	22.1	27.0	34.0	38.0	36.9	38.7	38.9	48.1	33.5
attd women's/minorities workshop	19.4	17.6	27.6	11.9	21.0	17.7	25.3	23.3	24.9	27.9	28.1	19.1
held fac senate/council office	25.1	25.0	25.5	21.6	24.7	27.8	26.5	25.3	32.8	25.0	26.0	16.6
used funds for research	45.0	51.8	13.3	62.8	56.3	42.1	45.0	51.5	42.3	37.9	13.3	13.3
served as a paid consultant	48.0	49.8	39.6	54.0	55.2	47.3	43.2	44.4	44.7	40.9	40.0	31.5
attd teaching enhance workshop	49.9	47.4	61.2	39.4	46.0	51.5	55.4	52.0	55.7	59.5	61.3	60.0
<b>Research Working Environment</b>												
work essentially alone	66.1	65.2	70.4	55.1	68.1	69.4	74.0	71.8	72.9	77.4	69.9	78.8
work with one or two colleagues	26.9	28.6	18.7	37.3	26.7	25.2	20.3	22.6	21.9	16.6	18.9	14.7
member of larger group	7.0	6.2	10.9	7.6	5.2	5.4	5.7	5.6	5.2	6.0	11.2	6.5

WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993

MALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	All sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Scheduled Teaching</b>												
none	0.4	0.4	0.2	0.5	0.6	0.2	0.3	0.5	0.6	0.0	0.1	0.6
1 to 4	5.6	6.5	1.8	11.2	8.0	3.0	3.1	4.2	1.9	2.3	1.7	3.2
5 to 8	26.8	31.7	4.6	48.2	48.6	16.0	19.0	25.2	14.2	13.6	4.4	9.7
9 to 12	34.2	39.2	11.8	27.2	34.2	49.9	45.0	42.2	58.9	41.9	11.2	22.5
13 to 16	17.4	14.1	32.7	7.3	6.0	19.8	21.2	17.2	18.1	27.6	32.9	29.4
17 to 20	9.4	5.5	27.0	3.7	1.4	7.3	8.2	7.9	4.5	10.3	27.5	17.9
21 to 34	5.5	2.3	20.1	1.5	1.1	3.3	2.9	2.4	1.6	4.1	20.6	10.9
35 to 44	0.5	0.2	1.5	0.2	0.1	0.4	0.2	0.2	0.1	0.2	1.2	5.8
45 or more	0.1	0.1	0.4	0.1	0.0	0.1	0.1	0.1	0.1	0.0	0.4	0.0
<b>Preparing for Teaching</b>												
none	0.3	0.3	0.3	0.4	0.3	0.2	0.3	0.4	0.1	0.2	0.3	0.0
1 to 4	8.4	8.6	7.5	11.3	7.8	7.2	6.7	8.1	5.6	5.6	7.3	11.0
5 to 8	23.1	23.3	22.0	26.8	25.2	21.5	19.2	19.5	19.8	18.6	22.0	22.1
9 to 12	26.1	26.2	25.9	27.8	26.9	25.4	24.4	24.2	26.9	23.4	25.6	30.1
13 to 16	17.2	17.0	18.2	15.9	17.6	18.0	17.0	17.1	15.2	17.6	18.5	12.3
17 to 20	14.0	14.0	14.2	10.9	12.2	15.6	17.8	17.0	17.8	18.9	14.4	10.6
21 to 34	8.6	8.4	9.5	5.6	7.9	9.6	11.5	10.7	11.9	12.4	9.4	11.2
35 to 44	1.6	1.7	1.4	1.1	1.8	1.8	2.3	2.4	2.4	2.3	1.4	2.1
45 or more	0.6	0.5	0.9	0.3	0.5	0.6	0.8	0.7	0.3	1.1	0.9	0.6
<b>Advising/Counseling of Students</b>												
none	2.7	2.8	2.3	4.2	1.0	2.2	2.4	2.0	2.2	2.8	2.2	3.2
1 to 4	57.1	57.2	56.8	59.2	55.6	54.6	58.7	58.2	59.0	59.3	56.4	63.0
5 to 8	29.6	29.3	31.0	26.0	33.4	31.7	28.7	29.2	30.0	27.5	31.6	21.2
9 to 12	7.8	7.9	7.2	7.4	7.4	8.6	7.8	7.7	6.8	8.5	7.1	8.5
13 to 16	1.7	1.8	1.3	2.1	1.6	1.8	1.6	1.8	1.3	1.4	1.2	2.2
17 to 20	0.7	0.7	0.5	0.8	0.7	0.7	0.5	0.6	0.6	0.2	0.5	0.6
21 to 34	0.3	0.3	0.4	0.3	0.2	0.3	0.2	0.3	0.3	0.2	0.4	0.6
35 to 44	0.1	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.6
45 or more	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
<b>Committee Work and Meetings</b>												
none	5.1	4.7	6.6	4.4	5.9	4.6	4.9	4.5	5.1	5.4	6.5	9.2
1 to 4	71.7	71.2	73.7	70.3	69.8	72.0	72.4	72.3	70.6	73.4	73.6	74.0
5 to 8	18.6	19.2	16.0	19.6	19.9	18.8	18.6	19.1	19.6	17.7	16.1	14.9
9 to 12	3.5	3.7	3.1	4.2	3.3	3.5	3.2	3.2	3.6	2.9	3.2	1.3
13 to 16	0.7	0.8	0.3	1.2	0.6	0.6	0.6	0.7	0.6	0.3	0.3	0.0
17 to 20	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.1	0.3	0.2	0.2	0.0
21 to 34	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.2	0.1	0.1	0.0
35 to 44	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6
45 or more	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Other Administration</b>												
none	37.4	36.6	40.5	36.3	38.6	37.0	35.4	37.3	36.1	32.8	40.9	34.0
1 to 4	38.4	38.3	38.6	40.3	38.0	36.7	37.7	39.0	36.7	36.6	38.6	38.4
5 to 8	11.6	11.8	10.8	12.4	10.9	10.8	12.6	11.0	14.2	13.9	10.9	9.6
9 to 12	5.5	5.7	4.5	4.5	5.9	6.5	6.3	6.0	5.3	7.1	4.2	8.9
13 to 16	2.8	3.0	1.9	2.7	2.5	3.3	3.3	2.7	3.3	3.9	1.8	3.4
17 to 20	2.2	2.3	1.9	1.7	2.0	2.8	2.6	2.2	2.0	3.2	1.9	2.3
21 to 34	1.7	1.8	1.4	1.6	1.1	2.3	1.6	1.3	2.3	1.7	1.4	2.0
35 to 44	0.3	0.3	0.4	0.2	0.5	0.4	0.4	0.4	0.0	0.6	0.4	1.4
45 or more	0.2	0.2	0.0	0.2	0.5	0.2	0.1	0.1	0.0	0.3	0.0	0.0
<b>Research and Scholarly Writing</b>												
none	20.6	13.2	56.0	6.5	6.5	17.6	21.6	18.2	19.1	27.0	56.4	47.8
1 to 4	30.0	29.9	30.7	19.7	23.7	36.9	39.9	37.3	37.2	44.6	30.1	40.8
5 to 8	18.5	20.6	8.4	19.6	22.5	21.7	19.6	21.6	22.8	15.7	8.4	7.8
9 to 12	12.1	14.0	3.0	17.0	18.0	11.8	9.9	11.3	11.2	7.7	3.0	3.0
13 to 16	7.1	8.4	1.1	12.4	11.5	5.5	4.3	5.3	5.5	2.4	1.1	0.0
17 to 20	5.9	7.0	0.5	11.6	9.4	3.9	2.7	3.2	2.8	2.0	0.6	0.0
21 to 34	3.9	4.7	0.3	8.7	6.1	1.8	1.4	2.2	1.4	0.5	0.3	0.7
35 to 44	1.3	1.6	0.0	3.3	1.9	0.4	0.3	0.5	0.0	0.1	0.0	0.0
45 or more	0.5	0.6	0.0	1.1	0.5	0.2	0.2	0.4	0.1	0.0	0.0	0.0
<b>Creative Products &amp; Performances</b>												
none	70.5	71.5	66.3	73.7	77.3	68.8	68.7	70.3	72.0	65.2	66.5	63.5
1 to 4	18.0	16.8	23.5	15.6	12.7	18.7	17.9	16.0	18.6	19.8	23.2	28.1
5 to 8	5.2	5.1	5.6	4.3	4.1	5.6	6.0	5.9	4.9	6.7	5.7	4.2
9 to 12	2.8	2.9	2.4	2.7	2.9	2.7	3.3	2.8	2.0	4.4	2.4	1.4
13 to 16	1.3	1.4	0.8	1.3	1.8	1.4	1.5	1.7	0.8	1.6	0.7	2.1
17 to 20	1.1	1.2	0.7	0.9	0.6	1.6	1.2	1.5	0.8	1.1	0.7	0.7
21 to 34	0.8	0.9	0.5	0.9	0.5	0.8	1.1	1.2	0.9	1.0	0.5	0.0
35 to 44	0.2	0.2	0.2	0.2	0.0	0.3	0.1	0.1	0.0	0.1	0.2	0.0
45 or more	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.4	0.0	0.1	0.1	0.0
<b>Consultation with Clients or Patients</b>												
none	79.9	80.3	78.6	79.5	83.4	79.4	81.0	82.1	79.7	80.3	78.5	79.0
1 to 4	14.5	14.5	14.4	14.9	11.3	16.0	13.1	12.8	12.6	13.6	14.4	15.2
5 to 8	3.3	3.1	4.0	3.2	3.1	2.8	3.4	2.9	4.4	3.6	4.0	3.7
9 to 12	1.2	1.2	1.5	1.1	1.5	1.0	1.4	1.2	1.6	1.4	1.5	2.1
13 to 16	0.3	0.3	0.6	0.3	0.2	0.1	0.5	0.5	0.3	0.5	0.6	0.0
17 to 20	0.3	0.3	0.5	0.3	0.2	0.3	0.3	0.2	0.6	0.2	0.5	0.0
21 to 34	0.2	0.2	0.3	0.4	0.1	0.2	0.2	0.0	0.6	0.3	0.3	0.0
35 to 44	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.1	0.1	0.0
45 or more	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.2	0.0	0.1	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	All sectarian	Catholic	Protestant	Public	Private
	<b>HOURS PER WEEK SPENT ON:</b>											
<b>Community/Public Service</b>												
none	33.4	33.8	31.9	37.5	38.7	28.4	33.5	37.4	33.5	28.6	31.7	35.1
1 to 4	52.5	52.5	52.4	50.4	46.8	56.2	53.5	52.1	52.3	55.8	52.2	55.8
5 to 8	10.1	9.9	11.0	8.5	10.2	11.3	9.8	8.6	10.9	10.7	11.3	6.1
9 to 12	2.9	2.7	3.8	2.7	2.9	2.8	2.4	1.4	2.5	3.5	3.8	2.2
13 to 16	0.5	0.6	0.3	0.5	0.9	0.6	0.5	0.3	0.3	0.7	0.4	0.0
17 to 20	0.3	0.3	0.4	0.3	0.3	0.4	0.3	0.1	0.5	0.5	0.4	0.7
21 to 34	0.1	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.0	0.1	0.0	0.0
35 to 44	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
45 or more	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.0
<b>Outside Consulting or Freelance Work</b>												
none	60.0	59.5	62.6	55.5	54.6	62.3	64.4	62.8	62.3	67.3	62.9	58.7
1 to 4	28.8	29.7	24.7	32.8	31.1	28.4	25.6	26.6	27.1	23.7	24.8	23.7
5 to 8	7.2	7.3	6.8	8.5	10.0	5.7	6.3	6.5	6.5	6.0	6.9	5.3
9 to 12	2.4	2.3	3.1	2.2	2.9	2.4	2.0	2.3	2.5	1.4	2.9	6.0
13 to 16	0.8	0.7	1.0	0.6	1.0	0.6	0.8	0.9	0.7	0.8	0.9	2.8
17 to 20	0.5	0.4	1.0	0.4	0.1	0.4	0.5	0.5	0.7	0.5	1.0	0.7
21 to 34	0.2	0.1	0.4	0.0	0.2	0.1	0.2	0.2	0.1	0.2	0.4	1.4
35 to 44	0.1	0.0	0.2	0.0	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.7
45 or more	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.7
<b>Household/Child Care Duties</b>												
none	18.4	18.7	17.0	21.0	18.0	19.8	13.5	13.8	17.8	11.2	17.1	14.0
1 to 4	20.3	20.6	19.0	20.7	20.3	19.7	21.9	21.6	20.3	23.0	18.9	21.6
5 to 8	23.5	23.5	23.5	21.4	25.3	23.7	25.8	25.0	24.4	27.6	23.5	23.2
9 to 12	16.2	16.3	15.8	16.1	15.8	15.8	17.7	18.2	14.4	18.6	15.6	19.6
13 to 16	8.6	8.3	9.9	8.0	7.5	8.4	9.0	9.5	8.8	8.6	10.0	8.4
17 to 20	6.4	6.2	7.3	5.9	6.1	6.9	5.5	5.3	7.0	5.2	7.5	3.0
21 to 34	4.0	3.9	4.2	4.1	4.3	3.6	4.0	4.5	4.6	3.2	4.2	3.4
35 to 44	1.3	1.3	1.4	1.6	1.1	1.0	1.4	1.3	1.2	1.5	1.3	3.0
45 or more	1.3	1.2	1.9	1.2	1.6	1.1	1.0	1.0	1.2	1.1	1.8	3.8
<b>Number of Days Spent Off-Campus for Professional Activities</b>												
none	12.6	11.3	18.6	7.8	12.0	13.8	12.7	10.8	14.1	14.4	18.2	25.7
1 to 2	15.1	12.7	25.8	9.3	9.8	15.4	16.1	15.2	18.6	16.0	26.4	14.9
3 to 4	22.8	21.5	28.7	17.0	20.2	23.9	26.0	24.4	23.8	29.0	28.7	28.8
5 to 10	31.1	33.3	21.1	35.5	34.0	32.1	31.3	33.7	30.1	28.8	20.9	23.7
11 to 20	12.5	14.3	4.4	20.5	15.0	10.8	9.1	10.6	9.2	7.2	4.4	4.3
21 to 50	4.4	5.1	1.2	7.8	6.5	3.0	3.2	3.5	3.3	2.7	1.2	1.9
50+	1.4	1.6	0.3	2.1	2.5	1.0	1.6	1.6	1.0	1.7	0.3	0.6



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	ALL		Universities		Four-year Colleges					Two-year Colleges		
	Institutions	4-year	2-year	Public	Private	Public	Private	All sectarian	Non- Catholic	Protestant	Public	Private
	<b>NUMBER OF:</b>											
<b>Articles in Academic or Professional Journals</b>												
none	24.7	17.0	58.8	8.7	9.5	22.3	27.1	22.7	23.5	34.1	58.9	56.0
1 to 2	16.7	15.4	22.8	9.2	12.2	20.0	20.3	18.8	22.6	21.1	22.6	27.4
3 to 4	12.6	13.3	9.4	8.9	12.4	16.4	16.4	14.1	19.0	18.0	9.4	9.5
5 to 10	17.1	19.9	4.8	19.4	22.9	20.1	18.5	19.6	17.9	17.3	5.0	2.6
11 to 20	12.2	14.3	2.4	17.7	18.9	11.9	9.8	12.9	9.3	6.2	2.4	3.2
21 to 50	11.4	13.7	1.4	23.9	15.2	7.1	6.1	8.8	5.7	2.9	1.4	0.7
50+	5.3	6.4	0.3	12.2	8.9	2.3	1.9	3.0	1.9	0.6	0.3	0.6
<b>Chapters in Edited Volumes</b>												
none	63.4	57.7	88.6	44.9	42.4	69.7	69.2	63.7	69.7	75.9	88.6	89.5
1 to 2	18.7	21.3	7.0	23.8	23.9	19.3	18.6	20.0	20.2	16.0	7.0	7.1
3 to 4	9.2	10.8	2.0	15.8	15.5	6.1	7.2	9.4	6.0	5.0	2.0	2.1
5 to 10	5.8	6.8	1.4	9.9	13.1	3.2	3.6	5.0	2.6	2.4	1.5	1.3
11 to 20	2.1	2.5	0.4	3.9	4.4	1.1	1.0	1.4	1.4	0.3	0.5	0.0
21 to 50	0.6	0.7	0.2	1.4	0.5	0.3	0.3	0.3	0.1	0.3	0.3	0.0
50+	0.2	0.2	0.2	0.3	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.0
<b>Books, Manuals, Monographs</b>												
none	51.2	48.4	63.6	43.3	36.8	54.1	54.8	51.3	55.2	58.8	63.5	65.4
1 to 2	30.0	31.0	25.7	31.0	35.8	29.8	30.2	31.5	29.0	29.2	25.5	29.2
3 to 4	10.6	11.5	6.6	14.2	14.1	9.0	9.4	10.5	9.2	8.0	6.9	2.6
5 to 10	6.1	6.7	3.1	8.8	9.1	5.2	4.2	4.9	5.1	2.9	3.2	0.6
11 to 20	1.4	1.6	0.7	1.7	3.1	1.3	0.9	1.2	0.7	0.6	0.7	1.3
21 to 50	0.5	0.5	0.2	0.8	0.8	0.3	0.4	0.5	0.6	0.3	0.2	0.9
50+	0.2	0.2	0.1	0.2	0.4	0.3	0.1	0.1	0.2	0.1	0.1	0.0
<b>Exhibitions or Performances Presented</b>												
none	83.0	83.1	82.6	85.4	86.0	81.5	80.1	79.3	86.4	78.3	83.1	73.3
1 to 2	3.8	3.4	5.4	2.8	3.0	3.6	4.2	4.2	3.0	4.7	5.2	10.3
3 to 4	2.3	2.2	2.8	1.8	2.4	2.3	2.5	2.2	2.5	2.8	2.7	3.9
5 to 10	1.9	1.7	2.9	1.0	1.2	2.2	2.1	2.4	1.8	1.9	2.8	3.3
11 to 20	1.6	1.7	1.5	1.3	1.2	1.9	2.1	2.2	1.8	2.0	1.5	1.3
21 to 50	2.2	2.3	2.0	2.1	0.9	2.7	2.7	3.6	1.7	2.1	1.9	3.9
50+	5.2	5.7	2.8	5.5	5.3	5.8	6.3	6.2	2.8	8.1	2.8	3.9
<b>Professional Writings Accepted or Published in Last Two Years</b>												
none	38.6	30.7	73.2	21.8	20.5	38.0	40.1	36.1	39.4	45.4	73.6	66.1
1 to 2	25.1	27.0	17.0	22.8	29.9	29.3	28.6	28.1	29.8	28.6	16.8	20.0
3 to 4	17.6	20.6	4.5	25.2	24.5	16.8	16.6	19.0	18.1	13.1	4.4	5.4
5 to 10	13.2	15.5	3.3	21.8	19.4	10.4	10.5	12.5	9.4	8.6	3.2	5.2
11 to 20	3.2	3.7	1.1	5.0	3.3	3.0	2.6	2.9	2.3	2.5	1.2	0.0
21 to 50	1.4	1.6	0.3	2.4	1.0	1.5	1.0	1.1	0.4	1.1	0.3	1.3
50+	0.9	0.9	0.5	1.0	1.3	1.0	0.6	0.4	0.6	0.8	0.5	1.9

WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993

MALE FACULTY	ALL		Universities		Four-year Colleges					Two-year Colleges		
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>NUMBER OF COURSES TAUGHT IN:</b>												
<b>General Education</b>												
none	49.8	51.5	42.2	64.3	47.6	46.3	42.7	49.3	47.0	33.1	42.3	39.1
one	21.5	24.0	10.2	22.2	31.9	22.7	24.7	26.3	17.2	26.1	10.1	12.5
two	13.9	14.4	11.9	9.3	15.4	17.1	17.2	14.0	18.3	20.4	11.5	18.4
three	7.3	6.6	10.2	3.0	3.6	9.0	9.9	6.8	11.7	12.8	10.1	11.9
four	3.5	2.5	8.4	1.0	0.8	3.3	4.1	2.7	4.4	5.5	8.5	5.9
five or more	4.0	1.0	17.2	0.2	0.7	1.7	1.5	1.0	1.4	2.1	17.5	12.1
<b>Other BA or BS Undergraduate Credit Courses</b>												
none	9.0	6.5	22.1	6.7	7.9	6.1	6.1	6.6	6.2	5.5	22.4	17.5
one	28.0	32.0	6.9	42.5	40.3	24.8	21.2	22.3	20.6	20.0	6.9	8.3
two	28.6	30.9	16.4	32.6	34.2	27.9	31.1	33.8	28.7	28.9	16.2	19.1
three	18.0	18.2	17.0	12.9	14.6	21.7	23.6	22.7	24.3	24.3	16.9	17.0
four	9.6	8.7	14.3	3.4	2.0	14.1	12.5	10.0	16.3	13.8	14.1	16.8
five or more	6.9	3.7	23.4	1.9	1.1	5.4	5.6	4.5	3.9	7.6	23.5	21.3
<b>Non-BA Credit Courses (developmental or remedial)</b>												
none	91.1	94.6	76.3	96.5	94.1	93.7	93.1	92.7	94.7	93.0	75.9	83.3
one	4.4	3.3	9.0	2.5	3.7	3.9	3.5	3.7	2.7	3.7	9.3	4.8
two	1.6	0.8	5.3	0.2	1.3	0.8	1.4	1.9	1.4	0.7	5.2	7.2
three	1.3	0.7	3.9	0.5	0.8	0.6	1.0	1.2	0.4	1.0	3.9	3.6
four	0.7	0.4	2.1	0.1	0.0	0.5	0.8	0.4	0.8	1.4	2.2	0.0
five or more	0.9	0.3	3.4	0.2	0.0	0.5	0.2	0.2	0.0	0.2	3.6	1.2
<b>Graduate Courses</b>												
none	57.9	51.9	98.0	32.9	42.2	62.9	80.4	79.5	67.8	88.0	98.0	97.2
one	34.4	39.4	1.3	55.4	50.4	29.2	15.1	16.2	24.0	9.1	1.2	2.8
two	6.0	6.8	0.3	8.8	6.7	6.2	3.7	3.5	7.4	2.2	0.3	0.0
three	1.2	1.4	0.2	2.1	0.5	1.3	0.5	0.4	0.5	0.5	0.2	0.0
four	0.3	0.3	0.0	0.5	0.2	0.2	0.2	0.1	0.1	0.2	0.0	0.0
five or more	0.2	0.2	0.2	0.4	0.0	0.2	0.2	0.3	0.2	0.0	0.2	0.0
<b>Professional Goals Noted as Very Important or Essential</b>												
engage in research	57.9	66.2	20.4	78.3	76.3	56.9	54.9	59.5	56.2	48.6	19.6	35.7
engage in outside activities	48.8	48.6	49.5	47.4	44.1	50.8	49.8	48.9	48.4	51.7	49.1	56.3
provide services to the cmtly	38.8	37.2	46.1	33.9	33.7	41.4	37.9	33.6	40.8	41.9	46.0	47.0
participate in comm/admin work	26.3	25.1	31.5	20.7	24.3	29.1	26.8	23.3	30.8	29.2	31.3	35.4
be a good colleague	81.8	81.2	84.0	78.9	81.3	82.1	83.9	82.3	83.4	86.0	83.9	87.0
be a good teacher	98.6	98.4	99.5	97.5	98.6	98.8	99.0	99.1	99.0	99.0	99.6	97.2
<b>Faculty Expects Students to (3)</b>												
think for themselves	79.8	80.4	77.0	79.6	84.1	79.6	81.0	82.9	82.4	78.0	77.1	76.1
work cooperatively w/oth stdnts	43.7	41.9	51.6	37.0	39.3	46.2	44.8	44.6	41.1	46.9	51.5	53.2
openly challenge ideas	45.9	46.2	44.2	43.5	48.6	47.9	46.8	48.2	50.3	43.5	44.0	48.8
compete for grades	9.9	9.7	10.4	10.1	8.5	11.2	7.3	6.6	7.4	8.2	10.2	13.7
seek frequent feedback	32.5	30.9	39.5	28.5	27.3	34.8	30.6	30.1	31.7	30.7	39.3	43.7
work independently	45.9	46.4	43.6	47.1	44.4	47.5	44.6	45.0	44.9	44.1	43.9	39.2

(3) Percentage responding "agree strongly" only.

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Evaluation Methods Used in Most or All Undergraduate Courses</b>												
multiple-choice mid-terms/finals	32.6	29.5	45.9	30.8	18.4	34.7	25.4	18.7	29.2	31.9	45.8	47.6
essay mid-terms/finals	42.0	44.3	31.6	37.8	57.0	43.4	49.3	47.2	55.4	49.1	31.4	35.5
short-answer mid-terms/finals	37.5	38.1	34.7	38.9	38.0	37.3	38.0	34.2	39.8	41.7	34.4	38.7
quizzes	40.4	37.6	53.0	38.7	26.6	41.3	36.0	32.1	37.4	40.2	53.0	54.3
weekly essay assignments	15.2	14.7	17.8	13.4	16.6	14.4	16.0	16.1	16.3	15.7	17.9	16.0
student presentations	25.4	26.6	20.5	23.2	28.5	27.0	30.4	30.8	28.2	30.8	19.9	32.0
term/research papers	31.1	33.2	21.8	30.7	41.6	31.5	35.0	34.9	38.8	33.5	21.1	34.2
stdnt evals of each others' work	9.2	9.4	8.3	7.9	10.8	9.9	10.1	10.7	9.3	9.9	8.2	10.4
grading on a curve	21.6	23.5	13.5	28.5	23.9	19.9	20.5	21.7	22.7	18.1	13.4	16.3
competency-based grading	54.3	54.7	52.9	54.0	61.1	54.0	53.3	53.7	51.7	53.4	53.4	44.6
<b>Instruction Methods Used in Most or All Undergraduate Courses</b>												
class discussions	66.4	65.7	69.7	58.5	71.1	68.3	70.4	69.9	70.8	71.0	69.6	72.3
computer/machine-aided instruct	14.3	13.1	19.4	11.7	12.5	15.1	12.9	12.1	14.0	13.2	19.4	18.5
cooperative learning	25.3	24.7	27.7	19.8	26.0	27.1	28.5	27.2	28.8	29.9	27.7	26.0
experiential learning/field stud	16.4	16.3	16.8	14.9	17.5	17.0	16.9	16.8	16.4	17.1	16.8	17.3
teaching assistants	9.0	10.5	2.2	17.3	15.2	4.6	5.6	7.3	2.1	5.3	2.1	2.6
recitals or demonstrations	18.7	18.4	20.2	18.7	18.1	18.7	17.3	18.3	16.1	16.7	19.9	26.1
group projects	18.1	18.4	16.6	17.0	19.7	18.9	19.1	18.5	21.8	18.5	16.5	19.2
independent projects	34.2	35.1	30.6	33.5	36.6	35.5	35.9	37.2	33.9	35.3	30.1	40.2
extensive lecturing	59.4	59.9	57.0	67.1	60.3	56.3	53.5	50.6	58.9	54.4	56.7	62.3
multiple drafts of written work	11.4	11.6	10.5	7.8	14.6	12.8	14.3	13.8	15.0	14.7	10.4	12.9
readings on racial/ethnic issues	11.0	11.3	9.8	9.7	15.9	10.7	12.2	12.0	11.0	13.1	9.7	11.4
readings on women/gender issues	9.9	10.2	8.6	8.6	14.3	9.0	12.4	12.2	11.0	13.3	8.6	9.1
student-developed activities	15.7	15.2	18.3	15.5	12.6	16.7	13.6	12.0	14.0	15.5	18.4	17.0
student-selected topics	8.0	8.1	7.4	7.1	8.4	8.7	8.5	8.4	7.6	9.1	7.1	12.4
<b>Goals for Undergraduates Noted as Very Important or Essential</b>												
develop ability to think clearly	99.1	99.2	98.5	99.1	99.3	99.2	99.4	99.3	99.4	99.6	98.5	98.7
increase self-directed learning	90.9	91.2	89.9	90.7	89.6	91.9	91.9	91.8	91.1	92.3	89.8	91.0
prepare for employment	64.9	62.6	75.1	61.0	51.8	68.6	61.6	58.2	62.3	65.6	75.1	76.0
prepare for graduate education	54.5	55.6	49.2	54.0	54.6	55.3	59.7	56.6	57.5	64.5	49.5	44.1
develop moral character	54.3	53.2	59.4	44.3	56.0	55.2	63.4	58.1	63.4	69.9	58.4	78.8
provide for emotional developmnt	35.2	33.5	42.7	27.6	32.0	35.6	41.1	36.1	39.5	48.2	42.0	56.0
prepare for family living	17.5	15.8	25.0	10.7	16.7	18.0	20.3	17.0	18.2	25.5	24.7	30.7
teach classics of western civ	30.5	32.0	23.9	27.6	37.5	31.7	36.6	33.4	40.9	38.4	23.7	26.6
help develop personal values	59.1	57.7	65.1	49.9	58.9	59.6	67.3	62.1	67.4	73.7	64.4	78.6
enhance out-of-class experience	41.0	39.8	46.0	36.1	35.2	43.3	43.2	40.0	42.9	47.4	45.5	56.5
enhance self-understanding	62.0	60.8	67.1	54.1	59.9	64.4	67.1	63.4	67.2	71.6	66.9	70.5

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Political Orientation</b>												
far left	4.1	4.6	2.1	4.3	6.1	3.9	5.3	7.0	4.3	3.7	2.2	0.7
liberal	35.9	37.9	26.8	39.8	42.3	34.2	37.9	39.4	39.7	35.3	27.0	23.9
middle-of-the-road	36.0	35.2	39.4	35.6	33.4	36.8	33.0	31.5	35.3	33.7	39.9	30.1
conservative	23.4	21.7	30.7	19.8	17.6	24.5	23.1	21.5	20.4	26.4	30.1	42.7
far right	0.6	0.6	0.9	0.5	0.5	0.6	0.6	0.6	0.3	0.9	0.8	2.7
<b>Agrees Strongly or Somewhat</b>												
abolish death penalty	40.6	42.5	32.1	42.6	51.9	36.6	46.2	47.9	50.7	42.1	32.6	23.9
national health care plan needed	83.2	83.8	80.6	84.8	85.7	82.3	83.5	84.7	85.6	80.9	81.4	65.4
abortion should be legal	76.5	77.3	72.5	83.9	72.3	76.2	70.9	76.1	62.6	68.3	73.4	55.5
prohibit racist/sexist speech	48.9	47.4	55.6	44.6	45.7	49.1	50.7	47.9	52.3	53.4	55.1	66.0
West Civ foundation of UG curric	58.8	59.4	56.2	57.0	63.4	60.0	60.0	56.7	67.8	60.5	56.1	58.3
college can ban extreme speakers	28.1	26.8	33.8	22.0	30.2	26.4	33.5	29.8	33.6	38.0	33.0	49.0
college increases earning power	24.2	21.0	38.4	20.9	15.1	24.9	18.1	19.0	18.1	17.0	39.0	27.2
diversity yields undprep stdnts	34.1	33.2	38.6	34.2	30.6	35.9	28.4	28.4	32.2	26.7	38.8	35.1
coll should help solve soc probs	64.1	64.5	62.1	62.5	65.4	65.2	66.4	64.2	68.0	68.4	62.0	64.4
<b>Agrees Strongly or Somewhat</b>												
fac interested in students' prob	74.4	72.1	84.3	58.4	79.3	74.9	86.7	82.4	85.8	92.5	83.8	92.7
fac sensitive to minority issues	73.6	73.0	76.4	68.6	78.0	72.9	77.8	76.9	74.8	80.3	76.5	73.3
people don't respect each other	30.4	30.7	28.8	33.3	23.9	33.1	26.5	28.2	26.6	24.4	29.0	24.9
students well prep academically	24.6	27.2	13.1	21.1	51.7	21.4	32.7	35.9	22.1	33.8	12.9	16.8
Stdnt Aff staff supported by fac	58.0	58.0	58.0	54.7	62.8	55.4	64.6	63.7	62.1	67.0	57.4	69.3
fac committed to welfare of inst	80.5	79.3	85.6	72.6	87.7	77.4	88.6	87.9	85.2	91.2	85.6	86.2
courses incl minority perspect	38.2	38.2	38.3	33.4	39.7	41.3	40.4	41.2	36.4	41.4	38.8	28.0
low trust btwn minorities/admin	37.3	39.4	28.4	47.7	34.3	36.5	33.0	36.1	29.2	30.9	28.8	21.1
fac interest in stdnts acad prob	78.8	77.1	86.7	64.9	83.2	79.4	90.4	88.7	88.3	93.4	86.4	91.4
a lot of racial conflict here	13.4	14.3	9.3	21.5	7.6	12.7	8.8	9.3	9.0	8.0	9.4	6.5
courses incl feminist perspect	32.7	33.4	29.6	31.5	37.7	31.4	37.4	40.7	35.3	34.2	30.4	14.6
faculty of color treated fairly	88.4	88.1	90.0	87.1	89.9	88.2	88.4	88.3	89.5	88.0	90.3	84.8
women faculty treated fairly	87.8	86.8	92.0	84.6	89.5	86.6	89.3	89.7	91.0	87.8	92.0	92.3
administrators act in good faith	64.0	63.5	66.4	58.9	67.0	62.6	70.5	69.8	70.0	71.6	66.0	72.1
unionization enhances teaching	29.5	26.2	43.8	25.0	23.6	30.2	23.2	24.7	28.4	19.0	44.7	27.2
tenure is an outmoded concept	36.4	35.9	38.9	34.9	36.3	36.9	35.6	36.6	32.4	36.0	38.4	47.4
<b>Issues Noted as Being of High or Highest Priority</b>												
promote intellectual development	78.9	78.9	78.5	74.4	85.4	76.9	86.0	85.3	85.3	87.3	78.5	79.1
help students understand values	50.6	50.1	52.7	33.9	69.5	46.9	71.2	63.2	76.3	78.6	51.7	71.5
hire more minority faculty/admin	45.7	46.6	41.7	47.3	43.7	50.9	40.1	46.0	34.2	35.4	42.8	21.7
devel community among stdnts/fac	45.5	44.8	48.4	32.2	52.6	45.0	61.2	57.3	57.2	67.9	47.7	61.2
dev leadership ability in stdnts	41.4	41.1	42.3	31.2	46.8	42.9	51.7	49.4	48.7	56.0	41.9	49.8
hire more women faculty/admin	44.2	45.5	38.7	46.8	46.7	46.2	41.3	45.6	40.5	36.3	39.4	25.8
involvement in community svcs	28.7	29.2	26.3	17.1	50.0	26.1	42.5	36.9	47.5	47.1	25.9	34.0
teach students how to change soc	25.5	25.4	25.6	17.2	36.2	26.5	31.5	28.9	31.8	34.5	25.5	26.8
increase/maintain inst prestige	68.1	69.2	62.9	72.4	75.7	63.7	69.1	69.4	67.9	69.2	62.7	66.0
hire faculty 'stars'	19.9	22.4	9.1	35.8	24.7	14.2	11.3	12.4	10.4	10.4	9.0	10.9
recruit more minority students	51.4	53.0	44.2	54.0	53.0	52.8	51.7	56.1	48.5	47.8	45.0	29.4
enhance inst's national image	58.7	64.0	35.4	73.3	75.2	51.7	61.5	67.7	52.9	57.8	35.0	41.8
create multi-cultural environ	49.1	49.3	48.3	45.1	58.4	48.5	52.4	56.3	51.9	47.7	49.3	29.5

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Percentage Noting Attributes as:</b>												
<b>Very Descriptive of Institution</b>												
easy to see fac outside ofc hour	40.9	39.5	46.9	27.5	42.4	40.3	57.0	54.8	54.7	60.7	46.3	58.4
great conformity among students	26.9	29.3	16.4	24.5	35.2	28.2	35.7	31.1	40.1	39.3	15.9	25.1
most students are very bright	8.9	10.4	2.0	4.8	29.8	7.2	13.7	20.6	4.8	9.4	1.9	3.9
faculty at odds with admin	17.9	17.9	17.9	18.1	13.3	20.6	15.7	16.6	21.5	11.8	18.1	14.1
faculty respect each other	30.9	29.3	37.8	23.7	37.3	26.2	39.0	36.2	36.7	43.6	37.0	54.2
most stdnts treated like numbers	5.5	5.8	4.4	10.0	2.9	4.8	1.8	2.4	1.8	1.1	4.4	3.6
social activities overemphasized	10.7	12.4	3.2	15.1	11.7	10.0	12.3	11.5	9.9	14.2	3.0	6.5
little student/faculty contact	3.3	3.5	2.4	5.0	2.4	3.3	1.8	2.2	1.3	1.6	2.5	1.3
inst committed to minorities	32.7	31.7	37.5	27.2	32.7	34.3	34.4	33.3	35.8	35.0	37.7	33.3
intercoll sports overemphasized	21.1	23.9	8.6	39.6	11.8	19.5	11.6	9.5	11.7	14.2	8.5	11.4
stdnts don't socialize regularly	3.3	2.4	7.2	1.9	0.7	4.1	1.3	1.5	1.7	0.9	7.5	0.6
fac rewarded for good teaching	9.9	10.2	8.8	5.5	17.7	8.2	17.0	19.7	13.8	15.1	8.6	13.7
<b>Not Descriptive of Institution</b>												
easy to see fac outside ofc hour	9.8	10.5	6.9	15.4	8.7	9.8	4.3	5.9	4.2	2.4	6.7	10.0
great conformity among students	16.7	15.1	23.7	16.6	14.9	15.2	12.7	16.1	12.0	8.8	23.9	19.7
most students are very bright	45.6	42.4	60.3	47.4	22.2	49.5	34.1	27.8	49.4	34.7	60.7	53.2
faculty at odds with admin	32.9	32.8	33.5	30.0	38.6	31.3	36.4	34.1	31.6	41.4	33.1	41.2
faculty respect each other	6.9	7.4	4.8	8.2	5.9	8.2	5.3	6.6	4.8	4.0	4.9	4.3
most stdnts treated like numbers	69.7	68.4	75.3	50.6	81.3	70.3	88.1	86.2	85.5	91.5	74.7	86.4
social activities overemphasized	58.9	54.6	78.1	50.6	50.1	60.7	54.0	57.2	62.5	46.1	78.4	72.8
little student/faculty contact	69.8	68.8	74.1	56.6	78.3	69.5	82.8	81.4	79.3	86.1	73.6	82.9
inst committed to minorities	10.4	11.0	7.9	11.4	10.8	10.4	11.2	10.5	12.4	11.4	7.9	9.2
intercoll sports overemphasized	52.1	46.9	74.8	28.0	56.6	53.5	62.7	68.9	61.0	55.8	75.0	72.1
stdnts don't socialize regularly	69.5	74.7	46.6	76.5	83.4	66.5	79.7	79.6	72.9	83.0	45.4	68.6
fac rewarded for good teaching	41.3	40.0	46.9	47.2	25.8	44.6	28.9	27.7	30.9	29.4	47.1	43.1
<b>Aspects of Job Noted as Very Satisfactory or Satisfactory (4)</b>												
salary and fringe benefits	41.1	39.3	48.9	32.7	51.3	39.1	44.0	48.5	45.3	37.8	49.3	40.5
oppty for scholarly pursuits	47.3	47.9	44.6	54.9	55.9	39.8	44.2	47.9	44.4	39.5	45.1	36.4
teaching load	53.0	54.2	47.6	61.8	60.2	47.1	49.4	54.6	50.0	42.7	47.8	44.3
quality of students	36.7	39.2	25.5	34.2	58.6	34.5	43.9	49.9	32.5	41.7	25.4	27.2
working conditions	66.1	66.9	62.6	67.5	76.4	62.2	68.2	73.3	65.8	62.8	63.0	55.0
autonomy and independence	82.9	83.3	81.2	84.0	86.3	80.2	85.3	87.9	84.9	82.4	81.6	74.5
prof relations w/other faculty	71.2	70.2	76.0	68.0	70.6	69.5	74.5	73.0	73.6	76.9	75.9	78.6
social relations w/other faculty	58.9	58.1	62.6	55.2	60.7	58.3	61.4	57.6	60.6	66.4	62.4	67.2
competency of colleagues	65.9	65.7	66.6	63.3	70.0	63.1	71.5	71.0	67.9	73.8	66.3	71.9
visibility for jobs	39.2	39.3	38.9	41.8	47.9	34.5	37.9	39.7	33.9	37.5	39.2	34.0
job security	73.8	73.3	76.0	74.6	76.5	71.9	71.3	72.6	73.3	68.8	76.9	61.1
undergraduate course assignments	78.3	78.1	79.5	78.4	79.2	76.2	79.8	82.4	79.7	76.5	79.9	71.4
graduate course assignments	72.4	73.0	49.2	75.3	75.2	68.3	70.7	70.3	73.2	69.1	51.1	22.9
relationships with admin	52.5	52.3	53.3	48.9	54.5	52.2	56.9	56.0	56.8	58.2	53.0	58.0
overall job satisfaction	68.7	67.5	74.0	64.7	72.4	65.5	72.4	73.8	71.7	71.0	74.4	66.7

(4) Respondents marking "not applicable" are not included in tabulations.

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Personal Goals Noted as Very Important or Essential</b>												
become authority in own field	62.3	64.5	52.7	74.0	65.7	59.1	56.2	57.9	54.2	55.0	52.3	58.6
influence political structure	16.5	16.3	17.4	14.1	19.4	17.1	16.8	15.8	18.4	17.2	17.2	20.6
influence social values	40.2	39.7	42.3	32.1	45.1	41.1	47.3	44.3	47.5	51.0	41.8	52.8
raise a family	77.5	77.4	78.0	79.4	72.1	77.4	77.0	78.4	70.5	78.1	77.6	84.4
be very well-off financially	38.1	36.9	43.6	40.2	33.9	38.3	30.7	32.1	31.4	28.5	44.0	35.8
help others in difficulty	64.9	63.7	70.3	59.4	63.2	65.7	68.3	64.0	68.9	73.4	69.8	80.4
be involved in environ clean-up	38.9	37.7	44.0	36.9	29.4	42.2	36.7	34.3	35.4	40.3	43.9	44.9
develop philosophy of life	78.8	78.5	80.1	75.5	79.8	79.3	81.4	77.9	84.9	84.0	79.9	83.6
promote racial understanding	60.6	61.0	58.7	54.9	63.1	63.3	66.3	63.6	67.2	69.2	58.4	63.5
obtain recog from colleagues	47.7	50.7	34.4	59.8	53.7	45.1	42.5	44.3	45.3	38.9	34.5	33.0
<b>Amount of Stress Experienced in the Last Two Years</b>												
extreme	28.6	29.0	26.9	30.1	28.0	28.3	28.7	29.2	27.9	28.5	26.6	33.4
moderate	55.6	55.7	54.8	55.1	57.2	54.8	57.5	56.8	57.9	58.2	54.8	53.8
little	15.8	15.3	18.3	14.8	14.8	16.8	13.8	14.0	14.2	13.3	18.6	12.9
<b>Sources of Stress (5)</b>												
household responsibilities	61.4	60.3	66.6	58.1	60.9	59.8	64.3	64.3	63.0	64.9	66.2	74.4
child care	31.3	30.6	34.5	29.3	32.5	30.4	32.2	32.2	30.9	32.7	34.1	42.3
care of elderly parent	24.7	24.1	27.3	24.4	23.2	24.3	24.0	24.7	26.0	22.2	27.5	22.2
my physical health	37.8	36.8	42.6	35.6	39.2	36.8	37.1	36.3	39.2	37.2	42.9	36.4
review/promotion process	41.5	43.3	33.9	44.3	43.3	44.6	39.4	39.1	42.3	38.3	34.0	31.0
subtle discrimination	19.6	19.9	18.1	18.5	18.8	22.5	18.7	17.2	17.0	21.5	18.3	14.0
personal finances	59.3	58.6	62.4	57.8	54.0	60.0	60.6	57.8	59.5	64.7	61.9	71.5
committee work	51.9	52.2	50.8	53.1	50.7	50.4	54.3	52.8	55.2	55.7	50.5	56.2
faculty meetings	46.0	45.9	46.5	46.5	43.2	46.1	46.0	44.8	48.6	46.2	46.4	48.3
colleagues	53.9	55.1	48.7	57.4	52.2	54.6	53.7	54.7	51.0	53.7	49.0	44.8
students	53.2	51.3	61.7	50.2	47.2	51.3	55.4	53.9	52.8	58.5	61.8	59.7
research or publishing demands	50.2	58.9	11.1	71.8	69.9	49.8	45.2	49.7	50.7	37.0	10.8	17.3
inst procedures & 'red tape'	68.6	68.5	68.7	72.0	59.6	71.9	62.2	59.7	64.6	64.3	69.1	62.2
teaching load	64.2	63.4	67.7	57.9	60.1	66.9	69.1	65.5	68.3	73.9	67.9	65.2
children's problems	32.8	31.9	37.1	31.0	30.9	32.4	33.0	32.1	31.1	35.1	37.1	37.3
marital friction	25.8	25.2	28.3	24.9	26.8	25.7	23.8	23.3	24.4	24.1	27.9	35.6
time pressures	80.9	81.7	77.5	82.0	84.4	78.9	84.0	82.7	83.1	86.0	77.2	83.8
lack of personal life	76.1	76.7	73.8	76.1	79.0	74.5	79.7	79.0	77.7	81.6	73.8	74.5
<b>Still Want to Be College Professor?</b>												
definitely yes	49.4	49.1	50.7	46.4	55.1	47.5	52.8	51.2	55.6	53.5	50.9	47.5
probably yes	32.6	32.7	31.8	33.3	30.2	33.1	32.7	34.1	31.1	31.7	31.5	38.5
not sure	10.7	10.6	10.7	11.3	9.9	11.3	8.9	9.1	8.1	8.9	10.8	9.1
probably no	5.6	5.7	5.1	6.9	3.3	6.1	4.2	4.4	3.8	4.2	5.2	4.0
definitely no	1.8	1.8	1.6	2.1	1.5	2.0	1.4	1.2	1.3	1.6	1.6	0.8

(5) Includes those marking "somewhat" or "extensive."

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Field of Highest Degree Held</b>												
agriculture	1.9	2.0	1.4	4.2	0.3	1.1	0.5	0.3	0.0	1.0	1.5	0.0
architecture/urban planning	0.6	0.5	1.1	1.4	0.0	0.1	0.2	0.3	0.0	0.1	1.0	1.3
bacteriology, molecular biology	1.0	1.0	0.8	1.3	1.1	0.8	1.0	0.7	1.0	1.3	0.7	2.0
biochemistry	0.6	0.6	0.5	0.8	0.5	0.5	0.5	0.7	0.5	0.5	0.4	1.3
biophysics	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.7
botany	0.9	0.9	0.5	0.9	0.6	1.1	0.8	0.7	0.6	1.1	0.5	0.0
marine life sciences	0.2	0.2	0.1	0.1	0.0	0.3	0.1	0.2	0.0	0.1	0.1	0.0
physiology, anatomy	0.7	0.8	0.4	1.0	0.8	0.8	0.6	0.5	1.2	0.6	0.4	0.0
zoology	1.6	1.7	1.1	1.6	1.6	1.9	1.4	1.2	1.2	1.7	1.1	0.7
general, oth biological science	1.5	1.2	2.9	1.4	0.9	1.1	1.1	1.3	0.9	0.9	2.7	5.9
accounting	1.8	1.8	1.6	1.5	1.5	1.9	2.4	1.8	3.7	2.4	1.5	2.9
finance	0.8	0.8	1.0	0.6	1.1	0.9	0.9	0.7	1.6	0.9	1.0	0.7
marketing	1.0	1.1	0.8	0.9	1.5	1.1	1.3	0.9	2.9	1.0	0.8	1.6
management	2.3	1.9	4.2	1.5	1.8	1.9	2.7	2.4	3.7	2.7	4.1	5.1
secretarial studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other business	0.9	0.7	1.7	0.4	1.3	0.8	0.9	0.5	1.7	1.0	1.6	3.5
computer science	1.3	1.3	1.3	0.9	1.5	1.3	1.6	1.8	2.1	1.1	1.3	1.3
business education	0.6	0.3	2.1	0.2	0.1	0.5	0.2	0.2	0.0	0.4	2.1	2.6
elementary education	0.6	0.7	0.3	0.5	0.2	1.1	0.5	0.4	0.3	0.7	0.3	0.9
educational administration	1.2	1.0	1.7	0.4	0.8	1.6	1.4	0.9	1.9	1.7	1.5	5.5
educational psych, counseling	0.8	0.7	1.6	0.7	0.2	0.7	0.9	0.9	0.8	0.8	1.7	0.0
higher education	1.4	0.9	3.9	0.6	0.5	1.2	1.0	0.8	1.0	1.2	4.1	0.7
music or art education	0.5	0.5	0.7	0.3	0.3	0.8	0.6	0.5	0.2	0.8	0.8	0.0
physical or health education	2.9	2.6	3.8	2.1	0.6	4.1	2.6	2.3	1.7	3.3	3.8	4.7
secondary education	1.0	0.9	1.1	0.8	0.3	1.4	0.9	0.7	0.5	1.2	1.1	0.7
special education	0.4	0.5	0.2	0.4	0.1	0.7	0.3	0.2	0.1	0.6	0.2	0.0
general, other education fields	2.6	2.4	3.8	1.8	1.2	3.2	2.6	2.0	2.6	3.2	3.8	2.9
aeronautical, astronautical eng	0.3	0.3	0.1	0.6	0.0	0.3	0.1	0.3	0.0	0.0	0.0	0.7
chemical engineering	0.6	0.7	0.1	1.5	0.2	0.3	0.2	0.3	0.2	0.1	0.1	0.0
civil engineering	1.2	1.3	0.5	2.3	1.0	0.9	0.5	0.8	0.5	0.0	0.6	0.0
electrical engineering	1.8	1.7	2.2	2.3	2.0	1.3	1.2	2.0	1.2	0.1	2.3	0.7
industrial engineering	0.5	0.5	0.3	0.9	0.4	0.4	0.1	0.2	0.2	0.1	0.3	0.0
mechanical engineering	1.3	1.2	1.7	2.1	1.2	0.8	0.5	1.0	0.4	0.0	1.8	0.0
nuclear engineering	0.1	0.1	0.0	0.2	0.0	0.2	0.1	0.1	0.1	0.0	0.0	0.0
general, other engineering field	1.1	1.1	1.1	2.0	0.4	0.8	0.5	0.9	0.2	0.1	1.1	0.7
ethnic studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
art	2.3	2.4	2.0	2.2	1.4	2.5	3.2	4.3	2.0	2.4	2.1	1.4
dramatics or speech	2.4	2.5	1.7	2.5	1.9	2.7	2.8	2.7	1.4	3.6	1.7	1.3
music	3.2	3.6	1.5	3.4	2.6	4.1	3.8	3.1	1.6	5.7	1.3	5.4
other fine arts	0.5	0.5	0.5	0.5	0.7	0.4	0.7	1.2	0.2	0.4	0.5	0.7
forestry	0.2	0.2	0.1	0.4	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-sectarian Catholic Protestant					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Field of Degree (continued)</b>												
geology	0.8	0.9	0.1	1.1	0.4	1.3	0.2	0.2	0.2	0.2	0.1	0.0
dentistry	0.1	0.1	0.2	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.0
health technology	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
medicine or surgery	0.3	0.3	0.2	0.8	0.0	0.0	0.1	0.0	0.0	0.2	0.1	1.3
nursing	0.1	0.1	0.3	0.1	0.0	0.1	0.1	0.1	0.1	0.0	0.3	0.0
pharmacy, pharmacology	0.4	0.4	0.1	0.7	1.0	0.1	0.1	0.2	0.0	0.0	0.1	0.0
therapy (speech,physical,occup)	0.3	0.3	0.2	0.4	0.3	0.4	0.1	0.2	0.1	0.0	0.2	0.0
veterinary medicine	0.1	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.2	0.0
general, other health fields	0.4	0.3	0.7	0.4	0.1	0.5	0.2	0.0	0.4	0.2	0.8	0.7
home economics	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.2	0.1	0.0
English language & literature	5.8	5.3	7.6	4.1	5.8	6.0	6.2	5.8	7.7	6.0	7.8	4.0
foreign languages & literature	0.4	0.4	0.4	0.4	0.7	0.3	0.4	0.4	0.3	0.4	0.4	0.7
French	0.5	0.6	0.2	0.6	0.5	0.5	0.8	0.9	0.7	0.8	0.2	0.0
German	0.5	0.6	0.0	0.7	1.0	0.4	0.6	0.7	0.6	0.5	0.0	0.0
Spanish	0.7	0.8	0.3	0.6	1.1	0.9	0.8	1.0	0.0	0.9	0.3	0.7
other foreign languages	0.5	0.6	0.1	0.6	1.0	0.2	0.9	1.0	0.7	0.8	0.1	0.0
history	4.3	4.7	2.9	3.3	6.2	5.0	5.4	5.5	4.9	5.6	2.8	4.6
linguistics	0.4	0.5	0.3	0.6	1.1	0.2	0.3	0.4	0.5	0.2	0.3	0.0
philosophy	1.8	2.0	0.9	1.4	3.4	1.7	2.8	2.3	5.9	2.1	1.0	0.0
religion & theology	1.6	1.8	0.8	0.3	4.1	0.5	5.3	3.5	6.4	7.0	0.3	9.3
general, other humanities fields	0.8	0.9	0.6	1.0	1.3	0.6	1.1	1.4	0.8	0.9	0.6	2.0
journalism	0.6	0.7	0.3	0.5	0.9	0.9	0.7	0.6	0.5	0.8	0.3	1.4
law	0.9	0.8	1.2	0.5	1.6	1.0	0.7	0.7	1.2	0.5	1.1	2.2
law enforcement	0.3	0.1	0.9	0.0	0.0	0.4	0.1	0.0	0.1	0.1	0.9	0.7
library science	0.1	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.2	0.0
mathematics and/or statistics	6.6	6.5	7.0	6.9	5.7	6.7	6.2	5.9	5.9	6.7	7.0	6.2
military science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
astronomy	0.2	0.2	0.1	0.2	0.0	0.1	0.2	0.3	0.0	0.2	0.1	0.0
atmospheric sciences	0.1	0.2	0.0	0.3	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0
chemistry	3.8	4.0	3.2	3.6	4.2	3.7	4.8	5.1	4.7	4.6	3.3	1.4
earth sciences	1.4	1.5	0.8	2.1	0.4	1.6	0.8	1.3	0.2	0.6	0.8	0.0
marine sciences	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.0
physics	3.3	3.3	2.8	3.9	4.0	2.6	3.3	3.8	2.4	3.2	2.9	0.7
general, other physical sciences	0.2	0.1	0.2	0.2	0.0	0.1	0.2	0.3	0.0	0.2	0.2	0.0
clinical psychology	0.7	0.8	0.2	0.9	0.7	0.7	0.8	0.7	0.5	1.0	0.2	0.0
counseling & guidance	0.6	0.4	1.2	0.2	0.2	0.6	0.5	0.3	0.6	0.6	1.2	1.3
experimental psychology	1.4	1.6	0.3	1.8	1.8	1.5	1.3	1.4	1.3	1.0	0.4	0.0
social psychology	0.5	0.6	0.2	0.5	0.5	0.7	0.9	1.1	1.2	0.6	0.2	0.0
general, other psychology	1.0	0.9	1.2	0.9	1.1	1.1	0.7	0.8	0.7	0.6	1.2	0.7



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Field of Degree (continued)</b>												
anthropology	0.7	0.8	0.5	0.9	1.1	0.6	0.8	1.2	0.5	0.4	0.5	0.0
archaeology	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.3	0.0	0.1	0.0	0.7
economics	3.4	3.8	1.7	3.6	6.3	3.1	3.9	4.0	5.6	3.0	1.6	2.2
political science, government	2.8	3.2	1.1	2.4	6.7	2.9	3.0	3.4	2.5	2.7	1.1	0.7
sociology	2.2	2.4	1.3	2.7	2.6	2.2	2.1	2.1	3.2	1.7	1.4	0.7
general, other social sciences	0.8	0.7	1.4	0.5	0.9	0.8	0.6	0.4	0.3	1.0	1.4	1.3
social work, social welfare	0.5	0.5	0.4	0.4	0.2	0.8	0.3	0.5	0.1	0.3	0.5	0.0
building trades	0.1	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0
data processing, computer prog	0.2	0.1	0.4	0.0	0.0	0.2	0.1	0.2	0.0	0.0	0.5	0.0
drafting/design	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0
electronics	0.1	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0
industrial arts	0.5	0.4	0.8	0.4	0.1	0.7	0.1	0.3	0.0	0.1	0.8	0.0
mechanics	0.2	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0
other technical	0.4	0.2	1.1	0.2	0.0	0.4	0.2	0.4	0.0	0.0	1.2	0.0
other vocational	0.3	0.1	1.0	0.1	0.0	0.2	0.1	0.1	0.0	0.1	1.1	0.0
women's studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
all other fields	1.2	1.2	1.3	1.3	1.8	1.1	0.7	0.9	0.6	0.5	1.3	1.3
<b>Department of Current Faculty Appointment</b>												
agriculture	2.2	2.4	1.3	5.2	0.2	1.5	0.2	0.3	0.1	0.3	1.3	0.0
architecture/urban planning	0.6	0.6	0.6	1.5	0.0	0.1	0.2	0.4	0.0	0.0	0.6	0.7
bacteriology, molecular biology	0.5	0.6	0.1	0.8	0.6	0.6	0.3	0.1	0.4	0.7	0.2	0.0
biochemistry	0.2	0.2	0.1	0.4	0.0	0.1	0.1	0.1	0.2	0.1	0.1	0.0
biophysics	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
botany	0.1	0.2	0.0	0.2	0.2	0.1	0.2	0.1	0.3	0.1	0.0	0.7
marine life sciences	0.1	0.1	0.1	0.1	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.7
physiology, anatomy	0.4	0.3	0.8	0.6	0.2	0.2	0.1	0.2	0.0	0.2	0.7	2.7
zoology	0.3	0.4	0.0	0.5	0.3	0.5	0.1	0.1	0.0	0.2	0.0	0.7
general, oth biological science	4.5	4.3	5.5	3.8	4.0	4.7	5.0	4.5	4.1	6.0	5.6	3.4
accounting	2.4	2.2	3.1	1.8	2.4	2.3	2.6	2.2	4.8	2.2	3.0	3.6
finance	0.8	0.9	0.2	0.8	1.2	0.9	1.1	0.7	2.0	1.1	0.2	0.0
marketing	1.1	1.2	0.6	1.0	1.6	1.3	1.1	1.0	2.0	0.9	0.5	1.6
management	2.8	2.7	3.2	1.8	3.5	2.8	3.4	3.1	6.9	2.2	3.0	7.4
secretarial studies	0.1	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0
general, other business	1.8	1.3	3.9	0.5	1.8	1.5	2.2	1.1	2.5	3.5	4.0	2.1

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

MALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Current Department (continued)</b>												
computer science	2.2	2.1	2.6	1.7	1.8	2.4	2.4	2.3	3.8	1.8	2.5	3.8
business education	0.3	0.2	0.4	0.1	0.2	0.3	0.4	0.1	0.7	0.5	0.4	0.9
elementary education	0.7	0.9	0.0	0.5	0.4	1.7	0.6	0.4	0.5	0.8	0.0	0.0
educational administration	0.2	0.3	0.0	0.2	0.2	0.4	0.2	0.3	0.2	0.2	0.0	0.0
educational psych, counseling	0.3	0.4	0.2	0.6	0.2	0.3	0.1	0.0	0.2	0.1	0.2	0.0
higher education	0.1	0.1	0.1	0.0	0.0	0.2	0.2	0.2	0.0	0.3	0.2	0.0
music or art education	0.1	0.2	0.1	0.0	0.2	0.3	0.2	0.3	0.1	0.2	0.1	0.0
physical or health education	3.2	3.1	4.1	2.5	0.6	4.4	3.4	2.8	2.6	4.6	3.9	6.8
secondary education	0.6	0.7	0.0	0.6	0.3	1.1	0.5	0.2	0.4	1.0	0.0	0.0
special education	0.3	0.4	0.0	0.3	0.0	0.7	0.1	0.1	0.1	0.2	0.0	0.0
general, other education fields	1.2	1.4	0.3	1.3	0.7	1.6	1.4	1.3	2.0	1.2	0.4	0.0
aeronautical, astronautical eng	0.1	0.2	0.0	0.4	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
chemical engineering	0.5	0.6	0.0	1.5	0.3	0.2	0.1	0.2	0.2	0.0	0.0	0.0
civil engineering	1.1	1.2	0.6	2.4	1.0	0.5	0.5	0.8	0.4	0.0	0.7	0.0
electrical engineering	1.6	1.6	1.4	2.5	2.0	0.9	1.2	2.0	1.1	0.1	1.4	0.7
industrial engineering	0.3	0.4	0.1	0.8	0.1	0.2	0.1	0.1	0.1	0.0	0.1	0.0
mechanical engineering	1.5	1.6	1.5	2.8	1.3	0.7	0.9	1.7	0.4	0.0	1.6	0.0
nuclear engineering	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other engineering field	1.3	1.2	1.7	2.1	0.6	1.1	0.4	0.8	0.0	0.0	1.8	0.0
ethnic studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
art	2.6	2.7	2.1	2.6	1.8	2.8	3.2	4.4	1.8	2.5	2.1	1.4
dramatics or speech	2.3	2.5	1.2	2.5	1.6	2.6	2.8	2.7	1.1	3.9	1.1	2.1
music	3.4	3.8	1.9	3.5	2.6	4.4	4.0	3.1	1.4	6.3	1.7	5.5
other fine arts	0.5	0.4	0.6	0.2	0.8	0.3	0.7	1.2	0.6	0.2	0.6	0.0
forestry	0.2	0.2	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
geology	0.8	0.9	0.0	1.4	0.3	1.2	0.2	0.1	0.2	0.2	0.0	0.0
dentistry	0.1	0.1	0.2	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0
health technology	0.2	0.1	0.7	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.6	2.0
medicine or surgery	0.2	0.3	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
nursing	0.1	0.1	0.3	0.2	0.0	0.1	0.1	0.1	0.2	0.0	0.3	0.0
pharmacy, pharmacology	0.4	0.5	0.0	0.7	1.2	0.1	0.1	0.3	0.0	0.0	0.0	0.0
therapy (speech,physical,occup)	0.4	0.4	0.1	0.5	0.2	0.6	0.1	0.1	0.5	0.0	0.1	0.0
veterinary medicine	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
general, other health fields	0.8	0.6	1.5	0.6	0.1	1.0	0.3	0.5	0.3	0.1	1.3	4.7
home economics	0.2	0.2	0.1	0.4	0.0	0.3	0.0	0.0	0.0	0.1	0.1	0.0
English language & literature	6.6	6.0	9.4	4.6	7.0	6.6	6.8	6.1	8.1	7.0	9.7	4.8
foreign languages & literature	1.6	1.9	0.4	1.8	1.3	1.9	2.4	2.5	2.2	2.4	0.4	0.7
French	0.2	0.2	0.0	0.2	0.3	0.1	0.3	0.3	0.2	0.4	0.0	0.0
German	0.3	0.3	0.0	0.4	0.9	0.1	0.3	0.4	0.1	0.2	0.0	0.0
Spanish	0.3	0.3	0.0	0.1	1.2	0.3	0.2	0.3	0.0	0.2	0.0	0.0
other foreign languages	0.3	0.4	0.0	0.4	1.1	0.1	0.5	0.7	0.2	0.4	0.0	0.0

WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993

MALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Current Department (continued)</b>												
history	4.0	4.3	2.5	3.3	5.8	4.5	4.8	4.5	4.9	5.0	2.4	3.4
linguistics	0.2	0.2	0.0	0.3	0.8	0.0	0.0	0.1	0.0	0.0	0.0	0.0
philosophy	1.8	2.0	0.8	1.5	3.2	1.6	2.8	2.2	5.5	2.2	0.8	0.0
religion & theology	1.4	1.7	0.4	0.1	4.3	0.1	5.3	3.2	6.7	7.3	0.0	8.2
general, other humanities fields	1.2	1.0	1.8	1.0	0.5	0.9	1.6	2.4	1.0	0.9	1.7	3.4
journalism	0.9	1.0	0.3	0.9	2.3	0.9	0.5	0.6	0.5	0.4	0.2	1.4
law	0.2	0.2	0.1	0.2	0.4	0.2	0.1	0.1	0.0	0.1	0.1	1.4
law enforcement	0.7	0.4	2.1	0.1	0.7	0.8	0.1	0.2	0.1	0.1	2.2	0.7
library science	0.1	0.1	0.2	0.1	0.0	0.2	0.2	0.1	0.1	0.3	0.2	0.0
mathematics and/or statistics	6.9	6.6	8.0	6.4	6.0	6.8	7.0	6.0	5.5	8.8	8.1	5.2
military science	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.0
astronomy	0.1	0.2	0.1	0.3	0.0	0.0	0.1	0.2	0.0	0.1	0.1	0.0
atmospheric sciences	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemistry	3.7	3.9	2.8	3.3	3.8	3.9	5.0	4.9	4.9	5.1	2.9	1.4
earth sciences	1.3	1.4	0.4	1.9	0.4	1.8	0.7	1.1	0.1	0.5	0.4	0.0
marine sciences	0.1	0.1	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.2	0.0	0.0
physics	2.8	2.9	2.1	2.9	3.7	2.7	2.9	3.7	2.1	2.3	2.2	1.4
general, other physical sciences	0.5	0.3	1.8	0.2	0.0	0.4	0.4	0.5	0.5	0.2	1.8	0.7
clinical psychology	0.4	0.5	0.0	0.8	0.6	0.2	0.2	0.2	0.4	0.2	0.0	0.0
counseling & guidance	0.2	0.2	0.5	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.5	0.0
experimental psychology	0.7	0.9	0.0	1.3	1.0	0.5	0.5	0.7	0.2	0.4	0.0	0.0
social psychology	0.1	0.2	0.0	0.1	0.3	0.1	0.3	0.3	0.2	0.2	0.0	0.0
general, other psychology	2.0	1.9	2.1	0.9	1.7	2.8	2.4	2.4	1.9	2.7	2.1	2.7
anthropology	0.7	0.7	0.4	0.9	1.0	0.6	0.5	0.8	0.2	0.3	0.4	0.0
archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0
economics	2.8	3.1	1.3	2.9	5.6	2.4	3.1	3.6	3.2	2.4	1.3	1.6
political science, government	2.4	2.9	0.3	2.2	6.0	2.5	2.9	3.3	2.2	2.7	0.3	0.0
sociology	2.2	2.4	1.1	2.7	2.4	2.2	2.4	2.1	3.4	2.2	1.1	0.7
general, other social sciences	1.9	1.3	4.2	0.6	1.2	2.1	1.4	1.4	0.8	1.7	4.3	2.7
social work, social welfare	0.4	0.4	0.2	0.4	0.1	0.7	0.4	0.4	0.1	0.4	0.2	0.0
building trades	0.2	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0
data processing, computer prog	0.4	0.2	1.6	0.1	0.0	0.4	0.3	0.4	0.3	0.1	1.6	0.7
drafting/design	0.2	0.1	0.9	0.1	0.0	0.1	0.2	0.4	0.0	0.0	0.8	2.7
electronics	0.6	0.1	2.8	0.1	0.0	0.3	0.1	0.1	0.0	0.0	2.8	2.7
industrial arts	0.3	0.3	0.3	0.2	0.0	0.5	0.1	0.3	0.0	0.0	0.3	0.0
mechanics	0.4	0.0	2.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	2.2	0.0
other technical	0.9	0.5	2.7	0.3	0.0	0.9	0.5	1.0	0.0	0.0	2.9	0.0
other vocational	0.4	0.1	1.7	0.1	0.0	0.2	0.0	0.0	0.0	0.0	1.8	0.0
women's studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
all other fields	1.7	1.6	1.8	1.7	1.7	1.7	1.3	1.9	1.4	0.6	1.8	1.4

National Normative Data for  
the 1992-93 HERI Faculty Survey

Female Faculty



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Number of Respondents</b>	9,981	8,309	1,672	1,111	798	3,210	3,190	1,276	839	1,075	1,485	187
<b>Age as of December 31, 1992</b>												
less than 30	3.3	3.2	3.4	3.5	2.3	3.2	3.3	2.9	1.4	5.1	3.2	5.5
30 to 34	10.0	10.7	8.1	12.5	10.3	8.3	12.6	14.9	10.7	11.0	7.8	12.9
35 to 39	15.0	16.0	12.7	18.5	16.3	14.4	15.5	16.6	12.6	16.3	12.3	18.1
40 to 44	20.8	20.7	21.0	19.6	23.7	20.8	20.5	21.1	20.6	19.9	21.3	15.5
45 to 49	19.7	18.5	22.6	17.9	22.4	18.7	17.5	16.5	16.7	19.3	23.2	14.9
50 to 54	14.8	14.3	16.2	12.5	11.0	16.8	13.7	12.7	15.9	13.5	16.4	14.0
55 to 59	9.4	9.4	9.3	9.4	7.5	10.2	9.0	7.7	11.4	8.9	9.2	11.1
60 to 64	4.7	4.8	4.6	4.1	3.2	5.5	5.1	6.1	5.1	3.9	4.7	4.4
65 to 69	1.9	2.0	1.6	1.8	3.1	1.9	2.2	1.1	4.3	2.0	1.6	3.0
70 or more	0.4	0.3	0.4	0.2	0.3	0.3	0.6	0.4	1.5	0.1	0.4	0.6
<b>Academic Rank</b>												
professor	15.1	14.4	16.8	13.4	13.9	14.4	15.8	17.0	15.4	14.6	17.1	12.5
associate professor	23.0	24.5	19.5	26.0	27.6	22.5	24.7	26.5	25.8	21.9	19.7	16.4
assistant professor	35.8	41.7	21.8	43.2	42.8	39.1	43.6	41.3	43.5	46.3	21.3	28.2
lecturer	4.3	5.7	1.1	6.4	7.0	7.1	2.2	3.0	1.4	1.9	1.0	1.4
instructor	20.1	12.6	37.7	10.9	6.6	15.5	12.4	10.2	12.8	14.8	37.6	38.7
other	1.7	1.0	3.2	0.1	2.1	1.3	1.3	2.0	1.1	0.5	3.2	2.9
<b>Administrative Title</b>												
not applicable	77.7	78.2	76.4	82.2	82.3	77.9	73.0	75.9	69.9	71.9	77.4	62.8
director or coordinator	10.7	10.8	10.5	10.9	10.0	11.0	10.8	8.9	12.2	12.0	10.3	12.5
department chair	6.6	6.0	8.1	1.8	3.6	6.2	11.0	10.2	12.5	10.8	7.5	16.0
dean	0.2	0.3	0.1	0.1	0.1	0.3	0.6	0.2	0.3	1.2	0.1	1.0
associate or assistant dean	0.4	0.5	0.2	0.4	0.5	0.7	0.5	0.5	0.5	0.4	0.2	0.0
vice-pres, provost, vice-chanc	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.2	0.0	0.0	0.1	0.0
president, chancellor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other	4.3	4.1	4.7	4.7	3.5	3.8	4.1	4.1	4.7	3.7	4.5	7.8
<b>Principal Activity</b>												
administration	2.9	2.9	3.1	2.4	1.7	3.1	3.5	2.9	3.7	4.2	2.9	5.4
teaching	93.9	93.5	94.9	90.0	95.2	94.9	94.7	95.5	95.1	93.6	95.1	92.2
research	1.5	2.1	0.0	6.1	2.1	0.3	0.3	0.3	0.1	0.5	0.0	0.0
services to clients and patients	0.8	0.7	1.1	0.7	0.6	0.7	0.7	0.7	0.6	0.9	1.1	1.4
other	0.8	0.8	0.9	0.7	0.3	1.1	0.7	0.6	0.6	0.8	0.9	1.0
<b>Racial Background (1)</b>												
White/Caucasian	91.4	89.8	95.2	93.8	92.7	85.3	91.0	93.4	95.9	84.9	95.0	98.5
African American/Black	4.8	5.7	2.6	2.1	2.6	9.7	5.2	2.3	1.1	11.4	2.6	1.5
American Indian	1.4	1.4	1.4	0.9	1.0	2.0	1.3	1.7	0.9	1.1	1.5	0.5
Asian American/Asian	2.2	2.6	1.1	2.7	3.2	2.7	2.2	2.6	2.3	1.7	1.2	0.0
Mexican American/Chicano	0.3	0.3	0.3	0.3	0.7	0.4	0.2	0.4	0.1	0.1	0.3	0.0
Puerto Rican	0.3	0.3	0.2	0.2	0.3	0.7	0.1	0.0	0.1	0.1	0.2	0.0
other Latino	1.2	1.3	1.0	1.0	2.5	1.5	1.0	1.3	1.0	0.7	1.0	0.5
other	1.2	1.4	0.7	1.1	1.9	1.4	1.5	1.6	0.3	2.2	0.8	0.0

(1) Percentages will sum to more than 100 if any respondents checked more than one category.

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
	<b>Highest Degree Earned</b>											
bachelor's (B.A., B.S., etc.)	4.6	2.3	10.0	1.7	1.0	2.3	3.5	5.4	1.1	2.9	10.0	10.6
master's (M.A., M.S., etc.)	42.0	31.2	67.7	25.7	16.5	35.8	35.9	32.9	36.3	39.1	68.4	57.4
LL.B., J.D.	0.5	0.4	0.7	0.4	0.7	0.2	0.4	0.7	0.4	0.1	0.6	2.0
M.D., D.D.S. (or equivalent)	0.3	0.3	0.2	0.7	0.0	0.2	0.1	0.1	0.1	0.1	0.2	0.0
other first professional	0.6	0.6	0.5	0.5	0.4	0.7	0.6	0.7	0.2	0.8	0.5	0.5
Ed.D	5.4	6.9	2.0	7.2	2.7	9.3	4.7	3.6	5.4	5.4	1.9	3.5
Ph.D	38.6	52.1	6.5	58.5	74.4	44.6	47.9	51.0	49.5	43.0	6.1	12.3
other degree	3.9	3.8	3.9	3.6	2.2	4.2	4.2	3.2	4.2	5.3	3.7	6.9
none	4.2	2.4	8.4	1.8	2.0	2.7	2.8	2.5	2.7	3.3	8.5	6.8
<b>Field of Highest Degree (2)</b>												
agriculture or forestry	0.5	0.6	0.3	1.8	0.0	0.3	0.1	0.1	0.0	0.2	0.3	0.0
biological sciences	4.3	4.4	4.1	5.3	3.4	3.3	5.3	5.5	5.1	5.0	4.0	5.1
business	5.6	4.9	7.1	4.4	6.7	4.8	5.0	5.0	6.7	3.7	7.0	8.8
education	23.0	21.2	27.1	18.8	6.8	28.8	18.1	14.7	18.6	21.7	27.2	26.4
engineering	0.7	0.8	0.6	1.7	1.4	0.3	0.5	0.8	0.5	0.2	0.6	0.0
English	9.1	8.6	10.3	5.7	11.2	8.8	10.3	9.3	9.5	12.1	10.2	12.6
health related	13.7	10.3	21.8	13.3	4.5	10.1	9.5	8.9	12.8	7.9	21.8	22.1
history or political science	3.5	4.5	1.2	3.9	10.0	3.8	4.0	4.9	4.9	2.4	1.1	2.5
humanities	8.5	10.6	3.4	11.2	19.8	6.8	12.3	13.5	11.1	11.7	3.5	3.0
fine arts	7.3	9.0	3.4	8.4	7.4	8.6	10.8	13.9	4.9	11.1	3.5	2.8
mathematics or statistics	4.1	3.6	5.4	2.2	3.8	4.4	4.0	4.1	5.0	3.4	5.6	2.1
physical sciences	2.4	2.6	1.8	2.2	3.3	2.6	3.0	2.9	3.9	2.4	1.7	2.0
social sciences	10.5	12.0	6.8	12.2	16.8	10.6	12.3	11.2	12.4	13.5	6.9	5.0
other technical	1.5	1.2	2.2	0.7	0.8	1.3	1.6	1.8	1.6	1.4	2.1	3.0
other non-technical	5.3	5.6	4.5	8.3	4.2	5.7	3.2	3.4	2.9	3.2	4.5	4.7
<b>Year Highest Degree Earned</b>												
1954 or earlier	1.4	0.8	2.8	0.4	0.5	1.2	1.0	1.5	0.4	0.7	2.9	1.6
1955 to 1959	1.7	1.5	2.0	1.6	1.4	1.5	1.4	1.4	2.4	0.8	2.0	2.3
1960 to 1964	3.3	3.2	3.7	3.0	4.0	2.7	3.7	3.1	4.3	4.1	3.9	0.5
1965 to 1969	7.2	6.3	9.5	6.7	5.0	6.3	6.2	5.9	6.3	6.6	9.4	11.2
1970 to 1974	12.0	12.0	12.1	11.4	12.2	13.1	10.8	10.8	11.2	10.5	12.3	9.2
1975 to 1979	15.8	15.0	17.8	12.6	17.6	16.2	14.9	16.0	14.5	13.9	18.1	13.4
1980 to 1984	19.2	18.6	20.7	17.2	20.1	18.5	19.6	19.8	21.0	18.5	20.5	22.9
1985 to 1989	24.7	26.3	20.8	26.3	23.5	25.6	28.4	27.7	26.8	30.5	20.4	25.8
1990 to 1992	14.6	16.3	10.7	20.8	15.8	14.7	13.8	13.8	13.1	14.4	10.5	13.2
<b>Degree Currently Working Toward</b>												
bachelor's (B.A., B.S., etc.)	0.9	0.1	2.7	0.0	0.0	0.3	0.0	0.0	0.2	0.0	2.6	3.6
master's (M.A., M.S., etc.)	8.8	4.1	20.0	3.0	0.8	4.1	6.2	9.1	3.4	5.0	19.7	24.1
LL.B., J.D.	0.2	0.3	0.1	0.2	0.5	0.4	0.3	0.3	0.0	0.4	0.0	1.2
M.D., D.D.S. (or equivalent)	0.3	0.1	0.7	0.0	0.0	0.2	0.2	0.0	0.2	0.5	0.7	1.2
other first professional	0.3	0.3	0.3	0.3	0.6	0.0	0.5	0.6	0.0	0.8	0.3	1.2
Ed.D	5.5	5.1	6.4	5.1	0.8	5.9	5.6	7.1	6.8	3.1	6.7	2.5
Ph.D	19.6	20.8	16.9	13.4	14.7	24.1	26.0	19.2	25.7	33.6	17.1	12.8
other degree	3.8	2.9	5.7	3.2	1.8	3.4	2.4	2.7	1.8	2.4	5.4	9.2
none	60.6	66.3	47.3	74.9	80.8	61.6	58.8	61.0	62.0	54.2	47.5	44.2

(2) Recategorization of this item from a longer list is shown in The American College Teacher

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Department of Current Faculty Appointment (2)</b>												
agriculture or forestry	0.8	1.0	0.2	3.1	0.0	0.4	0.1	0.0	0.0	0.3	0.2	0.0
biological sciences	4.0	3.9	4.3	3.8	3.3	3.3	4.9	5.0	5.5	4.3	4.3	3.8
business	7.8	6.2	11.6	4.8	8.9	6.3	6.5	6.2	8.2	5.6	11.6	10.9
education	13.2	15.7	7.0	13.4	5.3	22.0	12.8	9.5	12.4	17.0	6.6	13.1
engineering	0.6	0.7	0.4	1.7	1.5	0.1	0.3	0.4	0.3	0.0	0.4	0.0
English	10.8	9.7	13.3	7.2	12.5	9.8	11.2	10.8	10.0	12.4	13.4	12.2
health related	16.5	12.7	25.6	17.5	5.1	12.1	11.2	9.5	16.9	9.3	25.5	25.9
history or political science	3.1	4.1	0.5	3.8	9.5	3.3	3.8	4.3	4.0	3.1	0.4	2.2
humanities	7.9	9.7	3.6	8.8	18.7	6.2	12.6	13.4	11.7	12.2	3.6	4.5
fine arts	7.2	9.0	2.8	9.5	7.4	8.6	9.7	11.9	5.3	10.3	2.8	2.8
mathematics or statistics	5.4	4.2	8.3	2.3	3.3	5.6	4.6	4.4	5.7	4.0	8.5	5.0
physical sciences	2.4	2.8	1.7	2.3	3.4	2.5	3.3	3.2	3.8	3.1	1.7	1.6
social sciences	10.0	11.2	7.3	10.8	14.3	10.2	11.8	11.4	10.6	13.1	7.4	5.3
other technical	3.3	2.0	6.6	1.1	1.4	2.0	3.1	4.9	1.9	1.7	6.5	8.2
other non-technical	7.1	7.1	6.9	9.7	5.5	7.6	4.2	5.1	3.8	3.6	7.1	4.5
<b>Year Appointed to Current Position</b>												
1954 or earlier	0.9	0.9	0.8	1.0	0.3	1.1	0.8	0.6	1.6	0.4	0.9	0.6
1955 to 1959	0.4	0.5	0.1	0.8	0.3	0.2	0.7	0.6	1.2	0.6	0.1	1.0
1960 to 1964	2.1	2.6	1.0	2.1	2.0	2.8	3.2	2.6	2.5	4.4	1.0	1.1
1965 to 1969	6.4	6.4	6.3	6.0	6.6	7.5	5.3	5.8	6.2	4.2	6.2	7.4
1970 to 1974	9.6	8.3	12.8	7.8	10.3	10.0	5.5	6.9	4.5	4.5	13.2	7.6
1975 to 1979	11.2	10.7	12.4	10.3	10.1	11.4	10.1	10.2	11.6	8.9	12.6	10.6
1980 to 1984	15.1	14.2	17.1	13.8	13.9	13.1	16.5	18.4	16.4	14.4	16.9	19.8
1985 to 1989	26.9	27.3	25.9	27.4	27.5	26.0	28.9	26.7	30.3	30.6	25.9	25.7
1990 to 1992	27.4	29.0	23.5	30.8	28.8	27.9	29.0	28.2	25.7	32.0	23.3	26.2
<b>Tenured?</b>												
yes	42.4	39.2	50.0	40.6	39.0	42.6	33.1	35.0	33.8	30.5	52.1	21.2
no	57.6	60.8	50.0	59.4	61.0	57.4	66.9	65.0	66.2	69.5	47.9	78.8
<b>Year Received Tenure</b>												
1954 or earlier	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.3	0.0	0.0	0.2	0.0
1955 to 1959	0.2	0.2	0.0	0.5	0.1	0.2	0.1	0.0	0.2	0.2	0.0	0.0
1960 to 1964	0.7	1.0	0.0	0.8	0.3	0.7	2.1	0.9	1.0	4.7	0.0	0.0
1965 to 1969	4.3	5.0	2.9	4.2	4.3	6.1	4.3	3.7	6.0	3.8	2.5	14.5
1970 to 1974	12.5	12.6	12.4	12.8	12.9	13.3	10.7	9.6	9.9	12.8	12.5	9.9
1975 to 1979	16.8	16.3	17.8	16.8	18.3	17.5	12.7	15.3	12.0	9.7	17.7	22.1
1980 to 1984	20.0	20.6	18.8	20.1	20.9	21.5	19.3	19.0	21.0	18.3	19.0	11.8
1985 to 1989	24.5	23.4	26.6	23.9	24.7	20.4	28.0	31.0	25.9	25.5	26.6	26.8
1990 to 1992	20.9	20.7	21.3	20.7	18.4	20.3	22.6	20.2	24.0	24.9	21.5	14.9
<b>Primary Interest</b>												
very heavily in teaching	47.0	35.7	73.4	25.0	21.2	42.8	42.4	38.0	44.3	46.2	74.1	63.3
leaning toward teaching	36.2	41.5	23.7	42.2	42.1	39.9	42.8	43.2	41.0	43.6	23.0	33.0
leaning toward research	15.2	20.5	2.7	29.4	31.2	15.9	13.8	16.9	13.8	10.0	2.7	3.2
very heavily in research	1.6	2.3	0.2	3.4	5.4	1.4	1.1	1.9	0.9	0.2	0.1	0.5

(2) Recategorization of this item from a longer list is shown in The American College Teacher



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Salary is Based On</b>												
9/10 months	78.8	78.9	78.4	83.6	76.1	80.4	72.7	66.5	75.8	77.5	79.6	62.2
11/12 months	21.2	21.1	21.6	16.4	23.9	19.6	27.3	33.5	24.2	22.5	20.4	37.8
<b>Base Salary in Thousands for:</b>												
<b>Faculty on 9/10 Mo Contracts</b>												
less than 20	1.9	1.6	2.6	2.7	1.6	1.1	1.1	1.2	1.3	1.0	2.5	3.7
20 to 29	25.1	23.5	28.7	20.8	12.1	26.1	27.1	19.3	21.0	39.4	28.1	41.3
30 to 39	41.8	42.6	40.0	42.8	31.3	43.6	45.1	40.6	50.0	46.4	39.6	47.0
40 to 49	20.2	20.2	20.3	21.4	24.7	19.7	17.8	24.2	20.3	9.4	20.9	8.0
50 to 59	7.6	8.0	6.6	8.2	15.3	7.0	6.4	9.9	5.3	3.5	6.9	0.0
60 to 69	2.6	3.2	1.4	2.8	11.6	2.3	1.7	3.3	1.7	0.2	1.5	0.0
70 to 79	0.6	0.7	0.3	1.0	2.1	0.1	0.6	1.4	0.2	0.1	0.3	0.0
80 to 89	0.1	0.1	0.0	0.0	0.9	0.0	0.0	0.1	0.0	0.0	0.0	0.0
90 to 99	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
100 to 124	0.1	0.1	0.0	0.1	0.4	0.1	0.0	0.0	0.0	0.0	0.0	0.0
125 to 149	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.1	0.0	0.0
150 or more	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
<b>Faculty on 11/12 Mo Contracts</b>												
less than 20	1.5	0.7	3.3	0.0	0.0	0.3	1.6	1.4	2.2	1.7	2.9	6.6
20 to 29	20.6	18.2	26.3	12.9	2.9	18.1	26.7	20.4	21.7	40.8	25.3	33.2
30 to 39	40.8	41.2	39.7	30.5	38.0	44.0	46.5	42.8	53.2	48.0	39.1	44.8
40 to 49	22.1	23.8	18.2	29.5	35.4	23.6	16.4	22.5	14.8	7.3	19.0	12.6
50 to 59	9.9	10.1	9.4	17.6	15.0	8.6	5.2	8.0	3.2	1.9	10.4	1.4
60 to 69	3.6	3.8	3.1	3.6	6.3	4.2	2.8	3.7	4.1	0.4	3.3	1.4
70 to 79	0.6	0.9	0.0	1.9	1.9	0.3	0.4	0.8	0.0	0.0	0.0	0.0
80 to 89	0.2	0.3	0.0	1.1	0.0	0.2	0.1	0.2	0.0	0.0	0.0	0.0
90 to 99	0.0	0.1	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
100 to 124	0.1	0.2	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
125 to 149	0.1	0.2	0.0	0.8	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0
150 or more	0.4	0.6	0.0	1.4	0.0	0.7	0.2	0.0	0.9	0.0	0.0	0.0
<b>Father's Education</b>												
8th grade or less	13.7	13.1	15.2	11.8	7.9	16.4	11.6	11.2	14.2	10.3	15.1	16.7
some high school	9.6	8.4	12.5	8.0	7.0	9.2	8.1	8.3	9.9	6.8	12.6	11.9
completed high school	23.5	21.2	29.1	20.9	17.1	22.6	21.0	19.8	22.3	21.4	29.4	24.7
some college	15.4	15.8	14.6	15.5	13.5	16.8	15.4	12.7	14.8	19.0	14.6	15.6
graduated from college	15.0	15.8	13.0	17.7	19.8	13.7	15.2	14.5	15.8	15.7	13.2	10.3
attended grad/prof school	5.8	6.4	4.4	6.3	6.8	5.4	7.9	9.1	7.5	6.8	4.2	7.6
attained advanced degree	16.9	19.4	11.1	19.8	27.9	15.9	20.7	24.4	15.4	20.0	11.0	13.2
<b>Mother's Education</b>												
8th grade or less	8.7	8.1	10.3	6.5	6.7	9.7	8.0	7.9	8.9	7.4	10.4	8.3
some high school	10.1	9.3	12.3	9.0	8.0	10.9	7.7	7.3	9.9	6.5	12.3	12.2
completed high school	32.5	30.4	37.4	29.9	25.3	31.6	31.0	30.7	33.7	29.6	37.6	34.5
some college	17.9	18.2	17.1	17.4	20.8	18.1	18.3	16.6	17.2	21.1	17.1	16.3
graduated from college	16.7	18.1	13.5	20.8	15.9	15.5	19.6	19.6	18.5	20.2	13.1	19.7
attended grad/prof school	5.4	6.2	3.6	7.5	6.4	5.3	6.0	7.1	5.5	5.0	3.4	6.8
attained advanced degree	8.6	9.8	5.8	9.0	16.8	8.8	9.5	10.6	6.3	10.2	6.1	2.2

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Marital Status</b>												
married (currently)	62.0	59.1	68.8	58.5	62.3	58.1	59.8	59.2	53.3	65.0	68.8	68.4
separated	1.6	1.4	1.9	1.5	1.7	1.2	1.6	1.5	1.3	1.8	2.0	1.0
single (never married)	16.6	19.1	10.5	19.9	15.6	18.1	21.0	18.9	29.2	17.9	10.3	13.1
single (with partner)	4.2	4.8	2.8	4.7	6.9	3.7	5.7	7.9	4.5	4.1	2.9	2.0
single (divorced)	13.1	13.1	13.0	13.8	11.6	15.4	9.6	10.8	8.9	8.7	13.1	11.9
single (widowed)	2.6	2.5	3.0	1.5	1.9	3.4	2.3	1.7	2.9	2.5	2.9	3.6
<b>Spouse's or Partner's Education</b>												
8th grade or less	0.2	0.1	0.3	0.0	0.3	0.1	0.1	0.1	0.0	0.1	0.3	0.0
some high school	0.6	0.4	1.0	0.4	0.1	0.5	0.2	0.3	0.3	0.2	1.0	1.1
completed high school	3.4	2.1	6.3	1.1	1.6	3.0	2.1	1.7	2.8	2.1	6.3	7.6
some college	8.5	6.6	13.0	5.3	2.9	8.7	6.3	6.2	5.1	7.2	13.2	11.3
graduated from college	12.6	10.7	17.2	9.6	7.9	12.6	10.1	10.7	9.9	9.5	17.1	19.4
attended grad/prof school	9.0	8.7	9.7	8.2	8.5	8.8	9.1	9.5	8.8	8.9	9.7	9.4
attained advanced degree	44.1	47.4	36.6	48.8	59.6	42.1	48.8	50.4	42.7	50.9	36.8	33.3
does not apply	21.6	24.1	15.8	26.5	19.0	24.1	23.4	21.3	30.4	21.1	15.7	17.8
<b>Number of Children Aged:</b>												
<b>0 to 4 Years</b>												
none	84.4	84.4	84.5	85.7	78.4	85.9	82.9	80.2	85.7	84.3	84.9	78.5
one	12.1	12.4	11.2	11.2	18.0	11.2	13.5	15.7	11.0	12.6	10.8	17.6
two	3.3	3.0	4.2	3.0	3.0	2.8	3.2	3.4	3.1	3.0	4.3	3.9
three	0.1	0.2	0.0	0.2	0.5	0.1	0.2	0.3	0.2	0.1	0.0	0.0
four or more	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.3	0.0	0.0	0.0	0.0
<b>5 to 12 Years</b>												
none	69.3	71.6	63.4	74.2	64.1	71.2	72.0	72.7	71.4	71.5	63.5	61.5
one	19.8	18.8	22.6	17.3	22.1	19.2	18.5	17.7	17.2	20.4	22.5	25.1
two	9.6	8.4	12.8	7.6	12.3	8.2	8.0	7.6	9.5	7.4	12.9	11.7
three	1.1	1.2	1.0	0.9	1.4	1.2	1.3	1.5	1.8	0.7	0.9	1.7
four or more	0.2	0.2	0.2	0.1	0.0	0.2	0.2	0.5	0.0	0.1	0.2	0.0
<b>13 to 17 Years</b>												
none	73.1	76.7	64.0	82.0	75.9	73.3	76.0	78.1	75.4	74.0	63.8	68.1
one	20.1	17.6	26.3	14.2	18.0	19.8	18.1	16.9	18.2	19.5	26.6	21.9
two	6.1	5.0	8.8	3.6	5.5	5.8	5.4	4.7	5.8	6.0	8.7	10.0
three	0.4	0.3	0.7	0.2	0.6	0.4	0.2	0.0	0.4	0.5	0.8	0.0
four or more	0.3	0.3	0.1	0.0	0.0	0.7	0.2	0.3	0.3	0.0	0.1	0.0
<b>18 Years or Older</b>												
none	53.8	58.8	42.4	64.1	62.6	53.2	59.8	62.5	65.0	53.4	42.2	44.7
one	14.6	13.6	17.0	11.7	14.0	15.7	12.6	12.2	10.6	14.3	17.2	14.7
two	17.8	15.9	22.4	14.8	14.4	17.5	15.1	14.3	12.5	17.6	22.1	27.7
three	7.9	7.1	9.8	5.7	5.8	7.8	8.1	6.4	6.0	11.5	9.9	7.3
four or more	5.8	4.6	8.4	3.7	3.2	5.8	4.4	4.6	5.9	3.2	8.6	5.7

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>General Activities</b>												
held academic admin position	31.0	32.9	26.7	28.4	35.4	32.9	36.7	34.0	41.8	36.4	25.8	38.7
award for outstanding teaching	30.8	31.6	29.1	31.8	31.6	32.3	30.3	26.8	33.0	32.6	28.6	36.3
spouse or partner an academic	33.4	36.3	26.9	40.2	34.3	34.1	36.1	39.3	30.4	36.0	26.8	28.2
commute a long distance to work	23.2	22.6	24.8	19.8	25.0	24.4	22.2	18.4	26.3	23.7	24.7	26.3
research/writing on women	35.5	42.1	20.0	41.2	52.4	38.6	44.2	47.8	39.8	42.9	20.1	17.6
spouse/partner work in same city	47.6	47.6	47.6	49.1	56.7	44.3	47.1	46.2	44.8	49.7	48.1	41.4
res/writing on race/ethnicity	24.3	28.4	14.6	26.3	34.3	28.4	28.6	26.8	26.1	32.5	14.7	13.1
born in the U.S.A	91.9	90.2	95.8	89.7	86.5	90.8	91.1	89.0	91.9	92.9	95.9	94.9
am a U.S. citizen	96.0	94.9	98.6	94.1	93.4	95.4	95.4	94.3	97.4	95.4	98.7	97.9
interrupted career for hlth/fam	27.1	24.6	33.2	22.6	25.0	24.6	26.3	23.8	25.2	30.1	33.3	31.3
sexually harassed at this inst	15.0	16.0	12.8	18.2	16.8	16.3	12.8	13.6	11.1	12.9	13.3	5.8
plan working beyond age 70	30.0	33.6	21.6	34.0	41.9	29.4	36.1	37.3	40.3	31.8	21.5	24.1
<b>General Activities in the Last Two Years</b>												
had one or more firm job offers	37.0	37.3	36.4	36.8	32.7	39.2	36.9	35.5	37.2	38.4	35.5	48.2
developed a new course	69.7	72.8	62.5	71.2	80.2	67.5	79.4	79.9	82.5	76.8	62.1	69.3
considered early retirement	26.8	26.5	27.4	26.8	18.7	30.0	24.1	24.3	23.2	24.4	27.8	21.6
considered leaving academe	37.5	40.0	31.8	43.1	38.6	38.6	39.0	36.8	39.7	41.1	31.3	39.2
<b>Teaching Activities in the Last Two Years</b>												
taught honors course	14.1	16.3	8.7	19.3	23.5	11.5	17.0	15.7	17.6	18.1	8.5	11.0
taught interdisciplinary course	30.8	33.7	23.4	29.7	40.0	29.5	41.5	46.3	36.4	39.2	23.1	28.6
taught ethnic studies course	9.1	10.8	4.8	8.3	12.4	10.3	13.6	13.0	12.6	14.9	4.9	3.5
taught women's studies course	14.0	17.3	5.8	15.0	24.9	14.7	20.6	23.9	13.5	21.5	5.9	4.5
team-taught a course	41.5	40.8	43.0	41.5	36.5	37.6	46.2	46.7	44.3	47.0	43.1	42.9
worked w/students on res project	53.9	61.7	34.0	69.8	68.0	56.3	58.0	59.7	54.3	58.5	33.9	36.3
attd racial/cultural workshop	53.4	49.8	61.7	40.3	47.2	51.4	58.4	52.7	64.3	61.0	62.7	46.1
attd women's/minorities workshop	32.3	31.8	33.5	24.2	38.3	30.7	38.8	37.0	41.0	39.6	34.6	15.5
held fac senate/council office	21.9	22.4	20.6	16.6	19.2	25.3	25.6	24.8	28.3	24.8	20.7	17.9
used funds for research	32.7	41.6	9.8	49.7	53.1	35.3	37.3	42.4	35.0	32.7	9.9	9.0
served as a paid consultant	40.1	43.5	31.6	48.5	47.3	43.5	36.4	35.1	40.0	35.5	31.7	31.2
attd teaching enhance workshop	65.3	62.6	71.7	55.3	62.1	65.1	66.9	64.1	67.9	69.4	71.8	70.0
<b>Research Working Environment</b>												
work essentially alone	62.6	64.7	57.3	59.8	66.2	63.8	70.6	70.7	66.9	73.1	56.8	64.6
work with one or two colleagues	27.6	29.5	22.9	35.5	29.8	29.4	22.9	23.8	25.2	20.2	23.1	19.5
member of larger group	9.8	5.9	19.8	4.7	4.0	6.8	6.5	5.5	7.9	6.7	20.1	15.9

WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Scheduled Teaching</b>												
none	0.2	0.2	0.1	0.3	0.5	0.1	0.2	0.1	0.5	0.1	0.1	0.5
1 to 4	4.8	5.5	3.0	7.9	4.9	4.4	4.7	5.7	4.4	3.7	3.0	3.6
5 to 8	20.1	25.6	7.1	38.4	47.3	15.0	19.0	24.6	15.7	14.7	6.9	9.1
9 to 12	33.9	41.7	15.2	35.0	35.3	46.7	44.1	40.9	49.8	44.1	14.4	27.0
13 to 16	22.0	16.7	34.8	9.6	8.0	22.1	19.8	16.3	20.1	23.8	34.8	35.2
17 to 20	11.8	6.7	24.1	5.9	2.5	7.1	8.5	8.9	6.2	9.5	25.0	12.0
21 to 34	6.3	3.1	13.8	2.5	1.2	4.0	3.1	2.9	2.6	3.7	14.1	9.9
35 to 44	0.8	0.4	1.7	0.4	0.1	0.6	0.3	0.1	0.4	0.5	1.7	2.7
45 or more	0.1	0.2	0.1	0.2	0.0	0.1	0.2	0.4	0.1	0.1	0.1	0.0
<b>Preparing for Teaching</b>												
none	0.4	0.3	0.4	0.6	0.5	0.1	0.3	0.3	0.3	0.2	0.5	0.0
1 to 4	5.8	5.5	6.5	6.4	3.4	5.6	5.1	6.5	3.3	4.8	6.5	6.8
5 to 8	20.0	20.3	19.1	20.2	20.7	21.7	18.4	20.4	17.3	16.9	19.0	21.2
9 to 12	24.9	24.5	25.7	27.6	23.0	24.1	22.4	22.4	25.4	20.6	26.0	22.0
13 to 16	17.5	17.6	17.3	16.9	19.4	16.7	19.0	17.0	21.3	19.8	17.0	21.6
17 to 20	16.0	16.2	15.5	17.6	16.2	15.6	15.4	13.3	15.9	17.6	15.3	17.6
21 to 34	11.5	11.5	11.5	9.0	12.7	11.7	13.4	14.1	12.8	13.1	11.6	9.2
35 to 44	2.8	3.0	2.2	1.4	3.1	3.2	4.4	4.4	2.7	5.6	2.3	0.5
45 or more	1.2	1.0	1.8	0.4	1.1	1.2	1.4	1.8	1.0	1.3	1.9	1.0
<b>Advising/Counseling of Students</b>												
none	2.1	2.2	1.8	3.4	0.6	1.8	2.0	2.3	2.1	1.5	1.8	2.1
1 to 4	51.8	51.0	53.5	57.9	46.6	48.4	49.1	51.7	54.4	42.6	53.8	48.7
5 to 8	31.8	32.0	31.4	27.6	39.0	32.8	33.0	32.2	31.2	35.2	31.0	37.5
9 to 12	9.9	10.3	9.2	7.7	11.0	11.1	11.5	10.4	8.0	15.3	9.3	7.7
13 to 16	2.5	2.6	2.3	1.6	2.0	3.5	2.5	1.9	2.7	3.0	2.3	2.5
17 to 20	1.2	1.3	1.0	1.4	0.4	1.7	1.0	1.1	1.1	0.9	1.0	1.0
21 to 34	0.5	0.5	0.6	0.3	0.3	0.6	0.6	0.2	0.2	1.4	0.6	0.5
35 to 44	0.1	0.1	0.2	0.0	0.0	0.1	0.1	0.1	0.3	0.0	0.2	0.0
45 or more	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.0
<b>Committee Work and Meetings</b>												
none	3.5	3.8	2.9	4.7	5.7	3.6	2.5	3.0	2.3	2.1	3.0	1.0
1 to 4	69.0	67.4	72.9	65.0	67.6	69.7	66.6	69.7	61.1	66.6	73.0	71.6
5 to 8	21.7	22.5	19.8	22.2	22.0	20.3	26.1	23.0	30.4	26.7	19.5	23.7
9 to 12	4.3	4.8	3.2	6.3	3.8	4.6	4.1	3.7	5.0	3.9	3.1	3.2
13 to 16	0.9	1.0	0.7	1.4	0.6	1.3	0.4	0.3	0.7	0.4	0.7	0.5
17 to 20	0.3	0.3	0.3	0.4	0.2	0.3	0.3	0.2	0.4	0.2	0.3	0.0
21 to 34	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.2	0.1	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 or more	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	All sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Other Administration</b>												
none	38.1	37.6	39.1	39.2	39.2	39.2	33.2	33.6	32.5	33.3	39.6	32.2
1 to 4	39.4	39.3	39.7	40.4	43.6	36.4	40.7	43.9	38.5	38.5	39.2	46.4
5 to 8	10.2	10.6	9.2	9.2	9.5	11.1	11.7	10.6	13.2	11.9	9.2	9.0
9 to 12	6.1	5.9	6.4	5.8	3.6	6.2	6.5	5.8	6.6	7.1	6.4	7.1
13 to 16	2.2	2.2	2.3	1.5	2.7	2.5	2.3	2.2	2.8	2.2	2.4	2.1
17 to 20	1.9	2.0	1.8	1.7	0.8	2.1	2.5	1.6	3.3	2.9	1.7	2.2
21 to 34	1.4	1.6	0.9	1.5	0.7	1.4	2.3	1.6	2.6	3.0	0.9	0.0
35 to 44	0.5	0.6	0.4	0.5	0.0	0.8	0.6	0.3	0.6	1.0	0.4	0.5
45 or more	0.2	0.1	0.3	0.1	0.0	0.2	0.1	0.3	0.0	0.1	0.3	0.5
<b>Research and Scholarly Writing</b>												
none	31.7	19.5	61.8	12.1	11.3	22.7	26.4	23.0	25.6	30.8	62.1	58.2
1 to 4	35.2	37.5	29.3	29.5	29.2	42.4	42.6	42.4	44.2	41.7	29.4	28.4
5 to 8	14.7	18.9	4.5	21.5	20.3	18.6	15.8	17.8	15.8	13.4	4.3	7.7
9 to 12	8.9	11.4	2.8	14.8	15.9	9.1	9.3	9.7	8.9	9.1	2.8	2.7
13 to 16	4.4	5.8	0.9	9.5	10.4	3.5	3.2	3.3	3.0	3.3	0.8	2.5
17 to 20	2.8	3.8	0.2	6.3	7.0	2.5	1.8	2.5	1.6	1.0	0.3	0.0
21 to 34	1.8	2.4	0.3	5.1	3.5	1.1	0.8	1.0	0.7	0.6	0.3	0.6
35 to 44	0.4	0.5	0.1	0.8	1.7	0.1	0.2	0.2	0.1	0.1	0.1	0.0
45 or more	0.2	0.3	0.0	0.5	0.6	0.1	0.0	0.0	0.0	0.0	0.0	0.0
<b>Creative Products &amp; Performances</b>												
none	66.4	67.0	64.9	71.6	77.4	62.4	65.0	66.1	66.0	63.1	64.9	65.6
1 to 4	23.0	21.1	27.5	18.0	13.4	24.2	22.9	21.7	23.5	23.9	27.7	25.5
5 to 8	5.7	6.1	4.7	5.3	5.6	7.0	5.6	5.4	5.2	6.1	4.7	5.0
9 to 12	2.4	2.8	1.5	3.4	1.6	2.6	3.1	2.5	3.6	3.6	1.5	1.5
13 to 16	1.1	1.3	0.5	0.6	1.9	1.6	1.5	2.0	0.9	1.2	0.4	1.8
17 to 20	0.7	0.8	0.6	0.5	0.2	1.1	1.0	1.1	0.2	1.3	0.5	0.6
21 to 34	0.4	0.5	0.1	0.5	0.0	0.8	0.5	0.6	0.5	0.3	0.1	0.0
35 to 44	0.1	0.1	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.2	0.0	0.0
45 or more	0.2	0.1	0.3	0.1	0.0	0.1	0.3	0.5	0.0	0.3	0.3	0.0
<b>Consultation with Clients or Patients</b>												
none	77.6	79.2	73.8	78.2	87.4	77.7	79.3	81.8	75.9	78.7	74.1	70.0
1 to 4	15.4	14.4	17.8	15.8	8.6	15.1	14.1	11.5	18.1	14.5	17.7	19.2
5 to 8	4.1	3.8	4.9	3.2	2.6	4.3	4.1	4.5	3.2	4.1	4.8	5.4
9 to 12	1.7	1.7	1.9	1.7	0.7	2.0	1.6	1.2	1.7	1.9	1.8	2.6
13 to 16	0.5	0.4	0.6	0.4	0.7	0.4	0.5	0.4	0.7	0.4	0.4	2.8
17 to 20	0.3	0.2	0.5	0.2	0.0	0.3	0.2	0.3	0.2	0.0	0.5	0.0
21 to 34	0.2	0.1	0.4	0.2	0.1	0.2	0.1	0.1	0.0	0.1	0.4	0.0
35 to 44	0.2	0.1	0.2	0.2	0.0	0.0	0.2	0.2	0.2	0.1	0.2	0.0
45 or more	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>HOURS PER WEEK SPENT ON:</b>												
<b>Community/Public Service</b>												
none	27.2	28.3	24.6	32.3	34.9	22.5	29.9	39.4	23.3	23.4	24.5	26.4
1 to 4	59.4	58.2	62.2	54.0	54.9	62.4	58.0	51.6	63.1	61.9	62.2	62.1
5 to 8	9.9	10.2	9.3	10.3	8.0	11.6	8.8	7.4	9.8	9.7	9.4	7.9
9 to 12	2.5	2.4	2.6	2.4	1.8	2.6	2.4	1.0	2.2	4.1	2.6	2.6
13 to 16	0.5	0.5	0.6	0.7	0.0	0.6	0.5	0.2	1.1	0.4	0.6	0.5
17 to 20	0.3	0.2	0.5	0.1	0.0	0.2	0.3	0.3	0.3	0.2	0.5	0.0
21 to 34	0.1	0.1	0.1	0.0	0.4	0.0	0.1	0.2	0.2	0.0	0.1	0.5
35 to 44	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
45 or more	0.1	0.1	0.1	0.2	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.0
<b>Outside Consulting or Freelance Work</b>												
none	65.6	63.6	70.6	61.6	61.7	62.9	67.3	71.7	65.7	63.4	70.5	72.3
1 to 4	26.7	29.2	20.8	31.9	31.0	30.0	24.7	21.4	25.7	27.8	20.7	22.2
5 to 8	4.7	4.5	5.2	3.6	5.6	4.3	5.3	4.8	6.0	5.4	5.3	3.8
9 to 12	1.7	1.6	1.9	2.2	1.0	1.5	1.4	0.9	1.5	2.0	2.0	0.5
13 to 16	0.8	0.7	0.9	0.6	0.2	0.7	1.0	0.7	1.0	1.3	0.9	0.6
17 to 20	0.3	0.2	0.5	0.1	0.3	0.3	0.2	0.4	0.1	0.1	0.6	0.0
21 to 34	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.5
35 to 44	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
45 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Household/Child Care Duties</b>												
none	4.8	5.4	3.5	6.7	3.1	5.7	4.4	4.3	4.6	4.4	3.4	5.6
1 to 4	12.8	14.2	9.4	12.4	11.4	15.4	15.4	15.0	18.3	14.0	9.0	15.8
5 to 8	20.1	21.5	16.8	21.5	20.2	21.3	22.3	23.9	20.2	21.9	16.6	19.5
9 to 12	17.9	17.6	18.5	17.3	19.7	17.2	17.6	17.5	17.6	17.7	18.5	18.5
13 to 16	11.7	11.2	12.9	11.5	10.7	11.5	10.6	8.5	10.8	12.8	13.1	9.7
17 to 20	11.1	10.0	13.6	10.9	9.9	10.2	8.6	9.0	8.2	8.4	14.1	6.3
21 to 34	8.9	8.3	10.3	8.0	10.5	7.7	8.6	9.4	6.4	9.0	10.3	10.0
35 to 44	5.6	5.1	6.7	5.0	6.2	4.8	5.1	4.3	5.1	5.9	6.8	5.3
45 or more	7.3	6.8	8.3	6.6	8.2	6.3	7.4	7.9	8.9	5.8	8.2	9.3
<b>Number of Days Spent Off-Campus for Professional Activities</b>												
none	12.4	11.6	14.3	9.0	13.3	12.8	12.2	14.2	10.5	11.0	14.2	16.2
1 to 2	17.4	13.7	25.9	10.2	9.5	15.8	16.0	16.2	16.9	15.2	25.9	27.2
3 to 4	29.0	26.9	33.8	22.9	24.3	27.6	31.3	27.5	31.8	35.5	34.0	31.2
5 to 10	28.8	32.7	19.6	37.3	34.7	30.8	29.7	28.9	28.6	31.5	19.7	18.0
11 to 20	9.3	11.0	5.1	14.9	13.0	10.1	7.4	9.2	7.9	5.0	5.0	7.0
21 to 50	2.6	3.3	1.1	5.2	4.3	2.0	2.7	3.0	3.8	1.7	1.2	0.0
50+	0.5	0.7	0.1	0.5	1.0	0.8	0.6	1.1	0.5	0.1	0.1	0.5

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	ALL		Universities		Four-year Colleges					Two-year Colleges		
	Institutions	4-year	2-year	Public	Private	Public	Private	All Non- sectarian	Catholic	Protestant	Public	Private
<b>NUMBER OF:</b>												
<b>Articles in Academic or Professional Journals</b>												
none	43.9	32.4	71.1	23.2	19.0	37.9	39.4	37.1	36.3	44.1	70.9	73.4
1 to 2	22.3	23.5	19.4	19.7	20.2	24.7	26.9	22.9	31.3	28.7	19.6	15.8
3 to 4	12.3	14.8	6.3	15.5	17.5	14.2	13.9	15.4	13.8	12.4	6.4	4.8
5 to 10	12.5	16.8	2.3	21.0	22.7	14.6	13.1	14.9	12.6	11.3	2.2	4.0
11 to 20	5.5	7.5	0.7	11.2	13.8	5.0	4.8	7.0	4.2	2.7	0.7	1.0
21 to 50	2.8	4.0	0.1	7.8	5.2	2.5	1.6	2.1	1.9	0.7	0.1	1.1
50+	0.8	1.1	0.0	1.6	1.7	1.0	0.3	0.6	0.0	0.2	0.0	0.0
<b>Chapters in Edited Volumes</b>												
none	76.1	69.0	92.7	59.5	51.3	76.4	75.3	69.4	76.7	81.1	92.4	96.5
1 to 2	15.5	19.9	5.2	24.5	25.4	16.6	17.7	20.0	18.1	14.6	5.4	2.0
3 to 4	4.7	6.1	1.3	8.4	11.1	4.3	4.3	6.0	3.0	3.3	1.4	1.0
5 to 10	2.8	3.7	0.5	6.2	8.2	2.0	2.0	3.4	1.4	0.7	0.5	0.5
11 to 20	0.7	0.9	0.1	1.4	1.9	0.5	0.6	1.0	0.7	0.2	0.1	0.0
21 to 50	0.2	0.3	0.0	0.1	1.7	0.2	0.1	0.3	0.0	0.0	0.0	0.0
50+	0.1	0.1	0.1	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.1	0.0
<b>Books, Manuals, Monographs</b>												
none	61.9	58.6	69.8	55.2	45.4	61.3	63.1	62.3	63.9	63.3	69.5	75.2
1 to 2	27.4	29.4	22.6	28.9	35.0	29.2	28.4	29.4	27.2	28.0	22.8	20.3
3 to 4	7.3	8.0	5.6	10.4	12.9	6.5	5.7	5.8	6.0	5.3	5.7	3.2
5 to 10	2.7	3.2	1.5	4.2	4.8	2.6	2.3	1.9	2.0	3.0	1.5	1.4
11 to 20	0.4	0.5	0.4	0.8	0.8	0.2	0.4	0.3	0.7	0.2	0.4	0.0
21 to 50	0.2	0.3	0.1	0.4	1.0	0.1	0.1	0.1	0.2	0.0	0.1	0.0
50+	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.0	0.1	0.1	0.0
<b>Exhibitions or Performances Presented</b>												
none	83.7	81.8	87.9	82.3	85.4	81.8	80.1	77.8	85.2	79.2	87.8	90.2
1 to 2	5.2	5.4	4.7	6.0	3.2	5.1	6.1	6.2	5.1	6.7	5.0	1.1
3 to 4	2.4	2.7	1.7	3.0	3.2	2.8	2.2	1.8	2.4	2.4	1.6	2.8
5 to 10	2.2	2.5	1.6	2.5	2.5	2.5	2.6	3.0	1.7	2.7	1.6	1.1
11 to 20	1.7	1.7	1.8	1.3	0.8	2.0	2.0	2.6	2.2	1.2	1.8	1.4
21 to 50	1.8	2.1	1.1	1.7	2.2	1.6	3.4	4.1	2.2	3.3	0.9	2.8
50+	2.9	3.7	1.2	3.2	2.7	4.3	3.7	4.4	1.2	4.5	1.2	0.6
<b>Professional Writings Accepted or Published in Last Two Years</b>												
none	46.1	34.1	74.2	25.9	19.9	38.9	41.3	38.5	42.5	43.7	73.9	79.5
1 to 2	25.1	28.5	17.1	25.5	31.1	28.9	30.3	29.9	30.4	30.6	17.3	13.7
3 to 4	14.9	19.0	5.3	23.0	25.1	17.1	15.3	16.6	16.2	13.2	5.4	3.7
5 to 10	10.6	13.9	2.7	20.0	18.8	11.0	9.9	11.9	7.9	9.1	2.6	3.1
11 to 20	2.1	2.9	0.3	4.6	2.5	2.5	1.8	1.7	2.1	1.7	0.3	0.0
21 to 50	0.7	0.9	0.2	0.3	1.9	1.2	0.8	0.9	0.8	0.7	0.2	0.0
50+	0.4	0.5	0.3	0.7	0.8	0.3	0.6	0.5	0.2	0.9	0.3	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>NUMBER OF COURSES TAUGHT IN:</b>												
<b>General Education</b>												
none	51.7	51.7	51.6	64.3	51.9	47.4	45.5	50.1	49.4	37.8	52.1	45.3
one	18.1	20.7	11.7	20.9	23.9	18.3	23.0	21.4	20.0	26.7	12.2	5.3
two	13.6	15.1	10.1	9.2	18.6	16.6	17.5	16.1	16.9	19.5	9.7	14.6
three	8.2	7.9	8.7	3.7	4.2	11.2	8.6	7.9	8.8	9.2	8.0	18.3
four	4.2	3.2	6.6	1.6	1.4	4.4	3.6	2.9	3.0	4.8	6.4	9.3
five or more	4.3	1.3	11.2	0.3	0.0	2.1	1.8	1.6	1.9	2.0	11.6	7.1
<b>Other BA or BS Undergraduate Credit Courses</b>												
none	13.2	7.9	28.2	7.1	7.2	9.0	7.6	9.5	5.1	7.1	28.0	30.6
one	22.3	25.6	13.2	33.2	33.4	21.0	20.8	21.5	21.7	19.4	13.1	14.9
two	25.8	29.8	14.3	34.1	31.9	26.7	28.9	31.1	29.6	25.9	14.4	12.3
three	18.6	20.2	14.2	16.7	22.1	20.8	22.5	22.5	20.5	23.8	14.2	14.1
four	12.1	12.2	11.7	7.1	3.5	16.4	15.0	11.9	18.5	16.0	11.5	14.6
five or more	8.0	4.3	18.4	1.9	1.7	6.1	5.3	3.5	4.7	7.7	18.7	13.5
<b>Non-BA Credit Courses (developmental or remedial)</b>												
none	82.8	91.0	65.9	94.8	95.4	87.6	90.2	90.5	91.6	88.9	65.1	78.7
one	5.8	3.7	10.0	2.6	2.4	4.5	4.4	3.4	6.1	4.4	10.0	10.1
two	4.0	1.8	8.6	1.6	0.6	1.3	3.2	2.9	1.2	5.0	8.8	6.1
three	2.5	1.1	5.3	0.7	1.0	1.5	1.0	1.2	0.3	1.1	5.5	2.6
four	2.4	1.3	4.6	0.0	0.4	3.0	0.7	1.0	0.7	0.3	4.8	1.7
five or more	2.5	1.0	5.6	0.4	0.2	2.1	0.5	0.9	0.2	0.3	5.9	0.8
<b>Graduate Courses</b>												
none	72.3	63.6	98.7	46.6	53.3	68.7	83.3	84.3	74.9	88.5	98.8	97.2
one	22.1	29.0	1.3	44.1	37.7	24.3	11.6	11.8	15.7	8.2	1.2	2.8
two	4.4	5.8	0.0	7.3	7.7	5.7	3.2	2.3	5.6	2.6	0.0	0.0
three	0.9	1.2	0.0	1.4	0.9	1.1	1.3	0.7	3.6	0.3	0.0	0.0
four	0.2	0.3	0.0	0.4	0.1	0.2	0.4	0.7	0.2	0.3	0.0	0.0
five or more	0.1	0.1	0.0	0.2	0.4	0.0	0.1	0.1	0.0	0.2	0.0	0.0
<b>Professional Goals Noted as Very Important or Essential</b>												
engage in research	51.1	63.1	22.7	73.3	76.7	56.8	56.1	60.9	56.2	50.4	21.9	34.0
engage in outside activities	58.5	58.1	59.3	54.8	55.5	59.3	60.8	60.3	63.6	59.5	59.0	63.5
provide services to the cmyt	50.8	50.0	52.8	45.2	46.3	53.2	51.9	47.8	56.7	53.4	52.5	57.9
participate in comm/admin work	37.8	35.4	43.5	28.0	24.3	41.2	39.0	35.1	47.1	38.0	43.2	48.4
be a good colleague	90.3	89.4	92.7	87.5	88.1	89.7	91.2	91.2	91.7	91.0	92.5	95.2
be a good teacher	99.1	99.0	99.6	99.0	98.3	98.9	99.3	99.4	99.2	99.1	99.6	98.5
<b>Faculty Expects Students to (3)</b>												
think for themselves	84.7	86.7	80.1	84.8	89.8	86.4	88.1	88.0	87.4	88.6	79.9	82.8
work cooperatively w/oth stdnts	66.7	65.9	68.8	60.7	57.6	69.1	69.7	66.3	72.2	71.9	68.8	69.3
openly challenge ideas	50.9	53.9	43.8	51.5	56.8	54.4	54.6	57.1	55.6	51.1	43.6	46.1
compete for grades	4.2	4.1	4.3	3.4	2.4	5.9	3.1	3.4	2.7	3.0	4.2	5.3
seek frequent feedback	44.5	43.0	48.1	39.1	37.6	47.4	42.8	40.8	42.5	45.4	47.5	56.5
work independently	52.7	53.7	50.5	53.5	54.9	54.0	53.0	54.5	52.4	51.6	50.1	56.3

(3) Percentage responding "agree strongly" only.



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
<b>Evaluation Methods Used in Most or All Undergraduate Courses</b>												
multiple-choice mid-terms/finals	41.8	36.8	53.5	41.1	18.6	41.0	32.5	26.3	36.1	37.5	53.1	58.6
essay mid-terms/finals	41.1	46.5	28.4	43.0	62.0	42.8	50.0	45.1	52.7	54.0	28.1	32.0
short-answer mid-terms/finals	35.0	36.6	31.1	38.2	39.3	35.6	35.6	31.9	36.5	39.4	31.3	28.5
quizzes	42.0	38.3	50.6	37.3	34.3	39.6	38.9	34.8	38.9	43.8	50.6	50.9
weekly essay assignments	22.7	21.5	25.6	17.9	25.0	21.4	24.0	23.3	22.0	26.1	25.8	22.5
student presentations	39.5	43.8	29.2	42.1	49.6	39.9	49.1	47.7	47.8	51.6	28.3	42.1
term/research papers	34.3	38.7	24.1	39.9	49.4	33.5	41.1	40.8	42.7	40.4	23.8	27.2
stdnt evals of each others' work	18.2	19.8	14.4	20.3	19.6	19.3	20.1	19.5	19.0	21.6	14.3	14.7
grading on a curve	10.6	12.5	6.2	15.7	19.6	9.5	10.6	11.7	10.8	9.3	6.4	4.1
competency-based grading	58.5	58.1	59.5	59.5	64.0	56.7	56.5	55.5	57.5	57.0	59.9	53.6
<b>Instruction Methods Used in Most or All Undergraduate Courses</b>												
class discussions	77.2	78.8	73.4	76.8	83.7	76.8	82.1	82.5	79.0	83.7	73.4	72.7
computer/machine-aided instruct	19.9	15.7	29.8	13.7	12.5	17.0	17.0	15.7	13.3	21.0	30.1	24.6
cooperative learning	48.5	49.3	46.4	45.3	49.2	49.2	53.9	52.2	55.1	55.0	46.8	41.4
experiential learning/field stud	27.4	28.8	24.2	27.6	28.5	28.5	30.8	26.9	33.6	33.3	24.1	26.1
teaching assistants	5.7	6.9	2.9	11.3	13.2	3.5	4.6	6.7	3.3	3.0	2.8	3.1
recitals or demonstrations	23.3	22.9	24.1	21.8	17.0	24.7	23.7	23.7	21.9	24.9	24.0	24.6
group projects	27.2	29.9	20.9	28.2	32.4	29.4	31.7	31.2	31.2	32.6	20.6	25.2
independent projects	43.5	47.2	34.7	50.1	53.2	43.4	47.5	46.3	46.4	49.8	34.2	41.0
extensive lecturing	41.0	39.7	44.0	47.4	40.6	37.6	34.1	32.4	35.7	35.1	43.7	48.9
multiple drafts of written work	20.1	21.5	16.6	18.0	29.2	21.1	23.1	23.6	18.8	25.4	16.3	20.3
readings on racial/ethnic issues	24.3	26.6	18.6	25.3	34.9	23.6	29.4	27.3	23.3	36.0	19.0	13.8
readings on women/gender issues	23.5	26.4	16.7	25.8	39.2	21.5	29.6	29.5	22.9	34.4	17.0	12.6
student-developed activities	20.2	21.3	17.7	19.4	21.4	22.8	21.1	20.7	19.9	22.4	17.3	22.8
student-selected topics	13.9	15.3	10.4	15.2	14.9	16.1	14.6	13.8	16.1	14.4	10.4	10.6
<b>Goals for Undergraduates Noted as Very Important or Essential</b>												
develop ability to think clearly	99.7	99.7	99.7	99.9	99.6	99.6	99.6	99.6	99.8	99.6	99.8	99.5
increase self-directed learning	95.0	95.4	94.0	94.8	92.8	95.7	96.6	96.5	97.5	96.2	94.1	93.1
prepare for employment	76.0	72.2	84.8	72.6	55.0	77.8	70.1	62.8	76.3	74.5	84.6	87.0
prepare for graduate education	56.3	59.3	49.4	56.7	56.6	59.6	62.5	55.9	64.0	69.3	49.2	52.1
develop moral character	63.0	60.5	68.7	51.2	62.7	62.0	67.6	62.9	71.9	70.1	67.8	82.4
provide for emotional developmnt	49.4	46.6	56.1	38.2	44.8	48.4	53.4	48.1	53.4	59.7	55.2	69.3
prepare for family living	24.0	22.0	28.8	16.1	17.4	24.4	26.4	21.9	27.0	31.3	28.3	37.2
teach classics of western civ	25.6	28.9	17.7	24.1	36.6	28.6	31.8	30.2	33.6	32.5	17.3	24.7
help develop personal values	67.7	65.9	71.9	55.3	68.4	67.2	74.4	70.0	76.2	78.5	70.9	86.2
enhance out-of-class experience	49.1	48.1	51.4	43.5	41.0	50.6	51.9	45.9	51.8	59.0	50.6	62.5
enhance self-understanding	75.5	74.3	78.5	68.0	71.1	76.4	78.9	76.6	78.2	82.3	78.1	84.4

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**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Political Orientation</b>												
far left	4.4	5.7	1.2	5.4	8.2	4.6	6.8	9.5	3.9	5.7	1.3	0.0
liberal	46.1	49.9	37.1	53.2	56.8	45.8	49.6	50.8	50.3	47.9	37.8	26.8
middle-of-the-road	32.8	30.1	39.3	28.7	25.8	33.4	28.3	26.5	35.7	25.4	39.1	42.9
conservative	16.5	14.1	22.1	12.4	9.0	16.0	15.0	13.2	10.1	20.6	21.6	29.8
far right	0.2	0.2	0.3	0.3	0.2	0.2	0.2	0.1	0.1	0.4	0.3	0.5
<b>Agrees Strongly or Somewhat</b>												
abolish death penalty	45.8	49.4	37.4	48.1	59.9	44.8	53.6	54.5	57.1	50.1	37.7	32.3
national health care plan needed	85.4	87.1	81.4	86.2	91.9	86.3	87.6	89.1	89.1	84.8	82.0	72.9
abortion should be legal	81.5	84.0	75.7	87.5	88.1	84.1	78.7	81.9	73.7	78.2	76.1	68.6
prohibit racist/sexist speech	65.8	64.4	69.2	62.4	62.5	65.2	66.1	62.8	68.0	68.6	69.2	68.8
West Civ foundation of UG curric	45.1	45.2	45.0	43.0	49.9	45.5	45.2	41.6	53.2	44.1	44.2	57.1
college can ban extreme speakers	24.2	22.1	29.2	15.0	20.8	22.0	30.1	24.3	31.4	36.1	28.3	41.5
college increases earning power	22.9	18.8	32.7	16.8	12.7	24.6	14.9	14.0	15.8	15.5	33.1	27.0
diversity yields undprep stdnts	21.9	19.7	27.2	19.6	15.2	22.4	17.5	19.0	17.9	15.4	27.2	27.4
coll should help solve soc probs	70.0	73.1	62.7	72.5	75.4	71.3	75.3	71.9	74.8	79.8	62.5	66.4
<b>Agrees Strongly or Somewhat</b>												
fac interested in students' prob	81.6	78.4	88.9	66.4	80.3	79.1	89.5	84.8	92.6	93.0	88.4	97.0
fac sensitive to minority issues	71.3	68.7	77.3	64.8	64.9	68.4	74.6	72.1	73.4	78.4	76.9	83.1
people don't respect each other	33.4	34.7	30.4	38.8	28.4	35.8	31.0	34.7	26.4	29.6	30.8	23.8
students well prep academically	26.2	29.9	17.3	26.4	47.6	25.9	33.1	34.7	30.4	33.1	16.9	23.6
Stdnt Aff staff supported by fac	63.6	62.9	65.0	62.6	64.1	60.9	65.7	63.6	69.8	65.3	65.0	64.8
fac committed to welfare of inst	83.8	81.9	88.1	75.3	85.0	80.6	89.8	88.1	91.1	90.9	87.7	92.8
courses incl minority perspect	43.7	43.1	45.0	38.3	41.0	43.9	47.7	47.7	43.5	50.4	45.2	42.6
low trust btwn minorities/admin	36.9	41.3	26.7	49.9	47.3	37.9	35.1	41.7	28.1	32.3	26.9	22.7
fac interest in stdnts acad prob	82.4	79.3	89.8	66.9	84.7	78.8	91.1	90.0	91.0	92.4	89.4	95.4
a lot of racial conflict here	16.0	19.0	9.1	27.3	16.1	17.2	13.9	18.4	8.9	11.9	9.3	5.8
courses incl feminist perspect	29.1	30.9	24.9	29.6	34.3	26.7	37.1	40.1	35.8	34.4	25.0	22.9
faculty of color treated fairly	81.9	79.0	88.6	77.6	75.2	80.2	80.2	78.2	84.5	79.6	88.7	88.1
women faculty treated fairly	68.1	65.0	75.5	58.9	61.5	64.7	73.2	75.5	77.3	67.9	75.2	79.6
administrators act in good faith	65.1	64.3	67.0	59.1	61.9	63.7	71.4	69.8	72.9	72.2	66.1	79.5
unionization enhances teaching	35.8	31.6	45.1	30.6	28.8	34.0	30.1	31.1	28.3	30.2	46.5	24.0
tenure is an outmoded concept	48.5	49.0	47.3	53.0	49.4	48.4	45.3	45.9	49.3	41.8	46.9	52.6
<b>Issues Noted as Being of High or Highest Priority</b>												
promote intellectual development	80.6	79.8	82.6	73.8	82.7	79.4	85.7	87.1	85.2	84.4	82.3	87.6
help students understand values	55.3	54.9	56.0	36.1	69.7	51.4	74.5	69.3	81.0	76.1	54.9	73.5
hire more minority faculty/admin	48.4	48.7	47.5	47.3	42.9	54.4	44.2	48.6	36.3	44.5	48.9	27.1
devel community among stdnts/fac	52.5	50.9	56.2	34.1	52.5	51.6	67.0	61.8	68.8	72.0	55.5	66.4
dev leadership ability in stdnts	48.4	48.5	48.3	36.2	51.4	49.0	59.8	58.1	59.0	62.3	47.2	63.8
hire more women faculty/admin	38.1	39.4	35.0	38.5	38.0	41.9	37.4	40.8	33.2	36.2	36.0	20.7
involvement in community svcs	36.4	37.6	33.7	21.9	60.9	33.8	51.2	42.9	57.1	56.9	32.9	45.4
teach students how to change soc	32.8	33.2	31.9	23.6	41.9	34.1	38.8	37.4	40.5	39.2	31.4	38.9
increase/maintain inst prestige	70.6	72.1	67.2	73.2	81.3	68.8	72.2	76.0	70.2	69.1	66.5	77.7
hire faculty 'stars'	21.5	24.9	13.5	36.0	35.0	20.0	16.5	18.5	14.0	16.0	13.0	21.1
recruit more minority students	53.0	55.5	47.1	52.9	53.7	57.6	55.9	60.5	53.7	52.1	47.7	38.5
enhance inst's national image	55.7	63.0	38.8	69.6	81.7	54.2	61.7	69.4	53.7	58.2	38.0	50.4
create multi-cultural environ	54.5	54.9	53.8	48.2	57.6	57.3	57.5	61.1	57.9	53.0	54.5	42.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Percentage Noting Attributes as:</b>												
<b>Very Descriptive of Institution</b>												
easy to see fac outside ofc hour	37.0	37.9	34.9	26.4	43.2	32.7	55.4	54.9	56.8	55.1	33.5	54.7
great conformity among students	23.7	29.1	11.0	27.1	38.3	25.4	33.1	29.9	32.0	37.6	9.9	27.4
most students are very bright	9.0	11.5	3.2	9.0	26.3	7.8	14.1	21.8	7.3	9.5	3.1	4.6
faculty at odds with admin	16.2	16.4	15.6	15.0	14.6	17.9	16.4	17.7	19.0	13.2	16.2	6.6
faculty respect each other	34.4	30.8	42.9	24.1	36.1	27.5	40.7	38.2	43.2	42.0	41.6	62.4
most stdnts treated like numbers	3.6	4.3	1.8	8.8	2.1	3.4	1.5	2.1	1.6	0.8	1.9	0.5
social activities overemphasized	7.7	10.1	2.1	13.1	13.7	7.4	9.6	9.4	5.8	12.4	1.9	5.3
little student/faculty contact	2.3	2.5	1.8	4.1	1.2	2.2	1.6	1.8	1.6	1.3	1.9	1.0
inst committed to minorities	32.5	29.1	40.3	20.5	27.6	32.0	34.7	33.3	34.5	36.6	39.9	45.6
intercoll sports overemphasized	15.3	19.1	6.5	36.9	15.4	14.2	8.7	7.3	8.3	10.8	6.3	10.4
stdnts don't socialize regularly	2.9	2.2	4.6	1.5	0.9	3.6	1.4	1.1	1.4	1.8	4.9	0.6
fac rewarded for good teaching	9.9	10.8	8.0	5.1	17.1	8.4	17.8	17.4	17.4	18.6	7.8	11.4
<b>Not Descriptive of Institution</b>												
easy to see fac outside ofc hour	9.8	10.1	9.2	14.9	9.4	10.8	4.3	6.0	4.4	2.3	9.3	8.1
great conformity among students	22.0	17.3	33.0	16.1	15.2	17.9	18.7	23.7	16.3	14.3	34.4	12.9
most students are very bright	41.8	36.1	55.0	37.6	21.1	42.0	31.6	26.5	40.8	31.3	55.7	45.4
faculty at odds with admin	35.0	34.0	37.3	32.1	34.7	33.7	36.1	31.8	38.1	40.0	36.4	50.0
faculty respect each other	6.8	7.9	4.4	10.5	6.8	8.0	5.4	6.6	3.6	5.2	4.5	2.1
most stdnts treated like numbers	78.9	76.3	84.8	57.1	83.8	78.3	91.0	88.6	91.3	93.8	84.0	95.8
social activities overemphasized	70.2	62.6	87.9	55.6	50.9	70.6	62.6	63.7	73.3	53.9	88.7	75.8
little student/faculty contact	77.9	75.9	82.6	62.8	81.5	76.0	87.9	87.3	86.0	90.0	82.0	91.3
inst committed to minorities	12.1	13.5	8.7	15.7	14.1	11.6	13.9	14.3	13.0	14.0	8.4	13.3
intercoll sports overemphasized	60.9	53.0	79.4	29.2	52.7	60.4	67.5	72.5	66.5	62.2	79.5	78.6
stdnts don't socialize regularly	67.1	75.5	47.7	79.5	84.4	67.1	79.9	77.1	73.1	88.0	46.5	64.8
fac rewarded for good teaching	41.9	40.5	45.0	48.1	27.4	46.0	29.3	28.6	30.0	29.7	45.6	36.2
<b>Aspects of Job Noted as Very Satisfactory or Satisfactory (4)</b>												
salary and fringe benefits	40.1	35.8	50.3	29.9	44.0	34.1	41.6	47.4	42.2	34.3	50.7	44.3
oppty for scholarly pursuits	39.0	37.9	41.7	43.2	40.2	34.3	36.8	38.3	36.7	35.1	42.1	37.1
teaching load	49.4	49.0	50.3	55.9	48.7	46.2	45.6	49.5	45.6	41.2	50.5	47.4
quality of students	45.5	48.4	38.5	45.5	61.3	44.5	52.6	57.8	47.0	50.4	38.9	32.8
working conditions	64.5	64.4	64.7	63.5	68.2	63.8	64.9	67.5	65.8	61.1	64.5	67.0
autonomy and independence	82.2	82.5	81.5	83.2	84.0	80.9	83.4	84.3	82.3	83.2	81.4	82.4
prof relations w/other faculty	73.8	71.5	79.1	64.0	69.6	74.4	76.1	75.1	76.6	77.0	79.1	80.5
social relations w/other faculty	64.3	61.5	70.9	54.5	63.7	65.0	63.4	63.9	65.6	61.2	70.5	77.7
competency of colleagues	69.7	67.7	74.4	62.1	67.8	68.0	73.3	72.9	73.8	73.3	74.2	76.9
visibility for jobs	38.0	37.6	39.2	39.5	41.8	35.2	37.2	39.6	33.6	36.7	38.9	43.5
job security	63.7	59.1	74.6	56.3	54.8	61.8	60.0	61.1	64.4	55.5	74.9	69.4
undergraduate course assignments	77.1	76.2	79.6	73.7	74.0	76.8	78.9	80.0	77.2	78.8	79.6	79.3
graduate course assignments	66.8	68.1	48.1	68.5	69.2	67.8	66.5	66.4	66.0	67.2	45.2	67.7
relationships with admin	55.8	56.2	54.7	54.0	53.5	57.2	58.1	56.8	58.5	59.3	54.2	62.6
overall job satisfaction	71.5	68.2	79.4	64.2	68.7	69.0	71.1	71.1	70.8	71.3	79.4	78.6

(4) Respondents marking "not applicable" are not included in tabulations.

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Personal Goals Noted as Very Important or Essential</b>												
become authority in own field	61.0	61.6	59.8	66.8	63.3	60.6	56.7	58.4	54.9	55.9	59.8	59.6
influence political structure	22.4	24.2	18.2	22.3	26.0	24.7	25.1	26.3	26.5	22.8	18.4	15.6
influence social values	54.7	54.6	54.8	48.5	58.9	54.5	60.0	59.8	59.4	60.4	54.4	61.6
raise a family	65.8	62.2	74.4	60.0	65.6	63.0	61.9	60.4	56.8	67.2	74.5	74.0
be very well-off financially	33.0	30.1	39.8	30.3	25.5	33.7	26.5	27.1	23.5	27.7	40.0	36.6
help others in difficulty	75.1	74.1	77.6	69.4	72.2	75.5	77.6	75.2	77.2	80.7	77.1	86.1
be involved in environ clean-up	46.5	46.2	47.3	44.4	36.9	48.8	47.5	45.1	49.4	49.0	46.5	58.4
develop philosophy of life	83.4	83.7	82.7	79.4	82.9	85.4	86.0	83.4	87.4	88.1	82.0	91.9
promote racial understanding	70.1	72.1	65.4	65.8	74.2	73.2	76.4	74.7	77.3	77.9	64.8	74.0
obtain recog from colleagues	47.6	50.2	41.5	54.6	61.0	48.6	43.8	48.1	44.1	38.6	41.1	48.1
<b>Amount of Stress Experienced in the Last Two Years</b>												
extreme	46.1	48.2	41.0	48.8	54.8	45.2	49.7	51.7	45.4	50.2	41.1	38.6
moderate	48.2	46.4	52.3	46.0	41.2	48.5	45.8	43.7	51.3	44.4	52.1	56.5
little	5.7	5.3	6.7	5.2	4.0	6.3	4.6	4.6	3.4	5.4	6.8	4.9
<b>Sources of Stress (5)</b>												
household responsibilities	76.2	74.0	81.2	74.0	78.3	72.8	74.3	75.5	72.3	74.2	81.3	78.6
child care	35.2	33.7	38.7	30.8	42.3	32.9	35.0	35.6	33.4	35.4	38.9	36.8
care of elderly parent	29.4	28.0	32.9	27.3	29.3	27.1	29.4	27.5	31.8	30.0	32.8	35.1
my physical health	46.1	46.1	46.3	45.9	47.4	46.8	44.6	45.5	44.4	43.8	46.6	41.9
review/promotion process	50.6	53.8	43.2	57.5	60.0	52.2	49.7	51.8	45.4	50.3	43.0	46.1
subtle discrimination	39.2	43.7	28.8	46.4	49.9	43.0	39.4	39.5	34.7	42.5	29.5	18.1
personal finances	63.2	63.8	61.9	65.0	63.0	64.0	62.4	61.5	58.3	66.2	61.4	69.2
committee work	59.6	59.1	60.8	59.6	57.6	57.7	61.1	59.4	66.5	59.5	60.2	68.7
faculty meetings	51.4	50.7	53.0	50.1	51.8	50.6	51.1	50.6	57.7	47.0	53.1	52.5
colleagues	60.9	62.0	58.1	65.3	60.6	61.1	60.5	59.4	59.9	62.4	58.2	56.5
students	64.0	61.5	69.9	62.1	60.8	60.8	62.1	63.0	60.4	62.3	70.0	68.3
research or publishing demands	48.8	64.0	12.7	75.6	77.2	59.2	53.6	58.1	52.3	49.2	12.6	14.7
inst procedures & 'red tape'	67.5	68.2	65.7	71.0	66.7	70.1	63.2	61.1	66.7	63.3	65.6	67.5
teaching load	75.4	74.3	78.2	71.5	75.5	74.0	77.2	75.7	77.1	79.1	77.7	84.8
children's problems	34.5	31.0	42.7	28.6	35.6	32.1	30.4	30.9	29.7	30.1	43.4	31.9
marital friction	23.5	22.7	25.5	21.9	27.8	22.2	22.4	24.6	20.2	21.3	25.8	20.6
time pressures	92.4	92.0	93.1	93.2	95.0	89.1	94.0	94.4	93.2	94.1	93.1	94.0
lack of personal life	90.8	90.6	91.4	89.8	93.2	88.6	93.1	92.4	93.0	93.9	91.3	92.4
<b>Still Want to Be College Professor?</b>												
definitely yes	46.1	45.4	47.7	39.7	48.8	46.2	49.1	47.9	49.2	50.5	47.9	44.6
probably yes	34.8	34.0	36.6	35.4	31.2	34.3	33.1	32.1	32.9	34.5	36.7	34.9
not sure	12.4	12.9	11.2	14.8	13.2	12.1	12.0	13.3	13.4	9.6	10.9	15.2
probably no	5.7	6.5	3.8	8.8	5.9	6.0	5.1	5.8	4.0	5.1	3.8	4.2
definitely no	1.0	1.1	0.7	1.4	0.9	1.3	0.6	0.9	0.6	0.3	0.7	1.0

(5) Includes those marking "somewhat" or "extensive."

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Field of Highest Degree Held</b>												
agriculture	0.5	0.6	0.2	1.7	0.0	0.3	0.1	0.1	0.0	0.2	0.2	0.0
architecture/urban planning	0.3	0.3	0.2	0.7	0.0	0.2	0.0	0.1	0.0	0.0	0.2	0.0
bacteriology, molecular biology	1.0	0.9	1.2	0.8	0.6	1.0	0.8	0.6	1.6	0.5	1.2	0.5
biochemistry	0.5	0.5	0.5	0.3	1.1	0.2	0.7	0.7	0.5	0.9	0.5	0.0
biophysics	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.4	0.2	0.0	0.0	0.0
botany	0.5	0.5	0.3	0.6	0.1	0.3	0.8	0.8	0.4	1.3	0.3	0.6
marine life sciences	0.1	0.1	0.1	0.2	0.1	0.0	0.2	0.3	0.4	0.0	0.1	0.0
physiology, anatomy	0.5	0.6	0.3	0.9	0.6	0.3	0.7	0.9	0.6	0.5	0.3	0.5
zoology	0.6	0.8	0.3	1.2	0.2	0.5	0.9	0.8	0.3	1.3	0.2	2.1
general, oth biological science	1.2	1.0	1.5	1.3	0.7	1.0	0.9	1.1	1.1	0.5	1.5	1.5
accounting	1.6	1.7	1.2	1.5	2.4	1.8	1.6	1.5	1.0	2.2	1.2	1.0
finance	0.4	0.4	0.4	0.3	0.8	0.3	0.4	0.3	0.9	0.2	0.4	1.3
marketing	0.5	0.6	0.4	0.6	0.7	0.6	0.6	0.6	1.0	0.2	0.4	1.0
management	1.7	1.5	2.4	1.3	2.2	1.3	1.6	1.7	3.0	0.6	2.4	2.0
secretarial studies	0.2	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.8	0.0
general, other business	1.1	0.7	2.0	0.8	0.6	0.8	0.7	0.9	0.9	0.4	1.9	3.5
computer science	1.0	0.9	1.2	0.3	0.7	1.0	1.3	1.4	1.2	1.3	1.3	0.0
business education	2.1	1.1	4.5	0.8	0.0	2.1	0.6	0.3	0.2	1.1	4.3	7.0
elementary education	2.3	2.5	2.0	1.8	1.3	3.2	2.7	1.7	2.2	4.1	1.9	2.1
educational administration	1.6	1.5	1.6	0.7	0.3	2.3	1.7	1.0	2.4	2.1	1.6	1.5
educational psych, counseling	1.6	1.5	1.7	1.3	1.0	2.0	1.2	1.4	1.2	1.0	1.6	2.6
higher education	2.2	2.1	2.6	2.3	0.9	2.5	1.5	0.8	3.3	1.2	2.7	1.0
music or art education	0.4	0.4	0.4	0.2	0.1	0.7	0.4	0.3	0.4	0.4	0.3	1.3
physical or health education	3.4	3.8	2.5	4.5	1.2	4.6	2.9	2.5	2.1	4.1	2.5	2.6
secondary education	1.6	1.2	2.7	0.7	0.5	1.9	0.9	1.0	0.5	0.9	2.8	1.6
special education	1.5	1.7	0.9	1.4	0.2	2.5	1.4	1.7	1.0	1.5	1.0	0.8
general, other education fields	6.2	5.3	8.2	5.1	1.1	7.0	4.7	3.9	5.3	5.4	8.4	5.9
aeronautical, astronautical eng	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
chemical engineering	0.1	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
civil engineering	0.1	0.1	0.0	0.4	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0
electrical engineering	0.1	0.1	0.2	0.1	0.1	0.0	0.1	0.1	0.2	0.0	0.2	0.0
industrial engineering	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.3	0.0	0.0	0.2	0.0
mechanical engineering	0.1	0.1	0.0	0.2	0.3	0.0	0.1	0.1	0.2	0.0	0.1	0.0
nuclear engineering	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other engineering field	0.2	0.2	0.1	0.4	0.4	0.1	0.2	0.2	0.2	0.1	0.1	0.0
ethnic studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
art	1.9	2.2	1.3	2.0	1.0	2.0	3.1	4.9	1.4	2.3	1.3	1.1
dramatics or speech	1.9	2.2	1.2	1.7	2.4	2.3	2.3	2.4	1.1	2.9	1.3	0.0
music	2.2	2.9	0.5	2.9	2.6	2.9	3.0	2.6	1.9	4.3	0.5	1.1
other fine arts	1.1	1.4	0.2	1.1	1.4	1.1	2.3	3.9	0.6	1.6	0.2	0.6
forestry	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	Non-sectarian	Catholic	Protestant	Public	Private
	<b>Field of Degree (continued)</b>											
geology	0.3	0.3	0.2	0.3	0.3	0.5	0.1	0.1	0.1	0.1	0.2	0.5
dentistry	0.3	0.1	0.7	0.2	0.0	0.1	0.0	0.1	0.0	0.0	0.8	0.0
health technology	0.2	0.1	0.4	0.2	0.1	0.0	0.0	0.0	0.2	0.0	0.3	2.4
medicine or surgery	0.2	0.2	0.2	0.6	0.0	0.0	0.1	0.0	0.0	0.4	0.2	0.0
nursing	10.6	7.1	18.7	8.2	2.5	7.0	7.7	6.6	11.4	6.4	18.6	20.6
pharmacy, pharmacology	0.3	0.4	0.0	0.6	0.9	0.2	0.1	0.3	0.0	0.0	0.1	0.0
therapy (speech,physical,occup)	0.8	1.1	0.2	1.6	0.7	1.2	0.5	1.0	0.3	0.1	0.2	0.5
veterinary medicine	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0
general, other health fields	1.6	1.4	1.9	2.0	0.3	1.5	1.0	0.9	1.0	1.0	2.0	1.0
home economics	1.3	1.7	0.4	3.0	0.4	1.9	0.4	0.3	0.2	0.8	0.5	0.0
English language & literature	9.1	8.6	10.3	5.7	11.2	8.8	10.3	9.3	9.5	12.1	10.2	12.6
foreign languages & literature	0.6	0.7	0.5	0.7	0.8	0.4	1.0	1.1	1.0	0.8	0.5	0.5
French	1.4	1.9	0.4	1.9	2.7	1.7	1.8	2.0	1.4	1.9	0.4	0.5
German	0.5	0.7	0.2	0.9	1.0	0.3	0.8	1.2	0.2	0.6	0.2	0.0
Spanish	1.8	2.1	0.9	1.2	3.4	2.0	2.7	2.4	1.7	3.8	0.9	1.0
other foreign languages	0.7	0.9	0.3	1.3	2.1	0.2	0.8	1.5	0.2	0.5	0.3	0.0
history	2.2	2.8	0.9	2.8	4.3	2.6	2.4	2.8	2.9	1.7	0.8	2.5
linguistics	1.1	1.3	0.6	2.5	2.8	0.7	0.5	0.5	0.7	0.3	0.6	0.5
philosophy	0.6	0.9	0.0	0.5	1.6	0.5	1.6	1.7	1.6	1.6	0.0	0.0
religion & theology	0.5	0.7	0.0	0.1	3.2	0.0	1.6	1.1	3.4	0.9	0.0	0.5
general, other humanities fields	1.2	1.5	0.5	2.0	2.1	0.9	1.5	2.0	1.0	1.4	0.6	0.0
journalism	0.6	0.8	0.2	1.4	1.2	0.6	0.3	0.2	0.2	0.6	0.3	0.0
law	0.6	0.5	0.8	0.4	0.9	0.5	0.5	0.7	0.5	0.2	0.8	1.5
law enforcement	0.1	0.1	0.1	0.2	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.0
library science	0.7	0.6	0.8	0.5	0.2	0.8	0.6	0.6	0.4	0.9	0.8	1.0
mathematics and/or statistics	4.1	3.6	5.4	2.2	3.8	4.4	4.0	4.1	5.0	3.4	5.6	2.1
military science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
astronomy	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.0	0.1	0.0	0.0
atmospheric sciences	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemistry	1.4	1.6	0.9	1.2	2.3	1.4	2.0	1.7	3.0	1.6	0.9	1.5
earth sciences	0.3	0.3	0.1	0.6	0.1	0.2	0.3	0.2	0.3	0.3	0.1	0.0
marine sciences	0.1	0.1	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.0
physics	0.3	0.2	0.4	0.0	0.4	0.2	0.3	0.5	0.3	0.1	0.5	0.0
general, other physical sciences	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.1	0.2	0.1	0.1	0.0
clinical psychology	0.5	0.7	0.2	0.7	0.7	0.7	0.5	0.2	0.5	0.9	0.2	0.0
counseling & guidance	0.9	0.7	1.2	0.5	0.3	1.0	0.7	0.4	1.1	0.9	1.2	1.8
experimental psychology	0.9	1.1	0.4	1.1	0.9	0.9	1.4	1.9	1.1	1.1	0.4	0.0
social psychology	0.6	0.8	0.2	1.2	0.5	0.7	0.7	0.6	1.2	0.4	0.2	0.0
general, other psychology	1.5	1.6	1.3	1.1	2.5	1.5	1.8	1.5	1.9	2.1	1.4	0.0

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		All Non-					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	sectarian	Catholic	Protestant	Public	Private
<b>Field of Degree (continued)</b>												
anthropology	0.9	1.2	0.2	1.2	1.6	0.9	1.3	1.6	0.6	1.5	0.2	0.6
archaeology	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.0	0.0	0.0
economics	1.2	1.5	0.7	1.3	3.9	1.0	1.4	2.0	1.1	0.9	0.7	1.0
political science, government	1.3	1.7	0.3	1.0	5.7	1.3	1.6	2.1	2.0	0.7	0.3	0.0
sociology	1.7	2.0	1.1	2.3	3.7	1.4	1.8	1.1	1.9	2.5	1.2	0.5
general, other social sciences	1.1	1.2	0.9	2.0	2.2	0.7	0.7	0.5	1.3	0.5	0.9	1.1
social work, social welfare	1.1	1.3	0.7	0.7	0.3	1.7	1.7	1.0	1.5	2.7	0.8	0.0
building trades	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
data processing, computer prog	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.0	0.1	0.0
drafting/design	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.2	0.0	0.0	0.1	0.0
electronics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
industrial arts	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other technical	0.2	0.1	0.4	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.3	0.5
other vocational	0.4	0.2	0.9	0.3	0.1	0.3	0.0	0.0	0.0	0.0	1.0	0.5
women's studies	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.0	0.0	0.0	0.0
all other fields	1.6	1.7	1.1	2.4	1.5	1.7	1.3	1.6	1.6	0.7	1.1	1.8
<b>Department of Current Faculty Appointment</b>												
agriculture	0.7	1.0	0.2	2.9	0.0	0.3	0.1	0.0	0.0	0.3	0.2	0.0
architecture/urban planning	0.3	0.3	0.2	0.8	0.0	0.1	0.1	0.3	0.0	0.0	0.1	0.5
bacteriology, molecular biology	0.2	0.2	0.1	0.2	0.1	0.3	0.2	0.1	0.3	0.2	0.1	0.0
biochemistry	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.0	0.1	0.0	0.0
biophysics	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
botany	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.0	0.2	0.0	0.1	0.0
marine life sciences	0.1	0.1	0.0	0.3	0.1	0.1	0.1	0.2	0.1	0.0	0.0	0.0
physiology, anatomy	0.3	0.2	0.5	0.3	0.0	0.2	0.2	0.2	0.2	0.2	0.4	1.0
zoology	0.1	0.1	0.0	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.0
general, oth biological science	3.1	2.9	3.5	2.4	2.7	2.4	4.2	4.3	4.5	3.7	3.6	2.7
accounting	2.0	1.9	2.2	2.3	2.5	1.9	1.4	1.4	1.7	1.2	2.2	3.1
finance	0.2	0.3	0.0	0.1	0.9	0.2	0.2	0.2	0.6	0.0	0.0	0.0
marketing	0.7	0.8	0.5	0.7	0.9	0.8	0.7	0.8	1.1	0.3	0.5	0.5
management	1.6	1.8	1.2	1.2	3.2	1.5	2.3	2.0	3.3	2.1	1.1	2.1
secretarial studies	1.7	0.2	5.2	0.0	0.0	0.3	0.4	0.5	0.0	0.6	5.4	2.9
general, other business	1.6	1.2	2.4	0.5	1.4	1.6	1.4	1.4	1.5	1.3	2.5	2.2

**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	All Private	Non-sectarian	Catholic	Protestant	Public	Private
	<b>Current Department (continued)</b>											
computer science	1.3	1.1	1.7	0.3	1.1	1.4	1.6	1.6	1.5	1.7	1.6	2.5
business education	0.8	0.7	1.0	0.3	0.0	1.5	0.2	0.3	0.1	0.2	0.7	4.3
elementary education	2.7	3.7	0.4	1.8	1.3	5.4	4.0	2.5	5.0	5.0	0.2	2.8
educational administration	0.2	0.3	0.0	0.1	0.1	0.3	0.5	0.0	0.0	1.4	0.0	0.0
educational psych, counseling	0.5	0.6	0.2	0.8	1.0	0.7	0.1	0.1	0.0	0.3	0.2	0.0
higher education	0.4	0.4	0.3	0.3	0.3	0.6	0.4	0.2	0.6	0.4	0.3	0.0
music or art education	0.1	0.2	0.1	0.0	0.1	0.4	0.0	0.0	0.0	0.1	0.1	0.0
physical or health education	3.7	4.3	2.3	4.9	1.4	5.1	3.3	3.0	2.5	4.4	2.3	3.3
secondary education	0.7	1.0	0.1	0.9	0.2	1.3	0.8	0.6	0.7	1.3	0.1	0.0
special education	0.9	1.1	0.3	1.2	0.0	1.6	0.7	1.0	0.7	0.4	0.3	0.9
general, other education fields	3.2	3.5	2.4	3.0	0.9	5.0	2.7	2.0	2.9	3.4	2.5	1.9
aeronautical, astronautical eng	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemical engineering	0.1	0.1	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
civil engineering	0.1	0.1	0.0	0.2	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0
electrical engineering	0.1	0.1	0.1	0.1	0.4	0.0	0.0	0.0	0.2	0.0	0.1	0.0
industrial engineering	0.0	0.1	0.0	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
mechanical engineering	0.1	0.2	0.1	0.2	0.5	0.0	0.1	0.2	0.2	0.0	0.1	0.0
nuclear engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
general, other engineering field	0.3	0.3	0.2	0.8	0.5	0.0	0.0	0.1	0.0	0.0	0.3	0.0
ethnic studies	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.2	0.0	0.0	0.0	0.0
art	2.2	2.7	1.0	2.5	2.3	2.7	3.0	4.0	2.1	2.6	1.0	1.1
dramatics or speech	1.8	2.2	0.8	2.2	1.1	2.2	2.5	2.6	0.9	3.4	0.9	0.0
music	2.3	2.9	0.7	3.3	2.6	2.7	2.9	2.4	2.1	4.1	0.6	1.2
other fine arts	0.7	0.9	0.1	0.6	1.3	0.9	1.2	2.6	0.2	0.2	0.1	0.0
forestry	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
geology	0.2	0.3	0.1	0.2	0.0	0.5	0.0	0.1	0.0	0.0	0.1	0.0
dentistry	0.6	0.3	1.4	0.7	0.0	0.2	0.0	0.1	0.0	0.0	1.4	0.0
health technology	0.7	0.3	1.7	0.4	0.2	0.2	0.2	0.4	0.1	0.0	1.5	4.1
medicine or surgery	0.2	0.3	0.1	0.9	0.0	0.0	0.1	0.0	0.1	0.2	0.1	0.0
nursing	12.3	9.1	19.9	11.2	3.5	8.7	9.5	7.4	15.1	8.1	19.9	20.0
pharmacy, pharmacology	0.2	0.3	0.0	0.5	0.9	0.0	0.1	0.2	0.0	0.0	0.0	0.0
therapy (speech,physical,occup)	1.1	1.3	0.6	2.3	0.6	1.3	0.4	0.5	0.9	0.0	0.6	1.1
veterinary medicine	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
general, other health fields	2.1	1.4	3.6	1.7	0.1	1.9	1.0	1.1	0.7	0.9	3.5	4.8
home economics	1.8	2.4	0.4	4.1	0.5	2.9	0.5	0.2	0.6	0.9	0.4	0.0
English language & literature	10.8	9.7	13.3	7.2	12.5	9.8	11.2	10.8	10.0	12.4	13.4	12.2
foreign languages & literature	3.1	4.1	0.8	4.1	4.4	3.7	4.3	4.1	3.6	5.2	0.9	0.0
French	0.6	0.8	0.1	0.7	2.2	0.4	0.9	1.4	0.4	0.6	0.0	1.1
German	0.2	0.3	0.0	0.7	0.3	0.0	0.4	0.6	0.0	0.3	0.0	0.0
Spanish	0.8	1.0	0.3	1.4	2.1	0.5	0.9	0.8	0.5	1.3	0.3	1.0
other foreign languages	0.6	0.8	0.2	0.8	2.9	0.3	0.8	1.5	0.3	0.3	0.2	0.0



**WEIGHTED NATIONAL NORMS FOR FULL-TIME UNDERGRADUATE FACULTY, 1992-1993**

FEMALE FACULTY	Four-year Colleges											
	ALL			Universities		Four-year Colleges					Two-year Colleges	
	Institutions	4-year	2-year	Public	Private	Public	Private	All sectarian	Catholic	Protestant	Public	Private
<b>Current Department (continued)</b>												
history	1.8	2.5	0.4	2.7	3.7	2.1	2.3	2.2	2.9	2.0	0.3	2.2
linguistics	0.1	0.1	0.1	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.1	0.0
philosophy	0.5	0.7	0.0	0.3	1.4	0.4	1.4	1.3	1.3	1.5	0.0	0.0
religion & theology	0.5	0.8	0.0	0.1	3.2	0.0	1.6	0.8	3.9	0.9	0.0	0.5
general, other humanities fields	1.5	1.2	2.1	0.7	1.2	0.9	2.3	2.8	1.6	2.1	2.1	1.9
journalism	0.8	1.0	0.3	1.4	2.3	0.8	0.4	0.3	0.8	0.3	0.3	0.0
law	0.1	0.1	0.2	0.1	0.3	0.0	0.1	0.2	0.2	0.0	0.1	1.0
law enforcement	0.2	0.2	0.3	0.1	0.7	0.2	0.1	0.1	0.1	0.0	0.3	0.0
library science	0.5	0.5	0.7	0.1	0.1	0.7	0.7	0.8	0.3	0.7	0.7	0.0
mathematics and/or statistics	5.4	4.2	8.3	2.3	3.3	5.6	4.6	4.4	5.7	4.0	8.5	5.0
military science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.5
astronomy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
atmospheric sciences	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
chemistry	1.4	1.7	0.9	1.2	2.8	1.4	2.2	1.4	3.3	2.3	0.8	1.6
earth sciences	0.3	0.3	0.1	0.6	0.0	0.2	0.3	0.4	0.0	0.5	0.1	0.0
marine sciences	0.1	0.1	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0
physics	0.3	0.3	0.3	0.1	0.4	0.2	0.5	1.0	0.2	0.2	0.3	0.0
general, other physical sciences	0.2	0.1	0.2	0.0	0.0	0.2	0.2	0.3	0.3	0.1	0.3	0.0
clinical psychology	0.2	0.2	0.2	0.4	0.2	0.1	0.1	0.0	0.3	0.1	0.2	0.0
counseling & guidance	0.4	0.3	0.5	0.0	0.1	0.7	0.2	0.2	0.0	0.2	0.5	0.5
experimental psychology	0.3	0.5	0.0	0.6	0.3	0.3	0.6	0.8	0.4	0.5	0.0	0.0
social psychology	0.2	0.3	0.0	0.6	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.5
general, other psychology	2.4	2.7	1.7	1.0	3.4	3.1	3.6	3.4	3.6	3.9	1.7	2.1
anthropology	0.5	0.7	0.0	0.8	0.6	0.7	0.5	1.0	0.0	0.2	0.0	0.6
archaeology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
economics	1.1	1.3	0.7	1.3	3.4	0.8	1.3	1.9	0.9	0.8	0.7	0.5
political science, government	1.2	1.7	0.1	1.1	5.8	1.2	1.5	2.1	1.1	1.1	0.1	0.0
sociology	1.6	2.0	0.6	2.4	3.3	1.3	2.2	1.1	2.7	3.1	0.6	0.5
general, other social sciences	2.2	1.9	2.9	2.4	2.5	1.7	1.5	1.4	1.7	1.4	3.0	0.6
social work, social welfare	1.0	1.1	0.5	0.7	0.4	1.3	1.6	0.9	1.0	2.9	0.6	0.0
building trades	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
data processing, computer prog	0.6	0.1	1.7	0.1	0.0	0.2	0.2	0.2	0.3	0.0	1.7	1.6
drafting/design	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0
electronics	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0
industrial arts	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
mechanics	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
other technical	0.6	0.4	1.0	0.2	0.1	0.2	1.1	2.7	0.0	0.0	1.1	0.0
other vocational	0.6	0.1	1.8	0.2	0.2	0.1	0.0	0.1	0.0	0.0	1.9	1.0
women's studies	0.1	0.2	0.0	0.6	0.1	0.0	0.1	0.4	0.0	0.0	0.0	0.0
all other fields	2.9	2.8	3.1	3.5	1.4	2.9	2.3	3.2	1.9	1.7	3.2	1.9

# Appendix A

## 1992 Faculty Survey Instrument



# 1992 Faculty Survey

Higher Education Research Institute, UCLA

### DIRECTIONS

Your responses will be read by an optical mark reader. Your observance of these few directions will be most appreciated.

- Use only a black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

**EXAMPLE:** Will marks made with a ball-point or felt-tip pen be properly read?

Yes     No

1. What is your principal activity in your current position at this institution? (Mark one)

- Administration
- Teaching
- Research
- Services to clients and patients
- Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)

Yes     No

3. What is your present academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor
- Other

4. What is your administrative title?

- Not applicable
- Director, coordinator, or administrator of an institute, center, lab, or specially-funded program
- Department Chair
- Dean
- Associate or Assistant Dean
- Vice-President, Provost, Vice-Chancellor
- President, Chancellor
- Other

5. Your sex:

Male     Female

6. Your marital status:

- Married (currently)
- Separated
- Single (never married)
- Single (with partner)
- Single (divorced)
- Single (widowed)

7. If you were to begin your career again, would you still want to be a college professor?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

8. Racial/Ethnic group: (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian
- Asian American/Asian
- Mexican American/Chicano
- Puerto Rican American
- Other Latino
- Other

9. Do your interests lie primarily in teaching or research?

- Very heavily in research
- In both, but leaning toward research
- In both, but leaning toward teaching
- Very heavily in teaching

10. Which of these statements applies to your current research or scholarly endeavors? (Mark one)

- I am essentially working alone
- I am working with one or two colleagues
- I am a member of a larger group

11. On the following list, please mark: (Mark one in each column)

- |                                                                     |                                   |                                   |
|---------------------------------------------------------------------|-----------------------------------|-----------------------------------|
|                                                                     | Highest Degree<br>Earned          | Degree Currently<br>Working On    |
| Bachelor's (B.A., B.S., etc.)                                       | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| Master's (M.A., M.S., etc.)                                         | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| LL.B., J.D.                                                         | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| M.D., D.D.S. (or equivalent)                                        | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| Other first professional degree<br>beyond B.A. (e.g., D.D., D.V.M.) | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| Ed.D.                                                               | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| Ph.D.                                                               | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| Other degree                                                        | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |
| None                                                                | ..... <input type="radio"/> ..... | ..... <input type="radio"/> ..... |

12. During the past two years, have you engaged in any of the following activities? (Mark one for each item)      Yes    No

- Taught an honors course .....  .....
- Taught an interdisciplinary course ..  .....
- Taught an ethnic studies course ...  .....
- Taught a women's studies course ..  .....
- Team-taught a course .....  .....
- Worked with students on a research project .....  .....
- Attended a racial/cultural awareness workshop .....  .....
- Participated in a faculty seminar to integrate women's and minorities' perspectives in regular courses ..  .....
- Held a faculty senate or council office .....  .....
- Used intra- or extramural funds for research .....  .....
- Served as a paid consultant .....  .....
- Participated in a teaching enhancement workshop .....  .....

13. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter)

Major of highest degree held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Department of current faculty appointment

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

14. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000 (Note: Amounts above \$199,000 should be marked "199").

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

The above salary is based on:

9/10 months     11/12 months

15. In the four sets of ovals below, please mark the last two digits of the year of each of the following:

Year of birth

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of highest degree now held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of appointment at present institution

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year tenure was awarded

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Are you tenured?

Yes  
 No

**NOTE:** If you are now between terms (quarters, semesters, trimesters), on leave, or in an interim term, please answer questions 16 and 17 as they apply to the full term most recently completed at this institution.

**16. During the present term, how many hours per week on the average do you actually spend in connection with your present position on each of the following activities?**

(Mark one for each activity)

	Hours Per Week										
	None	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37-40
Scheduled teaching (give actual, not credit, hours) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for teaching (including reading student papers and grading) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising and counseling of students .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work and meetings .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administration .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarly writing .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative products/performances .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with clients/patients .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community or public service .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside consulting/freelance work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. How many of the following courses are you teaching this term?**  
(Mark one for each item)

General education courses .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other BA or BS undergraduate credit courses .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-BA credit courses (developmental/remedial) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate courses .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18. Indicate the importance to you of each of the following:**

(Mark one for each item)

**Education Goals for Undergraduate Students:**

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think clearly .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase desire and ability to undertake self-directed learning .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for employment after college .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for graduate or advanced education .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop moral character .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for family living .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students the classic works of Western civilization .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance the out-of-class experience of students .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' self-understanding .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Personal/Professional Goals:**

	Essential	Very Important	Somewhat Important	Not Important
Engage in research .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in outside activities .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide services to the community .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in committee or other administrative work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a good colleague .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a good teacher .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For questions 19-24, please mark only one response for each question.

	None	1-2	3-4	5-10	11-20	21-50	50+
<b>19. How many articles have you published in academic or professional journals?</b> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>20. How many chapters have you published in edited volumes?</b> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>21. How many books, manuals, or monographs have you written or edited, alone or in collaboration?</b> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>22. How many of your exhibitions or performances in the fine or applied arts have been presented?</b> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>23. How many of your professional writings/performances have been published or presented in the last two years?</b> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>24. About how many days during the past (1991-92) academic year were you away from campus for professional activities (e.g., professional meetings, speeches, consulting)?</b> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**25. What is the highest level of education reached by your spouse/partner and your parents?**

(Mark one in each column)

	Spouse/Partner	Father	Mother
8th grade or less .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some high school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed high school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some college .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduated from college .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended graduate or professional school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attained advanced degree .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not apply (No spouse or partner) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**26. For each of the following items, please mark either Yes or No.**

	Yes	No
Have you ever held an academic administrative post? .....	<input type="radio"/>	<input type="radio"/>
Have you ever received an award for outstanding teaching? .....	<input type="radio"/>	<input type="radio"/>
Is your spouse or live-in partner an academic? .....	<input type="radio"/>	<input type="radio"/>
Do you commute a long distance to work? .....	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on women? .....	<input type="radio"/>	<input type="radio"/>
Does your spouse/partner work in the same city? .....	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on racial or ethnic minorities? .....	<input type="radio"/>	<input type="radio"/>
Were you born in the USA? .....	<input type="radio"/>	<input type="radio"/>
Are you a U.S. citizen? .....	<input type="radio"/>	<input type="radio"/>
Have you ever interrupted your professional career for more than one year for health or family reasons? .....	<input type="radio"/>	<input type="radio"/>
Have you been sexually harassed at this institution? .....	<input type="radio"/>	<input type="radio"/>
Do you plan on working beyond age 70? .....	<input type="radio"/>	<input type="radio"/>

**During the Last Two Years, Have You:**

Received at least one firm job offer? .....	<input type="radio"/>	<input type="radio"/>
Developed a new course? .....	<input type="radio"/>	<input type="radio"/>
Considered early retirement? .....	<input type="radio"/>	<input type="radio"/>
Considered leaving academe for another job? .....	<input type="radio"/>	<input type="radio"/>

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

(Mark one for each activity)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	4	3	2	1
To help students examine and understand their personal values	4	3	2	1
To hire more minority faculty and administrators	4	3	2	1
To develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	4	3	2	1
To hire more women faculty and administrators	4	3	2	1
To facilitate student involvement in community service activities	4	3	2	1
To help students learn how to bring about change in American society	4	3	2	1
To increase or maintain institutional prestige	4	3	2	1
To hire faculty "stars"	4	3	2	1
To recruit more minority students	4	3	2	1
To enhance the institution's national image	4	3	2	1
To create a diverse multi-cultural campus environment	4	3	2	1

**28. How would you characterize your political views?**

- Far Left
- Liberal
- Middle-of-the-road
- Conservative
- Far Right

**29. How much stress have you experienced over the past two years?**

- Extreme
- Moderate
- Little

**30. Please indicate the extent to which each of the following has contributed to your stress during the last two years.**

(Mark one for each item)

	Extensive	Somewhat	Not At All
Managing household responsibilities	4	3	2
Child care	4	3	2
Care of elderly parent	4	3	2
My physical health	4	3	2
Review/promotion process	4	3	2
Subtle discrimination (e.g., prejudice, racism, sexism)	4	3	2
Personal finances	4	3	2
Committee work	4	3	2
Faculty meetings	4	3	2
Colleagues	4	3	2
Students	4	3	2
Research or publishing demands	4	3	2
Institutional procedures and 'red tape'	4	3	2
Teaching load	4	3	2
Children's problems	4	3	2
Marital friction	4	3	2
Time pressures	4	3	2
Lack of personal time	4	3	2

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

(Mark one for each item)

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
Salary and fringe benefits	4	3	2	1	0
Opportunity for scholarly pursuits	4	3	2	1	0
Teaching load	4	3	2	1	0
Quality of students	4	3	2	1	0
Working conditions (hours, location)	4	3	2	1	0
Autonomy and independence	4	3	2	1	0
Professional relationships with other faculty	4	3	2	1	0
Social relationships with other faculty	4	3	2	1	0
Competency of colleagues	4	3	2	1	0
Visibility for jobs at other institutions/organizations	4	3	2	1	0
Job security	4	3	2	1	0
Undergraduate course assignments	4	3	2	1	0
Graduate course assignments	4	3	2	1	0
Relationships with administration	4	3	2	1	0
Overall job satisfaction	4	3	2	1	0

**32. Below are some statements about your current college. Indicate the extent to which you agree or disagree with each of the following.**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	4	3	2	1
Most faculty are sensitive to the issues of minorities	4	3	2	1
People here don't treat each other with enough respect	4	3	2	1
Faculty feel that most students are well-prepared academically	4	3	2	1
Student Affairs staff have the support and respect of faculty	4	3	2	1
Faculty are committed to the welfare of this institution	4	3	2	1
Many courses include minority group perspectives	4	3	2	1
There is little trust between minority student groups and campus administrators	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates	4	3	2	1
There is a lot of campus racial conflict here	4	3	2	1
Many courses include feminist perspectives	4	3	2	1
Faculty of color are treated fairly here	4	3	2	1
Women faculty are treated fairly here	4	3	2	1
Administrators here act in good faith	4	3	2	1

**33. In my courses, I expect students to:**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Think for themselves	4	3	2	1
Work cooperatively with other students	4	3	2	1
Openly challenge the ideas being presented in class	4	3	2	1
Compete with each other for grades	4	3	2	1
Seek frequent feedback on their performance	4	3	2	1
Work independently	4	3	2	1

**34. Indicate how well each of the following describes your college or university.**

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	V	S	N
There is a great deal of conformity among the students	V	S	N
Most of the students are very bright	V	S	N
The faculty are typically at odds with campus administrators	V	S	N
Faculty here respect each other	V	S	N
Most students are treated like "numbers in a book"	V	S	N
Social activities are overemphasized	V	S	N
There is little or no contact between students and faculty	V	S	N
This institution is genuinely committed to helping minority students succeed	V	S	N
Intercollegiate sports are overemphasized	V	S	N
Students here do not usually socialize with one another	V	S	N
Faculty are rewarded for being good teachers	V	S	N

**35. How many children do you have in the following age ranges:**

0-4 years	0	1	2	3	4+
5-12 years	0	1	2	3	4+
13-17 years	0	1	2	3	4+
18 years old or older	0	1	2	3	4+

**36. In how many of the undergraduate courses that you teach do you require each of the following?**

(Mark one for each item)

**Evaluation Methods:**

	All	Most	Some	None
Multiple-choice mid-term and/or final exams	A	M	S	N
Essay mid-term and/or final exams	A	M	S	N
Short-answer mid-term and/or final exams	A	M	S	N
Quizzes	A	M	S	N
Weekly essay assignments	A	M	S	N
Student presentations	A	M	S	N
Term/research papers	A	M	S	N
Student evaluations of each others' work	A	M	S	N
Grading on a curve	A	M	S	N
Competency-based grading	A	M	S	N

**Instructional Techniques/Methods:**

Class discussions	A	M	S	N
Computer or machine-aided instruction	A	M	S	N
Cooperative learning (small groups)	A	M	S	N
Experiential learning/Field studies	A	M	S	N
Teaching assistants	A	M	S	N
Recitals/Demonstrations	A	M	S	N
Group projects	A	M	S	N
Independent projects	A	M	S	N
Extensive lecturing	A	M	S	N
Multiple drafts of written work	A	M	S	N
Readings on racial and ethnic issues	A	M	S	N
Readings on women and gender issues	A	M	S	N
Student-developed activities (assignments, exams, etc.)	A	M	S	N
Student-selected topics for course content	A	M	S	N

DO NOT MARK IN THIS AREA

**37. Please indicate your agreement with each of the following statements.**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
The death penalty should be abolished	A	S	D	DS
A national health care plan is needed to cover everybody's medical costs	A	S	D	DS
Abortion should be legal	A	S	D	DS
Racist/sexist speech should be prohibited on campus	A	S	D	DS
Western civilization and culture should be the foundation of the undergraduate curriculum	A	S	D	DS
College officials have the right to ban persons with extreme views from speaking on campus	A	S	D	DS
The chief benefit of a college education is that it increases one's earning power	A	S	D	DS
Promoting diversity leads to the admission of too many underprepared students	A	S	D	DS
Colleges should be actively involved in solving social problems	A	S	D	DS
Faculty unionization has enhanced the teaching/learning process	A	S	D	DS
Tenure is an outmoded concept	A	S	D	DS

**38. Indicate the importance to you personally of each of the following:**

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming an authority in my field	E	VI	SI	NI
Influencing the political structure	E	VI	SI	NI
Influencing social values	E	VI	SI	NI
Raising a family	E	VI	SI	NI
Being very well-off financially	E	VI	SI	NI
Helping others who are in difficulty	E	VI	SI	NI
Becoming involved in programs to clean up the environment	E	VI	SI	NI
Developing a meaningful philosophy of life	E	VI	SI	NI
Helping to promote racial understanding	E	VI	SI	NI
Obtaining recognition from my colleagues for contributions to my special field	E	VI	SI	NI

**ADDITIONAL QUESTIONS: If you received additional questions, mark answers below:**

39. A B C D E    43. A B C D E    46. A B C D E  
 40. A B C D E    44. A B C D E    47. A B C D E  
 41. A B C D E    45. A B C D E    48. A B C D E  
 42. A B C D E

Please return your completed questionnaire in the postage-paid envelope to:  
 Higher Education Research Institute  
 5100 N. Roxboro Road, Durham, NC 27704

THANK YOU!

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## Appendix B

### The Precision of the Normative Data





## Appendix B

### The Precision of the Normative Data

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 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 sample survey data, do not apply here. There are also sources of error unrelated to sampling variability which should be considered in comparing data across normative groups, across related item categories, and over time. These concerns include:

- 1) Traditional methods of calculating standard error assume that the analytical sample was selected through simple random sampling. Given the complex, stratified design of this survey, where the normative estimates are based on responses of faculty at participating institutions, it is likely that the actual standard errors will be somewhat larger than the standard error estimates produced through traditional computational methods.
- 2) The wording of some questions in the survey instrument, the text and number of response options, and their order of presentation may be different for different faculty surveys. We have found that even small changes can produce large order and context effects. Given this, the exact wording of items on the survey instrument (which is produced as Appendix A) should be examined carefully prior to making comparisons across survey years.

Although it is impractical to report statistical indicators for every percentage in every normative group, it is important for those who are interested to be able to estimate the precision of the data. Toward this end, Table B1 provides estimates of standard errors for norms groups of various sizes and for different percentages, while Table B2 provides confidence interval estimates.

For example, the normative data indicates that 18.2 percent of all faculty reported that they had taught an honors course within the past two years. To obtain an estimate of the standard error<sup>1</sup>, we would first choose the column that most closely corresponds to that percentage, or “20%”.<sup>2</sup> Next,

---

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

<sup>2</sup>Since the distribution of the standard errors are 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%’.

select the row corresponding most closely to the unweighted sample size of the comparison group to find the appropriate standard error. The last column in Table 1 shows that the unweighted number of faculty from all institutions is 29,771. Thus, with a sample size of about 30,000 and a percentage that is close to 20, the estimated standard error would be .23.

Table B1  
*Estimated Standard Errors of Percentages for Norms Groups of Various Sizes*

Unweighted size of norms groups	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
500	.44	.97	1.34	1.60	1.79	1.94	2.05	2.13	2.19	2.22	2.24
1,000	.31	.69	.95	1.13	1.26	1.37	1.45	1.51	1.55	1.57	1.58
2,000	.22	.49	.67	.80	.89	.97	1.02	1.07	1.10	1.11	1.12
3,000	.18	.40	.55	.65	.73	.79	.84	.87	.89	.91	.91
4,000	.16	.34	.47	.56	.63	.68	.72	.75	.77	.79	.79
5,000	.14	.31	.42	.50	.57	.61	.65	.67	.69	.70	.71
10,000	.10	.22	.30	.36	.40	.43	.46	.48	.49	.50	.50
25,000	.06	.14	.19	.23	.25	.27	.29	.30	.31	.31	.32
30,000	.06	.13	.17	.21	.23	.25	.26	.28	.28	.29	.29

NOTE: Assumes simple random sampling.

To obtain an estimate of the confidence interval at the 95% probability level, follow a similar procedure to look up the correct value in Table B2. We would again use the value in the fifth data column (“20%”) in the last row, or .5. In practical terms, this confidence interval means that if we were to replicate this survey a number of times, we would expect to find that 95 times out of 100 between 17.7 percent and 18.7 percent of the faculty would report teaching honors courses within the past two years.

Table B2  
*Estimated Confidence Intervals for Percentages and Normative Groups of Various Sizes*

Unweighted size of norms groups	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
500	.9	1.9	2.6	3.1	3.5	3.8	4.0	4.2	4.3	4.4	4.4
1,000	.6	1.4	1.9	2.2	2.5	2.7	2.8	3.0	3.0	3.1	3.1
2,000	.4	1.0	1.3	1.6	1.8	1.9	2.0	2.1	2.1	2.2	2.2
3,000	.4	.8	1.1	1.3	1.4	1.5	1.6	1.7	1.8	1.8	1.8
4,000	.3	.7	.9	1.1	1.2	1.3	1.4	1.5	1.5	1.5	1.5
5,000	.3	.6	.8	1.0	1.1	1.2	1.3	1.3	1.4	1.4	1.4
10,000	.2	.4	.6	.7	.8	.8	.9	.9	1.0	1.0	1.0
25,000	.1	.3	.4	.4	.5	.5	.6	.6	.6	.6	.6
30,000	.1	.2	.3	.4	.5	.5	.5	.5	.6	.6	.6

NOTE: Calculated by multiplying the estimated standard error by the critical value of *t* at the .05 probability level, or 1.96. To calculate the confidence interval at the 99% probability level the critical *t* value is 2.56.

## Appendix C

### Participants in the 1992 HERI Faculty Survey



## Appendix C

### Participants in the 1992 HERI Faculty Survey

The following list shows the institutions participating in the 1992 HERI faculty survey, along with their participation status in the 1989–90 survey. Please note that this list of participants excludes a substantial number of institutions that participated in the 1989 faculty but did not participate in the current survey. A participation status of ‘N’ indicates that the institution was included in the national norms, while a status of ‘P’ indicates participation without inclusion in the normative data.

Determination of whether or not an institution was included in the national normative sample was accomplished by comparing the number of full-time undergraduate teachers who responded to the survey to the number of full-time faculty at that institution as reported to the U.S. Department of Education in the 1990–91 IPEDS survey of Salaries of Full-Time Instructional Faculty. A two-year or four-year college was included in the normative data if the number of HERI surveys totaled at least 35 percent of the total IPEDS population of full-time faculty. Because the IPEDS survey does not distinguish between undergraduate and graduate faculty, the requirement for universities was slightly more liberal, with 25 being the target percentage.

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



Institution	State	Type	Participated	
			1992	1989
Abilene Christian University	TX	Nonsectarian 4-yr	N	P
Agnes Scott College	GA	Protestant 4-yr	N	N
Alma College	MI	Protestant 4-yr	N	N
American University	DC	Private U	N	N
Anderson College	SC	Private 2-yr	N	N
Andrew College	GA	Private 2-yr	N	--
Antioch University	OH	Nonsectarian 4-yr	N	N
Arkansas State University	AR	Public 4-yr	N	--
Atlanta College of Art	GA	Nonsectarian 4-yr	N	--
Atlantic Union College	MA	Protestant 4-yr	P	P
Augsburg College	MN	Protestant 4-yr	N	--
Augustana College	IL	Protestant 4-yr	N	N
Barry University	FL	Catholic 4-yr	N	N
Barton County Cmty College	KS	Public 2-yr	N	--
Bates College	ME	Nonsectarian 4-yr	N	--
Baylor University	TX	Private U	N	N
Bellarmino College	KY	Catholic 4-yr	N	--
Belmont University	TN	Protestant 4-yr	N	--
Beloit College	WI	Nonsectarian 4-yr	N	N
Bennett College	NC	Protestant 4-yr	N	--
Bentley College	MA	Nonsectarian 4-yr	N	--
Berkeley College of Business	NJ	Private 2-yr	N	P
Bethel College	MN	Protestant 4-yr	N	--
Black Hills State University	SD	Public 4-yr	N	N
Bowdoin College	ME	Nonsectarian 4-yr	N	--
Brigham Young University	UT	Private U	N	--
Broome Cmty College	NY	Public 2-yr	N	--
Butler University	IN	Private U	N	--
Caldwell College	NJ	Catholic 4-yr	N	--
California Baptist College	CA	Protestant 4-yr	N	--
California Lutheran University	CA	Protestant 4-yr	N	N
California State U-Bakersfield	CA	Public 4-yr	N	N
California State U-Los Angeles	CA	Public 4-yr	P	N
Calvin College	MI	Protestant 4-yr	P	N
Canisius College	NY	Catholic 4-yr	N	N
Cape Cod Cmty College	MA	Public 2-yr	N	--
Caribbean University	PR	Nonsectarian 4-yr	P	--
Carleton College	MN	Nonsectarian 4-yr	N	N

Institution	State	Type	Participated	
			1992	1989
Carthage College	WI	Protestant 4-yr	N	--
Cayuga County Cmty College	NY	Public 2-yr	N	--
Central Missouri State University	MO	Public 4-yr	N	N
Central Washington University	WA	Public 4-yr	N	N
Chadron State College	NE	Public 4-yr	N	N
Charleston University	SC	Public 4-yr	N	--
Christopher Newport College	VA	Public 4-yr	N	--
Cincinnati Bible College & Sem	OH	Protestant 4-yr	P	--
Clark Atlanta University	GA	Protestant 4-yr	P	--
Clarkson College	NE	Nonsectarian 4-yr	N	--
Clarkson University	NY	Nonsectarian 4-yr	N	--
Clemson University	SC	Public U	N	--
Cleveland Institute of Art	OH	Nonsectarian 4-yr	N	--
Cleveland Institute of Music	OH	Nonsectarian 4-yr	P	--
Cloud County Cmty College	KS	Public 2-yr	N	N
Coker College	SC	Nonsectarian 4-yr	N	--
College of Mount Saint Joseph	OH	Catholic 4-yr	N	--
College of Saint Mary	NE	Catholic 4-yr	N	N
College of Saint Scholastica	MN	Catholic 4-yr	N	--
College of Southern Idaho	ID	Public 2-yr	N	--
Colorado College	CO	Nonsectarian 4-yr	N	N
Columbia Union College	MD	Protestant 4-yr	N	--
Columbia-Greene Cmty College	NY	Public 2-yr	N	--
Columbus College	GA	Public 4-yr	N	N
Conception Seminary College	MO	Catholic 4-yr	N	N
Concord College	WV	Public 4-yr	N	--
Concordia College	MI	Nonsectarian 4-yr	N	N
Concordia College	MN	Protestant 4-yr	N	--
Concordia Teachers College	NE	Protestant 4-yr	N	N
Coppin State College	MD	Public 4-yr	P	P
Cornell College	IA	Protestant 4-yr	N	--
Corning Cmty College	NY	Public 2-yr	N	--
Creighton University	NE	Private U	N	--
Dakota State University	SD	Public 4-yr	N	--
Davenport College of Business	MI	Private 2-yr	N	--
David Lipscomb University	TN	Protestant 4-yr	N	--
Davis and Elkins College	WV	Protestant 4-yr	N	N
Denison University	OH	Nonsectarian 4-yr	N	N
Detroit College of Business	MI	Nonsectarian 4-yr	N	--



Institution	State	Type	Participated	
			1992	1989
DePauw University	IN	Protestant 4-yr	N	N
Dominican College of Blauvelt	NY	Catholic 4-yr	N	--
Dominican College of San Rafael	CA	Catholic 4-yr	N	--
Drury College	MO	Nonsectarian 4-yr	N	N
Dutchess Cmty College	NY	Public 2-yr	N	N
Earlham College	IN	Protestant 4-yr	N	N
East Texas Baptist University	TX	Protestant 4-yr	N	--
East Texas State University	TX	Public 4-yr	N	N
Eastern Washington University	WA	Public 4-yr	N	N
Eckerd College	FL	Protestant 4-yr	N	N
Edgewood College	WI	Catholic 4-yr	N	N
Edison State Cmty College	OH	Public 2-yr	N	--
Empire State College	NY	Public 4-yr	N	N
Erie Cmty College North (Amherst)	NY	Public 2-yr	N	--
Erskine College	SC	Protestant 4-yr	N	--
Evergreen State College	WA	Public 4-yr	P	N
Fitchburg State College	MA	Public 4-yr	P	--
Flagler College	FL	Nonsectarian 4-yr	P	--
Fordham University	NY	Private U	P	--
Fort Hays State University	KS	Public 4-yr	N	P
Framingham State College	MA	Public 4-yr	N	N
Free Will Baptist Bible College	TN	Protestant 4-yr	N	--
Fulton-Montgomery Cmty College	NY	Public 2-yr	N	--
Garden City Cmty College	KS	Public 2-yr	N	--
George Washington University	DC	Private U	P	--
Georgetown College	KY	Protestant 4-yr	N	--
Georgetown University	DC	Private U	N	N
Georgia Institute of Technology	GA	Public 4-yr	P	P
Golden Gate University	CA	Nonsectarian 4-yr	P	--
Grand Valley State University	MI	Public 4-yr	N	N
Greensboro College	NC	Protestant 4-yr	N	--
Guilford College	NC	Protestant 4-yr	N	N
Guilford Technical Cmty College	NC	Public 2-yr	N	--
Gustavus Adolphus College	MN	Protestant 4-yr	N	--
Hagerstown Junior College	MD	Public 2-yr	N	--
Hampshire College	MA	Nonsectarian 4-yr	N	N

Institution	State	Type	Participated	
			1992	1989
Harrisburg Area Cmty College	PA	Public 2-yr	N	--
Harry S Truman College	IL	Public 2-yr	P	--
Harvey Mudd College	CA	Nonsectarian 4-yr	N	N
Hiram College	OH	Nonsectarian 4-yr	N	--
Hofstra University	NY	Private U	N	--
Hudson Valley Cmty College	NY	Public 2-yr	P	--
Huntington College	IN	Protestant 4-yr	N	N
Illinois College	IL	Nonsectarian 4-yr	N	--
Imperial Valley College	CA	Public 2-yr	N	--
Indiana University Southeast	IN	Public 4-yr	N	N
Indiana Voc-Tech Coll-Eastcentral	IN	Public 2-yr	N	--
IAUPR-Aguadilla	PR	Nonsectarian 4-yr	P	--
IAUPR-Arecibo	PR	Nonsectarian 4-yr	P	--
IAUPR-Barranquitas	PR	Nonsectarian 4-yr	P	--
IAUPR-Bayamon	PR	Nonsectarian 4-yr	P	--
IAUPR-Fajardo	PR	Nonsectarian 4-yr	P	--
IAUPR-Guayama	PR	Nonsectarian 4-yr	P	--
IAUPR-Metropolitan	PR	Nonsectarian 4-yr	P	--
IAUPR-Ponce	PR	Private 2-yr	P	--
IAUPR-School of Law	PR	Nonsectarian 4-yr	P	--
Jackson State Cmty College	TN	Public 2-yr	N	--
Jefferson Cmty College	NY	Public 2-yr	N	--
Jewish Theological Sem of America	NY	Protestant 4-yr	P	--
John B Stetson University	FL	Protestant 4-yr	N	N
John Brown University	AR	Nonsectarian 4-yr	N	P
Joliet Cmty College	IL	Public 2-yr	P	--
Juniata College	PA	Nonsectarian 4-yr	N	N
Kansas City Kansas Cmty College	KS	Public 2-yr	N	N
Keiser College of Technology	FL	Private 2-yr	N	--
Kenyon College	OH	Nonsectarian 4-yr	N	--
Kettering College of Medical Arts	OH	Private 2-yr	N	--
King College	TN	Protestant 4-yr	N	--
King's College	PA	Nonsectarian 4-yr	N	N
Kirtland Cmty College	MI	Public 2-yr	N	N
Knox College	IL	Nonsectarian 4-yr	N	N
Lakeland College	WI	Protestant 4-yr	N	--

Institution	State	Type	Participated		Institution	State	Type	Participated	
			1992	1989				1992	1989
Lawrence Technological University	MI	Nonsectarian 4-yr	P	--	New York State Coll of Ceramics	NY	Public 4-yr	P	--
Lebanon Valley College	PA	Protestant 4-yr	N	N	Niagara County Cmty College	NY	Public 2-yr	N	--
Lewis and Clark College	OR	Nonsectarian 4-yr	P	--	North Adams State College	MA	Public 4-yr	N	--
Lincoln University	MO	Public 4-yr	N	N	North Seattle Cmty College	WA	Public 2-yr	N	--
Lock Haven U of Pennsylvania	PA	Public 4-yr	N	--	Northampton Cmty College	PA	Public 2-yr	N	N
Longwood College	VA	Public 4-yr	N	N	Northeast Missouri State U	MO	Public 4-yr	N	N
Lord Fairfax Cmty College	VA	Public 2-yr	N	--	Northeastern University	MA	Private U	N	N
Louisiana State U-Eunice	LA	Public 2-yr	N	--	Northern Illinois University	IL	Public U	N	N
Loyola Marymount University	CA	Private U	N	--	Northern Nevada Cmty College	NV	Public 2-yr	N	--
Lycoming College	PA	Protestant 4-yr	N	--	Northern State University	SD	Public 4-yr	N	--
					Northwest Coll of the Assem of God	WA	Protestant 4-yr	N	--
Madonna University	MI	Catholic 4-yr	N	--	Northwestern College	IA	Protestant 4-yr	N	N
Malone College	OH	Protestant 4-yr	N	N	Northwestern University	IL	Private U	P	P
Manhattan College	NY	Catholic 4-yr	N	--					
Maritime College	NY	Public 4-yr	N	N	Occidental College	CA	Nonsectarian 4-yr	N	N
Marquette University	WI	Private U	N	N	Ocean County College	NJ	Public 2-yr	N	--
Master's College	CA	Protestant 4-yr	N	--	Ohio Dominican College	OH	Catholic 4-yr	N	--
Menlo College	CA	Nonsectarian 4-yr	N	--	Onondaga Cmty College	NY	Public 2-yr	N	--
Mercy College	NY	Nonsectarian 4-yr	N	P	Orange County Cmty College	NY	Public 2-yr	N	--
Merrimack College	MA	Catholic 4-yr	N	--	Otterbein College	OH	Protestant 4-yr	N	P
Metropolitan Cmty College	NE	Public 2-yr	N	--					
Michigan State University	MI	Public U	P	--	Pace University	NY	Nonsectarian 4-yr	P	P
Mid-Plains Cmty College	NE	Public 2-yr	N	--	Pacific Lutheran University	WA	Protestant 4-yr	N	--
Mills College	CA	Nonsectarian 4-yr	N	--	Peace College	NC	Private 2-yr	N	--
Minneapolis Coll of Art and Design	MN	Nonsectarian 4-yr	N	--	Phila Coll of Textiles & Science	PA	Nonsectarian 4-yr	P	--
Mohave Cmty College	AZ	Public 2-yr	N	--	Philadelphia College of Bible	PA	Nonsectarian 4-yr	N	--
Monmouth College	NJ	Nonsectarian 4-yr	N	N	Pitzer College	CA	Nonsectarian 4-yr	N	N
Monroe Cmty College	NY	Public 2-yr	N	--	Point Loma Nazarene College	CA	Protestant 4-yr	N	N
Montreat-Anderson College	NC	Private 2-yr	N	--	Point Park College	PA	Nonsectarian 4-yr	N	--
Morehouse College	GA	Nonsectarian 4-yr	P	P	Presbyterian College	SC	Protestant 4-yr	N	N
Mount Aloysius Junior College	PA	Private 2-yr	N	--					
Mount Holyoke College	MA	Nonsectarian 4-yr	N	--	Richland Cmty College	IL	Public 2-yr	N	--
Mount Saint Mary College	NY	Nonsectarian 4-yr	N	--	Rochester Institute of Technology	NY	Nonsectarian 4-yr	N	P
Mount Vernon Nazarene College	OH	Protestant 4-yr	N	--	Rockford College	IL	Nonsectarian 4-yr	N	N
Mount Wachusets Cmty College	MA	Public 2-yr	N	--	Rollins College	FL	Nonsectarian 4-yr	N	N
Muhlenberg College	PA	Protestant 4-yr	N	--	Rowan-Cabarrus Cmty College	NC	Public 2-yr	N	--
Navarro College	TX	Public 2-yr	N	--	Sacred Heart University	CT	Catholic 4-yr	N	N
Nebraska Wesleyan University	NE	Nonsectarian 4-yr	N	--	Saint Ambrose University	IA	Catholic 4-yr	N	--
Neumann College	PA	Nonsectarian 4-yr	N	--	Saint Edward's University	TX	Catholic 4-yr	N	N

Institution	State	Type	Participated		Institution	State	Type	Participated	
			1992	1989				1992	1989
Saint John Fisher College	NY	Catholic 4-yr	N	N	SUNY College-Geneseo	NY	Public 4-yr	N	P
Saint Joseph's University	PA	Catholic 4-yr	N	--	SUNY College-New Paltz	NY	Public 4-yr	N	--
Saint Mary College	KS	Catholic 4-yr	N	N	SUNY College-Old Westbury	NY	Public 4-yr	N	--
Saint Mary-of-the-Woods College	IN	Catholic 4-yr	N	N	SUNY College-Oneonta	NY	Public 4-yr	N	--
Saint Norbert College	WI	Catholic 4-yr	N	N	SUNY College-Oswego	NY	Public 4-yr	P	N
Saint Paul's College	VA	Protestant 4-yr	N	--	SUNY College-Potsdam	NY	Public 4-yr	N	N
Saint Peter's College	NJ	Catholic 4-yr	N	--	SUNY College-Purchase	NY	Public 4-yr	N	--
Sam Houston State University	TX	Public 4-yr	N	--	SUNY Inst of Technology-Utica/Rome	NY	Public 4-yr	P	--
Santa Clara University	CA	Private U	N	P	SUNY-Albany	NY	Public U	P	--
Schenectady County Cmty College	NY	Public 2-yr	N	--	SUNY-Binghamton	NY	Public U	P	N
Seton Hill College	PA	Catholic 4-yr	P	N	SUNY-Buffalo	NY	Public U	P	P
Shepherd College	WV	Public 4-yr	N	--	SUNY-Health Sci Ctr-Syracuse	NY	Public 4-yr	P	--
Shippensburg U of Pennsylvania	PA	Public 4-yr	N	N	SUNY-Stony Brook	NY	Public U	N	--
Shorter College	GA	Protestant 4-yr	N	--					
Skidmore College	NY	Nonsectarian 4-yr	N	P	Tarleton State University	TX	Public 4-yr	N	--
Slippery Rock U of Pennsylvania	PA	Public 4-yr	N	--	Taylor University	IN	Nonsectarian 4-yr	N	N
Smith College	MA	Nonsectarian 4-yr	N	N	Texas Tech University	TX	Public U	N	--
South Dakota Schl of Mines & Tech	SD	Public 4-yr	N	--	Thomas More College	KY	Catholic 4-yr	N	N
South Dakota State University	SD	Public U	N	--	Tompkins Cortland Cmty College	NY	Public 2-yr	N	--
South Florida Cmty College	FL	Public 2-yr	N	N					
Southeast Missouri State U	MO	Public 4-yr	N	--	U of the Ozarks	AR	Protestant 4-yr	N	--
Southeastern Louisiana University	LA	Public 4-yr	N	--	U of the South	TN	Protestant 4-yr	N	--
Southern Illinois U-Edwardsville	IL	Public 4-yr	N	N	U of the Virgin Islands	VI	Public 4-yr	P	--
Southern University-New Orleans	LA	Public 4-yr	N	--	U of Arkansas-Fayetteville	AR	Public U	N	--
Southern Utah University	UT	Public 4-yr	N	--	U of Charleston	WV	Nonsectarian 4-yr	N	--
Southwest Texas State University	TX	Public 4-yr	N	--	U of Delaware	DE	Public U	N	P
Southwestern Oklahoma State U	OK	Public 4-yr	N	--	U of Findlay	OH	Protestant 4-yr	N	N
Southwestern University	TX	Protestant 4-yr	N	N	U of Illinois-Chicago	IL	Public 4-yr	P	N
Spartanburg Methodist College	SC	Private 2-yr	N	--	U of La Verne	CA	Protestant 4-yr	N	--
St Louis College of Pharmacy	MO	Nonsectarian 4-yr	N	N	U of Maine-Farmington	ME	Public 4-yr	N	--
Sullivan County Cmty College	NY	Public 2-yr	N	--	U of Maine-Fort Kent	ME	Public 4-yr	N	--
SUNY A & T College-Cobleskill	NY	Public 4-yr	N	N	U of Maryland College Park	MD	Public U	N	--
SUNY A & T College-Morrisville	NY	Public 2-yr	N	--	U of Maryland Eastern Shore	MD	Public 4-yr	N	--
SUNY Coll of Technology-Alfred	NY	Public 2-yr	P	N	U of Michigan-Dearborn	MI	Public 4-yr	N	P
SUNY Coll of Technology-Canton	NY	Public 2-yr	N	N	U of Montevallo	AL	Public 4-yr	N	--
SUNY Coll of Technology-Delhi	NY	Public 2-yr	N	--	U of North Carolina-Asheville	NC	Public 4-yr	N	--
SUNY College of Optometry	NY	Public 4-yr	P	--	U of North Dakota	ND	Public U	N	--
SUNY College-Brockport	NY	Public 4-yr	N	P	U of Pittsburgh-Bradford	PA	Public 4-yr	N	--
SUNY College-Cortland	NY	Public 4-yr	N	--	U of Puerto Rico-Rio Piedras	PR	Public U	P	--
SUNY College-Fredonia	NY	Public 4-yr	N	--	U of Richmond	VA	Nonsectarian 4-yr	N	N

Institution	State	Type	Participated	
			1992	1989
U of Rio Grande	OH	Nonsectarian 4-yr	N	--
U of Saint Thomas	MN	Catholic 4-yr	N	--
U of San Diego	CA	Private U	N	N
U of San Francisco	CA	Catholic 4-yr	N	--
U of Science and Arts of Oklahoma	OK	Public 4-yr	N	--
U of Scranton	PA	Catholic 4-yr	N	--
U of South Alabama	AL	Public 4-yr	N	--
U of South Carolina-Spartanburg	SC	Public 4-yr	N	N
U of South Dakota	SD	Public U	N	--
U of Southern Mississippi	MS	Public 4-yr	N	--
U of Tennessee-Chattanooga	TN	Public 4-yr	N	--
U of Texas-Dallas	TX	Public 4-yr	P	--
U of Texas-El Paso	TX	Public 4-yr	P	--
U of Texas-San Antonio	TX	Public 4-yr	P	--
Ulster County Cmty College	NY	Public 2-yr	N	--
Union University	TN	Protestant 4-yr	N	--
Universidad Interamericana de PR	PR	Nonsectarian 4-yr	P	N
US Military Academy	NY	Public 4-yr	N	--
Virginia Wesleyan College	VA	Protestant 4-yr	N	N
Washington State Cmty College	OH	Public 2-yr	N	--
Wayne State College	NE	Public 4-yr	N	--
Weber State University	UT	Public 4-yr	N	--
Wesleyan University	CT	Nonsectarian 4-yr	N	N
West Chester U of Pennsylvania	PA	Public 4-yr	N	N
West Texas State University	TX	Public 4-yr	N	--
West Virginia Inst of Technology	WV	Public 4-yr	N	--
West Virginia University	WV	Public U	N	--
West Virginia Wesleyan College	WV	Protestant 4-yr	N	--
Westchester Cmty College	NY	Public 2-yr	N	N
Western Carolina University	NC	Public 4-yr	N	N
Western Connecticut State U	CT	Public 4-yr	N	--
Westmont College	CA	Nonsectarian 4-yr	N	N
Wheaton College	IL	Nonsectarian 4-yr	N	N
Whitman College	WA	Nonsectarian 4-yr	N	--
William Rainey Harper College	IL	Public 2-yr	N	N
Willmar Cmty College	MN	Public 2-yr	N	--
Wilmington College	OH	Protestant 4-yr	N	--
Wofford College	SC	Protestant 4-yr	N	N

Institution	State	Type	Participated	
			1992	1989
Woodbury University	CA	Nonsectarian 4-yr	N	P
Worcester Polytechnic Institute	MA	Nonsectarian 4-yr	N	--



# Higher Education Research Institute

## Current Publications List

May, 1993

### *The American Freshman:*

#### *Twenty-Five Year Trends* (\$25.00)

Summarizes trends in the CIRP survey data between 1966 and 1990. The report's essay highlights academic skills and preparation, demographic trends, high school activities and experiences, education and career plans, and student attitudes and values. September, 1991/192 pages.

### *The American College Teacher*

Provides an informative profile of teaching faculty at American colleges and universities. Teaching, research activities and professional development issues are highlighted along with issues related to job satisfaction and stress.

National Norms for 1989-90 HERI Faculty Survey report.  
December, 1990/104 pages \$12.00

National Norms for 1992-93 HERI Faculty Survey report.  
May, 1993/109 Pages \$20.00

### *The Black Undergraduate* (\$8.00)

#### *Current Status & Trends in the Characteristics of Freshmen*

This study examines changes in the characteristics of black college freshmen during the past two decades. A wide variety of characteristics of black college freshmen are considered in the study: family background, academic experience in high school, reasons for attending college, financial aid, choices of majors and careers, expectations for college, self-concept, values, attitudes, and beliefs. August, 1990/22 pages.

### *Predicting College Student Retention* (\$8.00)

#### *Comparative National Data from the 1982 Freshman Class*

A practical guide for colleges interested in using registrar's data to predict student retention. Focus is on the entering freshmen class of 1982 using results from the 1986 Follow-up Survey. March, 1989/110 pages.

### *The Courage and Vision to Experiment* (\$10.00)

#### *Hampshire College, 1970-1990*

Summarizes the results of a study of Hampshire College, an experimenting liberal arts institution located in Amherst, Massachusetts. Through an analysis of alumni outcomes, the report emphasizes how the lessons learned from the innovative approach used at Hampshire can be translated to the higher education community at large. January, 1991/190 pages.

### *The American College Student*

Provides information on the college student experience two and four years after college entry. Student satisfaction, talent development, student involvement, changing values and career development, and retention issues are highlighted along with normative data from student responses to the HERI Follow-up Surveys.

1991 report: Normative data for 1987 and 1989 freshmen.  
August, 1992/214 pages \$15.00

1990 report: Normative data for 1986 and 1988 freshmen.  
October, 1991/196 pages \$15.00

1989 report: Normative data for 1985 and 1987 freshmen.  
October, 1991/216 pages \$15.00

1988 report: Normative data for 1984 and 1986 freshmen.  
August, 1990/210 pages \$15.00

1987 report: Normative data for 1983 and 1985 freshmen.  
September, 1989/130 pages \$15.00

1985 report: Normative data for 1981 and 1983 freshmen.  
March, 1989/44 pages \$14.00

### *The American Freshman*

Provides national normative data for first-time, full-time entering college freshmen.

Year	Price		Year	Price	
1966	7.50	<input type="checkbox"/>	1980	7.50	<input type="checkbox"/>
1967	7.50	<input type="checkbox"/>	1981	7.50	<input type="checkbox"/>
1968	7.50	<input type="checkbox"/>	1982	7.50	<input type="checkbox"/>
1969	7.50	<input type="checkbox"/>	1983	8.25	<input type="checkbox"/>
1970	7.50	<input type="checkbox"/>	1984	8.25	<input type="checkbox"/>
1971	7.50	<input type="checkbox"/>	1985	8.50	<input type="checkbox"/>
1972	7.50	<input type="checkbox"/>	1986	12.95	(out of stock)
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1974	7.50	<input type="checkbox"/>	1988	17.00	<input type="checkbox"/>
1975	7.50	<input type="checkbox"/>	1989	19.00	<input type="checkbox"/>
1976	7.50	<input type="checkbox"/>	1990	19.00	<input type="checkbox"/>
1977	7.50	<input type="checkbox"/>	1991	20.00	<input type="checkbox"/>
1978	7.50	<input type="checkbox"/>	1992	20.00	<input type="checkbox"/>
1979	7.50	<input type="checkbox"/>			

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