UNDERGRADUATE TEACHING FACULTY: THE 2013-2014 HERI FACULTY SURVEY

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EXPANDED VERSION
Undergraduate Teaching Faculty: The 2013–2014 HERI Faculty Survey

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The Higher Education Research Institute (HERI) is based in the Graduate School of Education & Information Studies at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education.

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CONTENTS

List of Tables v
List of Figures v

Undergraduate Teaching Faculty: The 2013–2014 HERI Faculty Survey 1
The Survey Questionnaire 2
An Overview of the 2013–2014 Faculty Survey Norms 2
Most Faculty Still Do Not Teach Online Courses 3
Faculty Move Away from Lecture, Adopt Student-Centered Teaching Practices 5
Disciplinary Differences in Expectations for Course Assignments 6
Differences in Scholarly Productivity by Academic Rank, Institutional Type, and Sex 8
Faculty’s Perceptions of Institutions Prioritizing Prestige and Corporate Links 9
Positive but Skeptical: Exploring Faculty’s Views of Campus Administration 11
Individual Experiences with and Perceptions of the Campus Climate for Diversity 12
Mentorship Activities and Encounters with Academic Dishonesty among Graduate Faculty 16
Perspectives of and Support for Part-Time Faculty 17
A Gender Gap in Academic Advising 19

Full-Time Undergraduate Faculty, Type of Institution and Control for:
1. All Faculty 23
2. Men 45
3. Women 67

Full-Time Undergraduate Faculty, by Rank for:
1. All Faculty 89
2. Men 111
3. Women 133
Appendix A: Research Methodology 155
Appendix B: 2013–2014 HERI Faculty Survey Questionnaire 167
Appendix C: Institutional Participation 187
Appendix D: The Precision of the Normative Data and Their Comparisons 195
About the Authors 199
Tables
1. Faculty Perceptions of Campus Administration, by Institutional Type 11
2. Institutional Resources Provided to Part-Time Faculty, by Institutional Type 18
3. Differences in Academic Advising, by Sex 19

Figures
2. Changes in Having Taught a Course Exclusively Online between 2010–2011 and 2013–2014, by Faculty Rank 4
3. Frequency of Using YouTube or Other Videos in Courses, by Faculty Rank 4
4. Frequency of Using Online Discussion Boards in Courses, by Faculty Rank 5
5. Changes in Faculty Teaching Practices, 1989 to 2014 6
6. Expectations for Course Assignments, by Departmental Discipline 7
7. Frequency of Requiring Students To Work with Classmates Outside of Class, by Departmental Discipline 8
8. Faculty Scholarly Productivity, by Faculty Rank and Sex 9
9. Faculty Perceptions of Institutional Priorities: To Develop a Sense of Community Among Students and Faculty 10
10. Faculty’s Perspectives on Administration, by Faculty Rank 12
11. Agreement That Their Institution Has Effective Hiring Practices and Policies That Increase Faculty Diversity, by Race/Ethnicity and Sex 13
12. Perceptions That They Must Work Harder Than Their Colleagues To Be Perceived as a Legitimate Scholar, by Race/Ethnicity and Sex 14
13. Agreement That Racial and Ethnic Diversity Should Be More Strongly Reflected in the Curriculum, by Race/Ethnicity and Sex 14
14. Experiences with Discrimination, by Race/Ethnicity and Sex 15
15. Faculty Departmental Satisfaction, by Field 16
16. Mentorship of Graduate Students, by Faculty Rank 17
17. Amount of Advance Notice for Course Assignments Received by Part-Time Faculty, by Institutional Type 18
18. Types of Advisor–Advisee Interactions 20
This report summarizes the highlights of a national survey of college and university faculty conducted by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI) during the 2013–2014 academic year. Although HERI has been surveying higher education faculty since 1978, this report is the ninth in a series of faculty surveys administered on a triennial basis. HERI encourages institutions to collect data on their entire faculty, but historically these reports have focused on full-time undergraduate (FTUG) teaching faculty. Institutions receive reports for faculty respondents with teaching, research, and administrative obligations.

Given that students are increasingly taught by part-time faculty, particularly in introductory courses (Schuster & Finkelstein, 2006), in the 2007–2008 HERI Faculty Survey we introduced a set of questions specifically addressing the experiences of faculty employed in part-time positions. This report highlights findings for a select set of these items.
The 2013–2014 HERI Faculty Survey introduced several new features for participating institutions. Faculty responsible for teaching, training, and mentoring graduate students responded to a short set of questions about their interactions with graduate students and perceptions of the graduate program(s) in which they teach. Additionally, this year’s survey included five optional modules for campuses to append to the core survey. These modules touched on faculty’s perceptions of campus climate, their sexual orientation and gender identity, experiences with academic advising, and spiritual identity and commitment to students’ spiritual development, as well as a module designed specifically to measure the perceptions and activities of faculty working in science, technology, engineering, and mathematics (STEM) departments. We highlight findings from the academic advising and campus climate modules in this monograph.

The bulk of the results reported here are based on responses from 16,112 full-time undergraduate teaching faculty members at 269 four-year colleges and universities. Data for full-time faculty are weighted to provide a normative national profile of full-time faculty at four-year colleges and universities; Appendix A contains details about methodological considerations, including how these weights were calculated. Complete results of the survey presented for full-time faculty are reported separately for male and female faculty in each of eight different normative groups: all institutions, public universities, private universities, public four-year colleges, and private four-year colleges (combined and broken out by three sub-groupings: nonsectarian, Roman Catholic, and other religious). Survey data by academic rank are also reported in additional tables available online.1

The Survey Questionnaire

The 2013–2014 questionnaire was based largely on items used in the eight previous faculty surveys, which were revised following the suggestions of HERI-affiliated researchers actively studying faculty concerns and topics related to teaching and learning. In addition to collecting demographic information, the web-based questionnaire focuses on topics such as how faculty spend their time, how they interact with students, their preferred methods of teaching, their perceptions of institutional climate, their primary sources of stress and satisfaction, and their personal and professional goals. The questionnaire also includes a section that allows individual institutions to ask their faculty up to 30 locally designed closed-ended questions and five open-ended questions, though these campus-specific questions are not reported here.

An Overview of the 2013–2014 Faculty Survey Norms

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

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1 http://www.cheri.ucla.edu/facPublications.php
describing differences across institutional types in the support of part-time faculty. The report concludes with a section describing differences by gender in academic advising, which is a new module included in the 2013–2014 HERI Faculty Survey.

**Most Faculty Still Do Not Teach Online Courses**

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

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

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

![Figure 1. Changes in Having Taught a Course Exclusively Online between 2010–2011 and 2013–2014, by Institution Type](image-url)
These differences across institutional types broadly connect with other findings regarding the growth of online offerings among post-secondary institutions. For instance, public colleges and universities far outpace private, nonprofit institutions in online course offerings and online programs: 70.6% versus 48.4% (Allen & Seaman, 2013).

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

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

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

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

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

This commitment to developing students’ critical thinking skills and preparing them for post-college life is reflected in changing faculty teaching practices. Over the past 25 years, faculty have consistently shifted their pedagogical styles to promote critical thinking skills by providing collaborative learning environments, opportunities for reflection, self-evaluation, and student-driven selection of coursework (Pithers & Soden, 2000). Figure 5 highlights trends in several pedagogical approaches. More than two-thirds of faculty reported using class discussions in “all” or “most” of their courses in 1989–1990 (69.6%), and faculty’s use of this strategy increased steadily over time before leveling off in 2004–2005 at just over 80%. Other student-centered methods have jumped substantially in the past 25 years, as the proportion of faculty who use student evaluations of each other’s work increased steadily over time before leveling off in 2004–2005 at just over 80%.
Incorporating student-selected topics for course content has increased nearly 20 percentage points in the past 25 years (8.5% in 1989–1990 to 26.3% in 2013–2014). Similarly, faculty’s reliance upon group projects (45.5%) and cooperative learning (60.7%) are at all-time highs in 2013–2014.

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

Disciplinary Differences in Expectations for Course Assignments

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

The differences across disciplines may relate to fields’ epistemologies or the nature of knowledge undergirding each discipline. Perhaps the variation across disciplines in the extent to which faculty assign work requiring students to engage
deeply with a significant challenge or question in the discipline connects to differences in how faculty view what can be known and how individuals might challenge that knowledge.

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

Figure 6 also shows the frequency with which faculty assigned work requiring students to analyze and interpret data. Faculty in the
physical sciences (76.4%) and biological sciences (76.4%) required these kinds of assignments most “frequently.” By contrast, assignments asking students to analyze and interpret data were least common among faculty in the humanities (34.9%), fine arts (37.8%), mathematics and statistics (41.9%), and education (46.8%). Somewhat surprising is the relatively low percentage of faculty in mathematics and statistics departments assigning work requiring that students analyze and interpret data. Perhaps these faculty rely more heavily on computational literacy and have an opportunity to push students the next step to think more critically about the meaning behind their analyses.

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

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

The CIRP Construct *scholarly productivity* is a unified measure of faculty scholarly activity including both career and recent publications. The construct consists of the number of articles published in academic and professional journals, the number of chapters in edited volumes, and the number of professional writings published in the last two years. Differences in research productivity are apparent by gender, as shown in Figure 8. A greater proportion of male full
professors scored “high” on the faculty productivity construct than all other faculty. More than six in ten (61.8%) male full professors placed in the high group—more than a 10 percentage point advantage over their female full professor colleagues (50.5%). This gap persists when looking at associate professors, with 41.3% of men and only 31.1% of women scoring high on scholarly productivity. Although fewer men and women with the rank of assistant professor scored high on this construct, the gender gap persists. About a third (31.4%) of men compared to just over a quarter (26.4%) of women scored in the high group of productive scholars.

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

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

**Faculty’s Perceptions of Institutions Prioritizing Prestige and Corporate Links**

Faculty’s scholarly productivity connects with institutional efforts to gain prestige, and the survey includes several questions about
how faculty would describe their institutional employers and how they perceive institutional priorities. Overwhelmingly, faculty at both public (84%) and private (89.5%) universities believe that enhancing the institution’s national image is of the “highest” or a “high” priority at their university. By contrast, faculty at four-year colleges are much less likely to report that their institutions prioritize national image compared to their colleagues at public and private universities. Two-thirds (66.3%) of faculty at private colleges believe that increasing or maintaining institutional prestige is a priority (compared to 56.7% at public), and 63.7% of faculty at private colleges believe enhancing the institutional national image is a priority (compared to 53.1% at public colleges).

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

Community building may not top the list of priorities across all campuses given the high competition for finite resources. Although budget cuts since the recession affected all higher education institutions, these cuts have affected faculty at public colleges and universities more than academics working at private institutions, which the report on the 2010–2011 HERI Faculty Survey documented (Hurtado et al., 2012). Findings from the 2013–2014 HERI Faculty Survey show that more than eight out of ten (81.9%) faculty at public universities reported that pursuing extramural funding is a “high” or the “highest” priority at their institution. This is significantly higher than at other institution types.
About two-thirds (65.5%) of faculty at private universities, 45% at public four-year colleges, and just over a third (36.6%) at private four-year colleges believe extramural funding is a priority. Although institutions have been struggling with funding, strengthening ties with the corporate sector does not appear to be the answer for most faculty. Private colleges were reported to be the least likely to prioritize relationships with the corporate sector with only three out of ten (29.5%) faculty reporting this to be a top priority. Business and industry may be more likely to work with other institutions, as about four in ten (40.8%) faculty at public colleges and just over half of faculty at public (56.2%) and private (53.4%) universities indicated that their institutions prioritize strengthening links with for-profit organizations.

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

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

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

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

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Note: Percentages combine the response options of “very” and “somewhat” descriptive.
half (53.1%) believe that administrators are open about their policies, and 59.4% think that administrators consider faculty concerns when making policy. Nearly two-thirds (65.1%) of faculty at private universities consider faculty typically to be at odds with campus administrators.

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

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

**Individual Experiences with and Perceptions of the Campus Climate for Diversity**

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

Across both race/ethnicity and sex, faculty vary in their perceptions that the institution has effective hiring practices and policies to increase faculty diversity. Figure 11 highlights these differences. Male faculty (68%) are slightly more likely than female faculty (60%) to agree that the institution has effective hiring practices and policies that increase faculty diversity. More dramatic differences emerge when analyzing this item by race/ethnicity. For example, less than half of Latino/a faculty (49.3%) and 42.5%...
of Black faculty believe their institution has effective hiring practices that increase faculty diversity. By contrast, nearly three-quarters of Asian faculty (70.9%) and 66.2% of White faculty share this sentiment.

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

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

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

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

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

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

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

The bulk of faculty's interactions with colleagues and students occurs at the department level; these microclimates can affect faculty work. Faculty diversity within departmental units is important for a healthy exchange of ideas, and 70% of respondents were satisfied with their department's commitment to hiring women and racial/ethnic minorities. However, fewer faculty overall (63.5%) reported being satisfied with the representation of women and racial/ethnic minorities in their departments, particularly in the arts and humanities where only six in ten (60.6%) faculty were satisfied compared to about seven in ten (69.6%) faculty in professional fields (see Figure 15). This gap suggests a disconnect between departments' efforts to be more inclusive and the results of those efforts. Most notable is faculty in STEM fields' dissatisfaction with the extent to which their curriculum addresses diversity. Fewer than half (47.2%) of STEM faculty reported satisfaction with the incorporation of diversity in
their course material and pedagogical practices, compared to almost seven in ten (68.8%) faculty who expressed satisfaction in the social sciences. As efforts to increase women and racial/ethnic minorities in STEM fields become a priority at most institutions, through both faculty and student bodies, increased emphasis on diversity in the curriculum is also necessary to ensure greater inclusivity across the disciplines.

Mentorship Activities and Encounters with Academic Dishonesty among Graduate Faculty

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

Faculty responsible for graduate education spend a good deal of time helping refine their graduate students’ research interests, and the HERI Faculty Survey data reflect this fact. That 75.2% of female faculty reported mentoring graduate students “to a great extent” compared to 68.8% of their male colleagues. Small differences with regard to self-reported mentoring activities emerged across rank, with assistant professors (72%) least likely to mentor “to a great extent” compared to 78.4% of full professors. It is probable that faculty at higher ranks have larger numbers of assigned advisees, which likely explains their increased time involved in mentoring activities.

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

Along with mentoring, student ethics are an increasingly important topic in graduate education; in the 2013–2014 HERI Faculty Survey, participants responded to items related to the occurrence of academic dishonesty among graduate students. More than half of female
faculty (51.2%) and 41.3% of male faculty agreed “somewhat” or “strongly” that they have encountered instances of academic dishonesty among graduate students. Agreement with this item ranged widely by academic field. Fields in which at least half of the responding faculty encountered instances of academic dishonesty include business (50.9%), other non-technical fields (51%), other technical fields (51.3%), social sciences (51.8%), and health-related fields (57%). There were four fields in which roughly a quarter of the faculty encountered academic dishonesty: English (24%), mathematics/statistics (25.9%), fine arts (26.9%), and biological sciences (28.8%).

**Perspectives of and Support for Part-Time Faculty**

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

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

Nearly 90% of part-time faculty respondents to the 2010–2011 HERI Faculty Survey reported having a university-provided email account (Hurtado et al., 2012); this figure has increased to 95.3% for the 2013–2014 sample. Part-timers at private universities are among the least likely to have a university email account—just 82.5% of them reported having one.
Most part-timers do not have access to a campus-provided phone or voicemail. Overall, fewer than two in five part-time faculty (36.2%) reported having a campus-provided phone or voicemail account. Part-time faculty working at public universities (33.6%) were the least likely to have a campus-provided phone or voicemail. By contrast, 38.2% of part-timers working at private universities had a campus-provided phone or voicemail account.

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

In addition to providing funds for professional development, another way institutions can set up part-time faculty for success is to notify them about their course assignments well in advance to allow for adequate preparation. Notifying part-time faculty about their course assignments at least one month before the start of the term provides them with important time to develop or revise syllabi and begin the term more prepared to teach. The 2013–2014 HERI Faculty Survey included a new question asking part-timers to report how far in advance they were notified of their course assignments for the current term. Figure 17 presents the findings for this question by institutional type. Private universities and public four-year colleges more often provide part-timers with less notice than public universities or private four-year colleges. About one in six part-time faculty working at a private university (16.5%) or public four-year college (16%) had a maximum of two weeks to prepare for their courses. Just over one
in ten part-timers at private four-year colleges (10.8%) had the same preparation time, and 8.5% of part-time faculty at public universities reported having a maximum of two weeks’ notice to prepare for their courses.

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

A Gender Gap in Academic Advising

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

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

<table>
<thead>
<tr>
<th>Table 3. Differences in Academic Advising, by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed them of important decisions</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Informed them of important decisions</td>
</tr>
<tr>
<td>Helped them understand academic policies</td>
</tr>
<tr>
<td>Informed them of academic support options (e.g., study skills, advising, financial aid advising, Writing Center, Disability Resource Center)</td>
</tr>
<tr>
<td>Provided information about courses</td>
</tr>
<tr>
<td>Provided information about the major/minor</td>
</tr>
<tr>
<td>Reviewed their transcript</td>
</tr>
<tr>
<td>Discussed academic performance</td>
</tr>
<tr>
<td>Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)</td>
</tr>
<tr>
<td>Discussed career and post-graduation goals</td>
</tr>
<tr>
<td>Took action to help students with academic difficulties</td>
</tr>
<tr>
<td>Took action to help students with personal difficulties</td>
</tr>
</tbody>
</table>

Note: Numbers reflect the proportion of faculty, by sex, who marked “frequently.”
their male colleagues (32.1%)—a 15.6 percentage-point gap. Women faculty hold a 14-point advantage over men in the frequency of reviewing transcripts with advisees (56.8% vs. 42.8%) and taking action to help students with academic problems (47.1% vs. 33.1%).

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

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

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


Full-Time Undergraduate Faculty, Type of Institution and Control
### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

<table>
<thead>
<tr>
<th></th>
<th>All Bacc Institutions</th>
<th>4-year Colleges</th>
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<tr>
<td></td>
<td>Public</td>
<td>Private</td>
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<tr>
<td>Full-time Undergraduate Faculty</td>
<td>16,112</td>
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<td>What is your principal activity in your current position at this institution?</td>
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<tr>
<td>Administration</td>
<td>7.9</td>
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<tr>
<td>Teaching</td>
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<td>Research</td>
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<td>Services to clients and patients</td>
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<tr>
<td>Other</td>
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<td>Are you considered a full-time employee of your institution for at least nine months of the current academic year?</td>
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<td>What is your present academic rank?</td>
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<td></td>
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<td>Professor</td>
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</tr>
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<td>23.0</td>
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<tr>
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<td>Instructor</td>
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<td>7.6</td>
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<tr>
<td>Tenured</td>
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</tr>
<tr>
<td>On tenure track, but not tenured</td>
<td>18.4</td>
<td>17.2</td>
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<td>Institution has no tenure system</td>
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<td>Are you currently serving in an administrative position as:</td>
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<td>Department chair</td>
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<td>5.1</td>
</tr>
<tr>
<td>Dean (associate or assistant)</td>
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<td>2.0</td>
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<tr>
<td>President</td>
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<td>0.0</td>
</tr>
<tr>
<td>Vice-president</td>
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<td>0.0</td>
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<tr>
<td>Provost</td>
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<tr>
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<tr>
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<td>0.6</td>
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<tr>
<td>Master’s (M.A., M.S.)</td>
<td>10.2</td>
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<tr>
<td>M.F.A.</td>
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<tr>
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<td>0.4</td>
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<td>0.4</td>
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<td>Ed.D.</td>
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<td>Ph.D.</td>
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<td>Degree Currently Working On</td>
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<td>Universities</td>
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<td>Master’s (M.A., M.S.)</td>
<td>0.7</td>
<td>0.6</td>
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<tr>
<td>M.B.A.</td>
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<td>0.1</td>
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<tr>
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<tr>
<td>M.D., D.D.S. (or equivalent)</td>
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<td>1.2</td>
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<td>Other degree</td>
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<td>0.9</td>
</tr>
<tr>
<td>None</td>
<td>94.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Noted as being personally “essential” or “very important”:

| Research | 76.4 | 84.1 | 92.6 |
| Teaching | 97.1 | 95.2 | 97.1 |
| Service | 65.7 | 63.1 | 66.8 |

During the past two years, have you engaged in any of the following activities?

| Advised student groups involved in service/volunteer work | 52.9 | 48.4 | 52.0 |
| Collaborated with the local community in research/teaching | 48.8 | 47.1 | 43.7 |
| Conducted research or writing focused on international/global issues | 33.9 | 35.7 | 39.2 |
| Conducted research or writing focused on racial or ethnic minorities | 26.4 | 27.1 | 26.9 |
| Conducted research or writing focused on women and gender issues | 25.5 | 23.2 | 29.5 |
| Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues | 9.1 | 7.8 | 9.4 |
| Engaged undergraduates on your research project | 54.4 | 58.4 | 56.3 |
| Worked with undergraduates on a research project | 69.5 | 72.2 | 68.4 |
| Engaged in academic research that spans multiple disciplines | 71.3 | 76.5 | 76.9 |
| Supervised an undergraduate thesis | 41.2 | 40.5 | 41.6 |
| Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds) | 52.3 | 52.0 | 57.4 |
| Received funding for your work from foundations | 22.8 | 25.5 | 30.0 |
| Received funding for your work from state or federal government | 30.5 | 47.0 | 25.2 |
| Received funding for your work from business or industry | 10.8 | 14.6 | 12.3 |
| Taught an honors course | 20.3 | 23.4 | 23.5 |
| Taught an interdisciplinary course | 40.8 | 41.1 | 44.6 |
| Taught an area studies course (e.g., women’s studies, ethnic studies, LGBTQ studies) | 13.5 | 10.3 | 13.5 |
| Taught a service learning course | 16.9 | 13.6 | 16.2 |
| Taught an exclusively web-based course at this institution | 17.4 | 16.7 | 8.5 |
| Participated in organized activities around enhancing pedagogy and student learning | 65.1 | 58.8 | 58.5 |
| Taught a seminar for first-year students | 21.7 | 17.6 | 24.9 |
| Taught a capstone course | 37.0 | 34.4 | 30.5 |
| Taught in a learning community (e.g., FIP, linked courses) | 7.4 | 5.9 | 6.2 |
| Taught a course that meets general education requirements | 56.5 | 47.4 | 49.5 |
## 2013–14 HERI Faculty Survey

### Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th>In the past two years, to what extent have you:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented with undergraduate students at conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a great extent</td>
<td>8.0</td>
<td>6.1</td>
<td>11.9</td>
</tr>
<tr>
<td>To some extent</td>
<td>24.1</td>
<td>24.1</td>
<td>25.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>67.9</td>
<td>69.8</td>
<td>62.8</td>
</tr>
<tr>
<td>Published with undergraduates</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>To a great extent</td>
<td>4.9</td>
<td>5.0</td>
<td>4.9</td>
</tr>
<tr>
<td>To some extent</td>
<td>17.7</td>
<td>22.4</td>
<td>14.8</td>
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<td>Not at all</td>
<td>77.4</td>
<td>72.5</td>
<td>80.3</td>
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<tr>
<td>How many courses are you teaching this term (include all institutions at which you teach)?</td>
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<tr>
<td>Mean</td>
<td>2.5</td>
<td>2.0</td>
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<tr>
<td>Median</td>
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<td>3.0</td>
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<td>Mode</td>
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<td>3.0</td>
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<td>Mode</td>
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<td>Courses required for an undergraduate major</td>
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<td>1.0</td>
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</tr>
<tr>
<td>Mode</td>
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<tr>
<td>Other undergraduate credit courses</td>
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<tr>
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<tr>
<td>Developmental/remedial courses (not for credit)</td>
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<td>Median</td>
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<tr>
<td>Mode</td>
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<tr>
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<td>How many of these courses that you are teaching this term are being taught:</td>
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<td></td>
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<tr>
<td></td>
<td>All Bacc Institutions</td>
<td>Universities</td>
<td>4-year Colleges</td>
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<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>How many of these courses that you are teaching this term are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>being taught:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mode</td>
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<tr>
<td>What types of courses do you primarily teach?</td>
<td></td>
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<tr>
<td>(based on faculty who indicated they were not teaching this</td>
<td>Undergraduate credit</td>
<td>99.9</td>
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</tr>
<tr>
<td>term)</td>
<td>courses</td>
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<td>Graduate courses</td>
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<tr>
<td></td>
<td>Non-credit courses</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>I do not teach</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Do you teach remedial/developmental skills in any of the</td>
<td>Reading</td>
<td>5.7</td>
<td>5.4</td>
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<tr>
<td>following areas?</td>
<td>Writing</td>
<td>14.6</td>
<td>15.2</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td></td>
<td>General academic</td>
<td>11.2</td>
<td>11.8</td>
</tr>
<tr>
<td>skills</td>
<td>Other subject areas</td>
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<td>7.4</td>
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<tr>
<td>Have you engaged in any of the following professional</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>development opportunities at your institution?</td>
<td>Paid workshops outside the institution focused on teaching</td>
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<td></td>
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<td></td>
<td>Yes</td>
<td>22.1</td>
<td>15.1</td>
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<td></td>
<td>No</td>
<td>61.1</td>
<td>67.2</td>
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<tr>
<td></td>
<td>Not eligible</td>
<td>2.9</td>
<td>3.3</td>
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<td>14.4</td>
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<td>Paid sabbatical leave</td>
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<td></td>
<td>No</td>
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<td>57.6</td>
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<td></td>
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<td>22.6</td>
<td>22.7</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
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<td>Travel funds paid by the institution</td>
<td>Yes</td>
<td>72.4</td>
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<td></td>
<td>No</td>
<td>21.3</td>
<td>27.1</td>
</tr>
<tr>
<td></td>
<td>Not eligible</td>
<td>2.3</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>3.9</td>
<td>4.6</td>
</tr>
<tr>
<td>Internal grants for research</td>
<td>Yes</td>
<td>37.3</td>
<td>38.1</td>
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<tr>
<td></td>
<td>No</td>
<td>53.9</td>
<td>52.9</td>
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<tr>
<td></td>
<td>Not eligible</td>
<td>4.9</td>
<td>5.7</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>3.9</td>
<td>3.4</td>
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<tr>
<td>Training for administrative leadership</td>
<td>Yes</td>
<td>13.5</td>
<td>12.7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>68.9</td>
<td>72.4</td>
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<tr>
<td></td>
<td>Not eligible</td>
<td>5.4</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>12.2</td>
<td>9.1</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

<table>
<thead>
<tr>
<th>Have you engaged in any of the following professional development opportunities at your institution?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td><strong>Received incentives to develop new courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>23.2</td>
<td>20.5</td>
<td>21.8</td>
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<tr>
<td>No</td>
<td>60.9</td>
<td>64.5</td>
<td>64.8</td>
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<tr>
<td>Not eligible</td>
<td>2.8</td>
<td>3.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Not available</td>
<td>13.1</td>
<td>11.4</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Received incentives to integrate new technology into your classroom</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>28.3</td>
<td>26.2</td>
<td>26.4</td>
</tr>
<tr>
<td>No</td>
<td>59.0</td>
<td>62.5</td>
<td>63.5</td>
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<tr>
<td>Not eligible</td>
<td>1.7</td>
<td>1.7</td>
<td>1.5</td>
</tr>
<tr>
<td>Not available</td>
<td>11.0</td>
<td>9.5</td>
<td>8.5</td>
</tr>
<tr>
<td><strong>How many of the following have you published?</strong></td>
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</tr>
<tr>
<td>Articles in academic or professional journals</td>
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<td>21–50</td>
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<tr>
<td>51+</td>
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<tr>
<td>Chapters in edited volumes</td>
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<td>0.1</td>
</tr>
<tr>
<td>Books, manuals, or monographs</td>
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<td>59.7</td>
<td>51.3</td>
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<td>51+</td>
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<td>0.1</td>
<td>0.1</td>
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<tr>
<td>Other, such as patents or computer software products</td>
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<td>8.2</td>
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<td>21–50</td>
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<td>0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>51+</td>
<td>0.2</td>
<td>0.2</td>
<td>0.3</td>
</tr>
</tbody>
</table>
### In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?

<table>
<thead>
<tr>
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<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<td>87.3</td>
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<td>2.9</td>
<td>2.3</td>
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<td>3.6</td>
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<tr>
<td>11–20</td>
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<td>0.8</td>
<td>1.4</td>
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<tr>
<td>21+</td>
<td>1.6</td>
<td>1.5</td>
<td>2.2</td>
</tr>
</tbody>
</table>

### In the past two years, how many of your professional writings have been published or accepted for publication?

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<th></th>
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<th>Universities</th>
<th>4-year Colleges</th>
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<td></td>
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<td>Private</td>
<td>Public</td>
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<tr>
<td>None</td>
<td>28.2</td>
<td>18.7</td>
<td>21.1</td>
</tr>
<tr>
<td>1–2</td>
<td>31.4</td>
<td>26.9</td>
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<td>25.7</td>
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<td>22.6</td>
<td>19.0</td>
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<td>11–20</td>
<td>3.9</td>
<td>6.6</td>
<td>5.9</td>
</tr>
<tr>
<td>21+</td>
<td>1.8</td>
<td>2.7</td>
<td>2.6</td>
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### In the past two years, have you taught a graduate course?

<table>
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<tr>
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<th>Universities</th>
<th>4-year Colleges</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Yes</td>
<td>46.1</td>
<td>59.4</td>
<td>63.3</td>
</tr>
<tr>
<td>No</td>
<td>53.9</td>
<td>40.6</td>
<td>36.7</td>
</tr>
</tbody>
</table>

### In your interactions with undergraduates, how “frequently” do you encourage them to:

<table>
<thead>
<tr>
<th></th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Ask questions in class</td>
<td>92.7</td>
<td>90.2</td>
<td>90.9</td>
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<tr>
<td>Support their opinions with a logical argument</td>
<td>75.3</td>
<td>72.0</td>
<td>74.4</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>67.8</td>
<td>65.8</td>
<td>67.3</td>
</tr>
<tr>
<td>Revise their papers to improve their writing</td>
<td>52.3</td>
<td>47.9</td>
<td>49.3</td>
</tr>
<tr>
<td>Evaluate the quality or reliability of information they receive</td>
<td>58.8</td>
<td>55.3</td>
<td>60.2</td>
</tr>
<tr>
<td>Take risks for potential gains</td>
<td>30.2</td>
<td>26.4</td>
<td>32.5</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>51.2</td>
<td>50.0</td>
<td>51.4</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>48.3</td>
<td>51.0</td>
<td>46.5</td>
</tr>
<tr>
<td>Explore topics on their own, even though it was not required for a class</td>
<td>41.3</td>
<td>41.1</td>
<td>42.9</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>62.8</td>
<td>59.7</td>
<td>62.8</td>
</tr>
<tr>
<td>Seek feedback on their academic work</td>
<td>64.2</td>
<td>59.6</td>
<td>61.6</td>
</tr>
<tr>
<td>Work with other students on group projects</td>
<td>55.7</td>
<td>53.3</td>
<td>52.7</td>
</tr>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>65.2</td>
<td>63.9</td>
<td>64.5</td>
</tr>
</tbody>
</table>

### How often in the past year have you “frequently” encouraged students to:

<table>
<thead>
<tr>
<th></th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Use different points of view to make an argument</td>
<td>53.9</td>
<td>52.3</td>
<td>55.6</td>
</tr>
<tr>
<td>Make connections between ideas from different courses</td>
<td>66.7</td>
<td>63.2</td>
<td>65.0</td>
</tr>
<tr>
<td>Critically evaluate their position on an issue</td>
<td>62.3</td>
<td>58.8</td>
<td>67.5</td>
</tr>
<tr>
<td>Recognize the biases that affect their thinking</td>
<td>52.9</td>
<td>49.1</td>
<td>53.0</td>
</tr>
<tr>
<td>Think more broadly about an issue</td>
<td>72.1</td>
<td>69.2</td>
<td>74.3</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

#### How “frequently” in the courses you taught in the past year have you given at least one assignment that required students to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage deeply with a significant challenge or question within your discipline</td>
<td>55.7</td>
<td>54.7</td>
<td>62.4</td>
</tr>
<tr>
<td>Write in the specific style or format of your discipline</td>
<td>59.0</td>
<td>56.0</td>
<td>57.3</td>
</tr>
<tr>
<td>Use research methods from your discipline in field or applied settings</td>
<td>49.2</td>
<td>47.5</td>
<td>53.6</td>
</tr>
<tr>
<td>Apply learning from both academic and field settings</td>
<td>45.4</td>
<td>43.8</td>
<td>43.2</td>
</tr>
<tr>
<td>Describe how different perspectives would affect the interpretation of a question or issue in your discipline</td>
<td>44.2</td>
<td>42.1</td>
<td>45.7</td>
</tr>
<tr>
<td>Weigh the meaning and significance of evidence</td>
<td>59.4</td>
<td>59.0</td>
<td>60.8</td>
</tr>
<tr>
<td>Discuss the ethical or moral implications of a course of action</td>
<td>41.5</td>
<td>36.2</td>
<td>44.1</td>
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<tr>
<td>Work with classmates outside of class</td>
<td>48.8</td>
<td>45.2</td>
<td>46.4</td>
</tr>
<tr>
<td>Lead a discussion, activity, or lab</td>
<td>42.6</td>
<td>39.1</td>
<td>42.5</td>
</tr>
<tr>
<td>Provide and/or receive feedback to classmates about a draft or work still in progress</td>
<td>34.3</td>
<td>34.1</td>
<td>31.2</td>
</tr>
<tr>
<td>Analyze and interpret data</td>
<td>56.2</td>
<td>54.4</td>
<td>58.2</td>
</tr>
<tr>
<td>Apply mathematical concepts and computational thinking</td>
<td>34.2</td>
<td>35.9</td>
<td>31.5</td>
</tr>
</tbody>
</table>

#### Methods you use in “all” or “most” of your courses:

<table>
<thead>
<tr>
<th>Method</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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</thead>
<tbody>
<tr>
<td>Class discussions</td>
<td>82.8</td>
<td>80.1</td>
<td>83.3</td>
</tr>
<tr>
<td>Cooperative learning (small groups)</td>
<td>60.7</td>
<td>58.9</td>
<td>56.9</td>
</tr>
<tr>
<td>Experiential learning/Field studies</td>
<td>31.0</td>
<td>30.1</td>
<td>31.1</td>
</tr>
<tr>
<td>Performance/Demonstrations</td>
<td>34.8</td>
<td>31.0</td>
<td>34.7</td>
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<tr>
<td>Group projects</td>
<td>45.5</td>
<td>43.3</td>
<td>41.4</td>
</tr>
<tr>
<td>Extensive lecturing</td>
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<td>Multiple drafts of written work</td>
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<td>Student-selected topics for course content</td>
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<td>Reflective writing/journaling</td>
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<td>Community service as part of coursework</td>
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<td>Electronic quizzes with immediate feedback in class</td>
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<tr>
<td>Using real-life problems</td>
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<td>64.2</td>
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<tr>
<td>Using student inquiry to drive learning</td>
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<td>57.5</td>
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<td>“Learn before lecture” through multimedia tools (e.g., flipping the classroom)</td>
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<td>Readings on racial and ethnic issues</td>
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<td>Readings on women and gender issues</td>
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<td>Starting class with a question that engages students</td>
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<td>Techniques to create an inclusive classroom environment for diverse students</td>
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<td>Supplemental instruction that is outside of class and office hours</td>
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<td>Student presentations</td>
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<td>Student evaluations of each others’ work</td>
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<td>Grading on a curve</td>
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<td>Rubric-based assessment</td>
<td>55.9</td>
<td>51.9</td>
<td>49.7</td>
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#### In creating assignments for your courses, how “frequently” do you:

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<tr>
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<th>Universities</th>
<th>4-year Colleges</th>
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<td>Provide instructions clearly delineating what students are to do to complete the assignment</td>
<td>90.4</td>
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<td>Explain what you want students to gain from the assignment</td>
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<td>72.3</td>
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<td>Provide feedback on drafts or work still in progress</td>
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<td>Provide in advance the criteria for evaluating the assignment</td>
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<td>71.3</td>
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<tr>
<td>Explicitly link the assignment with course goals or learning objectives</td>
<td>65.4</td>
<td>64.4</td>
<td>67.9</td>
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### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

<table>
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<tr>
<th>How “frequently” do you incorporate the following forms of technology into your courses?</th>
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<th>4-year Colleges</th>
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<tr>
<td></td>
<td>All</td>
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<tr>
<td>YouTube or other videos</td>
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<td>Classroom enhancement technology (e.g., Elmo, tablet PCs)</td>
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<td>Simulations/animations</td>
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<td>Podcasts</td>
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<td>Online homework or virtual labs</td>
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<td>Online discussion boards</td>
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<table>
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<tr>
<th>Goals for undergraduates noted as “essential” or “very important”:</th>
<th>All</th>
<th>Public</th>
<th>Private</th>
<th>Public</th>
<th>All Private</th>
<th>Nonsec</th>
<th>Catholic</th>
<th>Oth Relig</th>
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<tr>
<td>Develop ability to think critically</td>
<td>99.1</td>
<td>99.1</td>
<td>99.4</td>
<td>99.0</td>
<td>99.0</td>
<td>99.0</td>
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<td>Prepare students for employment after college</td>
<td>81.9</td>
<td>80.2</td>
<td>77.3</td>
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<td>83.8</td>
<td>81.4</td>
<td>84.0</td>
<td>86.4</td>
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<td>Prepare students for graduate or advanced education</td>
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<td>72.6</td>
<td>75.4</td>
<td>76.1</td>
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<tr>
<td>Develop moral character</td>
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<td>70.7</td>
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<td>74.3</td>
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<tr>
<td>Provide for students’ emotional development</td>
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<tr>
<td>Teach students the classic works of Western civilization</td>
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<td>Help students develop personal values</td>
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<td>Instill in students a commitment to community service</td>
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<td>46.4</td>
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<td>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</td>
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<td>70.9</td>
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<td>Promote ability to write effectively</td>
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<td>90.7</td>
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<td>Help students evaluate the quality and reliability of information</td>
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<td>Teach students tolerance and respect for different beliefs</td>
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<td>83.0</td>
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<tr>
<td>Encourage students to become agents of social change</td>
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<td>54.4</td>
<td>56.4</td>
<td>62.7</td>
<td>60.3</td>
<td>66.7</td>
<td>63.2</td>
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</table>

| During the present term, how many hours per week on average do you actually spend on each of the following activities? |
|---|---|---|---|---|---|---|---|---|
| Scheduled teaching (give actual, not credit hours) | None | 7.2 | 10.9 | 7.8 | 3.7 | 4.3 | 5.3 | 4.4 | 3.1 |
| 1–4 | 17.0 | 26.2 | 20.9 | 8.1 | 8.5 | 9.4 | 9.3 | 7.2 |
| 5–8 | 30.9 | 35.7 | 40.8 | 20.6 | 26.7 | 33.0 | 26.5 | 20.3 |
| 9–12 | 30.2 | 18.2 | 21.9 | 44.9 | 40.2 | 38.1 | 39.4 | 43.0 |
| 13–16 | 9.2 | 4.8 | 5.1 | 14.4 | 13.7 | 10.1 | 11.8 | 18.5 |
| 17–20 | 3.6 | 3.1 | 1.8 | 4.9 | 4.2 | 2.5 | 5.4 | 5.3 |
| 21+ | 2.0 | 1.1 | 1.6 | 3.3 | 2.3 | 1.6 | 3.2 | 2.6 |

| Preparing for teaching (including reading student papers and grading) | None | 5.9 | 8.8 | 6.8 | 2.9 | 3.7 | 4.5 | 4.1 | 2.6 |
| 1–4 | 13.1 | 17.0 | 17.3 | 9.5 | 7.6 | 7.1 | 8.5 | 7.7 |
| 5–8 | 24.5 | 26.2 | 27.4 | 21.7 | 22.8 | 23.4 | 22.6 | 22.2 |
| 9–12 | 22.1 | 22.5 | 19.5 | 22.1 | 23.2 | 22.3 | 23.2 | 24.1 |
| 13–16 | 13.7 | 9.5 | 14.0 | 16.6 | 17.2 | 16.3 | 16.9 | 18.3 |
| 17–20 | 11.4 | 9.6 | 9.0 | 14.4 | 12.9 | 13.8 | 12.2 | 12.4 |
| 21+ | 9.3 | 6.4 | 6.1 | 12.8 | 12.6 | 12.6 | 12.5 | 12.7 |
## 2013–14 HERI Faculty Survey
### Weighted National Norms—All Respondents

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<th>Universities</th>
<th>4-year Colleges</th>
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<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Advising and counseling of students</td>
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<td>Committee work and meetings</td>
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<td><strong>During the present term, how many hours per week on average do you actually spend on each of the following activities?</strong></td>
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<td>1.3</td>
</tr>
<tr>
<td><strong>Do you agree “strongly” or “somewhat”?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is primarily up to individual students whether they succeed in my courses</td>
<td>88.5</td>
<td>88.5</td>
<td>88.8</td>
</tr>
<tr>
<td>I try to dispel perceptions of competition</td>
<td>74.6</td>
<td>72.2</td>
<td>77.2</td>
</tr>
<tr>
<td>I encourage all students to approach me for help</td>
<td>99.5</td>
<td>99.4</td>
<td>98.5</td>
</tr>
<tr>
<td>Most students are well-prepared for the difficulty of the courses I teach</td>
<td>56.1</td>
<td>57.4</td>
<td>70.1</td>
</tr>
<tr>
<td>In my classroom, there is no such thing as a question that is too elementary</td>
<td>91.4</td>
<td>90.8</td>
<td>89.7</td>
</tr>
<tr>
<td>All students have the potential to excel in my courses</td>
<td>89.2</td>
<td>89.2</td>
<td>88.1</td>
</tr>
<tr>
<td>The amount of material that is required for my courses poses a substantial challenge to students</td>
<td>70.4</td>
<td>67.0</td>
<td>73.4</td>
</tr>
<tr>
<td>Students are often overwhelmed by the pace of my courses</td>
<td>45.8</td>
<td>44.3</td>
<td>46.3</td>
</tr>
<tr>
<td>Most students learn best when they do their assignments on their own</td>
<td>54.8</td>
<td>54.1</td>
<td>57.0</td>
</tr>
<tr>
<td>Faculty are interested in students’ personal problems</td>
<td>71.7</td>
<td>60.0</td>
<td>72.6</td>
</tr>
<tr>
<td>Racial and ethnic diversity is reflected in the curriculum</td>
<td>64.3</td>
<td>60.8</td>
<td>61.6</td>
</tr>
<tr>
<td>Most students are well-prepared academically</td>
<td>52.8</td>
<td>49.2</td>
<td>74.3</td>
</tr>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>64.5</td>
<td>65.6</td>
<td>63.5</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>74.6</td>
<td>76.2</td>
<td>72.6</td>
</tr>
<tr>
<td>Faculty are committed to the welfare of this institution</td>
<td>89.6</td>
<td>87.2</td>
<td>90.3</td>
</tr>
<tr>
<td>Faculty here are strongly interested in the academic problems of undergraduates</td>
<td>85.1</td>
<td>77.6</td>
<td>83.5</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>11.9</td>
<td>11.2</td>
<td>9.3</td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>77.5</td>
<td>79.2</td>
<td>77.2</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th>Attribute</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
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<tr>
<td>Do you agree “strongly” or “somewhat”?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>88.0</td>
<td>84.5</td>
<td>88.4</td>
</tr>
<tr>
<td>My service is valued by faculty in my department</td>
<td>82.9</td>
<td>81.2</td>
<td>83.0</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus decision making</td>
<td>51.4</td>
<td>49.6</td>
<td>45.7</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared students</td>
<td>60.8</td>
<td>59.3</td>
<td>54.3</td>
</tr>
<tr>
<td>The criteria for advancement and promotion decisions are clear</td>
<td>69.7</td>
<td>73.3</td>
<td>65.0</td>
</tr>
<tr>
<td>Most of the students I teach lack the basic skills for college level work</td>
<td>27.7</td>
<td>25.3</td>
<td>12.7</td>
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<tr>
<td>There is adequate support for faculty development</td>
<td>58.2</td>
<td>58.9</td>
<td>61.3</td>
</tr>
<tr>
<td>This institution successfully educates students in remedial/developmental education</td>
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<td>50.7</td>
<td>47.3</td>
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<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues in the classroom</td>
<td>45.0</td>
<td>48.0</td>
<td>42.3</td>
</tr>
<tr>
<td>Issues you believe to be of “highest” or “high” priority at your institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To promote the intellectual development of students</td>
<td>79.7</td>
<td>80.4</td>
<td>81.2</td>
</tr>
<tr>
<td>To develop a sense of community among students and faculty</td>
<td>56.6</td>
<td>49.8</td>
<td>56.0</td>
</tr>
<tr>
<td>To facilitate student involvement in community service</td>
<td>47.2</td>
<td>32.7</td>
<td>55.8</td>
</tr>
<tr>
<td>To help students learn how to bring about change in society</td>
<td>37.5</td>
<td>28.8</td>
<td>44.6</td>
</tr>
<tr>
<td>To increase or maintain institutional prestige</td>
<td>70.6</td>
<td>75.7</td>
<td>86.9</td>
</tr>
<tr>
<td>To hire faculty ‘stars’</td>
<td>32.9</td>
<td>49.8</td>
<td>52.9</td>
</tr>
<tr>
<td>To recruit more minority students</td>
<td>45.5</td>
<td>41.7</td>
<td>45.4</td>
</tr>
<tr>
<td>To enhance the institution’s national image</td>
<td>72.5</td>
<td>84.0</td>
<td>89.5</td>
</tr>
<tr>
<td>To promote gender diversity in the faculty and administration</td>
<td>43.9</td>
<td>44.3</td>
<td>41.0</td>
</tr>
<tr>
<td>To promote racial and ethnic diversity in the faculty and administration</td>
<td>45.2</td>
<td>45.8</td>
<td>40.8</td>
</tr>
<tr>
<td>To provide resources for faculty to engage in community-based teaching or research</td>
<td>28.6</td>
<td>23.8</td>
<td>30.5</td>
</tr>
<tr>
<td>To create and sustain partnerships with surrounding communities</td>
<td>43.0</td>
<td>35.7</td>
<td>40.7</td>
</tr>
<tr>
<td>To pursue extramural funding</td>
<td>59.7</td>
<td>81.9</td>
<td>65.5</td>
</tr>
<tr>
<td>To strengthen links with the for-profit, corporate sector</td>
<td>45.8</td>
<td>56.2</td>
<td>53.4</td>
</tr>
<tr>
<td>To develop leadership ability among students</td>
<td>57.1</td>
<td>49.2</td>
<td>66.1</td>
</tr>
<tr>
<td>To develop an appreciation for multiculturalism</td>
<td>49.3</td>
<td>44.0</td>
<td>45.8</td>
</tr>
<tr>
<td>To prepare students for the workplace</td>
<td>73.9</td>
<td>68.2</td>
<td>78.8</td>
</tr>
<tr>
<td>Attributes noted as being “very descriptive” of your institution:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easy for students to see faculty outside of regular office hours</td>
<td>48.3</td>
<td>38.2</td>
<td>42.5</td>
</tr>
<tr>
<td>The faculty are typically at odds with campus administration</td>
<td>21.0</td>
<td>18.2</td>
<td>21.5</td>
</tr>
<tr>
<td>Faculty here respect each other</td>
<td>48.3</td>
<td>45.3</td>
<td>52.4</td>
</tr>
<tr>
<td>Faculty are rewarded for being good teachers</td>
<td>22.4</td>
<td>15.8</td>
<td>23.6</td>
</tr>
<tr>
<td>There is respect for the expression of diverse values and beliefs</td>
<td>29.2</td>
<td>29.1</td>
<td>27.2</td>
</tr>
<tr>
<td>Faculty are rewarded for their efforts to use instructional technology</td>
<td>18.4</td>
<td>15.7</td>
<td>20.1</td>
</tr>
<tr>
<td>Administrators consider faculty concerns when making policy</td>
<td>13.2</td>
<td>9.6</td>
<td>13.6</td>
</tr>
<tr>
<td>The administration is open about its policies</td>
<td>15.3</td>
<td>12.7</td>
<td>12.8</td>
</tr>
<tr>
<td>Do you &quot;to a great extent&quot;:</td>
<td>All Bacc Institutions</td>
<td>Universities</td>
<td>4-year Colleges</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Feel that the training you received in graduate school prepared you well for your role as a faculty member</td>
<td>41.6</td>
<td>40.4</td>
<td>48.9</td>
</tr>
<tr>
<td>Achieve a healthy balance between your personal life and professional life</td>
<td>31.5</td>
<td>31.1</td>
<td>37.3</td>
</tr>
<tr>
<td>Experience close alignment between your work and your personal values</td>
<td>63.1</td>
<td>59.4</td>
<td>70.2</td>
</tr>
<tr>
<td>Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar</td>
<td>28.3</td>
<td>29.9</td>
<td>30.4</td>
</tr>
<tr>
<td>Mentor new faculty</td>
<td>25.1</td>
<td>21.6</td>
<td>28.0</td>
</tr>
<tr>
<td>Mentor undergraduate students</td>
<td>57.4</td>
<td>48.6</td>
<td>57.3</td>
</tr>
<tr>
<td>Structure your courses so that students master a conceptual understanding of course content</td>
<td>81.0</td>
<td>79.5</td>
<td>84.3</td>
</tr>
<tr>
<td>Structure your courses so that students develop study skills that prepare them for college-level work</td>
<td>50.6</td>
<td>46.1</td>
<td>51.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspects of your job with which you are &quot;very satisfied&quot; or &quot;satisfied&quot;:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>48.4</td>
<td>50.0</td>
<td>57.4</td>
</tr>
<tr>
<td>Health benefits</td>
<td>73.5</td>
<td>74.1</td>
<td>85.3</td>
</tr>
<tr>
<td>Retirement benefits</td>
<td>71.2</td>
<td>73.2</td>
<td>82.5</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>54.3</td>
<td>63.3</td>
<td>64.1</td>
</tr>
<tr>
<td>Teaching load</td>
<td>59.0</td>
<td>67.6</td>
<td>71.3</td>
</tr>
<tr>
<td>Quality of students</td>
<td>59.0</td>
<td>58.3</td>
<td>75.3</td>
</tr>
<tr>
<td>Office/lab space</td>
<td>68.1</td>
<td>68.3</td>
<td>69.8</td>
</tr>
<tr>
<td>Autonomy and independence</td>
<td>84.5</td>
<td>85.8</td>
<td>85.0</td>
</tr>
<tr>
<td>Professional relationships with other faculty</td>
<td>77.7</td>
<td>76.8</td>
<td>76.9</td>
</tr>
<tr>
<td>Competency of colleagues</td>
<td>80.1</td>
<td>79.7</td>
<td>81.2</td>
</tr>
<tr>
<td>Job security</td>
<td>77.9</td>
<td>77.8</td>
<td>74.4</td>
</tr>
<tr>
<td>Departmental leadership</td>
<td>70.4</td>
<td>68.4</td>
<td>70.7</td>
</tr>
<tr>
<td>Course assignments</td>
<td>83.8</td>
<td>81.7</td>
<td>85.3</td>
</tr>
<tr>
<td>Freedom to determine course content</td>
<td>91.8</td>
<td>90.6</td>
<td>92.9</td>
</tr>
<tr>
<td>Availability of child care at this institution</td>
<td>28.0</td>
<td>24.4</td>
<td>30.5</td>
</tr>
<tr>
<td>Prospects for career advancement</td>
<td>54.1</td>
<td>54.9</td>
<td>54.4</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>58.2</td>
<td>54.5</td>
<td>61.2</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>74.4</td>
<td>73.3</td>
<td>79.8</td>
</tr>
<tr>
<td>Relative equity of salary and job benefits</td>
<td>48.9</td>
<td>48.4</td>
<td>56.2</td>
</tr>
<tr>
<td>Flexibility in relation to family matters or emergencies</td>
<td>85.2</td>
<td>85.5</td>
<td>84.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you agree &quot;strongly&quot; or &quot;somewhat&quot;?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chief benefit of a college education is that it increases one's earning power</td>
<td>54.5</td>
<td>53.9</td>
<td>50.6</td>
</tr>
<tr>
<td>A racially/ethnically diverse student body enhances the educational experience of all</td>
<td>94.4</td>
<td>94.5</td>
<td>93.8</td>
</tr>
<tr>
<td>External pressures often prevent researchers from being completely objective in the conduct of their work</td>
<td>65.4</td>
<td>63.7</td>
<td>63.4</td>
</tr>
<tr>
<td>Colleges have a responsibility to work with their surrounding communities to address local issues</td>
<td>90.1</td>
<td>88.6</td>
<td>87.1</td>
</tr>
<tr>
<td>Private funding sources often prevent researchers from being completely objective in the conduct of their work</td>
<td>58.5</td>
<td>55.3</td>
<td>61.0</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

<table>
<thead>
<tr>
<th>Source of Stress</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Managing household responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>21.4</td>
<td>22.0</td>
<td>18.8</td>
</tr>
<tr>
<td>Somewhat</td>
<td>52.8</td>
<td>52.1</td>
<td>51.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>25.9</td>
<td>26.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Child care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>20.2</td>
<td>20.8</td>
<td>18.9</td>
</tr>
<tr>
<td>Somewhat</td>
<td>40.6</td>
<td>39.3</td>
<td>40.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>39.2</td>
<td>39.9</td>
<td>40.3</td>
</tr>
<tr>
<td>My physical health</td>
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<tr>
<td>Extensive</td>
<td>10.6</td>
<td>10.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Somewhat</td>
<td>45.2</td>
<td>43.6</td>
<td>46.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>44.2</td>
<td>46.2</td>
<td>45.6</td>
</tr>
<tr>
<td>Review/promotion process</td>
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<tr>
<td>Extensive</td>
<td>23.5</td>
<td>24.6</td>
<td>25.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>39.1</td>
<td>36.9</td>
<td>41.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>37.4</td>
<td>38.5</td>
<td>32.8</td>
</tr>
<tr>
<td>Subtle discrimination (e.g., prejudice, racism, sexism)</td>
<td></td>
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<tr>
<td>Extensive</td>
<td>8.9</td>
<td>9.6</td>
<td>8.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>25.1</td>
<td>25.9</td>
<td>23.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>66.0</td>
<td>64.5</td>
<td>67.7</td>
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<tr>
<td>Personal finances</td>
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<tr>
<td>Extensive</td>
<td>16.5</td>
<td>14.0</td>
<td>16.1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>45.2</td>
<td>45.6</td>
<td>45.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>38.3</td>
<td>40.5</td>
<td>38.6</td>
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<tr>
<td>Committee work</td>
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<tr>
<td>Extensive</td>
<td>13.7</td>
<td>11.6</td>
<td>10.9</td>
</tr>
<tr>
<td>Somewhat</td>
<td>48.3</td>
<td>47.0</td>
<td>46.9</td>
</tr>
<tr>
<td>Not at all</td>
<td>38.0</td>
<td>41.5</td>
<td>42.1</td>
</tr>
<tr>
<td>Faculty meetings</td>
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<td></td>
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</tr>
<tr>
<td>Extensive</td>
<td>11.4</td>
<td>10.4</td>
<td>11.7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>43.3</td>
<td>40.7</td>
<td>40.2</td>
</tr>
<tr>
<td>Not at all</td>
<td>45.4</td>
<td>48.9</td>
<td>48.2</td>
</tr>
<tr>
<td>Colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>13.6</td>
<td>13.1</td>
<td>14.2</td>
</tr>
<tr>
<td>Somewhat</td>
<td>43.9</td>
<td>43.1</td>
<td>40.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>42.5</td>
<td>43.8</td>
<td>45.1</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Extensive</td>
<td>7.7</td>
<td>7.9</td>
<td>6.2</td>
</tr>
<tr>
<td>Somewhat</td>
<td>53.8</td>
<td>52.4</td>
<td>48.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>38.6</td>
<td>39.7</td>
<td>45.0</td>
</tr>
<tr>
<td>Research or publishing demands</td>
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</tr>
<tr>
<td>Extensive</td>
<td>25.0</td>
<td>32.5</td>
<td>27.1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>49.2</td>
<td>46.7</td>
<td>51.2</td>
</tr>
<tr>
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### 2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

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### 2013–14 HERI Faculty Survey

#### Weighted National Norms—All Respondents

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<th>Public Universities</th>
<th>Private Universities</th>
<th>All Private</th>
<th>Nonsec Universities</th>
<th>Catholic Universities</th>
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### 2013–14 HERI Faculty Survey
**Weighted National Norms—All Respondents**

#### Year of first academic appointment

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<th>4-year Colleges</th>
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<td>1989–1993</td>
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<td>10.3</td>
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#### Year of appointment at present institution

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#### If tenured, year tenure was awarded

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<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<td>1974–1978</td>
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<tr>
<td>2009 or later</td>
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<td>6.3</td>
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#### Aggregated Major

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<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<td>7.0</td>
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<td>Business (General Area 6)</td>
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<td>3.9</td>
<td>4.9</td>
</tr>
<tr>
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<tr>
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<td>English (General Area 12)</td>
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<td>4.7</td>
</tr>
<tr>
<td>History or Political Science (Specific Discipline 3007, 3009)</td>
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<td>7.2</td>
<td>7.5</td>
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<tr>
<td>Humanities (General Area 14, 24)</td>
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<td>7.3</td>
<td>10.1</td>
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<tr>
<td>Fine Arts (General Area 2, 4, 22)</td>
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<td>5.7</td>
<td>6.4</td>
</tr>
<tr>
<td>Mathematics or Statistics (General Area 18)</td>
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<td>4.1</td>
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<tr>
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<td>15.9</td>
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<tr>
<td>Other Technical (General Area 8, 19, 28)</td>
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<td>2.1</td>
<td>2.4</td>
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<tr>
<td>Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)</td>
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<td>7.6</td>
<td>11.1</td>
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</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

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<thead>
<tr>
<th>Aggregated Department</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<td>Public</td>
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<tr>
<td>Biological Sciences (General Area 5)</td>
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<td>6.9</td>
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<tr>
<td>Business (General Area 6)</td>
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<td>4.3</td>
<td>6.1</td>
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<td>Education (General Area 10 and Specific Discipline 2102)</td>
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<td>Engineering (General Area 11)</td>
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<td>5.6</td>
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<td>5.6</td>
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<tr>
<td>History or Political Science (Specific Discipline 3007, 3009)</td>
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<td>Humanities (General Area 14, 24)</td>
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<td>9.7</td>
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<tr>
<td>Mathematics or Statistics (General Area 18)</td>
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<td>Physical Sciences (General Area 25)</td>
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<td>Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)</td>
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<td>13.2</td>
<td>15.3</td>
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<tr>
<td>Other Technical (General Area 8, 19, 28)</td>
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<td>2.7</td>
<td>2.6</td>
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<tr>
<td>Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)</td>
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#### How many children do you have in the following age ranges?

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<th>4-year Colleges</th>
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<td>14.9</td>
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<tr>
<td>2</td>
<td>18.4</td>
<td>21.7</td>
<td>12.9</td>
</tr>
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<td>3</td>
<td>5.2</td>
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<td>6.1</td>
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<tr>
<td>4+</td>
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<tr>
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<td>7.3</td>
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<tr>
<td>4+</td>
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#### Are you currently: (Mark one)

<table>
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<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<tr>
<td>Single</td>
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<tr>
<td>In a civil union</td>
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<td>0.2</td>
<td>0.1</td>
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<tr>
<td>In a domestic partnership</td>
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<td>2.1</td>
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<tr>
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<td>77.7</td>
<td>72.7</td>
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<tr>
<td>Unmarried, living with partner</td>
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<td>2.6</td>
<td>4.8</td>
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<tr>
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<td>0.5</td>
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#### Is English your native language?

<table>
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<th>4-year Colleges</th>
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<tr>
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<td>13.9</td>
<td>9.3</td>
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### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

<table>
<thead>
<tr>
<th>Race/Ethnicity Group</th>
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<th>4-year Colleges</th>
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<tbody>
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<td>Public</td>
</tr>
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<td><strong>Universities</strong></td>
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<td></td>
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<td>88.8</td>
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<tr>
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<td>86.9</td>
<td>88.8</td>
</tr>
<tr>
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<td>3.2</td>
<td>4.6</td>
</tr>
<tr>
<td>Asian American/Asian</td>
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<td>4.6</td>
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<td>3.7</td>
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<td>2.9</td>
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<td>31.9</td>
</tr>
<tr>
<td>Mean Score</td>
<td>49.9</td>
<td>49.1</td>
<td>49.4</td>
</tr>
<tr>
<td><strong>CIRP Construct: Civic Minded Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Construct Score Group</td>
<td>23.7</td>
<td>20.3</td>
<td>24.2</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
<td>42.5</td>
<td>39.6</td>
<td>44.0</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>33.7</td>
<td>40.1</td>
<td>31.9</td>
</tr>
<tr>
<td>Mean Score</td>
<td>48.6</td>
<td>47.2</td>
<td>48.7</td>
</tr>
<tr>
<td><strong>CIRP Construct: Job Satisfaction—Workplace</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>High Construct Score Group</td>
<td>29.4</td>
<td>27.9</td>
<td>31.0</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
<td>41.8</td>
<td>42.4</td>
<td>39.1</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>28.7</td>
<td>29.6</td>
<td>29.9</td>
</tr>
<tr>
<td>Mean Score</td>
<td>49.7</td>
<td>49.5</td>
<td>49.9</td>
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</table>
2013–14 HERI Faculty Survey  
Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th>CIRP Construct: Job Satisfaction—Compensation</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>High Construct Score Group</td>
<td>29.0</td>
<td>33.5</td>
<td>39.3</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
<td>48.2</td>
<td>48.2</td>
<td>42.5</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>22.8</td>
<td>18.2</td>
<td>18.2</td>
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<tr>
<td>Mean Score</td>
<td>51.5</td>
<td>52.5</td>
<td>53.9</td>
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<table>
<thead>
<tr>
<th>CIRP Construct: Career Related Stress</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<tbody>
<tr>
<td></td>
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<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>High Construct Score Group</td>
<td>31.6</td>
<td>28.0</td>
<td>28.1</td>
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<tr>
<td>Average Construct Score Group</td>
<td>47.1</td>
<td>48.9</td>
<td>47.9</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>21.3</td>
<td>23.2</td>
<td>24.0</td>
</tr>
<tr>
<td>Mean Score</td>
<td>51.3</td>
<td>50.8</td>
<td>50.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRP Construct: Institutional Priority</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Commitment to Diversity</td>
<td>28.9</td>
<td>28.0</td>
<td>26.3</td>
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<tr>
<td>High Construct Score Group</td>
<td>45.7</td>
<td>46.5</td>
<td>43.5</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
<td>25.4</td>
<td>25.5</td>
<td>30.1</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>49.6</td>
<td>49.4</td>
<td>48.5</td>
</tr>
<tr>
<td>Mean Score</td>
<td>49.6</td>
<td>49.4</td>
<td>48.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRP Construct: Institutional Priority</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>23.8</td>
<td>17.6</td>
<td>25.8</td>
</tr>
<tr>
<td>High Construct Score Group</td>
<td>44.5</td>
<td>42.8</td>
<td>42.6</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
<td>31.6</td>
<td>39.7</td>
<td>31.6</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>48.4</td>
<td>46.4</td>
<td>48.8</td>
</tr>
<tr>
<td>Mean Score</td>
<td>48.4</td>
<td>46.4</td>
<td>48.8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRP Construct: Institutional Priority</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Increase Prestige</td>
<td>32.2</td>
<td>42.0</td>
<td>54.0</td>
</tr>
<tr>
<td>High Construct Score Group</td>
<td>40.2</td>
<td>41.5</td>
<td>34.9</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
<td>27.6</td>
<td>16.5</td>
<td>11.1</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>50.6</td>
<td>53.2</td>
<td>55.9</td>
</tr>
<tr>
<td>Mean Score</td>
<td>50.6</td>
<td>53.2</td>
<td>55.9</td>
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</tbody>
</table>
Full-Time Undergraduate Faculty, Type of Institution and Control for Men
### 2013–14 HERI Faculty Survey

#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>Full-time Undergraduate Faculty</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8,598</td>
<td>1,530</td>
<td>1,394</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,627</td>
<td>4,047</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,406</td>
<td>613</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,028</td>
<td>2,028</td>
</tr>
<tr>
<td><strong>What is your principal activity in your current position at this institution?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>8.0</td>
<td>8.8</td>
<td>7.3</td>
</tr>
<tr>
<td>Teaching</td>
<td>71.5</td>
<td>53.9</td>
<td>65.1</td>
</tr>
<tr>
<td>Research</td>
<td>18.7</td>
<td>34.8</td>
<td>25.9</td>
</tr>
<tr>
<td>Services to clients and patients</td>
<td>0.8</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Other</td>
<td>1.0</td>
<td>1.6</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Are you considered a full-time employee of your institution for at least nine months of the current academic year?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>What is your present academic rank?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>41.0</td>
<td>40.6</td>
<td>50.1</td>
</tr>
<tr>
<td>Associate professor</td>
<td>27.1</td>
<td>25.6</td>
<td>24.1</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>20.2</td>
<td>19.4</td>
<td>16.3</td>
</tr>
<tr>
<td>Lecturer</td>
<td>6.2</td>
<td>7.9</td>
<td>7.0</td>
</tr>
<tr>
<td>Instructor</td>
<td>5.4</td>
<td>6.6</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>What is your tenure status at this institution?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>63.7</td>
<td>62.7</td>
<td>65.7</td>
</tr>
<tr>
<td>On tenure track, but not tenured</td>
<td>16.0</td>
<td>14.8</td>
<td>11.9</td>
</tr>
<tr>
<td>Not on tenure track, but institution has tenure system</td>
<td>18.3</td>
<td>22.2</td>
<td>20.1</td>
</tr>
<tr>
<td>Institution has no tenure system</td>
<td>2.1</td>
<td>0.3</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Are you currently serving in an administrative position as:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department chair</td>
<td>11.1</td>
<td>5.7</td>
<td>11.8</td>
</tr>
<tr>
<td>Dean (associate or assistant)</td>
<td>2.4</td>
<td>2.4</td>
<td>4.4</td>
</tr>
<tr>
<td>President</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Vice-president</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Provost</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>14.0</td>
<td>14.4</td>
<td>14.2</td>
</tr>
<tr>
<td><strong>Highest Degree Earned</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s (B.A., B.S., etc.)</td>
<td>0.5</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Master’s (M.A., M.S.)</td>
<td>7.7</td>
<td>6.8</td>
<td>7.9</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>2.6</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>1.2</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>LL.B., J.D.</td>
<td>0.8</td>
<td>0.5</td>
<td>1.9</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.4</td>
<td>0.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.2</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>1.6</td>
<td>1.0</td>
<td>1.7</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>83.5</td>
<td>87.4</td>
<td>83.1</td>
</tr>
<tr>
<td>Other degree</td>
<td>1.5</td>
<td>0.9</td>
<td>1.9</td>
</tr>
<tr>
<td>None</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- All Bacc = All Baccalaureate Colleges
- Public = Public Institutions
- Private = Private Institutions
- 4-year Colleges = 4-year Colleges
- Nonsec = Nonsegregated Institutions
- Catholic = Catholic Institutions
- Oth Relig = Other Religious Institutions
### 2013–14 HERI Faculty Survey

#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>Degree Currently Working On</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Bachelor’s (B.A., B.S., etc.)</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Master’s (M.A., M.S.)</td>
<td>0.5</td>
<td>0.2</td>
<td>0.8</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0.2</td>
<td>0.4</td>
<td>0.2</td>
</tr>
<tr>
<td>LL.B., J.D.</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>0.3</td>
<td>0.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>2.8</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Other degree</td>
<td>0.6</td>
<td>0.9</td>
<td>0.5</td>
</tr>
<tr>
<td>None</td>
<td>95.3</td>
<td>94.8</td>
<td>94.1</td>
</tr>
</tbody>
</table>

**Noted as being personally “essential” or “very important”:**

<table>
<thead>
<tr>
<th></th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Research</td>
<td>79.5</td>
<td>86.2</td>
<td>71.4</td>
</tr>
<tr>
<td>Teaching</td>
<td>96.9</td>
<td>95.3</td>
<td>98.5</td>
</tr>
<tr>
<td>Service</td>
<td>62.3</td>
<td>61.7</td>
<td>59.8</td>
</tr>
</tbody>
</table>

**During the past two years, have you engaged in any of the following activities?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised student groups involved in service/volunteer work</td>
<td>51.9</td>
<td>48.4</td>
<td>56.9</td>
</tr>
<tr>
<td>Collaborated with the local community in research/teaching</td>
<td>46.3</td>
<td>45.5</td>
<td>52.8</td>
</tr>
<tr>
<td>Conducted research or writing on international/global issues</td>
<td>35.1</td>
<td>35.8</td>
<td>31.0</td>
</tr>
<tr>
<td>Conducted research or writing focused on racial or ethnic minorities</td>
<td>22.9</td>
<td>23.4</td>
<td>22.0</td>
</tr>
<tr>
<td>Conducted research or writing focused on women and gender issues</td>
<td>18.5</td>
<td>16.5</td>
<td>18.7</td>
</tr>
<tr>
<td>Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues</td>
<td>7.1</td>
<td>5.4</td>
<td>9.1</td>
</tr>
<tr>
<td>Engaged undergraduates on your research project</td>
<td>57.2</td>
<td>61.5</td>
<td>54.2</td>
</tr>
<tr>
<td>Worked with undergraduates on a research project</td>
<td>71.3</td>
<td>73.5</td>
<td>67.8</td>
</tr>
<tr>
<td>Engaged in academic research that spans multiple disciplines</td>
<td>73.5</td>
<td>77.9</td>
<td>67.4</td>
</tr>
<tr>
<td>Supervised an undergraduate thesis</td>
<td>41.8</td>
<td>41.3</td>
<td>36.8</td>
</tr>
<tr>
<td>Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)</td>
<td>55.6</td>
<td>56.0</td>
<td>52.5</td>
</tr>
<tr>
<td>Received funding for your work from foundations</td>
<td>23.7</td>
<td>26.5</td>
<td>18.7</td>
</tr>
<tr>
<td>Received funding for your work from state or federal government</td>
<td>34.1</td>
<td>50.8</td>
<td>26.3</td>
</tr>
<tr>
<td>Received funding for your work from business or industry</td>
<td>13.5</td>
<td>17.7</td>
<td>10.1</td>
</tr>
<tr>
<td>Taught an honors course</td>
<td>21.9</td>
<td>24.4</td>
<td>17.0</td>
</tr>
<tr>
<td>Taught an interdisciplinary course</td>
<td>41.5</td>
<td>40.4</td>
<td>32.1</td>
</tr>
<tr>
<td>Taught an area studies course (e.g., women’s studies, ethnic studies, LGBTQ studies)</td>
<td>10.8</td>
<td>8.0</td>
<td>11.4</td>
</tr>
<tr>
<td>Taught a service learning course</td>
<td>14.6</td>
<td>11.8</td>
<td>18.3</td>
</tr>
<tr>
<td>Taught an exclusively web-based course at this institution</td>
<td>15.4</td>
<td>15.5</td>
<td>23.8</td>
</tr>
<tr>
<td>Participated in organized activities around enhancing pedagogy and student learning</td>
<td>59.4</td>
<td>54.4</td>
<td>66.5</td>
</tr>
<tr>
<td>Taught a seminar for first-year students</td>
<td>21.2</td>
<td>17.3</td>
<td>17.9</td>
</tr>
<tr>
<td>Taught a capstone course</td>
<td>37.3</td>
<td>34.0</td>
<td>36.6</td>
</tr>
<tr>
<td>Taught in a learning community (e.g., FIG, linked courses)</td>
<td>6.9</td>
<td>5.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Taught a course that meets general education requirements</td>
<td>57.4</td>
<td>48.0</td>
<td>68.5</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
Weighted National Norms—Men

<table>
<thead>
<tr>
<th>In the past two years, to what extent have you:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented with undergraduate students at conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a great extent</td>
<td>8.0</td>
<td>5.3</td>
<td>6.9</td>
</tr>
<tr>
<td>To some extent</td>
<td>23.9</td>
<td>24.7</td>
<td>23.8</td>
</tr>
<tr>
<td>Not at all</td>
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<td>What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)</td>
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<td>Paid workshops outside the institution focused on teaching</td>
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<td>Received incentives to integrate new technology into your classroom</td>
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## 2013–14 HERI Faculty Survey

### Weighted National Norms—Men

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<th>In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?</th>
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<th>4-year Colleges</th>
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<th>Universities</th>
<th>4-year Colleges</th>
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<th>Universities</th>
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<table>
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<th>In your interactions with undergraduates, how “frequently” do you encourage them to:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions in class</td>
<td>90.9</td>
<td>88.6</td>
<td>87.7</td>
</tr>
<tr>
<td>Support their opinions with a logical argument</td>
<td>72.2</td>
<td>69.1</td>
<td>69.8</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>65.2</td>
<td>63.5</td>
<td>64.6</td>
</tr>
<tr>
<td>Revise their papers to improve their writing</td>
<td>46.3</td>
<td>43.2</td>
<td>41.7</td>
</tr>
<tr>
<td>Evaluate the quality or reliability of information they receive</td>
<td>54.4</td>
<td>51.4</td>
<td>56.7</td>
</tr>
<tr>
<td>Take risks for potential gains</td>
<td>27.9</td>
<td>25.6</td>
<td>28.3</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>48.0</td>
<td>47.1</td>
<td>49.7</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>44.7</td>
<td>48.2</td>
<td>42.3</td>
</tr>
<tr>
<td>Explore topics on their own, even though it was not required for a class</td>
<td>39.2</td>
<td>39.2</td>
<td>41.2</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>58.4</td>
<td>56.2</td>
<td>57.6</td>
</tr>
<tr>
<td>Seek feedback on their academic work</td>
<td>58.9</td>
<td>55.7</td>
<td>54.1</td>
</tr>
<tr>
<td>Work with other students on group projects</td>
<td>50.0</td>
<td>49.5</td>
<td>44.6</td>
</tr>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>58.9</td>
<td>58.7</td>
<td>57.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How often in the past year have you “frequently” encouraged students to:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use different points of view to make an argument</td>
<td>51.6</td>
<td>52.2</td>
<td>49.7</td>
</tr>
<tr>
<td>Make connections between ideas from different courses</td>
<td>62.2</td>
<td>59.7</td>
<td>61.0</td>
</tr>
<tr>
<td>Critically evaluate their position on an issue</td>
<td>60.0</td>
<td>57.1</td>
<td>65.7</td>
</tr>
<tr>
<td>Recognize the biases that affect their thinking</td>
<td>48.3</td>
<td>45.2</td>
<td>48.2</td>
</tr>
<tr>
<td>Think more broadly about an issue</td>
<td>68.9</td>
<td>67.0</td>
<td>71.7</td>
</tr>
<tr>
<td>How &quot;frequently&quot; in the courses you taught in the past year have you given at least one assignment that required students to:</td>
<td>All Bacc Institutions</td>
<td>Universities</td>
<td>4-year Colleges</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Engage deeply with a significant challenge or question within your discipline</td>
<td>54.4</td>
<td>53.4</td>
<td>61.3</td>
</tr>
<tr>
<td>Write in the specific style or format of your discipline</td>
<td>53.5</td>
<td>53.0</td>
<td>50.7</td>
</tr>
<tr>
<td>Use research methods from your discipline in field or applied settings</td>
<td>46.8</td>
<td>47.2</td>
<td>50.1</td>
</tr>
<tr>
<td>Apply learning from both academic and field settings</td>
<td>40.8</td>
<td>40.9</td>
<td>39.8</td>
</tr>
</tbody>
</table>

¿Describe how different perspectives would affect the interpretation of a question or issue in your discipline?  
Weigh the meaning and significance of evidence | 40.1 | 38.9 | 42.8 | | | 40.8 | 39.5 | 41.3 | 40.8 | 37.2 |

<p>| | | | | | | | | | | |
| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Methods you use in &quot;all&quot; or &quot;most&quot; of your courses:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
<th>Public</th>
<th>Private</th>
<th>Public</th>
<th>All Private</th>
<th>Nonsec</th>
<th>Catholic</th>
<th>Oth Relig</th>
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<tr>
<td>Class discussions</td>
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<td>76.5</td>
<td>78.5</td>
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<td>81.4</td>
<td>83.3</td>
<td>85.3</td>
<td>80.3</td>
<td>82.8</td>
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<tr>
<td>Cooperative learning (small groups)</td>
<td>52.5</td>
<td>52.0</td>
<td>48.1</td>
<td></td>
<td></td>
<td>55.0</td>
<td>55.9</td>
<td>56.1</td>
<td>50.7</td>
<td>58.1</td>
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<tr>
<td>Experiential learning/Field studies</td>
<td>28.8</td>
<td>29.4</td>
<td>29.1</td>
<td></td>
<td></td>
<td>29.3</td>
<td>26.6</td>
<td>28.4</td>
<td>18.3</td>
<td>28.9</td>
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<tr>
<td>Performance/Demonstrations</td>
<td>31.9</td>
<td>29.7</td>
<td>32.6</td>
<td></td>
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<td>32.9</td>
<td>34.5</td>
<td>33.4</td>
<td>31.5</td>
<td>36.9</td>
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<td>Group projects</td>
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<td>37.8</td>
<td>36.0</td>
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<td></td>
<td>42.1</td>
<td>44.3</td>
<td>43.3</td>
<td>39.0</td>
<td>47.9</td>
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<tr>
<td>Extensive lecturing</td>
<td>58.0</td>
<td>59.9</td>
<td>61.8</td>
<td></td>
<td></td>
<td>59.4</td>
<td>50.0</td>
<td>49.2</td>
<td>56.1</td>
<td>47.8</td>
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<tr>
<td>Multiple drafts of written work</td>
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<td>30.3</td>
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<td>31.5</td>
<td>34.5</td>
<td>39.2</td>
<td>36.0</td>
<td>29.3</td>
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<tr>
<td>Student-selected topics for course content</td>
<td>22.5</td>
<td>21.2</td>
<td>23.4</td>
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<td></td>
<td>23.3</td>
<td>23.4</td>
<td>23.9</td>
<td>26.5</td>
<td>21.4</td>
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<tr>
<td>Reflective writing/journaling</td>
<td>19.8</td>
<td>14.6</td>
<td>20.4</td>
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<td>24.4</td>
<td>24.1</td>
<td>22.1</td>
<td>25.5</td>
<td>25.4</td>
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<tr>
<td>Community service as part of coursework</td>
<td>6.3</td>
<td>4.2</td>
<td>7.9</td>
<td></td>
<td></td>
<td>7.0</td>
<td>8.3</td>
<td>8.2</td>
<td>6.6</td>
<td>9.1</td>
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<tr>
<td>Electronic quizzes with immediate feedback in class</td>
<td>13.7</td>
<td>14.9</td>
<td>10.8</td>
<td></td>
<td></td>
<td>15.4</td>
<td>12.0</td>
<td>10.2</td>
<td>14.0</td>
<td>12.8</td>
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<tr>
<td>Using real-life problems</td>
<td>65.8</td>
<td>59.3</td>
<td>63.2</td>
<td></td>
<td></td>
<td>73.6</td>
<td>71.7</td>
<td>73.6</td>
<td>68.3</td>
<td>71.5</td>
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<tr>
<td>Using student inquiry to drive learning</td>
<td>52.6</td>
<td>46.9</td>
<td>54.4</td>
<td></td>
<td></td>
<td>56.3</td>
<td>58.0</td>
<td>59.1</td>
<td>57.3</td>
<td>57.3</td>
</tr>
<tr>
<td>&quot;Learn before lecture&quot; through multimedia tools (e.g., flipping the classroom)</td>
<td>20.6</td>
<td>22.8</td>
<td>21.9</td>
<td></td>
<td></td>
<td>17.9</td>
<td>18.3</td>
<td>16.9</td>
<td>19.2</td>
<td>19.2</td>
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<tr>
<td>Readings on racial and ethnic issues</td>
<td>20.3</td>
<td>19.4</td>
<td>18.3</td>
<td></td>
<td></td>
<td>22.4</td>
<td>21.2</td>
<td>22.5</td>
<td>22.1</td>
<td>19.6</td>
</tr>
<tr>
<td>Readings on women and gender issues</td>
<td>16.9</td>
<td>15.7</td>
<td>16.3</td>
<td></td>
<td></td>
<td>18.5</td>
<td>18.1</td>
<td>19.4</td>
<td>19.1</td>
<td>16.3</td>
</tr>
<tr>
<td>Starting class with a question that engages students</td>
<td>48.0</td>
<td>43.3</td>
<td>52.8</td>
<td></td>
<td></td>
<td>48.5</td>
<td>52.2</td>
<td>54.7</td>
<td>53.8</td>
<td>49.1</td>
</tr>
<tr>
<td>Techniques to create an inclusive classroom environment for diverse students</td>
<td>49.5</td>
<td>44.3</td>
<td>53.0</td>
<td></td>
<td></td>
<td>55.8</td>
<td>49.8</td>
<td>52.5</td>
<td>50.6</td>
<td>46.8</td>
</tr>
<tr>
<td>Supplemental instruction that is outside of class and office hours</td>
<td>34.6</td>
<td>33.9</td>
<td>32.5</td>
<td></td>
<td></td>
<td>37.6</td>
<td>34.3</td>
<td>40.4</td>
<td>31.3</td>
<td>29.8</td>
</tr>
<tr>
<td>Student presentations</td>
<td>45.7</td>
<td>41.3</td>
<td>45.0</td>
<td></td>
<td></td>
<td>43.7</td>
<td>56.6</td>
<td>62.4</td>
<td>49.3</td>
<td>54.5</td>
</tr>
<tr>
<td>Student evaluations of each others' work</td>
<td>22.0</td>
<td>21.0</td>
<td>20.4</td>
<td></td>
<td></td>
<td>23.0</td>
<td>23.9</td>
<td>23.3</td>
<td>25.3</td>
<td>23.8</td>
</tr>
<tr>
<td>Grading on a curve</td>
<td>25.3</td>
<td>29.0</td>
<td>30.0</td>
<td></td>
<td></td>
<td>18.7</td>
<td>21.7</td>
<td>22.4</td>
<td>26.9</td>
<td>18.7</td>
</tr>
<tr>
<td>Rubric-based assessment</td>
<td>48.2</td>
<td>46.0</td>
<td>41.5</td>
<td></td>
<td></td>
<td>55.9</td>
<td>49.4</td>
<td>43.7</td>
<td>50.4</td>
<td>54.3</td>
</tr>
</tbody>
</table>

In creating assignments for your courses, how "frequently" do you:  
Provide instructions clearly delineating what students are to do to complete the assignment | 87.6 | 85.4 | 86.1 | | | 91.4 | 88.8 | 86.4 | 92.2 | 89.6 |
| Explain what you want students to gain from the assignment | 72.9 | 70.6 | 69.9 | | | 78.6 | 73.6 | 74.4 | 72.6 | 73.3 |
| Provide feedback on drafts or work still in progress | 43.4 | 39.5 | 41.6 | | | 47.4 | 47.8 | 50.0 | 45.3 | 46.9 |
| Provide in advance the criteria for evaluating the assignment | 68.6 | 65.9 | 68.7 | | | 74.2 | 67.6 | 61.5 | 69.3 | 72.0 |
| Explicitly link the assignment with course goals or learning objectives | 62.7 | 62.5 | 64.7 | | | 61.7 | 62.3 | 65.7 | 57.9 | 61.0 |
### 2013–14 HERI Faculty Survey

#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>How “frequently” do you incorporate the following forms of technology into your courses?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>YouTube or other videos</td>
<td>30.0</td>
<td>26.2</td>
<td>30.0</td>
</tr>
<tr>
<td>Classroom enhancement technology (e.g., Elmo, tablet PCs)</td>
<td>23.6</td>
<td>23.2</td>
<td>21.4</td>
</tr>
<tr>
<td>Simulations/animations</td>
<td>15.8</td>
<td>15.6</td>
<td>18.0</td>
</tr>
<tr>
<td>Podcasts</td>
<td>3.4</td>
<td>4.9</td>
<td>3.1</td>
</tr>
<tr>
<td>Online homework or virtual labs</td>
<td>21.3</td>
<td>20.1</td>
<td>14.4</td>
</tr>
<tr>
<td>Online discussion boards</td>
<td>12.8</td>
<td>13.3</td>
<td>7.9</td>
</tr>
</tbody>
</table>

#### Goals for undergraduates noted as “essential” or “very important”:

<table>
<thead>
<tr>
<th>Goal</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Develop ability to think critically</td>
<td>98.7</td>
<td>98.6</td>
<td>99.3</td>
</tr>
<tr>
<td>Prepare students for employment after college</td>
<td>78.7</td>
<td>77.9</td>
<td>74.3</td>
</tr>
<tr>
<td>Prepare students for graduate or advanced education</td>
<td>72.7</td>
<td>69.3</td>
<td>79.2</td>
</tr>
<tr>
<td>Develop moral character</td>
<td>63.6</td>
<td>58.9</td>
<td>69.4</td>
</tr>
<tr>
<td>Provide for students’ emotional development</td>
<td>46.6</td>
<td>41.8</td>
<td>48.3</td>
</tr>
<tr>
<td>Teach students the classic works of Western civilization</td>
<td>33.3</td>
<td>28.3</td>
<td>36.8</td>
</tr>
<tr>
<td>Help students develop personal values</td>
<td>61.1</td>
<td>55.2</td>
<td>68.0</td>
</tr>
<tr>
<td>Instill in students a commitment to community service</td>
<td>43.3</td>
<td>37.8</td>
<td>46.9</td>
</tr>
<tr>
<td>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</td>
<td>55.1</td>
<td>48.8</td>
<td>55.9</td>
</tr>
<tr>
<td>Promote ability to write effectively</td>
<td>90.6</td>
<td>88.7</td>
<td>87.6</td>
</tr>
<tr>
<td>Help students evaluate the quality and reliability of information</td>
<td>64.2</td>
<td>61.8</td>
<td>63.0</td>
</tr>
<tr>
<td>Teach students tolerance and respect for different beliefs</td>
<td>72.9</td>
<td>69.9</td>
<td>71.6</td>
</tr>
<tr>
<td>Encourage students to become agents of social change</td>
<td>46.9</td>
<td>42.0</td>
<td>49.2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>During the present term, how many hours per week on average do you actually spend on each of the following activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled teaching (give actual, not credit hours)</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>1–4</td>
</tr>
<tr>
<td>5–8</td>
</tr>
<tr>
<td>9–12</td>
</tr>
<tr>
<td>13–16</td>
</tr>
<tr>
<td>17–20</td>
</tr>
<tr>
<td>21+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparing for teaching (including reading student papers and grading)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>1–4</td>
</tr>
<tr>
<td>5–8</td>
</tr>
<tr>
<td>9–12</td>
</tr>
<tr>
<td>13–16</td>
</tr>
<tr>
<td>17–20</td>
</tr>
<tr>
<td>21+</td>
</tr>
</tbody>
</table>
2013–14 HERI Faculty Survey
Weighted National Norms—Men

<table>
<thead>
<tr>
<th>Activities</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
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<tbody>
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<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising and counseling of students</td>
<td>None</td>
<td>5.7</td>
<td>7.4</td>
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<tr>
<td></td>
<td>1–4</td>
<td>57.6</td>
<td>56.0</td>
</tr>
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<td></td>
<td>5–8</td>
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<td>13–16</td>
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<td></td>
<td>17–20</td>
<td>0.4</td>
<td>0.5</td>
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<tr>
<td></td>
<td>21+</td>
<td>0.7</td>
<td>1.0</td>
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<tr>
<td>Committee work and meetings</td>
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<td>8.7</td>
<td>10.9</td>
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<td>0.8</td>
<td>1.1</td>
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<td>21+</td>
<td>0.5</td>
<td>0.5</td>
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<td>Other administration</td>
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<td></td>
<td>17–20</td>
<td>2.4</td>
<td>2.5</td>
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<tr>
<td></td>
<td>21+</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Research and scholarly writing</td>
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<td>13.9</td>
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<td></td>
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<td>21+</td>
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<td>Other creative products/performances</td>
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<td></td>
<td>21+</td>
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<td>Community or public service</td>
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<td>0.7</td>
</tr>
<tr>
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<td>21+</td>
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### 2013–14 HERI Faculty Survey

#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td><strong>Outside consulting/freelance work</strong></td>
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<tr>
<td>None</td>
<td>73.7</td>
<td>75.2</td>
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<td>1–4</td>
<td>19.3</td>
<td>19.3</td>
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<td>4.8</td>
<td>4.3</td>
</tr>
<tr>
<td>9–12</td>
<td>1.3</td>
<td>0.8</td>
</tr>
<tr>
<td>13–16</td>
<td>0.3</td>
<td>0.1</td>
</tr>
<tr>
<td>17–20</td>
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<tr>
<td>21+</td>
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<td>0.2</td>
</tr>
<tr>
<td><strong>Household/childcare duties</strong></td>
<td></td>
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</tr>
<tr>
<td>None</td>
<td>16.9</td>
<td>19.2</td>
</tr>
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<td>1–4</td>
<td>16.7</td>
<td>16.2</td>
</tr>
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<td>5–8</td>
<td>21.0</td>
<td>18.7</td>
</tr>
<tr>
<td>9–12</td>
<td>17.3</td>
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<td>7.8</td>
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<tr>
<td>17–20</td>
<td>7.2</td>
<td>6.5</td>
</tr>
<tr>
<td>21+</td>
<td>12.1</td>
<td>12.9</td>
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<tr>
<td><strong>Other employment, outside of academia</strong></td>
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<td>None</td>
<td>90.3</td>
<td>91.9</td>
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<tr>
<td>1–4</td>
<td>5.2</td>
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<td>2.4</td>
<td>1.9</td>
</tr>
<tr>
<td>9–12</td>
<td>0.9</td>
<td>0.5</td>
</tr>
<tr>
<td>13–16</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>17–20</td>
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<tr>
<td>21+</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Do you agree “strongly” or “somewhat”?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is primarily up to individual students whether they succeed in my courses</td>
<td>90.7</td>
<td>91.1</td>
</tr>
<tr>
<td>I try to dispel perceptions of competition</td>
<td>71.3</td>
<td>68.7</td>
</tr>
<tr>
<td>I encourage all students to approach me for help</td>
<td>99.1</td>
<td>99.1</td>
</tr>
<tr>
<td>Most students are well-prepared for the difficulty of the courses I teach</td>
<td>55.0</td>
<td>54.8</td>
</tr>
<tr>
<td>In my classroom, there is no such thing as a question that is too elementary</td>
<td>89.7</td>
<td>88.8</td>
</tr>
<tr>
<td>All students have the potential to excel in my courses</td>
<td>86.1</td>
<td>85.5</td>
</tr>
<tr>
<td>The amount of material that is required for my courses poses a substantial challenge to students</td>
<td>70.6</td>
<td>66.8</td>
</tr>
<tr>
<td>Students are often overwhelmed by the pace of my courses</td>
<td>47.6</td>
<td>45.7</td>
</tr>
<tr>
<td>Most students learn best when they do their assignments on their own</td>
<td>60.6</td>
<td>59.2</td>
</tr>
<tr>
<td>Faculty are interested in students’ personal problems</td>
<td>70.3</td>
<td>58.9</td>
</tr>
<tr>
<td>Racial and ethnic diversity is reflected in the curriculum</td>
<td>62.8</td>
<td>58.6</td>
</tr>
<tr>
<td>Most students are well-prepared academically</td>
<td>53.6</td>
<td>49.1</td>
</tr>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>68.0</td>
<td>69.5</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>74.1</td>
<td>74.8</td>
</tr>
<tr>
<td>Faculty are committed to the welfare of this institution</td>
<td>89.2</td>
<td>86.6</td>
</tr>
<tr>
<td>Faculty here are strongly interested in the academic problems of undergraduates</td>
<td>85.4</td>
<td>78.5</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>9.1</td>
<td>8.8</td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>79.2</td>
<td>80.8</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Men**

<table>
<thead>
<tr>
<th>Do you agree “strongly” or “somewhat”?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>87.7</td>
<td>83.8</td>
<td>90.0</td>
</tr>
<tr>
<td>My service is valued by faculty in my department</td>
<td>82.9</td>
<td>81.2</td>
<td>84.4</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus decision making</td>
<td>52.1</td>
<td>51.5</td>
<td>47.7</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared students</td>
<td>63.6</td>
<td>63.1</td>
<td>58.3</td>
</tr>
<tr>
<td>The criteria for advancement and promotion decisions are clear</td>
<td>71.8</td>
<td>76.4</td>
<td>66.1</td>
</tr>
<tr>
<td>Most of the students I teach lack the basic skills for college level work</td>
<td>25.6</td>
<td>22.9</td>
<td>11.1</td>
</tr>
<tr>
<td>There is adequate support for faculty development</td>
<td>60.2</td>
<td>61.8</td>
<td>66.0</td>
</tr>
<tr>
<td>This institution successfully educates students in remedial/developmental education</td>
<td>55.2</td>
<td>54.0</td>
<td>49.8</td>
</tr>
<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues in the classroom</td>
<td>41.6</td>
<td>44.8</td>
<td>38.6</td>
</tr>
</tbody>
</table>

### Issues you believe to be of “highest” or “high” priority at your institution:

To promote the intellectual development of students | 79.4 | 80.3 | 84.2 | 75.6 | 78.0 | 74.5 | 81.1 | 79.7 |
To develop a sense of community among students and faculty | 56.6 | 51.9 | 60.7 | 49.9 | 68.8 | 64.5 | 70.7 | 72.0 |
To facilitate student involvement in community service | 44.7 | 31.2 | 55.6 | 43.6 | 61.1 | 52.1 | 73.4 | 63.8 |
To help students learn how to bring about change in society | 35.3 | 26.9 | 47.2 | 29.3 | 47.1 | 39.4 | 56.9 | 49.8 |
To increase or maintain institutional prestige | 70.1 | 75.7 | 86.8 | 53.8 | 64.0 | 73.6 | 65.4 | 54.3 |
To hire faculty ‘stars’ | 32.8 | 49.3 | 51.1 | 12.4 | 10.6 | 10.8 | 12.2 | 9.6 |
To recruit more minority students | 45.0 | 43.7 | 46.2 | 44.0 | 47.6 | 52.0 | 47.9 | 43.3 |
To enhance the institution’s national image | 72.9 | 84.4 | 89.5 | 52.2 | 61.0 | 73.6 | 57.2 | 51.1 |
To promote gender diversity in the faculty and administration | 49.2 | 50.6 | 47.3 | 48.5 | 49.1 | 57.5 | 43.9 | 43.7 |
To promote racial and ethnic diversity in the faculty and administration | 48.3 | 50.9 | 46.3 | 48.1 | 45.2 | 52.5 | 40.4 | 40.8 |
To provide resources for faculty to engage in community-based teaching or research | 27.3 | 23.6 | 31.1 | 31.1 | 26.9 | 26.0 | 37.6 | 22.7 |
To create and sustain partnerships with surrounding communities | 40.3 | 32.9 | 41.0 | 47.3 | 45.3 | 42.6 | 51.2 | 45.1 |
To pursue extramural funding | 61.4 | 83.5 | 67.2 | 44.1 | 35.9 | 37.9 | 43.0 | 30.7 |
To strengthen links with the for-profit, corporate sector | 45.5 | 54.3 | 53.9 | 39.8 | 29.3 | 28.9 | 39.3 | 25.1 |
To develop leadership ability among students | 54.9 | 47.9 | 68.0 | 48.4 | 63.3 | 60.4 | 61.8 | 66.7 |
To develop an appreciation for multiculturalism | 47.6 | 43.2 | 45.1 | 48.5 | 56.5 | 64.8 | 51.2 | 51.3 |
To prepare students for the workplace | 74.1 | 68.8 | 81.5 | 80.3 | 71.0 | 64.0 | 78.7 | 73.8 |

### Attributes noted as being “very descriptive” of your institution:

<p>| It is easy for students to see faculty outside of regular office hours | 48.5 | 38.2 | 43.0 | 52.6 | 66.7 | 69.8 | 62.6 | 65.9 |
| The faculty are typically at odds with campus administration | 21.5 | 18.5 | 20.7 | 24.2 | 24.3 | 29.4 | 25.4 | 19.1 |
| Faculty here respect each other | 48.6 | 44.9 | 56.7 | 44.4 | 53.1 | 51.5 | 53.6 | 54.4 |
| Faculty are rewarded for being good teachers | 22.7 | 17.2 | 25.6 | 23.3 | 29.5 | 33.4 | 27.5 | 26.9 |
| Faculty are rewarded for their efforts to use instructional technology | 30.0 | 29.0 | 33.3 | 28.9 | 30.3 | 33.8 | 31.3 | 26.7 |
| Administrators consider faculty concerns when making policy | 17.5 | 15.0 | 21.6 | 21.1 | 14.5 | 16.6 | 15.6 | 12.1 |
| The administration is open about its policies | 16.6 | 14.9 | 14.8 | 17.8 | 19.6 | 20.8 | 15.3 | 20.6 |</p>
<table>
<thead>
<tr>
<th>Do you &quot;to a great extent&quot;:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel that the training you received in graduate school prepared you well for your role as a faculty member</td>
<td>44.9</td>
<td>44.7</td>
<td>51.3</td>
<td>44.7</td>
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<tr>
<td>Achieve a healthy balance between your personal life and professional life</td>
<td>37.5</td>
<td>35.7</td>
<td>45.7</td>
<td>37.3</td>
</tr>
<tr>
<td>Experience close alignment between your work and your personal values</td>
<td>63.9</td>
<td>59.6</td>
<td>71.3</td>
<td>64.1</td>
</tr>
<tr>
<td>Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar</td>
<td>24.1</td>
<td>26.0</td>
<td>27.3</td>
<td>21.8</td>
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<tr>
<td>Mentor new faculty</td>
<td>24.1</td>
<td>21.9</td>
<td>28.2</td>
<td>25.9</td>
</tr>
<tr>
<td>Mentor undergraduate students</td>
<td>53.7</td>
<td>46.5</td>
<td>52.9</td>
<td>56.8</td>
</tr>
<tr>
<td>Structure your courses so that students master a conceptual understanding of course content</td>
<td>79.3</td>
<td>77.7</td>
<td>82.6</td>
<td>78.6</td>
</tr>
<tr>
<td>Structure your courses so that students develop study skills that prepare them for college-level work</td>
<td>47.8</td>
<td>43.4</td>
<td>49.5</td>
<td>52.6</td>
</tr>
<tr>
<td>Aspects of your job with which you are &quot;very satisfied&quot; or &quot;satisfied&quot;:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>52.0</td>
<td>52.5</td>
<td>62.4</td>
<td>48.8</td>
</tr>
<tr>
<td>Health benefits</td>
<td>73.2</td>
<td>72.6</td>
<td>85.8</td>
<td>72.3</td>
</tr>
<tr>
<td>Retirement benefits</td>
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<td>72.9</td>
<td>82.7</td>
<td>68.9</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>58.8</td>
<td>68.1</td>
<td>67.6</td>
<td>48.1</td>
</tr>
<tr>
<td>Teaching load</td>
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<td>69.6</td>
<td>70.6</td>
<td>43.8</td>
</tr>
<tr>
<td>Quality of students</td>
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<td>57.2</td>
<td>74.4</td>
<td>47.4</td>
</tr>
<tr>
<td>Office/lab space</td>
<td>68.0</td>
<td>68.6</td>
<td>70.9</td>
<td>66.5</td>
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<tr>
<td>Autonomy and independence</td>
<td>84.0</td>
<td>84.9</td>
<td>84.7</td>
<td>82.7</td>
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<tr>
<td>Professional relationships with other faculty</td>
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<td>78.9</td>
<td>79.6</td>
<td>75.7</td>
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<td>Competency of colleagues</td>
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<td>80.9</td>
<td>77.6</td>
<td>84.4</td>
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<td>Job security</td>
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<td>72.1</td>
<td>73.3</td>
<td>70.8</td>
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<td>Departmental leadership</td>
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<td>83.0</td>
<td>84.9</td>
<td>83.6</td>
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<td>Course assignments</td>
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<td>90.8</td>
<td>92.8</td>
<td>91.8</td>
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<tr>
<td>Freedom to determine course content</td>
<td>32.8</td>
<td>27.0</td>
<td>42.1</td>
<td>40.9</td>
</tr>
<tr>
<td>Availability of child care at this institution</td>
<td>57.2</td>
<td>58.2</td>
<td>59.6</td>
<td>57.5</td>
</tr>
<tr>
<td>Prospects for career advancement</td>
<td>60.7</td>
<td>57.3</td>
<td>65.3</td>
<td>63.5</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>75.6</td>
<td>75.0</td>
<td>82.2</td>
<td>74.0</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>53.0</td>
<td>52.4</td>
<td>61.8</td>
<td>49.4</td>
</tr>
<tr>
<td>Relative equity of salary and job benefits</td>
<td>87.3</td>
<td>87.8</td>
<td>87.5</td>
<td>88.3</td>
</tr>
</tbody>
</table>

| Do you agree "strongly" or "somewhat"? | | | | |
| The chief benefit of a college education is that it increases one's earning power | 53.3 | 52.0 | 52.7 | 57.7 | 51.4 | 49.3 | 51.8 | 53.2 |
| A racially/ethnically diverse student body enhances the educational experience of all | 91.7 | 91.6 | 91.4 | 90.1 | 93.9 | 94.6 | 93.8 | 93.3 |
| External pressures often prevent researchers from being completely objective in the conduct of their work | 64.7 | 63.1 | 63.1 | 68.4 | 64.9 | 61.1 | 65.0 | 68.6 |
| Colleges have a responsibility to work with their surrounding communities to address local issues | 87.6 | 86.7 | 83.2 | 91.8 | 88.3 | 88.1 | 88.7 | 88.3 |
| Private funding sources often prevent researchers from being completely objective in the conduct of their work | 57.4 | 53.3 | 59.6 | 60.0 | 59.9 | 59.3 | 58.4 | 61.2 |
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

<table>
<thead>
<tr>
<th></th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Managing household responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>16.7</td>
<td>15.7</td>
<td>14.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>53.1</td>
<td>53.2</td>
<td>52.9</td>
</tr>
<tr>
<td>Not at all</td>
<td>30.2</td>
<td>31.1</td>
<td>32.7</td>
</tr>
<tr>
<td>Child care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>14.6</td>
<td>14.4</td>
<td>12.7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>39.7</td>
<td>38.0</td>
<td>40.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>45.7</td>
<td>47.6</td>
<td>46.6</td>
</tr>
<tr>
<td>My physical health</td>
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</tr>
<tr>
<td>Extensive</td>
<td>8.7</td>
<td>8.4</td>
<td>5.8</td>
</tr>
<tr>
<td>Somewhat</td>
<td>44.9</td>
<td>42.1</td>
<td>47.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>46.4</td>
<td>49.5</td>
<td>46.6</td>
</tr>
<tr>
<td>Review/promotion process</td>
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<td></td>
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<tr>
<td>Extensive</td>
<td>19.6</td>
<td>20.5</td>
<td>19.0</td>
</tr>
<tr>
<td>Somewhat</td>
<td>37.1</td>
<td>33.4</td>
<td>42.6</td>
</tr>
<tr>
<td>Not at all</td>
<td>43.3</td>
<td>46.1</td>
<td>38.4</td>
</tr>
<tr>
<td>Subtle discrimination (e.g., prejudice, racism, sexism)</td>
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<tr>
<td>Extensive</td>
<td>5.7</td>
<td>5.5</td>
<td>5.7</td>
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<tr>
<td>Somewhat</td>
<td>18.2</td>
<td>18.8</td>
<td>14.8</td>
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<tr>
<td>Not at all</td>
<td>76.1</td>
<td>75.7</td>
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<tr>
<td>Personal finances</td>
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<td>Extensive</td>
<td>15.3</td>
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<td>14.8</td>
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<tr>
<td>Somewhat</td>
<td>46.2</td>
<td>46.7</td>
<td>46.0</td>
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<tr>
<td>Not at all</td>
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<td>Committee work</td>
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<td>9.0</td>
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<td>Somewhat</td>
<td>48.3</td>
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<td>46.8</td>
</tr>
<tr>
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<td>44.1</td>
<td>44.3</td>
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<td>Somewhat</td>
<td>42.1</td>
<td>39.8</td>
<td>39.2</td>
</tr>
<tr>
<td>Not at all</td>
<td>47.6</td>
<td>50.7</td>
<td>51.8</td>
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<td>Colleagues</td>
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<td>12.2</td>
<td>11.4</td>
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<td>Somewhat</td>
<td>41.9</td>
<td>42.2</td>
<td>39.7</td>
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<tr>
<td>Not at all</td>
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<td>48.9</td>
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<tr>
<td>Students</td>
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<td>4.8</td>
<td>3.5</td>
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<td>52.0</td>
<td>49.4</td>
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<tr>
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<td>42.6</td>
<td>43.2</td>
<td>47.1</td>
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<td>Research or publishing demands</td>
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<td>27.5</td>
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<tr>
<td>Somewhat</td>
<td>50.4</td>
<td>50.0</td>
<td>51.9</td>
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<tr>
<td>Not at all</td>
<td>28.7</td>
<td>22.5</td>
<td>24.6</td>
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<tr>
<td>Please indicate the extent to which each of the following has been a source of stress for you during the last two years:</td>
<td>All Bacc Institutions</td>
<td>Universities</td>
<td>4-year Colleges</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Institutional procedures and “red tape”</strong></td>
<td></td>
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<tr>
<td>Extensive</td>
<td>25.4</td>
<td>27.8</td>
<td>20.4</td>
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<tr>
<td>Somewhat</td>
<td>53.8</td>
<td>53.0</td>
<td>57.2</td>
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<tr>
<td>Not at all</td>
<td>20.8</td>
<td>19.2</td>
<td>22.4</td>
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<tr>
<td><strong>Teaching load</strong></td>
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<td>15.5</td>
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<td>10.1</td>
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<td>Somewhat</td>
<td>45.9</td>
<td>41.1</td>
<td>50.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>38.7</td>
<td>47.7</td>
<td>39.4</td>
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<td><strong>Lack of personal time</strong></td>
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<td>18.3</td>
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<tr>
<td>Somewhat</td>
<td>47.0</td>
<td>47.3</td>
<td>46.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>31.6</td>
<td>33.3</td>
<td>35.0</td>
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<tr>
<td><strong>Job security</strong></td>
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<td>Extensive</td>
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<td>9.3</td>
<td>12.6</td>
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<tr>
<td>Somewhat</td>
<td>22.3</td>
<td>20.1</td>
<td>21.6</td>
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<tr>
<td>Not at all</td>
<td>68.2</td>
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<td>65.8</td>
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<tr>
<td><strong>Working with underprepared students</strong></td>
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<tr>
<td>Extensive</td>
<td>11.9</td>
<td>10.3</td>
<td>6.5</td>
</tr>
<tr>
<td>Somewhat</td>
<td>53.3</td>
<td>55.1</td>
<td>47.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>34.8</td>
<td>34.6</td>
<td>45.7</td>
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<tr>
<td><strong>Self-imposed high expectations</strong></td>
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<tr>
<td>Extensive</td>
<td>32.0</td>
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<td>34.7</td>
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<tr>
<td>Somewhat</td>
<td>50.9</td>
<td>50.9</td>
<td>46.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>17.2</td>
<td>16.8</td>
<td>18.8</td>
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<tr>
<td><strong>Change in work responsibilities</strong></td>
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<td>Extensive</td>
<td>20.2</td>
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<td>17.5</td>
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<tr>
<td>Somewhat</td>
<td>51.7</td>
<td>49.5</td>
<td>54.1</td>
</tr>
<tr>
<td>Not at all</td>
<td>28.2</td>
<td>30.5</td>
<td>28.4</td>
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<tr>
<td><strong>Institutional budget cuts</strong></td>
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<td>Extensive</td>
<td>27.1</td>
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<td>11.1</td>
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<tr>
<td>Somewhat</td>
<td>44.1</td>
<td>47.6</td>
<td>39.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>28.8</td>
<td>23.2</td>
<td>49.7</td>
</tr>
<tr>
<td><strong>During the past two years, have you:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered leaving academe for another job?</td>
<td>32.1</td>
<td>31.1</td>
<td>29.8</td>
</tr>
<tr>
<td>Considered leaving this institution for another?</td>
<td>48.9</td>
<td>49.4</td>
<td>45.3</td>
</tr>
<tr>
<td>Engaged in public service/professional consulting without pay?</td>
<td>57.9</td>
<td>58.0</td>
<td>56.4</td>
</tr>
<tr>
<td>Received at least one firm job offer?</td>
<td>16.9</td>
<td>18.3</td>
<td>17.4</td>
</tr>
<tr>
<td>Requested/sought an early promotion?</td>
<td>6.7</td>
<td>7.8</td>
<td>4.7</td>
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<tr>
<td><strong>General activities:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Are you a member of a faculty union?</td>
<td>18.6</td>
<td>18.1</td>
<td>6.4</td>
</tr>
<tr>
<td>Are you a U.S. citizen?</td>
<td>92.7</td>
<td>89.7</td>
<td>92.1</td>
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<tr>
<td>Do you plan to retire within the next three years?</td>
<td>13.6</td>
<td>14.4</td>
<td>12.3</td>
</tr>
<tr>
<td>Do you use your scholarship to address local community needs?</td>
<td>35.3</td>
<td>37.1</td>
<td>35.0</td>
</tr>
<tr>
<td>Have you been sexually harassed at this institution?</td>
<td>2.7</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Have you ever interrupted your professional career for more than one year for family reasons?</td>
<td>4.3</td>
<td>5.6</td>
<td>2.7</td>
</tr>
<tr>
<td>Have you ever received an award for outstanding teaching?</td>
<td>45.2</td>
<td>47.6</td>
<td>47.3</td>
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</tbody>
</table>
## 2013–14 HERI Faculty Survey
### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>How would you characterize your political views?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
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<tbody>
<tr>
<td>Far left</td>
<td>10.9</td>
<td>10.5</td>
<td>14.4</td>
</tr>
<tr>
<td>Liberal</td>
<td>44.3</td>
<td>47.9</td>
<td>36.5</td>
</tr>
<tr>
<td>Middle of the road</td>
<td>29.9</td>
<td>32.3</td>
<td>28.3</td>
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<tr>
<td>Conservative</td>
<td>13.8</td>
<td>8.8</td>
<td>20.5</td>
</tr>
<tr>
<td>Far right</td>
<td>1.0</td>
<td>0.5</td>
<td>0.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you were to begin your career again, would you:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still want to come to this institution?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definitely yes</td>
<td>32.5</td>
<td>31.3</td>
<td>45.4</td>
</tr>
<tr>
<td>Probably yes</td>
<td>37.8</td>
<td>40.0</td>
<td>31.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>9.3</td>
<td>10.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Probably no</td>
<td>7.8</td>
<td>7.6</td>
<td>4.0</td>
</tr>
<tr>
<td>Definitely no</td>
<td>4.6</td>
<td>3.4</td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Still want to be a college professor?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
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<tbody>
<tr>
<td>Definitely yes</td>
<td>62.4</td>
<td>61.5</td>
<td>68.1</td>
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<tr>
<td>Probably yes</td>
<td>24.2</td>
<td>24.2</td>
<td>18.5</td>
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<tr>
<td>Not sure</td>
<td>9.3</td>
<td>10.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Probably no</td>
<td>3.5</td>
<td>3.5</td>
<td>3.1</td>
</tr>
<tr>
<td>Definitely no</td>
<td>0.6</td>
<td>0.6</td>
<td>0.3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Aggregated—Salary based on 9/10 months (full-time employees only)</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>0.1</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>$20,000–$29,999</td>
<td>0.1</td>
<td>0.2</td>
<td>0.0</td>
</tr>
<tr>
<td>$30,000–$39,999</td>
<td>1.1</td>
<td>0.7</td>
<td>0.2</td>
</tr>
<tr>
<td>$40,000–$49,999</td>
<td>6.4</td>
<td>4.9</td>
<td>6.3</td>
</tr>
<tr>
<td>$50,000–$59,999</td>
<td>13.1</td>
<td>11.9</td>
<td>2.4</td>
</tr>
<tr>
<td>$60,000–$69,999</td>
<td>15.2</td>
<td>11.3</td>
<td>8.9</td>
</tr>
<tr>
<td>$70,000–$79,999</td>
<td>15.3</td>
<td>12.7</td>
<td>11.1</td>
</tr>
<tr>
<td>$80,000–$89,999</td>
<td>11.0</td>
<td>9.5</td>
<td>12.2</td>
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<tr>
<td>$90,000–$99,999</td>
<td>10.0</td>
<td>11.6</td>
<td>6.3</td>
</tr>
<tr>
<td>$100,000–$124,999</td>
<td>16.4</td>
<td>18.3</td>
<td>32.9</td>
</tr>
<tr>
<td>$125,000–$149,999</td>
<td>5.7</td>
<td>9.0</td>
<td>11.2</td>
</tr>
<tr>
<td>$150,000 or more</td>
<td>5.7</td>
<td>9.9</td>
<td>8.3</td>
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</table>

<table>
<thead>
<tr>
<th>Aggregated—Salary based on 11/12 months (full-time employees only)</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<tbody>
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<td>Less than $20,000</td>
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<td>0.0</td>
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<tr>
<td>$20,000–$29,999</td>
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<td>$30,000–$39,999</td>
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<td>$40,000–$49,999</td>
<td>6.1</td>
<td>8.0</td>
<td>2.2</td>
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<td>$50,000–$59,999</td>
<td>14.1</td>
<td>8.5</td>
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<td>$100,000–$124,999</td>
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<td>$125,000–$149,999</td>
<td>5.8</td>
<td>9.4</td>
<td>4.6</td>
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<tr>
<td>$150,000 or more</td>
<td>9.9</td>
<td>14.0</td>
<td>18.1</td>
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</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th></th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
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<tr>
<td>Your base institutional salary reported above is based on:</td>
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<tr>
<td>Less than 9 months</td>
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<tr>
<td>9/10 months</td>
<td>71.8</td>
<td>74.3</td>
<td>59.6</td>
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<tr>
<td>11/12 months</td>
<td>23.9</td>
<td>22.6</td>
<td>32.9</td>
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<tr>
<td>What percentage of your current year’s income comes from:</td>
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<tr>
<td>Base salary from this institution</td>
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<tr>
<td>100%</td>
<td>42.6</td>
<td>46.4</td>
<td>39.4</td>
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<tr>
<td>75% to 99%</td>
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<td>45.0</td>
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<td>74% to 50%</td>
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<td>8.9</td>
<td>11.4</td>
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<td>25% to 49%</td>
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<tr>
<td>1% to 24%</td>
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<td>0.1</td>
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<tr>
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<td>0.0</td>
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<tr>
<td>Other income from this institution</td>
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<td>100%</td>
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<td>0.1</td>
<td>0.0</td>
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<tr>
<td>75% to 99%</td>
<td>0.3</td>
<td>0.8</td>
<td>0.0</td>
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<tr>
<td>74% to 50%</td>
<td>0.4</td>
<td>0.9</td>
<td>0.2</td>
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<tr>
<td>25% to 49%</td>
<td>8.5</td>
<td>14.4</td>
<td>10.1</td>
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<tr>
<td>1% to 24%</td>
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<td>66.8</td>
<td>66.4</td>
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<td>0%</td>
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<tr>
<td>Income from another academic institution</td>
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<td>0.0</td>
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<tr>
<td>75% to 99%</td>
<td>0.2</td>
<td>0.4</td>
<td>0.6</td>
</tr>
<tr>
<td>74% to 50%</td>
<td>0.2</td>
<td>0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>2.9</td>
<td>3.6</td>
<td>0.9</td>
</tr>
<tr>
<td>1% to 24%</td>
<td>18.5</td>
<td>24.0</td>
<td>23.8</td>
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<tr>
<td>0%</td>
<td>77.9</td>
<td>70.8</td>
<td>70.5</td>
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<tr>
<td>Non-academic income</td>
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<td>100%</td>
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<td>75% to 99%</td>
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<td>0.1</td>
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<td>74% to 50%</td>
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<td>6.7</td>
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<td>25% to 49%</td>
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<td>1% to 24%</td>
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<td>54.6</td>
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<tr>
<td>0%</td>
<td>36.3</td>
<td>25.0</td>
<td>31.1</td>
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<tr>
<td>Please enter the four-digit year that each of the following occurred.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of birth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981 or later</td>
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<td>2.0</td>
<td>0.4</td>
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<td>1986–1980</td>
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<tr>
<td>1940 or earlier</td>
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<td>4.8</td>
<td>10.5</td>
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</table>
Please enter the four-digit year that each of the following occurred.

Year of first academic appointment

<table>
<thead>
<tr>
<th>Year of first academic appointment</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8.6</td>
<td>17.2</td>
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<tr>
<td>1974–1978</td>
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<td>1979–1983</td>
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<td>8.6</td>
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<td>11.9</td>
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<td>1999–2003</td>
<td>17.1</td>
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<td>13.4</td>
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<td>2009 or later</td>
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<td>4.6</td>
<td>1.3</td>
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Year of appointment at present institution

<table>
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<th>Universities</th>
<th>4-year Colleges</th>
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</thead>
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<td>3.3</td>
<td>6.1</td>
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<td>1974–1978</td>
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<td>15.7</td>
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<td>2004–2008</td>
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If tenured, year tenure was awarded

<table>
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<th>Year of first academic appointment</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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</thead>
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<td>3.2</td>
<td>9.3</td>
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<tr>
<td>1974–1978</td>
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</tr>
<tr>
<td>2009 or later</td>
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<td>13.1</td>
<td>6.6</td>
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Aggregated Major

<table>
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<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
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<td>0.5</td>
</tr>
<tr>
<td>Biological Sciences (General Area 5)</td>
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<td>13.0</td>
<td>6.1</td>
</tr>
<tr>
<td>Business (General Area 6)</td>
<td>5.2</td>
<td>4.2</td>
<td>5.4</td>
</tr>
<tr>
<td>Education (General Area 10 and Specific Discipline 2102)</td>
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<td>4.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Engineering (General Area 11)</td>
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<td>5.4</td>
<td>7.4</td>
</tr>
<tr>
<td>English (General Area 12)</td>
<td>5.4</td>
<td>2.8</td>
<td>8.5</td>
</tr>
<tr>
<td>Health-related (General Area 15)</td>
<td>1.8</td>
<td>0.9</td>
<td>3.6</td>
</tr>
<tr>
<td>History or Political Science (Specific Discipline 3007, 3009)</td>
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<td>7.8</td>
<td>8.7</td>
</tr>
<tr>
<td>Humanities (General Area 14, 24)</td>
<td>8.5</td>
<td>7.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Fine Arts (General Area 2, 4, 22)</td>
<td>6.6</td>
<td>5.9</td>
<td>6.6</td>
</tr>
<tr>
<td>Mathematics or Statistics (General Area 18)</td>
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<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Physical Sciences (General Area 25)</td>
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<td>8.5</td>
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<tr>
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<td>11.5</td>
<td>14.1</td>
</tr>
<tr>
<td>Other Technical (General Area 8, 19, 28)</td>
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<td>2.7</td>
<td>3.4</td>
</tr>
<tr>
<td>Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)</td>
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<td>6.7</td>
<td>9.4</td>
</tr>
<tr>
<td>Aggregated Department</td>
<td>All Bacc Institutions</td>
<td>Universities</td>
<td>4-year Colleges</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Agriculture or Forestry (General Area 1)</td>
<td>3.6</td>
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<td>0.4</td>
</tr>
<tr>
<td>Biological Sciences (General Area 5)</td>
<td>8.8</td>
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<td>6.3</td>
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<tr>
<td>Business (General Area 6)</td>
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<td>4.8</td>
<td>6.1</td>
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<tr>
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<td>Engineering (General Area 11)</td>
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<td>6.7</td>
<td>8.0</td>
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<tr>
<td>English (General Area 12)</td>
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<td>9.1</td>
</tr>
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<td>Health-related (General Area 15)</td>
<td>2.5</td>
<td>1.8</td>
<td>4.8</td>
</tr>
<tr>
<td>History or Political Science (Specific Discipline 3007, 3009)</td>
<td>8.3</td>
<td>7.3</td>
<td>6.9</td>
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<td>Humanities (General Area 14, 24)</td>
<td>8.2</td>
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<td>8.1</td>
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<tr>
<td>Fine Arts (General Area 2, 4, 22)</td>
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<td>6.5</td>
<td>7.8</td>
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<tr>
<td>Mathematics or Statistics (General Area 18)</td>
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<td>5.3</td>
<td>5.4</td>
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<tr>
<td>Physical Sciences (General Area 25)</td>
<td>10.6</td>
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<td>8.8</td>
</tr>
<tr>
<td>Social Sciences (General Area 3, 26, 27 and Specific Discipline 3001, 3002, 3003, 3004, 3005, 3006, 3008, 3010, 3011, 3012)</td>
<td>12.1</td>
<td>10.3</td>
<td>13.4</td>
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<tr>
<td>Other Technical (General Area 8, 19, 28)</td>
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<tr>
<td>Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)</td>
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<td>9.2</td>
<td>9.3</td>
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</table>

<table>
<thead>
<tr>
<th>How many children do you have in the following age ranges?</th>
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</thead>
<tbody>
<tr>
<td><strong>Under 18 years old</strong></td>
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<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4+</td>
</tr>
<tr>
<td><strong>18 years or older</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you currently: (Mark one)</th>
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<tbody>
<tr>
<td>Single</td>
</tr>
<tr>
<td>In a civil union</td>
</tr>
<tr>
<td>In a domestic partnership</td>
</tr>
<tr>
<td>Married</td>
</tr>
<tr>
<td>Unmarried, living with partner</td>
</tr>
<tr>
<td>Separated</td>
</tr>
<tr>
<td>Divorced</td>
</tr>
<tr>
<td>Widowed</td>
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<table>
<thead>
<tr>
<th>Is English your native language?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>Race/Ethnicity—mark all that apply (total may add to more than 100%)</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>87.0</td>
<td>85.8</td>
<td>87.7</td>
</tr>
<tr>
<td>African American/Black</td>
<td>3.3</td>
<td>2.5</td>
<td>4.5</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1.0</td>
<td>0.8</td>
<td>0.7</td>
</tr>
<tr>
<td>Asian American/Asian</td>
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<td>7.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td>Mexican American/Chicano</td>
<td>1.6</td>
<td>1.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Puerto Rican</td>
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<td>0.1</td>
<td>2.7</td>
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<tr>
<td>Other Latino</td>
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<tr>
<td>Other</td>
<td>2.9</td>
<td>2.7</td>
<td>1.5</td>
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</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity Group (with multiple race category)</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian</td>
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<tr>
<td>Black</td>
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<td>2.4</td>
<td>4.2</td>
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<td>Hispanic</td>
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<td>3.6</td>
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<tr>
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<tr>
<td>Other</td>
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<td>Two or more races/ethnicities</td>
<td>3.4</td>
<td>2.9</td>
<td>4.2</td>
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</tbody>
</table>

#### CIRP Construct: Student-Centered Pedagogy

| High Construct Score Group                                   | 18.6                 | 17.4         | 17.0           |
| Average Construct Score Group                                | 40.0                 | 35.9         | 39.5           |
| Low Construct Score Group                                    | 41.4                 | 46.7         | 43.5           |
| Mean Score                                                   | 47.3                 | 46.4         | 46.6           |

#### CIRP Construct: Undergraduate Education Goal

| Personal Development | High Construct Score Group | 22.0 | 17.9 | 25.1 |
| Average Construct Score Group                                | 37.3 | 36.6 | 38.3 |
| Low Construct Score Group                                     | 40.8 | 45.5 | 36.1 |
| Mean Score                                                   | 47.6 | 46.2 | 48.9 |

#### CIRP Construct: Scholarly Productivity

| High Construct Score Group                                   | 43.4                 | 57.2         | 54.3           |
| Average Construct Score Group                                | 40.4                 | 33.4         | 31.7           |
| Low Construct Score Group                                     | 16.2                 | 9.4          | 14.0           |
| Mean Score                                                   | 53.3                 | 56.1         | 55.5           |

#### CIRP Construct: Civic Minded Practice

| High Construct Score Group                                   | 27.4                 | 26.9         | 23.6           |
| Average Construct Score Group                                | 41.6                 | 39.8         | 43.3           |
| Low Construct Score Group                                     | 31.0                 | 33.4         | 33.2           |
| Mean Score                                                   | 49.5                 | 48.9         | 49.0           |

#### CIRP Construct: Civic Minded Values

| High Construct Score Group                                   | 18.3                 | 16.1         | 19.9           |
| Average Construct Score Group                                | 41.4                 | 38.3         | 43.1           |
| Low Construct Score Group                                     | 40.3                 | 45.6         | 37.0           |
| Mean Score                                                   | 47.2                 | 46.1         | 47.6           |

#### CIRP Construct: Job Satisfaction—Workplace

| High Construct Score Group                                   | 28.7                 | 28.1         | 31.5           |
| Average Construct Score Group                                | 42.0                 | 42.4         | 39.1           |
| Low Construct Score Group                                     | 29.2                 | 29.5         | 29.5           |
| Mean Score                                                   | 49.6                 | 49.6         | 50.1           |

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Public</th>
<th>Private</th>
<th>Public</th>
<th>All Private</th>
<th>Nonsec</th>
<th>Catholic</th>
<th>Oth Relig</th>
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<tbody>
<tr>
<td>Weighted National Norms—Men</td>
<td>86.1</td>
<td>89.8</td>
<td>87.5</td>
<td>90.7</td>
<td>91.5</td>
<td>86.1</td>
<td>89.8</td>
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</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>CIRP Construct: Job Satisfaction—Compensation</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
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<td>Public</td>
<td>Private</td>
<td>Public</td>
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<tr>
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<td>47.1</td>
<td>38.2</td>
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<tr>
<td>Low Construct Score Group</td>
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<td>17.1</td>
<td>17.3</td>
</tr>
<tr>
<td>Mean Score</td>
<td>52.2</td>
<td>53.3</td>
<td>54.7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRP Construct: Career Related Stress</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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</thead>
<tbody>
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<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>High Construct Score Group</td>
<td>27.1</td>
<td>23.9</td>
<td>25.2</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
<td>48.0</td>
<td>46.6</td>
<td>47.6</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>25.0</td>
<td>27.5</td>
<td>27.2</td>
</tr>
<tr>
<td>Mean Score</td>
<td>50.3</td>
<td>49.9</td>
<td>49.3</td>
</tr>
</tbody>
</table>

| CIRP Construct: Institutional Priority         | All Bacc Institutions | Universities | 4-year Colleges |
| Commitment to Diversity                        | Public | Private | Public | All Private | Nonsec | Catholic | Oth Relig |
| High Construct Score Group                    | 29.9   | 30.2    | 28.1   | 29.2        | 31.4    | 38.5     | 28.3     | 26.2 |
| Average Construct Score Group                 | 46.9   | 47.0    | 45.6   | 49.5        | 45.0    | 40.7     | 47.7     | 47.8 |
| Low Construct Score Group                     | 23.2   | 22.8    | 26.3   | 21.3        | 23.6    | 20.9     | 24.0     | 26.0 |
| Mean Score                                    | 50.0   | 50.1    | 49.5   | 50.2        | 50.2    | 51.7     | 49.3     | 49.2 |

| CIRP Construct: Institutional Priority         | All Bacc Institutions | Universities | 4-year Colleges |
| Civic Engagement                               | Public | Private | Public | All Private | Nonsec | Catholic | Oth Relig |
| High Construct Score Group                    | 21.7   | 16.9    | 25.1   | 24.7        | 24.4    | 19.8     | 34.1     | 24.0 |
| Average Construct Score Group                 | 44.3   | 40.3    | 45.6   | 45.6        | 48.9    | 51.6     | 45.4     | 48.1 |
| Low Construct Score Group                     | 34.0   | 42.8    | 29.3   | 29.7        | 26.8    | 28.6     | 20.6     | 27.9 |
| Mean Score                                    | 47.8   | 45.9    | 48.8   | 48.9        | 49.2    | 48.2     | 51.3     | 49.2 |

| CIRP Construct: Institutional Priority         | All Bacc Institutions | Universities | 4-year Colleges |
| Increase Prestige                             | Public | Private | Public | All Private | Nonsec | Catholic | Oth Relig |
| High Construct Score Group                    | 32.0   | 41.4    | 52.6   | 13.4        | 18.5    | 24.3     | 21.2     | 11.8 |
| Average Construct Score Group                 | 39.7   | 41.6    | 36.3   | 36.7        | 42.3    | 46.6     | 38.5     | 40.0 |
| Low Construct Score Group                     | 28.3   | 17.0    | 11.2   | 49.9        | 39.2    | 29.1     | 40.3     | 48.2 |
| Mean Score                                    | 50.4   | 52.9    | 55.6   | 45.6        | 47.1    | 49.2     | 47.3     | 45.1 |
Full-Time Undergraduate Faculty, Type of Institution and Control for Women
## 2013–14 HERI Faculty Survey
### Weighted National Norms—Women

<table>
<thead>
<tr>
<th>Full-time Undergraduate Faculty</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7,514</td>
<td>1,211</td>
<td>3,877</td>
</tr>
<tr>
<td></td>
<td>838</td>
<td>1,588</td>
<td>1,480</td>
</tr>
<tr>
<td></td>
<td></td>
<td>867</td>
<td>667</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,730</td>
<td></td>
</tr>
</tbody>
</table>

### What is your principal activity in your current position at this institution?

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>7.7</td>
<td>7.9</td>
<td>8.2</td>
</tr>
<tr>
<td>Teaching</td>
<td>76.8</td>
<td>58.9</td>
<td>89.6</td>
</tr>
<tr>
<td>Research</td>
<td>13.2</td>
<td>29.5</td>
<td>0.8</td>
</tr>
<tr>
<td>Services to clients and patients</td>
<td>0.8</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Other</td>
<td>1.5</td>
<td>2.3</td>
<td>0.9</td>
</tr>
</tbody>
</table>

### Are you considered a full-time employee of your institution for at least nine months of the current academic year?

<table>
<thead>
<tr>
<th>Considered as Full-Time Employee</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### What is your present academic rank?

<table>
<thead>
<tr>
<th>Rank</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>23.0</td>
<td>21.3</td>
<td>23.3</td>
</tr>
<tr>
<td>Associate professor</td>
<td>29.8</td>
<td>29.1</td>
<td>27.7</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>30.7</td>
<td>28.7</td>
<td>32.1</td>
</tr>
<tr>
<td>Lecturer</td>
<td>8.3</td>
<td>11.6</td>
<td>7.2</td>
</tr>
<tr>
<td>Instructor</td>
<td>8.2</td>
<td>9.3</td>
<td>9.7</td>
</tr>
</tbody>
</table>

### What is your tenure status at this institution?

<table>
<thead>
<tr>
<th>Tenure Status</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>50.3</td>
<td>48.0</td>
<td>56.2</td>
</tr>
<tr>
<td>On tenure track, but not tenured</td>
<td>21.7</td>
<td>20.9</td>
<td>22.4</td>
</tr>
<tr>
<td>Not on tenure track, but institution has tenure system</td>
<td>24.9</td>
<td>30.7</td>
<td>21.2</td>
</tr>
<tr>
<td>Institution has no tenure system</td>
<td>3.1</td>
<td>0.4</td>
<td>0.2</td>
</tr>
</tbody>
</table>

### Are you currently serving in an administrative position as:

<table>
<thead>
<tr>
<th>Administrative Position</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department chair</td>
<td>8.4</td>
<td>4.1</td>
<td>7.5</td>
</tr>
<tr>
<td>Dean (associate or assistant)</td>
<td>1.9</td>
<td>1.5</td>
<td>2.4</td>
</tr>
<tr>
<td>President</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Vice-president</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Provost</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Other</td>
<td>15.7</td>
<td>16.3</td>
<td>14.3</td>
</tr>
<tr>
<td>Not applicable</td>
<td>57.3</td>
<td>55.8</td>
<td>61.7</td>
</tr>
</tbody>
</table>

### Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s (B.A., B.S., etc.)</td>
<td>0.5</td>
<td>0.7</td>
<td>0.3</td>
</tr>
<tr>
<td>Master’s (M.A., M.S.)</td>
<td>13.5</td>
<td>10.7</td>
<td>17.1</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>2.9</td>
<td>1.3</td>
<td>3.7</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0.7</td>
<td>0.2</td>
<td>1.4</td>
</tr>
<tr>
<td>J.D.</td>
<td>0.6</td>
<td>0.3</td>
<td>0.7</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.1</td>
<td>0.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.4</td>
<td>0.4</td>
<td>0.2</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>3.9</td>
<td>1.8</td>
<td>5.3</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>75.1</td>
<td>82.8</td>
<td>68.4</td>
</tr>
<tr>
<td>Other degree</td>
<td>2.2</td>
<td>1.5</td>
<td>2.8</td>
</tr>
<tr>
<td>None</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonsec</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oth Relig</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

<table>
<thead>
<tr>
<th>Degree Currently Working On</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s (B.A., B.S., etc.)</td>
<td>0.1</td>
<td>0.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Master’s (M.A., M.S.)</td>
<td>1.0</td>
<td>1.3</td>
<td>1.4</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>0.1</td>
<td>0.0</td>
<td>0.4</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>LL.B., J.D.</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>1.2</td>
<td>0.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>3.6</td>
<td>3.1</td>
<td>2.7</td>
</tr>
<tr>
<td>Other degree</td>
<td>1.3</td>
<td>1.1</td>
<td>2.4</td>
</tr>
<tr>
<td>None</td>
<td>92.4</td>
<td>93.8</td>
<td>91.8</td>
</tr>
</tbody>
</table>

### Noted as being personally "essential" or "very important":

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>72.0</td>
<td>80.6</td>
<td>75.7</td>
</tr>
<tr>
<td>Teaching</td>
<td>97.4</td>
<td>94.9</td>
<td>98.3</td>
</tr>
<tr>
<td>Service</td>
<td>70.3</td>
<td>65.3</td>
<td>70.5</td>
</tr>
</tbody>
</table>

### During the past two years, have you engaged in any of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised student groups involved in service/volunteer work</td>
<td>54.4</td>
<td>48.3</td>
<td>54.8</td>
</tr>
<tr>
<td>Collaborated with the local community in research/teaching</td>
<td>52.4</td>
<td>49.8</td>
<td>48.1</td>
</tr>
<tr>
<td>Conducted research or writing focused on international/global issues</td>
<td>32.3</td>
<td>35.5</td>
<td>34.4</td>
</tr>
<tr>
<td>Conducted research or writing focused on racial or ethnic minorities</td>
<td>31.3</td>
<td>33.1</td>
<td>33.8</td>
</tr>
<tr>
<td>Conducted research or writing focused on women and gender issues</td>
<td>35.1</td>
<td>33.7</td>
<td>39.7</td>
</tr>
<tr>
<td>Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues</td>
<td>12.0</td>
<td>11.7</td>
<td>12.9</td>
</tr>
<tr>
<td>Engaged undergraduates on your research project</td>
<td>50.6</td>
<td>53.6</td>
<td>52.9</td>
</tr>
<tr>
<td>Worked with undergraduates on a research project</td>
<td>66.9</td>
<td>70.1</td>
<td>67.0</td>
</tr>
<tr>
<td>Engaged in academic research that spans multiple disciplines</td>
<td>68.2</td>
<td>74.2</td>
<td>74.6</td>
</tr>
<tr>
<td>Supervised an undergraduate thesis</td>
<td>40.4</td>
<td>39.2</td>
<td>40.6</td>
</tr>
<tr>
<td>Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)</td>
<td>47.6</td>
<td>45.6</td>
<td>48.0</td>
</tr>
<tr>
<td>Received funding for your work from foundations</td>
<td>21.5</td>
<td>23.8</td>
<td>25.5</td>
</tr>
<tr>
<td>Received funding for your work from state or federal government</td>
<td>25.5</td>
<td>40.8</td>
<td>17.3</td>
</tr>
<tr>
<td>Received funding for your work from business or industry</td>
<td>7.2</td>
<td>9.6</td>
<td>5.5</td>
</tr>
<tr>
<td>Taught an honors course</td>
<td>18.0</td>
<td>21.6</td>
<td>18.6</td>
</tr>
<tr>
<td>Taught an interdisciplinary course</td>
<td>39.8</td>
<td>42.2</td>
<td>40.8</td>
</tr>
<tr>
<td>Taught an area studies course (e.g., women’s studies, ethnic studies, LGBTQ studies)</td>
<td>17.3</td>
<td>13.9</td>
<td>17.7</td>
</tr>
<tr>
<td>Taught a service learning course</td>
<td>20.3</td>
<td>16.4</td>
<td>21.9</td>
</tr>
<tr>
<td>Taught an exclusively web-based course at this institution</td>
<td>20.2</td>
<td>18.7</td>
<td>11.4</td>
</tr>
<tr>
<td>Participated in organized activities around enhancing pedagogy and student learning</td>
<td>73.1</td>
<td>65.9</td>
<td>69.3</td>
</tr>
<tr>
<td>Taught a seminar for first-year students</td>
<td>22.3</td>
<td>18.0</td>
<td>25.2</td>
</tr>
<tr>
<td>Taught a capstone course</td>
<td>36.6</td>
<td>35.0</td>
<td>28.4</td>
</tr>
<tr>
<td>Taught in a learning community (e.g., FIG, linked courses)</td>
<td>8.1</td>
<td>7.5</td>
<td>4.8</td>
</tr>
<tr>
<td>Taught a course that meets general education requirements</td>
<td>55.3</td>
<td>46.3</td>
<td>50.7</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

Weighted National Norms—Women

<table>
<thead>
<tr>
<th>In the past two years, to what extent have you:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Presented with undergraduate students at conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a great extent</td>
<td>7.9</td>
<td>7.3</td>
<td>4.2</td>
</tr>
<tr>
<td>To some extent</td>
<td>24.3</td>
<td>23.1</td>
<td>23.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>67.8</td>
<td>69.6</td>
<td>72.5</td>
</tr>
</tbody>
</table>

| Published with undergraduates | | | | | | |
| To a great extent | 3.8 | 4.3 | 4.9 | 3.3 | 2.8 | 3.3 | 2.7 | 2.3 |
| To some extent | 15.9 | 21.3 | 10.7 | 14.5 | 12.6 | 14.6 | 11.9 | 10.8 |
| Not at all | 80.4 | 74.4 | 84.4 | 82.2 | 84.6 | 82.2 | 85.4 | 87.0 |

| How many courses are you teaching this term (include all institutions at which you teach)? | | | | | | |
| | Mean | Median | Mode |
| General education courses | | | | | | |
| Mean | 0.8 | 0.6 | 0.6 | 0.9 | 0.8 | 0.8 | 0.9 | 0.8 |
| Median | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mode | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Courses required for an undergraduate major | | | | | | |
| Mean | 1.8 | 1.5 | 1.5 | 2.1 | 2.0 | 1.8 | 2.0 | 2.3 |
| Median | 2.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Mode | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Other undergraduate credit courses | | | | | | |
| Mean | 0.6 | 0.6 | 0.6 | 0.6 | 0.5 | 0.6 | 0.5 | 0.5 |
| Median | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mode | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Developmental/remedial courses (not for credit) | | | | | | |
| Mean | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 |
| Median | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mode | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Non-credit courses (other than above) | | | | | | |
| Mean | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Median | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mode | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Graduate courses | | | | | | |
| Mean | 0.4 | 0.5 | 0.4 | 0.3 | 0.3 | 0.3 | 0.4 | 0.3 |
| Median | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mode | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| How many of these courses that you are teaching this term are being taught: | | | | | | |
| At this institution | | | | | | |
| Mean | 2.8 | 2.4 | 2.5 | 3.2 | 3.1 | 2.8 | 3.1 | 3.4 |
| Median | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Mode | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 4.0 | 3.0 |
## 2013–14 HERI Faculty Survey
Weighted National Norms—Women

<table>
<thead>
<tr>
<th>How many of these courses that you are teaching this term are being taught:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>Public</th>
<th>Private</th>
<th>4-year Colleges</th>
<th>Nonsec</th>
<th>Catholic</th>
<th>Oth Relig</th>
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<table>
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<th>What types of courses do you primarily teach?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>Public</th>
<th>Private</th>
<th>4-year Colleges</th>
<th>Nonsec</th>
<th>Catholic</th>
<th>Oth Relig</th>
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</thead>
<tbody>
<tr>
<td>(based on faculty who indicated they were not teaching this term)</td>
<td>Undergraduate credit courses</td>
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<td>Non-credit courses</td>
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<tr>
<td>I do not teach</td>
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</table>

| Do you teach remedial/developmental skills in any of the following areas? | | | | | | | | |
|---|---|---|---|---|---|---|---|
| Reading | 6.4 | 7.4 | 5.1 | 5.5 | 6.7 | 8.1 | 4.7 | 6.4 |
| Writing | 16.8 | 20.4 | 14.1 | 14.7 | 15.8 | 19.5 | 12.2 | 13.9 |
| Mathematics | 4.9 | 4.9 | 2.7 | 5.5 | 5.5 | 6.4 | 5.6 | 4.5 |
| General academic skills | 11.5 | 12.7 | 11.0 | 9.6 | 12.3 | 13.5 | 10.0 | 12.5 |
| Other subject areas | 6.7 | 8.3 | 7.4 | 4.8 | 6.0 | 5.7 | 5.8 | 6.5 |

| Have you engaged in any of the following professional development opportunities at your institution? | | | | | | | | |
|---|---|---|---|---|---|---|---|
| Paid workshops outside the institution focused on teaching | Yes | 28.4 | 19.2 | 24.9 | 34.9 | 36.0 | 32.0 | 36.6 | 40.3 |
| No | 52.6 | 60.3 | 55.1 | 46.6 | 47.2 | 50.1 | 48.6 | 42.8 |
| Not eligible | 3.0 | 3.3 | 3.0 | 3.4 | 2.1 | 1.0 | 2.6 | 3.1 |
| Not available | 16.0 | 17.2 | 16.8 | 15.1 | 14.7 | 16.9 | 12.2 | 13.9 |

| Paid sabbatical leave | Yes | 14.1 | 13.3 | 21.0 | 10.2 | 15.4 | 20.3 | 14.2 | 10.3 |
| No | 51.9 | 52.2 | 45.2 | 52.0 | 55.2 | 54.5 | 57.8 | 54.2 |
| Not eligible | 26.3 | 26.6 | 26.1 | 28.3 | 24.0 | 18.3 | 25.7 | 29.6 |
| Not available | 7.7 | 7.9 | 7.7 | 9.5 | 5.5 | 6.9 | 2.3 | 5.9 |

| Travel funds paid by the institution | Yes | 75.4 | 70.0 | 74.8 | 79.6 | 78.4 | 81.2 | 78.5 | 75.0 |
| No | 18.3 | 22.6 | 18.5 | 14.8 | 16.2 | 13.2 | 17.0 | 19.3 |
| Not eligible | 2.5 | 3.1 | 2.5 | 1.9 | 2.3 | 1.9 | 2.6 | 2.7 |
| Not available | 3.8 | 4.3 | 4.2 | 3.7 | 3.0 | 3.7 | 1.9 | 3.0 |

| Internal grants for research | Yes | 36.4 | 38.4 | 37.6 | 35.6 | 33.9 | 40.4 | 33.8 | 26.2 |
| No | 52.3 | 49.4 | 54.0 | 53.3 | 54.3 | 48.5 | 56.3 | 59.9 |
| Not eligible | 6.4 | 8.5 | 5.4 | 6.2 | 4.5 | 4.0 | 5.3 | 4.5 |
| Not available | 4.9 | 3.7 | 3.0 | 4.9 | 7.3 | 7.1 | 4.6 | 9.4 |

<p>| Training for administrative leadership | Yes | 15.3 | 14.3 | 17.7 | 15.4 | 15.0 | 13.4 | 15.6 | 16.5 |
| No | 64.4 | 68.8 | 63.3 | 62.4 | 61.3 | 62.1 | 61.5 | 60.4 |
| Not eligible | 6.5 | 6.5 | 7.8 | 7.3 | 5.1 | 3.7 | 5.6 | 6.5 |
| Not available | 13.8 | 10.4 | 11.2 | 15.0 | 18.5 | 20.7 | 17.3 | 16.6 |</p>
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<th>Have you engaged in any of the following professional development opportunities at your institution?</th>
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<th>Universities</th>
<th>4-year Colleges</th>
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<tr>
<td></td>
<td>Public</td>
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<td>Received incentives to develop new courses</td>
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<td>Not available</td>
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<td>13.1</td>
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<tr>
<td>Received incentives to integrate new technology into your classroom</td>
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<tr>
<td>Not available</td>
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<td>How many of the following have you published?</td>
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<td>In the past two years, how many of your professional writings have been published or accepted for publication?</td>
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<td>21.1</td>
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<td>2.9</td>
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<td>In the past two years, have you taught a graduate course?</td>
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<td>41.7</td>
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<td>58.3</td>
<td>45.2</td>
<td>44.5</td>
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<tr>
<td>In your interactions with undergraduates, how “frequently” do you encourage them to:</td>
<td></td>
<td></td>
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<tr>
<td>Ask questions in class</td>
<td>95.1</td>
<td>92.8</td>
<td>96.6</td>
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<td>Support their opinions with a logical argument</td>
<td>79.7</td>
<td>76.8</td>
<td>82.4</td>
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<td>Seek solutions to problems and explain them to others</td>
<td>71.3</td>
<td>69.7</td>
<td>72.0</td>
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<td>Revise their papers to improve their writing</td>
<td>60.6</td>
<td>55.4</td>
<td>62.4</td>
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<td>Evaluate the quality or reliability of information they receive</td>
<td>64.9</td>
<td>61.7</td>
<td>66.3</td>
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<td>Take risks for potential gains</td>
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<td>27.8</td>
<td>39.8</td>
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<tr>
<td>Seek alternative solutions to a problem</td>
<td>55.6</td>
<td>54.7</td>
<td>54.3</td>
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<td>Look up scientific research articles and resources</td>
<td>53.4</td>
<td>55.4</td>
<td>53.6</td>
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<td>Explore topics on their own, even though it was not required for a class</td>
<td>44.2</td>
<td>44.1</td>
<td>45.9</td>
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<tr>
<td>Accept mistakes as part of the learning process</td>
<td>68.9</td>
<td>65.4</td>
<td>71.7</td>
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<td>Seek feedback on their academic work</td>
<td>71.6</td>
<td>65.9</td>
<td>74.5</td>
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<td>Work with other students on group projects</td>
<td>63.7</td>
<td>59.6</td>
<td>66.6</td>
</tr>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>73.9</td>
<td>72.3</td>
<td>76.9</td>
</tr>
<tr>
<td>How often in the past year have you “frequently” encouraged students to:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use different points of view to make an argument</td>
<td>57.1</td>
<td>52.6</td>
<td>66.0</td>
</tr>
<tr>
<td>Make connections between ideas from different courses</td>
<td>73.0</td>
<td>68.8</td>
<td>72.0</td>
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<tr>
<td>Critically evaluate their position on an issue</td>
<td>65.4</td>
<td>61.5</td>
<td>70.6</td>
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<tr>
<td>Recognize the biases that affect their thinking</td>
<td>59.3</td>
<td>55.5</td>
<td>61.2</td>
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<tr>
<td>Think more broadly about an issue</td>
<td>76.3</td>
<td>72.7</td>
<td>78.8</td>
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### 2013–14 HERI Faculty Survey
Weighted National Norms—Women

<table>
<thead>
<tr>
<th>How “frequently” in the courses you taught in the past year have you given at least one assignment that required students to:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
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<tbody>
<tr>
<td>Engage deeply with a significant challenge or question within your discipline</td>
<td>57.6</td>
<td>56.9</td>
<td>64.4</td>
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<tr>
<td>Write in the specific style or format of your discipline</td>
<td>66.6</td>
<td>61.0</td>
<td>68.7</td>
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<tr>
<td>Use research methods from your discipline in field or applied settings</td>
<td>52.6</td>
<td>48.0</td>
<td>59.5</td>
</tr>
<tr>
<td>Apply learning from both academic and field settings</td>
<td>51.7</td>
<td>48.5</td>
<td>49.0</td>
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<tr>
<td>Describe how different perspectives would affect the interpretation of a question or issue in your discipline</td>
<td>49.8</td>
<td>47.4</td>
<td>50.7</td>
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<tr>
<td>Weigh the meaning and significance of evidence</td>
<td>60.5</td>
<td>59.8</td>
<td>63.0</td>
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<tr>
<td>Discuss the ethical or moral implications of a course of action</td>
<td>46.7</td>
<td>37.2</td>
<td>49.9</td>
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<tr>
<td>Work with classmates outside of class</td>
<td>52.5</td>
<td>47.6</td>
<td>51.6</td>
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<tr>
<td>Lead a discussion, activity, or lab</td>
<td>49.5</td>
<td>46.9</td>
<td>51.1</td>
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<td>Provide and/or receive feedback to classmates about a draft or work still in progress</td>
<td>39.9</td>
<td>39.0</td>
<td>43.0</td>
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<tr>
<td>Analyze and interpret data</td>
<td>55.2</td>
<td>51.3</td>
<td>57.6</td>
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<tr>
<td>Apply mathematical concepts and computational thinking</td>
<td>27.8</td>
<td>26.8</td>
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<th>Methods you use in “all” or “most” of your courses:</th>
<th>All Bacc Institutions</th>
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<td>Class discussions</td>
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<td>Cooperative learning (small groups)</td>
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<td>Experiential learning/Field studies</td>
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<td>Performance/Demonstrations</td>
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<td>Group projects</td>
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<td>Extensive lecturing</td>
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<td>Multiple drafts of written work</td>
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<td>Student-selected topics for course content</td>
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<td>Reflective writing/journaling</td>
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<td>Community service as part of coursework</td>
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<td>Electronic quizzes with immediate feedback in class</td>
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<td>Using real-life problems</td>
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<td>Using student inquiry to drive learning</td>
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<td>“Learn before lecture” through multimedia tools (e.g., flipping the classroom)</td>
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<td>Readings on racial and ethnic issues</td>
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<td>Readings on women and gender issues</td>
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<td>Starting class with a question that engages students</td>
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<td>Techniques to create an inclusive classroom environment for diverse students</td>
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<td>Supplemental instruction that is outside of class and office hours</td>
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<td>Student presentations</td>
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<td>Student evaluations of each others’ work</td>
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<td>Grading on a curve</td>
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<td>Rubric-based assessment</td>
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<th>In creating assignments for your courses, how “frequently” do you:</th>
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<th>4-year Colleges</th>
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<td>Provide instructions clearly delineating what students are to do to complete the assignment</td>
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<td>Explain what you want students to gain from the assignment</td>
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<td>Provide feedback on drafts or work still in progress</td>
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<td>Provide in advance the criteria for evaluating the assignment</td>
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<td>Explicitly link the assignment with course goals or learning objectives</td>
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## 2013–14 HERI Faculty Survey
### Weighted National Norms—Women

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<td>YouTube or other videos</td>
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<td>Goals for undergraduates noted as “essential” or “very important”:</td>
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<td>Develop ability to think critically</td>
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<td>Prepare students for employment after college</td>
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<td>Prepare students for graduate or advanced education</td>
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<td>Develop moral character</td>
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<td>Provide for students’ emotional development</td>
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<td>Teach students the classic works of Western civilization</td>
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<td>Help students develop personal values</td>
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<td>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</td>
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<td>Help students evaluate the quality and reliability of information</td>
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<td>Teach students tolerance and respect for different beliefs</td>
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<td>Encourage students to become agents of social change</td>
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<td>Preparing for teaching (including reading student papers and grading)</td>
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### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

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<th>Universities</th>
<th>4-year Colleges</th>
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<td></td>
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<tr>
<td><strong>During the present term, how many hours per week on average do you actually spend on each of the following activities?</strong></td>
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<td>Advising and counseling of students</td>
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# 2013–14 HERI Faculty Survey

## Weighted National Norms—Women

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<td>None</td>
<td>6.5</td>
<td>6.5</td>
<td>6.3</td>
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<tr>
<td>1–4</td>
<td>15.3</td>
<td>13.3</td>
<td>18.3</td>
<td>15.6</td>
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<tr>
<td>5–8</td>
<td>20.2</td>
<td>19.5</td>
<td>21.7</td>
<td>18.0</td>
</tr>
<tr>
<td>9–12</td>
<td>15.1</td>
<td>15.7</td>
<td>13.0</td>
<td>16.3</td>
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<tr>
<td>13–16</td>
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<td>11.3</td>
<td>10.2</td>
<td>11.6</td>
</tr>
<tr>
<td>17–20</td>
<td>8.0</td>
<td>7.0</td>
<td>6.8</td>
<td>9.7</td>
</tr>
<tr>
<td>21+</td>
<td>24.1</td>
<td>26.7</td>
<td>23.7</td>
<td>22.0</td>
</tr>
<tr>
<td>Other employment, outside of academia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>90.6</td>
<td>93.4</td>
<td>90.3</td>
<td>88.7</td>
</tr>
<tr>
<td>1–4</td>
<td>5.1</td>
<td>3.7</td>
<td>5.7</td>
<td>6.4</td>
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<tr>
<td>5–8</td>
<td>2.0</td>
<td>1.2</td>
<td>3.0</td>
<td>1.9</td>
</tr>
<tr>
<td>9–12</td>
<td>0.9</td>
<td>0.6</td>
<td>0.4</td>
<td>0.9</td>
</tr>
<tr>
<td>13–16</td>
<td>0.2</td>
<td>0.2</td>
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<td>0.2</td>
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<tr>
<td>17–20</td>
<td>0.6</td>
<td>0.5</td>
<td>0.2</td>
<td>0.9</td>
</tr>
<tr>
<td>21+</td>
<td>0.6</td>
<td>0.5</td>
<td>0.2</td>
<td>0.9</td>
</tr>
<tr>
<td>Do you agree “strongly” or “somewhat”?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is primarily up to individual students whether they succeed in my courses</td>
<td>85.6</td>
<td>84.6</td>
<td>83.4</td>
<td>86.9</td>
</tr>
<tr>
<td>I try to dispel perceptions of competition</td>
<td>79.0</td>
<td>77.6</td>
<td>79.9</td>
<td>77.2</td>
</tr>
<tr>
<td>I encourage all students to approach me for help</td>
<td>99.9</td>
<td>99.9</td>
<td>100.0</td>
<td>99.9</td>
</tr>
<tr>
<td>Most students are well-prepared for the difficulty of the courses I teach</td>
<td>57.5</td>
<td>61.4</td>
<td>67.2</td>
<td>48.9</td>
</tr>
<tr>
<td>In my classroom, there is no such thing as a question that is too elementary</td>
<td>93.6</td>
<td>93.9</td>
<td>94.8</td>
<td>92.2</td>
</tr>
<tr>
<td>All students have the potential to excel in my courses</td>
<td>93.3</td>
<td>94.8</td>
<td>93.1</td>
<td>92.7</td>
</tr>
<tr>
<td>The amount of material that is required for my courses poses a substantial challenge to students</td>
<td>70.1</td>
<td>67.3</td>
<td>72.0</td>
<td>72.8</td>
</tr>
<tr>
<td>Students are often overwhelmed by the pace of my courses</td>
<td>43.4</td>
<td>42.2</td>
<td>36.8</td>
<td>47.3</td>
</tr>
<tr>
<td>Most students learn best when they do their assignments on their own</td>
<td>47.1</td>
<td>46.3</td>
<td>48.3</td>
<td>46.2</td>
</tr>
<tr>
<td>Faculty are interested in students’ personal problems</td>
<td>73.5</td>
<td>61.8</td>
<td>75.1</td>
<td>73.8</td>
</tr>
<tr>
<td>Racial and ethnic diversity is reflected in the curriculum</td>
<td>66.3</td>
<td>64.0</td>
<td>60.8</td>
<td>70.1</td>
</tr>
<tr>
<td>Most students are well-prepared academically</td>
<td>51.8</td>
<td>49.3</td>
<td>72.0</td>
<td>40.8</td>
</tr>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>60.0</td>
<td>59.6</td>
<td>54.4</td>
<td>65.2</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>75.3</td>
<td>78.3</td>
<td>69.5</td>
<td>74.2</td>
</tr>
<tr>
<td>Faculty are committed to the welfare of this institution</td>
<td>90.2</td>
<td>88.2</td>
<td>88.6</td>
<td>90.2</td>
</tr>
<tr>
<td>Faculty here are strongly interested in the academic problems of undergraduates</td>
<td>84.8</td>
<td>76.4</td>
<td>80.9</td>
<td>88.9</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>15.7</td>
<td>15.0</td>
<td>15.7</td>
<td>14.0</td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>75.1</td>
<td>76.8</td>
<td>72.9</td>
<td>71.6</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

<table>
<thead>
<tr>
<th>Area</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Do you agree “strongly” or “somewhat”?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>88.4</td>
<td>85.6</td>
<td>85.9</td>
</tr>
<tr>
<td>My service is valued by faculty in my department</td>
<td>82.9</td>
<td>81.3</td>
<td>80.8</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus decision making</td>
<td>50.4</td>
<td>46.8</td>
<td>42.7</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td>57.1</td>
<td>53.6</td>
<td>48.0</td>
</tr>
<tr>
<td>The criteria for advancement and promotion decisions are clear</td>
<td>67.0</td>
<td>68.6</td>
<td>63.3</td>
</tr>
<tr>
<td>Most of the students I teach lack the basic skills for college level</td>
<td>30.6</td>
<td>28.9</td>
<td>15.4</td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is adequate support for faculty development</td>
<td>55.6</td>
<td>54.3</td>
<td>53.7</td>
</tr>
<tr>
<td>This institution successfully educates students in remedial/developmental education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nighttime</td>
<td>50.6</td>
<td>45.6</td>
<td>43.1</td>
</tr>
<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues in the classroom</td>
<td>49.4</td>
<td>53.0</td>
<td>48.0</td>
</tr>
<tr>
<td>Issues you believe to be of “highest” or “high” priority at your institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To promote the intellectual development of students</td>
<td>80.1</td>
<td>80.4</td>
<td>76.4</td>
</tr>
<tr>
<td>To develop a sense of community among students and faculty</td>
<td>56.6</td>
<td>46.7</td>
<td>48.4</td>
</tr>
<tr>
<td>To facilitate student involvement in community service</td>
<td>50.6</td>
<td>34.9</td>
<td>56.0</td>
</tr>
<tr>
<td>To help students learn how to bring about change in society</td>
<td>40.3</td>
<td>31.7</td>
<td>40.5</td>
</tr>
<tr>
<td>To increase or maintain institutional prestige</td>
<td>71.4</td>
<td>75.6</td>
<td>87.2</td>
</tr>
<tr>
<td>To hire faculty ‘stars’</td>
<td>33.0</td>
<td>50.6</td>
<td>55.7</td>
</tr>
<tr>
<td>To recruit more minority students</td>
<td>46.2</td>
<td>38.7</td>
<td>44.2</td>
</tr>
<tr>
<td>To enhance the institution’s national image</td>
<td>72.1</td>
<td>83.5</td>
<td>89.5</td>
</tr>
<tr>
<td>To promote gender diversity in the faculty and administration</td>
<td>36.8</td>
<td>34.7</td>
<td>31.1</td>
</tr>
<tr>
<td>To promote racial and ethnic diversity in the faculty and administration</td>
<td>41.1</td>
<td>38.0</td>
<td>32.0</td>
</tr>
<tr>
<td>To provide resources for faculty to engage in community-based teaching or research</td>
<td>30.2</td>
<td>24.2</td>
<td>29.6</td>
</tr>
<tr>
<td>To create and sustain partnerships with surrounding communities</td>
<td>46.5</td>
<td>39.8</td>
<td>40.1</td>
</tr>
<tr>
<td>To pursue extramural funding</td>
<td>57.4</td>
<td>79.5</td>
<td>62.7</td>
</tr>
<tr>
<td>To strengthen links with the for-profit, corporate sector</td>
<td>46.1</td>
<td>59.2</td>
<td>52.5</td>
</tr>
<tr>
<td>To develop leadership ability among students</td>
<td>60.0</td>
<td>51.2</td>
<td>63.1</td>
</tr>
<tr>
<td>To develop an appreciation for multiculturalism</td>
<td>51.5</td>
<td>45.3</td>
<td>47.1</td>
</tr>
<tr>
<td>To prepare students for the workplace</td>
<td>73.6</td>
<td>67.4</td>
<td>74.6</td>
</tr>
<tr>
<td>Attributes noted as being “very descriptive” of your institution:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easy for students to see faculty outside of regular office hours</td>
<td>48.1</td>
<td>38.2</td>
<td>41.6</td>
</tr>
<tr>
<td>The faculty are typically at odds with campus administration</td>
<td>20.4</td>
<td>17.7</td>
<td>22.7</td>
</tr>
<tr>
<td>Faculty here respect each other</td>
<td>47.8</td>
<td>45.9</td>
<td>45.7</td>
</tr>
<tr>
<td>Faculty are rewarded for being good teachers</td>
<td>22.0</td>
<td>13.7</td>
<td>20.5</td>
</tr>
<tr>
<td>There is respect for the expression of diverse values and beliefs</td>
<td>28.0</td>
<td>29.4</td>
<td>17.5</td>
</tr>
<tr>
<td>Faculty are rewarded for their efforts to use instructional technology</td>
<td>19.6</td>
<td>16.7</td>
<td>17.6</td>
</tr>
<tr>
<td>Administrators consider faculty concerns when making policy</td>
<td>11.0</td>
<td>5.2</td>
<td>9.3</td>
</tr>
<tr>
<td>The administration is open about its policies</td>
<td>13.6</td>
<td>9.4</td>
<td>9.6</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Women

<table>
<thead>
<tr>
<th></th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td><strong>Do you &quot;to a great extent&quot;:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel that the training you received in graduate school prepared you well for your role as a faculty member</td>
<td>37.1</td>
<td>33.8</td>
<td>45.0</td>
</tr>
<tr>
<td>Achieve a healthy balance between your personal life and professional life</td>
<td>23.6</td>
<td>24.0</td>
<td>23.9</td>
</tr>
<tr>
<td>Experience close alignment between your work and your personal values</td>
<td>61.9</td>
<td>59.2</td>
<td>68.6</td>
</tr>
<tr>
<td>Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar</td>
<td>33.8</td>
<td>35.7</td>
<td>35.2</td>
</tr>
<tr>
<td>Mentor new faculty</td>
<td>26.4</td>
<td>21.3</td>
<td>27.8</td>
</tr>
<tr>
<td>Mentor undergraduate students</td>
<td>62.2</td>
<td>51.8</td>
<td>64.2</td>
</tr>
<tr>
<td>Structure your courses so that students master a conceptual understanding of course content</td>
<td>83.3</td>
<td>82.4</td>
<td>86.9</td>
</tr>
<tr>
<td>Structure your courses so that students develop study skills that prepare them for college-level work</td>
<td>54.2</td>
<td>50.2</td>
<td>55.6</td>
</tr>
<tr>
<td><strong>Aspects of your job with which you are &quot;very satisfied&quot; or &quot;satisfied&quot;:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>43.7</td>
<td>46.2</td>
<td>49.4</td>
</tr>
<tr>
<td>Health benefits</td>
<td>73.8</td>
<td>76.4</td>
<td>84.5</td>
</tr>
<tr>
<td>Retirement benefits</td>
<td>70.6</td>
<td>73.8</td>
<td>82.2</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>48.2</td>
<td>56.0</td>
<td>58.6</td>
</tr>
<tr>
<td>Teaching load</td>
<td>57.1</td>
<td>64.5</td>
<td>72.5</td>
</tr>
<tr>
<td>Quality of students</td>
<td>61.1</td>
<td>60.2</td>
<td>76.7</td>
</tr>
<tr>
<td>Office/lab space</td>
<td>68.2</td>
<td>67.9</td>
<td>68.0</td>
</tr>
<tr>
<td>Autonomy and independence</td>
<td>85.0</td>
<td>87.1</td>
<td>85.6</td>
</tr>
<tr>
<td>Professional relationships with other faculty</td>
<td>77.7</td>
<td>75.2</td>
<td>75.9</td>
</tr>
<tr>
<td>Competency of colleagues</td>
<td>82.1</td>
<td>80.9</td>
<td>83.7</td>
</tr>
<tr>
<td>Job security</td>
<td>74.5</td>
<td>73.2</td>
<td>69.4</td>
</tr>
<tr>
<td>Departmental leadership</td>
<td>67.6</td>
<td>62.8</td>
<td>66.7</td>
</tr>
<tr>
<td>Course assignments</td>
<td>83.0</td>
<td>79.8</td>
<td>86.0</td>
</tr>
<tr>
<td>Freedom to determine course content</td>
<td>91.1</td>
<td>90.5</td>
<td>93.1</td>
</tr>
<tr>
<td>Availability of child care at this institution</td>
<td>22.2</td>
<td>21.0</td>
<td>14.7</td>
</tr>
<tr>
<td>Prospects for career advancement</td>
<td>50.2</td>
<td>50.0</td>
<td>46.5</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>55.0</td>
<td>50.4</td>
<td>54.6</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>72.9</td>
<td>70.9</td>
<td>76.0</td>
</tr>
<tr>
<td>Relative equity of salary and job benefits</td>
<td>43.5</td>
<td>42.4</td>
<td>47.3</td>
</tr>
<tr>
<td>Flexibility in relation to family matters or emergencies</td>
<td>82.6</td>
<td>82.0</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Do you agree &quot;strongly&quot; or &quot;somewhat&quot;?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The chief benefit of a college education is that it increases one's earning power</td>
<td>56.1</td>
<td>56.6</td>
<td>47.3</td>
</tr>
<tr>
<td>A racially/ethnically diverse student body enhances the educational experience of all</td>
<td>98.0</td>
<td>98.8</td>
<td>97.7</td>
</tr>
<tr>
<td>External pressures often prevent researchers from being completely objective in the conduct of their work</td>
<td>66.3</td>
<td>64.6</td>
<td>64.0</td>
</tr>
<tr>
<td>Colleges have a responsibility to work with their surrounding communities to address local issues</td>
<td>93.3</td>
<td>91.5</td>
<td>93.2</td>
</tr>
<tr>
<td>Private funding sources often prevent researchers from being completely objective in the conduct of their work</td>
<td>60.1</td>
<td>58.2</td>
<td>63.3</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

<table>
<thead>
<tr>
<th>Please indicate the extent to which each of the following has been a source of stress for you during the last two years:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing household responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>27.4</td>
<td>31.3</td>
<td>26.7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>52.4</td>
<td>50.4</td>
<td>54.6</td>
</tr>
<tr>
<td>Not at all</td>
<td>20.2</td>
<td>18.3</td>
<td>18.7</td>
</tr>
<tr>
<td>Child care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>28.5</td>
<td>31.1</td>
<td>24.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>42.0</td>
<td>41.2</td>
<td>49.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>29.5</td>
<td>27.7</td>
<td>26.1</td>
</tr>
<tr>
<td>My physical health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>13.1</td>
<td>12.8</td>
<td>14.1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>45.5</td>
<td>46.0</td>
<td>47.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>41.4</td>
<td>41.3</td>
<td>38.6</td>
</tr>
<tr>
<td>Review/promotion process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>28.7</td>
<td>30.9</td>
<td>28.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>41.8</td>
<td>42.3</td>
<td>40.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>29.5</td>
<td>26.8</td>
<td>30.6</td>
</tr>
<tr>
<td>Subtle discrimination (e.g., prejudice, racism, sexism)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>12.9</td>
<td>15.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>33.8</td>
<td>35.8</td>
<td>32.9</td>
</tr>
<tr>
<td>Not at all</td>
<td>53.2</td>
<td>48.6</td>
<td>54.4</td>
</tr>
<tr>
<td>Personal finances</td>
<td></td>
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</tr>
<tr>
<td>Extensive</td>
<td>18.2</td>
<td>17.1</td>
<td>19.1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>43.8</td>
<td>43.9</td>
<td>42.4</td>
</tr>
<tr>
<td>Not at all</td>
<td>38.0</td>
<td>39.1</td>
<td>38.5</td>
</tr>
<tr>
<td>Committee work</td>
<td></td>
<td></td>
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<tr>
<td>Extensive</td>
<td>16.4</td>
<td>13.8</td>
<td>20.4</td>
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<tr>
<td>Somewhat</td>
<td>48.3</td>
<td>48.7</td>
<td>48.1</td>
</tr>
<tr>
<td>Not at all</td>
<td>35.4</td>
<td>37.4</td>
<td>31.5</td>
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<tr>
<td>Faculty meetings</td>
<td></td>
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<td>Extensive</td>
<td>12.8</td>
<td>11.6</td>
<td>11.8</td>
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<tr>
<td>Somewhat</td>
<td>44.7</td>
<td>42.1</td>
<td>48.9</td>
</tr>
<tr>
<td>Not at all</td>
<td>42.4</td>
<td>46.3</td>
<td>39.3</td>
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<tr>
<td>Colleagues</td>
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<td></td>
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<tr>
<td>Extensive</td>
<td>15.1</td>
<td>14.6</td>
<td>15.2</td>
</tr>
<tr>
<td>Somewhat</td>
<td>46.6</td>
<td>44.3</td>
<td>49.0</td>
</tr>
<tr>
<td>Not at all</td>
<td>38.4</td>
<td>41.1</td>
<td>35.8</td>
</tr>
<tr>
<td>Students</td>
<td></td>
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</tr>
<tr>
<td>Somewhat</td>
<td>56.0</td>
<td>53.0</td>
<td>62.7</td>
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<tr>
<td>Not at all</td>
<td>33.3</td>
<td>34.5</td>
<td>28.6</td>
</tr>
<tr>
<td>Research or publishing demands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>30.6</td>
<td>40.5</td>
<td>27.7</td>
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<tr>
<td>Somewhat</td>
<td>47.5</td>
<td>41.4</td>
<td>48.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>21.9</td>
<td>18.1</td>
<td>23.6</td>
</tr>
</tbody>
</table>

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

1. Managing household responsibilities
2. Child care
3. My physical health
4. Review/promotion process
5. Subtle discrimination (e.g., prejudice, racism, sexism)
6. Personal finances
7. Committee work
8. Faculty meetings
9. Colleagues
10. Students
11. Research or publishing demands
2013–14 HERI Faculty Survey
Weighted National Norms—Women

<table>
<thead>
<tr>
<th>Please indicate the extent to which each of the following has been a source of stress for you during the last two years:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional procedures and “red tape”</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>25.7</td>
<td>26.3</td>
<td>26.7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>51.4</td>
<td>51.7</td>
<td>45.1</td>
</tr>
<tr>
<td>Not at all</td>
<td>23.0</td>
<td>22.0</td>
<td>28.2</td>
</tr>
<tr>
<td><strong>Teaching load</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>19.3</td>
<td>13.2</td>
<td>14.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>46.9</td>
<td>47.9</td>
<td>41.6</td>
</tr>
<tr>
<td>Not at all</td>
<td>33.8</td>
<td>38.9</td>
<td>43.8</td>
</tr>
<tr>
<td><strong>Lack of personal time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>34.8</td>
<td>30.8</td>
<td>33.0</td>
</tr>
<tr>
<td>Somewhat</td>
<td>46.2</td>
<td>50.7</td>
<td>44.4</td>
</tr>
<tr>
<td>Not at all</td>
<td>19.0</td>
<td>18.5</td>
<td>22.6</td>
</tr>
<tr>
<td><strong>Job security</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>13.2</td>
<td>16.3</td>
<td>17.3</td>
</tr>
<tr>
<td>Somewhat</td>
<td>29.8</td>
<td>26.9</td>
<td>31.4</td>
</tr>
<tr>
<td>Not at all</td>
<td>57.0</td>
<td>56.8</td>
<td>51.3</td>
</tr>
<tr>
<td><strong>Working with underprepared students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>11.8</td>
<td>10.8</td>
<td>5.9</td>
</tr>
<tr>
<td>Somewhat</td>
<td>55.4</td>
<td>56.0</td>
<td>44.6</td>
</tr>
<tr>
<td>Not at all</td>
<td>32.8</td>
<td>33.2</td>
<td>49.5</td>
</tr>
<tr>
<td><strong>Self-imposed high expectations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>39.3</td>
<td>41.2</td>
<td>44.9</td>
</tr>
<tr>
<td>Somewhat</td>
<td>49.2</td>
<td>48.2</td>
<td>45.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>11.6</td>
<td>10.6</td>
<td>9.7</td>
</tr>
<tr>
<td><strong>Change in work responsibilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>31.4</td>
<td>29.5</td>
<td>27.1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>48.2</td>
<td>51.2</td>
<td>47.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>20.4</td>
<td>19.3</td>
<td>25.4</td>
</tr>
<tr>
<td><strong>Institutional budget cuts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>29.1</td>
<td>29.9</td>
<td>16.0</td>
</tr>
<tr>
<td>Somewhat</td>
<td>46.1</td>
<td>50.6</td>
<td>38.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>24.7</td>
<td>19.5</td>
<td>45.7</td>
</tr>
<tr>
<td><strong>During the past two years, have you:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered leaving academy for another job?</td>
<td>38.3</td>
<td>37.9</td>
<td>33.6</td>
</tr>
<tr>
<td>Considered leaving this institution for another?</td>
<td>50.0</td>
<td>53.8</td>
<td>50.7</td>
</tr>
<tr>
<td>Engaged in public service/professional consulting without pay?</td>
<td>54.4</td>
<td>54.2</td>
<td>50.6</td>
</tr>
<tr>
<td>Received at least one firm job offer?</td>
<td>15.0</td>
<td>15.5</td>
<td>12.8</td>
</tr>
<tr>
<td>Requested/sought an early promotion?</td>
<td>4.7</td>
<td>5.1</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>General activities:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you a member of a faculty union?</td>
<td>22.9</td>
<td>25.7</td>
<td>9.5</td>
</tr>
<tr>
<td>Are you a U.S. citizen?</td>
<td>94.5</td>
<td>91.7</td>
<td>94.8</td>
</tr>
<tr>
<td>Do you plan to retire within the next three years?</td>
<td>10.5</td>
<td>12.2</td>
<td>4.7</td>
</tr>
<tr>
<td>Do you use your scholarship to address local community needs?</td>
<td>40.0</td>
<td>40.2</td>
<td>37.7</td>
</tr>
<tr>
<td>Have you been sexually harassed at this institution?</td>
<td>10.4</td>
<td>8.9</td>
<td>13.0</td>
</tr>
<tr>
<td>Have you ever interrupted your professional career for more than one year for family reasons?</td>
<td>14.0</td>
<td>14.5</td>
<td>11.6</td>
</tr>
<tr>
<td>Have you ever received an award for outstanding teaching?</td>
<td>39.7</td>
<td>41.4</td>
<td>39.9</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Women

<table>
<thead>
<tr>
<th>How would you characterize your political views?</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far left</td>
<td>11.2</td>
<td>10.1</td>
<td>10.9</td>
</tr>
<tr>
<td>Liberal</td>
<td>54.7</td>
<td>61.3</td>
<td>50.5</td>
</tr>
<tr>
<td>Middle of the road</td>
<td>24.0</td>
<td>23.4</td>
<td>23.5</td>
</tr>
<tr>
<td>Conservative</td>
<td>9.8</td>
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</tr>
<tr>
<td>Far right</td>
<td>0.3</td>
<td>0.1</td>
<td>0.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you were to begin your career again, would you:</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still want to come to this institution?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definitely yes</td>
<td>29.8</td>
<td>23.7</td>
<td>31.4</td>
</tr>
<tr>
<td>Probably yes</td>
<td>37.8</td>
<td>41.9</td>
<td>35.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>19.3</td>
<td>22.1</td>
<td>19.9</td>
</tr>
<tr>
<td>Probably no</td>
<td>8.3</td>
<td>7.1</td>
<td>9.2</td>
</tr>
<tr>
<td>Definitely no</td>
<td>4.7</td>
<td>5.2</td>
<td>3.8</td>
</tr>
</tbody>
</table>

| Still want to be a college professor?            |                       |              |                 |
| Definitely yes                                  | 53.9                  | 45.2         | 58.8            |
| Probably yes                                    | 30.0                  | 34.8         | 25.9            |
| Not sure                                        | 11.4                  | 13.6         | 10.1            |
| Probably no                                     | 4.0                   | 4.7          | 4.6             |
| Definitely no                                   | 0.8                   | 1.7          | 0.6             |

<table>
<thead>
<tr>
<th>Aggregated—Salary based on 9/10 months (full-time employees only)</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>$20,000–$29,999</td>
<td>0.4</td>
<td>0.7</td>
<td>5.4</td>
</tr>
<tr>
<td>$30,000–$39,999</td>
<td>3.0</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>$40,000–$49,999</td>
<td>9.5</td>
<td>7.6</td>
<td>14.3</td>
</tr>
<tr>
<td>$50,000–$59,999</td>
<td>20.7</td>
<td>17.3</td>
<td>25.8</td>
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<tr>
<td>$60,000–$69,999</td>
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<td>21.6</td>
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<tr>
<td>$70,000–$79,999</td>
<td>16.8</td>
<td>14.9</td>
<td>15.9</td>
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<tr>
<td>$80,000–$89,999</td>
<td>11.4</td>
<td>13.4</td>
<td>6.9</td>
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<td>$90,000–$99,999</td>
<td>6.7</td>
<td>8.4</td>
<td>6.2</td>
</tr>
<tr>
<td>$100,000–$124,999</td>
<td>7.2</td>
<td>9.9</td>
<td>2.7</td>
</tr>
<tr>
<td>$125,000–$149,999</td>
<td>1.8</td>
<td>1.7</td>
<td>0.8</td>
</tr>
<tr>
<td>$150,000 or more</td>
<td>2.7</td>
<td>4.2</td>
<td>0.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aggregated—Salary based on 11/12 months (full-time employees only)</th>
<th>All Bacc Institutions</th>
<th>Universities</th>
<th>4-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>0.2</td>
<td>0.0</td>
<td>0.3</td>
</tr>
<tr>
<td>$20,000–$29,999</td>
<td>0.1</td>
<td>0.4</td>
<td>0.0</td>
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<tr>
<td>$30,000–$39,999</td>
<td>2.6</td>
<td>1.5</td>
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<td>$40,000–$49,999</td>
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<td>$80,000–$89,999</td>
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<td>$100,000–$124,999</td>
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<td>$125,000–$149,999</td>
<td>4.1</td>
<td>6.4</td>
<td>1.6</td>
</tr>
<tr>
<td>$150,000 or more</td>
<td>2.9</td>
<td>6.3</td>
<td>0.3</td>
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</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

<table>
<thead>
<tr>
<th>4-year Colleges</th>
<th>Nonsec</th>
<th>Catholic</th>
<th>Oth Relig</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Bacc Institutions</strong></td>
<td><strong>Public</strong></td>
<td><strong>Private</strong></td>
<td><strong>Public</strong></td>
</tr>
<tr>
<td>Less than 9 months</td>
<td>4.6</td>
<td>2.7</td>
<td>8.6</td>
</tr>
<tr>
<td>9/10 months</td>
<td>71.4</td>
<td>77.3</td>
<td>54.4</td>
</tr>
<tr>
<td>11/12 months</td>
<td>23.9</td>
<td>20.1</td>
<td>37.0</td>
</tr>
</tbody>
</table>

| **What percentage of your current year’s income comes from:** |
|-----------------|--------|----------|-----------|
| **Base salary from this institution** | **100%** | **75% to 99%** | **74% to 50%** | **25% to 49%** | **1% to 24%** | **0%** |
| **Public** | 53.4 | 39.6 | 5.8 | 0.7 | 0.4 | 0.1 | 0.2 |
| **Private** | 56.3 | 37.1 | 5.7 | 0.6 | 0.2 | 0.1 | 0.0 |
| **Public** | 54.5 | 38.1 | 6.8 | 0.4 | 0.2 | 0.0 | 0.0 |
| **All Private** | 49.9 | 43.3 | 5.8 | 0.9 | 0.2 | 0.0 | 0.0 |
| **Nonsec** | 53.8 | 36.1 | 6.8 | 0.9 | 2.2 | 0.1 | 0.0 |
| **Catholic** | 49.3 | 44.9 | 4.7 | 1.0 | 0.1 | 0.0 | 0.0 |
| **Oth Relig** | 53.7 | 40.9 | 4.1 | 1.1 | 0.2 | 0.0 | 0.0 |

| **Other income from this institution** | **100%** | **75% to 99%** | **74% to 50%** | **25% to 49%** | **1% to 24%** | **0%** |
| **Public** | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| **Private** | 0.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| **Public** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| **All Private** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| **Nonsec** | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| **Catholic** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| **Oth Relig** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| **Income from another academic institution** | **100%** | **75% to 99%** | **74% to 50%** | **25% to 49%** | **1% to 24%** | **0%** |
| **Public** | 0.4 | 1.0 | 2.0 | 18.2 | 0.0 | 78.4 |
| **Private** | 0.6 | 0.9 | 1.6 | 25.9 | 0.7 | 70.2 |
| **Public** | 0.6 | 1.0 | 2.4 | 19.4 | 1.2 | 77.8 |
| **All Private** | 0.3 | 0.4 | 1.7 | 11.9 | 0.7 | 83.9 |
| **Nonsec** | 0.3 | 0.1 | 1.2 | 11.4 | 0.2 | 89.6 |
| **Catholic** | 0.3 | 0.0 | 0.3 | 11.2 | 0.1 | 85.8 |
| **Oth Relig** | 0.1 | 0.0 | 0.4 | 0.9 | 0.0 | 82.2 |

| **Non-academic income** | **100%** | **75% to 99%** | **74% to 50%** | **25% to 49%** | **1% to 24%** | **0%** |
| **Public** | 0.2 | 0.7 | 2.4 | 6.7 | 44.1 | 46.0 |
| **Private** | 0.6 | 0.4 | 2.3 | 4.5 | 53.8 | 33.9 |
| **Public** | 0.0 | 1.2 | 1.7 | 2.1 | 51.1 | 42.4 |
| **All Private** | 0.0 | 1.5 | 1.7 | 2.1 | 31.4 | 52.2 |
| **Nonsec** | 0.0 | 0.7 | 1.2 | 1.5 | 30.9 | 61.0 |
| **Catholic** | 0.0 | 0.1 | 0.7 | 0.7 | 33.7 | 59.2 |
| **Oth Relig** | 0.0 | 0.1 | 0.7 | 0.7 | 59.2 | 59.2 |

Please enter the four-digit year that each of the following occurred.

### Year of birth

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17.6</td>
<td>17.7</td>
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## 2013–14 HERI Faculty Survey
### Weighted National Norms—Women

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<th>4-year Colleges</th>
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<td>History or Political Science (Specific Discipline 3007, 3009)</td>
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### How many children do you have in the following age ranges?

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#### 18 years or older

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<td>4.9</td>
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### Are you currently: (Mark one)

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### Is English your native language?

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<th>Oth Relig</th>
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### 2013–14 HERI Faculty Survey
Weighted National Norms—Women

<table>
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<th>Race/Ethnicity—mark all that apply (total may add to more than 100%)</th>
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<th>Universities</th>
<th>4-year Colleges</th>
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<table>
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<th>Average Construct Score Group</th>
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<th>Mean Score</th>
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<table>
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<tr>
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<td>4-year Colleges</td>
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Full-Time Undergraduate Faculty, by Rank
## 2013–14 HERI Faculty Survey
### Weighted National Norms—All Respondents

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<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<td>4,665</td>
<td>4,314</td>
<td>3,732</td>
<td>678</td>
<td>839</td>
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<td>What is your principal activity in your current position at this institution?</td>
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<tr>
<td>Are you considered a full-time employee of your institution for at least nine months of the current academic year?</td>
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<td>100.0</td>
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<td>88.6</td>
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<td>On tenure track, but not tenured</td>
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<td>69.5</td>
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<tr>
<td>Not on tenure track, but institution has tenure system</td>
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<td>19.5</td>
<td>96.8</td>
<td>91.6</td>
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<td>3.7</td>
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<td>2.9</td>
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<td>Are you currently serving in an administrative position as:</td>
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<td>1.9</td>
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<td>50.0</td>
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<td>0.3</td>
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<tr>
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<td>9.3</td>
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## 2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

<table>
<thead>
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<th>Degree Currently Working On</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>Response</th>
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<tbody>
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<td>Bachelor’s (B.A., B.S., etc.)</td>
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<td>0.1</td>
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<td>0.1</td>
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<td>92.2</td>
<td>86.9</td>
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<td>94.9</td>
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</table>

Noted as being personally “essential” or “very important”:

| Research, Teaching, Service                                   | 76.4        | 84.4           | 79.0            | 77.4           | 51.9     | 54.1       | 71.2     |
|                                                               | 97.1        | 96.6           | 96.8            | 97.2           | 98.5     | 98.1       | 97.8     |
|                                                               | 65.7        | 67.1           | 64.6            | 62.0           | 68.1     | 70.0       | 68.4     |

During the past two years, have you engaged in any of the following activities?

| Advised student groups involved in service/volunteer work      | 52.9        | 50.6           | 52.2            | 56.1           | 50.5     | 53.7       | 55.9     |
|                                                              | 48.8        | 45.0           | 52.5            | 51.1           | 45.0     | 46.0       | 50.4     |
| Collaborated with the local community in research/teaching     | 33.9        | 37.6           | 35.6            | 35.2           | 19.3     | 17.6       | 34.3     |
| Conducted research or writing focused on international/global issues | 26.4        | 24.4           | 30.3            | 29.3           | 17.9     | 19.8       | 25.1     |
| Conducted research or writing focused on racial or ethnic minorities | 25.5        | 24.4           | 30.6            | 25.4           | 20.0     | 18.2       | 23.4     |
| Conducted research or writing focused on women and gender issues | 9.1         | 9.4            | 9.6             | 9.3            | 7.8      | 7.7        | 8.6      |
| Transgender, Queer (LGBTQ) issues                              | 54.4        | 58.2           | 59.1            | 59.6           | 32.6     | 27.2       | 49.0     |
| Engaged undergraduates on your research project                | 69.5        | 72.1           | 76.1            | 72.6           | 50.7     | 48.5       | 61.1     |
| Worked with undergraduates on a research project               | 71.3        | 76.9           | 76.4            | 71.9           | 52.8     | 45.5       | 66.2     |
| Engaged in academic research that spans multiple disciplines   | 41.2        | 46.3           | 48.0            | 40.9           | 28.1     | 17.3       | 30.3     |
| Supervised an undergraduate thesis                            | 52.3        | 57.2           | 53.7            | 51.5           | 41.4     | 36.7       | 51.2     |
| Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds) | 22.8        | 26.1           | 23.7            | 23.3           | 11.3     | 14.2       | 21.5     |
| Received funding for your work from foundations                | 30.5        | 39.3           | 32.2            | 29.1           | 16.6     | 16.4       | 19.7     |
| Received funding for your work from state or federal government | 10.8        | 14.9           | 10.6            | 8.1            | 6.6      | 8.9        | 9.0      |
| Received funding for your work from business or industry       | 20.3        | 23.5           | 20.3            | 17.4           | 17.7     | 16.0       | 20.7     |
| Taught an honors course                                       | 40.8        | 45.0           | 44.1            | 38.1           | 34.0     | 29.1       | 35.7     |
| Taught an interdisciplinary course                            | 13.5        | 12.9           | 16.5            | 14.0           | 8.9      | 8.4        | 12.6     |
| Taught an area studies course (e.g., women’s studies, ethnic studies, LGBTQ studies) | 16.9        | 14.8           | 17.9            | 17.0           | 19.0     | 16.5       | 20.1     |
| Taught a service learning course                              | 17.4        | 14.8           | 18.2            | 17.9           | 21.4     | 22.0       | 17.2     |
| Taught an exclusively web-based course at this institution     | 65.1        | 57.7           | 72.4            | 68.7           | 66.3     | 57.2       | 65.3     |
| Participated in organized activities around enhancing pedagogy and student learning | 21.7        | 21.5           | 24.0            | 19.4           | 24.9     | 20.9       | 19.8     |
| Taught a seminar for first-year students                       | 37.0        | 42.4           | 43.7            | 30.9           | 25.3     | 21.5       | 32.7     |
| Taught in a learning community (e.g., FIG, linked courses)     | 7.4         | 6.2            | 8.6             | 6.5            | 9.4      | 6.7        | 9.6      |
| Taught a course that meets general education requirements      | 56.5        | 54.9           | 59.3            | 55.4           | 61.3     | 53.2       | 55.6     |
### 2013-14 HERI Faculty Survey
Weighted National Norms—All Respondents

<table>
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<tr>
<th>In the past two years, to what extent have you:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
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### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

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<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<td>(based on faculty who indicated they were not teaching this term)</td>
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<td>Paid workshops outside the institution focused on teaching</td>
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### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

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

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<td>73.3</td>
<td>81.0</td>
<td>63.2</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In your interactions with undergraduates, how “frequently” do you encourage them to:</th>
<th>Ask questions in class</th>
<th>Support their opinions with a logical argument</th>
<th>Seek solutions to problems and explain them to others</th>
<th>Revise their papers to improve their writing</th>
<th>Evaluate the quality or reliability of information they receive</th>
<th>Take risks for potential gains</th>
<th>Seek alternative solutions to a problem</th>
<th>Look up scientific research articles and resources</th>
<th>Explore topics on their own, even though it was not required for a class</th>
<th>Accept mistakes as part of the learning process</th>
<th>Seek feedback on their academic work</th>
<th>Work with other students on group projects</th>
<th>Integrate skills and knowledge from different sources and experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>92.7</td>
<td>92.3</td>
<td>93.3</td>
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<tr>
<td>Full Professor</td>
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<tr>
<td>Asst Professor</td>
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<td>52.2</td>
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<tr>
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<tr>
<td>Instructor</td>
<td>30.2</td>
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<tr>
<td>No Response</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In your interactions with undergraduates, how “frequently” do you encourage them to:</th>
<th>Use different points of view to make an argument</th>
<th>Make connections between ideas from different courses</th>
<th>Critically evaluate their position on an issue</th>
<th>Recognize the biases that affect their thinking</th>
<th>Think more broadly about an issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>53.9</td>
<td>50.9</td>
<td>54.8</td>
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<tr>
<td>Full Professor</td>
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<tr>
<td>Assoc Professor</td>
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<td>62.4</td>
<td>61.9</td>
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<tr>
<td>Asst Professor</td>
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<tr>
<td>Lecturer</td>
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<td>69.3</td>
<td>72.9</td>
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<td>73.9</td>
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</table>
### 2013–14 HERI Faculty Survey

#### Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th>How “frequently” in the courses you taught in the past year have you given at least one assignment that required students to:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
<td>Engage deeply with a significant challenge or question within your discipline</td>
<td>55.7</td>
<td>56.6</td>
<td>57.2</td>
<td>57.8</td>
<td>55.0</td>
<td>48.9</td>
<td>48.9</td>
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<tr>
<td>Write in the specific style or format of your discipline</td>
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<td>57.5</td>
<td>61.5</td>
<td>61.5</td>
<td>59.4</td>
<td>53.0</td>
<td>54.9</td>
</tr>
<tr>
<td>Use research methods from your discipline in field or applied settings</td>
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<td>49.2</td>
<td>52.5</td>
<td>51.7</td>
<td>45.3</td>
<td>37.6</td>
<td>44.3</td>
</tr>
<tr>
<td>Apply learning from both academic and field settings</td>
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<td>40.3</td>
<td>44.5</td>
<td>51.6</td>
<td>46.8</td>
<td>48.4</td>
<td>46.6</td>
</tr>
<tr>
<td>Describe how different perspectives would affect the interpretation of a question or issue in your discipline</td>
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<td>41.3</td>
<td>44.5</td>
<td>47.7</td>
<td>47.9</td>
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<tr>
<td>Weigh the meaning and significance of evidence</td>
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<td>62.4</td>
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<tr>
<td>Discuss the ethical or moral implications of a course of action</td>
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<td>38.2</td>
<td>40.4</td>
<td>45.1</td>
<td>41.9</td>
<td>45.0</td>
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<tr>
<td>Work with classmates outside of class</td>
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<td>51.4</td>
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<td>46.4</td>
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<tr>
<td>Lead a discussion, activity, or lab</td>
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<td>39.3</td>
<td>42.8</td>
<td>48.2</td>
<td>36.7</td>
<td>40.0</td>
<td>45.5</td>
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<tr>
<td>Provide and/or receive feedback to classmates about a draft or work still in progress</td>
<td>34.3</td>
<td>29.9</td>
<td>35.7</td>
<td>37.4</td>
<td>38.4</td>
<td>39.9</td>
<td>31.6</td>
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<tr>
<td>Analyze and interpret data</td>
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<td>58.4</td>
<td>57.3</td>
<td>55.1</td>
<td>51.3</td>
<td>48.7</td>
<td>56.5</td>
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<tr>
<td>Apply mathematical concepts and computational thinking</td>
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<td>37.6</td>
<td>33.3</td>
<td>33.2</td>
<td>31.1</td>
<td>31.3</td>
<td>31.4</td>
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</table>

<table>
<thead>
<tr>
<th>Methods you use in “all” or “most” of your courses:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussions</td>
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<td>79.4</td>
<td>82.5</td>
<td>86.7</td>
<td>84.5</td>
<td>85.2</td>
<td>83.0</td>
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<tr>
<td>Cooperative learning (small groups)</td>
<td>60.7</td>
<td>50.9</td>
<td>62.7</td>
<td>68.1</td>
<td>71.1</td>
<td>67.4</td>
<td>58.3</td>
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<tr>
<td>Experiential learning/Field studies</td>
<td>31.0</td>
<td>26.2</td>
<td>29.4</td>
<td>35.9</td>
<td>34.3</td>
<td>37.6</td>
<td>32.6</td>
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<tr>
<td>Performance/Demonstrations</td>
<td>34.8</td>
<td>29.6</td>
<td>31.0</td>
<td>38.5</td>
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<tr>
<td>Group projects</td>
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<td>49.7</td>
<td>47.9</td>
<td>48.0</td>
<td>46.4</td>
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<tr>
<td>Extensive lecturing</td>
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<td>51.3</td>
<td>47.7</td>
<td>44.9</td>
<td>41.4</td>
<td>50.0</td>
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<tr>
<td>Multiple drafts of written work</td>
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<td>33.2</td>
<td>33.3</td>
<td>35.8</td>
<td>39.5</td>
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<tr>
<td>Student-selected topics for course content</td>
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<td>24.8</td>
<td>26.1</td>
<td>27.4</td>
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<td>30.6</td>
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<tr>
<td>Reflective writing/journaling</td>
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<td>21.4</td>
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<tr>
<td>Community service as part of coursework</td>
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<td>7.3</td>
<td>7.9</td>
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<td>10.7</td>
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<tr>
<td>Electronic quizzes with immediate feedback in class</td>
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<td>13.1</td>
<td>12.5</td>
<td>18.1</td>
<td>17.7</td>
<td>21.4</td>
<td>16.8</td>
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<tr>
<td>Using real-life problems</td>
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<td>62.1</td>
<td>67.2</td>
<td>78.1</td>
<td>61.6</td>
<td>82.3</td>
<td>80.1</td>
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<tr>
<td>Using student inquiry to drive learning</td>
<td>56.4</td>
<td>51.2</td>
<td>52.6</td>
<td>63.8</td>
<td>53.9</td>
<td>65.7</td>
<td>62.4</td>
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<tr>
<td>“Learn before lecture” through multimedia tools (e.g., flipping the classroom)</td>
<td>21.8</td>
<td>19.6</td>
<td>18.2</td>
<td>25.3</td>
<td>33.2</td>
<td>26.3</td>
<td>19.5</td>
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<tr>
<td>Readings on racial and ethnic issues</td>
<td>26.1</td>
<td>22.0</td>
<td>28.7</td>
<td>29.5</td>
<td>28.1</td>
<td>27.1</td>
<td>22.3</td>
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<tr>
<td>Readings on women and gender issues</td>
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<td>20.6</td>
<td>24.2</td>
<td>24.0</td>
<td>24.5</td>
<td>20.2</td>
<td>18.5</td>
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<tr>
<td>Starting class with a question that engages students</td>
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<td>48.6</td>
<td>47.5</td>
<td>52.9</td>
<td>49.6</td>
<td>51.9</td>
<td>48.6</td>
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<tr>
<td>Techniques to create an inclusive classroom environment for diverse students</td>
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<td>49.6</td>
<td>53.1</td>
<td>64.4</td>
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<tr>
<td>Supplemental instruction that is outside of class and office hours</td>
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<td>34.9</td>
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<td>38.5</td>
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<td>Student presentations</td>
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<td>52.8</td>
<td>57.0</td>
<td>45.7</td>
<td>53.4</td>
<td>50.8</td>
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<tr>
<td>Student evaluations of each others’ work</td>
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<td>22.8</td>
<td>28.2</td>
<td>31.8</td>
<td>31.5</td>
<td>36.3</td>
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<td>Grading on a curve</td>
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<td>20.4</td>
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<td>14.1</td>
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<td>19.5</td>
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<tr>
<td>Rubric-based assessment</td>
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<td>58.7</td>
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<td>61.9</td>
<td>63.0</td>
<td>53.0</td>
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</table>

<table>
<thead>
<tr>
<th>In creating assignments for your courses, how “frequently” do you:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide instructions clearly delineating what students are to do to complete the assignment</td>
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<td>91.1</td>
<td>89.8</td>
<td>90.1</td>
<td>90.1</td>
<td>92.1</td>
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<td>Explain what you want students to gain from the assignment</td>
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<td>75.7</td>
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<td>74.8</td>
<td>74.2</td>
<td>77.4</td>
<td>75.5</td>
</tr>
<tr>
<td>Provide feedback on drafts or work still in progress</td>
<td>49.0</td>
<td>45.7</td>
<td>50.5</td>
<td>49.0</td>
<td>55.4</td>
<td>49.6</td>
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<tr>
<td>Provide in advance the criteria for evaluating the assignment</td>
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<td>74.0</td>
<td>75.7</td>
<td>74.6</td>
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<tr>
<td>Explicitly link the assignment with course goals or learning objectives</td>
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<td>63.1</td>
<td>66.3</td>
<td>66.6</td>
<td>71.2</td>
<td>66.3</td>
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</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th>How “frequently” do you incorporate the following forms of technology into your courses?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
<td>YouTube or other videos</td>
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<td>28.4</td>
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<td>45.2</td>
<td>39.2</td>
<td>38.4</td>
<td>37.0</td>
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<tr>
<td>Classroom enhancement technology (e.g., Elmo, tablet PCs)</td>
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<td>23.4</td>
<td>24.8</td>
<td>25.9</td>
<td>26.4</td>
<td>25.7</td>
<td>24.1</td>
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<tr>
<td>Simulations/animations</td>
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<td>14.9</td>
<td>20.8</td>
<td>10.0</td>
<td>14.3</td>
<td>17.6</td>
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<td>Podcasts</td>
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<td>3.7</td>
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<td>2.8</td>
<td>3.5</td>
<td>3.9</td>
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<tr>
<td>Online homework or virtual labs</td>
<td>23.1</td>
<td>21.6</td>
<td>21.8</td>
<td>24.1</td>
<td>27.6</td>
<td>28.4</td>
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<td>Online discussion boards</td>
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<td>16.6</td>
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<table>
<thead>
<tr>
<th>Goals for undergraduates noted as “essential” or “very important”:</th>
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<tbody>
<tr>
<td>Develop ability to think critically</td>
<td>99.1</td>
<td>99.1</td>
<td>99.6</td>
<td>99.1</td>
<td>99.3</td>
<td>98.0</td>
<td>98.5</td>
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<tr>
<td>Prepare students for employment after college</td>
<td>81.9</td>
<td>76.0</td>
<td>80.9</td>
<td>87.7</td>
<td>83.3</td>
<td>88.1</td>
<td>85.9</td>
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<tr>
<td>Develop moral character</td>
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<td>70.0</td>
<td>68.7</td>
<td>80.1</td>
<td>69.7</td>
</tr>
<tr>
<td>Provide for students’ emotional development</td>
<td>51.2</td>
<td>44.6</td>
<td>46.6</td>
<td>58.6</td>
<td>57.2</td>
<td>67.7</td>
<td>54.4</td>
</tr>
<tr>
<td>Teach students the classic works of Western civilization</td>
<td>29.8</td>
<td>34.8</td>
<td>28.7</td>
<td>22.6</td>
<td>33.0</td>
<td>24.9</td>
<td>34.3</td>
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<tr>
<td>Help students develop personal values</td>
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<td>60.8</td>
<td>61.0</td>
<td>68.3</td>
<td>67.2</td>
<td>73.4</td>
<td>70.3</td>
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<tr>
<td>Instill in students a commitment to community service</td>
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<td>43.2</td>
<td>43.9</td>
<td>53.4</td>
<td>50.5</td>
<td>56.3</td>
<td>56.0</td>
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<tr>
<td>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</td>
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<td>58.8</td>
<td>64.5</td>
<td>68.6</td>
<td>64.7</td>
<td>69.3</td>
<td>66.8</td>
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<tr>
<td>Promote ability to write effectively</td>
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<td>93.2</td>
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# 2013–14 HERI Faculty Survey
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### 2013–14 HERI Faculty Survey

**Weighted National Norms—All Respondents**

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<td><strong>Other employment, outside of academia</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>None</td>
<td>93.2</td>
<td>90.9</td>
<td>91.4</td>
<td>81.8</td>
<td>82.4</td>
<td>89.0</td>
</tr>
<tr>
<td>1–4</td>
<td>4.2</td>
<td>6.0</td>
<td>4.7</td>
<td>7.7</td>
<td>5.8</td>
<td>5.0</td>
</tr>
<tr>
<td>5–8</td>
<td>1.8</td>
<td>1.7</td>
<td>2.1</td>
<td>3.0</td>
<td>5.0</td>
<td>3.3</td>
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<tr>
<td>9–12</td>
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<td>2.2</td>
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<tr>
<td>13–16</td>
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<td>0.1</td>
<td>0.3</td>
<td>0.2</td>
<td>1.0</td>
<td>0.2</td>
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<tr>
<td>17–20</td>
<td>0.1</td>
<td>0.1</td>
<td>0.4</td>
<td>1.1</td>
<td>1.9</td>
<td>0.4</td>
</tr>
<tr>
<td>21+</td>
<td>0.3</td>
<td>0.4</td>
<td>0.5</td>
<td>3.7</td>
<td>1.7</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Do you agree “strongly” or “somewhat”?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is primarily up to individual students whether they succeed in my courses</td>
<td>88.1</td>
<td>90.7</td>
<td>86.3</td>
<td>89.5</td>
<td>88.7</td>
<td>87.9</td>
</tr>
<tr>
<td>I try to dispel perceptions of competition</td>
<td>74.3</td>
<td>73.8</td>
<td>75.9</td>
<td>78.3</td>
<td>75.5</td>
<td>72.0</td>
</tr>
<tr>
<td>I encourage all students to approach me for help</td>
<td>99.8</td>
<td>99.1</td>
<td>99.5</td>
<td>99.8</td>
<td>99.1</td>
<td>99.5</td>
</tr>
<tr>
<td>Most students are well-prepared for the difficulty of the courses I teach</td>
<td>57.3</td>
<td>52.1</td>
<td>57.4</td>
<td>57.3</td>
<td>58.1</td>
<td>57.7</td>
</tr>
<tr>
<td>In my classroom, there is no such thing as a question that is too elementary</td>
<td>91.4</td>
<td>91.0</td>
<td>93.3</td>
<td>89.3</td>
<td>92.4</td>
<td>90.7</td>
</tr>
<tr>
<td>All students have the potential to excel in my courses</td>
<td>89.2</td>
<td>89.7</td>
<td>92.1</td>
<td>87.5</td>
<td>93.0</td>
<td>91.1</td>
</tr>
<tr>
<td>The amount of material that is required for my courses poses a substantial challenge to students</td>
<td>70.7</td>
<td>71.8</td>
<td>69.7</td>
<td>72.9</td>
<td>61.3</td>
<td>71.0</td>
</tr>
<tr>
<td>Students are often overwhelmed by the pace of my courses</td>
<td>45.5</td>
<td>46.1</td>
<td>47.6</td>
<td>50.1</td>
<td>40.8</td>
<td>41.9</td>
</tr>
<tr>
<td>Most students learn best when they do their assignments on their own</td>
<td>54.8</td>
<td>53.4</td>
<td>48.7</td>
<td>57.5</td>
<td>55.9</td>
<td>52.2</td>
</tr>
<tr>
<td>Faculty are interested in students’ personal problems</td>
<td>71.7</td>
<td>70.4</td>
<td>73.8</td>
<td>62.3</td>
<td>74.9</td>
<td>77.2</td>
</tr>
<tr>
<td>Racial and ethnic diversity is reflected in the curriculum</td>
<td>65.8</td>
<td>64.8</td>
<td>62.6</td>
<td>61.9</td>
<td>68.1</td>
<td>61.8</td>
</tr>
<tr>
<td>Most students are well-prepared academically</td>
<td>53.7</td>
<td>46.8</td>
<td>53.2</td>
<td>55.5</td>
<td>63.8</td>
<td>57.4</td>
</tr>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>68.0</td>
<td>60.7</td>
<td>62.3</td>
<td>62.9</td>
<td>72.7</td>
<td>64.9</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>73.1</td>
<td>71.2</td>
<td>77.6</td>
<td>75.3</td>
<td>84.3</td>
<td>76.2</td>
</tr>
<tr>
<td>Faculty are committed to the welfare of this institution</td>
<td>91.0</td>
<td>89.2</td>
<td>90.1</td>
<td>81.5</td>
<td>90.2</td>
<td>90.6</td>
</tr>
<tr>
<td>Faculty here are strongly interested in the academic problems of undergraduates</td>
<td>87.9</td>
<td>84.4</td>
<td>85.4</td>
<td>73.9</td>
<td>82.9</td>
<td>86.7</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>9.8</td>
<td>12.8</td>
<td>14.5</td>
<td>13.4</td>
<td>11.0</td>
<td>10.2</td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>84.4</td>
<td>75.5</td>
<td>76.3</td>
<td>60.5</td>
<td>69.2</td>
<td>77.5</td>
</tr>
</tbody>
</table>
## 2013–14 HERI Faculty Survey
### Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th>Do you agree “strongly” or “somewhat”?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>My teaching is valued by faculty in my department</td>
</tr>
<tr>
<td>My service is valued by faculty in my department</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus decision making</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared students</td>
</tr>
<tr>
<td>The criteria for advancement and promotion decisions are clear</td>
</tr>
<tr>
<td>Most of the students I teach lack the basic skills for college level work</td>
</tr>
<tr>
<td>There is adequate support for faculty development</td>
</tr>
<tr>
<td>This institution successfully educates students in remedial/developmental education</td>
</tr>
<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues in the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issues you believe to be of “highest” or “high” priority at your institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>To promote the intellectual development of students</td>
</tr>
<tr>
<td>To develop a sense of community among students and faculty</td>
</tr>
<tr>
<td>To facilitate student involvement in community service</td>
</tr>
<tr>
<td>To help students learn how to bring about change in society</td>
</tr>
<tr>
<td>To increase or maintain institutional prestige</td>
</tr>
<tr>
<td>To hire faculty ‘stars’</td>
</tr>
<tr>
<td>To recruit more minority students</td>
</tr>
<tr>
<td>To enhance the institution’s national image</td>
</tr>
<tr>
<td>To promote gender diversity in the faculty and administration</td>
</tr>
<tr>
<td>To provide resources for faculty to engage in community-based teaching or research</td>
</tr>
<tr>
<td>To create and sustain partnerships with surrounding communities</td>
</tr>
<tr>
<td>To pursue extramural funding</td>
</tr>
<tr>
<td>To develop leadership ability among students</td>
</tr>
<tr>
<td>To develop an appreciation for multiculturalism</td>
</tr>
<tr>
<td>To prepare students for the workplace</td>
</tr>
<tr>
<td>To provide for resources for faculty to engage in community-based teaching or research</td>
</tr>
<tr>
<td>To develop an appreciation for multiculturalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes noted as being “very descriptive” of your institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>It is easy for students to see faculty outside of regular office hours</td>
</tr>
<tr>
<td>The faculty are typically at odds with campus administration</td>
</tr>
<tr>
<td>Faculty here respect each other</td>
</tr>
<tr>
<td>Faculty are rewarded for being good teachers</td>
</tr>
<tr>
<td>There is respect for the expression of diverse values and beliefs</td>
</tr>
<tr>
<td>Faculty are rewarded for their efforts to use instructional technology</td>
</tr>
<tr>
<td>Administrators consider faculty concerns when making policy</td>
</tr>
<tr>
<td>The administration is open about its policies</td>
</tr>
</tbody>
</table>
## 2013–14 HERI Faculty Survey
### Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th>Do you “to a great extent”:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel that the training you received in graduate school prepared you well for your role as a faculty member</td>
<td>41.6</td>
<td>48.5</td>
<td>37.7</td>
<td>39.2</td>
<td>35.5</td>
<td>33.7</td>
<td>43.4</td>
</tr>
<tr>
<td>Achieve a healthy balance between your personal life and professional life</td>
<td>31.5</td>
<td>38.9</td>
<td>25.9</td>
<td>26.3</td>
<td>31.8</td>
<td>33.2</td>
<td>33.3</td>
</tr>
<tr>
<td>Experience close alignment between your work and your personal values</td>
<td>63.1</td>
<td>70.8</td>
<td>56.5</td>
<td>58.4</td>
<td>59.6</td>
<td>69.1</td>
<td>65.4</td>
</tr>
<tr>
<td>Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar</td>
<td>28.3</td>
<td>18.5</td>
<td>31.0</td>
<td>36.9</td>
<td>32.4</td>
<td>34.7</td>
<td>27.2</td>
</tr>
<tr>
<td>Mentor new faculty</td>
<td>25.1</td>
<td>37.0</td>
<td>26.1</td>
<td>15.2</td>
<td>11.7</td>
<td>10.8</td>
<td>22.0</td>
</tr>
<tr>
<td>Mentor undergraduate students</td>
<td>57.4</td>
<td>53.5</td>
<td>59.5</td>
<td>62.3</td>
<td>55.0</td>
<td>51.3</td>
<td>57.7</td>
</tr>
<tr>
<td>Structure your courses so that students master a conceptual understanding of course content</td>
<td>81.0</td>
<td>83.7</td>
<td>79.5</td>
<td>80.2</td>
<td>82.3</td>
<td>75.6</td>
<td>80.6</td>
</tr>
<tr>
<td>Structure your courses so that students develop study skills that prepare them for college-level work</td>
<td>50.6</td>
<td>48.2</td>
<td>46.0</td>
<td>56.6</td>
<td>57.8</td>
<td>50.9</td>
<td>52.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspects of your job with which you are “very satisfied” or “satisfied”:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>48.4</td>
<td>64.2</td>
<td>44.1</td>
<td>39.5</td>
<td>31.2</td>
<td>40.0</td>
<td>45.1</td>
</tr>
<tr>
<td>Health benefits</td>
<td>73.5</td>
<td>76.1</td>
<td>70.1</td>
<td>74.1</td>
<td>77.9</td>
<td>74.8</td>
<td>68.8</td>
</tr>
<tr>
<td>Retirement benefits</td>
<td>71.2</td>
<td>75.5</td>
<td>64.8</td>
<td>71.7</td>
<td>77.7</td>
<td>72.4</td>
<td>68.1</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>54.3</td>
<td>65.5</td>
<td>47.6</td>
<td>50.5</td>
<td>42.0</td>
<td>56.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Teaching load</td>
<td>59.0</td>
<td>63.8</td>
<td>54.9</td>
<td>56.7</td>
<td>57.8</td>
<td>65.0</td>
<td>57.8</td>
</tr>
<tr>
<td>Quality of students</td>
<td>59.0</td>
<td>61.2</td>
<td>52.8</td>
<td>59.2</td>
<td>68.2</td>
<td>68.1</td>
<td>57.3</td>
</tr>
<tr>
<td>Office/lab space</td>
<td>68.1</td>
<td>72.5</td>
<td>64.4</td>
<td>66.4</td>
<td>66.4</td>
<td>74.0</td>
<td>65.2</td>
</tr>
<tr>
<td>Autonomy and independence</td>
<td>84.5</td>
<td>86.5</td>
<td>82.7</td>
<td>83.6</td>
<td>83.0</td>
<td>89.0</td>
<td>82.8</td>
</tr>
<tr>
<td>Professional relationships with other faculty</td>
<td>77.7</td>
<td>81.5</td>
<td>73.6</td>
<td>78.0</td>
<td>73.7</td>
<td>77.8</td>
<td>78.6</td>
</tr>
<tr>
<td>Competency of colleagues</td>
<td>80.1</td>
<td>80.8</td>
<td>76.4</td>
<td>81.1</td>
<td>84.5</td>
<td>81.5</td>
<td>82.0</td>
</tr>
<tr>
<td>Job security</td>
<td>77.9</td>
<td>93.3</td>
<td>87.5</td>
<td>59.7</td>
<td>44.6</td>
<td>56.1</td>
<td>75.3</td>
</tr>
<tr>
<td>Departmental leadership</td>
<td>70.4</td>
<td>74.3</td>
<td>66.1</td>
<td>68.8</td>
<td>68.5</td>
<td>73.1</td>
<td>73.0</td>
</tr>
<tr>
<td>Course assignments</td>
<td>83.8</td>
<td>87.6</td>
<td>81.8</td>
<td>80.9</td>
<td>82.0</td>
<td>84.8</td>
<td>83.4</td>
</tr>
<tr>
<td>Freedom to determine course content</td>
<td>91.8</td>
<td>94.5</td>
<td>92.9</td>
<td>89.3</td>
<td>85.6</td>
<td>89.0</td>
<td>90.6</td>
</tr>
<tr>
<td>Availability of child care at this institution</td>
<td>28.0</td>
<td>38.6</td>
<td>22.5</td>
<td>22.2</td>
<td>22.8</td>
<td>35.8</td>
<td>26.0</td>
</tr>
<tr>
<td>Prospects for career advancement</td>
<td>54.1</td>
<td>68.2</td>
<td>51.4</td>
<td>53.8</td>
<td>23.5</td>
<td>37.8</td>
<td>46.1</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>58.2</td>
<td>57.9</td>
<td>51.1</td>
<td>60.8</td>
<td>64.5</td>
<td>72.3</td>
<td>61.4</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>74.4</td>
<td>80.8</td>
<td>69.6</td>
<td>71.4</td>
<td>73.7</td>
<td>75.3</td>
<td>74.0</td>
</tr>
<tr>
<td>Relative equity of salary and job benefits</td>
<td>48.9</td>
<td>59.6</td>
<td>43.2</td>
<td>45.1</td>
<td>39.8</td>
<td>46.9</td>
<td>45.2</td>
</tr>
<tr>
<td>Flexibility in relation to family matters or emergencies</td>
<td>85.2</td>
<td>87.3</td>
<td>83.6</td>
<td>84.8</td>
<td>82.9</td>
<td>86.7</td>
<td>84.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you agree “strongly” or “somewhat”?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chief benefit of a college education is that it increases one’s earning power</td>
<td>54.5</td>
<td>51.3</td>
<td>53.6</td>
<td>57.1</td>
<td>56.0</td>
<td>61.7</td>
<td>56.5</td>
</tr>
<tr>
<td>A racially/ethnically diverse student body enhances the educational experience of all</td>
<td>94.4</td>
<td>93.8</td>
<td>93.4</td>
<td>96.8</td>
<td>94.2</td>
<td>94.1</td>
<td>94.1</td>
</tr>
<tr>
<td>External pressures often prevent researchers from being completely objective in the conduct of their work</td>
<td>65.4</td>
<td>58.6</td>
<td>65.4</td>
<td>67.6</td>
<td>80.3</td>
<td>72.9</td>
<td>67.8</td>
</tr>
<tr>
<td>Colleges have a responsibility to work with their surrounding communities to address local issues</td>
<td>90.1</td>
<td>87.2</td>
<td>88.6</td>
<td>93.9</td>
<td>89.9</td>
<td>95.7</td>
<td>91.1</td>
</tr>
<tr>
<td>Private funding sources often prevent researchers from being completely objective in the conduct of their work</td>
<td>58.5</td>
<td>55.5</td>
<td>61.3</td>
<td>53.7</td>
<td>69.0</td>
<td>63.6</td>
<td>61.4</td>
</tr>
</tbody>
</table>
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

<table>
<thead>
<tr>
<th>Managing household responsibilities</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive</td>
<td>21.4</td>
<td>13.9</td>
<td>25.6</td>
<td>28.5</td>
<td>18.8</td>
<td>20.2</td>
<td>19.8</td>
</tr>
<tr>
<td>Somewhat</td>
<td>52.8</td>
<td>52.9</td>
<td>53.7</td>
<td>52.6</td>
<td>54.5</td>
<td>46.1</td>
<td>52.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>25.9</td>
<td>33.2</td>
<td>20.7</td>
<td>19.0</td>
<td>26.8</td>
<td>33.6</td>
<td>27.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child care</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive</td>
<td>20.2</td>
<td>10.3</td>
<td>24.0</td>
<td>29.3</td>
<td>18.6</td>
<td>18.0</td>
<td>20.4</td>
</tr>
<tr>
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### 2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

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<td>Considered leaving academe for another job?</td>
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<tr>
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<td>Have you ever interrupted your professional career for more than one year for family reasons?</td>
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<tr>
<td>Have you ever received an award for outstanding teaching?</td>
<td>42.8</td>
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<td>41.1</td>
<td>34.7</td>
<td>41.9</td>
<td>37.3</td>
<td>41.3</td>
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</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—All Respondents

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tr>
<td>How would you characterize your political views?</td>
<td></td>
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<td>If you were to begin your career again, would you:</td>
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<td></td>
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<td>Still want to come to this institution?</td>
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<td></td>
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<td>33.9</td>
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<td>Still want to be a college professor?</td>
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<td>1.4</td>
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<td>Aggregated—Salary based on 11/12 months (full-time employees only)</td>
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<td>0.3</td>
<td>2.0</td>
<td>9.3</td>
<td>18.7</td>
<td>21.1</td>
<td>7.6</td>
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<td>$50,000–$59,999</td>
<td>16.1</td>
<td>1.7</td>
<td>11.4</td>
<td>32.2</td>
<td>30.3</td>
<td>23.8</td>
<td>16.5</td>
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<td>6.8</td>
<td>17.9</td>
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<td>14.1</td>
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<td>$80,000–$89,999</td>
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<td>9.3</td>
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<td>6.2</td>
<td>3.6</td>
<td>0.9</td>
<td>16.2</td>
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<tr>
<td>$125,000–$149,999</td>
<td>5.1</td>
<td>12.3</td>
<td>3.1</td>
<td>0.2</td>
<td>1.0</td>
<td>0.5</td>
<td>5.3</td>
</tr>
<tr>
<td>$150,000 or more</td>
<td>6.8</td>
<td>19.7</td>
<td>1.3</td>
<td>2.2</td>
<td>0.0</td>
<td>1.7</td>
<td>4.1</td>
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</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—All Respondents

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<tr>
<th>Response</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tr>
<td>Less than 9 months</td>
<td>4.4</td>
<td>4.2</td>
<td>4.2</td>
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<td>5.5</td>
<td>4.9</td>
<td>4.7</td>
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<td>9/10 months</td>
<td>71.6</td>
<td>73.2</td>
<td>76.4</td>
<td>77.5</td>
<td>60.2</td>
<td>48.3</td>
<td>60.5</td>
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<td>11/12 months</td>
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<td>22.6</td>
<td>19.3</td>
<td>18.1</td>
<td>34.3</td>
<td>46.8</td>
<td>34.8</td>
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</table>

#### What percentage of your current year’s income comes from:

**Base salary from this institution**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>47.3</td>
<td>42.1</td>
<td>44.7</td>
<td>57.4</td>
<td>43.2</td>
<td>54.4</td>
<td>46.9</td>
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<tr>
<td>75% to 99%</td>
<td>43.1</td>
<td>47.3</td>
<td>45.7</td>
<td>36.2</td>
<td>41.0</td>
<td>30.8</td>
<td>46.2</td>
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<tr>
<td>74% to 50%</td>
<td>7.7</td>
<td>7.8</td>
<td>8.3</td>
<td>5.3</td>
<td>13.6</td>
<td>10.5</td>
<td>5.1</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>1.6</td>
<td>2.6</td>
<td>0.9</td>
<td>0.9</td>
<td>2.1</td>
<td>2.7</td>
<td>1.4</td>
</tr>
<tr>
<td>1% to 24%</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
<td>0.2</td>
<td>0.2</td>
<td>1.5</td>
<td>0.2</td>
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<tr>
<td>0%</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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**Other income from this institution**

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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
<td>100%</td>
<td>0.1</td>
<td>0.0</td>
<td>0.1</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.4</td>
</tr>
<tr>
<td>75% to 99%</td>
<td>0.2</td>
<td>0.4</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.6</td>
<td>0.0</td>
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<tr>
<td>74% to 50%</td>
<td>0.5</td>
<td>0.9</td>
<td>0.3</td>
<td>0.5</td>
<td>0.0</td>
<td>0.5</td>
<td>0.1</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>8.4</td>
<td>10.6</td>
<td>7.7</td>
<td>6.7</td>
<td>11.6</td>
<td>13.0</td>
<td>4.3</td>
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<td>1% to 24%</td>
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<td>66.2</td>
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<td>36.8</td>
<td>22.2</td>
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<td>40.2</td>
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</table>

**Income from another academic institution**

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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tr>
<td>100%</td>
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<td>0.5</td>
<td>0.0</td>
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<tr>
<td>75% to 99%</td>
<td>0.3</td>
<td>0.3</td>
<td>0.0</td>
<td>0.1</td>
<td>0.2</td>
<td>2.1</td>
<td>0.2</td>
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<tr>
<td>74% to 50%</td>
<td>0.6</td>
<td>0.2</td>
<td>0.4</td>
<td>0.7</td>
<td>1.4</td>
<td>3.1</td>
<td>0.0</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>2.5</td>
<td>3.6</td>
<td>2.1</td>
<td>0.6</td>
<td>13.0</td>
<td>3.9</td>
<td>0.9</td>
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<tr>
<td>1% to 24%</td>
<td>18.4</td>
<td>23.6</td>
<td>17.0</td>
<td>15.5</td>
<td>32.6</td>
<td>16.7</td>
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<tr>
<td>0%</td>
<td>78.1</td>
<td>71.9</td>
<td>80.5</td>
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**Non-academic income**

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<th>Assoc Professor</th>
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<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tr>
<td>75% to 99%</td>
<td>0.5</td>
<td>0.3</td>
<td>0.1</td>
<td>0.9</td>
<td>0.3</td>
<td>2.3</td>
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</tr>
<tr>
<td>74% to 50%</td>
<td>3.9</td>
<td>4.8</td>
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<td>2.4</td>
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<td>4.7</td>
<td>2.5</td>
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<tr>
<td>25% to 49%</td>
<td>7.9</td>
<td>9.5</td>
<td>8.3</td>
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<tr>
<td>1% to 24%</td>
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<td>57.3</td>
<td>51.9</td>
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<td>57.4</td>
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<td>32.0</td>
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<td>27.9</td>
<td>37.1</td>
<td>55.4</td>
<td>21.6</td>
<td>45.8</td>
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</table>

**Please enter the four-digit year that each of the following occurred.**

**Year of birth**

<table>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
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### 2013–14 HERI Faculty Survey
Weighted National Norms—All Respondents

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### How many children do you have in the following age ranges?

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### Is English your native language?

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### 18 years or older

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### 18 years or older

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

<table>
<thead>
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<th>Race/Ethnicity—mark all that apply (total may add to more than 100%)</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<td>1.7</td>
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<tr>
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<table>
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<tr>
<th>Race/Ethnicity Group (with multiple race category)</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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### CIRP Construct: Student-Centered Pedagogy

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### CIRP Construct: Undergraduate Education Goal

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### CIRP Construct: Scholarly Productivity

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<tbody>
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### CIRP Construct: Civic Minded Practice

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### CIRP Construct: Civic Minded Values

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<td>44.6</td>
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<td>37.4</td>
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### CIRP Construct: Job Satisfaction—Workplace

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<th>24.4</th>
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<td>45.1</td>
<td>44.3</td>
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<tr>
<td>Low Construct Score Group</td>
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<td>23.9</td>
<td>35.5</td>
<td>28.1</td>
<td>29.8</td>
<td>26.3</td>
<td>28.2</td>
</tr>
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<td>51.0</td>
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<td>49.3</td>
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### 2013–14 HERI Faculty Survey

#### Weighted National Norms—All Respondents

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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
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<td>45.5</td>
<td>24.1</td>
<td>22.5</td>
<td>10.1</td>
<td>19.1</td>
<td>21.1</td>
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<td>50.0</td>
<td>48.8</td>
<td>52.8</td>
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<tr>
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<td>14.3</td>
<td>23.6</td>
<td>25.5</td>
<td>39.9</td>
<td>32.1</td>
<td>26.1</td>
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<tr>
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<td>54.8</td>
<td>50.6</td>
<td>50.1</td>
<td>47.3</td>
<td>48.6</td>
<td>50.3</td>
</tr>
</tbody>
</table>

| CIRP Construct: Career Related Stress        |             |                |                 |               |          |            |             |
| High Construct Score Group                  | 31.6        | 27.6           | 38.9            | 37.4          | 17.1     | 15.9       | 30.0        |
| Average Construct Score Group               | 47.1        | 46.4           | 47.0            | 48.3          | 48.4     | 45.2       | 47.0        |
| Low Construct Score Group                   | 21.3        | 26.0           | 14.2            | 14.3          | 34.5     | 38.9       | 22.9        |
| Mean Score                                  | 51.3        | 50.2           | 53.0            | 53.1          | 47.7     | 47.4       | 50.6        |

| CIRP Construct: Institutional Priority       |             |                |                 |               |          |            |             |
| Commitment to Diversity                     |             |                |                 |               |          |            |             |
| High Construct Score Group                  | 28.9        | 33.0           | 26.7            | 26.2          | 27.5     | 35.0       | 25.1        |
| Average Construct Score Group               | 45.7        | 45.0           | 43.7            | 47.7          | 46.2     | 46.0       | 48.2        |
| Low Construct Score Group                   | 25.4        | 22.0           | 29.6            | 26.1          | 26.4     | 19.0       | 26.7        |
| Mean Score                                  | 49.6        | 50.6           | 48.6            | 49.3          | 49.4     | 50.6       | 48.8        |

| CIRP Construct: Institutional Priority       |             |                |                 |               |          |            |             |
| Civic Engagement                            |             |                |                 |               |          |            |             |
| High Construct Score Group                  | 23.8        | 18.0           | 21.6            | 30.0          | 19.9     | 35.8       | 30.6        |
| Average Construct Score Group               | 44.5        | 46.3           | 43.4            | 41.2          | 43.8     | 47.5       | 48.3        |
| Low Construct Score Group                   | 31.6        | 35.7           | 35.0            | 28.8          | 36.2     | 16.7       | 21.1        |
| Mean Score                                  | 48.4        | 47.0           | 47.7            | 49.7          | 47.2     | 51.4       | 51.0        |

| CIRP Construct: Institutional Priority       |             |                |                 |               |          |            |             |
| Increase Prestige                           |             |                |                 |               |          |            |             |
| High Construct Score Group                  | 32.2        | 32.1           | 32.2            | 31.2          | 42.2     | 30.8       | 28.5        |
| Average Construct Score Group               | 40.2        | 39.4           | 38.1            | 42.5          | 34.6     | 44.9       | 44.7        |
| Low Construct Score Group                   | 27.6        | 28.5           | 29.7            | 26.3          | 23.2     | 24.4       | 26.8        |
| Mean Score                                  | 50.6        | 50.4           | 50.5            | 50.6          | 53.2     | 50.6       | 49.9        |
Full-Time Undergraduate Faculty, by Rank for

Men
# 2013–14 HERI Faculty Survey
## Weighted National Norms—Men

<table>
<thead>
<tr>
<th>Full-time Undergraduate Faculty</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tr>
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<td>8,598</td>
<td>2,970</td>
<td>2,236</td>
<td>1,776</td>
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<td>349</td>
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### What is your principal activity in your current position at this institution?

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<th>Activity</th>
<th>Full-time Undergraduate Faculty</th>
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<td>Teaching</td>
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<td>Research</td>
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<td>Services to clients and patients</td>
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<tr>
<td>Other</td>
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</table>

### Are you considered a full-time employee of your institution for at least nine months of the current academic year?

<table>
<thead>
<tr>
<th>Status</th>
<th>Full-time Undergraduate Faculty</th>
</tr>
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<tbody>
<tr>
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<td>No</td>
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</tbody>
</table>

### What is your present academic rank?

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full-time Undergraduate Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>41.0</td>
</tr>
<tr>
<td>Associate professor</td>
<td>27.1</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>20.2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>6.2</td>
</tr>
<tr>
<td>Instructor</td>
<td>5.4</td>
</tr>
</tbody>
</table>

### What is your tenure status at this institution?

<table>
<thead>
<tr>
<th>Status</th>
<th>Full-time Undergraduate Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>63.7</td>
</tr>
<tr>
<td>On tenure track, but not tenured</td>
<td>16.0</td>
</tr>
<tr>
<td>Not on tenure track, but institution has tenure system</td>
<td>18.3</td>
</tr>
<tr>
<td>Institution has no tenure system</td>
<td>2.1</td>
</tr>
</tbody>
</table>

### Are you currently serving in an administrative position as:

<table>
<thead>
<tr>
<th>Position</th>
<th>Full-time Undergraduate Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department chair</td>
<td>11.1</td>
</tr>
<tr>
<td>Dean (associate or assistant)</td>
<td>2.4</td>
</tr>
<tr>
<td>President</td>
<td>0.0</td>
</tr>
<tr>
<td>Vice-president</td>
<td>0.1</td>
</tr>
<tr>
<td>Provost</td>
<td>0.1</td>
</tr>
<tr>
<td>Other</td>
<td>14.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>53.4</td>
</tr>
</tbody>
</table>

### Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>Full-time Undergraduate Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s (B.A., B.S., etc.)</td>
<td>0.5</td>
</tr>
<tr>
<td>Master’s (M.A., M.S.)</td>
<td>7.7</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>2.6</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>1.2</td>
</tr>
<tr>
<td>LL.B., J.D.</td>
<td>0.8</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.4</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.2</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>1.6</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>83.5</td>
</tr>
<tr>
<td>Other degree</td>
<td>1.5</td>
</tr>
<tr>
<td>None</td>
<td>0.1</td>
</tr>
<tr>
<td>Degree Currently Working On</td>
<td>All Faculty</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Bachelor’s (B.A., B.S., etc.)</td>
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</tr>
<tr>
<td>Master’s (M.A., M.S.)</td>
<td>0.5</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>0.1</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0.2</td>
</tr>
<tr>
<td>J.D.</td>
<td>0.0</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.0</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.0</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>0.3</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>2.8</td>
</tr>
<tr>
<td>Other degree</td>
<td>0.6</td>
</tr>
<tr>
<td>None</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Noted as being personally "essential" or "very important":

| Research | 79.5 | 85.8 | 80.7 | 79.0 | 62.8 | 56.6 | 73.5 |
| Teaching | 96.9 | 96.3 | 96.7 | 97.6 | 98.5 | 96.7 | 97.4 |
| Service  | 62.3 | 65.4 | 60.7 | 57.4 | 64.0 | 59.6 | 64.7 |

During the past two years, have you engaged in any of the following activities?

| Advised student groups involved in service/volunteer work | 51.9 | 50.4 | 51.6 | 54.1 | 47.2 | 55.6 | 54.7 |
| Collaborated with the local community in research/teaching | 46.3 | 43.2 | 50.6 | 47.4 | 42.7 | 44.2 | 48.1 |
| Conducted research or writing focused on international/global issues | 35.1 | 38.7 | 34.2 | 37.1 | 19.2 | 17.8 | 37.8 |
| Conducted research or writing focused on racial or ethnic minorities | 22.9 | 22.2 | 24.6 | 25.8 | 14.4 | 19.0 | 22.2 |
| Conducted research or writing focused on women and gender issues | 18.5 | 18.0 | 21.1 | 18.0 | 15.8 | 15.0 | 17.9 |
| Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues | 7.1 | 7.1 | 6.2 | 7.0 | 6.7 | 9.1 | 8.5 |
| Engaged undergraduates on your research project | 57.2 | 59.8 | 62.3 | 58.6 | 39.0 | 38.5 | 51.2 |
| Worked with undergraduates on a research project | 71.3 | 73.0 | 75.2 | 75.0 | 56.1 | 55.3 | 63.9 |
| Engaged in academic research that spans multiple disciplines | 73.5 | 77.6 | 76.6 | 75.7 | 55.4 | 49.7 | 67.1 |
| Supervised an undergraduate thesis | 41.8 | 44.7 | 48.2 | 39.1 | 40.7 | 18.2 | 31.2 |
| Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds) | 55.6 | 58.5 | 56.5 | 54.2 | 47.1 | 41.3 | 57.3 |
| Received funding for your work from foundations | 23.7 | 25.7 | 25.2 | 23.7 | 9.6 | 21.1 | 22.2 |
| Received funding for your work from state or federal government | 34.1 | 41.8 | 35.1 | 31.7 | 19.3 | 19.6 | 22.1 |
| Received funding for your work from business or industry | 13.5 | 16.9 | 12.4 | 11.8 | 6.2 | 12.8 | 10.9 |
| Taught an honors course | 21.9 | 23.9 | 19.8 | 20.7 | 23.5 | 18.9 | 22.4 |
| Taught an interdisciplinary course | 41.5 | 44.4 | 43.4 | 42.3 | 29.8 | 29.6 | 36.0 |
| Taught an area studies course (e.g., women’s studies, ethnic studies, LGBTQ studies) | 10.8 | 10.0 | 12.2 | 12.7 | 6.5 | 6.4 | 11.4 |
| Taught a service learning course | 14.6 | 13.7 | 15.4 | 12.5 | 17.9 | 19.2 | 15.1 |
| Taught an exclusively web-based course at this institution | 15.4 | 13.2 | 17.2 | 14.6 | 19.4 | 23.6 | 14.1 |
| Participated in organized activities around enhancing pedagogy and student learning | 59.4 | 51.7 | 67.5 | 64.2 | 62.2 | 55.0 | 60.2 |
| Taught a seminar for first-year students | 21.2 | 21.7 | 23.2 | 18.0 | 20.4 | 21.0 | 20.9 |
| Taught a capstone course | 37.3 | 40.7 | 44.9 | 29.6 | 27.5 | 16.6 | 34.4 |
| Taught in a learning community (e.g., FIG, linked courses) | 6.9 | 6.0 | 7.7 | 5.9 | 9.8 | 5.8 | 9.7 |
| Taught a course that meets general education requirements | 57.4 | 55.9 | 60.6 | 54.5 | 59.7 | 58.7 | 57.9 |
In the past two years, to what extent have you:

Presented with undergraduate students at conferences

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>8.0</td>
<td>7.9</td>
<td>10.4</td>
<td>7.1</td>
<td>1.1</td>
<td>6.9</td>
<td>9.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>23.9</td>
<td>25.9</td>
<td>24.2</td>
<td>22.6</td>
<td>24.8</td>
<td>15.7</td>
<td>21.5</td>
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<tr>
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<td>65.4</td>
<td>70.3</td>
<td>74.1</td>
<td>77.4</td>
<td>69.4</td>
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</table>

Published with undergraduates

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<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>5.6</td>
<td>6.8</td>
<td>6.1</td>
<td>5.7</td>
<td>1.0</td>
<td>1.9</td>
<td>4.2</td>
</tr>
<tr>
<td>To some extent</td>
<td>19.1</td>
<td>23.6</td>
<td>18.3</td>
<td>16.7</td>
<td>10.3</td>
<td>13.7</td>
<td>15.6</td>
</tr>
<tr>
<td>Not at all</td>
<td>75.3</td>
<td>69.6</td>
<td>75.6</td>
<td>77.6</td>
<td>88.7</td>
<td>84.4</td>
<td>89.2</td>
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</table>

How many courses are you teaching this term (include all institutions at which you teach)?

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2.6</td>
<td>3.0</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Median</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
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<tr>
<td>Mode</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

How many courses are you teaching this term are:

General education courses

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.6</td>
<td>1.0</td>
<td>1.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Median</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mode</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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</tbody>
</table>

Courses required for an undergraduate major

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.8</td>
<td>1.9</td>
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<td>1.8</td>
<td>2.2</td>
<td>1.9</td>
<td>1.7</td>
</tr>
<tr>
<td>Median</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>1.0</td>
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<tr>
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<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>3.0</td>
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</tbody>
</table>

Other undergraduate credit courses

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<tr>
<th></th>
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<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
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<td>0.6</td>
<td>0.7</td>
<td>0.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Median</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mode</td>
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<td>0.0</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Developmental/remedial courses (not for credit)

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Median</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
<tr>
<td>Mode</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Non-credit courses (other than above)

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Median</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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Graduate courses

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.4</td>
<td>0.4</td>
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<tr>
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<td>0.0</td>
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<td>0.0</td>
</tr>
</tbody>
</table>

How many of these courses that you are teaching this term are being taught:

At this institution

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2.7</td>
<td>3.0</td>
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<td>3.0</td>
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<td>2.0</td>
<td>3.0</td>
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</tbody>
</table>
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How many of these courses that you are teaching this term are being taught:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At another institution</td>
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</tr>
<tr>
<td><strong>What types of courses do you primarily teach?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(based on faculty who indicated they were not teaching this term)</td>
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<td>Undergraduate credit courses</td>
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<td>Graduate courses</td>
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<tr>
<td>I do not teach</td>
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### 2013–14 HERI Faculty Survey

**Weighted National Norms—Men**

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2013–14 HERI Faculty Survey
Weighted National Norms—Men

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<td>24.7</td>
<td>44.5</td>
<td>52.0</td>
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<td>1–2</td>
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<td>26.3</td>
<td>31.9</td>
<td>31.4</td>
<td>27.1</td>
<td>26.3</td>
<td>34.8</td>
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<td>3–4</td>
<td>20.9</td>
<td>21.7</td>
<td>22.7</td>
<td>19.7</td>
<td>20.1</td>
<td>7.6</td>
<td>22.7</td>
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<td>5–10</td>
<td>16.6</td>
<td>21.6</td>
<td>13.6</td>
<td>19.0</td>
<td>7.2</td>
<td>7.4</td>
<td>9.9</td>
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<tr>
<td>11–20</td>
<td>5.1</td>
<td>7.4</td>
<td>4.5</td>
<td>4.5</td>
<td>0.5</td>
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<td>1.9</td>
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<tr>
<td>21+</td>
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<td>4.3</td>
<td>0.8</td>
<td>0.7</td>
<td>0.5</td>
<td>3.9</td>
<td>0.4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In the past two years, have you taught a graduate course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>49.2</td>
<td>50.8</td>
</tr>
<tr>
<td>No</td>
<td>58.0</td>
<td>42.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In your interactions with undergraduates, how “frequently” do you encourage them to:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions in class</td>
<td>90.9</td>
<td>91.2</td>
<td>92.3</td>
<td>92.6</td>
<td>75.9</td>
<td>92.7</td>
<td>91.0</td>
</tr>
<tr>
<td>Support their opinions with a logical argument</td>
<td>72.2</td>
<td>68.5</td>
<td>73.3</td>
<td>78.3</td>
<td>71.8</td>
<td>72.7</td>
<td>72.1</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>65.2</td>
<td>61.9</td>
<td>67.8</td>
<td>69.7</td>
<td>57.7</td>
<td>70.9</td>
<td>64.6</td>
</tr>
<tr>
<td>Revise their papers to improve their writing</td>
<td>46.3</td>
<td>47.1</td>
<td>46.7</td>
<td>44.4</td>
<td>50.2</td>
<td>43.4</td>
<td>45.0</td>
</tr>
<tr>
<td>Evaluate the quality or reliability of information they receive</td>
<td>54.4</td>
<td>51.8</td>
<td>54.2</td>
<td>58.0</td>
<td>59.2</td>
<td>56.5</td>
<td>53.9</td>
</tr>
<tr>
<td>Take risks for potential gains</td>
<td>27.9</td>
<td>23.9</td>
<td>26.7</td>
<td>30.9</td>
<td>37.0</td>
<td>38.4</td>
<td>30.7</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>48.0</td>
<td>44.3</td>
<td>47.6</td>
<td>53.4</td>
<td>53.6</td>
<td>52.5</td>
<td>48.4</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>44.7</td>
<td>46.2</td>
<td>43.9</td>
<td>50.0</td>
<td>37.3</td>
<td>38.0</td>
<td>38.4</td>
</tr>
<tr>
<td>Explore topics on their own, even though it was not required for a class</td>
<td>39.2</td>
<td>35.9</td>
<td>37.7</td>
<td>47.6</td>
<td>38.4</td>
<td>40.1</td>
<td>40.2</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>58.4</td>
<td>52.3</td>
<td>61.7</td>
<td>64.2</td>
<td>60.0</td>
<td>61.9</td>
<td>60.2</td>
</tr>
<tr>
<td>Seek feedback on their academic work</td>
<td>58.9</td>
<td>53.3</td>
<td>60.5</td>
<td>62.3</td>
<td>69.7</td>
<td>66.7</td>
<td>59.5</td>
</tr>
<tr>
<td>Work with other students on group projects</td>
<td>50.0</td>
<td>45.8</td>
<td>52.2</td>
<td>55.4</td>
<td>57.2</td>
<td>49.0</td>
<td>46.8</td>
</tr>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>58.9</td>
<td>55.5</td>
<td>61.2</td>
<td>61.8</td>
<td>62.0</td>
<td>59.8</td>
<td>58.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How often in the past year have you “frequently” encouraged students to:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use different points of view to make an argument</td>
<td>51.6</td>
<td>47.4</td>
<td>52.0</td>
<td>57.9</td>
<td>51.4</td>
<td>55.2</td>
<td>53.0</td>
</tr>
<tr>
<td>Make connections between ideas from different courses</td>
<td>62.2</td>
<td>60.0</td>
<td>64.6</td>
<td>64.2</td>
<td>63.0</td>
<td>55.3</td>
<td>64.0</td>
</tr>
<tr>
<td>Critically evaluate their position on an issue</td>
<td>60.0</td>
<td>59.5</td>
<td>59.8</td>
<td>62.3</td>
<td>63.9</td>
<td>52.2</td>
<td>59.7</td>
</tr>
<tr>
<td>Recognize the biases that affect their thinking</td>
<td>48.3</td>
<td>44.2</td>
<td>49.8</td>
<td>52.2</td>
<td>58.0</td>
<td>45.1</td>
<td>49.3</td>
</tr>
<tr>
<td>Think more broadly about an issue</td>
<td>68.9</td>
<td>66.0</td>
<td>70.4</td>
<td>72.9</td>
<td>74.3</td>
<td>60.3</td>
<td>70.3</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
**Weighted National Norms—Men**

<table>
<thead>
<tr>
<th>How “frequently” in the courses you taught in the past year have you given at least one assignment that required students to:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage deeply with a significant challenge or question within your discipline</td>
<td>54.4</td>
<td>53.6</td>
<td>54.6</td>
<td>60.8</td>
<td>53.7</td>
<td>50.3</td>
<td>47.0</td>
</tr>
<tr>
<td>Write in the specific style or format of your discipline</td>
<td>53.5</td>
<td>52.3</td>
<td>56.5</td>
<td>54.7</td>
<td>56.5</td>
<td>45.8</td>
<td>50.8</td>
</tr>
<tr>
<td>Use research methods from your discipline in field or applied settings</td>
<td>46.8</td>
<td>46.8</td>
<td>48.6</td>
<td>51.8</td>
<td>43.8</td>
<td>35.1</td>
<td>40.1</td>
</tr>
<tr>
<td>Apply learning from both academic and field settings</td>
<td>40.8</td>
<td>37.2</td>
<td>38.8</td>
<td>47.2</td>
<td>50.2</td>
<td>42.7</td>
<td>40.9</td>
</tr>
<tr>
<td>Describe how different perspectives would affect the interpretation of a question or issue in your discipline</td>
<td>40.1</td>
<td>36.3</td>
<td>38.3</td>
<td>47.9</td>
<td>48.3</td>
<td>38.5</td>
<td>40.7</td>
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<tr>
<td>Weigh the meaning and significance of evidence</td>
<td>58.6</td>
<td>60.0</td>
<td>58.1</td>
<td>61.4</td>
<td>57.9</td>
<td>47.7</td>
<td>55.2</td>
</tr>
<tr>
<td>Discuss the ethical or moral implications of a course of action</td>
<td>37.8</td>
<td>34.4</td>
<td>36.4</td>
<td>40.4</td>
<td>43.3</td>
<td>44.2</td>
<td>43.2</td>
</tr>
<tr>
<td>Work with classmates outside of class</td>
<td>46.0</td>
<td>43.2</td>
<td>49.9</td>
<td>49.0</td>
<td>44.6</td>
<td>38.7</td>
<td>46.0</td>
</tr>
<tr>
<td>Lead a discussion, activity, or lab</td>
<td>37.7</td>
<td>35.1</td>
<td>36.8</td>
<td>43.9</td>
<td>33.9</td>
<td>36.3</td>
<td>41.2</td>
</tr>
<tr>
<td>Still in progress</td>
<td>30.3</td>
<td>26.7</td>
<td>32.1</td>
<td>33.8</td>
<td>33.9</td>
<td>34.3</td>
<td>28.6</td>
</tr>
<tr>
<td>Analyze and interpret data</td>
<td>57.0</td>
<td>58.1</td>
<td>58.5</td>
<td>55.8</td>
<td>52.5</td>
<td>46.9</td>
<td>58.1</td>
</tr>
<tr>
<td>Provide and/or receive feedback to classmates about a draft or work in progress</td>
<td>38.8</td>
<td>41.2</td>
<td>38.0</td>
<td>36.9</td>
<td>39.6</td>
<td>35.1</td>
<td>35.8</td>
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</table>

<table>
<thead>
<tr>
<th>Methods you use in “all” or “most” of your courses:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussions</td>
<td>79.4</td>
<td>76.3</td>
<td>79.4</td>
<td>84.2</td>
<td>83.8</td>
<td>78.8</td>
<td>79.5</td>
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<tr>
<td>Cooperative learning (small groups)</td>
<td>52.8</td>
<td>44.7</td>
<td>55.3</td>
<td>61.7</td>
<td>69.0</td>
<td>57.0</td>
<td>49.1</td>
</tr>
<tr>
<td>Experiential learning/field studies</td>
<td>28.8</td>
<td>24.8</td>
<td>26.5</td>
<td>34.6</td>
<td>36.7</td>
<td>34.6</td>
<td>31.5</td>
</tr>
<tr>
<td>Performance/Demonstrations</td>
<td>31.9</td>
<td>28.0</td>
<td>28.1</td>
<td>40.5</td>
<td>37.8</td>
<td>37.9</td>
<td>34.6</td>
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<tr>
<td>Group projects</td>
<td>39.8</td>
<td>36.0</td>
<td>41.4</td>
<td>45.4</td>
<td>38.8</td>
<td>38.5</td>
<td>41.4</td>
</tr>
<tr>
<td>Extensive lecturing</td>
<td>58.0</td>
<td>61.1</td>
<td>60.4</td>
<td>53.4</td>
<td>53.1</td>
<td>46.2</td>
<td>57.7</td>
</tr>
<tr>
<td>Multiple drafts of written work</td>
<td>30.0</td>
<td>29.0</td>
<td>30.1</td>
<td>31.4</td>
<td>35.0</td>
<td>28.4</td>
<td>29.3</td>
</tr>
<tr>
<td>Student-selected topics for course content</td>
<td>22.5</td>
<td>20.7</td>
<td>22.4</td>
<td>26.4</td>
<td>17.5</td>
<td>29.6</td>
<td>22.0</td>
</tr>
<tr>
<td>Reflective writing/journaling</td>
<td>19.8</td>
<td>18.6</td>
<td>17.6</td>
<td>21.0</td>
<td>20.1</td>
<td>29.8</td>
<td>22.2</td>
</tr>
<tr>
<td>Community service as part of coursework</td>
<td>6.3</td>
<td>5.9</td>
<td>6.1</td>
<td>5.5</td>
<td>5.3</td>
<td>8.2</td>
<td>9.7</td>
</tr>
<tr>
<td>Electronic quizzes with immediate feedback in class</td>
<td>13.7</td>
<td>11.8</td>
<td>11.4</td>
<td>17.0</td>
<td>19.8</td>
<td>18.6</td>
<td>14.6</td>
</tr>
<tr>
<td>Using real-life problems</td>
<td>65.8</td>
<td>60.5</td>
<td>65.5</td>
<td>72.2</td>
<td>52.3</td>
<td>76.9</td>
<td>77.8</td>
</tr>
<tr>
<td>Using student inquiry to drive learning</td>
<td>52.6</td>
<td>47.8</td>
<td>48.9</td>
<td>64.5</td>
<td>44.9</td>
<td>62.0</td>
<td>58.4</td>
</tr>
<tr>
<td>Learn before lecture* through multimedia tools (e.g., flipping the classroom)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Readings on racial and ethnic issues</td>
<td>20.6</td>
<td>18.0</td>
<td>18.0</td>
<td>27.1</td>
<td>31.7</td>
<td>23.5</td>
<td>17.0</td>
</tr>
<tr>
<td>Readings on women and gender issues</td>
<td>20.3</td>
<td>17.6</td>
<td>22.4</td>
<td>23.2</td>
<td>21.1</td>
<td>26.4</td>
<td>16.1</td>
</tr>
<tr>
<td>Readings on women and gender issues</td>
<td>16.9</td>
<td>16.0</td>
<td>16.4</td>
<td>18.5</td>
<td>23.4</td>
<td>19.9</td>
<td>13.5</td>
</tr>
<tr>
<td>Starting class with a question that engages students</td>
<td>48.0</td>
<td>47.0</td>
<td>46.1</td>
<td>53.5</td>
<td>47.6</td>
<td>47.5</td>
<td>46.7</td>
</tr>
<tr>
<td>Techniques to create an inclusive classroom environment for diverse students</td>
<td>49.5</td>
<td>43.4</td>
<td>45.7</td>
<td>57.7</td>
<td>55.2</td>
<td>62.8</td>
<td>57.7</td>
</tr>
<tr>
<td>Supplemental instruction that is outside of class and office hours</td>
<td>34.6</td>
<td>32.2</td>
<td>34.3</td>
<td>38.3</td>
<td>36.4</td>
<td>42.9</td>
<td>32.1</td>
</tr>
<tr>
<td>Student presentations</td>
<td>45.7</td>
<td>45.5</td>
<td>44.3</td>
<td>51.5</td>
<td>33.4</td>
<td>49.7</td>
<td>44.6</td>
</tr>
<tr>
<td>Student evaluations of each others’ work</td>
<td>22.0</td>
<td>17.7</td>
<td>22.8</td>
<td>26.2</td>
<td>23.1</td>
<td>33.1</td>
<td>22.0</td>
</tr>
<tr>
<td>Grading on a curve</td>
<td>25.3</td>
<td>30.3</td>
<td>23.1</td>
<td>23.5</td>
<td>17.0</td>
<td>20.7</td>
<td>22.6</td>
</tr>
<tr>
<td>Rubric-based assessment</td>
<td>48.2</td>
<td>41.8</td>
<td>53.3</td>
<td>51.5</td>
<td>54.1</td>
<td>60.3</td>
<td>43.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In creating assignments for your courses, how “frequently” do you:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide instructions clearly delineating what students are to do to complete the assignment</td>
<td>87.6</td>
<td>89.5</td>
<td>87.8</td>
<td>84.5</td>
<td>84.6</td>
<td>89.9</td>
<td>86.0</td>
</tr>
<tr>
<td>Explain what you want students to gain from the assignment</td>
<td>72.9</td>
<td>72.8</td>
<td>74.2</td>
<td>72.2</td>
<td>72.9</td>
<td>73.6</td>
<td>70.9</td>
</tr>
<tr>
<td>Provide feedback on drafts or work still in progress</td>
<td>43.4</td>
<td>41.1</td>
<td>44.2</td>
<td>43.3</td>
<td>49.8</td>
<td>44.6</td>
<td>45.6</td>
</tr>
<tr>
<td>Provide in advance the criteria for evaluating the assignment</td>
<td>68.6</td>
<td>68.5</td>
<td>68.3</td>
<td>71.0</td>
<td>64.7</td>
<td>69.4</td>
<td>67.1</td>
</tr>
<tr>
<td>Explicitly link the assignment with course goals or learning objectives</td>
<td>62.7</td>
<td>63.3</td>
<td>59.0</td>
<td>63.5</td>
<td>62.3</td>
<td>70.9</td>
<td>64.4</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
Weighted National Norms—Men

<table>
<thead>
<tr>
<th>How “frequently” do you incorporate the following forms of technology into your courses?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>YouTube or other videos</td>
<td>30.0</td>
<td>26.1</td>
<td>29.5</td>
<td>37.6</td>
<td>26.9</td>
<td>36.8</td>
<td>31.1</td>
</tr>
<tr>
<td>Classroom enhancement technology (e.g., Elmo, tablet PCs)</td>
<td>23.6</td>
<td>22.6</td>
<td>24.7</td>
<td>23.9</td>
<td>24.3</td>
<td>22.9</td>
<td>23.8</td>
</tr>
<tr>
<td>Simulations/animations</td>
<td>15.8</td>
<td>16.0</td>
<td>14.1</td>
<td>20.8</td>
<td>7.4</td>
<td>13.4</td>
<td>16.5</td>
</tr>
<tr>
<td>Podcasts</td>
<td>3.4</td>
<td>3.7</td>
<td>2.4</td>
<td>4.3</td>
<td>2.1</td>
<td>4.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Online homework or virtual labs</td>
<td>21.3</td>
<td>21.6</td>
<td>20.7</td>
<td>22.3</td>
<td>18.8</td>
<td>28.1</td>
<td>18.2</td>
</tr>
<tr>
<td>Online discussion boards</td>
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### Goals for undergraduates noted as “essential” or “very important”:

| Develop ability to think critically | 98.7 | 98.9 | 99.5 | 98.2 | 98.8 | 96.0 | 98.3 |
| Prepare students for employment after college | 78.7 | 74.6 | 78.5 | 85.0 | 75.7 | 84.2 | 83.2 |
| Prepare students for graduate or advanced education | 72.7 | 73.6 | 70.8 | 75.5 | 57.7 | 72.1 | 77.7 |
| Develop moral character | 63.6 | 60.4 | 60.9 | 68.2 | 63.8 | 75.7 | 68.1 |
| Provide for students’ emotional development | 46.6 | 41.4 | 42.9 | 56.0 | 50.6 | 62.0 | 49.3 |
| Teach students the classic works of Western civilization | 33.3 | 36.5 | 33.2 | 26.1 | 34.8 | 24.3 | 37.6 |
| Help students develop personal values | 61.1 | 58.2 | 57.2 | 66.4 | 60.7 | 71.2 | 68.0 |
| Instill in students a commitment to community service | 43.3 | 40.4 | 39.6 | 48.6 | 40.8 | 50.4 | 52.1 |
| Enhance students’ knowledge of and appreciation for other racial/ethnic groups | 55.1 | 52.8 | 53.3 | 58.9 | 52.0 | 62.0 | 60.2 |
| Promote ability to write effectively | 90.6 | 91.3 | 90.2 | 91.5 | 88.4 | 80.5 | 93.1 |
| Help students evaluate the quality and reliability of information | 64.2 | 63.5 | 64.5 | 63.8 | 72.9 | 57.5 | 65.5 |
| Teach students tolerance and respect for different beliefs | 72.9 | 73.0 | 69.9 | 73.0 | 75.5 | 77.5 | 76.8 |
| Encourage students to become agents of social change | 46.9 | 44.6 | 43.3 | 53.7 | 49.2 | 52.6 | 48.3 |

### During the present term, how many hours per week on average do you actually spend on each of the following activities?

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### 2013–14 HERI Faculty Survey

**Weighted National Norms—Men**

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2013–14 HERI Faculty Survey
Weighted National Norms—Men

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<td>90.3</td>
<td>93.3</td>
<td>89.8</td>
<td>90.5</td>
<td>81.5</td>
<td>81.3</td>
<td>89.5</td>
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<tr>
<td>1–4</td>
<td>5.2</td>
<td>3.8</td>
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<td>7.7</td>
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<td>2.1</td>
<td>2.4</td>
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<td>9–12</td>
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<td>0.1</td>
<td>0.2</td>
<td>0.3</td>
<td>0.2</td>
<td>1.1</td>
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<tr>
<td>17–20</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
<td>0.3</td>
<td>0.6</td>
<td>0.8</td>
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<tr>
<td>21+</td>
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<td>0.3</td>
<td>0.6</td>
<td>0.5</td>
<td>5.0</td>
<td>1.7</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Do you agree “strongly” or “somewhat”?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is primarily up to individual students whether they succeed in my courses</td>
<td>90.7</td>
<td>90.0</td>
<td>93.9</td>
<td>88.4</td>
<td>94.0</td>
<td>87.3</td>
<td>88.9</td>
</tr>
<tr>
<td>I try to dispel perceptions of competition</td>
<td>71.3</td>
<td>71.1</td>
<td>71.3</td>
<td>70.7</td>
<td>77.9</td>
<td>76.6</td>
<td>66.9</td>
</tr>
<tr>
<td>I encourage all students to approach me for help</td>
<td>99.1</td>
<td>99.7</td>
<td>98.4</td>
<td>99.0</td>
<td>100.0</td>
<td>98.2</td>
<td>99.2</td>
</tr>
<tr>
<td>Most students are well-prepared for the difficulty of the courses I teach</td>
<td>55.0</td>
<td>56.8</td>
<td>51.4</td>
<td>56.6</td>
<td>45.2</td>
<td>60.4</td>
<td>56.9</td>
</tr>
<tr>
<td>In my classroom, there is no such thing as a question that is too elementary</td>
<td>89.7</td>
<td>90.3</td>
<td>89.5</td>
<td>90.8</td>
<td>84.7</td>
<td>90.5</td>
<td>88.1</td>
</tr>
<tr>
<td>All students have the potential to excel in my courses</td>
<td>86.1</td>
<td>83.9</td>
<td>86.1</td>
<td>90.8</td>
<td>76.7</td>
<td>92.9</td>
<td>88.0</td>
</tr>
<tr>
<td>The amount of material that is required for my courses poses a substantial challenge to students</td>
<td>70.6</td>
<td>70.7</td>
<td>74.0</td>
<td>67.1</td>
<td>73.7</td>
<td>59.3</td>
<td>71.7</td>
</tr>
<tr>
<td>Students are often overwhelmed by the pace of my courses</td>
<td>47.6</td>
<td>47.4</td>
<td>48.9</td>
<td>48.4</td>
<td>56.1</td>
<td>38.8</td>
<td>43.1</td>
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<tr>
<td>Most students learn best when they do their assignments on their own</td>
<td>60.6</td>
<td>64.1</td>
<td>58.9</td>
<td>56.4</td>
<td>62.0</td>
<td>63.0</td>
<td>56.6</td>
</tr>
<tr>
<td>Faculty are interested in students’ personal problems</td>
<td>70.3</td>
<td>69.5</td>
<td>70.9</td>
<td>72.7</td>
<td>56.9</td>
<td>72.5</td>
<td>74.6</td>
</tr>
<tr>
<td>Racial and ethnic diversity is reflected in the curriculum</td>
<td>62.8</td>
<td>64.8</td>
<td>62.6</td>
<td>63.2</td>
<td>57.2</td>
<td>60.9</td>
<td>58.9</td>
</tr>
<tr>
<td>Most students are well-prepared academically</td>
<td>53.6</td>
<td>54.3</td>
<td>45.9</td>
<td>57.7</td>
<td>51.4</td>
<td>64.8</td>
<td>59.2</td>
</tr>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>68.0</td>
<td>71.1</td>
<td>64.8</td>
<td>66.3</td>
<td>67.4</td>
<td>71.5</td>
<td>65.3</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>74.1</td>
<td>73.1</td>
<td>69.8</td>
<td>81.7</td>
<td>68.0</td>
<td>83.3</td>
<td>73.3</td>
</tr>
<tr>
<td>Faculty are committed to the welfare of this institution</td>
<td>89.2</td>
<td>90.1</td>
<td>88.6</td>
<td>91.9</td>
<td>76.0</td>
<td>88.3</td>
<td>90.2</td>
</tr>
<tr>
<td>Faculty here are strongly interested in the academic problems of undergraduates</td>
<td>85.4</td>
<td>88.1</td>
<td>84.2</td>
<td>86.2</td>
<td>69.9</td>
<td>81.7</td>
<td>86.5</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>9.1</td>
<td>7.5</td>
<td>10.8</td>
<td>10.7</td>
<td>6.7</td>
<td>9.4</td>
<td>8.8</td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>79.2</td>
<td>85.5</td>
<td>75.3</td>
<td>77.6</td>
<td>65.9</td>
<td>72.1</td>
<td>77.5</td>
</tr>
<tr>
<td>Issue</td>
<td>All Faculty</td>
<td>Full Professor</td>
<td>Assoc Professor</td>
<td>Asst Professor</td>
<td>Lecturer</td>
<td>Instructor</td>
<td>No Response</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
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<td>----------------</td>
<td>---------------</td>
<td>----------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Do you agree “strongly” or “somewhat”?</td>
<td>87.7</td>
<td>89.9</td>
<td>86.4</td>
<td>87.8</td>
<td>91.6</td>
<td>78.2</td>
<td>84.6</td>
</tr>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>82.9</td>
<td>86.9</td>
<td>79.4</td>
<td>82.7</td>
<td>81.4</td>
<td>77.3</td>
<td>80.3</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus decision making</td>
<td>52.1</td>
<td>52.5</td>
<td>47.7</td>
<td>58.9</td>
<td>54.0</td>
<td>60.3</td>
<td>45.1</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared</td>
<td>63.6</td>
<td>65.9</td>
<td>58.0</td>
<td>66.6</td>
<td>62.9</td>
<td>69.4</td>
<td>61.3</td>
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<tr>
<td>students</td>
<td>71.8</td>
<td>79.9</td>
<td>66.2</td>
<td>71.7</td>
<td>57.9</td>
<td>60.5</td>
<td>67.2</td>
</tr>
<tr>
<td>The criteria for advancement and promotion decisions are clear</td>
<td>25.6</td>
<td>23.5</td>
<td>29.7</td>
<td>26.0</td>
<td>25.7</td>
<td>22.0</td>
<td>23.5</td>
</tr>
<tr>
<td>Most of the students I teach lack the basic skills for college level</td>
<td>60.2</td>
<td>61.1</td>
<td>53.6</td>
<td>68.0</td>
<td>55.1</td>
<td>67.9</td>
<td>58.6</td>
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<tr>
<td>work</td>
<td>55.2</td>
<td>53.0</td>
<td>50.4</td>
<td>64.3</td>
<td>44.1</td>
<td>65.6</td>
<td>62.1</td>
</tr>
<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues</td>
<td>41.6</td>
<td>41.7</td>
<td>44.8</td>
<td>37.1</td>
<td>44.8</td>
<td>36.0</td>
<td>42.0</td>
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<tr>
<td>in the classroom</td>
<td></td>
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<tr>
<td>Issues you believe to be of “highest” or “high” priority at your</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>To promote the intellectual development of students</td>
<td>79.4</td>
<td>83.3</td>
<td>76.1</td>
<td>77.9</td>
<td>83.5</td>
<td>74.7</td>
<td>74.8</td>
</tr>
<tr>
<td>To develop a sense of community among students and faculty</td>
<td>56.6</td>
<td>57.0</td>
<td>50.2</td>
<td>63.9</td>
<td>46.9</td>
<td>66.4</td>
<td>59.8</td>
</tr>
<tr>
<td>To facilitate student involvement in community service</td>
<td>44.7</td>
<td>41.1</td>
<td>41.6</td>
<td>48.4</td>
<td>36.4</td>
<td>55.3</td>
<td>61.1</td>
</tr>
<tr>
<td>To help students learn how to bring about change in society</td>
<td>35.3</td>
<td>32.3</td>
<td>31.4</td>
<td>43.9</td>
<td>36.8</td>
<td>32.5</td>
<td>43.5</td>
</tr>
<tr>
<td>To increase or maintain institutional prestige</td>
<td>70.1</td>
<td>69.7</td>
<td>66.8</td>
<td>73.3</td>
<td>70.1</td>
<td>71.4</td>
<td>74.2</td>
</tr>
<tr>
<td>To hire faculty ‘stars’</td>
<td>32.8</td>
<td>35.4</td>
<td>31.6</td>
<td>33.0</td>
<td>41.4</td>
<td>32.6</td>
<td>19.6</td>
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<tr>
<td>To recruit more minority students</td>
<td>45.0</td>
<td>49.5</td>
<td>41.4</td>
<td>43.4</td>
<td>42.6</td>
<td>50.8</td>
<td>37.8</td>
</tr>
<tr>
<td>To enhance the institution’s national image</td>
<td>72.9</td>
<td>73.0</td>
<td>71.9</td>
<td>73.3</td>
<td>76.4</td>
<td>73.3</td>
<td>72.0</td>
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<tr>
<td>To promote gender diversity in the faculty and administration</td>
<td>49.2</td>
<td>54.3</td>
<td>47.0</td>
<td>44.4</td>
<td>48.3</td>
<td>52.6</td>
<td>42.0</td>
</tr>
<tr>
<td>To promote racial and ethnic diversity in the faculty and administration</td>
<td>48.3</td>
<td>55.9</td>
<td>45.9</td>
<td>44.4</td>
<td>43.9</td>
<td>52.9</td>
<td>38.5</td>
</tr>
<tr>
<td>To provide resources for faculty to engage in community-based</td>
<td>27.3</td>
<td>21.8</td>
<td>24.9</td>
<td>34.1</td>
<td>30.9</td>
<td>40.6</td>
<td>36.4</td>
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<tr>
<td>teaching or research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To create and sustain partnerships with surrounding communities</td>
<td>40.3</td>
<td>34.5</td>
<td>38.5</td>
<td>49.9</td>
<td>26.9</td>
<td>59.3</td>
<td>50.5</td>
</tr>
<tr>
<td>To pursue extramural funding</td>
<td>61.4</td>
<td>66.8</td>
<td>57.4</td>
<td>58.5</td>
<td>66.8</td>
<td>67.4</td>
<td>49.4</td>
</tr>
<tr>
<td>To develop leadership ability among students</td>
<td>54.9</td>
<td>53.6</td>
<td>48.5</td>
<td>63.6</td>
<td>48.0</td>
<td>62.7</td>
<td>61.7</td>
</tr>
<tr>
<td>To develop an appreciation for multiculturalism</td>
<td>47.6</td>
<td>47.1</td>
<td>42.1</td>
<td>50.9</td>
<td>57.0</td>
<td>55.5</td>
<td>49.0</td>
</tr>
<tr>
<td>To prepare students for the workplace</td>
<td>74.1</td>
<td>74.2</td>
<td>72.5</td>
<td>76.3</td>
<td>69.0</td>
<td>74.8</td>
<td>76.8</td>
</tr>
</tbody>
</table>

Attributes noted as being “very descriptive” of your institution:

- It is easy for students to see faculty outside of regular office hours
- The faculty are typically at odds with campus administration
- Faculty here respect each other
- Faculty are rewarded for being good teachers
- There is respect for the expression of diverse values and beliefs
- Faculty are rewarded for their efforts to use instructional technology
- Administrators consider faculty concerns when making policy
- The administration is open about its policies
### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>Do you “to a great extent”:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel that the training you received in graduate school prepared you well for your role as a faculty member</td>
<td>44.9</td>
<td>51.8</td>
<td>39.6</td>
<td>42.0</td>
<td>37.4</td>
<td>33.0</td>
<td>46.6</td>
</tr>
<tr>
<td>Achieve a healthy balance between your personal life and professional life</td>
<td>37.5</td>
<td>44.9</td>
<td>31.2</td>
<td>31.0</td>
<td>31.5</td>
<td>34.9</td>
<td>40.8</td>
</tr>
<tr>
<td>Experience close alignment between your work and your personal values</td>
<td>63.9</td>
<td>72.0</td>
<td>56.3</td>
<td>57.4</td>
<td>54.6</td>
<td>68.1</td>
<td>66.5</td>
</tr>
<tr>
<td>Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar</td>
<td>24.1</td>
<td>16.6</td>
<td>26.5</td>
<td>33.1</td>
<td>32.0</td>
<td>33.2</td>
<td>24.0</td>
</tr>
<tr>
<td>Mentor new faculty</td>
<td>24.1</td>
<td>34.7</td>
<td>23.0</td>
<td>11.2</td>
<td>7.5</td>
<td>21.4</td>
<td></td>
</tr>
<tr>
<td>Mentor undergraduate students</td>
<td>53.7</td>
<td>50.7</td>
<td>55.8</td>
<td>56.5</td>
<td>58.0</td>
<td>46.5</td>
<td>56.4</td>
</tr>
<tr>
<td>Structure your courses so that students master a conceptual understanding of course content</td>
<td>79.3</td>
<td>82.3</td>
<td>76.6</td>
<td>77.2</td>
<td>85.5</td>
<td>71.4</td>
<td>78.5</td>
</tr>
<tr>
<td>Structure your courses so that students develop study skills that prepare them for college-level work</td>
<td>47.8</td>
<td>46.7</td>
<td>41.6</td>
<td>54.4</td>
<td>53.8</td>
<td>51.4</td>
<td>52.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspects of your job with which you are “very satisfied” or “satisfied”:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
<td>Salary</td>
<td>52.0</td>
<td>65.9</td>
<td>45.8</td>
<td>41.4</td>
<td>31.9</td>
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<td>45.5</td>
</tr>
<tr>
<td>Health benefits</td>
<td>73.2</td>
<td>75.9</td>
<td>71.3</td>
<td>72.2</td>
<td>75.6</td>
<td>70.4</td>
<td>68.7</td>
</tr>
<tr>
<td>Retirement benefits</td>
<td>71.6</td>
<td>75.8</td>
<td>63.8</td>
<td>71.9</td>
<td>78.4</td>
<td>73.6</td>
<td>69.3</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>58.8</td>
<td>68.1</td>
<td>51.6</td>
<td>54.9</td>
<td>40.9</td>
<td>67.0</td>
<td>54.1</td>
</tr>
<tr>
<td>Teaching load</td>
<td>60.5</td>
<td>64.7</td>
<td>54.3</td>
<td>59.3</td>
<td>54.2</td>
<td>73.4</td>
<td>60.1</td>
</tr>
<tr>
<td>Quality of students</td>
<td>57.4</td>
<td>59.7</td>
<td>48.9</td>
<td>61.4</td>
<td>64.4</td>
<td>67.6</td>
<td>54.7</td>
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<tr>
<td>Office/lab space</td>
<td>68.0</td>
<td>72.8</td>
<td>64.2</td>
<td>64.2</td>
<td>66.8</td>
<td>70.3</td>
<td>65.3</td>
</tr>
<tr>
<td>Autonomy and independence</td>
<td>84.0</td>
<td>85.8</td>
<td>81.0</td>
<td>85.5</td>
<td>79.6</td>
<td>88.3</td>
<td>82.9</td>
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<tr>
<td>Professional relationships with other faculty</td>
<td>77.8</td>
<td>81.2</td>
<td>73.5</td>
<td>79.0</td>
<td>68.3</td>
<td>78.1</td>
<td>78.1</td>
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<tr>
<td>Competency of colleagues</td>
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<td>79.5</td>
<td>73.3</td>
<td>82.1</td>
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<tr>
<td>Job security</td>
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<td>86.1</td>
<td>62.0</td>
<td>38.3</td>
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<tr>
<td>Departmental leadership</td>
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<td>67.1</td>
<td>73.9</td>
<td>70.1</td>
<td>74.4</td>
<td>72.4</td>
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<tr>
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<th>Do you agree “strongly” or “somewhat”?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
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### 2013–14 HERI Faculty Survey
#### Weighted National Norms—Men

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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>20.2</td>
<td>17.4</td>
<td>25.0</td>
<td>22.0</td>
<td>15.2</td>
<td>15.6</td>
<td>20.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>51.7</td>
<td>49.5</td>
<td>53.4</td>
<td>55.3</td>
<td>56.2</td>
<td>50.1</td>
<td>47.1</td>
</tr>
<tr>
<td>Not at all</td>
<td>28.2</td>
<td>33.1</td>
<td>21.6</td>
<td>22.7</td>
<td>28.7</td>
<td>34.4</td>
<td>32.3</td>
</tr>
<tr>
<td><strong>Institutional budget cuts</strong></td>
<td></td>
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<tr>
<td>Extensive</td>
<td>27.1</td>
<td>28.4</td>
<td>32.7</td>
<td>21.5</td>
<td>18.0</td>
<td>24.5</td>
<td>22.7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>44.1</td>
<td>44.6</td>
<td>42.7</td>
<td>43.5</td>
<td>47.0</td>
<td>39.6</td>
<td>47.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>28.8</td>
<td>27.0</td>
<td>24.5</td>
<td>35.0</td>
<td>35.0</td>
<td>35.9</td>
<td>29.8</td>
</tr>
<tr>
<td><strong>During the past two years, have you:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered leaving academe for another job?</td>
<td>32.1</td>
<td>21.6</td>
<td>39.6</td>
<td>41.6</td>
<td>39.2</td>
<td>34.5</td>
<td>32.8</td>
</tr>
<tr>
<td>Considered leaving this institution for another?</td>
<td>48.9</td>
<td>40.0</td>
<td>58.9</td>
<td>53.2</td>
<td>53.7</td>
<td>43.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Engaged in public service/professional consulting without pay?</td>
<td>57.9</td>
<td>63.5</td>
<td>59.8</td>
<td>47.1</td>
<td>50.7</td>
<td>53.6</td>
<td>55.4</td>
</tr>
<tr>
<td>Received at least one firm job offer?</td>
<td>16.9</td>
<td>12.5</td>
<td>15.1</td>
<td>24.7</td>
<td>21.5</td>
<td>25.0</td>
<td>19.4</td>
</tr>
<tr>
<td>Requested/sought an early promotion?</td>
<td>6.7</td>
<td>5.9</td>
<td>7.9</td>
<td>8.4</td>
<td>10.7</td>
<td>5.4</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>General activities:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you a member of a faculty union?</td>
<td>18.6</td>
<td>18.4</td>
<td>19.2</td>
<td>14.0</td>
<td>27.6</td>
<td>18.2</td>
<td>20.9</td>
</tr>
<tr>
<td>Are you a U.S. citizen?</td>
<td>92.7</td>
<td>95.9</td>
<td>93.3</td>
<td>83.3</td>
<td>94.8</td>
<td>92.6</td>
<td>94.0</td>
</tr>
<tr>
<td>Do you plan to retire within the next three years?</td>
<td>13.6</td>
<td>23.6</td>
<td>7.5</td>
<td>2.6</td>
<td>10.4</td>
<td>15.5</td>
<td>9.7</td>
</tr>
<tr>
<td>Do you use your scholarship to address local community needs?</td>
<td>35.3</td>
<td>36.0</td>
<td>36.8</td>
<td>31.2</td>
<td>27.5</td>
<td>38.5</td>
<td>38.7</td>
</tr>
<tr>
<td>Have you been sexually harassed at this institution?</td>
<td>2.7</td>
<td>2.8</td>
<td>4.1</td>
<td>1.2</td>
<td>0.6</td>
<td>3.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Have you ever interrupted your professional career for more than one year for family reasons?</td>
<td>4.3</td>
<td>3.4</td>
<td>5.2</td>
<td>4.5</td>
<td>3.9</td>
<td>5.0</td>
<td>5.4</td>
</tr>
<tr>
<td>Have you ever received an award for outstanding teaching?</td>
<td>45.2</td>
<td>51.3</td>
<td>42.8</td>
<td>35.6</td>
<td>46.8</td>
<td>44.2</td>
<td>43.9</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Men**

<table>
<thead>
<tr>
<th>How would you characterize your political views?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far left</td>
<td>10.9</td>
<td>11.6</td>
<td>10.5</td>
<td>11.0</td>
<td>16.7</td>
<td>5.0</td>
<td>7.8</td>
</tr>
<tr>
<td>Liberal</td>
<td>44.3</td>
<td>48.9</td>
<td>43.5</td>
<td>43.9</td>
<td>34.0</td>
<td>37.2</td>
<td>37.9</td>
</tr>
<tr>
<td>Middle of the road</td>
<td>29.9</td>
<td>27.4</td>
<td>28.3</td>
<td>31.4</td>
<td>34.9</td>
<td>40.5</td>
<td>34.1</td>
</tr>
<tr>
<td>Conservative</td>
<td>13.8</td>
<td>11.4</td>
<td>15.8</td>
<td>13.4</td>
<td>10.9</td>
<td>16.6</td>
<td>19.8</td>
</tr>
<tr>
<td>Far right</td>
<td>1.0</td>
<td>0.6</td>
<td>1.9</td>
<td>0.3</td>
<td>3.5</td>
<td>0.8</td>
<td>0.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you were to begin your career again, would you:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still want to come to this institution?</td>
<td>32.5</td>
<td>36.4</td>
<td>24.1</td>
<td>35.3</td>
<td>29.6</td>
<td>39.9</td>
<td>32.0</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>37.8</td>
<td>37.5</td>
<td>37.5</td>
<td>39.6</td>
<td>42.0</td>
<td>37.7</td>
<td>34.5</td>
</tr>
<tr>
<td>Probably yes</td>
<td>17.3</td>
<td>13.7</td>
<td>21.4</td>
<td>15.8</td>
<td>21.2</td>
<td>15.0</td>
<td>22.6</td>
</tr>
<tr>
<td>Not sure</td>
<td>7.8</td>
<td>8.0</td>
<td>9.9</td>
<td>6.7</td>
<td>5.2</td>
<td>4.8</td>
<td>6.6</td>
</tr>
<tr>
<td>Probably no</td>
<td>4.6</td>
<td>4.4</td>
<td>7.1</td>
<td>2.6</td>
<td>2.0</td>
<td>2.7</td>
<td>4.3</td>
</tr>
</tbody>
</table>

| Still want to be a college professor?           | 62.4        | 70.8          | 55.9           | 55.9          | 58.7     | 58.3       | 61.4        |
| Definitely yes                                  | 24.2        | 20.3          | 27.1           | 27.3          | 25.6     | 27.1       | 24.1        |
| Probably yes                                    | 9.3         | 5.7           | 11.5           | 13.5          | 8.6      | 11.1       | 10.6        |
| Not sure                                       | 3.5         | 2.8           | 4.6            | 2.9           | 6.2      | 2.4        | 3.3         |
| Probably no                                     | 0.6         | 0.4           | 0.9            | 0.4           | 1.0      | 1.1        | 0.6         |

<table>
<thead>
<tr>
<th>Aggregated—Salary based on 9/10 months (full-time employees only)</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>0.1</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>$20,000–$29,999</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>3.6</td>
<td>0.1</td>
</tr>
<tr>
<td>$30,000–$39,999</td>
<td>1.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.6</td>
<td>8.2</td>
<td>15.7</td>
<td>1.1</td>
</tr>
<tr>
<td>$40,000–$49,999</td>
<td>6.4</td>
<td>0.3</td>
<td>2.0</td>
<td>12.7</td>
<td>33.3</td>
<td>36.9</td>
<td>9.8</td>
</tr>
<tr>
<td>$50,000–$59,999</td>
<td>13.1</td>
<td>1.8</td>
<td>12.5</td>
<td>31.2</td>
<td>27.5</td>
<td>24.5</td>
<td>16.7</td>
</tr>
<tr>
<td>$60,000–$69,999</td>
<td>15.2</td>
<td>6.0</td>
<td>24.0</td>
<td>23.7</td>
<td>5.7</td>
<td>5.8</td>
<td>19.5</td>
</tr>
<tr>
<td>$70,000–$79,999</td>
<td>15.3</td>
<td>13.0</td>
<td>23.2</td>
<td>14.4</td>
<td>5.9</td>
<td>4.1</td>
<td>10.7</td>
</tr>
<tr>
<td>$80,000–$89,999</td>
<td>11.0</td>
<td>12.5</td>
<td>11.4</td>
<td>8.3</td>
<td>10.0</td>
<td>1.9</td>
<td>12.1</td>
</tr>
<tr>
<td>$90,000–$99,999</td>
<td>10.0</td>
<td>15.2</td>
<td>10.6</td>
<td>2.4</td>
<td>7.5</td>
<td>0.0</td>
<td>4.7</td>
</tr>
<tr>
<td>$100,000–$124,999</td>
<td>16.4</td>
<td>27.1</td>
<td>12.3</td>
<td>4.3</td>
<td>1.3</td>
<td>3.6</td>
<td>19.1</td>
</tr>
<tr>
<td>$125,000–$149,999</td>
<td>5.7</td>
<td>11.4</td>
<td>2.0</td>
<td>1.5</td>
<td>0.7</td>
<td>2.7</td>
<td>4.3</td>
</tr>
<tr>
<td>$150,000 or more</td>
<td>5.7</td>
<td>12.4</td>
<td>2.0</td>
<td>0.9</td>
<td>0.0</td>
<td>1.1</td>
<td>1.3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Aggregated—Salary based on 11/12 months (full-time employees only)</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>0.4</td>
<td>0.2</td>
<td>0.2</td>
<td>0.0</td>
<td>2.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>$20,000–$29,999</td>
<td>0.9</td>
<td>0.3</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>4.4</td>
<td>0.4</td>
</tr>
<tr>
<td>$30,000–$39,999</td>
<td>0.9</td>
<td>0.6</td>
<td>0.0</td>
<td>0.0</td>
<td>1.1</td>
<td>4.2</td>
<td>1.1</td>
</tr>
<tr>
<td>$40,000–$49,999</td>
<td>6.1</td>
<td>0.0</td>
<td>1.5</td>
<td>9.8</td>
<td>19.0</td>
<td>17.2</td>
<td>6.8</td>
</tr>
<tr>
<td>$50,000–$59,999</td>
<td>14.1</td>
<td>1.5</td>
<td>8.6</td>
<td>32.3</td>
<td>26.6</td>
<td>25.7</td>
<td>14.5</td>
</tr>
<tr>
<td>$60,000–$69,999</td>
<td>14.7</td>
<td>3.6</td>
<td>23.9</td>
<td>21.4</td>
<td>10.9</td>
<td>23.2</td>
<td>15.2</td>
</tr>
<tr>
<td>$70,000–$79,999</td>
<td>11.3</td>
<td>5.7</td>
<td>16.1</td>
<td>13.3</td>
<td>17.2</td>
<td>10.5</td>
<td>11.9</td>
</tr>
<tr>
<td>$80,000–$89,999</td>
<td>9.6</td>
<td>8.5</td>
<td>17.3</td>
<td>4.8</td>
<td>7.3</td>
<td>9.3</td>
<td>7.2</td>
</tr>
<tr>
<td>$90,000–$99,999</td>
<td>8.9</td>
<td>9.6</td>
<td>17.0</td>
<td>5.5</td>
<td>2.0</td>
<td>3.9</td>
<td>6.5</td>
</tr>
<tr>
<td>$100,000–$124,999</td>
<td>17.6</td>
<td>32.9</td>
<td>10.9</td>
<td>9.3</td>
<td>5.1</td>
<td>1.4</td>
<td>20.9</td>
</tr>
<tr>
<td>$125,000–$149,999</td>
<td>5.8</td>
<td>12.5</td>
<td>3.0</td>
<td>0.1</td>
<td>3.8</td>
<td>0.9</td>
<td>6.0</td>
</tr>
<tr>
<td>$150,000 or more</td>
<td>9.9</td>
<td>24.6</td>
<td>1.5</td>
<td>3.4</td>
<td>0.0</td>
<td>2.8</td>
<td>6.9</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
Weighted National Norms—Men

<table>
<thead>
<tr>
<th>Your base institutional salary reported above is based on:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9 months</td>
<td>4.3</td>
<td>4.0</td>
<td>4.5</td>
<td>4.9</td>
<td>3.4</td>
<td>4.6</td>
<td>3.9</td>
</tr>
<tr>
<td>9/10 months</td>
<td>71.8</td>
<td>75.1</td>
<td>76.4</td>
<td>73.7</td>
<td>62.7</td>
<td>43.8</td>
<td>61.0</td>
</tr>
<tr>
<td>11/12 months</td>
<td>23.9</td>
<td>20.9</td>
<td>19.2</td>
<td>21.4</td>
<td>33.9</td>
<td>51.6</td>
<td>35.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What percentage of your current year’s income comes from:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base salary from this institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>42.6</td>
<td>38.9</td>
<td>39.7</td>
<td>53.7</td>
<td>41.0</td>
<td>51.9</td>
<td>42.6</td>
</tr>
<tr>
<td>75% to 99%</td>
<td>45.7</td>
<td>48.9</td>
<td>48.3</td>
<td>38.9</td>
<td>36.5</td>
<td>33.1</td>
<td>49.7</td>
</tr>
<tr>
<td>74% to 50%</td>
<td>9.1</td>
<td>8.6</td>
<td>10.7</td>
<td>5.9</td>
<td>18.9</td>
<td>9.6</td>
<td>6.1</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>2.3</td>
<td>3.4</td>
<td>1.1</td>
<td>1.4</td>
<td>3.3</td>
<td>3.8</td>
<td>1.5</td>
</tr>
<tr>
<td>1% to 24%</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.0</td>
<td>0.3</td>
<td>1.6</td>
<td>0.1</td>
</tr>
<tr>
<td>0%</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| Other income from this institution                          |             |                |                 |               |          |            |             |
| 100%                                                       | 0.1         | 0.0            | 0.0             | 0.3           | 0.0      | 0.0        | 0.1         |
| 75% to 99%                                                 | 0.3         | 0.6            | 0.1             | 0.0           | 0.0      | 1.1        | 0.0         |
| 74% to 50%                                                 | 0.4         | 0.6            | 0.2             | 0.6           | 0.0      | 1.1        | 0.1         |
| 25% to 49%                                                 | 8.5         | 11.0           | 7.7             | 5.9           | 15.9     | 9.0        | 4.0         |
| 1% to 24%                                                  | 66.5        | 70.3           | 72.9            | 58.0          | 61.4     | 52.3       | 57.2        |
| 0%                                                         | 24.2        | 17.5           | 19.1            | 35.1          | 22.7     | 36.5       | 38.6        |

| Income from another academic institution                    |             |                |                 |               |          |            |             |
| 100%                                                       | 0.2         | 0.7            | 0.0             | 0.0           | 0.0      | 0.0        | 0.0         |
| 75% to 99%                                                 | 0.2         | 0.2            | 0.0             | 0.0           | 0.0      | 2.9        | 0.0         |
| 74% to 50%                                                 | 0.4         | 0.0            | 0.4             | 0.4           | 2.3      | 0.0        | 0.0         |
| 25% to 49%                                                 | 2.9         | 4.8            | 1.8             | 0.2           | 14.0     | 5.8        | 0.8         |
| 1% to 24%                                                  | 18.5        | 23.2           | 16.0            | 17.6          | 27.7     | 17.1       | 13.9        |
| 0%                                                         | 77.9        | 71.1           | 81.8            | 81.8          | 55.9     | 74.2       | 85.3        |

| Non-academic income                                         |             |                |                 |               |          |            |             |
| 100%                                                       | 0.2         | 0.2            | 0.1             | 0.6           | 0.0      | 0.0        | 0.1         |
| 75% to 99%                                                 | 0.4         | 0.4            | 0.1             | 0.0           | 0.5      | 2.4        | 0.3         |
| 74% to 50%                                                 | 4.8         | 4.9            | 3.1             | 3.3           | 18.8     | 5.9        | 2.9         |
| 25% to 49%                                                 | 8.7         | 10.5           | 8.4             | 5.0           | 11.9     | 7.0        | 7.3         |
| 1% to 24%                                                  | 49.8        | 59.7           | 53.4            | 36.0          | 50.0     | 40.9       | 30.7        |
| 0%                                                         | 36.3        | 24.3           | 34.9            | 55.1          | 18.8     | 43.8       | 58.7        |

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<td>12.7</td>
<td>13.4</td>
<td>11.7</td>
<td>14.3</td>
<td>5.0</td>
<td>8.6</td>
</tr>
<tr>
<td>Other technical (General Area 8, 19, 28)</td>
<td>3.6</td>
<td>2.9</td>
<td>3.9</td>
<td>4.3</td>
<td>6.2</td>
<td>4.6</td>
<td>2.2</td>
</tr>
<tr>
<td>Other Non-technical (General Area 7, 9, 13, 16, 17, 20, 23, 29, 31, 32 and Specific Discipline 2101, 2103)</td>
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<td>8.9</td>
<td>7.7</td>
<td>12.9</td>
<td>5.7</td>
<td>15.9</td>
<td>9.6</td>
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</tbody>
</table>

### How many children do you have in the following age ranges?

#### Under 18 years old

<table>
<thead>
<tr>
<th>Age</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>55.9</td>
</tr>
<tr>
<td>1</td>
<td>16.1</td>
</tr>
<tr>
<td>2</td>
<td>19.2</td>
</tr>
<tr>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>4+</td>
<td>2.8</td>
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</table>

#### 18 years or older

<table>
<thead>
<tr>
<th>Age</th>
<th>Response</th>
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<td>0</td>
<td>51.9</td>
</tr>
<tr>
<td>1</td>
<td>12.9</td>
</tr>
<tr>
<td>2</td>
<td>21.8</td>
</tr>
<tr>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>4+</td>
<td>4.8</td>
</tr>
</tbody>
</table>

### Are you currently: (Mark one)

- **Single**
- **In a civil union**
- **In a domestic partnership**
- **Married**
- **Unmarried, living with partner**
- **Separated**
- **Divorced**
- **Widowed**

<table>
<thead>
<tr>
<th>Status</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>Single</td>
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</tr>
<tr>
<td>In a civil union</td>
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</tr>
<tr>
<td>In a domestic partnership</td>
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<tr>
<td>Married</td>
<td>82.0</td>
</tr>
<tr>
<td>Unmarried, living with partner</td>
<td>2.1</td>
</tr>
<tr>
<td>Separated</td>
<td>0.8</td>
</tr>
<tr>
<td>Divorced</td>
<td>3.3</td>
</tr>
<tr>
<td>Widowed</td>
<td>0.6</td>
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</tbody>
</table>

### Is English your native language?

- **Yes**
- **No**

<table>
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<tr>
<th>Language</th>
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<tr>
<td>No</td>
<td>10.3</td>
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<tr>
<td>Race/Ethnicity — mark all that apply (total may add to more than 100%)</td>
<td>All Faculty</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>87.0</td>
</tr>
<tr>
<td>African American/Black</td>
<td>3.3</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1.0</td>
</tr>
<tr>
<td>Asian American/Asian</td>
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</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.3</td>
</tr>
<tr>
<td>Mexican American/Chicano</td>
<td>1.6</td>
</tr>
<tr>
<td>Puerto Rican</td>
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</tr>
<tr>
<td>Other Latino</td>
<td>2.4</td>
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<tr>
<td>Other</td>
<td>2.9</td>
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<table>
<thead>
<tr>
<th>Race/Ethnicity Group (with multiple race category)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>American Indian</td>
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<td>0.1</td>
<td>0.1</td>
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<td>Black</td>
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<td>0.2</td>
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<td>1.4</td>
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<tr>
<td>Hispanic</td>
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<td>1.7</td>
<td>3.7</td>
<td>2.7</td>
<td>3.7</td>
<td>2.0</td>
<td>3.4</td>
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<td>87.4</td>
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<td>76.6</td>
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<td>83.7</td>
<td>84.2</td>
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<tr>
<td>Other</td>
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<td>1.2</td>
<td>1.6</td>
<td>2.6</td>
<td>1.6</td>
<td>2.9</td>
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<tr>
<td>Two or more races/ethnicities</td>
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<td>4.8</td>
<td>3.9</td>
<td>4.5</td>
<td>4.3</td>
<td>2.9</td>
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<table>
<thead>
<tr>
<th>CIRP Construct: Student-Centered Pedagogy</th>
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<th></th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>High Construct Score Group</td>
<td>18.6</td>
<td>14.5</td>
<td>17.4</td>
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<td>21.8</td>
<td>28.5</td>
<td>16.5</td>
</tr>
<tr>
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<td>40.0</td>
<td>38.4</td>
<td>41.4</td>
<td>41.4</td>
<td>39.1</td>
<td>35.1</td>
<td>43.1</td>
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<tr>
<td>Low Construct Score Group</td>
<td>41.4</td>
<td>47.0</td>
<td>41.2</td>
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<td>39.1</td>
<td>36.4</td>
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<tr>
<td>Mean Score</td>
<td>47.3</td>
<td>46.0</td>
<td>47.4</td>
<td>49.0</td>
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<table>
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<tr>
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<tbody>
<tr>
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<td>57.5</td>
<td>52.8</td>
<td>50.7</td>
<td>46.7</td>
<td>45.2</td>
<td>50.9</td>
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<table>
<thead>
<tr>
<th>CIRP Construct: Scholarly Productivity</th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>49.5</td>
<td>49.4</td>
<td>49.9</td>
<td>48.9</td>
<td>48.8</td>
<td>49.4</td>
<td>50.2</td>
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<table>
<thead>
<tr>
<th>CIRP Construct: Civic Minded Practice</th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>47.2</td>
<td>46.2</td>
<td>46.4</td>
<td>49.0</td>
<td>47.4</td>
<td>49.1</td>
<td>48.2</td>
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<table>
<thead>
<tr>
<th>CIRP Construct: Job Satisfaction — Workplace</th>
<th></th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>Mean Score</td>
<td>49.6</td>
<td>50.8</td>
<td>48.0</td>
<td>49.6</td>
<td>48.9</td>
<td>49.6</td>
<td>49.3</td>
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</table>
## 2013–14 HERI Faculty Survey
### Weighted National Norms—Men

<table>
<thead>
<tr>
<th>CIRP Construct: Job Satisfaction—Compensation</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Construct Score Group</td>
<td>32.2</td>
<td>48.1</td>
<td>25.3</td>
<td>24.3</td>
<td>6.1</td>
<td>20.5</td>
<td>20.9</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
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<td>38.2</td>
<td>52.2</td>
<td>53.1</td>
<td>48.1</td>
<td>52.0</td>
<td>55.2</td>
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<tr>
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<td>55.2</td>
<td>51.0</td>
<td>50.6</td>
<td>46.7</td>
<td>49.6</td>
<td>50.7</td>
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</table>

<table>
<thead>
<tr>
<th>CIRP Construct: Career Related Stress</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
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<td>25.2</td>
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<td>29.5</td>
<td>17.0</td>
<td>11.8</td>
<td>26.6</td>
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<tr>
<td>Average Construct Score Group</td>
<td>48.0</td>
<td>45.3</td>
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<td>49.6</td>
<td>40.6</td>
<td>47.3</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
<td>25.0</td>
<td>29.5</td>
<td>16.2</td>
<td>18.5</td>
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<td>47.5</td>
<td>26.1</td>
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<tr>
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<td>49.4</td>
<td>52.2</td>
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<td>48.1</td>
<td>46.1</td>
<td>49.8</td>
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</table>

<table>
<thead>
<tr>
<th>CIRP Construct: Institutional Priority</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Diversity</td>
<td>29.9</td>
<td>33.0</td>
<td>27.2</td>
<td>28.8</td>
<td>27.7</td>
<td>35.6</td>
<td>24.4</td>
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<tr>
<td>Average Construct Score Group</td>
<td>46.9</td>
<td>46.1</td>
<td>46.2</td>
<td>48.0</td>
<td>52.0</td>
<td>46.2</td>
<td>47.4</td>
</tr>
<tr>
<td>Low Construct Score Group</td>
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<td>20.9</td>
<td>26.5</td>
<td>23.2</td>
<td>20.3</td>
<td>18.2</td>
<td>28.3</td>
</tr>
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<td>50.3</td>
<td>48.4</td>
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<table>
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<tr>
<th>CIRP Construct: Institutional Priority</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
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<tbody>
<tr>
<td>Civic Engagement</td>
<td>21.7</td>
<td>16.9</td>
<td>19.9</td>
<td>30.8</td>
<td>15.3</td>
<td>33.9</td>
<td>27.6</td>
</tr>
<tr>
<td>Average Construct Score Group</td>
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<td>44.9</td>
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<td>44.7</td>
<td>46.8</td>
<td>51.0</td>
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<tr>
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<td>38.2</td>
<td>36.1</td>
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<td>40.0</td>
<td>19.3</td>
<td>21.4</td>
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<tr>
<td>Mean Score</td>
<td>47.8</td>
<td>46.5</td>
<td>47.3</td>
<td>49.6</td>
<td>46.0</td>
<td>50.7</td>
<td>50.6</td>
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<tr>
<th>CIRP Construct: Institutional Priority</th>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
<td>Increase Prestige</td>
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<td>31.9</td>
<td>31.6</td>
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<td>40.0</td>
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<td>28.2</td>
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<tr>
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<tr>
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<td>28.6</td>
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<td>50.4</td>
<td>52.9</td>
<td>50.1</td>
<td>49.8</td>
</tr>
</tbody>
</table>
Full-Time Undergraduate Faculty, by Rank for

Women
## 2013–14 HERI Faculty Survey
### Weighted National Norms—Women

<table>
<thead>
<tr>
<th>Full-time Undergraduate Faculty</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>7,514</td>
<td>1,695</td>
<td>2,078</td>
<td>1,956</td>
<td>393</td>
<td>490</td>
<td>902</td>
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</tbody>
</table>

### What is your principal activity in your current position at this institution?

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
<td>Administration</td>
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<td>13.0</td>
<td>6.0</td>
<td>3.2</td>
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<td>10.4</td>
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<td>71.1</td>
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<td>80.9</td>
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<td>Research</td>
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<td>14.3</td>
<td>14.7</td>
<td>19.9</td>
<td>1.1</td>
<td>2.6</td>
<td>4.9</td>
</tr>
<tr>
<td>Services to clients and patients</td>
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<td>0.3</td>
<td>0.5</td>
<td>0.4</td>
<td>0.6</td>
<td>3.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Other</td>
<td>1.5</td>
<td>1.4</td>
<td>1.5</td>
<td>0.8</td>
<td>1.2</td>
<td>4.4</td>
<td>1.9</td>
</tr>
</tbody>
</table>

### Are you considered a full-time employee of your institution for at least nine months of the current academic year?

<table>
<thead>
<tr>
<th>Considered</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>All Faculty</td>
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</table>

### What is your present academic rank?

<table>
<thead>
<tr>
<th>Rank</th>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
<td>Professor</td>
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<td>0.0</td>
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<td>0.0</td>
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<tr>
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<td>100.0</td>
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<td>0.0</td>
<td>0.0</td>
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<tr>
<td>Lecturer</td>
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<td>0.0</td>
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<tr>
<td>Instructor</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
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</table>

### What is your tenure status at this institution?

<table>
<thead>
<tr>
<th>Status</th>
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<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>50.3</td>
<td>93.7</td>
<td>89.3</td>
<td>7.9</td>
<td>0.8</td>
<td>1.6</td>
<td>4.5</td>
</tr>
<tr>
<td>On tenure track, but not tenured</td>
<td>21.7</td>
<td>0.3</td>
<td>2.5</td>
<td>67.6</td>
<td>1.3</td>
<td>3.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Not on tenure track, but institution has tenure system</td>
<td>24.9</td>
<td>3.4</td>
<td>5.8</td>
<td>20.0</td>
<td>97.0</td>
<td>91.4</td>
<td>93.4</td>
</tr>
<tr>
<td>Institution has no tenure system</td>
<td>3.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Are you currently serving in an administrative position as:

<table>
<thead>
<tr>
<th>Position</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department chair</td>
<td>8.4</td>
<td>18.8</td>
<td>10.0</td>
<td>2.4</td>
<td>1.5</td>
<td>2.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Dean (associate or assistant)</td>
<td>1.9</td>
<td>4.9</td>
<td>2.2</td>
<td>0.3</td>
<td>0.0</td>
<td>0.3</td>
<td>1.5</td>
</tr>
<tr>
<td>President</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Vice-president</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.3</td>
</tr>
<tr>
<td>Provost</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>15.7</td>
<td>15.6</td>
<td>20.4</td>
<td>9.8</td>
<td>16.2</td>
<td>15.3</td>
<td>19.2</td>
</tr>
<tr>
<td>Not applicable</td>
<td>57.3</td>
<td>42.9</td>
<td>50.6</td>
<td>69.0</td>
<td>63.4</td>
<td>67.6</td>
<td>64.4</td>
</tr>
</tbody>
</table>

### Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's (B.A., B.S., etc.)</td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
<td>0.3</td>
<td>1.2</td>
<td>2.9</td>
<td>0.5</td>
</tr>
<tr>
<td>Master's (M.A., M.S.)</td>
<td>13.5</td>
<td>2.7</td>
<td>4.6</td>
<td>10.5</td>
<td>42.9</td>
<td>56.2</td>
<td>20.0</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>2.9</td>
<td>2.5</td>
<td>3.3</td>
<td>2.9</td>
<td>2.3</td>
<td>4.0</td>
<td>2.6</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0.7</td>
<td>0.2</td>
<td>0.2</td>
<td>0.4</td>
<td>1.1</td>
<td>4.9</td>
<td>1.0</td>
</tr>
<tr>
<td>LL.B., J.D.</td>
<td>0.6</td>
<td>0.4</td>
<td>0.6</td>
<td>0.4</td>
<td>0.6</td>
<td>0.3</td>
<td>1.4</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.4</td>
<td>0.6</td>
<td>0.4</td>
<td>0.2</td>
<td>0.7</td>
<td>0.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>3.9</td>
<td>4.5</td>
<td>3.7</td>
<td>3.8</td>
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<td>4.2</td>
<td>4.5</td>
</tr>
<tr>
<td>Ph.D.</td>
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<td>87.6</td>
<td>85.3</td>
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<td>43.3</td>
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</tr>
<tr>
<td>Other degree</td>
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<td>1.0</td>
<td>1.6</td>
<td>2.2</td>
<td>5.4</td>
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<td>3.3</td>
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<tr>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>Degree Currently Working On</td>
<td>All Faculty</td>
<td>Full Professor</td>
<td>Assoc Professor</td>
<td>Asst Professor</td>
<td>Lecturer</td>
<td>Instructor</td>
<td>Response</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-------------</td>
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<td>----------------</td>
<td>----------------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Bachelor’s (B.A., B.S., etc.)</td>
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<td>0.1</td>
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<tr>
<td>Master’s (M.A., M.S.)</td>
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<td>1.0</td>
<td>0.4</td>
<td>1.2</td>
<td>5.4</td>
<td>1.2</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
<td>0.0</td>
<td>0.1</td>
<td>0.4</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>LL.B., J.D.</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>M.D., D.D.S. (or equivalent)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.3</td>
<td>0.4</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>1.2</td>
<td>0.1</td>
<td>0.4</td>
<td>2.2</td>
<td>2.4</td>
<td>2.5</td>
<td>0.9</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>3.6</td>
<td>1.2</td>
<td>0.8</td>
<td>5.1</td>
<td>12.0</td>
<td>9.3</td>
<td>2.6</td>
</tr>
<tr>
<td>Other degree</td>
<td>1.3</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.2</td>
<td>3.6</td>
<td>1.4</td>
</tr>
<tr>
<td>None</td>
<td>92.4</td>
<td>97.3</td>
<td>96.5</td>
<td>90.6</td>
<td>82.8</td>
<td>78.0</td>
<td>93.2</td>
</tr>
</tbody>
</table>

Noted as being personally "essential" or "very important":

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>72.0</td>
<td>80.9</td>
<td>76.9</td>
<td>75.8</td>
<td>40.5</td>
<td>51.7</td>
<td>68.2</td>
</tr>
<tr>
<td>Teaching</td>
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<td>97.4</td>
<td>96.9</td>
<td>96.9</td>
<td>98.4</td>
<td>99.3</td>
<td>98.2</td>
</tr>
<tr>
<td>Service</td>
<td>70.3</td>
<td>71.5</td>
<td>69.6</td>
<td>66.2</td>
<td>72.2</td>
<td>79.4</td>
<td>73.3</td>
</tr>
</tbody>
</table>

During the past two years, have you engaged in any of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised student groups involved in service/volunteer work</td>
<td>54.4</td>
<td>51.0</td>
<td>53.0</td>
<td>58.0</td>
<td>53.9</td>
<td>51.9</td>
<td>57.5</td>
</tr>
<tr>
<td>Collaborated with the local community in research/teaching</td>
<td>52.4</td>
<td>49.5</td>
<td>54.9</td>
<td>54.4</td>
<td>47.2</td>
<td>47.7</td>
<td>53.7</td>
</tr>
<tr>
<td>Conducted research or writing focused on international/global issues</td>
<td>32.3</td>
<td>35.1</td>
<td>37.3</td>
<td>33.6</td>
<td>19.4</td>
<td>17.4</td>
<td>29.5</td>
</tr>
<tr>
<td>Conducted research or writing focused on racial or ethnic minorities</td>
<td>31.3</td>
<td>29.9</td>
<td>37.6</td>
<td>32.4</td>
<td>21.3</td>
<td>20.6</td>
<td>29.1</td>
</tr>
<tr>
<td>Conducted research or writing focused on women and gender issues</td>
<td>35.1</td>
<td>40.1</td>
<td>42.8</td>
<td>32.1</td>
<td>24.2</td>
<td>21.2</td>
<td>30.9</td>
</tr>
<tr>
<td>Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues</td>
<td>12.0</td>
<td>15.3</td>
<td>13.9</td>
<td>11.3</td>
<td>9.0</td>
<td>6.3</td>
<td>8.8</td>
</tr>
<tr>
<td>Engaged undergraduates on your research project</td>
<td>50.6</td>
<td>54.2</td>
<td>55.0</td>
<td>60.5</td>
<td>26.1</td>
<td>16.4</td>
<td>46.0</td>
</tr>
<tr>
<td>Worked with undergraduates on a research project</td>
<td>66.9</td>
<td>69.9</td>
<td>77.2</td>
<td>70.4</td>
<td>45.0</td>
<td>42.0</td>
<td>57.2</td>
</tr>
<tr>
<td>Engaged in academic research that spans multiple disciplines</td>
<td>68.2</td>
<td>75.1</td>
<td>76.2</td>
<td>68.5</td>
<td>50.1</td>
<td>41.5</td>
<td>64.9</td>
</tr>
<tr>
<td>Supervised an undergraduate thesis</td>
<td>40.4</td>
<td>50.5</td>
<td>47.7</td>
<td>42.4</td>
<td>15.0</td>
<td>16.5</td>
<td>29.2</td>
</tr>
<tr>
<td>Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)</td>
<td>47.6</td>
<td>54.0</td>
<td>50.1</td>
<td>49.1</td>
<td>35.7</td>
<td>32.4</td>
<td>42.9</td>
</tr>
<tr>
<td>Received funding for your work from foundations</td>
<td>21.5</td>
<td>27.2</td>
<td>21.8</td>
<td>23.0</td>
<td>13.1</td>
<td>7.9</td>
<td>20.5</td>
</tr>
<tr>
<td>Received funding for your work from state or federal government</td>
<td>25.5</td>
<td>33.0</td>
<td>28.4</td>
<td>26.8</td>
<td>13.8</td>
<td>13.5</td>
<td>16.5</td>
</tr>
<tr>
<td>Received funding for your work from business or industry</td>
<td>7.2</td>
<td>10.0</td>
<td>8.3</td>
<td>4.8</td>
<td>7.0</td>
<td>5.2</td>
<td>6.3</td>
</tr>
<tr>
<td>Taught an honors course</td>
<td>18.0</td>
<td>22.5</td>
<td>21.0</td>
<td>14.6</td>
<td>11.8</td>
<td>13.3</td>
<td>18.5</td>
</tr>
<tr>
<td>Taught an interdisciplinary course</td>
<td>39.8</td>
<td>46.6</td>
<td>45.0</td>
<td>34.4</td>
<td>38.2</td>
<td>28.7</td>
<td>35.3</td>
</tr>
<tr>
<td>Taught an area studies course (e.g., women’s studies, ethnic studies, LGBTQ studies)</td>
<td>17.3</td>
<td>20.2</td>
<td>22.0</td>
<td>15.1</td>
<td>11.4</td>
<td>10.2</td>
<td>14.2</td>
</tr>
<tr>
<td>Taught a service learning course</td>
<td>20.3</td>
<td>17.5</td>
<td>21.1</td>
<td>21.0</td>
<td>20.1</td>
<td>14.1</td>
<td>26.7</td>
</tr>
<tr>
<td>Taught an exclusively web-based course at this institution</td>
<td>20.2</td>
<td>18.6</td>
<td>19.4</td>
<td>20.8</td>
<td>23.4</td>
<td>20.5</td>
<td>21.4</td>
</tr>
<tr>
<td>Participated in organized activities around enhancing pedagogy and student learning</td>
<td>73.1</td>
<td>72.7</td>
<td>78.6</td>
<td>72.7</td>
<td>70.4</td>
<td>59.2</td>
<td>72.1</td>
</tr>
<tr>
<td>Taught a seminar for first-year students</td>
<td>22.3</td>
<td>20.9</td>
<td>25.0</td>
<td>20.7</td>
<td>29.5</td>
<td>20.8</td>
<td>18.3</td>
</tr>
<tr>
<td>Taught a capstone course</td>
<td>36.6</td>
<td>46.6</td>
<td>42.2</td>
<td>32.1</td>
<td>23.0</td>
<td>26.1</td>
<td>30.5</td>
</tr>
<tr>
<td>Taught in a learning community (e.g., FIG, linked courses)</td>
<td>8.1</td>
<td>6.9</td>
<td>9.6</td>
<td>7.0</td>
<td>8.9</td>
<td>7.5</td>
<td>9.3</td>
</tr>
<tr>
<td>Taught a course that meets general education requirements</td>
<td>55.3</td>
<td>52.3</td>
<td>57.6</td>
<td>56.2</td>
<td>62.9</td>
<td>47.9</td>
<td>52.5</td>
</tr>
<tr>
<td>In the past two years, to what extent have you:</td>
<td>All Faculty</td>
<td>Full Professor</td>
<td>Assoc Professor</td>
<td>Asst Professor</td>
<td>Lecturer</td>
<td>Instructor</td>
<td>No Response</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>----------------</td>
<td>---------------</td>
<td>---------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Presented with undergraduate students at conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a great extent</td>
<td>7.9</td>
<td>8.6</td>
<td>8.7</td>
<td>10.5</td>
<td>1.8</td>
<td>1.8</td>
<td>5.8</td>
</tr>
<tr>
<td>To some extent</td>
<td>24.3</td>
<td>26.7</td>
<td>26.3</td>
<td>26.5</td>
<td>12.4</td>
<td>16.6</td>
<td>22.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>67.8</td>
<td>64.8</td>
<td>65.1</td>
<td>63.0</td>
<td>85.8</td>
<td>81.5</td>
<td>71.4</td>
</tr>
<tr>
<td>Published with undergraduates</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a great extent</td>
<td>3.8</td>
<td>5.0</td>
<td>3.4</td>
<td>4.3</td>
<td>0.1</td>
<td>2.4</td>
<td>4.2</td>
</tr>
<tr>
<td>To some extent</td>
<td>15.9</td>
<td>19.0</td>
<td>17.8</td>
<td>18.8</td>
<td>6.1</td>
<td>6.6</td>
<td>9.4</td>
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<tr>
<td>Not at all</td>
<td>80.4</td>
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<td>78.8</td>
<td>76.8</td>
<td>93.8</td>
<td>91.0</td>
<td>86.4</td>
</tr>
<tr>
<td>How many courses are you teaching this term (include all institutions at which you teach)?</td>
<td></td>
<td></td>
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<tr>
<td>Mean</td>
<td>2.6</td>
<td>2.3</td>
<td>2.5</td>
<td>2.6</td>
<td>3.0</td>
<td>2.9</td>
<td>2.8</td>
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<tr>
<td>Median</td>
<td>3.0</td>
<td>2.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
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### 2013–14 HERI Faculty Survey

#### Weighted National Norms—Women

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<th>How many of these courses that you are teaching this term are being taught:</th>
<th>All Faculty</th>
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<th>Asst Professor</th>
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<th>What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)</th>
<th>Undergraduate credit courses</th>
<th>Graduate courses</th>
<th>Non-credit courses</th>
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<th>Mathematics</th>
<th>General academic skills</th>
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<th>Have you engaged in any of the following professional development opportunities at your institution?</th>
<th>Paid workshops outside the institution focused on teaching</th>
<th>Paid sabbatical leave</th>
<th>Travel funds paid by the institution</th>
<th>Internal grants for research</th>
<th>Training for administrative leadership</th>
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### 2013–14 HERI Faculty Survey
Weighted National Norms—Women

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### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

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<th>In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
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<th>In the past two years, how many of your professional writings have been published or accepted for publication?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
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<tr>
<th>In the past two years, have you taught a graduate course?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
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<table>
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<tr>
<th>In your interactions with undergraduates, how “frequently” do you encourage them to:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tr>
<td>Ask questions in class</td>
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<td>95.1</td>
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<td>Support their opinions with a logical argument</td>
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<td>79.1</td>
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<td>80.1</td>
<td>76.8</td>
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<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>71.3</td>
<td>69.4</td>
<td>72.4</td>
<td>72.5</td>
<td>70.7</td>
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<tr>
<td>Revise their papers to improve their writing</td>
<td>60.6</td>
<td>65.0</td>
<td>59.2</td>
<td>62.0</td>
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<td>Evaluate the quality or reliability of information they receive</td>
<td>64.9</td>
<td>68.1</td>
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<td>64.6</td>
<td>63.8</td>
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<tr>
<td>Take risks for potential gains</td>
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<td>33.6</td>
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<tr>
<td>Seek alternative solutions to a problem</td>
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<td>Look up scientific research articles and resources</td>
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<td>54.4</td>
<td>53.4</td>
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<td>Explore topics on their own, even though it was not required for a class</td>
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<td>46.4</td>
<td>44.4</td>
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<td>Accept mistakes as part of the learning process</td>
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<td>Seek feedback on their academic work</td>
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<td>Work with other students on group projects</td>
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<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
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<td>74.3</td>
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<th>How often in the past year have you “frequently” encouraged students to:</th>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<td>Use different points of view to make an argument</td>
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<td>54.7</td>
<td>57.1</td>
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<td>Make connections between ideas from different courses</td>
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<td>76.4</td>
<td>73.4</td>
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<td>Critically evaluate their position on an issue</td>
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<td>Recognize the biases that affect their thinking</td>
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<td>Think more broadly about an issue</td>
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<td>Methods you use in “all” or “most” of your courses:</td>
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<td>Lecturer</td>
<td>Instructor</td>
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<td>Cooperative learning (small groups)</td>
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<td>Reflective writing/journaling</td>
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<td>Electronic quizzes with immediate feedback in class</td>
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<td>87.1</td>
<td>83.2</td>
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<td>Using student inquiry to drive learning</td>
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<td>57.3</td>
<td>63.1</td>
<td>64.9</td>
<td>69.1</td>
<td>67.8</td>
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<td>&quot;Learn before lecture&quot; through multimedia tools (e.g., flipping the classroom)</td>
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<td>23.7</td>
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<td>Starting class with a question that engages students</td>
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<td>Techniques to create an inclusive classroom environment for diverse students</td>
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<td>Student evaluations of each others’ work</td>
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<td>Grading on a curve</td>
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<table>
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<tr>
<th>In creating assignments for your courses, how “frequently” do you:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
<td>Provide instructions clearly delineating what students are to do to complete the assignent</td>
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<td>94.9</td>
<td>92.2</td>
<td>95.0</td>
<td>95.7</td>
<td>94.0</td>
<td>94.1</td>
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<tr>
<td>Explain what you want students to gain from the assignment</td>
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<td>82.5</td>
<td>81.8</td>
<td>77.1</td>
<td>75.5</td>
<td>80.8</td>
<td>81.5</td>
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<tr>
<td>Provide feedback on drafts or work still in progress</td>
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<td>56.8</td>
<td>58.3</td>
<td>54.1</td>
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2013–14 HERI Faculty Survey
Weighted National Norms—Women

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<th>How “frequently” do you incorporate the following forms of technology into your courses?</th>
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| Goals for undergraduates noted as “essential” or “very important”: | | | | | | | |
|---|---|---|---|---|---|---|
| Develop ability to think critically | 99.7 | 99.7 | 99.6 | 99.9 | 99.8 | 99.8 | 98.7 |
| Prepare students for employment after college | 86.2 | 79.4 | 84.0 | 90.0 | 90.5 | 91.6 | 89.5 |
| Develop moral character | 70.8 | 66.6 | 69.0 | 71.5 | 73.2 | 84.2 | 71.8 |
| Provide for students’ emotional development | 57.4 | 52.2 | 51.1 | 60.8 | 63.3 | 73.1 | 60.9 |
| Teach students the classic works of Western civilization | 25.3 | 30.7 | 23.4 | 19.6 | 31.3 | 25.4 | 30.1 |
| Help students develop personal values | 69.1 | 66.9 | 65.6 | 70.0 | 73.4 | 75.4 | 73.2 |
| Instill in students a commitment to community service | 54.4 | 49.7 | 49.0 | 57.6 | 59.6 | 61.8 | 61.1 |
| Enhance students’ knowledge of and appreciation for other racial/ethnic groups | 76.2 | 73.0 | 78.2 | 76.9 | 76.7 | 75.9 | 75.3 |
| Promote ability to write effectively | 95.5 | 97.6 | 95.6 | 96.6 | 90.1 | 92.3 | 94.3 |
| Help students evaluate the quality and reliability of information | 75.5 | 79.0 | 77.2 | 73.1 | 80.2 | 67.8 | 72.1 |
| Teach students tolerance and respect for different beliefs | 88.1 | 86.8 | 87.9 | 88.7 | 90.8 | 89.0 | 87.1 |
| Encourage students to become agents of social change | 64.0 | 61.9 | 61.1 | 67.4 | 65.2 | 64.9 | 64.7 |

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## 2013–14 HERI Faculty Survey
### Weighted National Norms—Women

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<th>Asst Professor</th>
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### 2013–14 HERI Faculty Survey

#### Weighted National Norms—Women

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<td>22.7</td>
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<td>Other employment, outside of academia</td>
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<td>0.6</td>
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<td>1.7</td>
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<tr>
<td>Do you agree “strongly” or “somewhat”?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is primarily up to individual students whether they succeed in my courses</td>
<td>85.6</td>
<td>83.6</td>
<td>86.8</td>
<td>84.7</td>
<td>85.3</td>
<td>90.1</td>
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<tr>
<td>I try to dispel perceptions of competition</td>
<td>79.0</td>
<td>81.8</td>
<td>77.0</td>
<td>80.1</td>
<td>78.7</td>
<td>74.5</td>
</tr>
<tr>
<td>I encourage all students to approach me for help</td>
<td>99.9</td>
<td>99.9</td>
<td>99.9</td>
<td>99.9</td>
<td>99.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Most students are well-prepared for the difficulty of the courses I teach</td>
<td>57.5</td>
<td>58.3</td>
<td>53.0</td>
<td>58.1</td>
<td>68.5</td>
<td>55.9</td>
</tr>
<tr>
<td>In my classroom, there is no such thing as a question that is too elementary</td>
<td>93.6</td>
<td>92.0</td>
<td>92.8</td>
<td>95.4</td>
<td>93.6</td>
<td>94.1</td>
</tr>
<tr>
<td>All students have the potential to excel in my courses</td>
<td>93.3</td>
<td>89.7</td>
<td>94.1</td>
<td>93.2</td>
<td>97.6</td>
<td>93.1</td>
</tr>
<tr>
<td>The amount of material that is required for my courses poses a substantial challenge to students</td>
<td>70.1</td>
<td>70.6</td>
<td>69.2</td>
<td>71.9</td>
<td>72.2</td>
<td>63.1</td>
</tr>
<tr>
<td>Students are often overwhelmed by the pace of my courses</td>
<td>43.4</td>
<td>41.0</td>
<td>42.8</td>
<td>46.9</td>
<td>44.6</td>
<td>42.7</td>
</tr>
<tr>
<td>Most students learn best when they do their assignments on their own</td>
<td>47.1</td>
<td>51.0</td>
<td>46.7</td>
<td>42.4</td>
<td>53.3</td>
<td>49.1</td>
</tr>
<tr>
<td>Faculty are interested in students’ personal problems</td>
<td>73.5</td>
<td>74.7</td>
<td>69.9</td>
<td>74.7</td>
<td>67.4</td>
<td>77.0</td>
</tr>
<tr>
<td>Racial and ethnic diversity is reflected in the curriculum</td>
<td>66.3</td>
<td>68.2</td>
<td>67.4</td>
<td>62.1</td>
<td>66.5</td>
<td>74.9</td>
</tr>
<tr>
<td>Most students are well-prepared academically</td>
<td>51.8</td>
<td>52.2</td>
<td>48.0</td>
<td>49.5</td>
<td>59.3</td>
<td>62.9</td>
</tr>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>60.0</td>
<td>60.8</td>
<td>55.8</td>
<td>59.1</td>
<td>58.8</td>
<td>73.8</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>75.3</td>
<td>73.2</td>
<td>73.0</td>
<td>74.2</td>
<td>82.1</td>
<td>85.3</td>
</tr>
<tr>
<td>Faculty are committed to the welfare of this institution</td>
<td>90.2</td>
<td>92.9</td>
<td>90.0</td>
<td>88.6</td>
<td>86.8</td>
<td>91.9</td>
</tr>
<tr>
<td>Faculty here are strongly interested in the academic problems of undergraduates</td>
<td>84.8</td>
<td>87.2</td>
<td>84.6</td>
<td>84.8</td>
<td>77.7</td>
<td>84.1</td>
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<tr>
<td>There is a lot of campus racial conflict here</td>
<td>15.7</td>
<td>15.1</td>
<td>15.2</td>
<td>17.5</td>
<td>19.8</td>
<td>12.5</td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>75.1</td>
<td>82.0</td>
<td>75.7</td>
<td>75.2</td>
<td>55.4</td>
<td>66.3</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

<table>
<thead>
<tr>
<th>Do you agree “strongly” or “somewhat”?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>88.4</td>
<td>89.5</td>
<td>88.3</td>
<td>89.0</td>
<td>87.3</td>
<td>82.6</td>
<td>89.4</td>
</tr>
<tr>
<td>My service is valued by faculty in my department</td>
<td>82.9</td>
<td>85.3</td>
<td>82.8</td>
<td>83.4</td>
<td>79.3</td>
<td>78.3</td>
<td>82.3</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus decision making</td>
<td>50.4</td>
<td>50.1</td>
<td>45.9</td>
<td>55.3</td>
<td>44.9</td>
<td>58.7</td>
<td>48.4</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared students</td>
<td>57.1</td>
<td>58.7</td>
<td>53.8</td>
<td>57.5</td>
<td>52.8</td>
<td>67.5</td>
<td>57.8</td>
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<tr>
<td>The criteria for advancement and promotion decisions are clear</td>
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<td>76.7</td>
<td>65.2</td>
<td>63.1</td>
<td>63.7</td>
<td>64.7</td>
<td>65.5</td>
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<tr>
<td>Most of the students I teach lack the basic skills for college level work</td>
<td>30.6</td>
<td>24.8</td>
<td>32.2</td>
<td>34.6</td>
<td>29.1</td>
<td>26.4</td>
<td>31.8</td>
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<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues in the classroom</td>
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<td>48.0</td>
<td>46.6</td>
<td>51.2</td>
<td>48.7</td>
<td>61.8</td>
<td>60.1</td>
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<tr>
<td>Issues you believe to be of “highest” or “high” priority at your institution</td>
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<td></td>
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<tr>
<td>To promote the intellectual development of students</td>
<td>80.1</td>
<td>80.6</td>
<td>79.6</td>
<td>80.9</td>
<td>83.6</td>
<td>79.4</td>
<td>76.5</td>
</tr>
<tr>
<td>To develop a sense of community among students and faculty</td>
<td>56.6</td>
<td>60.1</td>
<td>49.0</td>
<td>58.4</td>
<td>54.4</td>
<td>66.3</td>
<td>60.3</td>
</tr>
<tr>
<td>To facilitate student involvement in community service</td>
<td>50.6</td>
<td>46.3</td>
<td>48.1</td>
<td>50.0</td>
<td>50.0</td>
<td>58.9</td>
<td>63.6</td>
</tr>
<tr>
<td>To help students learn how to bring about change in society</td>
<td>40.3</td>
<td>35.3</td>
<td>38.2</td>
<td>41.3</td>
<td>37.0</td>
<td>51.5</td>
<td>49.6</td>
</tr>
<tr>
<td>To increase or maintain institutional prestige</td>
<td>71.4</td>
<td>69.3</td>
<td>70.5</td>
<td>71.5</td>
<td>74.6</td>
<td>72.1</td>
<td>74.9</td>
</tr>
<tr>
<td>To hire faculty ‘stars’</td>
<td>33.0</td>
<td>35.4</td>
<td>30.0</td>
<td>33.6</td>
<td>48.3</td>
<td>30.4</td>
<td>25.1</td>
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<tr>
<td>To recruit more minority students</td>
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<td>51.1</td>
<td>46.3</td>
<td>43.8</td>
<td>40.3</td>
<td>48.2</td>
<td>45.4</td>
</tr>
<tr>
<td>To enhance the institution’s national image</td>
<td>72.1</td>
<td>71.1</td>
<td>70.8</td>
<td>71.6</td>
<td>77.1</td>
<td>78.7</td>
<td>71.8</td>
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<tr>
<td>To promote gender diversity in the faculty and administration</td>
<td>36.8</td>
<td>40.0</td>
<td>34.1</td>
<td>35.7</td>
<td>32.9</td>
<td>47.6</td>
<td>36.1</td>
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<tr>
<td>To promote racial and ethnic diversity in the faculty and administration</td>
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<td>44.0</td>
<td>38.9</td>
<td>40.3</td>
<td>37.7</td>
<td>48.3</td>
<td>41.0</td>
</tr>
<tr>
<td>To provide resources for faculty to engage in community-based teaching or research</td>
<td>30.2</td>
<td>24.7</td>
<td>26.9</td>
<td>31.1</td>
<td>33.1</td>
<td>39.0</td>
<td>40.6</td>
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<tr>
<td>To create and sustain partnerships with surrounding communities</td>
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<td>42.4</td>
<td>39.7</td>
<td>48.7</td>
<td>43.8</td>
<td>64.9</td>
<td>57.9</td>
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<tr>
<td>To pursue extramural funding</td>
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<td>63.0</td>
<td>58.0</td>
<td>53.3</td>
<td>65.5</td>
<td>60.0</td>
<td>47.2</td>
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<tr>
<td>To strengthen links with the for-profit, corporate sector</td>
<td>46.1</td>
<td>40.8</td>
<td>45.0</td>
<td>47.6</td>
<td>60.6</td>
<td>57.1</td>
<td>38.7</td>
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<tr>
<td>To develop leadership ability among students</td>
<td>60.0</td>
<td>61.7</td>
<td>55.5</td>
<td>60.2</td>
<td>55.7</td>
<td>71.7</td>
<td>63.7</td>
</tr>
<tr>
<td>To develop an appreciation for multiculturalism</td>
<td>51.5</td>
<td>54.1</td>
<td>49.1</td>
<td>47.9</td>
<td>51.9</td>
<td>60.8</td>
<td>56.0</td>
</tr>
<tr>
<td>To prepare students for the workplace</td>
<td>73.6</td>
<td>74.4</td>
<td>71.0</td>
<td>75.1</td>
<td>64.6</td>
<td>80.2</td>
<td>76.9</td>
</tr>
</tbody>
</table>

### Attributes noted as being “very descriptive” of your institution:

- It is easy for students to see faculty outside of regular office hours
- The faculty are typically at odds with campus administration
- Faculty here respect each other
- Faculty are rewarded for being good teachers
- There is respect for the expression of diverse values and beliefs
- Faculty are rewarded for their efforts to use instructional technology
- Administrators consider faculty concerns when making policy
- The administration is open about its policies
## 2013–14 HERI Faculty Survey

### Weighted National Norms—Women

<table>
<thead>
<tr>
<th>Do you “to a great extent”:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel that the training you received in graduate school prepared you well for your role as a faculty member</td>
<td>37.1</td>
<td>40.6</td>
<td>35.4</td>
<td>36.9</td>
<td>33.6</td>
<td>34.4</td>
<td>39.4</td>
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<tr>
<td>Achieve a healthy balance between your personal life and professional life</td>
<td>23.6</td>
<td>24.8</td>
<td>19.5</td>
<td>22.5</td>
<td>32.0</td>
<td>31.7</td>
<td>23.7</td>
</tr>
<tr>
<td>Experience close alignment between your work and your personal values</td>
<td>61.9</td>
<td>67.9</td>
<td>56.8</td>
<td>59.2</td>
<td>64.6</td>
<td>70.0</td>
<td>64.0</td>
</tr>
<tr>
<td>Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar</td>
<td>33.8</td>
<td>23.1</td>
<td>36.5</td>
<td>39.9</td>
<td>32.9</td>
<td>36.0</td>
<td>31.3</td>
</tr>
<tr>
<td>Mentor new faculty</td>
<td>26.4</td>
<td>42.5</td>
<td>30.0</td>
<td>18.5</td>
<td>10.8</td>
<td>13.8</td>
<td>22.7</td>
</tr>
<tr>
<td>Mentor undergraduate students</td>
<td>62.2</td>
<td>60.2</td>
<td>64.0</td>
<td>67.0</td>
<td>52.1</td>
<td>55.6</td>
<td>59.3</td>
</tr>
<tr>
<td>Structure your courses so that students master a conceptual understanding of course content</td>
<td>83.3</td>
<td>87.0</td>
<td>83.0</td>
<td>82.6</td>
<td>79.0</td>
<td>79.4</td>
<td>83.5</td>
</tr>
<tr>
<td>Structure your courses so that students develop study skills that prepare them for college-level work</td>
<td>54.2</td>
<td>51.7</td>
<td>51.3</td>
<td>58.3</td>
<td>61.8</td>
<td>50.5</td>
<td>52.9</td>
</tr>
</tbody>
</table>

| Aspects of your job with which you are “very satisfied” or “satisfied”:                        |             |                |                 |                |          |            |             |
| Salary                                                                                         | 43.7        | 60.3           | 42.0            | 38.1           | 30.5     | 33.8       | 44.6        |
| Health benefits                                                                                | 73.8        | 76.6           | 68.7            | 75.7           | 80.3     | 78.8       | 69.9        |
| Retirement benefits                                                                            | 70.6        | 74.7           | 66.0            | 71.6           | 77.0     | 71.3       | 66.6        |
| Opportunity for scholarly pursuits                                                             | 48.2        | 59.4           | 42.8            | 46.9           | 43.2     | 46.5       | 47.2        |
| Teaching load                                                                                  | 57.1        | 61.6           | 55.7            | 54.5           | 61.3     | 57.6       | 54.8        |
| Quality of students                                                                            | 61.1        | 64.9           | 57.5            | 57.5           | 72.1     | 68.5       | 60.8        |
| Office/lab space                                                                               | 68.2        | 71.8           | 64.7            | 68.1           | 66.1     | 77.3       | 65.0        |
| Autonomy and independence                                                                       | 85.0        | 88.2           | 84.8            | 82.0           | 86.5     | 89.7       | 82.7        |
| Professional relationships with other faculty                                                  | 77.7        | 82.3           | 73.7            | 77.2           | 79.1     | 77.5       | 79.2        |
| Competency of colleagues                                                                       | 82.1        | 84.0           | 80.1            | 80.3           | 85.9     | 84.5       | 84.0        |
| Job security                                                                                   | 74.5        | 93.8           | 89.1            | 57.9           | 51.0     | 53.2       | 69.2        |
| Departmental leadership                                                                        | 67.6        | 71.1           | 64.8            | 64.6           | 66.8     | 71.9       | 73.8        |
| Course assignments                                                                             | 83.0        | 87.5           | 80.8            | 81.7           | 82.4     | 82.4       | 83.8        |
| Freedom to determine course content                                                            | 91.1        | 94.3           | 93.2            | 88.5           | 87.5     | 87.2       | 90.4        |
| Availability of child care at this institution                                                 | 22.2        | 30.2           | 17.0            | 19.9           | 22.2     | 32.9       | 25.7        |
| Prospects for career advancement                                                              | 50.2        | 64.2           | 47.6            | 52.0           | 31.7     | 38.7       | 44.2        |
| Clerical/administrative support                                                                | 55.0        | 53.5           | 49.4            | 53.4           | 63.1     | 68.6       | 62.8        |
| Overall job satisfaction                                                                       | 72.9        | 79.6           | 68.9            | 69.5           | 77.6     | 75.9       | 74.3        |
| Relative equity of salary and job benefits                                                     | 43.5        | 53.7           | 39.2            | 41.5           | 41.6     | 43.0       | 40.8        |
| Flexibility in relation to family matters or emergencies                                       | 82.6        | 85.3           | 80.5            | 83.4           | 79.1     | 84.1       | 81.6        |

| Do you agree “strongly” or “somewhat”?                                                        |             |                |                 |                |          |            |             |
| The chief benefit of a college education is that it increases one’s earning power              | 56.1        | 51.3           | 54.3            | 58.3           | 60.5     | 61.7       | 58.2        |
| A racially/ethnically diverse student body enhances the educational experience of all         | 98.0        | 98.5           | 98.0            | 98.1           | 98.2     | 98.1       | 96.6        |
| External pressures often prevent researchers from being completely objective in the conduct of their work | 66.3        | 63.1           | 62.7            | 66.4           | 76.8     | 77.7       | 66.6        |
| Colleges have a responsibility to work with their surrounding communities to address local issues | 93.3        | 89.9           | 91.8            | 95.8           | 93.3     | 98.0       | 94.1        |
| Private funding sources often prevent researchers from being completely objective in the conduct of their work | 60.1        | 57.9           | 62.8            | 52.5           | 72.0     | 71.9       | 61.0        |
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

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<th>Asst Professor</th>
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<td><strong>During the past two years, have you:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered leaving academe for another job?</td>
<td>38.3</td>
<td>26.0</td>
<td>41.0</td>
<td>44.0</td>
<td>34.6</td>
<td>41.7</td>
<td>40.8</td>
</tr>
<tr>
<td>Considered leaving this institution for another?</td>
<td>50.0</td>
<td>42.3</td>
<td>56.0</td>
<td>56.9</td>
<td>37.3</td>
<td>41.4</td>
<td>45.3</td>
</tr>
<tr>
<td>Engaged in public service/professional consulting without pay?</td>
<td>54.4</td>
<td>56.1</td>
<td>56.6</td>
<td>53.4</td>
<td>49.4</td>
<td>52.5</td>
<td>52.1</td>
</tr>
<tr>
<td>Received at least one firm job offer?</td>
<td>15.0</td>
<td>12.0</td>
<td>12.0</td>
<td>18.2</td>
<td>16.5</td>
<td>20.4</td>
<td>16.1</td>
</tr>
<tr>
<td>Requested/sought an early promotion?</td>
<td>4.7</td>
<td>3.5</td>
<td>5.2</td>
<td>3.9</td>
<td>10.4</td>
<td>3.9</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>General activities:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you a member of a faculty union?</td>
<td>22.9</td>
<td>23.4</td>
<td>23.3</td>
<td>20.4</td>
<td>28.0</td>
<td>19.2</td>
<td>26.3</td>
</tr>
<tr>
<td>Are you a U.S. citizen?</td>
<td>94.5</td>
<td>97.4</td>
<td>95.7</td>
<td>91.1</td>
<td>93.3</td>
<td>93.6</td>
<td>96.3</td>
</tr>
<tr>
<td>Do you plan to retire within the next three years?</td>
<td>10.5</td>
<td>19.0</td>
<td>8.2</td>
<td>4.1</td>
<td>11.1</td>
<td>21.6</td>
<td>9.3</td>
</tr>
<tr>
<td>Do you use your scholarship to address local community needs?</td>
<td>40.0</td>
<td>37.0</td>
<td>40.3</td>
<td>38.6</td>
<td>36.5</td>
<td>50.3</td>
<td>45.3</td>
</tr>
<tr>
<td>Have you been sexually harassed at this institution?</td>
<td>10.4</td>
<td>14.8</td>
<td>12.8</td>
<td>8.0</td>
<td>5.9</td>
<td>4.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Have you ever interrupted your professional career for more than one year for family reasons?</td>
<td>14.0</td>
<td>9.8</td>
<td>12.4</td>
<td>14.3</td>
<td>27.0</td>
<td>20.6</td>
<td>12.6</td>
</tr>
<tr>
<td>Have you ever received an award for outstanding teaching?</td>
<td>39.7</td>
<td>52.6</td>
<td>39.1</td>
<td>34.0</td>
<td>37.0</td>
<td>31.2</td>
<td>38.0</td>
</tr>
</tbody>
</table>
### 2013–14 HERI Faculty Survey
Weighted National Norms—Women

<table>
<thead>
<tr>
<th>How would you characterize your political views?</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
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<tbody>
<tr>
<td>Far left</td>
<td>11.2</td>
<td>12.6</td>
<td>10.2</td>
<td>13.2</td>
<td>9.4</td>
<td>6.9</td>
<td>9.7</td>
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<tr>
<td>Liberal</td>
<td>54.7</td>
<td>60.1</td>
<td>61.5</td>
<td>50.5</td>
<td>55.0</td>
<td>38.0</td>
<td>46.9</td>
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<tr>
<td>Middle of the road</td>
<td>24.0</td>
<td>19.8</td>
<td>21.8</td>
<td>24.0</td>
<td>22.9</td>
<td>40.9</td>
<td>28.4</td>
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<tr>
<td>Conservative</td>
<td>9.8</td>
<td>6.6</td>
<td>6.4</td>
<td>12.3</td>
<td>12.4</td>
<td>13.9</td>
<td>14.9</td>
</tr>
<tr>
<td>Far right</td>
<td>0.3</td>
<td>0.9</td>
<td>0.1</td>
<td>0.1</td>
<td>0.3</td>
<td>0.2</td>
<td>0.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you were to begin your career again, would you:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Still want to come to this institution?</td>
<td></td>
</tr>
<tr>
<td>Definitely yes</td>
<td>29.8</td>
</tr>
<tr>
<td>Probably yes</td>
<td>37.8</td>
</tr>
<tr>
<td>Not sure</td>
<td>19.3</td>
</tr>
<tr>
<td>Probably no</td>
<td>8.3</td>
</tr>
<tr>
<td>Definitely no</td>
<td>4.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Still want to be a college professor?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely yes</td>
<td>53.9</td>
</tr>
<tr>
<td>Probably yes</td>
<td>30.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>11.4</td>
</tr>
<tr>
<td>Probably no</td>
<td>4.0</td>
</tr>
<tr>
<td>Definitely no</td>
<td>0.8</td>
</tr>
</tbody>
</table>

### Aggregated—Salary based on 9/10 months (full-time employees only)

| Less than $20,000                      | 0.2         | 0.2           | 0.0            | 0.0           | 0.0     | 1.7       | 0.6         |
| $20,000–$29,999                       | 0.4         | 0.0           | 0.0            | 0.0           | 0.0     | 1.7       | 0.7         |
| $30,000–$39,999                       | 3.0         | 0.0           | 0.1            | 1.1           | 13.0    | 26.6      | 6.0         |
| $40,000–$49,999                       | 9.5         | 0.2           | 2.9            | 12.4          | 34.5    | 30.4      | 13.3        |
| $50,000–$59,999                       | 20.7        | 2.4           | 16.5           | 32.7          | 33.8    | 24.0      | 20.7        |
| $60,000–$69,999                       | 19.7        | 9.9           | 24.5           | 23.8          | 10.3    | 7.7       | 22.3        |
| $70,000–$79,999                       | 16.8        | 17.3          | 22.2           | 17.1          | 2.9     | 3.7       | 12.4        |
| $80,000–$89,999                       | 11.4        | 18.2          | 16.2           | 7.8           | 0.0     | 0.4       | 7.0         |
| $90,000–$99,999                       | 6.7         | 15.6          | 7.8            | 1.7           | 2.9     | 0.4       | 7.7         |
| $100,000–$124,999                      | 7.2         | 21.7          | 5.9            | 1.9           | 0.9     | 0.3       | 7.5         |
| $125,000–$149,999                      | 1.8         | 6.1           | 1.1            | 0.9           | 0.0     | 0.0       | 0.4         |
| $150,000 or more                       | 2.7         | 8.2           | 2.8            | 0.6           | 0.0     | 0.0       | 1.4         |

### Aggregated—Salary based on 11/12 months (full-time employees only)

| Less than $20,000                      | 0.2         | 0.4           | 0.0            | 0.0           | 0.0     | 0.2       | 0.5         |
| $20,000–$29,999                       | 0.1         | 0.0           | 0.0            | 0.0           | 0.0     | 1.0       | 0.0         |
| $30,000–$39,999                       | 2.6         | 2.8           | 0.0            | 0.7           | 7.0     | 6.8       | 2.1         |
| $40,000–$49,999                       | 8.7         | 0.8           | 2.6            | 8.9           | 18.4    | 25.2      | 8.6         |
| $50,000–$59,999                       | 18.7        | 2.0           | 14.9           | 32.1          | 33.9    | 21.8      | 19.1        |
| $60,000–$69,999                       | 17.7        | 5.1           | 18.7           | 31.5          | 13.5    | 23.2      | 16.4        |
| $70,000–$79,999                       | 14.2        | 8.9           | 20.1           | 12.1          | 8.7     | 17.9      | 16.9        |
| $80,000–$89,999                       | 9.3         | 10.7          | 13.8           | 5.9           | 5.8     | 4.0       | 11.6        |
| $90,000–$99,999                       | 10.9        | 15.5          | 18.6           | 4.9           | 9.4     | 0.0       | 9.7         |
| $100,000–$124,999                      | 10.7        | 31.4          | 7.0            | 2.8           | 2.1     | 0.3       | 10.1        |
| $125,000–$149,999                      | 4.1         | 12.0          | 3.3            | 0.2           | 0.0     | 0.1       | 4.5         |
| $150,000 or more                       | 2.9         | 10.5          | 1.0            | 0.9           | 0.0     | 0.5       | 0.6         |
### 2013–14 HERI Faculty Survey

#### Weighted National Norms—Women

<table>
<thead>
<tr>
<th>Your base institutional salary reported above is based on:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9 months</td>
<td>4.6</td>
<td>4.8</td>
<td>3.9</td>
<td>4.1</td>
<td>7.6</td>
<td>5.1</td>
<td>5.7</td>
</tr>
<tr>
<td>9/10 months</td>
<td>71.4</td>
<td>68.6</td>
<td>76.5</td>
<td>80.5</td>
<td>57.7</td>
<td>52.3</td>
<td>59.8</td>
</tr>
<tr>
<td>11/12 months</td>
<td>23.9</td>
<td>26.7</td>
<td>19.6</td>
<td>15.4</td>
<td>34.7</td>
<td>42.6</td>
<td>34.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What percentage of your current year’s income comes from:</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base salary from this institution</td>
<td>53.4</td>
<td>49.7</td>
<td>50.9</td>
<td>60.4</td>
<td>45.4</td>
<td>56.6</td>
<td>52.5</td>
</tr>
<tr>
<td>100%</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>75% to 99%</td>
<td>39.6</td>
<td>43.5</td>
<td>42.6</td>
<td>33.9</td>
<td>45.6</td>
<td>28.8</td>
<td>41.7</td>
</tr>
<tr>
<td>74% to 50%</td>
<td>5.8</td>
<td>5.9</td>
<td>5.4</td>
<td>4.9</td>
<td>8.2</td>
<td>11.2</td>
<td>3.9</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>0.7</td>
<td>0.8</td>
<td>0.6</td>
<td>0.4</td>
<td>0.8</td>
<td>1.8</td>
<td>1.2</td>
</tr>
<tr>
<td>1% to 24%</td>
<td>0.4</td>
<td>0.2</td>
<td>0.5</td>
<td>0.4</td>
<td>0.1</td>
<td>1.4</td>
<td>0.4</td>
</tr>
<tr>
<td>0%</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
<td>0.3</td>
</tr>
</tbody>
</table>

| Other income from this institution                         | 0.2         | 0.0            | 0.2             | 0.0           | 0.0      | 0.1        | 0.1         |
| 100%                                                      | 0.0         | 0.0            | 0.0             | 0.0           | 0.0      | 0.1        | 0.1         |
| 75% to 99%                                                | 0.0         | 0.0            | 0.0             | 0.0           | 0.0      | 0.0        | 0.0         |
| 74% to 50%                                                | 0.6         | 1.7            | 0.4             | 0.4           | 0.0      | 0.0        | 0.0         |
| 25% to 49%                                                | 8.2         | 9.5            | 7.7             | 7.4           | 16.5     | 4.8        | 4.8         |
| 1% to 24%                                                 | 60.7        | 64.3           | 69.9            | 53.8          | 70.9     | 45.5       | 51.7        |
| 0%                                                        | 30.4        | 24.5           | 21.8            | 38.4          | 21.7     | 38.0       | 42.5        |

| Income from another academic institution                   | 0.0         | 0.0            | 0.0             | 0.0           | 0.0      | 0.4        | 0.0         |
| 100%                                                      | 0.0         | 0.0            | 0.0             | 0.0           | 0.0      | 0.4        | 0.0         |
| 75% to 99%                                                | 0.4         | 0.4            | 0.0             | 0.3           | 0.3      | 1.4        | 0.6         |
| 74% to 50%                                                | 1.0         | 0.7            | 0.4             | 1.0           | 0.7      | 6.0        | 0.0         |
| 25% to 49%                                                | 20.7        | 1.0            | 2.4             | 0.9           | 12.1     | 2.1        | 1.0         |
| 1% to 24%                                                 | 18.2        | 24.5           | 18.5            | 13.6          | 36.5     | 16.4       | 12.8        |
| 0%                                                        | 78.4        | 73.5           | 78.8            | 84.3          | 50.4     | 73.7       | 85.6        |

| Non-academic income                                       | 0.2         | 0.2            | 0.0             | 0.2           | 0.8      | 0.0        | 0.0         |
| 100%                                                      | 0.0         | 0.0            | 0.0             | 0.0           | 0.0      | 0.0        | 0.0         |
| 75% to 99%                                                | 0.7         | 0.2            | 0.1             | 1.8           | 0.0      | 2.1        | 0.0         |
| 74% to 50%                                                | 2.4         | 4.4            | 1.7             | 1.6           | 2.5      | 3.4        | 1.7         |
| 25% to 49%                                                | 6.7         | 6.6            | 8.1             | 6.8           | 6.2      | 7.1        | 4.0         |
| 1% to 24%                                                 | 44.1        | 49.8           | 49.7            | 33.9          | 65.9     | 39.5       | 34.0        |
| 0%                                                        | 46.0        | 38.8           | 40.4            | 55.6          | 24.7     | 47.9       | 60.3        |

<table>
<thead>
<tr>
<th>Please enter the four-digit year that each of the following occurred.</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of birth</td>
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<td>0.0</td>
<td>2.2</td>
<td>3.1</td>
<td>4.5</td>
<td>3.2</td>
</tr>
<tr>
<td>1981 or later</td>
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<td>9.8</td>
<td>10.0</td>
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<tr>
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<td>1.1</td>
<td>13.8</td>
<td>23.7</td>
<td>15.7</td>
<td>7.3</td>
<td>14.2</td>
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<tr>
<td>1966–1970</td>
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<td>20.8</td>
<td>14.2</td>
<td>15.5</td>
<td>10.0</td>
<td>12.5</td>
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<td>14.5</td>
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<td>1956–1960</td>
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<td>1946–1950</td>
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<tr>
<td>1941–1945</td>
<td>5.0</td>
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<td>1.3</td>
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<tr>
<td>1940 or earlier</td>
<td>1.7</td>
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<td>0.9</td>
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</tbody>
</table>
### 2013–14 HERI Faculty Survey

**Weighted National Norms—Women**

<table>
<thead>
<tr>
<th>Year of first academic appointment</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973 or earlier</td>
<td>4.0</td>
<td>12.2</td>
<td>1.9</td>
<td>1.0</td>
<td>3.3</td>
<td>1.2</td>
<td>2.1</td>
</tr>
<tr>
<td>1974–1978</td>
<td>4.1</td>
<td>9.7</td>
<td>3.6</td>
<td>1.4</td>
<td>2.3</td>
<td>2.3</td>
<td>3.4</td>
</tr>
<tr>
<td>1979–1983</td>
<td>6.0</td>
<td>14.0</td>
<td>5.8</td>
<td>1.6</td>
<td>2.0</td>
<td>2.8</td>
<td>5.8</td>
</tr>
<tr>
<td>1984–1988</td>
<td>9.9</td>
<td>18.9</td>
<td>8.6</td>
<td>3.4</td>
<td>8.9</td>
<td>11.0</td>
<td>10.5</td>
</tr>
<tr>
<td>1989–1993</td>
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<td>13.1</td>
<td>11.3</td>
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<td>24.3</td>
<td>12.5</td>
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<td>1999–2003</td>
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<td>17.5</td>
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<tr>
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<td>5.2</td>
<td>0.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year of appointment at present institution</th>
<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
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<table>
<thead>
<tr>
<th>If tenured, year tenure was awarded</th>
<th>All Faculty</th>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
</tr>
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<tr>
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<td>3.7</td>
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<tr>
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<tr>
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### Aggregated Department

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<tr>
<th>Department</th>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<tbody>
<tr>
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### How many children do you have in the following age ranges?

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<th>18 years or older</th>
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### Are you currently: (Mark one)

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<th>Status</th>
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<th>In a civil union</th>
<th>In a domestic partnership</th>
<th>Married</th>
<th>Unmarried, living with partner</th>
<th>Separated</th>
<th>Divorced</th>
<th>Widowed</th>
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### Is English your native language?

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## 2013–14 HERI Faculty Survey
**Weighted National Norms—Women**

<table>
<thead>
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<th>All Faculty</th>
<th>Full Professor</th>
<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<td>89.2</td>
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<tr>
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<table>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>No Response</th>
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<th>Assoc Professor</th>
<th>Asst Professor</th>
<th>Lecturer</th>
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| CIRP Construct: Institutional Priority       |            |               |                |               |         |           |            |
| Civic Engagement                            |            |               |                |               |         |           |            |
| High Construct Score Group                  | 26.6       | 20.7          | 23.6           | 29.4          | 24.5    | 37.4      | 34.6       |
| Average Construct Score Group               | 44.9       | 49.8          | 42.7           | 43.1          | 43.0    | 48.1      | 44.7       |
| Low Construct Score Group                   | 28.5       | 29.6          | 33.7           | 27.5          | 32.5    | 14.4      | 20.7       |
| Mean Score                                  | 49.2       | 48.2          | 48.3           | 49.8          | 48.3    | 52.1      | 51.5       |

| CIRP Construct: Institutional Priority       |            |               |                |               |         |           |            |
| Increase Prestige                           |            |               |                |               |         |           |            |
| High Construct Score Group                  | 32.4       | 32.7          | 33.0           | 29.9          | 44.4    | 31.5      | 28.8       |
| Average Construct Score Group               | 41.0       | 39.2          | 38.2           | 44.1          | 33.9    | 47.4      | 44.6       |
| Low Construct Score Group                   | 26.6       | 28.1          | 28.7           | 26.1          | 21.7    | 21.0      | 26.6       |
| Mean Score                                  | 50.8       | 50.6          | 50.6           | 50.7          | 53.5    | 51.1      | 50.0       |
APPENDIX A

Research Methodology
RESEARCH METHODOLOGY

The data reported here have been weighted to provide a normative picture of the American college full-time undergraduate faculty. This Appendix provides a brief overview of the HERI methodology and describes the procedures used to weight the 2013–2014 HERI Faculty Survey results to produce the national normative estimates.

The National Population

In order to weight the HERI Faculty Survey, we considered all institutions of higher education admitting at least 25 first-time full-time students and granting a baccalaureate-level degree or higher. Institutions also had to have responded to the 2012–2013 Human Resources Survey from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). In 2013, this population included 1,505 institutions. It should be noted that the population reflects institutions of “higher education,” rather than “postsecondary education,” and that most proprietary, special vocational or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

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

HERI completed a comprehensive re stratification of the national population in 2008, reviewing not only institutions’ selectivity scores, but also their control and religious affiliation, if any, as reported to IPEDS. In 2010, “university” is defined by 2010 Basic Carnegie Classification as “research universities” or “doctoral/research universities.” Appendix C lists the current stratification cell assignment of institutions that participated in the 2013–2014 HERI Faculty Survey.

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

Identifying the Norms Sample

For a participating institution’s data to be included in the normative sample, HERI required that a minimum percentage of all FTUG faculty at that institution be surveyed. Participating four-year colleges were required to have responses from at least 35% of their FTUG
Participating universities were required to have responses from at least 20% of their full-time faculty. Participating universities were required to have responses from at least 20% of their full-time faculty. In addition to responses from participating institutions, HERI received supplemental responses from faculty at non-participating institutions. Because the supplemental sample was based on individual respondents rather than all faculty from an institution, the standard method of inclusion in the normative sample did not apply. HERI solicited supplemental responses from randomly-selected faculty and from faculty who had previously responded to the 2010–11 HERI Faculty Survey. In case, only full-time faculty from four-year colleges and universities were included in the norms sample. For those in the randomly-selected population, only FTUG faculty from institutions with 10 or more responses were included in the norms sample. For those who had previously responded to the faculty survey, the respondent must have also answered all items included in the regression (see section “First Weight—Prior Respondents”).

As Table A1 shows, participating institutions had a much higher participation rate of 36.9% as compared to the randomly-selected faculty group (12.9%) and the supplemental sample of prior respondents from four-year institutions (20.9%).

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

The 2013–2014 Data

Although 24,934 respondents at 289 colleges and universities returned their forms in time for their data to be included in the norms sample,
the normative data presented here are based on responses from 16,112 FTUG faculty from 269 baccalaureate institutions that fit the above norms sample criteria.

In every administration of the Faculty Survey save one (1992–1993), HERI has created a supplemental sample to enhance the number of respondents from types of institutions that participated at a lower rate than others, for example large public colleges and universities. In addition to the 148 participating institutions, HERI received responses from faculty at 141 supplemental institutions. Table A2 shows the total number of institutions together with the total in the survey sample and norms sample for each cell by sample type. Table A3 indicates the same, but for full-time undergraduate faculty.

Weighting the Sample

In order to approximate as closely as possible the results that would have been obtained if all college and university teaching faculty in all institutions had responded to the survey, a two-stage weighting procedure was employed.

It should be noted that the first stage of the weighting procedure is based on the assumption that the population of which the weights are an estimate is the total number of FTUG faculty at each institution. Because the supplemental sample of prior respondents was not based on institutions, a different method of producing the first-stage weight was required. In both instances, the first weight is designed to adjust for response bias either within participating institutions or within the supplemental sample. Accordingly, the discussion below breaks out the procedure by sample type.

First Weight—Participating Institutions and Randomly-Selected Faculty

The FTUG faculty at each participating institution were sorted into eight categories representing combinations of gender (male or female) and rank (professor, associate professor, assistant professor, and all other ranks). The ratio between the total number of faculty in the institution and the number of respondents in each category was used as the first weight. This within-institution weight, which is designed to correct for any response bias related to the gender or rank of the faculty member, adjusts the total number of respondents up to the total number of faculty at the institution. The same weighting methodology was also applied to the supplemental sample of randomly-selected faculty in the norms sample.

First Weight—Supplemental Sample of Prior Respondents

The creation of a first weight for the supplemental sample of prior respondents presented a challenge and an opportunity. On the one hand, there was no formal unit of population as was the case for the participating institutions, since membership in this sample did not depend on where the faculty member taught, but rather on the fact that he or she participated in the previous administration of the faculty survey. On the other hand, HERI did have considerable information about the 8,436 prior respondents based on the data collected from their previous participation. Using these data, profiles could be developed for those in the sampled pool.

In the event that an institution did not report the distribution of its faculty across different ranks, the within-institution weight was based on gender alone.
## Table A2. 2013–2014 HERI Faculty Survey—Institutions

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<td>Sample</td>
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<td>23</td>
<td>medium</td>
<td>1050–1119</td>
<td>106</td>
<td>17</td>
<td>4</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>high</td>
<td>1120–1600</td>
<td>71</td>
<td>22</td>
<td>4</td>
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<table>
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<th></th>
<th></th>
<th>Sample Type</th>
<th></th>
<th>Included in Norms</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Participating Institutions</td>
<td>Participating Institutions</td>
<td>Sample</td>
<td>Randomly Selected</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Sample</td>
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<td>Institutions</td>
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</tr>
</tbody>
</table>

Note:

- The broad categories of Institution Control (i.e., public, private, and religious affiliation) are defined by data submitted to Integrated Postsecondary Educational Data System (IPEDS).
- Universities are those institutions defined by 2010 Basic Carnegie Classification as “Research Universities” or “Doctoral/Research Universities.”
- Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS. Other comparable sources (e.g., Common Data Set) are used for institutions not reporting SAT/ACT scores to IPEDS. Institutions with unknown selectivity are grouped with the low-selectivity institutions when computing National Norms. The stratification design presented here is used to group schools to develop population weights and should not be used as a measure of institutional or program quality.
- Two-year colleges are not included in the norms sample.
Table A3. 2013–2014 HERI Faculty Survey—Full-time Undergraduate Faculty

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Strat Cell</th>
<th>Selectivity</th>
<th>Population</th>
<th>Participating Institutions</th>
<th>Supplemental Sample</th>
<th>Randomly Selected</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>Men</td>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>1</td>
<td>low 600–1079</td>
<td>47,601</td>
<td>56.1%</td>
<td>43.9%</td>
<td>370</td>
<td>134</td>
</tr>
<tr>
<td>Universities</td>
<td>2</td>
<td>medium 1080–1199</td>
<td>69,167</td>
<td>60.5%</td>
<td>39.5%</td>
<td>670</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>high 1200–1600</td>
<td>51,105</td>
<td>63.7%</td>
<td>36.3%</td>
<td>1,384</td>
<td>46</td>
</tr>
<tr>
<td>Private</td>
<td>4</td>
<td>medium 600–1119</td>
<td>6,766</td>
<td>52.9%</td>
<td>47.1%</td>
<td>377</td>
<td>33</td>
</tr>
<tr>
<td>Universities</td>
<td>5</td>
<td>high 1120–1309</td>
<td>20,156</td>
<td>60.9%</td>
<td>39.1%</td>
<td>991</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>very high 1310–1600</td>
<td>35,434</td>
<td>64.9%</td>
<td>35.1%</td>
<td>667</td>
<td>13</td>
</tr>
<tr>
<td>Public</td>
<td>7</td>
<td>low 600–984</td>
<td>29,228</td>
<td>52.7%</td>
<td>47.3%</td>
<td>836</td>
<td>79</td>
</tr>
<tr>
<td>4-year</td>
<td>8</td>
<td>medium 985–1034</td>
<td>36,180</td>
<td>53.0%</td>
<td>47.0%</td>
<td>761</td>
<td>154</td>
</tr>
<tr>
<td>Colleges</td>
<td>9</td>
<td>high 1035–1600</td>
<td>33,349</td>
<td>54.7%</td>
<td>45.3%</td>
<td>1,130</td>
<td>143</td>
</tr>
<tr>
<td>Private</td>
<td>11,15</td>
<td>low 600–999</td>
<td>9,772</td>
<td>49.8%</td>
<td>50.2%</td>
<td>104</td>
<td>27</td>
</tr>
<tr>
<td>Nonsectarian</td>
<td>12</td>
<td>medium 1000–1089</td>
<td>9,970</td>
<td>53.2%</td>
<td>46.8%</td>
<td>309</td>
<td>7</td>
</tr>
<tr>
<td>4-year</td>
<td>13</td>
<td>high 1090–1250</td>
<td>12,733</td>
<td>55.5%</td>
<td>44.5%</td>
<td>870</td>
<td>24</td>
</tr>
<tr>
<td>Colleges</td>
<td>14</td>
<td>very high 1250–1600</td>
<td>10,891</td>
<td>55.6%</td>
<td>44.4%</td>
<td>1,369</td>
<td>27</td>
</tr>
<tr>
<td>Catholic</td>
<td>16,19</td>
<td>low 600–1019</td>
<td>5,125</td>
<td>41.0%</td>
<td>59.0%</td>
<td>218</td>
<td>0</td>
</tr>
<tr>
<td>4-year</td>
<td>17</td>
<td>medium 1020–1110</td>
<td>5,707</td>
<td>48.7%</td>
<td>51.3%</td>
<td>264</td>
<td>48</td>
</tr>
<tr>
<td>Colleges</td>
<td>18</td>
<td>high 1110–1600</td>
<td>10,067</td>
<td>53.8%</td>
<td>46.2%</td>
<td>671</td>
<td>57</td>
</tr>
<tr>
<td>Other</td>
<td>20,24</td>
<td>very low 600–1019</td>
<td>11,659</td>
<td>56.1%</td>
<td>43.9%</td>
<td>188</td>
<td>0</td>
</tr>
<tr>
<td>Religious</td>
<td>21</td>
<td>low 1020–1049</td>
<td>4,697</td>
<td>52.8%</td>
<td>47.2%</td>
<td>426</td>
<td>0</td>
</tr>
<tr>
<td>4-year</td>
<td>22</td>
<td>medium 1050–1119</td>
<td>11,187</td>
<td>56.8%</td>
<td>43.2%</td>
<td>936</td>
<td>50</td>
</tr>
<tr>
<td>Colleges</td>
<td>23</td>
<td>high 1120–1600</td>
<td>11,080</td>
<td>57.7%</td>
<td>42.3%</td>
<td>1,970</td>
<td>76</td>
</tr>
<tr>
<td><strong>All Institutions</strong></td>
<td></td>
<td></td>
<td><strong>431,874</strong></td>
<td><strong>57.4%</strong></td>
<td><strong>42.6%</strong></td>
<td><strong>14,511</strong></td>
<td><strong>1,064</strong></td>
</tr>
</tbody>
</table>
Using logistic regression, HERI developed a regression equation that estimated the probability that all prior respondents would respond to the 2013–2014 HERI Faculty Survey. Separate regressions were computed for each of the eight gender and rank combinations. The dependent variable of the regression was whether or not the faculty responded, and the independent variables were as follows:

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

**Institution Type**
- Public Universities
- Private Universities
- Public Four-year Colleges
- Private Nonsectarian Four-year Colleges (reference category)
- Catholic Four-year Colleges
- Other Religious Four-year Colleges

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

**Tenure Status**
- Tenured (reference category)
- On track, but not tenure
- Not on track, but inst offer
- No tenure system

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

After completing the regression, HERI examined the supplemental sample of FTUG faculty. Using the equation developed during the regression run, the likelihood that the faculty member was to respond based on his or her characteristics was computed. The reciprocal of the computed probability was used as the first weight. Thus, a respondent with an 80% probability of response would receive a weight of 1/0.8, or 1.25.

**Second Weight**

The second weight was designed to correct for between-stratification cell differences in institutional participation. To develop the second set of weights, institutions were sorted into 20 stratification cells based upon type (four-year college, university), control (public, private-nonsectarian, Roman Catholic, other religious), and selectivity. Within each of these stratification cells, faculty in all institutions in the population were sorted into the same eight gender-by-rank categories described above.

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

The third and final weight is simply a product of the first and second weights. Weighting each response in the norms sample brings the counts of full-time undergraduate faculty up to a national number in each stratification cell (see Table A1).

Defining Full-time Undergraduate Faculty

Only those full-time employees who were engaged in teaching undergraduates were included in the normative data reported here. Part-time employees, full-time researchers, or faculty members who teach only at the postgraduate level have been excluded. More specifically, a respondent was included in the normative data if one of the following conditions were met:

1) Responded “yes” or did not respond as to whether they were a full-time employee (question 6) and indicated that they taught at least one undergraduate-level course (i.e. general education course, course required for undergraduate major, other undergraduate credit course, developmental/remedial course [not for credit], or non-credit course [other than above]—question 9a).

2) Responded “yes” that they were a full-time employee (question 6) and indicated that they primarily taught undergraduate credit courses (question 9c).

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

4) Responded “yes” or did not respond as to whether they were a full-time employee (question 6) and did not respond to the number of courses that they taught this term (question 9) and did not respond as to the type of courses that they primarily teach (question 9c) and indicated that they were scheduled to teach nine hours or more hours per week during the present term (question 19).

CIRP Constructs

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

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

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

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

**References**

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

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Survey Items</th>
</tr>
</thead>
</table>
| **Student-Centered Pedagogy** | Cooperative learning (small groups) (2.30)  
Student presentations (1.85)  
Group projects (1.82)  
Class discussions (1.70)  
Student evaluations of each others' work (1.53)  
Reflective writing/journaling (1.37)  
Experiential learning/Field studies (1.30)  
Using student inquiry to drive learning (1.26)  
Student-selected topics for course content (1.21) |
| **Undergraduate Education Goal: Personal Development** | Help students develop personal values (4.28)  
Provide for students' emotional development (2.15)  
Help students develop personal values (4.28)  
Develop moral character (3.42) |
| **Scholarly Productivity** | Articles in academic and professional journals (3.09)  
Chapters in edited volumes (2.11)  
How many of your professional writings have been published or accepted for publication in the last two years (2.53)  
Chapters in edited volumes (2.11) |
| **Civic Minded Practice** | Collaborated with the local community in research/teaching (2.17)  
Do you use your scholarship to address local community needs? (1.81)  
Community service as part of coursework (1.53)  
Engaged in public service/professional consulting without pay? (1.24)  
Advised student groups involved in service/volunteer work (1.43) |
| **Civic Minded Values** | Encourage students to become agents of social change (2.77)  
Instill in students a commitment to community service (2.69)  
Colleges have a responsibility to work with their surrounding communities to address local issues (1.25) |
| **Job Satisfaction: Workplace** | Professional relationships with other faculty (3.13)  
Competency of colleagues (2.39)  
Autonomy and independence (1.55)  
Departmental leadership (1.40)  
Course assignments (1.27) |
| **Job Satisfaction: Compensation** | Opportunity for scholarly pursuits (2.38)  
Retirement benefits (1.68)  
Salary (1.39)  
Teaching load (1.22)  
Job security (1.39)  
Prospects for career advancement (1.53) |
Table A4. List of HERI Faculty Survey Constructs (continued)
(including survey items and estimation ‘weights’)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Related Stress</strong></td>
<td>Lack of personal time (1.96)</td>
</tr>
<tr>
<td></td>
<td>Teaching load (1.51)</td>
</tr>
<tr>
<td></td>
<td>Committee work (1.38)</td>
</tr>
<tr>
<td></td>
<td>Institutional procedures/red tape (1.08)</td>
</tr>
<tr>
<td></td>
<td>Colleagues (1.16)</td>
</tr>
<tr>
<td></td>
<td>Research or publishing demands (1.06)</td>
</tr>
<tr>
<td></td>
<td>Self-imposed high expectations (1.03)</td>
</tr>
<tr>
<td></td>
<td>Students (1.08)</td>
</tr>
<tr>
<td><strong>Institutional Priority: Commitment to Diversity</strong></td>
<td>To promote gender diversity in the faculty and administration (3.34)</td>
</tr>
<tr>
<td></td>
<td>To promote racial and ethnic diversity in the faculty and administration (5.72)</td>
</tr>
<tr>
<td></td>
<td>To recruit more minority students (1.77)</td>
</tr>
<tr>
<td><strong>Institutional Priority: Civic Engagement</strong></td>
<td>To provide resources for faculty to engage in community-based teaching or research (2.08)</td>
</tr>
<tr>
<td></td>
<td>To facilitate student involvement in community service (1.56)</td>
</tr>
<tr>
<td></td>
<td>To create and sustain partnerships with surrounding communities (2.84)</td>
</tr>
<tr>
<td><strong>Institutional Priority: Increase Prestige</strong></td>
<td>To increase or maintain institutional prestige (3.54)</td>
</tr>
<tr>
<td></td>
<td>To enhance the institution’s national image (3.43)</td>
</tr>
<tr>
<td></td>
<td>To hire faculty “stars” (1.47)</td>
</tr>
</tbody>
</table>
APPENDIX B

2013–2014 HERI
Faculty Survey Questionnaire
2013–14 HERI Faculty Survey

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

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

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

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

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

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

COMMUNITY COLLEGE

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

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

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

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

5. Your sex:
   Male
   Female

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

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

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

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

   IF YES, NESTED ITEM
   6bi. How long ago did you pursue a full-time position?
   Currently seeking a position
   Within the last year
   1 to 2 years ago
   3 to 5 years ago
   More than 5 years ago

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

6d. In considering your reasons for teaching part-time at this institution, please indicate your
   agreement with the following statements:
   (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
   My part-time position is an important source of income for me
   Compensation is not a major consideration in my decision to teach part-time
   Part-time teaching is a stepping-stone to a full-time position
   My part-time position provides benefits (e.g., health insurance, retirement) that I need
   Teaching part-time fits my current lifestyle
   Full-time positions were not available
   My expertise in my chosen profession is relevant to the course(s) I teach

6e. Mark all institutional resources available to you in your last term as part-time faculty.
   (Mark all that apply)
   Use of private office
   Shared office space
   A personal computer
   An email account
   A phone/voicemail
   Professional development funds
   Printer access (i.e., free printing)

6f. Please indicate your agreement with the following statements:
   (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
   Part-time instructors at this institution:
   Are given specific training before teaching
   Rarely get hired into full-time positions
   Receive respect from students
   Are primarily responsible for introductory classes
   Have no guarantee of employment security
   Have access to support services
   Are compensated for advising/counseling students
   Are required to attend meetings
   Have good working relationships with the administration
   Are respected by full-time faculty
   Are paid fairly
   Have input in course designs
   Are included in faculty governance

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

6h. For the current term, how far in advance of the beginning of the term did you receive
your course assignments?
   Less than 1 week
   1–2 weeks
   3–4 weeks
   1–3 months
   More than 3 months
7. What is your principal activity in your current position at this institution? (Mark one)
   - Administration
   - Teaching
   - Research
   - Services to clients and patients
   - Other

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

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

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

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

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

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

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

12. During the past two years, have you engaged in any of the following activities? (Mark one for each item)
(Responses: Yes, No)
Advised student groups involved in service/volunteer work
Collaborated with the local community in research/teaching
Conducted research or writing focused on:
  - International/global issues
  - Racial or ethnic minorities
  - Women and gender issues
  - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues
Engaged undergraduates on your research project
Worked with undergraduates on a research project
Engaged in academic research that spans multiple disciplines
Supervised an undergraduate thesis
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)
Received funding for your work from:
  - Foundations
  - State or federal government
  - Business or industry

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

14. In the past two years, to what extent have you:
(Responses: To a Great Extent, To Some Extent, Not at All)
Presented with undergraduate students at conferences
Published with undergraduates
15. During the past two years have you taken advantage of any of the following professional development opportunities at this institution? (Responses for each item in each column: Yes, No, Not Eligible, Not Available)
- Paid workshops outside the institution focused on teaching
- Paid sabbatical leave
- Travel funds paid by the institution
- Internal grants for research
- Training for administrative leadership
- Incentives to develop new courses
- Incentives to integrate new technology into your classroom

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

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

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

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

20. In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities? If you encouraged them to engage in an activity frequently, mark F. If you encouraged them to engage in an activity one or more times, but not frequently, mark O (Occasionally). Mark N (Not at All) if you have not encouraged students to engage in the activity at all. (Responses: Frequently, Occasionally, Not at All)
- Ask questions in class
- Support their opinions with a logical argument
- Seek solutions to problems and explain them to others
- Revise their papers to improve their writing
- Evaluate the quality or reliability of information they receive
- Take risks for potential gains
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on their own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Seek feedback on their academic work
- Work with other students on group projects
- Integrate skills and knowledge from different sources and experiences

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

23. In how many of the courses that you teach do you use each of the following?
   (Responses: All, Most, Some, None)
   - Class discussions
   - Cooperative learning (small groups)
   - Experiential learning/Field studies
   - Performances/Demonstrations
   - Group projects
   - Extensive lecturing
   - Multiple drafts of written work
   - Student-selected topics for course content
   - Reflective writing/Journaling
   - Community service as part of coursework
   - Electronic quizzes with immediate feedback in class
   - Using real-life problems
   - Using student inquiry to drive learning

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

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

26. How frequently do you incorporate the following forms of technology into your courses?
   (Responses: Frequently, Occasionally, Not at All)
   - YouTube or other videos
   - Classroom enhancement technology (e.g., Elmo, tablet PCs)
   - Simulations/animations
   - Podcasts
   - Online homework or virtual labs
   - Online discussion boards
27. Indicate the importance to you of each of the following education goals for undergraduate students:
   (Responses: Essential, Very Important, Somewhat Important, Not Important)
   Develop ability to think critically
   Prepare students for employment after college
   Prepare students for graduate or advanced education
   Develop moral character
   Provide for students’ emotional development
   Teach students the classic works of Western civilization
   Help students develop personal values
   Instill in students a commitment to community service
   Enhance students’ knowledge of and appreciation for other racial/ethnic groups
   Promote ability to write effectively
   Engage students in civil discourse around controversial issues
   Teach students tolerance and respect for different beliefs
   Encourage students to become agents of social change

28. Please indicate your agreement with each of the following statements:
   (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
   The chief benefit of a college education is that it increases one's earning power
   A racially/ethnically diverse student body enhances the educational experience of all students
   External pressures often prevent researchers from being completely objective in the conduct of their work
   Colleges have a responsibility to work with their surrounding communities to address local issues
   Private funding sources often prevent researchers from being completely objective in the conduct of their work

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

30. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:
   (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
   Faculty are interested in students' personal problems
   Racial and ethnic diversity is reflected in the curriculum
   Most students are well-prepared academically
   This institution has effective hiring practices and policies that increase faculty diversity
   Student Affairs staff have the support and respect of faculty
   Faculty are committed to the welfare of this institution
   Faculty here are strongly interested in the academic problems of undergraduates
   There is a lot of campus racial conflict here
   My research is valued by faculty in my department
   My teaching is valued by faculty in my department
   My service is valued by faculty in my department
   Faculty are sufficiently involved in campus decision making
   This institution takes responsibility for educating underprepared students
   The criteria for advancement and promotion decisions are clear
   Most of the students I teach lack the basic skills for college level work
   There is adequate support for faculty development
   This institution successfully educates students in remedial/developmental education
   Faculty are not prepared to deal with conflict over diversity issues in the classroom
31. Indicate how important you believe each priority listed below is at your college or university:
(Responses: Highest Priority, High Priority, Medium Priority, Low Priority)
Promote the intellectual development of students
Develop a sense of community among students and faculty
Facilitate student involvement in community service
Help students learn how to bring about change in society
Increase or maintain institutional prestige
Hire faculty “stars”
Recruit more minority students
Enhance the institution’s national image
Promote gender diversity in the faculty and administration
Promote racial and ethnic diversity in the faculty and administration
Provide resources for faculty to engage in community-based teaching or research
Create and sustain partnerships with surrounding communities
Pursue extramural funding
Strengthen links with the for-profit, corporate sector
Develop leadership ability among students
Develop an appreciation for multiculturalism
Provide resources for faculty to engage in community-based teaching or research
Create and sustain partnerships with surrounding communities
Pursue extramural funding
Strengthen links with the for-profit, corporate sector
Develop leadership ability among students
Develop an appreciation for multiculturalism
Prepare students for the workplace

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

33. Please indicate the extent to which you:
(Responses: To a Great Extent, To Some Extent, Not at All)
Feel that the training you received in graduate school prepared you well for your role as a faculty member
Achieve a healthy balance between your personal life and your professional life
Experience close alignment between your work and your personal values
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar
Mentor new faculty
Mentor undergraduate students
Structure your courses so that students master a conceptual understanding of course content
Structure your courses so that students develop study skills that prepare them for college-level work

34. How satisfied are you with the following aspects of your job? (Mark one for each item)
(Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)
Salary
Health benefits
Retirement benefits
Opportunity for scholarly pursuits
Teaching load
Quality of students
Office/lab space
Autonomy and independence
Professional relationships with other faculty
Competency of colleagues
Job security
Departmental leadership
Course assignments
Freedom to determine course content
Availability of child care at this institution
Prospects for career advancement
Clerical/administrative support
Overall job satisfaction
Relative equity of salary and job benefits
Flexibility in relation to family matters or emergencies
35. Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (Mark one for each item)

(Responses: Extensive, Somewhat, Not at All, Not Applicable)
Managing household responsibilities
Child care
My physical health
Review/promotion process
Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
Personal finances
Committee work
Faculty meetings
Colleagues
Students
Research or publishing demands
Institutional procedures and “red tape”
Teaching load
Lack of personal time
Job security
Working with underprepared students
Self-imposed high expectations
Increased work responsibilities
Institutional budget cuts

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

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

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

39. If you were to begin your career again, would you:
(Responses: Definitely Yes, Probably Yes, Not Sure, Probably No, Definitely No)
Still want to come to this institution?
Still want to be a college professor?

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

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

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

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

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

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

43. Please select the most appropriate general area and disciplinary field for the following:
   (See Appendix A)
   Major of highest degree held ______
   Department of current faculty appointment ______

44. On the following list, please mark one in each column:
   Highest Degree Earned
   Degree Currently Working On
   Bachelor’s (B.A., B.S., etc.)
   Master’s (M.A., M.S.)
   M.F.A.
   M.B.A.
   LL.B., J.D.
   M.D., D.D.S. (or equivalent)
   Other first professional degree beyond B.A. (D.D., D.V.M., etc.)
   Ed.D.
   Ph.D.
   Other degree
   None

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

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

47. Is English your native language?
   Yes ______ No ______

48. Are you currently: (Mark one)
   Single
   In a civil union
   In a domestic partnership
   Married
   Unmarried, living with partner
   Separated
   Divorced
   Widowed
49. How many children do you have in the following age ranges?
   (Responses: 0, 1, 2, 3, 4+)
   Under 18 years old
   18 years or older

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

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

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

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

#### General Area

<table>
<thead>
<tr>
<th>Major/Department</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/natural resources/related</td>
<td>1</td>
</tr>
<tr>
<td>Architecture and related services</td>
<td>2</td>
</tr>
<tr>
<td>Area/ethnic/cultural/gender studies</td>
<td>3</td>
</tr>
<tr>
<td>Arts (visual and performing)</td>
<td>4</td>
</tr>
<tr>
<td>Biological and biomedical sciences</td>
<td>5</td>
</tr>
<tr>
<td>Business/management/marketing/related</td>
<td>6</td>
</tr>
<tr>
<td>Communication/journalism/comm. tech</td>
<td>7</td>
</tr>
<tr>
<td>Computer/info sciences/support tech</td>
<td>8</td>
</tr>
<tr>
<td>Construction trades</td>
<td>9</td>
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<tr>
<td>Education</td>
<td>10</td>
</tr>
<tr>
<td>Engineering technologies/technicians</td>
<td>11</td>
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<tr>
<td>Area/ethnic/cultural/gender studies</td>
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<tr>
<td>English language and literature/letters</td>
<td>13</td>
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<tr>
<td>Family/consumer sciences, human sciences</td>
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<tr>
<td>Foreign languages/literature/linguistics</td>
<td>15</td>
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<tr>
<td>Health professions/clinical sciences</td>
<td>16</td>
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<tr>
<td>Legal professions and studies</td>
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<tr>
<td>Library science</td>
<td>18</td>
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<tr>
<td>Mathematics and statistics</td>
<td>19</td>
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<tr>
<td>Mechanical/repair technologies/techs</td>
<td>20</td>
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<tr>
<td>Multi/interdisciplinary studies</td>
<td>21</td>
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<tr>
<td>Parks/recreation/leisure/fitness studies</td>
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<tr>
<td>Precision production</td>
<td>23</td>
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<td>Personal and culinary services</td>
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<tr>
<td>Philosophy, religion &amp; theology</td>
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<td>Physical sciences</td>
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<td>Psychology</td>
<td>27</td>
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<tr>
<td>Public administration/social services</td>
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<tr>
<td>Science technologies/technicians</td>
<td>29</td>
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<tr>
<td>Security &amp; protective services</td>
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<td>Social sciences (except psych) and history</td>
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<td>Transportation &amp; materials moving</td>
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<tr>
<td>Other</td>
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#### Specific Discipline

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<td>Natural resources and conservation</td>
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<td>Architecture and related services</td>
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<td>Area/ethnic/cultural/gender studies</td>
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<td>Art history, criticism, and conservation</td>
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<td>Design &amp; applied arts</td>
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<td>Drama/theatre arts and stagecraft</td>
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<td>Fine and studio art</td>
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<td>Music, general</td>
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<td>Music history, literature, and theory</td>
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<td>Commercial and advertising art</td>
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<td>Dance</td>
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<td>Visual and performing arts, other</td>
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<td>Botany/plant biology</td>
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<td>Genetics</td>
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<td>Microbiological sciences &amp; immunology</td>
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<td>Physiology, pathology &amp; related sciences</td>
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<td>Zoology/animal biology</td>
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<tr>
<td>Mechanical engineering</td>
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<tr>
<td>Engineering, other</td>
<td>1109</td>
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<tr>
<td>English language and literature/letters</td>
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<tr>
<td>Family/consumer sciences, human sciences</td>
<td>1301</td>
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<td>Code</td>
<td>Field</td>
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<tr>
<td>1401</td>
<td>Foreign languages/literature/linguistics</td>
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<tr>
<td>1501</td>
<td>Alternative/complementary medicine/sys</td>
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<tr>
<td>1502</td>
<td>Chiropractic</td>
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<tr>
<td>1503</td>
<td>Clinical/medical lab science/allied</td>
</tr>
<tr>
<td>1504</td>
<td>Dental support services/allied</td>
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<tr>
<td>1505</td>
<td>Dentistry</td>
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<td>Health &amp; medical administrative services</td>
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<td>1507</td>
<td>Allied health and medical assisting</td>
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<tr>
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<td>services</td>
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<td>Allied health diagnostic, intervention,</td>
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<td>treatment professions</td>
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<td>1509</td>
<td>Medicine, including psychiatry</td>
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<td>Mental/social health services and allied</td>
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<td>1511</td>
<td>Nursing</td>
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<td>Optometry</td>
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<tr>
<td>1513</td>
<td>Osteopathic medicine/osteopathy</td>
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<tr>
<td>1514</td>
<td>Pharmacy/pharmaceutical sciences/admin</td>
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<tr>
<td>1515</td>
<td>Podiatric medicine/podiatry</td>
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<tr>
<td>1516</td>
<td>Public health</td>
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<td>1517</td>
<td>Rehabilitation &amp; therapeutic professions</td>
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<td>1518</td>
<td>Veterinary medicine</td>
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<td>Statistics</td>
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<td>Mechanical/repair technologies/techs</td>
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<td>Multi/interdisciplinary studies</td>
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<td>2101</td>
<td>Parks, recreation and leisure studies</td>
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<td>2102</td>
<td>Health and physical education/fitness</td>
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<td>2103</td>
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<td>Geological &amp; earth sciences/geosciences</td>
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<td>Criminology</td>
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<td>3004</td>
<td>Demography &amp; population studies</td>
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<td>Economics</td>
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<td>3006</td>
<td>Geography &amp; cartography</td>
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<td>3007</td>
<td>History</td>
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<td>3008</td>
<td>International relations &amp; affairs</td>
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<td>3009</td>
<td>Political science and government</td>
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<tr>
<td>3010</td>
<td>Sociology</td>
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<tr>
<td>3011</td>
<td>Urban studies/affairs</td>
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<td>3012</td>
<td>Social sciences, other</td>
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<tr>
<td>3101</td>
<td>Transportation and materials moving</td>
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<td>3201</td>
<td>Other</td>
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</tbody>
</table>
Sexual Orientation and Status Module

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

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

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

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

Academic Advising Module

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

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

3. During the past year, how often have you done each of the following with your advisees?
   (Frequently, Occasionally, Not at All)
   Informed them of important deadlines
   Helped them understand academic policies
   Informed them of academic support options (e.g., study skills advising, financial aid advising,
       Writing Center, Disability Resource Center)
   Provided information about courses
   Provided information about the major/minor
   Reviewed their transcript
   Discussed academic performance
   Provided information on other academic opportunities (e.g., study abroad, internships,
       undergraduate research)
   Discussed career and post-graduation goals
   Invited them to your home
   Listened closely to academic problems and concerns
   Listened closely to personal problems and concerns
   Took action to help students with academic difficulties
   Took action to help students with personal difficulties
4. During the past year, how often have you provided your advisees with:
(Frequently, Occasionally Not at All)
Advice and guidance about their educational program
An opportunity to discuss coursework outside of class
Emotional support and encouragement
Honest feedback about their skills and abilities
Encouragement to pursue graduate/professional study
Help in achieving their professional goals

Campus Climate Module

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

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

3. Please indicate how often anyone you personally know has experienced the following forms of bias/harassment/discrimination at this institution:
(Very Often, Often, Sometimes, Seldom, Never)
Verbal comments
Written comments (e.g., emails, texts, writing on walls)
Exclusion (e.g., from gatherings, events)
Offensive visual images or items
Threats of physical violence
Sexual assault or violence
Other physical assaults or injuries
Anonymous phone calls
Damage to personal property
4. How satisfied are you with the following aspects of your institution?  
   (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)  
   - Overall sense of community among students  
   - Racial/ethnic diversity of the faculty  
   - Racial/ethnic diversity of the student body  
   - Racial/ethnic diversity of the staff  
   - Interactions among different racial/ethnic groups  
   - Atmosphere for political differences  
   - Atmosphere for religious differences  
   - Atmosphere for differences in sexual orientation  
   - Administrative response to incidents of discrimination  
   - Administrative response to student concerns about exclusion or marginality

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

**Spirituality Module**

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

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

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

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

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

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

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

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

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

Institutions Participating in the 2013–2014 HERI Faculty Survey
<table>
<thead>
<tr>
<th>Public Universities—low selectivity</th>
<th>Private Universities—medium selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1090 Bowie State University</td>
<td>1729 Adelphi University</td>
</tr>
<tr>
<td>1946 East Carolina University</td>
<td>9104 American University of Beirut</td>
</tr>
<tr>
<td>8206 Florida International University</td>
<td>5569 Azusa Pacific University</td>
</tr>
<tr>
<td>461 Florida Memorial University</td>
<td>416 Catholic University of America</td>
</tr>
<tr>
<td>1286 Oakland University</td>
<td>507 Clark Atlanta University</td>
</tr>
<tr>
<td>2494 South Dakota State University</td>
<td>424 Howard University</td>
</tr>
<tr>
<td><strong>Texas A &amp; M University-Corpus Christi</strong></td>
<td>2269 Immaculata University</td>
</tr>
<tr>
<td>7306 The University of Texas at San Antonio</td>
<td>2637 Our Lady of the Lake University-San Antonio</td>
</tr>
<tr>
<td><strong>University of Idaho</strong></td>
<td>4899 Regent University</td>
</tr>
<tr>
<td>1209 University of Massachusetts-Boston</td>
<td>1842 St. John’s University-New York</td>
</tr>
<tr>
<td>1584 University of Nebraska at Omaha</td>
<td>9115 The American University in Cairo</td>
</tr>
<tr>
<td>1939 University of North Carolina at Charlotte</td>
<td>2297 Widener University-Main Campus</td>
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<tr>
<td>322 University of Northern Colorado</td>
<td></td>
</tr>
<tr>
<td>2415 University of Rhode Island</td>
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<tr>
<td><strong>Public Universities—medium selectivity</strong></td>
<td><strong>Private Universities—high selectivity</strong></td>
</tr>
<tr>
<td>1279 Michigan State University</td>
<td>414 American University</td>
</tr>
<tr>
<td>774 Purdue University-Main Campus</td>
<td>2726 Brigham Young University-Provo</td>
</tr>
<tr>
<td>1556 The University of Montana</td>
<td>2251 Drexel University</td>
</tr>
<tr>
<td>5794 University of California-Santa Cruz</td>
<td>2253 Duquesne University</td>
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<tr>
<td>2101 University of Cincinnati-Main Campus</td>
<td>172 Pepperdine University</td>
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<tr>
<td>337 University of Colorado Boulder</td>
<td>1882 Syracuse University</td>
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<tr>
<td>2031 University of North Dakota</td>
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<tr>
<td>2173 University of Oklahoma Norman Campus</td>
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<tr>
<td>2764 University of Vermont</td>
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</tr>
<tr>
<td><strong>Public Universities—high selectivity</strong></td>
<td><strong>Private Universities—very high selectivity</strong></td>
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<tr>
<td>2437 Clemson University</td>
<td>1142 Boston College</td>
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<tr>
<td>2785 College of William and Mary</td>
<td>1235 California Institute of Technology</td>
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<tr>
<td>2079 Miami University-Oxford</td>
<td>1184 Northeastern University</td>
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<tr>
<td>2088 Ohio State University-Main Campus</td>
<td>1831 Rensselaer Polytechnic Institute</td>
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<tr>
<td>257 University of California-Los Angeles</td>
<td>703 University of Chicago</td>
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<tr>
<td>383 University of Connecticut</td>
<td>268 University of Southern California</td>
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<td>1987 Wake Forest University</td>
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*denotes institution in national norms, bold indicates fully participating institution
## 2014 HERI Faculty Survey
### List of Participating Institutions

#### Public 4-yr Colleges—low selectivity

<table>
<thead>
<tr>
<th>Code</th>
<th>Institution Name</th>
<th>State</th>
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<tbody>
<tr>
<td>168</td>
<td>California State University-Fresno</td>
<td>CA</td>
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<tr>
<td>230</td>
<td>California State University-Northridge</td>
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<tr>
<td>5751</td>
<td>California State University-San Bernardino</td>
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<tr>
<td>2321</td>
<td>California University of Pennsylvania</td>
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<tr>
<td>5571</td>
<td>Carl Albert State College</td>
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<td>2054</td>
<td>Central State University</td>
<td>OH</td>
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<tr>
<td>1077</td>
<td>Coppin State University</td>
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<tr>
<td>6166</td>
<td>Dalton State College</td>
<td>GA</td>
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<tr>
<td>1705</td>
<td>Eastern New Mexico University-Main Campus</td>
<td>NM</td>
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<tr>
<td>2192</td>
<td>Eastern Oregon University</td>
<td>OR</td>
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<tr>
<td>517</td>
<td>Georgia Southwestern State University</td>
<td>GA</td>
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<td>6077</td>
<td>Indiana University-Purdue University-Fort Wayne</td>
<td>IN</td>
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<td>6079</td>
<td>Indiana University-Southeast</td>
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<td>2327</td>
<td>Kutztown University of Pennsylvania</td>
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<td>2447</td>
<td>Lander University</td>
<td>SC</td>
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<tr>
<td>1479</td>
<td>Lincoln University</td>
<td>MO</td>
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<tr>
<td>7408</td>
<td>Metropolitan College of New York</td>
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<tr>
<td>620</td>
<td>Northeastern Illinois University</td>
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<td>Rhode Island College</td>
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<td>Savannah State University</td>
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<td>2332</td>
<td>Shippensburg University of Pennsylvania</td>
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<tr>
<td>371</td>
<td>Southern Connecticut State University</td>
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<tr>
<td>5249</td>
<td>University of Maine at Presque Isle</td>
<td>ME</td>
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<tr>
<td>6677</td>
<td>Utah Valley University</td>
<td>UT</td>
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#### Nonsectarian 4-yr Colleges—low selectivity

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<td>Bay Path College</td>
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<td>701</td>
<td>Benedictine University at Springfield</td>
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<td>1938</td>
<td>Catawba College</td>
<td>NC</td>
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<tr>
<td>2438</td>
<td>Coker College</td>
<td>SC</td>
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<td>9107</td>
<td>Harrisburg University of Science and Technology</td>
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<tr>
<td>6378</td>
<td>Hawaii Pacific University</td>
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<td>5254</td>
<td>Husson University</td>
<td>ME</td>
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<td>2273</td>
<td>Keystone College</td>
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<td>5606</td>
<td>Manor College</td>
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#### Public 4-yr Colleges—medium selectivity

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#### Public 4-yr Colleges—high selectivity

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#### Nonsectarian 4-yr Colleges—high selectivity

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* denotes institution in national norms, bold indicates fully participating institution
**2014 HERI Faculty Survey**  
**List of Participating Institutions**

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<th>Private/Nonsectarian 4-yr Colleges—very high selectivity</th>
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*denotes institution in national norms, bold indicates fully participating institution
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*denotes institution in national norms, bold indicates fully participating institution
2014 HERI Faculty Survey
List of Participating Institutions

Other Religious 4-yr Colleges—medium selectivity

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

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

Given the CIRP’s large normative sample, the calculated standard error associated with any particular response percentage will be small (as will its confidence interval). It is important to note, however, that traditional methods of calculating standard error assume conditions which, (as is the case with most real sample survey data), do not apply here. Moreover, there are other possible sources of error which should be considered in comparing data across normative groups, across related item categories, and over time. In reference to the precision of the CIRP data, these concerns include:

1) Traditional methods of calculating standard error assume that the individuals were selected through simple random sampling. Given the complex stratified design of the CIRP, where whole institutions participate, it is likely that the actual standard errors will be somewhat larger than the standard error estimates produced through traditional computational methods. In addition, while every effort has been made to maximize the comparability of the institutional sample from year to year (repeat participation runs about 90 percent), comparability is reduced by non-repeat participation and year-to-year variation in the quality of data collected by continuing institutional participants. While the CIRP stratification and weighting procedures are designed to minimize this institutional form of “response bias,” an unknown amount of non-random variation is introduced into the results.

2) The wording of some questions in the survey instrument, the text and number of response options, and their order of presentation have changed over the years. We have found that even small changes can produce large order and context effects. Given this, the exact wording and order of items on the survey instrument (see Appendix B) should be examined carefully prior to making comparisons across survey years.

3) Substantial changes in the institutional stratification scheme were made in 1968, 1971, 1975, 2001, and 2009. These changes resulted in a revision of the weights applied to individual institutions. Stratification cell assignments of a few institutions may also change from time to time, but the scale of these changes and their effect on the national normative results are likely to be small in comparison to other sources of bias.

Since it is impractical to report statistical indicators for every percentage in every CIRP comparison group, it is important for those who
are interested to be able to estimate the precision of the data. Toward this end, Table D1 provides estimates of standard errors for comparison groups of various sizes and for different percentages which can be used to derive confidence interval estimates.

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

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

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<td>0.038</td>
</tr>
<tr>
<td>90,000</td>
<td>0.033</td>
</tr>
<tr>
<td>110,000</td>
<td>0.030</td>
</tr>
<tr>
<td>130,000</td>
<td>0.028</td>
</tr>
<tr>
<td>240,000</td>
<td>0.020</td>
</tr>
</tbody>
</table>

Note: Assumes simple random sampling.

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

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

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

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Completing College: Assessing Graduation Rates at Four-Year Institutions
November, 2011/55 pages
Provides latest information on four-, five-, and six-year degree attainment rates collected longitudinally from 356 baccalaureate-granting institutions. Differences by institutional type, gender, first-generation status and race/ethnicity are examined. The study highlights main predictors of degree completion and provides several formulas for calculating expected institutional completion rates.

The American Freshman: National Norms for Fall 2013*
2013/81 pages
E-book with expanded tables/185 pages
Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. Data from 165,743 entering first-year students are statistically adjusted to reflect the 1.5 million students entering four-year institutions for the first time in 2013. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values, and life goals.
*Note: Publications from earlier years are also available.

The American Freshman: Forty Year Trends
March, 2006/261 pages
Summarizes trends data in the Cooperative Institutional Research Program (CIRP) Freshman Survey between 1966 and 2006. The report examines changes in the diversity of students entering college; parental income and students' financial concerns; and issues of access and affordability in college. Trends in students' political and social attitudes are also covered.

Undergraduate Teaching Faculty: The 2013–2014 HERI Faculty Survey*
November, 2014/111 pages
E-book with expanded tables/199 pages
Provides an informative profile of teaching faculty at American colleges and universities. The 2013–2014 report covers several areas: Faculty's Online Teaching, Trends in Student-Centered Pedagogy, and Perceptions of Campus Climate. Additionally, the report includes a section devoted to examining the experiences and perceptions of part-time faculty. Results are reported by institutional type for all faculty, male faculty, and female faculty.

Advancing in Higher Education: A Portrait of Latina/o College Freshmen at Four-Year Institutions, 1975–2006
October, 2008/90 pages
The purpose of this report is to provide a portrait of Latina/o students entering four-year colleges and universities from 1975–2006. It is intended as a data resource for higher education in understanding the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. The national data come from the Cooperative Institutional Research Program (CIRP) Freshman Survey. For the first time, CIRP trends are disaggregated by specific Latina/o ethnic origin group and by gender, to highlight the heterogeneity in the population unavailable in other national reports on Hispanic college students.

Beyond Myths: The Growth and Diversity of Asian American College Freshmen: 1971–2005
September, 2007/63 pages
The first-year student trends examined in this report help to address some common characterizations of Asian American students, particularly with respect to their educational success, that are often overstated and taken out of context. The findings suggest that Asian Americans still have to overcome a number of obstacles, such as levels of family income and financial aid, to earn a coveted spot in higher education. This report features data collected from Cooperative Institutional Research Program (CIRP) Freshman Survey. It is based on the 361,271 Asian/Asian American first-time full-time college students from 1971–2005, representing the largest compilation and analysis of data on Asian American college students ever undertaken.

First in My Family: A Profile of First-Generation College Students at Four-Year Institutions Since 1971
February, 2007/62 pages
First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers with the aim of better understanding their college decision-making process and supporting their progress in higher education. This report explores the changing dynamic between first-generation college students and their non first-generation peers by utilizing longitudinal trends data collected through the CIRP Freshman Survey (1971–2005).

Black Undergraduates From Bakke to Grutter
November, 2005/41 pages
Summarizes the status, trends and prospects of Black college freshmen using data collected from 1971 to 2004 through the Cooperative Institutional Research Program (CIRP). Based on more than half a million Black freshman students, the report examines gender differences; socioeconomic status; academic preparation and aspirations; and civic engagement.

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