

# 2007-08 Faculty Survey

Higher Education Research Institute (HERI)

North Dakota University System

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# **Executive Summary**

*Higher Education Research Institute (HERI) Faculty Survey: 2007-08*

*North Dakota University System*

## **Faculty Description:**

- Of teaching, research, and service, 99.0 percent of the 622 responding NDUS faculty members viewed teaching as the most important aspect of their work.
- Faculty members feel there is a close alignment between their work and their personal values.
- In the past two years, faculty members have participated in teaching enhancement workshops, advised student groups, and collaborated with the local communities in research/teaching opportunities.

## **Faculty Workload:**

- Faculty members spend a minimum of 12 hours each week in the classroom plus an additional 12 hours of preparation for a total of 24 hours.
- Faculty members also spend an additional 4 hours each in advising students, committee work, administrative work, research and scholarly work, other creative efforts, community/public service, and communicating with colleagues via email for a total of 28 hours.
- The weekly commitment for the faculty member averages 52 hours not including personal responsibilities.

## **Faculty Job Satisfaction:**

- Faculty members are satisfied with the health and retirement benefits provided as part of their employment.
- Faculty members appreciate the autonomy and independence of their work, the professional/social relationships, and the competency of their colleagues.
- Low salaries are a major concern for over 60.0 percent of faculty members.

## **Faculty Goals for Students:**

- Faculty goals for undergraduate students are to help them think critically, to prepare for employment after college, to master discipline-based knowledge, to promote the ability to write effectively, and to help them evaluate the quality and reliability of information.

## **Faculty View of Higher Education:**

- Colleges and universities should encourage students to be involved in community service activities.
  - A racially/ethnically diverse student body enhances the educational experience of all students.
  - Colleges and universities have the responsibility to work with their surrounding communities to address local issues.
  - The overwhelming priority of an institution is to promote the intellectual development of students.
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## Introduction

During the 2007-08 academic years, North Dakota’s public campuses participated in the Higher Education Research Institute’s (HERI) Faculty Survey. In addition to demographic and biographic information, the survey also focused on a faculty member’s time, publications, goals, perceptions of the institutional climate, and primary sources of stress and satisfaction.

The survey response rate for the 11 institutions was 28.0 percent. The number of full-time faculty members responding to the survey was 622. Only full-time, undergraduate faculty members were included from the two-year, four-year, and research institutions. The following 16 tables have been excerpted from the larger report. (The 16 expanded tables are in the appendix of this document.)

There were 22,562 respondents in the column labeled All 4-Year Institutions. For the purpose of this report, those institutions will be used to compare and contrast with the responses (622) from the faculty members of the 11 institutions of the NDUS.

**Table 1 - Highest Degree Earned**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4- year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	363	259	622		12,683	9,879	22,562
*616							
Master's (M.A., M.S., M.F.A, M.B.A, etc.)	27.1	44.2	34.3		14.9	27.0	19.7
Ed.D.	2.5	3.5	2.9		2.5	4.3	3.2
Ph.D.	46.1	34.9	41.4		77.0	63.2	71.5

\*Number of responses in the NDUS to this specific question.

Of the NDUS faculty members responding to the survey, 44.3 percent have earned doctorates. (48.6 percent of the men have earned doctorates and 38.4 percent of the women.) From the national response to the survey, 79.8 percent have earned doctorates with 79.5 percent of men and 67.5 percent of women. There are 10.0 percent fewer women faculty members with a doctorate within the NDUS and 10.0 percent fewer women with doctorates across the nation.

**Table 2 – Faculty Activities in the Past Two Years**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4- year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
		363	259	622	12,683	9,879	22,562
Taught an honors course	*618	9.7	4.6	7.6	20.9	18.3	19.9
Taught an ethnic studies course	*616	7.3	9.3	8.1	8.8	13.0	10.4
Taught a women’s studies course	*616	1.1	8.9	4.4	2.6	14.5	7.3
Placed or collected assignments on the Internet	*620	66.8	81.1	72.7	72.0	78.0	74.4
Participated in a teaching enhancement workshop	*618	63.2	73.7	67.6	50.1	66.5	56.5
Collaborated with the local community in research/teaching	*616	48.2	51.4	49.5	43.1	51.0	46.2
Developed a new course	*619	60.3	61.4	60.7	65.4	68.2	66.5

\*Number of responses in the NDUS to this specific question.

Faculty members in the NDUS frequently: (1) used the Internet to place or collect assignments for courses; (2) participated in teaching enhancement workshops; (3) collaborated with the local community in research/teaching; and (4) developed new courses. In all of these, female faculty members were more actively involved than were men. In each of the prominent activities, the faculty members of the NDUS were closely aligned with their counterparts from across the country.

Limited activities were reported by the NDUS as well as a nationally in the following teaching areas: (1) an honors course; (2) an ethnic studies course; and (3) a women’s studies course.

**Table 3 – Aspects of Job with which Faculty is “Very Satisfied”**

NDUS Systemwide  Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	# Resp- ondents	Men	Women	Total	Men	Women	Total
Salary [2]	*622	30.6	35.5	32.6	48.9	41.9	46.2
Health benefits [2]	*618	80.1	82.5	81.1	67.9	68.9	68.3
Retirement benefits [2]	*617	73.8	71.4	72.8	69.6	67.4	68.7
Autonomy and independence	*622	81.3	87.3	83.8	85.9	83.6	85.0
Professional relationships with other faculty	*622	78.2	81.1	79.4	77.7	77.4	77.6
Competency of colleagues	*620	75.1	81.4	77.7	77.1	79.9	78.2
Job security	*618	76.1	74.0	75.2	80.8	72.8	77.7
Course assignments [2]	*617	80.7	81.5	81.0	85.5	81.7	84.0
Freedom to determine course content [2]	*620	92.0	91.9	91.9	93.3	91.2	92.5
Overall job satisfaction	*621	71.3	77.9	74.1	76.6	72.1	74.8

\*Number of responses in the NDUS to this specific question.

There were five aspects of the job that provided satisfaction for faculty members in both the NDUS as well as all 4-year institutions. Those aspects were: (1) health benefits; (2) retirement benefits; (3) autonomy and independence; (4) course assignments; and (5) freedom to determine course content.

One aspect of the job that was an issue for both faculty members in the NDUS as well as those nationally was salary. In the NDUS, 67.4 percent indicated that salary was a concern and 53.8 percent of faculty from the national group also indicated salary was a concern.

**Table 4 – Strong Agreement with Statements**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
Colleges should encourage students to be involved in community service activities	*620	83.7	93.0	87.6	85.2	92.0	87.9
A racially/ethnically diverse student body enhances the educational experience of all students	*620	85.4	95.0	89.4	91.6	96.8	93.6
Realistically, an individual can do little to bring about changes in society	*620	27.1	11.6	20.6	23.1	12.2	18.8
Colleges have a responsibility to work with their surrounding communities to address local issues	*620	86.2	90.7	88.1	86.1	90.6	87.9

\*Number of responses in the NDUS to this specific question.

Three statements that NDUS faculty members endorse are: (1) colleges should be actively involved in solving social problems; (2) colleges should encourage students to be involved in community service activities; and (3) colleges have a responsibility to work with their surrounding communities to address local issues. Likewise, faculty members from the national 4-year institutions had similar responses. The statement with the least agreement was that “Realistically, an individual can do little to bring about changes in society.”

**Table 5 – Base Institutional Salary**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	# Respondents	Men	Women	Total	Men	Women	Total
\$30,000 to 39,999		16.7	21.0	18.5	3.5	6.7	4.8
\$40,000 to 49,999		27.1	36.9	31.3	11.8	18.7	14.5
\$50,000 to 59,999		22.6	20.6	21.7	18.4	27.8	22.1
\$60,000 to 69,999		13.9	9.3	12.0	15.8	18.3	16.8
\$70,000 to 79,999		8.7	2.3	6.0	13.8	10.4	12.5



The majority (31.3 percent) of North Dakota University System faculty members were in the \$40,000 to \$49,999 category for a 9/10-month contract. By comparison, the majority of faculty members (22.1 percent) of the national respondents were in the \$50,000 to \$59,999 category for a 9/10-month contract.

12.5 percent of the national responding faculty members were in the \$70,000 to \$79,999 range whereas 6.0 percent of the NDUS faculty members were in that range. Women’s salaries in North Dakota were comparable if not higher than their male counterparts in the \$30,000 to \$49,999 range.

**Table 6 – Hours Spent Per Week in Scheduled Teaching**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4- year Insts		
	# Respondents	Men	Women	Total	Men	Women	Total
	363	259		622	12,683	9,879	22,562
	*622						
1 to 4 hours		14.3	12.4	13.5	14.5	11.8	13.4
5 to 8 hours		20.9	20.1	20.6	32.0	30.1	31.2
9 to 12 hours		22.6	25.5	23.8	35.0	35.4	35.1
13 to 16 hours		13.5	18.1	15.4	11.1	13.6	12.1
21 to 34 hours		15.7	10.4	13.5	2.0	2.8	2.3

\*Number of responses in the NDUS to this specific question.

The majority of the NDUS faculty members have scheduled teaching hours ranging from one to four hours to 13 to 16 hours. 23.8 percent had a weekly teaching schedule of nine to 12 hours. By comparison, faculty members (35.1 percent) at the national level had a weekly teaching schedule of nine to 12 hours. In both the five to eight hours and nine to 12 categories, a larger percentage of faculty members from the national institutions were in the classroom as compared to faculty members in the NDUS.

**Table 7 – Hours Spent Per Week in Preparation for Teaching**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	*621						
5 to 8 hours		24.0	25.5	24.6	25.1	21.9	23.9
9 to 12 hours		27.3	23.6	25.8	25.3	23.4	24.5
13 to 16 hours		14.4	15.1	14.7	15.6	16.0	15.8
17 to 20 hours		13.8	14.7	14.2	12.3	16.0	13.8

\*Number of responses in the NDUS to this specific question.

Faculty members in the North Dakota University System spend comparable amounts of time in preparation for teaching as their counterparts across all 4-year institutions. The amount of time in preparation ranges from five to eight hours to nine to 12 hours each week. Those who spend greater amounts (13 to 16 and 17 to 20) are comparable in the NDUS and all 4-year institutions.

**Table 8 – Hours Spent Per Week in Advising Students**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	*620						
1 to 4 hours		68.0	55.8	62.9	58.6	51.4	55.8
5 to 8 hours		18.2	30.6	23.4	26.4	31.4	28.4
9 to 12 hours		5.8	6.2	6.0	7.6	8.6	8.0

\*Number of responses in the NDUS to this specific question.

62.9 percent of the respondents in the NDUS spend between one and four hours each week in advising students. 23.4 percent of the respondents spend five to eight hours each week in advising students. The majority of women faculty members spend 12 percent more time advising students than their male counterparts. Faculty members at the national level are spending five to eight hours in advising students.

**Table 9 – Hours Spent Per Week in Committee Work**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	*622						
1 to 4 hours		63.4	61.4	62.5	58.5	55.2	57.2
5 to 8 hours		23.7	24.7	24.1	25.4	28.2	26.5
9 to 12 hours		4.4	10.0	6.8	7.0	8.3	7.5

\*Number of responses in the NDUS to this specific question.

62.5 percent of faculty members in the NDUS (equally balanced between men and women) spend one to four hours each week in committee work. This is 5.3 percent more than their colleagues at the national level. In the five to eight hour classification, 2.4 percent more faculty members from across the nation participated in five to eight hours of committee work each week.

**Table 10 – Hours Spent Per Week in Research/Scholarly Writing**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	*619						
None		31.7	38.2	34.4	13.2	19.1	15.5
1 to 4 hours		27.8	28.6	28.1	29.3	36.9	32.3
5 to 8 hours		15.3	13.9	14.7	20.8	19.1	20.2

\*Number of responses in the NDUS to this specific question.

Of those spending one to four hours per week in research or scholarly writing, 28.1 percent of the NDUS faculty members responded and 32.3 percent at the national level. 34.4 percent of the NDUS faculty members are not involved in research or scholarly writing compared to 15.5 percent of the respondents at the national level.

**Table 11 – Hours Spent Per Week in Community Service**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	*620						
None		27.4	22.8	25.5	40.0	33.1	37.3
1 to 4 hours		56.2	64.9	59.8	47.0	52.3	49.1
5 to 8 hours		11.6	8.9	10.5	9.5	11.1	10.1

\*Number of responses in the NDUS to this specific question.

Community service response in the NDUS was markedly greater than the national average. 59.8 percent of faculty members in the NDUS spent one to four hours each week in community service and 49.1 percent of faculty at the national level spent one to four hours weekly. There were 37.3 percent of the national faculty members who did not spend time in community service whereas 25.5 percent of the NDUS faculty did not spend time in community service.

**Table 12 – Professional Development: Teaching Workshops**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	*621						
Yes		78.2	80.3	79.1	66.0	76.4	70.1
No		20.7	16.2	18.8	31.9	20.8	27.5

\*Number of responses in the NDUS to this specific question.

Faculty members of the NDUS responded that 79.1 percent of them were involved in professional development teaching workshops compared to 70.1 percent of those faculties from the national survey. There was a balanced response between men and women in professional development activities.

**Table 13 – Published Articles in Academic or Professional Journals**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
	*620						
None		37.7	53.3	44.2	15.0	24.5	18.8
1 to 2		14.1	20.8	16.9	14.1	23.0	17.6
3 to 4		11.6	6.6	9.5	12.9	16.8	14.5
5 to 10		10.8	8.9	10.0	18.7	17.8	18.4
11 to 20		10.8	6.6	9.0	14.9	9.4	12.7

\*Number of responses in the NDUS to this specific question.

By comparison, faculty members with one to two, three to four, five to ten, or 11 to 20 published articles are comparable in the NDUS and all other institutions. 44.2 percent of those reporting in the NDUS did not publish as compared to 18.8 percent in the responding national wide institutions. (The number of two-year institutions that do not have a publication requirement of their faculties impacts this total from the NDUS.)

**Table 14 – Attributes Descriptive of Your Institution**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
It is easy for students to see faculty outside of regular office hours	*620	64.4	64.7	64.5	60.1	61.2	60.6
There is a great deal of conformity among the students	*620	33.7	31.4	32.7	29.9	28.6	29.4
Faculty here respect each other	*621	45.0	37.5	41.9	47.3	48.0	47.6
There is respect for the expression of diverse values and beliefs	*620	25.7	23.3	24.7	36.1	35.3	35.8

\*Number of responses in the NDUS to this specific question

In describing their institution, faculty members of the NDUS selected two primary attributes: (1) It is easy for students to see faculty outside of regular office hours and (2) faculty respect each other. These two attributes were also reported from the faculty members at the national level.

**Table 15 – Issues Believed to be “Highest Priority” at Your Institution**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4- year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
To promote the intellectual development of students	*621	87.0	86.5	86.8	85.6	86.1	85.8
To enhance the institution’s national image	*617	65.6	63.3	64.7	70.0	68.6	69.4
To create and sustain partnerships with surrounding communities	*620	61.2	63.3	62.1	44.8	51.8	47.5
To pursue extramural funding	*619	68.7	61.2	65.6	60.9	61.1	61.0
To strengthen links with the for- profit, corporate sector [2]	*619	68.7	59.7	64.9	48.4	50.2	49.1
To develop leadership ability among students	*621	60.5	63.3	61.7	57.5	61.3	59.0

\*Number of responses in the NDUS to this specific question.

Six issues that were identified as “highest priority” by the faculty members of the NDUS are: (1) to promote the intellectual development; (2) to enhance the institution’s national image; (3) to create and sustain partnerships with surrounding communities; (4) to pursue extramural funding; (5) to strengthen links with the for-profit corporate sector; and (6) to develop leadership ability among students.

**Table 16 – Goals for Undergraduates as “Very Important”**

NDUS Systemwide Full-time Undergraduate Faculty	Systemwide				All 4-year Insts		
	#Respondents	Men	Women	Total	Men	Women	Total
Develop ability to think critically	*622	99.4	100.0	99.7	99.4	99.9	99.6
Prepare students for employment after college	*621	86.7	93.8	89.7	79.0	85.2	81.5
Teach students the classic works of Western civilization [2]	*621	31.2	22.8	27.7	36.3	32.1	34.7
Help master knowledge in a discipline	*620	95.3	94.6	95.0	94.7	95.6	95.1
Promote ability to write effectively	*622	90.6	96.9	93.2	95.3	98.1	96.4
Help students evaluate the quality and reliability of information [2]	*621	92.8	97.3	94.7	96.4	98.6	97.2

\*Number of responses in the NDUS to this specific question.

Over 90 percent of NDUS faculty members identified five goals as “most important” for undergraduates. These five were similarly ranked by the faculty members of institutions across the nation: (1) to develop ability to think critically; (2) to prepare students for employment after college; (3) to help master knowledge in a discipline; (4) to promote ability to write effectively; and (5) to help students to evaluate the quality and reliability of information.

The least important goal (27.7 percent) for the faculty members of the NDUS was to teach students the classic works of Western civilization. The least important goal for the faculty members of the national institutions was to prepare students for family living.

## APPENDIX

### Table 1 - Highest Degree Earned

NDUS Systemwide Full-time Undergraduate Faculty	# Res- pondents	Systemwide			Public Univs			All 4- year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Number of Respondents</b>	363	259	622	1,805	1,162	2,967	12,683	9,879	22,562	
	616									
Bachelor's (B.A., B.S., etc.)	12.0	13.6	12.7	1.9	0.8	1.5	1.2	0.8	1.0	
Master's (M.A., M.S., M.F.A, M.B.A, etc.)	27.1	44.2	34.3	10.4	24.2	15.3	14.9	27.0	19.7	
LL.B., J.D.	1.4	1.2	1.3	1.1	0.5	0.9	1.0	0.9	1.0	
M.D., D.D.S. (or equivalent)	0.3	0.0	0.2	1.3	0.6	1.0	0.7	0.5	0.6	
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	1.1	0.8	1.0	0.6	0.6	0.6	0.7	0.6	0.7	
Ed.D.	2.5	3.5	2.9	1.8	2.2	1.9	2.5	4.3	3.2	
Ph.D.	46.1	34.9	41.4	81.3	69.2	77.0	77.0	63.2	71.5	
Other degree	8.1	1.9	5.5	1.4	1.9	1.5	1.7	2.1	1.9	
None	1.4	0.0	0.8	0.3	0.2	0.2	0.3	0.6	0.4	



**Table 2 - Faculty Activities in the Past Two Years**

NDUS Systemwide Full-time Undergraduate Faculty	# Res- pondents	Systemwide			Public Univs			All 4- year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Number of Respondents</b>		363	259	622	1,805	1,162	2,967	12,683	9,879	22,562
Taught an honors course	618	9.7	4.6	7.6	21.5	21.3	21.4	20.9	18.3	19.9
Taught an interdisciplinary course	617	31.8	23.3	28.2	42.1	41.9	42.0	40.9	41.1	41.0
Taught an ethnic studies course	616	7.3	9.3	8.1	8.2	11.8	9.5	8.8	13.0	10.4
Taught a women's studies course	616	1.1	8.9	4.4	1.9	12.4	5.6	2.6	14.5	7.3
Team-taught a course	617	31.3	40.2	35.0	36.7	37.3	36.9	31.1	35.1	32.7
Taught a service learning course	615	14.0	22.1	17.4	15.8	25.0	19.1	16.4	24.8	19.7
Placed or collected assignments on the Internet	620	66.8	81.1	72.7	72.5	80.0	75.1	72.0	78.0	74.4
Taught a course exclusively on the Internet	617	24.9	37.5	30.1	9.4	16.5	11.9	11.5	16.1	13.3
Participated in a teaching enhancement workshop	618	63.2	73.7	67.6	44.5	60.5	50.2	50.1	66.5	56.5
Advised student groups involved in service/volunteer work	619	48.8	46.5	47.8	34.7	41.5	37.1	39.2	47.3	42.4
Collaborated with the local community in research/teaching	616	48.2	51.4	49.5	41.1	48.3	43.7	43.1	51.0	46.2
Developed a new course	619	60.3	61.4	60.7	63.7	67.1	64.9	65.4	68.2	66.5
Conducted research/writing focused										

on:										
International/global issues	616	22.4	14.3	19.0	29.7	25.1	28.0	29.7	26.5	28.4
Racial or ethnic minorities	617	13.4	13.9	13.6	16.8	24.8	19.7	17.5	25.4	20.6
Women and gender issues	616	9.2	20.8	14.1	12.7	29.3	18.7	12.1	29.9	19.1
Taught a seminar for first-year students	617	17.3	10.0	14.3	19.9	19.7	19.8	22.6	25.1	23.6
Engaged undergraduates on <u>your</u> research project [2]	618	27.6	28.6	28.0	47.3	38.3	44.1	45.2	36.2	41.6
Worked with undergraduates on a research project	618	39.0	36.3	37.9	60.5	51.5	57.3	60.4	52.5	57.3

**Table 3 – Aspects of Job with which Faculty are “Very Satisfied”**

NDUS Systemwide Full-time Undergraduate Faculty	# Res- pondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Salary [2]	622	30.6	35.5	32.6	51.4	39.6	47.2	48.9	41.9	46.2
Health benefits [2]	618	80.1	82.5	81.1	70.3	72.7	71.2	67.9	68.9	68.3
Retirement benefits [2]	617	73.8	71.4	72.8	73.6	71.5	72.9	69.6	67.4	68.7
Opportunity for scholarly pursuits	606	51.4	48.0	50.0	68.3	54.9	63.5	58.4	47.4	54.1
Teaching load	620	54.8	51.7	53.5	70.5	59.8	66.7	60.4	53.5	57.7
Autonomy and independence	622	81.3	87.3	83.8	88.9	83.7	87.0	85.9	83.6	85.0

Professional relationships with other faculty	622	78.2	81.1	79.4	76.2	72.2	74.8	77.7	77.4	77.6
Competency of colleagues	620	75.1	81.4	77.7	77.9	79.1	78.3	77.1	79.9	78.2
Job security	618	76.1	74.0	75.2	83.8	71.1	79.3	80.8	72.8	77.7
Course assignments [2]	617	80.7	81.5	81.0	85.9	79.5	83.6	85.5	81.7	84.0
Freedom to determine course content [2]	620	92.0	91.9	91.9	94.5	90.6	93.1	93.3	91.2	92.5
Overall job satisfaction	621	71.3	77.9	74.1	77.2	68.3	74.0	76.6	72.1	74.8

**Table 4 - Strong Agreement with Statements**

NDUS Systemwide Full-time Undergraduate Faculty	# Respondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Western civilization and culture should be the foundation for the undergraduate curriculum	620	63.9	52.5	59.2	60.3	47.6	55.8	62.8	49.3	57.5
College officials have the right to ban persons with extreme views from speaking on campus	620	33.9	26.5	30.8	23.4	20.4	22.3	30.0	24.0	27.6
The chief benefit of a college education is that it increases one's earning power	620	43.0	39.3	41.5	32.5	28.4	31.0	29.5	28.0	28.9
Promoting diversity leads to the admission of too many	618	27.1	17.9	23.3	28.3	18.2	24.7	27.9	17.3	23.7

underprepared students											
Colleges should be actively involved in solving social problems	618	64.5	67.5	65.7	68.0	74.7	70.4	68.1	75.5	71.0	
Tenure is an outmoded concept	620	35.4	41.1	37.7	27.6	38.4	31.4	28.7	37.2	32.0	
Colleges should encourage students to be involved in community service activities	620	83.7	93.0	87.6	82.1	89.6	84.7	85.2	92.0	87.9	
Community service should be weight in college admissions given decisions	618	57.2	60.9	58.7	61.8	66.8	63.6	64.4	69.5	66.4	
A racially/ethnically diverse student body enhances the educational experience of all students	620	85.4	95.0	89.4	92.1	96.6	93.7	91.6	96.8	93.6	
Realistically, an individual can do little to bring about changes in society	620	27.1	11.6	20.6	23.5	13.3	19.9	23.1	12.2	18.8	
Colleges should be concerned with facilitating undergraduate students' spiritual development	618	30.7	33.1	31.7	23.1	23.2	23.1	37.0	35.9	36.6	
Colleges have a responsibility to work with their surrounding communities to address local issues	620	86.2	90.7	88.1	85.3	88.3	86.4	86.1	90.6	87.9	
Private funding sources often prevent researchers from being completely objective in the conduct of their work	616	61.2	63.1	62.0	59.6	64.6	61.4	58.3	61.4	59.5	

**Table 5 - Base Institutional Salary**

NDUS Systemwide Full-time Undergraduate Faculty	# Res- pondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>9/10 month contract</b>	<b>502</b>									
Less than \$20,000		2.1	3.7	2.8	1.5	2.4	1.8	1.9	2.1	2.0
\$20,000 to 29,999		2.1	5.1	3.4	0.4	1.2	0.7	0.4	1.1	0.7
\$30,000 to 39,999		16.7	21.0	18.5	2.7	8.0	4.6	3.5	6.7	4.8
\$40,000 to 49,999		27.1	36.9	31.3	7.0	12.7	9.1	11.8	18.7	14.5
\$50,000 to 59,999		22.6	20.6	21.7	15.4	27.9	20.0	18.4	27.8	22.1
\$60,000 to 69,999		13.9	9.3	12.0	14.3	18.7	15.9	15.8	18.3	16.8
\$70,000 to 79,999		8.7	2.3	6.0	14.5	12.4	13.7	13.8	10.4	12.5
\$80,000 to 89,999		4.2	0.9	2.8	11.9	6.9	10.1	10.7	6.1	8.9
\$90,000 to 99,999		1.7	0.0	1.0	9.5	4.5	7.7	8.4	4.4	6.8
\$100,000 to 124,999		1.0	0.0	0.6	15.9	4.0	11.5	11.2	3.4	8.1
\$125,000 to 149,999		0.0	0.0	0.0	3.7	1.0	2.8	2.3	0.7	1.7
\$150,000 or more		0.0	0.0	0.0	3.2	0.2	2.1	1.7	0.3	1.2
<b>11/12 month contract</b>	<b>109</b>									
Less than \$20,000		2.9	4.9	3.7	2.7	2.2	2.6	2.4	2.9	2.6
\$20,000 to 29,999		1.5	4.9	2.8	0.5	0.4	0.5	0.6	0.5	0.6
\$30,000 to 39,999		8.8	14.6	11.0	2.1	5.3	3.2	2.9	6.4	4.3

\$40,000 to 49,999	22.1	14.6	19.3	5.2	14.3	8.1	12.0	17.3	14.1
\$50,000 to 59,999	8.8	7.3	8.3	9.8	19.2	12.8	15.0	23.3	18.3
\$60,000 to 69,999	10.3	26.8	16.5	8.4	17.1	11.1	12.3	19.6	15.3
\$70,000 to 79,999	14.7	12.2	13.8	6.8	11.7	8.3	9.4	10.9	10.0
\$80,000 to 89,999	10.3	4.9	8.3	17.5	6.4	14.0	13.1	6.9	10.6
\$90,000 to 99,999	4.4	0.0	2.8	9.9	6.0	8.7	8.8	4.5	7.1
\$100,000 to 124,999	14.7	7.3	11.9	19.2	13.5	17.4	14.3	5.8	10.9
\$125,000 to 149,999	0.0	0.0	0.0	7.7	2.0	5.9	4.5	1.2	3.2
\$150,000 or more	1.5	2.4	1.8	10.1	2.0	7.5	4.4	0.7	2.9

**Table 6 - Hours Spent Per Week in Scheduled Teaching**

NDUS Systemwide Full-time Undergraduate Faculty	# Res- pondents	Systemwide			Public Univs			All 4- year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Number of Respondents</b>	363	259	622	1,805	1,162	2,967	12,683	9,879	22,562	
	622									
None	0.3	0.8	0.5	0.9	0.9	0.9	0.6	0.7	0.6	
1 to 4	14.3	12.4	13.5	24.0	14.9	20.8	14.5	11.8	13.4	
5 to 8	20.9	20.1	20.6	41.6	39.8	41.0	32.0	30.1	31.2	

9 to 12	22.6	25.5	23.8	23.7	26.6	24.7	35.0	35.4	35.1
13 to 16	13.5	18.1	15.4	4.9	8.9	6.3	11.1	13.6	12.1
17 to 20	11.3	12.0	11.6	2.5	5.3	3.5	4.4	5.2	4.7
21 to 34	15.7	10.4	13.5	1.8	3.0	2.2	2.0	2.8	2.3
35 to 44	1.4	0.8	1.1	0.5	0.2	0.4	0.3	0.3	0.3
45 +	0.0	0.0	0.0	0.1	0.3	0.2	0.1	0.2	0.2

**Table 7 - Hours Spent Per Week in Preparation for Teaching**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	621									
None		0.0	0.0	0.0	0.3	0.5	0.4	0.3	0.3	0.3
1 to 4		11.3	8.1	10.0	15.8	10.0	13.7	11.9	7.9	10.3
5 to 8		24.0	25.5	24.6	27.9	23.4	26.3	25.1	21.9	23.9
9 to 12		27.3	23.6	25.8	25.7	24.7	25.3	25.3	23.4	24.5
13 to 16		14.4	15.1	14.7	14.7	15.8	15.1	15.6	16.0	15.8
17 to 20		13.8	14.7	14.2	9.9	15.2	11.8	12.3	16.0	13.8

21 to 34	7.2	9.3	8.1	4.5	8.2	5.8	7.3	10.9	8.7
35 to 44	1.1	3.1	1.9	0.8	1.6	1.1	1.7	2.6	2.1
45 +	0.8	0.8	0.8	0.3	0.7	0.4	0.5	1.0	0.7

**Table 8 - Hours Spent Per Week in Advising Students**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	620									
None		5.2	4.3	4.8	4.8	4.3	4.6	4.1	3.5	3.9
1 to 4		68.0	55.8	62.9	59.2	54.5	57.5	58.6	51.4	55.8
5 to 8		18.2	30.6	23.4	25.3	29.5	26.8	26.4	31.4	28.4
9 to 12		5.8	6.2	6.0	7.4	7.7	7.5	7.6	8.6	8.0
13 to 16		2.2	1.9	2.1	1.9	2.0	2.0	1.9	2.9	2.3
17 to 20		0.6	0.8	0.6	0.9	1.7	1.2	0.9	1.4	1.1
21 to 34		0.0	0.4	0.2	0.4	0.1	0.3	0.4	0.4	0.4
35 to 44		0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.3	0.2
45 +		0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.2	0.1



**Table 9 - Hours Spent Per Week in Committee Work**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	622									
None		5.5	1.2	3.7	6.2	5.5	6.0	5.7	4.1	5.0
1 to 4		63.4	61.4	62.5	55.1	54.8	55.0	58.5	55.2	57.2
5 to 8		23.7	24.7	24.1	26.5	28.0	27.0	25.4	28.2	26.5
9 to 12		4.4	10.0	6.8	8.4	7.6	8.1	7.0	8.3	7.5
13 to 16		0.8	1.9	1.3	2.4	3.0	2.6	2.1	2.6	2.3
17 to 20		1.7	0.8	1.3	1.0	0.8	0.9	0.9	1.1	1.0
21 to 34		0.3	0.0	0.2	0.3	0.3	0.3	0.3	0.4	0.3
35 to 44		0.3	0.0	0.2	0.2	0.0	0.1	0.1	0.1	0.1
45 +		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0

**Table 10 – Hours Spent Per Week in Research/Scholarly Writing**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	619									
None		31.7	38.2	34.4	10.9	16.9	13.0	13.2	19.1	15.5
1 to 4		27.8	28.6	28.1	21.1	28.8	23.9	29.3	36.9	32.3
5 to 8		15.3	13.9	14.7	16.9	17.8	17.2	20.8	19.1	20.2
9 to 12		8.9	10.0	9.4	15.5	13.2	14.7	13.5	11.1	12.5
13 to 16		5.0	4.2	4.7	10.9	8.0	9.9	7.5	5.1	6.6
17 to 20		4.2	3.1	3.7	11.1	7.6	9.8	7.4	4.4	6.2
21 to 34		3.1	0.4	1.9	9.1	4.4	7.4	5.3	2.6	4.2
35 to 44		2.5	0.4	1.6	3.0	2.2	2.7	1.9	1.1	1.6
45 +		1.7	1.2	1.5	1.5	1.2	1.4	1.0	0.6	0.8

**Table 11 - Hours Spent Per Week in Community Service**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	620									
None		27.4	22.8	25.5	42.9	34.3	39.9	40.0	33.1	37.3
1 to 4		56.2	64.9	59.8	45.1	50.7	47.1	47.0	52.3	49.1
5 to 8		11.6	8.9	10.5	8.8	11.8	9.9	9.5	11.1	10.1
9 to 12		3.9	2.7	3.4	2.3	2.6	2.4	2.3	2.7	2.5
13 to 16		0.6	0.8	0.6	0.4	0.6	0.5	0.6	0.6	0.6
17 to 20		0.0	0.0	0.0	0.1	0.0	0.1	0.3	0.2	0.3
21 to 34		0.3	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1
35 to 44		0.0	0.0	0.0	0.3	0.0	0.2	0.1	0.0	0.1
45 +		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0

**Table 12 – Professional Development: Teaching Workshops**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	621									
Yes		78.2	80.3	79.1	62.7	75.9	67.4	66.0	76.4	70.1
No		20.7	16.2	18.8	36.4	23.4	31.7	31.9	20.8	27.5
Not eligible		0.0	0.8	0.3	0.2	0.0	0.1	0.2	0.2	0.2
Not available		1.1	2.7	1.8	0.7	0.6	0.7	1.9	2.7	2.2

**Table 13 – Published Articles in Academic or Professional Journals**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
	620									
None		37.7	53.3	44.2	8.9	18.5	12.3	15.0	24.5	18.8
1 to 2		14.1	20.8	16.9	7.0	18.0	10.9	14.1	23.0	17.6
3 to 4		11.6	6.6	9.5	10.3	16.2	12.4	12.9	16.8	14.5

5 to 10	10.8	8.9	10.0	17.8	19.9	18.6	18.7	17.8	18.4
11 to 20	10.8	6.6	9.0	17.5	12.3	15.7	14.9	9.4	12.7
21 to 50	10.2	3.1	7.3	21.4	10.6	17.5	14.7	6.2	11.4
51+	4.7	0.8	3.1	17.0	4.5	12.5	9.7	2.3	6.7

**Table 14 - Attributes Descriptive of Your Institution**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
It is easy for students to see faculty outside of regular office hours	620	64.4	64.7	64.5	47.4	51.2	48.7	60.1	61.2	60.6
There is a great deal of conformity among the students	620	33.7	31.4	32.7	30.5	28.6	29.8	29.9	28.6	29.4
The faculty are typically at odds with campus administration	621	18.8	11.2	15.6	17.5	16.5	17.1	19.1	19.8	19.4
Faculty here respect each other	621	45.0	37.5	41.9	45.1	44.9	45.0	47.3	48.0	47.6
Most students are treated like "numbers in a book"	621	3.3	1.2	2.4	7.1	4.1	6.0	4.4	3.0	3.8
Social activities are overemphasized	619	5.8	4.7	5.3	8.7	10.6	9.4	8.5	8.1	8.3
Faculty are rewarded for being good teachers	621	8.8	8.9	8.9	13.0	12.1	12.7	16.2	15.6	16.0
There is respect for the expression of diverse values and beliefs	620	25.7	23.3	24.7	34.7	31.0	33.4	36.1	35.3	35.8

Faculty are rewarded for their efforts to use instructional technology	620	14.6	17.8	16.0	19.0	24.3	20.9	18.4	23.3	20.3
Faculty are rewarded for their efforts to work with underprepared students	619	4.2	4.7	4.4	3.8	4.1	3.9	5.1	6.5	5.7
Administrators consider faculty concerns when making policy [2]	621	12.7	11.6	12.2	10.1	10.3	10.2	13.4	12.4	13.0
The administration is open about its policies	621	19.9	17.8	19.0	14.4	13.2	14.0	17.0	15.8	16.5

**Table 15 - Issues Believed to be “Highest Priority” at Your Institution**

NDUS Systemwide Full-time Undergraduate Faculty	# Resp- ondents	Systemwide			Public Univs			All 4- year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
To promote the intellectual development of students	621	87.0	86.5	86.8	85.7	83.7	85.0	85.6	86.1	85.8
To help students examine and understand their personal values	621	47.2	53.7	49.9	42.9	42.6	42.8	55.1	57.5	56.0
To develop a sense of community among students and faculty	621	50.3	59.5	54.1	42.9	45.2	43.7	51.9	57.5	54.1
To facilitate student involvement in community service	620	35.1	37.6	36.1	31.1	36.1	32.9	42.5	51.3	46.0

To help students learn how to bring about change in American society	619	26.8	32.7	29.2	25.2	27.3	25.9	32.4	39.3	35.1
To increase or maintain institutional prestige	619	59.1	59.9	59.5	71.8	72.4	72.0	63.6	64.4	64.0
To hire faculty “stars”	618	18.3	23.7	20.6	47.6	45.9	47.0	29.0	29.6	29.2
To recruit more minority students	619	36.8	38.4	37.5	52.6	56.0	53.8	48.6	52.8	50.3
To enhance the institution’s national image	617	65.6	63.3	64.7	81.4	80.0	80.9	70.0	68.6	69.4
To create a diverse multi-cultural campus environment	620	46.8	49.0	47.7	51.4	57.5	53.6	51.6	57.0	53.7
To promote gender equity among faculty	619	53.7	45.0	50.1	60.9	44.3	55.0	57.1	44.3	52.1
To provide resources for faculty to engage in community-based teaching or research	621	33.7	36.7	34.9	30.8	33.5	31.7	33.5	38.1	35.3
To create and sustain partnerships with surrounding communities	620	61.2	63.3	62.1	42.4	49.3	44.8	44.8	51.8	47.5
To pursue extramural funding	619	68.7	61.2	65.6	79.5	76.9	78.6	60.9	61.1	61.0
To increase the representation of minorities in the faculty and administration	619	31.9	31.8	31.8	49.0	47.5	48.5	44.7	45.3	44.9
To strengthen links with the for-profit, corporate sector [2]	619	68.7	59.7	64.9	62.7	59.2	61.4	48.4	50.2	49.1

To develop leadership ability among students	621	60.5	63.3	61.7	52.0	53.1	52.4	57.5	61.3	59.0
To increase the representation of women in the faculty and administration	620	36.7	32.6	35.0	49.5	36.8	45.0	41.9	33.1	38.4
To develop an appreciation for multiculturalism [2]	621	48.6	51.4	49.8	51.5	52.8	52.0	53.0	56.8	54.5

**Table 16 – Goals for Undergraduates as “Very Important”**

NDUS Systemwide Full-time Undergraduate Faculty	# Res- pondents	Systemwide			Public Univs			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Develop ability to think critically	622	99.4	100.0	99.7	99.4	100.0	99.6	99.4	99.9	99.6
Prepare students for employment after college	621	86.7	93.8	89.7	78.1	84.5	80.4	79.0	85.2	81.5
Prepare students for graduate or advanced education	621	66.0	74.1	69.4	72.6	73.2	72.8	74.7	76.7	75.5
Develop moral character	621	71.9	78.7	74.7	62.2	68.4	64.4	67.7	74.1	70.2
Provide for students’ emotional development	620	49.2	64.7	55.6	38.8	48.6	42.3	43.3	55.4	48.1
Prepare students for family living	620	25.4	33.7	28.9	15.1	18.0	16.1	20.1	23.0	21.2
Teach students the classic works of Western civilization [2]	621	31.2	22.8	27.7	31.1	28.6	30.2	36.3	32.1	34.7
Help students develop personal	620	66.3	77.5	71.0	57.1	63.2	59.3	63.4	70.2	66.1



values										
Enhance students' self-understanding	620	64.9	81.4	71.8	64.0	72.6	67.1	68.5	76.8	71.8
Instill in students a commitment to community service	620	52.5	70.2	59.8	43.3	57.7	48.4	49.6	64.5	55.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	621	63.1	86.4	72.8	64.5	84.5	71.6	67.4	87.2	75.2
Study a foreign language [2]	620	30.9	39.1	34.4	49.3	57.2	52.1	50.5	60.0	54.2
Help master knowledge in a discipline	620	95.3	94.6	95.0	94.3	94.1	94.2	94.7	95.6	95.1
Develop creative capacities	621	79.3	81.9	80.4	82.5	81.1	82.0	81.7	81.2	81.5
Instill a basic appreciation of the liberal arts	621	58.0	66.0	61.4	64.3	71.3	66.8	70.2	76.7	72.8
Promote ability to write effectively	622	90.6	96.9	93.2	95.1	97.1	95.8	95.3	98.1	96.4
Help students evaluate the quality and reliability of information [2]	621	92.8	97.3	94.7	96.1	98.5	96.9	96.4	98.6	97.2
Engage students in civil discourse around controversial issues [2]	621	56.6	71.0	62.6	62.4	77.2	67.7	67.7	79.7	72.4
Teach students tolerance and respect for different beliefs [2]	619	72.3	89.9	79.6	73.7	90.5	79.7	76.6	91.6	82.5
Encourage students to become agents of social change [2]	620	40.6	71.3	53.4	42.8	65.3	50.8	49.0	71.5	57.8