

Pamphlets

The 2004 National Study of Faculty and Students
NSoFaS:04

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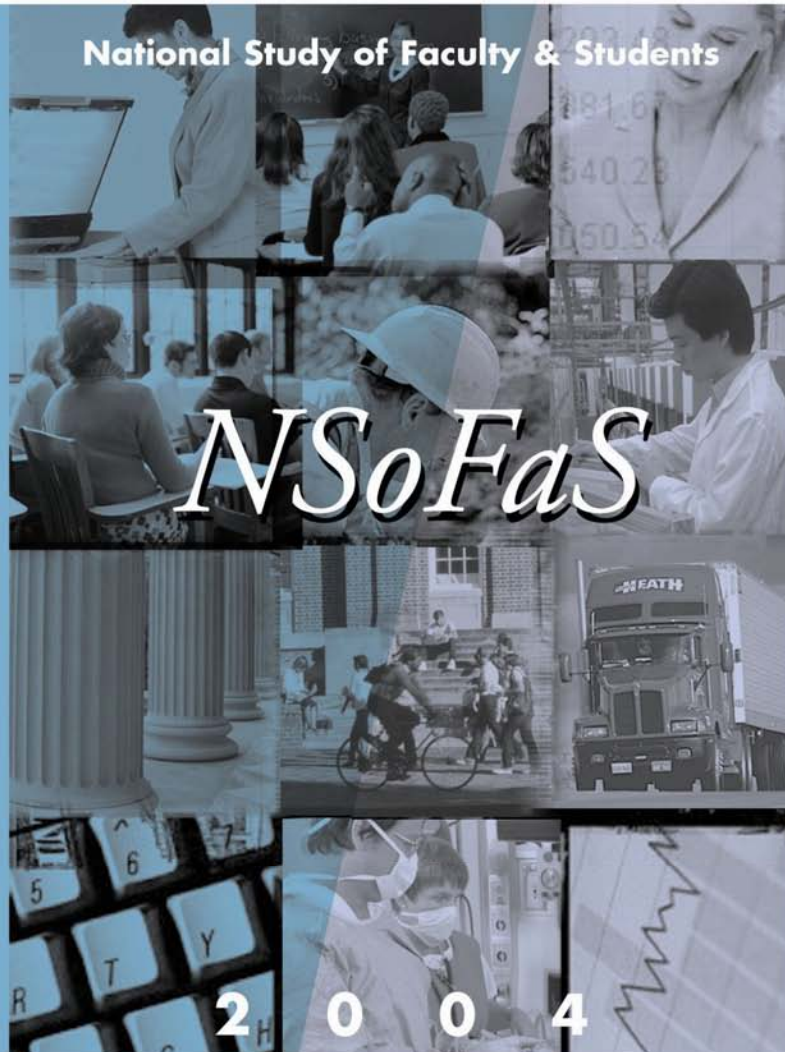
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March 2003

* RTI International is a trade name of Research Triangle Institute



The quality and affordability of postsecondary education are vital concerns for students and their families. That is why the information gathered by the 2004 National Study of Faculty and Students (NSoFaS:04) is so important. The student component explores how families with varying resources are able to pay for education after high school and provides comprehensive data on the enrollment status, education goals, employment, and demographic characteristics of postsecondary students. The faculty component provides critical data on those individuals who are most pivotal to a quality education—faculty and instructional staff—including information on their training, experience, and duties, as well as the key policy issues affecting them and their work.

Basic Issues

National Study of Postsecondary Faculty (NSOPF)

NSOPF responds to the continuing need for data on postsecondary faculty and instructional staff—those who directly affect the quality of education in postsecondary institutions. Research questions that can be studied using the data from NSOPF include the following:



- How many full- and part-time faculty and instructional staff are there?
- What are their background characteristics?
- What are their workloads, and how is their time allocated between classroom instruction and other activities?
- What are the current teaching practices and uses of technology among postsecondary faculty and instructional staff?

National Postsecondary Student Aid Study (NPSAS)

NPSAS data provide information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families. Research questions that can be studied using the data from NPSAS include the following:



- What is the “net price” of education to the student and family?
- How is student “need” for financial aid being met?
- How much are students borrowing?
- How does the distribution of aid differ by major field of study?
- What are the characteristics of students beginning their postsecondary education in 2004, and how many of them persist in postsecondary education?

Data Analysis and Dissemination

To make the data as useful as possible, the National Center for Education Statistics (NCES) will publish information in several ways:

- Descriptive reports are published by NCES on selected topics. Publications from previous NSOPF and NPSAS studies may be accessed electronically through NCES’s web sites at <http://nces.ed.gov/surveys/nsopf> and <http://nces.ed.gov/surveys/npsas>
- Special tabulations are provided on request.
- Data files (without identifying information) are available.
- Presentations on study findings are made at conferences.

How Will the Study Be Conducted?

NSoFaS is sponsored by NCES and conducted under contract with RTI International (RTI). RTI is a nonprofit research organization with headquarters in North Carolina.

NSoFaS:04 begins with the contacting of postsecondary institutions in March 2003 to provide early notification of their selection in the study and to initiate coordination of the various study components. About 1,100 institutions will be sampled for both NSOPF and NPSAS, while another 500 will be asked to participate only in NPSAS.

The collection of information from student records and interviewing of faculty and students will take place in 2004, reflecting the 2003–2004 academic year. However, experience from prior NPSAS and NSOPF studies tells us that institutions would welcome information earlier in the process to enable them to better coordinate staff and resources in completing the requirements of this study. Because over 1,600 postsecondary institutions, about 120,000 students, and 35,000 faculty/instructional staff will be a part of this national study, timeliness at every step in the process is critical to its success.

These activities may differ somewhat according to your type of institution and method of record keeping. The study will consist of the following stages:

Winter 2002/Spring 2003

- Beginning in March 2003, the chief administrative officer (CAO) at each institution will be asked to designate an NSoFaS:04 institutional coordinator(s) to work with RTI.
- Beginning in March 2003, RTI will contact the institutional coordinator(s) to clarify the tasks, timeline, and responsibilities. They will be asked to complete a brief “response form” on the Web at <https://surveys.nces.ed.gov/nsofas2004> that identifies the 2003–2004 terms and types of awards granted by the institution.
- RTI will provide updates throughout the spring and summer of 2003 to the institutional coordinator and respond to any questions or concerns presented.

Fall 2003

- In September 2003, a set of detailed materials will be sent by RTI to all institutional coordinators.
- By November 2003, the institutional coordinator (for those 1,100 institutions participating in NSOPF—faculty component) or other designated staff will complete a web-based questionnaire about institutional policies/practices related to faculty and instructional staff at their institution.
- By December 5, 2003, the institutional coordinator (NSOPF—faculty component) will supply RTI with a list of faculty and instructional staff.

Winter 2003 (early 2004)

- By mid-December 2003, RTI will begin selecting samples from the lists of faculty and instructional staff sent by the institutions.
- By late January 2004, sampled faculty and instructional staff will begin completing a web-based or telephone interview.
- Beginning January 2004, the institutional coordinator (for each of the 1,600 institutions participating in NPSAS—student component) will supply RTI with a list of students enrolled at the institution. The list will include contact and basic demographic information for students enrolled at the institution during any term that includes July 1, 2003, through April 30, 2004.
- Beginning mid-February 2004, RTI will select samples of students from each enrollment list received.

Spring 2004

- Beginning March 2004, the institutional coordinator or other designated staff will provide student record information (e.g., enrollment status, major, aid package received), for only those students sampled at the institution, via a web-based computer-assisted data entry (webCADE) instrument. For the student component (NPSAS), RTI field staff will be available to provide assistance with the student record abstraction phase.
- Beginning in March 2004, sampled students will complete web-based or telephone interview.

Web-based data entry applications have been developed to facilitate participation and to minimize the burden on institutional staff in providing the data. The software is user friendly and efficient.

Confidentiality Issues

The National Education Statistics Act (NESA) of 1994, as amended by the USA PATRIOT Act of 2001, authorizes NCES to collect and disseminate information about education in the United States. Collection is most often done through surveys. This Act, which incorporates and expands upon the Privacy Act of 1974, requires strict procedures to protect the **confidentiality of persons in the collection, reporting, and publication of data**. The Family Education Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) allows for the release of institutional record information to the Secretary of Education or his agent without prior consent of survey members [20 U.S.C. 1232g(b)(3)]. RTI International, as the contractor for NCES, has been given the authority to collect information from institutional records under the provisions of NESA.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law.

Protection of Electronic Files

All electronic files from institution records and student, faculty, and instructional staff interviews will be carefully protected. Computer accounts used to access data will be password protected with multilevel access controls to ensure that only those individuals with a need to access confidential information are allowed access to it. For the web-based data collection, proven methods of protection for online sessions and data security over the Internet will be used. Secure Sockets Layer (SSL) protocol will be used to encrypt the data over the Internet. All of the data entry modules on this site will be password protected, which will require the user to log in to the site before accessing confidential data. The system will automatically log the user out after 30 minutes of inactivity on the session, which will prevent unauthorized user access to the site.

Protection of Paper Records

All paper records will be maintained in locked storage cabinets. A unique study identification variable (not the Social Security Number or school ID) will be created and maintained for each survey participant to protect against disclosure of confidential data.

Preparation of Data for Public Release

All data released to the general public (for example, statistical tables) will be designed so that it will not be possible to identify specific individuals.

Violations

All personnel with access to individual data will be required to sign a confidentiality agreement and an affidavit of nondisclosure. Anyone who violates the confidentiality provisions of the act when using the data shall be found guilty of a **Class E felony** and can be **imprisoned up to 5 years, and/or fined up to \$250,000**.

Endorsements

American Association for Higher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Association of University Professors
American Council on Education
American Federation of Teachers
Association for Institutional Research
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Career College Association
The Carnegie Foundation for the Advancement of Teaching
College and University Professional Association for Human Resources
The College Board
The College Fund/UNCF
Council of Graduate Schools
The Council of Independent Colleges
Hispanic Association of Colleges and Universities
National Accrediting Commission of Cosmetology Arts & Sciences *NPSAS only*
National Association of College and University Business Officers
National Association for Equal Opportunity in Higher Education
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Education Association

About the Study

The 2004 National Study of Faculty and Students NSoFaS:04

NCES, part of the U.S. Department of Education, is authorized by federal law to collect, analyze, and publish statistics and other data related to education in the United States and other nations. As part of its program, NCES conducts large national surveys involving students enrolled in, and faculty and instructional staff employed by, postsecondary institutions. Two of these studies, the National Study of Postsecondary Faculty (NSOPF) and the National Postsecondary Student Aid Study (NPSAS), will be conducted together in 2004 as NSoFaS to realize efficiencies and reduce overall burden associated with institutional participation.

NSOPF is the major source of comprehensive information about faculty and instructional staff. It includes a nationally representative sample of full- and part-time faculty and instructional staff at public and private not-for-profit 2- and 4-year institutions in the United States. Previous NSOPF studies are widely recognized resources for researchers and policymakers in postsecondary education. This fourth cycle of NSOPF will expand the information about faculty and instructional staff in two important ways: (1) by allowing for comparisons to be made over an extended period of time, and (2) by examining critical issues concerning faculty and instructional staff that may have developed since the last study.

NPSAS is the only comprehensive, nationally representative survey of student financial aid. No other single national database contains student-level records for students receiving aid from the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. The purpose of NPSAS is to compile a comprehensive research data set that contains information about all of these programs, together with demographic and enrollment data. In addition, NPSAS provides vital information about the affordability of postsecondary education and the effectiveness of existing financial aid programs that will inform public policy at all levels. NPSAS not only includes students enrolled at public and private not-for-profit, 2- and 4-year postsecondary institutions; it also includes those postsecondary institutions that are less-than-2-year and are private for-profit. NPSAS provides comprehensive data on undergraduate, graduate, and first-professional students—including those who receive aid and those who do not.

Endorsements

The following organizations recognize the study's contribution to the body of knowledge about postsecondary faculty and instructional staff and have endorsed NSOPF:04:

- American Association for Higher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Community Colleges
- American Association of State Colleges and Universities
- American Association of University Professors
- American Council on Education
- American Federation of Teachers
- Association for Institutional Research
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Career College Association
- The Carnegie Foundation for the Advancement of Teaching
- College and University Professional Association for Human Resources
- The College Board
- The College Fund/UNCF
- Council of Graduate Schools
- The Council of Independent Colleges
- Hispanic Association of Colleges and Universities
- National Association of College and University Business Officers
- National Association for Equal Opportunity in Higher Education
- National Association of Independent Colleges and Universities
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Financial Aid Administrators
- National Education Association

Confidentiality

The 2004 National Study of Postsecondary Faculty (NSOPF:04) is being conducted for the National Center for Education Statistics (NCES) of the U.S. Department of Education in compliance with the Education Sciences Reform Act of 2002 (Public Law 107-279), the Federal Statistical Confidentiality Order of 1997, the Privacy Act of 1974 (5 U.S.C. 552a), and the E-Government Act of 2002.

Any faculty data released to the general public (for example, statistical tables) are designed so that it is not possible to identify specific individuals. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.

All RTI project staff have signed confidentiality agreements and affidavits of nondisclosure and are prohibited by law from using the obtained information for anything other than the research study.

If you have questions about your rights as a study participant, you may call RTI's Institutional Review Board at 1-919-316-3358 in Research Triangle Park, NC or 1-866-214-2043 (toll-free number) or send an e-mail message to urpe@rti.org.

You may complete the questionnaire, or simply learn more about NSOPF by visiting our web site: <https://nces.ed.gov/ipeds/data/nsopf/>.

For more information, contact the following:

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National Center for Education Statistics
U.S. Department of Education
Institute of Education Sciences

January 2004



U.S. Department of Education
Institute of Education Sciences
NCES 2004-151

2004 National Study Of Postsecondary Faculty



Study Design

The National Center for Education Statistics (NCES) is conducting the fourth cycle of the National Study of Postsecondary Faculty (NSOPF) to respond to the critical need for information on faculty and instructors—those who directly affect the quality of education in postsecondary institutions in the United States.

Faculty members and instructional staff are pivotal to a quality postsecondary education. They determine curriculum content, student performance standards, and the quality of students' preparation for careers. Faculty members perform research and development work upon which much of this nation's technological and economic advancement depends. Through their public service activities, they also contribute to the public good. For these reasons, it is important for researchers and policymakers to understand who faculty are, what they do, and if and how their roles are changing over time.

Previous studies conducted in 1988, 1993, and 1999 (called NSOPF:88, NSOPF:93, and NSOPF:99, respectively) generated immediate interest in the postsecondary community because they provided national profiles of faculty and instructional staff in postsecondary institutions in the United States, national benchmarks for faculty productivity and workload, and information on institutional policies and practices that affect faculty and instructional staff.

The 2004 National Study of Postsecondary Faculty (NSOPF:04) includes faculty and instructional staff. The study will add information about faculty and instructional staff in two important ways: (1) it will allow for comparisons to be made over an extended period of time, and (2) it will examine critical issues concerning faculty that have developed since the last study.

Analytical Objectives

NSOPF:04 is designed to address a variety of policy-relevant issues concerning faculty, instructional staff, and institutions. The study includes a faculty questionnaire and an institution questionnaire covering general policies concerning faculty. Information obtained from these two sources can answer important questions about postsecondary education, such as the following:

- How many full- and part-time faculty and instructional staff are there?
- What are their background characteristics?
- What are their workloads, and how is their time allocated between classroom instruction and other activities?
- What are the current teaching practices and uses of technology among postsecondary faculty and instructional staff?
- How satisfied are they with current working conditions and institutional policies?
- How are faculty and instructional staff compensated by their institutions? How important are other sources of income?
- What are the career and retirement plans of faculty and instructional staff?
- What retirement packages are available to faculty and instructional staff?
- Have institutions changed their policies on granting tenure to faculty members? Are changes anticipated in the future?



How NSOPF Will Be Conducted

The National Center for Education Statistics (NCES) has contracted with RTI International (RTI) to conduct the 2004 NSOPF (NSOPF:04). RTI is an independent, nonprofit contract research organization located in Research Triangle Park, NC that was established by a joint action of the three major universities in North Carolina: University of North Carolina at Chapel Hill, North Carolina State University, and Duke University. RTI began operations in 1958 and has provided contract support to NCES on postsecondary research that dates back to 1971.

NSOPF:04 consists of a sample of 35,000 faculty and instructional staff selected from 1,100 sampled institutions in the 50 states and the District of Columbia.

You will be able to access the NSOPF faculty and instructional staff questionnaire on the web site at <https://surveys.nces.ed.gov/nsopf>

All data entry modules on this site will require a unique login for access and will be password protected. Proven methods of protection for online sessions and data security over the Internet will be used. Secure Sockets Layer (SSL) technology will be used to encrypt faculty responses as they travel over the Internet.

Data Analysis and Dissemination

Data collected from NSOPF are made available to the public in various ways:

- Descriptive reports are published by NCES on selected topics. NSOPF publications can be accessed electronically through the NCES web site at <http://nces.ed.gov/surveys/nsopf>
- Special tabulations are provided on request.
- Data files (without identifying information) are available.
- Presentations on study findings are made at conferences.

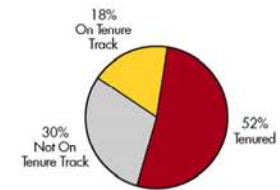
Findings from Prior Data Collection

The following are examples of key results from NSOPF:99:

- There were about 1.1 million faculty and instructional staff in 2- and 4-year postsecondary institutions in the fall of 1998. Approximately 58 percent were employed full time and 42 percent were employed part time by their postsecondary institutions.
- Across all postsecondary institutions, Whites accounted for 84 percent of full-time instructional faculty and staff and 88 percent of part-time faculty and instructional staff. Asians comprised about 6 percent of faculty, African-Americans about 5 percent, Hispanics/Latinos about 3 percent, and American Indians/Alaska Natives about 1 percent.
- Men made up 64 percent of full-time faculty and instructional staff and 52 percent of part-time faculty and instructional staff.
- Full-time instructional faculty and staff spent an average of 11 hours a week in the classroom in the fall of 1998. The number of hours spent teaching classes ranged from 7 hours at private research institutions to 17 hours at public 2-year institutions.
- The average base salary for full-time faculty and instructional staff during the 1998 calendar year was \$57,200. The average total income—base salary, other institutional income, consulting, and other outside income—was \$68,900. For part-time faculty and instructional staff, the average base salary was \$12,000, and the average total income was \$46,300, including income from other (perhaps full-time) employment

Research reports and articles using data from previous NSOPF studies can be accessed through the NCES web site at <http://nces.ed.gov/surveys/nsopf>

Tenure Status of Postsecondary Faculty: Fall 1998



Faculty and Instructional Staff Participation

To find out more about the 2004 NSOPF study or to complete the questionnaire, visit the study web site at <https://surveys.nces.ed.gov/nsopf>

Faculty and instructional staff selected for the study are encouraged to complete the interview on the Web beginning in January 2004. If preferred, the questionnaire may be completed by telephone with a professionally trained interviewer from RTI. An individual study ID and password will be provided to the study sample members. If assistance is needed with accessing the questionnaire on the web site, or if faculty and instructional staff wish to complete a telephone interview, they may call the NSOPF Help Desk at 1-866-NSOPF04 (1-866-676-7304).



Why is the study being conducted?

The National Postsecondary Student Aid Study (NPSAS) is a large national survey of undergraduate and graduate students, with a special focus on how they finance their education at different types of institutions. Information is collected from institutions and students to get a national picture of the background of students, their educational costs, amount of family support, types of financial aid, student loan debt, and earnings from jobs. The NPSAS survey results are widely used by researchers to study whether the current financial aid programs are adequate to meet student needs. These results may also be used by Congress to make changes to the federal student loan and grant programs.

Students who are beginning their postsecondary education—attending a postsecondary school for the first time—will be part of a special follow-up study in subsequent years. This will help us to learn more about the students who complete their postsecondary education and the factors that influence their success.

When?

If you have additional questions or concerns about the study, please contact the NPSAS:04 Project Director at RTI or the NCES Project Officer listed on the back of this pamphlet.

Who?

What?

Where can I get *more information* about NPSAS:04?

If you have questions about *your rights* as a study participant, please call RTI's Institutional Review Board at 1-866-214-2043 (a toll-free number) or send an e-mail message to orpe@rti.org.

If you have *questions* or concerns about the study, contact the following:

John Riccobono
RTI NPSAS Project Director
1-866-NPSAS04
1-866-677-2704
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James Griffith
NCES Project Officer
1-202-502-7387
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You may complete your interview or simply learn more about NPSAS:04 by visiting our web site at: <https://surveys.nces.ed.gov/npsas/>.

For more information about NPSAS publications and other educational research, visit the NCES web site at: <http://nces.ed.gov/pubsearch/>.



National Center for Education Statistics
U.S. Department of Education
Institute of Education Sciences

January 2004



2004
National
Postsecondary
Student
Aid
Study

U.S. Department of Education
Institute of Education Sciences
NCES 2004-152



Who is conducting the study?

The 2004 National Postsecondary Student Aid Study (NPSAS:04) is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences. The study is conducted under contract by RTI International (RTI), a nonprofit research organization located in North Carolina.

Who is included in the study?

NPSAS:04 consists of a sample of 120,000 students randomly selected from enrollment lists at about 1,600 institutions in the 50 states, the District of Columbia, and Puerto Rico.

When will the study be conducted?

Institutions were initially contacted beginning in spring 2003 to take part in NPSAS:04. Beginning in spring 2004, sampled students will be contacted to complete the web-based interview. Students may access the interview on the web at <https://surveys.nces.ed.gov/npsas/> or by calling the NPSAS Help Desk at 1-866-NPSAS04 (1-866-677-2704).

Why should I participate?

Participation in this study is voluntary. Your participation, however, is essential to making this study a success. By participating, you have the opportunity to help policymakers, researchers, counselors, and others better understand and meet the financial needs of postsecondary students in the United States and Puerto Rico.

How can I Participate?

You may complete the study in one of two ways:

1. Log in to the web site at <https://surveys.nces.ed.gov/npsas/>.

Once at the site, from the *Home/Login* page, enter your study ID and password, which are printed at the bottom of your NPSAS cover letter. If you need assistance with accessing the questionnaire on the web site, please call the NPSAS Help Desk at 1-866-NPSAS04 (1-866-677-2704) or contact us via e-mail at npsas@rti.org.

2. Complete the interview over the phone.

We encourage web completion but, if you prefer, you may complete the questionnaire by telephone with a professionally trained interviewer from RTI. You may choose to complete the interview when our staff call or set an appointment for a later date. We will attempt to

identify a convenient time to call. Students may e-mail questions to RTI staff at npsas@rti.org or call the NPSAS Help Desk at 1-866-NPSAS04 (1-866-677-2704) with best times to do the interview.

How Long will this take?

On average, you should complete either the self-administered web-based questionnaire or the interviewer-administered telephone interview in about 25 minutes. Web interview time may vary depending on your Internet connection speed. If you do not have access to a computer with a fast connection, you may prefer to call the Help Desk to complete the interview by telephone.

Will my answers be kept Confidential?

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. The answers that you provide are compiled with the responses from other students and reported to the general public in statistical form. The graphs in this brochure are good examples of how data are reported.

The following procedures have been implemented to ensure the confidentiality of your responses:

- Your answers are secured behind firewalls and are encrypted during Internet transmission using Secure Sockets Layer (SSL) protocol. All data entry modules are password protected and require the user to log in before accessing confidential data.
- Project staff may be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by RTI's Institutional Review Board (Committee for Protection of Human Subjects).

How can I get a copy of the Results?

Publications from previous studies are currently available from the NCES web site at <http://nces.ed.gov/surveys/npsas/>.

Reports can be downloaded or ordered at no charge. Current titles of interest include the following:

Student Financing of Undergraduate Education 1999–2000 (NCES 2002-167)

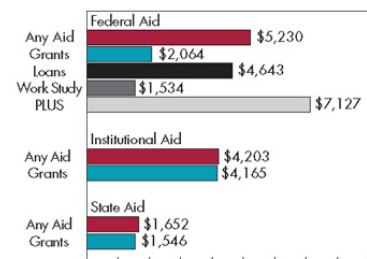
Student Financing of Graduate and First-Professional Education 1999–2000 (NCES 2002-166)

What have we learned from prior NPSAS studies?

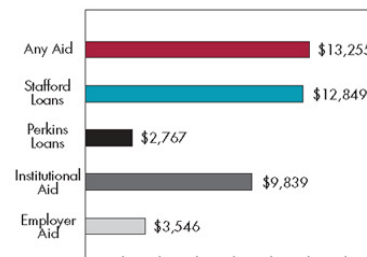
The following are estimates based on information from 50,000 undergraduates, 11,000 graduates, and 1,000 first-professional students enrolled at approximately 1,000 postsecondary institutions during the 1999–2000 academic year.

- Fifty-five percent of undergraduates (about 9.2 million) received some type of financial aid, averaging \$6,265.
- About two out of five undergraduates (39 percent) received some type of federal aid, averaging \$5,230.

Average amounts of selected types of aid for undergraduates: 1999–2000



Average amounts of selected types of aid for graduate and first-professional students: 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics. 2001. *National Postsecondary Student Aid Study: Student Financial Aid Estimates for 1999–2000* (NCES 2001-209). Washington, DC: 2001.