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NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report

Working Paper No. 2000-01

January 2000

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January 2000

Foreword

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**1999 National Study of Postsecondary Faculty
(NSOPF:99)
Field Test Report**

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Prepared for:

U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics

January 2000

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The study was overseen by NCES staff. **Linda Zimpler** is the NCES Project Officer responsible for NSOPF:99. **Dennis Carroll** and **Roslyn Korb** provided additional oversight. Other NCES staff who assisted in various aspects of the study include **Samuel Barbett, Michael Cohen, Steve Kaufman, Paula Knepper, Edith McArthur, Marilyn McMillen, and Drew Malizio.**

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Table of Contents

I. INTRODUCTION..... 1

1.1 Overview..... 1

1.2 Organization of the Field Test Report..... 1

1.3 Background: NSOPF:88 1

1.4 Background: NSOPF:93 2

1.5 NSOPF:93 Field Test..... 3

1.6 NSOPF:93 Full-Scale Study 3

1.7 Background: NSOPF:99 5

1.8 Design of the NSOPF:99 Field Test 5

1.9 Preparation for the NSOPF:99 Field Test..... 6

1.10 NSOPF:99 Field Test Objectives..... 9

II. QUESTIONNAIRE DEVELOPMENT..... 11

2.1 Overview..... 11

2.2 Questionnaire Development..... 11

2.3 Institution Questionnaire..... 12

2.4 Faculty Questionnaire 14

2.5 Questionnaire Design and Pretesting 17

2.5.1 Questionnaire Design 17

2.5.2 Pretesting..... 18

2.6 Respondent Feedback 18

2.6.1 Respondent Feedback to the Institution Questionnaire 18

2.6.2 Respondent Feedback to the Faculty Questionnaire..... 19

2.7 Respondent Burden: Questionnaire Administration Time 19

III. SAMPLE DESIGN AND IMPLEMENTATION..... 33

3.1 Overview of the Design 33

3.2 Institutional Population..... 33

3.3 Faculty Population 35

3.4 Stage One: Selection of Institutions..... 35

3.5 Stage Two: Selection of the Field Test Faculty Sample..... 37

IV. INSTITUTIONAL RECRUITMENT AND LIST COLLECTION: PROCEDURES AND RESULTS 41

4.1 Institution Recruitment: Follow-up with the CAO's Office..... 42

4.1.1 Mailing to the CAO..... 42

4.1.2 Initial Telephone Contact and Follow-up with the CAO's Office 42

4.2 Mailing to the Coordinator 43

4.3 List Collection Procedures..... 43

4.4 Mail and Telephone Follow-up with the Coordinator..... 44

4.5 Results of Institution Recruitment..... 46

4.6 List Processing..... 47

4.6.1 Receipt Control 47

4.6.2 Preparing Lists for Sampling..... 48

4.6.3 Determining Total Number of Faculty at an Institution 48

4.6.4 Information on the Sample Frame..... 48

4.6.5 List Collection Results 49

V.	DATA COLLECTION PROCEDURES AND RESULTS.....	51
5.1	Overview.....	51
5.2	Data Collection Plan.....	51
5.2.1	Recruitment Plan and Survey Design.....	51
5.2.2	Schedule.....	52
5.3	Mail Data Collection Procedures.....	53
5.3.1	Institution Survey Mailing.....	53
5.3.2	Mailing to Faculty.....	54
5.4	Survey Follow-up Procedures.....	54
5.4.1	Institution Follow-up Procedures.....	54
5.4.2	Faculty Follow-up Procedures.....	55
5.5	Telephone Follow-up Procedures.....	56
5.6	Institution Data Collection Results.....	58
5.6.1	Institution Lists and Questionnaire.....	58
5.7	Faculty Data Collection Results.....	61
5.7.1	Faculty Response Rates.....	61
5.7.2	Faculty Eligibility.....	63
5.7.3	Data Collection Results: Faculty Questionnaire.....	64
5.8	Results of Data Collection Experiments.....	69
5.8.1	Description of Experiments.....	69
5.8.2	Results of Data Collection Experiments.....	70
VI.	QUESTIONNAIRE ITEM NON-RESPONSE.....	73
6.1	Faculty Questionnaire Item Non-response.....	73
6.2	Some Additional Non-response Analyses of the Faculty Questionnaire.....	81
6.3	Institution Questionnaire Item Non-response.....	84
6.3.1	Non-response by Questionnaire Section.....	87
6.3.2	Section A: Full-Time Faculty and Instructional Staff.....	88
6.3.3	Section B: Part-time Faculty and Instructional Staff.....	90
6.3.4	Section C: All Faculty and Instructional Staff.....	91
6.3.5	Section D: Respondent Information.....	91
6.4	Summary.....	92
VII.	AN ASSESSMENT OF DISCREPANCIES IN FACULTY COUNTS.....	93
7.1	Discrepancies in Faculty Counts.....	93
7.2	Procedures for Determining Discrepancies in Faculty Counts.....	94
7.3	Analysis of Discrepancies Among Faculty Counts.....	94
7.4	Discrepancy Analysis of 1998 NSOPF Field Test Data.....	97
7.5	Subgroup Differences in 1998 Faculty Counts.....	100
7.6	Comparison of 1998 Data to Previous Cycles.....	102
7.7	Changes in the Direction and Magnitude of Discrepancies.....	103
7.8	Summary.....	105
VIII.	RECOMMENDATIONS.....	107
8.1	Institutional Sample Replacement.....	107
8.2	Increasing the Size of the Institution and Faculty Samples.....	107
8.3	Overlap Sample Design.....	108
8.4	Faculty Sample: Use of Discipline.....	108
8.5	Modifications to the Institution Questionnaire.....	109
8.6	Reducing the Length of the Faculty Questionnaire.....	109
8.7	Use of Streamlined and Scannable Questionnaires.....	110
8.8	Modifying the Design of the Web Version of the Institution and Faculty Questionnaires.....	111
8.9	Changing the List Reference Period.....	113
8.10	Changing the Deadline for Submission of Faculty Lists and Institution Questionnaires.....	113
8.11	Prenotification Letter to Institution Coordinators.....	114

8.12	Change in CAO and Coordinator Contacting Procedures.....	114
8.13	Reducing Burden in the Institution Coordinator Packet	115
8.14	Coordinating List Collection and the Institution Survey.....	115
8.15	Telephone and E-mail Prompting Strategy for Institution Coordinators.....	116
8.16	Clarifying the Need for the Affidavit of Non-disclosure.....	116
8.17	Revising Coordinator Documents to Minimize Discrepancies in Faculty Counts	117
8.18	Encouraging Web Usage Among Institution Respondents	118
8.19	Use of Priority Mail to Faculty	119
8.20	Incentives to Increase Web Usage Among Faculty.....	119
8.21	Use of Telephone Prompting and CATI for Faculty Non-response	120
8.22	Use of Image Scanning for Paper Faculty Lists	121
8.23	Developing a General Website for NSOPF:99	121
8.24	Publicizing NSOPF through Conferences and Other Media	122
8.25	Utilizing Web Resources to Obtain Course Catalogs and Directories	122

Exhibits

Exhibit 2-1: Crosswalk of 1999 and 1993 NSOPF institution questionnaires	13
Exhibit 2-2: Crosswalk of 1999 and 1993 NSOPF faculty questionnaires	15
Exhibit 2-3: Timings for faculty questionnaire by mode of survey administration.....	20
Exhibit 2-4: NSOPF institution questionnaire—content and linkage of items between 1999 and 1993 NSOPF cycles.....	20
Exhibit 2-5: NSOPF Faculty questionnaire—content and linkage of items between 1999 and 1993 NSOPF cycles.....	26
Exhibit 3-1: 1993 NSOPF institutional sample by stratum.....	36
Exhibit 3-2: 1998 field test sample by stratum.....	37
Exhibit 3-3: 1998 field test faculty sample by stratum	39
Exhibit 4-1: Institution participation rates by NSOPF cycle	46
Exhibit 4-2: Distribution of institutions from which faculty were sampled across strata.....	48
Exhibit 4-3: Items provided by participating institutions	49
Exhibit 4-4: List collection by format (paper and electronic).....	50
Exhibit 5-1: Survey response rates by mode of administration	52
Exhibit 5-2: General chronology of NSOPF:99 field test data collection	53
Exhibit 5-3: Faculty mail and telephone schedule	56
Exhibit 5-4: Institution list and questionnaire returns by week.....	58
Exhibit 5-5: Institution participation rates by sampling stratum.....	59
Exhibit 5-6: Institution response rates by sampling stratum	60
Exhibit 5-7: Institution response rates by NSOPF cycle.....	61
Exhibit 5-8: Faculty response rates by NSOPF cycle	62
Exhibit 5-9: Faculty response and non-response status	63
Exhibit 5-10: Faculty questionnaire returns by week	64
Exhibit 5-11: Faculty response rates by mailing dates.....	65
Exhibit 5-12: Faculty response rates by institutional stratum	66
Exhibit 5-13: Faculty questionnaire response rates by institutional characteristics	67
Exhibit 5-14: Faculty response rates by sampling characteristics.....	68
Exhibit 5-15: Faculty response rates by availability of home address	68
Exhibit 5-16: Percent responding by experimental group	71
Exhibit 5-17: Comparison of response propensity within experimental groups	71
Exhibit 5-18: Comparison of response propensity within experimental groups for early responders.....	71
Exhibit 5-19: Comparison of response propensity within experimental groups for late responders.....	72
Exhibit 6-1: NSOPF:99 faculty questionnaire—organization and content	74
Exhibit 6-2: NSOPF:99 faculty questionnaire— non-response rates by section	75
Exhibit 6-3: Item non-response rates for faculty questionnaire by thirds	76
Exhibit 6-4: Aggregate item non-response rates with and without recoding complicated items.....	83
Exhibit 6-5: Item non-response rates by section with and without recoding complicated items.....	83
Exhibit 6-6: Item non-response rates by survey third with and without recoding complicated items	84
Exhibit 6-7: Item non-response rates for institution questionnaire by section	85
Exhibit 6-8: Item non-response rates for institution questionnaire by thirds	86
Exhibit 6-9: Item non-response rates for select critical items	87
Exhibit 7-1: NSOPF counts of total faculty by source and year	96
Exhibit 7-2: Frequency distribution of discrepancy ranges, comparing 1998 NSOPF field test lists and 1995 IPEDS data	97
Exhibit 7-3: Frequency distribution of discrepancy ranges, comparing 1998 NSOPF field test lists and 1998 NSOPF field test questionnaires.....	98
Exhibit 7-4: Frequency distribution of discrepancy ranges, comparing 1998 NSOPF field test questionnaires and 1995 IPEDS data	99
Exhibit 7-5: 1998 NSOPF estimates of number of faculty—paired t-tests	100
Exhibit 7-6: Mean differences by subgroup—paired t-tests	101
Exhibit 7-7: Mean percent differences by subgroup—paired t-tests.....	101

Exhibit 7-8: Percentage differences between sources of data across all cycles of NSOPF..... 102
Exhibit 7-9: Mean differences between sources of data across all cycles of NSOPF..... 103
Exhibit 7-10: Comparison of 1988, 1992, 1993, and 1998 discrepancies—ANOVA and two sample tests . 104

Appendices

- Appendix A: NTRP Members
- Appendix B: Minutes From October, 1997 NTRP Meeting
- Appendix C: CAO Cover Letter
- Appendix D: CAO Confirmation Form
- Appendix E: Coordinator Cover Letter
- Appendix F: Documentation and Forms Booklet
- Appendix G: Publications Request Form
- Appendix H: Field Test Brochure
- Appendix I: Follow-Up E-mails and Letters to Coordinators
- Appendix J: 1999 Field Test Institution Paper Questionnaire
- Appendix K: 1993 Institution Paper Questionnaire
- Appendix L: Faculty Prenotification Letter and Cover Letter
- Appendix M: Follow-Up Mailings to Faculty
- Appendix N: 1999 Field Test Faculty Questionnaire—Streamlined
- Appendix O: 1999 Field Test Faculty Questionnaire—Conventional
- Appendix P: 1993 Faculty Questionnaire
- Appendix Q: Item Non-response Rates, Faculty Questionnaire
- Appendix R: Critical Item Non-response Rates, Faculty Questionnaire
- Appendix S: Item Non-response Rates Exceeding .20, Faculty Questionnaire
- Appendix T: Item Non-response Rates, Institution Questionnaire
- Appendix U: Item Non-response Rates Exceeding .20, Institution Questionnaire
- Appendix V: Critical Item Non-response Rates, Institution Questionnaire

I. INTRODUCTION

1.1 Overview

The field test for the 1999 National Study of Postsecondary Faculty (NSOPF:99) was designed and conducted by The Gallup Organization between August 1997 and July 1998. This pilot survey—in effect, a small-scale replica of the intended full-scale study—was designed to evaluate the study’s questionnaires, to evaluate changes to the institution recruitment and data collection procedures, and to test systems and operational procedures. The results and recommendations detailed herein will inform the final design of the full-scale study.

1.2 Organization of the Field Test Report

The *1999 National Study of Postsecondary Faculty Field Test Report* is designed to give readers an accurate picture of the 1998 field test, its results, and the data generated. The report is organized into eight chapters, and begins by introducing NSOPF:99 in the context of the earlier NSOPF:93 and NSOPF:88 studies. Chapter II details the data collection instruments, while Chapter III discusses the NSOPF:99 sample design and implementation. Next, Chapter IV reviews the institutional recruitment procedures and their results. The report then examines the data collection procedures (Chapter V) including a review of unit response and non-response. Chapter VI focuses on questionnaire item non-response, while Chapter VII summarizes the results of the discrepancy analysis in counts of faculty and instructional staff. Finally, Chapter VIII offers recommendations for the full-scale study.

1.3 Background: NSOPF:88

The 1988 National Survey of Postsecondary Faculty (NSOPF:88)—whose successor study was renamed the National *Study* of Postsecondary Faculty—was the first comprehensive study of higher education instructional faculty conducted by the National Center for Education Statistics (NCES) since 1963. The National Endowment for the Humanities provided additional support. NSOPF:88 generated immediate interest in the higher education community because prior to the release of these data there had been very little comprehensive information available on this topic. The survey provided a national profile of faculty in two-year, four-year, doctorate-granting, and other public and private not-for-profit institutions. Information was gathered on the professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time instructional faculty. In addition, data were collected from institutional representatives and department-level respondents on such issues as faculty composition, new hires, departures and recruitment, retention, and tenure policies.

The 1988 study, conducted by SRI International, involved both field test and full-scale survey components. The field test targeted a sample of 105 public and private not-for-profit two- and four-year institutions, 235 faculty, and 91 department chairpersons (from 51 four-year institutions and a supplement of 40 two- and four-year institutions). Ninety-one percent of the institutions participated in the field test by returning their faculty lists. Questionnaire responses were obtained from 80 percent of institutional representatives (two- and four-year institutions, excluding specialized institutions), 86 percent of the department chairpersons (four-year institutions only), and 68 percent of the faculty (two- and four-year institutions).

The NSOPF:88 field test was conducted from July through October of 1987. It was designed primarily to test the relative effectiveness of two alternative data collection strategies, to determine the most effective procedures for obtaining lists of faculty, and to examine the adequacy of the questionnaires. The results of the field test informed the design of the full-scale NSOPF:88 study. A brief synopsis of the field test procedures and results can be found in the *National Survey of Instructional Staff: Field Test Methodology Report* (U.S. Department of Education, National Center for Education Statistics: Washington, D.C., March 8, 1988).

The NSOPF:88 full-scale study had three components: an institution-level survey of 480 colleges and universities in the United States; a survey of 3,029 eligible department chairpersons (or their equivalents) within the participating institutions; and a survey of 11,013 eligible faculty members within the same participating institutions. Data were collected for these three surveys between December 1987 and October 1988. Public and private not-for-profit higher education institutions (two-year, four-year, or advanced degree) were stratified by size and assigned to strata adapted from the higher education institution classification system developed by the Carnegie Foundation for the Advancement of Teaching.¹ Within each stratum, institutions were randomly selected. Lists of faculty employed as of October 15, 1987 were requested from participating institutions, and of the 480 institutions selected, 449 (94 percent) agreed to participate and provided lists of their fall 1987 instructional faculty and department chairpersons. Within four-year institutions, faculty and department chairpersons were stratified by program area and selected; within two-year institutions, simple random samples of faculty and department chairpersons were selected; and within specialized institutions (religious, medical, etc.), only faculty were sampled. At all institutions, instructional faculty were stratified on the basis of employment status—full-time and part-time. Questionnaires that asked about activities during the 1987 fall term were mailed in 1988. Questionnaire responses were obtained from 424 institutions (88 percent), 2,427 department chairpersons (80 percent), and 8,383 instructional faculty (76 percent).

A discussion of the procedures and results of the 1988 full-scale study appears in *1988 National Survey of Postsecondary Faculty: Methodology Report* (U.S. Department of Education, National Center for Education Statistics: Washington, D.C., May 18, 1990). Four analytical reports were also prepared using NSOPF:88 data: *Faculty in Higher Education Institutions, 1988* [NCES 90-365]; *Institutional Policies and Practices Regarding Faculty in Higher Education* [NCES 90-333]; *A Descriptive Report of Academic Departments in Higher Education Institutions* [NCES 90-339]; and *Profiles of Faculty in Higher Education Institutions, 1988* [NCES 91-389].

1.4 Background: NSOPF:93

The second cycle of the National Study of Postsecondary Faculty (NSOPF:93) was conducted in response to a continuing need for data on faculty and other instructional personnel, all of whom directly affect the quality of education in postsecondary institutions. Like its predecessor, NSOPF:93 was designed to provide a national profile of faculty in two-year, four-year (and above), doctorate-granting, public and private not-for-profit institutions, and to gather information on the backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time faculty. NSOPF:93 was conducted by the National Opinion Research Center (NORC), a social science research center at the University of Chicago. NSOPF:93 was sponsored by the National Center for Education Statistics (NCES), with additional support from two co-sponsoring agencies, the National Endowment for the Humanities (NEH) and the

¹ See *A Classification of Institutions of Higher Education*, The Carnegie Foundation for the Advancement of Teaching (Princeton, New Jersey, 1987).

National Science Foundation (NSF). NEH and NSF sponsored sample augmentations for both the field test and full-scale study, and provided support for the study in its entirety. The sample augmentations were designed to provide higher levels of precision for faculty overall and to provide oversamples of specific subgroups of faculty, particularly full-time females; black, non-Hispanics; Asian/Pacific Islanders; Hispanics; and faculty in the humanities.

Data collected for the second cycle of NSOPF expanded the current information base about faculty in several important ways. First, the data allowed for comparisons to be made over time. Second, more detailed comparisons could be made because of the increase in both the institutional and faculty sample sizes. Third, these data examined critical issues surrounding faculty that had been developed since the 1988 study. Fourth, to get a clearer and more accurate picture of faculty and instruction, NSOPF:93 expanded the definition of faculty to include both non-instructional faculty and non-faculty instructional personnel in higher education institutions, instead of limiting the definition only to faculty with instructional responsibilities. Henceforth, the term “faculty” will be used in its broadest sense to designate both non-instructional and instructional faculty and other instructional staff.

1.5 NSOPF:93 Field Test

A field test of NSOPF:93 data collection instruments and survey procedures with a national probability sample of 136 institutions (54 core institutions, and 82 institutions selected to augment the core sample, funded by NSF) and 636 faculty was conducted between February and September 1992. The general purposes of the field test were to evaluate the adequacy of the faculty and institution questionnaires and to test key procedures to be used in the full-scale study.

Institutional cooperation was sought from all 136 institutions and a faculty list was solicited from each institution. The overall participation rate for faculty list collection was 89 percent (93 percent for the core sample and 87 percent for the augmented sample). The field test faculty sample consisted of 636 faculty selected from 53 participating core institutions. A total of 495 faculty participated, for a response rate of 82 percent. The institution survey was limited to the 120 participating institutions that had provided lists of faculty and/or confirmed their participation prior to September 1, 1992. Ninety four of these institutions responded to the institution questionnaire for a response rate of 78 percent (82 percent for the core institutions and 76 percent for the augmented sample).

The results of the field test informed the design of the full-scale study. A detailed discussion of the procedures and results of the 1992 field test appears in the *1992-93 National Study of Postsecondary Faculty Field Test Report* (U.S. Department of Education, National Center for Education Statistics, Washington, D.C., February 1994 [NCES 93-390]).

1.6 NSOPF:93 Full-Scale Study

For the NSOPF:93 full-scale study, the sample sizes were increased from 480 institutions and 11,013 faculty (in 1988), to 974 institutions and 31,354 faculty. The larger sample sizes allowed for more detailed comparisons and higher levels of precision at both the institution and faculty levels. The sample was also augmented to provide data about faculty in the humanities; faculty in these disciplines were oversampled, as were black, non-Hispanic; Hispanic; Asian/Pacific Islander; and full-time female faculty. As in the 1988 study, the sample consisted of public and private not-for-profit two- and four-year (and above) higher education institutions stratified by a modified Carnegie classification and by faculty size. Institutional recruitment for the full-scale

study began in October, 1992, when recruitment packets were mailed to the Chief Administrative Officers of 789 institutions. A supplemental sample of 185 institutions was added to ensure adequate representation across all strata. Of the 974 institutions in the total sample, 12 were found to be ineligible. Of the 962 eligible institutions, 817 institutions (85 percent) agreed to participate in the study (i.e., to provide lists of faculty employed during the 1992 Fall Term, that is, the term in progress on October 15, 1992). The faculty sample was selected from these 817 institutions. In 1993, questionnaires that asked primarily about the 1992 Fall term were mailed to institutions and faculty. The target sample for the faculty survey consisted of 31,354 faculty selected from 817 participating institutions. Of these, 1,590 were found to be ineligible. Of the 29,764 eligible faculty, 25,780 (87 percent) completed questionnaires either by self-administration or by a computer-assisted telephone interview (CATI).

Institution questionnaires were mailed to institution representatives at all 962 eligible institutions, including those that did not supply a list of faculty. Of the eligible institutions, 872 (91 percent) completed an institution questionnaire.

Because of indications in the data that some faculty (including part-time faculty and faculty in the health sciences) may have been systematically undercounted on some faculty lists, a subsample of institutions were recontacted after the field period to resolve discrepancies in faculty counts between the faculty lists and counts of full- and part-time faculty reported in the institution questionnaire. Adjustments to sampling weights were made on the basis of corrected faculty counts.

A number of descriptive and technical reports from NSOPF:93 have been released to the public. *Faculty and Instructional Staff: Who Are They and What Do They Do?* [NCES 94-346] presents information on faculty from the NSOPF:93 faculty survey and *Institutional Policies and Practices Regarding Faculty in Higher Education* [NCES 97-080] presents information on faculty from the NSOPF:93 institution-level survey; the *1992-93 National Study of Postsecondary Field Test Report* [NCES 93-390] and *1993 National Study of Postsecondary Faculty Methodology Report* [NCES 97-467] provide technical information on how the study was designed and conducted. The *1993 National Study of Postsecondary Faculty Data File Users' Manual Public-Use Institution File and Restricted-Use Faculty File* [NCES 97-466] guides researchers in using NSOPF data, the various data files, and derived variables. The *1993 National Study of Postsecondary Faculty Users' Manual Public-Use Faculty and Institution Data* [NCES 98-287] provides analysts with information to use and interpret the public-use NSOPF-93 data. A series of reports focusing on key issues are also available, with others still in development. Currently published and available are *Retirement and Other Departure Plans of Instructional Faculty* [NCES 98-254]; *Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992* [NCES 97-470], and *Characteristics and Attitudes of Full-time Instructional Faculty and Staff in the Humanities* [NCES 97-973]. Another report, *New Entrants to the Full-Time Faculty of Higher Education Institutions* [NCES 98-252] was released in October 1998. Other planned publications include reports on part-time faculty, faculty in two-year institutions, and women and minority faculty.

In addition to publications, NCES has released several electronic products from NSOPF:93, including a faculty data file that is restricted to organizations who obtain a licensing agreement from NCES, a public use institution data file, a public use faculty file (containing fewer variables, and some categories collapsed to minimize the risk of individual disclosure) electronic codebooks for both the faculty and institution files, and a data analysis system (DAS) for the faculty data. Using the DAS, researchers are now able to run simple cross-tabulations of their

own, reducing the need to acquire a licensing agreement. Special tabulations can also be provided to the public, through the National Education Data Resource Center (NEDRC).

NSOPF publications and data can be accessed electronically through NCES's World Wide Web site at: <http://nces.ed.gov>. The NSOPF homepage can be connected directly through: <http://nces.ed.gov/surveys/nsopf/>.

1.7 Background: NSOPF:99

The third cycle of the National Study of Postsecondary Faculty (NSOPF:99) is being conducted in response to a continuing need for data on faculty and instructors—persons who directly affect the quality of education and the type, quality, and quantity of research in postsecondary institutions. Faculties are the pivotal resource around which the process and outcomes of postsecondary education revolve. They determine curriculum content, student performance standards, and the quality of students' preparation for careers. Faculty members perform research and development work upon which this nation's technological and economic advancement depend. For these reasons, it is essential to understand who they are; what they do; and if, how, and why they are changing.

Like its predecessors, NSOPF:99 is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). Additional support for the study is provided by the National Endowment for the Humanities (NEH) and the National Science Foundation (NSF).

The third cycle of NSOPF will expand the database about faculty in important ways. It will allow for comparisons to be made over time and will examine emerging issues not covered in previous cycles, such as the role of distance education and new technologies in education.

1.8 Design of the NSOPF:99 Field Test

The NSOPF:99 field test consisted of two overlapping components, institution recruitment and an institution survey, and a faculty survey. Institution recruitment and data collection involved:

- recruiting sampled institutions to participate in the study
- collecting a complete list of faculty from participating institutions, for use as a sampling frame
- collecting an institution questionnaire (including an initial questionnaire mailout with mail, telephone, and e-mail follow-up)
- following-up institutions for return of the lists, questionnaires, and related documentation
- evaluating the completeness and accuracy of the faculty lists
- processing the lists and sampling faculty

The faculty component consisted of a faculty survey, including the initial questionnaire mailout, mail, telephone, and e-mail follow-up, and processing of questionnaires (both paper and

electronic). Computer-assisted telephone interviewing (CATI) was conducted with faculty who did not complete the paper or Web versions of the questionnaire.

The NSOPF:99 field test featured several innovations and methodological experiments. Both institution and faculty respondents were able to complete versions of their questionnaire over the world-wide web, as well as via mail and telephone. Image scanning was used to process all mail questionnaires. E-mail was used extensively to prompt both faculty and institution respondents and to communicate with respondents.

Four methodological experiments were also conducted as part of the field test. These included experiments to increase unit response rates, speed the return of mail questionnaires, increase data quality, and the overall efficiency of the data collection process. The experiments involved the use of:

- *Prenotification* – the effect of a personalized prenotification letter versus no prenotification.
- *Prioritized mail* – sending the questionnaire packet via two-day priority mail versus first class mail.
- *Streamlined instrument* – the effect on data quality of using a scannable, streamlined two-column questionnaire design versus a more conventional design, similar to the 1993 instrument.
- *Timing of CATI attempt* – attempting a CATI interview at the time of the first telephone contact versus an attempt to complete a telephone interview at a later contact for non-responding faculty.

Another focus of the field test was the effort to reduce discrepancies between the faculty counts derived from the list of faculty provided by each institution and those provided in the institution questionnaire. Changes introduced to reduce discrepancies included providing clearer definitions of faculty eligibility (with consistency across forms and questionnaires) and collecting list and institution questionnaire data simultaneously with the objective of increasing the likelihood that both forms would be completed by the same person and evidence fewer reporting inconsistencies.

1.9 Preparation for the NSOPF:99 Field Test

Initial meeting. On August 8, 1997 representatives of Gallup, NCES, and NSF met to review the plan for the field test. Among the issues discussed were the: project schedule; field test experiments; design changes in the questionnaires; innovations for NSOPF:99, including the use of image scanning to process paper instruments; the development of web versions of the questionnaires; and plans for OMB submission.

National Technical Review Panel meeting. The first meeting of the NSOPF:99 National Technical Review Panel (NTRP) was held in Washington, DC, on March 18-19, 1997. The meeting was convened to update the NTRP on the status of the project and upcoming contract

award for NSOPF:99,² to review the Institution Questionnaire and discrepancies in faculty estimates in the 1993 NSOPF, and to devise strategies for improving the questionnaire and accuracy of faculty counts.

The second NTRP meeting was held at the Hyatt Regency-Crystal City in Arlington, Virginia, on October 28-29, 1997. The meeting focused primarily on a review of the faculty questionnaire. Other topics discussed included the design for field test and full-scale study, the field test experiments, innovations planned for NSOPF:99, emerging faculty issues, and maintaining comparability between the 1999 and 1993 datasets. It was noted that prior NTRP comments on the Institution Questionnaire, which were provided prior to the award of the present contract, were forwarded to Gallup by NCES, and were used in developing and refining the NSOPF:99 field test instrument. The minutes for the second NTRP meeting appear in Appendix B.

Consultations and literature review. NSOPF project staff reviewed documentation of prior NSOPF studies, and related survey literature that might be helpful to NSOPF:99. In addition, they held discussions with representatives of organizations concerned with higher education issues, and with researchers involved in related data collection projects. The objective of these discussions was to ensure that NSOPF met the needs of the higher education community, addressed important and emerging issues, and did not duplicate other studies.

Transfer of materials from the previous contractor. To inform and facilitate data collection for both the NSOPF:99 field test and the full-scale study NCES, requested all relevant survey materials from the previous contractor. The materials included: (1) all institution recruitment materials for field test and full-scale study (i.e., electronic and paper faculty lists, catalogues, records of calls, recruitment forms, etc.); (2) paper copies of all Institution Questionnaires for the field test and full-scale study; (3) discrepancy data for field test and full-scale study contained in the SMS (Status Monitoring System) discrepancy module; and (4) an electronic file of the institution sample selection probabilities for the field test (i.e., data elements similar to what was supplied for the overlap sample for the full-scale study. All of these materials were delivered to Gallup prior to the start-up of the field test.

Initial pretest of paper questionnaires. Initial drafts of the Faculty Questionnaire were pretested with members of the NTRP. The pretest results were reviewed with NCES and Gallup project staff, after which the questionnaires were revised prior to submission to ED's Information Management Group (IMG) and OMB.

Testing of electronic instruments. Electronic instruments developed for the NSOPF:99 field test include versions of the institution and faculty questionnaires for the world-wide web, and a computer-assisted telephone interview (CATI) version of the Faculty Questionnaire. In each instance, Gallup staff first reviewed paper drafts of online text and skip patterns before a test version of the questionnaire was brought online. Gallup and NCES reviewers then proceeded to exhaustively test the online version. Reviewers evaluated the format of each question for readability and user-friendliness, reviewed text for accuracy, and checked all skip patterns. Each instrument was also evaluated for response time, and for the ease of completing the questionnaire in multiple sessions (e.g., returning to skipped items at a later time, etc.).

² This meeting occurred under the auspices of NCES, prior to the award of the NSOPF:99 contract. All potential bidders were invited. The NSOPF:99 contract was awarded on July 28, 1997.

OMB clearance packages. Two OMB packages were prepared for the field test. The first package sought clearance for the faculty list collection procedures and Institution Questionnaire for the field test and full-scale study. The second package requested clearance for the faculty questionnaire for the field test and full-scale study. NCES and Gallup staff prepared responses to OMB questions about various aspects of the field test and full-scale study. Clearance for the institutional component of the study was received on November 21, 1997. Clearance for faculty data collection was received on January 27, 1998. In both instances, OMB clearance was received later than expected. In the case of the institution component, this necessitated a mailing to institutions just prior to the holiday season and winter break, which lengthened the field period necessary to collect the faculty lists and questionnaires. Delays in receiving OMB clearance necessitated introducing modifications in the sampling, data collection, and project schedule.

Final questionnaire revision. Based on feedback received from IMG and OMB staff, final revisions to the paper questionnaires were introduced, and the instruments were finalized and printed. Versions of the faculty and institution questionnaires were then developed for the world wide web, and a CATI version of the faculty questionnaire was also developed. (See Appendix N for a copy of the faculty questionnaire). Image scanning programs were developed to process self-administered questionnaires.

Related preparatory activities. Other key activities conducted in preparation for the field test included:

- development of a Status Monitoring System (SMS) to track institutional cooperation, questionnaire receipts and outcomes of follow-up activities;
- development of a special SMS module to flag discrepancies between list and institution questionnaire faculty counts, and to provide comparisons with NSOPF historical data and data derived from the Integrated Postsecondary Education Data System (IPEDS);
- development of forms and instructional materials for institutional recruitment and list collection;
- development of training materials for both institution and faculty follow-up;
- training materials of telephone interviewing staff to prompt institutions and faculty and conduct CATI interviews with non-responding faculty.

1.10 NSOPF:99 Field Test Objectives

Each component of the NSOPF:99 field test has been assessed both separately and in conjunction with other features of the study. In evaluating the adequacy of paper and electronic questionnaires, respondent and interviewer feedback has been utilized, as well as aggregate data on item non-response. The field test had a number of key objectives:

- Determine parameters for the overlap sample design
- Evaluate revised procedures for obtaining the cooperation of institution staff
- Evaluate completeness and accuracy of faculty list and questionnaire data
- Assess discrepancies in faculty counts and evaluate new procedures for minimizing discrepancies between the questionnaire and list counts
- Evaluate adequacy of revised mail/electronic/CATI questionnaires
- Evaluate data collection procedures for maximizing response rates
- Evaluate data quality

In this report, we evaluate each of these objectives and present recommendations for improving the various features of the study design for the NSOPF:99 full-scale study.

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II. QUESTIONNAIRE DEVELOPMENT

This chapter provides a description of the questionnaires that were developed and used in the NSOPF:99 field test: the institution questionnaire and the faculty questionnaire. Both instruments were designed as mail, self-administered questionnaires (SAQ). In addition to the paper questionnaires, electronic versions of the institution and faculty instruments were developed for use on the World Wide Web (WWW), and a CATI (computer assisted telephone interview) version of the faculty questionnaire was developed for use during the follow-up data collection effort for non-respondents.

2.1 Overview

Gallup was principally responsible for developing and designing the faculty and institution questionnaires. The topics and content of the instruments built upon the 1993 NSOPF questionnaires and input received in meetings with members of the National Technical Review Panel (NTRP), and representatives from NCES, NEH, and NSF. (Appendices A and B contain the minutes of two NTRP meetings along with a list of participants.) Those meetings, which took place in March 1997 and October 1997, were held to reassess the relevance of policy issues covered in NSOPF:93; to discuss emerging faculty issues for potential inclusion as new survey questions in NSOPF:99; and to determine whether to maintain, revise, or delete items in the NSOPF:99 questionnaires.

2.2 Questionnaire Development

Several research and policy concerns guided questionnaire development. One of the overriding objectives was to preserve as many of the 1993 items as were relevant and feasible. But this goal had to be balanced with the need to address recent policy issues that had emerged since the previous round of the study. In order to balance these aims, it was necessary to identify, to revise, or to eliminate some questionnaire items that were considered problematical or were no longer relevant to the current issues.

The review and revision process benefited from input from several sources, including the results of the 1993 study, other postsecondary education surveys, the expertise of the NSOPF:99 NTRP, the expertise of NCES, NSF, and NEH staff, and project staff and consultants.

The 1993 institution and faculty questionnaires were used as a point of departure in determining which items should initially be preserved, expanded, revised, or deleted for the NSOPF:99 field test. In developing these earlier instruments a variety of related postsecondary education studies were consulted in developing the questionnaires, and some of their items were incorporated into the questionnaires for the previous field test and full-scale study. Many of these items were maintained in the 1999 NSOPF field test instruments. Exhibits 2-4 and 2-5 identify the sources of items in the faculty and institution questionnaires by content area and link specific questions to the 1993 instruments and by extension to the 1999 instruments.

2.3 Institution Questionnaire

The institution questionnaire was divided into four major sections, focusing on full-time faculty and instructional staff, part-time faculty and instructional staff, all faculty and instructional staff, and a respondent information section. The institution questionnaire included items about:

- the number of full- and part-time faculty (i.e. instructional and non-instructional), as well as instructional personnel without faculty status, and their distributions by employment (i.e. full-time, part-time) and tenure status (based on the definitions provided by the institution);
- institutional tenure policies and changes in policies on granting tenure to faculty members;
- the impact of tenure policies on the number of new faculty and on career development;
- the growth and promotion potential for existing non-tenured junior faculty;
- the procedures used to assess the teaching performance of faculty and instructional staff;
- the benefits and retirement plans available to faculty; and
- the turnover rates of faculty at the institution.

Exhibit 2-1 provides a crosswalk between the 1999 and 1993 NSOPF institution questionnaire items. It identifies the source questions incorporated from the 1993 NSOPF full-scale study questionnaires into the 1999 field test questionnaire and the status of the item in the field test questionnaire. As indicated, three of the questions are new to the 1999 field test questionnaire, 15 questions were revised, and 8 remained unchanged. See Appendix J for a copy of the 1999 Field Test Institution Questionnaire and Appendix K for a copy of the 1993 Institution Questionnaire.

Exhibit 2-1: Crosswalk of 1999 and 1993 NSOPF institution questionnaires

1999 NSOPF field test question number	Status of item	1993 NSOPF full scale study source question number
1. Count of FT/PT faculty	Revised	1
2. Change in faculty over past five years	New	
3. Institution policies regarding full-time faculty	New	
4. Tenure system	Revised	5
5. Faculty changes between 1996 and 1997	Revised	2
6. Number considered for/granted tenure	No change	8
7. Maximum number of years on tenure track	No change	9
8. Institution policies regarding tenure	Revised	10
9. Other actions to reduce tenured faculty	No change	10c (Essentially no change)
10. Number of full time positions seeking to fill in 1997	Revised	3
11. Full-time retirement plans	Revised	12
12. Full-time employee benefits	Revised	13
13. Full-time employee benefits	Revised	13
14. Percent of salary contributed to full-time benefits	No change	14
15. Full-time union representation	No change	19
16. Assessing teaching performance	Revised	18
17. Retirement plans for part-time faculty	No change	34
18. Retirement plans for part-time faculty	No change	35
19. Criteria for eligibility in retirement plans	New	
20. Part-time employee benefits	Revised	37
21. Part-time employee benefits	Revised	37
22. Criteria for eligibility for part-time employee benefits	Revised	39, 40
23. Percent of salary contributed to part-time benefits	No change	38
24. Union representation	No change	43
25. Assessing teaching performance of part-time faculty	Revised	42
26. Undergraduate instruction	Revised	17, 41

2.4 Faculty Questionnaire

The faculty questionnaire for the field test study was divided into seven sections dealing with the respondents' employment, academic and professional background, institutional responsibilities and workload, job satisfaction, compensation, socio-demographic characteristics, and opinions. As in the 1993 version, the revised field test questionnaire was designed to emphasize behavioral rather than attitudinal questions in order to collect data on who the faculty are, what they do, and whether, how and why the composition of the nation's faculty is changing. The questionnaire addressed:

- background characteristics and academic credentials;
- workloads and time allocation between classroom instruction and other activities such as research, course preparation, consulting, work at other institutions, public service, doctoral or student advising, conferences, and curriculum development;
- compensation and the importance of other sources of income, such as consulting fees, royalties, etc. or income-in-kind;
- the number of years spent in academia, and the number of years with instructional responsibilities;
- roles and differences, if any, between full- and part-time faculty in their participation in institutional policy-making and planning;
- faculty attitudes toward their jobs, their institutions, higher education, and student achievement in general;
- changes in teaching methods, and the impact of new technologies on instructional techniques;
- career and retirement plans;
- differences between those who have instructional responsibilities and those who do not have instructional responsibilities, such as those engaged only in research; and
- differences between those with teaching responsibilities but no faculty status and those with teaching responsibilities and faculty status.

Exhibit 2-2 provides a crosswalk between the 1999 and 1993 NSOPF faculty questionnaire items. It identifies the source questions incorporated from the 1993 NSOPF full-scale study questionnaires into the 1999 field test questionnaire and the status of the item in the field test questionnaire. As Exhibit 2-2 indicates, 27 items remained unchanged, 38 items were revised from the 1993 questionnaire, and 37 new items were added. See Appendix N for a copy of the 1999 Field Test Faculty Questionnaire, and Appendix P for a copy of the 1993 Faculty Questionnaire.

Exhibit 2-2: Crosswalk of 1999 and 1993 NSOPF faculty questionnaires

1999 NSOPF field test question number	Status of item	1993 NSOPF full scale study source question number
1	No change	1
2	No change	1a
3	Revised	2
4	Revised	3
5	No change	4
6	Revised	4a
7	New	
8	No change	6
9	No change	9
10	No change	10
11	Revised	7
12	Revised	8
13	Revised	11
14	No change	5
15	Revised	12
16	Revised	13
17	Revised	14
18	Revised	15
19	Revised	16
20	New	
21	New	
22	New	
23	New	
24	New	
25	Revised	17
26	Revised	17a
27	New	
28	New	
29	New	
30	New	
31	Revised	19
32	New	
33	New	
34	Revised	19
35	Revised	20
36	Revised	36
37	Revised	37
38	Revised	21
39	Revised	22
40	New	
41	New	
42	New	

1999 NSOPF field test question number	Status of item	1993 NSOPF full scale study source question number
43	New	
44	New	
45	New	
46	No change	22a
47	Revised	23
48	New	
49	New	
50	New	
51	No change	24
52	Revised	24a
53	New	
54	New	
55	New	
56	New	
57	New	
58	Revised	25
59	New	
60	New	
61	No change	26
62	No change	27
63	Revised	28
64	Revised	29
65	No change	30
66	No change	31
67	Revised	32
68	Revised	33
69	Revised	34
70	Revised	35
71	New	
72	New	
73	New	
74	No change	38
75	Revised	39
76	Revised	40
77	No change	41
78	No change	42
79	No change	43
80	New	
81	No change	44
82	New	
83	New	
84	No change	45
85	No change	46
86	Revised	47
87	New	
88	No change	48
89	Revised	49

1999 NSOPF field test question number	Status of item	1993 NSOPF full scale study source question number
90	No change	50
91	No change	51
92	No change	52
93	Revised	54
94	Revised	53
95	New	
96	New	
97	No change	55
98	No change	56
99	No change	57
100	Revised	58
101	Revised	59
102	Revised	60

2.5 Questionnaire Design and Pretesting

2.5.1 Questionnaire Design

In order to provide institutions and faculty with flexibility in responding to their respective surveys multiple versions of the two questionnaires were developed. Self-administered paper (SAQ) and self-administered web (WEB) versions of the institution questionnaire were prepared. Although rare, an institutional respondent could also complete the questionnaire by telephone. In those instances, the paper version of the questionnaire was used to administer the interview. Similarly, faculty had two questionnaire options initially; they could complete a self-administered paper³ or a web version of the faculty questionnaire. A CATI version of the faculty questionnaire was also developed and administered to non-responding faculty.

The questionnaire development process involved first developing a paper version of the two questionnaires. Once the paper version was finalized and readied for printing, web versions of the questionnaires could then be developed and tested. Adjustments in the questionnaire design and format were required to accommodate the web technology. Gallup employed two distinct web softwares for the questionnaires which permitted testing this new technology. The web version of the institution questionnaire was written in *Quancept*, a HTML-based language with strong error-check and edit-check features, but with limited capabilities in terms of producing grids and skipping across pages. The web version of the faculty questionnaire was written directly in HTML, allowing complete flexibility in order to reproduce the look of the paper version, but still incorporating features of web technology to improve data collection.

The CATI version of the faculty questionnaire was the last instrument to be developed since it was intended for use with non-respondents. Gallup used Survent software to program the CATI instrument. The paper questionnaire was adapted for telephone administration, requiring changes to the introductory statements, rewording instructions to make them appropriate for

³ In fact, two versions of the paper Faculty Questionnaire were developed as part of a field test experiment (see Chapter V for details of the experiment). One version of the SAQ was “streamlined” in design and format and was also optically scannable. The other version was considered “conventional” in design, resembling the design and format used in the NSOPF:93 questionnaire. The conventional questionnaire was not scannable.

communication by interviewers, and formatting changes to facilitate programming into a computer system.

2.5.2 Pretesting

Each version of the questionnaire was subjected to rigorous testing by interviewers and project staff before being finalized. The paper and web versions of the faculty and institution questionnaires were also pretested by members of the NTRP and by NCES. Feedback was collected, the questionnaires were modified accordingly, and subjected to further testing before they became operational. Both the web questionnaire and the CATI system were closely monitored while in use to ensure that the systems were problem-free and operational.

2.6 Respondent Feedback

Respondents to both the institution and faculty questionnaires were also given the opportunity to provide feedback on the survey instruments. A small number of respondents to both the faculty and institution questionnaires took this opportunity to comment on the questionnaires, or to express their feelings about the study in general. Respondents were encouraged to write their comments either at the end of the survey in a designated comments section or directly alongside the items. On the web version, respondents were given a page at the end of the survey to record their comments. Respondents to the CATI interview for the faculty study were asked to provide their feedback directly to the interviewer at the end of the interview session.

2.6.1 Respondent Feedback to the Institution Questionnaire

The small number of comments provided on the institution questionnaire were mainly question-specific, explaining responses to items, or providing reasons why the item could not be answered for that institution. Unlike the 1992 field test, when respondents to the institution questionnaire had many comments about the definition of faculty, there were no concerns about how to interpret this terminology in the 1998 field test. In fact, several comments provided to Question 1 indicate a real understanding of the requested interpretation of faculty and instructional staff. A sampling of the comments appears immediately below.

“In addition (not counted in faculty counts), this institution has 72 faculty classified as ‘geographic full-time.’ These faculty, while not employed by the college, provide significant educational/teaching/service functions which benefit the college.”

“Only 10 of these people (61 reported part-time faculty and instructional staff) have part-time appointments greater than 50 percent. Also included is each person who teaches music lessons.”

“Also has 5 voluntary faculty (not counted in faculty counts) who were not employed for pay by the institution, and were not paid by a religious order either. Their service is completely voluntary, and part-time.”

Most of the comments to the web version of the institution questionnaire focused on explaining discrepancies in counts of faculty and instructional staff between Question 1a and Question 5. The web survey had built into it strict checks to ensure consistency between these questions, yet many institutions had inconsistencies they wanted to report. Since the survey would not allow for this, comments focused on explaining the differences.

2.6.2 Respondent Feedback to the Faculty Questionnaire

Comments written on the (paper) faculty questionnaire can be classified into three groups: (1) problems answering specific items; (2) explaining unusual situations that made the entire questionnaire challenging to complete; and (3) general comments and complaints about the survey. Specific items mentioned in the comments section included difficulties with the compensation items, and the term “academia.” A sample of respondent comments follows.

“It is nearly impossible for me to estimate my income over a calendar year...”

“I had to dig out some of the personal financial information. Hard to understand the difference between consulting and a PRI.”

“Outside income is none of this inquiry’s business. If I make \$1 million annually aside from the institution or 5 cents, it is my business alone.”

“Does ‘academic’ only include colleges and universities? For example, is substitute teaching or teaching privately or in non-traditional settings non-academic?”

“The term ‘academia’ is poorly defined. Does it include government or other research institutions? Does it include research institutions associated with a university? (Example: Government lab on a university campus where scientists work with faculty and graduate students.)”

“I consider my ten years of teaching at the secondary level to be working in the academic world. The section on page 9 was misleading because of my belief. I would suggest clarifying this by using the adjective postsecondary with academic.”

Some of the unusual situations mentioned by respondents included athletic coaches, faculty at vocational technology schools and community colleges, library instructors, academic surgery instructors, and part-time evening instructors. General comments and complaints about the survey included concern about the length of the instrument, the complexity of many of the items, and the timing of the survey converging with the end of the academic year.

2.7 Respondent Burden: Questionnaire Administration Time

A major objective of the field test was to estimate the burden of completing the faculty questionnaire. One key indicator of burden is the length of time reported by faculty members to complete the instrument. Exhibit 2-3 shows the timings for the field test faculty questionnaire by mode of survey administration. The average amount of time respondents reported it took to complete the self-administered questionnaire across all three modes was 57.5 minutes. The timings ranged from a low of 50.06 minutes for the web questionnaire to a high of 59.11 minutes to complete the paper (scannable) version of the instrument.

Exhibit 2-3: Timings for faculty questionnaire by mode of survey administration

Mode	Cases with timing reported	Minimum	Maximum	Mean
Paper				
Nonscannable	140	20	360	57.47
Scannable	131	20	190	59.11
CATI	54	23	120	56.15
Web	20	23	113	50.06
Overall				57.49

Timings were not requested for the institution questionnaire, though a pre-test of 9 members of the National Technical Review Panel showed the instrument to take approximately 60 minutes to complete. The web version of the survey was able to automatically record the time spent on the survey instrument. This estimate is likely to be an overestimate of the timing, since it is recording the amount of time the survey is “live” on a respondent’s screen and not the amount of time actually spent completing the survey. The average time recorded for web users was 64.4 minutes.

Exhibit 2-4: NSOPF institution questionnaire—content and linkage of items between 1999 and 1993 NSOPF cycles

Content area	NSOPF:99 field test institution question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
General instructions	General instructions	General instructions	Reference date changed from October 15 th to October 1 st . Information on answering electronically provided. Instructions to aid in scanning provided.
Glossary: Comparison to IPEDS categories	New		
Glossary: Special Note to maintain consistency with list counts	New		
Reminder before Q1: Information about Health Sciences faculty	New		

Content area	NSOPF:99 field test institution question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
Numbers of full/part-time faculty/staff, Fall 1997	1 Revised	1	Change in response categories: Omitted full/part-time non-instructional faculty counts.
Section A: Full-time Faculty and Instructional Staff Change in total number of full-time faculty and instructional staff over past 5 years	2 New		
Policies to decrease the number of full-time faculty and instructional staff	3 New		
Availability of tenure system	4 Revised	5	Change in response categories: Added category "Currently no tenure system, but have tenured staff."
Changes in full-time faculty and instructional staff between 1996 and 1997 Fall Terms	5 Revised	2	Wordings change: Did not limit counts to "permanent" faculty. Added area for respondents to explain any discrepancies between Question 5 and Question 1a. Change in response categories: Asked for separate counts for tenured; non-tenured but on tenure track; non-tenured, not on tenure track. Deleted count of faculty/staff who left because of downsizing.
Number of staff considered for/granted tenure	6	8	
Maximum number of years on tenure track	7	9	

Content area	NSOPF:99 field test institution question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
Changes in tenure policy in last 5 years	8 Revised	10	Changes in response categories: Added “8a. Changed policy for granting tenure to full-time faculty and instructional staff.” Added “8c. Reduced the number of tenured full-time faculty and instructional staff through downsizing.” Added “8e. Discontinued tenure system at the institution.” Added “8f. Offered early or phased retirement to any tenured full-time faculty or instructional staff (If yes, write in the number of full-time faculty and instructional staff who took early retirement during the past five years).”
Other actions to reduce number of tenured faculty	9 Revised	10c	Change in wording: From: “Has your institution taken any other actions designed to lower the percent of tenured full-time instructional faculty/staff?” to: “Has your institution taken any other action(s) that reduced the number of tenured full-time faculty and instructional staff at your institution?”
Number of full-time positions institution sought to hire	10 Revised	3	Change in wording: Did not limit to number of “permanent” positions seeking to fill.
Retirement plans available to full-time faculty and instructional staff	11 Revised	12	Change in wording: Did not limit to retirement plans available to “permanent” full-time faculty and instructional staff. Change in response categories: Changed “Other 403B plan” to “Other 403 plan.”

Content area	NSOPF:99 field test institution question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
Employee benefits (full-time)	12,13 Revised	13	<p>Change in wording: Did not limit to benefits available to “permanent” full-time faculty and instructional staff.</p> <p>Change in response categories: Split into two questions. Question 12 asked whether the benefits were fully, partially, or not subsidized for key benefits (health insurance, life insurance, disability insurance, medical insurance for retirees, child care). Question 13 only asked if additional benefits were available to any full-time faculty or instructional staff, without asking about subsidization. In 1993, subsidization was asked of all benefits. Deleted from the 1993 benefits were “Meals.” On the 1997 list, “Maternity leave” and “Paternity leave” were expanded to include “Maternity leave, paid or unpaid” and “Paternity leave, paid or unpaid.”</p>
Percent of salary contributed by institution to benefits	14 Revised	14	<p>Change in wording: Did not limit to “permanent” full-time faculty and instructional staff.</p>
Collective bargaining	15	19	
Teacher assessment	16 Revised	18	<p>Change in wording: Asked respondents to distinguish whether the assessments are part of department and/or institution policy. “Are any of the following used as part of institution or department policy in assessing...”</p> <p>Change in response categories: Response choices were changed from “Yes, No, Don’t Know” to “Institution Policy, Department Policy, Not Used, Don’t Know.”</p>

Content area	NSOPF:99 field test institution question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
Section B: Part-time Faculty and Instructional Staff Availability of retirement plans	17	34	
Retirement plans available to part-time faculty and instructional staff	18	35	
Criteria for eligibility for retirement plans	19 New		
Employee benefits (full-time)	20,21 Revised	37	Change in response categories: Split into two questions. Question 20 asked whether the benefits were fully, partially, or not subsidized for key benefits (health insurance, life insurance, disability insurance, medical insurance for retirees, child care). Question 21 only asked if additional benefits were available to any full-time faculty or instructional staff, without asking about subsidization. In 1993, subsidization was asked of all benefits. Deleted from the 1993 benefits were “Meals.” On the 1997 list, “Maternity leave” and “Paternity leave” were expanded to include “Maternity leave, paid or unpaid” and “Paternity leave, paid or unpaid.”
Eligibility criteria for benefits	22 Revised	39,40	Change in wording: Deleted Question 40, and asked respondents to write in the criteria that must be met.
Percent of salary contributed by institution to benefits	23	38	
Collective bargaining	24	43	

Content area	NSOPF:99 field test institution question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
Teacher assessment	25 Revised	42	<p>Change in wording: Asked respondents to distinguish whether the assessments are part of department and/or institution policy. “Are any of the following used as part of institution or department policy in assessing...”</p> <p>Change in response categories: Response choices were changed from “Yes, No, Don’t Know” to “Institution Policy, Department Policy, Not Used, Don’t Know.”</p>
Percent of undergraduate instruction by staff type	26 Revised	17,41	<p>Wording change: From: “What percentage of undergraduate instruction, as measured by total student credit hours taught, is carried by [full-time/part-time] instructional faculty/staff?” To: “What percentage of <i>undergraduate</i> student credit hours were assigned to the following staff?”</p> <p>Change in response categories: Response categories were changed from ranges of percentages to percent of undergraduate instruction assigned to full-time faculty or instructional staff, part-time faculty or instructional staff, teaching assistants, and others. Respondents were asked to make categories add to 100 percent.</p>

Exhibit 2-5: NSOPF Faculty questionnaire--content and linkage of items between 1999 and 1993 NSOPF cycles

Content area	NSOPF:99 faculty question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
General instructions	General instructions	General instructions	Wording Change: Reference date changed from October 15 th to October 1 st . Information on answering electronically provided. Instructions to aid in scanning provided. Contact person and e-mail address listed.
Nature of employment	1	1	Same
	2	1A	Same
	3	2	Change in response categories: Technical activities and Community/Public Service collapsed into “other” category. New “equal responsibilities” category.
	4	3	Change in response categories: “No, I did not have faculty status” changed to “No, I did not have faculty status, although others did.” “Don’t know” category added.
	5	4	Same
	6	4A	Change in response categories: Respondents are asked to specify “Other reasons.”
	7 New		
	8	6	Same
	9	9	Same
	10	10	Same
	11	7	Change in response categories: Categories for non-tenured changed from “Not on tenure track,” “No tenure system for my faculty status,” and “No tenure system at this institution” to say “Not on tenure track, no tenure status for my position,” “Not on tenure track, but there is tenure status for my position,” and “Not on tenure track/no tenure system at this institution.”
	12	8	Change in response categories: Changed “Unspecified duration” to “Unspecified duration, or tenured.” Changed “A limited number of years” to “Two or more academic/calendar years.”

Content area	NSOPF:99 faculty question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
	13	11	Change in response categories: Added “Postdoctoral.” Changed “None of the above” to “Other (Please specify).” Allowed respondent to answer yes or no to each item instead of asking them to circle all that apply.
	14	5	Change in response categories: Added a category for “Higher Education”
	15	12	Change in response categories: Added a category for “Higher Education”
	16	13	Change in response categories: Added a category for “Higher Education”
Academic/ professional background	17	14	Change in response categories: Combined cum laude magna cum laude, and summa cum laude. Eliminated “none of the above.” Allowed respondent to answer yes or no to each item instead of asking them to circle all that apply.
	18	15	Change in response categories: Broadened program or residence hall assistantship to include other assistantships (e.g. work study). Collapsed “Fellowship, scholarship, traineeship, or grant.” Changed “None of the above” to “Another form of financial assistance. (Please specify)” Allowed respondent to answer yes or no to each item instead of asking them to circle all that apply.
	19	16	Wording Change: Provided examples of each type of degree. Separated “Masters of Fine Arts, Masters of Social Work” from “Other Master’s degree.” Added “Post-baccalaureate certificate.”
	20 New		
	21 New		
	22 New		
	23 New		
	24 New		
	25	17	Wording Change: New version excludes consulting work.
	26	17A	Wording Change: New version excludes consulting work.
	27 New		
	28 New		
	29 New		
	30 New		

Content area	NSOPF:99 faculty question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
	31	19	Wording Change: Question now only includes academic positions and includes positions currently held. Changes in response categories: “Type of institution” replaces “Employment sector” and only includes institutions. “Primary responsibility” categories only include academic responsibilities. “Academic rank” and “Tenure status” categories added.
	32 New		
	33 New		
	34	19	Wording Changes: Question now only includes non-academic positions since highest degree. Change in response categories: “Other postsecondary institution” added to Type of Employment category. Seven new response options in the Primary Responsibility category.
	35	20	Wording Changes: Include electronic publications in the appropriate categories that are not published elsewhere. Change in response categories: Total during past two years category has been broken into “Sole authorship/creative responsibility” and “Joint authorship/creative responsibility.”
Institutional responsibilities and workload	36	36	Change in response categories: Added a “specify” line to “All unpaid activities at this institution” option.
	37	37	Change in response categories: Split teaching into undergraduate teaching and graduate teaching. Made “Service” its own category, and collapsed “Outside consulting or freelance work” and “Other non-teaching activities.”
	38	21	Change in response categories: “Average student contact hours per week” added. Collapsed all undergraduate committees into one item. Collapsed graduate comprehensive or orals committees with examination/certification committees.

Content area	NSOPF:99 faculty question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
	39	22	Wording change: Clarified instructions to “count lab or discussion sections of a class as the same class” and provided examples.
	40 New		
	41 New		
	42 New		
	43 New		
	44 New		
	45 New		
	46	22A	Same
	47	23	Change in response categories: Additions - “Was this class considered a remedial class” and “First professional students” in the Primary Level of Students section. Deletions - “TV/Radio” in the Primary Instructional Method Used section. Added “Other” to this section.
	48 New		
	49 New		
	50 New		
	51	24	Same
	52	24A	Change in response categories: Changed “Computational tools or software” to “Computer-mediated or computer-assisted teaching”; deleted “Computer-aided or machine-aided instruction.” Added “E-mail.”
	53 New		
	54 New		
	55 New		
	56 New		
	57 New		
	58	25	Wording change: Added “supervising student teachers or interns.” Change in response categories: Changed “All other students” to “First professional students.”
	59 New		
	60 New		
	61	26	Same
	62	27	Same

Content area	NSOPF:99 faculty question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
	63	28	Wording change: Added the phrase “(either funded or non-funded)” after creative works, and specified only activities done “at this institution.”
	64	29	Change in response categories: Added “Performance” as a category.
	65	30	Same
	66	31	Same
	67	32	Wording change: Asked how many individuals were supported, “either in part or in full...”
	68	33	Change in response categories: “Don’t know” added to Total Funds category.
	69	34	Change in response categories: “research” added to “Laboratory space and supplies.” Added “Availability of teaching assistants.” “Local networks” added to the “Personal computer” response. “Internet connections” replaced “Computer networks with other institutions.” Added “Technical support for computer-related activities.”
	70	35	Change in question structure: New response options describe whether respondent used funds; did not use funds that were available; or did not use funds because they were not available. A “Don’t know option was added. This question no longer asks about the adequacy of the funds. Added “release time from teaching” as a response category.
	71 New		
	72 New		
	73 New		
	74	38	Same
Job satisfaction issues	75	39	Wording change: Added “Time available for class preparation.”
	76	40	Wording change: Added two items - “The relationship between administrators and faculty at this institution”; “The effectiveness of faculty leadership at this institution.”
	77	41	Same
	78	42	Same

Content area	NSOPF:99 faculty question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
	79	43	Same
	80 New		
	81	44	Same
	82 New		
	83 New		
	84	45	Same
	85	46	Same
Compensation	86	47	Wording change: Added items to describe what basic salary is based on: “Number of credit hours taught”; “Number of classes taught”; “Other, specify”. Added a “Not applicable” option for each item.
	87 New		
	88	48	Same
	89	49	Wording change: Added “before taxes” to the question.
	90	50	Same
Socio-demographic characteristics	91	51	Same
	92	52	Same
	93	54 54A (deleted)	Wording change: “What is your ethnicity” replaces “Are you of Hispanic decent.” The response options changed to “Hispanic or Latino”; “Not Hispanic or Latino.”
	94	53 53A (deleted)	Wording change: “Mark one or more.” Change in response categories: “Asian or Pacific Islander” changed to two categories “Asian”; and “Native Hawaiian or other Pacific Islander.”
	95 New		
	96 New		
	97	55	Same
	98	56	Same
	99	57	Same
	100	58	Wording change: Added highest level of formal education completed by spouse. Listed education items from highest to lowest. Added “First professional”, and “Vocational training” categories.

Content area	NSOPF:99 faculty question	Source question from NSOPF:93	How NSOPF:99 question differs from NSOPF:93 question
Opinions	101	59	Wording change: Changed “college teachers” to “faculty/instructional staff.” Added “Post-tenure review of faculty will improve the quality of higher education” item.
	102	60	Wording change: Added “The balance between the numbers of full- and part-time faculty employed by this institution.”
	Closing (New)		Time it took to complete the questionnaire and a “Comments” section.

III. SAMPLE DESIGN AND IMPLEMENTATION

This chapter describes the sample design and procedures used for selecting institutions and faculty for the NSOPF:99 field test.

3.1 Overview of the Design

The sample for the 1998 field test was a stratified, two-stage sample. In the first stage, a sample of 162 institutions was selected. These institutions were a subsample drawn from the 962 eligible institutions that made up the sample for the NSOPF:93. The field test sample included both institutions that took part in the 1993 study and institutions that were nonparticipants then. This design was initially introduced to test an overlap sampling design intended to increase the precision for estimates of change between NSOPF:93 and NSOPF:99.⁴ At the second stage of sample selection, approximately 500 faculty members were selected from lists submitted by the field test sample institutions. Approximately ten faculty members were selected from the lists submitted by each of 52 institutions. These 52 institutions were selected from the early cooperators in the field test; they constituted a heterogeneous group, including institutions in all 15 strata represented in the full sample of 162 institutions.

3.2 Institutional Population

Population definition. Because the field test sample was a subsample of the institutions selected from the NSOPF:93 sample, it necessarily covers the same population of institutions. This population consists of institutions in the traditional sector of postsecondary education whose accreditation at the college level is recognized by the U.S. Department of Education. Institutions were selected from the IPEDS universe into the frame for NSOPF:93 if they:

- were classified as two-year, four-year (and above), or doctorate-granting institutions;
- were public or private not-for-profit;
- offered an educational program designed for persons who have earned a traditional four-year high school diploma or a high school graduate equivalency diploma;
- offered programs that are academically, occupationally, or vocationally oriented;
- made programs available to persons other than those employed by the institution;
- offered some courses other than correspondence courses; and
- were located in the 50 states or the District of Columbia.

⁴ This design of the sample was adopted to permit analyses of the effects of deliberately controlling the overlap between the NSOPF:99 and NSOPF:93 institution samples. During the development of the sampling plan, it became apparent that a number of practical difficulties would prevent most analysts from taking advantage of the overlap between the two samples. Thus, it was determined that, while the NSOPF:99 field test institution sample would be drawn from the NSOPF:93 sample, this feature of the overlap sample design would not be implemented.

Institutions were to be excluded if they:

- were not recognized as accredited at the college level by the U.S. Department of Education;
- were classified as for-profit, or less-than-two-year institutions;
- provided only vocational, recreational, basic adult education, or remedial courses (e.g., driver training schools, real estate courses, dance schools, tax preparation schools, and the like);
- provided only in-house business courses or training; and
- were located outside the 50 states or the District of Columbia.

Institution frame. The most appropriate and readily accessible source for a complete and accurate frame of institutions is the Integrated Postsecondary Education Data System (IPEDS),⁵ a recurring set of surveys developed and maintained by NCES. IPEDS defines postsecondary education as “the provision of a formal instructional program whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or its equivalent.” This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes vocational and adult basic education. IPEDS encompasses all institutional providers of postsecondary education in the United States and its outlying areas.

The final IPEDS file for 1991-92 was used in selecting the NSOPF:93 sample; the NSOPF:99 field test sample was a subsample of these institutions. The IPEDS file included 10,144 institutions, of which 4,390 were two- and four-year private not-for-profit or public higher education institutions. The final frame for sampling eliminated 1,077 unaccredited institutions and an additional 57 accredited institutions located outside of the 50 states and the District of Columbia, leaving a total of 3,256 1991-92 IPEDS institutions. These constituted all accredited not-for-profit or public higher education institutions in the 50 states and the District of Columbia.

These institutions were stratified based on the highest degrees they offered and the amount of federal research dollars they received. These strata distinguished public and private institutions, as well as several types of institutions based on modification of the Carnegie classification system.⁶ The final fifteen strata are listed in Exhibit 3-1 below.

⁵ For more information on IPEDS data used in this study, see *IPEDS Manual for Users* (Washington, D.C.: National Center for Education Statistics, 1991 [NCES 95-724]). This manual is also distributed with IPEDS data on CD-ROM.

⁶ See *A Classification of Institutions of Higher Education*, The Carnegie Foundation for the Advancement of Teaching (Princeton, New Jersey, 1987), pages 7-8.

3.3 Faculty Population

Like NSOPF:93, the faculty universe for NSOPF:99 field test included all individuals who were designated as faculty, whether or not their responsibilities included instruction. Under this definition, researchers and administrators and other institutional staff who held faculty positions, but who did not instruct, were included in the sample. Instructional staff without faculty status were also included. Teaching assistants and teaching fellows were excluded. In instructions for preparing the lists from which the field test faculty sample was drawn, institutions were asked to use the following eligibility criteria to determine which faculty members to include on the lists:

- full- and part-time personnel whose regular assignment included instruction;
- full- and part-time individuals with faculty status whose regular assignment did not include instruction;
- permanent and temporary personnel with any instructional duties, including adjunct, acting, or visiting status; and
- faculty and instructional personnel on sabbatical leave.

Staff were to be excluded from the NSOPF:99 field test if they were:

- faculty and other personnel with instructional duties outside the U.S. (but not on sabbatical leave);
- faculty and other instructional and non-instructional personnel on leave without pay;
- graduate teaching assistants;
- military personnel who taught only ROTC courses; and
- instructional personnel supplied by independent contractors.

3.4 Stage One: Selection of Institutions

Frame for the field test institutional sample. The NSOPF:93 sample included a total of 974 institutions, of which 12 were deemed ineligible for the survey. As noted earlier, the frame for the 1993 sample was the 1991-1992 IPEDS file. Prior to sample selection in 1993, eligible institutions had been grouped into 15 strata based on their Carnegie classifications. Exhibit 3-1 shows the number of selections from each stratum. Among the eligible sample institutions, 872 completed the institutional questionnaire (the “participants”) and the remaining 90 did not (the “nonparticipants”).

Sample size for the institution sample. Based largely on the experience of NSOPF:93, it was determined that the sample size of 125 institutions initially allocated for the field test should be increased to offset any losses due to nonparticipation and ineligibility of institutions. The NSOPF:93 sample for the full-scale study was supplemented twice to compensate for losses due

to non-response, for a total increase of 23 percent beyond the initial set of selections.⁷ In NSOPF:93, this supplementation was carried out while the study was in progress. For the NSOPF:99 field test, it was decided that it would be more efficient to incorporate an allowance for non-response and ineligibility at the outset, thus minimizing any potential disruption to the field test schedule while ensuring that the targeted 85 percent participation rate would be realized. The drawbacks to this strategy involve the additional costs to the project of contacting more institutions than might be required, and the burden on institutions asked to participate. Taking into account the likely increase in refusal rates by institutions since NSOPF:93, the initial sample size was increased by almost 30 percent, from 125 to 162 institutions. Chapters IV and V discuss institution participation rates for the various components of the sample.

Exhibit 3-1: 1993 NSOPF institutional sample by stratum

Stratum	Entire sample	Participants	Nonparticipants
1: Private, other Ph.D.	46	39	7
2: Public, comprehensive	159	144	15
3: Private, comprehensive	82	71	11
4: Public, liberal arts	3	2	1
5: Private, liberal arts	68	66	2
6: Public, medical	25	20	5
7: Private, medical	10	9	1
8: Private, religious	18	18	0
9: Public, two-year	316	298	18
10: Private, two-year	10	10	0
11: Public, other	7	7	0
12: Private, other	24	19	5
13: Public, unknown	19	18	1
14: Private, unknown	7	7	0
15: Research/other public Ph.D.	168	144	24
Total	962	872	90

Note: The table includes only institutions deemed eligible for the 1993 study.

Selection of the field test sample. The field test sample was a stratified subsample of the institutions selected for the 1993 NSOPF. Separate samples were drawn to represent the 872 institutions that completed an institution questionnaire in the 1993 survey and the 90 that did not.

A sample of 148 institutions that took part in 1993 was drawn using the same 15 strata used in the earlier study. In the nine strata with 20 or fewer selections in 1993, four institutions were selected for the field test sample. (In stratum 4, there were only two cooperating institutions in 1993; both were included in the field test sample.) Otherwise, the stratum sample sizes were proportional to the number of 1993 sample institutions in the stratum. Within each of the 15 strata, the samples were selected independently using a systematic procedure. First, the institutions were sorted by size within each stratum by the total number of faculty for each institution. Second, a systematic sample was selected from each stratum. The subsampling

⁷ See *1993 National Study of Postsecondary Faculty: Methodology Report* (National Center for Education Statistics, Washington, D. C. [NCES 97-467]), page 33.

probabilities for each institution were constant within each stratum. The size variable was used solely as an implicit stratifier.

Fourteen of the field test sample institutions were drawn from the 90 nonparticipants in 1993. This portion of the field test sample included at least one selection from each of eleven strata with one or more 1993 nonparticipants; two 1993 nonparticipants were selected from the three strata (strata 2, 9, and 15) with relatively large numbers of nonparticipants in 1993. Within each stratum, the selection of nonparticipants was made via simple random sampling.

Exhibit 3-2 shows the distribution of the field test sample institutions by stratum.

Exhibit 3-2: 1998 field test sample by stratum

Stratum	1998 Field test sample						NSOPF:93	
	All Cases		1993 participants*		1993 nonparticipants*		Number	Percent
	Number	Percent	Number	Percent	Number	Percent		
1: Private, other Ph.D.	8	4.9	7	4.7	1	7.1	46	4.8
2: Public, comprehensive	26	16.0	24	16.2	2	14.3	159	16.5
3: Private, comprehensive	13	8.0	12	8.1	1	7.1	82	8.5
4: Public, liberal arts	3	1.9	2	1.4	1	7.1	3	0.3
5: Private, liberal arts	12	7.4	11	7.4	1	7.1	68	7.1
6: Public, medical	5	3.1	4	2.7	1	7.1	25	2.6
7: Private, medical	5	3.1	4	2.7	1	7.1	10	1.0
8: Private, religious	4	2.5	4	2.7	0	0.0	18	1.9
9: Public, two-year	52	32.1	50	33.8	2	14.3	316	32.8
10: Private, two-year	4	2.5	4	2.7	0	0.0	10	1.0
11: Public, other	4	2.5	4	2.7	0	0.0	7	0.7
12: Private, other	5	3.1	4	2.7	1	7.1	24	2.5
13: Public, unknown	5	3.1	4	2.7	1	7.1	19	2.0
14: Private, unknown	4	2.5	4	2.7	0	0.0	7	0.7
15: Research/other public Ph.D.	12	7.4	10	6.8	2	14.3	168	17.5
Total	162	100.0	148	100.0	14	100.0	962	100.0

*Participation or nonparticipation reflects completion of a questionnaire in the 1993 NSOPF.

3.5 Stage Two: Selection of the Field Test Faculty Sample

Selection of the subsample of institutions from which faculty were selected. The field test budget allowed for a sample of approximately 500 faculty members. Rather than spread this sample across all 162 institutions, yielding three or four selections per institution, 10 faculty members were selected from each of 52 field test sample schools. To avoid any delays in the field test, faculty were selected from among the first 52 field test institutions that returned usable faculty lists. Chapter IV provides more details about the process of recruiting institutions to take part in the field test.

The 52 institutions at which faculty selections were made are a heterogeneous group that included institutions from all but one of the 15 strata represented by the full field test sample (see

Exhibit 3-3 below). Forty-eight of these institutions had been participants in the 1993 NSOPF; the remaining four did not take part in the earlier study.

Processing the faculty lists. Once a list was received, it was inspected for completeness and logged into the Status Monitoring System (SMS). If necessary, an attempt was made to retrieve missing information. The sampling procedure consisted of two steps: determining the total number of faculty from the institution, and randomly selecting faculty from that institution.

Once a list was determined to be ready for sampling, a total count of all faculty was generated. For electronic lists (71 percent), the total number of rows represented the total number of faculty. For paper lists (26 percent), we counted the total number of faculty on the list by hand. These counts were entered into a spreadsheet, which carried out the sampling.

Selection of the faculty. The processed faculty counts were used to select samples of faculty members from each of the 52 institutions that had returned useable lists early on in data collection (as of February 24, 1998). Sampling took place between February 24 and March 5, 1998. At one of the 52 institutions, the faculty list included only two eligible members. Both of these were selected for the field test sample. At the remaining institutions, ten faculty members from each of the 52 institutions were selected via systematic sampling. Once the ten were selected, the information provided by the institution about those faculty were entered into a master database, containing a total of 512 faculty from the 52 institutions. Exhibit 3.3 shows the distribution of the 512 faculty selections by the institutional strata. More information about the composition of this sample is provided in Chapter V, where unit non-response among the sample faculty members is discussed.

The sample selection program automatically generated a 10-digit ID for each sample member. The sampled individual's experiment treatment type (01 through 16), sample number (01 through 10) and institution's ID number (6 digit IPEDS code) were combined together to generate a unique ID for each sample member. A unique six-digit PIN number was also generated for each individual for confidential web access.

The address information on each sample member was used to generate labels for mailing the initial Faculty Questionnaire packets and all subsequent mailings. All mailings were sent to the sample member's home if a home address was provided by the institution; otherwise, it was sent to the campus address until a home address could be located. Similarly, all follow-up phone calls were made to the household, unless no home phone number was available. Otherwise, phone calls were made to campus numbers until a home phone number could be located.

Exhibit 3-3: 1998 field test faculty sample by stratum

Stratum	Number of institutions	Faculty selections
1: Private, other Ph.D.	1	10
2: Public, comprehensive	8	80
3: Private, comprehensive	7	70
4: Public, liberal arts	2	20
5: Private, liberal arts	4	40
6: Public, medical	2	20
7: Private, medical	2	20
8: Private, religious	1	10
9: Public, two-year	13	130
10: Private, two-year	2	20
11: Public, other	0	--
12: Private, other	3	30
13: Public, unknown	1	10
14: Private, unknown	1	10
15: Research/other public Ph.D.	5	42
Total	52	512

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IV. INSTITUTIONAL RECRUITMENT AND LIST COLLECTION: PROCEDURES AND RESULTS

This chapter reviews the procedures used for recruiting institutions and collecting faculty lists and supplementary forms and information. It also details procedures for reviewing and processing faculty lists for sampling. As detailed in Chapter III, the field test institution sample consisted of 162 institutions, all of which were asked to complete the Institution Questionnaire and provide a list of full- and part-time faculty and instructional staff. To expedite the data collection process (which was delayed until late November by OMB clearance), the faculty sample was selected from a subsample of 52 participating institutions that had supplied lists by February 24, 1998.

Recruitment and list collection procedures for the NSOPF:99 field test were largely redesigned to streamline the recruitment and data collection process, eliminate unnecessary remails and minimize discrepancies between the Institution Questionnaire and the list of faculty/instructional staff. Several changes were instituted since the 1993 NSOPF study. These included:

- **Separate mailings to the chief administrative officer (CAO) and institution coordinator.** In the previous round of NSOPF, the recruitment packet mailed to the CAO also contained the “List Preparation Instructions,” and other survey materials to be forwarded to the person the institution designated to prepare the list of faculty. This proved inefficient, as the materials were often misrouted or forwarded to another office before an institution coordinator was named. As a result, in the 1993 study, almost half (48 percent) of sampled institutions requested a remail of the materials. For NSOPF:99, Gallup, initially, mailed an abbreviated packet (see Section 4.1.1 below for the contents) to the CAO and followed up with a telephone call to identify a coordinator. The survey packet was then sent directly to the coordinator. This new procedure minimized the need for additional mailings to the same institution.
- **Combining the role of institution coordinator and the institution respondent.** From the inception of NSOPF in 1988, a key problem has been that faculty counts given in the institution questionnaire often do not match those derived from the list of faculty and instructional staff. To help minimize discrepancies between these two sources, the “Confirmation Form” (see Appendix D) asked that one person be named to prepare (or supervise preparation of) both documents. (For the results of discrepancy analysis, see Chapter VI.)
- **E-mail prompting.** The confirmation form mailed to the CAO asked for e-mail addresses for both the CAO and institution coordinator. E-mail addresses were provided for 75 percent of coordinators. Coordinators were prompted via e-mail on two separate occasions. E-mail was proven to be an efficient means of prompting; it allowed Gallup to reach some coordinators who were difficult to reach by telephone, and offered a friendly, unobtrusive means of communication with institutional staff. (Staff for whom an e-mail address was not available were contacted by telephone and/or mail.)
- **Offering specially prepared “peer reports” to participating institutions.** Both the CAO and coordinator were informed that the institution’s participation entitled

the school to request a “peer report,” specially prepared for the institution, which would use NSOPF Institution Questionnaire data to compare their institution to others in the same Carnegie classification. It was hoped that this would provide an additional inducement for schools to participate in the study. Fourteen institutions specifically requested “peer reports” by returning the publication request forms.

4.1 Institution Recruitment: Follow-up with the CAO’s Office

4.1.1 Mailing to the CAO

The initial mailing to the 162 sampled institutions was sent via two-day priority mail on November 21, 1997, the same day OMB approval was received. The mailing contained the following items:

Cover letter. The cover letter, printed on NCES letterhead and signed by Pascal Forgione, the Commissioner of NCES, asked the CAO to designate an individual to serve as institution coordinator for the study. The letter explained the purpose of the study, outlined the confidentiality laws which protect data released by institutions and faculty respondents, and provided an estimate of the burden to the institution. The list of 18 endorsing organizations appeared on the left side of the letter. The letter explained that participating institutions were eligible to receive a specially prepared “peer report,” comparing their institution with other higher education institutions in their Carnegie classification and with all institutions nationally. (See Appendix C for a copy of the letter.)

Informational brochure. The brochure provided additional background information about NSOPF and its objectives, and included highlights of findings from NSOPF: 93, and the list of endorsing organizations. Information about the sponsors and project staff was also included (see Appendix H).

Publication request form. This form allowed institutions to order a wide array of NSOPF data and publications, including their own customized “peer report” (see Appendix G).

Of the 162 packets mailed, one packet was returned as undeliverable, and remailed to an updated address. Only six institutions requested remails of the CAO packet, all of which were sent via fax.

All materials prominently displayed the NSOPF 1-800 number and e-mail address to ensure that institution staff had timely access to project staff to answer questions and resolve problems in preparing the list. All incoming calls and e-mails were answered by the project coordinator (see 5.4.1).

4.1.2 Initial Telephone Contact and Follow-up with the CAO’s Office

The project coordinator conducted all telephone follow-up with the CAO’s office. Follow-up to the CAO’s office was completed between November 30 and December 11, 1997. The purpose of the follow-up call was to determine an appropriate institution coordinator, and to complete the Confirmation Form mailed to the school by phone or fax. Since the institution was required only to identify the coordinator, and not to commit to participation, the incidence of refusals at the CAO level was very low. A total of three (two percent) of the CAOs refused to participate.

4.2 Mailing to the Coordinator

The initial mailing to institution coordinators was sent via two-day priority mail on December 11, 1997 containing the following items:

Introductory letter to the institution coordinator. This letter (see Appendix E) informed the institution coordinator that his/her school had been randomly selected to participate in the study, and explained the role of the designated institution coordinator. Coordinators were asked to complete the Institution Questionnaire, and return a list of faculty and instructional staff no later than January 31, 1998.

Documentation and forms booklet. The following forms, instructions and informational materials were included together in a booklet for ease of use by the coordinator:

Instructions for preparing the faculty list(s). This form (see Appendix F) provided the institution coordinator with complete instructions on preparing the faculty lists—who should be included as faculty and what information should be provided about each faculty member.

Instructions for preparing machine-readable lists of faculty. This form (see Appendix F) provided recommended specifications for preparing lists sent in electronic media (3.5" diskette, computer tape, CD-ROM, e-mail, etc.), as well as a form for the coordinator to document the file layout of the list provided and the names of key contacts involved in preparing the list.

Affidavit of nondisclosure. This document (see Appendix F) was to be signed and notarized by the institution coordinator. The Affidavit affirms, under penalty of law, that the institution coordinator will maintain the confidentiality of any information released to him/her which identifies individual respondents. Gallup contacted the coordinator about individual sample members *only* if a signed Affidavit was returned by the coordinator.

Publications request form. This form is identical to the one sent to the CAO (see 4.1.1 and Appendix G).

Informational brochure. This form is identical to the one sent to the CAO (see 4.1.1 and Appendix H).

Remails of this packet were sent only when requested by the institution. The procedure of mailing the survey packet directly to the individual designated as institution coordinator substantially reduced the number of remails sent to coordinators.

4.3 List Collection Procedures

The survey packet mailed to coordinators instructed them to provide a list of full- and part-time faculty and instructional staff, which would include all personnel who had faculty status or instructional responsibilities during the 1997/1998 fall term i.e., the term which included October 1, 1997). The list could be provided in any format (paper or electronic); however, institutions were asked to provide an electronic/machine-readable list, with an accompanying paper version, if possible. Institutions were instructed that the total count of faculty derived from their list should closely match the counts of full- and part-time faculty provided in the accompanying Institution Questionnaire. An instruction booklet sent to each institution provided background

information on how this definition compared to the definition of faculty used in the IPEDS study. For each individual listed, the institution was instructed to provide the following kinds of information:

Information for sampling and analysis. The following sampling information was requested: name, academic discipline, department/program affiliation, full-time/part-time status, gender and race/ethnicity. Race/ethnicity and gender were not sampling criteria for the field test, but will likely be utilized as sampling criteria for the full-scale study. Institutions were also asked to code the IPEDS job classification (Executive, Administrative, Managerial/Faculty/Other Professionals) of each individual on the list to facilitate comparison of list data with faculty questionnaire data. Employee IDs were requested in order to eliminate possible duplicates from the sample.

Contact information. To facilitate data collection, institutions were asked to provide both the faculty member's institutional and home mailing address, telephone number, and an e-mail address.

Institutions were asked to return their Institution Questionnaire *at the same time* as they submitted their list of faculty. Institutions also had the option of completing the questionnaire on the World Wide Web. Ninety percent of institutions who supplied a list of faculty also supplied a completed institution questionnaire. (For further information on data collection of the institution questionnaire see Chapter V.) In addition, they were asked to sign and return an NCES affidavit of non-disclosure. Institutions providing machine readable lists were asked to complete a form documenting the preparation and layout of the faculty list.

To minimize burden on institutions, missing supplementary materials were retrieved only when necessary to process the faculty lists or advance data collection. Hence, the returns for these materials are likely to be somewhat higher for the full-scale study, when a large-scale retrieval effort will be conducted for institutions with missing information. Approximately 48 percent of all institutions supplied signed affidavits. A total of 40 percent of the institutions provided the form documenting their list layout.

Prior to data collection, a postcard was sent to the registrar's office of all sampled institutions, requesting a course catalog/faculty directory. Approximately 48 percent of institutions returned a paper course catalog. It should be noted, however, that course catalog and/or faculty directory information was also available for most institutions on the world wide web, either through the institution's own website or other websites offering course catalog information. These sources were consulted when institutions did not supply a paper catalog or directory, so that retrieval of missing information was rarely necessary.

4.4 Mail and Telephone Follow-up with the Coordinator

Follow-up with coordinators was conducted via telephone, mail and e-mail. The field period for list collection extended approximately seven months, from December 11, 1997 (the date the initial survey packet was mailed) through July 10, 1998.

Postcard prompt. A postcard prompt was mailed to institutions two weeks after the initial mailout, thanking them for their cooperation and reminding them to submit their list of faculty and completed Institution Questionnaire, if they had not already done so.

E-mail prompts. In addition, two e-mail prompts were sent to coordinators for whom e-mail addresses were provided, reminding them to generate their lists and complete the questionnaire by the deadline. The first was sent on January 8, 1998 just after most schools returned from holiday break. The second was sent on February 2, 1998 just after the initial deadline. The text of the e-mail prompts appears in Appendix I. The project coordinator continued to use e-mail to prompt and communicate with coordinators for the duration of the field period. A total of 125 institutions (77 percent) provided e-mail addresses for the institution coordinator.

Telephone prompting. Telephone prompting by the project coordinator began on January 5, 1998 and continued until July 10, 1998. Telephone prompts for the list and the institution questionnaires were combined, to minimize any burden to the coordinator. The project coordinator also utilized these prompts to answer any questions the coordinator might have, and to remind coordinators of the need for complete and consistent data on both the list and Institution Questionnaire.

Refusal conversion. The project coordinator was responsible for recontacting institutions that initially refused to participate, and encouraging them to take part in the study. When appropriate, a personalized follow-up letter was sent to these institutions from the project director which directly addressed their concerns, and offered Gallup's help in assembling the list of faculty. In addition, a conversion letter was sent on April 3, 1998 to all institutions which had not sent a list or institution questionnaire by that date (see below). Thirty-five institutions (22 percent) refused to participate at some point in the field period: three of these refusals came from the CAO's office; the remainder from institution coordinators. Twenty of these thirty-five institutions (57 percent) were converted, and supplied, at minimum, a list of faculty. Hence, the final refusal rate was less than 10 percent. Lack of time and staff was, overwhelmingly, the most frequent reason given for the initial refusal. Not surprisingly, institutions gave higher priority to state and federally mandated reporting requests, and internal reporting requirements, than to their voluntary participation in NSOPF. The most burdensome aspect of the list collection portion of the study was clearly the need to collect information concerning part-time and adjunct faculty. As in 1993, many institutions simply do not maintain easily accessible records of these staff. Other less frequent reasons given for refusals include the desire not to burden faculty with another survey, and concerns about the confidentiality of the data.

Conversion mailout. On April 3, 1998, letters were sent via two-day priority mail to all outstanding institutions, extending the deadline for participation and offering clerical support and/or financial compensation to institutions, if necessary, to enable them to participate in the study. Separate letters were sent to institutions that had refused to participate, and those that had indicated they were participating, but had yet to respond. The letters were signed by Linda Zimble, the NCES Project Officer. Copies of these letters may be found in Appendix I.

4.5 Results of Institution Recruitment

As indicated in Exhibit 4-1 below, the NSOPF:99 field test achieved an overall institution participation rate of 90.1 percent, which exceeds the participation rates in both the 1992 field test and 1993 full-scale study. (Participation is defined as the submission of an acceptable list of faculty and instructional staff). It is also comparable to the response rates in the 1987 field test and 1988 full-scale study, despite the additional burden to institutions of compiling data on part-time and adjunct faculty, and other information not asked for in the 1987-1988 cycle.

Exhibit 4-1: Institution participation rates by NSOPF cycle

NSOPF cycle	Institutional sample	Number providing list	Participation rate (percent)	Length of effort
1987 Field Test	105	96	91.4	9 weeks*
1988 Full Scale Study	480	449	93.5	24 weeks
1992 Field Test	136	121	89.0	28 weeks
1993 Full Scale Study	962	817	84.9	34 weeks
1998 Field Test	162	146	90.1	30 weeks

*Does not include the time spent by NCES staff in recruiting institutions before the task was transferred to the 1988 contractor.

It took about 30 weeks for 90 percent of the institutions to submit a faculty list. The length of time it took to collect the lists closely approximated the experience of the NSOPF:93 study, falling in between their 28 (field test) and 34 (full-scale study) weeks, respectively. Given that the NSOPF field period was interrupted by the two-week holiday break, the length of this cycle's field period more closely approximated the field period for the 1992 field test. (Institutional staff receiving a research request just prior to the holidays are unlikely to act on or even read a research request until after first week in January, just when they are bombarded with fulfilling other duties related to the new school term.)

The reasons given by institutions for long response times are largely identical to those given for institutions refusing to comply with our request. State and federally mandated reporting requirements and the school's own internal reporting needs will virtually always receive priority over voluntary research requests, such as NSOPF. This problem is exacerbated by the fact that many institutions claim they lack the staff to fulfill the request, and by the difficulties some schools encounter in accurately compiling lists of part-time and adjunct faculty. Furthermore, our request for information considered confidential (such as home addresses and telephone numbers—information vital for the success of the faculty component of the study) causes significant delays at some institutions which feel compelled to clear such requests with administrative offices, legal departments, and sometimes, even the faculty senate or union leadership.

4.6 List Processing

4.6.1 Receipt Control

Completed lists and related materials were receipted into the SMS (Status Monitoring System) at Gallup's Lincoln facility. Lists received were evaluated and placed in one of four categories:

- **Sample-ready list.** The list is in a usable machine-readable or electronic format and contains information sufficient for sampling.
- **Sample ready, but requires follow-up or special handling.** An example of a list requiring follow-up would be one where the institution agreed to provide contact information only for sampled faculty. Project staff would then follow-up with the coordinator to retrieve that information. (This arrangement could be conducted only with coordinators who have signed the NCES Affidavit of Non-Disclosure). Examples of "special handling" would include a list provided by an institution that has asked us to restrict direct follow-up to faculty, or that has requested that faculty be sampled anonymously. (None of the lists sampled for the field test required special handling.)
- **Paper lists.** These lists were reviewed and then processed manually by producing counts of faculty in all sampling categories, and numbering faculty in each category. In the event that the paper list was too large to be efficiently processed, it was forwarded to the project coordinator, who would recontact the institution to see if an electronic or machine-readable version of the list was available.
- **Unreadable lists.** These are lists that could not be processed due to unreadable formats. These lists were forwarded to the project coordinator, who would contact the institution to assist them in supplying the information in a readable format. Four electronic lists (7.6 percent of the sample) required follow-up with institution staff to obtain lists in readable electronic formats. (Lists that were readable, but difficult to process as an electronic file were handled essentially as paper lists.)

Supporting documentation for all lists was reviewed, as well as the list itself. If the institution indicated that a complete list had not been sent, project staff would attempt to retrieve missing information before the list was sampled. As soon as a list was deemed "sample ready," and all necessary follow-up was completed, it was reformatted and recoded for processing. Faculty counts were then generated by full-time/part-time status, gender, and race/ethnicity. Counts of faculty with medical or health science disciplines were also generated. This information was entered into the discrepancy analysis module, so that these totals could be compared to the comparable counts in the Institution Questionnaire, IPEDS study and other sources. (Because of tight schedule constraints, discrepancy analysis and follow-up was performed subsequent to sampling. For the full-scale study, this would be performed prior to sampling; discrepancies beyond an acceptable threshold would trigger a follow-up/retrieval call. (For more information on discrepancy analysis, see Chapter VII.)

4.6.2 Preparing Lists for Sampling

Once a list was received, inspected, updated in the SMS and, if necessary, a retrieval attempt made for missing information, the list was ready to be sampled. The sampling procedure consisted of two steps: determining the total number of faculty from the institution, and randomly selecting 10 faculty from that school.

4.6.3 Determining Total Number of Faculty at an Institution

In order to stay on schedule, a decision was made to select the faculty sample from a subsample of institutions that had returned useable lists in the early weeks of list collection. The 52 institutions sampled were selected to be representative across strata (see Exhibit 4-2). Once a list was determined to be “ready for sampling,” a total count of all faculty was generated. For electronic lists (71 percent), the total number of rows represented the total number of faculty. For paper lists (26 percent), the total number of faculty provided on the list was hand-counted. All counts were entered into a spreadsheet from which the sampling was conducted.

Exhibit 4-2: Distribution of institutions from which faculty were sampled across strata

Strata	Number in institution sample	Percent in institution sample	Number in faculty sample	Percent in faculty sample
Private, other Ph.D.	8	4.9	1	1.9
Public, comprehensive	26	16.0	8	15.4
Private, comprehensive	13	8.0	7	13.4
Public, liberal arts	3	1.9	2	3.8
Private, liberal arts	12	7.4	4	7.7
Public, medical	5	3.1	2	3.8
Private, medical	5	3.1	2	3.8
Private, religious	4	2.5	1	1.9
Public, two-year	52	32.1	13	25.0
Private, two-year	4	2.5	2	3.8
Public, other	4	2.5	0	0.0
Private, other	5	3.1	3	3.8
Public, unknown	5	3.1	1	1.9
Private, unknown	4	2.5	1	1.9
Research/other public Ph.D.	12	7.4	5	9.6

4.6.4 Information on the Sample Frame

As discussed above, institutions were asked to provide us with the following information about all faculty at the institution: name, campus address and telephone, home address and telephone, employee ID, e-mail, discipline, department, gender, race/ethnicity, and full-time/part-time status and their IPEDS classification. Among the 512 sampled faculty, the following information was received as illustrated in Exhibit 4-3. Notice that with one exception, namely, discipline, the amount of information received for “sampled” faculty exceeded that of “all” faculty. That was true principally because an attempt was made to retrieve some information for sampled faculty

but not all faculty on a list. Coordinators were more often likely to provide select information on the 10 sampled faculty but not on all faculty on a list.

Exhibit 4-3: Items provided by participating institutions

Requested information	Sampled faculty Percent	All faculty Percent
Name	100.0	100.0
Campus address	100.0	86.2
Campus telephone	80.7	76.7
Home address	58.6	50.9
Home telephone	49.4	42.2
E-mail address	49.0	47.4
Department	94.7	91.4
Discipline	55.1	62.1
Race/ethnicity	94.1	84.5
Gender	98.0	92.2
Employment status	94.1	88.8
Employee ID	72.3	64.7
IPEDS category	97.9	75.0

Field test institutions were less likely to provide home addresses for all faculty in 1998 than they were in the 1992 field test (51 percent vs. 55 percent) or the 1993 full-scale study (when 51 percent vs. 63 percent). This may indicate increased reluctance on the part of institutions to release information deemed “sensitive” or “confidential.” Conversely, institutions were considerably more apt to provide employee IDs. (Only 51 percent and 54 percent of institutions supplied this figure in 1992 and 1993 respectively, compared to almost 65 percent in the current field test.) Institutions were slightly more likely to provide sampling information such as gender and race/ethnicity than in either 1992 or 1993, but the differences do not appear to be significant.

4.6.5 List Collection Results

The list collection results appear in Exhibit 4-4 below. As indicated, 146 of the 162 (90 percent) institutions participated in the field test by submitting lists of faculty, in either paper, diskette or electronic form (utilizing e-mail or file transfer protocols). Approximately 71 percent of the institutions were able to provide lists in electronic formats (either on diskette or via e-mail or the web). This is more than double the percentage of electronic lists received in the 1992 field test, and just slightly larger than the percentage of electronic lists received in the 1993 full-scale study. Encouragingly, no institutions provided lists in the archaic and difficult-to-process computer tape format, a recommendation that the previous NSOPF:93 contractor suggested NCES eliminate as an option.⁸ Moreover, there was a dramatic increase in the percentage of institutions providing lists electronically, via e-mail or file transfer protocols.

⁸ See *1993 National Study of Postsecondary Faculty (NSOPF:93) Methodology Report*. U.S. Department of Education Office of Educational Research and Improvement (Washington, D. C. [NCES 97-467]), page 149.

Exhibit 4-4: List collection by format (paper and electronic)

Type of list	1992 field test		1993 NSOPF		1998 field test	
	Number	Percent	Number	Percent	Number	Percent
Diskette (w/ or w/o paper)	39	27.3	541	66.2	79	54
Paper only	78	64.4	263	32.2	43	29
E-mail/web	4	3.3	5	0.6	23	16
CD ROM	--	--	--	--	1	1
Computer tape	6	5.0	8	1.0	0	0
Total	121	100	817	100	146	100

However, it should be noted that electronic lists were not uniformly easy to process. Indeed, some were sent in unworkable formats that had to be processed essentially as paper lists. (Fewer than 10 electronic lists were processed as paper). Although Gallup provided a suggested file layout, institutions were free to use their own, so long as they provided documentation that allowed easy interpretation of their file. Schools provided lists prepared in a wide variety of formats, including spreadsheet and database software, word processing software, and even HTML. Generally, lists produced using spreadsheet or database software (such as Excel) or HTML proved easier to work with than those produced using word processing software such as *Word*.

Institutions which provided paper lists generally did so because of lack of staff time needed to prepare a datafile, rather than lack of computer-readiness. The paper lists provided were typically derived from sources readily accessible to the school (salary reports, course catalogs, faculty directories, course schedules, etc.); hence paper lists generally provided less complete information than those provided in machine-readable or electronic formats.

V. DATA COLLECTION PROCEDURES AND RESULTS

5.1 Overview

This chapter reviews the NSOPF:99 field test data collection procedures and results for both the institution and faculty surveys. Unit response and non-response issues represent a major consideration for this chapter. In addition, several data collection experiments that were incorporated into the field test are discussed in this chapter. A major objective of the field test was to assess the adequacy of these data collection procedures for the full-scale study.

5.2 Data Collection Plan

5.2.1 Recruitment Plan and Survey Design

The original data collection plan called for implementing both the institution and faculty surveys during the early part of the winter/spring 1998 semester while faculty and staff were more likely to be on campus or at home. Because the contract was awarded several months later than anticipated, the data collection schedule had to be changed accordingly. While recruitment packets were sent to the Chief Administrative Officers (CAO) of the sampled institutions in November 1997, survey packets were not mailed to the designated institution coordinator until mid-December 1997. As discussed below, the packet to the coordinator included both a request to prepare a list of faculty and instructional staff (see Chapter IV) as well as a request to complete the Institution Questionnaire. Coordinators were asked to return both documents to Gallup at the same time.

Of the 162 institutions sampled, all were eligible and 159 (98 percent) of the CAO's agreed to identify a coordinator for the study. Of the cooperating institutions, 146 (90 percent) supplied a list of their faculty. In addition, 131 (81 percent) institutions completed an institution questionnaire. The institution survey was designed primarily as a mail survey, with a web version of the questionnaire offered as an option. Data were collected principally by self-administered questionnaires on paper (83.2 percent), with the remainder collected as web responses (16.8 percent)—see Exhibit 5-1.

The NSOPF:99 field test faculty survey collected data from a sample of full- and part-time faculty, both instructional and non-instructional, and other staff with instructional duties at participating institutions. The sample consisted of 512 faculty drawn from lists supplied by a subsample of 52 participating institutions (see Chapter III for a discussion of faculty sampling procedures). Of this total, 471 faculty (92 percent) were eligible to participate in the study, and 386 (82 percent of eligible faculty) completed a faculty questionnaire. (See Section 5.7.2 for a discussion of faculty eligibility.)

The faculty survey had the same basic design as the institution survey, with mail as the primary mode of data collection and web as an option. Unlike the institution survey, however, computer-assisted telephone interviewing (CATI) was used to follow-up nonresponding faculty. The majority of respondents chose to complete the paper version of the questionnaire (77.0 percent), 8.0 percent completed a web version, and 15.0 percent completed the survey with a CATI interviewer. (See Exhibit 5-1.)

Faculty respondents were asked to estimate the number of minutes it took to complete the questionnaire. According to respondent reports, the paper version of the faculty questionnaire

took about 58 minutes on average to complete; the web version averaged 51 minutes; and the CATI system timed the questionnaire at 56 minutes, for an overall average of 57 minutes. Respondents to the self-administered institution questionnaire were not asked to provide timings, however, the web version was able to keep track of the amount of time the website was on a user's screen. While this does not provide completely accurate timings, since users may not have been working on the questionnaire the entire time it was on their screen, the average timing recorded was 64 minutes, suggesting that respondents felt the web survey took less time than it actually did.

Exhibit 5-1: Survey response rates by mode of administration

Questionnaire mode	Eligible faculty (n=471)		Response rate	Eligible institutions (n=162)		Response rate (unweighted)
	Number	Percent	Percent	Number	Percent	Percent
SAQ (paper)	297	77	63	110	83	68
Web	31	8	7	22	17	14
CATI	58	15	12			
Total	386	100	82	132	100	82

5.2.2 Schedule

Exhibit 5-2 contains the final schedule for all three NSOPF:99 study components—list collection, the faculty survey, and institution survey.

The OMB clearance package describing changes to the faculty survey was submitted to OMB on November 11, 1997; OMB approval was received on January 27, 1998. A multi-modal data collection design was approved. This involved a mailed, self-administered questionnaire, with the option of responding via the internet, followed by mail and telephone prompting, supplemented by computer-assisted telephone interviewing (CATI) for non-responding faculty.

The Chief Administrative Officer (CAO) of each institution named the institution coordinator at 44.2 percent of the sampled institutions. The remaining 53.8 percent of coordinators were named by someone other than the CAO. The number of institution staff required to complete the self-administered institution questionnaire varied from a low of one to a high of five, with an average of slightly fewer than two respondents (1.8) per institution.

Exhibit 5-2: General chronology of NSOPF:99 field test data collection

Year	Institution list collection	Institution survey	Faculty survey
1997	<p><i>November:</i> Packets sent to CAO's at 162 institutions.</p> <p><i>December:</i> Recruitment packets sent to coordinators.</p>	<p><i>December:</i> Institution Questionnaire sent to institution coordinators as part of recruitment packet.</p>	
1998	<p><i>January:</i> Telephone and e-mail follow-up begins with institution coordinators.</p> <p><i>July:</i> Institution list collection completed.</p>	<p><i>January:</i> Telephone and e-mail follow-up begins; selective remails sent to institution coordinators.</p> <p><i>July:</i> Institution data collection completed.</p>	<p><i>March:</i> Prenotification letters sent to 50 percent of sample as part of an experiment. First mailing to faculty sent.</p> <p><i>April:</i> Second and third replacement mailings sent to faculty; e-mail reminders sent.</p> <p><i>May:</i> CATI Follow-up begins for non-responding faculty.</p> <p><i>July:</i> Faculty data collection completed.</p>

5.3 Mail Data Collection Procedures

5.3.1 Institution Survey Mailing

As part of the recruitment packet, the NSOPF:99 field test institution questionnaire was mailed to each institution coordinator in mid-December 1997. The packet included a cover letter (signed by the Commissioner of NCEES, Pascal Forgione), a request to produce a list of faculty and instructional staff, an informational brochure which described the purpose of NSOPF:99 and highlighted key findings from the previous study, and a Publications Request form. (Copies of the various documents contained in the packet appear in Appendices E-H; see also Chapter IV.) The cover letter included a personal identification number (PIN) and information so that the respondent had the option of completing either the paper questionnaire enclosed in the mailing or a web version of it. The packet and all remails were sent via two-day U.S. priority mail.

5.3.2 Mailing to Faculty

The faculty mailout was complicated by the fact that several data collection experiments were incorporated into the design. One of the experiments was designed to gauge the effects of an advance letter on response rates; one-half of the faculty sample was mailed a prenotification letter four days before the initial survey packet was sent.⁹ This letter, signed by the Commissioner of NCES, Pascal Forgione, notified faculty of the importance of the study and encouraged them to complete the survey when they received it. (See Appendix L for a copy of the prenotification letter). The other half of the sample was not sent a prenotification letter. Four days later, all faculty in the sample were mailed a survey packet that contained the Faculty Questionnaire, a cover letter, a brochure about the study, and a return prepaid envelope. (See Appendix L for a copy of the cover letter.)

In another field test experiment, one-half the sample was sent the same package via two-day priority mail, and the other half by first class mail. In addition, one-half the sample received a “streamlined” questionnaire that was designed in an optically scannable format and incorporated the survey design principles enunciated by Cleo Jenkins and Don Dillman.¹⁰ (See Appendix N for a copy of the “streamlined” instrument.) The other half was sent a “conventional” questionnaire that closely resembled the format used in NSOPF:93. (See Appendix O for a copy of the “conventional” instrument.) All mailings were sent to the home address of the respondent whenever it was provided by the institution; otherwise, they were sent to the individual’s campus address. The cover letter included a PIN and information so that the respondent had the option of completing either the paper questionnaire enclosed in the mailing or a web version of it.

5.4 Survey Follow-up Procedures

5.4.1 Institution Follow-up Procedures

Postcard and e-mail prompting. A postcard prompt was mailed to institution coordinators about two weeks after the initial mailout, thanking them for their cooperation and reminding them to complete the questionnaire, if they had not already done so. In addition, several e-mail prompts were sent to coordinators for whom e-mail addresses were provided, reminding them to prepare their lists and complete the questionnaire by the deadline. The text of the e-mail prompts appears in Appendix I.

Selective remails. Upon request, questionnaires and recruitment packets were remailed via two-day priority mail to non-responding institutions. Sixteen institutions requested remails of these materials. A copy of the initial cover letter from the NCES Commissioner accompanied the questionnaire.

⁹ The experimental design and findings are discussed in detail in section 5.7.

¹⁰ See Cleo R. Jenkins and Don A Dillman, “Towards a Theory of Self-Administered Questionnaire Design” in Lars Lyberg, et al, *Survey Measurement and Process Quality* (New York: John Wiley and Sons, Inc., 1997), pages 165-198.

Telephone prompting. Institution coordinators were prompted by telephone by Gallup's project coordinator starting on January 5, 1998. The follow-up calls combined the request for the institution questionnaire with a request to return the list of faculty and instructional staff at the same time. By combining these contacts into a single call, it was hoped that any added burden to the coordinator would be minimized.

Prompting and interviewing continued until July 10, 1998, when all data collection was terminated. Institutions that failed to provide a list of faculty were treated as possible refusals, and refusal conversions were attempted. All follow-up to institutions was handled by the Gallup's project coordinator.

In-bound contacts. Institutions were encouraged to call the project 1-800 number if they had any questions or anticipated any significant delays in completing the questionnaire. Approximately 247 calls were made to the toll-free number. Respondents were also given an e-mail address to use for questions or comments. The e-mail box was checked on a daily basis by the project coordinator, and e-mails were responded to in a timely fashion. Approximately 80 e-mails were sent to the NSOPF:99 mailbox.

Although the number and type of contacts are not mutually exclusive since individual institutions did contact Gallup on more than one occasion, the 327 total contacts represent an average of two contacts per institution. Most of the contacts (247) were by telephone, whereas a smaller number were via e-mail. Questions asked by institution contacts concerned project deadlines, format of lists, information to be included on the list, questions about particular items on the institution questionnaire, and questions about using the web questionnaire.

Refusal conversions. The project coordinator reviewed all refusals, and based on this review called the institution personally to convert the refusal. Various forms of assistance were offered to respond to an institution's concerns and to ensure their participation in the study.

5.4.2 Faculty Follow-up Procedures

Mail follow-up. Mail follow-up for faculty included reminder postcards, reminder e-mails, and replacement questionnaire re-mails. Exhibit 5-3 shows the dates and number receiving each follow-up contact. The data provided are helpful in determining the proportion of non-responding faculty who required a second or third mailing of the faculty questionnaire. All follow-up mailings were sent by first class mail. E-mail addresses were provided for approximately 49 percent of faculty. Appendix M includes copies of follow-up letters and e-mails sent to faculty.

Exhibit 5-3: Faculty mail and telephone schedule

Event	Number receiving (percent)	Date
Initial mailing	512 (100)	March 13, 1998
Postcard prompt	512 (100)	March 23, 1998
E-mail #1	250 (49)	March 23, 1998
Second mailing	345 (67)	April 6, 1998
E-mail #2	132 (26)	April 24, 1998
Third mailing	301 (59)	April 28, 1998
CATI follow-up	247 (48)	May 12, 1998
Data collection ends		July 12, 1998

In-bound contacts. The letters which accompanied all faculty mailings included a toll-free telephone number and an e-mail address for faculty to call to ask questions about the survey. Staff were available to monitor the number and the e-mail box during normal business hours and were able to address any concerns or questions of faculty. Any messages left after business hours were promptly answered the next day. A total of 19 faculty (4 percent) called the toll-free number, and 30 e-mails were received. While the same proportion of faculty took advantage of the toll-free number as did in NSOPF:93 (4 percent), e-mail offers an additional means of communication that is being utilized in addition to the telephone. Most frequently, faculty contacts were concerned with eligibility to complete the study, or with project deadlines. Faculty also called or e-mailed to ask for assistance in completing individual questionnaire items, or in using the web questionnaire.

5.5 Telephone Follow-up Procedures

Gallup's executive telephone interviewing center was responsible for all telephone prompting and interviewing activities. An interviewer training manual was prepared by project staff to provide a set of project-specific guidelines for training staff and implementing the telephone follow-up effort.

Selection and training of interviewers. Seven interviewers were selected to prompt and interview non-responding faculty respondents. All were chosen based on their prior interviewing and CATI experience, with each having at least four years of experience with the Gallup Survent system. Training occurred on May 6, 1998 at Gallup's Lincoln, Nebraska telephone center. Interviewers were trained in the use of the faculty questionnaire, including a project overview, a questionnaire profile, general and specific interviewer instructions, techniques for gaining cooperation, and a review of standard responses to commonly asked questions. The training materials included a complete set of scripts for communicating with faculty and gatekeepers.

Prompting and interviewing. To test the effectiveness of telephone prompting on overall response rates, half of the non-responding faculty in the sample were first prompted by an interviewer to return the questionnaire by mail or via the web before they were offered the option of completing the questionnaire over the telephone. Initial telephone calls to these faculty asked for a quick return of the self-administered questionnaire by mail or over the web. After the second prompting call, interviewers were trained to conduct a CATI interview.

The other half of the non-respondent pool was—once contact was made—encouraged to complete a CATI interview and were discouraged from taking the additional time to answer by mail or the web.

Faculty locating procedures. Because the data collection period extended well beyond the end of most institutions' academic year, and because part-time faculty constituted a significant portion of the sample, a major effort was required to locate faculty for whom a current home address was not available or who could not be reached at their institutional addresses. Telephone locating was performed by the project coordinator and the CATI interviewers as a part of the overall telephone prompting and interviewing strategy.

Gallup's locating strategy made extensive use of the available address and telephone information about the faculty member. Campus directories were used to find alternative campus telephone numbers for respondents. Gallup also used credit bureau and other databases to find faculty home addresses. Interviewers were trained to perform contacting and locating activities without divulging that the faculty member had been selected into the NSOPF:99 field test sample. Interviewers were trained to identify only themselves and Gallup, and not NSOPF when they contacted third parties for information about the respondent.

Faculty follow-up by institution coordinators. All institution coordinators who had signed the NCES' Affidavit of Nondisclosure and had it notarized were asked to carry out three tasks vis-a-vis non-responding faculty: (1) Coordinators who did *not* supply home addresses for their faculty were asked to mail the third questionnaire packet to the home (or summer) address of non-responding faculty. The questionnaire packets were prepackaged and prestamped in advance, so that the coordinator's task was limited to writing in the faculty member's address. (2) Coordinators who supplied home addresses were given a list of non-responding faculty and asked to prompt them personally for the return of their questionnaires. (3) Coordinators were also asked to identify faculty who were listed in error and not eligible for questionnaires. The initial mailout of these materials to the coordinators coincided with the third faculty mailout on April 28, 1998. Appendix M includes a copy of the letter accompanying the packet mailed to institution coordinators.

CATI interviews. Telephone interviewing was conducted using a CATI (computer-assisted telephone interviewing) system. Telephone prompting and interviewing of non-responding faculty began on May 11, 1998 and ended on July 12, 1998. A total of 58 faculty, or 15 percent of all completed interviews, were completed using CATI. Telephone follow-up activities were coordinated with mail follow-up when a faculty member requested a remail of the questionnaire. (Because of the frequency of mailings to faculty, and the availability of CATI and the web questionnaire, the number of individual remails was negligible.)

5.6 Institution Data Collection Results

5.6.1 Institution Lists and Questionnaire

Exhibits 5-4 through 5-7 provide a summary of the NSOPF:99 data collection results for the institution lists and questionnaires. Institution coordinators were requested to return both the faculty list and institution questionnaire at the same time. Most institutions (n=130) returned the list with the questionnaire (80 percent). An additional 16 institutions (10 percent) only supplied a list, and just two institutions (1 percent) provided only a questionnaire.

Exhibit 5-4 shows the rates of return for the lists and questionnaires for participating institutions. For the first six weeks of the field period, lists and questionnaires were returned at about the same rates for close to 50 percent of the participants. For the remainder of the sample, the field period stretched another 20 weeks during which time a growing gap emerged with faculty lists being submitted at a slightly higher rate than the institution questionnaire. The gap varied between a few percentage points to about 10 percent at its widest point. These findings suggest that even though early responders are likely to return the questionnaire and the list at the same time, later responders are more likely to submit their list first followed by the questionnaire at a later date.

Exhibit 5-4: Institution list and questionnaire returns by week

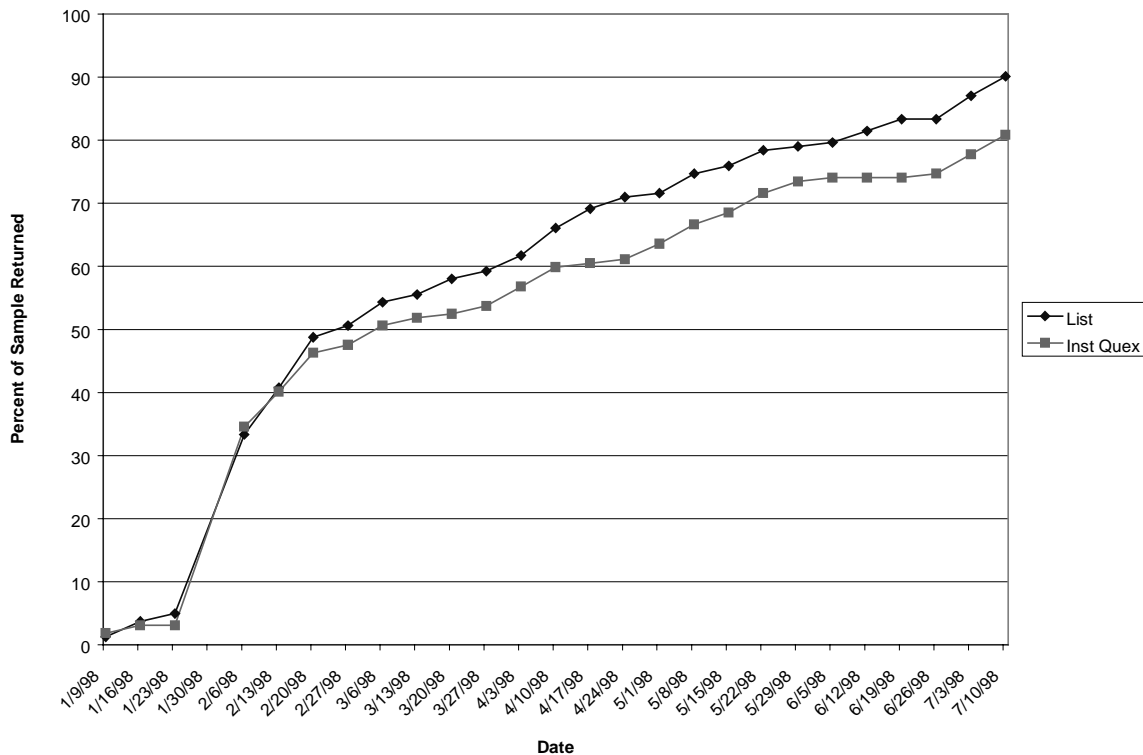


Exhibit 5-5 shows institution participation rates by institutional sampling stratum. In general, participation rates were quite high, with 90.1 percent of all sampled institutions submitting lists of their faculty. Participation rates varied from a low of 50 percent for private religious institutions to a high of 100 percent for six groups of schools, including public comprehensive, public and private liberal arts, public and private medical and public and private other institutions. It is worth noting that the lowest participating group—private religious institutions (50 percent)—affects so few institutions (n=4) as to have virtually no impact on the overall participation rate. The stratum that included the largest number of institutions, the public two-year stratum with 52 eligible institutions, showed one of the highest rates of response (96.2 percent) among the 15 sampling strata. None of the differences across strata appear significant.

Exhibit 5-5: Institution participation rates by sampling stratum

Stratum	Eligible sample	Participating (providing a list)	
		Number	Percent
Private, other Ph.D.	8	5	62.5
Public, comprehensive	26	23	88.5
Private, comprehensive	13	13	100.0
Public, liberal arts	3	3	100.0
Private, liberal arts	12	12	100.0
Public, medical	5	5	100.0
Private, medical	5	5	100.0
Private, religious	4	2	50.0
Public, two-year	52	50	96.2
Private, two-year	4	3	75.0
Public, other	4	4	100.0
Private, other	5	5	100.0
Public, unknown	5	4	80.0
Private, unknown	4	3	75.0
Research/other public Ph.D.	12	9	75.0
TOTAL	162	146	90.1

Exhibit 5-6 shows institution questionnaire participation rates by institutional sampling stratum. A total of 132 (81.5 percent) schools returned an institution questionnaire. Fifteen schools submitted a list but did not complete a questionnaire; only one completed a questionnaire but did not submit a list. Again, private religious institutions returned questionnaires at the lowest rate (50 percent) while in four groups of schools (public liberal arts, public medical, public other, and private other) all institutions participated.

Exhibit 5-6: Institution response rates by sampling stratum

Stratum	Eligible sample	Completed questionnaires	
		Number	Percent
Private, other Ph.D.	8	5	62.5
Public, comprehensive	26	22	84.6
Private, comprehensive	13	12	92.3
Public, liberal arts	3	3	100.0
Private, liberal arts	12	11	91.7
Public, medical	5	5	100.0
Private, medical	5	3	60.0
Private, religious	4	2	50.0
Public, two year	52	42	80.8
Private, two year	4	3	75.0
Public, other	4	4	100.0
Private, other	5	5	100.0
Public, unknown	5	4	80.0
Private, unknown	4	3	75.0
Research/public other Ph.D.	12	8	66.7
TOTAL	162	132	81.5

Exhibit 5-7 compares the institution list and survey response rates for the NSOPF:99 field test study with previous cycles of NSOPF. As the exhibit illustrates, the NSOPF:99 field test showed a slight improvement over the NSOPF:93 field test list collection rate (90.1 percent in NSOPF:99 versus 89.0 percent in NSOPF:93) and a similar improvement in the response rate for the institution survey (81.5 percent in 1998 versus 78.3 percent in 1992). When compared to the NSOPF:87 field test, both the institution participation and response rates are almost identical to the results obtained in the NSOPF:99 field test.

Exhibit 5-7: Institution response rates by NSOPF cycle

	Eligible sample	Number responding	Response rate (percent unweighted)
1987 Field test			
Institution lists	105	96	91.4
Institution survey	105	84	80.0
1988 Full scale study			
Institution lists	480	449	93.5
Institution survey	480	424	88.3
1992 Field test			
Institution lists	136	121	89.0
Institution survey	120	94	78.3
1993 Full scale study			
Institution lists	962	817	84.9
Institution survey	962	872	90.6
1998 Field test			
Institution lists	162	146	90.1
Institution survey	162	132	81.5

5.7 Faculty Data Collection Results

5.7.1 Faculty Response Rates

Depending on the method used, the response rate for the faculty survey varies between 82 percent and 83 percent. Assuming that all nonrespondents with unknown eligibility are eligible for inclusion in the faculty survey, the unweighted response rate is 82 percent. According to this method, the response rate is calculated as the ratio of the number of completed interviews to the number of sample members minus the number of ineligible or out-of-scope faculty: $386 / (512 - 41) = 82.0$ percent. In general, this is a conservative estimate that should be considered the *lower bound* of the “true” response rate. An alternative estimate of the response rate can be calculated by assuming that the non-responding faculty for whom eligibility is unknown are ineligible at the same rate as known ineligibles among responding faculty. The ineligibility rate is calculated as the ratio of known ineligibles to the total number of responding faculty (eligibles plus ineligibles, including refusals): $41 / 427 = .0960$. (See 5.6.3 for a discussion of faculty eligibility and ineligibility.) Based on this assumption, the *upper bound* of the response rate (which is also the official faculty-level response rate according to NCES Standards) is estimated to be $386 / (512 - 41 - .0960 * 85) = 83.4$ percent.

The overall response rate for the 1998 field test, including all stages of the survey and using the second version of the faculty response rate as outlined above, is estimated to be $90.1 * 83.4 = 75.1$ percent.

Exhibit 5-8 compares the response rates for all NSOPF faculty surveys to date. Several points should be emphasized in providing an appropriate context for comparing these results. First, the mode of data collection differed among the 1988, 1993 and 1999 cycles of NSOPF. The 1987 field test and 1988 full-scale study used a mail survey and relied on follow-up by mail and telephone prompting. Institution coordinators were responsible for distributing faculty questionnaires to the campus addresses of sampled faculty. The 1992 field test and 1993 full-scale study used mail and interviewer-initiated telephone follow-up, and relied on institution coordinators only in instances when home addresses and telephone numbers for faculty were not provided on the faculty list and/or when the faculty response rate at an institution was low. The 1999 field test was similar in design to the 1992-1993 NSOPF; however, it added the web as a choice for responding to the faculty survey. Second, CATI (computer-assisted telephone interviewing) was used in the 1988 study at the end of the survey, and then only to complete 179 interviews, or 2.1 percent of the completed cases. In the 1993 full-scale study, CATI accounted for 17 percent of the completed cases, and in the 1998 field test for 15 percent of completed cases.¹¹ Third, the data collection periods differed by cycle. The 1988 effort required more than six months to complete. The 1992 field test was completed in about four months. For the 1993 full-scale study, data collection took about 10 months to complete. The 1998 field test was completed in about four months.

Exhibit 5-8: Faculty response rates by NSOPF cycle

NSOPF cycle	Eligible sample	Completed cases	Response rate (percent unweighted)
1987 Field test	235	160	68.1
1988 Full scale	11,013	8,832	76.1
1992 Field test	605	495	81.8
1993 Full scale	29,764	25,780	86.6
1998 Field test	471	386	82.0

¹¹ See *1993 National Study of Postsecondary Faculty: Methodology Report*. (National Center for Education Statistics February 1994) [Technical Report NCES 97-467], page 99.

5.7.2 Faculty Eligibility

For NSOPF:99 faculty were considered eligible to participate in the study if they were: (1) a member of the part-time or full-time instructional staff; (2) designated as having faculty status even if they were involved in other full-time activities such as administration or research, or (3) had any instructional duties whether part-time or full-time, temporary or permanent. The individual's instructional and/or faculty status had to be effective as of October 1, 1997. Eligibility was determined based on information provided by the institution or by information provided in the faculty questionnaire. (See Chapter III for a detailed review of sampling eligibility criteria.)

Of the 512 faculty sampled, 41 or 8 percent were determined to be ineligible. Sampled faculty were ruled ineligible if they fit any of the following descriptions: honorary faculty; military personnel who teach only ROTC courses; personnel who are supplied by an independent contractor; graduate or teaching assistants; voluntary medical faculty; faculty on unpaid leave, or who were not employed as teaching personnel or as faculty in the fall term that included October 1, 1997.

The ineligibility rate for the NSOPF:99 field test (8 percent) is higher than the ineligibility rate in the NSOPF:93 field test (5.9 percent) and in the full-scale study (5.1 percent), but lower than the rate in the NSOPF:88 study (11.9 percent). Most ineligibles in NSOPF:99 are primarily due to the quality of lists provided by the institutions. When in doubt, some institutions seem to be more likely to err in favor of including all personnel, even those who are only remotely likely to meet the faculty eligibility criteria. Likewise, unless ineligibles can be clearly identified at the time of sample selection, which is not always possible given the lack of sufficient collateral information, they are usually identified during data collection.

Exhibit 5-9: Faculty response and non-response status

Final Status	Total	Percent
Initial sample	512	
Ineligible (out of scope)	41	
Net sample (sample—ineligible)	471	(100.0)
Respondents	<u>386</u>	<u>81.9</u>
Mail	297	63.0
Web	31	6.6
CATI	58	12.3
Nonrespondents	<u>85</u>	<u>18.0</u>
Noncontacts	17	3.6
Refusals	68	14.4

Note: Percentages may not total to 100 percent due to rounding.

5.7.3 Data Collection Results: Faculty Questionnaire

Exhibits 5-10 through 5-15 provide a summary of the NSOPF:99 data collection results for the faculty survey. The data collection effort spanned about 17 weeks (4 months), from March 13 to July 10, 1998.

Exhibit 5-10 graphs the percent of completed questionnaires in the total sample (n=512) returned each week, showing in addition when each of the mailings was sent and when telephone follow-up began. The largest spike in returns occurred between the first and second mailings, followed by a fairly steady rate of returns following subsequent replacement mailings and the telephone follow-up.

Exhibit 5-10: Faculty questionnaire returns by week

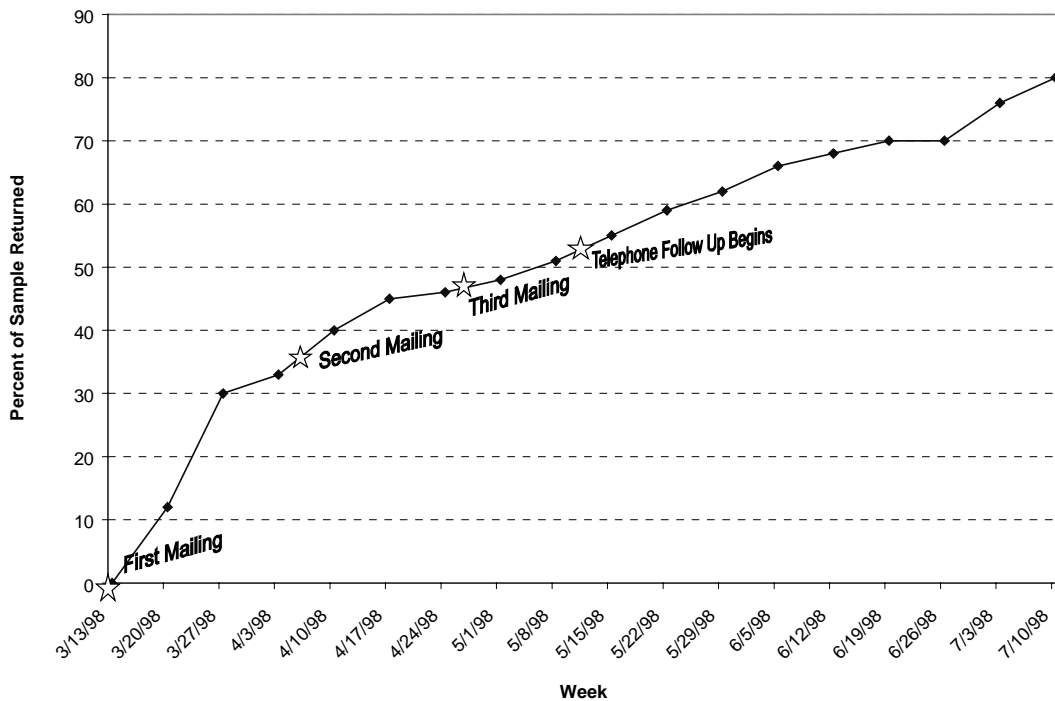


Exhibit 5-11 shows the cumulative response rates by type of contact with faculty respondents. Over 40 percent of sampled faculty responded as a result of a single mailing. The second and third mailings produced less than 10 percent returns, while the telephone prompting resulted in an additional 24 percent returns through all three modes of survey administration. These results are strikingly different from NSOPF:93 results, when the third mailing alone produced an increase of approximately 10 percentage points in faculty returns.

Exhibit 5-11: Faculty response rates by mailing dates

Mailing date	Number of quexes mailed (percent)	Cumulative completed questionnaires			Cumulative total completed quexes	Cumulative percent	
		SAQ	Web	CATI		Complete quexes percent	Response rate* (percent unweighted)
Initial mailing: March 13	512 (100)	209	9		218	42.5	46.2
Replacement mailing 1: April 17	345 (67)	220	13		233	45.5	49.4
Replacement mailing 2: May 1	301 (59)	248	15	2	265	51.8	56.3
Telephone prompting/ CATI May 12-July 10		297	31	58	386	75.4	81.9

*Response rate calculations take ineligible cases into account.

Exhibits 5-12 and 5-13 show the faculty response rates by institutional stratum and by institutional characteristics. The faculty response rate was 81.9 percent, varying from a high of 94.6 percent for faculty at private liberal arts institutions to a low of 55 percent for faculty at private medical schools. Faculty at private and public liberal arts, private religious, private two-year, and private unknown institutions had the highest response rates, ranging between 90 to 94.6 percent. These five groups of faculty were followed by faculty at public unknown, private comprehensive, private other, public two-year, and research/public other Ph.D. whose response rates ranged from 80 to 85.5 percent. The lowest response rates were among medical institutions, both public (57.9 percent) and private (55.0 percent). Responses rates for faculty at private institutions closely approximated those of faculty at public institutions (81.3 percent for private, 80.7 percent for public). Only one group of faculty, namely, those at public comprehensives fell in to the next category, with a 77.6 percent response rate. The lowest response rates were among faculty at private, other Ph.D., public and private medical schools. Their response rates ranged from 55.0 to 60.0 percent.

Exhibit 5-12: Faculty response rates by institutional stratum

Stratum	Sample size	Eligible	Ineligible	Response rate (unweighted)	
				Number	Percent
Private, other Ph.D.	10	10	0	6	60.0
Public, comprehensive	80	76	4	59	77.6
Private, comprehensive	70	69	1	59	85.5
Public, liberal arts	20	20	0	18	90.0
Private, liberal arts	40	37	3	35	94.6
Public, medical	20	19	1	11	57.9
Private, medical	20	20	0	11	55.0
Private, religious	10	10	0	9	90.0
Public, two-year	130	111	19	94	84.7
Private, two-year	20	14	6	13	92.8
Public, other	0	0	0	0	Undef.
Private, other	30	27	3	23	85.2
Public, unknown	10	8	2	7	87.5
Private, unknown	10	10	0	9	90.0
Research/other public Ph.D.	42	40	2	32	80.0
TOTAL	512	471	41	386	81.9

Twelve of the 15 strata represented pairs of institution types, differing only by their public or private status (i.e., public comprehensive vs. private comprehensive; public medical vs. private medical). In four of the five pairs that are comparable (there were no sampled faculty from the public, other stratum), faculty at private institutions had higher response rates than their public counterparts. This finding stands in stark contrast with the results of NSOPF:93 field test where faculty at public institutions had higher response rates than their private institution counterparts. The gap in response rates between public institution faculty and private institution faculty was widest, though not statistically significant (8.1 percentage points) in the paired strata for two-year institutions. Only faculty employed at public medical institutions returned questionnaires at slightly higher rates (57.9 percent) than their counterparts at private medical institutions (55.0 percent)—even though both response rates were relatively low.

The response rates by institutional characteristics shown in Exhibit 5-13 represent a dramatic shift from the NSOPF:93 field test, when public and four-year institutions returned surveys at higher rates than their private and two-year counterparts. In contrast, the NSOPF:99 field test shows two-year and private institutions were more likely to respond.

Exhibit 5-13: Faculty questionnaire response rates by institutional characteristics

Institutional characteristic	Subgroup	Base n	Response rate (percent unweighted)
Level of offering	Two-year	107	85.6
	Four-year	279	80.6
Control	Private	165	83.8
	Public	221	80.7
Level/control	Private two-year	13	92.8
	Private four-year	152	83.1
	Public two-year	94	84.7
	Public four-year	127	77.9
Total respondents		386	81.9

Exhibit 5-14 reports faculty response rates by sampling characteristics used in earlier cycles of NSOPF. For purposes of this table, individual characteristics were obtained from lists provided by participating institutions. As was the case in NSOPF:93, females were higher responders (83.1 percent) than males (81.9 percent). Black, non-Hispanic faculty had the highest response rate (85.5 percent), followed closely by white, non-Hispanics (83.3 percent). This was different from NSOPF:93, when White, non-Hispanic faculty had the highest response rate (89.1), followed by Asian/Pacific Islanders (87.7 percent), Hispanics (86.2) and Black, non-Hispanic faculty (85.3). Finally, part-time faculty (83.9 percent) were slightly more likely to respond than full-time (81.6 percent) faculty, in contrast to NSOPF:93 when full-time faculty responded at a higher rate (88.8 percent) than part-time faculty (83.5).

Exhibit 5-14: Faculty response rates by sampling characteristics

Individual characteristic	Subgroup	Total sample	Sample		Faculty response rate (percent unweighted)
			Eligible	Complete	
Gender	Unknown	22	22	16	72.7
	Male	271	248	203	81.9
	Female	219	201	167	83.1
Race	Unknown	67	65	50	76.9
	American Indian/Alaskan Native	1	0	0	--
	Asian/Pacific Islander	17	16	11	68.8
	Hispanic	6	5	4	80.0
	Black, non-Hispanic	25	20	17	85.5
	White, non-Hispanic	396	365	304	83.3
Employment status	Unknown	30	28	21	75.0
	Full-time	309	282	230	81.6
	Part-time	173	161	135	83.9
TOTAL		512	471	386	81.9

Exhibit 5-15 illustrates that faculty for whom a home address was available had a higher response rate than for faculty whose home address was unavailable (85.8 versus 76.5 percent). These response rates mirror the findings in the NSOPF:93 field test (85.8 percent versus 76.8 percent).¹² Faculty who could receive the questionnaire or could be prompted at home were more likely to complete the questionnaire than those for whom only an institutional address was available.

Exhibit 5-15: Faculty response rates by availability of home address

Individual characteristic	Home address information	Total sample		Eligible sample		Response rate (percent unweighted)
		Number	Percent	Eligible	Complete	
Home address	Unavailable	212	41.4	196	150	76.5
	Available	300	58.6	275	236	85.8
TOTAL		512		471	386	81.9

¹² See Sameer Y. Abraham, et al., *1992-93 National Study of Postsecondary Faculty: Field Test Report*. (National Center for Education Statistics February 1994) [Technical Report NCES 93-390], page 73.

5.8 Results of Data Collection Experiments

5.8.1 Description of Experiments

Several data collection experiments were incorporated into the NSOPF:99 field test. The experiments were designed with multiple objectives: to decrease respondent burden, increase unit and item response, increase data collection efficiency, and decrease the time required for data collection. The faculty survey was targeted for these experiments based on several considerations. First, the NSOPF:93 faculty data collection required substantially more time—about ten months in all—than the six months originally planned. Second, because the study uses a mixed-mode design (mail, supplemented by electronic, and CATI versions of the questionnaire), survey efficiency is a major consideration. Third, in order to ensure high levels of unit and item response among all sectors of the faculty, optimal methods for obtaining and increasing respondent cooperation are required. Finally, decreasing respondent burden remains an overriding consideration. To address these issues, the following experimental treatments were investigated in the field test:

Experimental treatment #1: This experiment was designed to evaluate the effectiveness of using a personalized “prenotification” letter to increase mail response rates and to achieve a more timely response to the first questionnaire mailing. Half of the sample received a personalized prenotification letter and half did not receive the letter. NSOPF:93 did not use a “prenotification” letter to inform faculty of the mail survey and to enlist the respondent’s early cooperation. The survey literature presents abundant evidence to suggest that prenotification among a variety of survey populations results in higher and earlier questionnaire returns.

Experimental treatment #2: This experiment was designed to evaluate the use of first-class mail versus priority mail (delivered in two days in a priority mail envelope) for the second questionnaire mailing. One half of the sample received the first, second, and third questionnaire mailing via first-class mail, whereas the other half received the first questionnaire via U.S. priority mail and the second and third questionnaires via first-class mail. Recent experimental evidence among science and engineering doctoral recipients suggests that the use of priority mail can be effective in increasing the survey response rate and shortening the amount of time required for data collection.¹³

Experimental treatment #3: This experiment was designed to evaluate both unit and item response rates when a “conventional” self-administered questionnaire format is compared to a “streamlined” and redesigned format. The conventional format and design was exemplified by the NSOPF:93 faculty questionnaire, whereas the “streamlined” version followed the format and design principles recently elaborated by Cleo R. Jenkins and Don A. Dillman.¹⁴ Half of the sample received the conventionally formatted NSOPF:99 questionnaire, whereas the other half received the streamlined version. Another feature of this design is that it allows us to evaluate not only data quality (i.e., item response rates) at the respondent level but it also provides an opportunity to compare the error rates between these two versions when they are optically scanned.

¹³ Susan Mitchell, et al., “The Impact of Using Priority Mail in a Mixed Mode Survey,” (National Science Foundation: Washington, D.C., 1994).

¹⁴ See “Towards a Theory of Self-Administered Questionnaire Design” in Lars Lyberg, et al., *Survey Measurement and Process Quality*. (New York: John Wiley and Sons, Inc., 1997), pages 165-198.

Experimental treatment #4: This experiment was designed to evaluate response rates and data collection efficiency at the point when telephone follow-up was introduced for non-response. Half the sample was subjected to the NSOPF:93 follow-up protocol wherein a telephone interviewer “prompts” the individual to complete and return the mail questionnaire (or to complete an electronic version), whereas the other half of the sample was asked to complete a “CATI interview” as soon as telephone contact was established. The results of this experiment provide evidence as to the relative effectiveness of prompting versus interviewing as the optimal follow-up procedure. A cost-benefit analysis can be conducted to determine the optimal scenario for achieving the highest response rate for the lowest cost in the shortest period of time.

The field test faculty sample of 512 was divided into four equal subgroups and the treatments described above were randomly assigned. By crossing these treatments, $2^4 = 16$ treatment combinations were generated. One such combination, for example, was prenotification, priority mail, a streamlined questionnaire, and CATI first. The sample was randomly divided into 16 equal subgroups of the same size ($512/16 = 32$) and assigned 16 treatment combinations to the 16 subgroups at random. Following this allocation scheme, each of the four treatments had about 250 faculty who received the treatment and another 250 that did not receive it. This enabled us to test the effect of any treatment and, on that basis, to recommend changes to the final data collection plan for the 1999 NSOPF study.

5.8.2 Results of Data Collection Experiments

Exhibit 5-16 presents the percent of sampled faculty who responded to the questionnaire by the four experimental groups. Exhibit 5-17 shows the chi-square tests of independence that were used to test for significant differences among the response rates for each experiment. At the conventional .05 level of significance, the data suggest significantly higher response rates among those receiving the streamlined, scannable questionnaire than those receiving the conventional questionnaire. The data also seem to suggest that attempting a CATI interview at the first telephone contact is more productive than prompting to return the mail or web versions.

Exhibit 5-16: Percent responding by experimental group

Type of experiment	Number	Percent responding (unweighted)
Prenotification	256	83.1
No prenotification	256	80.9
Priority mail	257	81.8
First class	255	82.1
Streamlined instrument	255	86.3
Conventional instrument	257	77.6
CATI first	256	85.7
Prompting first	256	78.1
TOTAL	512	80.1

Exhibit 5-17: Comparison of response propensity within experimental groups

Comparison	Chi-Square	DF	p-value
Prenotification vs. none	0.385	1	.308
Priority mail vs. first class	0.006	1	.518
Streamlined vs. conventional	6.000	1	.010*
CATI first vs. prompting first	4.601	1	.021*

*Significant at $p < .05$.

Since the prenotification experiment and the priority mail experiment were administered only at the beginning of the study (during the initial mailout), and not throughout, the data were limited to “early” responders ($n=181$)—those who responded before the replacement mailing arrived, thereby testing whether these experiments had an effect on early returns as intended. As Exhibit 5-18 indicates, when the data are limited to early returns, the priority mail treatment group becomes significant ($p<.01$). That is, those receiving the initial package via priority mail (53.4 percent) were significantly more likely to respond to the survey early on than were those who received the package via first class mail (40.6 percent). This finding lends support to the survey methodology literature on this topic.

Exhibit 5-18: Comparison of response propensity within experimental groups for early responders

Comparison	Chi-Square	DF	Significance
Prenotification vs. none	1.21	1	n.s.
Priority mail vs. first class	6.89	1	$p<.01$

**Exhibit 5-19: Comparison of response propensity within
experimental groups for late responders**

Comparison	Chi-Square	DF	Significance
CATI first vs. prompting first	.07	1	n.s.

Similarly, since the CATI experiment was not administered until the telephone phase began on May 11, 1998 these data were re-analyzed to activity after telephone follow-up began (n=148). This analysis shows that when the data are restricted to the period in which the experiment was administered, no significant difference exists between prompting at the first call attempt (39.0 percent) and attempting a CATI interview at the first contact (37.8 percent).

VI. QUESTIONNAIRE ITEM NON-RESPONSE

This chapter reviews the item non-response rates for the field test faculty and institution surveys. Item non-response rate is defined as the ratio of the total number of non-responses to the number of faculty who were eligible to respond to a questionnaire item.

Item non-response creates two problems for survey analysts. First, it reduces the sample size and thus increases sampling variance. As a result, insufficient sample sizes may hinder certain analyses such as subgroup comparisons. Second, item non-response may give rise to non-response bias. To the extent that the missing data differ from the reported data, the reported data are unrepresentative of the survey population.

As a general rule, questionnaire items with a .20 or greater level of non-response are considered problematic. A high item non-response rate may indicate that a question is not properly worded, is poorly formatted, is not understood by the respondent, or asks for information the respondent either cannot recall or simply does not know. Therefore, information on item non-response can be used to assess the adequacy of a questionnaire. Since the NSOPF:99 field test was expressly designed for this purpose, no data cleaning was performed before this item non-response analysis. That means that missing data were not retrieved, nor were improperly marked responses cleaned for logical and inter-item consistency.

In the discussion that follows, the reader will find it helpful to refer to the appropriate questionnaires in Appendices J and N.

6.1 Faculty Questionnaire Item Non-response

A total of 384 faculty completed the field test questionnaire. The questionnaire was produced in three different modes: scannable (paper), electronic (world wide web), and CATI (computer-assisted telephone interview). The vast majority of faculty (297) completed the self-administered paper questionnaire, 54 completed the CATI survey, and 33 completed the survey on the web. Each version of the questionnaire consists of seven sections, 102 questions, and 487 questionnaire items. Five questionnaire items in Question 19 and Question 21 were excluded from all the analysis reported here. These items asked the respondents to report the “Country of the Institution” from which they received their degree or award. The non-response rates for all of these items are approximately 90 percent. Obviously, respondents did not feel it was necessary to write in “USA” when they received degree or award from the USA. In fact, except for the CATI version, where the interviewer entered the data for the respondents, none of the respondents to the paper and web questionnaires completed these items. The missing values on those items can be easily inferred, so they should not be considered as non-responses in the normal sense.

Exhibit 6-1 lists the non-response rates and standard errors of the 487 questionnaire items. Two “code-all-that-apply” questions—Questions 94 and 96 (11 items)—were excluded. Item non-response rates are not defined for such questions since respondents could legitimately choose not to mark or affirm any of the response categories.

Exhibit 6-1: NSOPF:99 faculty questionnaire—organization and content

Section (#items)	Questionnaire content	Question
Section A (40)	Nature of Employment	Qs. 1-16
Section B (144)	Academic/Professional Background	Qs. 17-35
Section C (200)	Institutional Responsibilities and Workload	Qs. 36-74
Section D (45)	Job Satisfaction Issues	Qs. 75-85
Section E (26)	Compensation	Qs. 86-90
Section F (14)	Sociodemographic Characteristics	Qs. 91-100
Section G (18)	Opinions	Qs. 101-102

Appendix Q presents the item non-response rates (denoted RATE) of the 487 items. The 487 items are listed in order of their appearance in the faculty questionnaire. Appendix Q also shows the following information: the section of the questionnaire in which each item appears, the third of the questionnaire (i.e., whether the item belongs to the first third, second third, or third third when items are ordered from the beginning to the end of the questionnaire), the number of eligible respondents (“N”), the number of item non-responses (“NR”), and the standard error of the item non-response rate.

In the notation of Appendix Q, the item non-response rate, RATE, equals “NR” divided by “N.” The standard error of the item non-response rate, “STDERR,” equals the square root of $RATE \times (1 - Rate)/N$. In general, the larger the sample size (N), that is, the greater the number of eligible respondents for a particular item, and the further the RATE is from .5, the lower the STDERR. Note that the standard errors in Exhibit 6-2 (and subsequent exhibits) assume simple random sampling.

Exhibit 6-2 presents both unweighted and weighted mean item non-response rates for the seven sections of the questionnaire. The unweighted means are simple averages of item non-response rates in a section. They ignore the variability among items in the number of eligible respondents. In this context, weighted means each item is weighted by its number of eligible respondents.

Exhibit 6-2: NSOPF:99 faculty questionnaire—non-response rates by section

Questionnaire section	Unweighted mean	STDERR *	Weighted mean	STDERR*
B. Academic/professional background	.406	.025	.430	.026
E. Compensation	.304	.038	.263	.013
C. Institutional responsibilities and workload	.157	.011	.142	.010
A. Nature of employment	.098	.017	.093	.014
F. Sociodemographic characteristics	.083	.019	.068	.014
G. Opinions	.083	.004	.083	.004
D. Job satisfaction issues	.079	.016	.081	.016
Total respondents	.222	.011	.222	.011

* Standard errors assume simple random sampling.

As Exhibit 6-2 indicates, the overall item non-response rate for the questionnaire in its entirety is .222, which is slightly higher than the 20 percent threshold. Section B (Academic/Professional Background) and Section E (Compensation) have the highest item non-response rates. The unweighted item non-response rates for the 148 items in Section B and the 26 items in Section E are .406 and .304, respectively. The third highest average item non-response rate is for Section C (Institutional Responsibilities and Workload), and the fourth highest is for Section A (Nature of Employment), followed by Section F (Sociodemographic Characteristics) and Section G (Opinions). Questions in Section D (Job Satisfaction Issues) have the lowest unweighted item non-response at .079. The lower item non-response in the last two sections (F and G) suggests that respondent fatigue was probably not a factor affecting item non-response.

Exhibit 6-3 presents unweighted and weighted mean item non-response rates for the first, second, and third thirds of the faculty questionnaire. It shows that item non-response is highest in the first third of the questionnaire at .339. The second highest third reports an unweighted mean item non-response rate of .162, and the third third is .137. Again, the decreasing item non-response from the first third to the third third indicates that respondent fatigue did not adversely affect item non-response.

Exhibit 6-3: Item non-response rates for faculty questionnaire by thirds

Questionnaire by thirds	Unweighted Mean	STDERR*	Weighted mean	STDERR*
First third (Questions 1-35) (Sections A, B)	.339	.022	.363	.023
Second third (Questions 36-64) (Section C)	.162	.012	.153	.011
Third third (Questions 65-102) (Sections C-G)	.137	.014	.117	.010
Total Respondents	.222	.011	.222	.011

* Standard errors assume simple random sampling.

A non-response rate above .20 should be considered a cause for concern. Appendix R presents the 11 critical items whose item non-response rates are greater than .20. Eight of the eleven items are in Section C. Appendix S lists all the questionnaire items that are .20 or greater. Thirty-seven percent (181/487) of the items on the faculty questionnaire elicited item non-response rates greater than .20.

Item non-response also varies by mode of survey administration. As expected, CATI has the lowest item non-response followed by self-administered paper and web questionnaires. However, there are questionnaire items in which high item non-response (.20 or greater) was consistent across all three instruments. The following section discusses item non-response rate for each section of the questionnaire. Unless indicated, the rate discussed is for all three modes of survey administration combined. When appropriate, the rates are discussed for each mode of administration separately.

Section B—Academic/Professional Background (Questions 17-35). The highest mean item non-response was for Section B (Academic/Professional Background) at .406. This section contains 20 questions (144 items) and is found on pages 5-10 on the self-administered questionnaire. The main sources of item non-response were Questions 19, 31, 34 and 35. All of these questions are presented in a matrix format.

Question 19 includes five separate components (twenty four questionnaire items) asking respondents to provide varied background information on each degree held. Respondents are asked to list the type of degree or formal award they hold, indicate the year it was received, select a code from the list of major fields of study (on pages 3 and 4 of the paper questionnaire and in a drop-down box in the web questionnaire), write in the major field of study, and identify the location of the institution from which they received their degree or award. Respondents may provide information on as many as four degrees, starting with the highest degree, followed by the next highest degree, and so forth.

Item non-response is very low for the information reported for the highest degree. The magnitude of the item non-response varied from a low of .02 for items Q19_1A, Q19_1B, and Q19_1EA to highs of .32 for item Q19_EB. Item Q19_EA and Q19_EB are “write-in” responses that ask the respondent to provide the name, city and state of the institution that granted the degree. As the non-response rates show, respondents were more likely to provide the name of the institution rather than the city or state. If Q19_EB were excluded from the analysis, the item non-response rates vary from a low of .02 for items Q19_1A, Q19_1B, and Q19_1EA to a high of .14 for Q19_1C (name of field of study) another write-in response. A similar pattern of item non-response was exhibited in items for the second highest degree.

The item non-response rates for the next two earned degrees were very high. Excluding the write-in responses, the magnitude of the non-response rates varied from .36 to .59 for the third highest degree, and from .82 to .90 for the fourth highest degree. These findings were consistent across all three modes of survey administration. It is not evident from the question whether high non-response rates are caused by respondents failing to provide the information or that they do not have more than two degrees to report. To distinguish the difference between the two responses, it may be necessary to add an item that asks respondents for the number of degrees earned prior to completing these items.

Question 31 is the second matrix question in this section. It asks questions about the academic positions that respondents have held or currently hold at other institutions. The question includes six separate components (27 questionnaire items) asking respondents to provide varied information on as many as three academic positions. Respondents are asked to list the years of employment, type of institution, employment status, primary responsibility, academic rank/title, and tenure status. As Appendix Q indicates, the pattern of non-response mirrors the previous question with lower rates of non-response for the first position held to much higher item non-response for the subsequent positions. This pattern of item non-response is repeated in Question 34 that asks respondents to provide information about non-academic positions.

Question 35 is the final question in this section. Item non-response for all 42 items in this question exceeds .20. The question lists 14 types of presentations and publications and asks respondents to report the number of each they presented or published during their entire career and during the past two years. The totals reported during the last two years are further subdivided into two groups: sole authorship/responsibility versus joint or collaborative authorship/responsibility. If the respondent did not present or publish one of the types listed, respondents were instructed to zero-fill the appropriate box. Unless the boxes are zero-filled, it is impossible to determine whether the box represents zero publications/presentations or is missing.

The magnitude of item non-response is similar across the three categories. For total presentations and publications during the respondent’s career—items Q35_1_A through Q35_14_A—the item non-response is fairly uniform varying from .28 to .49. For presentations and publications during the past two years, item non-response is very consistent and fairly high, across the two subgroups: items Q35_1_B1 through Q35_14_B1 ranges between .45 to .78 and items Q35_1_B2 through Q35_14_B2 ranges between .54 to .80. These results suggest that there may be three distinct patterns of non-response. The first involves faculty who responded to the item in the first column and reported the total of publications/presentations made during their career. The second pattern involves nonresponding faculty who skipped over the sub-items in column two and three and failed to provide the number of publications/presentations made

during the last two years into categories of responsibility. The third pattern involves faculty who failed to zero-fill categories that were not applicable to their presentation/publication history.

Section E—Compensation (Questions 86-90). The second highest unweighted mean non-response rate was for Section E (Compensation; Questions 86-90) at .304. Section E asks five questions (26 items) about sources of compensation (employee compensation, spousal income, total household income), the number of dependents, and the number of people living in the household. All items require the respondent to write-in a response—either a dollar amount or the number of people or dependents. When a source of income was not applicable, the respondent was asked to check the “not applicable” box. Almost all of the items exceed .20 non-response across all three modes of survey administration. However, most of the non-response in this section is due to respondent failure to check “not applicable” when appropriate.

Five items in this section exhibited non-response below .20: Question 86A (basic salary—[.18]), Question 86AN_1 (length of appointment in months—[.19]), Question 86P (compensation from other sources—[0.0]), Question 88 (number living in the household—[.135]), and Question 90 (number of dependents—[.125]). The 28 remaining items reported non-response rates of .20 or greater.

Question 86 is divided into two parts. Items Q86A to Q86E and items Q86AT_1 to Q86AN_C ask questions concerning compensation paid to the respondent by the primary institution and the basis for the payment. Items Q86F through Q86P ask about other sources of income, such as employment at another institution, or speaking fees and honoraria. Non-response rates for compensation at the primary institution (other than basic salary) were .26 to .29. These rates were comparable to the non-response rates associated with compensation from other sources that ranged from .27 to .31. Only the CATI version exhibited an item non-response within an acceptable range (.037). About one third of the respondents answered all items in Q86, and none of them failed to answer all items.

Questions 87 and 89 also asked about income and the reported non-response rates are .20 or greater. The non-response rate for Question 87 (gross income of spouse or significant other) was .20. The non-response rate for Question 89 (total household income) was .24. Regardless of the type of income item, questions asking about income had higher rates of non-response. This was also true across the three modes of survey administration.

The highest unweighted mean non-response rates in this section were for items Q86AN_4 (.59) and Q86P_1 (1.0) about other sources of earned income.

Section C—Institutional Responsibilities and Workload (Questions 36-74). Section C has the third highest non-response rate at .157. This section contains 39 questions (200 items), by far the largest section of the questionnaire. It also includes some of the most complex questions. As indicated in Appendix Q, 54 items in 7 questions (Q36, Q38, Q47, Q58, Q68, and Q71) contributed substantially to the overall non-response rate in this section. Three of five questions involved questions presented in a matrix format (Q38, Q47, Q68).

Question 36 on page 12 is the first question in the section. It asks respondents to write-in the average number of hours they spent performing paid and unpaid activities at their institution as well as outside their institution. Non-response rates for four of the five items were .32 or higher.

These items dealt with unpaid activities at the institution, paid activities outside the institution, and pro bono work. In contrast, item non-response for paid activities was very low at .07.

Question 38 on faculty committee work is the second matrix question in this section. Respondents are asked to report the number of committees they served on, how many they chaired, and the average number of student contact hours per week for three types of committees: undergraduate thesis, graduate thesis, and graduate comprehensive. Items in the first column; i.e., Q38_1A, Q38_2A, and Q38_3A, report the number of committees the respondent served on. Non-response rates exhibited very little variance among the three items, ranging from .22 to .24. All non-responses were from the self-administered paper and the web questionnaires; there were no CATI non-responses.

Item non-response rates are generally lower for the items in the next two columns on the matrix. Appendix Q shows that the item non-response rates for these items vary from 0 to .38. The non-response rates are very low given that the respondents answered the first column. Two exceptions are the relatively high non-response rates for Q38_3b (.22) and Q38_3c (.38). All three modes of survey administration exhibit a similar pattern of non-response among the items in Q38.

Question 47 asks respondents to provide information about each for-credit class or section they taught during the 1997 fall term. This matrix question allows respondents to report information for as many as five classes. Non-response for items associated with the first three classes are all below .20. The main source of item non-response was items Q47_D1 to Q47_E4—items that ask for information about the fourth and fifth for-credit classes. Among these items, the non-response rates range from .20 to .40. The most noticeable non-response pattern in Q47 is the steady increase of non-response rates from column 1 to column 5. This suggests that many respondents either did not teach more than three classes or might feel that the question was burdensome and chose to skip the remaining items. This was consistent across all three modes of survey administration.

Question 58 asks about individualized instruction. Respondents are asked to write-in the number of students that receive individualized instruction and the total number of contact hours per week. The question consists of 8 items, of which 7 exceed .20 and vary from a low of .25 (Q58B_1; number of upper division students) to a high of .63 (Q58D_2; total contact hours per week for professional students).

Question 68 is a matrix type question that asks respondents with grants and contracts for which they are principal or co-principal investigators during the fall term to provide information about the funding source for each grant and contract. Eighteen items are available for non-response analysis. (Other items in the question use an all-that-apply response set and they are not included in the non-response calculation.) The magnitude of the item non-response varies from 0 to .3. The first column lists the different types of funding sources and asks respondents to check “yes or no” if they received funding from this source. If the respondents checked “yes,” an arrow indicates that they should go on to the next column and provide the number of grants received from this source. All the non-response for this question appeared on the self-administered questionnaire. In general, it appears that respondents are not checking the box to confirm the funding source, but letting their answers to the next items about the funds received confirm the source. The check box may be unnecessary.

Question 71 asks about non-instructional committees—the number of committees served on and the number of committees chaired. Four types of committees are listed. Respondents that do not serve on committees are provided with a “not applicable box” and are skipped to the next question. Respondents who did serve on committees are asked to enter the number of committees served and chaired. The major source of non-response is the column 2 items asking for the number of committees the respondent chaired. These four items vary from .48 to .56, while items in the first column have non-response rates between .18 and .29. This may be the result of skipping the item or not following the instruction to zero-fill when appropriate.

Section A—Nature of Employment (Questions 1-16). The fourth highest (unweighted) mean item non-response was for Section A—Employment. Three items contributed most to the item non-response for this section. The main source of item non-response was Question 6 which asks respondents to identify the reasons they chose to work part-time during the 1997 fall term. Respondents are directed to this question via a skip pattern from the previous question asking if they are employed full-time or part-time. Six reasons are provided—five of which are listed and the sixth is a write-in “other” option. As Appendix Q indicates, the magnitude of the item non-response for the five reasons listed varied from a low of .12 for item Q6A to a high of .19 for item Q6E. When the open-ended “other” category is included in the analysis, the item non-response increases to a high of .60 for item Q6F_1. An analysis of the frequencies indicates that the respondents selected “other reasons for working part-time” similar to the rate at which they answered the other items in the question but chose not to specify the reason. Although this pattern of non-response is fairly common in self-administered questionnaires, it was also evident in the CATI and web versions.

The second question that contributed to item non-response in this section was Question 9 which asks respondents to identify their academic rank. A “not applicable” category was given for respondents at institutions that do not designate rank. There are two items in this question: selection of rank (Q9) and an open-ended “write-in” category to specify the title if not listed (Q9_6). Item Q9 exhibited the highest non-response at .29, but was fairly consistent with the rate shown in item Q9_6 at .27. For item Q9, the item non-response was limited to the self-administered questionnaires only. For item Q9_6, item non-response also appeared in the CATI interviews.

Section F—Sociodemographic Characteristics (Questions 91–100). The fifth highest (unweighted) mean item non-response rate is for Section F with 10 questions and 14 items. The key source of non-response in this section was the failure of the respondents to complete the write-in portion of two questions. Specifically, item Q98_2_1 asks respondents to specify the country of origin if other than the U.S., and item Q99_3_1 asks for the country of present citizenship. The item non-response rates were .23 for Q98_2_1 and .2 for Q99_3_1.

Section G—Opinions (Questions 101–102). The section on opinions exhibited the sixth highest item non-response rate at .083. This section contains two questions and 18 items. These two questions are the last questions on the paper questionnaire and appear on page 29. The overall non-response rate in this section was significantly below the designated .20, ranging from a low of .06 to a high of .12. It appears that respondent fatigue did not affect respondent motivation and item non-response rate, even though these attitudinal questions appear in the last section of the questionnaire. However, a closer examination by mode of survey administration does not support this conclusion.

The items ask respondents to agree or disagree with statements concerning the teaching profession in general and the respondent's institution in particular. Item non-response on the self-administered questionnaire for these six items varied from .02 (item Q101A) to .08 (item Q101C). On the web version, the non-response rates are fairly uniform at about .18. For CATI, however, item non-response rates range from .17 to .31 (item Q101C). The higher item non-response among CATI interviews may indicate that the length of the interview negatively impacted the response rate for this question. The average length of a CATI interview was 56 minutes.

Interestingly, the last question, Question 102, did not demonstrate the same pattern of item non-response. Respondents were asked to indicate if various educational issues have worsened or improved or remained the same over time. Except for two items on the web version of the questionnaire, all items were below .20. The two items on the web version that exceeded this limit were item Q102A—quality of students in my field at .697, and item Q102I—quality of research in my field at .212. This item also included a “don't know” response category but, as is obvious from the item non-response, few respondents selected this response choice.

Section D—Job Satisfaction (Questions 75–85). The lowest overall item non-response (.079) is for Section D (Job Satisfaction). This section contains 11 questions (45 items) and is found in the final third of the self-administered questionnaire on pages 22-24. The first two questions ask respondents to report their satisfaction or dissatisfaction with their instructional duties and other aspects of their job at their current institution. The next four questions ask about the likelihood of accepting a different position within or outside of academia. The remaining five questions focus on retirement issues.

The overall unweighted item non-response rate for the section is .079. Four items—all dealing with the respondent's plans and attitudes toward retirement—exceeded .20. These four questions also include “don't know” as a response category. Because our definition of non-response includes “don't know” as a component of non-response, this response category no doubt contributed to the higher non-response rate for these items. As Appendix Q indicates, the non-response rates ranged between .29 for Question 81 to .48 for Question 84. These findings were consistent across all modes of survey administration.

6.2 Some Additional Non-response Analyses of the Faculty Questionnaire

Our evaluation of the item non-response results for the faculty questionnaire indicates that item non-response rates vary considerably by topic, the structure of the items and, to a lesser extent, by mode of survey administration. For example, questionnaire items that ask for compensation information have relatively higher non-response rates than other items. Questions that involve many items in a matrix format exhibit much higher item non-response than relatively simple items. Among the three modes of data collection, CATI has the lowest item non-response rates followed by self-administered paper and web questionnaires. This section examines the impact of complicated items on the item non-response rates on the faculty questionnaire. It also discusses the impact of some demographic characteristics on item non-response.

Complicated items on the faculty questionnaire refer to those items that contain numerous subitems in a matrix format. The faculty questionnaire includes numerous items in this format. This section will examine those items that have exceptionally high non-response rates. Specifically, these include items in Questions 35, 38, 47, 58, 71, and 86. A common feature of

these items is the complexity of the item structure. Respondents appeared unwilling to provide all the detailed information or to zero-fill the boxes when appropriate. For example, item non-response rates for Question 35 range from about .30 to .80. Obviously, respondents became less and less cooperative as they moved from column one to columns two and three. Similar item non-response patterns are also evident among other complicated items. High non-response rates for these items severely impacted the overall item response rate of the faculty questionnaire.

To show the adverse impact of these items, Exhibit 6-4 gives the aggregate item non-response rates with and without recoding the complicated items mentioned above. These items were recoded as follows. A dummy variable was created for each column for an item that contained multiple columns of subitems. It is considered a valid response on the dummy variable if the respondent provided a valid response to *any* item in that column. For example, Question 71 asks about the number of non-instructional committees the respondent served on or chaired during the 1997 Fall Term. The 8 subitems are arranged in a matrix format with four rows and two columns. Each row represents a particular type of committee, while column one asks about the number of committees the respondent served on and column two asks about the number of committees the respondent chaired. Two dummy variables were created one for each column. If the respondent gave a valid response to any of the four items in column one, then the respondent is considered to have provided a valid response to the dummy variable that represents column one. The same is true for the column two dummy variable. Item non-response rates are then computed only for the dummy variables, and these dummy variables replace the original items in computing the aggregate non-response rates presented in column 2 of Exhibit 6-4.

In addition to recoding some complicated questionnaire items, other items were excluded in the analysis reported in column 2 of Exhibit 6-4. These items appear in Questions 19, 29, 31, and 34. The excluded items share the following common characteristics. First, they all have exceptionally high non-response rates, many of them above 80 percent. Second, the respondents most likely had nothing to report and thus left these items blank. (In other words, they could have answered "Not Applicable" if the option were offered. For example, Question 19 asks respondents about the degrees or other formal awards they hold. Respondents may list as many as four degrees. However, non-response rates increase rapidly from the highest to the fourth highest degree. The non-response rates in items for the highest degree are all below .05, while the non-response rates in items for the fourth highest degree are all above .80. Similar response patterns can be observed in Questions 31 and 34.

All the item non-response rates in Exhibit 6-4 are weighted non-response rates, the weight being the number of eligible respondents to answer each item. Recoding the complicated items significantly reduced the overall item non-response rate from .222 to .101, a reduction of more than one half. This reduction of non-response rate occurred across all modes of survey administration and across all subgroups defined by faculty characteristics. Clearly, the recoding of these complicated items gives a much brighter picture of item non-response rates, suggesting that these complicated items had a large impact on the overall non-response rate.

Exhibit 6-4: Aggregate item non-response rates with and without recoding complicated items

Subgroups	Rate without recoding	Rate with recoding
CATI	.206	.078
Web	.296	.182
Paper	.219	.096
Male faculty	.215	.092
Female faculty	.214	.089
Tenured faculty	.215	.097
Nontenured faculty	.222	.098
Full-time faculty	.214	.092
Part-time faculty	.237	.094
Critical items	.091	.084
Above .20	.511	.339
All items	.222	.101

Exhibit 6-4 also shows the weighted average item non-response rates for some selected faculty groups. Nontenured faculty and part-time faculty exhibit higher item non-response rate than their respective counterparts. The differences are quite small, however. There is no difference between male and female faculties in terms of item non-response pattern.

Exhibit 6-5: Item non-response rates by section with and without recoding complicated items

Section	Rate without recoding	Rate with recoding
Section A	.093	.093
Section B	.430	.112
Section C	.142	.099
Section D	.081	.081
Section E	.263	.196
Section F	.068	.068
Section G	.083	.083

Exhibit 6-5 reports item non-response rates by section with and without recoding the complicated items. Since recoding only involved items in Sections B, C, and E, the other sections are not affected by it. The biggest impact of recoding occurred in Section B, simply because more items were recoded or excluded in Section B than in other sections.

Finally, Exhibit 6-6 shows the non-response rates by third with and without recoding complicated items. The reduction of non-response rate is significant in every third. The impact is particularly large in the first third where most of the recoding took place.

Exhibit 6-6: Item non-response rates by survey third with and without recoding complicated items

Survey third	Rate without recoding	Rate with recoding
First	.363	.105
Second	.153	.124
Third	.117	.080

6.3 Institution Questionnaire Item Non-response

The field test institution questionnaire consists of five sections, 26 questions (with three skip patterns), and 199 questionnaire items. Virtually all of the questionnaires were completed as self-administered paper questionnaires. The item non-response rate was calculated for 124 items. Two “code-all-that-apply questions”—Questions 16 and 25—were dropped from the analysis because respondents could legitimately choose not to mark or affirm any of the response categories. Item non-response is defined as the ratio of the total number of non-responses to the number of institutions that were eligible to respond to an item. Specifically, item non-responses include refusals, multiple responses to items that call for a single response, and missing responses (i.e. items left blank). “Don’t Know” is also included as an item non-response, even in cases where “don’t know” is an explicit response category for the item.

The definition of item non-response excludes legitimate skips, that is, respondents who were determined to be ineligible to respond to the item prior to its being asked. Legitimate skips are excluded from both the numerator and the denominator in the item non-response rate calculation. However, when “Not Applicable” (NA) is provided as an explicit response category of an item, it is treated as an item response. When the “Not Applicable” response is marked, it is included in the denominator (but not the numerator) of the item non-response rate.

Appendix T presents the item non-response rates (denoted “RATE”) for the 124 items. The 124 items are listed in the order they appear in the institution questionnaire. Appendix T also shows the section of the questionnaire in which each item appears, including the approximate “third” of the questionnaire (i.e., whether the item belongs to the first third, second third, or third third of the questionnaire, when items are ordered from the beginning to the end of the questionnaire), the number of eligible respondents (“N”), the number of item non-responses (“NR”), and the standard error of the item non-response rate. The total number of respondents to the institution questionnaire is 136. However, the number of eligible respondents for a particular question may

be less than 136 due to skip patterns and the exclusion of questions with “all that apply” instructions.

In the notation of Appendix T, the item non-response rate, equals “NR” divided by “N.” The standard error of the item non-response rate, STDERR,” equals the square root of RATE x (1-RATE)/N. In general, the larger the sample size (N), that is, the greater the number of eligible respondents for a particular item, and the further the RATE is from .5, the lower the STDERR. Note that the standard errors in Appendix T (and subsequent exhibits) assume simple random sampling.

Exhibit 6-7 presents the unweighted and weighted mean item non-response rates for faculty counts and each section of the institution questionnaire. The unweighted mean ignores variability among items in the number of eligible respondents. Weighted means reflect an item non-response rate that is weighted for each item by its number of eligible respondents. As Exhibit 6-7 indicates, Section D has the highest item non-response at .356. This section asks for name, title, and telephone number of the survey respondents. Section C (All Faculty and Instructional Staff) has the second highest unweighted mean item non-response rate at .203. The unweighted mean item non-response rates for the remaining sections are .141 for Section A (Full-time Instructional), .132 for Faculty Counts (Number of Full-time and Part-time Faculty and Instructional staff) and .050 for Section B (Part-time Faculty and Instructional Staff).

Exhibit 6-7: Item non-response rates for institution questionnaire by section

Questionnaire section (# Items)	Unweighted mean	STDERR*	Weighted mean	STDERR*
Faculty counts (2)	.132	.066	.132	.066
Section A (73)	.141	.018	.144	.018
Section B (40)	.050	.007	.059	.006
Section C (4)	.203	.002	.203	.002
Section D (5)	.122	.086	.355	.089
Total (124)	.122	.013	.137	.013

* Standard errors assume simple random sampling.

Exhibit 6-8 presents unweighted and weighted mean item non-response rates for approximate thirds of the institution questionnaire. The unweighted and weighted means show that item non-response is highest in the first third of the questionnaire. The unweighted mean item non-response rate for the first third equals .205, and the weighted mean item non-response rate from the first third equals .207. The item non-response is lowest for the second third of the questionnaire (unweighted mean = .057) and second lowest for the third of the questionnaire (unweighted mean = .113).

Exhibit 6-8: Item non-response rates for institution questionnaire by thirds

Questionnaire by thirds	Unweighted mean	STDERR*	Weighted mean	STDERR*
First third (Questions 1-10)	.205	.028	.207	.028
Second third (Questions 11-18)	.057	.008	.066	.007
Third third (Questions 19-26)	.113	.021	.138	.023
Total Respondents	.112	.013	.137	.013

* Standard errors assume simple random sampling.

Appendix U presents item non-response rates for 32 items whose non-response rates are greater than .20. Twenty-six percent of the items (32/124) in the institution questionnaire elicited item non-response rates at this level.

Twenty of the 124 questionnaire items were designated as critical items in the institution questionnaire. Exhibit 6-9 presents item non-response for sixteen of the twenty items that have item non-response rates of greater than .20. (Exhibit 6-9 was created from Appendix V.) Two items have item non-response rates equal to .41, Questions 5B_A (total number of tenured full-time faculty and instructional staff as of October 1, 1996) and Question 5C_B (total number of non-tenured, not on tenured track full-time faculty and instructional staff as of October 1, 1997).

Exhibit 6-9: Item non-response rates for select critical items

Quex item	N	NR	Rate	STDERR
Question 5A_A	136	37	.296	.041
Question 5A_B	125	38	.304	.041
Question 5A_C	125	25	.200	.036
Question 5B_A	125	51	.408	.044
Question 5B_B	125	41	.328	.042
Question 5B_C	125	33	.264	.039
Question 5C_A	125	42	.336	.042
Question 5C_B	125	51	.408	.044
Question 5C_C	125	41	.328	.042
Question 5D_A	125	48	.384	.044
Question 5D_B	125	47	.376	.043
Question 5D_C	125	35	.280	.040
Question 5E_A	125	27	.300	.048
Question 5E_B	125	27	.296	.048
Question 5E_C	125	27	.262	.043
Question 10	125	28	.224	.037

* Standard errors assume simple random sampling.

6.3.1 Non-response by Questionnaire Section

The institution questionnaire is divided into five parts. Part 1 contains faculty counts for full-time and part-time faculty and instructional staff. The remaining sections of the questionnaire consist of: Section A (full-time faculty and instructional staff); Section B (part-time faculty and instructional staff); Section C (all faculty and instructional staff); and Section D (respondent information).

Faculty counts. Question 1 asks respondents to provide total counts of full-time and part-time faculty and instructional staff as of October 1, 1997. The question appears on the lower half of the page immediately following instructions that reiterate the definition for full- and part-time faculty and staff, and prompts the respondents to include health sciences faculty and instructional staff in the total counts. Question 1a asks for the total number of *full-time* faculty and instructional staff at the institution. Question 1b asks about the total number of *part-time* faculty and instructional staff. Respondents are directed to write the totals in the boxes provided, or to write in “0.”

The overall unweighted mean non-response rate for these two items is .132. The individual unweighted mean item non-response rates are .07 (full-time counts) and .20 (part-time counts). The standard errors of these proportions indicate that the difference between the non-response rate for full-time faculty counts and part-time faculty were statistically significant. The higher item non-response for part-time counts appears to be problematic but may be influenced by two patterns of non-response. The first, and more serious pattern, is the failure of the respondents to provide total counts when the institution employs part-time faculty and staff. The second, less serious pattern, is the failure of the respondent to write in “0,” indicating that the institution did not employ part-time faculty and staff. Although both patterns contribute to item non-response, the failure to report total part-time counts, when applicable, is more critical to the success of the study.

The first skip pattern in the questionnaire immediately follows Question 1 and directs respondents from institutions without part-time faculty and instructional staff to skip to Section B.

6.3.2 Section A: Full-Time Faculty and Instructional Staff

This section includes Questions 2–16 on pages 2–6. The item non-response rate for this section is the second highest of the four sections. The following discussion reviews the item non-response rates for topically related questionnaire items.

Questions 2, 3. These two questions ask for information about staff changes during the past five years. Question 2 asks the respondent to report the change—increased, decreased, or remained the same—in the total number of full-time faculty and staff at their institution over the last five years. The item non-response rate for Question 2 is .008. Respondents are also asked to report the percentage of the change. Item Q2_2_P (percentage decrease in the total number of faculty) had the highest item non-response rate at .263, while item Q2_1_P (percentage increase in the total number of faculty) was .128.

Question 3 asks if the institution has taken any action to cause the change in the number of total faculty and staff. The question lists five different actions ranging from increased class size to a reduced number of course offerings. The question also provides a space for respondents to write in actions not listed. The individual non-response rates for each of the five action items listed in Question 3 are very low. They varied from a low of .016 (Q3A: replaced full-time faculty and instructional staff with part-time faculty and instructional staff) to a high of .032 (Q3C: increased class size and Q3E Substituted on-campus courses taught by full-time faculty and staff with remote site courses). Item non-response rates for both Q3B (increased faculty workload) and Q3D (reduction in the number of course and program offerings) are .024.

Question 4. This question asks whether or not the institution has a tenure system and, if it does not have this system, if it has tenured staff. The item non-response rate is very low at .016.

Question 5. This question asks for information about changes in the number of full-time faculty and instructional staff between the 1996 and 1997 fall terms. It consists of a matrix of five rows of questionnaire items for which three columns of responses are required, for a total of 15 items. The columns are formatted to ask about full-time faculty and instructional staff that are “tenured,” “nontenured, on tenured track,” and “non-tenured, not on tenure track.” The items in the first row ask for the total number of full-time faculty and staff at the institution as of October

1, 1996 Fall Term. The next three rows ask the respondent to provide the total number of faculty and staff hired, retired, or who left the institution for other reasons between October 1, 1996 and October 1, 1997. The last row asks for the total number of faculty and staff as of October 1, 1997. Respondents are instructed to write in the total number in each box, or write in "0" if there are no totals to report.

As indicated in Exhibit 6-7, the item non-response rates for all of these items exceeds .20 and there does not appear to be a consistent pattern. Across columns A-C, item 5A (total number of full-time faculty and staff as of October 1, 1996 fall term) had the lowest item non-response rates: Column C (non-tenured, not on tenure track) at .20, Column A (tenured) at .296, and Column B at .304, respectively. Item 5E (total number as of October 1, 1997) reported the highest item non-response across columns A-C: Column A (tenured) at .496, Column B (non-tenured, on tenure track) at .488, and Column C (non-tenured, not on tenure track) at .392. Column C (non-tenured, not on tenure track) had the lowest item non-response rates across rows ranging from .20 (total number as of October 1, 1996 fall term) to .392 (total number as of October 1, 1997).

Questions 6, 7, 8, and 9. These four questions ask about various aspects of the institution's tenure system. Respondents from institutions that do not have a tenure system for full-time faculty or instructional staff are ineligible and are asked to skip to Question 10. Because of this skip pattern, the number of eligible respondents for this section dropped from 125 to 100. Questions 8 and 9 have the lowest item non-response rates. Question 8A-F asks information about any changes made to the tenure system over the past five years, and Question 9 asks for information about actions taken that may have reduced the number of tenure full-time faculty and instructional staff. All responses except for item 8F_1 ask for a yes/no response. Exhibit 6-7 shows that item non-response for these questions all fell in the .05 and .06 range, with the exception of the follow-up question to item 8F which asks whether or not the institution offered early or phased retirement to tenured faculty or staff. Rather than a yes/no response, respondents are asked to provide the number of faculty and staff who took early retirement. The non-response rate for this item was .207.

Questions 6 and 7 also ask the respondent to write in a number in response to some specified criteria and they both have an item non-response rates above .20. Question 6 is a two-part question that asks respondents to write in the number of full-time faculty and instructional staff considered for tenure during the 1996-97 academic year (Item 6A), and the number granted tenure (Item 6B). Item non-response rates for these questions are .23 and .21, respectively. Question 7 asks the respondent to write in the maximum number of years full-time faculty and staff can be on tenure track and not receive tenure (Item 7A). It also asks if the maximum number has changed during the past five years (Item 7B). Item non-response for Item 7A is .32 and for Item 7B is .94.

Question 10. This question asks for the number of full-time positions an institution was seeking to fill during the 1997 Fall Term. Item non-response mirrored the previously asked questions that requested a number or total. Item non-response was .224. Respondents that did not have a tenure system skipped to this question so the number of respondents increased from 100 to 125.

Questions 11, 12, 13, and 14. These questions ask about the institution's retirement system for full-time faculty and instructional staff. They consist of five items listing different retirement plans each followed by a yes/no response set. If respondents check yes to a plan, they are asked

to mark whether or not the plan is fully subsidized, partially subsidized, or not subsidized. Item non-response is consistent across the five plans ranging from .112 to .136. Item non-response rates are extremely low for the follow-up subsidy questions, with Item 11B_2 and 11C_2 having zero non-response.

The format of Question 12 is similar to the previous question. Seven benefits are listed followed by a yes/no response. If respondents check yes, they are asked to mark whether or not the plans are fully subsidized, partially subsidized, or not subsidized. Item non-response rates are consistent across the listed benefits. Six of the seven benefits have a non-response rate of .10 and there is almost no item non-response for the second part of the question. Question 13 also asks for information about employee benefits using a yes/no response set. Item non-response rates were .05 for all items. Question 14 asks respondents to write in the average percentage of salary that is contributed by the institution to the total benefits package for full-time faculty and instructional staff. The item non-response rate was .192.

Question 15. This question asks about union representation for purposes of collective bargaining. If respondents mark yes, they are instructed to write in the approximate percentage of faculty and instructional staff represented. As in previous questions, the item non-response for the yes/no portion of the question is very low (.04), but rises considerably (.20) when the respondent is asked to write in a number, total, or percentage.

6.3.3 Section B: Part-time Faculty and Instructional Staff

This section of the questionnaire includes Questions 17-25 on pages 6-9 and asks about part-time faculty and instructional staff. The item non-response rate for this section is the second highest of the four sections but only one question has a non-response rate exceeding .20. A subset of six questions from Section A is repeated in Section B for part-time faculty and instructional staff. In the discussion that follows, the questions are again arranged into sets of topically-related questionnaire items. Notice that for this section of the questionnaire, the number of eligible respondents is reduced.

Questions 17, 18, 19, 20, 21, 22, and 23. These seven questions ask for information about the retirement plans offered to part-time faculty and instructional staff. Respondents who answered Question 1B, by providing counts of part-time faculty and instructional staff, are asked to respond to these questions. Otherwise, respondents are instructed to skip to Section C on page 9.

Question 17 asks if retirement plans are available to any part-time faculty or instructional staff. Item non-response was .056. Question 18 asks about the institutions' retirement systems for part-time faculty and instructional staff. The question consists of five items each listing a different retirement plan followed by a yes/no response set. If respondents checked yes, they are asked to mark whether or not the plan is fully subsidized, partially subsidized, or not subsidized. Item non-response is consistent across the five plans ranging from .032 to .048. (These rates are lower than the item non-response rates for full-time faculty and staff reported in Question 12.) The follow-up subsidy questions for all items have zero non-response. Sixty respondents were eligible to answer the yes/no question. The number of eligible respondents dropped to between 8 and 40 for the follow-up subsidy questions.

Question 19 asked whether employees must meet any criteria of eligibility if retirement plans are available to part-time faculty and instructional staff. If the institution does have some criteria in

place, respondents are asked to describe them in the space provided. All 62 eligible respondents answered this question. Thirty-five respondents were expected to provide a description of the criteria and 29 responded. The item non-response rate for the second part of the question is .171.

The format for Question 20 is similar to that of Question 18. Seven benefits are listed and each is followed by a yes/no response. If respondents checked yes, they are asked to mark whether or not the plan is fully subsidized, partially subsidized, or not subsidized. Item non-response rates are low and are consistent across the listed benefits. Five of the seven benefits have non-response rates of .07 and report almost no item non-response for the second part of the question (.02 or less). The remaining items—Q20C_1 and Q20F_1—have non-response rates of .08 and .09, respectively, and non-response to the follow-up question was non-existent.

Question 21 also asks for information about employee benefits using a yes/no/DK response set. Item non-response rates were consistently low across items at .07 or less.

Question 22 asks whether employees must meet any criteria of eligibility if retirement benefits are available to part-time faculty and instructional staff. If the institution does have some criteria in place, respondents are asked to describe them in the space provided. The item non-response rate of .074 for the first part of the question was consistent with previously reported rates in this section. The second part of the question asks respondents to describe the criteria in place. Fifty-four respondents were eligible to answer this question and 14 of them failed to do so. The item non-response rate of .259 is the first item in this section to exceed the .20 threshold.

Question 23 asks respondents to write in the average percentage of salary that is contributed by the institution to the total benefits package for part-time faculty and instructional staff. The item non-response rate was .084.

Question 24 asks about union representation for purposes of collective bargaining. If respondents marked yes, they are instructed to write in the approximate percent of part-time faculty and instructional staff represented by the union. The item non-response for both parts of the question is .06.

6.3.4 Section C: All Faculty and Instructional Staff

This section of the questionnaire includes only one question, Question 26, on page 9.

Question 26. Question 26 asks about the percentage of undergraduate student credit hours assigned to four categories of staff: full-time faculty and instructional staff, part-time faculty and instructional staff, teaching assistants, and others. Item non-response rates varied from .196 to .205 and they were consistent across all items.

6.3.5 Section D: Respondent Information

The final section asks respondents to provide their name, title, telephone number, and the question numbers answered by the primary survey contact. Non-response rates exceeded .20 for all items. Item non-response was lowest for “title” of the person responding at .213, and highest for the “question numbers answered,” at .683.

6.4 Summary

Our assessment of the item non-response for faculty questionnaire indicates that, with the exception of two sections, B (academic/professional background) and E (compensation), the questionnaire is generally well designed and respondents appear to be sufficiently interested to respond to most of the questionnaire items regardless of their content, format, or placement in the instrument. The two problematical sections of the instrument disappear almost entirely upon reexamination when the *complicated* questions are recoded and the item non-response rates for these two sections drop substantially. Of all six sections of the questionnaire, only Section E at .196 remains near our .20 threshold.

Even though the questionnaire is considered long by survey standards and somewhat burdensome to administer, field test respondents did not evidence a high non-response rate near the end of the questionnaire, when respondent fatigue is most likely to have an impact. This was the case across all three modes of survey administration. With the exception of a few relatively minor problems, the overall design of the questionnaire, the positioning of the questions, and the questionnaire format appear to be working smoothly. We believe the design of the instrument, coupled with a highly literate population, accounts for the low item non-response and thus for the largely positive field test results.

The institution questionnaire exhibited lower rates of item non-response than the faculty questionnaire. All but a few questions reported high non-response rates. Questions that ask respondents about institutional policies and practices reported the lowest overall response rates. Typically, the highest non-response was for items that asked for counts of faculty and instructional staff that are “tenured,” “nontenured, on tenure track,” and “nontenured, not on tenure track,” “considered for tenure” and “granted tenure”. Almost all non-response for these items was attributable to the paper questionnaire, not the web version.

High non-response rates on certain items may be caused by a combination of several factors. First, the information requested may not exist at the institution. Second, the information may exist but requires extra effort on the part of the respondent to retrieve and report the data. Third, the perceived and/or real burden associated with retrieving the institutional data may outweigh the willingness of the respondents to obtain and report it. Fourth, the design of the question in a matrix format—especially on the paper version—may be confusing to the respondents and might have contributed to their unwillingness to answer such questions. Respondents using the web version appear to answer matrix questions at a higher rate than respondents using the paper version.

VII. AN ASSESSMENT OF DISCREPANCIES IN FACULTY COUNTS

This chapter provides an evaluation of the discrepancies found between different sources of faculty counts in the NSOPF:99 field test. It reviews the procedures for determining discrepancies and provides an analysis of their magnitude.

7.1 Discrepancies in Faculty Counts

As in previous NSOPF studies, institution coordinators were asked to provide counts of full- and part-time faculty and instructional staff at their institutions as of October 1, 1997,¹⁵ the same reference period used for IPEDS. Coordinators were asked to provide these counts in two documents, an Institution Questionnaire and in a list of all faculty and instructional staff. Unlike NSOPF:93,¹⁶ when institution coordinators were asked to provide the list and the questionnaire data at two different points in time, the NSOPF:99 field test asked coordinators to complete and return both documents *at the same time*. In addition, coordinators were given explicit warnings about potential undercounts of faculty and asked to ensure that the counts provided in the list and questionnaire were consistent. This strategy was employed to reduce errors in reporting, under the assumption that coordinators would be more likely to provide consistent counts of faculty if they were given clear instructions, adequate warnings, and were asked to perform both reporting tasks simultaneously.

In conducting an assessment of faculty counts, the primary consideration is the extent to which the counts reported by the institution in the list and questionnaire match or are discrepant. Other sources of data such as IPEDS enumerations and faculty counts from previous NSOPF studies can be useful in providing checks on the quality of the current NSOPF data and clues about the nature of the error whenever discrepancies in the list/questionnaire counts appear. For example, during list collection IPEDS and historical NSOPF data can be helpful in identifying systematic errors such as the (inadvertent) exclusion of all part-time faculty. The most current IPEDS data (from the 1995 Fall Staff Survey) was available for the field test. It contains counts of full-time and part-time faculty, but, unlike NSOPF, excludes instructional staff who do not have faculty status. Earlier NSOPF data was also available and could be used to make comparative assessments and to explore trends over time. Both of these data sources are, however, limited. IPEDS is limited because its definition is not identical with that used by NSOPF; and both the IPEDS data and the previous NSOPF data are limited by the fact that they were not conducted in the same year.

Discrepancies in faculty counts are more likely to appear between list or questionnaire counts and IPEDS data than between list and questionnaire counts. This is true for several reasons. First, the most recent IPEDS data that were available at the time of the analysis were from the IPEDS 1995 Fall Staff Survey. Another source of discrepancies may result from differences in the criteria and definitions used by IPEDS and NSOPF as mentioned above. (See also the *Glossary* of IPEDS terms contained in the Institution Questionnaire in Appendix F). These two points of difference—reporting period and definitions—may help to account for a large proportion, but certainly not all, of the discrepancies between IPEDS and the list and

¹⁵ In NSOPF:88 and NSOPF:93 the reference date was October 15th.

¹⁶ In NSOPF:93, due to delays in questionnaire redesign, the institution questionnaire was not distributed to institutions until September 1993, whereas the list request was mailed in October 1992. The long delay between these two requests may have been responsible for the large discrepancies between the list and questionnaire, even though the definitions and reference periods were identical.

questionnaire counts in the 1998 field test. Whereas discrepancies between these sources were expected, there was no reason to expect any differences between the list and questionnaire counts, since the definitions and criteria upon which these data depend were identical.

7.2 Procedures for Determining Discrepancies in Faculty Counts

As part of the NSOPF:99 field test, Gallup designed and implemented a set of procedures to identify discrepancies between list, questionnaire, and IPEDS sources of faculty counts. Discrepancies were determined using the following procedures:

As each list of faculty was evaluated and processed for sampling, the total count of faculty was obtained. Counts of full-time, part-time, male, female, and counts by race/ethnicity were entered into a specially-designed discrepancy module of the Status Monitoring System (SMS) for each participating institution. The total count of faculty was determined by summing full-time, part-time and those whose employment status was unknown. When such data was not provided, total counts were determined by adding male, female, and those for whom gender was unknown. Similarly, once a completed institution questionnaire was received and receipted, full-time and part-time faculty counts from the first two items of the questionnaire were entered into the SMS discrepancy module, and were summed to determine the total count of faculty and instructional staff.

Additional sources of data were pre-loaded into the SMS, including IPEDS Fall Staff Survey data from 1995, 1992, and 1991; NSOPF list and questionnaire data from the 1993 full-scale study and 1992 field test, respectively.

Using the SMS, a discrepancy report was generated for each institution; summary reports for all participating institutions were also prepared. Reports could be produced by choosing any two sources (list vs. questionnaire, list vs. IPEDS, or questionnaire vs. IPEDS), choosing a survey period for each source (1998 field test, 1993 full scale, or 1992 field test), and choosing one of three types of faculty counts (total, full-time, or part-time). Discrepancy reports were generated showing the total number of faculty (or the number of full-time or part-time faculty) from each source and the numerical and percent difference between each combination of sources.

7.3 Analysis of Discrepancies Among Faculty Counts

The following section analyzes discrepancies among three sources of faculty counts at postsecondary institutions for the 1998 field test. The analyses include:

- The NSOPF list count of faculty members provided by the institution (LIST);
- The count of faculty based on the institution's response to the Institution Questionnaire (QUEX);
- The count of faculty according to the institution's IPEDS data (IPEDS);

In this section, these counts are referred to as LIST, QUEX, and IPEDS, respectively. We analyze the magnitudes and directions of each of the three pairwise differences: (LIST-IPEDS), (QUEX-LIST), and (QUEX-IPEDS). Exhibit 7-1 provides a breakdown of total faculty counts, by faculty and year for the 1992 field test, the 1993 full scale study, and the 1998 field test. The

discrepancy analyses which follow focus almost exclusively on matched observations, only including institutions in which both a list and a questionnaire were returned (N=130), in which a list was returned and IPEDS data were available (N=138), or in which a questionnaire was returned and IPEDS data were available (N=127).

When viewing the “matched” observations for the 1998 NSOPF field test in Table 5-1, the largest discrepancy appears when IPEDS and QUEX counts are compared, producing a difference of 8,403 faculty. Given the more inclusive NSOPF definition of faculty, this difference was to be expected, with the QUEX accounting for a larger number of faculty than the IPEDS census. (Another factor contributing to the difference is that IPEDS data were collected in 1995 whereas NSOPF data was for the 1997.) The next largest difference is between the LIST and IPEDS counts, a difference of 7,971. Once again, the list counts are larger than the IPEDS counts. The smallest difference is for the QUEX-LIST comparison, where the difference is reduced to 1,314 faculty, or approximately 16 percent of the other two differences. A similar pattern appears in the NSOPF:93 data but not for NSOPF:88. The percent reduction in differences for the NSOPF:93 QUEX-LIST is between 25 and 28 percent, again pointing to a substantial decrease from the IPEDS comparisons. Also worth noting is the fact that the 16 percent difference in the 1998 field test represents a substantial drop from the 25 to 28 percent difference in NSOPF:93.

Exhibit 7-1: NSOPF counts of total faculty by source and year

Source	Aggregate faculty counts		
	1992 NSOPF field test	1993 NSOPF full scale	1998 NSOPF field test
IPEDS	31,105 (n=96)	452,868 (n=768)	76,228 (n=156)
LIST	38,083 (n=117)	528,507 (n=804)	65,756 (n=133)
QUEX	1990: 28,304 (n=78) 1991: 25,577 (n=76)	545,568 (n=872)	63,353 (n=132)
LIST-IPEDS comparison			
Matched observations of faculty counts			
LIST	1991: 30,711 (n=84)	455,607 (n=655)	1998: 74,762 (n=138)
IPEDS	1989: 28,889 (n=84)	396,686 (n=655)	1995: 66,791 (n=138)
Difference	1,822	58,921	7,971
QUEX-LIST comparison			
QUEX	1991: 25,577 (n=76)	486,047 (n=750)	1998: 64,642 (n=130)
LIST	1991: 22,239 (n=76)	469,419 (n=750)	1998: 63,328 (n=130)
Difference	3,338	16,628	1,314
QUEX-IPEDS comparison			
QUEX	1990: 21,898 (n=52)	456,426 (n=688)	1998: 63,927 (n=127)
IPEDS	1989: 20,503 (n=52)	390,154 (n=688)	1995: 55,524 (n=127)
Difference	1,395	66,272	8,403

7.4 Discrepancy Analysis of 1998 NSOPF Field Test Data

For the analysis of list and IPEDS data, a matched sample of 138 institutions is used that is limited to institutions that had both list counts for 1998 and IPEDS counts for 1995. For the (QUEX-LIST) comparison, a matched sample of 130 institutions provided both QUEX and LIST counts in 1998. For the (QUEX-IPEDS) comparison, a matched sample of 127 institutions had both QUEX counts in 1998 and IPEDS counts in 1995. Note that (LIST-IPEDS) and (QUEX-IPEDS) comparisons are difficult to interpret because these comparisons pertain to different years of data. Thus, while all three comparisons provide some insight into the problem, the (QUEX-LIST) comparison should be viewed as the most valid comparison.

Exhibit 7-2, comparing (LIST-IPEDS), shows only two institutions with identical counts between LIST and IPEDS. Approximately 32 percent of institutions had differences of less than 10 percent, 25 percent had discrepancies of 10 to 30 percent, 12 percent had discrepancies of 30 to 50 percent, and 30 percent had differences of more than 50 percent. These large discrepancies are not surprising, given that the data sources are three years apart and use different definitions of faculty and instructional staff. Counts were more likely to be higher on the lists (67 percent) than on IPEDS (32 percent), which is understandable given the more inclusive definition of faculty and instructional staff provided in the NSOPF list request.

Exhibit 7-2: Frequency distribution of discrepancy ranges, comparing 1998 NSOPF field test lists and 1995 IPEDS data*

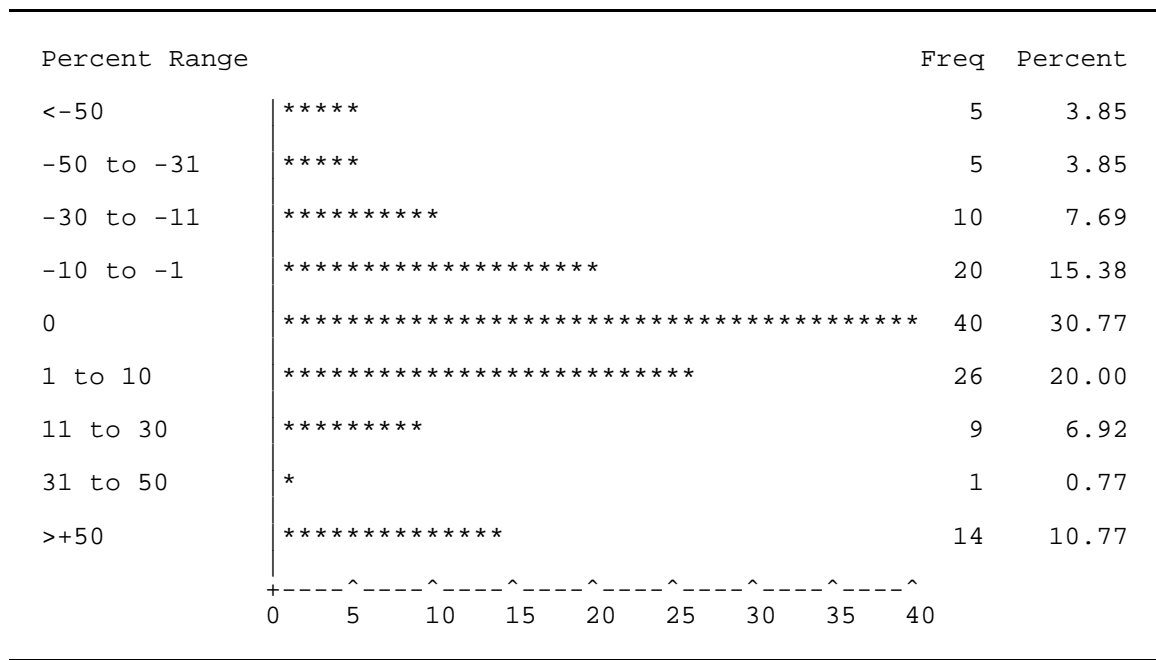
Percent Range		Freq	Percent
<-50	*****	10	7.25
-50 to -31	*****	8	5.80
-30 to -11	*****	10	7.25
-10 to -1	*****	16	11.59
0	**	2	1.45
1 to 10	*****	28	20.29
11 to 30	*****	25	18.12
31 to 50	*****	8	5.80
>+50	*****	31	22.46

+-----^-----^-----^-----^-----^-----^-----
0 5 10 15 20 25 30

*Percentages reflect $100 * (\text{list count} - \text{IPEDS count}) / (\text{IPEDS count})$

Exhibit 7-3 shows a comparison of (QUEX-LIST). Since both pieces of data were gathered at the same time, unlike the previous cycle of NSOPF, the assumption was that discrepancies would be much smaller. Indeed, 30 percent of the institutions returning both a questionnaire and a list provided identical data. An additional 35 percent had discrepancies under 10 percent; thus nearly two out of three institutions provided data with a discrepancy less than 10 percent. This stands in marked contrast to the 1992 field test, where 29 percent had discrepancies under 10 percent. When an institution provided discrepant data, they tended to provide more faculty on the questionnaire (38 percent) than on the list (31 percent).

Exhibit 7-3: Frequency distribution of discrepancy ranges, comparing 1998 NSOPF field test lists and 1998 NSOPF field test questionnaires *



*Percentages reflect $100 * (\text{list count} - \text{questionnaire count}) / (\text{questionnaire count})$

Exhibit 7-4 compares the 1998 field test questionnaire data with 1995 IPEDS data. Only one institution had identical data between these two sources. Among the other institutions, 30 percent had discrepancies under 10 percent, 35 percent between 10 and 30 percent, 11 percent between 30 and 50 percent, and 23 percent had discrepancies over 50 percent. Counts tended to be substantially larger on questionnaires (72 percent) than on IPEDS (27 percent). This could be due to a real increase in faculty over time, better reporting, the broader definition of faculty used in NSOPF, or a combination of the three factors.

Exhibit 7-4: Frequency distribution of discrepancy ranges, comparing 1998 NSOPF field test questionnaires and 1995 IPEDS data*

Percent Range		Freq	Percent
<-50	**	2	1.57
-50 to -31	*****	5	3.94
-30 to -11	*****	15	11.81
-10 to -1	*****	12	9.45
0	*	1	0.79
1 to 10	*****	26	20.47
11 to 30	*****	30	23.62
31 to 50	*****	9	7.09
>+50	*****	27	21.26

*Percentages reflect $100 * (\text{questionnaire count} - \text{IPEDS count}) / (\text{IPEDS count})$

In summary, larger discrepancies are more prevalent in the (LIST-IPEDS) and (QUEX-IPEDS) comparisons than in the (QUEX-LIST) comparison. This finding is generally consistent with patterns found in the 1992 field test and 1988 NSOPF data.

Exhibit 7-5 shows the results of paired t-tests of the significance of differences between LIST and IPEDS, between QUEX and LIST, and between QUEX and IPEDS. Both the mean differences (i.e., mean difference between LIST and IPEDS) and the mean percentage differences (i.e. the mean of $100 * (\text{LIST} - \text{IPEDS}) / \text{IPEDS}$) were tested. T-tests among observations with percent differences less than 50 in absolute value were also performed.

The data suggest no difference in the means of QUEX and LIST, but significant differences in the mean percentages of QUEX and LIST. However, when the outlier observations (greater than 50 percent difference) are excluded, the significant differences between QUEX and LIST disappear. In contrast, differences between QUEX and IPEDS are significant, even when outliers are excluded. Differences between LIST and IPEDS are no longer significant when outliers are excluded from the analysis.

Exhibit 7-5: 1998 NSOPF estimates of number of faculty—paired t-tests

Comparison	n	Mean difference (standard error**)	Paired T P value	Mean percent difference (standard error**)	Paired T P value
LIST-IPEDS	138	57.8 (20.4)	.00	31.5 (7.9)	.00
QUEX-LIST	130	10.1 (18.3)	.58	13.5 (5.4)	.01
QUEX-IPEDS	127	66.2 (16.1)	.00	25.6 (4.9)	.00
*LIST-IPEDS	97	21.7 (14.2)	.13	3.6 (2.1)	.09
*QUEX-LIST	111	-5.1 (7.3)	.49	-1.4 (1.3)	.27
*QUEX-IPEDS	98	23.8 (10.8)	.03	4.9 (2.0)	.02

*Observations with percent differences greater than 50 in absolute value were excluded.

**Standard errors assume simple random sampling.

7.5 Subgroup Differences in 1998 Faculty Counts

Using the 1998 field test data, tests for differences between faculty subgroups in each of the three kinds of discrepancies were also performed. Exhibit 7-6 shows mean differences between white and minority counts, between part-time and full-time counts, and between female and male counts. Because minority counts and gender counts were not requested on the questionnaire, the analysis for these comparisons can only be presented for LIST versus IPEDS. Exhibit 7-7 shows mean percent differences for these same comparisons.

Exhibits 7-6 and 7-7 support the following conclusions:

- (1) For race/ethnicity counts, there are no significant differences in mean counts of white or minority faculty between lists and IPEDS. On the scale of percent differences, however, there tend to be significantly larger counts of minorities on lists than on IPEDS.
- (2) There appear to be higher counts of both part-time and full-time faculty on questionnaires than on either lists or IPEDS. However, these differences are not statistically significant on the scale of percent differences.
- (3) Male and female mean differences and mean percentage differences are significantly different between lists and IPEDS, with higher counts reported on lists.

Exhibit 7-6: Mean differences by subgroup—paired t-tests

Comparison	(LIST-IPEDS)		(QUEX-LIST)		(QUEX-IPEDS)	
	n	Mean difference (standard error**)	n	Mean difference (standard error**)	n	Mean difference (standard error**)
Minority v. white						
Minority	82	19.3 (10.0)				
White	82	24.3 (24.5)				
Difference	82	-5.0 (23.7)				
Part-time v. full-time						
Part	114	6.4 (19.8)	113	32.8 (15.3)*	111	40.4 (13.3)*
Full	114	-14.1 (16.7)	113	30.2 (14.9)*	111	21.5 (6.9)*
Difference	114	20.6 (21.6)	113	2.6 (16.9)	111	18.9 (12.9)
Female v. male						
Female	123	50.5 (10.4)*				
Male	123	27.5 (12.4)*				
Difference	123	-7.0 (7.8)				

*Statistically significant at alpha=.05, based on paired t-test

**Standard errors assume simple random sampling

Exhibit 7-7: Mean percent differences by subgroup—paired t-tests

Comparison	(LIST-IPEDS)		(QUEX-LIST)		(QUEX-IPEDS)	
	N	Mean percent difference (standard error**)	n	Mean percent difference (standard error**)	n	Mean percent difference (standard error**)
Minority v. white						
Minority	78	74.2 (26.7)*				
White	78	8.9 (5.7)				
Difference	78	65.2 (25.2)*				
Part-time v. full-time						
Part	114	517.5 (427.2)	97	55.0 (55.2)	111	887.3 (518.4)
Full	114	2.3 (3.9)	97	-1.0 (1.6)	111	13.0 (4.2)*
Difference	114	515.3 (427.2)	97	56.0 (55.2)	111	874.3 (518.7)
Female v. male						
Female	123	28.3 (8.0)*				
Male	123	18.2 (6.1)*				
Difference	123	10.0 (4.5)*				

*Statistically significant at alpha=.05, based on paired t-test

**Standard errors assume simple random sampling

7.6 Comparison of 1998 Data to Previous Cycles

Exhibit 7-8 shows the percentage differences between the three sources of data (QUEX, LIST and IPEDS) for all cycles of NSOPF (1988, 1992, 1993, and 1998). The data suggests that the collection of list and questionnaire data has greatly improved over previous cycles. In the 1998 field test, fully 66.2 percent of institutions provided questionnaire and list data that had discrepancies of less than 10 percent, an improvement of 24.5 percentage points since 1993. These results suggest that asking for questionnaire and list data concurrently, providing warnings about undercounts, and making concerted efforts to provide consistent definitions of faculty and instructional staff on the questionnaire and list request has made a difference.

Furthermore, the percent of institutions with discrepancies of over 50 percent in absolute value has dropped to 14.6 percent, compared to 20.2 percent in 1993 and 18.4 percent in 1992. This time-series data seems to suggest that the discrepancies between NSOPF data and IPEDS data has increased since 1993 and 1992. However, the use of IPEDS data from 1995 may explain much of this effect.

Exhibit 7-8: Percentage differences between sources of data across all cycles of NSOPF

Percent discrepancy	(LIST-IPEDS)				(QUEX-LIST)				(QUEX-IPEDS)			
	1988	1992	1993	1998	1988	1992	1993	1998	1988	1992	1993	1998
	n=410	n=84	n=655	n=138	n=410	n=76	N=750	N=130	n=410	n=52	n=688	n=127
<-50	8.0	7.1	5.0	7.2	1.9	0.0	3.7	3.8	3.9	5.8	2.3	1.6
-50 to -31	5.6	10.7	5.2	5.8	3.9	0.9	6.5	3.8	6.8	1.9	4.5	3.9
-30 to -11	14.9	11.9	11.3	7.2	16.6	14.5	13.2	7.7	15.9	3.9	9.2	11.8
-10 to 10	35.4	28.6	25.4	33.3	51.2	36.8	41.7	66.2	34.6	21.1	26.6	30.7
11 to 30	16.6	15.5	23.8	18.1	15.1	21.0	12.3	6.9	20.0	34.6	25.4	23.6
31 to 50	7.6	8.3	13.3	5.8	2.4	5.3	6.1	0.8	7.8	9.6	12.6	7.1
>50	12.0	17.9	16.0	22.5	8.8	18.4	16.5	10.8	11.0	23.1	19.3	21.3

Exhibit 7-9: Mean differences between sources of data across all cycles of NSOPF

	(LIST-IPEDS)				(QUEX-LIST)				(QUEX-IPEDS)			
	1988	1992	1993	1998	1988	1992	1993	1998	1988	1992	1993	1998
	n=410	n=84	n=655	n=138	n=410	n=76	n=750	n=130	n=410	n=52	n=688	n=127
Mean difference (standard error**)	3.0 (17.3)	21.7 (31.9)	88.4* (22.6)	57.8* (20.4)	8.5 (16.1)	43.9 (16.8)	23.5 (16.7)	10.1 (18.3)	11.6 (14.7)	26.8 (47.9)	96.3* (21.5)	66.2* (16.0)
Mean percent difference	14.1* (3.8)	29.3* (13.4)	24.8* (3.1)	31.5* (7.9)	11.4* (3.2)	19.9* (5.3)	142.4 (106.8)	13.5* (5.4)	15.8* (3.6)	33.3* (10.1)	36.4* (5.2)	25.6* (4.9)
	(LIST-IPEDS)***				(QUEX-LIST)***				(QUEX-IPEDS)***			
	1988	1992	1993	1998	1988	1992	1993	1998	1988	1992	1993	1998
	n=328	n=63	n=517	n=97	n=366	n=62	n=598	n=111	n=349	n=37	n=539	n=98
Mean difference (standard error**)	-12.3 (10.9)	2.7 (12.9)	34.2* (9.4)	21.7 (14.2)	-12.1 (8.4)	11.9 (16.3)	-22.0* (7.92)	-5.1 (7.3)	1.5 (9.1)	11.5 (20.5)	35.2* (8.2)	23.8* (10.8)
Mean percent difference (standard error**)	1.2 (1.1)	-0.1 (3.1)	7.4* (1.0)	3.6 (2.1)	-1.1 (0.8)	1.8 (2.5)	-0.1 (0.8)	-1.4 (1.2)	1.4 (1.1)	13.5* (2.6)	8.6* (0.9)	4.9* (2.0)

*Statistically significant at alpha=.05, based on paired t-test.

**Standard errors assume simple random sampling.

***Observations with percent differences greater than 50 in absolute value were excluded.

7.7 Changes in the Direction and Magnitude of Discrepancies

Exhibit 7-10 compares mean discrepancies and mean percent discrepancies across all four years of data for NSOPF (1988, 1992, 1993, 1998). Statistical tests of significance were performed using ANOVA to compare all four years of data, and using two sample t-tests to compare 1998 and 1993 data, with a Satterthwaite correction for inequality of variances between years. These tests assume independent samples of institutions between the years and are not corrected for finite populations of inference. Hence, Exhibit 7-10 may somewhat understate the power of the data.

Exhibit 7-10 suggests that, in general, the mean discrepancies between the three sources of data (list, questionnaire, and IPEDS) have declined since 1993. Yet none of these changes is close to statistical significance at the .05 level. This lack of statistical significance reflects the small size of the 1998 sample in each comparison. Discrepancies between NSOPF data and IPEDS data have increased since 1992, but this may be due to the larger gap in time in comparison years for 1998 field test data and 1995 IPEDS data. As discussed earlier, discrepancies between list and questionnaire data have dropped considerably since 1992 and 1993 NSOPF cycles.

Exhibit 7-10: Comparison of 1988, 1992, 1993, and 1998 discrepancies—ANOVA and two sample t-tests

	Year	n	Mean	Std. error*	ANOVA P value**	T test P value***
LIST-IPEDS (L-I)	1988	410	3.0	17.3	.03	.32
	1992	84	21.7	31.9		
	1993	655	88.4	22.6		
	1988	138	57.8	20.4		
QUEX-LIST (Q-L)	1988	410	8.5	16.1	.86	.59
	1992	76	43.9	16.8		
	1993	750	23.5	16.7		
	1988	130	10.1	18.3		
QUEX-IPEDS (Q-I)	1988	410	11.6	14.7	.03	.26
	1992	52	26.8	47.9		
	1993	688	96.3	21.5		
	1988	127	66.2	16.0		
100*(L-I)/I	1988	410	14.1	3.8	.08	.43
	1992	84	29.3	13.4		
	1993	655	24.8	3.1		
	1988	138	31.5	7.9		
100*(Q-L)/L	1988	410	11.4	3.2	.75	.23
	1992	76	19.9	5.3		
	1993	750	142.4	106.8		
	1988	130	13.5	5.4		
100*(Q-I)/I	1988	410	15.8	3.6	.03	.13
	1992	52	33.3	10.1		
	1993	688	36.4	5.2		
	1988	127	25.6	4.9		

*Standard errors assume simple random sampling

**Based on ANOVA analysis of 1988, 1992, 1993, 1998 data

***Incorporates Satterthwaite correction for inequality of variances

7.8 Summary

As the above discussion indicates, NSOPF has experienced discrepancies in faculty counts among the three sources (IPEDS, institution questionnaire, and the list of faculty) across all cycles of the study. Even though the identical information is requested on the questionnaire as on the list (i.e., a count of all full-time and part-time faculty and instructional staff as of October 1, 1997), institutions have continued to provide discrepant faculty data to NSOPF requests. The 1998 field test has, however, signaled a vast improvement in the consistency of the list and questionnaire counts when compared to previous cycles of NSOPF (as well as to IPEDS). The percent of institutions providing list and questionnaire data that had less than a 10 percent discrepancy has increased from 37 percent in the 1992 field test to 42 percent in 1993 full-scale study, to 66 percent in 1998 field test. Of this number, 31 percent provided identical data on the list and questionnaire in the 1998 field test. These findings suggest that the changed procedures that were introduced in the 1998 field test (see Chapter V) have resulted in more accurate counts of faculty and instructional staff. The fact that institutions may also be in a better position to respond to these requests for data also should not be overlooked. Their accumulated experience in handling NSOPF and IPEDS (and other survey) requests, their adoption of better reporting systems, more flexible computing systems and staff, and a general willingness to provide the information are probably also a factor in their ability to provide more consistent faculty counts although data to support these assertions are not available.

While no efforts were made in the 1998 NSOPF field test to reconcile discrepancies in faculty counts, follow-up efforts in the 1992 field test indicated that the vast majority of institutions could not resolve their discrepancies to within the desired five percent range of error. This was mainly due to the wide range of definitions used by institutions to classify and track faculty and other instructional staff. While requesting the list and questionnaire at the same time, clarifying the definition of faculty and instructional staff to be used in generating the list and faculty counts, and providing warnings about potential undercounts has clearly helped reduce the discrepancies, these measures have not eliminated the problem in its entirety.

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VIII. RECOMMENDATIONS

This chapter summarizes The Gallup Organization's recommendations for the NSOPF:99 full-scale study, based on the results of the field test and feedback from a variety of sources: NTRP members, institutional staff (coordinators and respondents), faculty respondents, project staff, and the sponsoring agencies (NCES, NEH, and NSF). These recommendations are designed to reduce institutional and faculty burden, to increase institutional and faculty participation, to enhance the quality of the data, and to make the study more efficient and cost-effective.

8.1 Institutional Sample Replacement

In the NSOPF:93 full-scale study it was necessary to replace institutions in the sample on two separate occasions in order to ensure that the targeted 85 percent participation rate would be achieved.¹⁷ The replacements occurred during a six-month period, between October 1992 and March 1993. A total of 185 institutions were added to the initial sample of 789 schools, representing a 23 percent replacement factor. The overwhelming majority of the schools were replaced because they refused to participate, whereas only a handful of the schools were ineligible. To avoid the potential disruption associated with replacing schools during institution recruitment and list/questionnaire collection, and prolonging the field period for the faculty data collection, the NSOPF:99 field test built in a replacement pool of schools at the point of initial sample selection. The original sample of 125 was increased by approximately 30 percent to 162 institutions. The replacement schools were to be used to offset any losses due to ineligibility and non-response. By building in a replacement factor at the outset of the study, all of the schools could be recruited at the same time, thus minimizing any disruptions to the institution and faculty surveys and the data collection schedule. The only downside to this strategy is the possibility of contacting (and potentially burdening) more schools than are actually required, although it is possible to readjust the sample by subsampling down to the exact number needed. The strategy of allowing for non-response by increasing the initial sample size of institutions was successfully implemented in the NSOPF:99 field test. Of the 162 schools sampled, 146 (90.1 percent) agreed to participate in the study. Consequently, it was not necessary to supplement the initial pool of selections with replacement institutions or to disrupt the field work or data collection schedule while replacement schools were identified and recruited. Gallup recommends using the same strategy in the full-scale study.

8.2 Increasing the Size of the Institution and Faculty Samples

Prior to the field test, Gallup conducted an overall assessment of the sampling design for NSOPF:99 based on the previous NSOPF:93 experience and the requirements for this cycle of the study. Based on simulations of the sample selection process and our estimates regarding the likely design effects for statistics derived from the sample for the full-scale study, Gallup recommended increasing the overall size of the sample so that the precision of the 1999 NSOPF estimates would be comparable to the precision levels in the 1993 estimates. To achieve the targeted precision, and to ensure adequate coverage for faculty subgroups of interest, it was recommended that the sample for the full-scale study be increased from the original 775 to 960 institutions (with an expected yield of 816 eligible cooperating institutions) and the faculty sample increased from 25,000 to 29,350, with an expected yield of approximately 25,000 completed questionnaires. The expected yields assume an 85 percent response rate. With these

¹⁷ See *1993 National Study of Postsecondary Faculty Methodology Report* (National Center for Education Statistics: Washington, D. C. [NCES 97-467]), page 32.

changes, both study components more closely approximate the sample sizes and response yields for NSOPF:93 which was a major consideration of the assessment.

8.3 Overlap Sample Design

An earlier recommendation by Gallup was to design an overlap sample between NSOPF:93 and NSOPF:99, the purpose of which was to use an optimally designed overlap to increase the precision of the estimates, particularly when making comparisons between these two points in time. By using this technique even greater precision can be achieved by relying on a composite estimator, which can be viewed as a weighted average of two estimates of change, one based on the overlapping institutions and one based on the non-overlapping institutions. The amount of weight given to the overlap-based estimate of change varies directly with the correlation over time for the characteristic of interest. At that point, it would be possible to calculate the correlations and to confidently predict the gains achievable from composite estimation, both for estimating change and also for making cross-sectional estimates. Gallup's investigation of this technique determined that, although it is possible, in theory, to find the optimal level of overlap between the two samples, a number of practical difficulties make it unlikely that analysts would be able to realize these theoretical gains in practice. The analysts would have to use a special longitudinal data set that included information from both surveys; in addition, they would have to use a special composite estimation procedure that combined information from both the 1993 and 1999 studies. The composite estimation procedure is not widely known. Moreover, the textbook formulas for composite estimation assume a simple random sample, whereas both NSOPF samples employ two-stage, unequal probability designs. For these reasons, then, it seemed impractical to try to find the optimal overlap between the samples and to control the sample selection process to yield exactly that number of overlapping institutions. Thus, Gallup's recommendation for the full-scale study is not to attempt to control the overlap between the 1993 and 1999 samples.

8.4 Faculty Sample: Use of Discipline

Part of the sample assessment also investigated the use of sorting faculty by discipline prior to sample selection. The use of implicit stratification of the faculty lists will increase the precision of the estimates. At the same time, it will not require the development of complex sample size targets within each institution, involving both discipline and the main faculty strata (based on sex, race, and full-time status). Institutions will be asked to classify eligible faculty and instructional staff into ten disciplinary groups:

- agriculture/home economics;
- business;
- education;
- engineering;
- fine arts;
- health sciences;
- humanities;
- natural sciences;
- social sciences; and
- all other disciplines.

At institutions that do not provide these data, the implicit stratification within staff-level strata will not be carried out. About three-fifths (62.1 percent) of the participating field test institutions

provided faculty lists that classified staff by discipline or program area. Thus, Gallup recommends sorting faculty by discipline prior to sample selection.

8.5 Modifications to the Institution Questionnaire

Several modifications to the Institution Questionnaire are suggested to streamline instructions, make them clearer and to revise specific questions. Gallup recommends minimizing the instructions provided at the beginning of the questionnaire by eliminating non-essential sentences. For example, the “General Instructions” could easily be eliminated, as well as many of the points made in “Completing the Questionnaire.” More detailed instructions should be placed closer to the actual question. For example, definitions of full-time and part-time faculty and instructional staff should be moved to Question 1 (see also Recommendation 8.17). To avoid pages of instructions before the actual questions begin, it is suggested that the *Glossary* be moved to the end of the questionnaire. In addition, the National Technical Review Panel suggested a number of revisions to various questions, including the following:

- Question 5—Add a category for those who moved from part-time to full-time employment status.
- Questions 5—Add a total column.
- Questions 13 and 21—Only ask about “paid” maternity and paternity leave, not unpaid.
- Questions 13 and 21—Add an item for employee assistance program.
- Question 17—Ask whether retirement plans are available for all, most, some, or no part-time faculty and instructional staff.

8.6 Reducing the Length of the Faculty Questionnaire

As discussed earlier, the length of the field test instruments is one key indicator of respondent burden (see Chapter II). When the three modes of survey administration are combined, the NSOPF:99 Faculty Questionnaire averaged 57-minutes. The CATI version of the instrument averaged 56-minutes. The NSOPF:99 CATI instrument is approximately 11-minutes (24 percent) longer, on average, than the instrument used in the NSOPF:93 full-scale study. The 56-minute NSOPF:99 field test instrument more closely approximates the 63-minute NSOPF:93 field test instrument in both burden and appearance.¹⁸ For that earlier field test, 144 CATI interviews were completed, whereas only 58 were completed in NSOPF:99. (CATI interviews were attempted during the time of telephone prompting when faculty have not responded to repeated mail and e-mail prompts to complete and return the self-administered paper or web questionnaires.) Whereas CATI accounted for 23.8 percent of the response rate in the NSOPF:93 field test, it accounted for only 12.3 percent of the response rate in NSOPF:99. Unlike the NSOPF:93 experience, NSOPF:99 included an experiment (see Chapter V) in which a CATI interview was attempted immediately upon contact with half of the faculty (non-response) sample, although all faculty were ultimately given the opportunity to respond via CATI. In the NSOPF:93 field test many faculty responded to the length of the questionnaire by “breaking off” the CATI interview part way through it, usually in the first 15 or 20 minutes. Of the 144 CATI interviews completed, only 46 (31.9 percent) were conducted in a single interview session, whereas the remaining 98 (68.1 percent) required at least two or more interview sessions to

¹⁸ See 1993 National Study of Postsecondary Faculty Field Test Report (National Center for Education Statistics: Washington, D. C. [NCES 93-390]), page 90.

complete. Unlike the multiple interview sessions in NSOPF:93, the NSOPF:99 field test seemed to underscore the fact that, after having seen the paper version of the faculty questionnaire, most faculty were unlikely to sit through a CATI interview that was likely to span close to one hour. Instead, they either rebuffed (or refused) the CATI interview or promised to complete the paper or web version of the instrument. This is partially reflected in the different refusal rates for the two studies: the NSOPF:99 refusal rate is twice (14.4 percent) that of NSOPF:93 (7.1 percent). In order to avoid the prospect of a high refusal rate, and to reduce the level of respondent burden, Gallup strongly recommends reducing and revising the Faculty Questionnaire from 57-minutes to 30-minutes or less for the full-scale study. A reduction of this magnitude will involve major deletions and revisions to the questionnaire. Some of the recommendations of the NTRP and NCES include eliminating Questions 7, 17, 18, 24, 27, 29, 51, 72, 83. The NTRP and NCES also recommended eliminating or collapsing portions of Questions 3, 4, 6, 11, 31, 34, 35, 38, 47, 52, 54, 58, 64, 68, 70, 76, 79, 86, 97, 100 and 102. If these reductions do not achieve the stated goal, other deletions or revisions should be considered.

8.7 Use of Streamlined and Scannable Questionnaires

Both NSOPF:88 and NSOPF:93 relied on a questionnaire design and format that is deemed “conventional” (or “traditional”) by current survey standards.¹⁹ Questions are laid out across the entire page and respondents are required to read across the page and circle their response choices. A single color scheme using black ink and colored paper was employed and responses were manually entered using key-to-disk data entry technology. Whereas the 1993 questionnaires represent an improvement in format and design over 1988, they still rely upon a traditional approach. In contrast, the NSOPF:99 field test questionnaires were radically revised to “streamline” their design and to permit them to be scanned using the latest imaging technology. Following the design principles enunciated by Jenkins and Dillman,²⁰ the page layout was split into two columns with the entire page bordered; a color scheme was introduced to set off the response boxes, in this case the boxes were white and the page background another color; and respondents were asked to “mark” the response box with an “x”. As a result, the NSOPF:99 questionnaires have taken on an entirely different appearance, appearing more like a check-off form than an onerous text—see Appendices N and O. Although both NSOPF:99 field test versions of the faculty questionnaire included the same number of questions, the streamlined questionnaire had the added advantage of being two pages shorter than its conventional counterpart (32 versus 30 pages). Even though this represents only a slight reduction in page length, it can still be perceived by respondents as being less burdensome, especially when this result is combined with the overall change in the questionnaire’s appearance. More important, as the field test experiment revealed (see Chapter V), the response rate was significantly higher for the streamlined as opposed to the conventional version of the faculty questionnaire (84.3 percent versus 75.9 percent). Also, the streamlined design permits use of image scanning technology that is faster, more accurate and cost-effective than the traditional key-to-disk technology. Based on these findings, Gallup strongly recommends employing the streamlined design and format for both the institution and faculty questionnaires in the full-scale study.

¹⁹ See *1993 National Study of Postsecondary Faculty Methodology Report* (National Center for Education Statistics: Washington, D. C. [NCES 97-467]), Appendices A-G.

²⁰ See Cleo R. Jenkins and Don A. Dillman, “Towards a Theory of Self-Administered Questionnaire Design,” in Lars Lyberg, et al., *Survey Measurement and Process Quality* (John Wiley and Sons, Inc.: New York 1997), pages 165-198.

8.8 Modifying the Design of the Web Version of the Institution and Faculty Questionnaires

One of the first challenges that was encountered in the field test was that of ensuring comparability among the various versions of the questionnaires. The institution survey required two questionnaires, paper and web, whereas the faculty survey involved three questionnaires, paper, web, and CATI. The paper questionnaire served as the standard against which the web and CATI questionnaires were developed. Several challenges had to be overcome to ensure comparability between the paper and web questionnaires. These included:

Number of questions per page and skip patterns. Any time a question's responses resulted in a skip pattern that question had to appear last on the page so that the information could be first processed in order to bring up the next appropriate question. Similarly, any time it was necessary to build in an edit or error check—such as checking whether percentages add up to 100 percent—it was necessary to end the page in order to perform that check. This limitation resulted in the proliferation of web pages with only a single question. Thus, the two web versions of the questionnaires had substantially more “pages” than their paper counterparts (67 electronic pages versus 31 paper pages for the Faculty Questionnaire, and 58 electronic pages versus 14 paper pages for the Institution Questionnaire). Of course, the actual number of pages that a respondent to the web questionnaires had to wade through depended on his/her actual response choices. Nevertheless, the fact that so many additional pages were added to the web questionnaires, from twice as many for the Faculty Questionnaire to four times as many pages for the Institution Questionnaire, increased the overall length of the questionnaire, making responding to the web versions a potentially more time-consuming and burdensome task for respondents. For the full-scale survey, an effort will be made to reduce the number of “pages” in the web surveys by including more questions on a screen/page.

Layout of questions on a page and treatment of grids. To ensure the proper navigation through the web instruments, the streamlined, two-column design (see Recommendation 8.7) used in the paper surveys was abandoned, replacing it with a single column of questions on each page. The complex grid questions were broken out into individual columns. In most column-oriented grids, once the respondent completed one column of questions, they clicked to the next screen where the next column would appear with the same row questions. Wherever possible, skip patterns were inserted so that only the required number of columns would appear. For instance, in the Faculty Questionnaire, a series of questions asked about each credit class the faculty member taught. If they indicated in an earlier question that they only taught three classes, only three pages of columns would appear, one for each class. After the third class, they would be skipped to the next item. This feature of the web design resulted in a very different page layout and flow than the paper version of the questionnaire. However, its major compensating feature was that it was more likely to reduce measurement error. For the full-scale study, Gallup intends to improve the layout of questions and use of skip patterns to ease navigational burden in the questionnaires.

Navigation and knowledge of the burden request. In a pencil-and-paper survey, it is easy for a respondent to review previous answers and change them if necessary. A respondent can flip back and forth through a questionnaire booklet stopping at any question virtually at will. Another advantage of the paper mode is the respondent's immediate knowledge of the length of the instrument (i.e., respondent burden), a fact that can be estimated by examining the size of the booklet, the number of questions, or its page length. The respondent's knowledge of the question

number and page number also tells him/her how many questions/pages remain and can, in the absence of interviewer prodding, serve to encourage (or discourage) a respondent from completing a self-administered paper questionnaire. In the NSOPF:99 web questionnaires this prior knowledge of estimated respondent burden of the paper questionnaires was not present. Rather, a feature which allows the respondent to determine how far along they are can be programmed into the questionnaire design. Gallup decided against programming this feature into the institution web questionnaire. Thus, respondents who became irritated with the length of the instrument at, say, Question 25 had no idea that only one question was left, unless they had the paper version nearby to consult. Furthermore, the lack of a navigational system forced respondents who wished to edit an earlier question to return to that item by scrolling back through the instrument, item by item. While this was not a common practice, certain questions asked later in the Institution Questionnaire were dependent on the answer provided in Question 1. Thus, if the respondent realized in these later questions that they were dissatisfied with their response to Question 1, they were then forced to scroll back through all of their responses until they reached the first question. Several respondents commented that this feature of the questionnaire was needlessly time-consuming.

In contrast, for the faculty web questionnaire, a navigational tool to allow for easier movement throughout the entire instrument was programmed into the system. By inserting a “jump to page” scroll bar at the top of every page, users were not only able to see how far along they were in the survey, but they could also easily jump around in the instrument to change previous answers when necessary. For the full-scale survey, this feature will be combined with strict editing checks, so that when an earlier question is changed, all skip patterns will be rechecked to ensure that subsequent questions do not need to be re-asked.

Inter-item consistency and edit checks. One of the advantages of all computer-powered questionnaires (CATI, CAPI, web, etc.) is the ability to program in error, range, inter-item consistency and other edit checks. The advantage of these checks is to improve the quality of data collected, and to reduce the time needed for data cleaning and follow-ups to retrieve missing data and to correct errors and inconsistencies. However, if the field test goal was to truly replicate the paper version of the questionnaire, no automated edit checks would have been built into the questionnaire, since such checks are not possible on a paper instrument. Rather, Gallup tested two different strategies in the NSOPF:99 field test. For the institution web questionnaire, strict edit checks were built into the system whenever possible with the *proviso* that they should not be so numerous or stringent as to overwhelm the efficiency of the system or frustrate the respondent. The checks were designed to prevent users from moving forward in the instrument until they had corrected the error. Several complaints were received from respondents that the edit checks were too stringent. According to these respondents, the data entered for the institution was actually inconsistent, and the web forced them to provide erroneous data in order to continue entering their responses to subsequent questions.

In contrast, for the faculty web questionnaire, a design that more closely approximated the paper instrument, that is, not programming in any edit checks into the instrument was used. This “free form” application allowed users to make errors, provide inconsistent responses, and to enter numbers that were out of range. The major advantage of this design is that it more closely approximates the paper instrument and provides the respondent with complete flexibility. The major disadvantage is a loss of power and efficiency in a web-based system that can be used to increase data quality. For the full-scale data collection, Gallup recommends a strategy that falls somewhere in between strict checking and no checking at all.

8.9 Changing the List Reference Period

The list of faculty and instructional staff provided by participating institutions is critical to the success of NSOPF:99. After processing, the faculty lists are transformed into a comprehensive national sample frame from which the sample of faculty and instructional staff are selected. One of the problems encountered with lists in previous NSOPF studies has to do with the under-coverage of part-time faculty (see Chapter VII). For a variety of institution-specific reasons, part-time faculty appear to be under-reported on some of the lists submitted. This is due, in part, to the fact that part-time personnel are often recruited late in the semester for their assignments and are not processed by personnel and payroll offices at the institution, or in some cases by individual departments and colleges, until a later date than full-time faculty. To ensure that all faculty and instructional staff, but most particularly part-time staff, are not under-reported on the lists, members of the NTRP suggested that the list reference period be changed from October 15 to November 1. A later date for the reference period, combined with a later deadline for submission of the faculty lists (see Recommendation 8.10), would provide institutions with additional time to process part-time staff into their personnel and payroll systems, thereby minimizing the under-reporting of these personnel on the NSOPF:99 lists. The changed reference period also corresponds to the reference period used by IPEDS (*Integrated Postsecondary Education Data System*), another recurring ED annual study with which virtually all institutions are familiar. In addition to minimizing the under-coverage of part-time staff, use of the same reference period should also provide consistency between these two studies and help to reduce the burden of data preparation on the institutions.

8.10 Changing the Deadline for Submission of Faculty Lists and Institution Questionnaires

In NSOPF:93, the initial deadline for return of the faculty list was October 30, giving institutions about four weeks from the reference period (October 1) to prepare and submit their documents.²¹ With the change in the reference period for NSOPF:99 from October 15 to November 1 (see Recommendation 8.9), however, this deadline is no longer realistic. The deadline for submission of the list and Institution Questionnaire needs to be changed to take into account the new reference period. Moreover, feedback from institution staff indicated that the deadline for the 1992 and 1993 recruitment efforts did not provide institutions with sufficient time to assemble their lists and to complete their questionnaires. Institution staff typically complained that, given the institution's other priorities, coupled with the frequent need to obtain list and questionnaire information from more than one institutional office, more time would be required to meet the NSOPF request. This was readily apparent in the fact that some coordinators initially refused to participate in the study, citing the impending deadline, or routinely missed the initial and subsequent deadlines, forcing the list and questionnaire collection efforts to span six months or more (see Chapter IV).²² On the other hand, providing too much time for fulfilling the request runs the risk of needlessly extending the effort and possibly derailing the faculty survey which ideally should begin in early to mid-January. Given these constraints, Gallup recommends moving the initial deadline for submission of the lists and institution questionnaires to December 15. That will provide institutions with six weeks from the date of the new reference period to

²¹ Owing to various delays in awarding the NSOPF:99 contract, the deadline for receiving the list of faculty and instructional staff in the field test was January 31, 1998—see Chapter IV.

²² A subsequent focus group of institutional staff conducted for NCES indicated that four to six weeks were needed to complete the institution-level request. See *Strategies for Improving the Accuracy of Postsecondary Faculty Lists* (National Center for Education Statistics, Washington, D. C. [December 3, 1996]).

fulfill the request. The additional time should also help to reduce the likelihood that institutions will submit hastily prepared lists that are incomplete or inaccurate solely in order to meet the deadline.

8.11 Prenotification Letter to Institution Coordinators

The recommendation to change the reference period to November 1 (see Recommendation 8.9) requires that the date for the mailout of survey materials to institution coordinators be delayed to late October, some weeks into the fall semester for most schools. Moreover, unless coordinators are notified by their CAOs about the study (see Chapter IV), which cannot be assumed to have occurred, the packet of materials sent to the coordinators in late October represents their first notification about NSOPF:99. To ensure that coordinators receive adequate advance warning, and have an opportunity to adequately plan for the NSOPF:99 request, Gallup recommends sending out a prenotification letter in late September or early October. The letter will inform them of their nomination (by the CAO) as the NSOPF:99 coordinator and alert them to the survey packet that they will receive in late October. The letter also provides an opportunity to introduce coordinators to the study, forewarn them of the types of information that will be requested, and to provide them with contact information should they have any questions before the survey request arrives.

8.12 Change in CAO and Coordinator Contacting Procedures

In the previous NSOPF cycle, the recruitment packet mailed to the CAO also contained the *List Preparation Instructions* and other survey materials that were to be forwarded to the person the CAO designated as the institution coordinator.²³ This procedure often led to unnecessary delays, as packets were often lost, misrouted, or forwarded to another office sometimes before an institution coordinator was actually designated. As a result, almost half (48 percent) of the NSOPF:93 institutions requested a remail of the forms and related materials. Additional follow-up calls were also necessary to check that the remailed packets had been received and were forwarded to the appropriate individual. This earlier problem suggested the need for a change in mailing and contacting procedures for the NSOPF:99 field test. The changed procedure involved mailing an abbreviated packet to the CAO (i.e., cover letter, brochure, publication request form—see Chapter IV) and following up immediately by telephone to identify the institution coordinator. (Unlike NSOPF:93, CAOs were no longer asked to “participate” in the study, but only to identify an appropriate individual who could serve as the institution’s coordinator.) Once the coordinator was identified that individual was sent a direct (priority) mailing of the survey materials—see Chapter IV. This change in procedure resulted in a substantial reduction of remails, to less than 4 percent from 48 percent in NSOPF:93, and to a more efficient and less burdensome process on institutions. (When requests for remails were received, the materials were faxed to the institution thereby expediting the process.) On the basis of the field test experience, Gallup recommends several changes in procedure for the full-scale study. First, the mailings to the CAO and Coordinator should continue to be separated as they were in the field test. Second, CAOs should be contacted by telephone shortly after receiving the mailing. Third, CAOs should be only asked to identify an individual who can serve as the institution’s coordinator.

²³ See *1993 National Study of Postsecondary Faculty Methodology Report* (National Center for Education Statistics: Washington, D. C.[NCES 97-467]), pages 55-64.

8.13 Reducing Burden in the Institution Coordinator Packet

The survey packet sent to institution coordinators in the field test consisted of seven documents (see Chapter IV). The documents included a: (1) cover letter, (2) informational brochure, (3) publication request form, (4) *Instructions for Preparing the Faculty Lists*, (5) *Instructions for Preparing Machine-Readable Lists of Faculty*, (6) *Affidavit of Nondisclosure*, and (7) the *Institution Questionnaire*. (Items [4], [5], and [6] were contained in a *Documentation and Forms Booklet*.) In contrast, the NSOPF:93 full-scale survey packet included ten items. While two of the ten items have been eliminated since NSOPF:93, another document (i.e., the publication request form) was added given recent changes in the study. It is vital to the success of institutional recruitment and data collection efforts that both the *actual* and *perceived* burden to institutions be minimized. It is also important to provide coordinators with instructions and procedures that are clear, consistent, and easy-to-follow. Based on feedback received from institutions, Gallup recommends reviewing all of the documents and forms in the institution coordinator packet, and eliminating, revising, or consolidating forms whenever possible. The “Checklist,” used in NSOPF:93, for example, was eliminated in the NSOPF:99 field test packet. Similarly, the “Confirmation Form,” has been removed from the coordinator packet and sent only to the CAO. While it may not be possible to reduce the actual number of documents given the purpose each serves, it may be possible to revise and consolidate documents to minimize the perceived burden. In addition to reducing the perceived burden to the institution, reducing the size of the packet makes it more likely that the coordinator will read the instructions carefully, and provide all of the documentation and information requested.

8.14 Coordinating List Collection and the Institution Survey

In the NSOPF:93 full-scale study collection of the faculty list and institution questionnaire occurred separately and at two different points in time.²⁴ (List requests were initiated in September 1992 and continued through June 1993, whereas the Institution Questionnaire was mailed in September 1993 and the survey was completed in May 1994.) The substantial discrepancies that appeared in the faculty counts between the lists and questionnaires were largely, although not exclusively, a result of this unintended approach. In the NSOPF:99 field test both list and questionnaire collection occurred *simultaneously*. Institution coordinators received both the list request and institution questionnaire at the same time and were asked to return both items together (see Chapter IV). For the most part, coordinators complied with the request and submitted both documents at the same time allowing for an immediate assessment of the list and questionnaire counts—see Chapter V. If discrepancies were identified, coordinators could be immediately recontacted to resolve the discrepancy before sampling faculty from that institution. (The field test did not include a requirement to resolve list/questionnaire discrepancies.) This procedure, combined with the changes to the survey materials discussed in Recommendation 8.17, had a significant effect in reducing both the number and magnitude of the faculty discrepancies in the field test when compared to the NSOPF:93 experience—see Chapter VII. In addition, the NSOPF:99 field test mailing to the CAO asked that s/he designate one individual to act as the institution’s coordinator *and* respondent. By making one individual, namely, the institution coordinator, responsible for completing both requests, it was hoped that that individual would assume a level of “ownership” for ensuring that the documents were not only submitted together but that the counts in the list and questionnaire were consistent and accurate. To institution coordinators, this change in procedure may have had the unintended

²⁴ See *1993 National Study of Postsecondary Faculty Methodology Report* (National Center for Education Statistics: Washington, D. C.[NCES 97-467]), pages 55-64.

effect of increasing the *perceived* level of burden. However, by centralizing responsibility in one individual that person could in turn coordinate the effort among staff and help to minimize the duplication of effort whenever more than one institutional office was needed to provide information for either document. And, by ensuring greater accuracy and consistency across documents early in the process, this procedure has the intended effect of reducing the *actual* burden at many institutions by eliminating duplication of effort by separate offices and reducing the number of callbacks to resolve faculty discrepancies when they do appear.

8.15 Telephone and E-mail Prompting Strategy for Institution Coordinators

In contrast to previous NSOPF studies, which relied heavily on mail and telephone follow-up in communicating with coordinators, the NSOPF:99 field test relied almost exclusively on telephone follow-up and e-mail prompts. (The single exception was the use of a postcard prompt that was sent to all coordinators two weeks after the initial mailout of survey materials—see Chapter IV.) These follow-up prompts were used to remind coordinators of upcoming deadlines and to respond to any questions or concerns they might have about their participation in the study. Of particular interest are the two e-mail prompts that were used in the follow-up. As indicated in Chapter IV, over three-quarters (77 percent) of the field test institution coordinators had an e-mail address available. (A telephone prompt was used whenever an e-mail address was unavailable.) Like the telephone prompts, the e-mail prompts reminded coordinators about upcoming deadlines *and* provided an electronic hotlink to the Institution Questionnaire. E-mail was used not only to send prompts but also to receive messages and inquiries from coordinators. And, while most of the coordinator contact continued via the telephone, with 247 calls received during the field test, approximately 80 e-mails were sent to the NSOPF:99 mailbox, indicating a growing acceptance of this medium of communication—see Chapter V. Many of the e-mail messages to the NSOPF:99 mailbox were sent as a direct response to an e-mail prompt. This form of follow-up also proved useful whenever telephone interviewers were unable to make direct contact with coordinators whose calls were being screened by “gatekeepers.” Thus, the combined telephone/e-mail strategy proved efficient and successful in ensuring direct and immediate follow-up contact with institution staff while providing a quick and efficient means of return communication. For the full-scale study, Gallup recommends less reliance on mail follow-up and more extensive use of telephone and e-mail for the follow-up with coordinators as these two media will continue to prove pivotal in building rapport with institution coordinators.

8.16 Clarifying the Need for the Affidavit of Non-disclosure

NCES’s confidentiality protections require that individuals who may have access to individually identifiable data must sign and notarize NCES’s *Affidavit of Non-disclosure*. The affidavit requires that the individual fully comply with the applicable Federal restrictions, laws, and regulations or face severe penalties, including a \$250,000 fine or imprisonment up to five years, for unlawful disclosure—see Appendix F. The affidavit is included in the packet of survey materials that the institution coordinator is asked to sign and return. In the NSOPF:93 full-scale study, over two-thirds (67.1 percent) of the coordinators completed the document. That number dropped substantially to 47.5 percent in the NSOPF:99 field test, pointing to growing resistance among coordinators to sign the document. Feedback from coordinators indicated that the affidavit was often perceived as intimidating and unnecessary. A common complaint was that since the “institutions are supplying data to NCES, the contractor and NCES [sic] should sign the affidavit, and not institutional staff.” A signed affidavit is crucial to the success of the NSOPF:99 in that it allows coordinators to respond to requests for the mailing addresses of sampled faculty and to mail (and prompt) survey packets to non-responding individuals. Based

on these findings, Gallup proposes to provide coordinators with a clearer explanation of the purpose of the affidavit. The document should be retitled *Affidavit of Non-disclosure and Confidentiality*. Unlike the term “non-disclosure,” confidentiality is something with which all institutional staff are familiar. By including it in the title it may help to reduce the intimidating aspect of the document. Moreover, the boxed explanation at the top of the form (see Appendix F) should be further elaborated to note that all Gallup and NCES research staff participating in NSOPF:99 are required to complete the form. The statement should go on to state that once the form is submitted, Gallup staff will be able to communicate with coordinators about the faculty who are selected to participate in the study. These changes should go a long way to responding to institutional concerns and to increasing compliance.

8.17 Revising Coordinator Documents to Minimize Discrepancies in Faculty Counts

Previous NSOPF studies uncovered significant discrepancies in faculty counts between the list and institution questionnaires (see Chapter VII). Discrepancies were identified via the SMS discrepancy module that allowed project staff to enter the various faculty subgroup and total counts into the system and to assess the nature and magnitude of the discrepancies for each school (see Chapter IV). Whenever discrepancies of a specified magnitude are uncovered for the full-scale study, project staff will be required to recontact the institution to resolve the discrepancy. This “back-end” operation ensures that lists (and questionnaires) are as complete and accurate as possible before faculty sample selection occurs. To minimize the possibility of discrepancies occurring in the first place, a “front-end” strategy was also devised for the NSOPF:99 field test, to alert coordinators to the problem and to assist them in preventing it from occurring. To this end, the field test survey materials and questionnaire sent to the institution coordinator were revised to ensure clearer definitions of faculty, to provide collateral information that could be helpful in identifying the appropriate faculty and instructional staff, and to provide ample warnings of the need for consistency between the faculty list and institution questionnaire counts. A number of steps were implemented including:

- (a) ensuring consistency in the definitions provided in the survey materials sent to institution coordinators including the Institution Questionnaire;
- (b) the addition of a *Glossary* in the Institution Questionnaire;
- (c) a set of IPEDS definitions from the *Fall Staff Survey* that was designed as an easy reference so that institution staff could note the similarities and, most important, the differences between IPEDS to NSOPF:99 faculty definitions;
- (d) a boxed “Special Note” in the Institution Questionnaire that explicitly stated that “The number of faculty and instructional staff reported in the Institution Questionnaire should be consistent with the number of personnel included on the *List of Faculty and Instructional Staff* that your institution is requested to prepare for NSOPF:99.” The “Special Note” went on to state that: “If for some reason these counts are inconsistent, please explain the reason(s) for the inconsistency in the *Comments* section on page 14.”
- (e) a reminder in the preface to Question 1 for the respondent “to be sure to include in your counts all faculty and instructional staff in the health sciences.” The statement went on to specifically list all of the various disciplines that fall under the health sciences, namely: “dentistry, health services administration, medicine, nursing, pharmacy, public health, veterinary medicine, allied health technologies and services, and other health sciences.”
- (f) a final reminder, also positioned prior to Question 1, that underscored the differences in definitions between IPEDS and NSOPF:99. “Because the NSOPF:99

definition of faculty and instructional staff is broader than IPEDS (see *Glossary* on pages 2-3), the number of individuals reported as full- and part-time faculty and instructional staff should be as large or larger than the number reported in your *IPEDS Fall Staff Survey*.”

The changes in list collection procedures (see Chapters IV and VII), combined with the revisions to the coordinator survey materials, seem to have had their intended effect. The 1998 field test signaled a vast improvement in the consistency of the list and questionnaire counts when compared to previous cycles of NSOPF (as well as to IPEDS). The percent of institutions providing list and questionnaire data that had less than a 10 percent discrepancy has increased from 37 percent in the 1992 field test to 42 percent in 1993 full-scale study, to 66 percent in 1998 field test. Of this number, fully 31 percent provided identical data on the list and questionnaire in the 1998 field test. These findings suggest that the revisions to the coordinator materials and the changed procedures that were introduced in the 1998 field test have resulted in more accurate counts of faculty and instructional staff. The fact that institutions may also be in a better position to respond to these requests for data also should not be overlooked. Their accumulated experience in handling NSOPF (and IPEDS) requests, their adoption of better reporting procedures, more flexible computing systems and staff, and a general willingness to provide the information are probably also a factor in their ability to provide more consistent faculty counts although data to support these assertions are not available.

To ensure that the faculty counts are consistent across the different types of information requested, additional instructions and definitions should be introduced into the questionnaire. For example, the first question in the Institution Questionnaire asks the respondent to provide a count of full-time and part-time faculty and instructional staff. A definition of full- and part-time faculty should immediately follow each response box. Moreover, the “Special Note” referred to above should be moved to appear immediately below the first question, reminding the coordinator that the totals reported in Question 1 “should be consistent with the number of personnel included on the *List of Faculty and Instructional Staff*.” Similar changes could be made to other questions to prompt respondents to evaluate their numerical entries or to cross reference items asking for comparable data.

8.18 Encouraging Web Usage Among Institution Respondents

Unlike earlier NSOPF studies, the NSOPF:99 field test gave institution respondents the option of completing a self-administered paper or web questionnaire—see Chapter II. Institution respondents were notified of the website in several ways. The cover letter included in the survey packet sent to the institution coordinators mentioned the option of completing the questionnaire via the web and included the website address and the PIN number to be used for confidential access. Similarly, the *Documentation and Forms Booklet*, also enclosed in the survey packet, made a similar statement. During telephone prompting, interviewers reminded respondents of the option of completing a web questionnaire, using language similar to that found in the documents. And, finally, the two e-mail prompts that were used to remind coordinators of upcoming deadlines also provided a hotlink to the website. Throughout this process respondents were informed of the availability of the website and the paper questionnaire and given the *option* of completing either instrument. Neither mode of survey administration was given preference in the documents or in the follow-up contacts. Rather, this procedure was used to establish a baseline of *voluntary* web usage based on respondent preferences. As a result, web questionnaires accounted for only 14 percent of the 82 percent response rate (see Chapter V) even though over three-quarters (77 percent) of the respondents have an e-mail address and, thus,

at least as many are presumed to have access to the world wide web. With the feasibility of the website clearly established in the field test, Gallup strongly recommends encouraging institution respondents to complete the questionnaire in the full-scale study via the web. Although the paper questionnaire will continue to be mailed out, the web questionnaire will be *encouraged* in the cover letter, in a prominently displayed area of the (paper) Institution Questionnaire, in the relevant survey materials to respondents, and in the telephone and e-mail prompts. To facilitate matters, during e-mail prompting Gallup will, in addition to providing a hotlink to the website, include individual PIN numbers so that all of the information needed for easy access to the website is available in one place.

8.19 Use of Priority Mail to Faculty

One of the field test experiments designed to increase faculty response rates and speed the time for return of the faculty questionnaire involved the use of priority mail. The experiment involved sending half the sample the initial questionnaire packet via first class mail while sending the remaining half the packet via USPS two-day priority mail. Recent experimental evidence among science and engineering doctoral recipients suggests that the use of priority mail can be effective in increasing response rates and shortening the amount of time required for data collection. The experimental results (see Chapter V) indicated a significant difference in response rates between priority and first class mail—53.4 percent versus 40.6 percent, respectively. Response rates were boosted for “early responders”—that is, those who responded to the initial questionnaire packet and returned their completed questionnaire before the next replacement questionnaire arrived. This finding suggests that the use of priority mail can have a relatively large and immediate impact on faculty response rates early in the field period. Given this finding, Gallup would ordinarily strongly recommend incorporating this delivery mode into the full-scale study, at least for the initial questionnaire mailout. However, limited resources and the recent decision to introduce an incentive into the full-scale study to increase web usage (see Recommendation 8.20), Gallup now recommends limiting the use of two-day priority mail to the telephone prompting effort. Whenever non-respondents request another self-administered paper questionnaire, we recommend sending the questionnaire via priority mail in order to speed the questionnaire’s receipt and to reinforce the respondent’s commitment to the study.

8.20 Incentives to Increase Web Usage Among Faculty

The data collection plan for the NSOPF:99 full-scale study involves the use of a self-administered paper questionnaire that is mailed to all respondents, initially, followed by mail and telephone prompting with CATI (computer assisted telephone interviewing) used for faculty who do not complete a paper or web questionnaire. Faculty are being given the option of responding to the Faculty Questionnaire via the internet through a web-based application of the questionnaire. During each step of the data collection process, respondents have the option of completing a web questionnaire.

Web faculty and institution questionnaires were first introduced in the NSOPF:99 field test and proved to be a very effective means of data collection. In addition to providing faculty with another quick and user friendly means of responding, they also increased data quality by reducing the need for back-end data cleaning and editing, since many edit checks and skip patterns were built into the web system. Data processing costs were also reduced as the need to scan the paper questionnaires for web respondents was eliminated. Perhaps the cost-saving (and efficiency) that can be achieved is in reducing the number of telephone prompts and CATI interviews, by far the most expensive component of data collection.

During the field test, faculty were reminded in the questionnaire mailings they received and during telephone prompting that they had the option to complete the questionnaire on the web. At that time, we were interested primarily in testing the overall feasibility of web technology as a supplementary data collection tool. Faculty were *not* encouraged to complete a web questionnaire, but only reminded of its availability. As a result, only 8 percent of the faculty sample completed the questionnaire over the web—see Chapter V. Assuming the same proportion of web respondents to the full-scale study, we would expect fewer than 2,400 questionnaires to be completed on the web.

In order to further exploit the many benefits web technology offers, Gallup recommends conducting a large-scale experiment as part of the full-scale study. Since the costs of designing the questionnaire website have already been borne, our objective is to *vigorously encourage* more faculty to use it, thus increasing the speed of data collection, increasing its quality, while reducing its costs. The experiment we propose would involve dividing the faculty sample into four groups as defined below.

Treatment 1—a subgroup of faculty (n=5,000) would be offered a \$2 incentive and encouraged to complete the questionnaire on the web at the time of initial telephone prompting of non-respondents to the mail survey.

Treatment 2—a second subgroup (n=2,500) would be offered a \$5 incentive and encouraged to complete the questionnaire on the web at the time of initial telephone prompting of non-respondents to the mail survey.

Treatment 3—a third subgroup (n=2,500) would be offered a \$10 incentive and encouraged to complete the questionnaire on the web at the time of initial telephone prompting of non-respondents to the mail survey.

Treatment 4—a fourth subgroup (n=19,335) would not receive an incentive offer.

As indicated, approximately one-third (34 percent) of the total sample will be offered a monetary incentive, whereas the remaining two-thirds (66 percent) of the sample will fall into the control group. This experiment will provide us with the opportunity to assess the differential impact of monetary incentives on web usage and response rates among non-respondents to the mail survey.

Faculty will be assigned to the experimental treatment groups just prior to the startup of telephone prompting. Treatment groups will be followed-up accordingly and an ongoing assessment of their completion status will be monitored during data collection. The results of the experiment will be available at the end of data collection and will be included in the *NSOPF:99 Methodology Report*. A copy of the report will also be sent to OMB. A total of \$47,500 in direct payments will be required to implement the experiment. Gallup's current projections suggest that this amount can be offset by a corresponding reduction in the costs of scanning paper questionnaires combined with a reduction in follow-up telephone prompts and CATI interviews.

8.21 Use of Telephone Prompting and CATI for Faculty Non-response

Another one of the field test experiments was designed to evaluate faculty response rates and data collection efficiency at the point when telephone follow-up was introduced for non-response. Half of the field test sample received a telephone prompt, paralleling the NSOPF:93 procedure, in which respondents were initially prompted to complete and return the self-

administered mail or web questionnaire, while the remaining half of the sample was asked to complete a CATI interview as soon as telephone contact was established. When the analysis is restricted to the telephone follow-up period (May 11 and July 10, 1998), no significant differences appear between telephone prompting and the attempt to complete a CATI interview on the first contact—39.0 percent versus 37.8 percent, respectively. This finding suggests that either follow-up strategy is equally productive for non-respondents. Gallup's recommendation is to continue to prompt non-respondents to complete the survey either through the self-administered mail questionnaire or via the web. With the incorporation of the web experiment (see Recommendation 8.20) interviewers will be trained to *vigorously encourage* both incentive and non-incentive respondents to complete the survey via the web. Interviewers will also be trained to offer to complete a CATI interview at all times. At the discretion of the interviewer, and in keeping with previous NSOPF experience, the strategy of using a "CATI first" strategy will be targeted for hard-to-contact respondents and potential refusals.

8.22 Use of Image Scanning for Paper Faculty Lists

Paper faculty lists (without any electronic backup) accounted for 29.5 percent of the lists submitted by participating field test institutions. That number is down only slightly from the 32.2 percent received in the NSOPF:93 full-scale study. Significantly more time is required to process a paper list than an electronic one, as the number of faculty must be counted manually, and the information (i.e., gender, race/ethnicity, part-time/full-time status, etc.) needed for sampling faculty must be data entered and verified for each list.²⁵ The field test experience revealed that, while image scanning can be used to process some paper lists, most lists will not be submitted in a format to take advantage of this technology. Only lists that had a columnar format with distinct spaces between each column and record of data were scannable. Problems emerged when some institutions, for example, submitted more than one list creating a new set of problems in merging and cleaning the lists since the identifiers needed to reconnect the separate pieces of information were not available. Other institutions submitted lists in booklet form or as fanfold computer printouts that could not be processed. While it is not possible to eliminate this problem altogether since institutions are given the flexibility to submit lists in a form of their own choosing, it might possible to minimize the problem. For the full-scale study, Gallup recommends recontacting institutions that submit paper lists to see if it is possible to obtain the information electronically. If that is not possible, every attempt will be made to scan the list. Whenever scanning fails, the list will be processed manually.

8.23 Developing a General Website for NSOPF:99

Gallup recommends designing a general website about NSOPF:99. The site would be used to minimize the need for re mailing survey materials to institution coordinators and to provide institution staff with additional information about the study. Ideally, the website should contain general information about the study as well as downloadable NSOPF:99 documents such as the information brochure, letters, and forms, including the questionnaire. If feasible, hotlinks to the web institution questionnaire and to NCES's website could also be incorporated into the site.

²⁵ For a review of the procedures for handling paper lists, see *1993 National Study of Postsecondary Faculty Methodology Report* (National Center for Education Statistics: Washington, D. C.[NCES 97-467]), pages 81-82; and *1992-93 National Study of Postsecondary Faculty Field Test Report* (National Center for Education Statistics: Washington, D. C.[NCES 93-390]), pages 32-36.

8.24 Publicizing NSOPF through Conferences and Other Media

Owing to many competing research demands, some institutions find it necessary to limit their participation in research projects to those they deem in their interest. It is vital that institutional officials be provided with enough information about NSOPF to make informed decisions on their participation before institutional resources are committed to other projects. To raise awareness, and reinforce the legitimacy and importance of the study, appropriate professional and academic organizations (e.g., the Association for Institutional Research, the National Education Association, the American Association of University Professors, the College and University Personnel Association) were contacted prior to the field test, given information about the study, and asked to formally endorse it. The list of 18 endorsing organizations was prominently displayed on the questionnaires, cover letters, and information brochure that was sent to the CAO, the institution coordinator, and faculty. To raise awareness among researchers who are likely to be designated as coordinators for NSOPF:99, project and NCEES staff made presentations about the study at the annual conferences of the Association of Institutional Research and the Southern Association of Institution Research. Gallup believes that the endorsing organizations can play an even bigger role in publicizing NSOPF and encouraging their members to participate. All membership organizations have various means (newsletters, e-mail, electronic bulletin boards, etc.) for communicating with their members on a regular basis. Gallup recommends continuing to disseminate information about NSOPF:99 by (1) continuing to participate in relevant conferences; and (2) providing endorsing organizations with ongoing information (e.g., press releases, updates, letters to their membership) about the study's purpose, schedule and availability of results. This information can be disseminated to members through newsletters, electronic bulletins, and related media to their members.

8.25 Utilizing Web Resources to Obtain Course Catalogs and Directories

In NSOPF:93, a postcard was sent to the registrar's office requesting a course catalog that could be used to provide supplementary information about the institution (e.g., starting and end dates of the school year, names of key offices and personnel, etc.).²⁶ In addition, the coordinator was asked to supply a campus directory that sometimes contained valuable home address information about faculty. The increased availability of this information on the World Wide Web makes these requests largely unnecessary. Course catalog information is currently available through a commercial vendor at a reasonable cost. In addition, many institutions make available their faculty and staff directories online as part of their official website. For the full-scale study, Gallup proposes eliminating the postcard request for course catalogs and directories. Instead, World Wide Web resources should be utilized. The web will reduce burden on institutions and eliminate the need to receipt, file, and storing course catalogs and directories.

²⁶ See *1993 National Study of Postsecondary Faculty Methodology Report* (National Center for Education Statistics: Washington, D. C.[NCES 97-467]), page 58.

Appendix A: NTRP Members

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Appendix B: Minutes From October, 1997 NTRP Meeting

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1999 National Study of Postsecondary Faculty
National Technical Review Panel Meeting
Hyatt Regency Crystal City
Arlington, Virginia 22202
October 28-29, 1997

Attending:

NTRP Members: Tommy Annas, Roger Baldwin, Ernst Benjamin, Jay Chronister, Valerie Conley, Eric Dey, Elaine El-Khawas, Surabela Fabian, James Fairweather, Martin Finkelstein, Jon Fuller, Greg Kienzl, Jack Krakower, David Leslie, Meredith Ludwig, Christine Maitland, Mike McGuire, Mike Middaugh, James Palmer, Perry Robinson, Terrence Russell, Jack Schuster

Guests: Jesus F. Galaz-Fontes

NCES/USDE Staff: Patricia Brown, Michael Cohen, Gregory Henschel, Daniel Kasprzyk, Roslyn Korb, Edith McArthur, Marilyn McMillen, Paul Planchon, Linda Zimble

NSF Staff: Joan Burrelli, Mary Golladay

Gallup Staff: Sameer Abraham, Calvin Jones, Brian Kuhr, Max Larsen, Darby Miller Steiger, Jennifer Spielvogel

Pelavin/AIR Staff: Rita Kirshstein

Pinkerton Staff: Samuel Bedinger

Recorder: Brian Kuhr

Welcome (Paul Planchon)

Paul Planchon welcomed panel members to the National Technical Review Panel meeting and provided background information on this, the 3rd cycle of NSOPF. NSOPF, he noted, will provide valuable information about the characteristics, workload, compensation, attitudes, and plans of faculty and instructional staff — the individuals who most directly affect our students' education and our society's technological advancements. He noted that the study is designed both to explore new issues and to allow for comparisons over time. He noted that the 1999 survey had been awarded to The Gallup Organization. This will be the first time that NCES has worked with Gallup. According to current plans, he stated, the field test of the faculty questionnaire will take place in January, with a sample of 125 institutions and 500 faculty. He noted that the previous NTRP (held in March, 1997), played an important role in refining the Institution Questionnaire, and said that many of the suggestions made at that meeting had been incorporated into the field test questionnaire. He announced that Pascal Forgione, the Commissioner of NCES, had been asked to testify on Capitol Hill today, and sent his regrets that he would be unable to attend today's panel meeting.

Status of NSOPF:93 and NSOPF:99 (Linda Zimble)

Linda Zimble thanked the members for their continuing interest, noting that all but one panelist of the previous NTRP had renewed their membership. She noted that the contract for NSOPF:93 ended on September 30th, 1997. A report on instructional faculty has been issued, authored by Rita Kirshstein,

Nancy Matheson, Zhongien Jing, and Valerie Conley. Seven publications using the NSOPF data are in various stages of completion. A report on retirement (authored by Jay Chronister, Roger Baldwin and Valerie Conley) will be available in December. Reports on faculty in two-year colleges (Jim Palmer), part-time faculty (David Leslie), faculty and race/ethnicity (Michael Nettles), new faculty (Marty Finkelstein and Jack Schuster), and faculty workload (Ernie Benjamin) are also in progress. Linda noted that the final 1993 dataset had been delayed by the need to recontact institutions to reconcile discrepancies in the NSOPF:93 data. She noted that five proposals were submitted to NCES for the NSOPF:99 contract. These proposals were carefully reviewed by members of an evaluation panel which consisted of Roz Korb, Michael Cohen, Steve Kaufman, Joan Burelli and Linda Zimpler. The Gallup Organization was chosen, she said, because they provided the best, most innovative ideas for improving data collection.

Status of NSOPF:99 Field Test (Sameer Abraham)

Overview. Sameer Abraham noted that the contract for NSOPF:99 would extend for five years, but that the study will be completed in four in order to provide more timely access to the dataset. The initial phase of the project, currently underway, consists of design and development tasks, including the field test. The second phase—institution recruitment and data collection for the main study—will take place in 1998/99. Phase 3 (1999-2000) consists of data file preparation; development of micro-computer products; and review of public use datasets by the disclosure review panel. Phase 4 (1999-2001) consists of analysis, reports and documentation. The fifth and final phase consists of planning for the next cycle of NSOPF. NSOPF has two components—the institution and faculty surveys. The field test will sample 125 institutions and 500 faculty respondents. The full-scale study will sample 775 institutions and 25,000 faculty.

Field Test. Sameer outlined the following objectives for the field test:

- Determine parameters for the overlap sample design
- Evaluate completeness and accuracy of faculty lists
- Assess discrepancies in faculty counts
- Assess faculty experiments for response rate improvements, timeliness of returns, data quality and efficiency.
- Evaluate adequacy of revised mail/electronic/CATI questionnaires
- Evaluate data quality

Gallup has introduced several innovations to the NSOPF:99 field test. The institution sample will include a built-in replacement pool for institutions (assuming an 80% overall participation rate), which should speed data collection. Respondents will be able to complete both institution and faculty questionnaires over the world-wide web, as well as via mail and telephone. Image scanning will be used to process all mail questionnaires.

Changes introduced to reduce discrepancies in faculty counts include providing clearer definitions of faculty eligibility (with consistency across forms and questionnaires), and collecting list and questionnaire data simultaneously (thus increasing the likelihood that they will be completed by the same individual.) Institutions will be provided with warnings about types of faculty that they might be likely to undercount and, once again, an SMS discrepancy module will check list and questionnaire data, and trigger a retrieval call if these data are inconsistent.

The faculty questionnaire is currently estimated to take an hour to complete. At the close of the field test, the questionnaires will be assessed for respondent burden and data quality; close attention will be paid to

item non-response, feedback from interviewers, and feedback from respondents. Revisions to the questionnaires for the main study (in both substance and design/format) will then be considered, bearing in mind the constraints of respondent burden, cost and efficiency.

The institution-level field test will begin as soon as OMB clearance is received. Unless delayed, list collection is scheduled to begin in November; mailings of faculty questionnaires would begin in January.

Experiments for the Field Test. Four experiments will be conducted for the field test:

- **Prenotification** (testing the effect of a personalized prenotification letter on response vs. no prenotification)
- **Prioritized mail** (testing the response rate achieved with a questionnaire sent via two-day priority mail vs. questionnaires sent 1st class mail).
- **Streamlined instrument** (testing a streamlined two-column design vs. a more conventional design, similar to the 1993 instrument))
- **Timing of 1st CATI attempt** (testing the overall effectiveness of attempting a CATI interview at the first prompt vs. an interview attempt at a later contact)

Sampling. Sameer Abraham described sampling plans and procedures for the main study. Faculty respondents are sampled from lists of faculty provided by sampled institutions. The institution-level sample is drawn from a subset of the IPEDS universe (n=3,256) consisting of all public, private, and non-profit 4- and 2-year postsecondary institutions in the following institutional strata: research, other Ph.D., comprehensive, liberal arts, specialized (religious, medical, other) and two-year. Selection is proportional to size within strata; institutions are selected randomly within each size substrata. Faculty are randomly selected from lists of faculty provided by sampled institutions. Selection of faculty is random within fixed cluster sizes. For the field test, a sample size of 162 institutions that participated in the main study in 1993 will be drawn, with an expected yield of 125 institutions. (The total sample of 162 includes a built-in replacement pool). The overlapping design will allow for estimation of the correlation coefficient for key survey (institution) variables between their values reported in the 1993 and 1999 field test samples. This will enable evaluation of the completeness of faculty lists and analysis of discrepancies between list and questionnaire faculty counts.

Ernst Benjamin expressed his concern that in sampling a fixed number of faculty at each institution, we run a risk of oversampling certain types of faculty at smaller schools where all faculty were sampled, while failing to capture the full range of research faculty at large research institutions where only a small fraction of the faculty was sampled. David Leslie responded that samples are from sectors rather than individual institutions, and so the national estimates would be accurate. Sameer Abraham and Calvin Jones concurred that in a national cross-sectional sample, every faculty member has an equal chance of being sampled. Hence, the full range of research faculty would be accurately represented in the overall sample. Jack Schuster asked if there was a statistical reason for not drawing a larger sample from the larger universities. Sameer responded that the sample is less efficient when drawn that way, and that it is more efficient to sample fewer faculty (within limits) from a larger group of institutions. Valerie Conley asked if Gallup knew whether specific program areas were being excluded from the lists, and hence, were not representatively sampled. Sameer responded that program area was not entered last time, making it impossible to confirm whether or not this was the case. For NSOPF:99, however, program area will be entered, so we will be able to analyze representation by the criterion. Meredith Ludwig asked if there was a need to sub-sample certain types of faculty to adequately represent all research faculty for analysis. Sameer responded that certain types of faculty (minorities, full-time females, NEH disciplines) were oversampled for NSOPF:93, and that this would be true of the NSOPF:99 main study as well. There is no oversampling planned for the field test, however. Jim Fairweather asked how full-time and part-time

faculty were apportioned. Sameer reiterated that it was a national cross-sectional sample, drawn from all IPEDS faculty and additional faculty and instructional staff. The need for accurate representation of all faculty disciplines, full- and part-time, Sameer noted, was a primary reason why the sample size was increased by 11,000 for NSOPF:93. Tommy Annas noted that not all sectors were homogenous and that there might be significant differences between faculty at schools with a lot of research funding, as opposed to those with minimal research funding. Ernst Benjamin responded that those kinds of analyses can be done from the workload data. Linda Zimpler added that he could look at (Carnegie) Research I and Research II institutions separately. Finally, Sameer drew the attention of the panel to the sampling chapter in the Methodology Report which, he said, presented a clear and complete description of how the sample was drawn in NSOPF:93.

Emerging Faculty Issues (Rita Kirshstein)

Rita Kirshstein presented the following list of emerging faculty issues for discussion, noting that the list was not inclusive. She then opened up discussion to topics deserving attention in the 1999 survey.

1. Higher Education Costs and Faculty
 - Faculty Composition (use of part-time faculty; faculty assistants)
 - Faculty Workloads
 - Tenure
 - Salaries and Other Compensation
2. Women and Minority Faculty; Faculty with Disabilities; Affirmative Action in Higher Education
3. Recently Hired Faculty
4. Faculty Careers
5. Comparing Faculty with Elementary/Secondary Teachers (NSOPF & SASS)
6. Faculty and the Higher Education Curriculum
 - Multiculturalism
 - Orientation toward Job Preparation
 - Movement Away from Liberal Arts
7. Faculty Specialization (teaching vs. research tracks)
8. Reliance of Universities on Private Industry for Research Financing
9. Attitudinal Items

The discussion was then opened to the panel to discuss these and other issues. Panel members suggested that the following emerging issues should be dealt with in the questionnaire.

New Media, Technology and Distance Learning

Christine Maitland suggested that questions should be added related to the effects of emerging technology — distance education, the use of the world-wide web for instruction, e-mail and distance learning.

Curriculum Development and other Non-Teaching/Non-Research Activities

In discussing the role of technology and distance learning, Meredith Ludwig added that more attention needs to be paid to those content developers who are designing the curriculum using new media such as the world-wide web. She felt that we need to capture innovation by faculty in curriculum development, introducing faculty as agents of change and innovation.

Valerie Conley suggested we find out if people working in content development are faculty being paid for this activity through overload compensation.

Elaine El-Khawas suggested there is a need to get more information on the time faculty spend in non-teaching, non-research activities. David Leslie agreed, saying he expected to see a shift of faculty time into curriculum development.

Faculty Retirement

Jon Fuller noted that there was a difference between what was reported about faculty retirement plans and anecdotal evidence.

Shrinking Core of Full-Time Faculty

Jack Schuster felt that the most dramatic trend was the shrinking core of full-time faculty . He noted there has been a 3% increase in full-time faculty, as opposed to a 48% increase in part-time faculty.

Academic Standards in Open Institutions

James Palmer felt that there should be questions related to the lack of control faculty in two-year and community colleges may feel over academic standards in open-enrollment institutions.

Faculty Time Abroad

Surabela Fabian expressed an interest in finding out about faculty who spend part of their time abroad, apart from their institutional duties.

Governance Issues

Valerie Conley felt we should ask questions about both the number and nature of committees faculty served on, including assessment committees, student retention committees, etc.

Jack Schuster felt that the faculty's role in governance has replaced tenure as the primary issue in postsecondary education. He noted that there were some questions on governance which were in the 1988 questionnaire that were not used in 1993, and he would like to see them reinstated.

Suggestions for Revisions to the Questionnaire (Days One and Two)

The following discussion, moderated by Linda Zimble and Rita Kirshstein, focused on possible revisions to items in the Faculty Questionnaire. The discussion began on October 28 and extended through October 29. For easy reference, the discussion is arranged in question order, and not presented by day.

Introductory Questions and Section A

Section A

Paula Knepper suggested that Section A begin at Question 1, and Linda Zimble agreed that this change could be made.

Q.2

Elaine El-Khawas expressed concern that this question requires a judgment call on what the faculty member's principal activity might be. She said that she would not know how to answer this question. David Leslie wanted clarification as to whether we were asking for the principal assigned responsibility or for the activity that took most of the faculty member's time. Marty Finkelstein noted that they had found respondents who listed their principal activity as teaching, but who did not teach. Ernie Benjamin said that this item should not be changed, because it is important to compare data across time. Elaine suggested we might allow them to indicate they have equal responsibility for multiple activities, either by allowing them to circle more than one category, or adding a followup question for people who had difficulty in selecting a primary responsibility.

Other panel members wondered if subsidized performer was the best example for the “other” category.

Ernie Benjamin felt several less used categories could be collapsed. Christine Maitland agreed that several categories could be collapsed under “other.” Marty Finkelstein finds the detail at item [6] helpful.

Q.3

Elaine El-Khawas cautioned that “faculty” is an ambiguous term and was not sure we should ask this question. Tommy Annas felt the term “faculty status” could be clarified, defining faculty status based on voting privileges or other criteria. David Leslie noted that the term faculty has both a technical meaning, and a much broader general usage. Ernie Benjamin suggested adding a “don’t know” category.

Eddie McArthur suggested asking questions 3 and 7 together.

Q.4a

Chris Maitland suggested that we might get better data by asking for a primary reason, or asking respondents to rank their choices to get a better handle on part-timers. She suggested that some respondents might have circled all or most of the categories without much thought. Ernie Benjamin, however, found that while 70% of part-timers said that they wanted to be part of an academic environment, other responses were reciprocals—that is, respondents did not choose conflicting or inconsistent categories. He suggested that we might ask for a primary reason as a follow-up question.

Q.6

David Leslie suggested that we might ask for the respondents first academic appointment here, but was not sure if this was the most appropriate place to ask that question.

Q.7

Chris Maitland thought that there was no practical difference between response choices [3] not on tenure track and [4] no tenure status for my institution. Jack Schuster responded that the number of responses in both 3 and 4 were substantial. Tommy Annas felt that while there might be a difference, it was not necessarily perceived correctly by the respondents answering the question who, he felt, were probably picking between 3 and 4 randomly. Jay Chronister felt that there was a distinction and moreover, felt that we should preserve continuity with previous surveys in the categories.

Q.9

Jack Schuster was concerned that the rank of “instructor” is meaningless at some community colleges, where all faculty have the rank “instructor” but may have different ladder rank appointment. Hence, we wouldn’t know if this were a senior or entry level appointment. Jay Chronister added that some institutions have a dual classification system for tenured/non-tenured positions, making it difficult to ascertain if an “instructor” has a senior or entry-level appointment.

Q.11

A number of panel members suggested that this question could be deleted. However, Linda responded that she gets calls for this information frequently, and she was hesitant to drop this item.

Q.12 and Q.13

Jim Fairweather noted that he found the derived variables for these items very useful.

Section B: Academic/Professional Background

Q.14

Ernie Benjamin suggested that categories 2, 3, 4 and none could be collapsed. It was agreed that this should be done.

Q.15

Tommy Annas asked if there was an interest in adding a category for minority-targeted scholarships and fellowships Chris Maitland noted that scholarships/fellowships targeted to women would also be of interest.

Ernie Benjamin felt that categories 3-10 could be collapsed. Paula Knepper felt that it was difficult for us to distinguish between 3, 4, 5 and 6. Rita Kirshstein cautioned that category 3 made an important distinction. David Leslie felt that the loan categories should be left as is. It was generally agreed that categories 4-6 could be collapsed, and that [3] should be changed to "Other assistantship."

Q.16

Ernst Benjamin felt that the Master of Fine Arts should be listed as a separate category, since it is a terminal degree in its field. Another panel member expressed concern that the continuity of the data might be compromised by changing the categories. However, it was generally agreed that we should attempt to include a separate category for the MFA and other terminal master's degrees.

It was noted that the abbreviation LL.B was incorrectly written in the questionnaire as L.L.B. This will be corrected.

Q.17and 17a

Christine Maitland felt this question was confusing in its inclusion of consulting as other employment. There were consultants who listed each separate client as a job, thus leading to improbably high numbers of jobs listed at 17a. It was agreed we could ask about consulting in a separate question.

Ernie Benjamin noted that the question cannot provide a breakout of part-timers who work full-time. Jay Chronister felt it might be helpful to deal with part-time faculty separately in the employment questions.

Q.18 and 18b

It was noted that some categories (6, 8, and 9) had low frequencies. Elaine El-Khawas, Christine Maitland and others felt that the existing categories were predominantly concerned with academic employment, and were not suitable for respondents who might have other careers outside academia. It was agreed that the categories should be revised to be more inclusive of non-academic jobs. Several panel members suggested using IPEDS categories instead of the ones currently used.

Q.19

Jim Fairweather felt that this question, by asking only about the last three jobs showed a bias towards non-mobile faculty and did not provide information on the total number of jobs more mobile faculty had. He felt we should get more information on job history, including the total number of academic jobs the respondent has had. Jim also felt that it might be helpful to separate questions for full- and part-time faculty.

Paula Knepper felt we should ask about the total number of postsecondary institutions at which the respondent has been employed, as well as their total teaching experience at elementary and secondary levels.

Jay Chronister and a number of other panel members voiced a need to ask about the first professional job. Some also felt there was a need to ask about post-doctoral employment.

Martin Finkelstein felt we should ask only about the first professional job and the last one. He felt that the question as written is cumbersome, as evidenced by the large amount of missing data. Paula Knepper and others, however, endorsed the concept of collecting an employment history, and said that this kind of question has not proven difficult for respondents to answer.

David Leslie suggested retooling these questions as a matrix. This suggestion received some support from other panel members. Jack Schuster and Martin Finkelstein said they would work on a revised job history question in response to comments on the job history questions from panel members. They would present their suggestions to NCES by the end of the week.

Q.20

It was generally agreed that this question provides useful information and is heavily used. Eric Dey wanted to know if we could ask specifically about whether the works listed were collaborations. He also suggested we might add questions about world-wide web development, electronic journals and courses conducted using electronic media.

Section C: Institutional Responsibilities and Workload

Q.21

David Leslie commented on the lack of categories concerning student committees. He felt, in general, that this kind of detail on committees was not needed. Chris Maitland found this question useful in ascertaining how much time faculty have for students. She suggested, however, that the three undergraduate committee categories and the three graduate committee categories be collapsed into one undergraduate and one graduate category. She agreed that a category for student committees might be useful, and also suggested faculty governance committees, senate committees and curriculum committees as useful categories. Roger Baldwin felt that academic and governance committees should be asked about in different questions. Jack Schuster felt that the distinction between the graduate committees was necessary, but that categories [5] and [6] could be collapsed. He felt that it would be useful to add categories for departmental committees, campuswide committees and systemwide committees.

Q.22

Elaine El-Khawas suggested that it would be helpful to ask the total number of classes assigned for the year. David Leslie agreed it would be useful, but also felt we still need the current question (which only asks about the Fall term).

Jay Chronister thought that the word “class” might be misconstrued in professional schools where a “class” might be interpreted as a single lecture. Elaine El-Khawas thought the word “courses” might be a better choice.

Jim Palmer suggested that we need to find out if any of the not-for-credit classes reported at Q22a are remedial. He noted that some instructors at community colleges may have a courseload consisting entirely of not-for-credit courses.

Q.23

Tommy Annas found a great deal of outliers that are questionable; distance learning or other similar situations may account for respondents listing improbable numbers of students at this item. (He noted that apart from these outliers, he found the results from this item useful and not counter-intuitive.)

He thought we should rephrase the instructions to this question as follows:

If you taught multiple sections of the same course, count them as separate classes. If you taught a course such as a physical science course comprised of lecture, lab and recitation sections, report the entire credit value of the course, the total number of contact hours of each student in all the different instruction types, but for your contact hours with the students in class, report only the instruction types for which you provided the instruction. Similarly, report the number of students in the instruction type for which you provide the instruction. If you teach the lecture section as well as one of its lab sections, report them separately following the same guidelines above.

Tommy also proposed that we change the categories in [2] as follows:

- a. *Number of weeks the class met*
- b. *Credit hour value of the course*
- c. *Number of hours spent with each student in class, or in the case of a class with multiple instruction types (lecture, lab, etc.) such as in the sciences, the number of hours each student spent in all instruction types*
- d. *Number of teaching assistants, readers*
- e. *Number of students in each section that you taught*
- f. *Was the section team taught*
- g. *Number of hours per week you taught the class for the instruction types for which you provided the instruction.*

He also proposed we add distance learning as a category in [4].

As at Q.22, Jay Chronister and David Leslie expressed concern that the word “class” was being misconstrued by respondents.

Some panel members thought this question cumbersome, and suggested we might ask for total hours instead of asking for information about each class. Jim Fairweather, however, responded that objective data such as we are collecting is far more reliable than subjective recall of hours spent. He used three different parts of this question, and finds it very useful.

David Leslie thought that the questions which ask about instructional method could be broken off and asked as a separate question.

Perry Robinson, and other panel members suggested we add a separate item which asks about instructional media used in any distance learning courses.

Jim Palmer again suggested that we need to ask if these classes are remedial. Paula Knepper concurred that these questions offered a good opportunity to look at that issue, quoting recent findings that 15% of students claim to have received remedial instruction, whereas institutions put the number of students receiving remedial instruction is closer to 30%.

Q.24

Several panel members have used this question; Chris Maitland thought it did not collect adequate information on computer learning in the classroom. Jim Palmer would like the question to include a question about how many classes were remedial. Perry Robinson suggested that the question should ask about e-mail, websites and on-line interactive learning. Meredith Ludwig felt this question should deal

solely with classroom techniques, and that questions about distance learning and other media should be contained in another question.

Q.27

Some panel members thought we should provide a clearer distinction between formal and informal relationships.

Q.29

There was a suggestion that we should add a category for performance. It was agreed that we should ask about program/curriculum development in a separate item.

Q.34

Meredith Ludwig suggested that we add assessment as a category. Terrence Russell thought that would fit better in a question devoted to testing.

Terrence Russell suggested adding release time as a category, and it was generally agreed that this would be useful. It was also agreed that personal computers should be changed to “personal computers and local area networks.”

Q.35

Roger Baldwin suggested we add a category for training to use technology. Elaine El-Khawas suggested adding a category for technical support.

Martin Finkelstein proposed that we delete Column C, saying we did not need this level of detail.

Chris Maitland asked if we should also ask about tuition remission for spouses

Rita Kirshstein expressed her conviction that this question can be asked in a two-column version. Jay Chronister noted that he used the “A” portion of the question.

Elaine El-Khawas suggested that we should change the focus to use, but clarify whether the items at A are actually available to the faculty member. She noted that the question about sabbaticals does not make clear whether the institution actually offers sabbaticals.

Q.36

David Leslie stated that all he needs from this question is an account of how many hours the respondent works at his/her job, and was not sure we needed the four categories listed to get that information. Some panel members were not sure what might be included as an “unpaid” activity. One panel member suggested that advising student groups would be one such activity. Chris Maitland noted that part-time instructors who are paid an hourly wage for classroom hours only might regard preparation time as “unpaid”. Terrence Russell suggested we drop Q36 and put an hours column at Q37.

Q.37

David Leslie asked if this would be the right place to include questions about governance. Several panel members suggested that we ask for actual hours at this question, others suggested we provide a worksheet column to push them to arrive at a total that equals 100% of their hours. Sameer Abraham noted that we attempted to have respondents add up their time in the 1993 field test—it proved to be burdensome for the respondent and did not provide accurate or useable data.

It was suggested that we break down the teaching categories by graduate and undergraduate.

Section D: Job Satisfaction Issues

Q.39 and Q.40

Jack Schuster suggested we add three questions from the 1988 study: to ask respondents to rate the relationship between faculty and administration at this institution, the effectiveness of faculty leadership and the time available for course preparation.

Tommy Annas suggested we add a question about the respondent's satisfaction with the quality/integrity of the major in their department.

Ernst Benjamin proposed we add categories from the Carnegie questionnaire about their satisfaction with their influence at the department and institution level.

Ernst Benjamin also proposed asking about pressure to raise grades. Tommy Annas thought we could simply ask if grade inflation exists at the institution, and if there was pressure to raise grades or pressure not to raise grades.

Q.41

Terrence Russell suggested that we rephrase "retiring from the labor force" as "retiring from this institution."

Q.42

Chris Maitland noted that there are respondents in the database who are already older than the age they listed here or retirement.

Ernst Benjamin suggested that we ask if they expect to stay past the age of 70, noting that institutions fear that faculty will not quit, and will simply hang on to their faculty slots.

Q.43

Ernst Benjamin thought this question was phrased in an indirect manner, and requires too much speculation on the part of the respondent. He feels the question is essentially asking what matters most to you about your job. Terrence Russell thought the question should really be asking what more do you want from your current job. Chris Maitland also found the question speculative, and thought it could be considerably shortened. Jim Fairweather said that he garnered useful data from the question as is. Roz Korb noted that we ask for the respondent's current satisfaction with many of these items elsewhere in the questionnaire. Jay Chronister also thought the question was helpful. Some panel members thought it would be useful to compare the job satisfaction data with the attitudinal data to see if the data varies.

Section E: Compensation

Q.44, Q.45, and Q.46 (Retirement)

There was a general consensus that these questions should not be eliminated. There was also a consensus to add an item asking whether the respondent had retired from other jobs, and was currently teaching part-time. At Q.44, Terrence Russell suggested the possibility of adding a time dimension to the question (at what age the respondent would consider accepting early retirement.) Paula Knepper suggested that Q. 44 might be more useful if we asked if early retirement was available to the respondent as an option.

Q.47

Ernie Benjamin found that without information on how faculty (especially part-timers) were being paid (i.e., whether they were on salary, paid for classroom or contact hours, etc.) it was impossible to ascertain

how much faculty were earning on a yearly basis from the institution. David Leslie added that some of the data from part-timers appears too high. There was a general consensus that we should add a question on how faculty are paid.

Some panel members also thought we should specifically ask about overload compensation.

Some panel members expressed reservations about asking for non-monetary compensation, noting it was hard to put a dollar amount on such compensation. Others noted that it is a very important form of compensation to people from religious orders who are not paid a salary for teaching.

It was agreed that the question should continue to refer to the previous calendar year.

Q.49

Several panel members thought it would be helpful to collect information on the spouse's income.

Jay Chronister felt that it would be helpful to also collect information about spousal (or significant other) employment since that can drive a lot of employment decisions.

Q.50

Elaine El-Khawas felt we should ask both for number of dependents and for number of dependents under 18. Paula Knepper suggested we should rephrase the question to ask how many people they are actually taking care of, saying this question already exists.

Section F: Sociodemographic Characteristics

Suggestions for New Items:

Religious and Political Affiliation

Several panel members inquired as to whether we could add sociodemographic questions asking about religious and political affiliation; Linda Zimble responded that such questions are deemed "sensitive" and were unlikely to receive OMB clearance.

Disability Status

Joan Burelli suggested a question about disability status be added, noting the wording for such a question already exists and has been approved by OMB. There was a broad consensus that this should be done.

Q.53 and Q.54

It was agreed we should defer to the new OMB classifications.

Q.58

There was a suggestion that we could add a column for spousal (or significant other) education to this item.

Chris Maitland said that she did not find this item useful, and thought it could be eliminated. Other panel members, however, said they had used this data.

Q.59 and Q.60

Panel members suggested that we add questions concerning the following topics:

Whether state or federal assessment requirements will improve the quality of education at this institution.

The respondents satisfaction with balance between full- and part-time faculty.

The respondent's satisfaction with institutional accreditation.

General Suggestions for NSOPF:99

More Timely Data Collection/Panel Studies

Tommy Annas suggested that a small subset of questions be asked on an annual or bi-annual basis. He felt things change occur too rapidly to be captured by a study that is only done every four or five years. Sameer Abraham responded that a panel study, which reinterviewed a subset of respondents on a regular basis would be a viable way of handling this.

Linda Zimbler noted that the delay in reports from the 1993 study was largely caused by the need to recontact institutions and reweight the files in response to discrepancies in faculty counts. She continued to say that the most immediate challenge NSOPF faces is obtaining more complete and accurate lists from institutions. If this challenge could be met, it could reduce the time between cycles of the study. She agreed that the idea of a continuing panel study had merit, and would be considered, but that the study's budget constraints also had to be taken into consideration.

Listserve

A suggestion was made that NCES set up a mailing list on the internet, allowing NTRP members and NCES to share information on an ongoing basis. Linda Zimbler responded that she would check into the feasibility of such a list.

Closing Remarks (Linda Zimbler)

Linda once again thanked panel members for their comments and suggestions. She noted that the questionnaire had to be kept to a length that respondents would answer; hence, it was not feasible to incorporate all the additions to the questionnaire that panel members suggested. The questionnaire will be sent to panel members for review after it is approved. Although further revisions to the field test questionnaire will not be made at that point, panel members will have another opportunity to suggest revisions to the questionnaire before the full-scale study.

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Appendix C: CAO Cover Letter

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Council of Graduate Schools

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Equal Opportunity in Higher
Education

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Universities

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Universities and
Land-Grant Colleges

National Education
Association

<Faculty Name>

«ADDR»

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Dear Colleague:

The National Center for Education Statistics (NCES) is preparing to conduct the third cycle of the **National Study of Postsecondary Faculty (NSOPF:99)**, in the 1998-99 school year. Your institution was randomly selected for inclusion in the NSOPF:99 field test which is scheduled for the 1997-98 school year. I am writing to ask for your participation in the field test for this study and to provide you with some background information on this important study.

NSOPF:99 is the most comprehensive study of higher education faculty ever undertaken. Postsecondary institutions and faculty today are facing changing academic, fiscal, and political environments. To make realistic plans for the future of higher education, planners and policy makers at all levels—institutional, government, and legislative—need reliable and current national data on available resources, as well as on the constraints and demands on the higher education system and faculty. NSOPF:99 will provide national profiles of faculty and instructional staff in American institutions of higher learning, national benchmarks for faculty productivity and workload, and information on institutional policies and practices affecting faculty. An informational brochure about the study is enclosed.

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting the study with additional support from the National Endowment for the Humanities and the National Science Foundation. NCES has contracted with The Gallup Organization to collect the data for the study.

The NSOPF:99 Field Test will be used to evaluate the data collection procedures and questionnaires before they are used in the full-scale study. As a participating institution in the field test, you are requested to:

- Designate an individual to act as your Institution Coordinator. This person will serve as your liaison to The Gallup Organization; provide Gallup with the list of faculty and instructional staff at your institution; and coordinate the completion of the *Institution Questionnaire*, which asks questions about your institution's policies and practices regarding faculty and instructional staff.

- Please complete the enclosed *Confirmation Form*, with the name, campus address, telephone, fax number, and e-mail address of the person who you have chosen as the Institution Coordinator and return the form to Gallup **within the next five days**.

In appreciation for your institution's participation in the field test, The Gallup Organization will prepare a customized *Peer Report* specifically for your institution based on the data gathered by the Institution Questionnaire for NSOPF:99 in the full-scale study, once it is completed. The report will show how your institution compares to other institutions in your Carnegie Classification (e.g., Research Universities I, Baccalaureate Colleges II, etc.). Your *Peer Report* will be sent, along with a copy of the NSOPF:99 final analytic report. We hope you will find this information useful. In addition, a variety of NSOPF public use datafiles, and a wide range of other analytic reports based on past NSOPF data, are available. Please use the enclosed *Publications Request Form* to order any of the reports or datafiles listed. You can also access NSOPF publications, data, and other education reports electronically through NCES's World Wide Web site at <http://www.ed.gov/NCES>.

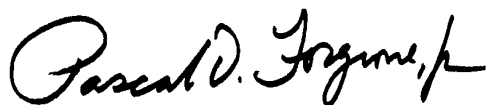
All information that would permit the identification of individuals will be kept strictly confidential, as mandated by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Federal Education Rights and Privacy Act of 1974 (FERPA) [5 U.S.C. 552a].

Public reporting burden for this information request is estimated to average 30 minutes per response, including time for reviewing the enclosed material, identifying the Institution Coordinator, and completing the Confirmation Form for your institution. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0665, Washington, DC 20503.

If you have questions or comments concerning the study, please contact the NSOPF:99 Project Director, Dr. Sameer Abraham, at The Gallup Organization, at 1-800-633-0209; or the NCES Project Officer, Linda Zimble, at 202-219-1834.

Your participation in this important and useful study is critical to its success. We appreciate and thank you for your participation.

Sincerely,



Pascal D. Forgione, Jr., Ph.D.
Commissioner of Education Statistics

Enclosures

Appendix D: CAO Confirmation Form

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Appendix E: Coordinator Cover Letter

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«First_name» «Last_name»

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«city», «stabbr» «zip»

Dear «First_name»:

The National Center for Education Statistics (NCES) is preparing to conduct the third cycle of the **National Study of Postsecondary Faculty (NSOPF:99)**, in the 1998-99 school year. Your institution was randomly selected for inclusion in the NSOPF:99 field test which is scheduled for the 1997-98 school year. Your chief administrative officer has been informed of the study, and has notified us that you will serve as the institution's coordinator for the field test. I am writing to ask for your participation in the field test and to provide you with some background information on this important study.

Postsecondary institutions today are facing changing academic, fiscal, and political environments. To make realistic plans for the future of higher education, planners and policy makers at all levels—institutional, government, and legislative—need reliable and current national data on available resources, as well as on the constraints and demands on the higher education system. NSOPF:99 will provide national profiles of faculty and instructional staff in American institutions of higher learning, national benchmarks for faculty productivity and workload, and information on institutional policies and practices affecting faculty. An informational brochure about the study is enclosed.

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting the study with additional support from the National Endowment for the Humanities and the National Science Foundation. NCES has contracted with the Gallup Organization to collect the data for the study.

The NSOPF:99 Field Test will be used to evaluate the data collection procedures and questionnaires before they are used in the full-scale study. As an institution participating in the field test, you are requested to:

- Prepare a *list of full- and part-time faculty and instructional staff* employed at your institution during the Fall 1997 academic term.
- Complete the *NSOPF:99 Institution Questionnaire*.
- Complete the *Instructions for Preparing Machine-Readable Lists of Faculty* form and other relevant forms in the *NSOPF:99 Documentation and Forms Booklet*.

The enclosed NSOPF:99 *Documentation and Forms Booklet* contains all of the necessary instructions and forms needed to complete the request. The list of faculty and instructional staff you prepare will serve as a sampling frame from which we will randomly select individual faculty members and instructional staff for the field test. We ask that you provide the list in both hardcopy and machine-readable versions, if possible.

A copy of the *Institution Questionnaire* also is provided in this packet. Information provided in the questionnaire will focus on your institution's policies and practices affecting faculty and instructional staff. You can access an electronic version of the questionnaire by accessing the NSOPF:99 World Wide Web site established expressly for this study. Please follow the instructions in the *Documentation and Forms Booklet* to access the electronic questionnaire. Your PIN (Personal Identification Number) to access the site is printed below.

Finally, please take a few minutes to familiarize yourself with the brief instructions and forms contained in the *Documentation and Forms Booklet*. Your assistance in completing all of the information requested will be greatly appreciated and will help us to avoid delays in processing your institution's data. We would like to receive the list of faculty and instructional staff, the Institution Questionnaire, and other supplementary materials as soon as possible.

In appreciation of your institution's participation in the field test, The Gallup Organization will prepare a customized *Peer Report* specifically for your institution based on the data gathered by the Institution Questionnaire for NSOPF:99 in the full-scale study, once it is completed. The report will show how your institution compares to other institutions in your Carnegie Classification (e.g., Research Universities I, Baccalaureate Colleges II, etc.). Your *Peer Report* will be sent to you, along with a copy of the NSOPF:99 final analytic report. We hope you will find this information useful. In addition, a variety of NSOPF:99 public use datafiles, and a wide range of other analytic reports based on past NSOPF:99 data, are available. Please use the enclosed *Publications Request Form* to order any of the reports or datafiles listed. You can also access NSOPF:99 publications, data, and other education reports electronically through NCES's World Wide Web site at <http://nces.ed.gov>.

The forms can be mailed to Gallup in the enclosed prepaid self-addressed envelope; faxed to Gallup's Chicago office at 312-357-0836; or e-mailed to NSOPF99@gallup.com. The Faculty list can be submitted on floppy disk, computer tape, CD-ROM, hard copy, or via e-mail. As indicated above, you can complete the (enclosed) paper version of the *Institution Questionnaire* or the electronic version on the WWW site.

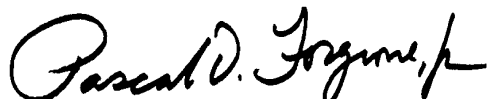
All information that would permit the identification of individuals will be kept confidential, as mandated by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Federal Education Rights and Privacy Act of 1974 (FERPA) [5 U.S.C. 552a].

Public reporting burden for the Institution Questionnaire is estimated to average 1 hour per response, including time for reviewing instructions, identifying existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Public reporting burden for the list of faculty and instructional staff and other forms is estimated to average 2 hours per response, including time for reviewing instructions, identifying existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding these burden estimates or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D. C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0665, Washington, D. C. 20503.

If you have questions or comments concerning the study, please contact the NSOPF:99 Project Director, Dr. Sameer Abraham, at The Gallup Organization, at 1-800-633-0209; or the NCES Project Officer, Linda Zimpler, at 202-219-1834.

Your participation in this important and useful study is critical to its success. We appreciate and thank you for your participation.

Sincerely,



Pascal D. Forgione Jr., Ph.D.
Commissioner of Education Statistics

**PIN NUMBER FOR WEB ACCESS:
ACF268**

Enclosures

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Appendix F: Documentation and Forms Booklet

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**1999 NATIONAL STUDY OF
POSTSECONDARY FACULTY
FIELD TEST**

DOCUMENTATION AND FORMS BOOKLET



Sponsored by:

National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, D.C. 20208

Mailing Address:

The Gallup Organization
ATTN: Julie Trausch
300 South 68th Street Place
Lincoln, Nebraska 68510

Conducted by:

The Gallup Organization
Government & Education Division

E-mail: NSOPF99@gallup.com
Toll-Free Number: 1-800-633-0209

I. Welcome to the 1999 National Study of Postsecondary Faculty Field Test

Welcome to the **1999 National Study of Postsecondary Faculty (NSOPF:99)** field test. Your institution is one of a small group of institutions that has been selected to participate in the NSOPF:99 field test.

About the Study

The National Center for Education Statistics (NCES) with support from the National Endowment for the Humanities and the National Science Foundation is conducting the third cycle of the NSOPF:99, to be conducted in the 1998-99 school year. Your institution has been selected as part of a national probability sample of higher education institutions and faculty for inclusion in the field test for this study. The NSOPF:99 field test will be conducted in the 1997-98 school year.

Purpose of the Field Test

In anticipation of the full-scale study for NSOPF:99, NCES is required to conduct a field test—that is, a “dress rehearsal” of the study—beginning in the Fall of 1997 and extending through the Spring of 1998. The purpose of the field test is threefold: (1) to test the institution and faculty/instructional staff questionnaires, forms, and procedures; (2) to experiment with different approaches to data collection; and (3) to evaluate the overall study design. At the end of the field test, a *NSOPF:99 Field Test Report* will be released that reviews the study design, evaluates it, and offers a set of recommendations for improving the study design prior to implementation of the full-scale study.

Your Participation

While your participation is voluntary, it is critical if we are to obtain nationally representative samples of higher education institutions and their faculties. Data collection procedures and questionnaires have been developed to minimize burden whenever possible.

Your participation in the field test is vital to ensure that we receive all the information we need to evaluate the NSOPF:99 study design and to ensure that an optimal and cost-efficient design is implemented for the full-

scale study. Specifically, we are asking for your help to:

- complete the Institution Questionnaire
- provide us with a list of faculty and instructional staff at your institution, along with the supporting documentation (the enclosed forms) for the list

Because this is a field test, we welcome any comments or suggestions you have to improve the instructions, forms/questionnaire, and survey procedures. Please feel free to write your comments on any form, the questionnaire, or in the Comments section on page 3 of this booklet.

Assurance of Confidentiality

All information that would permit the identification of individuals will be kept strictly confidential. Individual responses, and all responses that would permit the identification of individuals, will be protected by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Privacy Act of 1974 [5 U.S.C. 552a]. Responses will be used only in statistical summaries; individual responses will not be disclosed to any person or group, inside or outside your organization.

II. Purpose of this Booklet

This *Booklet* describes the NSOPF:99 field test and is designed as an easy-to-use guide and reference for you. The Institution Coordinator will be the school’s primary representative, acting as a liaison between the contractor for the study (The Gallup Organization) and your institution in preparing the necessary information and completing the forms requested.

The major purpose of this booklet is to provide you with:

- the instructions and forms that will be required to ensure your institution’s complete participation in the field test
- a description of the various components and requirements of the study

Indeed, the success of NSOPF:99 is very much dependent upon the help of each Institution Coordinator. This booklet is intended to ease your job

by helping you to plan and prepare for each phase of the survey process, as well as establish a protocol for communication between Gallup and your institution. We thank you in advance for all your efforts in helping to make the field test—and ultimately the full-scale NSOPF:99—a success.

Thanks again.

III. Instructions for Completing the NSOPF:99 Forms and Preparing the List of Faculty and Instructional Staff

In this booklet, you will find several forms. The instructions for completing and returning the forms and list of faculty and instructional staff are included on each form and reference document, all of which are briefly described below.

Forms (*To be completed by the Institution Coordinator*)

Instructions for Preparing Machine-Readable Lists of Faculty provides detailed instructions for preparing the list of eligible faculty and instructional staff in a preferred electronic format. We also ask for information about the persons who helped prepare the list, the file layout of the list, and other related information. Please return the completed form with your electronic and paper list.

Affidavit of Nondisclosure is required by the U.S. Department of Education's National Center for Education Statistics (NCES) for all institution coordinators participating in NSOPF:99. The affidavit ensures that the institution coordinator will abide by NCES's confidentiality requirements and that s/he will not divulge the names of individuals selected into the NSOPF:99 sample. This helps to ensure the privacy and anonymity of participants. Please return the signed and notarized form with your list.

Publications Request Form is included in the Gallup folder. This optional form allows you to obtain a customized NSOPF:99 Peer Report that compares your institution with other higher education institutions in your Carnegie class. You may also use this form to order NCES publications from previous and future NSOPF studies.

References

Instructions for Preparing Lists of Faculty provides specific definitions of eligible NSOPF:99 faculty and instructional staff who should be included (or excluded) from the list, along with the exact information that should be included for each faculty and instructional member on your list. Please carefully review this document.

Glossary which is included in this booklet and in the Institution Questionnaire, provides definitions of terms that are used in the various forms and in the questionnaire. Please refer to this document when preparing your list and completing the questionnaire.

IV. Instructions for Completing the Institution Questionnaire

You have the option of completing the Institution Questionnaire enclosed in the Gallup folder **or** completing an electronic version of it on the World Wide Web. Please complete only **one** version of the questionnaire.

V. How to Access the Institution Questionnaire on the World Wide Web

The Institution Questionnaire can be found at the following World Wide Web (WWW) address: **http://www.gallup.com/usde**. The WWW version can be accessed through most browsers. For example, to access this address using *Netscape*, go to the **FILE** menu and select **Open Location**. Type in the above WWW address in lower case, and hit the **Enter** key. To access the WWW address using *Microsoft Internet Explorer*, go to the **FILE** menu and select **Open**. Type in the above WWW address in lower case, and hit the **Enter** key.

At this point both Netscape and Microsoft systems will prompt you for a Personal Identification Number (PIN). Your individualized PIN appears at the bottom of the cover letter in the Gallup folder. (The PIN is used by Gallup to keep track of which institutions complete the survey.) This number will never be used to link your responses to your name. *Your individual responses will be kept completely confidential.*

**1999 NATIONAL STUDY OF POSTSECONDARY FACULTY
FIELD TEST**

INSTRUCTIONS FOR PREPARING LISTS OF FACULTY

(To be read by the Institution Coordinator)

The list of faculty and instructional staff that you provide will be used to randomly select a nationally representative sample of all faculty in higher education institutions in the country. To ensure a scientifically accurate sample, it is extremely important that you follow the instructions below in preparing your institution's list. Because postsecondary education institutions vary widely in their organizational structures and staffing patterns, we realize that some of the criteria presented below may not apply to your institution. Also, different institutions use different definitions of faculty and non-faculty positions, temporary and permanent status, and full-time and part-time status. In reading the instructions, please interpret these terms according to your institution's usage. Should you have any questions about classification of personnel, or whether they should or should not be included on the lists, we urge you to contact **Brian Kuhr** at The Gallup Organization at **1-800-633-0209**. For definitions of terms, please refer to the *Glossary* in the *Documentation and Forms Booklet* or in the *Institution Questionnaire*..

1. Include all faculty and instructional staff who were on the payroll of your institution as of **October 1, 1997**.

2. **INCLUDE** the following categories of personnel on your faculty list:

- faculty including any administrators, researchers, librarians, coaches, etc. who have faculty status at your institution, regardless if they have any instructional responsibility
- instructional staff, regardless of whether they have faculty status

REMEMBER TO INCLUDE:

- faculty and instructional staff in professional schools (e.g. medical, law, dentistry, etc.)
- faculty and instructional staff who are permanent, temporary, adjunct, visiting, acting or postdoctoral appointees
- faculty and instructional staff who are employed part-time or full-time by the institution
- faculty and instructional staff who are tenured; non-tenured, tenure track; or non-tenured, not on tenure track
- faculty and instructional staff who interact with undergraduate or graduate students
- faculty and instructional staff on sabbatical leave

DO NOT INCLUDE:

- graduate or undergraduate teaching or research assistants
- faculty and instructional staff with instructional duties outside the U.S. (but not on sabbatical leave)
- faculty and instructional staff on leave without pay
- military personnel who teach only ROTC courses
- instructional personnel supplied by independent contractors
- voluntary medical faculty

3. For each person on the list, please provide the following information. (A short explanation of how the data are used is provided below.)
 - a. Full name
 - b. Campus address and telephone number
 - c. Home address and telephone number
 - d. E-mail address
 - e. Department/program affiliation (e.g., English, Engineering, Education)
 - f. Academic field or teaching discipline (e.g., American Literature, Chemical Engineering, Botany)
 - g. Race/ethnicity:
 - White (not of Hispanic origin)
 - African American/Black (not of Hispanic origin)
 - Hispanic
 - Asian or Pacific Islander
 - American Indian or Alaskan Native
 - h. Gender
 - i. Full- or part-time employment status
 - j. Employee ID number
 - k. IPEDS (Integrated Postsecondary Education Data System) category – see *Glossary*
 - i.e., Executive, Administrative, and Managerial;
 - Faculty (Instruction/Research/Public Service); or
 - Other Professionals (Support/Service).
4. If this information is not available on a single master list, please submit all applicable lists.
5. Please submit the lists in machine-readable (i.e., diskette or computer tape) and hard copy formats. The *Instructions for Preparing Machine-Readable Lists of Faculty* provide guidelines for formatting machine-readable files.
6. Please submit your lists **no later than December 31, 1997**.

SPECIAL NOTE: The number of faculty and instructional staff reported in the *list of faculty and instructional staff* should be consistent with the number of personnel reported in Question #1 on the *Institution Questionnaire* included in this mailing. If you have any questions about preparing the lists, please contact **Brian Kuhr at the Gallup Organization at 1-800-633-0209**.

**1999 NATIONAL STUDY OF POSTSECONDARY FACULTY
 FIELD TEST**

INSTRUCTIONS FOR PREPARING MACHINE-READABLE LISTS OF FACULTY

(To be completed by the Institution Coordinator)

Please follow the guidelines below when preparing machine-readable lists of faculty and instructional staff. We realize that computer capabilities vary widely across institutions and that some of these guidelines cannot be met; be sure to describe any special circumstances or deviations from these guidelines.

1. Please indicate the format of your enclosed faculty lists.

- Floppy Disk Computer Tape CD-ROM
 E-mail Hard copy: How many different lists are being submitted? _____

2. If you are submitting your faculty list on a **floppy disk**, please provide the following information:

- Format: **ASCII (PREFERRED)** Excel Lotus
 WordPerfect Word Other (**PLEASE SPECIFY**) _____

3. If you are submitting your faculty list via **FTP** or on **computer tape**, please contact Brian Kuhr at 1-800-633-0209 for instructions.

4. How many offices (e.g., payroll, personnel, etc.) provided information for the faculty lists? _____

5. Please list below the name, title, and telephone number of persons identified in item [4] we can contact should we have any questions concerning the lists.

Contact Person				Name of Office (e.g., personnel, payroll, etc.)	Data Provided (e.g., department, discipline, etc.)
Last Name	First Name	Title	Telephone		
1.			()		
2.			()		
3.			()		
4.			()		
5.			()		
6.			()		

6. Is there any additional information (e.g., faculty designations, abbreviations, codes, etc.) which would assist us in reading the lists? Please explain and include any necessary documentation with the lists.

7. For machine-readable faculty lists, please use the following file layout. If your format deviates from this file layout, please note the starting column and number of characters for that field (in columns labeled ACTUAL). Please **do not** use special characters or delimiters; specify your codes for “not known” in the space provided for each field (in column labeled Codes).

Field	Codes	RECOMMENDED		ACTUAL		Notes
		Starting Col. No.	No. of Characters	Starting Col. No.	No. of characters	
First name	____ = not known	1	25			
Last name	____ = not known	26	25			
Middle initial	____ = not known	51	1			
Campus address- 1	____ = not known	52	35			
Campus address- 2	____ = not known	87	35			
Campus address– City	____ = not known	122	20			
Campus address–State	____ = not known	142	2			
Campus address– Zip Code	____ = not known	144	9			
Campus telephone number area code + phone + extension	____ = not known	153	14			
Home address-line 1	____ = not known	167	35			
Home address-line 2	____ = not known	202	35			
Home address – City	____ = not known	237	20			
Home address – State	____ = not known	257	2			
Home address– Zip Code	____ = not known	259	9			
Home telephone number area code + phone	____ = not known	268	10			
E-mail address	____ = not known	278	85			
Department/program affiliation	____ = not known	363	20			
Academic or teaching discipline	____ = not known	383	20			
Race/Ethnicity	1 = White (not Hispanic) 2 = Black (not Hispanic) 3 = Hispanic 4 = Asian or Pacific Islander 5 = American Indian/ Alaskan Native 6 = Race/Ethnicity not known	403	1			
Gender	1 = male 2 = female 3 = gender not known	404	1			
Employment status	1 = full-time 2 = part-time 3 = Employment status not known	405	1			
Employee ID	____ = not known	406	9			
IPEDS	1 = Executive, Administrative, Managerial 2 = Faculty (Instruction/ Research/Public Service) 3 = Other Professionals (Support/Service) 4 = not known	415	1			

**1999 NATIONAL STUDY OF POSTSECONDARY FACULTY
FIELD TEST**

AFFIDAVIT OF NONDISCLOSURE

(To be completed by the Institution Coordinator)

The National Center for Education Statistics requests that anyone who may have access to the identities of individual sample members or access to data complete this form. Please type or print.

(Title of Institution Coordinator)

(Date of Assignment to NCES Project)

(Name of Institution)

1999 National Study of Postsecondary Faculty
(NCES study)

(Address)

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES data base or other information about individual sample members, I will not:

- (i) use or reveal any individually assembled identifiable data furnished, acquired, retrieved or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994(20 U.S.C. 9001 *et seq.*), for any purpose other than statistical purposes in the NCES survey, project, or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified;
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature)

The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than 5 years, or both. The word "swear" should be stricken out wherever it appears when a person elects to affirm the affidavit rather than swear to it.

State of _____

County of _____

Signed and sworn (or affirmed) before me on _____ by _____
(Date) (Name of person making statement)

(Signature of Notary Public)

Commission Expires on: _____

**1999 NATIONAL STUDY OF POSTSECONDARY FACULTY
FIELD TEST**

GLOSSARY

1997 Fall Term—The term that was in progress as of October 1, 1997.

Faculty—All employees classified by the institution as faculty who were on the payroll of your institution as of **November 1, 1998**. [NOTE: While the NSOPF:99 definition of faculty is *similar* to the IPEDS definition (see *IPEDS Fall Staff Survey Definitions* on next page), it is *not identical*. The NSOPF:99 definition of faculty is *broader* than the IPEDS definition of faculty. For example, NSOPF:99 includes as faculty any individual who is an administrator, dean, librarian, etc. and has faculty status even if that individual is *not* engaged in instructional activities during the 1997 Fall Term.] NSOPF:99 is interested in all faculty. The IPEDS definitions that appear on the following page are provided to remind you to include all faculty as defined in IPEDS as well as all other individuals at your institution/branch who have faculty status.

For NSOPF:99 **include** as **Faculty**:

- Any individuals who would be reported as “Faculty (Instruction/Research/Public Service)” on the U.S. Department of Education *Integrated Postsecondary Education Data System (IPEDS): Fall Staff Survey*.
- Any individuals with faculty status who would be reported as “Executive, Administrative, and Managerial” on the *IPEDS Fall Staff Survey*, whether or not the person is engaged in any instructional activities.
- Any individuals with faculty status who would be reported as “Other Professionals (Support/Service)” on the *IPEDS Fall Staff Survey*, whether or not the person is engaged in any instructional activities.

For NSOPF:99 **exclude** as **Faculty**:

- Any individuals who would be reported as “Instruction/Research Assistants” on the *IPEDS Fall Staff Survey*.

Instructional Staff—All employees with *instructional responsibilities* during the 1997 Fall Term who were on the payroll of your institution as of October 1, 1997 and who may or may not have faculty status.

For NSOPF:99 **include** as **Instructional Staff**:

- Any individuals with any instructional responsibilities during the 1998 Fall Term who would be reported as “Executive, Administrative, and Managerial” on the *IPEDS Fall Staff Survey* (i.e., A finance officer teaching a class in the business school.)
- Any individuals with any instructional responsibilities during the 1998 Fall Term who would be reported as “Other Professionals (Support/Service)” on the *IPEDS Fall Staff Survey*.

For NSOPF:99 **exclude** as **Instructional Staff**:

- Any individuals who would be reported as “Instruction/Research Assistants” on the *IPEDS Fall Staff Survey*.

Full-time—Persons on the payroll of the institution and classified by the institution as full-time.

Instructional Responsibilities — Teaching one or more courses, or advising or supervising students' academic activities (e.g., serving on undergraduate or graduate thesis or dissertation committees, supervising an independent study or one-on-one instruction, etc.)

Part-time—Persons on the payroll of the institution and classified by the institution as part-time.

Tenure—Status of a personnel position, or a person occupying a position or occupation, with respect to permanence of position.

Tenure Track—Positions that lead to consideration for tenure.

NOTE:

This restriction does *not* apply in the case of the NSOPF:99 definition of faculty. Please include anyone with faculty status or any instructional responsibilities as of November 1, 1998.

For Reference Only

IPEDS Fall Staff Survey
Definitions

- **Faculty (Instruction/Research/Public Service)**—Persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. This category includes deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their **principal activity** is instructional. Student teachers or research assistants are not included in this category.
- **Executive, Administrative, and Managerial**—Persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Included in this category are all officers subordinate to any of these as president, vice president, dean, director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as associate dean, assistant dean, executive officer of academic departments (department heads, or the equivalent) if their principal activity is administrative.
- **Other Professionals (Support/Service)**—Persons employed for the primary purpose of performing academic support, student service, and institutional support activities, whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background, include employees such as librarians, accountants, systems analysts, and coaches in this category.
- **Instruction/Research Assistants**—Students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. These positions are typically held by graduate students having titles such as teaching assistant, teaching associate, teaching fellow, or research assistant.

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Appendix G: Publications Request Form

This page intentionally left blank.

Name: _____

Mailing Address: _____

Name of Institution: _____

City State Zip Code

Telephone: (____) _____

Return this form either separately or as part of
the NSOPF:99 *Documentation and Forms*
Booklet to:

NSOPF:99

The Gallup Organization

ATTN: Julie Trausch

300 South 68th Street Place

Lincoln, Nebraska 68510

Telephone: 1-800-633-0209 (Brain Kuhr)

Fax: 312-357-0836 (Attn: Brain Kuhr)

E-mail: NSOPF99@gallup.com

NSOPF:99
The Gallup Organization
ATTN: Julie Trausch
300 South 68th Street Place
Lincoln, Nebraska 68510

**1999
NATIONAL STUDY OF
POSTSECONDARY FACULTY
FIELD TEST**

Publications Request Form

Sponsored by the
National Center for Education Statistics
U.S. Department of Education

With support from the
National Endowment for the Humanities
National Science Foundation

Conducted by the
Gallup Organization
Government & Education Division

Please mark [x] all of the reports and data files that you would like to receive. Complete this form and return it to the address indicated on the back panel. All requests for reports and data files will be fulfilled in the order they are received and are contingent upon availability.

1999 NSOPF Peer Report (Customized for each institution.)

YES. Please send me a *1999 NSOPF Peer Report* that compares my institution with other higher education institutions in my Carnegie Classification and with all institutions nationally. This report will be prepared exclusively for your institution using 1999 NSOPF institution data as soon as it is available. (NOTE: The Peer Report is available only to higher education institutions who participate in the NSOPF:99 field test or full-scale study.)

NO. Please do not send a *1999 NSOPF Peer Report*.

1988 and 1993 NSOPF Reports

Faculty in Higher Education Institutions, 1988 (NCES 90-365).

Institutional Policies and Practices Regarding Faculty in Higher Education (NCES 90-333).

A Descriptive Report of Academic Departments in Higher Education Institutions (NCES 90-339).

Profiles of Faculty in Higher Education Institutions, 1988 (NCES 91-389).

Faculty and Instructional Staff: Who Are They and What Do They Do? (NCES 94-346).

Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992 (NCES 97-470).

Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities (NCES 97-973).

Institutional Policies and Practices Regarding Faculty in Higher Education (NCES 97-080).

Retirement and Other Departure Plans of Instructional Faculty and Staff in Higher Education Institutions (NCES 98-254).

Future NSOPF Reports

Future Reports from the 1988, 1993, 1999 NSOPF studies.

NSOPF Technical Reports

1988 National Survey of Postsecondary Faculty: Field Test Report (March 8, 1988).

1988 National Survey of Postsecondary Faculty: Methodology Report (May 18, 1990).

1992-93 National Study of Postsecondary Faculty: Field Test Report (NCES 93-390).

1993 National Study of Postsecondary Faculty: Methodology Report (NCES 97-467).

1993 National Study of Postsecondary Faculty: Data File User's Manual: Public Use Institution File and Restricted Faculty Files (NCES 97-466).

1993 National Study of Postsecondary Faculty: Data File User's Manual: Public Use Institution and Faculty Files (NCES 98-287).

Future NSOPF Technical Reports.

NSOPF Data Files

1988 National Survey of Postsecondary Faculty: Institutional Department Chair Data Files.

1992-93 National Study of Postsecondary Faculty: Institution and Faculty Data Files (Public Use Files; CD-ROM). Forthcoming.

1988-1993 National Study of Postsecondary Faculty: Institution and Faculty Data Files (Restricted); NCES 97-558.*

1993 National Study of Postsecondary Faculty: Public Access Data Analysis System on CD-ROM (NCES 97-559).

Future NSOPF Data Files.

**Restricted data files must be obtained through a licensing agreement with the U.S. Department of Education's National Center for Education Statistics (NCES). For more information, contact the NCES Data Security Officer at (202) 219-1920.*

Appendix H: Field Test Brochure

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FINDINGS FROM NSOPF:93

The following are examples of the type of information obtained from NSOPF:93 on faculty characteristics and compensation:

- The mean age of full-time instructional faculty and staff at higher education institutions in 1992-93 was 48 years; the average age of part-time instructional faculty and staff was 46 years.
- Across all institutions of higher education, whites accounted for 87 percent of full-time instructional faculty and staff and 88 percent of part-time instructional faculty and staff. Asian Americans comprised 5 percent of the full-time instructional faculty and staff, blacks 5 percent, Hispanics 3 percent, and American Indians less than 1 percent. Minorities accounted for similar proportions of part-time instructional faculty and staff.
- Men made up 67 percent of full-time instructional faculty and staff and 55 percent of part-time instructional faculty and staff. Among full-time instructional faculty and staff, public research universities had a significantly higher percentage of men (77 percent), whereas public two-year institutions had a significantly lower percentage (55 percent).
- Fifty-four percent of full-time instructional faculty and staff were tenured, and another 22 percent were on tenure track.
- Full-time instructional faculty and staff spent an average of 11 hours a week in the classroom in the fall of 1992.

- The average base salary for full-time instructional faculty and staff during the 1992 calendar year was \$48,411. The average total income—base salary, other institutional income, consulting, and other outside income—was \$60,613. For part-time instructional faculty and staff, the average base salary was \$10,189, and the average total income was \$48,761, including income from other (perhaps full-time) employment.

CONFIDENTIALITY

The 1999 National Study of Postsecondary Faculty (NSOPF:99) is being conducted for the National Center for Education Statistics (NCES) of the U.S. Department of Education in compliance with the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Privacy Act of 1974 [5 U.S.C. 552a]. Strict confidentiality of all information obtained from individuals surveyed in NSOPF is assured by current federal laws and regulations.

Any faculty data released to the general public (for example, statistical tables) are tailored so that it is not possible to identify specific individuals.

ENDORSEMENTS

The following organizations have endorsed NSOPF:99 recognizing the study's contribution to the body of knowledge about faculty in higher education:

American Association for Higher Education
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
College and University Personnel Association
The College Board
Council of Graduate Schools
The Council of Independent Colleges
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 Education Association

FOR MORE INFORMATION

Please contact:

Project Director
Dr. Sameer Abraham (1-800-633-0209)

Project Coordinator
Brian Kuhr (1-800-633-0209)

If you have additional questions, please call the **NCES Project Officer**, Linda Zimbler at (1-202-219-1834)

1999 NATIONAL STUDY OF POSTSECONDARY FACULTY —FIELD TEST—

Sponsored by the
National Center for Education Statistics
U.S. Department of Education

With support from the
National Endowment for the Humanities
National Science Foundation

Conducted by the
Gallup Organization
Government & Education Division

STUDY SUMMARY

Faculties are the pivotal resource around which postsecondary education revolves. They determine curriculum content, student performance standards, and the quality of students' preparation for careers. Faculty members perform research and development work upon which this nation's technological and economic advancement depend. Through their public service activities, they also contribute to the public good. For these reasons, it is essential to understand who they are; what they do; and if, how, and why they are changing.

The third cycle of the National Study of Postsecondary Faculty (NSOPF:99) is being conducted by the National Center for Education Statistics (NCES), with support from the National Endowment for the Humanities and the National Science Foundation, to respond to the continuing need for data on higher education faculty and instructors—those who directly affect the quality of education in postsecondary institutions.

The major sources of comprehensive information on this key professional group are the 1988 National Survey of Postsecondary Faculty (NSOPF:88) and the 1993 National Study of Postsecondary Faculty (NSOPF:93). These previous data collections generated an immediate and a wide range of interest in the higher education community because they provided national profiles of faculty and instructional staff in American institutions of higher learning, national benchmarks for

faculty productivity and workload, and information on institutional policies and practices affecting faculty. This third cycle of the study will expand the information about faculty and instructional staff in two important ways: (1) it will allow for comparisons to be made over time, and (2) it will examine critical issues surrounding faculty that have developed since the first two studies.

The study is designed to address a variety of policy relevant issues for both faculty and institutions, including:

- How many full- and part-time faculty and instructional staff are there?
- What are the background characteristics of full- and part-time faculty and instructional staff?
- What are the workloads of faculty and instructional staff and how is their time allocated between classroom instruction and other activities?
- What are the compensation and fringe benefit packages provided to faculty and instructional staff? How important are other sources of income or income-in-kind?
- What are the faculty's and instructional staff's attitudes and perceptions about their professional status, student preparation for college-level work, student achievement, etc.?

- What are the career and retirement plans of faculty and instructional staff?
- What retirement plans are available to faculty and instructional staff?
- Have institutions changed their policies on granting tenure to faculty members? Are changes anticipated in the future?
- What is the impact of retirement policies and tenure on the influx of new faculty and instructional staff or career development?

How NSOPF:99 Will Be Conducted

The National Center for Education Statistics has contracted with the Gallup Organization's Government and Education Division to collect the data for this study.

NSOPF:99 includes both a field test and a full-scale study. The field test of 125 institutions and 500 faculty will be conducted in the fall and spring of 1997/1998 to refine the data collection procedures and questionnaires. The full-scale study of a nationally representative sample of about 775 institutions and 25,000 faculty will be conducted in the fall of 1998 and the winter/spring of 1999.

DATA ANALYSIS AND DISSEMINATION

Data collected from the National Study of Postsecondary Faculty are made available to the public in various ways:

- descriptive reports are published through NCES on selected topics; for example, the following reports were published based on NSOPF:93 data: *Faculty and Instructional Staff: Who Are They and What Do They Do?* (NCES 94-346); *Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992* (NCES 97-470); *Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities* (NCES 97-973); *Retirement and Other Departure Plans of Instructional Faculty and Staff in Higher Education Institutions* (NCES 98-254); *Institutional Policies and Practices Regarding Faculty in Higher Education* (NCES 97-080).
- special tabulations are provided to the public;
- data files (without identifying information) are released to the public; and
- presentations at conferences are made on study findings.

NSOPF publications and data can also be accessed electronically through NCES's World Wide Web site at:

<http://nces.ed.gov>

Appendix I: Follow-Up E-mails and Letters to Coordinators

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Date sent: January 12, 1998

Subject: A Gentle Reminder

>

> The January 31 deadline for return of both your faculty list and the
> Institution Questionnaire for the 1999 National Study of Postsecondary
> Faculty Field Test is fast approaching.

>

> I know this is a busy time in the academic year, so if you've already
> mailed your list and questionnaire, we thank you.

>

> If you still haven't had a chance to fully review our survey packet,
> please try to do so within the next few days so we can answer any
> questions you may have. (If you have any questions, please contact
> Brian Kuhr, the Project Coordinator, at 1-800-633-0209.)

>

> When completing the questionnaire, please remember that the faculty
> counts you provide in answer to Question 1 must be consistent with the
> total number of faculty and instructional staff in your institution's
> list. You also have the option of responding to the questionnaire via
> the world wide web; the web version of the questionnaire can be accessed
> at www.gallup.com/usde. Your individual Personal Identification Number
> (PIN) is on the cover letter in your survey packet.

>

> Finally, it is often helpful for us to have a campus directory to
> supplement the information you provide on the faculty list. If
> possible, please try to include a campus directory with your completed
> survey materials. (Or, if your faculty directory is on the Worldwide
> Web, you can simply e-mail us the URL.)

>

> Thank you again for your valuable participation in this important
> survey.

>

> Sameer Y. Abraham, Ph.D.
> NSOPF:99 Project Director

Subject: NSOPF-99 Deadline
Date sent: Mon, 2 Feb 1998

Your institution's participation in the 1999 National Study of Postsecondary Faculty is critical to the success of the study.

If you have already mailed your list of faculty and instructional staff and your Institution Questionnaire, we thank you for your participation. As you know our deadline for receiving both items was January 31st, and we greatly appreciate your efforts in meeting our deadline.

If you have not sent these documents to us, and require additional time or other assistance, please contact Brian Kuhr, the Project Coordinator, by return e-mail or by calling 1-800-633-0209 to schedule a date for their receipt. We need to receive these documents as soon as possible as we cannot proceed with the next phase of the study-the faculty survey-without them.

Remember that you also have the option of responding to the Institution Questionnaire via the world wide web. The web version of the questionnaire can be accessed at www.gallup.com/usde. Your individual Personal Identification Number (PIN) is on the cover letter in your survey packet.

Once again, thank you for all your help and kind cooperation.

Sameer Y. Abraham, Ph.D.
NSOPF:99 Project Director

**NSOPF:99
Endorsed by**

American Association for
Higher Education

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

The College Board

The College Fund/UNCF

College and University
Personnel Association

Council of Graduate
Schools

The Council of Independent
Colleges

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 Education
Association

[DATE]

«First_name» «Last_name»

«Title»

«iname»

«Addr_1»

«Addr_2»

«city», «stabbr» «zip»

Dear Colleague:

Your institution's participation in the field test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)** is vital. That is one reason why we have extended the field period for the study past our initial deadline of January 31, 1998. *However, it is important that we complete institutional data collection in the next few weeks.* I am writing to ask your cooperation in this effort, and to offer our assistance in any way possible.

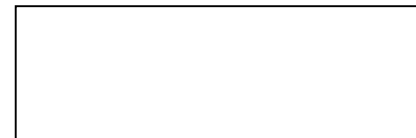
As you know, we are asking each participating institution to complete an *Institution Questionnaire*, and to provide a complete list of faculty and instructional staff (including adjunct and/or part-time staff). We are aware that many institutions have limited staff and resources for participating in research studies. If it would be helpful to receive compensation for the staff time involved in collecting data, we are willing to make limited compensation available. We can also provide temporary clerical staff in some instances, if that would be helpful. If your institution's completion of the list is being delayed because some information we ask for is difficult to gather, we need to know that. Because this is a field test, we would like to work with you to find ways to streamline the data collection process, and minimize the burden to each participating institution. Please contact Brian Kuhr, the Project Coordinator, at 1-800-633-0209 or by email at **nsopf99@gallup.com** for any assistance you require in completing the study in the time required.

I want to remind you that you have the option of completing the *Institution Questionnaire* electronically by accessing the World Wide Web (WWW) version at <http://www.gallup.com/usde>. Your PIN (Personal Identification Number) for the WWW site is printed below.

NSOPF:99 is the most comprehensive study of higher education institutions and faculty conducted. (An informational brochure about the study is enclosed.) Your participation in NSOPF:99 is greatly appreciated and will entitle you to receive a customized "peer report" which compares your institution (using data from the NSOPF:99 Institution Questionnaire) with all institutions in your Carnegie Classification and with all institutions nationally.

Once again, thank you for your cooperation.

Sincerely,



NSOPF:99 PIN for web access:

«web_PIN»

Linda Zimpler
NSOPF:99 Project Officer

Encls.

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Appendix J: 1999 Field Test Institution Paper Questionnaire

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**U.S. Department of Education
Office of Educational Research and Improvement**

National Center for Education Statistics

***1999 NATIONAL STUDY OF
POSTSECONDARY FACULTY***

INSTITUTION QUESTIONNAIRE



All information that would permit identification of individuals will be kept confidential.

Sponsored by: National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, D.C. 20208

Mailing Address: The Gallup Organization
ATTN: Mary Beth Olson
PO Box 5700
Lincoln, Nebraska 68505-9926

Supported by: National Science Foundation
National Endowment for the Humanities

Survey Contact: Brian Kuhr
E-mail: NSOPF99@gallup.com
Toll-Free Number: 1-800-633-0209

Contractor: The Gallup Organization
Government & Education Division
One Church Street, Suite 900
Rockville, Maryland 20850

INSTRUCTIONS

General instructions. Obtaining counts of different kinds of faculty/staff is an important part of NSOPF:99. This questionnaire seeks information about full- and part-time faculty and instructional personnel employed in 2- and 4-year (and above) higher education institutions of all types and sizes. Section A pertains to **full-time** faculty and instructional staff; Section B pertains to **part-time** faculty and instructional staff; Section C refers to **all** faculty and instructional staff; Section D asks for respondent information.

For NSOPF:99 be sure to include: All part-time, full-time, temporary, permanent, adjunct, visiting, acting, postdoctoral appointees, tenured, tenure-track, non-tenure-track, undergraduate, graduate, professional school (e.g., medical, law, dentistry, etc.) faculty, and instructional staff who were on the payroll of your institution as of October 1, 1997. Include faculty on sabbatical leave. Include any administrators, researchers, librarians, coaches, etc., who have faculty status at your institution whether or not they have instructional responsibilities and anyone else who has any instructional responsibilities during the 1997 Fall Term and who were on the payroll of your institution as of October 1, 1997. If your institution does not bestow faculty status on any of its employees, please include anyone who has any instructional responsibilities during the 1997 Fall Term and who was on the payroll of your institution as of October 1, 1997.

For NSOPF:99 do NOT include: Graduate or undergraduate teaching or research assistants, faculty and instructional personnel on leave without pay or teaching outside the U.S., military personnel who teach only ROTC courses, instructional personnel supplied by independent contractors, and voluntary medical staff.

Multiple branches. If your institution has multiple branches, answer only for the branch named on the label on the back of the questionnaire. If your institution/branch has schools (e.g., medical school, law school, etc.) or classes in more than one physical location, please be sure to include faculty and instructional staff for these locations as well.

Please refer to the "Glossary" on pages 2-3 for definitions of terms.

Completing the questionnaire. Most questions ask you to fill in information. Other questions ask you to mark a box to indicate your response. Please read each question carefully and follow all instructions. Some of the questions may not appear to fit your institution precisely; if you have a response other than those listed for a particular question, please write in that response. Because this is a field test of the institution questionnaire, we welcome any comments you have to improve the questionnaire. For example, if instructions or questions are not clear, please indicate directly on the questionnaire how you would reword the phrase or word to make it clearer or how to make it better fit your situation. Feel free to use the margins of a page as necessary. You may also write additional comments on page 14.

Electronic questionnaire. You have the option of completing this paper questionnaire or an electronic version available on the World Wide Web (WWW). To access the WWW version of the questionnaire, see the instructions in the *Documentation and Forms Booklet*. Your individual Personal Identification Number (PIN) is on the cover letter.

Respondents. Please keep track of who completes various parts of the questionnaire and fill in the requested information in Section D on page 12.

Returning the questionnaire. Please be sure to return your completed Institution Questionnaire with the list of faculty and instructional staff. (See the *Documentation and Forms Booklet* for instructions on list preparation.) Mailing instructions for the completed questionnaire are on page 13.

Questions. If you have any questions about who to include and exclude in your responses to the questions, or if you have other questions about the study, please contact Brian Kuhr of The Gallup Organization toll-free at 1-800-633-0209 or via e-mail at NSOPF99@gallup.com.

Survey Instructions. Please follow the steps below carefully when completing this questionnaire. It will make it easier to interpret your results.

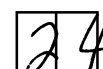
- Use a blue or black ink pen only.
- Do not use ink that soaks through the paper.
- Make solid marks that fit in the response boxes.
- To answer the survey questions, please mark the appropriate answer in each box.

EXAMPLE

RIGHT WAY



WRONG WAY



GLOSSARY

1997 Fall Term—The term that was in progress as of October 1, 1997.

Faculty—All employees classified by the institution as faculty who were on the payroll of your institution as of October 1, 1997. (*NOTE: While the NSOPF:99 definition of faculty is similar to the IPEDS definition [see IPEDS Fall Staff Survey Definitions on the next page], it is not identical. The NSOPF:99 definition of faculty is broader than the IPEDS definition of faculty. For example, NSOPF:99 includes as faculty an individual who is an administrator, dean, librarian, etc., and has faculty status even if that individual is not engaged in instructional activities during the 1997 Fall Term.*) NSOPF:99 is interested in all faculty. The IPEDS definitions that appear on the following page are provided to remind you to include all faculty as defined in IPEDS as well as all other individuals at your institution/branch who have faculty status.

For NSOPF:99 include as Faculty:

- Any individuals who would be reported as “Faculty (Instruction/Research/Public Service)” on the U.S. Department of Education *Integrated Postsecondary Education Data System (IPEDS): Fall Staff Survey*.
- Any individuals with **faculty status** who would be reported as “Executive, Administrative, and Managerial” on the *IPEDS Fall Staff Survey*, whether or not the person is engaged in any instructional activities.
- Any individuals with **faculty status** who would be reported as “Other Professionals (Support/Service)” on the *IPEDS Fall Staff Survey*, whether or not the person is engaged in any instructional activities.

For NSOPF:99 exclude as Faculty:

- Any individuals who would be reported as “Instruction/Research Assistants” on the *IPEDS Fall Staff Survey*.

Instructional Staff—All employees with instructional responsibilities during the 1997 Fall Term who were on the payroll of your institution as of October 1, 1997 and who may or may not have faculty status.

For NSOPF:99 include as Instructional Staff:

- Any individuals with any instructional responsibilities during the 1997 Fall Term who would be reported as “Executive, Administrative, and Managerial” on the *IPEDS Fall Staff Survey*.
- Any individuals with any instructional responsibilities during the 1997 Fall Term who would be reported as “Other Professionals (Support/Service)” on the *IPEDS Fall Staff Survey*.

For NSOPF:99 exclude as Instructional Staff:

- Any individuals who would be reported as “Instruction/Research Assistants” on the *IPEDS Fall Staff Survey*.

SPECIAL NOTE: The number of faculty and instructional staff reported in the *Institution Questionnaire* should be consistent with the number of personnel included on the *List of Faculty and Instructional Staff* that your institution is requested to prepare for NSOPF:99. If for some reason these counts are inconsistent, please explain the reason(s) for the inconsistency in the Comments section on page 13. (See the *Instructions for Preparing Lists of Faculty* in the *Documentation and Forms Booklet*.) If you have any questions, or need assistance, please contact Brian Kuhr at The Gallup Organization at 1-800-633-0209.

GLOSSARY (CONTINUED)

Full-time—Persons on the payroll of the institution and classified by the institution as full-time.

Instructional Responsibilities—Teaching one or more courses, or advising or supervising students' academic activities (e.g., serving on undergraduate or graduate thesis or dissertation committees, supervising an independent study or one-on-one instruction, etc.)

Part-time—Persons on the payroll of the institution and classified by the institution as part-time.

Tenure—Status of a personnel position, or a person occupying a position or occupation, with respect to permanence of position.

Tenure Track—Positions that lead to consideration for tenure.

NOTE:

This restriction does *not* apply in the case of the NSOPF:99 definition of faculty. Please include anyone with faculty status or any instructional responsibilities as of October 1, 1997.

For Reference Only

IPEDS Fall Staff Survey Definitions

- **Faculty (Instruction/Research/Public Service)**—Persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. This category includes deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their *principal activity* is instructional. Student teachers or research assistants are not included in this category.
- **Executive, Administrative, and Managerial**—Persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Included in this category are all officers subordinate to any of these as president, vice president, dean, director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as associate dean, assistant dean, executive officer of academic departments (department heads, or the equivalent) if their principal activity is administrative.
- **Other Professionals (Support/Service)**—Persons employed for the primary purpose of performing academic support, student service, and institutional support activities, whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background, include employees such as librarians, accountants, systems analysts, and coaches in this category.
- **Instruction/Research Assistants**—Students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. These positions are typically held by graduate students having titles such as teaching assistant, teaching associate, teaching fellow, or research assistant.

1999 NATIONAL STUDY OF POSTSECONDARY FACULTY FIELD TEST

BE SURE TO READ BEFORE COMPLETING QUESTIONNAIRE: If your institution has multiple branches, answer only for the branch named on the label on the back of the questionnaire. If your institution/branch has schools (e.g., medical, law, etc.) or classes in more than one physical location, please be sure to *include* all faculty and instructional staff for these locations as well.

REMINDER: Please fill out the remainder of the questionnaire using your institution's definitions of full- and part-time status. Full-time and part-time refer to an individual's employment status at the institution rather than to their assigned instructional responsibilities. For example, an administrator employed full time by the institution and who teaches one class during the Fall Term is considered a full-time faculty and instructional staff person. The 1997 Fall Term is the primary reference period.

Please be sure to include in your counts all faculty and instructional staff in the health sciences. The health sciences include: dentistry, health services administration, medicine, nursing, pharmacy, public health, veterinary medicine, allied health technologies and services, and other health sciences.

Because the NSOPF:99 definition of faculty and instructional staff is broader than IPEDS (see *Glossary* on pages 2–3), the number of individuals reported as full- and part-time faculty and instructional staff should be as large or larger than the number reported in your *IPEDS Fall Staff Survey*.

INSTITUTION QUESTIONNAIRE

1. As of October 1, 1997, how many of each of the following types of staff were employed by your institution? Please report the total number of persons (i.e. headcount), rather than full-time equivalents (FTEs). (Write a number in each box; if none, write in "0".)

--	--	--	--	--	--

a. Full-time faculty and instructional staff

--	--	--	--	--	--

b. Part-time faculty and instructional staff

SECTION A
FULL-TIME FACULTY AND INSTRUCTIONAL STAFF

(Refer to the Glossary on pages 2–3.)

Instructions: If you indicated your institution had any full-time faculty or instructional staff, begin with this section. If your institution did not have any full-time faculty or instructional staff, skip to *Section B, Part-time Faculty and Instructional Staff*, on page 8.

2. During the past five years has the total number of full-time faculty and instructional staff at your institution increased, decreased, or remained about the same? By what percentage (approximate)? *(Mark [x] one box; if numbers increased or decreased, write in percentage.)*

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<input type="checkbox"/>	Remained about the same					

3. During the past five years, has your institution done any of the following to decrease the number of full-time faculty and instructional staff at your institution? *(Mark [x] one box for each item.)*

	Yes ▼	No ▼
a. Replaced full-time faculty and instructional staff with part-time faculty and instructional staff	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased faculty course-load rather than replace full-time faculty and instructional staff who left	<input type="checkbox"/>	<input type="checkbox"/>
c. Increased class sizes	<input type="checkbox"/>	<input type="checkbox"/>
d. Reduced the number of courses or program offerings	<input type="checkbox"/>	<input type="checkbox"/>
e. Substituted on-campus courses taught by full-time faculty and instructional staff with remote site (e.g., video, audio, internet) courses	<input type="checkbox"/>	<input type="checkbox"/>

f. Other actions *(Please specify below.)*

4. Does your institution have a tenure system for any full-time faculty and instructional staff? *(Mark [x] one box.)*

<input type="checkbox"/>	Yes, has a tenure system
<input type="checkbox"/>	Currently no tenure system, but still have tenured staff
<input type="checkbox"/>	No tenure system

5. Please provide the following information about changes in the number of full-time faculty and instructional staff between the 1996 and 1997 Fall Terms. Provide this information for all full-time faculty and instructional staff who are (A) tenured; (B) non-tenured, on tenure track; and (C) non-tenured, not on tenure track. If your institution does not recognize tenure, please report all full-time faculty and instructional staff in column (C). *(Write a number in each box; if none, write in "0".)*

	A. Tenured	B. Non-tenured, on tenure track	C. Non-tenured, not on tenure track												
a. Total number as of October 1, 1996 Fall Term ...	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>				
b. Number hired between October 1, 1996 and October 1, 1997	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>				
c. Number retired between October 1, 1996 and October 1, 1997	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>				
d. Number who left for other reasons between October 1, 1996 and October 1, 1997	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>				
e. Total number as of October 1, 1997	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>				

(Reminder—Columns A, B, and C in Question 5e above should total to the same number reported in Question 1a. If they do not, please explain below.)

Note: If your institution does not have a tenure system for any full-time faculty and instructional staff, please skip to *Question 10*.

6. During the 1996–97 academic year (i.e., Fall 1996 through Spring 1997), how many full-time faculty and instructional staff at your institution were considered for tenure, and how many were granted tenure? (Write a number in each box; if none, write in "0".)

--	--	--	--	--	--

Number of full-time faculty and instructional staff considered for tenure

--	--	--	--	--	--

Number of full-time faculty and instructional staff granted tenure

7. For those on a tenure track but not tenured:
(Write a number, in years, in each box.)

--	--

What is the maximum number of years full-time faculty and instructional staff can be on a tenure track and not receive tenure? (If no maximum, write in "NA".)

--	--

If the maximum number of years has changed during past 5 years, write in previous maximum. (If no change, write in "NA".)

8. During the past five years, has your institution done any of the following? (Mark [x] one box for each item.)

	Yes ▼	No ▼
a. Changed policy for granting tenure to full-time faculty and instructional staff	<input type="checkbox"/>	<input type="checkbox"/>
b. Made the standards more stringent for granting tenure to full-time faculty and instructional staff	<input type="checkbox"/>	<input type="checkbox"/>
c. Reduced the number of tenured full-time faculty and instructional staff through downsizing	<input type="checkbox"/>	<input type="checkbox"/>
d. Replaced some tenured or tenure-track full-time faculty and instructional staff with full-time faculty and instructional staff on fixed term contracts	<input type="checkbox"/>	<input type="checkbox"/>
e. Discontinued tenure system at the institution	<input type="checkbox"/>	<input type="checkbox"/>
f. Offered early or phased retirement to any tenured full-time faculty or instructional staff	<input type="checkbox"/>	<input type="checkbox"/>

(IF YES) Write in the number of full-time faculty and instructional staff who took early retirement during the past five years.

--	--	--	--	--

9. Has your institution taken any other action(s) that reduced the number of tenured full-time faculty and instructional staff at your institution during the past five years? (Mark [x] one box.)

 No

 Yes (Please specify below.)

--

--

10. How many full-time positions was your institution seeking to fill for the 1997 Fall Term?
(Write a number in the box; if none, write in "0".)

--	--	--	--	--

Number of full-time positions institution was seeking to fill for the 1997 Fall Term

11. Indicate if each of the retirement plans listed below is available to any full-time faculty and instructional staff at your institution. If available, please indicate whether the plan is fully subsidized, partially subsidized, or not subsidized by your institution. (Mark [x] the appropriate box for each plan.)

	Fully Subsidized ▼	Partially Subsidized ▼	Not Subsidized ▼
a. TIAA/CREF plan			
<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No			
b. Other 403 plan			
<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No			
c. State plan			
<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No			
d. 401K or 401B plan			
<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No			
e. Other retirement plan			
<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No			

16. Are any of the following used as part of institution or department policy in assessing the teaching performance of full-time instructional faculty/staff at this institution? (Mark [x] the appropriate boxes for each item; if you do not use or do not know about an assessment, check "Not Used" or "Don't Know.")

	Institution Policy ▼	Department Policy ▼	Not Used ▼	Don't Know ▼
a. Student evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student career placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other measures of student performance ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Department/division chair evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Dean evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Peer evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Self-evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (Please describe below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B
PART-TIME FACULTY AND INSTRUCTIONAL STAFF

Instructions: If you indicated that your institution has part-time faculty or instructional staff (at Question 1b), please continue with *SECTION B*, Question 17 below. Otherwise, please skip to *SECTION C* on page 11.

Reminder: Part-time refers to an individual's employment status at the institution rather than to their assigned instructional responsibilities.

17. Are any retirement plans available to any part-time faculty and instructional staff at your institution? (Mark [x] one box.)

- Yes
- No (*SKIP TO QUESTION 20*)

CONTINUE TO NEXT PAGE.

20. Indicate which of the employee benefits is available at your institution to any part-time faculty and instructional staff. If available, indicate whether the benefit is fully subsidized, partially subsidized, or not subsidized by your institution. (Mark [x] the appropriate box for each plan; if you do not know if a plan is available, check "Don't Know.")

	Fully Subsidized ▼	Partially Subsidized ▼	Not Subsidized ▼
a. Medical insurance or medical care	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> No		
	<input type="checkbox"/> Don't Know		
b. Dental insurance or dental care	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> No		
	<input type="checkbox"/> Don't Know		
c. Disability insurance program	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> No		
	<input type="checkbox"/> Don't Know		
d. Life insurance	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> No		
	<input type="checkbox"/> Don't Know		
e. Child care	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> No		
	<input type="checkbox"/> Don't Know		
f. Medical insurance for retirees	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> No		
	<input type="checkbox"/> Don't Know		

	Fully Subsidized ▼	Partially Subsidized ▼	Not Subsidized ▼
--	--------------------------	------------------------------	------------------------

g. "Cafeteria-style" benefits plan (a plan under which staff can trade off some benefits for others, following guidelines established by the institution)

Yes

No

Don't Know

21. Next, indicate which of these employee benefits is available at your institution to any part-time faculty any instructional staff. (Mark [x] the appropriate box for each plan; if you do not know if a plan is available, check "Don't Know.")

	Yes ▼	No ▼	Don't Know ▼
a. Wellness program or health promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tuition remission/grants at this or other institutions for spouse ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tuition remission/grants at this or other institutions for children ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Housing/mortgage; rent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Transportation/parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Maternity leave, paid or unpaid ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Paternity leave, paid or unpaid ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Sabbatical leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Does your institution have any criteria that must be met in order for part-time faculty and instructional staff to be eligible for any benefits? (Mark [x] one box.)

No

Yes (Please describe below.)

23. What is the average percentage of salary that is contributed by your institution to the total benefits package for part-time faculty and instructional staff? (Write a number in the box; if none, write in "0".)

--	--	--

 %

24. Are any of your part-time faculty and instructional staff legally represented by a union (or other association) for purposes of collective bargaining with this institution? If Yes, what percent (approximate) are represented? (Mark [x] one box; if Yes, write in percent.)

 Yes

--	--	--

 %

 No

25. Are any of the following used as part of institution or department policy in assessing the teaching performance of part-time instructional faculty/staff at this institution? (Mark [x] the appropriate boxes for each item; if you do not use or do not know, mark "Not Used" or "Don't Know.")

	Institution Policy ▼	Department Policy ▼	Not Used ▼	Don't Know ▼
a. Student evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student career placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other measures of student performance ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Department/division chair evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Dean evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Peer evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Self-evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (Please describe below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C ALL FACULTY AND INSTRUCTIONAL STAFF

26. What percentage of undergraduate student credit hours were assigned to the following staff? Student credit hours are defined as the number of course credits or contact hours multiplied by the number of students enrolled. (Write a percentage in each box; if none, write in "0". Categories should sum to 100%.)

 Not applicable; no undergraduates (SKIP TO SECTION D)

<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table> %				Percent of undergraduate instruction assigned to full-time faculty or instructional staff

<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table> %				Percent of undergraduate instruction assigned to part-time faculty or instructional staff

<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table> %				Percent of undergraduate instruction assigned to teaching assistants

<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table> %				Percent of undergraduate instruction assigned to others (Please specify below.)

= 100 %

SECTION D
RESPONDENT INFORMATION

Instructions: Please fill in your name and title at this institution, as well as the names and titles of any other individuals who answered one or more questions in this questionnaire, and the question numbers each individual worked on. Include telephone numbers in case we have questions about any entries.

All information that would permit identification of individuals, including names and telephone numbers, will be removed from survey files.

a. Name of primary contact if there are any questions:

Title:

Telephone: - -

Please write in the question numbers answered:

 All

b. Other respondent:

Title:

Telephone: - -

Please write in the question numbers answered:

c. Other respondent:

Title:

Telephone: - -

Please write in the question numbers answered:

d. Other respondent:

Title:

Telephone: - -

Please write in the question numbers answered:

e. Other respondent:

Title:

Telephone: - -

Please write in the question numbers answered:

f. Other respondent:

Title:

Telephone: - -

Please write in the question numbers answered:

Endorsed by:

- American Association for Higher Education
- 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
- College and University Personnel Association
- The College Board
- Council of Graduate Schools
- The Council of Independent Colleges
- 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 Education Association



Sponsored by: National Center for Education Statistics

Supported by: National Science Foundation
National Endowment for the Humanities

Contractor: The Gallup Organization
Government & Education Division

Mailing Address: The Gallup Organization
ATTN: Julie Trausch
300 South 68th Street Place
Lincoln, Nebraska 68510

E-mail: NSOPF99@gallup.com
Toll-Free Number: 1-800-633-0209

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Appendix K: 1993 Institution Paper Questionnaire

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**U.S. Department of Education
Office of Educational Research and Improvement**

National Center for Education Statistics

1993 NATIONAL STUDY OF POSTSECONDARY FACULTY

***INSTITUTION
QUESTIONNAIRE***

All information on this form will be kept confidential and will be used only in statistical summaries. All information that would permit identification of individuals will be removed from survey files.

**Co-sponsored by: National Science Foundation
National Endowment for the Humanities**

**Contractor: National Opinion Research Center (NORC)
University of Chicago
Mailing Address:
1525 East 55th Street
Chicago, Illinois 60615
Toll-Free Number: 1-800-733-NORC**

**1993 NATIONAL STUDY OF POSTSECONDARY FACULTY (NSOPF)
INSTITUTION QUESTIONNAIRE**

General Instructions

Obtaining counts of different kinds of faculty/staff is an important part of NSOPF-93. The institution questionnaire seeks information about full- and part-time instructional faculty and other instructional personnel, as well as non-instructional faculty in 2- and 4-year (and above) higher education institutions of all types and sizes. Section I pertains to **full-time**

instructional faculty/staff, Section II pertains to **full-time non-instructional faculty**, and Section III pertains to **part-time instructional faculty/staff**. For more information on who to include or exclude in each of the sections of this questionnaire, please refer to the glossary below and/or the introduction at each section. Since we are asking about full- and part-time, and permanent and temporary faculty/staff as defined by your institution, please write in those definitions in the space provided in the glossary.

Most questions ask you to fill in information; write in the number in the space provided. Other questions ask you to circle a number to indicate your response; circle the number in front of the response, and not the response itself. Please read each question carefully and follow all instructions. Some of the questions may not appear to fit your institution precisely; if you have a response other than those listed for a particular question, write in that response.

Many questions ask about the 1992 Fall Term. By this, we mean whatever academic term was in progress on **October 15, 1992**. If your institution has multiple campuses, answer only for the campus named in the label on the back of the questionnaire.

Please keep track of who fills out this questionnaire and fill in this information on page 20. Mailing instructions for the completed questionnaire are also on page 20.

If you have any questions on how to proceed if your institution has both lay faculty and those assigned by a religious order, or if you have other questions, please call NORC toll-free at 1-800-733-NORC.

Glossary

Instructional faculty/staff--All institutional staff (faculty and non-faculty) whose major regular assignment at this institution (more than 50%) is instruction. This corresponds to the IPEDS definition. Individuals do not need to have a dedicated instructional assignment to be included in this category. Be sure to include (1) administrators whose major responsibility is instruction; (2) individuals with major instructional assignments who have temporary, adjunct, acting or visiting status; (3) individuals whose major regular assignment is instruction but who have been granted release time for other institutional activities; and (4) individuals whose major regular assignment is instruction but who are on sabbatical from your institution.

Please do not include: Graduate or undergraduate teaching assistants, postdoctoral appointees, temporary replacements for personnel on sabbatical leave, instructional personnel on leave without pay or teaching outside the U.S., military personnel who teach only ROTC courses, and instructional personnel supplied by independent contractors.

Non-instructional faculty--All institutional staff who have faculty status but would not be included as instructional faculty since their specific and major regular assignment is not instruction but may be for the purpose of conducting research, performing public service, or carrying out administrative functions of the institution.

<p>ON THE NEXT PAGE, PLEASE PROVIDE YOUR INSTITUTION'S DEFINITIONS OF FULL- AND PART-TIME AND PERMANENT AND TEMPORARY FACULTY/STAFF.</p>

Full-time instructional faculty/staff (*WRITE IN YOUR INSTITUTION'S DEFINITION*)

Full-time non-instructional faculty (*WRITE IN YOUR INSTITUTION'S DEFINITION*)

Part-time instructional faculty/staff (*WRITE IN YOUR INSTITUTION'S DEFINITION*)

Part-time non-instructional faculty (*WRITE IN YOUR INSTITUTION'S DEFINITION*)

Permanent faculty/instructional staff (*WRITE IN YOUR INSTITUTION'S DEFINITION*)

Temporary faculty/instructional staff (*WRITE IN YOUR INSTITUTION'S DEFINITION*)

PLEASE FILL OUT THE REST OF THE QUESTIONNAIRE USING YOUR INSTITUTION'S DEFINITIONS OF FULL- AND PART-TIME AND PERMANENT AND TEMPORARY FACULTY/STAFF. PLEASE REMEMBER THAT THE 1992 FALL TERM IS THE PRIMARY REFERENCE PERIOD.

1. During the 1992 Fall Term, how many of each of the following types of staff were employed by your institution? Include both permanent and temporary faculty/staff. (WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")
- ___ a. Full-time instructional faculty/staff
 - ___ b. Part-time instructional faculty/staff
 - ___ c. Full-time non-instructional faculty
 - ___ d. Part-time non-instructional faculty

GUIDE TO COMPLETING THE REST OF THE QUESTIONNAIRE

IF YOUR INSTITUTION HAD ANY FULL-TIME INSTRUCTIONAL FACULTY/STAFF, BEGIN WITH SECTION I ON THE NEXT PAGE. IF YOUR INSTITUTION DID NOT HAVE ANY FULL-TIME INSTRUCTIONAL FACULTY/STAFF, SKIP TO SECTION II ON PAGE 10.

SECTION I: FULL-TIME INSTRUCTIONAL FACULTY/STAFF

QUESTIONS 2-14 APPLY TO PERMANENT FULL-TIME INSTRUCTIONAL FACULTY/STAFF (REFER TO THE GLOSSARY ON PAGE 1)

QUESTIONS 15-16 APPLY TO TEMPORARY FULL-TIME INSTRUCTIONAL FACULTY/STAFF

QUESTIONS 17-19 APPLY TO ALL FULL-TIME INSTRUCTIONAL FACULTY/STAFF

2. **Please provide the following information about changes in the number of permanent full-time instructional faculty/staff between the 1991 and 1992 Fall Terms.**
(WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")
- _____ a. Total permanent full-time instructional faculty/staff during 1992 Fall Term
(IF ALL FULL-TIME INSTRUCTIONAL FACULTY AT YOUR INSTITUTION ARE PERMANENT, THIS NUMBER SHOULD EQUAL THE NUMBER REPORTED IN QUESTION 1a, ON PAGE 3)
- _____ b. Number of permanent full-time instructional faculty/staff at the beginning of the 1992 Fall Term who were hired since the beginning of the 1991 Fall Term
- _____ c. Number of permanent full-time instructional faculty/staff who retired between the beginning of the 1991 Fall Term and the beginning of the 1992 Fall Term
- _____ d. Number of permanent full-time instructional faculty/staff who left because of downsizing between the beginning of the 1991 Fall Term and the beginning of the 1992 Fall Term
- _____ e. Number of permanent full-time instructional faculty/staff who left for other reasons between the beginning of the 1991 Fall Term and the beginning of the 1992 Fall Term
- _____ f. Total permanent full-time instructional faculty/staff during 1991 Fall Term
3. **How many permanent full-time instructional faculty/staff was your institution seeking to hire for the 1992 Fall Term?** *(WRITE IN A NUMBER; IF NONE, WRITE IN "0")*
_____ Number of permanent full-time instructional faculty/staff
4. **Were any permanent full-time instructional faculty/staff positions not filled for the 1992 Fall Term due to fiscal constraints?** *(CIRCLE ONE NUMBER)*
1. Yes **ÄÄÄ** (A.) _____ Number of unfilled positions *(WRITE IN A NUMBER)*
2. No
5. **Does your institution have a tenure system for full-time instructional faculty/staff?**
(CIRCLE ONE NUMBER)
1. Yes **(CONTINUE WITH QUESTION 6 ON THE NEXT PAGE)**
2. No **(SKIP TO QUESTION 11 ON PAGE 6)**

6. **During the 1992 and 1991 Fall Terms, how many tenured and tenure-track full-time instructional faculty/staff did your institution have?** (WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")

- _____ a. Tenured, 1992 Fall Term
- _____ b. Tenure-track, 1992 Fall Term
- _____ c. Tenured, 1991 Fall Term
- _____ d. Tenure-track, 1991 Fall Term

7. **Of those tenured full-time instructional faculty/staff who left your institution between the beginning of the 1991 Fall Term and the beginning of the 1992 Fall Term, how many left for each of the following reasons?** (WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")

- _____ a. Retirement
- _____ b. Downsizing
- _____ c. For other reasons

8. **During the 1992-93 academic year (i.e., Fall 1992 through Spring 1993), how many full-time instructional faculty/staff at your institution were considered for tenure, and how many were granted tenure?** (WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")

- _____ a. Number of full-time instructional faculty/staff considered for tenure
- _____ b. Number of full-time instructional faculty/staff granted tenure

9. **Fill in the following information about the maximum number of years full-time instructional faculty/staff can be on a tenure track.** (WRITE IN A NUMBER ON EACH LINE)

- _____ a. Maximum number of years full-time instructional faculty/staff can be on a tenure track and not
Yrs receive tenure (IF NO MAXIMUM, WRITE IN "0")
- _____ b. If maximum number of years has changed during past 5 years, write in previous maximum
Yrs (IF NO CHANGE, WRITE IN "0")

10. **During the past five years, has your institution done any of the following?** (CIRCLE ONE NUMBER FOR EACH ACTION)

<u>Yes</u>	<u>No</u>	
1	2	a. Replaced some tenured or tenure-track full-time instructional faculty with faculty on fixed-term contracts
1	2	b. Made the standards more stringent for granting tenure to full-time instructional faculty/staff
1	2	c. Taken any other actions designed to lower the percent of tenured full-time instructional faculty/staff (DESCRIBE ANY ACTIONS TAKEN)

11. During the past five years, has your institution offered early or phased retirement to any permanent full-time instructional faculty/staff? (CIRCLE ONE NUMBER)

- 1. Yes (A.) _____ Number of permanent full-time instructional faculty/staff who took advantage of this offer during the past five years (WRITE IN A NUMBER; IF NONE, WRITE IN "0")
- 2. No

12. Indicate if each of the retirement plans listed below is available to any permanent full-time instructional faculty/staff at your institution. If available, please indicate whether the plan is subsidized or not subsidized by your institution.

(12A)

		Fully Subsidized	Partially Subsidized	Not Subsidized
a. TIAA/CREF plan	1. Yes <input type="radio"/> 2. No	1	2	3
b. Other 403B plan	1. Yes <input type="radio"/> 2. No	1	2	3
c. State plan	1. Yes <input type="radio"/> 2. No	1	2	3
d. 401K or 401B plan	1. Yes <input type="radio"/> 2. No	1	2	3
e. Other retirement plan	1. Yes <input type="radio"/> 2. No	1	2	3

17. What percentage of undergraduate instruction, as measured by total student credit hours taught, is carried by all full-time permanent and temporary instructional faculty/staff? Student credit hours are defined as the number of course credits or contact hours multiplied by the number of students enrolled. (CIRCLE ONE NUMBER)

1. NONE
2. Less than 10%
3. 10-24%
4. 25-49%
5. 50-74%
6. 75-99%
7. 100%

18. Are any of the following used in assessing the teaching performance of full-time (permanent or temporary) instructional faculty/staff at this institution? (CIRCLE ONE NUMBER OR "DK" ON EACH LINE)

<u>Yes</u>	<u>No</u>	<u>Don't Know</u>		
1	2	DK	a.	Student evaluations
1	2	DK	b.	Student test scores
1	2	DK	c.	Student career placement
1	2	DK	d.	Other measures of student performance
1	2	DK	e.	Department/division chair evaluations
1	2	DK	f.	Dean evaluations
1	2	DK	g.	Peer evaluations
1	2	DK	h.	Self-evaluations
1	2	DK	i.	Other (DESCRIBE) _____

19. Are any of your full-time instructional faculty/staff legally represented by a union (or other association) for purposes of collective bargaining with this institution? (CIRCLE ONE NUMBER)

1. Yes (A.) _____% (approximate) percent represented (WRITE IN PERCENTAGE)
2. No

23. **Of those tenured non-instructional faculty who left your institution between the beginning of the 1991 Fall Term and the beginning of the 1992 Fall Term, how many left for each of the following reasons?**

(WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")

- _____ a. Retirement
- _____ b. Downsizing
- _____ c. For other reasons

24. **During the 1992-93 academic year (i.e., Fall 1992 through Spring 1993), how many full-time non-instructional faculty at your institution were considered for tenure, and how many were granted tenure?**

(WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")

- _____ a. Number of permanent full-time non-instructional faculty considered for tenure
- _____ b. Number of permanent full-time non-instructional faculty granted tenure

25. **Fill in the following information about the maximum number of years full-time non-instructional faculty can be on a tenure track.** *(WRITE IN A NUMBER ON EACH LINE)*

- _____ a. Maximum number of years full-time non-instructional faculty staff can be on a tenure track and
Yrs not receive tenure *(IF NO MAXIMUM, WRITE IN "0")*
- _____ b. If maximum number of years has changed during past 5 years, write in previous maximum
Yrs *(IF NO CHANGE, WRITE IN "0")*

26. **During the past five years, has your institution done any of the following?**

(CIRCLE ONE NUMBER FOR EACH ACTION)

Yes No

- | | | | |
|---|---|----|--|
| 1 | 2 | a. | Replaced some tenured or tenure-track full-time non-instructional faculty positions with faculty on fixed-term contracts |
| 1 | 2 | b. | Made the standards more stringent for granting tenure to full-time non-instructional faculty |
| 1 | 2 | c. | Taken any other actions designed to lower the percent of tenured full-time non-instructional faculty <i>(DESCRIBE ANY ACTIONS TAKEN)</i> |

27. During the past five years, has your institution offered early or phased retirement to any permanent full-time non-instructional faculty? (CIRCLE ONE NUMBER)

- 1. Yes (A.) _____ Number of permanent full-time non-instructional faculty who took advantage of this offer during the past five years (WRITE IN A NUMBER; IF NONE, WRITE IN "0")
- 2. No

28. Indicate if each of the retirement plans listed below is available to any permanent full-time non-instructional faculty at your institution. If available, please indicate whether the plan is subsidized or not subsidized by your institution.

(28A)

		Fully Subsidized	Partially Subsidized	Not Subsidized
a. TIAA/CREF plan	1. Yes <input type="radio"/> 2. No	1	2	3
b. Other 403B plan	1. Yes <input type="radio"/> 2. No	1	2	3
c. State plan	1. Yes <input type="radio"/> 2. No	1	2	3
d. 401K or 401B plan	1. Yes <input type="radio"/> 2. No	1	2	3
e. Other retirement plan	1. Yes <input type="radio"/> 2. No	1	2	3

29. Indicate which of the following employee benefits is available at your institution to any permanent full-time non-instructional faculty. If available, indicate whether the benefit is subsidized or not subsidized by your institution.

(29A)

		Fully Subsidized	Partially Subsidized	Not Subsidized
a.	Wellness program or health promotion 1. Yes ÄÄÄ ➤ 2. No	1	2	3
b.	Medical insurance or medical care 1. Yes ÄÄÄ ➤ 2. No	1	2	3
c.	Dental insurance or dental care 1. Yes ÄÄÄ ➤ 2. No	1	2	3
d.	Disability insurance program 1. Yes ÄÄÄ ➤ 2. No	1	2	3
e.	Life insurance 1. Yes ÄÄÄ ➤ 2. No	1	2	3
f.	Tuition remission/grants at this or other institutions for spouse 1. Yes ÄÄÄ ➤ 2. No	1	2	3
g.	Tuition remission/grants at this or other institutions for children 1. Yes ÄÄÄ ➤ 2. No	1	2	3
h.	Child care 1. Yes ÄÄÄ ➤ 2. No	1	2	3
i.	Housing/mortgage 1. Yes ÄÄÄ ➤ 2. No	1	2	3
j.	Meals 1. Yes ÄÄÄ ➤ 2. No	1	2	3
k.	Transportation/parking 1. Yes ÄÄÄ ➤ 2. No	1	2	3
l.	Maternity leave 1. Yes ÄÄÄ ➤ 2. No	1	2	3
m.	Paternity leave 1. Yes ÄÄÄ ➤ 2. No	1	2	3
n.	Medical insurance for retirees 1. Yes ÄÄÄ ➤ 2. No	1	2	3
o.	"Cafeteria-style" benefits plan (plan under which staff can trade off some benefits for others, following guidelines established by the institution) 1. Yes ÄÄÄ ➤ 2. No	1	2	3

30. What is the average percentage of salary that is contributed by your institution to the total benefits package for permanent full-time non-instructional faculty? (WRITE IN PERCENTAGE; IF NONE, WRITE IN "0")

_____ %

37. Indicate which of the following employee benefits is available at your institution to any part-time instructional faculty/staff. If available, indicate whether the benefit is subsidized or not subsidized by your institution. (IF YOU DON'T KNOW IF A BENEFIT IS AVAILABLE, CIRCLE "DK")

(37A)

		Fully Subsidized	Partially Subsidized	Not Subsidized
a.	Wellness program or health promotion 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
b.	Medical insurance or medical care 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
c.	Dental insurance or dental care 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
d.	Disability insurance program 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
e.	Life insurance 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
f.	Tuition remission/grants at this or other institutions for spouse 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
g.	Tuition remission/grants at this or other institutions for children 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
h.	Child care 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
i.	Housing/mortgage 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
j.	Meals 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
k.	Transportation/parking 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
l.	Maternity leave 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
m.	Paternity leave 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
n.	Medical insurance for retirees 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
o.	"Cafeteria-style" benefits plan (plan under which staff can trade off some benefits for others, following guidelines established by the institution) 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3
p.	Other 1. Yes <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> > 2. No <input type="radio"/> DK	1	2	3

38. What is the average percentage of salary that is contributed by your institution to the total benefits package for part-time instructional faculty/staff? (WRITE IN PERCENTAGE; IF NONE, WRITE IN "0")

_____ %

42. Are any of the following used in assessing the teaching performance of part-time instructional faculty/staff at this institution? (CIRCLE ONE NUMBER OR "DK" ON EACH LINE)

<u>Yes</u>	<u>No</u>	<u>Don't Know</u>		
1	2	DK	a.	Student evaluations
1	2	DK	b.	Student test scores
1	2	DK	c.	Student career placement
1	2	DK	d.	Other measures of student performance
1	2	DK	e.	Department/division chair evaluations
1	2	DK	f.	Dean evaluations
1	2	DK	g.	Peer evaluations
1	2	DK	h.	Self-evaluations
1	2	DK	i.	Other (DESCRIBE) _____

43. Are any of your part-time instructional faculty legally represented by a union (or other association) for purposes of collective bargaining with this institution? (CIRCLE ONE NUMBER)

1. Yes (A.) _____% (approximate) percent represented (WRITE IN PERCENTAGE)
2. No

Please fill in your name and your title at this institution, as well as the names and titles of any other individuals who have answered one or more questions in this questionnaire, and the question numbers each individual worked on. Include telephone numbers in case we have any questions about any entries.

Your responses to these items, as with all other items in this questionnaire, are voluntary and strictly confidential. The information provided in this questionnaire will be used only in statistical summaries. Furthermore, all information that would permit identification of individuals, including names and telephone numbers, will be removed from survey files.

YOUR NAME: _____ TITLE: _____

PHONE #: _____ QUESTIONS #s: _____

OTHER NAME: _____ TITLE: _____

PHONE #: _____ QUESTIONS #s: _____

OTHER NAME: _____ TITLE: _____

PHONE #: _____ QUESTIONS #s: _____

OTHER NAME: _____ TITLE: _____

PHONE #: _____ QUESTIONS #s: _____

OTHER NAME: _____ TITLE: _____

PHONE #: _____ QUESTIONS #s: _____

THANK YOU VERY MUCH FOR YOUR PARTICIPATION. RETURN THIS QUESTIONNAIRE IN THE ENCLOSED PREPAID ENVELOPE TO:

**National Opinion Research Center (4552)
University of Chicago
1525 East 55th Street
Chicago, Illinois 60615**

RESPONDENT LABEL

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Appendix L: Faculty Prenotification Letter and Cover Letter

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{DATE}

FULL NAME
TITLE
ADDRESS
CITY, STATE, ZIP CODE

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Equal Opportunity in Higher
Education

National Association of
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National Association of State
Universities and
Land-Grant Colleges

National Education
Association

Dear Colleague:

I am writing to ask you to participate in the field test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)**. NSOPF:99 is the most comprehensive study of higher education faculty ever undertaken. The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting the study with additional support from the National Endowment for the Humanities and the National Science Foundation. NCES has contracted with the Gallup Organization to collect the data for this study.

Within the next two weeks you will receive the NSOPF:99 field test version of the *Faculty Questionnaire*. Please complete and return the questionnaire as quickly as possible. As part of a nationally representative sample, your participation, while voluntary, is vital to the study's success. All information that would permit the identification of individual respondents will be kept strictly confidential in accordance with federal laws governing collection of data by NCES. Your participation is especially important because the field test helps determine the final data collection procedures and questionnaires for the full-scale study that is planned for the 1998-99 academic year. By participating in the field test, you will not be asked to participate in the full-scale study.

Should you have any questions, please do not hesitate to contact the Project Coordinator, Brian Kuhr at 1-800-633-0209. You may also contact Gallup via e-mail at: NSOPF99@gallup.com.

Thank you in advance for your help in this important study.

Sincerely,

Linda J. Zimble
NSOPF Project Officer

NSOPF:99
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National Association of
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National Association of State
Universities and
Land-Grant Colleges

National Education Association

[DATE]

<Faculty Name>

<<ADDR1>>

<<ADDR2>>

<<CITY>>, <<STABBR>> <<ZIP>>

Dear Colleague:

I am writing to ask you to participate in the Field Test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)** by completing the enclosed questionnaire. Your institution has provided us with a complete list of its faculty from which your name was randomly selected. As part of a nationally representative sample, your participation, while voluntary, is vital to the study's success.

NSOPF:99 is the most comprehensive study of higher education faculty ever undertaken. Postsecondary institutions and faculty today are facing changing academic, fiscal, and political environments. To make realistic plans for the future of higher education, planners and policy makers at all levels—institutional, government, and legislative—need reliable and current national data on available resources, as well as on the constraints and demands on the higher education system and faculty. NSOPF:99 will provide national profiles of faculty and instructional staff in American institutions of higher learning, national benchmarks for faculty productivity and workload, and information on institutional policies and practices affecting faculty. An informational brochure about the study is enclosed.

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting the study with additional support from the National Endowment for the Humanities and the National Science Foundation. NCES has contracted with The Gallup Organization to collect the data for the study.

The NSOPF:99 Field Test will be used to evaluate the data collection procedures and questionnaires before they can be used in the full-scale study which is planned for the 1998-1999 academic year. We would appreciate it if you would complete the *Faculty Questionnaire* and return it to The Gallup Organization in the enclosed prepaid, self-addressed envelope. *Please note that by participating in the field test, you will not be asked to participate in the full scale study.*

You also have the option of completing the *Faculty Questionnaire* electronically by accessing the World Wide Web (WWW) version. Your PIN (Personal Identification Number) for the WWW site is printed on the label below. To access the electronic version enter <http://www.gallup.com/faculty>. At the login and password prompts, enter your PIN and then press enter. Instructions for completing the questionnaire will appear at that time.

OVER →

NSOPF publications, data, and other education reports can be accessed electronically through NCES's World Wide Web site at <http://nces.ed.gov>.

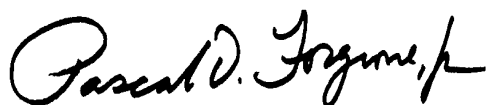
Let me assure you that your responses and all information that would permit the identification of individuals will be kept strictly confidential, as mandated by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Federal Education Rights and Privacy Act of 1974 (FERPA) [5 U.S.C. 552a].

According to the Paperwork Reduction Act of 1995, no persons should respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0665. The time required to complete this information collection is estimated to average 55-minutes per response, including the time to review the enclosed material and to complete the Faculty Questionnaire. If you have comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Study of Postsecondary Faculty, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5652.

If you have questions or comments concerning the study, please do not hesitate to contact the Project Director, Dr. Sameer Abraham, or the Project Coordinator, Brian Kuhr, at 1-800-633-0209; or the NCES Project Officer, Linda Zimbler, at 202-219-1834. You may also contact Gallup via e-mail at: NSOPF99@gallup.com.

Your participation in this important and useful study is critical to its success. We appreciate your participation and thank you for your cooperation.

Sincerely,



Pascal D. Forgione, Jr., Ph.D.
Commissioner of Education Statistics

NSOPF:99 PIN for web access: [PIN #]

Enclosures

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Appendix M: Follow-Up Mailings to Faculty

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The Gallup Organization
ATTN: Mary Beth Olson
P.O. Box 5700
Lincoln, NE 68505-9926

We need to hear from you!

1999 National Study of Postsecondary Faculty
Sponsored by the U.S. Department of Education
National Center for Education Statistics

Dear Colleague:

Did you mail back your NSOPF Faculty Questionnaire?

If so, thank you very much for participating in the Field test of the 1999 National Study of Postsecondary Faculty (NSOPF:99). If not, please complete and return it in the next few days. Your views and experiences are important in planning the future of higher education.



If you have any questions or if you've misplaced your questionnaire, please call us toll-free at **1-800-633-0209** or e-mail us at NSOPF99@gallup.com. We'll be glad to send you another one. You also have the option of completing the survey on the world wide web. The URL address is <http://www.gallup.com/faculty>. Your **PIN** number was listed on the letter you received with the questionnaire.

Again, thank you for your participation.

At 02:07 PM 4/25/98 -0500, you wrote:

Dear Colleague,

Your views and experiences are important in planning the future of higher education. That is why I'm sending you this reminder to complete and return the Faculty Questionnaire for the field test of the 1999 National Study of Postsecondary Faculty within the next few days. If you've already completed your questionnaire, I want to thank you personally for your participation. We are keenly aware of how busy faculty are, and your time and efforts are greatly appreciated.

For your convenience, we will be mailing you another copy of the questionnaire early next week. Please take some time to complete it and return it to us as soon as possible. If you have any questions, please call us toll-free at 1-800-633-0209 or e-mail us at NSOPF99@gallup.com.

You are also encouraged to complete the survey on the world wide web. The URL address is <http://usde.gallup.com/> or <http://205.219.150.25/faculty.html>. Your PIN number to access the questionnaire is xxx123.

Thank you again for your participation in this important study.

Sincerely,

Sameer Y. Abraham
Project Director, NSOPF:99

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Land-Grant Colleges

National Education Association

April 6, 1998

<Faculty Name>

«ADDR1»

«ADDR2»

«CITY», «STABBR» «ZIP»

Dear Colleague:

I am writing to ask you to respond to the Field Test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)**, in which your institution is participating.

I want to thank you personally if you have already completed and returned your *Faculty Questionnaire*. If you did not receive the questionnaire, or have not yet returned it, please complete and return the enclosed copy within the *next five days*.

As someone who plays a crucial role in higher education, we are certain that you can appreciate our need to obtain a completed questionnaire from each sampled faculty member. You were scientifically selected; no one can substitute for you. Without the participation of faculty like yourself, the results of this study will not adequately represent all faculty in the nation.

You also have the option of completing the *Faculty Questionnaire* electronically by accessing the World Wide Web (WWW) version. Your PIN (Personal Identification Number) for the WWW site is printed on the label below. To access the electronic version enter **<http://usde.gallup.com>**. At the login and password prompts, enter your PIN and then press enter. Instructions for completing the questionnaire will appear at that time.

Let me assure you that your responses and all information that would permit the identification of individuals will be kept strictly confidential, as mandated by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Federal Education Rights and Privacy Act of 1974 (FERPA) [5 U.S.C. 552a].

I appreciate your contribution to this very important research. Should you have any questions, please call me or Brian Kuhr, the NSOPF:99 Coordinator, at 1-800-6333-0209.

Sincerely,

NSOPF:99 PIN for web access:
[PIN #]

Sameer Y. Abraham, Ph.D.
NSOPF:99 Project Director

Enclosures

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April 27, 1998

Dear «First_Name» «Last_Name»:

I am sending this third questionnaire packet to you because we have not heard from you, and the end date for the Field Test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)** is almost upon us.

I want to thank you personally if you have already completed and returned your *Faculty Questionnaire*. If you did not receive the questionnaire, or have not yet returned it, please complete and return the enclosed copy within the *next five days*. Your participation is absolutely crucial if we are to adequately represent the diversity of the nation's instructional and non-instructional faculty. You were scientifically selected, and no one can substitute for you.

You also have the option of completing the *Faculty Questionnaire* electronically by accessing the World Wide Web (WWW) version. Your PIN (Personal Identification Number) for the WWW site is «Web_PIN». To access the electronic version enter **<http://usde.gallup.com>**. At the login and password prompts, enter your PIN and then press enter. Instructions for completing the questionnaire will appear at that time.

Again, let me assure you that your responses and all information that would permit the identification of individuals will be kept strictly confidential, as mandated by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Federal Education Rights and Privacy Act of 1974 (FERPA) [5 U.S.C. 552a].

Please take this opportunity to complete the questionnaire now. I appreciate your contribution to this very important research. Should you have any questions, please call me or Brian Kuhr, the NSOPF:99 Coordinator, at 1-800-633-0209.

Sincerely,

Sameer Y. Abraham, Ph.D.
NSOPF:99 Project Director

Enclosures

April 27, 1998

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Universities

National Association of State
Universities and
Land-Grant Colleges

National Education Association

Coordinator name
Institution name
Address line 1
Address line 2
City, State zip

Dear Coordinator Name:

Thank you for responding to our request for the Field Test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)**.

I am sending the enclosed questionnaire packets to you because we have not heard from all of the faculty who were selected to represent your institution, and the end date for the Field Test is almost upon us. We respect the decision by some institutions not to disclose faculty members' home addresses, and are asking you to help us contact your faculty who have not yet responded.

Therefore, we would appreciate it if you would distribute these pre-packaged envelopes to the appropriate faculty members at their *home addresses* as soon as possible, so that they have ample time to complete the questionnaire. In addition, any assistance you can give us in *prompting* them to return the questionnaire as soon as possible would be greatly appreciated. I have attached a list of nonresponding faculty members with contact information.

Should you have any questions, please call me or Brian Kuhr, the NSOPF:99 Coordinator, at 1-800-633-0209. Thank you.

Sincerely,

Sameer Y. Abraham, Ph.D.
NSOPF:99 Project Director

Enclosures

Nonresponding Sampled Faculty for «Institution Name»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

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Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»

NSOPF:99
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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

The College Board

The College Fund/UNCF

College and University
Personnel Association

Council of Graduate Schools

The Council of Independent
Colleges

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 Education Association

April 27, 1998

Coordinator name

Institution name

Address line 1

Address line 2

City, State zip

Dear Coordinator Name:

Thank you for responding to our request for the Field Test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)**.

I am sending the enclosed list to you because we have not heard from all of the faculty from your institution who were selected to represent your institution, and the end date for the Field Test is almost upon us. We have just mailed a third copy of the questionnaire to these faculty to encourage their participation in the study. Any assistance you can give us in prompting them to complete the questionnaire and return it to us as soon as possible would be greatly appreciated.

Should you have any questions, please call me or Brian Kuhr, the NSOPF:99 Coordinator, at 1-800-633-0209. Thank you.

Sincerely,

Sameer Y. Abraham, Ph.D.
NSOPF:99 Project Director

Enclosures

Nonresponding Sampled Faculty for «Institution Name»:

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
Department: «DeptProg_Affiliation»
Campus Phone: «Campus_Phone»
Home Phone: «Home_Phone»
E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»
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Campus Phone: «Campus_Phone»
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E-mail: «Email_Address»

Name: «First_Name» «Middle_Initial» «Last_Name»

NSOPF:99
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American Association of
University Professors

American Council on Education

American Federation of
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Association for Institutional
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Personnel Association

Council of Graduate Schools

The Council of Independent
Colleges

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 Education Association

Dear Faculty Member:

Thank you for agreeing to complete this questionnaire and return it in the next few days. The end date for the Field Test for the **1999 National Study of Postsecondary Faculty (NSOPF:99)** is almost upon us, and we appreciate your participation.

Your participation is absolutely crucial if we are to adequately represent the diversity of the nation's instructional and non-instructional faculty. You were scientifically selected, and no one can substitute for you.

Again, let me assure you that your responses and all information that would permit the identification of individuals will be kept strictly confidential, as mandated by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Federal Education Rights and Privacy Act of 1974 (FERPA) [5 U.S.C. 552a].

Please take this opportunity to complete the questionnaire. I appreciate your contribution to this very important research. Should you have any questions, please call me or Brian Kuhr, the NSOPF:99 Coordinator, at 1-800-633-0209.

Sincerely,

Sameer Y. Abraham, Ph.D.
NSOPF:99 Project Director

Enclosures

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Appendix N: 1999 Field Test Faculty Questionnaire—Streamlined

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**U.S. Department of Education
Office of Educational Research and Improvement**

National Center for Education Statistics

***1999 NATIONAL STUDY OF
POSTSECONDARY FACULTY
FIELD TEST***

FACULTY QUESTIONNAIRE



*All information that would permit
identification of individuals will be kept confidential.*

Sponsored by: National Center for Education Statistics

Supported by: National Science Foundation
National Endowment for the Humanities

Contractor: The Gallup Organization
Government & Education Division

Mailing Address: The Gallup Organization
ATTN: Julie Trausch
300 South 68th Street Place
Lincoln, Nebraska 68510

E-mail: NSOPF99@gallup.com
Toll-Free Number: 1-800-633-0209

INSTRUCTIONS

General Instructions. Many of our questions ask about your activities during the 1997 Fall Term. By this, we mean whatever academic term that was in progress on October 1, 1997.

All questions that ask about your position at “this institution” refer to your position during the 1997 Fall Term at the institution listed on the label on the back cover of the questionnaire.

This questionnaire was designed to be completed by both full-time and part-time faculty and instructional staff, in 2- and 4-year (and above) higher education institutions of all types and sizes. If you are a research assistant or a teaching assistant, please note this on the cover of the questionnaire and return it without completing the questionnaire.

Please read each question carefully and follow all instructions. Some of the questions may not appear to fit your situation precisely; if you have a response other than those listed for a particular question, write in that response.

Completing the questionnaire. Most questions ask you to fill in information. Other questions ask you to mark a box to indicate your response. Please read each question carefully and follow all instructions. Some of the questions may not appear to fit your situation precisely; if you have a response other than those listed for a particular question, please write in that response. Because this is a field test of the faculty questionnaire, we welcome any comments you have to improve the questionnaire. For example, if instructions or questions are not clear, please indicate directly on the questionnaire how you would reword the phrase or word to make it clearer or how to make it better fit your situation. Feel free to use the margins of a page as necessary. You may also write additional comments on the last page.

Please keep track of the time you spent answering the questionnaire, and record the total number of minutes on the last page of the questionnaire. This will help us compute the average amount of time needed to complete the questionnaire for the main study.

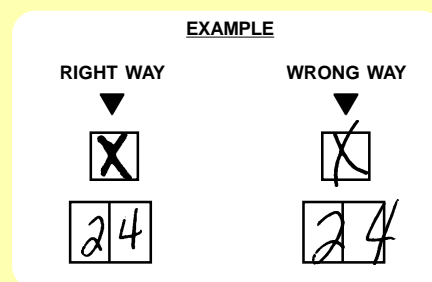
Electronic questionnaire. You have the option of completing either this paper questionnaire or an electronic version available on the World Wide Web (WWW). To access the WWW version of the questionnaire, see the instructions in the cover letter. Your individual Personal Identification Number (PIN) is on the cover letter.

Returning the questionnaire. Mailing instructions for returning the completed questionnaire appear on the back page.

Questions. If you have any questions about the study, please contact Brian Kuhr of The Gallup Organization toll-free at 1-800-633-0209 or via e-mail at NSOPF99@gallup.com.

Survey Instructions. Please follow the steps below carefully when completing this questionnaire. It will make it easier to interpret your results.

- Use a blue or black ink pen only.
- Do not use ink that soaks through the paper.
- Make solid marks that fit in the response boxes.
- To answer the survey questions, please mark the appropriate answer in each box.



**SECTION A:
NATURE OF EMPLOYMENT**

1. During the 1997 Fall Term, did you have any instructional duties at this institution (e.g., teaching one or more courses, or advising or supervising students' academic activities)? (Mark [x] one box.)

- Yes
- No (SKIP TO QUESTION 3)

2. During the 1997 Fall Term, were ... (Mark [x] one box.)

- all of your instructional duties related to credit courses, or advising or supervising academic activities for which students receive credit
- some of your instructional duties related to credit courses or advising or supervising academic activities for which students receive credit
- OR
- all of your instructional duties related to noncredit courses or advising or supervising noncredit academic activities

3. What was your principal activity at this institution during the 1997 Fall Term? (Mark [x] one box.)

- Teaching
- Research
- Clinical service
- Administration (Write in title or position.)
-
- On sabbatical from this institution
- Other activity (e.g., technical activity such as programmer or technician; other institutional activities such as library services, community/public service; subsidized performer, artist-in-residence, etc.) (Write in activity.)
-
- Equal responsibilities between
- and
-

4. During the 1997 Fall Term, did you have faculty status at this institution? (Mark [x] one box.)

- Yes
- No, I did not have faculty status, although others did
- No, no one has faculty status at this institution
- Don't know

5. During the 1997 Fall Term, did this institution consider you to be employed part-time or full-time? (Mark [x] one box.)

- Part-time
- Full-time (SKIP TO QUESTION 8, PAGE 2)

6. Did you hold a part-time position at this institution during the 1997 Fall Term because... (Mark [x] "Yes" or "No" for each item.)

	Yes ▼	No ▼
a. You preferred working on a part-time basis?	<input type="checkbox"/>	<input type="checkbox"/>
b. A full-time position was not available?	<input type="checkbox"/>	<input type="checkbox"/>
c. You were supplementing your income from other employment?	<input type="checkbox"/>	<input type="checkbox"/>
d. You wanted to be part of an academic environment?	<input type="checkbox"/>	<input type="checkbox"/>
e. You were finishing a graduate degree?	<input type="checkbox"/>	<input type="checkbox"/>
f. Of other reasons? (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>

7. Of the above reasons, which was your primary reason for holding a part-time position? (Write in one letter, a-f, from the list in Question 6 above.)

8. In what year did you begin the job you held at this institution during the 1997 Fall Term? Consider promotions in rank as part of the same job. (Write in year.)

19

9. Which of the following best describes your academic rank, title, or position at this institution during the 1997 Fall Term? (Mark [x] one box. If no ranks are designated at your institution, mark the "NA," Not Applicable box.)

NA. Not applicable: no ranks designated at this institution (SKIP TO QUESTION 11)

Professor

Associate Professor

Assistant Professor

Instructor

Lecturer

Other title (Please specify below.)

10. In what year did you first achieve this rank/title? (Write in year.)

19

11. What was your tenure status at this institution during the 1997 Fall Term? (Mark [x] one box.)

Tenured —————> In what year did you achieve tenure at this institution? (Write in year.)

19

On tenure track but not tenured

Not on tenure track/no tenure status for my position

Not on tenure track, but there is tenure status for my position

Not on tenure track/no tenure system at this institution

12. During the 1997 Fall Term, what was the duration of your contract or appointment at this institution? (Mark [x] one box.)

Unspecified duration, or tenured

One academic term

One academic year or one calendar year

Two or more academic/calendar years

Other

13. During the 1997 Fall Term, did you hold any of the following kinds of appointments at this institution? (Mark [x] "Yes" or "No" for each item.)

	Yes ▼	No ▼
a. Acting	<input type="checkbox"/>	<input type="checkbox"/>
b. Affiliate or adjunct	<input type="checkbox"/>	<input type="checkbox"/>
c. Visiting	<input type="checkbox"/>	<input type="checkbox"/>
d. Assigned by religious order	<input type="checkbox"/>	<input type="checkbox"/>
e. Clinical (Write in title or position.)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	
f. Research (Write in title or position.) . .	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	
g. Postdoctoral	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	

14. Were you chairperson of a department or division at this institution during the 1997 Fall Term? (Mark [x] one box.)

Yes

No

15. What is your principal field or discipline of teaching? *(Write in the name of your principal field or discipline and enter the code number of the discipline, on pages 3–4, that best matches your field of study. If you have no field of teaching, mark [x] the “NA” box.)*

NA. Not Applicable

Name of principal field/discipline

Code for Field or Discipline

16. What is your principal area of research? If equal areas, select one. *(Write in the name of your principal area of research and enter the code number of the discipline, on pages 3-4, that best matches your field of study. If you have no research area, mark [x] the “NA” box.)*

NA. Not Applicable

Name of principal area of research

Code for Field or Discipline

CODES FOR MAJOR FIELDS OF STUDY AND ACADEMIC DISCIPLINES

AGRICULTURE

- 101 Agribusiness & Agricultural Production
- 102 Agricultural, Animal, Food, & Plant Sciences
- 103 Renewable Natural Resources, including Conservation, Fishing, & Forestry
- 110 Other Agriculture

ARCHITECTURE & ENVIRONMENTAL DESIGN

- 121 Architecture & Environmental Design
- 122 City, Community, & Regional Planning
- 123 Interior Design
- 124 Land Use Management & Reclamation
- 130 Other Arch. & Environmental Design

ART

- 141 Art History & Appreciation
- 142 Crafts
- 143 Dance
- 144 Design (other than Architecture or Interior)
- 145 Dramatic Arts
- 146 Film Arts
- 147 Fine Arts
- 148 Music
- 149 Music History & Appreciation
- 150 Other Visual & Performing Arts

BUSINESS

- 161 Accounting
- 162 Banking & Finance
- 163 Business Administration & Management
- 164 Business Administrative Support (e.g., Bookkeeping, Office Management, Secretarial)
- 165 Human Resources Development
- 166 Organizational Behavior
- 167 Marketing & Distribution
- 170 Other Business

COMMUNICATIONS

- 181 Advertising
- 182 Broadcasting & Journalism
- 183 Communications Research
- 184 Communication Technologies
- 190 Other Communications

COMPUTER SCIENCE

- 201 Computer & Information Sciences
- 202 Computer Programming
- 203 Data Processing
- 204 Systems Analysis
- 210 Other Computer Science

EDUCATION

- 221 Education, General
- 222 Basic Skills
- 223 Bilingual/Cross-cultural Education
- 224 Curriculum & Instruction
- 225 Education Administration
- 226 Education Evaluation & Research
- 227 Educational Psychology
- 228 Higher Education
- 229 Special Education
- 230 Student Counseling & Personnel Services
- 231 Other Education

TEACHER EDUCATION

- 241 Pre-Elementary
- 242 Elementary
- 243 Secondary
- 244 Adult & Continuing
- 245 Other General Teacher Education Programs
- 250 Teacher Education in Specific Subjects

ENGINEERING

- 261 Engineering, General
- 262 Civil Engineering
- 263 Electrical, Electronics, & Communication Engineering
- 264 Mechanical Engineering
- 265 Chemical Engineering
- 270 Other Engineering
- 280 Engineering-Related Technologies

(CONTINUED)

<p>ENGLISH AND LITERATURE</p> <p>291 English, General</p> <p>292 Composition & Creative Writing</p> <p>293 American Literature</p> <p>294 English Literature</p> <p>295 Linguistics</p> <p>296 Speech, Debate, & Forensics</p> <p>297 English as a Second Language</p> <p>300 English, Other</p> <p>FOREIGN LANGUAGES</p> <p>311 Chinese (Mandarin, Cantonese, or Other Chinese)</p> <p>312 French</p> <p>313 German</p> <p>314 Italian</p> <p>315 Latin</p> <p>316 Japanese</p> <p>317 Other Asian</p> <p>318 Russian or Other Slavic</p> <p>319 Spanish</p> <p>320 Other Foreign Languages</p> <p>HEALTH SCIENCES</p> <p>331 Allied Health Technologies & Services</p> <p>332 Dentistry</p> <p>333 Health Services Administration</p> <p>334 Medicine, including Psychiatry</p> <p>335 Nursing</p> <p>336 Pharmacy</p> <p>337 Public Health</p> <p>338 Veterinary Medicine</p> <p>340 Other Health Sciences</p> <p>350 HOME ECONOMICS</p> <p>360 INDUSTRIAL ARTS</p> <p>370 LAW</p> <p>380 LIBRARY & ARCHIVAL SCIENCES</p> <p>NATURAL SCIENCES: BIOLOGICAL SCIENCES</p> <p>391 Biochemistry</p> <p>392 Biology</p> <p>393 Botany</p> <p>394 Genetics</p> <p>395 Immunology</p> <p>396 Microbiology</p> <p>397 Physiology</p> <p>398 Zoology</p> <p>400 Biological Sciences, Other</p> <p>NATURAL SCIENCES: PHYSICAL SCIENCES</p> <p>411 Astronomy</p> <p>412 Chemistry</p> <p>413 Physics</p> <p>414 Earth, Atmosphere, and Oceanographic (Geological Sciences)</p> <p>420 Physical Sciences, Other</p> <p>430 MATHEMATICS</p> <p>440 STATISTICS</p> <p>450 MILITARY STUDIES</p> <p>460 MULTI/INTERDISCIPLINARY STUDIES</p> <p>470 PARKS & RECREATION</p> <p>480 PHILOSOPHY AND RELIGION</p>	<p>490 THEOLOGY</p> <p>500 PROTECTIVE SERVICES (e.g., Criminal Justice, Fire Protection)</p> <p>510 PSYCHOLOGY</p> <p>520 PUBLIC AFFAIRS (e.g., Community Services, Public Administration, Public Works, Social Work)</p> <p>530 SCIENCE TECHNOLOGIES</p> <p>SOCIAL SCIENCES AND HISTORY</p> <p>541 Social Sciences, General</p> <p>542 Anthropology</p> <p>543 Archeology</p> <p>544 Area & Ethnic Studies</p> <p>545 Demography</p> <p>546 Economics</p> <p>547 Geography</p> <p>548 History</p> <p>549 International Relations</p> <p>550 Political Science & Government</p> <p>551 Sociology</p> <p>560 Other Social Sciences</p> <p>VOCATIONAL TRAINING</p> <p>CONSTRUCTION TRADES</p> <p>601 Carpentry</p> <p>602 Electrician</p> <p>603 Plumbing</p> <p>610 Other Construction Trades</p> <p>CONSUMER, PERSONAL, & MISCELLANEOUS SERVICES</p> <p>621 Personal Services (e.g., Barbering, Cosmetology)</p> <p>630 Other Consumer Services</p> <p>MECHANICS AND REPAIRERS</p> <p>641 Electrical & Electronics Equipment Repair</p> <p>642 Heating, Air Conditioning, & Refrigeration Mechanics & Repairers</p> <p>643 Vehicle & Mobile Equipment Mechanics & Repairers</p> <p>644 Other Mechanics & Repairers</p> <p>PRECISION PRODUCTION</p> <p>661 Drafting</p> <p>662 Graphic & Print Communications</p> <p>663 Leatherworking & Upholstering</p> <p>664 Precision Metal Work</p> <p>665 Woodworking</p> <p>670 Other Precision Production Work</p> <p>TRANSPORTATION AND MATERIAL MOVING</p> <p>681 Air Transportation (e.g., Piloting, Traffic Control, Flight Attendance, Aviation Management)</p> <p>682 Land Vehicle & Equipment Operation</p> <p>683 Water Transportation (e.g., Boat & Fishing Operations, Deep Water Diving, Marina Operations, Sailors & Deckhands)</p> <p>690 Other Transportation & Material Moving</p> <p>900 OTHER (If you use this code, be sure to write in a complete description at Questions 12, 13, and 16.)</p>
---	--

SECTION B:
ACADEMIC/PROFESSIONAL BACKGROUND

17. Did you receive any of the following undergraduate academic honors or awards? (Mark [x] "Yes" or "No" for each item.)

	Yes ▼	No ▼
a. National academic honor society, such as Phi Beta Kappa, Tau Beta Pi, or other field-specific national honor society	<input type="checkbox"/>	<input type="checkbox"/>
b. Graduation with honors (e.g., cum laude, magna cum laude, or summa cum laude)	<input type="checkbox"/>	<input type="checkbox"/>
c. Other undergraduate academic achievement award (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>

18. When you were in graduate school, did you receive any of the following forms of financial assistance? (Mark [x] "Yes" or "No" for each item. If you did not attend graduate school, mark the "NA" box.)

NA. Not Applicable; did not attend graduate school

	Yes ▼	No ▼
a. Teaching assistantship	<input type="checkbox"/>	<input type="checkbox"/>
b. Research assistantship	<input type="checkbox"/>	<input type="checkbox"/>
c. Other assistantship (e.g., program or residence hall assistantship; work study)	<input type="checkbox"/>	<input type="checkbox"/>
d. Fellowship, scholarship, traineeship, or grant	<input type="checkbox"/>	<input type="checkbox"/>
e. G.I. Bill or other veterans' financial aid	<input type="checkbox"/>	<input type="checkbox"/>
f. Federal or state loan	<input type="checkbox"/>	<input type="checkbox"/>
g. Other loan	<input type="checkbox"/>	<input type="checkbox"/>
h. Another form of financial assistance (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>

19. Please list below (A) the degrees or other formal awards that you hold, (B) the year you received each one, (C) the name of the field, (D) the field code (from pages 3–4) that applies, and (E) the name and location of the institution from which you received each degree or award. Do not list honorary degrees. If you have more than one degree at the same level, please list the most recent degree first. (Complete all columns for each degree. If you have none of the degrees or awards listed below, mark [x] the "NA" box.)

NA. Not Applicable; do not hold a degree or award listed below (SKIP TO QUESTION 20)

CODES FOR TYPE OF DEGREE

- | | |
|--|---|
| 1) First professional degree (M.D., D.O., D.D.S. or D.M.D., LL.B., J.D., D.C. or D.C.M., D.Par., Pod.D. or D.P., D.V.M., O.D., M.Div. or H.H.L. or B.D.) | 6) Bachelor's degree (B.A., A.B., B.S.) |
| 2) Doctoral degree (Ph.D., Ed.D., etc.) | 7) Certificate, diploma, or degree for completion of undergraduate program of more than 2 years but less than 4 years in length |
| 3) Masters of Fine Arts, Masters of Social Work (M.F.A., M.S.W.) | 8) Associate's degree or equivalent (A.A., A.S.) |
| 4) Other Master's degree (M.A., M.S., M.B.A., M.Ed.) | 9) Certificate, diploma, or degree for completion of undergraduate program of at least 1 year but less than 2 years in length |
| 5) Post-baccalaureate certificate | |

	A. Degree Code (see box above)	B. Year Received	C. Name of Field	D. Field Code (from pages 3–4)	E. a. Name of Institution, and b. City and State/Country of Institution
1. Highest	<input type="checkbox"/>	19 <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	a. <input type="text"/> b. <input type="text"/>
2. Next Highest	<input type="checkbox"/>	19 <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	a. <input type="text"/> b. <input type="text"/>
3. Next Highest	<input type="checkbox"/>	19 <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	a. <input type="text"/> b. <input type="text"/>
4. Next Highest	<input type="checkbox"/>	19 <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	a. <input type="text"/> b. <input type="text"/>

20. Are you currently working toward a degree? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 22)

21. Please indicate below (A) the type of degree you are currently working toward, (B) the year you anticipate receiving it, (C) name of the field, (D) the field code that applies (from pages 3-4), and (E) the name and location of the institution from which you anticipate receiving this degree. (Complete all columns.)

	A. Degree Code (see box above)	B. Year Received	C. Name of Field	D. Field Code (from pages 3–4)	E. a. Name of Institution, and b. City and State/Country of Institution
Degree Working Toward	<input type="checkbox"/>	19 <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	a. <input type="text"/> b. <input type="text"/>

22. Do you consider your position at this institution to be your primary employment? (Mark [x] one box.)

Yes

No

23. During the 1997 Fall Term, did you do outside consulting in addition to your employment at this institution? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 25)

24. How many outside consulting jobs did you have during the 1997 Fall Term? (Write in number.)

Number of jobs

25. During the 1997 Fall Term, did you have employment other than consulting in addition to your employment at this institution? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 27)

26. How many different jobs/positions, other than your employment at this institution or consulting jobs, did you have during the 1997 Fall Term? (Write in number.)

Number of Jobs

27. What is the total number of years you have spent in academia? (Write in number.)

Number of years spent in academia

28. In how many of these years did you have any instructional responsibilities? (Write in number. If none, write in "0".)


Number of years with instructional responsibilities

29. Please provide the following information about your first academic position: (Do not include teaching assistant or research assistant positions as your first academic position. If your current position is your first academic position, please respond for your current position.)

1. YEARS JOB HELD: (Write in years.)

FROM:
19

TO (If current position, mark [x] "Present"):
19 OR Present

Continue at top of next column 

29. (Continued)

2. TYPE OF INSTITUTION FOR FIRST ACADEMIC POSITION (Mark [x] one box.)

- 4-year doctoral granting college or university, graduate or professional school
- 4-year non-doctoral granting college or university
- 2-year degree granting college
- Other postsecondary institution

3. EMPLOYMENT STATUS FOR FIRST ACADEMIC POSITION (Mark [x] one box.)

- Full-time
- Part-time

4. PRIMARY RESPONSIBILITY IN FIRST ACADEMIC POSITION (Mark [x] one box.)

- Executive, Administrative, Managerial
- Faculty (Instruction/Research/Public Service)
- Other Professional (Support/Service/Clinical)

5. ACADEMIC RANK/TITLE IN FIRST ACADEMIC POSITION (What were your academic ranks when you began and left this academic position?) (Mark [x] one box in each column. If current job, do not indicate rank at exit.)

	At Hire ▼	At Exit ▼
Professor	<input type="checkbox"/>	<input type="checkbox"/>
Associate Professor	<input type="checkbox"/>	<input type="checkbox"/>
Assistant Professor	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>
Lecturer	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
NA. Not applicable, no rank	<input type="checkbox"/>	<input type="checkbox"/>

6. TENURE STATUS IN FIRST ACADEMIC POSITION (What was your tenure status when you began and left this academic position?) (Mark [x] one in each column. If current job, do not indicate tenure at exit.)

	At Hire ▼	At Exit ▼
Tenured	<input type="checkbox"/>	<input type="checkbox"/>
On tenure track but not tenured ...	<input type="checkbox"/>	<input type="checkbox"/>
Not on tenure track/no tenure status for my position	<input type="checkbox"/>	<input type="checkbox"/>
Not on tenure track/tenure is available for my position	<input type="checkbox"/>	<input type="checkbox"/>
Not on tenure track/no tenure system at this institution	<input type="checkbox"/>	<input type="checkbox"/>

30. In total, how many academic positions have you held? Consider promotions in rank at the same institution as part of the position. If your occupational classification changed within the same institution, please consider this a separate position. (Include your position at this institution and all full-time and part-time positions. Do not include teaching assistant positions.)

One academic position (SKIP TO QUESTION 32, PAGE 9.)

More than one —————> How many?

31. The next questions ask about other academic positions that you have held or currently hold, not including your current position at this institution. (If the academic position was part-time, your dates may overlap. If you have no other additional academic positions, mark [x] the "NA" box at the top of the column.)

- Do not list promotions in rank at one place of employment as different positions.
- Do not include work as a graduate student.
- List each academic position (other than promotion in rank) separately.

	Most Recent Academic Position	Next Most Recent Academic Position <input type="checkbox"/> NA: No other positions	Next Most Recent Academic Position <input type="checkbox"/> NA: No other positions
1. YEARS JOB HELD	(Write in year.)	(Write in year.)	(Write in year.)
FROM:	19 <input type="text"/> <input type="text"/>	19 <input type="text"/> <input type="text"/>	19 <input type="text"/> <input type="text"/>
TO: (If current position, mark [x] "Present".)	19 <input type="text"/> <input type="text"/> <input type="checkbox"/> Present	19 <input type="text"/> <input type="text"/> <input type="checkbox"/> Present	19 <input type="text"/> <input type="text"/>
2. TYPE OF INSTITUTION	(Mark [x] one box.)	(Mark [x] one box.)	(Mark [x] one box.)
4-year doctoral granting college or university, graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-year non-doctoral granting college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-year degree granting college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other postsecondary institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. EMPLOYMENT STATUS	(Mark [x] one box.)	(Mark [x] one box.)	(Mark [x] one box.)
Full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PRIMARY RESPONSIBILITY	(Mark [x] one box.)	(Mark [x] one box.)	(Mark [x] one box.)
Executive, Administrative, Managerial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty (Instruction/Research/Public Service)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Professional (Support/Service/Clinical)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue on next page —————>

31. (Continued)

	Most Recent Academic Position	Next Most Recent Academic Position	Next Most Recent Academic Position	
5. ACADEMIC RANK/TITLE (What were your academic ranks when you began and left this academic position? If current job, do not indicate rank at exit.)	(Mark [x] one box in each column.) At Hire At Exit	(Mark [x] one box in each column.) At Hire At Exit	(Mark [x] one box in each column.) At Hire At Exit	
	▼ ▼	▼ ▼	▼ ▼	
	Professor	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Associate Professor	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Assistant Professor	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Instructor	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Lecturer	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
NA. Not applicable, no rank	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
6. TENURE STATUS (What was your tenure status when you began and left this academic position? If current job, do not indicate tenure at exit.)	(Mark [x] one box in each column.) At Hire At Exit	(Mark [x] one box in each column.) At Hire At Exit	(Mark [x] one box in each column.) At Hire At Exit	
	▼ ▼	▼ ▼	▼ ▼	
	Tenured	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	On track but not tenured	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Not on tenure track/no tenure status for my position	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Not on tenure track, but tenure is available for my position	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Not on tenure track/no tenure system at this institution	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

32. How many *non-academic* positions, other than consulting jobs, have you held since receiving your highest degree? (Write in number. If none, mark the box indicating "None".)

None (SKIP TO QUESTION 35, PAGE 11.)

Number of non-academic positions

33. How many of these positions were... (Write in number of full-time and part-time positions.)

Full-time

Part-time

34. The next questions ask about non-academic positions you held since receiving your highest degree. List information on your first and your most recent non-academic positions.

	First Non-Academic Position	Most Recent Non-Academic Position <input type="checkbox"/> NA: No other non-academic positions
<p>1. YEARS JOB HELD</p> <p>FROM:</p> <p>TO: (If current position, mark [x] "Present".)</p>	<p>(Write in year.)</p> <p>19 <input type="text"/> <input type="text"/></p> <p>19 <input type="text"/> <input type="text"/> <input type="checkbox"/> Present</p>	<p>(Write in year.)</p> <p>19 <input type="text"/> <input type="text"/></p> <p>19 <input type="text"/> <input type="text"/> <input type="checkbox"/> Present</p>
<p>2. TYPE OF POSITION</p> <p>4-year doctoral granting college or university, graduate or professional school</p> <p>4-year non-doctoral granting college</p> <p>2-year degree granting college</p> <p>Other postsecondary institution</p> <p>Elementary or secondary school</p> <p>Hospital or other health care or clinical setting</p> <p>Foundation or other non-profit organization other than health care organization</p> <p>For-profit business or industry in the private sector</p> <p>Government (federal, state, or local) or military</p> <p>Other</p>	<p>(Mark [x] one box.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>(Mark [x] one box.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>3. EMPLOYMENT STATUS</p> <p>Full-time</p> <p>Part-time</p>	<p>(Mark [x] one box.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>(Mark [x] one box.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>4. PRIMARY RESPONSIBILITY</p> <p>Executive, Administrative, Managerial</p> <p>Instruction, Research, or Public Service</p> <p>Other Professional (Support/Service/Clinical)</p> <p>Technical, Paraprofessional</p> <p>Clerical, Secretarial</p> <p>Skilled Crafts</p> <p>Service/Maintenance</p> <p>Other</p>	<p>(Mark [x] one box.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>(Mark [x] one box.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

35. How many of each of the following have you presented/published/etc. during your entire career and during the last two years? For publications, please include *only* works that have been accepted for publication. Count multiple presentations/publications of the same work *only* once. Include electronic publications that are not published elsewhere. (Mark the "NA" box if you have not published or presented).

NA. Not applicable. No presentations/publications/etc. (SKIP TO QUESTION 36, PAGE 12)

Type of Presentation/Publication/etc. <i>(Write a number in each box. If none, write in "0".)</i>	Total during career	Total during past two years	
		Sole authorship/ creative responsibility	Joint or collaborative author- ship/responsibility
1. Articles published in refereed professional or trade journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Articles published in nonrefereed professional or trade journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Creative works published in juried media	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Creative works published in nonjuried media or in-house newsletters	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Published reviews of books, articles, or creative works	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Chapters in edited volumes	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Textbooks	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Other books	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Monographs	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Research or technical reports disseminated internally or to clients	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. Presentations at conferences, workshops, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. Exhibitions or performances in the fine or applied arts	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. Patents or copyrights (excluding thesis or dissertation)	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. Computer software products	<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION C:

INSTITUTIONAL RESPONSIBILITIES AND WORKLOAD

36. On average, how many hours per week did you spend at each of the following kinds of activities during the 1997 Fall Term? (Write in average number of hours. If not sure, give your best estimates. If none, write in "0".)

Average number of
hours per week



a. All paid activities at this institution (e.g. teaching, class preparation, research, administration)

b. All unpaid activities at this institution (Please specify type of activity below.)

c. Any other paid activities outside this institution (e.g., consulting, working on other jobs)

d. Unpaid (pro bono) professional service activities outside this institution

37. In column A, please allocate your total work time in the 1997 Fall Term (as reported in Question 28) into several categories. We realize the categories are not mutually exclusive (e.g., research may include teaching; preparing a course may be part of professional growth). We ask, however, that you allocate as best you can the percentage of your time spent in activities whose primary focus falls within the indicated categories. In column B, indicate what percentage of your time you would prefer to spend in each of the listed categories. Time spent with colleagues should be allocated to a specific activity.

A. % of Work Time Spent	<i>(Write in a percentage on each line. If not sure, give your best estimate; if none, write in "0".)</i>	B. % of Work Time Preferred
<input type="text"/> <input type="text"/> <input type="text"/>	a. <u>Undergraduate Teaching</u> (including teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; working with student organizations or intramural athletics)	<input type="text"/> <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/>	b. <u>Graduate or First Professional Teaching</u> (including teaching; grading papers; preparing courses; developing new courses; advising or supervising students; supervising student teachers and interns; working with student organizations or intramural athletics)	<input type="text"/> <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/>	c. <u>Research/Scholarship</u> (including research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches)	<input type="text"/> <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/>	d. <u>Professional Growth</u> (including taking courses; pursuing an advanced degree; other professional development activities; such as practice or activities to remain current in your field)	<input type="text"/> <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/>	e. <u>Administration</u> (including departmental or institution-wide meetings)	<input type="text"/> <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/>	f. <u>Service</u> (including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations)	<input type="text"/> <input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/>	g. <u>Outside Consulting or Freelance Work/Other Non-Teaching Activities</u> (other activities or work not listed in a-f)	<input type="text"/> <input type="text"/> <input type="text"/>
100%	Please be sure that the percentages you provide add up to 100% of the total time.	100%

38. During the 1997 Fall Term, how many undergraduate or graduate thesis or dissertation committees, comprehensive exams, orals committees, or examination or certification committees did you serve on at this institution; how many did you chair, and what was the average number of student contact hours spent in these activities per week? (Write in a number on each line. If none, write in "0". Mark the "NA" box if you did not serve on any committees.)

NA. Not applicable. Did not serve on any undergraduate or graduate committees (SKIP TO QUESTION 39, PAGE 14)

Type of Committee	Number served on	Of that number, how many did you chair?	Average student contact hours per week
	<i>(Write in number in each box. If none, write in "0".)</i>		
1. Undergraduate thesis or dissertation committees; comprehensive exam or orals committees; examination/certification committees	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
2. Graduate thesis or dissertation committees	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
3. Graduate comprehensive exams or orals committees (other than as part of thesis/dissertation committees); examination/certification committees	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

Continue to next page →

39. During the 1997 Fall Term, what was the total number of classes or sections you taught at this institution? (Mark the "NA" box if you did not teach any classes.)

- Do not include individualized instruction, such as independent study or individual performance classes.
- Count multiple sections of the same course as a separate class (e.g., if you taught Sociology 101 to two different groups of students during the term, count this as two separate classes).
- Count lab or discussion sections of a class as the same class (e.g., if you taught Biology 202 to a group of students during the term and the class consisted of a lecture two times a week, a lab one day a week, and a discussion section one day a week, count this work as one class).

NA. Not applicable; no classes taught (SKIP TO QUESTION 58, PAGE 17)

Number of classes/sections (i.e., credit and non-credit)

40. How many different courses (preparations) do these classes/sections represent? (Write in number. If none, write in "0".)

Number of courses these classes/sections represent

41. How many of the classes/sections that you taught during the 1997 Fall Term were remedial? (Write in number. If none, write in "0".)

Number of classes/sections that were remedial (i.e., credit and non-credit) (If none, skip to Question 43.)

42. How many of these remedial classes/sections were non-credit classes? (Write in number. If none, write in "0".)

Number of remedial classes/sections that were non-credit

43. How many of the classes/sections that you taught during the 1997 Fall Term were continuing education classes? (Write in number. If none, write in "0".)

Number of classes/sections that were continuing education (If none, skip to Question 45.)

44. How many of these continuing education classes/sections were non-credit classes? (Write in number. If none, write in "0".)

Number of continuing education classes/sections that were non-credit

45. What is the total number of students enrolled in all your non-credit classes/sections combined? (Write in number. If none, write in "0".)

Total number of students enrolled in non-credit classes/sections

46. How many of the classes/sections that you taught during the 1997 Fall Term were for credit? (Write in number. If none, mark the "No classes for credit" box.)

No classes for credit (SKIP TO QUESTION 53, PAGE 16)

Number of classes/sections for credit

- 47. For each class or section that you taught for credit at this institution during the 1997 Fall Term, please answer the following questions. For each class, enter the *code* for the academic discipline of the class.** (Refer to pages 3–4 for the codes. Please enter the code rather than the course name.)
- Do not include individualized instruction, such as independent study or individual one-on-one performance classes.
 - If you taught multiple sections of the same course, count them as separate classes, but do not include the lab section of the course as a separate class.

	A. For-credit Class A (enter code)	B. For-credit Class B (enter code)	C. For-credit Class C (enter code)	D. For-credit Class D (enter code)	E. For-credit Class E (enter code)
1. <u>CODE FOR ACADEMIC DISCIPLINE OF CLASS</u> (from pages 3–4)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
2. DURING 1997 FALL TERM (Complete each box.)					
Number of weeks the class met	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Number of credit hours	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Number of hours the class met per week	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Number of teaching assistants, readers	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Number of students enrolled	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Was this class team taught?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Average # hours per week you taught the class	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Was this class considered a remedial class?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. PRIMARY LEVEL OF STUDENTS (Mark [x] one box.)					
Lower division students (first or second year undergraduate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper division students (third or fourth year undergraduate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First professional students (e.g., dental, medical, law, theology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PRIMARY INSTRUCTIONAL METHOD USED (Mark [x] one box.)					
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion group or class presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab, clinic, or problem session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship, internship, field work, or field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role playing, simulation, or other performance (e.g., art, music, drama)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative learning groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. Were any of these classes mentioned in Question 32 offered through a distance education program? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 51)

49. If Yes, which classes in Question 47 were offered through a distance education program? (Write in the column letters from Question 47.)

A.

B.

C.

D.

E.

50. Were any of the following items the primary medium used for any of the classes you mentioned in Question 49? (Mark [x] "one box for each item.")

	Yes primary method ▼	Yes, used, but not primary method ▼	No, not used ▼
a. Two-way interactive video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Two-way audio, one-way video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. One-way live video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. One-way prerecorded video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Audiographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Two-way audio (e.g., audio/phone conferencing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. One-way audio (e.g., radio, audiotapes) .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Two-way online (computer-based) interactions during instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other computer-based technology (e.g., Internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. Did you teach any undergraduate courses for credit during the 1997 Fall Term at this institution? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 53)

52. In how many of the undergraduate courses that you taught for credit during the 1997 Fall Term did you use... (Mark [x] one box for each item.)

	None ▼	Some ▼	All ▼
a. Computer-mediated or computer-assisted teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student evaluations of each other's work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Multiple-choice midterm and/or final exam?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Essay midterm and/or final exams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Short-answer midterm and/or final exams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Term/research papers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Multiple drafts of written work? ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Grading on a curve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Competency-based grading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. E-mail?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. During the 1997 Fall Term, did you have websites for any of the classes you taught? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 55, PAGE 17)

54. What did you use the websites for? (Mark [x] "Yes" or "No" for each item.)

	Yes ▼	No ▼
a. To post the syllabus for the class	<input type="checkbox"/>	<input type="checkbox"/>
b. To post homework assignments or readings	<input type="checkbox"/>	<input type="checkbox"/>
c. To post answers to assignments	<input type="checkbox"/>	<input type="checkbox"/>
d. To post practice exams/exercises that provide immediate scoring	<input type="checkbox"/>	<input type="checkbox"/>
e. To post exams	<input type="checkbox"/>	<input type="checkbox"/>
f. To post exam results	<input type="checkbox"/>	<input type="checkbox"/>
g. To provide links to related websites for the class	<input type="checkbox"/>	<input type="checkbox"/>
h. To post office hours	<input type="checkbox"/>	<input type="checkbox"/>
i. To post lecture/class notes	<input type="checkbox"/>	<input type="checkbox"/>
j. To allow students to download educational software and datasets	<input type="checkbox"/>	<input type="checkbox"/>
k. To post information about your background and areas of research	<input type="checkbox"/>	<input type="checkbox"/>
l. Other (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>

55. During the 1997 Fall Term, did you use electronic mail (e-mail) to communicate with students in your classes? (Mark [x] one box.)

 Yes

 No (SKIP TO QUESTION 58)

56. Approximately what percent of the students in your classes communicated with you via e-mail during the 1997 Fall Term? (Write in percent. If none, write in "0".)

--	--

 Percent of students in your classes who % communicated with you via e-mail

57. Approximately how many hours per week did you spend responding to student e-mail during the 1997 Fall Term? (Write in number of hours. If none, write in "0".)

--	--

 Hours per week spent responding to student e-mail

58. For each type of student listed below, please indicate how many students received individual instruction from you during the 1997 Fall Term (e.g., independent study or one-on-one instruction, including working with individual students in a clinical or research setting), and the total number of contact hours with these students per week. Do not count regularly scheduled office hours. (Write in a number. If none, write in "0".)

Type of students	Number of students ▼	Total contact hours per week ▼
a. Lower division students (first or second year undergraduate) . . .	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
b. Upper division students (third or fourth year undergraduate)	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
c. Graduate students	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
d. First professional students (e.g., dental, medical, optometry, osteopathic, pharmacy, veterinary, chiropractic, law, and theology) . . .	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>

59. How many students were you assigned to advise during the 1997 Fall Term? Do not include thesis or dissertation advising or independent study students in the number you were assigned to advise. (Write in a number. If none, write in "0".)

--	--

 Number of students assigned to advise

60. On average, how many contact hours per week did you spend advising these students? (Write in a number. If none, write in "0".)

--	--

 Number of contact hours spent with students per week

61. During the 1997 Fall Term, how many regularly scheduled office hours did you have per week? (Write in a number. If none, write in "0".)

--	--

 Number of regularly scheduled office hours per week

62. During the 1997 Fall Term, approximately how many hours of informal contact with students did you have each week outside of the classroom? Do *not* count individual instruction, independent study, etc., or regularly scheduled office hours. (Write in a number. If none, write in "0".)

Number of informal student contact hours per week

63. During the 1997 Fall Term, were you engaged in any professional research, proposal writing, creative writing, or creative works (either funded or non-funded)? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 69, PAGE 20)

64. How would you describe your *primary* professional research, writing, or creative work during the 1997 Fall Term? (Mark [x] one box.)

Pure or basic research

Applied research

Policy-oriented research or analysis

Literacy or expressive

Performance

Program/Curriculum design and development

Other (Please specify below.)

65. During the 1997 Fall Term were you engaged in any *funded* research or *funded* creative endeavors? Include any grants, contracts, or institutional awards. Do not include consulting services. (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 69, PAGE 20)

66. During the 1997 Fall Term, were you a principal investigator (PI) or co-principal investigator (Co-PI) for any grants or contracts? (Mark [x] one box.)

Yes

No (SKIP TO QUESTION 68, PAGE 19)

67. During the 1997 Fall Term, how many individuals other than yourself were supported, either in part or in full, by all the grants and contracts for which you were PI or Co-PI? (Write in a number. If none, write in "0".)

Number of individuals supported by grants or contracts

68. Fill out the information below for each funding source during the 1997 Fall Term. If not sure, give your best estimate. If you did not receive funding from a particular source, mark "No" in Column A and move to the next funding source.

A. Funding source (Mark [x] one box.)	B. Number of Grants/Contracts (Write in a number.)	C. Work done as (Mark [x] all that apply.)	D. Total funds for 1997- 98 academic year (Write in a number; if not sure, mark [x] the "DK. Don't Know" box.)	E. How funds were used (Mark all that apply.)
This institution <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/> <input type="text"/>	<input type="checkbox"/> PI <input type="checkbox"/> Co-PI <input type="checkbox"/> Staff	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> DK. Don't Know	<input type="checkbox"/> Research <input type="checkbox"/> Program/curriculum development <input type="checkbox"/> Other
Foundation or other nonprofit organization <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/> <input type="text"/>	<input type="checkbox"/> PI <input type="checkbox"/> Co-PI <input type="checkbox"/> Staff	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> DK. Don't Know	<input type="checkbox"/> Research <input type="checkbox"/> Program/curriculum development <input type="checkbox"/> Other
For profit business or industry in the private sector <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/> <input type="text"/>	<input type="checkbox"/> PI <input type="checkbox"/> Co-PI <input type="checkbox"/> Staff	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> DK. Don't Know	<input type="checkbox"/> Research <input type="checkbox"/> Program/curriculum development <input type="checkbox"/> Other
State or local government <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/> <input type="text"/>	<input type="checkbox"/> PI <input type="checkbox"/> Co-PI <input type="checkbox"/> Staff	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> DK. Don't Know	<input type="checkbox"/> Research <input type="checkbox"/> Program/curriculum development <input type="checkbox"/> Other
Federal Government <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/> <input type="text"/>	<input type="checkbox"/> PI <input type="checkbox"/> Co-PI <input type="checkbox"/> Staff	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> DK. Don't Know	<input type="checkbox"/> Research <input type="checkbox"/> Program/curriculum development <input type="checkbox"/> Other
Other source <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/> <input type="text"/>	<input type="checkbox"/> PI <input type="checkbox"/> Co-PI <input type="checkbox"/> Staff	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> DK. Don't Know	<input type="checkbox"/> Research <input type="checkbox"/> Program/curriculum development <input type="checkbox"/> Other

69. How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1997 Fall Term? (Mark [x] one box for each item.)

	Very Poor ▼	Poor ▼	Good ▼	Very Good ▼	Not Available/ Not Applicable ▼
a. Basic research equipment/instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Laboratory/research space and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Availability of research assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Personal computers and local networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Centralized (main frame) computer facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Internet connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Technical support for computer-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Audio-visual equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Classroom space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Office space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Studio/performance space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Secretarial support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Library holdings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

70. During the past two years, did you use funds for any of the purposes specified below? (Mark [x] one item for each category.)

	Yes ▼	No, although funds were available ▼	No, no funds were available, or not eligible ▼	Don't Know ▼
a. Tuition remission at this or other institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Professional association memberships and/or registration fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Training to improve research or teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Retraining for fields in higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Release time from teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Sabbatical leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

71. During the 1997 Fall Term, how many of the following types of non-instructional committees did you serve on? How many of these committees did you chair? Include committees at the department or division level, the school or college level, and institution-wide committees. (Write a number in each box. If you did not serve on or chair a committee, write "0" for each item.)

	Number of Committees Served On ▼	Number of Committees Chaired ▼
a. Curriculum Committees	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
b. Managerial Committees (e.g., search or recruitment committees)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
c. Governance Committees (e.g., faculty senate)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
d. Other	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

72. How many of these committees were required or assigned? (Write in number. If none, write in "0".)

Number of committees that were required or assigned

73. On average, approximately how many hours per week did you spend on required or assigned committee work? (Write in number. If none, write in "0".)

Hours per week spent on required or assigned committee work

74. Are you a member of a union (or other bargaining association) that represents faculty at this institution? (Mark [x] one box.)

- Union is not available
- Union is available, but I am not eligible
- I am eligible, but not a member
- I am eligible, and a member

SECTION D:
JOB SATISFACTION ISSUES

75. How satisfied or dissatisfied are you with each of the following aspects of your instructional duties at this institution? (Mark [x] one box for each item. Mark [x] "NA" if you had no instructional duties.)

NA. Not applicable; no instructional duties (SKIP TO QUESTION 76)

	Very Dissatisfied ▼	Somewhat Dissatisfied ▼	Somewhat Satisfied ▼	Very Satisfied ▼	Not Applicable ▼
a. The authority I have to make decisions about content and methods in the courses I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The authority I have to make decisions about what courses I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The authority I have to make decisions about other (non-instructional) aspects of my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Time available for working with students as an advisor, mentor, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Time available for class preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Quality of undergraduate students whom I have taught here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Quality of graduate students whom I have taught here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

76. How satisfied or dissatisfied are you with the following aspects of your job at this institution? (Mark [x] one box for each item.)

	Very Dissatisfied ▼	Somewhat Dissatisfied ▼	Somewhat Satisfied ▼	Very Satisfied ▼
a. My work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Opportunity for advancement in rank at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Time available for keeping current in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The relationship between administrators and faculty at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The effectiveness of faculty leadership at this institution (e.g. academic senate, faculty councils, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Freedom to do outside consulting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My benefits, generally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Spouse or partner employment opportunities in this geographic area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. My job here, overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

77. During the next three years, how likely is it that you will leave this job to: (Mark [x] one box for each item.)

	Not at All Likely ▼	Somewhat Likely ▼	Very Likely ▼
a. Accept a <i>part-time</i> job at a <i>different</i> postsecondary institution? . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accept a <i>full-time</i> job at a <i>different</i> postsecondary institution? . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Accept a <i>part-time</i> job <i>not at a</i> postsecondary institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accept a <i>full-time</i> job <i>not at a</i> postsecondary institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Retire from the labor force?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

78. At what age do you think you are most likely to stop working at a postsecondary institution? (Write in age or mark "DK. Don't Know".)

Years of age

DK. Don't Know

79. If you were to leave your current position in academia to accept another position inside or outside of academia, how important would each of the following be in your decision? (Mark [x] one box for each item.)

	Not Important ▼	Somewhat Important ▼	Very Important ▼
a. Salary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tenure-track/tenured position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities for advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. No pressure to publish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Good research facilities and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Good instructional facilities and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Good job or job opportunities for my spouse or partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Good geographic location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Good environment/schools for my children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Greater opportunity to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Greater opportunity to do research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Greater opportunity for administrative responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

80. Of the factors listed in Question 59, write in the letter of the item (a-n) that would be most important in your decision to leave. *(Write in a letter, a–n, from Question 79.)*

81. If you could elect to draw on your retirement and still continue working at this institution on a part-time basis, would you do so? *(Mark [x] one box.)*

Yes

No

DK. Don't Know

82. Have you retired from another position? *(Mark [x] one box.)*

Yes

No *(SKIP TO QUESTION 84)*

83. What type of position have you retired from? *(Mark [x] one box.)*

Executive, administrative, managerial

Faculty (instruction/research/public service)

Instruction/research assistant

Other professional (support/service)

Technical, paraprofessional

Clerical, secretarial

Skilled crafts

Service/maintenance

Other *(Please specify below.)*

84. If an early retirement option were offered to you at your institution, would you take it? *(Mark [x] one box.)*

Yes

No

DK. Don't Know

85. At which age do you think you are most likely to retire from all paid employment? *(Write in age or mark "DK. Don't Know".)*

Years of age

DK. Don't Know

SECTION E: COMPENSATION

Note: Your responses to these items as with all other items in this questionnaire are voluntary and strictly confidential. They will be used only in statistical summaries, and will not be disclosed to your institution or to any individual or group. Furthermore, all information that would permit identification of individuals will be removed from the survey files.

86. For the 1997 calendar year, please estimate your gross compensation before taxes from each of the sources listed below. (Write in dollar amount. If not sure, give your best estimates; if no compensation from a source, mark [x] the "NA. Not Applicable" box.)

Compensation from this institution:		NA. Not Applicable ▼
a. Basic salary.	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
Basic salary is based on: (Mark [x] one box in "Type" and write in "Number" below.)		
<u>TYPE</u>	<u>NUMBER</u>	
<input type="checkbox"/> length of appointment in months (e.g. 9 months)	<input style="width: 30px;" type="text"/>	
<input type="checkbox"/> number of credit hours taught	<input style="width: 30px;" type="text"/>	
<input type="checkbox"/> number of classes taught	<input style="width: 30px;" type="text"/>	
<input type="checkbox"/> other (Please specify.) <input style="width: 150px;" type="text"/>	<input style="width: 30px;" type="text"/>	
b. Other teaching at this institution not included in basic salary (e.g., for summer session, overload courses)	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
c. Supplements not included in basic salary (for administration, research, coaching sports, etc.)	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
d. Non-monetary compensation, such as food, housing, car (do not include employee benefits such as medical, dental, or life insurance)	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
e. Any other income from this institution	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
Compensation from other sources:		
f. Employment at another academic institution	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
g. Legal or medical services or psychological counseling	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
h. Outside consulting, consulting business or freelance work	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
i. Self-owned business (other than consulting)	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
j. Professional performances or exhibitions	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
k. Speaking fees, honoraria	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
l. Royalties or commissions	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
m. Any other employment	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>
n. Other non-monetary compensation, such as food, housing, car (do not include other employee benefits such as medical, dental, or life insurance)	\$ <input style="width: 80px;" type="text"/>	<input type="checkbox"/>

Continue on next page →

NA. Not
Applicable

Other sources of earned income (Please specify below):

o.	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
p.	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

87. What was the gross income of your spouse or significant other for the 1997 calendar year? (Write in number. If no income, write in "0". If no spouse or significant other, mark the "NA" box.)

\$

NA. No spouse or significant other

88. For the 1997 calendar year, how many persons lived in your household including yourself? (Write in number.)

Total number in household

89. For the 1997 calendar year, what was your total household income before taxes? (Write in number.)

\$ Total household income

90. For the 1997 calendar year, how many dependents did you have? Do not include yourself. (A dependent is someone receiving at least half of his or her financial support from you.) (Write in number. If none, write in "0".)

Number of dependents

SECTION F:
SOCIODEMOGRAPHIC CHARACTERISTICS

91. Are you ...

- Male
 Female

92. In what month and year were you born? *(Write in month and year.)*

<input type="text"/>	<input type="text"/>	19	<input type="text"/>	<input type="text"/>
Month		Year		

93. What is your ethnicity? *(Mark [x] one box.)*

- Hispanic or Latino
 Not Hispanic or Latino

94. What is your race? *(Mark [x] one box.)*

- American Indian or Alaska Native
 Asian or Pacific Islander
 Black or African American
 White

95. Are you a person with a disability? *(Mark [x] one box.)*

- Yes
 No *(SKIP TO QUESTION 74)*

96. What type of disability do you have? *(Mark [x] all that apply.)*

- Hearing impairment (i.e., deaf or hard of hearing)
 Blind or visual impairment that cannot be corrected by wearing glasses, or legally blind
 Speech or language impairment
 Mobility/orthopedic impairment
 Other *(Please specify below.)*

97. What is your current marital status? *(Mark [x] one box.)*

- Single, never married
 Married
 Living with someone in a marriage-like relationship
 Separated
 Divorced
 Widowed

98. In what country were you born? *(Mark [x] one box.)*

- USA
 Other *(Please specify below.)*

99. What is your citizenship status? (Mark [x] one box.)

United States citizen, native

United States citizen, naturalized

Permanent resident of the United States (immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

Temporary resident of United States (non-immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

100. What is the highest level of formal education completed by your mother and your father? What is the highest level of formal education completed by your spouse or significant other? (Mark [x] one box for each person.)

	Mother ▼	Father ▼	Spouse/ Significant Other ▼
a. Doctorate degree (e.g., Ph.D., Ed.D., etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. First professional degree (e.g., dental, medical, law, theology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Master's degree (e.g., M.A., M.S., M.B.A., M.Ed., etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bachelor's degree (e.g., B.A., A.B., B.S., etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Associate's degree (e.g. A.A., A.S., etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Some college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Vocational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. High school diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Less than high school diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Don't know or not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION G: OPINIONS

101. Please indicate the extent to which you agree or disagree with each of the following statements. (Mark [x] one box for each statement.)

	Disagree Strongly ▼	Disagree Somewhat ▼	Agree Somewhat ▼	Agree Strongly ▼
a. Teaching effectiveness should be the primary criterion for promotion of instructional staff at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Research/publications should be the primary criterion for promotion of college teachers at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At this institution, research is rewarded more than teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Post-tenure review of faculty will improve the quality of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State or federal assessment requirements will improve the quality of undergraduate education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Female faculty members are treated fairly at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Faculty who are members of racial or ethnic minorities are treated fairly at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. If I had it to do over again, I would still choose an academic career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

102. Please indicate your opinion regarding whether each of the following has worsened, stayed the same, or improved in recent years at this institution. (Mark [x] one box for each item.)

	Worsened ▼	Stayed the Same ▼	Improved ▼	Don't Know ▼
a. The quality of students who choose to pursue academic careers in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The opportunities junior faculty have for advancement in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The professional competence of individuals entering my academic field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The ability of this institution to meet the educational needs of entering students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The ability of faculty to obtain external funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Pressure to increase faculty workload at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The quality of undergraduate education at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The atmosphere for free expression of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The quality of research at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The balance between the numbers of full- and part-time faculty employed by this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Endorsed by:

- American Association for Higher Education
- 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
- College and University Personnel Association
- The College Board
- The College Fund/UNCF
- Council of Graduate Schools
- The Council of Independent Colleges
- 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 Education Association



Sponsored by: National Center for Education Statistics

Supported by: National Science Foundation
National Endowment for the Humanities

Contractor: The Gallup Organization
Government & Education Division

Mailing Address: The Gallup Organization
ATTN: Julie Trausch
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Lincoln, Nebraska 68510

E-mail: NSOPF99@gallup.com
Toll-Free Number: 1-800-633-0209

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Appendix O: 1999 Field Test Faculty Questionnaire—Conventional

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**U.S. Department Of Education
Office Of Educational Research And Improvement**

National Center for Education Statistics

***1999 NATIONAL STUDY OF
POSTSECONDARY FACULTY
FIELD TEST***

FACULTY QUESTIONNAIRE



*All information that would permit
identification of individuals will be kept confidential.*

Sponsored by: National Center for Education Statistics

Supported by: National Science Foundation
National Endowment for the Humanities

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Lincoln, Nebraska 68509-9926

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Toll-Free Number: 1-800-633-0209

INSTRUCTIONS

General Instructions

Many of our questions ask about your activities during the 1997 Fall Term. By this, we mean whatever academic term was in progress on October 1, 1997.

All questions that ask about your position at "this institution" refer to your position during the 1997 Fall Term at the institution listed on the label on the back cover of the questionnaire.

This questionnaire was designed to be completed by both full-time and part-time faculty and instructional staff in 2- and 4-year (and above) higher education institutions of all types and sizes. If you are a research assistant or a teaching assistant, please note this on the cover of the questionnaire and return it without completing the questionnaire.

Completing the Questionnaire

Most questions ask you to circle a response. Other questions ask you to fill in information. Please read each question carefully and follow all instructions. Some of the questions may not appear to fit your situation precisely; if you have a response other than those listed for a particular question, please write in that response. Because this is a field test of the questionnaire, we welcome any comments you have to improve the questionnaire. For example, if instructions or questions are not clear, please indicate directly on the questionnaire how you would reword the phrase or question to make it clearer or how to make it better fit your situation. Feel free to use the margins of a page as necessary. You may also write additional comments on the last page.

Please keep track of the time you spent answering the questionnaire, and record the total number of minutes on the last page of the questionnaire. This will help us compute the average amount of time needed to complete the questionnaire for the main study.

Electronic Questionnaire

You have the option of completing either this paper questionnaire or an electronic version available on the World Wide Web (WWW). To access the WWW version of the questionnaire, see the instructions in the cover letter. Your individual Personal Identification Number (PIN) is on the cover letter.

Returning the Questionnaire

Mailing instructions for returning the completed questionnaire appear on the last page of the questionnaire.

Questions

If you have any questions about the study, please contact Brian Kuhr of The Gallup Organization toll-free at 1-800-633-0209 or via e-mail at NSOPF99@gallup.com.

NATIONAL STUDY OF POSTSECONDARY FACULTY

Faculty Questionnaire

SECTION A: NATURE OF EMPLOYMENT

1. During the 1997 Fall Term, did you have any instructional duties at this institution (e.g., teaching one or more courses, or advising or supervising students' academic activities)? *(CIRCLE ONE NUMBER)*
 1. Yes
 2. No *(SKIP TO QUESTION 3)*

2. During the 1997 Fall Term, were ... *(CIRCLE ONE NUMBER)*
 1. *all* of your instructional duties related to credit courses, or advising or supervising academic activities for which students received credit,
 2. some of your instructional duties related to credit courses or advising or supervising academic activities for which students received credit, or
 3. *all* of your instructional duties related to *non*credit courses or advising or supervising *non*credit academic activities?

3. What was your principal activity at this institution during the 1997 Fall Term? *(CIRCLE ONE NUMBER)*
 1. Teaching
 2. Research
 3. Clinical service
 4. Administration *(WRITE IN TITLE OR POSITION)* _____
 5. On sabbatical from this institution
 6. Other activity (e.g., technical activity such as programmer or technician; other institutional activities such as library services, community/public service, subsidized performer, artist-in-residence, etc.)
(WRITE IN ACTIVITY) _____
 7. Equal responsibilities between _____ and _____

4. During the 1997 Fall Term, did you have faculty status at this institution? *(CIRCLE ONE NUMBER)*
 1. Yes
 2. No, I did not have faculty status, although others did
 3. No, no one has faculty status at this institution
 4. Don't know

5. During the 1997 Fall Term, did this institution consider you to be employed part-time or full-time? *(CIRCLE ONE NUMBER)*
 1. Part-time
 2. Full-time *(SKIP TO QUESTION 8, PAGE 2)*

6. Did you hold a part-time position at this institution during the 1997 Fall Term because... (CIRCLE "1" OR "2" FOR EACH ITEM)

	<u>YES</u>	<u>NO</u>
a. you preferred working on a part-time basis?	1	2
b. a full-time position was not available?	1	2
c. you were supplementing your income from other employment?	1	2
d. you wanted to be part of an academic environment?	1	2
e. you were finishing a graduate degree?.....	1	2
f. of other reasons? (SPECIFY) _____	1	2

7. Of the above reasons, which was your *primary* reason for holding a part-time position. (WRITE IN ONE LETTER, a-f, FROM THE LIST IN QUESTION 6 ABOVE)

8. In what year did you begin the job you held at this institution during the 1997 Fall Term? Consider promotions in rank as part of the same job. (WRITE IN YEAR)

19 _____

9. Which of the following best describes your academic rank, title, or position at this institution during the 1997 Fall Term? (CIRCLE ONE NUMBER. IF NO RANKS ARE DESIGNATED AT YOUR INSTITUTION, MARK THE "NA" BOX, NOT APPLICABLE)

NA. Not applicable: no ranks designated at this institution (SKIP TO QUESTION 11)

1. Professor
2. Associate Professor
3. Assistant Professor
4. Instructor
5. Lecturer
6. Other title (SPECIFY) _____

10. In what year did you first achieve this rank/title? (WRITE IN YEAR)

19 _____

11. What was your tenure status at this institution during the 1997 Fall Term? (CIRCLE ONE NUMBER)

1. Tenured.....In what year did you achieve tenure at this institution? 19 _____ (WRITE IN YEAR)
2. On tenure track but not tenured
3. Not on tenure track / no tenure status for my position
4. Not on tenure track, but there is tenure status for my position
5. Not on tenure track / no tenure system at this institution

12. During the 1997 Fall Term, what was the duration of your contract or appointment at this institution? (CIRCLE ONE NUMBER)

1. Unspecified duration, or tenured
2. One academic term
3. One academic year or one calendar year
4. Two or more academic/calendar years
5. Other

13. During the 1997 Fall Term, did you hold any of the following kinds of appointments at this institution? (CIRCLE "1" OR "2" FOR EACH ITEM)

	<u>YES</u>	<u>NO</u>
a. Acting	1	2
b. Affiliate or adjunct	1	2
c. Visiting	1	2
d. Assigned by religious order	1	2
e. Clinical (WRITE IN TITLE OR POSITION)	1	2
<hr/>		
f. Research (WRITE IN TITLE OR POSITION).....	1	2
<hr/>		
g. Postdoctoral	1	2
h. Other (SPECIFY) _____	1	2

14. Were you chairperson of a department or division at this institution during the 1997 Fall Term? (CIRCLE ONE NUMBER)

1. Yes
2. No

CONTINUE TO THE NEXT PAGE →

15. What is your principal field or discipline of teaching? (WRITE IN THE NAME OF YOUR PRINCIPAL FIELD OR DISCIPLINE AND ENTER THE CODE NUMBER OF THE DISCIPLINE ON PAGES 4-5 THAT BEST MATCHES YOUR FIELD OF TEACHING. IF YOU HAVE NO FIELD OF TEACHING, MARK THE "NA" BOX)

NA. Not Applicable

NAME OF PRINCIPAL FIELD/DISCIPLINE OF TEACHING

CODE FOR FIELD
OR DISCIPLINE: _____

16. What is your principal area of research? If equal areas, select one. (WRITE IN THE NAME OF YOUR PRINCIPAL AREA OF RESEARCH AND ENTER THE CODE NUMBER OF THE DISCIPLINE ON PAGES 4-5 THAT BEST MATCHES YOUR FIELD OF RESEARCH. IF YOU HAVE NO RESEARCH AREA, MARK THE "NA" BOX)

NA. Not Applicable

NAME OF PRINCIPAL FIELD/DISCIPLINE OF RESEARCH

CODE FOR FIELD
OR DISCIPLINE: _____

CODES FOR MAJOR FIELDS OF STUDY AND ACADEMIC DISCIPLINES

AGRICULTURE

- 101 Agribusiness & Agricultural Production
- 102 Agricultural, Animal, Food, & Plant Sciences
- 103 Renewable Natural Resources, including Conservation, Fishing, & Forestry
- 110 Other Agriculture

ARCHITECTURE & ENVIRONMENTAL DESIGN

- 121 Architecture & Environmental Design
- 122 City, Community, & Regional Planning
- 123 Interior Design
- 124 Land Use Management & Reclamation
- 130 Other Arch. & Environmental Design

ART

- 141 Art History & Appreciation
- 142 Crafts
- 143 Dance
- 144 Design (other than Architecture or Interior)
- 145 Dramatic Arts
- 146 Film Arts
- 147 Fine Arts
- 148 Music
- 149 Music History & Appreciation
- 150 Other Visual & Performing Arts

BUSINESS

- 161 Accounting
- 162 Banking & Finance
- 163 Business Administration & Management
- 164 Business Administrative Support (e.g., Bookkeeping, Office Management, Secretarial)
- 165 Human Resources Development
- 166 Organizational Behavior
- 167 Marketing & Distribution
- 170 Other Business

COMMUNICATIONS

- 181 Advertising
- 182 Broadcasting & Journalism
- 183 Communications Research
- 184 Communication Technologies
- 190 Other Communications

COMPUTER SCIENCE

- 201 Computer & Information Sciences
- 202 Computer Programming
- 203 Data Processing
- 204 Systems Analysis
- 210 Other Computer Science

EDUCATION

- 221 Education, General
- 222 Basic Skills
- 223 Bilingual/Cross-cultural Education
- 224 Curriculum & Instruction
- 225 Education Administration
- 226 Education Evaluation & Research
- 227 Educational Psychology
- 228 Higher Education
- 229 Special Education
- 230 Student Counseling & Personnel Svcs.
- 231 Other Education

TEACHER EDUCATION

- 241 Pre-Elementary
- 242 Elementary
- 243 Secondary
- 244 Adult & Continuing
- 245 Other General Teacher Ed. Programs
- 250 Teacher Education in Specific Subjects

ENGINEERING

- 261 Engineering, General
- 262 Civil Engineering
- 263 Electrical, Electronics, & Communication Engineering
- 264 Mechanical Engineering
- 265 Chemical Engineering
- 270 Other Engineering
- 280 Engineering-Related Technologies

ENGLISH & LITERATURE

- 291 English, General
- 292 Composition & Creative Writing
- 293 American Literature
- 294 English Literature
- 295 Linguistics
- 296 Speech, Debate, & Forensics

ENGLISH & LITERATURE (continued)

- 297 English as a Second Language
- 300 English, Other

FOREIGN LANGUAGES

- 311 Chinese (Mandarin, Cantonese, or Other Chinese)
- 312 French
- 313 German
- 314 Italian
- 315 Latin
- 316 Japanese
- 317 Other Asian
- 318 Russian or Other Slavic
- 319 Spanish
- 320 Other Foreign Languages

HEALTH SCIENCES

- 331 Allied Health Technologies & Services
- 332 Dentistry
- 333 Health Services Administration
- 334 Medicine, including Psychiatry
- 335 Nursing
- 336 Pharmacy
- 337 Public Health
- 338 Veterinary Medicine
- 340 Other Health Sciences

350 HOME ECONOMICS**360 INDUSTRIAL ARTS****370 LAW****380 LIBRARY & ARCHIVAL SCIENCES****NATURAL SCIENCES: BIOLOGICAL SCIENCES**

- 391 Biochemistry
- 392 Biology
- 393 Botany
- 394 Genetics
- 395 Immunology
- 396 Microbiology
- 397 Physiology
- 398 Zoology
- 400 Biological Sciences, Other

NATURAL SCIENCES: PHYSICAL SCIENCES

- 411 Astronomy
- 412 Chemistry
- 413 Physics
- 414 Earth, Atmosphere, & Oceanographic (Geological Sciences)
- 420 Physical Sciences, Other

430 MATHEMATICS**440 STATISTICS****450 MILITARY STUDIES****460 MULTI/INTERDISCIPLINARY STUDIES****470 PARKS & RECREATION****480 PHILOSOPHY & RELIGION****490 THEOLOGY**

- 500 **PROTECTIVE SERVICES** (e.g., Criminal Justice, Fire Protection)

510 PSYCHOLOGY

- 520 **PUBLIC AFFAIRS** (e.g., Community Services, Public Administration, Public Works, Social Work)

530 SCIENCE TECHNOLOGIES**SOCIAL SCIENCES & HISTORY**

- 541 Social Sciences, General
- 542 Anthropology
- 543 Archeology
- 544 Area & Ethnic Studies
- 545 Demography
- 546 Economics
- 547 Geography
- 548 History
- 549 International Relations
- 550 Political Science & Government
- 551 Sociology
- 560 Other Social Sciences

VOCATIONAL TRAINING**CONSTRUCTION TRADES**

- 601 Carpentry
- 602 Electrician
- 603 Plumbing
- 610 Other Construction Trades

CONSUMER, PERSONAL, & MISC. SERVICES

- 621 Personal Services (e.g., Barbering, Cosmetology)
- 630 Other Consumer Services

MECHANICS & REPAIRERS

- 641 Electrical & Electronics Equipment Repair
- 642 Heating, Air Conditioning, & Refrigeration Mechanics & Repairers
- 643 Vehicle & Mobile Equipment Mechanics & Repairers
- 644 Other Mechanics & Repairers

PRECISION PRODUCTION

- 661 Drafting
- 662 Graphic & Print Communications
- 663 Leatherworking & Upholstering
- 664 Precision Metal Work
- 665 Woodworking
- 670 Other Precision Production Work

TRANSPORTATION & MATERIAL MOVING

- 681 Air Transportation (e.g., Piloting, Traffic Control, Flight Attendance, Aviation Management)
- 682 Land Vehicle & Equipment Operation
- 683 Water Transportation (e.g., Boat & Fishing Operations, Deep Water Diving, Marina Operations, Sailors & Deckhands)
- 690 Other Transportation & Material Moving

900 OTHER

SECTION B: ACADEMIC/PROFESSIONAL BACKGROUND

17. Did you receive any of the following undergraduate academic honors or awards? (CIRCLE "1" OR "2" FOR EACH ITEM.)

	<u>YES</u>	<u>NO</u>
a. National academic honor society, such as Phi Beta Kappa, Tau Beta Pi, or other field-specific national honor society.....	1	2
b. Graduation with honors (e.g., cum laude, magna cum laude, or summa cum laude)	1	2
c. Other undergraduate academic achievement award (PLEASE SPECIFY BELOW)	1	2

18. When you were in graduate school, did you receive any of the following forms of financial assistance? (CIRCLE "1" OR "2" FOR EACH ITEM. IF YOU DID NOT ATTEND GRADUATE SCHOOL, MARK THE "NA" BOX)

NA. Not applicable; did not attend graduate school

	<u>YES</u>	<u>NO</u>
a. Teaching assistantship	1	2
b. Research assistantship.....	1	2
c. Other assistantship (e.g., program or residence hall assistantship; work study).....	1	2
d. Fellowship, scholarship, traineeship, or grant.....	1	2
e. G.I. Bill or other veterans' financial aid	1	2
f. Federal or state loan.....	1	2
g. Other loan.....	1	2
h. Another form of financial assistance (PLEASE SPECIFY BELOW).....	1	2

CONTINUE TO THE NEXT PAGE →

19. Please list below (A) the degrees or other formal awards that you hold, (B) the year you received each one, (C) the name of the field, (D) the field code (from pages 4-5) that applies, and (E) the name and location of the institution from which you received each degree or award. Do not list honorary degrees. If you have more than one degree at the same level, please list the most recent degree first. (COMPLETE ALL COLUMNS FOR EACH DEGREE. IF YOU HAVE NONE OF THE DEGREES OR AWARDS LISTED BELOW, MARK THE "NA" BOX)

CODES FOR TYPE OF DEGREE	
1	First professional degree (M.D., D.O., D.D.S. or D.M.D., LL.B., J.D., D.C. or D.C.M., D.Par., Pod.D. or D.P., D.V.M., O.D., M.Div. or H.H.L. or B.D.)
2	Doctoral degree (Ph.D., Ed.D., etc.)
3	Masters of Fine Arts, Masters of Social Work (M.F.A., M.S.W.)
4	Other Master's degree (M.A., M.S., M.B.A., M.Ed.)
5	Post-baccalaureate certificate
6	Bachelor's degree (B.A., A.B., B.S.)
7	Certificate, diploma, or degree for completion of undergraduate program of more than 2 years but less than 4 years in length
8	Associate's degree or equivalent (A.A., A.S.)
9	Certificate, diploma, or degree for completion of undergraduate program of at least 1 year but less than 2 years in length

NA, Not applicable; do not hold a degree or award listed above (SKIP TO QUESTION 20, PAGE 8)

	A. Degree Code (see box above)	B. Year Received	C. Name of Field	D. Field Code (from pp. 4-5)	E. (a) Name of Institution and (b) City and State/Country of Institution
(1) Highest	_____	19_____	_____ _____	_____	a. _____ _____
					b. _____ _____
(2) Next Highest	_____	19_____	_____ _____	_____	a. _____ _____
					b. _____ _____
(3) Next Highest	_____	19_____	_____ _____	_____	a. _____ _____
					b. _____ _____
(4) Next Highest	_____	19_____	_____ _____	_____	a. _____ _____
					b. _____ _____

CONTINUE TO THE NEXT PAGE →

20. Are you currently working toward a degree? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 22)

21. Please indicate below (A) the type of degree you are currently working toward, (B) the year you anticipate receiving it, (C) name of the field, (D) the field code that applies (from pages 4-5), and (E) the name and location of the institution from which you anticipate receiving this degree.

	A.	B.	C.	D.	E.
	Degree Code (see Q. 19)	Year Anticipated	Name of Field	Field Code (from pp. 4-5)	(a) Name of Institution and (b) City and State/Country of Institution
Degree Working Toward	_____	19_____	_____	_____	a. _____ _____ b. _____ _____

22. Do you consider your position at this institution to be your primary employment? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No

23. During the 1997 Fall Term, did you do outside consulting in addition to your employment at this institution? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 25)

24. How many outside consulting jobs did you have during the 1997 Fall Term? (WRITE IN NUMBER)

_____ Number of consulting jobs

25. During the 1997 Fall Term, did you have employment other than consulting in addition to your employment at this institution? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 27)

26. How many different jobs/positions, other than your employment at this institution or consulting jobs, did you have during the 1997 Fall Term? (WRITE IN NUMBER)

_____ Number of other jobs

27. What is the total number of years you have spent in academia? (WRITE IN NUMBER. IF LESS THAN 1 YEAR, WRITE IN "1.")

_____ Number of years spent in academia

28. In how many of those years did you have any instructional responsibilities? (WRITE IN NUMBER. IF LESS THAN 1 YEAR, WRITE IN "1." IF NONE, WRITE IN "0".)

_____ Number of years with instructional responsibilities

29. Please provide the following information about your first academic position: (DO NOT INCLUDE TEACHING ASSISTANT OR RESEARCH ASSISTANT POSITIONS AS YOUR FIRST ACADEMIC POSITION. IF YOUR CURRENT POSITION IS YOUR FIRST ACADEMIC POSITION, PLEASE RESPOND FOR YOUR CURRENT POSITION.)

(1) YEARS JOB HELD: FROM: 19 ____ ____ (If current position, write in "present") TO: 19 ____ ____	(WRITE IN YEARS)	
(2) TYPE OF INSTITUTION 4 year doctoral granting college or university, graduate or professional school 4 year non-doctoral granting college or university 2-year degree granting college Other postsecondary institution	(CIRCLE ONE) 1 2 3 4	
(3) EMPLOYMENT STATUS Full-time Part-time	(CIRCLE ONE) 1 2	
(4) PRIMARY RESPONSIBILITY Executive, Administrative, Managerial Faculty (Instruction/Research/Public Service) Other Professional (Support/Service/Clinical)	(CIRCLE ONE) 1 2 3	
(5) ACADEMIC RANK/TITLE (What were your academic ranks when you began and left this academic position?) (If current job, do not indicate rank at exit.)	(CIRCLE ONE IN EACH COLUMN)	
	<u>AT HIRE</u>	<u>AT EXIT</u>
Professor	1	1
Associate Professor	2	2
Assistant Professor	3	3
Instructor	4	4
Lecturer	5	5
Other	6	6
NA. Not applicable, no rank	7	7
(6) TENURE STATUS (What was your tenure status when you began and left this academic position?) (If current job, do not indicate tenure at exit.)	(CIRCLE ONE IN EACH COLUMN)	
	<u>AT HIRE</u>	<u>AT EXIT</u>
Tenured	1	1
On tenure track but not tenured	2	2
Not on tenure track / no tenure status for my position	3	3
Not on tenure track/tenure was available for my position	4	4
Not on tenure track/no tenure system	5	5

30. In total, how many academic positions have you held? Consider promotions in rank at the same institution as part of the same position. If your occupational classification changed within the same institution, please consider this a separate position. (INCLUDE YOUR POSITION AT THIS INSTITUTION AND ALL FULL-TIME AND PART-TIME POSITIONS. DO NOT INCLUDE TEACHING OR RESEARCH ASSISTANT POSITIONS.)

1. One academic position (SKIP TO QUESTION 32, PAGE 11)
2. More than one How many? _____

31. The next questions ask about other academic positions that you have held or currently hold, **not including your current position at this institution.** (IF THE ACADEMIC POSITION WAS PART-TIME, YOUR DATES MAY OVERLAP. IF YOU HAVE NO OTHER ADDITIONAL ACADEMIC POSITIONS, MARK THE "NA" BOX AT THE TOP OF THE COLUMN.)

- ✓ Do not list promotions in rank at one place of employment as different positions.
- ✓ Do not include work as a graduate student.
- ✓ List each academic position (other than promotion in rank) separately.

<p>(1) YEARS JOB HELD</p> <p>FROM: _____</p> <p>TO: _____</p> <p><i>(If a current position, write in "present")</i></p>	<p>MOST RECENT OTHER ACADEMIC POSITION</p> <p><i>(WRITE IN YEAR)</i></p> <p>19_____</p> <p>19_____</p>	<p>NEXT MOST RECENT OTHER ACADEMIC POSITION</p> <p>NA: No other positions</p> <p><i>(WRITE IN YEAR)</i></p> <p>19_____</p> <p>19_____</p>	<p>NEXT MOST RECENT OTHER ACADEMIC POSITION</p> <p>NA: No other positions</p> <p><i>(WRITE IN YEAR)</i></p> <p>19_____</p> <p>19_____</p>																																																
<p>(2) TYPE OF INSTITUTION</p> <p>4 year doctoral granting college or university, graduate or professional school</p> <p>4 year non-doctoral granting college or university</p> <p>2-year degree granting college</p> <p>Other postsecondary institution</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>																																																
<p>(3) EMPLOYMENT STATUS</p> <p>Full-time</p> <p>Part-time</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p>																																																
<p>(4) PRIMARY RESPONSIBILITY</p> <p>Executive, Administrative, Managerial</p> <p>Faculty (Instruction/Research/Public Service)</p> <p>Other Professional (Support/Service/Clinical)</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p> <p>3</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p> <p>3</p>	<p><i>(CIRCLE ONE)</i></p> <p>1</p> <p>2</p> <p>3</p>																																																
<p>(5) ACADEMIC RANK/TITLE (What were your academic ranks when you began and left this academic position?) <i>(If current job, do not indicate rank at exit.)</i></p> <p>Professor</p> <p>Associate Professor</p> <p>Assistant Professor</p> <p>Instructor</p> <p>Lecturer</p> <p>Other</p> <p>NA. Not applicable, no rank</p>	<p><i>(CIRCLE ONE NUMBER IN EACH COLUMN)</i></p> <table border="1"> <thead> <tr> <th>AT HIRE</th> <th>AT EXIT</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> </tbody> </table>	AT HIRE	AT EXIT	1	1	2	2	3	3	4	4	5	5	6	6	7	7	<p><i>(CIRCLE ONE NUMBER IN EACH COLUMN)</i></p> <table border="1"> <thead> <tr> <th>AT HIRE</th> <th>AT EXIT</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> </tbody> </table>	AT HIRE	AT EXIT	1	1	2	2	3	3	4	4	5	5	6	6	7	7	<p><i>(CIRCLE ONE NUMBER IN EACH COLUMN)</i></p> <table border="1"> <thead> <tr> <th>AT HIRE</th> <th>AT EXIT</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> </tbody> </table>	AT HIRE	AT EXIT	1	1	2	2	3	3	4	4	5	5	6	6	7	7
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<p>(6) TENURE STATUS (What was your tenure status when you began and left this academic position?) <i>(If current job, do not indicate tenure at exit.)</i></p> <p>Tenured</p> <p>On tenure track but not tenured</p> <p>Not on tenure track / no tenure status for my position</p> <p>Not on tenure track, but tenure is available for my position</p> <p>Not on tenure track / no tenure system at this institution</p>	<p><i>(CIRCLE ONE NUMBER IN EACH COLUMN)</i></p> <table border="1"> <thead> <tr> <th>AT HIRE</th> <th>AT EXIT</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> </tbody> </table>	AT HIRE	AT EXIT	1	1	2	2	3	3	4	4	5	5	<p><i>(CIRCLE ONE NUMBER IN EACH COLUMN)</i></p> <table border="1"> <thead> <tr> <th>AT HIRE</th> <th>AT EXIT</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> </tbody> </table>	AT HIRE	AT EXIT	1	1	2	2	3	3	4	4	5	5	<p><i>(CIRCLE ONE NUMBER IN EACH COLUMN)</i></p> <table border="1"> <thead> <tr> <th>AT HIRE</th> <th>AT EXIT</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> </tbody> </table>	AT HIRE	AT EXIT	1	1	2	2	3	3	4	4	5	5												
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32. How many **non-academic** positions, other than consulting jobs, have you held since receiving your highest degree? (WRITE IN NUMBER. IF NONE, MARK THE BOX INDICATING "NONE.")

None. (SKIP TO QUESTION 35, PAGE 12)

_____ Number of non-academic positions

33. How many of these positions were... (WRITE IN NUMBER OF FULL-TIME AND PART-TIME NON-ACADEMIC POSITIONS. IF NONE, WRITE IN "0")

_____ Full-time

_____ Part-time

34. The next questions ask about non-academic positions you held since receiving your highest degree. List information on your first and your most recent non-academic positions.

(1) YEARS JOB HELD FROM: (If a current position, write in "present") TO:	FIRST NON-ACADEMIC POSITION (WRITE IN YEAR) 19_____ 19_____	MOST RECENT NON-ACADEMIC POSITION NA: No other non-academic positions (WRITE IN YEAR) 19_____ 19_____
(2) TYPE OF EMPLOYER 4 year doctoral granting college or university, graduate or professional school 4 year non-doctoral granting college or university 2-year degree granting college Other postsecondary institution Elementary or secondary school Hospital or other health care organization or clinical setting Foundation or other non-profit organization other than health care organization For-profit business or industry in the private sector Government (federal, state, or local) or military Other	(CIRCLE ONE NUMBER) 1 2 3 4 5 6 7 8 9 10	(CIRCLE ONE NUMBER) 1 2 3 4 5 6 7 8 9 10
(3) EMPLOYMENT STATUS Full-time Part-time	(CIRCLE ONE NUMBER) 1 2	(CIRCLE ONE NUMBER) 1 2
(4) PRIMARY RESPONSIBILITY Executive, Administrative, Managerial Instruction, Research, or Public Service Other Professional (Support/Service/Clinical) Technical, paraprofessional Clerical, secretarial Skilled crafts Service/Maintenance Other	(CIRCLE ONE NUMBER) 1 2 3 4 5 6 7 8	(CIRCLE ONE NUMBER) 1 2 3 4 5 6 7 8

35. How many of each of the following have you presented/published/etc. during your entire career and during the last two years? For publications, please include only works that have been accepted for publication. Count multiple presentations/publications of the same work only once. Include electronic publications in the appropriate categories that are not published elsewhere. (MARK THE "NA" BOX IF YOU HAVE NOT PUBLISHED OR PRESENTED.)

NA. Not applicable. No presentations/publications/etc. (SKIP TO QUESTION 36, PAGE 13)

Type of Presentation/Publication/etc. <i>(WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")</i>	A. Total during career	B. Total during past two years	
		Sole authorship/ creative responsibility	Joint or collaborative authorship/ responsibility
(1) Articles published in refereed professional or trade journals	_____	_____	_____
(2) Articles published in nonrefereed professional or trade journals	_____	_____	_____
(3) Creative works published in juried media	_____	_____	_____
(4) Creative works published in nonjuried media or in-house newsletters	_____	_____	_____
(5) Published reviews of books, articles, or creative works	_____	_____	_____
(6) Chapters in edited volumes	_____	_____	_____
(7) Textbooks	_____	_____	_____
(8) Other books	_____	_____	_____
(9) Monographs	_____	_____	_____
(10) Research or technical reports disseminated internally or to clients	_____	_____	_____
(11) Presentations at conferences, workshops, etc.	_____	_____	_____
(12) Exhibitions or performances in the fine or applied arts	_____	_____	_____
(13) Patents or copyrights (excluding thesis or dissertation)	_____	_____	_____
(14) Computer software products	_____	_____	_____

SECTION C: INSTITUTIONAL RESPONSIBILITIES AND WORKLOAD

36. On average, how many hours per week did you spend at each of the following kinds of activities during the 1997 Fall Term?
(WRITE IN AVERAGE NUMBER OF HOURS. IF NOT SURE, GIVE YOUR BEST ESTIMATES. IF NONE, WRITE IN "0.")

Average number of
hours per week

- _____ a. All paid activities at this institution (e.g. teaching, class preparation, research, administration)
 _____ b. All unpaid activities at this institution *(PLEASE SPECIFY TYPE OF ACTIVITY BELOW)*

 _____ c. Any other paid activities outside this institution (e.g., consulting, working on other jobs)
 _____ d. Unpaid (pro bono) professional service activities outside this institution

37. In column A, please allocate your *total*/work time in the 1997 Fall Term (as reported in Question 36) into several categories. We realize the categories are not mutually exclusive (e.g., research may include teaching; preparing a course may be part of professional growth). We ask, however, that you allocate as best you can the percentage of your time spent in activities whose primary focus falls within the indicated categories. In column B, indicate what percentage of your time you would *prefer* to spend in each of the listed categories. Time spent with colleagues should be allocated to a specific activity.

A. % of Work Time Spent	<i>(WRITE IN A PERCENTAGE ON EACH LINE. IF NOT SURE, GIVE YOUR BEST ESTIMATE; IF NONE, WRITE IN "0")</i>	B. % of Work Time Preferred
_____%	a. Undergraduate Teaching (including teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; working with student organizations or intramural athletics)	_____%
_____%	b. Graduate or First Professional Teaching (including teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; working with student organizations or intramural athletics)	_____%
_____%	c. Research/Scholarship (including research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches)	_____%
_____%	d. Professional Growth (including taking courses; pursuing an advanced degree; other professional development activities; such as practice or activities to remain current in your field)	_____%
_____%	e. Administration (including departmental or institution-wide meetings)	_____%
_____%	f. Service (including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations)	_____%
_____%	g. Outside Consulting or Freelance Work /Other Non-Teaching Activities (other activities or work not listed in a-f)	_____%
100%	<i>PLEASE BE SURE THAT THE PERCENTAGES YOU PROVIDE ADD UP TO 100%.</i>	100%

38. During the 1997 Fall Term, how many undergraduate or graduate thesis or dissertation committees, comprehensive exams, orals committees, or examination or certification committees did you serve on at this institution; how many did you chair, and what was the average number of student contact hours spent in these activities per week? (WRITE IN A NUMBER ON EACH LINE. IF NONE, WRITE IN "0" MARK THE "NA" BOX IF YOU DID NOT SERVE ON ANY COMMITTEES.)

NA. Not applicable. Did not serve on any undergraduate or graduate committees (SKIP TO QUESTION 39, PAGE 15)

Type of Committee	Number served on	Of that number, how many did you chair?	Average student contact hours per week
<i>(WRITE A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")</i>			
(1) <u>Undergraduate</u> thesis or dissertation committees; comprehensive exam or orals committees; examination/certification committees			
(2) <u>Graduate</u> thesis or dissertation committees			
(3) <u>Graduate</u> comprehensive exams or orals committees (other than as part of thesis/dissertation committees); examination/certification committees			

CONTINUE TO THE NEXT PAGE →

39. During the 1997 Fall Term, what was the total number of classes or sections you taught at this institution? (MARK THE "NA" BOX IF YOU DID NOT TEACH ANY CLASSES.)

- ✓ Do not include individualized instruction, such as independent study or individual performance classes.
- ✓ Count multiple sections of the same course as a separate class (e.g., if you taught Sociology 101 to two different groups of students during the term, count this as two separate classes).
- ✓ Count lab or discussion sections of a class as the same class (e.g., if you taught Biology 202 to a group of students during the term and the class consisted of a lecture two times a week, a lab one day a week, and a discussion section one day a week, count this work as one class).

NA. Not applicable; no classes taught (SKIP TO QUESTION 58, PAGE 19)

_____ Number of classes/sections (i.e., credit and non-credit)

40. How many different courses (preparations) do these classes/sections represent? (WRITE IN NUMBER. IF NONE, WRITE IN "0.")

_____ Number of courses these classes/sections represent

41. How many of the classes/sections that you taught during the 1997 Fall Term were remedial? (WRITE IN NUMBER. IF NONE, WRITE IN "0.")

_____ Number of classes/sections that were remedial, i.e., credit and non-credit (IF NONE, SKIP TO QUESTION 43)

42. How many of these remedial classes/sections were not creditable toward a degree (non-credit classes)? (WRITE IN A NUMBER. IF NONE, WRITE IN "0.")

_____ Number of remedial classes/sections that were not creditable toward a degree (non-credit)

43. How many of the classes/sections that you taught during the 1997 Fall Term were continuing education classes? (WRITE IN NUMBER. IF NONE, WRITE IN "0.")

_____ Number of classes/sections that were continuing education (IF NONE, SKIP TO QUESTION 45)

44. How many of these continuing education classes/sections were not creditable toward a degree (non-credit classes)? (WRITE IN A NUMBER. IF NONE, WRITE IN "0.")

_____ Number of continuing education classes/sections that were not creditable toward a degree (non-credit)

45. What is the total number of students enrolled in all your non-credit classes/sections combined? (WRITE IN NUMBER. IF NONE, WRITE IN "0.")

_____ Total number of students enrolled in non-credit classes/sections

46. How many of the classes/sections that you taught during the 1997 Fall Term were *for credit*? (WRITE IN NUMBER. IF NONE, CIRCLE "0.")

0 No classes for credit (SKIP TO QUESTION 53, PAGE 19)

_____ Number of classes/sections for credit

47. For each credit class or section that you taught at this institution during the 1997 Fall Term, please answer the following questions. For each class, enter the code for the academic discipline of the class. (REFER TO PAGES 4-5 FOR THE CODES. PLEASE ENTER THE CODE RATHER THAN THE COURSE NAME.)

- ✓ Do not include individualized instruction, such as independent study or individual one-on-one performance classes.
- ✓ If you taught multiple sections of the same course, count them as separate classes, but do not include the lab section of the course as a separate class.

	A. FOR-CREDIT CLASS A	B. FOR-CREDIT CLASS B
(1) CODE FOR ACADEMIC DISCIPLINE OF CLASS (from pages 4-5)	(ENTER CODE) _____	(ENTER CODE) _____
(2) DURING 1997 FALL TERM		
a. Number of weeks the class met b. Number of credit hours c. Number of hours the class met per week d. Number of teaching assistants, readers e. Number of students enrolled f. Was this class team taught? g. Average # hours per week <i>you</i> taught the class h. Was this class considered a remedial class?	a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____ h. 1. Yes 2. No	a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____ h. 1. Yes 2. No
(3) PRIMARY LEVEL OF STUDENTS	(CIRCLE ONE NUMBER)	(CIRCLE ONE NUMBER)
Lower division students (first or second year undergraduate) Upper division students (third or fourth year undergraduate) Graduate students First professional students (e.g., dental, medical, law, theology, etc.)	1 2 3 4	1 2 3 4
(4) PRIMARY INSTRUCTIONAL METHOD USED	(CIRCLE ONE NUMBER)	(CIRCLE ONE NUMBER)
Lecture Seminar Discussion group or class presentations Lab, clinic or problem session Apprenticeship, internship, field work, or field trips Role playing, simulation, or other performance (e.g., art, music, drama) Group projects Cooperative learning groups Other	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9

C.	D.	E.	
FOR-CREDIT CLASS C	FOR-CREDIT CLASS D	FOR-CREDITCLASS E	
(ENTER CODE) _____	(ENTER CODE) _____	(ENTER CODE) _____	(1) CODE FOR ACADEMIC DISCIPLINE OF CLASS (from pages 4-5)
a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____ h. 1. Yes 2. No	a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____ h. 1. Yes 2. No	a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____ h. 1. Yes 2. No	(2) DURING 1997 FALL TERM a. Number of weeks the class met b. Number of credit hours c. Number of hours the class met per week d. Number of teaching assistants, readers e. Number of students enrolled f. Was this class team taught g. Average # hours per week <i>you</i> taught h. Was this class considered a remedial class?
(CIRCLE ONE NUMBER) 1 2 3 4	(CIRCLE ONE NUMBER) 1 2 3 4	(CIRCLE ONE NUMBER) 1 2 3 4	(3) PRIMARY LEVEL OF STUDENTS Lower division students Upper division students Graduate students First professional students
(CIRCLE ONE NUMBER) 1 2 3 4 5 6 7 8 9	(CIRCLE ONE NUMBER) 1 2 3 4 5 6 7 8 9	(CIRCLE ONE NUMBER) 1 2 3 4 5 6 7 8 9	(4) PRIMARY METHOD USED Lecture Seminar Discussion group or class presentations Lab, clinic or problem session Apprenticeship, internship, etc. Role playing, simulation, performance, etc. Group projects Cooperative learning groups Other

48. Were any of these classes listed in Question 47 offered through a distance education program? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 51)

49. IF YES, which classes in Question 47 were offered through a distance education program? (CHECK THE COLUMN LETTERS FROM QUESTION 47 THAT APPLY)

- ___ A.
- ___ B.
- ___ C.
- ___ D.
- ___ E.

50. Were any of the following items the primary medium used for any of the classes you marked in Question 49? (CIRCLE ONE NUMBER FOR EACH ITEM)

	Yes, primary method	Yes, used, but not primary method	No, not used
a. Two-way interactive video	1	2	3
b. Two-way audio, one-way video	1	2	3
c. One-way live video	1	2	3
d. One-way prerecorded video	1	2	3
e. Two-way online (computer-based) interactions during instruction	1	2	3
f. Other computer-based technology (e.g., Internet).....	1	2	3

51. Did you teach any undergraduate courses *for credit* during the 1997 Fall Term at this institution? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 53, PAGE 19)

52. In how many of the undergraduate courses that you taught *for credit* during the 1997 Fall Term did you use ... (CIRCLE ONE NUMBER FOR EACH ITEM)

	<u>None</u>	<u>Some</u>	<u>All</u>
a. Computer-mediated or computer-assisted teaching?	1	2	3
b. Student presentations?	1	2	3
c. Student evaluations of each other's work?	1	2	3
d. Multiple-choice midterm and/or final exam?	1	2	3
e. Essay midterm and/or final exams?	1	2	3
f. Short-answer midterm and/or final exams?	1	2	3
g. Term/research papers?	1	2	3
h. Multiple drafts of written work?	1	2	3
i. Grading on a curve?	1	2	3
j. Competency-based grading?	1	2	3
k. E-mail?	1	2	3

53. During the 1997 Fall Term, did you have websites for any of the classes you taught? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 55)

54. What did you use the websites for? (CIRCLE "1" OR "2" FOR EACH ITEM)

	<u>Yes</u>	<u>No</u>
a. To post the syllabus for the class	1	2
b. To post homework assignments or readings	1	2
c. To post answers to assignments	1	2
d. To post practice exams/exercises that provide immediate scoring	1	2
e. To post exams	1	2
f. To post exam results	1	2
g. To provide links to related websites for the class	1	2
h. To post office hours	1	2
i. To post lecture/class notes	1	2
j. To allow students to download educational software and datasets	1	2
k. To post information about your background and areas of research	1	2
l. Other (PLEASE SPECIFY) _____	1	2

55. During the 1997 Fall Term, did you use electronic mail (e-mail) to communicate with students in your classes? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 58)

56. Approximately what percent of the students in your classes communicated with you via e-mail during the 1997 Fall Term? (WRITE IN PERCENT. IF NONE, WRITE IN "0.")

_____ % Percent of students in your classes who communicated with you via e-mail

57. Approximately how many hours per week did you spend responding to student e-mail during the 1997 Fall Term? (WRITE IN NUMBER OF HOURS. IF NONE, WRITE IN "0.")

_____ Hours per week spent responding to student e-mail

58. For each type of student listed below, please indicate how many students received individual instruction from you during the 1997 Fall Term, (e.g., independent study; supervising student teachers or interns; or one-on-one instruction, including working with individual students in a clinical or research setting), and the total number of contact hours with these students per week. Do not count regularly scheduled office hours. (WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0.")

Type of students receiving Formal Individualized Instruction	Number of students	Total contact hours per week
(a) Lower division students (first or second year undergraduate)		
(b) Upper division students (third or fourth year undergraduate)		
(c) Graduate students		
(d) First professional students (e.g., dental, medical, optometry, osteopathic, pharmacy, veterinary, chiropractic, law, and theology)		

59. How many students were you assigned to advise during the 1997 Fall Term? Do not include thesis or dissertation advising or independent study students in the number you were assigned to advise. (WRITE IN A NUMBER; IF NONE, WRITE IN "0.")

_____ Number of students assigned to advise (IF NONE, SKIP TO QUESTION 61)

60. On average, how many contact hours per week did you spend advising these students? (WRITE IN A NUMBER; IF NONE, WRITE IN "0.")

_____ Number of contact hours spent with students per week

61. During the 1997 Fall Term, how many regularly scheduled office hours did you have per week? (WRITE IN A NUMBER; IF NONE, WRITE IN "0.")

_____ Number of regularly scheduled office hours per week

62. During the 1997 Fall Term, approximately how many hours of informal contact with students did you have each week outside of the classroom? Do *not* count individual instruction, independent study, etc., or regularly scheduled office hours. (WRITE IN A NUMBER; IF NONE, WRITE IN "0.")

_____ Number of informal student contact hours per week

63. During the 1997 Fall Term, were you engaged in any professional research, proposal writing, creative writing, or creative works (either funded or non-funded) at this institution? (CIRCLE ONE NUMBER)

1. Yes
2. No (SKIP TO QUESTION 69, PAGE 22)

64. How would you describe your *primary* professional research, writing, or creative work during the 1997 Fall Term? (CIRCLE ONE NUMBER)

1. Pure or basic research
2. Applied research
3. Policy-oriented research or analysis
4. Literary or expressive
5. Performance
6. Program/Curriculum design and development
7. Other (SPECIFY) _____

65. During the 1997 Fall Term were you engaged in any *funded* research or *funded* creative endeavors? Include any grants, contracts, or institutional awards. Do not include consulting services. (CIRCLE ONE NUMBER)

1. Yes
2. No (SKIP TO QUESTION 69, PAGE 22)

66. During the 1997 Fall Term, were you a principal investigator (PI) or co-principal investigator (Co-PI) for any grants or contracts? (CIRCLE ONE NUMBER)

1. Yes
2. No (SKIP TO QUESTION 68, PAGE 21)

67. During the 1997 Fall Term, how many individuals at this institution other than yourself were supported, either in part or in full, by all the grants and contracts for which you were PI or Co-PI? (WRITE IN NUMBER: IF NONE, WRITE IN "0.")

_____ Number of individuals supported by grants or contracts

68. Fill out the information below for each funding source during the 1997 Fall Term. If not sure, give your best estimate. If you did not receive funding from a particular source, circle "2" in column A and move to the next funding source.

A. Funding source (CIRCLE "1" OR "2" FOR EACH)		B. Number of Grants/ Contracts (WRITE IN A NUMBER)	C. Work done as (CIRCLE ALL THAT APPLY)	D. Total funds for 1997-98 academic year (WRITE IN A NUMBER; MARK THE "DK" BOX IF YOU DON'T KNOW)	E. How funds were used (CIRCLE ALL THAT APPLY)
This institution	1. Yes → 2. No	_____	1. PI 2. Co-PI 3. Staff	\$ _____ DK. Don't know	1. Research 2. Program/curriculum development 3. Other
Foundation or other nonprofit organization	1. Yes → 2. No	_____	1. PI 2. Co-PI 3. Staff	\$ _____ DK. Don't know	1. Research 2. Program/curriculum development 3. Other
For profit business or industry in the private sector	1. Yes → 2. No	_____	1. PI 2. Co-PI 3. Staff	\$ _____ DK. Don't know	1. Research 2. Program/curriculum development 3. Other
State or local government	1. Yes → 2. No	_____	1. PI 2. Co-PI 3. Staff	\$ _____ DK. Don't know	1. Research 2. Program/curriculum development 3. Other
Federal Government	1. Yes → 2. No	_____	1. PI 2. Co-PI 3. Staff	\$ _____ DK. Don't know	1. Research 2. Program/curriculum development 3. Other
Other source (WRITE IN) _____	1. Yes → 2. No	_____	1. PI 2. Co-PI 3. Staff	\$ _____ DK. Don't know	1. Research 2. Program/curriculum development 3. Other

CONTINUE TO THE NEXT PAGE →

69. How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1997 Fall Term? (CIRCLE ONE NUMBER, OR "NA," ON EACH LINE)

<u>Not Available/ Not Applicable</u>	<u>Very Poor</u>	<u>Poor</u>	<u>Good</u>	<u>Very Good</u>	
NA	1	2	3	4	a. Basic research equipment/instruments
NA	1	2	3	4	b. Laboratory/research space and supplies
NA	1	2	3	4	c. Availability of teaching assistants
NA	1	2	3	4	d. Availability of research assistants
NA	1	2	3	4	e. Personal computers and local networks
NA	1	2	3	4	f. Centralized (main frame) computer facilities
NA	1	2	3	4	g. Internet connections
NA	1	2	3	4	h. Technical support for computer-related activities
NA	1	2	3	4	i. Audio-visual equipment
NA	1	2	3	4	j. Classroom space
NA	1	2	3	4	k. Office space
NA	1	2	3	4	l. Studio/performance space
NA	1	2	3	4	m. Secretarial support
NA	1	2	3	4	n. Library holdings

70. During the past two years, did you use institutional funds for any of the purposes specified below? (CIRCLE ONE NUMBER FOR EACH CATEGORY)

Funds for...	Used Funds During Past 2 Years?
a) Tuition remission at this <u>or</u> other institution	1. Yes 2. No, although funds were available 3. No, no funds were available, or not eligible 4. Don't know
b) Professional association memberships and/or registration fees	5. Yes 6. No, although funds were available 7. No, no funds were available, or not eligible 4. Don't know
c) Professional travel	1. Yes 2. No, although funds were available 3. No, no funds were available, or not eligible 4. Don't know
d) Training to improve research or teaching skills	1. Yes 2. No, although funds were available 3. No, no funds were available, or not eligible 4. Don't know
e) Retraining for fields in higher education	1. Yes 2. No, although funds were available 3. No, no funds were available, or not eligible 4. Don't know
f) Release time from teaching	1. Yes 2. No, although funds were available 3. No, no funds were available, or not eligible 4. Don't know
g) Sabbatical leave	1. Yes 2. No, although funds were available 3. No, no funds were available, or not eligible 4. Don't know

71. During the 1997 Fall Term, how many of the following types of non-instructional committees did you serve on at this institution? How many of these committees did you chair? Include committees at the department or division level, the school or college level, and institution-wide committees. (WRITE A NUMBER ON EACH LINE. IF YOU DID NOT SERVE ON OR CHAIR A COMMITTEE, WRITE "0" ON THE LINE. IF YOU DID NOT SERVE ON OR CHAIR ANY NON-INSTRUCTIONAL COMMITTEES, MARK THE "NA" BOX.)

NA. Not applicable. Did not serve on or chair any of the non-instructional committees listed below. (SKIP TO QUESTION 74)

Non-instructional Committees	Number of Committees Served On	Number of Committees Chaired
a) Curriculum Committees	_____	_____
b) Managerial Committees (e.g., search or recruitment committees)	_____	_____
c) Governance Committees (e.g., faculty senate)	_____	_____
d) Other (SPECIFY) _____	_____	_____

72. How many of these non-instructional committees were required or assigned? (WRITE IN NUMBER. IF NONE, WRITE IN "0.")

_____ Number of non-instructional committees that were required or assigned (IF NONE, SKIP TO QUESTION 74)

73. On average, approximately how many hours per week did you spend on required or assigned non-instructional committee work? (WRITE IN NUMBER. IF NONE, WRITE IN "0.")

_____ Hours per week spent on required or assigned non-instructional committee work

74. Are you a member of a union (or other bargaining association) that represents faculty at this institution? (CIRCLE ONE NUMBER)

1. Union is not available
2. Union is available, but I am not eligible
3. I am eligible, but not a member
4. I am eligible, and a member

CONTINUE TO THE NEXT PAGE →

SECTION D: JOB SATISFACTION ISSUES

75. How satisfied or dissatisfied are you with each of the following aspects of your instructional duties at this institution?

(MARK THE "NA" BOX IF YOU HAD NO INSTRUCTIONAL DUTIES. CIRCLE ONE NUMBER FOR EACH ITEM; IF AN ITEM DOES NOT APPLY TO YOU, CIRCLE "NA" NEXT TO THE ITEM)

NA. Not applicable; no instructional duties *(SKIP TO QUESTION 76)*

<u>Very Dissatisfied</u>	<u>Somewhat Dissatisfied</u>	<u>Somewhat Satisfied</u>	<u>Very Satisfied</u>	<u>Not Applicable</u>	
1	2	3	4	NA	a. The authority I have to make decisions about content and methods in the courses I teach
1	2	3	4	NA	b. The authority I have to make decisions about what courses I teach
1	2	3	4	NA	c. The authority I have to make decisions about other (non-instructional) aspects of my job
1	2	3	4	NA	d. Time available for working with students as an advisor, mentor, etc.
1	2	3	4	NA	e. Time available for class preparation
1	2	3	4	NA	f. Quality of undergraduate students whom I have taught here
1	2	3	4	NA	g. Quality of graduate students whom I have taught here

76. How satisfied or dissatisfied are you with the following aspects of your job at this institution? (CIRCLE ONE NUMBER FOR EACH ITEM)

<u>Very Dissatisfied</u>	<u>Somewhat Dissatisfied</u>	<u>Somewhat Satisfied</u>	<u>Very Satisfied</u>	
1	2	3	4	a. My work load
1	2	3	4	b. My job security
1	2	3	4	c. Opportunity for advancement in rank at this institution
1	2	3	4	d. Time available for keeping current in my field
1	2	3	4	e. The relationship between administrators and faculty at this institution
1	2	3	4	f. The effectiveness of faculty leadership at this institution (e.g. academic senate, faculty councils, etc.)
1	2	3	4	g. Freedom to do outside consulting
1	2	3	4	h. My salary
1	2	3	4	i. My benefits, generally
1	2	3	4	j. Spouse or partner employment opportunities in this geographic area
1	2	3	4	k. My job here, overall

77. During the next three years, how likely is it that you will leave this job to: (CIRCLE ONE NUMBER FOR EACH ITEM)

<u>Not At All Likely</u>	<u>Somewhat Likely</u>	<u>Very Likely</u>
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

- a. accept a part-time job at a different postsecondary institution?
- b. accept a full-time job at a different postsecondary institution?
- c. accept a part-time job not at a postsecondary institution?
- d. accept a full-time job not at a postsecondary institution?
- e. retire from the labor force?

78. At what age do you think you are most likely to stop working at a postsecondary institution? (WRITE IN AGE, OR MARK "DK. DON'T KNOW")

_____ Years of age

DK. Don't know

79. If you were to leave your current position at this institution to accept another position inside or outside of academia, how important would each of the following be in your decision? (CIRCLE ONE NUMBER FOR EACH ITEM)

	<u>Not Important</u>	<u>Somewhat Important</u>	<u>Very Important</u>
a. Salary level	1	2	3
b. Tenure-track/tenured position.....	1	2	3
c. Job security	1	2	3
d. Opportunities for advancement	1	2	3
e. Benefits	1	2	3
f. No pressure to publish.....	1	2	3
g. Good research facilities and equipment	1	2	3
h. Good instructional facilities and equipment	1	2	3
i. Good job or job opportunities for my spouse or partner	1	2	3
j. Good geographic location.....	1	2	3
k. Good environment/schools for my children	1	2	3
l. Greater opportunity to teach.....	1	2	3
m. Greater opportunity to do research.....	1	2	3
n. Greater opportunity for administrative responsibilities.....	1	2	3

80. Of the above factors, write in the letter of the item (a-n) that would be most important in your decision to leave. (WRITE IN A LETTER, a-n, FROM QUESTION 79)

_____ Factor from Question 79

81. If you could elect to draw on your retirement and still continue working at this institution on a part-time basis, would you do so? (CIRCLE ONE NUMBER OR MARK "DK" FOR DON'T KNOW)

- 1. Yes
- 2. No

DK. Don't know

82. Have you retired from another position? (CIRCLE ONE NUMBER)

- 1. Yes
- 2. No (SKIP TO QUESTION 84)

83. What type of position have you retired from? (CIRCLE ONE NUMBER)

- 1. Executive, administrative, managerial
- 2. Instruction/research/public service
- 3. Other professional (support/service)
- 4. Technical, paraprofessional
- 5. Clerical, secretarial
- 6. Skilled crafts
- 7. Service/maintenance
- 8. Other (PLEASE SPECIFY) _____

84. If an early retirement option were offered to you at this institution, would you take it? (CIRCLE ONE NUMBER OR MARK "DK" FOR DON'T KNOW)

- 1. Yes
- 2. No

DK. Don't know

85. At which age do you think you are most likely to retire from all paid employment? (WRITE IN AGE, OR MARK "DK" FOR DON'T KNOW)

_____ Years of age

DK. Don't know

SECTION E: COMPENSATION

Note: Your responses to these items as with all other items in this questionnaire are voluntary and strictly confidential. They will be used only in statistical summaries, and will not be disclosed to your institution or to any individual or group. Furthermore, all information that would permit identification of individuals will be removed from the survey files.

86. For the 1997 calendar year, please estimate your gross compensation before taxes from each of the sources listed below. (WRITE IN DOLLAR AMOUNT. IF NOT SURE, GIVE YOUR BEST ESTIMATES; IF NO COMPENSATION FROM A SOURCE, MARK THE "NA" NOT APPLICABLE BOX)

NA

↓

Compensation from this institution:

\$ _____ a. Basic salary
Basic salary is based on: (CHECK ONE BOX IN "TYPE" AND WRITE IN A NUMBER)
TYPE **NUMBER**
length of appointment in months (e.g. 9 months) _____ months
number of credit hours taught _____ credit hours
number of classes taught _____ classes
other (SPECIFY) _____ (SPECIFY) _____

\$ _____ b. Other teaching at this institution not included in basic salary (e.g., for summer session, overload courses)

\$ _____ c. Supplements not included in basic salary (for administration, research, coaching sports, etc.)

\$ _____ d. Non-monetary compensation, such as food, housing, car provided by this institution
(Do not include employee benefits such as medical, dental, or life insurance.)

\$ _____ e. Any other income from this institution

Compensation from other sources:

\$ _____ f. Employment at another academic institution

\$ _____ g. Legal or medical services or psychological counseling

\$ _____ h. Outside consulting, consulting business or freelance work

\$ _____ i. Self-owned business (other than consulting)

\$ _____ j. Professional performances or exhibitions

\$ _____ k. Speaking fees, honoraria

\$ _____ l. Royalties or commissions

\$ _____ m. Any other employment

\$ _____ n. Other non-monetary compensation, such as food, housing, car
(Do not include other employee benefits such as medical, dental, or life insurance.)

CONTINUE TO THE NEXT PAGE →

Other sources of earned income (WRITE IN BELOW):

\$ _____ o. _____

\$ _____ p. _____

87. What was the gross income of your spouse or significant other for the 1997 calendar year? (WRITE IN NUMBER. IF NO INCOME, WRITE IN "0" IF NO SPOUSE OR SIGNIFICANT OTHER, MARK THE "NA" BOX)

\$ _____ Gross income of spouse/significant other for 1997

NA No spouse or significant other

88. For the 1997 calendar year, how many persons lived in your household including yourself? (WRITE IN NUMBER)

_____ Total number in household

89. For the 1997 calendar year, what was your total household income before taxes? (WRITE IN NUMBER)

\$ _____ Total household income before taxes

90. For the 1997 calendar year, how many dependents did you have? Do not include yourself. (A dependent is someone receiving at least half of his or her financial support from you.) (WRITE IN NUMBER. IF NONE, WRITE IN "0.")

_____ Number of dependents

CONTINUE TO THE NEXT PAGE →

SECTION F: SOCIODEMOGRAPHIC CHARACTERISTICS

91. Are you . . .

1. male, or
2. female?

92. In what month and year were you born? *(WRITE IN MONTH AND YEAR)*

_____ 19 _____
MONTH YEAR

93. What is your ethnicity? *(CIRCLE ONE NUMBER)*

1. Hispanic or Latino
2. Not Hispanic or Latino

94. What is your race? *(CIRCLE ONE OR MORE)*

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Native Hawaiian or Other Pacific Islander
5. White

95. Are you a person with a disability? *(CIRCLE ONE NUMBER)*

1. Yes
2. No *(SKIP TO QUESTION 97)*

96. What type of disability do you have? *(CIRCLE ALL THAT APPLY)*

1. Hearing impairment (i.e., deaf or hard of hearing)
2. Blind or visual impairment that cannot be corrected by wearing glasses, or legally blind
3. Speech or language impairment
4. Mobility/orthopedic impairment
5. Other *(SPECIFY)* _____

97. What is your current marital status? *(CIRCLE ONE NUMBER)*

1. Single, never married
2. Married
3. Living with someone in a marriage-like relationship
4. Separated
5. Divorced
6. Widowed

98. In what country were you born? (CIRCLE ONE NUMBER)

- 1. USA
- 2. Other (SPECIFY) _____

99. What is your citizenship status? (CIRCLE ONE NUMBER)

- 1. United States citizen, native
- 2. United States citizen, naturalized
- 3. Permanent resident of the United States (immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

- 4. Temporary resident of United States (non-immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

100. What is the highest level of formal education completed by your mother and your father? What is the highest level of formal education completed by your spouse or significant other? (CIRCLE ONE FOR EACH PERSON)

<u>Mother</u>	<u>Father</u>	<u>Spouse or Significant Other</u>	
1	1	1	a. Doctorate degree (e.g., Ph.D., Ed.D., etc.)
2	2	2	b. First professional degree (e.g., dental, medical, law, theology, etc.)
3	3	3	c. Master's degree (e.g., M.A., M.S., M.B.A., M.Ed., etc.)
4	4	4	d. Bachelor's degree (e.g., B.A., A.B., B.S., etc.)
5	5	5	e. Associate's degree (e.g., A.A., A.S., etc.)
6	6	6	f. Some college
7	7	7	g. Vocational training
8	8	8	h. High school diploma
9	9	9	i. Less than high school diploma
10	10	10	j. Don't know or not applicable

SECTION G: OPINIONS

101. Please indicate the extent to which you agree or disagree with each of the following statements. (CIRCLE ONE NUMBER FOR EACH STATEMENT)

<u>Disagree Strongly</u>	<u>Disagree Somewhat</u>	<u>Agree Somewhat</u>	<u>Agree Strongly</u>	
1	2	3	4	a. Teaching effectiveness should be the primary criterion for promotion of faculty/instructional staff at this institution.
1	2	3	4	b. Research/publications should be the primary criterion for promotion of faculty/instructional staff at this institution.
1	2	3	4	c. At this institution, research is rewarded more than teaching.
1	2	3	4	d. Post-tenure review of faculty will improve the quality of higher education.
1	2	3	4	e. State or federal assessment requirements will improve the quality of undergraduate education.
1	2	3	4	f. Female faculty members are treated fairly at this institution.
1	2	3	4	g. Faculty who are members of racial or ethnic minorities are treated fairly at this institution.
1	2	3	4	h. If I had it to do over again, I would still choose an academic career.

102. Please indicate your opinion regarding whether each of the following has worsened, stayed the same, or improved in recent years at this institution. (CIRCLE ONE NUMBER FOR EACH ITEM)

<u>Worsened</u>	<u>Stayed the Same</u>	<u>Improved</u>	<u>Don't Know</u>	
1	2	3	DK	a. The quality of students who choose to pursue academic careers in my field
1	2	3	DK	b. The opportunities junior faculty have for advancement in my field
1	2	3	DK	c. The professional competence of individuals entering my academic field
1	2	3	DK	d. The ability of this institution to meet the educational needs of entering students
1	2	3	DK	e. The ability of faculty to obtain external funding
1	2	3	DK	f. Pressure to increase faculty workload at this institution
1	2	3	DK	g. The quality of undergraduate education at this institution
1	2	3	DK	h. The atmosphere for free expression of ideas
1	2	3	DK	i. The quality of research at this institution
1	2	3	DK	j. The balance between the numbers of full- and part-time faculty employed by this institution.

RESPONDENT LABEL

Endorsed by:

- American Association for Higher Education
- 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
- College and University Personnel Association
- The College Board
- The College Fund/UNCF
- Council of Graduate Schools
- The Council of Independent Colleges
- 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 Education Association

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Government & Education Division
1 Church Street, Suite 900
Rockville, Maryland 20850

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P.O. Box 5700
Lincoln, Nebraska 68505-9926

E-mail: NSOPF99@gallup.com
Toll Free Number: 1-800-633-0209

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Appendix P: 1993 Faculty Questionnaire

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**U.S. Department of Education
Office of Educational Research and Improvement**

National Center for Education Statistics

1993 NATIONAL STUDY OF POSTSECONDARY FACULTY

***FACULTY
QUESTIONNAIRE***

All information on this form will be kept confidential and will not be disclosed or released to your institution or any other group or individual.

**Co-sponsored by: National Science Foundation
National Endowment for the Humanities**

**Contractor: National Opinion Research Center (NORC)
University of Chicago
Mailing Address:
1525 East 55th Street
Chicago, Illinois 60615
Toll-Free Number: 1-800-733-NORC**

NATIONAL STUDY OF POSTSECONDARY FACULTY
Instructions for Completing Faculty Questionnaire

Many of our questions ask about your activities during the 1992 Fall Term. By this, we mean whatever academic term was in progress on October 15, 1992.

*All questions that ask about your position at "this institution" refer to your position during the 1992 Fall Term **at the institution listed on the label on the back cover of the questionnaire.***

This questionnaire was designed to be completed by both full-time and part-time instructional faculty and staff, and non-instructional faculty, in 2- and 4-year (and above) higher education institutions of all types and sizes. Please read each question carefully and follow all instructions. Some of the questions may not appear to fit your situation precisely; if you have a response other than those listed for a particular question, write in that response.

Most questions ask you to circle a number to indicate your response. Circle the number in front of your response and not the response itself. Other questions ask you to fill in information; write in the information in the space provided.

Mailing instructions for returning the completed questionnaire are on page 26.

If you have any questions on how to proceed, please call NORC toll-free at 1-800-733-NORC.

9. Which of the following best describes your academic rank, title, or position at this institution during the 1992 Fall Term? (CIRCLE ONE NUMBER, OR "NA")

NA. Not applicable: no ranks designated at this institution (SKIP TO QUESTION 11)

1. Professor
2. Associate Professor
3. Assistant Professor
4. Instructor
5. Lecturer
6. Other (WRITE IN) _____

10. In what year did you first achieve this rank?
(WRITE IN YEAR)

19 ~ ~

11. During the 1992 Fall Term, which of the following kinds of appointments did you hold at this institution?
(CIRCLE ALL THAT APPLY)

1. Acting
2. Affiliate or adjunct
3. Visiting
4. Assigned by religious order
5. Clinical
(WRITE IN TITLE OR POSITION) _____
6. Research
(WRITE IN TITLE OR POSITION) _____
7. None of the above

12. What is your principal field or discipline of teaching? (REFER TO THE LIST OF MAJOR FIELDS OF STUDY ON PAGES 5 AND 6 AND ENTER THE APPROPRIATE CODE NUMBER AND NAME BELOW. IF YOU HAVE NO FIELD OF TEACHING, CIRCLE "NA")

NA. Not Applicable

CODE FOR FIELD
OR DISCIPLINE: _____

NAME OF PRINCIPAL FIELD/DISCIPLINE

13. What is your principal area of research? If equal areas, select one. (IF YOU HAVE NO RESEARCH AREA, CIRCLE "NA")

NA. Not Applicable

CODE FOR FIELD
OR DISCIPLINE: _____

NAME OF PRINCIPAL FIELD/DISCIPLINE

CODES FOR MAJOR FIELDS OF STUDY AND ACADEMIC DISCIPLINES

AGRICULTURE		COMPUTER SCIENCE	
101	Agribusiness & Agricultural Production	201	Computer & Information Sciences
102	Agricultural, Animal, Food, & Plant Sciences	202	Computer Programming
103	Renewable Natural Resources, including Conservation, Fishing, & Forestry	203	Data Processing
110	Other Agriculture	204	Systems Analysis
		210	Other Computer Science
ARCHITECTURE & ENVIRONMENTAL DESIGN		EDUCATION	
121	Architecture & Environmental Design	221	Education, General
122	City, Community, & Regional Planning	222	Basic Skills
123	Interior Design	223	Bilingual/Cross-cultural Education
124	Land Use Management & Reclamation	224	Curriculum & Instruction
130	Other Arch. & Environmental Design	225	Education Administration
		226	Education Evaluation & Research
		227	Educational Psychology
ART		228	Special Education
141	Art History & Appreciation	229	Student Counseling & Personnel Svcs.
142	Crafts	230	Other Education
143	Dance		
144	Design (other than Arch. or Interior)	TEACHER EDUCATION	
145	Dramatic Arts	241	Pre-Elementary
146	Film Arts	242	Elementary
147	Fine Arts	243	Secondary
148	Music	244	Adult & Continuing
149	Music History & Appreciation	245	Other General Teacher Ed. Programs
150	Other Visual & Performing Arts	250	Teacher Education in Specific Subjects
BUSINESS		ENGINEERING	
161	Accounting	261	Engineering, General
162	Banking & Finance	262	Civil Engineering
163	Business Administration & Management	263	Electrical, Electronics, & Communication Engineering
164	Business Administrative Support (e.g., Bookkeeping, Office Management, Secretarial)	264	Mechanical Engineering
165	Human Resources Development	265	Chemical Engineering
166	Organizational Behavior	270	Other Engineering
167	Marketing & Distribution	280	Engineering-Related Technologies
170	Other Business		
COMMUNICATIONS		ENGLISH AND LITERATURE	
181	Advertising	291	English, General
182	Broadcasting & Journalism	292	Composition & Creative Writing
183	Communications Research	293	American Literature
184	Communication Technologies	294	English Literature
190	Other Communications	295	Linguistics
		296	Speech, Debate, & Forensics
		297	English as a Second Language
		300	English, Other

	FOREIGN LANGUAGES	510	PSYCHOLOGY
311	Chinese (Mandarin, Cantonese, or Other Chinese)		
312	French	520	PUBLIC AFFAIRS (e.g., Community Services, Public Administration, Public Works, Social Work)
313	German		
314	Italian		
315	Latin	530	SCIENCE TECHNOLOGIES
316	Japanese		
317	Other Asian		SOCIAL SCIENCES AND HISTORY
318	Russian or Other Slavic	541	Social Sciences, General
319	Spanish	542	Anthropology
320	Other Foreign Languages	543	Archeology
		544	Area & Ethnic Studies
	HEALTH SCIENCES	545	Demography
331	Allied Health Technologies & Services	546	Economics
332	Dentistry	547	Geography
333	Health Services Administration	548	History
334	Medicine, including Psychiatry	549	International Relations
335	Nursing	550	Political Science & Government
336	Pharmacy	551	Sociology
337	Public Health	560	Other Social Sciences
338	Veterinary Medicine		
340	Other Health Sciences		VOCATIONAL TRAINING
			CONSTRUCTION TRADES
350	HOME ECONOMICS	601	Carpentry
360	INDUSTRIAL ARTS	602	Electrician
370	LAW	603	Plumbing
380	LIBRARY & ARCHIVAL SCIENCES	610	Other Construction Trades
	NATURAL SCIENCES: BIOLOGICAL SCIENCES		CONSUMER, PERSONAL, & MISC. SERVICES
391	Biochemistry	621	Personal Services (e.g., Barbering, Cosmetology)
392	Biology	630	Other Consumer Services
393	Botany		MECHANICS AND REPAIRERS
394	Genetics	641	Electrical & Electronics Equipment Repair
395	Immunology	642	Heating, Air Conditioning, & Refrigeration Mechanics & Repairers
396	Microbiology	643	Vehicle & Mobile Equipment Mechanics & Repairers
397	Physiology	644	Other Mechanics & Repairers
398	Zoology		PRECISION PRODUCTION
400	Biological Sciences, Other	661	Drafting
	NATURAL SCIENCES: PHYSICAL SCIENCES	662	Graphic & Print Communications
411	Astronomy	663	Leatherworking & Upholstering
412	Chemistry	664	Precision Metal Work
413	Physics	665	Woodworking
414	Earth, Atmosphere, and Oceanographic (Geological Sciences)	670	Other Precision Production Work
420	Physical Sciences, Other		TRANSPORTATION AND MATERIAL MOVING
430	MATHEMATICS	681	Air Transportation (e.g., Piloting, Traffic Control, Flight Attendance, Aviation Management)
440	STATISTICS	682	Land Vehicle & Equipment Operation
450	MILITARY STUDIES	683	Water Transportation (e.g., Boat & Fishing Operations, Deep Water Diving, Marina Operations, Sailors & Deckhands)
460	MULTI/INTERDISCIPLINARY STUDIES	690	Other Transportation & Material Moving
470	PARKS & RECREATION	900	OTHER (IF YOU USE THIS CODE, BE SURE TO WRITE IN A COMPLETE DESCRIPTION AT QUESTIONS 12-13, AND 16)
480	PHILOSOPHY AND RELIGION		
490	THEOLOGY		
500	PROTECTIVE SERVICES (e.g., Criminal Justice, Fire Protection)		

SECTION B. ACADEMIC/PROFESSIONAL BACKGROUND

14. Which of the following undergraduate academic honors or awards, if any, did you receive?
(CIRCLE ALL THAT APPLY)

1. National academic honor society, such as Phi Beta Kappa, Tau Beta Pi, or other field-specific national honor society
2. Cum laude or honors
3. Magna cum laude or high honors
4. Summa cum laude or highest honors
5. Other undergraduate academic achievement award
6. None of the above

15. When you were in graduate school, which of the following forms of financial assistance, if any, did you receive? *(CIRCLE ALL THAT APPLY, OR CIRCLE "NA")*

NA. Not applicable; did not attend graduate school **(GO TO QUESTION 16)**

1. Teaching assistantship
2. Research assistantship
3. Program or residence hall assistantship
4. Fellowship
5. Scholarship or traineeship
6. Grant
7. G.I. Bill or other veterans' financial aid
8. Federal or state loan
9. Other loan
10. None of the above

16. Please list below the degrees or other formal awards that you hold, the year you received each one, the field code (from pages 5-6) that applies, name of the field, and the name and location of the institution from which you received each degree or award. Do not list honorary degrees. (COMPLETE ALL COLUMNS FOR EACH DEGREE)

CODES FOR TYPE OF DEGREE

- 1 Professional degree (M.D., D.D.S., L.L.B., etc.)
- 2 Doctoral degree (Ph.D., Ed.D., etc.)
- 3 Master's degree or equivalent
- 4 Bachelor's degree or equivalent
- 5 Certificate, diploma, or degree for completion of undergraduate program of more than 2 years but less than 4 years in length
- 6 Associate's degree or equivalent
- 7 Certificate, diploma, or degree for completion of undergraduate program of at least 1 year but less than 2 years in length

A. Degree Code (see above)	B. Year Received	C. Field Code (from pp. 5-6)	D. Name of Field (from pp. 5-6)	E. Name of Institution (a) and City and State/Country of Institution (b)
(1) Highest _____	19_____	_____	_____	a. _____ _____
				b. _____ _____
(2) Next Highest _____	19_____	_____	_____	a. _____ _____
				b. _____ _____
(3) Next Highest _____	19_____	_____	_____	a. _____ _____
				b. _____ _____
(4) Next Highest _____	19_____	_____	_____	a. _____ _____
				b. _____ _____

17. During the 1992 Fall Term, were you employed only at this institution, or did you also have other employment including any outside consulting or other self-owned business, or private practice? (CIRCLE ONE NUMBER)

1. Employed only at this institution (SKIP TO QUESTION 19)
2. Had other employment, consulting, self-owned business, or private practice

17A. How many different jobs, other than your employment at this institution, did you have during the 1992 Fall Term? Include all outside consulting, self-owned business, and private practice. (WRITE IN NUMBER)

_____ Number of Jobs

18. Not counting any employment at this institution, what was the employment sector of the main other job you held during Fall 1992? (CIRCLE ONE NUMBER)

1. 4-year college or university, graduate or professional school
2. 2-year or other postsecondary institution
3. Elementary or secondary school
4. Consulting, freelance work, self-owned business, or private practice
5. Hospital or other health care or clinical setting
6. Foundation or other nonprofit organization other than health care organization
7. For-profit business or industry in the private sector
8. Federal government, including military, or state or local government
9. Other (WRITE IN) _____

18A. What year did you begin that job?
(WRITE IN YEAR)

19 ~ ~

18B. What was your primary responsibility in that job?
(CIRCLE ONE NUMBER)

1. Teaching
2. Research
3. Technical activities (e.g., programmer, technician, chemist, engineer, etc.)
4. Clinical service
5. Community/public service
6. Administration
7. Other

18C. Was that job full-time or part-time? (CIRCLE ONE NUMBER)

1. Full-time
2. Part-time

19. The next questions ask about jobs that ended before the beginning of the 1992 Fall Term. For the three most recent and significant main jobs that you held during the past 15 years, indicate below the year you began and the year you left each job, the employment sector, your primary responsibility, and whether you were employed full-time or part-time.

- Do not list promotions in rank at one place of employment as different jobs.
- Do not include temporary positions (i.e., summer positions) or work as a graduate student.
- List each job (other than promotion in rank) separately.

If not applicable, circle "NA"))))<	NA	NA	NA
<p>(1) YEARS JOB HELD</p> <p>FROM: 19_____</p> <p>TO: 19_____</p>	<p>A.</p> <p>MOST RECENT MAIN JOB (PRIOR TO FALL 1992)</p> <p>19_____</p> <p>19_____</p>	<p>B.</p> <p>NEXT MOST RECENT MAIN JOB</p> <p>19_____</p> <p>19_____</p>	<p>C.</p> <p>NEXT MOST RECENT MAIN JOB</p> <p>19_____</p> <p>19_____</p>
<p>(2) EMPLOYMENT SECTOR</p> <p>4-year college or university, graduate or professional school</p> <p>2-year or other postsecondary institution</p> <p>Elementary or secondary school</p> <p>Consulting, freelance work, self-owned business, or private practice</p> <p>Hospital or other health care or clinical setting</p> <p>Foundation or other nonprofit organization other than health care organization</p> <p>For-profit business or industry in the private sector</p> <p>Federal government, including military, or state or local government</p> <p>Other</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p>
<p>(3) PRIMARY RESPONSIBILITY</p> <p>Teaching</p> <p>Research</p> <p>Technical activities (e.g., programmer, technician, chemist, engineer, etc.)</p> <p>Clinical service</p> <p>Community/public service</p> <p>Administration</p> <p>Other</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>
<p>(4) FULL-TIME/PART-TIME</p> <p>Full-time</p> <p>Part-time</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p>	<p>(CIRCLE ONE)</p> <p>1</p> <p>2</p>

20. About how many of each of the following have you presented/published/etc. during your entire career and during the last 2 years? For publications, please include only works that have been accepted for publication. Count multiple presentations/publications of the same work only once. (CIRCLE "NA" IF YOU HAVE NOT PUBLISHED OR PRESENTED)

NA. No presentations/publications/etc. **(GO TO QUESTION 21)**

(WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")

Type of Presentation/Publication/etc.	A. Total during career	B. Number in past 2 years
(1) Articles published in refereed professional or trade journals	_____	_____
(2) Articles published in nonrefereed professional or trade journals	_____	_____
(3) Creative works published in juried media	_____	_____
(4) Creative works published in nonjuried media or in-house newsletters	_____	_____
(5) Published reviews of books, articles, or creative works	_____	_____
(6) Chapters in edited volumes	_____	_____
(7) Textbooks	_____	_____
(8) Other books	_____	_____
(9) Monographs	_____	_____
(10) Research or technical reports disseminated internally or to clients	_____	_____
(11) Presentations at conferences, workshops, etc.	_____	_____
(12) Exhibitions or performances in the fine or applied arts	_____	_____
(13) Patents or copyrights (excluding thesis or dissertation)	_____	_____
(14) Computer software products	_____	_____

SECTION C. INSTITUTIONAL RESPONSIBILITIES AND WORKLOAD

21. During the 1992 Fall Term, how many undergraduate or graduate thesis or dissertation committees, comprehensive exams, orals committees, or examination or certification committees did you chair and/or serve on at this institution? (CIRCLE "NA" IF YOU DID NOT SERVE ON ANY COMMITTEES)

NA. Did not serve on any undergraduate or graduate committees **(GO TO QUESTION 22)**

(WRITE IN A NUMBER ON EACH LINE; IF NONE, WRITE IN "0")

Type of Committee	A. Number served on	B. Of that number, how many did you chair?
(1) <u>Undergraduate</u> thesis or dissertation committees	_____	_____
(2) <u>Undergraduate</u> comprehensive exams or orals committees (other than as part of thesis/dissertation committees)	_____	_____
(3) <u>Undergraduate</u> examination/certification committees	_____	_____
(4) <u>Graduate</u> thesis or dissertation committees	_____	_____
(5) <u>Graduate</u> comprehensive exams or orals committees (other than as part of thesis/dissertation committees)	_____	_____
(6) <u>Graduate</u> examination/certification committees	_____	_____

22. During the 1992 Fall Term, what was the total number of classes or sections you taught at this institution? Do not include individualized instruction, such as independent study or individual performance classes. Count multiple sections of the same course as a separate class, but not the lab section of a course. (WRITE IN A NUMBER, OR CIRCLE "0")

0. No classes taught **(SKIP TO QUESTION 25)**

_____ Number of classes/sections **(ANSWER 22A)**

+)Q
*
*
*
*
*
.)<

22A. How many of those classes were classes for credit?

0. No classes for credit **(SKIP TO QUESTION 25)**

_____ Number of classes/sections for credit **(ANSWER QUESTION 23 ON THE NEXT PAGE)**

23. For each class or section that you taught for credit at this institution during the 1992 Fall Term, please answer the following items. Do not include individualized instruction, such as independent study or individual one-on-one performance classes.

If you taught multiple sections of the same course, count them as separate classes, but do not include the lab section of the course as a separate class. For each class, enter the code for the academic discipline of the class. (Refer to pages 5-6 for the codes. Please enter the code rather than the course name.)

	A.	B.
	FIRST FOR-CREDIT CLASS	SECOND FOR-CREDIT CLASS
(1) CODE FOR ACADEMIC DISCIPLINE OF CLASS (from pp. 5-6)	<input type="text"/>	<input type="text"/>
(2) DURING 1992 FALL TERM		
Number of weeks the class met?	a. _____	a. _____
Number of credit hours?	b. _____	b. _____
Number of hours the class met per week?	c. _____	c. _____
Number of teaching assistants, readers?	d. _____	d. _____
Number of students enrolled?	e. _____	e. _____
Was this class team taught?	f. 1. Yes 2. No	f. 1. Yes 2. No
Average # hours per week <i>you</i> taught the class?	g. _____	g. _____
(3) PRIMARY LEVEL OF STUDENTS	(CIRCLE ONE)	(CIRCLE ONE)
Lower division students (first or second year postsecondary) <u>or</u>	1	1
Upper division students (third or fourth year postsecondary) <u>or</u>	2	2
Graduate or any other post-baccalaureate students, <u>or</u>	3	3
All other students?	4	4
(4) PRIMARY INSTRUCTIONAL METHOD USED	(CIRCLE ONE)	(CIRCLE ONE)
Lecture	1	1
Seminar	2	2
Discussion group or class presentations	3	3
Lab, clinic or problem session	4	4
Apprenticeship, internship, field work, or field trips	5	5
Role playing, simulation, or other performance (e.g., art, music, drama)	6	6
TV or radio	7	7
Group projects	8	8
Cooperative learning groups	9	9

C.	D.	E.	
THIRD FOR-CREDIT CLASS	FOURTH FOR-CREDIT CLASS	FIFTH FOR-CREDIT CLASS	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____	a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____	a. _____ b. _____ c. _____ d. _____ e. _____ f. 1. Yes 2. No g. _____	a. Number of weeks the class met b. Number of credit hours c. Number of hours the class met per week d. Number of teaching assistants, readers e. Number of students enrolled f. Was this class team taught g. Average # hours per week <i>you</i> taught
(CIRCLE ONE) 1 2 3 4	(CIRCLE ONE) 1 2 3 4	(CIRCLE ONE) 1 2 3 4	Lower division students Upper division students Graduate, post-baccalaureate students All other students
(CIRCLE ONE) 1 2 3 4 5 6 7 8 9	(CIRCLE ONE) 1 2 3 4 5 6 7 8 9	(CIRCLE ONE) 1 2 3 4 5 6 7 8 9	Lecture Seminar Discussion group or class presentations Lab, clinic or problem session Apprenticeship, internship, etc. Role playing, simulation, performance, etc. TV or radio Group projects Cooperative learning groups

34. How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? (CIRCLE ONE NUMBER, OR "NA," ON EACH LINE)

Not Available/ Not Applicable	Very Poor	Poor	Good	Very Good	
NA	1	2	3	4	a. Basic research equipment/instruments
NA	1	2	3	4	b. Laboratory space and supplies
NA	1	2	3	4	c. Availability of research assistants
NA	1	2	3	4	d. Personal computers
MA	1	2	3	4	e. Centralized (main frame) computer facilities
NA	1	2	3	4	f. Computer networks with other institutions
NA	1	2	3	4	g. Audio-visual equipment
NA	1	2	3	4	h. Classroom space
NA	1	2	3	4	i. Office space
NA	1	2	3	4	j. Studio/performance space
NA	1	2	3	4	k. Secretarial support
NA	1	2	3	4	l. Library holdings

35. Listed below are some ways that institutions and departments may use internal funds for the professional development of faculty.

A. Was institutional or department funding available for your use during the past two years for . . .	B. Did you use any of those funds at <u>this</u> institution?	C. Were those funds adequate for your purposes?
(1) tuition remission at this or other institutions? 1. Yes)))))))< 2. No DK. Don't know	1. Yes)))))))< 2. No	1. Yes 2. No
(2) professional association memberships and/or registration fees? 1. Yes)))))))< 2. No DK. Don't know	1. Yes)))))))< 2. No	1. Yes 2. No
(3) professional travel? 1. Yes)))))))< 2. No DK. Don't know	1. Yes)))))))< 2. No	1. Yes 2. No
(4) training to improve research or teaching skills? 1. Yes)))))))< 2. No DK. Don't know	1. Yes)))))))< 2. No	1. Yes 2. No
(5) retraining for fields in higher demand? 1. Yes)))))))< 2. No DK. Don't know	1. Yes)))))))< 2. No	1. Yes 2. No
(6) sabbatical leave? 1. Yes)))))))< 2. No DK. Don't know	1. Yes)))))))< 2. No	1. Yes 2. No

36. On the average, how many hours per week did you spend at each of the following kinds of activities during the 1992 Fall Term? (IF NOT SURE, GIVE YOUR BEST ESTIMATES)

Average number hours per week during the 1992 Fall Term

- _____ a. All paid activities at this institution (teaching, research, administration, etc.)
- _____ b. All unpaid activities at this institution
- _____ c. Any other paid activities outside this institution (e.g., consulting, working on other jobs)
- _____ d. Unpaid (pro bono) professional service activities outside this institution

37. In column A, we ask you to allocate your total work time in the Fall of 1992 (as reported in Question 36) into several categories. We realize that they are not mutually exclusive categories (e.g., research may include teaching; preparing a course may be part of professional growth). We ask, however, that you allocate as best you can the proportion of your time spent in activities whose primary focus falls within the indicated categories. In column B, indicate what percentage of your time you would prefer to spend in each of the listed categories.

A. % of Work Time Spent	(WRITE IN A PERCENTAGE ON EACH LINE. IF NOT SURE, GIVE YOUR BEST ESTIMATE; IF NONE, WRITE IN "0")	B. % of Work Time Preferred
_____ %	a. Teaching (including teaching, grading papers, preparing courses; developing new curricula; advising or supervising students; working with student organizations or intramural athletics)	_____ %
_____ %	b. Research/Scholarship (including research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts, or giving speeches)	_____ %
_____ %	c. Professional Growth (including taking courses, pursuing an advanced degree; other professional development activities, such as practice or activities to remain current in your field)	_____ %
_____ %	d. Administration	_____ %
_____ %	e. Outside Consulting or Freelance Work	_____ %
_____ %	f. Service/Other Non-Teaching Activities (including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service, service to professional societies/associations; other activities or work not listed in a-e)	_____ %
100%	PLEASE BE SURE THAT THE PERCENTAGES YOU PROVIDE ADD UP TO 100% OF THE TOTAL TIME.	100%

38. Are you a member of the union (or other bargaining association) that represents faculty at this institution?

- 1. Union is available, but I am not eligible
- 2. I am eligible, but not a member
- 3. I am eligible, and a member
- 4. Union is not available at this institution

SECTION D. JOB SATISFACTION ISSUES

39. How satisfied or dissatisfied are you with each of the following aspects of your instructional duties at this institution? (CIRCLE "NA" IF YOU HAD NO INSTRUCTIONAL DUTIES)

NA. No instructional duties **(GO TO QUESTION 40)**

(CIRCLE ONE NUMBER FOR EACH ITEM; IF AN ITEM DOES NOT APPLY TO YOU, WRITE IN "NA" NEXT TO THE ITEM)

Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	
1	2	3	4	a. The authority I have to make decisions about content and methods in the courses I teach
1	2	3	4	b. The authority I have to make decisions about other (non-instructional) aspects of my job
1	2	3	4	c. The authority I have to make decisions about what courses I teach
1	2	3	4	d. Time available for working with students as an advisor, mentor, etc.
1	2	3	4	e. Quality of undergraduate students whom I have taught here
1	2	3	4	f. Quality of graduate students whom I have taught here

40. How satisfied or dissatisfied are you with the following aspects of your job at this institution? (CIRCLE ONE NUMBER FOR EACH ITEM)

Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	
1	2	3	4	a. My work load
1	2	3	4	b. My job security
1	2	3	4	c. Opportunity for advancement in rank at this institution
1	2	3	4	d. Time available for keeping current in my field
1	2	3	4	e. Freedom to do outside consulting
1	2	3	4	f. My salary
1	2	3	4	g. My benefits, generally
1	2	3	4	h. Spouse or partner employment opportunities in this geographic area
1	2	3	4	i. My job here, overall

41. During the next three years, how likely is it that you will leave this job to . . .
(CIRCLE ONE NUMBER FOR EACH ITEM)

Not At All Likely	Somewhat Likely	Very Likely	
1	2	3	a. accept a <u>part-time</u> job at a <u>different</u> postsecondary institution?
1	2	3	b. accept a <u>full-time</u> job at a <u>different</u> postsecondary institution?
1	2	3	c. accept a <u>part-time</u> job <u>not at a</u> postsecondary institution?
1	2	3	d. accept a <u>full-time</u> job <u>not at a</u> postsecondary institution?
1	2	3	e. retire from the labor force?

42. At what age do you think you are most likely to stop working at a postsecondary institution?
(WRITE IN AGE, OR CIRCLE "DK")

_____ Years of age

DK. Don't know

43. If you were to leave your current position in academia to accept another position inside or outside of academia, how important would each of the following be in your decision? (CIRCLE ONE NUMBER FOR EACH ITEM)

Not Important	Somewhat Important	Very Important	
1	2	3	a. Salary level
1	2	3	b. Tenure-track/tenured position
1	2	3	c. Job security
1	2	3	d. Opportunities for advancement
1	2	3	e. Benefits
1	2	3	f. No pressure to publish
1	2	3	g. Good research facilities and equipment
1	2	3	h. Good instructional facilities and equipment
1	2	3	i. Good job or job opportunities for my spouse or partner
1	2	3	j. Good geographic location
1	2	3	k. Good environment/schools for my children
1	2	3	l. Greater opportunity to teach
1	2	3	m. Greater opportunity to do research
1	2	3	n. Greater opportunity for administrative responsibilities

44. If you could elect to draw on your retirement and still continue working at your institution on a part-time basis, would you do so? (CIRCLE ONE)

1. Yes

2. No

DK. Don't know

45. If an early retirement option were offered to you at your institution, would you take it? (CIRCLE ONE)

1. Yes

2. No

DK. Don't know

46. At which age do you think you are most likely to retire from all paid employment? (WRITE IN AGE, OR CIRCLE "DK")

_____ Years of age

DK. Don't know

SECTION E. COMPENSATION

Note: Your responses to these items as with all other items in this questionnaire are voluntary and strictly confidential. They will be used only in statistical summaries, and will not be disclosed to your institution or to any individual or group. Furthermore, all information that would permit identification of individuals or institutions will be removed from the survey files.

47. For the calendar year 1992, estimate your gross compensation before taxes from each of the sources listed below.

(IF NOT SURE, GIVE YOUR BEST ESTIMATES; IF NO COMPENSATION FROM A SOURCE, WRITE IN "0")

Compensation from this institution:

- \$ _____ a. Basic salary S) < b. **Type of appointment (e.g., 9 months)** ~ # of months
- \$ _____ c. Other teaching at this institution not included in basic salary (e.g., for summer session)
- \$ _____ d. Supplements not included in basic salary (for administration, research, coaching sports, etc.)
- \$ _____ e. Non-monetary compensation, such as food, housing, car (Do not include employee benefits such as medical, dental, or life insurance)
- \$ _____ f. Any other income from this institution

Compensation from other sources:

- \$ _____ g. Employment at another academic institution
- \$ _____ h. Legal or medical services or psychological counseling
- \$ _____ i. Outside consulting, consulting business or freelance work
- \$ _____ j. Self-owned business (other than consulting)
- \$ _____ k. Professional performances or exhibitions
- \$ _____ l. Speaking fees, honoraria
- \$ _____ m. Royalties or commissions
- \$ _____ n. Any other employment
- \$ _____ o. Non-monetary compensation, such as food, housing, car (Do not include employee benefits such as medical, dental, or life insurance)

Other sources of earned income (WRITE IN BELOW):

- \$ _____ p. _____
- \$ _____ q. _____

48. For the calendar year 1992, how many persons were in your household including yourself?

_____ Total number in household

49. For the calendar year 1992, what was your total household income?

\$ _____ Total household income

50. For the calendar year 1992, how many dependents did you have? Do not include yourself. (A dependent is someone receiving at least half of his or her support from you.)

_____ Number of dependents

SECTION F. SOCIODEMOGRAPHIC CHARACTERISTICS

51. Are you . . .

- 1. male, or
- 2. female?

52. In what month and year were you born?
(WRITE IN MONTH AND YEAR)

~ ~ 19 ~ ~
MONTH YEAR

53. What is your race? (CIRCLE ONE NUMBER)

- 1. American Indian or Alaskan Native
- 2. Asian or Pacific Islander (ANSWER 53A)))))))))))<
- 3. African American/Black
- 4. White
- 5. Other (WRITE IN BELOW)

53A. What is your Asian or Pacific Islander origin? If more than one, circle the one you consider the most important part of your background. (CIRCLE ONE NUMBER)

- 1. Chinese
- 2. Filipino
- 3. Japanese
- 4. Korean
- 5. Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, etc.)
- 6. Pacific Islander
- 7. Other (WRITE IN BELOW)

54. Are you of Hispanic descent?
(CIRCLE ONE NUMBER)

- 1. Yes (ANSWER 54A)
- 2. No (SKIP TO QUESTION 55)

54A. What is your Spanish/Hispanic origin? If more than one, circle the one you consider the most important part of your background.

- 1. Mexican, Mexican-American, Chicano
- 2. Cuban, Cubano
- 3. Puerto Rican, Puertorriqueno, or Bouricuan
- 4. Other (WRITE IN BELOW)

(SKIP TO QUESTION 55)

55. What is your current marital status?
(CIRCLE ONE NUMBER)

- 1. Single, never married
- 2. Married
- 3. Living with someone in a marriage-like relationship
- 4. Separated
- 5. Divorced
- 6. Widowed

56. In what country were you born?
(CIRCLE ONE NUMBER)

1. USA
2. Other (WRITE IN) _____

57. What is your citizenship status?
(CIRCLE ONE NUMBER)

1. United States citizen, native
2. United States citizen, naturalized
3. Permanent resident of the United States (immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

4. Temporary resident of United States (non-immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

58. What is the highest level of formal education completed by your mother and your father?
(CIRCLE ONE FOR EACH PERSON)

	A.	B.	
	Mother	Father	
1	1	a.	Less than high school diploma
2	2	b.	High school diploma
3	3	c.	Some college
4	4	d.	Associate's degree
5	5	e.	Bachelor's degree
6	6	f.	Master's degree
7	7	g.	Doctorate or professional degree (e.g., Ph.D., M.D., D.V.M., J.D./L.L.B.)
8	8	h.	Other
DK	DK	i.	Don't know

59. Please indicate the extent to which you agree or disagree with each of the following statements.
(CIRCLE ONE NUMBER FOR EACH STATEMENT)

Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	
1	2	3	4	a. Teaching effectiveness should be the primary criterion for promotion of college teachers at this institution.
1	2	3	4	b. Research/publications should be the primary criterion for promotion of college teachers at this institution.
1	2	3	4	c. At this institution, research is rewarded more than teaching.
1	2	3	4	d. State or federally mandated assessment requirements will improve the quality of undergraduate education.
1	2	3	4	e. Female faculty members are treated fairly at this institution.
1	2	3	4	f. Faculty who are members of racial or ethnic minorities are treated fairly at this institution.
1	2	3	4	g. If I had it to do over again, I would still choose an academic career.

60. Please indicate your opinion regarding whether each of the following has worsened, stayed the same, or improved in recent years at this institution. *(CIRCLE ONE FOR EACH ITEM)*

Worsened	Stayed the Same	Improved	Don't Know	
1	2	3	DK	a. The quality of students who choose to pursue academic careers in my field
1	2	3	DK	b. The opportunities junior faculty have for advancement in my field
1	2	3	DK	c. The professional competence of individuals entering my academic field
1	2	3	DK	d. The ability of this institution to meet the educational needs of entering students
1	2	3	DK	e. The ability of faculty to obtain external funding
1	2	3	DK	f. Pressure to increase faculty workload at this institution
1	2	3	DK	g. The quality of undergraduate education at this institution
1	2	3	DK	h. The atmosphere for free expression of ideas
1	2	3	DK	i. The quality of research at this institution

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

Return this completed questionnaire in the enclosed prepaid envelope to:

**National Opinion Research Center (NORC)
University of Chicago
1525 East 55th Street
Chicago, Illinois 60615**

RESPONDENT LABEL

Appendix Q: Item Non-response Rates, Faculty Questionnaire

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1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q1	A. Employment	1. Q1-Q35	384	1	0.003	0.003
Q2	A. Employment	1. Q1-Q35	351	8	0.023	0.008
Q3	A. Employment	1. Q1-Q35	384	11	0.029	0.009
Q3_4	A. Employment	1. Q1-Q35	34	1	0.029	0.029
Q3_6	A. Employment	1. Q1-Q35	10	0	0.000	0.000
Q3_7_1	A. Employment	1. Q1-Q35	25	2	0.080	0.055
Q3_7_2	A. Employment	1. Q1-Q35	25	0	0.000	0.000
Q4	A. Employment	1. Q1-Q35	384	17	0.044	0.011
Q5	A. Employment	1. Q1-Q35	384	1	0.003	0.003
Q6A	A. Employment	1. Q1-Q35	125	15	0.120	0.029
Q6B	A. Employment	1. Q1-Q35	125	18	0.144	0.032
Q6C	A. Employment	1. Q1-Q35	125	21	0.168	0.034
Q6D	A. Employment	1. Q1-Q35	125	17	0.136	0.031
Q6E	A. Employment	1. Q1-Q35	125	24	0.192	0.035
Q6F	A. Employment	1. Q1-Q35	125	75	0.600	0.044
Q6F_1	A. Employment	1. Q1-Q35	17	1	0.059	0.059
Q7	A. Employment	1. Q1-Q35	125	9	0.072	0.023
Q8	A. Employment	1. Q1-Q35	384	18	0.047	0.011
Q9	A. Employment	1. Q1-Q35	384	112	0.292	0.023
Q9_6	A. Employment	1. Q1-Q35	30	8	0.267	0.082
Q10	A. Employment	1. Q1-Q35	347	19	0.055	0.012
Q11	A. Employment	1. Q1-Q35	384	7	0.018	0.007
Q11_1	A. Employment	1. Q1-Q35	97	14	0.144	0.036
Q12	A. Employment	1. Q1-Q35	384	4	0.010	0.005
Q13A	A. Employment	1. Q1-Q35	384	32	0.083	0.014
Q13B	A. Employment	1. Q1-Q35	384	24	0.063	0.012
Q13C	A. Employment	1. Q1-Q35	384	33	0.086	0.014
Q13D	A. Employment	1. Q1-Q35	384	32	0.083	0.014
Q13E	A. Employment	1. Q1-Q35	384	38	0.099	0.015
Q13F	A. Employment	1. Q1-Q35	384	32	0.083	0.014
Q13G	A. Employment	1. Q1-Q35	384	38	0.099	0.015
Q13H	A. Employment	1. Q1-Q35	384	74	0.193	0.020
Q13E_1	A. Employment	1. Q1-Q35	21	1	0.048	0.048
Q13F_1	A. Employment	1. Q1-Q35	8	0	0.000	0.000
Q13H_1	A. Employment	1. Q1-Q35	10	0	0.000	0.000
Q14	A. Employment	1. Q1-Q35	384	5	0.013	0.006
Q15_N	A. Employment	1. Q1-Q35	384	76	0.198	0.020
Q15_C	A. Employment	1. Q1-Q35	293	19	0.065	0.014

1. Faculty Questionnaire: TOTAL RESPONDENTS

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By Section and Third of Questionnaire

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Item	Section	Third	N	NR	Rate	Std Error
Q16_N	A. Employment	1. Q1-Q35	384	71	0.185	0.020
Q16_C	A. Employment	1. Q1-Q35	168	16	0.095	0.023
Q17A	B. Prof. Background	1. Q1-Q35	384	12	0.031	0.009
Q17B	B. Prof. Background	1. Q1-Q35	384	17	0.044	0.011
Q17C	B. Prof. Background	1. Q1-Q35	384	48	0.125	0.017
Q17C_1	B. Prof. Background	1. Q1-Q35	92	26	0.283	0.047
Q18A	B. Prof. Background	1. Q1-Q35	352	27	0.077	0.014
Q18B	B. Prof. Background	1. Q1-Q35	352	40	0.114	0.017
Q18C	B. Prof. Background	1. Q1-Q35	352	50	0.142	0.019
Q18D	B. Prof. Background	1. Q1-Q35	352	31	0.088	0.015
Q18E	B. Prof. Background	1. Q1-Q35	352	46	0.131	0.018
Q18F	B. Prof. Background	1. Q1-Q35	352	36	0.102	0.016
Q18G	B. Prof. Background	1. Q1-Q35	352	50	0.142	0.019
Q18H	B. Prof. Background	1. Q1-Q35	352	67	0.190	0.021
Q18H_1	B. Prof. Background	1. Q1-Q35	37	1	0.027	0.027
Q19_1A	B. Prof. Background	1. Q1-Q35	232	4	0.017	0.009
Q19_1B	B. Prof. Background	1. Q1-Q35	232	5	0.022	0.010
Q19_1C	B. Prof. Background	1. Q1-Q35	232	33	0.142	0.023
Q19_1D	B. Prof. Background	1. Q1-Q35	232	10	0.043	0.013
Q19_1EA	B. Prof. Background	1. Q1-Q35	232	6	0.026	0.010
Q19_1EB	B. Prof. Background	1. Q1-Q35	232	75	0.323	0.031
Q19_2A	B. Prof. Background	1. Q1-Q35	232	7	0.030	0.011
Q19_2B	B. Prof. Background	1. Q1-Q35	232	6	0.026	0.010
Q19_2C	B. Prof. Background	1. Q1-Q35	232	34	0.147	0.023
Q19_2D	B. Prof. Background	1. Q1-Q35	232	11	0.047	0.014
Q19_2EA	B. Prof. Background	1. Q1-Q35	232	13	0.056	0.015
Q19_2EB	B. Prof. Background	1. Q1-Q35	232	82	0.353	0.031
Q19_3A	B. Prof. Background	1. Q1-Q35	232	83	0.358	0.032
Q19_3B	B. Prof. Background	1. Q1-Q35	232	91	0.392	0.032
Q19_3C	B. Prof. Background	1. Q1-Q35	232	112	0.483	0.033
Q19_3D	B. Prof. Background	1. Q1-Q35	232	99	0.427	0.033
Q19_3EA	B. Prof. Background	1. Q1-Q35	232	93	0.401	0.032
Q19_3EB	B. Prof. Background	1. Q1-Q35	232	136	0.586	0.032
Q19_4A	B. Prof. Background	1. Q1-Q35	232	190	0.819	0.025
Q19_4B	B. Prof. Background	1. Q1-Q35	232	202	0.871	0.022
Q19_4C	B. Prof. Background	1. Q1-Q35	232	207	0.892	0.020
Q19_4D	B. Prof. Background	1. Q1-Q35	232	207	0.892	0.020
Q19_4EA	B. Prof. Background	1. Q1-Q35	232	202	0.871	0.022

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q19_4EB	B. Prof. Background	1. Q1-Q35	232	210	0.905	0.019
Q20	B. Prof. Background	1. Q1-Q35	384	7	0.018	0.007
Q21A	B. Prof. Background	1. Q1-Q35	53	1	0.019	0.019
Q21B	B. Prof. Background	1. Q1-Q35	53	4	0.075	0.037
Q21C	B. Prof. Background	1. Q1-Q35	53	8	0.151	0.050
Q21D	B. Prof. Background	1. Q1-Q35	53	3	0.057	0.032
Q21EA	B. Prof. Background	1. Q1-Q35	53	1	0.019	0.019
Q21EB	B. Prof. Background	1. Q1-Q35	53	14	0.264	0.061
Q22	B. Prof. Background	1. Q1-Q35	384	12	0.031	0.009
Q23	B. Prof. Background	1. Q1-Q35	384	6	0.016	0.006
Q24	B. Prof. Background	1. Q1-Q35	82	12	0.146	0.039
Q25	B. Prof. Background	1. Q1-Q35	384	11	0.029	0.009
Q26	B. Prof. Background	1. Q1-Q35	115	13	0.113	0.030
Q27	B. Prof. Background	1. Q1-Q35	384	18	0.047	0.011
Q28	B. Prof. Background	1. Q1-Q35	384	49	0.128	0.017
Q29_1F	B. Prof. Background	1. Q1-Q35	384	21	0.055	0.012
Q29_1T	B. Prof. Background	1. Q1-Q35	384	75	0.195	0.020
Q29_2	B. Prof. Background	1. Q1-Q35	384	27	0.070	0.013
Q29_3	B. Prof. Background	1. Q1-Q35	384	11	0.029	0.009
Q29_4	B. Prof. Background	1. Q1-Q35	384	9	0.023	0.008
Q29_5H	B. Prof. Background	1. Q1-Q35	384	11	0.029	0.009
Q29_5E	B. Prof. Background	1. Q1-Q35	384	187	0.487	0.026
Q29_6H	B. Prof. Background	1. Q1-Q35	384	21	0.055	0.012
Q29_6E	B. Prof. Background	1. Q1-Q35	384	257	0.669	0.024
Q30_1	B. Prof. Background	1. Q1-Q35	384	137	0.357	0.024
Q30_2	B. Prof. Background	1. Q1-Q35	384	15	0.039	0.010
Q31A_1F	B. Prof. Background	1. Q1-Q35	181	19	0.105	0.023
Q31A_1T	B. Prof. Background	1. Q1-Q35	181	26	0.144	0.026
Q31A_2	B. Prof. Background	1. Q1-Q35	181	21	0.116	0.024
Q31A_3	B. Prof. Background	1. Q1-Q35	181	18	0.099	0.022
Q31A_4	B. Prof. Background	1. Q1-Q35	181	20	0.110	0.023
Q31A_5H	B. Prof. Background	1. Q1-Q35	181	18	0.099	0.022
Q31A_5E	B. Prof. Background	1. Q1-Q35	181	66	0.365	0.036
Q31A_6H	B. Prof. Background	1. Q1-Q35	181	20	0.110	0.023
Q31A_6E	B. Prof. Background	1. Q1-Q35	181	63	0.348	0.036
Q31B_1F	B. Prof. Background	1. Q1-Q35	347	247	0.712	0.024
Q31B_1T	B. Prof. Background	1. Q1-Q35	347	247	0.712	0.024
Q31B_2	B. Prof. Background	1. Q1-Q35	347	246	0.709	0.024

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

n = number of eligible unit respondents

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rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q31B_3	B. Prof. Background	1. Q1-Q35	347	244	0.703	0.025
Q31B_4	B. Prof. Background	1. Q1-Q35	347	244	0.703	0.025
Q31B_5H	B. Prof. Background	1. Q1-Q35	347	244	0.703	0.025
Q31B_5E	B. Prof. Background	1. Q1-Q35	347	261	0.752	0.023
Q31B_6H	B. Prof. Background	1. Q1-Q35	347	246	0.709	0.024
Q31B_6E	B. Prof. Background	1. Q1-Q35	347	262	0.755	0.023
Q31C_1F	B. Prof. Background	1. Q1-Q35	333	280	0.841	0.020
Q31C_1T	B. Prof. Background	1. Q1-Q35	333	280	0.841	0.020
Q31C_2	B. Prof. Background	1. Q1-Q35	333	278	0.835	0.020
Q31C_3	B. Prof. Background	1. Q1-Q35	333	277	0.832	0.021
Q31C_4	B. Prof. Background	1. Q1-Q35	333	277	0.832	0.021
Q31C_5H	B. Prof. Background	1. Q1-Q35	333	277	0.832	0.021
Q31C_5E	B. Prof. Background	1. Q1-Q35	333	284	0.853	0.019
Q31C_6H	B. Prof. Background	1. Q1-Q35	333	280	0.841	0.020
Q31C_6E	B. Prof. Background	1. Q1-Q35	333	282	0.847	0.020
Q32	B. Prof. Background	1. Q1-Q35	384	98	0.255	0.022
Q33_F	B. Prof. Background	1. Q1-Q35	140	24	0.171	0.032
Q33_P	B. Prof. Background	1. Q1-Q35	140	57	0.407	0.042
Q34A_1F	B. Prof. Background	1. Q1-Q35	140	13	0.093	0.025
Q34A_1T	B. Prof. Background	1. Q1-Q35	140	12	0.086	0.024
Q34A_2	B. Prof. Background	1. Q1-Q35	140	9	0.064	0.021
Q34A_3	B. Prof. Background	1. Q1-Q35	140	8	0.057	0.020
Q34A_4	B. Prof. Background	1. Q1-Q35	140	8	0.057	0.020
Q34B_1F	B. Prof. Background	1. Q1-Q35	126	44	0.349	0.043
Q34B_1T	B. Prof. Background	1. Q1-Q35	126	56	0.444	0.044
Q34B_2	B. Prof. Background	1. Q1-Q35	126	44	0.349	0.043
Q34B_3	B. Prof. Background	1. Q1-Q35	126	44	0.349	0.043
Q34B_4	B. Prof. Background	1. Q1-Q35	126	43	0.341	0.042
Q35_1_A	B. Prof. Background	1. Q1-Q35	296	98	0.331	0.027
Q35_2_A	B. Prof. Background	1. Q1-Q35	296	115	0.389	0.028
Q35_3_A	B. Prof. Background	1. Q1-Q35	296	140	0.473	0.029
Q35_4_A	B. Prof. Background	1. Q1-Q35	296	138	0.466	0.029
Q35_5_A	B. Prof. Background	1. Q1-Q35	296	130	0.439	0.029
Q35_6_A	B. Prof. Background	1. Q1-Q35	296	125	0.422	0.029
Q35_7_A	B. Prof. Background	1. Q1-Q35	296	140	0.473	0.029
Q35_8_A	B. Prof. Background	1. Q1-Q35	296	132	0.446	0.029
Q35_9_A	B. Prof. Background	1. Q1-Q35	296	141	0.476	0.029
Q35_10_A	B. Prof. Background	1. Q1-Q35	296	132	0.446	0.029

1. Faculty Questionnaire: TOTAL RESPONDENTS

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Item	Section	Third	N	NR	Rate	Std Error
Q35_11_A	B. Prof. Background	1. Q1-Q35	296	83	0.280	0.026
Q35_12_A	B. Prof. Background	1. Q1-Q35	296	136	0.459	0.029
Q35_13_A	B. Prof. Background	1. Q1-Q35	296	144	0.486	0.029
Q35_14_A	B. Prof. Background	1. Q1-Q35	296	144	0.486	0.029
Q35_1_B1	B. Prof. Background	1. Q1-Q35	296	177	0.598	0.029
Q35_2_B1	B. Prof. Background	1. Q1-Q35	296	189	0.639	0.028
Q35_3_B1	B. Prof. Background	1. Q1-Q35	296	219	0.740	0.026
Q35_4_B1	B. Prof. Background	1. Q1-Q35	296	208	0.703	0.027
Q35_5_B1	B. Prof. Background	1. Q1-Q35	296	209	0.706	0.027
Q35_6_B1	B. Prof. Background	1. Q1-Q35	296	212	0.716	0.026
Q35_7_B1	B. Prof. Background	1. Q1-Q35	296	228	0.770	0.024
Q35_8_B1	B. Prof. Background	1. Q1-Q35	296	224	0.757	0.025
Q35_9_B1	B. Prof. Background	1. Q1-Q35	296	225	0.760	0.025
Q35_10B1	B. Prof. Background	1. Q1-Q35	296	205	0.693	0.027
Q35_11B1	B. Prof. Background	1. Q1-Q35	296	132	0.446	0.029
Q35_12B1	B. Prof. Background	1. Q1-Q35	296	208	0.703	0.027
Q35_13B1	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_14B1	B. Prof. Background	1. Q1-Q35	296	232	0.784	0.024
Q35_1_B2	B. Prof. Background	1. Q1-Q35	296	181	0.611	0.028
Q35_2_B2	B. Prof. Background	1. Q1-Q35	296	208	0.703	0.027
Q35_3_B2	B. Prof. Background	1. Q1-Q35	296	227	0.767	0.025
Q35_4_B2	B. Prof. Background	1. Q1-Q35	296	220	0.743	0.025
Q35_5_B2	B. Prof. Background	1. Q1-Q35	296	228	0.770	0.024
Q35_6_B2	B. Prof. Background	1. Q1-Q35	296	221	0.747	0.025
Q35_7_B2	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_8_B2	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_9_B2	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_10B2	B. Prof. Background	1. Q1-Q35	296	217	0.733	0.026
Q35_11B2	B. Prof. Background	1. Q1-Q35	296	161	0.544	0.029
Q35_12B2	B. Prof. Background	1. Q1-Q35	296	217	0.733	0.026
Q35_13B2	B. Prof. Background	1. Q1-Q35	296	237	0.801	0.023
Q35_14B2	B. Prof. Background	1. Q1-Q35	296	238	0.804	0.023
Q36A	C. Resp/Workload	2. Q36-Q68	384	28	0.073	0.013
Q36B	C. Resp/Workload	2. Q36-Q68	384	123	0.320	0.024
Q36B_1	C. Resp/Workload	2. Q36-Q68	261	148	0.567	0.031
Q36C	C. Resp/Workload	2. Q36-Q68	384	135	0.352	0.024
Q36D	C. Resp/Workload	2. Q36-Q68	384	137	0.357	0.024
Q37AA	C. Resp/Workload	2. Q36-Q68	384	44	0.115	0.016

1. Faculty Questionnaire: TOTAL RESPONDENTS

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Item	Section	Third	N	NR	Rate	Std Error
Q37AB	C. Resp/Workload	2. Q36-Q68	384	54	0.141	0.018
Q37AC	C. Resp/Workload	2. Q36-Q68	384	52	0.135	0.017
Q37AD	C. Resp/Workload	2. Q36-Q68	384	54	0.141	0.018
Q37AE	C. Resp/Workload	2. Q36-Q68	384	51	0.133	0.017
Q37AF	C. Resp/Workload	2. Q36-Q68	384	56	0.146	0.018
Q37AG	C. Resp/Workload	2. Q36-Q68	384	56	0.146	0.018
Q37BA	C. Resp/Workload	2. Q36-Q68	384	66	0.172	0.019
Q37BB	C. Resp/Workload	2. Q36-Q68	384	74	0.193	0.020
Q37BC	C. Resp/Workload	2. Q36-Q68	384	72	0.188	0.020
Q37BD	C. Resp/Workload	2. Q36-Q68	384	69	0.180	0.020
Q37BE	C. Resp/Workload	2. Q36-Q68	384	68	0.177	0.020
Q37BF	C. Resp/Workload	2. Q36-Q68	384	77	0.201	0.020
Q37BG	C. Resp/Workload	2. Q36-Q68	384	72	0.188	0.020
Q38_1A	C. Resp/Workload	2. Q36-Q68	182	44	0.242	0.032
Q38_2A	C. Resp/Workload	2. Q36-Q68	182	40	0.220	0.031
Q38_3A	C. Resp/Workload	2. Q36-Q68	182	41	0.225	0.031
Q38_1B	C. Resp/Workload	2. Q36-Q68	25	2	0.080	0.055
Q38_2B	C. Resp/Workload	2. Q36-Q68	42	0	0.000	0.000
Q38_3B	C. Resp/Workload	2. Q36-Q68	37	8	0.216	0.069
Q38_1C	C. Resp/Workload	2. Q36-Q68	25	0	0.000	0.000
Q38_2C	C. Resp/Workload	2. Q36-Q68	42	2	0.048	0.033
Q38_3C	C. Resp/Workload	2. Q36-Q68	37	14	0.378	0.081
Q39	C. Resp/Workload	2. Q36-Q68	342	27	0.079	0.015
Q40	C. Resp/Workload	2. Q36-Q68	342	25	0.073	0.014
Q41	C. Resp/Workload	2. Q36-Q68	342	29	0.085	0.015
Q42	C. Resp/Workload	2. Q36-Q68	36	2	0.056	0.039
Q43	C. Resp/Workload	2. Q36-Q68	342	29	0.085	0.015
Q44	C. Resp/Workload	2. Q36-Q68	26	1	0.038	0.038
Q45	C. Resp/Workload	2. Q36-Q68	342	61	0.178	0.021
Q46	C. Resp/Workload	2. Q36-Q68	342	31	0.091	0.016
Q47_A1	C. Resp/Workload	2. Q36-Q68	284	13	0.046	0.012
Q47_A2A	C. Resp/Workload	2. Q36-Q68	284	5	0.018	0.008
Q47_A2B	C. Resp/Workload	2. Q36-Q68	284	8	0.028	0.010
Q47_A2C	C. Resp/Workload	2. Q36-Q68	284	6	0.021	0.009
Q47_A2D	C. Resp/Workload	2. Q36-Q68	284	11	0.039	0.011
Q47_A2E	C. Resp/Workload	2. Q36-Q68	284	10	0.035	0.011
Q47_A2F	C. Resp/Workload	2. Q36-Q68	284	7	0.025	0.009
Q47_A2G	C. Resp/Workload	2. Q36-Q68	284	14	0.049	0.013

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q47_A2H	C. Resp/Workload	2. Q36-Q68	284	8	0.028	0.010
Q47_A3	C. Resp/Workload	2. Q36-Q68	284	7	0.025	0.009
Q47_A4	C. Resp/Workload	2. Q36-Q68	284	4	0.014	0.007
Q47_B1	C. Resp/Workload	2. Q36-Q68	224	17	0.076	0.018
Q47_B2A	C. Resp/Workload	2. Q36-Q68	224	15	0.067	0.017
Q47_B2B	C. Resp/Workload	2. Q36-Q68	224	16	0.071	0.017
Q47_B2C	C. Resp/Workload	2. Q36-Q68	224	12	0.054	0.015
Q47_B2D	C. Resp/Workload	2. Q36-Q68	224	17	0.076	0.018
Q47_B2E	C. Resp/Workload	2. Q36-Q68	224	15	0.067	0.017
Q47_B2F	C. Resp/Workload	2. Q36-Q68	224	14	0.063	0.016
Q47_B2G	C. Resp/Workload	2. Q36-Q68	224	20	0.089	0.019
Q47_B2H	C. Resp/Workload	2. Q36-Q68	224	14	0.063	0.016
Q47_B3	C. Resp/Workload	2. Q36-Q68	224	13	0.058	0.016
Q47_B4	C. Resp/Workload	2. Q36-Q68	224	12	0.054	0.015
Q47_C1	C. Resp/Workload	2. Q36-Q68	157	29	0.185	0.031
Q47_C2A	C. Resp/Workload	2. Q36-Q68	157	24	0.153	0.029
Q47_C2B	C. Resp/Workload	2. Q36-Q68	157	25	0.159	0.029
Q47_C2C	C. Resp/Workload	2. Q36-Q68	157	23	0.146	0.028
Q47_C2D	C. Resp/Workload	2. Q36-Q68	157	25	0.159	0.029
Q47_C2E	C. Resp/Workload	2. Q36-Q68	157	22	0.140	0.028
Q47_C2F	C. Resp/Workload	2. Q36-Q68	157	24	0.153	0.029
Q47_C2G	C. Resp/Workload	2. Q36-Q68	157	30	0.191	0.031
Q47_C2H	C. Resp/Workload	2. Q36-Q68	157	24	0.153	0.029
Q47_C3	C. Resp/Workload	2. Q36-Q68	157	22	0.140	0.028
Q47_C4	C. Resp/Workload	2. Q36-Q68	157	23	0.146	0.028
Q47_D1	C. Resp/Workload	2. Q36-Q68	99	22	0.222	0.042
Q47_D2A	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_D2B	C. Resp/Workload	2. Q36-Q68	99	24	0.242	0.043
Q47_D2C	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_D2D	C. Resp/Workload	2. Q36-Q68	99	23	0.232	0.043
Q47_D2E	C. Resp/Workload	2. Q36-Q68	99	20	0.202	0.041
Q47_D2F	C. Resp/Workload	2. Q36-Q68	99	22	0.222	0.042
Q47_D2G	C. Resp/Workload	2. Q36-Q68	99	24	0.242	0.043
Q47_D2H	C. Resp/Workload	2. Q36-Q68	99	23	0.232	0.043
Q47_D3	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_D4	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_E1	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2A	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

n = number of eligible unit respondents

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Item	Section	Third	N	NR	Rate	Std Error
Q47_E2B	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2C	C. Resp/Workload	2. Q36-Q68	45	16	0.356	0.072
Q47_E2D	C. Resp/Workload	2. Q36-Q68	45	18	0.400	0.074
Q47_E2E	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2F	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2G	C. Resp/Workload	2. Q36-Q68	45	17	0.378	0.073
Q47_E2H	C. Resp/Workload	2. Q36-Q68	45	16	0.356	0.072
Q47_E3	C. Resp/Workload	2. Q36-Q68	45	16	0.356	0.072
Q47_E4	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q48	C. Resp/Workload	2. Q36-Q68	284	6	0.021	0.009
Q49A	C. Resp/Workload	2. Q36-Q68	8	4	0.500	0.189
Q49B	C. Resp/Workload	2. Q36-Q68	7	5	0.714	0.184
Q49C	C. Resp/Workload	2. Q36-Q68	7	3	0.429	0.202
Q49D	C. Resp/Workload	2. Q36-Q68	3	2	0.667	0.333
Q49E	C. Resp/Workload	2. Q36-Q68	1	0	0.000	0.000
Q50A	C. Resp/Workload	2. Q36-Q68	8	1	0.125	0.125
Q50B	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q50C	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q50D	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q50E	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q50F	C. Resp/Workload	2. Q36-Q68	8	1	0.125	0.125
Q51	C. Resp/Workload	2. Q36-Q68	342	26	0.076	0.014
Q52A	C. Resp/Workload	2. Q36-Q68	238	22	0.092	0.019
Q52B	C. Resp/Workload	2. Q36-Q68	238	11	0.046	0.014
Q52C	C. Resp/Workload	2. Q36-Q68	238	20	0.084	0.018
Q52D	C. Resp/Workload	2. Q36-Q68	238	9	0.038	0.012
Q52E	C. Resp/Workload	2. Q36-Q68	238	16	0.067	0.016
Q52F	C. Resp/Workload	2. Q36-Q68	238	17	0.071	0.017
Q52G	C. Resp/Workload	2. Q36-Q68	238	16	0.067	0.016
Q52H	C. Resp/Workload	2. Q36-Q68	238	19	0.080	0.018
Q52I	C. Resp/Workload	2. Q36-Q68	238	16	0.067	0.016
Q52J	C. Resp/Workload	2. Q36-Q68	238	19	0.080	0.018
Q52K	C. Resp/Workload	2. Q36-Q68	238	18	0.076	0.017
Q53	C. Resp/Workload	2. Q36-Q68	342	13	0.038	0.010
Q54A	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54B	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54C	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54D	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

n = number of eligible unit respondents

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rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q54E	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54F	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54G	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54H	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54I	C. Resp/Workload	2. Q36-Q68	31	1	0.032	0.032
Q54J	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54K	C. Resp/Workload	2. Q36-Q68	31	0	0.000	0.000
Q54L	C. Resp/Workload	2. Q36-Q68	31	18	0.581	0.090
Q54L_1	C. Resp/Workload	2. Q36-Q68	5	0	0.000	0.000
Q55	C. Resp/Workload	2. Q36-Q68	342	16	0.047	0.011
Q56	C. Resp/Workload	2. Q36-Q68	144	6	0.042	0.017
Q57	C. Resp/Workload	2. Q36-Q68	144	6	0.042	0.017
Q58A_1	C. Resp/Workload	2. Q36-Q68	384	70	0.182	0.020
Q58A_2	C. Resp/Workload	2. Q36-Q68	384	172	0.448	0.025
Q58B_1	C. Resp/Workload	2. Q36-Q68	384	95	0.247	0.022
Q58B_2	C. Resp/Workload	2. Q36-Q68	384	202	0.526	0.026
Q58C_1	C. Resp/Workload	2. Q36-Q68	384	107	0.279	0.023
Q58C_2	C. Resp/Workload	2. Q36-Q68	384	224	0.583	0.025
Q58D_1	C. Resp/Workload	2. Q36-Q68	384	127	0.331	0.024
Q58D_2	C. Resp/Workload	2. Q36-Q68	384	242	0.630	0.025
Q59	C. Resp/Workload	2. Q36-Q68	384	31	0.081	0.014
Q60	C. Resp/Workload	2. Q36-Q68	167	3	0.018	0.010
Q61	C. Resp/Workload	2. Q36-Q68	384	24	0.063	0.012
Q62	C. Resp/Workload	2. Q36-Q68	384	24	0.063	0.012
Q63	C. Resp/Workload	2. Q36-Q68	384	9	0.023	0.008
Q64	C. Resp/Workload	2. Q36-Q68	152	0	0.000	0.000
Q64_7	C. Resp/Workload	2. Q36-Q68	12	1	0.083	0.083
Q65	C. Resp/Workload	2. Q36-Q68	152	1	0.007	0.007
Q66	C. Resp/Workload	2. Q36-Q68	54	0	0.000	0.000
Q67	C. Resp/Workload	2. Q36-Q68	36	5	0.139	0.058
Q68A1	C. Resp/Workload	2. Q36-Q68	54	9	0.167	0.051
Q68B1	C. Resp/Workload	2. Q36-Q68	19	1	0.053	0.053
Q68D1	C. Resp/Workload	2. Q36-Q68	19	3	0.158	0.086
Q68A2	C. Resp/Workload	2. Q36-Q68	54	12	0.222	0.057
Q68B2	C. Resp/Workload	2. Q36-Q68	13	0	0.000	0.000
Q68D2	C. Resp/Workload	2. Q36-Q68	13	2	0.154	0.104
Q68A3	C. Resp/Workload	2. Q36-Q68	54	14	0.259	0.060
Q68B3	C. Resp/Workload	2. Q36-Q68	6	1	0.167	0.167

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

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Item	Section	Third	N	NR	Rate	Std Error
Q68D3	C. Resp/Workload	2. Q36-Q68	6	1	0.167	0.167
Q68A4	C. Resp/Workload	2. Q36-Q68	54	16	0.296	0.063
Q68B4	C. Resp/Workload	2. Q36-Q68	7	1	0.143	0.143
Q68D4	C. Resp/Workload	2. Q36-Q68	7	2	0.286	0.184
Q68A5	C. Resp/Workload	2. Q36-Q68	54	11	0.204	0.055
Q68B5	C. Resp/Workload	2. Q36-Q68	16	1	0.063	0.063
Q68D5	C. Resp/Workload	2. Q36-Q68	16	6	0.375	0.125
Q68A6	C. Resp/Workload	2. Q36-Q68	54	23	0.426	0.068
Q68B6	C. Resp/Workload	2. Q36-Q68	2	0	0.000	0.000
Q68D6	C. Resp/Workload	2. Q36-Q68	2	0	0.000	0.000
Q69A	C. Resp/Workload	3. Q69-Q102	384	15	0.039	0.010
Q69B	C. Resp/Workload	3. Q69-Q102	384	14	0.036	0.010
Q69C	C. Resp/Workload	3. Q69-Q102	384	14	0.036	0.010
Q69D	C. Resp/Workload	3. Q69-Q102	384	16	0.042	0.010
Q69E	C. Resp/Workload	3. Q69-Q102	384	9	0.023	0.008
Q69F	C. Resp/Workload	3. Q69-Q102	384	18	0.047	0.011
Q69G	C. Resp/Workload	3. Q69-Q102	384	13	0.034	0.009
Q69H	C. Resp/Workload	3. Q69-Q102	384	15	0.039	0.010
Q69I	C. Resp/Workload	3. Q69-Q102	384	13	0.034	0.009
Q69J	C. Resp/Workload	3. Q69-Q102	384	12	0.031	0.009
Q69K	C. Resp/Workload	3. Q69-Q102	384	13	0.034	0.009
Q69L	C. Resp/Workload	3. Q69-Q102	384	21	0.055	0.012
Q69Q	C. Resp/Workload	3. Q69-Q102	384	12	0.031	0.009
Q69N	C. Resp/Workload	3. Q69-Q102	384	13	0.034	0.009
Q70A	C. Resp/Workload	3. Q69-Q102	384	66	0.172	0.019
Q70B	C. Resp/Workload	3. Q69-Q102	384	14	0.036	0.010
Q70C	C. Resp/Workload	3. Q69-Q102	384	11	0.029	0.009
Q70D	C. Resp/Workload	3. Q69-Q102	384	15	0.039	0.010
Q70E	C. Resp/Workload	3. Q69-Q102	384	16	0.042	0.010
Q70F	C. Resp/Workload	3. Q69-Q102	384	14	0.036	0.010
Q70G	C. Resp/Workload	3. Q69-Q102	384	15	0.039	0.010
Q71A_1	C. Resp/Workload	3. Q69-Q102	265	48	0.181	0.024
Q71A_2	C. Resp/Workload	3. Q69-Q102	265	127	0.479	0.031
Q71B_1	C. Resp/Workload	3. Q69-Q102	265	52	0.196	0.024
Q71B_2	C. Resp/Workload	3. Q69-Q102	265	141	0.532	0.031
Q71C_1	C. Resp/Workload	3. Q69-Q102	265	49	0.185	0.024
Q71C_2	C. Resp/Workload	3. Q69-Q102	265	141	0.532	0.031
Q71D_1	C. Resp/Workload	3. Q69-Q102	265	76	0.287	0.028

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

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Item	Section	Third	N	NR	Rate	Std Error
Q71D_2	C. Resp/Workload	3. Q69-Q102	265	148	0.558	0.031
Q72	C. Resp/Workload	3. Q69-Q102	265	50	0.189	0.024
Q73	C. Resp/Workload	3. Q69-Q102	143	7	0.049	0.018
Q74	C. Resp/Workload	3. Q69-Q102	384	33	0.086	0.014
Q75A	D. Job Satisfaction	3. Q69-Q102	364	9	0.025	0.008
Q75B	D. Job Satisfaction	3. Q69-Q102	364	10	0.027	0.009
Q75C	D. Job Satisfaction	3. Q69-Q102	364	10	0.027	0.009
Q75D	D. Job Satisfaction	3. Q69-Q102	364	8	0.022	0.008
Q75E	D. Job Satisfaction	3. Q69-Q102	364	11	0.030	0.009
Q75F	D. Job Satisfaction	3. Q69-Q102	364	13	0.036	0.010
Q75G	D. Job Satisfaction	3. Q69-Q102	364	15	0.041	0.010
Q76A	D. Job Satisfaction	3. Q69-Q102	384	9	0.023	0.008
Q76B	D. Job Satisfaction	3. Q69-Q102	384	13	0.034	0.009
Q76C	D. Job Satisfaction	3. Q69-Q102	384	25	0.065	0.013
Q76D	D. Job Satisfaction	3. Q69-Q102	384	16	0.042	0.010
Q76E	D. Job Satisfaction	3. Q69-Q102	384	11	0.029	0.009
Q76F	D. Job Satisfaction	3. Q69-Q102	384	22	0.057	0.012
Q76G	D. Job Satisfaction	3. Q69-Q102	384	36	0.094	0.015
Q76H	D. Job Satisfaction	3. Q69-Q102	384	11	0.029	0.009
Q76I	D. Job Satisfaction	3. Q69-Q102	384	21	0.055	0.012
Q76J	D. Job Satisfaction	3. Q69-Q102	384	52	0.135	0.017
Q76K	D. Job Satisfaction	3. Q69-Q102	384	12	0.031	0.009
Q77A	D. Job Satisfaction	3. Q69-Q102	384	34	0.089	0.015
Q77B	D. Job Satisfaction	3. Q69-Q102	384	24	0.063	0.012
Q77C	D. Job Satisfaction	3. Q69-Q102	384	35	0.091	0.015
Q77D	D. Job Satisfaction	3. Q69-Q102	384	30	0.078	0.014
Q77E	D. Job Satisfaction	3. Q69-Q102	384	28	0.073	0.013
Q78	D. Job Satisfaction	3. Q69-Q102	384	152	0.396	0.025
Q79A	D. Job Satisfaction	3. Q69-Q102	384	9	0.023	0.008
Q79B	D. Job Satisfaction	3. Q69-Q102	384	13	0.034	0.009
Q79C	D. Job Satisfaction	3. Q69-Q102	384	11	0.029	0.009
Q79D	D. Job Satisfaction	3. Q69-Q102	384	13	0.034	0.009
Q79E	D. Job Satisfaction	3. Q69-Q102	384	12	0.031	0.009
Q79F	D. Job Satisfaction	3. Q69-Q102	384	14	0.036	0.010
Q79G	D. Job Satisfaction	3. Q69-Q102	384	15	0.039	0.010
Q79H	D. Job Satisfaction	3. Q69-Q102	384	13	0.034	0.009
Q79I	D. Job Satisfaction	3. Q69-Q102	384	22	0.057	0.012
Q79J	D. Job Satisfaction	3. Q69-Q102	384	17	0.044	0.011

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

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Item	Section	Third	N	NR	Rate	Std Error
Q79K	D. Job Satisfaction	3. Q69-Q102	384	23	0.060	0.012
Q79L	D. Job Satisfaction	3. Q69-Q102	384	15	0.039	0.010
Q79Q	D. Job Satisfaction	3. Q69-Q102	384	17	0.044	0.011
Q79N	D. Job Satisfaction	3. Q69-Q102	384	14	0.036	0.010
Q80	D. Job Satisfaction	3. Q69-Q102	384	42	0.109	0.016
Q81	D. Job Satisfaction	3. Q69-Q102	384	112	0.292	0.023
Q82	D. Job Satisfaction	3. Q69-Q102	384	14	0.036	0.010
Q83	D. Job Satisfaction	3. Q69-Q102	26	3	0.115	0.064
Q83_8	D. Job Satisfaction	3. Q69-Q102	7	0	0.000	0.000
Q84	D. Job Satisfaction	3. Q69-Q102	384	184	0.479	0.026
Q85	D. Job Satisfaction	3. Q69-Q102	384	162	0.422	0.025
Q86A	E. Compensation	3. Q69-Q102	384	71	0.185	0.020
Q86B	E. Compensation	3. Q69-Q102	384	100	0.260	0.022
Q86C	E. Compensation	3. Q69-Q102	384	108	0.281	0.023
Q86D	E. Compensation	3. Q69-Q102	384	110	0.286	0.023
Q86E	E. Compensation	3. Q69-Q102	384	113	0.294	0.023
Q86F	E. Compensation	3. Q69-Q102	384	107	0.279	0.023
Q86G	E. Compensation	3. Q69-Q102	384	113	0.294	0.023
Q86H	E. Compensation	3. Q69-Q102	384	106	0.276	0.023
Q86I	E. Compensation	3. Q69-Q102	384	113	0.294	0.023
Q86J	E. Compensation	3. Q69-Q102	384	111	0.289	0.023
Q86K	E. Compensation	3. Q69-Q102	384	118	0.307	0.024
Q86L	E. Compensation	3. Q69-Q102	384	120	0.313	0.024
Q86Q	E. Compensation	3. Q69-Q102	384	112	0.292	0.023
Q86N	E. Compensation	3. Q69-Q102	384	117	0.305	0.024
Q86AT	E. Compensation	3. Q69-Q102	384	122	0.318	0.024
Q86AN_1	E. Compensation	3. Q69-Q102	116	22	0.190	0.037
Q86AN_2	E. Compensation	3. Q69-Q102	68	15	0.221	0.051
Q86AN_3	E. Compensation	3. Q69-Q102	39	9	0.231	0.068
Q86AN_4	E. Compensation	3. Q69-Q102	39	23	0.590	0.080
Q86O_1	E. Compensation	3. Q69-Q102	5	1	0.200	0.200
Q86O	E. Compensation	3. Q69-Q102	5	4	0.800	0.200
Q86P_1	E. Compensation	3. Q69-Q102	5	5	1.000	0.000
Q86P	E. Compensation	3. Q69-Q102	5	0	0.000	0.000
Q87	E. Compensation	3. Q69-Q102	384	78	0.203	0.021
Q88	E. Compensation	3. Q69-Q102	384	52	0.135	0.017
Q89	E. Compensation	3. Q69-Q102	384	92	0.240	0.022
Q90	E. Compensation	3. Q69-Q102	384	48	0.125	0.017

1. Faculty Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 488 Items,
By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q91	F. Sociodem.Chars	3. Q69-Q102	384	9	0.023	0.008
Q92_M	F. Sociodem.Chars	3. Q69-Q102	384	28	0.073	0.013
Q92_Y	F. Sociodem.Chars	3. Q69-Q102	384	22	0.057	0.012
Q93	F. Sociodem.Chars	3. Q69-Q102	384	31	0.081	0.014
Q95	F. Sociodem.Chars	3. Q69-Q102	384	17	0.044	0.011
Q97	F. Sociodem.Chars	3. Q69-Q102	384	20	0.052	0.011
Q98	F. Sociodem.Chars	3. Q69-Q102	384	19	0.049	0.011
Q98_2_1	F. Sociodem.Chars	3. Q69-Q102	35	8	0.229	0.072
Q99	F. Sociodem.Chars	3. Q69-Q102	384	17	0.044	0.011
Q99_3_1	F. Sociodem.Chars	3. Q69-Q102	10	2	0.200	0.133
Q99_4_1	F. Sociodem.Chars	3. Q69-Q102	3	0	0.000	0.000
Q100A	F. Sociodem.Chars	3. Q69-Q102	384	19	0.049	0.011
Q100B	F. Sociodem.Chars	3. Q69-Q102	384	19	0.049	0.011
Q100C	F. Sociodem.Chars	3. Q69-Q102	384	80	0.208	0.021
Q101A	G. Opinions	3. Q69-Q102	384	23	0.060	0.012
Q101B	G. Opinions	3. Q69-Q102	384	25	0.065	0.013
Q101C	G. Opinions	3. Q69-Q102	384	46	0.120	0.017
Q101D	G. Opinions	3. Q69-Q102	384	39	0.102	0.015
Q101E	G. Opinions	3. Q69-Q102	384	42	0.109	0.016
Q101F	G. Opinions	3. Q69-Q102	384	34	0.089	0.015
Q101G	G. Opinions	3. Q69-Q102	384	39	0.102	0.015
Q101H	G. Opinions	3. Q69-Q102	384	31	0.081	0.014
Q102A	G. Opinions	3. Q69-Q102	384	40	0.104	0.016
Q102B	G. Opinions	3. Q69-Q102	384	26	0.068	0.013
Q102C	G. Opinions	3. Q69-Q102	384	27	0.070	0.013
Q102D	G. Opinions	3. Q69-Q102	384	26	0.068	0.013
Q102E	G. Opinions	3. Q69-Q102	384	27	0.070	0.013
Q102F	G. Opinions	3. Q69-Q102	384	28	0.073	0.013
Q102G	G. Opinions	3. Q69-Q102	384	30	0.078	0.014
Q102H	G. Opinions	3. Q69-Q102	384	27	0.070	0.013
Q102I	G. Opinions	3. Q69-Q102	384	33	0.086	0.014
Q102J	G. Opinions	3. Q69-Q102	384	28	0.073	0.013
QMIN			384	88	0.229	0.021
QCOMM			384	248	0.646	0.024

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Appendix R: Critical Item Non-response Rates, Faculty Questionnaire

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2. Faculty Questionnaire: Critical Item Nonresponse Rates
 By Section and Third of Questionnaire
 n = number of eligible unit respondents
 nr = number of item nonresponses
 rate = nr/n = item nr rate
 stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Stderr
Q1	A. Employment	1. Q1-Q35	384	1	0.003	0.003
Q2	A. Employment	1. Q1-Q35	351	8	0.023	0.008
Q5	A. Employment	1. Q1-Q35	384	1	0.003	0.003
Q9	A. Employment	1. Q1-Q35	384	112	0.292	0.023
Q9_6	A. Employment	1. Q1-Q35	30	8	0.267	0.082
Q11	A. Employment	1. Q1-Q35	384	7	0.018	0.007
Q11_1	A. Employment	1. Q1-Q35	97	14	0.144	0.036
Q15_N	A. Employment	1. Q1-Q35	384	76	0.198	0.020
Q15_C	A. Employment	1. Q1-Q35	293	19	0.065	0.014
Q16_N	A. Employment	1. Q1-Q35	384	71	0.185	0.020
Q16_C	A. Employment	1. Q1-Q35	168	16	0.095	0.023
Q19_1A	B. Prof. Background	1. Q1-Q35	232	4	0.017	0.009
Q19_1B	B. Prof. Background	1. Q1-Q35	232	5	0.022	0.010
Q19_1C	B. Prof. Background	1. Q1-Q35	232	33	0.142	0.023
Q19_1D	B. Prof. Background	1. Q1-Q35	232	10	0.043	0.013
Q19_1EA	B. Prof. Background	1. Q1-Q35	232	6	0.026	0.010
Q19_1EB	B. Prof. Background	1. Q1-Q35	232	75	0.323	0.031
Q46	C. Resp/Workload	2. Q36-Q68	342	31	0.091	0.016
Q47_A1	C. Resp/Workload	2. Q36-Q68	284	13	0.046	0.012
Q47_A2B	C. Resp/Workload	2. Q36-Q68	284	8	0.028	0.010
Q47_A2E	C. Resp/Workload	2. Q36-Q68	284	10	0.035	0.011
Q47_A3	C. Resp/Workload	2. Q36-Q68	284	7	0.025	0.009
Q47_B1	C. Resp/Workload	2. Q36-Q68	224	17	0.076	0.018
Q47_B2B	C. Resp/Workload	2. Q36-Q68	224	16	0.071	0.017
Q47_B2E	C. Resp/Workload	2. Q36-Q68	224	15	0.067	0.017
Q47_B3	C. Resp/Workload	2. Q36-Q68	224	13	0.058	0.016
Q47_C1	C. Resp/Workload	2. Q36-Q68	157	29	0.185	0.031
Q47_C2B	C. Resp/Workload	2. Q36-Q68	157	25	0.159	0.029
Q47_C2E	C. Resp/Workload	2. Q36-Q68	157	22	0.140	0.028
Q47_C3	C. Resp/Workload	2. Q36-Q68	157	22	0.140	0.028
Q47_D1	C. Resp/Workload	2. Q36-Q68	99	22	0.222	0.042
Q47_D2B	C. Resp/Workload	2. Q36-Q68	99	24	0.242	0.043
Q47_D2E	C. Resp/Workload	2. Q36-Q68	99	20	0.202	0.041
Q47_D3	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_E1	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2B	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2E	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E3	C. Resp/Workload	2. Q36-Q68	45	16	0.356	0.072
Q63	C. Resp/Workload	2. Q36-Q68	384	9	0.023	0.008
Q91	F. Sociodem.Chars	3. Q69-Q102	384	9	0.023	0.008
Q92_M	F. Sociodem.Chars	3. Q69-Q102	384	28	0.073	0.013
Q92_Y	F. Sociodem.Chars	3. Q69-Q102	384	22	0.057	0.012
Q93	F. Sociodem.Chars	3. Q69-Q102	384	31	0.081	0.014
Q99	F. Sociodem.Chars	3. Q69-Q102	384	17	0.044	0.011

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**Appendix S: Item Non-response Rates Exceeding .20, Faculty
Questionnaire**

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3. Faculty Questionnaire: Item Nonresponse Exceeding .20

By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q6F	A. Employment	1. Q1-Q35	125	75	0.600	0.044
Q9	A. Employment	1. Q1-Q35	384	112	0.292	0.023
Q9_6	A. Employment	1. Q1-Q35	30	8	0.267	0.082
Q17C_1	B. Prof. Background	1. Q1-Q35	92	26	0.283	0.047
Q19_1EB	B. Prof. Background	1. Q1-Q35	232	75	0.323	0.031
Q19_2EB	B. Prof. Background	1. Q1-Q35	232	82	0.353	0.031
Q19_3A	B. Prof. Background	1. Q1-Q35	232	83	0.358	0.032
Q19_3B	B. Prof. Background	1. Q1-Q35	232	91	0.392	0.032
Q19_3C	B. Prof. Background	1. Q1-Q35	232	112	0.483	0.033
Q19_3D	B. Prof. Background	1. Q1-Q35	232	99	0.427	0.033
Q19_3EA	B. Prof. Background	1. Q1-Q35	232	93	0.401	0.032
Q19_3EB	B. Prof. Background	1. Q1-Q35	232	136	0.586	0.032
Q19_4A	B. Prof. Background	1. Q1-Q35	232	190	0.819	0.025
Q19_4B	B. Prof. Background	1. Q1-Q35	232	202	0.871	0.022
Q19_4C	B. Prof. Background	1. Q1-Q35	232	207	0.892	0.020
Q19_4D	B. Prof. Background	1. Q1-Q35	232	207	0.892	0.020
Q19_4EA	B. Prof. Background	1. Q1-Q35	232	202	0.871	0.022
Q19_4EB	B. Prof. Background	1. Q1-Q35	232	210	0.905	0.019
Q21EB	B. Prof. Background	1. Q1-Q35	53	14	0.264	0.061
Q29_5E	B. Prof. Background	1. Q1-Q35	384	187	0.487	0.026
Q29_6E	B. Prof. Background	1. Q1-Q35	384	257	0.669	0.024
Q30_1	B. Prof. Background	1. Q1-Q35	384	137	0.357	0.024
Q31A_5E	B. Prof. Background	1. Q1-Q35	181	66	0.365	0.036
Q31A_6E	B. Prof. Background	1. Q1-Q35	181	63	0.348	0.036
Q31B_1F	B. Prof. Background	1. Q1-Q35	347	247	0.712	0.024
Q31B_1T	B. Prof. Background	1. Q1-Q35	347	247	0.712	0.024
Q31B_2	B. Prof. Background	1. Q1-Q35	347	246	0.709	0.024
Q31B_3	B. Prof. Background	1. Q1-Q35	347	244	0.703	0.025
Q31B_4	B. Prof. Background	1. Q1-Q35	347	244	0.703	0.025
Q31B_5H	B. Prof. Background	1. Q1-Q35	347	244	0.703	0.025
Q31B_5E	B. Prof. Background	1. Q1-Q35	347	261	0.752	0.023
Q31B_6H	B. Prof. Background	1. Q1-Q35	347	246	0.709	0.024
Q31B_6E	B. Prof. Background	1. Q1-Q35	347	262	0.755	0.023
Q31C_1F	B. Prof. Background	1. Q1-Q35	333	280	0.841	0.020
Q31C_1T	B. Prof. Background	1. Q1-Q35	333	280	0.841	0.020
Q31C_2	B. Prof. Background	1. Q1-Q35	333	278	0.835	0.020
Q31C_3	B. Prof. Background	1. Q1-Q35	333	277	0.832	0.021
Q31C_4	B. Prof. Background	1. Q1-Q35	333	277	0.832	0.021
Q31C_5H	B. Prof. Background	1. Q1-Q35	333	277	0.832	0.021
Q31C_5E	B. Prof. Background	1. Q1-Q35	333	284	0.853	0.019
Q31C_6H	B. Prof. Background	1. Q1-Q35	333	280	0.841	0.020

3. Faculty Questionnaire: Item Nonresponse Exceeding .20
 By Section and Third of Questionnaire
 n = number of eligible unit respondents
 nr = number of item nonresponses
 rate = nr/n = item nr rate
 stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q31C_6E	B. Prof. Background	1. Q1-Q35	333	282	0.847	0.020
Q32	B. Prof. Background	1. Q1-Q35	384	98	0.255	0.022
Q33_P	B. Prof. Background	1. Q1-Q35	140	57	0.407	0.042
Q34B_1F	B. Prof. Background	1. Q1-Q35	126	44	0.349	0.043
Q34B_1T	B. Prof. Background	1. Q1-Q35	126	56	0.444	0.044
Q34B_2	B. Prof. Background	1. Q1-Q35	126	44	0.349	0.043
Q34B_3	B. Prof. Background	1. Q1-Q35	126	44	0.349	0.043
Q34B_4	B. Prof. Background	1. Q1-Q35	126	43	0.341	0.042
Q35_1_A	B. Prof. Background	1. Q1-Q35	296	98	0.331	0.027
Q35_2_A	B. Prof. Background	1. Q1-Q35	296	115	0.389	0.028
Q35_3_A	B. Prof. Background	1. Q1-Q35	296	140	0.473	0.029
Q35_4_A	B. Prof. Background	1. Q1-Q35	296	138	0.466	0.029
Q35_5_A	B. Prof. Background	1. Q1-Q35	296	130	0.439	0.029
Q35_6_A	B. Prof. Background	1. Q1-Q35	296	125	0.422	0.029
Q35_7_A	B. Prof. Background	1. Q1-Q35	296	140	0.473	0.029
Q35_8_A	B. Prof. Background	1. Q1-Q35	296	132	0.446	0.029
Q35_9_A	B. Prof. Background	1. Q1-Q35	296	141	0.476	0.029
Q35_10_A	B. Prof. Background	1. Q1-Q35	296	132	0.446	0.029
Q35_11_A	B. Prof. Background	1. Q1-Q35	296	83	0.280	0.026
Q35_12_A	B. Prof. Background	1. Q1-Q35	296	136	0.459	0.029
Q35_13_A	B. Prof. Background	1. Q1-Q35	296	144	0.486	0.029
Q35_14_A	B. Prof. Background	1. Q1-Q35	296	144	0.486	0.029
Q35_1_B1	B. Prof. Background	1. Q1-Q35	296	177	0.598	0.029
Q35_2_B1	B. Prof. Background	1. Q1-Q35	296	189	0.639	0.028
Q35_3_B1	B. Prof. Background	1. Q1-Q35	296	219	0.740	0.026
Q35_4_B1	B. Prof. Background	1. Q1-Q35	296	208	0.703	0.027
Q35_5_B1	B. Prof. Background	1. Q1-Q35	296	209	0.706	0.027
Q35_6_B1	B. Prof. Background	1. Q1-Q35	296	212	0.716	0.026
Q35_7_B1	B. Prof. Background	1. Q1-Q35	296	228	0.770	0.024
Q35_8_B1	B. Prof. Background	1. Q1-Q35	296	224	0.757	0.025
Q35_9_B1	B. Prof. Background	1. Q1-Q35	296	225	0.760	0.025
Q35_10B1	B. Prof. Background	1. Q1-Q35	296	205	0.693	0.027
Q35_11B1	B. Prof. Background	1. Q1-Q35	296	132	0.446	0.029
Q35_12B1	B. Prof. Background	1. Q1-Q35	296	208	0.703	0.027
Q35_13B1	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_14B1	B. Prof. Background	1. Q1-Q35	296	232	0.784	0.024
Q35_1_B2	B. Prof. Background	1. Q1-Q35	296	181	0.611	0.028
Q35_2_B2	B. Prof. Background	1. Q1-Q35	296	208	0.703	0.027
Q35_3_B2	B. Prof. Background	1. Q1-Q35	296	227	0.767	0.025
Q35_4_B2	B. Prof. Background	1. Q1-Q35	296	220	0.743	0.025
Q35_5_B2	B. Prof. Background	1. Q1-Q35	296	228	0.770	0.024
Q35_6_B2	B. Prof. Background	1. Q1-Q35	296	221	0.747	0.025

3. Faculty Questionnaire: Item Nonresponse Exceeding .20

By Section and Third of Questionnaire
n = number of eligible unit respondents
nr = number of item nonresponses
rate = nr/n = item nr rate
stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q35_7_B2	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_8_B2	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_9_B2	B. Prof. Background	1. Q1-Q35	296	230	0.777	0.024
Q35_10B2	B. Prof. Background	1. Q1-Q35	296	217	0.733	0.026
Q35_11B2	B. Prof. Background	1. Q1-Q35	296	161	0.544	0.029
Q35_12B2	B. Prof. Background	1. Q1-Q35	296	217	0.733	0.026
Q35_13B2	B. Prof. Background	1. Q1-Q35	296	237	0.801	0.023
Q35_14B2	B. Prof. Background	1. Q1-Q35	296	238	0.804	0.023
Q36B	C. Resp/Workload	2. Q36-Q68	384	123	0.320	0.024
Q36B_1	C. Resp/Workload	2. Q36-Q68	261	148	0.567	0.031
Q36C	C. Resp/Workload	2. Q36-Q68	384	135	0.352	0.024
Q36D	C. Resp/Workload	2. Q36-Q68	384	137	0.357	0.024
Q37BF	C. Resp/Workload	2. Q36-Q68	384	77	0.201	0.020
Q38_1A	C. Resp/Workload	2. Q36-Q68	182	44	0.242	0.032
Q38_2A	C. Resp/Workload	2. Q36-Q68	182	40	0.220	0.031
Q38_3A	C. Resp/Workload	2. Q36-Q68	182	41	0.225	0.031
Q38_3B	C. Resp/Workload	2. Q36-Q68	37	8	0.216	0.069
Q38_3C	C. Resp/Workload	2. Q36-Q68	37	14	0.378	0.081
Q47_D1	C. Resp/Workload	2. Q36-Q68	99	22	0.222	0.042
Q47_D2A	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_D2B	C. Resp/Workload	2. Q36-Q68	99	24	0.242	0.043
Q47_D2C	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_D2D	C. Resp/Workload	2. Q36-Q68	99	23	0.232	0.043
Q47_D2E	C. Resp/Workload	2. Q36-Q68	99	20	0.202	0.041
Q47_D2F	C. Resp/Workload	2. Q36-Q68	99	22	0.222	0.042
Q47_D2G	C. Resp/Workload	2. Q36-Q68	99	24	0.242	0.043
Q47_D2H	C. Resp/Workload	2. Q36-Q68	99	23	0.232	0.043
Q47_D3	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_D4	C. Resp/Workload	2. Q36-Q68	99	21	0.212	0.041
Q47_E1	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2A	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2B	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2C	C. Resp/Workload	2. Q36-Q68	45	16	0.356	0.072
Q47_E2D	C. Resp/Workload	2. Q36-Q68	45	18	0.400	0.074
Q47_E2E	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2F	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q47_E2G	C. Resp/Workload	2. Q36-Q68	45	17	0.378	0.073
Q47_E2H	C. Resp/Workload	2. Q36-Q68	45	16	0.356	0.072
Q47_E3	C. Resp/Workload	2. Q36-Q68	45	16	0.356	0.072
Q47_E4	C. Resp/Workload	2. Q36-Q68	45	15	0.333	0.071
Q49A	C. Resp/Workload	2. Q36-Q68	8	4	0.500	0.189
Q49B	C. Resp/Workload	2. Q36-Q68	7	5	0.714	0.184

3. Faculty Questionnaire: Item Nonresponse Exceeding .20

By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q49C	C. Resp/Workload	2. Q36-Q68	7	3	0.429	0.202
Q49D	C. Resp/Workload	2. Q36-Q68	3	2	0.667	0.333
Q50B	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q50C	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q50D	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q50E	C. Resp/Workload	2. Q36-Q68	8	2	0.250	0.164
Q54L	C. Resp/Workload	2. Q36-Q68	31	18	0.581	0.090
Q58A_2	C. Resp/Workload	2. Q36-Q68	384	172	0.448	0.025
Q58B_1	C. Resp/Workload	2. Q36-Q68	384	95	0.247	0.022
Q58B_2	C. Resp/Workload	2. Q36-Q68	384	202	0.526	0.026
Q58C_1	C. Resp/Workload	2. Q36-Q68	384	107	0.279	0.023
Q58C_2	C. Resp/Workload	2. Q36-Q68	384	224	0.583	0.025
Q58D_1	C. Resp/Workload	2. Q36-Q68	384	127	0.331	0.024
Q58D_2	C. Resp/Workload	2. Q36-Q68	384	242	0.630	0.025
Q68A2	C. Resp/Workload	2. Q36-Q68	54	12	0.222	0.057
Q68A3	C. Resp/Workload	2. Q36-Q68	54	14	0.259	0.060
Q68A4	C. Resp/Workload	2. Q36-Q68	54	16	0.296	0.063
Q68D4	C. Resp/Workload	2. Q36-Q68	7	2	0.286	0.184
Q68A5	C. Resp/Workload	2. Q36-Q68	54	11	0.204	0.055
Q68D5	C. Resp/Workload	2. Q36-Q68	16	6	0.375	0.125
Q68A6	C. Resp/Workload	2. Q36-Q68	54	23	0.426	0.068
Q71A_2	C. Resp/Workload	3. Q69-Q102	265	127	0.479	0.031
Q71B_2	C. Resp/Workload	3. Q69-Q102	265	141	0.532	0.031
Q71C_2	C. Resp/Workload	3. Q69-Q102	265	141	0.532	0.031
Q71D_1	C. Resp/Workload	3. Q69-Q102	265	76	0.287	0.028
Q71D_2	C. Resp/Workload	3. Q69-Q102	265	148	0.558	0.031
Q78	D. Job Satisfaction	3. Q69-Q102	384	152	0.396	0.025
Q81	D. Job Satisfaction	3. Q69-Q102	384	112	0.292	0.023
Q84	D. Job Satisfaction	3. Q69-Q102	384	184	0.479	0.026
Q85	D. Job Satisfaction	3. Q69-Q102	384	162	0.422	0.025
Q86B	E. Compensation	3. Q69-Q102	384	100	0.260	0.022
Q86C	E. Compensation	3. Q69-Q102	384	108	0.281	0.023
Q86D	E. Compensation	3. Q69-Q102	384	110	0.286	0.023
Q86E	E. Compensation	3. Q69-Q102	384	113	0.294	0.023
Q86F	E. Compensation	3. Q69-Q102	384	107	0.279	0.023
Q86G	E. Compensation	3. Q69-Q102	384	113	0.294	0.023
Q86H	E. Compensation	3. Q69-Q102	384	106	0.276	0.023
Q86I	E. Compensation	3. Q69-Q102	384	113	0.294	0.023
Q86J	E. Compensation	3. Q69-Q102	384	111	0.289	0.023
Q86K	E. Compensation	3. Q69-Q102	384	118	0.307	0.024
Q86L	E. Compensation	3. Q69-Q102	384	120	0.313	0.024
Q86N	E. Compensation	3. Q69-Q102	384	117	0.305	0.024

3. Faculty Questionnaire: Item Nonresponse Exceeding .20

By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	Std Error
Q86Q	E. Compensation	3. Q69-Q102	384	112	0.292	0.023
Q86AT	E. Compensation	3. Q69-Q102	384	122	0.318	0.024
Q86AN_2	E. Compensation	3. Q69-Q102	68	15	0.221	0.051
Q86AN_3	E. Compensation	3. Q69-Q102	39	9	0.231	0.068
Q86AN_4	E. Compensation	3. Q69-Q102	39	23	0.590	0.080
Q86O_1	E. Compensation	3. Q69-Q102	5	1	0.200	0.200
Q86O	E. Compensation	3. Q69-Q102	5	4	0.800	0.200
Q86P_1	E. Compensation	3. Q69-Q102	5	5	1.000	0.000
Q87	E. Compensation	3. Q69-Q102	384	78	0.203	0.021
Q89	E. Compensation	3. Q69-Q102	384	92	0.240	0.022
Q98_2_1	F. Sociodem.Chars	3. Q69-Q102	35	8	0.229	0.072
Q99_3_1	F. Sociodem.Chars	3. Q69-Q102	10	2	0.200	0.133
Q100C	F. Sociodem.Chars	3. Q69-Q102	384	80	0.208	0.021
QMIN			384	88	0.229	0.021
QCOMM			384	248	0.646	0.024

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Appendix T: Item Non-response Rates, Institution Questionnaire

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1. Institution Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 124 Items
 By Section and Third of Questionnaire
 n = number of eligible unit respondents
 nr = number of item nonresponses
 rate = nr/n = item nr rate
 stderr = standard error of rate

Item	Section	Third	N	NR	Rate	StdErr
Q1A	Counts	1. Q1A-Q10	136	9	0.066	0.021
Q1B	Counts	1. Q1A-Q10	136	27	0.199	0.034
Q2	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	1	0.008	0.008
Q2_1_P	A. FT/PT Instruc. Staff	1. Q1A-Q10	39	5	0.128	0.054
Q2_2_P	A. FT/PT Instruc. Staff	1. Q1A-Q10	19	5	0.263	0.104
Q3A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	2	0.016	0.011
Q3B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	3	0.024	0.014
Q3C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	4	0.032	0.016
Q3D	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	3	0.024	0.014
Q3E	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	4	0.032	0.016
Q4	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	2	0.016	0.011
Q5A_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	37	0.296	0.041
Q5A_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	38	0.304	0.041
Q5A_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	25	0.200	0.036
Q5B_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	51	0.408	0.044
Q5B_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	41	0.328	0.042
Q5B_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	33	0.264	0.040
Q5C_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	42	0.336	0.042
Q5C_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	51	0.408	0.044
Q5C_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	41	0.328	0.042
Q5D_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	48	0.384	0.044
Q5D_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	47	0.376	0.043
Q5D_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	35	0.280	0.040
Q5E_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	90	27	0.300	0.049
Q5E_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	91	27	0.297	0.048
Q5E_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	103	27	0.262	0.044
Q6A	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	23	0.230	0.042
Q6B	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	21	0.210	0.041
Q7A	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	32	0.320	0.047
Q7B	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	94	0.940	0.024
Q8A	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	6	0.060	0.024
Q8B	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	5	0.050	0.022
Q8C	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	6	0.060	0.024
Q8D	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	6	0.060	0.024
Q8E	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	5	0.050	0.022
Q8F	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	6	0.060	0.024
Q8F_1	A. FT/PT Instruc. Staff	1. Q1A-Q10	53	11	0.208	0.056
Q9	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	5	0.050	0.022
Q9_1	A. FT/PT Instruc. Staff	1. Q1A-Q10	8	1	0.125	0.125
Q10	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	28	0.224	0.037
Q11A_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	14	0.112	0.028
Q11B_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	16	0.128	0.030
Q11C_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	16	0.128	0.030

2. Institution Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 124 Items

By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	StdErr
Q11D_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	17	0.136	0.031
Q11E_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	17	0.136	0.031
Q11A_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	91	2	0.022	0.015
Q11B_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	81	0	0.000	0.000
Q11C_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	62	0	0.000	0.000
Q11D_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	20	2	0.100	0.069
Q11E_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	28	1	0.036	0.036
Q12A_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	13	0.104	0.027
Q12B_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	12	0.096	0.026
Q12C_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	12	0.096	0.026
Q12D_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	12	0.096	0.026
Q12E_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	12	0.096	0.026
Q12F_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	12	0.096	0.026
Q12G_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	8	0.064	0.022
Q12A_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	112	1	0.009	0.009
Q12B_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	106	0	0.000	0.000
Q12C_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	107	0	0.000	0.000
Q12D_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	107	0	0.000	0.000
Q12E_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	38	0	0.000	0.000
Q12F_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	91	4	0.044	0.022
Q12G_2	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	28	0	0.000	0.000
Q13A	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	6	0.048	0.019
Q13B	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	6	0.048	0.019
Q13C	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	7	0.056	0.021
Q13D	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	6	0.048	0.019
Q13E	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	6	0.048	0.019
Q13F	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	6	0.048	0.019
Q13G	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	6	0.048	0.019
Q13H	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	6	0.048	0.019
Q14	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	24	0.192	0.035
Q15	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	5	0.040	0.018
Q15_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	40	8	0.200	0.064
Q17	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	107	6	0.056	0.022
Q18A_1	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	62	3	0.048	0.027
Q18B_1	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	62	3	0.048	0.027
Q18C_1	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	62	3	0.048	0.027
Q18D_1	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	62	3	0.048	0.027
Q18E_1	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	62	2	0.032	0.023
Q18A_2	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	36	0	0.000	0.000
Q18B_2	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	40	0	0.000	0.000
Q18C_2	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	34	0	0.000	0.000
Q18D_2	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	8	0	0.000	0.000
Q18E_2	B. PT Fac/Instruc. Staff	2. Q11A_1-Q18E_2	17	0	0.000	0.000

3. Institution Questionnaire: TOTAL RESPONDENTS

Item Nonresponse Rates of 124 Items
 By Section and Third of Questionnaire
 n = number of eligible unit respondents
 nr = number of item nonresponses
 rate = nr/n = item nr rate
 stderr = standard error of rate

Item	Section	Third	N	NR	Rate	StdErr
Q19	B. PT Fac/Instruc. Staff	3. Q19-Q26	62	0	0.000	0.000
Q19_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	35	6	0.171	0.065
Q20A_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	8	0.075	0.026
Q20B_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	8	0.075	0.026
Q20C_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	9	0.084	0.027
Q20D_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	8	0.075	0.026
Q20E_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	8	0.075	0.026
Q20F_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	10	0.093	0.028
Q20G_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	7	0.065	0.024
Q20A_2	B. PT Fac/Instruc. Staff	3. Q19-Q26	45	1	0.022	0.022
Q20B_2	B. PT Fac/Instruc. Staff	3. Q19-Q26	42	1	0.024	0.024
Q20C_2	B. PT Fac/Instruc. Staff	3. Q19-Q26	32	0	0.000	0.000
Q20D_2	B. PT Fac/Instruc. Staff	3. Q19-Q26	29	0	0.000	0.000
Q20E_2	B. PT Fac/Instruc. Staff	3. Q19-Q26	22	0	0.000	0.000
Q20F_2	B. PT Fac/Instruc. Staff	3. Q19-Q26	27	0	0.000	0.000
Q20G_2	B. PT Fac/Instruc. Staff	3. Q19-Q26	9	0	0.000	0.000
Q21A	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	6	0.056	0.022
Q21B	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	5	0.047	0.021
Q21C	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	5	0.047	0.021
Q21D	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	6	0.056	0.022
Q21E	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	6	0.056	0.022
Q21F	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	6	0.056	0.022
Q21G	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	7	0.065	0.024
Q21H	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	6	0.056	0.022
Q22	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	8	0.075	0.026
Q22_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	54	14	0.259	0.060
Q23	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	9	0.084	0.027
Q24	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	6	0.056	0.022
Q24_1_P	B. PT Fac/Instruc. Staff	3. Q19-Q26	18	1	0.056	0.056
Q26_2	C. All Fac/Instruc. Staff	3. Q19-Q26	112	23	0.205	0.038
Q26_3	C. All Fac/Instruc. Staff	3. Q19-Q26	112	23	0.205	0.038
Q26_4	C. All Fac/Instruc. Staff	3. Q19-Q26	112	22	0.196	0.038
Q26_5	C. All Fac/Instruc. Staff	3. Q19-Q26	112	23	0.205	0.038
NAME1	D. Respondent Info	3. Q19-Q26	136	33	0.243	0.037
TITLE1	D. Respondent Info	3. Q19-Q26	136	29	0.213	0.035
TEL1	D. Respondent Info	3. Q19-Q26	136	36	0.265	0.038
QUES1_1	D. Respondent Info	3. Q19-Q26	136	93	0.684	0.040
QUES1_1	D. Respondent Info	3. Q19-Q26	93	35	0.376	0.051

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**Appendix U: Item Non-response Rates Exceeding .20, Institution
Questionnaire**

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2. Institution Questionnaire: Item Nonresponse Rates Exceeding .20

By Section and Third of Questionnaire

n = number of eligible unit respondents

nr = number of item nonresponses

rate = nr/n = item nr rate

stderr = standard error of rate

Item	Section	Third	N	NR	Rate	StdErr
Q2_2_P	A. FT/PT Instruc. Staff	1. Q1A-Q10	19	5	0.26	0.1
Q5A_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	37	0.3	0.04
Q5A_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	38	0.3	0.04
Q5A_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	25	0.2	0.04
Q5B_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	51	0.41	0.04
Q5B_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	41	0.33	0.04
Q5B_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	33	0.26	0.04
Q5C_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	42	0.34	0.04
Q5C_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	51	0.41	0.04
Q5C_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	41	0.33	0.04
Q5D_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	48	0.38	0.04
Q5D_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	47	0.38	0.04
Q5D_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	35	0.28	0.04
Q5E_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	90	27	0.3	0.05
Q5E_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	91	27	0.3	0.05
Q5E_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	103	27	0.26	0.04
Q6A	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	23	0.23	0.04
Q6B	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	21	0.21	0.04
Q7A	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	32	0.32	0.05
Q7B	A. FT/PT Instruc. Staff	1. Q1A-Q10	100	94	0.94	0.02
Q8F_1	A. FT/PT Instruc. Staff	1. Q1A-Q10	53	11	0.21	0.06
Q10	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	28	0.22	0.04
Q15_1	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	40	8	0.2	0.06
Q22_1	B. PT Fac/Instruc. Staff	3. Q19-Q26	54	14	0.26	0.06
Q26_2	C. All Fac/Instruc. Staff	3. Q19-Q26	112	23	0.21	0.04
Q26_3	C. All Fac/Instruc. Staff	3. Q19-Q26	112	23	0.21	0.04
Q26_5	C. All Fac/Instruc. Staff	3. Q19-Q26	112	23	0.21	0.04
NAME1	D. Respondent Info	3. Q19-Q26	136	33	0.24	0.04
TITLE1	D. Respondent Info	3. Q19-Q26	136	29	0.21	0.04
TEL1	D. Respondent Info	3. Q19-Q26	136	36	0.26	0.04
QUES1_1	D. Respondent Info	3. Q19-Q26	136	93	0.68	0.04
QUES1	D. Respondent Info	3. Q19-Q26	93	35	0.38	0.05

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**Appendix V: Critical Item Non-response Rates, Institution
Questionnaire**

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3. Institution Questionnaire: Critical Item Nonresponse Rates
 By Section and Third of Questionnaire
 n = number of eligible unit respondents
 nr = number of item nonresponses
 rate = nr/n = item nr rate
 stderr = standard error of rate

Item	Section	Third	N	NR	Rate	StdErr
Q1A	Counts	1. Q1A-Q10	136	9	0.066	0.021
Q1B	Counts	1. Q1A-Q10	136	27	0.199	0.034
Q5A_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	37	0.296	0.041
Q5A_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	38	0.304	0.041
Q5A_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	25	0.200	0.036
Q5B_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	51	0.408	0.044
Q5B_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	41	0.328	0.042
Q5B_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	33	0.264	0.040
Q5C_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	42	0.336	0.042
Q5C_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	51	0.408	0.044
Q5C_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	41	0.328	0.042
Q5D_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	48	0.384	0.044
Q5D_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	47	0.376	0.043
Q5D_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	35	0.280	0.040
Q5E_A	A. FT/PT Instruc. Staff	1. Q1A-Q10	90	27	0.300	0.049
Q5E_B	A. FT/PT Instruc. Staff	1. Q1A-Q10	91	27	0.297	0.048
Q5E_C	A. FT/PT Instruc. Staff	1. Q1A-Q10	103	27	0.262	0.044
Q10	A. FT/PT Instruc. Staff	1. Q1A-Q10	125	28	0.224	0.037
Q14	A. FT/PT Instruc. Staff	2. Q11A_1-Q18E_2	125	24	0.192	0.035
Q23	B. PT Fac/Instruc. Staff	3. Q19-Q26	107	9	0.084	0.027

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Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>). You can also contact Sheilah Jupiter at (202) 219-1761 (sheilah_jupiter@ed.gov) if you are interested in any of the following papers.

Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
Baccalaureate and Beyond (B&B)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Beginning Postsecondary Students (BPS) Longitudinal Study		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Common Core of Data (CCD)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
Decennial Census School District Project		
95-12	Rural Education Data User's Guide	Samuel Peng
96-04	Census Mapping Project/School District Data Book	Tai Phan
98-07	Decennial Census School District Project Planning Report	Tai Phan
Early Childhood Longitudinal Study (ECLS)		
96-08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Education Finance Statistics Center (EDFIN)		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
High School and Beyond (HS&B)		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
HS Transcript Studies		
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson

No.	Title	NCES contact
International Adult Literacy Survey (IALS)		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
Integrated Postsecondary Education Data System (IPEDS)		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
National Assessment of Educational Progress (NAEP)		
95-12	Rural Education Data User's Guide	Samuel Peng
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
National Assessment of Adult Literacy Survey (NAALS)		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
National Education Longitudinal Study of 1988 (NELS:88)		
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico

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National Household Education Survey (NHES)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97-19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
National Longitudinal Study of the High School Class of 1972 (NLS-72)		
95-12	Rural Education Data User's Guide	Samuel Peng
National Postsecondary Student Aid Study (NPSAS)		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
National Study of Postsecondary Faculty (NSOPF)		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler

No.	Title	NCES contact
Private School Universe Survey (PSS)		
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Recent College Graduates (RCG)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Schools and Staffing Survey (SASS)		
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-06	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95-01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-08	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96-02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk

No.	Title	NCES contact
96-24	National Assessments of Teacher Quality	Dan Kasprzyk
96-25	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97-01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97-23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
98-05	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-12	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley

Listing of NCES Working Papers by Subject

No.	Title	NCES contact
Adult education		
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
American Indian – education		
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
Assessment/achievement		
95-12	Rural Education Data User's Guide	Samuel Peng
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Beginning students in postsecondary education		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
Civic participation		
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Climate of schools		
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
Cost of education indices		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
Course-taking		
95-12	Rural Education Data User's Guide	Samuel Peng
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings

No.	Title	NCES contact
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
Crime		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Curriculum		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Customer service		
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
Data quality		
97-13	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
Dropout rates, high school		
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
Early childhood education		
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Educational attainment		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
Employment		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
Faculty – higher education		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimpler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimpler
Finance – elementary and secondary schools		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
Finance – postsecondary		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe

No.	Title	NCES contact
Finance – private schools		
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
Geography		
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
Inflation		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
Institution Data		
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Instructional resources and practices		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
International comparisons		
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
Libraries		
94-07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Limited English Proficiency		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
Literacy of adults		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
Literacy of adults – international		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley

No.	Title	NCES contact
Mathematics		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
Parental involvement in education		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Participation rates		
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
Postsecondary education		
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
Postsecondary education – persistence and attainment		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Postsecondary education – staff		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Private schools		
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
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No.	Title	NCES contact
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Schools		
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Staff		
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State		
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Statistical methodology		
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Students with disabilities		
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Survey methodology		
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Teachers		
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