

## **Appendix A**

### **Sampling Details**

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## A.1 Institution Frame Construction

The institution sample selection has been based on a probability proportional to size (PPS) selection methodology, where each institution was assigned a composite measure of size (MOS) that reflected the number of eligible faculty and instructional staff in each of the following six hierarchical strata in the given order of inclusion:<sup>1</sup>

- Hispanic;
- non-Hispanic Black;
- Asian and Pacific Islander;
- full-time female;
- full-time male; and
- all other.

Faculty counts needed for MOS calculations were initially obtained from the Fall Staff Survey Component of the Winter 2001-2002 Integrated Postsecondary Education Data System (IPEDS) Data Collection (Winter:02 IPEDS). However, this source could not provide all of the information necessary to classify faculty members into one of the above sampling strata. For instance, faculty counts were not reported in a number of institutions, while for others, reported counts were not indexed by race and ethnicity. As a result, the missing information had to be imputed in two steps. As detailed in the next section, the first step consisted of imputing unreported (missing) faculty counts, while in the second step, faculty reported as having unknown race/ethnicity or as nonresident aliens were distributed among the known race categories using a special procedure. Subsequent to these two steps, faculty members in each institution were classified into one of the six sampling strata.

### A.1.1 Imputation of Missing Faculty Counts

As summarized in table A-1, starting with the 3,379 eligible institutions in the NSOPF:04 universe, the Winter:02 IPEDS provided faculty counts for 3,148 institutions, including counts of faculty with unknown race/ethnicity and those listed as nonresident aliens.<sup>2</sup> Of these 3,148 institutions, 59 were main campuses (parents) that reported to IPEDS the total faculty at the main campus as well as those for their branch (child) campuses. Among the 231 institutions that had no reported faculty counts, 80 were children of the 59 parent campuses and the remaining 151 were campuses without any reported faculty counts.

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<sup>1</sup> It should be noted that since the institution samples for both National Study of Postsecondary Faculty (NSOPF:04) and National Postsecondary Student Aid Survey (NPSAS:04) surveys were selected jointly, the MOS for each institution was calculated to reflect the number of students in each institution as well.

<sup>2</sup> Note that the universe count of 3,379 does not reflect the two institutions that were added after sample selection to refresh the sample.

**Table A-1. Composition of NSOPF:04 institutions based on availability of the Winter:02 IPEDS data**

Institution type	Frequency
All eligible institutions	3,379
With IPEDS faculty counts	3,148
Non-parent	3,089
Parent	59
Without IPEDS faculty counts	231
Children	80
Other	151

NOTE: Parent refers to main campuses. Children refers to branch campuses. IPEDS = Integrated Postsecondary Education Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

The IPEDS allows institutions to provide combined faculty counts for themselves and their branch campuses. The unreported faculty counts for the 80 child campuses were reallocated from their parents according to the following steps. Here, all child institutions corresponding to a parent institution were included, even if such institutions were not eligible for NSOPF:04.

- For the 75 child institutions whose parents had a Carnegie code—accredited, degree-granting colleges and universities—the total count of faculty for each faculty group was reallocated from the parent institutions such that the parent retained twice as many faculty members as each of the children for the given group. This is the procedure followed for IPEDS.
- For the remaining five child institutions whose parents did not have a Carnegie code, the total count of faculty for each group was allocated equally between the parent and its child.

There were 151 institutions in the NSOPF universe that were not eligible for IPEDS imputation<sup>3</sup> and had no reported faculty counts in the Winter:02 IPEDS. In order to calculate MOS for such institutions, missing counts of faculty members were imputed using a methodology similar to that used to impute all IPEDS data. Specifically, the following steps were taken:

- If data were available from the Fall Staff Survey (IPEDS-S:97 or -S:99), these data were used without any adjustments, with preference given to the more recent data.
- If data were not available from either the IPEDS-S:97 or -S:99, faculty counts were imputed as a function of student counts according to the following steps:
  - Using the IPEDS 2000 Fall Enrollment dataset, for each institution the full-time equivalent (FTE) for students was calculated using the following formula:

$$FTE = \text{Full-time} + \frac{1}{3} \text{Part-time}$$

<sup>3</sup> Institutions not in-scope for imputation for the Fall Staff Survey of IPEDS included those that were child institutions or had less than 15 full-time employees.

- Each institution was assigned to an imputation group based on institution type and within each group the institution with the closest FTE was selected as the donor institution. Subsequently, the missing faculty counts for each subgroup were imputed using the following ratio estimator, in which the function “Integer” indicates the integer part of the resulting number:

$$Faculty_{Missing} = Integer \left[ Faculty_{Donor} \times \frac{FTE_{Missing}}{FTE_{Donor}} \right]$$

### A.1.2 Imputation of Missing Faculty Stratification Information

The majority of the 3,379 NSOPF:04 institutions included faculty members whose race and ethnicity were reported as nonresident alien or as unknown. These race/ethnicity categories had to be reconciled so that such faculty could be allocated to the six sampling strata. As detailed next, this process was carried out separately for faculty with reported unknown race/ethnicity and for faculty who are reported as nonresident aliens.

A large number of institutions included faculty for whom race/ethnicity was reported as unknown. These faculty were assigned to known race categories available from IPEDS (non-Hispanic Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and White) using the following steps.

- For each institution, the percentage of faculty with known race/ethnicity was obtained for groups indexed by gender and employment status (part-time and full-time).
- When the reported race/ethnicity counts of faculty within a gender/employment group were at least 50 percent of the total faculty count for that group (including those with unknown race/ethnicity and nonresident aliens), the count of faculty with unknown race/ethnicity was distributed to each of the race categories in proportion to the reported counts within the gender/employment group.
- Conversely, when the reported race/ethnicity counts of faculty within a gender/employment group were less than 50 percent of the total faculty count, faculty with unknown race/ethnicity were distributed to each of the race categories in proportion to the average distribution of race for that gender/employment group within classes indexed by level of institution (2- and 4-year) and region. Average group distributions were constructed from those institutions with more than 50 percent of race/ethnicity of their faculty reported in the five categories.

Tables A-2 through A-5 summarize the resulting average distributions and other statistics for each of the 16 institution groups within the four gender/employment groups. In addition to faculty with unknown race/ethnicity, many institutions included counts of nonresident alien faculty for whom race/ethnicity was not reported. In such cases, counts of nonresident alien faculty members were distributed among the known race/ethnicity groups within groups indexed by gender and employment status. For this purpose, the needed distributions for nonresident

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aliens were obtained from the 1990 through 1999 Survey of Earned Doctorates (SED) data,<sup>4</sup> since the distribution of reported race/ethnicity based on IPEDS is not representative of nonresident alien faculty members.

**Table A-2. Race/ethnicity distribution of full-time male faculty and percent unknown race, by level and region of institution: 2002**

Class			Percent of race/ethnicity known		Percent mean distribution of all faculty by race/ethnicity				
Number	Institution level	OBE region	0 - 49	50 - 100	Hispanic	Black	Asian/ Pacific Islander	American Indian/ Alaskan Native	White
1	4-year or above	1	8	185	1.6	2.7	4.0	0.2	91.5
2	4-year or above	2	6	436	2.0	5.0	5.0	0.1	88.0
3	4-year or above	3	15	345	2.0	3.8	4.6	0.2	89.5
4	4-year or above	4	8	218	1.7	1.6	3.3	0.9	92.5
5	4-year or above	5	8	461	1.7	10.5	4.5	0.3	83.0
6	4-year or above	6	2	156	4.6	4.8	5.8	1.3	83.4
7	4-year or above	7	1	51	2.2	1.0	3.4	1.5	91.9
8	4-year or above	8	9	259	3.7	3.5	9.3	0.4	83.2
9	At least 2- but less than 4-year	1	4	45	1.5	4.4	1.9	0.2	92.0
10	At least 2- but less than 4-year	2	10	124	2.5	5.5	2.6	0.2	89.3
11	At least 2- but less than 4-year	3	1	156	1.4	5.1	2.6	1.2	89.7
12	At least 2- but less than 4-year	4	1	133	0.9	1.4	0.9	3.1	93.7
13	At least 2- but less than 4-year	5	1	366	1.6	8.9	1.2	0.5	87.8
14	At least 2- but less than 4-year	6	1	129	9.8	3.2	1.8	2.6	82.7
15	At least 2- but less than 4-year	7	1	43	2.3	1.1	0.7	5.6	90.3
16	At least 2- but less than 4-year	8	3	193	7.5	4.6	6.7	1.4	79.9

NOTE: Office of Business Economics (OBE) regions are defined as 1 = New England (CT, ME, MA, NH, RI, VT); 2 = Mid East (DE, DC, MD, NJ, NY, PA); 3 = Great Lakes (IL, IN, MI, OH, WI); 4 = Plains (IA, KS, MN, MO, NE, ND, SD); 5 = Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); 6 = Southwest (AZ, NM, OK, TX); 7 = Rocky Mountains (CO, ID, MT, UT, WY); 8 = Far West (AK, CA, HI, NV, OR, WA).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System (IPEDS).

Accordingly, in the first region there are eight 4-year or above institutions at which race/ethnicity was known for less than 50 percent of full-time male faculty members, while there were 185 institutions at which race/ethnicity was known for more than 50 percent of full-time male faculty. The corresponding numbers for at least 2- but less than 4-year institution are 4 and 45, respectively in region 1.

<sup>4</sup> <http://www.nsf.gov/statistics/srvydoctorates/>

**Table A-3. Race/ethnicity distribution of part-time male faculty and percent unknown race, by level and region of institution: 2002**

Class			Percent of race/ethnicity known		Percent mean distribution of all faculty by race/ethnicity				
Number	Institution level	OBE region	0-49	50-100	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaskan Native	White
1	4-year or above	1	41	152	1.4	3.7	2.1	0.2	92.6
2	4-year or above	2	70	372	1.8	6.0	2.5	0.1	89.6
3	4-year or above	3	64	296	1.1	4.6	2.4	0.2	91.7
4	4-year or above	4	56	170	0.7	3.0	1.1	0.9	94.4
5	4-year or above	5	85	384	1.5	13.4	2.2	0.3	82.6
6	4-year or above	6	27	131	6.2	6.6	3.8	1.1	82.4
7	4-year or above	7	12	40	3.1	1.6	1.7	2.0	91.6
8	4-year or above	8	66	202	3.6	4.1	9.5	0.6	82.2
9	At least 2- but less than 4-year	1	18	31	1.9	5.3	1.2	0.1	91.5
10	At least 2- but less than 4-year	2	16	118	2.9	7.5	2.8	0.2	86.7
11	At least 2- but less than 4-year	3	13	144	1.8	6.2	1.6	0.8	89.6
12	At least 2- but less than 4-year	4	28	106	1.7	3.4	0.7	2.3	92.0
13	At least 2- but less than 4-year	5	55	312	1.6	10.6	0.6	0.5	86.8
14	At least 2- but less than 4-year	6	26	104	11.5	4.2	1.4	1.9	81.0
15	At least 2- but less than 4-year	7	10	34	4.9	1.4	0.8	9.6	83.3
16	At least 2- but less than 4-year	8	17	179	6.6	4.5	6.8	1.4	80.8

NOTE: Office of Business Economics (OBE) regions are defined as 1 = New England (CT, ME, MA, NH, RI, VT); 2 = Mid East (DE, DC, MD, NJ, NY, PA); 3 = Great Lakes (IL, IN, MI, OH, WI); 4 = Plains (IA, KS, MN, MO, NE, ND, SD); 5 = Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); 6 = Southwest (AZ, NM, OK, TX); 7 = Rocky Mountains (CO, ID, MT, UT, WY); 8 = Far West (AK, CA, HI, NV, OR, WA).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System (IPEDS).

**Table A-4. Race/ethnicity distribution of full-time female faculty and percent unknown race, by level and region of institution: 2002**

Class			Percent of race/ethnicity known		Percent mean distribution of all faculty by race/ethnicity				
Number	Institution level	OBE region	0-49	50-100	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaskan Native	White
1	4-year or above	1	7	186	1.9	2.8	3.5	0.2	91.6
2	4-year or above	2	46	396	2.5	6.5	4.1	0.2	86.8
3	4-year or above	3	15	345	1.9	4.7	3.3	0.4	89.8
4	4-year or above	4	7	219	1.3	2.4	1.9	1.1	93.3
5	4-year or above	5	11	458	2.1	13.8	2.3	0.6	81.3
6	4-year or above	6	5	153	4.9	7.4	4.2	1.7	81.9
7	4-year or above	7	2	50	2.4	0.8	4.9	1.2	90.8
8	4-year or above	8	17	251	3.7	3.0	9.3	0.6	83.4
9	At least 2- but less than 4-year	1	2	47	1.1	3.5	0.9	0.3	94.3
10	At least 2- but less than 4-year	2	3	131	1.7	6.0	1.9	0.2	90.2
11	At least 2- but less than 4-year	3	0	157	1.1	6.5	2.0	0.5	89.9
12	At least 2- but less than 4-year	4	0	134	0.6	1.5	0.9	2.8	94.2
13	At least 2- but less than 4-year	5	0	367	1.3	13.0	0.7	0.3	84.6
14	At least 2- but less than 4-year	6	1	129	8.3	5.0	1.7	2.2	82.8
15	At least 2- but less than 4-year	7	1	43	2.8	0.6	0.3	7.3	89.0
16	At least 2- but less than 4-year	8	4	192	7.6	5.4	7.9	1.4	77.8

NOTE: Office of Business Economics (OBE) regions are defined as 1 = New England (CT, ME, MA, NH, RI, VT); 2 = Mid East (DE, DC, MD, NJ, NY, PA); 3 = Great Lakes (IL, IN, MI, OH, WI); 4 = Plains (IA, KS, MN, MO, NE, ND, SD); 5 = Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); 6 = Southwest (AZ, NM, OK, TX); 7 = Rocky Mountains (CO, ID, MT, UT, WY); 8 = Far West (AK, CA, HI, NV, OR, WA).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System (IPEDS).

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**Table A-5. Race/ethnicity distribution of part-time female faculty and percent unknown race, by level and region of institution: 2002**

Class		OBE region	Percent of race/ethnicity known		Percent mean distribution of all faculty by race/ethnicity				
Number	Institution level		0-49	50-100	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaskan Native	White
1	4-year or above	1	40	153	1.4	2.0	2.6	0.1	94.0
2	4-year or above	2	92	350	2.6	6.6	3.5	0.2	87.1
3	4-year or above	3	63	297	1.5	5.7	2.9	0.3	89.7
4	4-year or above	4	52	174	1.2	2.3	1.3	1.1	94.2
5	4-year or above	5	91	378	1.9	15.0	1.8	0.1	81.3
6	4-year or above	6	33	125	6.3	8.5	2.6	0.8	81.8
7	4-year or above	7	11	41	3.0	0.7	2.0	1.6	92.7
8	4-year or above	8	66	202	5.3	3.2	8.2	0.5	82.8
9	At least 2- but less than 4-year	1	18	31	1.9	2.7	1.6	0.1	93.6
10	At least 2- but less than 4-year	2	14	120	3.2	7.0	2.4	0.2	87.3
11	At least 2- but less than 4-year	3	12	145	1.4	6.9	1.3	0.8	89.7
12	At least 2- but less than 4-year	4	21	113	0.9	1.6	0.5	1.8	95.2
13	At least 2- but less than 4-year	5	54	313	1.5	13.8	0.6	0.3	83.8
14	At least 2- but less than 4-year	6	22	108	12.7	5.1	1.1	1.7	79.4
15	At least 2- but less than 4-year	7	10	34	2.8	1.0	1.0	5.8	89.4
16	At least 2- but less than 4-year	8	18	178	6.3	4.9	8.0	1.6	79.2

NOTE: Office of Business Economics (OBE) regions are defined as 1 = New England (CT, ME, MA, NH, RI, VT); 2 = Mid East (DE, DC, MD, NJ, NY, PA); 3 = Great Lakes (IL, IN, MI, OH, WI); 4 = Plains (IA, KS, MN, MO, NE, ND, SD); 5 = Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); 6 = Southwest (AZ, NM, OK, TX); 7 = Rocky Mountains (CO, ID, MT, UT, WY); 8 = Far West (AK, CA, HI, NV, OR, WA).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System (IPEDS).

Using data from the prior 10 years of SED, counts of doctorate recipients with temporary resident status were obtained to construct surrogate distributions of race/ethnicity for nonresident alien faculty members. Specifically, the average race/ethnicity distributions of these individuals were calculated within groups indexed by gender, type of institution (public and private), and region. The appropriate distribution(s) were applied to the number of nonresident aliens in each institution to allocate such counts to one of the known race/ethnicity categories. Tables A-6 and A-7 provide a summary of the resulting average distributions and other statistics for nonresident aliens for each gender.



**Table A-6. Race/ethnicity distribution of full- and part-time male temporary residents constructed from the Survey of Earned Doctorates: 1990–1999**

Class			Percent distribution of temporary residents by race/ethnicity				
Number	Control	OBE region	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaskan Native	White
1	Public	1	4.4	4.9	69.5	0.0	21.2
2	Public	2	4.0	3.2	71.2	0.0	21.6
3	Public	3	3.7	4.2	70.2	0.0	21.9
4	Public	4	5.8	4.5	70.8	0.0	18.9
5	Public	5	5.0	4.0	69.9	0.0	21.0
6	Public	6	8.3	3.2	69.0	0.0	19.5
7	Public	7	6.2	3.3	62.3	0.1	28.2
8	Public	8	6.3	2.2	63.4	0.0	28.0
9	Private	1	4.8	2.9	51.4	0.0	40.8
10	Private	2	5.0	4.0	60.5	0.0	30.6
11	Private	3	3.8	3.0	65.4	0.0	27.8
12	Private	4	6.0	4.8	61.2	0.0	28.1
13	Private	5	7.8	6.0	60.1	0.0	26.2
14	Private	6	6.7	3.7	60.3	0.0	29.2
15	Private	7	4.2	7.9	56.6	0.0	31.2
16	Private	8	3.5	1.8	59.1	0.0	35.6

NOTE: Office of Business Economics (OBE) regions are defined as 1 = New England (CT, ME, MA, NH, RI, VT); 2 = Mid East (DE, DC, MD, NJ, NY, PA); 3 = Great Lakes (IL, IN, MI, OH, WI); 4 = Plains (IA, KS, MN, MO, NE, ND, SD); 5 = Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); 6 = Southwest (AZ, NM, OK, TX); 7 = Rocky Mountains (CO, ID, MT, UT, WY); 8 = Far West (AK, CA, HI, NV, OR, WA).

SOURCE: National Science Foundation, 1990–1999 Survey of Earned Doctorates (SED:90-99).

**Table A-7. Race/ethnicity distribution of full- and part-time female temporary residents constructed from the Survey of Earned Doctorates: 1990–1999**

Class			Percent distribution of temporary residents by race/ethnicity				
Number	Control	OBE region	Hispanic	Black	Asian/Pacific Islander	American Indian/Alaskan Native	White
1	Public	1	6.9	3.8	60.7	0.2	28.4
2	Public	2	6.2	2.8	64.1	0.0	26.8
3	Public	3	5.1	4.1	68.1	0.0	22.7
4	Public	4	6.8	4.4	69.4	0.1	19.4
5	Public	5	6.4	4.0	65.4	0.0	24.2
6	Public	6	9.1	2.7	66.9	0.1	21.2
7	Public	7	9.4	2.8	56.3	0.0	31.5
8	Public	8	7.3	2.0	57.9	0.1	32.8
9	Private	1	5.4	1.8	49.8	0.0	43.0
10	Private	2	5.9	4.8	52.3	0.0	37.0
11	Private	3	2.2	2.4	64.8	0.0	30.6
12	Private	4	4.1	5.7	52.5	0.0	37.7
13	Private	5	10.1	6.3	49.1	0.0	34.5
14	Private	6	8.9	1.4	66.5	0.0	23.3
15	Private	7	0.0	0.0	0.0	0.0	0.0
16	Private	8	4.3	2.9	55.6	0.0	37.2

NOTE: Office of Business Economics (OBE) regions are defined as 1 = New England (CT, ME, MA, NH, RI, VT); 2 = Mid East (DE, DC, MD, NJ, NY, PA); 3 = Great Lakes (IL, IN, MI, OH, WI); 4 = Plains (IA, KS, MN, MO, NE, ND, SD); 5 = Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); 6 = Southwest (AZ, NM, OK, TX); 7 = Rocky Mountains (CO, ID, MT, UT, WY); 8 = Far West (AK, CA, HI, NV, OR, WA).

SOURCE: National Science Foundation, 1990–1999 Survey of Earned Doctorates (SED:90-99).

## A.2 Institution Sample Selection

For sampling purposes, 10 institution strata were defined for the NSOPF:04 based on Carnegie classification codes and control. Since the institution sample for the faculty study was selected jointly with that for students, the 10 NSOPF sampling strata were collapsed from the related student-based 58 strata (STRAT58) for the 2004 National Study of Faculty and Students (NSoFaS:04). Table A-8 summarizes the distribution of the resulting sample of institutions by stratum for NSOPF:04. Table A-9 provides a crosswalk between the two sets of strata. Institution sample sizes and their corresponding sampling rates were established using a customized cost/variance optimization procedure, which aimed to identify the allocation that would accommodate all analytical objectives of this survey while minimizing data collection costs.

**Table A-8. Distribution of NSOPF:04 full-scale institution sample, by type and Carnegie classification: 2004**

Degree granting	Total	Public	Private not-for-profit
Total	1,080	680	400
Doctor's	300	190	110
Master's	200	120	80
Bachelor's	160	30	130
Associate's	350	340	10
Other/Unknown	70	10	60

NOTE: Detail may not sum to totals because of rounding. Numbers have been rounded to the nearest 10.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

## A.3 Faculty Frame Construction

All sampled institutions were contacted to provide lists of faculty and instructional staff who were eligible for NSOPF:04. For this purpose, each institution was requested to provide a complete list of full- and part-time faculty and instructional staff as of November 1, 2003 (or during the fall term of the 2003–04 academic year).

### A.3.1 List Request and Requirements

Each institution was given several options for providing faculty lists, including uploading an electronic copy of the list to a secure website, sending the list as an e-mail attachment, or mailing the list on diskette using the provided shipment material. It was requested that files containing the faculty lists follow a specific layout. Acceptable file formats included ASCII fixed field, ASCII comma-delimited, or Excel spreadsheet. For those institutions not capable of providing electronic lists of faculty and instructional staff, paper lists were suggested as a last choice of format. In addition to campus and home contact information, institutions were asked to provide basic demographic information such as gender, race/ethnicity, academic field, and employment status of each faculty member.

Towards the end of the list collection period, online course catalogs and institution websites were used to abstract lists for those sampled institutions that had failed to provide faculty lists, yet had online sources that could provide adequate information about their faculty

and instructional staff. In all, a total of 139 such lists were abstracted to supplement the other lists that had been supplied by sample institutions. Online resources were approved for abstraction based on the completeness and inclusiveness of the information provided.

### A.4 Faculty Sample Selection

The sample of faculty was selected using stratified systematic sampling within cells indexed by institutional and faculty strata as summarized in tables A-9 and A-10. Table A-9 presents the complete list of institutional strata used for NSoFaS, and indicates their correspondence to the strata used for NSOPF. Moreover, institution eligibility rates from the prior administrations of NSOPF were available only at a different level of aggregation (sector), a listing of which is provided in table A-11. Table A-12 provides a summary of faculty counts by NSoFaS institutional and NSOPF faculty strata, which were used for sample allocation based on the Winter:02 IPEDS. Stratum counts that are zero correspond to those that are specific to NPSAS:04.

**Table A-9. NSoFaS institutional sampling strata: 2004**

NSoFaS institution strata	Institution type	NSOPF strata
1	Public less than 2-year	NPSAS only
2	Public 2-year associate's	4
3	Public 2-year other – degree-granting	4
4	Public 2-year other – NPSAS only	NPSAS only
5	Public 4-year master's	2
6	Public 4-year bachelor's	3
7	Public 4-year non-doctoral other	3,5
8	Public 4-year doctoral	1
9	Public 4-year doctoral other	2
10	Public 4-year NPSAS only	NPSAS only
11	Private not-for-profit less-than-4-year associate's	9
12	Private not-for-profit less-than-4-year other – degree-granting	9
13	Private not-for-profit less-than-4-year other – NPSAS only	NPSAS only
14	Private not-for-profit 4-year master's	7
15	Private not-for-profit 4-year bachelor's	8
16	Private not-for-profit 4-year other	8,9,10
17	Private not-for-profit 4-year doctoral	6
18	Private not-for-profit 4-year doctoral master's	7
19	Private not-for-profit 4-year doctoral other	7,8,10
20	Private not-for-profit 4-year NPSAS only	NPSAS only
21	Private for-profit less-than-2-year	NPSAS only
22	Private for-profit 2-year or more	NPSAS only
23	CA Public 2-year	4
24	CA Public 4-year	1,2,3,5
25	CA Private not-for-profit 4-year	6,7,8,10

See notes at end of table.

## Appendix A. Sampling Details

**Table A-9. NSoFaS institutional sampling strata: 2004—Continued**

NSoFaS institution strata	Institution type	NSOPF strata
26	CT Public 2-year	4
27	CT Public 4-year	1,2,3
28	CT Private not-for-profit 4-year	6,7,8,9,10
29	DE Public 2-year	NPSAS only
30	DE Public 4-year	1,2
31	DE Private not-for-profit 4-year	6,8,10
32	GA Public 2-year	4
33	GA Public 4-year	1,2,3,4,5
34	GA Private not-for-profit 4-year	6,7,8,10
35	IL Public 2-year	4
36	IL Public 4-year	12
37	IL Private not-for-profit 4-year	6,7,8,10
38	IN Public 2-year	4
39	IN Public 4-year	1,2,3
40	IN Private not-for-profit 4-year	6,7,8,10
41	MN Public 2-year	4
42	MN Public 4-year	1,2,3
43	MN Private not-for-profit 4-year	6,7,8,9,10
44	NE Public 2-year	4
45	NE Public 4-year	1,2
46	NE Private not-for-profit 4-year	7,8,10
47	NY Public 2-year	4
48	NY Public 4-year	1,2,3,4,5
49	NY Private not-for-profit 4-year	6,7,8,10
50	OR Public 2-year	4
51	OR Public 4-year	1,2,5
52	OR Private not-for-profit 4-year	7,8,10
53	TN Public 2-year	4
54	TN Public 4-year	12
55	TN Private not-for-profit 4-year	6,7,8,9,10
56	TX Public 2-year	4
57	TX Public 4-year	1,2,3
58	TX Private not-for-profit 4-year	6,7,8,10

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table A-10. Faculty sampling strata within institution: 2004**

Faculty strata	Faculty type
1	Non-Hispanic Black faculty
2	Hispanic faculty
3	Asian faculty
4	Other full-time female faculty
5	Other full-time male faculty
6	Other part-time faculty

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table A-11. NSOPF:99 institutional sectors used to obtain institution eligibility rates: 2004**

Sector	Sector type
1	Public 4-year
2	Private not-for-profit 4-year
4	Public 2-year
5	Private not-for-profit 2-year

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table A-12. Faculty population counts, by NSoFaS institutional and NSOPF faculty strata: 2004**

NSoFaS institution strata	Total	Faculty strata					
		1	2	3	4	5	6
Total	1,074,011	62,578	37,821	73,196	198,179	317,958	384,279
1	†	†	†	†	†	†	†
2	177,454	13,073	5,798	3,858	27,718	27,872	99,135
3	4,469	223	39	58	682	828	2,639
4	†	†	†	†	†	†	†
5	41,689	2,991	829	1,833	10,249	15,007	10,780
6	12,931	899	238	532	2,712	4,236	4,314
7	6,594	172	94	331	1,395	2,180	2,422
8	176,687	7,267	4,604	18,439	38,125	75,878	32,374
9	25,245	3,321	465	1,388	5,305	8,261	6,505
10	†	†	†	†	†	†	†
11	3,838	251	106	124	859	938	1,560
12	700	49	33	25	119	103	371
13	†	†	†	†	†	†	†
14	24,427	790	401	876	4,874	6,435	11,051
15	35,501	2,351	554	1,167	7,981	12,173	11,275
16	12,773	722	180	400	1,917	3,200	6,354
17	59,170	3,103	1,743	5,787	10,421	23,490	14,626
18	23,282	1,237	563	758	4,760	6,850	9,114
19	8,023	572	145	341	1,476	2,929	2,560
20	†	-†	†	†	†	†	†
21	†	†	†	†	†	†	†
22	†	†	†	†	†	†	†
23	56,878	3,195	5,282	4,651	7,262	7,852	28,636
24	49,043	1,496	3,037	8,965	7,716	14,454	13,375
25	25,263	1,038	1,111	2,584	3,724	7,370	9,436
26	2,791	163	68	59	436	394	1,671
27	3,955	164	121	270	830	1,551	1,019
28	7,350	215	186	828	1,447	2,777	1,897
29	965	87	16	21	159	106	576
30	1,250	117	16	112	340	641	24
31	768	63	9	12	76	91	517
32	8,627	1,817	97	129	1,394	1,241	3,949
33	11,110	991	171	801	2,798	4,361	1,988
34	6,582	1,253	148	476	1,264	2,396	1,045
35	15,787	1,187	420	453	1,886	2,090	9,751

## Appendix A. Sampling Details

See notes at end of table.

**Table A-12. Faculty population counts, by NSoFaS institutional and NSOPF faculty strata: 2004—Continued**

NSoFaS institution strata	Total	Faculty strata					
		1	2	3	4	5	6
36	13,634	786	386	1,595	3,144	5,217	2,506
37	18,990	806	415	1,551	3,652	6,264	6,302
38	3,601	146	34	46	476	486	2,413
39	11,839	360	255	935	2,614	4,612	3,063
40	6,173	257	109	255	1,133	2,193	2,226
41	6,198	136	65	123	1,257	1,526	3,091
42	7,227	152	136	597	1,755	3,125	1,462
43	5,779	116	96	208	1,265	1,800	2,294
44	2,346	19	41	19	442	593	1,232
45	4,455	116	98	346	988	1,854	1,053
46	2,148	39	40	94	474	711	790
47	16,189	1,152	671	546	2,210	2,390	9,220
48	26,275	1,972	1,041	2,047	4,046	7,309	9,860
49	48,793	2,287	1,465	3,691	7,977	14,892	18,481
50	6,286	113	206	220	1,067	1,054	3,626
51	6,715	76	158	550	1,509	2,337	2,085
52	2,556	21	45	79	519	882	1,010
53	3,827	379	33	34	760	719	1,902
54	7,560	596	100	540	1,795	3,084	1,445
55	6,289	474	74	371	1,449	2,665	1,256
56	26,411	2,242	3,185	831	3,751	4,137	12,265
57	27,253	1,133	2,136	2,658	5,817	10,547	4,962
58	10,315	393	558	582	2,154	3,857	2,771

† Not applicable.

NOTE: Faculty strata are defined as 1 = Non-Hispanic Black, 2 = Hispanic, 3 = Asian, 4 = Other full-time female, 5 = Other full-time male, 6 = Other part-time. Blank strata are NPSAS-only and do not apply to NSOPF. NSoFaS = 2004 National Study of Faculty and Students.

SOURCES: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System (IPEDS).

### A.4.1 Determining Initial Faculty Sample Sizes and Sample Allocation

This section provides an overview of the faculty sample selection procedure, which includes technical details of the cost/variance optimization process for selection of the initial sample sizes as well as specifications for calculation of initial and final (adjusted) sampling rates. A customized cost/variance optimization program was developed to determine the desired allocation of respondents to institution-by-person strata, which aimed to secure at least the same level of precision for key estimates as those achieved during the previous administration of the survey. This optimization process consisted of the following steps:

- a. establishing precision requirements for key estimates;
- b. constructing a cost model specific to the structure of the sample;

- c. developing a relative variance model; and
- d. determining the optimum sample allocation.

#### A.4.2 Precision Requirements for Key Estimates

The precision goals were to secure national-level survey estimates with precisions comparable to or better than those of NSOPF:99 for the overall faculty population. For this purpose, the following two publications were reviewed to establish 268 key national-level estimates:

- *Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998* (NCES 2001–152) (Zimbler 2001); and
- *Salary, Promotion, and Tenure Status of Minority and Women Faculty in U.S. Colleges and Universities* (NCES 2000–173). (Nettles, Perna, and Bradburn 2000).

#### A.4.3 Cost/Variance Optimization

As mentioned earlier, a customized cost/variance optimization program was developed to determine the desired allocation of respondents to institution-by-person strata. The cost model necessary to support the cost/variance optimization process was the following:

$$C = C_0 + \sum_{h=1}^{240} n_h C_h + \sum_{h=1}^{240} \sum_{k=1}^{14} n_h n_{hk} C_{hk}$$

where  $C$  represents the total cost of the NSoFaS,  $C_0$  represents the “fixed costs” that do not depend on the number of sample institutions or person,  $C_h$  represents the variable cost per participating institution in stratum  $h$ ,  $C_{hk}$  represents the variable cost per respondent in person stratum  $h$  within institution stratum  $k$ ,  $n_h$  represents the number of participating institutions selected from stratum  $h$ , and  $n_{hk}$  represents the number of responding persons selected from the given stratum.

Only the components of variable cost,  $C_h$  and  $C_{hk}$ , had to be estimated to support the cost/variance optimization. For this purpose, they were estimated using the spreadsheet developed for the study budget. The cost per participating institution was then estimated by holding the numbers of responding persons constant while varying the numbers of participating institutions. Likewise, the variable cost per participant was estimated by holding the number of participating institutions constant while varying the number of participating persons.

#### A.4.4 Relative Variance Model

The following model was used to represent the relative variance of estimates in different domains:

$$\begin{aligned}
 RelVar_{gd} = & \left( \frac{\sigma_{2gd}^2}{\sigma_{1gd}^2 + \sigma_{2gd}^2 + \sigma_{3gd}^2 + \sigma_{4gd}^2} \times CV_{gd}^2 \right) \times \left( 1 + CV_{md}^2 \right) \sum_h \left[ \left( \frac{1}{n_h \times r_h} - \frac{1}{N_h} \right) \times \sum_k \left( W_{dhk}^2 \times UWE_{hk} \right) \right] \\
 & + \left( \frac{\sigma_{4gd}^2}{\sigma_{1gd}^2 + \sigma_{2gd}^2 + \sigma_{3gd}^2 + \sigma_{4gd}^2} \times CV_{gd}^2 \right) \sum_h \sum_k \left( \frac{W_{dhk}^2 \times UWE_{hk}}{\alpha_{dhk} \times n_{hk}} \right)
 \end{aligned}$$

where the parameters of this model were defined for each institution stratum  $h$  and person stratum  $k$  as follows:

- $W_{dhk}$  = proportion of domain  $d$  members who belong to stratum  $(h,k)$
- $UWE_{hk}$  = unequal weighting effect within stratum  $(h,k)$
- $\sigma_{1gd}^2$  = the variance between institution strata
- $\sigma_{2gd}^2$  = the variance between institutions within strata
- $\sigma_{3gd}^2$  = the variance between strata
- $\sigma_{4gd}^2$  = the variance between participants within person strata
- $CV_{gd} = \frac{\sigma_{Tgd}}{\bar{y}_{gd}}$  = coefficient of variation among observations
- $r_h$  = stratum  $h$  institution response rate
- $CV_{md}$  = coefficient of variation of cluster sizes ( $m$ ) among domain  $d$  members
- $\alpha_{dhk}$  = proportion of stratum  $(h,k)$  members who belong to domain  $d$

The proportion of domain  $d$  members who belong to stratum  $(h,k)$ ,  $W_{dhk}$ , and the proportion of stratum  $(h,k)$  members who belong to domain  $d$ ,  $\alpha_{dh}$ , were estimated using prior survey data. The components of variance ( $\sigma_{1gd}^2$ ,  $\sigma_{2gd}^2$ ,  $\sigma_{3gd}^2$ , and  $\sigma_{4gd}^2$ ) were computed using the method of moments procedures in SAS Proc Nested, which resulted in some negative estimates. Unequal weighting effects,  $UWE_{hk}$ , were computed based on the statistical analysis weights. Since these values were highly variable, it was decided that they were not reliable estimates of the unequal weighting effects. Consequently, all the  $UWE$ s were set to a constant value of 1.05. Finally, the coefficient of variation,  $CV_{md}$ , of cluster sizes was computed for the members of each analysis domain using the same prior survey data.

#### **A.4.5 Optimum Sample Allocation**

The technique developed by Chromy (1987) was used to determine the sample allocation for each institution and person strata. This technique aimed to satisfy all precision constraints while minimizing the cost and relative variance models discussed earlier. The initial results from the optimization process were discussed with the National Center for Education Statistics (NCES) and the Technical Review Panel (TPR) in August 2002 before further refinements were applied to the resulting samples.



The results of this initial sample optimization exercise were used as the basis for the sample of 1,080 institutions for NSOPF:04. As in previous cycles of NSOPF, all institutions with a Carnegie classification as public doctoral or private not-for-profit doctoral institutions were selected with certainty. After selecting the sample institutions, further refinements were made to determine which binding constraints could be relaxed in the optimization procedure. As precision constraints were iteratively relaxed during the optimization process, the sample size distributions were constrained to achieve approximately the institution- and person-level marginal distributions that were requested by NCES following the August 2002 TRP meeting. The optimization process was rerun conditional on the sample of institutions that had already been selected to determine the optimum allocation of the faculty sample sizes to these institutions. The results of this conditional optimization were used to set the final faculty sample rates, as discussed below. Note that the corresponding respondent counts are provided in tables 4 and 14 in the main body of this methodology report.

**Table A-13. Target number of NSOPF:04 respondents, by institution and faculty strata: 2004**

Institution stratum	Respondents	Faculty stratum	Respondents
Total	24,500	Total	24,500
Public doctor's	6,200	Non-Hispanic Black	1,600
Public master's	2,700	Hispanic	1,300
Public bachelor's	600	Asian	900
Public associate's	7,500	Other full-time female	4,600
Public other	500	Other full-time male	8,300
Private not-for-profit doctor's	2,600	Other part-time	7,800
Private not-for-profit master's	1,900		
Private not-for-profit bachelor's	1,700		
Private not-for-profit associate's	100		
Private not-for-profit other	700		

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

### A.5 Sampling Rates

Initial population-level sampling rates were calculated and adjusted in several steps to obtain the final institution-level sampling rates, a brief outline of which is listed below.

- a. Calculation of the initial population-level sampling rates
- b. Calculation of the conditional sampling rates, given the sample institutions
- c. Adjustment of the sampling rates for expected rates of faculty ineligibility and nonresponse
- d. Adjustment of the sampling rates for expected rates of institution ineligibility and nonresponse
- e. Adjustment of the sampling rates (iteratively) to ensure that

- no cell will have a sampling rate larger than 1;
- minimum sample size for each institution will be 10; and
- maximum sample size for each institution will be controlled.

In order to facilitate communication of computational details, the following notations will be used throughout this section.

- $i \in [1,58]$  indexes institutional strata (STRAT58);
- $j \in [1,6]$  indexes faculty strata (FACSTR);
- $k \in [1,4]$  indexes institutional sector (SECTOR);
- $N_{ij+}$  total number of faculty members in the  $i$ - $j^{\text{th}}$  institution-faculty stratum; and
- $n_{ij+}$  required sample of faculty respondents in the  $i$ - $j^{\text{th}}$  institution-faculty stratum.

### **A.5.1 Calculation of the Initial Sampling rates**

The initial sampling, which are calculated as the ratio of the required sample sizes and population counts within cells indexed by the institutional and faculty strata. That is,

$$SR_{ij}^0 = \frac{n_{ij+}}{N_{ij+}}, \begin{cases} i \in [1,58] \\ j \in [1,6] \end{cases}$$

These rates represent the faculty sampling rates that would be used if a census was to be conducted of all institutions, with all institutions being eligible and participating in the study.

### **A.5.2 Calculation of the Conditional Sampling Rates**

Faculty sampling rates were computed for the institutions in the sample, conditional on the institutions that have been selected (as if they will all be participants). The conditional sampling rate was calculated for each sample institution as the product of its initial sampling rate and institution sampling weight. That is, the initial conditional sampling rate for the  $j^{\text{th}}$  faculty stratum in the  $i^{\text{th}}$  institutional stratum, given the selection of the  $l^{\text{th}}$  institution was given by:

$$CR_{ij|l}^0 = \frac{SR_{ij}^0}{\pi_{il}}$$

Here,  $\pi_{il}$  represents the probability of selection of the  $l^{\text{th}}$  sample institution in the  $i^{\text{th}}$  institutional stratum.

### A.5.3 Adjustment of Conditional Sampling Rates for Expected Rates of Faculty Ineligibility and Nonresponse

Initial sampling rates were adjusted to account for anticipated faculty ineligibility and nonresponse. Since the only reliable information for this purpose was available at the institution sector level based on results from NSOPF:99, this adjustment was carried out at sector level. The needed rates for this adjustment are summarized in Table A-14.

**Table A-14. Faculty level adjustment rates, by institutional sector: 2004**

Sector	Percent eligibility rate	Percent response rate
Total	95	73
Public 2-year	95	70
Public 4-year	95	75
Private not-for-profit 2-year	95	69
Private not-for-profit 4-year	95	70

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

With  $FE_k$  and  $FR_k$  representing the expected rates of faculty level eligibility and response for the  $k^{\text{th}}$  sector, respectively, the adjusted sampling rate to account for faculty level attrition for the  $j^{\text{th}}$  faculty stratum for all institutions in the  $k^{\text{th}}$  institutional sector is given by:

$$CR_{ijl}^1 = CR_{ijl}^0 \times \frac{1}{FE_k} \times \frac{1}{FR_k}$$

Because of the above adjustment and because some sample institutions were expected to be ineligible, application of the resulting sampling rates to the frame counts for the eligible sample institutions could produce sample sizes that are far from the proposed total sample of 35,671 faculty members. Consequently, the adjusted sampling rates were ratio-adjusted to the desired total in two steps. First, the revised sample size for the  $j^{\text{th}}$  faculty stratum in the  $i^{\text{th}}$  institutional stratum was computed as follows, where  $N_{ijl}$  represents the  $l^{\text{th}}$  institution in the  $(i-j)^{\text{th}}$  stratum:

$$n_{ij+}^1 = n_{ij+} \times \frac{35,671}{\sum_{ijl} (N_{ijl} \times CR_{ijl}^1)}, \begin{cases} i \in [1,58] \\ j \in [1,6] \end{cases}$$

Next, verifying that  $\sum_{ijl} N_{ijl} \times CR_{ijl}^2 = 35,671$ , the ratio-adjusted sampling rates were calculated for the eligible sample institutions as:

$$CR_{ijl}^2 = \frac{n_{ij+}^1}{N_{ij+}} \times \frac{1}{FE_k} \times \frac{1}{FR_k} \times \frac{1}{\pi_{il}}$$

### A.5.4 Adjustment of Sampling Rates for Expected Rates of Institution Ineligibility and Nonresponse

The above rates were further adjusted to account for anticipated institution level ineligibility and nonresponse, as summarized in table A-15. With  $IE_k$  and  $IR_k$  representing the expected rates of institution level eligibility and response for the  $k^{th}$  sector, the revised rates were calculated as:

$$CR_{ijl}^3 = CR_{ijl}^2 \times \frac{1}{IE_k} \times \frac{1}{IR_k}$$

These calculations were performed on the data file of all eligible sample institutions among the final sample of 1,080 institutions. The eligibility rate,  $IE_k$ , was set to 1.00 for all institutions that were known to be eligible. The eligibility was known for all institutions.

**Table A-15. Institution level adjustment rates by institutional sector (rates based on the revised RTI proposal for the 2004 National Study of Faculty and Students): 2004**

Sector	Percent eligibility rate	Percent response rate
Total	99	87
Public 2-year	99	84
Public 4-year	100	90
Private not-for-profit 2-year	95	95
Private not-for-profit 4-year	100	83

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

Again, because of the above adjustment, the resulting total sample of faculty members was larger than the proposed sample of 35,671. The resulting total count for each institution-faculty stratum was calculated to be used for further adjustments, by:

$$n_{ij+}^* = \sum_l (N_{ijl} \times CR_{ijl}^3)$$

### A.5.5 Final Adjustment of Sampling Rates

The final sampling rates must satisfy a number of design requirements before they could be used for selection of sample faculty members. Specifically, all sampling rates should be bound by 1 while ensuring that the resulting sample sizes are between 10 and a reasonable maximum for each sample institution. Achieving these objectives, starting with the above initial conditional sampling rates, entailed an iterative process as described next.

- Calculate the revised sample size for the  $j^{th}$  faculty stratum of the  $l^{th}$  sample institution in the  $i^{th}$  institutional stratum by:
  - Let  $Max = 1,000$
  - Let  $n_{ijl}^1 = N_{ijl} \times CR_{ijl}^3$

- If  $n_{ijl}^1 > N_{ijl}$  Then  $n_{ijl}^1 = N_{ijl}$
- If  $n_{i+l}^1 = \sum_j n_{ijl}^1 > Max$  Then  $n_{ijl}^1 = n_{ijl}^1 \times \frac{Max}{n_{i+l}^1}$
- If  $n_{i+l}^1 < 10$  Then  $n_{ijl}^1 = n_{ijl}^1 \times \frac{10}{n_{i+l}^1}$
- If  $\sum_l n_{ijl}^1 \neq n_{ij+}^*$  Then  $n_{ijl}^1 = n_{ijl}^1 \times \frac{n_{ij+}^*}{n_{ij+}^1}$
- Review the distribution of the total sample size for each institution,  $n_{i+l}$ , to detect potential outliers. Subsequently, the value of  $Max$  will be set to a new limit, which is determined after implementation of the above step.
- Next, the subsequent conditional sampling rates should be calculated as the ratio of the latest sample sizes and their corresponding population counts. That is,

$$CR_{ijl}^4 = \frac{n_{ijl}^1}{N_{ijl}}$$

- Calculate the next revised sample size for the  $j^{th}$  faculty stratum of the  $l^{th}$  sample institution in the  $i^{th}$  institutional stratum by:
  - Let  $n_{ijl}^2 = N_{ijl} \times CR_{ijl}^4$
  - If  $n_{ijl}^2 > N_{ijl}$  Then  $n_{ijl}^2 = N_{ijl}$
  - If  $n_{i+l}^2 = \sum_j n_{ijl}^2 > Max$  Then  $n_{ijl}^2 = n_{ijl}^2 \times \frac{Max}{n_{i+l}^2}$
  - If  $n_{i+l}^2 < 10$  Then  $n_{ijl}^2 = n_{ijl}^2 \times \frac{10}{n_{i+l}^2}$
  - If  $\sum_l n_{ijl}^2 \neq n_{ij+}^*$  Then  $n_{ijl}^2 = n_{ijl}^2 \times \frac{n_{ij+}^*}{n_{ij+}^2}$

The above steps were repeated until no more adjustments were needed. That is, until all sampling rates were less than or equal to one, no institution sample size was less than 10 or greater than the established maximum number, and the sample size was close to what was expected for every institution-faculty stratum. At this point, the final sampling rates were calculated by:

$$CR_{ijl}^f = \frac{n_{ijl}^f}{N_{ijl}}$$

## A.6 Faculty Sample Selection

Faculty members were sampled as faculty lists were received for participating institutions. Prior to selecting the faculty sample for a given institution, expected sample sizes

for each faculty stratum were calculated using the institution-specific faculty list counts and sampling rates. Now that the actual list counts were available these sampling rates were then modified, as necessary, for the reasons given below.

- Rates were increased across all faculty strata to ensure that at least ten faculty members were selected from each institution, if possible.
- Rates were increased within faculty strata to guarantee that at least one faculty member was selected per stratum, when the calculated rates called for selection of less than one faculty, if possible.
- The sample yield was monitored throughout the months during which faculty lists were received, and the faculty sampling rates were adjusted periodically for institutions for which sample selection had not yet been performed to ensure that the desired faculty sample sizes were achieved.

Stratified systematic sampling was used to select faculty members from the faculty lists. Using PROC SURVEYSELECT in SAS, lists were sorted in a serpentine fashion by the academic field, race/ethnicity, gender, and employment status of the faculty members, and individuals were systematically selected within faculty strata.

These procedures had to be modified for lists that were received on hard copy. Quite often, these paper lists contained little information about the faculty members' race/ethnicity, gender, and employment status. When this information was not available, and therefore faculty strata could not be identified, a systematic sample of faculty was selected using the overall sampling rate for the institution. If this personal data was provided, however, a systematic sample was selected using the largest stratum-specific sampling rate. This initial sample (sub-frame) was then keyed to create an electronic file to avoid data entry for the entire list. Subsequently, however, extra faculty members were subsampled out using PROC SURVEYSELECT to achieve the needed allocation of faculty from the given institution.

After the sample of faculty had been selected for an institution, the available information of the sample faculty members, including name, academic field, institution, race/ethnicity, and residence, was compared to that of faculty who had already been selected from other institutions. When duplicates were detected, the duplicate was eliminated from the sample of the current institution so that no faculty member would be included in the sample twice.

Once the de-duplication process was complete and the final sample file was created, the final step in sample selection was to add the institution's final sample file to the master dataset. The master dataset contained all sampled faculty members and their relevant sampling information.

### A.7 Appendix A References

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# **Appendix B**

## **Technical Review Panel**

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National Study of Postsecondary Faculty (NSOPF:04)  
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# Appendix C Facsimile Instruments

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Institution Instrument.....	C-3
Faculty Instrument .....	C-19



## **Institution Instrument**

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National Study of  
Postsecondary Faculty

## **NSOPF:04 Institution Instrument**

### **Full-Scale Study Facsimile**



## ► Introduction: Number of Faculty and Instructional Staff

**Form:** I1

**Name:** I1a

**Label:** Number full-time faculty, fall 2003, reported

**Name:** I1b

**Label:** Number part-time faculty, fall 2003

**Form Administered To:**

All institutions

**StemWording:**

As of November 1, 2003 (or during the Fall Term of the 2003-2004 academic year when your faculty lists are considered complete), how many full-time and part-time faculty and instructional staff were employed by [FILL INSTNAME]? Please report the total number of persons (i.e., headcount) rather than full-time equivalents (FTEs). **(Please enter a number in each box; if none, enter "0".)**

**NOTE: By faculty and instructional staff, we mean any faculty PLUS any other employees with instructional responsibilities, regardless of whether or not they have faculty status. Please choose "Help" for additional details.**

- \* a. Full-time faculty and instructional staff.
- \* b. Part-time faculty and instructional staff.

## ► SECTION A: Full-Time Faculty and Instructional Staff

**Form:** I2

**Name:** I2a

**Label:** Full-time numbers: faculty, fall 2002

**Name:** I2b

**Label:** Full-time numbers: changed from part to full time, 2002-03

**Name:** I2c

**Label:** Full-time numbers: hired, 2002-03

**Name:** I2d

**Label:** Full-time numbers: retired, 2002-03

**Name:** I2e

**Label:** Full-time numbers: left for other reasons, 2002-03

**Name:** I2f

**Label:** Full-time numbers: changed from full to part time, 2002-03

**Name:** I2g

**Label:** Full-time numbers: faculty, fall 2003, calculated

**Form Administered To:**

Institutions with full-time faculty and instructional staff

**StemWording:**

Please provide the following information about changes in the number of full-time faculty and instructional staff between the 2002 and 2003 Fall Terms at this institution. **(Please enter a number in each box; if none, enter "0".)**

- \* a. Total at start of 2002-2003 academic year (on or about November 1, 2002)
- \* b. Number who changed from part-time to full-time status during 2002-2003 academic year (between Nov. 1, 2002 and Nov. 1, 2003)
- \* c. Number of new hires during 2002-2003 academic year
- \* d. Number retired between Nov. 1, 2002 and Nov. 1, 2003

**Appendix C. Facsimile Instruments**

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- \* e. Number who left for other reasons during 2002-2003 academic year
  - \* f. Number changed from full-time to part-time status during the 2002-2003 academic year
  - \* g. Total number as of Nov. 1, 2003 (or at the start of the 2003-04 academic year)
- 
- 

**Form:** I2A

**Label:** Full-time numbers: inconsistent count reason

**Form Administered To:**

Institutions with full-time faculty and instructional staff whose provided counts of full-time faculty and instructional staff are inconsistent (I1a  $\neq$  I2g)

**StemWording:**

You provided two different counts of the number of full-time faculty as of November 1, 2003: ( I1a = [FILL I1a] and I2g = [FILL I2g]) . Please back up and correct the number or provide an explanation of this discrepancy.

Reason for discrepancy: [   ]

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**Form:** I3

**Label:** Full-time tenure: has tenure system

**Form Administered To:**

Institutions with full-time faculty and instructional staff

**StemWording:**

Does [FILL INSTNAME] have a tenure system for any full-time faculty and instructional staff?

1 = Yes, has a tenure system

2 = Currently no tenure system, but still have tenured staff

3 = No tenure system

---

---

**Form:** I4

**Label:** Full-time tenure: number considered for tenure, 2002-03

**Form Administered To:**

Institutions with a tenure system for full-time faculty and instructional staff

**StemWording:**

During the 2002-2003 academic year (i.e., Fall 2002 through Spring 2003), how many full-time faculty and instructional staff at your institution were considered for tenure?

\* **(Please enter a number in the box; if none, enter "0".)**

---

---

**Form:** I5

**Label:** Full-time tenure: number granted tenure, 2002-03

**Form Administered To:**

Institutions with a tenure system for full-time faculty and instructional staff who considered at least one faculty member for tenure during the 2002-2003 academic year

**StemWording:**

Of the [FILL I4] faculty members considered for tenure during the 2002-2003 academic year, how many were granted tenure?

\* (If none, enter "0".)

**Form:** I6

**Label:** Full-time tenure: maximum years on tenure track

**Form Administered To:**

Institutions with a tenure system for full-time faculty and instructional staff

**StemWording:**

For those on a tenure track but not tenured, what is the maximum number of years full-time faculty and instructional staff can be on a tenure track and not receive tenure at [FILL INSTNAME] ?

0 = No maximum

1 = 1

2 = 2

.

.

.

15 = 15

16 = More than 15 years

**Form:** I7

**Name:** I7a

**Label:** Full-time tenure: changed tenure policy

**Name:** I7b

**Label:** Full-time tenure: more stringent tenure standards

**Name:** I7c

**Label:** Full-time tenure: downsized tenured faculty

**Name:** I7d

**Label:** Full-time tenure: replaced tenured with fixed term

**Name:** I7e

**Label:** Full-time tenure: offered early retirement

**Form Administered To:**

Institutions with a tenure system for full-time faculty and instructional staff

**StemWording:**

During the past five years, has your institution done any of the following?

- \* a. Changed policy for granting tenure to full-time faculty and instructional staff
- \* b. Made the standards more stringent for granting tenure to full-time faculty and instructional staff
- \* c. Reduced the number of tenured full-time faculty and instructional staff through downsizing

- \* d. Replaced some tenured or tenure-track full-time faculty and instructional staff with full-time faculty and instructional staff on fixed term contracts
- \* e. Offered early or phased retirement to any tenured full-time faculty or instructional staff

0 = No  
1 = Yes

---

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**Form:** I7SP  
**Name:** I7e2

**Label:** Full-time tenure: number early retirees, last 5 years

**Form Administered To:**

Institutions offering early or phased retirement to any tenured full-time faculty and instructional staff

**StemWording:**

You said your institution offered early or phased retirement. How many full-time faculty and instructional staff took this during the past five years?

\* (If none, enter "0")

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**Form:** I8

**Label:** Full-time tenure: discontinued tenure system, last 5 years

**Form Administered To:**

Institutions with no tenure system for full-time faculty and instructional staff

**StemWording:**

Did [FILL INSTNAME] discontinue the tenure system within the last five years?

0 = No  
1 = Yes

---

---

**Form:** I9

**Label:** Full-time faculty: positions sought to fill, fall 2003

**Form Administered To:**

Institutions with full-time faculty and instructional staff

**StemWording:**

How many full-time faculty and instructional staff positions was your institution seeking to fill for the 2003 Fall Term?

\* (If none, enter "0")

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<b>Form:</b> I10a	
<b>Name:</b> I10aa	<b>Label:</b> Full-time benefit: medical insurance
<b>Name:</b> I10ab	<b>Label:</b> Full-time benefit: dental insurance
<b>Name:</b> I10ac	<b>Label:</b> Full-time benefit: disability insurance
<b>Name:</b> I10ad	<b>Label:</b> Full-time benefit: life insurance
<b>Name:</b> I10ae	<b>Label:</b> Full-time benefit: child care
<b>Name:</b> I10af	<b>Label:</b> Full-time benefit: retiree medical insurance
<b>Name:</b> I10ag	<b>Label:</b> Full-time benefit: cafeteria-style plan

**Form Administered To:**

Institutions with full-time faculty and instructional staff

**StemWording:**

Are the following employee benefits available to all, some, or none of the full-time faculty and instructional staff at [FILL INSTNAME]?

- \* a. Medical insurance or medical care
- \* b. Dental insurance or dental care
- \* c. Disability insurance program
- \* d. Life insurance
- \* e. Child care
- \* f. Medical insurance for retirees
- \* g. "Cafeteria-style" benefits plan (a plan under which staff can trade off some benefits for others, following guidelines established by the institution)

-1 = Don't know

1 = All

2 = Some

3 = None

<b>Form:</b> I10b	
<b>Name:</b> I10ba	<b>Label:</b> Full-time benefit: medical insurance subsidized
<b>Name:</b> I10bb	<b>Label:</b> Full-time benefit: dental insurance subsidized
<b>Name:</b> I10bc	<b>Label:</b> Full-time benefit: disability insurance subsidized
<b>Name:</b> I10bd	<b>Label:</b> Full-time benefit: life insurance subsidized
<b>Name:</b> I10be	<b>Label:</b> Full-time benefit: child care subsidized
<b>Name:</b> I10bf	<b>Label:</b> Full-time benefit: retiree medical insurance subsidized
<b>Name:</b> I10bg	<b>Label:</b> Full-time benefit: cafeteria-style plan subsidized

**Form Administered To:**

Institutions that provide at least one employee benefit to full-time faculty and instructional staff

**StemWording:**

[IF ONE BENEFIT SELECTED ON FORM I10] Is this employee benefit subsidized by your institution? (Subsidized means paid for completely or in part by the institution.)

**Appendix C. Facsimile Instruments**

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[ELSE IF MORE THAN ONE BENEFIT SELECTED ON FORM I10A]Are these employee benefits subsidized by your institution? (Subsidized means paid for completely or in part by the institution.) [ENDIF]

- \* Medical insurance or medical care
- \* Dental insurance or dental care
- \* Disability insurance program
- \* Life insurance
- \* Child care
- \* Medical insurance for retirees
- \* Cafeteria-style benefits plan (a plan under which staff can trade off some benefits for others, following guidelines established by the institution)

0 = Not subsidized

1 = Fully/partially subsidized

---

**Form:** I11

**Name:** I11a

**Label:** Full-time benefit: wellness program

**Name:** I11b

**Label:** Full-time benefit: spouse tuition remission

**Name:** I11c

**Label:** Full-time benefit: children tuition remission

**Name:** I11d

**Label:** Full-time benefit: housing

**Name:** I11e

**Label:** Full-time benefit: transportation/parking

**Name:** I11f

**Label:** Full-time benefit: paid maternity leave

**Name:** I11g

**Label:** Full-time benefit: paid paternity leave

**Name:** I11h

**Label:** Full-time benefit: paid sabbatical leave

**Name:** I11i

**Label:** Full-time benefit: employee assistance program

**Form Administered To:**

Institutions with full-time faculty and instructional staff

**StemWording:**

Are the following employee benefits available to all, some, or none of the full-time faculty and instructional staff at [FILL INSTNAME]?

- \* a. Wellness program or health promotion
- \* b. Tuition remission/grants for spouse at this or other institutions
- \* c. Tuition remission/grants for children at this or other institutions
- \* d. Housing/mortgage; rent
- \* e. Transportation/parking
- \* f. Paid maternity leave
- \* g. Paid paternity leave



- \* h. Paid sabbatical leave
- \* i. Employee assistance program

-1 = Don't know  
 1 = All  
 2 = Some  
 3 = None

**Form:** I12                                      **Label:** Full-time faculty: union representation

**Form Administered To:**  
 Institutions with full-time faculty and instructional staff

**StemWording:**  
 Are any full-time faculty and instructional staff legally represented by a union (or other association) for purposes of collective bargaining with [FILL INSTNAME]?

0 = No  
 1 = Yes

<b>Form:</b> I13	
<b>Name:</b> I13a	<b>Label:</b> Full-time assessment: student evaluations
<b>Name:</b> I13b	<b>Label:</b> Full-time assessment: student test scores
<b>Name:</b> I13c	<b>Label:</b> Full-time assessment: student career placement
<b>Name:</b> I13d	<b>Label:</b> Full-time assessment: other student performance
<b>Name:</b> I13e	<b>Label:</b> Full-time assessment: department chair evaluations
<b>Name:</b> I13f	<b>Label:</b> Full-time assessment: dean evaluations
<b>Name:</b> I13g	<b>Label:</b> Full-time assessment: peer evaluations
<b>Name:</b> I13h	<b>Label:</b> Full-time assessment: self-evaluations

**Form Administered To:**  
 Institutions with full-time faculty and instructional staff

**StemWording:**  
 Are any of the following used as part of institution or department/school policy in assessing the teaching performance of full-time instructional faculty/staff at this institution?

- Used for Teaching Assessment:
- \* a. Student evaluations
  - \* b. Student test scores
  - \* c. Student career placement
  - \* d. Other measures of student performance
  - \* e. Department/division chair evaluations

- \* f. Dean evaluations
- \* g. Peer evaluations
- \* h. Self-evaluations

-1 = Don't know

0 = No

1 = Yes

## ▶ SECTION B: Part-Time Faculty and Instructional Staff

**Form:** I14

**Label:** Part-time benefit: retirement plan

### **Form Administered To:**

Institutions with part-time faculty and instructional staff

### **StemWording:**

In this next section, we will be asking you to consider [FILL INSTNAME]'s part-time faculty and instructional staff.

Are any retirement plans available to **part-time** faculty or instructional staff at your institution?

0 = **Not available to any** part-time faculty and instructional staff

1 = **Yes, available to some** part-time faculty and instructional staff

2 = **Yes, available to most** part-time faculty and instructional staff

3 = **Yes, available to all** part-time faculty and instructional staff

(Reminder: Part time refers to an individual's employment status at the institution rather than to the amount of instruction done by the individual.)

---

**Form:** I15a

**Name:** I15aa

**Label:** Part-time benefit: medical insurance

**Name:** I15ab

**Label:** Part-time benefit: dental insurance

**Name:** I15ac

**Label:** Part-time benefit: disability insurance

**Name:** I15ad

**Label:** Part-time benefit: life insurance

**Name:** I15ae

**Label:** Part-time benefit: child care

**Name:** I15af

**Label:** Part-time benefit: retiree medical insurance

**Name:** I15ag

**Label:** Part-time benefit: cafeteria-style plan

### **Form Administered To:**

Institutions with part-time faculty and instructional staff

### **StemWording:**

Are the following employee benefits available to all, some, or none of the part-time faculty and instructional staff at [FILL INSTNAME]?

- \* a. Medical insurance or medical care
- \* b. Dental insurance or dental care
- \* c. Disability insurance program

- \* d. Life insurance
- \* e. Child care
- \* f. Medical insurance for retirees
- \* g. "Cafeteria-style" benefits plan (a plan under which staff can trade off some benefits for others, following guidelines established by the institution)

-1 = Don't know  
 1 = All  
 2 = Some  
 3 = None

<b>Form:</b> I15b	
<b>Name:</b> I15ba	<b>Label:</b> Part-time benefit: medical insurance subsidized
<b>Name:</b> I15bb	<b>Label:</b> Part-time benefit: dental insurance subsidized
<b>Name:</b> I15bc	<b>Label:</b> Part-time benefit: disability insurance subsidized
<b>Name:</b> I15bd	<b>Label:</b> Part-time benefit: life insurance subsidized
<b>Name:</b> I15be	<b>Label:</b> Part-time benefit: child care subsidized
<b>Name:</b> I15bf	<b>Label:</b> Part-time benefit: retiree medical insurance subsidized
<b>Name:</b> I15bg	<b>Label:</b> Part-time benefit: cafeteria-style plan subsidized

**Form Administered To:**

Institutions that provide at least one employee benefit to part-time faculty and instructional staff

**StemWording:**

Still thinking only of part-time faculty,

[IF ONE BENEFIT SELECTED ON FORM I15A]  
 is this employee benefit subsidized by your institution?

[ELSE IF MORE THAN ONE BENEFIT SELECTED ON FORM I15A]  
 are these employee benefits subsidized by your institution?

[ENDIF]

(Subsidized means paid for completely or in part by the institution.)

- \*Medical insurance or medical care
- \* Dental insurance or dental care
- \* Disability insurance program
- \* Life insurance
- \* Child care
- \* Medical insurance for retirees

**Appendix C. Facsimile Instruments**

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\* "Cafeteria-style" benefits plan

0 = Not subsidized

1 = Fully/partially subsidized

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**Form:** I16

**Name:** I16a

**Label:** Part-time benefit: wellness program

**Name:** I16b

**Label:** Part-time benefit: spouse tuition remission

**Name:** I16c

**Label:** Part-time benefit: children tuition remission

**Name:** I16d

**Label:** Part-time benefit: housing

**Name:** I16e

**Label:** Part-time benefit: transportation/parking

**Name:** I16f

**Label:** Part-time benefit: paid maternity leave

**Name:** I16g

**Label:** Part-time benefit: paid paternity leave

**Name:** I16h

**Label:** Part-time benefit: paid sabbatical leave

**Name:** I16i

**Label:** Part-time benefit: employee assistance program

**Form Administered To:**

Institutions with part-time faculty and instructional staff

**StemWording:**

Are the following employee benefits available to all, some, or none of the part-time faculty and instructional staff at [FILL INSTNAME]?

- \* a. Wellness program or health promotion
- \* b. Tuition remission/grants for spouse at this or other institutions
- \* c. Tuition remission/grants for children at this or other institutions
- \* d. Housing/mortgage; rent
- \* e. Transportation/parking
- \* f. Paid maternity leave
- \* g. Paid paternity leave
- \* h. Paid sabbatical leave
- \* i. Employee assistance program

-1 = Don't know

1 = All

2 = Some

3 = None

---

**Form:** I17**Label:** Part-time faculty: union representation**Form Administered To:**

Institutions with part-time faculty and instructional staff

**StemWording:**

Are any part-time faculty and instructional staff legally represented by a union (or other association) for purposes of collective bargaining with [FILL INSTNAME]?

0 = No

1 = Yes

**Form:** I18**Name:** I18a**Label:** Part-time assessment: student evaluations**Name:** I18b**Label:** Part-time assessment: student test scores**Name:** I18c**Label:** Part-time assessment: student career placement**Name:** I18d**Label:** Part-time assessment: other student performance**Name:** I18e**Label:** Part-time assessment: department chair evaluations**Name:** I18f**Label:** Part-time assessment: dean evaluations**Name:** I18g**Label:** Part-time assessment: peer evaluations**Name:** I18h**Label:** Part-time assessment: self-evaluations**Form Administered To:**

Institutions with part-time faculty and instructional staff

**StemWording:**

Are any of the following used as part of institution or department/school policy in assessing the teaching performance of part-time instructional faculty/staff at this institution?

Used for Teaching Assessment:

- \* a. Student evaluations
- \* b. Student test scores
- \* c. Student career placement
- \* d. Other measures of student performance
- \* e. Department/division chair evaluations
- \* f. Dean evaluations
- \* g. Peer evaluations
- \* h. Self-evaluations

-1 = Don't know

0 = No

1 = Yes

## ► SECTION C: All Faculty and Instructional Staff

**Form:** I19

**Name:** I19a

**Label:** Undergraduate instruction: percent full-time faculty

**Name:** I19b

**Label:** Undergraduate instruction: percent part-time faculty

**Name:** I19c

**Label:** Undergraduate instruction: percent teaching assistants

**Name:** I19d

**Label:** Undergraduate instruction: percent other

### **Form Administered To:**

All institutions

### **StemWording:**

What percentage of **undergraduate** student credit hours were assigned to the following staff during the 2003 Fall term? Student credit hours are defined as the number of course credits or contact hours multiplied by the number of students enrolled.

- \* Percent of undergraduate instruction assigned to:
  - \* a. Full-time faculty or instructional staff
  - \* b. Part-time faculty or instructional staff, including adjuncts
  - \* c. Teaching assistants such as graduate students who teach classes
  - \* d. Others

## **Faculty Instrument**

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National Study of  
Postsecondary Faculty

# **NSOPF:04 Faculty Instrument**

## **Full-Scale Study Facsimile**



► **SECTION A: Nature of Employment**

**Form:** Q1

**Label:** Instructional duties, any

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

During the 2003 Fall Term, did you have any instructional duties at [FILL INSTNAME], such as teaching students in one or more credit or noncredit courses, or advising or supervising students' academic activities?

(By instructional duties, we mean teaching credit or noncredit courses, advising or supervising students' academic activities, serving on undergraduate or graduate thesis or dissertation committees, supervising independent study or one-on-one instruction, etc., during the 2003 Fall Term.)

0 = No

1 = Yes

---

**Form:** Q2

**Label:** Instructional duties related to credit courses/activities

**Form Administered To:**

Faculty with instructional duties, Fall 2003

**StemWording:**

Did any of your instructional duties include teaching students in **credit** courses, or advising students or supervising students' academic activities for which they received **credit** during the 2003 Fall Term?

0 = No

1 = Yes

---

**Form:** Q3

**Label:** Faculty status

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

During the 2003 Fall Term at [FILL INSTNAME], did you have faculty status as defined by that institution?

0 = No

1 = Yes

---

**Form:** Q3X

**Label:** Confirm study ineligibility

**Form Administered To:**

Sample members without faculty status and with no instructional duties during the 2003 Fall term

**StemWording:**

Just to confirm, you did not have faculty status and you did not teach any classes, or advise or supervise any students at [FILL INSTNAME] during the 2003 Fall Term?

1 = Agree: NOT faculty and DID NOT have any instructional duties

2 = Disagree: Had faculty status and/or had instructional duties

---

**Form:** Q4

**Label:** Principal activity

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Was your **principal activity** at [FILL INSTNAME] during the 2003 Fall Term. . .  
(If you had equal responsibilities, please select one.)

1 = Teaching

2 = Research

3 = Public service

4 = Clinical service

5 = Administration (e.g., Dean, Chair, Director, etc.)

6 = On sabbatical from this institution

7 = Other activity (e.g., technical activity such as programmer or technician; other institutional activities such as library services; subsidized performer, artist-in-residence, etc.)

---

**Form:** Q5

**Label:** Employed full or part time at this institution

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

During the 2003 Fall Term, did [FILL INSTNAME] consider you to be employed full time or part time?

1 = Full time

2 = Part time

---

**Form:** Q6                      **Label:** Part-time employment is primary employment

**Form Administered To:**  
Part-time faculty and instructional staff

**StemWording:**  
Do you consider your part-time position at [FILL INSTNAME] to be your primary employment?

0 = No  
1 = Yes

---

---

**Form:** Q8                      **Label:** Part-time but preferred full-time position

**Form Administered To:**  
Part-time faculty and instructional staff

**StemWording:**  
Would you have preferred a full-time position for the 2003 Fall Term at [FILL INSTNAME]?

0 = No  
1 = Yes

---

---

**Form:** Q9                      **Label:** Year began current job

**Form Administered To:**  
All faculty and instructional staff

**StemWording:**  
In what year did you start working at the job you held during the 2003 Fall Term at [FILL INSTNAME]? Consider promotions in rank as part of the same job.

\* Year:

---

---

**Form:** Q10                      **Label:** Rank

**Form Administered To:**  
All faculty and instructional staff

**StemWording:**  
During the 2003 Fall Term, was your academic rank, title, or position at [FILL INSTNAME] . . .

(If no ranks are designated at your institution, select "Not applicable.")

0 = Not applicable (No formal ranks are designated at this institution)  
1 = Professor  
2 = Associate professor  
3 = Assistant professor  
4 = Instructor  
5 = Lecturer  
6 = Other title (e.g., Administrative, Adjunct, Emeritus, other)

---

---

**Form:** Q11                      **Label:** Rank, year attained professor or associate professor

**Form Administered To:**

Faculty and instructional staff who hold the rank of professor or associate professor

**StemWording:**

In what year did you first achieve the rank of [FILL Q10] at **any** institution?

\* Year:

---

---

**Form:** Q12                      **Label:** Tenure status

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

During the 2003 Fall Term at [FILL INSTNAME], were you . . .

- 1 = Tenured
  - 2 = On tenure track but not tenured
  - 3 = Not on tenure track
  - 4 = Not tenured because institution had no tenure system
- 
- 

**Form:** Q13                      **Label:** Tenure, year attained at any postsecondary institution

**Form Administered To:**

Tenured faculty and instructional staff

**StemWording:**

In what year did you first achieve tenure at **any** postsecondary institution?

\* Year:

---

---

**Form:** Q14                      **Label:** Union status

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Are you a member of a union or other bargaining association that is legally recognized to represent the faculty at [FILL INSTNAME]?

- 0 = No
  - 1 = Yes
- 
-

---

**Form:** Q15**Label:** Union status, reason not a member**Form Administered To:**

Faculty and instructional staff who are not members of a union

**StemWording:**

Is that because a union is not available, you are not eligible to join, or you decided not to join?

-1 = Don't know

1 = Union is not available

2 = Union is available, but I am not eligible

3 = I am eligible, but I decided not to join

---

**Form:** Q16VS**Label:** Principal field of teaching-verbatim**Form Administered To:**

All faculty and instructional staff

**StemWording:**

What is your principal field or discipline of teaching at [FILL INSTNAME]?

(Enter the name of the principal field or discipline in the box below. This name will be used to match against a list of academic fields, so please be specific and do not use abbreviations or acronyms. If you have no principal field, select the "Not applicable" box.)

\* Name of principal field/discipline of teaching:

\* Not applicable (No principal teaching field or discipline)

---

**Form:** Q16AC**Label:** Principal field of teaching-autocode**Form Administered To:**

Faculty and instructional staff who provided a verbatim field of teaching

**StemWording:**Please select the code below to confirm your field of teaching: **[FILL Q16VS]****If you do not agree with this code, select "None of these codes" to manually code the field.**

**Autocoding Explanation:** Using the verbatim string of the respondent's teaching field (provided in Q16VS), item Q16AC matches the string to selected categories from the Classification of Instructional Programs (CIP), the federal statistical standard for classifying instructional program. CIP descriptions that match the verbatim string appear on the screen, and the respondent selects the code that best describes the teaching field. (See pages C-28 through C-30 for a list of codes and descriptions) Strings that do not match the CIP descriptions are routed to Q16CD for manual coding. The respondent can also modify the verbatim string and redo the match or manually code the teaching field in Q16CD. (Additional information on CIP can be found at <http://nces.ed.gov/pubs2002/2002165.pdf>.)

**Form:** Q16CD

**Name:** Q16CD2

**Label:** Principal field of teaching-general code

**Name:** Q16CD4

**Label:** Principal field of teaching-specific code

**Form Administered To:**

Faculty and instructional staff who provided a verbatim field of teaching, but whose results were not autocoded

**StemWording:**

Please help us to categorize "[FILL Q16VS]" using the drop-down list boxes.

**(Coding Directions:** Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first dropdown box to display the general areas. Click to select the desired general area, and then select the desired specific discipline within the area from the second dropdown box.)

\* General Area:

- |   |   |
|---|---|
| 01 = Agriculture/natural resources/related    | 17 = Library science                            |
| 02 = Architecture and related services        | 18 = Mathematics and statistics                 |
| 03 = Area/ethnic/cultural/gender studies      | 19 = Mechanical/repair technologies/techs       |
| 04 = Arts--visual and performing              | 20 = Multi/interdisciplinary studies            |
| 05 = Biological and biomedical sciences       | 21 = Parks/recreation/leisure/fitness studies   |
| 06 = Business/management/marketing/ related   | 22 = Precision production                       |
| 07 = Communication/journalism/comm. Tech      | 23 = Personal and culinary services             |
| 08 = Computer/info sciences/support tech      | 24 = Philosophy, religion & theology            |
| 09 = Construction trades                      | 25 = Physical sciences                          |
| 10 = Education                                | 26 = Psychology                                 |
| 11 = Engineering technologies/technicians     | 27 = Public administration/social services      |
| 12 = English language and literature/letters  | 28 = Science technologies/technicians           |
| 13 = Family/consumer sciences, human sciences | 29 = Security & protective services             |
| 14 = Foreign languages/literature/linguistics | 30 = Social sciences (except psych) and history |
| 15 = Health professions/clinical sciences     | 31 = Transportation & materials moving          |
| 16 = Legal professions and studies            | 32 = Other                                      |



## \* Specific Discipline:

0101 = Agriculture and related sciences	1102 = Chemical engineering
0102 = Natural resources and conservation	1103 = Civil engineering
0201 = Architecture and related services	1104 = Computer engineering
0301 = Area/ethnic/cultural/gender studies	1105 = Electrical/electronics/comms engineering
0401 = Art history, criticism & conservation	1106 = Engineering technologies/technicians
0402 = Design & applied arts	1107 = Environmental/environmental health eng
0403 = Drama/theatre arts and stagecraft	1108 = Mechanical engineering
0404 = Fine and studio art	1109 = Engineering, other
0405 = Music, general	1201 = English language and literature/letters
0406 = Music history, literature, and theory	1301 = Family/consumer sciences, human sciences
0407 = Visual and performing arts, other	1401 = Foreign languages/literature/linguistics
0408 = Commercial and advertising art	1501 = Alternative/complementary medicine/sys
0409 = Dance	1502 = Chiropractic
0410 = Film/video and photographic arts	1503 = Clinical/medical lab science/allied
0501 = Biochem/biophysics/molecular biology	1504 = Dental support services/allied
0502 = Botany/plant biology	1505 = Dentistry
0503 = Genetics	1506 = Health & medical administrative services
0504 = Microbiological sciences & immunology	1507 = Allied health and medical assisting services
0505 = Physiology, pathology & related sciences	1508 = Allied health diagnostic, intervention, treatment professions
0506 = Zoology/animal biology	1509 = Medicine, including psychiatry
0507 = Biological & biomedical sciences, other	1510 = Mental/social health services and allied
0601 = Accounting and related services	1511 = Nursing
0602 = Business admin/management/operations	1512 = Optometry
0603 = Business operations support/assistance	1513 = Osteopathic medicine/osteopathy
0604 = Finance/financial management services	1514 = Pharmacy/pharmaceutical sciences/admin
0605 = Human resources management and svcs	1515 = Podiatric medicine/podiatry
0606 = Marketing	1516 = Public health
0607 = Business/mgt/marketing/related, other	1517 = Rehabilitation & therapeutic professions
0608 = Management information systems/services	1518 = Veterinary medicine
0701 = Communication/journalism/related pgms	1519 = Health /related clinical services, other
0702 = Communication technologies/technicians and support services	1601 = Law
0801 = Computer/info tech administration/mgmt	1602 = Legal support services
0802 = Computer programming	1603 = Legal professions and studies, other
0803 = Computer science	1701 = Library science
0804 = Computer software and media applications	1801 = Mathematics
0805 = Computer systems analysis	1802 = Statistics
0806 = Computer systems networking/telecomm	1901 = Mechanical/repair technologies/techs
0807 = Data entry/microcomputer applications	2001 = Multi/interdisciplinary studies
0808 = Data processing	2101 = Parks, recreation and leisure studies
0809 = Information science/studies	2102 = Health and physical education/fitness
0810 = Computer/info sci/support svcs, other	2201 = Precision production
0901 = Construction trades	2301 = Culinary arts and related services
1001 = Curriculum and instruction	2302 = Personal and culinary services
1002 = Educational administration/supervision	2401 = Philosophy
1003 = Educational/instructional media design	2402 = Religion/religious studies
1004 = Special education and teaching	2403 = Theology and religious vocations
1005 = Student counseling/personnel services	2501 = Astronomy & astrophysics
1006 = Education, other	2502 = Atmospheric sciences and meteorology
1007 = Early childhood education and teaching	2503 = Chemistry
1008 = Elementary education and teaching	2504 = Geological & earth sciences/geosciences
1009 = Secondary education and teaching	2505 = Physics
1010 = Adult and continuing education/teaching	2506 = Physical sciences, other
1011 = Teacher ed: specific levels, other	2601 = Behavioral psychology
1012 = Teacher ed: specific subject areas	2601 = Behavioral psychology
1013 = Bilingual & multicultural education	2602 = Clinical psychology
1014 = Ed assessment	2603 = Education/school psychology
1015 = Higher education	2604 = Psychology, other
1101 = Biomedical/medical engineering	2701 = Public administration

(Specific discipline continued)

2702 = Social work	3004 = Demography & population studies
2703 = Public administration & social svcs other	3005 = Economics
2801 = Science technologies/technicians	3006 = Geography & cartography
2901 = Corrections	3007 = History
2902 = Criminal justice	3008 = International relations & affairs
2903 = Fire protection	3009 = Political science and government
2904 = Police science	3010 = Sociology
2905 = Security and protective services, other	3011 = Urban studies/affairs
3001 = Anthropology (except psychology)	3012 = Social sciences, other
3002 = Archeology	3101 = Transportation & materials moving
3003 = Criminology	3201 = Other

## ► SECTION B: Academic/Professional Background

**Form:** Q17a1                      **Label:** Highest degree

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

What is the highest degree you have completed? Do not include honorary degrees.

(If you have none of the degrees or awards, select "Not applicable.")

- 0 = Not applicable (Do not hold a degree)
- 1 = Doctoral degree (Ph.D., Ed.D., etc.)
- 2 = First-professional degree (M.D., D.O., D.D.S. or D.M.D., LL.B., J.D., D.C. or D.C.M., Pharm.D., Pod.D. or D.P., D.V.M., O.D., M.Div. or H.H.L. or B.D.)
- 3 = Master of Fine Arts, Master of Social Work (M.F.A., M.S.W.)
- 4 = Other master's degree (M.A., M.S., M.B.A, M.Ed., etc.)
- 5 = Bachelor's degree (B.A., A.B., B.S., etc.)
- 6 = Associate's degree or equivalent (A.A., A.S., etc.)
- 7 = Certificate or diploma for completion of undergraduate program (other than associate's or bachelor's)

---

**Form:** Q17a1b                      **Label:** Hold PhD in addition to professional degree

**Form Administered To:**

Faculty and instructional staff whose highest degree is a first-professional degree

**StemWording:**

Do you also hold a Ph.D. or other doctorate?

- 0 = No
  - 1 = Yes
-

---

**Form:** Q17a2                      **Label:** Highest degree, date awarded

**Form Administered To:**

Faculty and instructional staff who hold a degree

**StemWording:**

In what year did you receive your **[FILL Q17A1 or Q17A1B]**?

(If you have more than one degree at the same level, please select the most recent degree.)

\* Year received:

---

**Form:** Q17a3VS                      **Label:** Highest degree field-verbatim

**Form Administered To:**

Faculty and instructional staff who hold a degree

**StemWording:**

In what field or discipline was your **[FILL Q17A1 or Q17A1B]**?

(Enter the name of your degree field or discipline. This name will be used to match against a list of academic fields, so please be specific and do not use abbreviations or acronyms.)

---

**Form:** Q17a3AC                      **Label:** Highest degree field-autocode

**Form Administered To:**

Faculty and instructional staff who provided a verbatim highest degree field

**StemWording:**

Please select the appropriate code for your **[FILL Q17A1 or Q17A1B]** field: **[FILL Q17a3VS]**. If you do not agree with these codes, select "None of these codes" to manually code the field.

**Autocoding Explanation:** Using the verbatim string of the respondent's highest degree field (provided in Q17A3VS), item Q17A3AC matches the string to selected CIP categories (see pages C-28 through C-30 for a list of codes and descriptions). Descriptions that match the verbatim string appear on the screen, and the respondent selects the code that best describes the degree field. Strings that do not match the CIP descriptions are routed to Q17A3CD for manual coding. (The respondent can also modify the verbatim string and redo the match or manually code the teaching field in Q17A3CD.)

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**Form:** Q17a3CD

**Name:** Q17a3C2

**Label:** Highest degree field-general code

**Name:** Q17a3C4

**Label:** Highest degree field-specific code

**Form Administered To:**

Faculty and instructional staff who provided a verbatim highest degree field, but whose results were not autocoded

**StemWording:**

Please help us categorize "[FILL Q17a3VS]" using the drop-down list boxes below.

[IF Q16CD ≥ 0]

(Select one from the list of disciplines you've already told us about:)

[ENDIF]

**(Coding Directions:** Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first dropdown box to display the general areas. Click to select the desired general area, and then select the desired specific discipline within the area from the second dropdown box.)

\* General Area:

\* Specific Discipline:

**Note:** Please refer to the complete list of instructional program codes on pages C-28 through C-30.

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**Form:** Q17a4

**Name:** Q17a4ST

**Label:** Highest degree institution-state

**Name:** Q17a4C

**Label:** Highest degree institution-city

**Name:** Q17a4N

**Label:** Highest degree institution-name

**Name:** Q17a4I

**Label:** Highest degree institution-IPEDS

**Form Administered To:**

Faculty and instructional staff who hold a degree

**StemWording:**

Please help us code the postsecondary institution that awarded your **[FILL Q17A1 or Q17A1B]** by providing the state and city in which it was located.

**(Steps:**

1. Please select the state in which the school was located. If the school was located in another country, select "foreign country."
2. Enter the name of the city in which the institution was located. You can also use the "Browse" link to identify the city.
3. Select the "Continue" button to list the schools located in that state and city.
4. Select the desired school.

**Problems?** Try searching for the school by state without listing a city. If you still can't find the school, select the "Unable To Find School in List" button at the bottom of the search results.)

\* State/Foreign:

1 = Alabama	21 = Maryland	41 = South Carolina
2 = Alaska	22 = Massachusetts	42 = South Dakota
3 = Arizona	23 = Michigan	43 = Tennessee
4 = Arkansas	24 = Minnesota	44 = Texas
5 = California	25 = Mississippi	45 = Utah
6 = Colorado	26 = Missouri	46 = Vermont
7 = Connecticut	27 = Montana	47 = Virginia
8 = Delaware	28 = Nebraska	48 = Washington
9 = District of Columbia	29 = Nevada	49 = West Virginia
10 = Florida	30 = New Hampshire	50 = Wisconsin
11 = Georgia	31 = New Jersey	51 = Wyoming
12 = Hawaii	32 = New Mexico	52 = Puerto Rico
13 = Idaho	33 = New York	54 = American Samoa
14 = Illinois	34 = North Carolina	55 = Guam
15 = Indiana	35 = North Dakota	56 = Federated States of Micronesia
16 = Iowa	36 = Ohio	57 = Marshall Islands
17 = Kansas	37 = Oklahoma	58 = Northern Mariana Islands
18 = Kentucky	38 = Oregon	59 = Palau
19 = Louisiana	39 = Pennsylvania	60 = U.S. Virgin Islands
20 = Maine	40 = Rhode Island	63 = Foreign Country

\* City:

\* School Name:

**Form:** Q17d1

**Label:** Bachelor's degree date awarded

**Form Administered To:**

Faculty and instructional staff who reported their highest degree as master's level or above

**StemWording:**

In what year did you receive your bachelor's degree?

(If you have more than one degree at this level, please select the first degree.)

\* Year received:

\* Not applicable (Do not hold a bachelor's degree)

**Form:** Q18

**Label:** Other current jobs, number of jobs

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

While you were employed at [FILL INSTNAME], how many **other** jobs did you hold during the 2003 Fall Term? Please do not consider any outside consulting jobs. (If none, select "0.")

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5 or more

---

**Form:** Q19a1

**Label:** Other current jobs, full-time employment

**Form Administered To:**

Faculty and instructional staff with other employment (excluding consulting)

**StemWording:**

[IF Q18>1]

Were you employed full time at any of these other jobs during the 2003 Fall Term?

[ELSE]

Were you employed full time at this other job during the 2003 Fall Term?

[ENDIF]

0 = No

1 = Yes

---

**Form:** Q19b1

**Label:** Other current jobs, number in postsecondary instruction

**Form Administered To:**

Faculty and instructional staff with other employment (excluding consulting)

**StemWording:**

How many of these other jobs involved instruction at another postsecondary institution during the 2003 Fall Term? (If none, select "0.")

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5 or more

---

---

**Form:** Q21

**Label:** First postsecondary job, current job is first

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Is the job you held at [FILL INSTNAME] during the 2003 Fall Term the first faculty or instructional staff position you have held at a postsecondary institution? Do not include teaching assistant or research assistant positions while you were working on your degree.

0 = No

1 = Yes

---

**Form:** Q23

**Label:** First postsecondary job, year began

**Form Administered To:**

Faculty and instructional staff who have worked at another postsecondary institution

**StemWording:**

In what year did you begin your first faculty or instructional staff position at a postsecondary institution?

(Do not include time when you were a teaching or research assistant.)

\* Year:

---

**Form:** Q24

**Label:** First postsecondary job, part or full time

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

[IF Q21=1]

When you first started your job at [FILL INSTNAME], were you employed full time or part time?

[ELSE]

Were you employed full time or part time at your **first** faculty or instructional staff position?

[ENDIF]

(Do not consider teaching or research assistant positions.)

1 = Full time

2 = Part time

---

**Form:** Q26

**Label:** First postsecondary job, tenure status

**Form Administered To:**

Faculty and instructional staff whose first job was full-time except if this is their first postsecondary institution position and there is no tenure system at this institution

**StemWording:**

[IF Q21=1]

When you began working at [FILL INSTNAME], was your tenure status. . .

[ELSE]

When you began working at your **first** faculty or instructional staff job at a postsecondary institution, was your tenure status. . .

[ENDIF]

1 = Tenured

2 = On tenure track but not tenured

3 = Not on tenure track

4 = Not tenured because institution had no tenure system

---

**Form:** Q27

**Label:** Other jobs, any outside postsecondary since degree

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Since receiving your highest degree, have you held any positions outside of postsecondary institutions?

0 = No

1 = Yes

---



**Form:** Q28**Label:** Other jobs, sector of previous job**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Now we would like to know about the job you held prior to starting your current job at [FILL INSTNAME]. Was the job in a . . .

(By "Current Job" we mean the position you held at [FILL INSTNAME] during the 2003 Fall Term.)

- 0 = Not applicable (No job immediately prior to this one)
- 1 = 4- or 2-year postsecondary institution
- 2 = Other educational institution
- 3 = Government (federal, state, local) or military organization
- 4 = Foundation or other nonprofit organization
- 5 = For profit business or industry
- 6 = Other

## ► SECTION C: Instructional Responsibilities and Workload

**Form:** Q31**Name:** Q31a**Label:** Hours per week on paid tasks at institution**Name:** Q31b**Label:** Hours per week on unpaid tasks at institution**Name:** Q31c**Label:** Hours per week on paid tasks outside of institution**Name:** Q31d**Label:** Hours per week on unpaid tasks outside of institution**Form Administered To:**

All faculty and instructional staff

**StemWording:**

This next section of the questionnaire relates to your responsibilities on the job and your workload.

**On average**, how many **hours per week** did you spend at each of the following work activities during the 2003 Fall Term?

(Enter average number of hours. If not sure, give your best estimates. If none, enter "0." If less than one hour, enter "1.")

- \* a. All **paid activities at [FILL INSTNAME]** (e.g., teaching, clinical service, class preparation, research, administration)
- \* b. All **unpaid activities at [FILL INSTNAME]** (e.g., club assistance, recruiting, attending institution events)
- \* c. Any other paid activities **outside [FILL INSTNAME]** including consulting, working at other jobs, teaching at other schools
- \* d. Unpaid professional service activities **outside [FILL INSTNAME]** related to your work. (Do not include volunteer work unrelated to your profession.)

**Form:** Q32

**Name:** Q32a

**Label:** Percent time spent on instruction, undergraduate

**Name:** Q32b

**Label:** Percent time spent on instruction, graduate/first-professional

**Name:** Q32c

**Label:** Percent time spent on research activities

**Name:** Q32d

**Label:** Percent time spent on other unspecified activities

**Form Administered To:**

Faculty and instructional staff who worked at least one hour per week at the target institution

**StemWording:**

[IF Q31A AND Q31B AND Q31C AND Q31D = BLANK]

For the hours you worked during the 2003 Fall Term at [FILL INSTNAME],

[ELSE]

For the [FILL Q31A + Q31B] hours per week you worked during the 2003 Fall Term at [FILL INSTNAME],

[ENDIF]

we would like you to allot this time—using percentages—into four broad categories:

**Instruction with undergraduates, Instruction with graduate and first-professional students, Research, and Other Activities.** (If you are not sure, give your best estimate. The percentages should sum to 100%. If none for a category, enter "0".)

What percentage of your time was spent on. . .

- \* a. **Instructional Activities with Undergraduates**, including teaching and preparing for classes, advising, and supervising students at this institution?
  - \* b. **Instructional Activities with Graduate and First Professional students**, including teaching and preparing for classes, advising, and supervising students at this institution?
  - \* c. **Research Activities**, other forms of scholarship, or grants at this institution?
  - \* d. **All Other Activities** at this institution like administration, professional growth, service, and other activities not related to teaching or research.
- 
-

**Form:** Q35a  
**Name:** Q35a1  
**Name:** Q35a2

**Label:** Number of classes taught, credit  
**Label:** Number of classes taught, noncredit

**Form Administered To:**

Faculty and instructional staff with instructional duties, Fall 2003

**StemWording:**

Next, we would like to ask you about the classes or sections you taught during the 2003 Fall Term at [FILL INSTNAME]. **Please do not include individualized instruction.** Questions about independent study, intern supervision, and one-on-one instruction in performance, clinical, or research settings come later. **(If none, select "no classes.")**

How many. . .

- \* a. Classes/sections **for credit** towards degree did you teach?
- \* b. Classes/sections **not for credit** towards degree did you teach?

(Guidance on Counting Classes

Count multiple sections of the same course separately. For example, Sociology 101 taught to two different groups of students would count as two classes.

Count lab or discussion sections as part of the same class unless they have separate credits assigned to them. For example, a biology class with lectures, labs, and discussion sections each week counts as one class.)

- 0 = No classes
- 1 = 1 class
- .
- .
- .
- 19 = 19 classes
- 20 = 20 or more classes

**Form:** Q35b  
**Name:** Q35b  
**Name:** Q35c

**Label:** Number of classes taught, remedial  
**Label:** Number of classes taught, distance education

**Form Administered To:**

Faculty and instructional staff who taught at least one class

**StemWording:**

Of the [FILL Q35A] classes you taught at [FILL INSTNAME] in the 2003 Fall Term,

(By **remedial or developmental classes**, we mean courses in reading, writing, math, or other courses for students lacking the skills necessary to perform college-level work at the level required **by your institution**. Some institutions refer to these courses as compensatory, basic skills, or some other term.

By **distance education**, we mean classes where students and instructors are separated primarily or exclusively by distance or time.)

- \* a. How many were remedial or developmental classes?
- \* b. How many were taught through distance education, either exclusively or primarily?

0 = No classes  
1 = 1 class  
.  
.  
.  
19 = 19 classes  
20 = 20 or more classes

---

---

**Form:** Q36                      **Label:** Teaching assistant in any credit class

**Form Administered To:**  
Faculty and instructional staff who taught at least one class for credit

**StemWording:**  
[IF Q35A1=1]  
Did you have teaching assistants, readers, graders, or lab assistants for the credit class you taught during the 2003 Fall Term at [FILL INSTNAME]?  
  
[ELSE]  
Did you have teaching assistants, readers, graders, or lab assistants for any of the credit classes you taught during the 2003 Fall Term at [FILL INSTNAME]?  
  
[ENDIF]  
0 = No  
1 = Yes

---

---

**Form:** Q37 (loops for up to 5 classes)  
**Name:** Q37a<sub>i</sub> (i = 1 to 5)      **Label:** Number of weeks taught, i-th credit class  
**Name:** Q37b<sub>i</sub> (i = 1 to 5)      **Label:** Number of credit hours, i-th class  
**Name:** Q37c<sub>i</sub> (i = 1 to 5)      **Label:** Number of hours taught per week, i-th class  
**Name:** Q37d<sub>i</sub> (i = 1 to 5)      **Label:** Number of students, i-th class  
**Name:** Q37e<sub>i</sub> (i = 1 to 5)      **Label:** Primary level of students, i-th class  
**Name:** Q37f<sub>i</sub> (i = 1 to 5)      **Label:** Teaching assistant, i-th class

**Form Administered To:**  
Faculty and instructional staff who taught at least one class for credit

**StemWording:**  
[IF Q35A1>5]  
You reported earlier that you taught [FILL Q35A1] classes for credit during the 2003 Fall Term at [FILL INSTNAME]. We have space for you to describe 5 of these classes. Please describe the ones you feel are most relevant for your instructional activities. We will call them classes A to E.

[IF Q35A1 >1 AND Q35A1 ≤ 5]

You reported earlier that you taught [FILL Q35A1] classes for credit during the 2003 Fall Term at [FILL INSTNAME]. Please answer the following questions for each of these classes, we will call A to [FILL B (IF Q35A1=2) OR C (IF Q35A1=3) OR D (IF Q35A1=4) OR E (IF Q35A1=5)].

[IF Q35A1=1]

For the credit class that you reported teaching at [FILL INSTNAME] during the 2003 Fall Term, please answer the following questions.

[ENDIF]

\* a. How many weeks did **you** teach the class?

- 0      0 weeks
- 1      1 week
- ·
- ·
- ·
- 24     24 weeks
- 25     25 weeks

\* b. How many credits were attached to the class?

\* c. How many hours did **you** teach the class per week?  
(Do not include preparation time.)

\* d. How many students were enrolled in the class?

\* e. Were the students in this class primarily undergraduate, graduate, or first professional (e.g., dental, medical, law, theology)?

- 1 = Undergraduate
- 2 = Graduate
- 3 = First professional

\* f. Did you have a teaching or lab assistant, reader, or grader assigned to this class?

- 0 = No
  - 1 = Yes
-

<b>Form:</b> Q38	
<b>Name:</b> Q38a	<b>Label:</b> Undergrad class, multiple choice midterm/final exams
<b>Name:</b> Q38b	<b>Label:</b> Undergrad class, essay midterm/final exams
<b>Name:</b> Q38c	<b>Label:</b> Undergrad class, short answer midterm/final exams
<b>Name:</b> Q38d	<b>Label:</b> Undergrad class, term/research papers
<b>Name:</b> Q38e	<b>Label:</b> Undergrad class, multiple drafts of written work
<b>Name:</b> Q38f	<b>Label:</b> Undergrad class, oral presentations
<b>Name:</b> Q38g	<b>Label:</b> Undergrad class, group projects
<b>Name:</b> Q38h	<b>Label:</b> Undergrad class, student evaluations of each others^ work
<b>Name:</b> Q38i	<b>Label:</b> Undergrad class, laboratory/shop/studio assignments
<b>Name:</b> Q38j	<b>Label:</b> Undergrad class, service learn/co-op interactions with business

**Form Administered To:**

Faculty and instructional staff who taught an undergraduate credit class

**StemWording:**

[IF Q37EI=1 FOR EXACTLY ONE OF THE Q37Ei, WHERE i=1 TO 5 OR  
(IF Q32A>0 AND Q32B=0 OR BLANK AND Q35A1=1)]

For the **undergraduate** class you taught for credit during the 2003 Fall Term at [FILL INSTNAME], did you use any of the following?

[ELSE]

For the **undergraduate** classes you taught for credit during the 2003 Fall Term at [FILL INSTNAME], did you use any of the following?

[ENDIF]

Did you use. . .

- \* a. Multiple-choice midterm or final exam?
- \* b. Essay midterm or final exam?
- \* c. Short-answer midterm or final exam?
- \* d. Term/research papers and writing assignments?
- \* e. Multiple drafts of written work?
- \* f. Oral presentations by students?
- \* g. Group and team projects producing a joint product?
- \* h. Student evaluations of each other's work?
- \* i. Laboratory, shop, or studio assignments?

\* j. Service learning, co-op experiences or assignments requiring interactions with the community or business/industry?

- 1 = Used in all classes
  - 2 = Used in some classes
  - 3 = Not used
- 
- 

**Form:** Q39

**Label:** Website for any instructional duties

**Form Administered To:**

Faculty and instructional staff who had instructional duties

**StemWording:**

During the 2003 Fall Term at [FILL INSTNAME], did **you** have one or more web sites for any of your teaching, advising, or other instructional duties?

(Web sites used for instructional duties might include the syllabus, readings, assignments, and practice exams for classes; might enable communication with students via listservs or online forums; and might provide real-time computer-based instruction.)

- 0 = No
  - 1 = Yes
- 
- 

**Form:** Q41

**Label:** Hours per week, e-mailing students

**Form Administered To:**

Faculty and instructional staff who had instructional duties

**StemWording:**

During the 2003 Fall Term at [FILL INSTNAME], how many hours per week did you spend communicating by e-mail (electronic mail) with your students? (If none, enter "0.")

\* Hours per week:

---

---

**Form:** Q46

**Label:** Individual instruction, any

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

During the 2003 Fall Term, did you provide individual instruction **for credit** to any student at [FILL INSTNAME]? By individual instruction, we mean independent study, supervising student teachers or interns, and one-on-one instruction like working with students in a clinical or research setting. Do not include dissertation or thesis committee work.

- 0 = No
  - 1 = Yes
- 
-

**Form:** Q47

**Name:** Q47a1

**Label:** Individual instruction, number undergraduate students

**Name:** Q47a2

**Label:** Individual instruction, number graduate students

**Name:** Q47a3

**Label:** Individual instruction, number first-professional students

**Form Administered To:**

Faculty and instructional staff who provided individual instruction to students

**StemWording:**

[IF Q32A>0 AND Q32B=0 OR BLANK]

How many undergraduate students received individual instruction for credit from you during the 2003 Fall Term?

[ELSE]

Of the students who received individual instruction for credit from you during the 2003 Fall Term, how many were . . .

[ENDIF]

(If none, enter "0.")

- \* Undergraduate students
  - \* Graduate students
  - \* First-professional students (e.g., dental, medical, law, theology)
- 
- 

**Form:** Q47b

**Name:** Q47b1

**Label:** Individual instruction, hours with undergraduates

**Name:** Q47b2

**Label:** Individual instruction, hours with graduate students

**Name:** Q47b3

**Label:** Individual instruction, hours with first-professional students

**Form Administered To:**

Faculty and instructional staff who provided individual instruction to undergraduate, graduate, or first-professional students

**StemWording:**

Of the students who received individual instruction for credit from you during the 2003 Fall Term, what was the **total number of hours** you spent each week with your. . .

(If less than one hour, enter "1.")

- \* Undergraduate students
  - \* Graduate students
  - \* First-professional students
- 
-



**Form:** Q48**Name:** Q48**Label:** Hours per week, thesis/dissertation committees**Name:** Q49**Label:** Hours per week, administrative committees**Name:** Q50**Label:** Hours per week, with advisees**Name:** Q51**Label:** Hours per week, office hours**Form Administered To:**

All faculty and instructional staff

**StemWording:**

The next items ask about the average number of hours each week during the 2003 Fall Term at [FILL INSTNAME] that you did the following activities.

(If none, enter "0." If less than one hour, enter "1." If not sure, give your best estimate.)

How many hours per week did you spend. . .

- \* On undergraduate and graduate thesis or dissertation committees, comprehensive exams or orals committees, or examination or certification committees?
- \* On administrative committee work? Please include curriculum, personnel, governance, and other committees at the department, division, institution, and system levels.
- \* With students you were assigned to advise? (Do not include hours spent working with students on their theses, dissertations, or independent studies.)
- \* In regularly scheduled office hours in person or online?

## ► SECTION D: Scholarly Activities

**Form:** Q52a**Name:** Q52aa**Label:** Career articles, refereed journals**Name:** Q52ab**Label:** Career articles, nonrefereed journals**Name:** Q52ac**Label:** Career book reviews, chapters, creative works**Name:** Q52ad**Label:** Career books, textbooks, reports**Name:** Q52ae**Label:** Career presentations**Name:** Q52af**Label:** Career exhibitions, performances**Name:** Q52ag**Label:** Career patents, computer software**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Next, we would like to consider your scholarly activities. During your entire career, how many of the following have you completed?

(If not sure, give your best estimates.)

- \* Articles published in **refereed** professional or trade journals; or creative works published in juried media?
- \* Articles published in **nonrefereed** professional or trade journals; or creative works published in **nonjuried** media or in-house newsletters?

- \* Published reviews of books, articles, or creative works; or chapters in edited volumes?
- \* Textbooks, other books; monographs; research or technical reports disseminated internally or to clients?
- \* Presentations at conferences, workshops, etc.?
- \* Exhibitions or performances in the fine or applied arts?
- \* Patents and computer software products?

(For publications, include only works that have been accepted for publication. Count multiple publications/presentations of the same work only once. Include electronic publications that are not published elsewhere in the appropriate categories.)

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**Form:** Q52b

**Name:** Q52ba

**Label:** Recent articles, refereed journals

**Name:** Q52bb

**Label:** Recent articles, nonrefereed journals

**Name:** Q52bc

**Label:** Recent book reviews, chapters, creative works

**Name:** Q52bd

**Label:** Recent books, textbooks, reports

**Name:** Q52be

**Label:** Recent presentations

**Name:** Q52bf

**Label:** Recent exhibitions, performances

**Name:** Q52bg

**Label:** Recent patents, computer software

**Form Administered To:**

Faculty and instructional staff who have presented or published during their career

**StemWording:**

We would like to consider the level of your scholarly activities during the last **two years**.

- \* Of the [FILL Q52aa] articles or creative works published in refereed journals or juried media in your career, how many were done in the last two years?
- \* Of the [FILL Q52ab] articles or creative works published in nonrefereed journals or nonjuried media in your career, how many were done in the last two years?
- \* Of the [FILL Q52AC] reviews of books, articles, or creative works; chapters in edited volumes published in your career, how many were in the last two years?
- \* Of the [FILL Q52AD] textbooks, other books; monographs; and client reports you published during your career, how many were done in the last two years?
- \* Of the [FILL Q52ae] presentations you made at conferences or workshops in your career, how many were made in the last two years?
- \* Of your [FILL Q52af] career exhibitions or performances, how many were in the last two years?
- \* Of your [FILL Q52ag] career patents, software products, or other works, how many were done in the last two years?

**Form:** Q53                      **Label:** Scholarly activity, any

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Do you have any scholarly activities such as research, proposal development, creative writing, or other creative works in the 2003–04 **academic year**?

0 = No

1 = Yes

---

**Form:** Q54VS                      **Label:** Scholarly activity, principal field-verbatim

**Form Administered To:**

Faculty and instructional staff who have scholarly activities and did not provide principal field of teaching (Q16VS)

**StemWording:**

What is your principal field or discipline of scholarly activity?

(Enter the name of your principal field/discipline of scholarly activity. This name will be used to match against a list of academic fields, so please be specific and do not use abbreviations or acronyms.)

\* Name of principal field/discipline of scholarly activity:

---

**Form:** Q54AC                      **Label:** Principal field of scholarly activity-autocode

**Form Administered To:**

Faculty and instructional staff who provided a verbatim field of scholarly activity

**StemWording:**

Please select the appropriate code for your field of scholarly activity: **[FILL Q54VS]**.  
If you do not agree with these codes, select "None of these codes" to manually code the field.

**Autocoding Explanation:** Using the verbatim string of the respondent's field of scholarly activity (provided in Q54VS), item Q54AC matches the string to selected CIP categories (see pages C-28 through C-30 for a list of codes and descriptions). Descriptions that match the verbatim string appear on the screen, and the respondent selects the code that best describes the field. Strings that do not match the CIP descriptions are routed to Q54CD for manual coding. (The respondent can also modify the verbatim string and redo the match or manually code the scholarly field in Q54CD).

---

**Form:** Q54CD

**Name:** Q54CD2

**Label:** Principal research field-general code

**Name:** Q54CD4

**Label:** Principal research field-specific code

**Form Administered To:**

Faculty and instructional staff who provided a verbatim field of scholarly activity, but whose results were not autocoded

**StemWording:**

Please help us to categorize "[FILL Q54VS]" using the drop-down list boxes below.

[IF Q17A3AC ≥ 0]

(Select one from the list of disciplines you've already told us about:)

[ENDIF]

**Coding Directions:** Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first dropdown box to display the general areas. Click to select the desired general area, and then select the desired specific discipline within the area from the second dropdown box.)

\* General area:

\* Specific Discipline:

**Note:** Please refer to the complete list of instructional program codes on pages C-28 through C-30.

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**Form:** Q56

**Label:** Scholarly activity, description

**Form Administered To:**

Faculty and instructional staff engaged in scholarly activity

**StemWording:**

How would you describe your principal scholarly activity during the **2003–04 academic year**? Is it. . .

1 = Basic research

2 = Applied or policy-oriented research or analysis

3 = Literary, performance, or exhibitions

4 = Program and curriculum design and development

5 = Other

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**Form:** Q55

**Label:** Scholarly activity, any funded

**Form Administered To:**

Faculty and instructional staff engaged in scholarly activity

**StemWording:**

During the **2003–04 academic year**, are any of your scholarly activities at [FILL INSTNAME] **funded**? Do not include consulting services and research included as part of your basic salary.

0 = No

1 = Yes

**▶ SECTION E: Job Satisfaction**

**Form:** Q61

**Name:** Q61a

**Label:** Satisfaction with authority to make decisions

**Name:** Q61b

**Label:** Satisfaction with technology-based activities

**Name:** Q61c

**Label:** Satisfaction with equipment/facilities

**Name:** Q61d

**Label:** Satisfaction with institutional support for teaching improvement

**Name:** Q62a

**Label:** Satisfaction with workload

**Name:** Q62b

**Label:** Satisfaction with salary

**Name:** Q62c

**Label:** Satisfaction with benefits

**Name:** Q62d

**Label:** Satisfaction with job overall

**Form Administered To:**

All faculty and instructional staff with instructional responsibilities (Q61a–Q61d); All faculty and instructional staff (Q62a–Q62d)

**StemWording:**

[IF Q1=1 OR Q46=1 OR Q48>0 OR Q35A1>0 OR Q35A2>0]

With regard to your job at [FILL INSTNAME] during the 2003 **Fall Term**, would you say you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with. . .

[ELSE]

With regard to your job at [FILL INSTNAME], would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with. . .

[ENDIF]

- \* The authority you had to make decisions about content and methods in your instructional activities
- \* The institutional support for implementing technology-based instructional activities
- \* Quality of equipment and facilities available for classroom instruction
- \* Institutional support for teaching improvement (including grants, release time, and professional development funds)
- \* Your workload
- \* Your salary
- \* The benefits available to you
- \* Your job at this institution, overall

**Form:** Q65

**Name:** Q64

**Name:** Q65

**Label:** Retired from another position

**Label:** Retire from all paid employment, planned age

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

\* Have you retired from another position?

0 = No

1 = Yes

\* At what age do you think you are most likely to retire from all paid employment?  
(Enter age or select "Don't know.")

Years of age/Don't know

**► SECTION F: Compensation**

**Form:** Q66

**Name:** Q66a

**Name:** Q66b

**Name:** Q66c

**Name:** Q66d

**Name:** Q66e

**Name:** Q66f

**Label:** Amount of income from basic salary from institution

**Label:** Amount of income from other income from institution

**Label:** Amount of income from other academic institution

**Label:** Amount of income from consulting or freelance work

**Label:** Amount of income from other employment

**Label:** Amount of income from other unspecified sources

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

We are almost finished. The next questions will be about your compensation and about your background. Your responses to these items—as with all items on this instrument—are voluntary and strictly confidential. They will be used only in statistical summaries.

**For the 2003 calendar year**, please estimate your gross compensation before taxes. Do not include non-monetary compensation.

(Enter dollar amount. If not sure, give your best estimates. If not applicable, enter "0.")

**First, your compensation from [FILL INSTNAME]:**

- a. What is your basic salary during the calendar year from this institution?
- b. How much compensation did you receive from other income from this institution not included in basic salary (e.g., for summer session, overload courses, administration, research, coaching sports, etc.)?

**Next, your compensation from other sources**

- c. How much were you paid for employment at another postsecondary institution?
- d. How much were you paid for outside consulting or freelance work?
- e. How much were you compensated for any other employment besides consulting and another postsecondary institution (e.g., speaking fees and honoraria, self-owned business, legal/medical/psychological services, professional performances/exhibitions)?
- f. How much income did you receive from any other source (e.g., investment income, royalties/commissions, pensions, real estate, loans, alimony, or child support)?

**Form:** Q66b**Label:** Amount of total individual income (range)**Form Administered To:**

Faculty and instructional staff who did not complete all compensation item amounts

**StemWording:**

The following ranges may make it easier for you to estimate **your total income from all sources** for the 2003 calendar year.

(Your responses to these items are strictly confidential. They will be used only in statistical summaries.)

- 1 = \$1–24,999  
 2 = \$25,000–49,999  
 3 = \$50,000–74,999  
 4 = \$75,000–99,999  
 5 = \$100,000–149,999  
 6 = \$150,000–199,999  
 7 = \$200,000–300,000  
 8 = More than \$300,000

**Form:** Q67**Label:** Type of contract, length of unit**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Is your basic salary at [FILL INSTNAME] this academic year based on a 9– or 10–month contract, an 11– or 12–month contract, or some other arrangement?

(Please answer based on the length of your contract and how long you work rather than on the number of months you are paid.)

- 1 = 9– or 10–month contract  
 2 = 11– or 12–month contract  
 3 = Other, for example, by course or credit hour

**Form:** Q68

**Label:** Income paid per course/credit unit or term

**Form Administered To:**

Faculty and instructional staff paid on something other than a 9-, 10-, 11-, or 12-month contract

**StemWording:**

What was the basis of your pay? Was it by. . .

1 = Course

2 = Credit hour

3 = Academic term

4 = Other (**e.g., per student, hourly rate**)

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**Form:** Q69

**Label:** Amount of income paid per course/credit unit or term

**Form Administered To:**

Faculty and instructional staff paid by course, credit hour, or academic term

**StemWording:**

How much were you paid per [FILL Q68]?

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**Form:** Q70a

**Label:** Amount of total household income

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

[IF RESPONDED TO ALL PARTS OF Q66AA-Q66AF]

You told us before that **your** income from all sources for the 2003 Calendar year was \$[FILL Q66ASUM]. What was your total **household income** before taxes for that same year?

[ELSE IF Q66B  $\geq$  1 and Q66B  $\leq$  8]

You told us before that **your** income from all sources for the 2003 Calendar year was [FILL Q66B]. What was your total **household income** before taxes for that same year?

[ELSE]

For the 2003 calendar year, what was your total household income before taxes?

[ENDIF]

(By household income, we mean the total income received by all persons, including yourself, residing in the house during the 2003 calendar year, but excluding minors and full-time students. Please include income from employment and from other sources including your spouse or partner, self-employment, interest earnings, alimony or child support, insurance benefits, and pension payments.)

\* Enter amount:

---

---



**Form:** Q70b

**Label:** Amount of total household income (range)

**Form Administered To:**

Faculty and instructional staff who did not provide their household income

**StemWording:**

The following ranges may make it easier for you to report your total household income.

Was your income between. . .

(Your responses to these items are strictly confidential. They will be used only in statistical summaries.)

-1 = Don't know

1 = \$1–24,999

2 = \$25,000–49,999

3 = \$50,000–74,999

4 = \$75,000–99,999

5 = \$100,000–149,999

6 = \$150,000–199,999

7 = \$200,000–300,000

8 = More than \$300,000

**▶ SECTION G: Sociodemographic Characteristics**

**Form:** Q71

**Label:** Gender

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

The last few questions ask you to describe yourself and your opinions about your job.

Are you . . .

1 = Male

2 = Female

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**Form:** Q72

**Label:** Age, year of birth

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

In what year were you born?

\* Enter year:

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**Form:** Q73

**Label:** Race/ethnicity, Hispanic/Latino

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Are you Hispanic or Latino?

0 = No

1 = Yes

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**Form:** Q74

**Name:** Q74a

**Label:** Race, American Indian or Alaska Native

**Name:** Q74b

**Label:** Race, Asian

**Name:** Q74c

**Label:** Race, Black or African American

**Name:** Q74d

**Label:** Race, Native Hawaiian or other Pacific Islander

**Name:** Q74e

**Label:** Race, White

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Please select **one or more** of the following choices to best describe your race. Are you. . .  
(Select all that apply.)

- \* American Indian or Alaska Native
- \* Asian
- \* Black or African American
- \* Native Hawaiian or Other Pacific Islander
- \* White

0 = No

1 = Yes

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**Form:** Q75

**Label:** Disability, any

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Do you have a long-lasting condition that substantially limits one or more of your major life activities?

(By this we mean do you have a physical, visual, auditory, mental, emotional, or other disabling condition that limits your ability to see, hear, or speak; to learn, remember, or concentrate; to dress, bathe, or get around the house, or to get to school or around campus.)

0 = No

1 = Yes

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**Form:** Q77

**Label:** Marital status, fall 2003

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

On November 1, 2003, were you . . .

- 1 = Single **and never married**
  - 2 = Married
  - 3 = Living with partner or significant other
  - 4 = Separated, divorced, or widowed
- 
- 

**Form:** Q79

**Label:** Dependent children, number

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

How many dependent children do you support?

(A dependent child is a person 24 years old or younger for whom you provide at least half of his/her financial support.)

\* Number of dependent children:

- 0 = None
  - 1 = 1
  - 2 = 2
  - .
  - .
  - .
  - 9 = 9
  - 10 = 10 or more dependents
- 
- 

**Form:** Q80

**Name:** Q80

**Label:** Born in United States

**Name:** Q81

**Label:** Citizenship status

**Form Administered To:**

All faculty and instructional staff

**StemWording:**

Were you born in the United States?

- 0 = No
- 1 = Yes

Are you a United States citizen?

- 0 = No
- 1 = Yes

## ▶ SECTION H: Opinions

**Form:** Q82

**Name:** Q82a

**Label:** Opinion: teaching is rewarded

**Name:** Q82b

**Label:** Opinion: part-time faculty treated fairly

**Name:** Q82c

**Label:** Opinion: female faculty treated fairly

**Name:** Q82d

**Label:** Opinion: racial minorities treated fairly

### **Form Administered To:**

All faculty and instructional staff

### **StemWording:**

Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that at [FILL INSTNAME]. . .

- \* a. Good teaching is rewarded
- \* b. Part-time faculty are treated fairly
- \* c. Female faculty members are treated fairly
- \* d. Faculty who are members of racial or ethnic minorities are treated fairly

1 = Strongly Agree

2 = Somewhat Agree

3 = Somewhat Disagree

4 = Strongly Disagree

---

**Form:** Q83

**Label:** Opinion about choosing an academic career again

### **Form Administered To:**

All faculty and instructional staff

### **StemWording:**

Finally, if you had it to do over again, would you still choose an academic career?

0 = No

1 = Yes

# Appendix D Item Crosswalks

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Institution .....	D-3
Faculty.....	D-9



## **Institution Crosswalk**

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## Institution Questionnaire Crosswalk

The crosswalk below links the NSOPF:04 questionnaire items with similar items from the three previous NSOPF institution questionnaires: NSOPF:88, NSOPF:93, and NSOPF:99. This crosswalk will facilitate analyses of trends among postsecondary institutions. Linked questions may be identical in content and format or may differ in one or more ways. The question, item, or response wording; the order in which response options were presented; the manner in which the data were collected (e.g., categorical response option versus open-ended response fields, instructions to mark one versus all that apply); and the population to which the question applies may have changed. It is strongly recommended that analysts review documentation to determine whether linked questions are equitable for their purpose.

**Table D-1. Institution Questionnaire Crosswalk: 2004**

Variable name				NSOPF:04 variable label
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04	
4	1a	1a	1A	Number full-time faculty, fall 2003, reported
19	1b	1b	1B	Number part-time faculty, fall 2003
6	2f	5aD	2A	Full-time numbers: faculty, fall 2002
		5bD	2B	Full-time numbers: changed from part to full time, 2002-03
6	2b	5cD	2C	Full-time numbers: hired, 2002-03
6	2c	5dD	2D	Full-time numbers: retired, 2002-03
6	2e + 2d	5e	2E	Full-time numbers: left for other reasons, 2002-03
			2F	Full-time numbers: changed from full to part time, 2002-03
4	2a	5f	2G	Full-time numbers: faculty, fall 2003, calculated
3	5	4	3	Full-time tenure: has tenure system
7	8a	6a	4	Full-time tenure: number considered for tenure, 2002-03
7	8b	6b	5	Full-time tenure: number granted tenure, 2002-03
10	9a	7a	6	Full-time tenure: maximum years on tenure track
		8a	7A	Full-time tenure: changed tenure policy
12.5	10b	8b	7B	Full-time tenure: more stringent tenure standards
	7b	8c	7C	Full-time tenure: downsized tenured faculty
12.4	10a	8d	7D	Full-time tenure: replaced tenured with fixed term
12.1	11	8f	7E	Full-time tenure: offered early retirement
	11a	8g	7E2	Full-time tenure: number early retirees, last 5 years
		8e	8	Full-time tenure: discontinued tenure system, last 5 years
	3	10	9	Full-time faculty: positions sought to fill, fall 2003
	13b	12a	10AA	Full-time benefit: medical insurance
	13c	12b	10AB	Full-time benefit: dental insurance
	13d	12c	10AC	Full-time benefit: disability insurance
	13e	12d	10AD	Full-time benefit: life insurance
	13h	12e	10AE	Full-time benefit: child care
	13n	12f	10AF	Full-time benefit: retiree medical insurance
16	13o	12g	10AG	Full-time benefit: cafeteria-style plan
14.04	13bA	12aa	10BA	Full-time benefit: medical insurance subsidized

See notes at end of table.

**Table D-1. Institution Questionnaire Crosswalk: 2004—Continued**

Variable name				NSOPF:04 variable label		
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04			
14.05	13cA	12ba	10BB	Full-time benefit: dental insurance subsidized		
14.06	13dA	12ca	10BC	Full-time benefit: disability insurance subsidized		
14.07	13eA	12da	10BD	Full-time benefit: life insurance subsidized		
14.10	13hA	12ea	10BE	Full-time benefit: child care subsidized		
	13nA	12fa	10BF	Full-time benefit: retiree medical insurance subsidized		
	13oA	12ga	10BG	Full-time benefit: cafeteria-style plan subsidized		
14.01	13a	13a	11A	Full-time benefit: wellness program		
14.08	13f	13b	11B	Full-time benefit: spouse tuition remission		
14.09	13g	13c	11C	Full-time benefit: children tuition remission		
14.11	13i	13d	11D	Full-time benefit: housing		
	13k	13e	11E	Full-time benefit: transportation/parking		
14.02	13l	13f	11F	Full-time benefit: paid maternity leave		
14.03	13m	13g	11G	Full-time benefit: paid paternity leave		
		13h	11H	Full-time benefit: paid sabbatical leave		
		13i	11I	Full-time benefit: employee assistance program		
13	19	15	12	Full-time faculty: union representation		
		18a	16a	13A	Full-time assessment: student evaluations	
		18b	16b	13B	Full-time assessment: student test scores	
		18c	16c	13C	Full-time assessment: student career placement	
		18d	16d	13D	Full-time assessment: other student performance	
		18e	16e	13E	Full-time assessment: department chair evaluations	
		18f	16f	13F	Full-time assessment: dean evaluations	
		18g	16g	13G	Full-time assessment: peer evaluations	
		18h	16h	13H	Full-time assessment: self-evaluations	
		23	34	17	14	Part-time benefit: retirement plan
			37b	20a	15AA	Part-time benefit: medical insurance
			37c	20b	15AB	Part-time benefit: dental insurance
			37d	20c	15AC	Part-time benefit: disability insurance
			37e	20d	15AD	Part-time benefit: life insurance
			37h	20e	15AE	Part-time benefit: child care
37n	20f		15AF	Part-time benefit: retiree medical insurance		
24	37o		20g	15AG	Part-time benefit: cafeteria-style plan	
	37bA		20aa	15BA	Part-time benefit: medical insurance subsidized	
	37cA	20ba	15BB	Part-time benefit: dental insurance subsidized		
	37dA	20ca	15BC	Part-time benefit: disability insurance subsidized		
	37eA	20da	15BD	Part-time benefit: life insurance subsidized		
	37hA	20ea	15BE	Part-time benefit: child care subsidized		
	37nA	20fa	15BF	Part-time benefit: retiree medical insurance subsidized		
	37oA	20ga	15BG	Part-time benefit: cafeteria-style plan subsidized		
	37a	21a	16A	Part-time benefit: wellness program		
	37f	21b	16B	Part-time benefit: spouse tuition remission		

See notes at end of table.

Table D-1. Institution Questionnaire Crosswalk: 2004—Continued

Variable name				NSOPF:04 variable label
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04	
	37g	21c	16C	Part-time benefit: children tuition remission
	37i	21d	16D	Part-time benefit: housing
	37k	21e	16E	Part-time benefit: transportation/parking
	37l	21f	16F	Part-time benefit: paid maternity leave
	37m	21g	16G	Part-time benefit: paid paternity leave
		21h	16H	Part-time benefit: paid sabbatical leave
		21i	16I	Part-time benefit: employee assistance program
22	43	24	17	Part-time faculty: union representation
	42a	25a	18A	Part-time assessment: student evaluations
	42b	25b	18B	Part-time assessment: student test scores
	42c	25c	18C	Part-time assessment: student career placement
	42d	25d	18D	Part-time assessment: other student performance
	42e	25e	18E	Part-time assessment: department chair evaluations
	42f	25f	18F	Part-time assessment: dean evaluations
	42g	25g	18G	Part-time assessment: peer evaluations
	42h	25h	18H	Part-time assessment: self-evaluations
	17	26a	19A	Undergraduate instruction: percent full-time faculty
	41	26b	19B	Undergraduate instruction: percent part-time faculty
		26c	19C	Undergraduate instruction: percent teaching assistants
		26d	19D	Undergraduate instruction: percent other

NOTE: The actual name of each NSOPF:04 institution variable has an "I" as the starting character.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), 1999 National Study of Postsecondary Faculty (NSOPF:99), 1993 National Study of Postsecondary Faculty (NSOPF:93), 1988 National Survey of Postsecondary Faculty (NSOPF:88).



# **Faculty Crosswalk**

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## Faculty Questionnaire Crosswalk

The crosswalk below links the NSOPF:04 questionnaire items with similar items from the three previous NSOPF faculty questionnaires: NSOPF:88, NSOPF:93, and NSOPF:99. This crosswalk will facilitate analyses of trends among faculty at postsecondary institutions. Linked questions may be identical in content and format or may differ in one or more ways. The question, item, or response wording; the order in which response options were presented; the manner in which the data were collected (e.g., categorical response option versus open-ended response fields, instructions to mark one versus all that apply); and the population to which the question applies may have changed. It is strongly recommended that analysts review documentation to determine whether linked questions are equitable for their purpose.

**Table D-2. Faculty Questionnaire Crosswalk: 2004**

Variable name				NSOPF:04 variable label
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04	
Q1	Q1	Q1	Q1	Instructional duties, any
Q2	Q1A	Q2	Q2	Instructional duties related to credit courses/activities
	Q3	Q4	Q3	Faculty status
	Q2	Q3	Q4	Principal activity
Q4	Q4	Q5	Q5	Employed full or part time at this institution
			Q6	Part-time employment is primary employment
			Q8	Part-time but preferred full-time position
	Q6	Q7	Q9	Year began current job
Q12	Q9	Q8	Q10	Rank
Q13	Q10	Q9	Q11	Rank, year attained professor or associate professor
Q9	Q7	Q10	Q12	Tenure status
Q10	Q7A	Q10	Q13	Tenure, year attained at any postsecondary institution
Q18	Q38	Q64	Q14	Union status
	Q38	Q64	Q15	Union status, reason not a member
	Q12	Q14	Q16VS	Principal field of teaching-verbatim
			Q16CD2	Principal field of teaching-general code
Q16	Q12	Q14	Q16CD4	Principal field of teaching-specific code
Q26	Q16.1A	Q16.1A	Q17A1	Highest degree
Q26	Q16.1B	Q16.1B	Q17A2	Highest degree, date awarded
	Q16.1D	Q16.1C	Q17A3VS	Highest degree field-verbatim
			Q17A3C2	Highest degree field-general code
Q26	Q16.1C	Q16.1D	Q17A3C4	Highest degree field-specific code
Q26	Q16.1Eb	Q16.1Eb	Q17A4ST	Highest degree institution-state
Q26	Q16.1Eb	Q16.1Eb	Q17A4C	Highest degree institution-city
Q26	Q16.1Ea	Q16.1Ea	Q17A4N	Highest degree institution-name
			Q17A4I	Highest degree institution-IPEDS
			Q17A4LEV	Highest degree institution, level
			Q17A4CN	Highest degree institution, control
Q26	Q16	Q16	Q17D1	Bachelor's degree date awarded
Q5	Q17A	Q22	Q18	Other current jobs, number of jobs

See notes at end of table.

Table D-2. Faculty Questionnaire Crosswalk: 2004—Continued

Variable name				NSOPF:04 variable label
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04	
Q6		Q24B + Q28B	Q19A1	Other current jobs, full-time employment
Q6			Q19B1	Other current jobs, number in postsecondary instruction
			Q21	First postsecondary job, current job is first
Q29		Q24.1a	Q23	First postsecondary job, year began
Q29		Q24.3a	Q24	First postsecondary job, part or full time
		Q24.6a	Q26	First postsecondary job, tenure status
Q29		Q26	Q27	Other jobs, any outside postsecondary since degree
Q29	Q19.2	Q28.2b	Q28	Other jobs, sector of previous job
Q36	Q36a	Q30a	Q31A	Hours per week on paid tasks at institution
Q36	Q36b	Q30b	Q31B	Hours per week on unpaid tasks at institution
Q36	Q36c	Q30c	Q31C	Hours per week on paid tasks outside of institution
Q36	Q36d	Q30d	Q31D	Hours per week on unpaid tasks outside of institution
Q37	Q37a	Q31aA	Q32A	Percent time spent on instruction, undergraduate
Q37	Q37a	Q31bA	Q32B	Percent time spent on instruction, graduate/first-professional
Q37	Q37b	Q31cA	Q32C	Percent time spent on research activities
Q37	Q37c Q37d Q37e Q37f Q22A	Q31dA Q31eA Q31fA	Q32D	Percent time spent on other unspecified activities
		Q40	Q35A1	Number of classes taught, credit
			Q35A2	Number of classes taught, noncredit
		Q35	Q35B	Number of classes taught, remedial
		Q412i	Q35C	Number of classes taught, distance education
			Q36	Teaching assistant in any credit class
	Q23.2Aa	Q41.2Aa	Q37A1	Number of weeks taught, 1st credit class
	Q23.2Ab	Q41.2Ab	Q37B1	Number of credit hours, 1st class
Q32	Q23.2Ac	Q41.2Ag	Q37C1	Number of hours taught per week, 1st class
Q32	Q23.2Ae	Q41.2Ae	Q37D1	Number of students, 1st class
Q32	Q23.3A	Q41.3A	Q37E1	Primary level of students, 1st class
Q32	Q23.2Ad	Q41.2Ad	Q37F1	Teaching assistant, 1st class
	Q23.2Ba	Q41.2Ba	Q37A2	Number of weeks taught, 2nd credit class
	Q23.2Bb	Q41.2Bb	Q37B2	Number of credit hours, 2nd class
Q32	Q23.2Bc	Q41.2Bg	Q37C2	Number of hours taught per week, 2nd class
Q32	Q23.2Be	Q41.2Be	Q37D2	Number of students, 2nd class
Q32	Q23.3B	Q41.3B	Q37E2	Primary level of students, 2nd class
Q32	Q23.2Bd	Q41.2Bd	Q37F2	Teaching assistant, 2nd class
	Q23.2Ca	Q41.2Ca	Q37A3	Number of weeks taught, 3rd credit class
	Q23.2Cb	Q41.2Cb	Q37B3	Number of credit hours, 3rd class
Q32	Q23.2Cc	Q41.2Cg	Q37C3	Number of hours taught per week, 3rd class
Q32	Q23.2Ce	Q41.2Ce	Q37D3	Number of students, 3rd class
Q32	Q23.3C	Q41.3C	Q37E3	Primary level of students, 3rd class
Q32	Q23.2Cd	Q41.2Cd	Q37F3	Teaching assistant, 3rd class
	Q23.2Da	Q41.2Da	Q37A4	Number of weeks taught, 4th credit class

See notes at end of table.



Table D-2. Faculty Questionnaire Crosswalk: 2004—Continued

Variable name				NSOPF:04 variable label
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04	
	Q23.2Db	Q41.2Db	Q37B4	Number of credit hours, 4th class
Q32	Q23.2Dc	Q41.2Dg	Q37C4	Number of hours taught per week, 4th class
Q32	Q23.2De	Q41.2De	Q37D4	Number of students, 4th class
Q32	Q23.3D	Q41.3D	Q37E4	Primary level of students, 4th class
Q32	Q23.2Dd	Q41.2Dd	Q37F4	Teaching assistant, 4th class
	Q23.2Ea	Q41.2Ea	Q37A5	Number of weeks taught, 5th credit class
	Q23.2Eb	Q41.2Eb	Q37B5	Number of credit hours, 5th class
Q32	Q23.2Ec	Q41.2Eg	Q37C5	Number of hours taught per week, 5th class
Q32	Q23.2Ee	Q41.2Ee	Q37D5	Number of students, 5th class
Q32	Q23.3E	Q41.3E	Q37E5	Primary level of students, 5th class
Q32	Q23.2Ed	Q41.2Ed	Q37F5	Teaching assistant, 5th class
	Q24Ae	Q42b	Q38A	Undergrad class, multiple choice midterm/final exams
	Q24Af	Q42c	Q38B	Undergrad class, essay midterm/final exams
	Q24Ag	Q42d	Q38C	Undergrad class, short answer midterm/final exams
	Q24Ah	Q42e	Q38D	Undergrad class, term/research papers
	Q24Ai	Q42f	Q38E	Undergrad class, multiple drafts of written work
	Q24Ac		Q38F	Undergrad class, oral presentations
			Q38G	Undergrad class, group projects
	24Ad	42a	Q38H	Undergrad class, student evaluations of each others^ work
			Q38I	Undergrad class, laboratory/shop/studio assignments
			Q38J	Undergrad class, service learn/co-op interactions with business
		Q43	Q39	Website for any instructional duties
		Q47	Q41	Hours per week, e-mailing students
		Q49a-c	Q46	Individual instruction, any
Q33	Q25.1A + Q25.2A	Q49a	Q47A1	Individual instruction, number undergraduate students
Q33	Q25.3A	Q49b	Q47A2	Individual instruction, number graduate students
Q33	Q25.3A	Q49c	Q47A3	Individual instruction, number first-professional students
Q33	Q25.1B + Q25.2B	Q49a	Q47B1	Individual instruction, hours with undergraduates
Q33	Q25.3B	Q49b	Q47B2	Individual instruction, hours with graduate students
Q33	Q25.3B	Q49c	Q47B3	Individual instruction, hours with first-professional students
		Q32	Q48	Hours per week, thesis/dissertation committees
		Q63	Q49	Hours per week, administrative committees
		Q50	Q50	Hours per week, with advisees
	Q26	Q51	Q51	Hours per week, office hours
Q30	Q20.1A + Q20.3A	Q29.1	Q52AA	Career articles, refereed journals
Q30	Q20.2A + Q20.4A	Q29.2	Q52AB	Career articles, nonrefereed journals
Q30	Q20.5A + Q20.6A	Q29.3	Q52AC	Career book reviews, chapters, creative works
Q30	Q20.8A + Q20.7A + Q20.9A+ Q20.10A	Q29.4	Q52AD	Career books, textbooks, reports

See notes at end of table.

Table D-2. Faculty Questionnaire Crosswalk: 2004—Continued

Variable name				NSOPF:04 variable label
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04	
Q30	Q20.11A	Q29.5	Q52AE	Career presentations
Q30	Q20.12A	Q29.5	Q52AF	Career exhibitions, performances
Q30	Q20.13A + Q20.14A	Q29.6	Q52AG	Career patents, computer software
Q30	Q20.1B + Q20.3B	Q29.1	Q52BA	Recent articles, refereed journals
Q30	Q20.2B + Q20.4B	Q29.2	Q52BB	Recent articles, nonrefereed journals
Q30	Q20.5B + Q20.6B	Q29.3	Q52BC	Recent book reviews, chapters, creative works
Q30	Q20.8B + Q20.7B + Q20.9B + Q20.10B	Q29.4	Q52BD	Recent books, textbooks, reports
Q30	Q20.11B	Q29.5	Q52BE	Recent presentations
Q30	Q20.12B	Q29.5	Q52BF	Recent exhibitions, performances
Q30	Q20.13B + Q20.14B	Q29.6	Q52BG	Recent patents, computer software
	Q28	Q52	Q53	Scholarly activity, any
	Q13	Q15	Q54VS	Scholarly activity, principal field-verbatim
			Q52CD2	Principal research field-general code
	Q13	Q15	Q54CD4	Principal research field-specific code
	Q30	Q54	Q55	Scholarly activity, any funded
	Q29	Q53	Q56	Scholarly activity, description
Q19	Q39a	Q65a	Q61A	Satisfaction with authority to make decisions
			Q61B	Satisfaction with technology-based activities
			Q61C	Satisfaction with equipment/facilities
			Q61D	Satisfaction with institutional support for teaching improvement
Q19	Q40a	Q66a	Q62A	Satisfaction with workload
Q19	Q40f	Q66g	Q62B	Satisfaction with salary
Q19	Q40g	Q66h	Q62C	Satisfaction with benefits
Q19	Q40i	Q66j	Q62D	Satisfaction with job overall
Q25	Q46	Q72	Q64	Retired from another position
		Q74	Q65	Retire from all paid employment, planned age
Q40	Q47a	Q76a	Q66A	Amount of income from basic salary from institution
Q40	Q47c + Q47d + Q47f	Q76b	Q66B	Amount of income from other income from institution
Q40	Q47g	Q76d	Q66C	Amount of income from other academic institution
Q40	Q47i	Q76g	Q66D	Amount of income from consulting or freelance work
Q40	Q47n	Q76e	Q66E	Amount of income from other employment
Q40	Q47h + Q47j + Q47k + Q47l + Q47m + Q47p + Q47q	Q76f + Q76h + Q76i + Q76j + Q76k + Q76m + Q76n	Q66F	Amount of income from other unspecified sources

See notes at end of table.

Table D-2. Faculty Questionnaire Crosswalk: 2004—Continued

Variable name				NSOPF:04 variable label
NSOPF:88	NSOPF:93	NSOPF:99	NSOPF:04	
			Q66B2	Amount of total individual income (range)
	Q47B	Q75b	Q67	Type of contract, length of unit
		Q75b	Q68	Income paid per course/credit unit or term
			Q69	Amount of income paid per course/credit unit or term
	Q49	Q79	Q70A	Amount of total household income
			Q70B	Amount of total household income (range)
Q41	Q51	Q81	Q71	Gender
Q42	Q52	Q82	Q72	Age, year of birth
Q43	Q54	Q83	Q73	Race/ethnicity, Hispanic/Latino
Q44	Q53_1	Q84	Q74A	Race, American Indian or Alaska Native
Q44	Q53_2	Q84	Q74B	Race, Asian
Q44	Q53_3	Q84	Q74C	Race, Black or African American
Q44	Q53_2	Q84	Q74D	Race, Native Hawaiian or other Pacific Islander
Q44	Q53_4	Q84	Q74E	Race, White
		Q85	Q75	Disability, any
Q45	Q55	Q87	Q77	Marital status, fall 2003
			Q79	Dependent children, number
	Q56	Q89	Q80	Born in United States
Q46	Q57	Q90	Q81	Citizenship status
			Q82A	Opinion: teaching is rewarded
			Q82B	Opinion: part-time faculty treated fairly
Q48	Q59e	Q92f	Q82C	Opinion: female faculty treated fairly
Q48	Q59f	Q92g	Q82D	Opinion: racial minorities treated fairly
	Q59g	Q92h	Q83	Opinion about choosing an academic career again

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), 1999 National Study of Postsecondary Faculty (NSOPF:99), 1993 National Study of Postsecondary Faculty (NSOPF:93), 1988 National Survey of Postsecondary Faculty (NSOPF:88).



# **Appendix E**

## **Endorsements**

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## **NSOPF Endorsements**

American Association for Higher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Association of University Professors

American Council on Education

American Federation of Teachers

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Career College Association

The Carnegie Foundation for the Advancement of Teaching

College and University Professional Association for Human Resources

The College Board

The College Fund/UNCF

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

National Education Association





## Appendix F Contacting Materials

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**CHIEF ADMINISTRATOR LETTER**

August 12, 2003

**NSoFaS**

**Endorsed by**

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

<CHIEF ADMIN NAME>  
 <ADDR 1>  
 <ADDR 2>  
 <CITY STATE ZIP>

Your IPEDS UNITID:  
 Your password:

Dear <NAME>:

<INSTITUTION NAME> has been selected to participate in the 2004 National Study of Faculty and Students. The Higher Education Act (Sec. 131 (d), as amended in 1998) authorizes the U.S. Department of Education, National Center for Education Statistics (NCES) to periodically gather information from students, faculty, and instructional staff on two pivotal areas of national concern:

- How do students and their families finance education after high school?
- Who teaches in our colleges and universities, and how do they conduct their work?

In response to the continuing need for these data, information was collected from students in 1987, 1990, 1993, 1996, and 2000 as part of the National Postsecondary Student Aid Study (NPSAS). Data on full- and part-time faculty and instructional staff were collected for the National Study of Postsecondary Faculty (NSOPF) in 1988, 1993, and 1999. NCES has contracted with RTI International (RTI) to conduct the next data collection cycle for both studies under the 2004 National Study of Faculty and Students (NSoFaS:04) in order to minimize the reporting burden to postsecondary institutions. Additional information about our plans for NSoFaS:04 is provided in the enclosed materials, which include an NSoFaS brochure and copies of the brochures that participating students or faculty will receive.

Your institution's participation is crucial to the success of NSoFaS:04. **I am writing to request that you appoint an NSoFaS coordinator to oversee the preparation of lists of faculty/instructional staff and students at your institution.** The NSoFaS coordinator will also complete a brief questionnaire on the Internet about your institution's policies and procedures related to faculty and instructional staff. We will use the lists prepared by your institution to draw samples of faculty/instructional staff and students for participation in the 2004 NSOPF and NPSAS data collection cycles, respectively. Sampled faculty and students will be asked to complete a questionnaire on the Internet.

## Appendix F. Contacting Materials

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The individual whom you designate as coordinator should be someone (such as the Director of Institutional Research) who is familiar with data and information sources at your institution. If you require assistance with selecting an appropriate coordinator, you may call the NSoFaS Help Desk at 1-866-NSOFAS4 (1-866-676-3274, toll-free).

We are aware that you and the staff at your institution are confronted with many competing demands for your time. Therefore, we are providing you—and the coordinator you designate—with this advance notice of the study to allow you adequate time to plan for this data collection effort and, if needed, to contact us for more information prior to the start of data collection in the fall 2003/2004 term. Once designated, an RTI representative will contact your coordinator to discuss the study timeline and procedures required for your institution. Your coordinator will also be provided with a complete summary of our data request for the NPSAS and NSOPF components of NSoFaS.

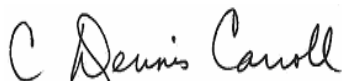
All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. The enclosed pamphlets detail our data collection procedures and provide a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and other data. Additional information, including reports based on data from previous NSOPF and NPSAS studies, is available on the NSoFaS web site:  
<https://surveys.nces.ed.gov/nsofas2004>

If you have any questions about the study or procedures involved, please contact the RTI Project Coordinator, Brian Kuhr, at 1-866-676-3274 or via e-mail at [nsofas2004@rti.org](mailto:nsofas2004@rti.org). You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: [James.Griffith@ed.gov](mailto:James.Griffith@ed.gov)) or Linda Zimbler at 1-202-502-7481 (e-mail address: [Linda.Zimbler@ed.gov](mailto:Linda.Zimbler@ed.gov)).

***At your earliest convenience, please complete the NSoFaS Designate a Coordinator form online at the NSoFaS web site, using the IPEDS UNITID and password printed on the first page of this letter.***

We look forward to your participation in this important study. Thank you for your cooperation and prompt completion of the NSoFaS *Designate a Coordinator* form.

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Studies Division

Enclosures

The NSoFaS *Designate a Coordinator* form may be completed online at

<https://surveys.nces.ed.gov/nsofas2004>

To access the online form, enter the user name (which is your IPEDS UNITID) and password printed on the first page of this letter.

**INSTITUTION COORDINATOR EARLY CONTACTING LETTER**

**NSoFaS  
Endorsed by**

- American Association for Higher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Community Colleges
- American Association of State Colleges and Universities
- American Association of University Professors
- American Council on Education
- American Federation of Teachers
- Association for Institutional Research
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Career College Association
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- National Association of College and University Business Officers
- National Association for Equal Opportunity in Higher Education
- National Association of Independent Colleges and Universities
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Financial Aid Administrators
- National Education Association

<DATE>  
 <COORD NAME>  
 <ADDR 1>  
 <ADDR 2>  
 <CITY STATE ZIP>

Your IPEDS UNITID:  
 Your PASSWORD:

Dear <NAME>

<INSTITUTION NAME> has been selected to participate in the 2004 National Study of Faculty and Students. The Higher Education Act (Sec. 131 (d), as amended in 1998) authorizes the U.S. Department of Education, National Center for Education Statistics (NCES) to periodically gather information from students, faculty, and instructional staff on two pivotal areas of national concern:

- How do students and their families finance education beyond high school?
- Who teaches in our colleges and universities, and how do they conduct their work?

In response to the continuing need for these data, information was collected from students in 1987, 1990, 1993, 1996, and 2000 as part of the National Postsecondary Student Aid Study (NPSAS). Data on full- and part-time faculty and instructional staff were collected for the National Study of Postsecondary Faculty (NSOPF) in 1988, 1993, and 1999. NCES has contracted with RTI International (RTI) to conduct the next data collection cycle for both studies under the 2004 National Study of Faculty and Students (NSoFaS:04) in order to minimize the reporting burden to postsecondary institutions. Additional information about our plans for NSoFaS:04 is provided in the enclosed materials, which include an NSoFaS brochure and copies of the brochures that participating students or faculty will receive.

**The chief administrative officer of your institution has selected you as your institution’s coordinator for NSoFaS:04.** The enclosed materials detail your role and the role of your institution in this study and contain a timetable of major project activities. You will have four primary responsibilities for NSoFaS:04:

- Complete the *Coordinator Response Form* online at the NSoFaS web site, within the next few weeks, using the user name and password printed at the top of this letter. We will schedule data collection for your institution based on the information you provide. A facsimile of the *Coordinator Response Form* is included in the attached folder.
- Oversee the preparation of two data files: (1) a list of faculty and instructional staff and (2) an enrollment list of students at your institution. These data files will be used to draw samples of faculty/instructional staff and students for participation in NSoFaS:04. Sampled faculty and students will be asked to complete a questionnaire on the Internet.

- Complete a separate web-based program requiring institution record information for a sample of

students.

**NSoFaS:04 will begin in September 2003.** At that time, complete instructions for your institution's participation will be sent directly to you. **In the meantime**, please review the enclosed materials at your earliest convenience.

We are aware that you and other staff at your institution are confronted with many competing demands for your time. We hope that giving you this advance notice of the study will provide you with ample time to plan for your school's participation in NSoFaS:04. A project representative will call you in the next few days to ensure that you have received this notification and to answer any questions that you may have. You may also call the NSoFaS Help Desk directly at 1-866-NSOFAS4 (1-866-676-3274).

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. The enclosed materials detail our data collection procedures and provide a detailed description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and demographic data. Additional information, including reports based on data from previous NSOPF and NPSAS studies, is available on the NSoFaS web site:  
<https://surveys.nces.ed.gov/nsofas2004>

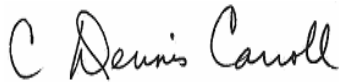
If you have questions about the study or procedures, please contact the RTI Project Coordinator, Brian Kuhr, at 1-866-676-3274 or via e-mail at [nsofas2004@rti.org](mailto:nsofas2004@rti.org). You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: [James.Griffith@ed.gov](mailto:James.Griffith@ed.gov)) or Linda Zimpler at 1-202-502-7481 (e-mail address: [Linda.Zimpler@ed.gov](mailto:Linda.Zimpler@ed.gov)).

***At your earliest convenience, please complete Coordinator Response Form online at the NSoFaS web site, using the IPEDS UNITID and password printed on the first page of this letter.***

We look forward to your participation in this important study.

Thank you for your cooperation.

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Studies Division

Enclosures

The NSoFaS *Coordinator Response Form* may be completed online at

<https://surveys.nces.ed.gov/nsofas2004>

To access the online form, enter the IPEDS UNITID and password printed on the first page of this letter.

INSTITUTION COORDINATOR BINDER LETTER

**NSoFaS  
Endorsed by**

American Association for Higher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Association of University Professors

American Council on Education

American Federation of Teachers

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Career College Association

The Carnegie Foundation for the Advancement of Teaching

College and University Professional Association for Human Resources

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Hispanic Association of Colleges and Universities

National Accrediting Commission of Cosmetology Arts and Sciences

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

National Education Association

<DATE>

<COORD NAME>

<ADDR 1>

<ADDR 2>

<CITY STATE ZIP>

Your IPEDS UNITID:

Your PASSWORD:

Dear <NAME>:

As the person designated to be the Institution Coordinator for the 2004 National Study of Faculty and Students (NSoFaS:04) at your institution, you are receiving detailed instructions (see enclosed binder) to ensure your full participation in both the study's faculty and student components. We look forward to working with you on this important research effort, and are available to answer any questions you may have on how to carry out the coordination activities requested of you.

As described in materials provided during the early notification period of the study this past spring/summer, NSoFaS:04 is being conducted for the U.S. Department of Education's National Center for Education Statistics (NCES) by RTI International (RTI). This ongoing study, designed to collect data from nationally representative samples of postsecondary students and faculty and instruction staff, provides vital information on changes over time in two pivotal areas of national concern:

- How students and their families finance education after high school, and
- Who teaches in our colleges and universities and how they conduct their work.

In response to the continuing need for the data provided by NSoFaS, Congress has authorized NCES to collect these data periodically. Data on full- and part-time faculty and instructional staff were collected through the faculty component—the National Study of Postsecondary Faculty (NSOPF)—in 1988, 1993, and 1999. Information on students and student financial aid was previously collected in 1987, 1990, 1993, 1996, and 2000 as part of the student component—the National Postsecondary Student Aid Study (NPSAS).

**Your institution has been sampled for participation in both the faculty and student components of NSoFaS:04.** As the Institution Coordinator, you are asked to oversee the completion of the following activities for NSoFaS:04:

- **Completion of the *Coordinator Response Form (CRF)* online at the NSoFaS web site, <https://surveys.nces.ed.gov/nsofas2004/>, using the IPEDS UNITID and password printed at the top of this letter.** If you have already completed this document, a copy of the form may be printed from the web site after log in. A data collection timeline for your institution has been scheduled based on the information you provided. *If you have not completed the CRF online, please do so at your earliest convenience.* For reference, a facsimile of the CRF is included in the enclosed binder.

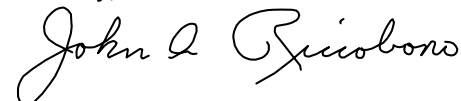
- **Preparation of a complete data file listing all full- and part-time faculty, adjunct faculty, and instructional staff (including available contact and demographic information).** The file should be current as of November 1, 2003, or the date at your institution when faculty rosters for the fall academic term are complete. [FOR INST THAT COMPLETED THE CRF AND HAVE INDICATED DATE OTHER THAN DEC 6]: *<Information provided on the CRF indicates that you will send your faculty list to RTI on <DATE> [FOR NULL/DEC 6: The NSoFaS help desk will call to confirm the date at which we can expect your institution's list. It is important that we receive your institution's list prior to the end of the fall term, if possible.]*
- **Completion of the Institution Questionnaire online at the NSoFaS web site.** The questionnaire may be completed in multiple sessions; however, Question 1 (which asks for counts of full- and part-time faculty and instructional staff at your institution) should be answered at the time you send your list of faculty. A facsimile of the questionnaire is included in your binder. *Please complete this questionnaire online by December 5, 2003, or by the date you submit your faculty list noted above if different.*
- **Preparation of a complete data file listing all students enrolled at your institution at any time between July 1, 2003, and April 30, 2004.** Please refer to the enclosed NPSAS materials for a complete set of student eligibility criteria. Your *list of students enrolled* should be transmitted to RTI as early as possible. This data file will be used to draw a sample of students for participation in NPSAS. Sampled students will be asked to complete a questionnaire on our secured web site over the Internet. It is critical that we allow students ample time to respond before the end of the academic year. [FOR INST THAT COMPLETED A CRF: *<Information provided on the CRF indicates that you will send the student list to RTI on <DATE>. [ NO CRF/ UNKNOWN AFTER DATE: The NSoFaS help desk will call to confirm the date at which we can expect your institution's list.]*
- **Completion of a separate web-based computer-assisted data entry (webCADE) program that requires institution record information for those students who are sampled.** This includes specific information on their enrollment status, financial assistance, and demographic characteristics. More details can be found in the enclosed binder.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose, unless otherwise compelled by law. The enclosed materials detail our data collection procedures and provide a detailed description of the laws and procedures safeguarding the confidentiality of individual questionnaire responses, contact information, and demographic data. Additional sources of information, including reports based on data from previous NSOPF and NPSAS studies, are available on the NSoFaS web site: <https://surveys.nces.ed.gov/nsofas2004/>.

If you have questions about the study purposes or procedures, please contact either of us or Brian Kuhr, Project Coordinator, at 1-866-NSOFAS4 (1-866-676-3274) or via e-mail at [nsofas2004@rti.org](mailto:nsofas2004@rti.org). You may also direct questions to NCES by contacting either James Griffith at 1-202-502-7387 (e-mail address: [James.Griffith@ed.gov](mailto:James.Griffith@ed.gov)) or Linda Zimbler at 1-202-502-7481 (e-mail address: [Linda.Zimbler@ed.gov](mailto:Linda.Zimbler@ed.gov)).

We look forward to your participation in this important study. Thank you for your cooperation.

Sincerely,



John Riccobono, Ph.D.  
NPSAS Project Director



Margaret Cahalan, Ph.D.  
NSOPF Project Director

Enclosures

Your institution's response to the National Study of Faculty and Students may be completed online at <https://surveys.nces.ed.gov/nsofas2004/>

To upload lists or other data collection forms, go to the **login** tab found on the home/login page. You will be prompted to enter the IPEDS UNITID and password printed on the first page of this letter.



**INSTITUTION REFUSAL CONVERSION LETTER**

November 21, 2003

**NSoFaS  
Endorsed by**

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

<NAME>  
<ADDR 1>  
<ADDR 2>  
<CITY STATE ZIP>

Your IPEDS UNITID:  
Your password:

Dear <NAME>:

I am writing to you again to urge your participation in the 2004 National Study of Faculty and Students (NSoFaS:04). Because your participation is so important to the success of NSoFaS:04, I have authorized assistance to your institution to facilitate its timely participation in NSoFaS:04.

The Higher Education Act (Sec. 131 (d)), as amended by the United States Congress in 1998, provides the U.S. Department of Education, National Center for Education Statistics (NCES) with the authority and a mandate to periodically gather data on the condition of postsecondary education in the United States. NSoFaS:04 plays an essential role in fulfilling this mandate.

NSoFaS:04 consists of two very important studies conducted by NCES: the 2004 National Study of Postsecondary Faculty (NSOPF:04) and the 2004 National Postsecondary Student Aid Study (NPSAS:04). The nationally representative sample for the two studies is selected from among all Title IV eligible institutions. To ensure representation of the entire range of postsecondary institutions in the nation, we count on cooperation from each of the sampled institutions. We are grateful for the outstanding cooperation that we have received in previous cycles of these studies. We urgently request your institution's participation in NSoFaS:04.

We are well aware that, especially under difficult economic conditions, postsecondary institutions have limited staff and resources to devote to participating in research studies, regardless of their importance. That is why we have instructed RTI International, NCES' contractor for NSoFaS:04, to provide your institution with the assistance necessary to accomplish the following:

- Provide a list of faculty and instructional staff employed by your institution as of November 1, 2003;
- Complete a brief Institution Questionnaire concerning your institution's policies and procedures regarding faculty;
- Provide a list of postsecondary students enrolled at your institution between July 1, 2003 and April 30, 2004; and
- Complete a student record abstraction form for a small number of students selected from the enrollment list.

**To assist your institution in participating in the study, NCES has authorized RTI International to provide compensation for the staff and resources required by your institution to compile lists of faculty and students and associated documentation.**

## Appendix F. Contacting Materials

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Moreover, if necessary, RTI will also arrange for one of its specially-trained staff to visit your institution and perform the record abstractions for sampled students.

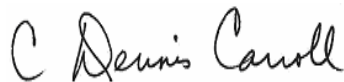
Data collection for NSoFaS:04 is both authorized and protected by federal confidentiality laws, including the Family Education Rights and Privacy Act (FERPA). The small number of faculty and students sampled from the lists provided by your institution will be asked to participate in NSoFaS:04 by completing a questionnaire online or by telephone in a confidential and secure manner. We encourage you to review the additional information available about NSoFaS:04 at the following web site: <https://surveys.nces.ed.gov/nsofas2004/>

Both the Institution Questionnaire and secure uploads for faculty and student lists may be accessed at this site. The user name (IPEDS UNITID) and password required to access the forms and procedures for your institution are printed at the top of this letter.

Over the course of the next 2 weeks, a representative from RTI will be contacting you to discuss your needs and the best way to facilitate your institution's participation in NSoFaS:04. You may also contact Brian Kuhr, the Project Coordinator at 1-866-676-3274 or by e-mail at [nsfas2004@rti.org](mailto:nsfas2004@rti.org) to confirm your participation in the study and to request any necessary assistance in providing the data requested. You may direct questions to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: [James.Griffith@ed.gov](mailto:James.Griffith@ed.gov)) or Linda Zimble at 1-202-502-7481 (e-mail address: [Linda.Zimble@ed.gov](mailto:Linda.Zimble@ed.gov)).

Once again, thank you for your consideration.

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Education Division

The NSoFaS forms may be completed online at

<https://surveys.nces.ed.gov/nsfas2004/>

To access the online form, enter the user name (which is your IPEDS UNITID) and password printed on the first page of this letter.



## The 2004 National Study of Faculty and Students (NSoFaS:04)



### COORDINATOR RESPONSE FORM (CRF) FACSIMILE

If you completed the CRF in spring/summer 2003, a report can be viewed and/or printed from the web site with your responses—specifically, the due dates established for submitting your list of faculty and instructional staff and/or list of students enrolled.

Follow the steps below to connect to the study's secure web site.

**Connect browser to:**

**<https://surveys.nces.ed.gov/nsofas2004/>**

**At the *Home/Login* page:**

**Enter your unique IPEDS UNITID and password.<sup>1</sup>**

**Select the option *View Coordinator Response Form Report*. (Click on link.)**

If you did not complete the form in spring/summer 2003, please review this facsimile and complete the CRF online as soon as possible upon receipt of this binder.

Follow the steps below to connect to the study's secure web site.

**Connect browser to:**

**<https://surveys.nces.ed.gov/nsofas2004/>**

**At the *Home/Login* page:**

**Enter your unique IPEDS UNITID and password.<sup>1</sup>**

**Select the option *Coordinator Response Form*. (Click on button.)**

**If you are unable to complete the CRF online, you may complete the form by telephone.** Please call the 2004 National Study of Faculty and Students (NSoFaS:04) Help Desk at 1-866-NSOFAS4 (1-866-676-3274). Staff members are available Monday through Friday, from 9 a.m. to 7 p.m. (Eastern Time). You will be able to immediately complete the information with a staff member or schedule an appointment to complete it at a more convenient time.

<sup>1</sup> Your unique and secure Integrated Postsecondary Education Data System (IPEDS) UNITID and password are printed on the letter accompanying this material or they may be obtained by contacting the Help Desk at 1-866-NSOFAS4 (1-866-676-3274).



## The 2004 National Study of Faculty and Students (NSoFaS:04)



### Coordinator Response Form

Your response to these questions will allow RTI to customize some of the systems on the NSoFaS web site with characteristics unique to your institution. This will make it easier for you and your staff to move through the various study components.

**1. Institutions use different methods to account for a student's credits—that is, to track completion of required curricula, courses, or programs offered at that institution.**

**How are course/programs measured at your institution?**

- Clock hours
- Credit hours
- Both

**2. Institutions use a variety of structures to quantify the hours that are taken by a student during a calendar year or school year.**

**What calendar system is used at your institution?**

- Semesters
- Quarters
- Trimesters
- 4-1-4
- Differs by program
- Continuous/Open Enrollment
- No standard terms



**The 2004 National Study of Faculty and Students**  
(NSoFaS:04)



**3. Identify the names of each of the terms/enrollment periods (sometimes referred to as payment periods) that a student may enroll in between July 1, 2003, and June 30, 2004. Please include all terms, even those that may apply to special types of students (e.g., medical or MBA students).**

NOTE: SOME PORTION OF THE TERM MUST OCCUR BETWEEN JULY 1, 2003, AND JUNE 30, 2004, BUT MAY START PRIOR TO JULY 1 OR END AFTER JUNE 30.

After all the terms are added, please press the Continue button.

Add Term

Please add a term.

Please enter the name of the term and the associated start and end dates.

Term Name:

Start date: Month:  Day:  Year:

End date: Month:  Day:  Year:

**THIS AN EXAMPLE OF HOW QUESTION 3 MAY BE COMPLETED.**

**3. Identify the names of each of the terms/enrollment periods (sometimes referred to as payment periods) that a student may enroll in between July 1, 2003, and June 30, 2004. Please include all terms, even those that may apply to special types of students (e.g., medical or MBA students).**

NOTE: SOME PORTION OF THE TERM MUST OCCUR BETWEEN JULY 1, 2003, AND JUNE 30, 2004, BUT MAY START PRIOR TO JULY 1 OR END AFTER JUNE 30.

After all the terms are added, please press the Continue button.

Delete?	Term Name	Term start date	Term end date
<input type="checkbox"/>	First Summer	6/6/2003	7/15/2003
<input type="checkbox"/>	Second Summer	7/21/2003	8/8/2003
<input type="checkbox"/>	Fall 2003	8/28/2003	12/6/2003
<input type="checkbox"/>	Spring 2004	2/10/2004	5/5/2004
<input type="checkbox"/>	First Summer 2004	5/6/2004	6/15/2004

Add Term

Delete selected Terms



The 2004 National Study of Faculty and Students  
(NSoFaS:04)



**4. Identify institution grants and scholarships. Include only those institutional grants and scholarships paid out of institutional revenue, including restricted funds that originate from private donations or endowments. Do not include grants or scholarships funded by state or federal sources, even if the award decisions are made by institution staff. State grant program funds that are allocated to and awarded by your institution (instead of a centralized state grant system that makes awards to students) should not be included as institutional aid.**

**Please list up to 12 names of the most prevalent institution grants and scholarships awarded and indicate whether “need,” “merit,” or “both” is considered when making these awards.**

Check here if your institution **does not** award institution grants or scholarships. Then click on the Continue button below.

Add Award

**THIS IS AN EXAMPLE OF HOW QUESTION 4 MAY BE COMPLETED.**

**4. Identify institution grants and scholarships. Include only those institutional grants and scholarships paid out of institutional revenue, including restricted funds that originate from private donations or endowments. Do not include grants or scholarships funded by state or federal sources, even if the award decisions are made by institution staff. State grant program funds that are allocated to and awarded by your institution (instead of a centralized state grant system that makes awards to students) should not be included as institutional aid.**

**Please list up to 12 names of the most prevalent institution grants and scholarships awarded and indicate whether “need,” “merit,” or “both” is considered when making these awards.**

Delete?	Name of Award	Basis of Award Decision
<input type="checkbox"/>	Future Teachers of North Carolina Scholarship	BOTH

Add Award

Delete selected Awards



## The 2004 National Study of Faculty and Students (NSoFaS:04)



### NPSAS (STUDENT COMPONENT ONLY) INSTITUTIONS WILL AUTOMATICALLY SKIP THIS QUESTION WHEN FORM IS COMPLETED ON WEB.

5. We would like to receive a list of faculty and instructional staff employed at your institution as of November 1, 2003. The table to the right depicts the data elements to be included on the list for each faculty and instructional staff member. We'd like to receive the list of faculty and instructional staff no later than December 5, 2003.

When will you be able to provide the list of faculty and instructional staff?



On or before December 5, 2003



After December 5, 2003. (A project staff member will call to establish a specific date.)

[▶ CONTINUE](#)

[◀ BACK](#)

#### Faculty and Instructional Staff Data Elements

1. First Name
2. Middle Initial
3. Last Name
4. Name Suffix (e.g., Jr., Sr., III, etc.)
5. Employee ID
6. Race/Ethnicity
7. Gender
8. Employment Status
9. Academic Field
10. Campus Address 1
11. Campus Address 2
12. Campus City
13. Campus State
14. Campus Zip Code
15. Campus Telephone Number
16. Campus e-mail
17. Home Address 1
18. Home Address 2
19. Home City
20. Home State
21. Home Zip Code
22. Home Telephone Number
23. Home e-mail



The 2004 National Study of Faculty and Students  
(NSoFaS:04)



**THESE DATES ARE AN EXAMPLE OF HOW THE DATE FILLS IN BASED ON YOUR INSTITUTION'S RESPONSE TO QUESTION 4 ( IF ANY TERMS WERE ENTERED)**

6. Please provide a list of all students enrolled at your institution. The table to the right depicts the data elements to be included on the list for each student. We'd like to receive the enrollment list as soon as possible. Based on the dates you provided for terms during the 2003-04 academic year, February 24, 2004, is 2 weeks after the beginning of the "Spring 2004" term, which is the last term with a start date that is **on or before April 30, 2004**.

When will you be able to provide the list of all students enrolled?



On or before February 24, 2004



After February 24, 2004. (A project staff member will call to establish a specific date.)

[▶ CONTINUE](#)

[◀ BACK](#)

Student Data Element
1. First Name
2. Middle Initial
3. Last Name
4. Name Suffix (e.g., Jr., Sr., III, etc.)
5. Student ID
6. Social Security Number
7. Educational Level
8. First Time Beginner
9. Local Address 1
10. Local Address 2
11. Local City
12. Local State
13. Local ZIP Code
14. Local Telephone Number
15. Campus e-mail
16. Permanent Address 1
17. Permanent Address 2
18. Permanent City
19. Permanent State
20. Permanent ZIP Code
21. Permanent Telephone Number
22. Permanent e-mail





## The 2004 National Study of Faculty and Students (NSoFaS:04)



7. When RTI receives your list of students enrolled, a random sample will be selected. During the final stage of the study, you will enter specific data from sampled students' records pertaining to enrollment and financial aid status. NPSAS webCADE (a computer-assisted data entry Internet application) is the application developed to assist in your completing this stage. It will be available on the study web site once the sample has been selected. You will enter student data on this site using either **Netscape 4.8 or higher** or **MS Internet Explorer 5.0** or higher with the following:

- **128-bit encryption.** You may need to adjust your browser settings or download an update to activate 128-bit encryption.

- **JavaScript enabled.** JavaScript is the programming language of the interactive sections of our web site and must be enabled for many pages to work properly.

Will it be possible for you to use this software to provide the requested data?

Yes

No

Would like to discuss options with staff

▶ CONTINUE

◀ BACK

### OPTIONS AT END OF CRF

You have reached the end of this form. Please check the option that best describes how you would like us to proceed:

**Close completed form:** You have completed all the information, including all terms, awards, and dates when we can expect your faculty list and your list of students enrolled. Checking this option means that you are submitting this form as final. If you later determine that you need to make modifications, please call 1-866-NSOFAS4 (1-866-676-3274) or e-mail the changes to [nsofas2004@rti.org](mailto:nsofas2004@rti.org).

**Keep form open for later completion:** You have completed all or most of the information, including some terms, some awards, and dates when we can expect your faculty list and your list of students enrolled. Checking this option will allow you to continue accessing this form on the web until you are entirely satisfied that all information has been entered. NSoFaS staff may call you to offer their assistance.

**Provide assistance:** You would like NSoFaS staff to call you to schedule a time to complete the items. Checking this option forwards an auto e-mail to [nsofas2004@rti.org](mailto:nsofas2004@rti.org) and a staff person will call to set an appointment for completing the Response Form with you over the telephone. A facsimile of the form was provided with your early notification packet to assist with preparation of your responses at that time.

▶ CONTINUE

◀ BACK



## The 2004 National Study of Postsecondary Faculty (NSOPF:04)

### GUIDANCE FOR PREPARING THE LIST OF FACULTY AND INSTRUCTIONAL STAFF

#### Background

The *list of faculty and instructional staff* you provide will be used to randomly select a nationally representative sample of individuals in postsecondary institutions across the nation. To ensure a scientifically valid sample, it is extremely important that you follow the instructions provided in this document when preparing your institution's list. Because postsecondary institutions vary widely in their organizational structures and staffing configurations, we realize that some of the criteria presented below may not apply to your institution. Also, different institutions use different definitions for faculty and nonfaculty positions, temporary and permanent status, and full- and part-time staff. Please interpret the instructions and terms according to your institution's usage.

**Note:** The number of faculty and instructional staff reported in your lists should be consistent with the number of personnel reported in *question 1* on the *Institution Questionnaire Facsimile* included in this mailing. Should you have any questions about classification of personnel, or whether they should or should not be included on the list, we urge you to contact Brian Kuhr at:

- Phone: 1-866-NSOFAS4 (1-866-676-3274)
- E-mail: [nsofas2004@rti.org](mailto:nsofas2004@rti.org)

#### Eligibility Requirements

Include all faculty and instructional staff being paid by your institution as of November 1, 2003, or the date at your institution when files of full- and part-time faculty and instructional staff are considered complete for the fall term. This includes the following categories of personnel on your list:

- All faculty, including any administrators, researchers, librarians, coaches, etc., who have faculty status at your institution, regardless of whether they have any instructional responsibilities; and
- All instructional staff, regardless of whether they have faculty status. (By "instructional staff," we mean staff members who are engaged in any instructional activities, such as teaching students in one or more credit or noncredit courses, advising students, or supervising students' academic activities.)

Be sure to include:

- Faculty and instructional staff in all schools, including 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 full or part time by the institution;
- Faculty and instructional staff who teach credit or noncredit classes;



## The 2004 National Study of Postsecondary Faculty (NSOPF:04)

- Faculty and instructional staff who are tenured, nontenured but on tenure track, or nontenured and not on tenure track;
- Faculty and instructional staff who interact with first-professional, graduate, or undergraduate students; and
- Faculty and instructional staff on paid sabbatical leave.

Be sure not to include:

- Graduate or undergraduate teaching or research assistants;
- Faculty and instructional staff with instructional duties outside the United States, unless on sabbatical leave;
- Faculty and instructional staff on leave without pay;
- Faculty and instructional staff who are not paid by your institution, such as those in the military or part of a religious order; and
- Faculty and instructional personnel supplied by independent contractors or who volunteer their services, such as volunteer medical staff.

### Data Elements Required

For each eligible person on the list we will need the information listed in the accompanying *Contact Information and File Layout for Creating the List of Faculty and Instructional Staff* document. If you use other codes or another layout, please provide us with a detailed description of the codes and layout of your list.

### File Types

As detailed on the *Contact Information and File Layout for Creating the List of Faculty and Instructional Staff* document, you may choose to submit your *list of faculty and instructional staff* as an ASCII fixed-field file, a comma-delimited file, or an Excel spreadsheet. If you choose to use a different file type, please be sure to indicate its type and layout. If you have no option but to send your list in paper form, please send a single unduplicated list in which each faculty/instructional staff member's name appears only once.



**The 2004 National Study of Postsecondary Faculty**  
(NSOPF:04)

**CONTACT INFORMATION AND FILE LAYOUT FOR  
CREATING THE LIST OF FACULTY AND  
INSTRUCTIONAL STAFF**

This document is in two sections. In the first section (pages 1 and 2), we ask you to provide the information requested for all individuals responsible for preparing your *list of faculty and instructional staff*. This information will be used only when we need to contact these individuals with questions regarding your list. The second section (page 3) provides details of our suggested file layout for creating your list. You may transmit this document to us via one of the following two modes:

- Select "Upload Faculty List" after logging in to the web at: <https://surveys.nces.ed.gov/nsopfas2004/>
- Federal Express, using the airbill provided in the back pocket of this binder.

Should you have any questions, please call the NSoFaS Help Desk at: 1-866-NSOFAS4 (1-866-676-3274)

**1. Institution Identification:** Please provide the following information about your institution:

- **Institution Name:** \_\_\_\_\_
- **Institution IPEDS UNITID<sup>1</sup>:** \_\_\_\_\_

**2. Date:** Please specify the date your faculty list was prepared (mm/dd/yyyy): \_\_\_\_/\_\_\_\_/\_\_\_\_

**3. Contact Information:** Please provide the following information for all individuals responsible for preparing your faculty list.

Name	Department	E-mail Address	Telephone Number

**4. Counts of Full- and Part-time Faculty and Instructional Staff:** As of November 1, 2003 (or during the fall term of the 2003-04 academic year when your faculty lists are considered complete), how many full-time and part-time faculty and instructional staff were employed by your institution? By faculty and instructional staff we mean any faculty **plus** any other employees with instructional responsibilities, regardless of whether or not they have faculty status. Please report the total number of

<sup>1</sup>Note that your institution's name and Integrated Postsecondary Education Data System ( IPEDS) UNITID are printed on the letter that accompanies this material.



**The 2004 National Study of Postsecondary Faculty**  
(NSOPF:04)

persons (i.e., a headcount), rather than full-time equivalents (FTEs). Please report the number for each category; if none, write in "0".

**Note:** These counts should match the answers you have provided (or will provide) for question 1 of the *Institution Questionnaire*.

➤ **Full-time Faculty and Instructional Staff:** Please specify the number of all full-time faculty plus any other full-time employees with instructional responsibilities:

\_\_\_\_\_

➤ **Part-time Faculty and Instructional Staff:** Please specify the number of all part-time faculty plus any other part-time employees with instructional responsibilities:

\_\_\_\_\_

**5. Electronic File Type and Layout:** Using the file layout specifications on the next page, please mark which of the following file types you will use to provide your list. If you choose to use a type or layout other than what is provided below, please be sure to specify its type and complete layout.

➤ **ASCII Fixed-field:** Please use the suggested file layout provided on the next page.

➤ **Comma-delimited:** Please use a blank space for any missing data elements and use the data order and codes suggested in the layout provided on the next page.

➤ **Excel spreadsheets:** Please properly label all columns and use the order and codes suggested in the layout provided on the next page.

➤ **Other (e.g., paper list):** Please specify type and layout of your list (use additional pages if necessary):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Special Comments:** In the space provided below, please tell us about any of the requested data items that you **cannot** provide. Also, please provide any additional details that would clarify the layout of the faculty list you are submitting, as well as any information necessary to correctly interpret the information provided (e.g., faculty designations, abbreviations, codes, etc.). Use additional pages if necessary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**The 2004 National Study of Postsecondary Faculty**  
(NSOPF:04)

**Faculty and Instructional Staff List Layout Specifications**

Data element	Codes	Column position	
		Starting	Ending
1. First name		1	25
2. Middle initial		26	26
3. Last name		27	51
4. Name suffix (e.g., Jr., Sr., III, etc.)		52	54
5. Employee ID		55	66
6. Race/ethnicity	1 = White (not of Hispanic origin) 2 = African American/Black (not of Hispanic origin) 3 = Hispanic 4 = Asian or Pacific Islander 5 = American Indian or Alaska Native 6 = Unknown Race/Ethnicity	67	67
7. Gender	1 = Male 2 = Female 3 = Unknown gender	68	68
8. Employment status	1 = Full-time 2 = Part-time 3 = Unknown employment status	69	69
9. Department/program affiliation		70	119
10. Campus address 1		120	169
11. Campus address 2		170	219
12. Campus city		220	269
13. Campus state		270	271
14. Campus ZIP code		272	280
15. Campus telephone number		281	290
16. Campus e-mail		291	340
17. Home address 1		341	390
18. Home address 2		391	440
19. Home city		441	490
20. Home state		491	492
21. Home ZIP code <sup>1</sup>		493	501
22. Home telephone number <sup>1</sup>		502	511
23. Home e-mail		512	561

<sup>1</sup>The field length for permanent ZIP code and telephone number allows for international ZIP codes and telephone numbers, respectively.



## The 2004 National Study of Postsecondary Faculty (NSOPF:04)

### TRANSMITTAL OPTIONS FOR THE LIST OF FACULTY AND INSTRUCTIONAL STAFF

**Please submit your list no later than December 5, 2003.**

This document specifies the different file delivery options you can use to submit the requested *list of faculty and instructional staff* for your institution. **We strongly encourage you to send us your list as an electronic file.** However, if you are unable to provide an electronic file, we will accept paper lists as a last resort. Please note that information regarding eligibility definitions and the needed data items can be found in the following documents (located behind the **NSOPF:04** tab in this binder):

- *Guidance for Preparing the List of Faculty and Instructional Staff*, and
- *Frequently Asked Questions*.

Please select from the following four transmittal options the one that is most appropriate for your institution. Regardless of the option you select, please also complete and transmit the *Contact Information and File Layout for Creating the List of Faculty and Instructional Staff* document to provide information about the list you will submit. Should you use a different file layout other than what we have suggested, please provide details of your file layout.

#### I. Upload to the NSoFaS Web Site

You may upload your files directly to the web site for NSoFaS, located at: <https://surveys.nces.ed.gov/nsofas2004/>. Simply click on "Upload List of Faculty and Instructional Staff" and follow the instructions on the screen. You will be instructed to provide the following information:

- Institution name and IPEDS UNITID;
- Your response to question 1 of the *Institution Questionnaire*;
- Contact information for the person who prepared the list; and
- File layout.

#### II. Electronic Mail (e-mail to [facultylist@rti.org](mailto:facultylist@rti.org))

You may choose to send your *list of faculty and instructional staff* as an attachment via electronic mail. **In this case, please send your e-mail to RTI at: [facultylist@rti.org](mailto:facultylist@rti.org).** Be sure to separately transmit your completed electronic copy of the *Contact Information and File Layout for Creating the List of Faculty and Instructional Staff* document found on the web site. **Please do not send questions to this address.**

#### III. Diskette, Zip Disk, or CD-ROM

You can write your faculty list to diskette, Zip disk, or CD-ROM and mail it to RTI using the enclosed prepaid Federal Express airbill (in pocket at end of binder), along with a completed copy of the *Contact Information and File Layout* document for each list. Please identify all materials (diskette, Zip disk, CD-ROM, and file layout) that you send to RTI with the IPEDS UNITID for your institution.

#### IV. Paper List

If possible, we would greatly appreciate it if you did not use this option. However, if you cannot provide an electronic list of your faculty and instructional staff, paper lists may be mailed to RTI using the enclosed, prepaid Federal Express airbill. Please attach one of the enclosed labels to the list and file layout document you send to RTI. See instructions for completing the airbill on the following page.

If you need assistance, call the NSoFaS Help Desk at 1-866-NSOFAS4 (1-866-676-3274).



**The 2004 National Study of Postsecondary Faculty  
(NSOPF:04)**

WHEN SENDING A DISKETTE, ZIP DISK, CD-ROM, OR HARD COPY OF THE *LIST OF FACULTY AND INSTRUCTIONAL STAFF*, USE THE STANDARD FEDERAL EXPRESS AIRBILL ENCLOSED IN THE POCKET AT THE END OF THIS BINDER. FOLLOW THE INSTRUCTIONS BELOW.

**ITEM 1:**  
Fill in Date, Sender’s Name, Phone, Company, Address, City, State, and ZIP Code.

**ITEM 2:**  
Your Internal Billing Reference Information will be **08xxx.xxx.xxx** for the *list of faculty and instructional staff*.

**ITEM 3:**

ON AIRBILL	TO BE ENTERED
Recipient’s Name:	Linda Rattelade
Phone:	(919) 541-8984
Company:	RTI International
Address:	1000 Parliament Ct., Suite 100
City:	Durham
State:	NC
ZIP Code:	27703-8464

**ITEM 4a:**  
Please mark FedEx Priority Overnight.

**ITEM 5:**  
Indicate the type of package/letter you are sending.

**ITEM 7:**  
Please check Third Party and use FedEx Account No. **15xxxxxxx**.



The 2004 National Study of Faculty and Students  
NSoFaS:04

For more information about NSoFaS:04, please contact  
members of the project team at this number:  
1-866-NSOFAS4 (1-866-676-3274)

**RTI International\***

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ns04a2004@rti.org

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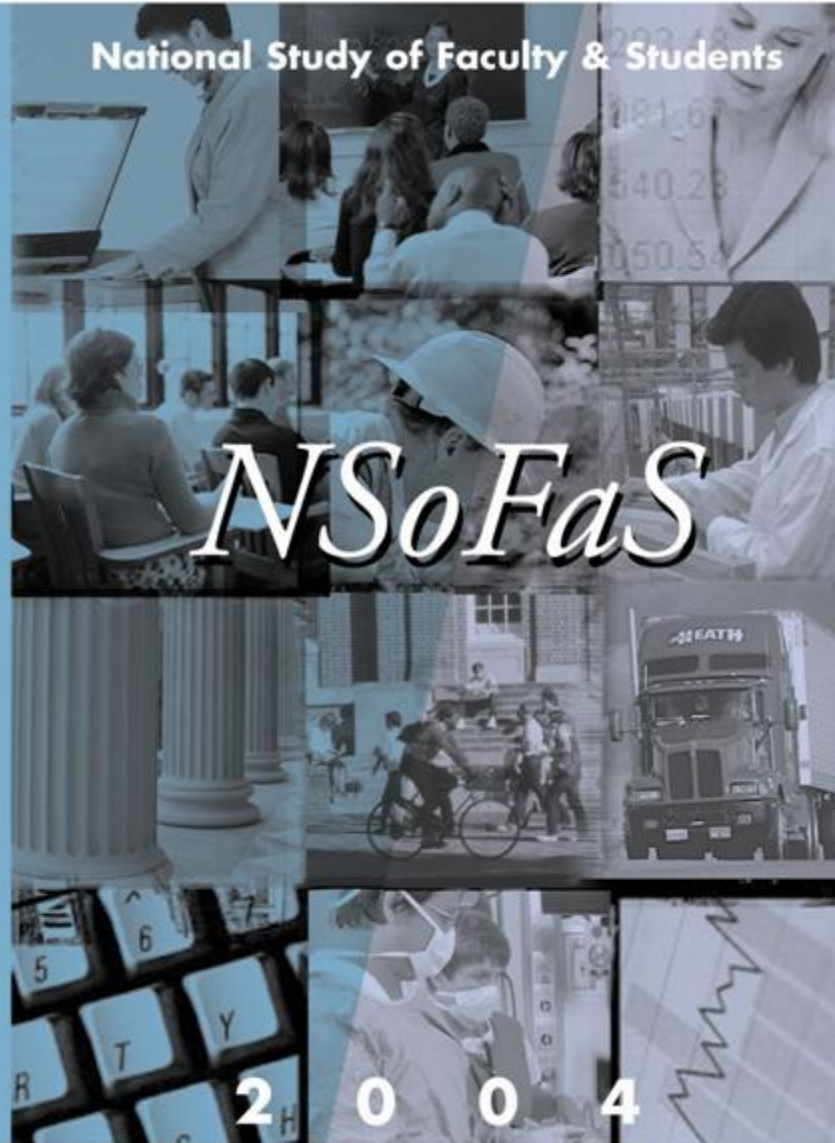
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Sponsored by



U.S. Department of Education  
National Center for Education Statistics, Washington, DC  
<http://nces.ed.gov>  
March 2005

\* RTI International is a trade name of Research Triangle Institute.



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

## Basic Issues

### National Study of Postsecondary Faculty (NSOPF)

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



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

### National Postsecondary Student Aid Study (NPSAS)

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



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

### Data Analysis and Dissemination

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

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



## How Will the Study Be Conducted?

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

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

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

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

### Winter 2002/Spring 2003

- Beginning in March 2003, the chief administrative officer (CAO) at each institution will be asked to designate an NSoFaS:04 institutional coordinator(s) to work with RTI.
- Beginning in March 2003, RTI will contact the institutional coordinator(s) to clarify the tasks, timeline, and responsibilities. They will be asked to complete a brief "response form" on the Web at <https://surveys.nces.ed.gov/nsofa2004> that identifies the 2003–2004 terms and types of awards granted by the institution.
- RTI will provide updates throughout the spring and summer of 2003 to the institutional coordinator and respond to any questions or concerns presented.

### Fall 2003

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

### Winter 2003 (early 2004)

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

### Spring 2004

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

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

## Confidentiality Issues

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

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

### Protection of Electronic Files

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

### Protection of Paper Records

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

### Preparation of Data for Public Release

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

### Violations

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

## Endorsements

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

## About the Study

### The 2004 National Study of Faculty and Students NSoFaS:04

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

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

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



### endorsements

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

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

### Confidentiality

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

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

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

If you have questions about your rights as a study participant, you may call RTI's Institutional Review Board at 1-919-316-3358 in Research Triangle Park, NC or 1-866-214-2045 (toll-free number) or send an e-mail message to [orpc@rti.org](mailto:orpc@rti.org).

You may complete the questionnaire, or simply learn more about NSOPF, by visiting our web site: <http://surveys.ncaa.gov/nsopf/>.

For more information, contact the following:

<b>Margaret Cahalan</b> NSOPF Project Director 1-866-NSOPF04 1-866-676-7304 <a href="mailto:mcopf@rti.org">mcopf@rti.org</a>	<b>Linda Zimble</b> NCES Project Officer 1-202-502-7481 <a href="mailto:Linda.Zimble@ed.gov">Linda.Zimble@ed.gov</a>
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National Center for Education Statistics  
 U.S. Department of Education  
 Institute of Education Sciences

January 2004



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

## 2004 National Study Of Postsecondary Faculty



### Study Design

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

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

Previous studies conducted in 1988, 1993, and 1995 (called NSOPF:88, NSOPF:93, and NSOPF:99, respectively) generated immediate interest in the postsecondary community because they provided national profiles of faculty and instructional staff in postsecondary institutions in the United States, national benchmarks for faculty productivity and workload, and information on institutional policies and practices that affect faculty and instructional staff.

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

**Policy Objectives**

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

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



**How NSOPF Will Be Conducted**

The National Center for Education Statistics (NCES) has contracted with RTI International (RTI) to conduct the NSOPF:04. RTI, an independent, nonprofit research organization located in Research Triangle Park, NC, has provided contract support to NCES on postsecondary research since 1971.

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

You can access the NSOPF:04 faculty and instructional staff questionnaire on the web site at <https://surveys.nces.ed.gov/nsopf/>. All data entry modules on this site will require a unique login for access and will be password protected. An individual study ID and password will be provided to study sample members.

Proven methods of protection for online sessions and data security over the Internet will be used. Secure Sockets Layer (SSL) technology will be used to encrypt faculty and instructional staff responses as they travel over the Internet.

**Data Dissemination**

Data collected from NSOPF are made available to the public in various ways. Presentations on study findings are made at conferences. Descriptive reports are published by NCES on selected topics. NSOPF publications and data can be accessed electronically through the NCES web site at <http://nces.ed.gov/surveys/nsopf/>.

**Findings From Prior Data Collection**

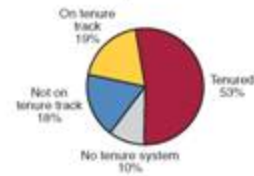
The following are examples of key results from NSOPF:99:

- There were about 1.1 million faculty and instructional staff in 2- and 4-year postsecondary institutions in the fall of 1998. Approximately 57 percent were employed full time and 43 percent were employed part time by their postsecondary institutions.

- Across all postsecondary institutions, Whites accounted for 84 percent of full-time faculty and instructional staff, Asians comprised about 6 percent, African-Americans about 5 percent, Hispanics/Latinos about 3 percent, and American Indians/Alaska Natives about 1 percent in the fall of 1998.
- Men made up 64 percent of full-time faculty and instructional staff and 52 percent of part-time faculty and instructional staff in the fall of 1998.
- Full-time instructional faculty and staff spent an average of 11 hours a week in the classroom in the fall of 1998. The number of hours spent teaching classes ranged from 7 hours at private research institutions to 17 hours at public 2-year institutions.
- The average base salary for full-time instructional faculty and staff during the 1998 calendar year was \$56,900. The average total income—base salary, other institutional income, consulting, and other outside income—was \$68,700. For part-time instructional faculty and staff, the average base salary was \$11,600, and the average total income was \$46,100, including income from other (perhaps full-time) employment.

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

Tenure status of full-time postsecondary instructional faculty and staff: Fall 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001. *Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998* (NCES 2001-152). Washington, DC: 2001.

**Faculty and Instructional Staff Participation**

To find out more about NSOPF:04 or to complete the questionnaire, visit the study web site at <https://surveys.nces.ed.gov/nsopf/>.

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



**Why is the study being conducted?**

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

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

*When?*

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

*What?*

*Who?*

Where can I get

*more information* about NPSAS:04?

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

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

**John Riccobono**  
RTI NPSAS Project Director  
1-866-NPSAS04  
1-866-677-2704  
[npsas@rti.org](mailto:npsas@rti.org)

**James Griffith**  
NCES Project Officer  
1-202-502-7387  
[James.Griffith@ed.gov](mailto:James.Griffith@ed.gov)

You may complete your interview or simply learn more about NPSAS:04 by visiting our web site at:  
<https://surveys.nces.ed.gov/npsas/>

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



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

January 2004



**2004**  
**National**  
**Postsecondary**  
**Student**  
**Aid**  
**Study**

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





## Who is conducting the study?

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

## Who is included in the study?

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

## When will the study be conducted?

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

## Why should I participate?

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

## How can I Participate?

You may complete the study in one of two ways:

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

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

2. Complete the interview over the phone.

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

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

## How Long will this take?

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

## Will my answers be kept Confidential?

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

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

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

## How can I get a copy of the Results?

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

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

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

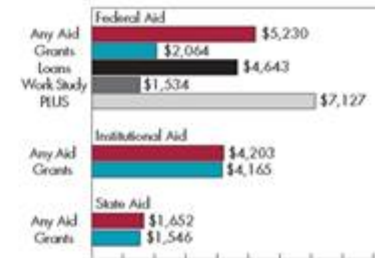
*Student Financing of Graduate and First-Professional Education 1999–2000* (NCES 2002-166)

## What have we learned from prior NPSAS studies?

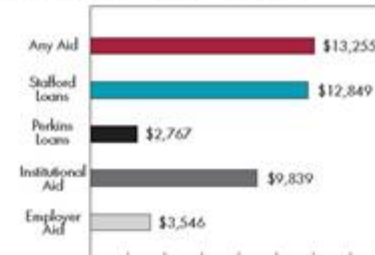
The following are estimates based on information from 50,000 undergraduates, 11,000 graduates, and 1,000 first-professional students enrolled at approximately 1,000 postsecondary institutions during the 1999–2000 academic year.

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

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



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



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



LEAD LETTER TO FACULTY

<DATE>

NSOPF:04

**Endorsed by**

American Association for Higher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Association of University Professors

American Council on Education

American Federation of Teachers

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Career College Association

The Carnegie Foundation for the Advancement of Teaching

College and University Professional Association for Human Resources

The College Board

The College Fund/UNCF

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

National Education Association

<FACULTY NAME>

<ADDR 1>

<ADDR 2>

<CITY STATE ZIP>

Dear Colleague,

I am writing to ask you to participate in an important study about postsecondary faculty and instructional staff in the United States. Specifically, I would like you to complete a questionnaire over the Internet about your background and work experiences at <INSTITUTION NAME>. You were selected as part of a nationally representative sample of faculty and instructional staff to take part in the fourth cycle of the National Study of Postsecondary Faculty (NSOPF). RTI International (RTI) of North Carolina is conducting this cycle of the study for the U.S. Department of Education. Your participation, while voluntary, is critical to the study's success. On average, the questionnaire takes about 30 minutes to complete.

Your responses will be secured behind firewalls and will be encrypted during Internet transmission. All identifying information is maintained in a separate file for follow-up purposes only. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. We have enclosed a pamphlet that answers common questions about the study, and contains additional information on laws protecting your confidentiality.

To respond to the questionnaire over the Internet:

- Go to: <https://surveys.nces.ed.gov/nsopf/>
- Type the study ID and password (see below) on the Home/Login page, and
- Press "Enter" or click "Login" to begin the questionnaire.

To respond to the questionnaire by telephone with one of our trained interviewers, or ask questions about the study:

- Call 1-866-NSOPF04 (1-866-676-7304).

**If you complete the questionnaire by <DATE>, you may choose to receive either a \$30 check or gift certificate from Amazon.com as a token of our appreciation.**

If you have questions or comments regarding the study, you may contact the RTI Project Director, Dr. Maggie Cahalan, at 1-866-676-7304 (e-mail address: [nsopf@rti.org](mailto:nsopf@rti.org)) or the NCES Project Officer, Linda Zimble, at 1-202-502-7481 (e-mail address: [Linda.Zimble@ed.gov](mailto:Linda.Zimble@ed.gov)).

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Studies Division

Enclosures

Go to: <https://surveys.nces.ed.gov/nsopf/>

Your study ID:

Your password:

## HOW TO COMPLETE THE NSOPF:04 QUESTIONNAIRE

*As a thank you from the U.S. Department of Education, if you complete the National Study of Postsecondary Faculty 2004 (NSOPF:04) questionnaire by <DATE>, you will receive either a \$30 check or gift certificate from Amazon.com (your choice). Your participation is very important to the success of NSOPF:04.*

### **To complete the self-directed web questionnaire:**

1. Go to: <https://surveys.nces.ed.gov/nsopf/>
2. At the login and password prompts, enter the study ID and password printed in the lower right of the attached letter.
3. Press “Enter” or click “Login” to begin the questionnaire.

You will need to use Internet Explorer or Netscape as your browser to complete the self-directed web version. If you need assistance in completing the web questionnaire or would like to complete the questionnaire over the phone, please call our Help Desk at 1-866-NSOPF04 (1-866-676-7304) for assistance.

While you may complete the NSOPF web questionnaire throughout the data collection period, we will begin calling sample members to complete the interview over the phone starting <DATE>.

### **For more information about this study visit the web site at:**

<https://surveys.nces.ed.gov/nsopf/>

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0608. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any 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 comments or concerns regarding the status of your individual submission of this form, write directly to: Linda Zimpler, National Center for Education Statistics, U.S. Department of Education, 1990 K Street, NW, Room 8123, Washington, DC 20006-5652.

**INITIAL E-MAIL**

E-mail Subject line: U.S. Department of Education Study

Attention: <NAME>

Dear Colleague,

You have been randomly selected to participate in the fourth cycle of the National Study of Postsecondary Faculty (NSOPF:04) that is being conducted on behalf of the United States Department of Education. We are requesting that you complete a questionnaire over the Internet using the secure study ID and password listed below. Participation in the study is voluntary; however, to ensure that the study represents the range of postsecondary faculty and instructional staff in the United States, the participation of each person selected in the sample is critical to the study's success.

To find out more about the study, click the link below. To respond to the questionnaire over the Internet, log in using your study ID and password:

<https://surveys.nces.ed.gov/nsopf/>  
Study ID:  
Password:

You will need to use Internet Explorer or Netscape as your browser to complete the web version.

The U.S. Department of Education has contracted with RTI International, an independent non-profit research organization, to conduct the study. To respond to the questionnaire by telephone or ask questions about the study, please call the RTI help desk at:

1-866-NSOPF04 (1-866-676-7304)

As a small token of our appreciation, if you complete the questionnaire by <DATE>, you may choose to receive either a \$30 check or a \$30 gift certificate from Amazon.com.

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. On average, the questionnaire takes about 30 minutes to complete. To learn more about the study and the laws protecting your confidentiality, please click on the link above.

Thank you in advance for your participation in this important study.

Sincerely,  
Linda Zimpler  
NSOPF Project Officer  
U. S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

Note: To ensure that as many sample members as possible receive this message, we also have sent printed materials to you via U.S. mail. All the information in the printed materials also is available through the web site listed above.

EARLY RESPONSE DEADLINE REMINDER LETTER

<DATE>

NSOPF:04

**Endorsed by**

American Association for  
Higher Education

American Association of  
Collegiate Registrars and  
Admissions Officers

American Association of  
Community Colleges

American Association of  
State Colleges and  
Universities

American Association of  
University Professors

American Council on  
Education

American Federation of  
Teachers

Association for Institutional  
Research

Association of American  
Colleges and Universities

Association of Catholic  
Colleges and Universities

Career College Association

The Carnegie Foundation for  
the Advancement of  
Teaching

College and University  
Professional Association for  
Human Resources

The College Board

The College Fund/UNCF

Council of Graduate Schools

The Council of Independent  
Colleges

Hispanic Association of  
Colleges and Universities

National Association of  
College and University  
Business Officers

National Association for  
Equal Opportunity in Higher  
Education

National Association of  
Independent Colleges and  
Universities

National Association of State  
Universities and  
Land-Grant Colleges

National Association of  
Student Financial Aid  
Administrators

National Education  
Association

<FACULTY NAME>

<ADDR 1>

<ADDR 2>

<CITY STATE ZIP>

Dear Colleague:

We are writing to urge your completion of the questionnaire for the National Study of Postsecondary Faculty (NSOPF), sponsored by the U. S. Department of Education. As indicated previously, you were randomly selected for participation in this nationally representative sample of faculty and instructional staff.

At a time of rapid change in postsecondary education, NSOPF will provide critical updated information on the characteristics, workload and career paths of faculty and instructional staff in the United States. To adequately represent the full range of faculty and instructional staff throughout the nation, all persons having any full- or part-time instructional duties, or having faculty status in the fall of 2003, are eligible for inclusion. The participation of each individual selected is critical to the study's success.

To access the questionnaire on the web or to obtain more information about the study, go to <https://surveys.nces.ed.gov/nsopf> and log in using your

Study ID:

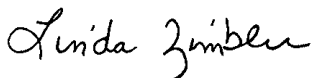
Password:

You will need to use Internet Explorer or Netscape as your browser to complete the web version. If you need help accessing the web or if you prefer to complete the questionnaire by telephone, please call the RTI Help Desk at 1-866-NSOPF04 (1-866-676-7304). If you do not wish to receive an additional reminder e-mail message regarding this early-response incentive, you may call the number listed above and request to be removed from the mailing list. The U.S. Department of Education has contracted with RTI International, an independent non-profit research organization, to conduct the study. Whether by web or telephone, we urge you to complete the questionnaire promptly. If you complete the questionnaire by <DATE>, you may choose to receive either a \$30 check or a \$30 gift certificate from Amazon.com.

On average, the questionnaire takes about 30 minutes to complete. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. To learn more about the study and the laws protecting your confidentiality, please go to the web address listed above.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you in advance for your participation in this very important study.

Sincerely,



Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education



Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

**FIRST FOLLOW-UP E-MAIL**

E-mail Subject line: U.S. Department of Education Study Reminder

Attention: <NAME>

Dear Colleague,

We are writing to urge your timely completion of the questionnaire for the National Study of Postsecondary Faculty (NSOPF). As indicated in our previous correspondence, you were selected as part of a nationally representative sample for this major U.S. Department of Education study.

We are keenly aware of how busy faculty and instructional staff are, which is why we developed a web version of the questionnaire as a convenient way to participate in this important study. If you complete the questionnaire by <DATE>, you may elect to receive either a \$30 check or a gift certificate from Amazon.com as a token of our appreciation.

To find out more about the study, click the link below. To respond to the questionnaire over the Internet, log in using your study ID and password:

<https://surveys.nces.ed.gov/nsopf/>

Study ID:

Password:

You will need to use Internet Explorer or Netscape as your browser to complete the web version.

The Department of Education has contracted with an independent non-profit research organization, RTI, International, to conduct the study. If you need help completing the survey on the web or you prefer to complete the survey by telephone, please call the RTI Help Desk at 1-866-NSOPF04 (1-866-676-7304). Thank you again for your participation in this important study.

Sincerely,  
Linda Zimble  
NSOPF Project Officer  
U. S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

**SECOND REMINDER E-MAIL**

Subject: U.S. Department of Education Study Follow-up Reminder

Attention: <NAME>

Dear Colleague:

We are writing to urge your completion of the questionnaire for the National Study of Postsecondary Faculty (NSOPF), sponsored by the U.S. Department of Education. As indicated previously, you were randomly selected for participation in this nationally representative sample of faculty and instructional staff.

At a time of rapid change in postsecondary education, NSOPF will provide critical updated information on the characteristics, workload and career paths of faculty and instructional staff in the United States. To adequately represent the full range of faculty and instructional staff throughout the nation, all persons having any full- or part-time instructional duties, or having faculty status in the fall of 2003, are eligible for inclusion. The participation of each individual selected is critical to the study's success.

To access the questionnaire on the web or to obtain more information about the study, go to <https://surveys.nces.ed.gov/nsopf> and log in using your

Study ID:

Password:

You will need to use Internet Explorer or Netscape as your browser to complete the web version. If you need help accessing the web or if you prefer to complete the questionnaire by telephone, please call the RTI Help Desk at 1-866-NSOPF04 (1-866-676-7304). If you do not wish to receive an additional reminder e-mail message regarding this early-response incentive, you may call the number listed above and request to be removed from the mailing list. The U.S. Department of Education has contracted with RTI International, an independent non-profit research organization, to conduct the study.

Whether by web or telephone, we urge you to complete the questionnaire promptly. If you complete the questionnaire by <DATE>, you may choose to receive either a \$30 check or a \$30 gift certificate from Amazon.com.

On average, the questionnaire takes about 30 minutes to complete. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. To learn more about the study and the laws protecting your confidentiality, please go to the web address listed above.

On behalf of the U.S. Department of Education, we would like to thank you in advance for your participation in this very important study.

Sincerely,  
Linda Zimpler  
NSOPF Project Officer  
U.S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

Note: To ensure that as many sample members as possible receive this message, we also have sent printed materials to you via U.S. mail.

**THIRD REMINDER E-MAIL**

Subject: U.S. Dept. of Ed. Study Early-response Period Ends After <DATE>

Attention: <NAME>

Dear Colleague:

This message is only intended to be a gentle reminder to you that the early-response period for the National Study of Postsecondary Faculty (NSOPF) is drawing near. We are pleased to report that about 50 percent of faculty and instructional staff invited to participate along with you have already completed the questionnaire online. However, to adequately represent the entire range of faculty and instructional staff in the nation, we need at least 80 percent of the sample to complete the survey. We hope you will find the time to participate in the study soon. As a small token of our appreciation, if you complete the questionnaire by <DATE>, you may choose to receive either a \$30 check or a \$30 gift certificate from Amazon.com.

To access the questionnaire on the web or to obtain more information about the study, go to <https://surveys.nces.ed.gov/nsopf> and log in using your

Study ID:

Password:

You will need to use Internet Explorer or Netscape as your browser to complete the web version. Please be assured that your responses will be secured behind firewalls and will be encrypted during Internet transmission. If you need help accessing the web or if you prefer to complete the questionnaire by telephone, please call our Help Desk at 1-866-NSOPF04 (1-866-676-7304). If you do not wish to receive additional reminder e-mail messages, you may call the number listed above and request to be removed from the mailing list.

Thank you in advance for your participation in this very important study. Your participation is so very critical to its success.

Sincerely,  
Linda Zimbler  
NSOPF Project Officer  
U. S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

NONRESPONSE LETTER

NSOPF:04

<DATE>

Endorsed by

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

<FACULTY NAME>  
 <ADDR 1>  
 <ADDR 2>  
 <CITY STATE ZIP>

Dear Colleague,

The National Study of Postsecondary Faculty (NSOPF) needs your help in order to portray an accurate picture of the nation’s postsecondary educators. We hope that with the end of the school year, your schedule will allow time for you to complete the NSOPF questionnaire. As someone who plays a crucial role in education, we are sure you can appreciate the importance of having an adequate representation of the diversity of the nation’s faculty and instructional staff. This U.S. Department of Education sponsored study will provide critical information on the background characteristics, workloads, and career paths of faculty and instructors in postsecondary institutions. Your experiences and opinions are very important to the success of this study.

As a token of our appreciation for completing the questionnaire, we would like to send you either a \$30 check or gift certificate from Amazon.com.

Because we are keenly aware of how busy you are, we have developed a web version of the questionnaire as a convenient way for you to participate. You will need to use Internet Explorer or Netscape as your browser to complete the web version. To access the questionnaire on the web or to obtain more information about the study, go to <https://surveys.nces.ed.gov/nsopf> and log in using your

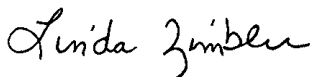
Study ID:  
 Password:

All of your answers will be completely confidential and will not be released in any form that could lead to your identification. Your answers will be secured behind firewalls and will be encrypted during Internet transmission. All identifying information is maintained in a separate file, and will never be linked to answers you provide.

If you need help completing the questionnaire on the web or if you prefer to participate by telephone, we have a staff of professional interviewers available to assist you at 1-866-NSOPF04 (1-866-676-7304). Your name was randomly selected from a list that <INSTITUTION NAME> provided us of its fall 2003 faculty and instructional staff. If you were not employed at this institution in the fall, we would greatly appreciate it if you would contact us at the above number and let us know this information.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you in advance for your participation in this very important study.

Sincerely,

  
 Linda Zimble  
 NSOPF Project Officer  
 U.S. Department of Education

  
 Margaret Cahalan, Ph.D.  
 NSOPF Project Director  
 RTI International



**NONRESPONSE E-MAIL**

E-mail Subject line: U.S. Department of Education Study – need your response

Attention: <NAME>

Dear Colleague,

The National Study of Postsecondary Faculty (NSOPF) needs your help in order to portray an accurate picture of the nation's postsecondary educators. We hope that with the end of the school year, your schedule will allow time for you to complete the NSOPF questionnaire. As someone who plays a crucial role in education, we are sure you can appreciate the importance of having an adequate representation of the diversity of the nation's faculty and instructional staff. This U.S. Department of Education sponsored study will provide critical information on the background characteristics, workloads, and career paths of faculty and instructors in postsecondary institutions. Your experiences and opinions are very important to the success of this study.

As a token of our appreciation for completing the questionnaire, we would like to send you either a \$30 check or gift certificate from Amazon.com.

Because we are keenly aware of how busy you are, we have developed a web version of the questionnaire as a convenient way for you to participate. You will need to use Internet Explorer or Netscape as your browser to complete the web version.

To access the questionnaire on the web or to obtain more information about the study, go to <https://surveys.nces.ed.gov/nsopf> and log in using your

Study ID:

Password:

All of your answers will be completely confidential and will not be released in any form that could lead to your identification. Your answers will be secured behind firewalls and will be encrypted during Internet transmission. All identifying information is maintained in a separate file, and will never be linked to answers you provide.

If you need help completing the questionnaire on the web or if you prefer to participate by telephone, we have a staff of professional interviewers available to assist you at 1-866-NSOPF04 (1-866-676-7304). Your name was randomly selected from a list that <INSTITUTION NAME> provided us of its fall 2003 faculty and instructional staff. If you were not employed at this institution in the fall, we would greatly appreciate it if you would contact us at the above number and let us know this information.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you in advance for your participation in this very important study.

Sincerely,

Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

Note: To ensure that as many sample members as possible receive this message, we also have sent this to you via U.S. mail.

SECOND NONRESPONSE LETTER

NSOPF:04  
Endorsed by

American Association for  
Higher Education

American Association of  
Collegiate Registrars and  
Admissions Officers

American Association of  
Community Colleges

American Association of  
State Colleges and  
Universities

American Association of  
University Professors

American Council on  
Education

American Federation of  
Teachers

Association for  
Institutional Research

Association of American  
Colleges and Universities

Association of Catholic  
Colleges and Universities

Career College  
Association

The Carnegie  
Foundation for the  
Advancement of  
Teaching

College and University  
Professional Association  
for Human Resources

The College Board

The College Fund/UNCF

Council of Graduate  
Schools

The Council of  
Independent Colleges

Hispanic Association of  
Colleges and Universities

National Association of  
College and University  
Business Officers

National Association for  
Equal Opportunity in  
Higher Education

National Association of  
Independent Colleges  
and Universities

National Association of  
State Universities and  
Land-Grant Colleges

National Association of  
Student Financial Aid  
Administrators

National Education  
Association

<DATE>

<FACULTY NAME>  
<ADDR 1>  
<ADDR 2>  
<CITY STATE ZIP>

Dear Colleague,

We are writing again to request your participation in the National Study of Postsecondary Faculty (NSOPF:04). We hope that with the end of the school year, your schedule will now allow time for you to participate in the study. The U.S. Department of Education needs your help in order to portray an accurate picture of the nation's postsecondary educators.

Your experiences and opinions are very important to the success of this study, and will provide critical information on the background characteristics, workloads, and career paths of faculty and instructors in postsecondary institutions. Your name was randomly selected from a list of fall 2003 faculty and instructional staff at <INSTITUTION NAME>. If you were not employed in this capacity at this institution in the fall of 2003, we would greatly appreciate it if you would contact us at the number below so that we may correct our database.

As a token of our appreciation for completing the questionnaire, we would like to send you either a \$30 check or gift certificate from Amazon.com. The web version of the questionnaire has been designed as a convenient way for you to participate in the study as your schedule allows. You will need to use Internet Explorer or Netscape as your browser to complete the web version. If you need help completing the questionnaire on the web or if you prefer to participate by telephone, we have a staff of professional interviewers available to assist you at 1-866-NSOPF04 (1-866-676-7304).

To access the questionnaire on the web or to obtain more information about the study, go to <https://surveys.nces.ed.gov/nsopf> and log in using your

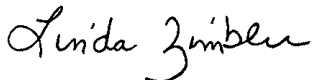
Study ID:

Password:

All of your answers will be completely confidential and will not be released in any form that could lead to your identification. Your answers will be secured behind firewalls and will be encrypted during Internet transmission. All identifying information is maintained in a separate file and will never be linked to answers you provide.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you in advance for your participation in this very important study.

Sincerely,



Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education



Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

**SECOND NONRESPONSE E-MAIL**

E-mail Subject line: U.S. Department of Education Study – picture of postsecondary educators

Attention: <NAME>

Dear Colleague,

We are writing again to request your participation in the National Study of Postsecondary Faculty (NSOPF:04). We hope that with the end of the school year, your schedule will now allow time for you to participate in the study. The U.S. Department of Education needs your help in order to portray an accurate picture of the nation’s postsecondary educators.

Your experiences and opinions are very important to the success of this study, and will provide critical information on the background characteristics, workloads, and career paths of faculty and instructors in postsecondary institutions. Your name was randomly selected from a list of fall 2003 faculty and instructional staff at <INSTITUTION NAME>. If you were not employed in this capacity at this institution in the fall of 2003, we would greatly appreciate it if you would contact us at the number below so that we may correct our database.

As a token of our appreciation for completing the questionnaire, we would like to send you either a \$30 check or gift certificate from Amazon.com. The web version of the questionnaire has been designed as a convenient way for you to participate in the study as your schedule allows. You will need to use Internet Explorer or Netscape as your browser to complete the web version. If you need help completing the questionnaire on the web or if you prefer to participate by telephone, we have a staff of professional interviewers available to assist you at 1-866-NSOPF04 (1-866-676-7304).

To access the questionnaire on the web or to obtain more information about the study, go to <https://surveys.nces.ed.gov/nsopf/> and log in using your

Study ID:

Password:

All of your answers will be completely confidential and will not be released in any form that could lead to your identification. Your answers will be secured behind firewalls and will be encrypted during Internet transmission. All identifying information is maintained in a separate file and will never be linked to answers you provide.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you in advance for your participation in this very important study.

Sincerely,

Linda Zimblor  
NSOPF Project Officer  
U.S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

Note: To ensure that as many sample members as possible receive this message, we also have sent this to you via U.S. mail.

REFUSAL NONRESPONSE LETTER

NSOPF:04  
**Endorsed by**

American Association  
for Higher Education

American Association  
of Collegiate Registrars  
and Admissions  
Officers

American Association  
of Community Colleges

American Association  
of State Colleges and  
Universities

American Association  
of University Professors

American Council on  
Education

American Federation of  
Teachers

Association for  
Institutional Research

Association of  
American Colleges and  
Universities

Association of Catholic  
Colleges and  
Universities

Career College  
Association

The Carnegie  
Foundation for the  
Advancement of  
Teaching

College and University  
Professional  
Association for Human  
Resources

The College Board

The College  
Fund/UNCF

Council of Graduate  
Schools

The Council of  
Independent Colleges

Hispanic Association of  
Colleges and  
Universities

National Association of  
College and University  
Business Officers

National Association for  
Equal Opportunity in  
Higher Education

National Association of  
Independent Colleges  
and Universities

National Association of  
State Universities and  
Land-Grant Colleges

National Association of  
Student Financial Aid  
Administrators

National Education  
Association

<DATE>

<FACULTY NAME>  
<ADDR 1>  
<ADDR 2>  
<CITY STATE ZIP>

Dear Colleague,

We are writing to request your participation in the 2004 National Study of Postsecondary Faculty (NSOPF). We understand you may have some reluctance to participate given the many demands that are placed on your time. However we would like to share some key information about the study in order to ensure that you are aware of the importance of this research effort for the U.S. Department of Education and the impact of your participation on the success of the study.

NSOPF:04 is the third in a series of studies designed to capture the experiences of a wide variety of postsecondary faculty and instructional staff by providing critical information on their background characteristics, workloads, and career paths. Because you have been scientifically selected to represent thousands of other postsecondary staff, your experiences and opinions are key to the success of this study. Your answers will help researchers and policy makers respond to issues that directly affect the quality of education in postsecondary institutions.

As a token of our appreciation for completing the questionnaire, we would like to send you either a \$30 check or gift certificate from Amazon.com. The web version of the questionnaire has been designed as a convenient way for you to participate in the study as your schedule allows. You will need to use Internet Explorer or Netscape as your browser to complete the web version. If you need help completing the questionnaire on the web or if you prefer to participate by telephone, we have a staff of professional interviewers available to assist you at 1-866-NSOPF04 (1-866-676-7304).

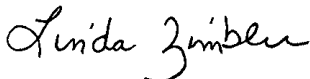
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Thank you for considering this very important study. Your participation is critical to its ultimate success.

Sincerely,



Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education



Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

**REFUSAL NONRESPONSE E-MAIL**

E-mail Subject line: U.S. Department of Education Study – requests your response

Attention: <NAME>

Dear Colleague,

We are writing to request your participation in the 2004 National Study of Postsecondary Faculty (NSOPF). We understand you may have some reluctance to participate given the many demands that are placed on your time. However we would like to share some key information about the study in order to ensure that you are aware of the importance of this research effort for the U.S. Department of Education and the impact of your participation on the success of the study.

NSOPF:04 is the third in a series of studies designed to capture the experiences of a wide variety of postsecondary faculty and instructional staff by providing critical information on their background characteristics, workloads, and career paths. Because you have been scientifically selected to represent thousands of other postsecondary staff, your experiences and opinions are key to the success of this study. Your answers will help researchers and policy makers respond to issues that directly affect the quality of education in postsecondary institutions.

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Sincerely,

Linda Zimbler  
NSOPF Project Officer  
U.S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

Note: To ensure that as many sample members as possible receive this message, we also have sent this to you via U.S. mail.

EARLY SEPTEMBER NONRESPONDENTS LETTER

NSOPF:04

Endorsed by

American Association for Higher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Association of University Professors

American Council on Education

American Federation of Teachers

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Career College Association

The Carnegie Foundation for the Advancement of Teaching

College and University Professional Association for Human Resources

The College Board

The College Fund/UNCF

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

National Education Association

<DATE>

<FACULTY NAME>

<ADDR 1>

<ADDR 2>

<CITY STATE ZIP>

Dear Colleague,

As we approach the end of data collection for the 2004 National Study of Postsecondary Faculty (NSOPF), the U.S. Department of Education wants to ensure that all faculty and instructional staff employed in the 2003 Fall Term are well represented in the study. It is important that you are counted so that we have an accurate representation of the diversity and experience of our nation's postsecondary educators.

In fact, your participation is so critical to the success of the study that we have created an abbreviated version of the questionnaire. **The current questionnaire takes about 10 minutes to complete.** We hope that this reduced time requirement will allow those of you with more demanding schedules to participate in this important study and represent others with similar time constraints.

We still offer two convenient ways to participate. You can visit our web site to answer these questions online in the privacy of your home or office. If you prefer to respond by phone, you can call 1-866-NSOPF04, a toll-free number. To participate or to learn more about the study, log in with the ID and password provided below.

<https://surveys.nces.ed.gov/nsopf>

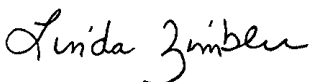
Study ID:

Password:

**If you complete the questionnaire by September 30, 2004, we will send you either a \$30 check or \$30 gift certificate from Amazon.com, as a token of our appreciation.** Your responses will be kept confidential, will be encrypted during Internet transmission, and will be secured behind firewalls. All identifying information is maintained in a separate file and will never be linked to answers you provide.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you for your consideration of this important study.

Sincerely,



Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education



Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

EARLY SEPTEMBER NONRESPONDENTS E-MAIL

Subject: Abbreviated version of U.S. Department of Education Study

Attention: <NAME>

Dear Colleague,

As we approach the end of data collection for the 2004 National Study of Postsecondary Faculty (NSOPF), the U.S. Department of Education wants to ensure that all faculty and instructional staff employed in the 2003 Fall Term are well represented in the study. It is important that you are counted so that we have an accurate representation of the diversity and experience of our nation's postsecondary educators.

In fact, your participation is so critical to the success of the study that we extended the deadline and have created an abbreviated version of the questionnaire.

The current questionnaire takes about 10 minutes to complete. We hope that this reduced time requirement will allow those of you with more demanding schedules to participate in this important study and represent others with similar time constraints.

We still offer two convenient ways to participate. You can visit our web site to answer these questions online in the privacy of your home or office. If you prefer to respond by phone, you can call 1-866-NSOPF04, a toll-free number. To participate or to learn more about the study, log in with the ID and password provided below.

<https://surveys.nces.ed.gov/nsopf>

Study ID:

Password:

If you complete the questionnaire by October 5, 2004, we will send you either a \$30 check or \$30 gift certificate from Amazon.com, as a token of our appreciation. Your responses will be kept confidential, will be encrypted during Internet transmission, and will be secured behind firewalls. All identifying information is maintained in a separate file and will never be linked to answers you provide.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you for your consideration of this important study.

Sincerely,

Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

**FINAL REMINDER E-MAIL**

Subject: Final Reminder and Deadline Extension for U.S. Department of Education Study

Attention: <NAME>

Dear Colleague,

This final communication to you is to let you know that we have extended the deadline for the 2004 National Study of Postsecondary Faculty (NSOPF) through Tuesday, October 5, 2004. We are extending data collection to achieve a higher response rate. While 75 percent of all eligible sample members have completed the questionnaire, we want to make sure that we have the most accurate representation of our nation's postsecondary educators. Your participation is critical in helping us achieve this goal. Please take 10 minutes out of your busy schedule to complete the questionnaire.

As a reminder, we still offer two convenient ways to participate. You can visit our website to answer these questions online in the privacy of your home or office. If you prefer to respond by phone, you can call 1-866-NSOPF04, a toll-free number. To participate or to learn more about the study, log in with the Study ID and password provided below.

<https://surveys.nces.ed.gov/nsopf/>

Study ID:

Password:

If you complete the 10 minute questionnaire, we will send you either a \$30 check or \$30 gift certificate from Amazon.com, as a token of our appreciation. Your responses will be kept confidential, will be encrypted during Internet transmission, and will be secured behind firewalls. All identifying information is maintained in a separate file and will never be linked to answers you provide.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you for your consideration of this important study.

Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education

Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International



REFUSALS MAY NOT BE ELIGIBLE LETTER

<DATE>

NSOPF:04

**Endorsed by**

American Association for Higher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Association of University Professors

American Council on Education

American Federation of Teachers

Association for Institutional Research

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National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

National Education Association

<FACULTY NAME>  
<ADDR 1>  
<ADDR 2>  
<CITY STATE ZIP>

Dear Colleague,

We recently contacted you about an important study for the U.S. Department of Education called the National Study of Postsecondary Faculty (NSOPF). As the end of the study draws near, we are writing to request that you take a few minutes to help us accurately document the records for <INSTITUTION NAME>.

While we respect your decision should you ultimately choose not to participate in this study, we have found that other faculty who initially decline to complete the interview do so because they believe they are not eligible to participate based on the sample design. NSOPF is designed to be a comprehensive source of information, encompassing the experiences of many diverse postsecondary staff, including part-time and full-time faculty and instructional staff, and even adjunct staff who provide instruction to students. In order to ensure that the data for this study are as complete and accurate as possible, we would appreciate it if you could help us determine your eligibility for this study by answering just three short questions.

- Were you employed by <INSTITUTION NAME> during the 2003 Fall Term?
- During the 2003 Fall Term at <INSTITUTION NAME>, did you have faculty status as defined by that institution?
- Did you have any instructional duties at <INSTITUTION NAME> during the 2003 Fall Term (such as teaching students in one or more credit or noncredit courses, advising or supervising students' academic activities)?

We understand that faculty and instructional staff lead very busy lives, so we offer two convenient ways to participate. You can visit our web site to answer these questions online in the privacy of your home or office. If you prefer to respond by phone, you can call 1-866-NSOPF04, a toll-free number. For more information about the study, login with the ID and password provided below.

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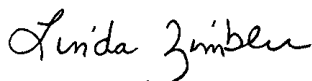
Study ID:

Password:

If you are eligible for the study and choose to complete the questionnaire, we would like to send you either a \$30 check or gift certificate from Amazon.com. Your responses are very important to the success of this study and will be kept completely confidential. Your answers will be secured behind firewalls and will be encrypted during Internet transmission. All identifying information is maintained in a separate file and will never be linked to answers you provide.

On behalf of the National Center for Education Statistics, U.S. Department of Education, we would like to thank you for your consideration of this important study.

Sincerely,



Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education



Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

PARTIALS MAY NOT BE ELIGIBLE LETTER

<DATE>

NSOPF:04  
Endorsed by

American Association for  
Higher Education

American Association of  
Collegiate Registrars and  
Admissions Officers

American Association of  
Community Colleges

American Association of  
State Colleges and  
Universities

American Association of  
University Professors

American Council on  
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American Federation of  
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Association for Institutional  
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Association of Catholic  
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Career College Association

The Carnegie Foundation for  
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National Association of State  
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Land-Grant Colleges

National Association of  
Student Financial Aid  
Administrators

National Education  
Association

<FACULTY NAME>  
<ADDR 1>  
<ADDR 2>  
<CITY STATE ZIP>

Dear Colleague,

In reviewing the data for the National Study of Postsecondary Faculty (NSOPF), we observed that some faculty and instructional staff only answered the first one or two questions. We have also received reports from sample members who could not participate because they had difficulty completing the study on the web or did not complete the study because they believed they were not eligible to participate based on the initial questions.

As the end of the study draws near, we are writing to clarify the eligibility criteria for the study and to request that you help us accurately document the records for <INSTITUTION NAME>. To that end, we would appreciate it if you would take a few minutes to answer just three short questions that will help us determine your eligibility for this study.

- Were you employed by <INSTITUTION NAME> during the 2003 Fall Term?
- During the 2003 Fall Term at <INSTITUTION NAME>, did you have faculty status as defined by that institution?
- Did you have any instructional duties at <INSTITUTION NAME> during the 2003 Fall Term (such as teaching students in one or more credit or noncredit courses, advising or supervising students' academic activities)?

We understand that faculty and instructional staff lead very busy lives, so we offer two convenient ways to participate. You can visit our web site to answer these questions online in the privacy of your home or office. If you prefer to respond by phone, you can call 1-866-NSOPF04, a toll-free number. For more information about the study, login with the ID and password provided below.

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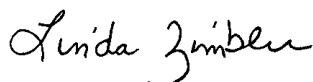
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Sincerely,



Linda Zimble  
NSOPF Project Officer  
U.S. Department of Education



Margaret Cahalan, Ph.D.  
NSOPF Project Director  
RTI International

# **Appendix G**

## **Training Materials**

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**NSOPF:04 Telephone Interviewer Training Agenda  
Day 1 – Saturday, February 28, 2004**

9:00a–9:30a	Welcome and Introduction (30 min)
9:30a–9:45a	Confidentiality (15 min)
9:45a–10:25a	Demonstration Mock (40 min)
10:25a–10:40a	Small group discussion of survey/FAQs (15 min)
10:40a–10:55a	Break (15 min)
10:55a–12:25p	Q x Q Review (90 min)
12:25p–1:00p	Lunch Break (35 min)
1:00p–2:00p	Round Robin Mock #1 (60 min)
2:00p–2:30p	Open-Ended Coding Practice (30 min)
2:30p–3:30p	Refusal Avoidance/Conversion (60min)
3:30p–3:45p	Break (15 min)
3:45p–4:45p	Contacting/Locating/Front-End (60 min)
4:45p–5:45p	Round Robin Mock #2 (60 min)
5:45p–6:00p	FAQ Review

**Day 2 – Sunday, February 29, 2004**

1:00p–1:15p	FAQ Review (Oral Quiz) (15 min)
1:15p–2:00p	Written Exercises (45 min)
2:00p–2:20p	Written Open-Ended Coding Exercise (20 min)
2:20p–3:05p	Additional Contacting/Locating Practice for new TIs (45 min)
3:05p–3:20p	Break (15 min)
3:20p–3:50p	FAQ Certification (30 min)
3:50p–5:00p	Certification Interviews (70 min)

Additional Training (on interviewers' first shift after training):  
Finish coding exercise (20 min)  
Individual Mock Interview (30 min)

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# **Appendix H**

## **Quality of Lists**

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Tables H-1 through H-3 show the comparisons between institution questionnaire counts and tallied faculty list counts. Among the 900 institutions that provided faculty lists and responded to the questionnaire, 740 (83 percent) had list counts that were less than 10 percent discrepant. There were a greater number of discrepancies in part-time faculty counts than full-time faculty counts. Providing a complete and accurate list of part-time faculty is, for most institutions, the most difficult part of the NSOPF data request.

**Table H-1. Relative percentage discrepancy between total faculty counts from the institution questionnaire and faculty list: 2004**

Institution type	Number of institutions	Relative percentage discrepancy		
		< -10	-10 to 10	> 10
Total	900	60	740	100
Public doctor's	170	10	130	20
Public master's	100	10	90	10
Public bachelor's	30	#	20	10
Public associate's	280	20	230	40
Public other	10	#	10	#
Private not-for-profit doctor's	90	#	80	10
Private not-for-profit master's	70	10	50	10
Private not-for-profit bachelor's	110	10	100	10
Private not-for-profit associate's	10	#	10	#
Private not-for-profit other	50	#	40	10

# Rounds to zero.

NOTE: Numbers are rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table H-2. Relative percentage discrepancy between part-time faculty counts from the institution and faculty list: 2004**

Institution type	Number of institutions	Relative percentage discrepancy		
		< -10	-10 to 10	> 10
Total	900	90	680	120
Public doctor's	170	20	120	20
Public master's	100	10	80	10
Public bachelor's	30	#	20	#
Public associate's	280	20	220	40
Public other	10	#	10	#
Private not-for-profit doctor's	90	10	70	10
Private not-for-profit master's	70	10	50	10
Private not-for-profit bachelor's	110	10	90	20
Private not-for-profit associate's	10	#	10	#
Private not-for-profit other	50	10	30	10

# Rounds to zero.

NOTE: Numbers are rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

## Appendix H. Quality of Lists

**Table H-3. Relative percentage discrepancy between full-time faculty counts from the institution questionnaire and faculty list: 2004**

Institution type	Number of institutions	Relative percentage discrepancy		
		< -10	-10 to 10	> 10
Total	900	80	770	60
Public doctor's	170	20	130	20
Public master's	100	10	90	#
Public bachelor's	30	#	20	#
Public associate's	280	20	240	20
Public other	10	#	10	#
Private not-for-profit doctor's	90	10	80	#
Private not-for-profit master's	70	10	60	#
Private not-for-profit bachelor's	110	10	100	#
Private not-for-profit associate's	10	#	10	#
Private not-for-profit other	50	10	30	#

# Rounds to zero.

NOTE: Numbers are rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

# Appendix I

## Nonresponse Bias Analysis

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## I.1 Overview

The bias in an estimated mean based on respondents,  $\bar{y}_R$ , is the difference between this estimate and the target parameter,  $\mu$ , which is the mean that would result if a complete census of the target population was conducted and all units responded. This bias can be expressed as follows:

$$B(\bar{y}_R) = \bar{y}_R - \mu$$

However, for variables that are available from the frame,  $\mu$  can be estimated by  $\hat{\mu}$  without sampling error, in which case the bias in  $\bar{y}_R$  can then be estimated by:

$$\hat{B}(\bar{y}_R) = \bar{y}_R - \hat{\mu}$$

Moreover, an estimate of the population mean based on respondents and nonrespondents can be obtained by:

$$\hat{\mu} = (1 - \hat{\eta})\bar{y}_R + \hat{\eta}\bar{y}_{NR}$$

where  $\hat{\eta}$  is the weighted unit nonresponse rate, based on weights prior to nonresponse adjustment. Consequently, the bias in  $\bar{y}_R$  can then be estimated by:

$$\hat{B}(\bar{y}_R) = \hat{\eta}(\bar{y}_R - \bar{y}_{NR})$$

That is, the estimate of the nonresponse bias is the difference between the mean for respondents and nonrespondents multiplied by the weighted nonresponse rate, using the design weights prior to nonresponse adjustment.

## I.2 Unit-level Nonresponse Bias Analysis

A faculty respondent was defined as any sample member who was determined to be eligible for the study and had valid data for the selected set of key analytical variables. As shown in section 3.2.1 (table 13) of the main body of this report, for the 34,330 eligible sample faculty members the unweighted and weighted response rates were both 76 percent. Since the faculty weighted response rate was below 85 percent for virtually all institution types, a nonresponse bias analysis was conducted for faculty members from all institution types. The nonresponse bias was estimated for the variables known for both respondents and nonrespondents within each institution type.

The steps for nonresponse bias analysis included estimating the nonresponse bias and testing (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level. Second, nonresponse adjustment factors were computed, as detailed in section 6.2.3, to significantly reduce or eliminate nonresponse bias for variables included in the corresponding models. Third, after the weights were computed, any remaining bias was estimated and statistical tests were performed to determine their significance.

As shown in table I-1, the faculty weighting adjustments have reduced, and in some cases eliminated, bias for faculty members for all institution types. Significant bias was reduced for the variables known for most respondents and nonrespondents, which are considered key analytical

## Appendix I. Nonresponse Bias Analysis

variables and correlated with many of the other variables where bias is measured as a significant difference from zero using the National Center for Education Statistics (NCES) recommended method detailed in section I.1.

**Table I-1. Summary of faculty nonresponse bias analysis, overall and by type of institution: 2004**

Nonresponse bias statistics	Nonresponse rate	Relative bias					
		Before weight adjustments			After weight adjustments		
		Mean	Median	Percent significant	Mean	Median	Percent significant
All faculty	24.40	0.09	0.05	26.60	0.07	0.02	8.1
Public doctor's	21.90	0.04	0.02	73.90	0.02	0.01	30.4
Public master's	21.50	0.06	0.06	13.00	0.02	0.01	#
Public bachelor's	32.60	0.09	0.07	8.70	0.16	0.10	4.3
Public associate's	26.30	0.06	0.05	21.70	0.04	0.01	4.3
Public other	26.70	0.12	0.04	100.00	0.06	0.02	#
Private not-for-profit doctor's	31.80	0.06	0.05	56.50	0.03	0.03	21.7
Private not-for-profit master's	21.50	0.07	0.07	17.40	0.04	0.03	8.7
Private not-for-profit bachelor's	21.30	0.07	0.06	18.20	0.03	0.03	#
Private not-for-profit associate's	9.00	0.25	0.15	35.00	0.12	0.05	5.0
Private not-for-profit other	29.40	0.08	0.03	18.20	0.14	0.08	4.5

# Rounds to zero.

NOTE: The percent significant reflects the ratio of biased estimates to biased and unbiased estimates for the items involved in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

Analogous analyses were conducted for the institution survey where a responding institution was one that had responded to the institution questionnaire. The corresponding institution level results are summarized in table I-2. Here too, the institution weighting adjustments have reduced percent significant bias overall and for all institution types. Note that such analyses were not carried out when computing the institution component weights for the faculty analysis weights, since the weighted response rate for institutions providing lists of faculty and instructional staff exceeded 85 percent.

**Table I-2. Summary of institution nonresponse bias analysis, overall and by type of institution: 2004**

Nonresponse bias statistics	Nonresponse rate	Relative bias					
		Before weight adjustments			After weight adjustments		
		Mean	Median	Percent significant	Mean	Median	Percent significant
All faculty	15.80	0.06	0.04	7.69	0.20	0.12	7.69
Public, doctor's	15.30	0.06	0.05	6.25	0.09	0.07	6.25
Public, master's	10.40	0.09	0.05	18.75	0.17	0.12	#
Public, bachelor's	0.00	0.21	0.21	100.00	0.41	0.38	6.25
Public, associate's	16.40	0.12	0.09	18.75	0.18	0.11	12.5
Public, other/unknown	1.10	0.20	0.00	38.46	0.52	0.22	7.69
Private not-for-profit doctor's	16.30	0.08	0.06	12.50	0.15	0.13	6.25
Private not-for-profit master's	20.20	0.08	0.07	6.25	0.29	0.25	#
Private not-for-profit bachelor's	22.30	0.11	0.13	13.33	0.23	0.18	6.67
Private not-for-profit associate's	14.00	0.12	0.00	6.67	0.92	0.64	13.33
Private not-for-profit other/unknown	23.80	0.12	0.09	100.00	0.53	0.42	12.5

# Rounds to zero.

NOTE: The percent significant reflects the ratio of biased estimates to biased and unbiased estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).



### I.3 Item-Level Bias Analysis

For items with less than 85 percent weighted response rate, respondents and nonrespondents are compared on the sampling frame and/or questionnaire variables when data on respondents and nonrespondents were available. For this purpose, item response rates (*RRI*) were calculated as the ratio of the number of respondents for whom an in-scope response was obtained ( $I^x$  for item  $x$ ) to the number of unit level respondents ( $I$ ) minus the number of respondents with a valid skip item for item  $x$  ( $V^x$ ), or:

$$RRI^x = \frac{I^x}{I - V^x}$$

A faculty member was defined to be an item respondent for an analytic variable if the given faculty member had data for that variable, observed or deduced via logical imputation. Table I-3 provides a summary of response rates for variables with a response rate less than 85 percent—overall or within an institution type. A nonresponse bias analysis was conducted for these items, results of which are summarized in table I-4. For these items, the nonresponse bias was estimated for variables known for both respondents and nonrespondents and tested (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level.

With the exception of the income items, which were expected to have higher rates of refusal due to their sensitive nature, the primary reason item nonresponse exceeded 15 percent for these items is that each applies to a relatively small subset of respondents (i.e., small denominator) and none of these items were asked on the abbreviated instrument, which was administered to about 1,600 responding faculty members.

The Q37 items were presented as a matrix that asked 6 questions about each of the classes taught by the respondents. The rate of nonresponse increased for each subsequent class described, due primarily to the smaller number of respondents to whom the question applied, relative to the static number of respondents who completed the abbreviated instrument and were not asked this question.

Income paid per course, credit unit, or term (Q68) was missing for 26 percent of respondents to whom this item applied. This item was asked only of those who indicated their salary was not based on a 9- or 10-month, or 11- or 12-month contract. Of those who provided the basis of their pay (course, credit hour, academic term [Q68]), a follow-up question (Q69) asked for the amount of income paid per course, credit unit, or term. This item was missing for 36 percent of respondents to whom this item applied.

**Table I-3. Faculty item response rates for items with < 85 percent response rate for any institution type before weight adjustments, overall and by institution type: 2004**

Variable	Overall	Public					Private, not-for-profit				
		Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q31A	88.7	90.5	90.9	81.9	88.3	89.9	87.8	87.8	86.4	98.9	80.7
Q31B	88.7	90.5	89.9	81.3	88.2	89.9	88.1	88.3	87.0	98.0	82.1
Q31C	90.0	91.3	90.8	83.4	90.0	93.3	89.3	90.3	87.7	98.1	84.3
Q31D	90.0	91.2	90.9	81.3	89.8	92.3	89.6	90.4	87.7	97.9	84.0
Q32A	91.2	92.4	92.2	83.5	91.1	92.5	91.0	92.1	89.0	99.2	84.3
Q32B	91.2	92.4	92.2	83.5	91.1	92.5	91.1	92.0	89.0	99.2	84.3
Q32C	91.3	92.4	92.2	83.5	91.2	92.5	91.0	92.0	89.0	99.2	84.3
Q32D	91.2	92.4	92.2	83.5	91.1	92.5	91.0	92.1	89.0	99.2	84.3
Q35A1	91.6	92.6	92.5	83.6	91.6	93.5	91.4	92.5	89.4	99.2	85.4
Q35A2	91.6	92.5	92.5	83.5	91.6	93.5	91.4	92.5	89.3	99.2	85.4
Q35B	90.4	91.6	91.7	81.9	90.1	93.0	90.4	91.8	88.8	94.4	84.2
Q35C	90.5	91.5	91.7	82.4	90.0	93.0	90.5	91.4	88.6	97.8	84.5
Q36	89.9	90.2	91.7	82.4	89.9	93.2	88.3	91.6	88.3	99.2	83.6
Q37A1	89.0	89.1	90.9	82.4	89.0	91.6	86.7	91.4	87.9	99.1	82.9
Q37A2	84.5	83.5	88.6	78.7	84.6	89.1	78.4	87.6	84.4	99.0	73.7
Q37A3	78.0	69.9	85.6	72.1	79.5	87.3	61.5	82.6	79.4	98.8	63.7
Q37A4	67.7	47.6	76.3	64.7	73.5	81.6	33.9	72.2	64.8	98.8	52.7
Q37A5	51.4	25.5	50.9	35.2	65.0	59.7	14.3	43.8	40.4	98.1	41.3
Q37B1	87.2	86.2	91.1	81.9	88.3	91.6	79.8	90.3	86.7	99.1	80.4
Q37B2	83.4	81.2	88.9	78.0	84.2	89.1	74.2	87.2	83.2	99.0	72.9
Q37B3	77.0	67.3	85.9	72.1	79.1	87.3	57.5	82.0	78.3	98.8	62.1
Q37B4	66.9	45.1	76.6	64.6	73.0	81.6	30.6	71.9	64.3	98.8	50.8
Q37B5	50.7	23.9	51.3	35.5	64.4	59.7	13.0	42.3	39.2	98.1	41.0
Q37C1	89.1	89.1	90.9	81.6	89.2	91.6	87.0	91.3	88.0	99.1	82.2
Q37C2	84.3	83.3	88.8	77.9	84.5	89.1	77.9	87.6	84.2	98.7	72.8
Q37C3	77.7	69.5	85.3	71.2	79.4	87.3	61.6	82.5	79.4	98.3	62.8
Q37C4	67.5	47.2	76.5	63.9	73.3	81.6	34.1	72.4	64.8	97.9	51.3
Q37C5	51.1	25.3	51.2	35.0	64.3	59.7	14.7	43.0	39.9	98.1	41.3
Q37D1	88.7	88.6	90.9	81.8	88.9	91.6	86.0	90.9	87.8	99.1	81.9
Q37D2	84.3	83.2	88.6	77.9	84.3	89.1	77.9	87.2	84.4	98.9	73.2
Q37D3	77.7	70.0	85.4	71.0	79.4	87.3	61.0	81.9	79.5	98.8	63.0
Q37D4	67.5	47.4	76.5	63.4	73.3	81.6	33.7	72.3	65.1	98.8	51.1
Q37D5	51.2	25.3	51.2	35.7	64.4	59.7	14.5	43.6	40.4	98.1	41.1

See notes at end of table.

**Table I-3. Faculty item response rates for items with < 85 percent response rate for any institution type before weight adjustments, overall and by institution type—Continued**

Variable	Overall	Public					Private, not-for-profit				
		Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q37E1	89.5	89.5	91.6	82.4	89.9	93.2	87.2	91.6	88.1	99.2	81.8
Q37E2	84.3	82.4	87.8	77.0	85.8	91.1	77.0	86.8	83.9	99.0	73.1
Q37E3	78.3	69.7	85.3	71.0	80.8	89.7	62.4	82.3	78.9	98.9	63.1
Q37E4	68.1	47.6	76.7	63.4	74.5	84.9	34.2	71.9	65.1	98.8	51.4
Q37E5	52.0	25.4	51.0	35.1	66.3	67.1	15.2	43.4	40.3	98.1	39.9
Q37F1	89.7	90.0	91.6	82.0	89.8	93.2	87.9	91.5	88.0	99.2	83.3
Q37F2	85.2	84.2	89.2	78.8	85.7	91.1	78.8	87.6	84.6	97.9	74.7
Q37F3	78.7	71.5	86.0	72.5	80.3	89.7	62.6	82.2	79.3	98.9	65.1
Q37F4	68.6	49.7	77.0	64.8	74.0	84.9	35.6	72.7	65.3	98.8	53.9
Q37F5	52.6	28.4	51.1	35.9	65.6	67.1	17.4	45.0	40.4	98.1	43.3
Q38A	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38B	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38C	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38D	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38E	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38F	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38G	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38H	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38I	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q38J	87.0	84.1	90.3	81.6	89.5	92.8	77.4	89.0	87.4	99.2	72.6
Q39	92.2	93.5	92.8	84.5	92.0	94.6	92.0	92.9	89.4	99.2	86.5
Q41	92.0	93.2	92.5	84.7	91.9	94.6	91.9	92.7	89.3	99.2	86.1
Q46	91.6	92.7	92.5	83.9	91.7	93.5	91.5	92.5	88.9	99.2	85.3
Q47A1	91.5	92.6	92.4	83.7	91.6	93.5	91.2	92.5	88.9	99.2	85.3
Q47A2	91.6	92.6	92.4	83.5	91.7	93.5	91.1	92.6	89.3	99.2	85.2
Q47A3	91.6	92.5	92.3	83.5	91.7	93.5	91.2	92.5	89.3	99.2	85.3
Q47B1	91.4	92.5	92.0	83.6	91.5	93.5	91.2	92.4	88.7	99.2	84.8
Q47B2	91.5	92.4	92.2	83.5	91.7	93.5	90.9	92.5	89.3	99.2	84.9
Q47B3	91.5	92.4	92.3	83.5	91.7	93.5	91.1	92.5	89.3	99.2	85.2
Q48	91.2	92.1	92.2	83.4	91.3	93.5	90.6	92.2	88.8	99.1	84.4
Q49	91.1	92.0	92.2	83.1	91.3	93.5	90.6	92.2	88.8	99.1	84.5
Q50	91.1	92.0	92.2	83.1	91.3	93.5	90.4	92.1	88.8	99.1	84.4
Q51	91.1	92.0	92.2	83.1	91.2	93.5	90.5	92.0	88.7	99.1	84.4

See notes at end of table.

**Table I-3. Faculty item response rates for items with < 85 percent response rate for any institution type before weight adjustments, overall and by institution type—Continued**

Variable	Overall	Public					Private, not-for-profit				
		Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q52AA	91.1	91.9	91.9	83.1	91.1	93.5	90.6	91.9	89.0	99.1	84.8
Q52AB	91.0	91.9	91.8	83.1	91.1	93.5	90.6	91.7	89.0	99.1	84.1
Q52AC	91.0	91.9	91.8	83.1	91.1	93.5	90.6	91.9	88.7	99.1	84.6
Q52AD	91.0	91.9	91.8	83.6	91.1	93.5	90.6	91.9	88.9	99.1	84.6
Q52AE	91.0	91.9	91.9	83.0	91.0	93.5	90.6	91.9	88.9	99.1	85.0
Q52AF	91.0	91.9	91.9	83.4	91.1	93.5	90.5	91.9	88.9	99.1	85.0
Q52AG	91.0	91.8	91.8	83.4	91.1	93.5	90.7	91.9	89.0	99.1	84.8
Q52BA	90.9	91.8	91.7	83.1	91.0	93.5	90.4	91.8	88.9	99.1	84.6
Q52BB	90.8	91.7	91.5	83.1	91.0	93.5	90.5	91.5	88.8	99.1	84.1
Q52BC	90.8	91.6	91.6	83.1	91.1	93.5	90.3	91.7	88.7	99.1	84.6
Q52BD	90.8	91.6	91.7	83.4	91.0	93.5	90.4	91.7	88.8	99.1	84.5
Q52BE	90.7	91.5	91.7	82.6	90.8	93.5	90.1	91.5	88.7	99.1	85.0
Q52BF	91.0	91.8	91.7	83.4	91.1	93.5	90.2	91.8	88.9	99.1	84.7
Q52BG	91.0	91.7	91.8	83.4	91.1	93.5	90.6	91.8	88.9	99.1	84.8
Q53	91.3	92.2	92.2	83.2	91.5	93.5	90.7	91.8	88.9	99.2	85.0
Q55	91.1	92.0	92.1	82.8	91.3	93.5	90.6	91.7	88.8	99.2	85.0
Q56	84.6	89.4	88.1	73.9	72.1	89.6	87.4	84.7	82.9	98.4	72.8
Q61A	89.2	89.2	91.0	82.0	89.9	94.5	87.0	89.3	87.1	99.1	83.6
Q61B	87.4	87.3	89.3	82.0	87.9	93.3	84.3	88.1	86.2	99.1	81.8
Q61C	88.4	88.0	89.9	81.1	89.3	94.5	85.9	88.9	87.0	99.1	82.8
Q61D	85.9	85.9	87.8	80.5	86.6	92.7	82.9	85.6	84.4	99.0	80.0
Q62A	90.8	91.5	92.0	82.8	91.0	91.7	90.3	91.5	88.6	99.1	84.5
Q62B	90.5	91.4	91.5	82.8	90.8	93.5	89.5	91.3	88.2	99.0	84.1
Q62C	85.7	89.7	88.3	76.1	83.0	90.1	87.1	83.1	83.7	97.3	74.6
Q62D	90.7	91.6	92.1	82.8	90.7	93.5	90.0	91.4	88.4	99.1	84.9
Q64	90.3	91.2	91.4	81.8	90.1	93.3	90.0	91.2	88.1	99.2	83.8
Q65	89.8	90.8	91.1	81.2	89.6	88.9	89.6	91.0	87.4	98.6	83.4
Q66A	82.0	83.7	84.8	79.3	82.5	84.2	77.6	83.7	79.4	90.7	73.1
Q66B	84.3	85.8	85.9	80.3	84.6	86.0	81.8	85.7	81.2	94.8	76.5
Q66C	79.3	81.8	80.2	75.7	78.0	74.0	78.0	80.9	78.0	91.5	71.5
Q66D	79.4	81.7	80.5	76.0	78.4	74.7	77.7	81.0	78.0	91.9	71.6
Q66E	79.1	81.6	80.2	75.4	77.9	74.5	77.6	80.5	77.8	91.7	70.4
Q66F	82.6	84.1	84.0	78.9	82.9	84.7	79.8	83.1	80.4	94.7	74.4

See notes at end of table.

**Table I-3. Faculty item response rates for items with < 85 percent response rate for any institution type before weight adjustments, overall and by institution type—Continued**

Variable	Overall	Public					Private, not-for-profit				
		Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q67	90.4	91.5	91.7	82.7	90.6	92.5	89.1	91.4	88.3	99.1	83.1
Q68	74.3	56.3	71.2	59.7	83.4	76.4	60.0	81.4	64.6	96.2	69.8
Q69	64.5	46.1	65.5	45.8	72.2	64.7	47.8	74.9	58.0	91.4	61.8
Q70B	83.8	85.5	85.0	77.3	83.6	89.7	80.1	84.3	82.5	95.9	77.9
Q82A	89.2	89.9	90.1	81.9	89.7	90.9	87.6	89.6	87.4	98.9	82.7
Q82B	87.2	85.5	88.2	78.9	89.8	93.3	83.1	89.4	85.9	98.8	82.2
Q82C	86.9	88.2	88.0	78.5	86.9	87.5	85.3	87.0	86.1	98.6	80.1
Q82D	85.1	86.5	86.1	76.4	85.1	84.5	83.4	85.0	84.2	96.8	78.0
Q83	89.9	90.8	90.9	82.5	90.3	92.6	88.2	90.7	87.3	99.1	83.7

NOTE: None of the items with less than 85 percent response rate were included in the abbreviated questionnaire, which consisted of items 1-28 and 71-81.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q31A	Hours per week on paid tasks at institution											
Mean estimated bias		†	†	†	0.03	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.03	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	47.83
Q31B	Hours per week on unpaid tasks at institution											
Mean estimated bias		†	†	†	0.03	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	26.09
Q31C	Hours per week on paid tasks outside of institution											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Median estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	26.09
Q31D	Hours per week on unpaid tasks outside of institution											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.03
Median estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	26.09
Q32A	Percent time spent on instruction, undergraduate											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Median estimated bias		†	†	†	0.01	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	8.70	†	†	†	†	†	†	56.52
Q32B	Percent time spent on instruction, graduate/first-professional											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Median estimated bias		†	†	†	0.01	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	8.70	†	†	†	†	†	†	56.52
Q32C	Percent time spent on research activities											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Median estimated bias		†	†	†	0.01	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	8.70	†	†	†	†	†	†	56.52

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q32D	Percent time spent on other unspecified activities											
	Mean estimated bias	†	†	†	0.02	†	†	†	†	†	†	0.02
	Median estimated bias	†	†	†	0.01	†	†	†	†	†	†	0.02
	Percent significant bias	†	†	†	8.70	†	†	†	†	†	†	56.52
Q35A1	Number of classes taught, credit											
	Mean estimated bias	†	†	†	0.02	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.02	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	8.70	†	†	†	†	†	†	†
Q35A2	Number of classes taught, noncredit											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q35B	Number of classes taught, remedial											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.05	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	13.04
Q35C	Number of classes taught, distance education											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.03
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.02
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	13.04
Q36	Teaching assistant in any credit class											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	13.04
Q37A1	Number of weeks taught, 1st credit class											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.05
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	13.04
Q37A2	Number of weeks taught, 2nd credit class											
	Mean estimated bias	0.03	0.04	†	0.03	0.10	†	0.11	†	0.03	†	0.06
	Median estimated bias	0.03	0.03	†	0.03	0.06	†	0.08	†	0.03	†	0.04
	Percent significant bias	45.45	43.48	†	13.04	13.04	†	17.39	†	21.74	†	56.52

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q37A3	Number of weeks taught, 3rd credit class											
	Mean estimated bias	0.06	0.08	†	0.05	0.14	†	0.18	0.08	0.06	†	0.10
	Median estimated bias	0.05	0.05	†	0.04	0.16	†	0.14	0.07	0.05	†	0.06
	Percent significant bias	57.58	47.83	†	21.74	8.70	†	17.39	43.48	21.74	†	60.87
Q37A4	Number of weeks taught, 4th credit class											
	Mean estimated bias	0.12	0.17	0.18	0.10	0.19	0.09	0.28	0.17	0.12	†	0.12
	Median estimated bias	0.10	0.14	0.16	0.08	0.13	0.07	0.25	0.16	0.10	†	0.08
	Percent significant bias	60.61	52.17	13.04	26.09	13.04	30.43	26.09	17.39	26.09	†	60.87
Q37A5	Number of weeks taught, 5th credit class											
	Mean estimated bias	0.21	0.27	0.24	0.23	0.39	0.13	0.58	0.26	0.26	†	0.21
	Median estimated bias	0.19	0.26	0.22	0.20	0.30	0.11	0.60	0.25	0.26	†	0.20
	Percent significant bias	48.48	30.43	4.35	30.43	8.70	30.43	34.78	17.39	21.74	†	65.22
Q37B1	Number of credit hours, 1st class											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	8.70
Q37B2	Number of credit hours, 2nd class											
	Mean estimated bias	0.04	0.05	†	0.03	0.10	†	0.12	†	0.04	†	0.05
	Median estimated bias	0.03	0.03	†	0.03	0.06	†	0.09	†	0.04	†	0.04
	Percent significant bias	51.52	47.83	†	13.04	13.04	†	17.39	†	26.09	†	56.52
Q37B3	Number of credit hours, 3rd class											
	Mean estimated bias	0.07	0.09	†	0.05	0.14	†	0.17	0.09	0.06	†	0.09
	Median estimated bias	0.05	0.07	†	0.04	0.16	†	0.13	0.08	0.05	†	0.04
	Percent significant bias	57.58	47.83	†	17.39	8.70	†	17.39	47.83	26.09	†	60.87
Q37B4	Number of credit hours, 4th class											
	Mean estimated bias	0.13	0.19	0.17	0.10	0.20	0.09	0.28	0.17	0.13	†	0.12
	Median estimated bias	0.11	0.16	0.16	0.08	0.13	0.08	0.25	0.15	0.10	†	0.08
	Percent significant bias	60.61	52.17	13.04	26.09	13.04	34.78	26.09	17.39	26.09	†	60.87
Q37B5	Number of credit hours, 5th class											
	Mean estimated bias	0.21	0.30	0.24	0.23	0.39	0.13	0.58	0.27	0.28	†	0.21
	Median estimated bias	0.19	0.27	0.22	0.20	0.30	0.10	0.60	0.28	0.27	†	0.20
	Percent significant bias	51.52	43.48	4.35	30.43	13.04	30.43	34.78	21.74	21.74	†	65.22

See notes at end of table.



**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q37C1	Number of hours taught per week, 1st class											
	Mean estimated bias	†	†	†	0.02	†	†	†	†	†	†	0.03
	Median estimated bias	†	†	†	0.02	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	13.04	†	†	†	†	†	†	56.52
Q37C2	Number of hours taught per week, 2nd class											
	Mean estimated bias	0.03	0.04	†	0.03	0.10	†	0.11	†	0.04	†	0.06
	Median estimated bias	0.03	0.03	†	0.03	0.06	†	0.08	†	0.03	†	0.04
	Percent significant bias	45.45	43.48	†	13.04	13.04	†	17.39	†	26.09	†	43.48
Q37C3	Number of hours taught per week, 3rd class											
	Mean estimated bias	0.06	0.08	†	0.05	0.14	†	0.17	0.08	0.06	†	0.09
	Median estimated bias	0.05	0.05	†	0.04	0.16	†	0.13	0.07	0.04	†	0.06
	Percent significant bias	57.58	47.83	†	21.74	8.70	†	17.39	43.48	21.74	†	56.52
Q37C4	Number of hours taught per week, 4th class											
	Mean estimated bias	0.12	0.17	0.18	0.09	0.19	0.09	0.27	0.16	0.12	†	0.12
	Median estimated bias	0.10	0.14	0.17	0.09	0.13	0.08	0.22	0.13	0.10	†	0.06
	Percent significant bias	60.61	52.17	17.39	26.09	8.70	30.43	26.09	17.39	26.09	†	26.09
Q37C5	Number of hours taught per week, 5th class											
	Mean estimated bias	0.21	0.27	0.24	0.23	0.37	0.13	0.57	0.25	0.27	†	0.21
	Median estimated bias	0.19	0.25	0.22	0.19	0.30	0.10	0.60	0.26	0.25	†	0.20
	Percent significant bias	51.52	34.78	4.35	30.43	13.04	34.78	34.78	26.09	17.39	†	65.22
Q37D1	Number of students, 1st class											
	Mean estimated bias	†	†	†	0.03	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.02	†	†	†	†	†	†	0.02
	Percent significant bias	†	†	†	8.70	†	†	†	†	†	†	56.52
Q37D2	Number of students, 2nd class											
	Mean estimated bias	0.03	0.04	†	0.03	0.10	†	0.12	†	0.04	†	0.07
	Median estimated bias	0.03	0.02	†	0.03	0.06	†	0.09	†	0.03	†	0.03
	Percent significant bias	45.45	43.48	†	13.04	13.04	†	17.39	†	26.09	†	56.52
Q37D3	Number of students, 3rd class											
	Mean estimated bias	0.06	0.08	†	0.05	0.14	†	0.18	0.08	0.06	†	0.08
	Median estimated bias	0.05	0.04	†	0.05	0.16	†	0.15	0.06	0.05	†	0.05
	Percent significant bias	54.55	47.83	†	17.39	13.04	†	17.39	47.83	21.74	†	60.87

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q37D4	Number of students, 4th class											
	Mean estimated bias	0.12	0.17	0.17	0.10	0.20	0.09	0.28	0.16	0.12	†	0.12
	Median estimated bias	0.10	0.14	0.15	0.08	0.12	0.08	0.25	0.17	0.10	†	0.08
	Percent significant bias	60.61	52.17	13.04	21.74	13.04	30.43	26.09	17.39	26.09	†	60.87
Q37D5	Number of students, 5th class											
	Mean estimated bias	0.21	0.28	0.24	0.23	0.38	0.13	0.57	0.27	0.27	†	0.21
	Median estimated bias	0.19	0.26	0.22	0.20	0.31	0.10	0.60	0.26	0.26	†	0.20
	Percent significant bias	51.52	39.13	4.35	30.43	13.04	30.43	34.78	21.74	21.74	†	65.22
Q37E1	Primary level of students, 1st class											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	13.04
Q37E2	Primary level of students, 2nd class											
	Mean estimated bias	0.03	0.04	†	0.03	†	†	0.11	†	0.04	†	0.05
	Median estimated bias	0.02	0.02	†	0.02	†	†	0.08	†	0.03	†	0.02
	Percent significant bias	45.45	43.48	†	17.39	†	†	39.13	†	21.74	†	56.52
Q37E3	Primary level of students, 3rd class											
	Mean estimated bias	0.06	0.08	†	0.05	0.12	†	0.17	0.09	0.05	†	0.07
	Median estimated bias	0.04	0.05	†	0.03	0.15	†	0.13	0.08	0.04	†	0.06
	Percent significant bias	57.58	52.17	†	21.74	8.70	†	34.78	43.48	21.74	†	60.87
Q37E4	Primary level of students, 4th class											
	Mean estimated bias	0.12	0.17	0.16	0.10	0.18	0.09	0.27	0.17	0.11	†	0.11
	Median estimated bias	0.09	0.12	0.15	0.07	0.12	0.07	0.20	0.18	0.08	†	0.07
	Percent significant bias	63.64	43.48	8.70	26.09	13.04	34.78	39.13	13.04	26.09	†	60.87
Q37E5	Primary level of students, 5th class											
	Mean estimated bias	0.21	0.26	0.22	0.23	0.35	0.13	0.56	0.29	0.24	†	0.19
	Median estimated bias	0.19	0.26	0.14	0.21	0.30	0.10	0.60	0.26	0.24	†	0.12
	Percent significant bias	51.52	34.78	4.35	30.43	8.70	34.78	65.22	26.09	17.39	†	65.22
Q37F1	Teaching assistant, 1st class											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Percent significant bias	†	†	†	13.04	†	†	†	†	†	†	13.04

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—  
Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q37F2	Teaching assistant, 2nd class											
	Mean estimated bias	†	0.04	†	0.08	†	†	0.04	†	0.05	†	0.07
	Median estimated bias	†	0.02	†	0.07	†	†	0.04	†	0.03	†	0.06
	Percent significant bias	†	43.48	†	17.39	†	†	39.13	†	17.39	†	13.04
Q37F3	Teaching assistant, 3rd class											
	Mean estimated bias	0.06	0.08	†	0.05	0.13	†	0.17	0.09	0.06	†	0.08
	Median estimated bias	0.04	0.05	†	0.04	0.15	†	0.13	0.07	0.06	†	0.04
	Percent significant bias	54.55	47.83	†	17.39	8.70	†	34.78	30.43	26.09	†	60.87
Q37F4	Teaching assistant, 4th class											
	Mean estimated bias	0.11	0.17	0.17	0.09	0.19	0.09	0.27	0.16	0.12	†	0.12
	Median estimated bias	0.09	0.14	0.14	0.07	0.13	0.07	0.20	0.15	0.11	†	0.10
	Percent significant bias	57.58	52.17	13.04	17.39	13.04	34.78	39.13	17.39	21.74	†	60.87
Q37F5	Teaching assistant, 5th class											
	Mean estimated bias	0.20	0.26	0.20	0.23	0.37	0.13	0.56	0.26	0.26	†	0.19
	Median estimated bias	0.19	0.21	0.15	0.20	0.32	0.10	0.65	0.20	0.27	†	0.15
	Percent significant bias	51.52	34.78	8.70	30.43	13.04	30.43	65.22	8.70	21.74	†	65.22
Q38A	Undergrad class, multiple choice midterm/final exams											
	Mean estimated bias	†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
	Median estimated bias	†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
	Percent significant bias	†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38B	Undergrad class, essay midterm/final exams											
	Mean estimated bias	†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
	Median estimated bias	†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
	Percent significant bias	†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38C	Undergrad class, short answer midterm/final exams											
	Mean estimated bias	†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
	Median estimated bias	†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
	Percent significant bias	†	65.22	†	13.04	†	†	47.83	†	†	†	8.70

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—  
Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q38D	Undergrad class, term/research papers											
Mean estimated bias		†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
Median estimated bias		†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
Percent significant bias		†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38E	Undergrad class, multiple drafts of written work											
Mean estimated bias		†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
Median estimated bias		†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
Percent significant bias		†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38F	Undergrad class, oral presentations											
Mean estimated bias		†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
Median estimated bias		†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
Percent significant bias		†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38G	Undergrad class, group projects											
Mean estimated bias		†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
Median estimated bias		†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
Percent significant bias		†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38H	Undergrad class, student evaluations of each others' work											
Mean estimated bias		†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
Median estimated bias		†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
Percent significant bias		†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38I	Undergrad class, laboratory/shop/studio assignments											
Mean estimated bias		†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
Median estimated bias		†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
Percent significant bias		†	65.22	†	13.04	†	†	47.83	†	†	†	8.70
Q38J	Undergrad class, service learn/co-op interactions with business											
Mean estimated bias		†	0.04	†	0.07	†	†	0.04	†	†	†	0.10
Median estimated bias		†	0.03	†	0.07	†	†	0.02	†	†	†	0.08
Percent significant bias		†	65.22	†	13.04	†	†	47.83	†	†	†	8.70

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q39	Web site for any instructional duties											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.04	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q41	Hours per week, e-mailing students											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.05	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	8.70	†	†	†	†	†	†	†
Q46	Individual instruction, any											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q47A1	Individual instruction, number undergraduate students											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q47A2	Individual instruction, number graduate students											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q47A3	Individual instruction, number first-professional students											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q47B1	Individual instruction, hours with undergraduates											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.05	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	17.39

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit					
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other	
Q47B2	Individual instruction, hours with graduate students												
Mean estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†	17.39
Q47B3	Individual instruction, hours with first-professional students												
Mean estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†	†
Q48	Hours per week, thesis/dissertation committees												
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†	17.39
Q49	Hours per week, administrative committees												
Mean estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†	17.39
Q50	Hours per week, with advisees												
Mean estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†	17.39
Q51	Hours per week, office hours												
Mean estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†	17.39
Q52AA	Career articles, refereed journals												
Mean estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†	17.39

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—  
Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q52AB	Career articles, nonrefereed journals											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	17.39
Q52AC	Career book reviews, chapters, creative works											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	17.39
Q52AD	Career books, textbooks, reports											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	17.39
Q52AE	Career presentations											
	Mean estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q52AF	Career exhibitions, performances											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	†
Q52AG	Career patents, computer software											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	17.39
Q52BA	Recent articles, refereed journals											
	Mean estimated bias	†	†	†	0.02	†	†	†	†	†	†	0.03
	Median estimated bias	†	†	†	0.01	†	†	†	†	†	†	0.02
	Percent significant bias	†	†	†	8.70	†	†	†	†	†	†	56.52
Q52BB	Recent articles, nonrefereed journals											
	Mean estimated bias	†	†	†	0.02	†	†	†	†	†	†	0.03
	Median estimated bias	†	†	†	0.01	†	†	†	†	†	†	0.02
	Percent significant bias	†	†	†	8.70	†	†	†	†	†	†	56.52

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q52BC	Recent book reviews, chapters, creative works											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.03
Median estimated bias		†	†	†	0.01	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	56.52
Q52BD	Recent books, textbooks, reports											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.03
Median estimated bias		†	†	†	0.01	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	56.52
Q52BE	Recent presentations											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.01	†	†	†	†	†	†	†
Percent significant bias		†	†	†	8.70	†	†	†	†	†	†	†
Q52BF	Recent exhibitions, performances											
Mean estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.03
Median estimated bias		†	†	†	0.02	†	†	†	†	†	†	0.02
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	56.52
Q52BG	Recent patents, computer software											
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	17.39
Q53	Scholarly activity, any											
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†
Q55	Scholarly activity, any funded											
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	†
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	†
Q56	Scholarly activity, description											
Mean estimated bias		0.04	†	†	0.03	0.11	†	†	0.02	0.04	†	0.09
Median estimated bias		0.04	†	†	0.03	0.07	†	†	0.01	0.03	†	0.05
Percent significant bias		48.48	†	†	17.39	8.70	†	†	30.43	26.09	†	60.87

See notes at end of table.



**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—  
Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q61A	Satisfaction with authority to make decisions											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	13.04	†	†	†	†	†	†	17.39
Q61B	Satisfaction with technology-based activities											
	Mean estimated bias	†	†	†	0.08	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.05	†	†	†	†	†	†	0.04
	Percent significant bias	†	†	†	26.09	†	†	†	†	†	†	4.35
Q61C	Satisfaction with equipment/facilities											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.05	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	21.74	†	†	†	†	†	†	17.39
Q61D	Satisfaction with institutional support for teaching improvement											
	Mean estimated bias	†	†	†	0.07	†	†	0.03	†	0.04	†	0.05
	Median estimated bias	†	†	†	0.05	†	†	0.02	†	0.04	†	0.04
	Percent significant bias	†	†	†	17.39	†	†	34.78	†	13.04	†	4.35
Q62A	Satisfaction with workload											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	17.39
Q62B	Satisfaction with salary											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	13.04
Q62C	Satisfaction with benefits											
	Mean estimated bias	†	†	†	0.09	0.03	†	†	0.04	0.04	†	0.06
	Median estimated bias	†	†	†	0.06	0.02	†	†	0.03	0.03	†	0.04
	Percent significant bias	†	†	†	26.09	17.39	†	†	21.74	21.74	†	17.39
Q62D	Satisfaction with job overall											
	Mean estimated bias	†	†	†	0.07	†	†	†	†	†	†	0.04
	Median estimated bias	†	†	†	0.06	†	†	†	†	†	†	0.03
	Percent significant bias	†	†	†	17.39	†	†	†	†	†	†	17.39

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—  
Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q64	Retired from another position											
Mean estimated bias		†	†	†	0.08	†	†	†	†	†	†	0.04
Median estimated bias		†	†	†	0.04	†	†	†	†	†	†	0.04
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	13.04
Q65	Retire from all paid employment, planned age											
Mean estimated bias		0.04	0.05	0.11	0.07	0.12	0.04	0.18	0.08	0.06	0.08	0.14
Median estimated bias		0.03	0.03	0.10	0.05	0.10	0.04	0.14	0.05	0.05	0.07	0.08
Percent significant bias		18.18	34.78	17.39	4.35	8.70	17.39	21.74	13.04	13.04	21.74	17.39
Q66A	Amount of income from basic salary from institution											
Mean estimated bias		0.03	0.03	0.06	0.03	0.07	0.03	0.09	0.03	0.04	†	0.06
Median estimated bias		0.02	0.01	0.05	0.02	0.05	0.02	0.06	0.02	0.02	†	0.04
Percent significant bias		39.39	47.83	17.39	13.04	8.70	26.09	13.04	34.78	17.39	†	30.43
Q66B	Amount of income from other income from institution											
Mean estimated bias		0.02	†	†	0.03	0.06	†	0.08	†	0.04	†	0.06
Median estimated bias		0.02	†	†	0.02	0.05	†	0.06	†	0.02	†	0.04
Percent significant bias		42.42	†	†	13.04	8.70	†	13.04	†	4.35	†	26.09
Q66C	Amount of income from other academic institution											
Mean estimated bias		0.03	0.03	0.06	0.03	0.07	0.03	0.09	0.04	0.04	†	0.07
Median estimated bias		0.02	0.02	0.05	0.03	0.03	0.02	0.07	0.03	0.02	†	0.03
Percent significant bias		30.30	39.13	8.70	13.04	13.04	26.09	13.04	17.39	17.39	†	21.74
Q66D	Amount of income from consulting or freelance work											
Mean estimated bias		0.03	0.03	0.06	0.03	0.07	0.03	0.08	0.04	0.04	†	0.06
Median estimated bias		0.02	0.01	0.06	0.02	0.04	0.02	0.04	0.03	0.03	†	0.05
Percent significant bias		33.33	34.78	8.70	13.04	13.04	21.74	13.04	17.39	8.70	†	21.74
Q66E	Amount of income from other employment											
Mean estimated bias		0.03	0.03	0.06	0.03	0.07	0.03	0.08	0.04	0.04	†	0.06
Median estimated bias		0.02	0.01	0.05	0.02	0.04	0.02	0.06	0.03	0.03	†	0.04
Percent significant bias		30.30	34.78	4.35	13.04	8.70	21.74	13.04	17.39	13.04	†	21.74

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—  
Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit					
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other	
Q66F	Amount of income from other unspecified sources												
Mean estimated bias		0.03	0.02	0.06	0.03	0.07	0.03	0.07	0.04	0.04	†	0.06	
Median estimated bias		0.02	0.02	0.05	0.02	0.05	0.02	0.06	0.03	0.03	†	0.04	
Percent significant bias		48.48	47.83	13.04	8.70	8.70	21.74	13.04	34.78	4.35	†	26.09	
Q67	Type of contract, length of unit												
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	0.04	
Median estimated bias		†	†	†	0.06	†	†	†	†	†	†	0.03	
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	4.35	
Q68	Income paid per course/credit unit or term												
Mean estimated bias		0.11	0.15	0.14	0.15	0.35	0.09	0.24	0.18	0.11	†	0.15	
Median estimated bias		0.07	0.12	0.09	0.07	0.37	0.03	0.20	0.12	0.07	†	0.07	
Percent significant bias		39.39	43.48	17.39	17.39	8.70	30.43	39.13	43.48	17.39	†	26.09	
Q69	Amount of income paid per course/credit unit or term												
Mean estimated bias		0.13	0.20	0.17	0.17	0.37	0.11	0.28	0.28	0.13	†	0.18	
Median estimated bias		0.08	0.14	0.14	0.07	0.39	0.05	0.28	0.18	0.08	†	0.10	
Percent significant bias		42.42	52.17	13.04	26.09	100.00	39.13	30.43	47.83	17.39	†	21.74	
Q70B	Amount of total household income (range)												
Mean estimated bias		0.02	†	†	0.03	0.08	†	0.08	0.03	0.03	†	0.06	
Median estimated bias		0.02	†	†	0.03	0.07	†	0.07	0.03	0.02	†	0.04	
Percent significant bias		42.42	†	†	13.04	17.39	†	26.09	17.39	13.04	†	21.74	
Q82A	Opinion: teaching is rewarded												
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	0.04	
Median estimated bias		†	†	†	0.05	†	†	†	†	†	†	0.03	
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	13.04	
Q82B	Opinion: part-time faculty treated fairly												
Mean estimated bias		†	†	†	0.08	†	†	0.03	†	†	†	0.05	
Median estimated bias		†	†	†	0.05	†	†	0.03	†	†	†	0.03	
Percent significant bias		†	†	†	13.04	†	†	39.13	†	†	†	13.04	

See notes at end of table.

**Table I-4. Summary of faculty item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
Q82C	Opinion: female faculty treated fairly											
Mean estimated bias		†	†	†	0.08	†	†	†	†	†	†	0.05
Median estimated bias		†	†	†	0.05	†	†	†	†	†	†	0.04
Percent significant bias		†	†	†	13.04	†	†	†	†	†	†	13.04
Q82D	Opinion: racial minorities treated fairly											
Mean estimated bias		†	†	†	0.08	†	0.06	0.02	†	0.04	†	0.06
Median estimated bias		†	†	†	0.07	†	0.07	0.02	†	0.04	†	0.05
Percent significant bias		†	†	†	17.39	†	4.35	34.78	†	17.39	†	17.39
Q83	Opinion about choosing an academic career again											
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	0.03
Median estimated bias		†	†	†	0.05	†	†	†	†	†	†	0.03
Percent significant bias		†	†	†	17.39	†	†	†	†	†	†	8.70

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

Similarly, an institution was defined to be an item respondent for an analytic variable if the given institution had data for that variable, observed or deduced via logical imputation. Table I-5 provides a summary of response rates for all institution items, overall and by institution type. For variables with a response rate less than 85 percent—overall or within an institution type—a nonresponse bias analysis was conducted, results of which are summarized in table I-6. Analogous to the faculty item nonresponse bias analysis, for these items the nonresponse bias was estimated for variables known for both respondents and nonrespondents and tested (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level.

Two of the 90 items had an overall response rate of less than 85 percent. Item 7E2 of the institution questionnaire was asked only if the institution reported having offered early or phased retirement to any tenured full-time faculty or instructional staff (item 7E). Apparently, the number of full-time faculty and instructional staff who took early or phased retirement in the previous 5 years was difficult for some institutions to quantify. Asking about a single academic year may yield a lower rate of nonresponse.

Item 15BG was asked if the institution reported having a cafeteria-style plan benefit for all or some part-time faculty and instructional staff (item 15AG). Only a small percentage of schools offer this benefit to part-time staff, and a relatively high percentage of schools were not sure whether this benefit was offered. Hence the high nonresponse on this nested question asking whether the benefit was subsidized is due almost entirely to the nonresponse on the gate question, coupled with the small number of schools to which the nested item applied.

**Table I-5. Institution item response rates for items with <85 percent response rate for any institution type before weight adjustment, overall and by institution type: 2004**

Variable	All institutions	Public					Private not-for-profit				
		Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
I2A	96.7	96.0	94.6	67.3	99.3	100.0	94.7	97.5	91.8	100.0	100.0
I2B	97.2	96.0	94.6	67.3	99.3	100.0	94.7	97.5	95.3	100.0	100.0
I2C	96.8	96.0	94.6	67.3	99.4	100.0	94.7	97.5	92.1	100.0	100.0
I2D	97.3	96.5	94.6	67.3	99.3	100.0	94.7	97.5	95.3	100.0	100.0
I2E	97.2	96.0	94.6	67.3	99.3	100.0	94.7	97.5	95.3	100.0	100.0
I2F	97.2	96.0	94.6	67.3	99.3	100.0	94.7	97.5	95.3	100.0	100.0
I4	91.5	95.0	88.1	59.6	90.1	100.0	89.1	96.2	88.0	100.0	100.0
I5	91.6	94.3	88.1	66.8	90.0	100.0	91.2	95.5	90.6	100.0	100.0
I7A	96.3	97.6	94.8	70.6	95.9	100.0	98.4	98.4	95.9	100.0	100.0
I7B	96.3	97.6	94.8	70.6	95.9	100.0	98.4	98.4	95.9	100.0	100.0
I7C	96.3	97.6	94.8	70.6	95.9	100.0	98.4	98.4	95.9	100.0	100.0
I7D	96.1	97.6	94.8	70.6	95.9	100.0	98.4	98.4	94.7	100.0	100.0
I7E	96.3	97.6	94.8	70.6	95.9	100.0	98.4	98.4	95.9	100.0	100.0
I7E2	84.5	79.1	76.1	37.5	81.6	82.3	90.0	90.2	92.6	100.0	100.0
I9	91.8	82.5	86.0	58.9	94.2	92.3	88.5	97.6	95.1	100.0	90.5
I15BA	96.7	97.0	100.0	80.1	93.1	100.0	97.7	98.9	97.4	100.0	100.0
I15BB	96.4	96.7	100.0	78.6	90.7	100.0	97.5	98.9	99.0	100.0	100.0
I15BE	93.5	96.4	96.4	70.1	91.1	100.0	94.0	100.0	96.1	100.0	100.0
I15BF	95.8	98.6	100.0	78.3	90.8	100.0	96.5	100.0	100.0	100.0	100.0
I15BG	83.2	81.4	97.5	51.7	69.3	100.0	88.1	96.7	78.8	100.0	88.0
I19A	90.8	86.3	81.3	76.9	96.1	100.0	89.0	92.4	94.9	100.0	81.7
I19B	90.8	86.3	81.3	76.9	96.1	100.0	89.0	92.4	94.9	100.0	81.7
I19C	91.3	86.3	82.0	76.9	96.7	100.0	89.9	93.9	95.2	100.0	81.7
I19D	91.1	86.3	82.0	76.9	96.3	100.0	89.9	93.3	95.2	100.0	81.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table I-6. Summary of institution item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004**

Variable	Variable label	All faculty	Public					Private not-for-profit					
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other	
I2A	Full-time numbers: faculty, fall 2002												
Mean estimated bias		†	†	†	0.04	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.03	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	12.50	†	†	†	†	†	†	†	†
I2B	Full-time numbers: changed from part to full time, 2002–03												
Mean estimated bias		†	†	†	0.04	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.03	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	12.50	†	†	†	†	†	†	†	†
I2C	Full-time numbers: hired, 2002–03												
Mean estimated bias		†	†	†	0.04	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.03	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	12.50	†	†	†	†	†	†	†	†
I2D	Full-time numbers: retired, 2002–03												
Mean estimated bias		†	†	†	0.04	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.03	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	12.50	†	†	†	†	†	†	†	†
I2E	Full-time numbers: left for other reasons, 2002–03												
Mean estimated bias		†	†	†	0.04	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.03	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	12.50	†	†	†	†	†	†	†	†
I2F	Full-time numbers: changed from full to part time, 2002–03												
Mean estimated bias		†	†	†	0.04	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.03	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	12.50	†	†	†	†	†	†	†	†
I4	Full-time tenure: number considered for tenure, 2002–03												
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.07	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	6.25	†	†	†	†	†	†	†	†
I5	Full-time tenure: number granted tenure, 2002–03												
Mean estimated bias		†	†	†	0.07	†	†	†	†	†	†	†	†
Median estimated bias		†	†	†	0.07	†	†	†	†	†	†	†	†
Percent significant bias		†	†	†	6.25	†	†	†	†	†	†	†	†

See notes at end of table.

**Table I-6. Summary of institution item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit				
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other
I7A	Full-time tenure: changed tenure policy											
Mean estimated bias		†	†	†	0.01	†	†	†	†	†	†	†
Median estimated bias		†	†	†	#	†	†	†	†	†	†	†
Percent significant bias		†	†	†	25.00	†	†	†	†	†	†	†
I7B	Full-time tenure: more stringent tenure standards											
Mean estimated bias		†	†	†	0.01	†	†	†	†	†	†	†
Median estimated bias		†	†	†	#	†	†	†	†	†	†	†
Percent significant bias		†	†	†	25.00	†	†	†	†	†	†	†
I7C	Full-time tenure: downsized tenured faculty											
Mean estimated bias		†	†	†	0.01	†	†	†	†	†	†	†
Median estimated bias		†	†	†	#	†	†	†	†	†	†	†
Percent significant bias		†	†	†	25.00	†	†	†	†	†	†	†
I7D	Full-time tenure: replaced tenured with fixed term											
Mean estimated bias		†	†	†	0.01	†	†	†	†	†	†	†
Median estimated bias		†	†	†	#	†	†	†	†	†	†	†
Percent significant bias		†	†	†	25.00	†	†	†	†	†	†	†
I7E	Full-time tenure: offered early retirement											
Mean estimated bias		†	†	†	0.01	†	†	†	†	†	†	†
Median estimated bias		†	†	†	#	†	†	†	†	†	†	†
Percent significant bias		†	†	†	25.00	†	†	†	†	†	†	†
I7E2	Full-time tenure: number early retirees, last 5 years											
Mean estimated bias		0.13	0.09	0.01	0.17	0.50	0.14	†	†	†	†	†
Median estimated bias		0.10	0.07	#	0.22	0.42	0.07	†	†	†	†	†
Percent significant bias		7.69	6.25	#	6.25	12.50	12.50	†	†	†	†	†
I9	Full-time faculty: positions sought to fill, fall 2003											
Mean estimated bias		†	0.08	†	†	†	†	†	†	†	†	†
Median estimated bias		†	0.05	†	†	†	†	†	†	†	†	†
Percent significant bias		†	6.25	†	†	†	†	†	†	†	†	†
I15BA	Part-time benefit: medical insurance subsidized											
Mean estimated bias		†	†	†	#	†	†	†	†	†	†	†
Median estimated bias		†	†	†	#	†	†	†	†	†	†	†
Percent significant bias		†	†	†	#	†	†	†	†	†	†	†

See notes at end of table.



**Table I-6. Summary of institution item nonresponse bias analysis before weight adjustments, overall and by institution type: 2004—Continued**

Variable	Variable label	All faculty	Public					Private not-for-profit					
			Doctor's	Master's	Bachelor's	Associate's	Other	Doctor's	Master's	Bachelor's	Associate's	Other	
I15BB	Part-time benefit: dental insurance subsidized												
	Mean estimated bias	†	†	†	#	†	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	#	†	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	#	†	†	†	†	†	†	†	†
I15BE	Part-time benefit: child care subsidized												
	Mean estimated bias	†	†	†	0.02	†	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	#	†	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	56.25	†	†	†	†	†	†	†	†
I15BF	Part-time benefit: retiree medical insurance subsidized												
	Mean estimated bias	†	†	†	#	†	†	†	†	†	†	†	†
	Median estimated bias	†	†	†	#	†	†	†	†	†	†	†	†
	Percent significant bias	†	†	†	#	†	†	†	†	†	†	†	†
I15BG	Part-time benefit: cafeteria-style plan subsidized												
	Mean estimated bias	0.11	0.09	†	0.08	0.35	†	†	†	0.11	†	†	†
	Median estimated bias	0.08	0.04	†	#	#	†	†	†	#	†	†	†
	Percent significant bias	#	18.75	†	25.00	#	†	†	†	18.75	†	†	†
I19A	Undergraduate instruction: percent full-time faculty												
	Mean estimated bias	†	†	0.05	0.06	†	†	†	†	†	†	†	0.02
	Median estimated bias	†	†	#	0.03	†	†	†	†	†	†	†	#
	Percent significant bias	†	†	12.50	12.50	†	†	†	†	†	†	†	#
I19B	Undergraduate instruction: percent part-time faculty												
	Mean estimated bias	†	†	0.05	0.06	†	†	†	†	†	†	†	0.02
	Median estimated bias	†	†	#	0.03	†	†	†	†	†	†	†	#
	Percent significant bias	†	†	12.50	12.50	†	†	†	†	†	†	†	#
I19C	Undergraduate instruction: percent teaching assistants												
	Mean estimated bias	†	†	0.05	0.07	†	†	†	†	†	†	†	0.02
	Median estimated bias	†	†	#	0.03	†	†	†	†	†	†	†	#
	Percent significant bias	†	†	12.50	12.50	†	†	†	†	†	†	†	#
I19D	Undergraduate instruction: percent other												
	Mean estimated bias	†	†	0.05	0.07	†	†	†	†	†	†	†	0.02
	Median estimated bias	†	†	#	0.03	†	†	†	†	†	†	†	#
	Percent significant bias	†	†	12.50	12.50	†	†	†	†	†	†	†	#

† Not applicable.

# Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

### I.4 Bias Reduction due to Imputation

Bias resulting from missing data can occur at the unit level due to differential nonresponse or undercoverage, while bias at the item level is often due to unanswered questions or inconsistent responses that are typically set to missing once they fail edit checks. Section I.2 described measures taken to reduce bias due to unit nonresponse, while this section evaluates how well the imputation succeeded in reducing bias for items with a weighted response rate of less than 85 percent (using weights prior to nonresponse adjustment) by estimating bias before and after imputation. For continuous variables, the estimated bias was calculated as the mean before imputation minus the mean after imputation. For categorical variables, the estimated bias was computed for each category as the percentage of faculty members in that category before imputation minus the corresponding percentage after imputation. The estimated bias was then tested (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level. A categorical variable was considered significantly biased if the bias for any of its categories was significant. The results for faculty items are shown in table I-7 for continuous variables and table I-8 for categorical variables.

**Table I-7. Faculty item nonresponse bias analysis for continuous variables, before and after imputation: 2004**

Item	Mean		Bias		Significant
	Before imputation	After imputation	Estimated	Relative	
Q37A2	13.68	13.65	0.03	0.002	N
Q37A3	13.80	13.73	0.07	0.005	Y
Q37A4	13.73	13.64	0.10	0.007	Y
Q37A5	13.68	13.52	0.16	0.012	Y
Q37B2	3.05	3.06	0.00	-0.001	N
Q37B3	2.95	2.94	0.01	0.002	N
Q37B4	2.81	2.80	0.01	0.003	N
Q37B5	2.70	2.69	0.01	0.004	N
Q37C2	3.94	3.95	-0.01	-0.003	N
Q37C3	3.85	3.88	-0.03	-0.008	N
Q37C4	3.85	3.83	0.02	0.005	N
Q37C5	3.95	3.99	-0.04	-0.010	N
Q37D2	25.36	25.42	-0.06	-0.002	N
Q37D3	23.37	23.32	0.05	0.002	N
Q37D4	22.65	22.82	-0.17	-0.008	N
Q37D5	21.40	21.75	-0.36	-0.016	N
Q65	66.13	66.36	-0.23	-0.004	Y
Q66A	43,383.00	42,799.04	583.90	0.014	Y
Q66B	3,210.20	3,220.17	-9.93	-0.003	N
Q66C	2,631.30	2,819.71	-188.39	-0.067	Y
Q66D	2,602.80	2,509.66	93.17	0.037	Y
Q66E	11,247.00	10,760.89	486.00	0.045	Y
Q66F	6,480.60	6,499.25	-18.68	-0.003	N
Q69	1,921.30	1,978.28	-56.95	-0.029	N

NOTE: None of the items with less than 85 percent response rate were included in the abbreviated questionnaire, which consisted of items 1-28 and 71-81.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table I-8. Faculty item nonresponse bias analysis for categorical variables, before and after imputation: 2004**

Item	Response Category <sup>1</sup>	Percent distribution		Bias		Significant
		Before	After	Estimated	Relative	
Q37E2	1	82.09	81.60	0.49	0.01	Y
Q37E2	2	14.21	14.29	-0.08	-0.01	N
Q37E2	3	3.70	4.11	-0.41	-0.10	Y
Q37E3	1	84.51	84.38	0.13	0.00	N
Q37E3	2	12.58	12.42	0.16	0.01	N
Q37E3	3	2.91	3.20	-0.29	-0.09	Y
Q37E4	1	88.25	87.78	0.47	0.01	N
Q37E4	2	9.27	9.33	-0.06	-0.01	N
Q37E4	3	2.48	2.89	-0.41	-0.14	Y
Q37E5	1	91.09	90.09	1.00	0.01	Y
Q37E5	2	6.30	6.59	-0.29	-0.04	N
Q37E5	3	2.61	3.32	-0.71	-0.21	Y
Q37F3	0	91.17	90.83	0.33	0.00	Y
Q37F3	1	8.83	9.17	-0.33	-0.04	Y
Q37F4	0	92.03	91.94	0.08	0.00	N
Q37F4	1	7.97	8.06	-0.08	-0.01	N
Q37F5	0	92.60	91.98	0.62	0.01	Y
Q37F5	1	7.40	8.02	-0.62	-0.08	Y
Q56	1	42.74	42.78	-0.03	0.00	N
Q56	2	21.82	21.50	0.32	0.01	N
Q56	3	10.76	10.64	0.13	0.01	N
Q56	4	15.42	15.56	-0.15	-0.01	N
Q56	5	9.26	9.52	-0.26	-0.03	N
Q68	1	37.81	36.87	0.95	0.03	Y
Q68	2	33.54	33.17	0.38	0.01	N
Q68	3	8.92	9.36	-0.44	-0.05	Y
Q68	4	19.73	20.61	-0.89	-0.04	Y
Q70B	1	3.01	2.71	0.30	0.11	Y
Q70B	2	11.87	11.21	0.66	0.06	Y
Q70B	3	22.09	21.54	0.55	0.03	Y
Q70B	4	20.24	20.61	-0.37	-0.02	N
Q70B	5	24.91	25.66	-0.75	-0.03	Y
Q70B	6	9.55	9.91	-0.36	-0.04	Y
Q70B	7	6.24	6.22	0.02	0.00	N
Q70B	8	2.10	2.14	-0.04	-0.02	N

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

The above analyses were repeated for institution items as well, the analogous results of which are summarize in tables I-9 and I-10. Again, for continuous variables, the estimated bias was calculated as the mean before imputation minus the mean after imputation, while for categorical variables, the estimated bias was computed for each category as the percentage of institutions in that category before imputation minus the corresponding percentage after

## Appendix I. Nonresponse Bias Analysis

imputation. The estimated bias was then tested (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level.

**Table I-9. Institution item nonresponse bias analysis for continuous variables, before and after imputation: 2004**

Variable	Mean		Bias		Significant
	Before Imputation	After Imputation	Estimated	Relative	
Q37A2	13.68	13.65	0.03	0.00	N
Q37A3	13.80	13.73	0.07	0.01	Y
Q37A4	13.73	13.64	0.10	0.01	Y
Q37A5	13.68	13.52	0.16	0.01	Y
Q37B2	3.05	3.06	0.00	0.00	N
Q37B3	2.95	2.94	0.01	0.00	N
Q37B4	2.81	2.80	0.01	0.00	N
Q37B5	2.70	2.69	0.01	0.00	N
Q37C2	3.94	3.95	-0.01	0.00	N
Q37C3	3.85	3.88	-0.03	-0.01	N
Q37C4	3.85	3.83	0.02	0.01	N
Q37C5	3.95	3.99	-0.04	-0.01	N
Q37D2	25.36	25.42	-0.06	0.00	N
Q37D3	23.37	23.32	0.05	0.00	N
Q37D4	22.65	22.82	-0.17	-0.01	N
Q37D5	21.40	21.75	-0.36	-0.02	N
Q65	66.13	66.36	-0.23	0.00	Y
Q66A	43383.00	42799.04	583.90	0.01	Y
Q66B	3210.20	3220.17	-9.93	0.00	N
Q66C	2631.30	2819.71	-188.39	-0.07	Y
Q66D	2602.80	2509.66	93.17	0.04	Y
Q66E	11247.00	10760.89	486.00	0.05	Y
Q66F	6480.60	6499.25	-18.68	0.00	N
Q69	1921.30	1978.28	-56.95	-0.03	N

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table I-10. Institution item nonresponse bias analysis for categorical variables, before and after imputation: 2004**

Variable	Category	Percent distribution		Bias		Significant
		Before Imputation	After Imputation	Estimated	Relative	
Q15	1	70.23	68.96	1.27	0.02	Y
Q15	2	10.17	11.67	-1.50	-0.13	Y
Q15	3	19.60	19.37	0.23	0.01	N
Q37E2	1	82.09	81.60	0.49	0.01	Y
Q37E2	2	14.21	14.29	-0.08	-0.01	N
Q37E2	3	3.70	4.11	-0.41	-0.10	Y
Q37E3	1	84.51	84.38	0.13	0.00	N
Q37E3	2	12.58	12.42	0.16	0.01	N
Q37E3	3	2.91	3.20	-0.29	-0.09	Y
Q37E4	1	88.25	87.78	0.47	0.01	N
Q37E4	2	9.27	9.33	-0.06	-0.01	N
Q37E4	3	2.48	2.89	-0.41	-0.14	Y
Q37E5	1	91.09	90.09	1.00	0.01	Y
Q37E5	2	6.30	6.59	-0.29	-0.04	N
Q37E5	3	2.61	3.32	-0.71	-0.21	Y
Q37F2	0	88.48	88.04	0.44	0.01	Y
Q37F2	1	11.52	11.96	-0.44	-0.04	Y
Q37F3	0	91.17	90.83	0.33	0.00	Y
Q37F3	1	8.83	9.17	-0.33	-0.04	Y
Q37F4	0	92.03	91.94	0.08	0.00	N
Q37F4	1	7.97	8.06	-0.08	-0.01	N
Q37F5	0	92.60	91.98	0.62	0.01	Y
Q37F5	1	7.40	8.02	-0.62	-0.08	Y
Q56	1	42.74	42.78	-0.03	0.00	N
Q56	2	21.82	21.50	0.32	0.01	N
Q56	3	10.76	10.64	0.13	0.01	N
Q56	4	15.42	15.56	-0.15	-0.01	N
Q56	5	9.26	9.52	-0.26	-0.03	N
Q68	1	37.81	36.87	0.95	0.03	Y
Q68	2	33.54	33.17	0.38	0.01	N
Q68	3	8.92	9.36	-0.44	-0.05	Y
Q68	4	19.73	20.61	-0.89	-0.04	Y
Q70B	1	3.01	2.71	0.30	0.11	Y
Q70B	2	11.87	11.21	0.66	0.06	Y
Q70B	3	22.09	21.54	0.55	0.03	Y
Q70B	4	20.24	20.61	-0.37	-0.02	N
Q70B	5	24.91	25.66	-0.75	-0.03	Y
Q70B	6	9.55	9.91	-0.36	-0.04	Y
Q70B	7	6.24	6.22	0.02	0.00	N
Q70B	8	2.10	2.14	-0.04	-0.02	N
Q82D	1	58.09	57.76	0.33	0.01	N
Q82D	2	33.87	34.09	-0.22	-0.01	N
Q82D	3	6.06	6.16	-0.11	-0.02	N
Q82D	4	1.99	1.99	0.00	0.00	N

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

## **I.5 Temporal Analysis**

Additionally, potential bias due to nonresponse was assessed by comparing the data obtained from those who responded earlier in the field period against late respondents. Specifically, the pattern of mean response in reference to the date surveys were secured was modeled for various faculty subdomains for each of the following institution sectors:

- two-year institutions;
- four-year doctoral institutions; and
- four-year non-doctoral institutions.

Moreover, these response patterns were modeled at the overall level regardless of institution sector as well.

For this purpose, the length of the field period was divided into the following mutually exclusive and exhaustive nine milestones:

- before the early response incentive period ended—day 1 to day 28;
- day 29 to day 60;
- day 61 to day 90;
- day 91 to day 120;
- day 121 to day 150;
- day 151 to day 180;
- day 181 to day 210;
- day 211 to day 240; and
- beyond day 240—when the abbreviated questionnaire was administered after September 14, 2004.

Subsequently, the pattern of mean response was modeled for subdomains of faculty and instructional staff by institution sector and overall including:

- percentage of full-time faculty whose principal activity is teaching;
- percentage of full-time faculty whose highest degree is a Ph.D.;
- percentage of part-time faculty whose highest degree is a Ph.D.;
- mean age of full-time faculty;
- percentage of faculty responding via computer assisted telephone interview (CATI);
- percentage of faculty responding via the Web;
- percentage of male faculty; and
- percentage of female faculty.

The mean response rates remain monotonous across time in virtually all cases. In particular, these rates display few or no fluctuations between the early and late field periods.

Table I-11 displays the faculty response over time based on institution type and classification; table I-12 displays responses based on mean age and income.

Since no significant differences were found at the nominal 5 percent level, this suggests that no discernible bias has been introduced by securing survey responses late in the field period. The only differences that were significant were those comparing percentages of faculty responding via CATI or the Web at the beginning to those at the last period of data collection. Figures I-1 and I-2 provide a visual summary of the results for CATI and Web responses; on each graph the plotted lines reflect the cumulative mean response rates (unweighted) for the specific subdomain of faculty members, overall and by institution sector. However, such differences are intuitive, as during the first part of the field period (day 1 to 28) faculty members were offered incentives to complete the survey via the Web and no outbound calls were made to secure responses by CATI.

**Table I-11. Cumulative faculty response rates by faculty and institution characteristics, by date: 2004**

Faculty/institution type	Response time in days								
	<=28	<=60	<=90	<=120	<=150	<=180	<=210	<=240	SEP14+
Full-time faculty whose principal activity is teaching									
2-year	82.1	84.8	82.2	83.9	87.5	93.8	92.3	100.0	88.6
Doctoral	51.8	53.1	50.3	47.9	48.4	39.7	47.6	22.2	52.1
Nondoctoral	80.0	78.3	78.4	83.5	70.4	61.1	100.0	100.0	82.9
Overall	63.5	65.4	62.6	62.2	61.1	53.3	71.4	63.2	67.1
Full-time faculty whose highest degree is a Ph.D.									
2-year	53.9	44.2	34.5	28.2	26.5	12.9	24.5	20.0	34.9
Doctoral	83.1	76.3	70.1	67.8	61.5	52.7	53.8	52.9	68.0
Nondoctoral	74.5	60.9	55.0	55.2	45.4	32.7	34.8	60.0	57.7
Overall	74.8	63.4	56.0	52.8	45.5	31.8	36.5	40.4	55.6
Part-time faculty whose highest degree is a Ph.D.									
2-year	46.1	55.8	65.5	71.8	73.5	87.1	75.5	80.0	65.1
Doctoral	16.9	23.7	29.9	32.2	38.5	47.3	46.2	47.1	32.0
Nondoctoral	25.5	39.1	45.0	44.8	54.6	67.3	65.2	40.0	42.3
Overall	25.2	36.6	44.0	47.2	54.5	68.2	63.5	59.6	44.4
Full-time faculty who teach undergraduates									
2-year	97.4	97.0	95.3	99.1	98.2	100.0	100.0	100.0	96.4
Doctoral	67.7	67.0	65.7	64.9	60.6	62.1	71.4	55.6	74.7
Nondoctoral	93.9	93.2	95.3	93.7	92.6	88.9	100.0	100.0	85.8
Overall	78.8	79.2	78.0	77.3	75.1	73.9	85.7	78.9	81.7
Full-time faculty whose highest degree is a Ph.D.									
2-year	18.6	18.3	14.2	14.3	16.1	12.5	15.4	25.0	17.5
Doctoral	71.2	67.6	65.3	65.1	62.6	70.7	57.1	33.3	65.6
Nondoctoral	64.7	61.7	58.2	62.7	55.6	61.1	87.5	83.3	57.1
Overall	61.6	56.5	54.3	56.1	51.3	58.7	50.0	47.4	54.4
Part-time faculty whose highest degree is a Ph.D.									
2-year	9.8	8.4	6.2	9.8	11.0	13.0	10.0	18.8	9.7
Doctoral	30.0	31.5	27.4	28.0	21.6	15.4	27.8	25.0	35.1
Nondoctoral	21.5	19.9	20.7	22.7	24.6	16.2	26.7	75.0	25.6
Overall	20.1	18.4	16.4	18.3	17.0	14.2	17.8	28.6	21.8

See notes at end of table.

## Appendix I. Nonresponse Bias Analysis

**Table I-11. Cumulative faculty response rates by faculty and institution characteristics, by date: 2004—Continued**

Faculty/institution type	Response time in days								
	<=28	<=60	<=90	<=120	<=150	<=180	<=210	<=240	SEP14+
Full-time faculty who are tenured									
2-year	44.1	52.4	46.2	53.6	42.9	62.5	46.2	75.0	53.0
Doctoral	45.6	51.8	45.3	45.0	45.8	51.7	52.4	22.2	52.1
Nondoctoral	42.5	46.4	43.7	42.4	27.8	38.9	75.0	66.7	47.1
Overall	44.6	50.6	45.1	45.8	41.5	51.1	54.8	47.4	50.9
Full-time faculty who are Hispanic									
2-year	9.6	12.2	15.4	10.7	14.3	12.5	7.7	9.6	12.2
Doctoral	5.1	4.6	4.6	7.6	5.8	6.9	0.0	5.1	4.6
Nondoctoral	4.1	4.8	7.0	6.3	3.7	0.0	0.0	4.1	4.8
Overall	5.5	6.2	7.2	7.8	7.2	6.5	2.4	5.5	6.2
Part-time faculty who are Hispanic									
2-year	10.8	12.4	12.8	11.2	5.2	9.3	10.0	10.8	12.4
Doctoral	6.0	7.6	8.3	8.8	8.2	3.8	5.6	6.0	7.6
Nondoctoral	4.8	5.4	1.7	3.9	7.7	2.7	6.7	4.8	5.4
Overall	7.5	9.1	8.7	8.9	6.6	6.6	8.2	7.5	9.1
Full-time faculty who are Asian									
2-year	5.7	4.9	6.5	3.6	10.7	6.3	7.7	25.0	4.2
Doctoral	8.0	7.5	8.5	9.6	9.0	10.3	14.3	0.0	11.2
Nondoctoral	5.6	4.3	4.7	6.3	7.4	0.0	12.5	0.0	5.0
Overall	7.0	6.3	7.3	7.8	9.1	7.6	11.9	5.3	8.2
Part-time faculty who are Asian									
2-year	3.4	5.2	5.9	5.6	7.7	3.7	2.5	12.5	3.9
Doctoral	5.1	5.4	3.9	7.3	6.2	0.0	0.0	0.0	7.4
Nondoctoral	3.6	2.3	5.7	3.9	6.2	2.7	0.0	0.0	5.1
Overall	4.1	4.5	5.2	5.8	6.9	2.5	1.4	7.1	5.3
Full-time faculty who are Black									
2-year	12.9	19.0	23.7	18.8	19.6	25.0	7.7	25.0	17.5
Doctoral	3.7	6.0	7.8	6.1	6.5	3.4	4.8	0.0	8.4
Nondoctoral	4.3	9.4	11.3	8.2	5.6	16.7	25.0	0.0	6.7
Overall	5.3	9.4	11.5	8.7	9.1	9.8	9.5	5.3	9.6
Part-time faculty who are Black									
2-year	15.9	22.2	16.8	18.6	22.6	25.9	27.5	31.3	24.6
Doctoral	3.4	7.6	5.2	7.3	4.1	3.8	16.7	12.5	10.0
Nondoctoral	6.3	10.6	8.6	3.9	10.8	18.9	13.3	0.0	8.5
Overall	9.0	14.7	11.2	11.9	14.5	18.8	21.9	21.4	15.9
Full-time faculty holding a position outside of a postsecondary institution									
2-year	18.6	15.7	18.9	27.7	14.3	6.3	7.7	0.0	25.9
Doctoral	7.5	8.2	9.3	7.1	9.7	15.5	4.8	11.1	9.6
Nondoctoral	12.2	13.9	15.5	13.9	9.3	33.3	25.0	0.0	14.6
Overall	10.4	11.1	12.5	12.1	10.6	17.4	9.5	5.3	13.9
Faculty responding via CATI									
2-year	4.6	60.1	56.0	42.2	24.2	28.2	38.5	47.1	28.9
Doctoral	6.1	65.0	56.6	44.1	44.5	50.9	47.8	60.0	38.0
Nondoctoral	6.2	63.4	56.4	43.8	38.3	40.5	48.7	66.0	34.3
Overall	10.1	67.4	56.7	46.1	51.7	46.8	56.6	85.0	39.2

See notes at end of table.



**Table I-11. Cumulative faculty response rates by faculty and institution characteristics, by date: 2004—Continued**

Faculty/institution type	Response time in days								
	<=28	<=60	<=90	<=120	<=150	<=180	<=210	<=240	SEP14+
Faculty responding via web									
2-year	89.9	32.6	43.3	53.9	48.3	53.2	43.4	15.0	60.8
Doctoral	95.4	39.9	44.0	57.8	75.8	71.8	61.5	52.9	71.1
Nondoctoral	93.9	35.0	43.4	55.9	55.5	49.1	52.2	40.0	62.0
Overall	93.8	36.6	43.6	56.2	61.7	59.5	51.3	34.0	65.7
Male faculty									
2-year	50.8	50.4	50.0	47.6	48.3	49.2	47.2	60.0	41.9
Doctoral	59.3	63.5	57.9	56.7	60.7	57.3	35.9	52.9	59.1
Nondoctoral	54.4	55.8	51.2	53.1	53.8	52.7	43.5	40.0	55.5
Overall	56.3	57.9	53.9	53.1	54.8	52.9	42.6	53.2	53.1
Female faculty									
2-year	49.2	49.6	50.0	52.4	51.7	50.8	52.8	40.0	58.1
Doctoral	40.7	36.5	42.1	43.3	39.3	42.7	64.1	47.1	40.9
Nondoctoral	45.6	44.2	48.8	46.9	46.2	47.3	56.5	60.0	44.5
Overall	43.7	42.1	46.1	46.9	45.2	47.1	57.4	46.8	46.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

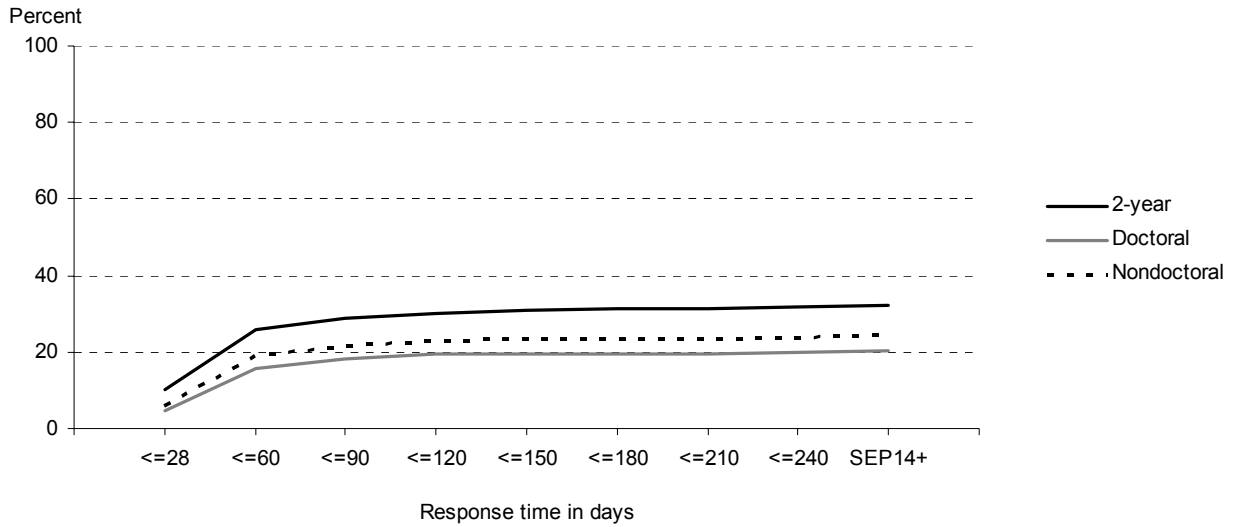
**Table I-12. Mean age and income of faculty response, based on faculty and institution type, by date: 2004**

Faculty/institution type	Response time in days								
	<=28	<=60	<=90	<=120	<=150	<=180	<=210	<=240	SEP14+
Mean age of full-time faculty									
2-year	49	51	50	49	49	53	53	51	49
Doctoral	49	51	50	50	49	48	49	48	51
Nondoctoral	49	51	50	49	49	53	54	51	51
Overall	49	51	50	50	49	50	51	50	51
Mean age of part-time faculty									
2-year	48	49	48	49	48	48	46	48	48
Doctoral	49	51	48	49	48	48	51	43	51
Nondoctoral	49	50	50	50	48	51	48	59	49
Overall	49	50	49	49	48	49	48	48	49
Mean income of full-time faculty									
2-year	\$50,755	\$52,894	\$53,010	\$50,781	\$50,922	\$52,252	\$59,068	\$58,000	\$54,615
Doctoral	73,917	76,051	76,958	79,292	84,715	81,778	77,522	106,238	68,487
Nondoctoral	51,697	53,476	53,365	51,533	55,477	56,922	57,645	68,975	62,256
Overall	64,825	66,070	67,107	68,097	71,616	71,780	68,024	84,315	64,253
Mean income of part-time faculty									
2-year	9,047	8,539	9,005	10,171	8,107	8,786	10,139	15,681	10,610
Doctoral	15,800	13,325	15,330	15,484	12,566	7,656	8,196	11,175	13,440
Nondoctoral	9,493	8,448	9,852	11,472	7,352	9,828	15,847	9,375	12,679
Overall	11,598	9,961	11,215	12,138	9,316	8,683	10,833	13,493	12,032

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

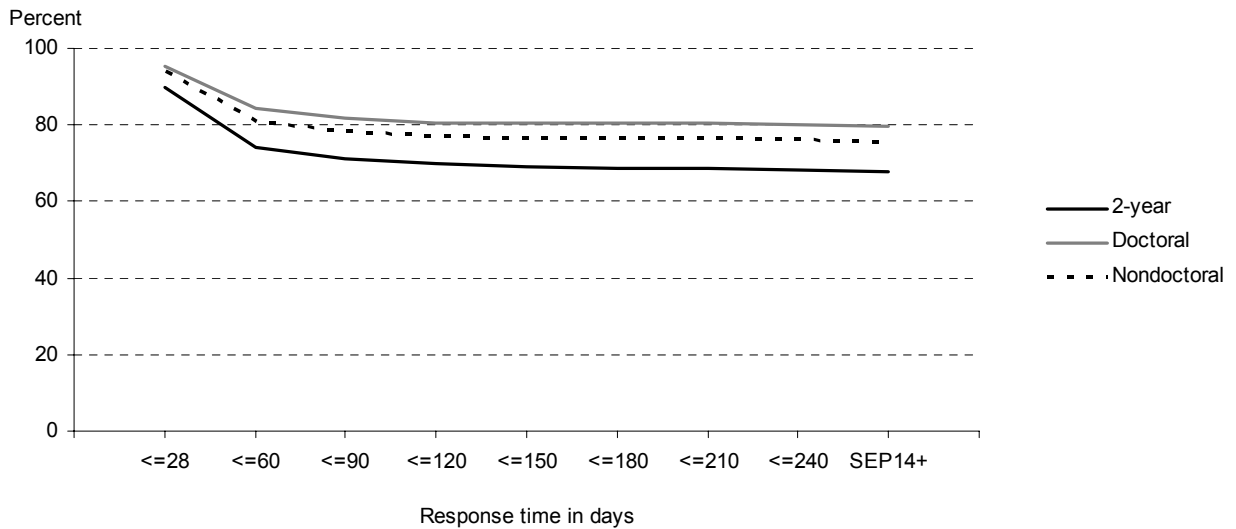
**Appendix I. Nonresponse Bias Analysis**

**Figure I-1. Cumulative percentage of faculty responding via CATI, by selected types of institutions and response time**



NOTE: The overall percentage is not included in this figure because it is indistinguishable from the nondoctoral percentage.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Figure I-2. Cumulative percentage of faculty responding via Web, by selected types of institutions and response time: 2004**



NOTE: The overall percentage is not included in this figure because it is indistinguishable from the nondoctoral percentage.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

# **Appendix J**

## **CIP Code Mapping**

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Table J-1. CIP code mapping

Label <sup>1</sup>	Codes					
	1988	1993	1999	2004		CIP
				General code	Specific code	
Agriculture, natural resources and related sciences				1		
Agriculture and related sciences	001,002	101,102	101,102		101	01
Natural resources and conservation	004,003	110,103	110,103		102	03
Architecture and related services				2		04
Architecture and related services	005-009	121-130	121-130		201	04
Area, ethnic, cultural, and gender studies				3		05
Area, ethnic, cultural, and gender studies	113	544	544		301	05
Arts – visual and performing				4		50.0
Art history, criticism, and conservation	010	141	141		401	50.0703
Commercial and advertising art					408	50.0402
Dance	012	143	143		409	50.03
Design and applied arts	013	144	144		402	50.04
Drama/theatre arts and stagecraft	014	145	145		403	50.05
Film/video and photographic arts	015	146	146		410	50.06
Fine and studio art	016	147	147		404	50.0702
Music, general	017	148	148		405	50.0901
Music history, literature, and theory	018	149	149		406	50.0902
Visual and performing arts, other	011,019	142,150	142,150		407	50.99
Biological and biomedical sciences				5		26
Biochemistry, biophysics and molecular biology	094	391	391		501	26.02
Botany/plant biology		393	393		502	26.03
Genetics		394	394		503	26.08
Microbiological sciences and immunology	098	395,396	395,396		504	26.05
Physiology, pathology, and related sciences	099	397	397		505	26.09
Zoology/animal biology	091,093,100	398	398		506	26.07
Biological and biomedical sciences, other		392,400	392,400		507	26.99
Business, management, marketing, and related support services				6		52
Accounting and related services	020	161	161		601	52.03
Business administration, management, and operations	022	163	163		602	52.02
Business operations support and assistant services	023	164	164		603	52.04
Finance and financial management services	021	162	162		604	52.08
Human resources management and services	024,025	165,166	165,166		605	52.10
Management information systems and services					608	52.12
Marketing	026	167	167		606	52.14
Business, management, marketing, and related support services, other	027	170	170		607	52.99
Communication, journalism, communication technologies, and related programs				7		
Communication, journalism, and related programs	028-030,032	181-183,190	181-183,190		701	09
Communication technologies/technicians and support services	031	184	184		702	10

See notes at end of table.

**Appendix J. CIP Code Mapping**

**Table J-1. CIP code mapping—Continued**

Label <sup>1</sup>	Codes					
	1988	1993	1999	2004		CIP
				General code	Specific code	
Computer and information sciences and support services				8		11
Computer/information technology administration and management	033	201	201		801	11.10
Computer programming	034	202	202		802	11.02
Computer science					803	11.07
Computer software and media applications					804	11.08
Computer systems analysis	036	204	204		805	11.05
Computer systems networking and telecommunications					806	11.09
Data entry/microcomputer applications					807	11.06
Data processing	035	203	203		808	11.03
Information science/studies					809	11.04
Computer and information sciences and support services, other	037	210	210		810	11.99
Construction trades				9		46
Construction trades	122-125	601-610	601-610		901	46
Education				10		13
Bilingual, multilingual, and multicultural education	040	223	223		1013	13.02
Curriculum and instruction	041	224	224		1001	13.03
Educational administration and supervision	042	225	225		1002	13.04
Educational assessment, evaluation, and research	043	226	226		1014	13.06
Educational/instructional media design					1003	13.05
Higher education/higher education administration			228		1015	13.0406
Special education and teaching	045	228	229		1004	13.10
Student counseling and personnel services	046	229	230		1005	13.11
Education, other	038,039 044,047	221,222 227,230	221,222 227,231		1006 1007	13.99 13.1210
Teacher education: Early childhood education and teaching	048	241	241		1008	13.1202
Teacher education: Elementary education and teaching	049	242	242		1009	13.1205
Teacher education: Secondary education and teaching	050	243	243		1010	13.1201
Teacher education: Adult and continuing education and teaching	051	244	244		1011	13.1299
Teacher education: Specific levels, other	052	245	245		1012	13.13
Teacher education: Specific subject areas	053	250	250			
Engineering, engineering technologies/technicians				11		
Biomedical/medical engineering					1101	14.05
Chemical engineering		265	265		1102	14.07
Civil engineering	055	262	262		1103	14.08
Computer engineering					1104	14.09
Electrical, electronics, and communications engineering	056	263	263		1105	14.10
Engineering technologies/technicians	059	280	280		1106	15
Environmental/environmental health engineering					1107	14.14
Mechanical engineering	507	264	264		1108	14.19
Engineering, other	054,058	261,270	261,270		1109	14.99
English language and literature/letters				12		23
English language and literature/letters	060-067	291-300	291-300		1201	23
Family and consumer sciences/human sciences				13		19
Family and consumer sciences/human sciences	087	350	350		1301	19

See notes at end of table.

Table J-1. CIP code mapping—Continued

Label <sup>1</sup>	Codes					
	1988	1993	1999	2004		CIP
				General code	Specific code	
Foreign languages, literatures, and linguistics				14		16
Foreign languages, literatures, and linguistics	068-077	311-320	311-320		1401	16
Health professions and related clinical sciences				15		51
Alternative and complementary medicine and medical systems					1501	51.33
Chiropractic					1502	51.01
Clinical/medical laboratory science and allied professions					1503	51.10
Dental support services and allied professions					1504	51.06
Dentistry	079	332	332		1505	51.04
Health and medical administrative services	080	333	333		1506	51.07
Allied health and medical assisting services	078	331	331		1507	51.08
Allied health diagnostic, intervention and treatment professions					1508	51.09
Medicine, including psychiatry	081	334	334		1509	51.12
Mental and social health services and allied professions					1510	51.15
Nursing	082	335	335		1511	51.16
Optometry					1512	51.17
Osteopathic medicine/osteopathy					1513	51.19
Pharmacy, pharmaceutical sciences, and administration	083	336	336		1514	51.20
Podiatric medicine/podiatry					1515	51.21
Public health	084	337	337		1516	51.22
Rehabilitation and therapeutic professions					1517	51.23
Veterinary medicine	085	338	338		1518	51.24
Health professions and related clinical services, other	086	340	340		1519	51.99
Legal professions and studies				16		22
Law	089	370	370		1601	22.01
Legal support services					1602	22.03
Legal professions and studies, other					1603	22.99
Library science				17		25
Library science	090	380	380		1701	25
Mathematics and statistics	101		390	18		27
Mathematics		430			1801	27.01
Statistics		440			1802	27.05
Mechanical and repair technologies/technicians				19		47
Mechanical and repair technologies/technicians	128-131	641-644	641-644		1901	47
Multi/interdisciplinary studies				20		30
Multi/interdisciplinary studies	103	460			2001	30
Parks, recreation, leisure, and fitness studies	104	470		21		31
Parks, recreation and leisure studies			430		2101	31.01
Health and physical education/fitness			470		2102	31.05
Precision production				22		48
Precision production	132-137	661-670	661-670		2201	48
Personal and culinary services				23		12
Culinary arts and related services					2301	12.05
Personal services, other	126,127	621,630	621,630		2302	12.99

See notes at end of table.

**Appendix J. CIP Code Mapping**

**Table J-1. CIP code mapping—Continued**

Label <sup>1</sup>	Codes					
	1988	1993	1999	2004		CIP
				General code	Specific code	
Philosophy, religion, and theology	105			24		
Philosophy		480	440		2401	38.01
Religion/religious studies		480	441		2402	38.02
Theology and religious vocations		490	442		2403	39
Physical sciences				25		40
Astronomy and astrophysics	092	411	411		2501	40.02
Atmospheric sciences and meteorology					2502	40.04
Chemistry	095	412	412		2503	40.05
Geological and earth sciences/geosciences	096	414	414		2504	40.06
Physics	097	413	413		2505	40.08
Physical sciences, other	100	420	420		2506	40.99
Psychology	106	510	510	26		42
Behavioral psychology					2601	42.17
Clinical psychology					2602	42.02
Education/school psychology					2603	42.18
Psychology, other					2604	42.99
Public administration and social service professions	108	520	520	27		44
Public administration					2701	44.04
Social work					2702	44.07
Public administration and social service professions, other					2703	44.99
Science technologies/technicians				28		41
Science technologies/technicians	109	530	530		2801	41
Security and Protective services	107	500	500	29		43
Corrections					2901	43.0102
Criminal justice					2902	43.0104
Fire protection					2903	43.02
Police science					2904	43.0107
Security and protective services, other					2905	43.99
Social sciences and history (except psychology)				30		
Anthropology	111	542	542		3001	45.02
Archeology	112	543	543		3002	45.03
Criminology					3003	45.04
Demography and population studies	114	545	545		3004	45.05
Economics	115	546	546		3005	45.06
Geography and cartography	116	547	547		3006	45.07
History	117	548	548		3007	54.01
International relations and affairs	118	549	549		3008	45.09
Political science and government	119	550	550		3009	45.10
Sociology	120	551	551		3010	45.11
Urban studies/affairs					3011	45.12
Social sciences, other (except psychology)	110,121	541,560	541,560		3012	45.99
Transportation and materials moving				31		49
Transportation and materials moving	138-141	681-690	681-690		3101	49
Other				32		
Other	102,999	450,900	900		3201	99.99

<sup>1</sup>The general categories used in the 2004 coding scheme are those on the left margin. The specific disciplines within each general category are indented.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).



# Appendix K

## Analysis Variables

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Institution .....	K-3
Faculty.....	K-9



**Institution**

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**Table K-1. Institution Variables**

Variable name	Prefix	Label
I1A	Employment_Employer	Number full-time faculty, fall 2003, reported
I1B	Employment_Employer	Number part-time faculty, fall 2003
I2A	Employment_Employer	Full-time numbers: faculty, fall 2002
I2B	Employment_Employer	Full-time numbers: changed from part to full time, 2002-03
I2C	Employment_Employer	Full-time numbers: hired, 2002-03
I2D	Employment_Employer	Full-time numbers: retired, 2002-03
I2E	Employment_Employer	Full-time numbers: left for other reasons, 2002-03
I2F	Employment_Employer	Full-time numbers: changed from full to part time, 2002-03
I2G	Employment_Employer	Full-time numbers: faculty, fall 2003, calculated
I3	Employment_Employer	Full-time tenure: has tenure system
I4	Employment_Employer	Full-time tenure: number considered for tenure, 2002-03
I5	Employment_Employer	Full-time tenure: number granted tenure, 2002-03
I6	Employment_Employer	Full-time tenure: maximum years on tenure track
I7A	Employment_Employer	Full-time tenure: changed tenure policy
I7B	Employment_Employer	Full-time tenure: more stringent tenure standards
I7C	Employment_Employer	Full-time tenure: downsized tenured faculty
I7D	Employment_Employer	Full-time tenure: replaced tenured with fixed term
I7E	Employment_Employer	Full-time tenure: offered early retirement
I7E2	Employment_Employer	Full-time tenure: number early retirees, last 5 years
I8	Employment_Employer	Full-time tenure: discontinued tenure system, last 5 years
I9	Employment_Employer	Full-time faculty: positions sought to fill, fall 2003
I10AA	Employment_Benefits	Full-time benefit: medical insurance
I10AB	Employment_Benefits	Full-time benefit: dental insurance
I10AC	Employment_Benefits	Full-time benefit: disability insurance
I10AD	Employment_Benefits	Full-time benefit: life insurance
I10AE	Employment_Benefits	Full-time benefit: child care
I10AF	Employment_Benefits	Full-time benefit: retiree medical insurance
I10AG	Employment_Benefits	Full-time benefit: cafeteria-style plan
I10BA	Employment_Benefits	Full-time benefit: medical insurance subsidized
I10BB	Employment_Benefits	Full-time benefit: dental insurance subsidized
I10BC	Employment_Benefits	Full-time benefit: disability insurance subsidized
I10BD	Employment_Benefits	Full-time benefit: life insurance subsidized
I10BE	Employment_Benefits	Full-time benefit: child care subsidized
I10BF	Employment_Benefits	Full-time benefit: retiree medical insurance subsidized
I10BG	Employment_Benefits	Full-time benefit: cafeteria-style plan subsidized
I11A	Employment_Benefits	Full-time benefit: wellness program
I11B	Employment_Benefits	Full-time benefit: spouse tuition remission
I11C	Employment_Benefits	Full-time benefit: children tuition remission
I11D	Employment_Benefits	Full-time benefit: housing
I11E	Employment_Benefits	Full-time benefit: transportation/parking
I11F	Employment_Benefits	Full-time benefit: paid maternity leave
I11G	Employment_Benefits	Full-time benefit: paid paternity leave
I11H	Employment_Benefits	Full-time benefit: paid sabbatical leave
I11I	Employment_Benefits	Full-time benefit: employee assistance program

See notes at end of table.

**Table K-1. Institution Variables—Continued**

Variable name	Prefix	Label
I12	Employment_Description	Full-time faculty: union representation
I13A	Employment_Employer	Full-time assessment: student evaluations
I13B	Employment_Employer	Full-time assessment: student test scores
I13C	Employment_Employer	Full-time assessment: student career placement
I13D	Employment_Employer	Full-time assessment: other student performance
I13E	Employment_Employer	Full-time assessment: department chair evaluations
I13F	Employment_Employer	Full-time assessment: dean evaluations
I13G	Employment_Employer	Full-time assessment: peer evaluations
I13H	Employment_Employer	Full-time assessment: self-evaluations
I14	Employment_Benefits	Part-time benefit: retirement plan
I15AA	Employment_Benefits	Part-time benefit: medical insurance
I15AB	Employment_Benefits	Part-time benefit: dental insurance
I15AC	Employment_Benefits	Part-time benefit: disability insurance
I15AD	Employment_Benefits	Part-time benefit: life insurance
I15AE	Employment_Benefits	Part-time benefit: child care
I15AF	Employment_Benefits	Part-time benefit: retiree medical insurance
I15AG	Employment_Benefits	Part-time benefit: cafeteria-style plan
I15BA	Employment_Benefits	Part-time benefit: medical insurance subsidized
I15BB	Employment_Benefits	Part-time benefit: dental insurance subsidized
I15BC	Employment_Benefits	Part-time benefit: disability insurance subsidized
I15BD	Employment_Benefits	Part-time benefit: life insurance subsidized
I15BE	Employment_Benefits	Part-time benefit: child care subsidized
I15BF	Employment_Benefits	Part-time benefit: retiree medical insurance subsidized
I15BG	Employment_Benefits	Part-time benefit: cafeteria-style plan subsidized
I16A	Employment_Benefits	Part-time benefit: wellness program
I16B	Employment_Benefits	Part-time benefit: spouse tuition remission
I16C	Employment_Benefits	Part-time benefit: children tuition remission
I16D	Employment_Benefits	Part-time benefit: housing
I16E	Employment_Benefits	Part-time benefit: transportation/parking
I16F	Employment_Benefits	Part-time benefit: paid maternity leave
I16G	Employment_Benefits	Part-time benefit: paid paternity leave
I16H	Employment_Benefits	Part-time benefit: paid sabbatical leave
I16I	Employment_Benefits	Part-time benefit: employee assistance program
I17	Employment_Description	Part-time faculty: union representation
I18A	Employment_Employer	Part-time assessment: student evaluations
I18B	Employment_Employer	Part-time assessment: student test scores
I18C	Employment_Employer	Part-time assessment: student career placement
I18D	Employment_Employer	Part-time assessment: other student performance
I18E	Employment_Employer	Part-time assessment: department chair evaluations
I18F	Employment_Employer	Part-time assessment: dean evaluations
I18G	Employment_Employer	Part-time assessment: peer evaluations
I18H	Employment_Employer	Part-time assessment: self-evaluations
I19A	Employment_Employer	Undergraduate instruction: percent full-time faculty
I19B	Employment_Employer	Undergraduate instruction: percent part-time faculty

See notes at end of table.

Table K-1. Institution Variables—Continued

Variable name	Prefix	Label
I19C	Employment_Employer	Undergraduate instruction: percent teaching assistants
I19D	Employment_Employer	Undergraduate instruction: percent other
X0111	Employment_Employer	Number total faculty, fall 2003
X0112	Employment_Employer	Full-time numbers: total left 2002-03
X0212	Employment_Employer	Full-time numbers: total new 2002-03
X0117	Employment_Employer	Full-time tenure: any action taken last 5 years
X01112	Employment_Description	Any faculty represented by a union
X01113	Employment_Employer	Full-time assessment: any student measure
X02113	Employment_Employer	Full-time assessment: any administrative measure
X03113	Employment_Employer	Full-time assessment, student evaluations, DK with No
X04113	Employment_Employer	Full-time assessment, student test scores, DK with No
X05113	Employment_Employer	Full-time assessment, student career placement, DK with No
X06113	Employment_Employer	Full-time assessment, other measure of stud perf, DK with No
X07113	Employment_Employer	Full-time assessment, dept/division chair eval, DK with No
X08113	Employment_Employer	Full-time assessment, dean evaluations, DK with No
X09113	Employment_Employer	Full-time assessment, peer evaluations, DK with No
X10113	Employment_Employer	Full-time assessment, self evaluations, DK with No
X11113	Employment_Employer	Full-time assessment, any student measure, DK with No
X12113	Employment_Employer	Full-time assessment, any admin measure, DK with No
X01118	Employment_Employer	Part-time assessment: any student measure
X02118	Employment_Employer	Part-time assessment: any administrative measure
X03118	Employment_Employer	Part-time assessment, student evaluations, DK with No
X04118	Employment_Employer	Part-time assessment, student test scores, DK with No
X05118	Employment_Employer	Part-time assessment, student career placement, DK with No
X06118	Employment_Employer	Part-time assessment, other measure of stud perf, DK with No
X07118	Employment_Employer	Part-time assessment, dept/division chair eval, DK with No
X08118	Employment_Employer	Part-time assessment, dean evaluations, DK with No
X09118	Employment_Employer	Part-time assessment, peer evaluations, DK with No
X10118	Employment_Employer	Part-time assessment, self evaluations, DK with No
X11118	Employment_Employer	Part-time assessment, any student measure, DK with No
X12118	Employment_Employer	Part-time assessment, any admin measure, DK with No
X01Q0	Institution_Type	1994 Carnegie (6 cat, all liberal arts) by control, selected cats
X02Q0	Institution_Type	1994 Carnegie (6 cat, private liberal arts) by control, selected cats
X03Q0	Institution_Type	1994 Carnegie (5 category) by control, selected categories
X04Q0	Institution_Type	1994 Carnegie (8 category) by control
X05Q0	Institution_Type	1994 Carnegie (10 category), separates I/II
X06Q0	Institution_Type	1994 Carnegie, 4-year versus 2-year
X08Q0	Institution_Type	1994 Carnegie, doctoral/nondoctoral/2-yr by control
X09Q0	Institution_Other	Degree of urbanization
X10Q0	Institution_Other	Ratio of FTE enrollment/FTE faculty
X11Q0	Institution_Other	Enrollment, undergraduate
X12Q0	Institution_Other	Enrollment, undergraduate, collapsed
X13Q0	Institution_Other	Enrollment FTE, undergraduate
X14Q0	Institution_Other	Enrollment FTE, undergraduate, collapsed

See notes at end of table.

**Table K-1. Institution Variables—Continued**

Variable name	Prefix	Label
X15Q0	Institution_Other	Enrollment, first-professional
X16Q0	Institution_Other	Enrollment, first-professional, collapsed
X17Q0	Institution_Other	Enrollment FTE, first-professional
X18Q0	Institution_Other	Enrollment FTE, first-professional, collapsed
X19Q0	Institution_Other	Enrollment, graduate
X20Q0	Institution_Other	Enrollment, graduate, collapsed
X21Q0	Institution_Other	Enrollment FTE, graduate
X22Q0	Institution_Other	Enrollment FTE, graduate, collapsed
X23Q0	Institution_Other	Enrollment, total
X24Q0	Institution_Other	Enrollment, total, collapsed
X25Q0	Institution_Other	Enrollment FTE, total
X26Q0	Institution_Other	Enrollment FTE, total, collapsed
X27Q0	Institution_Other	Enrollment minority, American Indian/Alaska Native
X28Q0	Institution_Other	Enrollment minority, Asian/Pacific Islander
X29Q0	Institution_Other	Enrollment minority, Black non-Hispanic
X30Q0	Institution_Other	Enrollment minority, Hispanic
X31Q0	Institution_Other	Core expenses, instruction (in 1000's)
X32Q0	Institution_Other	Core expenses, instruction, collapsed
X33Q0	Institution_Other	Core expenses, research (in 1000's)
X34Q0	Institution_Other	Core expenses, research, collapsed
X35Q0	Institution_Other	Core expenses, total (in 1000's)
X36Q0	Institution_Other	Core expenses, total, collapsed
X37Q0	Institution_Other	Region where institution located
X38Q0	Institution_Type	1994 Carnegie, doctoral/nondoctoral/2-year
X50Q0	Institution_Other	Percent of full-time faculty covered for retirement
X51Q0	Institution_Other	Average expenditure per faculty member covered for retirement
X100Q0	Institution_Type	2000 Carnegie Code, all categories
X101Q0	Institution_Type	Control, public versus private not-for-profit
X102Q0	Institution_Type	Level 4-year versus 2-year
X103Q0	Institution_Type	Control and level
X104Q0	Institution_Type	2000 Carnegie code, 10 category
X105Q0	Institution_Type	2000 Carnegie code, 9 category
X106Q0	Institution_Type	2000 Carnegie code, 7 category
X107Q0	Institution_Type	2000 Carnegie code, 5 category
X109Q0	Institution_Type	2000 Carnegie, doctoral/nondoctoral
X110Q0	Institution_Type	2000 Carnegie code (10 category) by control
X111Q0	Institution_Type	2000 Carnegie, 2-year versus 4-year
X112Q0	Institution_Type	2000 Carnegie, doctoral/nondoctoral by control
X113Q0	Institution_Type	2000 Carnegie, 2-year/4-year by control
X120Q0	Institution_Type	2000 Carnegie code (5 category) by control
X121Q0	Institution_Type	2000 Carnegie code (5 category) by control, selected categories

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).



## **Faculty**

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**Table K-2. Faculty Variables**

Variable name	Prefix	Label
Q1	Employment_Description	Instructional duties, any
Q2	Employment_Description	Instructional duties related to credit courses/activities
Q3	Employment_Description	Faculty status
Q4	Employment_Description	Principal activity
Q5	Employment_Description	Employed full or part time at this institution
Q6	Employment_Description	Part-time employment is primary employment
Q8	Employment_Description	Part-time but preferred full-time position
Q9	Employment_Description	Year began current job
Q10	Employment_Description	Rank
Q11	Employment_Description	Rank, year attained professor or associate professor
Q12	Employment_Description	Tenure status
Q13	Employment_Description	Tenure, year attained at any postsecondary institution
Q14	Employment_Description	Union status
Q15	Employment_Description	Union status, reason not a member
Q16CD2	Employment_Description	Principal field of teaching-general code
Q16CD4	Employment_Description	Principal field of teaching-specific code
Q17A1	Education_Attainment	Highest degree
Q17A2	Education_Attainment	Highest degree, date awarded
Q17A3C2	Education_Attainment	Highest degree field-general code
Q17A3C4	Education_Attainment	Highest degree field-specific code
Q17A4ST	Education_Attainment	Highest degree institution-state
Q17A4I	Education_Attainment	Highest degree institution-IPEDS
Q17A4LEV	Education_Attainment	Highest degree institution, level
Q17A4CN	Education_Attainment	Highest degree institution, control
Q17A4CRN	Education_Attainment	Highest degree institution, 2000 Carnegie (4 cat) by control, selected
Q17A4CC	Education_Attainment	Highest degree institution, 2000 Carnegie code, 17 category
Q17D1	Education_Attainment	Bachelor's degree date awarded
Q18	Employment_Description	Other current jobs, number of jobs
Q19A1	Employment_Description	Other current jobs, full-time employment
Q19B1	Employment_Description	Other current jobs, number in postsecondary instruction
Q21	Employment_History	First postsecondary job, current job is first
Q23	Employment_History	First postsecondary job, year began
Q24	Employment_History	First postsecondary job, part or full time
Q26	Employment_History	First postsecondary job, tenure status
Q27	Employment_History	Other jobs, any outside postsecondary since degree
Q28	Employment_History	Other jobs, sector of previous job
Q31A	Employment_Time Allocation	Hours per week on paid tasks at institution
Q31B	Employment_Time Allocation	Hours per week on unpaid tasks at institution
Q31C	Employment_Time Allocation	Hours per week on paid tasks outside of institution
Q31D	Employment_Time Allocation	Hours per week on unpaid tasks outside of institution
Q32A	Employment_Time Allocation	Percent time spent on instruction, undergraduate
Q32B	Employment_Time Allocation	Percent time spent on instruction, graduate/first-professional

See notes at end of table.

**Table K-2. Faculty Variables—Continued**

Variable name	Prefix	Label
Q32C	Employment_Time	Allocation Percent time spent on research activities
Q32D	Employment_Time	Allocation Percent time spent on other unspecified activities
Q35A1	Instruction_Classroom_Classes	Number of classes taught, credit
Q35A2	Instruction_Classroom_Classes	Number of classes taught, noncredit
Q35B	Instruction_Classroom_Classes	Number of classes taught, remedial
Q35C	Instruction_Classroom_Classes	Number of classes taught, distance education
Q36	Instruction_Classroom_Assistants	Teaching assistant in any credit class
Q37A1	Instruction_Classroom_Weeks	Number of weeks taught, 1 <sup>st</sup> credit class
Q37B1	Instruction_Classroom_Hours	Number of credit hours, 1 <sup>st</sup> class
Q37C1	Instruction_Classroom_Hours	Number of hours taught per week, 1 <sup>st</sup> class
Q37D1	Instruction_Classroom_Students	Number of students, 1 <sup>st</sup> class
Q37E1	Instruction_Level	Primary level of students, 1 <sup>st</sup> class
Q37F1	Instruction_Classroom_Assistants	Teaching assistant, 1 <sup>st</sup> class
Q37A2	Instruction_Classroom_Weeks	Number of weeks taught, 2 <sup>nd</sup> credit class
Q37B2	Instruction_Classroom_Hours	Number of credit hours, 2 <sup>nd</sup> class
Q37C2	Instruction_Classroom_Hours	Number of hours taught per week, 2 <sup>nd</sup> class
Q37D2	Instruction_Classroom_Students	Number of students, 2 <sup>nd</sup> class
Q37E2	Instruction_Level	Primary level of students, 2 <sup>nd</sup> class
Q37F2	Instruction_Classroom_Assistants	Teaching assistant, 2 <sup>nd</sup> class
Q37A3	Instruction_Classroom_Weeks	Number of weeks taught, 3 <sup>rd</sup> credit class
Q37B3	Instruction_Classroom_Hours	Number of credit hours, 3 <sup>rd</sup> class
Q37C3	Instruction_Classroom_Hours	Number of hours taught per week, 3 <sup>rd</sup> class
Q37D3	Instruction_Classroom_Students	Number of students, 3 <sup>rd</sup> class
Q37E3	Instruction_Level	Primary level of students, 3 <sup>rd</sup> class
Q37F3	Instruction_Classroom_Assistants	Teaching assistant, 3 <sup>rd</sup> class
Q37A4	Instruction_Classroom_Weeks	Number of weeks taught, 4 <sup>th</sup> credit class
Q37B4	Instruction_Classroom_Hours	Number of credit hours, 4 <sup>th</sup> class
Q37C4	Instruction_Classroom_Hours	Number of hours taught per week, 4 <sup>th</sup> class
Q37D4	Instruction_Classroom_Students	Number of students, 4 <sup>th</sup> class
Q37E4	Instruction_Level	Primary level of students, 4 <sup>th</sup> class
Q37F4	Instruction_Classroom_Assistants	Teaching assistant, 4 <sup>th</sup> class
Q37A5	Instruction_Classroom_Weeks	Number of weeks taught, 5 <sup>th</sup> credit class
Q37B5	Instruction_Classroom_Hours	Number of credit hours, 5 <sup>th</sup> class
Q37C5	Instruction_Classroom_Hours	Number of hours taught per week, 5 <sup>th</sup> class
Q37D5	Instruction_Classroom_Students	Number of students, 5 <sup>th</sup> class
Q37E5	Instruction_Level	Primary level of students, 5 <sup>th</sup> class
Q37F5	Instruction_Classroom_Assistants	Teaching assistant, 5 <sup>th</sup> class
Q38A	Instruction_Methods	Undergrad class, multiple choice midterm/final exams
Q38B	Instruction_Methods	Undergrad class, essay midterm/final exams
Q38C	Instruction_Methods	Undergrad class, short answer midterm/final exams
Q38D	Instruction_Methods	Undergrad class, term/research papers
Q38E	Instruction_Methods	Undergrad class, multiple drafts of written work
Q38F	Instruction_Methods	Undergrad class, oral presentations
Q38G	Instruction_Methods	Undergrad class, group projects

See notes at end of table.

Table K-2. Faculty Variables—Continued

Variable name	Prefix	Label
Q38H	Instruction_Methods	Undergrad class, student evaluations of each others' work
Q38I	Instruction_Methods	Undergrad class, laboratory/shop/studio assignments
Q38J	Instruction_Methods	Undergrad class, service learn/co-op interactions with business
Q39	Technology_Use	Website for any instructional duties
Q41	Technology_Use	Hours per week, e-mailing students
Q46	Instruction_Individual	Individual instruction, any
Q47A1	Instruction_Individual	Individual instruction, number undergraduate students
Q47A2	Instruction_Individual	Individual instruction, number graduate students
Q47A3	Instruction_Individual	Individual instruction, number first-professional students
Q47B1	Instruction_Individual	Individual instruction, hours with undergraduates
Q47B2	Instruction_Individual	Individual instruction, hours with graduate students
Q47B3	Instruction_Individual	Individual instruction, hours with first-professional students
Q48	Instruction_Individual	Hours per week, thesis/dissertation committees
Q49	Employment_Time Allocation	Hours per week, administrative committees
Q50	Employment_Time Allocation	Hours per week, with advisees
Q51	Employment_Time Allocation	Hours per week, office hours
Q52AA	Scholarship_Publications	Career articles, refereed journals
Q52AB	Scholarship_Publications	Career articles, nonrefereed journals
Q52AC	Scholarship_Publications	Career book reviews, chapters, creative works
Q52AD	Scholarship_Publications	Career books, textbooks, reports
Q52AE	Scholarship_Publications	Career presentations
Q52AF	Scholarship_Publications	Career exhibitions, performances
Q52AG	Scholarship_Publications	Career patents, computer software
Q52BA	Scholarship_Publications	Recent articles, refereed journals
Q52BB	Scholarship_Publications	Recent articles, nonrefereed journals
Q52BC	Scholarship_Publications	Recent book reviews, chapters, creative works
Q52BD	Scholarship_Publications	Recent books, textbooks, reports
Q52BE	Scholarship_Publications	Recent presentations
Q52BF	Scholarship_Publications	Recent exhibitions, performances
Q52BG	Scholarship_Publications	Recent patents, computer software
Q53	Scholarship_Research	Scholarly activity, any
Q54CD2	Scholarship_Research	Principal research field-general code
Q54CD4	Scholarship_Research	Principal research field-specific code
Q56	Scholarship_Research	Scholarly activity, description
Q55	Scholarship_Research	Scholarly activity, any funded
Q61A	Employment_Satisfaction	Satisfaction with authority to make decisions
Q61B	Employment_Satisfaction	Satisfaction with technology-based activities
Q61C	Employment_Satisfaction	Satisfaction with equipment/facilities
Q61D	Employment_Satisfaction	Satisfaction with institutional support for teaching improvement
Q62A	Employment_Satisfaction	Satisfaction with workload
Q62B	Employment_Satisfaction	Satisfaction with salary
Q62C	Employment_Satisfaction	Satisfaction with benefits
Q62D	Employment_Satisfaction	Satisfaction with job overall

See notes at end of table.

**Table K-2. Faculty Variables—Continued**

Variable name	Prefix	Label
Q64	Employment_Description	Retired from another position
Q65	Employment_Future	Retire from all paid employment, planned age
Q66A	Finances_Income	Amount of income from basic salary from institution
Q66B	Finances_Income	Amount of income from other income from institution
Q66C	Finances_Income	Amount of income from other academic institution
Q66D	Finances_Income	Amount of income from consulting or freelance work
Q66E	Finances_Income	Amount of income from other employment
Q66F	Finances_Income	Amount of income from other unspecified sources
Q66SUM	Finances_Income	Amount of total individual income
Q66B2	Finances_Income	Amount of total individual income (range)
Q67	Finances_Income	Type of contract, length of unit
Q68	Finances_Income	Income paid per course/credit unit or term
Q69	Finances_Income	Amount of income paid per course/credit unit or term
Q70A	Finances_Family	Amount of total household income
Q70B	Finances_Family	Amount of total household income (range)
Q71	Background_Demographics	Gender
Q72	Background_Demographics	Age, year of birth
Q73	Background_Demographics	Race/ethnicity, Hispanic/Latino
Q74A	Background_Demographics	Race, American Indian or Alaska Native
Q74B	Background_Demographics	Race, Asian
Q74C	Background_Demographics	Race, Black or African American
Q74D	Background_Demographics	Race, Native Hawaiian or other Pacific Islander
Q74E	Background_Demographics	Race, White
Q75	Background_Disabilities	Disability, any
Q77	Background_Demographics	Marital status, fall 2003
Q79	Background_Demographics	Dependent children, number
Q80	Background_Demographics	Born in United States
Q81	Background_Demographics	Citizenship status
Q82A	Institution_Climate	Opinion: teaching is rewarded
Q82B	Institution_Climate	Opinion: part-time faculty treated fairly
Q82C	Institution_Climate	Opinion: female faculty treated fairly
Q82D	Institution_Climate	Opinion: racial minorities treated fairly
Q83	Employment_Satisfaction	Opinion about choosing an academic career again
X01Q1	Instruction_Overall	Any instructional duties for credit
X02Q1	Instruction_Overall	Faculty status or instruction for credit
X03Q1	Employment_Description	Faculty status and duties
X04Q1	Employment_Description	Faculty status and credit/noncredit
X05Q1	Employment_Description	Credit instruction and teaching as principal activity
X01Q3	Employment_Description	Employment, principal activity, faculty status
X01Q4	Employment_Description	Principal activity, modified
X01Q5	Employment_Description	Only employment is part-time at this institution(exclude consulting)
X02Q5	Employment_Description	Other employment and employment status at the institution in Fall 2003
X03Q5	Employment_Description	Employment status, gender

See notes at end of table.

Table K-2. Faculty Variables—Continued

Variable name	Prefix	Label
X04Q5	Employment_History	Employment status at first PSE job and current job
X05Q5	Employment_Description	Employment status at this institution and other jobs in Fall 2003
X06Q5	Employment_Description	Part-time faculty this institution with other PSE jobs in Fall 2003
X01Q9	Employment_Description	Years held current job
X02Q9	Employment_Description	Age when began current job
X03Q9	Employment_Description	Years held current job, collapsed
X04Q9	Employment_Description	Age when began current job, collapsed
X01Q10	Background_Demographics	Rank, gender
X02Q10	Employment_Description	Rank, employment status
X03Q10	Employment_Description	Rank, years since rank achieved
X04Q10	Employment_Description	Rank, age achieved rank of full professor
X05Q10	Employment_Description	Rank, years since full professor achieved
X06Q10	Employment_Description	Rank, years since rank achieved, collapsed
X07Q10	Employment_Description	Rank, age achieved rank of full professor, collapsed
X08Q10	Employment_Description	Rank, years since full professor achieved, collapsed
X09Q10	Employment_Description	Rank, age achieved rank of associate professor
X10Q10	Employment_Description	Rank, age achieved rank of associate professor, collapsed
X11Q10	Employment_Description	Rank, years since associate professor achieved
X12Q10	Employment_Description	Rank, years since associate professor achieved, collapsed
X01Q12	Employment_Description	Tenure status, collapsed further
X02Q12	Background_Demographics	Tenure status, gender
X03Q12	Employment_Description	Tenure status, years since tenure achieved
X04Q12	Employment_Description	Tenure status, age achieved tenure
X05Q12	Employment_Description	Tenure status, years since tenure achieved, collapsed
X06Q12	Employment_Description	Tenure status, age achieved tenure, collapsed
X01Q14	Employment_Description	Union status, combined
X01Q15	Employment_Description	Union status, reason not a member, with don't know
X01Q16	Employment_Description	Principal field of teaching, NSOPF:88 expanded (26 category)
X02Q16	Employment_Description	Principal field of teaching, NSOPF:88 (10 category)
X03Q16	Employment_Description	Principal field of teaching, vocational included (7 category)
X04Q16	Employment_Description	Principal field of teaching, recoded (11 category)
X05Q16	Employment_Description	Teaching or research field, NSOPF:88 expanded (26 category)
X06Q16	Employment_Description	Teaching or research field, NSOPF:88 (10 category)
X07Q16	Employment_Description	Teaching or research field, vocational included (7 category)
X08Q16	Employment_Description	Teaching or research field, recoded (11 category)
X09Q16	Employment_Description	Principal field of teaching-specific code (contiguous values)
X10Q16	Employment_Description	Teaching or research field-general code
X11Q16	Employment_Description	Teaching or research field-specific code
X01Q17	Education_Attainment	Highest degree collapsed further
X02Q17	Education_Attainment	Highest degree collapsed
X03Q17	Education_Attainment	Highest degree either doctorate or first-professional

See notes at end of table.

**Table K-2. Faculty Variables—Continued**

Variable name	Prefix	Label
X04Q17	Education_Attainment	Highest degree field, NSOPF:88 expanded (26 category)
X05Q17	Education_Attainment	Highest degree field, NSOPF:88 (10 category)
X06Q17	Education_Attainment	Highest degree, years between bachelors and doctorate
X07Q17	Education_Attainment	Highest degree, age received
X08Q17	Education_Attainment	Highest degree, age received, collapsed
X09Q17	Education_Attainment	Highest degree, years since receiving
X10Q17	Education_Attainment	Highest degree, years since receiving collapsed
X11Q17	Education_Attainment	Highest degree field, vocational included (7 category)
X12Q17	Education_Attainment	Highest degree field, recoded (11 category)
X13Q17	Education_Attainment	Highest degree, years between bachelors and doctorate, collapsed
X14Q17	Education_Attainment	Highest degree institution, 2000 Carnegie (10 cat) by control
X15Q17	Education_Attainment	Highest degree institution, 2000 Carnegie (5 cat) by control, selected
X16Q17	Education_Attainment	Highest degree institution, 2000 Carnegie (7 cat)
X17Q17	Education_Attainment	Highest degree institution, 2000 Carnegie (5 cat)
X18Q17	Education_Attainment	Highest degree field-specific code (contiguous values)
X19Q17	Education_Attainment	Highest degree, 1994 Carnegie I/II
X20Q17	Education_Attainment	Highest degree, 1994 Carnegie matches NSOPF88
X21Q17	Education_Attainment	Highest degree, 1994 Carnegie matches NSOPF93
X01Q18	Employment_Description	Other employment in Fall 2003
X02Q18	Employment_Description	Number of non-PSE-instructional jobs held in Fall 2003
X01Q21	Employment_Description	Current PSE job is the first, and only current, PSE job
X02Q21	Employment_Description	Prior employment status, PSE and other
X01Q23	Employment_History	Year began first faculty or instructional staff job
X02Q23	Employment_History	Years since began first faculty or instructional staff job
X03Q23	Employment_History	Age when began first faculty or instructional staff job
X04Q23	Education_Attainment	Had doctorate when began first faculty or instructional staff job
X05Q23	Employment_History	Years since began first faculty or instructional staff job, collapsed
X06Q23	Employment_History	Age when began first faculty or instructional staff job, collapsed
X01Q31	Employment_Time Allocation	Average total hours per week worked
X02Q31	Employment_Time Allocation	Work more than 40 hours per week
X01Q32	Employment_Time Allocation	Percent of time spent on instruction
X01Q35	Instruction_Overall	Any instruction for class, individual, or committees
X02Q35	Instruction_Overall	Any instruction, type
X03Q35	Instruction_Overall	Any instruction, combination
X04Q35	Instruction_Overall	Type of classes taught
X05Q35	Instruction_Overall	Total number of classes taught (for-credit and not-for-credit)
X01Q36	Employment_Description	Rank and teaching assistant for credit classes
X02Q36	Employment_Description	Tenure status and teaching assistant for credit classes
X01Q37	Instruction_Classroom_Hours	Total hours/week teaching credit classes
X02Q37	Instruction_Overall	Total student contact hours/week in credit classes
X03Q37	Instruction_Classroom_Hours	Total classroom credit hours in classes

See notes at end of table.



**Table K-2. Faculty Variables—Continued**

Variable name	Prefix	Label
X04Q37	Instruction_Overall	Total student credit hours in classes
X05Q37	Instruction_Level	Level of students in credit classes
X06Q37	Instruction_Overall	Number of credit classes reported in detail
X07Q37	Instruction_Classroom_Classes	Number of credit classes that were undergraduate
X08Q37	Instruction_Classroom_Classes	Number of credit classes that were graduate/first-professional
X09Q37	Instruction_Overall	Total students taught in credit classes
X10Q37	Instruction_Classroom_Assistant	Reported TA in at least one credit class any level
X11Q37	Instruction_Classroom_Assistant	Reported TA in at least one undergraduate credit class
X12Q37	Instruction_Classroom_Assistant	Reported TA in at least one graduate/first- professional credit class
X13Q37	Instruction_Classroom_Hours	Total classroom credit hours in classes, undergraduate
X14Q37	Instruction_Classroom_Hours	Total classroom credit hours in classes, graduate/first-professional
X15Q37	Instruction_Classroom_Hours	Total hours/week teaching credit classes, undergrad
X16Q37	Instruction_Classroom_Hours	Total hours/week teaching credit classes, graduate/first-professional
X17Q37	Instruction_Classroom_Hours	Total student contact hours/week in credit classes, undergraduate
X18Q37	Instruction_Classroom_Hours	Total student contact hours/week in credit classes, graduate/first- professional
X19Q37	Instruction_Classroom_Hours	Total student credit hours in classes, undergraduate
X20Q37	Instruction_Classroom_Hours	Total student credit hours in classes, graduate/first-professional
X21Q37	Instruction_Classroom_Students	Total students taught in credit classes, undergraduate
X22Q37	Instruction_Classroom_Students	Total students taught in credit classes, graduate/first-professional
X23Q37	Instruction_Classroom_Students	Average for-credit class size
X24Q37	Instruction_Classroom_Students	Average undergraduate for-credit class size
X25Q37	Instruction_Classroom_Students	Average graduate/1st professional for-credit class size
X26Q37	Instruction_Level	Taught at least one undergraduate class for credit
X01Q39	Technology_Use	Technology index
X01Q47	Instruction_Individual	Level of student for individual instruction
X02Q47	Instruction_Individual	Individual instruction, number graduate/first-professional students
X03Q47	Instruction_Individual	Individual instruction, number total students
X04Q47	Instruction_Individual	Individual instruction, hours with total students
X05Q47	Instruction_Individual	Individual instruction, hours with graduate/first-professional students
X01Q52	Scholarship_Publications	Career total publications/scholarly works
X02Q52	Scholarship_Publications	Recent total publications/scholarly works
X03Q52	Scholarship_Publications	Recent total presentations, exhibitions, or performances
X04Q52	Scholarship_Publications	Career total presentations, exhibitions, or performances
X01Q54	Scholarship_Research	Principal research field, NSOPF:88 expanded (26 category)
X02Q54	Scholarship_Research	Principal research field, NSOPF:88 (10 category)
X03Q54	Scholarship_Research	Principal research field, vocational included (7 category)

See notes at end of table.

**Table K-2. Faculty Variables—Continued**

Variable name	Prefix	Label
X04Q54	Scholarship_Research	Principal research field, recoded (11 category)
X05Q54	Scholarship_Research	Principal research field-specific code (contiguous values)
X01Q61	Employment_Satisfaction	Satisfaction, index (sum) of instruction items
X01Q62	Employment_Satisfaction	Satisfaction, index (sum) of employment items
X01Q65	Employment_Future	Retire from all paid employment, planned age, collapsed
X02Q65	Employment_Future	Retire from all paid employment, years until, collapsed
X03Q65	Employment_Future	Retire from all paid employment, planned age, collapsed, with DK
X04Q65	Employment_Future	Retire from all paid employment, years until
X05Q65	Employment_Future	Retire from all paid employment, years until, collapsed, with DK
X01Q66	Finances_Income	Basic salary from institution, collapsed
X02Q66	Finances_Income	Institution total income except basic salary, collapsed
X03Q66	Finances_Income	Total income from the institution
X04Q66	Finances_Income	Total income from the institution, collapsed
X05Q66	Finances_Income	Outside income, consulting/freelance work, collapsed
X06Q66	Finances_Income	Outside income, total excluding consulting
X07Q66	Finances_Income	Outside income, total excluding consulting, collapsed
X08Q66	Finances_Income	Outside income, total (including consulting)
X09Q66	Finances_Income	Outside income, total (including consulting), collapsed
X10Q66	Finances_Income	Received compensation from outside consulting work
X11Q66	Finances_Income	Outside employment income, excluding consulting
X12Q66	Finances_Income	Outside employment income, excluding consulting, collapsed
X13Q66	Finances_Income	Outside employment income, including consulting
X14Q66	Finances_Income	Outside employment income, including consulting, collapsed
X01Q70	Finances_Family	Amount of total household income, collapsed, with don't knows
X01Q72	Background_Demographics	Age in 2004
X02Q72	Background_Demographics	Age, matches NSOPF:88 distribution
X03Q72	Background_Demographics	Age, matches NSOPF:93 distribution
X04Q72	Background_Demographics	Age, below or above 55 years
X01Q74	Background_Demographics	Race recoded, no more than one race
X02Q74	Background_Demographics	Race including more than one
X03Q74	Background_Demographics	Race/ethnicity recoded
X04Q74	Background_Demographics	Race/ethnicity recoded multiple
X05Q74	Background_Demographics	Race recoded including multiple according to OMB
X06Q74	Background_Demographics	Race/ethnicity including multiple, non-Hispanic
X01Q77	Background_Demographics	Marital status and dependent children
X02Q77	Background_Demographics	Marital status and dependent children, single parent in 2004
X01Q81	Background_Demographics	Citizenship status and birth
X02Q81	Background_Demographics	Citizenship status and minority status
X03Q81	Background_Demographics	Citizenship status and ethnicity

See notes at end of table.

Table K-2. Faculty Variables—Continued

Variable name	Prefix	Label
X01Q0	Institution_Type	1994 Carnegie (6 cat, all liberal arts) by control, selected cats
X02Q0	Institution_Type	1994 Carnegie (6 cat, private liberal arts) by control, selected cats
X03Q0	Institution_Type	1994 Carnegie (5 category) by control, selected categories
X04Q0	Institution_Type	1994 Carnegie (8 category) by control
X05Q0	Institution_Type	1994 Carnegie (10 category), separates I/II
X06Q0	Institution_Type	1994 Carnegie, 4-year versus 2-year
X08Q0	Institution_Type	1994 Carnegie, doctoral/nondoctoral/2-yr by control
X09Q0	Institution_Other	Degree of urbanization
X10Q0	Institution_Other	Ratio of FTE enrollment/FTE faculty
X11Q0	Institution_Other	Enrollment, undergraduate
X12Q0	Institution_Other	Enrollment, undergraduate, collapsed
X13Q0	Institution_Other	Enrollment FTE, undergraduate
X14Q0	Institution_Other	Enrollment FTE, undergraduate, collapsed
X15Q0	Institution_Other	Enrollment, first-professional
X16Q0	Institution_Other	Enrollment, first-professional, collapsed
X17Q0	Institution_Other	Enrollment FTE, first-professional
X18Q0	Institution_Other	Enrollment FTE, first-professional, collapsed
X19Q0	Institution_Other	Enrollment, graduate
X20Q0	Institution_Other	Enrollment, graduate, collapsed
X21Q0	Institution_Other	Enrollment FTE, graduate
X22Q0	Institution_Other	Enrollment FTE, graduate, collapsed
X23Q0	Institution_Other	Enrollment, total
X24Q0	Institution_Other	Enrollment, total, collapsed
X25Q0	Institution_Other	Enrollment FTE, total
X26Q0	Institution_Other	Enrollment FTE, total, collapsed
X27Q0	Institution_Other	Enrollment minority, American Indian/Alaska Native
X28Q0	Institution_Other	Enrollment minority, Asian/Pacific Islander
X29Q0	Institution_Other	Enrollment minority, Black non-Hispanic
X30Q0	Institution_Other	Enrollment minority, Hispanic
X31Q0	Institution_Other	Core expenses, instruction (in 1000's)
X32Q0	Institution_Other	Core expenses, instruction, collapsed
X33Q0	Institution_Other	Core expenses, research (in 1000's)
X34Q0	Institution_Other	Core expenses, research, collapsed
X35Q0	Institution_Other	Core expenses, total (in 1000's)
X36Q0	Institution_Other	Core expenses, total, collapsed
X37Q0	Institution_Other	Region where institution located
X38Q0	Institution_Type	1994 Carnegie, doctoral/nondoctoral/2-year
X99Q0	Institution_Type	Institution state
X100Q0	Institution_Type	2000 Carnegie code, detailed
X101Q0	Institution_Type	Institution control
X102Q0	Institution_Type	Institution level
X103Q0	Institution_Type	Institution control and highest degree awarded, 4 category
X104Q0	Institution_Type	2000 Carnegie code, 10 category

See notes at end of table.

**Table K-2. Faculty Variables—Continued**

Variable name	Prefix	Label
X105Q0	Institution_Type	2000 Carnegie code, 9 category
X106Q0	Institution_Type	2000 Carnegie code, 7 category
X107Q0	Institution_Type	2000 Carnegie code, 5 category
X108Q0	Institution_Type	Institution highest degree awarded, 2 category
X109Q0	Institution_Type	2000 Carnegie, doctoral/nondoctoral
X110Q0	Institution_Type	2000 Carnegie code (10 category) by control
X111Q0	Institution_Type	2000 Carnegie, 2-year versus 4-year
X112Q0	Institution_Type	2000 Carnegie, doctoral/nondoctoral by control
X113Q0	Institution_Type	2000 Carnegie, 2-year/4-year by control
X120Q0	Institution_Type	2000 Carnegie code (5 category) by control
X121Q0	Institution_Type	2000 Carnegie code (5 category) by control, selected categories
X122Q0	Institution_Type	Institution control and highest degree awarded, 6 category

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

# **Appendix L**

## **GEM Adjustment Procedure**

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## Generalized Exponential Model (GEM) – an overview

In survey practice, design weights are adjusted to correct the bias introduced by differential nonresponse and undercoverage via nonresponse adjustment and post-stratification. Since these adjustments can increase variance of estimates by creating extreme weights, oftentimes, extreme weight adjustments are applied to reduce variance inflation due to weighting. The Generalized Exponential Model (GEM) program was developed at RTI (Folsom and Singh, 2000) to provide a unified method for all weight adjustments.

GEM is an expansion of the commonly used method of iterative proportional fitting (raking) based on a generalization of Deville and Särndal's (1992) logit method, in that bounds on weights are not required to be uniform. For this purpose, GEM has a built-in extreme weight control feature that allows for different bounds on the adjusted weights for different sample units. This control feature can be used for a separate extreme weight adjustment after poststratification such that sample distribution of weights obtained after the initial poststratification is preserved.

The unadjusted initial weights were classified as extreme if they fell outside of the interval of median  $\pm 3 \times$  interquartile range (IQR) within specified domains, where domains were defined as functions of design strata with a minimum sample size requirement of 30. The goal of model fitting was to keep as many variables as possible without unduly increasing the unequal weighting effects (UWE) and the extreme weight proportion. A mixture of forward and backward selection schemes were used for fitting the GEM model. The model started with the main effects and then two-way and higher order interaction effects were added in a forward manner. Subsequently, the bounds were successively tightened until the model statistics and characteristics were satisfied.

During the modeling, a number of statistics were closely monitored to uncover any unusual impact of weight adjustment on the initial weights. These statistics included UWEs, extreme weight proportions, and distribution of large adjustment factors. GEM summary/diagnostic statistics provide information on the distribution of the initial and adjusted weights, number of variables in the final model, and the extreme weight proportions.

## Appendix L References

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# **Appendix M**

## **Design Effects**

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Researchers who do not have access to software packages such as SUDAAN for calculation of design-based standard errors can use a relevant estimate of design effect from this table to approximate the standard errors of statistics for the 2004 National Study of Postsecondary Faculty (NSOPF:04). For estimates of a proportion,  $\hat{p}$ , a design-based standard error can be approximated by:

$$\sqrt{\frac{\hat{p} \times (1 - \hat{p})}{n}} \times \text{DEFT}$$

Similarly, design-based standard errors for estimates of means can be approximated by the following formula, in which  $S^2$  represents the sample variance under simple random sampling.

$$\sqrt{\frac{S^2}{n}} \times \text{DEFT}$$

For instance as reported in table M-1, it is estimated that among the 7,460 sample faculty members at public doctoral institutions, 39.7 percent were with tenure as of fall 2003 (Q12). The design based (proper) standard error of this estimate is 0.67 percent, while under the simple random sampling assumption the corresponding (improper) standard error is 0.57 percent. However, a rough approximation of the designed based standard error of this estimate can be produced by multiplying the value of standard error obtained under the simple random estimate assumption (0.57 percent) by the estimate of root design effect. This technique is not recommended, however; there are many commercially available statistical software packages to do this.

**Table M-1. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by institution type**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Institution Type <sup>2</sup>
			Design	SRS			
Q1: Percent with instructional duties	7,460	94.15	0.31	0.27	1.32	1.15	1
Q2: Percent with some credit instruction	7,460	86.80	0.48	0.39	1.53	1.24	1
Q3: Percent who had faculty status	7,460	94.29	0.34	0.27	1.60	1.26	1
Q4: Percent whose principal activity was research	7,460	23.35	0.62	0.49	1.61	1.27	1
Q4: Percent whose principal activity was teaching	7,460	51.45	0.54	0.58	0.87	0.93	1
Q6: Percent part-time is primary employment	1,130	44.57	1.76	1.48	1.42	1.19	1
Q8: Percent part-time preferred full-time	1,130	27.44	1.36	1.33	1.05	1.02	1
Q10: Percent with academic rank of professor	7,460	25.92	0.64	0.51	1.61	1.27	1
Q12: Percent with tenure	7,460	39.69	0.67	0.57	1.40	1.18	1
Q15: Percent nonunion union not available	6,340	69.32	0.61	0.58	1.10	1.05	1
Q19A1: Percent with other job that is full-time	7,460	9.48	0.37	0.34	1.22	1.10	1
Q35A1: Percent teaching a single credit class	7,460	27.76	0.54	0.52	1.09	1.04	1
Q37C2: Percent meet > 3 hours for second class	3,700	23.29	0.75	0.69	1.16	1.08	1
Q37F1: Percent with no TA in first class	5,590	71.32	0.70	0.61	1.32	1.15	1
Q39: Percent with web site for instruction	7,460	43.53	0.60	0.57	1.08	1.04	1
Q62A: Percent not "very satisfied" workload	7,460	65.16	0.53	0.55	0.92	0.96	1
Q64: Percent retired from another position	7,460	6.58	0.37	0.29	1.63	1.28	1
Q68: Percent paid by the course	760	41.86	1.74	1.79	0.95	0.98	1
Q77: Percent marital status married	7,460	75.15	0.53	0.50	1.12	1.06	1
Q77: Percent marital status single	7,460	11.28	0.44	0.37	1.43	1.20	1
Q81: Percent United States citizen	7,460	88.86	0.42	0.36	1.35	1.16	1
Q1: Percent with instructional duties	2,620	98.66	0.26	0.22	1.34	1.16	2
Q2: Percent with some credit instruction	2,620	96.31	0.43	0.37	1.37	1.17	2
Q3: Percent who had faculty status	2,620	91.84	0.74	0.54	1.91	1.38	2
Q4: Percent whose principal activity was research	2,620	1.51	0.30	0.24	1.60	1.26	2
Q4: Percent whose principal activity was teaching	2,620	83.40	1.07	0.73	2.18	1.48	2
Q6: Percent part-time is primary employment	670	39.61	2.25	1.89	1.41	1.19	2
Q8: Percent part-time preferred full-time	670	32.77	1.74	1.82	0.92	0.96	2
Q10: Percent with academic rank of professor	2,620	21.73	1.00	0.81	1.55	1.25	2
Q12: Percent with tenure	2,620	35.77	1.11	0.94	1.39	1.18	2
Q15: Percent nonunion union not available	1,720	62.65	1.75	1.17	2.26	1.50	2
Q19A1: Percent with other job that is full-time	2,620	15.95	0.92	0.72	1.67	1.29	2
Q35A1: Percent teaching a single credit class	2,620	20.84	0.86	0.79	1.17	1.08	2
Q37C2: Percent meet > 3 hours for second class	1,920	22.06	1.06	0.95	1.25	1.12	2
Q37F1: Percent with no TA in first class	2,370	89.73	0.67	0.62	1.16	1.08	2
Q39: Percent with web site for instruction	2,620	46.02	1.26	0.97	1.67	1.29	2
Q62A: Percent not "very satisfied" workload	2,620	65.50	1.19	0.93	1.63	1.28	2
Q64: Percent retired from another position	2,620	11.42	0.83	0.62	1.79	1.34	2
Q68: Percent paid by the course	490	37.66	3.20	2.19	2.14	1.46	2
Q77: Percent marital status married	2,620	71.39	1.02	0.88	1.33	1.15	2
Q77: Percent marital status single	2,620	12.54	0.76	0.65	1.39	1.18	2
Q81: Percent United States citizen	2,620	94.53	0.49	0.44	1.20	1.10	2
Q1: Percent with instructional duties	510	98.09	1.54	0.60	6.49	2.55	3
Q2: Percent with some credit instruction	510	95.84	1.82	0.88	4.26	2.06	3

See notes at end of table.

**Table M-1. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by institution type—Continued**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Institution Type <sup>2</sup>
			Design	SRS			
Q3: Percent who had faculty status	510	93.06	1.74	1.12	2.40	1.55	3
Q4: Percent whose principal activity was research	510	0.48	0.24	0.31	0.61	0.78	3
Q4: Percent whose principal activity was teaching	510	86.61	2.32	1.50	2.38	1.54	3
Q6: Percent part-time is primary employment	140	33.70	5.85	4.02	2.11	1.45	3
Q8: Percent part-time preferred full-time	140	45.17	5.43	4.24	1.64	1.28	3
Q10: Percent with academic rank of professor	510	14.08	3.05	1.54	3.93	1.98	3
Q12: Percent with tenure	510	29.59	1.98	2.02	0.96	0.98	3
Q15: Percent nonunion union not available	340	56.38	8.12	2.68	9.16	3.03	3
Q19A1: Percent with other job that is full-time	510	17.62	2.39	1.68	2.02	1.42	3
Q35A1: Percent teaching a single credit class	510	22.41	2.56	1.84	1.93	1.39	3
Q37C2: Percent meet > 3 hours for second class	390	24.29	3.10	2.18	2.02	1.42	3
Q37F1: Percent with no TA in first class	470	93.19	1.86	1.16	2.56	1.60	3
Q39: Percent with web site for instruction	510	47.37	4.81	2.20	4.77	2.18	3
Q62A: Percent not "very satisfied" workload	510	64.03	2.81	2.12	1.76	1.33	3
Q64: Percent retired from another position	510	11.68	2.62	1.42	3.41	1.85	3
Q68: Percent paid by the course	110	31.91	10.51	4.42	5.64	2.38	3
Q77: Percent marital status married	510	69.71	2.52	2.03	1.54	1.24	3
Q77: Percent marital status single	510	10.76	2.13	1.37	2.43	1.56	3
Q81: Percent United States citizen	510	95.55	1.49	0.91	2.68	1.64	3
Q1: Percent with instructional duties	6,420	98.94	0.18	0.13	1.96	1.40	4
Q2: Percent with some credit instruction	6,420	88.51	0.72	0.40	3.31	1.82	4
Q3: Percent who had faculty status	6,420	89.74	0.52	0.38	1.87	1.37	4
Q4: Percent whose principal activity was research	6,420	0.04	0.03	0.03	0.97	0.99	4
Q4: Percent whose principal activity was teaching	6,420	89.33	0.53	0.39	1.88	1.37	4
Q6: Percent part-time is primary employment	3,500	34.18	0.99	0.80	1.53	1.24	4
Q8: Percent part-time preferred full-time	3,500	40.24	1.08	0.83	1.70	1.30	4
Q10: Percent with academic rank of professor	6,420	9.00	0.76	0.36	4.58	2.14	4
Q12: Percent with tenure	6,420	17.83	0.64	0.48	1.81	1.35	4
Q15: Percent nonunion union not available	3,980	50.28	1.46	0.79	3.38	1.84	4
Q19A1: Percent with other job that is full-time	6,420	32.58	0.84	0.59	2.06	1.43	4
Q35A1: Percent teaching a single credit class	6,420	27.52	0.69	0.56	1.55	1.25	4
Q37C2: Percent meet > 3 hours for second class	3,890	43.75	1.13	0.80	2.02	1.42	4
Q37F1: Percent with no TA in first class	5,390	93.99	0.52	0.32	2.54	1.59	4
Q39: Percent with web site for instruction	6,420	31.59	0.95	0.58	2.67	1.63	4
Q62A: Percent not "very satisfied" workload	6,420	49.26	0.82	0.62	1.72	1.31	4
Q64: Percent retired from another position	6,420	16.06	0.70	0.46	2.32	1.52	4
Q68: Percent paid by the course	3,000	26.74	1.39	0.81	2.97	1.72	4
Q77: Percent marital status married	6,420	71.69	0.95	0.56	2.87	1.69	4
Q77: Percent marital status single	6,420	10.71	0.55	0.39	2.06	1.44	4
Q81: Percent United States citizen	6,420	98.14	0.21	0.17	1.53	1.24	4
Q1: Percent with instructional duties	110	99.15	0.95	0.89	1.12	1.06	5
Q2: Percent with some credit instruction	110	92.09	8.46	2.62	10.41	3.23	5
Q3: Percent who had faculty status	110	79.54	9.38	3.92	5.73	2.39	5
Q4: Percent whose principal activity was research	110	2.02	1.09	1.37	0.64	0.80	5

See notes at end of table.

**Table M-1. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by institution type—Continued**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Institution Type <sup>2</sup>
			Design	SRS			
Q4: Percent whose principal activity was teaching	110	87.80	4.78	3.18	2.26	1.50	5
Q6: Percent part-time is primary employment	50	32.82	5.85	6.85	0.73	0.85	5
Q8: Percent part-time preferred full-time	50	35.62	8.43	6.99	1.46	1.21	5
Q10: Percent with academic rank of professor	110	12.05	1.26	3.16	0.16	0.40	5
Q12: Percent with tenure	110	26.85	1.98	4.30	0.21	0.46	5
Q15: Percent nonunion union not available	80	68.09	15.72	5.35	8.65	2.94	5
Q19A1: Percent with other job that is full-time	110	20.84	5.90	3.94	2.24	1.50	5
Q35A1: Percent teaching a single credit class	110	31.12	10.61	4.50	5.57	2.36	5
Q37C2: Percent meet > 3 hours for second class	60	26.31	8.87	5.59	2.51	1.59	5
Q37F1: Percent with no TA in first class	100	92.51	2.59	2.66	0.95	0.97	5
Q39: Percent with web site for instruction	110	48.35	5.30	4.85	1.19	1.09	5
Q62A: Percent not "very satisfied" workload	110	55.72	7.05	4.82	2.14	1.46	5
Q64: Percent retired from another position	110	17.86	11.66	3.72	9.82	3.13	5
Q68: Percent paid by the course	40	33.77	16.58	7.88	4.42	2.10	5
Q77: Percent marital status married	110	66.41	5.07	4.59	1.22	1.10	5
Q77: Percent marital status single	110	11.90	5.80	3.15	3.40	1.84	5
Q81: Percent United States citizen	110	94.02	4.66	2.30	4.10	2.02	5
Q1: Percent with instructional duties	3,160	94.56	0.60	0.40	2.22	1.49	6
Q2: Percent with some credit instruction	3,160	86.28	0.55	0.61	0.80	0.89	6
Q3: Percent who had faculty status	3,160	95.71	0.54	0.36	2.27	1.51	6
Q4: Percent whose principal activity was research	3,160	20.98	0.74	0.72	1.03	1.02	6
Q4: Percent whose principal activity was teaching	3,160	52.90	1.08	0.89	1.49	1.22	6
Q6: Percent part-time is primary employment	710	31.72	1.84	1.75	1.11	1.05	6
Q8: Percent part-time preferred full-time	710	30.13	1.71	1.72	0.98	0.99	6
Q10: Percent with academic rank of professor	3,160	23.77	0.62	0.76	0.68	0.82	6
Q12: Percent with tenure	3,160	30.51	0.75	0.82	0.84	0.91	6
Q15: Percent nonunion union not available	3,040	86.37	0.69	0.62	1.24	1.12	6
Q19A1: Percent with other job that is full-time	3,160	16.26	0.55	0.66	0.70	0.84	6
Q35A1: Percent teaching a single credit class	3,160	30.37	0.98	0.82	1.42	1.19	6
Q37C2: Percent meet > 3 hours for second class	1,450	28.16	1.42	1.18	1.44	1.20	6
Q37F1: Percent with no TA in first class	2,300	72.08	1.09	0.94	1.37	1.17	6
Q39: Percent with web site for instruction	3,160	40.76	0.81	0.87	0.86	0.92	6
Q62A: Percent not "very satisfied" workload	3,160	58.08	1.03	0.88	1.37	1.17	6
Q64: Percent retired from another position	3,160	8.24	0.61	0.49	1.57	1.25	6
Q68: Percent paid by the course	540	46.27	2.04	2.14	0.91	0.96	6
Q77: Percent marital status married	3,160	74.67	0.90	0.77	1.34	1.16	6
Q77: Percent marital status single	3,160	12.20	0.62	0.58	1.13	1.06	6
Q81: Percent United States citizen	3,160	88.03	0.55	0.58	0.92	0.96	6
Q1: Percent with instructional duties	2,270	98.40	0.32	0.26	1.46	1.21	7
Q2: Percent with some credit instruction	2,270	96.21	0.42	0.40	1.08	1.04	7
Q3: Percent who had faculty status	2,270	92.58	0.72	0.55	1.70	1.30	7
Q4: Percent whose principal activity was research	2,270	0.34	0.15	0.12	1.53	1.24	7
Q4: Percent whose principal activity was teaching	2,270	86.88	0.86	0.71	1.47	1.21	7
Q6: Percent part-time is primary employment	1,000	23.27	2.42	1.34	3.28	1.81	7

See notes at end of table.

**Table M-1. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by institution type—Continued**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Institution Type <sup>2</sup>
			Design	SRS			
Q8: Percent part-time preferred full-time	1,000	27.91	1.44	1.42	1.03	1.02	7
Q10: Percent with academic rank of professor	2,270	12.51	0.67	0.69	0.93	0.96	7
Q12: Percent with tenure	2,270	19.19	1.00	0.83	1.46	1.21	7
Q15: Percent nonunion union not available	2,130	81.42	1.41	0.84	2.79	1.67	7
Q19A1: Percent with other job that is full-time	2,270	31.46	1.64	0.97	2.84	1.69	7
Q35A1: Percent teaching a single credit class	2,270	29.91	1.29	0.96	1.79	1.34	7
Q37C2: Percent meet > 3 hours for second class	1,440	37.87	2.86	1.28	4.99	2.23	7
Q37F1: Percent with no TA in first class	2,040	92.04	1.09	0.60	3.31	1.82	7
Q39: Percent with web site for instruction	2,270	43.29	1.64	1.04	2.47	1.57	7
Q62A: Percent not "very satisfied" workload	2,270	52.49	1.17	1.05	1.25	1.12	7
Q64: Percent retired from another position	2,270	15.94	1.27	0.77	2.75	1.66	7
Q68: Percent paid by the course	860	56.06	2.98	1.70	3.09	1.76	7
Q77: Percent marital status married	2,270	75.63	1.38	0.90	2.35	1.53	7
Q77: Percent marital status single	2,270	10.78	1.06	0.65	2.65	1.63	7
Q81: Percent United States citizen	2,270	96.69	0.53	0.38	2.00	1.41	7
Q1: Percent with instructional duties	2,520	97.52	0.53	0.31	2.90	1.70	8
Q2: Percent with some credit instruction	2,520	95.55	0.86	0.41	4.39	2.10	8
Q3: Percent who had faculty status	2,520	91.72	1.01	0.55	3.39	1.84	8
Q4: Percent whose principal activity was research	2,520	1.25	0.37	0.22	2.85	1.69	8
Q4: Percent whose principal activity was teaching	2,520	83.00	1.20	0.75	2.59	1.61	8
Q6: Percent part-time is primary employment	680	30.33	3.25	1.76	3.40	1.84	8
Q8: Percent part-time preferred full-time	680	27.75	2.20	1.72	1.64	1.28	8
Q10: Percent with academic rank of professor	2,520	19.86	1.27	0.79	2.56	1.60	8
Q12: Percent with tenure	2,520	28.09	1.84	0.89	4.22	2.05	8
Q15: Percent nonunion union not available	2,300	81.27	2.07	0.81	6.49	2.55	8
Q19A1: Percent with other job that is full-time	2,520	18.46	1.27	0.77	2.71	1.65	8
Q35A1: Percent teaching a single credit class	2,520	23.85	1.48	0.85	3.03	1.74	8
Q37C2: Percent meet > 3 hours for second class	1,800	28.11	2.06	1.06	3.77	1.94	8
Q37F1: Percent with no TA in first class	2,290	85.87	1.06	0.73	2.12	1.46	8
Q39: Percent with web site for instruction	2,520	42.21	1.69	0.98	2.96	1.72	8
Q62A: Percent not "very satisfied" workload	2,520	56.44	1.55	0.99	2.46	1.57	8
Q64: Percent retired from another position	2,520	11.90	0.89	0.64	1.90	1.38	8
Q68: Percent paid by the course	540	56.68	3.57	2.13	2.81	1.68	8
Q77: Percent marital status married	2,520	72.43	1.20	0.89	1.80	1.34	8
Q77: Percent marital status single	2,520	13.69	0.91	0.68	1.75	1.32	8
Q81: Percent United States citizen	2,520	95.32	0.61	0.42	2.13	1.46	8
Q1: Percent with instructional duties	190	98.64	1.00	0.84	1.40	1.18	9
Q2: Percent with some credit instruction	190	95.07	3.41	1.57	4.71	2.17	9
Q3: Percent who had faculty status	190	74.61	5.58	3.16	3.12	1.77	9
Q4: Percent whose principal activity was teaching	190	79.49	5.71	2.93	3.80	1.95	9
Q6: Percent part-time is primary employment	190	57.09	5.42	3.59	2.28	1.51	9
Q8: Percent part-time preferred full-time	60	40.26	3.59	6.18	0.34	0.58	9
Q10: Percent with academic rank of professor	190	0.00	0.00	0.00			9

See notes at end of table.

**Table M-1. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by institution type—Continued**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Institution Type <sup>2</sup>
			Design	SRS			
Q12: Percent with tenure	190	8.93	2.71	2.07	1.72	1.31	9
Q15: Percent nonunion union not available	60	39.47	4.22	6.16	0.47	0.69	9
Q19A1: Percent with other job that is full-time	190	25.10	1.15	3.15	0.13	0.36	9
Q35A1: Percent teaching a single credit class	190	98.43	1.02	0.90	1.28	1.13	9
Q37C2: Percent meet > 3 hours for second class	170	90.02	0.92	2.30	0.16	0.40	9
Q37F1: Percent with no TA in first class	190	21.35	3.31	2.97	1.24	1.11	9
Q39: Percent with web site for instruction	190	13.20	3.17	2.46	1.67	1.29	9
Q62A: Percent not "very satisfied" workload	140	18.05	4.83	3.31	2.13	1.46	9
Q64: Percent retired from another position	190	49.08	5.08	3.63	1.96	1.40	9
Q68: Percent paid by the course	170	92.59	5.46	1.99	7.53	2.74	9
Q77: Percent marital status married	190	7.48	1.60	1.91	0.70	0.84	9
Q77: Percent marital status single	190	13.98	4.92	2.52	3.83	1.96	9
Q81: Percent United States citizen	190	84.06	2.58	2.66	0.94	0.97	9
Q1: Percent with instructional duties	50	27.05	5.70	6.10	0.87	0.93	10
Q2: Percent with some credit instruction	850	97.63	0.82	0.52	2.44	1.56	10
Q3: Percent who had faculty status	850	94.74	1.07	0.77	1.95	1.40	10
Q4: Percent whose principal activity was research	850	83.12	2.49	1.29	3.75	1.94	10
Q4: Percent whose principal activity was teaching	850	94.27	1.13	0.80	2.02	1.42	10
Q6: Percent part-time is primary employment	850	55.28	2.30	1.71	1.82	1.35	10
Q8: Percent part-time preferred full-time	420	22.07	3.06	2.02	2.29	1.51	10
Q10: Percent with academic rank of professor	850	1.33	0.64	0.39	2.61	1.62	10
Q12: Percent with tenure	850	19.68	2.15	1.36	2.49	1.58	10
Q15: Percent nonunion union not available	420	31.08	4.87	2.26	4.64	2.15	10
Q19A1: Percent with other job that is full-time	850	13.54	2.72	1.17	5.35	2.31	10
Q35A1: Percent teaching a single credit class	850	95.19	1.30	0.73	3.11	1.76	10
Q37C2: Percent meet > 3 hours for second class	740	88.65	2.36	1.16	4.11	2.03	10
Q37F1: Percent with no TA in first class	850	33.17	3.13	1.62	3.75	1.94	10
Q39: Percent with web site for instruction	850	30.57	2.14	1.58	1.83	1.35	10
Q62A: Percent not "very satisfied" workload	490	26.40	4.67	1.99	5.50	2.34	10
Q64: Percent retired from another position	850	35.00	5.48	1.64	11.20	3.35	10
Q68: Percent paid by the course	780	88.63	2.48	1.14	4.72	2.17	10
Q77: Percent marital status married	850	14.07	1.96	1.19	2.70	1.64	10
Q77: Percent marital status single	850	10.49	1.43	1.05	1.84	1.36	10
Q81: Percent United States citizen	850	69.94	3.04	1.57	3.73	1.93	10

<sup>1</sup> Numbers rounded to the nearest 10.

<sup>2</sup> Institution types are defined as follows: 1 = public doctor's; 2 = public master's; 3 = public bachelor's; 4 = public associate's; 5 = public other; 6 = private not-for-profit doctor's; 7 = private not-for-profit master's; 7 = private not-for-profit bachelor's; 8 = private not-for-profit associate's; 9 = private not-for-profit associate's; and 10 = private not-for-profit other.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).



**Table M-2. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by race/ethnicity**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Race/ ethnicity <sup>2</sup>
			Design	SRS			
Q1: Percent with instructional duties	20,390	9712	015	012	162	127	White
Q2: Percent with some credit instruction	20,390	9055	031	020	225	150	White
Q3: Percent who had faculty status	20,390	9204	028	019	218	148	White
Q4: Percent whose principal activity was teaching	20,390	7486	036	030	139	118	White
Q4: Percent whose principal activity was research	20,390	777	018	019	097	099	White
Q6: Percent part-time is primary employment	6,260	3459	068	060	126	112	White
Q8: Percent part-time preferred full-time	6,260	3312	068	059	129	114	White
Q10: Percent with academic rank of professor	20,390	1865	035	027	162	127	White
Q12: Percent with tenure	20,390	2836	041	032	171	131	White
Q15: Percent nonunion union not available	16,600	6971	059	036	276	166	White
Q19A1: Percent with other job that is full-time	20,390	2162	039	029	179	134	White
Q35A1: Percent teaching a single credit class	20,390	2758	041	031	175	132	White
Q37F1: Percent with no TA in first class	16,860	8552	034	027	156	125	White
Q37C2: Percent meet > 3 hours for second class	11,990	3171	071	043	283	168	White
Q39: Percent with web site for instruction	20,390	3991	047	034	192	138	White
Q62A: Percent not "very satisfied" workload	20,390	5638	036	035	107	103	White
Q64: Percent retired from another position	20,390	1233	033	023	200	142	White
Q68: Percent paid by the course	5,080	3695	100	068	218	148	White
Q77: Percent marital status single	20,390	1075	027	022	150	123	White
Q77: Percent marital status married	20,390	7422	041	031	180	134	White
Q81: Percent United States citizen	20,390	9610	019	014	200	141	White
Q1: Percent with instructional duties	1,940	9826	033	030	120	109	Black
Q2: Percent with some credit instruction	1,940	9108	087	065	182	135	Black
Q3: Percent who had faculty status	1,940	9107	099	065	232	152	Black
Q4: Percent whose principal activity was teaching	1,940	7588	142	097	213	146	Black
Q4: Percent whose principal activity was research	1,940	538	075	051	212	146	Black
Q6: Percent part-time is primary employment	890	2342	216	142	233	153	Black
Q8: Percent part-time preferred full-time	890	4053	212	164	167	129	Black
Q10: Percent with academic rank of professor	1,940	1253	117	075	244	156	Black
Q12: Percent with tenure	1,940	2423	141	097	211	145	Black
Q15: Percent nonunion union not available	1,440	6361	207	127	265	163	Black
Q19A1: Percent with other job that is full-time	1,940	2790	106	102	108	104	Black
Q35A1: Percent teaching a single credit class	1,940	2565	152	099	235	153	Black
Q37F1: Percent with no TA in first class	1,580	8947	112	077	209	145	Black
Q37C2: Percent meet > 3 hours for second class	1,120	3118	183	138	176	133	Black
Q39: Percent with web site for instruction	1,940	3516	137	108	160	127	Black
Q62A: Percent not "very satisfied" workload	1,940	5879	166	112	221	149	Black
Q64: Percent retired from another position	1,940	1134	090	072	157	125	Black
Q68: Percent paid by the course	730	3867	285	180	251	158	Black
Q77: Percent marital status single	1,940	1879	106	089	144	120	Black
Q77: Percent marital status married	1,940	5811	140	112	156	125	Black
Q81: Percent United States citizen	1,940	9272	068	059	135	116	Black

See notes at end of table.

**Table M-2. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by race/ethnicity—Continued**

Item	Number <sup>1</sup>	Estimate	Standard error			DEFF	DEFT	Race/ ethnicity <sup>2</sup>
			Design	SRS	DEFF			
Q1: Percent with instructional duties	1,530	93.47	0.78	0.63	1.50	1.23	Asian <sup>2</sup>	
Q2: Percent with some credit instruction	1,530	85.75	0.95	0.89	1.13	1.06	Asian <sup>2</sup>	
Q3: Percent who had faculty status	1,530	95.18	0.79	0.55	2.08	1.44	Asian <sup>2</sup>	
Q4: Percent whose principal activity was teaching	1,530	54.23	1.22	1.28	0.92	0.96	Asian <sup>2</sup>	
Q4: Percent whose principal activity was research	1,530	27.06	1.30	1.14	1.31	1.15	Asian <sup>2</sup>	
Q6: Percent part-time is primary employment	350	43.28	4.10	2.65	2.39	1.54	Asian <sup>2</sup>	
Q8: Percent part-time preferred full-time	350	42.80	3.32	2.65	1.57	1.25	Asian <sup>2</sup>	
Q10: Percent with academic rank of professor	1,530	17.49	1.22	0.97	1.59	1.26	Asian <sup>2</sup>	
Q12: Percent with tenure	1,530	30.97	1.47	1.18	1.55	1.24	Asian <sup>2</sup>	
Q15: Percent nonunion union not available	1,160	69.95	1.83	1.35	1.85	1.36	Asian <sup>2</sup>	
Q19A1: Percent with other job that is full-time	1,530	9.60	0.87	0.75	1.32	1.15	Asian <sup>2</sup>	
Q35A1: Percent teaching a single credit class	1,530	24.34	1.48	1.10	1.81	1.35	Asian <sup>2</sup>	
Q37F1: Percent with no TA in first class	1,180	72.53	1.67	1.30	1.65	1.28	Asian <sup>2</sup>	
Q37C2: Percent meet > 3 hours for second class	830	29.47	1.86	1.58	1.38	1.18	Asian <sup>2</sup>	
Q39: Percent with web site for instruction	1,530	41.76	1.29	1.26	1.04	1.02	Asian <sup>2</sup>	
Q62A: Percent not "very satisfied" workload	1,530	71.18	1.27	1.16	1.21	1.10	Asian <sup>2</sup>	
Q64: Percent retired from another position	1,530	5.02	0.65	0.56	1.37	1.17	Asian <sup>2</sup>	
Q68: Percent paid by the course	260	24.30	3.38	2.66	1.61	1.27	Asian <sup>2</sup>	
Q77: Percent marital status single	1,530	12.58	1.30	0.85	2.34	1.53	Asian <sup>2</sup>	
Q77: Percent marital status married	1,530	79.22	1.47	1.04	2.01	1.42	Asian <sup>2</sup>	
Q81: Percent United States citizen	1,530	66.41	1.41	1.21	1.35	1.16	Asian <sup>2</sup>	
Q1: Percent with instructional duties	1,700	97.77	0.43	0.36	1.48	1.21	Hispanic	
Q2: Percent with some credit instruction	1,700	88.37	1.12	0.78	2.07	1.44	Hispanic	
Q3: Percent who had faculty status	1,700	90.88	0.84	0.70	1.46	1.21	Hispanic	
Q4: Percent whose principal activity was teaching	1,700	77.18	1.39	1.02	1.87	1.37	Hispanic	
Q4: Percent whose principal activity was research	1,700	7.36	0.58	0.63	0.84	0.92	Hispanic	
Q6: Percent part-time is primary employment	660	29.53	2.73	1.78	2.37	1.54	Hispanic	
Q8: Percent part-time preferred full-time	660	44.80	2.97	1.94	2.35	1.53	Hispanic	
Q10: Percent with academic rank of professor	1,700	12.43	0.82	0.80	1.06	1.03	Hispanic	
Q12: Percent with tenure	1,700	24.07	1.35	1.04	1.69	1.30	Hispanic	
Q15: Percent nonunion union not available	1,270	59.94	2.20	1.37	2.56	1.60	Hispanic	
Q19A1: Percent with Hispanic job that is full-time	1,700	24.05	1.74	1.04	2.81	1.68	Hispanic	
Q35A1: Percent teaching a single credit class	1,700	26.96	1.31	1.08	1.49	1.22	Hispanic	
Q37F1: Percent with no TA in first class	1,390	84.79	1.22	0.96	1.60	1.27	Hispanic	
Q37C2: Percent meet > 3 hours for second class	1,000	30.66	1.96	1.46	1.80	1.34	Hispanic	
Q39: Percent with web site for instruction	1,700	37.84	1.77	1.17	2.27	1.51	Hispanic	
Q62A: Percent not "very satisfied" workload	1,700	57.72	1.75	1.20	2.15	1.47	Hispanic	
Q64: Percent retired from another position	1,700	9.47	1.04	0.71	2.14	1.46	Hispanic	
Q68: Percent paid by the course	520	39.54	3.38	2.15	2.46	1.57	Hispanic	
Q77: Percent marital status single	1,700	15.98	1.24	0.89	1.95	1.40	Hispanic	
Q77: Percent marital status married	1,700	66.47	1.70	1.14	2.20	1.48	Hispanic	
Q81: Percent United States citizen	1,700	86.72	0.98	0.82	1.43	1.19	Hispanic	

See notes at end of table.

**Table M-2. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by race/ethnicity—Continued**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Race/ethnicity <sup>2</sup>
			Design	SRS			
Q1: Percent with instructional duties	550	97.76	1.23	0.63	3.79	1.95	Other
Q2: Percent with some credit instruction	550	90.89	2.23	1.23	3.29	1.81	Other
Q3: Percent who had faculty status	550	93.28	1.17	1.07	1.20	1.10	Other
Q4: Percent whose principal activity was teaching	550	78.99	2.38	1.74	1.87	1.37	Other
Q4: Percent whose principal activity was research	550	4.94	0.97	0.93	1.09	1.05	Other
Q6: Percent part-time is primary employment	190	35.23	4.64	3.45	1.81	1.34	Other
Q8: Percent part-time preferred full-time	190	54.59	4.77	3.59	1.76	1.33	Other
Q10: Percent with academic rank of professor	550	15.83	1.69	1.56	1.17	1.08	Other
Q12: Percent with tenure	550	23.00	1.92	1.80	1.13	1.07	Other
Q15: Percent nonunion union not available	420	63.68	2.71	2.36	1.32	1.15	Other
Q19A1: Percent with other job that is full-time	550	19.15	1.94	1.68	1.33	1.15	Other
Q35A1: Percent teaching a single credit class	550	23.80	2.12	1.82	1.36	1.17	Other
Q37F1: Percent with no TA in first class	450	84.18	2.03	1.71	1.40	1.19	Other
Q37C2: Percent meet > 3 hours for second class	340	30.94	2.97	2.51	1.41	1.19	Other
Q39: Percent with web site for instruction	550	42.88	3.47	2.12	2.68	1.64	Other
Q62A: Percent not "very satisfied" workload	550	60.64	2.97	2.09	2.02	1.42	Other
Q64: Percent retired from another position	550	10.47	1.61	1.31	1.52	1.23	Other
Q68: Percent paid by the course	160	43.14	7.04	3.95	3.17	1.78	Other
Q77: Percent marital status single	550	11.98	1.96	1.39	2.00	1.41	Other
Q77: Percent marital status married	550	65.51	2.82	2.03	1.92	1.39	Other
Q81: Percent United States citizen	550	96.35	0.93	0.80	1.33	1.16	Other

<sup>1</sup> Numbers rounded to the nearest 10.

<sup>2</sup> Black includes African American; Asian/Pacific Islander includes Native Hawaiian; Hispanic includes Latino; and Other includes American Indian/Alaska Native and those who selected more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table M-3. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by gender**

Item	Number <sup>1</sup>	Estimate	Standard error			DEFF	DEFT	Gender
			Design	SRS				
Q1: Percent with instructional duties	14,600	96.91	0.19	0.14	1.80	1.34	Male	
Q2: Percent with some credit instruction	14,600	91.12	0.35	0.24	2.26	1.50	Male	
Q3: Percent who had faculty status	14,600	93.46	0.30	0.20	2.09	1.45	Male	
Q4: Percent whose principal activity was research	14,600	11.11	0.28	0.26	1.13	1.06	Male	
Q4: Percent whose principal activity was teaching	14,600	72.48	0.40	0.37	1.15	1.07	Male	
Q6: Percent part-time is primary employment	4,150	26.10	0.94	0.68	1.91	1.38	Male	
Q8: Percent part-time preferred full-time	4,150	34.95	0.69	0.74	0.87	0.93	Male	
Q10: Percent with academic rank of professor	14,600	23.66	0.43	0.35	1.52	1.23	Male	
Q12: Percent with tenure	14,600	33.61	0.52	0.39	1.78	1.33	Male	
Q15: Percent nonunion union not available	11,820	69.35	0.63	0.42	2.24	1.50	Male	
Q19A1: Percent with other job that is full-time	14,600	22.85	0.43	0.35	1.52	1.23	Male	
Q35A1: Percent teaching a single credit class	14,600	27.57	0.44	0.37	1.45	1.20	Male	
Q37C2: Percent meet > 3 hours for second class	8,720	31.78	0.78	0.50	2.42	1.56	Male	
Q37F1: Percent with no TA in first class	12,200	82.12	0.34	0.35	0.98	0.99	Male	
Q39: Percent with web site for instruction	14,600	40.84	0.52	0.41	1.65	1.29	Male	
Q62A: Percent not "very satisfied" workload	14,600	57.12	0.48	0.41	1.38	1.17	Male	
Q64: Percent retired from another position	14,600	13.31	0.39	0.28	1.95	1.39	Male	
Q68: Percent paid by the course	3,420	39.11	1.18	0.84	2.00	1.41	Male	
Q77: Percent marital status married	14,600	78.60	0.44	0.34	1.70	1.30	Male	
Q77: Percent marital status single	14,600	10.11	0.30	0.25	1.45	1.20	Male	
Q81: Percent United States citizen	14,600	92.62	0.25	0.22	1.32	1.15	Male	
Q1: Percent with instructional duties	11,510	97.09	0.15	0.16	0.95	0.97	Female	
Q2: Percent with some credit instruction	11,510	88.96	0.47	0.29	2.54	1.59	Female	
Q3: Percent who had faculty status	11,510	90.43	0.40	0.27	2.08	1.44	Female	
Q4: Percent whose principal activity was research	11,510	5.71	0.20	0.22	0.90	0.95	Female	
Q4: Percent whose principal activity was teaching	11,510	75.48	0.51	0.40	1.62	1.27	Female	
Q6: Percent part-time is primary employment	4,210	42.82	1.01	0.76	1.76	1.33	Female	
Q8: Percent part-time preferred full-time	4,210	34.54	0.92	0.73	1.57	1.25	Female	
Q10: Percent with academic rank of professor	11,510	10.28	0.37	0.28	1.67	1.29	Female	
Q12: Percent with tenure	11,510	20.52	0.45	0.38	1.41	1.19	Female	
Q15: Percent nonunion union not available	9,070	68.43	0.75	0.49	2.35	1.53	Female	
Q19A1: Percent with other job that is full-time	11,510	19.04	0.56	0.37	2.37	1.54	Female	
Q35A1: Percent teaching a single credit class	11,510	26.62	0.53	0.41	1.63	1.28	Female	
Q37C2: Percent meet > 3 hours for second class	6,560	31.08	0.87	0.57	2.32	1.52	Female	
Q37F1: Percent with no TA in first class	9,260	88.90	0.45	0.33	1.86	1.36	Female	
Q39: Percent with web site for instruction	11,510	38.29	0.66	0.45	2.10	1.45	Female	
Q62A: Percent not "very satisfied" workload	11,510	58.24	0.51	0.46	1.25	1.12	Female	
Q64: Percent retired from another position	11,510	9.44	0.35	0.27	1.61	1.27	Female	
Q68: Percent paid by the course	3,330	34.33	1.19	0.82	2.10	1.45	Female	
Q77: Percent marital status married	11,510	65.90	0.56	0.44	1.62	1.27	Female	
Q77: Percent marital status single	11,510	13.43	0.36	0.32	1.30	1.14	Female	
Q81: Percent United States citizen	11,510	95.11	0.28	0.20	1.89	1.38	Female	

<sup>1</sup> Numbers rounded to the nearest 10.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

**Table M-4. Design effects (DEFFs) and root design effects (DEFT) for faculty statistics, by employment status**

Item	Number <sup>1</sup>	Estimate	Standard error		DEFF	DEFT	Employment status
			Design	SRS			
Q1: Percent with instructional duties	17,750	96.24	0.19	0.14	1.72	1.31	Full-time
Q2: Percent with some credit instruction	17,750	90.91	0.26	0.22	1.50	1.22	Full-time
Q3: Percent who had faculty status	17,750	96.29	0.25	0.14	3.20	1.79	Full-time
Q4: Percent whose principal activity was research	17,750	14.33	0.27	0.26	1.06	1.03	Full-time
Q4: Percent whose principal activity was teaching	17,750	62.38	0.46	0.36	1.57	1.25	Full-time
Q10: Percent with academic rank of professor	17,750	28.52	0.53	0.34	2.48	1.58	Full-time
Q12: Percent with tenure	17,750	47.51	0.66	0.37	3.09	1.76	Full-time
Q15: Percent nonunion union not available	13,830	78.71	0.58	0.35	2.76	1.66	Full-time
Q19A1: Percent with other job that is full-time	17,750	1.85	0.12	0.10	1.41	1.19	Full-time
Q35A1: Percent teaching a single credit class	17,750	15.84	0.29	0.27	1.13	1.06	Full-time
Q37C2: Percent meet > 3 hours for second class	11,940	29.01	0.59	0.42	2.02	1.42	Full-time
Q37F1: Percent with no TA in first class	14,640	79.52	0.45	0.33	1.80	1.34	Full-time
Q39: Percent with web site for instruction	17,750	48.89	0.48	0.38	1.64	1.28	Full-time
Q62A: Percent not "very satisfied" workload	17,750	67.73	0.44	0.35	1.60	1.26	Full-time
Q64: Percent retired from another position	17,750	4.93	0.19	0.16	1.37	1.17	Full-time
Q68: Percent paid by the course	590	12.41	1.75	1.36	1.67	1.29	Full-time
Q77: Percent marital status married	17,750	73.71	0.41	0.33	1.56	1.25	Full-time
Q77: Percent marital status single	17,750	11.41	0.29	0.24	1.51	1.23	Full-time
Q81: Percent United States citizen	17,750	91.17	0.26	0.21	1.52	1.23	Full-time
Q1: Percent with instructional duties	8,360	97.94	0.21	0.16	1.85	1.36	Part-time
Q2: Percent with some credit instruction	8,360	89.28	0.59	0.34	3.08	1.76	Part-time
Q3: Percent who had faculty status	8,360	86.88	0.52	0.37	1.95	1.40	Part-time
Q4: Percent whose principal activity was research	8,360	1.71	0.19	0.14	1.75	1.32	Part-time
Q4: Percent whose principal activity was teaching	8,360	88.39	0.49	0.35	1.97	1.40	Part-time
Q6: Percent part-time is primary employment	8,360	34.12	0.62	0.52	1.43	1.20	Part-time
Q8: Percent part-time preferred full-time	8,360	34.75	0.58	0.52	1.22	1.11	Part-time
Q10: Percent with academic rank of professor	8,360	4.39	0.30	0.22	1.76	1.33	Part-time
Q12: Percent with tenure	8,360	3.00	0.23	0.19	1.57	1.25	Part-time
Q15: Percent nonunion union not available	7,050	57.52	0.78	0.59	1.76	1.33	Part-time
Q19A1: Percent with other job that is full-time	8,360	46.15	0.71	0.55	1.68	1.29	Part-time
Q35A1: Percent teaching a single credit class	8,360	41.73	0.65	0.54	1.46	1.21	Part-time
Q37C2: Percent meet > 3 hours for second class	3,340	36.93	1.27	0.83	2.30	1.52	Part-time
Q37F1: Percent with no TA in first class	6,810	92.00	0.42	0.33	1.67	1.29	Part-time
Q39: Percent with web site for instruction	8,360	28.00	0.75	0.49	2.34	1.53	Part-time
Q62A: Percent not "very satisfied" workload	8,360	44.56	0.59	0.54	1.17	1.08	Part-time
Q64: Percent retired from another position	8,360	20.33	0.57	0.44	1.68	1.30	Part-time
Q68: Percent paid by the course	6,150	38.52	1.02	0.62	2.72	1.65	Part-time
Q77: Percent marital status married	8,360	72.54	0.68	0.49	1.95	1.40	Part-time
Q77: Percent marital status single	8,360	11.66	0.51	0.35	2.13	1.46	Part-time
Q81: Percent United States citizen	8,360	96.91	0.24	0.19	1.60	1.27	Part-time

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

