Appendix A
Technical Review Panel

This page left intentionally blank.

National Study of Postsecondary Faculty (NSOPF:04)
Technical Review Panel

Eugene Anderson
Research Associate
American Council on Education
Center for Policy Analysis &
Office of Minorities in Higher Education
One Dupont Circle NW
Washington, DC 20036-1193
    Telephone: (202)939-9393
    FAX: (202)785-2990
    Email: eugene_anderson@ace.nche.edu

Roger Baldwin
Professor
Michigan State University
429 Erickson Hall
East Lansing, MI 48824
    Telephone: (517)355-6452
    FAX: (517)353-6393
    Email: rbaldwin@msu.edu

Ernst Benjamin
Senior Consultant
American Association of University Professors
1012 14th St., N.W.
Suite 500
Washington, DC 20005-3465
    Telephone: (202)737-5900
    FAX: (202)737-5526
    Email: ebenjamin@aaup.org

May Chen
Assistant Vice Chancellor
Community College of Baltimore County
800 South Rolling Road
Baltimore, MD 21228-5317
    Telephone: (410)869-1135
    FAX: (410)869-1265
    Email: mchen@ccbcmd.edu

Michael Cohen
Assistant Director for Survey Programs
Bureau of Transportation Statistics
400 7th Street SW
Room 4432
Washington, DC 20590
    Telephone: (202)366-9949
    FAX: (202)366-3385
    Email: michael.cohen@bts.gov

Peggye Cohen
Assistant VP for Institutional Research
George Washington University
2122 I Street NW
Suite 809
Washington, DC 20052
    Telephone: (202)994-6509
    FAX: (202)994-0709
    Email: peggye@gwu.edu

Valerie Conley
Assistant Professor
Ohio University
Department of Counseling and Higher Education
McCracken Hall 201
Athens, OH 45701
    Telephone: (740)593-9426
    FAX: (740)593-0477
    Email: conleyv@ohio.edu

John Curtis
Director of Research
American Association of University Professors
1012 14th Street NW, Suite 500
Washington, DC 20005-3465
    Telephone: (202)737-5900
    FAX: (202)737-5526
    Email: jcurtis@aaup.org

National Study of Postsecondary Faculty (NSOPF:04)
Technical Review Panel—Continued

Eric Dey
Associate Professor
University of Michigan
610 East University
2117D School of Education Building
Ann Arbor, MI 48109-1259
     Telephone: (734)647-1651
     FAX: (734)764-2510
     Email: dey@umich.edu

Elaine El-Khawas
Professor
George Washington University
Dept. of Educational Leadership
2134 G Street, NW
Washington, DC 200520
     Telephone: (202)994-2196
     FAX:
     Email: elkhawas@gwu.edu

James Fairweather
Professor
Michigan State University
416 Erickson Hall
East Lansing, MI 48824
     Telephone: (517)353-3387
     FAX: (517)353-6393
     Email: fairwea4@pilot.msu.edu

Martin Finkelstein
Professor
Seton Hall University
508 Academy Street
Maplewood, NJ 07079
     Telephone: (973)763-5706
     FAX: (201)761-9758
     Email: finkelma@shu.edu

Jon Fuller
Senior Fellow
National Association of Independent Colleges and
     Universities
1025 Connecticut Ave NW
Suite 700
Washington, DC 20036-5405
     Telephone: (202)785-8866
     FAX: (202)835-0003
     Email: jon@naicu.edu

Mary Golladay
Program Director
National Science Foundation
Division of Science Resources Statistics
4201 Wilson Blvd., Room 965
Arlington, VA 22230
     Telephone: (703)292-7791
     FAX: (703)306-0510
     Email: mgollada@nsf.gov

Rachel Hendrickson
Coordinator of Higher Education Programs
National Education Association
1201 16th Street NW
Washington, DC 20036
     Telephone: (202)822-7115
     FAX: (202)822-7624
     Email: Rhendrickso@nea.org

Gregory Henschel
Senior Research Analyst
U.S. Department of Education, OVAE
Potomac Center
550 12th St., SW
Room 11109
Washington, DC 20202-7110
     Telephone: (202)245-7661
     FAX: (202)245-7837
     Email: gregory.henschel@ed.gov

National Study of Postsecondary Faculty (NSOPF:04)
Technical Review Panel—Continued

Ricardo Hernandez
Lead Research Analyst
U.S. Department of Education, OVAE
Potomac Center
550 12th St., SW
Room 11037
Washington, DC 20202-7110
     Telephone: (202)245-7818
     FAX: (202)245-7837
     Email: Ricardo.Hernandez@ed.gov

Bette Ann Hubbard
Senior Associate
American Federation of Teachers
555 New Jersey Avenue NW
10th Floor
Washington, DC 20001
     Telephone: (202)879-4426
     FAX:
     Email: ehubbard@aft.org

Frederic Jacobs
Professor
American University
School of Education
4400 Massachusetts Avenue, NW
Washington, DC 20016-8030
     Telephone: (202)885-1187
     FAX: (202)885-2124
     Email: fredj@american.edu

Jacqueline King
Director, Center for Policy Analysis
American Council on Education
One Dupont Circle, NW
Suite 800
Washington, DC 20036
     Telephone: (202)939-9559
     FAX: (202)785-2990
     Email: jacqueline_king@ace.nche.edu

Karen Lee
Education Desk Officer
Office of Management and Budget
New Executive Office Building
725 17th Street, NW
Washington, DC 20503
     Telephone: (202)395-7316
     FAX:
     Email: Karen_F._Lee@omb.eop.gov

David Leslie
Chancellor Professor
College of William and Mary
School of Education
324 Jones Hall, PO Box 8795
Williamsburg, VA 23187-8795
     Telephone: (757)221-2349
     FAX: (757)221-2988
     Email: dwlesl@facstaff.wm.edu

Jennifer Lindholm
Associate Director CIRP
Higher Education Research Institute
UCLA/GSEIS
3005 Moore Hall - Box 951521
Los Angeles, CA 90095-1521
     Telephone: (310)825-8622
     FAX: (310)206-2228
     Email: jlindhol@ucla.edu

Alex McCormick
Senior Scholar
The Carnegie Foundation
555 Middlefield Road
Menlo Park, CA 94025
     Telephone: (650)566-5149
     FAX: (650)326-0278
     Email: mccormick@carnegiefoundation.org

National Study of Postsecondary Faculty (NSOPF:04)
Technical Review Panel—Continued

Mike Middaugh
Assistant VP Office of Institutional Research
University of Delaware
325 Hullihen Hall
Newark, DE 19716
    Telephone: (302)831-2021
    FAX: (302)831-8530
    Email: middaugh@udel.edu

Michael Nettles
Professor
University of Michigan
Center for the Study of Higher & Postsecondary
    Education
610 East University, 2400 School of Education
    Building
Ann Arbor, MI 48109-1259
    Telephone: (734)764-9499
    FAX: (734)764-8218
    Email: nettlesm@umich.edu

James Palmer
Professor
Illinois State University
5900 Educational Administration and Foundations
Normal, IL 61790-5900
    Telephone: (309)438-2041
    FAX: (309)438-8683
    Email: jcpalmer@ilstu.edu

Kent Phillippe
Senior Research Associate
American Association of Community Colleges
One Dupont Circle, NW
Suite 410
Washington, DC 20036
    Telephone: (202)728-0200
    FAX: (202)833-2467
    Email: kphillippe@aacc.nche.edu

Richard Richardson
Professor
New York University
239 Greene Street, Suite 300
New York, NY 10003-6674
    Telephone: (212)998-5640
    FAX: (212)995-4041
    Email: richard.richardson@nyu.edu

Terrence Russell
Executive Director/Association for Institutional
    Research
Florida State University
222 Stone Building
600 West College Avenue
Tallahassee, FL 32306-4462
    Telephone: (850)644-4470
    FAX: (850)644-8824
    Email: trussell@mailer.fsu.edu

Jack Schuster
Professor
Claremont Graduate University
School of Educational Studies
150 East 10th Street
Claremont, CA 91711-6160
    Telephone: (909)621-8075
    FAX: (909)621-8734
    Email: jack.schuster@cgu.edu

Frank Shaw
Budget Analyst
National Endowment for the Humanities
Office of Planning and Budget
1100 Pennsylvania Avenue, NW, Room 403
Washington, DC 20506
    Telephone: (202)606-8428
    FAX: (202)606-8619
    Email: fshaw@neh.fed.us

National Study of Postsecondary Faculty (NSOPF:04)
Technical Review Panel—Continued

Larry Suter
Statistician Program Director
National Science Foundation
Research, Evaluation, and Communications
4201 Wilson Blvd., Suite 855
Arlington, VA 22230
    Telephone: (703)306-1650
    FAX: (703)306-0434
    Email: lsuter@nsf.gov

Peter Syverson
Vice President for Research
Council of Graduate Schools
Suite 430
One Dupont Circle, NW
Washington, DC 20036
    Telephone: (202)223-3791
    FAX: (202)331-7157
    Email: psyverson@cgs.nche.edu

Robert Toutkoushian
Executive Director
University System of New Hampshire
Office of Policy Analysis
27 Concord Road - Myers Financial Center
Durham, NH 47405
    Telephone: (603)862-0966
    FAX: (603)862-0909
    Email: R.Toutkoushian@unh.edu

Holly Zanville
Associate Vice Chancellor for Academic Affairs
University of Oregon Campus
Oregon State System of Higher Education
Susan Campbell Hall, PO Box 3175
Eugene, OR 97403-1075
    Telephone: (541)346-5726
    FAX: (541)346-5764
    Email: holly_zanville@ous.edu

National Association of Student Financial Aid
   Administrators (NASFAA)

Mary Ann O'Connor
Project Director
National Association of Student Financial Aid
   Administrators (NASFAA)
1129 20th Street, NW
Suite 400
Washington, DC 20036
    Telephone: (202)785-0453
    FAX: (202)785-1487
    Email: oconnorm@nasfaa.org

Eunice Powell
Associate Director of Training and Technical
   Assistance
National Association of Student Financial Aid
   Administrators (NASFAA)
1129 20th Street, NW
Suite 400
Washington, DC 20036
    Telephone: (202)785-0453
    FAX: (202)785-1487
    Email: powelle@nasfaa.org

Kenneth Redd
Director of Research and Policy Analysis
National Association of Student Financial Aid
   Administrators (NASFAA)
1129 20th Street NW
Suite 400
Washington, DC 20036-3453
    Telephone: (202)785-0453
    FAX: (202)785-1487
    Email: reddk@nasfaa.org

National Study of Postsecondary Faculty (NSOPF:04)
Staff Contact List

U.S. Department of Education

Elizabeth Cappel
Contract Specialist
U.S. Department of Education
7th & D Street, SW
Room 3069
Washington, DC 20202-4447
　　Telephone: (202)401-3538
　　FAX:
　　Email:　　elizabeth.cappel@ed.gov

C. Dennis Carroll
Associate Commissioner, Postsecondary Studies
　　Division
U.S. Department of Education, NCES
1990 K Street, NW
Room 8112
Washington, DC 20006-5652
　　Telephone: (202)502-7323
　　FAX:　　　(202)502-7460
　　Email:　　dennis.carroll@ed.gov

James Griffith
Program Director
Postsec. Longitudinal & Sample Survey Studies-
　　PSD
U.S. Department of Education, NCES
1990 K Street, NW
Room 8005
Washington, DC 20006
　　Telephone: (202)502-7387
　　FAX:
　　Email:　　James.Griffith@ed.gov

Lisa Hudson
Education Statistician
U.S. Department of Education, NCES
1990 K Street, NW
Suite 900
Washington, DC 20006
　　Telephone: (202)502-7358
　　FAX:　　　(202)502-7490
　　Email:　　lisa.hudson@ed.gov

Tracy Hunt-White
Education Statistician
U.S. Department of Education, NCES
1990 K St., NW
Suite 800, Room 8125
Washington, DC 20006
　　Telephone: (202)502-7438
　　FAX:
　　Email:　　tracy.hunt-white@ed.gov

Paula Knepper
Senior Technical Advisor, PSD
U.S. Department of Education, NCES
1990 K Street NW
Room 8096
Washington, DC 20006-5652
　　Telephone: (202)502-7367
　　FAX:　　　(202)502-7372
　　Email:　　paula.knepper@ed.gov

Roslyn Korb
Program Director
Postsecondary Coop System Analysis &
　　Dissemination - PSD
U.S. Department of Education, NCES
1990 K Street, NW
Room 8132
Washington, DC 20006-5652
　　Telephone: (202)502-7378
　　FAX:　　　(202)219-1529
　　Email:　　roslyn.korb@ed.gov

Edith McArthur
U.S. Department of Education, NCES
1990 K Street, NW
Room 9081
Washington, DC 20006-5652
　　Telephone: (202)502-7393
　　FAX:　　　(202)502-7490
　　Email:　　edith.mcarthur@ed.gov

National Study of Postsecondary Faculty (NSOPF:04)
Staff Contact List—Continued

Linda Zimbler
Project Officer, NSOPF:04
U.S. Department of Education, NCES
1990 K Street NW
Room 8123
Washington, DC 20006-5652
　　Telephone: (202)502-7481
　　FAX:
　　Email:　　linda.zimbler@ed.gov

MPR Associates

Ellen Bradburn
Principal Investigator, NSOPF:04
MPR Associates
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704-0794
　　Telephone: (510)849-4942
　　FAX:　　　(510)849-0794
　　Email:　　ebradburn@mprinc.com

Susan Choy
Vice President
MPR Associates, Inc.
2150 Shattuck Ave., Suite 800
Berkeley, CA 94704-1321
　　Telephone: (510)849-4942
　　FAX:　　　(510)849-0794
　　Email:　　schoy@mprinc.com

Gary Hoachlander
President
MPR Associates
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704-1321
　　Telephone: (510)849-4942
　　FAX:　　　(510)849-0794
　　Email:　　ghoachlander@mprinc.com

Pinkerton Computer Consultants, Inc.

Samuel Bedinger
Senior Research Analyst
Pinkerton Computer Consultants, Inc.
1900 North Beauregard Street
Suite 112
Alexandria, VA 22311-1722
　　Telephone: (703)845-3134
　　FAX:　　　(703)820-7465
　　Email:　　sam.bedinger@pcci.com

Daniel Heffron
Statistician
Pinkerton Computer Consultants, Inc.
1900 North Beauregard Street
Suite 112
Alexandria, VA 22311-1722
　　Telephone: (703)845-3139
　　FAX:　　　(703)820-7465
　　Email:　　heffrond@pcci.com

RTI International

Janet Austin
TRP Coordinator
RTI International
P.O. Box 12194
RTP, NC 27709
　　Telephone: (919)541-7101
　　FAX:　　　(919)541-7014
　　Email:　　jra@rti.org

Margaret Cahalan
Project Director, NSOPF:04
RTI International
1615 M Street NW
Suite 740
Washington, DC 20036-3209
　　Telephone: (202)728-1967
　　FAX:　　　(202)728-2095
　　Email:　　cahalan@rti.org

National Study of Postsecondary Faculty (NSOPF:04)
Staff Contact List—Continued

James Chromy
Senior Statistical Advisor, NSoFaS
RTI International
PO Box 12194
RTP, NC 27709
    Telephone: (919)541-7019
    FAX: (919)541-6416
    Email: jrc@rti.org

T.R. Curtin
Instrumentation Task Leader, NSOPF:04
RTI International
PO Box 12194
RTP, NC 27709
    Telephone: (919)541-6538
    FAX: (919)541-7014
    Email: trc@rti.org

Mansour Fahimi
Statistical Task Leader, NSOPF:04
RTI International
1615 M Street NW
Suite 740
Washington, DC 20036
    Telephone: (202)728-1969
    FAX:
    Email: fahimi@rti.org

Ruth Heuer
Methodology Report Task Leader, NSOPF:04
RTI International
PO Box 12194
RTP, NC 27709
    Telephone: (919)541-6457
    FAX: (919)541-7014
    Email: heuer@rti.org

Donna Jewell
Deputy Project Director, NSOPF:04
RTI International
PO Box 12194
RTP, NC 27709
    Telephone: (919)541-7266
    FAX: (919)541-6178
    Email: dmj@rti.org

Brian Kuhr
Institutional Coordinator: NSoFaS
RTI International
203 North Wabash Avenue
Suite 1900
Chicago, IL 60601
    Telephone: (312)456-5263
    FAX: (312)456-5250
    Email: bdk@rti.org

John Riccobono
Director, Education Surveys Division
RTI International
P.O Box 12194
RTP, NC 27709
    Telephone: (919)541-7006
    FAX: (919)541-7014
    Email: jar@rti.org

Roy Whitmore
Senior Research Statistician
RTI International
PO Box 12194
RTP, NC 27709
    Telephone: (919)541-5809
    FAX: (919)541-5966
    Email   rww@rti.org

Appendix B
Facsimile Instruments

This page left intentionally blank.

Institution

This page left intentionally blank.

2004 National Study of Postsecondary Faculty

Institution Questionnaire—FACSIMILE

To Complete the *Institution Questionnaire:*

By Web:
To complete the *Institution Questionnaire* on the Internet, please connect to the NSoFaS:04 Web Site at: ***https://surveys.nces.ed.gov/nsofas/*** .

Select:	**Login (Menu item on the left side of Web Site)**
Enter:	**IPEDS UNITID & Password ***
Select:	***Institution Questionnaire***

*(Secure login is printed on the second page of letter from NCES Deputy Commissioner Gary Phillips.)

By Telephone:
To complete the *Institution Questionnaire*, please call 1-866-676-NSOFAS4 (1–866–676–3274). You will be able to immediately complete the interview or to schedule an appointment for the interview at a convenient time.

U.S. Department of Education
Office of Educational Research and Improvement

National Center for Education Statistics

2004 NATIONAL STUDY OF POSTSECONDARY FACULTY [Field Test]

INSTITUTION QUESTIONNAIRE FACSIMILE

Note: This questionnaire will be administered by a self-administered Web instrument or by a computer-assisted telephone interview. A PDF file of the questionnaire will be available during data collection at https://surveys.nces.ed.gov/nsofas/ .

All information that would permit identification of individuals will be kept confidential.

Sponsored by:
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW
Washington, DC   20006

Conducted by:
RTI International
PO Box 12194 (3040 Cornwallis Road)
Research Triangle Park, NC 27709–2914

For Information, Contact:
Brian Kuhr
E-mail: nsofas@rti.org
Telephone: 1–866–676–3274 (toll free) (1–866–NSOFAS4)

INSTRUCTIONS

The NSOPF:04 folder includes: 1) An instruction sheet for accessing the survey Web Site to complete the institution questionnaire and 2) a request for a list of faculty and instructional staff employed in your institution. For information about the faculty lists, see Guidance for Preparing List of Faculty and Instructional Staff in the folder.

This survey seeks information about full-time and part-time faculty and instructional staff employed at your institution as of November 1, 2002.

Full-time and part-time faculty and instructional staff <u>INCLUDE</u>:

• All part-time, full-time, temporary, permanent, adjunct, visiting, acting, postdoctoral appointees, tenured, tenure-track, non-tenure-track, undergraduate, graduate, and professional school (e.g., medical, law, dentistry, etc.) faculty and instructional staff who were on the payroll of your institution as of November 1, 2002. Include faculty on paid sabbatical leave.

• Any administrators, researchers, librarians, coaches, etc., who had faculty status at your institution—whether or not they have instructional responsibilities—and were on the payroll of your institution as of November 1, 2002.

• Any administrators, researchers, librarians, coaches, etc., who did **not** have faculty status at your institution but had instructional responsibilities and were on the payroll of your institution as of November 1, 2002. All employees with *instructional responsibilities*—teaching one or more courses, whether for credit or not for credit, or advising or supervising students' academic activities (e.g., serving on undergraduate or graduate thesis or dissertation committees, supervising an independent study or one-on-one instruction, etc.)—during the 2002 Fall Term who were on the payroll of your institution as of November 1, 2002 and who may or may not have had faculty status.

Full-time and part-time faculty and instructional staff <u>DO NOT INCLUDE</u>:

• Any graduate or undergraduate teaching or research assistants,

• Faculty and instructional personnel on leave without pay or teaching outside the United States, and

• Military personnel who teach only ROTC courses, instructional personnel supplied by independent contractors, and voluntary medical staff.

We realize that postsecondary education institutions vary widely in their organizational structures and staffing patterns and institutions may use different definitions of faculty and non-faculty positions, temporary and permanent status, and full-time and part-time status. Please interpret the instructions and terms according to your institution's usage.

Respondents. Several people at your institution may complete different parts of the survey. We will ask each respondent to provide his or her name and contact information in case we need to recontact someone about an answer. Section D on page 7 provides an example of the information we will collect.   All information that would permit identification of individuals, including names, telephone numbers, and e-mail addresses, will be removed from survey files after the completion of data collection.

Submitting the questionnaire and faculty lists. Please be sure to submit both items. **You may submit each item as it is completed—you do not have to return the lists and complete the institution questionnaire at the same time**.

Questions. If you have any questions about who to include and exclude in your responses to the questions, or if you have other questions about the study, please contact Brian Kuhr at RTI. You can reach him toll free at 1–866–676–3274 (1–866–NSOFAS4) or by email at nsofas@rti.org.

ASSURANCE OF CONFIDENTIALITY

Federal law protects the confidentiality of survey responses. 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.   All responses that permit the identification of individuals, will be protected by the National Education Statistics Act [Public Law 103-382, 20 U.S.C. 9001 *et seq.*], as amended; the Privacy Act of 1974 [5 U.S.C. 552a]; and other federal legislation.

2004 NATIONAL STUDY OF POSTSECONDARY FACULTY [Field Test]
INSTITUTION QUESTIONNAIRE FACSIMILE

If your institution has multiple branches, answer only for the branch identified on the Web Site. If your institution/branch has schools (e.g., medical, law, etc.) or classes in more than one physical location, please be sure to include all faculty and instructional staff for these locations as well.

Please be sure to include in your counts **all faculty and instructional staff in all program areas (e.g., humanities, fine arts, social sciences, natural sciences, etc.). Remember also to include faculty and instructional staff from the health sciences**. The health sciences include: dentistry, health services administration, medicine, nursing, pharmacy, public health, veterinary medicine, allied health technologies and services, and other health sciences.

1. **As of November 1, 2002 (or during the Fall Term of the 2002–2003 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? Please report the total number of persons (i.e., a headcount), rather than full-time equivalents (FTEs).** (*Please write a number in each box; if none, write in "0".*)

   [   ]   a.   Full-time faculty and instructional staff

   [   ]   b.   Part-time faculty and instructional staff

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

SPECIAL NOTE: **The number of faculty and instructional staff reported in the *Institution Questionnaire* should be consistent with the number of personnel included on the *List of Faculty and Instructional Staff* that your institution prepares for NSOPF:04. If for some reason these counts are inconsistent, please explain the reason(s) for the inconsistency in the Comments section below. (See *Guidance for Preparing List of Faculty and Instructional Staff* provided in your folder.) If you have any questions or need assistance, please contact Brian Kuhr toll free at 1–866–676–3274 (1–866–NSOFAS4).**

Comments:

Section A. FULL-TIME FACULTY AND INSTRUCTIONAL STAFF

Instructions: If you indicated your institution had *any* full-time faculty or instructional staff, begin with this section. If your institution did not have any full-time faculty or instructional staff, skip to *Section B, Part-time Faculty and Instructional Staff*.

2. Please provide the following information about changes in the number of full-time faculty and instructional staff between the 2001 and 2002 Fall Terms. *(Write a number in each box; if none, write in "0".)*

Total Number

a.   Total at start of 2001–2002 academic year (on or about November 1, 2001) ....

b.   Number who changed from part-time to full-time status during
2001–2002 academic year (between Nov. 1, 2001, and Nov. 1, 2002) ....

c.   Number hired during 2001–2002 academic year ....

d.   Number retired between Nov. 1, 2001 and Nov. 1, 2002 ....

e.   Number who left for other reasons during 2001–2002 academic year ....

f.   Number changed from full-time to part-time status during the 2001–2002 academic year...

g.   Total number as of Nov. 1, 2002 (or at the start of the 2002–03 academic year) ....

(*Reminder—The total in row g should equal the number reported in Question 1a. If it does not, please explain.*)

3. Does your institution have a tenure system for any full-time faculty and instructional staff?
(Mark [x] one box.)

Yes, has a tenure system   *(Continue with Question 4.)*

Currently no tenure system, but still have tenured staff *(Skip to Question 8.)*

No tenure system *(Skip to Question 8.)*

Note: If your institution does not have a tenure system for any full-time faculty and instructional staff, please skip to *Question 8.*

4. During the 2001–2002 academic year (i.e., Fall 2001 through Spring 2002), 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".)*

[   ] Number of full-time faculty and instructional staff considered for tenure.

5. Of those [FILL, Q4] faculty members considered for tenure during the 2001–2002 academic year, how many were granted tenure? *(If none, write in "0".)*

[   ] Number of faculty granted tenure

6. 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? *(Write a number, in years, in the box; if no maximum, write in "NA".)*

[   ] Years

7. During the past five years, has your institution done any of the following? *(Mark [x] one box for each item. When finished with this item, skip to Question 9.)*

		Yes ▼	No ▼
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	☐	☐

(*IF YES to Question 7e*) Write in the number of full-time faculty and instructional staff who took early retirement during the past five years..........

[   ]

8. If your institution has no tenure system for faculty and instructional staff, did your institution discontinue tenure system within the last five years?
(Please mark [x] one box.)

.... Yes

.... No

9. How many full-time faculty and instructional staff positions was your institution seeking to fill for the 2002 Fall Term?
(Write a number in the box; if none, write in "0".)

[   ] Number of full-time positions seeking to fill for the 2002 Fall Term

10. Indicate which of the following employee benefits are available at your institution to any full-time faculty or instructional staff. If available, indicate whether the benefit for the employee is subsidized by your institution. *(Subsidized means paid for completely or in part by the institution.) (Mark [x] the appropriate box for each benefit.)*

	Fully/Partially Subsidized ▼	Not Subsidized ▼

a. Child care

Yes ....

No

Don't Know

b. Medical insurance for retirees

Yes ....

No

Don't Know

c. Cafeteria-style" benefits plan (a plan under which staff can trade off some benefits for others, following guidelines established by the institution)

Yes ....

No

Don't Know

11. **Next, please indicate which of the following employee benefits or policies are available at your institution to any full-time faculty or instructional staff.**
(Mark [x] the appropriate box for each benefit.)

		Yes ▼	No ▼
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	☐	☐

12. **Are any of your full-time faculty and instructional staff legally represented by a union (or other association) for purposes of collective bargaining with your institution?**
Mark [x] one box

Yes...........☐
No............☐

13. **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?**
(Mark [x] the appropriate boxes for each item; if you do not use or do not know about an assessment, check "Not Used" or "Don't Know.")

		Used ▼	Not Used ▼	Don't Know ▼
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	☐	☐	☐

Section *B. PART-TIME FACULTY and INSTRUCTIONAL STAFF*

Instructions: If you indicated that your institution has part-time faculty or instructional staff (Question 1b), please continue with *SECTION B,* Question 14 below. Otherwise, please skip to *SECTION C*.

Reminder: Part-time refers to an individual's employment status at the institution rather than to their assigned instructional responsibilities.

14. Are any retirement plans available to part-time faculty or instructional staff at your institution? *(Mark [x] one box.)*

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

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

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

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

15. Indicate which of the following employee benefits are available at your institution to *any* part-time faculty or instructional staff. If available, indicate whether the benefit for the employee is subsidized by your institution. *(Subsidized means paid for completely or in part by the institution.) (Mark [x] the appropriate box; if you do not know if a benefit is available, check "Don't Know.")*

☐ **NA** (Not applicable. No benefits available.)

	Fully/Partially Subsidized ▼	Not Subsidized ▼

a. Medical insurance or medical care

Yes ....

No

Don't Know

b. Dental insurance or dental care

Yes ....

No

Don't Know

c. Disability insurance program

Yes ....

No

Don't Know

d. Life insurance

Yes ....

No

Don't Know

e. Child care

Yes ....

No

Don't Know

f. Medical insurance for retirees

Yes ....

No

Don't Know

g. "Cafeteria-style" benefits plan (a plan under which staff can trade off some benefits for others, following guidelines established by the institution)

Yes ....

No

Don't Know

16. **Next, indicate which of the following employee benefits or policies are available to all, some, or none of the part-time faculty or instructional staff at your institution.** *(Mark [x] the appropriate box for each benefit; if you do not know if a benefit is available, check "Don't Know.")*

☐ **NA** (Not applicable. No benefits available.)

Benefits/Policies available to :

	All ▼	Some ▼	None ▼	Don't Know ▼
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	☐	☐	☐	☐

17. **Are any of your part-time faculty and instructional staff legally represented by a union (or other association) for purposes of collective bargaining with this institution?** *Mark [x] one box*

Yes....

No .....

18. **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?** *(Mark [x] the appropriate boxes for each item; if you do not use or do not know, mark "Not Used" or "Don't Know.")*

	Used ▼	Not Used ▼	Don't Know ▼
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	☐	☐	☐

Section C. ALL FACULTY and INSTRUCTIONAL STAFF

19. **What percentage of *undergraduate* student credit hours were assigned to the following staff? Student credit hours are defined as the number of course credits or contact hours multiplied by the number of students enrolled.** *(Write a percentage in each box; if none, write in "0". Categories should sum to 100%.)*

☐ Not applicable; no undergraduates *(SKIP TO SECTION D on page 7)*

Percent of undergraduate instruction assigned to:

.0%	a. Full-time faculty or instructional staff
.0%	b. Part-time faculty or instructional staff, including adjuncts
.0%	c. Teaching assistants such as graduate students who teach classes
.0%	d. Others

= 100 %

D. RESPONDENT INFORMATION

Instructions: Please fill in your name and title at this institution, as well as the names and titles of any other individuals who answered one or more questions in this questionnaire, and the question numbers each individual worked on. Please include telephone numbers in case we have questions about any entries.

All information that would permit identification of individuals, including names and telephone numbers, will be removed from survey files.

a. Name of primary contact if there are any questions:

Title:

Telephone : ____ – ____ – ____

E-mail: _____ @ _____

b. Other respondent:

Title:

Telephone : ____ – ____ – ____

E-mail: _____ @ _____

c. Other respondent:

Title:

Telephone : ____ – ____ – ____

E-mail: _____ @ _____

d. Other respondent:

Title:

Telephone : ____ – ____ – ____

E-mail: _____ @ _____

e. Other respondent:

Title:

Telephone : ____ – ____ – ____

E-mail: _____ @ _____

f. Other respondent:

Title:

Telephone : ____ – ____ – ____

E-mail: _____ @ _____

Faculty

This page left intentionally blank.

►BEGIN SECTION A: Nature of Employment

Section: Nature of Employment
Form: Q1   **Label:** Instructional duties, fall 2002

Form Administered To:
All faculty and instructional staff

StemWording:
During the 2002 Fall Term, did you have any instructional duties at [FILL INSTNAME], such as teaching one or more credit or noncredit courses, or advising students or supervising students' academic activities?

0 = No
1 = Yes

Section: Nature of Employment
Form: Q2   **Label:** Duties related to courses/advising, 2002

Form Administered To:
Faculty with instructional duties, fall 2002

StemWording:
Did any of your instructional duties include teaching **credit** courses, or advising students or supervising students' academic activities for which they received **credit** during the 2002 Fall Term?

0 = No
1 = Yes

Section: Nature of Employment
Form: Q3   **Label:** Have faculty status 2002

Form Administered To:
All faculty and instructional staff

StemWording:
During the 2002 Fall Term, did you have faculty status at [FILL INSTNAME]?

0 = No
1 = Yes

Section: Nature of Employment
Form: Q3X   **Label:** Confirm study eligibility

Form Administered To:
Sample members without faculty status and with no instructional duties during the 2002 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 2002 Fall Term?

1 = Agree: NOT faculty and DID NOT have any instructional duties
2 = Disagree: Had faculty status and/or had instructional duties

---

Section: Nature of Employment
Form: Q4   **Label:** Principal activity, fall 2002

Form Administered To:
All faculty and instructional staff

StemWording:
What was your **principal activity** at [FILL INSTNAME] during the 2002 Fall Term? Was your principal activity...(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.)

Section: Nature of Employment
Form: Q5   **Label:** Employed full time or part time

Form Administered To:
All faculty and instructional staff

StemWording:
During the 2002 Fall Term, did [FILL INSTNAME] consider you to be employed full time or part time?

1 = Full time
2 = Part time

Section: Nature of Employment
Form: Q6   **Label:** PT faculty: 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

Section: Nature of Employment
Form: Q7   **Label:** PT faculty: years employed PT

Form Administered To:
Part-time faculty and instructional staff

StemWording:
How many years have you been employed part time at [FILL INSTNAME]? (If you have been employed part time at [FILL INSTNAME] for less than a year, enter "1.")

* Years of part-time employment:

Section: Nature of Employment
Form: Q8   **Label:** PT faculty: preferred full-time position

Form Administered To:
Part-time faculty and instructional staff

StemWording:
Would you have preferred a full-time position for the 2002 Fall Term?

0 = No
1 = Yes

Section: Nature of Employment
Form: Q9   **Label:** Year started working 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 2002 Fall Term at [FILL INSTNAME]?
Consider promotions in rank as part of the same job.

* Year:

Section: Nature of Employment
Form: Q10   **Label:** Academic rank 2002

Form Administered To:
All faculty and instructional staff

StemWording:
Which of the following best describes your academic rank, title, or position at [FILL INSTNAME] during the
2002 Fall Term?
(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, other)

Section: Nature of Employment
Form: Q11   **Label:** Year attained current academic rank

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:

Section: Nature of Employment
Form: Q12   **Label:** Tenure status 2002

Form Administered To:
All faculty and instructional staff

StemWording:
What was your tenure status at [FILL INSTNAME] during the 2002 Fall Term? 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

Section: Nature of Employment
Form: Q13   **Label:** Year attained tenure at any postsec inst

Form Administered To:
Tenured faculty and instructional staff

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

* Year:

Section: Nature of Employment
Form: Q14   **Label:** Faculty union membership

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

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Nature of Employment
Form: Q15   **Label:** Reason why not a union member

Form Administered To:
Faculty 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 = Union is not available
2 = Union is available, but I am not eligible
3 = I am eligible, but I decided not to join

Section: Nature of Employment
Form: Q16VS   **Label:** Principal field of teaching-verbatim
Name: Q16VS1   **Label:** Principal field of teach-NA

Form Administered To:
All faculty and instructional staff

StemWording:
What is your principal field or discipline of teaching?
(Enter the name of the principal field or discipline in the box below. 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)

Section: Nature of Employment
Form: Q16CD
Name: Q16CD2   **Label:** Principal field of teaching-CIP code 2
Name: Q16CD4   **Label:** Principal field of teaching-CIP code 4

Form Administered To:
Faculty with a principal field of teaching

StemWording:
Next, please help us to categorize "[FILL Q16VS]" using the drop-down list boxes.
(Please select a general area and a specific discipline within the general area.)

* General Area:

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

* Specific Discipline:

0101 = Agriculture and related sciences

0102 = Natural resources and conservation
0201 = Architecture and related services
0301 = Area/ethnic/cultural/gender studies
0401 = Art history, criticism & conservation
0402 = Design & applied arts
0403 = Drama/theatre arts and stagecraft
0404 = Fine and studio art
0405 = Music
0406 = Music history, literature, and theory
0407 = Visual and performing arts, other
0408 = Commercial and advertising art
0409 = Dance
0410 = Film/video and photographic arts
0501 = Biochem/biophysics/molecular biology
0502 = Botany/plant biology
0503 = Genetics
0504 = Microbiological sciences & immunology
0505 = Physiology, pathology & related sciences
0506 = Zoology/animal biology
0507 = Biological & biomedical sciences, other
0601 = Accounting and related services
0602 = Business admin/management/operations
0603 = Business operations support/assistance
0604 = Finance/financial management services
0605 = Human resources management and svcs
0606 = Marketing
0607 = Business/mgt/marketing/related, other
0608 = Management information systems/services
0701 = Communication/journalism/related pgms
0702 = Communication technologies
0801 = Computer/info tech administration/mgmt
0802 = Computer programming
0803 = Computer science
0804 = Computer software and media applications
0805 = Computer systems analysis
0806 = Computer systems networking/telecomm
0807 = Data entry/microcomputer applications
0808 = Data processing
0809 = Information science/studies

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

0810 = Computer/info sci/support svcs, other
0901 = Construction trades
1001 = Curriculum and instruction
1002 = Educational administration/supervision
1003 = Educational/instructional media design
1004 = Special education and teaching
1005 = Student counseling/personnel services
1006 = Education, other
1007 = Early childhood education and teaching
1008 = Elementary education and teaching
1009 = Secondary education and teaching
1010 = Adult and continuing education/teaching
1011 = Teacher ed: specific levels, other
1012 = Teacher ed: specific subject areas
1013 = Bilingual & multicultural education
1014 = Ed assessment
1015 = Higher education
1101 = Biomedical/medical engineering
1102 = Chemical engineering
1103 = Civil engineering
1104 = Computer engineering
1105 = Electrical/electronics/comms engineering
1106 = Engineering technologies/technicians
1107 = Environmental/environmental health eng
1108 = Mechanical engineering
1109 = Engineering, other
1201 = English language and literature/letters
1301 = Family/consumer sciences, human svcs
1401 = Foreign languages/literature/linguistics
1501 = Alternative/complementary medicine/sys
1502 = Chiropractic
1503 = Clinical/medical lab science/allied
1504 = Dental support services/allied
1505 = Dentistry
1506 = Health & medical administrative services
1507 = Health/medical services/allied health
1508 = Health/medical technicians/technologists
1509 = Medicine, including psychiatry
1510 = Mental/social health services and allied
1511 = Nursing
1512 = Optometry
1513 = Osteopathic medicine/osteopathy
1514 = Pharmacy/pharmaceutical
　　　 sciences/admin
1515 = Podiatric medicine/podiatry
1516 = Public health
1517 = Rehabilitation & therapeutic professions
1518 = Veterinary medicine
1519 = Health/related clinical services, other

1601 = Law
1602 = Legal support services
1603 = Legal professions and studies, other
1701 = Library science
1801 = Mathematics
1802 = Statistics
1901 = Mechanical/repair technologies/techs
2001 = Multi/interdisciplinary studies
2101 = Parks, recreation and leisure studies
2102 = Health and physical education/fitness
2201 = Precision production
2301 = Culinary arts and related services
2302 = Personal and culinary services
2401 = Philosophy
2402 = Religion/religious studies
2403 = Theology
2501 = Astronomy & astrophysics
2502 = Atmospheric sciences and meteorology
2503 = Chemistry
2504 = Geological & earth sciences/geosciences
2505 = Physics
2506 = Physical sciences, other
2601 = Behavioral psychology
2602 = Clinical psychology
2603 = Education/school psychology
2604 = Psychology, other
2701 = Public administration
2702 = Social work
2703 = Public administration & social svcs oth
2801 = Science technologies/technicians
2901 = Corrections
2902 = Criminal justice
2903 = Fire protection
2904 = Police science
2905 = Security and protective services, other
3001 = Anthropology (except psychology)
3002 = Archeology
3003 = Criminology
3004 = Demography & population studies
3005 = Economics
3006 = Geography & cartography
3007 = History
3008 = International relations & affairs
3009 = Political science and government
3010 = Sociology
3011 = Urban studies/affairs
3012 = Social sciences, other
3101 = Transportation & materials moving
3201 = Other

►BEGIN SECTION B: Academic/Professional Background

Section: Academic/Professional Background
Form: Q17a1   **Label:** Highest degree type

Form Administered To:
All faculty and instructional staff

StemWording:
The next questions pertain to degrees you have earned, starting with your highest degree.
Do not include honorary degrees.

What is the highest degree you have completed?
(If you have none of the degrees or awards listed below, 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)

Section: Academic/Professional Background
Form: Q17a2   **Label:** Year received highest degree

Form Administered To:
Faculty who completed a postsecondary degree

StemWording:
In what year did you receive your **[FILL HIGHEST_DEGREE]**?
(If you have more than one degree at the same level, please select the most recent degree.)

* Year received:

Section: Academic/Professional Background
Form: Q17a3VS   **Label:** Highest degree field-verbatim

Form Administered To:
Faculty who hold a postsecondary degree

StemWording:
In what field or discipline was your **[FILL HIGHEST_DEGREE]**?

Section: Academic/Professional Background
Form: Q17a3CD
Name: Q17a3CD2   **Label:** Highest degree field-CIP code 2
Name: Q17a3CD4   **Label:** Highest degree field-CIP code 4

Form Administered To:
Faculty who hold a postsecondary degree and provided a verbatim field/discipline string

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

If Q16CD gt 0 display this wording: (Select one from the list of disciplines you've already told us about:)
(Select a general area and a specific discipline within the area.)

* General Area:

* Specific Discipline:

Note: Please refer to the complete list of instructional program codes on pages 6–8.

Section: Academic/Professional Background

Form: Q17a4
Name: Q17a4ST   **Label:** Highest degree institution-state
Name: Q17a4C   **Label:** Highest degree institution-city
Name: Q17a4N   **Label:** Highest degree institution-name

Form Administered To:
Faculty who hold a postsecondary degree

StemWording:
Please help us code the postsecondary institution that awarded your
[FILL HIGHEST_DEGREE] by providing the state and city in which it was
located as well as the name of the institution.

(Steps:
1. Please select the state in which the school was located. If the school
  was located in another country, please enter "foreign country."

2. Enter the name of the city in which the institution was located. You
  can also use the "Browse" button to identify the city.

3. Select the "Search" button to list the schools located in that state and
  city.

4. Select the desired school that matches the city and state.

Problems? If you can't find the school on the list, try searching for it by state without listing a city or a
school name. If you attended a foreign school, or if you still can't find the school, select the "Unable To
Find School in List" button at the bottom of the search results and we will ask for information that will help
us code the school later.)

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

* State:
01 = Alabama
02 = Alaska
03 = Arizona
04 = Arkansas
05 = California
06 = Colorado
07 = Connecticut
08 = Delaware
09 = District of Columbia
10 = Florida
11 = Georgia
12 = Hawaii
13 = Idaho
14 = Illinois
15 = Indiana
16 = Iowa
17 = Kansas
18 = Kentucky
19 = Louisiana
20 = Maine
21 = Maryland
22 = Massachusetts
23 = Michigan
24 = Minnesota
25 = Mississippi
26 = Missouri
27 = Montana
28 = Nebraska
29 = Nevada
30 = New Hampshire

31 = New Jersey
32 = New Mexico
33 = New York
34 = North Carolina
35 = North Dakota
36 = Ohio
37 = Oklahoma
38 = Oregon
39 = Pennsylvania
40 = Rhode Island
41 = South Carolina
42 = South Dakota
43 = Tennessee
44 = Texas
45 = Utah
47 = Virginia
48 = Washington
49 = West Virginia
50 = Wisconsin
51 = Wyoming
52 = Puerto Rico
54 = American Samoa
55 = Guam
56 = Fed State Micronesia
57 = Marshall Islands
58 = Northern Mariana Isl
59 = Palau
60 = Virgin Islands
63 = Foreign country

* City:

* School Name:

Section: Academic/Professional Background
Form: Q17b   **Label:** Hold PhD in addition to professional degree

Form Administered To:
Faculty with a first professional degree

StemWording:
Do you also hold a PhD or other doctoral degree?

0 = No
1 = Yes

Section: Academic/Professional Background
Form: Q17c   **Label:** Year received doctoral degree

Form Administered To:
Faculty who reported a professional degree as their highest degree but who also have a doctoral degree

StemWording:
In what year did you receive this doctoral degree?

* Year received:

Section: Academic/Professional Background
Form: Q17c2VS   **Label:** Doctoral field-verbatim

Form Administered To:
Faculty who reported a professional degree as their highest degree but who also have a doctoral degree

StemWording:
In what field or discipline was this doctoral degree?

Section: Academic/Professional Background
Form: Q17c2CD
Name: Q17c2CD2   **Label:** Doctoral field-CIP code-2
Name: Q17c2CD4   **Label:** Doctoral field-CIP code-4

Form Administered To:
Faculty who reported a professional degree as their highest degree but who also have a doctoral degree
who provided the verbatim field/discipline string for their doctoral degree

StemWording:
Please help us categorize "[FILL Q17c2VS]" using the drop-down list boxes below.

If Q16CD or Q17A3CD gt 0 display this wording:
(Select one from the list of disciplines you've already told us about:)
(Select a general area and a specific discipline within the area.)

* General Area:

* Specific Discipline:

Note: Please refer to the complete list of instructional program codes on form Q16CD.

Section: Academic/Professional Background
Form: Q17c3
Name: Q17c3S   **Label:** Doctoral institution-state
Name: Q17c3C   **Label:** Doctoral institution-city
Name: Q17c3N   **Label:** Doctoral institution-name

Form Administered To:
Faculty who reported a professional degree as their highest degree but who also have a doctoral degree

StemWording:
Please help us code the postsecondary institution that awarded your **doctoral degree** by providing the state and city in which it was located as well as the name of the institution.

[IF AN INSTITUTION WAS NAMED IN Q17A4]
(Select one from the list of schools you've already told us about:)

- or -

(**Steps:**
1. Please select the state in which the school was located. If the school was located in another country, please enter "foreign country."

2. Enter the name of the city in which the institution was located. You can also use the "Browse" button to identify the city.

3. Select the "Search" button to list the schools located in that state and city.

4. Select the desired school that matches the city and state.

Problems? If you can't find the school on the list, try searching for it by state without listing a city or a school name. If you attended a foreign school, or if you still can't find the school, select the "Unable To Find School in List" button at the bottom of the search results and we will ask for information that will help us code the school later.)

* State:

* City:

* School Name:

Note: Please refer to the complete list of state codes on pages 11.

Section: Academic/Professional Background
Form: Q17d
Name: Q17d1   **Label:** Year received bachelor's degree
Name: Q17d1a   **Label:** BA degree-not applicable

Form Administered To:
Faculty who reported their highest degree as master's level or above

StemWording:
Please tell me next about your bachelor's degree.
In what year did you receive this degree?

* Year received:

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

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Academic/Professional Background
Form: Q17D2
Name: Q17d2S   **Label:** Bachelor degree institution-state
Name: Q17d2C   **Label:** Bachelor degree institution-city
Name: Q17d2N   **Label:** Bachelor degree institution-name

Form Administered To:
Faculty who reported their highest degree as master's level or above

StemWording:
What school awarded your **bachelor's degree**?
[IF AN INSTITUTION WAS NAMED IN Q17A4 or Q17C3]
(Select one from the list of schools you've already told us about:)

-   **or -**

(Identify your school by selecting the state the school is in, optionally entering the city and/or a unique part of the school name, and clicking the "Search" button. The more information you provide, the less time the school list will take to load. After the school list appears, click on your school's name. If your school isn't listed, try searching with no city or no school name. If you still can't find the school, click the "Unable To Find School in List" button at the bottom of the list of search results.)

* State:

* City:

* School Name:

Note: Please refer to the complete list of state codes on form Q17a4.

Section: Academic/Professional Background
Form: Q18   **Label:** Other employment, not consulting

Form Administered To:
All faculty and instructional staff

StemWording:
During the 2002 Fall Term, were you employed anywhere other than [FILL INSTNAME]? Please do not consider any outside consulting jobs.

0 = No
1 = Yes

Section: Academic/Professional Background
Form: Q19A
Name: Q19A1 **Label:** Full-time positions outside PSE
Name: Q19A2 **Label:** Part-time positions outside PSE

Form Administered To:
Faculty with other employment (excluding consulting)

StemWording:
Please answer the following questions about the **other** jobs you held during the 2002 Fall Term.
How many full- and part-time jobs **outside of a postsecondary institution** did you have during the
2002 Fall Term? (Do not count outside consulting jobs. If none, select "0.")

* Full-time jobs

* Part-time jobs

0 = 0
1 = 1
2 = 2
3 = 3
4 = 4
5 = 5

Section: Academic/Professional Background
Form: Q19B
Name: Q19B1 **Label:** Full-time positions at other PSE
Name: Q19B2 **Label:** Part-time positions at other PSE

Form Administered To:
Faculty with other employment (excluding consulting)

StemWording:
Aside from your position at [FILL INSTNAME], how many **other** full- and part-time faculty and
instructional positions did you hold at **postsecondary institutions** during the 2002 Fall Term? (If none,
select "0.")

* Full-time jobs

* Part-time jobs

0 = 0
1 = 1
2 = 2
3 = 3
4 = 4
5 = 5

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Academic/Professional Background
Form: Q19C
Name: Q19C1   **Label:** Number classes taught FT at other PSE
Name: Q19C2   **Label:** Number classes taught PT at other PSE

Form Administered To:
Faculty with instructional employment at other postsecondary institutions

StemWording:
[If Q19b1>0 and Q19b2 >0 ASK THIS WAY]Not including classes you taught at
[FILL INSTNAME], how many classes did you teach at postsecondary institutions during the 2002 Fall
Term? Please distinguish the number of classes you taught at your full-time and part-time positions. (If
none, select "0.")

[ELSE ASK THIS WAY]Not including classes you taught at [FILL INSTNAME], how many classes did you
teach at postsecondary institutions during the 2002 Fall Term? (If none, select "0.")

* Classes taught at full-time jobs

* Classes taught at part-time jobs

0 = 0
1 = 1
2 = 2
3 = 3
4 = 4
5 = 5
6 = 6
7 = 7
8 = 8
9 = 9
10 = 10

Section: Academic/Professional Background
Form: Q20   **Label:** Non-PSE jobs related to teaching field

Form Administered To:
Faculty with instructional duties during the 2002 fall term who held a position outside of a postsecondary
institution

StemWording:
[IF Q19A1+Q19A2=1 ASK THIS WAY]Would you say your job outside of a postsecondary institution during
the 2002 Fall Term was highly related, somewhat related, or not related to your principal field of teaching
at [FILL INSTNAME]?

[ELSE ASK THIS WAY]Would you say your jobs outside of a postsecondary institution during the 2002 Fall
Term were highly related, somewhat related, or not related to your principal field of teaching at [FILL
INSTNAME]?

1 = Highly related
2 = Somewhat related
3 = Not related

Section: Academic/Professional Background
Form: Q21   **Label:** First post-degree PSE faculty position

Form Administered To:
All faculty and instructional staff

StemWording:
Is your current job at [FILL INSTNAME] 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

Section: Academic/Professional Background
Form: Q22   **Label:** Total number of PSE employed as faculty

Form Administered To:
Faculty who have taught at another postsecondary institution since degree completion

StemWording:
Including [FILL INSTNAME], at how many postsecondary institutions have you been employed as a faculty or instructional staff member? (Do not include institutions where you were a teaching or research assistant.)

* Number of institutions including current institution:

 1 = 1
 2 = 2
 3 = 3
 4 = 4
 5 = 5
 6 = 6
 7 = 7
 8 = 8
 9 = 9
10 = 10
11 = 11
12 = 12
13 = 13
14 = 14
15 = 15
16 = 16
17 = 17
18 = 18
19 = 19
20 = 20

Section: Academic/Professional Background
Form: Q23   **Label:** First PSE faculty position-year began

Form Administered To:
Faculty who have taught at another postsecondary institution since degree completion

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:

Section: Academic/Professional Background
Form: Q24   **Label:** First PSE faculty position-PT or FT

Form Administered To:
All faculty and instructional staff

StemWording:
[IF Q21=1 ASK THIS WAY]When you first started your job at [FILL INSTNAME], were you employed full time or part time?

[ELSE ASK THIS WAY]Were you employed full time or part time at your first faculty or instructional staff position?

1 = Full time
2 = Part time

Section: Academic/Professional Background
Form: Q25   **Label:**   First PSE faculty position-academic rank

Form Administered To:
Faculty who were employed full-time in their first faculty job, except if this is their first instructional position and they told us that there are no formal ranks at this institution

StemWording:
[IF Q21=1 ASK THIS WAY]When you first started your job at [FILL INSTNAME], what was your academic rank, title, or position?

[ELSE ASK THIS WAY]When you started working at your first faculty or instructional staff job, what was your academic rank, title, or position?
(If no ranks are designated at that institution, select "Not applicable.")

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

Section: Academic/Professional Background
Form: Q26   **Label:** First faculty position-tenure status

Form Administered To:
Faculty who were employed full-time in their first faculty job, except if this is their first instructional position and they told us that there is no tenure system at this institution

StemWording:
[If Q21=1 ASK THIS WAY]When you first started your job at [FILL INSTNAME], what was your tenure status? Were you...

[ELSE ASK THIS WAY]When you started working at your first faculty or instructional staff job at a postsecondary institution, what was your tenure status? 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

Section: Academic/Professional Background
Form: Q27   **Label:** Held positions outside PSE

Form Administered To:
Faculty and instructional staff who did not hold jobs outside of a postsecondary institution during the 2002 fall term

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

0 = No
1 = Yes

Section: Academic/Professional Background
Form: Q28   **Label:** Employment sector of prior job

Form Administered To:
Faculty and instructional staff who have potentially held a prior job

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

0 = Not applicable (No job immediately prior to this one)
1 = 4- or 2-year postsecondary institution
2 = Elementary or secondary school
3 = Hospital or other health care organization or clinical setting
4 = Foundation or other non-profit organization other than health care organization
5 = For-profit business or industry in the private sector
6 = Government (federal, state, or local) or military organization (excluding schools and hospitals)
7 = Other organization

Section: Academic/Professional Background
Form: Q29   **Label:** Previous job related to teaching field

Form Administered To:
Faculty and instructional staff who are teaching in 2002 Fall Term and who had a job prior to their current job

StemWording:
Was your occupation in this previous job highly related, somewhat related, or not related to your current principal field of teaching at [FILL INSTNAME]?

1 = Highly related
2 = Somewhat related
3 = Not related

Section: Academic/Professional Background
Form: Q30   **Label:** Years teaching in PSE institutions

Form Applies to:
All faculty and instructional staff

StemWording:
How many years have you been **teaching** in postsecondary institutions? Do
not include years spent as a teaching assistant.

(If you have **never** taught, please enter "0." If you have taught for
less than a year, please enter "1.")

* Years of teaching:

►BEGIN SECTION C: Institutional Responsibilities and Workload

Section: Institutional Workload
Form: Q31
Name: Q31a   **Label:** Hours per week: paid tasks at inst
Name: Q31b   **Label:** Hours per week: unpaid tasks at inst
Name: Q31c   **Label:** Hours per week: paid tasks not at inst
Name: Q31d   **Label:** Hours per week: unpaid tasks not at inst

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 kinds of activities during the 2002 Fall Term?
(Enter average number of hours. If not sure, give your best estimates. If none, enter "0.")

* 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 (pro bono) professional service activities outside [FILL INSTNAME]

Section: Institutional Responsibilities and Workload
Form: Q32
Name: Q32a   **Label:** Percent time: instructional activities
Name: Q32b   **Label:** Percent time: research activities
Name: Q32c   **Label:** Percent time: other activities

Form Administered To:
All faculty and instructional staff

StemWording:
[IF Q31SUM GT 0 USE THIS WORDING]
For the [FILL Q31SUM] hours per week you worked during the 2002 Fall Term **at [FILL INSTNAME] and at other jobs**, we would like you to allot this time—using percentages—into three broad categories: **Instruction**, **Research**, and **Other Activities** like professional growth, administration, and service. (For example, someone may spend 50 percent of his/her time on instructional activities, 30 percent on research, and 20 percent on other activities.) If you are not sure, give your best estimate.
(The percentages should sum to 100%. If none, enter "0.")

What percentage of your time was spent on...

[ELSE (THE CASE WHERE Q31 IS BLANK OR ZERO)]
For the hours each week you worked during the 2002 Fall Term at **[FILL INSTNAME] and at other jobs**, we would like you to allot this time—using percentages—into three broad categories: **Instruction**, **Research**, and **Other Activities** like professional growth, administration, and service. (For example, someone may spend 50 percent of his/her time on instructional activities, 30 percent on research, and 20 percent on other activities.) If you are not sure, give your best estimate.

(The percentages should sum to 100%. If none, enter "0.")

What percentage of your time was spent on...

* a. Instructional Activities, including teaching, preparing for classes, advising, and supervising students at this or any other institution or organization?

* b. Research Activities, other forms of scholarship, or grants, regardless of where the research took place?

* c. Other Activities, like administration, service, and any other activities not related to teaching and research at this or any other institution or organization?

Section: Institutional Responsibilities and Workload
Form: Q33
Name: Q33a   **Label:** Percent instruction time: undergraduate
Name: Q33b   **Label:** Percent instruction time: graduate

Form Administered To:
Faculty who spent time on instructional activities

StemWording:
Next, please consider only the time you spent on instructional activities during the 2002 Fall Term **at [FILL INSTNAME] and/or any other institution**. For your instructional activities, how much was allotted to undergraduates, and how much was allotted to graduate and first professional students? The two percentages should sum to 100%.

* a. Time spent on **Undergraduate instruction** (including teaching, preparing for classes, developing curricula, and advising or supervising students)

* b. Time spent on **Graduate/First Professional instruction** (including teaching, preparing for classes, developing curricula, and advising or supervising students)

Section: Institutional Responsibilities and Workload
Form: Q34
Name: Q34a   **Label:** Percent other time: administration
Name: Q34b   **Label:** Percent other time: professional growth
Name: Q34c   **Label:** Percent other time: service
Name: Q34d   **Label:** Percent other time: other activities
Name: Q34dsp   **Label:** Percent other time: other activ specify

Form Administered To:
Faculty who spent time on activities other than instruction and research

StemWording:
Finally, of the time you spent on activities other than instruction and research during the fall term **at [FILL INSTNAME] or any other institution**, what percentage did you spend in the following four areas: **Administration**, **Professional Growth**, **Service**, and **Other Activities not related to research and instruction and not included above**. The percentages should sum to 100%.

What percent of your non-research and non-teaching time did you spend on...
* a. Administration (including departmental or institution-wide meetings or committee work)?

* b. Professional Growth (for example, taking courses, pursuing an advanced degree, or other activities to remain current in your field)?

* c. Service (such as paid or unpaid community or public service; service to professional associations)?

* d. Other Activities not included above?
(Please specify what those other activities were)

Section: Institutional Responsibilities and Workload
Form: Q35A
Name: Q35a1   **Label:** Credit classes taught
Name: Q35a2   **Label:** Non-credit classes taught

Form Administered To:
All faculty and instructional staff

StemWording:
How many classes or sections did you teach during the 2002 Fall Term at [FILL INSTNAME]? Please
include courses for credit **and** courses not-for-credit towards degrees. **(If none, select "no classes.")**

*Count multiple sections of the same course separately (e.g., 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 (e.g., a biology class with lectures, labs, and
discussion sections each week counts as one class)

***Please Note:** Do not include individualized instruction. Questions about independent study, intern
supervision, and one-on-one instruction in performance, clinical, or research settings come later.

* For credit towards degree:

* Not-for-credit towards degree:

0 = No classes
1 = 1 class
2 = 2 classes
3 = 3 classes
4 = 4 classes
5 = 5 classes
6 = 6 classes
7 = 7 classes
8 = 8 classes
9 = 9 classes
10 = 10 classes
11 = 11 classes
12 = 12 classes
13 = 13 classes
14 = 14 classes
15 = 15 classes
16 = 16 classes
17 = 17 classes
18 = 18 classes
19 = 19 classes
20 = 20 or more classes

Section: Institutional Responsibilities and Workload
Form: Q35B
Name: Q35b1   **Label:** Remedial credit classes taught
Name: Q35b2   **Label:** Remedial non-credit classes taught

Form Administered To:
Faculty who taught at least one class

StemWording:
Of these classes you taught at [FILL INSTNAME] in the 2002 Fall Term, how many were remedial or developmental classes?
(Please select the Help button for guidance on how to "count" different types of classes or sections of classes.)

* For credit towards degree:

* Not-for-credit towards degree:

0 = No classes
1 = 1 class
2 = 2 classes
3 = 3 classes
4 = 4 classes
5 = 5 classes
6 = 6 classes
7 = 7 classes
8 = 8 or more classes

Section: Institutional Responsibilities and Workload
Form: Q35C
Name: Q35C1   **Label:** Distance education credit classes taught
Name: Q35C2   **Label:** Distance ed non-credit classes taught

Form Administered To:
Faculty who taught at least one class

StemWording:
Again, thinking about all the classes you taught in the 2002 Fall Term at [FILL INSTNAME], how many classes did you teach through distance education, either exclusively or primarily?
(Please select the Help button for guidance on how to "count" different types of classes or sections of classes.)

* For credit towards degree:

* Not-for-credit towards degree:

0 = No classes
1 = 1 class
2 = 2 classes
3 = 3 classes
4 = 4 classes
5 = 5 classes
6 = 6 classes
7 = 7 classes
8 = 8 or more classes

Section: Institutional Responsibilities and Workload
Form: Q36   **Label:** Have teaching assistant for credit class

Form Administered To:
Faculty 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 2002 Fall Term?

[ELSE]Did you have teaching assistants, readers, graders, or lab assistants for any of the credit classes you taught during the 2002 Fall Term?

0 = No
1 = Yes

Section: Institutional Responsibilities and Workload
Form: Q37 (loops for up to eight classes)
Name: $Q37a_i$ (i= 1 to 8)   **Label:** Number of weeks i^{th} credit class
Name: $Q37b_i$ (i= 1 to 8)   **Label:** Number of credit hours for i^{th} class
Name: $Q37c_i$ (i= 1 to 8)   **Label:** Number of hours per week i^{th} class met
Name: $Q37d_i$ (i= 1 to 8)   **Label:** Number of students i^{th} class
Name: $Q37e_i$ (i= 1 to 8)   **Label:** Primary level of students in i^{th} class
Name: $Q37f_i$ (i= 1 to 8)   **Label:** Teaching assistant for i^{th} class

Form Administered To:
Faculty who taught at least one class for credit

StemWording:
[IF 1<Q35A1]
For each of the [FILL Q35a1] credit classes or sections that you reported teaching at
[FILL INSTNAME] during the 2002 Fall Term, please answer the following questions.
(Please select the Help button for guidance on what types of classes are relevant.)

[IF Q35A1>8 ASK THIS WAY]
You reported earlier that you taught [FILL Q35A1] classes for credit during the 2002 Fall Term at [FILL INSTNAME]. We have space for you to describe 8 of these classes. Please select the 8 classes that are most representative of your instructional activities.
(Please select the Help button for guidance on what types of classes are relevant.)

[ELSE (JUST ONE CLASS) ASK THIS WAY]
For the credit class that you reported teaching at [FILL INSTNAME] during the 2002 Fall Term, please answer the following questions.
(Please select the Help button for guidance on what types of classes are relevant.)

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

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

* c. How many hours did **you** teach the class per week?

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

* e. What was the primary level of the students in this class? Were they 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

Section: Institutional Responsibilities and Workload
Form: Q38
Name: Q38a   **Label:** Student evaluations
Name: Q38b   **Label:** Multiple choice midterm/final exams
Name: Q38c   **Label:** Essay midterm/final exams
Name: Q38d   **Label:** Short answer midterm/final exams
Name: Q38e   **Label:** Term/research papers
Name: Q38f   **Label:** Multiple drafts of written work
Name: Q38g   **Label:** Oral presentations
Name: Q38h   **Label:** Group projects
Name: Q38i   **Label:** Laboratory/shop/studio assignments
Name: Q38j   **Label:** Service learn/co-op interact w/ business

Form Administered To:
Faculty who taught an undergraduate credit class

StemWording:
For the undergraduate classes you taught for credit during the 2002 Fall Term, did you use any of the following for student evaluation?
Please specify whether it was used in all classes, some classes, or not used at all.
Did you use...

* Student evaluations of each other's work?

* Multiple-choice midterm or final exam?

* Essay midterm or final exam?

* Short-answer midterm or final exam?

* Term/research papers and writing assignments?

* Multiple drafts of written work?

* Oral presentations by students?

* Group and team projects producing a joint product?

* Laboratory, shop, or studio assignments?

* 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

Section: Institutional Responsibilities and Workload
Form: Q39   **Label:** Web site for any classes

Form Administered To:
Faculty and instructional staff who had instructional duties and/or taught classes

StemWording:
During the 2002 Fall Term at [FILL INSTNAME], did **you** have one or more Internet web sites or network
sites for instruction, materials exchange or other purposes for any of your teaching, advising, or other
instructional duties?

0 = No
1 = Yes

Section: Institutional Responsibilities and Workload
Form: Q40
Name: Q40a   **Label:** Web site to communicate with students
Name: Q40b   **Label:** Web site to provide course content
Name: Q40c   **Label:** Web site real time computer-based instr
Name: Q40d   **Label:** Web site for class management
Name: Q40e   **Label:** Web site to assess student performance
Name: Q40f   **Label:** Web site for practice exams/assignments
Name: Q40g   **Label:** Web site used for any other purpose
Name: Q40gsp   **Label:** Web site used for other (specify)

Form Administered To:
Faculty and instructional staff who had instructional duties and/or taught classes, and who had a web site
for instructional purposes

StemWording:
How did you use the web sites for your instructional activities? Did you use them...

* To facilitate communication with and between students (e.g., with listservs, e-mail, online forums,
   instant messaging)

* To provide content (e.g., syllabus, readings, resources, links)

* To provide direct computer-based instruction to students in "real time" (e.g., using Blackboard or other synchronous, interactive conferencing system)

* For management purposes (e.g., registration, grade reporting, scheduling)

* To assess performance (e.g., online quizzes)

* To provide practice exams and assignments

* For any other purpose not included above
   Please specify:

0 = No
1 = Yes

Section: Institutional Responsibilities and Workload
Form: Q41   **Label:** Hours per week e-mailing students

Form Administered To:
Faculty and instructional staff who had instructional duties and/or taught classes

StemWording:
During the 2002 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:

Section: Institutional Responsibilities and Workload
Form: Q43
Name: Q43a   **Label:** Plan instruction/curriculum with faculty
Name: Q43b   **Label:** Provide career guidance to students
Name: Q43c   **Label:** Seek industry input for curriculum
Name: Q43d   **Label:** Network to get jobs for students

Form Administered To:
Faculty and instructional staff who had instructional duties and/or taught classes

StemWording:
For the next couple of questions, we would like you to consider the 2002 **Calendar Year**. During the 2002 **Calendar Year**, how often did you engage in the following activities? Was it weekly, monthly, once per term/year, or never?

* a. Met with other faculty to plan and coordinate instruction or curriculum

* b. Talked with students about their career plans or provided career guidance to students seeking employment

* c. Met with business or industry representatives to develop, improve, or revise curriculum

* d. Called or met with business or industry representatives to develop employment opportunities for your students

1 = Weekly
2 = Monthly
3 = Once per term/year
4 = Never

Section: Institutional Responsibilities and Workload
Form: Q44
Name: Q44a   **Label:** Training: develop curriculum
Name: Q44b   **Label:** Training: new instructional practices
Name: Q44c   **Label:** Training: educational technology
Name: Q44d   **Label:** Training: stdnt perform to improve teach
Name: Q44e   **Label:** Training: student workplace skill needs
Name: Q44f   **Label:** Training: other
Name: Q44fsp   **Label:** Training: other specify

Form Administered To:
Faculty and instructional staff who had instructional duties and/or taught classes

StemWording:
During the 2002 **Calendar Year**, did you use training or professional development resources provided by your department or institution to...

* Develop new or improved curriculum

* Learn how to use new instructional practices

* Learn how to better use educational technology

* Learn how to use student performance data to improve curriculum or teaching

* Keep up with skills and knowledge required of your students in the workplace

* Other
  Please specify:

0 = No
1 = Yes

Section: Institutional Responsibilities and Workload
Form: Q45   **Label:** Hours professional training in 2002

Form Administered To:
Faculty and instructional staff who had instructional duties and/or taught classes, and who used departmental or institutional training/professional development resources

StemWording:
How many hours during the 2002 **Calendar Year** did you spend in training or professional development?

* Hours of training or professional development:

Section: Institutional Responsibilities and Workload
Form: Q46   **Label:**   Provide individual instruction fall 2002

Form Administered To:
All faculty and instructional staff

StemWording:
Now for the 2002 **Fall Term**, did you provide individual instruction 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 on performance techniques or in a clinical or research setting. Do not include dissertation/thesis committee work.

0 = No
1 = Yes

Section: Institutional Responsibilities and Workload
Form: Q47
Name: Q47a1   **Label:**   Individual instructn: undergrad students
Name: Q47a2   **Label:**   Individual instructn: graduate students
Name: Q47a3   **Label:**   Individual instructn: professnl students

Form Administered To:
Faculty and instructional staff who provided individual instruction to students

StemWording:
How many of the students you provided individual instruction to during the 2002 Fall Term at [FILL INSTNAME] were undergraduates? (If none, enter "0.")
How many were graduate students?
And how many were first-professional students (e.g., dental, medical, optometry, osteopathic, pharmacy, veterinary, chiropractic, law, and theology)?
(Individual instruction includes: independent study, supervising student teachers or interns, and one-on-one instruction like working with individual students in a clinical or research setting.)

Section: Institutional Responsibilities and Workload
Form: Q47B
Name: Q47b1   **Label:** Individual instruction: undergrad hours
Name: Q47b2   **Label:** Individual instruction: graduate hours
Name: Q47b3   **Label:** Individual instruction: professnal hours

Form Administered To:
Faculty and instructional staff who provided individual instruction to undergraduates or graduate students or first-professional students

StemWording:
Of the students who received individual instruction from you during the 2002 Fall Term, what was the **total** number of contact hours you had each week with your...

* Undergraduate students

* Graduate students

* First-professional students

Section: Institutional Responsibilities and Workload
Form: Q48   **Label:** Hours per week undergrad/grad committees

Form Administered To:
All faculty and instructional staff

StemWording:
On average, during [FILL INSTNAME]'s 2002 Fall Term, 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? (If none, enter "0." If less than one hour, enter "1.")

* Hours per week spent on undergraduate and graduate committee work:

Section: Institutional Responsibilities and Workload
Form: Q49   **Label:** Hours per week admin committee work

Form Administered To:
All faculty and instructional staff

StemWording:
How many hours per week did you spend on administrative committee work at [FILL INSTNAME] during the Fall Term? Please include curriculum, personnel, governance, and other committees at the department, division, institution, and system levels. (If none, enter "0." If less than one hour, enter "1.")

* Hours per week spent on administrative committee work:

Section: Institutional Responsibilities and Workload
Form: Q50   **Label:**   Contact hours per week with advisees

Form Administered To:
All faculty and instructional staff

StemWording:
On average, how many contact hours per week during the 2002 Fall Term did you spend with students you were assigned to advise?
(Do not include hours spent working with students on their theses, dissertations, or independent studies. If none, enter "0." If less than one hour, enter "1.")

* Number of contact hours per week spent with advisees:

Section: Institutional Responsibilities and Workload
Form: Q51   **Label:**   Office hours per week

Form Administered To:
All faculty and instructional staff

StemWording:
During the 2002 Fall Term, how many regularly scheduled office hours (either in person or online) did you have per week? (If none, enter "0." If less than one hour, enter "1.")

* Number of regularly scheduled office hours per week:

►BEGIN SECTION D: Scholarly Activities

Section: 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
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
Name: Q52No   **Label:**   No presentations/publications

Form Administered To:
All faculty and instructional staff

StemWording:
Next we would like to consider your scholarly activities. During your career...
(For publications, please 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.)

* How many articles have you published in refereed professional or trade journals; or how many creative works have you published in juried media?"

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

* Published reviews of books, articles, or creative works; 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

* Other elements, such as patents or computer software products

* No presentations or publications

Section: Scholarly Activities
Form: Q52aacat   **Label:**   Range career articles, refereed
Form Administered To:
Faculty and instructional staff who need assistance answering the number of refereed publications that they achieved over a lifetime

StemWording:
Your own rough or best estimate will be acceptable here. Or if you wish to select one of the following ranges, we will enter the midpoint of the range for you. (Use the Back key at the bottom of the screen if you wish to return to the previous screen to enter the number.)

0 (No activities)
1-10 (5 will be entered)
11-20 (15 will be entered)
21-40 (30 will be entered)
41-60 (50 will be entered)
61 or greater (61 will be entered)

Section: Scholarly Activities
Form: Q52abcat   **Label:** Range career articles, nonrefereed

Form Administered To:
Faculty and instructional staff who need assistance answering the number of nonrefereed publications that they achieved over a lifetime

StemWording:
Your own rough or best estimate will be acceptable here. Or if you wish to select one of the following ranges, we will enter the midpoint of the range for you. (Use the Back key at the bottom of the screen ifyou wish to return to the previous screen to enter the number.)

0 (No activities)
1-10 (5 will be entered)
11-20 (15 will be entered)
21-40 (30 will be entered)
41-60 (50 will be entered)
61 or greater (61 will be entered)

Section: Scholarly Activities
Form: Q52accat   **Label:** Range book reviews, chapters

Form Administered To:
Faculty and instructional staff who need assistance answering the number of published reviews that they achieved over a lifetime

StemWording:
Your own rough or best estimate will be acceptable here. Or if you wish to select one of the following ranges, we will enter the midpoint of the range for you. (Use the Back key at the bottom of the screen if you wish to return to the previous screen to enter the number.)

0 (No activities)
1-10 (5 will be entered)
11-20 (15 will be entered)
21-40 (30 will be entered)
41-60 (50 will be entered)
61 or greater (61 will be entered)

Section: Scholarly Activities
Form: Q52adcat   **Label:**   Range career books, textbooks, reports

Form Administered To:
Faculty and instructional staff who need assistance answering the number of textbooks or reports that they achieved over a lifetime

StemWording:
Your own rough or best estimate will be acceptable here. Or if you wish to select one of the following ranges, we will enter the midpoint of the range for you. (Use the Back key at the bottom of the screen if you wish to return to the previous screen to enter the number.)

0 (No activities)
1-10 (5 will be entered)
11-20 (15 will be entered)
21-40 (30 will be entered)
41-60 (50 will be entered)
61 or greater (61 will be entered)

Section: Scholarly Activities
Form: Q52aecat   **Label:**   Range career presentations

Form Administered To:
Faculty and instructional staff who need assistance answering the number of presentations at conferences or workshops that they achieved over a lifetime

StemWording:
Your own rough or best estimate will be acceptable here. Or if you wish to select one of the following ranges, we will enter the midpoint of the range for you. (Use the Back key at the bottom of the screen if you wish to return to the previous screen to enter the number.)

0 (No activities)
1-10 (5 will be entered)
11-20 (15 will be entered)
21-40 (30 will be entered)
41-60 (50 will be entered)
61 or greater (61 will be entered)

Section: Scholarly Activities
Form: Q52afcat   **Label:**   Range career exhibitions, performances

Form Administered To:
Faculty and instructional staff who need assistance answering the number of exhibitions or performances in the fine/applied arts that they achieved over a lifetime

StemWording:
Your own rough or best estimate will be acceptable here. Or if you wish to select one of the following ranges, we will enter the midpoint of the range for you. (Use the Back key at the bottom of the screen if you wish to return to the previous screen to enter the number.)

0 (No activities)
1-10 (5 will be entered)
11-20 (15 will be entered)
21-40 (30 will be entered)
41-60 (50 will be entered)
61 or greater (61 will be entered)

Section: Scholarly Activities
Form: Q52agcat   **Label:**   Range career patents, computer software

Form Administered To:
Faculty and instructional staff who need assistance answering the number of other scholarly activities such as patents or computer software products that they achieved over a lifetime

StemWording:
Your own rough or best estimate will be acceptable here. Or if you wish to select one of the following ranges, we will enter the midpoint of the range for you. (Use the Back key at the bottom of the screen if you wish to return to the previous screen to enter the number.)

0 (No activities)
1-10 (5 will be entered)
11-20 (15 will be entered)
21-40 (30 will be entered)
41-60 (50 will be entered)
61 or greater (61 will be entered)

Section: Scholarly Activities
Form: Q52B
Name: Q52BA   **Label:**   Two years articles, refereed journals
Name: Q52BB   **Label:**   Two years articles, nonrefereed journals
Name: Q52BC   **Label:**   Two years book reviews, chapters
Name: Q52BD   **Label:**   Two years books, textbooks, reports
Name: Q52BE   **Label:**   Two years presentations
Name: Q52BF   **Label:**   Two years exhibitions, performances
Name: Q52BG   **Label:**   Two years 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, or 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?

Section: Scholarly Activities
Form: Q53   **Label:**   Teaching and research fields are same

Form Administered To:
Faculty and instructional staff who provided a principal teaching field

StemWording:
You noted before that your principal teaching field was [FILL Q16]. Is this also your principal field or discipline of scholarly activity?

(By scholarly activity we mean research, proposal development, creative writing, or other creative works.)

1 = Yes, fields of teaching and scholarly activity are the same
2 = No, fields of teaching and scholarly activity are different
3 = No, I have no principal scholarly activity field

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Scholarly Activities
Form: Q54VS   **Label:**   Principal field of research-verbatim
Name: Q54VS1   **Label:**   Principal field of research-NA

Form Administered To:
Faculty and instructional staff who do not have a principal field of teaching or their teaching and scholarly activity fields are different

StemWording:
What is your principal field or discipline of scholarly activity?
(Enter the name of the principal field or discipline in the box below. If you have no principal field, select the "Not applicable" box.)

[IF Q16VS=NA OR BLANK, THEN ADD:]
(By scholarly activity we mean research, proposal development, creative writing, or other creative works.)

* Name of principal field/discipline of scholarly activity:

* Not applicable (No principal field or discipline of scholarly activity)

Section: Scholarly Activities
Form: Q54CD
Name: Q54CD2   **Label:**   Principal field of research-CIP code 2
Name: Q54CD4   **Label:**   Principal field of research-CIP code 4

Form Administered To:
Faculty and instructional staff who do not have a principal field of teaching or their teaching and scholarly activity fields are different who have a principal field of scholarly activity.

StemWording:
Next, please help us to categorize "[FILL Q54VS]" using the drop-down list boxes below. (Select a general area and specific discipline within the general area.)

* General area:

* Specific area:

Note: Please refer to the complete list of instructional program codes on form Q16CD.

Section: Scholarly Activities
Form: Q55   **Label:**   Funded or non-funded scholarly activity

Form Administered To:
All faculty and instructional staff unless they reported no principal scholarly activity field

StemWording:
During the 2002-03 **academic year**, were your scholarly activities at [FILL INSTNAME] funded, non-funded, or both funded and non-funded?

0 = No scholarly activities
1 = Funded activities only
2 = Both funded and non-funded activities
3 = Non-funded activities only

Section: Scholarly Activities

Form: Q56   **Label:**   Description of primary research

Form Administered To:

Faculty and instructional staff who engage in scholarly activity

StemWording:

How would you describe your principal scholarly activity during the 2002-03 academic year? Was 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

Section: Scholarly Activities

Form: Q58   **Label:**   Primary funding source

Form Administered To:

Faculty and instructional staff who engage in funded scholarly activity

StemWording:

What was the **principal** source of funding for your scholarly activity during the 2002-03 academic year? Was it...

1 = Your institution
2 = Foundation or other nonprofit organization
3 = For-profit business or industry in the private sector
4 = State or local government
5 = Federal government
6 = Other

Section: Scholarly Activities

Form: Q59   **Label:**   Number of grants/contracts

Form Administered To:

Faculty and instructional staff who engage in funded scholarly activity

StemWording:

How many grants/contracts did you have from all sources in the 2002-03 academic year?

* Total number of grants/contracts:

 1 = 1
 2 = 2
 3 = 3
 4 = 4
 5 = 5
 6 = 6
 7 = 7
 8 = 8
 9 = 9
10 = 10
11 = 11
12 = 12
13 = 13
14 = 14
15 = 15 or more grants/contracts

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Scholarly Activities
Form: Q60A   **Label:**   Total funding grants/contracts
Form Administered To:
Faculty and instructional staff who engage in funded scholarly activity

StemWording:
What was your total funding for grants and contracts from all sources for the 2002-03 academic year?

*Total funding

-1 = Don't know

Section: Scholarly Activities
Form: Q60B   **Label:**   Range total funding grants/contracts
Form Administered To:
Faculty and instructional staff who engage in funded scholarly activity who did not report the total funding amount received from grants/contracts during the 2002-03 academic year

StemWording:
The following ranges may make it easier for you to report the total funds you received for grants and contracts for the 2002-2003 academic year. Were your total funds received...

-1 = Don't know
1 = $1-$999
2 = $1,000-$4,999
3 = $5,000-$49,999
4 = $50,000-$99,999
5 = $100,000-$199,999
6 = $200,000-$299,999
7 = $300,000-$500,000
8 = More than $500,000

►BEGIN SECTION E: Job Satisfaction

Section: Job Satisfaction
Form: Q61
Name: Q61a   **Label:**   Satisfied w/authority to make decisions
Name: Q61b   **Label:**   Satisfied w/technology-based activities
Name: Q61c   **Label:**   Satisfied with equipment/facilities
Name: Q61d   **Label:**   Satisfied with teaching improvement

Form Administered To:
Faculty and instructional staff with instructional duties (including individual instruction and thesis/dissertation committee work as well as teaching classes) at target school during the 2002 Fall Term

StemWording:
How satisfied are you with each of the following aspects of your instructional duties at [FILL INSTNAME]? Would you say you are very dissatisfied, somewhat dissatisfied, somewhat satisfied, or very satisfied with...

* a. The authority you have to make decisions about content and methods in your instructional activities

* b. The training available to you to implement technology-based instructional activities

* c. Quality of equipment and facilities available for classroom instruction

* d. Institutional support for teaching improvement (including grants, release time, and professional development funds)

1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Somewhat Satisfied
4 = Very Satisfied

Section: Job Satisfaction
Form: Q62
Name: Q62a   **Label:**   Satisfied with work load
Name: Q62b   **Label:**   Satisfied with salary
Name: Q62c   **Label:**   Satisfied with benefits
Name: Q62d   **Label:**   Satisfied with job overall

Form Administered To:
All faculty and instructional staff

StemWording:
How satisfied are you with the following aspects of your job at [FILL INSTNAME]? Would you say you are very dissatisfied, somewhat dissatisfied, somewhat satisfied, or very satisfied with...

* a. Your work load

* b. Your salary

* c. Your benefits, generally

* d. Your job at this institution, overall

1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Somewhat Satisfied
4 = Very Satisfied

Section: Job Satisfaction
Form: Q63   **Label:**   Age stop working at PSE institution

Form Administered To:
All faculty and instructional staff

StemWording:
At what age do you think you are most likely to stop working at a postsecondary institution? (Enter age or select "Don't know.")

* Years of age:

-1 = Don't know

Section: Job Satisfaction
Form: Q64   **Label:**   Retired from another position

Form Administered To:
All faculty and instructional staff

StemWording:
Have you retired from another position?

0 = No
1 = Yes

Section: Job Satisfaction
Form: Q65   **Label:**   Age retire from all paid employment

Form Administered To:
All faculty and instructional staff

StemWording:
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:

-1 = Don't know

►BEGIN SECTION F: Compensation

Section: Compensation
Form: Q66
Name: Q66aa   **Label:**   Basic salary from institution
Name: Q66ab   **Label:**   Other income from institution
Name: Q66ac   **Label:**   Other academic institution income
Name: Q66ad   **Label:**   Consulting or freelance work income
Name: Q66ae   **Label:**   Other employment income
Name: Q66af   **Label:**   Other income

Form Administered To:
All faculty and instructional staff

StemWording:
We are almost finished. The next questions will be about your compensation as a faculty member and about your background. Your responses to these items are strictly confidential. They will be used only in statistical summaries.

For the 2002 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)?   *

f. How much income did you receive from any other source (e.g., legal/medical/psychological services,
self-owned business, professional performances/exhibitions, speaking fees/
honoraria, royalties/commissions, pensions, investment income, real estate, loans, alimony,
or child support)?   *

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Compensation
Form: Q66B   **Label:**   Total income

Form Administered To:
Respondents who did not complete all compensation item amounts.

StemWording:
If you are uncomfortable with providing your exact compensation from [INSTNAME] and other sources, would you please estimate your **total income from all sources** for the 2002 calendar year using the following ranges?

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

* Because you left one or more items blank on the previous question about compensation, would you please estimate your total income from all sources for the 2002 calendar year using the following ranges?

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 = $150,000-199,000
7 = $200,000-300,000
8 = More than $300,000

Section: Compensation
Form: Q67   **Label:**   Contract year length

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

Section: Compensation
Form: Q68   **Label:**   Pay basis
Name: Q68SP   **Label:**   Pay basis other specify

Form Administered To:
Faculty 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   * Please specify unit:

Section: Compensation
Form: Q69   **Label:**   Amount paid per Q68 unit

Form Administered To:
Faculty paid on something other than a 9-, 10-, 11-, or 12-month contract who reported the basis of their pay

StemWording:
How much were you paid per [FILL Q68]?

Section: Compensation
Form: Q70A   **Label:**   Total household income

Form Administered To:
All faculty and instructional staff

StemWording:
For the 2002 calendar year, what was your total household income before taxes?

(By household income, we mean the total income received by all persons residing in the house during the 2002 calendar year, excluding minors and full-time students. Please include income from other sources including self-employment, interest earnings, alimony or child support, insurance benefits, and pension payments.)

* Enter amount:

-1 = Don't know

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Compensation
Form: Q70B   **Label:**   Total household income categories

Form Administered To:
Faculty who did not provide their household income (didn't know, left blank)

StemWording:
The following ranges may make it easier for you to report your annual household income. Was your income between...

-1 = Don't know
1 = $0-$44,999
2 = $45,000-$64,999
3 = $65,000-$84,999
4 = $85,000-$99,999
5 = $100,000-$124,999
6 = $125,000-$149,999
7 = $150,000-$200,000
8 = More than $200,000

►BEGIN SECTION G: Sociodemographic Characteristics

Section: 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

Section: Sociodemographic Characteristics

Form: Q72   **Label:**   Year of birth

Form Administered To:
All faculty and instructional staff

StemWording:
In what year were you born?

* Enter year:

Section: Sociodemographic Characteristics

Form: Q73   **Label:**   Ethnicity: Hispanic/Latino

Form Administered To:
All faculty and instructional staff

StemWording:
Are you Hispanic or Latino?

0 = No
1 = Yes

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Sociodemographic Characteristics
Form: Q74
Name: Q74a   **Label:**   Race: American Indian/AK Native
Name: Q74b   **Label:**   Race: Asian
Name: Q74c   **Label:**   Race: Black/African American
Name: Q74d   **Label:**   Race: Native Hawaiian/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

Section: Sociodemographic Characteristics
Form: Q75   **Label:**   Disability

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

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Sociodemographic Characteristics
Form: Q76
Name: Q76a   **Label:**   Disability: hearing impairment
Name: Q76b   **Label:**   Disability: blind/visually impaired
Name: Q76c   **Label:**   Disability: speech/language impairment
Name: Q76d   **Label:**   Disability: mobility/orthopedic
Name: Q76e   **Label:**   Disability: other

Form Administered To:
Faculty and instructional staff with a disability that substantially limits one or more major life activities

StemWording:
What type of condition limits your major life activities? (Select all that apply.)

* Hearing impairment (i.e., deaf or hard of hearing)

* Blind or visual impairment that cannot be corrected by wearing glasses, or legally blind

* Speech or language impairment

* Mobility/orthopedic impairment

* Other (e.g., specific learning disability, attention deficit, mental illness, or emotional disturbance)

Section: Sociodemographic Characteristics
Form: Q77   **Label:**   Marital status 2002 fall term

Form Administered To:
All faculty and instructional staff

StemWording:
What best describes your marital or household status in the 2002 Fall Term? Are you...

1 = Single and never married
2 = Married
3 = Living with partner or significant other regardless of marital status
4 = Separated, divorced, or widowed

National Study of Postsecondary Faculty (NSOPF:04): Faculty Instrument Facsimile—Field Test

Section: Sociodemographic Characteristics
Form: Q78   **Label:**   Number of dependents

Form Administered To:
All faculty and instructional staff

StemWording:
How many dependents do you have? Do not include yourself. (A dependent is someone receiving at least half of his or her financial support from you.)

* Number of dependents:

0 = No dependents
1 = 1
2 = 2
3 = 3
4 = 4
5 = 5
6 = 6
7 = 7
8 = 8
9 = 9
10 = 10 or more dependents

Section: Sociodemographic Characteristics
Form: Q79   **Label:**   Number of dependent children
Form Administered To:
Faculty and instructional staff with at least one dependent

StemWording:
How many of the dependents you mentioned are children? (A dependent child is 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
3 = 3
4 = 4
5 = 5
6 = 6
7 = 7
8 = 8
9 = 9
10 = 10 or more dependents

Section: Sociodemographic Characteristics
Form: Q80   **Label:**   Born in United States

Form Administered To:
All faculty and instructional staff

StemWording:
Were you born in the United States?

0 = No
1 = Yes

Section: Sociodemographic Characteristics
Form: Q81   **Label:**   United States citizenship status

Form Administered To:
All faculty and instructional staff

StemWording:
Are you a citizen of the United States?

0 = No
1 = Yes

►BEGIN SECTION H: Opinions

Section: Opinions
Form: Q82
Name: Q82a   **Label:**   Opinion, teaching is rewarded
Name: Q82b   **Label:**   Opinion, part-time faculty treated fair
Name: Q82c   **Label:**   Opinion, female faculty treated fair
Name: Q82d   **Label:**   Opinion, racial minorities treated fair

Form Administered To:
All faculty and instructional staff

StemWording:
Do you strongly disagree, disagree, agree, or strongly agree 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 Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Section: Opinions
Form: Q83   **Label:**   Choose to do 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

Section: Opinions
Form: Q84X   **Label:**

Form Administered To:
Those who indicated they are not faculty and have no instructional duties

StemWording:
This interview is designed for faculty and instructional staff. Since you have indicated that you are neither, the interview will now terminate. Thank you very much for your interest in the study.

Section: Opinions
Form: Q84   **Label:**   Comments and suggestions

Form Administered To:
All faculty and instructional staff

StemWording:
As you know, this is a field test version of the faculty questionnaire. Do you have any comments, suggestions, or concerns about this data collection?

This page left intentionally blank.

Appendix C
Item Crosswalks
(NSOPF:88, NSOPF:93, NSOPF:99, NSOPF:04)

This page left intentionally blank.

Institution

This page left intentionally blank.

Institution Questionnaire Crosswalk

The crosswalk below links the NSOPF:04 field test questionnaire items with similar items from the three previous NSOPF institution questionnaires: NSOPF:99, NSOPF:93, and NSOPF:88. 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.

Variable names				
NSOPF:04	**NSOPF:99**	**NSOPF:93**	**NSOPF:88**	**Variable label**
1A	1a	1a	4	Number full-time faculty, fall 2002
1B	1b	1b	19	Number part-time faculty, fall 2002
2A	5aD	2f		Full-time numbers: faculty, fall 2001
2B	5bD			Full-time numbers: changed from part to full time, 2001-02
2C	5cD	2b	6	Full-time numbers: hired, 2001-02
2D	5dD	2c	6	Full-time numbers: retired, 2001-02
2E	5e	2e + 2d	6	Full-time numbers: left for other reasons, 2001-02
2F				Full-time numbers: changed from full to part time, 2001-02
2G	5f	2a	6	Full-time numbers: faculty, fall 2002
2AA	5g			Full-time numbers: inconsistent count reason
3	4	5	3	Full-time tenure: has tenure system
4	6a	8a	7	Full-time tenure: number considered for tenure, 2001-02
5	6b	8b	7	Full-time tenure: number granted tenure, 2001-02
6	7a	9a	10	Full-time tenure: maximum years on tenure track
7A	8a			Full-time tenure: changed tenure policy
7B	8b	10b	12.5	Full-time tenure: more stringent tenure standards
7C	8c			Full-time tenure: downsized tenured faculty
7D	8d	10a	12.4	Full-time tenure: replaced tenured with fixed term
7E	8f	11	12.1	Full-time tenure: offered early retirement
7E2	8g	11a		Full-time tenure: number early retirees, last 5 yrs
8	8e			Full-time tenure: discontinued tenure system, last 5 years
9	10	3		Full-time faculty: positions sought to fill, fall 2002
10AA	12e	13h		Full-time benefit: child care
10AB	12f	13n		Full-time benefit: retiree medical insurance
10AC	12g	13o	16	Full-time benefit: cafeteria-style plan
10BA	12ea	13hA	14.10	Full-time benefit: child care subsidized
10BB	12fa	13nA		Full-time benefit: retiree medical insurance subsidized
10BC	12ga	13oA		Full-time benefit: cafeteria-style plan subsidized
11A	13a	13a	14.01	Full-time benefit: wellness program
11B	13b	13f	14.08	Full-time benefit: spouse tuition remission
11C	13c	13g	14.09	Full-time benefit: children tuition remission
11D	13d	13i	14.11	Full-time benefit: housing
11E	13e	13k		Full-time benefit: transportation/parking
11F	13f	13l	14.02	Full-time benefit: paid maternity leave
11G	13g	13m	14.03	Full-time benefit: paid paternity leave
11H	13h			Full-time benefit: paid sabbatical leave
11I	13i			Full-time benefit: employee assistance program
12	15	19	13	Full-time faculty: union representation
13A	16a	18a		Full-time assessment: student evaluations
13B	16b	18b		Full-time assessment: student test scores

Variable names				
NSOPF:04	**NSOPF:99**	**NSOPF:93**	**NSOPF:88**	**Variable label**
13C	16c	18c		Full-time assessment: student career placement
13D	16d	18d		Full-time assessment: other student performance
13E	16e	18e		Full-time assessment: department chair evaluations
13F	16f	18f		Full-time assessment: dean evaluations
13G	16g	18g		Full-time assessment: peer evaluations
13H	16h	18h		Full-time assessment: self-evaluations
14	17	34	23	Part-time benefit: retirement plan
15AA	20a	37b		Part-time benefit: medical insurance
15AB	20b	37c		Part-time benefit: dental insurance
15AC	20c	37d		Part-time benefit: disability insurance
15AD	20d	37e		Part-time benefit: life insurance
15AE	20e	37h		Part-time benefit: child care
15AF	20f	37n		Part-time benefit: retiree medical insurance
15AG	20g	37o	24	Part-time benefit: cafeteria-style plan
15BA	20aa	37bA		Part-time benefit: medical insurance subsidized
15BB	20ba	37cA		Part-time benefit: dental insurance subsidized
15BC	20ca	37dA		Part-time benefit: disability insurance subsidized
15BD	20da	37eA		Part-time benefit: life insurance subsidized
15BE	20ea	37hA		Part-time benefit: child care subsidized
15BF	20fa	37nA		Part-time benefit: retiree medical insurance subsidized
15BG	20ga	37oA		Part-time benefit: cafeteria-style plan subsidized
16A	21a	37a		Part-time benefit: wellness program
16B	21b	37f		Part-time benefit: spouse tuition remission
16C	21c	37g		Part-time benefit: children tuition remission
16D	21d	37i		Part-time benefit: housing
16E	21e	37k		Part-time benefit: transportation/parking
16F	21f	37l		Part-time benefit: paid maternity leave
16G	21g	37m		Part-time benefit: paid paternity leave
16H	21h			Part-time benefit: paid sabbatical leave
16I	21i			Part-time benefit: employee assistance program
17	24	43	22	Part-time faculty: union representation
18A	25a	42a		Part-time assessment: student evaluations
18B	25b	42b		Part-time assessment: student test scores
18C	25c	42c		Part-time assessment: student career placement
18D	25d	42d		Part-time assessment: other student performance
18E	25e	42e		Part-time assessment: department chair evaluations
18F	25f	42f		Part-time assessment: dean evaluations
18G	25g	42g		Part-time assessment: peer evaluations
18H	25h	42h		Part-time assessment: self-evaluations
19A	26a	17		Undergraduate instruction: percent full-time faculty
19B	26b	41		Undergraduate instruction: percent part-time faculty
19C	26c			Undergraduate instruction: percent teaching assistants
19D	26d			Undergraduate instruction: percent other

NOTE: The 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) field test, 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

This page left intentionally blank.

Faculty Questionnaire Crosswalk

The crosswalk below links the NSOPF:04 field test questionnaire items with similar items from the three previous NSOPF faculty questionnaires: NSOPF:99, NSOPF:93, and NSOPF:88. 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.

Variable name				
NSOPF:04	**NSOPF:99**	**NSOPF:93**	**NSOPF:88**	**Variable label**
Q1	Q1	Q1	Q1	Instructional duties, fall 2002
Q2	Q2	Q1A	Q2	Instructional duties related to credit courses/activities, fall 2002
Q3	Q4	Q3		Faculty status, fall 2002
Q4	Q3	Q2		Principal activity, fall 2002
Q5	Q5	Q4	Q4	Employed full or part time, fall 2002
Q6				Part-time faculty: primary employment
Q7				Part-time faculty: years employed part time
Q8				Part-time faculty: preferred full-time position
Q9	Q7	Q6		Year started job held in fall 2002
Q10	Q8	Q9	Q12	Academic rank, fall 2002
Q11	Q9	Q10	Q13	Year attained professor or associate professor rank at any institution
Q12	Q10	Q7	Q9	Tenure status, fall 2002
Q13	Q10b	Q7A	Q10	Year attained tenure at any postsecondary institution
Q14	Q64	Q38	Q18	Faculty union membership
Q15	Q64	Q38		Reason why not a union member
Q16VS	Q14	Q12		Principal field of teaching-verbatim
Q16CD4	Q14	Q12	Q16	Principal field of teaching-CIP code
Q17A1	Q16.1A	Q16.1A	Q26	Highest degree type
Q17A2	Q16.1B	Q16.1B	Q26	Year received highest degree
Q17A3VS	Q16.1C	Q16.1D		Highest degree field-verbatim
Q17A3C4	Q16.1D	Q16.1C	Q26	Highest degree field-CIP code
Q17A4ST	Q16.1Eb	Q16.1Eb	Q26	Highest degree institution-state
Q17A4C	Q16.1Eb	Q16.1Eb	Q26	Highest degree institution-city
Q17A4N	Q16.1Ea	Q16.1Ea	Q26	Highest degree institution-name
Q17A4I				Highest degree institution-IPEDS
Q17A4LEV				Highest degree institution-level
Q17A4CN				Highest degree institution-control
Q17B	Q16	Q16	Q26	Hold PhD in addition to professional degree
Q17C1	Q16	Q16	Q26	Year received doctoral degree
Q17C2VS	Q16	Q16		Doctoral degree field-verbatim
Q17C2C4	Q16	Q16	Q26	Doctoral degree field-CIP code
Q17C3ST	Q16	Q16	Q26	Doctoral degree institution-state
Q17C3C	Q16	Q16	Q26	Doctoral degree institution-city
Q17C3N	Q16	Q16	Q26	Doctoral degree institution-name
Q17C3I				Doctoral degree institution-IPEDS
Q17C3LV				Doctoral degree institution-level
Q17C3CN				Doctoral degree institution-control
Q17D1	Q16	Q16	Q26	Year received bachelor's degree
Q17D2ST	Q16	Q16	Q26	Bachelor's degree institution-state
Q17D2C	Q16	Q16	Q26	Bachelor's degree institution-city

Variable name				
NSOPF:04	**NSOPF:99**	**NSOPF:93**	**NSOPF:88**	**Variable label**
Q17D2N	Q16	Q16	Q26	Bachelor's degree institution-name
Q17D2I				Bachelor's degree institution-IPEDS
Q17D2LV				Bachelor's degree institution-level
Q17D2CN				Bachelor's degree institution-control
Q18	Q21	Q17	Q5	Employed outside target institution
Q19A1	Q22	Q17A	Q6	Number full-time positions outside PSE
Q19A2	Q22	Q17A	Q6	Number part-time positions outside PSE
Q19B1	Q22	Q17A	Q6	Number full-time positions at other PSE
Q19B2	Q22	Q17A	Q6	Number part-time positions at other PSE
Q19C1				Number classes taught full time at other PSE
Q19C2				Number classes taught part time at other PSE
Q20				Non-PSE jobs related to teaching field
Q21				First post-degree PSE faculty position
Q22	Q23			Number of PSE institutions where employed as faculty
Q23	Q24.1a		Q29	First faculty position: year began
Q24	Q24.3a		Q29	First faculty position: part or full time
Q25	Q24.5a			First faculty position: academic rank
Q26	Q24.6a			First faculty position: tenure status
Q27	Q26		Q29	Held positions outside PSE since degree
Q28	Q28.2b	Q19.2	Q29	Employment sector of previous job
Q29				Previous job related to teaching field
Q30	Q25			Number years teaching in PSE institutions
Q31A	Q30a	Q36a	Q36	Hours per week: paid tasks at institution
Q31B	Q30b	Q36b	Q36	Hours per week: unpaid tasks at institution
Q31C	Q30c	Q36c	Q36	Hours per week: paid tasks outside of institution
Q31D	Q30d	Q36d	Q36	Hours per week: unpaid tasks outside of institution
Q32A	Q31aA + 031bA	Q37a	Q37	Percent time: instructional activities
Q32B	Q31cA	Q37b	Q37	Percent time: research activities
Q32C			Q37	Percent time: other activities
Q33A	Q31aA			Percent instructional time: undergraduate
Q33B	Q31bA			Percent instructional time: graduate/1st professional
Q34A	Q31eA	Q37d	Q37	Percent other time: administration
Q34B	Q31dA	Q37c	Q37	Percent other time: professional growth
Q34C	Q31fA	Q37f	Q37	Percent other time: service
Q34D	Q31gA	Q37f	Q37	Percent other time: other activities
Q34DSP			Q37	Percent other time: other activities (specify)
Q35A1	Q40	Q22A		Number credit classes taught
Q35A2				Number noncredit classes taught
Q35B1	Q35			Number remedial credit classes taught
Q35B2	Q36			Number remedial noncredit classes taught
Q35C1	Q37			Number distance education credit classes taught
Q35C2	Q38			Number distance education noncredit classes taught
Q36				Have teaching assistant for any credit class
Q37A1	Q41.2Aa	Q23.2Aa		Number of weeks taught, 1st credit class
Q37B1	Q41.2Ab	Q23.2Ab		Number of credit hours, 1st class
Q37C1	Q41.2Ac	Q23.2Ac	Q32	Number of hours taught per week, 1st class
Q37D1	Q41.2Ae	Q23.2Ae	Q32	Number of students, 1st class
Q37E1	Q41.3A	Q23.3A	Q32	Level of students, 1st class
Q37F1	Q41.2Ad	Q23.2Ad	Q32	Teaching assistant, 1st class
Q37A2	Q41.2Ba	Q23.2Ba		Number of weeks taught, 2nd credit class

Variable name				
NSOPF:04	**NSOPF:99**	**NSOPF:93**	**NSOPF:88**	**Variable label**
Q37B2	Q41.2Bb	Q23.2Bb		Number of credit hours, 2nd class
Q37C2	Q41.2Bc	Q23.2Bc	Q32	Number of hours taught per week, 2nd class
Q37D2	Q41.2Be	Q23.2Be	Q32	Number of students, 2nd class
Q37E2	Q41.3B	Q23.3B	Q32	Level of students, 2nd class
Q37F2	Q41.2Bd	Q23.2Bd	Q32	Teaching assistant, 2nd class
Q37A3	Q41.2Va	Q23.2Ca		Number of weeks taught, 3rd credit class
Q37B3	Q41.2Cb	Q23.2Cb		Number of credit hours, 3rd class
Q37C3	Q41.2Cc	Q23.2Cc	Q32	Number of hours taught per week, 3rd class
Q37D3	Q41.2Ce	Q23.2Ce	Q32	Number of students, 3rd class
Q37E3	Q41.3C	Q23.3C	Q32	Level of students, 3rd class
Q37F3	Q41.2Cd	Q23.2Cd	Q32	Teaching assistant, 3rd class
Q37A4	Q41.2Da	Q23.2Da		Number of weeks taught, 4th credit class
Q37B4	Q41.2Db	Q23.2Db		Number of credit hours, 4th class
Q37C4	Q41.2Dc	Q23.2Dc	Q32	Number of hours taught per week, 4th class
Q37D4	Q41.2De	Q23.2De	Q32	Number of students, 4th class
Q37E4	Q41.3D	Q23.3D	Q32	Level of students, 4th class
Q37F4	Q41.2Dd	Q23.2Dd	Q32	Teaching assistant, 4th class
Q37A5	Q41.2Ea	Q23.2Ea		Number of weeks taught, 5th credit class
Q37B5	Q41.2Eb	Q23.2Eb		Number of credit hours, 5th class
Q37C5	Q41.2Ec	Q23.2Ec	Q32	Number of hours taught per week, 5th class
Q37D5	Q41.2Ee	Q23.2Ee	Q32	Number of students, 5th class
Q37E5	Q41.3E	Q23.3E	Q32	Level of students, 5th class
Q37F5	Q41.2Ed	Q23.2Ed	Q32	Teaching assistant, 5th class
Q37A6				Number of weeks taught, 6th credit class
Q37B6				Number of credit hours, 6th class
Q37C6				Number of hours taught per week, 6th class
Q37D6				Number of students, 6th class
Q37E6				Level of students, 6th class
Q37F6				Teaching assistant, 6th class
Q37A7				Number of weeks taught, 7th credit class
Q37B7				Number of credit hours, 7th class
Q37C7				Number of hours taught per week, 7th class
Q37D7				Number of students, 7th class
Q37E7				Level of students, 7th class
Q37F7				Teaching assistant, 7th class
Q37A8				Number of weeks taught, 8th credit class
Q37B8				Number of credit hours, 8th class
Q37C8				Number of hours taught per week, 8th class
Q37D8				Number of students, 8th class
Q37E8				Level of students, 8th class
Q37F8				Teaching assistant, 8th class
Q38A	Q42a	Q24Ad		Student evaluations of each other's work
Q38B	Q42b	Q24Ae		Multiple choice midterm/final exams
Q38C	Q42c	Q24Af		Essay midterm/final exams
Q38D	Q42d	Q24Ag		Short answer midterm/final exams
Q38E	Q42e	Q24Ah		Term/research papers
Q38F	Q42f	Q24Ai		Multiple drafts of written work
Q38G		Q24Ac		Oral presentations
Q38H				Group projects
Q38I				Laboratory/shop/studio assignments

| Variable name | | | | |
NSOPF:04	NSOPF:99	NSOPF:93	NSOPF:88	Variable label
Q38J				Service learning/co-op interactions w/business
Q39	Q43			Web site used for any instructional duties
Q40A				Web site used to communicate with students
	Q44a +			
	Q44b +			
Q40B	Q44e			Web site used to provide course content
Q40C				Web site used for real time computer-based instruction
Q40D	Q44d			Web site used for class management
Q40E				Web site used to assess student performance
Q40F	Q44c			Web site used for practice exams/assignments
Q40G	Q44f			Web site used for any other purpose
Q40GSP	Q44f			Web site used for other purpose (specify)
Q41	Q47			Hours per week e-mailing students
Q43A				Activities for 2002: met to plan instruction/curriculum
Q43B				Activities for 2002: provide career guidance to students
Q43C				Activities for 2002: seek industry input for curriculum
Q43D				Activities for 2002: networked to get jobs for students
Q44A				Used training: develop curriculum
Q44B				Used training: learn new instructional practices
Q44C				Used training: learn educational technology
Q44D				Used training: learn to use student performance data
Q44E				Used training: keep up with student skills needed in workplace
Q44F				Used training: other
Q44FSP				Used training: other (specify)
Q45				Professional training hours, calendar year 2002
Q46				Provided individual instruction, fall 2002
		Q25.1A +		
Q47A1	Q49a	Q25.2A	Q33	Individual instruction: number undergraduate students
Q47A2	Q49b	Q25.3A	Q33	Individual instruction: number graduate students
Q47A3	Q49c			Individual instruction: number first-professional students
		Q25.1B +		
Q47B1	Q49a	Q25.2B	Q33	Individual instruction: undergraduate hours
Q47B2	Q49b	Q25.3B	Q33	Individual instruction: graduate hours
Q47B3	Q49c			Individual instruction: first-professional hours
Q48	Q32			Hours per week undergraduate/graduate committees
Q49	Q63			Hours per week administrative committees
Q50	Q50			Hours per week with advisees
Q51	Q51	Q26		Office hours per week
		Q20.1A +		
Q52AA	Q29.1	Q20.3A	Q30	Career articles, refereed journals
		Q20.2A +		
Q52AB	Q29.2	Q20.4A	Q30	Career articles, nonrefereed journals
		Q20.5A +		
Q52AC	Q29.3	Q20.6A	Q30	Career book reviews, chapters, creative works
		Q20.8A +		
		Q20.7A +		
		Q20.9A+		
Q52AD	Q29.4	Q20.10A	Q30	Career books, textbooks, reports
Q52AE	Q29.5	Q20.11A	Q30	Career presentations
Q52AF	Q29.5	Q20.12A	Q30	Career exhibitions, performances
		Q20.13A +		
Q52AG	Q29.6	Q20.14A	Q30	Career other, e.g., patents, computer software
		Q20.1B +		
Q52BA	Q29.1	Q20.3B	Q30	Last two years articles, refereed journals

Variable name				
NSOPF:04	**NSOPF:99**	**NSOPF:93**	**NSOPF:88**	**Variable label**
Q52BB	Q29.2	Q20.2B + Q20.4B	Q30	Last two years articles, nonrefereed journals
Q52BC	Q29.3	Q20.5B + Q20.6B	Q30	Last two years book reviews, chapters, creative works
		Q20.8B + Q20.7B + Q20.9B +		
Q52BD	Q29.4	Q20.10B	Q30	Last two years books, textbooks, reports
Q52BE	Q29.5	Q20.11B	Q30	Last two years presentations
Q52BF	Q29.5	Q20.12B	Q30	Last two years exhibitions, performances
		Q20.13B +		
Q52BG	Q29.6	Q20.14B	Q30	Last two years other, e.g., patents, computer software
Q53				Teaching and scholarly activity fields are same
Q54VS	Q15	Q13		Principal field of scholarly activity-verbatim
Q54CD4	Q15	Q13		Principal field of scholarly activity-CIP code
Q55	Q52 + Q54	Q30		Scholarly activity: funded
Q56	Q53	Q29		Principal scholarly activity: description
Q58	Q57	Q33A		Scholarly activity: principal funding source
Q59	Q58	Q33B		Scholarly activity: number grants/contracts
Q60A	Q59a	Q33D		Scholarly activity: grants/contracts funding amount
Q60B				Scholarly activity: grants/contracts funding amount (range)
Q61A	Q65a	Q39a	Q19	Satisfaction: authority to make decisions
Q61B				Satisfaction: technology-based activities
Q61C				Satisfaction: equipment/facilities
Q61D				Satisfaction: institutional support for teaching improvement
Q62A	Q66a	Q40a	Q19	Satisfaction: work load
Q62B	Q66g	Q40f	Q19	Satisfaction: salary
Q62C	Q66h	Q40g	Q19	Satisfaction: benefits
Q62D	Q66j	Q40i	Q19	Satisfaction: job overall
Q63	Q68	Q42	Q24	Age retire from PSE employment
Q64	Q72			Retired from another position
Q65	Q74	Q46	Q25	Age retire from all paid employment
Q66AA	Q76a	Q47a	Q40	Income: basic salary from institution
		Q47c + Q47d +		
Q66AB	Q76b	Q47f	Q40	Income: other income from institution
Q66AC	Q76d	Q47g	Q40	Income: other academic institution
Q66AD	Q76g	Q47i	Q40	Income: consulting or freelance work
Q66AE	Q76e	Q47n	Q40	Income: other employment
	Q76f +	Q47h +		
	Q76h +	Q47j +		
	Q76i +	Q47k +		
	Q76j +	Q47l +		
	Q76k +	Q47m +		
	Q76m +	Q47p +		
Q66AF	Q76n	Q47q	Q40	Income: other sources
Q66B				Total income (range)
Q67	Q75b			Contract year length
Q68	Q75b			Pay basis
Q68SP	Q75b			Pay basis (specify)
Q69				Amount paid per course/credit unit/term/other
Q70A	Q79	Q49		Income: total household

Variable name				
NSOPF:04	**NSOPF:99**	**NSOPF:93**	**NSOPF:88**	**Variable label**
Q70B				Income: total household (range)
Q71	Q81	Q51	Q41	Gender
Q72	Q82	Q52	Q42	Year of birth
Q73	Q83	Q54	Q43	Ethnicity: Hispanic/Latino
Q74A	Q84	Q53_1	Q44	Race: American Indian/Alaska Native
Q74B	Q84	Q53_2	Q44	Race: Asian
Q74C	Q84	Q53_3	Q44	Race: Black/African American
Q74D	Q84	Q53_2	Q44	Race: Native Hawaiian/Pacific Islander
Q74E	Q84	Q53_4	Q44	Race: White
Q75	Q85			Disability
Q76A	Q86			Disability type: hearing impairment
Q76B	Q86			Disability type: visual impairment
Q76C	Q86			Disability type: speech/language impairment
Q76D	Q86			Disability type: mobility/orthopedic impairment
Q76E	Q86			Disability type: other
Q77	Q87	Q55	Q45	Marital status, fall 2002
Q78	Q80	Q50		Number of dependents
Q79				Number of dependent children
Q80	Q89	Q56		Born in United States
Q81	Q90	Q57	Q46	United States citizenship status
Q82A				Opinion: teaching is rewarded
Q82B				Opinion: part-time faculty treated fair
Q82C	Q92f	Q59e		Opinion: female faculty treated fair
Q82D	Q92g	Q59f		Opinion: racial minorities treated fair
Q83	Q92h	Q59g		Choose academic career again

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

This page left intentionally blank.

The 2004 National Study of Faculty and Students (NSoFaS)

**LETTER SENT TO CHIEF ADMINISTRATORS OF INSTITUTIONS
WITH BOTH A
STUDENT AND FACULTY COMPONENT**

*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

<DATE>

<BOTH CA NAME>
<INSTITUTION NAME>
<ADDR 1>
<ADDR2>
<CITY STATE ZIP>

Dear <NAME>,

<<INSTITUTION NAME>> has been selected to participate in the field test of the 2004 National Study of Faculty and Students (NSoFaS:04), being conducted for the National Center for Education Statistics, part of the U.S. Department of Education, by the RTI International (RTI). NSoFaS is designed to collect data from nationally representative samples of students, faculty and instructional staff. This study provides vital information on changes over time in 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?

To make realistic plans for the future of higher education, planners and policymakers at all levels—institutional, state and federal—need reliable and current national data on available resources, and on the constraints and demands being made on higher education. In response to the continuing need for the data provided by NSoFaS, Congress has authorized the National Center for Education Statistics (NCES) to collect the data periodically. Information on students and student financial aid was previously collected 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. These two studies are being conducted together to minimize the response burden to participating institutions. Additional information is provided in the enclosed materials, which include the NSoFaS brochure, as well as the brochures that will be mailed to student and faculty respondents.

The purpose of the field test is to evaluate survey instruments and procedures so that the full-scale study is as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be asked to participate in the full-scale study. I am writing to request your assistance by appointing an NSoFaS coordinator who will oversee the preparation of lists of faculty and students at your institution, and who will complete a brief Internet questionnaire on institutional policies and procedures related to faculty at your institution. The lists prepared by your institution will be used to draw samples of faculty and students for participation in NSOPF and NPSAS, respectively. (Both faculty and student respondents will be asked to complete their interviews on the Internet.)

The individual designated as coordinator should be someone who is familiar with data and information sources at your institution (such as the Director of Institutional Research). Should you require any assistance in selecting an appropriate coordinator (for example, we might be able to identify someone who has worked on these studies at your institution previously), you may call the NSoFaS Help Desk at 1–866–NSOFAS4.

Federal law protects the confidentiality of all data that would identify individuals. Details on data collection procedures (including a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information and demographic data) are provided in the enclosed brochures.

An RTI representative will contact your coordinator to discuss the study procedures for your institution. Additional information about NSoFaS, including reports based on data from previous NSOPF and NPSAS studies, is available on the NSoFaS Web Site: https://surveys.nces.ed.gov/nsofas. If you have any questions about the study or procedures involved, please contact Brian Kuhr, the Project Coordinator at RTI, by telephone, at 1–866–676–3274 or e-mail (nsofas@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) or Linda Zimbler at 1–202–502–7481 (e-mail address: Linda.Zimbler@ed.gov).

The *Designation of Coordinator* form may be completed online at the NSoFaS Web Site, using the IPEDS UNITID and password printed below.

We look forward to <<INSTITUTION NAME>>'s participation in this important study. Thank you for your cooperation and prompt completion of the enclosed NSoFaS *Designation of Coordinator Form.*

Sincerely,

Gary W. Phillips, Ph.D.
Deputy Commissioner

Enclosures

> The NSoFaS *Designation of Coordinator Form* may be completed online at:
>
> https://surveys.nces.ed.gov/nsofas
>
> IPEDS UNITID:
>
> Password:

LETTER SENT TO INSTITUTION COORDINATOR

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

<<DATE>>

<<COORD NAME>>, <<TITLE>>
<<INST NAME>>
<<ADDR 1>>
<<ADDR2>>
<<CITY STATE ZIP>>

Dear <<NAME>>:

The Chief Administrative Officer of your institution has selected you as Institution
Coordinator for the field test of the 2004 National Study of Faculty and Students
(NSoFaS:04). NSoFaS:04 is being conducted for the National Center for Education
Statistics, part of the U.S. Department of Education, by the Research Triangle Institute
(RTI). NSoFaS is designed to collect data from nationally representative samples of
students, faculty and instructional staff. This study provides vital information on
changes over time in 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 the data provided by NSoFaS, Congress has
authorized the National Center for Education Statistics (NCES) to collect the data
periodically. 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.
Information on students and student financial aid was previously collected in 1987,
1990, 1993, 1996 and 2000 as part of the National Postsecondary Student Aid Study
(NPSAS).

The purpose of the field test is to evaluate survey instruments and procedures so that the
full-scale study will be as effective as possible. Your institution's participation is
crucial to the success of the field test. Institutions selected for the field test will not be
asked to participate in the full-scale study. Forms, instructions and a complete data
collection schedule for the two component studies are contained in this binder.

As the NSoFaS:04 Institution Coordinator for the faculty component (NSOPF), we are
asking you to:

Prepare and send a complete data file listing of all full- and part-time faculty, adjunct
faculty and instructional staff (including available contact and all available demographic
information) by December 6, 2002. The file should be current as of November 1, 2002
or the date at your institution when faculty rosters for the Fall Academic term are
complete. Data files for NSoFaS may be uploaded on the secure NSoFaS Web Site, sent
by e-mail, or mailed using the pre-addressed Federal Express air bill provided (see
complete instructions in this binder).

- Complete the *Institution Questionnaire* online at the NSoFaS Web Site by December 6, 2002. To do this, use your IPEDS UNITID and password printed at the bottom of this letter. The questionnaire may be completed in multiple sittings; 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.

As the NSoFaS:04 Institution Coordinator for the student component (NPSAS), we are asking you to:

- Complete the *Coordinator Response Sheet* online at the NSoFaS Web Site, within the next two weeks, using your IPEDS UNITID and password printed at the bottom of this letter. We will schedule data collection for your institution based on the information you provide. A facsimile of the *Coordinator Response Sheet* is included in your binder.

- Coordinate collection of your institution's student enrollment list. Prepare and send a data file to include all students enrolled at any time between July 1, 2002 and April 30, 2003.

- Provide the information requested for each student who is sampled. This includes specific information on their enrollment status, financial assistance and demographic characteristics.

Additional information may be found in the materials enclosed; we have provided a copy of the brochures to be mailed to faculty and students, as well as an NSoFaS brochure. If you have further questions, please contact the NSoFaS Help Desk at 1–866–NSOFAS4 (1-866-676-3274).

Federal law authorizes this data collection and protects the confidentiality of all data that would identify individuals. Details on data collection procedures (including a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information and demographic data) are provided in the materials enclosed. Questions about the study or procedures should be directed to Brian Kuhr, the Project Coordinator at RTI, by telephone, at 1–866–676–3274 or e-mail (nsofas@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) or Linda Zimbler at 1–202–502–7481 (e-mail address: Linda.Zimbler@ed.gov).

An RTI representative will contact you to discuss the study procedures for your institution. Go to the NCES Web Site at https://surveys.nces.ed.gov/nsofas for survey forms and detailed information about NSoFaS, including reports based on data from previous NSOPF and NPSAS studies. We look forward to <<INSTITUTION NAME>>'s participation in this important study. Thank you for your cooperation.

Sincerely,

Gary W. Phillips, Ph.D.
Deputy Commissioner

Enclosures

> **Complete the *Coordinator Response Sheet* and *Institution Questionnaire* at:**
>
> https://surveys.nces.ed.gov/nsofas
>
> IPEDS UNITID:
>
> Password:

National Study of Faculty & Students

NSoFaS

2 0 0 4

The 2004 National Study of Faculty and Students
NSoFaS:04

For more information about NSoFaS:04, please contact
1-866-NSOFAS4
1-866-676-3274

RTI International*

Project Coordinator
Brian Kuhr
nsofas@rti.org

Project Director NPSAS
Dr. John Riccobono
jar@rti.org

Associate Project Director NSOPF
Dr. Margaret Cahalan
cahalan@rti.org

National Center for Education Statistics

NCES Project Officer NPSAS
Dr. James Griffith
(202) 502-7387
James.Griffith@ed.gov

NCES Project Officer NSOPF
Linda Zimbler
(202) 502-7481
Linda.Zimbler@ed.gov

Sponsored by

U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics, Washington, DC
http://nces.ed.gov/
September 2002

* RTI International is a trademark 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. NSoFaS:04 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. It also 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.

About the Study

The 2004 National Study of Faculty and Students
NSoFaS:04

The National Center for Education Statistics (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 employed by postsecondary institutions. Two of these studies, the National Postsecondary Student Aid Study (NPSAS) and the National Study of Postsecondary Faculty (NSOPF), have been combined to realize efficiencies and reduce overall burden associated with institutional participation.

NSOPF is the major source of comprehensive information about faculty. 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. NSOPF is a widely recognized resource for researchers and policymakers in postsecondary education. It captures change over time in the background characteristics, workloads and career paths of postsecondary faculty and instructional staff. Policy issues addressed by NSOPF include: institutional reliance on part-time faculty; age composition of faculty; retirement incentives; representation of women and minorities in postsecondary institutions; and changes in workload caused by fiscal constraints and other factors.

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 research data set with 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 includes students enrolled at public, private not-for-profit, private for-profit less-than-2-year, 2-year, and 4-year postsecondary institutions. NPSAS also provides comprehensive data on undergraduate, graduate, and first-professional students, both those who receive aid and those who do not.

Basic Issues

National Study of Postsecondary Faculty (NSOPF)

NSOPF responds to the continuing need for data on postsecondary faculty. Research questions that can be studied using the data from NSOPF include:

- How many full- and part-time faculty are employed by distinct types of institutions?
- What are the background characteristics of full- and part-time faculty and instructional staff?
- What career paths do faculty pursue and what retirement plans are available to faculty and instructional staff?
- What are the workloads of faculty and instructional staff, and how much time is allocated to instruction?

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:

- 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?
- 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, NCES will publish information in several ways:

- Descriptive reports on selected topics
- Special tabulations
- Data files
- Conferences on study findings

You may view publications from previous NSOPF and NPSAS studies at the NSoFaS Web Site. https://surveys.nces.ed.gov/nsofas

How will the Study be Conducted?

The NSoFaS:04 field test will sample about 200 institutions that will be asked to provide lists of enrolled students and current faculty/instructional staff. Over 1,200 postsecondary students and faculty/instructional staff will be randomly selected from these lists. Some institutions will have only students or faculty sampled while others will have both.

The study will include the following sequence of events:

1. The Chief Administrative Officer (CAO) at each institution is asked to designate an NSoFaS:04 Institutional Coordinator(s) to work with RTI.

2. RTI contacts the Institutional Coordinator(s) to clarify the tasks, time-line and responsibilities.

3. The Institutional Coordinator supplies RTI with student and/or faculty lists (depending on whether the institution is sampled for one or both components—NSOPF or NPSAS). Lists will include contact and basic demographic information.

4. RTI selects a sample of students and/or faculty from those lists.

5. The Institutional Coordinator, or other designated staff, completes a Web-based questionnaire about institutional policies/practices related to faculty at their institution (NSOPF).

6. The Institutional Coordinator, or other designated staff, provides record information (e.g., enrollment status, major, aid package received) for only the students sampled for the study (NPSAS).

7. Sampled students and faculty complete Web-based or telephone interviews.

These activities may differ somewhat according to your type of institution and method of record keeping. Web-based data entry applications have been developed to facilitate faculty participation and to minimize the burden on institutional staff in gathering the data for selected students. The software is user-friendly and efficient. For NPSAS, RTI field staff will be available for assistance during the record abstraction phase.

Schedule
The field test will evaluate all procedures and systems to ensure that the main study, which begins one year later, is successful. Timeline for key activities during the field test include:

BEGINNING DATE	TYPE OF ACTIVITY
September 2002	RTI contacts Chief Administrative Officer
October 2002	RTI requests Faculty Lists from Institutional Coordinator (NSOPF)
November 2002	Web-based questionnaire completed by Institutional Coordinator (NSOPF)
December 2002	RTI samples faculty to be included in NSOPF
January 2003	Web-based faculty questionnaires begin (NSOPF)
January 2003	RTI requests Student Enrollment Lists from Institutional Coordinator (NPSAS)
February 2003	RTI samples students to be included in NPSAS
February 2003	Records on sampled students abstracted by Institutional Coordinator (NPSAS)
March 2003	Web-based student questionnaires begin (NPSAS)

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 & University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities & Land-Grant Colleges

National Association of Student Financial Aid Administrators

National Education Association

Confidentiality Issues

RTI International, as the contractor for NCES, has been given the authority to collect information from institutional records under the provisions of The National Education Statistics Act of 1994. 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)].

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 (e-files)

All e-files from institution records and student, parent, and faculty interviews will be carefully protected. Computer accounts used to access e-data will be password protected with multi-level 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 Socket Layer (SSL) protocol is used to encrypt the data over the internet. All the data entry modules on this site are password protected, where the user is required to login to the site before accessing confidential data. The system automatically logs the user out after 30 minutes of inactivity on the session. This prevents any unauthorized user from browsing through 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

Anyone who violates the confidentiality provisions of this Act when using the data shall be found guilty of a **class E felony** and can be **imprisoned up to five years**, and/or **fined up to $250,000.**

Endorsements

The following organizations recognize the study's contribution to the body of knowledge about faculty and instructional staff in postsecondary institutions 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 National Education Statistics Act of 1994, Public Law 103-382 [20 U.S.C. 9001 et seq.], the Carl D. Perkins Vocational Education Act, the Privacy Act of 1974 [5 U.S.C. 552a], and the USA PATRIOT Act of 2001. Strict confidentiality of all information obtained from individuals surveyed in NSOPF is assured by current federal laws and regulations.

Any faculty data released to the general public (for example, statistical tables) are designed so that it is not possible to identify specific individuals. 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.

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

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

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

For more information, contact the following:

Dr. Margaret Cahalan
Project Director
1-866-NSOPF04
1-866-676-7304
nsopf@rti.org

Linda Zimbler
NCES Project Officer
1-202-502-7481
Linda.Zimbler@ed.gov

Sponsored by

National Center for Education Statistics
U.S. Department of Education
Washington, DC
January 2003

Sponsored by the National Center for Education Statistics, United States Department of Education, Washington, DC

2004 NATIONAL STUDY OF POSTSECONDARY FACULTY

Conducted by
RTI International*
Research Triangle Park, NC

RTI International is a trade name of Research Triangle Institute.

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 continuing need for data on postsecondary faculty and instructional staff—those who directly affect the quality of education in postsecondary institutions.

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

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

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

Analytical Objectives

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

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

How NSOPF Will Be Conducted

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

NSOPF:04 will consist of a sample of 35,000 faculty and instructional staff selected from 1,200 sampled institutions in the 50 states and the District of Columbia. Prior to full-scale implementation of this study, we are conducting this field test of 1,200 faculty and instructional staff from a sample of 150 institutions.

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

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

Data Analysis and Dissemination

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

- Descriptive reports are published by NCES on selected topics. NSOPF publications can be accessed electronically through the NCES web site at http://nces.ed.gov/pubsearch/.
- Special tabulations are provided on request.

- Data files (without identifying information) are available.
- Presentations on study findings are made at conferences.

Findings from Prior Data Collection

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

- There were about 1.1 million faculty and instructional staff in 2- and 4-year postsecondary institutions in the fall of 1998. Approximately 58 percent were employed full time and 42 percent were employed part time by their postsecondary institutions.
- Across all postsecondary institutions, Whites accounted for 84 percent of full-time instructional faculty and staff and 88 percent of part-time faculty and instructional staff. Asians comprised about 6 percent, African-Americans about 5 percent, Hispanics/Latinos about 3 percent, and American Indian/Alaska Natives about 1 percent.
- Men made up 64 percent of full-time faculty and instructional staff and 52 percent of part-time faculty and instructional staff.
- Full-time instructional faculty and staff spent an average of 11 hours a week in the classroom in the fall of 1998. The number of hours spent teaching classes ranged from 7 hours at private research institutions to 17 hours at public 2-year institutions.
- The average base salary for full-time faculty and instructional staff during the 1998 calendar year was $57,200. The average total income—base salary, other institutional income, consulting, and other outside income—was $68,500. For part-time faculty and instructional staff, the average base salary was $12,000, and the average total income was $46,300, including income from other (perhaps full-time) employment.

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

Tenure Status of Postsecondary Faculty: Fall 1998

- 19% On Tenure Track
- 53% Tenured
- 28% Not On Tenure Track
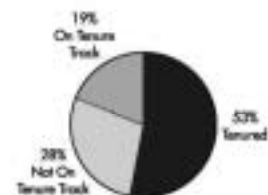
Faculty and Instructional Staff Participation

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

Faculty and instructional staff selected for the field test will be able to complete the interview on the Web beginning in January 2003. If preferred, the questionnaire may be completed by telephone with a professionally trained interviewer from RTI. Individual user ID and password will be provided to the study sample members. If assistance is needed with accessing the questionnaire on the web site, or if faculty and instructional staff wish to complete a telephone interview, they may call the NSOPF Help Desk at 1-866-NSOPF04 (1-866-676-7304).

What is NPSAS?

The 2004 National Postsecondary Student Aid Study (NPSAS) is designed to describe how students and families meet the cost of education beyond high school. The study includes students from all types of postsecondary schools—less than 2-year institutions, community colleges, 4-year colleges, and major universities. NPSAS collects information on students who receive any type of financial assistance (grants, scholarships, loans, awards, stipends) as well as those who do not. Information collected includes

- Demographics
- Employment and family income
- Education and living expenses
- Financial aid
- Community service activities

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.

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

Where can I get *more information* about NPSAS?

If you have questions about *your rights* as a study participant, please call RTI's Office of Research Protection at 1-866-214-2043 (a toll-free number).

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

Dr. John Riccobono
RTI NPSAS Project Director
1-866-NPSAS04 (1-866-677-2704)
NPSAS@rti.org

Dr. James Griffith
NCES Project Officer
1-202-502-7387
James.Griffith@ed.gov

You may complete your interview or simply learn more about NPSAS by visiting our Web Site.
https://surveys.nces.ed.gov/npsas

For more information about NPSAS publications and other educational research, point your browser to the NCES Web Site.
http://nces.ed.gov/NPSAS

Sponsored by:

National Center for Education Statistics
U.S. Department of Education
Washington, DC
September, 2002

2004
NATIONAL POSTSECONDARY STUDENT AID STUDY

np$as

Conducted under contract by
RTI International'
Research Triangle Park, NC

'RTI International is a trade name of Research Triangle Institute.

National Center for Education Statistics, United States Department of Education, Washington, DC

Who is conducting the study?

NPSAS is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES) and conducted under contract by RTI International (RTI). RTI is a not-for-profit research organization with headquarters in North Carolina.

Who is included in the study?

About 1,200 students have been randomly selected from enrollment lists at 150 postsecondary institutions in the United States and Puerto Rico.

When will the study be conducted?

Beginning in spring 2003, a field test of 200 institutions and 1,500 randomly sampled students will be conducted to refine the data collection procedures and questionnaires that will be used during the full scale study one year later with over 1,500 institutions and 120,000 students.

Why should I participate?

By participating, you have the opportunity to help policy makers, researchers, counselors, and others better understand and meet the financial needs of postsecondary students in the United States and Puerto Rico.

In addition to describing "who" is enrolling in postsecondary institutions, the data you and others provide will be used to decide future student financial aid policy.

Participation in this study is voluntary. Your participation, however, is essential to making this study a success.

How Long will this take?

On average, you should complete the Web-based questionnaire in about 25 minutes.

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, select "complete student interview" from the main menu and follow the options. A user ID and password will be provided to you separately. For assistance with accessing the interview via the Web Site, please call the NPSAS Help Desk at 1-866-NPSAS04 (1-866-677-2704).

2. Complete the interview over the phone.

When our staff calls, you may choose to do the interview at that time or set an appointment. We will attempt to identify a convenient time to call. Students may e-mail staff with questions or call the Help Desk at 1-866-NPSAS04 (1-866-677-2704) with best times to do the interview.

Will my answers be kept *Confidential?*

All your answers will be completely confidential and will not be released in any form that could be identified with you and will be protected to the fullest extent allowable under law. The answers that you provide are put together 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.
- Any information that identifies you individually is maintained in a separate file, and never linked to the answers you provide.
- Project staff can be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by RTI's 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.
http://nces.ed.gov/NPSAS

Reports can be downloaded or ordered at no charge. Once available, data from the current NPSAS will be posted at the above Web Site. Some current titles of interest are:

Profile of Undergraduates in U.S. Postsecondary Institutions

Student Financing of Undergraduate Education

Student Financing of Graduate and First-Professional Education

What have we learned from recent 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 about $5,230.

Average amounts of selected types of aid for undergraduates 1999-2000
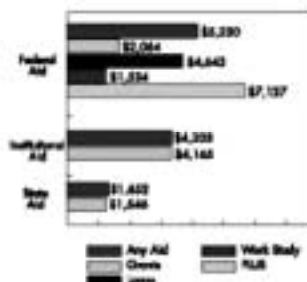
Average amounts of selected types of aid for graduate and first-professional students: 1999-2000
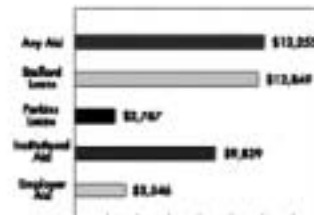
LEAD LETTER TO FACULTY   January 30, 2003

FACULTY NAME
ADDR 1
ADDR 2
CITY STATE ZIP

Dear Colleague,

I am writing to ask for your participation in an important study of postsecondary faculty and instructional staff in the United States. The National Center for Education Statistics (NCES) is conducting the fourth cycle of the National Study of Postsecondary Faculty (NSOPF) to collect data on the background characteristics, workloads, and career paths of faculty and instructors. You were selected as part of a nationally representative sample of faculty and instructional staff to take part in the field test portion of this study. A brochure about the study and instructions for completing the survey are enclosed.

As part of your participation, we are asking that you complete a questionnaire over the Internet about your background and experiences, and your job at <<INSTITUTION NAME>>. 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. Additional information on the laws and procedures protecting confidentiality may be found in the enclosed brochure.

[If no incentive: Your involvement in testing the questionnaire items, while voluntary, is critical to the study's success. On average, the questionnaire takes about 30 minutes to complete. Faculty and instructional staff selected in the field test will not be asked to participate in the full-scale study scheduled for the 2003–2004 school year.]

[If incentive: Your involvement in testing the questionnaire items, while voluntary, is critical to the study's success. On average, the questionnaire takes about 30 minutes to complete. If you complete the web questionnaire by February 11, 2003, you will receive either a $20/30 check or gift certificate from Amazon.com as a token of our appreciation. Faculty and instructional staff selected in the field test will not be asked to participate in the full-scale study scheduled for the 2003–2004 school year.]

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).

The study is being conducted for the National Center for Education Statistics by our contractor, RTI International. 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) or the NCES Project Officer, Linda Zimbler, at 1–202–502–7481 (e-mail address: Linda.Zimbler@ed.gov).

Thank you for your participation in this important and useful study.

Sincerely,

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

Enclosures

Go to: https://surveys.nces.ed.gov/nsopf/
Your study ID: <<ID FILL>>
Your password: <<PASSWORD FILL>>

HOW TO COMPLETE THE
NSOPF:04 FIELD TEST QUESTIONNAIRE

[If no incentive: Please accept a thank you from the U.S. Department of Education for completing the 2004 National Study of Postsecondary Faculty (NSOPF:04) Field Test questionnaire on the web. To meet our schedule, we would like to receive your responses by <u>February 11, 2003</u>. Your participation is very important to the success of NSOPF:04.]

[If incentive: As a token of our appreciation, if you complete the 2004 National Study of Postsecondary Faculty (NSOPF:04) Field Test questionnaire on the web by <u>February 11, 2003</u>, you will receive either a $20/30 check or a $20/30 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 below:

   Study ID:

   Password:

3. Press "Enter" or click "Login" to begin the questionnaire.

If you need assistance in completing the self-directed web questionnaire or if you 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 questionnaire over the phone starting February 12, 2003.

For more information about this study visit the web site at:

https://surveys.nces.ed.gov/nsopf/

NOTE: Public reporting burden for this information request in its entirety is estimated at 30 minutes per response. You may send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202–4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850–0608, Washington, DC 20503.

E-MAIL PROMPTS TO FACULTY

===SHORT VERSION===
Dear Colleague:

We are writing to urge your timely completion of the field test questionnaire for the National Study of Postsecondary Faculty (NSOPF), conducted by the National Center for Education Statistics (NCES). As indicated in our letter dated January 29, you were selected as part of a nationally representative sample for this major US 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 INCENTIVE: If you complete the questionnaire by February 17, 2003, you will receive either a [$20/30] check or gift certificate from Amazon.com as a token of our appreciation.

To access the web survey, go to https://surveys.nces.ed.gov/nsopf and log in using:

    Study ID: <<caseid>>
    Password: <<password>>

If you need help completing the survey on the web or you prefer to complete the survey by telephone, please call the Help Desk at 1-866-NSOPF04 (1-866-676-7304). Thank you again for your participation in this important study.

Sincerely,

Dr. Maggie Cahalan
RTI Project Director

===== LONG VERSION ===
Dear Colleague:

We are writing to urge your timely completion of the field test questionnaire for the National Study of Postsecondary Faculty (NSOPF), conducted by the National Center for Education Statistics (NCES). As indicated in our letter dated January 29, you were selected as part of a nationally representative sample for this major US Department of Education study. 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 fall of 2002, are eligible for inclusion. The participation of each field test sample member is very important to test our procedures.

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 INCENTIVE: If you complete the questionnaire by February 17, 2003, you will receive either a [$20/30] check or gift certificate from Amazon.com as a token of our appreciation.

To access the web survey, go to https://surveys.nces.ed.gov/nsopf and log in using:

    Study ID: <<caseid>>
    Password: <<password>>

If you need help completing the survey on the web or you prefer to complete the survey by telephone, please call the Help Desk at 1-866-NSOPF04 (1-866-676-7304). Whether by web or telephone, we urge you to complete the questionnaire and provide any feedback you might have to us at the end of the survey. Thank you again for your participation in this important study.

Sincerely,

Dr. Maggie Cahalan
RTI Project Director

NONRESPONSE LETTER TO FACULTY, FIRST FOLLOW-UP

February 14, 2003

FACULTY NAME
ADDR 1
ADDR 2
CITY STATE ZIP

Dear Colleague:

We are writing to urge your completion of the field test questionnaire for the National Study of Postsecondary Faculty (NSOPF), conducted by the National Center for Education Statistics (NCES). As indicated in our letter dated January 29, you were selected as part of a nationally representative sample for this major U.S. Department of Education study. 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 fall of 2002, are eligible for inclusion. The participation of each field test sample member is very important to test our procedures.

We also need to inform you that we experienced a minor technical difficulty on February 11, and we temporarily disabled the web site. Corrective measures have been taken and the web site is once again available. However, we have taken a precautionary measure to protect respondents' confidentiality by changing passwords for some study participants**. Please only use the study ID and password listed below to access the questionnaire.** It may or may not be the same as the password listed in the original letter you received.

[IF INCENTIVE: To compensate for this unavailability of the web instrument, we are extending the incentive period for this study. If you complete the questionnaire by February 23, 2003, you will receive either a [$20/30] check or gift certificate from Amazon.com as a token of our appreciation.]
[IF NO INCENTIVE: To compensate for this unavailability of the web instrument, we are extending the period before we begin phone follow-up data collection for this study. We would greatly appreciate your participation by web by February 23, 2003.]

To access the web survey, go to https://surveys.nces.ed.gov/nsopf and log in using:

Study ID: <ID FILL>

Password: <PASSWORD FILL>

If you need help completing the survey on the web or if you prefer to complete the survey by telephone, please call the Help Desk at 1-866-NSOPF04 (1-866-676-7304). Whether by web or telephone, we urge you to complete the questionnaire and provide any feedback you might have to us at the end of the survey. Thank you again for your participation in this important study.

Sincerely,

Dr. Maggie Cahalan
RTI Project Director

NONRESPONSE LETTER TO FACULTY, SECOND FOLLOW-UP

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

April 16, 2003

FACULTY NAME
ADDR 1
ADDR 2
CITY STATE ZIP

Dear Colleague:

We are writing again to request your participation in the U.S. Department of Education's study of postsecondary faculty and instructional staff. The U.S. Department of Education has requested that RTI International test the procedures for the next National Study of Postsecondary Faculty and the appropriateness of questionnaire items for full- and part-time employees of postsecondary institutions who were faculty and/or who had some instructional duties in the fall of 2002.

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. 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 the answers you provide.

NEXT SENTENCE IS ONLY FOR NONRESPONSE INCENTIVE CASES
: 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. 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: <<caseid>>
> Password: <<password>>

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).

Thank you in advance for your participation in this very important study about faculty and instructional staff in the United States. Your participation is critical to its ultimate success.

Sincerely,

Linda Zimbler
NCES Project Officer

E-MAIL ONLY: To ensure that as many sample members as possible receive this message, you may also receive a copy via U.S. mail.

NONRESPONSE LETTER TO FACULTY, THIRD FOLLOW-UP

May 16, 2003

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. I 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, I am 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.

INCENTIVE CASES ONLY: As a token of our appreciation for completing the questionnaire, we would like to send you either a $30 check or a 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: <<caseid>>
>   Password: <<password>>

If you need help completing the questionnaire on the web or if you prefer to participate by telephone, a staff of professional interviewers are available to assist you at 1-866-NSOPF04 (1-866-676-7304).

Please be assured that your answers to the questionnaire items will be completely confidential and will not be released in any form that could lead to your identification. I appreciate your contribution to this very important research.

Sincerely,

Linda Zimbler
NCES Project Officer

E-MAIL ONLY: To ensure that as many sample members as possible receive this message, you may also receive a copy via U.S. mail.

NONRESPONSE LETTER TO FACULTY, FOURTH FOLLOW-UP

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

June 9, 2003

FACULTY NAME
ADDR 1
ADDR 2
CITY STATE ZIP

Dear Colleague:

I am writing today to let you know that the field test period for the National Study of Postsecondary Faculty (NSOPF) is quickly drawing to a close. We hope that you will find the time between now and Monday, June 30, 2003 to complete the web or telephone version of the interview.

As we have mentioned in previous correspondence, 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. Because you have been selected to represent thousands of other faculty and instructional staff, your experiences and opinions are key to the success of this study. Any answers that you provide will be kept completely confidential and will not be released in any form that could lead to your identification.

As a token of our appreciation for completing the questionnaire on or before June 30, 2003, we would like to send you either a $30 check or 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: <<caseid>>
> Password: <<password>>

If you need help completing the questionnaire on the web or if you prefer to participate by telephone, professional interviewers are available to assist you at 1-866-NSOPF04 (1-866-676-7304).

On behalf of the National Center for Education Statistics, U.S. Department of Education, I would like to thank you in advance for your participation in this very important research.

Sincerely,

Linda Zimbler
NCES Project Officer

E-MAIL ONLY: To ensure that as many sample members as possible receive this message, you may also receive a copy via U.S. mail.

This page left intentionally blank.

Appendix E
Training Materials

This page left intentionally blank.

NSOPF Field Test Telephone Interviewer Training Agenda

Day 1 – Saturday, February 22, 2003

9:00a –9:45a   **Welcome and Introduction (45 min)**
               -Introduction of Project Staff, Review manual
               -Background/purpose of study, Sample

9:45a –10:00a   Confidentiality (15 min)
               -Sign/notarize confidentiality agreements

10:00a –10:30a   Demonstration Mock (30 min)
               -Audio-taped with dataview projection of screens

10:30a –10:45a   Small group discussion of survey/FAQs (15 min)

10:45a-11:00a   Break (15 min)

11:00a-12:30p   Q x Q Review (90 min)
               -Review sections and important questions

12:30p-1:15p   Lunch Break (45 min)

1:15a-2:15p   Round Robin Mock #1 (60 min)

2:15p-3:00p   Open-Ended Coding Practice (45 min)
               -   trainer lecture, practice

3:00p-3:15p   Break (15 min)

3:15p-4:15p   Refusals (60 min)
               -trainer lecture, paired practice in groups/listening to tapes

4:15p-4:55p   Front-End Practice (40 min)
               -locating/multi-roster front-end practice

4:55p-5:00p   Wrap Up/Questions (5 min)

Day 2 – Sunday, February 23, 2003

9:00a-9:15a   FAQ Review (Oral Quiz) (15 min)

9:15a-10:15a   Round Robin Mock #2 (60 min)

10:15a-11:00a   Written Exercises (45 min)
                              -FAQs, Refusals

11:00a-11:15a   Break (15 min)

11:15a-11:35a   Open-Ended Coding Exercise (20 min)

11:35a-12:35p   Certification Interviews – (60 min)

12:35p-1:00p   FAQ Certification (25 min)
                              -Oral quiz of most commonly asked questions

Table of Contents

List of Exhibits

List of Appendices

This page left intentionally blank.

Appendix F
CIP Code Mapping

This page left intentionally blank.

Codes					
1988	**1993**	**1999**	**2004**	**CIP**	**Label**
			1		Agriculture, natural resources and related sciences
002	102	102	101	01	Agriculture and related sciences
003	103	103	102	03	Natural resources and conservation
005-009	121-130	121-130	2		Architecture and related services
			201	04	Architecture and related services
			3		Area, ethnic, cultural, and gender studies
			301	05	Area, ethnic, cultural, and gender studies
			4	50	Arts – visual and performing
010	141	141	401	50.0703	Art history, criticism, and conservation
			408	50.0402	Commercial and advertising art
012	143	143	409	50.03	Dance
013	144	144	402	50.04	Design and applied arts
014	145	145	403	50.05	Drama/theatre arts and stagecraft
015	146	146	410	50.06	Film/video and photographic arts
016	147	147	404	50.0702	Fine and studio art
017	148	148	405	50.0901	Music
018	149	149	406	50.0902	Music history, literature, and theory
019	150	150	407	50.99	Visual and performing arts, other
			5	26	Biological and biomedical sciences
100	391	391	501	26.02	Biochemistry, biophysics and molecular biology
094	393	393	502	26.03	Botany/plant biology
100	394	394	503	26.08	Genetics
100	395/396	395/396	504	26.05	Microbiological sciences and immunology
98	397	397	505	26.09	Physiology, pathology, and related sciences
99	398	398	506	26.07	Zoology/animal biology
100	400	400	507	26.99	Biological and biomedical sciences, other
			6	52	Business, management, marketing, and related support services
020	161	161	601	52.03	Accounting and related services
022	163	163	602	52.02	Business administration, management, and operations
023	164	164	603	52.04	Business operations support and assistant services
021	162	162	604	52.08	Finance and financial management services
024	165	165	605	52.10	Human resources management and services
026	167	167	608	52.12	Management information systems and services
027	170	170	606	52.14	Marketing
			607	52.99	Business, management, marketing, and related support services, other
			7		Communication, journalism, communication technologies, and related programs
028-030/ 032	181-183/ 190	181-183/ 190	701	09	Communications, journalism, and related programs
031	184	184	702	10	Communication technologies
			8	11	Computer and information sciences and support services
			801	11.10	Computer/information technology administration and management
202	202	202	802	11.02	Computer programming
201	201	201	803	11.07	Computer science
204	204	204	804	11.08	Computer software and media applications
			805	11.05	Computer systems analysis
203	203	203	806	11.09	Computer systems networking and telecommunications
201	201	201	807	11.06	Data entry/microcomputer applications
210	210	210	808	11.03	Data processing
			809	11.04	Information science/studies
			810	11.99	Computer and information sciences and support services, other
122-125	601-610	601-610	9	46	Construction trades
			901		Construction trades

Codes			2004	CIP	Label
1988	**1993**	**1999**			
			10	13	Education
040	223	223	1013	13.02	Bilingual, multilingual, and multicultural education
041	224	224	1001	13.03	Curriculum and instruction
042	225	225	1002	13.04	Educational administration and supervision
043	226	226	1014	13.06	Educational assessment, evaluation, and research
			1003	13.05	Educational/instructional media design
		228	1015	13.0406	Higher education/higher education administration
045	228	229	1004	13.10	Special education and teaching
046	229	230	1005	13.11	Student counseling and personnel services
047	230	231	1006	13.99	Education, other
048	241	241	1007	13.1210	Teacher education: Early childhood education and teaching
049	242	242	1008	13.1202	Teacher education: Elementary education and teaching
050	243	243	1009	13.1205	Teacher education: Secondary education and teaching
051	244	244	1010	13.1201	Teacher education: Adult and continuing education and teaching
052	245	245	1011	13.1299	Teacher education: Specific levels, other
053	250	250	1012	13.13	Teacher education: Specific subject areas
			11		Engineering, engineering technologies/technicians
			1101	14.05	Biomedical/medical engineering
058	265	265	1102	14.07	Chemical engineering
055	262	262	1103	14.08	Civil engineering
			1104	14.09	Computer engineering
056	263	263	1105	14.10	Electrical, electronics, and communications engineering
	280	280	1106	15	Engineering technologies/technicians
			1107	14.14	Environmental/environmental health engineering
	264	264	1108	14.19	Mechanical engineering
059	270	270	1109	14.99	Engineering, other
060-067	291-300	291-300	12	23	English language and literature/letters
			1201		English language and literature/letters
			13	19	Family and consumer sciences/human sciences
			1301		Family and consumer sciences/human sciences
068-077	311-320	311-320	14	16	Foreign languages, literatures, and linguistics
			1401		Foreign languages, literatures, and linguistics
			15	51	Health professions and related clinical sciences
			1501	51.33	Alternative and complementary medicine and medical systems
			1502	51.01	Chiropractic
081	334	334	1503	51.10	Clinical/medical laboratory science and allied professions
078	331	331	1504	51.06	Dental support services and allied professions
078	331	331	1505	51.04	Dentistry
079	332	332	1506	51.07	Health and medical administrative services
080	333	333	1507	51.08	Health and medical services/allied health
078	331	331	1508	51.09	Health and medical technicians/technologists
078	331	331	1509	51.12	Medicine, including psychiatry
081	334	334	1510	51.15	Mental and social health services and allied professions
078	331	331	1511	51.16	Nursing
082	335	335	1512	51.17	Optometry
081	334	334	1513	51.19	Osteopathic medicine/osteopathy
081	334	334	1514	51.20	Pharmacy, pharmaceutical sciences, and administration
083	336	336	1515	51.21	Podiatric medicine/podiatry
081	334	334	1516	51.22	Public health
084	337	337	1517	51.23	Rehabilitation and therapeutic professions
085	338	338	1518	51.24	Veterinary medicine
086	340	340	1519	51.99	Health professions and related clinical services, other
089	370	370	16	22	Legal professions and studies
			1601	22.01	Law
			1602	22.03	Legal support services
			1603	22.99	Legal professions and studies, other
090	380	380	17	25	Library science
			1701		Library science
		390	18	27	Mathematics and statistics
101	430		1801	27.01	Mathematics
101	440		1802	27.05	Statistics
128-131	641-644	641-644	19	47	Mechanical and repair technologies/technicians
			1901		Mechanical and repair technologies/technicians
	460		20	30	Multi/interdisciplinary studies
			2001		Multi/interdisciplinary studies
104	470	430	21	31	Parks, recreation, leisure, and fitness studies
			2101	31.01	Parks, recreation and leisure studies
			2102	31.05	Health and physical education/fitness

Codes					Label
1988	**1993**	**1999**	**2004**	**CIP**	
132-137	661-670	661-670	22	48	Precision production
			2201		Precision production
			23	12	Personal and culinary services
			2301	12.05	Culinary arts and related services
127	630	630	2302	12.99	Personal and culinary services, other
			24		Philosophy, religion, and theology
105	480	440	2401	38.01	Philosophy
105	480	441	2402	38.02	Religion/religious studies
105	490	442	2403	39	Theology
			25	40	Physical sciences
092	411	411	2501	40.02	Astronomy and astrophysics
096	414	414	2502	40.04	Atmospheric sciences and meteorology
095	412	412	2503	40.05	Chemistry
096	414	414	2504	40.06	Geological and earth sciences/geosciences
097	413	413	2505	40.08	Physics
100	420	420	2506	40.99	Physical sciences, other
106	510	510	26	42	Psychology
			2601	42.17	Behavioral psychology
			2602	42.02	Clinical psychology
			2603	42.18	Education/school psychology
			2604	42.99	Psychology, other
108	520	520	27	44	Public administration and social service professions
			2701	44.04	Public administration
			2702	44.07	Social work
			2703	44.99	Public administration and social service professions, other
	530	530	28	41	Science technologies/technicians
			2801		Science technologies/technicians
107	500	500	29	43	Security and Protective services
			2901	43.0102	Corrections
			2902	43.0104	Criminal justice
			2903	43.02	Fire protection
			2904	43.0107	Police science
			2905	43.99	Security and protective services, other
			30		Social sciences (except psychology), and history
111	542	542	3001	45.02	Anthropology
112	543	543	3002	45.03	Archeology
			3003	45.04	Criminology
114	545	545	3004	45.05	Demography and population studies
115	546	546	3005	45.06	Economics
116	547	547	3006	45.07	Geography and cartography
117	548	548	3007	54.01	History
118	549	549	3008	45.09	International relations and affairs
119	550	550	3009	45.10	Political science and government
120	551	551	3010	45.11	Sociology
121	560	560	3011	45.12	Urban studies/affairs
			3012	45.99	Social sciences, other (except psychology)
138-141	681-690	681-690	31	49	Transportation and materials moving
			3101		Transportation and materials moving
888	900	900	32	99.99	Other
			3201		Other

This page left intentionally blank.

Appendix G
TRP Meeting Summary

This page left intentionally blank.

2004 NATIONAL STUDY OF POSTSECONDARY FACULTY
(NSOPF:2004)

SECOND TECHNICAL REVIEW PANEL MEETING

September 8–9, 2003
Washington, DC

The meeting was held September 8–9, 2003, at the Westin Grand Hotel in Washington, DC. The following were in attendance: Clifford Adelman, Lindsay Albert, Eugene Anderson, Janet Austin, Roger Baldwin, Samuel Bedinger, Ernst Benjamin, Ellen Bradburn, Margaret Cahalan, Lisa Carley-Baxter, C. Dennis Carroll, Susan Choy, James Chromy, Michael Cohen, Valerie Conley, Jayme Curry-Tucker, T.R. Curtin, John Curtis, Elaine El-Khawas, Mansour Fahimi, Martin Finkelstein, Jon Fuller, Mary Golladay, James Griffith, Brian Harris-Kojetin, Daniel Heffron, Gregory Henschel, Ricardo Hernandez, Ruth Heuer, Marjorie Hinsdale-Shouse, Gary Hoachlander, Lisa Hudson, Tracy Hunt-White, Donna Jewell, Paula Knepper, Roslyn Korb, Brian Kuhr, John Lee, Edith McArthur, Alexander P. McCormick, Michael Nettles, Mary Ann O'Connor, James Palmer, Kent Phillippe, Kenneth Redd, John Riccobono, Jack Schuster, Robert Toutkoushian, and Linda Zimbler.

INTRODUCTION (LINDA ZIMBLER)

L. Zimbler welcomed everyone to the second 2004 National Study of Postsecondary Faculty (NSOPF:04) TRP meeting. After brief TRP member introductions, she outlined the purpose of the meeting: to discuss the progress made on NSOPF:04, the plans for the full-scale NSOPF:04 study, and to solicit feedback on the faculty questionnaire from TRP members.

L. Zimbler reported that the National Center for Education Statistics (NCES) had released reports from the 1999 faculty survey (NSOPF:99). In addition, tables are available on the web that were not included in the printed reports. These reports can be viewed from the NSOPF home page at: http://nces.ed.gov/surveys/nsopf.

L. Zimbler also mentioned that those using the data should periodically check the "DAS updates" tab on the DAS web site for updates to variables that have been modified or added since the original files were released. She noted the new version of DAS is interactive and user friendly. The DAS will be provided in print once more and then will be available only online. A list of new or revised variables from NSOPF:99 is available on the DAS web site http://nces.ed.gov/das/updates/.

OVERVIEW OF FIELD TEST QUESTIONS (MAGGIE CAHALAN)

M. Cahalan provided an overview of the meeting goals:

- to provide an update on major questions addressed and lessons learned in the NSOPF:04 field test, and
- to solicit input from the panelists for the full-scale study.

M. Cahalan briefly discussed the history of NSOPF and the challenges faced in prior NSOPF studies including: obtaining timely and complete lists; reconciling list counts with the Integrated Postsecondary Education Data System (IPEDS) data; the length of the faculty data collection period; obtaining lists and faculty response by sector (i.e., medical staff) and corresponding weighting issues; survey issues including the length and the applicability of the survey to a variety of faculty and instructional staff; and serving diverse users with competing interests.

These prior issues, along with changing technology, have led to changes for the 2004 NSOPF study, which include the founding of the National Study of Faculty and Students (NSoFaS) (the union of the National Postsecondary Student Aid Study [NPSAS] and NSOPF); the elimination of the paper questionnaire with a movement to computer-assisted telephone interviewing (CATI) and self-administered web collection; the reduction in questionnaire length, while maintaining comparability to pervious items; and the reduction of time from the reference data to the release of data through means such as early institutional contacting (starting in March) and web incentives.

M. Cahalan outlined the major questions posed for the NSOPF:04 field, which were addressed in subsequent sessions:

- What would be the experience for NSOPF of uniting with NPSAS to form NSoFaS?
- How would it work to eliminate the paper versions of the NSOPF instruments and have only web and CATI options? While eliminating the paper questionnaire would prevent people from seeing the length of the questionnaire, a potential concern was that some faculty members would not complete the questionnaire since the paper/pencil option was no longer available.
- Can the data collection period be reduced without an increase in nonresponse bias?
- What role can incentives play? A random assignment experiment was conducted during the field test to determine whether incentives help with nonresponse and if so, what amount is most effective in gaining respondent participation.
- How would it work to use an integrated web/CATI instrument?
- How did the changes to the survey instruments (i.e., shorten, simplify, add new items) work?
- Can the time from reference date to release of data be reduced without reduction in quality?

M. Cahalan briefly reviewed the NSoFaS schedule. The field test for NSOPF and NPSAS took place from fall 2002 through summer 2003. The NSoFaS early institution contacting began in March 2003. The full-scale list collection and faculty and student data collection will take place from fall 2003 through summer 2004. The data file and first E.D. Tab will be released in the winter of 2004. The statistical analysis reports for both NSOPF and NPSAS will be completed in the winter of 2005.

FIELD TEST SAMPLE DESIGN (MANSOUR FAHIMI)

M. Fahimi provided an overview of the sample design for the NSOPF:04 field test. The full-scale study will survey 35,000 faculty and instructional staff at about 1,100 institutions in the 50 states and the District of Columbia. The field test study sampled 1,200 faculty and instructional staff from 150 (remaining) institutions.

Eligibility requirements for institutions for the NSOPF study include institutions located within the 50 states or District of Columbia and are classified as participating in Title IV student aid programs, including public or private not-for-profit, and 2-year or 4-year degree granting institutions. The institutions must offer educational programs designed for students beyond high school and be academically, occupationally, or vocationally oriented. Institutions that are not Title IV eligible; not degree granting; less than 2-year; for-profit; serve only secondary students; provide only vocational, recreational, basic adult education or remedial courses; provide only in-house courses/training or seminars of relatively short duration; or are U.S. service academies are not eligible.

Eligibility requirements for faculty and instructional staff include faculty who are considered permanent, temporary, adjunct, visiting, acting, on sabbatical leave or postdoctoral appointees; employed full- or part-time by the institution; teach credit or noncredit classes; tenured, nontenured but on tenure track, or nontenured and not on tenure track; and interact with first-professional, graduate, or undergraduate students. Ineligible faculty or instructional staff include graduate or undergraduate teaching or research assistants; those with instructional duties outside the United States; those on leave without pay; those not paid by the institution (i.e., military or religious order); or those supplied by independent contractors or those who volunteer their services (i.e., volunteer medical staff).

M. Fahimi provided a distribution of the universe of institutions and an allocation of the full-scale and field test samples of institutions by the 10 institutional strata. In addition, he presented tables that summarized response rates at the institution and faculty levels for the field test.

INSTITUTIONAL CONTACTING RESULTS (BRIAN KUHR)

There were a number of key changes in institutional contacting procedures for NSOPF:04. B. Kuhr reported that all institutions sampled for the NSOPF:04 study were also sampled for the NPSAS:04 study. However, institutions that were sampled for the full-scale study were excluded from the sampling frame of the field test study to reduce burden. The institution component has moved towards being "web only." For instance, the institution questionnaire and related documentation (designation of coordinator and list documentation forms) could only be completed over the web.

For the full-scale study, 12 states will be part of a "NPSAS oversample" that will allow NCES to provide them with student data that is representative at the state level. (Note: faculty data will not be representative at the state level.) These states include: California, Connecticut, Delaware, Georgia, Illinois, Indiana, Minnesota, Nebraska, New York, Oregon, Tennessee, and Texas. In return, these states are proving strategic support for both components of NSoFaS by

encouraging overall participation and assisting institutions within their state systems in providing data. Some states (Georgia and New York) have already agreed to provide some or all of the requested data at a system level.

B. Kuhr presented tables showing the field test response rates for faculty lists and institution questionnaires by sector of the institution, as well as a chart comparing participation with prior NSOPF cycles. Overall, field test lists were received from 90 percent of NSOPF field test institutions, and 76 percent of field test sample institutions completed the institution questionnaire.

In order to facilitate identification and resolution of problems prior to data collection, early institutional contacting for the full-scale study (to designate institutional coordinators) began in March. The early results of this effort indicate it has been successful: 93 percent of institutions designated a coordinator; 77 percent of institutional coordinators completed the Coordinator Response Form; and 12 percent of institutions are currently refusals at the Chief Administrator or Coordinator stage (compared with 27 percent during the field test).

FIELD TEST DATA COLLECTION (MARJORIE HINSDALE AND LISA CARLEY-BAXTER)

M. Hinsdale and L. Carley-Baxter provided an overview of the faculty field test data collection procedures, including methodological changes from the 1999 NSOPF study; a summary of the field test schedule; and locating activities, results, and lessons learned from the field test.

One methodological change from the previous cycle of NSOPF (NSOPF:99) had to do with data collection mode. For NSOPF:04, the paper version of the questionnaire (the most frequently used mode in 1999) was eliminated, leaving sample members with the option of completing the interview through CATI or self-administered on the web.

M. Hinsdale demonstrated the faculty web site. The web site provided the means for sample members to access the questionnaire and included information about the study such as sample selection, sponsor and contractor information, and confidentiality assurances. In addition to the information provided directly through the site, links were provided to other relevant sites.

M. Hinsdale reviewed the field test timeline and procedures used during the field test. After faculty lists were obtained from sampled institutions, all 1,224 cases were sent to batch tracing prior to the start of data collection to confirm accuracy of the addresses or to locate individuals with no address identified. Cases with telephone numbers were loaded into the CATI system with the most current contact information listed first. Cases with no telephone number (n=223) were sent to the Tracing Operations (TOPS) unit for intensive tracing. Once the cases were available to CATI, telephone interviewers attempted to interview the sample member. Cases that initially refused to participate were handled by interviewers specially trained in refusal conversion.

M. Hinsdale reported that the information provided by institutions was generally accurate. The most difficult sample members to locate were part-time faculty and instructional

staff. Overall, 86 percent of the cases were located by TOPS. Of the 31 not located by TOPS, 13 were completed by calling in or completing the web interview in response to letters mailed.

L. Carley-Baxter reported the field test data collection results. Of the 1,224 sample cases, 1,096 (90 percent) cases were contacted, 27 (2 percent) were ineligible, and 101 (8 percent) were not contacted. Of the 1,197 eligible sample members, 914 completed an interview for a 76 percent response rate by the end of the field test period—February 1–June 30. Of the 914 completed interviews, 908 were full interviews and 6 were partial interviews (i.e., completed through the end of section C [Q51]). Sixty-one percent (n=559) of respondents completed over the web, and the remaining 39 percent (n=355) completed over the telephone. Thirteen percent of web respondents called the help desk for assistance. Help desk interviewers recorded each help desk incident that occurred during data collection. A total of 225 incidents were recorded in the help desk application. Common reasons for calling the help desk included questions about the study, requests for study ID/password, and problems with computer/browser settings.

Data collection recommendations for the full-scale study included prompts similar to those used during the field test: sending a reminder halfway through the early-response incentive period followed by another prompt approximately 3 days before the end of the incentive period; sending nonresponse follow-up letters throughout the data collection period; and offering early and nonresponse incentives. Recommendations for improvements to locating procedures included sending cases with only a school address to the tracing unit upon receipt of the faculty list rather than waiting for all lists to come in from schools; sending cases with missing key information (i.e., telephone numbers) to the tracing unit early in the data collection period; and grouping cases from each institution for more efficient tracing efforts.

INCENTIVE EXPERIMENT RESULTS (MANSOUR FAHIMI)

M. Fahimi provided a detailed description of the incentive experiment, which included a summary of the analytical objectives of the field test, as well as its design and operational details. Respondents given the $30 incentive completed the survey by web in the early web response period at a rate almost twice that of those not given an incentive offer (34 percent completed compared with 16 percent). Respondents offered a $20 incentive had a 31 percent response in the early response period.

Additionally, summary results were provided for testing the efficacy of incentives with respect to the hypotheses in question. The following are the main lessons learned from this experiment:

1. Incentives significantly boost the response rate during the first phase of data collection, resulting in
   - time/cost savings by securing more early interviews, and
   - cost/quality improvements by having more web-based interviews.

2. Incentives significantly increase the completion rate during the CATI nonresponse follow-up phase, resulting in
   - improving the rate of refusal conversion.

MOCK INTERVIEW (LISA CARLEY-BAXTER AND MARJORIE HINSDALE)

L. Carley-Baxter and M. Hinsdale demonstrated a mock faculty interview to remind TRP members of the content and length of the field test interview. The interview, including the informed consent information, took approximately 38 minutes to complete. Actual field test interviews typically took longer (average time of 42 minutes) due to transit time (i.e., the time it takes to transmit data to the server, for the server to store the data and assemble the next page, and for the page to be transmitted and loaded on the computer).

INSTRUMENTATION (TR CURTIN, RUTH HEUER, AND ELLEN BRADBURN)

T. Curtin reviewed the goals for NSOPF:04 instrumentation, which included housing all instruments on the web, shortening the instrument, creating an instrument that is easier to complete and results in higher quality data, and maintaining comparability with previous NSOPF studies.

These goals were realized for the institution questionnaire in the field test. One hundred percent of completed interviews were electronic, with a majority of completes by web. The instrument was shorter (six items were deleted and the matrix item was greatly simplified) with an average time of 27 minutes compared to 90 minutes for web respondents in 1999. The instrument was more efficient since hardcopy data entry was not required, which allowed data processing to be done immediately. In addition, the skip patterns and routing of the instrument reduced the likelihood of answer resolution. Onscreen help and real time onscreen error checking (i.e., inconsistent data resolution) further improved data quality. Rates of missing data were very low, generally 1 to 2 percent after the implied "no" responses were addressed during data cleaning.

R. Heuer reported that about 20 percent of institutions provided feedback on the institution questionnaire. Of those, 29 percent commented on the length of interview (e.g., load/transit time concerns and problems accessing the web), 45 percent gave instrument specific comments (e.g., wanted comment boxes on each screen, had concerns with academic year definitions, concern that definition of faculty wasn't the same as that used in IPEDS), and the rest of the comments were platitudes and irrelevancies.

T. Curtin mentioned that TRP members were sent a draft of the institution instrument about a month ago for comments. Those comments, along with comments received from field test respondents, were incorporated into the full-scale instrument. The two main changes to the full-scale instrument are the following:

- *I-1a and I-1b*. The first two items in the instrument ask the respondent to provide a "headcount" of full- and part-time faculty and instructional staff employed by the institution on November 1, 2003. For the field test, these two items were considered absolutely critical, and respondents were not allowed to skip these questions and complete the rest of the interview. (With a hard copy instrument, respondents could turn the page and complete the remaining form.) For the full-scale instrument, the respondents who do not have the full-time and part-time faculty counts will be asked the proxy questions "did you have full-time faculty and instructional staff" and "did you have part-time faculty and instructional staff," which will determine routing

patterns for the instrument and allow respondents to complete the rest of the questionnaire. However, respondents will not be able to lock and transmit the questionnaire until the counts in I-1a and I-1b are entered.

- *I-10 and I-11*. These items about full-time employee benefits will be expanded in the full-scale study. For question I-10, respondents will be asked if their institution provides employee benefits to all, some, or none of the full-time faculty or instructional staff at their institution. In addition, more benefit items will be added to directly model the longer list of benefits that was used in question I-15a. The response options for question I-11 were also changed to provide more information.

R. Heuer reported on the faculty questionnaire findings. The faculty instrument consisted of eight sections surrounded by a front end that included informed consent and sample member identification and a back end that collected mailing information for incentives. The instrument was shortened somewhat and matrix items were simplified from the 1999 questionnaire. A 30-minute interview was proposed for the field test, but the average time to complete was 42 minutes, including informed consent and other information. However, this was still less than the interview in 1999 (55 minutes).

Numerous measures were taken to assess data quality: CATI interviews were monitored; help desk staff and interviewers were debriefed during and after the study; a reliability reinterview was conducted; and missing data was examined as were break offs, online help accesses, and respondent feedback.

A subsample of respondents was reinterviewed using a subset of 26 items to assess reliability. Items selected for the reinterview were either new or had changed from the previous NSOPF cycles and were factual in nature. Overall, reliability was quite good.

Of the 959 sample members who started the interview, 20 were deemed ineligible, and 31 (3 percent) broke off. Of the 31 respondents who broke off, 6 did so in the employment section (A), 5 in the academic section (B), 14 in the workload section (C), and 6 in the scholarly activities section (D). Respondents who broke off after completing the workload section (C) were considered partial completes.

High rates of help text hits for a particular screen typically indicate problems with the question (i.e., respondents asked questions about the meaning of a question or how to categorize). Within the faculty questionnaire, 10 screens (out of a total of about 80) had rates higher than 10 percent for help text hits, and 11 items (out of a total of 353) had missing rates greater than 10 percent.

Overall, the assessment of the field test instrument revealed very few problems other than the length of the interview.

FACULTY INTERVIEW (T. CURTIN AND E. BRADBURN)

Prior to the meeting, NSOPF project staff met with NCES to review field test results with regard to each item on the faculty instrument. The review included consideration of item timings, reinterview results, interviewers debriefing comments, observations from monitoring interviews by project staff and NCES, and a review of whether and how the item was used in previous NSOPF analyses and reports. Based on these factors, a summary matrix was constructed, listing suggested revisions and preliminary recommendation for item deletions. T. Curtin and E. Bradburn facilitated the review of the faculty interview summarizing the recommendations listed in the matrix at the start of consideration of each item. A summary of the discussion follows.

General comments:

Panelists suggested shortening stem wording where possible. Panelists suggested finding a way to reduce the repetitive references to target school (especially if respondent has no other job) and reference period (if this can be done without causing confusion). It was also suggested that excess information be moved off the screen and into the help text to reduce time, where possible.

Panelists, concerned about losing substantive data in the quest for a 30-minute interview, suggested changing the structure of the interview in future cycles in one of two ways:

- split the sample in half and ask some detailed modules (e.g., scholarly activities) of half the sample and other detailed modules of the other half of the sample; or

- create modules that are rotated in and out of NSOPF cycles (e.g., scholarly activities would be asked in one cycle but not the next).

Panelists requested that a list be kept of items that have been/are being deleted for future reference.

Introduction/Informed Consent

A panelist suggested changing the reference from "postsecondary institutions" to "colleges and universities."

Section A: Nature of Employment

Question 1. T. Curtin pointed out that this question is used in conjunction with question 3 to determine sample member eligibility. V. Conley remarked that the question wording was lengthy and suggested putting the examples in parentheses or moving into the help text. T. Curtin pointed out that all sample members (CATI and web) need to receive this wording (interviewers do not read the text in parentheses to respondents but web respondents would read it). B. Kuhr responded that sample members may ask more questions resulting in an even longer interview.

Question 3. T. Curtin explained that some part-time staff were unclear what "faculty status" included. He suggested changing the question wording to: "During the 2003 Fall Term, did you have faculty status as defined by [institution name]?"

Question 4. Project staff recommended changing the wording to: "Was your principal activity at [institution name] during the 2003 Fall Term…"

Question 7. This was a new item in the field test that was suggested for deletion for the full scale.

Question 10. Project staff recommended changing the wording to: "During the 2003 Fall Term, was your academic rank, title, or position at [institution name]?"

E. El-Khawas asked if emeritus faculty could be added as a separate response option (apart from the "other" category). L. Zimbler mentioned that a question regarding retirement from another position is already in the interview. There was further discussion of whether there is enough in the "other" category to split out anything else (e.g., adjunct). Curtis responded that the term "adjunct" is often used inconsistently at different institutions and, therefore, could cause confusion.

Question 12. Project staff recommended changing the wording to: "During the 2003 Fall Term at [institution name] were you…"

Question 15. T. Curtin pointed out the need for a "don't know" response option since there was a high rate of missing data suggesting that part-time and adjunct faculty members were often unsure whether unions were available at their institutions.

Questions 16VS/16CD. Panelists were concerned with the amount of time used for coding and suggested various means to reduce time. A. McCormick suggested checking the verbatim string with the CIP codes to find exact matches (e.g., sociology)—if successful, bring up confirmation box; if unsuccessful, code (as in field test) with drop-down boxes. E. Anderson suggested a link between the verbatim response and the first coding drop-down box, if this does not provide a match, then a box would appear directing the respondent to re-code his or her answer. J. Fuller suggested putting the drop-down coding boxes first and then collect verbatim string (to be coded later), only if the respondent could not code their field. S. Bedinger suggested preloading the respondent's department to aid in field-of-teaching coding.

Section B: Academic/Professional Background

Question 17A1. Project staff recommended collecting all degrees earned by the respondent and asking follow-up questions for the degree we consider to be the highest degree. This was suggested to eliminate the issue of which degree the respondent considers to be his or her highest degree. This would eliminate question 17B and the set of 17C questions.

One panelist pointed out that asking the level of institution for a school not found in IPEDS (as was done in the mock) is a waste of time for higher degrees (i.e., can impute that it is a 4-year college or university).

Question 17D1/17D2. Recommend for deletion. E. Benjamin is concerned about the deletion of year bachelor's degree was awarded (Q17D1) since this data provides information on nontraditional students as well as elapsed time between degrees. S. Bedinger mentioned that school information (Q17D2) also provides information on mobility/migration.

Question 18. Project staff recommended changing the wording to: "While you were employed at [institution name], how many other jobs did you hold during the 2003 Fall Term? Please do not consider outside consulting jobs. If none, select "0"."

Question 19A. Project staff recommended changing the wording to: "Were you employed full-time at any of these other jobs?"

Question 19B. Project staff recommended changing the wording to: "Did any of these other jobs involve instruction at another postsecondary institution?" E. Benjamin suggested collecting the number of jobs, "How many of these other jobs involve instruction at another postsecondary institution?" He mentioned the issue of "freeway fliers" (faculty members who teach classes at multiple institutions).

Question 19C. This item was suggested for deletion. J. Curtis pointed out that by deleting this item, we lose data concerning whether a part-time faculty member has another full-time teaching job at another postsecondary institution.

Question 20. Suggested for deletion. Panelists argued that this question is important since it collects information regarding the other work that part-time or adjunct faculty members perform in relation to the courses they teach. This is especially important for clinical or technical respondents who work part-time as instructional staff (i.e., nurse who teaches nursing classes or a dentist who teaches at the dental school). Possible questions that could be researched include why are these staff members working part-time (e.g., could they not get a full-time teaching job?)? L. Zimbler is concerned about the problems with standard error since the number of cases is small.

The decision was made to put this question on the ranking list for deletion.

Question 22. Suggested for deletion.

Question 25. Suggested for deletion.

Question 26. Project staff recommended changing the wording to: "When you first started working at your first faculty or instructional staff job at a postsecondary institution, were you…"

Question 28. Project staff recommended simplifying the response options: (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, and (6) other. E. Anderson expressed concern over how part-time faculty members would answer this question if they just started their part-time teaching position and continue to work full-time. Panelists agreed that this question may be difficult for part-time faculty members, especially those with multiple jobs, to answer. E. Anderson suggested providing different question wording for part-time faculty members (e.g., "Now, we would like to know about the sector of your concurrent full time employment."). In the event a respondent has other part-time jobs, they would provide information about the job they consider most important. D. Carroll indicated that this question could be misinterpreted and should be field tested before implementation. He advised deleting it.

Question 29. Suggested for deletion.

Question 30. Suggested for deletion. E. Bradburn pointed out that question 23 derives similar information ("In what year did you begin your first faculty or instructional staff position at a postsecondary institution?"), thus question 30 can be deleted.

Section C: Institutional Responsibilities and Workload

Question 31. Project staff recommended changing the wording to: "On average, how many hours per week did you spend at each of the following work activities during the 2003 Fall Term?"

There was concern about the examples listed in the question, as different faculty members could have different contractual requirements for which they are paid, which may conflict with the examples provided (e.g., some faculty may not be paid for class preparation, whereas we include it as a paid activity in the interview). This led to the suggestion that paid and unpaid activities be combined into a single question. Panelists pointed out that once the two categories are combined, it is impossible to split back into separate categories; this also results in the loss of trend line information.

The decision was made to leave paid and unpaid activities as separate categories.

Question 32. T. Curtin suggested combining questions 32 and 33 on a single screen. The options for question 32 would then be (a) undergraduate instructional activities, (b) graduate instructional activities, (c) research activities, and (d) other activities. Panelists believed respondents were thinking about work at the target institution, but the questions ask about all work. They suggested asking just about work in connection with the target institution. While this change removed the possibility for trend data, the decision was made to ask only about the job at the target institution.

Question 34. Recommended for deletion. J. Curtis expressed concern over losing the distinction between service and administration activities.

Question 35A. T. Curtin suggested removing the instruction on how to count classes since no one needed the additional instructions to answer the question.

Question 35B. T. Curtin suggested removing the phrase "or developmental" and combining this question on screen with 35C. R. Hernandez indicated that the term "remedial" needs to be defined. J. Curtis remarked that the term "developmental" is used by community colleges. L. Hudson suggested asking the number of classes without distinguishing between credit and noncredit classes because of problems distinguishing between credit and noncredit remedial classes.

Question 35C. Combine with question 35B on one screen. The decision was made to drop the distinction between noncredit/credit distance education classes so questions 35B and 35C could be combined onto one screen.

Question 37. Project staff recommended format, wording, and logic changes. D. Carroll suggested limiting the number to five classes. E. Benjamin suggested limiting the number to six classes since some colleges consider six courses overload. R. Toutkoushian asked if an item could be added that asks about team teaching. M. Finkelstein asked why it was useful to split the teaching hours per class. L. Zimbler responded that the split was needed in order to see a difference between graduate and undergraduate teaching hours.

Question 38. Project staff recommended moving item "a" after item "h," due to confusion about what was meant by "student evaluations of each other's work." A. McCormick suggested dropping the phrase "for student evaluation" from the question wording.

Question 40. Project staff recommended changing the wording of item f: "To provide assignments and practice exams." E. Benjamin suggested asking only whether the faculty member has a web site (question 39) and dropping this follow-up question.

Question 41. J. Palmer questioned whether this question was needed. E. Benjamin responded that this question deals with the issue of distance education and how often students and faculty communicate through electronic mail.

Question 43. This question is suggested for deletion since categories are not clearly understood by respondents. R. Hernandez argued that this question is essential to understanding the activities of faculty at community college level. A. McCormick remarked that this is the only question that collects information about faculty members' activities. L. Zimbler responded that this question should be considered for deletion because respondents are taking a long time to answer the question (difficult to grasp quickly). R. Heuer suggested asking this as a yes/no or often/sometimes/never question. E. McArthur suggested changing the time frame to match the rest of the instrument (fall term).

Question 44. This question is recommended for deletion since answers do not seem reliable.

Question 45. This question is recommended for deletion since respondents seem to guess at answers.

Question 46. Project staff recommended changing the wording to: "Now for the 2003 Fall Term, did you provide individual instruction for credit to any student at [institution name]?" L. Zimbler mentioned that this wording will add the notion that we are referring to individual instruction that is "for credit" (i.e., excluding time spent informally talking with students). R. Hernandez asked how faculty members will respond to this question if they teach noncredit individual instruction classes (e.g., remedial individual instruction may not be for credit). Panelists likewise expressed concern about faculty members in clinical or technical settings etc. whose individual instruction of students may not be considered for credit. J. Curtis suggested adding the wording about including interactions with students in a lab setting to the help text.

Question 47 and 47B. Project staff recommended combining questions 47 and 47B on a single screen and adding skip logic based on level of instruction reported in question 32/33 (e.g., if a respondent reports 100 percent of their time is spent performing undergraduate instruction, question 47 would only ask about undergraduate students.) A. McCormick agreed this question should be modified to lessen the burden on respondents. The decision was made to look at the field test data to see if there is any discrepancy between questions 33 and 47.

Question 50. Project staff recommended changing the wording to: "On average, how many hours per week during the 2003 Fall Term at [institution name] did you spend with students you were assigned to advise?"

Question 51. Project staff recommended changing the wording to: "During the 2003 Fall Term, how many regularly scheduled office hours (either in person or online) did you have per week at [institution name]? (If none…)"

Section D: Scholarly Activities

Question 52A and 52B. Project staff recommended combining the questions 52A and 52B on a single screen to collect career and 2-year totals for each category of publication and dropping the screens that collect career total using ranges. M. Finkelstein asked why both lifetime and 2-year scholarly activities are needed. R. Toutkoushian responded that is critical for his research on compensation. D. Carroll thought the matrix style question will take longer to complete. A. McCormick expressed concern about senior faculty members answering "don't know." D. Carroll responded that a very small number of respondents used the categorical ranges and agreed with dropping this from the instrument, coding their answers as "missing," and imputing their answers later. He also suggested dropping the "other" category. E. El-Khawas suggested replacing the "other" category with a category for patents/ computer software.

The decision was made to drop the categorical ranges.

Question 53. Project staff recommended replacing this item with a gate question: "Do you have any scholarly activities such as research, proposal development, creative writing, or other creative works in the 2003–2004 academic year?" Those who do not would skip to the

start of the next section (question 61). E. Benjamin suggested the wording, "Do you have scholarly activities in an area other than your teaching field?" Some panelists asked if this item was needed. L. Zimbler responded that this item allows most faculty members to skip the coding of their research field (54VS/54VD). V. Conley suggested moving the gate before the publications matrix (question 52A/52B).

Question 54VS/54CD. A. McCormick suggested asking this question only for those who did not provide a teaching field. E. Benjamin suggested dropping field of teaching and field of research question; instead ask everyone "What is your principal academic field?"

Question 55. Project staff recommended changing the wording to "During the 2003 Fall Term, were you engaged in any **funded** scholarly activities. Do not include consulting services and research included as part of your basic salary." R. Hernandez expressed concern about the time frame reference; asking about the fall term would be consistent with the rest of the questionnaire, but some faculty only do research over the summer. E. Benjamin suggested changing the time frame to the 2003 calendar year to cover faculty who perform research during the summer. J. Curtis suggested defining what scholarly activities include.

Question 59. Project staff recommended changing the wording to: "How many grants, contracts, or institutional awards (beyond your basic salary) did you have from all sources in the 2003–04 academic year?" A. McCormick suggested allowing zero as a response option. The decision was made to delete this item.

Question 60A. Project staff recommended changing the wording to: "What was your total funding for grants, contracts, and institutional awards (beyond your basic salary) for the 2003–04 academic year?" A. McCormick was concerned about the reference period since most individuals often only know the total grant amount (multi-year grants). J. Curtis suggested changing the question wording to, "Please only give an amount for [fill time frame]." D. Carroll recommended changing the wording to the total amount of the contract or grant (to cover multi-year contracts or grants).

Question 60B. Project staff recommended changing the wording to: "The following ranges may make it easier for you to report the total funds you received for grants, contracts, and institutional awards (beyond your basic salary) for the 2003–04 academic year. Were your total funds received…"

Section E: Job Satisfaction

Question 61. Project staff recommended reversing the order of the response options and simplifying the question wording. D. Carroll suggested converting the scales to a yes/no format due to the likelihood of a mode effect (CATI respondents, because they do not see the scale, are less likely to use the "very satisfied" and "very dissatisfied" options). E. Benjamin would like to keep the question as is since question 61A is the only indicator of how faculty members view their activities.

Question 62. T. Curtin pointed out the problem with item 62C. This item was missing for many part-time respondents, presumably because they do not have benefits from the target institution. E. Anderson suggested the wording change, "How satisfied are you with the benefits or lack of benefits you received?" A. McCormick thought time might be saved by splitting this question. L. Zimbler suggested keeping the question as is and rewording the question in the next field test. A. McCormick suggested changing the wording to, "How satisfied are you with the benefits available to you?"

Question 63/64/65. Project staff recommended combining these three questions on a single screen, with questions 63 and 65 (which ask for expected age at retirement from all postsecondary employment and from all paid employment) adjacent to one another. M. Finkelstein asked if we needed questions 63 and 65 since this data is hypothetical. V. Conley responded that since the question about likelihood of retiring in 3 years has been deleted this is the only question that collects data about retirement age. J. Curtis mentioned these questions are used for trend data.

Section F: Compensation

Question 66A. Project staff recommended adding a confirmation box to provide the respondent with their total income upon exiting this screen. He also recommended changing the order of examples in question 66F to reflect the most frequently used categories (since interviewers tend to read just the first few as examples). Panelists suggested listing self-owned business, speaking fees, and investment income first. A. McCormick suggested using the term "professional services" instead of "legal/medical/psychological services" in item 66F. A panelist suggested having interviewers use the phrase "no individually identifiable information" when assuring confidentiality of the information.

Question 67. Project staff recommended changing the wording to: "Is your basic salary at [institution name] during the current academic year based on a 9- or 10-month contract, an 11- or 12-month contract, or some other arrangement?" There was concern that CATI respondents may not catch the "other arrangement" option.

The decision was made to add "course or credit hour" to the "other" response option.

Question 68. Project staff recommended removal of the "specify" textbox for those who choose the "other" response. Panelists asked what kinds of "other" types of payment were reported by respondents. R. Heuer responded that "per student" and "per hour" were frequently reported.

The decision was made that if a respondent answered "other" to question 68, they would skip question 69 and route to question 70A.

Question 70A. Project staff recommended restating the income amount from question 66 in the question wording: "You told us before that **your** income from all sources for the 2003 Calendar year was $[Sum of Q66AA-Q66AF]. What was your total **household income** before

taxes for that same year?" Panelists found the onscreen definition of household income confusing and recommended simplifying it.

Section G: Sociodemographic Characteristics

Question 76. E. McArthur noted the number of cases getting this item is small and suggested deleting it. D. Carroll responded that this item might be required to meet section 508.

Question 77. Project staff recommended changing the wording to: "What best describes your marital or household status on November 1, 2003? Were you.." A. McCormick suggested not leading with single and never married. (Note: for this item, the order in the facsimile does not reflect the actual order used in the instrument. The correct order of the response options is (1) Married, (2) Living with partner or significant other, (3) Single and never married, and (4) Separated, divorced, or widowed.) Another panelist suggested taking out the "living with partner/significant other" response option.

Question 78/79. Question 78 is suggested for deletion. D. Carroll suggested asking, "how many dependents were included on your tax form?" J. Curtis responded that it is important to distinguish between the number of dependent children and other dependents (e.g., parents). He suggested changing the question wording to, "How many dependent children do you have?" and follow up this question with "How many other dependents do you have? (Do not include yourself or your spouse.)" The decision was made to put question 78 on the ranking list for deletion.

Questions 80/81. T. Curtin talked about combining questions 80 and 81 onto a single screen. Alternatively, assume those that are born in the United States are also United States citizens (i.e., use question 80 as a filter for question 81). J. Schuster expressed an interest in collecting country of origin for those not born in the United States, but others considered this a sensitive issue.

Section H: Opinions

Question 82. This question is suggested for deletion as data is available elsewhere. E. Benjamin argued that the race and gender variables are important for research purposes and that numerous variables within the interview can be used in conjunction with these items. Others advocated for keeping all parts of this question, as alternative data are not publicly available.

Question 83. Some panelists suggested deleting this item since there is never any variance in responses. J. Schuster suggested that the item should be kept in, because in spite of faculty always complaining about their jobs, it is comforting to see that they would still choose an academic career again if they had it to do all over again.

Question 84. P. Knepper suggested deleting this time-consuming item. Panelists agreed. The decision was made to delete this question.

WRAP-UP (LINDA ZIMBLER)

As a last action at the TRP, attendees were asked to rank the questions being considered for deletion. Subsequent to the meeting, these were tallied by project staff.

L. Zimbler thanked panelists for their helpful comments and informed them that the items ranked for deletion would be analyzed and the findings would be shared with the TRP by email. She briefly reviewed the schedule for the full-scale study: In mid-September, binders will be mailed to the institutions that have agreed to participate in the study. In October, the revised faculty questionnaire would be sent to the Office of Management and Budget (OMB) for approval. Around mid-January, faculty data collection would begin.

This page left intentionally blank.