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A PROFILE OF PART-TIME FACULTY: FALL 1998

Working Paper No. 2002-08

October 2002

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A Profile of Part-time Faculty: Fall 1998

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

October 2002

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PREFACE

This publication reports data from the faculty survey of the 1999 National Study of Postsecondary Faculty (NSOPF:99), a study of faculty and instructional staff in postsecondary institutions in the United States. The 1999 NSOPF and its predecessors, the 1988 and 1993 NSOPFs, were conducted by the National Center for Education Statistics within the U.S. Department of Education to fill the information gap about this important segment in postsecondary education. Additional support for NSOPF has been provided by the National Endowment for the Humanities and the National Science Foundation. Since its inception, NSOPF has stimulated widespread interest at the federal, state, institution, and individual levels. Organizations and individual researchers have obtained faculty data that provided them with national estimates and knowledge in general about faculty backgrounds, responsibilities, workloads, compensation, and attitudes.

A number of publications based on NSOPF:99 data are planned. Topics of these publications include: the use of the internet/technology by faculty; faculty and staff who taught classes to undergraduates; minority and women faculty; retirement and other departure plans of faculty; changes in the racial/ethnic and gender make-up of faculty; changes in the tenure status of faculty; and faculty salaries.

As soon as publications are released from NSOPF, they can be found and downloaded at the following NSOPF Web Page: <http://nces.ed.gov/surveys/nsopf>. Finally, researchers are encouraged to conduct their own in-depth analysis of the data. For information about using NSOPF:99 data, please read the *Technical Notes* to this report.

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EXECUTIVE SUMMARY

Postsecondary institutions in the United States employed approximately 1.1 million faculty and instructional staff in the fall of 1998, about two-fifths of whom were employed part time. Of those, about 980,000 faculty¹ had some instructional responsibilities. The National Center for Education Statistics (NCES) conducted a study of faculty that included both a survey of institutions and a survey of faculty themselves.² This executive summary contains some of the key findings from the 1999 National Study of Postsecondary Faculty (NSOPF:99) concerning the similarities and differences between part-time and full-time faculty.

FACULTY EMPLOYMENT CHARACTERISTICS

Approximately three-fifths (57 percent) of the nation's faculty were employed full time in the fall of 1998; 43 percent of all faculty occupied part-time positions. The ratio of full-time to part-time faculty was typically greater at public and private research and doctoral institutions than it was at public and private comprehensive, private liberal arts, and public 2-year institutions (Figure A).³

As a rule, the contracts of part-time faculty were of shorter duration than those of full-time faculty. Three-quarters of part-time faculty (77 percent) had a contract of one year or less. In fact, 57 percent of part-time faculty had contracts for only one academic term. Meanwhile, a majority of full-time faculty (58 percent) indicated that their contracts were of unspecified duration⁴ or that they had tenure at their institution.

Roughly one-third of part-time faculty (33 percent) held consulting positions apart from their employment at their institution, and approximately three-quarters of part-time faculty (73 percent) held additional non-consulting jobs. About one-third (31 percent) of full-time faculty held additional non-consulting positions.

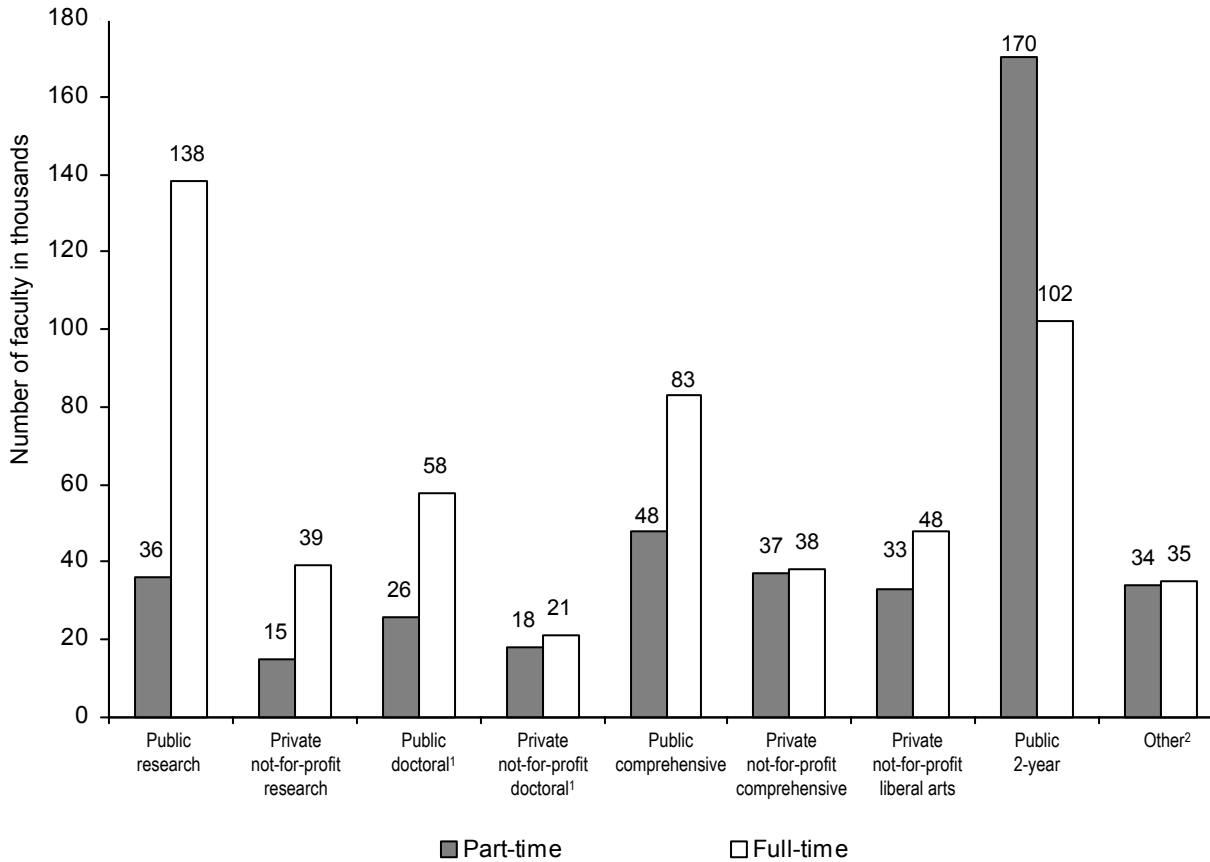
¹ For the remainder of this report, the term "faculty" will refer to all employees who have instructional responsibilities, regardless of faculty status. A more detailed description of instructional faculty and staff is provided in the *Technical Notes*.

² The survey of institutions included Title IV degree-granting institutions; public and private not-for-profit institutions; institutions that offer two-year or four-year programs; institutions that offer associate's, bachelor's, or advanced degrees; and institutions located in the United States. Private for-profit and non-Title IV institutions were excluded from the survey. See the *Technical Notes* for more information about the types of institutions included in NSOPF:99.

³ To improve readability, the phrase "not-for-profit" may be excluded when referring to "private not-for-profit" institutions.

⁴ Response options for this item included: "Unspecified duration or tenured"; "One academic term"; "One academic year or one calendar year"; "Two or more academic/calendar years"; or "Other." Respondents reporting an unspecified contract duration included tenured faculty.

Figure A—Number of instructional faculty in postsecondary institutions (in thousands), by employment status and by type and control of institution: Fall 1998



¹Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

²Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

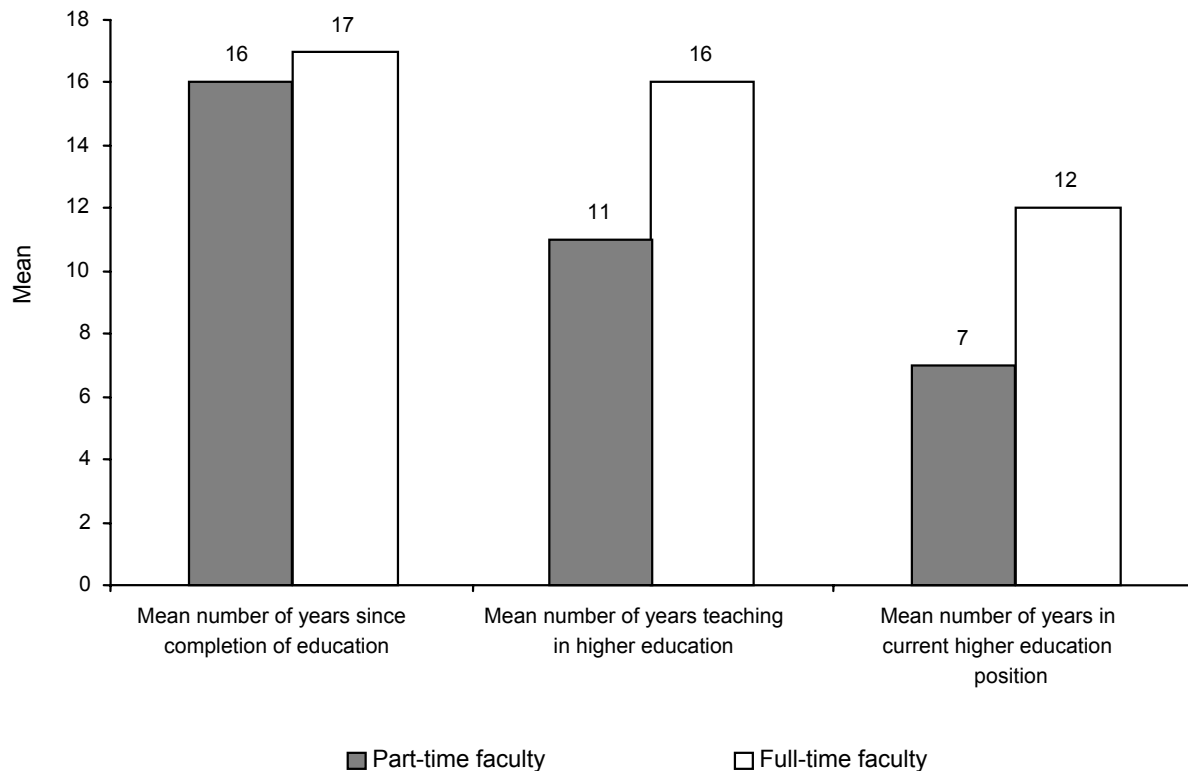
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

EDUCATION AND EXPERIENCE

In the fall of 1998, 27 percent of part-time faculty had completed a doctorate or equivalent degree compared to 67 percent of full-time faculty. Fifteen percent of part-time faculty were working toward a degree compared to 8 percent of full-time faculty. Full-time who were working toward a degree were more likely to be working toward a doctoral degree or its equivalent (56 percent) than part-time faculty (47 percent).

Overall, part-time faculty had fewer years of teaching experience (11 years) compared to full-time faculty (16 years). In addition, part-time faculty worked in their current position less time (7 years) than full-time faculty (12 years) (Figure B). Further, part-time faculty were more likely to be in their first higher education position (60 percent) than full-time faculty (44 percent).

Figure B—Number of years since completion of education, years teaching in higher education, and years in current position for instructional faculty, by employment status: Fall 1998



NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

FACULTY WORK

On average, part-time faculty spent fewer hours per week on paid activities at their institution (14 hours) than full-time faculty (46 hours), but considerably more hours per week on paid activities outside the institution (18 hours) than full-time faculty (3 hours).

Full-time faculty spent less of their time teaching undergraduates (on average, 44 percent) than part-time faculty (on average, 54 percent). Part-time faculty spent less of their time conducting research and scholarship (on average, 5 percent) than their full-time counterparts (on average, 15 percent), but more of their time on work activities outside the institution (on average, 19 percent) than full-time faculty (on average, 3 percent).

Full-time faculty reported spending more time teaching credit classes (11 hours per week) and holding office hours (7 hours) than part-time faculty (7 hours teaching credit classes and 2 office hours). Full-time faculty were also more likely to teach more than three classes (37 percent) than part-time faculty (16 percent). However, about one-third (31 percent) of part-time faculty taught three or more classes during the fall 1998 term.

During the two years prior to fall 1998, part-time faculty produced fewer refereed publications (1.2 publications) than their colleagues in full-time positions (3.9 publications).

FACULTY PERSPECTIVES

Around three-fifths of all part-time faculty (59 percent) indicated that they were in part-time positions due to the unavailability of full-time positions (Table A). As expected, part-time faculty who preferred part-time work were more likely than part-time faculty who preferred working full time to report feeling “very satisfied” with their job (48 percent for those preferring part-time work versus 25 percent for those preferring full-time work). Nonetheless, 85 percent of all part-time faculty were either “satisfied” or “very satisfied” with their job overall.

Eighty-eight percent of part-time faculty and 89 percent of full-time faculty stated that if given an opportunity to select their career path a second time, they would choose an academic career again. Full-time faculty were more likely to “strongly agree” with this statement (50 percent) than part-time faculty (41 percent).

Predictably, part-time faculty were less likely than full-time faculty to be satisfied with their job security. About one-half of full-time faculty (53 percent) and one-third of all part-time faculty (32 percent) were “very satisfied” with their job security.

SUMMARY

Part-time faculty comprised a substantial portion of instructional staff in post-secondary institutions. Generally, these faculty had contracts with a shorter duration than full-time faculty. Part-time faculty were less likely to have obtained a doctorate or equivalent degree and had fewer years of teaching experience than full-time faculty. Part-time faculty were more likely than full-time faculty to hold additional non-consulting positions; this difference is reflected in the average number of hours faculty spent in paid work. Part-time faculty spent fewer hours working within the institution and more hours working outside the institution than full-time faculty. While many part-time faculty indicated that a full-time position was not available, most part-time faculty preferred to work part-time. Overall, part-time faculty were satisfied with their job.

Table A—Percentage of part-time instructional faculty who stated that full-time positions were unavailable and the employment preference of those faculty, by type and control of institution and by program area: Fall 1998

Type and control of institution	Full-time unavailable	Of those indicating full-time unavailable	
		Prefer full-time ¹	Prefer part-time
All institutions ²	59	39	61
Public research	60	37	63
Private not-for-profit research	50	36	64
Public doctoral ³	48	38	62
Private not-for-profit doctoral ³	58	36	64
Public comprehensive	59	40	60
Private not-for-profit comprehensive	51	35	65
Private not-for-profit liberal arts	62	41	59
Public 2-year	63	42	58
Other ⁴	57	33	67
Program area			
Agriculture/Home economics	51	#	#
Business	52	30	70
Education	50	29	71
Engineering	55	45	55
Fine arts	67	47	53
Health sciences	52	27	73
Humanities	69	53	47
Natural sciences	59	36	64
Social sciences	63	46	54
All other fields	55	33	67

#Too small to report.

¹Respondents were asked a "yes/no" question as to whether or not they "preferred working on a part-time basis." Figures in this column represent respondents who answered "no."

²All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

³Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁴Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

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Finally, we want to express our appreciation to the thousands of individuals who participated in this study, including institutional coordinators, administrators, and faculty and instructional staff. Clearly, the study could not have been completed without their cooperation.

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SECTION 1: INTRODUCTION

In the fall of 1998, part-time faculty represented approximately 43 percent of all instructional faculty and staff in postsecondary institutions in the United States (Zimbler 2001). Although growth in the proportion of part-time faculty appears to be leveling off,¹ part-time faculty continue to represent a noteworthy segment of the faculty population. All types of institutions use some faculty on a part-time basis (Berger, Kirshstein, and Rowe 2001).

Considerable discussion centers around the use of part-time faculty. From an institutional perspective, part-time instructors can provide considerable flexibility, allowing colleges and universities to hire on a short-term basis and to fill specific courses as needed. Part-time faculty are typically paid less and receive fewer benefits than full-time faculty, resulting in cost savings to the institution (Berger, Kirshstein, and Rowe 2001; Gappa and Leslie 1993). Furthermore, part-time faculty tend to be younger and frequently come with expertise gained from recent training in graduate school or from current work as professionals in their field (AAUP 1997; Conley and Leslie 2002; Gappa and Leslie 1993).

Part-time faculty themselves can also benefit from their appointment. For instance, part-time positions allow faculty who may not have the required educational credentials for full-time employment to teach. Also, many individuals choose careers outside of academe but enjoy the opportunity to participate in the academic world (Conley and Leslie 2002).

While part-time appointments can be beneficial to both institutions and faculty, concerns exist for both. From an institutional perspective, the fact that part-time faculty are less likely to hold a doctoral degree than full-time faculty presents a potential drawback (AAUP 1997; Conley and Leslie 2002). Institutions may also lose out on some of the unofficial duties of faculty. Part-time faculty spend less time with students and they publish less (AAUP 1997). In addition, part-time faculty often have other jobs, possibly resulting in lower levels of commitment to their part-time teaching position (Gappa and Leslie 1993).

What institutions might view as an advantage to hiring part-time faculty may be a disadvantage to part-time faculty themselves. Lower salaries and fewer benefits may save institutions money but they fail to provide part-time faculty with the economic security that they may require. Some researchers have found that part-time faculty feel less supported by their institution than full-time faculty, and women are more likely to

¹ Part-time instructional faculty and staff represented approximately 43 percent of all such faculty in both the fall of 1992 and the fall of 1998. In the fall of 1987, part-time faculty represented 33 percent of all faculty. The 1988 and 1993 data are from the U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty, "Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992," NCES 97-447 by Rita J. Kirshstein, Nancy Matheson, and Zhongren Jing. Project Officer: Linda J. Zimbler. Washington, DC: 1997.

work part-time than men (Conley and Leslie 2002). Gappa and Leslie (1993) noted that institutions devote little effort to hiring part-time faculty from underrepresented groups. These conditions have led to some attempts to organize part-time faculty on a national level (Leatherman 1/26/01).

This report uses a recent large-scale survey of faculty,² the 1999 National Study of Postsecondary Faculty (NSOPF:99), to examine part-time instructional faculty and staff in light of these issues. Through NSOPF:99, the National Center for Education Statistics (NCES) has amassed considerable data on faculty from the fall of 1998. This study includes a survey of institutions that focuses on policies and practices that affect faculty as well as a survey of faculty themselves.³ This effort is the third National Study of Postsecondary Faculty that NCES has conducted. Other studies were conducted in 1988 and 1993 and included both an institution survey and a faculty survey.⁴

This report presents findings from the NSOPF:99 survey of faculty⁵ and focuses on similarities and differences between part-time and full-time faculty in different types of institutions and in different program areas. The NSOPF:99 faculty survey collected data on a broad range of faculty issues including the educational backgrounds of faculty, characteristics of their current employment, career history, institutional work activities, research and publication records, salaries, and attitudes.

For the purposes of this study, a modified Carnegie classification was used to distinguish among the types of institutions. The categories used throughout this report include: public research institutions, private not-for-profit research institutions, public doctoral institutions, private not-for-profit doctoral institutions, public comprehensive institutions, private not-for-profit comprehensive institutions, private not-for-profit liberal arts institutions,⁶ public 2-year institutions, and “other” institutions.⁷ To improve readability, the phrase “not-for-profit” may be excluded when referring to “private not-for-profit” institutions.

² The term “faculty” refers to all employees who have instructional responsibilities, regardless of faculty status.

³ Data were collected in 1999. Respondents were asked about Fall 1998 unless otherwise noted.

⁴ The 1988 survey also included a survey of department chairpersons.

⁵ See the *Technical Notes* for a detailed description of faculty included in this study.

⁶ The Carnegie Classification of Institutions of Higher Education, originally published in 1973, changed the title of the category “liberal arts colleges” to “baccalaureate colleges” in 1994. This report, which uses a modified Carnegie Classification schema to categorize institutions, uses the label “private not-for-profit liberal arts institutions” to be consistent with earlier NCES reports.

⁷ “Other” includes public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers, which are included with the doctoral institutions.

Academic disciplines are grouped into 10 program areas, based on the reported discipline in which faculty taught.⁸ The 10 program areas used in this report are: agriculture and home economics, business, education, engineering, fine arts, health sciences, humanities, natural sciences, social sciences, and “other program areas.”

Section 2 compares the nature of part-time employment to full-time employment—where faculty work and in what program areas, the duration of their contracts, other employment, and their rank and tenure status. *Section 3* describes the educational backgrounds and prior work experiences of full-time and part-time faculty. *Section 4* examines how faculty divide their time among teaching, research, administration, service, and consulting. This section also looks at publications and presentations of full-time and part-time faculty in the two years prior to the survey. *Section 5* examines the satisfaction of full-time and part-time faculty with a number of job-related issues, while *Section 6* provides a summary of the full report and presents a general “portrait” of part-time faculty. Additional tables and figures not discussed in the report are included in a compendium at the end of this report.

The *Technical Notes* include more detailed discussions of the following: sampling procedures and design, survey administration and response rates, faculty included in the study, the institution classification, imputation procedures, weight estimations, sources of error, and accuracy of the estimates.

All comparisons that are noted in the report are statistically significant at the .05 level.⁹

⁸ See the *Glossary* for a listing of the academic disciplines included in each of these program areas.

⁹ All statistical comparisons employed a two-tailed test with a Bonferroni adjustment for multiple comparisons. See the *Technical Notes* for further information.

SECTION 2: FACULTY EMPLOYMENT

Part-time faculty constitute a sizable portion of higher education faculty in the United States. Given their prevalence, it is important to understand how institutions incorporate these individuals into their overall workforce. This section on faculty employment addresses the following questions: Does the use of part-time faculty vary across different types of institutions? Are men and women equally represented in the ranks of part-time faculty? What kinds of contracts are offered to part-time faculty and do these differ from contracts offered to full-time faculty? What are the rank and tenure status distributions of part-time faculty and do they differ from full-time faculty? To what degree do part-time faculty engage in additional employment?

DISTRIBUTION OF PART-TIME FACULTY

In the fall of 1998, 43 percent of all instructional faculty held part-time positions at postsecondary institutions (table 2.1). A difference was not observed between the percentage of instructional faculty with part-time positions in fall 1992 and in fall 1998.¹⁰ This distribution represents approximately 416,000 part-time faculty and 560,400 full-time faculty.¹¹ Figure 2.1 displays the estimated number of faculty by the type and control of the institutions in which they work.

A higher percentage of faculty in public 2-year institutions worked part time (62 percent) than in any other type of public or private institution (table 2.1).¹² Public research institutions were less likely to use part-time faculty (21 percent) than other institutions except for private research and public doctoral institutions. Overall, faculty in agriculture were less likely to hold part-time positions (21 percent) than faculty in all other fields except engineering.¹³ In the fine arts, faculty were more likely to hold part-time positions (54 percent) than full-time positions (46 percent).

¹⁰ The 1992 data are from the U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty, "Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992," NCES 97-447 by Rita J. Kirshstein, Nancy Matheson, and Zhongren Jing. Project Officer: Linda J. Zimbler. Washington, DC: 1997.

¹¹ These computations used estimates with additional precision and do not match sums that might be calculated from the figure.

¹² To improve readability, the phrase "not-for-profit" may be excluded when referring to "private not-for-profit" institutions.

¹³ These program areas represent the principle teaching and research fields for faculty at both 2-year and 4-year institutions.

DISTRIBUTION OF FACULTY BY GENDER

While 43 percent of all faculty worked part time, the percentage of faculty holding part-time appointments differed for men and women. Male faculty were more likely to hold full-time (62 percent) than part-time positions (38 percent). In fact, men were more likely to hold full-time positions (62 percent) than women (51 percent). A difference was not observed between the percentage of female faculty who held part-time (49 percent) and full-time positions (51 percent) (table 2.2).

The distribution of full-time and part-time positions within program areas differed for women and men. Women were more likely to hold part-time positions in fine arts (65 percent) than in other program areas. Women were less likely to hold part-time positions in engineering (13 percent) than in other program areas. Although women in engineering usually held full-time positions, women held few of the full-time positions available in engineering overall (9 percent).¹⁴ Men were more likely to work full time in agriculture (86 percent) than in all other program areas except engineering.

CONTRACT DURATION

Part-time faculty usually held contracts of shorter duration than full-time faculty. Part-time faculty usually had contracts for one academic term (57 percent) rather than longer contracts (table 2.3). Twenty percent of part-time faculty held contracts for one academic or calendar year. Thus, about three-quarters (77 percent) of part-time faculty held a contract for one year or less. In fall 1992, 77 percent of part-time faculty held a contract for one year or less.¹⁵

On the other hand, the majority of full-time faculty (58 percent) reported that their contract duration was unspecified.¹⁶ One-quarter of full-time faculty (25 percent) had contracts with the institution for one academic or calendar year. Few full-time faculty held contracts for one academic term (6 percent).

ACADEMIC RANK

While full-time faculty more commonly held the rank of full professor (31 percent) than other ranks, more part-time faculty were instructors or lecturers (60 percent) than other ranks (table 2.4). After instructor/lecturer, a prevalent designation for part-time faculty was no rank or “other” ranks (22 percent). About 17 percent of part-time faculty held one of the three professorial levels (full, associate, or assistant professor).¹⁷ Six years earlier, in fall 1992, about 21 percent of part-time faculty held one of the three

¹⁴ Zimble (2001)

¹⁵ Conley and Leslie (2002)

¹⁶ Response options for this item included: “Unspecified duration or tenured”; “One academic term”; “One academic year or one calendar year”; “Two or more academic/calendar years”; or “Other.” Respondents reporting an unspecified contract duration included tenured faculty.

¹⁷ This computation used estimates with additional precision and does not match sums that might be calculated from the table.

professorial ranks.¹⁸ Full-time faculty were less likely to hold the rank of instructor or lecturer (16 percent) than of full (31 percent), associate (24 percent), or assistant professor (22 percent).

TENURE STATUS

Only 4 percent of part-time faculty had tenure (table 2.5). Part-time faculty were more likely to hold positions that were not tenure track (78 percent) than other tenure designations. Full-time faculty more frequently held tenured positions at their institutions (53 percent) than other tenure designations.

OTHER EMPLOYMENT

About one-third of part-time faculty (32 percent) considered the postsecondary position at the institution from which they were surveyed to be their primary employment (table 2.6).¹⁹ About one-third of part-time faculty (33 percent) held outside consulting positions, and approximately three-quarters of them (73 percent) held other positions outside of consulting.

The percentage of full-time faculty who held non-consulting positions was lower (31 percent) than that for part-time faculty (73 percent). In addition, part-time faculty were more likely to be employed at another postsecondary institution (32 percent) than full-time faculty (7 percent) as indicated by the percent receiving income from another postsecondary institution. However, a difference was not detected between the percentage of full-time faculty who held consulting positions outside the institution (31 percent) and their part-time counterparts (33 percent).

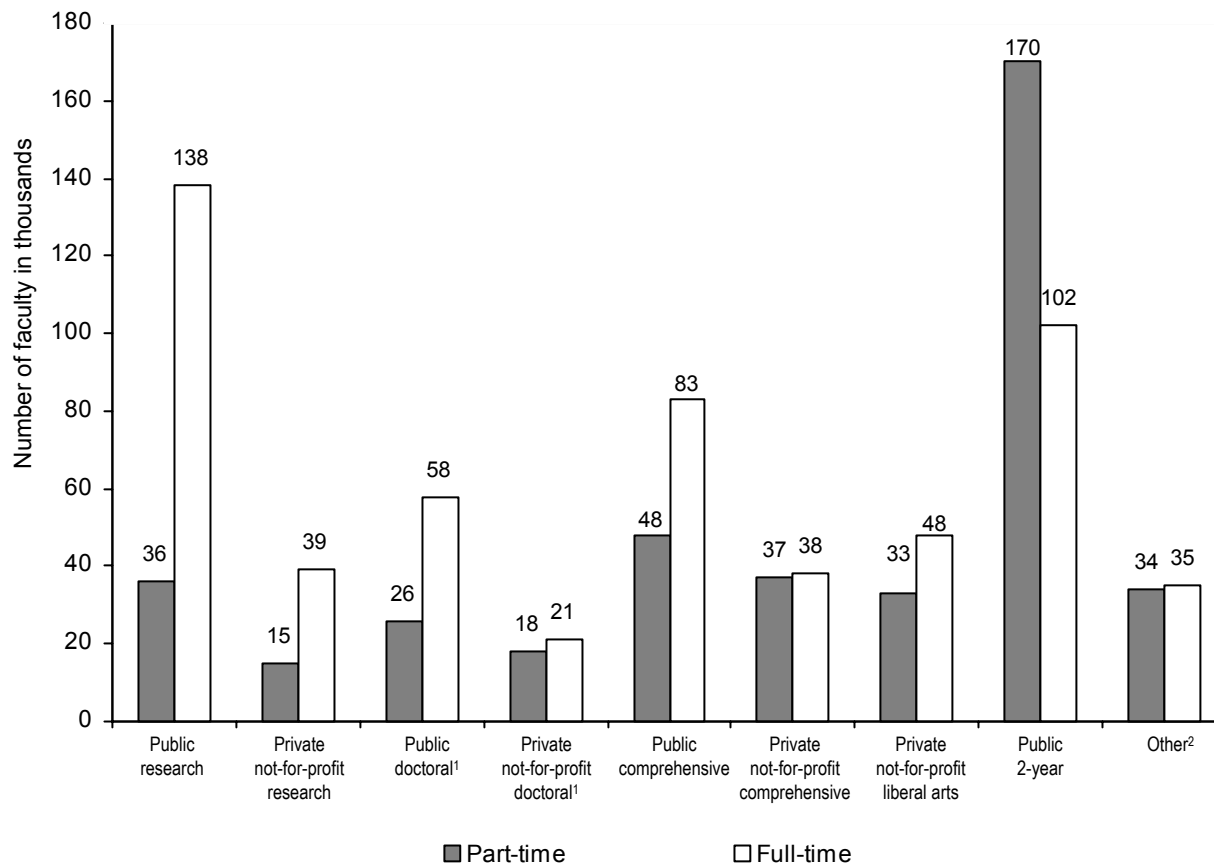
While many faculty worked at additional positions, 15 percent of part-time faculty had already retired from another position.²⁰ Full-time faculty were less likely to have previously retired from another position (4 percent).

¹⁸ Conley and Leslie (2002)

¹⁹ Faculty could hold other postsecondary positions. However, faculty were asked to respond to questions based on the college or university from which they were sampled.

²⁰ Faculty indicated whether or not they had previously retired from another position. This question did not ask if the position was academic. Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty, "Institution Survey" (NSOPF:99).

Figure 2.1—Number of instructional faculty in postsecondary institutions (in thousands), by employment status and by type and control of institution: Fall 1998



¹Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

²Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 2.1—Percentage distribution of instructional faculty by employment status, by type and control of institution and by program area: Fall 1998

Type and control of institution	Employment status	
	Part-time	Full-time
All institutions ¹	43	57
Public research	21	79
Private not-for-profit research	27	73
Public doctoral ²	31	69
Private not-for-profit doctoral ²	47	53
Public comprehensive	37	63
Private not-for-profit comprehensive	49	51
Private not-for-profit liberal arts	41	59
Public 2-year	62	38
Other ³	49	51
Program area		
Agriculture/Home economics	21	79
Business	45	55
Education	44	56
Engineering	29	71
Fine arts	54	46
Health sciences	37	63
Humanities	48	52
Natural sciences	37	63
Social sciences	41	59
All other fields	47	53

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 2.2—Percentage distribution of instructional faculty by gender and by employment status, by type and control of institution and by program area: Fall 1998

Type and control of institution	Gender			
	Female		Male	
	Part-time	Full-time	Part-time	Full-time
All institutions ¹	49	51	38	62
Public research	28	72	17	83
Private not-for-profit research	37	63	24	76
Public doctoral ²	40	60	25	75
Private not-for-profit doctoral ²	50	50	45	55
Public comprehensive	45	55	31	69
Private not-for-profit comprehensive	52	48	48	52
Private not-for-profit liberal arts	51	49	33	67
Public 2-year	62	38	63	37
Other ³	58	42	44	56
Program area				
Agriculture/Home economics	41	59	14	86
Business	46	54	44	56
Education	50	50	34	66
Engineering	13	87	31	69
Fine arts	65	35	45	55
Health sciences	41	59	32	68
Humanities	53	47	42	58
Natural sciences	47	53	33	67
Social sciences	51	49	36	64
All other fields	50	50	46	54

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 2.3—Percentage distribution of instructional faculty contract duration, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Duration of contract				Other
		One academic term	One academic or calendar year	Two or more academic or calendar years	Unspecified duration or tenure ¹	
Part-time	All institutions ²	57	20	4	14	6
	Public research	47	28	5	18	2
	Private not-for-profit research	34	34	13	16	4
	Public doctoral ³	44	31	4	16	5
	Private not-for-profit doctoral ³	47	28	4	13	8
	Public comprehensive	60	19	4	11	5
	Private not-for-profit comprehensive	64	13	2	15	6
	Private not-for-profit liberal arts	60	19	2	12	8
	Public 2-year	60	16	3	14	7
	Other ⁴	58	19	3	15	5
Full-time	All institutions ²	6	25	9	58	2
	Public research	5	16	12	66	2
	Private not-for-profit research	3	18	19	59	2
	Public doctoral ³	6	27	7	59	1
	Private not-for-profit doctoral ³	6	29	11	48	5
	Public comprehensive	6	20	6	66	1
	Private not-for-profit comprehensive	5	32	8	53	1
	Private not-for-profit liberal arts	7	34	13	43	3
	Public 2-year	7	30	6	56	2
	Other ⁴	8	34	7	49	2

¹ Response options for this item included: "Unspecified duration or tenured"; "One academic term"; "One academic year or one calendar year"; "Two or more academic/calendar years"; or "Other." Respondents reporting an unspecified contract duration included tenured faculty.

² All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

³ Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁴ Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 2.4—Percentage distribution of instructional faculty by academic rank, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Academic rank				
		Full professor	Associate professor	Assistant professor	Instructor/lecturer	Other or no rank
Part-time						
	All institutions ¹	7	5	6	60	22
	Public research	12	10	9	53	17
	Private not-for-profit research	21	8	15	38	17
	Public doctoral ²	8	10	17	48	16
	Private not-for-profit doctoral ²	13	9	9	42	27
	Public comprehensive	6	4	4	58	27
	Private not-for-profit comprehensive	7	6	10	47	29
	Private not-for-profit liberal arts	4	4	5	65	22
	Public 2-year	5	2	1	73	19
	Other ³	9	4	6	51	29
Full-time						
	All institutions ¹	31	24	22	16	8
	Public research	36	27	22	9	6
	Private not-for-profit research	42	24	22	8	4
	Public doctoral ²	30	28	28	10	4
	Private not-for-profit doctoral ²	28	28	26	13	5
	Public comprehensive	33	26	26	12	3
	Private not-for-profit comprehensive	31	27	26	11	6
	Private not-for-profit liberal arts	25	26	30	11	7
	Public 2-year	22	12	11	39	16
	Other ³	28	19	23	16	14

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 2.5—Percentage distribution of instructional faculty by tenure status, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Tenure status			
		Tenured	Nontenured, tenure track	Nontenured, not on tenure track	Without a tenure system
Part-time					
	All institutions ¹	4	1	78	16
	Public research	10	1	87	2
	Private not-for-profit research	7	#	82	10
	Public doctoral ²	5	2	87	6
	Private not-for-profit doctoral ²	5	2	79	13
	Public comprehensive	5	1	88	6
	Private not-for-profit comprehensive	3	1	82	14
	Private not-for-profit liberal arts	2	1	85	12
	Public 2-year	2	2	72	24
	Other ³	6	2	66	27
Full-time					
	All institutions ¹	53	19	18	10
	Public research	60	18	22	1
	Private not-for-profit research	55	16	26	3
	Public doctoral ²	53	21	25	1
	Private not-for-profit doctoral ²	42	26	21	11
	Public comprehensive	62	22	16	1
	Private not-for-profit comprehensive	49	18	19	14
	Private not-for-profit liberal arts	39	23	20	17
	Public 2-year	51	15	7	26
	Other ³	41	16	13	29

#Too small to report.

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 2.6—Percentage of instructional faculty whose position at current institution is primary employment, percentage of faculty holding other positions, and percentage of faculty receiving income from other postsecondary institutions, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Position at this institution is primary employment	Other consulting positions outside institution	Other non-consulting positions outside of institution	Income from other higher education institutions ¹
Part-time					
	All institutions ²	32	33	73	32
	Public research	44	37	63	26
	Private not-for-profit research	37	37	66	28
	Public doctoral ³	36	42	70	21
	Private not-for-profit doctoral ³	30	41	82	32
	Public comprehensive	35	32	65	30
	Private not-for-profit comprehensive	28	39	73	36
	Private not-for-profit liberal arts	34	30	70	38
	Public 2-year	30	28	75	33
	Other ⁴	30	40	83	34
Full-time					
	All institutions ²	97	31	31	7
	Public research	98	34	28	4
	Private not-for-profit research	98	43	24	5
	Public doctoral ³	96	33	29	5
	Private not-for-profit doctoral ³	97	38	31	6
	Public comprehensive	98	30	28	6
	Private not-for-profit comprehensive	95	36	34	10
	Private not-for-profit liberal arts	96	24	35	9
	Public 2-year	98	24	34	9
	Other ⁴	95	33	36	13

¹Based on percentage of faculty reporting income from other academic institutions.

²All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

³Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁴Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

SECTION 3: EDUCATION AND EXPERIENCE

Faculty members may decide to accept part-time appointments for several reasons. Teaching part-time may be a way for faculty to supplement their income and maintain a relationship with academe, attracting faculty with credentials more similar to those of full-time faculty. On the other hand, faculty may be in part-time positions because they lack the educational and work experience to obtain a full-time position. This section addresses a number of questions related to the backgrounds of full-time and part-time faculty: Do part-time and full-time faculty hold different degrees? Are part-time faculty likely to be working on degrees while they teach? Are part-time faculty newer to their current position than full-time faculty?

HIGHEST DEGREE AND YEARS SINCE COMPLETION

Highest Degree

Overall, part-time faculty were less likely to have completed a doctorate or equivalent degree (27 percent) than full-time faculty (67 percent) (table 3.1). The highest degree obtained by part-time faculty was typically a master's; about 54 percent of part-time faculty reported this as their highest degree. In addition, they were more likely to have a master's as their highest degree (54 percent) than full-time faculty (28 percent). Only 5 percent of full-time faculty had a bachelor's or lower degree as their highest degree; about 19 percent of part-time faculty held a bachelor's or lower degree as their highest degree.

Comparisons of part-time faculty across institution types reveal that part-time faculty at public 2-year institutions were less likely to have a doctorate or equivalent degree (11 percent) than part-time faculty at all other types of institutions. The same is also true for full-time faculty (20 percent). Further, a higher percentage of part-time faculty in public 2-year institutions had a bachelor's or lower degree as their highest degree (31 percent) than part-time faculty at other types of institutions (6 to 19 percent for the other types of institutions).

Mean Number of Years Since Completion of Highest Degree

Overall, part-time faculty completed their education more recently (16 years) than full-time faculty (17 years) (table 3.1 and figure 3.1). This difference in the number of years since completion of education was observed only at two types of postsecondary institutions—public research institutions (16 years for part-time faculty and 18 years for full-time faculty) and public 2-year colleges (15 years for part-time faculty and 16 years full-time faculty).

WORKING TOWARD A DEGREE

The percentage of part-time faculty working toward a degree in the fall of 1998 (15 percent) was higher than the percentage of full-time faculty (8 percent) (table 3.2). In three types of institutions, a higher percentage of part-time faculty were working toward a degree than their full-time counterparts: public research (16 and 4 percent for part-time and full-time faculty, respectively), public doctoral (10 and 4 percent for part-time and full-time faculty, respectively), and public comprehensive institutions (16 and 6 percent for part-time and full-time faculty, respectively). Between different types of institutions, no significant differences were observed in the percentage of part-time faculty working toward a degree.

Although part-time faculty were more likely than full-time faculty to be working toward a degree, part-time faculty who were working toward a degree were less likely to be working toward a doctorate or equivalent degree (47 percent) than full-time faculty (56 percent). This overall difference appears to be driven by faculty at private liberal arts institutions. Of the faculty working toward a degree at private liberal arts institutions, full-time faculty were more likely to be working toward a doctorate (72 percent) than part-time faculty (34 percent).

In 5 out of the 10 program areas (table 3.3), part-time faculty were more likely to be working toward a degree than their full-time colleagues. These 5 program areas were agriculture, health sciences, humanities, natural sciences, and social sciences.

WORK EXPERIENCE IN HIGHER EDUCATION

Mean Number of Years Teaching in Higher Education

Generally, part-time faculty had fewer years of teaching experience in postsecondary institutions (11 years) than full-time faculty (16 years) (table 3.4 and figure 3.1).

Mean Number of Years in Current Higher Education Position

Overall, the mean number of years that part-time faculty had worked in their current higher education position (7 years) was less than that of full-time faculty (12 years) (table 3.4). This difference was true for all types of institutions except one. In private research institutions, a difference was not detected between part-time and full-time faculty in the number of years they had been working at their current institution (12 and 13 years for part-time and full-time faculty, respectively).

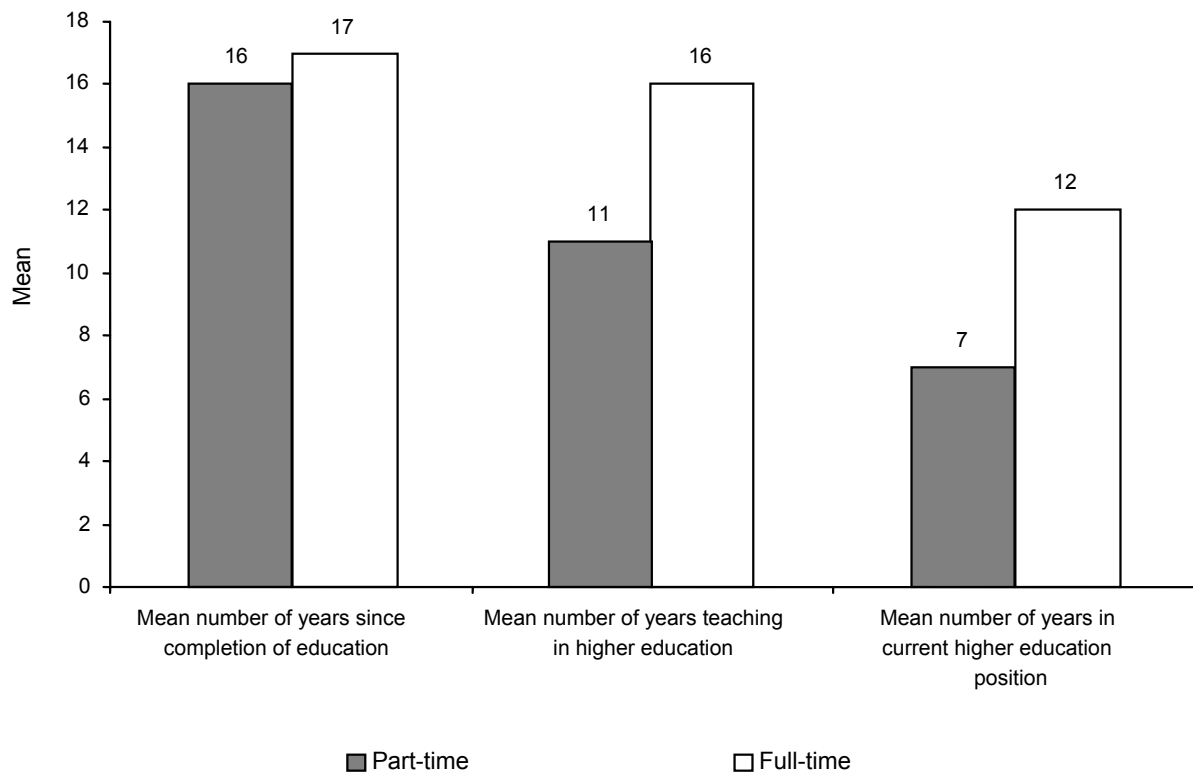
Although part-time faculty had been at their current position less time than full-time faculty, in no type of institution had part-time faculty been in their current position for less than an average of 5 years. Thus, it appears that part-time faculty generally maintain a fairly stable connection to their institutions.

Current Position the First Higher Education Job

About 60 percent of part-time faculty were working in their first job in higher education. This percentage was higher than that for full-time faculty (44 percent) (table 3.4).²¹ Although the difference between part-time and full-time faculty existed at most types of institutions, a difference was not detected at private liberal arts institutions between the percentage of part-time faculty (49 percent) and full-time faculty (40 percent) who were in their first higher education position.

²¹ For this variable, faculty reported if they were currently employed by the same institution where they had their first higher education position. However, faculty in this category may have had other higher education positions either concurrently or in the past. Faculty who currently held both their first position and another position may have been sampled from either institution for inclusion in this study. Regardless of which institution was their first position, faculty are categorized by the type of institution from which they were sampled.

Figure 3.1—Number of years since completion of education, years teaching in higher education, and years in current position for instructional faculty, by employment status: Fall 1998



NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 3.1—Percentage distribution of instructional faculty by highest degree completed and mean number of years since completion of highest degree, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Percent by highest degree completed			Mean number of years since completion of highest degree
		Doctorate (or equivalent)	Master's (or equivalent)	Bachelor's or less	
Part-time					
	All institutions ¹	27	54	19	16
	Public research	48	43	9	16
	Private not-for-profit research	59	30	11	22
	Public doctoral ²	54	40	6	16
	Private not-for-profit doctoral ²	49	41	10	17
	Public comprehensive	28	60	12	16
	Private not-for-profit comprehensive	29	63	9	15
	Private not-for-profit liberal arts	28	57	15	15
	Public 2-year	11	59	31	15
	Other ³	34	50	16	16
Full-time					
	All institutions ¹	67	28	5	17
	Public research	85	13	2	18
	Private not-for-profit research	92	7	2	19
	Public doctoral ²	83	15	2	18
	Private not-for-profit doctoral ²	87	11	2	17
	Public comprehensive	73	25	2	17
	Private not-for-profit comprehensive	67	30	2	16
	Private not-for-profit liberal arts	63	34	2	15
	Public 2-year	20	62	18	16
	Other ³	59	35	6	15

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 3.2—Percentage of instructional faculty working toward a degree and percentage distribution of those faculty by degree working toward, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Currently working toward degree	Degree working toward		
			Doctorate (or equivalent)	Master's (or equivalent)	Bachelor's or less
Part-time					
	All institutions ¹	15	47	41	12
	Public research	16	52	46	2
	Private not-for-profit research	7	#	#	#
	Public doctoral ²	10	51	39	10
	Private not-for-profit doctoral ²	10	68	23	9
	Public comprehensive	16	45	45	11
	Private not-for-profit comprehensive	13	60	39	2
	Private not-for-profit liberal arts	12	34	60	5
	Public 2-year	17	42	40	18
	Other ³	14	59	29	13
Full-time					
	All institutions ¹	8	56	32	12
	Public research	4	54	33	13
	Private not-for-profit research	2	#	#	#
	Public doctoral ²	4	60	28	12
	Private not-for-profit doctoral ²	6	49	35	16
	Public comprehensive	6	63	30	7
	Private not-for-profit comprehensive	10	77	22	1
	Private not-for-profit liberal arts	13	72	19	9
	Public 2-year	15	39	42	19
	Other ³	13	70	22	8

#Too small to report.

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 3.3—Percentage of instructional faculty working toward a degree and percentage distribution of those faculty by degree working toward, by employment status and by program area: Fall 1998

Employment status	Program area	Currently working toward degree	Degree working toward		
			Doctorate (or equivalent)	Master's (or equivalent)	Bachelor's or less
Part-time					
	Agriculture/Home economics	15	#	#	#
	Business	13	42	49	8
	Education	12	59	33	9
	Engineering	8	#	#	#
	Fine arts	11	19	71	10
	Health sciences	18	43	37	20
	Humanities	19	65	30	5
	Natural sciences	13	34	55	11
	Social sciences	21	63	34	3
	All other fields	10	34	47	19
Full-time					
	Agriculture/Home economics	2	#	#	#
	Business	8	59	37	5
	Education	12	76	13	11
	Engineering	6	#	#	#
	Fine arts	8	65	25	10
	Health sciences	10	38	48	15
	Humanities	9	74	24	2
	Natural sciences	5	43	51	6
	Social sciences	5	65	11	25
	All other fields	11	46	30	24

#Too small to report.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 3.4—Mean number of years instructional faculty have taught in higher education, mean number of years instructional faculty have held their current position, and percentage of instructional faculty who were in their first higher education position, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Mean number of years teaching in higher education	Mean number of years in current higher education position	Percent whose current position was first higher education job
Part-time				
	All institutions ¹	11	7	60
	Public research	13	8	53
	Private not-for-profit research	18	12	59
	Public doctoral ²	10	7	62
	Private not-for-profit doctoral ²	12	8	55
	Public comprehensive	10	7	60
	Private not-for-profit comprehensive	11	6	59
	Private not-for-profit liberal arts	9	5	49
	Public 2-year	9	6	65
	Other ³	11	7	62
Full-time				
	All institutions ¹	16	12	44
	Public research	17	13	41
	Private not-for-profit research	17	13	43
	Public doctoral ²	16	12	42
	Private not-for-profit doctoral ²	15	11	40
	Public comprehensive	17	13	41
	Private not-for-profit comprehensive	17	13	45
	Private not-for-profit liberal arts	16	11	40
	Public 2-year	16	12	53
	Other ³	16	11	43

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

SECTION 4: FACULTY WORK

Instructional faculty, whether part-time or full-time, must balance a number of competing responsibilities in the areas of teaching, research, administration, and service. This section on faculty work examines these competing areas by addressing the following questions: What is the difference in the allocation of working hours between part-time and full-time faculty? Within those working hours, do part-time and full-time faculty allocate their time to various work-related activities differently? Do full-time faculty publish or produce more than part-time faculty?

ALLOCATION OF HOURS

Part-time faculty spent fewer hours on paid institutional activities (14 hours) than full-time faculty (46 hours) in the fall of 1998 (table 4.1). As expected, part-time faculty spent more hours working on paid activities outside the institution (18 hours) than full-time faculty (3 hours).

Both part-time and full-time faculty spent more time per week on unpaid activities at their institution (2.8 and 3.2 hours for part-time and full-time faculty, respectively) than outside of their institution (1.7 hours for both part-time and full-time faculty). A difference was not detected in the number of hours that part-time faculty and full-time faculty spent in unpaid activities at their institution or outside of their institution.

PROFESSIONAL ACTIVITIES

Teaching

Part-time faculty reported spending about one-half of their time on average (54 percent) teaching undergraduate students (figure 4.1). This activity was more time-consuming than any other single activity. By comparison, full-time faculty reported spending an average of 44 percent of their time teaching undergraduates (figure 4.2).

Part-time faculty at public research institutions spent more of their time on average instructing undergraduate students (43 percent) than their counterparts at private research institutions (26 percent) (table 4.2).²²

Research

Part-time faculty members spent, on average, considerably less of their time on research and scholarship (5 percent) than full-time faculty members (15 percent) (table 4.2). Among full-time faculty, those at public and private research institutions spent a higher

²² Although faculty at private liberal arts and public 2-year institutions reported spending time teaching graduate students, this time may have been at other institutions. Faculty reported their work activities across all organizations but were categorized at the institution from which they were sampled.

proportion of their time on research (26 and 29 average percent for public and private research institutions, respectively) than their peers at other institution types (4 to 20 average percent for other institution types).

Administration and Service

On average, part-time faculty spent less of their time on administrative tasks (4 percent) than their full-time counterparts (14 percent). This overall difference was also the case for all types of institutions. Similarly, part-time faculty spent on average less of their time on service activities (5 percent) than full-time faculty (7 percent). Unlike the across-the-board differences found for administration, the overall difference in time spent on service activities held only for private research institutions (5 and 9 percent for part-time and full-time faculty, respectively). In fact, at private liberal arts colleges, part-time faculty spent on average more of their time on service activities (6 percent) than full-time faculty (4 percent).

Other Work Activities

As expected, part-time faculty members spent more of their time engaged in work activities²³ outside of the institution (average of 19 percent) than their peers in full-time positions (average of 3 percent) (table 4.2). Part-time faculty at private research institutions spent more of their time on average on other work activities (33 percent) than their part-time colleagues at public research (16 percent), private liberal arts (16 percent), and public 2-year (18 percent) institutions.

CLASSROOM TEACHING AND INTERACTION WITH STUDENTS

On the whole, part-time faculty spent fewer hours per week teaching credit classes (7 hours) than full-time faculty (11 hours) (table 4.3). Part-time faculty at public 2-year institutions spent more hours teaching credit classes (8 hours) than their peers at every other institution type except public doctoral. Full-time faculty at public 2-year institutions also spent more time teaching credit classes (17 hours) than faculty at all other types of institutions (7 to 12 hours).

Part-time faculty held 2.0 regularly scheduled office hours per week (table 4.3). This time was less than the 6.6 scheduled office hours reported by full-time faculty. Both part-time and full-time faculty reported spending 2.7 hours per week responding to student e-mails.

As expected, full-time faculty were more likely to teach more than three classes during the fall 1998 term (37 percent) than were part-time faculty (16 percent). It should be noted that despite their part-time status, 31 percent of part-time faculty taught three or

²³ “Other work activities” included any work activities not covered by the other categories. These activities could include consulting, freelance work, and other outside work or non-teaching professional activities.

more classes in that term.²⁴ Part-time faculty were more likely to teach only one class (37 percent) than full-time faculty (13 percent).

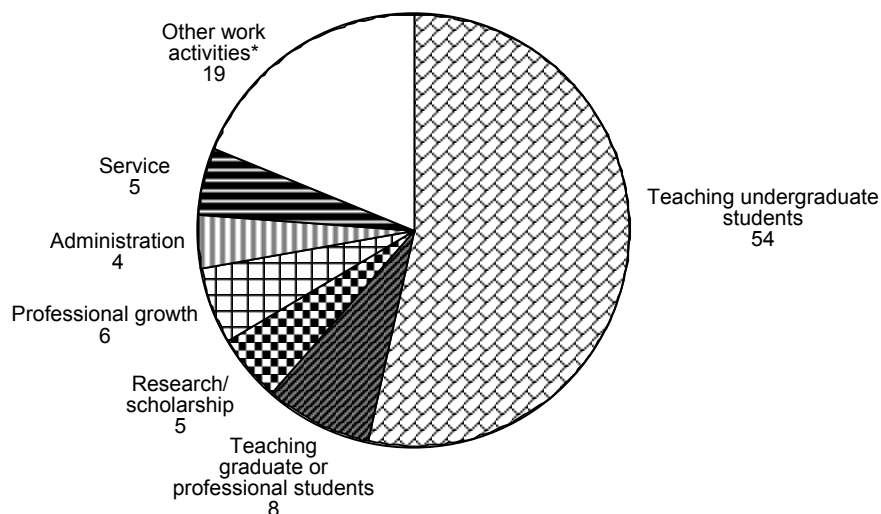
Approximately three-quarters of full-time faculty at public 2-year colleges (73 percent) were teaching more than 3 classes, more than faculty at any other institution type.

PUBLICATIONS

In the two years prior to the 1998-1999 academic year, part-time faculty produced fewer refereed or juried publications (1.2 publications) than full-time faculty (3.9 publications) (table 4.4). The same difference was true for the number of presentations and exhibitions (7 and 11 presentations for part-time and full-time faculty, respectively).

²⁴ This computation used estimates with additional precision and does not match sums that might be calculated from the table.

Figure 4.1—Percentage distribution of time spent on work activities by part-time instructional faculty: Fall 1998

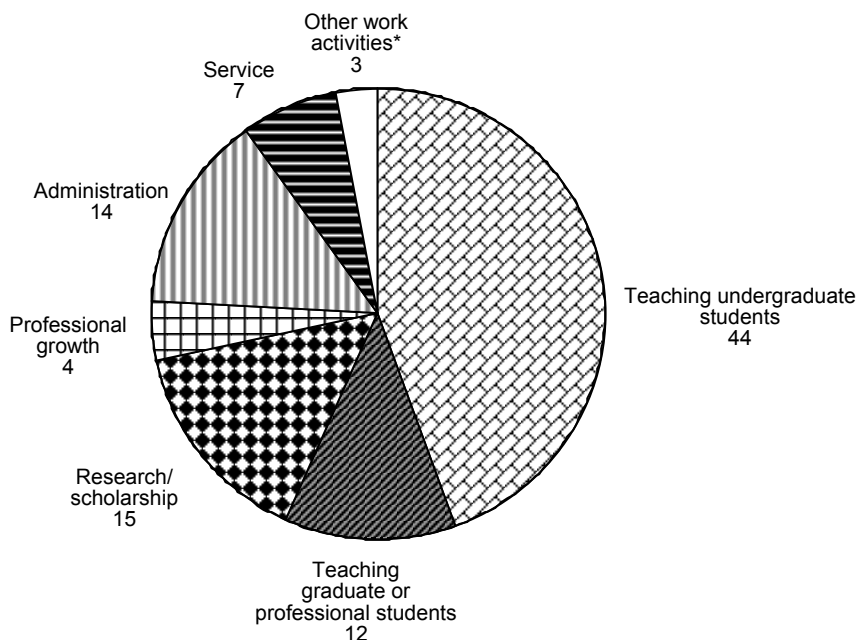


* "Other work activities" included any work activities not covered by the other categories. These activities could include consulting, freelance work, and other outside work or non-teaching professional activities.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Figure 4.2—Percentage distribution of time spent on work activities by full-time instructional faculty: Fall 1998



* "Other work activities" included any work activities not covered by the other categories. These activities could include consulting, freelance work, and other outside work or non-teaching professional activities.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 4.1—Mean number of hours instructional faculty spent on activities within and outside their institution, by paid versus unpaid activities, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Hours spent at this institution		Hours spent outside this institution	
		Paid activities	Unpaid activities	Paid activities	Unpaid activities
Part-time					
	All institutions ¹	14	2.8	18	1.7
	Public research	18	2.8	16	2.0
	Private not-for-profit research	15	3.0	18	2.3
	Public doctoral ²	16	3.0	19	1.6
	Private not-for-profit doctoral ²	13	2.5	23	1.9
	Public comprehensive	15	3.5	19	1.7
	Private not-for-profit comprehensive	14	1.6	18	1.4
	Private not-for-profit liberal arts	16	2.6	17	2.2
	Public 2-year	13	3.0	18	1.6
	Other ³	13	2.0	21	1.8
Full-time					
	All institutions ¹	46	3.2	2.7	1.7
	Public research	50	2.2	2.4	1.6
	Private not-for-profit research	49	2.4	2.8	1.7
	Public doctoral ²	49	2.7	2.8	1.9
	Private not-for-profit doctoral ²	46	3.0	3.3	1.5
	Public comprehensive	45	3.4	2.2	1.8
	Private not-for-profit comprehensive	44	2.7	3.6	1.8
	Private not-for-profit liberal arts	47	3.5	2.4	1.3
	Public 2-year	40	4.6	2.7	1.4
	Other ³	44	3.5	3.4	2.0

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 4.2—Average percentage of time instructional faculty spent on work activities, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Work activities						
		Teaching undergraduate students	Teaching graduate or professional students	Research/scholarship	Professional growth	Administration	Service	Other work activities ¹
Part-time								
	All institutions ²	54	8	5	6	4	5	19
	Public research	43	15	9	6	4	7	16
	Private not-for-profit research	26	18	9	4	5	5	33
	Public doctoral ³	37	15	7	5	5	13	18
	Private not-for-profit doctoral ³	33	18	9	6	4	10	21
	Public comprehensive	54	8	5	6	2	5	19
	Private not-for-profit comprehensive	49	16	5	4	3	4	19
	Private not-for-profit liberal arts	59	3	5	6	4	6	16
	Public 2-year	64	3	3	6	3	3	18
	Other ⁴	46	11	4	6	4	5	25
Full-time								
	All institutions ²	44	12	15	4	14	7	3
	Public research	27	19	26	4	13	9	3
	Private not-for-profit research	21	21	29	3	14	9	3
	Public doctoral ³	30	17	19	4	15	11	3
	Private not-for-profit doctoral ³	25	21	20	4	15	11	4
	Public comprehensive	53	10	11	5	13	6	3
	Private not-for-profit comprehensive	50	11	9	5	17	4	5
	Private not-for-profit liberal arts	61	4	8	4	15	4	3
	Public 2-year	70	2	4	6	11	3	3
	Other ⁴	45	15	7	5	19	4	4

¹"Other work activities" included any work activities not covered by the other categories. These activities could include consulting, freelance work, and other outside work or non-teaching professional activities.

²All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

³Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁴Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 4.3—Mean total hours per week teaching credit classes, holding office hours, and responding to student e-mails and percentage distribution of number of classes taught by instructional faculty during the 1998 fall term, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Total hours per week teaching credit classes	Total regularly scheduled office hours per week	Total weekly hours responding to student emails	Number of classes ¹ taught				
					0 classes ²	1 class	2 classes	3 classes	More than 3 classes
Part-time									
	All institutions ³	7.3	2.0	2.7	7	37	26	14	16
	Public research	6.1	2.5	2.9	9	39	32	11	9
	Private not-for-profit research	6.0	2.2	1.9	16	43	22	9	10
	Public doctoral ⁴	7.3	2.5	1.9	23	29	20	12	16
	Private not-for-profit doctoral ⁴	5.5	2.5	2.6	14	42	23	8	13
	Public comprehensive	6.5	2.1	2.6	5	44	24	12	15
	Private not-for-profit comprehensive	6.8	1.5	2.7	4	43	26	14	13
	Private not-for-profit liberal arts	6.5	2.7	2.9	3	41	28	15	13
	Public 2-year	8.4	1.7	2.9	4	33	27	16	20
	Other ⁵	6.9	2.4	2.3	3	38	22	17	20
Full-time									
	All institutions ³	11.0	6.6	2.7	9	13	21	20	37
	Public research	7.8	5.4	2.5	17	20	32	16	16
	Private not-for-profit research	6.7	4.8	2.7	19	23	31	14	14
	Public doctoral ⁴	9.2	6.1	2.8	13	15	26	24	23
	Private not-for-profit doctoral ⁴	8.8	6.4	2.9	17	15	26	21	21
	Public comprehensive	11.1	7.0	3.2	4	7	16	29	44
	Private not-for-profit comprehensive	10.7	7.5	2.5	4	10	17	27	42
	Private not-for-profit liberal arts	11.7	7.7	2.5	3	6	17	29	45
	Public 2-year	17.2	7.9	2.8	4	5	7	11	73
	Other ⁵	11.2	7.9	2.9	5	17	13	19	46

¹Classes may represent distinct but identical (repeated) sections for the same course.

²Instructional faculty teaching "0 classes" may be instructing students engaged in independent research.

³All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

⁴Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁵Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 4.4—Mean number of instructional faculty having joint or sole responsibility for publications in the past two years, by type of publication, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Type of publication					
		Refereed or juried publications	Nonrefereed or nonjuried publications	Published reviews of materials	Books, monographs, and reports	Presentations and exhibitions	Other, such as patents
Part-time							
	All institutions ¹	1.2	1.2	0.4	0.7	7	0.1
	Public research	2.8	1.6	0.7	0.9	9	0.3
	Private not-for-profit research	4.0	3.0	1.1	1.1	15	0.0
	Public doctoral ²	1.5	1.2	0.6	0.5	7	0.3
	Private not-for-profit doctoral ²	1.5	1.4	0.8	0.8	11	0.1
	Public comprehensive	1.1	1.4	0.4	1.0	8	0.1
	Private not-for-profit comprehensive	1.0	1.3	0.6	0.7	9	0.2
	Private not-for-profit liberal arts	1.3	1.1	0.4	0.4	6	0.1
	Public 2-year	0.5	0.7	0.2	0.5	4	0.1
	Other ³	1.0	1.9	0.6	0.6	6	0.1
Full-time							
	All institutions ¹	3.9	2.2	1.3	1.0	11	0.2
	Public research	6.6	3.2	1.9	1.4	15	0.3
	Private not-for-profit research	8.4	3.3	2.5	1.2	18	0.4
	Public doctoral ²	5.5	2.4	1.7	1.1	13	0.2
	Private not-for-profit doctoral ²	4.5	2.3	1.8	1.1	11	0.2
	Public comprehensive	2.4	1.9	1.1	0.9	9	0.1
	Private not-for-profit comprehensive	1.9	2.0	1.0	0.9	8	0.2
	Private not-for-profit liberal arts	1.8	1.4	0.8	0.6	7	0.1
	Public 2-year	0.6	0.9	0.3	0.6	5	0.1
	Other ³	2.8	2.9	1.3	0.7	10	0.1

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

SECTION 5: FACULTY PERSPECTIVES

Differences between part-time faculty and full-time faculty in their various institutional environments are likely to affect how faculty feel about their job and their institution. This section addresses the following questions: Are part-time faculty in their position by choice? Do faculty who chose to work part time feel differently about their job than those who would prefer to work full time? Are part-time or full-time faculty more satisfied with their job and career?

REASONS FOR WORKING PART TIME

Faculty held part-time positions for a variety of reasons. Approximately three-fifths of part-time faculty stated that full-time positions were not available (59 percent) (table 5.1). Of those faculty members who indicated that a full-time position was not available, about two-fifths (39 percent) indicated that they would prefer full-time work.²⁵ In particular, part-time faculty in the humanities were more likely to report feeling this way (53 percent) than were part-time faculty in business (30 percent), education (29 percent), the health sciences (27 percent), the natural sciences (36 percent), and “all other fields” (33 percent).

JOB SATISFACTION

Approximately three-quarters (75 percent) of all part-time faculty surveyed stated that they preferred to work part time over full time.²⁶ Whether or not part-time faculty preferred working part time is reflected in their reported job satisfaction. Part-time faculty who preferred to work part time were more likely to report feeling “very satisfied” with their job overall (48 percent) than faculty who preferred full-time employment (25 percent) (figure 5.1 and table 5.2).

Part-time faculty who preferred part-time employment were less likely to report feeling “very dissatisfied” (3 percent) than those faculty who preferred full-time employment (9 percent) (table 5.2).

²⁵ Part-time faculty and instructional staff were asked two “yes/no” questions. The first was whether they held their part-time job in fall 1998 because they “preferred working on a part-time basis?” The second was whether they held their part-time job in fall 1998 because “a full-time position was not available?” This figure indicates that of the 59 percent of faculty who indicated that they held their part-time job in fall 1998 because a full-time position was not available to them, two-fifths of them also said that they preferred working on a part-time basis.

²⁶ Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty, “Faculty Survey” (NSOPF:99). This figure represents the percentage of all part-time faculty and instructional staff who indicated that they held their part-time job in fall 1998 because they “preferred working on a part-time basis,” regardless of whether or not a full-time job was available to them in fall 1998.

Across all part-time faculty, 85 percent were either “somewhat” or “very satisfied” with their job overall (table 5.3). In addition, part-time faculty were more likely to report that they felt “very satisfied” with their job (43 percent) than full-time faculty (37 percent).

Part-time faculty at private research institutions were more likely to report feeling “very satisfied” with their job (59 percent) than part-time faculty at all other institution types except private comprehensive institutions. This high level of satisfaction was shared by their full-time counterparts at private research institutions. Forty-seven percent of full-time faculty at private research institutions reported feeling “very satisfied” with their jobs, a rate higher than that of full-time faculty at public research (34 percent), public doctoral (30 percent), and public comprehensive institutions (32 percent).

CHOOSING AN ACADEMIC CAREER AGAIN

Eighty-eight percent²⁷ of part-time faculty and 89 percent of full-time faculty “agreed” or “strongly agreed” that if they had to do it over again, they would still choose an academic career (table 5.4). Full-time faculty were more likely than part-time faculty to “strongly agree” with the statement (50 percent) than part-time faculty (41 percent).

The difference between part-time and full-time faculty was more pronounced in some institution types. In public 2-year institutions, full-time faculty were more likely to “strongly agree” that they would choose an academic career again (52 percent) than part-time faculty (38 percent). The high level of career satisfaction among full-time faculty at public 2-year institutions is interesting given that public 2-year institutions have the lowest percentage of their faculty working full time of any type of institution (table 2.1).

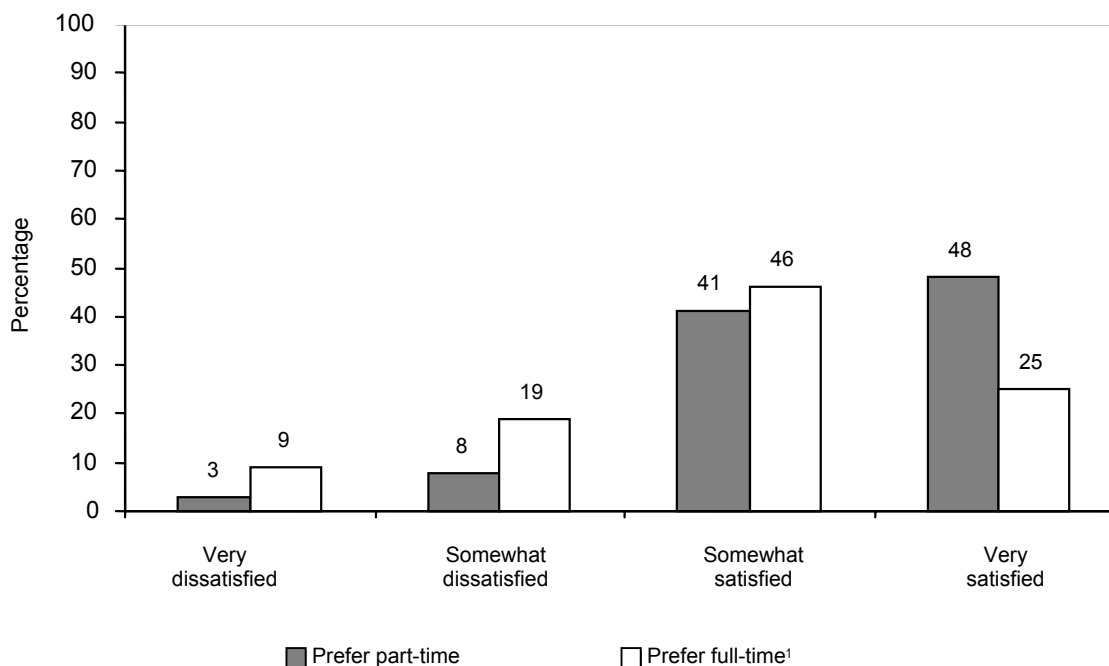
JOB SECURITY

Given that very few part-time faculty have the opportunity to obtain tenure,²⁸ it is not surprising that they were less satisfied with their job security than full-time faculty. Approximately one-third of part-time faculty (32 percent) were “very satisfied” with their job security compared to about one-half of full-time faculty (53 percent) (table 5.5). At the other end of the spectrum, about one-fifth of part-time faculty (21 percent) were “very dissatisfied” with their job security compared to about one-tenth of full-time faculty (7 percent).

²⁷ This computation used estimates with additional precision and does not match sums that might be calculated from the table.

²⁸ Among part-time faculty, 16 percent were at institutions with no tenure systems and 78 percent were not on tenure track (table 2.5).

Figure 5.1—Percentage distribution of degree of part-time instructional faculty satisfaction with their job, by preference for part-time employment: Fall 1998



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¹Respondents were asked a “yes/no” question as to whether or not they “preferred working on a part-time basis.” Figures in this column represent respondents who answered “no.”

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 5.1—Percentage of part-time instructional faculty who stated that full-time positions were unavailable and their employment preference, by type and control of institution and by program area: Fall 1998

Type and control of institution	Full-time unavailable	Of those indicating full-time unavailable	
		Prefer full-time ¹	Prefer part-time
All institutions ²	59	39	61
Public research	60	37	63
Private not-for-profit research	50	36	64
Public doctoral ³	48	38	62
Private not-for-profit doctoral ³	58	36	64
Public comprehensive	59	40	60
Private not-for-profit comprehensive	51	35	65
Private not-for-profit liberal arts	62	41	59
Public 2-year	63	42	58
Other ⁴	57	33	67
Program area			
Agriculture/Home economics	51	#	#
Business	52	30	70
Education	50	29	71
Engineering	55	45	55
Fine arts	67	47	53
Health sciences	52	27	73
Humanities	69	53	47
Natural sciences	59	36	64
Social sciences	63	46	54
All other fields	55	33	67

#Too small to report.

¹Respondents were asked a “yes/no” question as to whether or not they “preferred working on a part-time basis.” Figures in this column represent respondents who answered “no.”

²All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

³Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁴Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 5.2—Percentage distribution of degree of satisfaction with their job for part-time instructional faculty, by preference for part-time employment and by type and control of institution: Fall 1998

Employment preference	Type and control of institution	Satisfaction with job at institution			
		Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Prefer part-time	All institutions ¹	3	8	41	48
	Public research	3	8	39	50
	Private not-for-profit research	#	4	30	66
	Public doctoral ²	3	10	39	48
	Private not-for-profit doctoral ²	3	9	46	42
	Public comprehensive	1	8	44	46
	Private not-for-profit comprehensive	2	10	36	52
	Private not-for-profit liberal arts	5	14	32	49
	Public 2-year	3	7	43	47
	Other ³	3	6	43	47
Prefer full-time ⁴	All institutions ¹	9	19	46	25
	Public research	15	25	39	21
	Private not-for-profit research	3	25	48	25
	Public doctoral ²	7	20	60	14
	Private not-for-profit doctoral ²	7	14	50	29
	Public comprehensive	9	21	54	17
	Private not-for-profit comprehensive	3	26	46	24
	Private not-for-profit liberal arts	16	13	47	24
	Public 2-year	10	19	43	28
	Other ³	4	15	48	34

#Too small to report.

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

⁴Respondents were asked a “yes/no” question as to whether or not they “preferred working on a part-time basis.” Figures in this column represent respondents who answered “no.”

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 5.3—Percentage distribution of degree of satisfaction with their job for instructional faculty, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Satisfaction with job at institution			
		Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Part-time					
	All institutions ¹	4	11	42	43
	Public research	6	13	39	42
	Private not-for-profit research	#	8	33	59
	Public doctoral ²	4	12	43	41
	Private not-for-profit doctoral ²	4	10	47	39
	Public comprehensive	3	11	47	39
	Private not-for-profit comprehensive	2	13	38	47
	Private not-for-profit liberal arts	8	14	36	42
	Public 2-year	5	10	43	42
	Other ³	3	8	44	44
Full-time					
	All institutions ¹	3	12	48	37
	Public research	3	14	48	34
	Private not-for-profit research	3	9	41	47
	Public doctoral ²	4	13	52	30
	Private not-for-profit doctoral ²	4	11	49	36
	Public comprehensive	3	14	50	32
	Private not-for-profit comprehensive	3	13	49	35
	Private not-for-profit liberal arts	4	12	46	38
	Public 2-year	2	8	45	45
	Other ³	4	10	46	40

#Too small to report.

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 5.4—Percentage distribution of instructional faculty agreement about choosing an academic career again, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Would choose an academic career again			
		Strongly disagree	Disagree	Agree	Strongly agree
Part-time					
	All institutions ¹	3	9	46	41
	Public research	3	8	47	42
	Private not-for-profit research	1	5	46	48
	Public doctoral ²	3	15	44	38
	Private not-for-profit doctoral ²	4	11	48	37
	Public comprehensive	3	8	46	43
	Private not-for-profit comprehensive	3	5	45	46
	Private not-for-profit liberal arts	5	5	43	47
	Public 2-year	4	10	48	38
	Other ³	2	11	43	44
Full-time					
	All institutions ¹	3	8	39	50
	Public research	3	9	41	47
	Private not-for-profit research	3	8	37	52
	Public doctoral ²	3	12	43	42
	Private not-for-profit doctoral ²	3	8	44	46
	Public comprehensive	4	9	37	51
	Private not-for-profit comprehensive	2	7	40	51
	Private not-for-profit liberal arts	2	7	35	56
	Public 2-year	3	6	39	52
	Other ³	1	6	40	54

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table 5.5—Percentage distribution of degree of instructional faculty satisfaction with job security, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Satisfaction with job security			
		Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Part-time					
	All institutions ¹	21	17	30	32
	Public research	23	14	25	38
	Private not-for-profit research	26	13	30	31
	Public doctoral ²	21	20	26	34
	Private not-for-profit doctoral ²	17	22	31	30
	Public comprehensive	21	19	28	32
	Private not-for-profit comprehensive	22	12	32	34
	Private not-for-profit liberal arts	17	17	31	36
	Public 2-year	22	17	31	30
	Other ³	20	15	34	31
Full-time					
	All institutions ¹	7	10	29	53
	Public research	7	12	28	54
	Private not-for-profit research	8	11	26	55
	Public doctoral ²	7	10	32	51
	Private not-for-profit doctoral ²	8	12	30	50
	Public comprehensive	6	8	29	57
	Private not-for-profit comprehensive	7	12	28	53
	Private not-for-profit liberal arts	8	13	30	48
	Public 2-year	6	8	30	55
	Other ³	9	10	31	49

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

SECTION 6: SUMMARY

PORTRAIT OF PART-TIME FACULTY

Although not the majority, part-time faculty made up a substantial portion (43 percent) of the instructional workforce in postsecondary institutions in fall 1998 (table 2.1). Part-time faculty numbered close to one-half million in fall 1998 (416,000). The following is a brief portrait of part-time faculty, providing a glimpse into their background, workload, and opinions.

Part-time faculty usually worked with contracts for one academic term (57 percent) (table 2.3), usually held the rank of instructor or lecturer (60 percent) (table 2.4), and rarely had tenure (4 percent) (table 2.5). Although 32 percent of part-time faculty indicated the position at their institution was their primary employment, 33 percent had consulting positions and 73 percent engaged in other non-consulting work (table 2.6).

Part-time faculty usually had a master's degree (54 percent) as their highest degree, but many had a bachelor's or lower as their highest degree (19 percent) (table 3.1). On average, it had been 16 years since part-time faculty had completed their education (table 3.1). In addition, 15 percent of part-time faculty were still working toward a degree, usually a doctorate or equivalent (47 percent) (table 3.2). Part-time faculty had spent, on average, 11 years teaching in higher education and 7 years at their current institution (table 3.4).

As part of their instructional responsibilities, part-time faculty spent an average of 14 hours per week working on paid activities at their institution and 18 hours outside the institution (table 4.1). More of their paid work time was spent teaching undergraduates (an average of 54 percent) than on any other activities (table 4.2). About one-third of part-time faculty (37 percent) taught one class per term; however, 31 percent taught three or more classes (table 4.3).

Although 59 percent of part-time faculty reported that full-time positions were unavailable and 39 percent of those faculty would have preferred full-time work (table 5.1), part-time faculty generally were satisfied with their job. Eighty-five percent of part-time faculty reported feeling "somewhat" or "very satisfied" with their job overall (table 5.3) and 88 percent would choose an academic career again (table 5.4).

COMPARISON OF PART-TIME FACULTY TO FULL-TIME FACULTY

Many features of the work environment differed dramatically for part-time and full-time faculty. Full-time faculty were more likely to have contracts with unspecified duration

than part-time faculty (table 2.3).²⁹ Full-time faculty were more likely than part-time faculty to hold one of the professorial ranks and to be tenured or on tenure track (tables 2.4 and 2.5). Full-time faculty had spent more years teaching in higher education and at their current institution than part-time faculty (table 3.4). Outside the institution, full-time faculty were less likely than part-time faculty to have non-consulting work or other higher education jobs (table 2.6).

Despite their different roles within postsecondary institutions, part-time and full-time faculty had some common experiences. About one-third of both types of faculty members pursued consulting outside the institution (table 2.6). A difference was not observed in the number of years since completion of their highest degree (table 3.1). They both spent about 2 hours per week engaged in *pro bono* (unpaid) work outside the institution (table 4.1) and about 3 hours per week responding to student e-mails (table 4.3). Finally, both types of faculty were fairly satisfied with their job, with about 85 percent of both part-time and full-time faculty reporting that they were “satisfied” or “very satisfied” with their job overall (table 5.3).

²⁹ Response options for this item included: “Unspecified duration or tenured”; “One academic term”; “One academic year or one calendar year”; “Two or more academic/calendar years”; or “Other.” Respondents reporting an unspecified contract duration included tenured faculty.

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APPENDIX A

TECHNICAL NOTES

APPENDIX A: TECHNICAL NOTES

OVERVIEW

The 1999 National Study of Postsecondary Faculty (NSOPF:99) was sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). The Gallup Organization conducted the third cycle of NSOPF:99, which included 960 degree-granting institutions and a sample of 19,813 faculty and instructional staff from those institutions. NSOPF:99 was designed to provide a national profile of faculty: their professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes.

The first cycle of NSOPF was conducted in 1987-1988 with a sample of 480 institutions (including 2-year, 4-year, doctorate-granting, and other colleges and universities), over 3,000 department chairpersons, and over 11,000 faculty. The 1992-1993 study (NSOPF:93) was limited to surveys of institutions and faculty but with a substantially expanded sample of 974 public and private not-for-profit degree-granting postsecondary institutions and 31,354 faculty and instructional staff. Additional information on the first two cycles is available at the following web site: <http://nces.ed.gov/surveys/nsopf>.

INSTITUTION UNIVERSE

The institution universe for NSOPF:99 included:

- Title IV, degree-granting institutions;³⁰
- public and private not-for-profit institutions;³¹
- institutions that conferred associate's, bachelor's, or advanced degrees; and
- institutions that were located in the United States.

This definition covered most colleges (including junior colleges and community colleges), universities, and graduate and professional schools. It excluded institutions that either (1) offered only less than two-year programs, (2) were private, for-profit, or (3) were located outside the United States (for example, in U.S. territories). In addition, it excluded institutions that offered instruction only to employees of the institutions and institutions that offered only correspondence courses. According to NCES Integrated Postsecondary Education Data System (IPEDS),³² 3,396 institutions met these criteria and were eligible for the NSOPF:99 sample. This institution sample consisted of 960 eligible colleges and universities.

³⁰ The U.S. Department of Education is no longer distinguishing among institutions based on accreditation level. As a result, NCES now subdivides the postsecondary institution universe into schools that are eligible to receive Title IV federal financial assistance and those that are not.

³¹ Private for-profit institutions are not included even though they may be Title IV eligible, degree-granting institutions.

³² For more information on IPEDS data used in this study, see *IPEDS Manual for Users* (Washington, D.C.: National Center for Education Statistics, 1991 [NCES 95-724]). This manual is also distributed with IPEDS data on CD-ROM.

FACULTY UNIVERSE

Unlike NSOPF:88, which was limited to faculty whose assignments included instruction, the faculty universe for NSOPF:93 and NSOPF:99 included all those who were designated as faculty whether or not their responsibilities included instruction and other (non-faculty) personnel with instructional responsibilities. Under this definition, researchers and administrators and other institutional staff who held faculty positions, but do not teach, were included in the sample. Instructional staff without faculty status were also included. Teaching assistants were not included in any cycle of NSOPF.

For this particular report, only personnel with instructional responsibilities were included. In addition, only faculty and staff who had some instructional duties related to “credit courses or advising or supervising academic activities for which students received credit” were included in this report.

SAMPLE DESIGN

A two-stage stratified, clustered probability design was used to select the NSOPF:99 sample. The first-stage sampling frame consisted of the 3,396 postsecondary institutions eligible for the sample. The institutions in the NSOPF:99 universe were stratified based on the highest degrees they offered and the amount of federal research dollars they received. These strata distinguished public and private institutions, as well as several types of institutions based on modification of the Carnegie classification system.³³ The following institutional categories were used in this report:

- **Public research:** Publicly controlled institutions among the leading universities in federal research funds. Each of these universities awards substantial numbers of doctorates in many fields.
- **Private research:** Privately controlled not-for-profit institutions among the leading universities in federal research funds. Each of these universities awards substantial numbers of doctorates in many fields.
- **Public doctoral:** Publicly controlled institutions that offer a full range of baccalaureate programs and doctoral degrees in at least three disciplines, but tend to be less focused on research and receive fewer federal research dollars than the research universities. In this report, this group also includes publicly controlled institutions classified by the Carnegie Foundation as specialized medical schools.

³³ See *A Classification of Institutions of Higher Education*, The Carnegie Foundation for the Advancement of Teaching (Princeton, New Jersey, 1994).

- **Private doctoral:** Privately controlled not-for-profit institutions that offer a full range of baccalaureate programs and doctoral degrees in at least three disciplines, but tend to be less focused on research and receive fewer federal research dollars than the research universities. In this report, this group also includes privately controlled institutions classified by the Carnegie Foundation as specialized medical schools.
- **Public comprehensive:** Publicly controlled institutions that offer liberal arts and professional programs; a master's degree is the highest degree offered.
- **Private comprehensive:** Privately controlled not-for-profit institutions that offer liberal arts and professional programs; a master's degree is the highest degree offered.
- **Private liberal arts:** Privately controlled not-for-profit institutions that are smaller than comprehensive colleges and universities; primarily offer bachelor's degrees, although some offer master's degrees.³⁴
- **Public 2-year:** Publicly controlled institutions that offer certificate or degree programs through the Associate's degree level and offer no baccalaureate programs.
- **Other:** Public liberal arts, private 2-year,³⁵ and religious and other specialized institutions, except medical.

DATA COLLECTION PROCEDURES

Prior to collecting data from faculty, it was first necessary to obtain cooperation from the sampled institutions. Each institution was asked to provide annotated lists of all instructional faculty and staff at their institution as well as to complete an Institution Questionnaire.

Institution coordinators were asked to provide a list of full-time and part-time faculty and instructional staff which included all personnel who had faculty status or instructional responsibilities during the 1998 fall term (i.e., the term which included November 1, 1998). Institutions were given specific instructions for determining who should be included as faculty and instructional staff.

³⁴ The Carnegie Classification of Institutions of Higher Education, originally published in 1973, changed the title of the category "liberal arts colleges" to "baccalaureate colleges" in 1994. This report, which uses a modified Carnegie Classification schema to categorize institutions, uses the label "private not-for-profit liberal arts colleges" to be consistent with earlier NCES reports.

³⁵ Public liberal arts and private 2-year institutions have been placed in the "other" category because there are relatively few of them in the country.

RESPONSE RATES

Of the 960 institutions in the total sample, one was found to be ineligible because it had merged with another institution. A total of 818 institutions agreed to participate by providing lists of faculty and instructional staff, for a list participation rate of 85.3 percent (88.4 percent, weighted). A total of 865 institutions returned the institution questionnaire, for a response rate of 90.2 percent (92.8 percent, weighted).

Initially, 28,576 faculty and instructional staff were selected from institutions who provided a list of their faculty and instructional staff. Subsequently, a subsample of 19,813 faculty and instructional staff was drawn for intensive follow up. Approximately 18,000 faculty and instructional staff questionnaires were completed for a weighted response rate of 83.0 percent. The overall weighted faculty response rate (institution list participation rate multiplied by the faculty questionnaire response rate) was 73.4 percent.

Faculty nonresponse bias analyses indicated no significant bias. Item nonresponse occurred when a respondent did not answer one or more survey questions. The item nonresponse rates were generally low for the faculty questionnaire. For a full description of faculty and item nonresponse, see the 1999 National Study of Postsecondary Faculty: Methodological Report [NCES 2002-154].

DATA ANALYSIS SYSTEM

Except where noted, the estimates presented in this report were produced using the NSOPF:99 Data Analysis System (DAS). The DAS software makes it possible for users to specify and generate their own tables from the NSOPF:99 data. With the DAS, users can replicate or expand upon the tables presented in this report. If the number of valid cases is too small to produce a reliable estimate, the DAS prints the message “low-N” instead of the estimate. For more information about the NSOPF:99 Data Analysis Systems, consult the NCES web site at <http://nces.ed.gov/das> or contact:

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SOURCES OF ERROR

The survey estimates provided in the NSOPF:99 analytical reports are subject to two sources of error: sampling errors and nonsampling errors. Sampling errors occur because the estimates are based on a sample of individuals in the population rather than on the entire population. The standard error measures the variability of the sample estimator in repeated sampling, using the same sample design and sample size.

Standard errors for all estimates presented in this report's tables were computed using a technique known as Taylor-series approximation. Standard errors for selected characteristics are presented in tables A.1-A.5, corresponding to figure 2.1 and to tables 3.1-3.4 in the report. Standard errors for all other estimates presented in this report are available upon request.

Comparisons noted in this report are significant at the 0.05 level. The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error, or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \quad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$\frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p se_{sub}^2}} \quad (2)$$

where p is the proportion of the total group contained in the subgroup.³⁶ The general formula when two estimates are compared is:

$$\frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1 se_2}} \quad (3)$$

where r is the correlation between the two estimates.³⁷ In particular, this formula is used when the percentages add to 100 percent.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large *t* statistics may appear to merit special attention. This can be misleading since the magnitude of the *t* statistic is related not only to the observed differences in means or percentages but also to the number of respondents in the specific categories

³⁶ U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician*, No. 2, 1993.

³⁷ Ibid.

used for comparison. Hence, a small difference compared across a large number of respondents would produce a large t statistic.

A second hazard in reporting statistical tests for each comparison occurs when making multiple comparisons among categories of an independent variable. For example, when making paired comparisons among different institution types, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or “families” are tested for statistical significance, one must apply a standard that assures a level of significance for all of those comparisons taken together.

Comparisons were made in this report only when $p < .05/k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This guarantees both that the individual comparison would have $p < .05$ and that for k comparisons within a family of possible comparisons, the significance level for all the comparisons will sum to $p < .05$.³⁸

For example, in comparison of the percentages of males and females with tenure, only one comparison is possible (males versus females). In this family, $k=1$, and the comparison can be evaluated without adjusting the significance level. When respondents are divided into five racial/ethnic groups and all possible comparisons are made, then $k=10$ and the significance level of each test must be $p < .05/10$, or $p < .005$. The formula for calculating family size (k) is as follows:

$$k = \frac{j(j-1)}{2} \quad (4)$$

where j is the number of categories for the variable being tested. In the case of race/ethnicity, there are five race/ethnic groups (American Indian/Alaskan Native; Asian/Pacific Islander; Black, non-Hispanic; Hispanic; and White, non-Hispanic), so substituting 5 for j in equation 4,

$$k = \frac{5(5-1)}{2} = 10$$

Sample estimates also are subject to bias from nonsampling errors. It is more difficult to measure the magnitude of these errors. They can arise for a variety of reasons: nonresponse, undercoverage, differences in the respondent’s interpretation of the meaning of questions, memory effects, misrecording of responses, incorrect editing,

³⁸ The standard that $p < .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p < .05$. For tables showing the t statistic required to ensure that $p < .05/k$ for a particular family size and degrees of freedom, see Olive Jean Dunn, “Multiple Comparisons Among Means,” *Journal of the American Statistical Association* 56 (1961): 52-64.

coding, and data entry, time effects, or errors in data processing. Whereas general sampling theory can be used, in part, to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure. Measurement of nonsampling errors usually requires the incorporation of a methodological experiment into the survey or the use of external data to assess and verify survey results.

To minimize the potential for nonsampling errors, the faculty and institution questionnaires (as well as the sample design, data collection, and data processing procedures) were field-tested with a national probability sample of 162 postsecondary institutions and 512 faculty members in 1998. An extensive item nonresponse analysis of the questionnaires was also conducted followed by additional evaluation of the instruments and survey procedures.³⁹ An item nonresponse analysis was also conducted for the full-scale surveys. See the *1999 National Study of Postsecondary Faculty: Methodology Report* [NCES 2002–154] for a detailed description of the item nonresponse analysis.

In addition, for the full-scale surveys, a computer-based editing system was used to check data for range errors, logical inconsistencies, and erroneous skip patterns. For erroneous skip patterns, values were logically assigned on the basis of the presence or absence of responses within the skip pattern whenever feasible, given the responses. Some small inconsistencies between different data elements remained in the data files. In these situations, it was impossible to resolve the ambiguity as reported by the respondent.

³⁹ A complete description of the field test design and results can be found in Abraham, Sameer Y., *et al.*, *1999 National Study of Postsecondary Faculty (NSOPF:99): Field Test Report*, Working Paper No. 2000-01 (Washington, DC: U.S. Department of Education, National Center for Education Statistics), January 2000.

Table A.1—Weighted sample sizes and standard errors of estimates (in thousands) for Figure 2.1: All instructional faculty and staff, by employment status and by type and control of institution: Fall 1998

Institution type		Total	Part-time	Full-time
All institutions ¹	Weighted sample size	967.4	416.0	560.4
	Standard error	8.02	7.59	5.51
Public research	Weighted sample size	173.3	35.8	137.5
	Standard error	2.98	2.18	2.62
Private not-for-profit research	Weighted sample size	53.7	14.8	39.0
	Standard error	2.32	1.81	1.82
Public doctoral ²	Weighted sample size	83.6	25.5	58.1
	Standard error	2.45	2.11	1.80
Private not-for-profit doctoral ²	Weighted sample size	38.7	18.0	20.7
	Standard error	0.99	1.03	0.84
Public comprehensive	Weighted sample size	131.4	48.4	83.0
	Standard error	2.91	2.65	2.10
Private not-for-profit comprehensive	Weighted sample size	74.2	36.7	37.5
	Standard error	1.89	2.00	1.30
Private not-for-profit liberal arts	Weighted sample size	80.6	33.0	47.6
	Standard error	2.54	2.54	1.54
Public 2-year	Weighted sample size	272.6	170.1	102.5
	Standard error	4.46	4.77	2.20
Other ³	Weighted sample size	68.4	33.8	34.6
	Standard error	2.16	1.99	1.72

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table A.2—Standard Errors for Table 3.1: Percentage distribution of instructional faculty by highest degree completed and mean number of years since completion of highest degree, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Percent by highest degree completed			Mean number of years since completion of highest degree
		Doctorate (or equivalent)	Master's (or equivalent)	Bachelor's or less	
Part-time					
	All institutions ¹	1.14	1.22	0.92	0.26
	Public research	3.37	3.48	2.01	0.91
	Private not-for-profit research	5.37	6.49	3.90	2.07
	Public doctoral ²	7.43	6.82	1.89	0.91
	Private not-for-profit doctoral ²	5.25	2.99	4.81	0.92
	Public comprehensive	2.45	2.68	1.50	0.70
	Private not-for-profit comprehensive	3.00	2.92	1.55	0.70
	Private not-for-profit liberal arts	3.42	4.27	3.59	1.08
	Public 2-year	0.92	1.79	1.71	0.38
	Other ³	4.90	4.41	2.84	0.64
Full-time					
	All institutions ¹	0.82	0.74	0.34	0.15
	Public research	1.18	1.09	0.39	0.29
	Private not-for-profit research	1.25	1.05	0.83	0.66
	Public doctoral ²	1.53	1.47	0.36	0.46
	Private not-for-profit doctoral ²	1.60	1.50	0.52	0.56
	Public comprehensive	1.35	1.31	0.58	0.35
	Private not-for-profit comprehensive	2.73	2.74	0.75	0.55
	Private not-for-profit liberal arts	2.86	2.87	0.75	0.52
	Public 2-year	1.86	1.56	1.34	0.26
	Other ³	4.37	3.99	1.39	0.68

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table A.3—Standard Errors for Table 3.2: Percentage of instructional faculty working toward a degree and percentage distribution of faculty by degree working toward, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Currently working toward degree	Degree working toward		
			Doctorate (or equivalent)	Master's (or equivalent)	Bachelor's or less
Part-time					
	All institutions ¹	0.84	3.26	3.20	1.79
	Public research	2.84	11.51	11.78	1.45
	Private not-for-profit research	2.59	#	#	#
	Public doctoral ²	2.29	11.10	10.27	6.91
	Private not-for-profit doctoral ²	1.92	9.55	8.37	5.55
	Public comprehensive	2.84	9.55	10.94	6.31
	Private not-for-profit comprehensive	2.25	9.87	9.89	1.62
	Private not-for-profit liberal arts	3.06	10.40	11.27	3.14
	Public 2-year	1.42	5.10	4.51	2.99
	Other ³	2.56	10.34	7.95	7.95
Full-time					
	All institutions ¹	0.40	2.39	2.21	1.56
	Public research	0.69	6.95	6.25	6.71
	Private not-for-profit research	0.88	#	#	#
	Public doctoral ²	0.62	7.87	6.36	8.20
	Private not-for-profit doctoral ²	1.17	8.57	8.95	5.19
	Public comprehensive	0.68	5.41	5.41	3.29
	Private not-for-profit comprehensive	1.09	4.95	4.90	0.90
	Private not-for-profit liberal arts	2.13	6.33	6.55	3.45
	Public 2-year	1.01	3.56	3.60	2.71
	Other ³	2.58	8.41	6.84	3.71

#Too small to report.

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table A.4—Standard Errors for Table 3.3: Percentage of instructional faculty working toward a degree and percentage distribution of faculty by degree working toward, by employment status and by program area: Fall 1998

Employment status	Type and control of institution	Currently working toward degree	Degree working toward		
			Doctorate (or equivalent)	Master's (or equivalent)	Bachelor's or less
Part-time					
	Agriculture/Home economics	5.55	#	#	#
	Business	2.43	10.44	10.16	4.87
	Education	1.73	8.52	8.61	4.70
	Engineering	2.32	#	#	#
	Fine arts	2.35	6.26	8.08	4.30
	Health sciences	3.35	9.93	10.65	6.46
	Humanities	1.86	5.73	5.48	2.79
	Natural sciences	1.73	6.99	7.20	3.32
	Social sciences	4.17	10.66	10.33	1.77
	All other fields	1.32	6.62	6.70	4.56
Full-time					
	Agriculture/Home economics	0.89	#	#	#
	Business	1.14	8.25	8.47	2.86
	Education	1.34	5.75	3.33	5.44
	Engineering	1.50	#	#	#
	Fine arts	1.60	9.53	7.22	7.48
	Health sciences	0.92	4.06	4.76	3.13
	Humanities	1.27	6.32	6.22	1.49
	Natural sciences	0.59	6.16	6.52	2.14
	Social sciences	0.96	9.92	5.21	10.52
	All other fields	1.04	4.88	4.64	4.51

#Too small to report.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table A.5—Standard Errors for Table 3.4: Mean number of years instructional faculty have taught in higher education, mean number of years instructional faculty have held their current position, and percentage of instructional faculty who were in their first higher education position, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Mean number of years teaching in higher education	Mean number of years in current higher education position	Percent whose current position was the first job in higher education
Part-time				
	All institutions ¹	0.23	0.18	0.99
	Public research	0.89	0.78	2.94
	Private not-for-profit research	2.39	2.07	6.45
	Public doctoral ²	0.62	0.44	4.24
	Private not-for-profit doctoral ²	0.57	0.57	3.18
	Public comprehensive	0.62	0.54	2.75
	Private not-for-profit comprehensive	0.62	0.46	2.83
	Private not-for-profit liberal arts	0.61	0.59	4.18
	Public 2-year	0.31	0.21	1.62
	Other ³	0.70	0.67	3.14
Full-time				
	All institutions ¹	0.15	0.14	0.68
	Public research	0.29	0.26	1.46
	Private not-for-profit research	0.64	0.46	2.85
	Public doctoral ²	0.51	0.45	2.11
	Private not-for-profit doctoral ²	0.65	0.57	2.58
	Public comprehensive	0.38	0.36	1.45
	Private not-for-profit comprehensive	0.57	0.55	2.30
	Private not-for-profit liberal arts	0.59	0.53	2.16
	Public 2-year	0.29	0.26	1.52
	Other ³	0.76	0.78	3.76

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

APPENDIX B

GLOSSARY

APPENDIX B: GLOSSARY

This glossary provides a list of all the variables used in this report. All variables are taken from the NSOPF:99 Data Analysis System (DAS) (see Appendix A for an explanation of the DAS). DAS variable names starting with “Q” were items from the survey; DAS variable names starting with “X” were derived by combining items from the survey or were obtained from other sources; and DAS variable names starting with “Y” have imputed values for individuals who responded, “don’t know.”

In the first list, a glossary index presents the variables in the order they appear in the report. The second list is a glossary that lists all variables alphabetically, by DAS variable and provides a complete description of each variable.

GLOSSARY INDEX

DAS Variable Labels	DAS Variable Names
<i>Control Variables</i>	
Any instructional duties for credit	X01Z1
Institutional classification	X02Z0
Principal field of teaching or research	X05Z14
Full- or part-time employment at this institution	Q5
<i>Section 2</i>	
Contract duration	Q11
Part-time position is primary employment.....	Q19
Other employment, fall 1998, consulting.....	Q20
Other employment, fall 1998, non-consulting	Q21
Outside income, other academic institutions	Q76D
Rank.....	X01Z8
Tenure status.....	Q10
Gender	Q81
<i>Section 3</i>	
Highest degree	X01Z16
Highest degree, years since receiving.....	X15Z16
Currently working toward a degree	Q17
Currently working toward a degree, degree.....	Q18A
Number of years teaching in higher education institution	Q25
Years held current job.....	X01Z7
First higher education position, year still there.....	Q24A1P
<i>Section 4</i>	
Hours per week paid activities at institution	Q30A
Hours per week unpaid activities at institution	Q30B
Hours per week paid activities outside institution	Q30C
Hours per week unpaid (pro bono) activities outside institution.....	Q30D
Time spent teaching undergraduates	Q31A1
Time spent teaching graduate students	Q31A2

DAS Variable Labels	DAS Variable Names
Time spent on research	Q31A3
Time spent on professional growth	Q31A4
Time spent on administration	Q31A5
Time spent on service activities	Q31A6
Time spent on consulting	Q31A7
Total hours per week teaching credit classes	X01Z41
Total regularly scheduled office hours per week	Q51
Total hours per week responding to student e-mails	Q47
Total classes taught	Q33
Recent total articles/works in refereed/juried media	X01Z29
Recent total articles/works in nonrefereed/nonjuried media	X02Z29
Recent total reviews of books, articles, or works	X03Z29
Recent total books, textbooks, monographs, or reports	X04Z29
Recent total presentations, exhibitions, or performances	X05Z29
Recent total patents or computer programs	X06Z29
Section 5	
Part-time because full-time unavailable	Q6B
Part-time because part-time preferred	Q6A
Satisfaction with job overall	Q66J
Opinion about choosing an academic career again	Q92H
Satisfaction with job security	Q66B
Compendium Tables	
Race/ethnicity, including multiple, non-Hispanic	X03Z84
Courses taught total	Q34
Any funded research	Q54
Total number of grants/contracts received from all sources	Q58
Total funds received from all sources, "don't knows" imputed	YQ59A
Any creative work/writing/research, type	Q53
Any class use lecture/discussion as primary method	X37Z41
Any class use seminars as primary method	X38Z41
Any class use lab or clinic as primary method	X39Z41
Any class use internship or fieldwork as primary method	X40Z41
Any class use something else as primary method	X41Z41
Teaching methods used in at least one class, essay exams	Q42C
Teaching methods used in at least one class, multiple choice exams	Q42B
Teaching methods used in at least one class, multiple drafts of written work	Q42F
Teaching methods used in at least one class, short answer exams	Q42D
Teaching methods used in at least one class, term or research papers	Q42E
Teaching methods used in at least one class, student evaluations	Q42A
Teaching methods used in at least one class, grading on a curve	Q42G
Teaching methods used in at least one class, competency-based grading	Q42H

GLOSSARY

	DAS Variable Names
Any class use internship or fieldwork as primary method	X40Z41
<p>This derived variable was created to indicate whether any of the classes taught in the 1998 fall term used apprenticeships, internships, fieldwork, or field trips as the primary instructional method. "Yes" included responses "Yes, all" and "Yes, some."</p> <p>No Yes</p>	
Any class use lab or clinic as primary method	X39Z41
<p>This derived variable was created to indicate whether any of the classes taught in the 1998 fall term used labs, clinics, or problem sessions as the primary instructional method. "Yes" included responses "Yes, all" and "Yes, some."</p> <p>No Yes</p>	
Any class use lecture/discussion as primary method	X37Z41
<p>This derived variable was created to indicate whether any of the classes respondents taught in the 1998 fall term used lecture and discussion as the primary instructional method. "Yes" included responses "Yes, all" and "Yes, some."</p> <p>No Yes</p>	
Any class use seminars as primary method	X38Z41
<p>This derived variable was created to indicate whether any of the classes taught in the 1998 Fall term used seminars as the primary instructional method. "Yes" included responses "Yes, all" and "Yes, some."</p> <p>No Yes</p>	

	DAS Variable Names
Any class use something else as primary method	X41Z41
<p>This derived variable was created to indicate whether any of the classes taught in the 1998 fall term used other methods as the primary instructional method. “Yes” included responses “Yes, all” and “Yes, some.”</p>	
<p>No Yes</p>	
Any creative work/writing/research, type	Q53
<p>How would you describe your primary professional research, writing, or creative work during the 1998 Fall Term? “Other” includes clinical, grant writing/proposals, writing textbooks, both basic and applied, and other.</p>	
<p>Basic research Applied or policy-oriented research Literary, performance, or exhibition Program or curriculum design Other</p>	
Any funded research	Q54
<p>During the 1998 Fall Term, were you engaged in any funded research or funded creative work? Include any grants, contracts, or institutional awards. Do not include consulting services.</p>	
<p>No Yes</p>	
Any instructional duties for credit	X01Z1
<p>This derived variable was created to indicate whether respondents had any instructional duties for credit at the institution from which they were sampled during the 1998 Fall Term. The derived variable was created from variables Q1 and Q2. “Yes” included respondents who answered “yes” to Q1 (any instructional duties) and “all” or “some” to Q2 (instructional duties related to credit courses or advising or supervising academic activities for which students received credit).</p>	
<p>No Yes</p>	

	DAS Variable Names
Contract duration	Q11
During the 1998 Fall Term, what was the duration of your contract or appointment at this institution?	
<ul style="list-style-type: none"> One academic term One academic or calendar year Two or more academic or calendar years Unspecified duration or tenured Other 	
Courses taught total	Q34
How many different courses (preparations) do these classes/sections represent?	
<ul style="list-style-type: none"> 0 courses 1 course 2 courses 3 courses More than 3 courses 	
Currently working toward a degree	Q17
Are you currently working toward a degree?	
<ul style="list-style-type: none"> No Yes 	
Currently working toward a degree, degree	Q18A
What type of degree are you currently working toward?	
<p>Estimates reported in this report were calculated by combining categories from the DAS. Doctorate (or equivalent) comprises "First professional degree" and "Doctoral degree." Master's (or equivalent) comprises "MFA, MSW" and "Other master's degree." Bachelor's or less comprises "Bachelor's," "Associate's degree or equivalent," and "Certificate or diploma for undergraduate."</p>	

	DAS Variable Names
First higher education position, still there	Q24A1P
Do you still currently hold your first job in higher education? No Yes	
Full- or part-time employment at this institution	Q5
During the 1998 Fall Term, did this institution consider you to be employed part time or full time? Part time Full time	
Gender	Q81
Male Female	
Highest degree	X01Z16
This derived variable was created in order to describe the highest degree or award achieved by a respondent. Estimates reported in this report were calculated by combining categories from the DAS. Doctorate (or equivalent) comprises "First professional degree" and "Doctoral degree." Master's (or equivalent) comprises "Master's degree." Bachelor's or less comprises "Bachelor's," "Associate's," and "Less than an Associate's."	
Highest degree, years since receiving	X15Z16
This derived variable was created to calculate the number of years since the respondent attained the highest degree by subtracting the year in which they received that degree, Q16b1, from 1999.	
Hours per week paid activities at institution	Q30A
On average, how many hours per week did you spend on all paid activities at this institution (e.g. teaching, clinical service, class preparation, research, administration) during the 1998 Fall Term?	

	DAS Variable Names
Hours per week paid activities outside institution	Q30C
On average, how many hours per week did you spend on any other paid activities outside this institution (e.g., consulting, working on other jobs) during the 1998 Fall Term?	
Hours per week unpaid activities at institution	Q30B
On average, how many hours per week did you spend on all unpaid activities at this institution during the 1998 Fall Term?	
Hours per week unpaid (pro bono) activities outside institution	Q30D
On average, how many hours per week did you spend on unpaid (pro bono) professional service activities outside this institution during the 1998 Fall Term?	
Institutional classification	X02Z0
This variable was used to identify type and control of institution according to a modified Carnegie classification. The 1994 Carnegie classification was used. See a description of each type of Carnegie classification under the "Sample Design" section of the Technical Notes.	
Public research	control=public and Carnegie=11 or 12
Private not-for-profit research	control=private and Carnegie=11 or 12
Public doctoral	control=public and Carnegie=13, 14, or 52
Private not-for-profit doctoral	control=private and Carnegie=13, 14, or 52
Public comprehensive	control=public and Carnegie=21 or 22
Private not-for-profit comprehensive	control=private and Carnegie=21 or 22
Private not-for-profit liberal arts	control=private and Carnegie=31 or 32
Public 2-year	control=public and Carnegie=40
Other	control=public and Carnegie=31 or 32, or control=private and Carnegie=40, or Carnegie=51 or 53-65
Number of years teaching in higher education institution	Q25
How many years have you been teaching in higher education institutions?	

	DAS Variable Names
Opinion about choosing an academic career again	Q92H
Please indicate the extent to which you agree or disagree with each of the following statements. If I had it to do over again, I would still choose an academic career.	
Strongly Agree Agree Disagree Strongly Disagree	
Other employment, fall 1998, consulting	Q20
During the 1998 Fall Term, did you do outside consulting in addition to your employment at this institution?	
No Yes	
Other employment, fall 1998, non-consulting	Q21
During the 1998 Fall Term, did you have professional employment other than consulting in addition to your employment at this institution?	
No Yes	
Outside income, other academic institutions	Q76D
How much were you compensated for employment at another academic institution?	
Part-time because full-time unavailable	Q6B
Did you hold a part-time position at this institution during the 1998 fall term because a full-time position was not available?	
No Yes	

**DAS Variable
Names****Part-time because part-time preferred****Q6A**

Did you hold a part-time position at this institution during the 1998 fall term because you preferred working on a part-time basis?

No
Yes

Part-time position is primary employment**Q19**

Do you consider your position at this institution to be your primary employment?

No
Yes

Principal field of teaching**X02Z14**

Identifies the general program area of a respondent's principal field of teaching:

Agriculture/home economics	Includes agriculture-unspecified, agribusiness, agricultural sciences, renewable resources, other agriculture, and home economics.
Business	Includes business-unspecified, accounting, banking and finance, business administration and management, business administrative support, human resources development, organizational behavior, marketing and distribution, and other business.
Education	Includes education-unspecified, general education, basic skills, bilingual and cross-cultural education, curriculum and instruction, education administration, education evaluation and research, educational psychology, special education, student counseling and personnel, other education, teacher education-unspecified, pre-elementary, elementary, secondary, adult and continuing, other general teacher education programs and teacher education in specific subjects.
Engineering	Includes engineering-unspecified, general, civil, mechanical, chemical, and other engineering, and engineering-related technologies.
Fine arts	Includes art-unspecified, art history and appreciation, crafts,

	dance, design, dramatic arts, film arts, fine arts, music, music history and appreciation, and other visual or performing arts.
Health sciences	Includes health sciences-unspecified, allied health technologies, dentistry, health services administration, medicine, nursing, pharmacy, public health, veterinary medicine, and other health sciences.
Humanities	Includes English and literature-unspecified, general English, composition, American literature, English literature, linguistics, speech, English as second language, other English, foreign languages-unspecified, Chinese, French, German, Italian, Latin, Japanese, other Asian, Russian, Spanish, other foreign languages, philosophy and religion, and history.
Natural sciences	Includes computer science-unspecified, computer and information sciences, computer programming, data processing, systems analysis, other computer science, biological sciences-unspecified, biochemistry, biology, botany, genetics, immunology, microbiology, physiology, zoology, other biological sciences, physical sciences-unspecified, astronomy, chemistry, physics, geological sciences, other physical sciences, mathematics, and statistics.
Social sciences	Includes psychology, social sciences-unspecified, general social sciences, anthropology, archeology, area and ethnic studies, demography, economics, geography, international relations, political science, sociology, and other social sciences.
All other fields	Includes architecture, communications, industrial arts, law, library and archival sciences, military studies, multi-interdisciplinary studies, parks and recreation, theology, protective services, public affairs, science technologies, vocational training-unspecified, construction trades, consumer services, mechanics and repairers, precision production, transportation, and other.

	DAS Variable Names
Race/ethnicity, including multiple, non-Hispanic	X03Z84
<p>This derived variable was created to separate respondents who are Hispanic from respondents who are of a single race or multiracial but not Hispanic.</p> <p>American Indian, non-Hispanic Pacific Islander, non-Hispanic Asian, non-Hispanic Black, non-Hispanic White, non-Hispanic More than one race, non-Hispanic Hispanic</p>	
Rank	X01Z8
<p>This derived variable was created from variable Q8 to identify a respondents academic rank, title or position at their sampled institution.</p> <p>Some estimates reported in this table were calculated by combining categories from the DAS. Full professor Associate professor Assistant professor Instructor/lecturer comprises “Instructor” and “Lecturer.” Other or no rank comprises “Other ranks” and “Not applicable, no rank.”</p>	
Recent total articles/works in nonrefereed/nonjuried media	X02Z29
<p>This derived variable combined the total number of articles published in the past two years in nonrefereed professional or trade journals or creative works published in nonjuried media or in-house newsletters for which the respondent had sole responsibility or joint responsibility.</p>	
Recent total articles/works in refereed/juried media	X01Z29
<p>This derived variable combined the total number of articles published in the past two years in refereed professional or trade journals or creative works published in juried media for which the respondent had sole responsibility or joint responsibility.</p>	

	DAS Variable Names
Recent total books, textbooks, monographs, or report	X04Z29
This derived variable combines the total number of textbooks, other books, monographs, and research or technical reports disseminated internally or to clients in the past two years for which the respondent had sole responsibility or joint responsibility.	
Recent total patents or computer programs	X06Z29
This derived variable combines the total number of other publications, such as patents or computer software products that the respondent had in the past two years for which they had sole responsibility or joint responsibility.	
Recent total presentations, exhibitions, or performance	X05Z29
This derived variable combined the total number of presentations at conferences and workshops or exhibitions or performances in the fine or applied arts, that the respondent had sole responsibility or joint responsibility in the past two years.	
Recent total reviews of books, articles, or works	X03Z29
This derived variable combined the total number of reviews of books, articles, or creative works and chapters in edited volumes published in the past two years for which the respondent had sole responsibility or joint responsibility.	
Satisfaction with job overall	Q66J
How satisfied or dissatisfied are you with the following aspects of your job at this institution? How satisfied are you with your job here, overall?	
<ul style="list-style-type: none"> Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied 	

**DAS Variable
Names**

Satisfaction with job security**Q66B**

How satisfied or dissatisfied are you with the following aspects of your job at this institution?
How satisfied are you with your job security?

Very Satisfied
Somewhat Satisfied
Somewhat Dissatisfied
Very Dissatisfied

Teaching methods used in at least one class, competency-based grading **Q42H**

In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use competency-based grading?

Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.

Teaching methods used in at least one class, essay exams**Q42C**

In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use essay midterm and/or final exams?

Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.

Teaching methods used in at least one class, grading on a curve**Q42G**

In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use grading on a curve?

Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.

Teaching methods used in at least one class, multiple choice exams**Q42B**

In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use multiple-choice midterm and/or final exam?

Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.

	DAS Variable Names
Teaching methods used in at least one class, multiple drafts of written work	Q42F
In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use multiple drafts of written work?	
Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.	
Teaching methods used in at least one class, short answer exams	Q42D
In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use short-answer midterm and/or final exams?	
Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.	
Teaching methods used in at least one class, student evaluations	Q42A
In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use student evaluations of each other’s work?	
Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.	
Teaching methods used in at least one class, term or research papers	Q42E
In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use term or research papers?	
Categories of responses in the DAS included, “None,” “Some,” and “All.” Percents reported in this report are a combination of “Some” and “All” categories.	
Tenure status	Q10
What was your tenure status at this institution during the 1998 Fall Term?	
Tenured	
Nontenured, tenure track	
Nontenured, not on tenure track	
Without a tenure system	

	DAS Variable Names
Time spent on administration	Q31A5
What percent of your time do you spend in administration (including departmental or institution-wide meetings or committee work)?	
Time spent on consulting	Q31A7
What percent of your time do you spend in outside consulting, freelance work, other outside work/other non-teaching professional activities (other activities or work not listed in a-f)?	
Time spent on professional growth	Q31A4
What percent of your time do you spend in professional growth activities (including taking courses; pursuing an advanced degree; other professional development activities; such as practice or activities to remain current in your field)?	
Time spent on research	Q31A3
What percent of your time do you spend in research/scholarship activities (including research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches)?	
Time spent on service activities	Q31A6
What percent of your time do you spend in service activities (including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations)?	
Time spent teaching graduate students	Q31A2
What percent of your time do you spend teaching graduate or first-professional students (including teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; supervising clinical students; working with student organizations or intramural athletics)?	

	DAS Variable Names
Time spent teaching undergraduates	Q31A1
What percent of your time do you spend teaching undergraduate students (including teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; working with student organizations or intramural athletics)?	
Total classes taught	Q33
During the 1998 Fall Term, what was the total number of classes or sections you taught at this institution?	
0 classes	
1 class	
2 classes	
3 classes	
More than 3 classes	
Total funds received from all sources, “don’t knows” imputed	YQ59A
What were the total funds received from all sources for the 1998-99 academic year? Do not include funding that was awarded in 1999. This variable is identical variable Q59a, but the “don’t know” responses have been imputed.	
Total hours per week responding to student emails	Q47
Approximately how many hours per week did you spend responding to student e-mail during the 1998 Fall Term?	
Total hours per week teaching credit classes	X01Z41
This derived variable was created to provide a calculation of the total number of hours spent teaching per week at five or fewer classes for credit, by adding together the number of hours the respondent spent teaching each class using variables Q41A2G through Q41E2G. A maximum of five classes could be reported. Therefore, this could represent an undercount if the individual taught more than five classes.	
Total number of grants/contracts received from all sources	Q58
What were the total number of grants/contracts from all sources in the 1998 Fall Term?	

**DAS Variable
Names**

Total regularly scheduled office hours per week**Q51**

During the 1998 Fall Term, how many regularly scheduled office hours did you have per week?

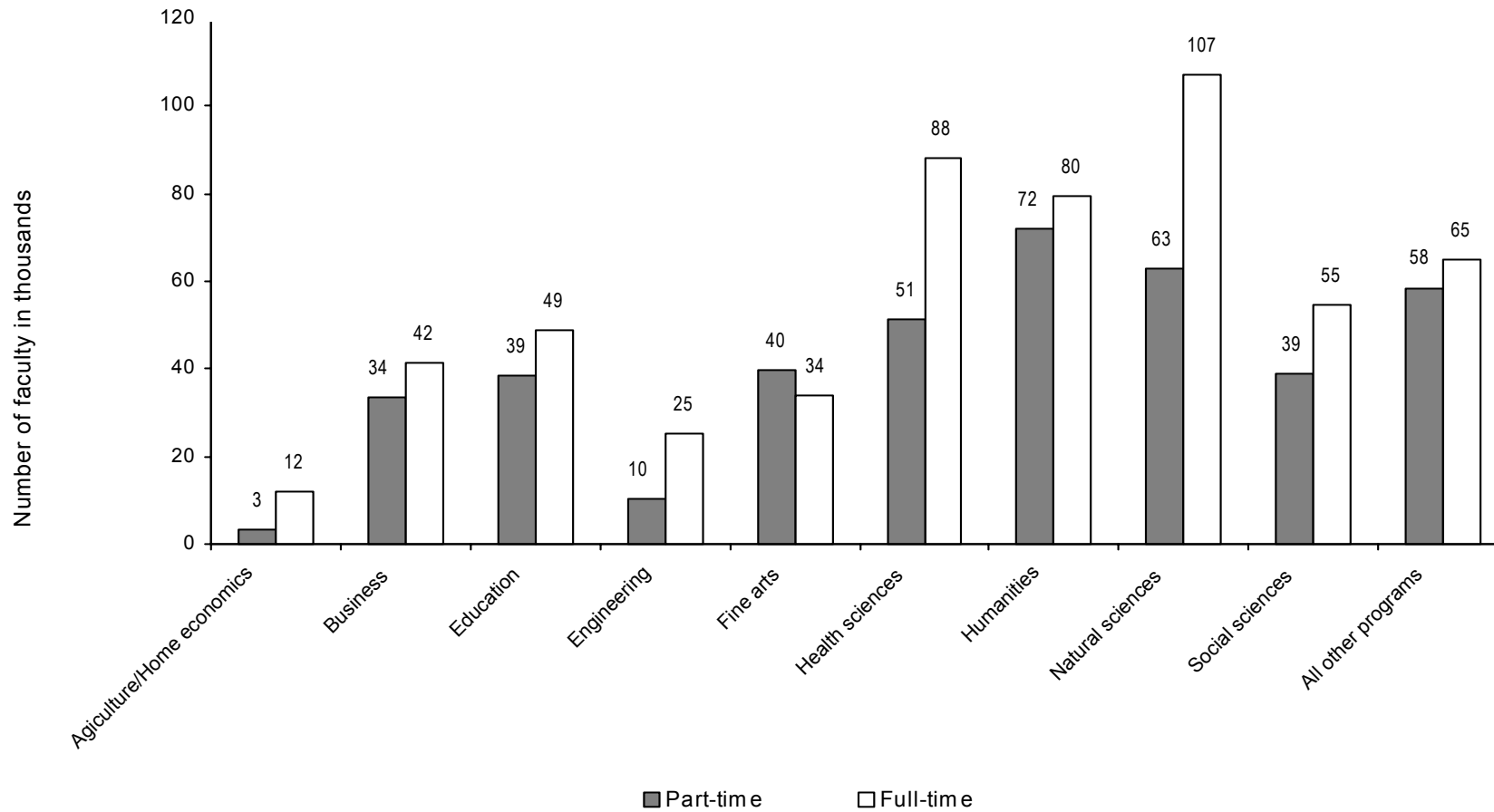
Years held current job**X01Z7**

This derived variable was created to indicate the number of years a respondent has been at the position held during the 1998 Fall Term at their sampled institution, based on the year began (from variable Q7).

APPENDIX C

COMPENDIUM SECTION

Figure C.1—Number of instructional faculty in postsecondary institutions (in thousands), by employment status and by program area: Fall 1998



NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table C.1—Percentage distribution of instructional faculty, by race/ethnicity, by employment status, and type and control of institution: Fall 1998

Employment status	Type and control of institution	Race/Ethnicity						Hispanic
		American Indian, non-Hispanic	Pacific Islander, non-Hispanic	Asian, non-Hispanic	Black, non-Hispanic	White, non-Hispanic	More than one race, non-Hispanic	
Part-time								
	All institutions ¹	1	#	3	4	88	1	4
	Public research	2	#	4	3	87	1	4
	Private not-for-profit research	#	#	2	3	90	#	4
	Public doctoral ²	2	#	3	3	88	1	3
	Private not-for-profit doctoral ²	#	#	7	3	87	1	3
	Public comprehensive	1	1	4	4	85	#	4
	Private not-for-profit comprehensive	1	3	1	2	93	1	2
	Private not-for-profit liberal arts	#	#	3	6	87	1	3
	Public 2-year	1	#	2	5	87	1	5
	Other ³	#	#	3	4	90	1	2
Full-time								
	All institutions ¹	#	#	5	5	85	1	3
	Public research	#	#	8	3	84	1	3
	Private not-for-profit research	#	#	7	4	86	#	4
	Public doctoral ²	#	#	5	4	86	1	3
	Private not-for-profit doctoral ²	1	#	8	4	82	1	4
	Public comprehensive	#	#	6	7	83	#	4
	Private not-for-profit comprehensive	#	#	3	4	88	1	3
	Private not-for-profit liberal arts	#	#	2	6	88	1	2
	Public 2-year	1	#	3	6	85	#	5
	Other ³	1	#	4	7	86	#	1

Too small to report.

¹All public and private not-for-profit Title IV participating degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99), Data Analysis System.

Table C.2—Percentage distribution of instructional faculty by race/ethnicity, by employment status and by program area: Fall 1998

Employment status	Type and control of institution	Race/Ethnicity						Hispanic
		American Indian, non-Hispanic	Pacific Islander, non-Hispanic	Asian, non-Hispanic	Black, non-Hispanic	White, non-Hispanic	More than one race, non-Hispanic	
Part-time								
	Agriculture/Home economics	#	#	1	1	90	#	8
	Business	#	#	2	5	91	#	2
	Education	1	#	#	5	89	#	4
	Engineering	1	1	6	3	77	1	11
	Fine arts	#	#	1	3	92	1	3
	Health sciences	1	#	6	3	88	1	2
	Humanities	1	#	3	2	86	1	6
	Natural sciences	1	#	4	6	86	#	3
	Social sciences	#	#	1	8	86	1	3
	All other fields	1	#	2	4	88	1	4
Full-time								
	Agriculture/Home economics	1	#	3	5	89	#	1
	Business	#	#	5	5	87	1	2
	Education	1	#	3	8	83	1	4
	Engineering	#	#	16	3	76	1	4
	Fine arts	#	#	2	6	90	1	1
	Health sciences	#	#	6	5	85	1	3
	Humanities	#	#	4	5	83	1	6
	Natural sciences	#	#	8	3	85	#	3
	Social sciences	#	#	4	5	85	1	4
	All other fields	1	#	3	6	88	1	2

Too small to report.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99), Data Analysis System.

Table C.3—Percentage distribution of instructional faculty course load, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Number of courses ¹ taught				
		0 courses	1 course	2 courses	3 courses	More than 3 courses
Part-time						
	All institutions ²	6	55	25	10	4
	Public research	7	62	25	4	2
	Private not-for-profit research	4	76	12	6	2
	Public doctoral ³	5	55	27	6	7
	Private not-for-profit doctoral ³	4	60	27	6	3
	Public comprehensive	4	63	20	11	2
	Private not-for-profit comprehensive	5	59	26	7	4
	Private not-for-profit liberal arts	6	51	26	14	3
	Public 2-year	6	51	27	12	5
	Other ⁴	7	50	26	11	6
Full-time						
	All institutions ²	2	21	32	26	19
	Public research	2	32	41	17	7
	Private not-for-profit research	3	36	42	14	5
	Public doctoral ³	3	24	40	22	11
	Private not-for-profit doctoral ³	2	32	37	19	10
	Public comprehensive	1	13	30	38	18
	Private not-for-profit comprehensive	2	15	28	33	21
	Private not-for-profit liberal arts	2	11	26	36	25
	Public 2-year	1	13	20	28	38
	Other ⁴	3	23	23	26	26

¹“Courses” represents the number of distinct preparations (i.e., classes dealing with unique subject material).

²All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

³Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁴Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table C.4—Mean number of publications by instructional faculty in the past two years, by type of publication, by employment status, and by program area: Fall 1998

Employment status	Program area	Type of publication					
		Referred journals	Non-referred journals	Reviews or chapters in edited volumes	Textbooks or research reports for clients	Conference presentations or exhibitions	Other, such as patents
Part-time							
	Agriculture/Home economics	0.9	2.0	#	0.7	7	#
	Business	0.6	0.9	0.1	0.6	4	0.1
	Education	1.1	1.0	0.3	0.6	7	0.1
	Engineering	3.3	1.7	0.2	1.9	9	0.6
	Fine arts	0.8	1.3	0.9	0.5	15	0.1
	Health sciences	1.8	1.1	0.5	0.5	7	0.1
	Humanities	1.1	1.3	0.7	0.5	4	#
	Natural sciences	1.1	1.0	0.3	0.8	4	0.2
	Social sciences	1.5	1.1	0.4	1.1	9	#
	All other fields	0.8	1.5	0.3	0.7	7	#
Full-time							
	Agriculture/Home economics	4.9	6.5	1.1	1.7	15	0.3
	Business	2.2	1.7	0.7	0.9	7	0.1
	Education	2.7	2.4	1.0	1.1	14	0.2
	Engineering	7.0	3.6	1.1	2.3	12	0.6
	Fine arts	2.4	1.8	1.0	0.7	18	0.1
	Health sciences	5.3	2.3	1.6	0.8	15	0.2
	Humanities	2.8	2.1	2.1	0.8	8	0.1
	Natural sciences	5.5	1.8	0.9	0.8	9	0.2
	Social sciences	3.9	2.2	1.9	1.3	11	0.2
	All other fields	2.1	2.4	1.0	1.1	8	0.1

#Too small to report.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table C.5—Percentage of instructional faculty engaged in funded research or creative work, mean number of grants and contracts, and amount of funds received (in thousands), by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Percent of faculty engaged in funded research or creative work	Mean number of grants and contracts	Funds received from all grants and contracts
Part-time	All institutions ¹	9	1.2	\$ 69,900
	Public research	18	1.8	138,000
	Private not-for-profit research	12	#	#
	Public doctoral ²	14	1.4	73,300
	Private not-for-profit doctoral ²	12	1.5	57,300
	Public comprehensive	8	1.0	96,000
	Private not-for-profit comprehensive	7	0.6	41,800
	Private not-for-profit liberal arts	11	1.1	29,200
	Public 2-year	7	0.8	32,200
Other ³	9	1.3	63,000	
Full time	All institutions ¹	35	2.1	\$164,700
	Public research	55	2.4	202,000
	Private not-for-profit research	58	2.6	301,400
	Public doctoral ²	45	2.1	159,400
	Private not-for-profit doctoral ²	43	2.0	145,300
	Public comprehensive	30	1.6	87,400
	Private not-for-profit comprehensive	20	1.4	60,900
	Private not-for-profit liberal arts	23	1.5	82,600
	Public 2-year	14	1.2	59,700
Other ³	21	1.5	93,000	

Too small to report.

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table C.6—Percentage distribution of instructional faculty by primary area of research, writing, or creative work, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Primary area of professional research, writing, or creative work ¹				
		Basic research	Applied or policy-oriented research	Literary, performance or exhibition	Program or curriculum design	Other
Part-time						
	All institutions ²	25	18	24	26	8
	Public research	36	32	12	16	4
	Private not-for-profit research	29	28	18	10	15
	Public doctoral ³	20	32	21	16	11
	Private not-for-profit doctoral ³	21	29	22	20	8
	Public comprehensive	27	17	23	23	9
	Private not-for-profit comprehensive	22	17	33	20	9
	Private not-for-profit liberal arts	32	11	30	21	6
	Public 2-year	20	10	24	38	8
	Other ⁴	19	10	33	34	4
Full-time						
	All institutions ²	42	26	11	17	5
	Public research	50	30	7	8	4
	Private not-for-profit research	58	26	5	6	6
	Public doctoral ³	44	31	9	11	5
	Private not-for-profit doctoral ³	45	29	6	13	7
	Public comprehensive	35	27	15	19	4
	Private not-for-profit comprehensive	37	27	15	19	2
	Private not-for-profit liberal arts	43	16	18	20	3
	Public 2-year	17	14	16	48	6
	Other ⁴	33	20	12	30	4

¹Includes only faculty engaged in funded research, writing, or creative work.

²All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

³Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁴Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Percentages may not total to 100 due to rounding. Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table C.7—Percentage of instructional faculty using various instructional methods in at least one class, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Primary instructional method in at least one credit class				
		Lecture/ Discussion	Seminar	Lab or clinic	Internship or fieldwork	Other
Part-time						
	All institutions ¹	78	10	19	4	8
	Public research	73	10	18	4	8
	Private not-for-profit research	83	12	10	1	4
	Public doctoral ²	72	15	23	9	10
	Private not-for-profit doctoral ²	75	14	17	5	4
	Public comprehensive	76	12	17	5	7
	Private not-for-profit comprehensive	75	11	16	3	12
	Private not-for-profit liberal arts	85	8	17	3	5
	Public 2-year	79	8	21	3	8
	Other ³	82	8	18	6	6
Full-time						
	All institutions ¹	86	19	24	6	7
	Public research	84	20	19	6	6
	Private not-for-profit research	76	25	17	4	8
	Public doctoral ²	87	18	19	6	7
	Private not-for-profit doctoral ²	83	18	22	6	6
	Public comprehensive	89	22	22	9	7
	Private not-for-profit comprehensive	91	25	20	6	7
	Private not-for-profit liberal arts	91	22	23	4	8
	Public 2-year	88	9	37	7	9
	Other ³	83	16	30	4	8

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

Table C.8—Percentage of instructional faculty using various assessment methods in at least one class, by employment status and by type and control of institution: Fall 1998

Employment status	Type and control of institution	Instructional Methods						Competency - based grading	
		Essay midterms/ finals	Multiple choice midterms/ finals	Multiple drafts of written work	Short answer midterms/ finals	Term/ research papers	Student evaluations of each other's work		Grading on a curve
Part-time									
	All institutions ¹	56	59	36	60	56	44	27	61
	Public research	54	45	38	56	52	50	33	62
	Private not-for-profit research	54	43	36	64	75	45	25	64
	Public doctoral ²	59	54	36	60	52	47	27	53
	Private not-for-profit doctoral ²	60	46	38	52	57	35	25	63
	Public comprehensive	59	59	36	58	58	44	26	60
	Private not-for-profit comprehensive	58	53	38	57	69	44	24	61
	Private not-for-profit liberal arts	64	57	51	64	71	47	23	62
	Public 2-year	53	66	33	62	48	43	28	62
	Other ³	58	59	33	59	60	42	27	62
Full-time									
	All institutions ¹	62	56	42	64	63	45	32	60
	Public research	57	46	39	61	58	40	38	58
	Private not-for-profit research	60	37	37	58	64	42	38	54
	Public doctoral ²	62	52	38	64	63	39	33	57
	Private not-for-profit doctoral ²	62	52	41	60	63	47	38	58
	Public comprehensive	66	57	47	64	68	47	33	60
	Private not-for-profit comprehensive	70	54	49	68	72	49	31	59
	Private not-for-profit liberal arts	76	55	52	73	77	51	27	58
	Public 2-year	55	73	36	65	55	47	24	67
	Other ³	68	64	47	67	68	46	29	62

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Faculty includes all instructional faculty and staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty (NSOPF:99).

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Listing of NCES Working Papers to Date

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Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
Baccalaureate and Beyond (B&B)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2001-15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
Beginning Postsecondary Students (BPS) Longitudinal Study		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
2001-04	Beginning Postsecondary Students Longitudinal Study: 1996-2001 (BPS:1996/2001) Field Test Methodology Report	Paula Knepper
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
Common Core of Data (CCD)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-12	Coverage Evaluation of the 1994-95 Common Core of Data: Public Elementary/Secondary School Universe Survey	Beth Young
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2002-02	School Locale Codes 1987 - 2000	Frank Johnson
Data Development		
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Decennial Census School District Project		
95-12	Rural Education Data User's Guide	Samuel Peng
96-04	Census Mapping Project/School District Data Book	Tai Phan
98-07	Decennial Census School District Project Planning Report	Tai Phan
Early Childhood Longitudinal Study (ECLS)		
96-08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2001-02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
2001-03	Measures of Socio-Emotional Development in Middle Childhood	Elvira Hausken

No.	Title	NCES contact
2001–06	Papers from the Early Childhood Longitudinal Studies Program: Presented at the 2001 AERA and SRCD Meetings	Jerry West
2002–05	Early Childhood Longitudinal Study-Kindergarten Class of 1998–99 (ECLS-K), Psychometric Report for Kindergarten Through First Grade	Elvira Hausken
Education Finance Statistics Center (EDFIN)		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98–04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
High School and Beyond (HS&B)		
95–12	Rural Education Data User's Guide	Samuel Peng
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
2002–04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
HS Transcript Studies		
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
International Adult Literacy Survey (IALS)		
97–33	Adult Literacy: An International Perspective	Marilyn Binkley
Integrated Postsecondary Education Data System (IPEDS)		
97–27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000–14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
National Assessment of Adult Literacy (NAAL)		
98–17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999–09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999–09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999–09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999–09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999–09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999–09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999–09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000–05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000–06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000–07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000–08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000–09	Demographic Changes and Literacy Development in a Decade	Sheida White
2001–08	Assessing the Lexile Framework: Results of a Panel Meeting	Sheida White
2002–04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
National Assessment of Educational Progress (NAEP)		
95–12	Rural Education Data User's Guide	Samuel Peng
97–29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman

No.	Title	NCES contact
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
2001-07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
2001-08	Assessing the Lexile Framework: Results of a Panel Meeting	Sheida White
2001-11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
2001-13	The Effects of Accommodations on the Assessment of LEP Students in NAEP	Arnold Goldstein
2001-19	The Measurement of Home Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Graders to Questionnaire Items and Parental Assessment of the Invasiveness of These Items	Arnold Goldstein
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
2002-06	The Measurement of Instructional Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Grade Students and Teachers to Questionnaire Items	Arnold Goldstein
2002-07	Teacher Quality, School Context, and Student Race/Ethnicity: Findings from the Eighth Grade National Assessment of Educational Progress 2000 Mathematics Assessment	Janis Brown
National Education Longitudinal Study of 1988 (NELS:88)		
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
2001-16	Imputation of Test Scores in the National Education Longitudinal Study of 1988	Ralph Lee
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
National Household Education Survey (NHES)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler

No.	Title	NCES contact
96-21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97-19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
National Longitudinal Study of the High School Class of 1972 (NLS-72)		
95-12	Rural Education Data User's Guide	Samuel Peng
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
National Postsecondary Student Aid Study (NPSAS)		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
2000-17	National Postsecondary Student Aid Study:2000 Field Test Methodology Report	Andrew G. Malizio
2002-03	National Postsecondary Student Aid Study, 1999-2000 (NPSAS:2000), CATI Nonresponse Bias Analysis Report.	Andrew Malizio
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
National Study of Postsecondary Faculty (NSOPF)		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler

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2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
2002-08	A Profile of Part-time Faculty: Fall 1998	Linda Zimbler
Postsecondary Education Descriptive Analysis Reports (PEDAR)		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Private School Universe Survey (PSS)		
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Recent College Graduates (RCG)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2002-04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
Schools and Staffing Survey (SASS)		
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-06	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95-01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-08	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96-02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk

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96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24	National Assessments of Teacher Quality	Dan Kasprzyk
96-25	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97-01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97-23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
98-05	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-12	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk

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2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000–18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
2002–04	Improving Consistency of Response Categories Across NCES Surveys	Marilyn Seastrom
Third International Mathematics and Science Study (TIMSS)		
2001–01	Cross-National Variation in Educational Preparation for Adulthood: From Early Adolescence to Young Adulthood	Elvira Hausken
2001–05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
2001–07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
2002–01	Legal and Ethical Issues in the Use of Video in Education Research	Patrick Gonzales

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Achievement (student) - mathematics		
2001-05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
Adult education		
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Adult literacy—see Literacy of adults		
American Indian – education		
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
Assessment/achievement		
95-12	Rural Education Data User's Guide	Samuel Peng
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
2001-07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
2001-11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
2001-13	The Effects of Accommodations on the Assessment of LEP Students in NAEP	Arnold Goldstein
2001-19	The Measurement of Home Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Graders to Questionnaire Items and Parental Assessment of the Invasiveness of These Items	Arnold Goldstein
2002-05	Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K), Psychometric Report for Kindergarten Through First Grade	Elvira Hausken

No.	Title	NCES contact
2002-06	The Measurement of Instructional Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Grade Students and Teachers to Questionnaire Items	Arnold Goldstein
2002-07	Teacher Quality, School Context, and Student Race/Ethnicity: Findings from the Eighth Grade National Assessment of Educational Progress 2000 Mathematics Assessment	Janis Brown
Beginning students in postsecondary education		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
2001-04	Beginning Postsecondary Students Longitudinal Study: 1996-2001 (BPS:1996/2001) Field Test Methodology Report	Paula Knepper
Civic participation		
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Climate of schools		
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
Cost of education indices		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
Course-taking		
95-12	Rural Education Data User's Guide	Samuel Peng
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
Crime		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Curriculum		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Customer service		
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Data quality		
97-13	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
2001-11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
2001-13	The Effects of Accommodations on the Assessment of LEP Students in NAEP	Arnold Goldstein
2001-19	The Measurement of Home Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Graders to Questionnaire Items and Parental Assessment of the Invasiveness of These Items	Arnold Goldstein
2002-06	The Measurement of Instructional Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Grade Students and Teachers to Questionnaire Items	Arnold Goldstein
Data warehouse		

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2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Design effects		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Dropout rates, high school		
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
Early childhood education		
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2001-02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
2001-03	Measures of Socio-Emotional Development in Middle School	Elvira Hausken
2001-06	Papers from the Early Childhood Longitudinal Studies Program: Presented at the 2001 AERA and SRCD Meetings	Jerry West
2002-05	Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K), Psychometric Report for Kindergarten Through First Grade	Elvira Hausken
Educational attainment		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
2001-15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
Educational research		
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2002-01	Legal and Ethical Issues in the Use of Video in Education Research	Patrick Gonzales
Eighth-graders		
2001-05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
2002-07	Teacher Quality, School Context, and Student Race/Ethnicity: Findings from the Eighth Grade National Assessment of Educational Progress 2000 Mathematics Assessment	Janis Brown
Employment		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
2001-01	Cross-National Variation in Educational Preparation for Adulthood: From Early Adolescence to Young Adulthood	Elvira Hausken
Employment – after college		
2001-15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
Engineering		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Enrollment – after college		

No.	Title	NCES contact
2001-15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
Faculty – higher education		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
2002-08	A Profile of Part-time Faculty: Fall 1998	Linda Zimbler
Fathers – role in education		
2001-02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
Finance – elementary and secondary schools		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
2000-18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
Finance – postsecondary		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
2000-14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
Finance – private schools		
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Geography		
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
Graduate students		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Graduates of postsecondary education		
2001-15	Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report	Andrew G. Malizio
Imputation		
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meeting	Dan Kasprzyk
2001-10	Comparison of Proc Impute and Schafer's Multiple Imputation Software	Sam Peng
2001-16	Imputation of Test Scores in the National Education Longitudinal Study of 1988	Ralph Lee
2001-17	A Study of Imputation Algorithms	Ralph Lee
2001-18	A Study of Variance Estimation Methods	Ralph Lee
Inflation		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
Institution data		
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler

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Instructional resources and practices		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
International comparisons		
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
2001-01	Cross-National Variation in Educational Preparation for Adulthood: From Early Adolescence to Young Adulthood	Elvira Hausken
2001-07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
International comparisons – math and science achievement		
2001-05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
Libraries		
94-07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Limited English Proficiency		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
2001-11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
2001-13	The Effects of Accommodations on the Assessment of LEP Students in NAEP	Arnold Goldstein
Literacy of adults		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
2001-08	Assessing the Lexile Framework: Results of a Panel Meeting	Sheida White
Literacy of adults – international		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley

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Mathematics		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
2001-05	Using TIMSS to Analyze Correlates of Performance Variation in Mathematics	Patrick Gonzales
2001-07	A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)	Arnold Goldstein
2001-11	Impact of Selected Background Variables on Students' NAEP Math Performance	Arnold Goldstein
2002-06	The Measurement of Instructional Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Grade Students and Teachers to Questionnaire Items	Arnold Goldstein
2002-07	Teacher Quality, School Context, and Student Race/Ethnicity: Findings from the Eighth Grade National Assessment of Educational Progress 2000 Mathematics Assessment	Janis Brown
Parental involvement in education		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2001-06	Papers from the Early Childhood Longitudinal Studies Program: Presented at the 2001 AERA and SRCD Meetings	Jerry West
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