



SF State HERI Faculty Survey 2010-2011

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Introduction:

The Higher Education Research Institute (HERI) at UCLA has been conducting a national Faculty Survey since 1989. SF State participated for the first time in the 2010-2011 survey. SF State faculty survey responses were submitted online from February 1, 2011 through March 31, 2011. The overall response rate was 17%.

HERI compared the survey results for 337 faculty respondents from SF State, including 224 full-time and 113 part-time, to the results for 6,095 faculty respondents from 98 public four-year colleges.

Additional analyses of the SF State responses were performed by SF State Academic Institutional Research (AIR) staff. The survey responses of SF State tenured or tenure track faculty (n=237) were compared to those of adjunct faculty (n=129), and the responses of SF State male faculty (n=169) were compared to those of female faculty (n=193).

Description of SF State Respondents Relative to HERI Group:

HERI compared full-time and part-time SF State respondents to those of its four-year public college comparison group.

Occupational Characteristics

Principal Activity: Relative to the HERI comparison group of four-year public colleges, a smaller percentage of full-time SF State respondents indicated that teaching (84% vs. 91%) is their principal activity while greater percentages of SF State respondents reported that it is administration (9% vs. 6%) or research (4% vs. 1%).

Among part-time respondents, a smaller percentage of SF State respondents reported teaching (92% vs. 96%) as their principal activity and a greater percentage reported that it is research (5% vs. 1%).

Academic Rank: Full-time SF State faculty participating in the HERI survey included a greater percentage of professors (40% vs. 28%) and a smaller percentage of associate professors (22% vs. 26%) than in the four-year public college comparison group. SF State's percentages of full-time assistant professors (30%) and lecturers (7%) were very similar to those in the comparison group. Full-time SF State respondents included fewer than one percent (1%) instructors as opposed to 7% in the four-year public college group.

The 6% of part-time SF State respondents having the academic rank of professor was similar to that of the comparison group while differences appeared at other ranks. Part-time SF State faculty respondents included no associate professors (vs. 2% in the four-

year college group), 1% assistant professors (vs. 3%), 76% lecturers (vs. 52%), and 17% instructors (vs. 36%).

Tenure Status: A greater percentage of full-time faculty in the SF State sample than in the comparison group reported being tenured (60% vs. 54%) or on tenure track (31% vs. 27%), leaving a smaller percentage of adjunct faculty (9% vs. 18%).

Among surveyed part-time undergraduate faculty, a smaller percentage at SF State indicated that they are tenured (3% vs. 4%) and a greater percentage adjunct (97% vs. 95%).

Administrative Positions: Department chairs, deans, and faculty holding other unspecified administrative positions were nearly equally represented in the survey samples for SF State and the four-year public college comparison group, including roughly 11% department chairs and 1% deans.

Highest Degree Earned: A greater percentage of SF State full-time respondents than of comparison group faculty reported the Ph.D. as their highest degree earned (80% vs. 70%), and a smaller percentage reported the Master's degree as such (15% vs. 21%).

Among responding part-time faculty, the results were similar with 31% of part-time SF State faculty indicating that their highest degree is the Ph.D. (versus 24% at comparison institutions) and 50% (versus 60%) reporting that it is a Master's degree.

Area of Highest Degree Held*: There were greater percentages of science, engineering, and mathematics faculty in the full-time HERI comparison group and a greater percentage of social sciences faculty in the SF State sample.

Year of Highest Degree Earned**: The greatest percentage of full-time undergraduate faculty at SF State and the comparison institutions reported earning their highest degree between 1999 and 2003 (23% and 16%, respectively). The comparison group reported a greater percentage of highest degrees earned in 2009 or later (9% vs. SF State's 3%).

The greatest percentage of part-time undergraduate faculty at SF State and the comparison institutions reported earning their highest degree in 2004 or later (39% and 31%, respectively). The comparison group reported greater percentages of highest degrees earned before 1989 and a smaller percentage of highest degrees earned in 2009 or later than SF State (10% vs. 16%).

Year of Appointment at Present Institution**: More than 70% of the responding full-time faculty at SF State and comparison institutions was appointed in 1994 or later. At SF State most

(56%) of those appointments were from 1999 through 2008 while at comparison institutions nearly 20% more than at SF State were appointed in 2009 or later (24% vs. 5%).

More than 80% of the part-time respondents at SF State and comparison institutions were appointed in 1994 or later. More than 60% were appointed in 2004 or later.

Year Tenure Was Awarded**: Comparison institutions awarded tenure to a greater percentage (38%) of responding full-time faculty than SF State (28%) in 1993 or earlier, while SF State awarded tenure to 72% since 1994 (versus 62%).

Tenure was awarded to roughly 90% of part-time SF State and comparison group respondents in 1983 or earlier.

Personal Characteristics

Gender: A greater percentage of SF State full-time respondents than in the HERI comparison group indicated that they are female (56% vs. 50%).

Among part-time faculty, the pattern was reversed with 50% of SF State respondents indicating that they are female as opposed to 55% in the comparison group.

Age**: A smaller percentage of full-time SF State faculty respondents (16%) were under the age of 40 than in the comparison group (22%), but a greater percentage were 40 through 49 years of age (37% vs. 25%). The percentages of faculty 50 years of age or over were roughly 50% at SF State and comparison institutions.

A smaller percentage of part-time faculty at SF State (17%) than at institutions in the comparison group (27%) were 60 or over and greater percentages at SF State were 40 through 49 (29% vs. 22%) and under 40 years of age (24% vs. 22%).

Marital Status: Responding full-time SF State faculty differed most from comparison group faculty in marital status in the percentages of married (63% vs. 73.7%) and unmarried living with partner (11% vs. 5%), although if both categories can be considered “living with partner,” the difference is reduced to about 5% less for SF State.

Responding part-time SF State faculty differed most from comparison group faculty in marital status in a similar way, although 14% and 6%, respectively, reported being unmarried living with partner, the difference between the groups compensating for the 10% fewer married SF State part-time faculty.

Number of Children: Greater percentages of full-time SF State than comparison group respondents reported having no children under 18 years old (67% vs. 63%) or 18 years or older (71% vs. 59%).

Greater percentages of part-time SF State than comparison group respondents reported having no children under 18 (79% vs. 70%) or 18 years of age or older (68% vs. 51%).

Ethnicity***: While more than half of SF State full-time and part-time faculty respondents reported their ethnicity as White, the percentages were smaller than at comparison institutions, where more than three quarters reported their ethnicity as White.

U.S. Citizenship and English Language: Slightly smaller percentages of full-time SF State faculty respondents reported that they are U.S. citizens (88%) or reported that English is their native language (77%) than among part-time faculty at SF State or in the comparison group, where percentages were over 90%.

Political Views: Greater percentages of full-time and part-time SF State faculty described their political views as liberal (roughly 60%) or far left (roughly 20%) than in the comparison group where faculty were more likely to consider their views middle of the road (roughly 30%), conservative (14%), or far right (less than 1%).

*HERI categorization of areas was used.

**HERI groupings of years were used.

***HERI categorization of ethnicities was used.

Description of SF State Respondents Grouped by Tenure Status:

Occupational Characteristics

Principal Activity: In the SF State sample, a smaller percentage of tenured or tenure track respondents than adjunct indicated that teaching is their principal activity (81% vs. 90%). A greater percentage of tenured or tenure track respondents than adjunct indicated that research is their principal activity (6% vs. 3%).

Academic Rank: In the SF State sample, tenured and tenure track respondents included 46% having the rank of professor, 26% associate professor, and 28% assistant professor. Adjunct respondents included 2% having the rank of assistant professor, 81% lecturer, and 16% instructor.

Tenure Status: SF State tenured or tenure track respondents include 70% who indicated that they have tenure and 30% on tenure track.

Highest Degree Earned: In the SF State sample, 84% of tenured or tenure track respondents indicated that their highest degree is the Ph.D. in contrast to 30% of adjunct respondents. A Master's degree was reported as the highest degree earned by 10% of tenured or tenure track respondents and 54% of adjunct.

Area of Highest Degree Held*: There were no significant differences on the basis of tenure status.

Year of Highest Degree Earned**: In the SF State sample, the distribution of years of the tenured or tenure track respondents was similar to that of the SF State full-time segment. The greatest percentage of the SF State adjunct faculty earned their highest degree in 2004 or later (42%), followed by 28% between 1994 and 2003.

Year of Appointment at Present Institution**: Like the SF State full-time respondents, more than 70% of the SF State tenured or tenure track respondents indicated that they were appointed in 1994 or later. Two thirds (66%) of the adjunct respondents reported being appointed in 2004 or later, followed by 23% between 1994 and 2003.

Personal Characteristics

Gender: In the SF State sample, 51% of the tenured or tenure track respondents indicated that they are female while 57% of the adjunct respondents did so.

Age**: In the SF State sample, a smaller percentage of tenured or tenure track respondents than adjunct reported being under 40 (13% vs. 21%), a greater percentage were 40 through 49

years of age (36% vs. 32%), and 51% were 50 years of age or over as opposed to 47% of adjunct respondents.

Marital Status: A slightly greater percentage of SF State adjunct respondents than tenured or tenure track reported being single (16% vs. 14%).

Number of Children: In the SF State sample, a greater percentage of adjunct than tenured or tenure track respondents indicated that they have no children under 18 (68% vs. 75%), while nearly equal percentages reported having no children 18 years or older (69% vs. 70%).

Ethnicity***: At SF State, 60% of tenured or tenure track respondents reported their ethnicity as White as opposed to 68% of adjunct respondents.

U.S. Citizenship and English Language: Corresponding to the SF State full-time and part-time respondents, similar percentages of SF State tenured or tenure track and adjunct respondents indicated that they are U.S. citizens (88% and 95%) or that English is their native language (77% and 92%).

Political Views: Sixty percent (60%) of tenured or tenure track and adjunct respondents at SF State described their views as liberal, while 20% of tenured or tenure track and 16% of adjunct respondents described them as far left.

*HERI categorization of areas was used.

**HERI groupings of years were used.

***HERI categorization of ethnicities was used.

Description of SF State Respondents Grouped by Gender:

Occupational Characteristics

Principal Activity: A smaller percentage of SF State male than female respondents indicated that teaching is their principal activity (81% vs. 86). A greater percentage of male than female respondents indicated that research is their principal activity (5% vs. 4%).

Academic Rank: Male respondents were more likely than female respondents to have the rank of professor (38% vs. 22%). Smaller percentages of male than female respondents reported being associate professors (12% vs. 19%), assistant professors (18% vs. 21%), or lecturers (25% vs. 33%). Seven percent (7%) of male respondents indicated that they are instructors as opposed to 5% of female respondents.

Tenure Status: A greater percentage of male respondents than female reported being tenured (50% vs. 40%) as opposed to being on tenure track. A smaller percentage of male than female respondents reported being adjunct faculty (32% vs. 38%).

Highest Degree Earned: Most male and female respondents indicated that their highest degree is the Ph.D. (70% and 61%, respectively), followed by 21% of male and 30% of female respondents reporting that it is a Master's degree.

Area of Highest Degree Held*: SF State respondents whose highest degree is in the physical sciences were more likely to be male than female (9% and 2%), as were those whose highest degree is in mathematics or statistics (8% vs. 1%).

Year of Highest Degree Earned**: Among SF State male respondents, there were nearly equal percentages in the four year categories, while among the female respondents the greatest percentage of highest degrees earned fell between 1994 and 2003 (43%), followed by 29% in 2004 or later.

Year of Appointment at Present Institution**: A greater percentage of female respondents than male indicated that they were appointed in 1994 or later (83% vs. 73%), including 50% in 2004 or later as opposed to 44% of male respondents.

Year Tenure Was Awarded**: A greater percentage of male respondents than female at SF State reported being awarded tenure in 1993 or earlier (29% vs. 16%) while a greater percentage of female than male respondents indicated that tenure was awarded in 2004 or later (51% vs. 38%).

Personal Characteristics

Gender: In the SF State sample, 51% of the tenured or tenure track respondents indicated that they are female while 57% of the adjunct respondents did so.

Age: A smaller percentage of male respondents than female reported being under 40 (13% vs. 19%), while a greater percentage of male respondents were 50 years of age or over (25% vs. 18%).

Marital Status: A slightly greater percentage of male respondents than female indicated that they are married (64% vs. 62%), while a slightly smaller percentage of male than female respondents at SF State reported being divorced (6% vs. 10%).

Number of Children: Seventy-one percent (71%) of respondents of both sexes reported having no children under 18, while a slightly smaller percentage of male than female respondents reported having no children 18 or older (67% vs. 72%).

Ethnicity***: Sixty-four percent (64%) of male respondents and 62% of female reported their ethnicity as White.

U.S. Citizenship and English Language: Nearly equal percentages of male and female respondents indicated that they are U.S. citizens (90% and 91%, respectively), and the same percentage of each reported that English is their native language (82%).

Political Views: Female characterizations of their political views match those of the tenured or tenure track respondents. Fifty-nine (59%) and 60% of male and female respondents, respectively, characterized their political views as liberal, while 17% of male and 20% of female respondents characterized their views as far left.

*HERI categorization of areas was used.

**HERI groupings of years were used.

***HERI categorization of ethnicities was used.

Commitment to Teaching:

Eight in ten tenured or tenure track respondents and nine in ten adjunct respondents reported that their principal activity in their current position at SF State is teaching.

HERI created constructs from the responses of full-time faculty to particular survey questions and compared SF State's means to those of the Four-Year Public Colleges group. SF State respondents scored higher on the Student-Centered Pedagogy construct. Within SF State, regardless full- or part-time status, female respondents were more likely than male respondents to indicate that they use many of the instructional and evaluation techniques included in the Student-Centered Pedagogy construct.

Greater use of teaching assistants was reported by SF State than by respondents in the comparison group and less time was spent on scheduled teaching and preparing for teaching. SF State respondents were less likely than comparison group respondents to indicate that it is easy for students to see faculty outside of regular office hours and more likely to report that students are treated like "numbers in a book." Relative to the comparison group, SF State faculty reported less agreement that faculty are strongly interested in students' academic or personal problems.

Personal Importance of Teaching: Compared to the HERI four-year public college group of full-time respondents, a smaller percentage of full-time SF State respondents indicated that teaching is essential for them (70% vs. 81%), but an equally greater percentage indicated that it is very important (28% vs. 18%). Combining the "essential" and "very important" response rates yields similar percentages for SF State and the comparison group.

A greater percentage of part-time than full-time respondents at SF State indicated that teaching is essential to them (74% vs. 70%).

Within SF State, two thirds of the tenured or tenure track respondents and three quarters of the adjunct respondents described the importance of teaching to them as essential. Three in ten tenured or tenure track respondents and two in ten adjunct respondents described it as very important.

Number of Courses Taught: Full-time and part-time SF State respondents reported teaching fewer courses on average (2.5) during the term when the survey was taken than faculty in the HERI comparison group (3.2).

Types of Courses Taught: Responses differed for full-time respondents between SF State and HERI comparison institutions. Smaller percentages of respondents at SF State reported that, during the term when the survey was taken, they taught a general education course (28% vs. 36%), a course required for an undergraduate major (58% vs. 77%), or an "other"

undergraduate course (25% vs. 28%). A greater percentage reported that they taught a graduate course (51% vs. 22%). In the SF State sample, male respondents were more likely than female respondents to report that they taught an honor's course, while female respondents were more likely than male respondents to indicate that they taught women's studies or service learning courses.

Remedial Instruction: Greater percentages of full-time SF State respondents than those in the comparison group reported teaching remedial or developmental skills in reading, writing, English as a second language (ESL), general academic skills, and other subject areas. A smaller percentage reported teaching remedial mathematics. Within SF State, greater percentages of adjunct than tenured or tenure track respondents indicated that they teach remedial skills in all categories, and a greater percentage teach ESL (8.5% vs. 1.7%). Greater percentages of female respondents than male indicated that they teach remedial skills in all categories except mathematics.

Instructional techniques or methods:

Full-time SF State respondents reported using the following instructional techniques or methods in more courses than HERI comparison group faculty:

- Class discussions
- Cooperative learning (small groups)
- Experiential learning or field studies
- Teaching assistants
- Group projects
- Multiple drafts of written work
- Student-selected topics for course content
- Reflective writing/journaling
- Community service as part of coursework
- Using student inquiry to drive learning

Among the SF State respondents, the frequency of use of instructional techniques or methods differed between male and female respondents. Male respondents were more likely to report that they used extensive lecturing. Female respondents were more likely to report that they used:

- Class discussions
- Cooperative learning (small groups)
- Experiential learning or field studies
- Group projects

- Multiple drafts of written work
- Student-selected topics for course content
- Reflective writing or journaling
- Community service as part of coursework
- Using real-life problems
- Using student inquiry to drive learning

Evaluation methods:

Full-time SF State respondents reported using the following evaluation methods in more courses than HERI comparison group respondents:

- Weekly essay assignments
- Student presentations
- Term or research papers
- Student evaluations of each other's work

Full-time SF State respondents reported using the following evaluation methods in fewer courses than HERI comparison group respondents:

- Multiple-choice exams
- Short-answer exams
- Quizzes

Among the SF State respondents, the frequency of use of evaluation methods differed between male and female respondents. Female respondents were more likely to report that they used student presentations, term or research papers, student evaluations of each other's work, and competency-based grading. Male respondents were more likely to report that they graded on a curve.

Habits of Mind Encouraged in Undergraduates: There were few significant differences between SF State full-time and part-time respondents relative to the HERI comparison group differences in how often several "habits of mind" were reportedly encouraged by faculty in their interactions with undergraduates. Full-time comparison group respondents reported more frequently encouraging undergraduates to support their opinions with a logical argument, seek solutions to problems and explain them to others, seek feedback on their academic work, and integrate skills and knowledge from different sources and experiences.

SF State adjunct respondents reported more frequently than tenured or tenure track respondents that they encourage undergraduates to support their opinions with a logical

argument, take risks for potential gains, and integrate skills and knowledge from different sources and experiences. Also in the SF State sample, female respondents were more likely than male respondents to indicate that they encourage:

- Seek solutions to problems and explain them to others
- Revise their papers to improve their writing
- Evaluate the quality or reliability of information they receive
- Take risks for potential gains
- Seek alternative solutions to a problem
- Seek feedback on their academic work
- Integrate skills and knowledge from different sources and experiences

Education Goals and Personal Objectives: In the SF State sample, greater personal importance to female respondents than male respondents was reported for the following educational goals for undergraduates:

- Develop moral character
- Provide for students' emotional development
- Help students develop personal values
- Enhance students' self-understanding
- Instill a basic appreciation of the liberal arts
- Promote ability to write effectively
- Help students evaluate the quality and reliability of information
- Engage students in civil discourse around controversial issues

The importance to them of mentoring the next generation of scholars indicated by female respondents was greater than that of male respondents.

Time Spent Preparing to Teach: Compared to the HERI four-year public college group of full-time respondents, the SF State full-time respondents reported spending less time preparing for teaching (including reading student papers and grading).

Within SF State, female respondents reported spending more hours per week preparing for teaching than male respondents.

Time Spent Teaching: Compared to the HERI four-year public college group of full-time respondents, the SF State full-time respondents reported spending less time in actual scheduled teaching.

Attention to Individual Students: Full-time and part-time SF State respondents were more likely than HERI comparison group respondents to indicate that most students are treated like “numbers in a book.” Six percent (6%) of full-time and part-time SF State respondents (vs. 4% and 5%, respectively) indicated that the statement is very descriptive and 35% (vs. 40% of comparison group part-time respondents) indicated that it is somewhat descriptive.

There were no significant differences between SF State and HERI comparison group respondents in the amount of time reportedly spent advising and counseling students. In the SF State sample, however, tenured or tenure track and female respondents reported spending more hours per week doing so than, respectively, adjunct and male respondents.

Availability to Individual Students: Full-time and part-time SF State respondents were less likely than HERI comparison group respondents to indicate that it is easy for students to see faculty outside of regular office hours. A smaller percentage of SF State full-time respondents than comparison group respondents indicated that the assertion is very descriptive (29% vs. 61%) while 55% (vs. 35%) indicated that it is somewhat descriptive.

Satisfaction with Quality of Students: Full-time SF State respondents indicated greater satisfaction than the HERI comparison group with the quality of students. In the SF State sample, female respondents reported greater satisfaction than male respondents with student quality.

More agreement was reported by part-time HERI comparison group, SF State adjunct, and SF State female respondents than their part-time SF State, SF State tenured or tenure track, and SF State male counterparts that faculty feel that most students are well-prepared academically.

While there was less agreement by full-time SF State respondents than full-time HERI comparison group respondents that promoting diversity leads to the admission of too many underprepared students, there was more agreement by male than female SF State respondents.

There was more agreement by SF State tenured or tenure track respondents than adjunct and male respondents than female that SF State should not offer remedial or developmental education.

Teaching Load: Satisfaction with teaching load was reported to be greater by HERI comparison group respondents than SF State respondents and by SF State male respondents than female.

Teaching load was reported to have been more extensively a source of stress in the past two years by SF State respondents than HERI comparison group respondents, by tenured or tenure track respondents than adjunct, and by female respondents than male.

Teaching Assistants: Compared to the HERI four-year public college groups of respondents, the SF State full-time and part-time respondents reported using teaching assistants more often. Within SF State, more than half of the respondents indicated that they do not use teaching assistants. Roughly one third of tenured or tenure track respondents and one quarter of adjunct respondents indicated that they use them in some of their courses. One in ten reported using them in most or all of their courses.

Teaching Workshops: A smaller percentage of full-time SF State respondents than in the comparison group indicated that they have engaged in paid workshops outside of their institution focused on teaching (25% vs. 31%). In the SF State sample, tenured or tenure track respondents were more likely than adjunct respondents to report that they have (25% vs. 9%). A greater percentage of female than male respondents indicated that they have engaged in such workshops (23% vs. 15%).

Teaching Awards: Compared to the HERI four-year public college group of full-time respondents, a smaller percentage of SF State full-time respondents reported that they have received an award for outstanding teaching (36% vs. 43%). Within SF State, a greater percentage of tenured or tenure track respondents than adjunct respondents reported that they have received such an award (38% vs. 26%). Male respondents were more likely than female respondents to report that they have received an award for outstanding teaching (41% vs. 28%).

Recognition for Good Teaching: Compared to the HERI four-year public college groups of respondents, the SF State respondents were more likely to report that it is not descriptive of SF State to say that faculty are rewarded for being good teachers. In the HERI full-time and part-time comparison groups, 27% and 33% of respondents indicated that it is not descriptive, in contrast to 40% and 44% of SF State full-time and part-time respondents. Within SF State, a greater percentage of adjunct respondents (50%) than tenured or tenure track respondents (36%) indicated that it is not descriptive.

Roughly nine in ten SF State respondents indicated agreement that their teaching is valued by faculty in their department.

Commitment to Research:

Research was named as their principal activity in their current position at SF State by 6% of tenured or tenure track respondents and 3% of adjunct respondents.

SF State's mean on the construct of Scholarly Productivity was higher than that of the comparison group. Responses to research-related survey questions revealed more publication by SF State respondents than by the comparison group. SF State also reported greater importance to them of making a theoretical contribution to science and more time spent on research and scholarly writing.

SF State respondents were more likely than comparison group respondents to report collaborating with the local community in research, conducting research or writing focused on international or global, racial or ethnic, or women and gender issues, or engaging in academic research that spans multiple disciplines. SF State respondents were more likely than comparison group respondents to report using their scholarship to address local community needs.

Relative to the comparison group, a smaller percentage of SF State respondents reported receiving funding for their scholarly work from business or industry and a greater percentage reported using internal grants for their research.

Personal Importance of Research: Compared to the HERI four-year public college group of full-time and part-time respondents, greater percentages of full-time and part-time SF State respondents indicated that research is essential for them (54% vs. 32% and 30% vs. 24%). Within SF State, 58% of the tenured or tenure track respondents described the importance of research to them as essential while 30% of adjunct respondents did.

Objective – Become an Authority: A greater percentage of SF State full-time respondents than of corresponding HERI comparison group respondents indicated that becoming an authority in their field is very important or essential to them (73% vs. 63%). Within SF State, its importance to tenured or tenure track and adjunct respondents did not differ significantly.

Objective – Make a Theoretical Contribution: Compared to the HERI four-year public college group of full-time respondents, a greater percentage of full-time SF State respondents indicated that it is essential or very important to them to make a theoretical contribution to science (43% vs. 32%). Within SF State, 43% of the tenured or tenure track respondents indicated this while 28% of adjunct respondents did.

Objective - Mentor Scholars: Similar percentages (roughly 40%) of SF State and HERI comparison group respondents and, within SF State, tenured or tenure track and adjunct respondents reported that mentoring the next generation of scholars is important to them. The importance of this to female SF State respondents was reportedly higher than to male respondents.

Publication - Writings: Compared to the HERI four-year public college group of full-time respondents, full-time SF State respondents indicated that they have published more articles in academic or professional journals, chapters in edited volumes, books, manuals, or monographs, or other professional writings. Within SF State, tenured or tenure track and male respondents reported more publication than, respectively, adjunct and female respondents.

Publication – Patents and Computer Software: Nine in ten full-time and part-time SF State respondents indicated that they have not published patents, computer software, or the like in the past two years. SF State male respondents reported publishing more patents and computer software than female respondents did.

Exhibitions or Performances: Eight in ten full-time and part-time SF State respondents indicated that they presented none in the last two years. Similarly, 82% of tenured or tenure track and 75% of adjunct respondents indicated that they have not presented any exhibitions or performances in the fine or applied arts in the past two years.

Research on International or Global Issues: Compared to the HERI four-year public college comparison groups, greater percentages of full-time and part-time SF State respondents indicated that they conducted research or writing focused on international or global issues in the past two years (40% vs. 27% of full-time and 29% vs. 18% of part-time). Within SF State, 43% of the tenured or tenure track respondents reported that they did so while 27% of adjunct respondents did.

Research on Racial or Ethnic Minorities: Compared to the HERI four-year public college comparison groups, greater percentages of full-time and part-time SF State respondents indicated that they conducted research or writing focused on racial or ethnic minorities in the past two years (39% vs. 20% of full-time and 27% vs. 16% of part-time). Within SF State, 40% of the tenured or tenure track respondents reported that they did so while 26% of adjunct respondents did.

Research on Women and Gender Issues: Compared to the HERI four-year public college comparison groups, greater percentages of full-time and part-time SF State respondents indicated that they conducted research or writing focused on women and gender issues in the past two years (34% vs. 19% of full-time and 20% vs. 14% of part-time).

Within SF State, 34% of the tenured or tenure track respondents reported that they did so while 20% of adjunct respondents did. Female respondents were more likely than male respondents to indicate that they conducted research or writing on women and gender issues.

Research Spanning Multiple Disciplines: Compared to the HERI four-year public college comparison groups, greater percentages of full-time and part-time SF State respondents indicated that they engaged in academic research that spans multiple disciplines in the past two years (74% vs. 56% of full-time and 42% vs. 32% of part-time). Within SF State, 76% of the tenured or tenure track respondents reported that they did so while 44% of adjunct respondents did.

Involvement of Undergraduates in Research:

Compared to the HERI four-year public college comparison groups, greater percentages of full-time and part-time SF State respondents indicated that they engaged undergraduates on their research projects in the past two years (47% vs. 44% of full-time and 25% vs. 17% of part-time). Within SF State, 48% of the tenured or tenure track respondents reported that they did so while 26% of adjunct respondents did.

Compared to the HERI four-year public college comparison groups, a smaller percentage of full-time SF State respondents indicated that they worked with undergraduates on a research project in the past two years (56% vs. 62%) while a greater percentage of part-time SF State respondents indicated that they did (34% vs. 30%). Within SF State, 57% of the tenured or tenure track respondents reported that they did so while 38% of adjunct respondents did.

Use of Scholarship to Address Community Needs: A greater percentage of full-time SF State faculty than of HERI four-year public college respondents (59% vs. 47%) reported using their scholarship to address local community needs, while nearly the same percentage of part-time faculty did (41% vs. 42%).

Within SF State, 58% of the tenured or tenure track respondents reported that they do so while 45% of adjunct respondents do. Female respondents were more likely than male respondents to indicate that they use their scholarship to address local community needs (59% vs. 47%).

Time Spent on Research: SF State full-time and part-time respondents reported spending more hours per week than respondents in the HERI comparison group on research and scholarly writing. Within the SF State sample, tenured or tenure track and male respondents reported spending more time on this than, respectively, adjunct and female respondents.

Internal Grants for Research: A greater percentage of full-time SF State respondents than in the comparison group reported obtaining internal grants for research (54% vs. 46%). Six in ten SF State tenured or tenure track respondents reported that they have engaged in obtaining internal grants for research while 4% of adjunct respondents reported having done so.

Research Funding from Foundations: Compared to the HERI four-year public college comparison groups, greater percentages of full-time and part-time SF State respondents indicated that they received funding for their work from foundations in the past two years (24% vs. 20% of full-time and 17% vs. 9% of part-time). Within SF State, 25% of the tenured or tenure track respondents reported that they did so while 18% of adjunct respondents did, although the difference was not statistically significant.

Research Funding from Government: Compared to the HERI four-year public college comparison groups, greater percentages of full-time and part-time SF State respondents indicated that they received funding for their work from state or federal government in the past two years (34% vs. 27% of full-time and 12% vs. 10% of part-time). Within SF State, 34% of the tenured or tenure track respondents reported that they did so while 14% of adjunct respondents did.

Research Funding from Business or Industry: Compared to the HERI four-year public college comparison groups, nearly the same percentages of full-time and part-time SF State respondents indicated that they received funding for their work from business or industry in the past two years (8% vs. 9% of full-time and 6% vs. 5% of part-time). Within SF State, 9% of the tenured or tenure track respondents reported that they did so while 7% of adjunct respondents did.

Opportunity for Scholarly Pursuits: Full-time SF State faculty reported less satisfaction with their opportunities for scholarly pursuits than HERI comparison group faculty. Within SF State, tenured or tenure track and male respondents reported greater satisfaction with this than, respectively, adjunct and female respondents. A greater percentage of adjunct respondents reported that they are not satisfied (38% vs. 29%), as did female respondents (36% vs. 26%).

Stress of Research Demands: Compared to the HERI four-year public college group of full-time respondents, a greater percentage of full-time SF State respondents indicated that research or publishing demands were an extensive source of stress for them in the last two years (27% vs. 18%). Within SF State, the percentage of tenured or tenure track respondents indicating that research or publishing demands have been an extensive source of stress (26%) was double that of adjunct respondents.

Perceived as Legitimate Scholars: Three in ten full-time SF State and HERI comparison group respondents indicated that, to a great extent, they feel that they have to work harder than their colleagues to be perceived as legitimate scholars. In the SF State sample, a greater percentage of female respondents than male indicated that they feel this to a great extent (36% vs. 20%).

Commitment to Community or Public Service:

SF State's mean for the construct of Civic Minded Practice, faculty involvement in civic activities, was higher than that of the comparison group. A greater percentage of SF State faculty respondents than of respondents in the comparison group reported using their scholarship to address local community needs, collaborating with the local community in research, conducting research or writing focused on international or global, racial or ethnic, or women and gender issues, or engaging in academic research that spans multiple disciplines. A greater percentage reported engaging in public service or professional consulting without pay and spending time in community or public service. SF State's responses indicated a greater use of community service as part of coursework.

SF State's mean for the construct of Civic Minded Values, the extent to which faculty believe civic engagement is a central part of the college mission, was higher than that of the comparison group, and there was a greater percentage of high civic-minded values responses for SF State faculty. Survey results indicated greater agreement by SF State respondents that colleges should be actively involved in solving social problems.

SF State's mean for the construct of Social Agency, the extent to which faculty value political and social involvement as a personal goal, was higher than that of the comparison group and the percentage of high social agency responses for SF State faculty was greater.

Personal Importance of Service: A greater percentage of full-time SF State respondents than of HERI comparison group respondents indicated that service is essential to them (22% vs. 17%). Roughly two thirds of the respondents in the SF State and comparison group samples reported that service is essential or very important to them.

A greater percentage of part-time than full-time faculty at SF State indicated that service is essential to them (26% vs. 22%), but it was smaller than the percentage of part-time HERI comparison group respondents indicating that service is essential (29%). A smaller percentage of SF State part-time faculty than of comparison group part-time faculty indicated that service is essential or very important to them (64% vs. 71%).

Within SF State, nearly two thirds of tenured or tenure track and adjunct respondents described the importance of service to them as essential or very important. The importance of service was reported as higher by female respondents than male, with 68% of female respondents indicating it is essential or very important to them compared to 62% of male respondents.

Performing Community or Public Service:

- Time spent on community or public service: Full-time SF State respondents reported spending more hours per week than full-time HERI comparison group respondents in community or public service. Within SF State, tenured or tenure track respondents reported spending more time on this than adjunct respondents.
- Faculty engaged in public service: A greater percentage of full-time SF State respondents than of HERI four-year public college respondents (74% vs. 62%) reported engaging in public service or professional consulting without pay during the past two years, while a smaller percentage of part-time faculty did (52% vs. 57%). Within SF State, a greater percentage of tenured or tenure track respondents than adjunct reported doing so (74% vs. 54%).
- Participating in a community action program: A greater percentage of SF State full-time respondents than of corresponding HERI comparison group respondents indicated that participating in a community action program is very important or essential to them (38% vs. 33%). Within SF State, adjunct respondents gave this more importance than tenured or tenure track respondents (48% vs. 37%), as did female respondents relative to male (47% vs. 33%).
- Use of scholarship to address community needs: A greater percentage of full-time SF State respondents than of HERI four-year public college respondents (59% vs. 47%) reported using their scholarship to address local community needs, while nearly the same percentage of part-time respondents did (41% vs. 42%). Within SF State, 58% of the tenured or tenure track respondents reported that they do so while 45% of adjunct respondents do. Female respondents were more likely than male respondents to indicate that they use their scholarship to address local community needs (59% vs. 47%).
- Collaboration with local community: Greater percentages of SF State full-time and part-time respondents than those of the HERI comparison groups reported that they collaborated with the local community in research or teaching in the past two years (64% vs. 51% of full-time and 41% vs. 34% of part-time). A greater percentage of SF State tenured or tenure track respondents than of adjunct respondents reported that they did so (67% vs. 45%).
- Publication of op-ed pieces: A greater percentage of SF State full-time respondents than of corresponding HERI comparison group respondents indicated that they published op-ed pieces or editorials in the past two years (22% vs. 16%). Within SF State, tenured or tenure track respondents were more likely to report doing so than adjunct respondents (23% vs. 13%).

- Becoming a community leader: Similar percentages (roughly 70%) of SF State and HERI comparison group respondents and, within SF State, tenured or tenure track and adjunct respondents reported that becoming a community leader is important to them.
- Influencing social values: Greater percentages of SF State full-time and part-time respondents than those of the HERI comparison groups reported that influencing social values is very important or essential to them (63% vs. 52% of full-time and 69% vs. 62% of part-time). Within SF State, a greater percentage of adjunct respondents than of tenured or tenure track respondents indicated that it is very important or essential (71% vs. 63%), as did a greater percentage of female than male respondents (72% vs. 59%). Male respondents were more likely than female respondents to agree with the statement that, realistically, an individual can do little to bring about changes in society (22% vs. 10%).

Teaching Community or Public Service:

- Teaching service learning: The percentages of SF State full-time and part-time respondents who reported that they taught a service learning course in the past two years were the same as those of the HERI comparison groups. A greater percentage of female than male SF State respondents indicated that they taught a service learning course in the last two years (23% vs. 15%).
- Making community service part of coursework: A greater percentage of SF State full-time respondents than of corresponding HERI comparison group respondents indicated that they make community service part of coursework (45% vs. 35%). Within SF State, tenured or tenure track respondents were more likely to report doing so than adjunct respondents (42% vs. 27%), as were female respondents compared to male (43% vs. 30%).
- Advised student groups involved in service or volunteer work: The percentages of SF State full-time and part-time respondents who reported that they advised student groups involved in service or volunteer work in the past two years were roughly the same as those of the HERI comparison groups. A greater percentage of SF State tenured or tenure track respondents than of adjunct respondents reported that they did so (50% vs. 32%), as did a greater percentage of female than male respondents (49% vs. 37%).
- Student commitment to community service: Like the respondents in the HERI four-year public college comparison group, more than half of the SF State respondents reported that it is essential or very important to instill in students a commitment to community service. Within SF State, a greater percentage of female respondents than male indicated that it is essential or very important to do so (65% vs. 45%).

- Undergraduates as agents of social change: A greater percentage of SF State full-time respondents than of corresponding HERI comparison group respondents indicated that encouraging undergraduates to become agents of social change is a very important or essential educational goal (66% vs. 57%). Within SF State, a greater percentage of female respondents than male indicated that it is essential or very important (76% vs. 56%).
- Student involvement in community service activities: Like the respondents in the HERI four-year public college comparison group, nine in ten SF State respondents reported that they agree somewhat or strongly that colleges should encourage students to be involved in community service activities and that colleges have a responsibility to work with their surrounding communities to address local issues. Within SF State, a greater percentage of female respondents than male agreed strongly that colleges should encourage students to be involved in community service activities (43% vs. 30%).
- Role of colleges in solving social problems: Full-time and part-time SF State faculty reported more agreement than HERI comparison group faculty that colleges should be actively involved in solving social problems, with 36% vs. 21% of full-time and 37% vs. 23% of part-time respondents indicating strong agreement.

Perceived University Priorities:

- Facilitate student involvement in community service: Full-time SF State respondents were more likely than HERI comparison group faculty to rank the importance at the university of facilitating student involvement in community service as the highest (10% vs. 9%) or a high priority (49% vs. 36%).
- Help students learn how to bring about change in society: Full-time SF State respondents were more likely than HERI comparison group respondents to rank the importance at the university of helping students learn how to bring about change in society as the highest (20% vs. 6%) or a high priority (39% vs. 25%).
- Develop leadership ability among students: Full-time and part-time SF State respondents were less likely than HERI comparison group respondents to rank the importance at the university of developing leadership ability among students as the highest (7% vs. 11% of full-time and 12% vs. 19% of part-time) or a high priority (28% vs. 39% of full-time and 31% vs. 43% of part-time).
- Provide resources for faculty to engage in community-based teaching or research: Full-time SF State respondents were more likely than HERI comparison group respondents to rank the importance at the university of providing resources for faculty to engage in community-based teaching or research as the highest (7% vs. 6%) or a high priority (36% vs. 28%).

Conversely, part-time SF State respondents were more likely than HERI comparison group respondents to rank the importance at the university of providing resources for faculty to engage in community-based teaching or research as a low (22% vs. 16%) or medium priority (46% vs. 39%).

- Creating and sustaining partnerships with surrounding communities: Part-time SF State respondents were less likely than HERI comparison group respondents to rank the importance at the university of creating and sustaining partnerships with surrounding communities as the highest (10% vs. 17%) or a high priority (28% vs. 40%).
- Strengthening links with the for-profit, corporate sector: Full-time and part-time SF State respondents were less likely than HERI comparison group respondents to rank the importance at the university of strengthening links with the for-profit, corporate sector as the highest (9% vs. 12% of full-time and 5% vs. 14% of part-time) or a high priority (26% vs. 31% of full-time and 28% vs. 38% of part-time).

View of Students:

Seven in ten SF State respondents indicated that they do not feel that most students are well-prepared academically, and roughly half indicated that most of the students they teach lack the basic skills for college level work. The majority of SF State respondents also reported, however, that SF State takes responsibility for educating underprepared students and that they believe that SF State should offer remedial or developmental education. More than half of the SF State respondents reported satisfaction with the quality of students.

SF State respondents were more likely than HERI comparison group faculty to indicate that most students are treated like “numbers in a book,” but roughly three quarters indicated agreement that faculty are interested in the academic and personal problems of undergraduates.

Roughly two thirds of SF State respondents indicated that students and working with underprepared students have been sources of stress for them during the past two years, but this was not different from the responses of the HERI comparison group.

Time Spent Advising and Counseling Students: There was no significant difference between SF State and HERI comparison group in the reported number of hours per week spent advising and counseling students. SF State tenured and tenure track respondents reported spending more hours per week than adjunct respondents. While 46% of tenured or tenure track respondents reported spending one to four hours compared to 64% of adjunct respondents, 38% of tenured or tenure track respondents reported spending five to eight hours compared to 12% of adjunct respondents. Female respondents reported spending more time advising and counseling students than male respondents did.

Faculty Attention to Students: Full-time and part-time SF State respondents were more likely than HERI comparison group faculty to indicate that most students are treated like “numbers in a book.” Six percent (6%) of full-time and part-time SF State respondents (vs. 4% and 5%, respectively) indicated that the statement is very descriptive and 35% (vs. 40% of comparison group part-time respondents) indicated that it is somewhat descriptive.

Faculty Interest in Students’ Personal Problems: Full-time and part-time SF State respondents reported less agreement than HERI comparison group respondents that faculty are interested in students’ personal problems. Yet roughly three quarters of the SF State respondents indicated that they agree strongly or somewhat that faculty are interested students’ personal problems.

Faculty Interest in Students' Academic Problems: Full-time and part-time SF State respondents reported less agreement than HERI comparison group respondents that faculty are strongly interested in the academic problems of undergraduates. Yet 84% of full-time and 83% of part-time SF State respondents agree strongly or somewhat that faculty are strongly interested in the academic problems of undergraduates.

Intellectual Development of Students: Part-time SF State faculty were significantly less likely than HERI comparison group faculty to rank the importance at the university of the intellectual development of students as the highest priority, with 26% (vs. 44%) ranking it highest.

Satisfaction with Quality of Students: Full-time SF State respondents indicated greater satisfaction than the HERI comparison group with the quality of students. Fewer than two in ten SF State respondents indicated that they are dissatisfied with the quality of students. Roughly one quarter reported marginal satisfaction, nearly half reported satisfaction, and one in ten reported that they were very satisfied. Female respondents reported greater satisfaction than male respondents with student quality.

Academic Preparation of Students:

Roughly three quarters of the full-time SF State and HERI comparison group respondents indicated that they disagree strongly or somewhat that faculty feel that most students are well-prepared academically. A greater percentage of part-time SF State respondents than part-time comparison group respondents reported disagreement (74% vs. 59%).

In the SF State sample, a greater percentage of tenured or tenure track respondents than adjunct indicated disagreement that faculty feel that most students are well-prepared (79% vs. 72%), with the percentage of tenured or tenure track respondents reporting strong disagreement more than double that of adjunct respondents (24% vs. 11%). Male respondents were more likely than female respondents to indicate disagreement that faculty feel that most students are well-prepared academically.

Roughly half of the SF State respondents indicated that they agree somewhat or strongly that most of the students they teach lack the basic skills for college level work.

Responsibility for Education of Underprepared Students: Roughly seven in ten SF State respondents indicated that they agree strongly or somewhat that SF State takes responsibility for educating underprepared students. Part-time SF State respondents reported less agreement than HERI comparison group respondents that the institution takes responsibility for educating underprepared students, with 9% (vs. 5%) indicating strong disagreement and 25% (vs. 18%) some disagreement.

Provision of Remedial Education: Roughly three quarters of SF State and HERI comparison group full-time respondents and more than eight in ten part-time respondents indicated that they disagree strongly or somewhat that their institution should not offer remedial or developmental education. In the SF State sample, more agreement was indicated by tenured or tenure track and male respondents than by, respectively, adjunct and female respondents.

Promotion of Diversity and Admission of Underprepared Students: There was less agreement reported by full-time SF State respondents than by full-time HERI comparison group respondents that promoting diversity leads to the admission of too many underprepared students (20% vs. 28%). There was more agreement by SF State male than by female respondents that promoting diversity leads to the admission of too many underprepared students (27% vs.17%).

Enhancement of Educational Experience by Diverse Student Body: Full-time and part-time SF State respondents reported more agreement than HERI comparison group respondents that a racially/ethnically diverse student body enhances the educational experience of all students, with seven in ten (vs. nearly six in ten) indicating strong agreement.

Nearly three quarters of the SF State respondents indicated that they agree strongly that a racially/ethnically diverse student body enhances the educational experience of all students. One quarter reported that they agree somewhat. Fewer than 2% reported that they disagree somewhat or strongly.

Sense of Community Among Students: Full-time and part-time SF State respondents were more likely than HERI comparison group faculty to rank the importance at the university of the development of a sense of community among students as a low priority (18% vs. 11% of full-time and 12% vs. 7% of part-time) or, among part-time respondents, a medium (40% vs. 32%) priority.

Stress from Students:

Roughly two thirds of SF State respondents indicated that students have been extensively or somewhat a source of stress for them during the past two years, with 6% reporting that they have been a source of stress extensively.

Two in ten SF State respondents indicated that working with underprepared students has been extensively a source of stress during the past two years. More than half reported that it has been a source of stress somewhat.

Job Satisfaction:

SF State faculty respondents reported less overall job satisfaction than comparison group respondents. Greater percentages of SF State faculty reported that during the last two years they considered retiring early, leaving academe for another job, or leaving SF State. SF State's mean on the construct of Career Related Stress was higher than that of the comparison group.

Overall Job Satisfaction: Full-time SF State respondents reported less overall job satisfaction than HERI comparison group respondents, with 10% (vs. 6%) indicating that they are not satisfied and 24% (vs. 21%) marginally satisfied. More than half (56%) of the full-time respondents in both groups reported being satisfied, while 9% of SF State respondents (vs. 17%) reported being very satisfied.

Part-time SF State respondents also reported less overall job satisfaction than comparison group respondents, with 7% (vs. 6%) indicating that they are not satisfied and 32% (vs. 17%) marginally satisfied. Fewer than half (47%) of the part-time SF State respondents (vs. 56%) reported being satisfied, while 14% of SF State respondents (vs. 21%) reported being very satisfied.

Compensation:

- Salary: Full-time and part-time SF State respondents reported less satisfaction with their salary than HERI comparison group respondents. Thirty-seven percent (37%) of full-time SF State respondents indicated that they are very satisfied or satisfied with their salary as opposed to 44% of HERI comparison group respondents. One fifth (20%) of part-time SF State respondents reported that they are very satisfied or satisfied, while 34% of comparison group respondents did. SF State tenured or tenure track respondents were more likely than adjunct respondents to indicate that they are very satisfied (7% vs. 1%) or satisfied (32% vs. 18%) with their salary.
- Health Benefits: Full-time SF State respondents reported more satisfaction with their health benefits than HERI comparison group respondents, with 81% (vs. 75%) indicating that they are very satisfied or satisfied. Greater percentages of tenured or tenure track respondents than adjunct respondents indicated that they are very satisfied (32% vs. 19%) or satisfied (51% vs. 38%) with their health benefits. Tenured or tenure track respondents were less likely than adjunct respondents to indicate that they are not satisfied (2% vs. 30%).

- Retirement Benefits: A greater percentage of full-time SF State respondents than HERI comparison group respondents reported that they are very satisfied or satisfied with their retirement benefits (76% vs. 46%). SF State tenured or tenure track respondents were more likely than adjunct respondents to indicate that they are very satisfied or satisfied (78% vs. 38%) and less likely to indicate that they are not satisfied (4% vs. 33%) with their retirement benefits.
- Tuition Remission for Dependents: Roughly half of the SF State respondents indicated that they are not satisfied or are marginally satisfied with the tuition remission for their children or dependents. Fifteen percent (15%) of the tenured or tenure track respondents indicated that they are very satisfied.
- Child Care: Many tenured or tenure track (42%) and adjunct (50%) respondents reported that they are not satisfied with the availability of child care at SF State. Few tenured or tenure track (9%) and adjunct (12%) respondents reported that they are very satisfied.
- Opportunities for Scholarly Pursuits: Full-time SF State respondents reported less satisfaction with their opportunities for scholarly pursuits than HERI comparison group respondents, with 30% (vs. 20%) reporting that they are not satisfied. SF State tenured or tenure track respondents reported greater satisfaction than adjunct respondents. A greater percentage of adjunct respondents reported that they are not satisfied (38% vs. 29%). Male respondents were less likely than female to report that they are not satisfied with opportunities for scholarly pursuits (26% vs. 36%).
- Job Security: Full-time and part-time SF State respondents reported less satisfaction with their job security than HERI comparison group respondents, with 17% (vs. 11% of full-time and 61% (vs. 40%) of part-time SF State respondents reporting that they are not satisfied. SF State tenured or tenure track respondents were more likely than adjunct respondents to report that they are satisfied (38% vs. 16%) or very satisfied (26% vs. 0%) with job security. A greater percentage of adjunct respondents reported that they are not satisfied (59% vs. 12%).

SF State respondents were more likely than HERI comparison group respondents to indicate that job security has been a source of stress for them during the last two years, with 46% (vs. 56%) indicating that it has not been a source of stress at all. SF State adjunct respondents were more likely than tenured or tenure track respondents to indicate that job security has been extensively (51% vs. 11%) stressful to them during the past two years. Another 30% reported that it has been somewhat stressful. More than half of the tenured or tenure track respondents reported that this has not been a source of stress at all.

- Career Advancement: Part-time SF State respondents reported less satisfaction than comparison group respondents with their prospects for career advancement, with 61% (vs. 50%) reporting that they are not satisfied. Tenured or tenure track respondents were more likely than adjunct respondents to report that they are very satisfied or satisfied (51% vs. 12%).

Part-time SF State respondents reported less agreement than HERI comparison group respondents that the criteria for advancement and promotion decisions are clear, with 10% (vs. 9%) indicating strong disagreement and 50% (vs. 29%) some disagreement. In the SF State sample, tenured or tenure track and male respondents were more likely than, respectively, adjunct or female respondents to indicate that they agree strongly or somewhat that the criteria are clear.

Greater percentages of tenured or tenure track respondents than adjunct respondents indicated that the review/promotion process has been extensively (24%) or somewhat stressful (37%) to them during the past two years. More than half of the adjunct respondents reported that it has not been a source of stress at all.

Workplace:

- Office or Lab Space: Full-time SF State respondents reported less satisfaction with office/lab space than HERI comparison group respondents, with 21% reporting that they are not satisfied (vs. 13%).
- Clerical or Administrative Support: Full-time SF State respondents reported less satisfaction with clerical and administrative support than HERI comparison group respondents, with 30% (vs. 14%) indicating that they are not satisfied. Similarly, part-time SF State respondents reported less satisfaction than comparison group respondents, with 13% (vs. 10%) reporting that they are not satisfied. SF State adjunct respondents were more likely than tenured or tenure track respondents to indicate that they are very satisfied or satisfied (61% vs. 38%) with clerical and administrative support. Three in ten tenured or tenure track respondents reported that they are not satisfied.
- Teaching Load: Full-time and part-time SF State respondents reported less satisfaction with their teaching load than HERI comparison group respondents, with 39% of full-time respondents indicating that they are very satisfied or satisfied (vs. 46%) and 47% of part-time (vs. 58%). In the SF State sample, female respondents reported less satisfaction with teaching load than male respondents, with one third of females compared to one quarter of males indicating that they are not satisfied. Female respondents reported spending more hours per week preparing for teaching than male respondents.

SF State respondents were more likely than HERI comparison group respondents to indicate that teaching load has been a source of stress for them during the last two years, with 33% (vs. 26%) of full-time and 12% (vs. 9%) of part-time respondents reporting that it has been an extensive source of stress. SF State tenured or tenure track respondents were more likely than adjunct respondents to indicate that their teaching load has been extensively (34%) stressful to them during the past two years. Another 39% reported that it has been somewhat stressful. Adjunct respondents were more likely to report that this has not been a source of stress at all (46%). Male respondents were more likely than female respondents to indicate that it has not been a source of stress at all (43% vs. 26%).

- Course Assignments: Roughly three quarters of SF State respondents indicated that they are satisfied or very satisfied with course assignments.
- Freedom to Determine Course Content: Nine in ten SF State respondents reported that they are satisfied or very satisfied with their freedom to determine course content.
- Quality of Students: Full-time SF State respondents reported more satisfaction with the quality of students than HERI comparison group respondents, with 54% (vs. 43%) reporting that they are very satisfied or satisfied. In the SF State sample, female respondents were more likely than male to indicate that they are very satisfied or satisfied with the quality of students (62% vs. 48%).

Roughly two thirds of the SF State respondents indicated that students have been extensively or somewhat a source of stress during the last two years. Three quarters of the SF State respondents indicated that working with underprepared students has been extensively or somewhat a source of stress during the last two years.

- Recognition for Good Teaching: SF State respondents were less likely than HERI comparison group respondents to indicate that faculty are rewarded for being good teachers, with 13% (vs. 18%) of full-time respondents ranking the statement as very descriptive and 46% ranking it somewhat descriptive. Four percent (4% vs. 15%) of part-time respondents ranked the statement as very descriptive and 51% (vs. 53%) ranked it somewhat descriptive. Within SF State, a greater percentage of adjunct respondents (50%) than tenured or tenure track respondents (36%) indicated that it is not descriptive.

- Incentives for Use of Instructional Technology: SF State respondents were less likely than HERI comparison group respondents to indicate that faculty are rewarded for their efforts to use instructional technology, with 10% (vs. 18%) of full-time respondents ranking the statement as very descriptive and 41% ranking it somewhat descriptive. Seven percent (7% vs. 16%) of part-time respondents ranked the statement as very descriptive and 44% (vs. 49%) ranked it somewhat descriptive.
- Autonomy and Independence: Eight in ten of the tenured or tenure track respondents and more than nine in ten of the adjunct respondents indicated that they are very satisfied or satisfied with their autonomy and independence.
- Respect for Diverse Ideas: Full-time SF State respondents were more likely than HERI comparison group respondents to indicate that there is respect for the expression of diverse values and beliefs, with 53% (vs. 33%) ranking the statement as very descriptive and 44% ranking it somewhat descriptive.
- Competency of Colleagues: SF State tenured or tenure track respondents reported less satisfaction than adjunct respondents, with 72% (vs. 81%) reporting that they are very satisfied or satisfied.
- Professional Relationships with Other Faculty: Nearly eight in ten of the SF State respondents indicated that they are very satisfied or satisfied with their professional relationships with other faculty.
- Social Relationships with Other Faculty: Full-time SF State respondents reported less satisfaction than comparison group respondents with their social relationships with other faculty. Roughly six in ten respondents, however, indicated that they are very satisfied or satisfied with their social relationships with other faculty.
- Departmental Leadership: Full-time SF State respondents indicated less satisfaction than comparison group respondents with departmental leadership, with 19% (vs. 14%) indicating that they are not satisfied. Four in ten SF State and comparison group respondents, however, reported that they are satisfied. Roughly one quarter to one third reported that they are very satisfied.

Early Promotion: Compared to the HERI four-year public college respondents, a greater percentage of full-time SF State respondents reported requesting or seeking an early promotion during the past two years (16% vs. 9%), while a smaller percentage of part-time respondents did (4% vs. 6%).

Faculty Development: SF State respondents reported less agreement than HERI comparison group respondents that there is adequate support for faculty development, with 26% (vs. 10%) of full-time respondents indicating strong disagreement and 40% (vs. 28%) some disagreement and with 13% (vs. 7%) of part-time respondents indicating strong disagreement and 44% (vs. 25%) some disagreement. In the SF State sample, a greater percentage of tenured or tenure track respondents than adjunct respondents (66% vs. 60%) indicated that they disagree strongly or somewhat that there is adequate support for faculty development. A greater percentage female than male respondents indicated that they strongly disagree (26% vs. 14%).

- Teaching workshops: A smaller percentage of full-time SF State respondents than in the comparison group indicated that they have engaged in paid workshops outside of their institution focused on teaching (25% vs. 31%). In the SF State sample, tenured or tenure track respondents were more likely than adjunct respondents to report that they have (25% vs. 9%). A greater percentage of female than male respondents indicated that they have engaged in such workshops (23% vs. 15%).
- Paid sabbatical leave: A greater percentage of full-time SF State respondents than in the HERI comparison group indicated that they have engaged in paid sabbatical leave (41% vs. 24%). In the SF State sample, a greater percentage of male than female respondents reported doing do (34% vs. 28%).
- Travel funds paid by the institution: A slightly smaller percentage of full-time SF State respondents than in the comparison group indicated that they have had travel funds paid by the institution (78% vs. 80%). In the SF State sample, a greater percentage of male than female respondents reported this (60% vs. 54%). Tenured or tenure track respondents were more likely than adjunct to indicate that they have had travel paid by SF State (82% vs. 11%).
- Internal grants for research: A greater percentage of full-time SF State respondents than in the comparison group reported obtaining internal grants for research (54% vs. 46%). Six in ten SF State tenured or tenure track respondents reported that they have engaged in obtaining internal grants for research while 4% of adjunct respondents reported having done so.
- Training for administrative leadership: A slightly smaller percentage of full-time SF State respondents than in the HERI comparison group indicated that they have engaged in training for administrative leadership (13% vs. 16%). In the SF State sample, a greater percentage of male than female respondents reported doing so (12% vs. 9%). Tenured or tenure track respondents were more likely than adjunct to indicate that they have received such training (14% vs. 4%).

- Received incentives to develop new courses: A smaller percentage of full-time SF State respondents than in the comparison group indicated that they have received incentives to develop new courses (18% vs. 25%). In the SF State sample, 15% of male and female respondents reported this. Tenured or tenure track respondents were more likely than adjunct to indicate that they have received incentives for this (20% vs. 7%).

Life Balance: Tenured or tenure track respondents were more likely than adjunct respondents to indicate that they do not achieve a healthy balance between their personal lives and their professional lives (27% vs. 8%). A greater percentage of adjunct than tenured or tenure track respondents reported achieving this to a great extent (44% vs. 31%).

Alignment of Values: Most SF State and HERI comparison group respondents (64% to 70%) reported that they experience close alignment between their work and their personal values to a great extent.

Would Return to SF State: Although SF State adjunct respondents were more likely than tenured or tenure track respondents to indicate that they definitely would still want to come to SF State if they were to begin their careers again (46% vs. 30%), a greater percentage of tenured or tenure track respondents reported that they probably would still want to come to SF State (36% vs. 32%).

Would Be a Professor: Most SF State tenured or tenure track respondents (62%) and adjunct respondents (53%) reported that they definitely would still want to be a college professor if they were to begin their careers again. Roughly one quarter indicated that they probably would. Male respondents were more likely than female respondents to indicate that they would still want to be a college professor.

Retirement: Compared to the HERI four-year public college respondents, the same percentage of full-time SF State faculty reported planning to retire within the next three years (12%), while a smaller percentage of part-time respondents did (9% vs. 14%).

Early Retirement: Slightly greater percentages of full-time and part-time SF State faculty (25% vs. 23% and, respectively, 22% vs. 20%) than in the HERI comparison group reported having considered early retirement during the past two years.

Leaving Academe: Slightly greater percentages of full-time and part-time SF State respondents (39% vs. 35% and, respectively, 47% vs. 38%) than in the HERI comparison group reported having considered leaving academe for another job during the past two years. SF State adjunct respondents were more likely than tenured or tenure track respondents to indicate that they have considered leaving academe (48% vs. 37%).

Leaving SF State: Compared to the HERI four-year public college respondents, greater percentages of full-time and part-time SF State respondents (54% vs. 47% and, respectively, 48% vs. 39%) reported having considered leaving their present institution for another during the past two years.

Job Offers: Smaller percentages of full-time and part-time SF State respondents (18% vs. 27% and, respectively, 26% vs. 28%) than in the HERI comparison group reported receiving at least one firm job offer during the past two years.

Union Membership: Compared to the HERI four-year public college respondents: Greater percentages of full-time (82% vs. 46%) and part-time (66% vs. 49%) SF State respondents reported being a faculty union member. In the SF State sample, tenured or tenure track and female respondents were more likely than, respectively, adjunct and male respondents to indicate that they are members of a faculty union.

Campus Administration:

SF State respondents reported less agreement than HERI comparison group respondents that faculty are sufficiently involved in campus decision making, with 16% (vs. 15%) of full-time respondents indicating strong disagreement and 31% (vs. 25%) indicating some disagreement and with 12% (vs. 7%) of part-time respondents indicating strong disagreement and 32% (vs. 21%) indicating some disagreement.

Full-time and part-time SF State respondents were less likely than HERI comparison group respondents to indicate that the administration is open about its policies, with one in ten (vs. two in ten) ranking the statement as very descriptive and five in ten ranking it somewhat descriptive. Three in ten SF State respondents reported that it is not descriptive to say that the administration is open about its policies. Male respondents were more likely than female to rank the statement very or somewhat descriptive (71% vs. 60%).

Part-time SF State respondents were less likely than HERI comparison group respondents to indicate that administrators consider faculty concerns when making policy, with 8% (vs. 16%) ranking the statement as very descriptive and 58% ranking it somewhat descriptive. Three in ten SF State respondents reported that it is not descriptive to say that administrators consider faculty concerns when making policy.

SF State respondents were more likely than HERI comparison group respondents to indicate that faculty are typically at odds with campus administration, with 28% (vs. 22%) of full-time respondents ranking the statement as very descriptive and 59% ranking it somewhat descriptive. Twenty-four percent (24% vs. 38%) of part-time respondents ranked the statement as very descriptive and 61% (vs. 52%) ranked it somewhat descriptive.

Other Occupational Sources of Stress:

Committee Work: SF State adjunct respondents were more likely than tenured or tenure track respondents to report that committee work has not been a source of stress at all (68% vs. 30%). Tenured or tenure track respondents indicated that committee work has been extensively (14%) or somewhat stressful (56%) to them during the past two years. Female respondents were more likely than male respondents to report that committee work has been an extensive source of stress (17% vs. 6%).

Colleagues: SF State adjunct respondents were less likely than tenured or tenure track respondents to report that colleagues have been extensively a source of stress to them during the past two years and more likely to report that they have not been a source of stress at all (54%). Nearly half of the tenured or tenure track respondents indicated that colleagues have been a source of stress somewhat (49%) and 17% reported that they have been a source of stress extensively.

Faculty Meetings: Full-time SF State respondents were more likely than HERI comparison group respondents to indicate that faculty meetings have been a source of stress for them during the last two years, with 17% (vs. 12%) describing its effect as extensive and 48% somewhat. SF State tenured or tenure track respondents were more likely than adjunct respondents to indicate that faculty meetings have been extensively stressful (16%) to them during the past two years. Most tenured or tenure track respondents reported that they have been somewhat a source of stress (47%). Seven in ten adjunct respondents reported that they have not been a source of stress at all. Female respondents were more likely than male respondents to report that faculty meetings have been an extensive source of stress (15% vs. 9%) or a source of stress somewhat (46% vs. 37%).

Institutional Procedures and “Red Tape”: Full-time SF State respondents were more likely than HERI comparison group respondents to indicate that institutional procedures and “red tape” have been a source of stress for them during the last two years, with 25% (vs. 19%) describing its effect as extensive and 58% (vs. 54%) somewhat. SF State tenured or tenure track respondents were less likely than adjunct respondents to indicate that institutional procedures and “red tape” have not been a source of stress during the last two years. Greater percentages of tenured or tenure track respondents than adjunct respondents reported that they have been extensively (25%) or somewhat (58%) stressful to them. Four in ten adjunct respondents reported that they have not been a source of stress at all.

Research and Publishing Demands: SF State respondents were more likely than HERI comparison group respondents to indicate that research or publishing demands have been a source of stress for them during the last two years, with 27% (vs. 18%) of full-time respondents indicating they have been an extensive source and with 16% (vs. 6%) of part-time respondents indicating this. SF State tenured or tenure track respondents were more likely than adjunct respondents to indicate that research or publishing demands have been extensively (26%) or somewhat stressful (39%) to them during the past two years. Nearly half of the adjunct respondents reported that this has not been a source of stress at all.

Changes in Work Responsibilities: Full-time SF State respondents were more likely than HERI comparison group respondents to indicate that changes in work responsibilities have been a source of stress for them during the last two years, with 20% (vs. 13%) describing its effect as extensive and 40% somewhat. In the SF State sample, female respondents were less likely than male respondents to indicate that changes in work responsibilities have not been a source of stress (37% vs. 55%).

Institutional Budget Cuts: SF State respondents were more likely than HERI comparison group respondents to indicate that institutional budget cuts have been a source of stress for them during the last two years, with 72% (vs. 38%) of full-time respondents and 54% (vs. 34%) of part-time respondents describing its effect as extensive. A greater percentage of SF State tenured or tenure track respondents than adjunct respondents indicated that institutional budget cuts have been extensively a source of stress to them during the past two years (72% vs. 58%).

Subtle Discrimination: Full-time SF State respondents were more likely than HERI comparison group respondents to indicate that subtle discrimination (e.g., prejudice, racism, sexism) has been a source of stress for them during the last two years, with 15% (vs. 7%) describing its effect as extensive and 22% somewhat. In the SF State sample, male respondents were more likely than female respondents to indicate that it has not been a source of stress (81% vs. 52%).

Campus Racial Conflict: Although nine in ten SF State respondents indicated that they disagree strongly or somewhat that there is a lot of campus racial conflict, full-time SF State respondents reported more agreement than HERI comparison group respondents that there is a lot of campus racial conflict here, with 3% (vs. 1%) indicating strong agreement and 8% (vs. 7%) some agreement. SF State male respondents were more likely than female respondents to disagree strongly rather than somewhat (53% vs. 39%).

Faculty of Color: Part-time SF State respondents were less likely than HERI comparison group respondents to agree that faculty of color are treated fairly. In the SF State sample, male respondents were more likely than female respondents to agree that faculty of color are treated fairly at SF State. Female respondents were more likely than male respondents to agree that SF State should hire more faculty of color.

Women Faculty: In the SF State sample, male respondents were more likely than female respondents to agree that women faculty are treated fairly at SF State. Female respondents were more likely than male respondents to agree that SF State should hire more women.

Gay and Lesbian Faculty: Full-time SF State respondents reported significantly more agreement than HERI comparison group respondents that gay and lesbian faculty are treated fairly, with 57% (vs. 44%).

Sexual Harassment: Compared to the HERI four-year public college respondents, a greater percentage of full-time SF State respondents (7% vs. 5%) reported having been sexually harassed at work, while the same percentage of part-time faculty did (2%). In the SF State sample, tenured or tenure track and female respondents were more likely than, respectively, adjunct or male respondents to report that they have been sexually harassed at SF State (8% vs. 2% and 9% vs. 2%).

Faculty Perception of Institutional Priorities:

SF State respondents were less likely than HERI comparison group respondents to rank the importance at the university of increasing or maintaining institutional prestige or enhancing the institution's national image as the highest or a high priority.

Full-time SF State respondents were more likely than HERI comparison group respondents to rank the importance at the university of hiring faculty "stars" as the highest or a high priority.

Full-time SF State respondents were more likely than HERI comparison group respondents to rank the importance at the university of promoting gender equity among faculty and increasing the representation of minorities and women in the faculty and administration as the highest or a high priority. SF State male respondents were more likely than female respondents to report their belief that increasing the representation of women in the faculty and administration is a highest or high priority.

Methodology and Statistical Analysis:

Data Collection: Survey responses were submitted online from February 1, 2011 through March 31, 2011. The overall response rate was 17%.

HERI Data Analysis: The T-test was used to examine any differences between the means for SF State and HERI Four-Year Public Colleges comparison group responses.

- The response options for the survey items were given numeric values and were assigned in descending order, e.g., 4=Essential, 3=Very Important, 2=Somewhat Important, 1=Not Important. The means of these values were calculated and are shown in Appendix A.
- The differences between means that were larger than would be expected by chance are noted with asterisks indicating the level of statistical significance, i.e., the extent to which the difference is probably occurring by chance. Standard levels of statistical significance were used and are shown in Appendix A:

* $p < .05$, two-tailed. ** $p < .01$, two-tailed. *** $p < .001$, two-tailed.

- Effect size indicates the practical significance of the difference between means. It was calculated by dividing the difference between the means by the standard deviation of the comparison group. Generally, an effect size of .20 is considered small, .50 medium, and .80 large. In Appendix A, negative effect size indicates that the SF State mean was lower than that of the HERI comparison group.

AIR Data Analysis: Nonparametric tests were used to examine differences within SF State.

- The Chi-Square (χ^2) test was used and standardized residuals were examined to see if the distribution of responses in crosstabulations was significantly different from what would have been expected by chance. Cramer's V provides effect size.
- The Mann-Whitney U test was used as a nonparametric alternative to the t-test. Effect size r is calculated by dividing Z by the square root of the total number of responses to the question. Its sign does not indicate which group's scores were higher.
- The Kruskal-Wallis (H) test was used as a nonparametric alternative to the ANOVA (analysis of variance) to identify any significant differences by ethnicity.

Rounding Numbers: In the narrative section of this report, numbers were "rounded to even." Decimal values of .5 were rounded down if the number was even and rounded up to an even integer if the number was odd.

Representativeness of SF State Survey Sample to SF State Faculty Population:

The basic demographic characteristics of the SF State respondents to the HERI Faculty Survey for 2010-2011 are similar to those of the SF State faculty population for the data collection timeframe.

Gender: Males were slightly underrepresented among survey respondents. In the SF State survey sample, 47% were male and 53% were female. In the SF State faculty population, 52% were male and 48% were female.

Ethnicity: Asian faculty were underrepresented among survey respondents. In the SF State survey sample, 61% of respondents were White while 60% of the SF State faculty population were. Asian faculty made up 14% of survey respondents and 21% of the SF State faculty population. Latino faculty made up 5% of respondents and 7% of the SF State faculty population. Four percent (4%) of survey respondents were African American while 5% of the SF State faculty population were. Ten percent (10%) of the survey sample identified themselves as being of two or more races but that information for the SF State faculty for the data collection period is unavailable.

Tenure Status: Adjunct faculty were slightly overrepresented among survey respondents. In the survey sample, 56% of respondents were tenured or tenure track, and 35% were adjunct. In the SF State faculty population, 51% of faculty were tenured or tenure track, and 49% were adjunct.

Appendix A – Distributions of responses to survey questions

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Total Respondents	224	4,962	113	1,133	237	129	169	193
What is your principal activity in your current position at this institution?								
Administration	8.9%	5.8%	0.0%	1.1%	11.4%	4.7%	11.8%	6.7%
Teaching	84.4%	91.3%	92.0%	96.3%	80.6%	89.9%	80.5%	86.5%
Research	4.0%	1.3%	5.3%	0.7%	5.5%	3.1%	5.3%	4.1%
Services to clients and patients	0.0%	0.6%	0.9%	0.6%	0.0%	0.8%	0.6%	0.0%
Other	2.7%	1.0%	1.8%	1.2%	2.5%	1.6%	1.8%	2.6%
Respondents (n)	224	4,962	113	1,133	237	129	169	193
Are you considered a full-time employee of your institution for at least nine months of the current academic year?								
Yes	100.0%	100.0%	0.0%	0.0%	97.0%	17.8%	66.9%	70.5%
No	0.0%	0.0%	100.0%	100.0%	3.0%	82.2%	33.1%	29.5%
Respondents (n)	224	4,962	113	1,133	237	129	169	193
What is your present academic rank?								
Professor	39.5%	27.9%	6.2%	6.4%	45.8%	0.0%	37.9%	22.4%
Associate professor	22.0%	26.4%	0.0%	1.9%	25.8%	0.0%	12.4%	19.3%
Assistant professor	30.5%	30.2%	0.9%	2.9%	28.4%	2.3%	17.8%	20.8%
Lecturer	7.2%	8.7%	76.1%	52.5%	0.0%	81.4%	24.9%	32.8%
Instructor	0.9%	6.8%	16.8%	36.4%	0.0%	16.3%	7.1%	4.7%
Respondents (n)	223	4,815	113	1,113	236	129	169	192
What is your tenure status at this institution?								
Tenured	59.8%	54.3%	2.7%	4.1%	70.5%	0.0%	50.9%	39.9%
On tenure track, but not tenured	30.8%	27.3%	0.0%	0.4%	29.5%	0.0%	16.6%	21.8%
Adjunct (or comparison institution has no tenure system)	9.4%	18.4%	97.4%	95.4%	0.0%	100.0%	32.5%	38.3%
Respondents (n)	224	4,813	113	1,112	237	129	169	193
Are you currently serving in an administrative position as:								
Department chair	10.7%	11.3%	0.0%	0.3%	12.7%	0.0%	8.9%	7.8%
Other (including President, Provost, Vice President, Dean)	17.4%	14.9%	1.8%	3.9%	16.0%	10.9%	16.0%	12.9%
Not applicable	66.1%	68.6%	94.7%	93.4%	66.7%	85.3%	68.6%	76.7%
Respondents (n)	224	4,962	113	1,133	237	129	169	193

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Highest Degree Earned								
Bachelor's (B.A., B.S., etc.)	0.0%	0.7%	9.7%	6.8%	0.4%	8.5%	4.1%	2.1%
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	14.7%	21.1%	50.4%	59.5%	10.1%	53.5%	20.7%	30.1%
Ph.D.	79.9%	70.0%	31.0%	23.7%	84.4%	29.5%	69.2%	61.1%
Ed.D.	3.6%	4.6%	0.0%	2.8%	3.4%	0.8%	1.2%	3.6%
LL.B., J.D.	0.4%	1.4%	4.4%	3.1%	0.4%	3.9%	2.4%	1.0%
M.D., D.D.S. (or equivalent)	0.0%	0.1%	0.9%	0.5%	0.0%	0.8%	0.6%	0.0%
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.9%	0.6%	0.9%	0.5%	0.4%	1.6%	0.6%	1.0%
Other degree	0.4%	1.6%	1.8%	2.6%	0.8%	0.8%	1.2%	0.5%
None	0.0%	0.0%	0.9%	0.4%	0.0%	0.8%	0.0%	0.5%
Respondents (n)	224	4,961	113	1,133	237	129	169	193
Year of Highest Degree Earned								
1983 or earlier	14.1%	17.7%	22.5%	27.8%	17.1%	13.8%	23.6%	10.1%
1984-1993	23.2%	23.7%	15.3%	16.5%	24.1%	17.1%	25.5%	18.1%
1994-2003	40.9%	30.9%	23.4%	24.7%	40.4%	27.6%	27.3%	43.1%
2004 or later	21.8%	27.6%	38.7%	31.0%	18.0%	41.5%	23.6%	28.7%
Respondents (n)	220	4,886	111	1,120	228	123	161	188
Area of Highest Degree Held (HERI categories)								
Agriculture or Forestry	0.9%	1.5%	0.9%	0.8%	0.8%	0.8%	1.2%	0.5%
Biological and Biomedical Sciences	2.7%	6.2%	7.1%	3.4%	3.4%	7.0%	5.3%	4.1%
Business	5.8%	6.3%	4.4%	5.9%	5.5%	4.7%	8.3%	2.6%
Education (including Health and Physical Education)	12.5%	14.3%	10.6%	16.7%	11.0%	13.2%	7.7%	15.0%
Engineering	0.4%	2.4%	2.7%	2.5%	0.8%	1.6%	1.8%	0.5%
English Language and Literature	6.3%	7.9%	11.5%	9.4%	5.9%	10.9%	5.9%	9.3%
Health Professions/Clinical Sciences	5.4%	5.6%	7.1%	6.9%	4.2%	8.5%	1.8%	9.3%
History or Political Science	6.7%	4.6%	4.4%	4.0%	6.8%	3.1%	7.7%	3.6%
Humanities	7.1%	4.5%	3.5%	4.9%	7.2%	3.9%	4.7%	7.3%
Fine Arts	7.6%	6.7%	11.5%	10.7%	8.1%	10.9%	8.9%	8.8%
Mathematics or Statistics	2.7%	4.1%	5.3%	3.8%	5.1%	3.1%	7.7%	1.0%
Physical Sciences	6.3%	8.0%	3.5%	3.9%	6.8%	2.3%	8.9%	2.1%
Social Sciences (including Ethnic/Area/Gender Studies, Psychology, Economics)	18.8%	14.0%	14.2%	12.5%	18.2%	15.5%	16.0%	18.7%
Other Technical (including Computer/Information Sciences, Science Technologies)	0.0%	2.2%	0.0%	1.4%	0.4%	0.0%	0.6%	0.0%
Other Non-technical (including Communications/Journalism, Family/Consumer Sciences, Library Science, Interdisciplinary Studies, Transportation, Parks/Recreation/Leisure Studies)	17.0%	11.5%	13.3%	13.3%	15.7%	14.7%	13.6%	17.1%
Respondents (n)	224	4,930	113	1,132	236	129	169	193

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Degree Currently Working On								
Bachelor's (B.A., B.S., etc.)	0.0%	0.1%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.0%	1.9%	9.0%	4.0%	0.0%	7.7%	4.0%	1.3%
Ph.D.	2.0%	4.4%	10.1%	10.7%	1.5%	9.6%	4.7%	3.8%
Ed.D.	0.5%	0.6%	2.2%	2.2%	0.0%	2.9%	0.7%	1.3%
LL.B., J.D.	0.0%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
M.D., D.D.S. (or equivalent)	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0%	0.3%	1.1%	0.3%	0.0%	1.0%	0.0%	0.6%
Other degree	1.5%	0.8%	3.4%	2.5%	0.5%	4.8%	1.3%	2.5%
None	95.9%	91.7%	74.2%	79.5%	98.0%	74.0%	89.3%	90.4%
Respondents (n)	197	4,429	89	921	205	104	150	157
Year of appointment at present institution								
1983 or earlier	8.2%	8.5%	9.9%	8.2%	9.0%	2.4%	8.7%	4.9%
1984-1993	18.1%	19.2%	7.2%	7.0%	18.4%	8.9%	18.0%	12.5%
1994-2003	35.0%	25.1%	18.9%	22.0%	36.8%	22.6%	29.8%	32.6%
2004 or later	38.6%	47.2%	63.9%	62.8%	35.9%	66.1%	43.5%	50.0%
Respondents (n)	220	4,889	111	1,113	223	124	161	184
If tenured, year tenure was awarded								
1983 or earlier	15.2%	20.3%	90.0%	87.5%	6.0%	0.0%	9.2%	2.5%
1984-1993	13.3%	17.6%	6.7%	5.2%	16.7%	0.0%	19.5%	13.9%
1994-2003	31.0%	28.2%	3.3%	3.5%	32.7%	0.0%	33.3%	32.9%
2004 or later	40.5%	34.0%	0.0%	3.7%	44.6%	0.0%	37.9%	50.6%
Respondents (n)	158	3,584	30	345	168	0	87	79

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Gender								
Men	44.2%	51.7%	49.6%	44.6%	48.9%	42.6%	100.0%	0.0%
Women	55.8%	48.3%	50.4%	55.4%	51.1%	57.4%	0.0%	100.0%
Respondents (n)	224	4,962	113	1,133	233	129	169	193
Age (as of 2011)								
Under 40	15.5%	21.9%	24.5%	21.9%	13.1%	21.4%	12.8%	18.4%
40-49	36.8%	24.6%	29.1%	21.5%	35.8%	31.7%	34.8%	34.2%
50-59	28.6%	32.6%	29.1%	29.7%	25.8%	33.3%	27.4%	29.5%
60 and over	19.0%	20.8%	17.3%	26.9%	25.3%	13.5%	25.0%	17.9%
Respondents (n)	220	4,857	110	1,114	229	126	164	190
Are you currently:								
Single	14.3%	11.6%	17.1%	14.4%	13.8%	16.5%	14.9%	14.7%
Married	63.4%	73.7%	60.4%	70.4%	63.4%	62.2%	64.3%	61.8%
Unmarried, living with partner	10.7%	5.1%	14.4%	5.6%	12.1%	12.6%	12.5%	12.0%
Divorced	9.8%	6.4%	7.2%	7.6%	9.1%	7.9%	6.5%	10.5%
Widowed	0.4%	1.6%	0.0%	1.1%	0.4%	0.0%	0.6%	0.0%
Separated	1.3%	1.7%	0.9%	1.0%	1.3%	0.8%	1.2%	1.0%
Respondents (n)	224	4,952	111	1,130	232	127	168	191
How many children do you have in the following age ranges?								
Under 18 years old								
0	66.8%	62.8%	79.3%	70.4%	68.5%	75.4%	70.7%	70.9%
1	16.8%	17.2%	9.9%	13.7%	16.8%	11.9%	12.6%	17.5%
2	15.0%	15.2%	8.1%	12.0%	13.4%	10.3%	13.8%	11.1%
3	0.5%	3.4%	1.8%	2.1%	0.4%	1.6%	1.8%	0.0%
4+	0.9%	1.4%	0.9%	1.8%	0.9%	0.8%	1.2%	0.5%
Respondents (n)	220	4,888	111	1,116	232	126	167	189
18 years or older								
0	70.9%	58.6%	68.1%	50.8%	70.5%	69.0%	66.9%	72.4%
1	12.6%	12.5%	15.0%	13.9%	12.0%	15.5%	10.7%	15.6%
2	11.2%	18.4%	11.5%	21.1%	12.8%	9.3%	16.6%	7.3%
3	4.0%	6.9%	3.5%	7.6%	3.0%	4.7%	4.1%	3.1%
4+	1.3%	3.6%	1.8%	6.5%	1.7%	1.6%	1.8%	1.6%
Respondents (n)	223	4,901	113	1,121	234	129	169	192

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Race/Ethnicity Group								
African American	3.2%	2.5%	5.4%	3.4%	3.9%	4.8%	3.0%	5.2%
American Indian or Alaskan Native	0.0%	0.3%	0.9%	0.4%	0.0%	0.8%	0.0%	0.5%
Asian	17.6%	4.8%	6.3%	4.1%	17.2%	7.9%	13.9%	14.0%
Latino	5.9%	1.5%	4.5%	3.9%	5.6%	4.8%	4.8%	5.7%
White	58.6%	84.7%	69.4%	79.4%	59.9%	67.5%	63.6%	61.7%
Other	4.1%	1.7%	3.6%	3.1%	4.3%	3.2%	4.8%	3.1%
Two or more races/ethnicities	10.8%	4.5%	9.9%	5.6%	9.1%	11.1%	9.7%	9.8%
Total (n)	222	4,905	111	1,115	232	126	165	193
Are you a U.S. citizen?								
Yes	87.9%	93.5%	95.6%	96.6%	87.8%	95.3%	89.9%	90.7%
No	12.1%	6.5%	4.4%	3.4%	12.2%	4.7%	10.1%	9.3%
Respondents (n)	224	4,953	113	1,133	237	129	169	193
Is English your native language?								
Yes	77.2%	90.3%	92.0%	90.1%	76.5%	91.5%	81.7%	81.9%
No	22.8%	9.7%	8.0%	9.9%	23.5%	8.5%	18.3%	18.1%
Respondents (n)	224	4,957	113	1,133	234	129	169	193
How would you characterize your political views?								
Far left	19.5%	9.3%	17.9%	7.9%	20.3%	15.7%	17.3%	20.0%
Liberal	60.2%	47.6%	58.9%	43.5%	59.7%	59.8%	58.9%	60.5%
Middle of the road	15.4%	28.5%	23.2%	34.0%	16.9%	21.3%	20.8%	16.3%
Conservative	4.5%	13.9%	0.0%	14.5%	3.0%	2.4%	3.0%	2.6%
Far right	0.5%	0.7%	0.0%	0.1%	0.0%	0.8%	0.0%	0.5%
Respondents (n)	221	4,885	112	1,121	231	127	168	190
Personally, how important to you is:								
Research								
Essential	54.3%	31.8%	30.1%	23.5%	58.2%	29.7%	50.3%	46.4%
Very important	31.4%	38.3%	31.9%	32.2%	29.5%	32.8%	28.4%	32.8%
Somewhat important	13.0%	26.5%	31.9%	32.3%	10.5%	32.0%	17.2%	18.8%
Not important	1.3%	3.5%	6.2%	12.0%	1.7%	5.5%	4.1%	2.1%
Respondents (n)	223	4,960	113	1,131	237	128	169	192

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Teaching								
Essential	70.5%	80.6%	73.5%	74.3%	67.1%	76.0%	69.2%	72.0%
Very important	28.1%	17.7%	23.9%	23.7%	30.4%	22.5%	29.0%	25.4%
Somewhat important	1.3%	1.6%	2.7%	2.0%	2.5%	1.6%	1.8%	2.6%
Not important	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Respondents (n)	224	4,962	113	1,133	237	129	169	193
Service								
Essential	22.3%	16.8%	25.7%	28.9%	21.1%	27.9%	17.2%	29.5%
Very important	43.8%	49.7%	38.1%	42.2%	43.0%	38.0%	44.4%	38.3%
Somewhat important	30.8%	30.9%	30.1%	24.4%	32.5%	28.7%	34.9%	27.5%
Not important	3.1%	2.6%	6.2%	4.6%	3.4%	5.4%	3.6%	4.7%
Respondents (n)	224	4,958	113	1,129	237	129	169	193

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
During the past two years, have you engaged in any of the following activities?								
Taught an honors course	10.8%	15.5%	8.0%	8.0%	10.2%	8.5%	13.7%	5.7%
Taught an interdisciplinary course	46.4%	38.3%	31.9%	29.4%	47.2%	34.9%	42.9%	42.7%
Taught an ethnic studies course	12.2%	11.0%	11.5%	9.1%	10.7%	12.4%	11.4%	11.4%
Taught a women's studies course	6.3%	8.0%	8.0%	5.9%	6.0%	9.3%	2.4%	11.4%
Taught a service learning course	21.2%	21.8%	14.2%	14.1%	22.6%	14.8%	14.9%	23.4%
Taught an exclusively web-based course at this institution	4.9%	24.5%	4.4%	12.0%	3.8%	6.2%	6.0%	3.6%
Participated in a teaching enhancement workshop	51.3%	68.8%	31.9%	47.7%	49.4%	38.8%	36.7%	53.4%
Advised student groups involved in service/volunteer work	50.9%	48.5%	27.4%	26.8%	49.6%	31.8%	36.7%	48.7%
Collaborated with the local community in research/teaching	64.3%	51.2%	40.7%	33.8%	63.6%	45.0%	54.4%	59.1%
Conducted research or writing focused on international/global issues	39.5%	27.1%	28.6%	17.5%	43.0%	26.6%	41.1%	33.3%
Conducted research or writing focused on racial or ethnic minorities	38.6%	19.7%	26.8%	16.0%	39.6%	25.8%	29.8%	39.6%
Conducted research or writing focused on women and gender issues	34.1%	19.2%	19.6%	13.7%	34.0%	19.5%	16.1%	40.6%
Engaged undergraduates on <u>your</u> research project	46.6%	43.8%	24.8%	16.6%	47.9%	25.6%	41.1%	38.3%
Worked with undergraduates on a research project	56.5%	61.7%	34.5%	29.8%	56.8%	38.0%	52.4%	48.2%
Engaged in academic research that spans multiple disciplines	74.4%	56.2%	42.5%	32.2%	75.8%	44.2%	67.9%	61.7%
Taught a seminar for first-year students	16.6%	20.6%	24.8%	19.7%	13.1%	27.9%	14.9%	21.2%
Taught a capstone course	35.0%	39.6%	17.9%	13.3%	34.3%	18.0%	28.0%	28.6%
Taught in a learning community (e.g., FIG, linked courses)	7.6%	11.3%	2.7%	7.2%	6.0%	6.3%	4.2%	7.8%
Supervised an undergraduate thesis	26.6%	27.9%	9.8%	8.0%	28.1%	9.4%	22.6%	20.4%
Published op-ed pieces or editorials	21.5%	16.1%	13.3%	14.4%	23.0%	13.2%	23.8%	16.1%
Received funding for your work from foundations	23.4%	19.9%	16.8%	9.0%	24.8%	17.8%	25.6%	19.8%
Received funding for your work from state or federal government	33.9%	26.6%	11.5%	10.1%	34.3%	14.0%	31.1%	24.0%
Received funding for your work from business or industry	7.7%	9.1%	6.2%	5.4%	9.0%	7.0%	8.3%	8.3%
Respondents (n)	222	4,934	113	1,126	237	129	169	193

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	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
How many courses are you teaching this term?								
Mean	2.51	3.20	2.15	3.00	2.27	2.19	2.15	2.31
Median	3.00	3.00	2.00	2.00	3.00	2.00	2.00	3.00
Mode	3	3	1	1	3	1	3	3
Respondents (n)	223	4,962	113	1,130	236	129	169	192
Teach at least one course this term at another institution	3.6%	3.5%	24.8%	23.1%	2.9%	26.8%	11.2%	11.6%
Type of course taught this term "at this institution"								
General education course								
Teach at least one course	27.7%	36.1%	29.2%	31.6%	27.4%	34.8%	30.1%	30.1%
Mean student enrollment	66.6	48.5	57.2	38.9	66.6	51.3	69.5	53.2
Have teaching/lab assistant or reader/grader assigned	26.6%	10.7%	10.6%	7.6%	28.1%	10.3%	23.3%	17.3%
Course required for an undergraduate major								
Teach at least one course	57.6%	76.7%	47.8%	51.6%	63.0%	50.0%	61.5%	54.9%
Mean student enrollment	49.4	28.5	35.0	29.9	44.5	42.4	46.9	39.5
Have teaching/lab assistant or reader/grader assigned	18.3%	10.9%	13.0%	9.2%	18.3%	14.3%	19.3%	13.7%
Other undergraduate course								
Teach at least one course	24.6%	27.7%	13.3%	19.2%	24.5%	19.6%	23.8%	20.8%
Mean student enrollment	34.5	22.3	32.8	23.8	30.7	34.2	27.7	34.3
Have teaching/lab assistant or reader/grader assigned	7.3%	6.9%	13.3%	6.9%	7.8%	9.1%	11.8%	2.8%
Developmental/remedial course (not for credit)								
Teach at least one course	0.0%	1.0%	0.9%	2.8%	0.0%	0.9%	0.7%	0.0%
Mean student enrollment	0.0	32.4	18.0	27.9	0.0	18.0	18.0	0.0
Have teaching/lab assistant or reader/grader assigned	0.0%	23.0%	0.0%	41.9%	0.0%	0.0%	0.0%	0.0%
Non-credit course (other than above)								
Teach at least one course	0.9%	0.5%	0.0%	0.5%	1.0%	0.0%	1.4%	0.0%
Mean student enrollment	17.0	27.4	0.0	25.8	17.0	0.0	17.0	0.0
Have teaching/lab assistant or reader/grader assigned	50.0%	17.6%	0.0%	25.0%	50.0%	0.0%	100.0%	0.0%
Graduate course								
Teach at least one course	50.9%	21.9%	15.0%	12.7%	53.8%	19.6%	40.6%	42.8%
Mean student enrollment	15.3	16.0	19.7	17.9	13.9	18.5	14.4	14.5
Have teaching/lab assistant or reader/grader assigned	4.2%	4.5%	17.6%	7.7%	2.7%	13.6%	1.7%	6.8%

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)								
Undergraduate credit courses	16.7%	42.9%	75.0%	71.9%	55.2%	70.6%	53.8%	70.0%
Graduate courses	16.7%	26.2%	12.5%	8.8%	17.2%	23.5%	26.9%	10.0%
Non-credit courses	16.7%	21.6%	0.0%	0.0%	3.4%	0.0%	0.0%	5.0%
I do not teach	50.0%	9.4%	12.5%	19.3%	24.1%	5.9%	19.2%	15.0%
Respondents (n)	6	70	16	57	29	17	26	20
Do you teach remedial/developmental skills in any of the following areas? (% Yes)								
Reading	12.9%	6.0%	13.3%	10.4%	10.1%	16.3%	9.5%	15.0%
Writing	27.7%	14.4%	23.9%	19.2%	24.5%	27.9%	21.9%	29.0%
Mathematics	1.8%	7.1%	5.3%	6.2%	3.0%	3.9%	4.1%	2.6%
ESL	3.6%	1.2%	5.3%	3.3%	1.7%	8.5%	3.6%	4.7%
General academic skills	18.3%	12.4%	15.9%	14.0%	16.9%	17.8%	16.6%	17.6%
Other subject areas	11.2%	6.9%	9.7%	13.1%	9.7%	13.2%	9.5%	12.4%
Respondents (n)	224	4,962	113	1,133	237	129	169	193

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
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	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Have you engaged in any of the following professional development opportunities at your institution?								
Paid workshops outside the institution focused on teaching								
Yes	24.6%	30.7%	6.2%	15.1%	25.0%	9.3%	15.4%	22.8%
No	65.2%	62.3%	55.8%	52.7%	66.5%	54.3%	68.0%	57.0%
Not eligible	1.3%	1.4%	23.0%	22.1%	0.4%	21.7%	5.3%	10.4%
Not available	8.9%	5.6%	15.0%	10.0%	8.1%	14.7%	11.2%	9.8%
Respondents (n)	224	4,948	113	1,130	236	129	169	193
Paid sabbatical leave								
Yes	41.1%	24.1%	5.3%	3.3%	48.3%	0.0%	34.3%	28.0%
No	42.4%	53.5%	31.0%	36.3%	40.3%	33.3%	40.2%	35.8%
Not eligible	14.3%	19.1%	51.3%	51.5%	10.2%	54.3%	20.7%	30.6%
Not available	2.2%	3.4%	12.4%	8.9%	1.3%	12.4%	4.7%	5.7%
Respondents (n)	224	4,952	113	1,131	236	129	169	193
Travel funds paid by the institution								
Yes	77.7%	80.1%	11.5%	17.7%	82.3%	10.9%	60.4%	53.9%
No	17.0%	16.3%	36.3%	40.9%	16.0%	36.4%	24.9%	21.8%
Not eligible	2.2%	2.0%	40.7%	33.8%	0.0%	39.5%	7.7%	19.7%
Not available	3.1%	1.6%	11.5%	7.6%	1.7%	13.2%	7.1%	4.7%
Respondents (n)	224	4,958	113	1,130	237	129	169	193
Internal grants for research								
Yes	54.0%	45.9%	10.6%	7.4%	59.9%	3.9%	38.5%	41.5%
No	42.0%	49.2%	44.2%	52.4%	38.4%	51.9%	47.3%	39.4%
Not eligible	0.9%	3.5%	32.7%	32.5%	0.0%	31.0%	7.7%	14.0%
Not available	3.1%	1.3%	12.4%	7.6%	1.7%	13.2%	6.5%	5.2%
Respondents (n)	224	4,946	113	1,129	237	129	169	193
Training for administrative leadership								
Yes	12.9%	15.5%	3.5%	3.3%	14.4%	3.9%	12.4%	9.3%
No	74.6%	72.6%	54.0%	56.2%	76.3%	53.5%	74.0%	62.7%
Not eligible	2.7%	4.1%	30.1%	31.1%	1.7%	27.9%	5.9%	15.5%
Not available	9.8%	7.8%	12.4%	9.5%	7.6%	14.7%	7.7%	12.4%
Respondents (n)	224	4,947	113	1,129	236	129	169	193

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	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Received incentives to develop new courses								
Yes	18.3%	25.3%	7.1%	8.0%	19.9%	7.0%	15.4%	15.0%
No	69.6%	66.5%	51.3%	58.4%	70.8%	49.6%	66.3%	60.6%
Not eligible	1.8%	1.7%	23.0%	23.3%	1.3%	21.7%	5.3%	11.4%
Not available	10.3%	6.6%	18.6%	10.4%	8.1%	21.7%	13.0%	13.0%
Respondents (n)	224	4,955	113	1,131	236	129	169	193
Received incentives to integrate new technology into your classroom								
Yes	12.9%	21.7%	7.1%	8.7%	15.7%	5.4%	14.2%	9.8%
No	76.8%	70.1%	53.1%	60.3%	76.3%	54.3%	69.8%	67.4%
Not eligible	0.9%	1.2%	21.2%	20.2%	0.4%	20.2%	4.1%	10.4%
Not available	9.4%	6.9%	18.6%	10.8%	7.6%	20.2%	11.8%	12.4%
Respondents (n)	224	4,953	113	1,128	236	129	169	193
How many of the following have you published?								
Articles in academic or professional journals								
None	10.3%	22.1%	52.2%	55.6%	7.6%	51.6%	22.5%	24.0%
1-2	15.7%	22.0%	15.9%	20.6%	12.7%	19.5%	12.4%	17.7%
3-4	21.5%	16.6%	9.7%	9.0%	22.4%	10.9%	14.8%	20.8%
5-10	24.2%	20.1%	8.8%	7.9%	25.7%	7.8%	18.9%	19.8%
11-20	13.5%	11.3%	6.2%	2.9%	15.6%	3.9%	13.6%	9.9%
21-50	10.3%	6.1%	6.2%	2.6%	11.8%	5.5%	13.0%	6.3%
51+	4.5%	1.9%	0.9%	1.4%	4.2%	0.8%	4.7%	1.6%
Respondents (n)	223	4,957	113	1,130	237	128	169	192
Mean	3.64	3.02	2.23	1.95	3.81	2.13	3.47	2.99
Significance	-	***	-	*	-	***	-	*
Effect size	-	.39	-	.20	-	-.48	-	-.13

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	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Chapters in edited volumes								
None	34.4%	57.5%	69.6%	80.0%	30.3%	72.4%	46.4%	44.5%
1-2	30.3%	27.2%	17.9%	12.5%	31.2%	17.3%	26.9%	26.2%
3-4	17.6%	8.5%	4.5%	4.9%	19.7%	3.1%	13.3%	14.1%
5-10	12.7%	4.9%	4.5%	1.4%	13.7%	4.7%	9.0%	12.0%
11-20	2.7%	1.1%	2.7%	1.0%	3.0%	1.6%	2.4%	2.6%
21-50	1.8%	0.6%	0.9%	0.2%	1.7%	0.8%	3.0%	0.0%
51+	0.5%	0.1%	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Respondents (n)	221	4,924	112	1,124	234	127	166	191
Mean	2.26	1.67	1.55	1.31	2.35	1.48	2.04	2.04
Significance	-	***	-	**	-	***	-	ns
Effect size	-	.60	-	.32	-	-.39	-	-
Books, manuals, or monographs								
None	48.6%	70.3%	69.6%	80.5%	46.4%	70.9%	55.1%	54.7%
1-2	33.3%	21.8%	17.9%	13.3%	34.0%	20.5%	27.5%	31.3%
3-4	8.6%	4.6%	6.3%	3.6%	10.2%	3.1%	8.4%	6.8%
5-10	6.8%	2.6%	3.6%	1.4%	7.2%	2.4%	5.4%	5.7%
11-20	2.3%	0.5%	0.9%	0.8%	2.1%	0.8%	2.4%	1.0%
21-50	0.5%	0.2%	1.8%	0.3%	0.0%	2.4%	1.2%	0.5%
51+	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Respondents (n)	222	4,938	112	1,125	235	127	167	192
Mean	1.82	1.42	1.54	1.30	1.85	1.49	1.76	1.69
Significance	-	***	-	**	-	***	-	ns
Effect size	-	.52	-	.32	-	-.23	-	-
Other, such as patents or computer software products								
None	91.9%	90.9%	87.5%	91.6%	90.2%	89.1%	85.5%	93.8%
1-2	4.5%	5.3%	7.1%	4.2%	5.1%	6.3%	8.4%	2.6%
3-4	0.9%	1.5%	1.8%	0.9%	2.6%	0.8%	1.8%	2.1%
5-10	0.9%	1.2%	1.8%	0.8%	0.9%	1.6%	1.2%	1.0%
11-20	0.5%	0.8%	0.9%	1.4%	0.0%	1.6%	0.6%	0.5%
21-50	0.9%	0.2%	0.0%	0.4%	0.9%	0.0%	1.2%	0.0%
51+	0.5%	0.2%	0.9%	0.6%	0.4%	0.8%	1.2%	0.0%
Respondents (n)	222	4,927	112	1,124	234	128	166	193
Mean	1.18	1.17	1.25	1.20	1.20	1.23	1.31	1.12
Significance	-	ns	-	ns	-	ns	-	*
Effect size	-	-	-	-	-	-	-	-0.14

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
How many exhibitions or performances in the fine or applied arts have you presented in the last two years?								
None	79.8%	82.9%	76.1%	78.5%	82.1%	75.2%	79.8%	79.8%
1-2	5.8%	5.6%	7.1%	8.2%	5.5%	7.0%	4.8%	6.7%
3-4	4.9%	4.2%	5.3%	5.0%	5.1%	3.9%	3.6%	5.7%
5-10	4.9%	4.1%	3.5%	3.9%	3.8%	4.7%	3.6%	4.7%
11-20	2.2%	1.6%	5.3%	1.8%	2.1%	4.7%	3.6%	2.6%
21-50	0.4%	1.1%	0.0%	1.4%	0.4%	0.0%	0.6%	0.0%
51+	1.8%	0.6%	2.7%	1.2%	0.9%	4.7%	4.2%	0.5%
Respondents (n)	223	4,952	113	1,131	235	129	168	193
Mean	1.52	1.42	1.65	1.51	1.43	1.75	1.65	1.46
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-
How many of your professional writings have been published or accepted for publication in the last two years?								
None	17.5%	36.2%	56.6%	69.0%	15.3%	56.6%	27.4%	32.1%
1-2	39.0%	36.5%	25.7%	20.8%	38.6%	29.5%	28.0%	40.9%
3-4	30.9%	18.7%	12.4%	6.3%	33.1%	8.5%	28.0%	21.8%
5-10	10.3%	7.1%	3.5%	2.7%	11.0%	3.9%	14.3%	3.6%
11-20	1.8%	1.2%	0.0%	0.6%	1.7%	0.0%	1.2%	1.0%
21-50	0.0%	0.2%	0.9%	0.2%	0.0%	0.8%	0.0%	0.5%
51+	0.4%	0.0%	0.9%	0.4%	0.4%	0.8%	1.2%	0.0%
Respondents (n)	223	4,958	113	1,129	236	129	168	193
Mean	2.42	2.01	1.71	1.47	2.47	1.67	2.39	2.02
Significance	-	***	-	**	-	***	-	**
Effect size	-	.41	-	.27	-	-.42	-	-.16

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Please indicate the extent to which you:								
Feel that the training you received in graduate school prepared you well for your role as a faculty member								
To a great extent	39.3%	46.5%	45.0%	45.1%	41.4%	42.5%	43.5%	40.6%
To some extent	55.4%	47.0%	45.9%	44.5%	53.6%	48.0%	51.8%	51.0%
Not at all	5.4%	6.4%	9.0%	10.4%	5.1%	9.4%	4.8%	8.3%
Respondents (n)	224	4,956	111	1,118	237	127	168	192
Mean	2.34	2.40	2.36	2.35	2.36	2.33	2.39	2.32
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-
Achieve a healthy balance between your personal life and your professional life								
To a great extent	33.0%	32.2%	41.6%	49.6%	31.2%	44.2%	42.6%	29.5%
To some extent	44.6%	50.0%	49.6%	42.3%	45.1%	48.1%	43.2%	49.2%
Not at all	22.3%	17.8%	8.8%	8.0%	23.6%	7.8%	14.2%	21.2%
Respondents (n)	224	4,959	113	1,132	237	129	169	193
Mean	2.11	2.14	2.33	2.42	2.08	2.36	2.28	2.08
Significance	-	ns	-	ns	-	***	-	ns
Effect size	-	-	-	-	-	-.19	-	-
Experience close alignment between your work and your personal values								
To a great extent	64.7%	62.1%	69.9%	69.2%	63.7%	70.5%	69.2%	63.2%
To some extent	31.7%	33.7%	30.1%	29.2%	32.5%	28.7%	28.4%	33.7%
Not at all	3.6%	4.2%	0.0%	1.6%	3.8%	0.8%	2.4%	3.1%
Respondents (n)	224	4,960	113	1,133	237	129	169	193
Mean	2.61	2.58	2.70	2.68	2.60	2.70	2.67	2.60
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar								
To a great extent	28.6%	29.6%	29.2%	24.7%	27.4%	31.0%	20.1%	35.8%
To some extent	40.2%	34.7%	39.8%	36.1%	38.8%	41.9%	39.6%	40.4%
Not at all	31.3%	35.7%	31.0%	39.2%	33.8%	27.1%	40.2%	23.8%
Respondents (n)	224	4,949	113	1,128	237	129	169	193
Mean	1.97	1.94	1.98	1.86	1.94	2.04	1.80	2.12
Significance	-	ns	-	ns	-	ns	-	***
Effect size	-	-	-	-	-	-	-	-.21
Mentor new faculty								
To a great extent	25.4%	21.6%	6.2%	7.1%	27.4%	8.5%	15.4%	25.9%
To some extent	54.9%	50.9%	26.5%	31.5%	54.4%	30.2%	49.7%	41.5%
Not at all	19.6%	27.5%	67.3%	61.5%	18.1%	61.2%	34.9%	32.6%
Respondents (n)	224	4,958	113	1,131	237	129	169	193
Mean	2.06	1.94	1.39	1.46	2.09	1.47	1.80	1.93
Significance	-	*	-	ns	-	***	-	ns
Effect size	-	.17	-	-	-	-.42	-	-
In your interactions with undergraduates, how often do you encourage them to:								
Ask questions in class								
Frequently	94.0%	94.7%	96.4%	96.7%	92.6%	95.2%	93.4%	94.1%
Occasionally	1.9%	4.2%	2.7%	1.8%	2.2%	3.2%	2.4%	2.2%
Not at all	4.2%	1.1%	0.9%	1.5%	5.2%	1.6%	4.2%	3.8%
Respondents (n)	216	4,905	111	1,113	230	126	167	185
Mean	2.90	2.94	2.95	2.95	2.87	2.94	2.89	2.90
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Support their opinions with a logical argument								
Frequently	77.2%	83.3%	83.8%	86.6%	75.5%	84.9%	74.7%	83.2%
Occasionally	17.7%	14.7%	13.5%	11.4%	19.2%	11.1%	20.5%	11.9%
Not at all	5.1%	1.9%	2.7%	2.0%	5.2%	4.0%	4.8%	4.9%
Respondents (n)	215	4,897	111	1,114	229	126	166	185
Mean	2.72	2.81	2.81	2.85	2.70	2.81	2.70	2.78
Significance	-	**	-	ns	-	*	-	ns
Effect size	-	-.20	-	-	-	-.11	-	-
Seek solutions to problems and explain them to others								
Frequently	71.6%	73.2%	81.1%	81.3%	71.1%	79.4%	67.7%	80.4%
Occasionally	20.9%	24.6%	18.0%	16.3%	21.5%	17.5%	25.1%	14.7%
Not at all	7.4%	2.2%	0.9%	2.3%	7.5%	3.2%	7.2%	4.9%
Respondents (n)	215	4,899	111	1,114	228	126	167	184
Mean	2.64	2.71	2.80	2.79	2.64	2.76	2.60	2.76
Significance	-	*	-	ns	-	ns	-	**
Effect size	-	-.14	-	-	-	-	-	-.14
Revise their papers to improve their writing								
Frequently	57.2%	57.2%	58.2%	60.9%	56.8%	57.6%	48.5%	65.4%
Occasionally	29.8%	33.9%	28.2%	27.0%	28.8%	28.8%	34.5%	23.2%
Not at all	13.0%	8.9%	13.6%	12.1%	14.4%	13.6%	17.0%	11.4%
Respondents (n)	215	4,900	110	1,110	229	125	165	185
Mean	2.44	2.48	2.45	2.49	2.42	2.44	2.32	2.54
Significance	-	ns	-	ns	-	ns	-	**
Effect size	-	-	-	-	-	-	-	-.17
Evaluate the quality or reliability of information they receive								
Frequently	72.6%	71.6%	70.3%	74.8%	71.1%	69.8%	63.9%	77.3%
Occasionally	21.4%	25.5%	25.2%	21.6%	22.4%	24.6%	28.3%	17.8%
Not at all	6.0%	3.0%	4.5%	3.6%	6.6%	5.6%	7.8%	4.9%
Respondents (n)	215	4,901	111	1,111	228	126	166	185
Mean	2.67	2.69	2.66	2.71	2.64	2.64	2.56	2.72
Significance	-	ns	-	ns	-	ns	-	-
Effect size	-	-	-	-	-	-	-	-.15

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Take risks for potential gains								
Frequently	41.9%	36.9%	51.4%	47.6%	39.4%	52.4%	38.8%	48.9%
Occasionally	38.1%	49.0%	40.4%	40.5%	38.5%	38.1%	40.6%	36.4%
Not at all	20.0%	14.0%	8.3%	11.9%	22.1%	9.5%	20.6%	14.7%
Respondents (n)	215	4,890	109	1,107	226	126	165	184
Mean	2.22	2.23	2.43	2.36	2.17	2.43	2.18	2.34
Significance	-	ns	-	ns	-	**	-	*
Effect size	-	-	-	-	-	-.16	-	-.11
Seek alternative solutions to a problem								
Frequently	63.3%	62.4%	66.4%	71.7%	60.4%	65.9%	54.8%	69.6%
Occasionally	28.8%	34.6%	31.8%	25.2%	31.3%	31.0%	36.7%	25.5%
Not at all	7.9%	3.0%	1.8%	3.1%	8.4%	3.2%	8.4%	4.9%
Respondents (n)	215	4,898	110	1,111	227	126	166	184
Mean	2.55	2.59	2.65	2.69	2.52	2.63	2.46	2.65
Significance	-	ns	-	ns	-	ns	-	**
Effect size	-	-	-	-	-	-	-	-.15
Look up scientific research articles and resources								
Frequently	55.6%	55.3%	55.5%	53.5%	54.6%	57.1%	49.7%	61.1%
Occasionally	29.6%	34.6%	32.7%	33.9%	30.0%	30.2%	36.4%	24.3%
Not at all	14.8%	10.1%	11.8%	12.5%	15.4%	12.7%	13.9%	14.6%
Respondents (n)	216	4,903	110	1,117	227	126	165	185
Mean	2.41	2.45	2.44	2.41	2.39	2.44	2.36	2.46
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-
Explore topics on their own, even though it was not required for a class								
Frequently	59.7%	53.5%	66.1%	59.8%	57.3%	65.9%	54.9%	65.4%
Occasionally	32.9%	42.5%	30.3%	35.5%	35.2%	29.4%	38.4%	28.1%
Not at all	7.4%	4.0%	3.7%	4.7%	7.5%	4.8%	6.7%	6.5%
Respondents (n)	216	4,901	109	1,115	227	126	164	185
Mean	2.52	2.49	2.62	2.55	2.50	2.61	2.48	2.59
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Accept mistakes as part of the learning process								
Frequently	76.4%	77.7%	82.9%	82.0%	74.6%	82.5%	74.1%	80.5%
Occasionally	17.6%	20.5%	16.2%	16.0%	19.3%	15.1%	21.1%	14.6%
Not at all	6.0%	1.8%	0.9%	2.0%	6.1%	2.4%	4.8%	4.9%
Respondents (n)	216	4,900	111	1,119	228	126	166	185
Mean	2.70	2.76	2.82	2.80	2.68	2.80	2.69	2.76
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-
Seek feedback on their academic work								
Frequently	70.4%	76.1%	73.6%	78.5%	68.0%	76.0%	65.5%	75.7%
Occasionally	23.6%	21.4%	20.9%	17.7%	25.9%	17.6%	26.1%	20.0%
Not at all	6.0%	2.6%	5.5%	3.8%	6.1%	6.4%	8.5%	4.3%
Respondents (n)	216	4,900	110	1,116	228	125	165	185
Mean	2.64	2.73	2.68	2.75	2.62	2.70	2.57	2.71
Significance	-	*	-	ns	-	ns	-	*
Effect size	-	-.18	-	-	-	-	-	-.12
Integrate skills and knowledge from different sources and experiences								
Frequently	75.9%	79.6%	84.5%	84.6%	73.7%	84.1%	70.9%	83.8%
Occasionally	19.0%	18.4%	14.5%	13.4%	20.6%	13.5%	23.6%	12.4%
Not at all	5.1%	2.0%	0.9%	2.0%	5.7%	2.4%	5.5%	3.8%
Respondents (n)	216	4,902	110	1,117	228	126	165	185
Mean	2.71	2.78	2.84	2.83	2.68	2.82	2.65	2.80
Significance	-	*	-	ns	-	*	-	**
Effect size	-	-.15	-	-	-	-.12	-	-.15
In how many of the courses that you teach do you use each of the following?								
<u>Evaluation Methods</u>								
Multiple-choice exams								
All	10.3%	18.4%	19.5%	27.7%	8.5%	20.2%	15.4%	10.4%
Most	10.8%	18.6%	12.4%	12.5%	11.4%	10.1%	14.2%	7.8%
Some	34.1%	33.3%	20.4%	20.4%	36.9%	20.9%	27.2%	34.4%
None	44.8%	29.8%	47.8%	39.5%	43.2%	48.8%	43.2%	47.4%
Respondents (n)	223	4,954	113	1,130	236	129	169	192
Mean	1.87	2.26	2.04	2.28	1.85	2.02	2.02	1.81
Significance	-	***	-	*	-	ns	-	ns
Effect size	-	-.36	-	-.19	-	-	-	-

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Essay exams								
All	21.6%	19.2%	17.7%	26.2%	21.7%	17.8%	23.7%	17.8%
Most	18.0%	19.9%	19.5%	14.4%	19.1%	17.8%	17.2%	19.9%
Some	30.6%	31.6%	26.5%	23.8%	30.2%	28.7%	26.0%	32.5%
None	29.7%	29.4%	36.3%	35.6%	28.9%	35.7%	33.1%	29.8%
Respondents (n)	222	4,954	113	1,130	235	129	169	191
Mean	2.32	2.29	2.19	2.31	2.34	2.18	2.31	2.26
Significance	-	ns	-	ns	-	ns	-	ns
Effect size	-	-	-	-	-	-	-	-
Short-answer exams								
All	14.9%	22.0%	19.6%	25.0%	15.4%	17.8%	20.4%	13.0%
Most	19.4%	24.1%	21.4%	17.4%	20.1%	21.7%	21.6%	20.3%
Some	35.1%	33.1%	32.1%	27.5%	36.3%	31.8%	31.1%	37.0%
None	30.6%	20.8%	26.8%	30.2%	28.2%	28.7%	26.9%	29.7%
Respondents (n)	222	4,946	112	1,129	234	129	167	192
Mean	2.18	2.47	2.34	2.37	2.23	2.29	2.35	2.17
Significance	-	***	-	ns	-	ns	-	ns
Effect size	-	-.28	-	-	-	-	-	-
Quizzes								
All	14.5%	22.4%	23.9%	26.7%	12.9%	24.0%	19.2%	15.2%
Most	16.3%	21.0%	19.5%	15.9%	17.6%	19.4%	18.6%	17.3%
Some	31.7%	33.5%	28.3%	25.9%	33.9%	27.1%	28.1%	34.0%
None	37.6%	23.1%	28.3%	31.5%	35.6%	29.5%	34.1%	33.5%
Respondents (n)	221	4,947	113	1,127	233	129	167	191
Mean	2.08	2.43	2.39	2.38	2.08	2.38	2.23	2.14
Significance	-	***	-	ns	-	*	-	ns
Effect size	-	-.32	-	-	-	-.12	-	-
Weekly essay assignments								
All	10.8%	8.5%	13.3%	17.1%	10.6%	13.2%	10.7%	12.5%
Most	17.0%	12.2%	13.3%	13.1%	17.0%	12.4%	13.1%	17.2%
Some	29.6%	29.0%	24.8%	22.3%	28.5%	27.9%	27.4%	28.6%
None	42.6%	50.2%	48.7%	47.4%	43.8%	46.5%	48.8%	41.7%
Respondents (n)	223	4,939	113	1,126	235	129	168	192
Mean	1.96	1.79	1.91	2.00	1.94	1.92	1.86	2.01
Significance	-	**	-	ns	-	ns	-	ns
Effect size	-	.18	-	-	-	-	-	-

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Student presentations								
All	33.2%	22.3%	36.6%	35.3%	27.5%	43.0%	26.8%	38.5%
Most	28.3%	24.7%	19.6%	17.9%	30.1%	17.2%	23.8%	27.6%
Some	26.5%	39.9%	29.5%	29.1%	29.7%	27.3%	31.5%	25.5%
None	12.1%	13.0%	14.3%	17.8%	12.7%	12.5%	17.9%	8.3%
Respondents (n)	223	4,950	112	1,129	236	128	168	192
Mean	2.83	2.56	2.79	2.71	2.72	2.91	2.60	2.96
Significance	-	***	-	ns	-	ns	-	*
Effect size	-	.28	-	-	-	-	-	-.17
Term/research papers								
All	30.5%	18.7%	33.6%	34.6%	29.2%	35.7%	26.0%	37.0%
Most	25.6%	23.0%	17.7%	17.1%	26.3%	15.5%	22.5%	22.4%
Some	33.2%	40.9%	24.8%	22.4%	33.5%	27.1%	34.3%	28.1%
None	10.8%	17.4%	23.9%	25.9%	11.0%	21.7%	17.2%	12.5%
Respondents (n)	223	4,948	113	1,129	236	129	169	192
Mean	2.76	2.43	2.61	2.60	2.74	2.65	2.57	2.84
Significance	-	***	-	ns	-	ns	-	-
Effect size	-	.34	-	-	-	-	-	-.12
Student evaluations of each others' work								
All	20.2%	10.9%	22.1%	20.3%	15.3%	27.9%	14.2%	25.0%
Most	17.5%	13.8%	16.8%	12.4%	18.2%	16.3%	15.4%	18.8%
Some	33.6%	41.0%	28.3%	27.8%	37.3%	24.8%	29.6%	35.4%
None	28.7%	34.3%	32.7%	39.5%	29.2%	31.0%	40.8%	20.8%
Respondents (n)	223	4,946	113	1,127	236	129	169	192
Mean	2.29	2.01	2.28	2.14	2.19	2.41	2.03	2.48
Significance	-	***	-	ns	-	ns	-	***
Effect size	-	.29	-	-	-	-	-	-.21
Grading on a curve								
All	9.4%	4.5%	9.7%	7.7%	9.3%	10.9%	13.0%	6.8%
Most	8.5%	7.9%	14.2%	7.0%	9.7%	12.4%	13.0%	8.9%
Some	16.6%	21.5%	15.9%	18.3%	15.7%	17.1%	15.4%	16.7%
None	65.5%	66.1%	60.2%	66.9%	65.3%	59.7%	58.6%	67.7%
Respondents (n)	223	4,937	113	1,124	236	129	169	192
Mean	1.62	1.51	1.73	1.56	1.63	1.74	1.80	1.55
Significance	-	ns	-	ns	-	ns	-	*
Effect size	-	-	-	-	-	-	-	-.11

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Competency-based grading								
All	34.4%	30.1%	49.1%	41.1%	34.1%	49.6%	36.1%	43.3%
Most	20.6%	20.8%	15.5%	20.2%	20.5%	15.0%	17.5%	19.8%
Some	19.3%	21.7%	19.1%	17.1%	19.7%	18.9%	16.9%	20.9%
None	25.7%	27.4%	16.4%	21.7%	25.8%	16.5%	29.5%	16.0%
Respondents (n)	218	4,914	110	1,113	229	127	166	187
Mean	2.64	2.54	2.97	2.81	2.63	2.98	2.60	2.90
Significance	-	ns	-	ns	-	**	-	*
Effect size	-	-	-	-	-	-.14	-	-.12
In how many of the courses that you teach do you use each of the following?								
<u>Instructional Techniques/Methods</u>								
Class discussions								
All	76.2%	65.7%	72.6%	74.4%	72.9%	77.5%	69.2%	79.7%
Most	13.0%	16.8%	12.4%	13.5%	14.0%	12.4%	14.2%	12.0%
Some	9.4%	15.3%	13.3%	10.0%	11.4%	8.5%	14.2%	7.3%
None	1.3%	2.2%	1.8%	2.1%	1.7%	1.6%	2.4%	1.0%
Respondents (n)	223	4,958	113	1,132	236	129	169	192
Mean	3.64	3.46	3.56	3.60	3.58	3.66	3.50	3.70
Significance	-	**	-	ns	-	ns	-	*
Effect size	-	.22	-	-	-	-	-	-.13
Cooperative learning (small groups)								
All	52.0%	40.4%	54.0%	52.6%	47.0%	58.1%	39.6%	61.5%
Most	18.8%	21.2%	18.6%	16.5%	19.5%	17.1%	17.8%	19.3%
Some	21.5%	29.1%	18.6%	19.2%	24.6%	17.8%	32.0%	13.0%
None	7.6%	9.3%	8.8%	11.7%	8.9%	7.0%	10.7%	6.3%
Respondents (n)	223	4,942	113	1,127	236	129	169	192
Mean	3.15	2.93	3.18	3.10	3.05	3.26	2.86	3.36
Significance	-	**	-	ns	-	*	-	***
Effect size	-	.21	-	-	-	-.11	-	-.24

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Experiential learning/Field studies								
All	18.9%	14.3%	31.9%	24.9%	15.7%	34.9%	20.7%	24.6%
Most	18.5%	16.6%	8.8%	11.1%	16.6%	10.9%	11.2%	17.8%
Some	38.3%	37.5%	24.8%	26.2%	39.1%	25.6%	30.2%	37.2%
None	24.3%	31.6%	34.5%	37.8%	28.5%	28.7%	37.9%	20.4%
Respondents (n)	222	4,941	113	1,125	235	129	169	191
Mean	2.32	2.14	2.38	2.23	2.20	2.52	2.15	2.47
Significance	-	*	-	ns	-	*	-	**
Effect size	-	.18	-	-	-	-.12	-	-.16
Teaching assistants								
All	3.6%	1.7%	4.4%	3.4%	2.1%	6.2%	3.0%	4.2%
Most	6.3%	2.5%	3.5%	2.2%	6.8%	4.7%	7.7%	4.7%
Some	35.4%	16.4%	23.0%	11.4%	35.6%	23.3%	33.1%	29.2%
None	54.7%	79.3%	69.0%	83.0%	55.5%	65.9%	56.2%	62.0%
Respondents (n)	223	4,947	113	1,127	236	129	169	192
Mean	1.59	1.27	1.43	1.26	1.56	1.51	1.57	1.51
Significance	-	***	-	*	-	ns	-	ns
Effect size	-	.54	-	.26	-	-	-	-
Recitals/Demonstrations								
All	9.4%	11.0%	21.2%	19.3%	7.6%	20.9%	10.7%	14.1%
Most	11.7%	10.3%	15.0%	11.4%	11.4%	15.5%	12.4%	13.5%
Some	31.8%	25.6%	26.5%	21.8%	33.1%	27.1%	30.2%	31.3%
None	47.1%	53.0%	37.2%	47.6%	47.9%	36.4%	46.7%	41.1%
Respondents (n)	223	4,949	113	1,127	236	129	169	192
Mean	1.83	1.79	2.20	2.02	1.79	2.21	1.87	2.01
Significance	-	ns	-	ns	-	**	-	ns
Effect size	-	-	-	-	-	-.17	-	-
Group projects								
All	23.0%	15.1%	23.4%	24.4%	18.7%	29.1%	18.3%	26.5%
Most	21.2%	20.7%	23.4%	16.0%	20.9%	22.0%	17.2%	24.9%
Some	38.7%	43.3%	30.6%	31.4%	42.1%	29.1%	39.6%	34.9%
None	17.1%	20.9%	22.5%	28.1%	18.3%	19.7%	24.9%	13.8%
Respondents (n)	222	4,944	111	1,129	235	127	169	189
Mean	2.50	2.30	2.48	2.37	2.40	2.61	2.29	2.64
Significance	-	**	-	ns	-	ns	-	**
Effect size	-	.21	-	-	-	-	-	-.17

Group	HERI Comparison of SF State to Four-Year Public Colleges Group				SF State Internal Comparisons Statistically significant differences are highlighted in yellow			
	Full-time		Part-time		Tenured or Tenure Track	Adjunct	Male	Female
	SF State	Four-Year Public Colleges	SF State	Four-Year Public Colleges	SF State		SF State	
Extensive lecturing								
All	19.8%	16.7%	15.9%	22.1%	18.3%	17.8%	24.4%	13.0%
Most	25.2%	26.7%	28.3%	22.5%	26.8%	24.8%	33.3%	19.8%
Some	37.8%	36.2%	34.5%	32.1%	37.9%	37.2%	28.6%	44.8%
None	17.1%	20.4%	21.2%	23.4%	17.0%	20.2%	13.7%	22.4%
Respondents (n)	222	4,949	113	1,129	235	129	168	192
Mean	2.48	2.40	2.39	2.43	2.46	2.40	2.68	2.23
Significance	-	ns	-	ns	-	ns	-	***
Effect size	-	-	-	-	-	-	-	-.23
Multiple drafts of written work								
All	21.1%	11.0%	20.4%	17.3%	17.4%	24.0%	13.6%	25.5%
Most	18.8%	14.4%	16.8%	13.3%	19.5%	16.3%	18.3%	18.8%
Some	38.6%	46.2%	33.6%	31.5%	41.5%	31.0%	37.3%	38.0%
None	21.5%	28.4%	29.2%	37.8%	21.6%	28.7%	30.8%	17.7%
Respondents (n)	223	4,948	113	1,126	236	129	169	192
Mean	2.39	2.08	2.28	2.10	2.33	2.36	2.15	2.52
Significance	-	***	-	ns	-	ns	-	**
Effect size	-	.33	-	-	-	-	-	-.18
Student-selected topics for course content								
All	17.5%	9.2%	17.7%	16.6%	13.6%	21.7%	13.0%	19.8%
Most	15.7%	12.7%	14.2%	14.8%	13.6%	14.7%	10.7%	17.2%
Some	40.8%	45.3%	37.2%	33.6%	41.9%	38.8%	40.8%	40.6%
None	26.0%	32.8%	31.0%	35.1%	30.9%	24.8%	35.5%	22.4%
Respondents (n)	223	4,950	113	1,129	236	129	169	192
Mean	2.25	1.98	2.19	2.13	2.10	2.33	2.01	2.34
Significance	-	***	-	ns	-	*	-	**
Effect size	-	.30	-	-	-	-.10	-	-.17
Reflective writing/journaling								
All	18.9%	10.2%	23.0%	19.9%	14.5%	27.1%	14.8%	23.0%
Most	10.8%	11.1%	15.9%	13.9%	9.8%	17.1%	9.5%	15.2%
Some	32.4%	33.5%	23.0%	24.0%	34.0%	21.7%	24.3%	34.0%
None	37.8%	45.2%	38.1%	42.2%	41.7%	34.1%	51.5%	27.7%
Respondents (n)	222	4,952	113	1,129	235	129	169	191
Mean	2.11	1.86	2.24	2.12	1.97	2.37	1.88	2.34
Significance	-	***	-	ns	-	**	-	***
Effect size	-	.26	-	-	-	-.15	-	-.22

Appendix B – HERI Faculty Survey 2010-2011

2010-2011 HERI FACULTY SURVEY

NOTE: The 2010-2011 HERI Faculty Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

1. What is your principal activity in your current position at this institution?

- Administration
- Teaching
- Research
- Services to clients and patients
- Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year?

- Yes
- No

.....

PART-TIME FACULTY

These questions will only be included for part-time faculty.

2a. If given the choice, I would prefer to work full-time at this institution.

- Yes
- No

2b. Have you ever sought a full-time teaching position at this or another institution?

- Yes
- No

IF YES, NESTED ITEM

2bi. How long ago did you pursue a full-time position?

- Currently seeking a position
- Within the last year
- 1 to 2 years ago
- 3 to 5 years ago
- More than 5 years ago

2c. My full time professional career is outside academia.

- Yes
- No

2d. In considering your reasons for teaching part-time at this institution, please indicate your agreement with the following statements:

(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

- My part-time position is an important source of income for me
- Compensation is not a major consideration in my decision to teach part-time
- Part-time teaching is a stepping-stone to a full-time position
- My part-time position provides benefits (e.g. health insurance, retirement, etc. that I need
- Teaching part-time fits my current lifestyle
- Full-time positions were not available
- My expertise in my chosen profession is relevant to the course(s) I teach

2e. Mark all institutional resources available to you in your last term as part-time faculty.

(Responses: Yes, No)

- Use of private office
- Shared office space
- A personal computer
- An email account
- A phone/voicemail

2010-2011 HERI FACULTY SURVEY

2f. Please indicate your agreement with the following statements:

(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

Part-time instructors at this institution:

- Are given specific training before teaching
- Rarely get hired into full-time positions
- Receive respect from students
- Are primarily responsible for introductory classes
- Have no guarantee of employment security
- Have access to support services
- Are compensated for advising/counseling students
- Are required to attend meetings
- Have good working relationships with the administration
- Are respected by full-time faculty

2g. Besides this institution, at how many other institutions do you teach (e.g., 0, 1, 2, 3, etc.)?

.....

3. What is your present academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor

4. What is your tenure status at this institution?

- Tenured
 - On tenure track, but not tenured
 - Not on tenure track, but institution has tenure system
 - Institution has no tenure system
-

COMMUNITY COLLEGE

These questions will only be included for community colleges, and will replace questions 3 and 4 when the survey is used by community colleges.

3. What is your current status at this institution?

- Tenured
- Probationary, Tenure Track
- Renewable Contract Instructor (e.g., Adjunct)

4. What is your academic rank at this institution?

- Acting Instructor
 - Instructor
 - Assistant Professor
 - Associate Professor
 - Professor
 - Emeritus
-

2010-2011 HERI FACULTY SURVEY

5. Are you currently serving in an administrative position as: (Mark all that apply)

- Department chair
- Dean (Associate or Assistant)
- President
- Vice-President
- Provost
- Other
- Not Applicable

6. On the following list, please mark one in each column:

- Highest Degree Earned
- Degree Currently Working On
 - Bachelor's (B.A., B.S., etc.
 - Master's (M.A., M.S., M.F.A., M.B.A., etc.
 - LL.B., J.D.
 - M.D., D.D.S. (or equivalent)
 - Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)
 - Ed.D.
 - Ph.D.
 - Other degree
 - None

7. From what higher education institution did you receive your Bachelor's Degree?

(Please write-in complete Institution Name and City)

- Institution Name _____
- City _____
- State (*Drop down*) _____
- Country (*Drop down*) _____

8. From what higher education institution did you receive your highest degree?

(Please write-in complete Institution Name and City)

- Institution Name _____
- City _____
- State (*Drop down*) _____
- Country (*Drop down*) _____

9. Personally, how important to you is:

(Responses: *Essential, Very Important, Somewhat Important, Not Important*)

- Research
- Teaching
- Service

2010-2011 HERI FACULTY SURVEY

10. During the past two years, have you engaged in any of the following activities?

(Responses: Yes, No)

- Taught an honors course
- Taught an interdisciplinary course
- Taught an ethnic studies course
- Taught a women's studies course
- Taught a service learning course
- Taught an exclusively web-based course at this institution
- Participated in a teaching enhancement workshop
- Advised student groups involved in service/volunteer work
- Collaborated with the local community in research/teaching
- Conducted research or writing focused on:
 - International/global issues
 - Racial or ethnic minorities
 - Women and gender issues
- Engaged undergraduates on your research project
- Worked with undergraduates on a research project
- Engaged in academic research that spans multiple disciplines
- Taught a seminar for first-year students
- Taught a capstone course
- Taught in a learning community (e.g. FIG, linked courses)
- Supervised an undergraduate thesis
- Published op-ed pieces or editorials
- Received funding for your work from:
 - Foundations
 - State or federal government
 - Business or industry

11. How many courses are you teaching this term (include all institutions at which you teach)? (e.g., 0, 1, 2, 3, etc.)

IF response to question 11 is greater than or equal to one, populate 11a-11j based on response - NESTED

11a – 11j Course 1 (up to 10 courses)

i. Type of Course:

- General education course
- Course required for an undergraduate major
- Other undergraduate credit course
- Developmental/remedial course (not for credit)
- Non-credit course (other than above)
- Graduate course

ii. How many students are enrolled in this course? _____

iii. Does this course have a teaching/lab assistant or reader/grader assigned?

Yes No

iv. Where do you teach this course?

- At this institution
- At another institution

IF response to question 11 is 0 or Missing

11k. What types of courses do you primarily teach?

- Undergraduate credit courses
- Graduate courses
- Non-credit courses
- I do not teach

2010-2011 HERI FACULTY SURVEY

12. Do you teach remedial/developmental skills in any of the following areas?

(Responses: Yes, No)

- Reading
- Writing
- Mathematics
- ESL
- General academic skills
- Other subject areas

13. Have you engaged in any of the following professional development opportunities at your institution?

(Responses: Yes, No, Not eligible, Not available)

- Paid workshops outside the institution focused on teaching
- Paid sabbatical leave
- Travel funds paid by the institution
- Internal grants for research
- Training for administrative leadership
- Received incentives to develop new courses
- Received incentives to integrate new technology into your classroom

14. How many of the following have you published?

(Responses: None, 1-2, 3-4, 5-10, 11-20, 21-50, 51+)

- Articles in academic or professional journals
- Chapters in edited volumes
- Books, manuals, or monographs
- Other, such as patents, or computer software products

15. How many exhibitions or performances in the fine or applied arts have you presented in the last two years?

(Responses: None, 1-2, 3-4, 5-10, 11-20, 21-50, 51+)

16. How many of your professional writings have been published or accepted for publication in the last two years?

(Responses: None, 1-2, 3-4, 5-10, 11-20, 21-50, 51+)

17. Please indicate the extent to which you:

(Responses: To a Great Extent, To Some Extent, Not at All)

- Feel that the training you received in graduate school prepared you well for your role as a faculty member
- Achieve a healthy balance between your personal life and your professional life
- Experience close alignment between your work and your personal values
- Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar
- Mentor new faculty

18. In your interactions with undergraduates, how often do you encourage them to:

(Responses: Frequently, Occasionally, Not at all)

- Ask questions in class
- Support their opinions with a logical argument
- Seek solutions to problems and explain them to others
- Revise their papers to improve their writing
- Evaluate the quality or reliability of information they receive
- Take risks for potential gains
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on their own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Seek feedback on their academic work
- Integrate skills and knowledge from different sources and experiences

2010-2011 HERI FACULTY SURVEY

19. In how many of the courses that you teach do you use each of the following?

(Responses: All, Most, Some, None)

Evaluation Methods

- Multiple-choice exams
- Essay exams
- Short-answer exams
- Quizzes
- Weekly essay assignments
- Student presentations
- Term/research papers
- Student evaluations of each others' work
- Grading on a curve
- Competency-based grading

Instructional Techniques/Methods

- Class discussions
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Teaching assistants
- Recitals/Demonstrations
- Group projects
- Extensive lecturing
- Multiple drafts of written work
- Student-selected topics for course content
- Reflective writing/journaling
- Community service as part of coursework
- Electronic quizzes with immediate feedback in class
- Using real-life problems
- Using student inquiry to drive learning

20. Indicate the importance to you personally of each of the following:

(Responses: Essential, Very Important, Somewhat Important, Not Important)

- Becoming an authority in my field
- Influencing the political structure
- Influencing social values
- Raising a family
- Becoming very well off financially
- Helping others who are in difficulty
- Adopting 'green' practices to protect the environment
- Developing a meaningful philosophy of life
- Helping to promote racial understanding
- Integrating spirituality into my life
- Making a theoretical contribution to science
- Participating in a community action program
- Keeping up to date with political affairs
- Becoming a community leader
- Mentoring the next generation of scholars

2010-2011 HERI FACULTY SURVEY

21. Indicate the importance to you of each of the following education goals for undergraduate students:
(Responses: Essential, Very Important, Somewhat Important, Not important)
- Develop ability to think critically
 - Prepare students for employment after college
 - Prepare students for graduate or advanced education
 - Develop moral character
 - Provide for students' emotional development
 - Teach students the classic works of Western civilization
 - Help students develop personal values
 - Enhance students' self-understanding
 - Instill in students a commitment to community service
 - Enhance students' knowledge of and appreciation for other racial/ethnic groups
 - Help master knowledge in a discipline
 - Develop creative capacities
 - Instill a basic appreciation of the liberal arts
 - Promote ability to write effectively
 - Help students evaluate the quality and reliability of information
 - Engage students in civil discourse around controversial issues
 - Teach students tolerance and respect for different beliefs
 - Encourage students to become agents of social change
22. During the present term, how many hours per week on average do you actually spend on each of the following activities?
(Responses: None, 1-4, 5-8, 9-12, 13-16, 17-20, 21-34, 35-44, 45+)
- Scheduled teaching (give actual, not credit hours)
 - Preparing for teaching (including reading student papers and grading)
 - Advising and counseling of students
 - Committee work and meetings
 - Other administration
 - Research and scholarly writing
 - Other creative products/performances
 - Consultation with clients/patients
 - Community or public service
 - Outside consulting/freelance work
 - Household/childcare duties
 - Commuting to campus
 - Other employment, outside of academia
23. For each of the following items, please mark either Yes or No.
(Responses: Yes, No)
- Are you a member of a faculty union?
 - Are you a U.S. citizen?
 - Do you plan to retire within the next three years?
 - Do you use your scholarship to address local community needs?
 - Have you been sexually harassed at this institution?
 - Have you ever interrupted your professional career for more than one year for family reasons?
 - Have you ever received an award for outstanding teaching?
 - Is (or was) your spouse/partner an academic?

2010-2011 HERI FACULTY SURVEY

24. During the past two years, have you:

(Responses: Yes, No)

- Considered early retirement?
- Considered leaving academe for another job?
- Considered leaving this institution for another?
- Changed academic institutions?
- Engaged in paid consulting outside of your institution?
- Engaged in public service/professional consulting without pay?
- Received at least one firm job offer?
- Requested/sought an early promotion?

25. If you were to begin your career again, would you:

(Responses: Definitely yes, Probably yes, Not sure, Probably no, Definitely no)

- Still want to come to this institution?
- Still want to be a college professor?

26. Indicate how well each of the following describes your college or university:

(Responses: Very Descriptive, Somewhat Descriptive, Not Descriptive)

- It is easy for students to see faculty outside of regular office hours
- The faculty are typically at odds with campus administration
- Faculty here respect each other
- Most students are treated like “numbers in a book”
- Faculty are rewarded for being good teachers
- There is respect for the expression of diverse values and beliefs
- Faculty are rewarded for their efforts to use instructional technology
- Administrators consider faculty concerns when making policy
- The administration is open about its policies

27. Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

(Responses: Extensive, Somewhat, Not at All, Not Applicable)

- Managing household responsibilities
- Child care
- Care of elderly parent
- My physical health
- Health of spouse/partner
- Review/promotion process
- Subtle discrimination (e.g., prejudice, racism, sexism)
- Personal finances
- Committee work
- Faculty meetings
- Colleagues
- Students
- Research or publishing demands
- Institutional procedures and “red tape”
- Teaching load
- Children’s problems
- Friction with spouse/partner
- Lack of personal time
- Keeping up with information technology
- Job security
- Being part of a dual career couple
- Working with underprepared students
- Self-imposed high expectations
- Change in work responsibilities
- Institutional budget cuts

2010-2011 HERI FACULTY SURVEY

28. How satisfied are you with the following aspects of your job?

(Responses: Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)

Salary
Health benefits
Retirement benefits
Opportunity for scholarly pursuits
Teaching load
Quality of students
Office/lab space
Autonomy and independence
Professional relationships with other faculty
Social relationships with other faculty
Competency of colleagues
Job security
Departmental leadership
Course assignments
Freedom to determine course content
Availability of child care at this institution
Prospects for career advancement
Clerical/administrative support
Overall job satisfaction
Tuition remission for your children/dependents

29. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

Faculty are interested in students' personal problems
Racial and ethnic diversity should be more strongly reflected in the curriculum
Faculty feel that most students are well-prepared academically
This institution should hire more faculty of color
This institution should hire more women faculty
Student Affairs staff have the support and respect of faculty
Faculty are committed to the welfare of this institution
Faculty here are strongly interested in the academic problems of undergraduates
There is a lot of campus racial conflict here
My research is valued by faculty in my department
My teaching is valued by faculty in my department
Faculty of color are treated fairly here
Women faculty are treated fairly here
Gay and lesbian faculty are treated fairly here
Faculty are sufficiently involved in campus decision making
My values are congruent with the dominant institutional values
This institution takes responsibility for educating underprepared students
The criteria for advancement and promotion decisions are clear
Most of the students I teach lack the basic skills for college level work
There is adequate support for faculty development

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30. Indicate how important you believe each priority listed below is at your college or university:

(Responses: Highest Priority, High Priority, Medium Priority, Low Priority)

- To promote the intellectual development of students
- To develop a sense of community among students and faculty
- To facilitate student involvement in community service
- To help students learn how to bring about change in society
- To increase or maintain institutional prestige
- To hire faculty "stars"
- To recruit more minority students
- To enhance the institution's national image
- To create a diverse multi-cultural campus environment
- To promote gender equity among faculty
- To provide resources for faculty to engage in community-based teaching or research
- To create and sustain partnerships with surrounding communities
- To pursue extramural funding
- To increase the representation of minorities in the faculty and administration
- To strengthen links with the for-profit, corporate sector
- To develop leadership ability among students
- To increase the representation of women in the faculty and administration
- To develop an appreciation for multiculturalism

31. Please indicate your agreement with each of the following statements:

(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

- The chief benefit of a college education is that it increases one's earning power
- Promoting diversity leads to the admission of too many underprepared students
- Colleges should be actively involved in solving social problems
- Colleges should encourage students to be involved in community service activities
- A racially/ethnically diverse student body enhances the educational experience of all students
- Realistically, an individual can do little to bring about changes in society
- Colleges should be concerned with facilitating undergraduate students' spiritual development
- Colleges have a responsibility to work with their surrounding communities to address local issues
- Private funding sources often prevent researchers from being completely objective in the conduct of their work
- Colleges should prohibit racist/sexist speech on campus
- This institution should not offer remedial/developmental education

32. Please enter your base institutional salary (e.g., for \$56,000, please enter 56000).

\$ _____

33. Your base institutional salary reported above is based on:

- Less than 9 months
- 9/10 months
- 11/12 months

.....
PART-TIME FACULTY

These questions will replace questions 32 and 33 for faculty who indicate they are part-time.

32. Please enter your total salary from teaching at this institution for this academic year (e.g., for \$30,000, please enter 30000).

\$ _____

33. How much are you paid per course at this institution (e.g., for \$3,000, please enter 3000)?

\$ _____

.....
34. What percentage of your current year's income comes from:

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(e.g., for 45%, please enter 45 - total for all responses must equal 100%)

Base salary from this institution _____ %
Other income from this institution _____ %
Income from another academic institution _____ %
Non-academic income _____ %

35. Please enter the four-digit year that each of the following occurred (e.g., 1944, 2001, etc.).

Year of birth _____
Year of highest degree now held _____
Year of appointment at present institution _____
If tenured, year tenure was awarded _____

36. Please select the most appropriate general area and disciplinary field for the following:

(See Appendix A)

Major of highest degree held _____
Department of current faculty appointment _____

37. How many children do you have in the following age ranges?

(Responses: 0, 1, 2, 3, 4+)

Under 18 years old _____
18 years or older _____

38. How would you characterize your political views?

Far Left _____
Liberal _____
Middle of the Road _____
Conservative _____
Far Right _____

39. Are you currently:

Single _____
Married _____
Unmarried, living with partner _____
Divorced _____
Widowed _____
Separated _____

40. Your sex:

Male _____
Female _____

41. Is English your native language?

Yes _____ No _____

42. Are you: (Mark all that apply)

White/Caucasian _____
African American/Black _____
American Indian/Alaska Native _____
Asian American/Asian _____
Native Hawaiian/Pacific Islander _____
Mexican American/Chicano _____
Puerto Rican _____
Other Latino _____
Other _____

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43. Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research? HERI maintains strict standards of confidentiality and will not release your identifying information.

Yes No

If "Yes," please confirm your email address: _____

44 to 63. Local Optional Questions (20 total)

(Responses: A, B, C, D, E)

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APPENDIX A

General Area (Major / Department)

- | | |
|---|---|
| 1=Agriculture/natural resources/related | 17=Library science |
| 2=Architecture and related services | 18=Mathematics and statistics |
| 3=Area/ethnic/cultural/gender studies | 19=Mechanical/repair technologies/techs |
| 4=Arts (visual and performing) | 20=Multi/interdisciplinary studies |
| 5=Biological and biomedical sciences | 21=Parks/recreation/leisure/fitness studies |
| 6=Business/management/marketing/related | 22=Precision production |
| 7=Communication/journalism/ comm. tech | 23=Personal and culinary services |
| 8=Computer/info sciences/support tech | 24=Philosophy, religion & theology |
| 9=Construction trades | 25=Physical sciences |
| 10=Education | 26=Psychology |
| 11=Engineering technologies/technicians | 27=Public administration/social services |
| 12=English language and literature/letters | 28=Science technologies/technicians |
| 13=Family/consumer sciences, human sciences | 29=Security & protective services |
| 14=Foreign languages/literature/linguistics | 30=Social sciences (except psych) and history |
| 15=Health professions/clinical sciences | 31=Transportation & materials moving |
| 16=Legal professions and studies | 32=Other |

Specific Discipline (Major / Department)

- | | |
|---|--|
| 0101=Agriculture and related sciences | 0701=Communication/journalism/related prms |
| 0102=Natural resources and conservation | 0702=Communication technologies/technicians and support svcs |
| 0201=Architecture and related services | |
| 0301=Area/ethnic/cultural/gender studies | 0801=Computer/info tech administration/mgmt |
| 0401=Art history, criticism, and conservation | 0802=Computer programming |
| 0402=Design & applied arts | 0803=Computer science |
| 0403=Drama/theatre arts and stagecraft | 0804=Computer software and media applications |
| 0404=Fine and studio art | 0805=Computer systems analysis |
| 0405=Music, general | 0806=Computer systems networking/telecom |
| 0406=Music history, literature, and theory | 0807=Data entry/microcomputer applications |
| 0407=Visual and performing arts, other | 0808=Data processing |
| 0409=Dance | 0809=Information science/studies |
| 0410=Film, video, and photographic arts | 0810=Computer/info sci/support svcs, other |
| 0501=Biochem/biophysics/molecular biology | 0901=Construction trades |
| 0502=Botany/plant biology | 1001=Curriculum and instruction |
| 0503=Genetics | 1002=Educational administration/supervision |
| 0504=Microbiological sciences & immunology | 1003=Educational/instructional media design |
| 0505=Physiology, pathology & related sciences | 1004=Special education and teaching |
| 0506=Zoology/animal biology | 1005=Student counseling/personnel services |
| 0507=Biological & biomedical sciences, other | 1006=Education, other |
| 0601=Accounting and related services | 1007=Early childhood education and teaching |
| 0602=Business admin/management/operations | 1008=Elementary education and teaching |
| 0603=Business operations support/assistance | 1009=Secondary education and teaching |
| 0604=Finance/financial management services | 1010=Adult and continuing education/teaching |
| 0605=Human resources management and svcs | 1011=Teacher ed: specific levels, other |
| 0606=Marketing | 1012=Teacher ed: specific subject areas |
| 0607=Business/mgt/marketing/related, other | 1013=Bilingual & multicultural education |
| 0608=Management information systems/services | 1014=Ed assessment |
| | 1015=Higher education |

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1101=Biomedical/medical engineering
1102=Chemical engineering
1103=Civil engineering
1104=Computer engineering
1105=Electrical/electronics/comms engineering
1106=Engineering technologies/technicians
1107=Environmental/environmental health eng
1108=Mechanical engineering
1109=Engineering, other

1201=English language and literature/letters

1301=Family/consumer sciences, human sciences

1401=Foreign languages/literature/linguistics

1501=Alternative/complementary medicine/sys
1502=Chiropractic
1503=Clinical/medical lab science/allied
1504=Dental support services/allied
1505=Dentistry
1506=Health & medical administrative services
1507=Allied health and medical assisting services
1508=Allied health diagnostic, intervention, treatment professions
1509=Medicine, including psychiatry
1510=Mental/social health services and allied
1511=Nursing
1512=Optometry
1513=Osteopathic medicine/osteopathy
1514=Pharmacy/pharmaceutical sciences/admin
1515=Podiatric medicine/podiatry
1516=Public health
1517=Rehabilitation & therapeutic professions
1518=Veterinary medicine
1519=Health/related clinical services, other

1601=Law
1602=Legal support services
1603=Legal professions and studies, other

1701=Library science

1801=Mathematics
1802=Statistics

1901=Mechanical/repair technologies/techs

2001=Multi/interdisciplinary studies

2101=Parks, recreation and leisure studies
2102=Health and physical education/fitness

2201=Precision production

2301=Culinary arts and related services

2302=Personal and culinary services

2401=Philosophy
2402=Religion/religious studies
2403=Theology and religious vocations

2501=Astronomy & astrophysics
2502=Atmospheric sciences and meteorology
2503=Chemistry
2504=Geological & earth sciences/geosciences
2505=Physics
2506=Physical sciences, other

2601=Behavioral psychology
2602=Clinical psychology
2603=Education/school psychology
2604=Psychology, other

2701=Public administration
2702=Social work
2703=Public administration & social svcs other

2801=Science technologies/technicians

2901=Corrections
2902=Criminal justice
2903=Fire protection
2904=Police science
2905=Security and protective services, other

3001=Anthropology (except psychology)
3002=Archeology
3003=Criminology
3004=Demography & population studies
3005=Economics
3006=Geography & cartography
3007=History
3008=International relations & affairs
3009=Political science and government
3010=Sociology
3011=Urban studies/affairs
3012=Social sciences, other

3101=Transportation and materials moving

3201=Other