

ADELPHI UNIVERSITY



Results of the Higher Education Research Institute (HERI) Survey of Faculty Fall 2001

***Office of Research, Assessment and Planning
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Executive Summary

- Adelphi respondents were generally more similar to faculty from all four-year institutions than they were to faculty from private universities.
- A larger percentage of undergraduate faculty respondents from Adelphi were women.
- Adelphi faculty also tended to be older than faculty from the comparison groups. A greater percentage were over the age of 55, had received their highest degree before 1983, and had been appointed at Adelphi at an earlier date than faculty from private institutions or all four-year institutions.
- The parents of Adelphi faculty had less educational attainment than the parents of faculty from other schools.
- Adelphi respondents were more likely to earn degrees and receive appointments in Education, health-related fields, or Social Science.
- Faculty at Adelphi were more interested in teaching and less interested in research than were faculty in the comparison groups.
- Adelphi faculty were more dissatisfied with their teaching load. On the other hand, Adelphi respondents were a little more satisfied with their jobs overall compared to faculty at the comparison schools.
- Faculty from all schools entered academia because of the academic challenge.
- Adelphi faculty are less likely than faculty from the comparison groups to place or collect assignments on the internet or to use intra-mural or extra-mural funds for research, but were more likely to participate in teaching enhancement workshops.
- Faculty from all schools overwhelmingly believed that the ability to think clearly is a very important or an essential goal for undergraduates and that promoting the intellectual development of students was a high priority issue at their institution.
- While Adelphi faculty publish less than faculty from private universities, they publish at about the same rate as, or slightly more than, faculty from all four-year institutions.
- Adelphi faculty were more likely to be involved in efforts to reform the institutions than faculty from private universities or all four-year institutions. Adelphi respondents also placed a greater emphasis on community service for undergraduates than did respondents from the comparison groups.
- While most Adelphi faculty believed that faculty at their institution respect each other, about a quarter thought that faculty were typically at odds with the administration. Nevertheless, the percent satisfied with their relationship with administration was about the same as that found in the comparison groups.
- The most important personal goals for all faculty include being a good teacher, being a good colleague, and developing a meaningful philosophy of life.
- Time constraints (both time pressures and the lack of personal time) were the most frequently cited sources of stress for faculty in all the groups.

Introduction

The Higher Education Research Institute (HERI) at UCLA conducts a survey of faculty every third year. The survey is designed to collect data on college faculty, specifically information about their background, attitudes and values, teaching styles, and professional activities. While this was the fifth survey of faculty conducted by HERI, 2001-2002 was the first year in which Adelphi participated in the survey.

The responses of Adelphi faculty are compared to a weighted sample of faculty at all four-year institutions as well as to faculty from private universities. Nationwide, a total of 32,840 faculty members responded to the survey. The data were statistically adjusted by HERI to reflect the 442,000 full-time undergraduate faculty across the country.

All full-time faculty (including library) and full-time administrators who taught were included in the survey sample. This report compares two groups of Adelphi respondents (all respondents and self-identified full-time undergraduate faculty respondents) to full-time undergraduate respondents from private universities and from all four-year institutions. Ninety-one full-time faculty and teaching administrators from Adelphi responded to the survey, for a response rate of 41 percent. On a self-reported question, 61 of the respondents identified themselves as full-time undergraduate faculty, 8 as part-time undergraduate faculty, 8 as administrators, 18 as graduate faculty, and 2 as “other.”

In most cases, the responses from self-identified Adelphi undergraduate faculty are very similar to those of all Adelphi respondents. Because Adelphi faculty who self-identify as full-time undergraduate faculty are analytically more similar to respondents at other schools who also identified themselves as full-time undergraduate faculty, the main emphasis of the comparison that follows is on full-time undergraduate faculty. Where the responses of all Adelphi respondents are noticeably different from those of Adelphi’s full-time undergraduate faculty, they have been mentioned as well.

I. Comparing Respondents to All Adelphi Faculty

- There were some differences between the characteristics of faculty responding to the survey and all faculty members. Survey respondents were younger than the entire population of faculty and were more likely to be recently appointed.
- The percentage of female undergraduate faculty respondents was similar to the entire faculty population (43 and 44 percent, respectively), but a greater proportion of all respondents were female (53 percent).
- Older faculty were less likely to respond to the survey. For all age categories from “less than 35” to “45-49” there was a larger proportion of undergraduate faculty than in the overall population; there was a slightly lower proportion of all respondents under 35 when compared to the faculty population, but a higher proportion of all respondents were between 35 and 49. As expected, a larger percentage of the faculty population than respondents was over 50.
- With the exception of white and black faculty, the proportion of faculty who responded to the survey is similar to the overall proportion of Adelphi’s faculty population in terms of ethnicity. White undergraduate faculty comprised about 90 percent of the survey respondents but made up 85 percent of the faculty population. Although black faculty

make up 4 percent of the faculty population, they comprised only 1 percent of all respondents and none of the undergraduate faculty identified themselves as black.

- The percentage of respondents with bachelor's degrees or with Ph.D.s or Ed.D.s was very similar to the overall population. Fewer faculty with master's degrees responded to the survey (15 percent of all respondents and undergraduate faculty compared to 24 percent of the faculty population), but that may be because the highest degree of more respondents is unknown.
- Faculty who were appointed before 1988 were generally underrepresented among survey respondents. A greater proportion of respondents than expected based on the faculty population were appointed between 1989 and 1998, but a smaller proportion was appointed between 1999 and 2001.
- Although 68 percent of full-time faculty at Adelphi were tenured, only 51 percent of undergraduate faculty and 52 percent of all respondents indicated that they had tenure.
- There were some large differences when the proportion of faculty who responded to the survey was compared to the total population of faculty by the school in which they teach. The school was unknown for 16 percent of all respondents and 10 percent of undergraduate faculty; these respondents have been removed from the base used to calculate the proportion from each school. Only one faculty member of the entire Adelphi faculty population was in an "other" or "unknown" school.
- Faculty from IAPS and Nursing were accurately reflected among the survey respondents and faculty from Education and from the Library were relatively close (22 percent of undergraduate respondents compared to 19 percent of the faculty population for Education and 2 percent of undergraduate respondents versus 5 percent of the population for Library). Only 6 percent of the undergraduate faculty respondents were from Social Work, compared to 10 percent of the faculty population; the percentage of all respondents from Social Work more accurately reflected the entire population.
- The proportion of Arts and Sciences and of Business respondents was further off, though again all respondents were close to the population, at least for Arts and Sciences. Arts and Sciences faculty were overrepresented in the survey by 11 percent (40 percent of the population and 51 percent of undergraduate faculty respondents). Business faculty were underrepresented in the survey by 9 percent as they comprised less than 2 percent of survey respondents but make up 11 percent of Adelphi's faculty population.

II. Demographic Characteristics

- Forty-three percent of Adelphi's full-time undergraduate faculty (and 53% of all Adelphi respondents) were women, a rate higher than the 34 percent at four-year institutions and the 29 percent at private universities.
- Compared to private universities and four-year institutions, a greater percentage of respondents from Adelphi were over the age of 55 and a smaller percentage were between the ages of 45 and 54.
- Two results in the ethnicity category stood out: No Adelphi undergraduate faculty respondent reported his or her ethnicity as black compared to 2.5 percent of private universities and four-year institutions. However, a greater percentage of Adelphi's undergraduate faculty reported their ethnicity as Asian.

- About 8 percent of Adelphi's undergraduate faculty were unmarried and living with a partner compared to 5 percent of faculty at the comparison schools. Adelphi respondents were also more likely to be divorced (30%) compared to private universities (19%) and all four-year institutions (24%). Additionally, a smaller percentage of respondents from Adelphi had children between the ages of 13 and 23. A greater percentage, especially among all Adelphi respondents, also reported having children 24 years or older.
- Adelphi respondents were a little more likely to be foreign-born than faculty in the comparison groups. Three-quarters of Adelphi undergraduate faculty were born in the US compared to 82 percent of faculty at private universities and 86 percent at all four-year institutions. Interestingly, though, 95 percent of Adelphi's undergraduate faculty indicated that they were US citizens, a little more than the 94 percent of faculty from all four-year institutions or the 92 percent from private universities.
- Adelphi respondents lived further away from their institution than did faculty from other institutions. Nearly half of Adelphi undergraduate faculty (45%) commuted a long distance to work. Only 16 percent of private university faculty and 18 percent of faculty at all four-year institutions did, however. Similarly, only 29 percent of Adelphi undergraduate faculty worked in the same city as their spouse (as did 38 percent of all Adelphi respondents) compared to 56 percent of all four-year institution and 62 percent of private university faculty.
- About a third of respondents at private universities and at all four-year institutions had spouses that were also in academia. In comparison, only 23 percent of Adelphi's undergraduate faculty did.
- Respondents in all categories tended to marry spouses with a similar level of education. Five percent or less of respondents in all categories were married to a spouse who had not at least completed some college.

III. Educational Background

- Adelphi respondents came from homes with less educational attainment than faculty from private universities or four-year institutions. Half of the fathers of Adelphi's undergraduate faculty completed high school or less compared to 45 percent of all Adelphi respondents, 41 percent of all four-year institutions respondents, and 37 percent of private universities respondents. The distribution is even more skewed for mother's education: 69 percent of mothers of full-time undergraduate Adelphi faculty had a high school degree or less versus 57 percent of all Adelphi respondents, 48 percent of four-year institution respondents, and 44 percent of private university respondents.
- There were some differences in the highest degree earned by the respondents across categories. At 84 percent, private universities had the highest percentage of respondents with Ph.D.s or Ed.D.s. They were followed by four-year institutions at 77 percent, Adelphi undergraduate faculty at 75 percent, and all Adelphi respondents at 72 percent. Respondents from Adelphi (both all respondents and full-time undergraduate faculty) and from all four-year institutions were more likely to have master's degrees than were faculty from private universities.

- As would be expected, a greater percentage of Adelphi respondents received their highest degree in the fields of Education, health-related, or social science than did undergraduate faculty from private universities or all four-year institutions. In contrast, a smaller percentage from Adelphi received their degrees in the fields of business, engineering, humanities, fine arts, and mathematics or statistics.
- About 55 percent of undergraduate faculty from Adelphi and from private universities earned their highest degree before 1983 compared to 46 percent of faculty from all four-year institutions. In contrast, 19 percent of Adelphi undergraduate faculty earned their degree between 1984 and 1993 compared to 26 percent of faculty from private institutions and 28 percent from all four-year institutions.

IV. Current Job

- Compared to respondents from private universities and all four-year institutions, a smaller percentage of Adelphi respondents were full professors and more were assistant professors or ‘other.’
- More undergraduate faculty respondents from Adelphi had administrative titles than their peers at private universities or all four-year institutions. The difference was largely due to the fact that a larger percentage of Adelphi respondents were department chairs (17% of undergraduate respondents) compared to respondents at all four-year institutions (8%) or at private universities (6%).
- More than 90 percent of Adelphi undergraduate faculty indicated that teaching was their principal activity. The principal activity of the remaining 7 percent is administration. At the comparison institutions, 7 percent of the faculty at all four-year institutions and 13 percent at private universities have research as their principal activity.
- The emphasis Adelphi faculty placed on teaching is also evident in their primary interest. Almost three-quarters of Adelphi undergraduate faculty were either primarily interested in teaching or interested in both research and teaching, but leaning toward teaching. In comparison, the primary interest of over half of the private university faculty was research or in both teaching and research but leaning toward research. Faculty from all four-year institutions were closer to Adelphi undergraduate faculty—about two-thirds indicated that their primary activity was in teaching or was leaning toward teaching.
- The department in which most faculty at all schools were working was the same as the field in which they earned their degree. Consequently, the differences between Adelphi and the other schools on this question will be similar to the question that asked about the field of highest degree. One glaring finding is that no Adelphi respondents reported their appointment as in the business department despite the fact that more than 10 percent of Adelphi’s full-time faculty are in the School of Business. Part of the problem is that the HERI survey included faculty from Economics in Social Science whereas Adelphi includes them in the School of Business.
- Also, no Adelphi respondents reported being in the departments of engineering or mathematics or statistics. A smaller percentage of respondents from Adelphi than from the comparison schools indicated that their appointment was in the fine arts department. The biggest difference, however, was in the humanities—4 percent of Adelphi’s

undergraduate faculty were in the humanities department compared to 10 percent of faculty at all four-year institutions and 17 percent at private universities.

- The faculty from Adelphi who responded to the survey were more likely to have been very recently appointed at Adelphi or to have been here for a very long period of time. Forty-one percent of Adelphi undergraduate faculty were appointed between 1999 and 2001 compared to 18 percent of faculty at private institutions and 21 percent from all four-year institutions. Another third of Adelphi undergraduate faculty were appointed before 1978. Only 28 percent of private university faculty and 23 percent of all four-year institution faculty were appointed before 1978.
- While a little more than half of Adelphi respondents had tenure, they lagged behind the 59 percent of faculty at all four-year institutions and the 63 percent at private universities with tenure. (Overall, 68 percent of all Adelphi full-time faculty have tenure.)
- Reflecting the differences in the year appointed at the present institution, a higher percentage of undergraduate faculty from Adelphi received tenure before 1978 than at the comparison schools. At both all four-year institutions and at private universities a much higher percentage of faculty received tenure between 1989 and 1998 than at Adelphi.
- Two factors were cited by a majority of Adelphi respondents as very important in their decision to work at Adelphi. Sixty-one percent of all respondents and 64 percent of undergraduate faculty cited Adelphi's geographic location while half of all respondents and 53 percent of undergraduate faculty cited Adelphi's institutional emphasis on teaching. These two factors were also the most important to respondents from the two comparison groups, though by a smaller proportion of respondents (between 41 and 49%).
- The factor cited least often as important by Adelphi respondents (at 8%) was the prestige of the institution. By comparison, institutional prestige was seen as important by almost a third of private university faculty and 15 percent of faculty from all four-year institutions.
- Similar to the overall results, Adelphi faculty were more likely than faculty from the comparison groups to mention teaching as an important reason to work at their institution and less likely to choose research. Thirty-seven percent of private university faculty said that their institution's emphasis on research was a very important reason to work there compared to 22 percent of faculty at all four-year institutions and 15 percent of Adelphi respondents. In addition, a larger percentage of faculty from the comparison groups cited research facilities as a very important reason for choosing their institution.
- Overall, 82 percent of all Adelphi respondents and 83 percent of undergraduate faculty were satisfied or very satisfied with their job, slightly higher than private universities at 79 percent and higher than faculty from all four-year institutions at 76 percent. However, Adelphi respondents were much less satisfied with several specific aspects of the job.
- Adelphi faculty were especially dissatisfied with their teaching load. Only 28 percent were satisfied compared to 57 percent of faculty at all four-year institutions and 66 percent at private universities. Also, a little less than half of Adelphi respondents (48% of undergraduate faculty and 47% of all respondents) were satisfied with the opportunity

for scholarly pursuits compared to 63 percent of faculty at all four-year institutions and 73 percent of private university faculty. Adelphi respondents were also less satisfied, especially when compared to faculty from private universities, with salary and fringe benefits and the quality of students. While 40 percent of Adelphi respondents and 47 percent of faculty from all four-year were satisfied with the quality of students, 70 percent of private university faculty were.

- It is, however, encouraging to note that the proportion of faculty satisfied with their relationship with the administration was similar to that found in the comparison groups (58 percent at Adelphi versus 60 percent at all four-year institutions and 61 percent at private universities).
- Finally, the vast majority of Adelphi faculty, like their national peers, were satisfied with their autonomy and independence, the opportunity to develop new ideas, and their professional relationships with other faculty.
- A larger proportion of Adelphi respondents were influenced in their career decision by their family, especially by their mothers and other relatives, than were respondents from the comparison groups. About 30 percent of respondents at all four-year institutions and at private universities indicated that their father or mother was very influential in their decision to pursue an academic career. A similar percentage of Adelphi undergraduate faculty said that their father was influential but 42 percent said that their mother was influential. Other relatives were also important to Adelphi's undergraduate faculty—a quarter cited them as influential compared to 11 percent of faculty at the comparison schools. For the comparison schools, undergraduate and graduate advisors exerted the most influence, although the proportion who said they were influential was similar to the proportion from Adelphi.
- “The intellectual challenge” of an academic career was the most frequently cited reason for pursuing an academic career across all groups of respondents. At 82 percent, Adelphi undergraduate faculty lagged slightly behind the 86 percent of faculty at all four-year institutions and the 89 percent at private universities who considered the intellectual challenge as very important. The other reasons cited as very important by a vast majority from all groups were autonomy, intellectual freedom, the freedom to pursue scholarly or teaching interests, and a flexible schedule. At the other extreme, only about 20 percent of respondents from all groups considered occupational prestige as a very important reason to go into academia.
- Not surprisingly, Adelphi respondents were less likely than faculty from the comparison groups to emphasize research: only a third of undergraduate faculty said that opportunities for research were a very important factor in their decision to pursue an academic career compared to 47 percent of faculty at all four-year institutions and 61 percent at private universities. Adelphi respondents were more likely to indicate that the opportunity to influence social change was very important than faculty at private universities or all four-year institutions (35 percent compared with 20% at private universities and 24% overall).
- The vast majority of respondents from all groups would still be a college professor if they could begin their career anew. Only 3 percent of Adelphi undergraduate faculty, 6

percent of private university faculty, and 7 percent of faculty from all four-year institutions would not want to be a professor again.

- A greater percentage of Adelphi respondents planned to postpone their retirement than did faculty from the comparison groups. Forty-seven percent of Adelphi undergraduate faculty plan on working beyond the age of 70 compared to 34 percent of faculty at all four-year institutions and 40 percent at private universities.
- A little more than 40 percent of Adelphi respondents had received a job offer in the last two years compared to 28 percent of faculty at all four-year institutions and 24 percent at private universities.
- Adelphi faculty were less likely to serve as paid consultants. While 40 percent of all-four-year institution and 43 percent of private university faculty served as paid consultants, only 35 percent of Adelphi undergraduate faculty did.

IV. Teaching

- Adelphi respondents lagged noticeably behind faculty from private universities and all four-year institutions in their engagement in various teaching activities in the last couple of years. Consistent with their lower emphasis on research, about half as many Adelphi respondents (33%) used intra- or extra-mural funds for research as did faculty from private universities (63%). Adelphi undergraduate faculty were also much less likely to place or collect assignments for a course on the internet (36%) compared to faculty from private universities (55%) and from all four-year institutions (52%). A smaller difference was found in working with undergraduates on a research project (61 percent of undergraduate faculty at Adelphi compared to 71 percent of private university faculty and 65 percent of all four-year institution faculty) and in team-teaching (24 percent compared to 38 percent of faculty at all four-year institutions and 39 percent at private universities).
- On the other hand, Adelphi respondents were more likely, especially when compared to faculty at private universities, to participate in a teaching enhancement workshop. Two-thirds of all Adelphi respondents and 59 percent of undergraduate faculty at Adelphi participated compared to 56 percent of faculty at all four-year institutions and 49 percent from private universities. Adelphi respondents were also a little more likely to teach an ethnic studies class than faculty from the comparison groups.
- Adelphi respondents taught more classes than faculty from the comparison groups. Seven percent of undergraduate faculty in all three groups (and 23 percent of all Adelphi respondents) did not teach an undergraduate credit course in the semester of the survey. However, 43 percent of Adelphi's undergraduate faculty (and 34 percent of all Adelphi respondents) taught 3 or more classes compared to 29 percent of faculty at all four-year institutions and 19 percent at private universities. Similarly, 30 percent of Adelphi's undergraduate faculty taught two or more graduate classes (as did 43 percent of all Adelphi respondents) compared to 10 percent of faculty at all four-year institutions and 9 percent at private universities. On the other hand, a quarter of all Adelphi respondents taught one graduate class, as did 32 percent of undergraduate faculty at Adelphi, compared to 40 percent of faculty at all four-year institutions and 50 percent at private universities.

- Less than half of Adelphi's undergraduate faculty respondents taught general education courses in the semester of the survey and only 3 percent taught non-BA credit courses. These figures were comparable to those for all four-year institutions and for private universities.
- Adelphi respondents were more likely to have developed a course or to have taught at more than one institution during the same term in the last two years. Almost 90 percent of Adelphi undergraduate faculty developed a new course in the last two years and 18 percent taught at more than one institution during the same term. Seventy-three percent of faculty at private universities and at all four-year institutions developed a new course and 10 percent of faculty at all four-year institutions and 8 percent at private universities taught at more than one institution.
- All Adelphi respondents and four-year institution faculty and 99 percent of private university faculty indicated that the ability to think clearly was a very important or essential goal for undergraduates. The next most important goal for Adelphi respondents was to enhance students' self-understanding which 73 percent of undergraduate faculty and 78 percent of all respondents said was very important or essential. In contrast, the second most important goal for faculty at all four-year institutions was preparing students for employment after college (67%).
- At private universities, 60 percent of faculty indicated that preparing students for graduate or advanced education was very important or essential, followed closely by enhancing students' self-understanding, developing moral character, helping students develop personal values, and preparing students for responsible citizenship which 58 or 59 percent of faculty said were very important or essential.
- Other important goals for Adelphi undergraduate faculty were preparing students for graduate education (68%), enhancing students' knowledge of and appreciation for other racial groups (65%), and preparing students for employment after college (63%).
- The least important goal for respondents in all categories was preparing students for family living which only 21 percent of all Adelphi respondents noted as very important or essential and less than 20 percent of faculty in the other categories did.
- There were differences in the goals Adelphi respondents considered important and those considered important by faculty at private universities or at all four-year institutions. About half of Adelphi undergraduate faculty considered providing for students' emotional development and instilling in students a commitment to community service to be very important or essential goals compared to 36 percent of faculty in the comparison groups. The biggest difference was found in the goal of enhancing students' self-understanding. While 73 percent of undergraduate faculty at Adelphi and 78 percent of all Adelphi respondents considered it very important or essential, only 59 percent of faculty at private universities and 62 percent at all four-year institutions did.
- The most common evaluation methods used by Adelphi respondents in undergraduate classes were essay tests and term or research papers. Among private university and all four-year institution faculty, they were the second and third most common methods, trailing competency-based grading (which was sixth out of 10 methods at Adelphi).

- In addition to using competency-based grading in fewer classes, Adelphi respondents were also less likely to use short-answer tests and student evaluations of each others' work. On the other hand, 31 percent of Adelphi undergraduate faculty used multiple-choice exams, about 3 percent more than faculty at all four-year institutions and 10 percent more than faculty at private universities.
- Far and away, class discussions were the instructional methods used most frequently by respondents within all groups. More than 70 percent of faculty in all groups used discussion. In contrast, the least used instructional method at Adelphi was teaching assistants; only 3 percent of respondents used them. Twenty percent of faculty at private universities and 11 percent at all four-year institutions used teaching assistants as an instructional method. In both all four-year institutions and in private universities, the least frequently used instructional method was community service as a part of coursework. Only 5 percent of faculty used community service, compared to 12 percent of undergraduate faculty at Adelphi.
- In addition to teaching assistants, Adelphi respondents were less likely to use extensive lecturing than faculty from all four-year institutions or from private universities. On the other hand, Adelphi faculty were more likely to use several alternative methods of teaching than their national peers. A higher percentage of Adelphi respondents used experiential learning, recitals and demonstration, and student-selected topics for course content. Adelphi respondents were also more likely to use non-conventional readings—a higher percentage assigned readings on racial and ethnic issues and readings on women and gender issues than did faculty at all four-year institutions or at private universities. Finally, reflecting other findings, Adelphi faculty were more likely to use community service as a part of coursework as an instructional method.

V. Publications, Presentations and Institutional Activities

- Undergraduate faculty respondents from Adelphi published less than faculty from private universities and slightly more than faculty from all four-year institutions. All Adelphi respondents engaged in all of these activities less than undergraduate faculty from Adelphi did. So many of the non-undergraduate faculty at Adelphi did not perform many of the activities associated with being a faculty member. Consequently, the emphasis in this section is on undergraduate faculty.
- A higher percentage of Adelphi's undergraduate faculty had not published an article in an academic or professional journal (14%) when compared to faculty at private universities (8%). The proportion of Adelphi faculty who had not published was similar to the rate for all four-year institution respondents (15%). A little more than 20 percent of Adelphi undergraduate faculty (24%) and of all four-year institution faculty (21%) had published 21 or more articles while 34 percent of faculty at private institutions had.
- A third of Adelphi's undergraduate faculty had not published chapters in edited volumes, a percentage between the 29 percent of faculty at private universities and the 45 percent at all four-year institutions who had not published chapters in edited volumes. More than half of Adelphi's undergraduate faculty had published between 1 and 4 chapters in edited volumes.

- Almost half (48%) of Adelphi's undergraduate faculty had not published a book or monograph. Again, this was between the responses from private universities (40%) and from all four-year institutions (53%). Most of the remaining respondents had published between 1 and 4 books, though about 15 percent of faculty at private universities had published more than 5 books (compared to 9 percent of Adelphi undergraduate faculty and 8 percent of faculty at all four-year institutions).
- Adelphi undergraduate faculty were slightly more likely to have had an art exhibition or performance than faculty from private universities or all four-year institutions. While three-quarters of Adelphi undergraduate faculty had not had an exhibition, 81 percent of faculty at the comparison schools had not had one. Interestingly, about 7 percent of undergraduate faculty in all three groups indicated that they had had more than 50 exhibitions.
- Twenty-seven percent of Adelphi's undergraduate faculty had not had a professional writing published or accepted for publication in the last two years, a percentage between private university faculty at 18 percent and all four-year institution faculty at 30 percent. Most of the remaining faculty in all categories published 1 to 10 articles in the last two years, though a few had published more than 10.
- Adelphi undergraduate faculty were much more likely to indicate that they had been very involved in various efforts to reform their institution than were faculty from the comparison institutions. Faculty from the comparison groups were generally more likely to be minimally involved in reform.
- Adelphi undergraduate faculty were most likely to be involved in efforts to reform the curriculum. Almost 60 percent were very involved and another 29 percent were minimally involved. Only 36 percent of faculty from private universities were very involved in reform efforts as were 42 percent of faculty from all four-year institutions.
- There was also a large gap in the percentage of undergraduate faculty involved in governance reform efforts between Adelphi and the comparison schools. Only 30 percent of Adelphi undergraduate faculty were not involved compared to 47 percent of faculty at all four-year institutions and 54 percent from private universities. Almost half of Adelphi faculty were minimally involved in governance reform efforts and the remaining 22 percent were very involved.
- Adelphi faculty were also more involved than faculty from the comparison groups in efforts to reform the overall purpose, general education, and faculty roles/rewards, though the differences were less pronounced.

VI. Weekly Activities

- Adelphi undergraduate faculty spent considerably more time each week teaching than did faculty at private universities or at all four-year institutions. Almost two-thirds spent more than 9 hours a week teaching compared to 57 percent of faculty at all four-year institutions and 34 percent at private universities. Forty-three percent of Adelphi's undergraduate faculty taught between 9 and 12 hours and another 16 percent taught between 13 and 16 hours a week. Seven percent taught more than 17 hours a week.

- Adelphi undergraduate faculty also spent a little more time preparing for teaching than did faculty from the comparison groups, though the difference was not as large, especially when compared to faculty from all four-year institutions.
- Perhaps because of the time spent teaching, Adelphi undergraduate faculty had less time to spend on research: a little less than 70 percent of undergraduate faculty from Adelphi and all four-year institutions spent 8 hours or less each week on research and scholarly writing compared to 52 percent of faculty from private universities. Interestingly, 6 percent of all four-year institution faculty spent more than 20 hours a week on research compared to 2 percent of Adelphi undergraduate faculty.
- Not surprisingly, given prevalence of Arts at Adelphi, undergraduate faculty from Adelphi were more likely to spend time each week on creative products and performances. Only 43 of Adelphi faculty spent no time each week on creative products compared to 59 percent of faculty from all four-year institutes and 63 percent from private institutions. Thirty-seven percent of Adelphi undergraduate faculty spent between 1 and 4 hours a week on creative products.
- Also, a larger proportion of Adelphi respondents consulted with clients or patients, probably reflecting the prevalence of Social Work, Nursing, and IAPS at Adelphi. Seventy-eight percent of Adelphi undergraduate faculty spent no time each week consulting with clients or patients, a figure slightly smaller than the 84 percent of faculty from all four-year institutions and 86 percent from private universities. Ten percent of Adelphi's undergraduate faculty spent 1 to 4 hours a week consulting with clients and another 10 percent spent between 9 and 16.

VII. Perceptions of the Institution and Faculty

- Across all groups of respondents the issue that the vast majority of faculty believed to be of high priority at their institution was promoting the intellectual development of students. The second most important issue for all groups, although there was a great deal of variation across the different groups, was enhancing the national image of the institution. Fifty-eight percent of Adelphi undergraduate faculty, 68 percent of faculty from all four-year institutions, and 82 percent of faculty from private universities indicated that it was of high or highest priority. The third highest priority for private universities and all four-year institutions was increasing or maintaining institutional prestige. However, at Adelphi, it was the sixth most important priority, with 52 percent responding that it was of high or highest priority. For Adelphi respondents, the third highest priority was helping students examine and understand their personal values.
- The issue that fewest respondents at Adelphi or at all four-year institutions believed to be of highest priority was promoting the religious development of students; only 13 percent of Adelphi undergraduate faculty and 25 percent at all four-year institutions said that the issue was of high or highest priority. Interestingly, more than half (53%) of private university respondents indicated that the issue was of high or highest priority. A similar discrepancy was shown when faculty were asked whether hiring a faculty "star" was a priority for their institution. While 29 percent of Adelphi faculty and 30 percent of faculty from all four-year institutions believed it was a high priority for the institution, 45 percent of faculty from private universities did.

- The issue of lowest priority for private university faculty was helping students learn how to bring about change in American society which 34 percent said was a high priority. It should be noted that this issue had a low priority for all respondents, though it was not the lowest; only 28 percent of faculty at all four-year institutions and 35 percent of Adelphi undergraduate faculty said it was of high or highest priority.
- Faculty were asked how descriptive various statements were about their institution. Adelphi undergraduate faculty were most likely to indicate that “faculty here respect each other” was very descriptive of the institution. Interestingly, a noticeably higher percentage of Adelphi undergraduate faculty agreed with this statement compared with all Adelphi respondents (49% versus 41%). At the comparison schools, 41 percent of faculty from private universities and 37 percent from all institutions also agreed that faculty respect each other, but a larger proportion thought that it was easy for students to see faculty outside of office hours. Forty-seven percent of faculty at all four-year institutions and half of faculty at private institutions thought so compared to 43 percent of Adelphi undergraduate faculty.
- On the other hand, a little more than a quarter of Adelphi undergraduate faculty (26%) thought that the statement “the faculty are typically at odds with campus administrators” was very descriptive of the institution, a rate double that of faculty at private universities (13%) and nine percentage points higher than faculty from all four-year institutions.
- Only 2 percent of Adelphi undergraduate faculty said that social activities were overemphasized while 9 percent did at the comparison institutions. Finally, ten percent thought that faculty were rewarded for being good teachers compared to 15 percent of faculty at four-year institutions and 19 percent at private universities.
- Adelphi respondents’ perceptions of other faculty members at Adelphi were similar to or better than the perceptions of respondents in the other groups. A majority of Adelphi undergraduate faculty—and close to 15 percent more than faculty from the comparison groups—agreed that faculty are interested in students’ personal problems and that Student Affairs staff have the support and respect of faculty. Also, similar to the comparison groups, the vast majority of Adelphi faculty believe that women and minority faculty are treated fairly.
- Adelphi respondents were a little more open to diversity than were faculty from the comparison groups. Sixty-three percent of Adelphi undergraduate faculty agreed that racial and ethnic diversity should be more strongly reflected in the curriculum compared to 55 percent of faculty in both private universities and all four-year institutions. Also, 81 percent of Adelphi undergraduate faculty agreed that gay and lesbian faculty are treated fairly at their institution compared to 73 percent of faculty at all four-year institutions and 65 percent at private universities.
- Finally, Adelphi respondents agreed that both their teaching and their research is valued by other faculty in their department. While 71 percent of faculty from all four-year institutions and 75 percent from private universities felt their research was valued, 81 percent of Adelphi undergraduate faculty did. The percentage believing their teaching was valued was even higher—85 percent for all four-year institutions, 86 percent for private universities, and 95 percent for Adelphi undergraduate faculty.

- Sixty-one percent of private university faculty thought that students were well-prepared academically, a number nearly twice that of faculty at all four-year institutions (36%) or of Adelphi undergraduate faculty (32%). Also, despite the fact that Adelphi faculty emphasized student involvement in community service, they lagged behind faculty at private universities in incorporating community service into classrooms. Thirty-seven percent of Adelphi undergraduate faculty and of all four-year institution faculty agreed that many courses involve students in community service compared to 48 percent of private university faculty.

VIII. Personal Characteristics

- For all groups of respondents, the three personal goals that were noted most frequently as very important or essential were: “being a good teacher,” “being a good colleague,” and “developing a meaningful philosophy of life.” Between 87 and 97 percent of respondents indicated that the first two goals were very important or essential while 75 to 82 percent indicated that the third goal was.
- The least important goal for respondents within all groups was “influencing the political structure.” Only a quarter of Adelphi respondents indicated that this goal was very important or essential as did about 15 percent of faculty in the comparison groups.
- Undergraduate faculty in the three groups considered the same factors as the most important and the least important factors of stress. “Time pressures” was the most frequently cited source of stress, mentioned by between 84 and 88 percent of respondents. “Lack of personal time” was the next most important; while 85 percent of Adelphi undergraduate faculty considered it a source of stress, smaller percentages of all four-year institution faculty (78%) and faculty at private universities (76%) did. “Managing household responsibilities” was the third largest source of stress and again a larger percentage of Adelphi faculty cited it than did faculty from private universities or from all four-year institutions. Finally, a little more than three-quarters of Adelphi faculty (77%) considered teaching load a source of stress compared to only 64 percent of all four-year institution faculty and 54 percent of private university faculty.
- Some interesting, but slight disparities appeared when faculty were asked their opinion on some statements about the social aspects of education. A quarter of undergraduate faculty from Adelphi agreed that college officials have the right to ban persons with extreme views from speaking compared to 27 percent of faculty at all four-year institutions and a third of faculty at private institutions.
- Socially, about 12 percent more respondents from Adelphi agreed that colleges should be actively involved in solving social problems (77% of Adelphi undergraduate faculty). Also, more Adelphi respondents stressed the importance of community service. Adelphi respondents were more likely to agree that colleges should encourage students to be involved in community service activities and that community service should be given weight in college admissions decisions. Adelphi undergraduate faculty were also a little more likely to agree that promoting diversity leads to the admission of too many underprepared students than did the other groups, including all Adelphi respondents (32% of Adelphi’s undergraduate faculty compared to 26% of all respondents). Interestingly, Adelphi undergraduate faculty agreed that a diverse student body enhances the

educational experience of all students at the same rate as did faculty from the comparison groups.

- On the other hand, about 63 percent of Adelphi undergraduate faculty agreed that Western civilization and culture should be the foundation of the undergraduate education compared to 61 percent of faculty from private universities and 57 from all four-year institutions.
- Finally, perhaps because Adelphi undergraduate faculty spent less time doing research, they were a little less likely to agree that external pressures often prevent researchers from being completely objective in their work.
- Faculty from Adelphi, especially all respondents, characterized their political views as less conservative than did faculty at private colleges or all four-year institutions. Sixty-five percent of all Adelphi respondents said that they were either far left (10.5%) or liberal (54.7%) as did 57 percent of undergraduate faculty at Adelphi (6.9% far left and 50% liberal). In contrast, 54 percent of private university and 51 percent of all four-year institute faculty were liberal or far left. However, only 5 percent of Adelphi respondents (both all respondents and only full-time undergraduate faculty) characterized themselves as conservative compared to 15 percent of private university and 16 percent of all four-year institute faculty.

IX. Adelphi-specific Questions

- The survey allowed institutions to add up to 20 questions for their own faculty. Most questions added by Adelphi asked about the experience of Adelphi faculty with graduate students. Additional questions asked respondents what priorities Adelphi does and should focus on.
- The vast majority of respondents taught the majority of their classes at Garden City (all undergraduate faculty respondents and 99 percent of all respondents).
- Forty percent of undergraduate faculty and 32 percent of all Adelphi respondents devoted none of their teaching load to graduate students. However, 22 percent of all respondents and 4 percent of undergraduate faculty devoted more than 75 percent to graduate students.
- The survey asked respondents to indicate how important 5 educational goals were in teaching graduate students. A majority of respondents said that all 5 goals were very important or essential. All respondents indicated that developing the ability to think critically and communicate clearly was very important or essential. In contrast, just over half (53%) said that preparing students to be able to undertake quality research in their field was very important or essential. Between 83 and 90 percent of undergraduate faculty indicated that preparing students for professional careers after graduate school, preparing students for learning over their lifetime, and enhancing students' self-understanding were very important or essential.
- Three of the goals concerning graduate students were also asked about undergraduate students in the main survey (see the "Teaching" section). The same proportion of

respondents indicated that developing the ability to think clearly was a very important or essential goal for both graduate and undergraduate students. On the other hand, a larger percentage of respondents indicated that preparing students for professional careers after school and enhancing students' self-understanding were very important or essential goals for graduate students than they were for undergraduate students.

- For the most part, undergraduate professors tested graduate students using either essays (50%) or a combination of multiple choice, short answer, and essay questions. A majority of respondents required student presentations in at least most graduate classes. Only 14 percent did not require presentations in any classes. A little more than a third of undergraduate faculty require research papers in all graduate classes. Only 7 percent do not require research papers in any classes.
- Faculty were asked to indicate how important 5 priorities were to Adelphi and then to indicate how important they should be. A majority of respondents said that all five priorities were important or very important. The most important priorities to Adelphi, faculty believed, were faculty role in governance and information technology as an educational tool; 76 percent of undergraduate faculty said each was considered important or very important. The fewest respondents (59%) indicated that Adelphi considers respect and recognition of faculty work as an important or very important priority.
- With one exception, a greater percentage of Adelphi respondents believed that the listed priorities should be very important or important. Only 72 percent of undergraduate faculty said that information technology *should be* an important priority compared to 76 percent who said that it is. In contrast, more than 90 percent of undergraduate faculty indicated that the remaining four priorities should be very important to Adelphi, especially support for faculty professional development which all respondents said should be an important or very important priority.

Comparison between Adelphi Faculty and Respondents

	Adelphi	Respondents	
	Full-time faculty	All respondents	Full-time
Number	195	91	61
Sex			
% women	44.1	53.3	42.6
Age (as off 12/31/2001)			
Less than 35	3.6	3.4	5.1
35-39	8.7	11.5	15.3
40-44	8.7	13.8	13.6
45-49	12.3	12.6	13.6
50-54	12.8	8.0	8.5
55-59	23.6	19.5	18.6
60-64	18.5	17.2	16.9
65 or older	11.8	13.7	8.5
Ethnicity			
White/Caucasian	84.6	88.5	90.0
African American/Black	4.1	1.1	0.0
American Indian	0.0	1.1	0.0
Asian American/Asian	5.6	6.9	6.7
Hispanic	3.1	2.3	1.7
Other/unknown	2.6	2.3	3.3
Highest Degree			
Bachelor's	1.0	1.1	1.7
Master's	23.6	14.8	15.0
First professional (LLB, KD, MD, DDS, DD)	0.5	1.1	1.7
Ph.D. Ed.D.	74.4	71.6	75.0
Other degree/unknown degree	0.5	11.4	6.7
Year of Appointment			
Before 1969	10.3	10.8	12.1
1969 to 1973	16.4	8.3	8.6
1974 to 1978	18.5	15.5	12.1
1979 to 1983	6.7	2.4	3.4
1984 to 1988	4.6	1.2	1.7
1989 to 1993	7.7	9.5	6.9
1994 to 1998	9.7	14.3	13.8
1999 to 2001	26.2	38.1	41.4
Percent tenured	68.0	51.7	50.8
School			
Arts and Sciences	39.5	40.8	50.9
Business	10.8	1.3	1.8
Education	18.5	25.0	21.8
IAPS	9.2	11.8	10.9
Nursing	6.7	5.3	7.3
Social Work	10.3	10.5	5.5
Library	4.6	5.3	1.8
Other/missing	0.5	15.6	9.8

Demographic Characteristics

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Number of Respondents	91	61	3,926	32,840
% Women	53.3	42.6	29.1	34.4
Age as of December 31, 2001				
Less than 35	3.4	5.1	7.4	8.4
35 to 39	11.5	15.3	11.2	10.4
40 to 44	13.8	13.6	12.7	12.3
45 to 49	12.6	13.6	12.9	15.5
50 to 54	8.0	8.5	16.6	17.8
55 to 59	19.5	18.6	18.0	17.4
60 to 64	17.2	16.9	12.4	12.0
65 or older	13.7	8.5	8.8	6.2
Racial/Ethnic group				
White	88.5	90.0	91.2	90.0
Black/African American	1.1	0.0	2.4	2.5
American Indian	1.1	0.0	0.9	1.3
Asian	6.9	6.7	3.7	4.2
Hispanic	2.3	1.7	3.5	2.9
Other	2.3	3.3	2.4	2.4
Current marital status				
Married	73.0	72.1	77.2	75.9
Unmarried, living with partner	6.7	8.2	5.0	4.9
Single	20.2	19.7	17.9	19.2
Have you ever been?				
Divorced	30.0	29.5	19.1	24.0
Widowed	3.3	1.6	1.7	2.2
Separated	4.4	4.9	3.2	3.8
Percent with children in the following age ranges				
0-4 years	7.8	11.4	11.5	11.2
5-12 years	17.7	19.7	20.6	19.3
13-17 years	13.3	14.8	18.8	17.5
18-23 years	15.5	16.4	22.1	19.9
24 years or older	46.7	36.1	33.0	33.2
Were you born in the USA?	77.3	75.0	81.8	86.1
Are you a US citizen?	94.3	95.0	91.9	93.9
Do you commute a long distance to work?	47.7	45.0	16.1	18.2
Does your spouse/partner work in the same city?	38.3	28.6	61.9	56.4
Is your spouse/partner an academic?	27.2	23.2	31.5	32.1
Is (or was) your father an academic?	12.5	15.0	12.9	12.4
Is (or was) your mother an academic?	8.0	8.3	7.4	8.3
Highest level of education reached by spouse/partner				
8th grade or less	0.0	0.0	0.0	0.1
Some high school	0.0	0.0	0.2	0.2
Completed high school	3.5	5.1	1.9	2.5
Some college	8.2	8.5	7.7	7.7
Graduated from college	17.6	20.3	17.5	18.6
Attended graduate or professional school	11.8	8.5	10.0	10.4
Attained advanced degree	49.4	45.8	50.8	47.6

Educational Background

	Adelphi University		Private Universities	All Four-year Institutions
	All	Full-Time	Full-time Undergraduate	
	Respondents	Undergraduate		
Highest level of education reached by father				
8th grade or less	9.3	13.8	9.7	11.3
Some high school	8.1	10.3	7.7	8.1
Completed high school	27.9	25.9	19.2	21.2
Some college	9.3	8.6	13.0	14.0
Graduated from college	14.0	13.8	17.2	16.5
Attended graduate or professional school	5.8	1.7	7.5	6.7
Attained advanced degree	25.6	25.9	25.7	22.1
Highest level of education reached by mother				
8th grade or less	7.0	10.3	7.9	8.5
Some high school	5.8	6.9	6.8	7.7
Completed high school	44.2	41.4	29.2	31.6
Some college	10.5	8.6	17.3	17.4
Graduated from college	15.1	17.2	20.2	18.2
Attended graduate or professional school	3.5	3.4	6.8	5.7
Attained advanced degree	14.0	12.1	11.8	10.9
Highest degree earned				
Bachelor's	1.1	1.7	0.9	0.8
Master's	14.8	15.0	9.0	16.4
First professional	1.1	1.7	1.8	1.8
Ed.D.	8.0	6.7	2.1	4.0
Ph.D.	63.6	68.3	82.3	72.9
Other degree	11.4	6.7	3.5	3.4
None	0.0	0.0	0.5	0.6
Field of highest degree				
Agricultural or forestry	0.0	0.0	0.5	1.2
Biological sciences	6.5	5.6	6.2	6.5
Business	0.0	0.0	5.3	5.8
Education	19.5	14.8	5.7	11.9
Engineering	1.3	1.9	6.0	4.5
English	5.2	5.6	6.0	6.2
Health-related	7.8	11.1	2.7	4.4
History or political science	7.8	9.3	10.0	7.3
Humanities	3.9	5.6	16.8	10.3
Fine Arts	3.9	5.6	8.9	9.3
Mathematics or Statistics	1.3	1.9	5.2	5.1
Physical sciences	6.5	9.3	7.3	7.4
Social sciences	28.6	25.9	15.0	13.6
Other technical	13.0	1.9	1.0	1.6
Other non-technical	6.5	1.9	3.6	4.6
Year highest degree earned				
Before 1969	14.0	12.1	13.3	9.1
1969 to 1973	9.3	13.8	14.3	12.3
1974 to 1978	16.3	15.5	13.9	12.3
1979 to 1983	11.6	13.8	12.4	12.2
1984 to 1988	10.5	6.9	11.3	13.0
1989 to 1993	11.6	12.1	14.3	15.3
1994 to 1998	16.3	19.0	13.7	17.1
1999 to 2001	10.5	6.9	6.8	8.7

Current Job

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate		
				Full-time Undergraduate
Present academic rank				
Professor	31.5	31.1	41.8	36.0
Associate professor	28.1	29.5	27.0	27.9
Assistant professor	29.2	31.1	23.2	26.2
Lecturer	2.2	3.3	5.3	3.8
Instructor	2.2	0.0	1.6	5.0
Other	6.7	4.9	1.1	1.2
Administrative title				
Not applicable	65.5	65.0	77.1	76.1
Director, coordinator of institute of specially-funded program	14.9	13.3	11.7	10.7
Department chair	12.6	16.7	5.7	8.0
Dean	0.0	0.0	0.1	0.2
Associate or Assistant dean	1.1	0.0	0.7	0.6
Vice-President, Provost, Vice-Chancellor	0.0	0.0	0.1	0.1
President, Chancellor	0.0	0.0	0.0	0.0
Other	5.7	5.0	4.7	4.4
Principal activity in current position				
Administration	9.1	6.7	3.3	3.6
Teaching	86.4	93.3	82.7	88.6
Research	1.1	0.0	13.2	7.1
Services to clients and patients	1.1	0.0	0.3	0.4
Other	2.3	0.0	0.4	0.4
Interests lie primarily in:				
Very heavily in teaching	26.7	27.1	15.6	26.3
In both research and teaching, but leaning toward teaching	45.3	45.8	32.8	39.9
In both, but leaning toward research	26.7	25.4	44.4	29.0
Very heavily in research	1.2	1.7	7.2	4.7
Department of current faculty appointment				
Agricultural or forestry	0.0	0.0	0.6	1.5
Biological sciences	6.5	5.6	5.9	5.9
Business	0.0	0.0	6.7	7.2
Education	20.8	18.5	3.8	8.5
Engineering	0.0	0.0	6.6	4.4
English	6.5	7.4	6.4	6.9
Health-related	7.8	11.1	3.2	5.8
History or political science	3.9	5.6	9.1	6.7
Humanities	2.6	3.7	17.4	10.2
Fine Arts	3.9	5.6	9.5	9.7
Mathematics or Statistics	0.0	0.0	4.9	5.2
Physical sciences	6.5	9.3	6.5	7.1
Social sciences	26.0	24.1	13.8	12.7
Other technical	3.9	5.6	1.3	2.7
Other non-technical	11.7	3.7	4.3	5.5

Current Job (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All	Full-Time	Full-time Undergraduate	
	Respondents	Undergraduate		
Year appointed at present institution				
Before 1969	10.8	12.1	8.4	6.3
1969 to 1973	8.3	8.6	8.6	8.3
1974 to 1978	15.5	12.1	9.6	8.3
1979 to 1983	2.4	3.4	10.7	9.3
1984 to 1988	1.2	1.7	12.1	12.3
1989 to 1993	9.5	6.9	13.5	15.3
1994 to 1998	14.3	13.8	18.9	19.5
1999 to 2001	38.1	41.4	18.1	20.6
Percent tenured	51.7	50.8	63.3	58.9
Year tenure awarded				
Before 1969	2.2	0.0	4.5	2.7
1969 to 1973	10.9	12.9	8.4	7.1
1974 to 1978	26.1	25.8	12.7	12.9
1979 to 1983	15.2	12.9	15.7	12.5
1984 to 1988	17.4	19.4	16.1	14.9
1989 to 1993	6.5	6.5	13.8	16.6
1994 to 1998	8.7	9.7	17.7	20.8
1999 to 2001	13.0	12.9	11.0	12.6
Factors noted as very important in your decision to work at this institution				
Institutional emphasis on teaching	50.0	53.3	43.1	48.6
Institutional emphasis on research	14.9	15.0	36.5	22.1
Prestige of institution	8.0	8.3	32.4	15.0
Prestige of department	15.9	16.7	20.8	15.8
Salary/benefits	21.6	20.0	20.2	16.3
Research facilities	10.3	8.5	18.8	11.5
Academic rank offered	17.4	13.8	17.4	14.3
Colleagues	37.9	41.7	40.9	39.0
Geographic location	60.7	63.9	41.0	44.4
Job opportunities for spouse	11.5	15.0	17.7	15.9
Other personal/family considerations	36.4	39.3	24.8	27.3

Current Job (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Aspects of job noted as satisfactory or very satisfactory				
Salary and fringe benefits	38.6	40.0	56.3	47.8
Opportunity for scholarly pursuits	46.5	48.3	73.3	62.9
Teaching load	30.2	28.3	66.0	57.4
Quality of students	39.8	40.0	70.0	47.4
Office/lab space	65.1	64.4	70.2	62.9
Autonomy and independence	81.8	86.7	89.8	87.7
Professional relationships with other faculty	81.8	80.0	75.3	76.1
Social relationships with other faculty	69.9	66.1	63.0	62.6
Competency of colleagues	75.6	72.9	76.4	73.8
Visibility for jobs at other institutions or organizations	52.5	48.8	52.8	45.0
Job security	70.4	74.1	81.3	77.8
Relationships with administration	57.5	57.6	61.3	60.0
Overall job satisfaction	81.8	83.3	78.7	75.6
Opportunity to develop new ideas	83.0	85.0	82.7	78.3
Availability of child care at this institution	44.4	40.0	31.4	30.0
People noted as very influential in decision to pursue an academic career				
Father	33.3	30.5	29.6	31.2
Mother	39.8	41.7	29.1	31.6
Other relatives	23.0	25.0	10.8	11.1
Undergraduate faculty or advisor	28.4	35.0	38.3	33.6
Graduate faculty or advisor	40.2	39.0	43.4	41.0
Reasons noted as very important in decision to pursue an academic career				
Autonomy	76.1	78.3	77.4	74.5
Flexible schedule	73.9	75.0	66.3	68.6
Intellectual challenge	84.1	81.7	89.2	86.4
Intellectual freedom	79.5	78.3	79.4	78.8
Freedom to pursue scholarly/teaching interests	77.3	78.3	82.1	79.0
Opportunities for teaching	68.2	66.7	60.4	68.1
Opportunities for research	36.4	33.3	61.4	47.3
Occupational prestige/professional status	20.5	20.0	19.5	18.2
Opportunity to influence social change	39.8	35.0	20.0	24.1
If began career again, would still be a college professor?				
Definitely yes	48.3	50.8	51.1	47.9
Probably yes	37.1	34.4	32.6	33.2
Not sure	12.4	11.5	10.7	12.2
Probably no	0.0	0.0	4.3	5.3
Definitely no	2.2	3.3	1.2	1.4

Current Job (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
General activities				
Have you ever held an academic administrative post?	48.9	45.0	48.9	43.9
Has any of your research or teaching focused on women?	38.6	33.3	29.5	26.9
Has any of your research or writing focused on racial or ethnic minorities?	35.2	31.7	27.3	26.3
Have you interrupted your professional career for more than one year for family reasons?	20.5	13.3	10.7	13.2
Have you been sexually harassed at this institution?	9.2	5.1	4.6	5.6
Do you plan on working beyond age 70?	47.7	46.7	39.7	34.3
During the last two years, have you:				
Received at least one firm job offer?	40.2	42.4	24.4	28.1
Considered early retirement?	26.1	25.0	26.1	29.1
Considered leaving academe for another job?	25.0	30.0	28.0	33.0
Served as a paid consultant?	36.4	35.0	42.7	40.1
Requested/sought an early promotion?	9.2	11.7	5.7	6.7

Teaching

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate		
				Full-time Undergraduate
During the past two years, engagement in the following activities:				
Taught an honors course	12.8	18.5	27.3	22.2
Taught an interdisciplinary course	40.0	41.8	47.7	42.4
Taught an ethnic studies course	12.3	14.0	9.9	10.5
Taught a women's studies course	6.7	7.8	9.7	8.0
Team-taught a course	23.4	23.5	38.9	38.0
Taught a service learning course	20.3	18.7	19.3	21.6
Worked with undergraduates on a research project	48.1	60.7	70.9	64.2
Used intra- or extra-mural funds for research	33.3	32.7	63.1	51.8
Participated in a teaching enhancement workshop	66.7	59.3	48.6	56.3
Placed or collected assignments for a course on the Internet	37.3	36.0	55.2	52.3
Taught a course exclusively through the Internet	2.8	4.3	3.5	6.7
How many of the following courses are you teaching this term?				
General education courses				
None	65.5	56.8	61.0	51.9
One	23.6	27.0	22.2	24.8
Two	7.3	10.8	11.5	14.0
Three	1.8	2.7	3.7	5.9
Four or more	1.8	2.7	1.6	3.4
Other BA or BS undergraduate credit courses				
None	22.5	7.1	7.3	7.4
One	23.9	25.0	35.6	30.5
Two	19.7	25.0	37.9	33.1
Three	25.4	32.1	14.6	18.0
Four or more	8.4	10.7	4.6	11.0
Non-BA credit courses (developmental/remedial)				
None	97.7	96.6	95.6	94.9
One	0.0	0.0	2.8	2.8
Two	0.0	0.0	0.9	1.1
Three	0.0	0.0	0.5	0.6
Four or more	2.3	3.4	0.3	0.5
Graduate courses				
None	31.3	38.6	40.7	49.7
One	25.4	31.8	50.4	40.0
Two	26.9	20.5	7.2	8.0
Three	14.9	6.8	1.4	1.7
Four or more	1.5	2.3	0.3	0.7
Have you ever received an award for outstanding teaching?				
	30.7	33.3	40.6	41.3
During the last two years, have you:				
Developed a new course?	86.4	88.3	73.1	72.8
Taught courses at more than one institution during the same term?	17.0	18.3	7.8	9.5

Teaching (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All	Full-Time	Full-time Undergraduate	
	Respondents	Undergraduate		
Goals for undergraduates noted as very important or essential				
Develop ability to think clearly	100.0	100.0	99.3	99.5
Prepare students for employment after college	68.3	63.3	56.2	66.5
Prepare students for graduate or advanced education	69.9	68.3	60.2	58.3
Develop moral character	64.3	60.7	58.8	57.5
Provide for students' emotional development	51.2	49.2	35.8	35.7
Prepare students for family living	21.4	18.0	16.0	13.9
Teach students the class works of Western civilization	40.2	38.3	35.0	30.1
Help students develop personal values	64.3	60.7	58.4	58.0
Enhance the out-of-class experience of students	49.4	43.3	35.8	39.1
Enhance students' self-understanding	78.0	72.9	59.2	62.0
Instill in students a commitment to community service	54.2	48.3	35.9	36.2
Prepare students for responsible citizenship	62.7	56.7	58.4	60.2
Enhance students' knowledge of and appreciation for other racial/ethnic groups	71.1	65.0	55.5	59.6
Study a foreign language	31.7	30.5	39.2	34.8
Evaluation methods used in most or all undergraduate classes				
Multiple-choice mid-term and/or final exams	28.6	31.1	21.3	28.2
Essay mid-term and/or final exams	42.9	47.5	49.6	44.6
Short-answer mid-term and/or final exams	25.0	28.3	37.2	37.2
Quizzes	27.3	32.8	27.8	34.5
Weekly essay assignments	18.7	18.3	20.7	18.0
Student presentations	36.5	39.0	37.3	38.5
Term/research papers	48.1	47.5	45.3	39.6
Student evaluations of each others' work	7.9	6.7	14.0	15.2
Grading on a curve	14.5	18.3	22.5	18.7
Competency-based grading	32.4	30.0	49.9	48.0
Instructional methods used in most or all undergraduate classes				
Class discussions	77.6	78.7	72.8	72.3
Computer or machine-aided instruction	31.6	29.5	25.3	28.2
Cooperative learning (small groups)	38.2	34.4	35.9	40.6
Experiential learning/field studies	27.6	26.2	17.9	22.3
Teaching assistants	2.7	3.3	19.6	11.3
Recitals/demonstrations	25.3	26.7	17.3	18.0
Group projects	27.6	29.5	25.2	27.8
Independent projects	32.9	32.8	35.0	36.3
Extensive lecturing	39.5	39.3	49.9	46.9
Multiple drafts of written work	17.1	18.0	20.2	19.1
Readings on racial and ethnic issues	26.3	27.9	19.5	19.6
Readings on women and gender issues	25.0	26.2	19.9	18.3
Student-developed activities (assignments, exams)	13.2	13.1	13.0	14.1
Student-selected topics for course content	16.0	13.3	9.2	10.3
Community service as part of coursework	10.7	11.7	4.5	5.1

Publications, Presentations, and Institutional Activities

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Number of articles published in academic or professional journals				
None	14.0	13.6	7.7	15.2
1 to 2	19.8	18.6	10.9	15.8
3 to 4	10.5	8.5	10.7	14.1
5 to 10	20.9	20.3	18.2	19.3
11 to 20	12.8	15.3	18.4	15.0
21 to 50	12.8	11.9	20.1	12.9
More than 50	9.3	11.9	13.9	7.8
Number of chapters in edited volumes				
None	38.1	33.3	28.8	45.4
1 to 2	27.4	31.6	24.3	25.4
3 to 4	19.0	21.1	17.9	13.4
5 to 10	9.5	8.8	16.7	9.9
11 to 20	3.6	1.8	7.6	3.8
21 to 50	1.2	1.8	4.0	1.7
More than 50	1.2	1.8	0.7	0.4
Number of books, manuals, or monographs				
None	51.2	48.3	40.0	52.8
1 to 2	27.4	29.3	30.8	28.7
3 to 4	13.1	13.8	13.8	10.0
5 to 10	7.1	8.6	10.6	6.0
11 to 20	0.0	0.0	3.6	1.7
21 to 50	1.2	0.0	0.7	0.5
More than 50	0.0	0.0	0.4	0.2
Number of exhibitions or performances in fine or applied arts				
None	81.2	75.0	81.3	80.7
1 to 2	5.9	8.3	4.6	3.9
3 to 4	2.4	1.7	2.1	2.3
5 to 10	1.2	1.7	1.6	2.2
11 to 20	2.4	3.3	1.2	1.5
21 to 50	2.4	3.3	2.6	2.9
More than 50	4.7	6.7	6.7	6.5
Number of professional writings published or accepted for publication in last two years				
None	31.8	26.7	18.1	30.4
1 to 2	39.8	43.3	26.5	30.8
3 to 4	13.6	13.3	28.0	22.1
5 to 10	11.4	13.3	22.1	13.5
11 to 20	2.3	1.7	4.7	2.6
21 to 50	0.0	0.0	0.5	0.5
More than 50	1.1	1.7	0.1	0.1

Publications, Presentations, and Institutional Activities (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All	Full-Time	Full-time Undergraduate	
	Respondents	Undergraduate		
During the past two years, how involved have you been in efforts to reform the following at your institution				
Overall mission, purpose				
Very involved	28.7	30.0	20.9	21.7
Minimally involved	33.3	30.0	36.2	38.8
Not involved	37.9	40.0	42.9	39.6
General education				
Very involved	29.9	33.3	23.5	26.6
Minimally involved	35.6	35.0	39.6	40.1
Not involved	34.5	31.7	36.9	33.3
Faculty roles/rewards				
Very involved	24.1	23.3	16.3	19.2
Minimally involved	39.1	40.0	38.5	40.1
Not involved	36.8	36.7	45.2	40.7
Governance				
Very involved	17.2	21.7	14.6	17.9
Minimally involved	48.3	48.3	31.4	35.6
Not involved	34.5	30.0	54.0	46.5
Curriculum				
Very involved	57.0	59.3	36.2	42.1
Minimally involved	29.1	28.8	43.0	41.5
Not involved	14.0	11.9	20.9	16.4

Weekly Activities

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Number of hours per week spent:				
Scheduled teaching (actual, not credit hours)				
None	0.0	0.0	0.8	0.7
1 to 4	17.9	5.2	10.0	7.0
5 to 8	32.1	29.3	54.8	35.8
9 to 12	34.5	43.1	25.3	38.3
13 to 16	10.7	15.5	5.6	11.7
17 to 20	3.6	5.2	2.5	4.4
More than 20	1.2	1.7	0.9	2.1
Preparing for teaching (including reading student papers and grading)				
None	1.2	1.8	0.5	0.5
1 to 4	16.9	10.5	11.9	9.4
5 to 8	25.3	19.3	27.5	24.3
9 to 12	22.9	29.8	25.7	25.1
13 to 16	14.5	14.0	15.4	16.8
17 to 20	9.6	14.0	11.0	13.0
More than 20	9.6	10.6	7.9	11.0
Advising and counseling of students				
None	0.0	0.0	2.2	3.5
1 to 4	43.9	42.9	64.1	60.9
5 to 8	40.2	44.6	26.7	27.1
9 to 12	9.8	7.1	5.1	6.1
13 to 16	1.2	1.8	1.2	1.6
17 to 20	3.7	3.6	0.5	0.6
More than 20	1.2	0.0	0.2	0.1
Committee work and meetings				
None	9.6	8.6	7.0	5.5
1 to 4	45.8	55.2	65.3	66.5
5 to 8	33.7	29.3	22.0	21.5
9 to 12	6.0	3.4	3.8	4.7
13 to 16	2.4	0.0	1.3	1.1
17 to 20	2.4	3.4	0.3	0.5
More than 20	0.0	0.0	0.2	0.1
Other administration				
None	22.5	26.5	35.1	35.5
1 to 4	42.3	46.9	43.5	41.5
5 to 8	14.1	14.3	11.5	11.6
9 to 12	5.6	6.1	4.9	5.6
13 to 16	9.9	6.1	2.1	2.4
17 to 20	0.0	0.0	1.6	1.8
More than 20	5.6	0.0	1.2	1.6

Weekly Activities (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Research and scholarly writing				
None	15.4	14.8	8.0	14.5
1 to 4	29.5	37.0	22.7	32.4
5 to 8	21.8	16.7	20.9	20.9
9 to 12	20.5	14.8	18.0	13.2
13 to 16	6.4	9.3	10.5	7.2
17 to 20	5.1	5.6	10.1	5.8
More than 20	1.3	1.9	9.8	6.0
Other creative products/performances				
None	49.3	43.1	62.6	58.5
1 to 4	31.5	37.3	22.5	26.3
5 to 8	11.0	11.8	8.2	8.3
9 to 12	6.8	5.9	3.2	3.4
13 to 16	1.4	2.0	1.9	1.4
17 to 20	0.0	0.0	0.8	1.0
More than 20	0.0	0.0	0.9	1.0
Consultation with clients/patients				
None	73.2	78.0	86.4	83.5
1 to 4	11.3	10.0	9.0	11.1
5 to 8	4.2	2.0	2.7	2.8
9 to 12	7.0	6.0	0.5	1.2
13 to 16	2.8	4.0	0.7	0.5
17 to 20	1.4	0.0	0.2	0.3
More than 20	0.0	0.0	0.5	0.5
Community or public service				
None	37.3	38.9	39.8	34.1
1 to 4	50.7	51.9	46.9	53.1
5 to 8	9.3	9.3	9.2	9.6
9 to 12	1.3	0.0	2.4	2.2
13 to 16	0.0	0.0	0.8	0.5
17 to 20	1.3	0.0	0.3	0.3
More than 20	0.0	0.0	0.6	0.3
Outside consulting/freelance work				
None	64.3	68.6	62.4	66.4
1 to 4	21.4	19.6	27.3	24.3
5 to 8	5.7	2.0	6.4	5.6
9 to 12	4.3	5.9	2.4	2.1
13 to 16	1.4	2.0	0.7	0.7
17 to 20	0.0	0.0	0.5	0.4
More than 20	2.8	2.0	0.3	0.4
Household/childcare duties				
None	12.0	13.2	11.4	11.1
1 to 4	22.7	22.6	18.4	17.8
5 to 8	20.0	22.6	24.1	24.5
9 to 12	16.0	15.1	18.4	17.6
13 to 16	12.0	13.2	7.7	9.1
17 to 20	4.0	1.9	8.0	7.8
More than 20	13.3	10.2	12.0	12.1

Perceptions of the Institution and Faculty

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Issues believed to be of high or highest priority at your institution				
To promote the intellectual development of students	78.4	80.0	84.2	76.0
To help students examine and understand their personal values	55.7	55.0	67.5	50.8
To develop a sense of community among students and faculty	54.5	53.3	55.9	47.4
To develop leadership ability among students	43.0	44.1	56.3	45.8
To facilitate student involvement in community service	46.6	45.0	57.5	39.1
To help students learn how to bring about change in American society	39.8	35.0	33.9	27.5
To increase or maintain institutional prestige	50.0	51.7	76.1	62.6
To hire faculty "stars"	23.0	28.8	45.3	29.9
To recruit more minority students	45.9	51.7	50.6	53.1
To enhance the institution's national image	60.2	58.3	82.4	68.3
To create a diverse multi-cultural campus environment	50.6	52.5	53.4	54.6
To promote the religious/spiritual development of students	13.8	13.3	52.5	24.8
To mentor new faculty	39.8	43.3	35.1	33.6
Attributes noted as being very descriptive of institution				
It is easy for students to see faculty outside of regular office hours	44.3	42.6	49.9	46.5
There is a great deal of conformity among the students	23.0	31.7	37.7	26.2
The faculty are typically at odds with campus administrators	25.0	26.2	12.8	17.0
Faculty here respect each other	41.4	49.2	41.2	36.8
Most students are treated like "numbers in a book"	3.4	1.6	2.1	4.9
Social activities are overemphasized	2.3	1.6	8.9	8.5
Students here do not usually socialize with one another	3.5	1.7	1.0	4.2
Faculty are rewarded for being good teachers	10.3	9.8	18.8	15.3
Attributes noted as not being descriptive of institution				
It is easy for students to see faculty outside of regular office hours	8.0	6.6	7.1	8.3
There is a great deal of conformity among the students	19.5	20.0	15.3	22.2
The faculty are typically at odds with campus administrators	21.6	21.3	39.1	34.2
Faculty here respect each other	4.6	4.9	5.7	6.8
Most students are treated like "numbers in a book"	83.0	83.6	82.8	73.0
Social activities are overemphasized	84.1	83.6	58.7	64.3
Students here do not usually socialize with one another	59.3	58.3	87.1	71.3
Faculty are rewarded for being good teachers	36.8	41.0	23.0	29.4

Perceptions of the Institution and Faculty (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Strongly or somewhat agree with the following				
Faculty are interested in students' personal problems	87.2	89.8	76.4	74.9
Racial and ethnic diversity should be more strongly reflected in the curriculum	66.3	63.3	55.4	55.4
Faculty feel that most students are well-prepared academically	27.6	31.7	61.4	35.5
This institution should hire more faculty of color	77.9	71.7	73.3	70.3
Student Affairs staff have the support and respect of faculty	80.0	80.0	65.1	65.3
Faculty are committed to the welfare of this institution	93.1	90.0	86.4	83.7
Faculty here are strongly interested in the academic problems of undergraduates	86.2	89.8	83.8	80.6
There is a lot of campus racial conflict here	4.7	5.2	8.7	8.7
Many courses include feminist perspectives	41.5	42.1	38.7	38.6
Faculty of color are treated fairly here	90.2	89.5	86.9	86.5
Women faculty are treated fairly here	74.1	79.7	80.5	83.1
Many courses involve students in community service	39.0	36.8	48.0	36.5
Gay and lesbian faculty are treated fairly here	82.9	81.1	64.6	73.0
My research is valued by faculty in my department	78.8	80.7	75.0	71.4
My teaching is valued by faculty in my department	91.9	94.9	85.6	85.1

Personal Characteristics

	Adelphi University		Private Universities	All Four-year Institutions
	All	Full-Time	Full-time Undergraduate	
	Respondents	Undergraduate		
Personal goals noted as very important or essential				
Becoming an authority in my field	59.6	57.4	64.2	55.2
Influencing the political structure	25.0	25.0	14.1	15.0
Influencing social values	49.4	50.8	38.2	37.7
Raising a family	70.1	69.5	73.7	72.2
Being very well-off financially	48.3	47.5	34.9	36.3
Helping others who are in difficulty	72.4	67.8	62.7	63.4
Becoming involved in programs to clean up the environment	40.4	47.5	29.0	30.9
Developing a meaningful philosophy of life	83.0	82.0	75.3	76.4
Helping to promote racial understanding	67.0	63.3	58.6	59.7
Obtaining recognition from my colleagues for contributions to my special field	51.7	47.5	55.3	47.7
Integrating spirituality into my life	47.7	47.5	49.9	50.3
Being a good colleague	84.3	86.9	90.9	89.9
Being a good teacher	95.5	95.1	96.7	97.3
Achieving congruence between my own values and institutional values	46.0	44.1	52.3	52.8
Factors noted as source of stress for during the last two years				
Managing household responsibilities	72.4	76.7	68.3	70.3
Child care	28.4	31.7	32.1	30.9
Care of elderly parent	39.8	33.3	31.2	31.1
My physical health	33.0	33.3	45.2	46.4
Review/promotion process	40.9	43.3	44.0	47.8
Subtle discrimination (e.g., racism, sexism)	20.5	16.7	22.9	24.9
Personal finances	61.4	68.3	53.2	57.8
Committee work	58.0	56.7	59.0	61.6
Faculty meetings	53.4	50.0	50.8	53.1
Colleagues	40.9	40.0	53.8	56.0
Students	44.3	48.3	47.9	55.4
Research or publishing demands	58.0	55.0	64.1	58.0
Institutional procedures and "red tape"	74.7	76.3	61.3	69.4
Teaching load	71.6	76.7	53.8	64.1
Children's problems	23.9	21.7	29.9	27.9
Marital friction	11.5	13.3	21.4	21.4
Time pressures	85.2	88.3	84.0	83.7
Lack of personal time	83.0	85.0	75.9	77.9
Keeping up with information technology	63.6	63.3	61.1	67.1

Personal Characteristics (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-Time Undergraduate	Full-time Undergraduate	
Strongly or somewhat agree with the following statements				
Western civilization and culture should be the foundation of the undergraduate curriculum	61.6	63.3	60.9	56.9
College officials have the right to ban persons with extreme views from speaking on campus	24.1	25.0	33.4	27.4
The chief benefit of a college education is that it increases one's earning power	26.1	26.7	21.4	26.5
Promoting diversity leads to the admission of too many underprepared students	26.4	32.2	24.9	28.0
Colleges should be actively involved in solving social problems	77.5	77.0	64.7	65.0
Tenure is an outmoded concept	30.7	29.5	30.3	30.0
Colleges should encourage students to be involved in community service activities	92.0	90.0	84.9	81.3
Community service should be given weight in college admissions decisions	78.4	73.3	61.9	56.9
Tenure is essential to attract the best minds to academe	74.7	70.0	69.7	67.2
A racially/ethnically diverse student body enhances the educational experience of all students	94.4	91.8	91.7	91.3
External pressures often prevent researchers from being completely objective in the conduct of their work	59.3	55.9	60.4	62.0
How would you characterize your political views?				
Far left	10.5	6.9	6.1	5.9
Liberal	54.7	50.0	47.3	45.1
Middle-of-the-road	30.2	37.9	31.0	32.3
Conservative	4.7	5.2	15.4	16.3
Far right	0.0	0.0	0.2	0.3

Adelphi-specific questions

	Adelphi University	
	All Respondents	Full-Time Undergraduates
At which campus do you teach the majority of your classes?		
Garden City	98.8	100.0
Hudson Valley	0.0	0.0
Huntington	0.0	0.0
Manhattan	0.0	0.0
Other	1.2	0.0
What percentage of your teaching load is devoted to graduate courses?		
None	32.1	39.6
1 to 25 percent	16.7	18.9
26 to 50 percent	15.4	18.9
51 to 75 percent	14.1	18.9
More than 75 percent	21.8	3.8
Very important or essential educational goals in teaching graduate students		
Develop the ability to think critically and communicate clearly	100.0	100.0
Prepare students for professional careers after graduate school	88.4	83.8
Prepare students to be able to undertake quality research in their field	58.8	53.4
Prepare students for learning over their lifetime	88.2	86.6
Enhance students' self-understanding	90.2	89.7
Primary format of exams in graduate classes taught		
Multiple choice	2.0	0.0
Short answer	2.0	3.6
Essays	42.9	50.0
A combination of these	53.1	46.4
In graduate classes, student presentations required in:		
All classes	42.0	37.9
Most classes	14.0	20.7
Some classes	30.0	27.6
No classes	14.0	13.8
In graduate classes, research papers required in:		
All classes	38.8	35.7
Most classes	22.4	25.0
Some classes	28.6	32.1
No classes	10.2	7.1
The following priorities are important or very important to Adelphi		
Faculty role in academic governance	70.2	75.9
Support for faculty professional development	64.1	64.8
Innovation in curricula	67.1	72.2
Information technology as an educational tool	73.4	76.0
Respect and recognition of faculty work	61.5	59.3
The following priorities should be important or very important to Adelphi		
Faculty role in academic governance	93.7	94.5
Support for faculty professional development	98.8	100.0
Innovation in curricula	89.9	92.6
Information technology as an educational tool	73.4	72.2
Respect and recognition of faculty work	96.2	96.2