

ADELPHI UNIVERSITY



Results of the Higher Education Research Institute (HERI) Survey of Faculty Fall 2004

*Office of Research, Assessment and Planning
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Executive Summary

The Higher Education Research Institute (HERI) at UCLA first conducted its triennial Faculty Survey in 1989. The survey is designed to collect basic data on college and university faculty, including background and demographic information, attitudes and values, pedagogy, and professional activities. The fall 2004 administration of the HERI survey at Adelphi University marked the institution's second participation in this nationwide effort; Adelphi first participated in the HERI survey in 2001.

Survey Highlights

In fall 2004, 103 Adelphi full-time faculty (including librarians) responded to the HERI survey. Their responses are compared to those from private universities and to all four-year institutions. This report also highlights Adelphi faculty responses to the HERI 2004 survey that are significantly different from those in the HERI 2001 survey, providing useful information about changing faculty perceptions and behavior.

- Representativeness of the Respondents

Respondents to the HERI 2004 survey were representative of the entire population of Adelphi University full-time faculty in fall 2004, with one exception: HERI respondents included a higher proportion of faculty with relatively recent appointments.

- Demographic Characteristics

When compared to respondents from private universities and all four-year institutions, Adelphi respondents included a higher proportion of women and members of racial and ethnic minority groups. Adelphi respondents were also more likely to be foreign-born.

- Educational Background

Adelphi faculty respondents to the HERI survey held proportionately more doctorates in education and fewer master's degrees (as the highest degree earned) than their colleagues in the comparison groups. Adelphi respondents were also more likely to specialize in education and the social sciences (including social work), and to have completed their highest degree very recently.

- Job Description and General Activities

Due to the higher proportion of new faculty at Adelphi (40 percent had been appointed in the prior two years), respondents to the HERI survey were more likely than their colleagues in the comparison groups to be assistant professors on tenure-track, but not yet tenured. Adelphi respondents were also significantly more likely than their private university colleagues to indicate that teaching was both their principal activity and their primary interest.

- Job Satisfaction

Adelphi faculty reported higher levels of overall satisfaction with their jobs and with their relationship to the administration than colleagues in either comparison group. Faculty at private universities expressed higher levels of satisfaction than both Adelphi respondents and respondents at all four-year institutions, however, with teaching load, students' academic quality, opportunities for scholarly pursuit, office/lab space, visibility for jobs at other institutions/organizations, and salary and fringe benefits.

- Teaching

Adelphi respondents taught more undergraduate courses and expressed more interest in teaching than their private university counterparts. Undergraduate teaching goals and instructional activities were relatively similar for respondents from all three comparison groups. Adelphi respondents reported somewhat different student evaluation methods, however. Adelphi respondents were more likely to use essay exams and to assign research or term papers than were colleagues from either comparison group, and were less likely than respondents from all four-year institutions to use short-answer or multiple choice exams. Adelphi faculty respondents to the HERI survey also reported more incorporation of diversity topics into their courses, primarily through the use of readings on racial/ethnic and women/gender issues.

- Scholarly Work

Adelphi respondents to the HERI 2004 survey were generally more involved in research and scholarship than were their colleagues from all four-year institutions. When compared to peers at private universities, Adelphi faculty were equally as likely to report being involved in scholarly pursuits, but had fewer publications.

- Weekly Activities

Compared to their peers, Adelphi respondents reported more hours per week in teaching, advising, committee work and meetings, and other administrative tasks, and fewer hours in community or public service. Adelphi respondents also reported fewer hours per week in research and scholarly writing than faculty at private universities, although their experience in this area was comparable to that of faculty at all four-year institutions.

- Perceptions of Institutional Climate

Faculty respondents to the HERI 2004 survey were very positive in their assessment of Adelphi University's institutional climate, noting collegial, departmental, and administrative supports more frequently than did their peers in the comparison groups. Adelphi faculty members were particularly distinct from their colleagues in perceiving the mentoring of new faculty as a major departmental and institutional concern. Adelphi respondents also differed from their colleagues in that notably higher proportions indicated that their institution

rewarded faculty “for being good teachers” and “for their efforts to use instructional technology.”

- Personal Goals and Beliefs

Respondents from the three comparison groups were similar in their self-perceptions as dedicated professionals. Adelphi respondents, however, were more likely to note job stress, especially as pertaining to teaching load and research/publishing expectations. Adelphi respondents also characterized their political views as more liberal and less conservative than did faculty at either private universities or all four-year institutions.

- Adelphi-specific Questions: Graduate Instruction and Institutional Priorities

Of those Adelphi respondents who taught at least one graduate course, “the ability to think critically and communicate clearly” was overwhelmingly defined as an essential educational goal for graduate students. The vast majority of respondents also agreed on the importance of preparing graduate students for professional careers. Respondents noted extensive use of student presentations and required research papers in graduate courses.

Of six institutional priorities listed in this section of the survey, respondents defined “support for faculty development,” “the faculty role in academic governance,” and “respect and recognition of faculty work” as the most important to Adelphi University.

- Trends in Selected Adelphi Responses: 2001 to 2004

Adelphi’s overall HERI 2004 findings were more positive than those from HERI 2001. Survey results in 2004 showed a heightened focus on research and scholarship in addition to teaching, increased use of instructional and evaluation methods involving students in active learning, and improved perception of the institutional environment.

Strategic Plan Goals

The HERI 2004 report is a valuable tool for gauging Adelphi University’s success in reaching strategic goals laid out in its Master Plan¹. HERI findings related to Adelphi’s goals are listed below; each goal is briefly addressed using relevant survey results.

- Increase Faculty Diversity

Adelphi’s faculty respondents to the HERI survey were more diverse in terms of both gender and race/ethnicity than were respondents from the comparison institutions. (Faculty diversity at Adelphi also increased from 2001 to 2004.) In addition, Adelphi respondents were more likely than their colleagues to believe that increasing the representation of minorities in the faculty was an institutional priority.

¹ Adelphi University Master Plan 2004, Appendix 3: Matrix for the Assessment of Institutional Success.

- Recruit and Retain Top-ranked Faculty

A higher proportion of Adelphi respondents expressed overall satisfaction with their jobs as compared to their colleagues at private universities and all four-year institutions. Adelphi respondents also acknowledged the institutional priority of faculty retention through its focus on mentoring new faculty. In addition, using HERI 2001 results as a baseline, Adelphi faculty reported increasing satisfaction with the institution and an increasing identification with its goals. Although a significant proportion of Adelphi respondents expressed dissatisfaction with their opportunity for scholarly pursuits, nonetheless, baseline (2001) to 2004 comparisons showed increased involvement in research and publication. Yet another 2001 to 2004 improvement was seen in Adelphi faculty members' growing satisfaction with their salary and fringe benefits. And satisfaction with teaching load, while lower than that of national colleagues, will likely improve as fall 2005 marks the first semester of an annual teaching load reduction from 21 to 18 credits.

- Improve Faculty Teaching, Scholarship, and Service

The three most important personal goals noted by Adelphi's HERI 2004 respondents were "being a good teacher," "being a good colleague," and "serving as a role model for students." Adelphi respondents in 2004 were more likely than those in 2001 to use instructional methods involving students in active learning, and the proportion of Adelphi faculty using computer technology in their classes (such as placing or collecting assignments on the Internet) doubled. In addition, although Adelphi faculty were more interested in teaching as their primary activity than were faculty at private universities, Adelphi faculty's involvement in scholarly pursuits was comparable to these colleagues. Adelphi respondents were also more likely than their private university peers to have participated in a faculty development program and to note the support they received for incorporating technology into their teaching.

Adelphi respondents to the HERI survey reported considerably more time spent in committee work, meetings, and other administrative work than respondents from the comparison groups.

- Faculty Input to Curriculum

Adelphi's HERI respondents indicated that developing students' ability to think critically and master knowledge in a discipline were very important or essential goals for undergraduate instruction. These respondents also believed that the highest priority at Adelphi University was promoting students' intellectual development.

- Improve the Reputation of Adelphi

Of concern is the HERI 2004 finding that Adelphi faculty respondents were considerably less likely than their private university colleagues to perceive institutional priorities in increasing or maintaining institutional prestige or in enhancing the institution's national image. On a positive note, the proportion of Adelphi faculty perceiving institutional prestige as a high priority did increase from 2001 to 2004.

- Achieve Desired Enrollment and Increase Levels of Student Preparation

Adelphi faculty members were overwhelmingly supportive of maintaining a racially and ethnically diverse student body, believing that this diversity enhances the educational experience of all students. Compared to their national colleagues, Adelphi faculty were more likely to feel that many students come to the university with academic deficiencies, but they were also very supportive of those students and the institution's responsibility to assist them. Adelphi respondents were less likely to support, however, a direct faculty role in student recruitment.

- Build Global and Participatory Citizenship

Although Adelphi respondents and their national colleagues reported similar levels of engagement in the external community in 2001, HERI 2004 data indicate a significant decline in Adelphi faculty's personal involvement in community or public service. As compared to 2001, Adelphi 2004 respondents were also less likely to define "instilling a commitment to community service" as an important or essential goal for undergraduate teaching. This decrease in faculty's civic engagement is concerning, but may be understood in the context of the higher proportion of recent hires in the 2004 respondent group. Those establishing themselves in a new institution may require more time to adjust to their new setting and to establish themselves professionally, thereby devoting less time to volunteer activities or social concerns.

Overall, Adelphi's HERI 2004 findings and comparisons to HERI 2001 responses point to an increasingly committed faculty with an optimistic spirit, eager to engage students and appreciative of departmental and administrative support for their endeavors. Compared to their colleagues, for example, a higher proportion of Adelphi respondents expressed overall satisfaction with their jobs and with their relationship with the university's administration. Adelphi faculty also believe their teaching and research are valued. They perceive the institution quite positively, noting the mentoring of new faculty, support for faculty development, assistance in integrating technology into their teaching, and involvement by faculty in campus decision making. Adelphi faculty's areas of concern and sources of stress, especially compared with their peers, include teaching load, research and publishing expectations, and working with underprepared students.

Introduction

The Higher Education Research Institute (HERI) at UCLA conducts a survey of faculty every three years. The survey is designed to explore the attitudes and opinions of college and university faculty about their work environment, including information about their background, values, teaching styles, and professional activities. HERI began its faculty survey in 1989; Adelphi University first participated in 2001.

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 37,827 faculty members responded to the survey in 2004. The data were statistically adjusted by HERI to reflect the 441,000 full-time undergraduate faculty across the country.

All Adelphi full-time faculty (including librarians) were included in the survey sample. One hundred three of the total of 254 completed HERI questionnaires, for an overall response rate of 41 percent. HERI administrators then used a formula to determine those respondents they defined as *Full-Time Undergraduate Faculty*.² Of the 103 Adelphi respondents to the HERI survey, 72 were categorized as full-time undergraduate faculty. The remaining 31 were primarily categorized as graduate faculty.

This report compares all Adelphi respondents and the subgroup defined as full-time undergraduate faculty to similarly defined full-time undergraduate respondents from private universities and from all four-year institutions. In most cases, the responses from those defined as Adelphi undergraduate faculty are very similar to those of all Adelphi respondents. Because Adelphi faculty defined by HERI as full-time undergraduate faculty are analytically more similar to respondents at other schools who were defined in the same way, the main emphasis of the comparison that follows is on this subgroup. Where the responses of all Adelphi respondents are noticeably different from those of Adelphi full-time undergraduate faculty, they have been mentioned as well.

After a brief analysis of the representativeness of survey respondents, this report will be presented in three sections. The first of these will detail the results of the 2004 HERI questionnaire, organized by the following major topical areas:

- Demographic characteristics
- Educational background
- Job description and general activities
- Job satisfaction

² A respondent was included in the category *Full-Time Undergraduate Faculty* if he or she: 1) indicated full-time employment at the institution [question #2] AND noted teaching as his/her principal activity [question #1] AND either taught at least one undergraduate-level course [question #18] OR taught no classes at all in the most recent term (this last condition was included for teachers on sabbatical leave or those currently engaged in a research project); 2) taught at least two courses in the last term [question #18], one of which was at the undergraduate level; 3) did not indicate that he/she taught any specific types of courses, but did indicate spending at least 9 hours per week in scheduled teaching [question #17].

- Teaching
- Scholarly work
- Weekly activities
- Perceptions of institutional climate
- Personal goals and beliefs

The second section will focus on items specific to Adelphi University. (The HERI survey allows each participating institution up to 21 additional questions that are appended to the questionnaire.) Given the HERI focus on undergraduate teaching, Adelphi's added items focus on graduate instruction and on institutional priorities. The third section of this report highlights responses to the 2004 HERI survey that differ substantially from responses to similar items from the 2001 HERI survey.

Representativeness of the Respondents

HERI provided aggregate demographic information on Adelphi's survey respondents; no individuals were identified. These summary data were compared to the demographic characteristics of Adelphi's full-time faculty, available on the institution's administrative database. Respondents to the 2004 HERI survey were generally reflective of the entire population of Adelphi University full-time faculty in fall 2004, with comparable proportions in regard to gender, age, race/ethnicity, and tenure status. The primary difference between the two groups was the overrepresentation in HERI respondents of faculty with relatively recent appointments at Adelphi.

- Gender: A slightly larger proportion of HERI respondents was female (53%) than was true for all full-time faculty at Adelphi University in fall 2004 (49%).
- Age: Respondents to the HERI survey were somewhat younger (47% age 49 and younger, 53% age 50 and older) than the entire full-time faculty population (41% age 49 and younger, 59% age 50 and older).
- Race/Ethnicity: Racial/ethnic groups were proportionately represented by survey respondents, with only Asian faculty slightly underrepresented. The availability of an "other" racial/ethnic group response category on the HERI questionnaire (but not in the Adelphi Administrative Database) may account for minor differences in the overall faculty's racial/ethnic proportions as compared to those of survey respondents.
- Highest degree: The percentage of respondents with Ph.D.s was slightly higher than in the overall faculty population (77% of respondents compared to 75% of the fall 2004 faculty), while the percentage with Master's degrees was lower (8% of respondents compared to 17% of the fall 2004 faculty). Faculty with Ed.D.s were also slightly overrepresented in survey respondents (8% of respondents compared to 6% of the fall 2004 faculty). These discrepancies may be linked to the sizeable proportion of missing information on this survey item. Eight percent of HERI respondents did not divulge their highest degree earned.
- Year of appointment: Fifty-eight percent of all fall 2004 faculty at Adelphi was appointed since 1997. This group of "newer" faculty was overrepresented (64%) by respondents to the

HERI survey. Survey respondents also slightly overrepresented the most “senior” faculty at Adelphi – those appointed prior to 1967 (6% of respondents versus 2% of the fall 2004 faculty population).

- **Percent tenured:** Half of all full-time faculty members at Adelphi in fall 2004 were tenured. This tenure status was slightly underrepresented in all respondents to the HERI survey (46% tenured).
- **School:** As with the “highest degree” item above, a sizeable percentage of survey respondents (8%) did not divulge their appointment at a particular Adelphi school. This missing data may have impacted the relative proportions of faculty who responded to the survey as compared to the total population of faculty by the school in which they teach, and should be considered in the following summary. It should also be noted that Adelphi schools differ by undergraduate and graduate program emphases. This fact will be reflected in the proportion of all survey respondents in each school self-defining as *full-time undergraduate* faculty.
 - Fall 2004 faculty in Arts and Sciences (41%), Education (20%), IAPS (9%), Nursing (7%), and the Library (4%) were within one or two percentage points of proportionate representation by respondents to the HERI survey.
 - Business faculty (11% of the fall 2004 total) were underrepresented in survey respondents (4%).
 - Social Work faculty (9% of the fall 2004 total) were overrepresented by all respondents to the HERI survey (13%).

I. 2004 HERI Results

In each of the following categories, Adelphi full-time undergraduate faculty respondents to the HERI survey are compared to similarly-defined colleagues from private universities and from all four-year institutions. Adelphi’s HERI respondents who were not defined as full-time undergraduate faculty are not included in the narrative unless their responses are significantly different and merit special attention.

Demographic Characteristics

Adelphi respondents to the HERI survey differed from their colleagues at other institutions on a number of demographic dimensions. Adelphi respondents included a higher proportion of women and members of racial and ethnic minority groups. Adelphi respondents were also slightly older, more likely to be unmarried and living with a partner, and less likely to be parents. Additional distinctions in the Adelphi respondent group included a higher proportion of foreign-born faculty and a lengthier home-to-work commute.

- **Gender:** Forty-seven percent of Adelphi’s full-time undergraduate faculty respondents (and 53% of all Adelphi respondents) were women, a rate somewhat higher than the 43 percent at four-year institutions and the 38 percent at private universities.

- Age: Adelphi respondents were slightly older than their colleagues. Fifty-nine percent of Adelphi respondents were 50 and older, compared to 57 percent at private universities and 54 percent at all four-year institutions. The age difference was most pronounced in the highest age group – 65 or older – describing 13 percent of Adelphi’s respondents but only 8 percent of respondents from all four-year institutions.
- Race/Ethnicity: Adelphi respondents included a higher proportion of racial and ethnic minorities. Seventeen percent of Adelphi’s full-time undergraduate faculty were members of minority groups (6% black, 8% Asian, and 3% Hispanic), compared to 11 percent at private universities (2% black, 1% American Indian, 5% Asian, and 3% Hispanic) and 14 percent at all four-year institutions (3% black, 2% American Indian, 5% Asian, and 4% Hispanic).
- Marital and parental status: Sixteen percent of Adelphi’s undergraduate faculty respondents were unmarried and living with a partner compared to 4 percent at the comparison schools. Adelphi respondents were more likely to have been divorced (29%) than their colleagues at private universities (22%) and all four-year institutions (24%). Adelphi respondents were also slightly less likely to be parents, with 32 percent reporting children under the age of 18 and 40 percent reporting children age 18 or older. The comparable proportions at comparison institutions were 36-38 percent and 43-44 percent, respectively. All respondents at Adelphi were even less likely to have children age 18 or older, at 36 percent.
- Other demographics:
 - Adelphi respondents were somewhat more likely to be foreign-born than faculty in the comparison groups. Just over three-quarters (77%) of Adelphi undergraduate faculty were born in the United States, compared to 82 percent of faculty at private universities and 86 percent at all four-year institutions. Citizenship figures were more similar, with 90 percent of Adelphi undergraduate faculty, 92 percent of private university faculty, and 94 percent of faculty at all four-year institutions indicating U.S. citizenship.
 - Adelphi respondents lived further from their workplace than did faculty from other institutions. One-third of Adelphi undergraduate faculty (34%) and 43 percent of all Adelphi respondents agreed that they “commute a long distance to work,” compared to only 18 percent of private university faculty and 19 percent of faculty at all four-year institutions. The three comparison groups were more similar in the proportion of undergraduate faculty whose spouse or partner worked in the same or a nearby city (58% of Adelphi faculty, 64% of private university faculty, and 62% of faculty at all four-year institutions).
 - About one-third of undergraduate faculty respondents at Adelphi, private universities and at all four-year institutions had spouses who were also academics.

Educational Background

Adelphi undergraduate faculty respondents to the HERI survey were distinct from their colleagues in holding proportionately more doctorates in education (Ed.D.s) and fewer master’s

degrees, specializing in education and the social sciences (including social work), and completing their highest degrees very recently.

- Highest degree earned: The proportion of undergraduate faculty holding doctorate degrees (Ed.D.s and Ph.D.s) was equal for Adelphi and other private universities, at 82 percent. Fewer colleagues at all four-year institutions held doctoral degrees (75%). All Adelphi respondents were, however, more likely than colleagues in either comparison group to hold Ed.D.s. In addition, compared to their colleagues, Adelphi faculty members were less likely to hold a master's as their highest degree (8% at Adelphi, compared to 12% at private universities and 19% at all four-year institutions) and were more likely to categorize their highest degree earned as "other."
- Field of highest degree: As would be expected given Adelphi's academic programs, a greater percentage of Adelphi respondents received their highest degree in the fields of education and social sciences (including social work) than did undergraduate faculty from private universities or all four-year institutions.
- Year highest degree earned: Compared to their colleagues, Adelphi's faculty respondents were considerably more likely to have earned their highest degree recently. Thirteen percent of undergraduate faculty at Adelphi reported their highest degree earned in 2002-2004, compared to 7 percent at private universities and 8 percent at all four-year institutions.

Job Description and General Activities

Given the preponderance of newer faculty at Adelphi in comparison to private universities and all four-year institutions, it is not surprising that Adelphi respondents differed from their colleagues on a number of items describing their current job. Adelphi respondents were, for example, more likely to be assistant professors, less likely to hold a current administrative post, more likely to have recent appointments, and more likely to be on tenure-track but not yet tenured. Adelphi respondents were also significantly more likely than their private university colleagues to indicate that teaching was both their principal activity and their primary interest.

- Present academic rank: Compared to respondents from private universities and all four-year institutions, a larger percentage of Adelphi respondents were assistant professors and a smaller percentage were lecturers, instructors, or "other."
- Current administrative position: Considerably fewer undergraduate faculty respondents from Adelphi held administrative titles (17%) than their peers at private universities (27%) or all four-year institutions (28%).
- Principal activity in current position: Ninety-six percent of Adelphi undergraduate faculty indicated that teaching was their principal activity. For 3 percent, the principal activity was administration, and for the remaining 2 percent, the principal activity was research. At the comparison institutions, fewer faculty were principally focused on teaching (80% at private universities and 87% at all four-year institutions), while more faculty were primarily researchers (16% at private universities and 8% at all four-year institutions).

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- Primary interests: The emphasis Adelphi faculty placed on teaching was also evident in their primary interests. Seventy-one percent of Adelphi undergraduate faculty respondents were either primarily interested in teaching or interested in both research and teaching, but leaning toward teaching. In contrast, the primary interest of half of the private university faculty was in research or in both teaching and research, but leaning toward research. Faculty from all four-year institutions were similar to Adelphi undergraduate faculty – two-thirds indicated that their primary interest was in teaching or in both research and teaching, but leaning toward teaching – although a larger percentage selected the response “very heavily [focused] on teaching.”
- Department of current faculty appointment: The responses to this item were similar to a prior item requesting the field of faculty members’ highest degree. Adelphi faculty were more likely than their colleagues to be in education or social sciences (including social work) departments and less likely to be in humanities, fine arts, or engineering departments. (The latter to be expected, of course, given the lack of such a department at Adelphi.)
- Year appointed at present institution: The Adelphi faculty who responded to the HERI survey were much more likely than their colleagues to have been very recently appointed. Forty percent of Adelphi undergraduate faculty members were appointed between 2002 and 2004, compared to 18 percent of faculty at private institutions and 20 percent from all four-year institutions. Adelphi respondents were also more likely to be long-term (over 25 years) employees. One-quarter of Adelphi undergraduate faculty members were appointed prior to 1977, compared to 17 percent at private universities and 14 percent at all four-year institutions.
- Percent tenured: The proportion of faculty respondents with tenure was relatively similar for the three comparison groups (54% at Adelphi, 60% at private universities, and 56% at all four-year institutions). The groups differed regarding the proportion of respondents on tenure track, but not yet tenured (43% at Adelphi, 21% at private universities, and 24% at all four-year institutions) and regarding the proportion of respondents not on tenure track, although their institution has a tenure system (3% at Adelphi, 19% at private universities and 17% at all four-year institutions).
- Year tenure awarded (if tenured): Reflecting the differences in the year appointed at the present institution, a higher percentage of undergraduate faculty from Adelphi received tenure very recently (26% between 2002 and 2004, compared to 11% at private universities and 14% at all four-year institutions) and before 1977 (24% at Adelphi, 16% at private universities and 12% at all four-year institutions).
- General activities:
 - Across all three comparison groups, approximately the same proportion of faculty (42-48%) had experience holding academic administrative posts.
 - The unionized context of Adelphi’s faculty stood in stark contrast to the comparison groups. While almost all Adelphi respondents were members of a faculty union (91%), unionized faculty comprised only 7 percent of private university respondents and 21 percent of all four-year institution respondents.
 - Sexual harassment was of slightly less concern at Adelphi than at other institutions. While 3 percent of Adelphi undergraduate faculty claimed to have been sexually harassed at

work, the comparable proportions at private universities and all four-year institutions were 4 and 5 percent, respectively.

- Adelphi faculty respondents were less likely than their colleagues to plan on retirement within the next three years (7% at Adelphi, 11% at private universities, and 13% at all four-year institutions).
- During the past two years...(job-related activities):
 - Given the proportion of Adelphi respondents who were appointed to their current positions within the past two years, it is not surprising that these faculty were more likely than their colleagues to have “received at least one firm job offer,” “changed academic institutions,” “taught courses at more than one institution during the same term,” and “requested/sought an early promotion.” Using the same reasoning, Adelphi faculty respondents were predictably less likely than their colleagues to “consider leaving this institution for another.”
 - Again, given the high proportion of Adelphi respondents who were relatively new to their positions, it is understandable that colleagues in private universities and all four-year institutions were considerably more likely to have “engaged in paid consulting” and “engaged in public service/professional consulting without pay.” Adelphi’s colleagues were also more likely to have received funding for their work from foundations, state or federal government, and business or industry.

Job Satisfaction

Adelphi respondents differed from colleagues in both comparison groups in expressing more overall satisfaction with their jobs and a more positive relationship with the administration. Adelphi respondents were, especially in comparison to their private university colleagues, more dissatisfied with their teaching load, students’ academic quality, and opportunities for scholarly pursuit. Private university faculty also reported higher levels of satisfaction with their office/lab space, visibility for jobs at other institutions, and salary and fringe benefits than either Adelphi faculty or faculty at all four-year institutions.

- Satisfactory/Very Satisfactory aspects of job:
 - A higher proportion of Adelphi respondents expressed overall satisfaction with their jobs (84%) as compared to their colleagues (80% at private universities and 77% at all four-year institutions).
 - Although Adelphi respondents expressed a higher level of overall job satisfaction, they were much less satisfied than their colleagues with several specific aspects of the job. Adelphi faculty respondents expressed the most dissatisfaction with their teaching load, the quality of students, and opportunities for scholarly pursuits. One-third was satisfied with the teaching load compared to 66 percent of faculty at private universities and 55 percent at all four-year institutions. Thirty-five percent of Adelphi respondents was satisfied with the quality of students compared to 75 percent of faculty at private universities and 53 percent at all four-year institutions. Thirty-nine percent of Adelphi respondents was satisfied with

- their opportunity for scholarly pursuits, compared to 66 percent of private university colleagues and 55 percent of colleagues at all four-year institutions.
- HERI respondents from private universities differed significantly from both Adelphi respondents and respondents from all four-year institutions in expressing higher levels of satisfaction with their office/lab space (72% at private universities compared to 65-66% at Adelphi and all four-year institutions), visibility for jobs at other institutions/organizations (59% at private universities compared to 48-50% at Adelphi and all four-year institutions), and salary and fringe benefits (56% at private universities compared to 46-47% at Adelphi and all four-year institutions).
 - Faculty colleagues at all four-year institutions differed significantly from both Adelphi respondents and respondents from private universities in expressing less satisfaction with their prospects for career advancement (54% at four-year institutions compared to 60-62% at Adelphi and private universities).
 - Similar to their colleagues in the comparison groups, Adelphi faculty members expressed concern regarding the availability of child care at the institution. Thirty-nine percent of Adelphi respondents was satisfied with the availability of child care, as was 33 percent of private university faculty and 30 percent of faculty at all four-year institutions.
 - The proportion of Adelphi faculty respondents expressing satisfaction with their relationship with the administration was higher than that found in the comparison groups (66% at Adelphi versus 57% at private universities and 56% at all four-year institutions).
 - All faculty respondents to the HERI survey expressed very high levels of satisfaction with their autonomy and independence, professional relationships with other faculty, competency of colleagues, and opportunity to develop new ideas. For each of these items, the proportion of faculty expressing satisfaction (in all three comparison groups) ranged from 75 to 89 percent.
- Choosing the occupation again: The vast majority of respondents from all groups would choose to be college professors again. The proportion of Adelphi undergraduate faculty who were unsure or thought they probably would not choose the same profession was slightly higher than at the comparison institutions (22% at Adelphi versus 15% at private universities and 16% at all four-year institutions).

Teaching

Adelphi respondents to the HERI 2004 survey were more likely than their private university colleagues to teach three or more undergraduate credit courses during the fall 2004 semester, and more likely than their colleagues at all four-year institutions to teach at least two graduate courses during that same semester. Adelphi respondents were less likely to have taught in alternate formats during the prior two years, including team-taught courses, honors courses, and interdisciplinary courses, although they were significantly more likely to have taught a first-year seminar and to have participated in a faculty development program. Undergraduate teaching goals and pedagogy were relatively similar for all three comparison groups. Adelphi faculty again differed from their peers, however, in reporting the use of slightly different student evaluation methods. Adelphi faculty were more likely to use essay exams and to assign research

papers than were their colleagues (particularly colleagues at all four-year institutions), and less likely to use short-answer or multiple choice exams (again, particularly as compared to colleagues at all four-year institutions).

- Courses taught during the semester of the HERI survey: Adelphi respondents were more likely to teach at least one general education course during the semester of the HERI survey than were colleagues at private universities (although at about the same rate as colleagues at all four-year institutions). Adelphi respondents were also more likely than their colleagues to teach three or more undergraduate credit courses during that same semester (35% of Adelphi faculty versus 16% of faculty at private universities and 27% of faculty at all four-year institutions). A considerably larger proportion of Adelphi undergraduate faculty (31%) taught at least two graduate courses during the semester of the survey as compared to colleagues at private universities and all four-year institutions (10% at each). Very few of Adelphi's undergraduate faculty respondents taught developmental/remedial courses, vocational/technical courses, or other non-credit courses in the semester of the survey; this experience was similar across all comparison groups.
- During the past two years...(teaching-related activities):
 - Adelphi undergraduate faculty respondents' teaching activities during the past two years were generally comparable to those of colleagues at private universities and all four-year institutions. For example, at similar proportions, faculty in the three groups taught an ethnic studies course (9-12%), taught a women's studies course (8-12%), taught a service learning course (20-24%), worked with undergraduates on a research project (66-72%), placed or collected assignments on the Internet (62-68%), advised student groups involved in service or volunteer work (35-42%), collaborated with the local community in research/teaching (38-44%), developed a new course (70-75%), and conducted research or writing focused on international/global issues (28-34%), racial or ethnic minorities (20-27%), or women and gender issues (20-25%).
 - Adelphi undergraduate respondents differed from their colleagues in the proportion who had taught a first-year seminar in the past two years (38% at Adelphi versus 26% at private universities and 23% at all four-year institutions), and in the proportion who had team-taught a course (19% at Adelphi versus 43% at private universities and 38% at all four-year institutions).
 - Adelphi undergraduate faculty respondents were similar to their colleagues from all four-year institutions but distinct from those at private universities in the proportion who had taught an honors course (19% at Adelphi versus 26% at private universities) or an interdisciplinary course (41% at Adelphi versus 50% at private universities), and in the proportion who had participated in a faculty development program (62% at Adelphi versus 49% at private universities). Adelphi respondents were more comparable to their private university colleagues in the small proportion who had taught a course exclusively on the Internet (3% at Adelphi versus 10% at all four-year institutions).
- Awards for outstanding teaching: Adelphi undergraduate faculty respondents were much less likely than their colleagues (22% at Adelphi versus 41-43% for the comparison groups) to indicate that they had ever received an award for outstanding teaching.
- Very Important/Essential goals for undergraduates:

- For the most part, faculty respondents to the HERI survey expressed similar views on the importance of various undergraduate teaching goals. For example, very high (and similar) proportions of faculty in the three groups thought it was very important or essential to develop the ability to think critically (99-100%) and help master knowledge in a discipline (94-99%). Fewer faculty in the three groups, but still a majority, thought it was very important or essential to prepare students for graduate or advanced education (63-67%), develop moral character (55-57%), enhance students' self-understanding (57-63%), and prepare students for responsible citizenship (55-59%). Approximately half of each faculty group thought it was very important or essential to help students develop personal values (49-51%). Smaller (but again similar) proportions of faculty in the three groups thought it was very important or essential to instill in students a commitment to community service (33-39%) and to facilitate a search for meaning or purpose in life (37-38%).
- Adelphi undergraduate respondents were more likely than their colleagues to indicate that it was very important or essential to develop creative capacities (80% at Adelphi versus 69-72% at the comparison schools), instill a basic appreciation for the liberal arts (66% at Adelphi versus 58-59% at the comparison schools), enhance students' knowledge of and appreciation for other racial/ethnic groups (63% at Adelphi versus 52-58% at the comparison schools), and provide for students' emotional development (41% at Adelphi versus 34-35% at the comparison schools). Adelphi undergraduate respondents were somewhat less likely than their colleagues to define as very important or essential promoting the ability to write effectively (80% at Adelphi versus 87-88% at the comparison schools) and the enhancement of spiritual development (17% at Adelphi versus 22-26% at the comparison schools).
- Adelphi respondents were quite similar to their colleagues at all four-year institutions, but distinct from those at private universities, in their consideration of the importance of preparing students for employment after college. Sixty-nine percent of Adelphi undergraduate faculty and 70 percent of all four-year institution faculty agreed that this goal was very important or essential, in contrast to 61 percent of faculty at private universities.
- Student evaluation methods used in most or all courses:
 - Adelphi undergraduate faculty reported somewhat different student evaluation methods as compared to their colleagues, especially those at all four-year institutions. The most common evaluation method across the three comparison groups was essay exams, although Adelphi respondents were more likely to use this method (67%) than respondents at either private universities (62%) or all four-year institutions (59%). Almost half of the Adelphi faculty (49%) reported assigning term/research papers, compared to 42 percent at private universities and 38 percent at all four-year institutions. Adelphi faculty were less likely to make extensive use of short-answer exams (26% at Adelphi versus 34-37% at the comparison schools) or multiple-choice exams (19% at Adelphi versus 27% at all four-year institutions – those at private universities were comparable to Adelphi at 18%), and were less likely to grade on a curve (20% at Adelphi versus 21-26% at the comparison schools).
 - Faculty respondents in all three groups were similarly unlikely to employ student evaluations of their own (16-18%) or other students' work (12-16%).

- Instructional methods used in most or all courses:
 - Although evaluation methods tended to differ by respondent group, undergraduate faculty were quite similar in their choice of instructional pedagogy. Class discussion was used most frequently by respondents in all groups (80-81%), followed by extensive lecturing (53-56%), student presentations (44-48%), and cooperative learning in small groups (40-46%). Fewer faculty used group projects (29-34%), multiple drafts of written work (25-28%), reflective writing/journaling (15-20%), student-selected topics for course content (15-16%), on-line instruction (13-17%), or community service as part of coursework (5-7%).
 - Adelphi respondents differed most from their colleagues in using fewer teaching assistants (9% at Adelphi versus 23% at private universities and 12% at all four-year institutions). Adelphi respondents were also more likely to assign readings on racial and ethnic issues (30% at Adelphi versus 19-20% at the comparison schools) and on women and gender issues (26% at Adelphi versus 18-19% at the comparison schools), and to employ the instructional method of recitals/demonstrations (29% at Adelphi versus 21% at the comparison schools).

Scholarly Work

Adelphi respondents to the HERI 2004 survey were generally more involved in scholarly work than their colleagues at all four-year institutions. When compared to peers at private universities, Adelphi faculty were equally as likely to have publication experience, but had amassed fewer published works.

- Publications: Faculty respondents from Adelphi were comparable to colleagues from private universities in their publication experience. Respondents from all four-year institutions were generally less likely to have published scholarly work. Only 9 percent of Adelphi undergraduate faculty respondents (and a similar proportion of all Adelphi respondents) had not published in academic or professional journals, for example, similar to 10 percent at private universities but distinctly smaller than 17 percent of all faculty at four-year institutions. Adelphi respondents were also more similar to their private university colleagues in having published in other categories, including chapters in edited volumes, and books, manuals, or monographs. Private university respondents to the HERI survey tended to have, however, more publications within each category. While an equal proportion (55%) of Adelphi and private university faculty had published at least one book, manual, or monograph, for example, 12 percent of private university faculty had published at least 5 books, double the 6 percent proportion at Adelphi.
- Patents or computer software products: Although relatively few faculty respondents to the HERI survey had received patents or produced computer software programs, Adelphi respondents were even less likely to have completed this sort of work than their colleagues. Fourteen percent of Adelphi undergraduate faculty (and 11% of all Adelphi respondents) had undertaken this specialty, compared to 20 percent of private university faculty and 16 percent of all four-year institution faculty.

- Exhibitions or performances in fine or applied arts: While faculty in all three groups were similarly uninvolved in exhibitions or performances in the fine or applied arts (80-81% of the faculty in each setting), those Adelphi undergraduate faculty who were involved had more exhibitions or performances as compared to their colleagues. Ten percent of Adelphi undergraduate faculty reported more than 50 exhibitions or performances, compared to 7 percent of faculty at the comparison schools.
- Recent publications or acceptances for publication: Adelphi faculty's recent publication productivity fell between that of faculty in the two comparison groups. Seventy-five percent of the undergraduate faculty at Adelphi had at least one professional writing published or accepted for publication in the last two years, compared to 79 percent of faculty at private universities and 68 percent of faculty at all four-year institutions. Faculty at private universities also had a larger number of recent publications when compared to those who had published at Adelphi and at all four-year institutions.
- Publication of op-ed pieces or editorials: Adelphi respondents to the HERI survey were less likely to have published op-ed pieces or editorials than were their colleagues. Twenty-three percent of private university faculty and 21 percent of faculty at four-year institutions had this publication experience, compared to 15 percent of Adelphi faculty.
- Using scholarship to address local community needs: Forty-six percent of Adelphi respondents indicated that their scholarship addressed local community needs. This proportion was similar to that of faculty at all four-year institutions (47%), but surpassed that of private university faculty (40%).

Weekly Activities

Adelphi undergraduate faculty reported more hours per week in scheduled teaching, committee work and meetings, and other administrative tasks than did colleagues in the comparison groups. Adelphi respondents reported fewer hours per week in community or public service than their colleagues, and fewer hours per week in research and scholarly writing than faculty at private universities.

- Scheduled teaching: Adelphi undergraduate faculty spent considerably more time each week teaching than did faculty at private universities or at all four-year institutions. Seventy-five percent spent 9 or more hours per week teaching compared to 36 percent at private universities and 56 percent at all four-year institutions.
- Preparation for teaching: Undergraduate faculty in the three comparison groups reported similar hours per week spent in preparation for teaching, including reading student papers and grading. More than half the respondents in each group spent at least 9 hours per week in preparation activities.
- Advising and counseling students: Forty-four percent of the Adelphi undergraduate faculty reported spending a minimum of 5 hours per week advising and counseling students. Comparable figures at the comparison schools were significantly lower, at 31 percent for private universities and 34 percent for all four-year institutions.

- Committee work and meetings: Adelphi respondents reported considerably more time spent in committee work and meetings than respondents from the comparison schools. Forty percent of Adelphi undergraduate faculty reported spending at least 5 hours per week in this way, compared to one-quarter of both private university faculty and faculty from all four-year institutions. In addition, very few Adelphi respondents (1% of all respondents and 2% of undergraduate full-time faculty respondents) did no committee work at all, in contrast to 8 percent of private university faculty and 6 percent of faculty from all four-year institutions.
- Other administrative work: Adelphi respondents also expressed a heavier time burden than their colleagues due to other administrative work. One-quarter of Adelphi faculty reported no other administrative responsibilities, contrasted with one-third of the faculty from both comparison groups.
- Research and scholarly writing: In regard to time spent on research and scholarly writing, Adelphi respondents' experience was more similar to colleagues at all four-year institutions than it was to faculty at private universities. Forty-six percent of private university faculty reported spending 9 or more hours per week on research and writing, compared to 31 percent at Adelphi and all four-year institutions.
- Other creative products/performances: Adelphi faculty spent more time per week on creative products and performances than was true for their colleagues. One-quarter of Adelphi undergraduate respondents reported spending 5 or more hours per week on these endeavors, compared to 14 percent for both of the comparison groups.
- Consultation with clients/patients: Relatively few faculty respondents to the HERI survey (15-18%) reported spending time on client/patient consultation. Of those who did, however, the reported number of hours per week was comparable across comparison groups.
- Community or public service: Adelphi respondents reported less time spent in community or public service than their colleagues. Sixty-one percent spent no time in this way, compared to 45 percent of private university faculty and 39 percent of faculty at all four-year institutions.
- Outside consulting/freelance work: Most respondents to the HERI survey reported no outside consulting or freelance work (64-69%). Of those faculty members who did consulting work, the number of hours per week was relatively equivalent across the comparison groups.
- Communicating via email: More than three-quarters of all HERI respondents, regardless of comparison group, spent between 1 and 8 hours per week communicating via email. Adelphi respondents were less likely, however, to spend at least 9 hours per week on this activity (15% at Adelphi versus 19-22% at the comparison schools).
- Household/childcare duties: A sizeable (and relatively similar) proportion of each faculty group reported spending 13 or more hours per week in household and childcare duties (25-29% for the three comparison groups).

Perceptions of Institutional Climate

Faculty respondents to the HERI survey were very positive in their perceptions of Adelphi University's institutional climate, especially noting collegial, departmental, and administrative

support. Adelphi faculty were considerably less likely than their private university colleagues to perceive institutional priorities in increasing or maintaining institutional prestige or in enhancing the institution's national image. Adelphi faculty were also more likely to note their students' lack of preparation for college work (especially in comparison to faculty at private universities).

- Issues believed to be of high or highest priority at your institution:

- 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 faculty at private universities and all four-year institutions (the third most important at Adelphi) was enhancing the national image of the institution, although the proportion of respondents judging this issue to be of high or highest priority differed substantially. Sixty-nine percent of faculty from all four-year institutions and 63 percent from Adelphi indicated that national image was of high or highest priority, compared to 83 percent of faculty from private universities. The third highest priority for private universities and all four-year institutions was increasing or maintaining institutional prestige. This issue was fifth most important at Adelphi.
- The second highest priority for Adelphi respondents was mentoring new faculty. This choice highlighted a dramatic departure from the comparison schools; more than three-quarters of Adelphi faculty (77%) saw this issue as a high priority for their institution, compared to 45 percent of private university faculty and 43 percent of faculty at all four-year institutions.
- The issue that the fewest respondents at Adelphi or at all four-year institutions believed to be of highest priority was hiring faculty "stars"; only 23 percent of Adelphi undergraduate faculty and 30 percent at all four-year institutions said that this issue was of high or highest priority. In contrast, 43 percent of private university respondents indicated that this was a high priority issue for their institution. The issue of lowest priority for private university faculty was providing resources for faculty to engage in community-based teaching or research. While 48 percent of Adelphi faculty (and 30% of faculty from all four-year institutions) believed it was a high priority for their institution, only 28 percent of faculty from private universities agreed.
- Other notable findings included the issues of developing a sense of community among students and faculty, for which Adelphi respondents perceived a much higher institutional priority (62%) than did faculty at all four-year institutions (54%), and developing leadership ability among students, for which faculty at private universities perceived a significantly higher institutional priority (62%) than did faculty at Adelphi or all four-year institutions (54% at each). Private university respondents were also more likely (at 67%) than either Adelphi respondents (at 59%) or those from all four-year institutions (at 61%) to identify the pursuit of extramural funding as an institutional priority.
- Compared to their colleagues, Adelphi respondents were also more likely to report as institutional priorities: helping students learn how to bring about change in American society (43% at Adelphi versus 34-39% at the comparison schools), promoting gender equity among faculty (60% at Adelphi versus 47-50% at the comparison schools), and creating and sustaining partnerships with surrounding communities (49% at Adelphi versus 37-41% at the comparison schools).

- Adelphi respondents were more likely than their colleagues to identify increasing the representation of minorities in the faculty and administration as an institutional priority (57% at Adelphi versus 46-48% at the comparison schools). At first glance, the finding that Adelphi respondents were less likely to perceive the recruitment of more minority students as an institutional priority (40% at Adelphi versus 48-50% at the comparison schools) seems counterintuitive. This response may be related to a faculty perception that Adelphi already enrolls a diverse student body, especially in comparison to other private institutions.
- Attributes noted as being very descriptive of the institution:
 - Across all groups of respondents, faculty were most likely to indicate that the statements “faculty here respect each other” (52-57%) and “it is easy for students to see faculty outside of regular office hours” (51-56%) were very descriptive of their institution.
 - Adelphi respondents differed from their colleagues in that notably higher proportions indicated that their institution rewarded faculty “for being good teachers,” (29% at Adelphi versus 17% for the comparison groups), “for their efforts to use instructional technology,” (27% at Adelphi versus 16-17% for the comparison groups), and “for their efforts to work with underprepared students,” (10% at Adelphi versus 3-4% for the comparison groups). Adelphi faculty respondents were also more likely to agree that “there is respect for the expression of diverse values and beliefs” (46% at Adelphi versus 39% at private universities and 32% at all four-year institutions).
- Faculty strongly or somewhat agree...:
 - Across all groups, respondents to the HERI survey (and especially at Adelphi) were very likely to agree that faculty at their institutions were interested in students’ personal and academic problems. Adelphi faculty were significantly less likely than their colleagues, however, to feel that most students were well-prepared academically (29% at Adelphi agreed with this statement, versus 67% at private universities and 40% at all four-year institutions). On a related item, Adelphi faculty were more likely than their colleagues to report that most of their students lack the basic skills for college level work (41% at Adelphi agreed with this statement, versus 16% at private universities and 34% at all four-year institutions). Though their sense of a significant number of students with academic deficiencies was strong, Adelphi faculty’s support of these students was shown in their response to the item “this institution should not offer remedial/developmental education.” Only 15 percent of Adelphi respondents agreed with this statement, as contrasted with 36 percent of faculty at private universities and 30 percent of faculty at all four-year institutions. In addition, 74 percent of Adelphi respondents agreed that “this institution takes responsibility for educating underprepared students,” compared to 52 percent of private university respondents and 56 percent of respondents from all four-year institutions. In another item focused on students, Adelphi faculty were much less likely than their colleagues – and especially colleagues at private universities – to believe that most students are strongly committed to community service (24% at Adelphi agreed with this statement, versus 52% at private universities and 37% at all four-year institutions).
 - Adelphi respondents’ perceptions of support from their departmental colleagues were similar to or better than the perceptions of respondents in the comparison groups. Adelphi respondents agreed, for example, that both their teaching and their research were valued by

other faculty in their department. Seventy-seven percent of Adelphi undergraduate faculty felt their research was valued, compared to 71 percent of faculty from all four-year institutions and 74 percent from private universities. Ninety-one percent of Adelphi respondents believed their teaching was valued, compared to 85 percent from all four-year institutions and 84 percent from private universities. The proportion of Adelphi faculty agreeing that their department does a good job of mentoring new faculty was particularly positive when compared to the other groups; eighty percent of Adelphi respondents agreed with this statement, far beyond the 60-62 percent for the comparison schools. A significant percentage of Adelphi faculty also acknowledged, however, that their department has difficulty recruiting faculty (46% agreed with this statement, contrasted with 41% at all four-year institutions and only 33% at private universities).

- Compared to their colleagues in the comparison groups, Adelphi faculty were more likely to respond favorably to items reflecting institutional support. Adelphi respondents, for example, agreed that “there is adequate support for faculty development” (72% at Adelphi versus 53-56% at the comparison schools), “faculty are sufficiently involved in campus decision making” (71% at Adelphi versus 48-51% at the comparison schools), and “there is adequate support for integrating technology in my teaching” (85% at Adelphi versus 76-78% at the comparison schools).

Personal Goals and Beliefs

Compared to colleagues in the comparison groups, Adelphi respondents to the HERI survey were equally likely to perceive themselves as dedicated teachers, but felt more stressed by the demands of their jobs (especially the teaching load and research/publishing expectations). Adelphi respondents also characterized their political views as more liberal and less conservative than did faculty in the comparison groups.

- Personal goals noted as very important or essential: 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 “serving as a role model to students.” Between 90 and 98 percent of respondents indicated that the first two goals were very important or essential while 84 to 87 percent indicated that the third goal was very important or essential. The least important goal for respondents within all groups was “influencing the political structure.” Only 19 percent of Adelphi respondents indicated that this goal was very important or essential, as did a similar proportion in the comparison groups. Adelphi respondents were also similar to faculty at four-year institutions – but distinct from those at private universities – in reporting less concern with obtaining recognition from professional colleagues or with becoming an authority in their field. Adelphi faculty were distinct from both comparison groups in the proportion reporting “becoming involved in programs to clean up the environment” as a very important or essential personal goal (41% at Adelphi versus 24-29% at the comparison institutions).
- Factors noted as a source of stress for you during the last two years: Undergraduate faculty in the three groups agreed that “self-imposed high expectations” was their most significant stressor, with this factor mentioned by 80-82% of all respondents. “Lack of personal time”

was the next most important for Adelphi undergraduate faculty (78%) and faculty from all four-year institutions (74%); this factor was the third most important for respondents from private universities (72%). “Managing household responsibilities” was the third largest source of stress for those from all four-year institutions (73%) and the second largest source of stress for those from private universities (73%). Interestingly, 77 percent of Adelphi respondents considered teaching load and research/publishing demands to be significant sources of stress (these factors tied for third and fourth position as Adelphi’s top stressors), figures considerably higher than their colleagues. Teaching load was a significant source of stress for 58 percent of private university faculty and 66 percent of all four-year institution faculty; research and publishing demands were a significant source of stress for 69 percent of private university faculty and 64 percent of faculty at all four-year institutions.

- Strongly or somewhat agree with the following statements: All groups of respondents were overwhelmingly likely to agree that “a racially/ethnically diverse student body enhances the educational experience of all students” (91-94%). Respondents from all groups also agreed that “colleges should encourage students to be involved in community service activities” (83-88%) and “colleges have a responsibility to work with their surrounding communities to address local issues” (79-81%). Undergraduate faculty at Adelphi were somewhat distinct from their colleagues in the comparison groups in reporting higher levels of agreement with the following items: “Western civilization and culture should be the foundation of the undergraduate curriculum” (65% at Adelphi versus 55-56% at the comparison schools) and “the spiritual dimension of faculty members’ lives has no place in the academy” (53% at Adelphi versus 42-44% at the comparison schools). Adelphi undergraduate faculty were also less likely than their colleagues to agree that “colleges should be concerned with facilitating undergraduate students’ spiritual development” (27% at Adelphi versus 30-37% at the comparison schools).
- Political views: Faculty from Adelphi characterized their political views as more liberal and less conservative than did faculty at private universities or all four-year institutions. Sixty-five percent of Adelphi respondents depicted themselves as either “far left” (9%) or “liberal” (56%). In comparison, 59 percent of private university and 55 percent of all four-year institution respondents described themselves as “liberal” or “far left.” Only 9 percent of Adelphi respondents characterized themselves as “conservative” or “far right,” compared to 15 percent of private university and 17 percent of all four-year institution faculty.
- Describes self “to a great extent”: Adelphi respondents to the HERI survey were most likely to agree that the following phrases were self-descriptive: “feel good about the direction in which your life is headed,” “engage in self-reflection,” and “feel that your work adds meaning to your life.” Three-quarters of Adelphi respondents indicated that these phrases described them “to a great extent.” Colleagues in the comparison groups gave similar responses to these items, although at rates slightly lower than those for Adelphi. (For example, 77% of Adelphi undergraduate respondents “feel good about the direction in which [their] life is headed,” compared to 63-64% of faculty in the comparison groups.) Adelphi respondents differed most from their colleagues in that fewer faculty from Adelphi depicted themselves as religious/spiritual or thought that they ate a well-balanced diet or got enough sleep. More Adelphi faculty did, however, engage in regular exercise.

II. Adelphi-specific Questions

HERI allowed each participating institution to append additional questions to the survey questionnaire. Given HERI's primary focus on undergraduate teaching, Adelphi decided to highlight graduate instruction and institutional priorities in 16 additional items. Since Adelphi University does not define a "graduate faculty" distinct from an "undergraduate faculty," and since there are no data from comparison institutions requiring the continued use of HERI's definition of "full-time undergraduate faculty," these findings summarize the views of all 103 Adelphi faculty respondents to the HERI 2004 survey.

Graduate Instruction

- Percentage of teaching load devoted to graduate courses: Forty-four percent of all Adelphi respondents to the HERI survey devoted at least half of their teaching load to graduate courses. Just over one-quarter (26%) taught no graduate courses. (Those teaching no graduate courses were asked to skip to a final set of questions regarding priorities.)
- Educational goals in teaching graduate students: Respondents were asked to indicate the importance of six educational goals in teaching graduate students, two of which paralleled earlier items in the HERI questionnaire regarding goals for undergraduate teaching.
 - The two parallel goals focused on critical thinking and preparation for (in the case of graduate students) professional careers or (in the case of undergraduates) employment after college or graduate education. The vast majority of Adelphi faculty (97%) indicated that developing the ability to think critically and communicate clearly was very important or essential for graduates; all (100%) agreed that this goal was very important or essential for undergraduates. On the second parallel item, 84 percent of all respondents indicated that preparing students for professional careers after graduate school was very important or essential. Fewer faculty agreed on the importance of preparing undergraduate students for employment after college (72%) or for graduate education (68%).
 - A majority of respondents agreed that the remaining four goals in teaching graduate students were very important or essential. Ninety-one percent of all respondents indicated that preparing students for lifelong learning was very important or essential. Seventy-nine percent agreed on the importance of encouraging an interdisciplinary perspective, and 74 percent agreed on the importance of enhancing students' information literacy. A smaller proportion (58%) indicated that preparing students to be able to undertake quality research in their field was very important or essential.
- Primary format of examinations: Most faculty teaching Adelphi graduate courses reported using a combination of examination formats, primarily stressing essays and research papers.
- Student presentations: A very small proportion of Adelphi faculty (8%) did not require student presentations in graduate courses. More than 40 percent required student presentations in all their graduate courses.

- Research papers: Forty-two percent of Adelphi HERI respondents required research papers in all their graduate courses. Very few graduate instructors (3%) did not require research papers in any of their graduate courses.

Institutional Priorities

- Priorities: Faculty members were asked to indicate the importance of six priorities to Adelphi. A majority of respondents said that all six priorities were important or very important. The most important priorities to Adelphi, faculty believed, were support for faculty professional development, the faculty role in academic governance, and respect and recognition of faculty work; between 83 and 85 percent of all respondents considered these priorities important or very important. Fewer faculty, although still two-thirds or more of all respondents, indicated that innovation in curricula (68%) or information technology as an educational tool (75%) were important or very important priorities. The smallest proportion of faculty (61%) believed that a faculty role in student recruitment was important or very important to Adelphi.

III. Comparison of HERI Responses: 2001 and 2004

The HERI survey repeats items from previous years to enable institutional participants to compare current responses with those from earlier surveys. Adelphi University first administered the HERI survey in 2001. The following section details HERI 2004 findings that differed substantially from those of HERI 2001, beginning with a brief comparison of survey respondents in the two years.

Comparison of HERI Respondents, 2001 and 2004

The 103 Adelphi faculty who responded to the HERI survey in 2004 differed somewhat from the 91 Adelphi faculty respondents in 2001, primarily due to a higher proportion of recent hires. The 2004 respondents tended to be younger, more ethnically diverse, and more likely to hold doctoral (Ed.D. and Ph.D.) degrees. Given this higher proportion of recent appointments, predictably fewer respondents to the 2004 survey were tenured. Proportionate response rates from the Adelphi schools were difficult to discern, since 16 percent of the 2001 respondent group and 8 percent of the 2004 respondent group chose not to divulge their appointment in a particular school. Of those who did identify their school, slightly more Business and Social Work faculty and fewer Education and IAPS faculty participated in the HERI 2004 survey as compared to the 2001 survey. Librarians' participation also decreased slightly in 2004. The major point of similarity in the two groups of faculty respondents was gender; an identical proportion of 2001 and 2004 survey respondents was female (53%).

Trends in Selected Responses

When comparing HERI responses in 2004 with those from 2001, the overall impression is one of increased optimism and professional productivity. There was a heightened focus on research and writing in addition to teaching, an increased use of instructional and evaluation methods that involve students in active learning, and an improved perception of the institutional environment. On the negative side, and most likely due to the large proportion of respondents who were recently appointed at Adelphi, faculty noted more personal and professional stress and were less connected to the external community.

- Teaching and research: HERI 2004 respondents were less likely than those in 2001 to define their professional interests as focused primarily on teaching (16% in 2004 compared to 27% in 2001), rather than on some combination of teaching and research. Heightened interest in research was also reflected in responses to other questionnaire items, including one that asked faculty to estimate the hours they spent per week on research and scholarly writing. Fifteen percent of the 2001 respondents reported spending no time in this endeavor, a proportion that dropped to 10 percent in 2004. The proportion of respondents reporting no publications in academic or professional journals also dropped, from 14 percent in 2001 to 8 percent in 2004. And while almost a third of 2001 respondents reported no professional writings published or accepted for publication in the last two years, this figure fell to 23 percent in 2004.
- Instruction: Instructional methods, evaluation methods, and course-related computer technology arguably strengthened in the 2004 HERI respondent group. This group was also less likely to focus on non-content-based learning goals.
 - Faculty respondents to the HERI 2004 survey were more likely than those in 2001 to use instructional methods involving students in active learning. For example, 85 percent used class discussion (compared to 78% in 2001), 47 percent used cooperative learning in small groups (compared to 38% in 2001), and 46 percent required student presentations (compared to 37% in 2001). Respondents in 2004 were also more likely to work with undergraduates on a research project (57% in 2004 compared to 48% in 2001). In addition, 2004 respondents placed more emphasis on the writing process, with 30 percent requiring multiple drafts of written work as compared to 17 percent in 2001. The more recent respondents were also more likely to assign readings on racial and ethnic issues (34% in 2004 compared to 26% in 2001), and were more likely to use teaching assistants (11% in 2004 compared to 3% in 2001).
 - HERI 2004 respondents were also more likely than those in 2001 to move away from multiple-choice exams and toward essay exams. The proportion of faculty using multiple-choice exams in most or all of their undergraduate courses dropped from 29 percent in 2001 to 20 percent in 2004. The proportion using essay exams increased from 43 percent in 2001 to 62 percent in 2004.
 - Faculty's use of computer technology increased dramatically from 2001 to 2004. The proportion of respondents placing or collecting assignments on the Internet rose from 37 percent to 66 percent.
 - Faculty responding to the 2004 survey were less likely than respondents in 2001 to stress non-academic or non-content specific goals for their undergraduate students. For example,

the 2004 respondents were less concerned with providing for students' emotional development (42% in 2004 compared to 51% in 2001), enhancing students' self-understanding (65% in 2004 compared to 78% in 2001), and instilling in students a commitment to community service (43% in 2004 compared to 54% in 2001).

- Respondents to the HERI 2004 survey were somewhat less likely than respondents in 2001 to have developed a new course in the past two years (74% in 2004 compared to 86% in 2001). This is no doubt due to the high proportion of recent hires in the 2004 respondent group.
- Perception of institutional environment: HERI 2004 respondents noted more satisfaction with their jobs and the overall Adelphi University environment than did respondents in 2001.
 - A considerably higher proportion of 2004 respondents reported satisfaction with their salary and fringe benefits (48% in 2004 compared to 39% in 2001), the competency of colleagues (83% in 2004 compared to 76% in 2001), and their relationship with the administration (66% in 2004 compared to 58% in 2001). Given the relatively younger respondent group in 2004, these latter faculty members were also less likely to have considered early retirement (17% in 2004 compared to 26% in 2001). Respondents in the 2004 group were also more involved in service to the institution, as only 1 percent reported no hours spent per week on committee work. The comparable figure for the 2001 group was 10 percent.
 - HERI 2004 respondents acknowledged Adelphi's focus on new hires, with 73 percent believing the mentoring of new faculty to be of high or highest priority at the institution (the comparable figure in 2001 was 40%). These respondents were also somewhat more likely to believe that increasing or maintaining institutional prestige was a high or highest priority at Adelphi (58% in 2004 compared to 50% in 2001), and that "achieving congruence between my own values and institutional values" was a very important or essential personal goal (62% in 2004 compared to 46% in 2001). Other items supporting the perception of a more congenial and collegial institutional environment included:
 - "It is easy for students to see faculty outside of regular office hours." Fifty-five percent of respondents in 2004 compared to 44 percent of respondents in 2001 defined this statement as being "very descriptive of Adelphi."
 - "The faculty are typically at odds with campus administration." Only 15 percent of respondents in 2004 compared to 25 percent of respondents in 2001 defined this statement as being "very descriptive of Adelphi."
 - "Faculty here respect each other." Fifty-six percent of respondents in 2004 compared to 41 percent of respondents in 2001 defined this statement as being "very descriptive of Adelphi."
 - "Faculty are rewarded for being good teachers." Twenty-seven percent of respondents in 2004 compared to 10 percent of respondents in 2001 defined this statement as being "very descriptive of Adelphi."
 - HERI 2004 respondents were also very supportive of the institution's diversity goals. Only 14 percent of this group agreed with the following statement: "Promoting diversity

leads to the admission of too many underprepared students.” The comparable figure in 2001 was 26 percent.

- Stressors: Given the proportion of HERI 2004 respondents who were recent hires, their reporting of higher levels of work-related stress is not surprising. For example, 2004 respondents reported as sources of stress in the last two years: research or publishing demands (76% in 2004 compared to 58% in 2001), committee work (74% in 2004 compared to 58% in 2001), and the review/promotion process (54% in 2004 compared to 41% in 2001). Personal stresses interrelated with these workplace stresses are also predictable. HERI 2004 respondents reported as sources of stress: their physical health (50% in 2004 compared to 33% in 2001), personal finances (68% in 2004 compared to 61% in 2001), and marital friction (21% in 2004 compared to 12% in 2001). Interestingly, a smaller proportion of the 2004 respondent group reported as a stressor the lack of personal time (75% in 2004 compared to 83% in 2001). The 2004 group also reported less stress in keeping up with information technology (54% in 2004 compared to 64% in 2001).
- Personal goals: “Being a good colleague” was noted as a very important or essential personal goal for 92 percent of the 2004 group, as compared to 84 percent of those responding in 2001. HERI 2004 respondents were significantly less likely than HERI 2001 respondents to regard “developing a meaningful philosophy of life” as a very important or essential personal goal (66% in 2004 compared to 83% in 2001). They were also less likely to view “helping to promote racial understanding” (59% in 2004 compared to 67% in 2001) or “integrating spirituality into my life” (39% in 2004 compared to 48% in 2001) as important personal goals. Once again, these findings may be related to the higher proportion of recent hires in the 2004 group, whose personal goals may focus on the practicalities of establishing a new career.
- Connections to the external community: A considerably higher proportion of faculty responding to the HERI 2004 survey indicated that they spent no hours per week on community or public service (52% in 2004 compared to 37% in 2001). Respondents in 2004 were also somewhat less likely to agree that “colleges should be actively involved in solving social problems” (71% in 2004 compared to 78% in 2001). This finding of diminished connections to the community is likely linked to the higher proportion of recent hires in the 2004 respondent group. Those establishing themselves in a new institution may require more time to adjust to their new setting and to establish themselves professionally, thereby devoting less time to volunteer activities or social concerns.

Data Tables and Questionnaire

HERI Faculty Survey

Comparison between Adelphi Faculty and HERI 2004 Respondents

	Adelphi Full-time Faculty Fall 2004 ¹	Respondents	
		All Respondents	Full-time Undergraduate
Number	254	103	72
Sex			
% women	49.2	53.3	47.2
Age (as of 12/31/2004)			
Less than 35	9.4	6.9	5.6
35-49	31.5	39.6	35.2
50-64	46.8	42.6	46.5
65 or older	12.2	10.9	12.7
Race/Ethnicity²			
White/Caucasian	80.3	80.2	83.3
African American/Black	6.7	7.3	6.1
American Indian	0.0	0.0	0.0
Asian American/Asian/Pacific Islander	9.1	6.2	6.1
Hispanic	3.9	4.2	3.0
Other	0.0	2.1	1.5
Highest degree			
Bachelor's	0.0	0.0	0.0
Master's	17.3	7.8	8.3
First professional (LLB, KD, MD, DDS, DD)	1.0	0.0	0.0
Ed.D.	6.0	7.8	4.2
Ph.D.	75.2	76.7	77.8
Other degree/unknown degree	0.0	7.8	9.7
Year of appointment			
Before 1967	2.4	5.9	5.7
1967 to 1976	19.3	14.9	20.0
1977 to 1986	11.0	6.0	7.1
1987 to 1996	9.4	9.0	8.6
1997 to 2001	16.9	20.8	18.6
2002 to 2004	40.9	43.6	40.0
Percent tenured	50.4	45.6	54.2
School			
Arts and Sciences	40.9	39.8	51.2
Business	10.6	3.9	5.6
Education	20.1	20.4	18.1
IAPS	8.7	6.8	7.0
Nursing	6.7	5.8	4.2
Social Work	9.1	12.6	2.8
Library	3.9	2.9	2.8
Other/missing	0.0	7.8	8.3

¹ Source: Adelphi's Administrative Database

² Missing cases were removed prior to percentage calculations.

Demographic Characteristics

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Number of Respondents	103	72	5,189	37,827
% Women	53.3	47.2	38.4	43.0
Age (as of 12/31/2004)				
Less than 35	6.9	5.6	8.8	8.6
35-49	39.6	35.2	34.3	37.1
50-64	42.6	46.5	45.1	46.8
65 or older	10.9	12.7	11.9	7.5
Race/Ethnicity				
White	82.3	86.4	89.9	89.9
Black/African American	7.3	6.1	2.3	2.9
American Indian	0.0	0.0	0.6	1.6
American Asian/Asian/Pacific Islander	7.3	7.6	5.4	5.2
Hispanic	4.1	3.0	3.0	3.8
Other	2.1	1.5	1.6	2.5
Current marital status				
Married	64.7	66.2	77.3	76.4
Unmarried, living with partner	13.7	15.5	4.1	4.4
Single	21.6	18.3	18.6	19.2
Have ever been				
Divorced	27.2	29.2	21.6	23.8
Widowed	1.9	1.4	2.5	2.1
Separated	4.9	5.6	3.8	3.8
Percent with children in the following age ranges				
Under 18 years old	31.1	31.9	37.8	36.3
18 years or older	35.9	40.3	43.9	43.3
Miscellaneous				
Born in the USA	76.2	77.1	82.0	85.7
US citizen	89.1	90.0	91.6	93.6
Commute a long distance to work	42.6	34.3	18.1	18.8
Spouse/partner works in the same/nearby city	52.1	57.6	63.5	61.5
Spouse/partner an academic	27.7	32.3	31.8	31.8

Educational Background

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Highest degree earned				
Bachelor's	0.0	0.0	1.4	1.1
Master's	7.8	8.3	12.1	18.5
First professional	0.0	0.0	1.8	2.2
Ed.D.	7.8	4.2	1.5	3.6
Ph.D.	76.7	77.8	80.3	71.2
Other degree	7.8	9.7	2.4	2.6
None	0.0	0.0	0.6	0.8
Field of highest degree				
Agricultural or Forestry	0.0	0.0	0.9	1.5
Biological Sciences	7.1	4.3	5.8	6.6
Business	2.0	2.9	5.2	5.8
Education	20.4	15.9	5.4	11.5
Engineering	2.0	2.9	6.3	4.2
English	4.1	5.8	5.8	6.1
Health-related	7.1	5.8	3.3	5.0
History or Political Science	6.1	7.2	8.7	7.1
Humanities	9.2	13.0	14.1	9.5
Fine Arts	6.1	8.7	11.6	10.0
Mathematics or Statistics	3.1	4.3	5.6	5.1
Physical Sciences	4.1	5.8	7.6	7.5
Social Sciences	26.5	20.3	13.7	12.5
Other technical	0.0	0.0	1.7	1.9
Other non-technical	2.0	2.9	4.4	5.6
Year highest degree earned				
Before 1967	6.1	7.2	7.5	3.9
1967 to 1976	16.2	20.2	21.8	18.5
1977 to 1986	20.1	21.7	24.2	22.8
1987 to 1996	23.2	21.7	23.2	28.6
1997 to 2001	20.2	15.9	16.5	17.8
2002 to 2004	14.1	13.0	6.7	8.3

Job Description and General Activities

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Present academic rank				
Professor	27.2	31.9	39.4	33.7
Associate professor	27.2	29.2	25.0	26.4
Assistant professor	45.6	38.9	23.6	26.9
Lecturer	0.0	0.0	7.3	5.1
Instructor	0.0	0.0	2.3	6.2
Other	0.0	0.0	2.4	1.7
Current administrative position				
Department chair	12.6	11.1	8.2	9.8
Dean	0.0	0.0	0.7	0.9
Other	8.7	5.6	17.7	16.9
Principal activity in current position				
Administration	2.0	2.9	3.7	3.8
Teaching	94.9	95.6	80.0	86.8
Research	2.0	1.5	15.5	8.3
Services to clients and patients	0.0	0.0	0.4	0.6
Other	1.0	0.0	0.5	0.5
Primary interests				
Very heavily in teaching	16.0	21.7	16.9	27.0
In both research and teaching, but leaning toward teaching	51.0	49.3	33.6	40.7
In both, but leaning toward research	30.0	24.6	43.3	28.1
Very heavily in research	3.0	4.3	6.2	4.2
Department of current faculty appointment				
Agricultural or Forestry	0.0	0.0	0.9	2.0
Biological Sciences	7.4	4.5	5.6	6.1
Business	4.2	6.1	6.5	7.1
Education	20.0	16.7	3.8	8.3
Engineering	0.0	0.0	6.7	3.9
English	5.3	7.6	5.9	6.5
Health-related	8.4	7.6	3.8	6.2
History or Political Science	4.2	6.1	7.7	6.6
Humanities	6.3	9.1	14.5	9.2
Fine Arts	4.2	6.1	12.2	10.5
Mathematics or Statistics	2.1	3.0	5.2	5.3
Physical Sciences	4.2	6.1	6.7	7.5
Social Sciences	25.3	16.7	12.2	11.7
Other technical	2.1	3.0	2.3	2.6
Other non-technical	6.3	7.6	5.8	6.6

Job Description and General Activities (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Year appointed at present institution				
Before 1967	5.9	5.7	3.7	1.9
1967 to 1976	14.9	20.0	13.7	11.6
1977 to 1986	6.0	7.1	20.2	17.2
1987 to 1996	9.0	8.6	22.4	25.7
1997 to 2001	20.8	18.6	22.3	24.2
2002 to 2004	43.6	40.0	17.7	19.9
Percent tenured				
Tenured	45.6	54.2	60.3	55.8
On tenure track, but not tenured	51.5	43.1	20.9	24.0
Not on tenure track, but institution has tenure system	2.9	2.8	18.5	16.8
Institution has no tenure system	0.0	0.0	0.2	3.5
If tenured, year tenure awarded				
Before 1967	2.1	2.6	1.8	0.8
1967 to 1976	21.3	21.1	13.8	10.8
1977 to 1986	27.6	31.6	27.7	23.1
1987 to 1996	10.6	7.9	32.3	33.3
1997 to 2001	12.8	10.5	13.9	18.5
2002 to 2004	25.5	26.3	10.5	13.6
General activities				
Ever held an academic administrative post	41.0	42.0	48.0	42.5
Have been sexually harassed at this institution	5.0	2.9	4.2	5.0
Member of a faculty union	90.1	91.4	6.7	21.0
Plan to retire within the next three years	8.9	7.1	10.9	12.6
During the past two years, have				
Received at least one firm job offer	39.6	37.1	24.1	26.1
Considered early retirement	16.8	17.1	16.0	21.4
Considered leaving academe for another job	27.0	27.1	25.3	30.6
Considered leaving this institution for another	33.0	31.4	40.7	43.2
Changed academic institutions	23.0	22.9	8.8	9.8
Taught courses at more than one institution during the same term	18.8	22.9	9.2	9.7
Requested/sought an early promotion	7.9	10.0	4.6	6.8
Engaged in paid consulting outside of your institution	35.0	31.4	42.3	39.0
Engaged in public service/professional consulting without pay	46.5	44.9	54.4	58.0
Received funding for your work from:				
Foundations	21.0	17.4	29.7	23.4
State or federal government	17.8	12.9	32.4	30.6
Business or industry	11.1	13.0	16.5	15.0

Job Satisfaction

	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	48.0	45.7	55.8	46.8
Opportunity for scholarly pursuits	41.0	38.6	65.5	54.6
Teaching load	36.0	32.9	65.6	55.1
Quality of students	35.7	35.3	75.1	52.8
Office/lab space	67.7	65.2	71.9	65.5
Autonomy and independence	83.7	86.8	88.6	86.6
Professional relationships with other faculty	84.0	82.9	74.5	77.3
Social relationships with other faculty	66.0	68.2	63.0	65.2
Competency of colleagues	82.7	83.8	81.1	78.5
Visibility for jobs at other institutions/organizations	50.0	47.8	59.0	49.5
Relationship with administration	65.5	65.7	57.4	55.8
Overall job satisfaction	80.8	84.1	79.6	76.8
Opportunity to develop new ideas	80.6	82.4	81.9	77.1
Availability of child care at this institution	37.9	39.1	33.0	29.6
Prospects for career advancement	63.3	62.3	60.4	54.0
Clerical/administrative support	56.6	55.1	52.4	51.9
If began career again, would still want to be a college professor				
Definitely yes	51.0	53.6	59.9	55.4
Probably yes	29.0	24.6	25.6	28.3
Not sure	11.0	13.0	9.4	10.4
Probably no	9.0	8.7	4.3	4.7
Definitely no	0.0	0.0	0.8	1.2

Teaching

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
	How many of the following courses are you teaching this term?			
General education courses				
None	63.2	50.0	60.8	52.0
One	21.1	28.6	21.5	22.8
Two	7.9	10.7	12.0	14.8
Three	3.9	6.4	4.2	6.3
Four	3.9	5.4	1.1	3.0
Five or more	0.0	0.0	0.4	1.1
Developmental/remedial courses				
None	92.6	89.6	95.7	93.9
One	4.4	6.3	3.2	3.4
Two	2.9	4.2	0.6	1.3
Three	0.0	0.0	0.3	0.8
Four	0.0	0.0	0.2	0.3
Five or more	0.0	0.0	0.1	0.2
Other undergraduate credit courses				
None	25.6	4.8	13.5	13.2
One	20.9	22.2	36.9	29.8
Two	27.9	38.1	33.8	29.7
Three	17.4	23.8	11.2	16.6
Four	3.5	4.8	3.1	7.3
Five or more	4.7	6.3	1.5	3.4
Graduate courses				
None	31.7	43.6	42.6	56.6
One	19.5	25.5	47.9	33.8
Two	30.5	23.6	7.1	7.0
Three	14.6	5.5	1.6	1.8
Four	1.2	1.8	0.3	0.5
Five or more	2.4	0.0	0.5	0.3
Vocational or technical courses				
None	97.0	95.7	91.5	92.8
One	0.0	0.0	1.9	1.9
Two	0.0	0.0	0.8	1.1
Three	0.0	0.0	0.6	0.6
Four	3.0	4.3	5.0	3.4
Five or more	0.0	0.0	0.2	0.3
Non-credit courses (other than above)				
None	92.6	89.6	87.6	90.5
One	4.4	6.3	9.8	6.9
Two	0.0	0.0	1.6	1.5
Three	0.0	0.0	0.3	0.4
Four	2.9	4.2	0.5	0.3
Five or more	0.0	0.0	0.1	0.4

Teaching (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Do you teach remedial/developmental skills in any of the following areas?				
Reading	1.9	1.4	1.9	2.3
Writing	3.9	4.2	5.2	6.2
Mathematics	1.0	1.4	1.0	2.8
ESL	1.9	1.4	0.6	0.8
General academic skills	1.0	0.0	2.9	3.5
Other subject areas	1.9	2.8	2.0	2.5
During the past two years, engagement in the following activities				
Taught an honors course	14.6	19.4	26.0	20.7
Taught an interdisciplinary course	36.3	40.6	50.4	42.7
Taught an ethnic studies course	14.1	11.9	9.4	9.9
Taught a women's studies course	10.6	12.1	8.7	7.8
Team-taught a course	19.1	19.4	42.5	37.6
Taught a service learning course	18.8	23.7	20.3	21.1
Worked with undergraduates on a research project	57.1	68.1	71.5	66.1
Placed or collected assignments on the Internet	66.3	62.1	68.3	67.3
Taught a course exclusively on the Internet	7.1	3.4	5.0	10.3
Participated in a faculty development program	67.4	61.5	48.9	60.7
Advised student groups involved in service or volunteer work	34.1	35.0	37.4	41.9
Collaborated with the local community in research/teaching	46.7	40.3	38.0	44.0
Developed a new course	74.0	74.6	72.9	69.9
Conducted research or writing focused on:				
International/global issues	29.4	34.4	32.8	28.1
Racial or ethnic minorities	33.3	27.1	21.3	20.1
Women and gender issues	29.1	25.4	21.4	19.5
Taught a first-year seminar	31.1	37.5	25.7	22.7
Have received an award for outstanding teaching	19.2	21.7	41.0	42.9

Teaching (continued)

	Adelphi University		Private	All Four-year
	All	Full-time	Universities	Institutions
	Respondents	Undergraduate	Full-time Undergraduate	
Goals for undergraduates noted as very important or essential				
Develop ability to think critically	100.0	100.0	99.0	99.0
Prepare students for employment after college	72.0	68.6	60.6	70.2
Prepare students for graduate or advanced education	68.0	67.1	65.9	63.4
Develop moral character	59.4	54.9	55.7	57.1
Provide for students' emotional development	42.0	41.4	34.3	35.2
Help students develop personal values	52.5	49.3	49.7	50.8
Enhance students' self-understanding	65.0	62.9	57.3	58.4
Instill in students a commitment to community service	43.0	38.6	33.3	36.4
Prepare students for responsible citizenship	65.0	58.6	54.7	59.3
Enhance students' knowledge of and appreciation for other racial/ethnic groups	68.0	62.9	51.6	57.6
Help master knowledge in a discipline	99.0	98.6	94.0	94.6
Develop creative capacities	79.0	80.0	72.3	69.0
Instill a basic appreciation of the liberal arts	62.0	65.7	59.3	57.9
Enhance spiritual development	20.0	17.1	25.8	22.1
Promote ability to write effectively	83.0	80.0	86.7	87.9
Facilitate search for meaning/purpose in life	39.0	37.1	37.9	36.8
Student evaluation methods used in most or all of the courses you teach				
Essay mid-term and/or final exams	62.0	67.1	61.6	58.8
Grading on a curve	21.2	20.3	26.0	21.1
Multiple-choice mid-term and/or final exams	20.2	18.6	17.5	27.3
Short-answer mid-term and/or final exams	22.0	25.7	33.7	37.1
Student evaluations of each other's work	10.1	11.6	14.6	15.5
Student evaluations of their own work	16.2	17.4	15.7	17.8
Term/research papers	48.5	48.6	41.8	37.6
Instructional methods used in most or all of the courses you teach				
Class discussion	85.0	80.0	81.0	81.3
Community service as part of coursework	7.0	5.7	5.3	6.7
Cooperative learning (small groups)	46.9	43.5	39.7	45.9
Extensive lecturing	46.0	52.9	56.2	55.1
Group projects	27.6	29.0	29.9	33.6
Multiple drafts of written work	29.6	24.6	27.5	25.5
On-line instruction	23.2	17.1	13.0	13.7
Readings on racial and ethnic issues	34.3	30.0	18.9	20.1
Readings on women and gender issues	31.3	25.7	18.9	18.4
Recitals/Demonstrations	24.7	29.4	21.1	21.0
Reflective writing/journaling	23.5	20.3	14.7	17.5
Student presentations	45.5	44.3	48.1	47.1
Student-selected topics for course content	18.6	16.2	14.9	14.9
Teaching assistants	11.1	8.6	23.0	12.4

Scholarly Work

	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	7.9	8.6	9.6	16.9
1 to 2	14.9	10.0	12.4	17.8
3 to 4	22.8	21.4	12.1	13.9
5 to 10	23.8	24.3	18.2	18.4
11 to 20	13.9	14.3	14.6	13.1
21 to 50	10.9	14.3	17.6	12.2
More than 50	5.9	7.1	15.5	7.7
Number of chapters in edited volumes				
None	31.9	34.4	31.9	47.6
1 to 2	41.5	37.5	25.1	24.9
3 to 4	11.7	12.5	17.4	12.7
5 to 10	9.6	12.5	15.5	9.2
11 to 20	3.2	1.6	6.0	3.4
21 to 50	2.1	1.6	3.1	1.8
More than 50	0.0	0.0	1.0	0.4
Number of books, manuals, or monographs				
None	48.4	44.8	45.4	56.5
1 to 2	34.4	35.8	28.9	26.6
3 to 4	11.8	13.4	13.2	9.3
5 to 10	4.3	6.0	8.7	5.4
11 to 20	0.0	0.0	2.3	1.6
21 to 50	1.1	0.0	1.1	0.5
More than 50	0.0	0.0	0.3	0.2
Other, such as patents or computer software products				
None	88.8	85.5	79.5	83.9
1 to 2	5.0	7.3	10.4	9.5
3 to 4	2.5	1.8	4.7	3.5
5 to 10	0.0	0.0	3.2	1.9
11 to 20	1.2	1.8	1.0	0.6
21 to 50	1.2	1.8	0.6	0.4
More than 50	1.2	1.8	0.6	0.4
Number of exhibitions or performances in fine or applied arts				
None	85.6	81.0	80.7	80.0
1 to 2	2.2	3.2	4.0	4.1
3 to 4	0.0	0.0	2.0	2.4
5 to 10	2.2	1.6	1.9	2.4
11 to 20	1.1	1.6	1.4	1.9
21 to 50	2.2	3.2	2.6	2.7
More than 50	6.7	9.5	7.4	6.5

Scholarly Work (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Number of professional writings published or accepted for publication in the last two years				
None	22.7	25.4	20.7	31.7
1 to 2	36.1	32.8	27.0	30.6
3 to 4	24.7	20.9	25.0	20.8
5 to 10	12.4	14.9	20.7	13.1
11 to 20	3.1	4.5	5.1	2.8
21 to 50	1.0	1.5	1.5	0.8
More than 50	0.0	0.0	0.0	0.1
Published op-ed pieces or editorials	15.2	14.7	22.5	21.3
Use your scholarship to address local community needs	50.5	45.6	40.3	47.4

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	0.9	0.8
1 to 4	12.8	1.5	12.8	8.5
5 to 8	29.8	23.1	50.4	34.5
9 to 12	45.7	61.5	27.0	36.9
13 to 16	7.4	9.2	5.6	12.6
17 to 20	1.1	1.5	2.2	4.4
More than 20	3.2	3.1	1.1	2.4
Preparing for teaching (including reading student papers and grading)				
None	1.0	1.5	0.7	0.6
1 to 4	10.4	10.3	13.6	10.7
5 to 8	32.3	26.5	27.7	24.2
9 to 12	25.0	26.5	25.4	24.8
13 to 16	13.5	14.7	14.8	16.0
17 to 20	11.5	13.2	10.2	12.7
More than 20	6.2	7.4	7.6	11.1
Advising and counseling of students				
None	3.1	2.9	3.9	4.8
1 to 4	53.1	52.9	65.2	61.4
5 to 8	36.5	39.7	23.6	25.5
9 to 12	4.2	2.9	5.5	6.1
13 to 16	0.0	0.0	1.1	1.4
17 to 20	2.1	1.5	0.5	0.5
More than 20	1.0	0.0	0.2	0.3
Committee work and meetings				
None	1.0	1.5	8.0	6.0
1 to 4	54.2	58.8	67.2	67.7
5 to 8	35.4	35.3	19.0	20.4
9 to 12	5.2	2.9	3.9	4.0
13 to 16	2.1	1.5	1.3	1.2
17 to 20	1.0	0.0	0.2	0.4
More than 20	1.0	0.0	0.2	0.3
Other administration				
None	24.4	25.0	35.8	36.4
1 to 4	54.7	55.0	42.6	41.3
5 to 8	7.0	10.0	12.3	11.6
9 to 12	8.1	6.7	5.3	5.3
13 to 16	2.3	1.7	1.6	2.2
17 to 20	1.2	1.7	1.2	1.7
More than 20	2.4	0.0	1.2	1.5

Weekly Activities (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All	Full-time	Full-time Undergraduate	
	Respondents	Undergraduate		
Research and scholarly writing				
None	9.5	9.0	9.9	16.0
1 to 4	29.5	31.3	23.9	32.4
5 to 8	32.6	28.4	20.2	20.4
9 to 12	15.8	17.9	15.8	12.4
13 to 16	6.3	7.5	10.8	7.1
17 to 20	2.1	3.0	9.1	5.5
More than 20	4.3	3.0	10.1	6.0
Other creative products/performances				
None	54.8	50.0	62.1	60.3
1 to 4	26.2	25.0	23.7	25.4
5 to 8	10.7	15.0	7.1	7.7
9 to 12	4.8	6.7	3.0	3.3
13 to 16	2.4	3.3	1.6	1.3
17 to 20	0.0	0.0	1.4	1.0
More than 20	1.2	0.0	1.2	0.9
Consultation with clients/patients				
None	76.5	81.7	84.7	83.6
1 to 4	14.1	11.7	10.1	10.7
5 to 8	3.5	3.3	3.1	3.2
9 to 12	3.5	3.3	1.3	1.2
13 to 16	0.0	0.0	0.3	0.5
17 to 20	0.0	0.0	0.2	0.4
More than 20	2.4	0.0	0.2	0.3
Community or public service				
None	52.4	61.4	45.2	38.8
1 to 4	43.9	35.1	44.2	50.1
5 to 8	2.4	3.5	7.4	8.3
9 to 12	1.2	0.0	2.3	1.9
13 to 16	0.0	0.0	0.5	0.4
17 to 20	0.0	0.0	0.3	0.3
More than 20	0.0	0.0	0.1	0.1
Outside consulting/freelance work				
None	69.8	68.9	64.0	68.6
1 to 4	19.8	21.3	27.0	23.4
5 to 8	8.1	8.2	5.2	5.0
9 to 12	2.3	1.6	2.2	1.6
13 to 16	0.0	0.0	0.3	0.4
17 to 20	0.0	0.0	0.7	0.5
More than 20	0.0	0.0	0.6	0.4
Communicating via email				
None	1.0	1.5	1.2	1.3
1 to 4	38.5	41.2	36.7	41.8
5 to 8	40.6	42.6	39.7	38.3
9 to 12	14.6	11.8	14.4	12.8
13 to 16	2.1	2.9	5.2	3.7
17 to 20	1.0	0.0	1.9	1.3
More than 20	2.0	0.0	0.9	0.7

Weekly Activities (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Household/childcare duties				
None	13.3	14.3	12.1	12.3
1 to 4	24.4	23.8	18.7	18.9
5 to 8	23.3	23.8	22.7	24.1
9 to 12	12.2	12.7	17.6	16.6
13 to 16	7.8	7.9	8.4	9.3
17 to 20	10.0	9.5	8.4	7.1
More than 20	8.8	8.0	12.1	11.7

Perceptions of Institutional Climate

	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	83.2	81.4	92.0	83.8
To develop a sense of community among students and faculty	60.0	62.3	61.5	54.4
To develop leadership ability among students	48.5	54.3	62.1	54.3
To help students learn how to bring about change in American society	45.5	42.9	38.6	33.6
To increase or maintain institutional prestige	58.4	61.4	75.4	64.2
To hire faculty "stars"	24.8	22.9	42.5	29.9
To recruit more minority students	41.4	39.7	48.1	50.3
To enhance the institution's national image	60.4	62.9	82.6	68.8
To create a diverse multi-cultural campus environment	56.0	58.0	53.7	53.7
To mentor new faculty	73.0	76.8	45.1	43.1
To promote gender equity among faculty	49.5	60.3	50.2	46.9
To provide resources for faculty to engage in community-based teaching or research	44.0	47.8	28.0	30.2
To create and sustain partnerships with surrounding communities	53.0	49.3	37.1	41.3
To pursue extramural funding	51.5	59.1	66.7	60.9
To increase the representation of minorities in the faculty and administration	57.0	56.5	46.2	47.7
To increase the representation of women in the faculty and administration	43.0	44.9	46.7	43.1
Attributes noted as being very descriptive of institution				
It is easy for students to see faculty outside of regular office hours	55.4	51.4	56.4	55.8
The faculty are typically at odds with campus administration	15.0	12.9	11.7	14.3
Faculty here respect each other	56.0	57.1	56.3	51.6
Most students are treated like "numbers in a book"	4.0	1.4	1.5	3.4
Social activities are overemphasized	2.0	1.4	5.9	6.9
Faculty are rewarded for being good teachers	27.0	29.0	16.9	16.7
There is respect for the expression of diverse values and beliefs	44.0	46.4	38.9	32.2
Faculty are rewarded for their efforts to use instructional technology	26.3	26.5	15.5	17.3
Faculty are rewarded for their efforts to work with underprepared students	8.2	10.3	2.9	4.2

Perceptions of Institutional Climate (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	85.9	88.4	78.8	78.0
Racial and ethnic diversity should be more strongly reflected in the curriculum	58.2	57.4	50.7	53.4
Faculty feel that most students are well-prepared academically	31.0	29.0	67.3	39.7
Faculty here are strongly interested in the academic problems of undergraduates	82.8	88.4	82.5	78.0
There is a lot of campus racial conflict here	7.1	5.8	8.0	9.5
Most students are strongly committed to community service	24.7	23.9	51.7	37.3
My research is valued by faculty in my department	75.8	76.8	73.9	70.9
My teaching is valued by faculty in my department	92.0	91.3	84.0	84.9
My department does a good job of mentoring new faculty	72.7	79.7	61.7	60.2
Faculty are sufficiently involved in campus decision making	66.0	71.0	48.0	51.3
My values are congruent with the dominant institutional values	77.8	79.4	69.1	65.7
There is adequate support for integrating technology in my teaching	83.8	85.3	78.3	75.9
This institution takes responsibility for educating underprepared students	68.7	73.5	51.5	56.0
The criteria for advancement and promotion decisions are clear	68.7	75.0	70.3	69.2
Most of the students I teach lack the basic skills for college level work	40.4	40.6	16.2	33.8
My department has difficulty recruiting faculty	47.9	45.5	33.3	40.6
My department has difficulty retaining faculty	33.0	28.4	22.3	26.9
There is adequate support for faculty development	71.4	71.6	56.3	53.0
This institution should not offer remedial/developmental education	14.6	15.2	36.0	30.1

Personal Goals and Beliefs

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Personal goals noted as very important or essential				
Becoming an authority in my field	54.5	56.5	65.9	55.0
Influencing the political structure	20.2	18.8	18.4	18.5
Influencing social values	45.5	43.5	34.6	36.2
Raising a family	72.9	78.8	72.9	70.5
Being very well-off financially	47.4	47.8	40.4	41.6
Helping others who are in difficulty	68.4	67.6	61.0	64.1
Becoming involved in programs to clean up the environment	35.7	41.2	23.5	28.5
Developing a meaningful philosophy of life	66.3	69.1	68.3	69.5
Helping to promote racial understanding	59.2	52.9	52.2	54.0
Obtaining recognition from my colleagues for contributions to my special field	51.0	52.9	60.9	50.7
Integrating spirituality into my life	39.2	38.8	40.2	44.1
Being a good colleague	91.9	89.9	92.2	91.7
Being a good teacher	94.9	97.1	97.9	98.0
Achieving congruence between my own values and institutional values	61.9	59.7	50.7	52.4
Serving as a role model to students	85.7	83.8	84.8	87.0
Factors noted as source of stress for you during the last two years				
Managing household responsibilities	77.6	75.0	72.5	73.2
Child care	34.0	34.3	32.4	30.6
Care of elderly parent	43.3	41.8	31.7	32.2
My physical health	49.5	47.8	49.6	50.3
Health of spouse/partner	25.8	25.4	35.2	35.0
Review/promotion process	53.6	53.7	43.2	46.7
Subtle discrimination (e.g., prejudice, racism, sexism)	25.5	17.6	23.2	25.0
Personal finances	68.4	67.6	54.2	59.2
Committee work	73.5	69.1	53.1	58.0
Faculty meetings	60.2	54.4	46.8	49.4
Research or publishing demands	75.5	76.5	69.1	63.6
Institutional procedures and "red tape"	75.5	73.5	60.5	66.5
Teaching load	76.5	76.5	57.8	65.8
Children's problems	24.7	28.4	33.2	31.0
Marital friction	20.6	17.9	21.5	22.1
Lack of personal time	74.5	77.9	72.1	74.2
Keeping up with information technology	54.1	51.5	53.3	56.3
Job security	32.7	32.4	28.2	30.0
Being part of a dual career couple	41.2	41.8	34.1	35.9
Self-imposed high expectations	80.6	82.4	79.7	80.0
Change in work responsibilities	42.9	41.2	34.3	38.7
Working with underprepared students	62.2	66.2	33.5	51.8

Personal Goals and Beliefs (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	58.3	64.7	55.5	55.4
College officials have the right to ban persons with extreme views from speaking on campus	20.8	22.4	28.0	23.5
The chief benefit of a college education is that it increases one's earning power	24.7	22.1	19.0	25.5
Promoting diversity leads to the admission of too many underprepared students	14.4	19.1	22.0	23.9
Colleges should be actively involved in solving social problems	70.8	70.1	68.0	66.9
Tenure is an outmoded concept	29.5	25.8	32.3	31.9
Colleges should encourage students to be involved in community service activities	89.4	87.9	82.8	84.2
Tenure is essential to attract the best minds to academe	64.2	66.7	66.7	65.0
A racially/ethnically diverse student body enhances the educational experience of all students	95.9	94.1	91.4	91.0
Realistically, an individual can do little to bring about changes in society	18.6	20.6	19.7	19.0
Colleges should be concerned with facilitating undergraduate students' spiritual development	27.8	26.5	37.2	30.4
Colleges have a responsibility to work with their surrounding communities to address local issues	81.4	79.4	79.7	80.5
The spiritual dimension of faculty members' lives has no place in the academy	51.6	53.0	41.7	43.7
Including community service as part of a course is a poor use of resources	22.1	27.3	22.0	20.5
How would you characterize your political views?				
Far left	9.0	8.5	9.8	8.7
Liberal	53.9	55.9	49.6	46.5
Middle-of-the-road	30.3	27.1	26.2	27.4
Conservative	6.7	8.5	14.2	16.9
Far right	0.0	0.0	0.3	0.5

Personal Goals and Beliefs (continued)

	Adelphi University		Private Universities	All Four-year Institutions
	All Respondents	Full-time Undergraduate	Full-time Undergraduate	
Describes self "to a great extent"				
Engage in academic work that spans multiple disciplines	38.4	36.8	40.2	34.6
Feel that the training received in graduate school prepared you well for your role as a faculty mentor	43.4	40.6	40.6	39.8
Experience joy in your work	67.7	64.7	69.4	66.7
Feel good about the direction in which your life is headed	75.0	76.8	63.8	63.3
Engage in self-reflection	77.8	75.0	67.1	67.6
Achieve a healthy balance between your personal life and your professional life	41.0	43.5	37.8	37.9
Feel that your work adds meaning to your life	72.7	73.5	73.4	69.6
Consider yourself a religious person	18.2	19.1	30.5	33.3
Consider yourself a spiritual person	36.7	32.8	40.2	45.6
Engage in regular exercise	46.0	49.3	41.0	40.6
Eat a well-balanced diet	37.4	38.2	47.8	44.8
Get adequate amounts of sleep	24.2	20.6	32.0	32.5
Engage in prayer/meditation	18.2	17.6	22.8	24.4
Experience close alignment between your work and your personal values	65.7	63.2	60.9	58.8
Seek opportunities to grow spiritually	27.6	23.9	27.5	29.5
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	22.4	25.0	22.4	22.7

Adelphi-specific Questions

All Adelphi Faculty Respondents to the HERI Survey

Graduate Instruction

What percentage of your teaching load is devoted to graduate courses?

None	25.9
1 to 25 percent	18.8
26 to 50 percent	11.8
51 to 75 percent	11.8
76 to 100 percent	31.8

For faculty teaching graduate courses...

Very important or essential educational goals in teaching graduate students

Develop the ability to think critically and communicate clearly	97.1
Prepare students for professional careers after graduate school	83.6
Prepare students to be able to undertake quality research in their fields	58.2
Prepare students for learning over their lifetimes	90.9
Enhance students' information literacy	74.3
Encourage an interdisciplinary perspective	78.8

Primary format of examinations in graduate classes

Multiple choice	0.0
Short answer	0.0
Essays	22.2
Research papers	14.3
A combination of these	63.5

In graduate classes, student presentations required in

All classes	41.3
Most classes	17.5
Some classes	33.3
No classes	7.9

In graduate classes, research papers required in

All classes	42.2
Most classes	26.6
Some classes	28.1
No classes	3.1

Institutional priorities

The following priorities are important or very important to Adelphi

Faculty role in academic governance	84.1
Support for faculty professional development	85.3
Innovation in curricula	67.8
Information technology as an educational tool	74.7
Respect and recognition of faculty work	82.8
Faculty role in student recruitment	60.5

Comparison of Adelphi HERI Respondents, 2001 and 2004

All Adelphi Faculty Respondents to the HERI Survey	2001	2004
Number	91	103
Sex		
% women	53.3	53.3
Age (as of 12/31/2001 or 12/31/2004)		
Less than 35	3.4	6.9
35-49	37.9	39.6
50-64	44.7	42.6
65 or older	13.7	10.9
Racial/Ethnic Group		
White/Caucasian	86.3	80.2
African American/Black	1.1	7.3
American Indian	1.1	0.0
Asian American/Asian/Pacific Islander	6.9	6.2
Hispanic	2.3	4.2
Other/unknown	2.3	2.1
Highest Degree		
Bachelor's	1.1	0.0
Master's	14.8	7.8
First professional (LLB, KD, MD, DDS, DD)	1.1	0.0
Ed.D./ Ph.D.	71.6	84.5
Other degree/unknown degree	11.4	7.8
Year of Appointment		
Before 1969	10.8	5.9
1969 to 1978	23.8	14.9
1979 to 1988	3.6	6.0
1989 to 1998	23.8	9.0
1999 to 2001	38.1	20.8
2002 to 2004	na	43.6
Percent tenured	51.7	45.6
School		
Arts and Sciences	40.8	39.8
Business	1.3	3.9
Education	25.0	20.4
IAPS	11.8	6.8
Nursing	5.3	5.8
Social Work	10.5	12.6
Library	5.3	2.9
Other/missing	15.6	7.8

Trend in Responses to Selected Items, 2001 and 2004

All Adelphi Faculty Respondents to the HERI Survey	2001	2004
Number	91	103
Primary interests		
Very heavily in teaching	26.7	16.0
In both research and teaching, but leaning toward teaching	45.3	51.0
In both, but leaning toward research	26.7	30.0
Very heavily in research	1.2	3.0
Aspects of job noted as satisfactory or very satisfactory		
Salary and fringe benefits	38.6	48.0
Competency of colleagues	75.6	82.7
Relationship with administration	57.5	65.5
During the last two years		
Considered early retirement	26.1	16.8
Worked with undergraduates on a research project	48.1	57.1
Placed or collected assignments for a course on the Internet	37.3	66.3
Developed a new course	86.4	74.0
Goals for undergraduates noted as very important or essential		
Provide for students' emotional development	51.2	42.0
Enhance students' self-understanding	78.0	65.0
Instill in students a commitment to community service	54.2	43.0
Instructional methods used in most or all undergraduate classes		
Class discussion	77.6	85.0
Cooperative learning (small groups)	38.2	46.9
Multiple drafts of written work	17.1	29.6
Student presentations	36.5	45.5
Readings on racial and ethnic issues	26.3	34.3
Teaching assistants	2.7	11.1
Evaluation methods used in most or all undergraduate classes		
Multiple-choice mid-term and/or final exams	28.6	20.2
Essay mid-term and/or final exams	42.9	62.0
Number of articles published in academic or professional journals		
% indicating "none"	14.0	7.9
Number of professional writings published or accepted for publication in the last two years		
% indicating "none"	31.8	22.7
Hours spent per week on committee work		
% indicating "none"	9.6	1.0
Hours spent per week on research and scholarly writing		
% indicating "none"	15.4	9.5
Hours spent per week on community or public service		
% indicating "none"	37.3	52.4

Trend in Responses to Selected Items, 2001 and 2004 (continued)

All Adelphi Faculty Respondents to the HERI Survey	2001	2004
Number	91	103
Issues believed to be of high or highest priority at Adelphi		
To increase or maintain institutional prestige	50.0	58.4
To mentor new faculty	39.8	73.0
Attributes noted as being very descriptive of Adelphi		
It is easy for students to see faculty outside of regular office hours	44.3	55.4
The faculty are typically at odds with campus administration	25.0	15.0
Faculty here respect each other	41.4	56.0
Faculty are rewarded for being good teachers	10.3	27.0
Personal goals noted as very important or essential		
Developing a meaningful philosophy of life	83.0	66.3
Helping to promote racial understanding	67.0	59.2
Integrating spirituality into my life	47.7	39.2
Being a good colleague	84.3	91.9
Achieving congruence between my own values and institutional values	46.0	61.9
Factors noted as a source of stress for you during the last two years		
My physical health	33.0	49.5
Review/promotion process	40.9	53.6
Personal finances	61.4	68.4
Committee work	58.0	73.5
Research or publishing demands	58.0	75.5
Marital friction	11.5	20.6
Lack of personal time	83.0	74.5
Keeping up with information technology	63.6	54.1
Strongly or somewhat agree with the following statements		
Promoting diversity leads to the admission of too many underprepared students	26.4	14.4
Colleges should be actively involved in solving social problems	77.5	70.8

2004 Faculty Survey

Higher Education Research Institute, UCLA

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

CORRECT MARK **INCORRECT MARKS**



1. What is your principal activity in your current position at this institution? (Mark one)

- Administration Services to clients
 Teaching and patients
 Research Other

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

- Yes No

3. Your sex: Male Female

4. What is your present academic rank?

- Professor Lecturer
 Associate Professor Instructor
 Assistant Professor Other

5. What is your tenure status at this institution? (Mark one)

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

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

- Department chair
 Dean
 Other

7. Are you currently: (Mark one)

- Married Single
 Unmarried, living with partner

8. Have you ever been: (Mark all that apply)

- Divorced Widowed Separated

9. Racial/Ethnic group: (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

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

- Under 18 years old 0 1 2 3 4+
 18 years or older 0 1 2 3 4+

11. Do your interests lie primarily in teaching or research?

- Very heavily in research
 In both, but leaning toward research
 In both, but leaning toward teaching
 Very heavily in teaching

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

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

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

- | | | |
|---|-----|----|
| | Yes | No |
| Taught an honors course | Y N | N |
| Taught an interdisciplinary course | Y N | N |
| Taught an ethnic studies course | Y N | N |
| Taught a women's studies course | Y N | N |
| Team-taught a course | Y N | N |
| Taught a service learning course | Y N | N |
| Worked with undergraduates on a
research project | Y N | N |
| Placed or collected assignments
on the Internet | Y N | N |
| Taught a course exclusively on
the Internet | Y N | N |
| Participated in a faculty
development program | Y N | N |
| Advised student groups involved in
service/volunteer work | Y N | N |
| Collaborated with the local
community in research/
teaching | Y N | N |
| Developed a new course | Y N | N |
| Conducted research or writing
focused on: | | |
| International/global issues | Y N | N |
| Racial or ethnic minorities | Y N | N |
| Women and gender issues | Y N | N |
| Taught a first-year seminar | Y N | N |

14. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter.)

Major of highest degree held

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

Department of current faculty appointment

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

15. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000. (Note: Amounts above \$199,000 should be marked "199")

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

The above salary is based on:

- 9/10 months
 11/12 months

16. In the four sets of ovals below, please mark the last two digits of the year of each of the following:

Year of birth

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

Year of highest degree now held

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

Year of appointment at present institution

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

If tenured, year tenure was awarded

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

26. Please indicate the extent to which you:

(Mark one for each item)

	To a Great Extent	To Some Extent	Not at All
Engage in academic work that spans multiple disciplines	3	2	1
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	3	2	1
Experience joy in your work	3	2	1
Feel good about the direction in which your life is headed	3	2	1
Engage in self-reflection	3	2	1
Achieve a healthy balance between your personal life and your professional life	3	2	1
Feel that your work adds meaning to your life	3	2	1
Consider yourself a religious person	3	2	1
Consider yourself a spiritual person	3	2	1
Engage in regular exercise	3	2	1
Eat a well-balanced diet	3	2	1
Get adequate amounts of sleep	3	2	1
Engage in prayer/meditation	3	2	1
Experience close alignment between your work and your personal values	3	2	1
Seek opportunities to grow spiritually	3	2	1
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	3	2	1

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

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	4	3	2	1
Racial and ethnic diversity should be more strongly reflected in the curriculum	4	3	2	1
Faculty feel that most students are well-prepared academically	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates	4	3	2	1
There is a lot of campus racial conflict here	4	3	2	1
Most students are strongly committed to community service	4	3	2	1
My research is valued by faculty in my department	4	3	2	1
My teaching is valued by faculty in my department	4	3	2	1
My department does a good job of mentoring new faculty	4	3	2	1
Faculty are sufficiently involved in campus decision making	4	3	2	1
My values are congruent with the dominant institutional values	4	3	2	1
There is adequate support for integrating technology in my teaching	4	3	2	1
This institution takes responsibility for educating underprepared students	4	3	2	1
The criteria for advancement and promotion decisions are clear	4	3	2	1
Most of the students I teach lack the basic skills for college level work	4	3	2	1
My department has difficulty recruiting faculty	4	3	2	1
My department has difficulty retaining faculty	4	3	2	1
There is adequate support for faculty development	4	3	2	1
This institution should not offer remedial/developmental education	4	3	2	1

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

(Mark one for each activity)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	4	3	2	1
To develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	4	3	2	1
To help students learn how to bring about change in American society	4	3	2	1
To increase or maintain institutional prestige	4	3	2	1
To hire faculty "stars"	4	3	2	1
To recruit more minority students	4	3	2	1
To enhance the institution's national image	4	3	2	1
To create a diverse multi-cultural campus environment	4	3	2	1
To mentor new faculty	4	3	2	1
To promote gender equity among faculty	4	3	2	1
To provide resources for faculty to engage in community-based teaching or research	4	3	2	1
To create and sustain partnerships with surrounding communities	4	3	2	1
To pursue extramural funding	4	3	2	1
To increase the representation of minorities in the faculty and administration	4	3	2	1
To increase the representation of women in the faculty and administration	4	3	2	1

29. If you were to begin your career again, would you still want to be a college professor?

- Definitely yes Not sure Probably no
 Probably yes Definitely no

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

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Western civilization and culture should be the foundation of the undergraduate curriculum	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1
Promoting diversity leads to the admission of too many underprepared students	4	3	2	1
Colleges should be actively involved in solving social problems	4	3	2	1
Tenure is an outmoded concept	4	3	2	1
Colleges should encourage students to be involved in community service activities	4	3	2	1
Tenure is essential to attract the best minds to academe	4	3	2	1
A racially/ethnically diverse student body enhances the educational experience of all students	4	3	2	1
Realistically, an individual can do little to bring about changes in society	4	3	2	1
Colleges should be concerned with facilitating undergraduate students' spiritual development	4	3	2	1
Colleges have a responsibility to work with their surrounding communities to address local issues	4	3	2	1
The spiritual dimension of faculty members' lives has no place in the academy	4	3	2	1
Including community service as part of a course is a poor use of resources	4	3	2	1

Additional Faculty Survey Questions

The following are some questions specific to Adelphi. Please answer these questions on the “additional questions” section of the survey (questions 37 through 52).

37. What percentage of your teaching load is devoted to graduate courses?

- a) 0 percent → (Skip to Question 47)
- b) 1-25%
- c) 26-50%
- d) 51-75%
- e) 76-100%

Questions 38 to 46 apply to faculty teaching graduate students.

In teaching graduate students, how important are the following educational goals?

	Essential	Very important	Somewhat important	Not important
38. Develop student ability to think critically and communicate clearly	(a)	(b)	(c)	(d)
39. Prepare students for professional careers after graduate school	(a)	(b)	(c)	(d)
40. Prepare students to be able to undertake quality research in their fields	(a)	(b)	(c)	(d)
41. Prepare students for learning over their lifetimes	(a)	(b)	(c)	(d)
42. Enhance students' information literacy	(a)	(b)	(c)	(d)
43. Encourage an interdisciplinary perspective	(a)	(b)	(c)	(d)

The following three questions ask about your evaluation methods in graduate classes.

44. In the graduate classes that you teach, what is the primary format of examinations?

- a) Multiple choice
- b) Short answer
- c) Essays
- d) Research papers
- e) A combination of these

45. In how many graduate classes that you teach do you require student presentations?

- a) All
- b) Most
- c) Some
- d) None

46. In how many graduate classes that you teach do you require research papers?

- a) All
- b) Most
- c) Some
- d) None

For the following questions, we would like to know how important you think the following priorities are to Adelphi.

	Very important	Important	Somewhat important	Not at all important
47. Faculty role in academic governance	(a)	(b)	(c)	(d)
48. Support for faculty professional development	(a)	(b)	(c)	(d)
49. Innovation in curricula	(a)	(b)	(c)	(d)
50. Information technology as an educational tool	(a)	(b)	(c)	(d)
51. Respect and recognition of faculty work	(a)	(b)	(c)	(d)
52. Faculty role in student recruitment	(a)	(b)	(c)	(d)

