

Who Teaches at Women's Colleges?

A Comparative Profile of Women's College Faculty

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EXECUTIVE SUMMARY

Research on women's colleges has focused primarily on students, generally documenting academic and social benefits of attending these institutions. However, it is also important to explore the professoriate at women's colleges, as faculty play an important role in shaping the climate for students. One question is whether faculty at women's colleges are similar to those teaching at small, liberal arts colleges, or whether they might be additionally characterized as highlighting "women-centered" educational approaches. This report reveals whether faculty at women's colleges are distinguished by such traits, whether they are notably different from faculty at other small colleges, and whether faculty gender plays a role in explaining the differences that are observed.

This report utilizes data from the Higher Education Research Institute's (HERI) triennial Faculty Survey. Since 1989, the HERI Faculty Survey has collected data from more than 350,000 faculty and administrators from 1,200 two- and four-year institutions across the nation. The Faculty Survey is a comprehensive instrument that collects information on demographics, pedagogical practices, interactions with students, sources of stress and satisfaction, and personal and professional goals. The data for this report were taken from Faculty Surveys administered in 2004, 2007, and 2010, and included 1,257 faculty members from 33 women's colleges and 29,353 faculty members from 310 coeducational institutions (private colleges, private universities and public universities). This report profiles male and female faculty across several areas such as their demographics, professional background, teaching and research, goals and values, stress and satisfaction, how they perceive their institution, and political, social, and academic attitudes.

Key Findings

- Women's colleges employ a greater proportion of female faculty (61.4%) than do coeducational institutions, all of which are below 50% female faculty. Public and private universities have the smallest percentage of women faculty (39.1% and 37.7% respectively).
- Women's college faculty tend to stand out when it comes to their involvement in academic leadership positions. Faculty at women's colleges are the most likely to

report currently serving as department chair (18.9%) and to have ever held an administrative post (49.3%).

- Compared to coeducational colleges and universities, faculty at women's colleges most strongly embrace student-centered teaching practices. They are the most likely to utilize class discussions (85.6%), cooperative learning in small groups (56.8%), and student presentations (54.9%).
- Women's colleges rank first in the use of readings on women and gender issues (31.0%) and racial/ethnic issues (26.6%) in their courses. Faculty at women's colleges are also the most likely to conduct research or writing that is focused on women's/gender issues (31.0%) and racial/ethnic minority issues (23.3%).
- Women's college faculty are among the most likely to involve undergraduates in their research (73.1%).
- Although the majority of women's college faculty report that they experience a great deal of joy in their work (70.3%) and that they experience close alignment between their work and personal values (63.6%), they are among the least likely to say that they have achieved a healthy balance between their personal and professional lives (36.1%).
- Faculty at women's colleges are similar to their counterparts at coeducational institutions in regards to their top sources of stress: self-imposed high expectations (81.5%), lack of personal time (78.7%), and managing household responsibilities (78.0%). However, more so than faculty at coeducational comparison institutions, women's college faculty report committee work as a source of stress (64.0%).
- Faculty at women's colleges distinguish themselves in their commitment to social activism. They are the most likely of all faculty groups to consider the following goals as essential or very important: helping to promote racial understanding (62.5%), becoming involved in programs to clean up the environment (33.5%), and influencing the political structure (21.0%).
- When asked to indicate the most important goals for undergraduate education, women's college faculty are the most likely to value: promoting the ability to write effectively (93.4%), developing a basic appreciation of the liberal arts (78.9%), developing creative capacities (73.0%), preparing students for graduate or

advanced education (72.1%), and enhancing students' knowledge and appreciation of other racial/ethnic groups (68.3%).

- Faculty at women's colleges rank first in describing their institutions as having respect for the expression of diverse values and beliefs (44.1%); this sentiment is significantly stronger at women's colleges than at the comparison institutions
- The majority of women's college faculty believe that colleges should: encourage students to be involved in community service (88.6%), work with their surrounding communities to address local issues (80.1%), and be actively involved in solving social problems (67.9%).

Faculty at women's colleges tend to embrace diversity as an important and effective educational environment. Women's college faculty are among the most likely to agree that a racially/ethnically diverse student body enhances the educational experience for all students (94.3%) and among the least likely to believe that promoting diversity leads to the admission of too many underprepared students (17.6%).

The findings from this report portray women's college faculty as highly committed to their jobs, to their students, and to improving their institutions through engagement with diversity and community. They also suggest a healthy alignment between the faculty and students at women's colleges, especially in terms of the faculty's commitment to individual student needs, to empowering students to effect societal change, and to the expression and appreciation of diversity.

ACKNOWLEDGMENTS

This report was made possible by the efforts of several individuals and organizations. The Higher Education Research Institute at UCLA was instrumental in providing the faculty data that were essential in conducting this research. We are also grateful to the Women's College Coalition (WCC) for their support for this study and the value they place in better understanding both their student and faculty populations. Finally, as always, we are grateful to the colleges that participated in the study and to the many faculty who provided such a rich source of data.

PART I. INTRODUCTION

For decades, research on women's colleges has focused primarily on the characteristics of students who attend these institutions (e.g., Kinzie, Palmer, Thomas, Umbach & Kuh, 2007; Smith, 1990; Tidball, Smith, Tidball & Wolf-Wendel, 1999). Such research generally concludes that female students benefit both academically and personally from attending a women's college (Astin, 1993; Kim, 2002; Kim & Alvarez, 1995; Kinzie, et al., 2007; Smith, 1990; Smith, Morrison, & Wolf, 1994; Smith, Wolf, & Morrison, 1995). Despite such findings, scholars still question whether the "benefits" associated with attending a women's college are due to self-selection of certain types of women into those colleges, or perhaps because of unique and hard-to-measure features of the educational environment, such as a more supportive climate for women.

At any institution, the professoriate plays an important role in helping to shape the climate for students. Faculty influence is seen both directly in terms of their teaching and mentoring, and indirectly in terms of their values, attitudes and engagement in research and service (Colbeck, Cabrera & Terenzini, 2001; Hippel, Lerner, Gregerman, Nagda & Jonides, 1998; Pascarella & Terenzini, 2005; Sax, Bryant & Harper, 2005). One may presume that faculty at women's colleges create a positive and supportive learning environment for their students simply by virtue of their decision to teach at a women's institution. Extant research does support the notion that faculty at women's colleges provide students with more direct interaction, more engaging learning environments, and more emphasis on the appreciation of diversity than do faculty at coeducational institutions (Kinzie, et al., 2007). However, it is unknown whether this is due to the greater proportion of female faculty teaching at women's colleges, as suggested by Tidball (1980), or whether female and male faculty contribute to a supportive climate for women. Though some research has considered faculty climate as a predictor of outcomes for students at women's colleges (e.g., Kim, 2002), existing research does not address the separate characteristics of male and female faculty at women's colleges and how they might (or might not) distinguish themselves from their counterparts at coeducational institutions.

Using nationwide survey data collected from faculty over the past decade, this report directly addresses this gap in the literature by profiling male and female faculty at women's colleges and comparing them with their faculty peers at coeducational institutions. A wide range of faculty characteristics is examined, including demographic and professional backgrounds; teaching and research practices; values and beliefs; and sources of stress and satisfaction.

Faculty Characteristics: Variations Across Institution Type

It is first important to consider whether we should expect faculty at women's colleges to distinguish themselves from faculty at other institutional types. Other research has documented that a substantial amount of the variation in faculty characteristics is attributable to institutional type (Bowen & Schuster, 1986; Hurtado, Eagan, Pryor, Whang & Tran, 2012; Willie & Stecklein, 1982). In considering the appropriateness of peer groups for women's colleges, data from Snyder and Dillow (2011) allude that such institutions might be best pegged against their smaller liberal arts college counterparts, especially since there is some degree of overlap across institutional traits such as proportion of full-time-equivalent (FTE) students, total enrollment and the number and type of conferred degrees.

The literature points out that faculty at smaller institutions distinguish themselves in a variety of ways from their higher education counterparts by demographic, teaching and pedagogy, scholarly productivity, and general attitude. For example, findings from both the Higher Education Research Institute's (HERI) Faculty Survey and the National Study of Postsecondary Faculty illustrate that faculty at smaller colleges maintain balanced distributions of faculty rankings and the appointment status of professor, associate professor, and assistant professor (Forrest-Cataldi, Fahimi & Bradburn, 2005; Hurtado, Eagan, Pryor, Whang & Tran, 2012). Findings also point out that smaller institutions employ fewer contingent faculty (Forrest-Cataldi, Fahimi & Bradburn, 2005; Hurtado et al., 2012), despite the fact that smaller, private institutions are less likely to be endowed with a tenure system. Findings from Hurtado et al. (2012) demonstrate that faculty pedagogy at smaller institutions differs from that at larger institutions, with faculty at smaller, private institutions relying more heavily on essay examination and student-centered forms of

student assessment. The importance of distinguishing smaller, private institutions from their majority coeducational counterparts is further supported by Schuster and Finkelstein (2006).

While we might expect faculty at women's colleges to largely resemble faculty from small, liberal arts colleges, it is possible that they further distinguish themselves by possessing characteristics that reflect "woman-centered" education, including a commitment to the education of women, high expectations for women's intellectual capacities, ample leadership opportunities for women, and a supportive, respectful, and inclusive environment (Tidball, et al., 1999). This report reveals whether faculty at women's colleges are distinguished by these traits, whether they are notably different from faculty at other small colleges, and whether faculty gender plays a role in explaining the differences that are observed.

PART II: RESEARCH METHODS

This report uses data from the Higher Education Research Institute (HERI) Faculty Survey. Since 1989, the Faculty Survey has collected data from more than 350,000 faculty and administrators from 1,200 two- and four-year institutions across the nation. It is administered triennially by the Cooperative Institutional Research Program (CIRP) housed within HERI at UCLA.

The Faculty Survey (see Appendix A) is a comprehensive instrument that collects information on demographics, pedagogical practices, interactions with students, sources of stress and satisfaction, and personal and professional goals among others. The data for this report were taken from Faculty Surveys administered in 2004, 2007, and 2010¹. The survey is revised prior to each administration however most of the questions have remained the same. This allows us to combine data across the three administration years to maximize the number of institutions and faculty populations used for this study.

Comparison Groups

In order to compare characteristics of faculty at women's colleges to faculty at coeducational institutions, we created five coeducational² comparison groups to reflect the diversity of institutions as determined by control (public/private), religious affiliation, and doctoral/non-doctoral granting status (see Table 2.1). Each group represents a different type of institution determined either by CIRP classifications or specific criteria used to create peer groups for this study. For example, colleges from the Annapolis Group form a separate comparison group because of their similar characteristics to many of the women's colleges (i.e., small, residential, liberal arts). The following section will provide a description of each comparison group; for a full list of institutions within each category that provided data on faculty from either 2004, 2007 or 2010, see Appendix B.

¹ See <http://heri.ucla.edu/researchersToolsCodebooks.php> for copies of these survey instruments.

² In order to focus on "historically coeducational" institutions, none of the schools deemed coeducational in this report are former women's colleges that became coeducational.

Table 2.1. Number of Institutions and Faculty, by Institutional Category

Institution Category	Number of Institutions in Survey	Number of Faculty Respondents
Current Women's Colleges	33	1,257
<i>Historically Coeducational College Comparison Groups</i>		
All Coed Private 4yr Colleges	227	14,664
Annapolis Group ^a	67	5,050
Catholic Colleges ^a	41	2,868
Private Universities	42	5,949
Public Universities	41	8,740

^a This group is also included in All Coeducational 4yr Colleges.

Current Women's Colleges

This group is comprised of current women's colleges who have participated in the Faculty Survey in at least one of the last three survey administrations (2004, 2007 or 2010). This includes 33 institutions (23 from 2004, 3 from 2007, and 7 from 2010, see Table 2.2) and a total respondent count of 1,257 full-time faculty members.

Historically Coeducational Comparison Groups³

All Coeducational Private Four-Year Colleges. This comparison group includes all coeducational private colleges as defined by CIRP⁴ that have participated in the Faculty Survey in 2004. There are 227 private colleges in this study with a total participation count of 14,664 full-time faculty members.

Two historically coeducational comparison groups are subsets of the All Coeducational Private Four-Year Colleges group. These subset groups are the Annapolis group and the Catholic Colleges group. The institutions included in these two subsets are also included in the All Coeducational Private Four-Year Colleges group.

³ Whereas this study included women's colleges from 2004, 2007 and 2010 in order to maximize representation of this sector, the coeducational comparison data is drawn exclusively from 2004 since the majority of women's colleges in the Faculty Survey participated in that year.

⁴ CIRP defines "colleges" as four-year institutions that offer post baccalaureate programs but not a sufficient number of doctoral degrees, whereas "universities" are defined by institutions that meet a minimum of doctoral degrees awarded. See Pryor, Hurtado, Saenz, Santos & Korn (2007).

Annapolis Group. Colleges in the Annapolis Group emphasize a liberal arts education and the residential college experience⁵. This group includes all coeducational institutions that are part of the Annapolis Group and have participated in the Faculty Survey in 2004. Of the 130 Annapolis Group member institutions, there are 67 colleges in this comparison group with survey participation from 5,050 full-time faculty members.

Catholic Colleges. This group includes all coeducational institutions defined by CIRP as Catholic colleges that participated in the Faculty Survey in 2004. This study includes 41 Catholic Colleges with survey participation from 2,868 full-time faculty members.

Private Universities. This group includes all private universities as defined by CIRP that participated in the Faculty Survey in 2004. There are 42 of these institutions in the study with survey participation from 5,949 full-time faculty members.

Public Universities. This group includes all public universities as defined by CIRP that participated in the Faculty Survey in 2004. There are 41 of these institutions in the study with survey participation from 8,740 full-time faculty members.

Categories for Analysis

The findings in this report are drawn from a total of 245 survey items from the 2004 HERI Faculty Survey. Some items from the 2004 survey were removed in subsequent survey administrations (items may have been asked in 2004 but not 2007 or 2010), therefore there may be a lower Current Women's Colleges participation on these items as they only reflect the institutions that participated in the year(s) the item was asked. For a list of the items that were removed in either the 2007 or the 2010 administrations of the Faculty Survey, see Appendix C.

For analysis, the 245 survey items were separated into the following twelve main topical categories. These categories are: Demographics and Family (12 items); Professional Background and Current Status (20 items); Teaching (44 items distributed across three subcategories: Courses, Instructional Approaches, and Evaluation Methods); Research and

⁵ See annapolisgroup.org for more information about the Annapolis Group and its member colleges.

Other Creative Work (22 items); Service and Advising (6 items); Professional and Personal Well-being (15 items); Goals and Values (15 items); Goals for Undergraduate Education (16 items); Sources of Stress (23 items); Workplace Satisfaction (16 items); Perceptions of the Institution (41 items distributed across four subcategories: Teaching and Learning, Faculty and Governance, Climate for Diversity and Student Support, and Institutional Priorities) and Political, Social, and Academic Attitudes (15 items).

Analysis

This study relies on cross-sectional analysis of faculty data, using aggregated data from 2004, 2007, and 2010 for women's colleges, and 2004 data for coeducational colleges. This allows us to examine similarities and differences in the characteristics of faculty members at women's colleges and at coeducational institutions. Some items on the survey were aggregated prior to analysis such as faculty members' academic department appointment (see Appendix D). Calculation of medians was used to modify the data for items that asked faculty how many hours per week they performed an activity.⁶

Between-Group Comparison Analysis

The results from the Current Women's Colleges group of institutions were compared to those of each of the five comparison groups. In order to statistically test the difference between the proportion of responses from the Current Women's Colleges and the proportion of responses from a comparison group, z-tests were performed (Agresti & Finlay, 2009). Z-tests were calculated to determine statistical difference at the .05 level between the proportion of faculty responses from the Current Women's Colleges and each of the five comparison groups for all items except for those that were calculated in median hours per week⁷. The results from these tests are indicated by superscripts in the Current Women's College column of the tables in the results section of this report.

⁶ The percent of faculty from each "hours per week" response category range were multiplied by the mean of that range, then all response category calculations were summed and divided by 100. For example, for response categories 1-2 hours and 3-5 hours, the percentage of faculty would be multiplied by 1.5 and 4, respectively.

⁷ Significance testing could not be performed on medians because this report relies on profile reports provided by HERI, not on raw data necessary for significance testing of medians.

Table 2.2. Women's College Faculty Survey Participation Included in Report, by Institution and Survey Administration Year

Institution	State	2004	2007	2010
Agnes Scott College	GA	x		
Bennett College for Women	NC			x
Bryn Mawr College	PA	x		
Cedar Crest College	PA	x		
Chatham University	PA	x		
College of Notre Dame of Maryland	MD		x	
College of Saint Benedict	MN	x		
College of Saint Elizabeth	NJ			x
College of Saint Mary	NE	x		
Columbia College-South Carolina	SC		x	
Georgian Court University	NJ	x		
Mary Baldwin College	VA	x		
Meredith College	NC	x		
Midway College	KY	x		
Mills College	CA	x		
Mount Holyoke College	MA	x		
Mount Mary College	WI			x
Mount St Mary's College	CA			x
Peace College	NC		x	
Pine Manor College	MA	x		
Russell Sage College	NY	x		
Saint Mary-of-the-Woods College	IN	x		
Saint Mary's College	IN	x		
Scripps College	CA	x		
Simmons College	MA			x
Smith College	MA	x		
Spelman College	GA	x		
St. Catherine University	MN			x
Sweet Briar College	VA			x
Ursuline College	OH	x		
Wellesley College	MA	x		
Wesleyan College	GA	x		
Wilson College	PA	x		

Note: Institutions listed above may have participated in multiple Faculty Survey administrations. This table shows only the institutional participation years that are included in this report.

PART III: COMPARING FACULTY AT WOMEN'S COLLEGES WITH FACULTY AT HISTORICALLY COEDUCATIONAL INSTITUTIONS

This section presents survey responses for faculty teaching at women's colleges in the past decade and compares them with the responses of faculty at the five institutional comparison groups. The findings are reviewed across the major categories described earlier: Demographics and Family; Professional Background and Current Status; Teaching (Courses, Instructional Techniques/Methods, Evaluation Methods); Research and Other Creative Work; Service and Advising; Professional and Personal Well-being; Goals and Values; Goals for Undergraduate Education; Sources of Stress; Workplace Satisfaction; Perceptions of the Institution (Teaching and Learning, Faculty and Governance, Climate for Diversity and Student Support, and Institutional Priorities); and Political, Social, and Academic Attitudes.

For each table in this section, the first column indicates the survey item and the second column indicates the rank order of women's colleges relative to the coeducational comparison institutions.⁸ The third column (A) displays results for faculty at women's colleges. If the women's college result is significantly different⁹ ($p < .05$) than the results for women at any of the coeducational comparison groups, then a superscript notation indicates which comparison groups significantly differ from the women's college result (e.g., superscript "C" indicates that faculty at women's colleges are significantly different from faculty at Annapolis Group colleges on that particular item). Significance testing was conducted only between women's colleges and coeducational comparison institutions (and not amongst the comparison institutions).

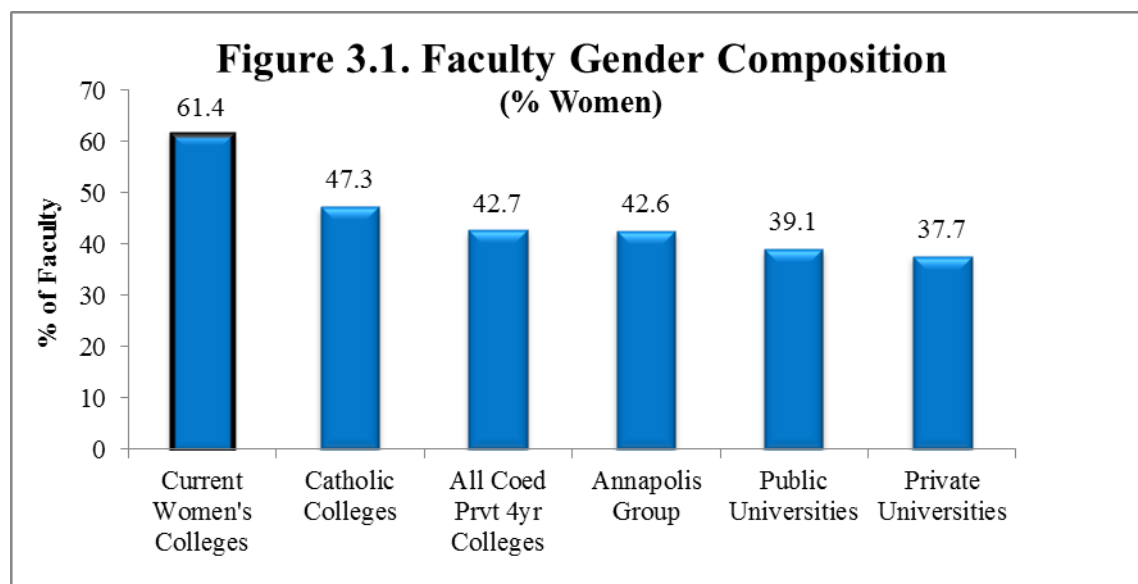
⁸ Although Private Four-Year Colleges, Catholic Colleges and the Annapolis Group do include women's colleges, for these analyses only the coeducational institutions within these categories are considered.

⁹ With the exception of median hours per week variables, as noted earlier.

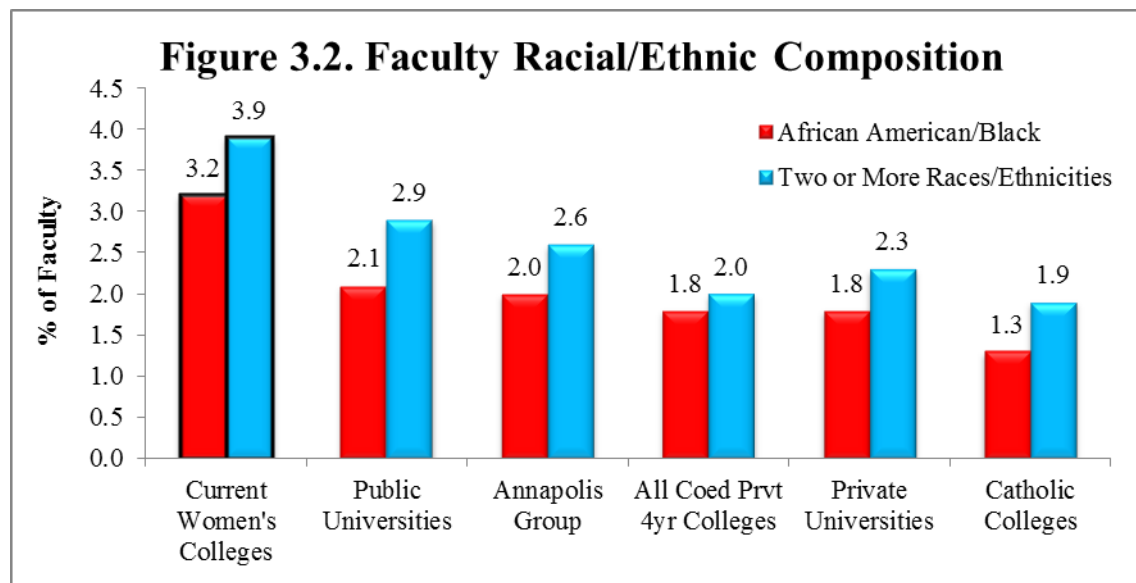
Demographics and Family

What are the demographic and family characteristics of faculty who teach at women's colleges? As shown in Table 3.1, women's college faculty are predominantly female, Caucasian, and married. However, as detailed below, women's colleges have the highest representation of African American faculty and are the least likely to have dependent children.

Demographics. Women's colleges employ a greater proportion of female faculty (61.4%) than the comparison institutions, all of which are below 50% female faculty (see Figure 3.1). Public and private universities have the smallest percentage of women faculty (39.1% and 37.7% respectively). The high representation of women among the women's college respondents is reflected throughout the results presented in this report. In other words, the experiences, perceptions, and values of women faculty tend to differ from those of their male counterparts (at all institutions), so results for the women's college sample can be understood as being "skewed" towards the experiences of women. In the results that follow, occasional reference is made to how the results differ by faculty gender, especially when such differences are large. For readers interested in how all of the results for female and male faculty differ at women's colleges and the comparison institutions, please see Appendix E.



In terms of faculty race/ethnicity, the women's college sample is majority White/Caucasian (86%), similar to what is observed among faculty at all institutions. However, the women's college faculty are the most likely to report being African American/Black (3.2%) or to identify as being from two or more racial/ethnic groups (3.9%) (see Figure 3.2).



Family. The marital status of women's college faculty reveals some differences from the comparison institutions. While most faculty at women's colleges are married, compared to faculty at coeducational colleges they are the least likely to be married (70.5%), the most likely to be living "with a partner" (6.3%), and are second only to Catholic colleges in the proportion who indicate being single (23.3%). The proportion of women's college faculty who are married is much lower among women (63.8%) than men (80.8%), a gender gap that exists at all comparison groups. About one in five women's college faculty report being divorced, a figure that is comparable across most institutional types. Notably, women's college faculty are the least likely of all groups to report having children under the age of 18 (50.0%) but report spending the most time on household/childcare duties (approximately 12.1 hours per week).

Table 3.1. Faculty Demographics and Family

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Gender</i>							
Female	1	61.4 ^{BCDEF}	42.7	42.6	47.3	37.7	39.1
Male	6	38.6 ^{BCDEF}	57.3	57.4	52.7	62.3	60.9
<i>Race/ethnicity</i>							
White	6	86.0	89.1	88.2	90.5	87.9	86.1
Two or more races/ethnicities	1	3.9 ^{BCDEF}	2.3	2.6	2.0	1.9	2.9
Asian	4	3.4 ^{CDEF}	3.3	3.6	2.4	4.6	4.9
African American/Black	1	3.2 ^{BCDEF}	1.8	2.0	1.3	1.8	2.1
Hispanic	1 (T)	2.1 ^{BCD}	1.9	1.9	1.9	2.1	2.1
Other	5 (T)	1.4 ^{CDEF}	1.4	1.7	1.6	1.5	1.5
American Indian	3 (T)	0.1 ^{CDF}	0.1	0.0	0.3	0.1	0.5
<i>Citizenship</i>							
U.S. citizen	2	95.1	94.6	93.8	96.4	92.7	92.5
Born in the U.S.A.	4	85.8	88.5	86.8	91.0	82.8	84.2
<i>Marital status</i>							
Married	6	70.5 ^{BCEF}	76.5	75.3	70.6	75.9	76.3
Single	2	23.3 ^{BCDEF}	19.4	18.9	25.9	19.7	18.8
Unmarried, living with partner	1	6.3 ^{BCDEF}	4.0	5.7	3.5	4.4	4.9
<i>Have you ever been</i>							
Divorced	2	21.6 ^{BCF}	19.6	20.0	20.5	20.4	25.4
Separated	2 (T)	3.7 ^{BEF}	3.4	3.7	3.5	3.0	3.9
Widowed	1	3.0 ^{BCDEF}	1.8	1.6	2.1	2.4	2.0

(Table 3.1 continues)

Table 3.1. Faculty Demographics and Family (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Spouse/partner</i>							
Work in the same/ nearby city	3	62.9 ^D	61.2	63.5	56.6	61.0	64.1
An academic	2	33.0 ^{CDE}	32.5	36.5	26.3	29.1	32.4
<i>Children under 18yrs</i>							
0	1	49.9 ^{BCEF}	45.3	45.6	49.5	45.2	46.4
1	6	20.4 ^{BCDEF}	23.0	24.2	21.8	22.7	24.1
2	2 (T)	22.6 ^{DE}	22.6	23.8	20.6	21.3	21.9
3+	5	7.0 ^{BCDEF}	9.0	6.3	8.1	10.8	7.5
<i>Children 18yrs or older</i>							
0	1	50.6 ^{BDEF}	43.3	50.5	44.5	39.5	41.8
1	6	14.8 ^{BDEF}	16.0	15.3	17.4	16.6	17.1
2	5 (T)	22.6 ^{BCF}	25.4	24.4	22.6	24.0	25.7
3+	5	12.0 ^{BCDEF}	15.3	9.8	15.5	19.9	15.4
<i>Activities during present term (median hours per week)</i>							
Household/ childcare duties	1	12.1	11.2	11.8	11.6	10.7	10.4

(T) Indicates ranking tie

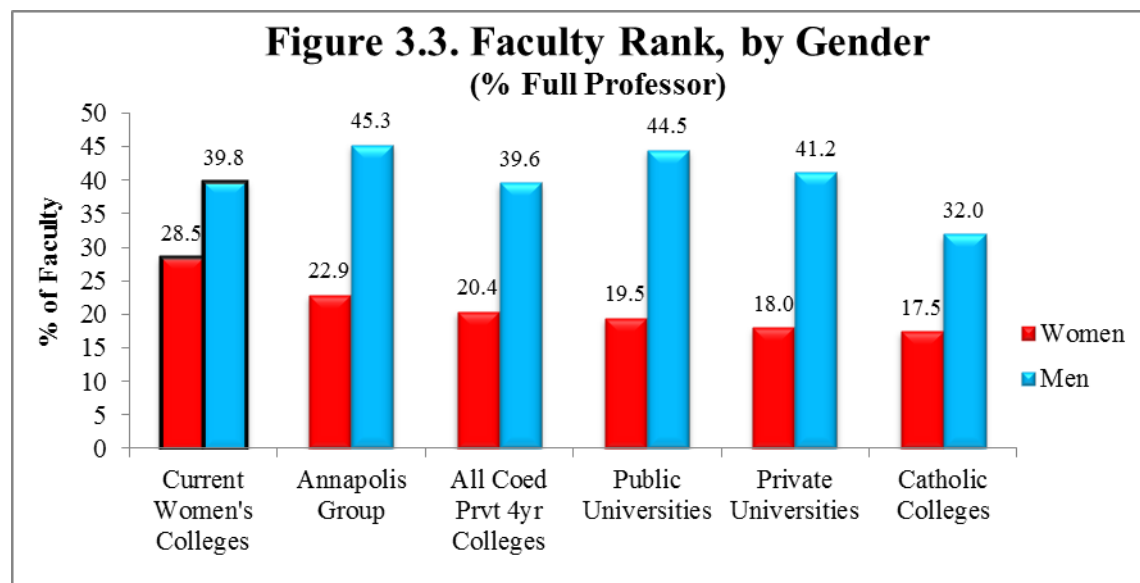
^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

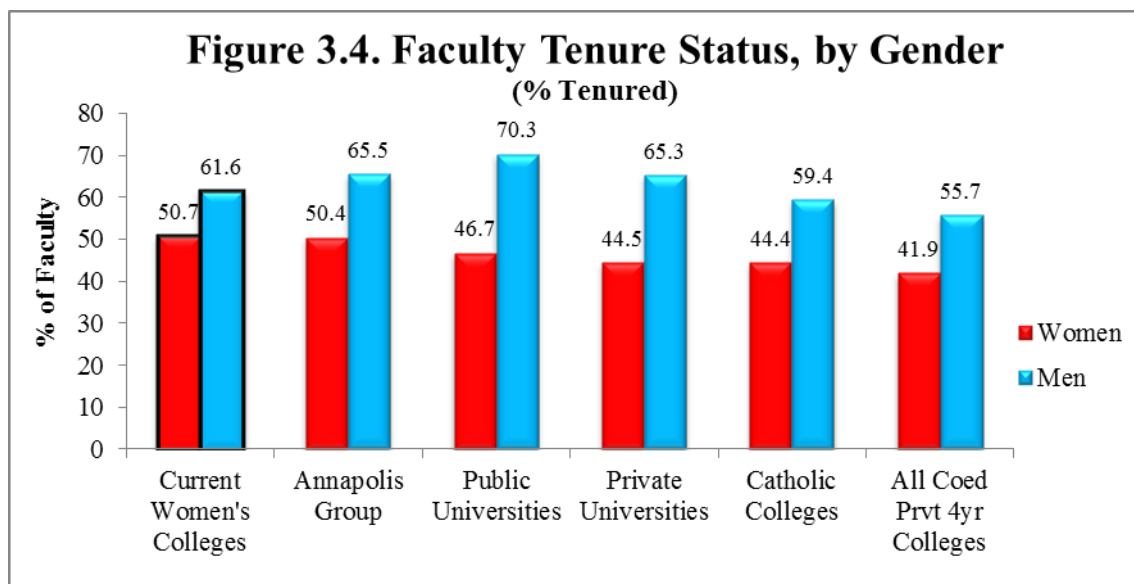
Professional Background and Current Status

In addition to collecting basic professional information such as faculty department, rank, and tenure status, the survey asks faculty to reflect on their professional interests and commitment to the institution. These results are presented in Table 3.2.

About a third (32.9%) of women's college faculty are ranked full professor; this is about average relative to the comparison groups. Also, more than half the women's college faculty are tenured (54.9%); again, similar to the coeducational comparison groups.

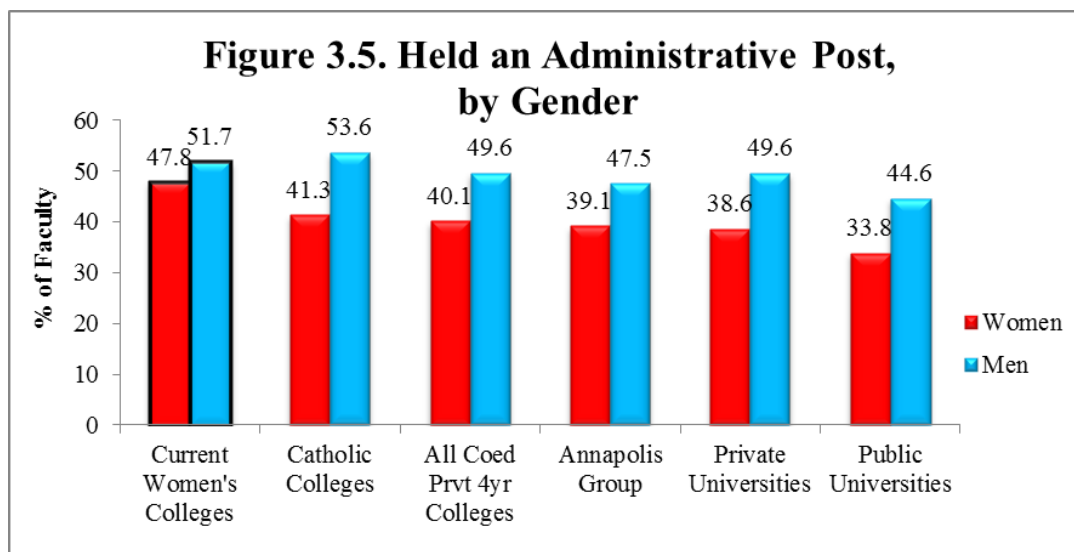
Gender differences exist in rank and tenure status among faculty at women's colleges, with more men than women ranked full professor (39.8% compared to 28.5%) or being tenured (61.6% compared to 50.7%). However, such gender gaps exist across all institutional types, and are far smaller at women's colleges than at coeducational institutions (see Figures 3.3 and 3.4).





Like faculty at most institutions, women's college faculty tend to be concentrated in the traditional arts and science disciplines, though they are the most likely of all groups to teach in the fine arts (12.4%), biological sciences (8.4%), and mathematics/statistics (6.2%), and are second to the Annapolis group in the proportion of faculty teaching in the social sciences (14.0%) and physical sciences (8.4%). Women's college faculty are the least likely of all groups to teach in engineering departments (0.3%).

Women's college faculty tend to stand out when it comes to their involvement in academic leadership positions. Faculty at women's colleges are the most likely to report currently serving as department chair (18.9%) and to have ever held an administrative post (49.3%). These higher rates owe to the fact that at women's colleges, unlike coeducational institutions, women and men are fairly balanced in their representation in administrative roles (47.8% of women vs. 51.7% of men). Indeed, female faculty at women's colleges are far more likely than their female peers at coeducational institutions to have served in an administrative role (see Figure 3.5).



Faculty contentment with their current positions also appears to vary by gender. Whereas female faculty at women's colleges are the least likely to have considered leaving their institutions in the past two years (39.0%), male faculty at women's colleges are more likely than their peers at coeducational institutions (with the exception of public universities) to have considered leaving their current appointment (40.3%). This owes to the fact that women faculty at coeducational colleges are more likely than men to consider leaving, a gender gap not evident at women's colleges (see Figure 3.6). Similarly, while women at women's colleges are more likely than men to consider leaving academe for another job (33.9% of women, 30.1% of men at women's colleges), this gender gap is far smaller than what is observed at coeducational colleges.

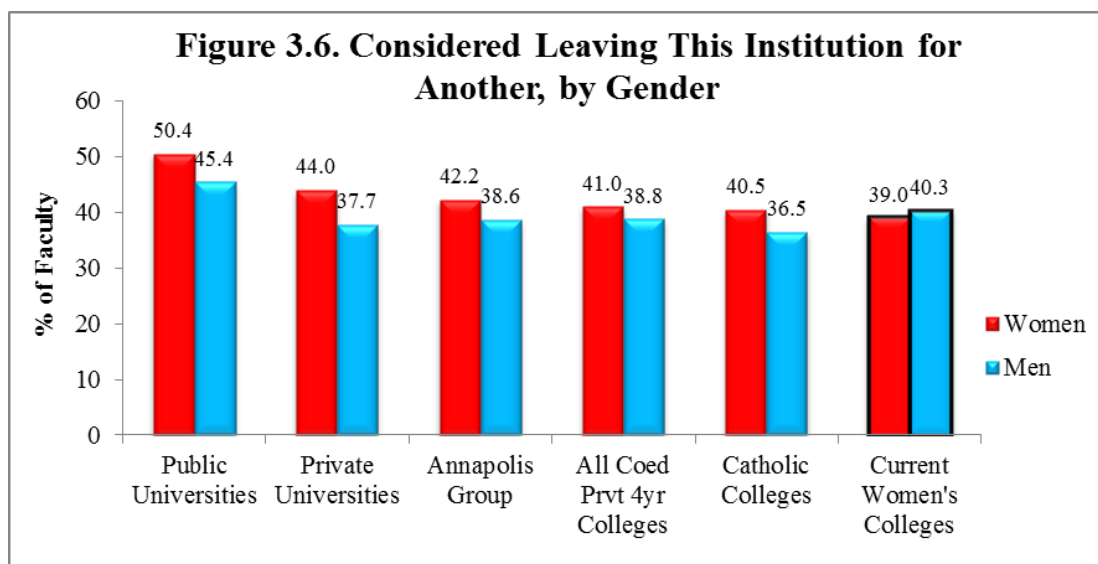


Table 3.2. Faculty Professional Background and Current Status

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Academic rank</i>							
Professor	3	32.9 ^{CD}	31.4	35.8	25.1	32.5	34.7
Associate professor	5	26.3 ^{DE}	27.2	26.1	29.9	28.8	27.9
Assistant professor	4	30.4 ^{DEF}	30.9	30.6	33.4	22.6	24.5
Lecturer, instructor, or other	5	10.4 ^{CDEF}	10.6	7.6	11.6	16.2	13.0
<i>Tenure status</i>							
Tenured	4	54.9 ^{BCF}	49.8	59.0	52.4	57.5	61.1
On tenure track, but not tenured	3	24.5 ^{EF}	24.7	25.3	23.5	19.6	21.7
Not on tenure track, but institution has tenure system	2	18.1 ^{BCDEF}	16.3	15.4	16.0	22.5	17.0
Institution has no tenure system	3	2.4 ^{BCDEF}	9.3	0.3	8.1	0.5	0.3
<i>Highest degree earned</i>							
Bachelor's (B.A., B.S., etc.)	3	0.9 ^{BCDEF}	1.1	0.8	0.6	1.6	1.0
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	3	20.1 ^{CEF}	21.0	12.6	21.1	15.2	17.0
Ph.D.	4	71.4 ^{CD}	68.0	81.8	66.4	75.2	73.9
Other Degree*	5	6.7 ^{BCDEF}	9.0	4.3	10.6	7.3	7.3

(Table 3.2 continues)

Table 3.2. Faculty Professional Background and Current Status (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Currently working on</i>							
Ph.D. degree	3	8.6 ^{BCDF}	12.2	7.7	13.0	8.4	8.1
<i>Department</i>							
Social Sciences	2	14.0 ^{BCDEF}	12.3	15.9	10.8	11.2	10.6
Humanities	4	13.5 ^{CDEF}	13.6	17.1	12.6	15.3	7.4
Fine Arts	1	12.4 ^{BCDEF}	10.8	11.5	5.1	10.9	10.3
Biological Sciences	1	8.4 ^{BCDEF}	6.3	7.0	5.9	5.3	6.0
Physical Sciences	2	8.4 ^{BCDEF}	7.0	10.2	5.6	5.9	6.3
Education	3	7.5 ^{BCDE}	8.4	5.2	9.2	4.8	7.3
English	4	7.1 ^{BCDEF}	8.2	8.1	8.0	6.5	5.7
History or Political Science	4	6.9 ^{CDF}	7.1	9.5	6.1	7.2	5.8
Mathematics or Statistics	1	6.2 ^{BCDEF}	5.2	5.7	5.6	4.7	4.5
Business	5	5.1 ^{BCDEF}	7.7	3.1	11.4	7.4	6.1
Health-related	4	4.9 ^{BCDEF}	4.6	1.1	9.9	6.0	8.8
Other Non-technical	5	3.6 ^{BCDEF}	5.0	3.0	5.5	6.9	7.5
Other Technical	5 (T)	1.7 ^{BDEF}	2.6	1.7	2.7	2.1	2.6
Engineering	6	0.3 ^{BCDEF}	1.2	0.6	1.5	5.4	6.3
Agriculture or Forestry	5 (T)	0.1 ^{BCEF}	0.2	0.2	0.1	0.3	4.8

(Table 3.2 continues)

Table 3.2. Faculty Professional Background and Current Status (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Principal activity in current position at this institution</i>							
Teaching	3	96.6 ^{EF}	96.1	97.5	96.9	85.1	76.8
Administration	3 (T)	2.8 ^{CDEF}	2.8	1.6	2.4	3.6	4.5
Research	5	0.3 ^{BCDEF}	0.5	0.5	0.2	10.2	16.5
Other	4 (T)	0.2 ^{BDEF}	0.3	0.2	0.1	0.6	0.8
Services to clients and patients	6	0.1 ^{BCDEF}	0.3	0.2	0.4	0.5	1.5
<i>Do your interests lie primarily in teaching or research?</i>							
In both, but leaning toward teaching	2	49.0 ^{CEF}	47.5	53.5	46.1	37.7	33.5
Very heavily in teaching	3	29.3 ^{BCDEF}	35.4	23.8	38.2	20.4	20.0
In both, but leaning toward research	4	20.1 ^{BDEF}	16.1	21.3	14.6	37.1	39.1
Very heavily in research	3	1.6 ^{BCDEF}	1.1	1.4	1.1	4.8	7.5
<i>Currently serving in an administrative position as:</i>							
Department chair	1	18.9 ^{BDEF}	17.3	17.9	16.5	7.2	6.0
Other	4	16.2 ^{BCDEF}	15.3	12.7	17.5	17.6	18.8
Dean (Associate or Assistant)	2	1.2 ^{BCDEF}	1.4	0.9	1.1	0.8	0.8

(Table 3.2 continues)

Table 3.2. Faculty Professional Background and Current Status (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Have you (yes)</i> Ever held an administrative post	1	49.3 ^{BCEF}	45.5	43.9	47.8	45.5	40.4
<i>In the past two years</i> Considered leaving this institution for another	5	39.5 ^F	39.7	40.1	38.4	40.1	47.3
Considered leaving academe for another job	1	32.4 ^{CE}	31.4	29.4	31.3	26.9	31.9
<i>In the past two years</i> Received at least one firm job offer retirement	5	24.9 ^{BCD}	26.8	22.3	29.9	26.2	26.1
Considered early institutions	2	22.0 ^{BCDEF}	19.2	19.4	20.3	17.8	23.8
Changed academic	4	10.0 ^{CDEF}	10.4	11.2	11.1	9.3	9.2
Requested/sought an early promotion	4	5.4 ^{CF}	5.2	3.9	5.6	5.5	7.6
<i>Do you (yes)</i> Plan to retire within the next three years	4	9.8 ^{CDEF}	9.6	8.9	10.5	11.0	13.5

(Table 3.2 continues)

Table 3.2. Faculty Professional Background and Current Status (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>To a great extent</i> Feel that the training you received in graduate school prepared you for your role as a faculty member	5	34.4 ^{BDEF}	36.5	33.2	37.5	40.4	40.9
<i>If you were to begin your career again, would you still want to be a college professor?</i>							
Definitely yes	3	57.5 ^F	57.3	55.6	57.7	58.0	51.6
Probably yes	5	27.9	28.8	29.6	28.4	26.9	29.0
Not sure	5	9.7 ^{CEF}	10.1	10.9	9.6	10.4	12.1
Probably no	3	3.5 ^{BCEF}	3.1	3.1	3.4	3.9	5.8
Definitely no	2	1.2 ^{BCDEF}	0.8	0.7	0.9	0.9	1.5
<i>Are you (yes)</i> Member of a faculty union	6	6.1 ^{BCDEF}	10.8	7.9	21.6	8.1	20.7

*Other degree includes LL.B., J.D., M.D., D.D.S. (or equivalent), Other first professional degree beyond B.A.(e.g., D.D., D.V.M.), Ed.D, and excludes none

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Teaching

The faculty survey includes several dozen questions related to faculty teaching. This section reviews the major findings across three general categories of teaching: courses, instructional approaches, and evaluation methods.

Courses. Table 3.3a displays the findings related to the teaching commitments made by faculty at women's colleges and the comparison institutions. Faculty at women's colleges report spending 13.8 hours per week preparing for teaching and 9.6 hours per week engaged in classroom teaching. These figures are on par with faculty at coeducational institutions. The nature of courses taught varies to some extent across institutional groups, with women's colleges distinguished by the relatively higher proportions of faculty who teach remedial writing (10.5%), remedial math (3.7%), and courses in general academic skills (5.1%).

Faculty at women's colleges are also the most likely to have taught a women's studies course in the past two years (21.0%). However, when broken down by gender, we see that even though women at women's colleges are three times more likely than men at women's colleges to have taught women's studies (28.5% vs. 8.7%), women faculty at women's colleges are slightly behind their female peers at Annapolis colleges in teaching women's studies courses. By contrast, the percent of men who teach women's studies at women's colleges is far greater than observed at the comparison institutions (see Figure 3.7). In addition, faculty at women's colleges are second only to faculty at Annapolis Group colleges in the proportion who teach interdisciplinary courses (49.9%) or ethnic studies courses (14.7%). Also noteworthy is that women's college faculty are more likely than all faculty (except those at Catholic colleges) to say that they have taught courses at more than one institution in the same term (13.4%).

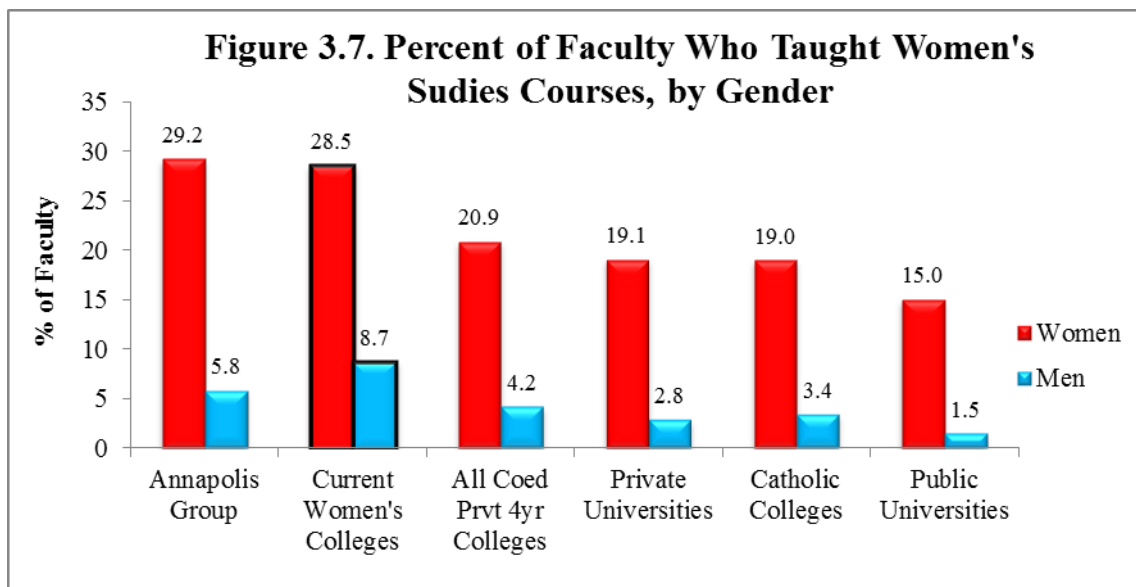


Table 3.3a. Faculty Teaching: Courses

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Taught in the past two years</i>							
Interdisciplinary course	2	49.9 ^{CDEF}	48.1	56.0	40.1	45.6	42.1
Team-taught a course	5	36.5 ^F	37.5	37.8	34.9	38.7	41.8
Seminar for first-year students	3	27.2 ^{BCDEF}	30.3	37.7	22.7	25.0	20.0
Service learning course	3	22.2 ^{BCE}	20.5	18.6	22.5	20.0	22.3
Honors course	5	21.1 ^{BEF}	19.4	21.6	21.2	25.9	22.5
Women's studies course	1	21.0 ^{BCDEF}	11.4	16.0	10.9	9.1	6.8
Ethnic studies course	2	14.7 ^{BDEF}	12.8	14.9	11.7	9.4	8.8
Developed a new course	2	74.5 ^F	73.8	76.8	71.4	71.1	69.0

(Table 3.3a continues)

Table 3.3a. Faculty Teaching: Courses (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Teach remedial/developmental skills</i>							
Writing	1	10.5 ^{BCDEF}	8.1	9.8	7.4	5.2	5.2
General academic skills	1	5.1 ^{BCDEF}	4.1	4.5	4.4	2.6	2.7
Mathematics	1	3.7 ^{BCEF}	3.0	2.3	3.6	1.4	2.4
Other subject areas	1 (T)	2.9 ^{BCEF}	2.7	2.6	2.9	2.3	2.5
Reading	3 (T)	2.9 ^{CDEF}	2.9	3.3	3.2	2.2	1.8
ESL	4 (T)	0.6 ^{BCDE}	0.9	0.4	0.8	0.8	0.6
<i>Activities in the present term (median hours per week)</i>							
Preparing for teaching	4	13.8	14.3	15.1	14.1	11.3	11.3
Scheduled teaching	4	9.6	10.7	9.9	10.8	8.4	8.6
<i>Other teaching activities</i>							
Received an award for outstanding teaching	5	39.8 ^E	40.2	39.0	41.7	45.4	42.0
Taught courses at more than one institution during the same term	2	13.4 ^{BCEF}	11.1	6.8	13.5	7.7	11.0

(Table 3.3a continues)

Table 3.3a. Faculty Teaching: Courses (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Courses teaching this term</i>							
General Education							
0	4	44.8 ^{EF}	43.2	42.9	45.2	58.0	62.3
1-2	2	44.6 ^{CDEF}	43.3	47.6	38.5	33.8	31.4
3+	3	10.7 ^{BCDEF}	13.3	9.6	16.2	8.2	6.2
Developmental/ remedial							
0	5	92.2	92.3	94.5	91.7	95.2	95.5
1-2	1	6.9 ^{BCEF}	6.1	4.8	6.6	4.2	3.5
3+	3 (T)	0.9 ^{BCDE}	1.7	0.6	1.7	0.6	0.9
Other undergraduate credit courses							
0	4	11.8 ^{CDEF}	11.3	10.1	13.2	14.8	16.2
1-2	4	57.8 ^{BDEF}	52.7	59.6	50.8	65.1	66.4
3+	3	30.5 ^{BDEF}	36.1	30.4	36.0	20.1	17.3
Graduate courses							
0	3	81.1 ^{CDEF}	82.7	94.1	70.7	47.8	39.9
1-2	4	16.0 ^{CDEF}	15.3	5.5	26.3	49.8	57.2
3+	3	2.9 ^{BCDE}	2.0	0.4	3.1	2.4	3.0
Vocational or technical courses							
0	1	96.0 ^F	94.5	95.3	94.9	91.7	90.5
1-2	6	1.1 ^{BCDEF}	2.2	1.4	2.3	3.4	4.2
3+	5	2.9 ^{BCEF}	3.3	3.3	2.8	4.9	5.2

(Table 3.3a continues)

Table 3.3a. Faculty Teaching: Courses (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Courses teaching this term</i>							
Non-credit courses							
0	1	93.1 ^F	92.0	91.3	92.9	89.1	86.8
1-2	5	6.3 ^{BCDEF}	7.2	7.9	5.9	10.0	11.2
3+	6	0.6 ^{BCDEF}	0.9	0.9	1.3	0.9	2.0

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Instructional approaches. Student-centered teaching approaches have long been understood as beneficial to student learning and development, and are more commonly utilized in four-year institutions than at universities (Lindholm & Astin, 2008). Our study reveals that, even among four-year colleges, women's colleges most strongly embrace student-centered teaching practices (see Table 3.3b). They are the most likely to utilize class discussions (85.6%), cooperative learning in small groups (56.8%), and student presentations (54.9%), and are second only to Annapolis Group institutions in the use of multiple drafts of written work (30.9%) and second only to Catholic colleges in the use of reflective writing or journaling (22.4%) and student-selected topics for course content. By contrast, faculty at women's colleges are the least likely to use extensive lecturing in their courses (40.6%).

Women's Colleges also rank first in the use of readings on women and gender issues (31.0%) and racial/ethnic issues (26.6%) in their courses. These results correspond to the relatively higher rates of women's studies and ethnic studies courses taught at women's colleges. Interestingly, though at women's colleges women are more likely than men to include gender- or race-related readings in their courses, when comparing across institutions it is the male faculty at women's colleges (not the women) who rank first in incorporating gender and race into the curriculum.

Table 3.3b. Faculty Teaching: Instructional Techniques/Methods

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>How many courses use the following (all or most)</i>							
Class discussions	1	85.6 ^F	83.9	83.1	83.7	81.7	79.3
Student presentations	1	54.9 ^{DEF}	52.6	53.9	51.3	47.2	44.7
Cooperative learning (small groups)	1	56.8 ^{BCDEF}	53.1	53.4	52.4	41.8	42.6
Term/research papers	3	40.9 ^{CF}	40.0	44.1	39.2	41.1	35.8
Extensive lecturing	6	40.6 ^{BDEF}	46.4	43.2	49.8	54.7	57.6
Group projects	4	34.5 ^{DE}	36.1	35.4	37.8	30.8	32.6
Readings on women and gender issues	1	31.0 ^{BCDEF}	21.0	25.7	21.2	19.9	17.9
Multiple drafts of written work	2	30.9 ^{BCDEF}	28.9	34.2	27.9	26.9	22.9
Readings on racial and ethnic issues	1	26.6 ^{BDEF}	22.2	25.5	23.2	20.5	19.8
Reflective writing/journaling	2	22.4 ^{BCEF}	21.0	17.4	23.8	18.1	14.9
Recitals/Demonstrations	1 (T)	21.7 ^{CF}	21.7	20.4	20.8	20.8	20.2
Student-selected topics for course content	2	16.8 ^{BCEF}	15.5	14.3	17.2	15.1	15.1

(Table 3.3b continues)

Table 3.3b. Faculty Teaching: Instructional Techniques/Methods (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A) n = 1,257 (%)	(B) n = 14,664 (%)	(C) n = 5,050 (%)	(D) n = 2,868 (%)	(E) n = 5,949 (%)	(F) n = 8,740 (%)
<i>How many courses use the following (all or most)</i>							
Community service as part of coursework	3	6.9 ^{CDF}	7.1	4.3	9.8	6.7	6.3
Teaching assistants	5	6.1 ^{CDEF}	6.2	8.1	3.2	20.4	18.5

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Evaluation methods. Another component of student-centered teaching is giving students a voice in the evaluation process. Women's colleges rank first in the use of students' self-evaluations of their work (21.6%), and a close second in the use of students' evaluations of each other's work (17.5%). By contrast, faculty at women's colleges are among the least likely to utilize multiple-choice exams (19.1%), a figure that is lower only at Annapolis Group institutions. (See Table 3.3c.)

Table 3.3c. Faculty Teaching: Evaluation Methods

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>How many courses use the following (all or most)</i>							
Essay mid-term and/or final exams	2	62.2 ^F	62.1	65.2	61.0	61.6	55.7
Short-answer mid-term and/or final exams	4	36.4 ^B	38.9	38.1	38.7	35.1	34.9
Student evaluations of their own work	1	21.6 ^{BCDEF}	19.2	15.6	20.1	17.8	16.7
Multiple-choice mid-term and/or final exams	5	19.1 ^{BCDEF}	24.2	12.6	31.1	22.3	26.8
Grading on a curve	4	17.8 ^{EF}	17.1	18.3	17.3	23.8	24.2
Student evaluations of each other's work	2	17.5 ^{CDEF}	17.6	15.9	16.1	15.6	14.8

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Research and Other Creative Work

For the most part, faculty at women's colleges rank in the middle on engagement in research-related work (see Table 3.4). Women's college faculty usually rank close to their peers at other four-year institutions and far below faculty at public and private universities when it comes to time devoted to research and other scholarly work (averaging five hours per week), numbers of publications (averaging 1-2 in the past two years), and receipt of research funding from foundations (22.8%), state or federal government (18.1%) or from industry (8.9%). Using their expertise to engage with external audiences is also fairly low among faculty from women's colleges, as they are the least likely to publish op-ed or editorial pieces (19.4%) and second least likely to engage in outside consulting (32.0%).

However, women's college faculty are second only to the Annapolis group in involving undergraduates in their research (73.1%) (see Figure 3.8). They are also the most likely of faculty at all institutions to conduct research or writing that is focused on women's/gender issues (31.0%) and racial/ethnic minority issues (23.3%). In both cases, women focus on these issues to a greater extent than men, however as reported earlier with respect to incorporating gender or race into their courses, it is the male faculty (not the female faculty) at women's colleges who rank first relative to their peers at coeducational institutions in conducting research on gender and race.

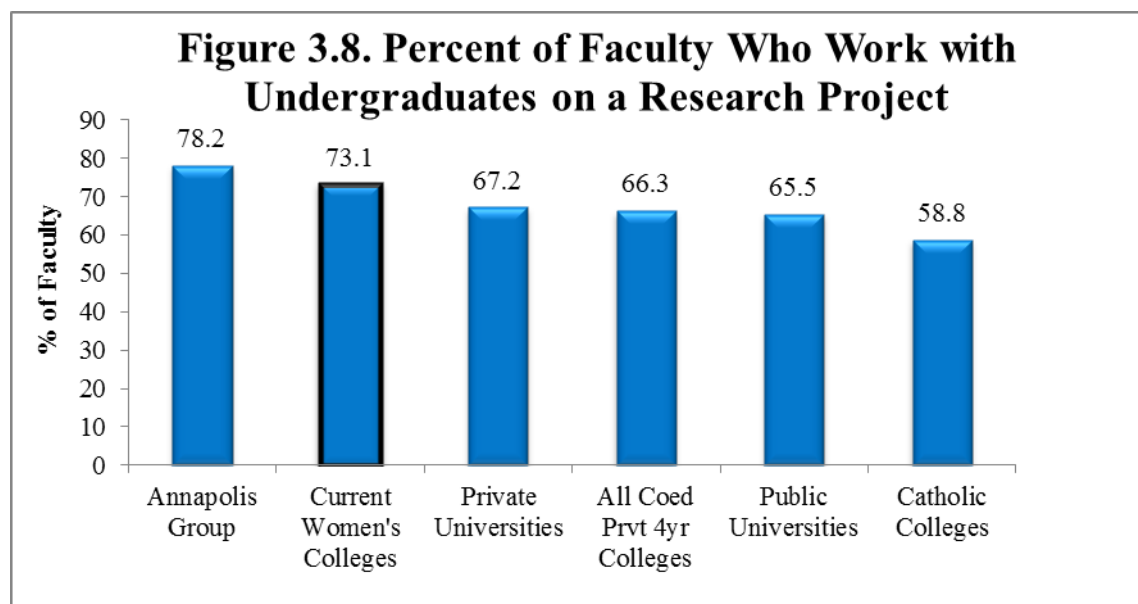


Table 3.4. Faculty Research and Other Creative Work

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Activities engaged in in the past two years</i>							
Worked with undergraduates on a research project	2	73.1 ^{BCDEF}	66.3	78.2	58.8	67.2	65.6
Collaborated with the local community in research/teaching	3	40.6 ^{CEF}	38.8	35.0	42.0	37.4	45.3
Conducted research or writing focused on:							
Women and gender issues	1	31.0 ^{BCDEF}	20.9	26.5	20.0	21.9	20.2
International/global issues	4	27.2 ^{CEF}	27.0	31.7	25.9	31.6	29.1
Racial or ethnic minorities	1	23.3 ^{BDEF}	19.1	22.8	18.6	21.3	21.0

(Table 3.4 continues)

Table 3.4. Faculty Research and Other Creative Work (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Number of publications</i>							
Articles in academic or professional journals							
0	3	20.0 ^{BCDEF}	23.4	14.8	23.0	13.6	12.4
1-2	3	22.2 ^{CEF}	23.0	20.2	22.3	14.1	12.9
3-4	4	15.8 ^{CDEF}	17.0	17.7	17.4	12.1	10.9
5-10	2	20.0 ^{CEF}	18.9	23.8	19.3	18.6	17.5
11+	4	21.9 ^{BCDEF}	17.8	23.5	17.9	41.6	46.2
Chapters in edited volumes							
0	3	52.8 ^{BCDEF}	57.4	46.8	59.3	37.9	37.4
1-2	3	26.0 ^C	25.7	29.5	26.2	24.8	25.6
3-4	4	10.7 ^{BCDEF}	9.9	13.5	8.9	15.4	15.2
5-10	3	7.9 ^{BDEF}	5.2	7.8	3.9	13.7	13.5
11+	3	2.7 ^{BCDEF}	1.8	2.4	1.8	8.1	8.4
Books, manuals, or monographs							
0	3	63.0 ^{EF}	64.9	59.6	65.4	48.2	50.7
1-2	4	24.6 ^{CEF}	24.5	28.3	24.2	29.6	28.6
3-4	3	8.5 ^{BCEF}	6.2	7.1	6.3	11.2	11.2
5-10	6	2.9 ^{BCDEF}	3.3	3.8	3.1	7.9	6.8
11+	4 (T)	1.0 ^{CDEF}	1.0	1.1	1.0	3.2	2.7

(Table 3.4 continues)

Table 3.4. Faculty Research and Other Creative Work (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Number of publications</i>							
Other, such as patents, or computer software products							
0	1	88.7 ^{EF}	88.5	88.5	88.4	82.0	80.6
1-2	5	7.2 ^{EF}	7.3	7.6	6.2	9.5	11.1
3-4	4	2.3 ^{BCEF}	2.1	2.1	2.8	4.2	4.2
5-10	4 (T)	1.1 ^{CEF}	1.1	1.0	1.5	2.3	2.4
11+	6	0.7 ^{BCEF}	0.9	0.8	1.0	2.1	1.6
Number of exhibitions or performances in the fine or applied arts in the last two years							
0	5	79.2	78.5	80.2	82.7	79.8	81.3
1-2	3 (T)	4.4 ^{CDF}	4.4	3.4	4.8	4.6	3.9
3-4	1 (T)	2.7 ^{CDEF}	2.7	2.2	2.5	2.3	2.1
5-10	6	2.0 ^{BCDEF}	2.9	2.6	2.5	2.4	2.2
11+	1	11.7 ^{DF}	11.5	11.5	7.5	11.1	10.4

(Table 3.4 continues)

Table 3.4. Faculty Research and Other Creative Work (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
Number of professional writings published or accepted for publication in the last two years							
0	3	39.6 ^{CDEF}	42.1	31.8	42.7	24.7	22.5
1-2	2	35.4 ^{CEF}	34.3	38.3	33.9	28.8	27.0
3-4	4	16.8 ^{CEF}	16.2	20.8	15.9	23.7	25.2
5-10	4	7.2 ^{BCDEF}	6.1	7.8	6.2	18.0	19.7
11+	6	0.9 ^{BCDEF}	1.3	1.3	1.3	4.7	5.6
<i>Activities in the present term (median hours per week)</i>							
Research and scholarly writing	4	5.0	4.6	5.3	4.7	9.1	9.7
Other creative products/performances	3 (T)	2.1	2.1	1.8	1.9	2.4	2.2
<i>Activities in the present term (median hours per week)</i>							
Outside consulting/freelance work	3 (T)	1.3	1.3	0.9	1.4	1.7	1.3
Consultation with clients/patients	5	0.7	0.8	0.4	1.1	0.9	1.1

(Table 3.4 continues)

Table 3.4. Faculty Research and Other Creative Work (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Received funding for your work from</i>							
Foundations	4	22.8 ^{BCDEF}	19.6	26.3	15.4	24.9	27.0
State or federal government	4	18.1 ^{BDEF}	14.8	19.1	14.4	25.5	41.7
Business or industry	3	8.9 ^{CEF}	8.7	6.8	8.5	15.7	20.9
<i>Do you (yes)</i>							
Use your scholarship to address local community needs	4	41.2 ^{CDF}	43.4	33.8	47.4	40.7	47.6
<i>Activities in the past two years</i>							
Engaged in paid consulting outside of your institution	5	32.0 ^{CEF}	32.5	29.4	32.4	40.8	44.0
Published op-ed pieces or editorials	6	19.4 ^{EF}	20.0	19.8	19.5	22.2	22.2
<i>To a great extent</i>							
Engage in academic work that spans multiple disciplines	3	40.4 ^{CE}	42.5	35.9	42.9	37.6	40.2

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Service and Advising

As shown in Table 3.5, faculty involvement in service and advising is largely similar across the institutional categories. Faculty at women's colleges report spending 4.4 hours per week engaged in student advising and counseling, 3.9 hours per weeks engaged in committee work and meetings, 3.9 hours per week involved in other administration, and 2.0 hours per week engaged in community or public service. None of these levels differs significantly from what is reported by faculty in the coeducational institutions. Faculty at women's colleges also ranked around the middle in advising student groups involved in community service or volunteer work, with 40.4 percent engaging in this activity in the prior two years.

Table 3.5. Faculty Service and Advising

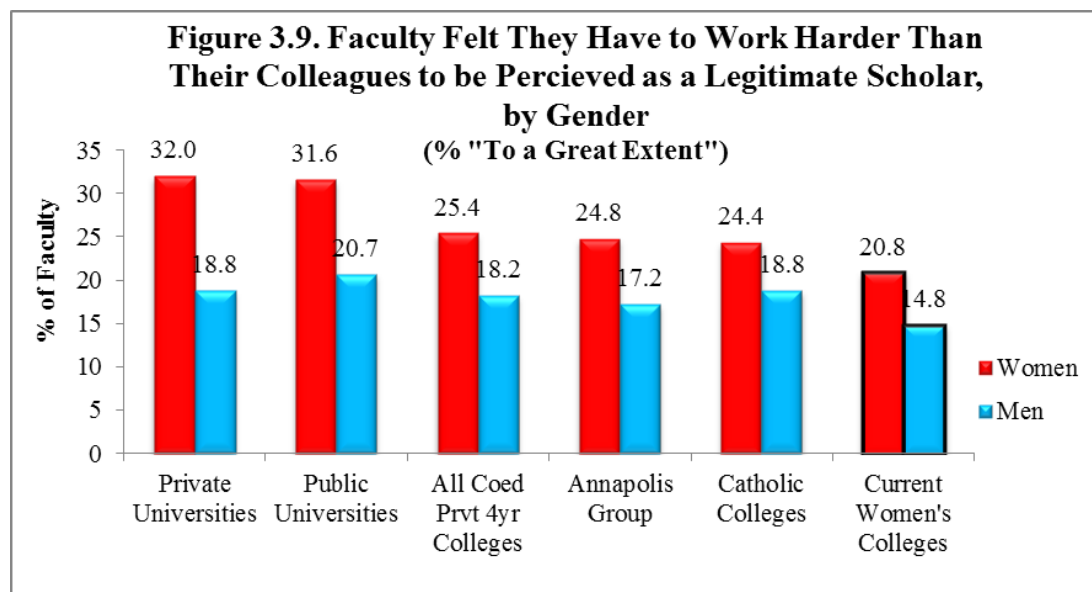
Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Activities engaged in in the past two years</i>							
Engaged in public service/ professional consulting without pay	5	51.4 ^{CF}	52.2	46.4	53.7	54.1	62.0
Advised student groups involved in service/ volunteer work	3	40.4 ^{CE}	42.5	35.9	42.9	37.6	40.2
<i>Activities engaged in in the past two years (median hours per week)</i>							
Advising and counseling of students	1 (T)	4.4	4.3	4.2	4.4	4.1	4.1
Committee work and meetings	2	3.9	3.5	3.4	3.8	3.5	4.0
Other administration	1	3.9	3.6	3.1	3.6	3.1	3.5
Community or public service	5	2.0	2.1	1.7	2.3	2.2	2.1

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Professional and Personal Well-Being

The faculty survey includes a series of questions related to the more personal aspects of faculty lives, with questions on health, spirituality, and values (see Table 3.6). Women's college faculty rank near the middle on the majority of items in this category, but rank first in feeling that they experience a great deal of joy in their work (70.3%), though faculty at all institutional groups except public universities report nearly the same level of enjoyment. The majority of women's college faculty also report that their work adds meaning to their life (72.5%), that they engage to a great extent in self-reflection (70.8%), that they feel good about the direction in which their life is headed (66.1%), and that they experience close alignment between their work and personal values (63.6%). These figures are once again similar across most institutions but are significantly lower at public universities. Another marker of professional satisfaction is that women's college faculty are the least likely of all groups to feel that they have to work harder than their colleagues to be perceived as legitimate scholars (18.5%), though women are more likely to feel this way than men (20.8% versus 14.8%), a gender gap apparent at all institutions (see Figure 3.9).



Despite several indicators of personal satisfaction, faculty at women's colleges are among the least likely to say that they have achieved a healthy balance between their

personal and professional lives (36.1%). Lower rates are reported only for faculty at Annapolis Group institutions. Some reasons for this are evident later in the report under the category “Sources of Stress and Satisfaction.”

Table 3.6. Faculty Professional and Personal Wellbeing

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>To a great extent</i>							
Feel that your work adds meaning to your life	3	72.5 ^F	72.7	72.0	71.9	74.7	66.4
Engage in self-reflection	3	70.8 ^F	71.1	68.8	73.2	69.5	65.2
Experience joy in your work	1	70.3 ^F	70.2	68.7	69.0	70.2	63.5
Feel good about the direction in which your life is headed	4	66.1 ^F	66.2	63.4	66.6	66.2	61.1
Experience close alignment between your work and your personal values	3	63.6 ^F	65.6	61.3	63.0	64.4	54.6
Eat a well-balanced diet	3	47.8 ^D	44.4	47.9	43.1	49.4	46.7
Consider yourself a spiritual person	4	46.1 ^{BCDF}	54.2	38.9	55.2	46.8	40.7
Engage in regular exercise	2 (T)	41.7	40.0	41.5	40.4	43.2	41.7
Achieve a healthy balance between your personal life and your professional life	5	36.1 ^{CDE}	36.5	32.4	40.6	41.2	36.9
Get adequate amounts of sleep	2 (T)	33.3 ^C	32.1	31.2	31.9	33.3	33.5

(Table 3.6 continues)

Table 3.6. Faculty Professional and Personal Wellbeing (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>To a great extent</i>							
Consider yourself a religious person	4	31.9 ^{BCDEF}	42.9	27.6	42.1	37.7	27.9
Seek opportunities to grow spiritually	4	29.4 ^{BCDEF}	36.9	24.1	36.9	34.8	24.5
Engage in prayer/meditation	4	23.1 ^{BCDEF}	31.1	17.9	31.4	29.7	20.0
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	6	18.5 ^{CDEF}	21.3	20.5	21.4	23.8	25.0
<i>Agree strongly or agree somewhat</i>							
My values are congruent with the dominant institutional values	4	72.6 ^{DF}	77.0	74.4	78.3	69.8	56.9

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Goals and Values

What really matters to women's college faculty? The Faculty Survey includes more than a dozen questions that address faculty's goals and values related to their own personal and professional lives (see Table 3.7). Just like faculty across all institution types, faculty at women's colleges rank the following three goals as most important: being a good teacher (98.9%), being a good colleague (93.6%), and serving as a role model to students (86.3%).

Significant numbers of faculty at women's colleges also place value on developing a meaningful philosophy of life (74.0%), helping others who are in difficulty (66.6%), and raising a family (65.7%), although the latter goal is less important to women's college faculty than to faculty at coeducational colleges.

Where faculty at women's colleges distinguish themselves is in their commitment to social activism. They are the most likely of all faculty groups to consider the following goals as essential or very important: helping to promote racial understanding (62.5%), becoming involved in programs to clean up the environment (33.5%), and influencing the political structure (21.0%). They are also the second most likely (behind only Catholic colleges) to express a strong commitment to influencing social values (41.6%).

Interestingly, women's colleges rank first or second on these items primarily because of the values of their women faculty, whereas male faculty at women's colleges rank among the lowest on most of these items relative to men at coeducational institutions. As such, the faculty gender gap on these social activist orientations is larger at women's colleges than at coeducational colleges.

Table 3.7. Faculty Goals and Values

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Goals (essential or very important)</i>							
Being a good teacher	3 (T)	98.9	99.0	98.9	99.1	97.9	97.1
Being a good colleague	1 (T)	93.6	93.0	92.0	93.6	91.5	90.3
Serving as a role model to students	3	86.3	88.9	84.4	89.8	85.9	84.3
Developing a meaningful philosophy of life	3	74.0 ^{CF}	74.8	69.6	75.7	71.2	66.2
Helping others who are in difficulty	3	66.6 ^{DF}	68.4	63.5	71.7	64.7	61.1
Raising a family	6	65.7 ^E	70.4	69.4	66.0	72.7	69.5
Helping to promote racial understanding	1	62.5 ^{BEF}	57.8	59.2	59.1	53.9	51.5
Achieving congruence between my own values and institutional values	3	59.5 ^{CDEF}	61.3	53.9	64.4	55.0	47.3
Becoming an authority in my field	3	48.0 ^{DEF}	44.6	45.6	43.1	61.5	63.2

(Table 3.7 continues)

Table 3.7. Faculty Goals and Values (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Goals (essential or very important)</i>							
Obtaining recognition from my colleagues for contributions to my special field	3	46.6 ^{BDEF}	42.2	45.5	40.7	55.2	56.4
Integrating spirituality into my life	4	45.9 ^{BCDF}	54.4	38.9	56.5	48.4	38.5
Influencing social values	2	41.6 ^{CEF}	41.4	37.6	43.2	39.0	32.9
Becoming involved in programs to clean up the environment	1	33.5 ^{BCDEF}	28.0	28.6	29.1	24.6	28.9
<i>Goals (essential or very important)</i>							
Becoming very well off financially	5	33.4 ^{DEF}	34.9	33.2	36.4	40.3	43.5
Influencing the political structure	1	21.0 ^{BCDEF}	18.0	18.3	19.5	18.7	18.3

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Goals for Undergraduate Education

The survey asks faculty to indicate the importance of sixteen developmental goals for undergraduates. As shown in Table 3.8, faculty at women's colleges demonstrate an especially strong commitment to student development, ranking first or second on half of the items in this category. They are the most likely to consider the following goals of undergraduate education as essential or very important: developing the ability to think critically (99.5%, the most important goal indicated by faculty across all groups), promoting the ability to write effectively (93.4%), developing a basic appreciation of the liberal arts (78.9%), developing creative capacities (73.0%), preparing students for graduate or advanced education (72.1%), and enhancing students' knowledge and appreciation of other racial/ethnic groups (68.3%). Further, they are second only to faculty at Catholic colleges in their commitment to enhance students' self-understanding (66.9%) and instilling in students a commitment to community service (42.7%). Women were more likely than men to place importance on community service across all comparison groups, however the gender gap was by far the greatest at women's colleges, a 17.0 percentage point gap (49.3% women versus 32.3% men).

Table 3.8. Faculty Goals for Undergraduate Education

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Goals (essential or very important)</i>							
Develop ability to think critically	1 (T)	99.5	99.2	99.5	99.3	98.8	99.0
Help master knowledge in a discipline	5	93.9	94.2	93.3	94.9	94.1	94.6
Promote ability to write effectively	1	93.4 ^{EF}	90.6	92.4	90.8	86.7	86.7
Instill a basic appreciation of the liberal arts	1	78.9 ^{BDEF}	70.9	78.3	68.1	59.9	49.9
Develop creative capacities	1	73.0 ^D	67.9	69.6	66.2	70.8	69.0
Prepare students for graduate or advanced education	1	72.1 ^{DEF}	67.5	69.5	65.5	65.1	61.3
Enhance students' knowledge of and appreciation for other racial/ethnic groups	1	68.3 ^{CEF}	63.5	61.7	66.7	55.6	55.2
Enhance students' self-understanding	2	66.9 ^{CEF}	65.0	61.3	67.5	60.1	52.6
Prepare students for employment after college	4	65.1 ^{CDF}	68.6	54.3	75.8	63.8	70.3
Prepare students for responsible citizenship	3	63.9 ^{DEF}	65.7	62.5	69.9	59.3	55.1

(Table 3.8 continues)

Table 3.8. Faculty Goals for Undergraduate Education (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Goals (essential or very important)</i>							
Develop moral character	4	60.0 ^{BCDF}	67.1	54.4	73.2	62.7	50.7
Help students develop personal values	3	56.9 ^{CDF}	61.3	50.8	65.6	55.6	44.1
Facilitate search for meaning/purpose in life	3	44.8 ^{BCDF}	50.5	41.8	51.9	43.6	28.8
Provide for students' emotional development	3	43.6 ^{CEF}	42.9	34.9	46.4	37.7	29.8
Instill in students a commitment to community service	2	42.7 ^{CDEF}	42.6	33.4	49.6	38.0	32.2
Enhance spiritual development	4	30.0 ^{BCDEF}	38.1	21.3	41.1	33.1	13.6

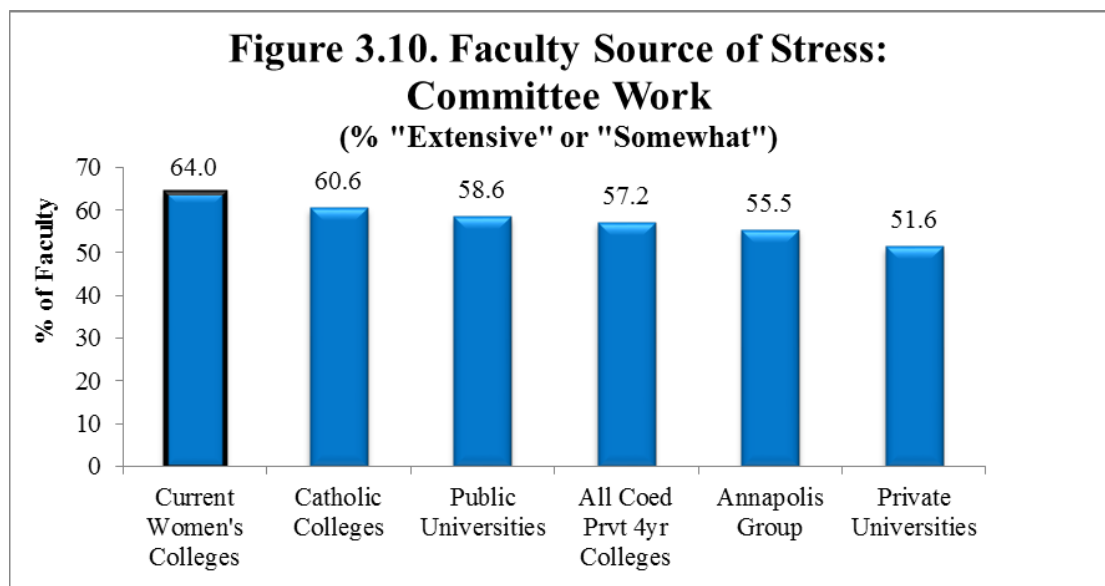
(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Sources of Stress

The Faculty Survey includes a list of nearly two-dozen potential sources of stress in faculty members' lives, encompassing both personal and professional stressors (see Table 3.9). For faculty at women's colleges, the greatest source of stress is their own self-imposed high expectations, with 81.5 percent of faculty reporting this as a "somewhat" or "extensive" source of stress. This does not significantly differ from any of the coeducational comparison groups, and is the most frequently cited stressor across all institutions.

Regarding the specific demands of their jobs, faculty at women's colleges are the most likely to consider committee work (64.0%) as a significant source of stress (see Figure 3.10). Women's college faculty are also the most likely to report faculty meetings (54.5%, tied with Catholic colleges) and keeping up with information technology (59.4%) as sources of stress. Women's colleges also ranked first in listing job security as a source of stress; almost one-third (32.0%) of faculty at women's colleges are stressed about job security. However, results suggest that this issue must be considered separately by gender. Specifically, even though women report higher rates of stress about job security than men (33.5% vs. 29.6%), when comparing faculty across institutions, we find that it is only the male faculty at women's colleges who exhibit higher stress about job security than their counterparts at coeducational colleges; female faculty at women's colleges, on the other hand, feel more secure in their positions than their peers at other institutions. This echoes the earlier finding that institutional loyalty is strongest among women at women's colleges relative to their coeducational peers.



When it comes to stress related to personal and family life, women's colleges frequently appear on the higher end of the stress spectrum, as they are the most or second-most likely to indicate the following as sources of stress: lack of personal time (78.7%), managing household responsibilities (78.0%), being part of a dual career couple (40.1%), caring for an elderly parent (34.6%), child care (32.4%), and marital friction (22.4%). However, they are the least likely to report stress associated with these aspects of their personal life: finances (56.2%) and children's problems (28.2%).

At women's colleges (and all institutions), gender gaps are evident across nearly all aspects of stress, with the largest gaps reflecting women's greater sense of stress as related to: changes in work responsibilities (48.1% of women vs. 43.0% of men), keeping up with information technology (64.3% vs. 52.1%), lack of personal time (83.2% vs. 71.8%), teaching load (68.5% vs. 57.3%), and self-imposed high expectations (85.5% vs. 75.5%). Men exhibited significantly higher levels of stress than women in only one category: stress related to the health of their spouse/partner (27.1% of women vs. 40.8% of men), the largest gender gap observed across all institutional groups. (See Figure 3.11.)

**Figure 3.11. Gender Gaps in Sources of Faculty Stress
at Women's Colleges**
(% "Extensive" or "Somewhat")

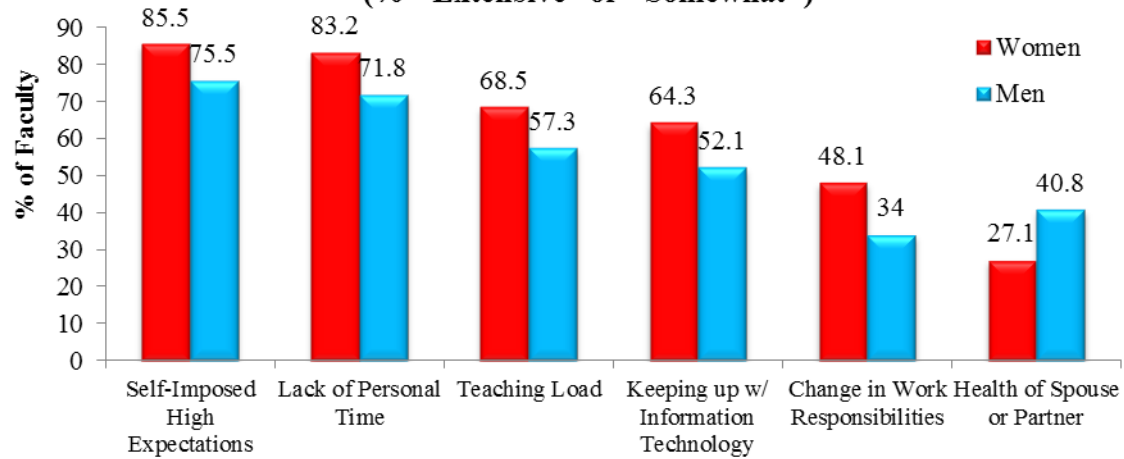


Table 3.9. Faculty Sources of Stress

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Sources of stress in the past two years (extensive or somewhat)</i>							
Self-imposed high expectations	3	81.5	81.6	84.5	77.4	79.4	80.9
Lack of personal time	2	78.7 ^{EF}	77.4	81.1	73.9	72.0	73.5
Managing household responsibilities	2	78.0 ^{EF}	76.2	79.0	73.3	71.7	72.4
Committee work	1	64.0 ^{BCEF}	57.2	55.5	60.6	51.6	58.6
Teaching load	4	64.0 ^{BCE}	70.1	71.7	67.3	59.5	62.9
Institutional procedures and “red tape”	3	61.4 ^{CF}	59.1	53.3	63.2	60.7	70.3
Research or publishing demands	4	61.4 ^{BCEF}	56.9	66.9	58.1	67.2	70.1
Keeping up with information technology	1	59.4 ^{CE}	56.7	53.9	58.9	53.1	57.3
Personal finances	6	56.2 ^{BC}	61.4	59.9	58.7	57.7	57.3
Faculty meetings	1 (T)	54.5 ^{BCEF}	48.6	44.3	54.5	45.8	49.4
Working with underprepared students	3	51.3 ^{CDE}	51.4	40.2	59.3	37.8	51.1
My physical health	5	49.3	49.9	50.3	50.6	49.0	50.7
Review/promotion process	3	44.7 ^F	44.3	45.3	44.6	44.2	48.5
Change in work responsibilities		42.5 ^{CEF}	40.4	36.2	42.0	35.5	39.2

(Table 3.9 continues)

Table 3.9. Faculty Sources of Stress (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Sources of stress in the past two years (extensive or somewhat)</i>							
Being part of a dual career couple	2	40.1 ^{CDEF}	39.3	43.9	36.5	34.3	35.6
Care of elderly parent	1	34.6 ^{CEF}	32.7	31.5	33.7	32.1	32.6
Health of spouse/partner	5	32.5 ^F	33.4	33.3	32.2	34.1	34.9
Child care	2	32.4 ^{CDF}	32.2	35.6	30.2	31.6	29.4
Job security	1	32.0 ^{CEF}	30.8	28.9	31.9	29.9	29.1
Children's problems	6	28.2 ^{BCE}	31.7	32.4	29.7	32.8	29.9
Subtle discrimination (e.g., prejudice, racism, sexism)	5	23.0 ^F	23.1	23.9	22.5	24.2	27.6
Marital Friction	2	22.4 ^D	22.0	23.4	20.8	21.4	22.2
<i>Have you (yes)</i>							
Been sexually harassed at this institution	4 (T)	4.3 ^{CDF}	4.3	4.6	4.8	4.2	6.0

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Workplace Satisfaction

To what degree are faculty at women's colleges satisfied with their professional lives? As shown in Table 3.10, women's college faculty rank near the middle relative to their peers at other institutions on the majority of the sixteen aspects of job satisfaction included on the survey. To some extent, this is a reflection of the high degree of job satisfaction reported by faculty across the board. The greatest sources of professional satisfaction for women's college faculty are their autonomy and independence (88.2% indicating satisfied or very satisfied), competency of colleagues (82.8%), and professional relationships with other faculty (82.3%), with the latter actually ranking highest among faculty at women's colleges relative to faculty at the comparison groups. Satisfaction with office/lab space is also among the highest of the comparison groups, with 73.7 percent of women's college faculty satisfied with their space allocation, second only to faculty at Annapolis Group institutions.

Women's college faculty rank at the lower end relative to their peers when it comes to satisfaction with clerical/administrative support (51.6%, lower only at public universities), opportunity for scholarly pursuits (46.9%), and visibility for jobs at other institutions (46.0%); satisfaction with the latter two aspects is lower only at Catholic colleges. Of all aspects of satisfaction, faculty at women's colleges are the least satisfied with availability of child care at the institution (28.3%), though notably this figure is higher than is observed among faculty at any other four-year colleges; faculty at women's colleges are in fact closer to their public and private university peers in satisfaction with child care.

Satisfaction levels are similar for women and men across a number of areas, however women report far less satisfaction than men with their opportunity for scholarly pursuits (41.9% of women vs. 54.6% of men), salary and fringe benefits (42.4% vs. 54.8%), teaching load (55.0% vs. 65.9%), availability of child care (24.5% vs. 34.3%), and clerical/administrative support (47.9% vs. 57.5%). In three of these areas—salary/benefits, teaching load, and clerical support—the gender gap is notably larger at women's colleges than at comparison institutions.

Table 3.10. Faculty Workplace Satisfaction

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Very satisfied or satisfied</i>							
Autonomy and independence	3	88.2	88.5	92.2	85.5	87.6	86.4
Competency of colleagues	3	82.8 ^F	83.0	86.1	80.5	80.4	76.9
Professional relationships with other faculty	1	82.3 ^{EF}	81.0	79.9	81.0	75.7	73.9
Overall job satisfaction	3 (T)	79.9 ^F	80.8	82.5	79.4	79.9	74.7
Opportunity to develop new ideas	3	79.2	78.3	81.8	75.9	79.9	78.0
Office/lab space	2	73.7 ^{DEF}	71.2	75.2	67.4	69.1	65.0
Social relationships with other faculty	3	69.5 ^{EF}	69.9	68.3	71.0	63.8	61.6
Quality of students	4	60.6 ^{CDEF}	61.1	74.3	51.2	71.1	49.1
Teaching load	3	59.2 ^{BCD}	51.2	51.0	52.9	62.8	60.0
Relationship with administration	3	58.2 ^{CF}	62.3	63.8	56.7	55.7	51.8
Prospects for career advancement	3	55.8 ^C	55.4	60.4	53.8	56.6	53.4
Clerical/ administrative support	5	51.6 ^{BC}	57.1	63.5	52.4	54.5	50.2

(Table 3.10 continues)

Table 3.10. Faculty Workplace Satisfaction (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Very satisfied or satisfied</i>							
Salary and fringe benefits	4	47.3 ^{CE}	50.2	58.2	46.4	52.6	46.3
Opportunity for scholarly pursuits	5	46.9 ^{CDEF}	49.1	53.7	43.8	61.8	61.8
Visibility for jobs at other institutions/ organizations	5	46.0 ^{EF}	46.5	48.2	45.4	55.7	54.1
Availability of child care at this institution	3	28.3 ^{BCDE}	22.0	25.8	23.5	32.8	29.2

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Perceptions of the Institution

The survey includes several dozen indicators of faculty perceptions of the culture and climate of their institution. These are categorized below in terms of four sub-categories: Teaching and Learning, Faculty and Governance, Climate for Diversity and Student Support, and Institutional Priorities.

Teaching and learning. Faculty at women's colleges rank fairly high relative to their peers on the value they perceive that the institution places on teaching (see Table 3.11a). They are the most likely of all groups to feel that their teaching is valued by faculty in their department (92.0%), and are tied with Annapolis group in the high percentage of faculty who believe that other faculty are strongly interested in the academic problems of undergraduates (93.3%). In addition, women's college faculty are second only to faculty at Annapolis Group colleges in reporting that it is easy for students to see faculty outside of regular office hours (81.6%) (see Figure 3.12) and that faculty are rewarded for being good teachers (25.0%). The latter percentage is still quite low, suggesting that most faculty at women's colleges (and all institutions) do not believe their teaching efforts are appropriately rewarded by their institutions.

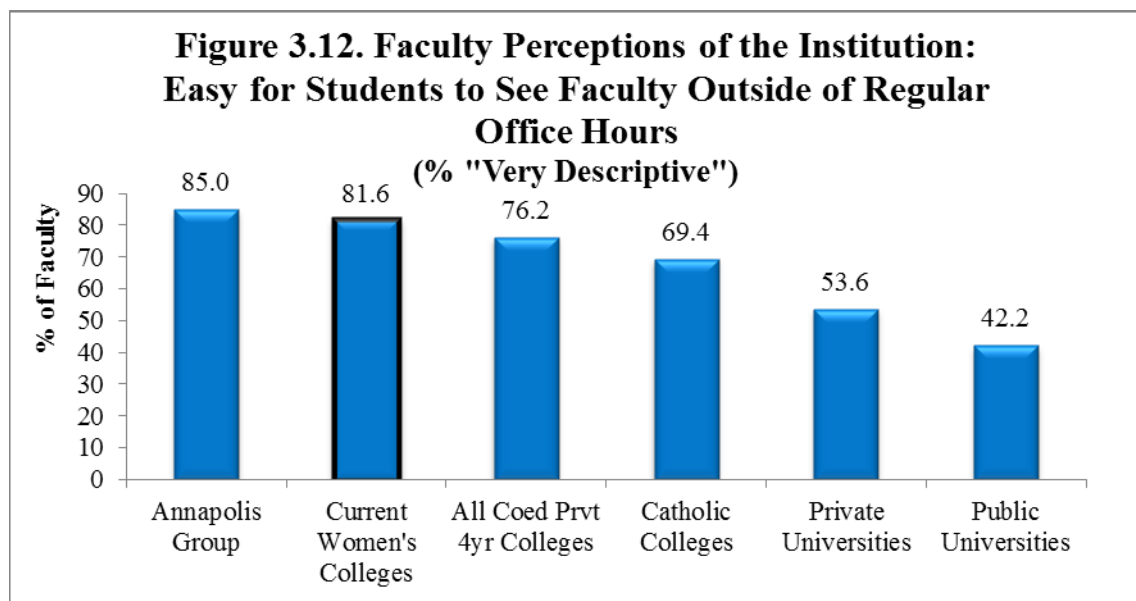


Table 3.11a. Faculty Perceptions of Institution: Teaching and Learning

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Very descriptive</i>							
It is easy for students to see faculty outside of regular office hours	2	81.6 ^{DEF}	76.2	85.0	69.4	53.6	42.2
Faculty are rewarded for being good teachers	2	25.0 ^{CDEF}	24.8	34.4	17.7	16.0	11.1
<i>Agree strongly or agree somewhat</i>							
Faculty here are strongly interested in the academic problems of undergraduates	1 (T)	93.3 ^{EF}	90.9	93.3	89.1	80.7	66.1
My teaching is valued by faculty in my department	1	92.0 ^{EF}	90.5	91.5	88.8	84.0	80.3
My research is valued by faculty in my department	2	74.8 ^{DF}	73.2	78.5	68.9	72.0	70.0
This institution takes responsibility for educating underprepared students	3	61.3 ^{EF}	61.8	57.9	63.6	53.5	50.3

(Table 3.11a continues)

Table 3.11a. Faculty Perceptions of Institution: Teaching and Learning (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Agree strongly or agree somewhat</i>							
Faculty feel that most students are well-prepared academically	4	44.2 ^{BCDEF}	50.9	66.7	36.7	62.8	33.1
Most of the students I teach lack the basic skills for college level work	3	27.4 ^{CDEF}	25.9	14.5	36.3	18.6	34.6
This institution should not offer remedial/developmental education	5	27.4 ^{CDEF}	28.8	40.0	20.1	33.6	29.5

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Faculty and governance. When it comes to issues of governance, the majority of faculty at women's colleges believe that the criteria for advancement and promotion decisions are clear (73.7%), that their department does a good job of mentoring new faculty (69.9%), and that faculty at their institution respect each other (58.6%); women's colleges rank first or second relative to their peers on each of these items (see Table 3.11b). Women's college faculty are also among the least likely to describe their department as having a difficult time recruiting faculty (29.6%) or retaining faculty (19.4%). Only a small proportion of faculty at women's colleges describe the faculty at their institution as being "typically at odds" with campus administration (16.5%), though notably this figure is among the highest reported across all institutions, second only to Catholic colleges. Taken together, these findings portray women's college faculty as feeling generally supported, but at the same time comfortable challenging the campus administration when necessary.

Table 3.11b. Faculty Perceptions of Institution: Faculty and Governance

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Very descriptive</i>							
Faculty here respect each other	2	58.6 ^F	59.1	58.2	56.1	55.6	45.5
The faculty are typically at odds with campus administration	2	16.5 ^{BCEF}	11.3	8.5	16.8	12.5	15.5
<i>Agree strongly or agree somewhat</i>							
The criteria for advancement and promotion decisions are clear	1	73.7 ^{EF}	70.5	72.4	69.1	68.4	67.4
My department does a good job of mentoring new faculty	2	69.9 ^{EF}	68.1	70.9	66.2	60.2	53.3
Faculty are sufficiently involved in campus decision making	3	61.0 ^{CDEF}	61.7	71.2	50.9	44.1	43.3
There is adequate support for faculty development	3	59.1 ^{CF}	61.9	70.9	57.0	56.4	48.5
My department has difficulty recruiting faculty	5	29.6 ^{BCDEF}	34.9	26.2	39.1	35.5	42.7

(Table 3.11b continues)

Table 3.11b. Faculty Perceptions of Institution: Faculty and Governance (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Very descriptive</i> My department has difficulty retaining faculty	5	19.4 ^{CDEF}	19.6	17.8	21.6	21.7	33.6

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Climate for diversity and student support. As evident in Table 3.11c, faculty at women's colleges rank first in describing their institutions as having respect for the expression of diverse values and beliefs (44.1%); this sentiment is significantly stronger at women's colleges than at the comparison institutions (see Figure 3.13). Despite evidence of a supportive climate for diversity, women's college faculty also rank first in their perception that there is a lot of racial conflict on their campus (13.5%). Though seemingly contradictory perceptions, these aspects of campus climate likely reflect both the benefits and challenges inherent in more racially and ethnically diverse student bodies (which are especially prevalent at women's colleges (Sax, 2013)). In addition, more than half of faculty at women's colleges (59.8%) believe that racial and ethnic diversity should be more strongly reflected in the curriculum, with women more strongly endorsing curricular diversity than men (64.8% vs. 51.9%). This commitment to curricular diversity is on par with the beliefs of faculty at other four-year colleges, but is significantly higher than is found among faculty at coeducational public and private universities.

When it comes to broader aspects of climate, the data suggest that faculty at women's colleges perceive their institutions as being strongly oriented towards students' individual needs. A full 91.4 percent of women's college faculty believe that faculty at their institution are interested in students' personal problems (on par with other four-year colleges and significantly higher than at universities). By the same token, faculty at women's colleges uniformly disagree with the sentiment that their students are treated like "numbers in a book," with only 0.6 percent of faculty espousing this view, significantly lower than all comparison groups.

**Figure 3.13. Faculty Perceptions of the Institution:
There is Respect for the Expression of Diverse Values
and Beliefs**

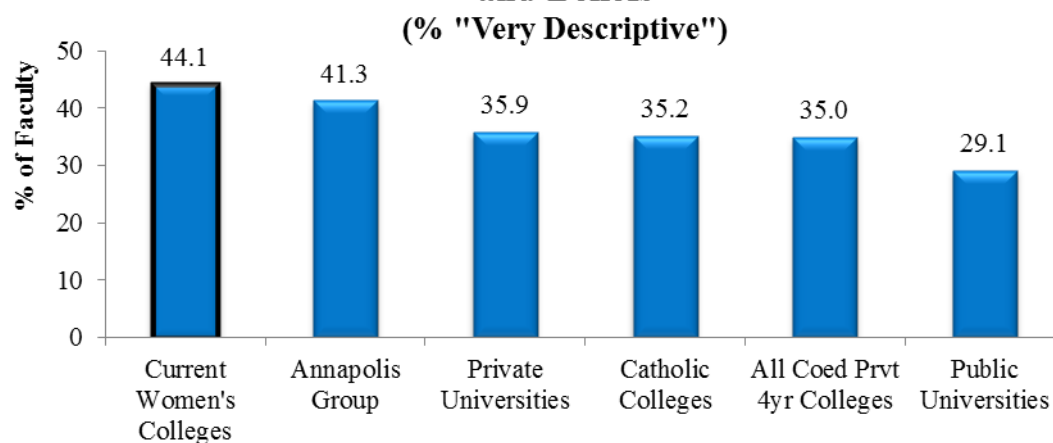


Table 3.11c. Faculty Perceptions of Institution: Climate for Diversity and Student Support

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Very descriptive</i>							
There is respect for the expression of diverse values and beliefs	1	44.1 ^{BCDEF}	35.0	41.3	35.2	35.9	29.1
Faculty are rewarded for their efforts to work with underprepared students	2	6.1 ^{CEF}	5.7	5.7	6.3	3.1	3.0
Social activities are overemphasized	5	6.0 ^{BCDEF}	8.9	11.6	5.2	6.4	7.9
Most students are treated like "numbers in a book"	6	0.6 ^{BCDEF}	1.0	0.7	1.2	2.0	5.8
<i>Agree strongly or agree somewhat</i>							
Faculty are interested in students' personal problems	3 (T)	91.4 ^{EF}	92.2	91.4	91.8	79.1	66.6
Racial and ethnic diversity should be more strongly reflected in the curriculum	4	59.8 ^{EF}	62.0	63.2	62.2	53.0	51.3

(Table 3.11c continues)

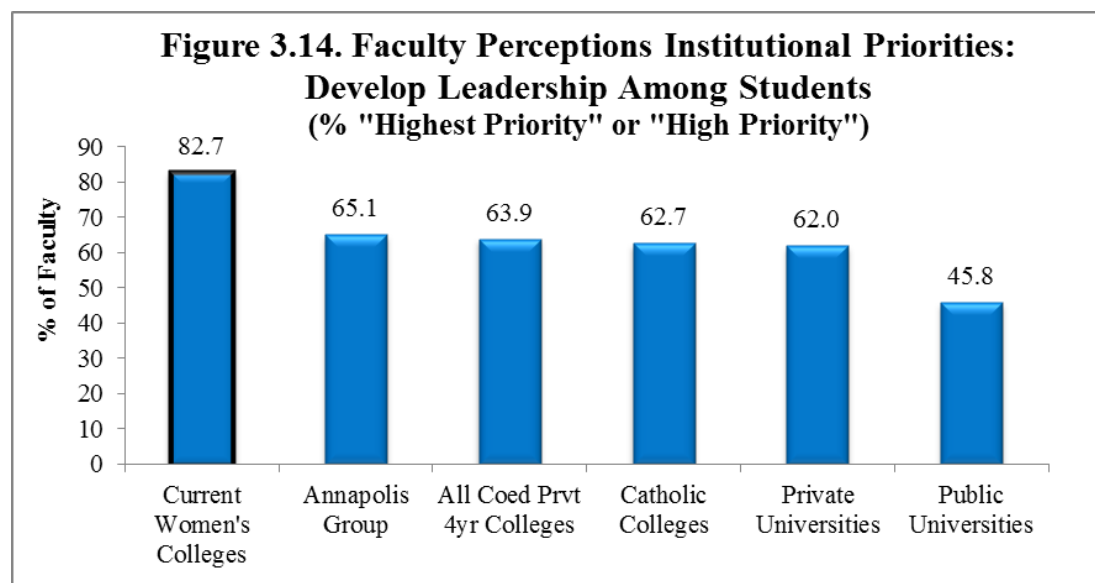
Table 3.11c. Faculty Perceptions of Institution: Climate for Diversity and Student Support (continued)

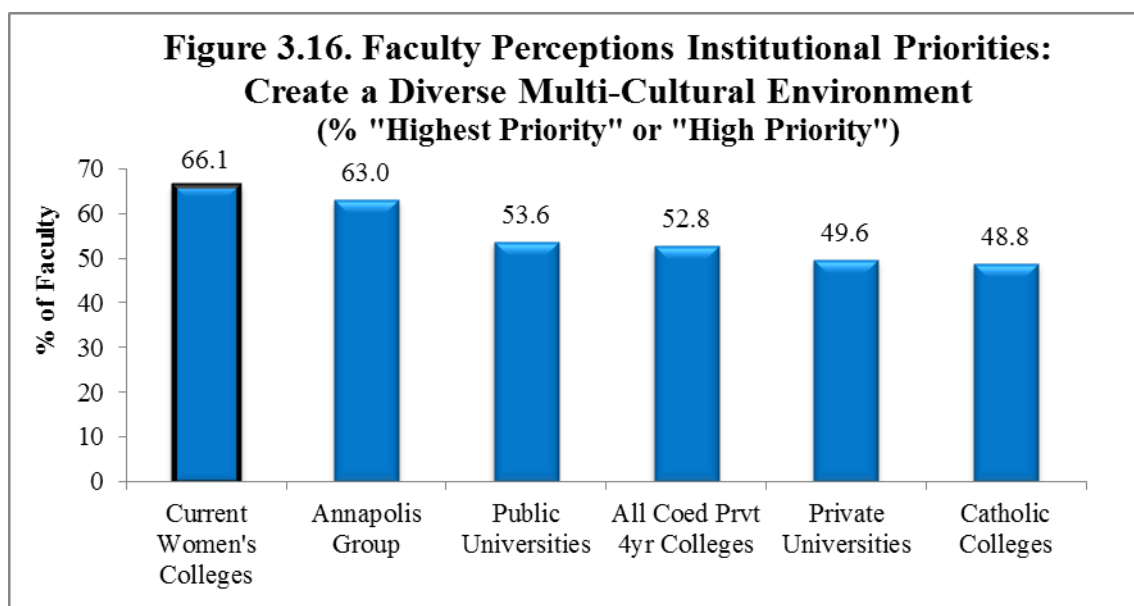
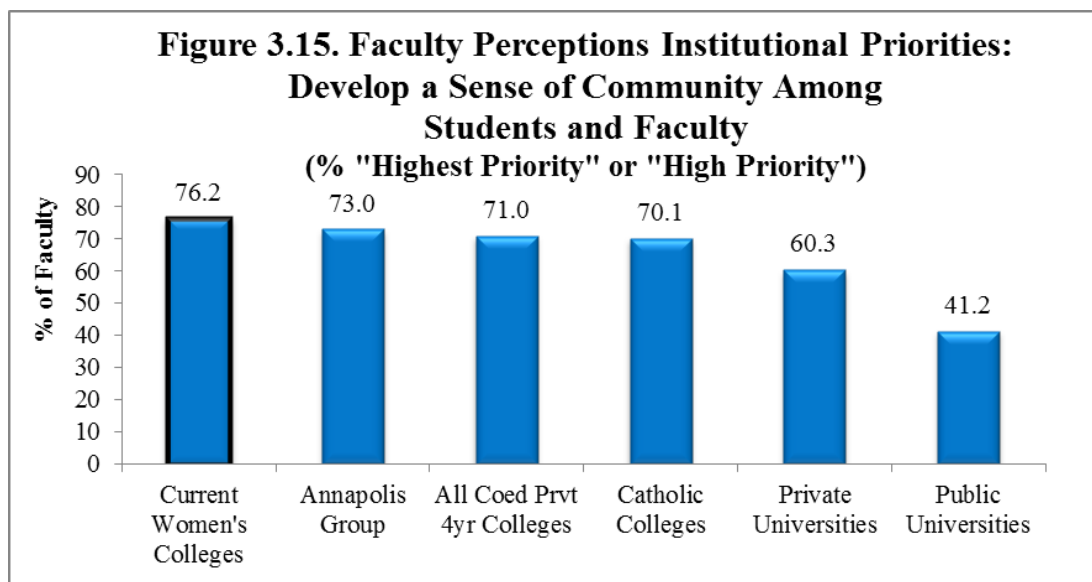
Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A) n = 1,257 (%)	(B) n = 14,664 (%)	(C) n = 5,050 (%)	(D) n = 2,868 (%)	(E) n = 5,949 (%)	(F) n = 8,740 (%)
Most students are strongly committed to community service	2	56.3 ^F	55.4	58.9	55.6	55.4	25.5
There is a lot of campus racial conflict here	1	13.5 ^{BDEF}	9.4	13.4	7.0	7.5	10.4

(T) Indicates ranking tie

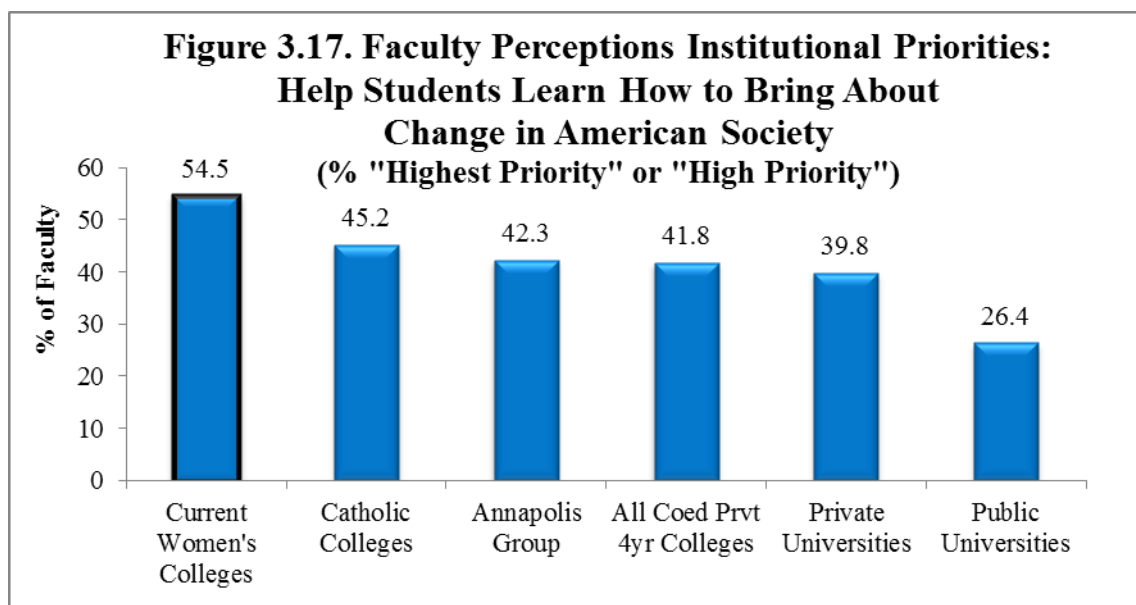
^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Institutional priorities. The survey includes a set of sixteen institutional priorities ranging from student development to prestige-enhancement (see Table 3.11d). Faculty at women's colleges rank fairly high relative to their peers on several indicators of student development. They are second only to Annapolis Group faculty in their belief that their college prioritizes the intellectual development of students (93.1%), and are the most likely of all faculty groups to view their colleges as prioritizing student leadership development (82.7%), campus community (76.2%), and a diverse multicultural environment (66.1%) (see Figures 3.14 through 3.16).

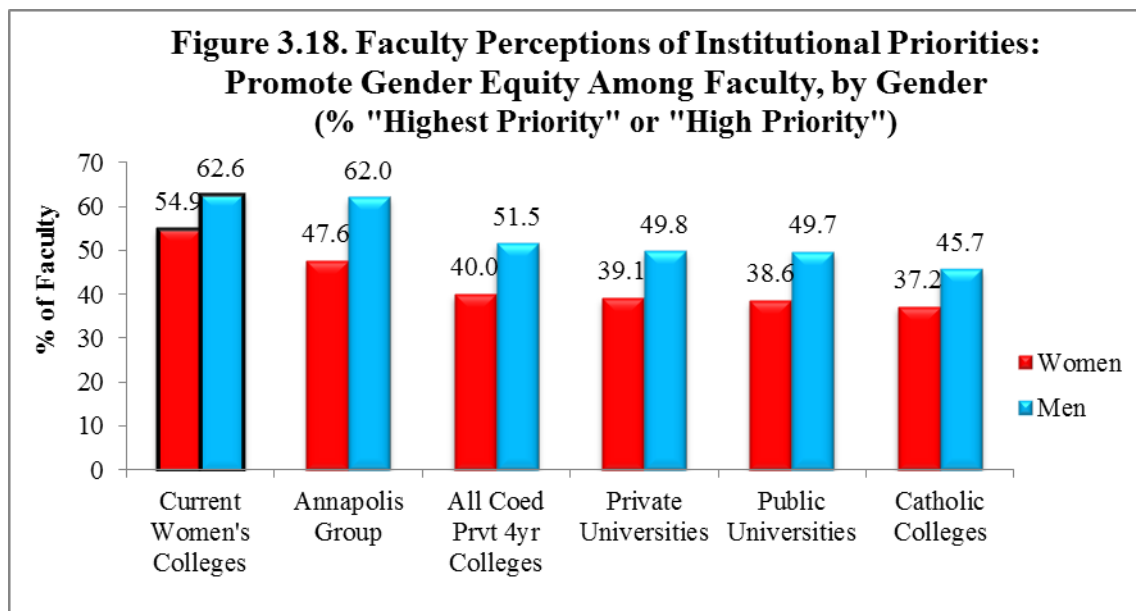




Women's college faculty are also among the most likely to view their colleges as caring about improving the world around them, with over half of faculty agreeing that their campus emphasizes teaching students how to bring about societal change (54.5%, the highest of all faculty groups) (see Figure 3.17), and are second only to faculty at Catholic colleges in the belief that their institution prioritizes developing partnerships with surrounding communities (40.1%) and providing faculty resources to engage in community-based research or teaching (32.2%).



Women's college faculty also perceive their institutions as caring about faculty climate. Both male and female faculty at women's colleges are the most likely to believe that faculty gender equity is a priority of the institution (54.9% of women and 62.6% of men) (see Figure 3.18). Further, women's college faculty are second only to Annapolis Group faculty in viewing their institutions as especially committed to mentoring new faculty (47.6%) and to increasing the representation of minorities in the faculty and administration (53.1%). Finally, while the majority of women's college faculty view their institutions as prioritizing the institution's national image (69.2%) and prestige (66.3%), concerns about prestige are significantly greater at Annapolis Group institutions and public and private universities. Related to this is the fact that hiring faculty "stars" is the lowest-ranked institutional priority among women's college faculty (15.6%), a figure that is lower than at all institutions except Catholic colleges.



Perceptions of institutional priorities vary to some extent by gender, with women more likely than men to view women's leadership and community-oriented values as priorities of their institution: helping students learn how to bring about change in American society (60.9% vs. 44.5%), developing students' leadership abilities (87.1% vs. 75.6%), developing a sense of community among students and faculty (80.1% vs. 69.6%), and creating partnerships with surrounding communities (43.6% vs. 34.5%). These gender gaps are larger at women's colleges than at the comparison institutions.

Table 3.11d. Faculty Perceptions of Institutional Priorities

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Highest priority or high priority</i>							
To promote the intellectual development of students	2	93.1 ^{DF}	88.7	94.5	86.6	90.1	79.7
To develop leadership ability among students	1	82.7 ^{BCDEF}	63.9	65.1	62.7	62.0	45.8
To develop a sense of community among students and faculty	1	76.2 ^{DEF}	71.0	73.0	70.1	60.3	41.2
To enhance the institution's national image	4	69.2 ^{CDEF}	65.9	77.8	58.1	79.8	77.1
To increase or maintain institutional prestige	4	66.3 ^{CDE}	62.5	71.2	57.8	72.6	69.3
To create a diverse multi-cultural environment on campus	1	66.1 ^{BDEF}	52.8	63.0	48.8	49.6	53.6
To promote gender equity among faculty	1	57.8 ^{BDEF}	46.7	55.8	41.6	45.8	45.3
To recruit more minority students	2	57.5 ^{BCDEF}	49.8	62.8	42.0	44.6	51.8

(Table 3.11d continues)

Table 3.11d. Faculty Perceptions of Institutional Priorities (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Highest priority or high priority</i>							
To help students learn how to bring about change in American society	1	54.5 ^{BCDEF}	41.8	42.3	45.2	39.8	26.4
To increase the representation of minorities in the faculty and administration	2	53.1 ^{BCDEF}	45.8	57.4	38.7	42.5	49.4
To pursue extramural funding	3	50.5 ^{BDEF}	45.5	48.2	45.2	62.2	77.6
To mentor new faculty	2	47.6 ^{CDEF}	46.5	50.9	44.2	44.2	40.6
To increase the representation of women in the faculty and administration	3	45.6 ^{BDE}	38.8	47.6	32.3	41.3	46.2
To create and sustain partnerships with surrounding communities	2	40.1 ^{CDE}	38.9	30.0	47.1	37.6	38.2

(Table 3.11d continues)

Table 3.11d. Faculty Perceptions of Institutional Priorities (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Highest priority or high priority</i>							
To provide resources for faculty to engage in community-based teaching or research	2	32.2 ^{EF}	30.8	30.6	34.2	29.9	28.2
To hire faculty 'stars'	5	15.6 ^{CDEF}	16.6	16.6	13.0	39.0	44.9

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

Political, Social and Academic Attitudes

Whereas the prior section addresses faculty members' perceptions of institutional goals and priorities, this final section addresses faculty members' own attitudes towards the purpose and function of higher education, as well as faculty members' own political leanings. (See Table 3.12.)

On a continuum from far left to far right, faculty at women's colleges primarily lean to the ideological left, with 65.7 percent describing themselves as either liberal or far left; only faculty at Annapolis Group colleges are more left-leaning. Only 12.1 percent of women's college faculty describe themselves as conservative or far right, among the lowest relative to the comparison groups.

When it comes to opinions on campus issues, faculty at women's colleges distinguish themselves on two items related to campus diversity: they are tied for the most likely to agree that a racially/ethnically diverse student body enhances the educational experience for all students (94.3%) and among the least likely (along with Annapolis Group faculty) to believe that promoting diversity leads to the admission of too many underprepared students (17.6%). In other words, faculty at women's colleges tend to embrace diversity as an important and effective educational environment. Their progressive stance on diversity is further reflected in the fact that faculty at women's colleges are the least likely of all groups to believe that Western civilization and culture should be the foundation for the undergraduate curriculum (50.2%), a sentiment that is most strongly held at Catholic colleges.

Significant majorities of women's college faculty also view community engagement as an important goal for higher education, a value shared with their colleagues at most institutions. The majority of faculty at women's colleges believe that colleges should: encourage students to be involved in community service (88.6%), work with their surrounding communities to address local issues (80.1%), and be actively involved in solving social problems (67.9%). Further, women's college faculty are among the least likely to consider including community service in the curriculum as a poor use of resources (14.8%). These sentiments likely stem from a strong sense of agency among women's college faculty, as they are the least likely of all groups to believe that an individual can do little to change society (15.2%).

Table 3.12. Faculty Political, Social, and Academic Attitudes

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257	n = 14,664	n = 5,050	n = 2,868	n = 5,949	n = 8,740
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Political views</i>							
Far left	2	13.1 ^{BCDEF}	9.1	14.2	8.5	9.3	8.7
Liberal	2	52.6 ^{BDEF}	45.1	55.0	44.7	45.4	48.5
Middle of the road	5 (T)	22.1 ^{BDEF}	25.9	21.1	30.4	26.8	27.5
Conservative	5	11.7 ^{BCDEF}	19.2	9.3	15.9	18.1	14.8
Far right	4 (T)	0.4 ^{BDF}	0.6	0.4	0.5	0.4	0.5
<i>Agree strongly or agree somewhat</i>							
A racially/ethnically diverse student body enhances the educational experience of all students	1 (T)	94.3	92.6	94.3	92.1	90.5	90.7
Colleges should encourage students to be involved in community service activities	3	88.6 ^F	89.3	86.8	91.4	86.0	81.1
Colleges have a responsibility to work with their surrounding communities to address local issues	4	80.1	82.2	79.7	85.6	81.3	78.7

(Table 3.12 continues)

Table 3.12. Faculty Political, Social, and Academic Attitudes (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Agree strongly or agree somewhat</i>							
Colleges should be actively involved in solving social problems	3	67.9	67.2	67.2	70.6	68.1	67.6
Tenure is essential to attract the best minds to academe	5	63.0 ^C	62.4	68.7	63.1	65.0	66.8
Western civilization and culture should be the foundation for the undergraduate curriculum	6	50.2 ^{BDE}	58.0	51.7	60.1	58.3	51.4
Colleges should be concerned with facilitating undergraduate students' spiritual development	4	44.4 ^{BCDF}	52.6	36.2	63.6	45.9	18.7
The spiritual dimension of faculty members' lives has no place in the academy	3	39.9 ^{BDEF}	31.6	41.2	28.9	36.3	50.2
Tenure is an outmoded concept	5	30.9 ^{CE}	32.0	25.4	32.7	33.6	32.2

(Table 3.12 continues)

Table 3.12. Faculty Political, Social, and Academic Attitudes (continued)

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 1,257 (%)	n = 14,664 (%)	n = 5,050 (%)	n = 2,868 (%)	n = 5,949 (%)	n = 8,740 (%)
<i>Agree strongly or agree somewhat</i>							
College officials have the right to ban persons with extreme views from speaking on campus	5	20.7 ^{BDEF}	31.0	21.7	29.2	31.8	18.0
The chief benefit of a college education is that it increases one's earning power	5	19.4 ^{CDEF}	20.3	14.1	26.0	21.3	28.2
Promoting diversity leads to the admission of too many underprepared students	5	17.6 ^{BDEF}	20.1	17.4	20.2	22.9	25.1
Realistically, an individual can do little to bring about changes in society	6	15.2 ^{CEF}	16.3	17.0	15.6	19.0	19.8
Including community service as part of a course is a poor use of resources	5	14.8 ^{CEF}	15.4	17.0	14.7	20.3	22.8

(T) Indicates ranking tie

^{BCDEF} Significant difference between Current Women's Colleges and Comparison Group (p<.05)

PART IV. CONCLUSION

Women's colleges have long been touted as providing unique learning environments that enable female students to thrive both intellectually and personally. Faculty at women's colleges are often considered a key force in creating a positive atmosphere for women, however women's college faculty have not been the central focus of empirical research, at least not in a large-scale way. This report has revealed how women's college faculty compare with their peers at coeducational institutions across dozens of attributes, and further, how male and female faculty at women's colleges compare with each other. While the report reveals many similarities between women's college and coeducational faculty—especially when comparing women's college faculty to their peers at liberal arts colleges—the results also highlight the many ways that faculty at women's colleges distinguish themselves from their coeducational counterparts. They also provide some clues as to why women's colleges appear to benefit their students in certain ways.

One clear distinguishing feature of women's colleges is the greater presence of female faculty. Women outnumber men on the faculty, and assume a far greater share of administrative leadership positions than do women faculty at coeducational institutions. The solid representation of women among faculty at women's colleges shapes many of the major themes observed.

Chief among these is a strong commitment to students. Compared to faculty at coeducational colleges, faculty at women's colleges (especially female faculty) are more likely to embrace student-centered teaching practices such as class discussions, small group learning, and student presentations; traditional lecturing is far less common among faculty at women's colleges. Faculty at women's colleges also are distinguished by the value they place on student development, especially when it comes to critical thinking skills, writing ability and creativity. A strong commitment to students is exhibited both in terms of the individual beliefs and values expressed by women's college faculty and also

through a near universal perception that their institutional colleagues share their student-centered philosophy.

Women's college faculty are also distinguished by their commitment to community engagement and social activism. Much more so than their counterparts at coeducational colleges, faculty at women's colleges (especially female faculty) demonstrate a commitment to developing students' capacities in the realm of leadership and community engagement; they prioritize teaching their students how to work with local communities and effect societal change. Further, women's college faculty tend to espouse high levels of social activist goal orientations themselves.

A strong commitment to diversity is another distinguishing characteristic of faculty at women's colleges. They are more likely than faculty at coeducational colleges to embrace diversity and multiculturalism as important contexts for undergraduate learning and they tend to believe that their institutions share their commitment to these issues. Women's college faculty also are more likely than coeducational faculty to incorporate gender and racial/ethnic issues into their own teaching and research.

Finally, faculty at women's colleges exhibit fairly high levels of professional satisfaction. Like faculty across all institutions, they tend to enjoy their work, feel that it is meaningful, and perceive an alignment between their work and personal values. However, while they tend to be relatively more satisfied with their collegial relations than are faculty at coeducational colleges, women's college faculty tend to experience more stress when it comes to committee work, faculty meetings, and finding time to manage both their personal and professional obligations.

Together, these results portray women's college faculty as highly committed to their jobs, to their students, and to improving their institutions through engagement with diversity and community. The findings also suggest a healthy alignment between the faculty and students at women's colleges. As reported in the first phase of this research (which focused exclusively on students at women's colleges) (Sax, 2013), women's colleges increasingly attract diverse student populations who exhibit a strong commitment to improving the world around them, but often suffer from low academic self-confidence. It can be argued that the faculty characteristics identified in the current report reflect a good match for the students who attend women's colleges, especially in terms of the faculty's

commitment to individual student needs, to empowering students to effect societal change, and to the expression and appreciation of diversity. Future research will need to consider whether this alignment is due to the types of students and faculty who choose to enroll in or teach at women's colleges, or whether the all-women student bodies and majority-female faculty culture represent particularly fertile spaces for diversity, community and student empowerment.

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APPENDICES A-E

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="checkbox"/>	<input type="checkbox"/>
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	<input type="checkbox"/>	<input type="checkbox"/>
LL.B., J.D.	<input type="checkbox"/>	<input type="checkbox"/>
M.D., D.D.S. (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	<input type="checkbox"/>	<input type="checkbox"/>
Ed.D.	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>
Other degree	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

13. During the past two years, have you engaged in any of the following activities? (Mark one for each item)

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

NOTE: If you are between terms, on leave, or in an interim term, please answer questions 17 and 18 as they apply to the full term most recently completed at this institution.

17. During the present term, how many hours per week on the average do you actually spend on each of the following activities?

(Mark one for each activity)

	Hours Per Week								
	None	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Scheduled teaching (give actual, not credit hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for teaching (including reading student papers and grading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising and counseling of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee work and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and scholarly writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other creative products/performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation with clients/patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community or public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside consulting/freelance work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household/childcare duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating via email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. How many of the following courses are you teaching this term?

(Mark one for each activity)

General education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental/remedial courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other undergraduate credit courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational or technical courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-credit courses (other than above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Do you teach remedial/developmental skills in any of the following areas? (Mark all that apply)

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

20. Indicate the importance to you of each of the following education goals for undergraduate students:

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for employment after college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for graduate or advanced education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop moral character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide for students' emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help students develop personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance students' self-understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instill in students a commitment to community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for responsible citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help master knowledge in a discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop creative capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instill a basic appreciation of the liberal arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote ability to write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate search for meaning/purpose in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For questions 21 to 23, mark only one response for each question.

21. How many of the following have you published?

	None	1-2	3-4	5-10	11-20	21-50	51+
Articles in academic or professional journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapters in edited volumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books, manuals, or monographs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, such as patents or computer software products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. How many exhibitions or performances in the fine or applied arts have you presented?

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

24. For each of the following items, please mark either Yes or No:

	Yes	No
Have you ever held an academic administrative post?	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever received an award for outstanding teaching?	<input type="checkbox"/>	<input type="checkbox"/>
Do you commute a long distance to work?	<input type="checkbox"/>	<input type="checkbox"/>
Does your spouse/partner work in the same/nearby city?	<input type="checkbox"/>	<input type="checkbox"/>
Is your spouse/partner an academic?	<input type="checkbox"/>	<input type="checkbox"/>
Were you born in the U.S.A.?	<input type="checkbox"/>	<input type="checkbox"/>
Are you a U.S. citizen?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been sexually harassed at this institution?	<input type="checkbox"/>	<input type="checkbox"/>
Are you a member of a faculty union?	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan to retire within the next three years?	<input type="checkbox"/>	<input type="checkbox"/>
Do you use your scholarship to address local community needs?	<input type="checkbox"/>	<input type="checkbox"/>
Have you published op-ed pieces or editorials?	<input type="checkbox"/>	<input type="checkbox"/>
During the <u>past two</u> years, have you:		
Received at least one firm job offer?	<input type="checkbox"/>	<input type="checkbox"/>
Considered early retirement?	<input type="checkbox"/>	<input type="checkbox"/>
Considered leaving academe for another job?	<input type="checkbox"/>	<input type="checkbox"/>
Considered leaving this institution for another?	<input type="checkbox"/>	<input type="checkbox"/>
Changed academic institutions?	<input type="checkbox"/>	<input type="checkbox"/>
Taught courses at more than one institution during the same term?	<input type="checkbox"/>	<input type="checkbox"/>
Requested/sought an early promotion?	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in paid consulting outside of your institution?	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in public service/professional consulting without pay?	<input type="checkbox"/>	<input type="checkbox"/>
Received funding for your work from:		
Foundations?	<input type="checkbox"/>	<input type="checkbox"/>
State or federal government?	<input type="checkbox"/>	<input type="checkbox"/>
Business or industry?	<input type="checkbox"/>	<input type="checkbox"/>

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

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are typically at odds with campus administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty here respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most students are treated like "numbers in a book"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social activities are overemphasized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for being good teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is respect for the expression of diverse values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for their efforts to use instructional technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for their efforts to work with underprepared students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

31. Please indicate the extent to which each of the following has been a source of stress for you during the last two years:
(Mark one for each item)

31. Please indicate the extent to which each of the following has been a source of stress for you during the last two years:
(Mark one for each item)

	Extensive	Somewhat	Not at All
Managing household responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of elderly parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health of spouse/partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review/promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subtle discrimination (e.g., prejudice, racism, sexism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research or publishing demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional procedures and "red tape"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children's problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital friction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up with information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being part of a dual career couple	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-imposed high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. In how many of the courses that you teach do you use each of the following?
(Mark one for each item)

32. In how many of the courses that you teach do you use each of the following?
(Mark one for each item)

	All	Most	Some	None
Class discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service as part of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative learning (small groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay mid-term and/or final exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensive lecturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading on a curve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple-choice mid-term and/or final exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple drafts of written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings on racial and ethnic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings on women and gender issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recitals/Demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective writing/journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-answer mid-term and/or final exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations of each others' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations of their own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-selected topics for course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Term/research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. How would you characterize your political views?
(Mark one)

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

[illegible]

34. How satisfied are you with the following aspects of your job?
(Mark one for each item)

34. How satisfied are you with the following aspects of your job?
(Mark one for each item)

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
Salary and fringe benefits	V	S	M	N	O
Opportunity for scholarly pursuits	V	S	M	N	O
Teaching load	V	S	M	N	O
Quality of students	V	S	M	N	O
Office/lab space	V	S	M	N	O
Autonomy and independence	V	S	M	N	O
Professional relationships with other faculty	V	S	M	N	O
Social relationships with other faculty	V	S	M	N	O
Competency of colleagues	V	S	M	N	O
Visibility for jobs at other institutions/organizations	V	S	M	N	O
Relationship with administration	V	S	M	N	O
Overall job satisfaction	V	S	M	N	O
Opportunity to develop new ideas	V	S	M	N	O
Availability of child care at this institution	V	S	M	N	O
Prospects for career advancement	V	S	M	N	O
Clerical/administrative support	V	S	M	N	O

35. Indicate the importance to you personally of each of the following:
(Mark one for each item)

35. Indicate the importance to you personally of each of the following:
(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming an authority in my field	(E)	(V)	(S)	(N)
Influencing the political structure	(E)	(V)	(S)	(N)
Influencing social values	(E)	(V)	(S)	(N)
Raising a family	(E)	(V)	(S)	(N)
Being very well off financially	(E)	(V)	(S)	(N)
Helping others who are in difficulty	(E)	(V)	(S)	(N)
Becoming involved in programs to clean up the environment ..	(E)	(V)	(S)	(N)
Developing a meaningful philosophy of life	(E)	(V)	(S)	(N)
Helping to promote racial understanding	(E)	(V)	(S)	(N)
Obtaining recognition from my colleagues for contributions to my special field	(E)	(V)	(S)	(N)
Integrating spirituality into my life	(E)	(V)	(S)	(N)
Being a good colleague	(E)	(V)	(S)	(N)
Being a good teacher	(E)	(V)	(S)	(N)
Achieving congruence between my own values and institutional values	(E)	(V)	(S)	(N)
Serving as a role model to students	(E)	(V)	(S)	(N)

36. Do you give the Higher Education Research Institute (HERI) permission to retain your contact information for possible follow-up research? HERI will not release your identifying information and has secured a NIH Certificate of Confidentiality to protect identifiable research data from forced disclosure.

☐ Yes ☐ No

ADDITIONAL QUESTIONS: If you received additional questions, mark answers below:

37. (A) (B) (C) (D) (E) 44. (A) (B) (C) (D) (E) 51. (A) (B) (C) (D) (E)

38. (A) (B) (C) (D) (E) 45. (A) (B) (C) (D) (E) 52. (A) (B) (C) (D) (E)

39. (A) (B) (C) (D) (E) 46. (A) (B) (C) (D) (E) 53. (A) (B) (C) (D) (E)

40. (A) (B) (C) (D) (E) 47. (A) (B) (C) (D) (E) 54. (A) (B) (C) (D) (E)

41. (A) (B) (C) (D) (E) 48. (A) (B) (C) (D) (E) 55. (A) (B) (C) (D) (E)

42. (A) (B) (C) (D) (E) 49. (A) (B) (C) (D) (E) 56. (A) (B) (C) (D) (E)

43. (A) (B) (C) (D) (E) 50. (A) (B) (C) (D) (E) 57. (A) (B) (C) (D) (E)

Please return your completed questionnaire in the postage-paid envelope to:
Higher Education Research Institute, c/o Questar Data
Systems, P.O. Box 64761, St. Paul, MN 55164

THANK YOU!

List of Participating Institutions, by Comparison Group

Current Women's Colleges (n = 33)

Agnes Scott College	Mount St Mary's College
Bennett College for Women	Peace College
Bryn Mawr College	Pine Manor College
Cedar Crest College	Saint Mary-of-the-Woods College
Chatham University	Saint Mary's College
College of Notre Dame of Maryland	Scripps College
College of Saint Benedict	Simmons College
College of Saint Elizabeth	Smith College
College of Saint Mary	Spelman College
Columbia College	St Catherine University
Georgian Court University	Sweet Briar College
Mary Baldwin College	The Sage Colleges
Meredith College	Ursuline College
Midway College	Wellesley College
Mills College	Wesleyan College
Mount Holyoke College	Wilson College
Mount Mary College	

All Coeducational Private Four-Year Colleges (n = 227)

Abilene Christian University	Bluffton University
Alaska Pacific University	Bridgewater College
Albion College	Brigham Young University-Hawaii
Albright College	Bucknell University
Allegheny College	Cabrini College
Alvernia University	California Baptist University
American Baptist College	Calvin College
Anderson University-Indiana	Canisius College
Anderson University-South Carolina	Carleton College
Antioch College	Carroll University
Asbury University	Central College
Augustana College-Illinois	Central Methodist University-College of Liberal Arts & Sciences
Augustana College-South Dakota	Centre College
Austin College	Chapman University
Azusa Pacific University	Chowan University
Bard College	Christian Brothers University
Barton College	Clark University
Bates College	Coe College
Belmont Abbey College	Colgate University
Beloit College	Colorado College
Benedictine College	Concordia University-Saint Paul
Benedictine University	Cornell College
Bentley University	Dakota Wesleyan University
Berea College	Daniel Webster College
Berry College	Denison University
Bethany Lutheran College	Dickinson College
Bethel College-Mishawaka	Divine Word College
Birmingham Southern College	Dominican University

Appendix B

Dordt College	Holy Family University
Drexel University	Hope College
Drury University	Huntington University
Earlham College	Illinois College
East Texas Baptist University	Illinois Wesleyan University
Eastern Mennonite University	Iowa Wesleyan College
Eckerd College	John Brown University
Edgewood College	Judson University
Elon University	Juniata College
Fairfield University	Kalamazoo College
Florida Southern College	Kenyon College
Furman University	Keystone College
Geneva College	King's College-Wilkes Barre
George Fox University	Lafayette College
Gettysburg College	Lakeland College
Gordon College-Wenham	Lebanon Valley College
Goshen College	Lee University
Grace College and Theological Seminary	Lewis & Clark College
Grand View University	Lewis University
Greensboro College	Lindsey Wilson College
Greenville College	Lycoming College
Grinnell College	Lynchburg College
Gustavus Adolphus College	Lyon College
Gwynedd Mercy College	Macalester College
Hamilton College	MacMurray College
Hampden-Sydney College	Manchester College
Hartwick College	Maryville College
Haverford College	Massachusetts College of Pharmacy and Health Sciences
Hendrix College	McPherson College

Appendix B

MidAmerica Nazarene University	Presbyterian College
Middlebury College	Regent University
Minneapolis College of Art and Design	Rhode Island School of Design
Molloy College	Rhodes College
Moravian College and Moravian Theological Seminary	Rider University
Morningside College	Ripon College
Mount Aloysius College	Roanoke College
Mount Saint Mary College	Rockford College
Mount St Mary's University	Rollins College
Mount Vernon Nazarene University	Saint Anselm College
Naropa University	Saint John Fisher College
Nazareth College	Saint Joseph's University
Nebraska Wesleyan University	Saint Leo University
Neumann University	Saint Marys College of California
Niagara University	Saint Mary's University of Minnesota
North Park University	Saint Norbert College
Northwest Christian University	Saint Peter's College
Northwest University	Saint Thomas University
Northwestern College-Saint Paul	Saint Vincent College
Nyack College	Saint Xavier University
Oberlin College	Sarah Lawrence College
Occidental College	Seattle Pacific University
Ohio Northern University	Seattle University
Oklahoma City University	Sewanee-The University of the South
Olivet College	Simpson University
Pace University-Pleasantville	Southern New Hampshire University
Pacific Northwest College of Art	Southwestern University
Pepperdine University	St Andrews Presbyterian College
Point Loma Nazarene University	St Lawrence University

Appendix B

St Louis College of Pharmacy	University of Scranton
St Marys University	University of St Francis
St Olaf College	University of St Thomas-St Paul
Stetson University	University of the Sciences-Philadelphia
Stevenson University	University of the Southwest
Susquehanna University	Ursinus College
Swarthmore College	Valley Forge Christian College
Taylor University	Valparaiso University
Tennessee Temple University	Vassar College
Texas Lutheran University	Vaughn College of Aeronautics and Technology
The College of Idaho	Virginia Wesleyan College
The College of Saint Scholastica	Viterbo University
The Illinois Institute of Art-Chicago	Wagner College
The University of Findlay	Wartburg College
Touro College	Washington and Lee University
Trinity Christian College	Washington College
Trinity University	Webb Institute
Trinity Western University	Webster University
Union College-Schenectady	Wentworth Institute of Technology
Union University	Western New England University
University of Detroit Mercy	Westmont College
University of La Verne	Wheelock College
University of Mary Hardin-Baylor	Whitman College
University of Mount Union	Whitworth University
University of Portland	Willamette University
University of Puget Sound	Williams College
University of Richmond	Wittenberg University
University of San Francisco	

Annapolis Group (n = 67)

Albion College	Haverford College
Albright College	Hendrix College
Allegheny College	Hope College
Augustana College-Illinois	Illinois Wesleyan University
Austin College	Juniata College
Bates College	Kalamazoo College
Beloit College	Kenyon College
Berea College	Lafayette College
Berry College	Lewis & Clark College
Birmingham Southern College	Macalester College
Bucknell University	Middlebury College
Carleton College	Moravian College and Moravian Theological Seminary
Centre College	Nebraska Wesleyan University
Coe College	Oberlin College
Colgate University	Occidental College
Colorado College	Presbyterian College
Cornell College	Rhodes College
Denison University	Ripon College
Dickinson College	Rollins College
Earlham College	Saint Norbert College
Eckerd College	Sarah Lawrence College
Furman University	Sewanee-The University of the South
Gettysburg College	Southwestern University
Gordon College-Wenham	St John's University-New York
Grinnell College	St Lawrence University
Gustavus Adolphus College	St Olaf College
Hamilton College	Susquehanna University
Hampden-Sydney College	Swarthmore College

Appendix B

Union College-Schenectady
University of Puget Sound
Ursinus College
Vassar College
Washington and Lee University
Washington College

Westmont College
Whitman College
Willamette University
Williams College
Wittenberg University

Catholic Colleges (n = 41)

Alvernia University
Belmont Abbey College
Benedictine College
Benedictine University
Cabrini College
Canisius College
Christian Brothers University
Divine Word College
Dominican University
Edgewood College
Fairfield University
Gwynedd Mercy College
Holy Family University
King's College-Wilkes Barre
Lewis University
Molloy College
Mount Aloysius College
Mount St Mary's University
Neumann University
Niagara University
Saint Anselm College

Saint John Fisher College
Saint Joseph's University
Saint Leo University
Saint Marys College of California
Saint Mary's University of Minnesota
Saint Norbert College
Saint Peter's College
Saint Thomas University
Saint Vincent College
Saint Xavier University
Seattle University
St Marys University
The College of Saint Scholastica
University of Detroit Mercy
University of Portland
University of San Francisco
University of Scranton
University of St Francis
University of St Thomas-St Paul
Viterbo University

Private Universities (n = 42)

Adelphi University	Marquette University
Baylor University	Massachusetts Institute of Technology
Biola University	Northeastern University
Boston College	Northwestern University
Brandeis University	Pratt Institute-Main
Brigham Young University-Provo	Rensselaer Polytechnic Institute
Butler University	Rice University
California Institute of Technology	Santa Clara University
Carnegie Mellon University	Southern Methodist University
Case Western Reserve University	St John's University-New York
Catholic University of America	Stanford University
Cornell University	Syracuse University
Creighton University	Tufts University
Drake University	University of Chicago
Duquesne University	University of Pennsylvania
Fordham University	University of San Diego
Johns Hopkins University	University of Southern California
La Sierra University	University of the Pacific
Loyola Marymount University	Villanova University
Loyola University-Chicago	Wake Forest University
Loyola University-New Orleans	Western University of Health Sciences

Public Universities (n = 41)

Cleveland State University	University of California-Irvine
Colorado State University-Fort Collins	University of California-Los Angeles
East Carolina University	University of Colorado Denver
Florida State University	University of Connecticut-Storrs
Georgia Institute of Technology-Main Campus	University of Idaho
Iowa State University	University of Kentucky
Miami University-Oxford	University of Michigan-Ann Arbor
Michigan State University	University of Missouri-Kansas City
Mississippi State University	University of Montana
North Dakota State University-Main Campus	University of New Mexico-Main Campus
Northern Illinois University	University of North Carolina at Chapel Hill
Ohio State University-Main Campus	University of North Dakota
Oregon State University	University of North Texas
Purdue University-Main Campus	University of Oregon
South Dakota State University	University of Pittsburgh-Pittsburgh Campus
Southern Illinois University Carbondale	University of Southern Indiana
Texas A & M University-College Station	University of Toledo
Texas A & M University-Corpus Christi	University of Virginia-Main Campus
University of Alabama	Utah State University
University of Alaska Fairbanks	Wayne State University
University of Arkansas Main Campus	

Table C1. Items Removed from the Faculty Survey Post 2004

	Year on Survey		
	2004	2007	2010
Faculty Demographics and Family			
<i>Citizenship</i>			
Were you born in the USA?	X	X	
<i>Have you ever been:</i>			
Divorced	X		
Widowed	X		
Separated	X		
Professional Background and Current Status			
<i>Do your interests lie primarily in teaching or research?</i>	X		
Very heavily in research	X		
In both, but leaning toward research	X		
In both, but leaning toward teaching	X		
Very heavily in teaching	X		
<i>Have you</i>			
Ever held an academic administrative post?	X		
<i>Spouse/partner</i>			
Work in the same/nearby city?	X		
Teaching			
<i>Taught in the past two years</i>			
Team-taught a course	X	X	
Developed a new course	X	X	
<i>During the last two years, have you:</i>			
Taught courses at more than one institution during the same term?	X		
<i>How many courses use the following</i>			
Readings on racial and ethnic issues	X	X	
Readings on women and gender issues	X	X	
Faculty Research and Other Creative Work			
<i>Activities in the past two years</i>			
Have you published op-ed pieces or editorials?	X	X	
<i>Please indicate the extent to which you:</i>			
Engage in academic work that spans multiple disciplines	X	X	

(Table C1 continues)

Table C1. Items Removed from the Faculty Survey Post 2004 (continued)

	Year on Survey		
	2004	2007	2010
Professional and Personal Wellbeing			
<i>Please indicate the extent to which you:</i>			
Experience joy in your work	X		
Feel good about the direction in which your life is headed	X		
Engage in self-reflection	X		
Feel that your work adds meaning to your life	X		
Consider yourself a religious person	X		
Consider yourself a spiritual person	X		
Engage in regular exercise	X		
Eat a well-balanced diet	X		
Get adequate amounts of sleep	X		
Engage in prayer/meditation	X		
Seek opportunities to grow spiritually	X		
Faculty Goals and Values			
Becoming involved in programs to clean up the environment	X	X	
Serving as a role model to students	X		
Goals for Undergraduate Education			
Prepare students for responsible citizenship	X		
Enhance spiritual development	X		
Facilitate search for meaning/purpose in life	X		
Sources of Stress			
Marital friction	X		
Workplace Satisfaction			
<i>How satisfied are you with the following aspects of your job?</i>			
Relationship with administration	X	X	
Opportunity to develop new ideas	X		
Perceptions of Institution: Teaching and Learning			
This institution should not offer remedial/developmental education	X	X	
Perceptions of Institution: Faculty and Governance			
My department does a good job of mentoring new faculty	X	X	
My department has difficulty recruiting faculty	X		
My department has difficulty retaining faculty	X		
Perceptions of Institution: Climate for Diversity and Student Support			
Most students are strongly committed to community service	X	X	
Social activities are overemphasized	X	X	

(Table C1 continues)

Table C1. Items Removed from the Faculty Survey Post 2004 (continued)

	Year on Survey		
	2004	2007	2010
Faculty Political, Social, and Academic Attitudes			
Western civilization and culture should be the foundation of the undergraduate curriculum	X	X	
College officials have the right to ban persons with extreme views from speaking on campus	X	X	
Tenure is an outmoded concept	X	X	
Tenure is essential to attract the best minds to academe	X		
The spiritual dimension of faculty members' lives has no place in the academy	X		
Including community service as part of a course is a poor use of resources	X		

Department of Faculty Appointment

Aggregated Department	Disaggregated Department(s)
Agriculture or Forestry	Agriculture; Forestry
Biological Sciences	Bacteriology, Molecular Biology; Biochemistry; Biophysics; Botany; Environmental Science; Marine (life) Sciences; Physiology, Anatomy; Zoology; General, Other Biological Sciences
Business	Accounting; Finance; International Business; Management; Marketing; Secretarial Studies; General, Other Business
Education	Business Education; Educational Administration; Educational Psychology/Counseling; Elementary Education; Higher Education; Music or Art Education; Physical or Health Education; Secondary Education; Special Education; General, Other Education Fields
Engineering	Aero-/Astronautical Engineering; Chemical Engineering; Civil Engineering; Electrical Engineering; Industrial Engineering; Mechanical Engineering; General, Other Engineering Fields
English	English Language & Literature
Health-related	Dentistry; Health Technology; Medicine or Surgery; Nursing; Pharmacy, Pharmacology; Therapy (speech, physical, occup.); Veterinary Medicine; General, Other Health Fields
History or Political Science	History; Political Science, Government
Humanities	Foreign Languages & Literature; French; German; Spanish; Other Foreign Languages; Linguistics; Philosophy; Religion or Theology; General, Other Humanities Fields
Fine Arts	Architecture/Urban Planning; Art; Dramatics or Speech; Music; Television or Film; Other Fine Arts
Mathematics or Statistics	Mathematics and/or Statistics
Physical Sciences	Astronomy; Atmospheric Sciences; Chemistry; Earth Sciences; Geography; Marine Sciences (incl. Oceanography); Physics; General, Other Physical Sciences
Social Sciences	Anthropology; Archaeology; Clinical Psychology; Counseling and Guidance; Experimental Psychology; Social Psychology; General, Other Psychology; Economics; Sociology; Social Work, Social Welfare; General, Other Social Sciences; Ethnic Studies; Women's Studies
Other Technical	Computer Science; Data Processing, Computer Prog.; Drafting/Design; Electronics; Industrial Arts; Mechanics; Other Technical
Other Non-technical	Building Trades; Communications; Human Ecology/Family Science; Journalism; Law; Law Enforcement; Library Studies; Other Vocational; All Other Fields

Appendix E

Table E1. Faculty Demographics and Family, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
Gender	61.4	38.6	22.8	42.7	57.3	-14.6	42.6	57.4	-14.8	47.3	52.7	-5.4	37.7	62.3	-24.6	39.1	60.9	-21.8
<i>Race/ethnicity</i>																		
White	85.4	86.8	-1.4	88.6	89.5	-0.9	87.4	88.8	-1.4	90.2	90.7	-0.5	87.0	88.5	-1.5	86.6	85.7	0.9
Two or more races/ethnicities	3.9	4.0	-0.1	2.5	2.2	0.3	2.9	2.4	0.5	2.1	2.0	0.1	2.3	1.7	0.6	2.9	2.9	0.0
Asian	3.9	2.5	1.4	3.6	3.0	0.6	4.2	3.2	1.0	2.5	2.4	0.1	4.7	4.6	0.1	4.1	5.3	-1.2
African American/Black	3.1	3.3	-0.2	2.2	1.6	0.6	2.3	1.9	0.4	1.6	0.9	0.7	2.2	1.5	0.7	2.4	1.9	0.5
Hispanic	2.3	1.7	0.6	2.1	1.8	0.3	2.0	1.8	0.2	1.9	1.8	0.1	2.5	1.9	0.6	2.2	2.0	0.2
Other	1.2	1.7	-0.5	0.9	1.8	-0.9	1.3	2.0	-0.7	1.0	2.1	-1.1	1.3	1.6	-0.3	1.1	1.7	-0.6
American Indian	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.6	0.1	0.5	0.0	0.1	-0.1	0.6	0.4	0.2
<i>Citizenship</i>																		
U.S. citizen	95.2	95.0	0.2	94.1	95.0	-0.9	92.9	94.5	-1.6	96.4	96.4	0.0	93.1	92.5	0.6	93.1	92.0	1.1
Born in the U.S.A.	84.4	87.9	-3.5	87.6	89.1	-1.5	84.8	88.3	-3.5	90.8	91.2	-0.4	83.9	82.2	1.7	86.5	82.7	3.8
<i>Marital status</i>																		
Married	63.8	80.8	-17.0	67.6	83.1	-15.5	66.2	82.1	-15.9	65.5	75.2	-9.7	65.5	82.1	-16.6	63.5	84.4	-20.9
Single	29.7	13.4	16.3	27.0	13.8	13.2	26.2	13.5	12.7	30.2	22.1	8.1	28.8	14.2	14.6	29.0	12.2	16.8
Unmarried, living with partner	6.5	5.8	0.7	5.4	3.0	2.4	7.5	4.4	3.1	4.3	2.7	1.6	5.6	3.7	1.9	7.4	3.4	4.0
<i>Have you ever been</i>																		
Divorced	22.6	20.0	2.6	21.7	18.0	3.7	20.4	19.7	0.7	22.3	19.0	3.3	23.3	18.7	4.6	28.1	23.7	4.4
Separated	4.3	2.9	1.4	3.3	3.4	-0.1	3.5	3.8	-0.3	3.8	3.1	0.7	3.4	2.8	0.6	3.7	4.1	-0.4
Widowed	3.7	1.8	1.9	2.4	1.3	1.1	1.9	1.4	0.5	3.1	1.1	2.0	2.7	2.2	0.5	2.3	1.8	0.5
<i>Spouse/partner</i>																		
Work in the same/ nearby city	59.7	67.4	-7.7	59.4	62.5	-3.1	60.7	65.4	-4.7	58.7	54.8	3.9	64.3	59.1	5.2	61.8	65.5	-3.7
An academic	33.7	32.2	1.5	33.0	32.1	0.9	39.9	34.2	5.7	25.7	26.7	-1.0	32.0	27.4	4.6	36.0	30.3	5.7

(Table E1 continues)

Table E1. Faculty Demographics and Family, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Children 18 yrs or older</i>																		
0	55.7	42.9	12.8	51.6	37.2	14.4	62.1	42.4	19.7	48.2	41.4	6.8	50.8	33.0	17.8	53.0	34.8	18.2
1	14.0	15.9	-1.9	16.1	16.0	0.1	13.6	16.5	-2.9	18.6	16.3	2.3	15.4	17.3	-1.9	16.3	17.6	-1.3
2	19.8	27.0	-7.2	21.3	28.3	-7.0	18.6	28.5	-9.9	20.5	24.4	-3.9	22.5	24.9	-2.4	19.8	29.4	-9.6
3+	10.6	14.2	-3.6	11.0	18.4	-7.4	5.7	12.6	-6.9	12.8	17.9	-5.1	11.3	24.8	-13.5	10.9	18.2	-7.3
<i>Activities during present term (median hours per week)</i>																		
Household/childcare duties	13.5	9.8	3.7	13.9	9.2	4.7	14.3	10.0	4.3	14.7	8.7	6.0	13.9	8.7	5.1	13.2	8.5	4.7

Table E2. Faculty Professional Background and Current Status, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Academic rank</i>																		
Professor	28.5	39.8	-11.3	20.4	39.6	-19.2	22.9	45.3	-22.4	17.5	32.0	-14.5	18.0	41.2	-23.2	19.5	44.5	-25.0
Associate Professor	26.2	26.3	-0.1	28.0	26.6	1.4	29.6	23.4	6.2	27.8	31.8	-4.0	29.2	28.6	0.6	28.1	27.7	0.4
Assistant Professor	32.8	26.6	6.2	37.2	26.3	10.9	36.8	26.0	10.8	39.5	28.0	11.5	28.7	18.9	9.8	31.4	20.0	11.4
Lecturer, Instructor, or Other	12.5	7.2	5.3	14.5	7.5	7.0	10.6	5.3	5.3	15.4	8.2	7.2	24.1	11.3	12.8	20.9	7.8	13.1
<i>Tenure status</i>																		
Tenured	50.7	61.6	-10.9	41.9	55.7	-13.8	50.4	65.5	-15.1	44.4	59.4	-15.0	44.5	65.3	-20.8	46.7	70.3	-23.6
On tenure track, but not tenured	25.0	23.8	1.2	27.5	22.5	5.0	29.3	22.3	7.0	25.9	21.5	4.4	23.1	17.4	5.7	26.8	18.4	8.4
Not on tenure track, but institution has tenure system	21.6	12.6	9.0	21.3	12.6	8.7	20.0	12.0	8.0	18.9	13.5	5.4	31.8	16.9	14.9	26.2	11.0	15.2
Institution has no tenure system	2.6	2.1	0.5	9.4	9.2	0.2	0.3	0.2	0.1	10.8	5.6	5.2	0.6	0.4	0.2	0.3	0.3	0.0
<i>Highest Degree</i>																		
Bachelor's (B.A., B.S., etc.)	1.2	0.4	0.8	1.5	0.9	0.6	0.9	0.8	0.1	0.7	0.5	0.2	1.6	1.5	0.1	1.1	0.9	0.2
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	25.1	12.1	13.0	25.9	17.4	8.5	15.7	10.3	5.4	26.8	16.0	10.8	21.8	11.3	10.5	24.0	12.6	11.4
Ph.D.	65.0	81.7	-16.7	61.9	72.6	-10.7	78.3	84.4	-6.1	59.7	72.4	-12.7	67.5	79.9	-12.4	65.8	79.1	-13.3
Other degree*	7.7	5.3	2.4	9.6	8.5	1.1	4.4	4.4	0.0	11.0	10.2	0.8	8.4	6.7	1.7	8.2	7.0	1.2
<i>Currently working on</i>																		
Ph.D.	10.8	5.4	5.4	15.9	9.7	6.2	11.2	5.5	5.7	16.2	10.2	6.0	11.9	6.6	5.3	12.7	5.3	7.4
<i>Department</i>																		
Social Sciences	14.6	12.9	1.7	13.4	11.5	1.9	17.3	14.9	2.4	11.1	10.5	0.6	11.8	10.8	1.0	11.1	10.3	0.8
Humanities	12.3	15.3	-3.0	13.5	13.7	-0.2	19.6	15.3	4.3	10.7	14.3	-3.6	16.6	14.5	2.1	9.4	6.1	3.3
Fine Arts	13.4	10.7	2.7	10.7	10.8	-0.1	11.8	11.3	0.5	5.6	4.7	0.9	12.0	10.3	1.7	11.1	9.8	1.3
Biological Sciences	7.4	10.1	-2.7	6.0	6.5	-0.5	7.2	6.9	0.3	6.4	5.5	0.9	4.3	5.9	-1.6	4.9	6.6	-1.7
Physical Sciences	6.8	10.9	-4.1	3.9	9.3	-5.4	5.8	13.4	-7.6	3.4	7.6	-4.2	2.8	7.8	-5.0	3.2	8.4	-5.2

(Table E2 continues)

Appendix E

Table E2. Faculty Professional Background and Current Status, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Department</i>																		
Education	9.3	4.6	4.7	11.1	6.3	4.8	6.6	4.1	2.5	11.8	6.9	4.9	6.9	3.6	3.3	10.9	5.0	5.9
English	7.1	7.0	0.1	10.7	6.5	4.2	10.1	6.7	3.4	9.3	6.8	2.5	9.0	5.0	4.0	8.2	4.2	4.0
History or Political Science	4.5	10.7	-6.2	5.0	8.7	-3.7	7.3	11.2	-3.9	4.2	7.8	-3.6	6.6	7.6	-1.0	4.7	6.6	-1.9
Mathematics or Statistics	5.3	7.7	-2.4	3.9	6.2	-2.3	3.8	7.0	-3.2	4.0	7.1	-3.1	2.9	5.8	-2.9	3.2	5.3	-2.1
Business	4.7	5.7	-1.0	5.7	9.1	-3.4	2.8	3.4	-0.6	7.1	15.2	-8.1	5.6	8.5	-2.9	4.7	7.0	-2.3
Health-related	7.9	0.2	7.7	8.7	1.5	7.2	2.0	0.4	1.6	18.7	2.0	16.7	10.6	3.2	7.4	13.5	5.8	7.7
Other Non-technical	4.5	2.2	2.3	5.4	4.8	0.6	4.0	2.3	1.7	5.2	5.8	-0.6	7.8	6.4	1.4	9.9	5.9	4.0
Other Technical	1.7	1.8	-0.1	1.7	3.2	-1.5	1.1	2.1	-1.0	2.0	3.3	-1.3	1.1	2.6	-1.5	1.3	3.4	-2.1
Engineering	0.3	0.2	0.1	0.3	1.8	-1.5	0.3	0.8	-0.5	0.4	2.5	-2.1	1.7	7.6	-5.9	1.7	9.2	-7.5
Agriculture or Forestry	0.1	0.0	0.1	0.1	0.2	-0.1	0.2	0.2	0.0	0.1	0.1	0.0	0.1	0.4	-0.3	2.3	6.3	-4.0
<i>Principal activity in current position at this institution</i>																		
Teaching	96.6	96.7	-0.1	96.1	96.1	0.0	97.5	97.4	0.1	97.1	96.7	0.4	86.9	84.1	2.8	80.7	74.2	6.5
Administration	3.1	2.3	0.8	2.8	2.7	0.1	1.6	1.6	0.0	2.2	2.6	-0.4	3.0	4.0	-1.0	3.6	5.0	-1.4
Research	0.0	0.8	-0.8	0.3	0.6	-0.3	0.3	0.6	-0.3	0.1	0.3	-0.2	8.8	11.0	-2.2	13.4	18.6	-5.2
Other	0.1	0.2	-0.1	0.3	0.3	0.0	0.2	0.2	0.0	0.1	0.1	0.0	0.7	0.5	0.2	0.9	0.7	0.2
Services to clients and patients	0.1	0.0	0.1	0.4	0.3	0.1	0.3	0.1	0.2	0.4	0.3	0.1	0.6	0.4	0.2	1.4	1.5	-0.1
<i>Do your interests lie primarily in teaching or research?</i>																		
In both, but leaning toward teaching	48.2	50.2	-2.0	47.3	47.6	-0.3	53.5	53.4	0.1	46.2	46.1	0.1	38.8	37.0	1.8	33.4	33.6	-0.2
Very heavily in teaching	33.0	23.7	9.3	36.3	34.7	1.6	23.9	23.7	0.2	39.1	37.4	1.7	23.8	18.3	5.5	25.2	16.6	8.6
In both, but leaning toward research	16.9	25.0	-8.1	15.2	16.7	-1.5	20.9	21.6	-0.7	13.9	15.1	-1.2	33.4	39.2	-5.8	34.6	42.0	-7.4
Very heavily in research	1.9	1.1	0.8	1.2	1.1	0.1	1.7	1.3	0.4	0.7	1.4	-0.7	4.0	5.4	-1.4	6.8	7.9	-1.1

(Table E2 continues)

Appendix E

Table E2. Faculty Professional Background and Current Status, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Currently serving in an administrative position as:</i>																		
Department chair	18.5	19.6	-1.1	14.6	19.4	-4.8	16.3	19.1	-2.8	13.7	19.0	-5.3	6.5	7.7	-1.2	4.6	6.9	-2.3
Other	15.9	16.7	-0.8	16.1	14.7	1.4	13.2	12.4	0.8	17.7	17.3	0.4	18.0	17.4	0.6	17.9	19.4	-1.5
Dean (Associate or Assistant)	1.4	0.8	0.6	1.1	1.6	-0.5	0.8	0.9	-0.1	0.8	1.3	-0.5	0.7	0.9	-0.2	0.7	0.9	-0.2
<i>Have you (yes)</i>																		
Ever held an academic administrative post	47.8	51.7	-3.9	40.1	49.6	-9.5	39.1	47.5	-8.4	41.3	53.6	-12.3	38.6	49.6	-11.0	33.8	44.6	-10.8
<i>In the past two years</i>																		
Considered leaving this institution for another	39.0	40.3	-1.3	41.0	38.8	2.2	42.2	38.6	3.6	40.5	36.5	4.0	44.0	37.7	6.3	50.4	45.4	5.0
Considered leaving academe for another job	33.9	30.1	3.8	35.4	28.4	7.0	34.0	26.0	8.0	36.1	26.9	9.2	32.8	23.3	9.5	37.7	28.2	9.5
Received at least one firm job offer	27.2	21.3	5.9	30.0	24.5	5.5	25.4	20.0	5.4	35.3	25.2	10.1	30.3	23.7	6.6	29.2	24.1	5.1
Considered early retirement	23.0	20.3	2.7	18.5	19.7	-1.2	17.6	20.8	-3.2	19.7	20.8	-1.1	16.7	18.4	-1.7	23.8	23.8	0.0
Changed academic institutions	10.1	9.8	0.3	11.7	9.5	2.2	12.7	10.1	2.6	13.0	9.4	3.6	11.2	8.1	3.1	10.4	8.5	1.9
Requested/sought an early promotion	6.3	4.0	2.3	5.1	5.2	-0.1	3.6	4.1	-0.5	5.8	5.3	0.5	6.5	4.8	1.7	8.0	7.4	0.6
<i>Do you (yes)</i>																		
Plan to retire within the next three years	8.5	11.9	-3.4	7.6	11.1	-3.5	5.6	11.3	-5.7	9.2	11.8	-2.6	8.0	12.9	-4.9	9.5	16.1	-6.6

(Table E2 continues)

Table E2. Faculty Professional Background and Current Status, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>To a great extent</i>																		
Feel that the training you received in graduate school prepared you well for your role as a faculty member	33.8	35.2	-1.4	34.9	37.7	-2.8	30.9	34.9	-4.0	36.3	38.7	-2.4	37.4	42.2	-4.8	38.5	42.4	-3.9
<i>If you were to begin your career again, would you still want to be a college professor?</i>																		
Definitely yes	55.3	61.2	-5.9	53.3	60.2	-6.9	52.0	58.3	-6.3	52.6	62.3	-9.7	51.2	62.1	-10.9	46.5	54.9	-8.4
Probably yes	30.7	23.6	7.1	30.3	27.7	2.6	30.6	28.9	1.7	30.9	26.1	4.8	31.2	24.3	6.9	31.3	27.5	3.8
Not sure	9.9	9.4	0.5	12.1	8.6	3.5	13.4	9.1	4.3	11.9	7.6	4.3	12.1	9.3	2.8	14.5	10.5	4.0
Probably no	3.1	4.3	-1.2	3.6	2.8	0.8	3.4	2.8	0.6	3.9	2.9	1.0	4.4	3.5	0.9	6.2	5.6	0.6
Definitely no	1.1	1.5	-0.4	0.7	0.8	-0.1	0.7	0.7	0.0	0.7	1.0	-0.3	1.1	0.8	0.3	1.5	1.5	0.0
<i>Are you (yes)</i>																		
Member of a faculty union	6.0	6.3	-0.3	11.8	10.0	1.8	8.3	7.6	0.7	21.9	21.2	0.7	9.8	7.1	2.7	22.8	19.4	3.4

*Other degree includes LL.B., J.D., M.D., D.D.S. (or equivalent), Other first professional degree beyond B.A.(e.g., D.D., D.V.M.), Ed.D, and excludes none

Appendix E

Table E3a. Faculty Teaching: Courses, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)		(%)	(%)		(%)	(%)		(%)	(%)		(%)	(%)		(%)	(%)	
<i>Taught in the past two years</i>																		
Interdisciplinary course	49.1	51.1	-2.0	47.4	48.6	-1.2	56.8	55.4	1.4	38.0	41.9	-3.9	47.3	44.6	2.7	41.5	42.4	-0.9
Team-taught a course	36.9	35.9	1.0	39.4	36.1	3.3	37.7	37.8	-0.1	40.1	30.1	10.0	40.3	37.7	2.6	40.7	42.5	-1.8
Seminar for first-year students	27.9	26.0	1.9	31.3	29.6	1.7	38.2	37.4	0.8	24.2	21.4	2.8	27.6	23.5	4.1	20.2	19.8	0.4
Service learning course	25.2	17.6	7.6	24.6	17.5	7.1	21.5	16.3	5.2	27.9	17.5	10.4	23.8	17.8	6.0	23.7	21.4	2.3
Honors course	19.6	23.5	-3.9	17.3	21.0	-3.7	19.2	23.4	-4.2	17.3	24.6	-7.3	23.7	27.2	-3.5	19.9	24.2	-4.3
Women's studies course	28.5	8.7	19.8	20.9	4.2	16.7	29.2	5.8	23.4	19.0	3.4	15.6	19.1	2.8	16.3	15.0	1.5	13.5
Ethnic studies course	17.3	10.8	6.5	15.3	10.9	4.4	18.3	12.4	5.9	12.6	10.8	1.8	13.4	7.0	6.4	11.5	7.0	4.5
Developed a new course	73.9	75.5	-1.6	75.3	72.7	2.6	79.0	75.1	3.9	72.9	70.1	2.8	73.2	69.8	3.4	71.2	67.6	3.6
<i>Teach remedial/developmental skills</i>																		
Writing	10.5	10.5	0.0	9.9	6.7	3.2	11.1	8.9	2.2	9.2	5.8	3.4	7.3	3.9	3.4	6.8	4.2	2.6
General academic skills	5.8	3.9	1.9	4.8	3.5	1.3	5.0	4.1	0.9	4.7	4.1	0.6	3.7	2.0	1.7	3.7	2.0	1.7
Mathematics	3.5	4.1	-0.6	2.7	3.3	-0.6	1.7	2.8	-1.1	3.3	3.9	-0.6	1.0	1.6	-0.6	2.1	2.5	-0.4
Other subject areas	3.1	2.5	0.6	3.2	2.4	0.8	3.2	2.1	1.1	3.6	2.2	1.4	2.9	1.9	1.0	3.0	2.3	0.7
Reading	2.8	2.9	-0.1	3.7	2.3	1.4	4.0	2.8	1.2	4.3	2.3	2.0	3.3	1.5	1.8	2.7	1.3	1.4
ESL	0.5	0.6	-0.1	1.4	0.6	0.8	0.7	0.2	0.5	1.2	0.5	0.7	1.5	0.3	1.2	1.1	0.4	0.7
<i>Activities in the present term (median hours per week)</i>																		
Preparing for teaching	14.1	13.3	0.8	15.0	13.9	1.1	16.1	14.4	1.7	14.4	13.9	0.5	12.0	10.8	1.2	12.4	10.6	1.8
Scheduled teaching	9.7	9.4	0.3	10.5	10.9	-0.4	9.5	10.1	-0.6	10.9	10.7	0.2	8.5	8.3	0.3	8.8	8.4	0.4
<i>Other teaching activities</i>																		
Received an award for outstanding teaching	39.7	40.0	-0.3	37.5	42.2	-4.7	36.4	40.9	-4.5	39.7	43.6	-3.9	39.4	43.6	-4.2	43.1	46.9	-3.8
Taught courses at more than one institution during the same term	13.1	13.8	-0.7	10.7	11.3	-0.6	7.1	6.5	0.6	13.1	13.9	-0.8	11.8	10.6	1.2	7.3	7.9	-0.6

(Table E3a continues)

Appendix E

Table E3a. Faculty Teaching: Courses, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Courses teaching this term</i>																		
General education																		
0	43.8	46.2	-2.4	45.6	41.5	4.1	45.3	41.1	4.2	47.9	42.9	5.0	57.8	58.1	-0.3	61.5	62.8	-1.3
1-2	44.4	44.6	-0.2	41.3	44.9	-3.6	45.4	49.3	-3.9	36.7	40.1	-3.4	33.0	34.3	-1.3	30.6	32.1	-1.5
3+	11.7	9.1	2.6	13.2	13.6	-0.4	9.4	9.6	-0.2	15.5	17.0	-1.5	9.3	7.7	1.6	8.0	5.1	2.9
Developmental/remedial																		
0	90.9	94.2	-3.3	92.2	92.4	-0.2	94.9	94.3	0.6	91.6	91.8	-0.2	94.1	95.8	-1.7	94.7	96.0	-1.3
1-2	7.4	5.8	1.6	6.2	6.1	0.1	4.5	5.1	-0.6	6.8	6.4	0.4	4.9	3.7	1.2	4.0	3.3	0.7
3+	1.6	0.0	1.6	1.7	1.5	0.2	0.6	0.7	-0.1	1.6	1.8	-0.2	0.9	0.4	0.5	1.3	0.7	0.6
Other undergraduate credit courses																		
0	12.6	10.6	2.0	11.5	11.2	0.3	10.0	10.2	-0.2	12.2	14.1	-1.9	14.0	15.3	-1.3	16.5	16.0	0.5
1-2	55.1	62.0	-6.9	52.3	52.9	-0.6	59.4	59.6	-0.2	50.3	51.3	-1.0	63.6	66.0	-2.4	63.9	68.1	-4.2
3+	32.4	27.5	4.9	36.2	35.9	0.3	30.5	30.3	0.2	37.3	34.6	2.7	22.5	18.7	3.8	19.5	15.9	3.6
Graduate courses																		
0	79.8	83.1	-3.3	81.9	83.4	-1.5	93.8	94.3	-0.5	69.9	71.3	-1.4	51.7	45.4	6.3	44.3	37.1	7.2
1-2	16.4	15.3	1.1	16.3	14.6	1.7	5.7	5.4	0.3	26.5	26.1	0.4	45.7	52.2	-6.5	52.5	60.1	-7.6
3+	3.8	1.5	2.3	1.9	2.0	-0.1	0.6	0.4	0.2	3.7	2.5	1.2	2.6	2.3	0.3	3.2	2.8	0.4
Vocational or technical courses																		
0	96.2	95.7	0.5	95.4	93.9	1.5	96.6	94.3	2.3	95.3	94.6	0.7	93.2	90.8	2.4	92.5	89.3	3.2
1-2	0.6	1.9	-1.3	2.1	2.2	-0.1	1.1	1.5	-0.4	2.8	1.9	0.9	2.7	3.8	-1.1	3.8	4.6	-0.8
3+	3.2	2.5	0.7	2.4	4.0	-1.6	2.4	4.0	-1.6	1.9	3.6	-1.7	4.1	5.4	-1.3	3.7	6.2	-2.5
Non-credit courses																		
0	94.1	91.5	2.6	91.0	92.8	-1.8	90.1	92.1	-2.0	91.5	94.1	-2.6	88.0	89.8	-1.8	86.8	86.8	0.0
1-2	5.6	7.2	-1.6	8.0	6.5	1.5	8.8	7.1	1.7	7.2	4.6	2.6	10.6	9.6	1.0	10.7	11.5	-0.8
3+	0.2	1.2	-1.0	1.0	0.8	0.2	1.1	0.7	0.4	1.3	1.2	0.1	1.4	0.6	0.8	2.6	1.7	0.9

Table E3b. Faculty Teaching: Instructional Techniques/Methods, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>How many courses use the following (all or most)</i>																		
Class discussions	87.2	82.9	4.3	87.8	81.0	6.8	87.4	79.9	7.5	87.2	80.6	6.6	86.7	78.7	8.0	85.0	75.6	9.4
Cooperative learning (small groups)	63.5	46.4	17.1	65.2	44.2	21.0	66.7	43.5	23.2	62.0	43.8	18.2	54.6	34.0	20.6	55.0	34.5	20.5
Student presentations	62.2	43.6	18.6	61.6	45.8	15.8	62.5	47.5	15.0	59.9	43.5	16.4	58.3	40.6	17.7	51.8	40.2	11.6
Term/research papers	39.9	42.3	-2.4	40.9	39.3	1.6	46.0	42.7	3.3	39.0	39.5	-0.5	43.7	39.5	4.2	36.5	35.5	1.0
Extensive lecturing	35.1	49.4	-14.3	35.1	54.9	-19.8	32.0	51.5	-19.5	39.5	59.0	-19.5	40.7	63.2	-22.5	43.3	66.7	-23.4
Group projects	37.2	30.1	7.1	41.2	32.4	8.8	42.3	30.3	12.0	41.9	34.0	7.9	36.1	27.7	8.4	37.1	29.7	7.4
Readings on women and gender issues	35.5	24.0	11.5	29.6	14.5	15.1	36.2	17.8	18.4	28.8	14.4	14.4	31.3	13.0	18.3	28.1	11.4	16.7
Multiple drafts of written work	33.9	26.3	7.6	34.8	24.5	10.3	40.8	29.1	11.7	31.6	24.5	7.1	34.5	22.3	12.2	29.2	18.9	10.3
Readings on racial and ethnic issues	30.2	20.9	9.3	31.1	15.7	15.4	35.0	18.4	16.6	31.0	16.2	14.8	31.7	13.7	18.0	30.2	13.2	17.0
Reflective writing/journaling	27.1	15.1	12.0	28.3	15.5	12.8	23.3	13.0	10.3	30.9	17.4	13.5	26.2	13.3	12.9	23.1	9.8	13.3
Recitals/Demonstrations	25.2	16.3	8.9	24.5	19.6	4.9	21.7	19.5	2.2	24.6	17.5	7.1	25.3	18.1	7.2	23.4	18.2	5.2
Student-selected topics for course content	19.1	13.0	6.1	19.5	12.5	7.0	17.6	11.9	5.7	20.8	14.0	6.8	19.7	12.2	7.5	18.7	12.8	5.9
Community service as part of coursework	9.2	3.1	6.1	10.3	4.7	5.6	6.2	2.8	3.4	13.8	6.2	7.6	10.4	4.4	6.0	9.7	4.1	5.6
Teaching assistants	5.0	7.9	-2.9	5.5	6.6	-1.1	7.9	8.3	-0.4	3.1	3.4	-0.3	16.2	22.9	-6.7	14.7	20.8	-6.1

Table E3c. Faculty Teaching: Evaluation Methods, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>How many courses use the following (all or most)</i>																		
Essay mid-term and/or final exams	61.8	62.7	-0.9	60.6	63.3	-2.7	65.2	65.3	-0.1	57.7	63.9	-6.2	60.7	62.1	-1.4	54.5	56.5	-2.0
Short-answer mid-term and/or final exams	36.6	36.1	0.5	37.7	39.9	-2.2	37.1	38.7	-1.6	35.2	41.7	-6.5	32.5	36.7	-4.2	33.9	35.5	-1.6
Student evaluations of each others' work	20.7	12.6	8.1	22.8	13.5	9.3	21.9	11.6	10.3	19.9	12.7	7.2	22.5	11.4	11.1	19.6	11.7	7.9
Multiple-choice mid-term and/or final exams	20.8	16.4	4.4	24.3	24.0	0.3	11.8	13.3	-1.5	34.8	27.9	6.9	21.9	22.5	-0.6	27.9	26.1	1.8
Grading on a curve	16.2	20.3	-4.1	11.2	21.4	-10.2	12.7	22.4	-9.7	11.2	22.8	-11.6	15.4	28.9	-13.5	15.4	29.9	-14.5
Student evaluations of their own work	26.8	13.5	13.3	25.8	14.2	11.6	21.2	11.4	9.8	25.8	14.8	11.0	25.9	12.9	13.0	22.7	12.9	9.8

Table E4. Faculty Research and Other Creative Work, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Activities engaged in in the past two years</i>																		
Worked with undergraduates on a research project	70.3	77.5	-7.2	63.1	68.6	-5.5	75.7	80.0	-4.3	56.2	61.1	-4.9	64.6	68.8	-4.2	59.9	69.2	-9.3
Collaborated with the local community in research/teaching	42.8	37.1	5.7	42.6	35.9	6.7	37.7	32.9	4.8	47.0	37.4	9.6	41.4	34.9	6.5	48.3	43.4	4.9
Conducted research or writing focused on:																		
Women and gender issues	37.6	20.0	17.6	33.0	11.5	21.5	41.8	14.5	27.3	30.9	9.9	21.0	37.0	12.4	24.6	33.5	11.4	22.1
International/global issues	26.9	27.8	-0.9	26.8	27.1	-0.3	33.0	30.7	2.3	23.9	27.6	-3.7	32.0	31.3	0.7	27.8	30.0	-2.2
Racial or ethnic minorities	25.7	19.5	6.2	23.6	15.7	7.9	29.5	17.9	11.6	21.8	15.7	6.1	28.4	17.1	11.3	27.8	16.6	11.2
<i>Number of publications</i>																		
Articles in academic or professional journals																		
0	24.0	13.6	10.4	28.2	19.8	8.4	17.5	12.9	4.6	28.5	18.2	10.3	19.2	10.3	8.9	17.3	9.2	8.1
1-2	24.1	19.2	4.9	25.7	21.1	4.6	24.3	17.1	7.2	24.7	20.1	4.6	18.1	11.6	6.5	18.3	9.5	8.8
3-4	17.2	13.4	3.8	17.9	16.4	1.5	20.1	15.9	4.2	17.5	17.4	0.1	14.7	10.5	4.2	14.6	8.5	6.1
5-10	19.5	20.9	-1.4	17.3	20.0	-2.7	23.3	24.2	-0.9	18.1	20.4	-2.3	21.6	16.9	4.7	20.4	15.7	4.7
11+	15.1	32.9	-17.8	10.9	22.6	-11.7	14.9	29.9	-15.0	11.1	23.9	-12.8	26.4	50.7	-24.3	29.4	57.1	-27.7
Chapters in edited volumes																		
0	56.0	47.7	8.3	59.9	55.5	4.4	48.1	45.9	2.2	61.3	57.6	3.7	44.3	34.1	10.2	44.1	33.1	11.0
1-2	27.2	24.2	3.0	25.5	25.8	-0.3	31.1	28.3	2.8	26.1	26.3	-0.2	24.7	24.9	-0.2	26.2	25.2	1.0
3-4	8.3	14.4	-6.1	9.1	10.5	-1.4	12.8	14.0	-1.2	8.1	9.7	-1.6	13.6	16.4	-2.8	13.9	16.0	-2.1
5-10	6.8	9.5	-2.7	4.2	6.0	-1.8	6.4	8.8	-2.4	3.2	4.5	-1.3	11.8	14.9	-3.1	11.1	15.0	-3.9
11+	1.6	4.2	-2.6	1.1	2.2	-1.1	1.5	2.9	-1.4	1.5	2.1	-0.6	5.6	9.7	-4.1	4.8	10.7	-5.9

(Table E4 continues)

Table E4. Faculty Research and Other Creative Work, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female n=772 (%)	Male n=485 (%)	Diff.	Female n=6,266 (%)	Male n=8,398 (%)	Diff.	Female n=2,150 (%)	Male n=2,900 (%)	Diff.	Female n=1,356 (%)	Male n=1,512 (%)	Diff.	Female n=2,244 (%)	Male n=3,705 (%)	Diff.	Female n=3,417 (%)	Male n=5,323 (%)	Diff.
<i>Number of publications</i>																		
Books, manuals, or monographs																		
0	68.6	54.3	14.3	70.8	60.6	10.2	64.9	55.7	9.2	71.1	60.4	10.7	55.5	43.8	11.7	57.6	46.3	11.3
1-2	22.5	27.9	-5.4	22.2	26.3	-4.1	27.1	29.2	-2.1	21.1	26.8	-5.7	30.0	29.3	0.7	26.8	29.8	-3.0
3-4	5.9	12.6	-6.7	4.3	7.6	-3.3	4.8	8.9	-4.1	5.2	7.2	-2.0	8.5	12.8	-4.3	9.8	12.0	-2.2
5-10	2.3	3.8	-1.5	2.1	4.1	-2.0	2.5	4.9	-2.4	2.0	4.0	-2.0	5.0	9.7	-4.7	4.2	8.4	-4.2
11+	0.7	1.3	-0.6	0.6	1.4	-0.8	0.8	1.3	-0.5	0.6	1.6	-1.0	1.0	4.3	-3.3	1.6	3.4	-1.8
Other, such as patents, or computer software products																		
0	90.9	85.2	5.7	92.0	85.9	6.1	91.1	86.6	4.5	92.0	85.2	6.8	88.1	78.3	9.8	88.4	75.6	12.8
1-2	6.1	8.9	-2.8	5.6	8.6	-3.0	6.5	8.5	-2.0	4.6	7.7	-3.1	7.2	10.9	-3.7	8.0	13.2	-5.2
3-4	1.1	4.2	-3.1	1.2	2.8	-1.6	1.4	2.6	-1.2	1.8	3.8	-2.0	2.6	5.1	-2.5	2.1	5.6	-3.5
5-10	1.2	1.0	0.2	0.8	1.4	-0.6	0.7	1.2	-0.5	1.2	1.7	-0.5	1.2	2.9	-1.7	0.7	3.5	-2.8
11+	0.7	0.6	0.1	0.5	1.3	-0.8	0.4	1.0	-0.6	0.4	1.6	-1.2	0.9	2.8	-1.9	0.7	2.1	-1.4
Number of exhibitions or performances in the fine or applied arts in the last two years																		
0	77.6	81.6	-4.0	78.2	78.7	-0.5	81.0	79.7	1.3	80.7	84.6	-3.9	77.9	80.9	-3.0	79.8	82.3	-2.5
1-2	5.0	3.5	1.5	5.1	3.9	1.2	3.5	3.4	0.1	5.9	3.9	2.0	6.2	3.5	2.7	4.5	3.5	1.0
3-4	3.1	2.2	0.9	2.9	2.6	0.3	2.5	2.0	0.5	2.6	2.4	0.2	2.4	2.2	0.2	2.5	1.9	0.6
5-10	2.2	1.5	0.7	3.3	2.5	0.8	3.2	2.2	1.0	2.6	2.3	0.3	2.4	2.3	0.1	2.9	1.7	1.2
11+	12.1	11.2	0.9	10.4	12.3	-1.9	9.9	12.7	-2.8	8.2	6.7	1.5	11.1	10.9	0.2	10.3	10.5	-0.2

(Table E4 continues)

Table E4. Faculty Research and Other Creative Work, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female n=772 (%)	Male n=485 (%)	Diff.	Female n=6,266 (%)	Male n=8,398 (%)	Diff.	Female n=2,150 (%)	Male n=2,900 (%)	Diff.	Female n=1,356 (%)	Male n=1,512 (%)	Diff.	Female n=2,244 (%)	Male n=3,705 (%)	Diff.	Female n=3,417 (%)	Male n=5,323 (%)	Diff.
Number of your professional writings have been published or accepted for publication in the last two years																		
0	43.4	33.5	9.9	44.2	40.7	3.5	32.8	31.0	1.8	44.1	41.5	2.6	27.9	22.8	5.1	28.0	19.1	8.9
1-2	35.3	35.7	-0.4	34.8	33.9	0.9	39.9	37.2	2.7	34.7	33.2	1.5	33.0	26.3	6.7	30.1	25.1	5.0
3-4	14.9	20.0	-5.1	15.3	16.9	-1.6	19.8	21.6	-1.8	15.3	16.5	-1.2	22.8	24.3	-1.5	24.2	25.8	-1.6
5-10	5.5	10.0	-4.5	4.9	7.0	-2.1	6.8	8.5	-1.7	4.8	7.4	-2.6	13.8	20.6	-6.8	14.8	22.8	-8.0
11+	0.9	0.8	0.1	0.8	1.6	-0.8	0.7	1.8	-1.1	1.1	1.4	-0.3	2.6	6.0	-3.4	2.8	7.2	-4.4
<i>Activities in the present term (median hours per week)</i>																		
Research and scholarly writing	4.3	6.0	-1.7	4.2	5.0	-0.8	4.8	5.8	-1.0	4.2	5.0	-0.8	7.5	10.0	-2.6	7.9	10.8	-2.9
Other creative products/performances	2.3	1.7	0.5	2.0	2.1	-0.1	1.7	1.9	-0.3	1.8	2.0	-0.2	2.3	2.4	-0.1	2.1	2.3	-0.2
Outside consulting/freelance work	1.0	1.5	-0.5	1.2	1.4	-0.2	0.9	1.0	-0.1	1.3	1.5	-0.2	1.5	1.8	-0.3	1.2	1.4	-0.2
Consultation with clients/patients	0.7	0.5	0.2	0.8	0.7	0.2	0.4	0.3	0.1	1.3	0.8	0.4	1.0	0.8	0.2	1.1	1.2	-0.1
<i>Received funding for your work from</i>																		
Foundations	21.3	25.1	-3.8	19.3	19.8	-0.5	25.5	26.9	-1.4	15.7	15.2	0.5	24.8	24.9	-0.1	26.0	27.6	-1.6
State or federal government	16.2	21.1	-4.9	13.4	15.8	-2.4	16.6	21.0	-4.4	14.3	14.5	-0.2	21.8	27.6	-5.8	34.5	46.4	-11.9
Business or industry	7.8	10.5	-2.7	6.5	10.3	-3.8	5.6	7.7	-2.1	6.5	10.4	-3.9	10.8	18.7	-7.9	13.5	25.7	-12.2
<i>Do you (yes)</i>																		
Use your scholarship to address local community needs	45.2	34.8	10.4	46.3	41.2	5.1	36.3	32.0	4.3	51.2	43.9	7.3	45.4	37.9	7.5	52.1	44.7	7.4

(Table E4 continues)

Table E4. Faculty Research and Other Creative Work, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Activities in the past two years</i>																		
Engaged in paid consulting outside of your institution	30.0	35.1	-5.1	29.4	34.8	-5.4	26.7	31.5	-4.8	30.4	34.3	-3.9	36.7	43.2	-6.5	37.7	48.1	-10.4
Published op-ed pieces or editorials	17.1	22.9	-5.8	14.3	24.3	-10.0	13.2	24.7	-11.5	16.2	22.4	-6.2	16.9	25.3	-8.4	17.9	24.9	-7.0
<i>To a great extent</i>																		
Engage in academic work that spans multiple disciplines	36.8	38.4	-1.6	32.4	32.9	-0.5	38.3	37.0	1.3	27.7	32.3	-4.6	37.5	37.4	0.1	36.8	37.7	-0.9

Table E5. Faculty Service and Advising, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Activities engaged in in the past two years</i>																		
Engaged in public service/professional consulting without pay	51.4	51.4	0.0	52.7	51.9	0.8	46.3	46.5	-0.2	55.2	52.4	2.8	55.8	53.0	2.8	61.4	62.3	-0.9
Advised student groups in	42.4	37.3	5.1	45.4	40.3	5.1	37.9	34.4	3.5	47.8	38.4	9.4	40.3	36.0	4.3	41.4	39.3	2.1
<i>Activities engaged in in the past two years (median hours per week)</i>																		
Advising and counseling of students	4.6	4.0	0.6	4.6	4.1	0.5	4.5	4.1	0.4	4.6	4.2	0.4	4.3	3.9	0.4	4.2	4.0	0.2
Committee work and meetings	3.9	3.8	0.2	3.7	3.3	0.4	3.5	3.3	0.2	4.0	3.6	0.5	3.7	3.4	0.3	4.1	3.9	0.2
Other administration	4.1	3.3	0.8	3.6	3.5	0.1	3.2	3.1	0.1	3.6	3.5	0.2	3.2	3.1	0.1	3.4	3.6	-0.2
Community or public service	2.0	2.1	-0.1	2.1	2.1	-0.1	1.7	1.8	-0.1	2.5	2.2	0.3	2.2	2.3	-0.1	2.2	2.0	0.2

Table E6. Faculty Professional and Personal Wellbeing, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>To a great extent</i>																		
Feel that your work adds meaning to your life	73.4	71.3	2.1	72.0	73.2	-1.2	71.7	72.1	-0.4	71.5	72.2	-0.7	73.9	75.1	-1.2	64.9	67.3	-2.4
Engage in self-reflection	74.4	65.3	9.1	75.4	67.9	7.5	73.1	65.6	7.5	77.3	69.5	7.8	74.3	66.6	7.7	72.3	60.7	11.6
Experience joy in your work	71.6	68.2	3.4	68.1	71.7	-3.6	66.5	70.3	-3.8	66.7	71.1	-4.4	67.6	71.8	-4.2	60.0	65.7	-5.7
Feel good about the direction in which your life is headed	65.6	66.8	-1.2	64.9	67.1	-2.2	62.1	64.4	-2.3	65.8	67.2	-1.4	63.7	67.8	-4.1	58.8	62.7	-3.9
Experience close alignment between your work and your personal values	67.0	58.3	8.7	66.9	64.7	2.2	63.4	59.6	3.8	64.7	61.5	3.2	66.7	62.9	3.8	57.6	52.7	4.9
Eat a well-balanced diet	48.2	47.3	0.9	45.7	43.3	2.4	49.8	46.6	3.2	44.1	42.2	1.9	51.5	48.1	3.4	46.5	46.7	-0.2
Consider yourself a spiritual person	51.8	37.4	14.4	57.0	52.0	5.0	43.0	35.9	7.1	60.6	50.4	10.2	49.2	45.4	3.8	46.2	37.1	9.1
Engage in regular exercise	40.6	43.5	-2.9	38.3	41.3	-3.0	39.3	43.2	-3.9	37.1	43.3	-6.2	42.1	43.9	-1.8	39.6	43.0	-3.4
Achieve a healthy balance between your personal life and your professional life	34.3	39.0	-4.7	31.2	40.5	-9.3	27.0	36.5	-9.5	36.1	44.7	-8.6	34.5	45.2	-10.7	31.2	40.5	-9.3
Get adequate amounts of sleep	34.6	31.5	3.1	32.0	32.3	-0.3	31.6	30.9	0.7	30.8	32.9	-2.1	33.5	33.2	0.3	33.6	33.4	0.2
Consider yourself a religious person	33.1	30.0	3.1	40.3	44.8	-4.5	25.6	29.0	-3.4	42.4	41.8	0.6	34.5	39.6	-5.1	27.8	27.9	-0.1
Seek opportunities to grow spiritually	34.7	21.3	13.4	39.0	35.4	3.6	26.9	22.1	4.8	41.6	32.7	8.9	35.8	34.2	1.6	28.1	22.3	5.8
Engage in prayer/meditation	26.1	18.5	7.6	31.5	30.7	0.8	18.7	17.3	1.4	34.8	28.4	6.4	29.0	30.2	-1.2	22.3	18.6	3.7

(Table E6 continues)

Table E6. Faculty Professional and Personal Wellbeing, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>To a great extent</i>																		
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	20.8	14.8	6.0	25.4	18.2	7.2	24.8	17.2	7.6	24.4	18.8	5.6	32.0	18.8	13.2	31.6	20.7	10.9
<i>Agree strongly or agree</i>																		
My values are congruent with the dominant institutional values	74.0	70.4	3.6	77.7	76.4	1.3	74.5	74.3	0.2	79.7	77.1	2.6	68.3	70.7	-2.4	57.3	56.4	0.9

Appendix E

Table E7. Faculty Goals and Values, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Goals (essential or very important)</i>																		
Being a good teacher	99.7	97.5	2.2	99.1	98.9	0.2	99.0	98.8	0.2	99.3	98.9	0.4	98.8	97.4	1.4	97.8	96.8	1.0
Being a good colleague	96.2	89.7	6.5	94.3	92.0	2.3	93.2	91.3	1.9	94.9	92.5	2.4	93.7	90.1	3.6	92.1	89.0	3.1
Serving as a role model to students	92.1	77.5	14.6	91.9	86.6	5.3	88.6	81.5	7.1	93.7	86.1	7.6	89.9	83.6	6.3	89.0	81.3	7.7
Developing a meaningful philosophy of life	77.3	68.8	8.5	76.1	73.7	2.4	71.8	67.9	3.9	79.1	72.8	6.3	73.7	69.7	4.0	69.6	63.9	5.7
Helping others who are in difficulty	72.3	57.6	14.7	72.6	65.2	7.4	68.6	59.5	9.1	75.4	68.3	7.1	70.5	61.3	9.2	67.2	57.0	10.2
Raising a family	63.1	69.9	-6.8	65.2	74.2	-9.0	63.4	73.8	-10.4	66.2	65.7	0.5	67.4	75.7	-8.3	61.0	74.9	-13.9
Helping to promote racial understanding	70.3	50.1	20.2	64.6	52.8	11.8	68.0	52.7	15.3	64.4	54.2	10.2	63.9	47.8	16.1	60.8	45.5	15.3
Achieving congruence between my own values and institutional values	64.8	51.3	13.5	66.5	57.6	8.9	60.2	49.3	10.9	70.1	59.4	10.7	60.1	51.9	8.2	54.9	42.4	12.5
Becoming an authority in my field	48.6	46.9	1.7	43.1	45.7	-2.6	41.7	48.6	-6.9	44.6	41.6	3.0	57.2	64.0	-6.8	57.3	66.9	-9.6
Obtaining recognition from my colleagues for contributions to my special field	47.5	45.2	2.3	43.1	41.5	1.6	45.9	45.3	0.6	41.7	39.8	1.9	55.8	54.9	0.9	54.8	57.6	-2.8
Integrating spirituality into my life	51.7	36.8	14.9	56.5	52.9	3.6	42.6	36.3	6.3	61.6	51.9	9.7	50.4	47.1	3.3	43.8	35.0	8.8
Influencing social values	48.2	31.4	16.8	45.1	38.6	6.5	42.9	33.7	9.2	47.9	38.9	9.0	46.4	34.6	11.8	40.3	28.2	12.1
Becoming involved in programs to clean up the environment	36.2	29.1	7.1	30.3	26.4	3.9	30.6	27.0	3.6	32.7	26.0	6.7	28.3	22.5	5.8	30.2	28.0	2.2
Becoming very well off financially	32.2	35.3	-3.1	33.0	36.4	-3.4	29.5	36.1	-6.6	34.3	38.4	-4.1	34.1	44.0	-9.9	38.6	46.7	-8.1
Influencing the political structure	23.6	16.8	6.8	19.0	17.2	1.8	20.1	17.0	3.1	20.4	18.7	1.7	22.0	16.6	5.4	21.0	16.6	4.4

Table E8. Faculty Goals for Undergraduate Education, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Goals (essential or very important)</i>																		
Develop ability to think critically	99.6	99.3	0.3	99.6	99.0	0.6	99.6	99.4	0.2	99.5	99.0	0.5	99.1	98.5	0.6	99.5	98.6	0.9
Help master knowledge in a discipline	94.5	93.1	1.4	95.1	93.5	1.6	94.1	92.8	1.3	95.6	94.2	1.4	95.1	93.5	1.6	94.3	94.8	-0.5
Promote ability to write effectively	95.2	90.6	4.6	93.8	88.2	5.6	94.9	90.6	4.3	94.5	87.5	7.0	91.6	83.9	7.7	91.2	83.8	7.4
Instill a basic appreciation of the liberal arts	80.2	77.1	3.1	72.6	69.5	3.1	79.9	77.2	2.7	69.4	66.9	2.5	66.1	56.2	9.9	56.4	45.9	10.5
Develop creative capacities	74.9	69.9	5.0	67.6	68.2	-0.6	68.7	70.2	-1.5	65.4	66.9	-1.5	70.4	71.1	-0.7	65.4	71.4	-6.0
Prepare students for graduate or advanced education	75.6	66.5	9.1	68.8	66.6	2.2	69.5	69.6	-0.1	68.6	62.7	5.9	66.6	64.1	2.5	62.2	60.7	1.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	77.9	53.0	24.9	75.2	54.8	20.4	74.5	52.3	22.2	77.6	56.8	20.8	70.9	46.3	24.6	70.9	45.1	25.8
Enhance students' self-understanding	71.3	59.8	11.5	68.8	62.3	6.5	64.0	59.2	4.8	72.0	63.5	8.5	65.6	56.7	8.9	59.2	48.4	10.8
Prepare students for employment after college	69.0	58.9	10.1	71.5	66.3	5.2	56.2	53.0	3.2	80.1	71.9	8.2	65.9	62.5	3.4	72.5	68.9	3.6
Prepare students for responsible citizenship	70.5	53.5	17.0	71.1	61.6	9.5	68.9	57.9	11.0	75.6	64.9	10.7	67.4	54.3	13.1	63.9	49.5	14.4
Develop moral character	65.4	51.3	14.1	69.0	65.8	3.2	57.6	52.0	5.6	78.0	68.9	9.1	65.5	61.0	4.5	55.0	48.0	7.0
Help students develop personal values	62.3	48.5	13.8	63.9	59.3	4.6	55.3	47.4	7.9	70.1	61.6	8.5	60.1	53.0	7.1	49.4	40.6	8.8
Facilitate search for meaning/purpose in life	49.4	37.8	11.6	51.4	49.8	1.6	44.3	40.0	4.3	54.9	49.2	5.7	47.5	41.3	6.2	33.1	26.1	7.0

(Table E8 continues)

Table E8. Faculty Goals for Undergraduate Education, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Goals (essential or very important)</i>																		
Provide for students' emotional development	50.6	32.5	18.1	48.5	38.7	9.8	40.1	31.0	9.1	53.9	39.8	14.1	44.3	33.7	10.6	36.0	25.7	10.3
Instill in students a commitment to community service	49.3	32.3	17.0	48.3	38.3	10.0	39.2	28.9	10.3	57.4	42.5	14.9	45.7	33.5	12.2	40.6	26.8	13.8
Enhance spiritual development	35.7	21.3	14.4	37.1	38.8	-1.7	21.7	21.0	0.7	45.1	37.7	7.4	32.8	33.3	-0.5	14.6	13.0	1.6

Table E9. Faculty Sources of Stress, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)		(%)	(%)		(%)	(%)		(%)	(%)		(%)	(%)		(%)	(%)	
<i>Sources of stress in the past two years (extensive or somewhat)</i>																		
Self-imposed high expectations	85.5	75.5	10.0	87.4	77.1	10.3	90.2	80.3	9.9	85.2	70.3	14.9	87.3	74.6	12.7	87.2	76.7	10.5
Lack of personal time	83.2	71.8	11.4	85.5	71.3	14.2	88.3	75.6	12.7	82.4	66.3	16.1	82.5	65.6	16.9	82.2	67.8	14.4
Managing household responsibilities	81.7	72.3	9.4	83.2	71.0	12.2	85.4	74.2	11.2	82.1	65.2	16.9	80.8	66.3	14.5	81.4	66.6	14.8
Committee work	67.5	58.6	8.9	60.3	54.9	5.4	58.4	53.4	5.0	64.5	57.2	7.3	56.1	48.8	7.3	63.0	55.7	7.3
Teaching load	68.5	57.3	11.2	74.7	66.7	8.0	76.8	67.9	8.9	73.6	61.7	11.9	66.3	55.3	11.0	69.1	58.9	10.2
Institutional procedures and “red tape”	61.5	61.0	0.5	58.7	59.2	-0.5	52.4	54.0	-1.6	62.9	63.4	-0.5	63.1	59.1	4.0	70.0	70.5	-0.5
Research or publishing demands	62.6	59.3	3.3	61.6	53.3	8.3	73.4	62.1	11.3	61.7	55.1	6.6	71.6	64.5	7.1	72.8	68.5	4.3
Keeping up with information technology	64.3	52.1	12.2	62.2	52.6	9.6	59.4	49.8	9.6	64.8	53.6	11.2	61.9	47.8	14.1	63.7	53.2	10.5
Personal finances	57.3	54.4	2.9	62.9	60.4	2.5	61.6	58.7	2.9	61.3	56.4	4.9	62.0	55.0	7.0	62.1	54.3	7.8
Faculty meetings	57.2	50.3	6.9	50.9	47.0	3.9	47.3	42.1	5.2	56.9	52.5	4.4	51.7	42.2	9.5	53.7	46.7	7.0
Working with underprepared students	53.0	48.8	4.2	53.7	49.6	4.1	41.4	39.4	2.0	62.1	56.7	5.4	40.6	36.0	4.6	55.4	48.2	7.2
My physical health	52.2	44.8	7.4	53.8	47.0	6.8	54.6	47.1	7.5	53.9	47.5	6.4	52.1	47.1	5.0	55.0	47.9	7.1
Review/promotion process	47.7	40.0	7.7	50.8	39.3	11.5	52.9	39.6	13.3	49.9	39.7	10.2	53.7	38.4	15.3	57.2	42.9	14.3
Change in work responsibilities	48.1	34.0	14.1	48.3	34.5	13.8	43.2	31.0	12.2	52.2	32.8	19.4	44.8	30.0	14.8	48.7	33.2	15.5
Being part of a dual career couple	42.3	36.8	5.5	46.3	34.2	12.1	51.0	38.7	12.3	43.0	30.6	12.4	44.4	28.3	16.1	43.0	30.8	12.2
Care of elderly parent	36.1	32.3	3.8	36.2	30.1	6.1	34.2	29.6	4.6	38.1	29.6	8.5	36.5	29.5	7.0	36.3	30.2	6.1
Health of spouse/partner	27.1	40.8	-13.7	28.4	37.1	-8.7	28.7	36.6	-7.9	27.8	36.1	-8.3	28.6	37.3	-8.7	29.4	38.5	-9.1
Child care	32.1	32.9	-0.8	33.3	31.5	1.8	35.6	35.7	-0.1	34.3	26.6	7.7	34.1	30.1	4.0	29.6	29.2	0.4
Job security	33.5	29.6	3.9	36.2	26.8	9.4	34.8	24.4	10.4	36.1	28.2	7.9	38.9	24.4	14.5	37.3	23.8	13.5

(Table E9 continues)

Table E9. Faculty Sources of Stress, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Sources of stress in the past two years (extensive or somewhat)</i>																		
Children's problems	28.2	28.3	-0.1	31.1	32.1	-1.0	30.1	34.2	-4.1	31.9	27.7	4.2	31.3	33.7	-2.4	28.2	30.9	-2.7
Subtle discrimination (e.g., prejudice, racism, sexism)	26.6	17.8	8.8	33.9	15.2	18.7	35.4	15.4	20.0	31.7	14.3	17.4	39.7	14.9	24.8	41.5	18.7	22.8
Marital Friction	20.0	25.8	-5.8	21.4	22.4	-1.0	22.3	24.1	-1.8	20.3	21.2	-0.9	21.5	21.4	0.1	20.7	23.2	-2.5
<i>Have you (yes)</i>																		
Been sexually harassed at this institution	4.7	3.8	0.9	7.9	1.7	6.2	8.3	1.8	6.5	8.1	1.9	6.2	8.8	1.5	7.3	12.1	2.2	9.9

Table E10. Faculty Workplace Satisfaction, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.
	n=772 (%)	n=485 (%)		n=6,266 (%)	n=8,398 (%)		n=2,150 (%)	n=2,900 (%)		n=1,356 (%)	n=1,512 (%)		n=2,244 (%)	n=3,705 (%)		n=3,417 (%)	n=5,323 (%)	
<i>Very satisfied or satisfied</i>																		
Autonomy and independence	88.7	87.3	1.4	87.6	89.2	-1.6	91.5	92.8	-1.3	82.9	87.9	-5.0	86.2	88.5	-2.3	84.6	87.5	-2.9
Competency of colleagues	83.9	81.1	2.8	84.4	81.9	2.5	86.7	85.5	1.2	81.3	79.7	1.6	80.4	80.4	0.0	76.3	77.3	-1.0
Professional relationships with other faculty	83.7	80.0	3.7	81.4	80.7	0.7	80.8	79.3	1.5	81.4	80.6	0.8	72.5	77.6	-5.1	71.8	75.2	-3.4
Overall job satisfaction	80.1	79.3	0.8	79.1	82.1	-3.0	80.1	84.1	-4.0	77.0	81.5	-4.5	76.6	81.8	-5.2	72.3	76.3	-4.0
Opportunity to develop new ideas	78.6	80.3	-1.7	76.5	79.6	-3.1	79.1	83.8	-4.7	73.2	78.4	-5.2	74.5	83.0	-8.5	74.9	80.1	-5.2
Office/lab space	71.9	76.7	-4.8	70.9	71.5	-0.6	74.4	75.8	-1.4	66.9	67.8	-0.9	66.0	71.1	-5.1	63.0	66.3	-3.3
Social relationships with other faculty	72.5	64.7	7.8	71.9	68.2	3.7	69.3	67.4	1.9	73.9	68.3	5.6	64.2	63.7	0.5	63.0	60.6	2.4
Quality of students	62.0	58.4	3.6	63.4	59.3	4.1	76.6	72.5	4.1	53.9	48.8	5.1	73.6	69.6	4.0	52.5	46.8	5.7
Teaching load	55.0	65.9	-10.9	48.3	53.4	-5.1	47.1	54.0	-6.9	49.6	56.0	-6.4	58.1	65.6	-7.5	55.5	62.9	-7.4
Relationship with administration	57.6	59.1	-1.5	61.4	63.0	-1.6	62.2	65.1	-2.9	57.6	56.0	1.6	54.6	56.4	-1.8	52.2	51.5	0.7
Prospects for career advancement	54.2	58.3	-4.1	52.7	57.6	-4.9	57.2	62.8	-5.6	51.7	55.7	-4.0	48.9	61.5	-12.6	48.6	56.6	-8.0
Clerical/administrative support	47.9	57.5	-9.6	55.1	58.5	-3.4	61.5	64.9	-3.4	49.9	54.6	-4.7	50.6	56.9	-6.3	47.6	51.8	-4.2
Salary and fringe benefits	42.4	54.8	-12.4	48.3	51.7	-3.4	56.9	59.2	-2.3	43.0	49.4	-6.4	47.3	55.9	-8.6	42.2	49.0	-6.8
Opportunity for scholarly pursuits	41.9	54.6	-12.7	43.8	53.0	-9.2	47.3	58.4	-11.1	38.0	49.1	-11.1	52.7	67.3	-14.6	54.2	66.6	-12.4
Visibility for jobs at other institutions/organizations	46.1	45.8	0.3	46.9	46.3	0.6	47.8	48.6	-0.8	44.7	45.9	-1.2	52.9	57.4	-4.5	52.0	55.5	-3.5
Availability of child care at this institution	24.5	34.3	-9.8	16.6	26.6	-10.0	19.7	31.1	-11.4	18.8	28.4	-9.6	25.8	37.7	-11.9	24.7	32.7	-8.0

Table E11a. Faculty Perceptions of Institution: Teaching and Learning, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.	Female	Male	Diff.
	n=772 (%)	n=485 (%)		n=6,266 (%)	n=8,398 (%)		n=2,150 (%)	n=2,900 (%)		n=1,356 (%)	n=1,512 (%)		n=2,244 (%)	n=3,705 (%)		n=3,417 (%)	n=5,323 (%)	
<i>Very descriptive</i>																		
It is easy for students to see faculty outside of regular office hours	80.1	84.1	-4.0	75.0	77.2	-2.2	85.0	85.1	-0.1	67.9	70.7	-2.8	52.7	54.1	-1.4	39.9	43.6	-3.7
Faculty are rewarded for being good teachers	25.5	24.3	1.2	24.4	25.1	-0.7	35.1	33.9	1.2	16.7	18.7	-2.0	15.7	16.3	-0.6	11.6	10.8	0.8
<i>Agree strongly or agree somewhat</i>																		
Faculty here are strongly interested in the academic problems of undergraduates	94.9	90.7	4.2	90.5	91.3	-0.8	92.7	93.6	-0.9	89.3	89.0	0.3	80.2	80.9	-0.7	65.6	66.5	-0.9
My teaching is valued by faculty in my department	93.0	90.3	2.7	89.6	91.2	-1.6	90.2	92.3	-2.1	87.4	90.1	-2.7	82.1	85.1	-3.0	78.2	81.6	-3.4
My research is valued by faculty in my department	72.9	77.7	-4.8	71.6	74.3	-2.7	77.2	79.4	-2.2	66.5	71.1	-4.6	66.9	74.9	-8.0	66.0	72.4	-6.4
This institution takes responsibility for educating underprepared students	61.9	60.2	1.7	59.4	63.6	-4.2	56.8	58.7	-1.9	61.2	65.8	-4.6	50.3	55.4	-5.1	46.8	52.5	-5.7
Faculty feel that most students are well-prepared academically	44.8	43.1	1.7	51.6	50.5	1.1	68.9	65.1	3.8	36.3	37.0	-0.7	65.1	61.4	3.7	35.8	31.2	4.6
Most of the students I teach lack the basic skills for college level work	31.8	20.6	11.2	27.5	24.8	2.7	13.9	15.1	-1.2	37.4	35.2	2.2	18.5	18.6	-0.1	35.5	34.0	1.5
This institution should not offer remedial/developmental education	24.5	31.7	-7.2	24.9	31.6	-6.7	34.8	44.0	-9.2	16.4	23.5	-7.1	28.2	36.9	-8.7	23.7	33.0	-9.3

Table E11b. Faculty Perceptions of Institution: Faculty and Governance, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Very descriptive</i>																		
Faculty here respect each other	59.0	57.9	1.1	58.8	59.3	-0.5	57.6	58.6	-1.0	58.0	54.4	3.6	53.1	57.2	-4.1	44.3	46.3	-2.0
The faculty are typically at odds with campus administration	16.0	17.4	-1.4	11.4	11.2	0.2	8.4	8.5	-0.1	15.9	17.5	-1.6	13.3	12.0	1.3	14.3	16.2	-1.9
<i>Agree strongly or agree somewhat</i>																		
The criteria for advancement and promotion decisions are clear	73.5	73.9	-0.4	67.4	72.8	-5.4	68.7	75.0	-6.3	67.1	70.8	-3.7	62.0	72.1	-10.1	62.7	70.5	-7.8
My department does a good job of mentoring new faculty	69.8	70.2	-0.4	65.5	69.9	-4.4	68.6	72.6	-4.0	63.1	69.1	-6.0	54.3	63.8	-9.5	49.0	56.0	-7.0
Faculty are sufficiently involved in campus decision making	60.6	61.5	-0.9	61.0	62.2	-1.2	70.2	71.9	-1.7	51.6	50.3	1.3	41.6	45.6	-4.0	42.9	43.7	-0.8
There is adequate support for faculty development	58.4	60.0	-1.6	61.0	62.8	-1.8	69.3	72.0	-2.7	56.3	57.8	-1.5	51.3	59.4	-8.1	46.0	50.1	-4.1
My department has difficulty recruiting faculty	30.4	28.4	2.0	35.3	34.6	0.7	25.5	26.8	-1.3	39.9	38.4	1.5	34.7	36.0	-1.3	45.5	40.8	4.7
My department has difficulty retaining faculty	19.7	19.0	0.7	20.8	18.8	2.0	18.8	17.1	1.7	21.7	21.6	0.1	24.1	20.2	3.9	36.9	31.6	5.3

Appendix E

Table E11c. Faculty Perceptions of Institution: Climate for Diversity and Student Support, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Very descriptive</i>																		
There is respect for the expression of diverse values and beliefs	45.9	41.1	4.8	35.0	34.9	0.1	40.2	42.1	-1.9	35.6	34.9	0.7	34.6	36.7	-2.1	28.0	29.8	-1.8
Faculty are rewarded for their efforts to work with underprepared students	6.9	4.7	2.2	6.1	5.5	0.6	6.2	5.3	0.9	6.8	5.7	1.1	3.6	2.9	0.7	2.9	3.0	-0.1
Social activities are overemphasized	5.5	6.8	-1.3	8.4	9.2	-0.8	11.2	11.9	-0.7	5.4	5.1	0.3	6.0	6.6	-0.6	7.6	8.1	-0.5
Most students are treated like “numbers in a book”	0.4	1.0	-0.6	1.0	1.0	0.0	0.5	0.8	-0.3	1.2	1.3	-0.1	1.3	2.4	-1.1	5.5	5.9	-0.4
<i>Agree strongly or agree somewhat</i>																		
Faculty are interested in students’ personal problems	93.8	87.6	6.2	92.5	91.8	0.7	91.5	91.4	0.1	93.0	90.8	2.2	78.1	79.6	-1.5	67.0	66.4	0.6
Racial and ethnic diversity should be more strongly reflected in the curriculum	64.8	51.9	12.9	70.5	55.9	14.6	72.5	56.3	16.2	68.6	56.4	12.2	66.0	45.1	20.9	64.0	43.1	20.9
Most students are strongly committed to community service	59.6	51.2	8.4	57.3	54.1	3.2	62.7	56.1	6.6	56.9	54.4	2.5	57.4	54.2	3.2	27.8	23.9	3.9
There is a lot of campus racial conflict here	14.0	12.5	1.5	13.3	6.6	6.7	19.9	8.7	11.2	9.6	4.7	4.9	12.2	4.7	7.5	13.8	8.1	5.7

Table E11d. Faculty Perceptions of Institutional Priorities, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Highest priority or high priority</i>																		
To promote the intellectual development of students	93.6	92.2	1.4	89.7	88.0	1.7	94.7	94.3	0.4	87.4	86.0	1.4	90.4	89.9	0.5	79.3	80.0	-0.7
To develop leadership ability among students	87.1	75.6	11.5	67.1	61.6	5.5	69.5	62.0	7.5	66.3	59.5	6.8	65.9	59.6	6.3	49.3	43.6	5.7
To develop a sense of community among students and faculty	80.1	69.6	10.5	73.7	69.0	4.7	75.7	70.9	4.8	73.0	67.6	5.4	61.6	59.6	2.0	43.3	39.8	3.5
To enhance the institution's national image	69.6	68.5	1.1	66.2	65.6	0.6	77.3	78.1	-0.8	57.1	59.0	-1.9	79.4	80.2	-0.8	75.7	78.0	-2.3
To increase or maintain institutional prestige	68.5	62.9	5.6	64.4	61.0	3.4	74.0	69.2	4.8	57.8	57.8	0.0	74.1	71.8	2.3	71.0	68.2	2.8
To create a diverse multi-cultural environment on campus	68.4	62.5	5.9	54.6	51.5	3.1	63.1	62.8	0.3	51.8	46.2	5.6	51.6	48.3	3.3	55.1	52.7	2.4
To promote gender equity among faculty	54.9	62.6	-7.7	40.0	51.5	-11.5	47.6	62.0	-14.4	37.2	45.7	-8.5	39.1	49.8	-10.7	38.6	49.7	-11.1
To recruit more minority students	60.8	52.4	8.4	51.6	48.4	3.2	63.1	62.6	0.5	45.1	39.1	6.0	45.1	44.3	0.8	52.3	51.4	0.9
To help students learn how to bring about change in American society	60.9	44.5	16.4	45.1	39.3	5.8	46.3	39.3	7.0	50.3	40.7	9.6	44.2	37.1	7.1	30.3	23.9	6.4
To increase the representation of minorities in the faculty and administration	55.1	49.8	5.3	46.3	45.6	0.7	56.9	57.7	-0.8	40.8	37.0	3.8	41.4	43.2	-1.8	48.7	49.7	-1.0

(Table E11d continues)

Table E11d. Faculty Perceptions of Institutional Priorities, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Highest priority or high priority</i>																		
To pursue extramural funding	49.6	51.8	-2.2	45.1	45.9	-0.8	47.9	48.3	-0.4	44.6	45.8	-1.2	62.4	62.1	0.3	75.7	78.8	-3.1
To mentor new faculty	49.3	45.2	4.1	45.8	47.0	-1.2	49.7	51.8	-2.1	44.4	44.2	0.2	40.6	46.2	-5.6	39.3	41.3	-2.0
To increase the representation of women in the faculty and administration	43.0	49.7	-6.7	32.7	43.4	-10.7	40.2	53.1	-12.9	27.0	37.2	-10.2	34.8	45.2	-10.4	38.8	50.9	-12.1
To create and sustain partnerships with surrounding communities	43.6	34.5	9.1	42.4	36.4	6.0	31.8	28.7	3.1	50.7	43.9	6.8	42.6	34.5	8.1	43.2	35.0	8.2
To provide resources for faculty to engage in community-based teaching or research	35.0	27.7	7.3	33.3	28.9	4.4	31.9	29.5	2.4	36.3	32.3	4.0	33.0	28.1	4.9	31.7	26.0	5.7
To hire faculty 'stars'	18.0	11.7	6.3	19.1	14.6	4.5	20.2	14.0	6.2	15.3	10.8	4.5	41.5	37.5	4.0	45.9	44.2	1.7

Table E12. Faculty Political, Social, and Academic Attitudes, by Gender

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Political views</i>																		
Far left	12.1	14.7	-2.6	10.4	8.2	2.2	16.1	12.7	3.4	8.2	8.8	-0.6	11.2	8.2	3.0	10.2	7.8	2.4
Liberal	55.8	47.4	8.4	51.5	40.3	11.2	61.0	50.4	10.6	50.6	39.4	11.2	51.6	41.6	10.0	56.4	43.3	13.1
Middle of the road	20.4	25.1	-4.7	23.2	28.0	-4.8	16.1	24.9	-8.8	28.1	32.6	-4.5	24.9	28.0	-3.1	22.1	31.0	-8.9
Conservative	11.3	12.4	-1.1	14.6	22.7	-8.1	6.6	11.4	-4.8	12.9	18.6	-5.7	12.3	21.7	-9.4	11.1	17.2	-6.1
Far right	0.4	0.5	-0.1	0.3	0.8	-0.5	0.2	0.5	-0.3	0.3	0.6	-0.3	0.1	0.5	-0.4	0.2	0.7	-0.5
<i>Agree strongly or agree somewhat</i>																		
A racially/ethnically diverse student body enhances the educational experience of all students	97.1	89.9	7.2	95.6	90.3	5.3	97.3	92.0	5.3	95.2	89.3	5.9	94.9	87.9	7.0	95.6	87.5	8.1
Colleges should encourage students to be involved in community service activities	91.6	83.7	7.9	91.7	87.7	4.0	90.5	84.1	6.4	94.2	88.8	5.4	89.8	83.7	6.1	86.2	77.9	8.3
Colleges have a responsibility to work with their surrounding communities to address local issues	84.0	73.8	10.2	85.1	80.1	5.0	84.0	76.6	7.4	88.6	83.0	5.6	85.8	78.6	7.2	82.3	76.5	5.8
Colleges should be actively involved in solving social problems	69.2	65.7	3.5	69.8	65.4	4.4	72.1	63.5	8.6	73.9	67.6	6.3	73.2	64.9	8.3	71.4	65.1	6.3
Tenure is essential to attract the best minds to academe	58.2	70.4	-12.2	57.8	65.7	-7.9	64.8	71.5	-6.7	58.8	66.9	-8.1	57.6	69.3	-11.7	60.6	70.6	-10.0

(Table E12 continues)

Table E12. Faculty Political, Social, and Academic Attitudes, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Agree strongly or agree somewhat</i>																		
Western civilization and culture should be the foundation for the undergraduate curriculum	45.1	58.0	-12.9	47.6	65.5	-17.9	39.5	60.7	-21.2	49.2	69.8	-20.6	49.7	63.6	-13.9	42.2	57.2	-15.0
Colleges should be concerned with facilitating undergraduate students' spiritual development	46.5	40.8	5.7	49.8	54.8	-5.0	34.9	37.2	-2.3	62.8	64.4	-1.6	43.3	47.5	-4.2	18.0	19.0	-1.0
The spiritual dimension of faculty members' lives has no place in the academy	38.0	43.1	-5.1	33.4	30.3	3.1	41.8	40.7	1.1	28.5	29.2	-0.7	38.0	35.1	2.9	50.5	50.0	0.5
Tenure is an outmoded concept	34.3	25.5	8.8	34.6	29.9	4.7	27.8	23.7	4.1	35.4	30.3	5.1	39.5	30.0	9.5	37.1	29.1	8.0
College officials have the right to ban persons with extreme views from speaking on campus	19.1	23.0	-3.9	25.0	35.6	-10.6	17.7	24.6	-6.9	23.0	34.8	-11.8	25.8	35.5	-9.7	14.2	20.4	-6.2
The chief benefit of a college education is that it increases one's earning power	20.5	17.8	2.7	20.0	20.6	-0.6	13.2	14.7	-1.5	24.9	27.1	-2.2	19.1	22.5	-3.4	26.1	29.6	-3.5
Promoting diversity leads to the admission of too many underprepared students	14.9	22.0	-7.1	14.1	24.5	-10.4	11.2	21.8	-10.6	13.8	26.0	-12.2	15.4	27.5	-12.1	17.1	30.2	-13.1

(Table E12 continues)

Appendix E

Table E12. Faculty Political, Social, and Academic Attitudes, by Gender (continued)

Survey Item	Private 4yr Colleges												Universities					
	Current Women's Colleges			All Coed Prvt 4yr Colleges			Annapolis Group			Catholic Colleges			Private Universities			Public Universities		
	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male	
	n=772	n=485		n=6,266	n=8,398		n=2,150	n=2,900		n=1,356	n=1,512		n=2,244	n=3,705		n=3,417	n=5,323	
	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.	(%)	(%)	Diff.
<i>Agree strongly or agree somewhat</i>																		
Realistically, an individual can do little to bring about changes in society	12.1	20.3	-8.2	11.8	19.6	-7.8	10.7	21.7	-11.0	10.6	20.2	-9.6	14.2	22.0	-7.8	14.8	23.0	-8.2
Including community service as part of a course is a poor use of resources	10.7	21.1	-10.4	9.9	19.5	-9.6	10.1	21.9	-11.8	9.6	19.3	-9.7	13.2	24.7	-11.5	13.6	28.7	-15.1



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