



Northern Arizona University

**Job Satisfaction and Professional Priorities
for the Faculty of Northern Arizona University:**

2001 – 2002 Faculty Survey Report

**Office of Planning & Institutional Research
Northern Arizona University
Fall 2003**

<http://www4.nau.edu/pair/StatisticReport/SurveyReport.htm>

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Job Satisfaction and Professional Priorities for the Faculty of Northern Arizona University: Faculty Survey Report

Overview:

During the fall of 2001, Northern Arizona University's full-time faculty was invited to participate in a national study conducted by the Higher Education Research Institute (HERI) at the University of California in Los Angeles. For the purpose of this study a full-time faculty member is defined as, "a full-time employee of an accredited college or university who spends at least some part of his or her time teaching undergraduates." Nationally 32,840 full-time faculty from 358 institutions participated in the study. Approximately, 8,598 of the responding faculty were from public four-year colleges and universities.

The HERI faculty survey is a triennial survey that focuses on the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty. The survey includes a special emphasis on faculty-student interaction, undergraduate teaching, and curricular issues. Other items focus on current issues of interest to today's campus such as diversity and the role of community service.

Sample and Methodology:

556 responses were received from Northern Arizona University faculty by April 28, 2002. Due to the unique reporting process of HERI, any respondents who did not provide their gender were not included in the data. Respondents were classified as: full-time undergraduate faculty (FTUG), part-time undergraduate faculty (PTUG), full-time academic administrators (ADMIN), graduate faculty (GRAD), and other respondents. The "other" respondent category included all respondents not classified in one of the other four categories. As only five respondents from NAU fell into this category, they are not included in the following analysis.

This report focuses on those faculty respondents that were categorized as full-time undergraduate and a comparison group of full-time undergraduate respondents from four-year public universities. Percent differences of ten or greater between NAU FTUG faculty and national FTUG faculty are highlighted. This ten percent difference is an arbitrary cut-off, but meaningful in highlighting large differences between NAU and national respondents. Results for part-time undergraduate, administration, and graduate respondents from NAU are also summarized in the tables.

Summary of Key Findings:

This report summarizes the results of 108 questions asked to faculty at NAU. FTUG faculty members at NAU are then compared national FTUG faculty members. Out of the 108 comparisons, FTUG faculty members at NAU only differed significantly (when using a 10% difference as the cut-off) from national FTUG faculty on seven questions. The areas covered by these seven questions are summarized below:

- Specific areas of concern that were significantly greater for faculty at NAU when compared to other four-year public institutions included: the availability of child care at this institution, salary and fringe benefits, and the relationship between administration and faculty.
 - Where 46% of other FTUG faculty members reported their salary and fringe benefits as satisfactory or very satisfactory, only 27% of NAU faculty reported in kind.

- Additionally, only 12% of all participating faculty members reported the availability of childcare as satisfactory at NAU.
 - FTUG faculty members at NAU were significantly more likely to report (38%)¹ that the statement “the faculty are typically at odds with campus administrators” was very descriptive of NAU. Only 22% of other FTUG faculty at other four-year public institutions reported that this attribute was very descriptive of their university.
- Faculty members at NAU were less likely to report class load as a source of stress when compared to other four-year FTUG faculty at public institutions even though they were more likely to have developed a new course during the past two years.
 - The faculty members at NAU were more likely to report that the geographic location of the university was an important factor in choosing to work at NAU, and also more likely to indicate that becoming involved in programs to clean up the environment was an important personal goal.

While not all differences between NAU respondents and other national respondents were as pronounced as the above, relatively large differences do exist in several other areas:

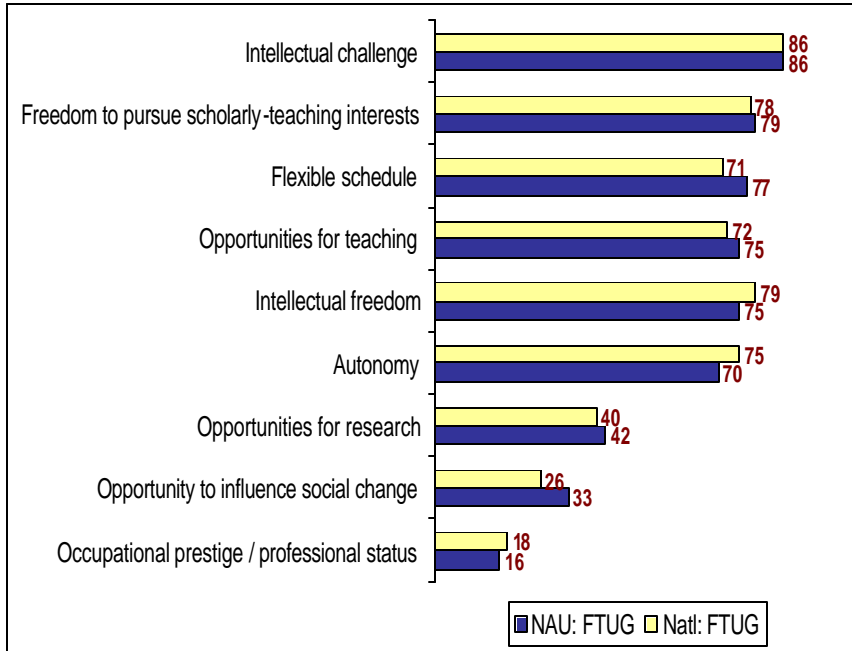
- The FTUG faculty at NAU was most likely to report intellectual challenge, the freedom to pursue scholarly-teaching interests, and flexible schedule as important reasons to pursue an academic career. An opportunity to influence social change and a flexible schedule were more important to NAU faculty than national respondents.
- Seventy percent or more of FTUG faculty at NAU reported autonomy and independence, the opportunity to develop new ideas, job security, professional relationships with other faculty, and competency of colleagues as aspects of their job that are satisfactory or very satisfactory.
- The most frequently reported factor in choosing to work at NAU for all faculty members was the geographic location (62%) and the institutional emphasis on teaching (53%). The least likely factors reported as important in deciding to work at NAU by FTUG faculty were the research facilities, prestige of the institution, academic rank offered, and the institutional emphasis on research.
- Over 70% of FTUG faculty reported that it was very important or essential that they be a good teacher (98%), be a good colleague (88%), develop a meaningful philosophy of life (77%), and raise a family (74%). These personal goals of NAU FTUG faculty members are very similar to the personal goals of FTUG faculty members nationally.

¹ It is important to note that this survey was conducted in the fall of 2001 and a new president had just been appointed to the university. This President subsequently resigned in November, 2001. As the university was in a period of transition, the high dissension reported between faculty and administration may arguably be due to contextual factors at the time of the survey administration.

- At least 70% of responding FTUG faculty members at NAU reported time pressures, lack of personal time, institutional procedures and 'red tape', and managing household responsibilities as significant sources of stress during the last two years. The FTUG faculty at NAU was less likely to report class load as a source of stress when compared to national FTUG faculty. The review / promotion process, personal finances, and children's problems were all somewhat higher sources of stress for FTUG faculty at NAU than FTUG faculty nationally.
- The FTUG faculty at NAU was asked what goals for undergraduates are very important or essential. Their responses were very similar to national FTUG faculty. In fact, only two goals stand out as slight different for the FTUG faculty at NAU. Specifically, NAU faculty members were less likely to note as very important or essential the goal of teaching students the classic works of Western Civilization, but more likely to feel that the instilling in students a commitment to community service was a very important or essential goal when compared to national FTUG faculty.
- Only 9% of FTUG faculty members at NAU reported that they thought the statement that faculty are rewarded for being good teachers was very descriptive of NAU. Fifteen percent of national FTUG respondents indicated that this statement was very descriptive of their institution.
- Overall job satisfaction was approximately 8% lower for NAU's FTUG faculty members than FTUG faculty at four-year public institutions.

Reasons noted as very important in decision to pursue an academic career:

The FTUG faculty at NAU was most likely to report intellectual challenge, the freedom to pursue scholarly-teaching interests, and flexible schedule as important reasons to pursue an academic career. An opportunity to influence social change and a flexible schedule were more important to NAU faculty than national respondents.

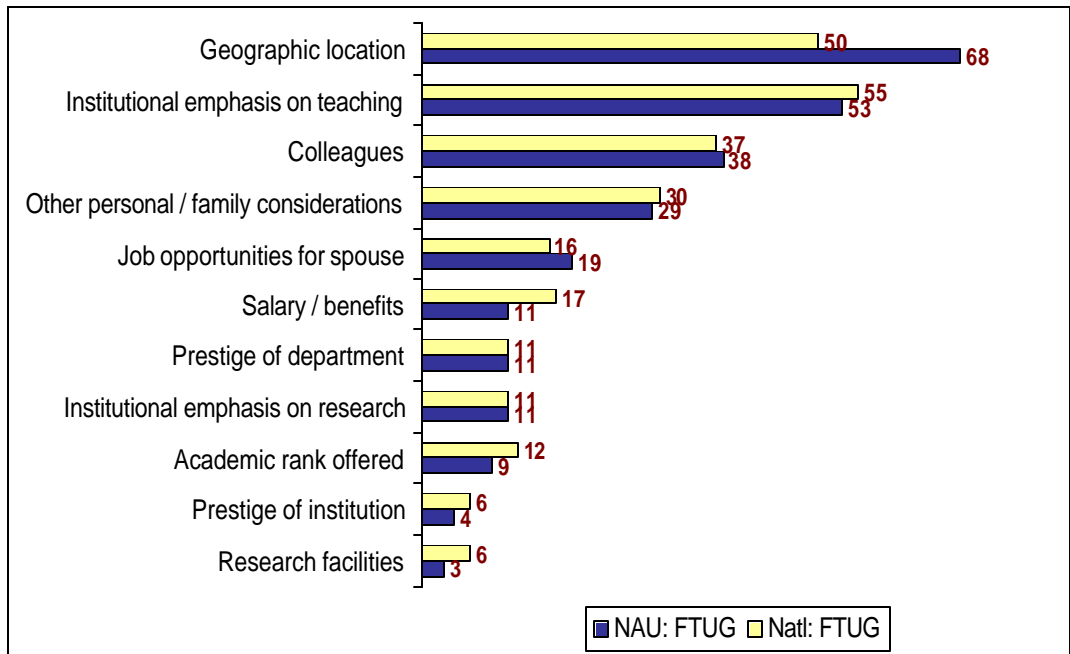


Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Reasons noted as very important in decision to pursue an academic career							
Autonomy	70	75	-5	57	64	66	67
Flexible schedule	77	71	6	68	57	71	73
Intellectual challenge	86	86	0	75	90	82	84
Intellectual freedom	75	79	-4	66	75	69	72
Freedom to pursue scholarly -teaching interests	79	78	1	61	66	69	74
Opportunities for teaching	75	72	3	73	55	79	75
Opportunities for research	42	40	2	17	24	24	34
Occupational prestige / professional status	16	18	-2	15	14	18	16
Opportunity to influence social change	33	26	7	34	21	40	35

Seventy percent or more of responding FTUG faculty at NAU reported intellectual challenge, the freedom to pursue scholarly-teaching interests, flexible schedules, opportunities for teaching, intellectual freedom, and autonomy as important considerations in deciding to pursue an academic career. FTUG faculty members were less likely than national FTUG faculty to report autonomy, intellectual freedom, and occupational prestige / professional status as very important factors in their decision to pursue an academic career. University wide, only 16% of respondents indicated that occupational prestige / professional status were important reasons for pursuing an academic career.

Factors noted as very important in your decision to work at *this* university:

FTUG faculty members at NAU were more likely to report the geographical location of the university as an important factor in choosing to work at NAU. Faculty members at other four-year public universities were more



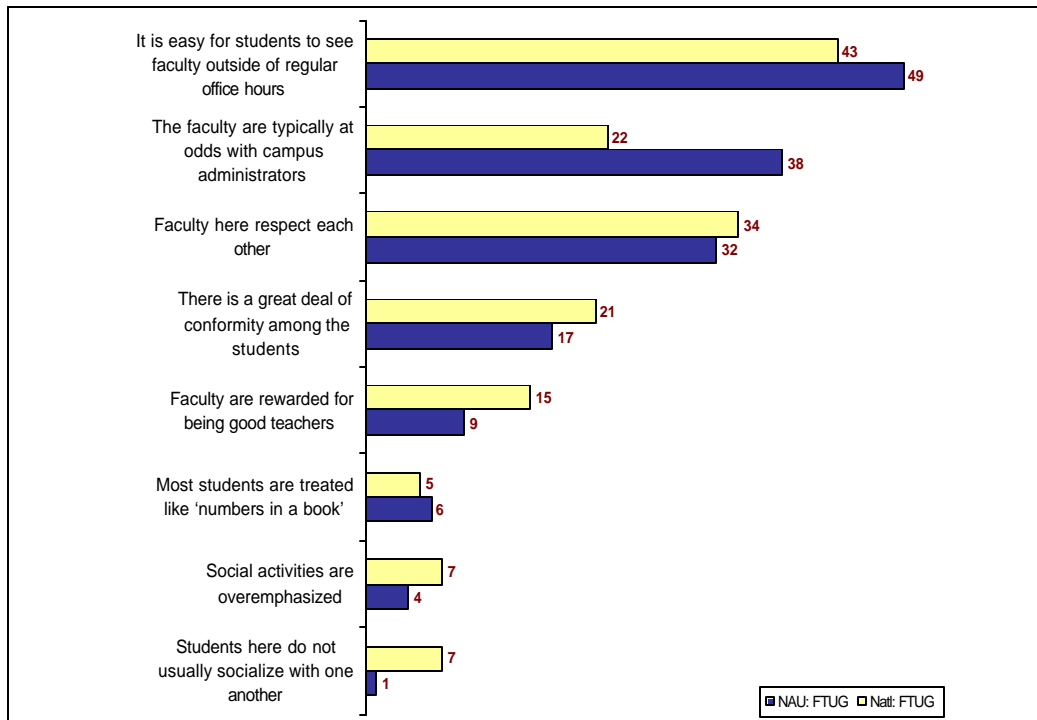
likely to report salary / benefit as an important factor in deciding to work at their respective universities. The most frequently reported factor in choosing to work at NAU for all faculty members was the geographic location (62%) and the institutional emphasis on teaching (53%). The least likely factors reported as important in deciding to work at NAU by FTUG faculty were the research facilities, prestige of the institution, academic rank offered, and the institutional emphasis on research.

Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Factors noted as very important in your decision to work at <i>this</i> college or university:							
Institutional emphasis on teaching	53	55	-2	52	55	67	56
Institutional emphasis on research	11	11	0	3	10	8	10
Prestige of institution	4	6	-2	10	7	9	6
Prestige of department	11	11	0	14	10	16	12
Salary / benefits	11	17	-6	13	10	15	12
Research facilities	3	6	-3	3	4	5	4
Academic rank offered	9	12	-3	6	7	10	9
Colleagues	38	37	1	21	35	19	31
Geographic location	68	50	18	52	45	56	62
Job opportunities for spouse	19	16	3	9	7	11	16
Other personal / family considerations	29	30	-1	26	21	21	26

Attributes noted as being VERY descriptive of your institution:

Forty-nine percent of FTUG faculty reported that it is easy for students to see faculty outside of regular office hours compared to the national norm of 43%. FTUG faculty members at NAU were also significantly more likely to report that the statement “the faculty are typically at odds with

campus administrators” was very descriptive of NAU. Only 22% of other FTUG faculty at other four-year public institutions reported that this attribute was very descriptive of their university. Only 9% of FTUG faculty members at NAU reported



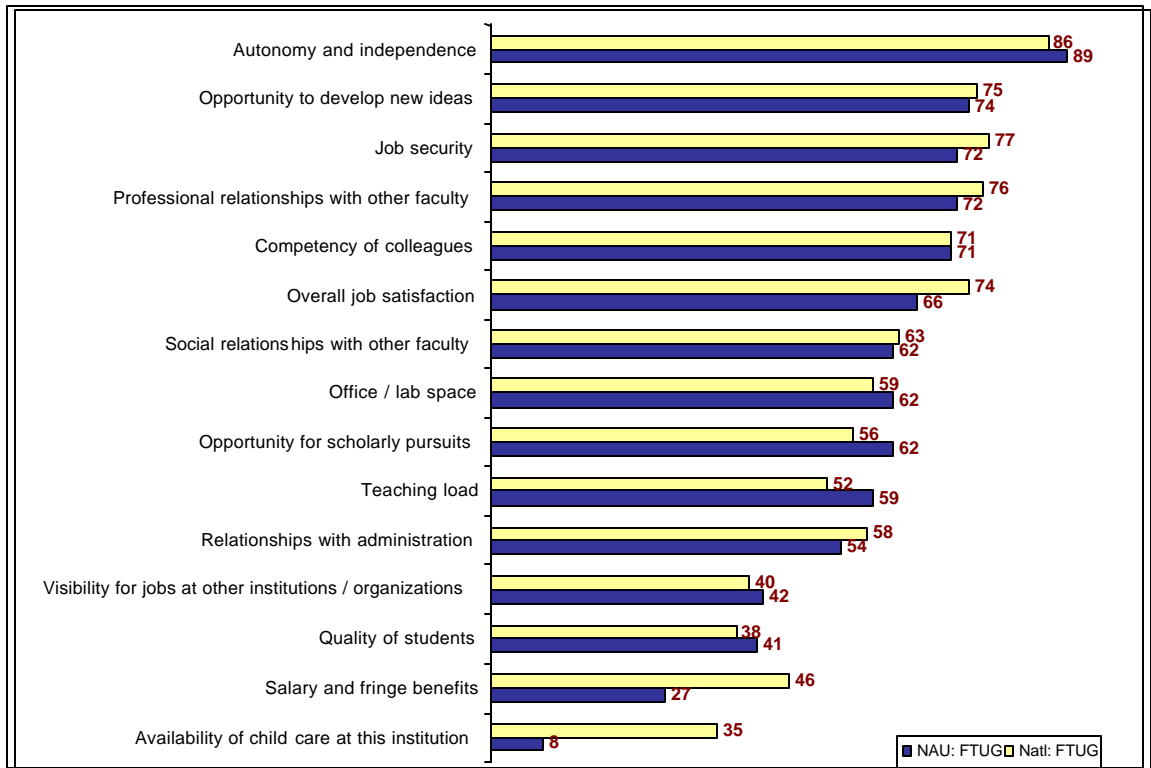
that they thought the statement that faculty are rewarded for being good teachers was very descriptive of NAU. Fifteen percent of national FTUG respondents indicated that this statement was very descriptive of their institution.

Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Attributes noted as being VERY descriptive of your institution							
It is easy for students to see faculty outside of regular office hours	49	43	6	40	52	40	46
There is a great deal of conformity among the students	17	21	-4	10	10	5	13
The faculty are typically at odds with campus administrators	38	22	16	8	14	13	28
Faculty here respect each other	32	34	-2	37	24	36	33
Most students are treated like 'numbers in a book'	6	5	1	0	0	7	5
Social activities are overemphasized	4	7	-3	0	0	2	3
Students here do not usually socialize with one another	1	7	-6	3	0	4	2
Faculty are rewarded for being good teachers	9	15	-6	11	11	14	10

Aspects of job noted as satisfactory or very satisfactory:

Seventy percent or more of FTUG faculty at NAU reported autonomy and independence, the opportunity to develop new ideas, job security, professional relationships with other faculty, and competency of colleagues as aspects of their job that are satisfactory or very satisfactory.

FTUG faculty at NAU were significantly less likely to report their salary / fringe benefits and also the availability of child care at NAU as satisfactory when compared to other FTUG faculty members at other four-year public institutions. Where 46% of other FTUG

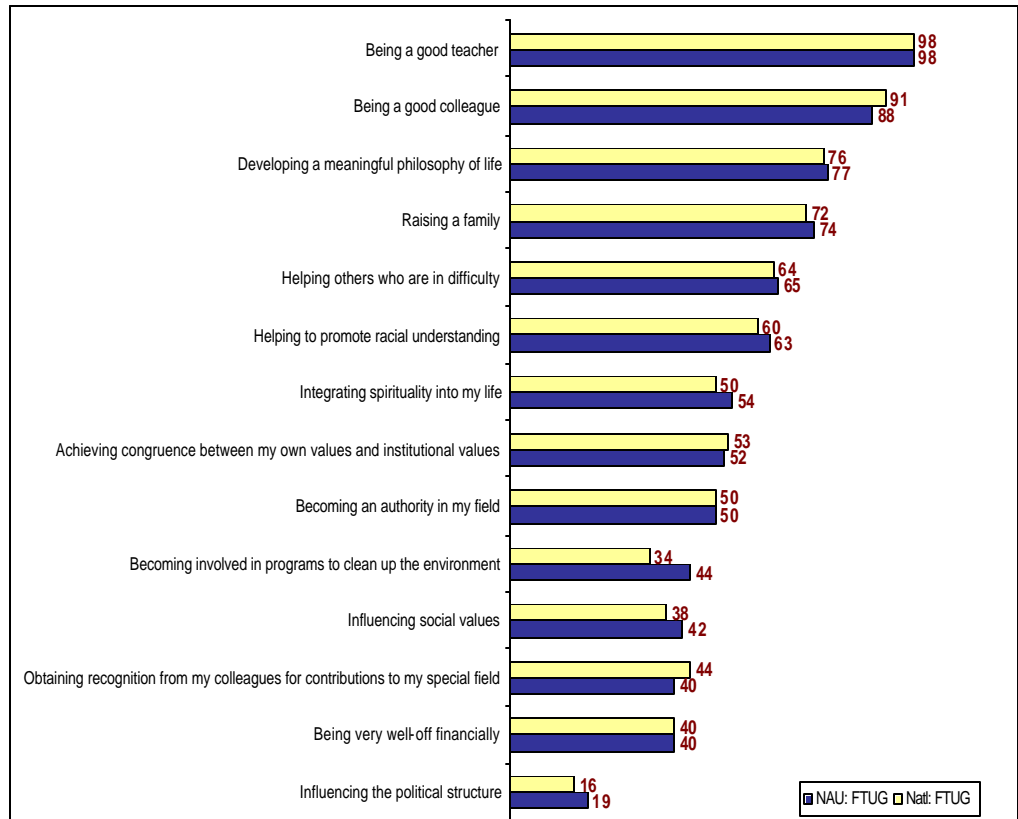


members reported their salary and fringe benefits as satisfactory or very satisfactory, only 27% of NAU faculty reported in kind. Additionally, only 12% of all participating faculty members reported the availability of childcare as satisfactory at NAU. Overall job satisfaction was approximately 8% lower for NAU's FTUG faculty members than FTUG faculty at four-year public institutions.

Percentage of respondents that reported aspect of job as satisfactory or very satisfactory:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Salary and fringe benefits	27	46	-19	31	31	32	29
Opportunity for scholarly pursuits	62	56	6	55	54	62	62
Teaching load	59	52	7	77	64	77	66
Quality of students	41	38	3	57	46	61	49
Office / lab space	62	59	3	56	63	51	59
Autonomy and independence	89	86	3	82	76	91	88
Professional relationships with other faculty	72	76	-4	67	66	52	72
Social relationships with other faculty	62	63	-1	64	48	61	62
Competency of colleagues	71	71	0	71	69	75	71
Visibility for jobs at other institutions / org.	42	40	2	46	29	49	43
Job security	72	77	-5	61	75	64	69
Relationships with administration	54	58	-4	73	61	71	60
Overall job satisfaction	66	74	-8	77	66	87	73
Opportunity to develop new ideas	74	75	-1	75	79	79	76
Availability of child care at this institution	8	35	-27	17	22	30	12

Personal goals noted as very important or essential:

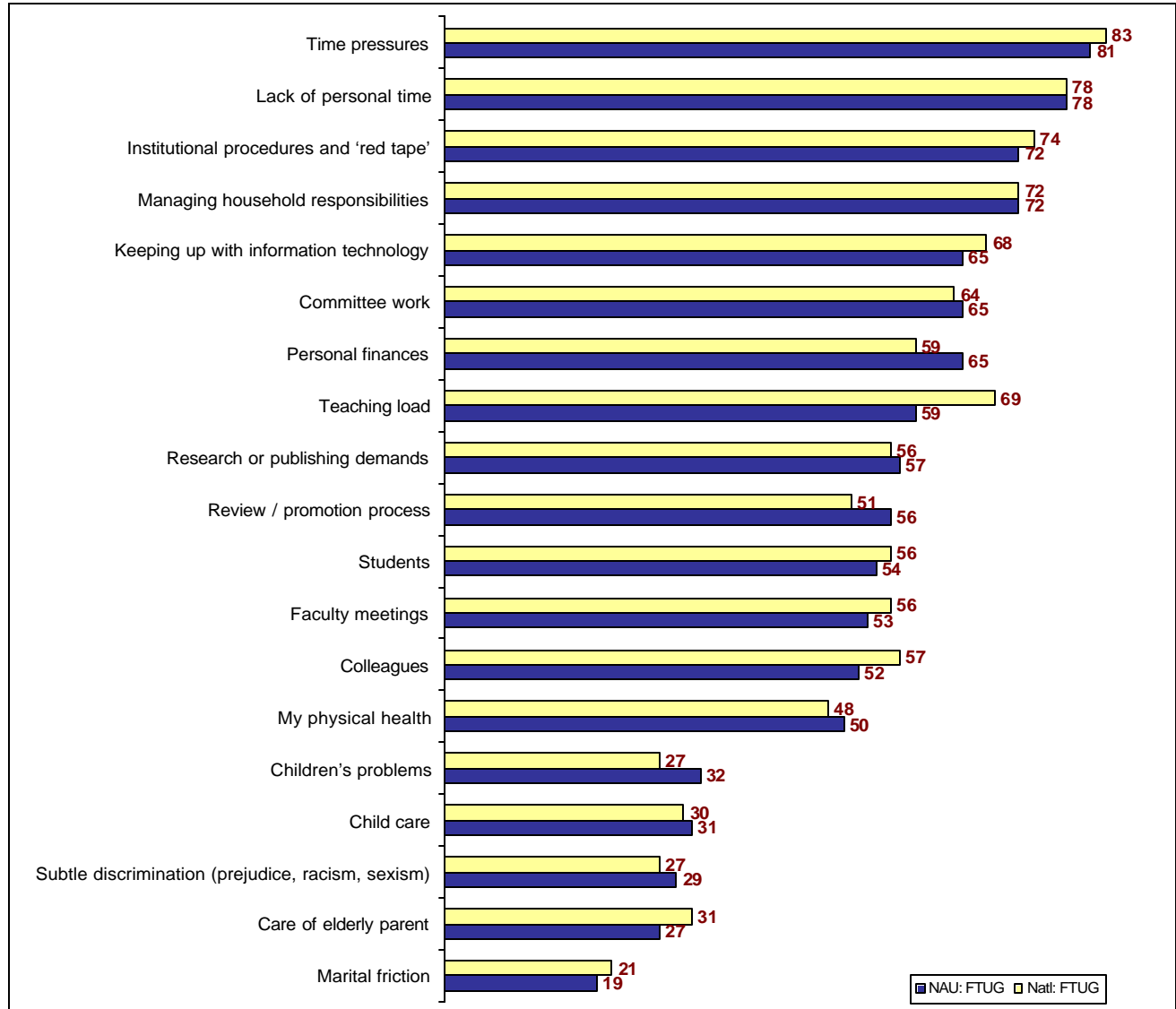
Over 70% of FTUG faculty reported that it was very important or essential that they be a good teacher (98%), be a good colleague (88%), develop a meaningful philosophy of life (77%), and raise a family (74%). These personal goals of NAU FTUG faculty members are very similar to the personal goals of FTUG faculty members nationally. One relatively large difference was that FTUG faculty members at NAU were more likely to report that becoming involved in programs to clean up the environment was very important or essential (44% versus 34% nationally).



Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Personal goals noted as very important or essential							
Becoming an authority in my field	50	50	0	61	44	56	53
Influencing the political structure	19	16	3	12	30	21	18
Influencing social values	42	38	4	43	41	47	44
Raising a family	74	72	2	78	59	75	74
Being very well-off financially	40	40	0	49	52	42	42
Helping others who are in difficulty	65	64	1	73	70	75	69
Become involved in programs to clean up env't	44	34	10	27	30	31	8
Developing a meaningful philosophy of life	77	76	1	81	78	85	80
Helping to promote racial understanding	63	60	3	67	67	69	65
Obtaining recognition from my colleagues	40	44	-4	42	44	39	40
Integrating spirituality into my life	54	50	4	66	44	65	58
Being a good colleague	88	91	-3	84	93	88	87
Being a good teacher	98	98	0	96	96	99	98
Achieving congruence between my own values and institutional values	52	53	-1	56	41	63	55

Factors noted as source of stress during the last two years:

- **At least 70% of responding FTUG faculty members at NAU reported time pressures, lack of personal time, institutional procedures and ‘red tape’, and managing household responsibilities as significant sources of stress during the last two years. The FTUG faculty at NAU was less likely to report class load as a source of stress when compared to national FTUG faculty. The review / promotion process, personal finances, and children’s problems were all somewhat higher sources of stress for FTUG faculty at NAU than FTUG faculty nationally.**



Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Factors noted as source of stress during the last two years							
Managing household responsibilities	72	72	0	72	70	63	70
Child care	31	30	1	26	25	14	25
Care of elderly parent	27	31	-4	35	46	34	30
My physical health	50	48	2	46	68	42	48

Review / promotion process	56	51	5	20	64	31	45
Subtle discrimination (prejudice, racism, sexism)	29	27	2	19	21	20	26
Personal finances	65	59	6	63	68	61	64
Committee work	65	64	1	36	57	22	50
Faculty meetings	53	56	-3	30	64	18	41
Colleagues	52	57	-5	34	79	28	45
Students	54	56	-2	41	64	41	49
Research or publishing demands	57	56	1	15	46	19	42
Institutional procedures and 'red tape'	72	74	-2	45	56	45	63
Teaching load	59	69	-10	29	50	27	47
Children's problems	32	27	5	27	32	18	28
Marital friction	19	21	-2	20	14	16	18
Time pressures	81	83	-2	68	89	69	76
Lack of personal time	78	78	0	69	82	62	73
Keeping up with information technology	65	68	-3	58	82	60	63

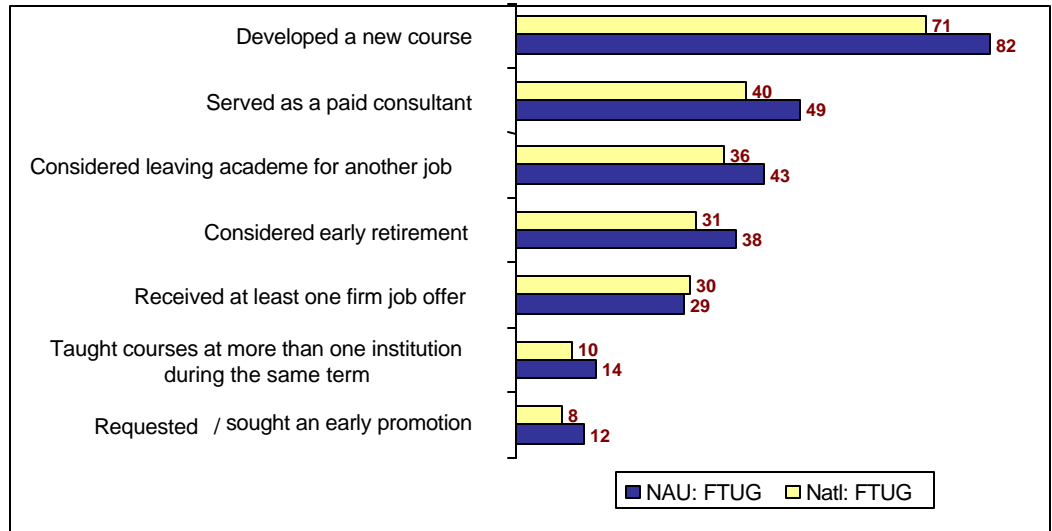
- **Self-reported faculty salaries for NAU's full time undergraduate faculty were slightly lower but relatively on par with other respondents from four-year public universities. However, it is very important to keep in mind that there are no adjustments for the cost of living index minimizing the meaningfulness of an absolute salary comparison.**

Self-reported Salaries

Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	% Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Base Salary (in \$1,000s) 9/10 month contract							
Less than \$20,000	6	1	5				
\$20,000 – 29,000	4	2	2				
\$30,000 – 39,000	10	11	-1				
\$40,000 – 49,000	26	25	1				
\$50,000 – 59,000	20	21	-1				
\$60,000 – 69,000	19	16	3				
\$70,000 – 79,000	8	13	-5				
\$80,000 – 89,000	5	9	-4				
\$90,000 – 99,000	1	2	-1				
\$100,000 – 124,000	0	1	-1				
\$125,000 – 149,999	0	0	0				
\$150,000 or more	0	0	0				

Over the Past Two Years . . .

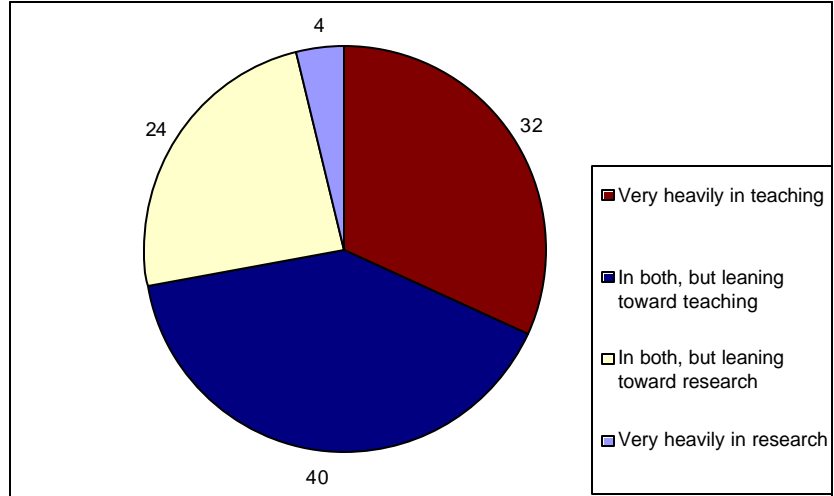
FTUG faculty at NAU were more likely to have developed a new course, served as a paid consultant, considered leaving academia for another job, consider early retirement, taught at more than one university at the same time, and requested / sought early promotions than other FTUG nationwide. Thirty-eight percent of all participating faculty at NAU received at least one firm job offer within the past two years.



Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
During the last two years, have you:							
Received at least one firm job offer?	29	30	-1	53	38	49	38
Developed a new course?	82	71	11	62	62	71	75
Considered early retirement?	38	31	7	32	55	39	38
Considered leaving academe for another job?	43	36	7	37	52	33	40
Taught courses at more than one institution during the same term?	14	10	4	41	17	44	25
Served as a paid consultant?	49	40	9	47	59	60	52
Requested / sought an early promotion?	12	8	4	4	3	14	11

Area of Primary Interests for NAU's Full-Time Undergraduate Faculty:

NAU respondents were very similar to national FTUG respondents in their area of primary interests. Seventy-two percent of FTUG respondents at NAU indicated that their primary area of interest lies in teaching or leaning toward teaching. Only 4% of NAU respondents indicated they were very heavily interested in research.



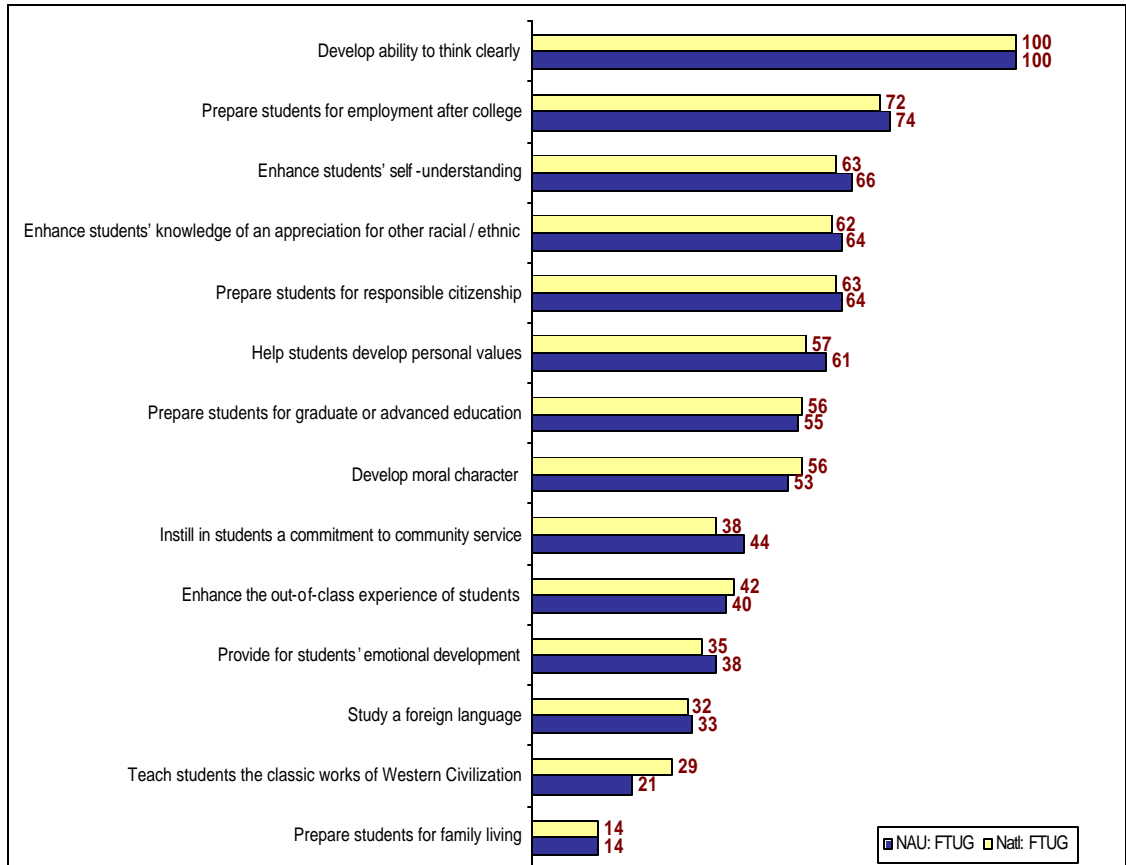
NAU's FTUG faculty members were very similar to national FTUG faculty members on the number of professional writings that had been published or accepted for publication over the past two years. However, NAU FTUG faculty members were less likely to have none, or 1 to 2 professional writings published or accepted for publication in the past two years than national FTUG faculty.

Numbers reflect percentage of respondents:	NAU: FTUG	Nat: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Area of Primary Interests							
Very heavily in teaching	32	31	1	61	45	47	40
In both, but leaning toward teaching	40	45	-5	25	24	41	38
In both, but leaning toward research	24	22	2	11	21	12	19
Very heavily in research	4	3	1	3	10	0	4
Numbers reflect percentage of respondents:	NAU: FTUG	Nat: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
How many of your professional writings have been published or accepted for publication in the last two years?							
None	30	34	-4	71	45	56	42
1 to 2	35	36	-1	14	28	25	30
3 to 4	21	20	1	12	10	10	17
5 to 10	11	9	2	0	14	7	9
11 to 20	2	1	1	3	3	2	2
21 to 50	0	0	0	0	0	1	0
More than 50	0	0	0	0	0	0	0

Goals for undergraduates noted as very important or essential:

The FTUG faculty at NAU was asked what goals for undergraduates are very important or essential. Their responses were very similar to national FTUG faculty. In fact, only two goals stand out as slight different for the FTUG faculty at NAU. Specifically, NAU faculty members were less likely to note as very important or essential the goal of teaching students the classic works of

Western Civilization, but more likely to feel that the instilling in students a commitment to community service was a very important or essential goal when compared to national FTUG faculty.



Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Develop ability to think clearly	100	100	0	100	100	98	100
Prepare students for employment after college	74	72	2	85	75	82	77
Prepare students for grad or advanced ed	55	56	-1	59	52	56	56
Develop moral character	53	56	-3	65	64	59	56
Provide for students' emotional development	38	35	3	52	39	45	41
Prepare students for family living	14	14	0	29	11	25	18
Teach students classic works of Western Civ	21	29	-8	25	18	26	23
Help students develop personal values	61	57	4	57	50	56	59
Enhance the out-of-class experience of students	40	42	-2	42	36	46	42
Enhance students' self-understanding	66	63	3	71	57	78	70
Instill in students commitment to com. service	44	38	6	48	36	54	47
Prepare students for responsible citizenship	64	63	1	63	61	64	65
Enhance students' knowledge of an appreciation for other racial / ethnic groups	64	62	2	68	75	76	68
Study a foreign language	33	32	1	31	21	30	32

Characteristics of NAU and National Participants in the 2000-2001 Faculty Survey

Numbers reflect percentage of respondents:	NAU: FTUG	Natl: FTUG	% Difference	NAU: PTUG	NAU: ADMN	NAU: GRAD	NAU: All
Number of Respondents (N)	328	8,598		73	29	134	550*
Present Academic Rank							
Professor	28	34	-6	11	43	10	22
Associate Professor	29	27	2	10	32	10	22
Assistant Professor	19	28	-9	7	0	8	14
Lecturer	7	4	3	0	4	2	5
Instructor	7	6	1	0	4	2	30
Other	4	1	3	8	11	14	7
Highest Degree Earned							
Bachelor's	2	1	1	4	0	0	2
Master's	21	18	3	42	21	23	24
LL.B., J.D.	0	1	-1	3	0	1	1
M.D., D.D.S.	0	0	0	1	0	0	0
Other advanced professional degree	0	0	0	1	0	0	0
Ed.D.	9	6	3	10	10	32	15
Ph.D.	66	70	-4	28	69	39	55
Other degree	2	4	-2	6	0	4	3
None	0	1	-1	6	0	2	1
Tenured							
Yes	54	59	-5	61	45	47	40
No	46	41	5	81	27	86	60
Principal Activity in Current Position							
Administration	1	4	-3	14	100	0	5
Teaching	97	94	3	82	0	96	92
Research	1	1	0	1	0	4	2
Services to clients and patients	1	0	1	3	0	0	1
Other	0	0	0	0	0	1	0
Dept. of Current Faculty Appointment							
Agriculture or Forestry	2	1	1	3	4	0	2
Biological Sciences	7	5	2	2	7	3	5
Business	7	8	-1	6	4	0	5
Education	19	11	8	42	29	74	35
Engineering	4	3	1	0	0	0	2
English	6	7	-1	3	4	6	6
Health related	4	6	-2	9	18	3	5
History or Political Science	6	7	-1	5	11	2	5
Humanities	6	7	-1	0	4	0	4
Fine Arts	8	9	-1	5	0	0	5
Mathematics or Statistics	3	6	-3	0	0	0	2
Physical Sciences	8	8	0	8	7	0	6
Social Sciences	12	13	-1	12	11	10	11
Other Technical	3	4	-1	5	4	1	2
Other non-technical	6	7	-1	3	0	2	4

* Five respondents were classified as 'other' and are not included in this analysis