



NORTHERN ARIZONA UNIVERSITY

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

2004 – 2005 Faculty Survey Report

**Office of Planning & Institutional Research
Northern Arizona University
Fall 2005**

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Faculty Survey Report

Overview:

During the fall of 2004, Northern Arizona University's 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 40,670 full-time faculty from 421 institutions participated in the study.

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.

Supplemental reports that compare responses from NAU's FTUG faculty to NAU's administration and a second report that compares all respondents from the Mountain Campus to respondents at statewide sites can be found at: <http://www4.nau.edu/pair/SurveysReport/SurveysReports.asp> . Also found at this web site are tables that summarize all responses to all questions and several national norm groups for comparison.

Sample and Methodology:

All faculty members that were on payroll during the fall 2004 semester were invited to participate in this survey. Six hundred thirty-two (632) responses were received from Northern Arizona University employees. This sample size yields an error rate below ± 4 percent¹. Due to the unique reporting process of HERI, any respondents who did not provide their gender were not included in the final 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. Please refer to Appendix A for the algorithms used to group respondents.

This report focuses on those faculty respondents that were categorized as full-time undergraduate at Northern Arizona University compared to one national norm group and a group of "peer"² institutions. Refer to Appendix B for a list of the universities that comprise the national norm group and the "peer" group. Percent differences of ten or greater between NAU FTUG faculty and public institutions that comprise the national norm group are highlighted in the below report. This ten percent difference is an arbitrary cut-off, but meaningful in highlighting large differences between NAU and national respondents.

¹ The sampling error describes the probable difference between interviewing everyone in the population versus interviewing a sample drawn from this population. For example, if 80% of the faculty respondents indicated satisfaction in a specific content area, the actual population parameter falls in the range of 76% - 84% (80% +/- 4%) satisfaction.

² The "peer group" is comprised of FTUG faculty respondents from the University of Montana, East Carolina University, University of North Dakota, Miami University (OH), and Ohio State University. The "peer group" is *not* comprised of university's from the ABOR or President's list of peer institutions

It should be noted that there were several differences between NAU respondents and the national norm group:

- NAU had fewer assistant professors and more instructors respond than at the national norm group.
- NAU had more respondents with an Ed.D. and less with a Ph.D. when compared to the national norm group.
- NAU had more respondents identify that their primary activity in their current position is teaching whereas the national norm group had slightly more respondents identify research as their principal activity.
- In comparison to the national norm group, the education faculty from NAU was represented at a higher rate than in the national norm group.

It is not known how these differences may affect the comparisons, but this broader context is helpful to keep in mind when attaching meaning to the results.

Summary of Key Findings:

This report summarizes the results of 165 questions asked to faculty at NAU. Full-time undergraduate faculty (FTUG) members at NAU are then compared to national FTUG faculty members that are similar to NAU. Out of the 165 comparisons, FTUG faculty members at NAU differed significantly (when using a 10% difference as the cut-off) from national FTUG faculty on nineteen questions. The areas covered by these nineteen questions are summarized below:

Job Satisfaction:

- When asked to identify aspects of their jobs that are satisfactory or very satisfactory, 75% or more of the NAU faculty identified:
 - “autonomy and independence,”
 - “professional relationships with other faculty,”
 - “competency of colleagues,”
 - “opportunity to develop new ideas,” and
 - “overall job satisfaction.”
- The faculty at the national norm group was more likely to identify the “availability of child care at their institution” and “salary and fringe benefits” as aspects of their jobs that are satisfactory when compared to the NAU faculty.
- Over the past two years, the NAU faculty was significantly more likely to have considered leaving NAU for another institution.

Salaries

- Self-reported faculty salaries for NAU’s full time undergraduate faculty are significantly lower compared to the national norm group. Seventy percent of faculty at the national norm universities report making more than \$50,000 a year compared to only 58% of FTUG faculty at NAU. It is important to keep in mind that there are no adjustments for the cost of living index minimizing the meaningfulness of an absolute salary comparison.

Teaching / Interaction with Students

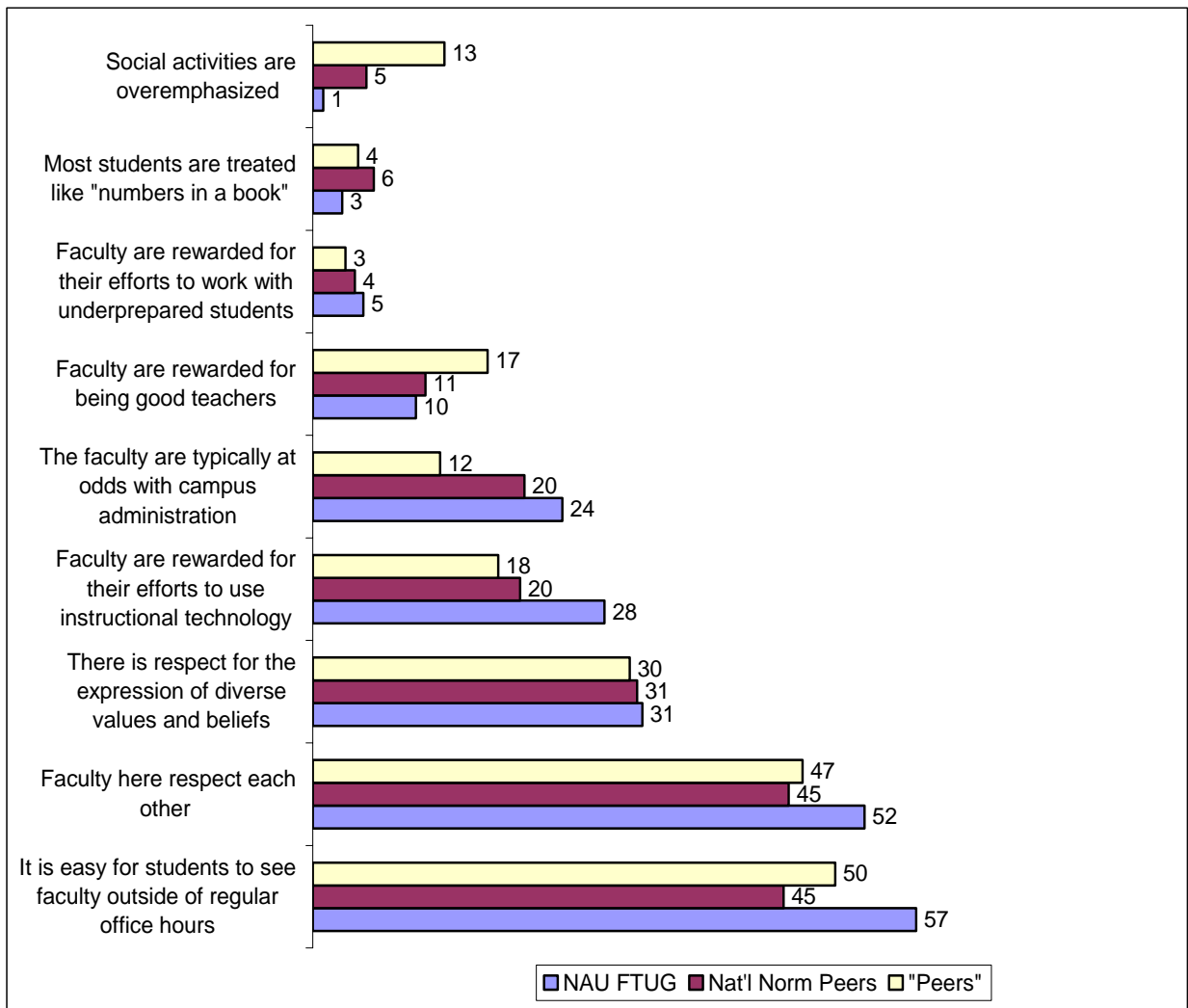
- In comparison to the national norm group, the NAU faculty was more likely to say that “it is easy for students to see faculty outside of regular office hours.”

- The FTUG faculty at NAU was more likely to agree strongly or somewhat that “faculty are interested in student’s personal problems,” and “faculty here are strongly interested in the academic problems of undergraduates” in comparison to the national norm group.
- Seventy-five percent or more of the NAU FTUG faculty respondents agreed that:
 - “my teaching is valued by faculty in my department,”
 - “faculty are interested in students’ personal problems,”
 - “faculty here are strongly interested in the academic problems of undergraduates,” and
 - “there is adequate support for integrating technology in my teaching.”
- The faculty was asked about a variety of methods that they use in the classroom. Overall, the FTUG faculty from NAU was more likely to engage their students in a variety of techniques. Specifically, the faculty at NAU were significantly more likely to use:
 - “cooperative learning (small groups),”
 - “student presentations,” and
 - “group projects.”
- The FTUG faculty from NAU was asked what goals for undergraduates are very important or essential. Their responses were very similar to faculty at the national norm universities. Seventy-five percent or more of NAU’s FTUG faculty identified the below goals:
 - “develop ability to think critically,”
 - “help master knowledge in a discipline,”
 - “promote ability to write effectively,”
 - “prepare students for employment.”
- In comparison to the national norm group, the faculty at NAU was more likely to identify “influencing social values” and “becoming involved in programs to clean up the environment” as important personal goals.

Northern Arizona University's Full-time Undergraduate Faculty Compared to a National Norm Group and a Selection of "Peer" Institutions:

Attributes Noted as Being *Very* Descriptive of Your Institution:

- More than half of the faculty respondents from NAU agreed that “it is easy for students to see faculty outside of regular office hours” and “faculty here respect each other.”
- NAU faculty respondents were very similar in identifying attributes that are descriptive of their institution when compared to the national norm group and the selected peers. In comparison to the national norm group, the NAU faculty was more likely to say that “it is easy for students to see faculty outside of regular office hours.”
- In the previous administration of the HERI Faculty Survey (2001-2002), NAU respondents were significantly more likely to respond that the faculty are typically at odds with campus administration. In 2001-2002, 38% of the faculty thought this attribute was very descriptive of NAU. In this administration, only 24% thought this was very descriptive of the University.



Aspects of Job Noted as Satisfactory or Very Satisfactory:

- When asked to identify aspects of their jobs that are satisfactory or very satisfactory, 75% or more of the NAU faculty identified:
 - “autonomy and independence,”
 - “professional relationships with other faculty,”
 - “competency of colleagues,”
 - “opportunity to develop new ideas,” and
 - “overall job satisfaction.”

- The faculty at the national norm group was more likely to identify the “availability of child care at their institution” and “salary and fringe benefits” as aspects of their jobs that are satisfactory.

- In the 2001-2002 administration, 66% of FTUG faculty at NAU indicated that they were satisfied overall with their job. This year 75% of the FTUG faculty reported satisfaction.

Numbers reflect the percentage of respondents indicating the statement is a satisfactory or very satisfactory aspect of their job:	NAU FTUG	Nat'l Norm Group	"Peers"
Autonomy and independence	89	85	85
Professional relationships with other faculty	80	76	76
Competency of colleagues	78	75	77
Opportunity to develop new ideas	78	76	78
Overall job satisfaction	75	72	76
Social relationships with other faculty	69	63	64
Office/lab space	64	65	62
Teaching load	54	57	55
Relationship with administration	51	48	53
Clerical/administrative support	51	50	54
Opportunity for scholarly pursuits	50	55	60
Prospects for career advancement	49	51	55
Quality of students	45	40	51
Visibility for jobs at other institutions/organizations	44	45	55
Salary and fringe benefits	27	43	47
Availability of child care at this institution	6	27	31

Personal Goals Noted as Very Important or Essential:

- The top three personal goals that the NAU faculty identified as being very important was: being a good teacher, being a good colleague, and serving as a role model to students.
- In comparison to the national norm group, the faculty at NAU was more likely to identify “influencing social values” and “becoming involved in programs to clean up the environment” as important personal goals.

Numbers reflect percentage of respondents indicating the statement is a very important or essential personal goal:	NAU FTUG	Nat'l Norm Group	"Peers"
Being a good teacher	99	98	98
Being a good colleague	93	91	92
Serving as a role model to students	88	87	86
Developing a meaningful philosophy of life	74	67	70
Helping others who are in difficulty	69	62	64
Raising a family	67	68	70
Helping to promote racial understanding	58	52	52
Achieving congruence between my own values and institutional values	52	49	50
Being very well off financially	51	43	44
Integrating spirituality into my life	51	43	41
Becoming an authority in my field	49	58	61
Influencing social values	44	33	33
Obtaining recognition from my colleagues for contributions to my special field	44	53	55
Becoming involved in programs to clean up the environment	42	30	31
Influencing the political structure	24	19	17

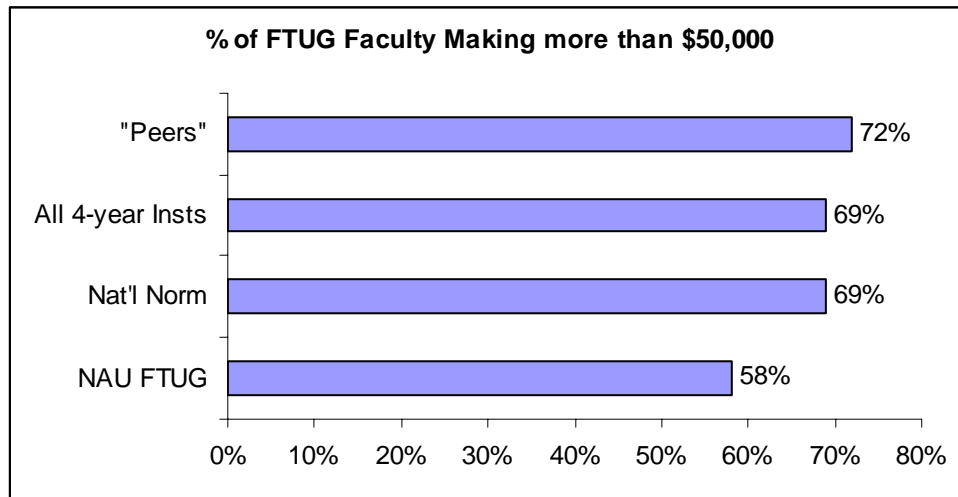
Factors Noted as Source of Stress During the Last Two Years:

- The number one reported source of stress for the NAU faculty was “self-imposed high expectations.”
- The sources of stress identified by NAU faculty were very similar stressors as identified by the faculty in the national norm group. Out of 22 potential stressors, the NAU faculty only identified one that was less likely to be identified as a source of stress – “research and publishing demands” – when compared to the faculty in the national norm group.

Numbers reflect percentage of respondents that note the given factor was a source of stress during the last two years	NAU FTUG	Nat'l Norm Group	"Peers"
Self-imposed high expectations	79	79	80
Lack of personal time	72	73	75
Managing household responsibilities	70	70	76
Institutional procedures and "red tape"	69	72	71
Personal finances	66	60	60
Keeping up with information technology	61	57	57
Working with underprepared students	61	59	51
Teaching load	58	63	65
Research or publishing demands	57	67	71
My physical health	55	52	53
Committee work	55	60	58
Health of spouse/partner	43	35	35
Faculty meetings	43	50	50
Review/promotion process	40	48	50
Change in work responsibilities	37	42	43
Being part of a dual career couple	35	36	36
Care of elderly parent	32	31	33
Children's problems	31	30	31
Child care	29	29	31
Job security	29	33	30
Subtle discrimination (e.g., prejudice,	21	29	26
Marital friction	21	22	22

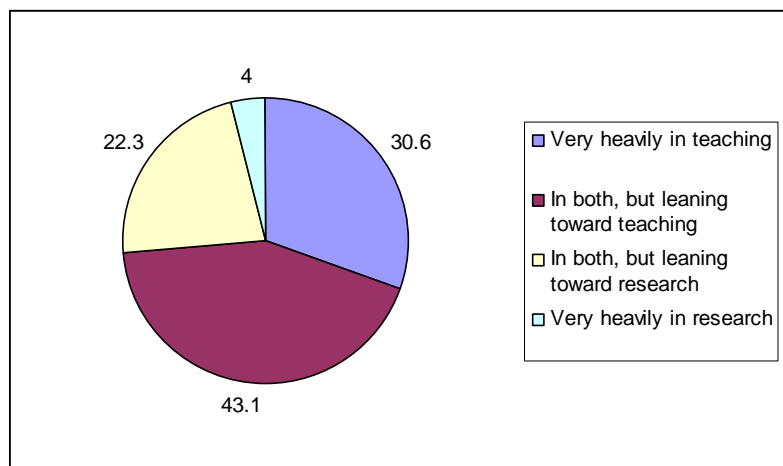
Self-reported Salaries:

Self-reported faculty salaries for NAU's full time undergraduate faculty who are on a 9/10 month contract were lower in each category when compared to the national norm group. As shown in the chart below, FTUG faculty at NAU have a significantly lower salary compared to the national norm group, "peer institutions," and all participating 4-year institutions. Seventy-two percent of peers and 69% of faculty at the national norm group and all 4-year institutions report making more than \$50,000 a year compared to only 58% of FTUG faculty at NAU. It is also important to keep in mind that there are no adjustments for the cost of living index minimizing the meaningfulness of an absolute salary comparison.



Area of Primary Interest:

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.



Over the Past Two Years . . .

- When asked about a variety of job related events over the past two years, the FTUG faculty at are again very similar to the national norm comparison group. The only difference meeting the 10% difference between groups is that the NAU faculty was significantly more likely to have considered leaving NAU for another institution.

Numbers reflect percentage of respondents who over the past two years . . .:	NAU FTUG	Nat'l Norm Group	"Peers"
Engaged in public service/professional consulting without pay?	65	63	60
Considered leaving this institution for another?	56	46	46
Engaged in paid consulting outside of your institution?	41	44	40
Considered leaving academe for another job?	41	34	33
Received at least one firm job offer?	33	28	29
Considered early retirement?	27	24	23
Taught courses at more than one institution during the same term?	14	9	7
Changed academic institutions?	11	10	13
Requested/sought an early promotion?	8	8	7
Receiving funding for your work from:			
Foundations?	19	23	24
State or federal government?	42	36	38
Business or industry?	16	17	19

General Activities Agree with Strongly or Somewhat:

- Seventy-five percent or more of the NAU FTUG faculty respondents agreed that:
 - “my teaching is valued by faculty in my department,”
 - “faculty are interested in students’ personal problems,”
 - “faculty here are strongly interested in the academic problems of undergraduates,” and
 - “there is adequate support for integrating technology in my teaching.”
- Again, when NAU’s FTUG faculty is compared to the national norm group, minor differences are apparent. The FTUG faculty at NAU was more likely to agree strongly or somewhat that “faculty are interested in student’s personal problems,” and “faculty here are strongly interested in the academic problems of undergraduates.”

Numbers reflect percentage of respondents that agree strongly or somewhat with the following statements :	NAU FTUG	Nat'l Norm Group	"Peers"
My teaching is valued by faculty in my department	85	80	82
Faculty are interested in students' personal problems	81	70	72
Faculty here are strongly interested in the academic problems of undergraduates	78	67	72
There is adequate support for integrating technology in my teaching	76	70	71
The criteria for advancement and promotion decisions are clear	70	63	71
My research is valued by faculty in my department	68	67	72
My values are congruent with the dominant institutional values	55	56	57
Racial and ethnic diversity should be more strongly reflected in the curriculum	53	49	54
My department has difficulty recruiting faculty	52	49	41
My department does a good job of mentoring new faculty	48	54	56
This institution takes responsibility for educating underprepared students	48	56	50
Most of the students I teach lack the basic skills for college level work	42	45	32
My department has difficulty retaining faculty	41	37	31
There is adequate support for faculty development	39	46	53
Faculty are sufficiently involved in campus decision making	37	44	47
Faculty feel that most students are well-prepared academically	28	24	38
This institution should not offer remedial/developmental education	23	25	29
Most students are strongly committed to community service	20	21	27
There is a lot of campus racial conflict here	4	9	13

Methods in Coursework:

- The faculty was asked about a variety of methods that they use in the classroom. Overall, the FTUG faculty from NAU was more likely to engage their students in a variety of techniques. The faculty at NAU were significantly more likely to use:
 - “cooperative learning (small groups),”
 - “student presentations,” and
 - “group projects.”

Numbers reflect percentage of respondents that indicate they use the following methods in coursework:	NAU FTUG	Nat'l Norm Group	"Peers"
Class discussion	87	80	81
Essay mid-term and/or final exams	62	57	54
Cooperative learning (small groups)	59	42	45
Student presentations	56	44	44
Extensive lecturing	54	58	54
Group projects	46	31	31
Short-answer mid-term and/or final exams	44	35	35
Term/research papers	42	36	33
Multiple-choice mid-term and/or final exams	34	31	31
Multiple drafts of written work	30	24	23
Readings on racial and ethnic issues	27	21	19
Recitals/Demonstrations	25	20	20
Reflective writing/journaling	24	17	16
Readings on women and gender issues	23	18	18
Student evaluations of their own work	23	19	17
Student evaluations of each other's work	19	13	16
Student-selected topics for course content	19	16	17
Grading on a curve	18	23	22
On-line instruction	18	17	16
Community service as part of coursework	11	7	5
Teaching assistants	6	12	14

Highest Priority at Institution:

- When asked to identify the highest priorities at Northern Arizona University, the FTUG faculty was most likely to identify promoting the intellectual development of students.
- For the most part, the priorities identified by the FTUG faculty at NAU were similar to those identified by the faculty within the national norm group, however, NAU faculty was less likely to identify the following four statements as high priorities for the University:
 - enhancing the institution’s national imagine,
 - pursuing extramural funding,
 - increasing or maintaining institutional prestige,
 - or hiring faculty “stars.”

Numbers reflect percentage of respondents indicating the statement is a high priority at their institution:	NAU FTUG	Nat’l Norm Group	"Peers"
To promote the intellectual development of students	81	77	81
To create a diverse multi-cultural campus environment	58	55	55
To recruit more minority students	56	48	54
To enhance the institution's national image	56	68	77
To pursue extramural funding	53	71	74
To increase the representation of minorities in the faculty and administration	50	46	49
To increase or maintain institutional prestige	47	60	68
To develop leadership ability among students	47	43	49
To develop a sense of community among students and faculty	46	41	44
To increase the representation of women in the faculty and administration	44	43	48
To promote gender equity among faculty	42	44	48
To create and sustain partnerships with surrounding communities	41	47	41
To mentor new faculty	32	39	43
To help students learn how to bring about change in American society	30	29	28
To provide resources for faculty to engage in community-based teaching or research	28	35	32
To hire faculty "stars"	14	30	43

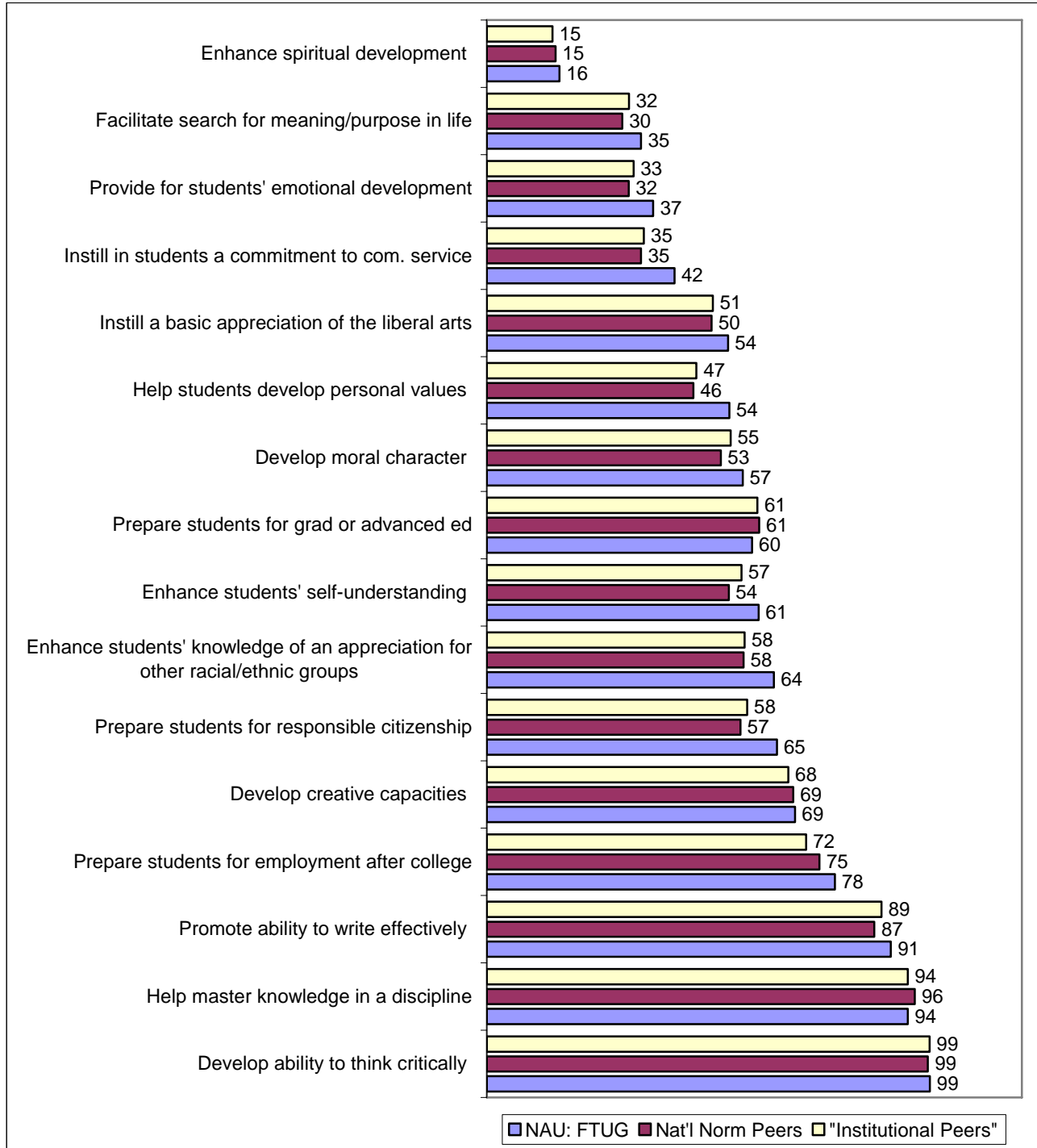
Do You to a Great Extent:

- Faculty respondents were asked to indicate what behaviors they engage in “to a great extent.” Again, the FTUG faculty from NAU engages in similar behaviors as the faculty from the national norm group. The NAU faculty was more likely to “eat a well-balanced diet,” and “engage in academic work that spans multiple disciplines.”

Numbers reflect percentage of respondents that indicate that they engage in the below statements to a great extent:	NAU FTUG	Nat'l Norm Group	"Peers"
Engage in self-reflection?	71	67	67
Feel that your work adds meaning to your life?	65	65	65
Experience close alignment between your work and your personal values?	64	56	52
Experience joy in your work?	62	63	62
Feel good about the direction in which your life is headed?	60	61	61
Eat a well-balanced diet?	54	43	44
Engage in regular exercise?	50	41	41
Consider yourself a spiritual person?	50	44	42
Achieve a healthy balance between your personal life and your professional life?	44	39	37
Engage in academic work that spans multiple disciplines?	42	32	36
Get adequate amounts of sleep?	41	33	32
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?	37	40	41
Seek opportunities to grow spiritually?	36	27	24
Engage in prayer/meditation?	28	22	20
Consider yourself a religious person?	26	29	28
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?	24	24	26

Goals for Undergraduates Noted as Very Important or Essential:

- The FTUG faculty from NAU was asked what goals for undergraduates are very important or essential. Their responses were very similar to faculty at the national norm universities. Seventy-five percent or more of NAU’s FTUG faculty identified the below goals:
 - “develop ability to think critically,”
 - “help master knowledge in a discipline,”
 - “promote ability to write effectively,”
 - “prepare students for employment.”



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

Numbers reflect percentage of respondents:	NAU: FTUG	National Norm Group	"Peers"
Number of Respondents (N)	329	2593	1524
Present Academic Rank			
Professor	30.6	31.5	30.8
Associate Professor	28.4	28.5	29.4
Assistant Professor	17.3	25.5	29.2
Lecturer	4.9	6.6	4.4
Instructor	14.8	6.5	4.7
Other	4.0	1.4	1.6
Highest Degree Earned			
Bachelor's	2.4	1.2	0.7
Master's	22.9	20.0	19.1
LL.B., J.D.	0.3	0.8	0.7
M.D., D.D.S.	0.0	2.3	2.3
Other advanced professional degree	0.0	0.7	1.1
Ed.D.	7.0	3.7	3.0
Ph.D.	63.0	68.2	69.9
Other degree	2.8	2.2	2.3
None	1.5	0.8	0.9
Tenured			
Yes	52.6	57.4	61.7
No	46.4	42.4	38.3
Principal Activity in Current Position			
Administration	3.7	5.3	4.5
Teaching	91.1	83.5	82.7
Research	3.4	9.1	9.8
Services to clients and patients	0.6	1.3	2.0
Other	1.2	0.7	1.1
Dept. of Current Faculty Appointment			
Agriculture or Forestry	2.0	0.9	5.2
Biological Sciences	7.0	4.7	6.5
Business	8.6	6.6	7.3
Education	16.6	9.3	7.6
Engineering	2.7	5.1	3.6
English	4.7	5.6	5.8
Health Sciences	7.0	11.6	11.0
History or Political Science	6.0	4.9	5.1
Humanities	7.6	6.6	7.5
The Arts & Architecture	7.6	11.1	9.8
Mathematics/Statistics	4.0	4.8	4.4
Physical Sciences	6.3	6.6	5.8
Social Sciences	11.6	11.7	9.7
Other Technical	1.7	3.0	2.4
Other non-technical	5.6	5.5	7.1

Appendix A. Algorithms for Determining Respondent Type

Full-Time Undergraduate Faculty

A respondent was included in one of three ways, if he or she:

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

Part-Time Undergraduate Faculty

A respondent was included in one of three ways, if he or she:

1. indicated part-time employment at NAU and noted teaching as his/her principal activity **AND** either taught at least one undergraduate-level course **OR** taught no classes at all in the most recent term.
2. taught at least one undergraduate-level course in the last term
3. did not indicate that he/she taught any specific types of courses, but did indicate spending 1-8 hours per week in scheduled teaching.

Full-Time Academic Administrators

A respondent was included in this group if he or she indicated full-time employment at NAU **AND** a principal activity of administration. Please note that respondents already judged to be full- or part-time undergraduate faculty might also be included in this group.

Graduate Faculty (Not Otherwise Characterized)

A respondent was included in this group if he or she taught at least one graduate-level course **AND** was not already included in groups 1 – 3 above.

Other Respondents

A “catch-all” group including all respondents not included in groups 1 – 4 above. This group includes research, service and other personnel not involved in instruction; part-time administrators; and respondents who did not answer question #'s 1, 2, 17 or 18.

Appendix B. List of Institutions Comprising the National Norm Group and “Peer Institutions:”

For HERI classification purposes, Northern Arizona University is considered a public, low selective university. HERI defines a low selective university as an institution where the average SAT composite score for new freshmen is less than 1085. The average SAT score for Northern Arizona University freshmen for fall 2004 was 1070.

NAU National Norm Group

INSTITUTION	STATE	Stratification Cell
Cleveland State University	OH	01 Public University Low
East Carolina University	NC	01 Public University Low
South Dakota State University	SD	01 Public University Low
Texas A&M Uni – Corpus Cristi	TX	01 Public University Low
University of Alaska – Fairbanks	AK	01 Public University Low
University of Montana	MT	01 Public University Low
University of New Mexico	NM	01 Public University Low
University of North Dakota	ND	01 Public University Low
University of North Texas	TX	01 Public University Low
University of Southern Indiana	IN	01 Public University Low
University of Toledo	OH	01 Public University Low
Wayne State University	MI	01 Public University Low

2004 Faculty Survey Peer Group

NAU Peer Group

INSTITUTION	STATE	STRAT CELL	# OF RESP
U of Montana	MT	01 Public University Low	205
East Carolina University	NC	01 Public University Low	373
U of North Dakota	ND	01 Public University Low	117
Miami University	OH	03 Public University High	332
Ohio State University	OH	02 Public University Medium	497

**Appendix C. HERI Classification of Participating Institutions
HERI STRATIFICATION CELL**

Institution Average SAT Score for Entering Freshmen Determines Stratification Cell:

Public Universities

01 low less than 1,085
02 medium 1,085 – 1,139
03 high 1,140 or more

Private Universities

04 medium less than 1,174
05 high 1,174 – 1,309
06 very high 1,310 or more

Public Four-year Colleges

07 low less than 985
08 medium 985 – 1,054
09 high 1,055 or more
10 unknown 3

Nonsectarian Four-year Colleges

11 low less than 1,015
12 medium 1,105 – 1,099
13 high 1,100 – 1,249
14 very high 1,250 or more
15 unknown

Catholic Four-year Colleges

16 low less than 1,020
17 medium 1,020 – 1,074
18 high 1,075 or more
19 unknown

Other Religious Four-year Colleges

20 very low less than 985
21 low 985 – 1,049
22 medium 1,050 – 1,099
23 high 1,100 or more
24 unknown

Two-year Colleges 4

25-29 public
30-33 private

Historically Black Colleges & Universities 4

34 public 4-year colleges/universities
35 private 4-year colleges/universities
36 public 2-year colleges
37 private 2-year colleges

NOTES:

1 The broad categories of institutional type are defined as follows:

University an institution that awards a substantial number of doctoral-level degrees in at least five different disciplines. The HERI “university” is roughly equivalent to the Carnegie “Research” and “Doctoral” designations.

Four-year College an institution that awards master- and/or bachelor-level degrees. Corresponds equivalent to the Carnegie “Master’s (Comprehensive)” and “Baccalaureate (Liberal Arts)” designations.

Two-year College an institution that awards associate-level degrees.

2 Selectivity is defined as the average SAT Composite Score of the entering class.

3 Institutions with unknown selectivity are grouped with the low-selectivity when computing the National Norms.

4 Two-year colleges and historically Black colleges & universities are not differentiated by selectivity.