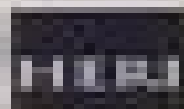


THE AMERICAN COLLEGE TEACHER: NATIONAL NORMS FOR THE 2007-2008 HERI FACULTY SURVEY

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The American College Teacher National Norms For The Heri Faculty Survey 19899

Linda J. Sax



The American College Teacher National Norms For The Heri Faculty Survey 19899:

The American College Teacher Alexander W. Astin, Eric L. Dey, William S. Korn, 1991 This report summarizes the highlights and presents statistical data two thirds of the report from a national survey of 35 478 full time college and university faculty members at 392 two year colleges four year colleges and universities carried out in the fall and winter of 1989 90 The 200 question survey focused heavily on how faculty members spend their time how they interact with students their preferred methods of teaching and examining students their perceptions of the institutional climate and their primary sources of stress and satisfaction Among the findings were the following 1 although 98 percent gave teaching a high priority 28 percent preferred research over teaching and 27 percent felt that institutional pressures to do research and publish interfered with their teaching 2 half the faculty in private universities spent more than 12 hours per week doing research and writing compared to less than 20 percent of faculty in 4 year colleges and 3 percent in the community faculty in four year colleges and 3 percent in the community colleges 3 fully one quarter of the four year college faculty and an article in a scholarly journal 4 faculty were most satisfied with their autonomy and independence and job security and 5 compared to their private counterparts professors in public institutions gave higher priority to preparing students for employment and conducting research The appendix contains the survey instrument Contains two references GLR

The American College Teacher Eric L. Dey, 1993 *The American College Teacher*, 2005 **The American College Teacher** Linda J. Sax, 1999 This report presents results of the fourth triennial national survey of college and university faculty conducted by the Higher Education Research Institute in the fall and winter of 1998 99 Results are based on responses of 33 785 full time faculty at 378 institutions two year colleges four year colleges and universities Data are reported separately for men and women and for 12 different institutional groupings stratified for institutional control public private nonsectarian Catholic Protestant and type university four year college two year college An overview summarizes findings on demographic and background characteristics faculty stress produced by information technology tenure attitudes faculty diversity academic climate community service and social activism and gains in gender equity Trends highlighted by the survey show that faculty composition has aged and includes more females information technology produces stress for faculty faculty increasingly support tenure faculty diversity is at a standstill faculty report an improved academic climate and faculty find increased institutional commitment to community service The bulk of the document consists of 12 tables of normative data from the survey including such items as age academic rank and discipline use of information technology commitment to community service salaries and number of published or accepted professional writings Appendices include the survey instrument and details on the methodology and analysis DB

The American College Teacher Linda J. Sax, 1996 This report summarizes the highlights of a national survey part of the Cooperative Institutional Research Program which examined college faculty demographic and biographic information how faculty members spend their time how they interact with students their

preferred methods of teaching and examining students their perceptions of the institutional climate their primary sources of stress and satisfaction and community service The survey obtained responses from 59 933 faculty members at 384 institutions of higher education broken down into 12 different normative groups all institutions all four year institutions public universities private universities public four year colleges private four year colleges combined and broken down by three subgroupings nonsectarian Roman Catholic and Protestant and public and private two year colleges Results indicate a general trend toward faculty aging and a decrease in earnings a commitment to being a good teacher and colleague and a declining interest in research a concern with preparing students for employment and graduate school a decreasing interest in personally improving society the experience of extreme stress possibly from greater interaction with students and an increased commitment to diversity and multiculturalism Numerous tables present supporting data Three appendices contain the survey instrument information about the accuracy of the data and a list of participating institutions CK

The American College Teacher Linda DeAngelo, Sylvia Hurtado, John H. Pryor, 2011-01-01

The American College Teacher Linda J. Sax, 2002 This report summarizes the highlights of a national survey of college and university faculty that was conducted by the Higher Education Research Institute HERI in fall and winter of 2001 2001 This is the fifth in a series of surveys conducted on a triennial basis Results are based on the responses of 32 840 full time college and university faculty members at 358 two year colleges four year colleges and universities nationwide Data are reported separately for men and women and for 12 different institutional groupings stratified for institutional control public private nonsectarian Catholic and Protestant and type university four year college and two year college An overview summarizes findings on 1 background characteristics 2 faculty perspectives on undergraduate education at the start of a new millennium 3 increased use of student centered instructional and evaluation methods 4 continued gains in faculty support for tenure 5 increased focus on student diversity issues 6 shifting institutional priorities 7 value placed on social concerns and status attainment and 8 work satisfaction and stress The bulk of the document consists of six tables of normative data for the survey Four appendixes contain a discussion of the research methodology the survey instrument a discussion of data precision and a description of participants in the surveys SLD

A Brief History of Standards in Teacher Education Roy A. Edelfelt, James Rath, 2004-11-10 With the current emphasis on standards in the schools one may think that this is a new phenomenon However as this pamphlet clearly demonstrates while standards in American schools have a long history dating back to Reconstruction the recommendations for what is needed to improve teacher education are remarkably similar brighter students more realistic classes rigorous general education serious evaluation and so on The reports and guidelines share a zeal for the standards they are promulgating but are thin on research to support their recommendations The irony is that the profession's power is so fragmented and its prestige so ailing that adequate support for teacher education and professional practice remain elusive The report concludes that only a concerted effort by a coalition of organizations could generate the

support needed to achieve a major breakthrough in the quality of schooling and teacher education **Official Report of the ... National Conference** National Commission on Teacher Education and Professional Standards (U.S.),1958
 Report of the [national] Conference National Commission on Teacher Education and Professional Standards (U.S.),1964 *Report of the ... Conference* National Commission on Teacher Education and Professional Standards (U.S.),1948 **A Position Paper on Teacher Education and Professional Standards** National Commission on Teacher Education and Professional Standards (U.S.),1963 Policy statement on teacher training and professional standards in respect of teachers in the USA includes recommendations concerning the selection of trainee teachers teacher training programmes further training the role of teachers in educational research etc **The Assignment and Misassignment of American Teachers** National Education Association of the United States. National Commission on Teacher Education and Professional Standards. Special Committee on the Assignment of Teachers,1965

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