



**National Society of  
Professional Engineers**®

# Professional Engineers in Higher Education 2014 Survey Results

*By PE magazine/PEHE*

# Demographic Info

# I am

A licensed professional  
engineer  
95%



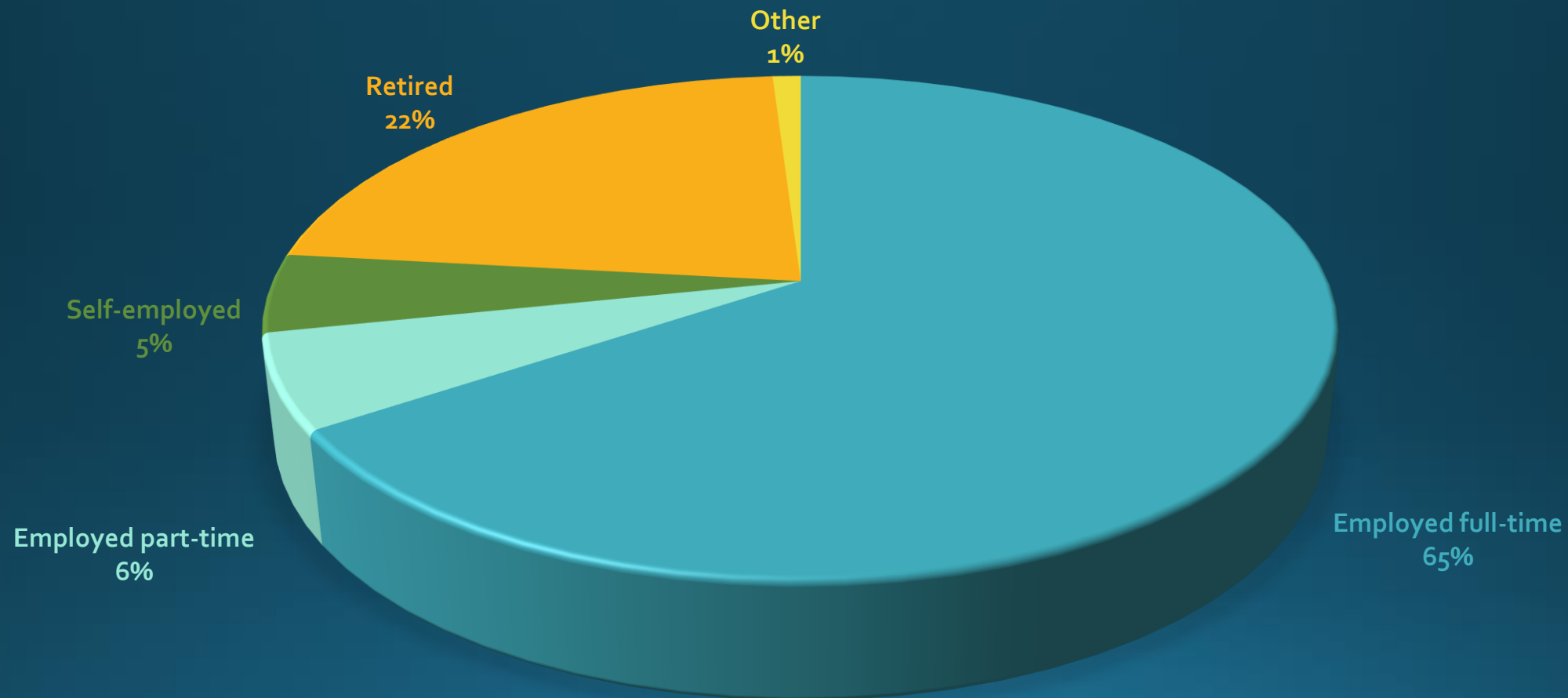
An EI or EIT  
1%



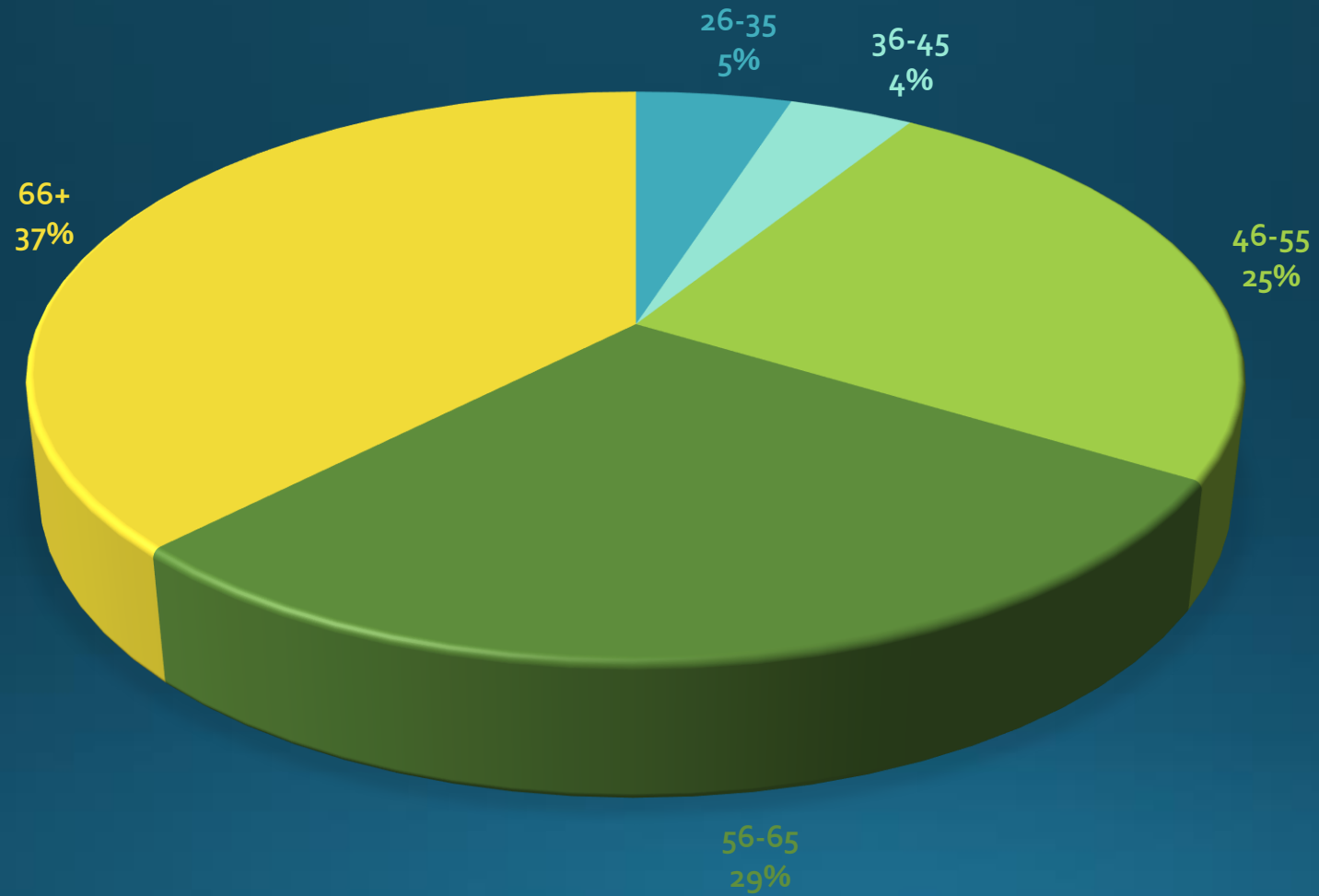
Not licensed  
4%



# My employment status is



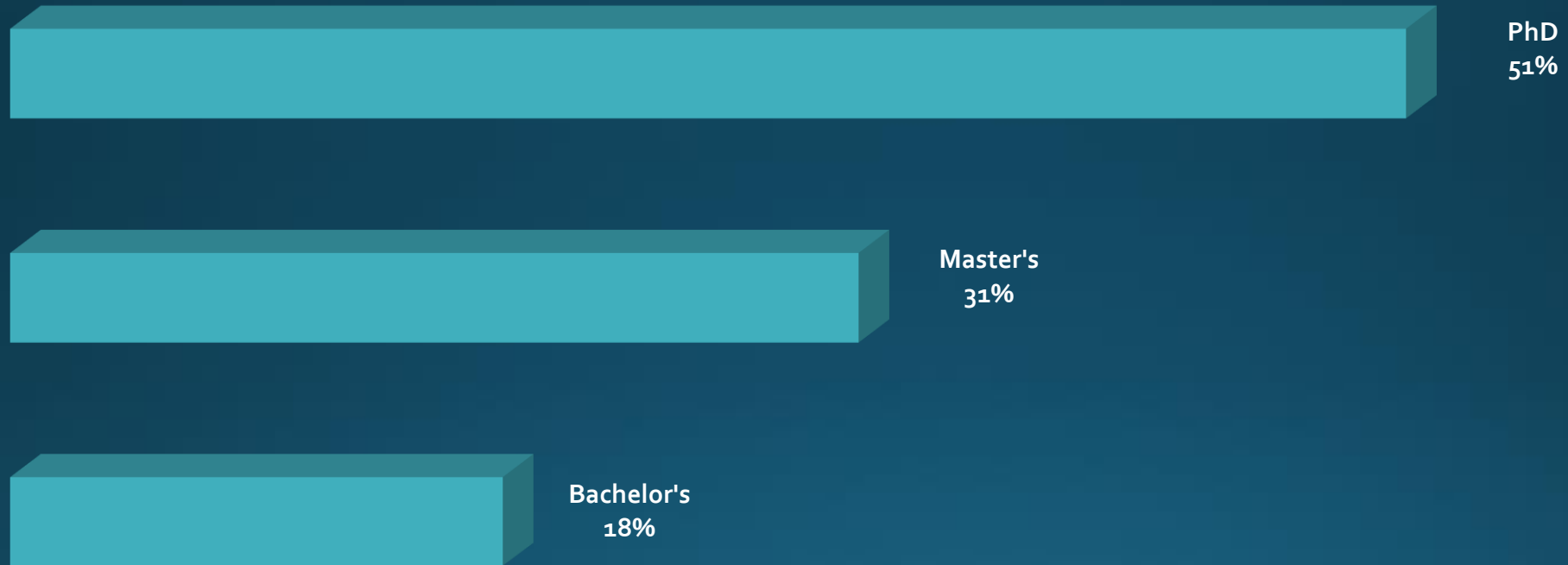
# My age is



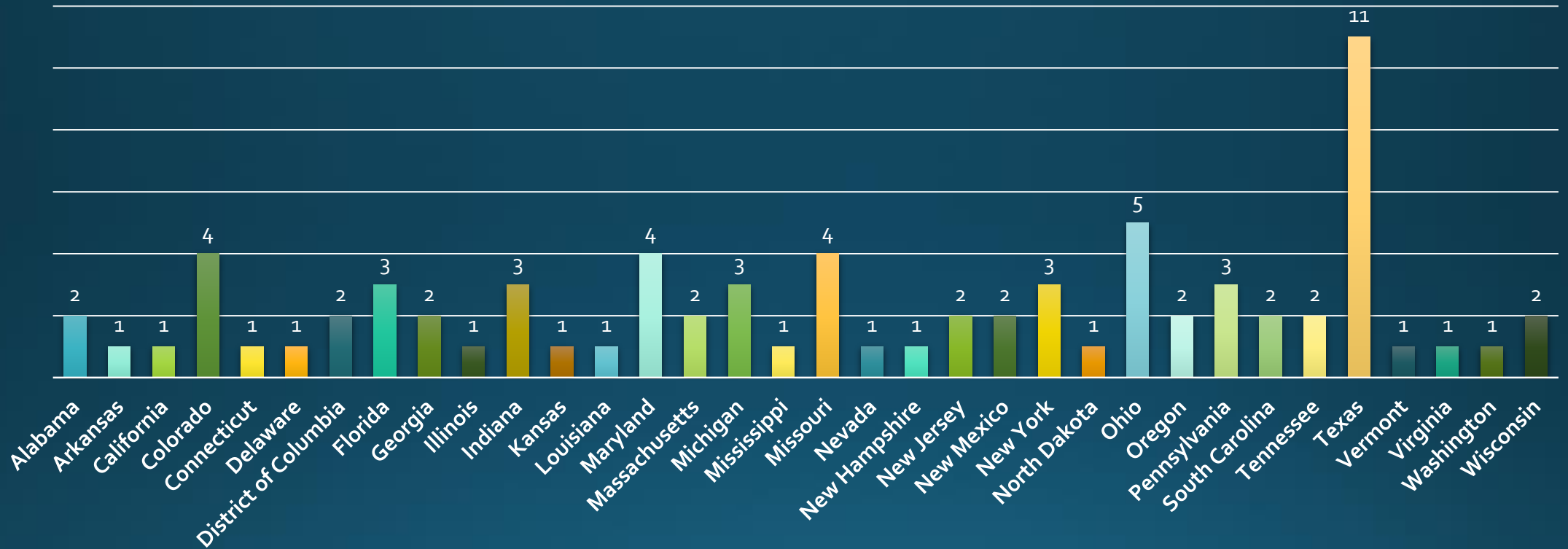
# My gender is



# The highest degree I've earned is



# I live in



Note: states and territories with zero responses omitted.



# I work in

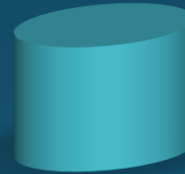
A four year college  
43%



A community college  
5%



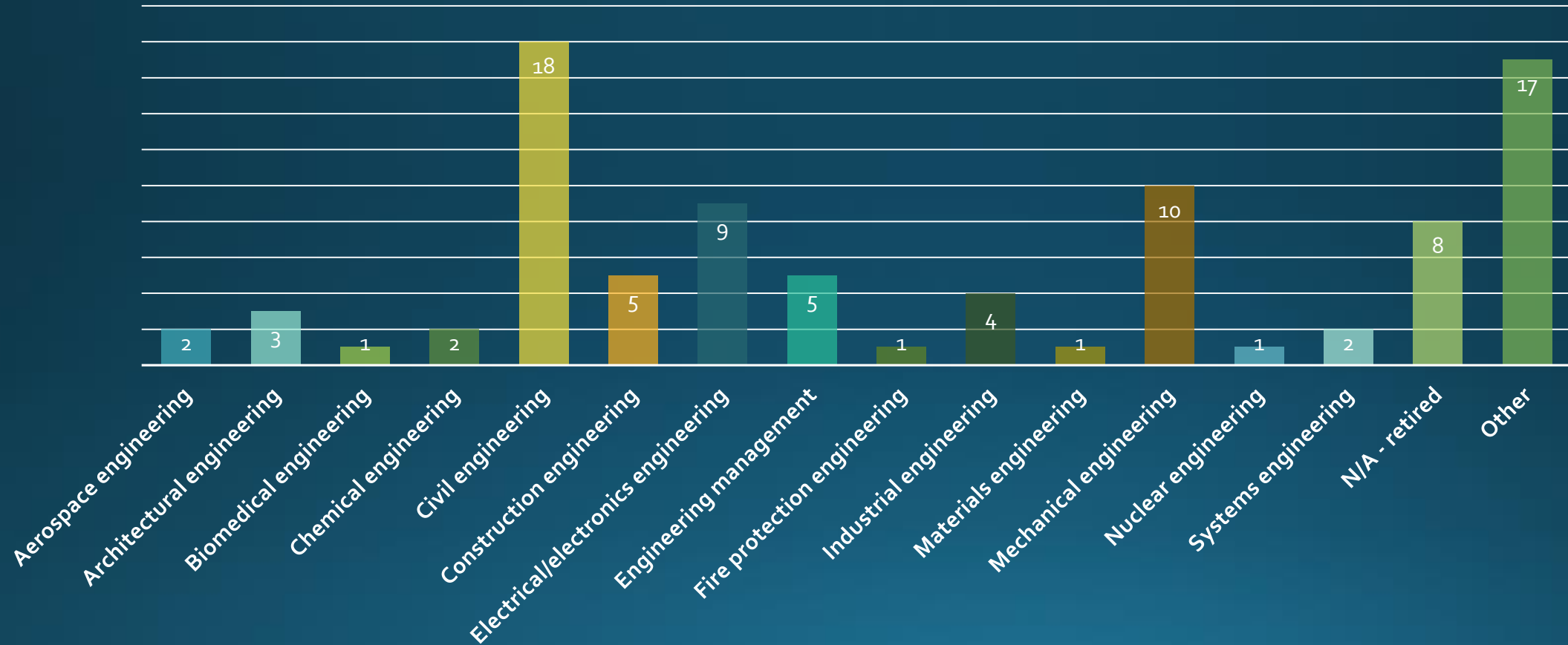
N/A - retired  
21%



Other  
39%

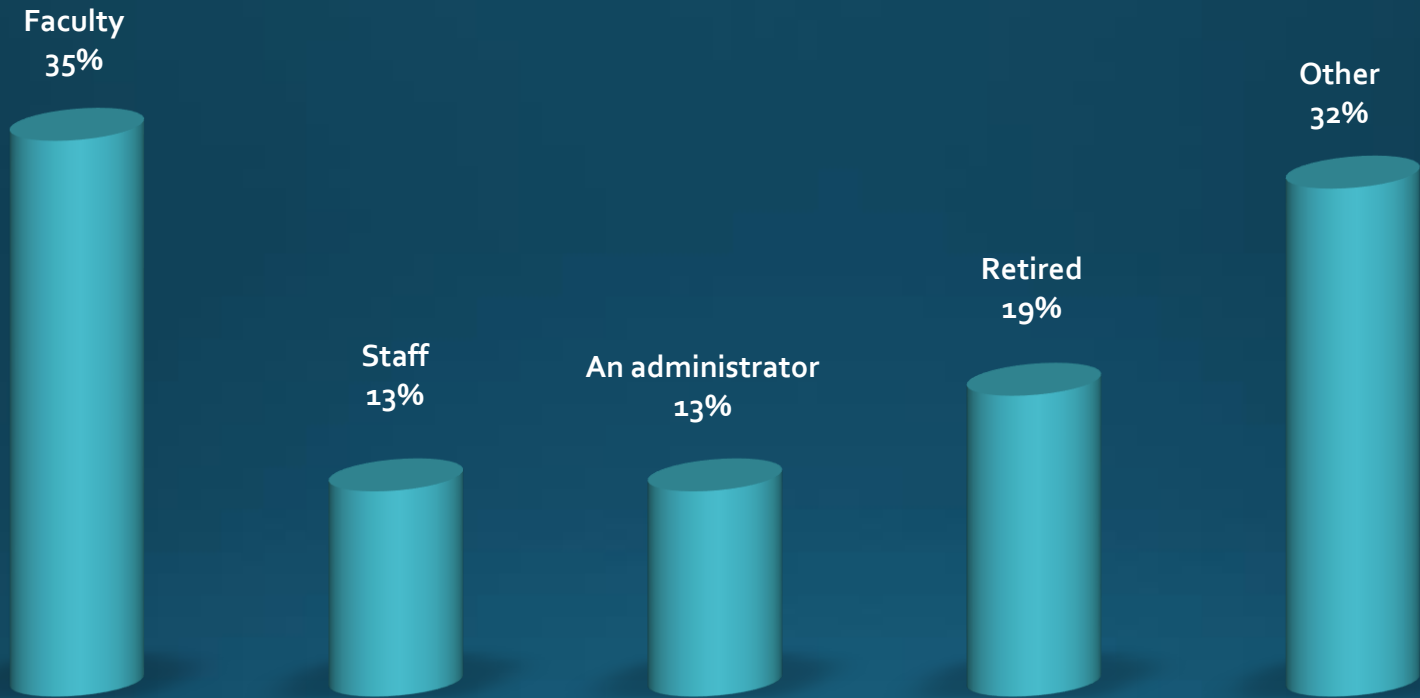


# I am in the \_\_\_\_\_ department



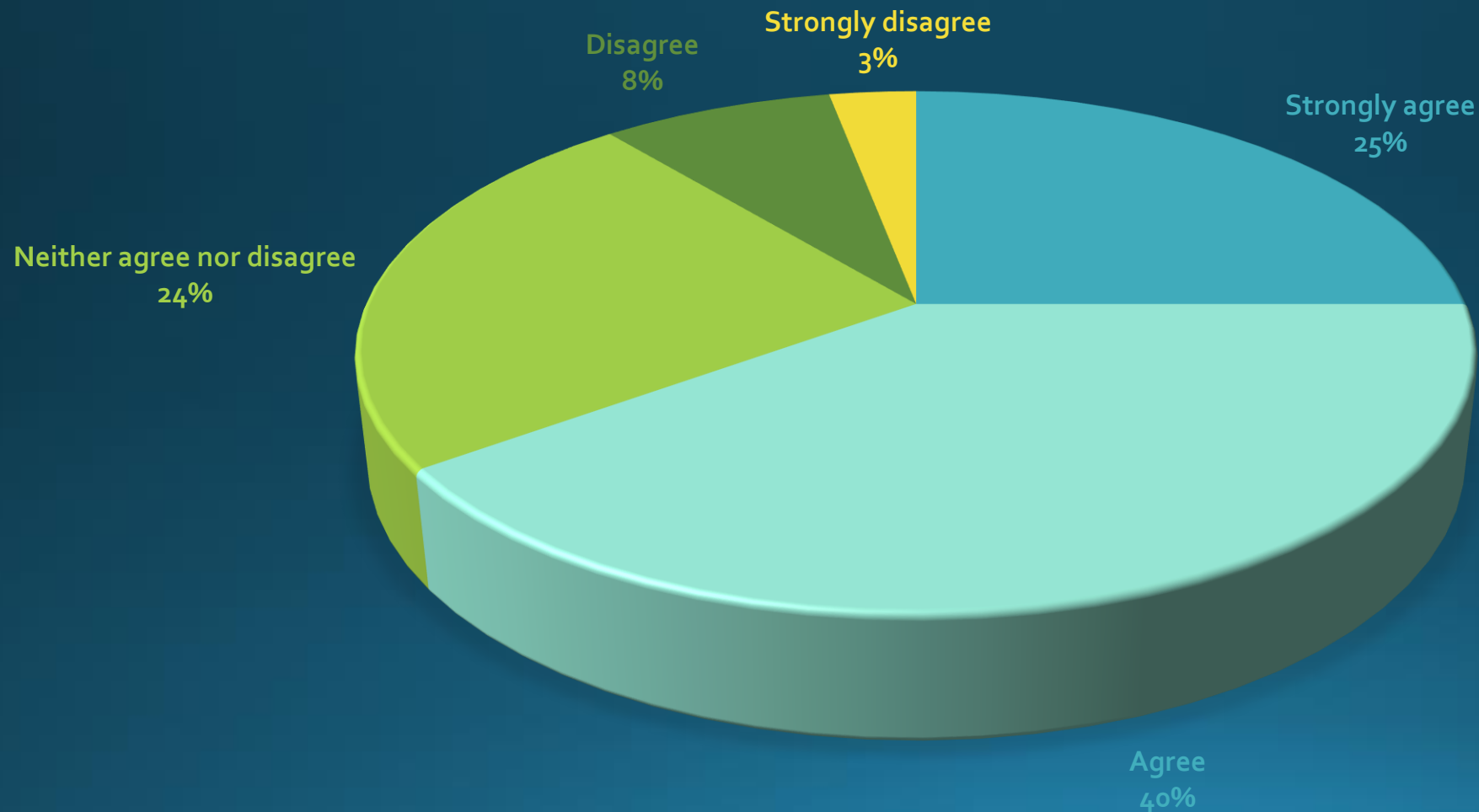
Note: departments with zero responses omitted.

# I am

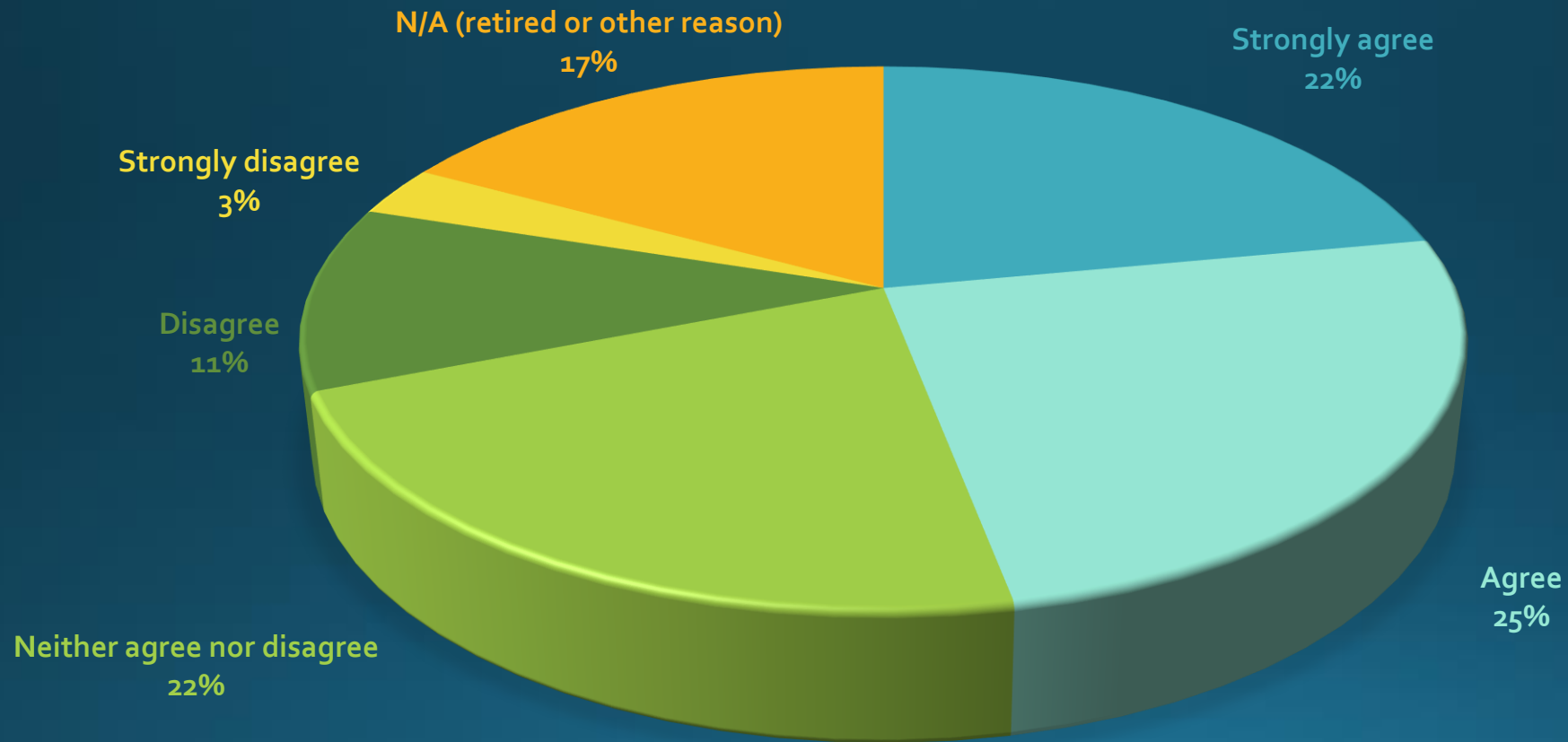


# Survey Responses: Licensure

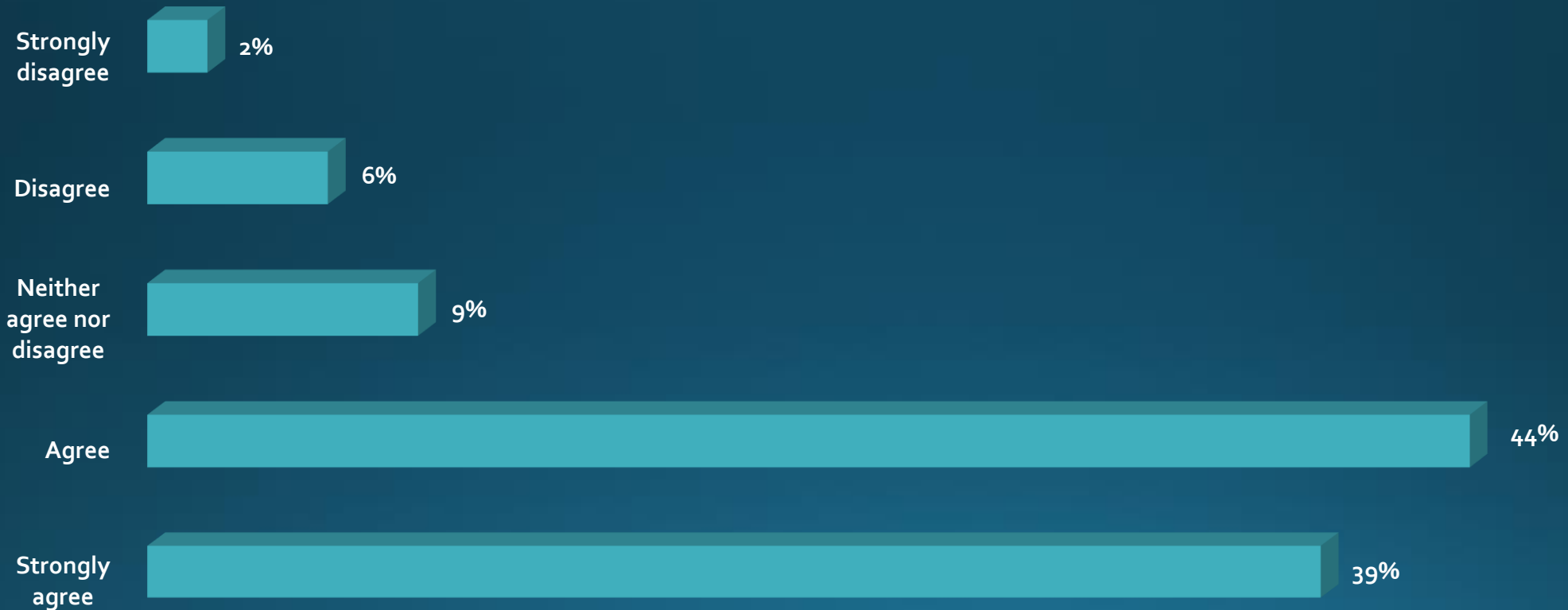
# The image and stature of licensed engineers in education is positive.



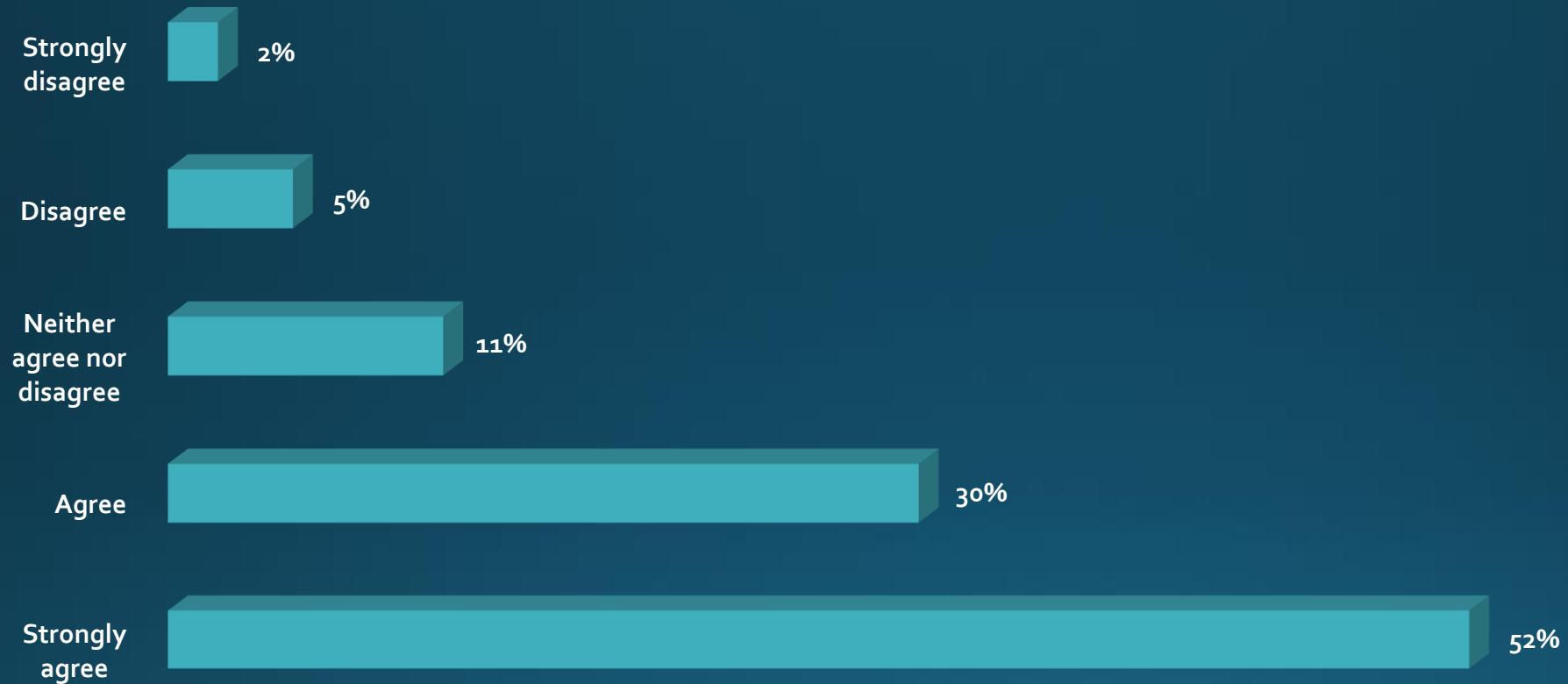
# At my institution, PE licensure is encouraged for faculty.



# Engineering faculty who teach advanced subjects (upper- or graduate-level courses) should be licensed.

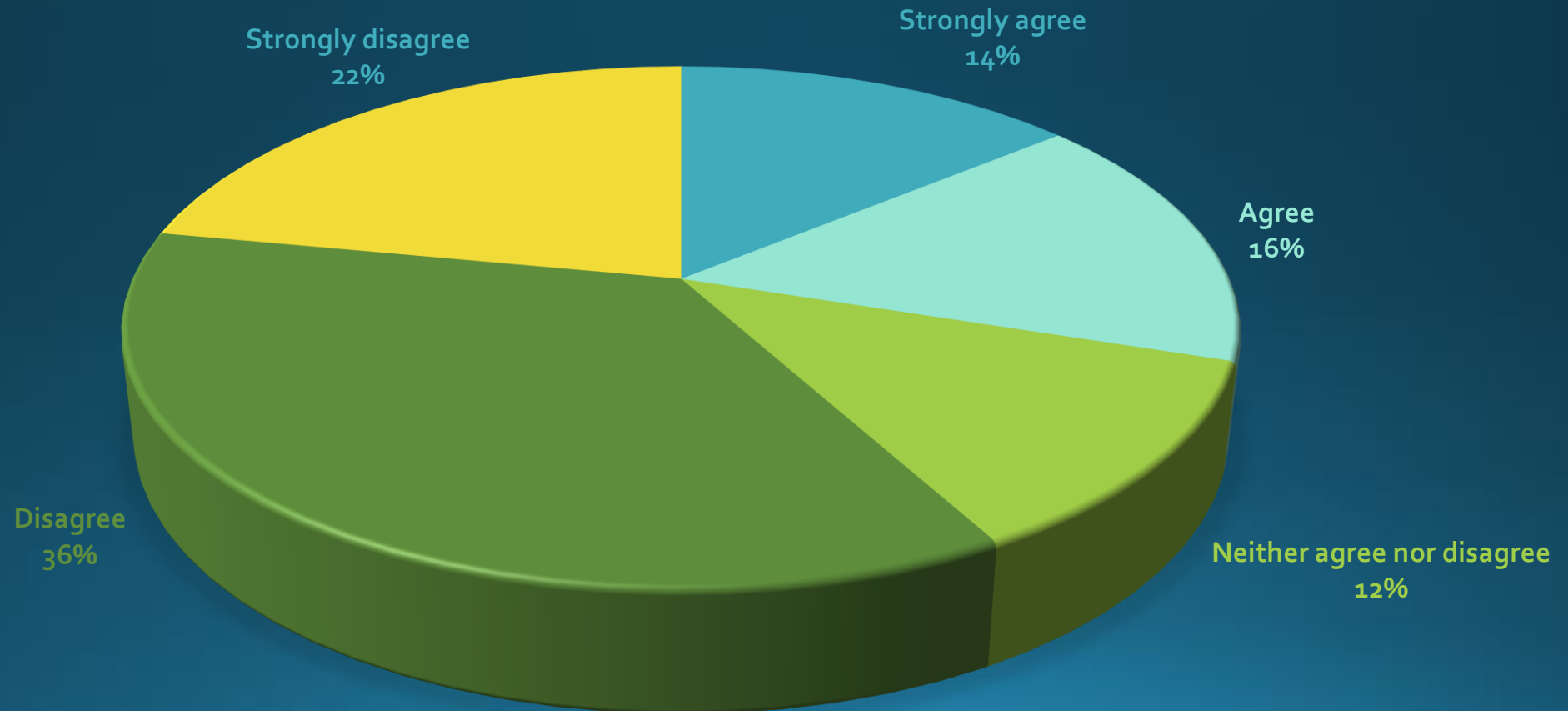


# Engineering deans should be licensed.

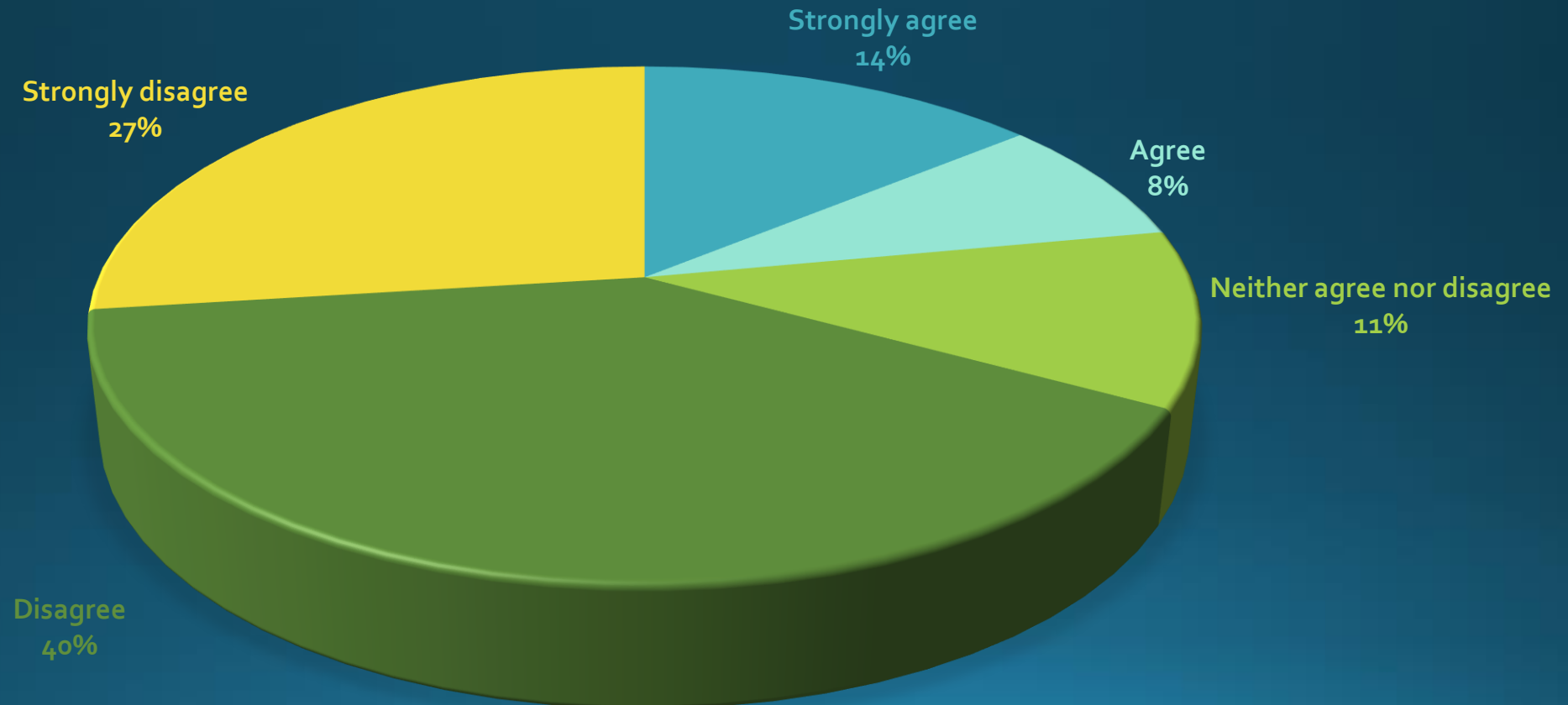




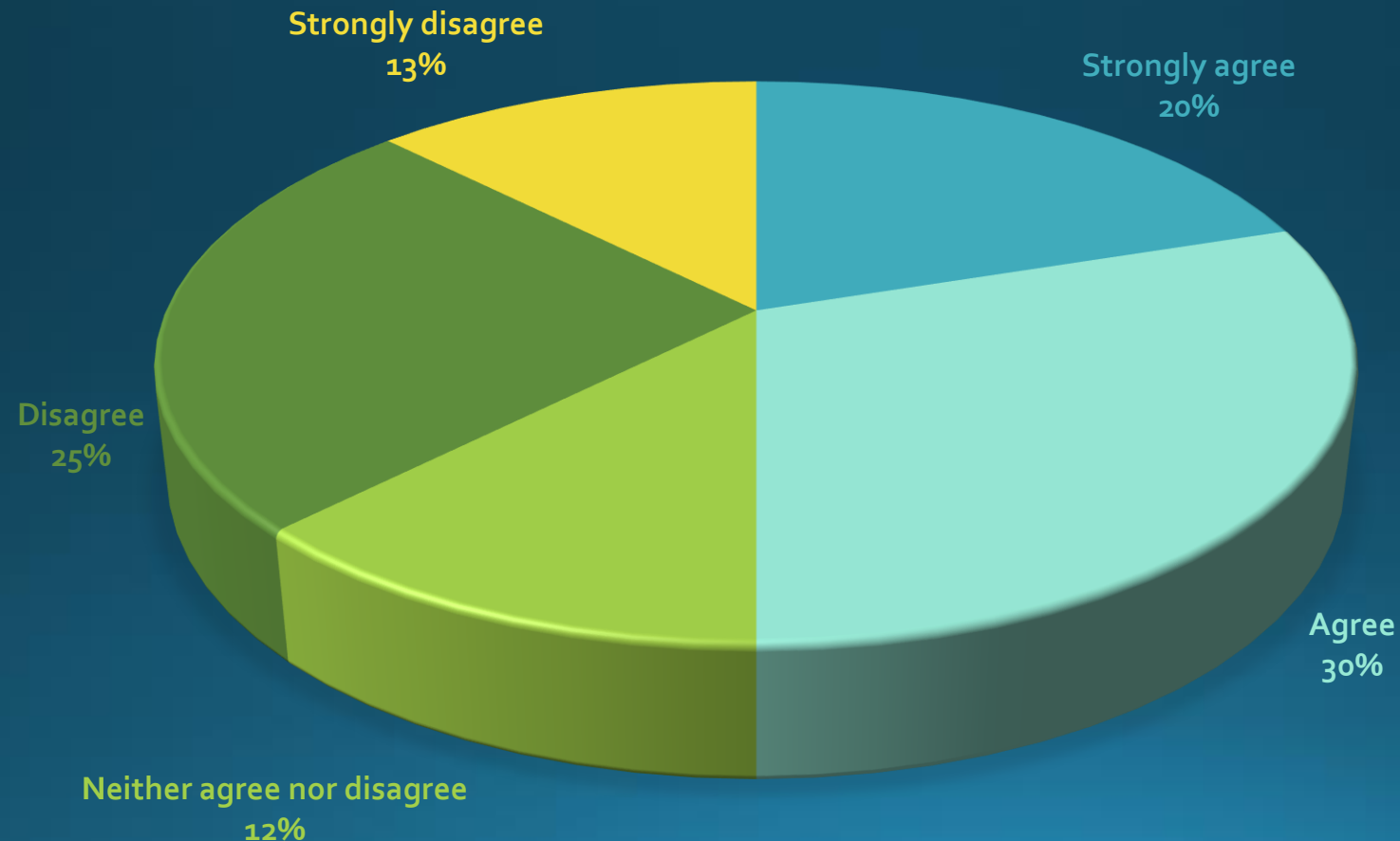
The PE and FE exams should be waived for faculty of ABET-accredited engineering programs with appropriately earned doctoral degrees in an engineering discipline, who pursue licensure in their states.



Experience requirements should also be waived for faculty of ABET-accredited engineering programs with appropriately earned doctoral degrees in an engineering discipline, who pursue licensure in their states.

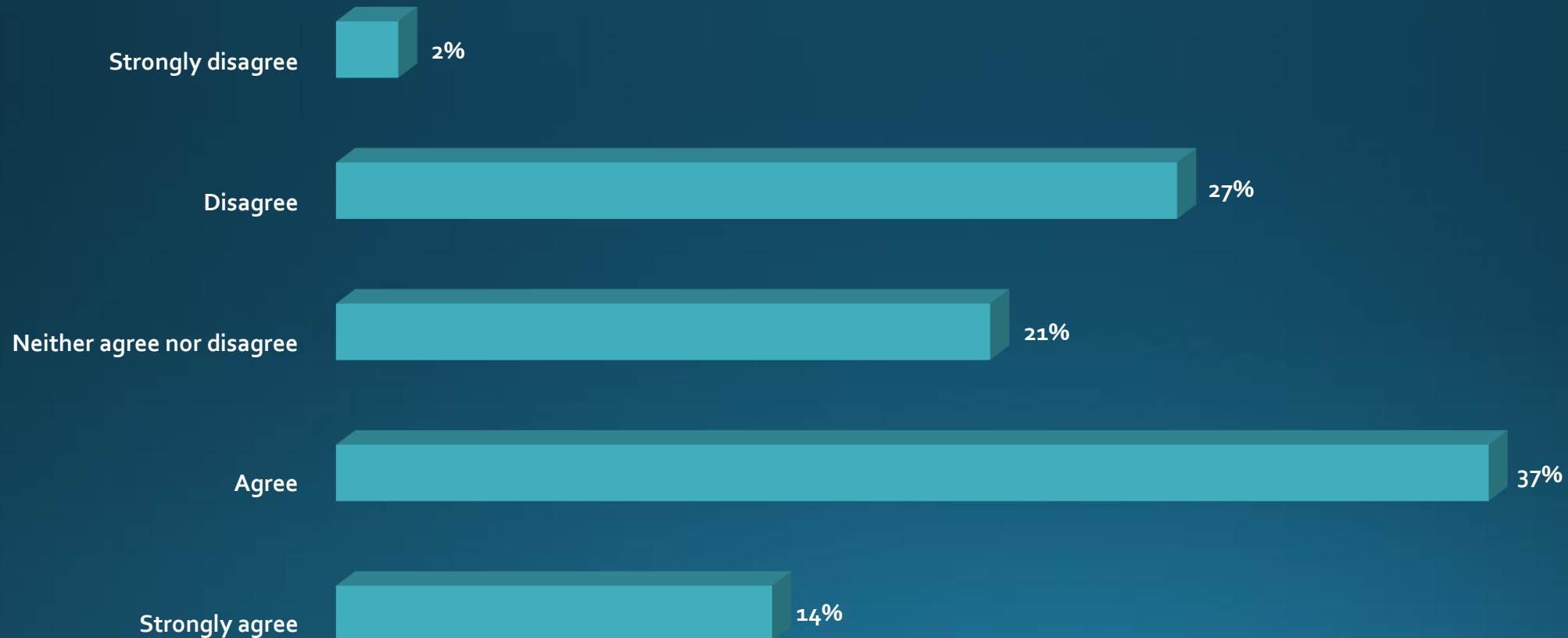


I support the requirement of additional credit hours beyond the bachelor's degree for engineering licensure (i.e., B+30 and/or a master's degree from an ABET-accredited engineering program).

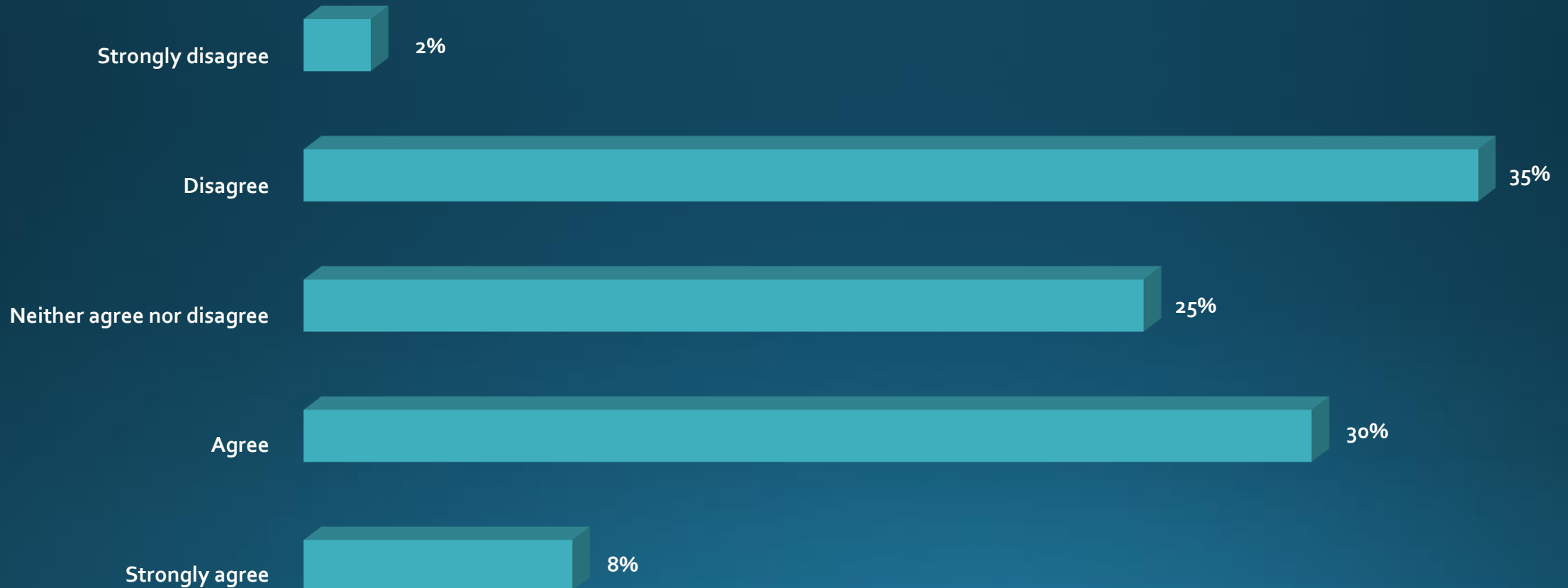


# Survey Responses: The Student Experience

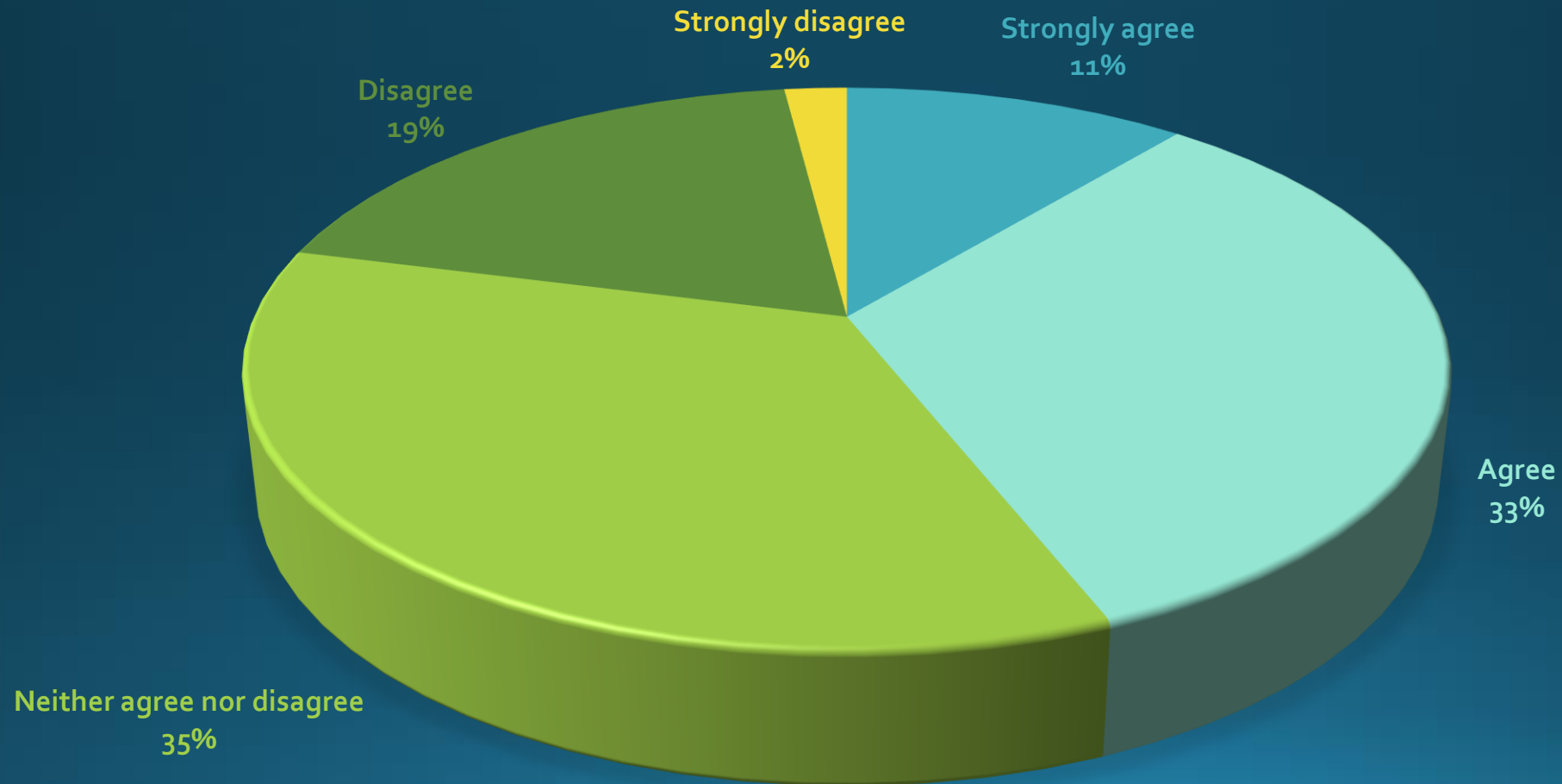
Students in the US have access to adequate financial support (grants, scholarships, loans, etc.) to pursue an engineering education.



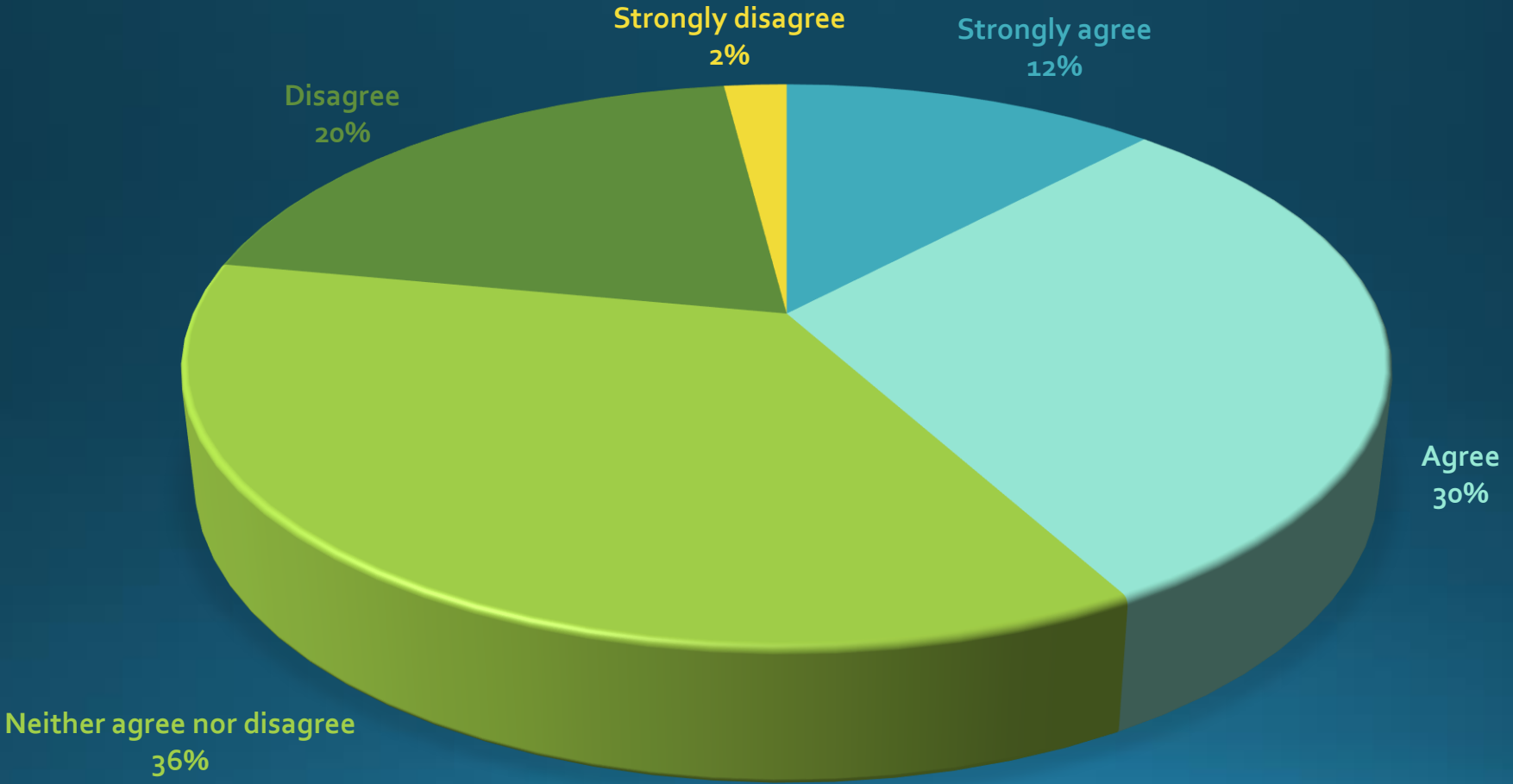
# Students in the US can earn an engineering education without taking on a heavy student debt load.



Community colleges and technical institutes do enough to encourage and support students in transferring to four-year institutions to study engineering.

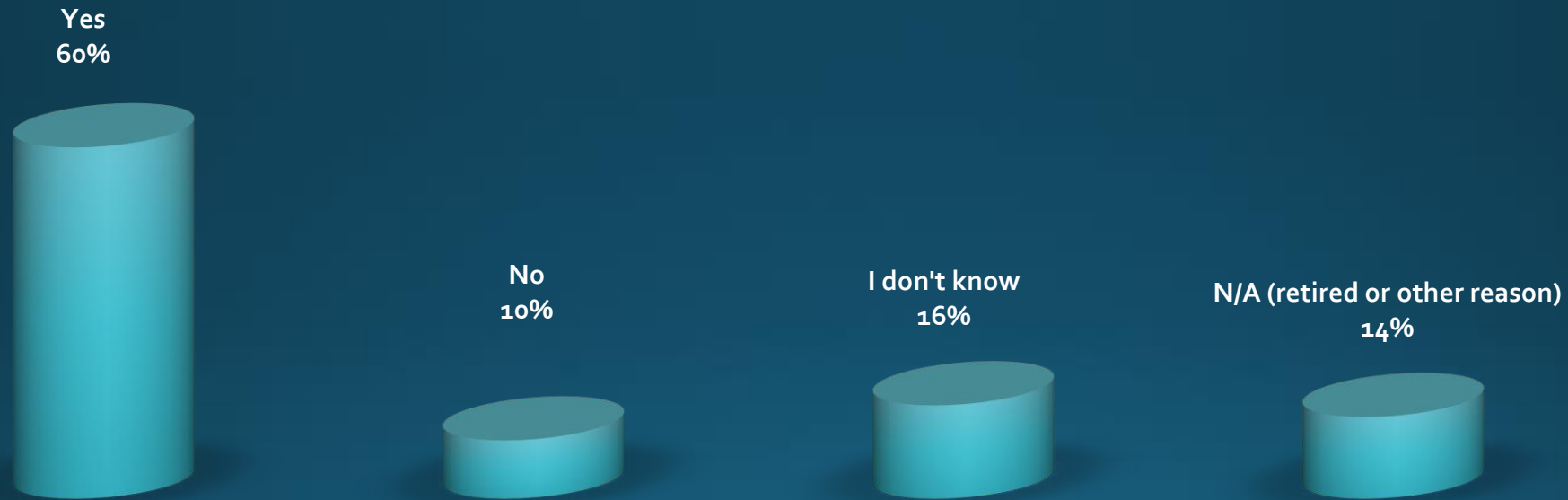


Students who transfer from community colleges to four-year institutions to study engineering are, overall, academically prepared to succeed.

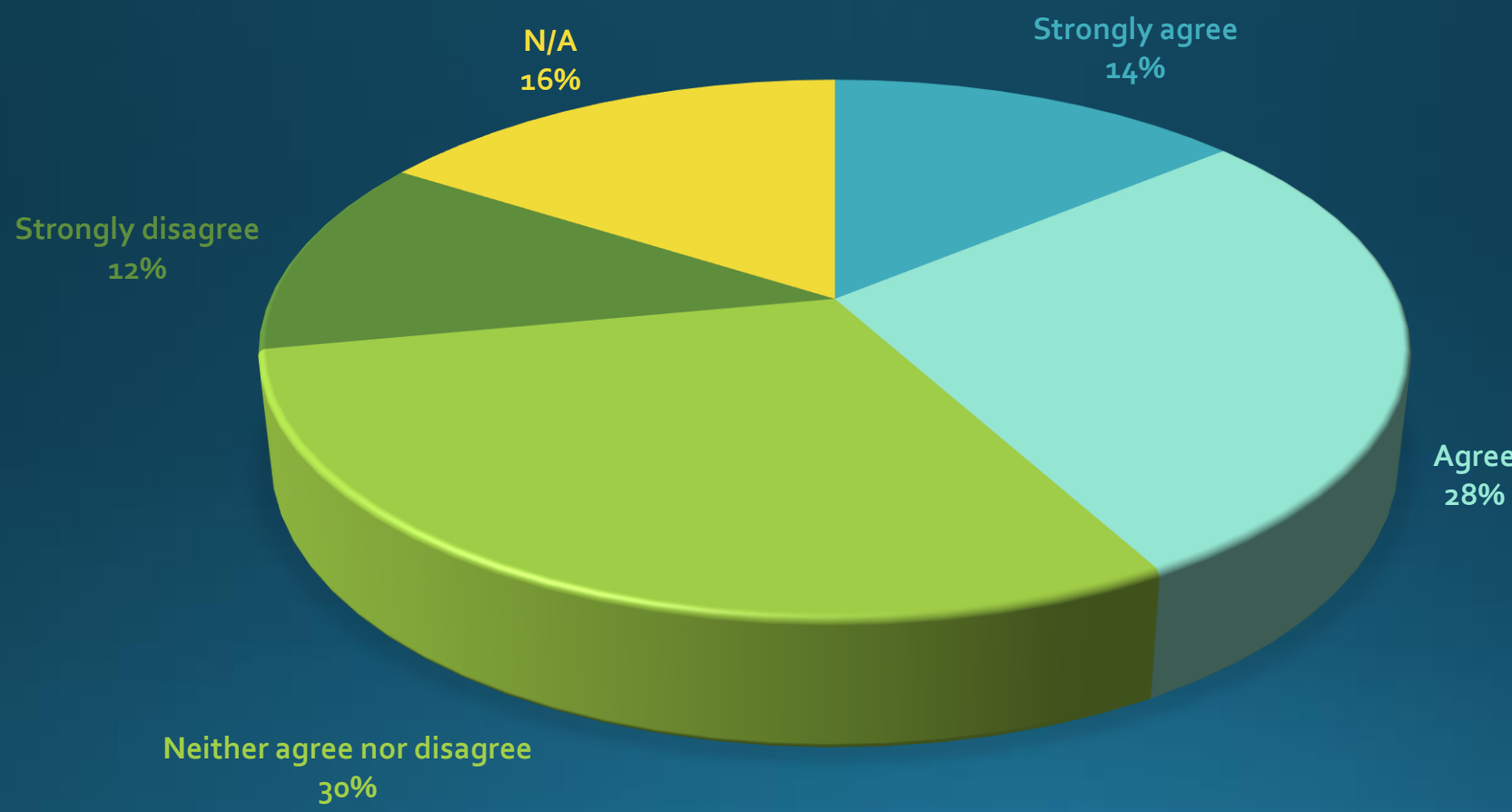




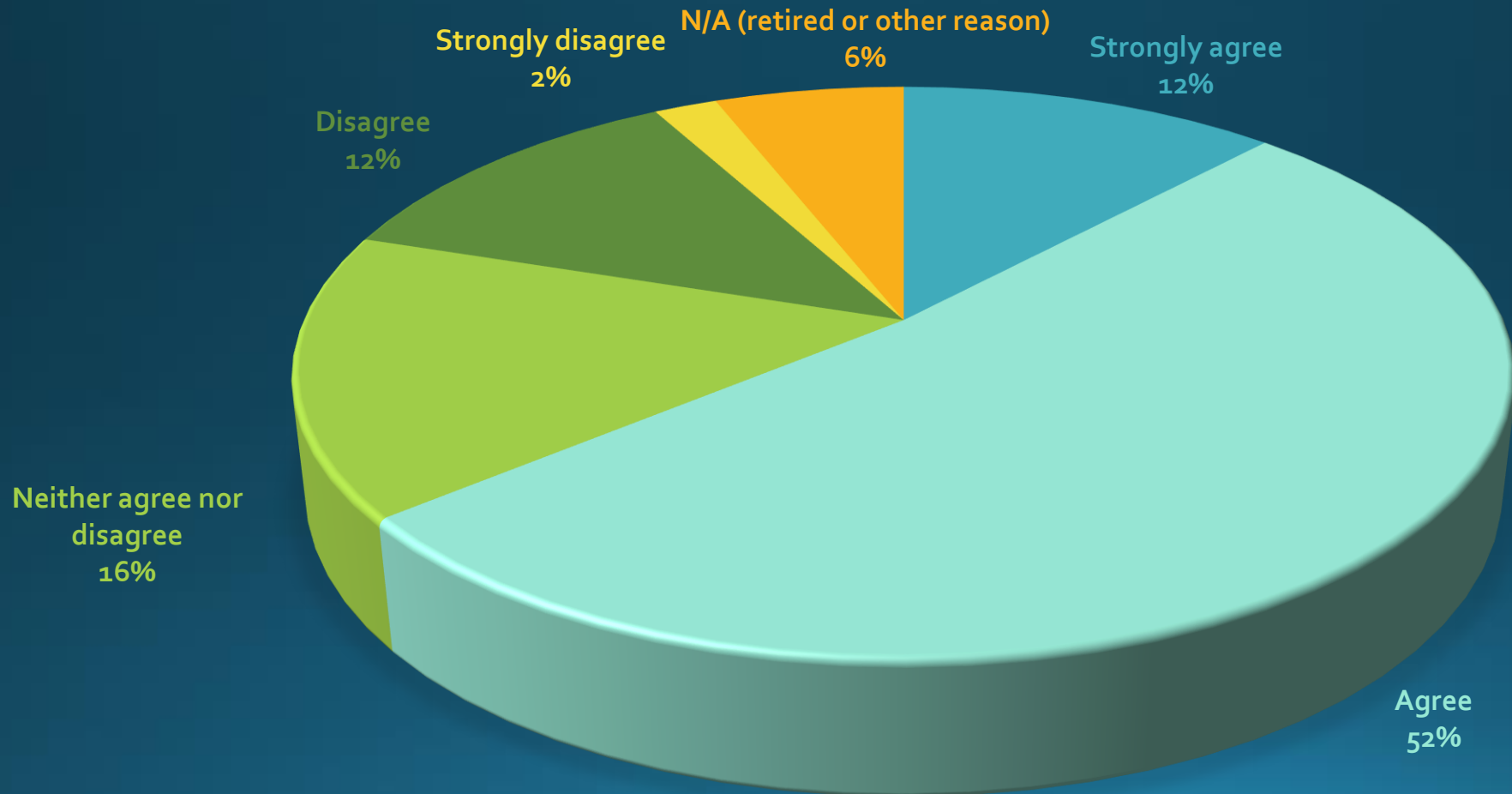
The number of engineering students at my institution has been increasing over the last few years.



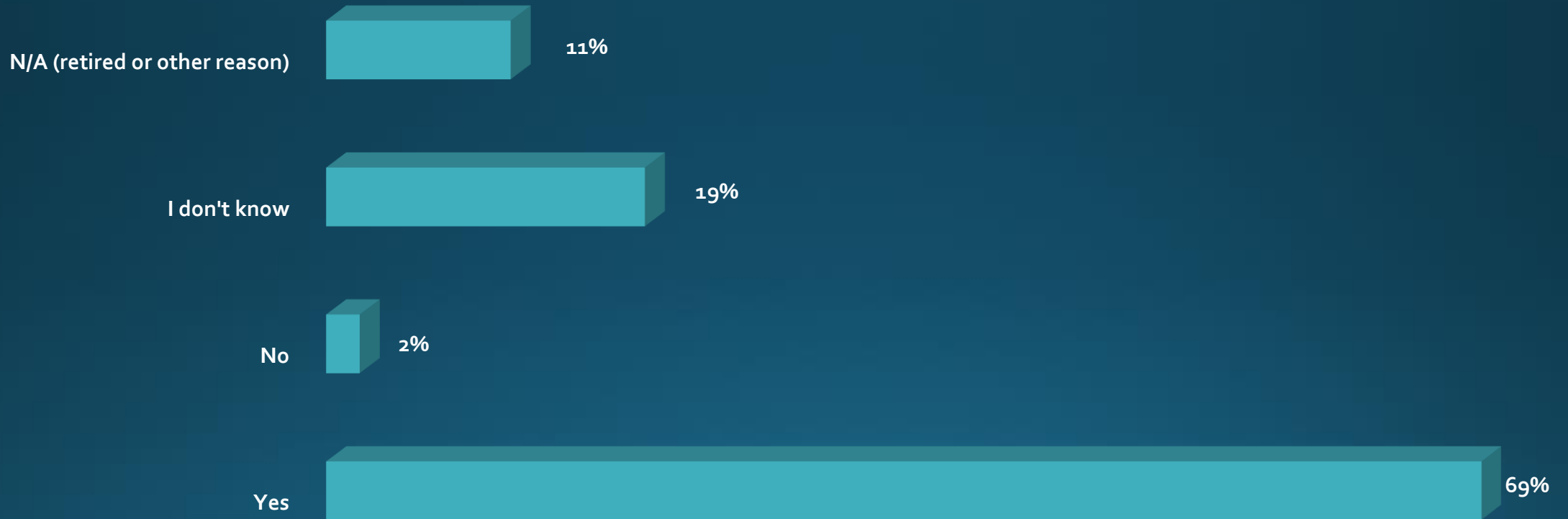
# My school adequately encourages students to become licensed.



# My institution is doing a good job preparing engineering students in soft skill areas.

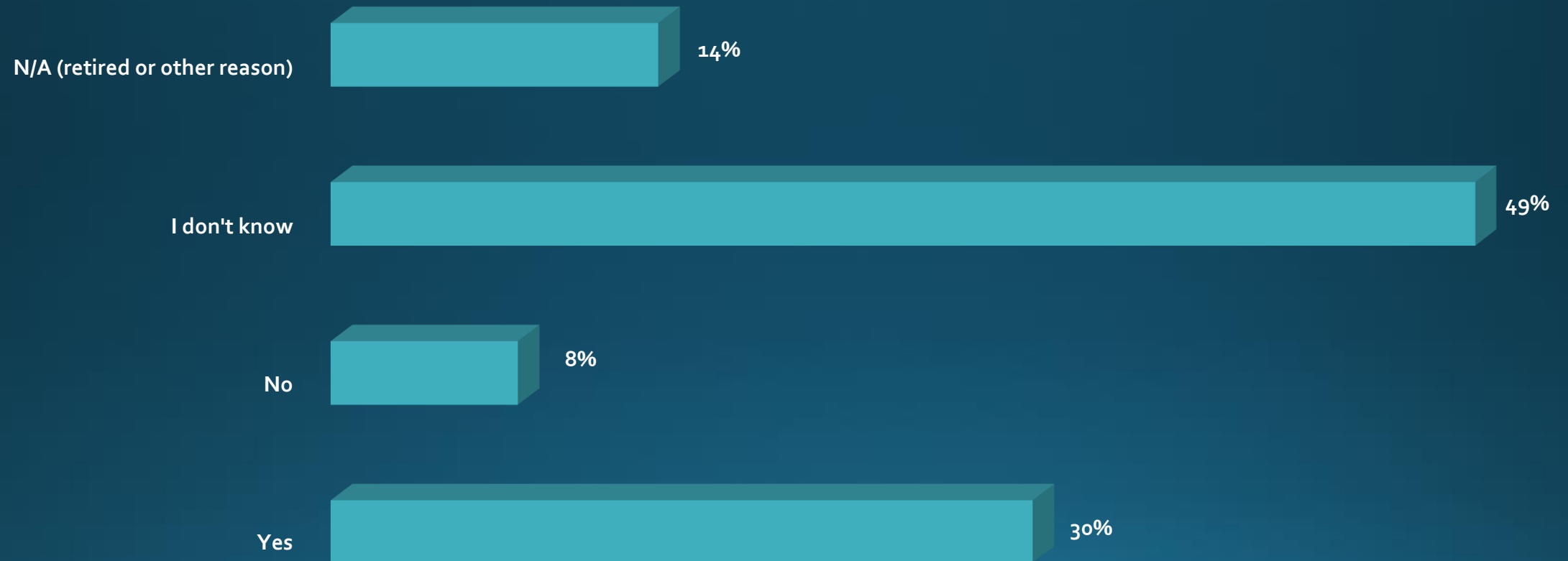


# My institution has instituted programs aimed at retaining students in engineering majors and graduating them in a timely manner.



\*Rounded numbers add up to more than 100%

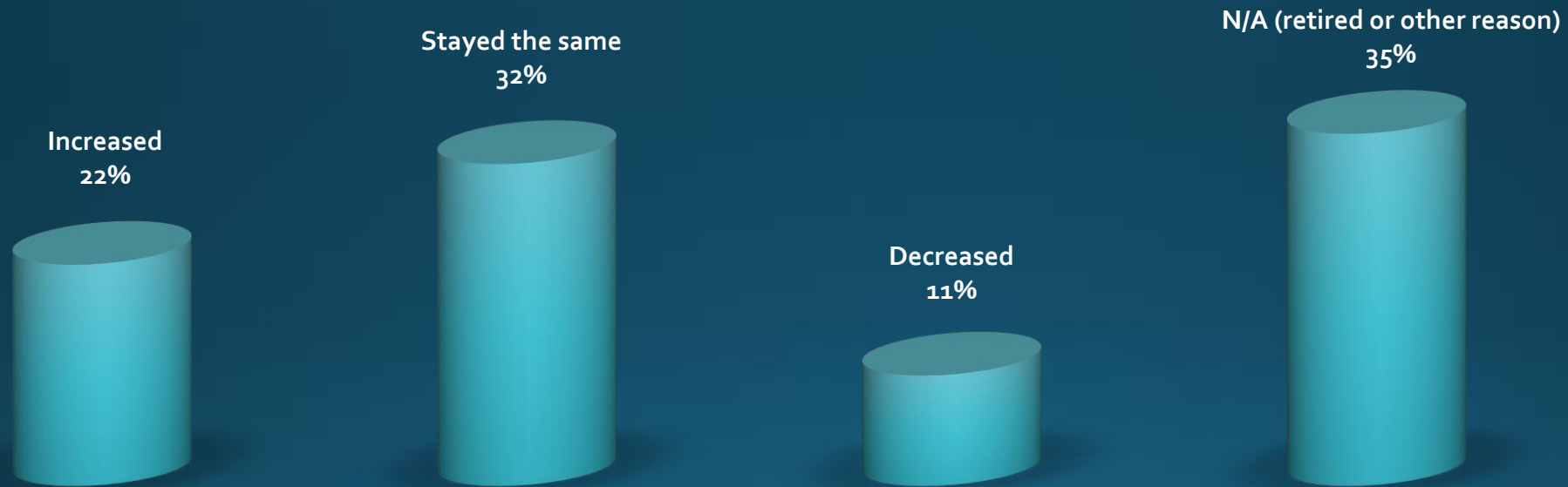
# Those programs are showing measurable results.



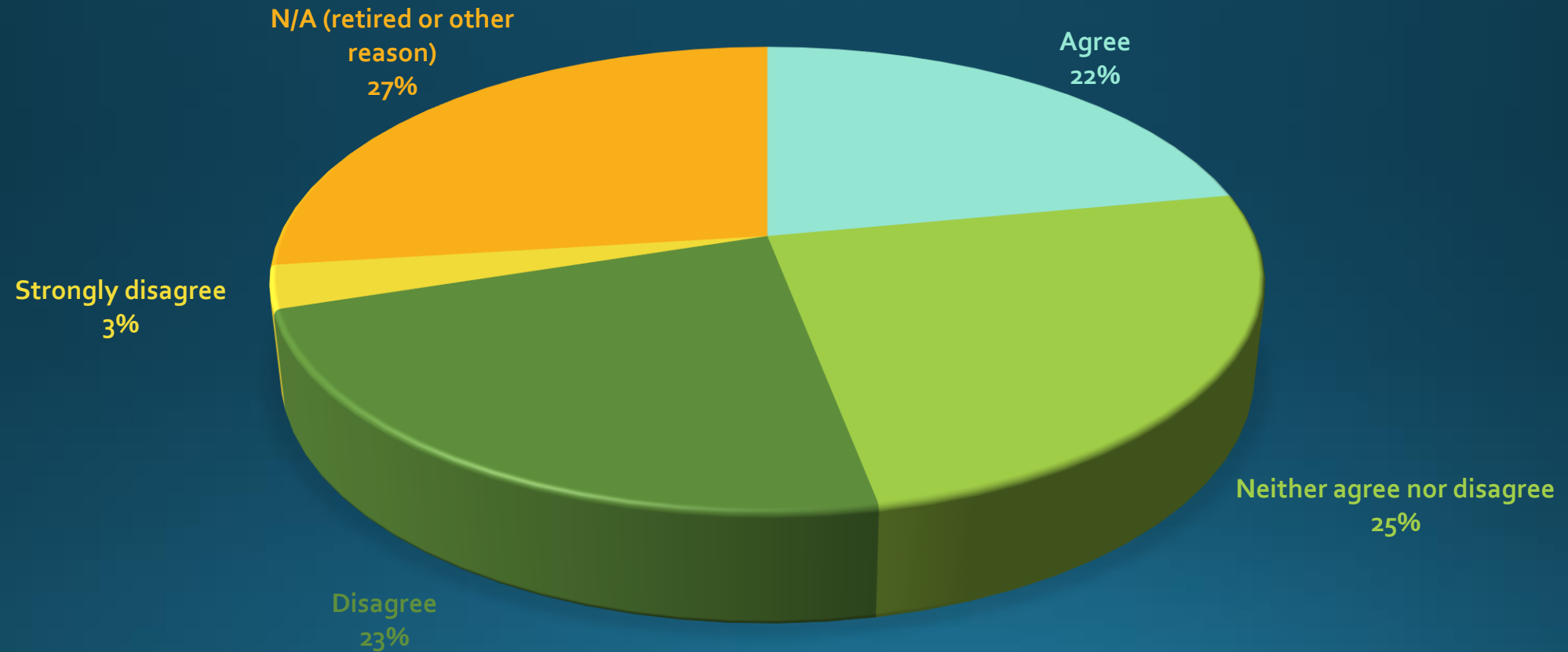
\*Rounded numbers add up to more than 100%

# Survey Responses: Hot Topics

# In the last year, research funding for my department has



# Research funding at my institution is adequate.

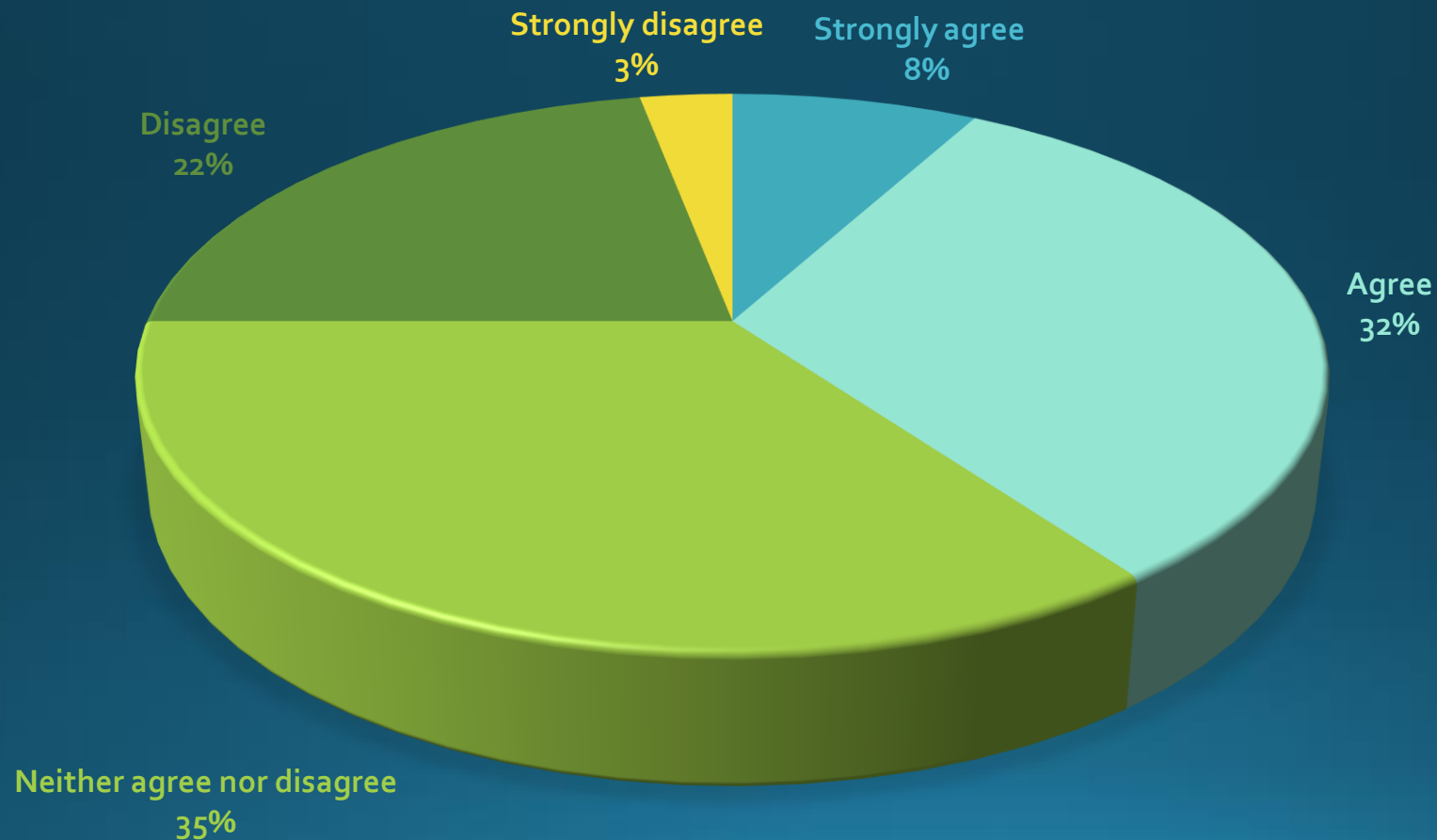




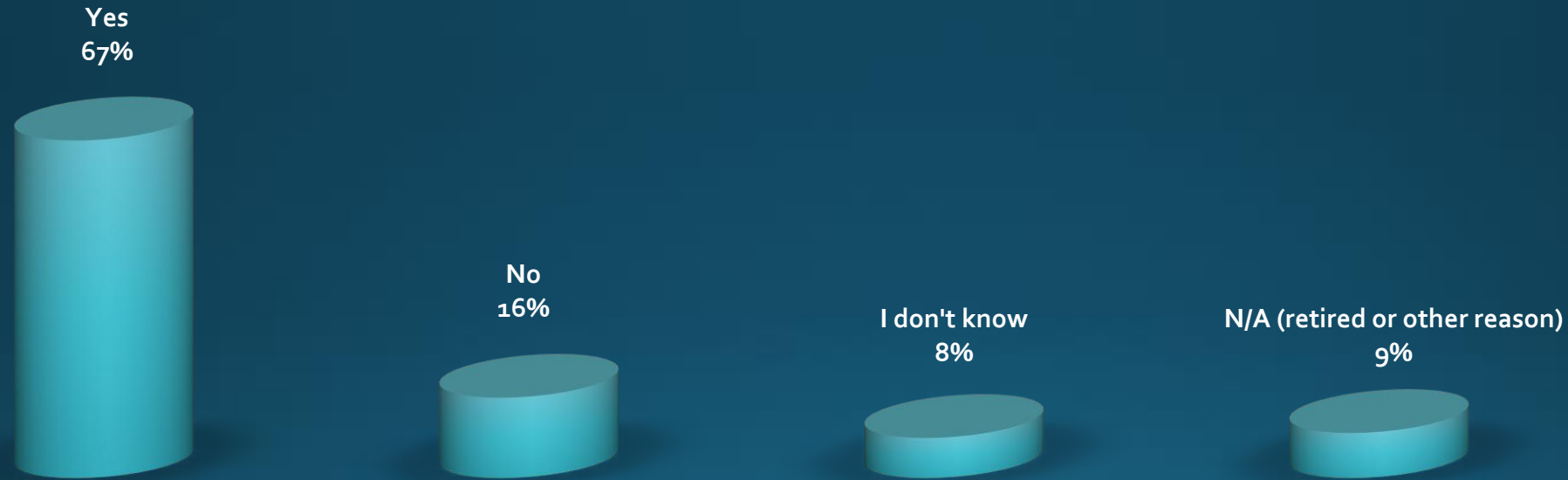
# My engineering department has at least one female faculty member.



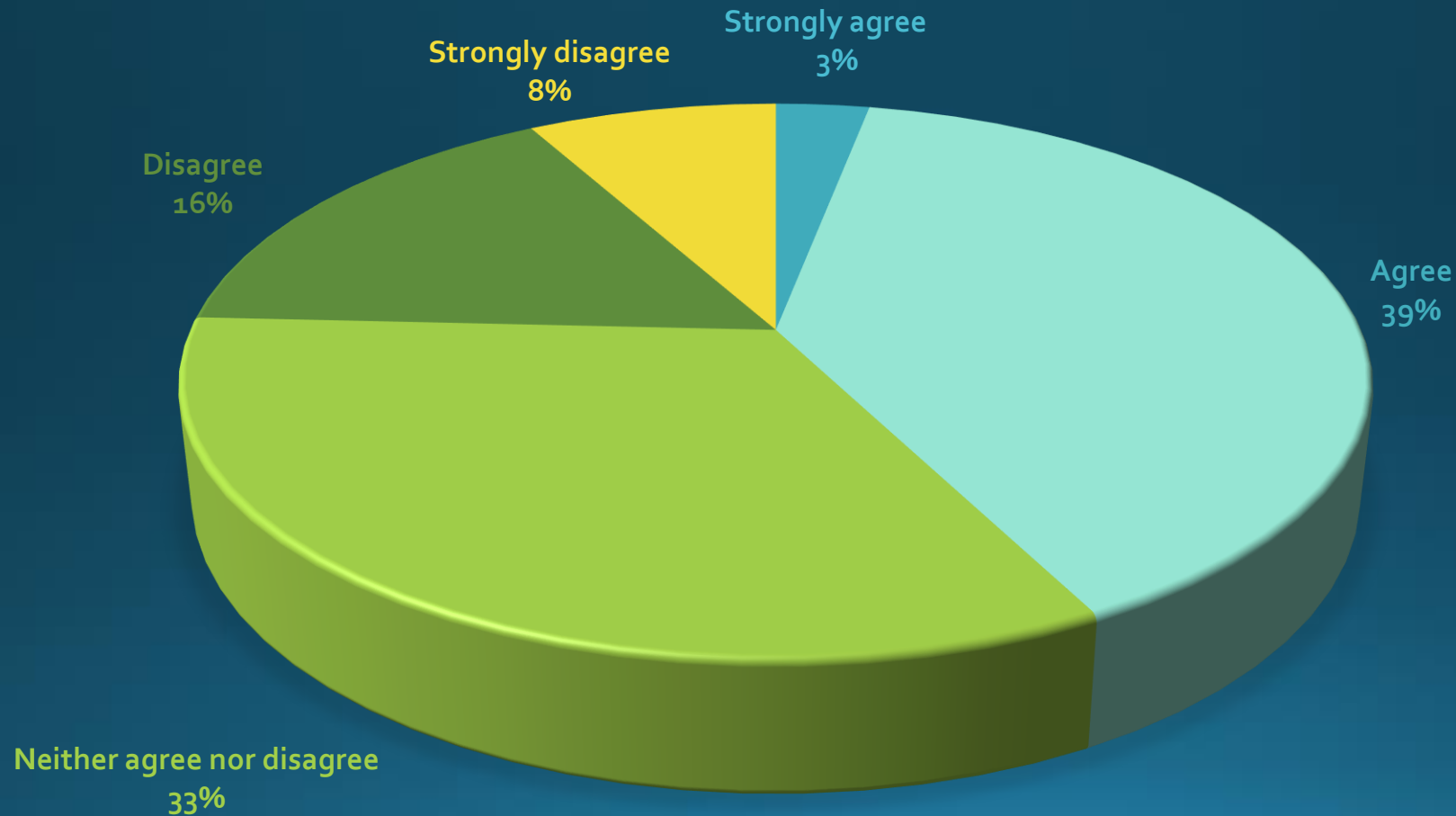
Current efforts to encourage women to pursue engineering doctorates, and to support them on that path, are sufficient.



# My engineering department has at least one faculty member who is an underrepresented minority.



Current efforts to encourage underrepresented minorities to pursue engineering doctorates, and to support them on that path, are sufficient.



\*Rounded numbers add up to less than 100%