

Some Highlights of SUU Faculty Survey 2011

- Author of Report: Office of Institutional Research & Assessment
- Date of Report: August 5, 2011
- Purpose: The purpose of this report is not to be exhaustive but rather to highlight some of the survey results. Highlights are based on responses from SUU full-time faculty that are noticeably different (either statistically or in other ways) from the national average/percentage for public 4-year colleges.
- Data Elements: This report is based on responses of SUU full-time faculty (119 respondents) to the HERi Faculty survey in 2011. The survey assessed faculty practices, beliefs, and perceptions related to a variety of topics.
- Report Elements: Findings are reported based on survey themes. Results are grouped into positive ('+') and concerning ('-') findings.

PART 1: General Findings

<p>+ SUU FT faculty were more likely:</p> <ul style="list-style-type: none">• to be involved in civic activities.• to believe their institution is committed to facilitating civic engagement among faculty and students.• to believe their institution is committed to increasing its prestige
<p>- SUU FT faculty were Less likely:</p> <ul style="list-style-type: none">• to believe civic engagement is a central part of the college mission.• to believe their institution is committed creating a diverse multicultural campus environment.

PART 2: Findings by Themes

PART 2a: Professional Practice Teaching

<p>+ SUU FT faculty were more likely to:</p> <ul style="list-style-type: none">• have taught a(n)<ul style="list-style-type: none">○ Service Learning course○ exclusively web-based course at this institution○ seminar for first-year students○ capstone course.• use as part of course work<ul style="list-style-type: none">○ experiential learning/field studies○ recitals/demonstrations○ group projects○ community service.• have received an award for outstanding teaching.• have a higher teaching load.
<p>- SUU FT faculty were less likely to:</p> <ul style="list-style-type: none">• have taught an interdisciplinary course.• use multiple drafts of written work.

PART 2b: Professional Practice Scholarship

<p>+ SUU FT faculty were more likely to:</p> <ul style="list-style-type: none">• engage in academic research spanning multiple disciplines.
<p>- SUU FT faculty were less likely:</p> <ul style="list-style-type: none">• to consider research as essential/very important to themselves.• receive funding for work from Foundations.• engage in internal grants for research.

PART 2c: Professional Practice Service

<p>+ SUU FT faculty were more likely to:</p> <ul style="list-style-type: none">• spend on average more time on community or public service.• engage in public service/professional consulting without pay.• use scholarship to address local community needs.
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PART 2d: Institutional Support and Resources

+ SUU FT faculty were more likely to:
<ul style="list-style-type: none">• believe there is adequate support for faculty development.
- SUU FT faculty were less likely to believe:
<ul style="list-style-type: none">• faculty are rewarded for being good teachers.• there is respect for expression of diverse values and beliefs.• faculty are rewarded for their efforts to us instructional technology.

PART 2e: Goals for Undergraduate Education

The following educational goals for undergraduate students received the highest ratings for importance:

1. Critical thinking
2. Master knowledge of a discipline
3. Evaluate the quality and reliability of information
4. Ability to write effectively
5. Prepare students for employment after college
6. Tolerance and respect for different beliefs
7. Prepare students for graduate or advanced education

PART 2f: Diversity

+ SUU FT faculty were more likely to believe:
<ul style="list-style-type: none">• the administration is open about its policies.• the institution considers it to be important to develop a sense of community among students and faculty.
- SUU FT faculty were less likely to:
<ul style="list-style-type: none">• consider of personal importance<ul style="list-style-type: none">○ to help promote racial understanding.○ to enhance students' knowledge of and appreciation for other racial/ethnic groups.• believe there is respect for expression of diverse values and beliefs.• believe that women faculty are treated fairly here.• believe that gay and lesbian faculty are treated fairly here.• believe that a racially/ethnically diverse student body enhances the educational experience of all students.• believe the institution considers it to be important to:<ul style="list-style-type: none">○ recruit more minority students.○ create a diverse multi-cultural campus environment.○ increase representation of minorities in faculty and administration.○ develop an appreciation for multiculturalism.

-	<p>SUU FT faculty were more likely to believe:</p> <ul style="list-style-type: none"> • that the institution should hire more women faculty. • that promoting diversity leads to admission of too many underprepared students. • that the university should not offer remedial/developmental education.
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PART 2g: Satisfaction

+	<p>SUU FT faculty were more likely to be satisfied with:</p> <ul style="list-style-type: none"> • retirement benefits. • quality of students. • tuition remission for your children/dependents.
-	<p>SUU FT faculty were less likely to be satisfied with:</p> <ul style="list-style-type: none"> • salary. • office/lab space. • department leadership. • availability of child care at the institution.

Other:

- About 2 out of 3 SUU FT faculty definitely/probably still want to come to SUU if they were to begin their career again.
- 89% of SUU FT faculty definitely/probably still want to be a professor if they were to begin their career again.

PART 2h: Institutional Priorities

+	<p>SUU FT faculty were more likely to believe the following to be priorities at their institution:</p> <ul style="list-style-type: none"> • Develop a sense of community among students and faculty. • Facilitate student involvement in community service. • Help students learn how to bring about change in society. • Enhance the institution's national image.
-	<p>SUU FT faculty were less likely to believe the following to be priorities at their institution:</p> <ul style="list-style-type: none"> • Recruit minority students. • Create diverse multi-cultural campus environment. • Pursue extramural funding. • Increase representation of minorities in faculty and administration. • Increase representation of women in the faculty and administration. • Develop an appreciation for multiculturalism. <p>SUU FT faculty were less likely to believe:</p> <ul style="list-style-type: none"> • that colleges should be involved in solving social problems.

PART 2i: Interaction with Students

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| <p>+ SUU FT faculty were more likely to believe:</p> <ul style="list-style-type: none">• it is easy for students to see faculty outside of the classroom.• that most students are well-prepared academically. <p>SUU FT faculty were less likely to believe:</p> <ul style="list-style-type: none">• that most students are treated like “numbers in a book”. |
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| <p>- SUU FT faculty were less likely to believe:</p> <ul style="list-style-type: none">• that faculty are rewarded for being good teachers. |
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PART 2j: Habits of Mind

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| <p>- SUU FT faculty were less likely to:</p> <ul style="list-style-type: none">• encourage students to take risks for potential gains. |
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PART 2k: Health and Wellness

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| <p>- SUU FT faculty were more likely to have experienced a greater extent of stress over last 2 years for:</p> <ul style="list-style-type: none">• health of spouse/partner.• research or publishing demands. |
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PART 2l: Relationship with Administration

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| <p>+ SUU FT faculty were less likely to:</p> <ul style="list-style-type: none">• believe faculty are typically at odds with campus administration. <p>SUU FT faculty were more likely to:</p> <ul style="list-style-type: none">• believe administration is open about its policies. |
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