

Institutional Research and Assessment Report

September 23, 2011

**UNIVERSITY OF IDAHO
2010-2011 HERI FACULTY SURVEY
Executive Summary**

The University of Idaho has participated in the UCLA Higher Education Research Institution (HERI) Faculty Survey nearly every time it has been offered, which is every three years since 1989. This is a national study of faculty and administrator attitudes, experiences, job satisfaction, and professional activities. It allows us to look at changing trends among our faculty, differences between our faculty and our staff, and also how UI faculty differ from faculty at other institutions across the country. This year forty-three percent (43%) of faculty and administrators with faculty status responded to the survey, up one percent (1%) from the previous administration of the survey in 2007-2008.

Overall job satisfaction increased for the first time since 2004-05 to sixty percent (60%, up 4%), but this is fourteen percent (14%) below overall satisfaction at public universities. The top five areas related to job satisfaction faculty noted as “very satisfactory” or “satisfactory” were “freedom to determine course content” (92%, no change this year), “autonomy and independence” (84%, up 4%), “course assignments” (77%, up 1%), “professional relationships with other faculty” (76%, up 1%), and “competency of colleagues” (74%, down 3%). Those areas with the lowest percentage of respondents reporting they were “very satisfied” or “satisfied” included “tuition remission for your children/dependents” (17%, a new item this year), “salary” (30%, down 6%), “availability of childcare” (30%, down 6%), “health benefits” (34%, up 9%), and “prospects for career advancement” (40%, down 3%).

The top item faculty reported as being of “high” or “highest priority” changed this year from previous years: “to pursue extramural funding” (86%), which increased in frequency by seven percent (7%, 5% higher than at peer institutions). This item was also rated the “high” or “highest priority” by most faculty at peer institutions.

The top five attributes most often reported as being “very descriptive” of the University of Idaho are 1) “It is easy for students to see faculty outside of regular office hours” (57%, up 2% and 13% higher than peers). 2) “The faculty here respect each other” (42%, up 3%, but 3% lower than peers). 3) “The faculty are typically at odds with campus administration” (31%, down 14%; the first decrease since 2001-2002, but 10% above peer institutions). 4) “There is respect for the expression of diverse values and beliefs” (22%, down 3%, and 12% lower than peers). 5) “Faculty are rewarded for being good teachers” (10%, up 2%, 3% below their peers).

Faculty are also asked about outreach and engagement activities. Fifty-five percent (55%, up 3%) “use scholarship to address local community needs,” and sixty-four percent (64%, down 4%) “engaged in public service/professional consulting without pay” over the past two years.

Complete results of the frequency analyses of the 2010-2011 Faculty Survey for All Respondents, Full-Time Undergraduate Faculty, Part-Time Undergraduate Faculty, Graduate Faculty, as well as men and women are available on the Institutional Research and Assessment website at <http://www.webs.uidaho.edu/ira/assess/surveys.htm>. For the first time this year, there are also Construct Reports and Theme Reports available on this website as well.

University of Idaho
2010-2011 HERI FACULTY SURVEY

INTRODUCTION

The University of Idaho has participated in the UCLA Higher Education Research Institution (HERI) Faculty Survey nearly every time it has been offered, which is every three years since 1989. This survey is a national study of faculty and administrator attitudes, experiences, job satisfaction, and professional activities. It allows the university to look at changes and trends among our faculty and ways in which UI faculty compare to faculty at other institutions across the country.

Again this year the UI participated in the web-only administration of the survey. Emails were sent to all faculty, including administrators, lecturers, and instructors, by HERI. Reports from HERI include only aggregate information and contain no personal identifiers. HERI was provided with a complete listing of faculty to be surveyed, and at various points through the process reminder emails were sent to faculty who had not yet completed the survey.

In 2010-2011, 920 faculty and administrators with faculty status were invited to participate in the survey, with forty-three percent (43%) responding to the survey invitation and 4% opting out. This is up one percent (1%) from the previous administration of the survey (2007-2008). Thirty-five percent (35%) of respondents are female (up 1%) and sixty-five percent (65%) are male, reflective of the faculty population as a whole (35% female, 65% male). Ninety percent (90%) are White/Caucasian, down one percent (1%). Fifteen percent (15%, up 1%) of respondents were administrators with fifty-five percent (55%, 4% more) of respondents reporting their "principal activity in their current position" is "teaching", nineteen percent (19%, down 3%) "research", and six percent (6%, down 1%) "services to clients and patients". Ninety-three percent (93%, down 1%) are considered full-time employees, with fifty-seven percent (57%, down 3%) reporting that they are tenured. Thirty-six percent (36%, down 2%) report they are full professors, twenty-six percent (26%, up 1%) associate professors, twenty-three percent (23%, down 2%) assistant professors, six percent (6%, down 1%) lecturers, and eight percent (8%, up 3% from the 2008 survey) instructors.

Seventy-six percent (76%, up 2%) of full-time undergraduate faculty report their highest degree earned is Ph.D., LL.B. or J.D., while an additional four percent (4%, down 5% from 2008) are working on their Ph.D., Ed.D., LL.B., or J.D.

Salaries increased slightly this year, though the median range continues to be \$60,000 to \$69,999 with seven of ten reporting their salary is based on 9/10 months. Slightly fewer than half (48%) of respondents report that they get one hundred percent (100%) of their salaries from the University of Idaho; other areas include "non-academic income," "other income from this institution," and "income from another academic institution." Eighty-three percent (83%, up 1%) of UI faculty indicated they are married or living with a partner; thirty-six percent (36%, down 3%) have children under 18 years of age and forty-four percent (44%, up 4%) have children over 18. For twelve percent (12%, up 3%) of faculty, English is not their native language.

Twelve percent (12%, down 1%) of UI faculty report being members of a faculty union, compared to thirty-six percent (36%) of their peers at public institutions. Ninety percent (90%, down 1%) are U.S. citizens. Nine percent (9%, down 1%) plan to retire in the next three years, and fifty-one percent (51%, down 2%) have received awards for outstanding teaching.

In order to compare our faculty responses with those from other 4-year institutions, the narrative summary will primarily address responses from full-time undergraduate faculty, which comprises seventy-four percent (74%) of the survey respondents. The remaining are part-time undergraduate faculty, administrators, graduate faculty only, and “other”. Data for the total combined responses are available (see All Respondents data report at <http://www.webs.uidaho.edu/ira/assess/surveys.htm>.) The final set of questions, which are specific to the University of Idaho, will contain the complete set of responses from all UI faculty and administrators.

FACULTY ACTIVITIES

Eighty-eight percent (88%) of undergraduate faculty respondents report that research is personally “essential” or “very important” (4% higher than their peers), while ninety-six percent (96%, no different than peers) report teaching is “essential” or “very important,” and seventy percent (70%, 8% higher than their peers) report “service” is personally “essential” or “very important.”

On each survey faculty are asked the average number of hours they spend per week on a variety of activities. In general, faculty spent slightly less time than in 2008, but more time than Public Universities, “preparing for teaching”, with forty-five percent (45%, down 4%) reporting that they spend between 5 and 12 hours each week, including reading student papers and grading, while sixty percent (60%, up 2%) report spending “5 to 12” hours per week on “scheduled teaching.”

Fifty-two percent (52%, down 6%) of faculty spend “1 to 4” hours weekly “advising and counseling students”, less than in 2005 and 2008, and less than their peers at public universities, while eighty-five percent (85%, down 2% from 2008) spend under 10 hours per week in “committee work and meetings,” also similar to their peers. Nearly sixty-eight percent (68%) of faculty participate in some sort of administrative work each week, slightly less than in the last survey, and less than their peers.

One-half (50%, up 4%) of the faculty report spending between one and eight hours weekly on “research and scholarly writing” while an additional twenty-four percent (24%, down 5%) spend between nine and sixteen hours. UI faculty differ from their peers at other public institutions in the amount of time they spend each week in “consultation with clients/patients,” with nearly twelve percent (12%) more UI faculty consulting than respondents from peer institutions. Fifty-one percent (51%, down 4%) of faculty also reported spending time on “other creative products/performances,” fifty-six percent (56%, down 4%) in “community or public service,” twenty-six percent (26%, down 7%) in “outside consulting/freelance work,” eighty-seven percent (87%, up 2%) in “household/childcare duties,” and twelve percent (12%, up 2%) in “other employment, outside of academia.” The median time reported for “commuting to campus” was “1-4” hours per week, less time than peer institutions report.

When asked about their publishing activities, eighty-six percent (86%, down 1%) report having “articles in academic or professional journals,” with the median and mode falling in the range of “5–10” articles; over half (55%) had “chapters in edited volumes.” Twenty-nine percent (29%, down 13%) have published “books, manuals, or monographs,” (11% fewer than their peer) and twenty-two percent (22%, down 5%) have other items such as “patents or computer software products” (7% more than their peers). In addition, fourteen percent (14%, down 5%, 2% more than their peers) have presented “exhibitions or performances in the fine or applied arts” in the past two years, and seventy-eight percent (78%, down 1% and the same as their peers) of faculty have had professional writings published or accepted for publication.

Faculty are also asked about outreach and engagement activities. Fifty-five percent (55%, up 3%) “use scholarship to address local community needs,” and sixty-four percent (64%, down 4%) “engaged in public service/professional consulting without pay” over the past two years.

Faculty responses to other activities in which they were engaged over the past two years, were similar to previous years. Those with the greatest differences between UI faculty and faculty at peer institutions were:

- “received funding for your work from state or federal government” (UI 17% higher)
- “taught a service learning course” (UI 11% higher);
- “received funding for your work from business or industry” (UI 11% higher);
- “collaborated with the local community in research/teaching” (UI 9% higher);
- “taught an interdisciplinary course” (UI 8% higher)
- “engaged undergraduates on your research project” (UI 8% higher);
- “participated in a teaching enhancement workshop” (peers 12% higher);
- “supervised an undergraduate thesis” (peers 12% higher)
- “taught an honors course” (peers 9% higher);
- “conducted research or writing focused on racial or ethnic minorities” (peers 8% higher);

In addition, at least five out of ten reported they “team-taught a course”, “collaborated with the local community in research/teaching,” “worked with undergraduates on a research project,” “worked with undergraduates on *your* research project,” “engaged in academic research that spans multiple disciplines,” and “received funding for your work from state or federal government.”

Over the last two years twenty-eight percent (28%, down 7%) of UI faculty “received at least one firm job offer.” Also during the past two years twenty-four percent (24%, down 2%) “considered early retirement,” while seven percent (7%, up 1%) “requested/sought an early promotion.” Seven percent (7%, down 2%) reported they “changed academic institutions,” thirty-six percent (36%, down 3%) “engaged in paid consulting outside the institution,” and twenty-five percent (25%, down 10%) “received funding for their work from business or industry.” Sixty-one percent (61%, down 2%) “considered leaving this

institution for another,” and forty-four percent (44%, up 2%) “considered leaving academe for another job.”

Fifteen percent (15%) of UI faculty teach primarily undergraduate courses compared with thirty-six percent (36%) at peer institutions; five percent (5%) teach primarily graduate courses compared with thirty-two percent (32%) at peer institutions, and seventy percent (70%) teach primarily non-credit courses compared with seventeen percent (17%) at peer institutions. Ten percent (10%) and fifteen (15%) do not teach at UI and peer institutions, respectively.

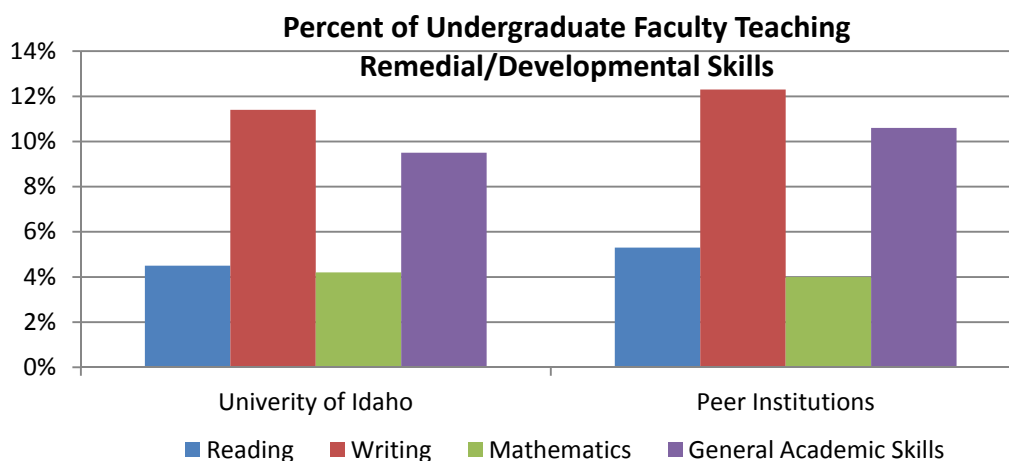
Ten percent (10%) of faculty reported teaching general education courses (less frequently than faculty at public universities), while sixty-three percent (63%) teach at least one undergraduate major course (6% more than peers), twenty-two percent (22%) teach other undergraduate courses (2% fewer than peers), and thirty-nine percent (39%) teach graduate courses (2% fewer than peers). This year’s respondents report only two percent (2%, 1% more than peers) teaching non-credit courses, and less than one percent (.4% for UI, .3% for peers) teaching “developmental/remedial courses.” Four percent (4%) taught “at least one course at another institution” compared with two percent (2%) of their peers. UI faculty report the mean number of courses they taught in spring semester was 2.21; faculty at peer institutions report teaching 2.18 courses.

The top five methods used in “all” or “most” courses taught by UI faculty are “class discussions” (81%), “using real-life problems” (64%), “cooperative learning (small groups)” (56%), “competency-based grading” (48%), and “using student inquiry to drive learning” (48%). In their interactions with undergraduate students, faculty “frequently” “ask questions in class” (87%), “integrate skills and knowledge from different sources and experiences” (72%), and “support their opinions with a logical argument” (71%).

Faculty report engagement in professional development opportunities including:

- “travel funds paid by the institution” (62%);
- “internal grants for research” (50%);
- “paid sabbatical leave” (20%);
- “paid workshops outside the institution focused on teaching” (19%);
- “training for administrative leadership” (19%);
- “incentives to develop new courses” (19%); and,
- “incentives to integrate new technology into the classroom” (16%).

The chart below shows the percentage of faculty at UI and at peer institutions that teach remedial/developmental skills:



Interestingly, twenty-six percent (26%, no change from 2008) of faculty agreed “strongly” or “somewhat” that “this institution should not offer remedial/developmental education.” However, only slightly more than a third of faculty (39%, up 6%) agreed “strongly” or “somewhat” that “most students are well-prepared academically,” while thirty-four percent (34%, down 4%) agree “strongly” or “somewhat” that “most of the students I teach lack the basic skills for college level work.”

Finally, fifty-six percent (56%, up 7%) of faculty would “definitely” or “probably” still want to come to the UI if they were to begin their careers again compared with sixty-nine percent (69%) at other public universities; and, eighty-three percent (83%, down 3%), would continue to be a college professor, similar to peers at public universities (87%).

GOALS

When asked about their goals for their undergraduate students, the top five items (highest reported frequencies) remained the same, with ninety-nine percent (99%, down 1%) reporting “develop the ability to think clearly” as “very important” or “essential,” ninety-six percent (96%, down 1%) “help students evaluate the quality and reliability of information,” ninety-two percent (92%, down 5%) reporting “help master knowledge in a discipline” and “promote ability to write effectively” and eighty-four percent (84%, down 6%) “prepare students for employment after college” as “very important” or “essential.”

Additional items in the list of goals for undergraduates noted as “very important” or “essential” for UI faculty included:

- “Develop creative capacities (80%, down 7%);
- “Teach students tolerance and respect for different beliefs” (77%, down 1%);
- “Develop moral character” (73%, up 8%); and,
- “Prepare students for graduate or advanced education” (71%, no change).

The top five personal goals faculty noted as “very important” or “essential” are:

- “developing a meaningful philosophy of life” (86%, up 16%);
- “mentoring the next generation of scholars” (82%, a new item this year);
- “becoming an authority in my field” (78%, up 6%);
- “helping others who are in difficulty” (75%, up 9%); and,
- “raising a family” (75%, up 5%).

Other options added this year included: “making a theoretical contribution to science” (45% reporting “very important” or “essential”); “participating in a community action program” (33%); “keeping up to date with political affairs” (53%); and, “becoming a community leader” (25%).

Personal goals with the greatest difference of “very important” or “essential” between UI faculty and their peers at other public universities are “becoming an authority in my field” (UI 78%, peers 71%); “becoming a community leader” (UI 82%, peer 79%); and, “keep up to date with political affairs” (UI 25%, peers 18%).

OPINIONS AND ATTITUDES

In a series of questions faculty were asked to indicate the extent to which they agreed or disagreed with specific items. UI faculty responded very similarly to their peers at public universities. Those items in which three quarters or more of the faculty reported they agreed “strongly” or “somewhat” include:

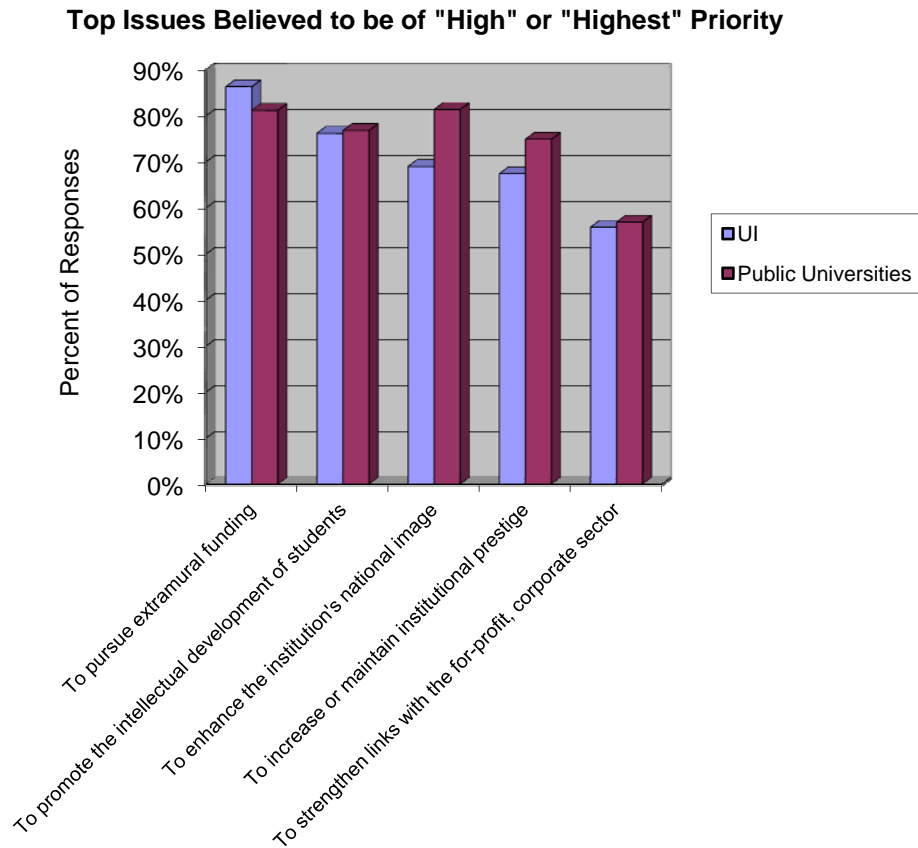
- “Faculty are committed to the welfare of this institution” (90%, up 7%);
- “My teaching is valued by faculty in my department” (89%, up 4%);
- “Faculty are interested in students’ personal problems” (83%, down 1%);
- “Student Affairs staff have the support and respect of faculty” (80%, up 1%);
- “Faculty here are strongly interested in the academic problems of undergraduates” (85%, no change);
- “Faculty of color are treated fairly here” (83%, down 1%);
- “My research is valued by faculty in my department” (75%, up 2%);
- “Women faculty are treated fairly here” (82%, down 2%);
- “Gay and lesbian faculty are treated fairly here” (80%, up 2%).

Those items with which the fewest number of faculty agreed “strongly” or “somewhat” were “there is a lot of campus racial conflict here” (9%, up 1%); “most of the students I teach lack the basic skills for college level work” (34%, down 4%); and, “there is adequate support for faculty development” (39%, down 12%).

The top item faculty reported as being of “high” or “highest priority” changed this year from previous years; “to pursue extramural funding” (86%) increased in frequency by seven percent (7%, to 5% higher than at peer institutions). This was also the highest response item for faculty at peer institutions. Other areas of “high” or “highest priority” consist of “to promote the intellectual development of students” (76%, down 7% and the highest rated in previous years), “to enhance the institution’s national image” (69%, no change from previous years), “to increase or maintain institutional prestige” (67%, up 10%), and “to strengthen links with the for-profit corporate sector” (56%, up 1%).

Other items with the largest changes since the previous administration of the survey questions include “to develop a sense of community among students and faculty” (55%, up 10%), “to facilitate student involvement in community service” (48%, up 13%), “to help students learn how to bring about change in society” (35%, up 9%), and “to create and sustain partnerships with surrounding communities” (46%, up 8%), indicating a commitment to outreach and engagement.

Top items rated as "high" or "highest priority" by UI faculty compared to other public universities are noted in the table below:



The top five attributes most often reported as being “very descriptive” of the University of Idaho are 1) "It is easy for students to see faculty outside of regular office hours" (57%, up 2% and 13% higher than peers). 2) “The faculty here respect each other” (42%, up 3%, but 3% lower than peers). 3) “The faculty are typically at odds with campus administration” (31%, down 14%; the first decrease since 2001-2002, but 10% above peer institutions). 4) “There is respect for the expression of diverse values and beliefs” (22%, down 3%, and 12% lower than peers). 5) “Faculty are rewarded for being good teachers” (10%, up 2%, 3% below their peers).

Attributes noted *least* often as being "very descriptive" include “most students are treated like numbers in a book” (3%), “administrators consider faculty concerns when making policy” (7%), “faculty are rewarded for their efforts to use instructional technology” (8%), and “the administration is open about its policies” (9%).

UI faculty continue to move left in their political views, with over half (56%) characterizing themselves as “liberal” or “far left,” a four percent (4%) increase over 2008, and yet nine percent (9%) fewer than public universities. Twenty-nine percent (29%) report they are “middle of the road” (down 9%), while only fifteen percent (15%) report they are “conservative” or “far right” (no change from 2008).

Faculty also reported that “to a great extent” they:

- “Engage in academic work that spans multiple disciplines” (50%, up 5%);
- “Feel that the training received in graduate school prepared [them] well for [the] role as a faculty mentor” (42%, no change from 2008).
- “Achieve a healthy balance between personal life and professional life” (21%, down 3%);
- “Experience close alignment between work and personal values” (57%, up 1%);
- “Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar” (34%, up 7%); and,
- “Mentor new faculty” (18%, down 2%).

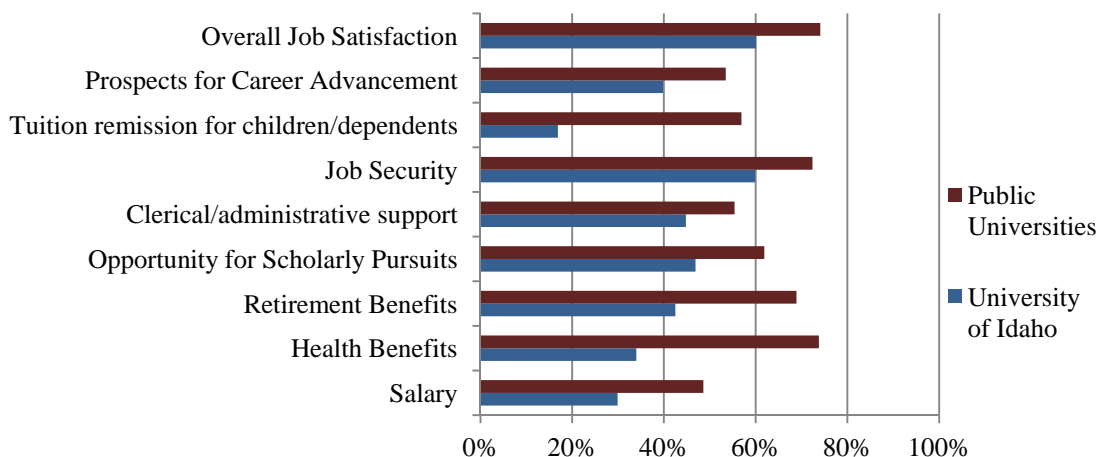
JOB SATISFACTION

As in previous years, the survey posed a series of questions about aspects of the job noted as “very satisfactory” or “satisfactory.” Overall job satisfaction increased for the first time since the 2005-06 survey to sixty percent (60%, up 4%), but fourteen percent (14%) below overall satisfaction at public universities. The top five areas faculty noted as “very satisfactory” or “satisfactory” were “freedom to determine course content” (92%, no change this year), “autonomy and independence” (84%, up 4%), “course assignments” (77%, up 1%), “professional relationships with other faculty” (76%, up 1%), and “competency of colleagues” (74%, down 3%). Those areas with the lowest number of respondents reporting they were “very satisfied” or “satisfied” included “tuition remission for your children/dependents” (17%, a new item this year), “salary” (30%, down 6%), “availability of childcare” (30%, down 6%), “health benefits” (34%, up 9%), and “prospects for career advancement” (40%, down 3%).

Areas with the greatest increases in satisfaction were “office space” (72%, up 12%), “health benefits” (34%, up 9%), and “retirement benefits” (34%, up 9%).

The chart below outlines those areas in which public university faculty report being “satisfied” or “very satisfied” ten percent (10%) more often than UI faculty:

"Satisfied" or "Very Satisfied" with Aspects of Job



DIVERSITY

Diversity issues were covered in a variety of items on the 2010-2011 survey and include the following responses.

During the past two years, faculty have:

- Taught an ethnic studies course (6%, up 1%);
- Taught a woman's studies course (4%, down 1%);
- Conducted research or writing focused on racial or ethnic minorities (17%, up 4%); and,
- Conducted research or writing focused on women and gender issues (14%, up 1%).

Goals for undergraduates faculty noted as "very important" or "essential":

- Enhance students' knowledge of and appreciation for other racial/ethnic groups (66%, down 5%, 3% below public universities);
- Engage students in civil discourse around controversial issues (62%, down 4%, 4% below public universities);
- Teach students tolerance and respect for different beliefs (77%, down 1% and 1% below public universities).

Attributes faculty noted as being "very descriptive" of the University of Idaho:

- There is respect for the expression of diverse values and beliefs (22%, down 3%, and 12% below public universities).

UI faculty agree "strongly" or "somewhat" that:

- Racial and ethnic diversity should be more strongly reflected in the curriculum (56%, down 3%, 7% above public universities);
- This institution should hire more faculty of color (70%, down 3%, 2% below public universities);
- There is a lot of campus racial conflict here (8%, no change from 2008, 2% below public universities);
- Faculty of color are treated fairly here (83%, down 1%, 8% below public universities);
- Women are treated fairly here (82%, down 2%, 8% below public universities);
- This institution should hire more women faculty (65%, down 5%, 2% above public universities);
- Gay and lesbian faculty are treated fairly here (80%, up 2%, 10% below public universities);
- Promoting diversity leads to the admission of too many underprepared students (25%, up 1%, the same as public universities);
- A racially/ethnically diverse student body enhances the educational experience of all students (95%, no change from 2009 and similar to public universities);
- Colleges should prohibit racist/sexist speech on campus (69%, a new item this year, 8% above public universities).

Issues faculty believe to be of "high" or "highest" priority at the University of Idaho:

- Recruit more minority students (38%, down 3%, 9% below public universities);
- Create a diverse multi-cultural campus environment (35%, down 3%, 15% below public universities);
- Promote gender equity among faculty (41%, down 1%, 6% below public universities);
- Increase the representation of minorities in the faculty and administration (28%, down 6%, 13% below public universities);
- Increase the representation of women in the faculty and administration (33%, down 2%, 4% below public universities);
- Develop an appreciation for multiculturalism (38%, down 4%, 12% below public universities).

Personal goals noted as “very important” or “essential” by UI faculty”

- Helping to promote racial understanding (70%, up 23%, 2% below public universities).

SOURCES OF STRESS

The top five sources of stress over the last two years at the University of Idaho are similar to those reported in 2005 and 2008, as well as to those at public universities; “institutional budget cuts” (96%, a new item this year), “institutional procedures and red tape” (88%, down 1%), “lack of personal time” (87%, an increase of 10%), “self-imposed high expectations” (85%, up 5%), “research or publishing demands” (76%, up 2%). In addition, for the second administration of the survey, nearly all items noted as causes of stress during the past two years exhibit increases. Those with the highest percentage changes include: “working with underprepared students” (73%, up 12%), “being part of a dual career couple” (54%, up 15%), “child care” (52%, up 27%), “care of an elderly parent” (46%, up 17%), and “children’s problems” (46%, up 15%). The only areas with decreases as stress factors are: “students” (56%, down 4%), “institutional red tape” (88%, down 1%), and, “colleagues” (63%, down 8%).

Additionally, at least half of all faculty found sources of stress to be “managing household responsibilities,” “my physical health,” “review/promotion process,” “personal finances,” “committee work,” “faculty meetings,” “teaching load,” “keeping up with information technology,” “job security,” and “change in work responsibilities.”

Conversely, the lowest rated sources of stress include “friction with spouse or partner,” and “subtle discrimination (e.g. prejudice, racism, sexism)”.

UI SPECIFIC QUESTIONS

In the final section of the Faculty Survey, the UI was able to ask a series of supplemental questions specific to our institution. For this section, we return to a comparison of the responses from all UI faculty, including part-time and graduate faculty, and administrators.

Overall, faculty are slightly more satisfied than in the past with the tenure and promotion system, with sixty-three percent (63%, up 2%) reporting that they agree “strongly” or “somewhat” that the system is fair and equitable. In addition, fifty-seven percent (57%,

down 2%) of the faculty agree “strongly” or “somewhat” that they are satisfied with “opportunities for advancement (promotion career paths).” Conversely, fewer than half (43%, down 3%) are “satisfied with my opportunity to influence university governance.”

In a series of questions about the working environment, fifty-seven percent (57%, down 7%) reported they agree “strongly” or “somewhat” that “my department/college has appropriate workload expectations.” Only forty-four percent (44%, down 9%) agree “strongly” or “somewhat” that “my department/college provides sufficient support to carry out my work assignment.” However, forty-two percent (42%) agree “strongly” or “somewhat” that they are “satisfied with the administration’s effectiveness in communicating with faculty,” an increase of seven percent (7%) since 2008 and a seventeen percent (17%) increase since 2005. On the other hand, fewer than one-third “agree somewhat” or “agree strongly” that “faculty morale in the current work environment is good,” (25%, down 4%).

Only thirty-nine percent (39%) of faculty agreed “strongly” or “somewhat” that “adequate pedagogical and assessment support is provided for curricular and co-curricular activities that provide students with transformational learning opportunities,” a two percent (2%) increase over 2008. Likewise, only thirty-four percent (34%, a decrease of 8%) “agree strongly” or “somewhat” that “adequate support is provided for scholarship and creative activity to promote strong disciplinary and interdisciplinary work.” In addition, less than one-half (38%, down 3%) agree “strongly” or “somewhat” that “adequate support is provided to engage in partnerships with public, private and nonprofit sectors that are mutually beneficial for communities and the university.” Only thirty-eight percent (38%, up 1%) agree “strongly” or “somewhat” that “the university is adaptable, dynamic, and vital and can advance strategically and function efficiently”.

When asked whether “outreach/extended learning is an important function of colleges and faculty,” seventy-five percent (75%, up 6%) reported they agreed “strongly” or “somewhat.” One item asks faculty how many times they have “provided education programs/consultation to local communities, businesses, agencies, or industries;” seventeen percent (17%, up 5%) report “daily” or “2 or 3 times per week” and twenty-five percent (25%, up 13%) report “once a week.”

Satisfaction with campus facilities has risen slightly since the faculty survey in 2005. Eighty-five percent (85%) faculty agree “strongly” or “somewhat” that “campus facilities are safe” (up 2%). Seventy-three percent (73%, up 6%) agree “strongly” or “somewhat” that “campus facilities are well maintained and attractive,” and seventy percent (70%, up 8%) that “office and departmental space is adequate.” However, only about three out of ten faculty agree “strongly” or “somewhat” that “laboratory space is adequate,” (34%, no change from 2008). Six of ten faculty (63%, down 1%) agree “strongly” or “somewhat” that they are satisfied with the “technological capabilities of classrooms,” and sixty-four percent (64%, up 8%) are satisfied with “classroom equipment conditions/availability”.

Finally, a new question was included this year: “adequate support for faculty development is provided (i.e. travel funds, professional growth opportunities.” Seventy-nine percent (79%) of faculty disagreed “strongly” or “somewhat” with this statement.

This year for the first time the Higher Education Research Institute developed CIRP Construct Mean Reports, designed to capture the experiences and outcomes institutions are often interested in understanding. These constructs include the following:

- Student-Centered Pedagogy;
- Undergraduate Education Goal: Personal Development (UI faculty were significantly higher than their peers);
- Scholarly Productivity;
- Civic Minded Practice (UI faculty rated this construct significantly higher than their peers);
- Civic Minded Values;
- Job Satisfaction: Workplace (UI faculty were significantly lower than their peers);
- Job Satisfaction: Compensation (UI faculty were significantly lower than their peers);
- Career Related Stress (UI faculty rated this construct significantly higher than their peers);
- Institutional Priority: Commitment to Diversity (UI faculty were significantly lower than their peers);
- Institutional Priority: Civic Engagement;
- Institutional Priority: Increase Prestige (UI faculty were significantly lower than their peers); and,
- Social Agency.

Also this year for the first time HERI provided theme reports; these combine relevant items together that contribute to specific areas of interest on campus, and that can be used to facilitate discussions.

Complete results of the frequency analyses of the 2010-2011 Faculty Survey for All Respondents, Full-Time Undergraduate Faculty, Part-Time Undergraduate Faculty, Graduate Faculty, as well as men and women are available on the Institutional Research and Assessment website at <http://www.webs.uidaho.edu/ira/assess/surveys.htm>.

Report prepared by Jane Baillargeon

For further information contact jane@uidaho.edu or call (208) 885-5828.