

Institutional Research and Assessment Report

December 27, 2008

UNIVERSITY OF IDAHO 2007-2008 HERI FACULTY SURVEY Executive Summary

The University of Idaho has participated in the UCLA Higher Education Research Institution (HERI) Faculty Survey nearly 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-two percent (42%) of faculty and administrators with faculty status responded to the survey, down three percent (3%) from the previous administration of the survey in 2004-2005.

As in previous years, the survey asked undergraduate faculty a series of questions about aspects of the job rated as “very satisfactory” or “satisfactory.” Overall job satisfaction declined for the second survey in a row to fifty-six percent (56%), eighteen percent (18%) below overall satisfaction at public universities. The top five areas faculty noted as “very satisfactory” or “satisfactory” were “freedom to determine course content” (92%, a new item this year), “autonomy and independence” (80%, down 3% since 2005), competency of colleagues” (77%, up slightly), “course assignments” (76%, a new item this year), and “professional relationships with other faculty” (75%, a slight increase).

The top five sources of stress among undergraduate faculty at the University of Idaho are the similar to those reported in 2005 and at public universities in general; “institutional procedures and red tape” (89%, an increase of 7%), “self-imposed high expectations” (80%, down 4%), “lack of personal time” (77%, down 2%), “research or publishing demands” (74%, down <1%), and, new to the top five, “colleagues” (70%, up 5%).

Interestingly, more UI faculty team-taught a course and engaged undergraduates on their research (16% more for each) than did their peers at other public universities participating in the survey. Thirteen percent (13%) more UI faculty worked with undergraduates on research projects than their peers, and ten percent (10%) more collaborated with the local community in research and teaching.

Several new questions were included this year in the University of Idaho specific supplemental questions. Six out of ten (60%) faculty disagreed “strongly” or “somewhat” that “adequate pedagogical and assessment support is provided for curricular and co-curricular activities that provide students with transformational learning opportunities.” Over one-half (56%) disagree “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.” Fifty-two percent (52%) disagree “strongly” or “somewhat” that “the university is adaptable, dynamic, and vital and can advance strategically and function efficiently.”

In a series of questions about the working environment, sixty-three percent (63%, up 21%) reported they agree “strongly” or “somewhat” that “my department/college has appropriate workload expectations.” Fifty-three percent (53%) agree “strongly” or “somewhat” that “my department/college provides sufficient support to carry out my work assignment” (up 11%). Conversely, only a little over one-third (35%) agree “strongly” or “somewhat” that they are “satisfied with the administration’s effectiveness in communicating with faculty;” but this is a nearly ten percent (10%) increase over 2005. And while less than one-third also “agree somewhat” or “agree strongly” that “faculty morale in the current work environment is good,” this represents a twenty-two percent (22%) increase over 2005. Nearly one-half of faculty reported they agree “strongly” or “somewhat” that they are “satisfied with my opportunity to influence university governance “(46%).

Complete results of the frequency analyses of the 2007-2008 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>.

University of Idaho
2007-2008 HERI FACULTY SURVEY

INTRODUCTION

The University of Idaho has participated in the UCLA Higher Education Research Institution (HERI) Faculty Survey nearly 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.

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 three reminder emails were sent to faculty who had not yet completed the survey.

In 2007-2008, 936 faculty and administrators with faculty status responded to the survey, a forty-two percent (42%) response rate, down three percent (3%) from the previous administration of the survey (2004-2005), and twenty-eight percent (28%) lower than our highest response rate in 1993. Thirty-four percent (34%) of respondents are female (up 5%) and sixty-six percent were male, fairly reflective of the faculty population as a whole (34% female, 66% male). Ninety-one percent (91%) are White/Caucasian, down two percent (2%). Fourteen percent (14%, up 1%) of respondents were administrators with fifty-one percent (51%, 3% more) of respondents reporting their "principal activity in their current position" is "teaching", twenty-two percent (22%, up 2%) "research", and seven percent (7%, down 4%) is "services to clients and patients". Ninety-four percent (94%) are considered full-time employees, with sixty percent (60%, down 4%) reporting that they are tenured. Thirty-eight percent (38%) reported they are professors, twenty-five percent (25%) associate professors, twenty-five percent (25%) assistant professors, seven percent (7%) lecturers, and five percent (5%) instructors.

Seventy-four percent (74%) of full-time undergraduate faculty report their highest degree earned is Ph.D., LL.B. or J.D., while an additional nine percent (9%) are working on their Ph.D., Ed.D., LL.B., or J.D. Twenty-eight percent (28%) of respondents are currently serving in some administrative capacity. Ninety-two percent (92%) of respondents were employed at the U of Idaho the previous year; these reported their median salary increased slightly, into the range of \$60,000 to \$69,999. Seven of ten faculty report that their current year's salary comes wholly from the University of Idaho, with only twelve percent (12%) receiving "other academic income" and nearly one-quarter receiving "non-academic income." Eighty-two percent (82%) of UI faculty indicated they are married or living with a partner thirty-nine percent (39%) have children under 18 years of age and forty percent (40%) have children over 18. For nine percent (9%) of faculty, English is not their native language.

Thirteen percent (13%) of UI faculty report being members of a faculty union, compared to eighteen percent (18%) of their peers at public institutions. Ninety-one percent (91%) are U.S. citizens. Ten percent (10%) plan to retire in the next three years, and fifty-three percent (53%) 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 sixty-two percent (62%) of the survey respondents. The remaining are part-time undergraduate, administrators, graduate faculty only, and “other”. Data for the total combined responses are available (see All Respondents data report); however, these reports do not contain comparative data. 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

On each survey faculty are asked the average number of hours they spend per week on a variety of activities. Sixty-three percent (63%, down 3% and 8% lower than public universities as a whole) of undergraduate faculty respondents report that the principal activity in their current position is teaching, while twenty-two percent (22%, up 8% and 3% higher than public universities) report it is research. In general, faculty spend slightly more time than in 2005 and slightly more time than Public Universities as a whole “preparing for teaching”, with forty-nine percent (49%) reporting that they spend between 5 and 12 hours each week, including reading student papers and grading, while fifty-eight percent (58%, up 6%) report spending “5 to 12” hours per week on “scheduled teaching.” Fifty-eight percent (58%, down 2%) of faculty spend “1 to 4” hours weekly “advising and counseling students”, slightly more than in 2005 and about the same as their peers at public universities, while eight out of ten spend under 10 hours per week in “committee work and meetings,” also similar to their peers. Nearly two thirds of faculty participate in some sort of administrative work, slightly more than in the last survey, but less than their peers.

Not quite one-half (46%, down 6%) of the faculty report spending between one and eight hours weekly on “research and scholarly writing” while an additional twenty-nine percent (29%, down 1%) 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-five percent (55%, up 15%) of faculty also reported spending time on “other creative products/performances,” sixty percent (60%, down 7%) in “community or public service,” thirty-three percent (33%, up 6%) in “outside consulting/freelance work,” one-hundred percent (100%, up 1%) in “communicating via email” each week, and eighty-five percent (85%, same as 2005) in “household/childcare duties.”

Two new items asked on the survey for the first time this year were how much time was spent “commuting to campus,” to which UI faculty responded slightly less than their peers, and how many hours were spend on “other employment, outside of academia” which was the same as peers at public universities.

When asked about their publishing activities, eighty-seven percent (87%, down 3%) of faculty reported publishing “articles in academic or professional journals” compared to eighty-eight (88%) at public universities. Fifty-seven percent (57%) have “chapters in edited volumes,” forty-one percent (41%) have published “books, manuals, or monographs,” and twenty-seven percent (27%) have other items such as “patents or computer software products.” In addition, nineteen percent (19%) have presented “exhibitions or performances in the fine or applied arts” in the past two years, and seventy-nine percent (79%) of faculty have had professional writings published or accepted for publication.

When asked about other activities in which they were engaged over the past two years, faculty responses were similar to previous years. Those with the greatest changes:

- 20% “taught a service learning course” (down 8% from 2005);
- 44% “participated in a teaching enhancement workshop” (down 14% from 2001-02);
- 54% “collaborated with the local community in research/teaching” (down 7% from 2005).

In a new item this year, sixty percent (60%) of faculty reported they had “engaged undergraduates on [their] research project.” At least five out of ten reported they “team-taught a course,” “placed or collected assignments on the Internet,” “collaborated with the local community in research/teaching,” “developed a new course,” and “worked with undergraduates on a research project.”

Interestingly, more UI faculty team-taught a course and engaged undergraduates on their research (16% more for each) than did their peers at other public universities participating in the survey. Thirteen percent (13%) more UI faculty worked with undergraduates on research projects than their peers, and ten percent (10%) more collaborated with the local community in research and teaching

In addition, over the last two years more UI faculty “received at least one firm job offer” (up 11% to 35%). Also during the past two years seven percent (7%) more “considered early retirement” (26%), nine percent (9%) more “changed academic institutions” (17%), nine percent (9%) fewer “engaged in paid consulting outside the institution” (39%), and “received funding from their work from business or industry”.

When asked about teaching activities, UI faculty reported teaching general education courses less frequently than faculty at public universities (24%, down 4% from 2005, compared to 34% at public universities). Conversely, they more often teach graduate courses (55%, up 10% from 2005, compared to 53% at public universities). This year’s respondents report only four percent (4%) teaching non-credit courses, a decrease of twenty-two percent (22%) from 2005. Eighty-nine percent (89%) taught between one and three undergraduate courses last spring.

A new item in 2005 asked faculty about their engagement in professional development opportunities. Five of ten respondents have participated in “workshops focused on

teaching in the classroom,” “travel funds paid by the institution,” and “internal grants for research.” Others, fewer than twenty percent (20%), have participated in each of “paid workshops outside the institution focused on teaching,” “paid sabbatical leave,” “association membership/dues paid by the institution,” “tuition remission,” and “training for administrative leadership.”

Finally, in a new item this year, forty-nine percent (49%) of faculty would “definitely” or “probably” still want to come to the UI if they were to begin their careers again compared with sixty-seven percent (67%) at other public universities; and eighty-six percent (86%, up 9%), 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 one hundred percent (100%, up 2%) reporting “develop the ability to think clearly” as “very important” or “essential,” ninety-seven percent (97%) reporting “promote ability to write effectively” and “help students evaluate the quality and reliability of information” (a new item this year), ninety-five percent (95%) “help master knowledge in a discipline,” and ninety percent (90%) “prepare students for employment after college” as “very important” or “essential.”

Several new items were added this year to the list of goals for undergraduates noted as “very important” or “essential” for UI faculty. These included:

- “Teach students the classic works of Western civilization” (35%);
- “Study a foreign language” (40%);
- “Engage students in civil discourse around controversial issues” (66%);
- “Teach students tolerance and respect for different beliefs” (78%); and,
- “Encourage students to become agents of social change” (48%).

The top five personal goals faculty noted as “very important” or “essential” are: “becoming an authority in my field” (72%, up 13%); “raising a family” (70%, down 2%), “developing a meaningful philosophy of life” (70%, up 10%), “helping others who are in difficulty” (66%, up 5%), and “obtaining recognition from my colleagues for contributions to my field” (53%, up 3%). These five goals were the top five (highest reported frequency) for all public universities as well.

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:

- “A racially/ethnically diverse student body enhances the educational experience of all students” (95%, up 4%);
- “Colleges have a responsibility to work with their surrounding communities to address local issues” (89%, up 9%);
- “Colleges should encourage students to be involved in community service activities” (85%, up 3%);

- “Faculty here are strongly interested in the academic problems of undergraduates” (85%, up 12%);
- “Teaching is valued by faculty in my department” (85%, no change);
- “Faculty are interested in students’ personal problems” (84%, up 6%);
- “Faculty of color are treated fairly here” (84%, up 2%);
- “Women faculty are treated fairly here” (84%, up 6%);
- “Gay and lesbian faculty are treated fairly here” (78%, up 6%);
- “There is adequate support for integrating technology in my teaching” (77%, up 16%);
- “Faculty are committed to the welfare of this institution” (83%, down 3%);
- “Student Affairs staff have the support and respect of faculty” (79%, up 7%);
- “Colleges should be actively involved in solving social problems” (75%, up 10%);

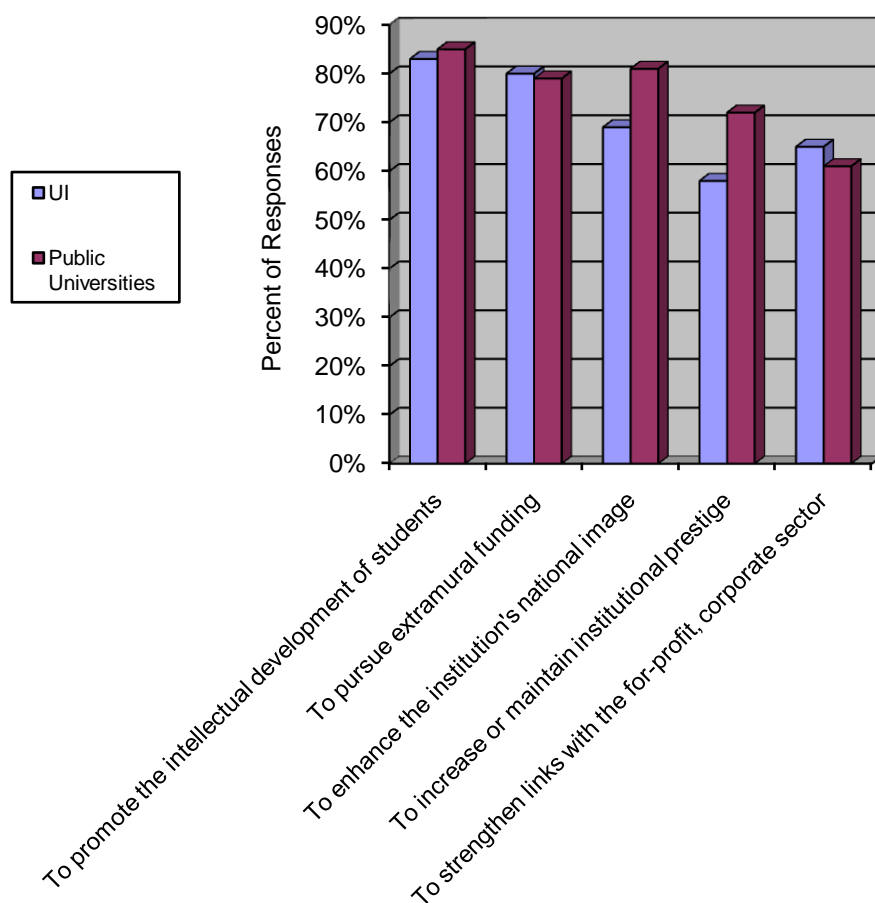
The top item faculty reported as being of "high" or "highest priority" this year, "to promote the intellectual development of students" (83%), was the same as in previous years, with the frequency of responses for this item increasing by nearly eight percent (8%). Other items with the largest changes since the previous administration of the survey questions include “to help students examine and understand their personal values” (41%, up 9%), “to facilitate student involvement in community service” (35%, up 12%), “to help students learn how to bring about change in American society” (26%, up 6%), “to provide resources for faculty to engage in community-based teaching or research” (27%, up 8%), and “to pursue extramural funding” (80%, down 6%).

The attribute most often reported as being "very descriptive" of the institution is "it is easy for students to see faculty outside of regular office hours" (55%, up 1%). Forty-five percent (45%) of respondents also reported that “the faculty are typically at odds with campus administration”, an increase of nearly nine percent (9%) and up twenty-nine percent (29%) since 2001-2002. This is nearly twenty-eight percent (28%) below other public universities.

Attributes notes least often as being "very descriptive" include "social activities are overemphasized" (7%, up 4%), "faculty are rewarded for their efforts to work with underprepared students" (4%, up 2%), and “administrators consider faculty concerns when making policy” (4%, a new item this year).

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

Top Issues Believed to be of "High" or "Highest" Priority



UI faculty continue to move left in their political views, with over half (52%) characterizing themselves as “liberal” or “far left,” a six percent (6%) increase over 2005, but eight percent (8%) fewer than public universities. Thirty-three (33%) percent report they are “middle of the road” (down 7%), while only fifteen percent (15%) report they are “conservative” or “far right” (down <1%).

This year five percent (5%, up 1%) of faculty reported teaching “developmental/remedial courses”, about the same as public universities, primarily in writing and general academic skills. Interestingly, twenty-six percent (26%, down 3%) of faculty agreed “strongly” or “somewhat” that “this institution should not offer remedial/development education.” Only a third of faculty (33%) agreed “strongly” or “somewhat” that “most students are well-prepared academically,” while thirty-eight percent (38%) agree “strongly” or “somewhat” that “most of the students I teach lack the basic skills for college level work.”

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

- “Engage in academic work that spans multiple disciplines” (50%, up 5%);
- “Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?” (42%, down <1%);
- “Achieve a healthy balance between your personal life and your professional life?” (24%, down 6%);
- “Experience close alignment between your work and your personal values” (56%, up 10%);
- “Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar” (26%, down 2%); and,
- “Mentor new faculty” (20%, a new item this year).

Finally, ninety-seven percent (97%) of faculty reported “teaching” as being personally “very important” or “essential,” while eighty-six percent (86%) reported “research” and sixty-four percent (64%) reported “service” as being “very important” or “essential.”

JOB SATISFACTION

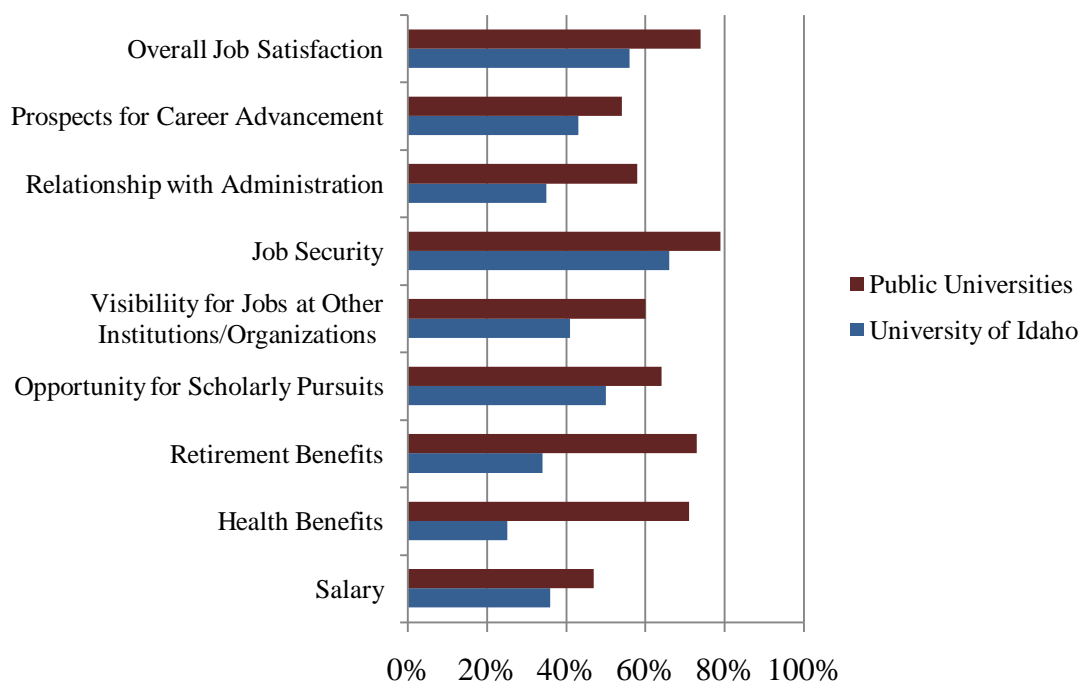
As in previous years, the survey posed a series of questions about aspects of the job noted as “very satisfactory” or “satisfactory.” Overall job satisfaction declined for the second survey in a row to fifty-six percent (56%, down 5%), eighteen percent (18%) below overall satisfaction at public universities. The top five areas faculty noted as “very satisfactory” or “satisfactory” were “freedom to determine course content” (92%, a new item this year), “autonomy and independence” (80%, down 3% since 2005), competency of colleagues” (77%, up slightly), “course assignments” (76%, a new item this year), and “professional relationships with other faculty” (75%, a slight increase).

Several additional new items in which faculty reported they were “satisfied” or “very satisfied” were added this year including “salary” (36%), “health benefits” (25%), “retirement benefits” (34%), and “departmental leadership” (63%).

Areas with the greatest increases in satisfaction were “teaching load” (57%, up 12%), “social relationships with other faculty” (71%, up 10%), and “availability of child care at this institution” (36%, up 8%).

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 2008 survey and include the following responses:

During the past year, faculty have engaged in/conducted research on/written about:

- Racial or ethnic minorities, 13% (up 1%, 7% below public universities);
- Women and gender issues, 13% (no change, 5% below public universities).

Goals for undergraduates faculty noted as “very important” or “essential”:

- Enhance students’ knowledge of and appreciation for other racial/ethnic groups, 71% (up 21%, 1% below public universities);
- Teach students tolerance and respect for different beliefs, 78% (new this year and 2% 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, 26% (up 7%, and 8% below public universities).

UI faculty agree “strongly” or “somewhat” that:

- Racial and ethnic diversity should be more strongly reflected in the curriculum, 59% (up 10%, 3% above public universities);
- This institution should hire more faculty of color, 73% (up 7%, 2% below public universities);

- There is a lot of campus racial conflict here, 8% (up <1%, 5% below public universities);
- Many courses include feminist perspectives, 34% (up 11%, 6% higher than public universities);
- Faculty of color are treated fairly here, 84% (up 2%, 3% below public universities);
- Women are treated fairly here, 84% (up 6%, the same as public universities);
- This institution should hire more women faculty, 70% (up 4%, 6% below public universities);
- Gay and lesbian faculty are treated fairly here, 78% (up 6%, 5% below public universities);
- Promoting diversity leads to the admission of too many underprepared students 24%, (up 5%, the same as public universities);
- A racially/ethnically diverse student body enhances the educational experience of all students, 95% (up 4%, similar to public universities).

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

- Recruit more minority students, 40% (up 1%, 14% below public universities);
- Create a diverse multi-cultural campus environment, 38% (up 2%, 16% below public universities);
- Promote gender equity among faculty, 42% (down 1%, 13% below public universities);
- Increase the representation of minorities in the faculty and administration, 34% (up 2%, 15% below public universities);
- Increase the representation of women in the faculty and administration, 36% (down 2%, 10% below public universities).

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

- Helping to promote racial understanding, 47% (up 5%, 5% below public universities).

SOURCES OF STRESS

The top five sources of stress at the University of Idaho are similar to those reported in 2005 and at other public universities; "institutional procedures and red tape" (89%, an increase of 7%), "self-imposed high expectations" (80%, down 4%), "lack of personal time" (77%, down 2%), "research or publishing demands" (74%, down <1%), and, new to the top five, "colleagues" (70%, up 5%).

In addition, nearly all items noted as causes of stress during the past two years reflected significant increases in “agree strongly” or “agree” rates. Those with the highest percentage changes include; “health of spouse/partner” (increased 8% to 43%), “committee work” (up 10% to 66%), “institutional procedures and red tap” (up 7% to 89%), “friction with spouse/partner” (up 7% to 27%), and “working with underprepared students” (up 17% to 61%).

At least at least half of all faculty found “my physical health,” “review/promotion process,” “personal finances,” “faculty meetings,” “students,” “research or publishing demands,” “teaching load,” “lack of personal time,” “keeping up with information technology,” “self-imposed high expectations,” and “change in work responsibilities” to be sources of stress. Conversely, the lowest rated sources of stress include “classroom conflict,” “child care,” 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. Faculty were generally more satisfied this year than in 2005.

Overall, faculty are slightly more satisfied than in the past with the tenure and promotion system, with six out of ten reporting that they agree “strongly” or “somewhat” that the system is fair and equitable. In addition, fifty-nine percent (59%) of the faculty agree “strongly” or “somewhat” that they are satisfied with “opportunities for advancement (promotion career paths),” an increase of ten percent (10%). While one-third of faculty agree “strongly” or “somewhat” that “staff are treated fairly”, six out of ten do not (up 26%). When asked whether “outreach/extended learning is an important function of colleges and faculty,” sixty-nine percent (69%, up 1%) 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.” This appears to be happening less than in 2005, with forty-nine (49%, down <1%) of faculty reporting “1 or 2 times per month” and twenty-eight percent (28%, up 5%) reporting “never.”

In a series of questions about the working environment, sixty-three percent (63%, up 21%) reported they agree “strongly” or “somewhat” that “my department/college has appropriate workload expectations.” Fifty-three percent (53%) agree “strongly” or “somewhat” that “my department/college provides sufficient support to carry out my work assignment” (up 11%). Conversely, only a little over one-third (35%) agree “strongly” or “somewhat” that they are “satisfied with the administration’s effectiveness in communicating with faculty;” but this represents a nearly ten percent (10%) increase over 2005. While less than one-third also “agree somewhat” or “agree strongly” that “faculty morale in the current work environment is good,” this represents a twenty-two percent (22%) increase over 2005. Nearly one-half of faculty reported they agree “strongly” or “somewhat” that they are “satisfied with my opportunity to influence university governance “(46%).

In addition, satisfaction with campus facilities has risen slightly since the last faculty survey in 2005. Eight out of ten faculty agree “strongly” or “somewhat” that “campus facilities are safe” (up 4%). Six of ten (up 2%) agree “strongly” or “somewhat” that “campus facilities are well maintained and attractive,” and sixty-two percent (62%, up 14%) that “office and departmental space is adequate.” Over one-third of faculty agree “strongly” or “somewhat” that “laboratory space is adequate,” (up 11%). Six of ten

faculty (64%, up 18%) agree “strongly” or “somewhat” that they are satisfied with the “technological capabilities of classrooms,” and fifty-six percent (56%, up 20%) are satisfied with “classroom equipment conditions/availability”.

Finally, several new questions were included this year. Six out of ten (60%) faculty disagreed “strongly” or “somewhat” that “adequate pedagogical and assessment support is provided for curricular and co-curricular activities that provide students with transformational learning opportunities.” Nearly equal numbers agree (41%) and disagree (43%) that “adequate support is provided for scholarship and creative activity to promote strong disciplinary and interdisciplinary work.” Over one-half (56%) disagree “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.” Fifty-two percent (52%) disagree “strongly” or “somewhat” that “the university is adaptable, dynamic, and vital and can advance strategically and function efficiently”.

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Report prepared by Jane Baillargeon

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