What Faculty Are Saying About UND

A Summary of Survey Results

Office of Institutional Research
Sue Erickson, Carmen Williams
March 2009
Agenda

- Overview of Surveys
- Teaching & Academics
- Research
- Service
- Recognition & Administration
- Diversity
- Tenure & Academic Rank
- Faculty Satisfaction
Highlighted Surveys

- 2007-2008 HERI Faculty Survey
- 2006-2007 Faculty Survey of Student Engagement
- 2006 and/or 2008 Campus Quality Survey
Teaching

Percent of faculty rating Research, Teaching, and Service as personally being “very important” or “essential”
How Do Faculty Spend Their Time?

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>36.2</td>
<td>33.5</td>
</tr>
<tr>
<td>Research</td>
<td>11.5</td>
<td>13.9</td>
</tr>
<tr>
<td>Other Work Related</td>
<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td>Household work</td>
<td>10.2</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>73.5</td>
<td>73.7</td>
</tr>
</tbody>
</table>

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Mean Time Spent: Teaching & Related Activities

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Mean Time Spent: Teaching & Related Activities

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Mean Time Spent: Research & Related Activities

- **UND**
  - Consulting with clients: 0.8 hours
  - Other creative work: 8.3 hours
  - Total: 11.5 hours

- **Public Universities**
  - Consulting with clients: 1.0 hours
  - Other creative work: 10.2 hours
  - Total: 13.9 hours

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Mean Time Spent: Research & Related Activities

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD</td>
<td>8.89</td>
<td>2.09</td>
</tr>
<tr>
<td>UD</td>
<td>10.845</td>
<td>11.97</td>
</tr>
<tr>
<td>LD</td>
<td>2.495</td>
<td>2.77</td>
</tr>
<tr>
<td>UD</td>
<td>2.615</td>
<td></td>
</tr>
</tbody>
</table>

- Working with undergraduates on research
- Research and scholarly activities

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Mean Time Spent: Service & Related Activities

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Mean Time Spent: Service & Related Activities

- Conducting service activities
- Working with students on activities other than coursework (committees, orientation, student life, etc.)

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Number of Courses & Class Size

- UND mean number of courses taught is 2.4 – nationally is 2.1
- UND reports mean class size of 25.8 – nationally it is 26.7
- 45.8% of UND faculty report teaching general education courses – 33.9% of public university
Teaching Support

Have you engaged in workshops focused on teaching in the classroom?

- Yes, 75.60%
- No, 23.70%
- Not available, 0.80%

74% of faculty report there is adequate support for faculty development.
Teaching is Valued

- 90% of faculty feel strongly or somewhat that “My teaching is valued by faculty in my department”
- 87% of public university faculty report this
Internet Teaching

<table>
<thead>
<tr>
<th>Year</th>
<th>Taught a course exclusively through the internet</th>
<th>Placed or collected assignments for a course on the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>8% 6%</td>
<td>52% 55%</td>
</tr>
<tr>
<td>2008</td>
<td>22% 12%</td>
<td>79% 75%</td>
</tr>
</tbody>
</table>

UND | Public Universities
Institutional Emphasis

To what extent does your institution emphasize each of the following?

Encouraging Students to Use Computers in Their Academic Work

Mean Score

\(4=\text{very much}, 3=\text{quite a bit}, 2=\text{some}, 1=\text{very little}\)

- LD Faculty
- HD Faculty
- UND
- FY Students
- Doctoral Intensive Unv.
- SR Students

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Top Goals for Undergraduates

1. Develop ability to think critically (99.6%)
2. Help students evaluate the quality and reliability of information (97%)
3. Promote ability to write effectively (95%)
4. Help master knowledge in a discipline (95%)
5. Teach students tolerance and respect for different beliefs (83%)
Bottom Goals for Undergraduates

1. Prepare students for family living (18%) – 26% of females 13% of males
2. Teach students the classic works of Western civilization (23%) – 13% females 30% males
3. Study a foreign language (42%)
4. Provide for students’ emotional development (44%)
5. Encourage students to become agents of social change (47%)
Emphasis on Mental Activities

Percent Reporting Very Much or Quite a Bit of Emphasis Placed on Mental Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>LD</th>
<th>UD</th>
<th>FY</th>
<th>SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorizing facts</td>
<td>33</td>
<td>23</td>
<td>71</td>
<td>69</td>
</tr>
<tr>
<td>Analyzing elements</td>
<td>83</td>
<td>93</td>
<td>74</td>
<td>78</td>
</tr>
<tr>
<td>Synthesizing ideas</td>
<td>91</td>
<td>86</td>
<td>57</td>
<td>69</td>
</tr>
<tr>
<td>Making judgements</td>
<td>75</td>
<td>75</td>
<td>62</td>
<td>70</td>
</tr>
<tr>
<td>Applying theories</td>
<td>75</td>
<td>87</td>
<td>68</td>
<td>78</td>
</tr>
</tbody>
</table>

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Prompt Feedback

When asked how often students receive prompt written or oral feedback on their academic performance:

- 86% of LD faculty and 89% of UD faculty report they do so often or very often

- 47% of FY students and 59% of SR students report they receive prompt feedback often or very often
Relationships Between Faculty & Undergraduates

- 18% of LD faculty and 45% of UD faculty report student relationships with faculty members as being friendly and supportive.

- 38% of FY and 50% of SR students report student relationships with faculty are friendly and supportive.
Writing

- 52% of faculty report they frequently encourage undergraduates to revise their papers to improve their writing.

- 53% of LD faculty and 70% of UD faculty report they structure their course very much or quite a bit so students learn to write clearly and effectively.
Asking Questions

- 92% of faculty report frequently encouraging undergraduates to ask questions in class.
- When asked what percentage of students in their courses frequently ask questions, UND LD faculty report 23%, UD faculty report 36%.
- 44% of FY students and 66% of SR students report frequently asking questions in class or contributing to class discussions.
Students Prepared for Class

- LD faculty report 46% of students and UD faculty report 34% of students frequently come to class without completing readings or assignments.

- 21% of FY students and 19% of SR students report frequently coming to class without completing assignments.
Teaching Methods

Methods Used in "All" or "Most" of the Courses You Teach

![Bar chart showing teaching methods used in 1992, 2002, and 2008.](chart)
Teaching Methods

Methods Used in "All" or "Most" of the Courses You Teach

- **Student presentations**
  - 1992: 30%
  - 2002: 37%
  - 2008: 40%

- **Term/research papers**
  - 1992: 37%
  - 2002: 29%
  - 2008: 30%

- **Student evaluations of each other's work**
  - 1992: 13%
  - 2002: 18%
  - 2008: 25%

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Teaching Methods

Methods Used in "All" or "Most" of the Courses You Teach

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative learning (small groups)</td>
<td>33%</td>
<td>39%</td>
<td>63%</td>
</tr>
<tr>
<td>Experiential learning/Field studies</td>
<td>17%</td>
<td>20%</td>
<td>28%</td>
</tr>
<tr>
<td>Group project</td>
<td>20%</td>
<td>32%</td>
<td>41%</td>
</tr>
<tr>
<td>Extensive lecturing</td>
<td>51%</td>
<td>40%</td>
<td>47%</td>
</tr>
</tbody>
</table>

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Issues Believed to Be of High or Highest Priority at UND

1. To promote the intellectual development of students (88%)
2. To pursue extramural funding (80%)
3. To enhance the institution’s national image (74%)
4. To strengthen links with the for-profit, corporate sector (62%)
5. To increase or maintain institutional prestige (60%)

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Issues Believed to Be of Lowest Priority at UND

1. To hire faculty “stars” (21%)
2. To help students learn how to bring about change in American society (22%)
3. To provide resources for faculty to engage in community-based teaching (30%)
4. To facilitate student involvement in community service (31%)
5. To increase the representation of minorities in the faculty and administration (32%)
Institutional Emphasis

To what extent does your institution emphasize each of the following? 

Requiring students to spend significant amounts of time studying and on academic work

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>Doctoral Intensive Univs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD Faculty</td>
<td>2.30</td>
<td>2.90</td>
</tr>
<tr>
<td>HD Faculty</td>
<td>2.67</td>
<td>2.92</td>
</tr>
<tr>
<td>FY Students</td>
<td>2.93</td>
<td>3.07</td>
</tr>
<tr>
<td>SR Students</td>
<td>2.99</td>
<td>3.07</td>
</tr>
</tbody>
</table>

Mean Score (4=very much, 3=quite a bit, 2=some, 1=very little)
Institutional Emphasis

To what extent does your institution emphasize each of the following?

Providing Students the Support They Need to Help Them Succeed Academically

<table>
<thead>
<tr>
<th></th>
<th>LD Faculty</th>
<th>HD Faculty</th>
<th>FY Students</th>
<th>SR Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND</td>
<td>2.72</td>
<td>3.06</td>
<td>2.82</td>
<td>2.97</td>
</tr>
<tr>
<td>Doctoral Intensive Unvs</td>
<td>3.05</td>
<td>3.06</td>
<td>3.05</td>
<td>2.83</td>
</tr>
</tbody>
</table>

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Faculty Availability

- 56% of faculty report it is easy for students to see faculty outside of regular office hours
- 49% of public university faculty report it is easy for students
Understanding Issues

- Over 85% of faculty believe it is important or very important for students to learn something that changes the way they understand an issue.

- 52% of FY students and 61% of SR students report they have learned something that changed the way they understand an issue.
Challenging Students

Mark the extent to which examinations have challenged students to do their best work

UND

Doc-I

FY  SR  LD  UD

5.29  5.40  5.48  5.77

5.42  5.40  5.66  5.75

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Research & Undergraduates

- 61% of LD faculty and 48% of UD faculty report it is important for students to work on a research project with a faculty member outside of class requirements.
Research & Undergraduates

- % of faculty who report having worked with undergraduates on research:
In Support of Research:

**Paid Sabattical Leave**
- Not available: 31
- Not eligible: 14.5
- Yes: 14.5
- No: 67.9

**Travel Funds Paid by Institution**
- Not eligible: 0.8
- Not available: 1.5
- No: 23.7
- Yes: 74.0
Value of Research

- 71% of faculty agree strongly or somewhat that “My research is valued by faculty in my department.”

- 73% of public university faculty agree their research is valued by faculty in their department.
## Publications

<table>
<thead>
<tr>
<th>How many have you published?</th>
<th>UND</th>
<th>Public University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles in professional journals</td>
<td>8.5</td>
<td>11.1</td>
</tr>
<tr>
<td>Chapters</td>
<td>1.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Books</td>
<td>1.5</td>
<td>2.2</td>
</tr>
<tr>
<td>Patents/software/other</td>
<td>1.5</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Service

- 45% report advising student groups involved in service/volunteer work.
- 44% collaborated with the local community in research/teaching
- 36% of LD faculty and 50% of UD faculty report community service or volunteer work is important for students
Faculty Recognition

- 10% report faculty are rewarded for being good teachers
- 15% report faculty are rewarded for their efforts to use instructional technology
- 5% report faculty are rewarded for their efforts to work with underprepared students
- 36% report having received an award for outstanding teaching
Co-Workers & Respect

- 41% report faculty respect one another
- At public universities, 45% report faculty respect one another
About Administration

- 7% feel administrators consider faculty concerns when making policies and 12% feel the administration is open about its policies.

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Diversity and Learning

- 90% agree that a racially/ethnically diverse student body enhances the educational experience of all students
- 32% believe “to increase the representation of minorities in the faculty and administration” is a high priority; 35% believe “to recruit more minority students” is a high priority.
- 70% agree the institution should hire more faculty of color
Institutional Emphasis

To what extent does your institution emphasize each of the following?

Encouraging Contact Among Students From Different Economic, Social, Racial/Ethnic Backgrounds

<table>
<thead>
<tr>
<th></th>
<th>LD Faculty</th>
<th>HD Faculty</th>
<th>FY Students</th>
<th>SR Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND</td>
<td>1.98</td>
<td>2.31</td>
<td>2.38</td>
<td>2.27</td>
</tr>
<tr>
<td>Doctoral Intensive Unvs</td>
<td>2.55</td>
<td>2.59</td>
<td>2.59</td>
<td>2.41</td>
</tr>
</tbody>
</table>

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Diversity

- 72% important goal to enhance student knowledge of and appreciation for other racial/ethnic groups (62% for M, 85% for F)
- 83% important goal to teach students tolerance and respect for different beliefs (91% for F, 78% for M)
- 60% feel racial and ethnic diversity should be more strongly reflected in the curriculum
- 88% feel faculty of color are treated fairly here
Diversity in Action

- 33% of LD faculty and 44% of UD faculty report they frequently have class discussions or writing assignments that include diverse perspectives
- 53% of FY students and 48% of SR students report they frequently included diverse perspectives in class discussions or writing assignments
Diversity In Action?

- 23% use readings on racial and ethnic issues in most of their courses
- 20% conducted research on racial or ethnic minorities
- 19% use readings on women and gender issues in most of their courses
- 17% conducted research on women and gender issues
- 9% taught an ethnic studies course
- 5% taught women’s studies course
Racial Conflict

Agree Strongly or Somewhat With There is a Lot of Racial Conflict Here

UND

14% 54% 31%

Public University


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Tenure

**UND FTUG Faculty**
- Tenured, 46%
- On Tenure Track, 27%
- Not Tenured, 28%

**Public University FTUG Faculty**
- Tenured, 59%
- On Tenure Track, 19%
- Not Tenured, 22%

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Promotion & Tenure

- 35% report tenure is an outmoded concept

43% of females report tenure is outmoded compared to 30% of males

During the past 2 years, have you requested or sought early promotion?

<table>
<thead>
<tr>
<th>Year</th>
<th>UND</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>2008</td>
<td>9%</td>
<td>8%</td>
</tr>
</tbody>
</table>

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Personal Goals

- Raising a family (65%)
- Helping others who are in difficulty (65%)
- Developing a meaningful philosophy of life (65%)
- Becoming an authority in my field (60%)
- Influencing the political structure (16%)
- Influencing social values (36%)
- Becoming involved in programs to clean up the environment (36%)
Sources of Stress

- Institutional procedures and “red tape” (80%)
- Self-imposed high expectations (79%)
- Lack of personal time (74%)
- Managing household responsibilities (72%)
- Research or publishing demands (70%)
- Higher percentages of females typically report factors as being stressors

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Areas of High Satisfaction

- Freedom to determine course content (92%)
- Autonomy and independence (88%)
- Job security (81%)
Areas of Low Satisfaction

- Availability of childcare (33%)
- Salary (44%)
- Prospects for career advancement (48%)

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How It Should Be

1. Faculty and staff take pride in their work (4.627)
2. This institution has “user-friendly” computer systems to assist employees and students (4.627)
3. Administrators recognize faculty and staff when they do a good job (4.521)
4. I know what is expected of me (4.510)
5. Job responsibilities are communicated clearly to employees (4.333)

*Items ranked on a 5-point scale: 1-strongly disagree, 2-disagree, 3-uncertain, 4-agree, 5-strongly disagree*
How It Is Now

1. This institution analyzed complaints to determine appropriate remedial actions (3.979)
2. Faculty and staff take pride in their work (3.915)
3. This institution regularly conducts surveys to evaluate the quality of its programs and services (3.850)
4. Students have a way to provide feedback on their level of satisfaction with school programs and services (3.849)
5. My department meets as a team to plan an coordinate work (3.794)

Items ranked on a 5-point scale: 1-strongly disagree, 2-disagree, 3-uncertain, 4-agree, 5-strongly disagree
Campus Quality Gaps

1. This institution has “user-friendly” computer systems to assist employees and students (2.033)
2. There are effective lines of communication between departments (1.880)
3. Employees are rewarded for outstanding job performance (1.644)
4. This institution analyzes relevant data before making decisions (1.609)
5. Employees are empowered to resolve problems quickly (1.524)

Gap = “How it should be” minus “How it is now”
Satisfaction with Service Areas

- Computer information systems (71%)
- Secretarial/clerical support (68%)
- Student services (68%)
- Course management system (Blackboard) (66%)
- Instructional support (66%)

- Compensation (37%)
- Research support other than IT (40%)
- Campus climate (54%)
Career Satisfaction

- 23% of faculty have considered early retirement
- 39% considered leaving academe for another job
- 50% considered leaving UND for another institution
- 27% have received one firm job offer
If you were to start again...

Would Definitely or Probably Still Want To Be a College Professor?

- Public Universities: 87%
- UND: 86%
If you were to start again...

Would Definitely or Probably Still Want to Come to This Institution

- Public Universities: 67%
- UND: 72%
Overall Job Satisfaction

Percentage of Faculty Responding Satisfied or Very Satisfied With Job Overall

<table>
<thead>
<tr>
<th>Year</th>
<th>UND</th>
<th>Public University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>68%</td>
<td>NA</td>
</tr>
<tr>
<td>2002</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>2008</td>
<td>73%</td>
<td>74%</td>
</tr>
</tbody>
</table>

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Questions or Comments

If questions about this presentation, please contact Sue Erickson sueerickson@mail.und.edu

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