2010-2011 HERI Faculty Survey Report

University of North Dakota

Institutional Report

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In 2011, UND participated in the Higher Education Research Institute (HERI) Faculty Survey conducted through the Cooperative Institutional Research Program at the University of California at Los Angeles. 395 faculty members were invited to participate, with 108 completing the survey for a response rate of 27%. This is the fourth time UND has participated, with prior surveys being conducted in 2007, 2002, and 1992.

The survey primarily focuses on full-time faculty engaged in undergraduate teaching, however questions are also asked of part-time, administrative, and graduate faculty. This report is focused on UND full-time undergraduate faculty (FTUG) only. It also indicates the differences between FTUG faculty at UND and the same type of faculty at public universities.

- FTUG faculty at UND are in general more teaching-focused than research-oriented, with 89% indicating teaching as their primary responsibility compared to 66% of public university respondents. They also report a greater teaching load, with UND respondents reporting teaching an average of 2.67 courses during the semester of the survey compared to 2.18 courses reported being taught by public university FTUG respondents.

- Over time, UND respondents report spending less time on scheduled teaching when 2011 results are compared to prior administrations.

- UND respondents are significantly more likely to indicate they have taught an exclusively web-based course, with 32% indicating they have compared to 15% of public university FTUG respondents.

- As UND has increased the importance of research over the past decade, a corresponding increase is seen in the percentage of faculty reporting they have published writings and scholarly work, such that the numbers now reporting scholarly activity mirrors that of public university respondents. UND respondents tend to report fewer numbers of documents being published compared to their national peers, however the difference is not statistically significant.

- UND respondents are significantly more likely than their public university counterparts to indicate they use multiple-choice exams (43% versus 27%) and quizzes (51% versus 35%).

- Faculty at UND and public universities are showing a greater concern for students entering college unprepared for completing college-level work. 84% of UND respondents indicate working with underprepared students is a source of stress for them, while less than one-half of respondents (45%) report being satisfied with the quality of students at the institution.

Overall, 72% of UND respondents report their job satisfaction as being “very satisfied” (16%) or “satisfied” (56%). While 83% of UND respondents would again choose to be a college professor given the chance to start over, just 70% indicate they would still want to come to UND.
2011 HERI Faculty Survey at UND

A total of 108 faculty teaching an undergraduate course completed the survey; Response rate is 27%.

### Satisfaction with Job Aspects

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Freedom to determine course content</td>
<td>95%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Job security</td>
<td>81%</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Autonomy and independence</td>
<td>87%</td>
<td>83%</td>
<td>88%</td>
<td>78%</td>
</tr>
<tr>
<td>Course assignments</td>
<td>67%</td>
<td>82%</td>
<td>81%</td>
<td>78%</td>
</tr>
<tr>
<td>Health benefits</td>
<td>75%</td>
<td>79%</td>
<td>79%</td>
<td>77%</td>
</tr>
</tbody>
</table>

OVERALL JOB SATISFACTION: 72% (73%)

### If you were to begin again, would you still want to come to UND?

- Definitely yes, 35%
- Probably yes, 35%
- Not sure, 14%
- Probably no, 9%
- Definitely no, 8%

### Faculty Goals for Undergraduate Students

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ability to think critically</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>Help master knowledge in a discipline</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>Promote ability to write effectively</td>
<td>90%</td>
<td>95%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Help evaluate quality and reliability of info</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Teach tolerance and respect</td>
<td>78%</td>
<td>80%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Help students develop personal values</td>
<td>60%</td>
<td>66%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Encourage students to become agents of social change</td>
<td>51%</td>
<td>49%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Provide for students’ emotional development</td>
<td>48%</td>
<td>46%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Instill a commitment to community service</td>
<td>43%</td>
<td>39%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Teach classic orks of Western civilization</td>
<td>26%</td>
<td>29%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

### Would you still want to be a college professor if you were to begin your career again?

(5= Definitely yes, 4= Probably yes, 3= Not sure, 2= Probably no, 1= Definitely no)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UND</td>
<td>4.01</td>
<td>4.09</td>
<td>4.37</td>
<td>4.31</td>
</tr>
<tr>
<td>Public Universities</td>
<td>4.14</td>
<td>4.43</td>
<td>4.44</td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF NORTH DAKOTA
2011 HERI FACULTY SURVEY

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UNIVERSITY OF NORTH DAKOTA
2011 HERI FACULTY SURVEY REPORT

The Higher Education Research Institute (HERI) at the University of California at Los Angeles (UCLA) coordinates a national survey of faculty and administrators from across the country. The goal of the survey is to provide institutions with information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of faculty and administrators. The HERI Faculty Survey is conducted through the Cooperative Institutional Research Program (CIRP) on a triennial basis, with the initial survey being conducted in 1990.

For the fourth time in the history of the survey, the University of North Dakota participated in the 2011 HERI Faculty Survey. Prior surveys were conducted in 1993, 2002, and 2008. A number of changes both internal and external to UND have occurred since the last survey was administered, and a current portrait of the faculty and their experiences and attitudes provides a valuable tool for planning and decision-making.

I. The Survey Instrument

The 2011 HERI Faculty Survey questionnaire is based largely on the instruments used in the previous surveys, including questions related to demographic and biographic information, issues such as how faculty members spend their time, how they interact with their students, their personal goals, their preferred methods of teaching and examining students, their perceptions of institutional climates, their primary sources of stress, and their satisfaction with the university and the job.

An example of the survey form can be seen in Appendix A. UND participated in the web-version of the HERI survey.

II. Background and Methodology

The University of North Dakota Office of Institutional Research coordinated the 2010-11 HERI Faculty Survey administration at UND. The Office of Institutional Research uploaded names and email addresses of 395 faculty teaching undergraduate courses to the Faculty Survey administration website. On January 25, 2011, HERI emailed these faculty an invitation to participate in the survey along with a link to the survey website. Three additional reminder messages were emailed throughout January and early February.

A total of 108 faculty members participated in the survey. This represents a response rate of 27.3%.

III. Survey Results

The HERI Faculty Survey can be sent to faculty at all levels, including administrators, undergraduate and graduate faculty. Primarily, however, results are intended to focus on the largest category of faculty: full-time undergraduate (FTUG) faculty. In the 2011 administration of the HERI Faculty Survey, UND intentionally focused their survey participant pool to faculty in this group, and 103
of the 108 UND respondents were from faculty indicating themselves as being FTUG. This report will focus solely on this group. A summary of FTUG faculty responses and comparisons to FTUG faculty at public institutions, along with responses from prior HERI Faculty Surveys, can be found in Appendix B.

A. Demographics

The make-up of the faculty body participating in the survey can provide insight into reasoning behind some results. Generally UND faculty respondents are similar demographically to respondents at public institutions, yet some slight differences exist. In short summary, UND has a higher percentage of female FTUG faculty respondents than public universities (48% versus 43%). More UND faculty report their principal activity is teaching (89% versus 66%), which could be due to Institutional Research selecting survey participants according to those teaching an undergraduate course.

UND respondents have a higher percentage reporting being tenured and on tenure-track; all UND respondents are at a rank of assistant professor or higher, while respondents from public universities include lecturers and instructors. UND respondents tend to be younger, on average, than respondents from public universities. UND respondents are predominately white, more so than public university peers. UND respondents report marriage and children at similar levels to their public university counterparts. A more complete demographic picture of UND faculty respondents can be found in Appendix C.

B. Scholarly Priorities

The vast majority of UND FTUG respondents (89%) report their principal activity is Teaching (Table 1). The remainder report their principal activity is Research (1%), Administration (8%), or Other (2%). A lower percentage of FTUG faculty from all public universities (66%) report their principal activity as teaching, with higher percentages reporting research (22%), administration (9%), and service (2%).

<table>
<thead>
<tr>
<th>What is your principal activity in your current position? (% of total)</th>
<th>UND FTUG</th>
<th>Public 2011</th>
<th>UND Male 2011</th>
<th>UND Female 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>4.6</td>
<td>5.7</td>
<td>7.6</td>
<td>7.8</td>
</tr>
<tr>
<td>Teaching</td>
<td>92.0</td>
<td>90.9</td>
<td>84.7</td>
<td>89.3</td>
</tr>
<tr>
<td>Research</td>
<td>2.8</td>
<td>3.4</td>
<td>6.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Service to clients/patients</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>0.6</td>
<td>0.0</td>
<td>0.0</td>
<td>1.9</td>
</tr>
</tbody>
</table>

HERI 2011 shows a decrease in the percentage of UND faculty reporting their principal activity being research when compared to prior surveys, however this may be a factor of the different sampling method used for choosing faculty in the 2011 administration compared to prior surveys.
At UND, research is reported to be the principal activity by a higher percentage of males than females, while a higher percentage of females report administration. In 2011, more males are reporting research as their principal activity than was reported in prior HERI surveys.

The HERI Faculty Survey was designed to profile the full-time teaching faculty at colleges and universities, thus it is not surprising to see nearly all FTUG faculty respondents at UND (98%) and from all public universities (96%) find teaching to be “very important” or “essential” (Table 2). This corresponds to 82% of UND FTUG faculty who report research as being “very important” or “essential” and 65% of FTUG faculty at UND who report service as being “very important” or “essential”.

In the 2011 administration, there is little difference between the attitudes of male and female faculty with regard to the importance of teaching, research and service.

Table 2. Perceived Importance of Academic Activities

<table>
<thead>
<tr>
<th>% of total indicating activity is personally “essential” or “very important”</th>
<th>UND FTUG 2008</th>
<th>UND FTUG 2011</th>
<th>Public 2011</th>
<th>UND Male 2011</th>
<th>UND Female 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>74.0</td>
<td>81.6</td>
<td>83.2</td>
<td>81.5</td>
<td>81.6</td>
</tr>
<tr>
<td>Teaching</td>
<td>99.2</td>
<td>98.1</td>
<td>96.3</td>
<td>98.1</td>
<td>98.0</td>
</tr>
<tr>
<td>Service to clients/patients</td>
<td>71.8</td>
<td>65.0</td>
<td>62.4</td>
<td>61.1</td>
<td>69.4</td>
</tr>
</tbody>
</table>

C. Faculty Teaching & Research Activities

HERI asks faculty to indicate whether they have engaged in 23 different types of scholarly activities during the past two years. These are focused on teaching specialized types of courses and various research activities.

The following are highlighted when the “teaching-related” items are evaluated:

- Two-thirds (67%) of UND FTUG respondents indicate they have participated in a teaching enhancement workshop, which is higher than the 54% of public university FTUG faculty indicating such.
- UND respondents are considerably more likely to indicate they have taught an exclusively web-based course, with 32% of respondents indicating such compared to 15% of public university respondents.
- UND respondents are less likely than their public university peers to indicate they have taught specialty courses such as interdisciplinary courses (35% for UND versus 45% for public universities), and honors courses (12% for UND versus 19% for public universities).
UND female respondents are more likely than their UND male counterparts to indicate certain activities. Not surprisingly, all UND respondents indicating they have taught a women’s studies course are female. Others are less obvious, including:

- *Participate in a teaching enhancement workshop* (74% for females versus 61% for males)
- *Taught an interdisciplinary course* (41% for females versus 30% for males)
- *Taught a seminar for first-year students* (18% for females versus 11% for males)

Similar trends are seen in responses from public university FTUG faculty with regard to participation in teaching workshops, however the trend seen at UND with regard to interdisciplinary and first-year seminar instruction are not seen nationally.

Just one teaching-related item has male respondents more likely to indicate participation than female respondents: *taught an exclusively web-based course at this institution* (35% versus 29%). This trend reversed nationally where female respondents are more likely to report having taught a course online.

When evaluating the research-related items, UND respondents appear to be quite collaborative, with two-thirds (66%) indicating they engage in academic research that spans multiple disciplines. Nearly two-thirds (62%) also report they work with undergraduates on a research project.

It is notable that while UND’s survey population was selected from those faculty engaged in undergraduate teaching, there are only small differences between their responses and those from FTUG respondents from public universities.

When male and female responses are compared, UND results are very similar to those from public universities. Male respondents are more likely to indicate they have received external funding for their research, with 50% of male respondents and 37% of female respondents indicating they have received government funding for research while 15% of male respondents and 4% of female respondents indicate they have received funding for research from business or industry.

### D. Work Load

UND faculty respondents indicate that on average, they teach 2.67 courses during the semester the survey is taken; this compares to 2.18 for respondents from public universities (Figure 1). When compared to 2008, responses indicate that males are teaching slightly higher course load now; female respondents from UND mirror this increase, while female respondents from public universities are showing a slight decline in teaching load.

One-third of UND respondents (34%) report they teach at least one general education course, compared to just 16% of public university FTUG respondents. UND respondents also report a higher mean enrollment for these courses (80 versus 64). More UND respondents also report teaching a course required for an undergraduate major (74% versus 57%) compared to their national public university peers, however UND respondents report a lower average class size for these courses (30 versus 46).

As illustrated in Figure 2, FTUG faculty spends a great deal of their time on teaching and preparing for teaching. On average, UND faculty report spending approximately 8 hours per week actually teaching, while they report spending approximately 13 hours per week preparing for this teaching. When compared to prior HERI surveys, UND respondents show a decreasing average number of hours reported for actually teaching, while the amount of time reported for preparing for this teaching
is relatively flat (Fig. 2).

Figure 1. How many courses are you teaching this term?
Mean Score for UND Versus Public University Respondents

![Bar chart showing the mean score for UND and Public University respondents across different categories: All Respondents, Male Respondents, Female Respondents, with data for 2002, 2008, and 2011 HERI Surveys.]

Figure 2. Time Spent on Teaching Activity
During the present term, how many hours per week on average do you actually spend on Scheduled Teaching / Preparing for teaching?
Mean Score for 2002, 2008, and 2011 HERI Surveys
UND Versus Public University Respondent

![Bar chart showing the mean score for UND and Public University respondents across different categories: All Respondents, Male Respondents, Female Respondents, with data for Scheduled Teaching and Preparing for Teaching, and data for 2002, 2008, and 2011 HERI Surveys.]

When compared to their national counterparts, UND respondents report significantly more time spent preparing for teaching, while reporting significantly less time on consultation with clients/patients. Additionally, UND respondents report spending significantly more time on household/childcare duties, while spending significantly less time commuting to work. UND male respondents are the group reporting the additional childcare time, as UND female respondents mirror that of national results.

UND male respondents show a corresponding decrease in time spent preparing for teaching to go alongside the decrease time reported actually teaching, while female UND respondents report decreasing actual teaching and relatively flat time preparing for teaching.

Other items are displayed in Table 3. Highlights include:

- UND respondents show increasing amounts of time reported on committee work and meetings when compared to prior surveys, which is a level greater than that reported at public universities.
- UND respondents also report increasing amounts of time spent on research and scholarly work when compared to prior surveys, but they still trail time reported by public university respondents; male faculty respondents report more time spent on research than their female counterparts at both UND and public universities.
- UND faculty respondents spend more time on household duties and childcare than their national peers; female faculty at both UND and public universities report spending more time on household duties than their male peers, however UND male respondents come much closer to matching the female time reported than public universities males.
- UND faculty respondents spend less time commuting than their national peers.

### Table 3. Respondent-Reported Time Spent on Academic and Personal Duties

<table>
<thead>
<tr>
<th>During the present term, how many hours per week on average do you spend on: (Mean score: 1= None, 2= 1-4 hours, 3= 5-8 hours, 4= 9-12 hours, 5= 13-16 hours, 6= 17-20 hours, 7= 21-34 hours, 8= 35-44 hours, 9= 45+ hours)</th>
<th>UND FTUG</th>
<th>Public 2011</th>
<th>UND Male 2011</th>
<th>UND Female 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee work and meetings</td>
<td>2.31</td>
<td>2.33</td>
<td>2.46</td>
<td>2.67</td>
</tr>
<tr>
<td>Research and scholarly writing</td>
<td>3.11</td>
<td>2.90</td>
<td>3.18</td>
<td>3.32</td>
</tr>
<tr>
<td>Community or public service</td>
<td>1.93</td>
<td>1.95</td>
<td>1.88</td>
<td>1.69</td>
</tr>
<tr>
<td>Household / childcare duties</td>
<td>3.69</td>
<td>4.02</td>
<td>3.98</td>
<td>4.33</td>
</tr>
<tr>
<td>Commuting to campus</td>
<td>NA</td>
<td>NA</td>
<td>2.18</td>
<td>2.01</td>
</tr>
<tr>
<td>Consultation with clients/patients</td>
<td>1.33</td>
<td>1.29</td>
<td>1.26</td>
<td>1.14</td>
</tr>
</tbody>
</table>
E. Professional Development

2011 HERI results indicate UND is doing a good job in promoting development for their faculty, with higher percentages of respondents reporting they have engaged in numerous development opportunities (Fig. 3). In particular, UND exceeds national norms in providing institutional funds for travel and incentives to develop new courses. The lone area where UND trails public universities is in respondents who indicate they have received a paid sabbatical leave.

![HERI Reported Percentage Engaged in Professional Development](image)

F. Scholarly Activities

Over the span of their careers, faculty strive to publish their work. Table 4 shows the number of faculty who have participated in publishing and outlines the volume of work FTUG faculty have published over their careers. Publishing articles in academic or professional journals is the most popular scholarly activity, with 84% of UND faculty reporting at least one item published over their career.

In general, UND faculty show increasing amounts of scholarly work over the years of the survey, which is expected considering UND’s growth in research over the past two decades. When compared to public university faculty, UND respondents show similar numbers participating, however they tend to report fewer items, as the percent completing work is similar however the mean number is lower.

UND respondents report significantly fewer *Chapters in edited volumes* when compared to their public university peers. No other items have statistically significant differences.

At both UND and public universities, female respondents show similar numbers participating in scholarly work, however males tend to report more items, making their average number of publications appear significantly higher than that of female respondents.
### Table 4. Respondent-Reported Publications and Scholarly Work

<table>
<thead>
<tr>
<th>How many of the following have you published/presented?</th>
<th>UND FTUG</th>
<th>Public 2011</th>
<th>UND Male 2011</th>
<th>UND Female 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles in academic or professional journals</td>
<td>25%</td>
<td>23%</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Chapters in edited volumes</td>
<td>62%</td>
<td>63%</td>
<td>61%</td>
<td>53%</td>
</tr>
<tr>
<td>Books, manuals, or monographs</td>
<td>55%</td>
<td>62%</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Other, such as patents or computer software products</td>
<td>NA</td>
<td>NA</td>
<td>79%</td>
<td>89%</td>
</tr>
<tr>
<td>Exhibitions or performances in the fine or applied arts</td>
<td>84%</td>
<td>85%</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>Professional writings published or accepted for publication</td>
<td>30%</td>
<td>38%</td>
<td>28%</td>
<td>16%</td>
</tr>
</tbody>
</table>

#### Percentage of Respondents indicating “None”

- Articles in academic or professional journals: 25%, 23%, 16%, 6%, 14%, 7%, 4%
- Chapters in edited volumes: 62%, 63%, 61%, 53%, 39%, 44%, 63%
- Books, manuals, or monographs: 55%, 62%, 64%, 64%, 60%, 63%, 65%
- Other, such as patents or computer software products: NA, NA, 79%, 89%, 85%, 85%, 94%
- Exhibitions or performances in the fine or applied arts: 84%, 85%, 88%, 87%, 87%, 87%, 88%
- Professional writings published or accepted for publication: 30%, 38%, 28%, 16%, 23%, 19%, 12%

#### Mean on 7-point scale (1= None, 2= 1-2, 3= 3-4, 4= 5-10, 5= 11-20, 6= 21-50, 7= 51+)

- Articles in academic or professional journals: 2.22, 2.24, 2.45, 2.67, 2.98, 3.00, 2.31
- Chapters in edited volumes: 0.60, 0.59, 0.66, 0.61, 1.26, 0.76, 0.45
- Books, manuals, or monographs: 0.73, 0.66, 0.57, 0.49, 0.64, 0.56, 0.41
- Other, such as patents or computer software products: NA, NA, 0.38, 0.18, 0.27, 0.19, 0.16
- Exhibitions or performances in the fine or applied arts: 0.62, 0.52, 0.33, 0.37, 0.33, 0.43, 0.31
- Professional writings published or accepted for publication: 1.40, 1.08, 1.35, 1.57, 1.62, 1.65, 1.47

### G. Extent of Balance in Life

Engaging in multiple disciplines, mentoring, and balancing work and home life allow faculty to maintain a satisfied lifestyle. HERI asks the extent to which faculty experience five items outlined in Figure 4. While nearly half (48%) of UND respondents indicate they *Experience close alignment between your work and your personal values* to a great extent, a significantly larger portion of respondents from public universities experience such. UND numbers reflect those seen nationally on other items.
Male respondents at both UND and public universities are more likely than their female counterparts to say they *Achieve a healthy balance between your personal life and your professional life* to a great extent (37% of UND males versus 22% of UND females). UND females, on the other hand, are twice as likely to indicate they *Mentor new faculty* (22% of UND females versus 11% of UND males), while public university HERI responses show both males and females reporting 20% mentoring new faculty to a great extent.

### H. Encouraging Undergraduates

HERI asks faculty about their interactions with undergraduates and the frequency in which they encourage certain behaviors (Table 4). Nearly all FTUG faculty encourage students to *Ask questions in class* (93% of UND respondents). The least encouraged behavior is *Take risks for potential gains*. As a general rule, UND responses are in line with those of faculty from public institutions. At both UND and nationally, female respondents report more frequent encouragement of these behaviors than male faculty.

When compared to national peers at public institutions, UND faculty respond significantly differently on two items. They are less likely to indicate they encourage undergraduates to *Look up scientific research articles and resources*, while they are more likely to encourage them to *Seek solutions to problems and explain them to others*. 

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**Figure 4. HERI Respondents Indicating They Experience the Following to "A Great Extent"**

<table>
<thead>
<tr>
<th>Experience close alignment between work and personal values</th>
<th>Feel training you received in grad school prepared you well for faculty role</th>
<th>Achieve healthy balance between your personal and professional life</th>
<th>Feel you have to work harder than colleagues to be perceived as legitimate scholar</th>
<th>Mentor new faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND 2008: 55%</td>
<td>UND 2011: 49%</td>
<td>Public University 2008: 43%</td>
<td>Public University 2011: 39%</td>
<td>Public University 2011: 49%</td>
</tr>
</tbody>
</table>
Table 4. Faculty Encouraging Undergraduates

<table>
<thead>
<tr>
<th>In your interactions with undergraduates, how often do you encourage them to: (%) responding “frequently”)</th>
<th>UND FTUG 2008</th>
<th>UND FTUG 2011</th>
<th>Public 2011</th>
<th>UND Male 2011</th>
<th>UND Female 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions in class</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>Support their opinion with a logical argument</td>
<td>82%</td>
<td>77%</td>
<td>79%</td>
<td>70%</td>
<td>83%</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>76%</td>
<td>77%</td>
<td>67%</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>Seek feedback on their academic work</td>
<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>63%</td>
<td>77%</td>
</tr>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>NA</td>
<td>69%</td>
<td>73%</td>
<td>65%</td>
<td>73%</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>49%</td>
<td>68%</td>
<td>69%</td>
<td>76%</td>
<td>60%</td>
</tr>
<tr>
<td>Evaluate the quality or reliability of information they receive</td>
<td>70%</td>
<td>62%</td>
<td>65%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>64%</td>
<td>55%</td>
<td>56%</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Revise their papers to improve their writing</td>
<td>52%</td>
<td>50%</td>
<td>51%</td>
<td>35%</td>
<td>67%</td>
</tr>
<tr>
<td>Explore topics on their own, even though it was not required for a class</td>
<td>46%</td>
<td>49%</td>
<td>52%</td>
<td>41%</td>
<td>58%</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>52%</td>
<td>41%</td>
<td>55%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td>Take risks for potential gains</td>
<td>32%</td>
<td>31%</td>
<td>36%</td>
<td>30%</td>
<td>33%</td>
</tr>
</tbody>
</table>

I. Instructional Methods

Faculty are asked to indicate which of a list of twenty-four teaching methods are used in all or most of their courses. Over one-half of UND faculty respondents indicate they use the following in “all” or “most” of the courses they teach:

- Class discussions (78%)
- Cooperative learning (small groups) (61%)
- Using real-life problems (58%)
- Competency-based grading (55%)
- Extensive lecturing (52%)
- Quizzes (50%)

Few faculty indicate use of Community service as part of coursework (2%), Electronic quizzes with immediate feedback in class (7%), Teaching assistants (12%), and Grading on a curve (12%).

UND respondents are generally similar to public university respondents with four exceptions. They are less likely to report using Grading on a curve (12% for UND respondents versus 20% for public university respondents), while they are more likely to indicate they use Competency-based grading (55%)
of UND respondents versus 45% public university). It also appears UND faculty are more inclined to test their students’ skills on a regular basis, as they report greater use of Multiple-choice exams (43% of UND respondents versus 27% of public university) and Quizzes (51% of UND respondents versus 35% of public university).

Differences between male and female faculty use of the variety of teaching methods are, for the most part, consistent between UND and public universities. Male faculty are more likely to indicate they use Extensive lecturing and Grading on a curve. Female faculty, on the other hand, are more likely to indicate use of Student evaluations of each other’s work, Multiple drafts of written work, and Cooperative learning (small-groups). Much of these differences can be attributed to the coursework taught in disciplines that are typically male-dominated versus those typically female-dominated.

A complete listing of these teaching methods can be found in the appendix of this report.

J. Personal Goals

The survey asks faculty the importance they put on 15 different personal and professional goals. The top goals for UND faculty, defined by those with the highest percentages of respondents noting the goal being “essential” or “very important” along with their respective response percent include:

- Mentoring the next generation of scholars (78%)
- Developing a meaningful philosophy of life (77%)
- Helping to promote racial understanding (72%)
- Raising a family (69%)
- Helping others who are in difficulty (66%)

Items where few faculty place importance tend toward those related to political or community activism, including Participating in a community action program (16% rating essential or very important), Becoming a community leader (18%) and Influencing the political structure (21%).

When compared to their public university counterparts, UND respondents rate no items significantly more important, while rating the following significantly less important:

- Becoming an authority in my field
- Making a theoretical contribution to science
- Helping others who are in difficulty
- Adopting ‘green’ practices to protect the environment
- Mentoring the next generation of scholars

UND male faculty respondents are more likely than their female counterparts to report Raising a family to be essential or very important (78% versus 59%), while female faculty rate quite a few items higher, including:

- Influencing social values (57% for females versus 28% for males)
- Helping to promote racial understanding (82% for females versus 63% for males)
- Adopting “green” practices to protect the environment (61% for females versus 44% for males)
- Integrating spirituality into my life (61% for females versus 44% for males)

Similar differences are seen between male and female faculty when all respondents from public institutions are evaluated.
K. Goals for Undergraduates

Virtually all faculty responding place high levels of importance on the academic side of their profession, with 100% of UND respondents saying it is very important for students developing the ability to think critically and 97% saying it is very important they help students master knowledge in their respective disciplines (Table 5). Ninety-five percent report it is very important or essential that students are able to write effectively and can evaluate the quality and reliability of information.

UND faculty responding to HERI place high importance on preparing students for their future, whichever path it may take, with 77% of UND respondents reporting it is essential or very important to prepare students for employment and 75% reporting such for graduate school.

Faculty are less likely to respond it is highly important for undergraduates to develop societal understanding in areas of tolerance, civil discourse and developing morals, yet over sixty percent rate the following as being very important or essential:

- *Teach students tolerance and respect for different beliefs* (80%)
- *Enhance student knowledge of and appreciation for other racial/ethnic groups* (74%)
- *Instill a basic appreciation of liberal arts* (71%)
- *Enhance students self-understanding* (70%)

Less than one-third of faculty respondents report it is very important or essential to *Teach students the classic works of Western civilization.*

UND respondents generally mirror those reporting from public universities. Just one item has significantly different results: *Instill a basic appreciation of the liberal arts,* where 71% of UND respondents report this being essential or very important compared to 60% of public university respondents.

When male and female responses are compared, female respondents, as a general rule, are more likely to place importance on these of the goals, and in particular those related to developing students’ social conscience. UND responses are similar to those from public universities.

L. General Activities

This section of the HERI asks for some general information regarding activities faculty may participate in outside the arena of teaching.

- A large majority of UND faculty report U.S. citizenship (90%). 96% of female UND respondents indicate they have U.S. citizenship compared to 85% of male UND respondents.
- Just 11% of UND respondents plan to retire within the next three years; 19% of UND respondents have considered early retirement during the past two years.
- 41% of respondents report they use their scholarship to address local community needs.
- One in ten UND respondents (10%) report being sexually harassed, compared to 4% of respondents from public universities. 6% of UND males respondents indicate sexual harassment compared to 14% of UND female respondents.
Table 5. Faculty Reported Goals for Undergraduates

<table>
<thead>
<tr>
<th>Indicate the importance to you of each of the following education goals for undergraduate students: (Percent responding “essential” or “very important”)</th>
<th>UND FTUG</th>
<th>UND Female 2011</th>
<th>UND Male 2011</th>
<th>Public 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop ability to think critically</strong></td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Help master knowledge in a discipline</strong></td>
<td>NA</td>
<td>NA</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>Promote ability to write effectively</strong></td>
<td>NA</td>
<td>NA</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Help students evaluate the quality and reliability of information</strong></td>
<td>NA</td>
<td>Na</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Teach students tolerance and respect for different beliefs</strong></td>
<td>NA</td>
<td>NA</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Develop creative capacities</strong></td>
<td>NA</td>
<td>NA</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Prepare students for employment after college</strong></td>
<td>73%</td>
<td>71%</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Prepare students for graduate or advanced education</strong></td>
<td>59%</td>
<td>55%</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</strong></td>
<td>NA</td>
<td>68%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td><strong>Instill a basic appreciation of the liberal arts</strong></td>
<td>NA</td>
<td>NA</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Enhance students’ self-understanding</strong></td>
<td>68%</td>
<td>69%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Engage students in civil discourse around controversial issues</strong></td>
<td>NA</td>
<td>NA</td>
<td>67%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Develop moral character</strong></td>
<td>54%</td>
<td>60%</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Help students develop personal values</strong></td>
<td>56%</td>
<td>60%</td>
<td>66%</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Encourage students to become agents of social change</strong></td>
<td>NA</td>
<td>NA</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Provide for students’ emotional development</strong></td>
<td>39%</td>
<td>37%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Instill in students a commitment to community service</strong></td>
<td>NA</td>
<td>39%</td>
<td>49%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Teach students the classic works of Western civilization</strong></td>
<td>26%</td>
<td>29%</td>
<td>23%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Few UND respondents (7%) report they have interrupted their professional career for more than one year for family reasons. Looking at female faculty, just 6% of UND respondents have interrupted their career compared to the 20% of female faculty from public universities responding this interruption.

Over one-half of UND respondents (55%) report having received an award for outstanding teaching, a level higher than the 44% reported at public universities.

40% of UND respondents indicate their spouse is (or was) an academic.

M. Attitudes on Career & UND

About one in five UND respondents (19%) report considering early retirement in the past two years, however over one-third (34%) indicate they have considered leaving academe for another job. Similar results are seen from faculty at public universities, where 20% have considered early retirement and 32% have considered leaving academe.

Over one-half of UND respondents (58%) report considering leaving UND during the past two years; nationally, 50% of respondents report they have considered leaving their institution. Eleven percent of UND respondents say they have changed academic institutions, or that they are new to UND.

Just over one-quarter of UND respondents (28%) report they have engaged in paid consulting outside the institution, while 60% report having engaged in public service or professional consulting without pay. Nationally, similar numbers report consulting without pay, however a much larger portion (40%) report having done paid consulting.

Figure 5. Distribution of Response: If you were to begin again, would you still want to come to this institution?
One-tenth (11%) of UND respondents report they have requested/sought early promotion. In the end, seventy percent of UND respondents would still want to come to UND give the chance to begin their career again (Fig. 5). Overall, UND faculty look very much like their national counterparts with regard to their satisfaction with their current institution. Similarly, Figure 6 shows little change in the attitude of faculty respondents with regard to again coming to UND since 2008.

Faculty are also asked if they would again choose the same profession given the chance to begin over. Eighty-three percent of UND’s respondents state they would again choose to become a college professor. Figure 7 shows high agreement that faculty are happy with their career choice.

**Figure 6. Mean Score: Would you still want to come to this institution if you were to begin your career again?**

(5 = Definitely yes, 4 = Probably yes, 3 = Not sure, 2 = Probably no, 1 = Definitely no)

![Figure 6](image_url)

**Figure 7. Mean Score: Would you still want to be a college professor if you were to begin your career again?**

(5 = Definitely yes, 4 = Probably yes, 3 = Not sure, 2 = Probably no, 1 = Definitely no)

![Figure 7](image_url)
N. Attributes Characteristic of UND

Faculty are asked their opinion on how descriptive 9 attributes are of their institution. Table 6 shows the percentage of FTUG faculty indicating items as being very descriptive of UND. The lone attribute which more than half of UND faculty indicate is very descriptive of UND is *It is easy for students to see faculty outside of regular office hours* (55%). *Faculty here respect each other* is the only other item having more than one-third of respondents stating as very descriptive of UND.

When looking at items related to the administration at UND, faculty report that while they are not at odds with administration (just 13% report this is very descriptive of UND), they do not feel administration considers faculty concerns when making policy or that the administration is open.

Comparing UND responses to faculty from public universities, a significantly larger percentage of UND respondents feel it is easy for students to meet. Of concern may be the fact that a significantly smaller portion of UND respondents indicate that there is respect for the expression of diverse beliefs and values on campus when compared to public university respondents.

<table>
<thead>
<tr>
<th>Indicate how well the following describe your institution: (Percent responding “very descriptive”)</th>
<th>UND FTUG 1992</th>
<th>UND FTUG 2002</th>
<th>UND FTUG 2008</th>
<th>UND FTUG 2011</th>
<th>Public 2011</th>
<th>UND Male 2011</th>
<th>UND Female 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is easy for students to see faculty outside of regular office hours</td>
<td>43%</td>
<td>49%</td>
<td>56%</td>
<td>55%</td>
<td>45%</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>The faculty are typically at odds with campus administration</td>
<td>4%</td>
<td>14%</td>
<td>18%</td>
<td>13%</td>
<td>21%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty here respect each other</td>
<td>27%</td>
<td>38%</td>
<td>41%</td>
<td>38%</td>
<td>46%</td>
<td>41%</td>
<td>35%</td>
</tr>
<tr>
<td>Most students are treated like “numbers in a book”</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>9%</td>
<td>6%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Faculty are rewarded for being good teachers</td>
<td>6%</td>
<td>6%</td>
<td>10%</td>
<td>14%</td>
<td>14%</td>
<td>11%</td>
<td>16%</td>
</tr>
<tr>
<td>There is respect for the expression of diverse values and beliefs</td>
<td>NA</td>
<td>NA</td>
<td>25%</td>
<td>12%</td>
<td>35%</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>Faculty are rewarded for their efforts to use instructional technology</td>
<td>NA</td>
<td>NA</td>
<td>15%</td>
<td>22%</td>
<td>14%</td>
<td>15%</td>
<td>29%</td>
</tr>
<tr>
<td>Administrators consider faculty concerns when making policy</td>
<td>NA</td>
<td>NA</td>
<td>7%</td>
<td>6%</td>
<td>13%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>The administration is open about its policies</td>
<td>NA</td>
<td>NA</td>
<td>12%</td>
<td>14%</td>
<td>16%</td>
<td>11%</td>
<td>16%</td>
</tr>
</tbody>
</table>
O. Sources of Stress

Considerable stress is generally associated with most professions, and the demands of being a faculty member at a research university is no different. When asked to rate a list of items as being a source of stress for faculty, over three-quarters of UND respondents indicate the following list as a source of stress over the past two years:

- Self-imposed high expectations (85% indicate as a source of stress)
- Research or publishing demands (84% indicate as a source of stress)
- Lack of personal time (84% indicate as a source of stress)
- Working with underprepared students (84% indicate as a source of stress)

Of concern may be this fourth item, Working with underprepared students, as the percentage of faculty indicating this is a source of stress has jumped twenty-one percent, from 63% to 84%, when UND’s 2011 scores are compared to those in 2008. This phenomenon is not occurring at UND alone, as public university faculty responses also show a twenty-one point increase over the same time period.

Other items seeing a large increase when 2011 is compared to 2008 include Child care and Care of elderly parent. Both these items also see similar increases from respondents at both UND and public universities as a whole.

Significantly higher numbers of UND respondents report the following as being sources of stress when compared to their public university counterparts:

- Childcare
- Review/promotion process
- Subtle discrimination (e.g., prejudice, racism, sexism)
- Colleagues
- Students
- Teaching load

On the other hand, UND respondents are less likely than public university respondents to indicate Job security or Institutional budget cuts as being sources of stress.

The complete list of stress factors is included in the Appendix B of this report.

P. Faculty Job Satisfaction

Faculty are asked to indicate their level of satisfaction with 20 items related to employment on a 4-point scale (very satisfied, satisfied, marginally satisfied, or not satisfied). As a general rule, UND faculty respondents are quite satisfied, as nineteen of twenty items show more than one-half of faculty respondents as being satisfied. Quality of students is the single item with less than half (45%) of respondents reporting satisfaction; this item shows a drop of fifteen percent over the 2008 survey, mirroring results seen when faculty report working with underprepared students being a high source of stress.

Sixty percent of faculty respondents say they are satisfied with Salary, with 81% percent being satisfied with health benefits and 79% being satisfied with retirement benefits. UND respondents are statistically significantly more satisfied with Salary when compared to public university respondents. They are also significantly more satisfied with Job security and Availability of childcare at this
UND respondents are significantly less satisfied than public university respondents in two areas: Autonomy and independence and Professional relationships with other faculty.

When asked about their overall job satisfaction, 72% of UND respondents are satisfied, with just 5% being not satisfied at all (Fig. 8); these numbers closely mirror public university respondents attitudes.

Q. Perceptions About the Institution

HERI asks faculty their agreement with a series of statements describing the culture and atmosphere of their institution. UND responses indicate faculty have quite a high level of contentment with their value to the institution in that 89% of respondents agree that My teaching is valued by faculty in my department.

While 84% agree with the statement women faculty are treated fairly here, there is minimal difference between genders on this item, with 82% of females and 85% of males agreeing. At public universities, there is a 10-point difference in response to this item, with 83% of females agreeing and 93% of males agreeing.

When compared to public university respondents, UND respondents are significantly less likely to agree that Faculty are committed to the welfare of this institution and The criteria for advancement and promotion decisions are clear.

Significant differences also are seen between UND and public university responses with many items tied to the diversity aspect of campus climate. UND respondents agree significantly more on the statements:

- Racial and ethnic diversity should be more strongly reflected in the curriculum
- There is a lot of campus racial conflict here
• This institution should hire more women

At the same time, UND respondents are significantly less likely to agree with:
• Faculty of color are treated fairly here
• Women faculty are treated fairly here
• Gay and lesbian faculty are treated fairly here

When the underlying percentages are evaluated, however, relatively high numbers of faculty indicate they do not see this as being an issue, with over eighty percent of faculty indicating a positive campus climate for these diverse groups. So while high percentages of UND respondents indicate they see a positive campus climate, respondents from public universities report an even more positive climate exists on their campuses.

Lack of adequately-prepared students is again evident here, with 35% agreeing that Faculty feel that most students are well prepared, and 42% agreeing that Most of the students I teach lack the basic skills for college.

R. Priorities of the Institution

When asked to rate the priorities of their institution, UND HERI respondents place top ranking on To promote the intellectual development of students, with 80% of respondents stating this is a high priority. Following this item, many items geared toward UND’s image in the national landscape record the highest percentages of agreement, including:

• 75% indicate it is a high priority To pursue extramural funding
• 72% indicate it is a high priority To enhance the institution’s national image
• 70% indicate it is a high priority To increase or maintain institutional prestige.

Few faculty indicate the following institutional priorities:

• To increase the representation of minorities in the faculty (21% agreement)
• To hire faculty ‘stars’ (21% agreement)
• To recruit more minority students (22% agreement)
• To help students learn how to bring about change (22% agreement)
• To provide resources for faculty to engage in community-based teaching or research (23% agreement)

UND respondents are significantly less likely compared to their public university counterparts to indicate nine items are priorities of the institution. These include:

• To help students learn how to bring about change in society
• To hire faculty ‘stars’
• To recruit more minority students
• To create a diverse multi-cultural campus environment
• To enhance the institution’s national image
• To promote gender equity among faculty
• To increase the representation of minorities in the faculty and administration
• To increase the representation of women in the faculty and administration
• To develop an appreciation for multiculturalism
S. Views on Higher Education Issues

Nearly all respondents (96% of UND and 95% of public university) agree that a racially/ethnically diverse student body enhances the educational experience of all students. High agreement is also found on:

- **Colleges should encourage students to be involved in community service activities** (86% of UND and 85% of public university respondents agree).
- **Colleges have a responsibility to work with their surrounding communities to address local issues** (80% of UND and 87% of public university respondents agree).
- **Colleges should be actively involved in solving social problems** (73% of UND and 77% of public university respondents agree).

Related to the issue of underprepared students, just 25% of UND respondents agree that *This institution should not offer remedial/developmental education.* UND respondents are less likely than their public university counterparts to agree with the statement *Promoting diversity leads to the admission of too many underprepared students* (16% of UND respondents agree compared to 25% of public university respondents).

T. Salary

Eighty-seven percent of UND FTUG faculty responding to the survey are on a 9/10 month contract compared to 74% of all public university FTUG faculty. When mean salaries are evaluated, UND’s reported mean salary is approximately $72,500 compared to a mean of $74,200 reported by 9/10 month faculty at public universities. As shown in Figure 9, UND reported salaries have been catching up to nationally reported salaries over the history of the HERI Survey administrations.

**Figure 9. Mean Reported Salary on HERI Faculty Survey**

<table>
<thead>
<tr>
<th>Year</th>
<th>1=&lt;$20,000</th>
<th>2=$20-29,999</th>
<th>3=$30-39,999</th>
<th>4=$40-49,999</th>
<th>5=$50-59,999</th>
<th>6=$60-69,999</th>
<th>7=$70-79,999</th>
<th>8=$80-89,999</th>
<th>9=$90-99,999</th>
<th>10=$100-124,999</th>
<th>11=$125-149,999</th>
<th>12=&gt;$150,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND</td>
<td>3.33</td>
<td>4.34</td>
<td>5.27</td>
<td>6.76</td>
<td>NA</td>
<td>3.56</td>
<td>4.66</td>
<td>5.57</td>
<td>7.06</td>
<td>2.81</td>
<td>3.87</td>
<td>4.75</td>
</tr>
<tr>
<td>Public Univ’s</td>
<td>5.92</td>
<td>6.66</td>
<td>6.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.66</td>
<td></td>
<td>6.33</td>
</tr>
<tr>
<td>UND Men</td>
<td>3.56</td>
<td>4.66</td>
<td>5.57</td>
<td>7.06</td>
<td>2.81</td>
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<td>UND Women</td>
<td>2.81</td>
<td>3.87</td>
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One-half (52%) of respondents indicate all of this current year’s income comes from their base salary. Just 1% of UND respondents reported additional income from other academic institution, while 25% report additional non-academic income.

IV. Summary

Results of the HERI Faculty Survey provide us with a snapshot of faculty perceptions and how they compare to national norms. The summary in this report is focused on UND full time undergraduate faculty (FTUG) only. It also indicates the differences between FTUG faculty at UND and the same type of faculty at public universities. It may be interesting for future study to also evaluate responses from administrative and graduate faculty.

Overall, faculty express satisfaction with their career choice at UND. When asked if they were to begin their careers again, 83% of FTUG faculty would again choose to be a college professor, and 70% would again come to UND. It is only 11% of FTUG faculty who have considered leaving UND for another institution, however nearly 34% have considered leaving academe. When asked about overall job satisfaction, 15.5% report being satisfied or very satisfied.

This administration of HERI indicates faculty at UND are increasingly becoming concerned over the preparedness of students attending the institution. While there may be little UND can do to influence education incoming students receive in high school, consideration for this faculty perception should be taken when developing programs to adjust students to the college environment. Enhancing admission requirements may also remedy this perception as well.

V. Appendices

If appendices are not included in your version of the report, they can be found on UND’s Office of Institutional Research website:
http://und.edu/research/institutional-research/survey-timelines.cfm