

## 2007-2008 Faculty Survey Changes

(Numbering based on 2004-2005 survey)

**CHANGE:** Title:  
2007 Faculty Survey

### **CHANGE #2.**

#### **ADD**

IF NO: NESTED ITEMS

2a) If given the choice, I would prefer to work full-time at this institution.

Yes

No

2b) Mark all institutional resources available to you in your last term as **part-time** faculty:

Use of private office

Shared office space

A personal computer

An email account

A phone/voicemail

Teaching assistance

2c) Please indicate your agreement with the following statements:

*(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)*

#### **Part-time instructors at this institution:**

Are given specific training before teaching

Rarely get hired into full-time positions

Receive respect from students

Are primarily responsible for introductory classes

Have no guarantee of employment security

Have access to support services

Are compensated for advising/counseling students

Are required to attend meetings

Have good workshop relationships with the administration

Are respected by full-time faculty

### **CHANGE # 4.**

#### **DELETE**

Other

### **CHANGE #6**

#### **CHANGE**

Dean **TO** Dean (Associate or Assistant)

#### **ADD**

President

Vice-President

Provost  
Not Applicable

**DELETE #8**

Have you ever been:

Divorced

Widowed

Separated

**ADD New Item**

My primary place of employment in the last year was: (*Mark one*)

In higher education, at this institution

In higher education, at a different institution

In higher education, at more than one institution

Not in higher education

Not employed

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**DELETE #11** Do your interests lie primarily in teaching or research?

Very heavily in research

In both, but leaning toward research

In both, but leaning toward teaching

Very heavily in teaching

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**ADD New Item**

Personally, how important to you is:

(*Responses: Essential, Very Important, Somewhat Important, Not Important*)

Research?

Teaching?

Service?

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**CHANGE #13**

**CHANGE**

Participated in a faculty development program **TO** Participated in a teaching enhancement work

**ADD**

Engaged undergraduates on your research project

Worked with undergraduates on a research project

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**CHANGE #17**

**ADD**

Commuting to campus

Other employment, outside of academia

**ADD New Item**

Including all institutions at which you teach, how many undergraduate courses are you teaching this term? (*write in the numerical amount e.g. 1, 2, 3, etc.*)

How many students are enrolled in these courses? (NESTED)

Course 1:

Course 2:

Etc. (depending on answer given in #12)

**ADD New Item**

Have you engaged in any of the following professional development opportunities at your institution?

*(Responses: Yes, No, Not eligible, Not available)*

Workshops focused on teaching in the classroom

Paid workshops outside the institution focused on teaching

Paid sabbatical leave

Travel funds paid by the institution

Association membership/dues paid by the institution

Tuition remission

Internal grants for research

Training for administrative leadership

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**CHANGE #20.**

**ADD**

Prepare students for family living

Teach students the classic works of Western civilization

Study a foreign language

Help students evaluate the quality and reliability of information

Engage students in civil discourse around controversial issues

Teach students tolerance and respect for different beliefs

Encourage students to become agents of social change

**DELETE**

Prepare students for responsible citizenship

Enhance spiritual development

Facilitate search for meaning/purpose in life

**CHANGE #22**

How many exhibitions or performances in the fine or applied arts have you presented?

**TO**

How many exhibitions or performances in the fine or applied arts have you presented in the last two years?

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**CHANGE #24**

**ADD**

Were you born in the U.S.A.?

Have you ever interrupted your professional career for more than one year for family reasons?

Is (or was) your father an academic?

Is (or was) your mother an academic?

**DELETE**

Have you ever held an academic administrative post?

Do you commute a long distance to work?

Does your spouse/partner work in the same/nearby city? Were you born in the U.S.A.?

Taught courses at more than one institution during the same term?

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**CHANGE #25**

**ADD**

There is a great deal of conformity among the students

Administrators consider faculty concerns when making policy

The administration is open about its policies

**CHANGE #26**

**DELETE**

Experience joy in your work

Feel good about the direction in which your life is headed

Engage in self-reflection

Feel that your work adds meaning to your life

Consider yourself a religious person

Consider yourself a spiritual person

Engage in regular exercise

Eat a well-balanced diet

Get adequate amounts of sleep

Engage in prayers/meditation

Seek opportunities to grow spiritually.

**ADD**

Mentor new faculty

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**CHANGE #27**

**ADD**

This institution should hire more faculty of color

Student Affairs staff have the support and respect of faculty

Faculty are committed to the welfare of this institution

Many courses include feminist perspectives

Faculty of color are treated fairly here

**DELETE**

My department has difficulty recruiting faculty

My department has difficulty retaining faculty

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**CHANGE #28**

**ADD**

To help students examine and understand their personal values

To facilitate student involvement in community service

To strengthen links with the for-profit corporate sector To develop an appreciation for

multiculturalism

**DELETE**

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To mentor new faculty

**CHANGE #29**

If you were to begin your career again, would you still want to be a college professor?  
(Responses: Definitely yes, Probably yes, Not sure, Probably no, Definitely no)

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**TO**

If you were to begin your career again, would you:  
(Responses: Definitely yes, Probably yes, Not sure, Probably no, Definitely no)  
Still want to come to this institution?  
Still want to be a college professor?

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**CHANGE #30**

**DELETE**

Tenure is essential to attract the best minds to academe  
The spiritual dimension of faculty members' lives has no place in the academy  
Including a community service as part of a course is a poor use of resources

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**ADD**

Private funding sources often prevent researchers from being completely objective in the  
conduct of their work  
Community service should be given weight in college admissions decisions

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**CHANGE #31**

**ADD**

Colleagues  
Students  
Classroom conflict

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**CHANGE**

Marital friction **TO** Friction with spouse/partner

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**ADD New Item**

In your interactions with undergraduates, how often do you encourage them to: (Mark  
one for each item)

(Responses: Frequently, Occasionally, Not at all)

- Ask questions in class
- Support their opinions with a logical argument
- Seek solutions to problems and explain them to others
- Revise their papers to improve their writing
- Evaluate the quality or reliability of information they receive
- Take risks for potential gains
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on their own, even though it was not required for a class
- Acknowledge failure as a necessary part of the learning process
- Seek feedback on their academic work

**CHANGE #32**

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**ADD**

Evaluation Methods (sub-heading)

- Quizzes
- Weekly essay assignments
- Competency-based grading

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Instructional Techniques/Methods: (sub-heading)

- Experiential learning/Field studies
- Teaching assistants
- Student-developed activities (assignments, exams, etc.)

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of coursework

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- Electronic quizzes with immediate feedback in class
- Using real-life problems
- Using student inquiry to drive learning

**CHANGE**

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Multiple-choice mid-term and/or final exams TO Multiple-choice exams

Essay mid-term and/or final exams TO Essay exams

Short-answer mid-term and/or final exams TO Short-answer exams

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**DELETE**

Community service as part of coursework

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On-line instruction

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Student evaluations of their own work

Teaching assistants

**CHANGE #34**

**ADD**

- Salary
- Health Benefits
- Retirement Benefits
- Job Security
- Departmental Leadership
- Course Assignments
- Freedom to determine course content

**DELETE**

Salary and fringe benefits

Opportunity to develop new ideas

**CHANGE #35**

**DELETE**

Being a good colleague

Being a good teacher

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**ADD New Item**

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What percentage of your current year's salary comes from: *(write in the amount on scale of 0-100%):*

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Income from this institution:

Other academic income:

Non-academic income:

**ADD New Item**

Is English your native language?

Yes

No

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### **COMMUNITY COLLEGE MODULE**

*These questions will only be included for the community colleges, and will replace questions 3 and 4 when the survey is used by community colleges.*

3.) What is your current status at this institution? (Mark one)

- Probationary, Tenure Track....
- Probationary, Non-Tenure Track
- Renewable Contract Instructor
- Non-Probationary
- Tenured

4.) What is your tenure status at this institution? (Mark one):

- Acting Instructor
- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Emeritus