

**Southern Illinois University Edwardsville
Summary of SIUE Faculty Attitudinal Responses**

UCLA-HERI Faculty Surveys: 1989, 1992, 1995, 1998 and 2001

Overall SIUE Response Rates
1989: 308/521= 59%
1992: 331/492= 67%
1995: 274/515= 53%
1998: 263/521= 50%
2001: 252/522= 48%

<i>2001 Faculty Survey</i>	
<i>National Comparison Data:</i>	
<i>All Public 4-Year Institutions</i>	
<i>Full-Time</i>	
<i>Full-Time</i>	<i>Undergraduate</i>
<i>Administrators</i>	<i>Faculty</i>
%	%

Goals for Undergraduates Noted as Very Important or Essential

- develop ability to think clearly
- prepare for employment
- prepare for graduate education
- develop moral character
- provide for emotional development
- prepare for family living
- teach classics of western civilization
- help develop personal values
- enhance out-of-class experience
- enhance self-understanding
- instill commitment to community svc
- prepare for responsible citizenship
- enhance apprec of race/ethnic groups
- study a foreign language
- increase self-directed learning

	Survey Year					+/- Change			
	1989	1992	1995	1998	2001	'89 to '01	'92 to '01	'95 to '01	'98 to '01
	%	%	%	%	%				
develop ability to think clearly	99.0	99.4	99.6	99.2	100.0	1.0	0.6	-0.4	0.8
prepare for employment	65.8	68.8	77.9	77.7	78.8	13.0	10.0	-0.2	1.1
prepare for graduate education	52.8	46.1	52.7	53.9	52.2	-0.6	6.1	1.2	-1.7
develop moral character	51.2	48.5	52.3	50.2	56.0	4.8	7.5	-2.1	5.8
provide for emotional development	34.4	29.9	30.7	25.4	28.6	-5.8	-1.3	-5.3	3.2
prepare for family living	13.3	11.2	16.8	11.8	11.4	-1.9	0.2	-5.0	-0.4
teach classics of western civilization	40.3	28.4	41.3	28.3	25.0	-15.3	-3.4	-13.0	-3.3
help develop personal values	61.7	53.1	55.9	51.4	51.4	-10.3	-1.7	-4.5	0.0
enhance out-of-class experience	37.9	40.2	43.8	39.2	38.0	0.1	-2.2	-4.6	-1.2
enhance self-understanding	63.9	63.4	58.0	55.3	56.7	-7.2	-6.7	-2.7	1.4
instill commitment to community svc	--	--	38.8	35.0	40.0	--	--	-3.8	5.0
prepare for responsible citizenship	--	--	61.6	57.1	65.0	--	--	-4.5	7.9
enhance apprec of race/ethnic groups	--	--	--	59.9	63.1	--	--	--	3.2
study a foreign language	--	--	--	--	26.6	--	--	--	--
increase self-directed learning	92.4	90.4	94.7	--	--	--	--	--	--

Issues Believed to be of High or Highest Priority at Institution

- promote intellectual development
- help students understand values
- devel community among stdnts/faculty
- devel leadership ability in students
- facilitate community service involvement
- teach students how to change society
- increase/maintain institutional prestige
- hire faculty "stars"
- recruit more minority students
- enhance inst's national image
- create multi-cultural environment
- promote religious/spiritual dvlpmt of students
- mentor new faculty
- hire more minority faculty/administrators
- hire more women faculty/administrators

promote intellectual development	72.4	71.7	68.9	85.2	80.6	8.2	8.9	16.3	-4.6
help students understand values	34.3	34.9	35.2	40.6	44.5	10.2	9.6	5.4	3.9
devel community among stdnts/faculty	37.4	32.7	43.6	43.5	44.7	7.3	12.0	-0.1	1.2
devel leadership ability in students	53.3	42.7	46.6	50.0	49.4	-3.9	6.7	3.4	-0.6
facilitate community service involvement	28.1	28.4	28.7	32.9	33.3	5.2	4.9	4.2	0.4
teach students how to change society	15.9	19.9	22.1	25.9	24.8	8.9	4.9	3.8	-1.1
increase/maintain institutional prestige	56.1	50.6	55.8	48.2	47.0	-9.1	-3.6	-7.6	-1.2
hire faculty "stars"	12.2	10.2	8.6	9.1	12.7	0.5	2.5	0.5	3.6
recruit more minority students	57.1	55.0	57.9	60.4	68.9	11.8	13.9	2.5	8.5
enhance inst's national image	37.5	31.2	40.2	34.8	50.6	13.1	19.4	-5.4	15.8
create multi-cultural environment	39.9	43.9	60.4	64.5	67.8	27.9	23.9	4.1	3.3
promote religious/spiritual dvlpmt of students	--	--	--	--	9.8	--	--	--	--
mentor new faculty	--	--	--	--	50.2	--	--	--	--
hire more minority faculty/administrators	60.1	55.6	59.8	55.1	--	--	--	--	--
hire more women faculty/administrators	36.6	36.6	52.8	50.8	--	--	--	--	--

99.6	99.6
74.7	72.4
55.0	55.5
62.7	55.9
39.0	35.4
16.1	13.7
30.7	28.6
64.8	56.7
46.5	41.9
68.0	63.0
49.6	37.9
73.5	62.6
69.5	61.5
33.9	32.2
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 UCLA-HERI Faculty Surveys: 1989, 1992, 1995, 1998 and 2001

	Survey Year					+/- Change			
	1989	1992	1995	1998	2001	'89 to	'92 to	'95 to	'98 to
	%	%	%	%	%	'01	'01	'01	'01
Percent Agreeing Strongly or Somewhat In Response to SIUE Supplemental Questions									
Fac Senate plays important role in governance	48.2	45.7	41.5	39.1	48.3	0.1	2.6	-2.4	9.2
Fac Senate should play important role	--	--	--	73.7	76.9	--	--	--	3.2
adequate support for research	43.9	37.7	41.6	45.6	52.2	8.3	14.5	4.0	6.6
adequate support for teaching	62.3	49.5	59.4	59.1	73.2	10.9	23.7	-0.3	14.1
appropriate methods to evaluate my teaching	--	--	--	50.6	50.2	--	--	--	-0.4
senior assignment has improved curric.	--	--	27.0	28.6	40.0	--	--	1.6	11.4
strong gen. Ed. Prog most important	--	61.6	61.0	54.9	63.4	--	1.8	-6.1	8.5
happy chose college teaching as career	84.7	81.6	82.7	82.7	85.4	0.7	3.8	0.0	2.7
should be more selective on its adm. standards	--	--	--	71.1	76.1	--	--	--	5.0
could describe main points of SIUE's mission	--	--	--	--	65.2	--	--	--	--
aware that SIUE currently reviewing/revising mission	--	--	--	--	82.5	--	--	--	--
committed to UG educ as primary mission	--	76.7	78.3	77.9	77.0	--	0.3	-0.4	-0.9
Grad educ is important part of SIUE mission	--	--	--	83.5	82.2	--	--	--	-1.3
public svc & cultural arts important part of mission	--	--	--	--	76.1	--	--	--	--
should expand involvement in doctoral programs	--	--	--	50.8	--	--	--	--	--
should increase breadth of acad programming	--	--	--	48.4	--	--	--	--	--
time in univ service activities worthwhile	50.4	46.1	49.5	--	--	--	--	--	--
good chance of getting ideas implemented	44.5	42.1	44.4	--	--	--	--	--	--
understand what Assessment Plan requires	31.9	39.8	--	--	--	--	--	--	--
progress in efforts to humanize teaching	46.4	--	--	--	--	--	--	--	--
create College of Arts & Sciences?	40.2	--	--	--	--	--	--	--	--
adopt semester calendar?	58.4	--	--	--	--	--	--	--	--
teaching valued more highly than research	--	23.4	29.9	--	--	--	--	--	--
Percent indicating often or sometimes Faculty in my department									
are accesible for students outside of class	--	--	--	89.9	88.8	--	--	--	-1.1
expect students to work cooperatively with other students	--	--	--	77.2	76.9	--	--	--	-0.3
encourage students to challenge ideas	--	--	--	74.2	71.1	--	--	--	-3.1
use appropriate teaching activities to help students learn	--	--	--	88.4	85.4	--	--	--	-3.0
have high expectations for quality of students' work	--	--	--	81.3	78.9	--	--	--	-2.4
provide students with timely feedback on their performance	--	--	--	83.5	80.7	--	--	--	-2.8
encourage students' questions and discussion in class	--	--	--	86.6	84.9	--	--	--	-1.7

2001 Faculty Survey
 National Comparison Data:
 All Public 4-Year Institutions
 Full-Time
 Full-Time Undergraduate
 Administrators Faculty
 % %

Not Applicable

Not Applicable

Note: Dashes indicate question was not asked in the designated survey year.