

Southern Illinois University Edwardsville
Summary of SIUE Faculty Attitudinal Responses
 UCLA-HERI Faculty Surveys: 1989, 1992, 1995, 1998, 2001, 2004, and 2007

Overall SIUE Response Rates	
1989:	308/521 = 59%
1992:	331/492 = 67%
1995:	274/515 = 53%
1998:	263/521 = 50%
2001:	252/522 = 48%
2004:	331/570 = 58%
2007:	265/633 = 42%



Questions asked in 2007 and all or select prior years.
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Goals for Undergraduates Noted as Very Important or Essential

	Survey Year							+/- Change						2007 Faculty Survey National Comparison Data: All Public 4-Year Institutions	
	1989 %	1992 %	1995 %	1998 %	2001 %	2004 %	2007 %	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07	Full-Time Administrators %	Full-Time Undergraduate Faculty %
develop ability to think clearly	99.0	99.4	99.6	99.2	100.0	--	--	--	--	--	--	--	--	--	--
develop ability to think critically	--	--	--	--	--	98.5	98.9	--	--	--	--	--	0.4	99.7	99.6
prepare for employment	65.8	68.8	77.9	77.7	78.8	83.6	85.3	19.5	16.5	7.4	7.6	6.5	1.7	86.9	84.8
prepare for graduate education	52.8	46.1	52.7	53.9	52.2	59.5	71.3	18.5	25.2	18.6	17.4	19.1	11.8	76.5	74.7
develop moral character	51.2	48.5	52.3	50.2	56.0	57.1	68.3	17.1	19.8	16.0	18.1	12.3	11.2	69.8	68.1
provide for emotional development	34.4	29.9	30.7	25.4	28.6	38.4	43.8	9.4	13.9	13.1	18.4	15.2	5.4	49.1	46.8
prepare for family living	13.3	11.2	16.8	11.8	11.4	--	20.4	7.1	9.2	3.6	8.6	9.0	--	19.7	20.9
teach classics of western civilization	40.3	28.4	41.3	28.3	25.0	--	20.8	-19.5	-7.6	-20.5	-7.5	-4.2	--	34.5	33.8
help develop personal values	61.7	53.1	55.9	51.4	51.4	53.7	63.8	2.1	10.7	7.9	12.4	12.4	10.1	69.8	64.6
enhance out-of-class experience	37.9	40.2	43.8	39.2	38.0	--	--	--	--	--	--	--	--	--	--
enhance self-understanding	63.9	63.4	58.0	55.3	56.7	63.3	71.3	7.4	7.9	13.3	16.0	14.6	8.0	75.9	71.8
instill commitment to community svc	--	--	38.8	35.0	40.0	46.9	55.8	--	--	17.0	20.8	15.8	8.9	65.5	57.3
prepare for responsible citizenship	--	--	61.6	57.1	65.0	62.8	--	--	--	--	--	--	--	--	--
enhance apprec of race/ethnic groups	--	--	--	59.9	63.1	65.9	77.4	--	--	--	17.5	14.3	11.5	82.7	75.6
study a foreign language	--	--	--	--	26.6	--	44.5	--	--	--	--	17.9	--	55.6	51.1
increase self-directed learning	92.4	90.4	94.7	--	--	--	--	--	--	--	--	--	--	--	--
help master knowledge in a discipline	--	--	--	--	--	96.3	96.6	--	--	--	--	--	0.3	96.3	96.0
develop creative capacities	--	--	--	--	--	63.9	79.6	--	--	--	--	--	15.7	82.4	80.3
instill a basic appreciation of the liberal arts	--	--	--	--	--	47.2	61.1	--	--	--	--	--	13.9	73.4	71.8
enhance spiritual development	--	--	--	--	--	14.0	--	--	--	--	--	--	--	--	--
promote ability to write effectively	--	--	--	--	--	89.5	96.6	--	--	--	--	--	7.1	98.3	96.2
facilitate search for meaning/purpose in life	--	--	--	--	--	34.3	--	--	--	--	--	--	--	--	--
help students evaluate quality and reliability of information	--	--	--	--	--	--	96.2	--	--	--	--	--	--	98.0	97.0
engage students in civil discourse around controversial issues	--	--	--	--	--	--	69.4	--	--	--	--	--	--	78.7	72.6
teach students tolerance and respect for different beliefs	--	--	--	--	--	--	78.5	--	--	--	--	--	--	87.8	82.7
encourage students to become agents of social change	--	--	--	--	--	--	58.1	--	--	--	--	--	--	64.8	59.3

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2007 Faculty Survey	
National Comparison Data: All Public 4-Year Institutions	
Full-Time Administrators	Full-Time Undergraduate Faculty
%	%
30.7	39.0
45.2	42.5
44.2	46.3
35.0	42.8
20.6	20.2
52.0	45.8
51.4	43.2
27.4	23.8
13.3	15.1
53.8	54.7
83.7	83.0
63.1	60.8
34.4	31.7
6.3	6.1
20.7	22.1
39.8	36.3
34.7	47.9
29.6	24.6
25.1	24.7
21.9	21.6
29.6	28.0
23.8	18.2
25.1	23.2
11.7	8.9
--	--

Methods you use in "most" or "all" of the courses you teach

	Survey Year							+/- Change					
	1989 %	1992 %	1995 %	1998 %	2001 %	2004 %	2007 %	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07
Multiple-choice mid-term and/or final exams	32.9	34.9	27.8	32.9	39.4	31.8	42.3	9.4	7.4	14.5	9.4	2.9	10.5
Essay mid-term and/or final exams	45.4	44.8	42.9	41.2	41.9	57.1	39.0	-6.4	-5.8	-3.9	-2.2	-2.9	-18.1
Short-answer mid-term/final exams	37.8	38.9	32.1	35.4	39.0	35.7	48.1	10.3	9.2	16.0	12.7	9.1	12.4
Quizzes	--	--	--	--	--	--	43.8	--	--	--	--	--	--
Weekly essay assignments	--	--	--	--	--	--	13.5	--	--	--	--	--	--
Student presentations	24.3	27.9	31.4	36.8	37.6	51.2	43.6	19.3	15.7	12.2	6.8	6.0	-7.6
Term/research papers	28.5	35.2	37.3	37.7	35.9	34.8	44.8	16.3	9.6	7.5	7.1	8.9	10.0
Student evaluations of each other's work	7.1	9.2	15.7	13.1	16.9	22.4	23.8	16.7	14.6	8.1	10.7	6.9	1.4
Grading on a curve	27.0	25.0	22.0	18.6	17.4	16.5	11.2	-15.8	-13.8	-10.8	-7.4	-6.2	-5.3
Competency-based grading	--	--	--	--	--	--	47.9	--	--	--	--	--	--
Class discussion	67.9	67.7	65.2	70.7	72.0	78.6	76.5	8.6	8.8	11.3	5.8	4.5	-2.1
Cooperative learning (small groups)	27.9	37.3	36.6	40.6	48.1	56.3	63.5	35.6	26.2	26.9	22.9	15.4	7.2
Experiential learning/Field studies	--	--	--	--	--	--	28.5	--	--	--	--	--	--
Teaching assistants	7.1	8.1	7.0	5.8	11.0	11.3	10.4	3.3	2.3	3.4	4.6	-0.6	-0.9
Recitals/Demonstrations	--	18.1	16.7	16.0	16.3	21.1	20.8	--	2.7	4.1	4.8	4.5	-0.3
Group projects	15.9	21.6	21.4	25.8	31.2	42.5	40.0	24.1	18.4	18.6	14.2	8.8	-2.5
Extensive lecturing	54.4	49.3	44.2	45.5	44.8	53.7	51.9	-2.5	2.6	7.7	6.4	7.1	-1.8
Multiple drafts of written work	12.4	11.7	18.9	20.1	18.7	30.2	22.4	10.0	10.7	3.5	2.3	3.7	-7.8
Readings on racial and ethnic issues	9.3	9.8	16.0	18.0	17.3	23.0	24.2	14.9	14.4	8.2	6.2	6.9	1.2
Readings on women & gender issues	7.5	7.8	15.9	17.2	14.3	19.3	21.9	14.4	14.1	6.0	4.7	7.6	2.6
Student-developed activities (assignments, exams, etc.)	--	--	--	--	--	--	27.3	--	--	--	--	--	--
Student-selected topics for course content	7.8	10.4	6.6	13.2	5.7	18.1	15.0	7.2	4.6	8.4	1.8	9.3	-3.1
Reflective writing/journaling	--	--	--	--	--	18.6	18.8	--	--	--	--	--	0.2
Community service as part of coursework	--	--	3.1	--	4.8	8.4	5.8	--	--	2.7	--	1.0	-2.6
On-line instruction (Prior to 2004, response was worded computer or machine aided)	12.7	15.2	16.7	22.5	35.1	24.0	--	--	--	--	--	--	--

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Methods you use in "most" or "all" of the courses you teach (continued)

- Student evaluations of their own work
- Electronic quizzes with immediate feedback in class
- Using real-life problems
- Using student inquiry to drive learning

Survey Year							+/- Change					
1989	1992	1995	1998	2001	2004	2007	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07
%	%	%	%	%	%	%						

2007 Faculty Survey	
National Comparison Data: All Public 4-Year Institutions	
Full-Time Administrators	Full-Time Undergraduate Faculty
%	%
--	--
7.7	8.5
58.8	58.5
51.3	48.9
89.2	82.6
52.7	48.9
53.7	50.9
46.2	42.2
35.3	33.7
56.0	55.3
18.9	18.7
53.5	49.0
61.2	59.7
59.5	54.7
--	--
--	--
56.2	49.9
39.8	39.1
60.9	54.8

Issues Believed to be of High or Highest Priority at Institution

- promote intellectual development
- help students understand values
- develop community among students/faculty
- facilitate student involvement in community service
- teach students how to change society
- increase/maintain institutional prestige
- hire faculty "stars"
- recruit more minority students
- enhance institution's national image
- create multi-cultural environment
- promote religious/spiritual development of students
- mentor new faculty
- to promote gender equity among faculty
- to provide resources for faculty to engage in community-based teaching or research
- to create and sustain partnerships with surrounding communities

72.4	71.7	68.9	85.2	80.6	84.6	86.0	13.6	14.3	17.1	0.8	5.4	1.4
34.3	34.9	35.2	40.6	44.5	--	50.9	--	--	--	--	--	--
37.4	32.7	43.6	43.5	44.7	51.2	52.8	15.4	20.1	9.2	9.3	8.1	1.6
28.1	28.4	28.7	32.9	33.3	--	34.7	--	--	--	--	--	--
15.9	19.9	22.1	25.9	24.8	30.2	33.6	17.7	13.7	11.5	7.7	8.8	3.4
56.1	50.6	55.8	48.2	47.0	59.9	70.6	14.5	20.0	14.8	22.4	23.6	10.7
12.2	10.2	8.6	9.1	12.7	16.7	18.9	6.7	8.7	10.3	9.8	6.2	2.2
57.1	55.0	57.9	60.4	68.9	53.1	47.7	-9.4	-7.3	-10.2	-12.7	-21.2	-5.4
37.5	31.2	40.2	34.8	50.6	65.0	78.5	41.0	47.3	38.3	43.7	27.9	13.5
39.9	43.9	60.4	64.5	67.8	61.7	55.1	15.2	11.2	-5.3	-9.4	-12.7	-6.6
--	--	--	--	9.8	--	--	--	--	--	--	--	--
--	--	--	--	50.2	64.3	--	--	--	--	--	--	--
--	--	--	--	--	57.9	53.6	--	--	--	--	--	-4.3
--	--	--	--	--	42.6	40.9	--	--	--	--	--	-1.7
--	--	--	--	--	56.1	60.2	--	--	--	--	--	4.1

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Issues Believed to be of High or Highest Priority at Institution (continued)

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	1989	1992	1995	1998	2001	2004	2007	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07	Full-Time Administrators	Full-Time Undergraduate Faculty
	%	%	%	%	%	%	%							%	%
to pursue extramural funding	--	--	--	--	--	60.1	68.8	--	--	--	--	--	8.7	62.5	54.7
hire more minority faculty/administrators	60.1	55.6	59.8	55.1	--	58.6	53.0	-7.1	-2.6	-6.8	-2.1	--	-5.6	52.1	44.6
to strengthen links with profit, corporate sector	--	--	--	--	--	--	51.9	--	--	--	--	--	--	53.3	49.7
develop leadership ability in students	53.3	42.7	46.6	50.0	49.4	56.5	56.4	3.1	13.7	9.8	6.4	7.0	-0.1	56.5	53.4
hire more women faculty/administrators	36.6	36.6	52.8	50.8	--	50.2	40.2	3.6	3.6	-12.6	-10.6	--	-10.0	37.9	34.6
to develop an appreciation for multiculturalism	--	--	--	--	--	--	53.0	--	--	--	--	--	--	56.7	54.1

Percent Noting Attributes As Very Descriptive of Institution

Easy to see faculty outside office hours	27.7	29.1	30.2	41.5	40.9	49.5	61.4	33.7	32.3	31.2	19.9	20.5	11.9	55.4	58.9
Great conformity among students	17.6	16.7	11.2	15.9	12.6	--	21.6	4.0	4.9	10.4	5.7	9.0	--	21.5	24.1
Faculty at odds with administration	30.1	33.0	16.2	11.4	10.5	5.2	11.4	-18.7	-21.6	-4.8	0.0	0.9	6.2	19.5	25.1
Faculty respect each other	15.5	16.5	14.8	24.0	32.7	54.3	48.1	32.6	31.6	33.3	24.1	15.4	-6.2	38.7	42.8
Most students treated like numbers	7.2	11.2	4.1	5.4	4.5	3.1	2.7	-4.5	-8.5	-1.4	-2.7	-1.8	-0.4	0.3	3.7
Social activities overemphasized	1.3	1.2	1.1	3.5	1.6	2.5	3.0	1.7	1.8	1.9	-0.5	1.4	0.5	4.2	5.8
Students don't socialize regularly	21.9	14.8	10.4	8.3	5.8	--	--	--	--	--	--	--	--	--	--
Faculty rewarded for good teaching	10.8	6.7	8.6	21.2	28.3	32.0	28.0	17.2	21.3	19.4	6.8	-0.3	-4.0	24.4	14.9
Intercollegiate sports overemphasized	3.0	2.8	1.9	0.8	--	--	--	--	--	--	--	--	--	--	--
Most students are very bright	1.0	3.0	2.2	--	--	--	--	--	--	--	--	--	--	--	--
Little student/faculty contact	8.9	8.0	3.0	--	--	--	--	--	--	--	--	--	--	--	--
Institution committed to minorities	--	31.4	32.7	--	--	--	--	--	--	--	--	--	--	--	--
There is respect for the expression of diverse values and beliefs	--	--	--	--	--	39.6	41.5	--	--	--	--	--	1.9	38.8	35.5
Faculty are rewarded for their efforts to use instructional technology	--	--	--	--	--	22.4	24.5	--	--	--	--	--	2.1	26.5	21.8
Faculty are rewarded for their efforts to work with underprepared students	--	--	--	--	--	7.5	7.5	--	--	--	--	--	0.0	7.7	6.3

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--	--
--	--
--	--
91.6	89.0
--	--
--	--
52.9	59.8
87.3	84.2
65.3	57.8
35.7	30.6
80.5	67.6
72.7	75.7
88.3	89.5

Percent Agreeing Strongly or Somewhat (continued)

General Issues:

	Survey Year							+/- Change						
	1989	1992	1995	1998	2001	2004	2007	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07	
National health care plan needed	79.7	84.0	77.3	--	--	--	--	--	--	--	--	--	--	--
Abortion should be legal	80.1	84.9	80.5	--	--	--	--	--	--	--	--	--	--	--
Prohibit racist/sexist speech	78.2	51.1	51.3	--	--	--	--	--	--	--	--	--	--	--
Community srvc be required for graduation	--	--	30.2	--	--	--	--	--	--	--	--	--	--	--
Colleges have a responsibility to work with their surrounding communities to address local issues	--	--	--	--	--	84.9	86.0	--	--	--	--	--	1.1	--
The spiritual dimension of faculty members' lives has no place in the academy	--	--	--	--	--	44.3	--	--	--	--	--	--	--	--
Including community service as part of a course is poor use of resources	--	--	--	--	--	15.4	--	--	--	--	--	--	--	--
Faculty interested in students' problems	66.6	60.3	68.9	65.6	71.5	75.5	--	--	--	--	--	--	--	--
Curriculum should reflect racial/ethnic diversity	--	--	--	--	56.1	51.1	--	--	--	--	--	--	--	--
Private funding sources often prevent researchers from being completely objective in the conduct of their work	--	--	--	--	--	--	55.3	--	--	--	--	--	--	--

Percent Agreeing Strongly or Somewhat

Specific to this institution:

Faculty interested in students' personal problems	--	--	--	--	--	--	81.4	--	--	--	--	--	--	87.3	84.2
Racial/Ethnic diversity should be more strongly reflected in curriculum	--	--	--	--	--	--	61.7	--	--	--	--	--	--	65.3	57.8
Students well prep academically	--	13.4	15.0	22.7	24.1	32.7	39.0	--	25.6	24.0	16.3	14.9	6.3	35.7	30.6
Should hire more faculty of color	--	--	--	--	65.7	--	68.8	--	--	--	--	3.1	--	80.5	67.6
Student Affairs staff supported by faculty	--	41.3	46.7	56.1	63.9	--	86.1	--	44.8	39.4	30.0	22.2	--	72.7	75.7
Faculty committed to welfare of institution	65.3	61.9	74.2	79.4	82.9	84.2	92.4	27.1	22.3	18.2	13.0	9.5	8.2	88.3	89.5

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%	%	%	%	%	%	%						

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%	%

Percent Agreeing Strongly or Somewhat (continued)

Specific to this institution:

<input type="checkbox"/> Faculty interested in students' academic problems	73.1	67.8	74.6	77.3	81.5	77.8	89.8	16.7	22.0	15.2	12.5	8.3	12.0	88.3	87.8
<input type="checkbox"/> A lot of racial conflict here	12.9	23.2	30.2	18.4	9.4	7.0	8.0	-4.9	-15.2	-22.2	-10.4	-1.4	1.0	7.4	8.8
<input type="checkbox"/> Students committed to community svc	--	--	10.8	14.5	18.1	21.1	39.3	--	--	28.5	24.8	21.2	18.2	43.6	38.0
<input type="checkbox"/> My research valued by dept faculty	--	--	--	66.4	72.0	69.8	78.3	--	--	--	11.9	6.3	8.5	80.3	71.6
<input type="checkbox"/> My teaching valued by dept faculty	--	--	--	--	85.1	85.1	91.2	--	--	--	--	6.1	6.1	92.4	89.5
<input type="checkbox"/> Courses include feminist perspective	27.6	26.3	30.1	37.5	33.9	--	43.4	15.8	17.1	13.3	5.9	9.5	--	38.9	43.0
<input type="checkbox"/> People don't respect each other	--	47.7	45.5	36.0	--	--	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> Faculty sensitive to minority issues	64.5	62.3	71.5	--	--	--	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> Courses include minority perspective	26.3	37.4	46.9	--	--	--	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> Low trust between minorites/admin	36.9	52.6	51.5	--	--	--	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> Unionization enhances learning	23.2	23.9	--	--	--	--	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> Administrators act in good faith	--	53.4	66.3	--	--	--	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> Faculty committed to local community	--	--	47.3	--	--	--	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> Faculty of color treated fairly here	--	82.7	85.2	84.6	88.9	71.7	92.3	--	-11.0	7.1	7.7	3.4	20.6	92.4	88.8
<input type="checkbox"/> Women faculty treated fairly here	--	79.9	84.5	85.9	88.0	76.6	92.8	--	-3.3	8.3	6.9	4.8	16.2	89.4	86.4
<input type="checkbox"/> Courses involve community service	--	--	18.6	26.6	28.4	--	38.8	--	--	20.2	12.2	10.4	--	56.0	47.3
<input type="checkbox"/> Should hire more women faculty	--	--	--	--	55.0	--	52.7	--	--	--	--	-2.3	--	56.4	50.9
<input type="checkbox"/> Gay and lesbian faculty treated fairly here	--	--	--	76.2	79.8	63.8	93.0	--	--	--	16.8	13.2	29.2	86.5	85.5
<input type="checkbox"/> My dept does a good job of mentoring new faculty	--	--	--	--	--	63.6	66.4	--	--	--	--	--	2.8	80.7	67.6
<input type="checkbox"/> Faculty are sufficiently involved in campus decision making	--	--	--	--	--	69.3	69.8	--	--	--	--	--	0.5	68.3	51.8
<input type="checkbox"/> My values are congruent with the dominant institutional values	--	--	--	--	--	76.9	79.5	--	--	--	--	--	2.6	82.3	70.3
<input type="checkbox"/> There is adequate support for integrating technology in my teaching	--	--	--	--	--	76.6	86.3	--	--	--	--	--	9.7	83.8	82.0
<input type="checkbox"/> This institution takes responsibility for educating underprepared students	--	--	--	--	--	77.3	74.8	--	--	--	--	--	-2.5	68.8	63.5
<input type="checkbox"/> The criteria for advancement and promotion decisions are clear	--	--	--	--	--	68.4	73.6	--	--	--	--	--	5.2	79.6	70.1

Southern Illinois University Edwardsville
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1998:	263/521 = 50%
2001:	252/522 = 48%
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2007 Faculty Survey National Comparison Data: All Public 4-Year Institutions	
Full-Time Administrators	Full-Time Undergraduate Faculty
%	%
40.3	49.7
--	--
--	--
66.6	62.1
28.0	26.0
53.2	55.4
25.0	19.2
37.7	39.0
64.3	65.9
34.6	34.0
66.2	65.3
26.9	36.1
70.9	71.6
55.0	53.3
36.7	42.7
44.4	45.5
--	--
--	--
--	--

Percent Agreeing Strongly or Somewhat (continued)

Specific to this institution:

	1989	1992	1995	1998	2001	2004	2007	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07
	%	%	%	%	%	%	%						
<input type="checkbox"/> Most of the students I teach lack the basic skills for college level work	--	--	--	--	--	42.2	40.9	--	--	--	--	--	-1.3
<input checked="" type="checkbox"/> My dept has difficulty recruiting faculty	--	--	--	--	--	45.1	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> My dept has difficulty retaining faculty	--	--	--	--	--	22.7	--	--	--	--	--	--	--
<input type="checkbox"/> There is adequate support for faculty development	--	--	--	--	--	70.3	79.6	--	--	--	--	9.3	--
<input type="checkbox"/> Should not offer remedial/development education	--	--	--	--	--	23.9	26.9	--	--	--	--	--	3.0

Personal Goals noted as Very Important or Essential

<input type="checkbox"/> Becoming an authority in my field	61.6	62.3	52.6	53.6	54.0	50.0	57.7	-3.9	-4.6	5.1	4.1	3.7	7.7
<input type="checkbox"/> Influencing the political structure	16.4	18.3	12.0	13.0	13.3	16.9	18.6	2.2	0.3	6.6	5.6	5.3	1.7
<input type="checkbox"/> Influencing social values	42.9	43.3	35.1	34.0	32.4	36.5	37.5	-5.4	-5.8	2.4	3.5	5.1	1.0
<input type="checkbox"/> Raising a family	68.1	71.4	74.9	70.9	69.4	66.8	67.8	-0.3	-3.6	-7.1	-3.1	-1.6	1.0
<input type="checkbox"/> Being very well off financially	44.9	40.7	36.5	38.5	44.4	43.5	40.0	-4.9	-0.7	3.5	1.5	-4.4	-3.5
<input type="checkbox"/> Helping others who are in difficulty	69.5	68.1	65.2	65.6	63.7	70.6	66.4	-3.1	-1.7	1.2	0.8	2.7	-4.2
<input type="checkbox"/> Becoming involved in programs to clean up the environment	37.4	37.5	28.5	30.2	26.4	23.5	31.7	-5.7	-14.0	3.2	1.5	5.3	8.2
<input type="checkbox"/> Developing a meaningful philosophy of life	80.4	77.2	77.5	78.5	70.9	65.4	65.5	-14.9	-11.8	-12.0	-13.0	-5.4	0.1
<input type="checkbox"/> Helping to promote racial understanding	58.5	66.4	62.2	64.4	56.3	54.9	53.8	-4.7	-11.5	-8.4	-10.6	-2.5	-1.1
<input type="checkbox"/> Obtaining recognition from my colleagues for contributions to my special field	57.8	51.9	51.5	49.6	45.3	50.8	51.3	-6.5	-1.1	-0.2	1.7	6.0	0.5
<input type="checkbox"/> Integrating spirituality into my life	--	--	--	44.2	49.8	40.2	42.8	--	--	--	-1.4	-7.0	2.6
<input checked="" type="checkbox"/> Being a good colleague	--	--	--	88.5	91.9	92.9	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> Being a good teacher	--	--	--	98.5	97.2	98.1	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> Achieving congruence between my own values and institutional values	--	--	--	--	57.6	56.8	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> Serving as a role model to students	--	--	--	--	--	87.7	--	--	--	--	--	--	--

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Aspects of job noted as very satisfactory or satisfactory

	Survey Year							+/- Change						2007 Faculty Survey National Comparison Data: All Public 4-Year Institutions	
	1989	1992	1995	1998	2001	2004	2007	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07	Full-Time Administrators	Full-Time Undergraduate Faculty
	%	%	%	%	%	%	%							%	%
Salary and fringe benefits	49.7	42.9	52.6	53.9	59.3	55.8	--	--	--	--	--	--	--	--	--
Salary	--	--	--	--	--	--	50.6	--	--	--	--	--	--	61.6	42.0
Health benefits	--	--	--	--	--	--	88.5	--	--	--	--	--	--	76.0	70.6
Retirement benefits	--	--	--	--	--	--	77.0	--	--	--	--	--	--	79.4	68.9
Opportunity for scholarly pursuits	49.2	45.4	57.3	63.6	65.0	58.1	66.7	17.5	12.7	9.4	3.1	1.7	8.6	57.9	44.0
Teaching load	54.0	55.8	67.2	63.9	63.5	59.4	64.1	10.1	3.6	-3.1	0.2	0.6	4.7	61.0	47.3
Quality of students	33.9	34.8	40.8	32.9	45.3	48.3	60.1	26.2	13.5	19.3	27.2	14.8	11.8	58.6	46.8
Working conditions	67.4	62.8	76.6	74.2	67.9	66.6	--	--	--	--	--	--	--	--	--
Office/lab space	--	--	--	--	--	--	65.4	--	--	--	--	--	--	69.7	61.9
Autonomy and independence	79.2	78.0	89.6	83.0	84.1	88.0	87.5	8.3	10.0	-2.1	4.5	3.4	-0.5	84.3	81.7
Prof relations w/other faculty	--	61.4	70.1	63.1	75.2	81.5	84.9	--	20.1	14.8	21.8	9.7	3.4	88.2	76.4
Social relations w/other faculty	--	52.3	59.8	53.0	64.7	68.2	75.4	--	15.9	15.6	22.4	10.7	7.2	74.5	66.1
Competency of colleagues	56.9	52.6	66.0	67.1	76.2	79.4	78.5	21.6	26.8	12.5	11.4	2.3	-0.9	82.8	73.9
Visibility for jobs	38.4	29.3	45.8	42.2	42.9	47.4	56.3	17.9	18.1	10.5	14.1	13.4	8.9	65.0	47.6
Job security	82.4	74.5	83.1	80.0	77.0	--	83.8	--	--	--	--	--	--	89.6	77.1
Relationships with admin	49.0	48.4	56.4	70.4	68.4	74.8	65.6	16.6	26.4	9.2	-4.8	-2.8	-9.2	74.2	54.6
Department leadership	--	--	--	--	--	--	71.3	--	--	--	--	--	--	86.8	67.8
Opportunity to develop new ideas	--	--	70.4	77.4	76.6	77.3	--	--	--	--	--	--	--	--	--
Course assignments	--	--	--	--	--	--	84.3	--	--	--	--	--	--	90.8	81.8
Freedom to determine course content	--	--	--	--	--	--	89.8	--	--	--	--	--	--	97.0	91.4
Availability of child care at institution	--	--	--	--	56.5	59.6	54.7	--	--	--	--	-1.8	-4.9	40.1	34.6
Undergrad course assignments	73.2	75.0	82.7	--	--	--	--	--	--	--	--	--	--	--	--
Graduate course assignments	74.3	75.4	82.8	--	--	--	--	--	--	--	--	--	--	--	--
Relationships with other faculty	67.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Prospects for career advancement	--	--	--	--	--	62.5	64.7	--	--	--	--	--	2.2	65.5	52.4
Clerical/administrative support	--	--	--	--	--	61.6	63.3	--	--	--	--	--	1.7	65.1	60.9
Overall job satisfaction	67.1	62.5	76.4	77.7	80.1	81.2	77.4	10.3	18.7	1.0	-0.3	-2.7	-3.8	82.7	72.2

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Factors noted as a source of stress for you during the last two years

	Survey Year						+/- Change						
	1989 %	1992 %	1995 %	1998 %	2001 %	2004 %	2007 %	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07
Managing household responsibilities	60.2	57.9	58.3	72.3	73.5	73.3	71.3	11.1	15.4	13.0	-1.0	-2.2	-2.0
Child care	22.0	28.7	30.7	31.4	32.0	32.0	35.8	13.8	3.3	5.1	4.4	3.8	3.8
Care of elderly parent	28.3	27.6	30.5	32.8	27.8	29.5	33.2	4.9	1.9	2.7	0.4	5.4	3.7
My physical health	39.9	39.1	40.2	44.6	46.1	49.1	43.0	3.1	10.0	2.8	-1.6	-3.1	-6.1
Health of spouse/partner	--	--	--	--	--	30.6	32.1	--	--	--	--	--	1.5
Review/promotion process	44.6	43.0	42.3	55.0	54.3	48.5	56.2	11.6	5.5	13.9	1.2	1.9	7.7
Subtle discrimination (e.g., prejudice, racism, sexism)	32.0	28.3	26.7	31.7	29.1	27.2	23.4	-8.6	-1.1	-3.3	-8.3	-5.7	-3.8
Personal finances	--	52.0	50.3	58.1	54.3	60.7	58.9	--	8.7	8.6	0.8	4.6	-1.8
Committee work	59.4	51.7	50.9	53.3	--	60.2	60.8	1.4	8.5	9.9	7.5	--	0.6
Faculty meetings	44.4	44.9	43.1	42.1	43.3	53.2	46.0	1.6	8.3	2.9	3.9	2.7	-7.2
Colleagues	--	--	--	--	--	--	64.2	--	--	--	--	--	--
Students	--	--	--	--	--	--	64.2	--	--	--	--	--	--
Research or publishing demands	60.1	60.4	58.3	64.5	58.2	64.5	63.4	3.3	4.1	5.1	-1.1	5.2	-1.1
Institutional procedures and "red tape"	--	71.8	72.6	70.2	65.2	62.0	65.3	--	-9.8	-7.3	-4.9	0.1	3.3
Teaching load	52.3	56.2	54.1	51.9	55.1	60.9	55.5	3.2	4.7	1.4	3.6	0.4	-5.4
Children's problems	32.2	35.2	35.3	33.5	29.9	32.8	35.5	3.3	-2.4	0.2	2.0	5.6	2.7
Marital friction/friction with spouse/partner	22.8	25.0	26.3	27.0	22.6	22.4	24.5	1.7	-2.6	-1.8	-2.5	1.9	2.1
Lack of personal time (time pressure)	81.1	81.1	79.7	82.2	79.9	75.2	70.6	-10.5	-5.9	-9.1	-11.6	-9.3	-4.6
Keeping up with info technology	--	--	--	--	62.4	54.6	47.2	--	--	--	--	-15.2	-7.4
Job security	--	--	--	--	--	32.8	28.7	--	--	--	--	--	-4.1
Being part of a dual career couple	--	--	--	--	--	39.1	46.8	--	--	--	--	--	7.7
Working with underprepared students	--	--	--	--	--	56.6	59.6	--	--	--	--	--	3.0
Classroom conflict	--	--	--	--	--	--	21.9	--	--	--	--	--	--
Self-imposed high expectations	--	--	--	--	--	80.4	81.1	--	--	--	--	--	0.7
Change in work responsibilities	--	--	--	--	--	50.3	45.3	--	--	--	--	--	-5.0

2007 Faculty Survey National Comparison Data: All Public 4-Year Institutions	
Full-Time Administrators	Full-Time Undergraduate Faculty
%	%
72.1	73.0
25.3	30.4
38.9	34.2
52.5	51.1
36.8	36.4
37.8	54.7
21.7	28.5
56.1	65.6
69.1	66.8
56.6	56.5
80.3	68.0
52.8	67.4
52.5	62.4
80.7	76.3
39.6	68.9
33.8	31.4
22.9	25.9
78.9	74.3
57.4	55.2
18.1	34.1
40.2	43.2
50.5	70.4
16.3	23.3
79.6	79.9
70.9	48.6

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If you were to begin your career again, would you still want to be a college professor?

	Survey Year						+/- Change						
	1989	1992	1995	1998	2001	2004	2007	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07
<input type="checkbox"/> Definitely yes	48.1	48.8	45.3	44.4	49.0	51.4	62.6	14.5	2.6	17.3	18.2	13.6	11.2
<input type="checkbox"/> Probably yes	33.1	28.0	34.7	31.8	31.1	26.9	24.5	-8.6	-1.1	-10.2	-7.3	-6.6	-2.4
<input type="checkbox"/> Not sure	12.7	14.0	12.0	14.2	12.4	13.3	8.7	-4.0	-0.7	-3.3	-5.5	-3.7	-4.6
<input type="checkbox"/> Probably no	5.5	8.2	4.7	7.3	4.8	7.1	3.4	-2.1	-1.1	-1.3	-3.9	-1.4	-3.7
<input type="checkbox"/> Definitely no	0.6	0.9	3.3	2.3	2.8	1.2	0.8	0.2	0.3	-2.5	-1.5	-2.0	-0.4

Percent Agreeing Strongly or Somewhat In Response to SIUE Supplemental Questions

<input type="checkbox"/> Fac Senate plays important role in governance	48.2	45.7	41.5	39.1	48.3	53.7	64.4	16.2	8.0	22.9	25.3	16.1	10.7
<input type="checkbox"/> Fac Senate should play important role	--	--	--	73.7	76.9	80.4	90.5	--	--	--	16.8	13.6	10.1
<input type="checkbox"/> adequate support for research	43.9	37.7	41.6	45.6	52.2	50.2	58.2	14.3	12.5	16.6	12.6	6.0	8.0
<input type="checkbox"/> adequate support for teaching	62.3	49.5	59.4	59.1	73.2	71.4	79.3	17.0	21.9	19.9	20.2	6.1	7.9
<input type="checkbox"/> appropriate methods to evaluate my teaching	--	--	--	50.6	50.2	48.9	65.8	--	--	--	15.2	15.6	16.9
<input type="checkbox"/> senior assignment has improved curriculum	--	--	27.0	28.6	40.0	41.1	52.3	--	--	25.3	23.7	12.3	11.2
<input checked="" type="checkbox"/> strong gen. Ed. Prog most important	--	61.6	61.0	54.9	63.4	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> happy chose college teaching as career	84.7	81.6	82.7	82.7	85.4	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> should be more selective on its admission standards	--	--	--	71.1	76.1	--	--	--	--	--	--	--	--
<input type="checkbox"/> could describe main points of SIUE's mission	--	--	--	--	65.2	72.0	79.8	--	--	--	--	14.6	7.8
<input checked="" type="checkbox"/> aware that SIUE currently reviewing revising mission	--	--	--	--	82.5	--	--	--	--	--	--	--	--
<input type="checkbox"/> committed to undergrad education as primary mission	--	76.7	78.3	77.9	77.0	86.3	87.1	--	9.6	8.8	9.2	10.1	0.8
<input type="checkbox"/> Graduate education is important part of SIUE mission	--	--	--	83.5	82.2	85.6	86.8	--	--	--	3.3	4.6	1.2
<input checked="" type="checkbox"/> public srvc & cultural arts are an important part of mission	--	--	--	--	76.1	--	--	--	--	--	--	--	--

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National Comparison Data: All Public 4-Year Institutions	
Full-Time Administrators	Full-Time Undergraduate Faculty
%	%
64.4	62.9
25.4	24.8
7.4	8.7
2.2	2.8
0.6	0.8
Not applicable	

Southern Illinois University Edwardsville
Summary of SIUE Faculty Attitudinal Responses
 UCLA-HERI Faculty Surveys: 1989, 1992, 1995, 1998, 2001, 2004, and 2007

Overall SIUE Response Rates	
1989:	308/521 = 59%
1992:	331/492 = 67%
1995:	274/515 = 53%
1998:	263/521 = 50%
2001:	252/522 = 48%
2004:	331/570 = 58%
2007:	265/633 = 42%



Questions asked in 2007 and all or select prior years.
 Questions asked for first time in 2007.
 Questions asked in prior surveys but not asked in 2007
 Changes in question wording or placement within survey.
 Dashes in survey year column indicate question was not asked in the designated survey.

>5, <10 of abs difference 2007 value
 >= 10 of abs difference 2007 value

Survey Year							+/- Change					
1989	1992	1995	1998	2001	2004	2007	'89 to '07	'92 to '07	'95 to '07	'98 to '07	'01 to '07	'04 to '07
%	%	%	%	%	%	%						

2007 Faculty Survey	
National Comparison Data: All Public 4-Year Institutions	
Full-Time Administrators	Full-Time Undergraduate Faculty
%	%

Percent Agreeing Strongly or Somewhat

In Response to SIUE Supplemental Questions (continued)

<input checked="" type="checkbox"/> should expand involvement in doctoral programs	--	--	--	50.8	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> should increase breadth of academic programming	--	--	--	48.4	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> time in university service worthwhile	50.4	46.1	49.5	--	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> good chance of getting ideas implemented	44.5	42.1	44.4	--	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> understand what Assessment Plan requires	31.9	39.8	--	--	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> progress in efforts to humanize teaching	46.4	--	--	--	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> create College of Arts & Sciences?	40.2	--	--	--	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> adopt semester calendar?	58.4	--	--	--	--	--	--	--	--	--	--	--
<input checked="" type="checkbox"/> teaching valued more highly than research	--	23.4	29.9	--	--	--	--	--	--	--	--	--
<input type="checkbox"/> my dept uses data as a resource for decisions and planning	--	--	--	--	--	58.8	68.3	--	--	--	--	9.5

Not applicable	
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Percent indicating often or sometimes

Faculty in my department

<input type="checkbox"/> are accessible for students outside of class	--	--	89.9	88.8	90.6	96.2	--	--	--	6.3	7.4	5.6
<input type="checkbox"/> expect students to work cooperatively with other students	--	--	77.2	76.9	82.2	90.0	--	--	--	12.8	13.1	7.8
<input type="checkbox"/> encourage students to challenge ideas	--	--	74.2	71.1	74.6	84.5	--	--	--	10.3	13.4	9.9
<input type="checkbox"/> use appropriate teaching activities to help students learn	--	--	88.4	85.4	89.5	94.3	--	--	--	5.9	8.9	4.8
<input type="checkbox"/> have high expectations for quality of students' work	--	--	81.3	78.9	83.6	90.8	--	--	--	9.5	11.9	7.2
<input type="checkbox"/> provide students with timely feedback on their performance	--	--	83.5	80.7	83.6	92.0	--	--	--	8.5	11.3	8.4
<input type="checkbox"/> encourage students' questions and discussion in class	--	--	86.6	84.9	87.3	95.4	--	--	--	8.8	10.5	8.1