

Southern Illinois University Edwardsville Summary of SIUE Faculty Attitudinal Responses

UCLA-HERI Faculty Surveys: 1989, 1992, 1995, 1998, 2001, 2004, 2007, and 2010

| 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% |
| 2010: | 200/657 = 30% |



Questions asked in 2010 and all or select prior years.
 Questions asked for first time in 2010.
 Questions asked in prior surveys but not asked in 2010
 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 2010 value
 >= 10 of abs difference 2010 value

Goals for Undergraduates Noted as Very Important or Essential

- develop ability to think clearly
- develop ability to think critically
- 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
- help master knowledge in a discipline
- develop creative capacities
- instill a basic appreciation of the liberal arts
- enhance spiritual development
- promote ability to write effectively
- facilitate search for meaning/purpose in life
- help students evaluate 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

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|--|-------------|------|------|------|-------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| | % | % | % | % | % | % | % | % | | | | | | | |
| develop ability to think clearly | 99.0 | 99.4 | 99.6 | 99.2 | 100.0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| develop ability to think critically | -- | -- | -- | -- | -- | 98.5 | 98.9 | 98.5 | -- | -- | -- | -- | -- | 0.0 | -0.4 |
| prepare for employment | 65.8 | 68.8 | 77.9 | 77.7 | 78.8 | 83.6 | 85.3 | 87.4 | 21.6 | 18.6 | 9.5 | 9.7 | 8.6 | 3.8 | 2.1 |
| prepare for graduate education | 52.8 | 46.1 | 52.7 | 53.9 | 52.2 | 59.5 | 71.3 | 69.9 | 17.1 | 23.8 | 17.2 | 16.0 | 17.7 | 10.4 | -1.4 |
| develop moral character | 51.2 | 48.5 | 52.3 | 50.2 | 56.0 | 57.1 | 68.3 | 71.4 | 20.2 | 22.9 | 19.1 | 21.2 | 15.4 | 14.3 | 3.1 |
| provide for emotional development | 34.4 | 29.9 | 30.7 | 25.4 | 28.6 | 38.4 | 43.8 | 55.8 | 21.4 | 25.9 | 25.1 | 30.4 | 27.2 | 17.4 | 12.0 |
| prepare for family living | 13.3 | 11.2 | 16.8 | 11.8 | 11.4 | -- | 20.4 | -- | -- | -- | -- | -- | -- | -- | -- |
| teach classics of western civilization | 40.3 | 28.4 | 41.3 | 28.3 | 25.0 | -- | 20.8 | 22.8 | -17.5 | -5.6 | -18.5 | -5.5 | -2.2 | -- | 2.0 |
| help develop personal values | 61.7 | 53.1 | 55.9 | 51.4 | 51.4 | 53.7 | 63.8 | 69.8 | 8.1 | 16.7 | 13.9 | 18.4 | 18.4 | 16.1 | 6.0 |
| 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 | 76.4 | 12.5 | 13.0 | 18.4 | 21.1 | 19.7 | 13.1 | 5.1 |
| instill commitment to community svc | -- | -- | 38.8 | 35.0 | 40.0 | 46.9 | 55.8 | 51.8 | -- | -- | 13.0 | 16.8 | 11.8 | 4.9 | -4.0 |
| 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 | 74.9 | -- | -- | -- | 15.0 | 11.8 | 9.0 | -2.5 |
| study a foreign language | -- | -- | -- | -- | 26.6 | -- | 44.5 | -- | -- | -- | -- | -- | -- | -- | -- |
| increase self-directed learning | 92.4 | 90.4 | 94.7 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| help master knowledge in a discipline | -- | -- | -- | -- | -- | 96.3 | 96.6 | 96.5 | -- | -- | -- | -- | -- | 0.2 | -0.1 |
| develop creative capacities | -- | -- | -- | -- | -- | 63.9 | 79.6 | 81.8 | -- | -- | -- | -- | -- | 17.9 | 2.2 |
| instill a basic appreciation of the liberal arts | -- | -- | -- | -- | -- | 47.2 | 61.1 | 54.8 | -- | -- | -- | -- | -- | 7.6 | -6.3 |
| enhance spiritual development | -- | -- | -- | -- | -- | 14.0 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| promote ability to write effectively | -- | -- | -- | -- | -- | 89.5 | 96.6 | 92.0 | -- | -- | -- | -- | -- | 2.5 | -4.6 |
| facilitate search for meaning/purpose in life | -- | -- | -- | -- | -- | 34.3 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| help students evaluate quality and reliability of information | -- | -- | -- | -- | -- | -- | 96.2 | 94.0 | -- | -- | -- | -- | -- | -- | -2.2 |
| engage students in civil discourse around controversial issues | -- | -- | -- | -- | -- | -- | 69.4 | 69.9 | -- | -- | -- | -- | -- | -- | 0.5 |
| teach students tolerance and respect for different beliefs | -- | -- | -- | -- | -- | -- | 78.5 | 82.4 | -- | -- | -- | -- | -- | -- | 3.9 |
| encourage students to become agents of social change | -- | -- | -- | -- | -- | -- | 58.1 | 52.7 | -- | -- | -- | -- | -- | -- | -5.4 |

| 2010 Faculty Survey | |
|---|---------------------------------|
| National Comparison Data: All Public 4-Year Institutions | |
| Full-Time Administrators | Full-Time Undergraduate Faculty |
| % | % |
| -- | -- |
| 99.5 | 99.4 |
| 85.3 | 86.0 |
| 75.9 | 77.2 |
| 72.1 | 72.2 |
| 54.5 | 53.4 |
| -- | -- |
| 29.1 | 26.7 |
| 70.0 | 68.1 |
| -- | -- |
| 76.0 | 75.1 |
| 56.0 | 52.9 |
| -- | -- |
| 78.6 | 74.1 |
| -- | -- |
| -- | -- |
| 93.9 | 94.1 |
| 79.9 | 79.2 |
| 69.9 | 68.4 |
| -- | -- |
| 95.2 | 93.5 |
| -- | -- |
| 96.6 | 96.2 |
| 71.3 | 68.6 |
| 86.1 | 83.4 |
| 60.9 | 56.7 |

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Methods you use in Most or All of the courses you teach

- Multiple-choice exams
- Essay exams
- Short-answer exams
- Quizzes
- Weekly essay assignments
- Student presentations
- Term/research papers
- Student evaluations of each other's work
- Grading on a curve
- Competency-based grading
- Class discussion
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Teaching assistants
- Recitals/Demonstrations
- Group projects
- Extensive lecturing
- Multiple drafts of written work
- Readings on racial and ethnic issues
- Readings on women & gender issues
- Student-developed activities (assignments, exams, etc.)
- Student-selected topics for course content
- Reflective writing/journaling
- Community service as part of coursework
- On-line instruction (Prior to 2004, response was worded computer or machine aided)

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|--|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| Multiple-choice exams | 32.9 | 34.9 | 27.8 | 32.9 | 39.4 | 31.8 | 42.3 | 39.5 | 6.6 | 4.6 | 11.7 | 6.6 | 0.1 | 7.7 | -2.8 |
| Essay exams | 45.4 | 44.8 | 42.9 | 41.2 | 41.9 | 57.1 | 39.0 | 32.3 | -13.1 | -12.5 | -10.6 | -8.9 | -9.6 | -24.8 | -6.7 |
| Short-answer exams | 37.8 | 38.9 | 32.1 | 35.4 | 39.0 | 35.7 | 48.1 | 39.5 | 1.7 | 0.6 | 7.4 | 4.1 | 0.5 | 3.8 | -8.6 |
| Quizzes | -- | -- | -- | -- | -- | -- | 43.8 | 41.1 | -- | -- | -- | -- | -- | -- | -2.7 |
| Weekly essay assignments | -- | -- | -- | -- | -- | -- | 13.5 | 8.3 | -- | -- | -- | -- | -- | -- | -5.2 |
| Student presentations | 24.3 | 27.9 | 31.4 | 36.8 | 37.6 | 51.2 | 43.6 | 46.7 | 22.4 | 18.8 | 15.3 | 9.9 | 9.1 | -4.5 | 3.1 |
| Term/research papers | 28.5 | 35.2 | 37.3 | 37.7 | 35.9 | 34.8 | 44.8 | 39.0 | 10.5 | 3.8 | 1.7 | 1.3 | 3.1 | 4.2 | -5.8 |
| Student evaluations of each other's work | 7.1 | 9.2 | 15.7 | 13.1 | 16.9 | 22.4 | 23.8 | 21.0 | 13.9 | 11.8 | 5.3 | 7.9 | 4.1 | -1.4 | -2.8 |
| Grading on a curve | 27.0 | 25.0 | 22.0 | 18.6 | 17.4 | 16.5 | 11.2 | 7.7 | -19.3 | -17.3 | -14.3 | -10.9 | -9.7 | -8.8 | -3.5 |
| Competency-based grading | -- | -- | -- | -- | -- | -- | 47.9 | 50.0 | -- | -- | -- | -- | -- | -- | 2.1 |
| Class discussion | 67.9 | 67.7 | 65.2 | 70.7 | 72.0 | 78.6 | 76.5 | 82.0 | 14.1 | 14.3 | 16.8 | 11.3 | 10.0 | 3.4 | 5.5 |
| Cooperative learning (small groups) | 27.9 | 37.3 | 36.6 | 40.6 | 48.1 | 56.3 | 63.5 | 61.6 | 33.7 | 24.3 | 25.0 | 21.0 | 13.5 | 5.3 | -1.9 |
| Experiential learning/Field studies | -- | -- | -- | -- | -- | -- | 28.5 | 31.3 | -- | -- | -- | -- | -- | -- | 2.8 |
| Teaching assistants | 7.1 | 8.1 | 7.0 | 5.8 | 11.0 | 11.3 | 10.4 | 6.7 | -0.4 | -1.4 | -0.3 | 0.9 | -4.3 | -4.6 | -3.7 |
| Recitals/Demonstrations | -- | 18.1 | 16.7 | 16.0 | 16.3 | 21.1 | 20.8 | 16.5 | -- | -1.6 | -0.2 | 0.5 | 0.2 | -4.6 | -4.3 |
| Group projects | 15.9 | 21.6 | 21.4 | 25.8 | 31.2 | 42.5 | 40.0 | 39.5 | 23.6 | 17.9 | 18.1 | 13.7 | 8.3 | -3.0 | -0.5 |
| Extensive lecturing | 54.4 | 49.3 | 44.2 | 45.5 | 44.8 | 53.7 | 51.9 | 43.3 | -11.1 | -6.0 | -0.9 | -2.2 | -1.5 | -10.4 | -8.6 |
| Multiple drafts of written work | 12.4 | 11.7 | 18.9 | 20.1 | 18.7 | 30.2 | 22.4 | 21.1 | 8.7 | 9.4 | 2.2 | 1.0 | 2.4 | -9.1 | -1.3 |
| Readings on racial and ethnic issues | 9.3 | 9.8 | 16.0 | 18.0 | 17.3 | 23.0 | 24.2 | -- | -- | -- | -- | -- | -- | -- | -- |
| Readings on women & gender issues | 7.5 | 7.8 | 15.9 | 17.2 | 14.3 | 19.3 | 21.9 | -- | -- | -- | -- | -- | -- | -- | -- |
| 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 | 17.9 | 10.1 | 7.5 | 11.3 | 4.7 | 12.2 | -0.2 | 2.9 |
| Reflective writing/journaling | -- | -- | -- | -- | -- | 18.6 | 18.8 | 23.1 | -- | -- | -- | -- | -- | 4.5 | 4.3 |
| Community service as part of coursework | -- | -- | 3.1 | -- | 4.8 | 8.4 | 5.8 | 6.7 | -- | -- | 3.6 | -- | 1.9 | -1.7 | 0.9 |
| 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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|---|---------------------------------|
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| Full-Time Administrators | Full-Time Undergraduate Faculty |
| % | % |
| 31.1 | 37.0 |
| 46.7 | 39.1 |
| 45.3 | 46.1 |
| 41.0 | 43.4 |
| 23.2 | 20.7 |
| 53.9 | 47.0 |
| 48.6 | 41.7 |
| 28.2 | 24.7 |
| 12.0 | 12.4 |
| 52.2 | 50.9 |
| 86.1 | 82.5 |
| 63.4 | 61.6 |
| 34.3 | 30.9 |
| 4.9 | 4.2 |
| 21.9 | 21.3 |
| 38.8 | 35.8 |
| 36.4 | 43.4 |
| 30.3 | 25.4 |
| -- | -- |
| -- | -- |
| 25.4 | 21.9 |
| 26.2 | 21.3 |
| 11.3 | 7.0 |
| -- | -- |

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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

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

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|--|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| Student evaluations of their own work | -- | -- | -- | -- | -- | 26.2 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Electronic quizzes with immediate feedback in class | -- | -- | -- | -- | -- | -- | 8.5 | 8.7 | -- | -- | -- | -- | -- | -- | 0.2 |
| Using real-life problems | -- | -- | -- | -- | -- | -- | 60.8 | 68.8 | -- | -- | -- | -- | -- | -- | 8.0 |
| Using student inquiry to drive learning | -- | -- | -- | -- | -- | -- | 47.3 | 47.7 | -- | -- | -- | -- | -- | -- | 0.4 |
| promote intellectual development | 72.4 | 71.7 | 68.9 | 85.2 | 80.6 | 84.6 | 86.0 | 84.8 | 12.4 | 13.1 | 15.9 | -0.4 | 4.2 | 0.2 | -1.2 |
| help students understand values | 34.3 | 34.9 | 35.2 | 40.6 | 44.5 | -- | 50.9 | -- | -- | -- | -- | -- | -- | -- | -- |
| develop community among students/faculty | 37.4 | 32.7 | 43.6 | 43.5 | 44.7 | 51.2 | 52.8 | 57.8 | 20.4 | 25.1 | 14.2 | 14.3 | 13.1 | 6.6 | 5.0 |
| facilitate student involvement in community service | 28.1 | 28.4 | 28.7 | 32.9 | 33.3 | -- | 34.7 | 34.0 | 5.9 | 5.6 | 5.3 | 1.1 | 0.7 | -- | -0.7 |
| teach students how to change society | 15.9 | 19.9 | 22.1 | 25.9 | 24.8 | 30.2 | 33.6 | 32.3 | 16.4 | 12.4 | 10.2 | 6.4 | 7.5 | 2.1 | -1.3 |
| increase/maintain institutional prestige | 56.1 | 50.6 | 55.8 | 48.2 | 47.0 | 59.9 | 70.6 | 83.2 | 27.1 | 32.6 | 27.4 | 35.0 | 36.2 | 23.3 | 12.6 |
| hire faculty "stars" | 12.2 | 10.2 | 8.6 | 9.1 | 12.7 | 16.7 | 18.9 | 23.4 | 11.2 | 13.2 | 14.8 | 14.3 | 10.7 | 6.7 | 4.5 |
| recruit more minority students | 57.1 | 55.0 | 57.9 | 60.4 | 68.9 | 53.1 | 47.7 | 47.7 | -9.4 | -7.3 | -10.2 | -12.7 | -21.2 | -5.4 | 0.0 |
| enhance institution's national image | 37.5 | 31.2 | 40.2 | 34.8 | 50.6 | 65.0 | 78.5 | 88.7 | 51.2 | 57.5 | 48.5 | 53.9 | 38.1 | 23.7 | 10.2 |
| create multi-cultural environment | 39.9 | 43.9 | 60.4 | 64.5 | 67.8 | 61.7 | 55.1 | 55.1 | 15.2 | 11.2 | -5.3 | -9.4 | -12.7 | -6.6 | 0.0 |
| promote religious/spiritual development of students | -- | -- | -- | -- | 9.8 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| mentor new faculty | -- | -- | -- | -- | 50.2 | 64.3 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| to promote gender equity among faculty | -- | -- | -- | -- | -- | 57.9 | 53.6 | 47.4 | -- | -- | -- | -- | -- | -10.5 | -6.2 |
| to provide resources for faculty to engage in community-based teaching or research | -- | -- | -- | -- | -- | 42.6 | 40.9 | 23.5 | -- | -- | -- | -- | -- | -19.1 | -17.4 |
| to create and sustain partnerships with surrounding communities | -- | -- | -- | -- | -- | 56.1 | 60.2 | 44.7 | -- | -- | -- | -- | -- | -11.4 | -15.5 |

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| | % | % |
| Student evaluations of their own work | -- | -- |
| Electronic quizzes with immediate feedback in class | 9.2 | 10.0 |
| Using real-life problems | 64.9 | 63.3 |
| Using student inquiry to drive learning | 50.9 | 48.8 |
| promote intellectual development | 80.2 | 78.2 |
| help students understand values | -- | -- |
| develop community among students/faculty | 55.2 | 54.6 |
| facilitate student involvement in community service | 46.9 | 44.5 |
| teach students how to change society | 34.1 | 31.9 |
| increase/maintain institutional prestige | 58.0 | 56.8 |
| hire faculty "stars" | 17.5 | 16.0 |
| recruit more minority students | 49.7 | 47.7 |
| enhance institution's national image | 58.1 | 54.5 |
| create multi-cultural environment | 54.6 | 50.1 |
| promote religious/spiritual development of students | -- | -- |
| mentor new faculty | -- | -- |
| to promote gender equity among faculty | 46.9 | 45.1 |
| to provide resources for faculty to engage in community-based teaching or research | 33.9 | 34.0 |
| to create and sustain partnerships with surrounding communities | 52.7 | 49.4 |

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|--|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|--|
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| | % | % | % | % | % | % | % | % | | | | | | | | |
| Issues Believed to be of High or Highest Priority at Institution (continued) | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> to pursue extramural funding | -- | -- | -- | -- | -- | 60.1 | 68.8 | 65.3 | -- | -- | -- | -- | -- | 5.2 | -3.5 | |
| <input checked="" type="checkbox"/> increase representation of minorities in the faculty and administration | 60.1 | 55.6 | 59.8 | 55.1 | -- | 58.6 | 53.0 | 44.9 | -15.2 | -10.7 | -14.9 | -10.2 | -- | -13.7 | -8.1 | |
| <input type="checkbox"/> to strengthen links with for-profit, corporate sector | -- | -- | -- | -- | -- | -- | 51.9 | 46.0 | -- | -- | -- | -- | -- | -- | -5.9 | |
| <input type="checkbox"/> develop leadership ability in students | 53.3 | 42.7 | 46.6 | 50.0 | 49.4 | 56.5 | 56.4 | 44.6 | -8.7 | 1.9 | -2.0 | -5.4 | -4.8 | -11.9 | -11.8 | |
| <input checked="" type="checkbox"/> increase representation of women in the faculty and administration | 36.6 | 36.6 | 52.8 | 50.8 | -- | 50.2 | 40.2 | 38.3 | 1.7 | 1.7 | -14.5 | -12.5 | -- | -11.9 | -1.9 | |
| <input type="checkbox"/> to develop an appreciation for multiculturalism | -- | -- | -- | -- | -- | -- | 53.0 | 52.6 | -- | -- | -- | -- | -- | -- | -0.4 | |
| Percent Noting Attributes As Very Descriptive of Institution | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Easy to see faculty outside office hours | 27.7 | 29.1 | 30.2 | 41.5 | 40.9 | 49.5 | 61.4 | 54.5 | 26.8 | 25.4 | 24.3 | 13.0 | 13.6 | 5.0 | -6.9 | |
| <input checked="" type="checkbox"/> Great conformity among students | 17.6 | 16.7 | 11.2 | 15.9 | 12.6 | -- | 21.6 | -- | -- | -- | -- | -- | -- | -- | -- | |
| <input type="checkbox"/> Faculty at odds with administration | 30.1 | 33.0 | 16.2 | 11.4 | 10.5 | 5.2 | 11.4 | 9.5 | -20.6 | -23.5 | -6.7 | -1.9 | -1.0 | 4.3 | -1.9 | |
| <input type="checkbox"/> Faculty respect each other | 15.5 | 16.5 | 14.8 | 24.0 | 32.7 | 54.3 | 48.1 | 48.0 | 32.5 | 31.5 | 33.2 | 24.0 | 15.3 | -6.3 | -0.1 | |
| <input type="checkbox"/> Most students treated like numbers | 7.2 | 11.2 | 4.1 | 5.4 | 4.5 | 3.1 | 2.7 | 2.5 | -4.7 | -8.7 | -1.6 | -2.9 | -2.0 | -0.6 | -0.2 | |
| <input checked="" type="checkbox"/> Social activities overemphasized | 1.3 | 1.2 | 1.1 | 3.5 | 1.6 | 2.5 | 3.0 | -- | -- | -- | -- | -- | -- | -- | -- | |
| <input checked="" type="checkbox"/> Students don't socialize regularly | 21.9 | 14.8 | 10.4 | 8.3 | 5.8 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | |
| <input type="checkbox"/> Faculty rewarded for good teaching | 10.8 | 6.7 | 8.6 | 21.2 | 28.3 | 32.0 | 28.0 | 24.0 | 13.2 | 17.3 | 15.4 | 2.8 | -4.3 | -8.0 | -4.0 | |
| <input checked="" type="checkbox"/> Intercollegiate sports overemphasized | 3.0 | 2.8 | 1.9 | 0.8 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | |
| <input type="checkbox"/> Most students are very bright | 1.0 | 3.0 | 2.2 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | |
| <input checked="" type="checkbox"/> Little student/faculty contact | 8.9 | 8.0 | 3.0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | |
| <input checked="" type="checkbox"/> Institution committed to minorities | -- | 31.4 | 32.7 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | |
| <input type="checkbox"/> There is respect for the expression of diverse values and beliefs | -- | -- | -- | -- | -- | 39.6 | 41.5 | 33.0 | -- | -- | -- | -- | -- | -6.6 | -8.5 | |
| <input type="checkbox"/> Faculty are rewarded for their efforts to use instructional technology | -- | -- | -- | -- | -- | 22.4 | 24.5 | 11.5 | -- | -- | -- | -- | -- | -10.9 | -13.0 | |
| <input checked="" type="checkbox"/> Faculty are rewarded for their efforts to work with underprepared students | -- | -- | -- | -- | -- | 7.5 | 7.5 | -- | -- | -- | -- | -- | -- | -- | -- | |

| 2010 Faculty Survey | |
|---|---------------------------------|
| National Comparison Data: All Public 4-Year Institutions | |
| Full-Time Administrators | Full-Time Undergraduate Faculty |
| % | % |
| 52.5 | 48.3 |
| 40.5 | 38.2 |
| 44.6 | 43.7 |
| 47.1 | 49.4 |
| 30.9 | 30.2 |
| 53.1 | 49.5 |
| 56.4 | 60.6 |
| -- | -- |
| 18.1 | 22.5 |
| 41.4 | 43.9 |
| 3.3 | 3.8 |
| -- | -- |
| -- | -- |
| 17.7 | 18.5 |
| -- | -- |
| -- | -- |
| -- | -- |
| 34.5 | 32.6 |
| 20.7 | 18.2 |
| -- | -- |

Southern Illinois University Edwardsville Summary of SIUE Faculty Attitudinal Responses

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|-----------------------------|---------------|
| 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% |
| 2010: | 200/657 = 30% |



Questions asked in 2010 and all or select prior years.
 Questions asked for first time in 2010.
 Questions asked in prior surveys but not asked in 2010
 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 2010 value
 >= 10 of abs difference 2010 value

Percent Noting Attributes As Very Descriptive of Institution (continued)

- Administration consider faculty concerns when making policy
- Admin is open about its policies

Percent Agreeing Strongly or Somewhat

General Issues:

- West Civ foundation of UG curriculum
- College can ban extreme speakers
- Chief benefit of college is increasing earning power
- Promoting diversity yields too many underprepared students
- Colleges be involved in social problems
- Tenure is an outmoded concept
- Encourage students to do community service
- Community service be given weight in admission
- Tenure attracts best to academe
- Diverse student body enhances education
- Realistically, an individual can do little to bring about changes in society
- Colleges should be concerned with facilitating undergraduate students' spiritual development
- External pressures influence researcher's objectivity
- Computers enhance student learning
- Abolish death penalty

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|--|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| Administration consider faculty concerns when making policy | -- | -- | -- | -- | -- | -- | 23.8 | 20.5 | -- | -- | -- | -- | -- | -- | -3.3 |
| Admin is open about its policies | -- | -- | -- | -- | -- | -- | 32.2 | 23.5 | -- | -- | -- | -- | -- | -- | -8.7 |
| West Civ foundation of UG curriculum | 77.1 | 59.4 | 61.2 | 59.3 | 61.4 | 53.1 | 47.3 | -- | -- | -- | -- | -- | -- | -- | -- |
| College can ban extreme speakers | 14.9 | 19.0 | 25.1 | 17.8 | 26.9 | 26.9 | 23.9 | -- | -- | -- | -- | -- | -- | -- | -- |
| Chief benefit of college is increasing earning power | 22.4 | 21.5 | 25.2 | 33.5 | 36.9 | 29.9 | 45.2 | 66.6 | 44.2 | 45.1 | 41.4 | 33.1 | 29.7 | 36.7 | 21.4 |
| Promoting diversity yields too many underprepared students | -- | 33.4 | 40.1 | 38.1 | 34.8 | 29.3 | 27.7 | 31.5 | -- | -1.9 | -8.6 | -6.6 | -3.3 | 2.2 | 3.8 |
| Colleges be involved in social problems | 74.4 | 66.9 | 66.5 | 70.5 | 66.0 | 69.1 | 67.0 | 71.2 | -3.2 | 4.3 | 4.7 | 0.7 | 5.2 | 2.1 | 4.2 |
| Tenure is an outmoded concept | 34.0 | 44.3 | 35.0 | 38.1 | 41.8 | 35.1 | 39.5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Encourage students to do community service | -- | -- | 80.0 | 83.7 | 81.9 | 86.2 | 85.6 | 87.3 | -- | -- | 7.3 | 3.6 | 5.4 | 1.1 | 1.7 |
| Community service be given weight in admission | -- | -- | 43.2 | 50.4 | 55.4 | -- | 61.7 | -- | -- | -- | -- | -- | -- | -- | -- |
| Tenure attracts best to academe | -- | -- | 55.6 | 61.4 | 59.3 | 60.8 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Diverse student body enhances education | -- | -- | -- | 91.1 | 88.7 | 92.0 | 90.9 | 94.9 | -- | -- | -- | 3.8 | 6.2 | 2.9 | 4.0 |
| Realistically, an individual can do little to bring about changes in society | -- | -- | -- | -- | -- | 20.3 | 25.3 | 14.6 | -- | -- | -- | -- | -- | -5.7 | -10.7 |
| Colleges should be concerned with facilitating undergraduate students' spiritual development | -- | -- | -- | -- | -- | 19.2 | 24.2 | 25.7 | -- | -- | -- | -- | -- | 6.5 | 1.5 |
| External pressures influence researcher's objectivity | -- | -- | -- | -- | 59.8 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Computers enhance student learning | -- | -- | -- | 92.3 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Abolish death penalty | 42.9 | 41.3 | 40.4 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

| 2010 Faculty Survey | | |
|--|--------------------------|---------------------------------|
| National Comparison Data: All Public 4-Year Institutions | | |
| | Full-Time Administrators | Full-Time Undergraduate Faculty |
| | % | % |
| Administration consider faculty concerns when making policy | 19.2 | 15.8 |
| Admin is open about its policies | 21.8 | 20.4 |
| Chief benefit of college is increasing earning power | 60.1 | 61.3 |
| Promoting diversity yields too many underprepared students | 24.7 | 27.5 |
| Colleges be involved in social problems | 78.1 | 75.6 |
| Encourage students to do community service | 91.2 | 90.1 |
| Diverse student body enhances education | 95.2 | 94.2 |
| Colleges should be concerned with facilitating undergraduate students' spiritual development | 28.5 | 28.2 |

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|-----------------------------|---------------|
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| 1998: | 263/521 = 50% |
| 2001: | 252/522 = 48% |
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Questions asked in 2010 and all or select prior years.
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>5, <10 of abs difference 2010 value
 >= 10 of abs difference 2010 value

Percent Agreeing Strongly or Somewhat (continued)

General Issues:

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|--|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| National health care plan needed | 79.7 | 84.0 | 77.3 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Abortion should be legal | 80.1 | 84.9 | 80.5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Community svrc be required for graduation | -- | -- | 30.2 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Colleges have a responsibility to work with their surrounding communities to address local issues | -- | -- | -- | -- | -- | 84.9 | 86.0 | 85.3 | -- | -- | -- | -- | 0.4 | -0.7 | -- |
| 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 | 54.1 | -- | -- | -- | -- | -- | -- | -1.2 |
| Prohibit racist/sexist speech | 78.2 | 51.1 | 51.3 | -- | -- | -- | -- | 61.4 | -16.8 | 10.3 | 10.1 | -- | -- | -- | -- |

Percent Agreeing Strongly or Somewhat

Specific to this institution:

| | | | | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Faculty interested in students' personal problems | -- | -- | -- | -- | -- | -- | 81.4 | 81.3 | -- | -- | -- | -- | -- | -- | -0.1 |
| Racial/Ethnic diversity should be more strongly reflected in curriculum | -- | -- | -- | -- | -- | -- | 61.7 | 61.1 | -- | -- | -- | -- | -- | -- | -0.6 |
| Students well prep academically | -- | 13.4 | 15.0 | 22.7 | 24.1 | 32.7 | 39.0 | 31.4 | -- | 18.0 | 16.4 | 8.7 | 7.3 | -1.3 | -7.6 |
| Should hire more faculty of color | -- | -- | -- | -- | 65.7 | -- | 68.8 | 75.2 | -- | -- | -- | -- | 9.5 | -- | 6.4 |
| Institution should hire more women faculty | -- | -- | -- | -- | 55.0 | -- | 52.7 | 55.8 | -- | -- | -- | -- | 0.8 | -- | 3.1 |
| Student Affairs staff supported by faculty | -- | 41.3 | 46.7 | 56.1 | 63.9 | -- | 86.1 | 81.1 | -- | 39.8 | 34.4 | 25.0 | 17.2 | -- | -5.0 |
| Faculty committed to welfare of institution | 65.3 | 61.9 | 74.2 | 79.4 | 82.9 | 84.2 | 92.4 | 93.9 | 28.6 | 32.0 | 19.7 | 14.5 | 11.0 | 9.7 | 1.5 |

| 2010 Faculty Survey | | |
|---|---------------------------------|----|
| National Comparison Data: All Public 4-Year Institutions | | |
| Full-Time Administrators | Full-Time Undergraduate Faculty | |
| % | % | |
| -- | -- | -- |
| -- | -- | -- |
| -- | -- | -- |
| 90.6 | 89.1 | |
| -- | -- | -- |
| -- | -- | -- |
| -- | -- | -- |
| 57.7 | 59.0 | |
| 60.7 | 62.0 | |
| 87.3 | 87.0 | |
| 60.2 | 56.7 | |
| 31.2 | 27.7 | |
| 72.1 | 66.9 | |
| 57.2 | 52.7 | |
| 70.9 | 75.6 | |
| 89.2 | 88.8 | |

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| 1998: | 263/521 = 50% |
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>5, <10 of abs difference 2010 value
 >= 10 of abs difference 2010 value

Percent Agreeing Strongly or Somewhat (continued)

Specific to this institution:

- Faculty interested in students' academic problems
- A lot of racial conflict here
- Students committed to community svc
- My research valued by dept faculty
- My teaching valued by dept faculty
- Courses include feminist perspective
- People don't respect each other
- Faculty sensitive to minority issues
- Courses include minority perspective
- Low trust between minorities/admin
- Unionization enhances learning
- Administrators act in good faith
- Faculty committed to local community
- Faculty of color treated fairly here
- Women faculty treated fairly here
- Courses involve community service
- Gay and lesbian faculty treated fairly here
- My dept does a good job of mentoring new faculty
- Faculty are sufficiently involved in campus decision making
- My values are congruent with the dominant institutional values
- There is adequate support for integrating technology in my teaching
- This institution takes responsibility for educating underprepared students
- The criteria for advancement and promotion decisions are clear

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|--|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| Faculty interested in students' academic problems | 73.1 | 67.8 | 74.6 | 77.3 | 81.5 | 77.8 | 89.8 | 90.9 | 17.8 | 23.1 | 16.3 | 13.6 | 9.4 | 13.1 | 1.1 |
| A lot of racial conflict here | 12.9 | 23.2 | 30.2 | 18.4 | 9.4 | 7.0 | 8.0 | 18.7 | 5.8 | -4.5 | -11.5 | 0.3 | 9.3 | 11.7 | 10.7 |
| Students committed to community svc | -- | -- | 10.8 | 14.5 | 18.1 | 21.1 | 39.3 | -- | -- | -- | -- | -- | -- | -- | -- |
| My research valued by dept faculty | -- | -- | -- | 66.4 | 72.0 | 69.8 | 78.3 | 77.0 | -- | -- | -- | 10.6 | 5.0 | 7.2 | -1.3 |
| My teaching valued by dept faculty | -- | -- | -- | -- | 85.1 | 85.1 | 91.2 | 89.8 | -- | -- | -- | -- | 4.7 | 4.7 | -1.4 |
| Courses include feminist perspective | 27.6 | 26.3 | 30.1 | 37.5 | 33.9 | -- | 43.4 | -- | -- | -- | -- | -- | -- | -- | -- |
| People don't respect each other | -- | 47.7 | 45.5 | 36.0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Faculty sensitive to minority issues | 64.5 | 62.3 | 71.5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Courses include minority perspective | 26.3 | 37.4 | 46.9 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Low trust between minorities/admin | 36.9 | 52.6 | 51.5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Unionization enhances learning | 23.2 | 23.9 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Administrators act in good faith | -- | 53.4 | 66.3 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Faculty committed to local community | -- | -- | 47.3 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Faculty of color treated fairly here | -- | 82.7 | 85.2 | 84.6 | 88.9 | 71.7 | 92.3 | 88.7 | -- | 6.0 | 3.5 | 4.1 | -0.2 | 17.0 | -3.6 |
| Women faculty treated fairly here | -- | 79.9 | 84.5 | 85.9 | 88.0 | 76.6 | 92.8 | 88.2 | -- | 8.3 | 3.7 | 2.3 | 0.2 | 11.6 | -4.6 |
| Courses involve community service | -- | -- | 18.6 | 26.6 | 28.4 | -- | 38.8 | -- | -- | -- | -- | -- | -- | -- | -- |
| Gay and lesbian faculty treated fairly here | -- | -- | -- | 76.2 | 79.8 | 63.8 | 93.0 | 92.8 | -- | -- | -- | 16.6 | 13.0 | 29.0 | -0.2 |
| My dept does a good job of mentoring new faculty | -- | -- | -- | -- | -- | 63.6 | 66.4 | -- | -- | -- | -- | -- | -- | -- | -- |
| Faculty are sufficiently involved in campus decision making | -- | -- | -- | -- | -- | 69.3 | 69.8 | 70.0 | -- | -- | -- | -- | -- | 0.7 | 0.2 |
| My values are congruent with the dominant institutional values | -- | -- | -- | -- | -- | 76.9 | 79.5 | 77.1 | -- | -- | -- | -- | -- | 0.2 | -2.4 |
| There is adequate support for integrating technology in my teaching | -- | -- | -- | -- | -- | 76.6 | 86.3 | -- | -- | -- | -- | -- | -- | -- | -- |
| This institution takes responsibility for educating underprepared students | -- | -- | -- | -- | -- | 77.3 | 74.8 | 76.5 | -- | -- | -- | -- | -- | -0.8 | 1.7 |
| The criteria for advancement and promotion decisions are clear | -- | -- | -- | -- | -- | 68.4 | 73.6 | 80.1 | -- | -- | -- | -- | -- | 11.7 | 6.5 |

| 2010 Faculty Survey | | |
|---|-------------------|-----------------------|
| National Comparison Data: All Public 4-Year Institutions | | |
| Full-Time Administrators | Full-Time Faculty | Undergraduate Faculty |
| % | % | % |
| 89.7 | 90.9 | |
| 9.0 | 8.1 | |
| -- | -- | |
| 74.9 | 72.6 | |
| 90.9 | 90.3 | |
| -- | -- | |
| -- | -- | |
| -- | -- | |
| -- | -- | |
| 90.8 | 91.1 | |
| 88.3 | 88.4 | |
| -- | -- | |
| 88.0 | 90.1 | |
| -- | -- | |
| 60.7 | 60.3 | |
| 77.4 | 74.1 | |
| -- | -- | |
| 74.0 | 70.2 | |
| 76.5 | 72.7 | |

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|---|---------------------------------|
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| % | % |
| 45.4 | 51.2 |
| 59.1 | 61.2 |
| 24.9 | 23.7 |
| 65.9 | 62.7 |
| 30.7 | 27.3 |
| 56.8 | 51.8 |
| 71.7 | 72.3 |
| 27.9 | 25.9 |
| 77.3 | 75.4 |
| 57.6 | 60.7 |
| 84.9 | 84.3 |
| 77.1 | 73.6 |
| -- | -- |
| 52.5 | 51.5 |
| -- | -- |
| -- | -- |
| 27.9 | 31.5 |
| 34.8 | 33.4 |
| 65.1 | 61.9 |
| 28.0 | 23.7 |
| 78.7 | 75.3 |

Percent Agreeing Strongly or Somewhat (continued)

Specific to this institution:

| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | 2010 | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
|--|------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| <input type="checkbox"/> Most of the students I teach lack the basic skills for college level work | -- | -- | -- | -- | -- | 42.2 | 40.9 | 44.6 | -- | -- | -- | -- | -- | 2.4 | 3.7 |
| <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 | 70.1 | -- | -- | -- | -- | -- | -0.2 | -9.5 |
| <input type="checkbox"/> Should not offer remedial/development education | -- | -- | -- | -- | -- | 23.9 | 26.9 | 25.7 | -- | -- | -- | -- | -- | 1.8 | -1.2 |

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 | 68.5 | 6.9 | 6.2 | 15.9 | 14.9 | 14.5 | 18.5 | 10.8 |
| <input type="checkbox"/> Influencing the political structure | 16.4 | 18.3 | 12.0 | 13.0 | 13.3 | 16.9 | 18.6 | 22.5 | 6.1 | 4.2 | 10.5 | 9.5 | 9.2 | 5.6 | 3.9 |
| <input type="checkbox"/> Influencing social values | 42.9 | 43.3 | 35.1 | 34.0 | 32.4 | 36.5 | 37.5 | 53.0 | 10.1 | 9.7 | 17.9 | 19.0 | 20.6 | 16.5 | 15.5 |
| <input type="checkbox"/> Raising a family | 68.1 | 71.4 | 74.9 | 70.9 | 69.4 | 66.8 | 67.8 | 68.5 | 0.4 | -2.9 | -6.4 | -2.4 | -0.9 | 1.7 | 0.7 |
| <input type="checkbox"/> Being very well off financially | 44.9 | 40.7 | 36.5 | 38.5 | 44.4 | 43.5 | 40.0 | 36.5 | -8.4 | -4.2 | 0.0 | -2.0 | -7.9 | -7.0 | -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 | 73.5 | 4.0 | 5.4 | 8.3 | 7.9 | 9.8 | 2.9 | 7.1 |
| <input checked="" type="checkbox"/> Adopting "green" practices to protect the environment | 37.4 | 37.5 | 28.5 | 30.2 | 26.4 | 23.5 | 31.7 | 55.0 | 17.6 | 17.5 | 26.5 | 24.8 | 28.6 | 31.5 | 23.3 |
| <input type="checkbox"/> Developing a meaningful philosophy of life | 80.4 | 77.2 | 77.5 | 78.5 | 70.9 | 65.4 | 65.5 | 85.0 | 4.6 | 7.8 | 7.5 | 6.5 | 14.1 | 19.6 | 19.5 |
| <input type="checkbox"/> Helping to promote racial understanding | 58.5 | 66.4 | 62.2 | 64.4 | 56.3 | 54.9 | 53.8 | 74.0 | 15.5 | 7.6 | 11.8 | 9.6 | 17.7 | 19.1 | 20.2 |
| <input checked="" 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 | -- | -- | -- | -- | -- | -- | -- | -- |
| <input type="checkbox"/> Integrating spirituality into my life | -- | -- | -- | 44.2 | 49.8 | 40.2 | 42.8 | 46.0 | -- | -- | -- | 1.8 | -3.8 | 5.8 | 3.2 |
| <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 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| <input checked="" type="checkbox"/> Making a theoretical contribution to science | -- | -- | -- | -- | -- | -- | -- | 36.5 | -- | -- | -- | -- | -- | -- | -- |
| <input checked="" type="checkbox"/> Participating in community action program | -- | -- | -- | -- | -- | -- | -- | 26.0 | -- | -- | -- | -- | -- | -- | -- |
| <input checked="" type="checkbox"/> Keep up to date with political affairs | -- | -- | -- | -- | -- | -- | -- | 56.0 | -- | -- | -- | -- | -- | -- | -- |
| <input checked="" type="checkbox"/> Become a community leader | -- | -- | -- | -- | -- | -- | -- | 17.5 | -- | -- | -- | -- | -- | -- | -- |
| <input checked="" type="checkbox"/> Mentor the next generation of scholars | -- | -- | -- | -- | -- | -- | -- | 79.0 | -- | -- | -- | -- | -- | -- | -- |

Southern Illinois University Edwardsville Summary of SIUE Faculty Attitudinal Responses

UCLA-HERI Faculty Surveys: 1989, 1992, 1995, 1998, 2001, 2004, 2007, and 2010

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| 1989: | 308/521 = 59% |
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 Changes in question wording or placement within survey.
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>5, <10 of abs difference 2010 value
 >= 10 of abs difference 2010 value

Aspects of job noted as Very Satisfactory or Satisfactory

- Salary and fringe benefits
- Salary
- Health benefits
- Retirement benefits
- Opportunity for scholarly pursuits
- Teaching load
- Quality of students
- Working conditions
- Office/lab space
- Autonomy and independence
- Professional relations with other faculty
- Social relations with other faculty
- Competency of colleagues
- Visibility for jobs
- Job security
- Relationships with admin
- Department leadership
- Opportunity to develop new ideas
- Course assignments
- Freedom to determine course content
- Availability of child care at institution
- Undergrad course assignments
- Graduate course assignments
- Relationships with other faculty
- Prospects for career advancement
- Clerical/administrative support
- Overall job satisfaction
- Tuition remission for dependents

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|---|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| | % | % | % | % | % | % | % | % | | | | | | | |
| Salary and fringe benefits | 49.7 | 42.9 | 52.6 | 53.9 | 59.3 | 55.8 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Salary | -- | -- | -- | -- | -- | -- | 50.6 | 43.0 | -- | -- | -- | -- | -- | -- | -7.6 |
| Health benefits | -- | -- | -- | -- | -- | -- | 88.5 | 81.2 | -- | -- | -- | -- | -- | -- | -7.3 |
| Retirement benefits | -- | -- | -- | -- | -- | -- | 77.0 | 65.4 | -- | -- | -- | -- | -- | -- | -11.6 |
| Opportunity for scholarly pursuits | 49.2 | 45.4 | 57.3 | 63.6 | 65.0 | 58.1 | 66.7 | 63.7 | 14.5 | 18.3 | 6.4 | 0.1 | -1.3 | 5.6 | -3.0 |
| Teaching load | 54.0 | 55.8 | 67.2 | 63.9 | 63.5 | 59.4 | 64.1 | 66.6 | 12.6 | 10.8 | -0.6 | 2.7 | 3.1 | 7.2 | 2.5 |
| Quality of students | 33.9 | 34.8 | 40.8 | 32.9 | 45.3 | 48.3 | 60.1 | 49.5 | 15.6 | 14.7 | 8.7 | 16.6 | 4.2 | 1.2 | -10.6 |
| Working conditions | 67.4 | 62.8 | 76.6 | 74.2 | 67.9 | 66.6 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Office/lab space | -- | -- | -- | -- | -- | -- | 65.4 | 67.3 | -- | -- | -- | -- | -- | -- | 1.9 |
| Autonomy and independence | 79.2 | 78.0 | 89.6 | 83.0 | 84.1 | 88.0 | 87.5 | 88.0 | 8.8 | 10.0 | -1.6 | 5.0 | 3.9 | 0.0 | 0.5 |
| Professional relations with other faculty | -- | 61.4 | 70.1 | 63.1 | 75.2 | 81.5 | 84.9 | 78.0 | -- | 16.6 | 7.9 | 14.9 | 2.8 | -3.5 | -6.9 |
| Social relations with other faculty | -- | 52.3 | 59.8 | 53.0 | 64.7 | 68.2 | 75.4 | 73.4 | -- | 21.1 | 13.6 | 20.4 | 8.7 | 5.2 | -2.0 |
| Competency of colleagues | 56.9 | 52.6 | 66.0 | 67.1 | 76.2 | 79.4 | 78.5 | 80.0 | 23.1 | 27.4 | 14.0 | 12.9 | 3.8 | 0.6 | 1.5 |
| Visibility for jobs | 38.4 | 29.3 | 45.8 | 42.2 | 42.9 | 47.4 | 56.3 | -- | -- | -- | -- | -- | -- | -- | -- |
| Job security | 82.4 | 74.5 | 83.1 | 80.0 | 77.0 | -- | 83.8 | 75.8 | -6.6 | 1.3 | -7.3 | -4.2 | -1.2 | -- | -8.0 |
| Relationships with admin | 49.0 | 48.4 | 56.4 | 70.4 | 68.4 | 74.8 | 65.6 | -- | -- | -- | -- | -- | -- | -- | -- |
| Department leadership | -- | -- | -- | -- | -- | -- | 71.3 | 71.3 | -- | -- | -- | -- | -- | -- | 0.0 |
| Opportunity to develop new ideas | -- | -- | 70.4 | 77.4 | 76.6 | 77.3 | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Course assignments | -- | -- | -- | -- | -- | -- | 84.3 | 84.0 | -- | -- | -- | -- | -- | -- | -0.3 |
| Freedom to determine course content | -- | -- | -- | -- | -- | -- | 89.8 | 90.8 | -- | -- | -- | -- | -- | -- | 1.0 |
| Availability of child care at institution | -- | -- | -- | -- | 56.5 | 59.6 | 54.7 | 54.0 | -- | -- | -- | -- | -2.5 | -5.6 | -0.7 |
| 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 | 62.4 | -- | -- | -- | -- | -- | -0.1 | -2.3 |
| Clerical/administrative support | -- | -- | -- | -- | -- | 61.6 | 63.3 | 63.4 | -- | -- | -- | -- | -- | 1.8 | 0.1 |
| Overall job satisfaction | 67.1 | 62.5 | 76.4 | 77.7 | 80.1 | 81.2 | 77.4 | 76.5 | 9.4 | 14.0 | 0.1 | -1.2 | -3.6 | -4.7 | -0.9 |
| Tuition remission for dependents | -- | -- | -- | -- | -- | -- | -- | 61.2 | -- | -- | -- | -- | -- | -- | -- |

| 2010 Faculty Survey | | |
|---|--------------------------|---------------------------------|
| National Comparison Data: All Public 4-Year Institutions | | |
| | Full-Time Administrators | Full-Time Undergraduate Faculty |
| | % | % |
| Salary and fringe benefits | -- | -- |
| Salary | 46.9 | 43.7 |
| Health benefits | 74.9 | 75.1 |
| Retirement benefits | 70.2 | 70.4 |
| Opportunity for scholarly pursuits | 49.9 | 48.4 |
| Teaching load | 52.1 | 46.0 |
| Quality of students | 53.5 | 43.1 |
| Working conditions | -- | -- |
| Office/lab space | 71.5 | 69.7 |
| Autonomy and independence | 83.3 | 83.1 |
| Professional relations with other faculty | 80.6 | 76.6 |
| Social relations with other faculty | 70.1 | 68.6 |
| Competency of colleagues | 75.4 | 76.2 |
| Visibility for jobs | -- | -- |
| Job security | 84.0 | 69.5 |
| Relationships with admin | -- | -- |
| Department leadership | 74.6 | 70.0 |
| Opportunity to develop new ideas | -- | -- |
| Course assignments | 88.0 | 82.2 |
| Freedom to determine course content | 94.6 | 91.0 |
| Availability of child care at institution | 36.6 | 35.7 |
| Undergrad course assignments | -- | -- |
| Graduate course assignments | -- | -- |
| Relationships with other faculty | -- | -- |
| Prospects for career advancement | 54.7 | 50.8 |
| Clerical/administrative support | 58.7 | 63.2 |
| Overall job satisfaction | 75.2 | 73.2 |
| Tuition remission for dependents | 51.9 | 52.0 |

Southern Illinois University Edwardsville Summary of SIUE Faculty Attitudinal Responses

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>5, <10 of abs difference 2010 value
 >= 10 of abs difference 2010 value

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

- Managing household responsibilities
- Child care
- Care of elderly parent
- My physical health
- Health of spouse/partner
- Review/promotion process
- Subtle discrimination (e.g., prejudice, racism, sexism)
- Personal finances
- Committee work
- Faculty meetings
- Colleagues
- Students
- Research or publishing demands
- Institutional procedures and "red tape"
- Teaching load
- Children's problems
- Marital friction/friction with spouse/partner
- Lack of personal time (time pressure)
- Keeping up with info technology
- Job security
- Being part of a dual career couple
- Working with underprepared students
- Classroom conflict
- Self-imposed high expectations
- Change in work responsibilities
- Institutional budget cuts

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|---|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| Managing household responsibilities | 60.2 | 57.9 | 58.3 | 72.3 | 73.5 | 73.3 | 71.3 | 74.7 | 14.5 | 16.8 | 16.4 | 2.4 | 1.2 | 1.4 | 3.4 |
| Child care | 22.0 | 28.7 | 30.7 | 31.4 | 32.0 | 32.0 | 35.8 | 54.4 | 32.4 | 25.7 | 23.7 | 23.0 | 22.4 | 22.4 | 18.6 |
| Care of elderly parent | 28.3 | 27.6 | 30.5 | 32.8 | 27.8 | 29.5 | 33.2 | 46.1 | 17.8 | 18.5 | 15.6 | 13.3 | 18.3 | 16.6 | 12.9 |
| My physical health | 39.9 | 39.1 | 40.2 | 44.6 | 46.1 | 49.1 | 43.0 | 53.7 | 13.8 | 14.6 | 13.5 | 9.1 | 7.6 | 4.6 | 10.7 |
| Health of spouse/partner | -- | -- | -- | -- | -- | 30.6 | 32.1 | 37.3 | -- | -- | -- | -- | -- | 6.7 | 5.2 |
| Review/promotion process | 44.6 | 43.0 | 42.3 | 55.0 | 54.3 | 48.5 | 56.2 | 60.8 | 16.2 | 17.8 | 18.5 | 5.8 | 6.5 | 12.3 | 4.6 |
| Subtle discrimination (e.g., prejudice, racism, sexism) | 32.0 | 28.3 | 26.7 | 31.7 | 29.1 | 27.2 | 23.4 | 28.4 | -3.6 | 0.1 | 1.7 | -3.3 | -0.7 | 1.2 | 5.0 |
| Personal finances | -- | 52.0 | 50.3 | 58.1 | 54.3 | 60.7 | 58.9 | 65.2 | -- | 13.2 | 14.9 | 7.1 | 10.9 | 4.5 | 6.3 |
| Committee work | 59.4 | 51.7 | 50.9 | 53.3 | -- | 60.2 | 60.8 | 65.5 | 6.1 | 13.8 | 14.6 | 12.2 | -- | 5.3 | 4.7 |
| Faculty meetings | 44.4 | 44.9 | 43.1 | 42.1 | 43.3 | 53.2 | 46.0 | 58.2 | 13.8 | 13.3 | 15.1 | 16.1 | 14.9 | 5.0 | 12.2 |
| Colleagues | -- | -- | -- | -- | -- | -- | 64.2 | 60.1 | -- | -- | -- | -- | -- | -- | -4.1 |
| Students | -- | -- | -- | -- | -- | -- | 64.2 | 63.5 | -- | -- | -- | -- | -- | -- | -0.7 |
| Research or publishing demands | 60.1 | 60.4 | 58.3 | 64.5 | 58.2 | 64.5 | 63.4 | 71.7 | 11.6 | 11.3 | 13.4 | 7.2 | 13.5 | 7.2 | 8.3 |
| Institutional procedures and "red tape" | -- | 71.8 | 72.6 | 70.2 | 65.2 | 62.0 | 65.3 | 72.4 | -- | 0.6 | -0.2 | 2.2 | 7.2 | 10.4 | 7.1 |
| Teaching load | 52.3 | 56.2 | 54.1 | 51.9 | 55.1 | 60.9 | 55.5 | 59.7 | 7.4 | 3.5 | 5.6 | 7.8 | 4.6 | -1.2 | 4.2 |
| Children's problems | 32.2 | 35.2 | 35.3 | 33.5 | 29.9 | 32.8 | 35.5 | 50.4 | 18.2 | 15.2 | 15.1 | 16.9 | 20.5 | 17.6 | 14.9 |
| Marital friction/friction with spouse/partner | 22.8 | 25.0 | 26.3 | 27.0 | 22.6 | 22.4 | 24.5 | 38.4 | 15.6 | 13.4 | 12.1 | 11.4 | 15.8 | 16.0 | 13.9 |
| Lack of personal time (time pressure) | 81.1 | 81.1 | 79.7 | 82.2 | 79.9 | 75.2 | 70.6 | 70.2 | -10.9 | -10.9 | -9.5 | -12.0 | -9.7 | -5.0 | -0.4 |
| Keeping up with info technology | -- | -- | -- | -- | 62.4 | 54.6 | 47.2 | 49.5 | -- | -- | -- | -- | -12.9 | -5.1 | 2.3 |
| Job security | -- | -- | -- | -- | -- | 32.8 | 28.7 | 35.9 | -- | -- | -- | -- | -- | 3.1 | 7.2 |
| Being part of a dual career couple | -- | -- | -- | -- | -- | 39.1 | 46.8 | 48.3 | -- | -- | -- | -- | -- | 9.2 | 1.5 |
| Working with underprepared students | -- | -- | -- | -- | -- | 56.6 | 59.6 | 78.0 | -- | -- | -- | -- | -- | 21.4 | 18.4 |
| Classroom conflict | -- | -- | -- | -- | -- | -- | 21.9 | -- | -- | -- | -- | -- | -- | -- | -- |
| Self-imposed high expectations | -- | -- | -- | -- | -- | 80.4 | 81.1 | 81.3 | -- | -- | -- | -- | -- | 0.9 | 0.2 |
| Change in work responsibilities | -- | -- | -- | -- | -- | 50.3 | 45.3 | 49.0 | -- | -- | -- | -- | -- | -1.3 | 3.7 |
| Institutional budget cuts | -- | -- | -- | -- | -- | -- | -- | 84.3 | -- | -- | -- | -- | -- | -- | -- |

| 2010 Faculty Survey | |
|---|---------------------------------|
| National Comparison Data: All Public 4-Year Institutions | |
| Full-Time Administrators | Full-Time Undergraduate Faculty |
| % | % |
| 74.3 | 75.5 |
| 49.3 | 53.5 |
| 52.1 | 47.8 |
| 58.2 | 53.7 |
| 46.5 | 44.7 |
| 50.5 | 59.4 |
| 29.6 | 29.3 |
| 66.8 | 70.1 |
| 76.7 | 67.6 |
| 66.0 | 56.9 |
| 76.5 | 63.6 |
| 59.8 | 64.5 |
| 61.7 | 64.2 |
| 82.9 | 73.5 |
| 61.5 | 71.4 |
| 49.3 | 44.6 |
| 31.8 | 35.8 |
| 84.8 | 83.7 |
| 62.1 | 57.5 |
| 28.2 | 44.1 |
| 44.4 | 47.6 |
| 76.1 | 82.9 |
| -- | -- |
| 83.4 | 84.2 |
| 64.3 | 51.6 |
| 88.3 | 84.8 |

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>5, <10 of abs difference 2010 value
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| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|---|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| If you were to begin your career again, would you still want to be a college professor? | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Definitely yes | 48.1 | 48.8 | 45.3 | 44.4 | 49.0 | 51.4 | 62.6 | 58.5 | 10.4 | 9.7 | 13.2 | 14.1 | 9.5 | 7.1 | -4.1 |
| <input type="checkbox"/> Probably yes | 33.1 | 28.0 | 34.7 | 31.8 | 31.1 | 26.9 | 24.5 | 30.0 | -3.1 | 2.0 | -4.7 | -1.8 | -1.1 | 3.1 | 5.5 |
| <input type="checkbox"/> Not sure | 12.7 | 14.0 | 12.0 | 14.2 | 12.4 | 13.3 | 8.7 | 8.0 | -4.7 | -6.0 | -4.0 | -6.2 | -4.4 | -5.3 | -0.7 |
| <input type="checkbox"/> Probably no | 5.5 | 8.2 | 4.7 | 7.3 | 4.8 | 7.1 | 3.4 | 3.0 | -2.5 | -5.2 | -1.7 | -4.3 | -1.8 | -4.1 | -0.4 |
| <input type="checkbox"/> Definitely no | 0.6 | 0.9 | 3.3 | 2.3 | 2.8 | 1.2 | 0.8 | 0.5 | -0.1 | -0.4 | -2.8 | -1.8 | -2.3 | -0.7 | -0.3 |
| Percent Agreeing Strongly or Somewhat In Response to SIUE Supplemental Questions | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Faculty Senate plays important role in governance | 48.2 | 45.7 | 41.5 | 39.1 | 48.3 | 53.7 | 64.4 | 55.8 | 7.6 | 10.1 | 14.3 | 16.7 | 7.5 | 2.1 | -8.6 |
| <input type="checkbox"/> Faculty Senate should play important role | -- | -- | -- | 73.7 | 76.9 | 80.4 | 90.5 | 86.3 | -- | -- | -- | 12.6 | 9.4 | 5.9 | -4.2 |
| <input type="checkbox"/> adequate support for research | 43.9 | 37.7 | 41.6 | 45.6 | 52.2 | 50.2 | 58.2 | 55.1 | 11.2 | 17.4 | 13.5 | 9.5 | 2.9 | 4.9 | -3.1 |
| <input type="checkbox"/> adequate support for teaching | 62.3 | 49.5 | 59.4 | 59.1 | 73.2 | 71.4 | 79.3 | 74.0 | 11.7 | 24.5 | 14.6 | 14.9 | 0.8 | 2.6 | -5.3 |
| <input type="checkbox"/> appropriate methods to evaluate my teaching | -- | -- | -- | 50.6 | 50.2 | 48.9 | 65.8 | 64.8 | -- | -- | -- | 14.2 | 14.6 | 15.9 | -1.0 |
| <input type="checkbox"/> senior assignment has improved curriculum | -- | -- | 27.0 | 28.6 | 40.0 | 41.1 | 52.3 | 59.4 | -- | -- | 32.4 | 30.8 | 19.4 | 18.3 | 7.1 |
| <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 | -- | -- | -- | -- | -- | -- | -71.1 | -76.1 | -- | -- |
| <input type="checkbox"/> could describe main points of SIUE's mission | -- | -- | -- | -- | 65.2 | 72.0 | 79.8 | 74.6 | -- | -- | -- | -- | 9.4 | 2.6 | -5.2 |
| <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 | 88.4 | -- | 11.7 | 10.1 | 10.5 | 11.4 | 2.1 | 1.3 |
| <input type="checkbox"/> Graduate education is important part of SIUE mission | -- | -- | -- | 83.5 | 82.2 | 85.6 | 86.8 | 87.8 | -- | -- | -- | 4.3 | 5.6 | 2.2 | 1.0 |
| <input checked="" type="checkbox"/> public svc & cultural arts are an important part of mission | -- | -- | -- | -- | 76.1 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

| 2010 Faculty Survey | |
|---|---------------------------------|
| National Comparison Data: All Public 4-Year Institutions | |
| Full-Time Administrators | Full-Time Undergraduate Faculty |
| % | % |
| 64.9 | 63.0 |
| 24.7 | 25.0 |
| 7.0 | 8.4 |
| 2.7 | 2.9 |
| 0.8 | 0.7 |
| Not applicable | |

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2010 Faculty Survey
 National Comparison Data:
 All Public 4-Year Institutions
 Full-Time
 Full-Time Administrators Undergraduate Faculty

Percent Agreeing Strongly or Somewhat

In Response to SIUE Supplemental Questions (continued)

| | Survey Year | | | | | | | 2010 | +/- Change | | | | | | |
|--|-------------|------|------|------|------|------|------|------|------------|------------|------------|------------|------------|------------|------------|
| | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 | 2007 | | '89 to '10 | '92 to '10 | '95 to '10 | '98 to '10 | '01 to '10 | '04 to '10 | '07 to '10 |
| should expand involvement in doctoral programs | -- | -- | -- | 50.8 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| should increase breadth of academic programming | -- | -- | -- | 48.4 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| time in university service 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 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| my dept uses data as a resource for decisions and planning | -- | -- | -- | -- | -- | 58.8 | 68.3 | 69.5 | -- | -- | -- | -- | -- | 10.7 | 1.2 |

Percent indicating Often or Sometimes

Faculty in my department

| | | | | | | | | | | | | | | | |
|--|----|----|----|------|------|------|------|------|----|----|----|------|------|------|------|
| are accessible for students outside of class | -- | -- | -- | 89.9 | 88.8 | 90.6 | 96.2 | 95.4 | -- | -- | -- | 5.5 | 6.6 | 4.8 | -0.8 |
| expect students to work cooperatively with other students | -- | -- | -- | 77.2 | 76.9 | 82.2 | 90.0 | 88.3 | -- | -- | -- | 11.1 | 11.4 | 6.1 | -1.7 |
| encourage students to challenge ideas | -- | -- | -- | 74.2 | 71.1 | 74.6 | 84.5 | 86.8 | -- | -- | -- | 12.6 | 15.7 | 12.2 | 2.3 |
| use appropriate teaching activities to help students learn | -- | -- | -- | 88.4 | 85.4 | 89.5 | 94.3 | 91.9 | -- | -- | -- | 3.5 | 6.5 | 2.4 | -2.4 |
| have high expectations for quality of students' work | -- | -- | -- | 81.3 | 78.9 | 83.6 | 90.8 | 92.0 | -- | -- | -- | 10.7 | 13.1 | 8.4 | 1.2 |
| provide students with timely feedback on their performance | -- | -- | -- | 83.5 | 80.7 | 83.6 | 92.0 | 89.3 | -- | -- | -- | 5.8 | 8.6 | 5.7 | -2.7 |
| encourage students' questions and discussion in class | -- | -- | -- | 86.6 | 84.9 | 87.3 | 95.4 | 91.8 | -- | -- | -- | 5.2 | 6.9 | 4.5 | -3.6 |
| | | | | | | | | | | | | | | 4.1 | 0.6 |

Not applicable