

# 2007-2008 HERI Faculty Survey Report

## University of North Dakota

### Institutional Report

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**UNIVERSITY OF NORTH DAKOTA**  
**2007-2008 HERI FACULTY SURVEY REPORT**  
**Executive Summary**

In 2007-2008, UND participated in the HERI Faculty Survey conducted through the Cooperative Institutional Research Program at the University of California at Los Angeles. 679 faculty members were invited to participate, with 192 completing the survey for a response rate of 28%. This is the third time UND has participated, with prior surveys being conducted in 1992 and 2002.

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

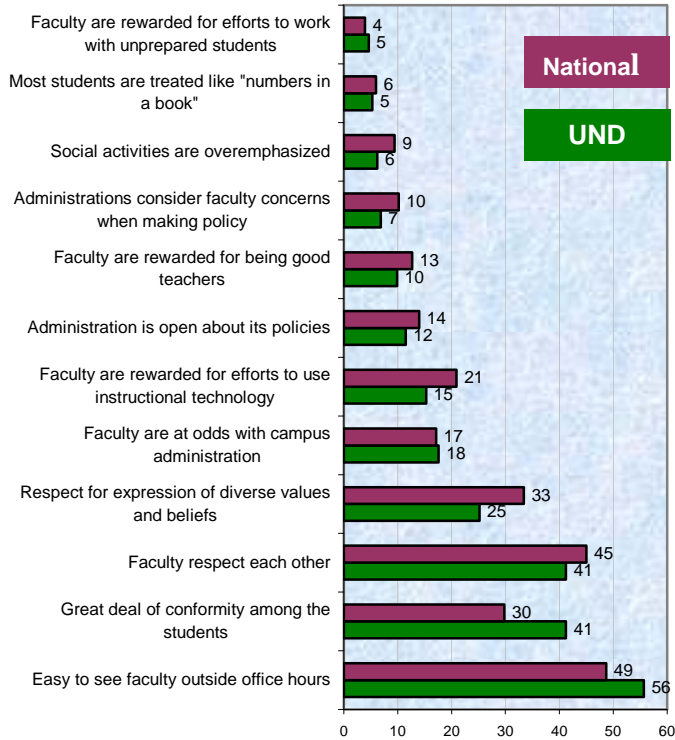
- FTUG faculty at UND are in general more teaching-focused than research-oriented. They usually spend more time each week teaching or preparing for teaching than on any other activity listed on the survey. They tend to teach more courses than their national counterparts. When asked the importance they perceive in the areas of teaching, research and service, higher percentages of UND faculty report teaching and service as being very important or essential than their public university counterparts; slightly lower percentages report research is important or essential.
- When compared to the 2002 survey, more faculty report using the Internet in their teaching, either by exclusively teaching via the Internet or collecting assignments.
- Fewer faculty report working with undergraduates on research in 2008 than in 2002 (49% compared to 66%), however faculty report more time being spent on research and scholarly writing overall (8.3 hours per week in 2008 compared to 6.6 in 2002).
- In terms of teaching and evaluation methods, a wide range of techniques have been used by faculty and four methods listed on the survey (class discussions, cooperative learning/small groups, using real-life problems, and competency-based grading) have been used by more than 50% of UND FTUG faculty. More female faculty report use of experiential learning or field studies in undergraduate classes both at UND (39% of females and 21% of males) and nationally (36% of females and 25% of males). Male faculty remain more likely to use extensive lecturing and female faculty continue to be more likely to use "student-centered" instructional methods.
- Most faculty feel UND's paramount priority should be the intellectual development of students (88%). Their goals for undergraduates most typically include developing students' ability to think clearly (99%), help students evaluate the quality and reliability of information (97%) and promote ability to write effectively (95%).
- Besides carrying out a large number of instructional activities, FTUG faculty also demonstrate substantial scholarly productivity. The majority of them have published over

five articles and nearly two chapters over their professional lives. In the last two years, 72% of faculty report professional writings accepted for publication.

- When evaluating UND's diversity, over half the faculty feel diversity should be more strongly reflected in the curriculum (60%) and 72% feel enhancing student knowledge and appreciation for other groups is an important undergraduate goal. Over half of faculty (52%) feel it is an important goal to help promote racial understanding, yet just one-fifth (23%) of faculty use readings on racial and ethnic issues and readings on women and gender issues (19%) as teaching methods in most of their courses. Ninety percent feel a diverse student body enhances the educational experience of all students. Nearly one-third (31%) feel there is a lot of racial conflict here, but this is lower than the 54% who felt this way in the 2002 survey.
- FTUG faculty experience a considerable amount of stress, with over three-quarters of faculty reporting stress from time pressures, lack of personal time, institutional procedures, and managing household responsibilities.
- Overall, faculty express satisfaction with their career choice at UND. When asked if they were to begin their careers again, 86% of FTUG faculty would again choose to be a college professor, and 72% would again come to UND. It is of concern, however, that one-half of FTUG faculty has considered leaving UND for another institution, and nearly forty percent (39%) has considered leaving academe. When asked about overall job satisfaction, 73% report being satisfied or very satisfied.

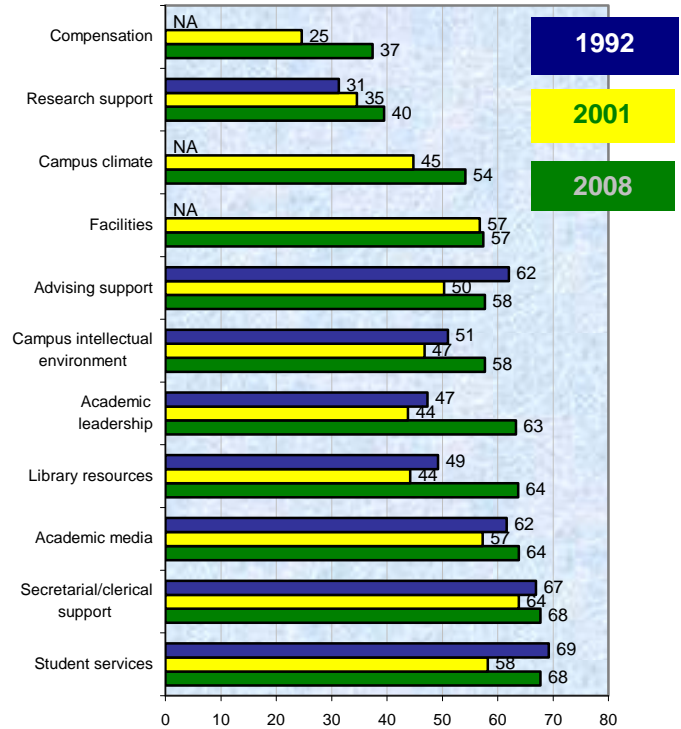


## 10 Attributes Most Descriptive of UND



## Satisfaction on Local Questions

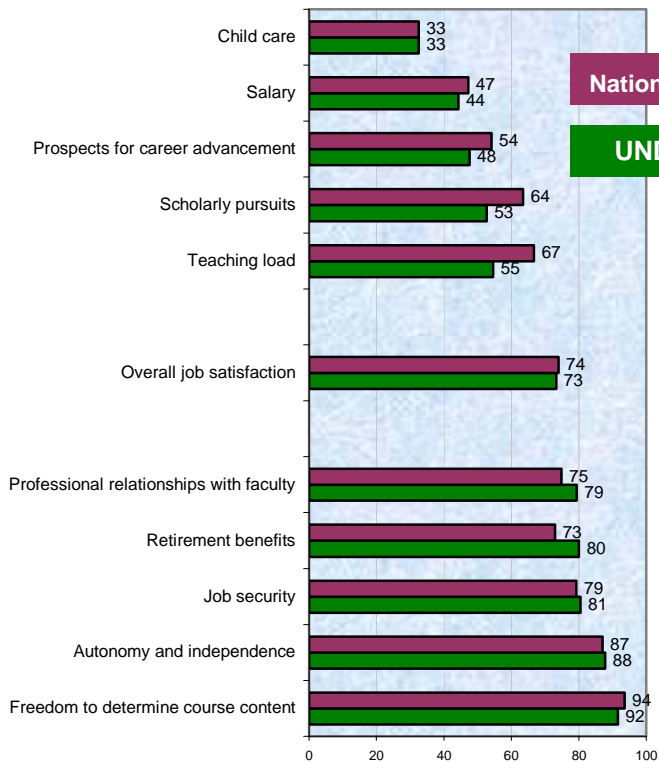
Percent responding "Very Satisfied" or "Satisfied"



Compensation, Campus climate, and Facilities not asked in 1992

## Satisfaction with Job Aspects

Top and Bottom 5 Items  
Percent responding "Very Satisfied" or "Satisfied"



## Faculty's Goals for Undergraduate Students

Percent responding "Very Important" or "Essential"

Male and Female Faculty Goals	Male	Female
Develop ability to think clearly	99	100
Help master knowledge in discipline	96	93
Help students evaluate quality and reliability of information	96	98
Promote ability to write effectively	95	96
Teach tolerance and respect for different beliefs	78	91
Develop creative capacities	77	87
Prepare for employment	73	89
Instill appreciation of liberal arts	71	74
Prepare for graduate education	65	65
Enhance knowledge of racial/ethnic groups	62	85
Help students develop personal values	62	70
Develop moral character	61	70
Engage students in civil discourse around controversial issues	61	76
Enhance self-understanding	55	82
Instill community service	43	59
Study a foreign language	42	42
Provide emotional development	39	52
Teach Western civilization	30	13
Prepare for family living	13	26