

Saint Mary's College

HERI 2001-2002 Faculty Survey **Institutional Profile** of Full-Time Faculty Responses
with Comparisons to Norms for Catholic 4-Year Colleges and All Private 4-Year Colleges
(Numbers in Percents)

	Saint Mary's College	Catholic 4-yr Colleges	All Private 4-yr Colleges
	Total	Total	Total
Reasons noted as very important in your decisions to pursue an academic career			
Autonomy	73.1	72.1	70.3
Flexible Schedule	59.7	68.6	67.7
Intellectual challenge	91.0	86.2	83.5
Intellectual Freedom	70.1	78.2	74.5
Freedom to pursue my scholarly/teaching interests	70.1	74.3	73.1
Opportunities for Teaching	80.6	79.8	77.2
Opportunities research	28.4	30.0	31.6
Occupational prestige/professional status	13.4	17.6	15.7
Opportunity to influence social change	31.3	28.9	25.9
During the past two years, have you engaged in any of the following activities			
Taught an Honors course	16.1	22.5	19.0
Taught an interdisciplinary course	40.3	38.3	45.4
Taught an ethnic studies course	11.7	12.3	12.7
Taught a women's studies course	22.6	11.9	10.2
Team-taught a course	23.8	35.2	38.2
Taught a service learning course	24.2	23.4	19.6
Worked with undergraduates on a research project	62.5	59.5	62.1
Used intra- or extramural funds for research	45.2	34.5	39.7
Participated in a teaching enhancement workshop	61.9	63.8	63.2
Placed or collected assignments for a course on the Internet	43.7	46.8	48.7
Taught a course exclusively through the internet	0.0	4.6	5.1
Factors noted as very important in your decision to work at this college or university			
Institutional emphasis on teaching	79.1	73.5	68.9
Institutional emphasis on research	6.2	5.9	8.0
Prestige of institution	22.4	9.9	11.5
Prestige of department	13.4	13.9	10.3
Salary/benefits	7.5	9.4	11.2
Research facilities	6.0	3.0	3.8
Academic rank offered	6.0	9.7	9.9
Colleagues	43.3	41.5	40.8
Geographic location	38.8	49.2	45.1
Job opportunities for spouse	21.5	13.4	14.1
Other personal/family considerations	28.4	28.9	29.0

	Saint Mary's College	Catholic 4-yr Colleges	All Private 4-yr Colleges
	Total	Total	Total
Goals for undergraduates noted as very important or essential			
Develop ability to think clearly	100.0	99.6	99.6
Prepare students for employment after college	51.5	71.9	67.3
Prepare students for graduate or advance education	58.2	62.6	62.0
Develop moral character	62.1	72.1	68.8
Provide for students' emotional development	43.3	47.3	44.5
Prepare students for family living	16.7	19.7	19.0
Teach students the classic works of Western civilization	34.3	35.3	35.2
Help students develop personal values	71.6	70.7	68.5
Enhance the out-of-class experience of students	36.4	44.0	43.0
Enhance students' self-understanding	83.6	70.5	69.4
Instill in students a commitment to community service	34.3	48.8	42.8
Prepare students for responsible citizenship	67.2	67.9	65.8
Enhance students' knowledge of and appreciation for other racial/ethnic groups	65.2	68.5	66.3
Study a foreign language	35.8	36.8	38.2
Personal Goals noted as very important or essential			
Becoming an authority in my field	33.8	45.1	45.8
Influencing the political structure	10.3	15.6	14.4
Influencing social values	38.2	44.1	43.2
Raising a family	65.7	68.6	73.0
Being well-off financially	26.5	32.7	30.8
Helping others who are in difficulty	69.1	71.4	69.3
Becoming involved in programs to clean up the environment	29.9	30.3	30.2
Developing a meaning philosophy of life	83.8	84.0	81.1
Helping to promote racial understanding	58.8	66.9	64.0
Obtaining recognition from my colleagues for contributions to my special field	41.2	39.3	38.4
Integrating spirituality into my life	64.2	64.6	62.6
Being a good colleague	95.6	92.3	91.5
Being a good teacher	100.0	99.0	98.5
Achieving congruence between my own values and institutional values	61.8	62.8	61.3

	Saint Mary's College	Catholic 4-yr Colleges	All Private 4-yr Colleges
	Total	Total	Total
Agrees strongly or somewhat			
Faculty are interested in students' personal problems	94.0	90.7	90.2
Racial and ethnic diversity should be more strongly reflected in the curriculum	74.6	65.7	63.5
Faculty feel that most students are well-prepared academically	65.7	37.0	42.2
This institution should hire more faculty of color	80.6	75.9	76.7
Student Affairs staff have the support and respect of faculty	67.2	71.6	72.0
Faculty are committed to the welfare of this institution	92.4	91.9	91.7
Faculty here are strongly interested in the academic problems of the undergraduates	94.0	92.6	92.3
There is a lot of campus racial conflict here	7.5	7.1	7.7
Many courses include feminist perspectives	79.1	41.2	39.5
Faculty of color are treated fairly here	89.2	91.0	89.2
Women faculty are treated fairly here	98.5	88.4	87.1
Many courses involve students in community service	61.2	60.7	49.4
This institution should hire more women faculty	29.0	39.1	49.6
Most students are strongly committed to community service	59.7	48.7	46.8
Gay and Lesbian faculty are treated fairly here	60.0	68.6	68.2
My research is valued by faculty in my department	71.6	73.3	73.4
My teaching is valued by faculty in my department	94.0	92.2	90.9
Issues believed to be of high or highest priority at your college or university			
To promote the intellectual development of students	93.8	83.5	83.7
To help students examine and understand their personal values	87.9	83.4	74.9
To develop a sense of community among students and faculty	79.1	68.5	66.2
To develop leadership ability among students	80.3	59.4	59.2
To facilitate student involvement in community service	64.2	69.6	56.3
To help students learn how to bring about change in American Society	44.8	42.7	37.1
Issues believed to be of high or highest priority at your college or university			
To increase or maintain institutional prestige	71.6	56.6	57.4
To hire faculty "stars"	6.0	12.1	14.7
To recruit more minority students	56.7	48.3	50.0
To enhance the institution's national image	80.6	55.6	59.9
To create a diverse multi-cultural campus environment	62.7	50.8	51.6
To promote the religious/spiritual development of students	79.1	78.4	53.7
To mentor new faculty	55.2	38.2	37.2

	Saint Mary's College	Catholic 4-yr Colleges	All Private 4-yr Colleges
	Total	Total	Total
Attributes noted as being VERY descriptive of your institution			
It is easy for students to see faculty outside of regular office hours	72.1	64.3	64.9
There is a great deal of conformity among the students	45.6	38.3	34.0
The faculty are typically at odds with campus administrators	34.3	17.1	14.6
Faculty here respect each other	51.5	44.6	47.1
Most students are treated like "numbers in a book"	0.0	0.5	1.2
Social activities are overemphasized	2.9	5.4	9.1
Students here do not usually socialize with one another	0.0	3.0	2.9
Faculty are rewarded for being good teachers	36.8	17.0	21.2
Attributes noted as being NOT descriptive of your institution			
It is easy for students to see faculty outside of the regular office hours	4.4	3.4	3.8
There is a great deal of conformity among the students	1.5	11.6	15.4
The faculty are typically at odds with campus administrators	20.9	33.7	39.5
Faculty here respect each other	4.4	4.8	4.2
Most students are treated like "numbers in a book"	92.6	92.0	92.1
Social activities are overemphasized	61.8	70.0	61.1
Students here do not usually socialize with one another	95.6	67.9	77.6
Faculty are rewarded for being good teachers	10.3	27.0	23.9
Aspects of job noted as satisfactory or very satisfactory			
Salary and fringe benefits	56.7	44.8	47.9
Opportunity for scholarly pursuits	55.2	55.7	56.4
Teaching load	55.2	55.7	53.7
Quality of students	72.7	48.5	52.2
Office/lab space	67.2	66.7	66.5
Autonomy and independence	94.0	88.7	88.4
Professional relationships with other faculty	88.1	82.3	81.4
Social relationships with other faculty	80.0	71.5	68.8
Competency of colleagues	82.1	78.3	78.9
Visibility for jobs at other institutions/ organizations	48.7	40.8	40.9
Job security	73.9	76.8	74.7
Relationships with administration	49.2	65.5	65.4
Overall job satisfaction	79.1	82.2	79.2
Opportunity to develop new ideas	80.6	80.6	78.8
Availability of child care at this institution	81.8	25.7	20.8

	Saint Mary's College	Catholic 4-yr Colleges	All Private 4-yr Colleges
	Total	Total	Total
Evaluation methods used in most or all undergraduate classes			
Multiple-choice mid-terms and/or final exams	26.5	30.9	26.3
Essay mid-term and/or Final exams	36.8	47.4	50.0
Short-answer mid-term and/or final exams	33.8	38.3	39.2
Quizzes	48.5	35.5	36.0
Weekly essay assignments	19.7	18.3	20.2
Student presentations	35.3	43.3	43.8
Term/research papers	36.8	43.3	42.1
Student evaluations of each others' work	17.6	16.6	16.4
Grading on a curve	10.3	15.1	14.5
Competency-based grading	43.9	44.9	46.8
Instructional methods used in most or all undergraduate classes			
Class discussions	60.3	76.3	76.4
Computer or machine-aided instruction	26.5	28.8	26.6
Cooperative learning (small groups)	44.1	47.8	46.1
Experiential learning/Field studies	26.5	23.5	23.7
Teaching assistants	4.5	1.9	4.3
Recitals/Demonstrations	14.7	16.5	17.4
Group projects	26.5	29.2	28.9
Independent projects	26.5	35.9	38.7
Extensive lecturing	36.8	38.8	38.1
Multiple drafts of written work	25.0	19.4	21.1
Readings on racial and ethnic issues	22.1	23.1	20.8
Readings on women and gender issues	27.9	22.5	19.9
Student-developed activities (assignments, exams, etc.)	10.3	14.5	13.5
Student-selected topics for course content	4.4	10.5	10.6
Community service as part of coursework	4.4	8.1	5.5
Agrees strongly or somewhat			
Western civilization and culture should be the foundation of the undergraduate curriculum	64.2	64.6	62.0
College officials have the right to ban persons with extreme views from speaking on campus	39.7	34.9	36.8
The chief benefit of a college education is that it increases one's earning power	17.6	26.0	23.4
Promoting diversity leads to the admission of too many underprepared students	20.6	25.5	25.4
Colleges should be actively involved in solving social problems	67.6	67.5	66.6
Tenure is an outmoded concept	30.9	32.7	32.5
Colleges should encourage students to be involved in community service activities	89.7	89.3	87.4
Community service should be given weight in college admissions decisions	58.2	63.3	61.5
Tenure is essential to attract the best minds to academe	56.1	62.3	60.7
A racially/ethnically diverse students body enhances the educational experience of all students	92.6	91.5	92.3
External pressures often prevent researchers from being completely objective in the conduct of their work	60.0	60.2	62.6