

Executive Summary^a

Survey of North Dakota State University faculty in 1989, 1998, and 2002^b

In one sentence: Faculty response trends agree with what we read in the papers, i.e., mood is up, as is interest and engagement in research/scholarly activity, faculty like the students, uses of various teaching methods are changing in progressive directions, and concern for racial, ethical, women's, gender, and harassment issues is also up.

In one page: The Faculty Survey of the Higher Education Research Institute was administered to North Dakota State University instructional faculty 1989, 1998, and 2002. The numbers of respondents were 214, 198, and 190, respectively. That the results, both within and across years, made sense speaks to these sample sizes being satisfactory. Uses of various teaching methods are changing in directions supported by recent research on how people learn; for example, frequency of class discussions has increased over the approximate 10 years; use of both the computer as an instructional aid and cooperative learning (small groups) increased tremendously from 1989 to 1998 and again from 1998 to 2002; use of extensive lecturing has slowly decreased; and readings on racial, ethical, women's, and gender issues has slowly increased. Percentage of faculty indicating their interest as either leaning more toward research or very heavily into research was 51% in 2002, up from 44% in both 1989 and 1998. Definitely more faculty perceive NDSU as placing more emphasis now than 10 years ago on facilitating student involvement in community service. There was a huge drop in satisfaction with office/lab space in 2002. Level of faculty perception of students being treated like "numbers" also jumped in 2002. Percentage of faculty feeling extensive research or publishing pressure increased to 32%, up from 30% and 25% in 1989 and 1998, respectively. Frequencies of faculty being either satisfied or very satisfied with quality of NDSU students were 32, 41, and 46% in 1989, 1998, and 2002, respectively. Faculty strongly support the concept of tenure, but less strongly in 2002 than 1998. The results on a handful of survey items either suggest or hint at a polarization over the "previous" NDSU and the "new" NDSU; the results of the Student Satisfaction Surveys from falls 1999 and 2002 suggest/hint at the same thing. A sampling of other conclusions follows:

1. Percentage of female faculty increasing	2. Decrease in perceived importance of helping students develop personal values	3. "Colleagues" is number one reason for deciding to work at NDSU
4. 3.5% answered "yes" to the question: "Have you been sexually harassed at this institution?"		5. Level of teaching load stress stayed same
6. Level of overall job satisfaction same for all three survey years	7. Satisfaction levels decreased on only one of 15 "satisfaction" items	8. "Salary/benefits" and "Prestige of NDSU" are the last two reasons for deciding to work at NDSU
9. Student presentations has increased as an evaluation (grading) method	10. 7.5% of assistant professors and above (both t/tt and non-t/tt) teach at one or more institutions besides NDSU in same semester	This Executive Summary and percentages of responses to each item category by year is available at www.ndsu.nodak.edu/oira/

^aBill Slanger, Ph.D., Director of Institutional Research and Analysis

^bDeveloped by Higher Education Research Institute; sample sizes of 214, 198, and 190, respectively