COMPARISON BETWEEN 2001-2002 AND 2007-2008

HIGHER EDUCATION RESEARCH INSTITUTE (HERI)

FACULTY SATISFACTION SURVEY RESULTS

Prepared by Chris Tokpah

For the purpose of this analysis, **emphasis is placed on key areas in which there is, at least, a 5 percentage point difference** between faculty responses of 2001-2002 (hereafter referred to as 2002) and 2007-2008 (hereafter referred to as 2008)**.** The analysis compared only questions that were asked both in 2002 and in 2008 and is **restricted to IPFW's faculty responses**.

- The gender and ethnic composition of respondents were similar
- The percentage of faculty who responded to the survey decreased between 2002 (51.7%) and 2008 (42.1%)
- The percentage of "single" respondents decreased between 2002 (18.5%) and 2008 (10.8%)
- The percentage of "divorced" respondents decreased between 2002 (23.3%) and 2008 (6.3%)

| | | Percentages | | |
Response	Response Categories	2002	2008	Diff.
Percentage of respondents who:	Taught an honors course	15.0	21.4	**6.4**
	Team-taught a course	26.4	15.8	***-10.6***
	Placed or collected assignments for a course on the internet	49.4	74.8	**25.4**
	Taught a course exclusively on the internet	9.9	25.3	**15.4**
	Spent time doing community or public service	69.1	74.7	**5.6**
	Taught general education courses	51.9	44.2	***-7.7***
	Considered leaving academe for another job	27.4	37.1	**9.7**
	Answered "definitely yes" to the question, "if you were to begin your career again, would you still want to be a college professor?"	48.8	66.0	**17.2**
Percentage of respondents who listed the following **goals <u>for undergraduates</u>** as **"essential"** or **"very important":**	Prepare students for employment after college	72.9	79.9	**7.0**
	Prepare students for graduate or advanced education	49.4	74.8	**25.4**
	Develop moral character	51.8	57.9	**6.1**
	Provide for students' emotional development	28.5	36.5	**8.0**
	Prepare students for family living	8.5	14.5	**6.0**
	Help students develop personal values	46.4	58.9	**12.5**
	Enhance students' self-understanding	61.4	74.2	**12.8**
	Instill in students a commitment to community service	35.5	62.3	**26.8**
	Enhance students' knowledge of and appreciation for other racial/ethnic groups	59.4	80.5	**21.1**
Percentage of respondents who listed the following **personal goals** as **"essential"** or **"very important":**	Becoming an authority in my field	55.9	73.0	**17.1**
	Influencing the political structure	14.0	19.6	**5.6**
	Influencing social values	37.0	44.9	**7.9**
	Raising a family	71.8	63.7	***-8.1***
	Becoming involved in programs to clean up the environment	24.2	31.6	**7.4**
	Developing a meaningful philosophy of life	74.3	69.0	***-5.3***
	Helping to promote racial understanding	57.5	52.5	***-5.0***

Response	Response Categories	Percentages		
		2002	2008	Diff
Percentage of respondents who listed the following **attributes** as being "**very descriptive**" of IPFW:	It is easy for students to see faculty outside of regular office hours	37.9	50.3	**12.4**
	The faculty are typically at odds with campus administration	17.9	23.3	**5.4**
Percentage of respondents who listed the following as aspects of their job with which they are "**very satisfied**" or "**satisfied**":	Quality of students	33.7	44.0	**10.3**
	Office/lab space	69.1	53.8	***-15.3***
	Autonomy and independence	92.7	77.8	***-14.9***
	Relationship with administration	65.0	51.9	***-13.1***
	Availability of child care at this	58.5	46.9	***-11.6***
	Services of CELT	54.7	74.5	**19.8**
	Equipments placed permanently in selected classrooms	53.5	68.1	**14.6**
	Resources available through the Helmke Library?	66.8	84.5	**17.7**
	Services of Helmke Library through Web access	73.8	94.2	**20.4**
Percentage of respondents who **agree "strongly"** or "**somewhat**" to the following:	Racial and ethnic diversity should be more strongly reflected in the curriculum	53.7	64.2	**10.5**
	Most students are strongly committed to community service	11.0	23.6	**12.6**
	My research is valued by faculty in my department	74.2	81.6	**7.4**
	My teaching is valued by faculty in my department	85.5	91.2	**5.7**
	Many courses involve students in community service	22.2	30.3	**8.1**
	Gay and lesbian faculty are treated fairly here	81.5	88.7	**7.2**
	Colleges should be actively involved in solving social problems	58.3	70.1	**11.8**
	Community service should be given weight in college admissions decisions	49.7	60.1	**10.4**
Percentage of respondents who believe the following issues to be of "**high**" or "**highest**" priority to IPFW:	To promote the intellectual development of students	75.4	86.6	**11.2**
	To help students examine and understand their personal values	37.3	44.3	**7.0**
	To develop a sense of community among students and faculty	31.3	49.0	**17.7**
	To facilitate student involvement in community service	21.1	34.2	**13.1**
	To help students learn how to bring about change in American society	17.0	31.0	**14.0**
	To recruit more minority students	53.0	60.1	**7.1**
	To enhance the institution's national image campus environment	56.6	63.3	**6.7**

Response	Response Categories	Percentages		
		2002	2008	Diff
Percentage of respondents who noted the following factors as a **source of stress** during the last two years:	Managing household responsibilities	70.1	76.7	**6.6**
	Care of elderly parent	36.1	27.7	*-8.4*
	Committee work	59.3	70.4	**11.1**
	Faculty meetings	56.0	63.5	**7.5**
	Colleagues	52.4	71.7	**19.3**
	Students	57.5	67.9	**10.4**
	Research or publishing demands	63.5	75.5	**12.0**
	Institutional procedures and "red tape"	65.9	74.8	**8.9**
	Friction with spouse/partner	24.5	30.8	**6.3**
	Keeping up with information technology	73.1	52.2	*-20.9*
Percentage of respondents who use the following **methods** in **"all"** or **"most"** of the courses they teach:	Weekly essay assignments	10.8	18.4	**7.6**
	Student presentations	32.7	39.9	**7.2**
	Term/research papers	33.1	49.7	**16.6**
	Student evaluations of each others' work	12.4	24.7	**12.3**
	Competency-based grading	39.9	58.2	**18.3**
	Class discussions	66.3	80.3	**14.0**
	Cooperative learning (small groups)	41.7	55.1	**13.4**
	Recitals/Demonstrations	15.2	22.9	**7.7**
	Extensive lecturing	50.0	56.1	**6.1**
	Multiple drafts of written work	14.5	22.4	**7.9**
	Readings on racial and ethnic issues	17.8	23.7	**5.9**
	Student-developed activities (assignments, exams, etc.)	11.9	25.5	**13.6**
	Student-selected topics for course content	9.5	18.5	**9.0**
Percentage of respondents on **9/10 month contract** who earned the following:	$20,000 to 29,999	5.3	0.0	**-5.3**
	$30,000 to 39,999	9.2	3.8	**-5.4**
	$40,000 to 49,999	39.5	22.0	**-17.5**
	$50,000 to 59,999	23.7	34.1	**10.4**
	$60,000 to 69,999	12.5	18.9	**6.4**
Percentage of respondents **on 11/12 month contract** who earned the following:	$50,000 to 59,999	33.3	12.0	*-21.3*
	$70,000 to 79,999	20.0	4.0	*-16.0*
	$80,000 to 89,999	6.7	28.0	**21.3**
	$90,000 to 99,999	6.7	16.0	**9.3**
	$100,000 to 124,999	0.0	8.0	**8.0**
Percentage of respondents who characterized their **political views** as:	Liberal	28.6	48.1	**19.5**
	Middle of the Road	39.1	28.2	*-10.9*
	Conservative	18.0	11.5	*-6.5*

DETAILED COMPARISON: ALL RESPONSES INCLUDED

Response	Response Categories	Percentages		
		2002	**2008**	**Diff.**
Percentage of respondents who:	Taught an honors course	15.0	21.4	**6.4**
	Taught an interdisciplinary course	27.6	26.6	**-1.0**
	Taught an ethnic studies course	6.2	7.5	**1.3**
	Taught a women's studies course	6.9	3.1	**-3.8**
	Team-taught a course	26.4	15.8	**-10.6**
	Taught a service learning course	21.6	24.5	**2.9**
	Participated in a teaching enhancement workshop	65.5	67.3	**1.8**
	Worked with undergraduates on a research project	54.4	52.8	**-1.6**
	Placed or collected assignments for a course on the internet	49.4	74.8	**25.4**
	Taught a course exclusively on the internet	9.9	25.3	**15.4**
	Are members of a faculty union	1.8	3.1	**1.3**
	Are U.S. citizens	94	91.8	**-2.2**
	Were born in the U.S.A.	87.4	81.8	**-5.6**
	Have been sexually harassed at this institution	4.2	7.5	**3.3**
	Have you received an award for outstanding teaching	42.3	41.5	**-0.8**
	Father is an academic	3.6	10.1	**6.5**
	Mother is an academic	6.5	5	**-1.5**
	Spouse/partner is an academic	24.7	27	**2.3**
	Considered early retirement?	25	21.4	**-3.6**
	Considered leaving academe for another job	27.4	37.1	**9.7**
	Requested/sought an early promotion	4.8	3.1	**-1.7**
Average Hours per week spent on **scheduled teaching** (actual, not credit hours)	None	0.6	1.3	**0.7**
	1 to 4	3.1	10.8	**7.7**
	5 to 8	28.6	26.6	**-2**
	9 to 12	54.7	47.5	**-7.2**
	13 to 16	9.9	7.0	**-2.9**
	17 to 20	1.9	5.7	**3.8**
	21 to 34	1.2	1.3	**0.1**
	35 to 44	0.0	0.0	**0.0**
	45 +	0.0	0.0	**0.0**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Average Hours per week spent on **preparing for teaching** (including reading student papers and grading)	None	0.0	0.0	**0.0**
	1 to 4	6.3	7.6	**1.3**
	5 to 8	18.7	24.7	**6.0**
	9 to 12	30.6	26.6	**-4.0**
	13 to 16	13.1	17.7	**4.6**
	17 to 20	13.8	11.4	**-2.4**
	21 to 34	14.4	8.2	**-6.2**
	35 to 44	1.9	3.2	**1.3**
	45 +	1.2	0.6	**-0.6**
Average Hours per week spent on **advising and counseling** students	None	6.9	5.7	**-1.2**
	1 to 4	72.5	61.8	**-10.7**
	5 to 8	15.6	24.8	**9.2**
	9 to 12	4.4	7.0	**2.6**
	13 to 16	0.6	0.0	**-0.6**
	17 to 20	0.0	0.6	**0.6**
	21 to 34	0.0	0.0	**0.0**
	35 to 44	0.0	0.0	**0.0**
	45 +	0.0	0.0	**0.0**
Average Hours per week spent on **committee work and meetings**	None	8.8	1.3	**-7.5**
	1 to 4	66.9	60.8	**-6.1**
	5 to 8	18.1	25.9	**7.8**
	9 to 12	4.4	9.5	**5.1**
	13 to 16	0.6	1.9	**1.3**
	17 to 20	1.2	0.6	**-0.6**
	21 to 34	0.0	0.0	**0.0**
	35 to 44	0.0	0.0	**0.0**
	45 +	0.0	0.0	**0.0**
Average Hours per week spent on **research and scholarly writing**	None	12.3	7.0	**-5.3**
	1 to 4	29.7	31.6	**1.9**
	5 to 8	23.9	25.3	**1.4**
	9 to 12	16.8	12.7	**-4.1**
	13 to 16	7.7	6.3	**-1.4**
	17 to 20	5.2	10.1	**4.9**
	21 to 34	3.9	3.8	**-0.1**
	35 to 44	0.0	1.9	**1.9**
	45 +	0.6	1.3	**0.7**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Average Hours per week spent on **other creative products/ performances**	None	57.7	46.5	**-11.2**
	1 to 4	32.2	31.8	**-0.4**
	5 to 8	7.4	12.1	**4.7**
	9 to 12	2	3.8	**1.8**
	13 to 16	0.7	3.2	**2.5**
	17 to 20	0.0	1.9	**1.9**
	21 to 34	0.0	0.0	**0.0**
	35 to 44	0.0	0.6	**0.6**
	45 +	0.0	0.0	**0.0**
Average Hours per week spent on **consultation with clients/patients**	None	82.8	72.2	**-10.6**
	1 to 4	14.5	20.3	**5.8**
	5 to 8	2.1	4.4	**2.3**
	9 to 12	0.7	1.3	**0.6**
	13 to 16	0.0	1.9	**1.9**
	17 to 20	0.0	0.0	**0.0**
	21 to 34	0.0	0.0	**0.0**
	35 to 44	0.0	0.0	**0.0**
	45 +	0.0	0.0	**0.0**
Average Hours per week spent on **community or public service**	None	30.9	38.6	**7.7**
	1 to 4	52.9	48.1	**-4.8**
	5 to 8	11.8	10.1	**-1.7**
	9 to 12	3.3	1.9	**-1.4**
	13 to 16	0.7	1.3	**0.6**
	17 to 20	0.0	0.0	**0.0**
	21 to 34	0.7	0.0	**-0.7**
	35 to 44	0.0	0.0	**0.0**
	45 +	0.0	0.0	**0.0**
Average Hours per week spent **on outside consulting/ freelance work**	None	68.5	70.1	**1.6**
	1 to 4	20.1	22.3	**2.2**
	5 to 8	7.4	6.4	**-1.0**
	9 to 12	2.0	0.6	**-1.4**
	13 to 16	0.0	0.6	**0.6**
	17 to 20	0.7	0.0	**-0.7**
	21 to 34	1.3	0.0	**-1.3**
	35 to 44	0.0	0.0	**0.0**
	45 +	0.0	0.0	**0.0**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Average Hours per week spent on **household/childcare duties**	None	10.1	12.1	**2.0**
	1 to 4	15.4	16.6	**1.2**
	5 to 8	25.5	24.2	**-1.3**
	9 to 12	17.4	19.7	**2.3**
	13 to 16	13.4	7.0	**-6.4**
	17 to 20	6.7	6.4	**-0.3**
	21 to 34	6.0	6.4	**0.4**
	35 to 44	2.0	4.5	**2.5**
	45 +	3.4	3.2	**-0.2**
Hour per week spent **teaching General education courses**	None	48.1	55.8	**7.7**
	One	22.9	15.4	**-7.5**
	Two	18.3	13.5	**-4.8**
	Three	7.6	6.4	**-1.2**
	Four	2.3	5.8	**3.5**
	Five or more	0.8	3.2	**2.4**
Hour per week spent **teaching other undergraduate credit courses**	None	8.8	11.4	**2.6**
	One	23.1	25.3	**2.2**
	Two	34.0	22.8	**-11.2**
	Three	22.4	22.8	**0.4**
	Four	10.2	8.9	**-1.3**
	Five or more	1.4	8.9	**7.5**
Hour per week spent **teaching graduate courses**	None	67	68.2	**1.2**
	One	31.3	22.3	**-9.0**
	Two	0.9	7.0	**6.1**
	Three	0.9	1.9	**1.0**
	Four	0.0	0.6	**0.6**
	Five or more	0.0	0.0	**0.0**
Number of **articles** published in academic or professional journals in the last 2 years.	None	15.7	14.5	**-1.2**
	1 to 2	15.7	19.5	**3.8**
	3 to 4	14.5	10.7	**-3.8**
	5 to 10	25.3	21.4	**-3.9**
	11 to 20	16.9	18.2	**1.3**
	21 to 50	9.6	11.9	**2.3**
	51+	2.4	3.8	**1.4**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Number of **chapters in edited volumes** in the last 2 years.	None	54.8	46.2	**-8.6**
	1 to 2	29.9	29.1	**-0.8**
	3 to 4	5.7	10.1	**4.4**
	5 to 10	5.7	10.1	**4.4**
	11 to 20	2.5	3.2	**0.7**
	21 to 50	0.6	0.0	**-0.6**
	51+	0.6	1.3	**0.7**
Number of **Books, manuals or, monographs** in the last 2 years.	None	56.5	61.4	**4.9**
	1 to 2	31.1	29.1	**-2.0**
	3 to 4	7.5	5.1	**-2.4**
	5 to 10	2.5	3.8	**1.3**
	11 to 20	1.2	0.6	**-0.6**
	21 to 50	0.6	0.0	**-0.6**
	51+	0.6	0.0	**-0.6**
Number of presented **exhibitions or performances** in the fine or applied arts in the last 2 years	None	89.6	86.2	**-3.4**
	1 to 2	3.7	2.5	**-1.2**
	3 to 4	3	1.9	**-1.1**
	5 to 10	1.2	4.4	**3.2**
	11 to 20	0.6	3.8	**3.2**
	21 to 50	0.6	0.6	**0.0**
	51+	1.2	0.6	**-0.6**
Number of **professional writings published or accepted for publication** in the last 2 years.	None	31.7	22.6	**-9.1**
	1 to 2	34.7	37.1	**2.4**
	3 to 4	17.4	26.4	**9**
	5 to 10	14.4	12.6	**-1.8**
	11 to 20	1.2	0.6	**-0.6**
	21 to 50	0.6	0.6	**0.0**
	51+	0.0	0.0	**0.0**
Percentage of respondents who listed the following **attributes** as being "**very descriptive**" of IPFW:	There is a great deal of conformity among the students	20.8	23.3	**2.5**
	The faculty are typically at odds with campus administration	17.9	23.3	**5.4**
	Faculty here respect each other	32.9	35.2	**2.3**
	Most students are treated like "numbers in a book"	2.4	3.1	**0.7**
	Social activities are overemphasized	0.6	1.9	**1.3**
	Faculty are rewarded for being good teachers	13.5	10.7	**-2.8**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Percentage of respondents who are " **very satisfied"** or **"satisfied** " with the following:	Opportunity for scholarly pursuits	64.4	60.0	**-4.4**
	Teaching load	61.7	65.4	**3.7**
	Quality of students	33.7	44.0	**10.3**
	Office/lab space	69.1	53.8	**-15.3**
	Autonomy and independence	92.7	77.8	**-14.9**
	Professional relationships with other faculty	77.7	77.4	**-0.3**
	Social relationships with other faculty	66.3	69.3	**3**
	Competency of colleagues	73.6	77.4	**3.8**
	Visibility for jobs at other institutions/organizations	44.6	43.5	**-1.1**
	Job security	77.0	75.0	**-2.0**
	Relationship with administration	65	51.9	**-13.1**
	Availability of child care at this institution	58.5	46.9	**-11.6**
Percentage of respondents who believe the following issues should be of "**high"** or **"highest"** priority at this institution	To promote the intellectual development of students	75.4	86.6	**11.2**
	To help students examine and understand their personal values	37.3	44.3	**7.0**
	To develop a sense of community among students and faculty	31.3	49.0	**17.7**
	To facilitate student involvement in community service	21.1	34.2	**13.1**
	To help students learn how to bring about change in American society	17.0	31.0	**14.0**
	To increase or maintain institutional prestige	54.8	58.9	**4.1**
	To hire faculty "stars"	13.9	18.5	**4.6**
	To recruit more minority students	53.0	60.1	**7.1**
	To enhance the institution's national image	58.8	63.7	**4.9**
	To create a diverse multi-cultural campus environment	56.6	63.3	**6.7**
Percentage of respondents who **agree "strongly"** or "**somewhat**" to the following:	Faculty are interested in students' personal problems	78.9	79.9	**1.0**
	Racial and ethnic diversity should be more strongly reflected in the curriculum	53.7	64.2	**10.5**
	Faculty feel that most students are well-prepared academically	19.0	22.8	**3.8**
	This institution should hire more faculty of color	68.3	72.0	**3.7**
	Student Affairs staff have the support and respect of faculty	70.6	73.5	**2.9**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Percentage of respondents who **agree "strongly"** or "**somewhat**" to the following:	Faculty are committed to the welfare of this institution	85.4	86.1	**0.7**
	Faculty here are strongly interested in the academic problems of undergraduates	83.5	84.2	**0.7**
	There is a lot of campus racial conflict here	3.6	3.2	**-0.4**
	Most students are strongly committed to community service	11.0	23.6	**12.6**
	My research is valued by faculty in my department	74.2	81.6	**7.4**
	My teaching is valued by faculty in my department	85.5	91.2	**5.7**
	Many courses include feminist perspectives	37.8	37.3	**-0.5**
	Faculty of color are treated fairly here	89.2	85.2	**-4.o**
	Women faculty are treated fairly here	83.6	79.6	**-4.0**
	Many courses involve students in community service	22.2	30.3	**8.1**
	This institution should hire more women faculty	63.1	63.8	**0.7**
	Gay and lesbian faculty are treated fairly here	81.5	88.7	**7.2**
	Western civilization and culture should be the foundation for the undergraduate curriculum	57.7	54.1	**-3.6**
	College officials have the right to ban persons with extreme views from speaking on campus	24.4	21.7	**-2.7**
	The chief benefit of a college education is that it increases one's earning power	33.1	32.9	**-0.2**
	Promoting diversity leads to the admission of too many underprepared students	22.0	19.0	**-3.0**
	Colleges should be actively involved in solving social problems	58.3	70.1	**11.8**
	Tenure is an outmoded concept	28.6	31.2	**2.6**
	Colleges should encourage students to be involved in community service activities	78.3	82.3	**4.0**
	Community service should be given weight in college admissions decisions	49.7	60.1	**10.4**
	A racially/ethnically diverse student body enhances the educational experience of all students	91.1	94.9	**3.8**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Percentage of respondents who noted the following issues as a **source of stress** during the last two years.	Managing household responsibilities	70.1	76.7	**6.6**
	Child care	23.8	26.4	**2.6**
	Care of elderly parent	36.1	27.7	**-8.4**
	My physical health	53.6	52.8	**-0.8**
	Review/promotion process	54.8	56.0	**1.2**
	Subtle discrimination (e.g., prejudice, racism, sexism)	28.7	28.3	**-0.4**
	Personal finances	62.0	66.7	**4.7**
	Committee work	59.3	70.4	**11.1**
	Faculty meetings	56.0	63.5	**7.5**
	Colleagues	52.4	71.7	**19.3**
	Students	57.5	67.9	**10.4**
	Research or publishing demands	63.5	75.5	**12.0**
	Institutional procedures and "red tape"	65.9	74.8	**8.9**
	Teaching load	68.3	67.9	**-0.4**
	Children's problems	32.3	27.7	**-4.6**
	Friction with spouse/partner	24.5	30.8	**6.3**
	Lack of personal time	77.6	74.8	**-2.8**
	Keeping up with information technology	73.1	52.2	**-20.9**
Percentage of respondents who listed the following **goals for undergraduates** as "**essential**" or "**very important**":	Develop ability to think critically	100.0	99.4	**-0.6**
	Prepare students for employment after college	72.9	79.9	**7.0**
	Prepare students for graduate or advanced education	49.4	74.8	**25.4**
	Develop moral character	51.8	57.9	**6.1**
	Provide for students' emotional development	28.5	36.5	**8.0**
	Prepare students for family living	8.5	14.5	**6.0**
	Help students develop personal values	46.4	58.9	**12.5**
	Enhance students' self-understanding	61.4	74.2	**12.8**
	Instill in students a commitment to community service	35.5	62.3	**26.8**
	Enhance students' knowledge of and appreciation for other racial/ethnic groups	59.4	80.5	**21.1**

| | | Percentages | | |
Response	Response Categories	2002	2008	Diff.
Percentage of respondents who listed the following **personal goals** as **"essential"** or "**very important**":	Becoming an authority in my field	55.9	73.0	**17.1**
	Influencing the political structure	14.0	19.6	**5.6**
	Influencing social values	37.0	44.9	**7.9**
	Raising a family	71.8	63.7	**-8.1**
	Becoming very well off financially	39.8	37.3	**-2.5**
	Helping others who are in difficulty	67.1	69.6	**2.5**
	Becoming involved in programs to clean up the environment	24.2	31.6	**7.4**
	Developing a meaningful philosophy of life	74.3	69.0	**-5.3**
	Helping to promote racial understanding	57.5	52.5	**-5.0**
	Obtaining recognition from my colleagues for contributions to my special field	46.7	50.0	**3.3**
	Integrating spirituality into my life	50.6	47.8	**-2.8**
Percentage of respondents who use **methods** in "**all**" or "**most**" of the courses they teach	Quizzes	33.5	31.0	**-2.5**
	Weekly essay assignments	10.8	18.4	**7.6**
	Student presentations	32.7	39.9	**7.2**
	Term/research papers	33.1	49.7	**16.6**
	Student evaluations of each others' work	12.4	24.7	**12.3**
	Grading on a curve	14.7	12.0	**-2.7**
	Competency-based grading	39.9	58.2	**18.3**
	Class discussions	66.3	80.3	**14.0**
	Cooperative learning (small groups)	41.7	55.1	**13.4**
	Experiential learning/Field studies	21.0	25.0	**4.0**
	Teaching assistants	6.0	4.5	**-1.5**
	Recitals/Demonstrations	15.2	22.9	**7.7**
	Group projects	28.0	29.7	**1.7**
	Extensive lecturing	50.0	56.1	**6.1**
	Multiple drafts of written work	14.5	22.4	**7.9**
	Readings on racial and ethnic issues	17.8	23.7	**5.9**
	Readings on women and gender issues	16.8	20.5	**3.7**
	Student-developed activities (assignments, exams, etc.)	11.9	25.5	**13.6**
	Student-selected topics for course content	9.5	18.5	**9.0**
	Community service as part of coursework	8.4	10.3	**1.9**

Response	Response Categories	Percentages		
		2002	2008	Diff.
Services of **CELT**	A Very Satisfied	22.6	22.9	**0.3**
	B Satisfied	32.1	51.6	**19.5**
	C Moderately Satisfied	15.7	10.8	**-4.9**
	D Not Satisfied	6.9	5.1	**-1.8**
	E N.A.	22.6	9.6	**-13.0**
Tech equipment placed permanently in selected classrooms	A Very Satisfied	23.3	19.7	**-3.6**
	B Satisfied	30.2	48.4	**18.2**
	C Moderately Satisfied	21.4	18.5	**-2.9**
	D Not Satisfied	15.7	11.5	**-4.2**
	E N.A.	9.4	1.9	**-7.5**
Services provided by **Helmke Library through** the **Web access system**	A Very Satisfied	24.8	45.8	**21.0**
	B Satisfied	49.0	48.4	**-0.6**
	C Moderately Satisfied	16.6	3.9	**-12.7**
	D Not Satisfied	3.2	0.6	**-2.6**
	E N.A.	6.4	1.3	**-5.1**
Resources available through the **Helmke Library**	A Very Satisfied	19.7	31.6	**11.9**
	B Satisfied	47.1	52.9	**5.8**
	C Moderately Satisfied	19.1	11.6	**-7.5**
	D Not Satisfied	13.4	3.9	**-9.5**
	E N.A.	0.6	0.0	**-0.6**
Percentage of respondents on **9/10 month contract** who earned the following:	Less than $20,000	2.6	2.3	**-0.3**
	$20,000 to 29,999	5.3	0.0	**-5.3**
	$30,000 to 39,999	9.2	3.8	**-5.4**
	$40,000 to 49,999	39.5	22.0	**-17.5**
	$50,000 to 59,999	23.7	34.1	**10.4**
	$60,000 to 69,999	12.5	18.9	**6.4**
	$70,000 to 79,999	4.6	8.3	**3.7**
	$80,000 to 89,999	2.0	5.3	**3.3**
	$90,000 to 99,999	0.0	3.8	**3.8**
	$100,000 to 124,999	0.7	1.5	**0.8**
	$125,000 to 149,999	0.0	0.0	**0.0**
	$150,000 or more	0.0	0.0	**0.0**

Response	Response Categories	Percentages		
		2002	**2008**	**Diff.**
Percentage of respondents **on 11/12 month contract** who earned the following:	Less than $20,000	0.0	0.0	**0.0**
	$20,000 to 29,999	0.0	0.0	**0.0**
	$30,000 to 39,999	0.0	0.0	**0.0**
	$40,000 to 49,999	6.7	8.0	**1.3**
	$50,000 to 59,999	33.3	12.0	**-21.3**
	$60,000 to 69,999	26.7	24.0	**-2.7**
	$70,000 to 79,999	20.0	4.0	**-16.0**
	$80,000 to 89,999	6.7	28.0	**21.3**
	$90,000 to 99,999	6.7	16.0	**9.3**
	$100,000 to 124,999	0.0	8.0	**8.0**
	$125,000 to 149,999	0.0	0.0	**0.0**
	$150,000 or more	0.0	0.0	**0.0**
Percentage of respondents who characterized their **political views** as:	Far left	13.7	12.2	**-1.5**
	Liberal	28.6	48.1	**19.5**
	Middle of the Road	39.1	28.2	**-10.9**
	Conservative	18.0	11.5	**-6.5**
	Far right	0.6	0.0	**-0.6**
Marital status	Single	18.5	10.8	**-7.7**
	Married	76.2	75.3	**-0.9**
	Unmarried, living with partner	5.4	6.3	**0.9**
	Divorced	23.3	6.3	**-17.0**
	Widowed	0.6	0.6	**0.0**
	Separated	2.9	0.6	**-2.3**
Race	White/Caucasian	90.0	88.4	-1.6
	African American/Black	2.4	3.2	0.8
	American Indian/Alaska Native	1.2	2.6	1.4
	Asian American/Asian	4.1	5.2	1.1
	Mexican American/Chicano	0.0	0.6	0.6
	Puerto Rican	0.6	0.6	0.0
	Other Latino	0.6	0.6	0.0
	Other	1.8	2.6	0.8