

**UTAH STATE UNIVERSITY
FACULTY SURVEY
2001**

ANALYSIS, ASSESSMENT, ACCREDITATION

Executive Summary

This report is based on the responses of 259 respondents who identify themselves as full-time, undergraduate teaching faculty of Utah State University. Faculty completed these surveys during Fall of 2001 and the summary data were received from the Higher Education Research Institute (HERI) of UCLA during the summer of 2002.

In the report, the responses of USU's faculty (defined above) are compared and contrasted with two other groups: faculty responding from institutions around the country who work at public universities and faculty who work at 4-year schools. The former is the group in which USU's faculty is located. The latter contains the private, including religious, schools.

There are many ways in which USU's faculty is similar to faculty in the comparison groups. For those items the reader is referred to the complete results presented in the body of this report and in the complete printout from HERI (Appendix 1). For this executive summary, areas of interesting differences between USU faculty and their colleagues across the nation are the primary focus. The reader is directed to the body of this report and to Appendix 1 to determine the actual percentages of respondents to each item.

There are a number of ways that USU's faculty differs from those of its comparison groups demographically:

- a larger proportion of USU's faculty is politically conservative
- USU's responding faculty are slightly younger than its comparison groups
- USU's responding faculty have smaller proportions ranked as professors, particularly women professors

Factors noted as very important in the faculty's decision to work at USU

- prestige of institution - is embarrassingly smaller than comparison groups
- prestige of department - same as above
- geographic location - larger proportion at USU
- job opportunities for spouse - larger proportion at USU
- other personal/family considerations - larger proportion at USU

Personal goals noted as very important by smaller proportions of USU faculty:

- Becoming an authority in one's field
- Obtaining recognition from one's colleagues

Personal goals noted as very important by larger proportions of USU faculty:

- being involved in programs to clean up the environment
- integrating spirituality into one's life

Smaller proportions of full-time undergraduate faculty at USU agree strongly or somewhat:

- there is a lot of racial conflict here
- many courses contain feminist perspectives
- women faculty are treated fairly here
- gay and lesbian faculty are treated fairly here

Larger proportions of full-time undergraduate faculty at USU agree strongly or somewhat

- this institution should hire more faculty of color
- this institution should hire more women faculty
- most students are strongly committed to community service

Issues believed to be of high or highest priority at USU by a smaller proportion of faculty

- to recruit more minority students
- to create a diverse multi-cultural campus environment

Issues believed to be of high or highest priority at USU by a larger proportion of faculty than in the public universities, but not the 4-yr schools

- to promote the intellectual development of students
- to develop leadership ability among students
- to promote the religious/spiritual development of students

Issues believed to be of high or highest priority at USU by a smaller proportion of faculty than in public universities, but not the 4-yr schools

- to increase or maintain institutional prestige
- to hire faculty "stars"
- to enhance the institution's national image

Attributes noted as being very descriptive of USU by a larger proportion of USU faculty

- there is a great deal of conformity among students

Attributes noted as being very descriptive of USU by a smaller proportion of USU faculty

- the faculty are typically at odds with campus administrators
- social activities are overemphasized

Aspects of job noted as satisfactory or very satisfactory by a smaller proportion of USU faculty

- quality of students
- availability of child care at USU (much lower proportion)

Aspects of job noted as satisfactory or very satisfactory by a larger proportion of USU faculty

- office/lab space
- social relationships with other faculty

Factors noted as a source of stress during the last two years by a larger proportion of USU faculty

- child care
- review/promotion process
- subtle discrimination (e.g., prejudice, racism, sexism)
- children's problems
- marital friction

Instructional methods used in most or all undergraduate classes by larger proportions of USU faculty

- experiential learning/field studies
- recitals/demonstrations

Agrees strongly or somewhat in larger proportion by USU faculty

- tenure is an outmoded concept

Agrees strongly or somewhat in smaller proportion by USU faculty

- Western civilization and culture should be the foundation of the undergraduate curriculum
- promoting diversity leads to the admission of too many under-prepared students

- tenure is essential to attract the best minds to academe

Table 1. 20 local items added to the HERI survey (strongly agree and agree summed), ranked highest to lowest.

<u>Item</u>	<u>% Agree</u>
Salary compression is a problem at this university.	85.2
Extension is an important part of this university's mission.	79.1
Faculty have sufficient academic freedom.	76.8
Faculty have the opportunity for input in determining academic policies in my unit.	72.3
My immediate supervisor facilitates my work.	67.7
The balance among teaching, research, and service is about right.	66.0
Expectations for tenure/promotion are clear in my unit.	63.9
Physical facilities are sufficient for me to perform my work.	61.1
The tenure system is fair.	58.4
I achieve an adequate balance between my work and my family life.	58.2
Faculty have adequate opportunity to participate in university governance when academic issues are involved.	54.8
This university provides an adequate work environment for women and minorities.	54.6
I receive adequate support for professional development.	50.8
Support services in my unit are adequate.	47.6
I have been thinking of leaving USU for a position at another university.	46.0
My schedule provides time for scholarly work.	44.7
Continuing education is an important part of this university's mission.	44.0
The student/faculty ratio in my department is appropriate.	31.0
There are an adequate number of graduate teaching assistants for the undergraduate program(s) in my unit.	25.5
There is sufficient support for graduate students in my unit.	22.2

In addition to the foregoing summary, there are a great many differences between the sexes in the proportions of their responses throughout the survey. These differences can be ascertained from the tables in the report and from Appendix 2 which consists of tables generated for a presentation to women faculty at USU November 21, 2002. A sampling of some of those differences follows (Appendix 2 Slide numbers in parentheses).

A smaller proportion of USU women than their peers in the comparison groups:

- have held administrative posts (7)
- have received at least one firm job offer (9)
- have taught an ethnic studies course (10)
- have taught a women's studies course (10)
- have been very involved in general education reform (11)
- have been sexually harrassed at USU (8)
- believe that women faculty are treated fairly at USU (19)
- believe that gay and lesbian faculty are treated fairly at USU (19)
- would begin their careers as college professors again (25)

With their peers, USU faculty women are more stressed than faculty men about:

- managing household responsibilities (26)
- their physical health (28)
- the review and promotion process (29)
- subtle discrimination (30)
- teaching loads (37)
- lack of personal time (41)
- time pressures (40)

The Report

The Higher Education Research Institute (HERI) of the University of California - Los Angeles conducts a national survey of faculty opinion every three years. Utah State University (USU) has participated twice in this survey in recent times—once in 1995 and again in 2001. The current report details the results for USU and other participating and comparable universities for 2001.

The following table documents respondent counts for the 2001 survey. In this survey, nationally USU is compared with other public universities and all 4-year institutions.

Table 1. Respondent counts for HERI Faculty Survey - 2001.

<u>Institutional Type</u>	<u>Full time Undergraduate Faculty - All</u>	<u>Full time Undergraduate Faculty - Men</u>	<u>Full time Undergraduate Faculty - Women</u>	<u>Academic Administrators</u>
All institutions	32,840	19,300	13,540	5,314
All 4-yr institutions	29,966	17,833	12,133	5,029
Public universities	6,126	3,861	2,265	1,621

USU utilized a broad definition of faculty that included over 900 persons. Each of these persons was mailed a HERI Faculty Survey form in the Fall of 2001 via campus mail. Survey results were to be placed in an envelope provided to the respondent in the initial mailing. This mailing contained a cover letter from the Provost seeking participation by the faculty, a survey, instructions on the survey's completion, and a return envelope. For purposes of confidentiality, the return envelope was addressed, postage-paid, to HERI. Thus, HERI collected all the data and compiled the results.

Table 2 shows the respondent type and count for those who participated from USU. The present report focuses on outcomes generated by the 259 respondents who identified themselves as full time employees of USU whose primary mission was undergraduate teaching.

Table 2. Respondent type and count for USU.

<u>Type of Respondent</u>	<u>Count</u>
Full-time undergraduate teaching	259
Par-time undergraduate teaching	87
Administration	75
Graduate teaching	46
Other	33
All	470

Comparisons with the remaining participants at other public universities or all other 4-year institutions that follow are with like individuals, that is, full time undergraduate teachers. Comparisons with the other like groups in the survey in the present report will only occur when there is a putatively interesting difference between USU faculty and these other groups.

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

While crosstabulations were not formally conducted, the tables throughout this report can be read as though crosstabulations were conducted. Inferences with respect to differences between variables (cells) in this report occur only if those differences meet or exceed 5 percent in nearly all cases.

Age (as of December 31, 2001)

USU respondents ranged from under 30 to 70 and more years of age. A plurality from USU were in the category 45-49 years. Pluralities of respondents for public universities and all 4-year institutions were in the category 50-54 years. USU also showed a few percent less respondents in all the categories from 55 years and up than did these other groups. The foregoing suggests that the sample of respondents at USU was somewhat younger than those in the other categories.

Academic Rank

The data in Table 3 also suggest the relative youth of the respondents from USU. There are proportionally fewer Professors in USU's sample and proportionally more Associate Professors. USU's sample also contains more Lecturers than either of the other two groups. As might be expected from faculty profiles around the country, sex differences appear in which women are under represented in the higher ranks and over represented in the lower ranks. The sex effect is more pronounced at USU at the Professor level than in the comparable groups.

Table 3. Percent of the sample in the various academic ranks.

Rank	USU Men	USU Women	USU Total	Pub U Men	Pub U Women	Pub U Total	4-yr Men	4-yr Women	4-yr Total
Professor	37.5	6.0	27.4	48.9	20.9	40.5	44.3	20.1	36.0
Assoc Professor	35.2	33.7	34.7	27.6	30.4	28.4	27.6	28.4	27.9
Asst Professor	18.7	34.9	23.9	17.9	32.1	22.2	21.4	35.3	26.2
Lecturer	5.7	19.3	10.0	2.6	7.2	3.9	2.5	6.1	3.8
Instructor	1.1	6.0	2.7	2.2	6.7	3.6	3.2	8.5	5.0
Other	1.7	0.0	1.2	0.7	2.7	1.3	0.9	1.7	1.2

OTHER DEMOGRAPHIC CHARACTERISTICS

- 74.8% had no other administrative title
- the remaining 25% described themselves as director, department chair, associate or assistant dean, vice-president, or provost
- 94.9% were Caucasian (higher than comparable groups)
- 73.3% had Ph.Ds
- 56.6% of the women had Ph.Ds (lower than comparable groups)
- 20.4% (a plurality) earned their highest degree between 1989 and 1993
- all of the university's colleges and areas were represented
- 40.8% were appointed to USU between 1989 and 1998
- 58.8% were tenured
- 27.6% (a plurality) were awarded tenure between 1994 and 1998
- 25.2% indicated their interests lay primarily in teaching (sex effect = more women)
- 38.8% indicated their interests lay in both, but leaned toward teaching
- 32.9% indicated their interests lay in both, but leaned toward research (sex effect = more men)
- 68.2% were on 9/10 month contracts
- 46.6% (a plurality) on 9/10 mo contracts earned from \$40,000 to \$59,999/yr
- 23.0% (a plurality) on 11/12 mo contracts earned from \$50,000 to \$59,999/yr
- 80.0% were married; 15.3% single; 4.7% living with a partner
- 34.4% had 1-4 or more children 24 yrs or older
- 27.8% had 1-4 or more children 18-23 yr old
- 20.1% had 1-4 or more children 13-17 yr old
- 28.5% had 1-4 or more children 5-12 yr old
- 13.9% had 1-4 or more children 0-4 yr old
- 47.6% (a plurality) of spouses/partners had attained advanced degrees

Table 4. Reasons noted as very important in the respondent's decision to pursue an academic career.

<u>Reasons</u>	<u>% USU Respondents</u>	<u>Remarks</u>
Intellectual challenge	84.5	
Freedom to pursue my scholarly/teaching interests	80.9	
Intellectual freedom	77.0	
Autonomy	73.0	
Flexible schedule	68.7	
Opportunities for teaching	66.5	
Opportunities for research	46.8	USU lower than comparable groups; sex effect for USU with many fewer women reporting this
Opportunity to influence social change	21.0	
Occupational prestige/professional status	10.3	USU lower than comparable groups

Table 4 supports an oft-held notion: faculty, in this case, both at USU and nationally, pursue academic careers for reasons that relate to freedom, flexibility and intellectual challenge as the first five categories of the table show. Not many choose academics to influence social change or for some perceived prestige.

General Activities

Table 5. Some general activities on which USU's faculty respondents differ from their colleagues in public universities and in 4 year institutions.

<u>General Activities</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Have you ever held an academic administrative post?	42.8	24.0	37.0	46.9	36.9	43.9	47.7	36.7	43.9
Do you commute a long distance to work?	6.3	7.4	6.7	12.7	16.4	13.8	16.3	21.9	18.2
Has any of your research focused on women?	15.5	32.1	20.8	18.1	46.5	26.6	18.0	43.7	26.9
Does your spouse/partner work in the same city?	64.9	66.7	65.4	65.7	58.1	63.5	59.1	51.1	56.4
Is your spouse/partner an academic?	36.7	45.9	39.6	30.4	37.4	32.4	31.1	34.1	32.1
Has any of your research or writing focused on racial or ethnic minorities?	22.4	24.7	23.1	23.4	35.6	27.0	23.2	32.3	26.3
Have you been sexually harrassed at this institution?	3.5	5.1	4.0	2.7	13.0	5.8	2.7	11.1	5.6
Do you plan on working past age 70?	29.8	17.9	26.1	36.9	26.5	33.8	36.9	29.3	34.3
Are you a member of a faculty union?	2.3	1.2	2.0	24.9	27.0	25.5	24.7	27.3	25.6

- a smaller proportion of USU women have held academic administrative posts than their counterparts in the other two groups
- the foregoing helps to make the proportion of USU's sample which has held academic administrative posts smaller than counterparts in the other two groups
- attesting to the rural nature of USU's location, a smaller proportion of USU faculty commute a long distance to work
- a larger proportion of women than men in all three groups have conducted research focused on women
- the proportion of women conducting research focused on women is smaller at USU than in the other two groups
- a larger proportion of USU and public university faculty spouses/partners work in the same city than do spouse/partners in 4-year schools

- a larger proportion of women at USU and in public universities have spouses/partners who are academics than at the 4-year schools
- a larger proportion of faculty independent of gender at USU have spouses/partners who are academics than in the other two groups
- a smaller proportion of women faculty at USU have produced research or writing that has focused on racial or ethnic minorities when compared with women faculty at public or 4-year universities
- while small proportions overall, more women faculty than men in all three groups indicate they have been sexually harassed at their institutions
- the proportion of USU women faculty who indicate that they have been sexually harassed at USU is substantially lower than those of women faculty in the other two groups
- fewer women than men faculty in all three groups plan to work past 70 years of age
- fewer women faculty at USU than in the other groups plan to work past 70 years
- overall, a smaller proportion of faculty at USU plans to work past 70 than in the other two groups
- overall, much smaller proportions of men and women faculty at USU belong to a faculty union than do in the other two groups

Table 6. In the last two years have you:

<u>In the last two years have you:</u>	<u>USU</u> <u>Men</u>	<u>USU</u> <u>Women</u>	<u>USU</u> <u>Total</u>	<u>Pub U</u> <u>Men</u>	<u>Pub U</u> <u>Women</u>	<u>Pub U</u> <u>Total</u>	<u>4-yr</u> <u>Men</u>	<u>4-yr</u> <u>Women</u>	<u>4-yr</u> <u>Total</u>
Received at least one firm job offer?	27.0	25.9	26.7	24.1	31.0	26.2	25.7	32.5	28.1
Developed a new course	68.4	84.0	73.3	69.8	76.9	71.9	70.9	76.4	72.8
Considered leaving academe for another job?	36.0	45.7	39.1	29.3	40.4	32.6	30.0	38.7	33.0
Served as a paid consultant?	52.6	34.6	46.9	46.4	40.4	44.6	42.0	36.4	40.1
Requested/sought an early promotion?	11.0	7.4	9.8	5.7	5.7	5.7	6.5	7.0	6.7

- a higher proportion of women faculty from the other two groups received a job offer than did women faculty at USU
- in all the groups a greater proportion of women developed a new course
- in all the groups a greater proportion of women considered leaving academe for another job
- a greater proportion of USU faculty considered leaving academe for another job
- a greater proportion of men faculty in all groups served as paid consultants
- a greater proportion of men faculty at USU requested or sought an early promotion
- a greater proportion of faculty overall at USU requested/sought an early promotion

How many articles in academic or professional journals; chapters in edited volumes; books, manuals, monographs; have you published? (See data in Appendix 1.)

- higher proportions of women in all groups published few or none of the foregoing
- higher proportions of men in all groups published substantial numbers of the foregoing
- a higher proportion of USU women faculty published few or none of the foregoing

Table 7. During the past two years, have you engaged in any of the following activities?

<u>In the last two years have you:</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Taught an honors course	17.7	20.0	18.4	29.1	23.2	27.4	24.3	18.0	22.2
Taught an interdisciplinary course	48.2	38.4	45.1	43.8	42.8	43.5	42.4	42.3	42.4
Taught an ethnic studies course	9.8	5.8	8.6	7.1	13.0	8.9	8.7	14.1	10.5
Taught a women's studies course	3.9	11.6	6.3	1.7	17.1	6.3	2.6	18.2	8.0
Team-taught a course	50.9	50.7	50.8	42.2	40.6	41.7	37.5	38.8	38.0
Worked with undergraduates on a research project	69.2	57.3	65.6	68.8	62.6	66.9	67.0	58.9	64.2
Used intra- or extramural funds for research	64.6	60.8	63.4	64.7	58.1	62.8	54.4	46.7	51.8
Participated in a teaching enhancement workshop	40.5	52.6	44.4	44.5	59.1	48.9	50.9	66.2	56.3
Placed or collected assignments for a course on the Internet	56.4	51.3	54.7	54.7	56.1	55.1	52.0	53.0	52.3
Taught a course exclusively through the Internet	10.2	11.4	10.6	5.9	6.7	6.2	6.3	7.3	6.7

- a smaller proportion of USU faculty taught an honors course
- a greater proportion of men faculty at USU taught an interdisciplinary course
- a smaller proportion of women than men at USU taught an ethnic studies course
- a greater proportion of women than men in the other groups taught an ethnic studies course
- a greater proportion of women in the other groups than women at USU taught an ethnic studies course
- greater proportions of women in all the groups taught a women's studies course
- a greater proportion of faculty at USU team-taught a course
- greater proportions of men faculty across the board are working with undergraduates on research projects

- while about 2/3 of faculty in all the groups are working with undergraduates, USU does not have a greater proportion of its faculty working with undergraduates on research projects
- greater proportions of men faculty across the board used intra- or extramural funds for research
- greater proportions of faculty at USU and in the public university group used intra- or extramural for funds for research
- greater proportions of women faculty participated in a teaching enhancement workshop
- a greater proportion of faculty in the four-year institutions participated in a teaching enhancement workshop
- USU faculty were not proportionally different than faculty in the other groups who placed or collected assignments for a course on the Internet
- greater proportions of USU faculty taught a course exclusively through the Internet

Table 8. During the past two years, how involved have you been in efforts to reform the following at your institution?

<u>In the last two years have you been involved with reform efforts on:</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Overall mission, purpose									
Very involved	27.6	17.5	24.4	19.8	19.1	19.6	22.3	20.3	21.7
Minimally involved	42.4	41.2	42.0	38.2	35.1	37.3	39.2	38.0	38.8
Not involved	30.0	41.2	33.6	42.0	45.8	43.1	38.5	41.6	39.6
General education									
Very involved	28.4	13.8	23.7	22.8	24.4	23.3	25.9	27.9	26.6
Minimally involved	43.8	37.5	41.8	38.8	37.2	38.3	40.8	38.9	40.1
Not involved	27.8	48.7	34.5	38.4	38.3	38.4	33.3	33.1	33.3
Faculty roles/rewards									
Very involved	23.5	13.8	20.4	17.9	18.5	18.1	19.2	19.1	19.2
Minimally involved	45.3	36.2	42.4	40.5	37.6	39.6	40.7	39.1	40.1
Not involved	31.2	50.0	37.2	41.6	43.8	42.3	40.1	41.9	40.7
Governance									
Very involved	17.8	6.3	14.1	16.0	15.2	15.8	18.6	16.6	17.9
Minimally involved	44.4	22.8	37.5	36.3	30.6	34.6	36.5	33.7	35.6
Not involved	37.9	70.9	48.4	47.8	54.1	49.7	44.9	49.7	46.5
Curriculum									
Very involved	45.0	51.2	47.0	37.2	42.0	38.6	40.3	45.7	42.1

Minimally involved	46.7	35.0	43.0	44.3	40.0	43.0	42.9	38.7	41.5
Not involved	8.3	13.8	10.0	18.5	18.0	18.4	16.8	15.6	16.4

- a greater proportion of men than women at USU are very involved in efforts to reform the overall mission/purpose of the institution; no sex effects elsewhere
- proportionally more faculty in the other two groups are not involved in efforts to reform the overall mission/purpose of their institutions
- a greater proportion of men than women at USU are very or minimally involved in efforts to reform general education; no sex effects elsewhere
- a greater proportion of men than women at USU are very or minimally involved in efforts to reform faculty roles/rewards; no sex effects elsewhere
- a greater proportion of men than women at USU are very or minimally involved in efforts to reform governance; no sex effects elsewhere
- more women than men in all groups are very involved in efforts to reform curriculum
- more faculty overall at USU than in the other groups are very involved in efforts to reform the curriculum

Table 9. How many hours per week do you spend on:

<u>How many hours per week do you spend on:</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Scheduled teaching (actual, not credit hours)									
1 to 4	6.1	12.2	8.0	12.2	9.7	11.4	7.4	6.2	7.0
5 to 8	52.4	40.5	48.7	50.5	47.1	49.5	37.1	33.3	35.8
9 to 12	20.7	31.1	23.9	24.4	29.8	26.0	37.1	40.4	38.3
13 to 16	12.2	9.5	11.3	7.0	6.9	6.9	11.5	12.1	11.7
Preparing for teaching (including reading student papers and grading)									
1 to 4	7.9	4.1	6.8	12.4	9.3	11.5	10.4	7.4	9.4
5 to 8	30.5	15.1	25.7	30.4	23.4	28.3	26.1	21.0	24.3
9 to 12	30.5	30.1	30.4	25.6	26.7	25.9	25.2	25.0	25.1
13 to 16	11.0	24.7	15.2	14.3	17.3	15.2	16.1	18.0	16.8
Advising and counseling of students									
1 to 4	67.3	56.9	64.1	63.9	59.4	62.6	63.3	56.3	60.9
5 to 8	24.8	25.0	24.9	24.3	29.8	25.9	25.2	30.7	27.1
Committee work and meetings									

1 to 4	80.4	79.5	80.1	67.8	63.4	66.5	67.8	64.0	66.5
5 to 8	12.9	16.4	14.0	20.6	22.7	21.2	20.7	23.1	21.5

- a greater proportion of USU women faculty taught 1 to 4 hours per week than did women faculty in the two comparison groups
- a smaller proportion of men than women at USU taught 1 to 4 hours per week and this was not the case in the comparison groups
- larger proportions of men taught 5 to 8 hours per week in all the groups
- however, larger proportions of women taught 9 to 12 hours per week in all the groups
- overall a smaller proportion of faculty at USU and in the public universities taught 9 to 12 hours per week
- however, a greater proportion of USU faculty and those in all 4-yr institutions taught 13 to 16 hours per week when compared with peers at public universities
- a greater proportion of men than women faculty spent 5 to 8 hours in all comparison groups in teaching preparation
- a greater proportion of faculty at USU spend 9 to 12 hours per week in teaching preparation than in the comparison groups
- more women than men at USU spend 13 to 16 hours per week in teaching preparation
- a greater proportion of women at USU spend 13 to 16 hours per week in teaching preparation than in the comparison groups
- greater proportions of men faculty in all three groups advise and counsel students 1 to 4 hours per week
- however, except at USU, greater proportions of women than men faculty advise and counsel students 5 to 8 hours per week
- larger proportions of USU faculty are involved in 1 to 4 hours per week of meetings and committee work than in the comparison groups
- however, smaller proportions of USU faculty are involved in 5 to 8 hours per week of meeting and committee work than in the comparison groups

Table 10. How many hours per week on the average do you spend on:

<u>How many hours per week on average do you spend on:</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Community or public service									
None	26.0	27.1	26.3	37.1	35.4	36.6	35.6	31.2	34.1
1 to 4	57.8	55.7	57.1	51.3	53.3	51.9	51.3	56.3	53.1
5 to 8	9.1	15.7	11.2	8.7	8.9	8.7	9.7	9.4	9.6
Outside consulting/freelance work									

None	62.5	73.8	66.0	61.9	71.2	64.7	64.2	70.6	66.4
1 to 4	28.5	23.1	26.8	28.5	21.5	26.4	25.6	21.9	24.3
5 to 8	6.3	3.1	5.3	6.6	4.7	6.0	6.4	4.2	5.6
Household/childcare duties									
None	17.2	8.5	14.4	16.7	4.4	12.9	14.7	4.3	11.1
5 to 8	19.2	15.5	18.0	23.5	24.1	23.7	24.7	24.1	24.5
9 to 12	17.2	12.7	15.8	17.8	17.2	17.6	17.7	17.5	17.6

- a smaller proportion of USU faculty than in the comparison groups do no community service
- a larger proportion of USU faculty than in the comparison groups do 1 to 4 hours of community or public service per week
- a larger proportion of women than men faculty at USU do 5 to 8 hours of community or public service per week
- and, a larger proportion of women faculty at USU than in the comparison groups do 5 to 8 hours of community or public service per week
- larger proportions of women than men faculty in all three groups do no outside consulting
- and, conversely, more faculty men than women in all three groups consult from 1 to 8 hours per week
- a larger proportion of men faculty in all three groups did no household or childcare duties
- but, a larger proportion of USU men than women faculty did 5 to 12 hours household or childcare duties
- however, overall, lower proportions of faculty at USU than in the comparable groups did from 5 to 12 hours of household or childcare duties

Table 11. Factors noted as very important in your decision to work at this college or university.

Factors in decision to work at this particular college/university	USU Men	USU Women	USU Total	Pub U Men	Pub U Women	Pub U Total	4-yr Men	4-yr Women	4-yr Total
Institutional emphasis on teaching	31.4	39.5	35.8	26.9	33.6	28.9	46.1	53.4	48.6
Institutional emphasis on research	27.2	23.5	26.0	40.6	33.5	38.5	24.0	18.6	22.1
Prestige of institution	5.8	4.9	5.6	20.3	18.4	19.7	15.7	13.8	15.0
Prestige of department	9.9	11.1	10.3	23.3	22.0	22.9	15.7	15.9	15.8
Salary/benefits	11.6	21.0	14.6	18.3	18.7	18.4	16.3	16.4	16.3
Research facilities	9.9	12.5	10.7	21.4	17.9	20.3	12.5	9.5	11.5
Academic rank offered	11.6	18.7	13.8	19.3	16.5	18.4	14.6	13.7	14.3
Colleagues	36.4	50.0	40.7	37.1	44.6	39.4	36.5	43.7	39.0
Geographic location	57.6	61.7	58.9	36.8	46.8	39.8	40.0	53.0	44.4

Job opportunities for spouse	12.8	41.6	21.7	11.5	27.6	16.2	12.2	23.2	15.9
Other personal/family considerations	30.8	44.3	35.1	20.4	34.0	24.4	23.1	35.3	27.3

- for a larger proportion of USU faculty than in the public university group but a smaller proportion of USU faculty than in the 4-yr institution group USU's emphasis on teaching was a very important reason for going to work there
- for a smaller proportion of USU faculty than in the public university group but a larger proportion of USU faculty than in the 4-yr institution group USU's emphasis on research was a very important reason for going to work there
- a much smaller proportion of USU faculty than in the comparable groups noted the prestige of the institution as a very important reason for going to work there
- a much smaller proportion of USU faculty than in the comparable groups noted the prestige of the department as a very important reason for going to work there
- for twice the proportion of USU women than men faculty salary/benefits were a very important factor to work at USU whereas similar sex differences don't exist in the comparison groups
- for much smaller proportions of USU than public university faculty but not 4-yr institution faculty were research facilities very important to the decision to work at USU
- for smaller proportions of USU faculty than public university faculty but not 4-yr institution faculty was academic rank offered noted as very important to the decision to work at USU
- for the women more so than the men, in all groups one's colleagues were a very important factor in the decision to work at a particular college/university
- for the women more so than the men in all groups, geographic location was a very important job factor
- but, for the faculty at USU more so than in the other groups, geographic location was a very important job factor
- for women more so than men in all three groups, job opportunities for spouse were a very important job factor
- for USU faculty more so than faculty in the comparable groups job opportunities for spouse were a very important job factor
- for proportionally more women in all three groups other personal/family considerations were very important job factors
- for proportionally more USU faculty than in the other groups, other personal/family considerations were very important job factors

Table 12. How many of the following courses are you teaching this term?

<u>Teaching how many this term?</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
General education courses									

None	51.2	72.5	57.2	60.9	57.9	60.0	51.3	52.9	51.9
One	35.7	17.6	30.6	27.0	25.4	26.5	25.9	22.8	24.8
Two	7.0	7.8	7.2	8.7	10.4	9.2	14.3	13.4	14.0
Three	4.7	0.0	3.3	2.3	3.9	2.8	5.4	6.8	5.9
Four	0.8	0.0	0.6	0.8	1.5	1.0	2.1	3.1	2.4
Other BA or BS undergraduate credit courses									
One	41.2	20.3	34.6	44.4	41.7	43.6	31.9	27.7	30.5
Graduate courses									
None	36.8	51.7	41.5	29.5	36.0	31.4	47.4	54.1	49.7
One	56.8	41.4	51.9	59.0	52.3	57.0	42.5	35.1	40.0
Two	3.2	5.2	3.8	9.1	10.0	9.3	7.7	8.4	8.0

- a greater proportion of women faculty in all three groups taught no general education courses the term the survey was administered
- a greater proportion of men than women faculty at USU taught one general education course the term the survey was administered
- a greater proportion of faculty at USU taught one general education course than in the comparable groups the term the survey was administered
- however, greater proportions of faculty in the 4-yr institutions taught 2, 3, or 4 general education courses than faculty at USU or in the public university category the term the survey was administered
- a greater proportion of men than women faculty at USU and at the public universities taught one BA/BS course during the term the survey was administered
- a smaller proportion of faculty at USU and the 4-yr institutions taught one BA/BA course during the term the survey was administered
- larger proportions of women faculty in all three groups taught no graduate courses the term the survey was administered
- a smaller proportion of the faculty in the public universities taught no graduate courses than either USU faculty or faculty in the 4-yr institutions
- greater proportions of men than women faculty in all three groups taught one graduate course the term the survey was administered
- greater proportions of faculty overall at USU and in the public university category than in the 4-yr institutions taught one graduate course the term the survey was administered
- but, fewer faculty overall at USU than in the other two groups, taught two graduate courses the term the survey was administered

Table 13. People noted as very influential in your decision to pursue an academic career.

<u>Influential people</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Father	30.6	43.2	34.6	30.3	33.1	31.1	29.8	34.0	31.2
Mother	39.3	35.8	38.2	29.6	34.4	31.1	29.3	35.9	31.6

- a greater proportion of women than men in all three groups noted that their fathers were very influential in their decisions to pursue academic careers, with this difference substantially larger at USU
- a larger proportion of men than women at USU, and smaller proportions of men than women in the other groups noted that their mothers were very influential in their decisions to pursue academic careers
- a larger proportion of faculty at USU than in the other two groups noted that their mothers were very influential in their decisions to pursue academic careers

Table 14. Goals for undergraduates noted as very important or essential

<u>Undergraduate Goals</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Develop ability to think clearly	99.4	98.8	99.2	99.2	99.7	99.4	99.4	99.8	99.5
Prepare students for employment after college	76.2	82.7	78.3	62.6	67.2	64.0	64.3	70.6	66.5
Prepare students for graduate or advanced education	65.5	54.3	61.9	56.2	60.1	57.4	57.1	60.4	58.3
Develop moral character	48.0	55.0	50.2	47.3	55.3	49.7	55.0	62.0	57.5
Provide for students' emotional development	29.5	33.3	30.7	26.0	36.4	29.1	31.7	43.2	35.7
Prepare students for family living	15.0	17.3	15.7	8.4	11.9	9.5	12.8	16.2	13.9
Teach students the classic works of Western civilization	29.5	23.5	27.6	26.2	24.2	25.6	30.9	28.4	30.1
Enhance the out-of-class experience of students	50.6	44.3	48.6	32.8	39.3	34.8	36.4	44.3	39.1
Enhance students' self-understanding	55.2	63.7	57.9	52.4	65.9	56.5	57.8	69.9	62.0
Instill in students a commitment to community service	32.9	35.8	33.9	25.2	39.6	29.5	31.3	45.4	36.2
Prepare students for responsible citizenship	58.7	65.4	60.9	50.2	63.8	54.3	56.2	68.0	60.2
Enhance students' knowledge of and appreciation for other racial/ethnic groups	54.3	65.4	57.9	45.2	74.7	54.1	50.8	76.2	59.6
Study a foreign language	20.3	25.0	21.8	29.8	41.0	33.2	31.8	40.6	34.8

- all agreed that to develop the ability to think is a very important for undergraduates
- a greater proportion of women faculty in all three groups noted that preparation of undergraduate students for employment after college was important
- a greater proportion of faculty at USU noted that preparation of undergraduate students for employment after college was important
- a larger proportion of men than women at USU noted that preparation of undergraduate students for graduate or advanced education was important
- a greater proportion of women faculty in all three groups noted that development of moral character was important
- a larger proportion of faculty in the 4-yr institutions thought that the development of moral character was important
- greater proportions of women in the public universities and the 4 -yr institutions noted that students' emotional development was very important
- smaller proportions of faculty overall at USU and in the public universities noted that students' emotional development was very important
- a greater proportion of faculty at USU than at public universities noted that preparation of students for family living was very important
- a greater proportion of men faculty than women at USU noted that to teach students the classic works of Western civilization was very important
- greater proportions of women in the public universities and the 4-yr institutions and greater proportions of men at USU noted that it was important to enhance the out-of-class experience of students
- greater proportions of faculty overall at USU noted that it was important to enhance the out-of-class experience of students
- greater proportions of women in all three groups noted that it was very important to enhance students' self-understanding
- lower proportions of faculty overall at USU and in the public universities noted that it was very important to enhance students' self-understanding
- greater proportions of women in the public universities and the 4-yr institutions noted it was very important to instill in students a commitment to community service
- greater proportions of women faculty in all three groups noted it was very important to prepare students for responsible citizenship
- greater proportions of faculty at USU and in the 4-yr institutions than at the public universities noted it was very important to prepare students for responsible citizenship
- much greater proportions of women in all three groups noted it was very important to enhance students' knowledge of and appreciation for other racial/ethnic groups
- a greater proportion of faculty in the 4-yr institutions than in the public universities but not at USU noted it was very important to enhance students'

- knowledge of and appreciation for other racial/ethnic groups
- greater proportions of women in all three groups noted it was very important to study a foreign language
- a smaller proportion of USU faculty than in the public universities and the 4-yr institutions noted it was very important to study a foreign language

Table 15. Personal goals noted as very important or essential

<u>Personal goals noted as very important or essential</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Becoming an authority in my field	59.3	42.7	53.9	65.7	60.1	64.0	57.2	51.5	55.2
Influencing social values	31.4	41.5	34.6	27.0	45.7	32.6	32.9	46.7	37.7
Raising a family	78.5	70.4	75.9	76.1	60.9	71.5	76.4	64.2	72.2
Being very well off financially	37.2	29.6	34.8	40.9	30.5	37.8	39.3	30.6	36.3
Helping others who are in difficulty	61.6	60.5	61.3	54.5	66.9	58.2	59.5	70.7	63.4
Becoming involved in programs to clean up the environment	35.5	36.2	35.7	27.4	33.7	29.3	29.4	33.9	30.9
Developing a meaningful philosophy of life	77.6	75.3	76.9	70.5	80.0	73.3	74.4	80.2	76.4
Helping to promote racial understanding	55.8	63.0	58.1	50.0	70.3	56.1	54.5	69.5	59.7
Obtaining recognition from my colleagues for contributions to my special field	39.0	50.6	42.7	56.1	54.3	55.5	48.3	46.7	47.7
Integrating spirituality into my life	56.7	55.6	56.3	37.4	49.6	41.1	46.7	57.0	50.3
Achieving congruence between my own values and institutional values	40.7	61.7	47.4	42.7	56.2	46.7	48.2	61.6	52.8

- a larger proportion of men faculty than women in all three groups noted becoming an authority in their fields was very important
- larger proportions of women in the public universities and 4-yr schools than at USU noted becoming an authority in their fields was very important
- a larger proportion of faculty overall in the public universities than at USU and the 4-yr institutions noted becoming an authority in their fields was very important
- greater proportions of women in all three groups noted that influencing social values was very important
- a greater proportion of faculty overall in the 4-yr institutions than in the public universities noted that influencing social values was important
- a greater proportion of women faculty at USU than in the other two groups noted that raising a family was a very important personal goal

- however, greater proportions of men faculty than women in all three groups noted that raising a family was a very important personal goal
- greater proportions of men faculty in all three groups noted that being well-off financially was a very important personal goal
- greater proportions of women faculty in the public universities and in the 4-yr institutions but not at USU noted that helping others who are in difficulty was a very important personal goal
- a greater proportion of faculty in the 4-yr institutions than in the public universities noted that helping others who are in difficulty was a very important personal goal
- greater proportions of women faculty than men faculty in the public universities and the 4-yr institutions but not at USU noted that becoming involved in programs to clean up the environment was a very important personal goal
- a larger proportion of men faculty at USU noted that becoming involved in programs to clean up the environment was a very important personal goal
- a greater proportion of faculty overall at USU than in either of the other two groups noted that becoming involved in programs to clean up the environment was a very important personal goal
- more women faculty than men faculty in the public universities and the 4-yr institutions noted that developing a meaningful philosophy of life was a very important goal
- greater proportions of women in all three groups noted that helping to promote racial understanding was a very important personal goal
- a greater proportion of women faculty than men faculty at USU noted that obtaining recognition in their special fields was a very important personal goal
- greater proportions of faculty overall in the public universities and the 4-yr institutions noted that obtaining recognition in their special fields was a very important personal goal
- greater proportions of women than men faculty in the public universities and the 4-yr institutions noted that integrating spirituality into their lives was a very important personal goal
- a greater proportion of faculty at USU than in the other two groups noted that integrating spirituality into their lives was a very important personal goal
- greater proportions of women in all three groups noted that achieving congruence between their own values and institutional values was a very important personal goal
- a greater proportion of faculty in the 4-yr institutions than in the public universities noted that achieving congruence between their own values and institutional values was a very important personal goal

Table 16. Full time undergraduate faculty agrees strongly or somewhat

<u>Agrees strongly or somewhat</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Faculty are interested in students' personal problems	75.6	81.5	77.5	61.2	61.1	61.2	74.0	76.6	74.9
Racial and ethnic diversity should be more strongly reflected in the curriculum	52.6	70.4	58.3	43.2	67.9	50.6	48.3	69.0	55.4
Faculty feel that most students are well-prepared academically	26.6	34.6	29.1	30.6	33.5	31.5	35.4	35.8	35.5
This institution should hire more faculty of color	70.9	86.3	75.8	64.5	81.2	69.5	65.9	78.6	70.3
Student Affairs staff have the support and respect of faculty	59.1	62.7	60.2	60.1	66.4	62.0	63.7	68.3	65.3
Faculty are committed to the welfare of this institution	80.2	87.5	82.5	79.0	78.1	78.7	83.7	83.9	83.7
Faculty here are strongly interested in the academic problems of undergraduates	77.9	80.2	78.7	69.0	67.9	68.6	80.6	80.7	80.6
There is a lot of campus racial conflict here	4.1	2.5	3.6	8.1	17.5	10.9	6.9	12.2	8.7
Many courses contain feminist perspectives	17.4	24.4	19.6	39.8	37.7	39.2	39.2	37.5	38.6
Faculty of color are treated fairly here	84.4	69.2	79.6	87.2	71.6	82.6	89.7	80.2	86.5
Women faculty are treated fairly here	79.5	47.5	69.3	87.2	62.5	79.7	89.6	70.9	83.1
Many courses involve students in community service	21.3	28.9	23.7	21.6	30.1	24.1	33.8	41.6	36.5
This institution should hire more women faculty	67.5	83.5	72.6	57.8	77.6	63.7	51.1	68.3	57.0
Most students are strongly committed to community service	50.0	51.3	50.4	20.0	24.5	21.4	30.0	34.2	31.4
Gay and lesbian faculty are treated fairly here	56.2	44.7	52.5	79.5	67.2	75.8	76.0	67.2	73.0
My research is valued by faculty in my department	75.7	70.3	74.1	73.2	68.3	71.8	73.2	68.0	71.4

- a greater proportion of women than men faculty at USU agree strongly or

- somewhat that faculty are interested in students' personal problems
- a greater proportion of faculty at USU and the 4-yr institutions than in the public universities agrees strongly or somewhat that faculty are interested in students' personal problems
- greater proportions of women faculty in all three groups agree strongly or somewhat that racial and ethnic diversity should be more strongly reflected in the curriculum
- a greater proportion of faculty at USU than at the public universities agrees strongly or somewhat that racial and ethnic diversity should be more strongly reflected in the curriculum
- a greater proportion of women than men faculty at USU agree strongly or somewhat that faculty feel that most students are well-prepared academically
- a greater proportion of faculty at the 4-yr institutions than at USU agrees strongly or somewhat that faculty feel that most students are well-prepared academically
- greater proportions of women in all three groups agree strongly or somewhat that their institutions should hire more faculty of color
- a greater proportion of faculty overall at USU than in the other two groups agrees strongly or somewhat that their institution should hire more faculty of color
- a greater proportion of women faculty at public universities agrees strongly or somewhat that Student Affairs staff have the support and respect of faculty
- a greater proportion of faculty in the 4-yr institutions than at USU agrees strongly or somewhat that Student Affairs staff have the respect of faculty
- a greater proportion of women than men faculty at USU agrees strongly or somewhat that faculty are committed to the welfare of this institution
- a greater proportion of faculty at the 4-yr institutions than in the public universities agrees strongly or somewhat that faculty are committed to the welfare of their institutions
- greater proportions of faculty at USU and in the 4-yr institutions than in the public universities agree strongly or somewhat that faculty at their institutions are strongly interested in the academic problems of undergraduates.
- greater proportions of women in the public universities and in the 4-yr institutions but not at USU agree strongly or somewhat that there is a lot of racial conflict on their campuses
- greater proportions of faculty in the public universities and the 4-yr institutions than at USU agree strongly or somewhat that there is a lot of racial conflict on their campuses
- a greater proportion of women than men faculty at USU agree strongly or somewhat that many courses include feminist perspectives
- greater proportions of faculty in the other two groups agree strongly or somewhat that many course include feminist perspectives
- greater proportions of men than women in all three groups agree strongly or somewhat that faculty of color are treated fairly on their campuses

- a greater proportion of faculty at 4-yr institutions than at USU agrees strongly or somewhat that faculty of color are treated fairly on their campuses
- greater proportions of men in all three groups agree strongly or somewhat that women faculty are treated fairly on their campuses
- greater proportions of faculty in the public university and 4-yr institution groups than at USU agree strongly or somewhat that women are treated fairly on their campuses
- greater proportions of women faculty in all three groups agree strongly or somewhat that many courses involve students in community service
- a greater proportion of faculty in the 4-yr institutions than in either of the other two groups agrees strongly or somewhat that many courses involve students in community service
- greater proportions of women in all three groups agree strongly or somewhat that their institutions should hire more women faculty
- greater proportions of faculty at USU overall agree strongly or somewhat that USU should hire more women faculty
- a much larger proportion of faculty at USU than in the other two groups agrees strongly or somewhat that most students are committed to community service
- larger proportions of faculty men in all three groups agree strongly or somewhat that gay and lesbian faculty are treated fairly on their campuses
- larger proportions of faculty in the public universities and the 4-yr institutions than at USU agree strongly or somewhat that gay and lesbian faculty are treated fairly on their campuses
- greater proportions of men in all three groups agree strongly or somewhat that their research is valued by faculty in their departments

Table 17: Issues believed to be of high or highest priority at your college or university

<u>High priority Issues</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
To promote the intellectual development of students	75.4	83.8	78.1	70.8	70.0	70.5	75.5	76.7	76.0
To help students examine and understand their personal values	35.1	36.7	35.6	31.9	36.6	33.3	48.8	54.5	50.8
To develop a sense of community among students and faculty	34.1	46.2	38.0	30.9	41.1	34.0	44.5	52.9	47.4
To develop leadership ability among students	36.3	55.7	42.5	32.9	41.3	35.4	42.9	51.1	45.8
To facilitate student involvement in community service	22.4	35.4	26.5	21.0	32.1	24.3	35.8	45.6	39.1

To help students learn how to bring about change in American society	16.5	30.0	20.8	17.6	25.8	20.1	24.7	32.8	27.5
To increase or maintain institutional prestige	60.4	66.7	62.4	70.1	74.7	71.5	61.5	64.6	62.6
To hire faculty “stars”	21.2	24.1	22.1	48.5	49.8	48.9	29.9	29.8	29.9
To recruit more minority students	37.4	43.7	39.4	54.6	59.4	56.0	51.5	56.0	53.1
To enhance the institution’s national image	73.7	77.8	75.0	81.0	82.0	81.3	68.4	68.0	68.3
To create a diverse multi-cultural campus environment	37.4	46.2	40.2	54.1	59.2	55.6	53.1	57.5	54.6
To promote the religious/spiritual development of students	24.0	31.2	26.3	7.0	8.5	7.5	24.1	26.3	24.8
To mentor new faculty	40.9	34.6	38.9	30.4	30.8	30.5	33.0	34.6	33.6

- a greater proportion of women than men faculty at USU believe intellectual development of students to be of high or highest priority at the university
- greater proportions of faculty overall at USU and at the 4-yr institutions than in the public universities believe intellectual development of students to be of high or highest priority at the university
- a greater proportion of women than men in the public universities and the 4-yr institutions believe that to help students examine and understand their personal values is of high or highest priority at their institutions with no such differences at USU
- a greater proportion of faculty overall at the 4-yr institutions believe that to help students examine and understand their personal values is of high or highest priority at their institutions
- a greater proportion of women than men faculty in all three groups believe that to develop a sense of community among students and faculty is of high or highest priority at their institutions
- a greater proportion of faculty overall in the 4-yr institutions believe that to develop a sense of community among students and faculty is of high or highest priority at their institutions
- a greater proportion of women faculty in all three groups believe that to develop leadership ability among students is of high or highest priority at their institutions
- a greater proportion of faculty at the 4-yr institutions and at USU than in the public universities believe that to develop leadership ability among students is of high or highest priority at their institutions
- a greater proportion of women than men in all three groups believe that to facilitate student involvement in community service is of high or highest priority at their institutions
- a greater proportion of faculty in the 4-yr institutions than in the other two

groups believe that to facilitate student involvement in community service is of high or highest priority at their institutions

- a greater proportion of women in all three groups believe that to help students bring about change in American society is of high or highest priority at their institutions
- a greater proportion of faculty in the 4-yr institutions than in the other two groups believe that to help students bring about change in American society is of high or highest priority at their institutions
- a greater proportion of women than men at USU believe that to increase or maintain institutional prestige is of highest or highest priority at the university
- a greater proportion of faculty at the public universities believe that to increase or maintain institutional prestige is of highest or highest priority at their institutions
- a greater proportion of faculty in the public universities believe that to hire faculty stars is of high or highest priority at their institutions
- greater proportions of women than men faculty in all three groups believe that to recruit more minority students is of high or highest priority at their institutions
- greater proportions of faculty in the public universities and the 4-yr institutions than at USU believe that to recruit more minority students is of high or highest priority at their institutions
- a greater proportion of faculty at public universities than at USU and at the 4-yr institutions believe that to enhance the institution's national image is of high or highest priority at their institutions
- however, a greater proportion of faculty at USU and then at the 4-yr institutions believe that to enhance the institution's national image is of high or highest priority at their institutions
- greater proportions of women than men faculty in all three groups believe that to create a diverse multi-cultural campus environment is of high or highest priority at their institutions
- greater proportions of faculty in the public universities and the 4-yr institutions than at USU believe that to create a diverse multi-cultural campus environment is of high or highest priority at their institutions
- a greater proportion of women than men faculty at USU believe that to promote the religious/spiritual development of students is of high or highest priority at USU
- a greater proportion of faculty at USU and in the 4-yr institutions than in the public universities believe that to promote the religious/spiritual development of students is of high or highest priority at their institutions
- a greater proportion of men faculty at USU believe that to mentor new faculty is of high or highest priority at USU
- a greater proportion of faculty at USU than in the other two groups believe that to mentor new faculty is of high or highest priority at their institution

Table 18: Attributes noted as being very descriptive of your institution

<u>Descriptive of institution</u>	<u>USU</u> <u>Men</u>	<u>USU</u> <u>Women</u>	<u>USU</u> <u>Total</u>	<u>Pub U</u> <u>Men</u>	<u>Pub U</u> <u>Women</u>	<u>Pub U</u> <u>Total</u>	<u>4-yr</u> <u>Men</u>	<u>4-yr</u> <u>Women</u>	<u>4-yr</u> <u>Total</u>
It is easy for students to see faculty outside of regular office hours	45.7	49.4	46.9	35.3	32.0	34.3	47.6	44.4	46.5
There is a great deal of conformity among students	59.5	73.4	63.9	20.1	22.3	20.7	26.2	26.3	26.2
The faculty are typically at odds with campus administrators	10.4	3.7	8.3	15.7	15.4	15.6	16.9	17.3	17.0
Faculty here respect each other	35.3	45.0	38.3	30.2	31.3	30.5	36.3	37.8	36.8
Most students are treated like "numbers in a book"	4.0	2.5	3.6	9.2	8.1	8.9	5.4	4.0	4.9
Social activities are overemphasized	2.9	3.8	3.2	10.1	9.6	9.9	8.7	8.2	8.5
Students here do not usually socialize with one another	4.1	1.3	3.2	3.6	3.2	3.5	4.0	4.6	4.2
Faculty are rewarded for being good teachers	9.8	15.0	11.5	9.7	10.6	10.0	15.3	15.2	15.3

- greater proportions of faculty at USU and in the 4-yr institutions than in the public universities believe it is very easy for students to see faculty outside of regular office hours
- a greater proportion of women than men faculty at USU believe that there is a great deal of conformity among students at USU
- a substantially greater proportion of faculty at USU but not in the other two groups believe that there is a great deal of conformity among the students at their institutions
- a greater proportion of men than women faculty at USU believe that faculty are typically at odds with campus administrators
- greater proportions of faculty in the public universities and the 4-yr institutions than at USU believe that faculty are typically at odds with campus administrators
- a greater proportion of women than men faculty at USU believe that faculty

- respect each other there
- greater proportions of faculty at USU and the 4-yr institutions believe that faculty respect each other there
- a greater proportion of faculty in the public universities than in either USU or the 4-yr institutions believe that students are treated like numbers at their institutions
- greater proportions of faculty at the public universities and the 4-yr institutions than at USU believe that social activities are overemphasized at their institutions
- while the proportions are small, proportionally 3 times as many men as women at USU believe that students at USU do not socialize with one another
- a greater proportion of women than men at USU believe that faculty are rewarded for being good teachers at USU
- a greater proportion of faculty in the 4-yr institutions than in either the public institutions or at USU believe that faculty are rewarded for being good teachers at their institutions

Table 19: Aspects of job noted as satisfactory or very satisfactory

<u>Satisfactory or very satisfactory aspects of job</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Salary and fringe benefits	47.9	48.7	48.2	48.0	43.3	46.6	48.9	45.6	47.8
Opportunity for scholarly pursuits	77.5	59.0	71.7	73.1	64.3	70.5	66.2	56.5	62.9
Teaching load	60.1	56.2	58.9	63.1	60.9	62.5	58.8	54.8	57.4
Quality of students	36.5	44.3	39.0	41.1	50.9	44.0	45.0	51.9	47.4
Office/lab space	72.9	65.8	70.7	60.8	62.7	61.4	62.9	62.8	62.9
Autonomy and independence	91.2	86.3	89.6	88.5	88.2	88.4	87.7	87.6	87.7
Professional relationships with other faculty	79.5	77.5	78.9	72.9	71.2	72.4	76.0	76.1	76.1
Social relationships with other faculty	64.7	77.6	68.7	55.8	60.1	57.1	61.0	65.8	62.6
Visibility for jobs at other organizations	54.0	47.5	51.9	49.1	50.4	49.5	44.4	46.2	45.0
Job security	82.0	82.5	82.2	83.7	71.4	80.0	81.1	71.5	77.8
Relationships with administration	61.5	63.3	62.1	57.1	56.9	57.1	60.1	59.7	60.0
Overall job satisfaction	78.9	77.5	78.5	74.4	71.6	73.6	76.0	74.7	75.6
Opportunity to develop new ideas	79.5	72.5	77.3	80.9	76.7	79.6	79.3	76.3	78.3
Availability of child care at this institution	24.6	6.7	18.7	33.7	27.4	31.7	32.4	25.7	30.0

- all three groups show less than a majority who noted salaries and fringe

benefits were satisfactory or very satisfactory, with no differences between them

- greater proportions of men than women in all three groups noted opportunities for scholarly pursuits were satisfactory or very satisfactory
- greater proportions of faculty at USU and in the public universities than in the 4-yr institutions noted opportunities for scholarly pursuits were satisfactory or very satisfactory
- a greater proportion of faculty in the public universities than in the 4-yr institutions noted that their teaching loads were satisfactory or very satisfactory with USU's proportions more like the 4-yr schools than like the public universities
- greater proportions of women than men faculty in all three groups noted the quality of students as satisfactory or very satisfactory at their institutions
- greater proportions of faculty at public universities and in the 4-yr schools than at USU noted the quality of students as satisfactory or very satisfactory at their institutions
- a greater proportion of men than women USU faculty noted office/lab space as satisfactory or very satisfactory at USU
- a greater proportion of faculty at USU than in the two other groups noted office/lab space as satisfactory or very satisfactory
- a greater proportion of men than women faculty at USU noted that autonomy and independence were satisfactory or very satisfactory while there were no gender differences in the other two groups, nor overall differences among the three groups
- a greater proportion of faculty at USU than in the public universities, but not in the 4-yr schools noted that professional relationships with other faculty were satisfactory or very satisfactory
- a larger proportion of women than men faculty at USU noted that social relationships with other faculty were satisfactory or very satisfactory
- a greater proportion of faculty at USU than at the 4-yr schools and at the public universities noted that social relationships with other faculty were satisfactory or very satisfactory while a larger proportion of faculty at the 4-yr schools than at the public universities did likewise
- a greater proportion of men than women faculty at USU noted that USU provided satisfactory or very satisfactory visibility for other jobs
- a greater proportion of faculty at USU than in the 4-yr institutions noted that their institution provided satisfactory or very satisfactory visibility for other jobs
- greater proportions of men than women faculty in the public schools and the 4-yr institutions noted their job security as satisfactory or very satisfactory
- a greater proportion of faculty at USU than in the public universities noted that relations with the administration were satisfactory or very satisfactory while the 4-yr institutions were more like USU

- overall about 3/4 of respondents were satisfied or very satisfied with their jobs and there were no differences among the groups or genders
- a greater proportion of men than women faculty at USU noted the opportunity to develop new ideas as satisfactory or very satisfactory
- greater proportions of men than women faculty in all three groups noted the availability of child care at their institutions as satisfactory or very satisfactory
- greater proportions of faculty in the public universities and the 4-yr schools than at USU noted that the availability of child care at their institutions was satisfactory or very satisfactory
- overall, the proportions of faculty in all three groups noting the availability of child care at their institutions as satisfactory or very satisfactory are quite small

Table 20: If you were to begin your career again, would you still want to be a college professor?

<u>Would you still be a college professor?</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Definitely yes	43.2	36.1	40.9	46.7	41.2	45.1	49.6	44.7	47.9

- a greater proportion of men than women faculty at USU and in the public universities (and almost in the 4-yr schools) answered that they would definitely want to be a college professor, if they began their careers again
- more faculty in the 4-yr institutions than at USU but not at the public universities answered that they would definitely want to be a college professor, if they began their careers again

Table 21. Factors noted as source of stress during the last two years

<u>Sources of stress</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Managing household responsibilities	67.1	86.3	73.2	63.6	79.3	68.3	65.6	79.1	70.3
Child care	37.3	36.2	36.9	29.8	31.3	30.3	30.5	31.6	30.9
Care of elderly parent	34.3	24.1	31.0	28.6	34.9	30.5	29.3	34.7	31.1
My physical health	41.4	52.5	45.0	43.3	51.2	45.7	43.8	51.2	46.4
Review/promotion process	59.4	63.7	60.8	44.4	57.4	48.3	43.6	55.7	47.8
Subtle discrimination (e.g., prejudice, racism, sexism)	25.4	43.7	31.3	17.3	46.2	26.0	17.3	39.3	24.9
Personal finances	61.2	53.7	58.8	53.9	59.3	55.5	56.8	59.8	57.8
Committee work	62.0	55.0	59.8	59.3	63.3	60.5	59.8	65.1	61.6
Faculty meetings	56.7	51.2	55.0	49.8	57.4	52.1	51.1	56.9	53.1
Colleagues	61.4	61.2	61.4	56.0	63.2	58.1	53.8	60.2	56.0
Students	55.6	58.2	56.4	53.2	60.5	55.4	52.4	61.0	55.4

Research or publishing demands	62.0	62.5	62.2	65.0	71.5	66.9	55.5	62.8	58.0
Teaching load	61.5	78.8	67.1	58.5	64.5	60.3	61.3	69.6	64.1
Children's problems	38.7	31.2	36.3	28.0	26.3	27.5	28.2	27.4	27.9
Marital friction	28.6	23.7	27.0	22.2	22.2	22.2	21.9	20.3	21.4
Time pressures	81.7	93.8	85.5	80.3	90.1	83.3	80.2	90.4	83.7
Lack of personal time	75.6	92.5	81.0	73.4	87.1	77.6	73.0	87.5	77.9
Keeping up with information technology	70.6	76.3	72.4	65.4	72.7	67.6	64.0	72.9	67.1

- greater proportions of women in all three groups noted managing household responsibilities as a source of stress in the last two years
- a greater proportion of faculty at USU than in the other two groups noted child care as a source of stress in the last two years
- a greater proportion of men than women faculty at USU noted care of an elderly parent as a source of stress in the last two years
- the foregoing was reversed in the other two groups as greater proportions of women than men faculty in the public universities and the 4-yr schools noted care of an elderly parent as a source of stress in the last two years
- greater proportions of women than men faculty in all three groups noted their physical health as a source of stress in the last two years
- greater proportions of women than men faculty in the public universities and the 4-yr schools noted the review/promotion process as a source of stress in the last two years
- a greater proportion of faculty overall at USU than in the other two groups noted the review/promotion process as a source of stress in the last two years; this is due in large measure to the larger proportion of men at USU than in the other two groups noting this as a source of stress
- much greater proportions of women in all three groups noted that subtle discrimination was a source of stress during the last two years
- a greater proportion of faculty at USU than in the other two groups noted that subtle discrimination was a source of stress during the last two years; again this owed in large measure to the larger proportion of men at USU than in the other two groups noting this as a source of stress
- a greater proportion of men than women faculty at USU noted personal finances as a source of stress during the last two years
- while a greater proportion of women than men faculty in the public universities noted personal finances as a source of stress during the last two years
- a greater proportion of men than women faculty at USU noted committee work as a source of stress during the last two years
- while a greater proportion of women than men faculty in the 4-yr schools noted committee work as a source of stress during the last two years
- a greater proportion of men than women faculty at USU noted faculty

- meetings as a source of stress during the last two years
- while greater proportions of women than men faculty in the public universities and the 4-yr schools noted faculty meetings as a source of stress during the last two years
- greater proportions of women than men faculty in the public universities and the 4-yr schools (but not at USU) noted colleagues as a source of stress during the last two years
- greater proportions of women than men faculty in the public universities and the 4-yr schools (but not at USU) noted students as a source of stress during the last two years
- greater proportions of women than men faculty in the public universities and the 4-yr schools (but not at USU) noted research or publishing demands as a source of stress during the last two years
- a greater proportion of faculty overall in the public universities than in the 4-yr schools noted research or publishing demands as a source of stress during the last two years
- greater proportions of women than men faculty in all three groups noted teaching loads as a source of stress during the last two years
- a greater proportion of faculty at USU than in the public universities noted teaching loads as a source of stress during the last two years
- a greater proportion of men than women faculty at USU noted children's problems as a source of stress during the last two years
- a greater proportion of faculty overall at USU than in the other two groups noted children's problems as a source of stress during the last two years
- a greater proportion of men at USU than in the other two groups noted marital friction as a source of stress during the last two years
- greater proportions of women than men faculty in all three groups noted time pressures as a source of stress during the last two years
- greater proportions of women than men faculty in all three groups noted lack of personal time as a source of stress during the last two years
- greater proportions of women than men faculty in all three groups noted keeping up with information technology as a source of stress during the last two years
- a greater proportion of faculty overall at USU than in the 4-yr schools (and nearly in the public universities too) noted that keeping up with information technology was a source of stress during the last two years

Table 22. Evaluation methods used in most or all undergraduate classes

<u>Evaluation methods</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Multiple-choice mid-term and/or final exams	26.7	20.0	24.6	26.6	29.3	27.4	27.7	29.2	28.2

Essay mid-term and/or final exams	41.4	34.2	39.1	40.5	40.6	40.5	44.9	44.0	44.6
Short-answer mid-term and/or final exams	40.6	35.4	39.0	37.5	31.8	35.8	38.5	34.7	37.2
Quizzes	37.8	39.2	38.2	32.9	30.2	32.1	35.0	33.4	34.5
Weekly essay assignments	17.1	17.9	17.3	14.5	18.6	15.7	16.1	21.6	18.0
Student presentations	27.1	51.9	34.9	29.4	47.1	34.7	32.7	49.4	38.5
Term/research papers	33.5	34.2	33.7	35.8	40.1	37.1	38.2	42.1	39.6
Student evaluations of each others' work	15.2	24.4	18.1	10.5	22.0	13.9	11.9	21.5	15.2
Grading on a curve	17.5	16.5	17.2	26.4	13.5	22.5	22.8	10.9	18.7

As evaluation methods:

- a greater proportion of men than women faculty at USU use multiple-choice mid-terms and/or final exams
- a greater proportion of men than women faculty at USU use essay mid-term and/or final exams
- a greater proportion of faculty overall in the 4-yr schools than at USU use essay mid-terms and/or final exams
- a greater proportion of men than women faculty at USU and in the public universities use short-answer mid-term and/or final exams
- a greater proportion of faculty at USU than in the public universities (but not the 4-yr schools) uses quizzes as an evaluation method
- a greater proportion of women than men faculty in the 4-yr schools uses weekly essay assignments
- much larger proportions of women than men faculty in all three groups use student presentations
- a greater proportion of faculty at the 4-yr institutions than at USU uses term/research papers
- greater proportions of women than men faculty in all three groups use student evaluations of each others' work
- greater proportions of men than women faculty at the public universities and the 4-yr schools (but not at USU) use grading on a curve
- a greater proportion of faculty in the public universities than at USU uses grading on a curve

Table 23. Instructional methods used in most or all undergraduate classes

Instructional methods	USU Men	USU Women	USU Total	Pub U Men	Pub U Women	Pub U Total	4-yr Men	4-yr Women	4-yr Total
Class discussions	69.6	88.9	75.8	62.4	78.8	67.3	68.0	80.5	72.3
Computer or machine-aided instruction	29.0	34.6	30.8	26.1	30.0	27.2	26.8	30.8	28.2

Cooperative learning (small groups)	33.1	57.5	41.0	27.7	51.2	34.8	32.5	56.1	40.6
Experiential learning/Field studies	27.6	41.8	32.1	17.8	28.5	21.0	18.4	29.8	22.3
Teaching assistants	19.3	16.0	18.3	20.9	14.0	18.9	12.9	8.4	11.3
Recitals/Demonstrations	24.0	25.0	24.3	17.8	19.2	18.2	17.5	19.1	18.0
Groups projects	25.0	41.2	30.2	23.7	32.6	26.3	24.2	34.7	27.8
Independent projects	29.6	45.7	34.8	29.5	42.6	33.4	32.2	44.0	36.3
Extensive lecturing	58.8	33.7	50.8	60.0	37.2	53.2	54.7	32.1	46.9
Multiple drafts of written work	15.2	21.5	17.2	12.6	24.0	16.1	16.0	25.0	19.1
Readings on racial and ethnic issues	12.4	19.8	14.7	12.2	29.3	17.4	14.2	29.8	19.6
Readings on women and gender issues	10.0	16.0	12.0	10.8	28.8	16.2	12.7	28.8	18.3
Student-developed activities (assignments, exams, etc.)	13.0	22.2	16.0	11.2	17.1	13.0	12.6	17.0	14.1
Student-selected topics for course content	7.6	15.0	10.0	7.2	14.7	9.5	8.2	14.4	10.3
Community service as a part of course work	5.3	7.6	6.0	2.8	7.8	4.3	3.5	8.0	5.1

As instructional methods:

- greater proportions of women than men faculty in all three groups used class discussions
- a greater proportion of faculty at USU than in the public universities used class discussions
- a greater proportion of women than men faculty at USU used computer or machine-aided instruction
- greater proportions of women than men faculty in all three groups used cooperative learning
- greater proportions of faculty at USU and in the 4-yr schools than in the public universities used cooperative learning
- greater proportions of women than men faculty in all three groups used experiential learning
- greater proportions of faculty at USU than in the other two groups use experiential learning
- a greater proportion of men than women faculty in the public universities used teaching assistants
- greater proportions of faculty at USU and in the public universities used teaching assistants
- a greater proportion of faculty at USU than in the other two groups used recitals and demonstrations
- greater proportions of women than men faculty in all three groups used group projects

- greater proportions of women than men faculty in all three groups used independent projects
- greater proportions of men than women faculty in all three groups used extensive lecturing
- a greater proportion of faculty in the public universities than in the 4-yr schools used extensive lecturing
- greater proportions of women than men faculty in all three groups used multiple drafts of written work
- greater proportions of women than men faculty in all three groups used readings on racial and ethnic issues
- greater proportions of women than men faculty in all three groups used readings on women and gender issues
- a greater proportion of faculty in the 4-yr schools than at USU used readings on women and gender issues
- greater proportions of women at USU and in the public universities (and nearly so in the 4-yr schools) used student-developed activities
- greater proportions of women than men faculty in all three groups used student-selected topics for course content
- while the proportions are small, a greater proportion of women than men faculty in the public universities used community service as part of coursework

Table 24. What is the highest level of education reached by your father?

<u>Father's highest level of education</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
8 th grade or less	8.9	5.0	7.6	12.8	7.1	11.1	12.6	8.9	11.3
Completed high school	19.5	12.5	17.3	20.7	18.8	20.1	21.7	20.2	21.2
Graduated from college	21.3	12.5	18.5	17.4	17.3	17.3	16.4	16.8	16.5
Attended graduate or professional school	4.1	10.0	6.0	5.7	9.3	6.8	6.1	8.0	6.7
Attained advanced degree	22.5	36.2	26.9	22.0	25.5	23.0	21.0	24.2	22.1

- a greater proportion of men than women faculty in the public universities indicate their fathers had 8th grade or less education
- a greater proportion of men than women faculty at USU indicate their fathers completed high school
- a greater proportion of men than women faculty at USU indicate their fathers graduated from college
- a larger proportion of women than men faculty at USU indicate their fathers attended graduate or professional schools
- a larger proportion of women than men faculty at USU indicate their fathers

- attained an advanced degree
- a larger proportion of women faculty at USU than in the other two groups indicate that their fathers attained an advanced degree

Table 25. What is the highest level of education reached by your mother?

<u>Mother's highest level of education</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Completed high school	34.9	25.9	32.0	33.0	26.7	31.1	32.9	29.1	31.6
Some college	20.7	24.7	22.0	16.1	18.8	16.9	16.9	18.3	17.4

- more men faculty than women faculty at USU and in the public universities indicate their mothers completed high school
- more faculty overall at USU than in the public universities indicate their mothers completed some college

Table 26. Agrees strongly or somewhat

<u>Items</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Western civilization and culture should be the foundation of the undergraduate curriculum	54.7	30.0	46.8	55.9	43.2	52.1	61.2	48.5	56.9
College officials have the right to ban persons with extreme views from speaking on campus	26.6	17.7	23.8	23.1	15.7	20.9	29.9	22.4	27.4
Promoting diversity leads to the admission of too many under-prepared students	25.6	15.0	22.2	34.8	14.7	28.8	33.1	18.2	28.0
Colleges should be actively involved in solving social problems	62.4	70.9	65.1	60.6	72.1	64.0	62.0	70.9	65.0
Tenure is an outmoded concept	35.5	42.5	37.7	24.9	35.8	28.1	26.9	36.1	30.0
Colleges should encourage students to be involved in community service activities	79.1	88.6	82.1	72.6	84.1	76.1	78.3	87.1	81.3
Community service should be given weight in college admissions decisions	52.6	52.5	52.6	49.4	60.6	52.7	54.2	62.1	56.9
Tenure is essential to attract the best minds to academe	67.8	57.5	64.5	75.1	63.4	71.6	71.4	59.2	67.2
A racially/ethnically diverse student body enhances the educational experience of all students	92.4	96.2	93.6	88.3	97.1	90.9	89.0	95.8	91.3

External pressures often prevent researchers from being completely objective in the conduct of their work	62.9	63.3	63.1	59.5	65.5	61.3	61.5	63.0	62.0
---	------	------	------	------	------	------	------	------	------

- a larger proportion of men faculty than women faculty in all three groups agrees strongly or somewhat that western civilization and culture should be the foundation of the undergraduate curriculum
- a smaller proportion of faculty overall at USU than in the other two groups agrees strongly or somewhat that western civilization and culture should be the foundation of the undergraduate curriculum
- larger proportions of men than women faculty in all three groups agree strongly or somewhat that college officials have the right to ban persons with extreme views from speaking on campus
- a smaller proportion of faculty overall in the public universities than in the 4-yr institutions agree strongly or somewhat that college officials have the right to ban persons with extreme views from speaking on campus
- larger proportions of faculty men than women in all three groups agree strongly or somewhat that promoting diversity leads to the admission of too many under-prepared students
- a smaller proportion of faculty overall at USU than in the other two groups agrees strongly or somewhat that promoting diversity leads to the admission of too many under-prepared students
- larger proportions of faculty women than men in all three groups agree strongly or somewhat that colleges should be actively involved in solving social problems
- larger proportions of faculty women than men in all three groups agree strongly or somewhat that tenure is an outmoded concept
- a larger proportion of faculty overall at USU than in the other two groups agrees strongly or somewhat that tenure is an outmoded concept
- larger proportions of faculty women than men in all three groups agree strongly or somewhat that colleges should encourage students to be involved in community service activities
- a smaller proportion of faculty overall in the public universities than in the other two groups agrees strongly or somewhat that colleges should encourage students to be involved in community service activities
- larger proportions of women than men faculty in the public universities and the 4-yr institutions but not at USU agree strongly or somewhat that community service should be given weight in college admissions decisions
- larger proportions of faculty men than women in all three groups agree strongly or somewhat that tenure is essential to attract the best minds to academe
- a larger proportion of faculty at public universities than at USU agree strongly or somewhat that tenure is essential to attract the best minds to academe

- larger proportions of women than faculty men at the public universities and the 4-yr institutions but not at USU agree strongly or somewhat that a racially/ethnically diverse student body enhances the educational experience of all students
- a larger proportion of women faculty than men in the public universities but not in the 4-yr schools or at USU agree strongly or somewhat that external pressures often prevent researchers from being completely objective in the conduct of their work

Table 27. How would you characterize your political views?

<u>Political Views</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>	<u>Pub U Men</u>	<u>Pub U Women</u>	<u>Pub U Total</u>	<u>4-yr Men</u>	<u>4-yr Women</u>	<u>4-yr Total</u>
Liberal	36.1	57.7	42.9	43.6	57.9	47.9	41.2	52.4	45.1
Middle-of-the-road	35.5	21.8	31.2	34.3	25.9	31.8	34.0	29.1	32.3
Conservative	27.8	19.2	25.1	16.1	8.5	13.8	18.8	11.5	16.3

- larger proportions of women than men faculty in all three groups characterized their political views as liberal
- larger proportions of faculty men than women in all three groups characterized their political views as middle-of-the-road
- larger proportions of faculty men than women in all three groups characterized their political views as conservative
- a larger proportion of faculty overall at USU than in the other two groups characterized themselves as conservative; these proportions were larger at USU within sex as well than in the other two groups

The following local questions were also asked on the survey. They were to be answered with: strongly agree, agree, no opinion, disagree, or strongly disagree

Table 28. Faculty have sufficient academic freedom

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Faculty have sufficient academic freedom.	Strongly agree	38.3	26.3	34.7
	Agree	51.1	54.4	52.1
	No opinion	6.0	12.3	7.9
	Disagree	4.5	7.0	5.3
	Strongly disagree	0.0	0.0	0.0

- a larger proportion of USU faculty men than women indicate that faculty have sufficient academic freedom at USU while a larger proportion of women have no opinion
- no one strongly disagreed with this item and only 1 in 20 disagreed with it

Table 29. Faculty have the opportunity for input in determining academic policies and procedures in my unit.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Faculty have the opportunity for input in determining academic policies and procedures in my unit.	Strongly agree	33.8	24.1	30.9
	Agree	38.3	48.3	41.4
	No opinion	8.3	5.2	7.3
	Disagree	15.8	19.0	16.8
	Strongly disagree	3.8	3.4	3.7

- a larger proportion of USU faculty men than women strongly agrees that faculty have the opportunity for input in determining academic policies in their units, while a larger proportion of women than men agrees with this statement
- however, about 1 in 5 faculty overall strongly disagrees or disagrees with this item

Table 30. My immediate supervisor facilitates my work.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
My immediate supervisor facilitates my work.	Strongly agree	28.2	25.9	27.5
	Agree	40.5	39.7	40.2
	No opinion	13.7	8.6	12.2
	Disagree	13.7	19.0	15.3
	Strongly disagree	3.8	6.9	4.8

- a larger proportion of men than women has no opinion on whether their immediate supervisors facilitate their work

- a larger proportion of USU women faculty disagree that their immediate supervisor facilitates their work
- overall about 1 in 5 faculty and 1 in 4 women faculty disagree or strongly disagree with this item

Table 31. Physical facilities are sufficient for me to perform my job well.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Physical facilities are sufficient for me to perform my job well.	Strongly agree	20.5	22.4	21.1
	Agree	43.2	32.8	40.0
	No opinion	8.3	6.9	7.9
	Disagree	22.7	32.8	25.8
	Strongly disagree	5.3	5.2	5.3

- a larger proportion of men than women agree that physical facilities are sufficient for them to perform their jobs well
- and, alternatively, a larger proportion of women disagree that physical facilities are sufficient for them to perform their jobs well
- about 3 in 10 faculty men, and about 4 in 10 women faculty strongly disagreed or disagreed with this item

Table 32. The tenure system is fair.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
The tenure system is fair.	Strongly agree	22.7	10.3	18.9
	Agree	38.6	41.4	39.5
	No opinion	16.7	22.4	18.4
	Disagree	15.2	19.0	16.3
	Strongly disagree	6.8	6.9	6.8

- a larger proportion of men than women USU faculty strongly agree that the

- tenure system is fair
- a larger proportion of women than men faculty at USU have no opinion about whether the tenure system is fair
- 1 in 4 faculty women strongly disagree or disagree that the tenure system is fair
- more than 1 in 5 faculty overall at USU strongly disagree or disagree that the tenure system is fair

Table 33. The balance among teaching, research, and service is about right.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
The balance among teaching, research, and service is about right	Strongly agree	18.8	6.9	45.2
	Agree	40.6	41.4	40.8
	No opinion	12.0	13.8	12.6
	Disagree	24.1	27.6	25.1
	Strongly disagree	4.5	10.3	6.3

- a larger proportion of women than men strongly disagree or disagree that the balance among teaching, research, and service is about right
- nearly 4 in 10 women strongly disagree or disagree with this item
- about 3 in 10 faculty overall strongly disagree or disagree with this item

Table 34. Faculty have adequate opportunity to participate in university governance when academic issues are involved.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Faculty have adequate opportunity to participate in university governance when academic issues are involved.	Strongly agree	14.4	10.3	13.2
	Agree	41.7	41.4	41.6
	No opinion	22.7	36.2	26.8
	Disagree	17.4	10.3	15.3
	Strongly disagree	3.8	1.7	3.2

- a larger proportion of women than men have no opinion as to whether faculty have adequate opportunity to participate in university governance when academic issues are involved
- a larger proportion of men than women disagree that faculty have adequate

opportunity to participate in university governance when academic issues are involved

Table 35. Support services in my unit are adequate.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Support services in my unit are adequate.	Strongly agree	9.8	8.6	9.4
	Agree	38.3	37.9	38.2
	No opinion	15.0	5.2	12.0
	Disagree	26.3	31.0	27.7
	Strongly disagree	10.5	17.2	12.6

- more men than women had no opinion about whether support services in their units were adequate
- more women than men strongly disagree or disagree that support services in their units were adequate
- nearly 5 in 10 women and 4 in 10 faculty overall strongly disagree or disagree with this item

Table 36. My schedule provides time for scholarly work.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
My schedule provides time for scholarly work.	Strongly agree	7.7	5.2	6.9
	Agree	43.8	24.1	37.8
	No opinion	6.2	6.9	6.4
	Disagree	33.8	43.1	36.7
	Strongly disagree	8.5	20.7	12.2

- a much larger proportion of men than women agrees that their schedules provide time for scholarly work
- alternatively, larger proportions of women than men strongly disagree and disagree that their schedules provide time for scholarly work
- over 6 in 10 women and 5 in 10 faculty overall strongly disagree or disagree that their schedules provide time for scholarly work

Table 37. There are an adequate number of graduate teaching assistants for the undergraduate program(s) in my unit.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
-------------	------------------	----------------	------------------	------------------

There are an adequate number of graduate teaching assistants for the undergraduate program(s) in my unit.	Strongly agree	5.3	3.6	4.8
	Agree	22.0	17.9	20.7
	No opinion	16.7	16.1	16.5
	Disagree	34.1	37.5	35.1
	Strongly disagree	22.0	25.0	22.9

- over 6 in 10 women and 6 in 10 faculty overall strongly disagreed or disagreed that there are an adequate number of graduate teaching assistants to the undergraduate programs in their units

Table 38. Expectations for tenure/promotion are clear in my unit.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Expectations for tenure/promotion are clear in my unit.	Strongly agree	22.6	15.5	20.4
	Agree	48.1	32.8	43.5
	No opinion	10.5	19.0	13.1
	Disagree	12.0	27.6	16.8
	Strongly disagree	6.8	5.2	6.3

- larger proportions of men than women strongly agreed or agreed that expectations for tenure/promotion are clear in their units
- alternatively, larger proportions of women than men had no opinion or disagreed that expectations for tenure/promotion are clear in their units
- over 3 in 10 women disagreed or strongly disagreed with this item
- over 1 in 5 faculty overall disagreed or strongly disagreed with this item

Table 39. I achieve an adequate balance between my work and my family life.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
I achieve an adequate balance between my work and my family life	Strongly agree	17.3	8.6	14.7
	Agree	49.6	31.0	43.5
	No opinion	6.0	1.7	4.7
	Disagree	23.3	37.9	27.7
	Strongly disagree	3.8	20.7	8.9

- larger proportions of men than women strongly agreed or agreed that they achieve an adequate balance between their work and their family lives
- alternatively, larger proportions of women strongly disagreed or disagreed that they achieve an adequate balance between their work and their family lives
- almost 7 in 10 women versus 1 in 4 men strongly disagreed or disagreed with this item

Table 40. Extension is an important part of this university's mission.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Extension is an important part of this university's mission	Strongly agree	33.8	44.8	37.2
	Agree	44.4	36.2	41.9
	No opinion	9.8	10.3	9.9
	Disagree	6.8	8.6	7.3
	Strongly disagree	5.3	0.0	3.7

- a larger proportion of women than men strongly agrees that extension is an important part of this university's mission
- however, a larger proportion of men than women agrees that extension is an important part of this university's mission
- a larger proportion of men than women strongly disagrees that extension is an important part of this university's mission

Table 41. This university provides an adequate work environment for women and minorities.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
This university provides an adequate work environment for women and minorities.	Strongly agree	13.5	12.1	13.1
	Agree	44.4	41.4	43.5
	No opinion	18.8	10.3	16.2
	Disagree	20.3	29.3	23.0
	Strongly disagree	3.0	6.9	4.2

- a larger proportion of women than men disagrees that this university provides an adequate work environment for women and minorities
- over 1 in 3 women and 1 in 4 faculty overall strongly disagree or disagree that this university provides an adequate work environment for women and minorities

Table 42. Salary compression is a problem at this university.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Salary compression is a problem at this university.	Strongly agree	63.2	54.4	60.5
	Agree	24.8	24.6	24.7
	No opinion	8.3	17.5	11.1
	Disagree	3.0	3.5	3.2
	Strongly disagree	0.8	0.0	0.5

- a larger proportion of men than women strongly agree that salary compression is a problem at this university
- however, a larger proportion of women than men had no opinion on this item
- 85+% of responding faculty strongly agreed or agreed with this item

Table 43. I receive adequate support for professional development.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
I receive adequate support for professional development.	Strongly agree	10.5	3.4	8.4
	Agree	41.4	44.8	42.4
	No opinion	15.8	8.6	13.6
	Disagree	25.6	36.2	28.8
	Strongly disagree	6.8	6.9	6.9

- a larger proportion of men than women both strongly agreed and had no opinion that they receive adequate support for professional development
- conversely, a larger proportion of women than men disagreed that they receive adequate support for professional development

Table 44. I have been thinking of leaving USU for a position at another university.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
I have been thinking of leaving USU for a position at another university.	Strongly agree	18.8	17.2	18.3

	Agree	30.1	22.4	27.7
	No opinion	18.0	15.5	17.3
	Disagree	15.8	15.5	15.7
	Strongly disagree	17.3	29.3	20.9

- a larger proportion of men than women agree that they have been thinking of leaving USU for a position at another university
- conversely, a larger proportion of women than men strongly disagree that they have been thinking of leaving USU for a position at another university
- 46% of respondents strongly agreed or agreed with this item

Table 45. There is sufficient support for graduate students in my department.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
There is sufficient support for graduate students in my department.	Strongly agree	3.8	3.6	3.7
	Agree	18.8	17.9	18.5
	No opinion	15.0	16.1	15.3
	Disagree	36.8	39.3	37.6
	Strongly disagree	25.6	23.2	24.9

- over 6 in 10 faculty strongly disagreed or disagreed that there is sufficient support for graduate students in their departments

1.

Table 46. Continuing education is an important part of this university's mission.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
Continuing education is an important part of this university's mission.	Strongly agree	18.2	26.3	20.6
	Agree	47.0	35.1	43.4
	No opinion	22.0	28.1	23.8
	Disagree	9.1	10.5	9.5
	Strongly disagree	3.8	0.0	2.6

2. a larger proportion of women than men strongly agreed, while a larger

- proportion of men than women agreed that continuing education is an important part of this university's mission
3. a larger proportion of women than men had no opinion
 4. over 6 in 10 faculty strongly agreed or agreed with this item

Table 47. The student/faculty ratio within my department is appropriate.

<u>Item</u>	<u>Agreement</u>	<u>USU Men</u>	<u>USU Women</u>	<u>USU Total</u>
The student faculty ratio within my department is appropriate.	Strongly Agree	2.4	7.4	3.9
	Agree	29.1	22.2	27.1
	No Opinion	11.8	9.3	11.0
	Disagree	27.3	16.7	23.5
	Strongly Disagree	36.4	50.0	41.2

5. a larger proportion of men than women strongly agree while a larger proportion of women than men agree that the student faculty ratio is appropriate in their departments
6. however, a larger proportion of women than men disagree while a larger proportion of men than women strongly disagree that student faculty ratios within their departments are appropriate
7. over half of faculty strongly disagree or disagree with this item

Gender Considerations

The following table is included to infer the college affiliations of USU respondents. In the survey, responding faculty included the major of their highest degree held. Those data were scanned and a categorical assumption was made that the respondent would be a faculty member of a college at USU in which that major was found. There is no way to externally validate this assumption but it appears to have face validity. The percentage for each sex should be read as a percentage of that sex responding in a particular college rather than as a percent of the total respondents.

Table 48. Relative distribution by gender across colleges of USU respondents to the HERI survey.

<u>College</u>	<u>Men (%)</u>	<u>Women (%)</u>
Agriculture	10.3	1.3
Business	10.8	10.4
Education	9.0	26.0
Engineering	9.6	2.6

Humanities, Arts, & Social Science	27.1	39.0
Natural Resources	5.4	0.0
Science	21.7	16.9
All Other (unclassifiable)	5.5	3.9

APPENDIX 1

APPENDIX 2