

The Bringing Theory to Practice Leadership Coalition Faculty Survey: Perspectives on Teaching, Professional Reward Structures, and Well-Being

Description of Survey Project

Evergreen is a member of the AACU's Leadership Coalition subgroup of the AACU's Bringing Theory to Practice initiative. The Leadership Coalition consists of 53 institutions that are committed to transformation and change toward making their schools models of excellence in liberal arts education and creating a campus culture focused on students' academic well-being and civic development.

In fall 2009, Dr. Les Purce was contacted by the Leadership Coalition who announced their intention to conduct a faculty survey about innovative pedagogies, scholarship of teaching and learning, institutional incentives structures, and job satisfaction. Evergreen informed the leadership coalition of its intent to participate. In late March, Evergreen was invited to participate in the spring 2010 full-scale administration of the final version of the survey.

The Leadership Coalition Faculty Survey consists of questions related to the following domains:

Section #	Section Title	Section Description
Section I	<i>Teaching Practices & Pedagogical Innovation</i>	Faculty attitudes regarding teaching practices and perspectives on engaged pedagogies, including perspectives on the degree to which their institution values and/or encourages innovation in teaching
Section II	<i>Institutional Reward Structures</i>	Faculty attitudes regarding institutional reward structures
Section III	<i>Scholarship of Teaching and Learning</i>	Faculty practices and attitudes regarding the scholarship of teaching and learning, including perceptions of the value placed upon this scholarship at the institutional and professional levels
Section IV	<i>Promotion and Tenure</i>	Faculty attitudes regarding processes for promotion and tenure
Section V	<i>Job Satisfaction and Commitment</i>	Faculty job satisfaction and levels of commitment to their current position, the institution, and to the profession
Section VI	<i>Faculty Mental Health & Well-Being</i>	Degree to which faculty are flourishing in their daily activities and identification of stress factors
Section VII	<i>Demographics</i>	Background characteristics (personal, professional, institutional)

Method

The faculty survey was administered by AACU assessment staff as web-based survey. There was no fee for participation, since Evergreen was already a member of the Leadership Coalition initiative. National results and analyses were conducted by AACU staff. An Evergreen-specific data file of survey results was provided to the Office of Institutional Research and Assessment by the AACU project director, for College-level analysis; no identifying information was included in this data file.

The survey population includes faculty who are teaching undergraduate curriculum during the April administration period. An initial list of regular and temporary faculty was created from a spreadsheet provided by the Academic Budget Office. Ineligible faculty were then excluded from the pool due to ineligibility for the following reasons: sabbatical, LWOP, rotation to administrative position, exchange to Hyogo, sick leave, Library only (not teaching this quarter), PUC spring release, and all Graduate program faculty. Two additional faculty were excluded since they were teaching only 2-

credit intensive courses that would not take place until late spring quarter after the survey timeframe; since they have not taught at Evergreen at the time of the survey, it seemed appropriate to exclude them from the population. The remaining eligible survey population includes all other faculty in undergraduate instructional roles this spring quarter (regular, term, part-time, temporary, staff adjuncts, all off-site faculty, a faculty librarian on rotation into the curriculum, both LRC directors since they are teaching spring, and several post-retirement faculty).

Sample Demographics and Response Rate

The final survey population was 219 faculty members who were teaching undergraduate in Spring 2010. A total of 75 faculty responded to the survey with a response rate of 34%. A comparison of the sample to survey respondents is provided in the table below.

		Population	Respondents	Percentage of population who responded
Regular Faculty	Male	64	27	73%
	Female	63	27	73%
Adjunct Faculty	Male	45	10	10%
	Female	47	10	10%
Unknown	Female	0	1	1%
Total		219	74	34%

Part 1: Evergreen Results

Section I: Teaching Practices and Pedagogical Innovation

These questions pertain to how faculty teach, what motivates pedagogical decisions, and perspectives on the culture of teaching and learning at your institution.

1. On average, how often do you do the following with any of the undergraduate courses you teach:

	<i>Never done</i>	<i>Almost never</i>	<i>Every 2-3 years</i>	<i>least once a year</i>	<i>At least once a semester</i>	<i>Missing N</i>
Change all or part of the syllabus (N=75)	0%	5.3%	2.7%	17.3%	74.7%	0
Change reading for the course (N=75)	1.3%	2.7%	6.7%	18.7%	70.7%	0
Alter or develop new assignments (N=75)	0%	0%	5.3%	9.3%	85.3%	0
Implement a service-learning component (e.g., link students community or civic work with course learning) (N=73)	9.6%	11.0%	24.7%	34.2%	20.5%	2
Implement an experimental learning component (e.g., link students direct experiences outside of class with course learning) (N=73)	2.7%	2.7%	12.3%	31.5%	50.7%	2
Actively incorporate news related or current events into class discussions or with course-based reading and scholarship. (N=75)	0%	0%	5.3%	16.0%	78.7%	0
Teach a course as part of a learning community (N=74)	4.1%	1.4%	5.4%	10.8%	78.4%	1
Other (N=24)	0%	0%	0%	8.3%	91.7%	51

Other Comments:

When asked to describe other ways they change or innovate their teaching, many faculty elaborated on how they revised syllabi and varied readings and assignments. More unique responses discussed innovation through teaching interdisciplinary programs, changing program themes, paying attention to previous classes to improve quality, incorporating students' feedback, and planning curriculum with faculty in order to share the best practices. Such changes are encouraged by an institutional culture that promotes constant innovation.

Some faculty members improved their teaching through **off-campus contacts and activities** such as field trips, field work, site visits and retreats. This also includes bringing guest speakers into classrooms, video conferencing with other students, inviting students to volunteer to teach science to local school children and getting them involved in other community activities.

Another way for faculty members innovate to improve their teaching is by encouraging their students to **apply theory to practice**. They link class activities to current national, international, state, and local information to bring relevance to the

material through workshops, field work and project assignments. Faculty also mentioned encouraging students to engage in action research and work with emerging cultural, social, spiritual, economic and critical issues in communities/tribes and across the nation.

Collaboration with other faculty/team teaching: Evergreen is unique in its emphasis on team teaching, this collaboration between faculty across disciplines constantly generates new ideas. This practice allows faculty to reach across disciplines to collaborate, share ideas, invent and revise syllabi.

2. With regard to your undergraduate teaching, to what degree do you agree or disagree with the following statements:

	<i>Strongly disagree</i>	<i>Mostly disagree</i>	<i>Mostly agree</i>	<i>Strongly agree</i>	<i>Not applic.</i>	Missing N
The time I need to devote to research limits the amount of time I can dedicate to teaching. (N=75)	34.7%	28.0%	18.7%	9.3%	9.3%	0
The time I devote to institutional service limits the amount of time I can dedicate to teaching. (N=75)	16.0%	38.7%	24.0%	16.0%	5.3%	0
The time I need to devote to my family limits the amount of time I can dedicate to teaching. (N=75)	20.0%	42.7%	28.0%	8.0%	1.3%	0
I do not have enough information from faculty colleagues about what teaching methods or practices have been effective or useful for them in the classroom. (N=75)	34.7%	36.0%	21.3%	6.7%	1.3%	0
I am not sure what I could do to be more innovative in my teaching. (N=73)	47.9%	39.7%	11.0%	1.4%	0%	2
Other	24 respondents identified additional factors that impacts their willingness to revise or re-envision their courses or teaching methods					

Other comments:

Other comments were grouped into seven categories for the purpose of this analysis. Below is the summary of each of the categories of the comments:

Student feedback and student characteristics: Faculty identified additional factors that impact their willingness to revise or re-envision their courses or teaching methods based on student feedback and characteristics. One of the characteristics is a highly self-motivated student body that gives opportunity to create their own curriculum and learning styles. Some faculty members also mentioned student feedback as an important learning tool as they try to understand the students and tailor the course material to their interests. They also commented on the fact that due to the economic turmoil, students are experiencing non-academic problems that impede their learning efforts.

Faculty colleagues (Information sharing among colleagues/team teaching/collaboration/areas of specialization): Faculty commented on the importance of sharing innovative approaches, institutional work, strategies, and stories

among colleagues. They viewed team teaching as a vital factor to revise and re-envision courses and teaching methods and as an opportunity for faculty to learn from each others.

Time/Financial factor: Faculty reported that time is the most important factor in revising or re-envisioning courses or teaching methods. They spoke about their lack of time due to teaching load, administrative duty, and family obligations. The time constraints limit faculty members’ ability to engage in institutional tasks, research, attend conferences, and innovate. In some cases, faculty indicated that the time they have outside their teaching commitment is unfunded, and they would rather spend it for other purposes.

Administrative/Institutional governance: For some faculty, administrative/institutional governance services along with the bureaucracy take away the time needed to commit to research and course development. For some faculty institutional work is an ongoing process and part of their teaching; however, other faculty refuse administrative work, if it interferes with their teaching.

Curriculum: Making frequent curriculum changes is part of Evergreen teaching culture; faculty adjust the courses to make them more relevant and favorable to the use of critical thinking skills. Some wish for greater availability of community organizations/non-profits for coordinated curriculum and pre-requisite programs for advanced study in particular areas (e.g. math, law). In addition, they wish their planning unit coordinators were more innovative. Another said that they actually wish to repeat some programs after continually making up new curriculum.

Faculty personal interests/scholarship/reflection: For some faculty willingness to revise or re-envision teaching methods is determined by personal reflection such as listening to your heart and/or consciousness and integration of research and scholarship in classroom teaching.

3. Regarding the degree to which your institution values different forms of undergraduate teaching and learning, please indicate your level of agreement with the following statements:

	<i>Strongly disagree</i>	<i>Mostly disagree</i>	<i>Mostly agree</i>	<i>Strongly agree</i>	<i>Don't know</i>	<i>Missing N</i>
Excellence in teaching is a priority at this institution. (N=73)	2.7%	4.1%	24.7%	67.1%	1.4%	2
Innovation in teaching is a priority at this institution. (N=73)	1.4%	5.5%	26.0%	64.4%	2.7%	2
Scholarly teaching is a priority at this institution. (N=73)	9.6%	19.2%	46.6%	20.5%	4.1%	2
My institution provides opportunities for me to pursue new methods of teaching. (N=72)	1.4%	8.3%	34.7%	54.2%	1.4%	3
I often hear about how my faculty colleagues change or revise their courses to improve learning experiences for students. (N=72)	4.2%	11.1%	29.2%	51.4%	4.2%	3

Section II: Institutional Reward Structures

The following items address types of institutional rewards faculty both receive and desire for their efforts in undergraduate teaching.

4. Does your college or university offer incentives or rewards for faculty to engage in innovative or enhanced pedagogies for undergraduate students? (N=75)

Yes	48.0 %
No	33.3%
Not sure	18.7%

Probe (Q4): Which of the following types of incentives or rewards does your institution offer to promote innovation or excellence in teaching? Mark all that apply:

	<i>N</i>	<i>Percentage</i>
There is a faculty culture at this institution that values teaching	57	76.0
Help with curriculum development or innovation (e.g. from a teaching center or program office)	33	44.0
Assistance to support technology enhanced learning	31	41.3
Consideration of teaching innovation within tenure or promotion decisions	23	30.7
Stipends	12	16.0
Course release or reassigned time	10	13.3
Annual teaching award	2	2.7
Special meeting or event to recognize faculty teaching	2	2.7
Certificate of excellence or appreciation	1	1.3
Other	19	25.3

Other descriptions:

Faculty members were asked to describe other types of incentives or rewards that their institution offers to promote innovation or excellence in teaching. For the purpose of this analysis, the responses were grouped into two categories:

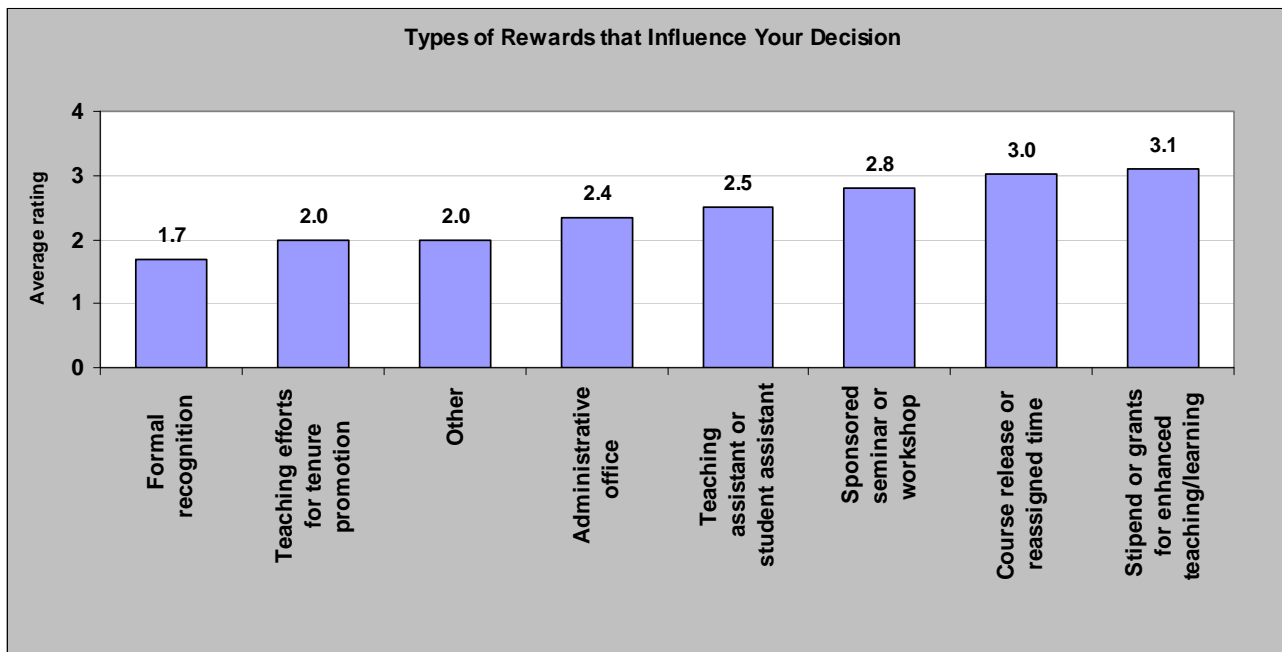
Summer institutes: Faculty indicated that the institution offers paid summer institutes to support faculty sharing teaching ideas, develop new pedagogy, and focus on teaching strategies.

Institutional expectations/culture: Most of the faculty members believe that promotion of innovation and excellence in teaching is part of Evergreen culture. The institution is focused on teaching and providing faculty with substantial assistance for teaching innovation. Some faculty members think that they do not need extra pay to be innovative, because innovation is part of the mission of the college. However, few faculty said while the institution culture is based

on innovation, there is no support or incentive to innovate. One faculty member mentioned the lack of effective assessment of teaching methods or criteria.

5. To what degree would each of the following types of rewards influence your decision to adopt or significantly revise an undergraduate course around a new or alternate pedagogy (e.g. service-learning, experiential learning, community-based learning)?

	<i>None</i>	<i>Very little</i>	<i>Some</i>	<i>Quite a bit</i>	<i>A great deal</i>	<i>Missing N</i>
Course release or reassigned time (N=70)	11.4%	8.6%	7.1%	12.9%	60.0%	5
Consideration of teaching effort for tenure or promotion decisions(N=66)	28.8%	9.1%	22.7%	12.1%	27.3%	9
Stipend or grants for enhanced teaching/learning (N=71)	9.9%	7.0%	5.6%	18.3%	59.2%	4
An institutionally sponsored seminar or workshop on teaching and learning where I could discuss ideas or strategies with fellow faculty members(N=70)	7.1%	8.6%	21.4%	24.3%	38.6%	5
A teaching assistant or student assistant to help coordinate logistics(N=69)	10.1%	14.5%	21.7%	21.7%	31.9%	6
Formal recognition (e.g. teaching award or certificate of excellence) (N=69)	26.1%	26.1%	18.8%	10.1%	18.8%	6
Administrative office designated to help manage student relationship with community sites, course development, and student placement (N=68)	13.2%	13.2%	30.9%	10.3%	32.4%	7
Other	19 faculty described some other type of rewards that would influence them to adopt a newer or alternate pedagogy.					



Scale: 0=None; 1=Very Little; 2=Some; 3=Quite a bit; 4=A great deal

Other Comments:

Staff support/teaching assistant/technology support: Many faculty indicated that more staff support, teaching assistants, and technology support would influence their decision to revise or re-envision their teaching practices. Faculty suggested that having more student assistants to improve the amount of technology incorporate into teaching, support staff such as an administrative office to manage community-to-college relationship, an office that keeps records of needs, projects and activities, and fulltime recruiters would influence their decisions to improve their teaching practices. They also indicated the need for help with assessment tools to transform teaching innovation to the level of research in education.

Release time/reduced teaching load: Few faculty reported that they would welcome release time, reduced teaching to allow research, and smaller class size to help them perform to their best ability.

Financial incentives/grants: A small number of faculty reported that financial rewards such as payment for travel, grant money for classroom research that contingent/adjunct faculty could apply for would influence their teaching practices.

Commentaries on the institutional teaching culture and incentives: Many faculty made commentaries on the institutional teaching culture and incentives, such as team teaching in programs, interdisciplinary academic programs, student-centered approach, seminar, the use of portfolios and presentation to evaluate student work. One added that the institution emphasizes a collaborative and democratic culture that fosters innovation rather than competitive awards.

Section III: Scholarship Focused on Teaching and Learning

The following questions address how faculty view scholarship focused on teaching and learning in their own research, at their institution, and in academia in general. Such scholarship is broadly viewed as the investigation of teaching or learning-centered issues within disciplinary or cross-disciplinary contexts, with applications to practice, reflection, theory development, and peer-review.

6. Please indicate your level of agreement with the following statements:

	<i>Strongly disagree</i>	<i>Mostly disagree</i>	<i>Mostly agree</i>	<i>Strongly agree</i>	<i>Don't know</i>	<i>Missing N</i>
Among my own research interests, I value the scholarship of teaching and learning as highly as other discipline-based scholarship. (N=75)	6.7%	10.7%	30.7%	44.0%	8.0%	0
At my institution, scholarship pertaining to teaching and learning is as highly valued as other discipline-based research. (N=74)	2.7%	10.8%	33.8%	44.6%	8.1%	1
A peer-reviewed publication pertaining to teaching and learning is as highly rewarded for tenure decisions as other peer publications within my discipline. (N=71)	21.1%	11.3%	16.9%	11.3%	39.4%	4

7. Would you describe the percentage of your scholarship that is devoted to undergraduate teaching and learning as:

About what I want it to be: 58.9%

I would like it to be higher: 27.4%

I would like it to be lower: 13.7%

Faculty who indicated they wished the percentage of their scholarship dedicated to teaching and learning was different were asked to elaborate on the following prompts: a) Why would you like this percentage to be different? b) What most prevents or discourages you from increasing/decreasing this percentage? Of thirty faculty who wish the percentage was different, twenty-one offered an explanation.

Institutional support was the primary factor that faculty identified as an obstacle that prevents them from changing their level of dedication to such scholarship. Faculty members also talked about the institutional support factors such as resources, technical support, rewards/incentives, and faculty development.

Time/workload was also mentioned frequently as something that prevented them from increasing or decreasing their scholarship of teaching and learning. Faculty specifically mentioned class size, teaching load, contact hour requirements, time spent continually re-designing curriculum, time devoted to governance, and lack of available release time.

Personal interest/values were another set of factors that prevent or discourage faculty members from increasing/decreasing their amount of scholarships, which included personal prioritization of research or scholarship in other professional areas.

Section IV: Promotion and Tenure

The following items pertain to how faculty view current practices regarding promotion and tenure both at their institution and within academia in general.

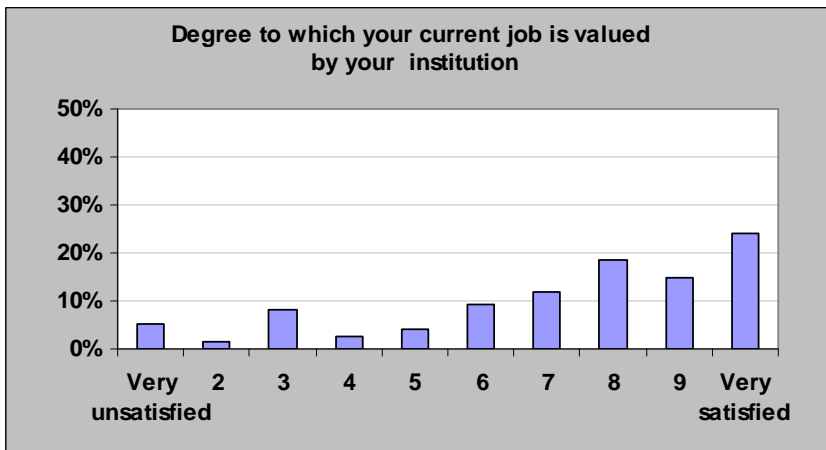
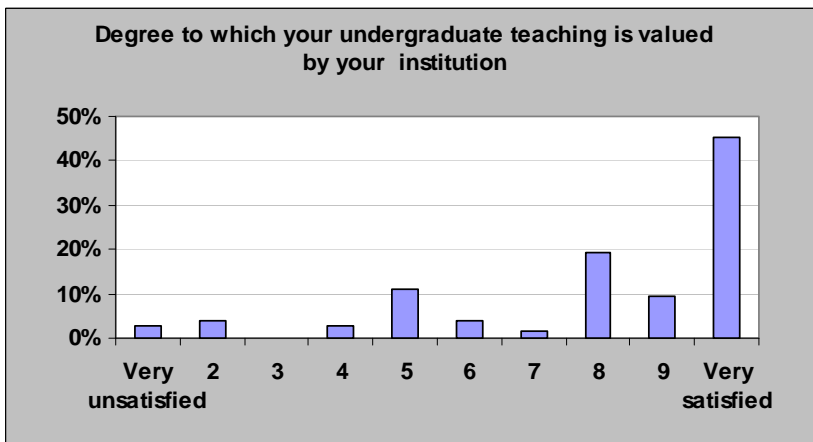
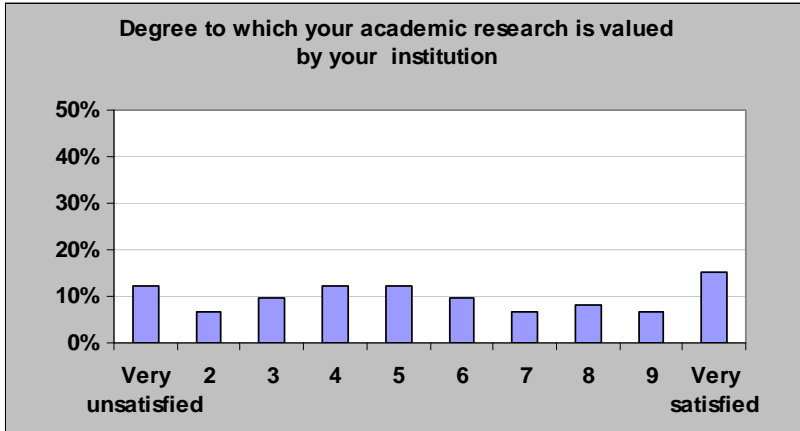
8. To what degree do you agree or disagree with the following statements:

	<i>Strongly disagree</i>	<i>Mostly disagree</i>	<i>Mostly agree</i>	<i>Strongly agree</i>	<i>Missing N</i>
Overall, undergraduate teaching efforts are adequately considered for <u>tenure</u> decisions at this <u>institution</u> . (N=72)	2.8%	6.9%	26.4%	63.9%	3
Overall, undergraduate teaching efforts are fairly considered for <u>tenure</u> decisions within <u>academia</u> . (N=69)	20.3%	43.5%	18.8%	17.4%	6
Overall, undergraduate teaching efforts are adequately considered for <u>promotion</u> decisions at this <u>institution</u> . (N=69)	7.2%	11.6%	27.5%	53.6%	6
Overall, undergraduate teaching efforts are fairly considered for <u>promotion</u> decisions within <u>academia</u> . (N=65)	24.6%	41.5%	21.5%	12.3%	10
Faculty innovation and excellence in undergraduate teaching should comprise a larger percentage of tenure or promotion decisions than it currently does at my institution. (N=65)	33.8%	30.8%	18.5%	16.9%	10
Benchmarks for innovation and excellence in undergraduate teaching should be more widely established across disciplinary fields within academia. (N=70)	8.6%	18.6%	37.1%	35.7%	5

9. Faculty were asked to reflect on one aspect of the tenure review process that they would like to change. The faculty suggested changes in the following dimensions of faculty review: change in the **Process** (e.g. developmental rather than evaluative approach, promote honest peer review, improve job security for adjuncts/part-time faculty), **Content** (e.g. change level of emphasis on peer input, student input, scholarship, and quality of teaching), **Faculty development/Support** (e.g. opportunities to improve teaching, participate in governance, demystify process for new faculty). (*To view the comments go to the appendix.*)

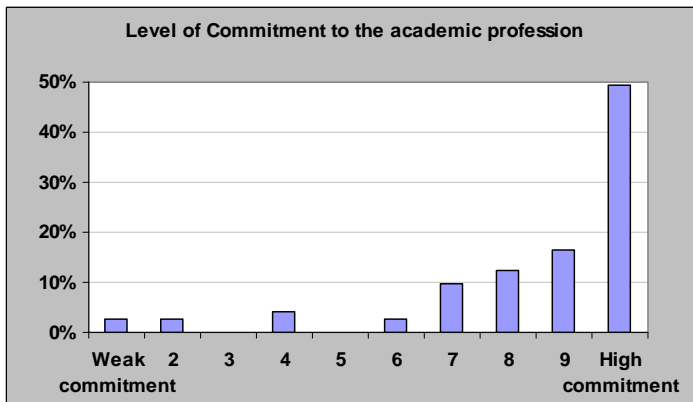
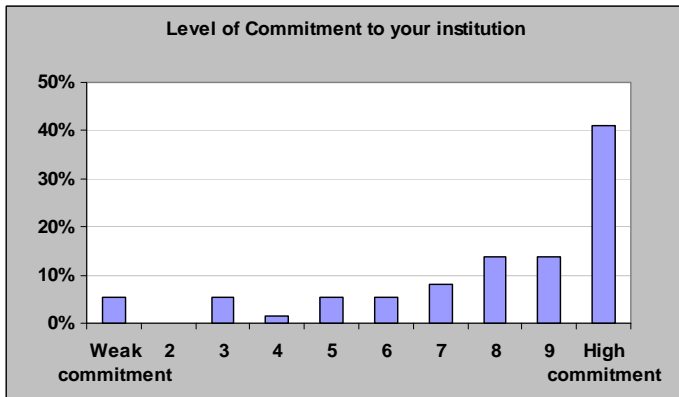
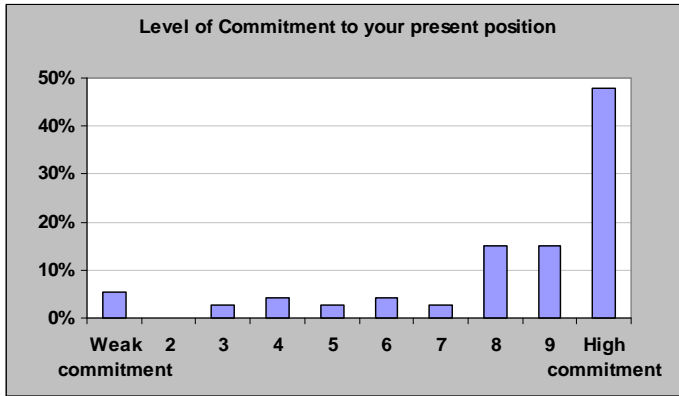
Section Break V: Job Satisfaction and Commitment

10. On a scale of 1-10 (1= Very unsatisfied, 10 = Very satisfied), how satisfied are you with:

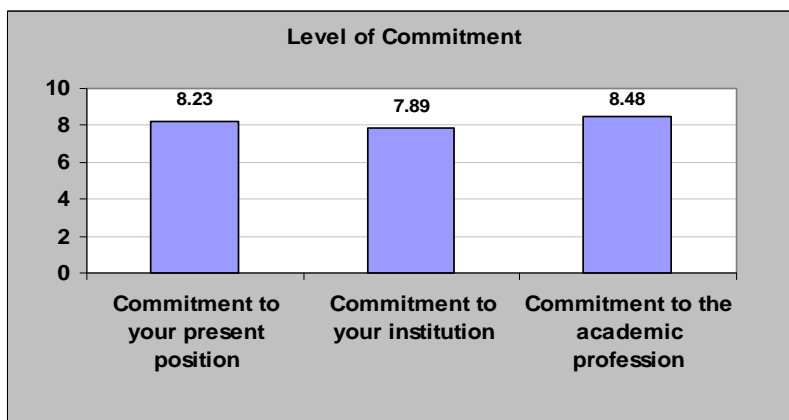


More than half of the faculty rated their satisfaction as above average (1=very unsatisfied, 10=very satisfied) with the degree to which their undergraduate teaching (79.5%) and current job (78.7%) is valued by the institution. Faculty were less satisfied with the value Evergreen places on their academic research; only 46.6% of them rated their satisfaction above the average.

11. On a scale of 1-10 (1 = Weak commitment, 10 = High commitment), what is your current level of commitment to:



The most common level of commitment was “High commitment” to their present position (47.9%), institution (41.1%), and academic profession (49.3%).

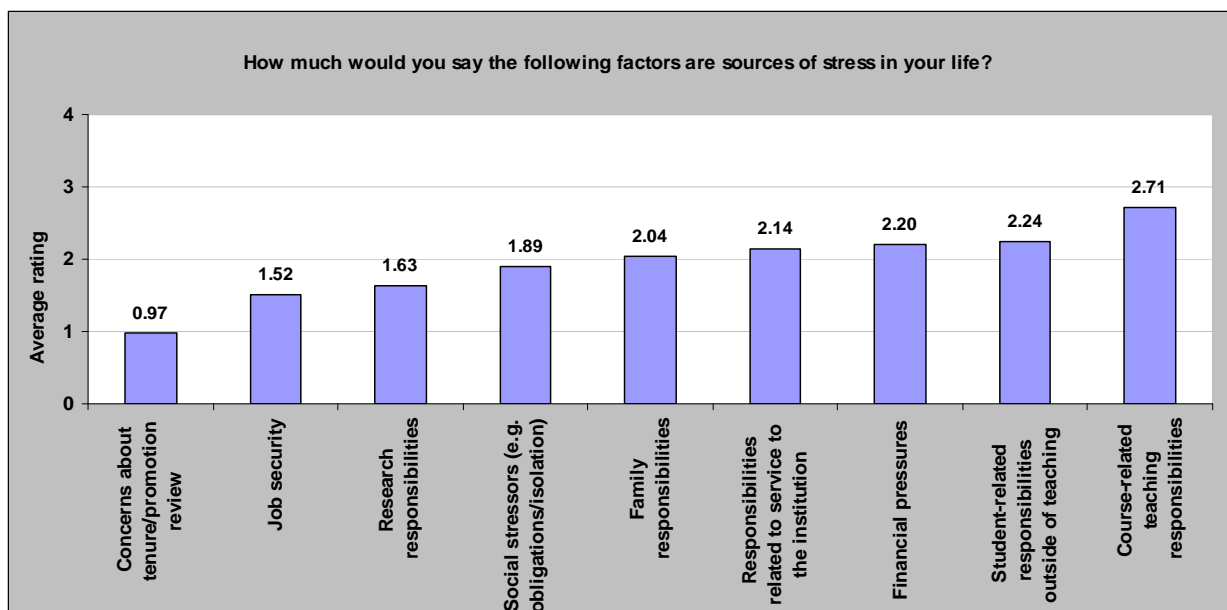


Section VI: Faculty Mental Health and Well-Being

The following questions pertain to aspects of your life satisfaction and well-being.

12. On average, how much would you say the following factors are sources of stress in your life:

	<i>None</i>	<i>Very little</i>	<i>Some</i>	<i>Quite a bit</i>	<i>A Great deal</i>	<i>N/A</i>	<i>Missing N</i>
Course-related teaching responsibilities (e.g. course prep, grading, office hours) (N=75)	0%	10.7%	34.7%	28.0%	26.7%	0%	0
Student-related responsibilities outside of teaching (advising, writing letters of recommendation) (N=74)	0%	24.3%	40.5%	21.6%	13.5%	0%	1
Research responsibilities (N=73)	6.8%	38.4%	32.9%	12.3%	2.7%	6.8%	2
Responsibilities related to service to the institution (e.g. committee work) (N=75)	4.0%	24.0%	36.0%	13.3%	16.0%	6.7%	0
Family responsibilities(N=75)	2.7%	32.0%	32.0%	22.7%	9.3%	1.3%	0
Financial pressures(N=75)	5.4%	23.0%	33.8%	21.6%	16.2%	0%	0
Social stressors (e.g. obligations/isolation) (N=75)	6.7%	38.7%	25.3%	17.3%	12.0%	0%	0
Concerns about tenure/promotion review(N=75)	32.0%	37.3%	16.0%	2.7%	2.7%	9.3%	0
Job security(N=74)	28.4%	23.0%	27.0%	8.1%	12.0%	1.4%	1



13. In addition to your perceptions and attitudes that impact your work, we also want to know more about the well-being of faculty members. The following questions pertain to how you have been feeling in the past 2 weeks. Please indicate the number that best represents how often you have experienced or felt the following:

Flourishing Scale

In the past 2 weeks, how often did you feel...	<i>Never</i>	<i>Once or Twice</i>	<i>About once a week</i>	<i>2 or 3 times a week</i>	<i>Almost every day</i>	<i>Every day</i>	<i>Missing N</i>
Happy (N=73)	1.4%	2.7%	5.5%	19.2%	49.3%	21.9%	2
Interested in life (N=73)	1.4%	1.4%	2.7%	1.4%	43.8%	49.3%	2
Satisfied (N=73)	0%	0%	5.5%	21.9%	37.0%	26.0%	2
That you had something important to contribute to society (N=71)	1.4%	4.2%	5.6%	18.3%	39.4%	31.0%	4
That you belonged to a community (i.e. a social group, your neighborhood, your city) (N=72)	6.9%	8.3%	11.1%	19.4%	36.1%	18.1%	3
That our society is becoming a better place for people (N=71)	31.0%	25.4%	8.5%	18.3%	9.9%	7.0%	4
That people are basically good (N=72)	2.8%	9.7%	4.2%	26.4%	38.9%	18.1%	3
That the way our society works makes sense to you (N=71)	32.4%	19.7%	12.7%	18.3%	11.3%	5.6%	4
That you liked most parts of your personality (N=72)	2.8%	8.3%	4.2%	13.9%	47.2%	23.6%	3
Good at managing the responsibilities of your daily life (N=72)	1.4%	4.2%	5.6%	18.1%	51.4%	19.4%	3
That you had warm and trusting relationships with others (N=72)	0%	2.8%	2.8%	13.9%	45.8%	34.7%	3
That you had experiences that challenge you to grow and become a better person (N=72)	0%	2.8%	5.6%	25.0%	40.3%	26.4%	3
Confident to think or express your own ideas or opinions (N=72)	0%	4.2%	4.2%	8.3%	45.8%	37.5%	3
That your life has a sense of direction or meaning to it (N=72)	2.8%	2.8%	8.3%	18.1%	33.3%	34.7%	3

14. Faculty members were asked to comment on what the survey missed about what most affects them as faculty in higher education today; faculty members wrote about respect of the faculty by the administration, faculty advancement, supportive academic environment and accommodations.

In addition, faculty made comments on low salaries, lack of funds for research and pay scale challenges. The survey also missed issues related to students’ challenges and responsibilities. Faculty noted academically unprepared students, students with mental health challenges, and impact of socio-cultural changes.

(To view faculty responses to this question see appendix)

Section VII: Demographics

These final questions pertain to aspects of your personal and academic background.

15. What is your gender?

Female	50.7%
Male	49.3%

16. What is your age?

	<i>N</i>	<i>Percentage</i>
Under 25	0	0%
25-34	5	6.7%
35-44	14	18.7%
45-54	21	28.0%
55-65	29	38.7%
Over 65	6	8.0%

17. Are you of Hispanic or Latino/a origin?

Yes : 9.6%

No: 90.4%

18. Which of the following best describes the racial category with which you most identify:

	<i>N</i>	<i>Percentage</i>
White	54	72.0%
People of color (American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian or other Pacific Islander, and multi-racial)	16	21.3%
Some other race (other or unknown race)	5	6.7%

19. What is the highest degree you have obtained?

	<i>N</i>	<i>Percentage</i>
Master's Degree	19	25.3%
Doctorate	52	69.3%
Other	4	5.3%

20. What is your current rank/title?

	<i>N=74</i>	<i>Percentage</i>
Instructor	0	0
Adjunct/visiting professor	20	27.0%
Assistant professor	5	6.8%
Associate professor	9	12.2%
Full professor	20	27.0%
Other	20	27.0%

21. Is your current position...?

	<i>N=74</i>	<i>Percentage</i>
Full-time	57	77.0%
Part-time	15	20.3%
Other	2	2.7%

22. How many years have you been at your current institution?

	<i>N</i>	<i>Percentage</i>
<1-3	14	18.7%
4-6	14	18.7%
7-10	9	12.0%
More than 10	38	50.7%

23. What area best describes your discipline or major field of study:

	<i>N</i>	<i>Percentage</i>
Humanities (e.g. history, languages, literature, performing/visual arts)	25	33.3%
Social sciences (e.g. anthropology, economics, political science, psychology, sociology)	20	26.7%
Natural sciences (e.g. chemistry, earth sciences, life sciences, physics)	14	18.7%
Formal sciences (e.g. computer science, logic, mathematics, statistics)	3	4.0%
Professions and Applied science (e.g. agriculture, business, education, health science, law, library science)	9	12.0%
Other: Media (2), Environmental Studies (1), Interdisciplinary Studies (1)	4	5.3%

24. Institutional type

Most of the faculty (90.7%) classified the institution as a public liberal arts college; few (9.3%) acknowledged it as a public college/university (Master's granting only).

Part 2: Bringing Theory to Practice (BTtoP) Faculty Survey Results (from 20 colleges and universities)

Comparison between Evergreen and the Total Survey Population

Teaching Practices and Pedagogical Innovation

On average, how often do you do the following with any of the undergraduate courses you teach:

	Never done/Almost never		Every 2-3 years		At Least once a year		At least once a semester	
	TESC	BTtoP	TESC	BTtoP	TESC	BTtoP	TESC	BTtoP
Change all or part of the syllabus	5.3%	2.7%	2.7%	6.6%	17.3%	32.0%	74.7%	58.7%
Change reading for the course	4.0%	5.5%	6.7%	15.3%	18.7%	37.0%	70.7%	42.2%
Alter or develop new assignments	0.0%	1.6%	5.3%	7.7%	9.3%	31.5%	85.3%	59.2%
Implement a service-learning component (e.g., link students community or civic work with course learning)	20.6%	59.8%	24.7%	12.1%	34.2%	16.0%	20.5%	12.1%
Implement an experimental learning component (e.g., link students direct experiences outside of class with course learning)	5.4%	25.4%	12.3%	12.8%	31.5%	24.1%	50.7%	37.6%
Actively incorporate news related or current events into class discussions or with course-based reading and scholarship.	0.0%	7.3%	5.3%	3.8%	16.0%	17.3%	78.7%	71.6%
Teach a course as part of a learning community	5.5%	68.2%	5.4%	8.2%	10.8%	10.6%	78.4%	13.0%

With regard to your undergraduate teaching, to what degree do you agree or disagree with the following statements:

	Strongly/Mostly disagree		Strongly/Mostly agree	
	TESC	BTtoP	TESC	BTtoP
The time I need to devote to research limits the amount of time I can dedicate to teaching.	62.7%	61.3%	28.0%	38.7%
The time I devote to institutional service limits the amount of time I can dedicate to teaching.	54.7%	40.8%	40.0%	59.2%
The time I need to devote to my family limits the amount of time I can dedicate to teaching.	62.7%	63.9%	36.0%	36.1%
I do not have enough information from faculty colleagues about what teaching methods or practices have been effective or useful for them in the classroom	70.7%	64.5%	28.0%	35.5%
I am not sure what I could do to be more innovative in my teaching.	87.6%	82.5%	12.4%	17.5%

Regarding the degree to which your institution values different forms of undergraduate teaching and learning, please indicate your level of agreement with the following statements:

	Strongly/Mostly Disagree		Strongly/Mostly Agree	
	<i>TESC</i>	<i>BTtoP</i>	<i>TESC</i>	<i>BTtoP</i>
Excellence in teaching is a priority at this institution.	6.8%	12.1%	91.8%	87.9%
Innovation in teaching is a priority at this institution.	6.9%	24.6%	90.4%	75.4%
Scholarly teaching is a priority at this institution.	28.8%	30.6%	67.1%	69.4%
My institution provides opportunities for me to pursue new methods of teaching.	9.7%	23.0%	88.9%	77.0%
I often hear about how my faculty colleagues change or revise their courses to improve learning experiences for students.	15.3%	40.8%	80.6%	59.3%

Institutional Reward Structures

The following items address types of institutional rewards faculty both receive and desire for their efforts in undergraduate teaching.

	% Yes	
	<i>TESC</i>	<i>BTtoP</i>
Does your college or university offer incentives or rewards for faculty to engage in innovative or enhanced pedagogies for undergraduate students?	48.0%	55.6%
Course release or reassigned time	13.3%	25.0%
Consideration of teaching innovation within tenure or promotion decisions	30.7%	45.3%
Stipends	16.0%	31.6%
Annual teaching award	2.7%	56.1%
Certificate of excellence or appreciation	1.3%	10.3%
Special meeting or event to recognize faculty teaching	2.7%	19.4%
Assistance to support technology enhanced learning	41.3%	53.4%
Help with curriculum development or innovation (e.g., from a teaching center or program office)	44.0%	41.8%
There is a faculty culture at this institution that values teaching	76.0%	58.8%

To what degree would each of the following types of rewards influence your decision to adopt or significantly revise an undergraduate course around a new or alternate pedagogy (e.g. service-learning, experiential learning, community-based learning)?

	Very little/None		Some		A great deal/Quite a bit	
	<i>TESC</i>	<i>BTtoP</i>	<i>TESC</i>	<i>BTtoP</i>	<i>TESC</i>	<i>BTtoP</i>
Course release or reassigned time	20.0%	15.8%	7.1%	13.5%	72.9%	70.7%
Consideration of teaching effort for tenure or promotion decisions	37.9%	24.1%	22.7%	15.3%	39.4%	60.7%
Stipend or grants for enhanced teaching/learning	16.9%	12.2%	5.6%	18.4%	77.5%	69.5%
An institutionally sponsored seminar or workshop on teaching and learning where I could discuss ideas or strategies with fellow faculty members	15.7%	23.9%	21.4%	32.1%	62.9%	44.1%
A teaching assistant or student assistant to help coordinate logistics	24.6%	29.2%	21.7%	23.0%	53.6%	47.9%
Formal recognition (e.g. teaching award or certificate of excellence)	52.2%	37.4%	18.8%	31.1%	28.9%	31.5%
Administrative office designated to help manage student relationship with community sites, course development, and student placement	26.4%	34.0%	30.9%	27.3%	42.7%	38.7%

Scholarship of Teaching and Learning

Please indicate your level of agreement with the following statements:

	Strongly/Mostly Disagree		Strongly/Mostly Agree	
	TESC	BTtoP	TESC	BTtoP
Among my own research interests, I value the scholarship of teaching and learning as highly as other discipline-based scholarship.	17.4%	29.2%	74.7%	70.9%
At my institution, scholarship pertaining to teaching and learning is as highly valued as other discipline-based research.	13.5%	40.4%	78.4%	59.7%
A peer-reviewed publication pertaining to teaching and learning is as highly rewarded for tenure decisions as other peer publications within my discipline.	32.4%	46.7%	28.2%	53.3%

Would you describe the percentage of your scholarship that is devoted to undergraduate teaching and learning as...

	TESC	BTtoP
About what I want it to be	58.9%	66.9%
I would like it to be higher	27.4%	28.0%
I would like it to be lower	13.7%	5.2%

Promotion and Tenure

To what degree do you agree or disagree with the following statements:

	Strongly/Mostly Disagree		Strongly/Mostly Agree	
	TESC	BTtoP	TESC	BTtoP
Overall, undergraduate teaching efforts are adequately considered for <u>tenure</u> decisions at this <u>institution</u> .	9.7%	18.0%	90.3%	82.0%
Overall, undergraduate teaching efforts are fairly considered for <u>tenure</u> decisions within <u>academia</u> .	63.8%	56.8%	36.2%	43.2%
Overall, undergraduate teaching efforts are adequately considered for <u>promotion</u> decisions at this <u>institution</u> .	18.8%	22.5%	81.1%	77.5%
Overall, undergraduate teaching efforts are fairly considered for <u>promotion</u> decisions within <u>academia</u> .	66.1%	59.9%	33.8%	40.1%
Faculty innovation and excellence in undergraduate teaching should comprise a larger percentage of tenure or promotion decisions than it currently does at my institution.	64.6%	45.8%	35.4%	54.1%
Benchmarks for innovation and excellence in undergraduate teaching should be more widely established across disciplinary fields within academia.	27.2%	28.2%	72.8%	71.8%

Faculty Mental Health and Well-Being

On average, how much would you say the following factors are sources of stress in your life?

	Very little/None		Some		A Great deal/Quite a bit	
	<i>TESC</i>	<i>BTtoP</i>	<i>TESC</i>	<i>BTtoP</i>	<i>TESC</i>	<i>BTtoP</i>
Course-related teaching responsibilities (e.g. course prep, grading, office hours)	10.7%	16.3%	34.7%	34.0%	54.7%	49.9%
Student-related responsibilities outside of teaching (advising, writing letters of recommendation)	24.3%	27.0%	40.5%	40.8%	35.1%	32.3%
Research responsibilities	45.2%	27.9%	32.9%	34.5%	15.0%	37.6%
Responsibilities related to service to the institution (e.g. committee work)	28.0%	21.8%	36.0%	34.0%	29.3%	44.3%
Family responsibilities	34.7%	32.4%	32.0%	33.2%	32.0%	34.4%
Financial pressures	28.4%	33.1%	33.8%	29.0%	37.8%	38.0%
Social stressors (e.g. obligations/isolation)	45.4%	48.3%	25.3%	28.8%	29.3%	22.9%
Concerns about tenure/promotion review	69.3%	53.5%	16.0%	23.0%	5.4%	23.6%
Job security	51.4%	53.4%	27.0%	21.9%	20.1%	24.7%

Demographics

Is your current position...?

	<i>TESC</i>	<i>BTtoP</i>
Full-time	77.0%	86.7%
Part-time	20.3%	12.7%
Other	2.7%	0.6%

How many years have you been at your current institution?

	<i>TESC</i>	<i>BTtoP</i>
Less than 1 year	1.3%	4.6%
1-3 years	17.3%	15.4%
4-6 years	18.7%	15.9%
7-10 years	12.0%	17.7%
More than 10 years	50.7%	46.4%

Institutional type

	<i>BTtoP</i>
Private liberal arts college	45.8%
Public liberal arts college	18.7%
Public college/university – masters granting only	9.6%
Private college/university – masters granting only	9.5%
Public college/university – doctorate granting	9.4%
Private college/university – doctorate granting	6.2%
Community college	0.8%

Appendices:

9. If you could change one aspect of the tenure review process, what would it be?

If we're talking generally, then I'd say we should finally institutionalize the widespread recognition that 'peer-reviewed publication' as the benchmark is the source of unnecessary strain and hardship on young faculty and for the sake of producing a glut of unread published work.

The typical tenure system does not exist at my institution.

Make it possible for adjunct and visiting faculty to be considered for tenured positions.

We do a good job of this already.

Go back to the way it was when I came to Evergreen: When you joined the faculty (with a three-year, renewable contract with faculty review in two out of every three year contract), everyone just assumed you'd stay until you decided to leave (or until you and everyone else agreed that this was not the place for you). No tenure, just the opportunity to work. Of course, this change would require undoing the union and changing the administrative structure that has accreted over the years. So, oh well...

More support for junior faculty on teaching strategies

Specific feedback, rather than a generic letter that tenure has been awarded, would be appreciated.

It should be honest, which means faculty should learn along the way to tenure decisions what their weaknesses are, and how to further develop their strengths. At my institution, peer review from teaching partners should be honest; my sense is that there is a lot of candy-coating and not enough honesty, which weakens the quality of teaching.

The tenure review process at our institution is unusually humane (and probably too easy, which may result in some poor decisions). Even so, it is risky for pre-tenure faculty to be honest in peer reviews, and I see no way around this. At other institutions, the risk of honesty can be much worse, and the tenure review process can be really brutal.

Tenured positions at Evergreen are not rationed with competition within and across departments. All of us who have permanent contracts are entitled to tenure if we meet the required standard. So my main concern here is reducing the anxiety of people coming from other institutions who, new to Evergreen, imagine that tenure is much more of a challenge than it really is.

We do not have rank or promotion at this college. After several years of successful teaching, including teaching with multiple partners and in interdisciplinary formats, faculty are converted to "continuing contracts." This is the closest we come to tenure. Each faculty member has the same title, "Member of the Faculty"

To include, and support, faculty research in addition to just teaching. (My college is unique in that it considers ONLY teaching in the tenure review process; I consider that an unbalanced approach).

This is complicated as my institution has highly non-standard tenure processes.

More support for faculty development.

My institution over-relies on peer evaluation of teaching and pays little attention to either the intellectual contribution of the candidate to the larger curriculum, or to research (plays no role at all).

Our tenure review process is great

The thumbs up or down approach as versus greater possibility for improvement in areas like coordination of programs with community organizations or administrative participation or any of the different categories (not necessarily teaching) where faculty may not have had the opportunity to understand that improvement or focus was a strongly valued attribute.

Allow the person coming up for tenure pick the committee that makes that decision. It seems that those who dislike you for whatever reason are heard much louder than those who support you or understand what you are doing.

Less focus on student input and more emphasis on evaluations of teaching from direct peers.

The comparison of faculty productivity in one discipline versus another (e.g. theoretical work vs. experimental or field work

Less based on politics but more based on actual performance.

It works pretty well where I teach.

My college's process is very different than other places. I received tenure [...] and found it a smooth process.

eliminate it

There is no promotion based on performance here, only numbers of years of service. [...]

We do not have tenure in our institution.

Focus on faculty development prior to the review.

at my institution (a teaching institution) I would like to have more value placed on our scholarship and creative work. we are evaluated for tenure and promotion solely based on our teaching. but there are no incentives or awards given to us for teaching accomplishments, which I don't like.

We don't have tenure as such at my institution, and I don't know anything about what we do have.

Provide greater job security to part time faculty members.

In my institution? In academia in general? Unclear question. In my institution tenure is not dependent on publication record or external funding so there is not enough incentive for faculty to engage in those. At the same time, if they were included, the expectations of teaching time should be lowered. In academia in general I would reduce the weight placed on externally funded grant proposals, given the small percent of funded proposals among the submitted, and I would like to see the quality of teaching earn more points in the process.

14. What did we miss about what most affects you as a faculty member in higher education today? Please add any additional comments or clarifications.

No questions on faith

External economic pressures that are affecting higher education: Cuts in faculty positions or openings, larger class sizes, increased financial pressures on students, and the like.

Pay scale challenges presented by new generation of students re: writing skills, self-discipline

The system rewards us for working ourselves to death. I mean this quite literally. There is no time to think in academia these days, which seems a bit contrary to what we are doing.

The biggest negative effect comes from the increasing administration of college activities. The faculty finally decided to unionize a couple of years ago. That was an unfortunately necessary decision. The administration has shown little interest in the work of the faculty (they've been principally driven by financial concerns) and the lower level administration has been influenced primarily by scientists who are not too concerned with the human aspects of the job. Few administrators here today have as their default position a basic trust that the faculty are competent and do, in general, a good job. (Because we almost always teach on teams, there's always a colleague IN THE CLASSROOM watching your work.) Your question 13 is pretty silly. How often in two weeks have I felt I "liked most parts of my personality"? Among many other variables, doesn't it matter which parts? Gad.

With escalating costs of education for the student, many of them are stressed our more than is good for the whole educational venture. Many must work more than is appropriate for full-time college students, thus they can't always make academic deadlines, etc. This affects professors over time.

Response to "H" above: My entire intellectual life is devoted to understanding the sense that society does or does not make. I experience the sense that society makes because, as you can see from my other answers, I am a "have" not a "have not." I am lucky and privileged. People less fortunate than myself are likely to think that society does not make sense. Much of my work is devoted to understanding and giving dignity to that point of view.

I spend too much time on petty chores related to teaching and administration, and too little time on research. Tenure is invaluable, though my institution has flaws (and the pay is too low). Helping students is rewarding when they take appropriate responsibility for their own learning, and they do so much more now than 10 years ago. This life would be unsatisfying in deep ways if I did not also [an activity]; I have learned to use the freedom of academics to make time for the [activity], and to integrate the [activity] into my teaching.

I have made some specific references that make it clear which institution I am attached to. I think they are important. I hope they don't lead to the negation of my other responses for lack of anonymity. I am willing to take the risk since in my experience Evergreen has supported change and innovation in quite specific ways worth noting.

You didn't ask anything about financial compensation and/or respect within and outside the institution.

Declining financial resources for public education at the state level.

unprepared students academically, students with significant mental health challenges

Many of your questions assume that I labor under expectations of research productivity. There are no such expectations at all in my institution. My problem is that I want to do research, and there is virtually no support. Travel funds are nearly nonexistent, and there is no flexibility at all in teaching schedules and obligations. To teach conscientiously and maintain a research life means giving up on having a normal personal life. This is an enormous problem.

Too much to list

Faculty salaries are not comparable to those for work in technical fields that require similar training. Academia has become the new 'blue-collar' work force.

Impacts of sociocultural contextual changes on students' understanding of their own responsibility and accountability as students.

My salary sucks. I can't pay the few bills I have and I do live frugally. Salaries for faculty need to rise. The current administration of the school is stingy, stupid and vapid, and does not respect the faculty at all.

There were no significant questions about students!

The central issue is that I am a contingent faculty member at my institution. I have been teaching here for [number] years. I have been passed over for regular positions [...]. Nevertheless, I have received respect and recognition from a good number of my colleagues, both for my teaching and for my work in academic governance duties. My colleagues in regular positions have frequently expressed frustration with institutional structures that have prevented me and others in my situation from receiving regular positions.

Over the past few years, I've had more students come to my undergraduate classes who are truly unprepared for academic work. They don't have library experience; they have problems with critical reading and writing. They've been educated to pass a test--and that presents huge challenges as we present them with complex materials.

The mental health issues of my students have a strong negative impact on classroom experiences for myself and for their healthy classmates. My training does not include providing mental health services to students. It is not part of my academic field, and yet I need to deal with classroom disruptions stemming from very real medical/psychological problems from nearly a third of the students in the classroom. It's very difficult to teach someone who is not in a condition to be able to take care of themselves. I fail at teaching when students come to college so unwell that cannot engage in learning.

Much of undergraduate teaching has a good deal to do with the relationship between our disciplines and the populations we are serving. The degree to which I feel my work is a kind of competition with popular culture, the degree to which I am in conflict with my students in wanting them to learn . the degree to which I have students who seem driven and curious about the world: these things have a strong impact on the day to day work satisfaction/experience.

Pressures associated with the lack of dual career accommodations, particularly for gay couples.

Deans and high level administrators need to always be like-minded people in reference to teaching/learning.

Lack of supportive academic environment among faculty.

This is a second job for me - I teach part-time, so my [other] job can add to the stress.

Negative economic stresses on higher education, positive value of faculty unions, creativity of interdisciplinary and team teaching

The potential to move from my current institution to another one: not very good potential because of lack of concordance between how research and teaching are valued among academic institutions and the lack of transferability of experience and rank (we have no rank: we are all "members of the faculty" - hard to explain to other institutions) The sense of being absent among professionals in my field due to lack of productivity