

RESULTS OF THE 2007-2008
FACULTY SURVEY CONDUCTED BY THE
HIGHER EDUCATION RESEARCH INSTITUTE (HERI)

SUMMARY OF FINDINGS TAKEN FROM THE
2007-2008 HERI FACULTY SATISFACTION SURVEY

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COMPARISON BETWEEN IPFW AND PUBLIC 4-YEAR UNIVERSITIES

For the purpose of this analysis, **emphasis is placed on areas in which there is, at least, a 5 percentage point difference between IPFW faculty and national norms of public 4-year colleges.** Where the difference is less than 5 percentage points, IPFW faculty responses were considered similar to the national norm.

Sample

- Respondents to the survey were full-time faculty.
- 159 of 378 full-time faculty (42.1 %) at IPFW responded to the survey.
- 58.5% of the respondents were males while 41.5% were females.
- 23.3% were professors, 34% were associate professors, 34% were assistant professors, while the rest (8.7%) were lecturers/instructors.

Areas in which IPFW faculty responses were above (at least 5 percentage points) the national norm of other 4-year public institutions:

- Percent of faculty with the academic rank of associate professor (34.0% vs. 25.6%).
- Percent of faculty on tenure track but not tenured (33.3 % vs. 26.1%).
- Percent of faculty who noted research as being personally “very important” or “essential” (83.5% vs. 68.4%).
- Percent of faculty who taught a course exclusively on the internet during the past 2 years (25.3% vs. 19.9%).
- Percent of faculty who participated in a teaching enhancement workshop during the past 2 years (67.3% vs. 60.8%).
- Percent of faculty who spend at least 1 hour a week on research and scholarly writing during the term (93.0% vs. 84.5%).
- Percent of faculty who teach fewer than 4 undergraduate courses during the term (80.0% vs. 67.0%).
- Percent of faculty who attended a workshop that focused on teaching in the classroom (82.3% vs. 70.7%).

- Percent of faculty who attended paid workshops outside the institution focused on teaching (36.1% vs. 27.5%).
- Percent of faculty who have paid sabbatical leave (38.6% vs. 22.0%).
- Percent of faculty with travel funds paid by the institution (86.7% vs. 80.3%).
- Percent of faculty who receive internal grants for research (55.1% vs. 44.8%).
- Percent of faculty who received training for administrative leadership (22.8% vs. 13.4%).
- Percent of faculty who have published at least 1 article in an academic/professional journal (85.5% vs. 79.8%).
- Percent of faculty who have written at least 1 chapter in an edited volume (53.8% vs. 43.2%).
- Percent of faculty who have written at least 1 book, manual or monograph (38.6% vs. 33.3%).
- Percent of faculty who use their scholarship to address local community needs (59.7% vs. 53.2%).
- Percent of faculty “satisfied” or “very satisfied” with health benefits (75.6% vs. 70.6%), retirement benefits (83.4% vs. 68.9%), opportunity for scholarly pursuits (60.0% vs. 44.0%), teaching loads (65.4% vs. 47.3%), availability of child care (46.9% vs. 34.6%), and clerical/administrative support (70.3% vs. 60.9%).
- Percent of faculty who noted instilling in students a commitment to community service as a “very important” or “essential” goal (62.3% vs. 57.3%).
- Percent of faculty who “agree strongly” or “somewhat agree” to the following issues: racial and ethnic diversity should be more strongly reflected in the curriculum (64.2% vs. 57.8%), “my research is valued by faculty in my department” (81.6% vs. 71.6%); “my institution should hire more women faculty” (63.8% vs. 50.9%); “my institution takes responsibility for educating underprepared students” (76.1% vs. 63.5%).
- Percent of faculty who noted the following issues as a source of stress during the last two years: faculty meetings (63.5% vs. 56.5%), research or publishing demands (75.5% vs. 64.2%), job security (39.6% vs. 34.1%).

- Percent of faculty who listed the following personal goals as “very important” or “essential”: “becoming an authority in my field” (73.0% vs. 55.4%), influencing social values (44.9% vs. 39.0%).
- Percent of faculty who believe these issues to be of “high” or “highest” priority at their institution: to recruit more minority students (60.1% vs. 49.0%), to create a diverse multi-cultural campus environment (63.3% vs. 54.7%), to create and sustain partnerships with surrounding communities (64.6% vs. 54.8%), to pursue extramural funding (62.2% vs. 54.7%), to increase the representation of minorities in the faculty and administration (50.0% vs. 44.6%), to strengthen links with for-profit, corporate sector (64.3% vs. 49.7%), to increase the representation of women in the faculty and administration (46.5% vs. 34.6%), to develop an appreciation for multiculturalism (61.8% vs. 54.1%).
- Percent of faculty who occasionally encourage undergraduates to explore topics on their own even though it was not required for a class (50.0% vs. 42.8%).

Areas in which IPFW faculty responses were below (at least 5 percentage points) the national norm of other 4-year public institutions:

The Positives

- Percent of faculty with the academic rank of instructor (1.3% vs. 8.3%).
- Percent of faculty who have **not** had a professional writing published or accepted for publication in the last two years (22.6% vs. 33.3%).
- Percent of faculty who have **not** had exhibitions or performances in the fine or performing arts in the last 2 years (80.3% vs. 86.2%).
- Percent of faculty **not** on tenure track but the institution has a tenured system (12.6% vs. 17.8%).
- Percent of faculty who plan to retire in the next 3 years (7.5% vs. 13.3%).
- Percent of faculty who “agree strongly” or “somewhat agree” that “there is a lot of campus racial conflict here” (3.2% vs. 8.8%).

Other Responses

- Percent of faculty who have taught an interdisciplinary course in the past 2 years (26.6% vs. 35.8%).
- Percent of faculty who have team-taught a course in the past 2 years (15.8 % vs. 27.8%).
- Percent of faculty who advised student groups involved in service/volunteer work (35.4% vs. 45.0%).
- Percent of faculty who have professional association membership/dues paid by the institution (8.2% vs. 21.3%).
- Percent of faculty who noted the following attributes as “very descriptive” of their institution: “it is easy for students to see faculty outside of regular office hours” (50.3% vs. 58.9%), “faculty here respect each other” (35.2% vs. 42.8%).
- Percent of faculty who selected office/lab space as an aspect of their job with which they are “very satisfied” or “satisfied” (53.8% vs. 61.9%).
- Percent of faculty who noted the following goals for undergraduates as “very important” or “essential”: develop a moral character (57.9 vs. 68.1%), provide for students’ emotional development (36.5% vs. 46.8%), help students develop personal values (58.9% vs. 64.6%), instill a basic appreciation of the liberal arts (66.7% vs. 71.8%).
- Percent of faculty who are members of a faculty union (3.1% vs. 40.2%).
- Percent of faculty who requested/sought an early promotion in the past 2 years (3.1% vs. 8.4%).
- Percent of faculty who “agree strongly” or “somewhat” that: most students are well-prepared academically (22.8% vs. 30.6%), most students are strongly committed to community service (23.6% vs. 38.0%), many courses include feminist perspectives (33.7% vs. 43.0%), “women faculty are treated fairly here” (79.6% vs. 86.4%), many courses involve students in community service (30.3% vs. 47.3%)
- Percent of faculty who believe the involvement of students in community service to be an issue of “high” or “highest” priority at their institution (34.2% vs. 42.2%).
- Percent of faculty who frequently encourage undergraduates to explore topics on their own even though it was not required for a class (44.9% vs. 53.3%).

IPFW FACULTY RESPONSES REGARDING SATISFACTION

(IPFW INSTITUTIONAL QUESTIONS)

- Satisfaction results were tallied into three categories : **high satisfaction/agreement** (80 % or more respondents indicated “satisfied,” “very satisfied,” “strongly agree” or “agree somewhat”), **moderate satisfaction/agreement** (60 to 79% of respondents indicated “satisfied,” “very satisfied,” “strongly agree” or “agree somewhat”), and **low satisfaction/agreement** (59% or less of the respondents indicated “satisfied,” “very satisfied,” “strongly agree” or “agree somewhat”).
- Percentages for satisfaction tallies excluded those who selected “Not Applicable” as a response.

Areas of High Satisfaction/Agreement (80% or more respondents)

“Autonomy in teaching my classes” (98.7%), services provided by the Helmke Library through the Web access system (94.8%), types of courses “I am required to teach” (92.9%), number of course preparations per semester (85.2%), resources available through the Helmke Library (84.5%), programs and services provided by the Center for the Enhancement of Learning and Teaching (84.1%), programs and services provided by Information Technology Services (81.3%).

Areas of Moderate Satisfaction (60 – 79% of respondents)

Agreement on: familiarity with the criteria on which salary increments are made in my department (62.3%), fair distribution of departmental responsibilities among faculty (61.2%).

Satisfied with: timeliness of feedback from chair on performance (78.2%), appropriateness of feedback from chair on performance (77.9%), programs and services provided by the Office of Research and External Support (77.3%), “mentoring I am receiving at IPFW for teaching” (76.8%), instructional technology equipment placed permanently in selected classrooms (74.2%), promotion and tenure process in my department (73.2%), promotion and tenure processes above the departmental level (68.7%), “mentoring I am receiving at IPFW for service” (64.2%), “mentoring I am receiving at IPFW for research” (61.6%).

Areas of Low Satisfaction/Agreement (59% or less respondents)

Agreement on: adequate recognition of service contributions in promotion and tenure considerations (51.3%), familiarity with the criteria on which salary increments are made above the department (38.1%).

COMPARISON BETWEEN 2001-2002 AND 2007-2008
HIGHER EDUCATION RESEARCH INSTITUTE (HERI)
FACULTY SATISFACTION SURVEY RESULTS

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

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

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

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

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

DETAILED 2002-2008 HERI FACULTY SURVEY COMPARISON:
ALL IPFW RESPONSES INCLUDED

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

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

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

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

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

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

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

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

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

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

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

DETAILED 2007-2008 SURVEY RESULTS

PREPARED BY HERI

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents	159	58.5	41.5	100.0	57.5	42.5	100.0	60.7	39.3	100.0
What is your principal activity in your current position at this institution?	159									
Administration		11.8	13.6	12.6	7.4	5.5	6.6	7.9	5.5	7.0
Teaching		83.9	80.3	82.4	88.8	91.5	90.0	81.4	86.4	83.4
Research		4.3	4.5	4.4	2.4	1.3	1.9	9.2	6.2	8.0
Services to clients and patients		0.0	1.5	0.6	0.7	1.0	0.8	0.7	0.9	0.8
Other		0.0	0.0	0.0	0.7	0.7	0.7	0.8	1.0	0.9
What is your present academic rank?	159									
Professor		29.0	15.2	23.3	35.1	18.8	28.2	39.5	19.7	31.7
Associate Professor		32.3	36.4	34.0	26.2	24.8	25.6	25.9	26.3	26.1
Assistant Professor		33.3	34.8	34.0	26.4	33.7	29.5	23.7	33.2	27.4
Lecturer		5.4	10.6	7.5	6.8	10.7	8.4	5.7	9.5	7.2
Instructor		0.0	3.0	1.3	5.5	12.0	8.3	5.2	11.3	7.6
What is your tenure status at this institution?	159									
Tenured		60.2	45.5	54.1	61.1	45.4	54.4	61.6	43.5	54.4
On tenure track, but not tenured		31.2	36.4	33.3	23.8	29.2	26.1	20.1	26.0	22.4
Not on tenure track, but institution has tenure system		8.6	18.2	12.6	13.5	23.5	17.8	15.0	26.7	19.6
Institution has no tenure system		0.0	0.0	0.0	1.5	1.9	1.7	3.4	3.8	3.5
Are you currently serving in an administrative position as: [1]	159									
Department Chair		11.8	13.6	12.6	11.9	8.1	10.2	12.5	9.4	11.3
Dean (Associate or Assistant)		1.1	1.5	1.3	1.4	0.9	1.2	1.8	1.2	1.6
President		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-President		0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.0	0.1
Provost		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Other		16.1	13.6	15.1	13.8	14.9	14.3	15.7	16.3	15.9
Not Applicable		64.5	65.2	64.8	66.9	72.2	69.2	63.1	68.4	65.2
My primary place of employment in the last year was: [2]	159									
In higher education:										
at this institution		97.8	95.5	96.9	94.8	93.7	94.3	95.0	94.0	94.6
at a different institution		2.2	1.5	1.9	3.0	2.9	3.0	2.5	2.9	2.6
at more than one institution		0.0	1.5	0.6	1.2	1.5	1.4	1.4	1.5	1.4
Not in higher education		0.0	1.5	0.6	0.8	1.4	1.0	0.9	1.1	1.0
Not employed		0.0	0.0	0.0	0.2	0.4	0.3	0.2	0.4	0.3
Noted as being personally "very important" or "essential": [2]										
Research	158	84.9	81.5	83.5	69.4	67.1	68.4	74.0	67.5	71.4
Teaching	159	96.8	98.5	97.5	98.4	97.9	98.2	97.6	97.7	97.7
Service	158	61.3	73.8	66.5	60.0	71.1	64.7	63.3	70.3	66.1

[1] Response options changed from earlier Faculty Surveys.

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest degree earned	159									
Bachelor's (B.A., B.S., etc.)		1.1	0.0	0.6	0.6	0.6	0.6	1.2	0.8	1.0
Master's (M.A., M.S., M.F.A, M.B.A, etc.)		14.0	30.3	20.8	17.7	28.2	22.2	14.9	27.0	19.7
LL.B., J.D.		0.0	0.0	0.0	1.2	0.7	1.0	1.0	0.9	1.0
M.D., D.D.S. (or equivalent)		0.0	0.0	0.0	0.2	0.2	0.2	0.7	0.5	0.6
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.0	0.0	0.0	0.3	0.4	0.3	0.7	0.6	0.7
Ed.D.		0.0	7.6	3.1	3.4	5.3	4.2	2.5	4.3	3.2
Ph.D.		79.6	59.1	71.1	74.4	61.6	68.9	77.0	63.2	71.5
Other degree		4.3	3.0	3.8	1.9	2.0	1.9	1.7	2.1	1.9
None		1.1	0.0	0.6	0.3	1.2	0.7	0.3	0.6	0.4
Degree currently working on	121									
Bachelor's (B.A., B.S., etc.)		0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.1	0.1
Master's (M.A., M.S., M.F.A, M.B.A, etc.)		0.0	0.0	0.0	0.6	0.7	0.6	0.8	0.9	0.9
LL.B., J.D.		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1
M.D., D.D.S. (or equivalent)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ed.D.		0.0	0.0	0.0	0.5	1.0	0.7	0.8	1.3	1.0
Ph.D.		1.4	14.0	6.6	4.2	7.3	5.5	3.3	6.7	4.6
Other degree		0.0	0.0	0.0	0.2	1.0	0.5	0.4	0.9	0.6
None		98.6	86.0	93.4	94.4	89.7	92.4	94.6	89.9	92.7
During the past two years, have you engaged in any of the following activities?										
Taught an honors course	159	21.5	21.2	21.4	18.1	15.8	17.1	20.9	18.3	19.9
Taught an interdisciplinary course	158	25.0	28.8	26.6	35.1	36.8	35.8	40.9	41.1	41.0
Taught an ethnic studies course	159	7.5	7.6	7.5	8.4	13.5	10.6	8.8	13.0	10.4
Taught a women's studies course	159	0.0	7.6	3.1	2.5	13.5	7.2	2.6	14.5	7.3
Team-taught a course	158	12.9	20.0	15.8	24.5	32.4	27.8	31.1	35.1	32.7
Taught a service learning course	159	20.4	30.3	24.5	17.5	25.6	20.9	16.4	24.8	19.7
Placed or collected assignments on the Internet	159	68.8	83.3	74.8	69.9	77.8	73.3	72.0	78.0	74.4
Taught a course exclusively on the Internet	158	22.6	29.2	25.3	17.9	22.6	19.9	11.5	16.1	13.3
Participated in a teaching enhancement workshop	159	55.9	83.3	67.3	54.7	68.9	60.8	50.1	66.5	56.5
Advised student groups involved in service/volunteer work	158	35.5	35.4	35.4	41.3	49.9	45.0	39.2	47.3	42.4
Collaborated with the local community in research/teaching	159	45.2	62.1	52.2	48.1	56.3	51.6	43.1	51.0	46.2
Developed a new course	159	57.0	66.7	61.0	63.5	66.1	64.6	65.4	68.2	66.5
Conducted research/writing focused on:										
International/global issues	158	30.1	27.7	29.1	27.5	25.2	26.5	29.7	26.5	28.4
Racial or ethnic minorities	158	18.5	28.8	22.8	17.3	26.3	21.1	17.5	25.4	20.6
Women and gender issues	158	13.0	30.3	20.3	10.8	29.1	18.6	12.1	29.9	19.1
Taught a seminar for first-year students	158	13.0	27.3	19.0	18.8	24.2	21.1	22.6	25.1	23.6
Engaged undergraduates on <u>your</u> research project [2]	159	44.1	36.4	40.9	41.9	34.3	38.7	45.2	36.2	41.6
Worked with undergraduates on a research project	159	54.8	50.0	52.8	59.1	51.1	55.7	60.4	52.5	57.3

[2] This question asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:										
Scheduled teaching (actual, not credit hours)	158									
None		2.2	0.0	1.3	0.4	0.7	0.5	0.6	0.7	0.6
1 to 4		5.4	18.2	10.8	7.2	10.1	8.4	14.5	11.8	13.4
5 to 8		27.2	25.8	26.6	23.4	21.6	22.6	32.0	30.1	31.2
9 to 12		52.2	40.9	47.5	45.9	41.1	43.9	35.0	35.4	35.1
13 to 16		6.5	7.6	7.0	14.5	17.1	15.6	11.1	13.6	12.1
17 to 20		6.5	4.5	5.7	5.8	5.7	5.8	4.4	5.2	4.7
21 to 34		0.0	3.0	1.3	2.4	3.2	2.7	2.0	2.8	2.3
35 to 44		0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.3	0.3
45 +		0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.2	0.2
Preparing for teaching (including reading student papers and grading)	158									
None		0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.3	0.3
1 to 4		6.5	9.1	7.6	8.8	7.7	8.3	11.9	7.9	10.3
5 to 8		22.8	27.3	24.7	23.6	22.3	23.0	25.1	21.9	23.9
9 to 12		28.3	24.2	26.6	25.7	21.7	24.0	25.3	23.4	24.5
13 to 16		16.3	19.7	17.7	15.6	15.6	15.6	15.6	16.0	15.8
17 to 20		14.1	7.6	11.4	14.4	16.6	15.3	12.3	16.0	13.8
21 to 34		8.7	7.6	8.2	8.9	11.7	10.1	7.3	10.9	8.7
35 to 44		2.2	4.5	3.2	2.4	3.0	2.6	1.7	2.6	2.1
45 +		1.1	0.0	0.6	0.4	1.3	0.8	0.5	1.0	0.7
Advising and counseling of students	157									
None		4.3	7.7	5.7	4.2	4.1	4.1	4.1	3.5	3.9
1 to 4		64.1	58.5	61.8	57.7	47.9	53.5	58.6	51.4	55.8
5 to 8		23.9	26.2	24.8	26.8	32.5	29.2	26.4	31.4	28.4
9 to 12		6.5	7.7	7.0	7.8	9.4	8.5	7.6	8.6	8.0
13 to 16		0.0	0.0	0.0	1.8	3.7	2.6	1.9	2.9	2.3
17 to 20		1.1	0.0	0.6	0.9	1.1	1.0	0.9	1.4	1.1
21 to 34		0.0	0.0	0.0	0.6	0.8	0.7	0.4	0.4	0.4
35 to 44		0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.3	0.2
45 +		0.0	0.0	0.0	0.1	0.4	0.2	0.0	0.2	0.1
Committee work and meetings	158									
None		2.2	0.0	1.3	3.8	3.6	3.7	5.7	4.1	5.0
1 to 4		64.1	56.1	60.8	57.8	50.6	54.8	58.5	55.2	57.2
5 to 8		26.1	25.8	25.9	27.4	30.3	28.6	25.4	28.2	26.5
9 to 12		5.4	15.2	9.5	7.3	10.1	8.5	7.0	8.3	7.5
13 to 16		1.1	3.0	1.9	2.2	3.2	2.6	2.1	2.6	2.3
17 to 20		1.1	0.0	0.6	1.0	1.7	1.3	0.9	1.1	1.0
21 to 34		0.0	0.0	0.0	0.4	0.4	0.4	0.3	0.4	0.3
35 to 44		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
45 +		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0
Other administration	156									
None		44.6	35.9	41.0	31.6	32.5	32.0	30.4	29.3	30.0
1 to 4		26.1	26.6	26.3	37.9	36.3	37.2	39.2	38.6	39.0
5 to 8		18.5	15.6	17.3	14.1	14.8	14.4	14.0	15.4	14.6
9 to 12		4.3	10.9	7.1	6.3	7.7	6.9	6.9	7.7	7.2
13 to 16		3.3	4.7	3.8	3.8	3.1	3.5	3.4	3.2	3.3
17 to 20		1.1	1.6	1.3	3.4	3.2	3.3	3.0	3.2	3.1
21 to 34		2.2	3.1	2.6	2.2	1.6	2.0	2.2	1.8	2.1
35 to 44		0.0	1.6	0.6	0.6	0.6	0.6	0.7	0.5	0.6
45 +		0.0	0.0	0.0	0.1	0.3	0.2	0.2	0.3	0.2

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:										
Research and scholarly writing	158									
None		7.6	6.1	7.0	13.3	18.3	15.4	13.2	19.1	15.5
1 to 4		22.8	43.9	31.6	34.5	41.7	37.6	29.3	36.9	32.3
5 to 8		28.3	21.2	25.3	24.8	20.3	22.9	20.8	19.1	20.2
9 to 12		13.0	12.1	12.7	12.2	10.7	11.5	13.5	11.1	12.5
13 to 16		6.5	6.1	6.3	5.8	4.0	5.0	7.5	5.1	6.6
17 to 20		15.2	3.0	10.1	5.4	2.5	4.2	7.4	4.4	6.2
21 to 34		4.3	3.0	3.8	2.6	1.6	2.1	5.3	2.6	4.2
35 to 44		0.0	4.5	1.9	0.9	0.7	0.8	1.9	1.1	1.6
45 +		2.2	0.0	1.3	0.5	0.2	0.4	1.0	0.6	0.8
Other creative products/performances	157									
None		45.7	47.7	46.5	48.4	49.3	48.8	50.4	51.3	50.8
1 to 4		28.3	36.9	31.8	30.2	30.7	30.4	29.2	29.8	29.5
5 to 8		15.2	7.7	12.1	12.1	11.2	11.7	11.0	11.0	11.0
9 to 12		3.3	4.6	3.8	3.8	5.2	4.4	4.5	4.3	4.4
13 to 16		4.3	1.5	3.2	2.2	1.7	2.0	1.9	1.6	1.8
17 to 20		2.2	1.5	1.9	2.2	1.4	1.9	1.8	1.0	1.4
21 to 34		0.0	0.0	0.0	0.6	0.4	0.5	0.7	0.6	0.7
35 to 44		1.1	0.0	0.6	0.2	0.0	0.1	0.3	0.1	0.2
45 +		0.0	0.0	0.0	0.2	0.1	0.2	0.3	0.1	0.2
Consultation with clients/patients	158									
None		77.2	65.2	72.2	80.6	77.7	79.4	81.7	79.4	80.8
1 to 4		16.3	25.8	20.3	12.8	12.6	12.7	12.3	12.2	12.2
5 to 8		4.3	4.5	4.4	3.7	5.2	4.4	3.5	4.5	3.9
9 to 12		0.0	3.0	1.3	1.1	1.9	1.5	1.0	1.8	1.3
13 to 16		2.2	1.5	1.9	0.7	0.9	0.8	0.6	0.8	0.7
17 to 20		0.0	0.0	0.0	0.3	0.6	0.4	0.5	0.6	0.6
21 to 34		0.0	0.0	0.0	0.7	0.6	0.7	0.3	0.4	0.4
35 to 44		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
45 +		0.0	0.0	0.0	0.0	0.4	0.2	0.1	0.2	0.1
Community or public service	158									
None		44.6	30.3	38.6	37.0	30.9	34.4	40.0	33.1	37.3
1 to 4		43.5	54.5	48.1	50.5	53.8	51.9	47.0	52.3	49.1
5 to 8		7.6	13.6	10.1	9.0	11.9	10.2	9.5	11.1	10.1
9 to 12		3.3	0.0	1.9	2.2	2.8	2.4	2.3	2.7	2.5
13 to 16		1.1	1.5	1.3	0.7	0.4	0.6	0.6	0.6	0.6
17 to 20		0.0	0.0	0.0	0.4	0.2	0.3	0.3	0.2	0.3
21 to 34		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
35 to 44		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
45 +		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Outside consulting/freelance work	157									
None		69.2	71.2	70.1	67.7	69.2	68.3	66.1	70.3	67.7
1 to 4		24.2	19.7	22.3	23.5	23.5	23.5	24.9	22.5	23.9
5 to 8		4.4	9.1	6.4	5.9	5.1	5.6	6.3	4.8	5.7
9 to 12		1.1	0.0	0.6	1.8	1.5	1.7	1.7	1.7	1.7
13 to 16		1.1	0.0	0.6	0.5	0.4	0.4	0.5	0.3	0.4
17 to 20		0.0	0.0	0.0	0.3	0.2	0.2	0.3	0.3	0.3
21 to 34		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
35 to 44		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
45 +		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.1

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:										
Household/childcare duties										
	157									
None		13.2	10.6	12.1	17.3	5.4	12.3	16.6	5.4	12.2
1 to 4		15.4	18.2	16.6	18.7	16.8	17.9	19.3	16.1	18.0
5 to 8		24.2	24.2	24.2	24.9	26.0	25.4	25.4	25.2	25.3
9 to 12		20.9	18.2	19.7	15.3	18.6	16.7	15.6	17.2	16.3
13 to 16		7.7	6.1	7.0	7.6	7.9	7.7	8.1	8.8	8.3
17 to 20		8.8	3.0	6.4	7.2	8.7	7.8	7.1	9.0	7.8
21 to 34		5.5	7.6	6.4	4.9	6.4	5.5	4.4	7.7	5.7
35 to 44		3.3	6.1	4.5	2.2	3.8	2.9	1.7	4.7	2.9
45 +		1.1	6.1	3.2	2.0	6.2	3.8	1.8	6.0	3.5
Communicating via email										
	158									
None		0.0	0.0	0.0	0.4	0.1	0.3	0.6	0.1	0.4
1 to 4		44.6	25.8	36.7	34.6	22.0	29.2	33.3	21.9	28.8
5 to 8		44.6	42.4	43.7	40.5	38.6	39.7	40.5	39.4	40.1
9 to 12		8.7	15.2	11.4	14.7	22.4	18.0	16.1	21.4	18.2
13 to 16		2.2	9.1	5.1	5.6	9.8	7.4	5.6	9.8	7.2
17 to 20		0.0	6.1	2.5	2.5	3.8	3.1	2.5	4.7	3.4
21 to 34		0.0	0.0	0.0	1.4	2.1	1.7	1.1	1.7	1.3
35 to 44		0.0	0.0	0.0	0.3	0.6	0.4	0.2	0.5	0.3
45 +		0.0	1.5	0.6	0.2	0.5	0.3	0.2	0.5	0.3
Commuting to campus [2]										
	158									
None		0.0	3.0	1.3	6.6	4.2	5.6	6.4	5.4	6.0
1 to 4		76.1	59.1	69.0	64.0	58.7	61.7	63.8	57.9	61.5
5 to 8		19.6	22.7	20.9	21.6	25.6	23.3	21.6	25.1	23.0
9 to 12		3.3	13.6	7.6	6.7	9.5	7.9	7.0	9.6	8.0
13 to 16		1.1	1.5	1.3	0.7	1.3	0.9	0.9	1.3	1.0
17 to 20		0.0	0.0	0.0	0.2	0.4	0.3	0.2	0.5	0.3
21 to 34		0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1
35 to 44		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
45 +		0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1
Other employment, outside of academia [2]										
	158									
None		90.2	89.4	89.9	86.7	85.5	86.2	87.2	86.7	87.0
1 to 4		3.3	4.5	3.8	7.1	6.6	6.9	6.9	6.7	6.8
5 to 8		5.4	4.5	5.1	3.1	4.6	3.7	2.7	3.6	3.1
9 to 12		1.1	1.5	1.3	1.5	2.0	1.7	1.5	1.5	1.5
13 to 16		0.0	0.0	0.0	0.6	0.5	0.5	0.7	0.7	0.7
17 to 20		0.0	0.0	0.0	0.5	0.3	0.4	0.5	0.3	0.4
21 to 34		0.0	0.0	0.0	0.3	0.4	0.3	0.2	0.3	0.3
35 to 44		0.0	0.0	0.0	0.2	0.1	0.1	0.2	0.1	0.2
45 +		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- pendent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]	159									
None		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
One		15.1	18.2	16.4	12.4	13.4	12.8	22.7	20.0	21.7
Two		20.4	16.7	18.9	24.6	24.2	24.4	29.5	27.7	28.8
Three		40.9	50.0	44.7	30.9	28.3	29.8	24.9	27.0	25.8
Four		17.2	12.1	15.1	20.7	22.5	21.5	14.5	16.7	15.4
Five		2.2	1.5	1.9	7.2	6.7	7.0	5.2	5.2	5.2
Six or more		4.3	1.5	3.1	4.2	4.9	4.5	3.2	3.3	3.2
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]										
Course #1	159									
10 or fewer		18.3	6.1	13.2	10.5	8.3	9.6	12.2	11.5	12.0
11 to 20		23.7	16.7	20.8	21.5	24.5	22.8	25.8	29.2	27.1
21 to 30		18.3	42.4	28.3	28.8	31.8	30.1	25.5	27.2	26.2
31 to 50		31.2	24.2	28.3	26.5	24.9	25.8	21.4	19.9	20.8
51 to 100		6.5	7.6	6.9	9.6	8.6	9.2	9.4	8.6	9.1
More than 100		2.2	3.0	2.5	3.0	1.9	2.6	5.6	3.6	4.8
Course #2	132									
10 or fewer		17.7	17.0	17.4	13.8	12.8	13.4	17.0	16.6	16.9
11 to 20		29.1	22.6	26.5	27.2	28.6	27.8	30.4	33.1	31.5
21 to 30		25.3	35.8	29.5	29.8	30.8	30.2	26.6	26.9	26.7
31 to 50		24.1	18.9	22.0	23.0	21.8	22.5	18.3	17.3	17.9
51 to 100		3.8	5.7	4.5	4.8	5.3	5.0	5.2	4.7	5.0
More than 100		0.0	0.0	0.0	1.4	0.8	1.1	2.5	1.4	2.1
Course #3	102									
10 or fewer		30.0	28.6	29.4	19.4	19.6	19.5	24.9	24.8	24.9
11 to 20		28.3	31.0	29.4	30.0	32.3	30.9	32.4	33.3	32.8
21 to 30		25.0	28.6	26.5	29.1	27.3	28.4	24.7	25.2	24.9
31 to 50		13.3	9.5	11.8	18.6	17.4	18.1	14.0	13.4	13.8
51 to 100		3.3	2.4	2.9	2.4	3.1	2.7	2.8	2.6	2.7
More than 100		0.0	0.0	0.0	0.6	0.3	0.5	1.2	0.7	1.0
Course #4	32									
10 or fewer		50.0	30.0	43.7	28.2	26.4	27.4	33.3	29.6	31.7
11 to 20		9.1	10.0	9.4	28.7	28.5	28.6	30.9	32.6	31.6
21 to 30		18.2	60.0	31.2	27.2	28.4	27.8	21.7	25.2	23.2
31 to 50		22.7	0.0	15.6	14.3	15.0	14.6	11.2	10.9	11.1
51 to 100		0.0	0.0	0.0	1.3	1.6	1.5	2.0	1.6	1.8
More than 100		0.0	0.0	0.0	0.3	0.1	0.2	0.9	0.2	0.6

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?										
General education courses	156									
None		52.7	60.0	55.8	49.3	52.6	50.7	56.0	56.1	56.0
One		19.8	9.2	15.4	19.7	16.1	18.2	18.1	16.7	17.5
Two		12.1	15.4	13.5	14.4	14.3	14.3	12.5	11.7	12.2
Three		5.5	7.7	6.4	7.0	6.4	6.7	6.0	6.2	6.1
Four		7.7	3.1	5.8	4.5	5.4	4.9	3.5	4.4	3.9
Five or more		2.2	4.6	3.2	5.1	5.3	5.1	3.9	4.7	4.2
Developmental/remedial courses	154									
None		98.9	93.8	96.8	94.5	94.2	94.3	95.1	94.0	94.6
One		1.1	3.1	1.9	2.8	3.2	3.0	2.8	3.3	3.0
Two		0.0	3.1	1.3	1.6	1.2	1.4	1.2	1.1	1.2
Three		0.0	0.0	0.0	0.5	0.6	0.6	0.4	0.7	0.5
Four		0.0	0.0	0.0	0.3	0.5	0.4	0.2	0.5	0.4
Five or more		0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.4	0.3
Other undergraduate credit courses	158									
None		10.8	12.3	11.4	13.9	17.9	15.6	17.5	18.8	18.0
One		24.7	26.2	25.3	17.6	18.1	17.8	21.2	19.3	20.4
Two		23.7	21.5	22.8	24.8	19.9	22.7	24.2	21.5	23.1
Three		21.5	24.6	22.8	17.7	15.9	16.9	16.1	15.8	16.0
Four		9.7	7.7	8.9	11.4	12.9	12.1	9.5	10.6	9.9
Five or more		9.7	7.7	8.9	14.6	15.3	14.9	11.6	14.0	12.5
Graduate courses	157									
None		69.6	66.2	68.2	66.8	67.0	66.9	61.9	65.7	63.4
One		21.7	23.1	22.3	20.8	18.1	19.7	24.1	19.9	22.4
Two		6.5	7.7	7.0	8.0	9.2	8.5	9.1	8.0	8.7
Three		1.1	3.1	1.9	2.0	2.7	2.3	2.5	3.5	2.9
Four		1.1	0.0	0.6	1.6	1.7	1.6	1.3	1.7	1.5
Five or more		0.0	0.0	0.0	0.9	1.3	1.0	1.1	1.2	1.1
Vocational or technical courses	156									
None		96.7	96.9	96.8	97.1	97.3	97.2	97.2	97.7	97.4
One		3.3	0.0	1.9	1.1	0.9	1.0	1.2	0.9	1.0
Two		0.0	3.1	1.3	0.6	0.8	0.7	0.7	0.5	0.6
Three		0.0	0.0	0.0	0.5	0.6	0.5	0.5	0.4	0.4
Four		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.3	0.3
Five or more		0.0	0.0	0.0	0.5	0.3	0.4	0.3	0.3	0.3
Non-credit courses (other than above)	155									
None		95.6	95.3	95.5	96.0	95.2	95.6	95.5	94.2	95.0
One		3.3	1.6	2.6	2.7	3.0	2.8	3.2	4.0	3.5
Two		1.1	3.1	1.9	1.0	1.0	1.0	0.9	1.2	1.0
Three		0.0	0.0	0.0	0.2	0.3	0.3	0.2	0.3	0.2
Four		0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1
Five or more		0.0	0.0	0.0	0.1	0.2	0.1	0.2	0.1	0.2
Do you teach remedial/developmental skills in any of the following areas?	159									
Reading		2.2	6.1	3.8	3.5	5.4	4.3	3.5	5.3	4.2
Writing		6.5	15.2	10.1	8.6	12.8	10.4	8.6	13.0	10.3
Mathematics		2.2	9.1	5.0	5.1	4.0	4.6	4.3	3.8	4.1
ESL		0.0	4.5	1.9	0.5	1.8	1.0	0.6	1.6	1.0
General academic skills		9.7	12.1	10.7	8.1	9.4	8.6	7.5	10.0	8.5
Other subject areas		6.5	6.1	6.3	5.4	5.3	5.4	5.1	6.4	5.6

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]										
Workshops focused on teaching in the classroom	158									
Yes		72.8	95.5	82.3	66.7	76.1	70.7	66.0	76.4	70.1
No		27.2	4.5	17.7	30.7	20.9	26.5	31.9	20.8	27.5
Not eligible		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2	0.2
Not available		0.0	0.0	0.0	2.4	2.8	2.6	1.9	2.7	2.2
Paid workshops outside the institution focused on teaching	158									
Yes		27.2	48.5	36.1	22.0	35.0	27.5	19.4	32.6	24.6
No		70.7	43.9	59.5	72.7	59.5	67.1	76.4	61.7	70.6
Not eligible		1.1	1.5	1.3	1.1	0.9	1.0	0.8	0.8	0.8
Not available		1.1	6.1	3.2	4.2	4.7	4.4	3.3	4.9	3.9
Paid sabbatical leave	158									
Yes		45.7	28.8	38.6	25.2	17.6	22.0	32.0	23.6	28.7
No		41.3	47.0	43.7	59.8	59.4	59.6	55.1	54.0	54.6
Not eligible		13.0	22.7	17.1	10.8	19.5	14.5	9.6	19.3	13.4
Not available		0.0	1.5	0.6	4.3	3.4	3.9	3.3	3.1	3.2
Travel funds paid by the institution	158									
Yes		89.1	83.3	86.7	79.7	81.1	80.3	78.4	79.7	78.9
No		10.9	13.6	12.0	17.7	16.0	17.0	18.8	17.0	18.1
Not eligible		0.0	1.5	0.6	1.4	1.4	1.4	1.1	1.8	1.4
Not available		0.0	1.5	0.6	1.2	1.5	1.3	1.7	1.5	1.6
Association membership/dues paid by the institution	158									
Yes		6.5	10.6	8.2	21.3	21.2	21.3	29.1	28.6	28.9
No		71.7	56.1	65.2	61.8	55.4	59.1	57.6	51.0	55.0
Not eligible		5.4	4.5	5.1	2.4	3.1	2.7	2.1	3.5	2.6
Not available		16.3	28.8	21.5	14.5	20.3	16.9	11.2	16.9	13.4
Tuition remission	158									
Yes		15.2	12.1	13.9	10.6	13.7	11.9	14.2	14.8	14.4
No		82.6	74.2	79.1	80.8	76.6	79.0	78.5	75.9	77.5
Not eligible		2.2	3.0	2.5	3.0	3.2	3.1	3.1	4.1	3.5
Not available		0.0	10.6	4.4	5.7	6.5	6.0	4.2	5.2	4.6
Internal grants for research	158									
Yes		62.0	45.5	55.1	46.2	42.9	44.8	48.5	44.1	46.8
No		37.0	48.5	41.8	51.0	52.7	51.7	48.2	50.7	49.2
Not eligible		1.1	3.0	1.9	1.3	2.6	1.8	1.7	2.7	2.1
Not available		0.0	3.0	1.3	1.5	1.8	1.6	1.6	2.4	1.9
Training for administrative leadership	158									
Yes		21.7	24.2	22.8	13.7	12.9	13.4	13.5	12.8	13.2
No		71.7	60.6	67.1	77.5	74.4	76.2	78.0	74.0	76.4
Not eligible		3.3	7.6	5.1	2.2	3.7	2.8	2.0	3.8	2.7
Not available		3.3	7.6	5.1	6.6	8.9	7.6	6.4	9.5	7.6

[2] These questions asked for the first time in 2007.

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	#	Resp- Your Institution			Public 4-yr Colls			All 4-year Insts		
		ndent:	Men	Women	Total	Men	Women	Total	Men	Women
Goals for undergraduates noted as "very important" or "essential"										
Develop ability to think critically	159	98.9	100.0	99.4	99.4	99.9	99.6	99.4	99.9	99.6
Prepare students for employment after college	159	73.1	89.4	79.9	82.2	88.2	84.8	79.0	85.2	81.5
Prepare students for graduate or advanced education	159	71.0	80.3	74.8	73.8	75.8	74.7	74.7	76.7	75.5
Develop moral character	159	54.8	62.1	57.9	64.5	72.9	68.1	67.7	74.1	70.2
Provide for students' emotional development	159	28.0	48.5	36.5	40.6	55.3	46.8	43.3	55.4	48.1
Prepare students for family living	159	10.8	19.7	14.5	19.0	23.4	20.9	20.1	23.0	21.2
Teach students the classic works of Western civilization [2]	159	37.6	30.3	34.6	35.9	31.1	33.8	36.3	32.1	34.7
Help students develop personal values	158	51.6	69.2	58.9	61.1	69.4	64.6	63.4	70.2	66.1
Enhance students' self-understanding	159	71.0	78.8	74.2	67.7	77.3	71.8	68.5	76.8	71.8
Instill in students a commitment to community service	159	53.8	74.2	62.3	50.8	66.2	57.3	49.6	64.5	55.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	159	72.0	92.4	80.5	67.1	87.2	75.6	67.4	87.2	75.2
Study a foreign language [2]	159	54.8	47.0	51.6	46.5	57.4	51.1	50.5	60.0	54.2
Help master knowledge in a discipline	159	96.8	98.5	97.5	95.5	96.6	96.0	94.7	95.6	95.1
Develop creative capacities	159	83.9	78.8	81.8	80.3	80.3	80.3	81.7	81.2	81.5
Instill a basic appreciation of the liberal arts	159	68.8	63.6	66.7	69.4	75.1	71.8	70.2	76.7	72.8
Promote ability to write effectively	159	93.5	97.0	95.0	94.7	98.3	96.2	95.3	98.1	96.4
Help students evaluate the quality and reliability of information [2]	159	95.7	98.5	96.9	96.0	98.3	97.0	96.4	98.6	97.2
Engage students in civil discourse around controversial issues [2]	159	71.0	83.3	76.1	68.1	78.8	72.6	67.7	79.7	72.4
Teach students tolerance and respect for different beliefs [2]	159	80.6	95.5	86.8	76.3	91.4	82.7	76.6	91.6	82.5
Encourage students to become agents of social change [2]	159	50.5	81.8	63.5	49.3	72.8	59.3	49.0	71.5	57.8

[2] These questions asked for the first time in 2007.

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?										
Articles in academic or professional journals										
None	159	16.1	12.1	14.5	16.4	25.2	20.1	15.0	24.5	18.8
1 to 2		14.0	27.3	19.5	18.3	26.4	21.7	14.1	23.0	17.6
3 to 4		8.6	13.6	10.7	15.8	17.7	16.6	12.9	16.8	14.5
5 to 10		20.4	22.7	21.4	21.0	18.4	19.9	18.7	17.8	18.4
11 to 20		20.4	15.2	18.2	13.5	8.1	11.2	14.9	9.4	12.7
21 to 50		16.1	6.1	11.9	10.9	3.6	7.8	14.7	6.2	11.4
51+		4.3	3.0	3.8	4.1	0.6	2.6	9.7	2.3	6.7
Chapters in edited volumes										
None	158	44.1	49.2	46.2	55.2	58.9	56.8	46.4	54.4	49.5
1 to 2		29.0	29.2	29.1	26.4	27.6	26.9	24.8	26.6	25.5
3 to 4		9.7	10.8	10.1	9.8	8.8	9.3	13.0	10.0	11.8
5 to 10		10.8	9.2	10.1	6.7	4.2	5.6	10.3	6.4	8.8
11 to 20		4.3	1.5	3.2	1.4	0.3	1.0	3.7	2.0	3.0
21 to 50		0.0	0.0	0.0	0.3	0.2	0.3	1.4	0.6	1.1
51+		2.2	0.0	1.3	0.1	0.0	0.1	0.4	0.1	0.3
Books, manuals, or monographs										
None	158	56.5	68.2	61.4	63.1	71.5	66.7	57.0	67.3	61.1
1 to 2		30.4	27.3	29.1	25.7	21.9	24.0	26.8	23.9	25.7
3 to 4		5.4	4.5	5.1	6.7	4.4	5.8	8.3	5.7	7.3
5 to 10		6.5	0.0	3.8	3.3	1.7	2.6	5.7	2.3	4.4
11 to 20		1.1	0.0	0.6	0.7	0.5	0.6	1.5	0.6	1.1
21 to 50		0.0	0.0	0.0	0.2	0.1	0.2	0.5	0.2	0.4
51+		0.0	0.0	0.0	0.2	0.0	0.1	0.2	0.0	0.1
Other, such as patents or computer software products										
None	157	81.7	85.9	83.4	85.0	92.2	88.1	82.1	89.8	85.1
1 to 2		10.8	9.4	10.2	8.7	5.2	7.2	9.9	6.6	8.6
3 to 4		3.2	4.7	3.8	3.2	1.4	2.4	4.0	1.9	3.2
5 to 10		2.2	0.0	1.3	1.7	0.6	1.2	2.5	1.0	1.9
11 to 20		1.1	0.0	0.6	0.7	0.2	0.5	0.8	0.3	0.6
21 to 50		1.1	0.0	0.6	0.5	0.2	0.4	0.4	0.1	0.3
51+		0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.2	0.3
IN THE LAST TWO YEARS, HOW MANY:										
Exhibitions or performances in the fine or applied arts have you presented?										
None	159	84.9	87.9	86.2	81.1	79.2	80.3	82.4	80.8	81.8
1 to 2		2.2	3.0	2.5	5.1	7.3	6.0	5.2	6.6	5.8
3 to 4		2.2	1.5	1.9	4.4	5.9	5.0	3.9	5.1	4.4
5 to 10		3.2	6.1	4.4	4.3	4.2	4.3	4.0	4.1	4.1
11 to 20		5.4	1.5	3.8	2.5	2.0	2.3	2.0	1.7	1.9
21 to 50		1.1	0.0	0.6	1.8	0.8	1.4	1.2	1.0	1.1
51+		1.1	0.0	0.6	0.9	0.5	0.7	1.2	0.7	1.0
Of your professional writings have been published or accepted for publication?										
None	159	24.7	19.7	22.6	30.3	37.3	33.3	26.1	35.9	30.0
1 to 2		36.6	37.9	37.1	36.4	37.1	36.7	31.1	33.9	32.2
3 to 4		24.7	28.8	26.4	21.2	18.4	20.0	22.0	19.1	20.9
5 to 10		11.8	13.6	12.6	9.7	6.2	8.2	16.0	9.2	13.3
11 to 20		1.1	0.0	0.6	1.6	0.8	1.3	3.6	1.4	2.7
21 to 50		1.1	0.0	0.6	0.6	0.3	0.5	0.9	0.4	0.7
51+		0.0	0.0	0.0	0.1	0.0	0.1	0.3	0.1	0.2

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
General activities										
Are you a member of a faculty union?	159	4.3	1.5	3.1	39.0	41.6	40.2	20.0	23.8	21.5
Are you a U.S. citizen?	159	89.2	95.5	91.8	93.5	95.3	94.3	92.9	94.6	93.6
Were you born in the U.S.A.?	159	80.6	83.3	81.8	85.3	88.5	86.7	84.4	86.6	85.3
Do you plan to retire within the next three years?	159	8.6	6.1	7.5	14.5	11.7	13.3	14.3	11.1	13.1
Do you use your scholarship to address local community needs?	159	51.6	71.2	59.7	49.4	58.3	53.2	43.8	52.3	47.1
Have you been sexually harassed at this institution?	159	4.3	12.1	7.5	3.7	9.3	6.1	2.3	10.0	5.4
Have you ever interrupted your professional career for more than one year for family reasons? [2]	159	5.4	25.8	13.8	6.3	22.5	13.2	5.0	22.1	11.7
Have you ever received an award for outstanding teaching?	159	36.6	48.5	41.5	40.7	38.8	39.9	44.0	40.3	42.5
Have you published op-ed pieces or editorials?	159	32.3	16.7	25.8	26.9	17.6	22.9	27.8	18.1	24.0
Is (or was) your:										
Father an academic?	159	14.0	4.5	10.1	12.7	12.0	12.4	13.3	14.0	13.6
Mother an academic?	159	4.3	6.1	5.0	8.1	10.4	9.1	8.0	11.2	9.3
Spouse/partner an academic?	159	29.0	24.2	27.0	31.8	30.7	31.4	31.9	34.4	32.9
Are you currently teaching courses at more than one institution?	159	4.3	1.5	3.1	4.2	5.1	4.6	4.8	4.6	4.7
During the past two years, have you:										
Considered early retirement?	159	21.5	21.2	21.4	23.1	24.3	23.6	20.3	22.6	21.2
Considered leaving academe for another job?	159	38.7	34.8	37.1	33.9	37.9	35.6	29.7	37.4	32.7
Considered leaving this institution for another?	159	46.2	47.0	46.5	47.5	48.6	48.0	45.1	48.7	46.5
Changed academic institutions?	159	8.6	13.6	10.7	12.3	12.1	12.2	11.0	12.0	11.4
Engaged in paid consulting outside of your institution?	159	34.4	31.8	33.3	38.2	34.3	36.5	40.8	32.8	37.6
Engaged in public service/professional consulting without pay?	159	62.4	65.2	63.5	59.8	64.0	61.6	58.6	60.7	59.4
Received at least one firm job offer?	159	20.4	30.3	24.5	23.0	26.7	24.6	22.4	26.3	23.9
Received funding for your work from:										
Foundations?	158	19.6	15.2	17.7	17.5	17.6	17.5	20.8	18.0	19.7
State or federal government?	159	23.7	13.6	19.5	27.9	23.5	26.0	30.2	22.2	27.1
Business or industry?	159	16.1	7.6	12.6	14.8	7.1	11.5	16.7	8.4	13.5
Requested/sought an early promotion?	159	1.1	6.1	3.1	8.5	8.3	8.4	7.2	7.4	7.3
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:										
Come to this institution? [2]										
Definitely yes	159	24.7	30.3	27.0	30.7	32.9	31.6	35.7	33.9	35.0
Probably yes		40.9	28.8	35.8	34.8	31.9	33.6	33.5	34.6	33.9
Not sure		12.9	25.8	18.2	17.3	18.9	18.0	16.1	17.4	16.7
Probably no		12.9	6.1	10.1	11.4	10.1	10.8	9.6	9.0	9.4
Definitely no		8.6	9.1	8.8	5.9	6.2	6.0	5.0	5.1	5.0
Be a college professor?										
Definitely yes	159	67.7	63.6	66.0	64.7	60.6	62.9	65.9	59.2	63.3
Probably yes		24.7	28.8	26.4	24.6	25.1	24.8	23.8	27.0	25.1
Not sure		7.5	6.1	6.9	8.0	9.6	8.7	7.4	10.0	8.4
Probably no		0.0	1.5	0.6	2.1	3.6	2.8	2.3	2.8	2.5
Definitely no		0.0	0.0	0.0	0.6	1.1	0.8	0.7	0.9	0.8

[2] These questions asked for the first time in 2007.

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	#	Resp- Your Institution			Public 4-yr Colls			All 4-year Insts		
		ndent:	Men	Women	Total	Men	Women	Total	Men	Women
Attributes noted as being "very descriptive" of your institution										
It is easy for students to see faculty outside of regular office hours	159	52.7	47.0	50.3	60.3	57.0	58.9	60.1	61.2	60.6
There is a great deal of conformity among the students	159	23.7	22.7	23.3	24.0	24.1	24.1	29.9	28.6	29.4
The faculty are typically at odds with campus administration	159	25.8	19.7	23.3	25.5	24.6	25.1	19.1	19.8	19.4
Faculty here respect each other	159	29.0	43.9	35.2	41.1	45.0	42.8	47.3	48.0	47.6
Most students are treated like "numbers in a book"	159	4.3	1.5	3.1	3.9	3.3	3.7	4.4	3.0	3.8
Social activities are overemphasized	158	3.3	0.0	1.9	6.3	5.1	5.8	8.5	8.1	8.3
Faculty are rewarded for being good teachers	159	10.8	10.6	10.7	15.4	14.2	14.9	16.2	15.6	16.0
There is respect for the expression of diverse values and beliefs	159	33.3	37.9	35.2	34.8	36.6	35.5	36.1	35.3	35.8
Faculty are rewarded for their efforts to use instructional technology	159	19.4	31.8	24.5	19.1	25.4	21.8	18.4	23.3	20.3
Faculty are rewarded for their efforts to work with underprepared students	159	4.3	7.6	5.7	5.3	7.7	6.3	5.1	6.5	5.7
Administrators consider faculty concerns when making policy [2]	159	9.7	9.1	9.4	12.2	11.1	11.7	13.4	12.4	13.0
The administration is open about its policies	159	15.1	12.1	13.8	15.9	16.1	15.9	17.0	15.8	16.5
Do you, "to a great extent":										
Engage in academic work that spans multiple disciplines	159	36.6	31.8	34.6	36.2	33.9	35.2	40.0	36.7	38.7
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	159	44.1	40.9	42.8	41.9	39.9	41.1	40.4	37.1	39.1
Achieve a healthy balance between your personal life and your professional life	159	33.3	21.2	28.3	38.4	26.6	33.3	38.7	27.3	34.2
Experience close alignment between your work and your personal values	159	63.4	66.7	64.8	62.6	65.3	63.7	64.7	66.2	65.3
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	159	20.4	39.4	28.3	23.9	32.6	27.6	22.8	32.9	26.7
Mentor new faculty [2]	159	23.7	37.9	29.6	20.4	26.8	23.1	19.8	26.2	22.3

[2] These questions asked for the first time in 2007.

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Aspects of your job with which you are "very satisfied" or "satisfied": [3]										
Salary [2]	159	43.0	39.4	41.5	43.7	39.8	42.0	48.9	41.9	46.2
Health benefits [2]	156	70.7	82.8	75.6	69.7	71.8	70.6	67.9	68.9	68.3
Retirement benefits [2]	157	82.6	84.6	83.4	70.1	67.3	68.9	69.6	67.4	68.7
Opportunity for scholarly pursuits	155	56.7	64.6	60.0	46.8	40.1	44.0	58.4	47.4	54.1
Teaching load	159	58.1	75.8	65.4	48.6	45.6	47.3	60.4	53.5	57.7
Quality of students	159	32.3	60.6	44.0	42.9	52.1	46.8	55.5	59.7	57.1
Office/lab space	158	53.3	54.5	53.8	62.3	61.4	61.9	68.0	66.3	67.3
Autonomy and independence	158	79.3	75.8	77.8	81.9	81.4	81.7	85.9	83.6	85.0
Professional relationships with other faculty	159	77.4	77.3	77.4	75.6	77.5	76.4	77.7	77.4	77.6
Social relationships with other faculty	153	61.8	79.7	69.3	63.8	69.2	66.1	65.6	70.1	67.4
Competency of colleagues	159	73.1	83.3	77.4	71.8	76.7	73.9	77.1	79.9	78.2
Visibility for jobs at other institutions/organizations	124	50.7	33.3	43.5	48.3	46.7	47.6	55.1	51.6	53.8
Job security	156	79.6	68.3	75.0	80.3	72.8	77.1	80.8	72.8	77.7
Relationship with administration	156	54.3	48.4	51.9	54.6	54.7	54.6	59.1	57.0	58.3
Departmental leadership [2]	155	64.4	66.2	65.2	68.9	66.3	67.8	71.4	65.7	69.1
Course assignments [2]	158	87.0	84.8	86.1	82.8	80.4	81.8	85.5	81.7	84.0
Freedom to determine course content [2]	159	92.5	92.4	92.5	91.8	90.9	91.4	93.3	91.2	92.5
Availability of child care at this institution	49	48.0	45.8	46.9	35.3	33.5	34.6	33.7	26.9	30.9
Prospects for career advancement	148	64.0	43.5	55.4	54.7	49.3	52.4	57.7	49.9	54.6
Clerical/administrative support	158	76.3	61.5	70.3	63.3	57.5	60.9	63.0	57.4	60.8
Overall job satisfaction	159	73.1	66.7	70.4	72.8	71.3	72.2	76.6	72.1	74.8

[2] These questions asked for the first time in 2007.

[3] Respondents marking "Not Applicable" were not included in the computation of these result

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	#	Resp- Your Institution			Public 4-yr Colls			All 4-year Insts			
		ndent:	Men	Women	Total	Men	Women	Total	Men	Women	Total
Do you agree "strongly" or "somewhat"?											
Faculty are interested in students' personal problems	159	76.3	84.8	79.9	83.0	85.8	84.2	82.0	85.1	83.2	
Racial and ethnic diversity should be more strongly reflected in the curriculum	159	50.5	83.3	64.2	51.0	66.9	57.8	52.3	67.9	58.5	
Faculty feel that most students are well-prepared academically	158	17.4	30.3	22.8	28.7	33.2	30.6	43.7	45.1	44.2	
This institution should hire more faculty of color	157	69.6	75.4	72.0	63.5	73.1	67.6	69.2	79.4	73.2	
Student Affairs staff have the support and respect of faculty	155	69.6	79.4	73.5	73.1	79.3	75.7	75.6	79.4	77.1	
Faculty are committed to the welfare of this institution	158	83.7	89.4	86.1	88.7	90.6	89.5	90.5	90.9	90.7	
Faculty here are strongly interested in the academic problems of undergraduates	158	79.3	90.9	84.2	87.6	87.9	87.8	87.7	87.8	87.8	
There is a lot of campus racial conflict here	158	3.3	3.0	3.2	7.1	11.0	8.8	8.6	13.6	10.6	
Most students are strongly committed to community service	157	21.7	26.2	23.6	35.8	40.8	38.0	49.3	53.6	51.0	
My research is valued by faculty in my department	158	88.0	72.7	81.6	74.1	68.1	71.6	75.9	70.1	73.7	
My teaching is valued by faculty in my department	159	94.6	86.4	91.2	90.4	88.4	89.5	90.2	88.6	89.6	
Many courses include feminist perspectives	158	40.9	32.3	37.3	40.6	46.2	43.0	40.8	46.6	43.1	
Faculty of color are treated fairly here	155	90.3	77.4	85.2	92.4	84.0	88.8	92.1	83.6	88.7	
Women faculty are treated fairly here	157	89.2	65.6	79.6	93.1	77.4	86.4	92.1	76.4	85.9	
Many courses involve students in community service	152	30.0	30.6	30.3	42.5	54.0	47.3	44.8	54.4	48.6	
This institution should hire more women faculty	152	56.0	75.4	63.8	45.1	58.8	50.9	53.2	63.1	57.1	
Gay and lesbian faculty are treated fairly here	150	89.9	86.9	88.7	87.7	82.5	85.5	83.2	77.6	81.0	
My department does a good job of mentoring new faculty	159	67.7	66.7	67.3	69.8	64.7	67.6	72.2	64.7	69.2	
Faculty are sufficiently involved in campus decision making	157	47.8	56.9	51.6	50.8	53.3	51.8	52.5	53.5	52.9	
My values are congruent with the dominant institutional values	157	69.6	81.5	74.5	68.1	73.3	70.3	72.1	73.3	72.6	
There is adequate support for integrating technology in my teaching	159	81.7	83.3	82.4	83.1	80.6	82.0	85.8	81.7	84.2	
This institution takes responsibility for educating underprepared students	159	74.2	78.8	76.1	64.9	61.6	63.5	65.0	60.9	63.4	
The criteria for advancement and promotion decisions are clear	159	69.9	66.7	68.6	71.7	68.1	70.1	74.3	68.6	72.1	
Most of the students I teach lack the basic skills for college level work	159	54.8	40.9	49.1	50.0	49.1	49.7	35.4	37.9	36.4	
There is adequate support for faculty development	159	62.4	71.2	66.0	62.6	61.5	62.1	69.3	65.0	67.6	
This institution should not offer remedial/developmental education	156	23.1	23.1	23.1	28.6	22.5	26.0	31.3	23.4	28.2	

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	#	Resp- Your Institution			Public 4-yr Colls			All 4-year Insts			
		ndent:	Men	Women	Total	Men	Women	Total	Men	Women	Total
Issues you believe to be of "high" or "highest" priority at your institution:											
To promote the intellectual development of students	157	84.8	89.2	86.6	81.8	83.8	82.6	85.6	86.1	85.8	
To help students examine and understand their personal values	158	39.1	51.5	44.3	46.7	51.8	48.9	55.1	57.5	56.0	
To develop a sense of community among students and faculty	157	45.1	54.5	49.0	47.9	55.1	50.9	51.9	57.5	54.1	
To facilitate student involvement in community service	158	28.3	42.4	34.2	37.8	48.1	42.2	42.5	51.3	46.0	
To help students learn how to bring about change in American society	158	26.1	37.9	31.0	30.0	38.6	33.7	32.4	39.3	35.1	
To increase or maintain institutional prestige	158	56.5	62.1	58.9	53.9	57.1	55.3	63.6	64.4	64.0	
To hire faculty "stars"	157	16.3	21.5	18.5	17.1	20.9	18.7	29.0	29.6	29.2	
To recruit more minority students	158	58.7	62.1	60.1	47.1	51.5	49.0	48.6	52.8	50.3	
To enhance the institution's national image	157	60.9	67.7	63.7	59.0	60.7	59.7	70.0	68.6	69.4	
To create a diverse multi-cultural campus environment	158	60.9	66.7	63.3	51.9	58.4	54.7	51.6	57.0	53.7	
To promote gender equity among faculty	156	59.8	43.7	53.2	54.0	44.5	49.9	57.1	44.3	52.1	
To provide resources for faculty to engage in community-based teaching or research	157	41.3	43.1	42.0	36.7	42.3	39.1	33.5	38.1	35.3	
To create and sustain partnerships with surrounding communities	158	58.7	72.7	64.6	51.6	59.0	54.8	44.8	51.8	47.5	
To pursue extramural funding	156	63.0	60.9	62.2	53.1	56.9	54.7	60.9	61.1	61.0	
To increase the representation of minorities in the faculty and administration	158	47.8	53.0	50.0	44.1	45.3	44.6	44.7	45.3	44.9	
To strengthen links with the for-profit, corporate sector [2]	157	62.6	66.7	64.3	46.7	53.9	49.7	48.4	50.2	49.1	
To develop leadership ability among students	158	47.8	57.6	51.9	51.2	56.3	53.4	57.5	61.3	59.0	
To increase the representation of women in the faculty and administration	157	47.8	44.6	46.5	37.6	30.6	34.6	41.9	33.1	38.4	
To develop an appreciation for multiculturalism [2]	157	54.9	71.2	61.8	51.7	57.2	54.1	53.0	56.8	54.5	

[2] These questions asked for the first time in 2007.

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	#	Resp- Your Institution			Public 4-yr Colls			All 4-year Insts			
		ndent:	Men	Women	Total	Men	Women	Total	Men	Women	Total
Do you agree "strongly" or "somewhat"?											
Western civilization and culture should be the foundation for the undergraduate curriculum	157	63.0	41.5	54.1	61.3	47.9	55.6	62.8	49.3	57.5	
College officials have the right to ban persons with extreme views from speaking on campus	157	22.8	20.0	21.7	23.9	20.4	22.4	30.0	24.0	27.6	
The chief benefit of a college education is that it increases one's earning power	158	27.2	40.9	32.9	32.4	33.1	32.7	29.5	28.0	28.9	
Promoting diversity leads to the admission of too many underprepared students	158	21.5	15.4	19.0	29.7	18.0	24.7	27.9	17.3	23.7	
Colleges should be actively involved in solving social problems	157	62.0	81.5	70.1	67.5	75.7	71.0	68.1	75.5	71.0	
Tenure is an outmoded concept	157	21.7	44.6	31.2	27.9	37.5	32.0	28.7	37.2	32.0	
Colleges should encourage students to be involved in community service activities	158	77.2	89.4	82.3	84.5	92.1	87.8	85.2	92.0	87.9	
Community service should be given weight in college admissions decisions	158	55.4	66.7	60.1	61.5	67.7	64.1	64.4	69.5	66.4	
A racially/ethnically diverse student body enhances the educational experience of all students	158	93.5	97.0	94.9	91.1	96.5	93.4	91.6	96.8	93.6	
Realistically, an individual can do little to bring about changes in society	157	23.9	6.2	16.6	23.2	12.8	18.8	23.1	12.2	18.8	
Colleges should be concerned with facilitating undergraduate students' spiritual development	157	20.7	29.2	24.2	26.0	25.9	26.0	37.0	35.9	36.6	
Colleges have a responsibility to work with their surrounding communities to address local issues	158	87.0	93.9	89.9	87.1	91.5	89.0	86.1	90.6	87.9	
Private funding sources often prevent researchers from being completely objective in the conduct of their work	156	54.3	53.1	53.8	58.7	61.3	59.8	58.3	61.4	59.5	

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	#	Resp- Your Institution			Public 4-yr Colls			All 4-year Insts		
		pendent:	Men	Women	Total	Men	Women	Total	Men	Women
Factors noted as a source of stress for you during the last two years [4]										
Managing household responsibilities	159	68.8	87.9	76.7	68.8	78.7	73.0	67.6	80.5	72.7
Child care	159	25.8	27.3	26.4	31.3	29.1	30.4	30.7	31.2	30.9
Care of elderly parent	159	19.4	39.4	27.7	31.5	37.9	34.2	30.9	37.6	33.5
My physical health	159	46.2	62.1	52.8	49.6	53.0	51.1	46.7	53.9	49.5
Health of spouse/partner	159	50.5	39.4	45.9	39.9	31.7	36.4	38.9	31.4	35.9
Review/promotion process	159	48.4	66.7	56.0	50.0	61.1	54.7	46.6	57.9	51.1
Subtle discrimination (e.g., prejudice, racism, sexism)	159	22.6	36.4	28.3	21.0	38.7	28.5	18.2	38.7	26.3
Personal finances	159	72.0	59.1	66.7	64.5	67.1	65.6	61.3	65.2	62.8
Committee work	159	68.8	72.7	70.4	64.2	70.3	66.8	59.3	64.8	61.5
Faculty meetings	159	63.4	63.6	63.5	54.9	58.8	56.5	51.0	56.2	53.0
Colleagues	159	71.0	72.7	71.7	66.1	70.5	68.0	61.3	68.7	64.2
Students	159	63.4	74.2	67.9	65.3	70.3	67.4	61.4	69.0	64.4
Research or publishing demands	159	72.0	80.3	75.5	58.9	67.1	62.4	61.1	65.0	62.7
Institutional procedures and "red tape"	159	79.6	68.2	74.8	76.2	76.5	76.3	72.0	71.5	71.8
Teaching load	159	68.8	66.7	67.9	65.7	73.3	68.9	59.6	69.1	63.3
Children's problems	159	30.1	24.2	27.7	31.6	31.1	31.4	31.7	30.9	31.4
Friction with spouse/partner	159	33.3	27.3	30.8	27.4	23.9	25.9	27.4	24.6	26.3
Lack of personal time	159	65.6	87.9	74.8	67.5	83.4	74.3	67.8	83.7	74.1
Keeping up with information technology	159	45.2	62.1	52.2	49.8	62.4	55.2	48.3	59.4	52.7
Job security	159	32.3	50.0	39.6	28.8	41.2	34.1	28.3	39.3	32.6
Being part of a dual career couple	159	39.8	47.0	42.8	42.5	44.1	43.2	40.5	47.8	43.4
Working with underprepared students	159	72.0	60.6	67.3	70.0	70.9	70.4	59.0	64.5	61.1
Classroom conflict	159	21.5	19.7	20.8	21.0	26.4	23.3	16.3	24.3	19.4
Self-imposed high expectations	159	76.3	83.3	79.2	76.9	84.0	79.9	77.0	84.8	80.1
Change in work responsibilities	159	45.2	59.1	50.9	43.1	56.0	48.6	40.6	55.3	46.4
Personal goals noted as "very important" or "essential":										
Becoming an authority in my field	159	71.0	75.8	73.0	55.4	55.4	55.4	61.5	57.5	60.0
Influencing the political structure	158	21.7	16.7	19.6	17.6	21.3	19.2	18.0	20.7	19.0
Influencing social values	158	37.0	56.1	44.9	32.6	47.7	39.0	35.3	46.7	39.8
Raising a family	157	63.4	64.1	63.7	68.7	62.1	65.9	72.4	64.2	69.2
Becoming very well off financially	158	33.3	43.1	37.3	35.4	32.0	34.0	34.3	30.0	32.6
Helping others who are in difficulty	158	65.6	75.4	69.6	60.1	72.2	65.3	61.2	71.3	65.2
Becoming involved in programs to clean up the environment	158	33.3	29.2	31.6	33.8	39.2	36.1	33.1	38.1	35.1
Developing a meaningful philosophy of life	158	63.4	76.9	69.0	68.6	75.7	71.6	70.8	75.2	72.5
Helping to promote racial understanding	158	45.2	63.1	52.5	46.6	62.2	53.3	48.4	62.1	53.8
Obtaining recognition from my colleagues for contributions to my special field	158	45.2	56.9	50.0	41.1	45.0	42.7	47.0	48.2	47.5
Integrating spirituality into my life	159	34.4	66.7	47.8	40.3	52.7	45.5	43.8	53.1	47.5

[4] Percentage represents those reporting "somewhat" or "extensive" stress.

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]										
Ask questions in class	159									
Frequently		93.5	100.0	96.2	93.7	97.0	95.1	92.9	97.1	94.6
Occasionally		6.5	0.0	3.8	6.3	2.8	4.8	6.9	2.7	5.3
Not at all		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.2	0.2
Support their opinions with a logical argument	158									
Frequently		78.5	93.8	84.8	81.4	87.1	83.8	80.4	86.4	82.8
Occasionally		20.4	6.2	14.6	17.7	12.4	15.5	18.5	13.0	16.4
Not at all		1.1	0.0	0.6	0.9	0.5	0.7	1.0	0.6	0.9
Seek solutions to problems and explain them to others	157									
Frequently		68.5	80.0	73.2	73.2	81.1	76.6	71.3	79.9	74.7
Occasionally		31.5	20.0	26.8	25.0	17.7	21.9	26.7	18.8	23.6
Not at all		0.0	0.0	0.0	1.8	1.2	1.5	1.9	1.3	1.7
Revise their papers to improve their writing	158									
Frequently		49.5	69.2	57.6	52.6	69.9	60.0	52.3	68.9	58.8
Occasionally		34.4	29.2	32.3	38.7	25.9	33.2	37.2	25.8	32.7
Not at all		16.1	1.5	10.1	8.6	4.2	6.8	10.5	5.4	8.5
Evaluate the quality or reliability of information they receive	157									
Frequently		67.0	92.4	77.7	70.3	81.5	75.1	69.0	80.2	73.4
Occasionally		28.6	7.6	19.7	27.6	17.4	23.3	28.6	18.4	24.6
Not at all		4.4	0.0	2.5	2.1	1.1	1.7	2.4	1.4	2.0
Take risks for potential gains	155									
Frequently		25.6	36.9	30.3	33.8	42.6	37.6	33.8	42.8	37.4
Occasionally		55.6	44.6	51.0	50.2	45.3	48.1	50.3	45.6	48.4
Not at all		18.9	18.5	18.7	16.0	12.1	14.3	15.9	11.6	14.2
Seek alternative solutions to a problem	156									
Frequently		56.0	76.9	64.7	63.7	73.6	68.0	60.9	71.7	65.1
Occasionally		40.7	23.1	33.3	33.7	25.1	30.0	36.8	26.2	32.6
Not at all		3.3	0.0	1.9	2.6	1.2	2.0	2.3	2.1	2.2
Look up scientific research articles and resources	158									
Frequently		51.1	68.2	58.2	52.4	62.5	56.7	52.4	59.6	55.2
Occasionally		40.2	25.8	34.2	37.2	28.2	33.3	36.4	29.0	33.5
Not at all		8.7	6.1	7.6	10.4	9.3	9.9	11.2	11.5	11.3
Explore topics on their own, even though it was not required for a class	158									
Frequently		40.2	51.5	44.9	49.6	58.3	53.3	48.8	57.1	52.1
Occasionally		53.3	45.5	50.0	46.0	38.5	42.8	46.8	39.9	44.1
Not at all		6.5	3.0	5.1	4.4	3.2	3.9	4.4	3.0	3.8
Acknowledge failure as a necessary part of the learning process	156									
Frequently		42.9	56.9	48.7	49.4	56.5	52.4	46.2	54.5	49.5
Occasionally		47.3	41.5	44.9	43.7	38.3	41.4	46.2	39.9	43.7
Not at all		9.9	1.5	6.4	7.0	5.2	6.2	7.6	5.6	6.8
Seek feedback on their academic work	157									
Frequently		64.1	80.0	70.7	68.7	84.4	75.4	66.9	82.5	73.0
Occasionally		33.7	18.5	27.4	29.3	14.9	23.1	31.1	16.5	25.3
Not at all		2.2	1.5	1.9	2.0	0.8	1.5	2.1	1.0	1.7

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- pondent	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Methods you use in "all" or "most" of the courses you teach:										
Multiple-choice exams [2]	158	35.9	45.5	39.9	38.0	40.4	39.0	32.0	34.7	33.1
Essay exams [2]	158	42.4	37.9	40.5	43.0	41.8	42.5	45.0	43.1	44.3
Short-answer exams [2]	157	38.0	35.4	36.9	48.4	43.5	46.3	46.4	44.0	45.5
Quizzes	158	26.1	37.9	31.0	43.2	42.4	42.8	38.9	41.3	39.8
Weekly essay assignments	158	14.1	24.2	18.4	17.9	23.2	20.2	19.5	25.0	21.7
Student presentations	158	29.3	54.5	39.9	38.7	55.3	45.8	40.6	56.1	46.7
Term/research papers	157	51.1	47.7	49.7	40.3	47.0	43.2	42.5	47.1	44.3
Student evaluations of each others' work	158	16.3	36.4	24.7	19.4	29.6	23.8	19.7	29.5	23.5
Grading on a curve	158	17.4	4.5	12.0	18.7	10.3	15.1	20.8	10.7	16.8
Competency-based grading	158	48.9	71.2	58.2	51.6	58.9	54.7	51.6	55.1	53.0
Class discussions	157	72.5	90.9	80.3	78.8	88.7	83.0	78.3	88.2	82.2
Cooperative learning (small groups)	158	42.4	72.7	55.1	50.5	74.6	60.8	50.0	73.2	59.1
Experiential learning/Field studies	156	17.4	35.9	25.0	27.3	37.6	31.7	25.5	36.9	30.0
Teaching assistants	157	3.3	6.2	4.5	5.9	6.3	6.1	13.3	9.5	11.8
Recitals/Demonstrations	157	18.5	29.2	22.9	20.7	24.0	22.1	20.9	23.4	21.9
Group projects	158	25.0	36.4	29.7	31.3	43.1	36.3	31.1	42.9	35.8
Extensive lecturing	157	69.6	36.9	56.1	56.9	35.8	47.9	54.8	33.4	46.4
Multiple drafts of written work	156	15.4	32.3	22.4	20.2	30.6	24.6	21.2	30.6	24.9
Readings on racial and ethnic issues	156	19.8	29.2	23.7	17.9	33.7	24.7	17.9	33.0	23.9
Readings on women and gender issues	156	17.6	24.6	20.5	15.5	29.8	21.6	15.5	29.8	21.1
Student-developed activities (assignments, exams, etc.)	157	22.8	29.2	25.5	27.7	28.4	28.0	26.2	27.5	26.7
Student-selected topics for course content	157	9.8	30.8	18.5	16.5	20.4	18.2	15.2	19.7	17.0
Reflective writing/journaling	156	8.8	38.5	21.2	17.3	31.1	23.2	16.3	29.9	21.7
Community service as part of coursework	156	3.3	20.0	10.3	6.1	12.6	8.9	5.3	12.4	8.1
Electronic quizzes with immediate feedback in class [2]	157	8.7	9.2	8.9	8.5	8.6	8.5	6.3	7.6	6.8
Using real-life problems [2]	157	46.2	75.8	58.6	55.4	62.7	58.5	53.8	58.6	55.7
Using student inquiry to drive learning	156	36.3	53.8	43.6	44.8	54.4	48.9	43.7	52.3	47.1

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
YOUR BASE INSTITUTIONAL SALARY										
9/10 month contract	132									
Less than \$20,000		2.5	1.9	2.3	1.9	2.1	2.0	1.9	2.1	2.0
\$20,000 to 29,999		0.0	0.0	0.0	0.5	1.7	1.0	0.4	1.1	0.7
\$30,000 to 39,999		2.5	5.8	3.8	4.3	6.8	5.3	3.5	6.7	4.8
\$40,000 to 49,999		20.0	25.0	22.0	14.1	22.5	17.6	11.8	18.7	14.5
\$50,000 to 59,999		35.0	32.7	34.1	22.5	28.2	24.9	18.4	27.8	22.1
\$60,000 to 69,999		17.5	21.2	18.9	18.7	18.7	18.7	15.8	18.3	16.8
\$70,000 to 79,999		11.3	3.8	8.3	14.4	9.1	12.2	13.8	10.4	12.5
\$80,000 to 89,999		7.5	1.9	5.3	10.7	5.3	8.4	10.7	6.1	8.9
\$90,000 to 99,999		1.2	7.7	3.8	7.6	3.9	6.1	8.4	4.4	6.8
\$100,000 to 124,999		2.5	0.0	1.5	5.2	1.5	3.6	11.2	3.4	8.1
\$125,000 to 149,999		0.0	0.0	0.0	0.3	0.0	0.1	2.3	0.7	1.7
\$150,000 or more		0.0	0.0	0.0	0.0	0.1	0.1	1.7	0.3	1.2
11/12 month contract	25									
Less than \$20,000		0.0	0.0	0.0	2.5	3.1	2.7	2.4	2.9	2.6
\$20,000 to 29,999		0.0	0.0	0.0	0.4	0.6	0.5	0.6	0.5	0.6
\$30,000 to 39,999		0.0	0.0	0.0	5.3	9.2	7.0	2.9	6.4	4.3
\$40,000 to 49,999		0.0	15.4	8.0	13.7	15.8	14.7	12.0	17.3	14.1
\$50,000 to 59,999		16.7	7.7	12.0	18.3	25.1	21.3	15.0	23.3	18.3
\$60,000 to 69,999		16.7	30.8	24.0	15.5	22.5	18.6	12.3	19.6	15.3
\$70,000 to 79,999		0.0	7.7	4.0	10.7	8.6	9.8	9.4	10.9	10.0
\$80,000 to 89,999		25.0	30.8	28.0	11.7	6.5	9.4	13.1	6.9	10.6
\$90,000 to 99,999		25.0	7.7	16.0	8.1	3.7	6.2	8.8	4.5	7.1
\$100,000 to 124,999		16.7	0.0	8.0	11.1	3.9	7.9	14.3	5.8	10.9
\$125,000 to 149,999		0.0	0.0	0.0	2.0	0.6	1.4	4.5	1.2	3.2
\$150,000 or more		0.0	0.0	0.0	0.8	0.3	0.6	4.4	0.7	2.9
Your base institutional salary is based on:	157									
9/10 months		87.0	80.0	84.1	78.1	76.8	77.6	74.4	73.8	74.2
11/12 months		13.0	20.0	15.9	21.9	23.2	22.4	25.6	26.2	25.8
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]										
Income from this institution	157									
All		64.1	72.3	67.5	62.6	69.6	65.6	59.8	69.3	63.6
75 to 99		30.4	26.2	28.7	30.3	25.9	28.4	31.5	26.1	29.4
50 to 74		3.3	0.0	1.9	5.5	3.3	4.5	6.3	3.1	5.0
25 to 49		1.1	1.5	1.3	1.2	1.0	1.1	1.7	0.9	1.4
1 to 24		1.1	0.0	0.6	0.2	0.1	0.2	0.4	0.3	0.3
None		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2	0.2
Other academic income	147									
All		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1
75 to 99		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
50 to 74		0.0	0.0	0.0	0.5	0.5	0.5	0.6	0.3	0.5
25 to 49		1.1	1.7	1.4	1.4	1.4	1.4	2.2	1.5	1.9
1 to 24		18.2	11.9	15.6	15.2	13.9	14.6	17.0	14.4	16.0
None		80.7	86.4	83.0	82.9	84.2	83.4	80.1	83.6	81.5
Non-academic income	148									
All		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.2
75 to 99		1.1	0.0	0.7	0.4	0.1	0.3	0.5	0.2	0.4
50 to 74		2.3	1.7	2.0	1.4	1.2	1.3	2.0	1.3	1.8
25 to 49		4.5	1.7	3.4	5.7	2.8	4.5	5.4	2.9	4.4
1 to 24		22.7	15.0	19.6	21.6	17.4	19.8	22.7	17.4	20.6
None		69.3	81.7	74.3	70.9	78.3	74.1	69.2	78.0	72.7

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
What is your age as of 12/31/2007?	152									
Less than 30		1.1	0.0	0.7	1.6	1.7	1.7	1.4	1.9	1.6
30 to 34		6.8	9.4	7.9	5.3	7.3	6.2	5.8	7.9	6.6
35 to 39		10.2	10.9	10.5	11.7	12.6	12.1	11.5	13.0	12.1
40 to 44		18.2	9.4	14.5	13.5	12.3	13.0	11.8	13.1	12.3
45 to 49		12.5	14.1	13.2	13.6	14.3	13.9	12.8	13.6	13.1
50 to 54		13.6	26.6	19.1	15.1	18.0	16.3	14.2	16.6	15.1
55 to 59		17.0	18.7	17.8	17.0	19.1	17.9	16.4	18.3	17.2
60 to 64		14.8	9.4	12.5	13.7	10.1	12.2	14.6	10.0	12.8
65 to 69		5.7	0.0	3.3	6.2	3.9	5.2	8.6	4.3	6.9
70 or more		0.0	1.6	0.7	2.3	0.6	1.6	2.9	1.3	2.3
Year of highest degree now held	154									
Before 1970		5.6	0.0	3.2	4.4	1.0	3.0	8.0	2.2	5.7
1971 to 1975		4.5	1.5	3.2	8.1	3.2	6.0	9.5	3.9	7.3
1976 to 1980		14.6	3.1	9.7	10.2	7.2	9.0	11.3	7.5	9.8
1981 to 1985		12.4	9.2	11.0	11.9	7.3	9.9	11.7	9.0	10.7
1986 to 1990		12.4	13.8	13.0	12.8	12.4	12.6	12.2	12.9	12.5
1991 to 1995		7.9	9.2	8.4	13.4	17.3	15.0	12.3	16.2	13.9
1996 to 2000		15.7	30.8	22.1	16.7	20.5	18.3	15.1	18.9	16.6
2001 to 2005		21.3	23.1	22.1	17.8	22.5	19.8	15.4	22.0	18.0
2006 to 2007		5.6	9.2	7.1	4.6	8.6	6.3	4.5	7.5	5.7
Year of appointment at current position	153									
Before 1970		3.4	0.0	2.0	2.8	0.7	2.0	4.8	0.9	3.3
1971 to 1975		1.1	0.0	0.7	4.4	1.3	3.1	4.7	2.0	3.6
1976 to 1980		6.7	3.1	5.2	5.6	3.2	4.6	7.1	4.3	6.0
1981 to 1985		7.9	6.3	7.2	7.6	4.8	6.4	8.4	6.3	7.6
1986 to 1990		10.1	14.1	11.8	11.8	9.6	10.9	12.0	9.9	11.1
1991 to 1995		10.1	10.9	10.5	11.3	12.6	11.8	10.6	12.7	11.4
1996 to 2000		15.7	14.1	15.0	16.6	20.2	18.1	15.9	18.2	16.8
2001 to 2005		32.6	31.2	32.0	27.9	32.0	29.6	25.4	30.7	27.5
2006 to 2007		12.4	20.3	15.7	11.9	15.7	13.5	11.1	15.1	12.7
If tenured, year tenure was awarded	84									
Before 1970		1.9	0.0	1.2	0.9	0.0	0.6	1.6	0.2	1.2
1971 to 1975		3.7	0.0	2.4	3.3	1.0	2.5	5.2	1.2	4.0
1976 to 1980		1.9	0.0	1.2	6.1	2.8	5.0	7.5	3.4	6.2
1981 to 1985		9.3	3.3	7.1	8.5	4.1	7.0	11.1	5.9	9.5
1986 to 1990		18.5	13.3	16.7	12.2	7.6	10.6	13.1	10.1	12.1
1991 to 1995		11.1	16.7	13.1	16.3	13.5	15.3	16.7	14.7	16.0
1996 to 2000		22.2	30.0	25.0	17.2	19.1	17.9	15.3	20.9	17.0
2001 to 2005		24.1	23.3	23.8	21.2	29.0	24.0	17.9	24.6	20.0
2006 to 2007		7.4	13.3	9.5	14.1	23.0	17.2	11.6	19.1	13.9

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?										
Biological Science	157									
Agriculture		0.0	0.0	0.0	0.8	0.2	0.6	1.2	0.4	0.9
Forestry		0.0	0.0	0.0	0.2	0.0	0.1	0.3	0.1	0.2
Bacteriology, Molecular Biology		0.0	0.0	0.0	0.9	1.0	0.9	0.9	0.9	0.9
Biochemistry		0.0	0.0	0.0	0.5	0.5	0.5	1.0	0.7	0.8
Biophysics		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1
Botany		1.1	0.0	0.6	1.0	0.6	0.8	0.8	0.4	0.6
Environmental Science		1.1	0.0	0.6	0.7	0.3	0.5	0.6	0.3	0.5
Marine (life) Sciences		0.0	0.0	0.0	0.4	0.3	0.3	0.2	0.2	0.2
Physiology, Anatomy		1.1	0.0	0.6	0.7	0.3	0.5	0.9	0.5	0.7
Zoology		1.1	0.0	0.6	1.5	0.6	1.1	1.4	0.6	1.1
General, Other Biological Sciences		1.1	0.0	0.6	1.5	1.4	1.4	1.9	1.9	1.9
Business										
Accounting		1.1	3.0	1.9	1.4	1.1	1.3	1.1	0.9	1.0
Finance		1.1	0.0	0.6	1.0	0.3	0.7	0.8	0.4	0.7
International Business		0.0	1.5	0.6	0.1	0.1	0.1	0.1	0.1	0.1
Management		3.3	7.6	5.1	3.1	1.9	2.6	2.4	2.0	2.2
Marketing		0.0	0.0	0.0	1.1	0.7	0.9	1.0	0.7	0.8
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business		0.0	0.0	0.0	1.2	0.7	1.0	1.4	0.8	1.2
Education										
Business Education		0.0	0.0	0.0	0.3	0.2	0.3	0.2	0.3	0.2
Educational Administration		0.0	3.0	1.3	0.9	1.9	1.3	1.0	1.7	1.2
Educational Psychology/Counseling		1.1	1.5	1.3	1.1	1.6	1.3	0.7	1.4	1.0
Elementary Education		0.0	3.0	1.3	0.6	2.2	1.3	0.4	1.5	0.9
Higher Education		0.0	1.5	0.6	1.0	2.1	1.5	0.9	2.4	1.5
Music or Art Education		0.0	0.0	0.0	0.4	0.5	0.4	0.2	0.4	0.3
Physical or Health Education		0.0	0.0	0.0	2.9	1.7	2.4	1.6	1.3	1.5
Secondary Education		0.0	6.1	2.5	1.2	1.4	1.3	0.8	0.9	0.8
Special Education		0.0	3.0	1.3	0.5	1.9	1.1	0.4	1.7	0.9
General, Other Education Fields		0.0	6.1	2.5	2.7	5.6	3.9	2.0	4.3	2.9
Engineering										
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.1	0.2
Chemical Engineering		0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.1	0.3
Civil Engineering		0.0	0.0	0.0	0.5	0.1	0.3	1.1	0.2	0.7
Electrical Engineering		1.1	1.5	1.3	0.9	0.2	0.6	1.3	0.2	0.9
Industrial Engineering		1.1	0.0	0.6	0.5	0.2	0.3	0.3	0.1	0.2
Mechanical Engineering		3.3	0.0	1.9	1.2	0.2	0.8	1.5	0.2	1.0
General, Other Engineering Fields		1.1	0.0	0.6	0.8	0.3	0.6	1.4	0.3	1.0
Health										
Dentistry		0.0	1.5	0.6	0.1	0.1	0.1	0.4	0.1	0.3
Health Technology		0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.1	0.0
Medicine or Surgery		0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2
Nursing		0.0	7.6	3.2	0.4	7.9	3.6	0.3	7.4	3.1
Pharmacy, Pharmacology		0.0	0.0	0.0	0.2	0.2	0.2	0.7	0.8	0.8
Therapy (speech, physical, occup.)		0.0	1.5	0.6	0.4	1.2	0.7	0.2	1.2	0.6
Veterinary Medicine		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
General, Other Health Fields		0.0	0.0	0.0	0.8	1.3	1.0	0.6	1.5	0.9

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(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- pendent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?										
Humanities										
History		2.2	3.0	2.5	4.5	3.2	4.0	4.5	3.5	4.1
Political Science, Government		5.5	0.0	3.2	3.1	1.4	2.4	2.9	1.7	2.4
English Language & Literature		7.7	10.6	8.9	5.7	8.7	7.0	5.6	8.7	6.8
Foreign Languages & Literature		0.0	0.0	0.0	0.5	0.9	0.7	0.8	1.9	1.2
French		0.0	1.5	0.6	0.4	0.7	0.5	0.4	1.2	0.7
German		0.0	1.5	0.6	0.2	0.4	0.3	0.3	0.5	0.4
Spanish		2.2	1.5	1.9	0.9	1.2	1.0	0.8	1.6	1.1
Other Foreign Languages		0.0	0.0	0.0	0.2	0.2	0.2	0.4	0.5	0.4
Linguistics		2.2	0.0	1.3	0.5	0.8	0.6	0.5	1.2	0.8
Philosophy		4.4	0.0	2.5	2.0	1.0	1.6	2.5	1.2	2.0
Religion or Theology		1.1	0.0	0.6	0.8	0.1	0.5	2.3	1.3	1.9
General, Other Humanities Fields		0.0	1.5	0.6	0.7	1.3	1.0	1.0	1.7	1.3
Fine Arts										
Architecture/Urban Planning		0.0	0.0	0.0	0.3	0.3	0.3	0.7	0.4	0.6
Art		1.1	1.5	1.3	1.8	2.4	2.0	1.8	2.0	1.9
Dramatics or Speech		3.3	0.0	1.9	2.0	2.0	2.0	1.6	1.7	1.6
Music		3.3	3.0	3.2	3.8	2.1	3.1	3.4	2.5	3.1
Television or Film		1.1	0.0	0.6	0.5	0.3	0.4	0.4	0.4	0.4
Other Fine Arts		1.1	0.0	0.6	0.9	1.3	1.1	0.9	1.5	1.1
Physical Science										
Mathematics and/or Statistics		9.9	3.0	7.0	6.6	3.3	5.2	6.1	2.7	4.8
Astronomy		0.0	0.0	0.0	0.1	0.1	0.1	0.3	0.1	0.2
Atmospheric Sciences		0.0	0.0	0.0	0.3	0.1	0.2	0.2	0.1	0.2
Chemistry		5.5	1.5	3.8	4.2	1.8	3.2	4.1	2.2	3.3
Earth Sciences		2.2	0.0	1.3	1.5	0.6	1.1	1.4	0.5	1.0
Geography		0.0	0.0	0.0	1.4	0.5	1.0	0.9	0.4	0.7
Marine Sciences (incl. Oceanography)		0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1
Physics		2.2	0.0	1.3	2.8	0.4	1.8	3.0	0.6	2.1
General, Other Physical Sciences		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1
Social Science										
Anthropology		2.2	0.0	1.3	0.8	1.1	0.9	1.0	1.3	1.1
Archaeology		0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.2	0.1
Clinical Psychology		2.2	1.5	1.9	0.9	1.1	1.0	1.1	1.1	1.1
Counseling and Guidance		0.0	3.0	1.3	0.7	0.4	0.6	0.4	0.3	0.3
Experimental Psychology		1.1	1.5	1.3	1.5	1.3	1.4	1.4	1.1	1.3
Social Psychology		2.2	0.0	1.3	0.8	1.7	1.2	0.8	1.0	0.9
General, Other Psychology		0.0	3.0	1.3	0.8	2.1	1.4	0.9	2.0	1.3
Economics		2.2	3.0	2.5	2.5	1.3	2.0	3.1	1.2	2.4
Sociology		7.7	1.5	5.1	2.1	3.0	2.5	2.2	2.8	2.4
Social Work, Social Welfare		0.0	0.0	0.0	0.6	1.5	1.0	0.6	1.0	0.7
General, Other Social Sciences		0.0	1.5	0.6	0.9	1.9	1.3	1.3	1.5	1.4

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- pendent	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?										
Technical										
Computer Science	4.4	1.5	3.2	2.1	0.8	1.6	2.2	0.9	1.7	
Data Processing, Computer Prog.	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	
Drafting/Design	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	
Electronics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Industrial Arts	0.0	0.0	0.0	0.3	0.0	0.2	0.2	0.0	0.1	
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Other Technical	0.0	1.5	0.6	0.3	0.4	0.3	0.2	0.3	0.2	
Other Fields										
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Communications	3.3	1.5	2.5	2.0	2.6	2.3	2.0	2.2	2.1	
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Human Ecology/Family Science	0.0	1.5	0.6	0.2	0.6	0.4	0.2	0.8	0.4	
Journalism	0.0	0.0	0.0	0.7	0.4	0.5	0.5	0.6	0.5	
Law	0.0	0.0	0.0	1.2	0.6	1.0	0.9	0.7	0.8	
Law Enforcement	0.0	0.0	0.0	0.4	0.2	0.3	0.1	0.1	0.1	
Library Science	0.0	1.5	0.6	0.3	1.0	0.6	0.3	0.8	0.5	
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Other Vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
All Other Fields	1.1	0.0	0.6	0.9	1.2	1.0	0.6	1.0	0.8	

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?										
Biological Science	156									
Agriculture		0.0	0.0	0.0	1.0	0.2	0.6	1.3	0.5	1.0
Forestry		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
Bacteriology, Molecular Biology		0.0	0.0	0.0	0.2	0.1	0.2	0.3	0.3	0.3
Biochemistry		0.0	0.0	0.0	0.2	0.0	0.1	0.3	0.1	0.2
Biophysics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Botany		0.0	0.0	0.0	0.2	0.0	0.1	0.3	0.1	0.2
Environmental Science		1.1	0.0	0.6	0.8	0.3	0.6	0.7	0.4	0.6
Marine (life) Sciences		0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.0	0.1
Physiology, Anatomy		1.1	0.0	0.6	0.1	0.2	0.2	0.3	0.2	0.3
Zoology		0.0	0.0	0.0	0.1	0.0	0.1	0.5	0.1	0.4
General, Other Biological Sciences		3.3	0.0	1.9	5.2	4.0	4.7	4.7	4.2	4.5
Business										
Accounting		1.1	4.6	2.6	2.0	1.5	1.8	1.4	1.2	1.3
Finance		0.0	0.0	0.0	1.0	0.5	0.7	0.9	0.5	0.7
International Business		0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.1	0.1
Management		1.1	3.1	1.9	2.8	2.4	2.6	2.6	2.0	2.4
Marketing		1.1	0.0	0.6	1.3	1.0	1.2	1.2	0.9	1.1
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business		1.1	3.1	1.9	1.7	1.5	1.6	1.9	1.3	1.7
Education										
Business Education		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Educational Administration		0.0	0.0	0.0	0.2	0.3	0.2	0.2	0.2	0.2
Educational Psychology/Counseling		0.0	0.0	0.0	0.3	0.4	0.4	0.3	0.5	0.4
Elementary Education		0.0	3.1	1.3	1.0	3.9	2.2	0.8	3.0	1.7
Higher Education		0.0	0.0	0.0	0.2	0.5	0.3	0.5	0.4	0.5
Music or Art Education		0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1
Physical or Health Education		0.0	0.0	0.0	3.6	2.0	2.9	2.2	1.6	2.0
Secondary Education		1.1	1.5	1.3	1.1	1.0	1.1	0.8	0.8	0.8
Special Education		0.0	3.1	1.3	0.5	1.7	1.0	0.3	1.0	0.5
General, Other Education Fields		0.0	3.1	1.3	1.3	4.0	2.5	1.3	3.1	2.0
Engineering										
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.2
Chemical Engineering		0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.3
Civil Engineering		0.0	0.0	0.0	0.2	0.1	0.2	1.0	0.2	0.7
Electrical Engineering		0.0	0.0	0.0	0.4	0.2	0.3	1.1	0.2	0.8
Industrial Engineering		1.1	0.0	0.6	0.2	0.0	0.1	0.2	0.0	0.1
Mechanical Engineering		3.3	0.0	1.9	1.0	0.1	0.6	1.6	0.2	1.0
General, Other Engineering Fields		2.2	0.0	1.3	1.0	0.6	0.8	1.4	0.5	1.0
Health										
Dentistry		0.0	6.2	2.6	0.2	0.1	0.1	0.4	0.2	0.3
Health Technology		0.0	0.0	0.0	0.1	0.2	0.1	0.0	0.2	0.1
Medicine or Surgery		0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.2	0.3
Nursing		0.0	12.3	5.1	0.4	8.8	4.0	0.3	8.7	3.7
Pharmacy, Pharmacology		0.0	0.0	0.0	0.2	0.2	0.2	0.8	0.8	0.8
Therapy (speech, physical, occup.)		1.1	1.5	1.3	0.4	1.4	0.8	0.3	1.5	0.8
Veterinary Medicine		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields		0.0	0.0	0.0	1.7	2.2	1.9	1.0	1.7	1.3

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?										
Humanities										
History		2.2	1.5	1.9	4.1	2.6	3.5	4.1	2.8	3.6
Political Science, Government		4.4	0.0	2.6	3.0	1.2	2.2	2.8	1.5	2.3
English Language & Literature		7.7	12.3	9.6	6.3	8.9	7.4	6.1	9.5	7.5
Foreign Languages & Literature		2.2	3.1	2.6	1.8	2.4	2.1	1.8	3.8	2.6
French		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.3	0.2
German		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.3	0.2
Spanish		0.0	0.0	0.0	0.3	0.5	0.4	0.5	1.1	0.7
Other Foreign Languages		0.0	0.0	0.0	0.0	0.3	0.1	0.3	0.7	0.4
Linguistics		0.0	1.5	0.6	0.1	0.1	0.1	0.2	0.2	0.2
Philosophy		5.5	0.0	3.2	2.1	0.9	1.6	2.3	1.0	1.8
Religion or Theology		0.0	0.0	0.0	0.3	0.3	0.3	2.2	1.4	1.9
General, Other Humanities Fields		1.1	0.0	0.6	1.0	1.7	1.3	1.3	2.0	1.6
Fine Arts										
Architecture/Urban Planning		0.0	0.0	0.0	0.1	0.1	0.1	0.8	0.5	0.7
Art		1.1	0.0	0.6	2.3	3.1	2.6	2.1	2.7	2.3
Dramatics or Speech		3.3	1.5	2.6	2.0	2.0	2.0	1.6	1.6	1.6
Music		3.3	3.1	3.2	4.1	2.1	3.3	3.6	2.5	3.2
Television or Film		0.0	0.0	0.0	0.5	0.5	0.5	0.3	0.4	0.4
Other Fine Arts		2.2	1.5	1.9	0.6	1.0	0.8	0.6	1.1	0.8
Physical Science										
Mathematics and/or Statistics		6.6	6.2	6.4	7.0	4.0	5.7	5.9	3.4	4.9
Astronomy		0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.1
Atmospheric Sciences		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
Chemistry		5.5	1.5	3.8	4.3	1.8	3.2	4.1	2.5	3.4
Earth Sciences		2.2	0.0	1.3	1.6	0.5	1.1	1.4	0.5	1.0
Geography		0.0	0.0	0.0	1.3	0.5	1.0	0.9	0.4	0.7
Marine Sciences (incl. Oceanography)		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1
Physics		2.2	0.0	1.3	2.9	0.7	2.0	2.9	0.7	2.1
General, Other Physical Sciences		0.0	0.0	0.0	0.5	0.4	0.5	0.4	0.2	0.4
Social Science										
Anthropology		2.2	0.0	1.3	0.5	0.7	0.6	0.7	1.1	0.8
Archaeology		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology		1.1	0.0	0.6	0.3	0.3	0.3	0.6	0.5	0.6
Counseling and Guidance		0.0	1.5	0.6	0.1	0.2	0.2	0.1	0.2	0.1
Experimental Psychology		1.1	0.0	0.6	0.7	1.6	1.1	0.7	0.9	0.8
Social Psychology		0.0	0.0	0.0	0.6	0.2	0.4	0.3	0.2	0.3
General, Other Psychology		2.2	6.2	3.8	2.7	3.6	3.1	2.1	3.1	2.5
Economics		1.1	3.1	1.9	1.9	0.9	1.5	2.5	1.0	1.9
Sociology		3.3	1.5	2.6	1.8	2.7	2.2	1.9	2.7	2.2
Social Work, Social Welfare		1.1	0.0	0.6	0.8	1.7	1.2	0.6	1.1	0.8
General, Other Social Sciences		3.3	1.5	2.6	2.0	2.6	2.3	2.1	2.0	2.1

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

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Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- pondent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?										
Technical										
Computer Science		7.7	1.5	5.1	2.8	0.8	2.0	2.5	1.0	1.9
Data Processing, Computer Prog.		0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.0	0.1
Drafting/Design		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Electronics		0.0	1.5	0.6	0.1	0.1	0.1	0.1	0.0	0.1
Industrial Arts		0.0	0.0	0.0	0.3	0.1	0.2	0.1	0.0	0.1
Mechanics		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Other Technical		1.1	1.5	1.3	1.2	0.5	0.9	0.7	0.3	0.5
Other Fields										
Building Trades		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications		4.4	3.1	3.8	2.8	2.7	2.8	2.4	2.6	2.5
Ethnic Studies		0.0	0.0	0.0	0.3	0.5	0.4	0.2	0.2	0.2
Human Ecology/Family Science		0.0	0.0	0.0	0.1	0.6	0.3	0.1	0.9	0.4
Journalism		0.0	0.0	0.0	0.5	0.7	0.6	0.5	0.7	0.6
Law		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.3	0.2
Law Enforcement		0.0	0.0	0.0	0.6	0.1	0.4	0.2	0.1	0.2
Library Science		0.0	1.5	0.6	0.3	1.0	0.6	0.2	0.8	0.5
Women's Studies		0.0	1.5	0.6	0.0	0.3	0.1	0.0	0.3	0.1
Other Vocational		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.1
All Other Fields		3.3	1.5	2.6	1.4	2.2	1.7	1.2	1.6	1.4
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?										
Under 18 years old										
	154									
None		62.2	68.8	64.9	60.0	68.6	63.7	60.0	66.3	62.5
One		18.9	14.1	16.9	17.0	16.0	16.6	16.0	16.9	16.4
Two		12.2	12.5	12.3	15.9	12.6	14.5	16.3	13.3	15.1
Three		4.4	4.7	4.5	5.4	2.2	4.0	5.4	2.6	4.3
Four or more		2.2	0.0	1.3	1.7	0.6	1.2	2.2	0.9	1.7
18 years or older										
	155									
None		56.0	50.0	53.5	54.2	57.8	55.7	52.5	59.6	55.3
One		15.4	12.5	14.2	13.2	11.6	12.5	12.9	13.0	12.9
Two		16.5	25.0	20.0	19.2	19.3	19.2	19.7	18.4	19.2
Three		8.8	6.3	7.7	8.8	7.3	8.1	9.0	5.9	7.8
Four or more		3.3	6.3	4.5	4.7	4.0	4.4	5.9	3.1	4.8
How would you characterize your political views?										
	156									
Far left		17.6	4.6	12.2	8.5	9.2	8.8	8.0	9.9	8.8
Liberal		39.6	60.0	48.1	41.0	51.6	45.5	43.8	51.9	47.0
Middle of the Road		31.9	23.1	28.2	32.3	27.3	30.1	29.9	26.0	28.4
Conservative		11.0	12.3	11.5	17.6	11.6	15.1	17.3	11.9	15.2
Far right		0.0	0.0	0.0	0.6	0.2	0.5	0.9	0.3	0.7
Are you currently:										
	158									
Single		9.8	12.1	10.8	9.3	15.7	12.0	8.2	14.8	10.8
Married		73.9	77.3	75.3	79.9	64.7	73.4	82.9	67.4	76.8
Unmarried, living with partner		8.7	3.0	6.3	4.2	6.6	5.2	3.7	5.7	4.5
Divorced		6.5	6.1	6.3	5.1	9.4	6.9	3.9	8.8	5.8
Widowed		0.0	1.5	0.6	0.8	2.3	1.4	0.8	2.4	1.4
Separated		1.1	0.0	0.6	0.7	1.3	1.0	0.6	0.8	0.7

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

(6077)

Indiana U-Purdue U-Fort Wayne Full-time Undergraduate Faculty	# Resp- ndent:	Your Institution			Public 4-yr Colls			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Is English your native language?	157									
Yes		82.4	86.4	84.1	88.9	90.7	89.7	89.0	90.4	89.6
No		17.6	13.6	15.9	11.1	9.3	10.3	11.0	9.6	10.4
Are you: [5]	155									
White/Caucasian		90.0	86.2	88.4	87.0	87.5	87.2	88.2	89.2	88.6
African American/Black		4.4	1.5	3.2	3.0	4.2	3.5	2.4	3.4	2.8
American Indian/Alaska Native		3.3	1.5	2.6	2.3	1.5	1.9	1.9	1.5	1.7
Asian American/Asian		4.4	6.2	5.2	5.0	4.4	4.8	5.3	3.4	4.5
Native Hawaiian/Pacific Islander		0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.2	0.3
Mexican American/Chicano		1.1	0.0	0.6	1.7	1.7	1.7	1.2	1.0	1.1
Puerto Rican		0.0	1.5	0.6	0.4	0.3	0.4	0.3	0.4	0.3
Other Latino		0.0	1.5	0.6	1.5	1.5	1.5	1.7	1.9	1.8
Other		1.1	4.6	2.6	3.3	2.5	2.9	2.7	2.4	2.6
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?	159									
Yes		60.2	59.1	59.7	69.4	74.2	71.4	71.2	74.6	72.5
No		39.8	40.9	40.3	30.6	25.8	28.6	28.8	25.4	27.5

ANALYSIS OF IPFW'S QUESTIONS
INCLUDED IN THE 2007-2008 HERI SURVEY

PREPARED BY
THE HIGHER EDUCATION RESEARCH INSTITUTE (HERI)

[5] Percentages will sum to more than 100.0 if any respondent marked more than one category.

	Your Institution			
	Respondents	Men	Women	Total
Service contributions are adequately recognized in promotion and tenure considerations.	158			
Strongly Agree		9.8	7.6	8.9
Agree Somewhat		42.4	28.8	36.7
Disagree Somewhat		19.6	28.8	23.4
Strongly Disagree		17.4	25.8	20.9
N.A.		10.9	9.1	10.1
Departmental service responsibilities are distributed fairly among faculty in my department.	157			
Strongly Agree		17.6	12.1	15.3
Agree Somewhat		41.8	43.9	42.7
Disagree Somewhat		17.6	24.2	20.4
Strongly Disagree		18.7	15.2	17.2
N.A.		4.4	4.5	4.5
I am familiar with the criteria on which salary increments are made in my department.	157			
Strongly Agree		20.7	21.5	21.0
Agree Somewhat		42.4	36.9	40.1
Disagree Somewhat		21.7	21.5	21.7
Strongly Disagree		10.9	16.9	13.4
N.A.		4.3	3.1	3.8
I am familiar with the criteria on which salary increments are made above the department.	158			
Strongly Agree		12.0	6.1	9.5
Agree Somewhat		31.5	25.8	29.1
Disagree Somewhat		27.2	33.3	29.7
Strongly Disagree		23.9	30.3	26.6
N.A.		5.4	4.5	5.1
Number or course preparations per semester.	157			
Very Satisfied		19.6	30.8	24.2
Satisfied		63.0	52.3	58.6
Dissatisfied		14.1	9.2	12.1
Very Dissatisfied		3.3	6.2	4.5
N.A.		0.0	1.5	0.6

	Your Institution			
	Respondents	Men	Women	Total
Types of courses I am required to teach (e.g., introductory v. upper-level courses).	158			
Very Satisfied		34.8	36.4	35.4
Satisfied		56.5	54.5	55.7
Dissatisfied		6.5	7.6	7.0
Very Dissatisfied		2.2	1.5	1.9
N.A.		0.0	0.0	0.0
Level of autonomy I have in teaching my classes (e.g., pedagogy, text selection).	158			
Very Satisfied		65.2	60.6	63.3
Satisfied		32.6	37.9	34.8
Dissatisfied		2.2	1.5	1.9
Very Dissatisfied		0.0	0.0	0.0
N.A.		0.0	0.0	0.0
Appropriateness of feedback from chair on performance (if you are a dean or chair, please respond N.A.)	158			
Very Satisfied		30.4	28.8	29.7
Satisfied		42.4	33.3	38.6
Dissatisfied		7.6	16.7	11.4
Very Dissatisfied		5.4	9.1	7.0
N.A.		14.1	12.1	13.3
Timeliness of feedback from chair on performance (if you are a dean or chair, please respond N.A.)	158			
Very Satisfied		28.3	27.3	27.8
Satisfied		43.5	34.8	39.9
Dissatisfied		9.8	16.7	12.7
Very Dissatisfied		5.4	6.1	5.7
N.A.		13.0	15.2	13.9
Promotion and tenure in my department.	158			
Very Satisfied		14.1	12.1	13.3
Satisfied		55.4	39.4	48.7
Dissatisfied		9.8	25.8	16.5
Very Dissatisfied		9.8	1.5	6.3
N.A.		10.9	21.2	15.2

	Respondents	Your Institution		
		Men	Women	Total
Promotion and tenure processes above the department level (i.e., school/college and campus).	155			
	Very Satisfied	14.6	10.6	12.9
	Satisfied	46.1	42.4	44.5
	Dissatisfied	15.7	24.2	19.4
	Very Dissatisfied	10.1	1.5	6.5
N.A.	13.5	21.2	16.8	
The mentoring (or support, if you are tenured) I am receiving at IPFW for research or creative endeavors.	156			
	Very Satisfied	9.9	16.9	12.8
	Satisfied	48.4	30.8	41.0
	Dissatisfied	17.6	20.0	18.6
	Very Dissatisfied	13.2	15.4	14.1
N.A.	11.0	16.9	13.5	
The mentoring (or support, if you are tenured) I am receiving at IPFW for teaching.	154			
	Very Satisfied	14.4	18.7	16.2
	Satisfied	55.6	43.7	50.6
	Dissatisfied	10.0	9.4	9.7
	Very Dissatisfied	11.1	14.1	12.3
N.A.	8.9	14.1	11.0	
The mentoring (or support, if you are tenured) I am receiving at IPFW for service.	154			
	Very Satisfied	9.9	14.3	11.7
	Satisfied	48.4	38.1	44.2
	Dissatisfied	16.5	19.0	17.5
	Very Dissatisfied	12.1	15.9	13.6
N.A.	13.2	12.7	13.0	

	Your Institution			
	Respondents	Men	Women	Total
The programs and services provided by the Center for the Enhancement of Learning and Teaching (CELT).	157			
Very Satisfied		16.5	31.8	22.9
Satisfied		50.5	53.0	51.6
Dissatisfied		9.9	12.1	10.8
Very Dissatisfied		7.7	1.5	5.1
N.A.		15.4	1.5	9.6
The programs and services provided by the Office of Research and External Support (ORES).	157			
Very Satisfied		14.3	12.1	13.4
Satisfied		54.9	54.5	54.8
Dissatisfied		9.9	16.7	12.7
Very Dissatisfied		6.6	4.5	5.7
N.A.		14.3	12.1	13.4
The programs and services provided by Information Technology Services (ITS).	157			
Very Satisfied		15.4	28.8	21.0
Satisfied		57.1	54.5	56.1
Dissatisfied		15.4	9.1	12.7
Very Dissatisfied		8.8	6.1	7.6
N.A.		3.3	1.5	2.5
The instructional technology equipment placed permanently in selected classroom.	157			
Very Satisfied		19.8	19.7	19.7
Satisfied		51.6	43.9	48.4
Dissatisfied		18.7	18.2	18.5
Very Dissatisfied		7.7	16.7	11.5
N.A.		2.2	1.5	1.9
The resources available through the Helmke Library.	155			
Very Satisfied		24.7	40.9	31.6
Satisfied		57.3	47.0	52.9
Dissatisfied		13.5	9.1	11.6
Very Dissatisfied		4.5	3.0	3.9
N.A.		0.0	0.0	0.0

	Your Institution			
	Respondents	Men	Women	Total
The services provided by Helmke Library through the Web access system.	155			
Very Satisfied		36.7	58.5	45.8
Satisfied		56.7	36.9	48.4
Dissatisfied		5.6	1.5	3.9
Very Dissatisfied		0.0	1.5	0.6
N.A.		1.1	1.5	1.3