Faculty HERI Results Summary, 2005

One hundred and eight faculty completed the survey. Forty-two respondents (38.9%) are women, which is representative of the proportion of women on the faculty. Eight-two percent of the respondents identified as White/Caucasian, which is also representative of the proportion on the faculty. Some of the results are summarized in this report. When a comparison is made to other institutions, the comparison made is to faculty at all private 4-year colleges who participated (which represents 15,144 individuals). A discrepancy of more than 5% between Kenyon faculty and this group is noted when comparisons are made.

<u>What goals for undergraduate education are most important to our faculty ?</u>

The goals are rank ordered by percent of faculty who thought the goal was very important or essential.

	% Kenyon faculty endorsed goal
Develop ability to think critically	100.0
Promote ability to write effectively	99.1
Help master knowledge in a discipline	96.3
Instill a basic appreciation of the liberal arts	87.9
Develop creative capacities	80.4
Prepare students for graduate or advanced education	66.4
Enhance students' self-understanding	63.6
Prepare students for responsible citizenship	60.7
Enhance students' knowledge of and appreciation for other Racial/ethnic groups	60.4
Develop moral character	50.5
Help students develop personal values	50.5
Prepare students for employment after college	42.5
Facilitate search for meaning/purpose in life	34.0
Provide for students' emotional development	31.8
Instill in students a commitment to community service	29.0
Enhance spiritual development	18.9

What personal goals are important to our faculty?

The goals are rank ordered by percent of faculty who thought the goal was very important or essential to them.

	% Kenyon faculty endorsed goal
Being a good teacher	98.1
Being a good colleague	93.5
Serving as a role model to students	82.1
Raising a family	70.1
Developing a meaningful philosophy of life	64.8
Helping to promote racial understanding	61.3
Helping others who are in difficulty	57.4
Becoming an authority in their field	56.1
Obtaining recognition from colleagues in field	54.2
Achieving congruence between own values and institution	43.4
Influencing social values	41.4
Integrating spirituality into their life	40.6
Being very well off financially	39.8
Becoming involved in programs to clean up the environment	25.9
Influencing the political structure	20.4

How do faculty perceive the College?

The attitude items listed below are those that **at least 70%** of faculty agreed with somewhat or strongly; so these statements might be said to characterize their view of the College.

Faculty are interested in students' personal problems (98.1).
Faculty here are strongly interested in the academic problems of undergraduates (97.2%).
Teaching of the faculty member valued by those in the department (97.2%).
The department does a good job of mentoring new faculty (88.0%).
Research of the faculty member is valued by those in the department (87.9%).
Faculty are sufficiently involved in campus decision making (87.9%).
Faculty feel that most students are well-prepared academically (85.2%).
There is adequate support for integrating technology with teaching (81.3%).
Faculty member's values congruent with dominant institutional values (80.4%).
The criteria for advancement and promotion decisions are clear (80.2%).

What personal goals are important to our faculty?

The goals are rank ordered by percent of faculty who thought the goal was very important or essential to them.

	% Kenyon faculty endorsed goal
Being a good teacher	98.1
Being a good colleague	93.5
Serving as a role model to students	82.1
Raising a family	70.1
Developing a meaningful philosophy of life	64.8
Helping to promote racial understanding	61.3
Helping others who are in difficulty	57.4
Becoming an authority in their field	56.1
Obtaining recognition from colleagues in field	54.2
Achieving congruence between own values and institution	43.4
Influencing social values	41.4
Integrating spirituality into their life	40.6
Being very well off financially	39.8
Becoming involved in programs to clean up the environment	25.9
Influencing the political structure	20.4

How do faculty perceive the College?

The attitude items listed below are those that **at least 70%** of faculty agreed with somewhat or strongly; so these statements might be said to characterize their view of the College.

Faculty are interested in students' personal problems (98.1).
Faculty here are strongly interested in the academic problems of undergraduates (97.2%).
Teaching of the faculty member valued by those in the department (97.2%).
The department does a good job of mentoring new faculty (88.0%).
Research of the faculty member is valued by those in the department (87.9%).
Faculty are sufficiently involved in campus decision making (87.9%).
Faculty feel that most students are well-prepared academically (85.2%).
There is adequate support for integrating technology with teaching (81.3%).
Faculty member's values congruent with dominant institutional values (80.4%).
The criteria for advancement and promotion decisions are clear (80.2%).

What do faculty perceive to be issues of "high" or "highest" priority at the institution?

*The attitude items listed below are those that **at least 70%** of faculty judged to be of high or highest priority to the institution. Items are listed in descending order of the percent of faculty endorsement.*

To promote the intellectual development of students (99.0%).
To develop a sense of community among students and faculty (82.9%).
To increase the representation of minorities in the faculty and administration (78.8%).
To promote gender equity among faculty (72.1%).
To recruit more minority students (71.8%).
To increase or maintain institutional prestige (71.4%).

What aspects of the job are most satisfactory?

These items are rank ordered by percent of faculty who noted the attribute as being satisfactory or very satisfactory, and then the Kenyon percentage value is compared to that of the other institutions. Where Kenyon looks better than the comparison group the Kenyon value is bolded, and where we look worse the value is underlined.

	% Kenyon	%Comparison
Competency of colleagues	92.6	81.9
Autonomy and independence	90.7	87.4
Quality of students	**89.8**	55.9
Overall job satisfaction	**88.9**	79.5
Professional relationships with other faculty	**86.1**	80.8
Opportunity to develop new ideas	**84.3**	77.3
Relationship with administration	**75.0**	61.3
Social relationships with other faculty	**74.8**	69.2
Office/lab space	73.1	68.1
Clerical/administrative support	**72.2**	54.9
Teaching load	**66.7**	51.7
Prospects for career advancement	**65.7**	53.5
Salary and fringe benefits	**60.2**	47.0
Opportunity for scholarly pursuits	**60.2**	47.4
Visibility for jobs at other institutions/organizations	**57.1**	44.2
Availability of child care	5.3	23.2

<u>What factors have been a source of stress in the last two years?</u>

These items are rank ordered by percent of faculty who noted the attribute as being stressful or very stressful, and then compared to percentages at other institutions. Where we look significantly better than the comparison the Kenyon value is bolded, and where we look worse the value is underlined.

	% Kenyon	%Comparison
Self-imposed high expectations	<u>91.7</u>	80.1
Managing household responsibilities	<u>85.2</u>	75.6
Lack of personal time	<u>83.2</u>	76.6
Research or publishing demands	<u>74.1</u>	53.8
Teaching load	68.5	69.6
Personal finances	67.3	62.5
Review/promotion process	<u>59.3</u>	44.2
Being part of a dual career couple	<u>55.1</u>	38.1
Own physical health	53.7	50.0
Keeping up with information technology	52.8	56.7
Institutional procedures and "red tape"	**47.2**	60.4
Committee work	**42.6**	56.7
Faculty meetings	**42.6**	49.1
Health of spouse/partner	<u>41.7</u>	34.3
Change in work responsibilities	**36.1**	41.2
Childcare	34.9	31.9
Working with unprepared students	**33.3**	54.8
Job security	32.4	32.3
Care of elderly parent	29.6	32.4
Marital friction	<u>28.7</u>	22.0
Children's problems	27.1	31.4
Subtle discrimination	22.2	22.5

Compared to faculty at other private 4-year colleges...

Our faculty were **more** likely to have:	%Kenyon	%Comparison
Worked with undergrads on research project	87.6	64.0
Taught an honors course	41.8	18.6
Have a spouse/partner who is an academic	41.0	31.9
Conducted research on international/global issues	38.2	25.0
Conducted research on women and gender issues	35.6	19.3
Conducted research on racial/ethnic minority issues	31.8	18.2
Received funding for work from state or federal gov	21.5	14.3
Taught a women's studies course	18.7	10.2

Our faculty were **less** likely to have:	%Kenyon	%Comparison
Participated in a faculty development program	63.5	72.8
Not published a book	55.4	66.8
Held an administrative post	38.3	46.1
Engaged in public service/professional consulting wo pay	38.1	52.3
Considered themselves spiritual	36.1	55.8
Received an award for outstanding teaching	33.6	40.3
Considered themselves religious	27.8	44.2
Engaged in paid consulting outside the institution	25.0	32.3
Achieved healthy balance professional and personal	25.0	37.5
Not have professional work published last 2 years	22.9	46.7
Sought opportunities to grow spiritually	20.8	38.3
Obtained adequate amounts of sleep	20.4	32.0
Used scholarship to address local community needs	19.4	44.9
Taught a service learning course	14.4	20.8
Engaged in prayer/meditation	13.9	32.3
Published no research in a professional journal	13.1	26.2
Published op-ed pieces or editorials	9.3	19.6

Kenyon-Specific Questions

The percent who agreed or strongly agreed with each statement is noted below.

% agreed   Statement

% agreed	Statement
77.7	Kenyon's expectations for my scholarly engagement are appropriate.
62.9	Kenyon's expectations for my service to the College are appropriate.
54.2	Compared to others with similar rank and service at Kenyon, my salary if fair.
41.3	Compared to faculty at other colleges…similar rank and service, my salary is fair.
32.4	I am satisfied with the merit raise system.
44.1	I am satisfied with the overall level of fringe benefits.
73.3	The current sabbatical leave policy is appropriate.
5.6	Acceptable child care is sufficiently available in the area.
82.7	Kenyon's instructional facilities are adequate to support my teaching.
73.6	My office computer, software and network connection are adequate.
73.6	My office and other furnishings are adequate.
26.6	Our recently refined system for course evaluation by students is adequate.
56.0	The administration plays an appropriate role in faculty governance.
58.7	I am generally satisfied with the current system of faculty governance.
76.8	I enjoy my role as a faculty advisor.
24.1	I am expected to do too much in my role as faculty advisor.
41.7	The faculty-review process does not sufficiently emphasize my role as an advisor.
57.4	Students…psychological disabilities…made my advising…more difficult.
50.0	The advising office provides sufficient training for me as an advisor.
61.1	The advising office provides sufficient on-going support for me as an advisor.
36.1	I am not disturbed by the inequity in faculty advising loads.