A DATA REFERENCE

Higher Education Research Institute (HERI)
Faculty Survey Report: 2001-2002
The University of Alabama

Report compiled by
Jon Charles Acker, Ph.D.
Coordinator for Student Assessment

THE UNIVERSITY OF ALABAMA
OFFICE OF INSTITUTIONAL RESEARCH
AND ASSESSMENT

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Executive Summary

The Faculty Survey is a triennial survey designed to provide colleges and universities with timely information about the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty and administrators. The survey is conducted and published by the Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute (HERI) at the University of California at Los Angeles.

Last fall The University of Alabama (UA) employees classified as EE01 and EE02 were selected to complete the survey. EE01 personnel are UA employees whose primary job is in administration, while EE02 classifies all employees whose primary job is as a faculty member. This resulted in a population of 983 members. In all, 330 UA personnel responded to the survey. This produced a 33.7% response rate. The Office of Institutional Research and Assessment handled the distribution of the survey and the reporting of the results.

The chief theme that was evident throughout the survey was the importance of research at UA. Both faculty and administrators assigned greater importance to research opportunities versus teaching opportunities than nationally. UA faculty and administrators were also much more prolific publishers of their work, for both journal articles and chapters in edited volumes, than nationally. Given this importance of research among the UA respondents one-half view the University as not providing adequate research support, i.e., funding for travel, facilities, personnel, release time, etc.

Another, less evident, theme pertaining to institutional prestige and standing was apparent among the UA survey responses. UA personnel perceived a higher priority is placed on maintaining institutional prestige and the enhancement of the University’s national image than nationally. Less than half of UA personnel, however, were optimistic about the immediate future of the University’s national reputation.

Related to the notion of institutional prestige UA faculty also expressed greater concern about the academic preparedness of students. Nearly two-thirds of UA respondents indicated the highest priority for student life issues in the next academic year should be either, improving the caliber of incoming students (31.1%) or enhancing academic standards for students (33.7%).

Pay and benefits is also a great concern among UA personnel. Over eighty percent of UA respondents view their salary as below the national median in their discipline. Only five percent indicated it was higher than the median. Given that perception of their income, not surprisingly, UA faculty and administrators overwhelmingly (86.2%) indicated that faculty and staff compensation should be the highest budget priority next year. Over fifty percent also stated that improving the employee benefit package should have the highest priority among faculty affairs issues. Over one-third of UA faculty and administrators also noted disparities among the allocation of merit raises based on published criteria. Overall, UA personnel are
overwhelmingly pessimistic about the University’s current situation and immediate future with regards to finances.

On a brighter note, most UA faculty and administrators are satisfied with their workload. Most also feel they are an integral part of the University.
Introduction

The Faculty Survey is a triennial survey designed to provide colleges and universities with timely information about the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty and administrators. The survey is conducted and published by the Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute (HERI) at the University of California at Los Angeles.

Open to all postsecondary institutions, the survey is an ideal way to assist ongoing institutional research activities, and can be useful for accreditation and self-study reports, campus planning and policy analysis, and faculty development programs. The Faculty Survey instrument repeats items from previous years to enable institutional participants to compare current responses with those from earlier surveys. The Faculty Survey is revised prior to each administration to reflect the changing needs of participants. The survey includes sections on teaching practices and research activities, interactions with students and colleagues, professional activities, faculty attitudes and values, perceptions of the institutional climate, and job satisfaction. Up to twenty institution-specific questions can be added as well.

The Faculty Survey is designed to be of immediate use to institutions. Participating institutions receive a detailed profile of their faculty members, as well as national normative data for faculty in similar types of institutions (e.g., private research universities, public four-year colleges, highly selective Catholic colleges, public two-year colleges). These campus profile reports, together with national normative data, provide important context for understanding the responses of ones faculty and administrators. Faculty Survey data are useful in a variety of program and policy areas including: institutional self-study and accreditation activities, campus planning and policy analysis, and faculty development programs. The normative data provided with the institutional reports is published in The American College Teacher. Additionally, participating campuses can obtain supplemental reports for groups of their respondents (e.g., by department or college) for a nominal fee.

Much of the information contained in this section came directly from the HERI web site. Go to http://www.gseis.ucla.edu/heri/heri.html for further information.
Data Subjects and Dissemination

University employees classified as EE01 and EE02 were selected to complete the survey. EE01 personnel are UA employees whose primary job is in administration, while EE02 classifies all employees whose primary job is as a faculty member. This resulted in a population of 983 members.

Respondents are categorized based on their major function at the University. These categories or types include Full-time undergraduate faculty (FTUG), Part-time undergraduate faculty (PTUG), Full-time academic administrators (ADMN), Graduate only faculty (GRAD), and Other (OTH). See Appendix B for further clarification of these types.

In all, 330 UA personnel responded to the survey. This produced a 33.7% response rate. Table 1 outlines the breakdown of the respondents by position type and sex.

**Table 1. Respondent Type by Sex.**

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>All</td>
<td>Male</td>
<td>Male</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td>FTUG</td>
<td>192</td>
<td>58.2</td>
<td>130</td>
<td>39.4</td>
<td>62</td>
<td>18.8</td>
</tr>
<tr>
<td>PTUG</td>
<td>34</td>
<td>10.3</td>
<td>28</td>
<td>8.5</td>
<td>6</td>
<td>1.8</td>
</tr>
<tr>
<td>ADMN</td>
<td>59</td>
<td>17.9</td>
<td>42</td>
<td>12.7</td>
<td>17</td>
<td>5.2</td>
</tr>
<tr>
<td>GRAD</td>
<td>56</td>
<td>17.0</td>
<td>40</td>
<td>12.1</td>
<td>16</td>
<td>4.8</td>
</tr>
<tr>
<td>OTH</td>
<td>14</td>
<td>4.2</td>
<td>11</td>
<td>3.3</td>
<td>3</td>
<td>0.9</td>
</tr>
<tr>
<td>Totals</td>
<td>330</td>
<td>100.0</td>
<td>229</td>
<td>69.3</td>
<td>101</td>
<td>30.6</td>
</tr>
</tbody>
</table>

The Office of Institutional Research & Assessment handled the distribution of the survey and the reporting of the results.
Results Summary

All data tables of the results provided by HERI are given in Appendix C, D, and E. This report distills the data by looking for notable variations in the respondents’ views. Comparisons are made by sex within UA’s respondents, and also overall with all other four-year institutions. More specifically, FTUG and ADMN respondents at UA are compared against the FTUG and ADMN averages for all four-year institutions.

One needs to keep in mind the disparate number of responses when the data is broken down by position type and sex. This makes some comparisons dubious in nature. Thus, comparisons within position type will be done, for the most part, only among FTUG, ADMN, and GRAD positions.

The survey is broken into various sections based on item themes. These sections were discussed separately below. Not all sections, however, were discussed.
Reasons noted as very important in your decision to pursue an academic career.

Comparisons by Sex within UA

The appeal of autonomy, intellectual freedom, research opportunities, and professional prestige were all factors deemed more important by male faculty members, regardless of position type. Male ADMN personnel, however, are much less likely than their male peers to view research as very important in their academic career. Females judged teaching opportunities and opportunities to influence social change more appealing.

Comparisons with all four-year Institutions

FTUG and ADMN faculty at UA assigned greater importance to their research opportunities versus teaching opportunities than the national average. UA ADMN personnel noted greater autonomy, intellectual freedom, freedom to pursue scholarly/teaching interests, and a flexible schedule more importantly in choosing an academic career than nationally.

General activities

Comparisons by Sex within UA

Males across position types indicated a greater likelihood to receive an award for outstanding teaching, as well as noting a greater tendency to say they will work beyond age 70. Ironically, male FTUG personnel were substantially less likely to have received an outstanding teaching award than male personnel in other position types. Females consistently noted that they, more so than males, produced research focusing on women, has a spouse that is an academic, was sexually harassed at the institution, and had their career interrupted for family reasons. Overall, females also indicated that they commuted a long distance to work, with the exception of PTUG and ADMN personnel.

Comparisons with all four-year Institutions

Nationally, FTUG faculty and ADMN personnel are much more likely to belong to a faculty union than FTUG faculty at UA. UA FTUG faculty and ADMN personnel are also less likely to commute a long distance to work, and more likely to have their spouse/partner work in the same city.

2001 Outstanding Commitment to Teaching Awards Recipients

Dr. Silas C. Blackstock - College of Arts and Sciences
Professor Cornelius Carter - College of Arts and Sciences
Dr. Wythe W. Holt, Jr. - UA School of Law
Dr. Amilcar Shabazz - College of Arts and Sciences

http://alumni.ua.edu/events.html
During the last two years, have you:

Comparisons by Sex within UA

Females of all position types were more likely to admit that they considered leaving academe for another job. Males, on the other hand, regardless of position type, chose to earn extra income while remaining in academe as paid consultants.

Comparisons with all four-year Institutions

No notable differences existed.

How many of the following have you published?

Comparisons by Sex within UA

Overall, males indicated they were much more prolific in publishing articles in academic or professional journals, publishing chapters in edited volumes, or publishing books, manuals, or monographs. Nearly seventy percent of females published ten or fewer articles, while almost two-thirds of males published more than ten. Strikingly, nearly one in five males had published more than 50 articles, while not a single female indicated likewise. The disparity between the sexes was not as pronounced with the other forms of publications.

Geographer Wins Research Honors Award

The Southeastern Division of the Association of American Geographers recently presented a University of Alabama geography professor with a Research Honors Award.

Dr. Gerald Webster, whose research focuses on political geography, Southern politics and electoral districting, received the honor.

Nationally recognized as one of the top authorities on the geography of American politics and government, Webster is a leading expert on the political geography of the South. He has offered expert testimony in court numerous times, including before the Supreme Court, on the issue of electoral redistricting.

http://research.ua.edu/geographer.html

Comparisons with all four-year Institutions

UA FTUG faculty and ADMN personnel indicated that they published considerably more journal articles and chapters in edited volumes than the national average.
During the past two years, have you engaged in any of the following activities?

Comparisons by Sex within UA

Male respondents noted a noticeably greater proclivity to teach an honors course, an interdisciplinary course, and to work with an undergraduate on a research project. Females were much more likely to have taught a women’s studies course, and slightly more likely to have taught an ethnic studies course.

Comparisons with all four-year Institutions

No notable differences existed.

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

Comparisons by Sex within UA

Efforts to reform the mission or purpose of the University, the role of the faculty and rewards, and the University’s governance were pursued more so by male members. Efforts to reform the curriculum and general education were equally divided between the sexes. ADMN personnel, both male and female, stood out as being more likely to be very involved in most of the categories, in particular the overall mission and purpose of the University, governance, and faculty roles and rewards.

Comparisons with all four-year Institutions

UA FTUG faculty were less likely to be involved in reform efforts than the national average, in all aspects of reform, including the overall mission or purpose, general education, faculty role/rewards, governance, and curriculum. UA ADMN personnel were also less likely to be involved in reform for overall mission or purpose, general education, and curriculum. They were, however, slightly more involved with faculty role/rewards and governance.

How many hours per week on average do you spend on:

Comparisons by Sex within UA

Males and females, overall, differ little on hours spend on scheduled teaching, teaching preparation, advising, committee work, and community service. Male personnel, however, spent much more time doing research and scholarly writing, and outside consulting work. More specifically, ADMN personnel, not surprisingly, spend much more time in committee functions and other administration functions, while the faculty position types focus more on scheduled teaching and teaching preparation and research and scholarly writing.
Comparisons with all four-year Institutions

UA FTUG faculty indicated spending noticeably less time in scheduled teaching and teaching preparation, advising and counseling of students, and committee work than the national average. UA FTUG faculty, however, spend much more time doing research and scholarly writing.

Factors noted as very important in your decision to work at this university.

Comparisons by Sex within UA

The institution’s emphasis on teaching, prestige of the department, salary and benefits, geographic location, spouse job opportunities, and other personal/family considerations were factors deemed more important by female respondents than their male counterparts. Males, on the other hand, more so preferred the institution’s emphasis on research, the research facilities, the prestige of the institution, as well as their offered academic rank. Male ADMN personnel, however, were much less concerned with the research aspect, for both the institutional emphasis and facilities, than their peers. This was not the case for female ADMN personnel. Female ADMN respondents took geographic location noticeably more seriously than any other position type, male or female.

Comparisons with all four-year Institutions

UA FTUG faculty noted the importance of the institutional emphasis on research, while nationally faculty focused much more so on a teaching emphasis. The institution’s geographic location also played a greater role nationally than among UA faculty. The institutional emphasis on teaching or research, the prestige of the institution or department, and one’s colleagues were considerably less important for UA ADMN personnel than nationally.

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

Comparisons by Sex within UA

One’s parents exhibited more influence among female respondents to pursue an academic career, while other academics, either undergraduate or graduate faculty and advisors, played a more substantial role among males.

Comparisons with all four-year Institutions

No notable differences existed.
Goals for undergraduates noted as very important or essential.

Comparisons by Sex within UA

Overall, female respondents viewed preparation for employment as more important, while males placed more emphasis on preparation for a graduate or advanced education. Females were also much more likely to view as more important the development of moral character, provide for students’ emotional development, student preparation for family living, responsible citizenship, enhance students’ self-understanding, and to appreciate other racial/ethnic groups than their male peers. Curiously, male ADMN respondents viewed the development of a students’ personal values and emotional development much more important than most other position types, regardless of sex.

Comparisons with all four-year Institutions

FTUG faculty nationally viewed the development of moral character and emotional development among students as more essential than UA FTUG faculty.

Personal goals noted as very important or essential.

Comparisons by Sex within UA

In this section, males, ironically, perceive raising a family much more importantly than females. Females, however, view their personal ability to influence social values, to promote racial understanding, and to integrate spirituality into their lives more desirable than males.

Comparisons with all four-year Institutions

ADMN personnel nationally view influencing social values, raising a family, and helping others who are in difficulty as more important or essential than UA administrators.
Agrees strongly or somewhat:

Comparisons by Sex within UA

Male respondents see women faculty and gay and lesbian faculty as being treated more fairly at UA than the female respondents do. Undoubtedly related to this is the desire by female respondents to hire more females on campus. Females also, much more so than males, see a greater need for ethnic diversity to be reflected in the curriculum. Females believe there is more racial conflict on campus and see the student body as better prepared academically than males. Male ADMN personnel see the least amount, by far, of racial conflict among all male and female position types. Male FTUG faculty perceive the least need for more female faculty among all position types between the sexes. GRAD faculty stood out among the other male position types in believing most students are well-prepared academically. This could be because of their limited exposure to undergraduate students.

Comparisons with all four-year Institutions

Fewer UA FTUG faculty see students as well-prepared academically than the national FTUG average. There is also a large disparity between UA FTUG faculty and the national average regarding the perceptions of how gay and lesbian faculty are treated. Overall, the perception that gay and lesbian faculty are treated fairly is higher nationally than at UA. UA ADMN personnel also see UA students as less well-prepared academically than nationally.

Issues believed to be of high or highest priority at your college or university.

Comparisons by Sex within UA

Females saw developing a sense of community between faculty and students and the development of leadership skills among students as a higher priority at UA than males. Females also, more so than males, were consistent in believing that the prestige and national image of the University was a top priority. Within the position types female ADMN personnel felt strongest, regardless of position type and sex, about developing a sense of community among students and faculty. Male ADMN respondents similarly felt strongest among their male peers about the development of student leadership abilities. Overall there was little difference between the sexes and among most position types, however, female GRAD personnel viewed the promotion of religious/spiritual development much more prominently at UA than all others.
Comparisons with all four-year Institutions

FTUG faculty nationally see the institution as having a higher priority when it comes to helping students understand their personal values, helping students bring about societal change, and to facilitate involvement in community service than do UA FTUG faculty. UA FTUG faculty also perceived a higher priority is placed on maintaining institutional prestige and the enhancement of the University’s national image than the overall four-year institutional averages. ADMN personnel nationally, likewise, view helping students understand their personal values, and to facilitate community service as a higher priority than UA administrators. UA ADMN personnel also viewed the enhancement of UA’s national image, and it’s institutional prestige as a higher priority than nationally.

Attributes noted as being very descriptive of your institution.

Comparisons by Sex within UA

Males generally saw the faculty at odds with campus administrators, especially male FTUG faculty. Males also viewed student access to faculty outside of regular office hours as higher than females. Females perceived more respect among the faculty than males.

Comparisons with all four-year Institutions

UA FTUG faculty and ADMN personnel saw social activities as overemphasized much more so than the national averages.

Aspects of job noted as satisfactory or very satisfactory.

Comparisons by Sex within UA

Male respondents, overall, were more satisfied with their salary and fringe benefits, their opportunity for scholarly pursuits, and job security. Females, on the other hand, were more content with their overall job, the social relationships they have with other faculty, and with the quality of students. More specifically, male and female ADMN personnel and male GRAD personnel were much more satisfied with their salary and fringe benefits than FTUG faculty.

Comparisons with all four-year Institutions

UA FTUG faculty were less satisfied with their salary and benefits and the quality of students than the overall averages.
Factors noted as sources of stress during the last two years.

Comparisons by Sex within UA

All in all, females noted many more factors for which they found stressful than males. Managing household responsibilities, one’s physical health, time pressures, a lack of personal time, subtle discrimination, keeping up with technology, their physical health, and their promotion process all were factors where stress, overall, substantially exceeded that of their male counterparts. Female ADMN personnel indicated much less stress about discrimination and the promotion process than female FTUG faculty.

Comparisons with all four-year Institutions

UA FTUG faculty noted more stress related to research and publishing demands, but substantially less stress associated with one’s teaching load than the four-year institutional averages.

Evaluation methods used in most or all undergraduate classes.

Comparisons by Sex within UA

Male FTUG faculty relied more so on essay exams and weekly assignments, short-answer quizzes, and research papers. Female FTUG faculty were more inclined to use multiple-choice exams, require student presentations, and students’ evaluations of each others’ work in their grading practices. Male faculty were also more likely to grade on a curve.

Comparisons with all four-year Institutions

No notable differences existed.

How would you characterize your political views?

Comparisons by Sex within UA

Overall, the UA respondents overwhelmingly characterize themselves as either liberal or middle-of-the-road. The majority of female FTUG faculty indicated they are liberal, more so than any other male or female position type. Female ADMN respondents, however, indicated they were the least liberal, stating exceedingly that they were middle-of-the-road.
Comparisons with all four-year Institutions

The political views of UA FTUG faculty seemingly mirrored those nationally for all four-year institutions. ADMN personnel nationally were more polarized, with a greater percentage indicating liberal and conservative than UA administrators.

Additional University-specific questions

Does the University provide adequate support for your own research, such as support for travel, facilities, personnel, release time, etc.?

<table>
<thead>
<tr>
<th>Overall %</th>
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<tbody>
<tr>
<td>14.0</td>
<td>Always</td>
</tr>
<tr>
<td>31.5</td>
<td>Usually</td>
</tr>
<tr>
<td>36.2</td>
<td>Sometimes</td>
</tr>
<tr>
<td>14.0</td>
<td>Never</td>
</tr>
<tr>
<td>4.3</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

In general, females, much more so than males, indicated that research support was not applicable to them.

Merit raises are allocated according to published objective criteria in your department.

<table>
<thead>
<tr>
<th>Overall %</th>
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</tr>
</thead>
<tbody>
<tr>
<td>16.0</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>25.1</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>21.8</td>
<td>Neutral</td>
</tr>
<tr>
<td>19.3</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>17.8</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Where do you think your salary at UA is in comparison to the median salary in your discipline?

<table>
<thead>
<tr>
<th>Overall %</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>12.5</td>
<td>Meets</td>
</tr>
<tr>
<td>5.0</td>
<td>Above</td>
</tr>
<tr>
<td>81.4</td>
<td>Below</td>
</tr>
</tbody>
</table>

Females were slightly more likely to state that their salary was below the median in their discipline.
If given a choice, which employment option would you choose?

Overall %
- 78.7 Tenure track
- 21.3 Multi-year contract

Male respondents, in particular FTUG and PTUG faculty, stated a preference for tenure track positions.

The University should expand its program offerings via distance education?

Overall %
- 13.3 Strongly agree
- 26.5 Somewhat agree
- 29.0 Neutral
- 16.5 Somewhat disagree
- 14.7 Strongly disagree

Do you feel like you are an integral part of the University?

Overall %
- 17.3 Always
- 36.8 Usually
- 30.3 Sometimes
- 13.0 Hardly ever
- 2.5 Never

Please characterize your level of satisfaction with your current workload.

Overall %
- 31.9 Very satisfied
- 33.3 Somewhat satisfied
- 11.5 Neither satisfied nor dissatisfied
- 17.2 Somewhat dissatisfied
- 6.1 Very dissatisfied
The general education core curriculum at UA does the job it is designed to do.

<table>
<thead>
<tr>
<th>Overall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3</td>
</tr>
<tr>
<td>42.2</td>
</tr>
<tr>
<td>26.4</td>
</tr>
<tr>
<td>16.2</td>
</tr>
<tr>
<td>6.9</td>
</tr>
</tbody>
</table>

8.3 Strongly agree
42.2 Somewhat agree
26.4 Neutral
16.2 Somewhat disagree
6.9 Strongly disagree

Male respondents expressed a little more concern about the education provided by the core curriculum.

Students in all disciplines should be evaluated on their written and oral communication before graduation.

<table>
<thead>
<tr>
<th>Overall %</th>
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</thead>
<tbody>
<tr>
<td>47.3</td>
</tr>
<tr>
<td>38.7</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>3.6</td>
</tr>
<tr>
<td>0.4</td>
</tr>
</tbody>
</table>

47.3 Strongly agree
38.7 Somewhat agree
10.0 Neutral
3.6 Somewhat disagree
0.4 Strongly disagree

Students in all disciplines should be evaluated on their mathematical skills before graduation.

<table>
<thead>
<tr>
<th>Overall %</th>
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<tbody>
<tr>
<td>28.7</td>
</tr>
<tr>
<td>39.4</td>
</tr>
<tr>
<td>20.1</td>
</tr>
<tr>
<td>5.4</td>
</tr>
<tr>
<td>6.5</td>
</tr>
</tbody>
</table>

28.7 Strongly agree
39.4 Somewhat agree
20.1 Neutral
5.4 Somewhat disagree
6.5 Strongly disagree

The University should investigate other methods of teaching evaluation to supplement student evaluation.

<table>
<thead>
<tr>
<th>Overall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.4</td>
</tr>
<tr>
<td>34.4</td>
</tr>
<tr>
<td>15.4</td>
</tr>
<tr>
<td>5.0</td>
</tr>
<tr>
<td>0.7</td>
</tr>
</tbody>
</table>

44.4 Strongly agree
34.4 Somewhat agree
15.4 Neutral
5.0 Somewhat disagree
0.7 Strongly disagree
Current policies at UA are supportive of research and creative activity in my discipline.

<table>
<thead>
<tr>
<th>Overall %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27.1</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>42.6</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>13.4</td>
<td>Neutral</td>
</tr>
<tr>
<td>12.3</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>4.7</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

UA’s highest budget priority for next year should be:

<table>
<thead>
<tr>
<th>Overall %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>86.2</td>
<td>Faculty and staff compensation</td>
</tr>
<tr>
<td>1.8</td>
<td>Marketing and student recruitment</td>
</tr>
<tr>
<td>1.1</td>
<td>Reduction of required teaching load</td>
</tr>
<tr>
<td>6.5</td>
<td>Upgrading facilities and equipment</td>
</tr>
<tr>
<td>4.4</td>
<td>Diversifying faculty and staff</td>
</tr>
</tbody>
</table>

Male respondents indicated a greater priority for faculty and staff compensation than their female counterparts. This feeling was most pronounced among male ADMN and PTUG members.

UA’s lowest budget priority for next year should be:

<table>
<thead>
<tr>
<th>Overall %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.4</td>
<td>Faculty and staff compensation</td>
</tr>
<tr>
<td>15.8</td>
<td>Marketing and student recruitment</td>
</tr>
<tr>
<td>45.1</td>
<td>Reduction of required teaching load</td>
</tr>
<tr>
<td>9.9</td>
<td>Upgrading facilities and equipment</td>
</tr>
<tr>
<td>28.9</td>
<td>Diversifying faculty and staff</td>
</tr>
</tbody>
</table>

The University should place highest priority on the following faculty affairs issue for next academic year:

<table>
<thead>
<tr>
<th>Overall %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50.6</td>
<td>Improving employee benefit package</td>
</tr>
<tr>
<td>10.0</td>
<td>Strengthening faculty governance</td>
</tr>
<tr>
<td>19.3</td>
<td>Improving the faculty evaluation process</td>
</tr>
<tr>
<td>4.5</td>
<td>Tightening faculty promotion guidelines</td>
</tr>
<tr>
<td>15.6</td>
<td>Improving technical support for computers</td>
</tr>
</tbody>
</table>

Notable differences exist between the sexes here. Males overall, and in particular PTUG and ADMN members, gave a much greater priority to improving employee benefit packages, and slightly more priority to strengthening faculty governance. Females gave much more weight to improving technical support, and less so to tightening promotion guidelines and improving the evaluation process.
The University should place highest priority on the following student life issue for next academic year:

Overall %

31.1 Improving the caliber of incoming students
7.7 Initiating a centralized advising system for incoming students
13.9 Desegregating the Greek system
33.7 Enhancing academic standards for students
13.6 Initiatives to address alcohol, drug abuse, and party image problems

Males saw a much greater need to improve the caliber of incoming students. This was most pronounced among FTUG and PTUG faculty. Females saw a greater need to address the social problems associated with substance abuse and the image of the University.

In your opinion, annual performance reviews of tenured faculty should be based on:

Overall %

3.3 Primarily research and publications
5.5 Primarily teaching
24.8 Research, publications, and teaching
60.2 Research, publications, teaching and participation in departmental, college, and university-wide committees
6.2 I do not believe tenured faculty should be reviewed

Females were more likely to take a more comprehensive view for performance reviews that included research, publications, teaching, and committee participation.

As a faculty member of UA, I am generally optimistic about the University’s current situation and immediate future with regards to finances.

Overall %

1.1 Strongly agree
10.1 Somewhat agree
11.6 Neutral
33.0 Somewhat disagree
44.2 Strongly disagree

As a faculty member of UA, I am generally optimistic about the University’s current situation and immediate future with regards to national reputation.

Overall %

5.8 Strongly agree
38.0 Somewhat agree
22.1 Neutral
23.2 Somewhat disagree
10.9 Strongly disagree
What is your opinion of the relative balance of undergraduate, graduate, and professional enrollment at UA today?

Overall %

14.6 Need more emphasis on undergraduate education
31.4 Need more emphasis on graduate education
4.2 Need more emphasis on professional education
49.4 About right relative balance now

In general, males viewed a greater need on undergraduate and graduate education, while females saw it as just right or more emphasis on a professional education.