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## Utica College 2006 Faculty Survey

\* indicates required question

Questions 1 - 37 used by permission of Higher Education Research Institute, UCLA

1. **What is your principal activity in your current position at this institution? \***

- Administration
- Teaching
- Research
- Services to clients and patients
- Other

2. **Are you considered a full-time employee of your institution for at least nine months of the current academic year? \***

- Yes
- No

3. **Your sex \***

- Male
- Female

4. **What is your present academic rank? \***

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor
- Other

5. **What is your administrative title? \***

- Not applicable
- Director, coordinator, or administrator of an institute, center, lab, or specially-funded program
- Department Coordinator or Director
- Dean
- Associate or Assistant Dean
- Vice-President, Provost, Vice-Chancellor
- President, Chancellor
- Other

6. **Are you currently: \***

- Married
- Unmarried, living with partner
- Single

7. **Have you ever been: (Mark all that apply)**

- Divorced
- Widowed
- Separated

8. If you were to begin your career again, would you still want to be a college professor? \*

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

9. Racial/Ethnic group: (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian
- Asian American/Asian
- Mexican American/Chicano
- Puerto Rican American
- Other Latino
- Other

10. How many children do you have in the following age ranges?

	0	1	2	3	4+
a. 0 - 4 years old *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 5 - 12 years old *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 13 - 17 years old *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 18 - 23 years old *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 24 years old or older *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Do your interests lie primarily in teaching or research? \*

- Very heavily in research
- In both, but leaning toward research
- In both, but leaning toward teaching
- Very heavily in teaching

12. On the following list, please mark one in each column:

	Highest Degree Earned	Degree Currently Working On
a. Bachelor's (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
b. Master's (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
c. LL.B., J.D.	<input type="radio"/>	<input type="radio"/>
d. M.D., D.D.S. (or equivalent)	<input type="radio"/>	<input type="radio"/>
e. Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	<input type="radio"/>	<input type="radio"/>
f. Ed.D.	<input type="radio"/>	<input type="radio"/>
g. Ph.D.	<input type="radio"/>	<input type="radio"/>
h. Other Degree	<input type="radio"/>	<input type="radio"/>
i. None	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
a. Taught an honors course *	<input type="radio"/>	<input type="radio"/>
b. Taught an interdisciplinary course *	<input type="radio"/>	<input type="radio"/>



i. Community or public service *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Outside consulting/freelance work *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Household/childcare duties *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	0	1	2	3	4	5+
a. General education courses *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other BA or BS undergraduate credit courses *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Non-BA credit courses (developmental/remedial) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Graduate courses *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Indicate the importance to you of each of the following education goals for undergraduate students:

	Essential	Very Important	Somewhat Important	Not Important
a. Develop ability to think clearly *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Prepare students for employment after college *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepare students for graduate or advanced education *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop moral character *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide for students' emotional development *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Prepare students for family living *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teach students the classic works of Western civilization *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Help students develop personal values *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Enhance the out-of-class experience of students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Enhance students' self-understanding *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Instill in students a commitment to community service *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Prepare students for responsible citizenship *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Enhance students' knowledge of and appreciation for other racial/ethnic groups *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Study a foreign language *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How influential were the following people in your decision to pursue an academic career?

	Very Influential	Somewhat Influential	Not Influential
a. Father *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mother *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other relatives *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Undergraduate faculty or advisor *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Graduate faculty or advisor *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How many of the following have you published?

	None	1-2	3-4	5-10	11-20	21-50	51+
a. Articles in academic or professional journals *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Chapters in edited volumes *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Books, manuals, or monographs *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How many exhibitions or performances in the fine or applied arts have you presented? \*

None

- 1-2
- 3-4
- 5-10
- 11-20
- 21-50
- 51+

23. How many of your professional writings have been published or accepted for publication in the last two years? \*

- None
- 1-2
- 3-4
- 5-10
- 11-20
- 21-50
- 51+

24. For each of the following items, please mark either Yes or No:

	Yes	No
a. Have you ever held an academic administrative/coordinator/director post? *	<input type="radio"/>	<input type="radio"/>
b. Have you ever received an award for outstanding teaching? *	<input type="radio"/>	<input type="radio"/>
c. Do you commute a long distance to work? *	<input type="radio"/>	<input type="radio"/>
d. Has any of your research or writing focused on women? *	<input type="radio"/>	<input type="radio"/>
e. Does your spouse/partner work in the same city?	<input type="radio"/>	<input type="radio"/>
f. Is your spouse/partner an academic?	<input type="radio"/>	<input type="radio"/>
g. Has any of your research or writing focused on racial or ethnic minorities? *	<input type="radio"/>	<input type="radio"/>
h. Were you born in the USA? *	<input type="radio"/>	<input type="radio"/>
i. Are you a U.S. citizen? *	<input type="radio"/>	<input type="radio"/>
j. Have you ever interrupted your professional career for more than one year for family reasons? *	<input type="radio"/>	<input type="radio"/>
k. Have you been sexually harassed at this institution? *	<input type="radio"/>	<input type="radio"/>
l. Do you plan on working beyond age 70? *	<input type="radio"/>	<input type="radio"/>
m. Are you a member of a faculty union? *	<input type="radio"/>	<input type="radio"/>
n. Is (or was) your father an academic? *	<input type="radio"/>	<input type="radio"/>
o. Is (or was) your mother an academic? *	<input type="radio"/>	<input type="radio"/>

During the last two years, have you:

	Yes	No
a. Received at least one firm job offer? *	<input type="radio"/>	<input type="radio"/>
b. Developed a new course? *	<input type="radio"/>	<input type="radio"/>
c. Considered early retirement? *	<input type="radio"/>	<input type="radio"/>
d. Considered leaving academe for another job? *	<input type="radio"/>	<input type="radio"/>
e. Taught courses at more than one institution during the same term? *	<input type="radio"/>	<input type="radio"/>
f. Served as a paid consultant? *	<input type="radio"/>	<input type="radio"/>
g. Requested/sought an early promotion? *	<input type="radio"/>	<input type="radio"/>

25. How important were each of the following in your decision to work at Utica College?

	Very Important	Somewhat Important	Not Important	A Deterrent
a. Institutional emphasis on teaching *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Institutional emphasis on research *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Prestige of institution *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Prestige of department *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Salary/benefits *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Research facilities *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Academic rank offered *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Colleagues *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Geographic location *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Job opportunities for spouse *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other personal/family considerations *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Indicate how important you believe each priority listed below is at Utica College:

	Highest Priority	High Priority	Medium Priority	Low Priority
a. To promote the intellectual development of students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To help students examine and understand their personal values *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To develop a sense of community among students and faculty *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To develop leadership ability among students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To facilitate student involvement in community service *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To help students learn how to bring about change in American society *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To increase or maintain institutional prestige *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. To hire faculty "stars" *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. To recruit more minority students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. To enhance the institution's national image *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. To create a diverse multi-cultural campus environment *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. To promote the religious/spiritual development of students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. To mentor new faculty *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Below are some statements about Utica College. Indicate the extent to which you agree or disagree with each of the following:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
a. Faculty are interested in students' personal problems *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Racial and ethnic diversity should be more strongly reflected in the curriculum *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Faculty feel that most students are well-prepared academically *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This institution should hire more faculty of color *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student Affairs staff have the support and respect of faculty *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Faculty are committed to the welfare of this institution *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Faculty here are strongly interested in the academic problems of undergraduates *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. There is a lot of campus racial conflict here *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Many courses include feminist perspectives *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Faculty of color are treated fairly here *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Women faculty are treated fairly here *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Many courses involve students in community service *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

m.	This institution should hire more women faculty *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n.	Most students are strongly committed to community service *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o.	Gay and lesbian faculty are treated fairly here *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p.	My research is valued by faculty in my department *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q.	My teaching is valued by faculty in my department *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very Involved	Minimally Involved	Not Involved
a. Overall mission, purpose *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. General education *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Faculty roles/rewards *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Governance *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Curriculum *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How important are each of the following in your decision to pursue an academic career?

	Very Important	Somewhat Important	Not Important
a. Autonomy *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Flexible schedule *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Intellectual challenge *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Intellectual freedom *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Freedom to pursue my scholarly/teaching interests *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Opportunities for teaching *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Opportunities for research *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Occupational prestige/professional status *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Opportunity to influence social change *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

	Extensive	Somewhat	Not At All
a. Managing household responsibilities *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Child care *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Care of elderly parent *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My physical health *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Review/promotion process *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Subtle discrimination (e.g., prejudice, racism, sexism) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Personal finances *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Committee work *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Faculty meetings *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Colleagues *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Research or publishing demands *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Institutional procedures and "red tape" *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Teaching load *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Children's problems *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Marital friction *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Time pressures *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

r. Lack of personal time *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Keeping up with information technology *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. How satisfied are you with the following aspects of your job?

	Very Satisfied	Satisfied	Maginally Satisfied	Not Satisfied	Not Applicable
a. Salary and fringe benefits *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Opportunity for scholarly pursuits *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teaching load *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Quality of students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Office/lab space *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Autonomy and independence *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Professional relationships with other faculty *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Social relationships with other faculty *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Competency of colleagues *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Visibility for jobs at other institutions/organizations *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Job security *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Relationships with administration *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Overall job satisfaction *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Opportunity to develop new ideas *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Availability of child care at this institution *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Indicate how well each of the following describes Utica College:

	Very Descriptive	Somewhat Descriptive	Not Descriptive
a. It is easy for students to see faculty outside of regular office hours *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is a great deal of conformity among the students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The faculty are typically at odds with campus administrators *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Faculty here respect each other *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Most students are treated like "numbers in a book" *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Social activities are overemphasized *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students here do not usually socialize with one another *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Faculty are rewarded for being good teachers *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. In how many of the undergraduate courses that you teach do you use each of the following? Evaluation Methods:

	All	Most	Some	None
a. Multiple-choice mid-term and/or final exams *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Essay mid-term and/or final exams *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Short-answer mid-term and/or final exams *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Quizzes *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Weekly essay assignments *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student presentations *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Term/research papers *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student evaluations of each others' work *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Grading on a curve *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



j. Competency-based grading \*

Instructional Techniques/Methods:

	All	Most	Some	None
a. Class discussions *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Computer or machine-aided instruction *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Cooperative learning (small groups) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Experiential learning/Field studies *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching assistants *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Recitals/Demonstrations *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Group projects *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Independent projects *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Extensive lecturing *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Multiple drafts of written work *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Readings on racial and ethnic issues *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Readings on women and gender issues *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Student-developed activities *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Student-selected topics for course content *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Community service as part of coursework *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. What is the highest level of education reached by your spouse/partner? \*

- 8th grade or less
- Some high school
- Completed high school
- Some college
- Graduated from college
- Attended graduate or professional school
- Attained advanced degree
- Does not apply (No spouse or partner)

What is the highest level of education reached by your father? \*

- 8th grade or less
- Some high school
- Completed high school
- Some college
- Graduated from college
- Attended graduate or professional school
- Attained advanced degree

What is the highest level of education reached by your mother? \*

- 8th grade or less
- Some high school
- Completed high school
- Some college
- Graduated from college
- Attended graduate or professional school
- Attained advanced degree

35. Please indicate your agreement with each of the following statements:

Agree  Agree  Disagree  Disagree

	Strongly	Somewhat	Somewhat	Strongly
a. Western civilization and culture should be the foundation of the undergraduate curriculum *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. College officials have the right to ban persons with extreme views from speaking on a campus *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The chief benefit of a college education is that it increases one's earning power *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Promoting diversity leads to the admission of too many underprepared students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Colleges should be actively involved in solving social problems *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Tenure is an outmoded concept *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Colleges should encourage students to be involved in community service activities *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Community service should be given weight in college admissions decisions *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Tenure is essential to attract the best minds to academe *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A racially/ethnically diverse student body enhances the educational experience of all students *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. External pressures often prevent researchers from being completely objective in the conduct of their work *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. How would you characterize your political views? \*

- Far Left
- Liberal
- Middle-of-the-Road
- Conservative
- Far Right

37. Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
a. Becoming an authority in my field *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Influencing the political structure *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Influencing social values *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Raising a family *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Being very well-off financially *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Helping others who are in difficulty *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Becoming involved in programs to clean up the environment *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Developing a meaningful philosophy of life *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Helping to promote racial understanding *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Obtaining recognition from my colleagues for contributions to my special field *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Integrating spirituality into my life *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Being a good colleague *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Being a good teacher *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Achieving congruence between my own values and institutional values *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the purpose of the remaining questions, the following definitions should be used:

**Administration** - refers to the President and non-academic administrative offices

**Academic Leadership** - refers to the VP of Academic Affairs, Divisional Deans, and department/program coordinators and directors

38. Below are statements about Utica College. Select one response for each statement.

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Unable to Respond
a. Decisions made by administration are communicated to faculty in a timely and effective manner. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Decisions made by academic leadership are communicated to faculty in a timely and effective manner. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Board of Trustee deliberations and decisions are communicated to faculty in a timely and effective manner. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The governance structure facilitates communication between the different college constituencies. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Faculty interests are adequately represented in the current governance structure. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The Faculty Senate is an effective forum for faculty deliberations. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Faculty, administration, and the Board of Trustees share a sense of common purpose. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Faculty and academic leadership share a sense of common purpose. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. There is an atmosphere of mutual respect and trust between faculty and administration. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. There is an atmosphere of mutual respect and trust between faculty and academic leadership. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. There is an atmosphere of mutual respect and trust between faculty and the Board of Trustees. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. U.C. has a sense of identity and a mission that is reflected in administrative decision-making. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Academic planning is clearly linked to the college mission. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Faculty are significantly involved in strategic planning at the institutional level. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. The U.C. mission statement is supported by the faculty. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Faculty and administration share a vision for the future of U.C. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. The College is investing in and adapting its technological resources and services in ways that adequately support teaching and learning for my students. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. The administrative information system (Banner) and Banner Web promote effective administration of day-to-day operations at Utica College. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Sufficient Banner staff and support are in place to allow for the effective administration of day-to-day operations at Utica College. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. I would like to play a greater role in undergraduate student recruitment activities such as open houses, information sessions, and individual communications with prospective students. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. I would like to play a greater role in <b>graduate</b> student recruitment activities such as open houses, information sessions, and individual communications with prospective students. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. The results of assessment outcomes have been used to strengthen the College's academic programs. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Courses taught by adjunct faculty at Utica College are of the appropriate content and depth. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

x.	Academic planning at the institutional level is clearly linked to assessment outcomes. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y.	Students graduate from Utica College demonstrating the skills identified in the goals for general education. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z.	The College has adequate resources to substantially deliver the educational program articulated in its mission. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa.	The College efficiently and effectively allocates resources (human, financial, technical, physical facilities) in accordance with its strategic plan and institutional goals. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb.	Utica College's strategic and operational planning processes effectively and efficiently support the College's mission and institutional goals, and promote growth. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc.	The administrative organization of the College promotes effective communication among constituencies at the College. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd.	The courses I teach are of the appropriate content and depth for the level of the course. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ee.	The courses I teach are linked to the curricular goals of my program(s). *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ff.	The content of courses I teach takes into account current research findings. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gg.	Students graduating from the program(s) in which I teach demonstrate that they meet the articulated goals of the program(s). *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hh.	Courses taught by adjunct faculty in my program(s) are of the appropriate content and depth. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii.	The results of assessment outcomes have been used to strengthen the academic program(s) in which I teach. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jj.	Students graduate from my program demonstrating the skills identified in the goals for general education. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kk.	I respond to different learning styles and abilities by varying the way I provide instruction. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ll.	When I have sought information relating to the procedures and standards used by my division and the College for reappointing untenured faculty, granting of tenure, promoting faculty, and/or reviewing post tenure faculty, it has been available. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. **In my advising I specifically discuss with students the importance of achieving the general education goals. \***

- Always
- Sometimes
- Seldom
- Never
- Unable to Respond

40. **What do you think should be a priority of academic leadership this year? \***

- Implementing general education reform
- Faculty development
- Academic space including faculty offices
- Integrating technology into the classroom
- Other

41. **Below are some statements about Utica College. Select one response for each statement.**

	Improved Significantly	Improved Somewhat	Not Improved	Worse Now Than Before	Unable to Respond
a. Ineffective communication has been identified as an issue at U.C. in the past. Compared to 3 years ago, what is your impression of overall communication? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Compared to 3 years ago, what is your impression of the relationship between faculty on the one hand and administration and the Board of Trustees on the other? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Compared to 3 years ago, what is your impression of the relationship between faculty on the one hand and academic leadership on the other? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Compared to 3 years ago, what is your impression of the College's mechanisms for planning and assessment? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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