

2004-05 HERI Faculty Survey

Oberlin Peer Group

		Oberlin	Peer Group
Q.25 INSTITUTIONAL DESCRIPTORS:			
Easy to See Faculty Outside Office Hours	Not Descriptive		0.3%
	Somewhat Descriptive	10.5%	5.9%
	Very Descriptive	89.5%	93.8%
Faculty at Odds with Administration	Not Descriptive	13.8%	55.7%
	Somewhat Descriptive	69.1%	37.2%
	Very Descriptive	17.0%	7.1%
Faculty Here Respect Each Other	Not Descriptive		2.5%
	Somewhat Descriptive	49.5%	30.4%
	Very Descriptive	50.5%	67.1%
Students Treated Like "Numbers in Book"	Not Descriptive	98.9%	98.8%
	Somewhat Descriptive	1.1%	1.2%
Social Activities Overemphasized	Not Descriptive	92.6%	74.8%
	Somewhat Descriptive	6.3%	21.4%
	Very Descriptive	1.1%	3.7%
Faculty Rewarded for Good Teaching	Not Descriptive	9.5%	12.1%
	Somewhat Descriptive	66.3%	42.9%
	Very Descriptive	24.2%	45.0%
Respect for Diverse Values & Beliefs	Not Descriptive	9.5%	7.1%
	Somewhat Descriptive	35.8%	38.2%
	Very Descriptive	54.7%	54.7%
Fac Rewarded for Using Instruct Tech	Not Descriptive	27.4%	24.2%
	Somewhat Descriptive	63.2%	53.7%
	Very Descriptive	9.5%	22.0%
Fac Rewarded for Work w/Underprep Stds	Not Descriptive	60.0%	51.1%
	Somewhat Descriptive	34.7%	37.5%
	Very Descriptive	5.3%	11.5%

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Q.26 EXTENT TO WHICH YOU:			
Do Acad Work that Spans Mult Discipline	Not at all	17.9%	12.4%
	To some extent	47.4%	46.6%
	To a great extent	34.7%	41.0%
Grad Schl Prepared you as Fac Mentor	Not at all	17.0%	22.6%
	To some extent	58.5%	53.3%
	To a great extent	24.5%	24.1%
Experience Joy in Your Work	Not at all	1.1%	0.3%
	To some extent	36.8%	27.7%
	To a great extent	62.1%	72.0%
Feel Good about Direction of Your Life	Not at all	2.1%	1.6%
	To some extent	40.0%	30.7%
	To a great extent	57.9%	67.7%
Engage in Self-reflection	Not at all	1.1%	1.2%
	To some extent	31.6%	28.0%
	To a great extent	67.4%	70.7%
Balance Between Personal/Prof Life	Not at all	17.9%	15.8%
	To some extent	53.7%	55.3%
	To a great extent	28.4%	28.9%
Work Add Meaning to Your Life	Not at all	3.2%	1.2%
	To some extent	29.5%	21.7%
	To a great extent	67.4%	77.0%
Consider Yourself Religious Person	Not at all	63.2%	61.1%
	To some extent	18.9%	22.4%
	To a great extent	17.9%	16.5%
Consider yourself Spritual Person	Not at all	35.8%	28.9%
	To some extent	32.6%	39.8%
	To a great extent	31.6%	31.4%
Engage in Regular Exercise	Not at all	9.5%	9.0%
	To some extent	48.4%	45.7%
	To a great extent	42.1%	45.3%
Eat a Well-balanced Diet	Not at all	3.2%	5.0%
	To some extent	41.1%	40.1%
	To a great extent	55.8%	55.0%
Get Adequate Amounts of Sleep	Not at all	14.7%	15.9%
	To some extent	44.2%	53.3%
	To a great extent	41.1%	30.8%
Engage on Prayer/Meditation	Not at all	65.3%	62.5%
	To some extent	26.3%	24.7%
	To a great extent	8.4%	12.8%
Have Alignment Btwn Work/Personal Values	Not at all	3.2%	3.1%
	To some extent	38.9%	34.2%
	To a great extent	57.9%	62.7%
Seek Oppties to Grow Spiritually	Not at all	52.1%	42.8%
	To some extent	29.8%	40.3%
	To a great extent	18.1%	16.9%

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Have to Work Harder to be Legitimate	Not at all	55.8%	51.9%
	To some extent	30.5%	28.1%
	To a great extent	13.7%	20.0%

Q.27 AGREEMENT WITH STATEMENTS:			
Fac Interested in Students' Problems	Disagree Strongly		0.9%
	Disagree Somewhat	10.6%	12.1%
	Agree Somewhat	59.6%	61.9%
	Agree Strongly	29.8%	25.1%
Reflect Diversity More Strongly in Curric	Disagree Strongly	13.8%	7.5%
	Disagree Somewhat	55.3%	40.8%
	Agree Somewhat	26.6%	37.9%
	Agree Strongly	4.3%	13.8%
Students Well Prepared Academically	Disagree Strongly		0.6%
	Disagree Somewhat	23.2%	8.7%
	Agree Somewhat	55.8%	54.0%
	Agree Strongly	21.1%	36.6%
Faculty Interested in Stud's Acad Probs	Disagree Strongly		0.3%
	Disagree Somewhat	5.3%	3.7%
	Agree Somewhat	38.9%	27.6%
	Agree Strongly	55.8%	68.3%
A Lot of Racial Conflict Here	Disagree Strongly	42.1%	51.7%
	Disagree Somewhat	44.2%	39.0%
	Agree Somewhat	11.6%	8.7%
	Agree Strongly	2.1%	0.6%
Students Committed to Community Svc	Disagree Strongly	6.5%	1.6%
	Disagree Somewhat	23.7%	17.1%
	Agree Somewhat	53.8%	57.1%
	Agree Strongly	16.1%	24.2%
My Research Valued by Faculty in My Dept	Disagree Strongly	3.2%	5.0%
	Disagree Somewhat	12.8%	9.6%
	Agree Somewhat	47.9%	46.1%
	Agree Strongly	36.2%	39.3%
My Teaching Valued by Faculty in My Dept	Disagree Strongly	1.1%	1.2%
	Disagree Somewhat	7.4%	5.3%
	Agree Somewhat	36.8%	28.8%
	Agree Strongly	54.7%	64.7%
My Department Mentors New Faculty Well	Disagree Strongly	4.2%	8.4%
	Disagree Somewhat	26.3%	19.2%
	Agree Somewhat	47.4%	42.1%
	Agree Strongly	22.1%	30.3%
Fac Involved in Campus Decision-making	Disagree Strongly	9.6%	5.9%
	Disagree Somewhat	26.6%	13.0%
	Agree Somewhat	42.6%	38.1%
	Agree Strongly	21.3%	43.0%

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My Values congruent with Inst Values	Disagree Strongly	9.6%	5.6%
	Disagree Somewhat	11.7%	10.9%
	Agree Somewhat	52.1%	47.4%
	Agree Strongly	26.6%	36.1%
Supp for Integrating Tech into Teaching	Disagree Strongly	2.1%	3.1%
	Disagree Somewhat	6.4%	10.3%
	Agree Somewhat	47.9%	38.3%
	Agree Strongly	43.6%	48.3%
Inst Educates Underprepared Students	Disagree Strongly	3.2%	8.4%
	Disagree Somewhat	26.6%	32.0%
	Agree Somewhat	58.5%	42.5%
	Agree Strongly	11.7%	17.1%
Criteria for Advance/Promotion Clear	Disagree Strongly	3.2%	4.0%
	Disagree Somewhat	18.1%	14.6%
	Agree Somewhat	46.8%	40.7%
	Agree Strongly	31.9%	40.7%
Students Lack Skills for College Work	Disagree Strongly	67.4%	78.3%
	Disagree Somewhat	31.6%	15.8%
	Agree Somewhat	1.1%	3.7%
	Agree Strongly		2.2%
My Dept has Difficulty Recruiting Faculty	Disagree Strongly	54.7%	60.0%
	Disagree Somewhat	30.5%	25.6%
	Agree Somewhat	12.6%	12.2%
	Agree Strongly	2.1%	2.2%
My Dept has Difficulty Retaining Faculty	Disagree Strongly	56.8%	68.0%
	Disagree Somewhat	30.5%	23.8%
	Agree Somewhat	11.6%	6.3%
	Agree Strongly	1.1%	1.9%
Adequate Support for Faculty Development	Disagree Strongly	5.3%	2.5%
	Disagree Somewhat	26.3%	9.3%
	Agree Somewhat	51.6%	47.8%
	Agree Strongly	16.8%	40.4%
Inst Shouldn't Offer Remed/Devel Educ	Disagree Strongly	35.5%	22.5%
	Disagree Somewhat	41.9%	35.6%
	Agree Somewhat	14.0%	25.7%
	Agree Strongly	8.6%	16.2%

Q.35 PERSONAL IMPORTANCE:			
Become Authority on Own Field	Not Important	14.7%	10.8%
	Somewhat Important	34.7%	40.1%
	Very Important	25.3%	32.1%
	Essential	25.3%	17.0%
Influence Political Structure	Not Important	46.8%	41.1%
	Somewhat Important	36.2%	41.7%
	Very Important	10.6%	12.5%
	Essential	6.4%	4.7%
Influence Social Values	Not Important	28.4%	18.3%
	Somewhat Important	34.7%	45.8%
	Very Important	26.3%	29.4%
	Essential	10.5%	6.5%
Raise a Family	Not Important	17.9%	19.8%
	Somewhat Important	8.4%	9.3%
	Very Important	27.4%	17.3%
	Essential	46.3%	53.6%
Be Very Well-off Financially	Not Important	9.5%	16.4%
	Somewhat Important	61.1%	54.3%
	Very Important	22.1%	23.1%
	Essential	7.4%	6.2%
Help Others in Difficulty	Not Important	2.1%	3.4%
	Somewhat Important	38.9%	31.2%
	Very Important	41.1%	48.5%
	Essential	17.9%	17.0%
Be Involved in Environmental Cleanup	Not Important	22.1%	23.1%
	Somewhat Important	52.6%	54.3%
	Very Important	16.8%	16.4%
	Essential	8.4%	6.2%
Devel Meaningful Philosophy of Life	Not Important	14.7%	11.7%
	Somewhat Important	20.0%	23.5%
	Very Important	38.9%	36.7%
	Essential	26.3%	28.1%
Help to Promote Racial Understanding	Not Important	8.4%	7.1%
	Somewhat Important	46.3%	34.0%
	Very Important	29.5%	35.5%
	Essential	15.8%	23.5%
Obtain Recognition from Colleagues	Not Important	9.5%	5.9%
	Somewhat Important	30.5%	42.0%
	Very Important	47.4%	37.0%
	Essential	12.6%	15.1%

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		Oberlin	Peer Group
Integrate Spirituality into My Life	Not Important	43.2%	40.1%
	Somewhat Important	27.4%	28.3%
	Very Important	17.9%	18.9%
	Essential	11.6%	12.7%
Be a Good Colleague	Not Important		0.3%
	Somewhat Important	11.6%	7.7%
	Very Important	53.7%	44.4%
	Essential	34.7%	47.5%
Be a Good Teacher	Somewhat Important	1.1%	1.5%
	Very Important	40.0%	22.2%
	Essential	58.9%	76.2%
Have congruence of Personal/Inst Values	Not Important	11.7%	12.0%
	Somewhat Important	41.5%	33.6%
	Very Important	34.0%	38.9%
Serve as a role Model to Students	Essential	12.8%	15.4%
	Not Important	2.1%	2.8%
	Somewhat Important	21.1%	14.2%
	Very Important	43.2%	41.8%
	Essential	33.7%	41.2%