2013-2014 HERI Faculty Survey
University of Idaho Priorities for 2013-2014

Implement and operationalize the Strategic Plan

42% are satisfied or very satisfied with the opportunity for scholarly pursuits
75% report their research is valued by their department
82% report their teaching is valued by their department
24% agree there is adequate support for faculty development
49% report spending 1 to 8 hours weekly on “research and scholarly writing”
21% spend 9 to 16 hours per week on “research and scholarly writing”

Continue to stabilize the University budget

96% say institutional budget cuts have been a source of stress during the last 2 years
22% are very satisfied or satisfied with their salaries
45% are very satisfied or satisfied with health benefits
50% are very satisfied or satisfied with retirement benefits

Expand corporate partnerships and private support

48% “received funding for your work from state or federal government”
18% “received funding for their work from business or industry”
23% “received funding for your work from foundations”
57% “collaborated with the local community in research/teaching”
58% agree that private funding sources often prevent researchers from being completely objective in the conduct of their work
56% have provided Community Service

Strengthen Communication

42% report the administration is open or somewhat open about its policies
45% report administrators consider faculty concerns when making policy is somewhat or very descriptive of campus
35% report that it very descriptive that “faculty are typically at odds with campus administration”
Continue to develop and strengthen collaborations

47% that it is a high priority to create and sustain partnerships with surrounding communities
54% that it is a high priority to strengthen links with the for-profit, corporate sector
47% “use scholarship to address local community needs”
60% “engaged in public service/professional consulting without pay”
22% report it is a high priority to provide resources for faculty to engage in community-based teaching or research
43% conducted research or writing focused on international/global issues
56% spend time each week on community or public service
91% agree colleges have a responsibility to work with their surrounding communities to address local issues

Continue to build transformational learning approaches

24% “taught a service-learning course”
42% “taught an interdisciplinary course”
83% engaged in academic research that spans multiple disciplines
64% “engaged undergraduates on your research project”
71% “used real-life problems” in their courses

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