



ABSTRACT

This report summarizes the results from the HERI Faculty Survey for 2013-2014. Given the length and breadth of the survey each section of the report serves as a summary for that area. The reader should refer to the Table of Contents to locate specific areas of interest.

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UNIVERSITY OF IDAHO

HERI Faculty Survey Final Report 2013-14

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UNIVERSITY OF IDAHO
2013-2014 HERI FACULTY SURVEY

Overview

The University of Idaho has participated in the periodic UCLA Higher Education Research Institution (HERI) Faculty Survey most times it has been offered, which is every three years since 1989. This is a national study of faculty and administrator attitudes, experiences, job satisfaction, and professional activities. It allows us to understand the perspectives of those from various levels of the university, differences between our faculty and our staff, and also how UI faculty differ from faculty at other institutions across the country. The two reference groups selected for this administration were Public Universities and Public Universities with Low Selectivity. This year twenty-six percent (26%) of faculty and administrators with faculty status responded to the survey; this is down seventeen percent (17%) from the previous administration of the survey in 2010-2011.

Again this year, the UI participated in the web-only administration of the survey. Emails were sent to all faculty, including administrators, lecturers, and instructors, by HERI. Reports from HERI include only aggregate information and contain no personal identifiers. HERI was provided with a complete listing of faculty to be surveyed, and at various points through the process reminder emails were sent to faculty who had not yet completed the survey.

While the demographics will present the majority of its information for all respondents when comparisons in the core areas are considered the focus will shift to Full-time Undergraduate (FTUG) faculty. When this shift occurs, it will be noted.

Demographics

In looking at all the respondents 88.7% reported as White/Caucasian, which compares to 85.6% for Public Universities and 84.1% for Public Low universities. Ninety-one percent (91%) reported English as their native language compared to 89% for Public and 84% for Public Low. Forty-six percent (46%) reported they were female. Ten percent (10%) of total respondents reported they were administrators with sixty-one percent (61%) of respondents reporting their "principal activity in their current position" is "teaching", seventeen percent (17%) "research", and five percent (5%) providing "services to clients and patients". Eighty-nine percent (89%) reported they are considered full-time employees, with fifty-nine percent (59%) reporting that they are tenured. Thirty-seven percent (37%) reported they are full professors, twenty-three percent (23%) associate professors, twenty-seven percent (27%) assistant professors, seven percent (7%) lecturers, and seven percent (7%) instructors.

Eighty-one percent (81%) of full-time undergraduate faculty reported their highest degree earned is Ph.D., LL.B. J.D., D.V.M., or Ed.D, while an additional three percent (3%) are currently working on their Ph.D., Ed.D., LL.B., or J.D.

Eighty-four percent (84%) of FTUG faculty reported that they are paid on a nine- or ten-month contract. For those reporting this contract period the median pay range reported is

\$50000 to \$59000. This is comparable to the respondents in the both the of the reference groups (Public Universities & Public Universities with Low Selectivity). For those reporting their pay is based on an eleven or twelve month contract the median pay range was reported to be \$60000 to \$69000. A little over half (56%) of respondents reported that they get one hundred percent (100%) of their salaries from the University of Idaho; other sources include “non-academic income,” “other income from this institution,” and “income from another academic institution.” Eighty-four percent (84%) of full-time undergraduate faculty indicated they are married or living with a partner; thirty-eight percent (38%) have children under 18 years of age and forty percent (40%) have children age 18 or over.

Thirteen percent (13%) of UI faculty reported being members of a faculty union, compared to thirty-six and twenty-one percent (36% and 21%) of their peers at public institutions. Ninety-two percent (92%) report they are U.S. citizens. Nine percent (9%) plan to retire in the next three years, and forty-five percent (45%) have received awards for outstanding teaching, which is comparable to those in the reference groups. About sixty percent (60%) of FTUG faculty report they are “far left” or “liberal”, which comparable to (but slightly lower than) those from our comparison groups.

In order to compare our faculty responses with those from other four-year institutions, the narrative summary will primarily address responses from full-time undergraduate faculty, which comprises seventy-four percent (74%) of the survey respondents. The remaining are part-time undergraduate faculty, administrators, graduate faculty only, and “other”.

Satisfaction

Overall job satisfaction for full-time undergraduate faculty was 49%, fully twenty-three percent (23%) below overall satisfaction of the mean of the two reference groups. The chart below shows the areas of job satisfaction from high to low.

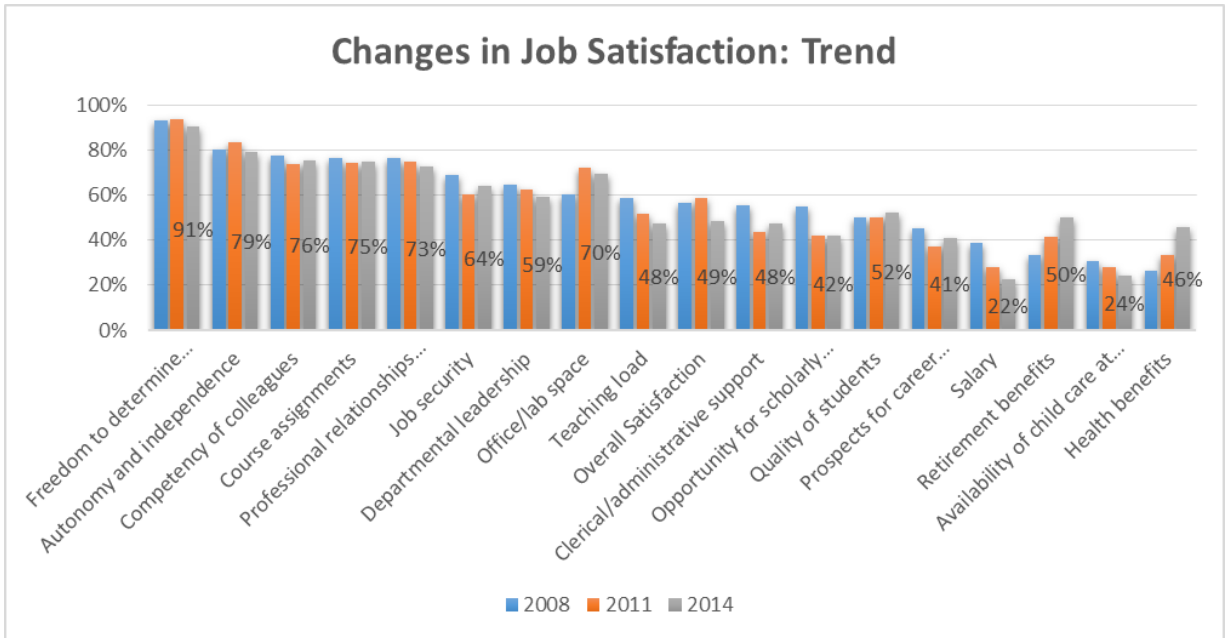
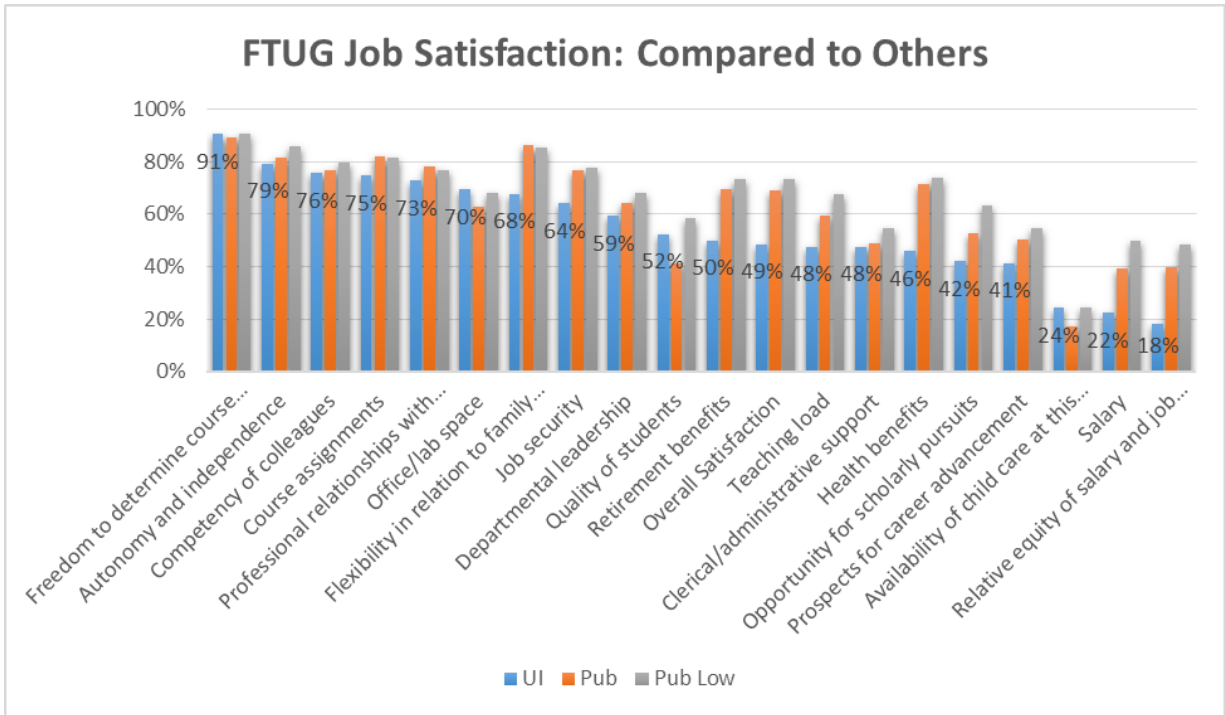
The areas where there was greater satisfaction relative to the mean percentage of the reference groups were:

- Office/lab space (4%)
- Availability of child care at this institution (4%)
- Quality of students (3%)
- Freedom to determine course content (1%)

The five (5) areas where there was less satisfaction relative to the mean percentage of the reference groups were:

- Health benefits (-27%)
- Relative equity of salary and job benefits (-26%)
- Overall Satisfaction (-23%)
- Salary (-22%)
- Retirement benefits (-21%)

The FTUG faculty responses for the eighteen (18) items that have been the same over the last three administrations from high to low are shown below.



The largest average increases over these three survey administrations were (reported as average change per administration [per]):

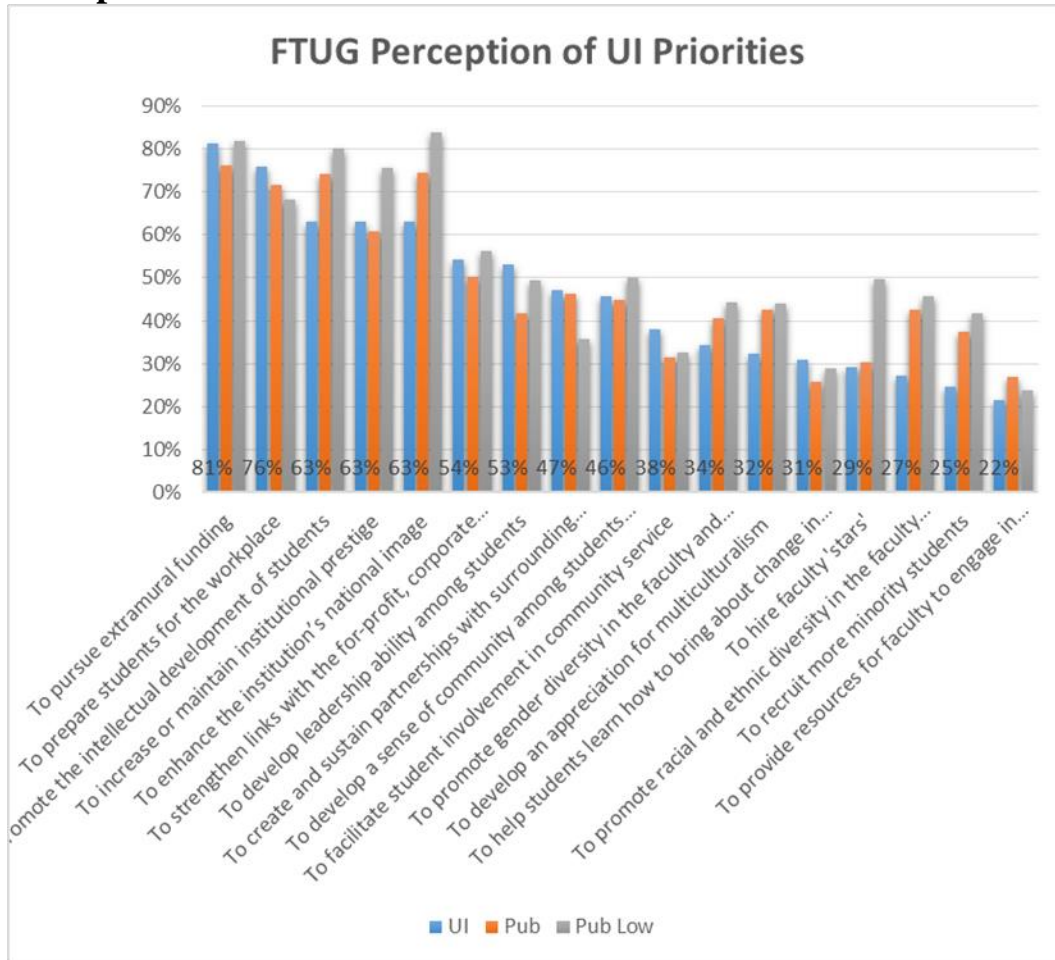
- Health benefits (10% per)
- Retirement benefits (8% per)
- Office/lab space (5% per)
- Quality of students (1% per)

The largest average decreases over these three survey administrations were (reported as average change per administration [per]):

- Salary (-8% per)
- Opportunity for scholarly pursuits (-7% per)
- Teaching load (-6% per)
- Overall Satisfaction (-4%)
- Clerical/administrative support (-4% per)

Seventy-two percent (72%) of the FTUG faculty reported considering leaving UI for another institution, which is about twenty percent (20%) higher than respondents in our reference groups. FTUG faculty also reported that fifty-five percent (55%) had considered leaving academia for another job. The FTUG faculty reported that about nineteen percent (19%) had had a firm job offer. When asked if they were to begin their career again would they still desire coming to this institution forty-five percent (45%) said probably or definitely yes, which compares to sixty-two (62%) to sixty-nine percent (69%) for those in our reference groups. However, seventy-nine percent (79%) still want to be a professor, which compares to eighty-three (83%) and eighty-four percent (84%) reported by this in our reference groups.

Perception of Priorities



The FTUG faculty were asked to rate their perceptions of sixteen (16) UI areas using a scale of highest priority, high priority, medium priority and low priority. The percentage of FTUG faculty ratings of high or highest priority areas in order from high to low are presented in the chart above. The four areas where FTUG faculty at UI rated priorities higher on average than those in the reference groups were:

- To develop leadership ability among students (8%)
- To create and sustain partnerships with surrounding communities (6%)
- To prepare students for the workplace (6%)
- To facilitate student involvement in community service (6%)

The areas where FTUG faculty at UI rated priorities lower on average than those in the reference groups were:

- To promote racial and ethnic diversity in the faculty and administration (-17%)
- To enhance the institution's national image (-16%)
- To recruit more minority students (-15%)
- To promote the intellectual development of students (-14%)
- To develop an appreciation for multiculturalism (-11%)
- To hire faculty "stars" (-11%)

The largest per survey administration increases were (reported as average change per administration [per]):

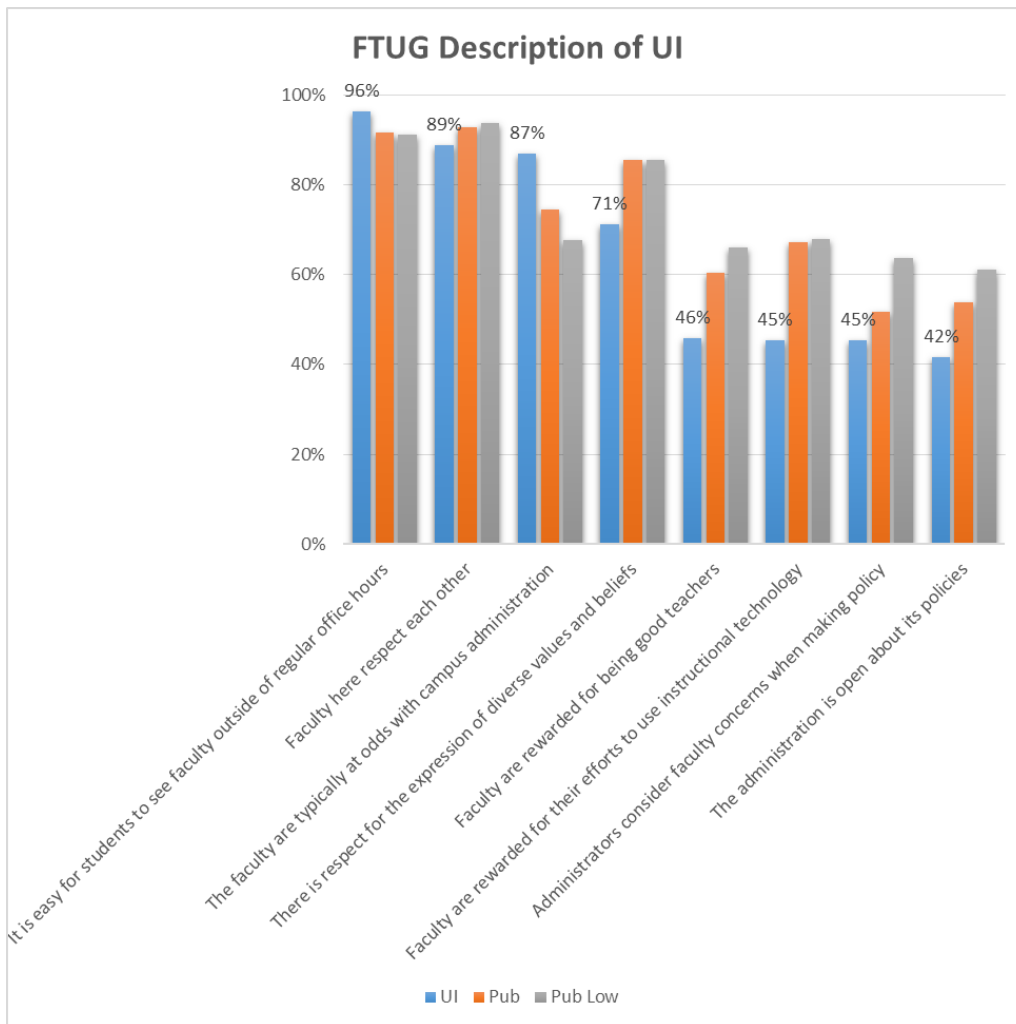
- To develop leadership ability among students (8% per)
- To create and sustain partnerships with surrounding communities (6% per)
- To prepare students for the workplace (6% per)
- To facilitate student involvement in community service (6% per)

The largest per survey administration decreases were (reported as average change per administration [per]):

- To promote racial and ethnic diversity in the faculty and administration (-17% per)
- To enhance the institution's national image (-16% per)
- To recruit more minority students (-15% per)
- To promote the intellectual development of students (-14% per)
- To develop an appreciation for multiculturalism (-11% per)
- To hire faculty "stars" (-11% per)

FTUG's Description of UI

A section of the Faculty Survey asks faculty to indicate how accurate eight (8) statements were about of the university. They respond using three options: Very Descriptive, Somewhat Descriptive or Not Descriptive. The percent of the faculty marking an item as either very or somewhat descriptive is presented in the graph below (high to low), with our reference groups for comparison.

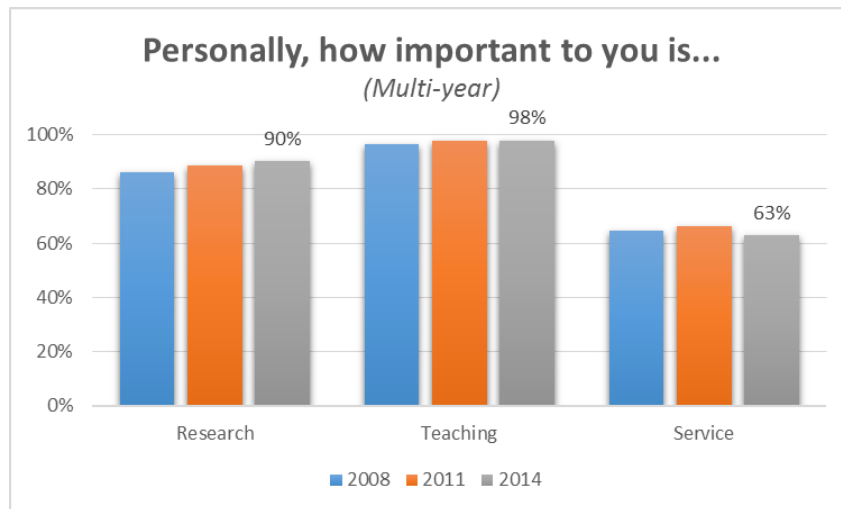
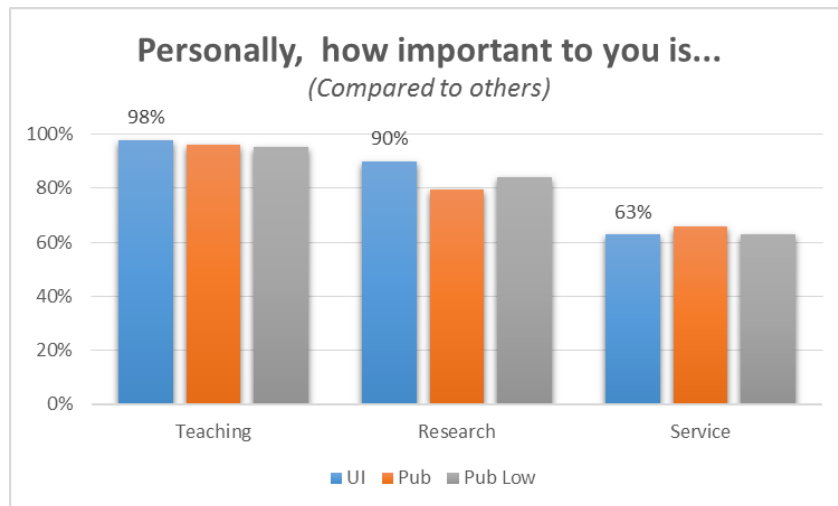


Community Outreach and Engagement Activities

Undergraduate faculty are also asked about outreach and engagement activities. Forty-nine percent (49%) “use scholarship to address local community needs,” which is eight percent (8%) higher than the mean percentage of our peer groups. Fifty-six percent (56%) “engaged in community or public service,” which is about three percent (3%) higher than the mean percentage of our reference groups.

Importance of Tripartite Mission

FTUG faculty were asked how important the parts of the academy’s tripartite mission were for them personally. The percentage of those reporting Essential or Very Important is shown relative to their peer respondents in the comparison groups and for UI over time.



As is seen in the graphs the FTUG faculty report teaching holds the highest level of personal importance for FTUG faculty. The importance of teaching and research is higher than for their peers and it has been increasing for research (2% average increase per survey administration) and teaching (1% average increase per administration).

Faculty Time

On each survey faculty are asked the average number of hours they spend per week on a variety of activities. They are asked to rate these using the following categories: "None," "1-4," "5-8," "9-12," "13-16," "17-20" and "21+." As the table below shows the modal responses are similar for UI and the reference groups.

The percentage of those responding from one (1) to sixteen (16) hours from highest to lowest for UI is shown in the graph that follows. The percentage of those reporting the same time in the reference groups is also provided.

Items	Modal Hours		
	UI	Pub	Pub Low
Scheduled teaching (actual, not credit hours)	5 to 8	5 to 8	5 to 8
Preparing for teaching	5 to 8	5 to 8	5 to 8
Advising and counseling of students	1 to 4	1 to 4	1 to 4
Committee work and meetings	1 to 4	1 to 4	1 to 4
Other administration	1 to 4	1 to 4	1 to 4
Research and scholarly writing	1 to 4	1 to 4	1 to 4
Other creative products/performances	None	None	None
Community or public service	None	None	None
Outside consulting/freelance work	None	None	None
Household/childcare duties	5 to 8	5 to 8	5 to 8
Other employment, outside of academia	None	None	None

UI FTUG faculty show the highest positive difference relative to the mean percentage of the reference groups in the following areas:

- Scheduled teaching (actual, not credit hours) (6%)
- Household/childcare duties (5%)
- Other creative products/performances (3%)

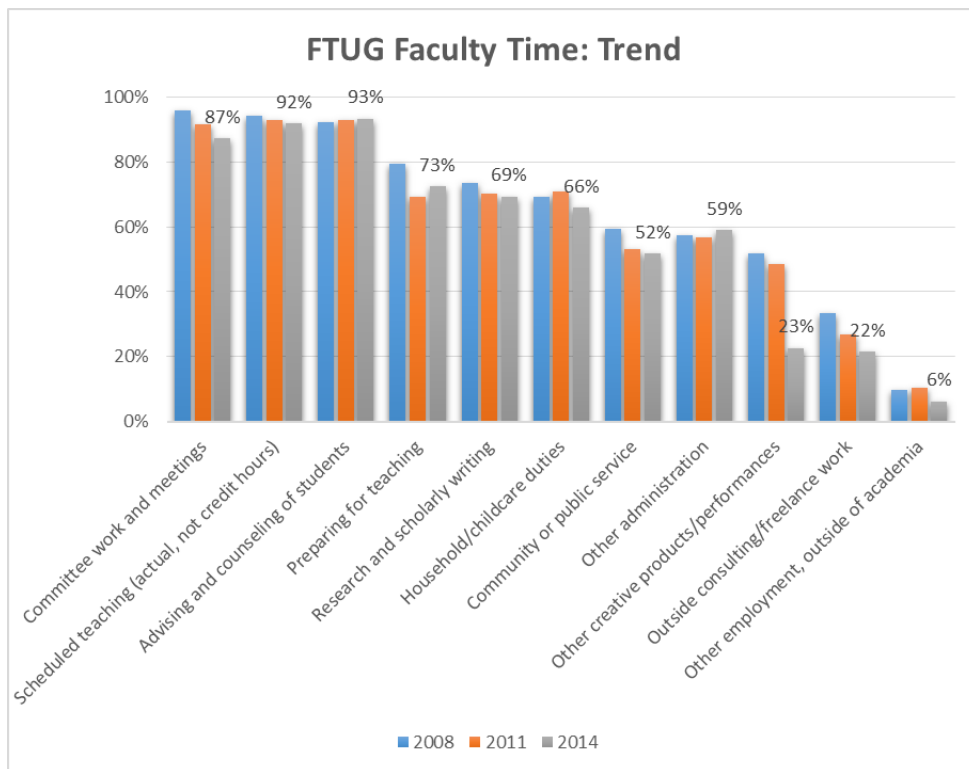
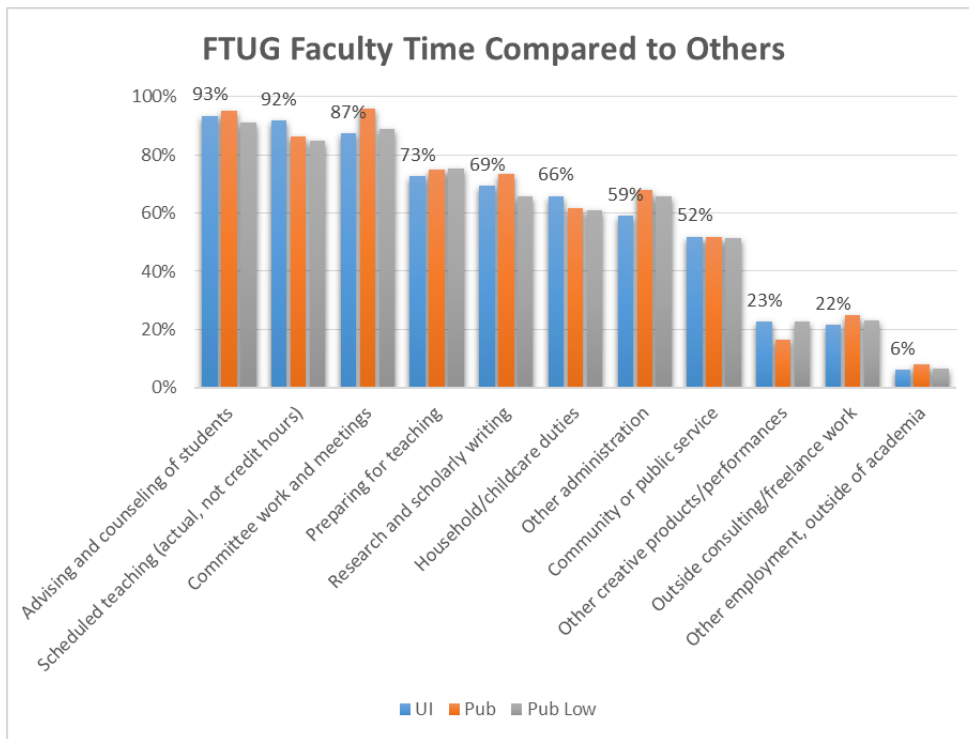
UI FTUG faculty show the largest negative difference relative to the mean percentage of the reference groups in the following areas:

- Other administration (-8%)
- Committee work and meetings (-5%)
- Outside consulting/freelance work (-2%)
- Preparing for teaching (-2%)

There was a positive increase over time in the area of advising time (1% average change per survey administration).

The percentage of those responding from one (1) to sixteen (16) hours from highest to lowest for UI is shown above compared to previous administrations. Changes over time are reported in the graph that follows. The largest areas of change (trend) over time were (reported as average change per survey administration [per]):

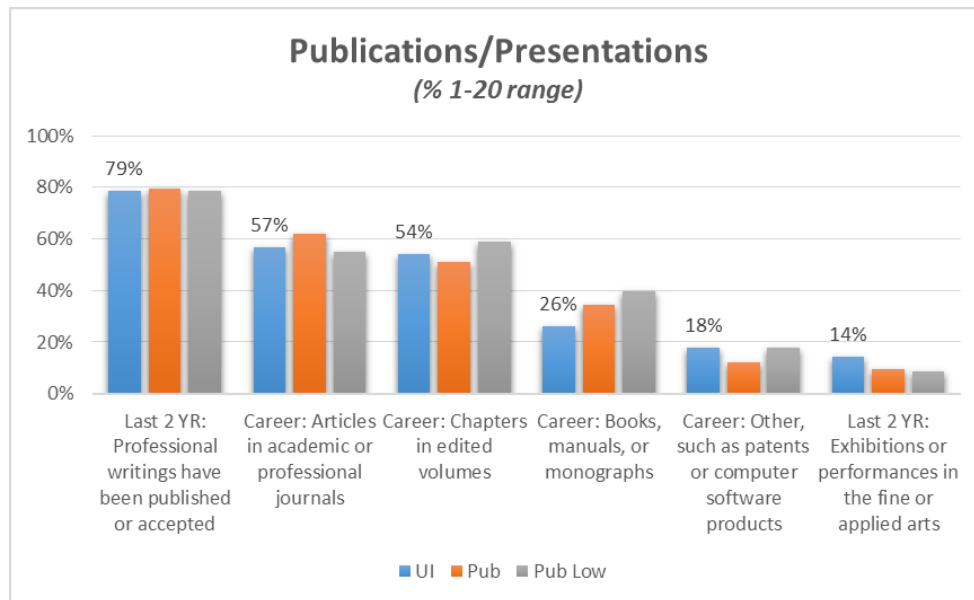
- Other creative products/performances (-15% per)
- Outside consulting/freelance work (-6% per)
- Committee work and meetings (-4% per)
- Community or public service (-4% per)
- Preparing for teaching (-3% per)



Scholarly Activity

FTUG faculty were asked a series of questions regarding various scholarly activities such as publications, exhibitions, presentations and performances. They were asked to report the total number of these in some cases (Career) and over the last two years in others (Last 2

YR). The graph below presents the percentage of those reporting from one (1) to twenty (20) relative to their peers from the reference groups.



The areas where UI was higher than the average percentage of the two reference groups were:

- Last 2 YR: Exhibitions or performances in the fine or applied arts (5%)
- Career: Other, such as patents or computer software products (3%)

The areas where UI was lower than the average of the two reference groups were:

- Career: Books, manuals, or monographs (-11%)
- Career: Articles in academic or professional journals (-2%)

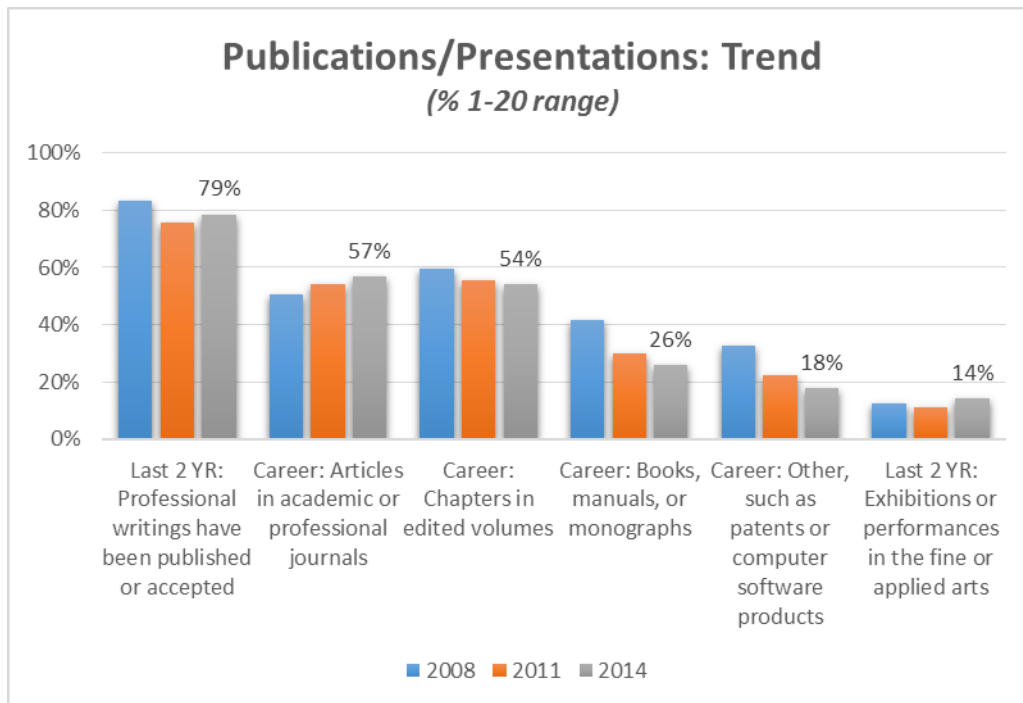
In comparing UI FTUG faculty reports over the last three survey administrations we find the largest increases (reported as average percent per survey administration [per]):

- Career: Articles in academic or professional journals (3% per)
- Last 2 YR: Exhibitions or performances in the fine or applied arts (1% per)

The largest decreases over this same period were (reported as average percent per survey administration [per]):

- Career: Books, manuals, or monographs (-8% per)
- Career: Other, such as patents or computer software products (-8% per)
- Career: Chapters in edited volumes (-3% per)
- Last 2 YR: Professional writings have been published or accepted (-2% per)

The chart below shows these trends over time. It is presented from higher percent to lowest for 2014.

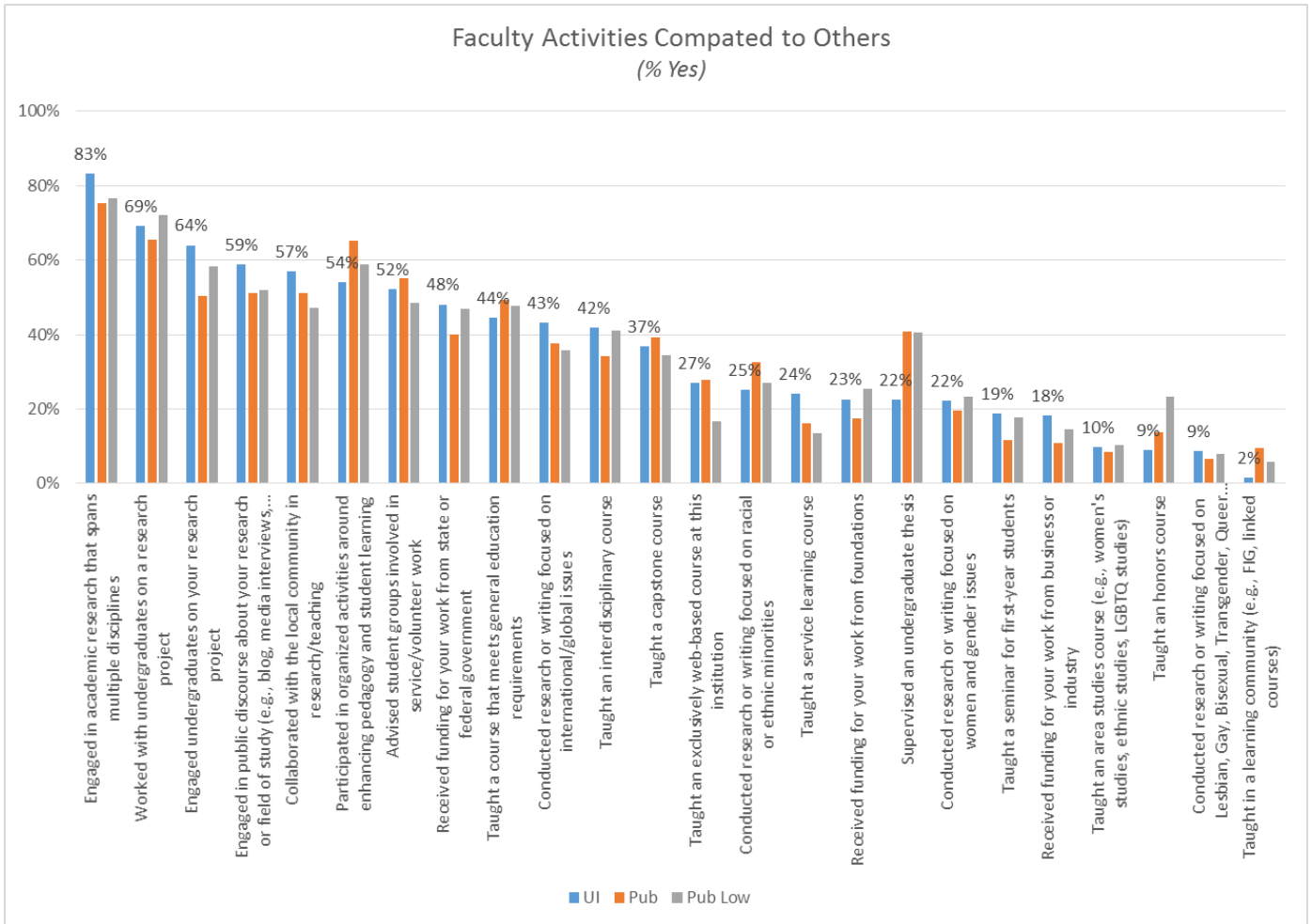


Faculty Activities

The FTUG faculty were asked to respond to a series of questions about number of courses, types of courses, involvement with undergraduate research, etc. FTUG faculty reported that they taught this term 2.3 courses (median and mode 2), which is similar to respondents in the comparison groups. This is also appears comparable to previous administrations of the survey, though the format of the question changed substantially. Below are two graphs presenting the various teaching activities (from highest to low) with the results from the comparison groups.

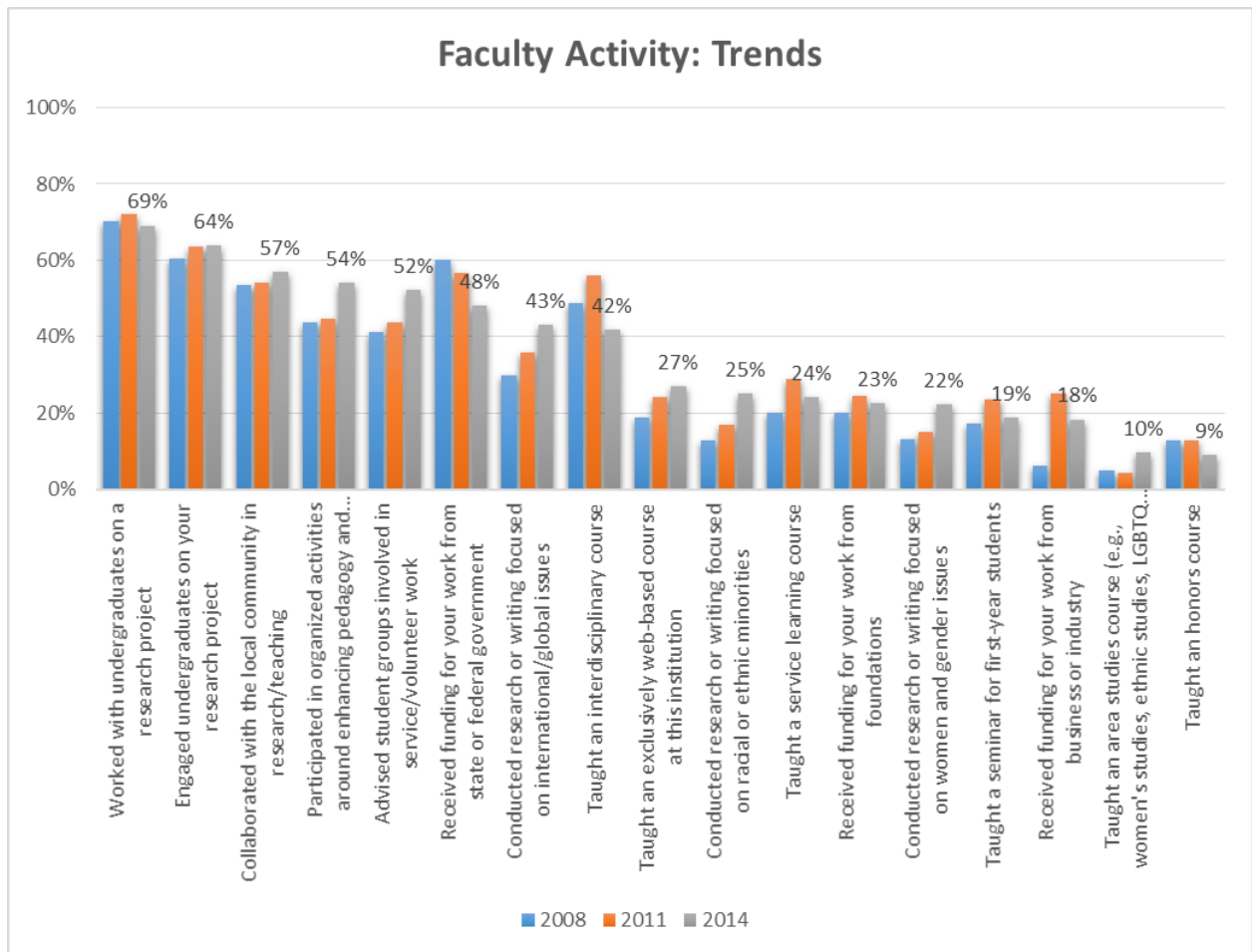
The activities where UI faculty had indicated higher percentages of activity relative to the comparison groups were:

- Engaged undergraduates on your research project (10%)
- Taught a service learning course (9%)
- Collaborated with the local community in research/teaching (8%)
- Engaged in academic research that spans multiple disciplines (7%)
- Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds) (7%)
- Conducted research or writing focused on international/global issues (6%)
- Received funding for your work from business or industry (6%)
- Received funding for your work from state or federal government (5%)
- Taught an exclusively web-based course at this institution (5%)



The activities where UI faculty had indicated lower percentages of activity relative to the comparison groups were:

- Supervised an undergraduate thesis (-18%)
- Taught an honors course (-10%)
- Participated in organized activities around enhancing pedagogy and student learning (-8%)
- Taught in a learning community (e.g., FIG, linked courses) (-6%)
- Conducted research or writing focused on racial or ethnic minorities (-5%)



As the survey questions have been revised there is no data for several of the activities over time. The graph above presents those where we have data from the last three survey administrations. The data are reported in average change over three survey administrations (per).

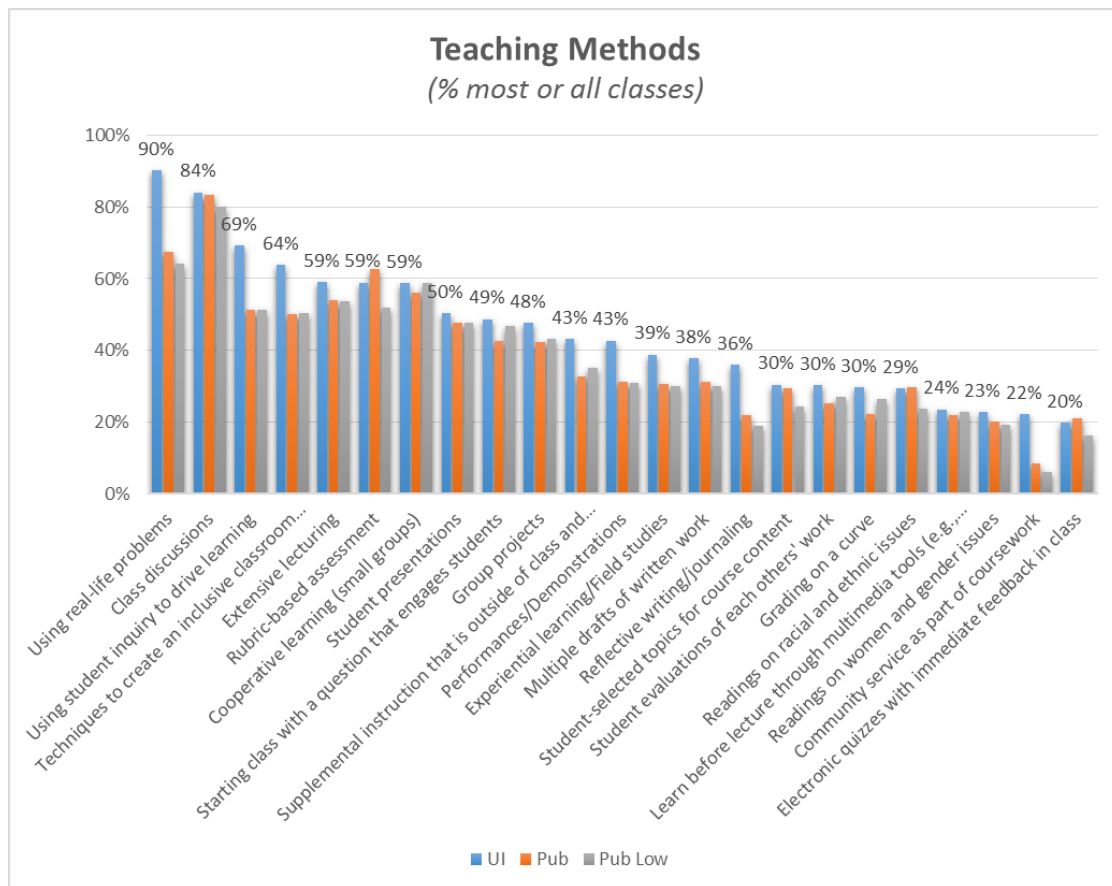
The areas with the largest increases over administration were:

- Conducted research or writing focused on international/global issues (7% per)
- Conducted research or writing focused on racial or ethnic minorities (6% per)
- Received funding for your work from business or industry (6% per)
- Advised student groups involved in service/volunteer work (6% per)
- Participated in organized activities around enhancing pedagogy and student learning (5% per)
- Conducted research or writing focused on women and gender issues (5% per)
- Taught an exclusively web-based course at this institution (4% per)

The areas with the largest decreases over subsequent survey administrations were:

- Received funding for your work from state or federal government (-6% per)
- Taught an interdisciplinary course (-4% per)
- Taught an honors course (-2% per)

Teaching Methods

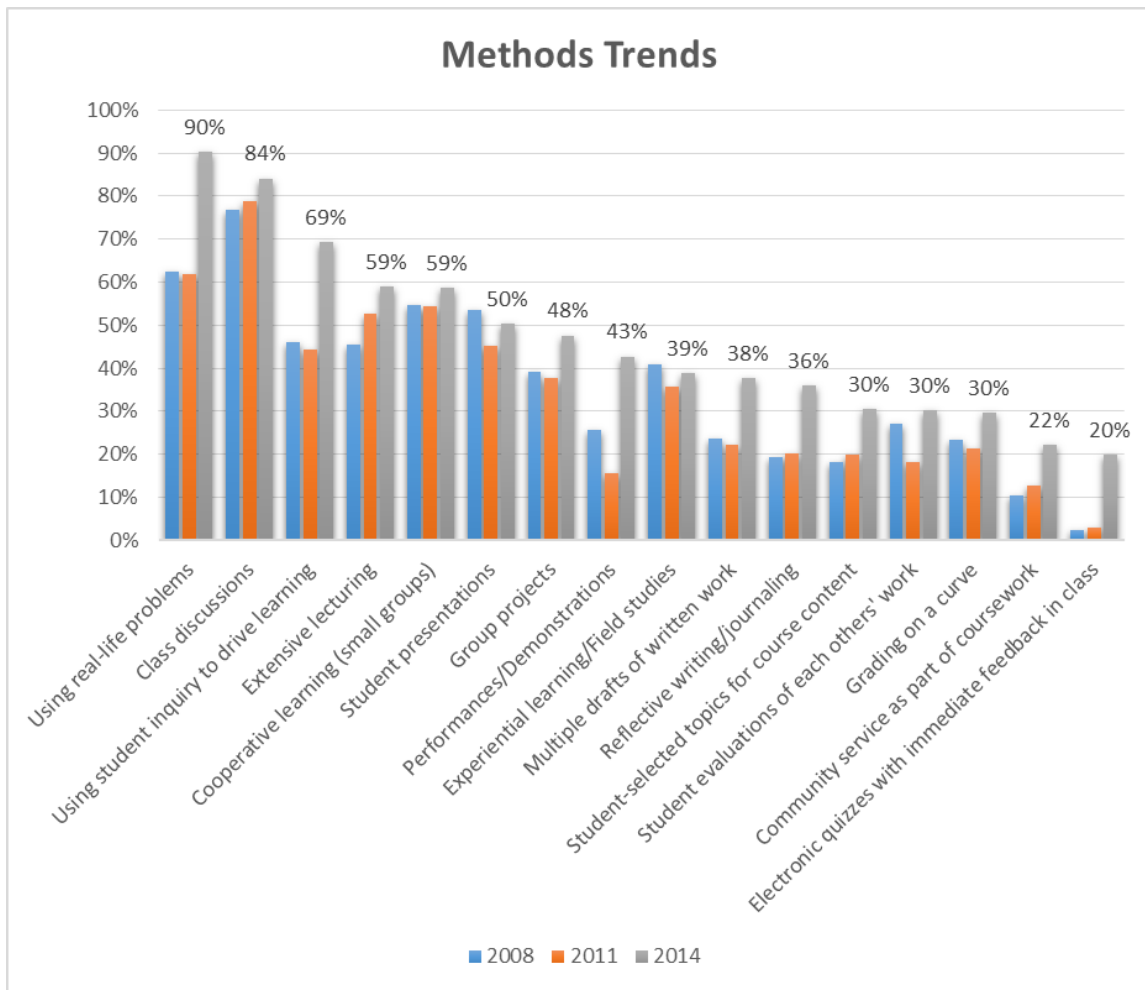


The FTUG faculty responded to a series of questions about teaching methods. The percentage of FTUG faculty that responded that they used the method in “most” or “all” classes compared to those in the reference groups is provided in the graph above.

All areas were above the average of the two (2) comparison group responses. The greatest differences (UI higher) were:

- Using real-life problems (24%)
- Using student inquiry to drive learning (18%)
- Reflective writing/journaling (15%)
- Community service as part of coursework (15%)
- Techniques to create an inclusive classroom environment for diverse students (14%)
- Performances/Demonstrations (12%)

The trends in the items common across the last three survey administrations are presented in the graph below.



The methods where the greatest increases took place were (reported as average increase per survey administration [per]):

- Using real-life problems (14% per)
- Using student inquiry to drive learning (12% per)
- Electronic quizzes with immediate feedback in class (9% per)
- Performances/Demonstrations (9% per)
- Reflective writing/journaling (8% per)

There were two methods where there was a decrease over this time period (reported as average decrease per survey administration [per]):

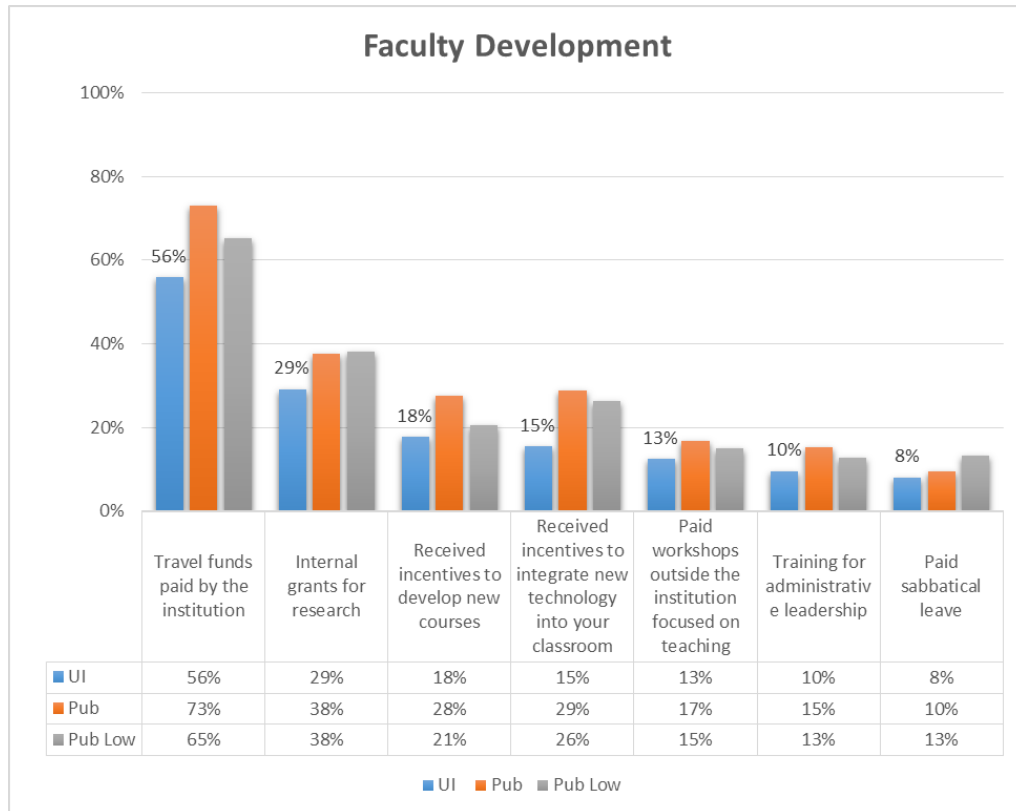
- Student presentations (-2% per)
- Experiential learning/Field studies (-1% per)

Faculty Development

There are several items which look at faculty development opportunities/activities on the faculty survey. When asked if there was adequate support for faculty development twenty-four percent (24%) indicated they agreed “strongly” or “somewhat”, which is substantially below (29% of the average) those from the comparison groups. There has also been an

average decline of fourteen percent (14%) per survey administration over the last three administrations on this item.

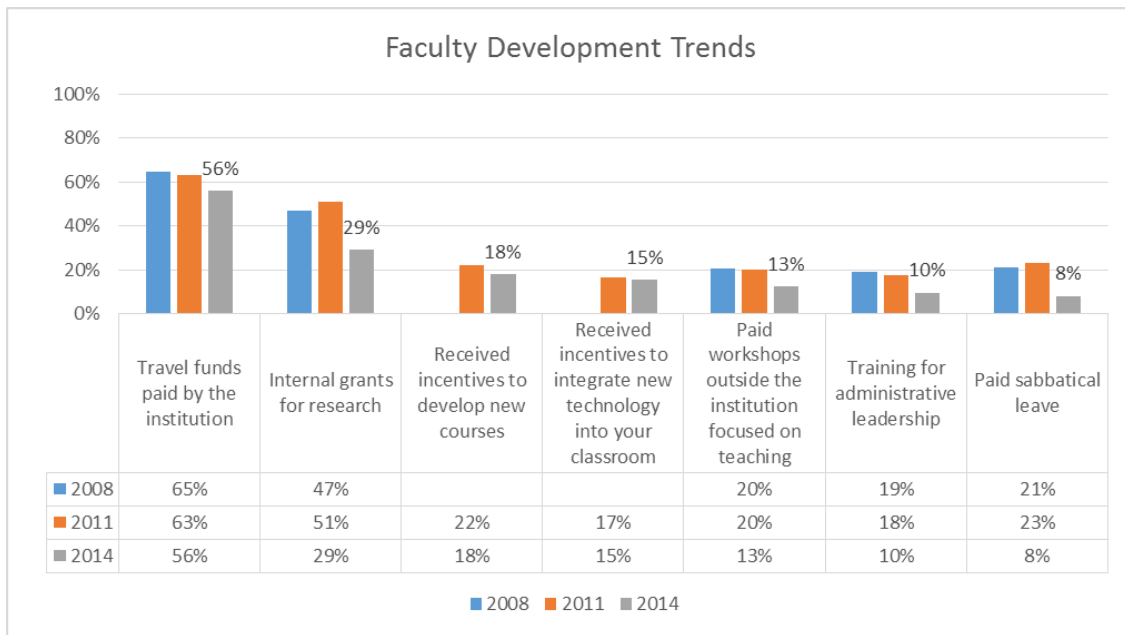
The percentage of those responding “yes” to these compared to those in the comparison groups is provided below.



The trends over the last three survey administrations are provided in the list below.

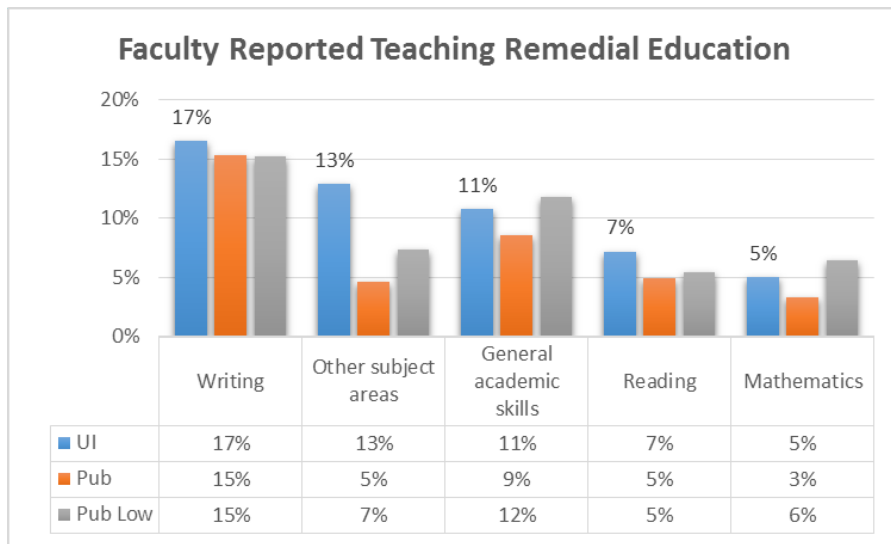
All areas showed a decline from previous survey administrations. The declines are reported below as the average change per survey administration (per).

- Internal grants for research (-9% per)
- Paid sabbatical leave (-7% per)
- Training for administrative leadership (-5% per)
- Travel funds paid by the institution (-4% per)
- Paid workshops outside the institution focused on teaching (-4% per)



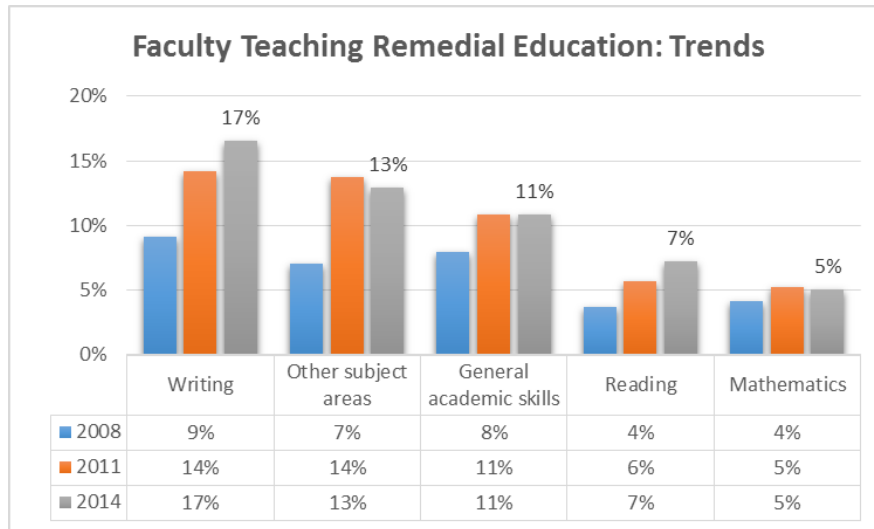
Remedial/Developmental Coursework

The chart below shows the percentage of faculty at UI and our comparison institutions that report teaching remedial/developmental skills:



The biggest differences between the mean of the reference institutions percentages and UI were for “other subjects” (7%) and “reading” (2%).

The trends in for teaching remedial education at UI are reported in the graph below. There were increasing trends over the three survey administrations (average change per survey administration [per]) for all but math with the biggest average increases per administration in “writing” (4% per) and “reading” (2% per). The general academic skills” area saw an average of one percent per administration (1% per) increase.



Faculty were asked about their perception of the success of remedial education. Forty-nine percent (49%) of FTUG faculty responded agreed that it was successful which was comparable to those in the reference groups.

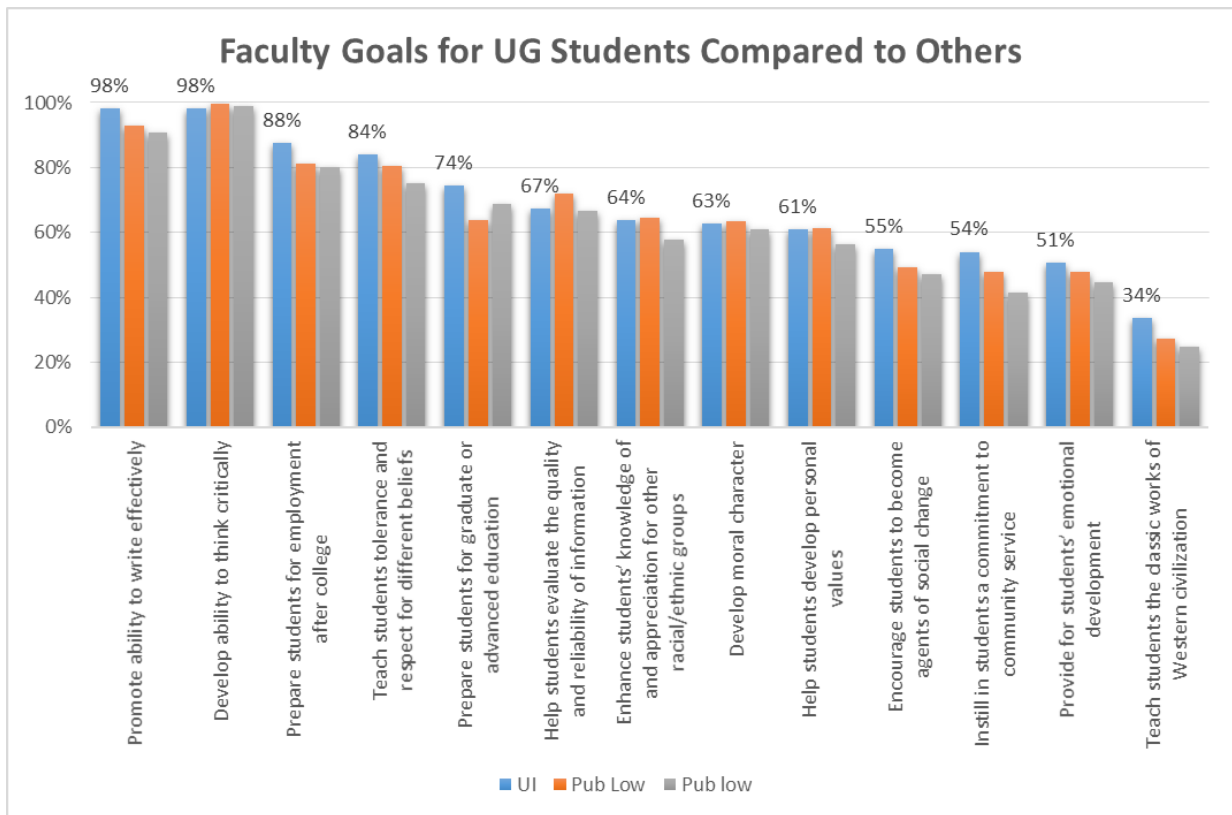
Faculty Goals for UG Students:

As with previous years FTUG faculty were asked a series of questions about their goals for undergraduate students (UG). The percentage of FTUG faculty responding “Very important” or “Essential” is shown in the graph below.

The areas where FTUG faculty at UI rated higher than those in our comparisons groups on average were:

- Instill in students a commitment to community service (9%)
- Prepare students for graduate or advanced education (8%)
- Teach students the classic works of Western civilization (8%)
- Prepare students for employment after college (7%)
- Encourage students to become agents of social change (7%)
- Promote ability to write effectively (6%)
- Teach students tolerance and respect for different beliefs (6%)
- Provide for students’ emotional development (4%)

In the other areas UI FTUG faculty were similar in their ratings to those in the comparison groups.



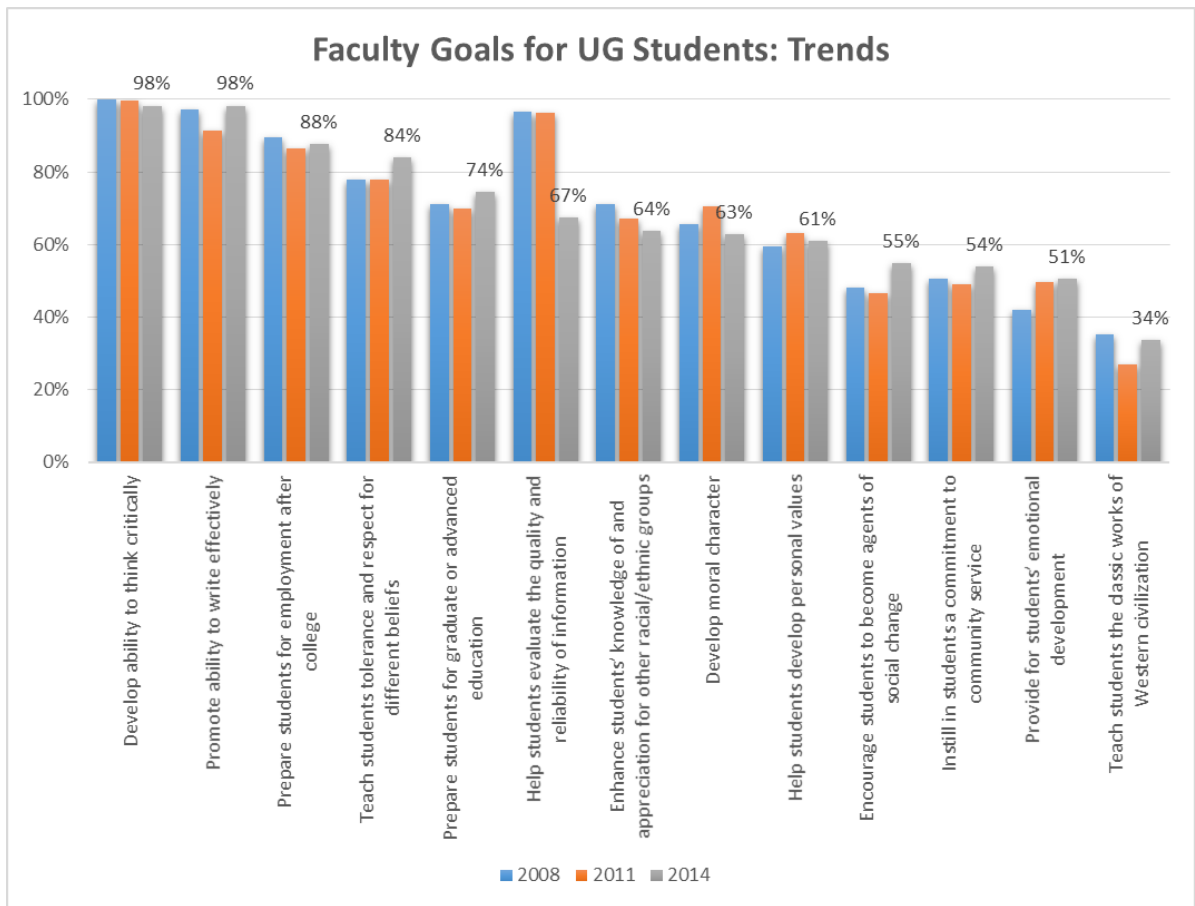
The changes in the relative importance in these areas over the last three survey administrations (trends) are presented in the graph that follows.

The areas showing the largest average increase over the last three survey administrations (per) were:

- Provide for students' emotional development (4% per)
- Encourage students to become agents of social change (3% per)
- Teach students tolerance and respect for different beliefs (3% per)
- Prepare students for graduate or advanced education (2% per)
- Instill in students a commitment to community service (2% per)

The areas showing the largest average decrease over the last three survey administrations (per) were:

- Help students evaluate the quality and reliability of information (-15% per)
- Enhance students' knowledge of and appreciation for other racial/ethnic groups (-4% per)



Opinions and Attitudes

The FTUG faculty were asked to rate a series of twenty-five (25) statements from “Strongly agree” to “Strongly disagree” using a four- (4) point scale. These items address opinions and attitudes about such varied matters as students, other faculty, administration, the institution, course content, learning and educational process.

The statements the FTUG faculty responded “strongly agree” or “somewhat agree” more highly than the average of the comparison groups on the following items.

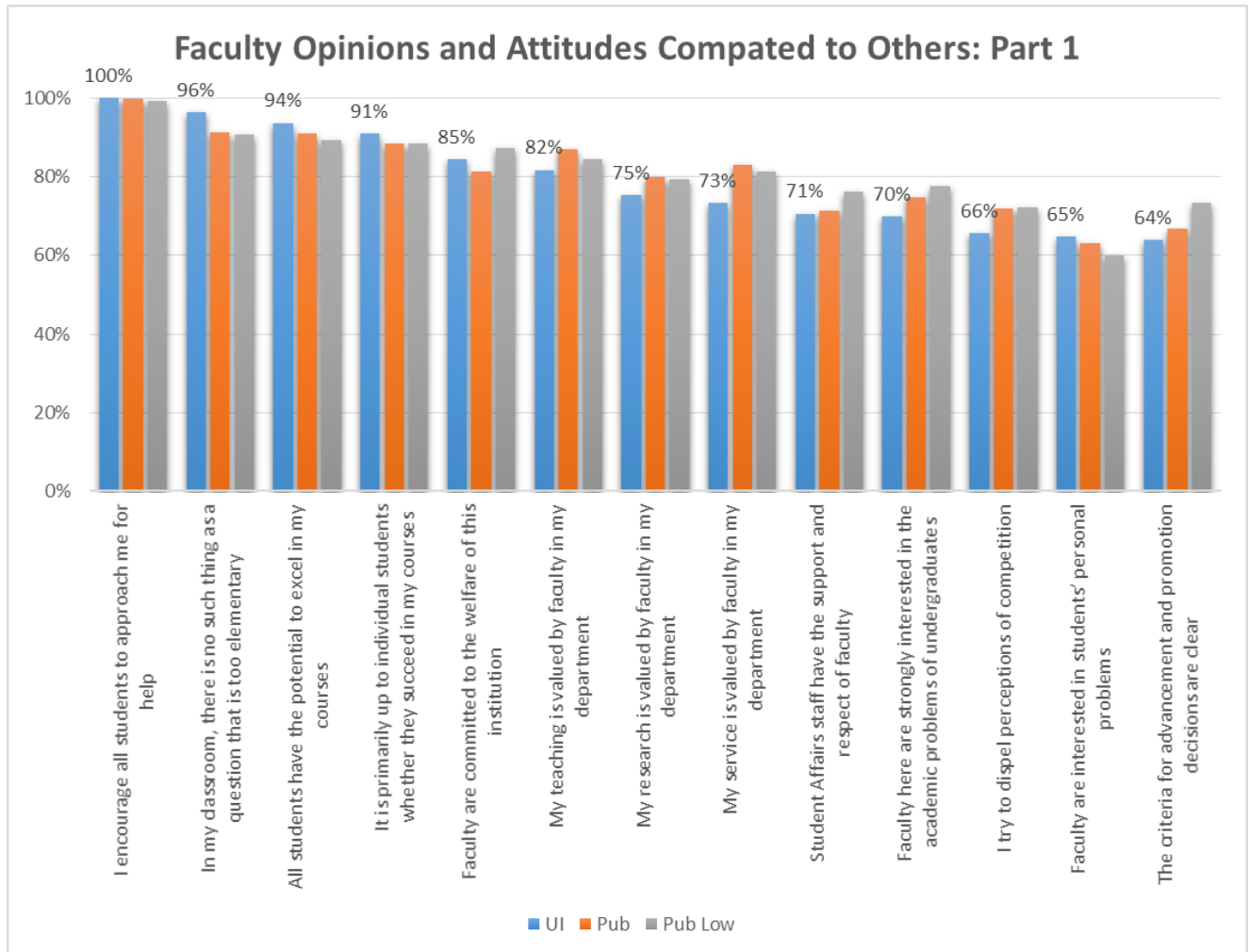
- Most of the students I teach lack the basic skills for college level work (6%)
- There is a lot of campus racial conflict here (6%)
- In my classroom, there is no such thing as a question that is too elementary (5%)
- All students have the potential to excel in my courses (4%)
- Faculty are interested in students’ personal problems (3%)
- Most students are well-prepared for the difficulty of the courses I teach (3%)

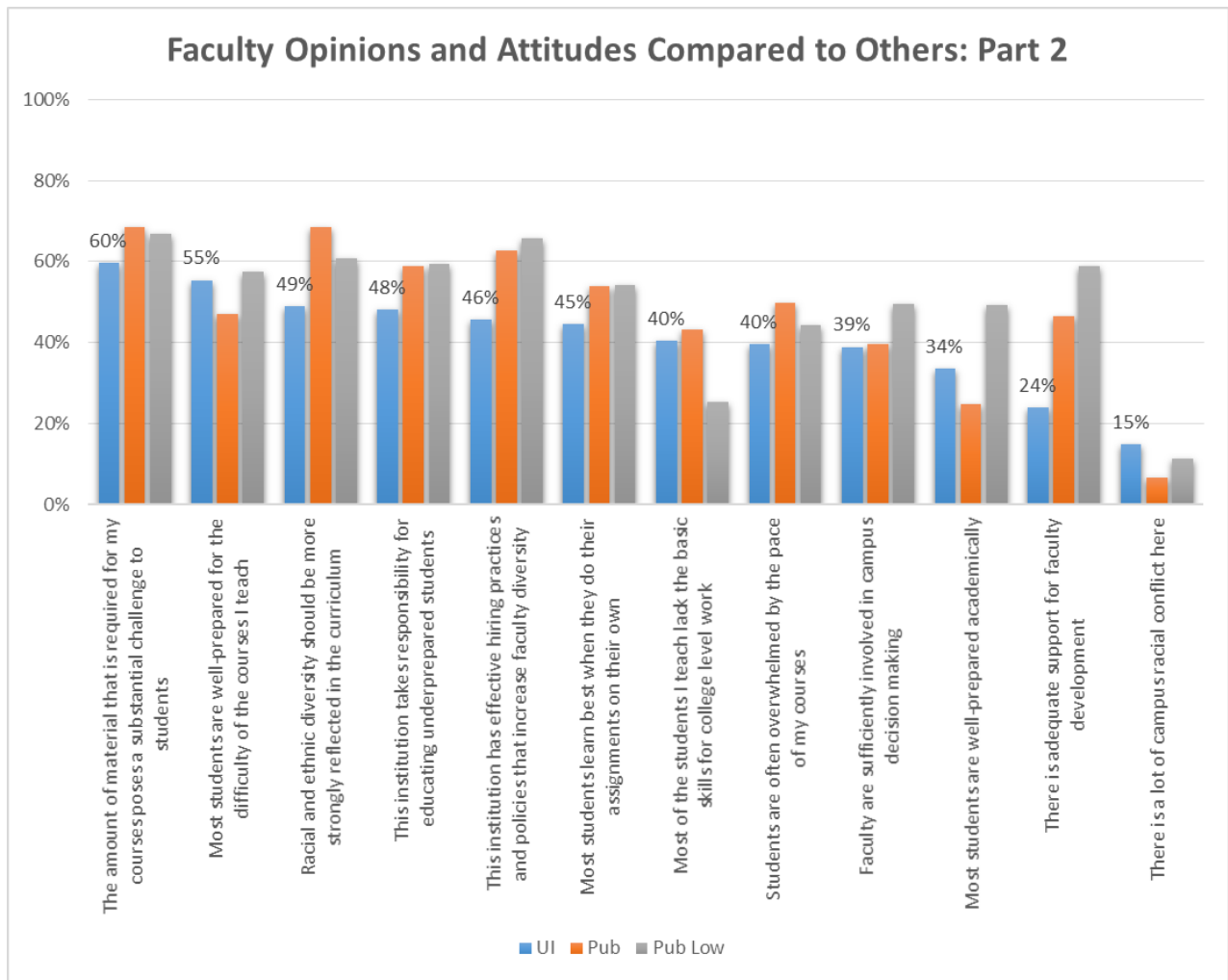
The statements the FTUG faculty responded less frequently relative to the average of the comparison groups were:

- There is adequate support for faculty development (-29%)
- This institution has effective hiring practices and policies that increase faculty diversity (-18%)

- Racial and ethnic diversity should be more strongly reflected in the curriculum (-16%)
- This institution takes responsibility for educating underprepared students (-11%)
- Most students learn best when they do their assignments on their own (-10%)

The percentage of FTUG faculty responding “Strongly agree” or “Somewhat agree” compared to those from the comparison groups is provided in the two graphs below from high to low. The graph is split into two (2) parts at about the midpoint to allow for easier reading.

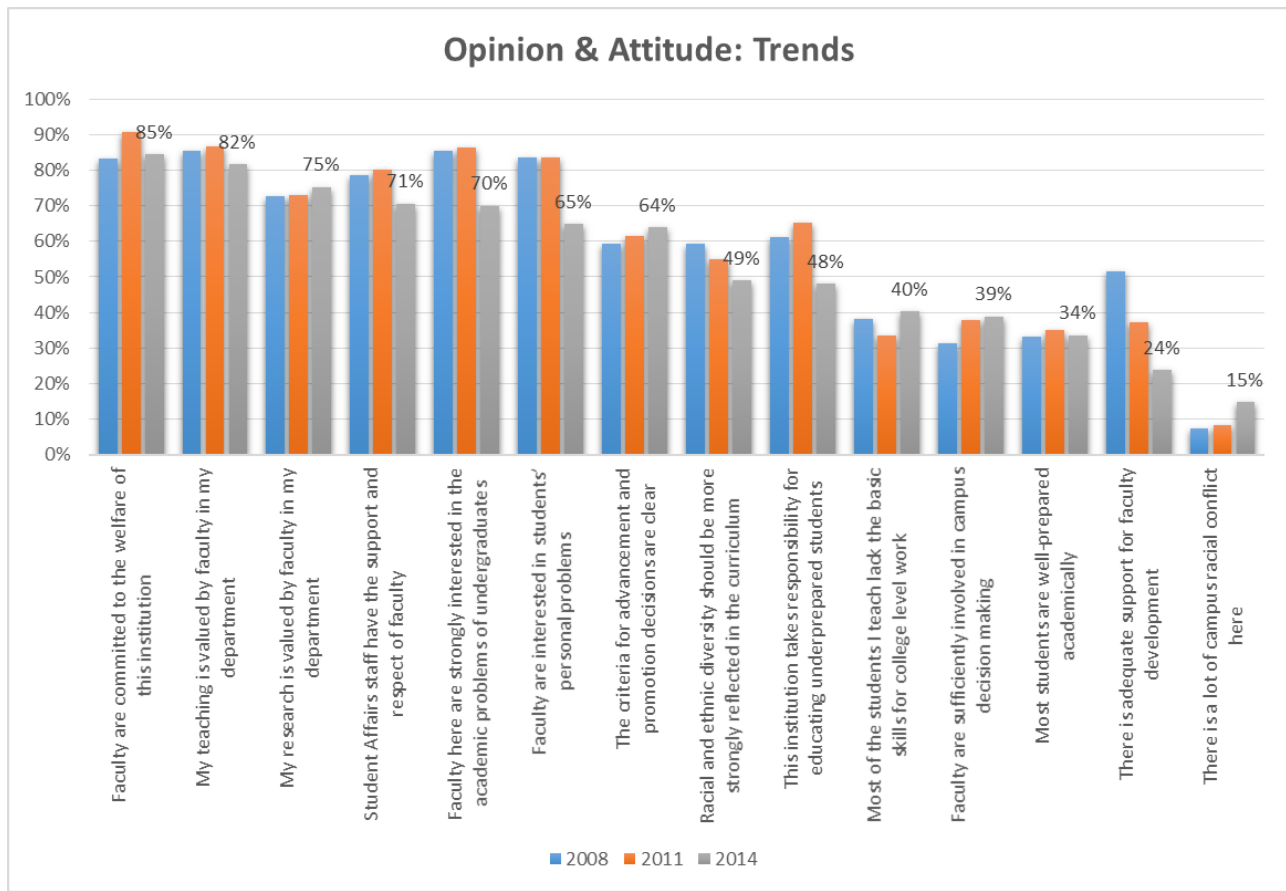




Many of the items in this area have changed over the three survey administrations. There were 14 items that have appeared on all surveys. The trends in those items are provided in the graph that follows.

The areas of largest average increase over the three survey administrations (per) were:

- Faculty are sufficiently involved in campus decision making (4% per)
- There is a lot of campus racial conflict here (4% per)
- The criteria for advancement and promotion decisions are clear (2% per)
- My research is valued by faculty in my department (1% per)
- Most of the students I teach lack the basic skills for college level work (1% per)
- Faculty are committed to the welfare of this institution (1% per)

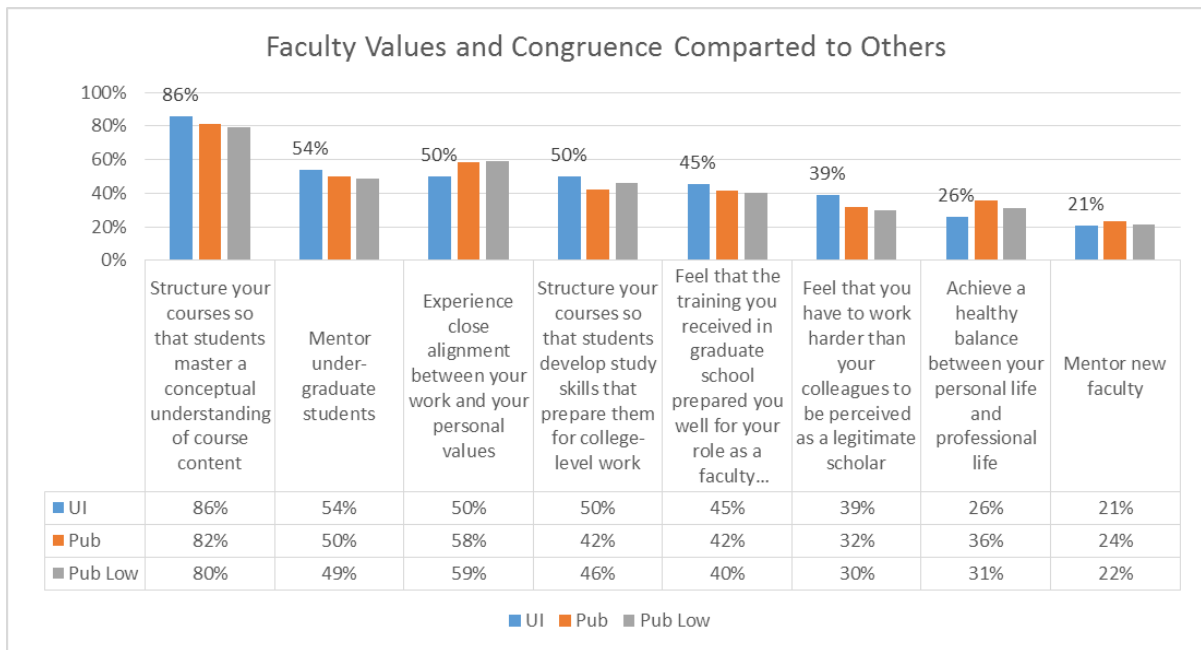


The areas of largest average decrease over the three survey administrations (per) were:

- There is adequate support for faculty development (-14% per)
- Faculty are interested in students' personal problems (-9% per)
- Faculty here are strongly interested in the academic problems of undergraduates (-8% per)
- This institution takes responsibility for educating underprepared students (-7% per)
- Racial and ethnic diversity should be more strongly reflected in the curriculum (-5% per)
- Student Affairs staff have the support and respect of faculty (-4% per)
- My teaching is valued by faculty in my department (-2% per)

Faculty Values and Congruence:

The FTUG faculty were asked to rate a series of statements about preparation, family/work balance, activates and other areas. This part of the survey has been revised substantively over previous years with several new items appearing this administration. The percentage of FTUG faculty who responded "To a great extent" that they believed this applied is reported along with the percentages of the comparison groups in the graph below.



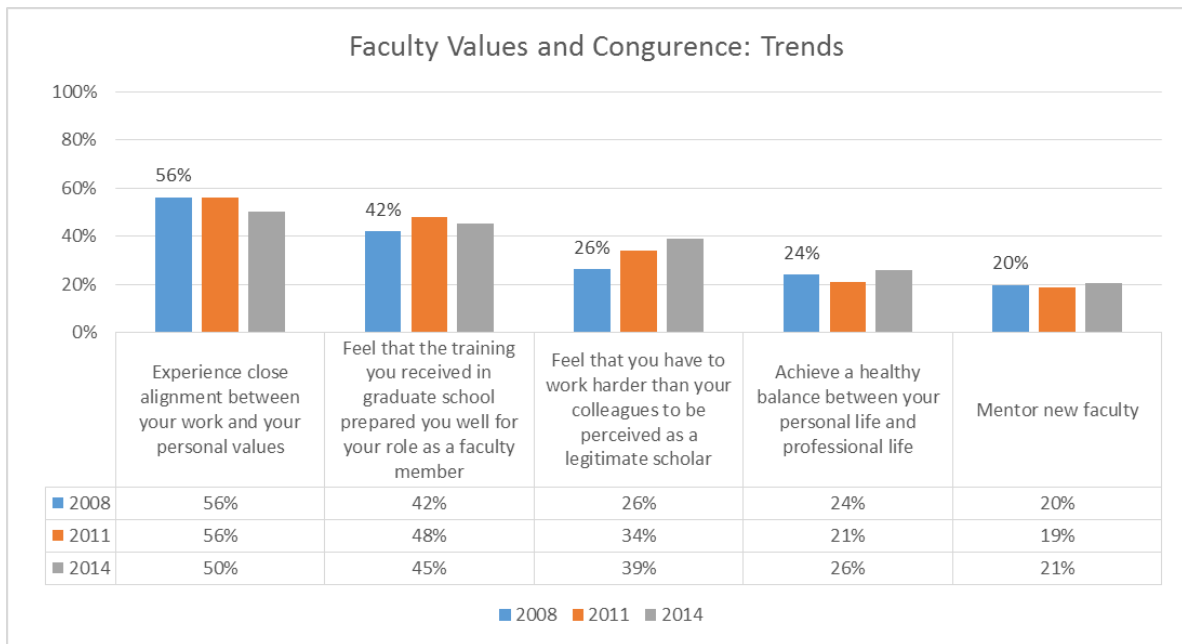
The areas where UI FTUG faculty responses were higher than the mean of the comparison group percentages were:

- Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar (8%)
- Structure your courses so that students develop study skills that prepare them for college-level work (6%)
- Structure your courses so that students master a conceptual understanding of course content (5%)
- Mentor undergraduate students (4%)
- Feel that the training you received in graduate school prepared you well for your role as a faculty member (4%)

The areas where UI FTUG faculty responses were lower than the mean of the comparison group percentages were:

- Experience close alignment between your work and your personal values (-9%)
- Achieve a healthy balance between your personal life and professional life (-7%)

The trends over the last three survey administrations for the five items which are similar across all three forms is provided below.



The areas of greatest average increase over the three survey administrations (per) were:

- Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar (6% per)
- Feel that the training you received in graduate school prepared you well for your role as a faculty member (2% per)
- Achieve a healthy balance between your personal life and professional life (1% per)

The item where there was an average decrease of 3% per survey administration (-3% per) was “Experience close alignment between your work and your personal values.”

UI-Specific Questions

As with the past survey administrations, a series of UI custom questions was a part of the Faculty Survey. This administration took place during a challenging IR staff transition. Different versions of these UI-specific questions are recorded but the final set of questions has not been determined at the time of this summary. Further, it was unclear exactly how the responses options were coded into the online survey. As the company does not archive these data and the person who did the actual work passed away, this still has not been clarified. Given the levels of uncertainty these are not reported at this time.

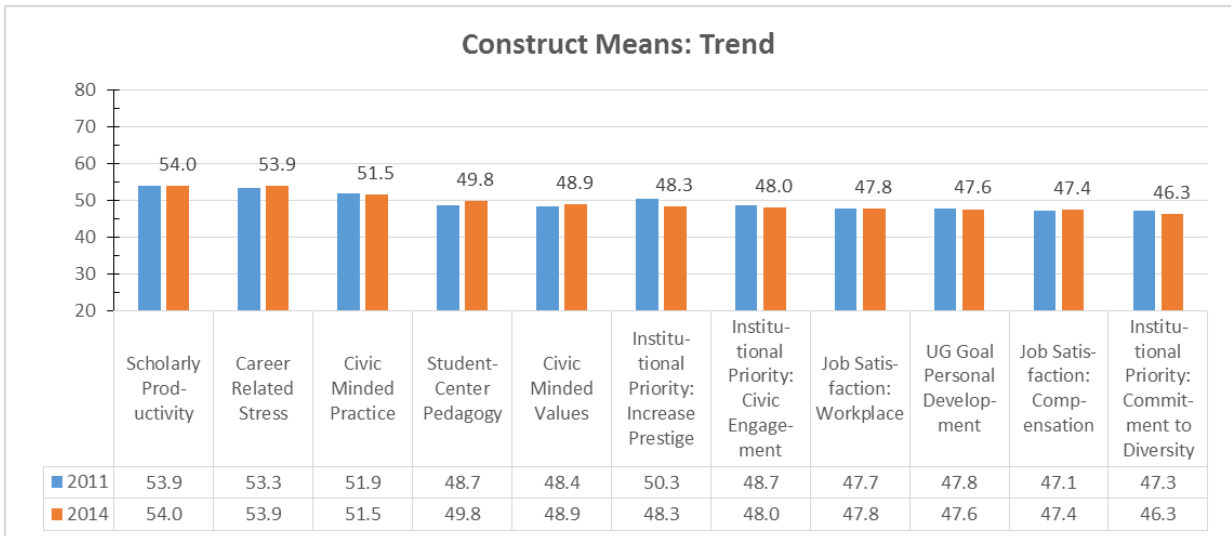
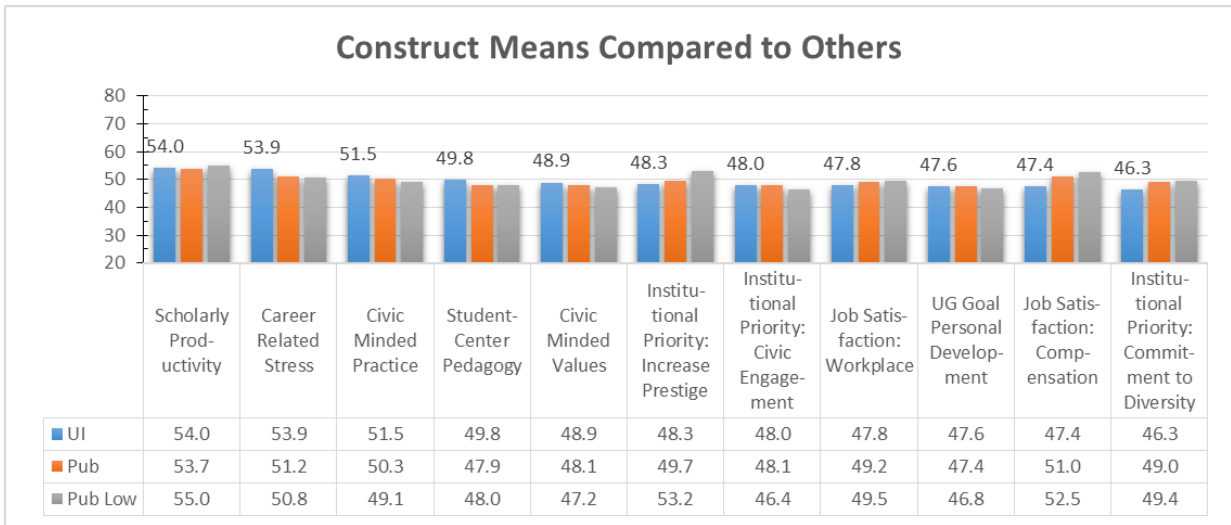
Construct Report

Starting with the 2010-2011 administration the Higher Education Research Institute developed a CIRP Construct Mean Report. This report contains a series of “Constructs” which are formed by taking sets of items they believe are logically or theoretically grouped together and applied an Item Response Theory (IRT) based process to arrive at a summary score (scaled scores). These scores have a mean of 50 with a standard deviation of ten. They are intended to be used as grouping or global constructs. They then test for differences between means score for UI and the comparisons groups using t-tests. These results are then examined using effect sizes estimated to control for sample size and the

group variation in order to determine if meaningful differences exist and if so, the magnitude of that difference. Generally, an effect size of .2-.49 is considered a small but meaningful difference, .5-.79 a moderately meaningful difference, and .8 or more a large meaningful difference. Effect sizes under .2 are considered to represent no meaningful difference.

When our scores are compared to those in our reference groups the meaningfully different included constructs were:

- Job Satisfaction: Compensation (moderate effect size, UI lower)
- Civic Minded Practice (small effect size, UI higher)
- Institutional Priority: Increase Prestige (small effect size, UI lower)



While there are only two years of results for these scores so far the intent is to track these scores over time. The results from the two survey administrations are provided above. A t-test for significant differences did not find any significant differences though the

construct of Institutional Priority: Increase Prestige was close (2 points lower in 2014), though there was no meaningful difference suggested.

Note on Theme Report

Starting with the 2010-2011 administration the Higher Education Research Institute also developed a CIRP Theme Report. This report takes the items reported on previously and groups them into different conceptual categories called “Themes.” These breakouts provide, like the primary report (Profile Report), the full response option percentages for each item. The Themes are:

- a. Professional Practice: Teaching
- b. Professional Practice: Scholarship
- c. Professional Practice: Service
- d. Institutional Support and Resources
- e. Goals for Undergraduate Education
- f. Diversity
- g. Satisfaction
- h. Institutional Priorities
- i. Interaction with Students
- j. Habits of Mind
- k. Health and Wellness
- l. Relationship with Administration

Additionally, the Profile Report provides additional information specific to Graduate Faculty and for Other Respondents. The results are further broken out by gender and detail the response percentages by each item response option. For questions please contact the Office of Institutional Research at the University of Idaho.

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