

FACULTY'S ROLE

in Research, Teaching, and Service



National results are shown in BLACK |

results are shown in GRAY

Research, teaching, and service are integral functions of higher education institutions. Through personal commitment and collaborative efforts, faculty are critical in contributing to the vitality of each at their college or university.

Research, teaching, and service are of essential importance to faculty.

They also use outside funding to support their work.

75%
Personally value teaching



53%
Personally value research
22%
Personally value service

24%
Receive funding from foundations



29%
Receive government funding
11%
Receive funding from business/industry

Faculty approach research in the following ways...

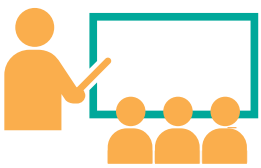


47%
Collaborated with the local community on research/teaching



71%
Engaged in academic research that spans multiple disciplines

...And seek help to improve their teaching.



68%
Participated in organized activities around pedagogy or student learning



87%
Participated in the development of curriculum

Faculty show their commitment to their work through their interaction with undergraduate students.



55%
Advised student groups involved in service/volunteer work



63%
Worked with students on their research project(s)



73%
Encouraged students to seek solutions to problems and explain them to others



56%
Encouraged students to recognize biases that affect their thinking

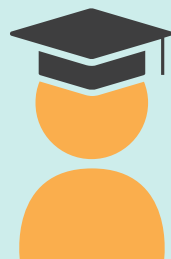


69%
Encouraged students to evaluate the quality or reliability of information



70%
Frequently discussed career and post-graduation goals with their advisees

Faculty strongly agree that their role in educating undergraduates is to...



73%
Promote students' ability to write effectively

58%
Teach students respect for different beliefs

61%
Prepare students for advanced education

69%
Prepare students for post-college employment

...Within the context of a healthy campus climate.

70%
Think their institution has effective policies that increase faculty diversity

55%
Feel they are sufficiently involved in campus decision-making

71%
Think their institution takes responsibility for educating underprepared students

