



INSTITUTIONAL EFFECTIVENESS

Assessment News

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The State of the Faculty – 2010

Some months ago, OIE was asked to answer several questions about the St. Norbert College faculty. Unfortunately, not all faculty data are easy to retrieve. After cobbling together data from a number of diverse sources, the answers to the questions OIE was asked to investigate appear below.

What is the size of the faculty? How many are men? How many are women?

For 2010-11, Banner lists 100 faculty classified F1 (primarily teaching/tenure track). In addition, 4 faculty are classified as F6 (phased retirees), and 11 faculty are classified as FA (Faculty Administrative) for a total of 115 tenure track faculty.

In addition, the College employs 9 academic staff (AS), 16 visiting/continuing faculty (F3 & F7), and 31 adjunct faculty (F4 & F5).

Tenure track faculty are broken out by gender and rank in Table 1 on Page 2. About 64% of SNC faculty are men. About 45% are assistant professors, 35% are associate professors, and 19% are professors. (Continued on Page 2)

Higher Learning Commission Liaisons to Visit SNC November 17, 2010

In preparation for the October 31, 2011 on-site visit, Dr. Robert Appleson and Dr. Eric Martin, both HLC Vice Presidents, will visit St. Norbert College on November 17, 2010. They will meet with the Self-Study Steering Committee, the President's Cabinet, the Faculty Advisory Committee, as well as the leadership of the Administrative Staff and Hourly Associations. Drs. Appleson and Martin will be monitoring SNC's progress thus far and providing helpful counsel regarding some of the final stages of our preparation for the on-site visit such as soliciting third party comment and preparing the community for the visit. Dr. Martin, will become SNC's institutional liaison with the Higher Learning Commission after the November 17 meeting, succeeding Dr. Appleson who has served in that capacity since the late 1990s.

NSSE Data Contribute to SNC Understanding of Strengths and Challenges

by Lauren Lathers (Psychology major and OIE Research Assistant)

In the previous issue of the Assessment News, Kevin Steiner summarized findings from the SNC Current Student Survey (CSS) and the HERI Senior Survey (SS) using the five "engagement constructs" from the National Survey of Student Engagement (NSSE). In this issue, we continue this analysis. Last year, St. Norbert College participated in the NSSE for the first time. The NSSE is comparable to the CSS, which St. Norbert College has been administering since 2000, but has received extraordinary national attention in recent years. The NSSE looks at five different aspects of student involvement in their education: the Level of Academic Achievement, Active & Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and a Supportive Campus Environment. With a focus on student engagement, the NSSE surveys hundreds of four-year colleges each year, asking thousands of students about the various activities and programs their institution offers. The results of the NSSE give researchers an idea of the extent to which undergraduate students develop personally and academically both inside and outside of the classroom. More specifically, the NSSE reveals areas where the colleges and universities are succeeding in performance, as well as those aspects that could be modified and improved.

The OIE decided to look at a few of the five dimensions of student engagement from the NSSE, because there are comparable sections of the 2009-2010 HERI Senior Survey (SS). By comparing the results of the two surveys, we can construct a clearer picture of the College's strengths as well as areas for future improvement. (Continued on Page 4)

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Conference Opportunities

AAC&U Conference: Creativity, Inquiry & Discovery, November 11-13, 2010, Durham, North Carolina.

AAC&U Conference: Global Positioning - Essential Learning, Student Success, and The Currency of U.S. Degrees, January 26-29, 2011, San Francisco, CA.

The Clock is Ticking ..



2010—Review Chapters
2011—HLC on-Site Visit

The State of the Faculty – 2010 (Continued from Page 1)

66% of women faculty are assistant professors, 32% are associate professors, and only 2% are professors. 34% of male faculty are assistant professors, 36% are associate professors, and 28% are professors.

Classification	Number	Gender		Rank							
		Male	Female	No Rank	Assistant/Inst (52)		Associate (40)		Professor (22)		
					M	F	M	F	M	F	
F1 Faculty	100	61	39	0	24	27	24	11	13	1	
F6 Faculty	4	4	0	0	0	0	0	0	4	0	
FA Faculty	11	9	2	1	1	0	3	2	4	0	
Total	115	74	41	1	25	27	27	13	21	1	

How does SNC’s faculty compare in size and composition to our peer and aspirant institutions?

The next chart compares SNC to its Peer and Aspirant Institutions using IPEDS data. The IPEDS data include faculty classified as F3 & F7 (Visiting), F4 & F5 (Adjunct), and AS (Academic Staff), i.e. all teaching personnel.

Institution	State	Affiliation/Control	Employment Status				Tenure Status				Full Professor Percentage		Average Salary Women as % of Men				Total Faculty			
			Full-Time Percentage		Part-Time Percentage		Non-Track Percentage		Tenure-Track Percentage		Women	Men	Prof	Assoc	Asst	All	FT	PT		
			Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
St. Norbert College	WI	Church	43.3	56.7	46.2	53.8	47.6	52.4	56.5	43.5	33.7	66.3	4.8	95.2	>100%	91.6	103.0	83.9	134	26
PEER INSTITUTIONS																				
Albion College	MI	Church	40.8	59.2	53.5	46.5	33.3	66.7	52.6	47.4	33.3	66.7	28.9	71.1	99.9	106.8	98.2	94.7	125	43
Central College	IA	Church	43.2	56.8	57.1	42.9	71.4	28.6	56.5	43.5	34.5	65.5	30.4	69.6	97.6	97.3	99.6	93.5	88	42
Goucher College	MD	Priv-Ind	65.4	34.6	61.4	38.6	67.9	32.1	78.4	21.6	55.2	44.8	59.1	40.9	96.5	99.0	92.6	89.5	130	83
Gustavus Adolphus	MN	Church	47.0	53.0	44.2	55.8	46.5	53.5	62.3	37.7	40.3	59.7	30.8	69.2	98.1	95.2	97.6	89.5	215	43
Hampshire College	MA	Priv-Ind	50.0	50.0	51.0	49.0	50.0	50.0	NA	NA	NA	NA	48.4	51.6	96.2	94.4	104.5	94.5	100	51
Lake Forest	IL	Priv-Ind	41.3	58.7	57.7	42.3	70.0	30.0	58.3	41.7	29.3	70.7	15.4	84.6	92.6	98.9	103.1	85.0	92	52
Ohio Wesleyan University	OH	Church	37.7	62.3	60.4	39.6	33.3	67.7	53.3	46.7	33.3	66.7	31.3	68.7	100.0	100.4	99.6	94.6	138	48
Saint Michael's College	VT	Church	44.0	56.0	55.4	44.6	61.5	38.5	60.0	40.0	36.7	63.3	35.8	64.2	98.3	96.6	99.6	90.8	141	121
St. Mary's College	IN	Church	65.9	34.1	69.9	30.1	70.6	29.4	75.9	24.1	61.4	38.6	59.6	40.4	95.3	95.2	89.2	90.2	134	73
Stonehill College	MA	Church	39.2	60.8	37.0	63.0	43.8	56.3	53.6	46.4	29.3	70.7	22.2	77.8	83.1	99.0	93.0	85.3	158	81
AVERAGE			47.5	52.6	54.8	45.2	54.8	45.3	61.2	38.8	39.3	60.7	36.2	63.8	95.8	98.3	97.7	90.8	132	64
ASPIRANT INSTITUTIONS																				
Augustana College	IL	Church	43.1	56.9	54.3	45.7	37.5	62.5	46.9	53.1	41.5	58.5	36.9	63.1	97.7	96.7	100.9	94.3	174	46
Beloit College	WI	Priv-Ind	48.8	51.2	33.3	66.7	60.9	39.1	57.7	42.3	41.9	58.1	40.0	60.0	84.3	100.5	100.0	87.5	123	12
Drew University	NJ	Priv-Ind	50.3	49.7	44.8	55.2	64.3	35.7	48.8	51.2	49.1	50.9	46.2	53.8	94.0	100.0	95.0	92.9	161	96
Illinois Wesleyan University	IL	Priv-Ind	39.5	60.5	61.2	38.8	53.3	46.7	35.9	64.1	38.9	61.1	31.0	69.0	96.4	91.3	101.0	91.3	162	67
Lawrence University	WI	Priv-Ind	38.2	61.8	43.8	56.3	53.8	46.2	40.5	59.5	28.9	71.1	23.7	76.3	92.5	97.9	99.1	88.2	157	32
Luther College	IA	Church	39.2	60.8	53.0	47.0	45.8	54.2	47.6	52.4	34.8	65.2	29.1	70.9	100.4	101.1	99.7	95.1	181	66
Reed College	OR	Priv-Ind	40.7	59.3	50.0	50.0	44.4	55.6	53.8	46.2	35.9	64.1	32.8	67.2	91.7	100.5	98.9	89.3	145	10
Saint John's University	MN	Church	47.4	52.6	50.0	50.0	64.3	35.7	54.5	45.5	39.8	60.2	33.3	66.7	91.9	94.0	100.5	87.0	133	28
The College of Wooster	OH	Priv-Ind	47.6	52.4	55.3	44.7	45.7	54.3	63.4	36.6	40.9	59.1	37.2	62.8	93.4	103.3	96.6	93.1	164	38
Wheaton College	MA	Priv-Ind	51.0	49.0	68.6	31.4	72.0	28.0	50.0	50.0	45.1	54.9	45.8	54.2	93.2	95.8	94.5	89.2	145	35
AVERAGE			44.6	55.4	51.4	48.6	54.2	45.8	49.9	50.1	39.7	60.3	35.6	64.4	93.6	98.1	98.6	90.8	155	43

How many men and women faculty were hired each year and how many are still at St. Norbert College?

The data in Table 3 show when the current faculty were first employed by St. Norbert College by rank. These data, however, do not indicate how many hires were made each year and how many of those remain at the College. Based on New Faculty Orientation data supplied by the Office of Faculty Development, Table 4 documents the number of new tenure-track hires and the retention of those new faculty since 2000.

	Professor	Associate	Assistant	Other
1970s	7	3	0	0
1980s	10	13	3	0
1990s	5	16	9	1
2000s	0	8	38	2
Total	22	40	50	3

The State of the Faculty – 2010 (Continued from Page 2)

Year	New Tenure Track Hires			Currently at SNC			Left SNC	
	Total	Men	Women	Total	Men	Women	Men	Women
2010	6	5	1	6	5	1	0	0
2009	6	1	5	6	1	5	0	0
2008	6	2	4	5	2	3	0	1
2007	5	4	1	5	4	1	0	0
2006	5	1	4	1	0	1	1	3
2005	10	4	6	6	2	4	2	2
2004	5	3	2	4	2	2	1	0
2003	4	2	2	2	1	1	1	1
2002	12	9	3	5	3	2	6	1
Total	59	31	28	40	20	20	11	8

How many men and women faculty have applied for tenure, sabbatical, or promotion each year and how many have been successful?

Data for the last 6 years are summarized in Table 5.

Applications for Tenure										
Year	Total			Number Successful			Percent Successful			
	Combined	Men	Women	Total	Men	Women	Combined	Men	Women	
2004-5	3	2	1	3	2	1				
2005-6	8	3	5	7	3	4				
2006-7	5	1	4	5	1	4				
2007-8	2	0	2	1	0	1				
2008-9	3	1	2	3	1	2				
2009-10	4	2	2	3	2	1				
	25	9	16	22	9	13	88%	100%	81%	
Applications for Sabbatical										
Year	Total			Number Successful			Percent Successful			
	Combined	Men	Women	Total	Men	Women	Combined	Men	Women	
2004-5	2	2	0	2	2	0				
2005-6	6	4	2	5	3	2				
2006-7	5	4	1	5	4	1				
2007-8	6	4	2	2	1	1				
2008-9	6	4	2	6	4	2				
2009-10	3	3	0	3	3	0				
	28	21	7	23	17	6	82%	81%	86%	
Applications for Promotion										
Year	Total			Number Successful			Percent Successful			
	Combined	Men	Women	Total	Men	Women	Combined	Men	Women	
2004-5	3	3	0	2	2	0				
2005-6	9	7	2	8	6	2				
2006-7	4	2	2	4	2	2				
2007-8	0	0	0	0	0	0				
2008-9	3	2	1	3	2	1				
2009-10	2	1	1	0	0	0				
	21	15	6	17	12	5	81%	80%	83%	

In what year are faculty most often tenured? How many years have faculty spent at their current rank?

About 38% of (47% of women) faculty are tenured after 4 years of employment. 64% are tenured after 3-5 years of employment. More men than women are tenured after 2 or 3 years and more women than men are tenured after 6 years. About 18% are hired with tenure. About 36% of faculty have been at their current rank 4 years or less. One-third have been at their current rank 5-10 years and 14% have been at their current rank 11-15 years and 18% have been in their current rank 16-28 years. (Continued on Page 4)

The State of the Faculty – 2010 (Continued from Page 3)**How many years does it take faculty to reach the rank of Associate Professor or Professor?**

Of the 22 faculty who currently have the rank of Professor, 7 achieved that rank 15 or 16 years after first being employed at St. Norbert College. Thirteen achieved the rank of Professor 17-24 years after their initial employment date. On average, Professors achieved the College's highest rank 17.45 years after their initial employment. Of the 40 faculty at the rank of Associate Professor, 9 achieved that rank after 6 or fewer years of employment. Eight were promoted after 7 years, 12 after 8-10 years, and 11 after 11-26 years. On average, faculty were promoted to associate professor 8.63 years after their initial employment at the College.

	Years to Associate		Years to Professor	
Women faculty	8.69	13	19.00	1
Men faculty	8.79	27	17.38	21
Total	8.63	40	17.45	22

NSSE Data Contribute to SNC Understanding of Strengths and Challenges (Continued from Page 1)**Student-Faculty Interaction**

The first aspect looked at is Student-Faculty Interaction. The NSSE claims that “students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.” To measure Student-Faculty Interaction, the NSSE includes items that ask about the amount of contact a student has with faculty, the opportunity for discussions with faculty outside of class, and the overall quality of the students' relationship with faculty. Looking at the NSSE results, St. Norbert scores were very similar to the scores of the Great Lakes Private schools and other colleges with the same Carnegie classification. This indicates that the extent and quality of Student-Faculty Interaction at SNC is not unlike that found at similar institutions in the region and nationally.

SNC	Great Lakes Private	Carnegie Class
47.3	44.4	47.9

Seniors who took the NSSE were asked to rate, from 1 to 7, the overall quality of relationships with faculty; a rating of 1 indicated the student thought faculty were unavailable, unhelpful, unsympathetic. A rating of 7 meant the student believed faculty to be available, helpful, and sympathetic. St. Norbert College seniors rated either a 6 or 7 more often than all U.S. NSSE 2010 institutions (66% SNC, 57% NSSE) and nearly mirrored the other colleges with the same Carnegie classification (67%).

Looking at the HERI SS, comparable items revealed that St. Norbert College students claimed a slightly higher ability to find a faculty or staff mentor in comparison to all four-year Catholic and all four-year private schools. More SNC seniors reported being very satisfied or satisfied with finding a mentor (87.1% SNC, 78.5% Catholic, 79.0% private). St. Norbert College seniors were also slightly higher when responding “very satisfied” or “satisfied” regarding the amount of contact they had with faculty (92.4% SNC, 88.3% Catholic, 90.1% Private).

Both surveys also included a few items related to student-faculty interaction where St. Norbert may be lacking in comparison to other schools. Specifically, the NSSE revealed that ratings by students at Great Lakes Private schools and at other colleges in our Carnegie classification were higher for “how often they received prompt written or oral feedback from faculty on their academic performance”, compared to student ratings at SNC. (Continued on Page 5)

NSSE Data Contribute to SNC Understanding of Strengths and Challenges (Continued from Page 4)

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Active and Collaborative Learning

The NSSE states that “Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems of mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.” Active and Collaborative Learning at St. Norbert College turned out to be significantly higher than the two comparison groups. Active & collaborative learning includes activities like working with other students on projects outside of class, studying with other students, tutoring, contributing to class discussion, and so forth. St. Norbert’s higher score indicates slightly more active & collaborative learning among the student body.

NSSE Active & Collaborative Learning		
SNC	Great Lakes Private	Carnegie Class
57.4	53.5	53.3

Seniors who took the NSSE were asked to rate, from 1 to 4, how often they actively and collaboratively worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc). St. Norbert average responses were significantly higher than Great Lakes Private schools, schools which share our Carnegie classification, and all NSSE respondents in 2010. Students were asked to indicate how often they tutored or taught other students, using the same 1 to 4 rating scale. St. Norbert seniors were, again, displaying higher ratings in comparison to the other three groups reported by NSSE.

Those that participated in the HERI SS were asked to specify how often they studied with other students. St. Norbert seniors responded “frequently” or “occasionally” slightly more often than respondents from all four-year Catholic schools and all four-year private schools (98.1% SNC, 96.2% Catholic, 95.3% private). These results suggest that St. Norbert students study more often with other students, revealing that a positive aspect of active and collaborative learning is present at St. Norbert College. Feeling like a member of one’s campus community is also considered an aspect of active and collaborative learning. Another item asked seniors to indicate if they “strongly agree” or “agree” with the statement, “I see myself as part of the campus community.” St. Norbert students showed significantly more agreement with this item in comparison to all four-year Catholic schools and all four-year private schools (91.9% SNC, 84.1% Catholic, 83.8% private).

Where to Improve

Through investigating results from both the 2010 NSSE and HERI SS, it became evident that St. Norbert College could improve in some areas. Notably, there are differences in items dealing with racial/ethnic diversity. One item in the NSSE asked seniors to rate how often they had serious conversations with students of a different race or ethnicity other than their own. Ratings among SNC students were slightly lower than responses from students at other colleges with the same Carnegie classification.

The HERI SS includes more in-depth questions on diversity. Respondents were asked to indicate how often they took part in certain activities with students of a different race/ethnic group. St. Norbert students indicated they “very often” or “often” studied or prepared for class with a student of a different race significantly less often than all four-year Catholic school and all four-year private school respondents (30.7% SNC, 46.6% Catholic, 48.7% private). Therefore, although St. Norbert students engage frequently in collaborative work with other students, there seems to be little diversity among the students with which they work.

There are a couple items under the NSSE’s category of Enriching Educational Experiences in which St. Norbert seniors responded slightly lower than comparison groups, indicating there is room for improvement in these areas. The data indicate the proportion of students responding “done” among all valid responses. When asked if they had completed foreign language coursework, SNC seniors responded “done” significantly less often than seniors at other colleges in our Carnegie classification seniors (45% SNC, 59% Carnegie Class). There was also a difference in the percent of students who had completed an independent study or self-designed major (19% SNC, 26% Carnegie Class).

Grant Development Update

The Office of Grant Development has been busy seeking external funding for the many exciting projects SNC faculty and staff are working on. Over the past month Dr. Tynisha Meidl has applied to two different funders for funding for a J-term course in New Orleans; Corday Goddard, Bridgit Martin, and Shelly Mumma completed a substantial Online Funding Inquiry for the Templeton Foundation for funding for a character education, leadership, and identity development program; Dr. Paula Brusky has applied for funding from the Greater Green Bay Community Foundation for an outreach wind quintet and Dr. Bola Delano-Oriaran, Dr. Tynisha and Debbie Faase have applied for funding for a college-prep program replication grant. Please to congratulate them on their grant seeking efforts and wish them the best of luck!

Over the past five months the office has assisted faculty and staff to submit 11 grant proposals for \$569,000 in total. The office continues to publicize grant opportunities on the website, www.snc.edu/oie/grantdevelopment/. The site is updated monthly and offers hundreds of funding opportunities. Grant Development recently added two new web pages. One page highlights faculty and staff areas of interest. This is a great place to learn about colleagues' areas of expertise and hopefully it will lead to greater collaboration across departments and divisions. The office has also created a page listing all grants currently in progress as well as grants we anticipate applying for in the upcoming months. Please visit the site and check out these new pages. As always, the Director of Grant Development is happy to meet with faculty and staff to discuss funding opportunities. If interested contact Sarah Ryan at x3019.



The Accreditation Self-Study Steering Committee has been hard at work editing the draft Self-Study Report. A final draft will be available for Community review beginning February 2011.