**Assessment and Accreditation Committee**
**Fall 2016**
**Faculty Survey on Growth**

**Background.** The 2015-16 Assessment and Accreditation Committee (AAC) developed the Faculty Survey on Growth in order to understand and document the impact of student body growth on faculty. Topics covered included resources, teaching, scholarship, and staffing. This survey was designed to complement, not replicate, the COACHE survey, which will take place in January 2017.

**Data Collection.** In May 2016 the AAC distributed a link to the Faculty Survey on Growth via faculty-l. All faculty at HMC (regardless of rank or contract status) were invited to participate; 68 people did so over the course of 15 days. Of those 68 respondents, 8 had been at the college for 0-3 years, 9 for 4-6 years, 17 for 7-15 years (this category spans more years than the others because smaller windows would have rendered some data person identifiable), and 23 for 16+ years; 11 people did not indicate the length of time they have been at the college.

**Data Analysis.**
- Full survey results (see below) were compiled by the Office of Institutional Research and Effectiveness.
- Results were disaggregated by number of years at the institution. Data from the 11 people who did not answer the item about length of time at HMC are included, along with responses from individuals in all categories, in the "all responses" columns in the tables.
- Open ended responses were edited for spelling and punctuation.

**Key Themes and Findings.** Members of the 2016-17 AAC reviewed the survey results and extracted the following key themes and findings for this executive summary:

- Responses to Survey Item 1 suggest that faculty are already making changes to their courses to self-adjust their workload in response to college growth (e.g., changing syllabi to reduce instructor workload, changing assignments to reduce grading burden, providing less feedback on assignments to save time).

- Interestingly, the data suggest faculty are not yet self-adjusting their work in other ways that might be available to them (e.g., by declining to stand for faculty elections, declining to apply for formal leadership roles, declining external service opportunities), perhaps because few faculty feel comfortable saying "no" when asked to take on extra responsibilities for the college (the mean across all responses on item 5 was 2.83 on a five point scale ranging from 1=Strongly Disagree to 5=Strongly Agree; only 21 of 64 respondents indicating that they Agree or Strongly Agree with this item).

- In response to the item, "In the last year, I felt overwhelmed by all I had to do," average responses across cohorts were in the "4=Often" to "5=Very Often" range. In other words, faculty feel overwhelmed. The feeling of being overwhelmed and time constrained is clearly pervasive. Follow up assessments might examine the extent to which these feelings emerge from expectations explicitly imposed by others, self-imposed expectations, or culturally implicit expectations.

- There is concurrent concern about growth of the college.  In response to the item, "In thinking about your responsibilities as a faculty member, how concerned are you about the growth of the College?" average responses across cohorts were in the "3=Somewhat Concerned" to "4=Moderately Concerned" range.

- Many respondents expressed concern that resources will not grow commensurately with the student body across all departments.  In particular, respondents lifted out the need for classroom and laboratory (research and teaching) space, adequate staff support, and funding to support student and faculty summer stipends.

- More than ⅔ of the faculty across all levels of experience have found it necessary to turn away students seeking research experiences; there seems to be a similar, but somewhat less prevalent, incidence of students turned away from classes.

**Results**

*1. In the current academic year, have you (Select all that apply):*

| | 0-3 YEARS | | 4-6 YEARS | | 7-15 YEARS | | 16+ YEARS | | ALL RESPONSES | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | | |
| Changed the syllabus for a class to reduce student workload | 4 | 50% | 6 | 67% | 11 | 65% | 14 | 61% | 38 | 58% |
| Changed the syllabus for a class to reduce your workload | 4 | 50% | 4 | 44% | 8 | 47% | 4 | 17% | 24 | 37% |
| Changed an assignment or assignments to reduce grading burden | 5 | 63% | 5 | 56% | 12 | 71% | 9 | 39% | 35 | 54% |
| Provided less feedback on assignments to save time | 4 | 50% | 8 | 89% | 12 | 71% | 12 | 52% | 40 | 62% |
| Spent more time on administrative tasks related to teaching | 4 | 13% | 5 | 56% | 9 | 53% | 12 | 52% | 31 | 48% |
| Given more administrative tasks to department support staff | 1 | 13% | 7 | 78% | 3 | 18% | 6 | 26% | 18 | 28% |
| Spent more time on academic advising | 2 | 25% | 7 | 78% | 6 | 35% | 10 | 43% | 26 | 40% |
| Turned away qualified students from your courses due to space considerations | 2 | 25% | 6 | 67% | 7 | 41% | 11 | 48% | 32 | 49% |

| | 0-3 YEARS | | 4-6 YEARS | | 7-15 YEARS | | 16+ YEARS | | ALL RESPONSES | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | | |
| Declined to stand for faculty election (Dept. chair, FEC chair, etc.) | 1 | 13% | 1 | 11% | 5 | 29% | 5 | 22% | 14 | 22% |
| Declined to apply for a formal faculty leadership role (Associate Dean, etc.) | 0 | 0% | 1 | 11% | 5 | 29% | 2 | 9% | 9 | 14% |
| Declined external service (leadership in a professional organization, etc.) to be able to focus on college-related activities. | 2 | 25% | 4 | 44% | 9 | 53% | 7 | 30% | 24 | 37% |
| Considered taking a reduced teaching load for a year or more | 1 | 13% | 2 | 22% | 7 | 41% | 6 | 26% | 17 | 26% |
| Collaborated with a colleague in another department at HMC on teaching | 1 | 13% | 4 | 44% | 6 | 35% | 4 | 17% | 16 | 25% |
| Collaborated with a colleague in another department at HMC on research | 3 | 38% | 2 | 22% | 4 | 24% | 6 | 26% | 17 | 26% |
| Did not offer an advanced/elective course in my discipline in order to teach Writ 1 or CL 57 | 0 | 0% | 3 | 33% | 2 | 12% | 4 | 17% | 10 | 15% |
| Advised a thesis | 2 | 25% | 7 | 78% | 12 | 71% | 13 | 57% | 35 | 54% |
| Turned down a student proposing a viable independent study project | 1 | 13% | 6 | 67% | 6 | 35% | 8 | 35% | 24 | 37% |
| Turned down at least one qualified student who wanted a research opportunity with you. | 5 | 63% | 7 | 78% | 11 | 65% | 14 | 61% | 41 | 63% |

*Please use the response scale below to the following statements:*

**2. My work takes up time I'd like to spend with family/friends.**

|  | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Very Often (5) | Total Responses | Mean |
|---|---|---|---|---|---|---|---|
| 0-3 YEARS | 0 | 0 | 5 | 0 | 3 | 8 | 3.75 |
| 4-6 YEARS | 0 | 0 | 2 | 1 | 6 | 9 | 4.44 |
| 7-15 YEARS | 1 | 1 | 5 | 5 | 5 | 17 | 3.71 |
| 16+ YEARS | 0 | 1 | 7 | 7 | 8 | 23 | 3.96 |
| **ALL RESPONSES** | **1** | **2** | **22** | **15** | **24** | **64** | **3.92** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | ALL RESPONSES |
|---|---|---|---|---|---|
| Min Value | 3 | 3 | 1 | 2 | **1** |
| Max Value | 5 | 5 | 5 | 5 | **5** |
| Mean | 3.75 | 4.44 | 3.71 | 3.96 | **3.92** |
| Variance | 1.07 | 0.78 | 1.35 | 0.86 | **0.99** |
| Standard Deviation | 1.04 | 0.88 | 1.16 | 0.93 | **1.00** |
| Total Responses | 8 | 9 | 17 | 23 | **64** |

**3. I put student's needs ahead of my own personal/family needs.**

|  | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Very Often (5) | Total Responses | Mean |
|---|---|---|---|---|---|---|---|
| 0-3 YEARS | 0 | 3 | 3 | 2 | 0 | 8 | 2.88 |
| 4-6 YEARS | 0 | 1 | 6 | 0 | 2 | 9 | 3.33 |
| 7-15 YEARS | 1 | 1 | 7 | 5 | 3 | 17 | 3.47 |
| 16+ YEARS | 0 | 2 | 7 | 6 | 8 | 23 | 3.87 |
| **ALL RESPONSES** | **1** | **8** | **25** | **16** | **14** | **64** | **3.53** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | ALL RESPONSES |
|---|---|---|---|---|---|
| Min Value | 2 | 2 | 1 | 2 | **1** |
| Max Value | 4 | 5 | 5 | 5 | **5** |
| Mean | 2.88 | 3.33 | 3.47 | 3.87 | **3.53** |
| Variance | 0.70 | 1.00 | 1.14 | 1.03 | **1.05** |
| Standard Deviation | 0.83 | 1.00 | 1.07 | 1.01 | **1.02** |
| Total Responses | 8 | 9 | 17 | 23 | **64** |

**4. In the last year, I felt overwhelmed by all I had to do**

| Question | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Very Often (5) | Total Responses | Mean |
|---|---|---|---|---|---|---|---|
| 0-3 YEARS | 0 | 0 | 2 | 4 | 2 | 8 | 4.00 |
| 4-6 YEARS | 0 | 0 | 1 | 3 | 5 | 9 | 4.44 |
| 7-15 YEARS | 0 | 2 | 4 | 5 | 6 | 17 | 3.88 |
| 16+ YEARS | 0 | 5 | 5 | 5 | 8 | 23 | 3.70 |
| **ALL RESPONSES** | **0** | **7** | **14** | **21** | **22** | **64** | **3.91** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | ALL RESPONSES |
|---|---|---|---|---|---|
| Min Value | 3 | 3 | 1 | 2 | **2** |
| Max Value | 5 | 5 | 5 | 5 | **5** |
| Mean | 4.00 | 4.44 | 3.88 | 3.70 | **3.91** |
| Variance | 0.57 | 0.53 | 1.11 | 1.40 | **1.01** |
| Standard Deviation | 0.76 | 0.73 | 1.05 | 1.18 | **1.00** |
| Total Responses | 8 | 9 | 17 | 23 | **64** |

*Please use the response scale below to respond to the following statements:*

**5. I feel comfortable saying "no" when I am asked to take on extra responsibilities for the college**

|  | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) | Total Responses | Mean |
|---|---|---|---|---|---|---|---|
| 0-3 YEARS | 0 | 5 | 3 | 0 | 0 | 8 | 2.38 |
| 4-6 YEARS | 1 | 6 | 0 | 2 | 0 | 9 | 2.33 |
| 7-15 YEARS | 1 | 2 | 6 | 7 | 1 | 17 | 3.29 |
| 16+ YEARS | 3 | 6 | 4 | 9 | 1 | 23 | 2.96 |
| **ALL RESPONDENTS** | **7** | **20** | **16** | **19** | **2** | **64** | **2.83** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | **ALL RESPONSES** |
|---|---|---|---|---|---|
| Min Value | 2 | 1 | 1 | 1 | **1** |
| Max Value | 3 | 4 | 5 | 5 | **5** |
| Mean | 2.38 | 2.33 | 3.29 | 2.96 | **2.83** |
| Variance | 0.27 | 1.00 | 1.00 | 1.41 | **1.16** |
| Standard Deviation | 0.52 | 1.00 | 1.00 | 1.19 | **1.08** |
| Total Responses | 8 | 9 | 17 | 23 | **64** |

**6. I have found a comfortable balance between the teaching, research, and service activities expected of me**

|  | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) | Total Responses | Mean |
|---|---|---|---|---|---|---|---|
| 0-3 YEARS | 0 | 5 | 1 | 2 | 0 | 8 | 2.63 |
| 4-6 YEARS | 2 | 5 | 0 | 2 | 0 | 9 | 2.22 |
| 7-15 YEARS | 3 | 5 | 3 | 6 | 0 | 17 | 2.71 |
| 16+ YEARS | 5 | 6 | 4 | 7 | 1 | 23 | 2.70 |
| **ALL RESPONSES** | **10** | **24** | **11** | **18** | **1** | **64** | **2.63** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | ALL RESPONSES |
|---|---|---|---|---|---|
| Min Value | 2 | 1 | 1 | 1 | **1** |
| Max Value | 4 | 4 | 4 | 5 | **5** |
| Mean | 2.63 | 2.22 | 2.71 | 2.70 | **2.63** |
| Variance | 0.84 | 1.19 | 1.35 | 1.58 | **1.22** |
| Standard Deviation | 0.92 | 1.09 | 1.16 | 1.26 | **1.11** |
| Total Responses | 8 | 9 | 17 | 23 | **64** |

## 7. Currently, I believe a larger student body will be good for the College

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) | Total Responses | Mean |
|---|---|---|---|---|---|---|---|
| 0-3 YEARS | 2 | 2 | 3 | 1 | 0 | 8 | 2.38 |
| 4-6 YEARS | 2 | 3 | 3 | 1 | 0 | 9 | 2.33 |
| 7-15 YEARS | 4 | 5 | 4 | 3 | 1 | 17 | 2.41 |
| 16+ YEARS | 11 | 4 | 4 | 3 | 1 | 23 | 2.09 |
| **ALL RESPONSES** | **22** | **17** | **15** | **8** | **2** | **64** | **2.23** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | ALL RESPONSES |
|---|---|---|---|---|---|
| Min Value | 1 | 1 | 1 | 1 | **1** |
| Max Value | 4 | 4 | 5 | 5 | **5** |
| Mean | 2.38 | 2.33 | 2.41 | 2.09 | **2.23** |
| Variance | 1.13 | 1.00 | 1.38 | 1.63 | **1.33** |
| Standard Deviation | 1.06 | 1.00 | 1.78 | 1.28 | **1.15** |
| Total Responses | 8 | 9 | 17 | 23 | **64** |

## 8. I have had sufficient opportunities to express my opinion about the growth of the student body to decision-makers

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) | Total Responses | Mean |
|---|---|---|---|---|---|---|---|
| 0-3 YEARS | 2 | 2 | 3 | 1 | 0 | 8 | 2.38 |
| 4-6 YEARS | 2 | 1 | 3 | 2 | 1 | 9 | 2.89 |
| 7-15 YEARS | 2 | 7 | 3 | 3 | 2 | 17 | 2.76 |
| 16+ YEARS | 10 | 1 | 6 | 5 | 1 | 23 | 2.39 |
| **ALL RESPONSES** | **18** | **13** | **18** | **11** | **4** | **64** | **2.53** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | ALL RESPONSES |
|---|---|---|---|---|---|
| Min Value | 1 | 1 | 1 | 1 | **1** |
| Max Value | 4 | 5 | 5 | 5 | **5** |
| Mean | 2.38 | 2.89 | 2.76 | 2.39 | **2.53** |
| Variance | 1.13 | 1.86 | 1.57 | 1.89 | **1.55** |
| Standard Deviation | 1.06 | 1.36 | 1.25 | 1.37 | **1.25** |
| Total Responses | 8 | 9 | 17 | 23 | **64** |

**9. In thinking about your responsibilities as a faculty member, how concerned are you about the growth of the College?**

| Answer | Not at all concerned (1) | Slightly Concerned (2) | Somewhat Concerned (3) | Moderately Concerned (4) | Extremely Concerned (5) | MEAN |
|---|---|---|---|---|---|---|
| 0-3 YEARS | 0 | 2 | 1 | 3 | 2 | 3.63 |
| 4-6 YEARS | 1 | 2 | 1 | 3 | 2 | 3.33 |
| 7-15 YEARS | 0 | 2 | 5 | 6 | 4 | 3.71 |
| 16+ YEARS | 1 | 1 | 5 | 6 | 10 | 4.00 |
| **ALL RESPONSES** | **2** | **7** | **12** | **18** | **19** | **3.78** |

| Statistic | 0-3 | 4-6 | 7-15 | 16+ | ALL RESPONSES |
|---|---|---|---|---|---|
| Min Value | 2 | 1 | 2 | 1 | **1** |
| Max Value | 5 | 5 | 5 | 5 | **5** |
| Mean | 3.63 | 3.33 | 3.71 | 4.00 | **3.78** |
| Variance | 1.41 | 2.00 | 0.97 | 1.27 | **1.30** |
| Standard Deviation | 1.19 | 1.41 | 1.00 | 1.13 | **1.14** |
| Total Responses | 8 | 9 | 17 | 23 | **58** |

*What issues, problems, or barriers to success would you like to see HMC address in order to best help the faculty with respect to teaching a larger student body? Please be specific in term of changes that would help you continue to be an effective instructor as the student body grows.*

**0-3 years**

- The greatest challenge of a larger student body is that I'll have less time to get to know each of them. Having enough faculty that I can spend the same time per student would help.
- The college is currently understaffed. Among junior faculty there is widespread agreement that we are much more likely to lose faculty due to burn out than due to lack of quality teaching or scholarship. Junior faculty's families are also impacted. Currently, our graduates make more than we do and there is no way a family can survive in Claremont given the current cost of living and junior faculty salaries. I have considered looking for alternate faculty positions where I can thrive.
- Pressure to increase size of classes and sections. Not enough lab space. Not enough research spots. Two or three individual students are each spending 1-2 hours in specially-scheduled, one-on-one office hours -- this is not sustainable.
- As the student body has grown, the grading load in the core courses has increased tremendously. Because of HMC's focus on personal attention and the fact that we have no graduate student TAs, the grading load has become nearly overwhelming for professors in departments such as chemistry. To keep the quality of teaching and personal attention in the core classes high, the college must consider adding faculty positions.
- I think the largest challenge (for me) will be in the core courses, particularly in lab courses. This is because my department has relatively few majors, so additional majors to fill out upper-level courses would actually be a positive for us. In the core courses, however, staffing and space become a concern, particularly if we want to offer the students individualized attention they expect at a school like this. One change that I was disappointed about is that the Galileo auditoria are currently being given a facelift with no real functional changes. I was really hoping for a modern active-learning lecture hall that would promote group work and problem-solving even in large classes (with tables for groups of students). I also expect additional space and staffing needs tied to the core lab courses, especially the new Biology lab. In particular, it seems pretty unthinkable to me to launch a new core laboratory course without a staff member whose primary job it is to coordinate and organize that.
- Funding for lab TAs and graders/grutors
- There has to be an acknowledgement, explicit or implicit, that a larger student body will translate to increases in class sizes (possibly disproportionately impacting certain classes and faculty) unless faculty hiring proceeds in lockstep. This may impact the design of a course including small and large aspects such as assignments, feedback, experiential learning activities, availability for advising in and outside of office hours, etc. I'm not saying that a larger student body will necessarily create negative impacts on

teaching and educational outcomes, I'm saying that they will evolve a bit as well. Since the growth is going to happen slowly, adjustments can also be made slowly and deliberately - hopefully in ways that promote further excellence in teaching. A larger student body can also bring greater diversity and greater enrollment in niche courses. So I'm cautiously optimistic.

## 4-6 years

- Focus very heavily on advancement opportunities to bring in much needed cash for tenure lines.
- It would be nice to have accounting mechanisms that take into account larger class sizes.
- We need more faculty to make sure that class sizes don't continue to grow. It's really that simple. The average class size at Mudd is already way too high compared to peer liberal arts colleges.
- Many of our core classes rely on student workers (TAs, graders, grutors).  I am concerned about departments with a small number of majors.  The need for student workers will increase with college size, but the number of students qualified to hold these crucial student work positions is static.  This also overburdens students, who may hold multiple student work positions in the same department.
- Physical space in wet laboratories is limited. Night sections are not an option due to safety concerns and family obligations. I also worry about increased needs of our students for 1:1 help in office hours. More students means more time and there is a limit to office hours.
- Class size needs to be maintained or shrunk
- I feel a lot of pressure to let students into already overfull classes. I also feel like class sections are bigger than are ideal for teaching. As a result, I have fewer meaningful interactions with students and I give lower-quality feedback on grading so that I can get all the grades back in a reasonable amount of time. One thing that might help would be to support a post-doctoral teaching program (similar to what the Math department has done in years past). Hiring more professors would also be good. A budget for graders would also be nice. Also, the CS department's labs have long been too small for us to use them well. We could really use more space.

## 7-15 years

- Sufficient staff support, including administrative support and technical support in laboratory courses.
- Fewer generic courses, more faculty, distribute advising burden more evenly
- I am concerned that we will not hire sufficient additional faculty to address college growth.
- Physical space for labs (teaching and research), additional faculty to teach courses, additional faculty to mentor research students, staff support for teaching activities.
- Staff support desperately needed. Additional time needed (how?). I already teach the maximum allowable hours allowed by my disciplinary accrediting body. There is barely enough support for Writ 1.

- We need dedicated time to plan courses as teams.  This is critical to coordination in the core within and across departments and to foster interdisciplinary teaching/learning opportunities.  The core curriculum director position could easily be a full time job if the person was attending to issues such as learning, assessment, retention, transfer, coordination and interdisciplinarity.  If students only took 4-5 classes per semester, student and faculty workload would be much more reasonable.
- I'd like to see the college be much more transparent with prospective students and their parents when it comes to the challenging nature of HMC's curriculum.  I'm happy to meet students where they are at when they arrive on campus, but over the past few years I've started to think that our students should have a much better feel for what they are about to encounter.
- Currently, we have issues staffing the courses necessary for the Core as it is, and there is a need for improved/repaired/updated facilities for these courses.    That said, in order to be able to do research sufficiently to advance in this college, and t be able to give students the kinds of face time that the college expects, we need a reduced teaching load.
- We need more faculty slots in most of the departments, and, perhaps even more importantly, we do not have support staff adequate for the courses and students we have now - let alone as we grow.  We also need more effective teaching spaces for laboratory curses - bigger classes really strain our current spaces.  These are far bigger concerns than the next two boxes for me (research and governance)
- I would like to see each department receive a growth position before the student body grows to require it.  I would like to see a promise from the administration that no department is going to lose faculty lines to support another department, because I do not see that any department can afford to lose even one faculty line and remain healthy.  I would like to see the endowment per student growing instead of shrinking, so that we can remain financially viable in a future where we cannot raise tuition more than the underlying inflation rate.
- The largest problem faced by the faculty is simply the number of classroom instructors. In many courses, and in experimental sciences in particular, class sizes cannot be increased without a detrimental effect on student learning and instructor workload. The only way to alleviate the effect is to hire more faculty and provide adequate facilities (e.g. more laboratory classrooms).
- I put my family and myself first.  My HMC duties get a set amount of attention each week.  I do what I can do in that time and, if I can't get it all done, I modify what I'm doing on campus (e.g., modify assignments, say no to more service, etc.).

**16+ years**
- I think we would benefit from more space, more faculty and more support for a growing student population (in the writing center in particular)
- More faculty to deal with increased numbers of students and to deal with entering students who are much less well-prepared than has been the case in the past.
- I'd encourage greater integration among core offerings. Although it seems paradoxical, less choice for HMC students and greater emphasis on the shared experience during the

first three semesters may increase (long-term) happiness. The shared-cohort experience of those three terms is, quite frankly, something none of those individuals will ever experience for the rest of their lives and is far more distinctive a part of the HMC experience than any elective expression of interest or required course content. Yes, students will say their creativity and identity-expression is being curtailed: they will be correct, in fact. What is more, both of those two facets of each individual's self will emerge the stronger for that perception. Short-term grumbling will remain constant, as that is human nature, not a reflection of this or any other institution.

- It is not clear I can continue to be an effective instructor when class size continues to increase.  What will happen is that I and others will simply go through the motions of instruction.  Students will become numbers not individuals.
- We need more faculty lines and not just in CS.  More faculty are being tapped for administrative positions without full time faculty replacements.  My advising burden has increased and as class sizes have increased I spend more time dealing with students in "academic crisis" - it is becoming more difficult to give students the individual attention they deserve. Reducing section sizes and spreading the advising burden would help.
- We need to be sure that there is a balance among the academic interests of the incoming class to ensure the viability of all academic departments.
- Hire more faculty so the student to faculty ratio is 8:1 like it was early in the college's life.  Hire more support technicians in the computer and lab arenas. Expand the number of staff supporting the computer services help desk. Each department should also have sufficient computer, lab and other support staff.
- We need to understand why workloads of faculty and students have been rising even as student:faculty ratios have remained roughly constant.
- Faculty are already at the point of being overwhelmed with all that we need to do to educate our students.  The prospect of ramping up to 900 students, while adding only 5 more faculty (many/most of whom will go to CS), seems ill advised.  It feels like it might "break" us; I don't see how the quality of our educational program can be maintained with the addition of so many more students.
- Instruction: I am now considering shifting the way I assign homework to becoming online problems that can be graded automatically.  We don't have the grading resources to keep up with giving thoughtful feedback to students.  We have tried to focus on their ability to write and communicate well, but with online homework, that focus will have to vanish, and shift toward prioritizing purely computational skills.  Care for students:  There are already too many students in our classes to be able to give them individual care.  I am finding that students are beginning to slip between the cracks.  Growth in the number of faculty: With a growth in sizes of departments, faculty no longer interact as easily or frequently, so spontaneous collaborations across departments become more difficult. The explosion in the number of administrative positions has already made the campus feel more corporate.
- Resolve how to enforce course size caps while still accommodating student demand.
- Before we add students, we need to be able to serve the ones we already have.  In addition, we have neither the space nor the time (class slots) to handle a larger student body.  For example, Clinic is already bursting at the seams; we can't accommodate all

the spring presentations, the poster session is packed, and we don't have enough space to work in.

- Clearly, we will need to increase the size of the faculty, staff, and physical resources to accommodate a larger student body.  Perhaps a less obvious issue is the potential for (and even high likelihood of) erosion of the honor code as the size of the community grows; I'd like for us to redouble our efforts to maintain the health of this vital part of our community.
- As the college grows, we need more faculty to keep class sizes from getting too large. And we need more resources to reduce the grading burden.
- It seems clear that the college is growing in order to accommodate the influx of students taking computer science courses. But the new growth creates additional burdens for all departments, especially those with a large presence in the core. I want to hear what the faculty growth plan is to accommodate the additional 100 students.
- Need more faculty members in some departments
- I spend increasing amounts of time dealing with students who have significant academic or emotional/behavioral deficits.  Apart from greater admissions selectivity, I don't know how to be more effective in this situation.
- We need better faculty support for students who arrive at the college underprepared for our curriculum. We need better support for students with learning disabilities. Running exams is a nightmare when so many students need special considerations. We need more time for our research so that good opportunities for students can be provided. We need to lower students expectations of research; it is not possible to provide research for first year students as well as senior projects.
- It's not clear to me that the administration is taking seriously the increased need for faculty, support staff and space to teach the core curriculum as the college grows. Adequate support staff is in particular an issue.  There never seems to be problem finding money for additional staff for student support services, but when faculty ask for additional staff to support the academic side of the college enterprise the answer always seems to be there's no money for that.  Inadequate support staff (to prep courses, maintain equipment, etc.) imposes additional workload on faculty who may already be dealing with increased enrollments and other growing pains.
- Departments need more faculty (and therefore more faculty office and research space). Faculty need space to gather away from students.  Department operating budgets need to increase to address the costs associated with more students - student graders, lab supplies, student travel, research stipends, etc.

**All Others**
- If we don't hire more qualified faculty then teaching a larger student body will be an immense challenge.  More people will be needed to make this happen.
- I think if the staffing level does not change, there must either be larger classes or a smaller variety of classes offered (or less time for research). This will be true even if the overall student/faculty ratio does not change from its historical level.

*What issues, problems, or barriers to success would you like to see HMC address in order to best help the faculty with respect to research? Please be specific in term of changes that would help you continue to be a productive scholar as the student body grows.*

**0-3 years**

- More internal grants so that I could accommodate more students. I'm constrained by funding right now, not by time.
- The workload (staff, faculty, and students) is unnecessarily high, particularly given the aims to grow. We cannot simultaneously require all students to graduate with 128 credits, grow the student body, and not grow the faculty.
- Lab space. More faculty active in research would allow a more reasonable number of senior thesis students per active faculty member.
- Faculty members only have a finite amount of time, and with the increasing grading load from core courses (and other high-enrollment classes) and the larger number of students seeking help outside of office hours, the less time there is for research. Trying to balance the needs of my research students with the workload from my courses was a significant source of stress for me this year.
- I don't see student growth as causing problems with research directly. However, if more of my time is taken up with teaching duties, that will definitely have a negative impact on research (the time I have to devote to research is already pretty minimal during the school year!) I feel that involving students in research is also teaching, and that if there were a way to count this towards my teaching duties that would help me balance research and teaching much better. I can imagine that the student research experience could be more formalized (with a small side course on scientific research & communication?) and perhaps even required for certain majors. This would make it more important for students and more clearly part of teaching duties.
- I don't expect substantial impacts other than more time being potentially devoted to teaching, which reduces time available for research.

**4-6 Years**

- Faculty who mentor large groups of research students, especially in the form of research labs that operate year round and take students from multiple class years, need to have this work acknowledged. Many faculty on campus don't do this, as is their privilege, but faculty who do this mentoring, especially of underclass students, need support, both in terms of teaching credit, and financial support.
- Research in my department relies on staff members, whose responsibilities range from managing payroll to ordering supplies to monitoring laboratory safety. Some of our staff members fulfill this role for the college as a whole. Increasing the number of faculty and students engaged in laboratory research will increase our staff's workload. Does the college budget include funds for additional staff members to take on the increasing workload?
- If the research is to include undergraduates, in significant numbers, and is taking place over summer the faculty member leading the work should be paid full time wages for the

duration of the research. A two-ninths pay, even, is not full time pay since summer programs run 10 weeks. However, that would be an appropriate compensation. This would allow all additional stipends given to faculty supervising students to be used toward consumables and equipment.

- 2-2 load
- I say "no" to a lot of people who want to do research. For me, research is a time-intensive mentoring process that I really enjoy. I could perhaps take more students if I stopped spending so much time with each of them; but I don't see how the students or I benefit from that tradeoff. I'm not sure there's anything the College can do to fix the time issue    As long as the College doesn't expect me to publish at the rate of a Research University, I'm okay with how things are now (even though it's not fun to say no).

**7-15 years**
- Time is the major limiting factor in my research productivity.
- Teach 4 course load
- More internal grants for student stipends would be extremely helpful. I cannot hire as many students as I would like to sustain my program (and I turn more than 10 away each year) due to funding limitations.
- Good research lab space. Financial support for faculty mentoring research students. Support for acquiring and maintaining instrumentation.
- Faculty support for summer research. We pay students to do research, but faculty work "for free." A modest stipend would be good. I am asked to provide opportunities for students but am not compensated if I don't have an active grant.
- We need reasonable levels of support for faculty mentoring 10 weeks of summer research.  Ideally 2 months of summer salary, which is what would be provided by a research grant, but one would be a good start.  Better coordination between departments in the summer hiring process would also be good.  Common deadlines and decision-making.  Having faculty in one department offer a position, having a student accept that position and then very late in the process having that student abandon the original position or another position on campus position is terrible for student mentoring and faculty relations.
- Reduced teaching load.  More financial support from the college for conferences and research.
- A lot of faculty still don't receive any credit for teaching research - the activity of advising students in research, independent study or thesis.  Proposed changes to the RPT language might have the effect of discouraging working with students, which will further exacerbate the problem of not being able to take all the students who want research experiences.
- I would like to see a healthy college-wide endowment to support students and faculty members in summer research, or I would like to see each department endowed with such a resource.  Many top colleges including our near neighbors have this, and we are falling behind without it.  I would like to see research spaces and facilities on a par with those of our competitor institutions and with the quality of our faculty and student talent.

- If the faculty is overworked due to increased teaching and advising load, there is no time for research.  From students' standpoint, larger student body results is fewer available research position.  Again the only real solution I see is the increase in staffing across ALL departments.

**16+ years**
- More faculty so we can offer more meaning research opportunities to more students. As it stands now, the tours for prospective students, and their families, paint a research opportunity picture that is a lie.
- I encourage institutional incentives that align research with positive, lasting HMC student experiences. This is broad - almost everything can be coaxed into such an objective - but it's also focused in a way that would distinguish HMC from some other research institutions.
- It is not clear that even larger physical space for my research lab will address the problem of adequately supervising, for example, 5 rather than 3 research students due to growth.
- More money for summer research students and in particular financial support for mentoring summer research. More sabbatical support funds - I would love to see the college provide some competitive sabbatical research support fellowships.   Note the college has financially incentivized fresh electives, writ 1 and many other things. One can easily teach for CGU for beau coup $$. This disincentives summer research mentoring.
- How best to maintain the college's instrumentation base to ensure that the research interests of all faculty are supported.
- Reduce number of courses from 6 per year to 4 or 5 per year.
- We need more funding, and lots of it.  Money drives the research effort: money to pay faculty; money to pay students; money to buy equipment; and money to travel to conferences.  Who is expected to offer research opportunities to additional students? We are already in a situation in which we routinely turn students away from research opportunities either because a given faculty member doesn't have enough projects to go around, or doesn't work with summer students because they are not compensated in any meaningful way for summer work.
- Real help to secure grant funding for research.  Taking seriously the time that faculty need to carry out research.  As a new hire, I was told that it was acceptable to block off one day per week to dedicate to research.  That does not happen.  Teaching and administrative duties take all of my time.  Research only happens in the summer.
- Require teaching fewer courses.
- The reality is that we can't support all the students who wish to do research with us.  I'm not sure that there's anything the college can do to help address that demand, although more financial support is always helpful.  For getting our own research done, I think the answer is staring us in the face: more time spent on teaching and overhead means less on research.  (But in my value system, the teaching is more important so I don't want to

become a "research is first" college.  Getting my own research done isn't a big goal; I'd rather see the students get a good research experience even if my goals suffer.)

- I'd love for us to have more internal funding available to provide more students with access to summer research.  This would be good for our students but also good for many of us on the faculty who benefit from having students working with us on our research.
- The advising load for senior research projects will grow unless we grow the faculty as well.  I find that I am spending so much time in grading exams that it squeezes out time that I would normally have for research.
- Need more faculty members in some departments so more time can be released from teaching to the research.
- Research involving students is in much higher demand than the supply that exists.  This makes for conflict with research that is most directly helpful and productive for faculty scholarly development (sometimes).
- Pay faculty during the summer. Each year I tell my spouse that I am donating my time and money to HMC to run my research program -- with not even a tax break. Have a decent travel budget for meetings and professional interactions. Hire more faculty who are engaging students in research. The overall faculty-to-student ration may be fine but I think we are hiring more folks who do not contribute to the research efforts for students. Change the student culture so that they value academics more than their co-curricular activities. Students will happily play in the orchestra rather than do research. That is fine, but I want to teach students who love science.
- More support staff to help maintain equipment and oversee some of the routine lab maintenance chores that can become a huge burden for faculty to deal with while they juggle other responsibilities.
- Some faculty have little time to write grant proposals, so funds are needed for student stipends, supplies, and conference travel.

## All Others
- Space to do the research would be a great help.  A larger student body means that more students will want to do research.  Labs are small enough, and additional space to conduct research is needed.  At the moment, there is not much in terms of additional research space on campus.
- With regard to research with students, if the total time that faculty have for research with students remains the same, while the number of students increases (or even if the former grows more slowly than the latter), the average amount of research experience that each student has will decrease. I don't expect substantial impacts other than more time being potentially devoted to teaching, which reduces time available for research.

*What issues, problems, or barriers to success would you like to see HMC address in order to best help the faculty with respect to governance?  Please be specific in term of changes that would help you continue to be an effective member of the HMC community as the student body grows.*

**0-3 years**
- The honor code has been weakened in recent years.  This places additional burden on course logistics and further impacts our ability to offer quality learning opportunities.
- What role does the faculty voice play?
- I guess the only thing I wonder about here is the honor code -- could college growth put more stress on an already stressed system? I do feel like we're making positive changes to address that, though.
- NA

**4-6 years**
- Fewer committees and meetings

**7-15 years**
- As we grow, our faculty governance moves away from consensus-building. That shift in culture will take some time. I'm not sure it is a bad thing that we are growing. All organizations that grow face these issues and there are lots of healthy large organizations.
- I'm not sure what this means--college service? More even distribution of responsibilities among faculty, and perhaps sharing some of those duties with staff.
- I was asked to serve as chair recently and I said no because the time commitment is ridiculous. I intend to continue to say no. We need a new model. Our chairs burn out, they have too much to do.
- Communication - true sharing and listening between the faculty and the president (really the whole cabinet) is critical.  The college growth discussions were a step in the wrong direction.  The more jaded people saw it as a done deal from the start and go more cynical when the decision went against a majority of the faculty wishes.  The less jaded people put their hearts into communication and ended feeling completely ignored.  It will take real effort to repair that damage in relations, which probably started in the first faculty meeting of 2007 when the faculty expressed very negative sentiments to the president and nothing really got resolved.
- Less committee work.
- I would like to see effective communication between the administration and all departments, not just a favored few.  I would like to see a truly collegial approach to determining needs, as opposed to a fairly narrow departmental jockeying for position that I perceive is the dominant mode right now.  In part, the scarcity of overall resources drives this narrow-minded stance.

- I feel that the events of the last ten years have significantly eroded the effectiveness of the faculty governance at the college. I do not feel that the board of trusties and the president are interested in faculty feedback unless it aligns with their own agenda. The very noticeable increase in the administrative staff that does not receive direct faculty feedback is contributing to the problem. When I started at HMC I felt that I had a personal stake in this place and some influence and responsibility on how the college was run. Now, it is increasingly becoming just a workplace.
- We've seen a proliferation of special committee assignments (and appointments to multiple committees) over the past two or three years. I'd like us to again cull the list of roles.
- I'm most afraid that by becoming bigger, we will lose some nice cultural characteristics. e.g. the very good relationships we have among faculty. I could see this happening, because as we get bigger, we will know faculty in other departments less well. I would like to see us as a college consider some different arrangements in terms of where we house faculty offices. It would be nice to see faculty from different disciplines mixed more.

**16+ years**
- Governance is broken. The president formulates a plan, and then comes to the faculty post facto expecting endorsement. The college needs to return to a culture of shared governance and planning.
- I think it is time that we, like so many colleges and universities, had a faculty member of the Board.
- A venue for all faculty to be heard, not just for the "special" faculty who are running things.
- Either faculty governance gets bigger and more cumbersome and less efficient or it is lost altogether and deans just dictate what happens, neither of which are good outcomes.
- Again, more faculty and a reduction of teaching responsibilities would create more space for individuals to participate in faculty governance.
- Fire about half the administrators who give us more non value added work to do.
- Expand RPT Committee
- We as a faculty need to be clear in our own conversations about what the impact of college growth has been and will likely to be if it continues. We need to be more concrete than a general sense that we are "too busy" and "overwhelmed" -- we need to be data driven and specific. Then, we need to be articulate to the administration and the trustees in communicating our concerns, needs, and aspirations.
- I value faculty governance, but in recent years it seems that faculty efforts to engage in important College decisions are simply ignored by our administration. Faculty no longer interact with trustees nearly as much as we did before our current administration took over. An occasional trustee dinner or lunch is not the same as trustees and faculty serving together on College committees. I have seen faculty become increasingly

disengaged, since the effort and time put in to generating exciting ideas seems wasted (Strategic Vision, College Growth, and now C3...)

- The president and trustees should have less power to make unilateral decisions that do not affect them.
- I feel that over the years we have moved more and more towards a top-down structure. Some of this is due to student body growth (we need more management to oversee things).  But some is a bureaucratic aggregation; we've gone from having a single Dean of Faculty and a couple of administrators 20 years ago to having a plethora of associate and assistant deans.  Each office in isolation can be made to sound like a good idea, but the result is a top-heavy structure and a lot of extra overhead.  I'd like to see a hardheaded review of deanships on both the faculty and the student side, with a commitment to cutting these administrative positions by a significant percentage--I'd say 25% at least.
- As the size of the faculty grows to support the growth in the student body we will have to continue working to maintain a sense of faculty community.  Our monthly faculty meetings in the Green Room are one of the most amazing parts of our faculty culture.  As the faculty gets larger, it becomes just a little bit harder to participate in those meetings.  I believe that with some thought, we can mitigate these effects.  For example, we could have more regular faculty lunches to discuss issues in smaller groups and then report back to the FEC on these small group discussions.
- It would be nice to continue to have contact with trustees so they can hear faculty perspectives.
- Pay attention to faculty's voice particular those the administrative may not like.
- No specific comment.
- The faculty have ceded control of the college to staff and need to retake it. We make curricular decisions based on the growth of the college and our inability to deliver the curriculum to the larger student body. This needs to change. For example, the change in the lab requirements is driven by staffing not by a discussion of what would be the best education for the students. We need to refocus on the mission of the college, which is primarily the education of engineers, scientists, and mathematicians rather than devoting so much effort to the strategic vision's focus on innovation, leadership, diversity, etc. We need to channel the college's resources to the front line task of teaching rather than to outreach. The decisions to grow administrative departments do not seem to include input from the faculty. The faculty need to have a say in the presidential line. Why was the president reappointed without asking for input from the faculty? In general, supervisors are not assessed without some discussion with their underlings.
- This is not a topic that I have adequately considered.

**All Others**
- Faculty governance is extremely important.  Lately, it seems that faculty governance has been decreasing.

*Is there anything else we have not asked about that you would like to share with the committee regarding the impact of growth on the faculty? Please use this space to make any additional comments.*

**0-3 years**

- I don't understand the motivation for growth. What do we gain by getting bigger? We lose money each student we take on and, potentially provide a poorer educational experience. I expect we'll rise to the challenge of educating more students, but the only goal that I can discern is a desire to "make more Mudders." That's a goal I can get behind, but it's a goal that I made up by myself while writing this survey. I'd love to hear an official explanation.
- The growth of the student body is occurring at the same time as the level of preparation of students when they start at HMC is decreasing. This is a huge challenge for the faculty. For example, when students fail a core class and must retake it as a sophomore, their numbers add to the already increased number of incoming freshman. Also, time during and outside of office hours is spent teaching topics that should have been covered in high school.
- As I mentioned above, I do think that growth could actually in some ways be positive for the smaller departments. Having more students interested in our topic would strengthen the department and allow us to better serve the students that we have.
- NA

**4-6 years**

- No
- I get that we need more students to make the economics work. My sense is that there's nothing we can do to stop the growth. More people and space would help manage the growth better. In part, hiring more people will help with the main resource: time. But I've already accepted that the quality of our students' education will go down as their numbers increase. I also understand that the CS department has received a lot of resources and that other departments have needs, too; so it's hard for me to see that it's okay to ask for even more for CS.

**7-15 years**

- Transparency and consultation are appreciated, whenever possible.
- We can't offer the same quality of education to a larger student body. It is already too late. Almost all faculty felt this to be true but the growth was railroaded in by the administration and trustees.
- 2/3 of the cost of a building is incurred after the building is built to equip it, staff it, maintain it, run it, etc. I am concerned that we are not budgeting for these costs in our fundraising. We need to be very transparent about how our teaching lines are being used. What is our position on "small" classes? Many faculty come to HMC to provide excellent learning experiences that include close interaction with students as individuals. How can we ensure that every HMC student leaves having had many of these

experiences throughout their time in college (not just in their Jr/Sr years, as at larger colleges)? How can we make sure new faculty lines address the impact on all departments? Thanks for the opportunity to share ideas. I look forward to reading the results.

- With more students, the core seems more difficult to manage (e.g., more sections of a core course mean more instructors are involved and more coordination is necessary, within and between departments). I'd like to see more resources and activities devote to helping faculty deliver the core in a way that makes all of us excited to be teaching in the core.

- While I completely agree that there are significant cultural expectations to be "all Mudd all the time," I'd like to see faculty members take on more individual ownership of the problems related to work overload and the presumed relationship between college growth and work overload. Just as climate matters, individuals are making decisions that feed into -- vs. work to change -- that climate. I know this is easier said than done, especially for junior faculty, but I'm growing tired of the victimhood messages that I'm hearing, which suggest we ourselves are not part of the problem and thus not part of the solution.

**16+ Years**

- By growing, we will be forced to compete on a different playing field than has been true in days gone by. We were, at one time, unique and offered something that was available nowhere else. Now we are becoming one the crowd and it is by no means clear that we are leading the pack. More unrestricted money coming in would help but we will still just be one of many. Anyway, during a time period when record setting fund raising is going on across the country, at all the top schools, we are crying about the tough economy. If we cannot raise large sums of unrestricted money in the current environment, then the wrong people are running the College.

- Perhaps some consideration should be given to reducing the growth, that is, getting smaller.

- I am truly worried that student interest in Computer Science will overwhelm HMC in a way that makes the college less and less diverse (intellectually and disciplinarily) and more and more specialized.

- All college president's want to grow the size of their college. The faculty role is to be sure that with this growth comes sufficient classrooms, labs, dorm rooms, faculty, technicians, etc.

- Trust between faculty and the administration has been severely eroded. I have heard both faculty and students speak of HMC has having become the "Harvey Mudd College of Computer Science." The fact that we have incredibly strong Biology, Chemistry, etc. departments seems not to get much airplay at all. Not enough resources are being put into the overall Academic program. The way the growth in the CS department has turned

into a zero-sum struggle for resources among all departments is damaging to a collaborative and creative environment.

- Increased class sizes and range of intellectual abilities implies decreased interaction and general instructional quality.
- One of the biggest drawbacks to growth is the loss of intimacy.  I'm seeing students graduate in my own department whom I've not only never met, but never even heard of.  Even the ones I've had in class don't get good advice from me, and often are forgotten only two years later.
- I believe that even at 900 or 1000 students, Harvey Mudd will be a small and wonderful community.  But, departments with a large number of majors will be at some risk of having less cohesive faculties and less personal connections with their students.  I believe that these issues can be addressed, but they should be considered and addressed proactively.
- As the college grows, it becomes less intimate, and it is harder for faculty to keep track or know all the students.
- In general I don't mind the college to be expanding as long as we are getting the students well prepared, which unfortunately has not been the case in the past ten years.
- None.
- The facilities. We do not have sufficient lab space to run the teaching labs or the research programs for the college. Instead of building a science and engineering building we are proposing a CS space. That will not address the need for better machine shops, with staff to provide safe working space. The infrastructure of computing and media is challenging now. With more students the wear and tear on the dorms is higher and I do not know if there is enough money budgeted to maintain the buildings.
- Any faculty member who teaches the first-year class spends significantly more time and energy than faculty who teach upper-level courses.  The size of the first-year class is becoming unmanageable, and the disparity in workload is divisive.  Just take the simple task of grading 215 exams, entering 215 scores into Sakai, returning 215 papers to the Platt mailboxes.  Try finding adequate time for 215 students to come in to office hours.  The list goes on.

**All Others**