

UCLA Faculty Survey, Fall 2007
Full-Time Undergraduate Faculty
(comparison for GVSU of questions asked in 1992, 1995, 1998, 2001, 2004 & 2007)

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
age as of December 31						
less than 30	3.8%	3.1%	3.4%	1.8%	3.3%	1.5%
30-34	7.6%	8.3%	11.2%	13.6%	8.5%	11.5%
35-39	14.8%	15.5%	13.8%	15.7%	15.4%	19.6%
40-44	16.9%	14.5%	19.0%	16.4%	13.5%	13.1%
45-49	14.8%	16.1%	14.7%	15.4%	14.9%	17.3%
50-54	18.2%	18.1%	18.5%	15.4%	17.9%	10.8%
55-59	14.8%	15.0%	8.6%	12.5%	12.9%	10.8%
60-64	7.2%	6.7%	8.2%	6.4%	10.2%	11.2%
65-69	1.3%	2.6%	2.2%	2.9%	2.8%	3.5%
70 or more	0.4%	0.0%	0.4%	0.0%	0.6%	0.8%
academic rank:						
professor	23.6%	19.1%	18.2%	14.4%	16.3%	19.1%
associate professor	29.1%	27.8%	22.9%	28.5%	28.2%	29.0%
assistant professor	34.2%	41.2%	43.6%	43.0%	37.9%	36.3%
lecturer	0.4%	0.5%	1.3%	1.8%	2.2%	3.8%
instructor	11.4%	7.2%	9.3%	9.9%	7.6%	11.8%
other	1.3%	4.1%	4.7%	2.5%	7.9%	0.0%
currently serving in an administrative position as:						
department chair					5.1%	7.2%
dean					0.8%	0.8%
other					10.0%	8.7%
principal activity in your current position at GVSU						
administration					2.7%	4.9%
teaching					96.5%	94.3%
services to clients and patients					0.8%	0.4%
other					0.0%	0.0%
racial background:						
White/Caucasian	90.3%	91.7%	92.8%	89.4%	88.2%	92.8%
Black/Negro/Afro-American	3.8%	1.6%	3.0%	2.8%	3.0%	1.1%
American Indian	1.3%	1.0%	1.3%	1.4%	2.2%	2.3%
Asian-American	3.8%	4.1%	2.6%	3.9%	4.9%	3.4%
Mexican-American/Chicano	0.4%	0.0%	0.0%	0.0%	0.3%	0.0%
Puerto Rican-American	0.4%	1.0%	1.3%	1.8%	1.1%	0.4%
Other Latino	0.8%	2.1%	0.4%	1.1%	2.7%	1.9%
Other	2.5%	0.5%	0.4%	2.5%	1.6%	2.3%
primary interest:						
very heavily in teaching	31.4%	36.6%	29.4%	27.9%	32.0%	
leaning toward teaching	45.3%	45.4%	48.5%	52.7%	50.3%	
leaning toward research	22.5%	17.5%	21.7%	17.7%	16.9%	
very heavily in research	0.8%	0.5%	0.4%	1.8%	0.8%	

GVSU % of total						
1992	1995	1998	2001	2004	2007	

highest degree earned:						
bachelor's	1.7%	1.0%	1.3%	0.7%	2.7%	2.3%
master's	24.9%	22.3%	21.4%	24.5%	24.3%	21.7%
LL.B., J.D.	0.0%	1.6%	0.9%	1.4%	0.5%	1.5%
M.D., D.D.S.	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%
other first professional	0.0%	0.5%	0.4%	0.0%	0.0%	0.0%
Ed.D.	2.5%	2.1%	2.6%	2.1%	2.7%	1.5%
Ph.D.	64.6%	68.4%	69.2%	67.4%	65.8%	71.9%
other degree	3.4%	3.6%	4.3%	2.8%	2.5%	1.1%
none	3.0%	0.5%	0.0%	1.1%	0.8%	0.0%

field of highest degree						
agriculture or forestry					0.3%	0.8%
biological sciences					6.6%	7.7%
business					6.6%	4.2%
education					13.8%	10.6%
engineering					4.0%	2.4%
english					7.4%	8.3%
health sciences					5.2%	2.7%
history or political science					6.0%	3.4%
humanities					8.9%	14.2%
the arts & architecture					7.4%	6.9%
mathematics/statistics					6.3%	9.1%
physical sciences					8.6%	6.8%
social sciences					10.9%	13.8%
other technical					3.4%	3.5%
other					4.6%	6.6%

degree currently working toward:						
bachelor's	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
master's	3.0%	1.4%	2.1%	1.7%	7.0%	2.2%
LL.B., J.D.	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
M.D., D.D.S.	0.0%	0.0%	0.0%	3.4%	0.0%	0.0%
other first professional	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Ed.D.	1.0%	1.4%	1.0%	1.7%	3.9%	0.4%
Ph.D.	20.8%	15.7%	20.8%	25.6%	22.5%	8.4%
other degree	4.0%	2.9%	3.1%	0.9%	0.8%	0.0%
none	71.3%	78.6%	72.9%	66.7%	65.9%	88.4%

department of current faculty appointment						
agriculture or forestry					0.0%	0.0%
biological sciences					5.7%	7.7%
business					7.6%	7.5%
education					6.5%	5.0%
engineering					3.7%	2.3%
english					6.8%	4.2%
health sciences					7.6%	7.2%
history or political science					6.5%	5.3%
humanities					10.8%	16.0%
the arts & architecture					6.2%	4.6%
mathematics/statistics					7.9%	9.9%
physical sciences					9.9%	7.6%
social sciences					9.9%	9.9%
other technical					3.7%	3.1%
other					7.1%	8.8%

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
tenure status:						
tenured	46.6%	47.3%	38.9%	37.0%	40.2%	50.0%
on tenure track, but not tenured:					38.3%	28.8%
not on tenure track, but institution has						
tenure track system					21.5%	21.2%
institution has no tenure system					0.0%	0.0%
salary is based on						
9/10 months					83.8%	85.5%
11/12 months					16.2%	14.5%
base salary						
9/10 month contract						
less than \$20,000					0.3%	2.2%
\$20,000 to 29,999					1.3%	0.0%
\$30,000 to 39,999					14.6%	14.3%
\$40,000 to 49,000					29.5%	13.4%
\$50,000 to 59,999					24.0%	31.2%
\$60,000 to 69,999					11.7%	13.4%
\$70,000 to 79,999					8.8%	11.6%
\$80,000 to 89,999					5.5%	6.3%
\$90,000 to 99,999					2.6%	5.4%
\$100,000 to 124,999					1.3%	2.2%
\$125,000 to 149,999					0.0%	0.0%
\$150,000 or more					0.3%	0.0%
11/12 month contract						
less than \$20,000					0.0%	2.6%
\$20,000 to 29,999					1.8%	0.0%
\$30,000 to 39,999					25.5%	21.1%
\$40,000 to 49,000					23.6%	13.2%
\$50,000 to 59,999					18.2%	28.9%
\$60,000 to 69,999					18.2%	10.5%
\$70,000 to 79,999					3.6%	13.2%
\$80,000 to 89,999					1.8%	5.3%
\$90,000 to 99,999					5.5%	0.0%
\$100,000 to 124,999					0.0%	2.6%
\$125,000 to 149,999					1.8%	0.0%
\$150,000 or more					0.0%	2.6%
marital status:						
married	75.6%	74.1%	76.8%	73.1%	74.5%	75.3%
unmarried, living with partner		6.7%	3.8%	7.2%	6.5%	9.1%
single		19.2%	19.4%	19.7%	19.0%	10.6%
separated	0.9%				2.7%	0.4%
single (never married)	6.4%					
single (with partner)	3.8%					
single (divorced)	11.5%				21.7%	4.6%
single (widowed)	1.7%				14.0%	0.0%

GVSU % of total					
1992	1995	1998	2001	2004	2007

how many children do you have?						
under 18						
none				64.5%	61.0%	
one				15.7%	15.8%	
two				14.4%	16.2%	
three				4.1%	5.0%	
four or more				1.4%	1.9%	
18 or older						
none				61.5%	65.6%	
one				8.7%	8.1%	
two				19.0%	18.1%	
three				8.4%	3.9%	
four or more				2.4%	4.2%	
general activities:						
held academic admin position	38.5%	36.3%	30.0%	36.1%	30.6%	
award for outstanding teaching	23.3%	27.5%	29.6%	36.8%	40.2%	39.0%
commute a long distance to work	41.3%	42.2%	35.3%	31.8%	31.8%	
spouse/partner work in same city	41.2%	38.8%	47.9%	48.1%	62.7%	
is spouse/partner and academic					28.1%	34.8%
born in the U.S.A.	88.5%	89.1%	90.2%	86.7%	82.9%	86.4%
am a U.S. citizen	92.3%	92.2%	95.3%	92.1%	89.8%	91.3%
sexually harassed at this institution	8.2%	7.8%	6.5%	7.5%	6.4%	6.1%
member of a faculty union					1.9%	1.5%
plan to retire with the next 3 years					8.9%	7.2%
use your sholarhsip to address local needs					55.2%	50.4%
publish op-ed pieces or editorials					19.7%	23.5%
research/writing on women	29.8%	30.9%	30.9%	30.0%	24.1%	
research/writing on race/ethnicity	22.4%	20.9%	27.4%	23.2%	16.2%	
interrupted career for hlth/family	17.5%	17.1%	16.7%	20.7%		14.0%
sexually harassed at other institution		14.6%				
plan working beyond 70	32.3%	28.8%	33.2%	29.2%		
general activities in the last two years:						
had one or more firm job offers	35.3%	35.3%	41.9%	40.7%	34.9%	22.8%
considered early retirement	23.1%	21.8%	24.9%	23.9%	17.8%	18.2%
considered leaving academe	32.3%	32.1%	42.9%	37.5%	34.8%	34.5%
considered leaving GVSU for another					44.4%	47.3%
changed academic institutions					15.9%	15.9%
taught at 2+ instit in same term			9.4%	8.6%	10.6%	
requested/sought an early promotion					6.1%	6.4%
served as a paid consultant	42.8%	40.4%	35.2%	38.6%	33.7%	25.5%
engaged in public service/professional						
consulting without pay					56.1%	58.3%
received funding for your work from:						
foundations					14.5%	14.1%
state of federal govt.					18.9%	16.3%
business or industry					7.1%	7.6%

GVSU % of total					
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during the past two years, have you engaged in
in any of the following activities:

taught honors course	12.2%	10.5%	9.1%	11.7%	8.8%	8.7%
taught interdisciplinary course	34.4%	36.2%	35.2%	31.9%	35.0%	33.1%
taught ethnic studies course	12.6%	9.9%	13.3%	8.8%	10.0%	8.0%
taught women's studies course	4.5%	7.0%	5.7%	7.7%	6.0%	5.7%
team-taught a course	36.2%	37.1%	33.5%	36.8%	26.2%	25.7%
taught a service learning course			21.3%	26.4%	20.1%	13.0%
worked w/students on res project	60.2%	65.6%	62.8%	59.8%	63.7%	59.1%
put/collected assign on Internet			35.9%	54.4%	70.2%	78.2%
taught course excl on Internet			0.0%	2.9%	6.9%	7.3%
participated in a faculty dev. program					69.8%	70.2%
advised student groups involved in service/volunteer work					34.6%	35.4%
collaborated with the local community in research/teaching					51.7%	51.1%
developed a new course	64.8%	64.8%	69.2%	69.6%	56.3%	50.8%
conducted research or writing focused on:						
international/global issues					27.1%	29.3%
racial or ethnic issues					16.2%	18.6%
women & gender issues					24.1%	22.4%
taught a first year seminar					14.8%	16.0%

how many of the following have you published?

articles in academic or professional journals:

none	26.8%	18.2%	27.6%	19.5%	22.6%	23.9%
1 to 2	25.1%	27.3%	22.4%	25.6%	23.4%	22.7%
3 to 4	15.7%	19.8%	18.5%	19.5%	18.1%	16.7%
5 to 10	17.4%	19.3%	18.5%	18.4%	18.4%	21.2%
11 to 20	10.6%	8.6%	9.1%	10.5%	9.9%	9.8%
21 to 50	3.8%	4.3%	3.4%	5.1%	6.8%	4.9%
51+	0.4%	2.7%	0.4%	1.4%	0.8%	0.8%
chapters in edited volumes						
none	72.0%	64.1%	63.8%	59.3%	63.1%	60.6%
1 to 2	19.0%	22.8%	23.9%	26.6%	25.9%	26.1%
3 to 4	5.2%	9.0%	7.3%	6.5%	6.3%	7.2%
5 to 10	2.6%	3.6%	3.7%	6.8%	3.9%	4.9%
11 to 20	0.4%	0.6%	0.9%	0.8%	0.9%	1.1%
21 to 50	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
51+	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%
books, manuals, monographs:						
none	54.7%	61.9%	60.0%	63.0%	66.3%	70.5%
1 to 2	28.4%	23.9%	28.6%	23.0%	23.9%	20.5%
3 to 4	9.1%	6.2%	6.4%	9.1%	7.2%	4.0%
5 to 10	6.5%	5.1%	2.7%	3.8%	1.8%	3.0%
11 to 20	1.3%	2.3%	1.4%	0.8%	0.9%	0.8%
21 to 50	0.0%	0.6%	0.9%	0.4%	0.0%	0.4%
51 +	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

GVSU % of total					
1992	1995	1998	2001	2004	2007

other, such as patents or computer software

products

none				86.5%	83.6%
1 to 2				9.6%	11.8%
3 to 4				1.9%	2.3%
5 to 10				1.3%	1.5%
11 to 20				60.0%	0.4%
21 to 50				0.0%	0.4%
more than 50				0.0%	0.0%

how many:

exhibitions or performances in fine or applied arts:

none				79.6%	78.1%	80.7%
1 to 2				5.5%	5.8%	7.6%
3 to 4				2.2%	3.8%	4.9%
5 to 10				1.5%	3.2%	3.0%
11 to 20				2.5%	2.3%	2.7%
21 to 50				3.3%	3.5%	0.8%
51 +				5.5%	3.2%	0.4%

professional writings accepted or published in last two years:

none	32.6%	27.5%	36.8%	32.0%	37.5%	31.8%
1 to 2	35.2%	28.6%	33.3%	42.1%	36.1%	37.5%
3 to 4	20.2%	24.9%	21.5%	17.6%	17.5%	23.5%
5 to 10	8.2%	16.9%	7.9%	7.2%	7.6%	5.3%
11 to 20	0.9%	1.6%	0.4%	0.7%	1.1%	1.9%
21 to 50	2.1%	0.5%	0.0%	0.4%	0.3%	0.0%
51+	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%

how many hours per week on the average do you spend on:

scheduled teaching:

none	0.4%	0.0%	0.4%	0.0%	0.0%	0.4%
1 to 4	1.3%	3.2%	1.3%	3.4%	3.5%	6.1%
5 to 8	17.0%	17.0%	17.0%	16.6%	19.1%	21.2%
9 to 12	48.9%	53.2%	57.0%	57.0%	58.6%	56.1%
13 to 16	20.5%	19.7%	15.3%	13.6%	11.3%	9.8%
17 to 20	7.2%	3.7%	5.5%	7.9%	5.5%	5.3%
21 to 34	3.5%	2.7%	3.4%	1.5%	1.7%	1.1%
35 to 44	0.4%	0.5%	0.0%	0.0%	0.3%	0.0%
45 or more	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%

preparing for teaching:

none	0.0%	0.5%	0.9%	0.0%	0.3%	0.8%
1 to 4	6.1%	4.3%	3.8%	4.6%	5.8%	5.7%
5 to 8	20.5%	17.2%	18.7%	18.3%	16.0%	19.7%
9 to 12	22.7%	26.9%	21.3%	19.4%	19.5%	17.8%
13 to 16	16.6%	21.5%	15.7%	19.4%	20.1%	19.7%
17 to 20	20.1%	14.5%	19.6%	19.4%	20.1%	19.3%
21 to 34	10.5%	10.8%	12.8%	14.1%	13.7%	14.4%
35 to 44	2.2%	2.2%	6.0%	4.2%	2.6%	1.9%
45 or more	1.3%	2.2%	1.3%	0.8%	1.7%	0.8%

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
advising/counseling of students:						
none	2.2%	1.6%	4.7%	7.6%	7.9%	8.7%
1 to 4	54.9%	64.6%	59.1%	63.9%	68.2%	60.1%
5 to 8	33.2%	27.0%	30.6%	24.0%	20.1%	26.6%
9 to 12	6.7%	5.3%	3.4%	3.4%	2.6%	3.0%
13 to 16	2.2%	1.6%	0.9%	1.1%	0.6%	0.8%
17 to 20	0.4%	0.0%	0.9%	0.0%	0.0%	0.0%
21 to 34	0.4%	0.0%	0.4%	0.0%	0.6%	0.8%
35 to 44	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
45 or more	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
committee work and meetings:						
none	2.7%	2.7%	4.3%	9.9%	7.6%	8.7%
1 to 4	69.0%	61.2%	67.1%	59.3%	66.1%	48.5%
5 to 8	23.0%	27.7%	22.2%	25.9%	21.1%	31.1%
9 to 12	4.0%	6.9%	5.1%	3.8%	3.5%	8.3%
13 to 16	0.9%	1.1%	1.3%	0.4%	1.5%	2.7%
17 to 20	0.0%	0.5%	0.0%	0.8%	0.3%	0.4%
21 to 34	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%
35 to 44	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
45 or more	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
other administration:						
none	43.3%	44.4%	49.8%	41.9%	46.5%	34.5%
1 to 4	41.3%	32.2%	33.8%	39.8%	37.3%	44.4%
5 to 8	6.7%	9.9%	9.4%	8.9%	10.8%	10.7%
9 to 12	4.8%	7.6%	4.7%	6.1%	2.5%	2.7%
13 to 16	0.5%	3.5%	0.9%	1.6%	0.6%	2.7%
17 to 20	1.9%	1.8%	1.4%	1.2%	1.3%	3.1%
21 to 34	1.0%	0.0%	0.0%	0.4%	0.6%	1.5%
35 to 44	0.5%	0.6%	0.0%	0.0%	0.3%	0.0%
45 or more	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
research and scholarly writing:						
none	17.4%	21.4%	15.2%	15.3%	14.7%	13.7%
1 to 4	34.4%	36.3%	46.1%	42.5%	41.0%	36.9%
5 to 8	22.3%	23.6%	23.0%	26.8%	23.7%	22.8%
9 to 12	14.3%	8.8%	9.6%	9.2%	10.2%	16.0%
13 to 16	5.8%	4.4%	3.0%	2.7%	5.7%	4.9%
17 to 20	2.7%	2.7%	1.7%	1.1%	1.8%	3.0%
21 to 34	2.2%	2.7%	1.3%	1.1%	2.1%	2.3%
35 to 44	0.0%	0.0%	0.0%	1.1%	0.9%	0.0%
45 or more	0.9%	0.0%	0.0%	0.0%	0.0%	0.4%
other creative products/performances:						
none				61.8%	55.0%	50.6%
1 to 4				28.6%	33.3%	34.1%
5 to 8				4.1%	5.7%	9.6%
9 to 12				2.9%	3.5%	3.4%
13 to 16				0.8%	1.6%	1.1%
17 to 20				0.8%	0.6%	0.4%
21 to 34				0.4%	0.0%	0.4%
35 to 44				0.4%	0.0%	0.4%
45 or more				0.0%	0.3%	0.0%

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
consultation w/clients or patients:						
none	77.7%	78.4%	84.1%	86.7%	86.0%	83.3%
1 to 4	14.1%	16.8%	9.1%	9.2%	10.7%	14.4%
5 to 8	5.8%	3.0%	4.8%	2.5%	1.9%	1.9%
9 to 12	2.4%	0.0%	1.0%	1.2%	0.3%	0.0%
13 to 16	0.0%	1.2%	0.0%	0.0%	0.3%	0.4%
17 to 20	0.0%	0.6%	0.5%	0.4%	0.6%	0.0%
21 to 34	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%
35 to 44	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
45 or more	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
community or public service						
none					33.5%	33.1%
1 to 4					55.0%	58.2%
5 to 8					8.2%	6.1%
9 to 12					2.4%	1.9%
13 to 16					30.0%	0.4%
17 to 20					0.0%	0.4%
21 to 34					0.3%	0.0%
35 to 44					0.0%	0.0%
45 or more					0.3%	0.0%
outside consulting or freelance work						
none			73.8%	77.6%	72.5%	81.0%
1 to 4			21.5%	15.8%	21.8%	15.2%
5 to 8			2.3%	3.7%	2.8%	2.7%
9 to 12			1.4%	2.9%	1.6%	0.8%
13 to 16			0.5%	0.0%	0.3%	0.4%
17 to 20			0.5%	0.0%	0.3%	0.0%
21 to 34			0.0%	0.0%	0.6%	0.0%
35 to 44			0.0%	0.0%	0.0%	0.0%
45 or more			0.0%	0.0%	0.0%	0.0%
father's education:						
8th grade or less	20.3%	17.6%	13.5%	11.8%		
some high school	8.3%	11.2%	9.6%	10.8%		
completed high school	22.6%	23.0%	27.9%	22.9%		
some college	14.7%	15.5%	14.0%	11.5%		
graduated from college	13.4%	12.3%	11.8%	15.1%		
attended grad/prof school	4.1%	3.2%	3.5%	5.7%		
attained advanced degree	16.6%	17.1%	19.7%	22.2%		
mother's education:						
8th grade or less	12.9%	9.6%	5.7%	7.6%		
some high school	13.4%	10.2%	12.2%	8.6%		
completed high school	32.7%	33.7%	29.3%	31.7%		
some college	13.4%	12.8%	17.0%	12.6%		
graduated from college	17.1%	22.5%	21.0%	21.2%		
attended grad/prof school	4.1%	2.1%	3.5%	5.4%		
attained advanced degree	6.5%	9.1%	11.4%	12.9%		

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
spouse's or partner's education:						
8th grade or less	0.0%	0.0%	0.0%	0.0%		
some high school	0.0%	0.0%	0.0%	0.0%		
completed high school	5.3%	4.3%	2.7%	1.5%		
some college	12.7%	10.9%	7.7%	7.0%		
graduated from college	22.4%	17.4%	18.1%	20.2%		
attended grad/prof school	9.2%	10.3%	9.5%	12.5%		
attained advanced degree	39.5%	47.8%	51.6%	47.4%		
does not apply	11.0%	9.2%	10.4%	11.4%		
teaching activities in the last two years:						
used funds for research	42.3%	44.9%	40.3%	49.0%		
attd teaching enhance workshop	50.7%	78.8%	75.8%	78.1%		
number of courses taught this term in general education:						
none	42.9%	52.9%	46.3%	52.1%	43.6%	43.6%
one	24.9%	22.9%	24.5%	22.4%	24.0%	21.2%
two	18.0%	13.1%	17.0%	13.7%	15.9%	15.5%
three	8.5%	5.9%	7.4%	7.8%	11.8%	12.5%
four	5.8%	4.6%	4.3%	3.2%	3.4%	3.4%
five or more	0.0%	0.7%	0.5%	0.9%	1.4%	3.8%
number of other BA or BA undergraduate credit courses taught this term:						
none	7.2%	7.7%	8.3%	4.8%	11.4%	18.2%
one	29.4%	26.2%	24.8%	26.2%	25.9%	23.3%
two	32.1%	31.1%	32.6%	31.0%	24.4%	20.9%
three	16.7%	24.0%	23.5%	29.8%	30.2%	18.6%
four	12.7%	9.8%	9.6%	7.1%	5.6%	5.4%
five or more	1.8%	1.1%	1.3%	1.2%	2.5%	13.6%
number of developmental or remedial courses taught this term:						
none	94.1%	94.5%	96.3%	93.2%	91.8%	94.5%
one	5.0%	1.8%	2.9%	5.6%	4.9%	2.0%
two	0.0%	0.9%	0.7%	0.6%	1.2%	2.0%
three	0.0%	0.0%	0.0%	0.6%	1.6%	0.8%
four	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%
five or more	0.0%	1.8%	0.0%	0.0%	0.4%	0.8%
number of graduate courses taught this term:						
none	67.3%	72.4%	79.4%	74.6%	78.6%	81.2%
one	24.5%	21.3%	14.8%	14.7%	16.7%	12.5%
two	5.4%	5.5%	4.5%	7.3%	2.4%	2.7%
three	2.7%	0.8%	0.6%	2.8%	2.0%	2.0%
four	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
five or more	0.0%	0.0%	0.0%	0.6%	0.4%	0.8%

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
evaluation methods used in most or all undergraduate courses:						
multiple-choice mid-terms/finals	37.4%	25.8%	23.3%	29.5%	30.3%	30.9%
essay mid-terms/finals	45.4%	44.3%	40.5%	44.2%	58.2%	46.4%
short answer mid-terms/finals	33.3%	32.6%	36.1%	46.0%	44.4%	53.3%
quizzes	37.8%	27.4%	31.5%	37.4%		49.0%
weekly essay assignments	18.2%	17.6%	16.0%	18.5%		23.0%
student presentations	33.0%	33.3%	36.6%	42.0%	47.9%	39.5%
term/research papers	35.7%	31.4%	35.3%	39.9%	43.5%	43.7%
student eval of each other's work	19.5%	17.4%	23.3%	19.9%	22.5%	28.5%
grading on a curve	18.3%	15.3%	10.3%	11.5%	12.0%	8.3%
competency-based grading	52.2%	46.4%	45.9%	45.9%		54.8%
electronic quizzes w/feedback in class						9.1%
instruction methods used in most or all undergraduate courses:						
class discussions	78.5%	73.8%	75.4%	82.5%	85.6%	86.4%
computer/machine-aided instruct	19.0%	21.5%	26.3%	36.7%		
cooperative learning	44.4%	47.4%	56.0%	57.1%	63.2%	71.2%
experiential learning/field study	24.5%	22.0%	26.7%	28.5%		27.7%
teaching assistants	3.1%	3.7%	1.3%	4.3%	3.1%	2.3%
recitals or demonstrations	18.6%	16.2%	19.8%	19.3%	25.1%	22.1%
group projects	26.0%	29.5%	35.3%	35.9%	42.1%	38.3%
independent projects	40.0%	36.3%	37.1%	42.7%		
extensive lecturing	46.3%	44.4%	35.2%	41.5%	47.1%	38.5%
multiple drafts of written work	22.2%	25.5%	23.3%	24.6%	34.1%	30.0%
readings on racial/ethnic issues	19.9%	24.3%	22.0%	24.4%	28.3%	27.1%
readings on women/gender issues	20.3%	22.2%	18.6%	22.8%	27.5%	24.0%
student-developed activities	12.8%	13.6%	14.3%	17.5%		24.2%
student-selected topics	13.0%	9.5%	8.2%	12.0%	18.9%	14.8%
community serv as part of crsewk				7.3%	7.2%	7.6%
using real-life problems						62.4%
using student inquiry to drive learning						54.6%
goals for undergraduates noted as very important or essential:						
develop ability to think clearly	99.1%	99.5%	99.6%	98.6%	98.9%	100.0%
increase self-directed leaning	94.8%	93.7%				
prepare for employment	66.2%	72.3%	67.8%	73.1%	69.9%	81.4%
prepare for graduate education	57.3%	60.0%	48.9%	51.8%	54.6%	70.1%
develop moral character	48.3%	54.5%	58.1%	50.5%	55.8%	55.7%
provide for emotional development	36.8%	35.4%	31.3%	34.7%	35.4%	35.2%
prepare for family living	15.6%	15.9%	11.6%	13.8%		14.4%
teach classics of western civ	35.1%	33.5%	27.7%	27.3%		21.8%
help develop personal values	55.8%	60.0%	58.3%	58.5%	51.0%	56.1%
enhance out-of-class experience	49.6%	47.1%	48.9%	45.5%		
enhance self-understanding	70.3%	69.8%	66.7%	63.3%	65.3%	68.9%
instill commitment to cmtly service			40.3%	41.6%	40.4%	48.5%
prepare for responsible citizenship			61.8%	62.5%	63.8%	
enhance apprec of race/eth groups			64.1%	63.0%	64.1%	75.8%
study a foreign language				32.2%		52.9%

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
agrees strongly or somewhat:						
faculty interested in students' prob racial & ethnic div. should be more strongly reflected in curriculum	79.0%	81.2%	79.7%	80.9%	79.4%	82.5%
gvsu should hire more faculty of color				63.4%	63.0%	63.2%
gvsu should hire more women faculty				78.1%		72.6%
stdnts well prepared academically	38.3%	32.5%	26.3%	36.2%	31.2%	47.0%
stdnt affairs staff supported by fac	77.4%	77.6%	70.5%	79.9%		80.5%
faculty committed to welfare of inst	88.7%	85.9%	88.8%	90.9%		94.7%
fac interested in stdnts acad prob	85.8%	86.3%	83.6%	89.9%	84.3%	90.2%
a lot of racial conflict here	10.9%	7.4%	9.4%	4.4%	10.4%	13.4%
courses include feminist perspective	36.2%	36.9%	32.5%	37.5%		
faculty of color treated fairly	81.2%	85.6%	80.9%	86.7%		
women faculty treated fairly	69.0%	78.9%	72.6%	78.0%		
courses involve stud in cmtly svc			29.3%	38.6%		
students committed to cmtly svc			21.7%	28.1%	28.9%	41.5%
gay/lesbian faculty treated fairly			65.2%	42.9%		
my research valued by dept faculty			69.2%	70.7%	66.9%	67.4%
my teaching valued by faculty				87.8%	85.9%	90.9%
issues noted as being of high or highest priority:						
promote intellectual devel of students	87.9%	79.2%	84.5%	81.4%	84.2%	88.6%
help students understand values	53.7%	46.4%	47.8%	45.9%		52.9%
hire more minority faculty/admin	60.3%	50.8%	42.3%		49.4%	55.8%
devel community among stdnts/fac	47.4%	47.9%	47.8%	53.4%	52.0%	47.9%
dev leadership ability in stdnts	37.3%	50.5%	42.4%	38.8%	45.9%	47.7%
hire more women faculty/admin	46.5%	46.8%	36.6%		47.0%	42.6%
facilitate stud invol in community svcs	42.8%	45.5%	44.6%	40.0%		36.3%
teach stdnts how to change society	33.3%	30.7%	24.7%	26.5%	32.5%	31.0%
increase/main inst prestige	68.7%	68.8%	68.1%	56.7%	55.4%	50.4%
hire faculty 'stars'	24.1%	24.3%	15.6%	17.9%	17.5%	13.3%
recruit more minority students	64.8%	54.0%	50.9%	47.5%	51.0%	59.5%
enhance inst's national image	47.6%	53.7%	58.0%	47.7%	55.9%	57.3%
create multi-cultural environ	55.3%	51.9%	46.8%	47.1%	47.9%	57.6%
to mentor new faculty				48.9%	48.4%	
attributes noted as being very descriptive of institution:						
easy to see fac outside ofc hours	33.5%	35.4%	47.0%	54.8%	62.3%	61.4%
great conformity among students	31.2%	30.2%	39.4%	40.7%		44.3%
faculty at odds with admin	6.4%	4.8%	6.5%	4.7%	3.9%	13.3%
faculty respect each other	25.8%	30.0%	39.7%	43.0%	51.4%	44.7%
most students treated like numbers	3.4%	1.6%	2.6%	3.2%	0.8%	1.5%
social activities overemphasized	2.2%	2.1%	1.7%	3.3%	2.5%	1.9%
stdnts don't socialize regularly	1.8%	3.2%	4.0%	3.3%		
fac rewarded for good teaching	20.6%	23.2%	23.2%	39.8%	31.1%	25.8%

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
aspects of job noted as very satisfactory or satisfactory:						
salary and fringe benefits	56.4%	62.2%	57.3%	66.8%	50.3%	
salary						46.6%
health benefits						74.6%
retirement benefits						74.6%
oppty for scholarly pursuits	45.3%	54.7%	52.4%	63.2%	54.2%	51.9%
teaching load	47.9%	53.9%	51.7%	57.5%	50.3%	56.7%
quality of students	59.5%	57.0%	47.0%	50.0%	52.4%	66.7%
office/lab space	56.7%	69.4%	67.1%	69.1%	67.1%	67.9%
autonomy and independence	79.1%	88.0%	87.1%	86.8%	87.6%	80.9%
prof relations w/other faculty	71.1%	77.1%	76.5%	80.4%	75.3%	75.8%
social relations w/other faculty	57.1%	66.8%	60.2%	64.0%	65.9%	67.5%
competency of colleagues	75.2%	77.5%	77.6%	76.1%	78.6%	78.0%
visibility for jobs	38.7%	50.0%	37.8%	47.3%	46.5%	46.0%
job security	71.4%	75.7%	65.9%	72.8%		77.0%
relationship with admin	62.8%	63.0%	61.8%	66.3%	63.2%	55.1%
overall job satisfaction	72.9%	79.6%	73.3%	80.6%	79.7%	77.7%
oppty to develop new ideas			74.9%	75.5%	77.8%	
availability of child care				45.5%	50.0%	41.3%
personal goals noted as very important or essential:						
become authority in own field	54.1%	45.2%	47.0%	41.4%	47.6%	50.2%
influence political structure	20.3%	16.0%	14.2%	12.5%	20.8%	19.0%
influence social values	44.4%	37.4%	39.6%	36.8%	39.1%	37.3%
raise a family	73.3%	69.5%	67.0%	69.5%	65.4%	64.5%
be very well-off financially	33.0%	34.0%	29.4%	32.5%	36.6%	26.2%
help others in difficulty	68.5%	67.6%	64.5%	64.6%	66.4%	60.5%
be involved in environ clean-up	44.2%	44.7%	32.3%	35.0%	34.0%	30.8%
develop philosophy of life	87.1%	82.4%	76.2%	79.9%	70.5%	68.3%
promote racial understanding	69.4%	67.4%	62.4%	60.0%	62.9%	52.3%
obtain recog from colleagues	47.4%	41.0%	41.3%	44.4%	47.6%	43.1%
integrate spirituality into life			56.0%	53.6%	47.6%	44.3%
be a good colleague	84.6%	93.2%	91.5%	92.1%	92.4%	
be a good teacher	99.1%	100.0%	99.1%	98.6%	99.2%	
congruence with institutional values				58.8%	53.8%	

	GVSU % of total					
	1992	1995	1998	2001	2004	2007
sources of stress:						
household responsibilities	64.0%	66.7%	74.2%	78.8%	73.0%	77.7%
child care	34.4%	30.7%	34.1%	34.5%	25.8%	34.8%
care of elderly parent	25.1%	23.0%	33.0%	29.0%	34.6%	27.3%
my physical health	37.6%	43.2%	51.1%	46.8%	48.2%	55.3%
review/promotion process	51.1%	58.3%	59.2%	59.6%	57.7%	60.6%
subtle discrimination	31.2%	29.3%	31.0%	30.0%	30.5%	33.1%
personal finances	54.3%	56.8%	60.9%	58.1%	57.3%	68.9%
committee work	54.8%	65.6%	60.9%	61.5%	57.2%	62.1%
faculty meetings	56.7%	68.6%	58.3%	58.3%	55.5%	58.7%
colleagues	57.8%	62.0%	59.6%	56.6%		67.8%
students	53.5%	55.2%	59.0%	61.5%		68.6%
research or publishing demands	62.0%	58.3%	60.9%	55.4%	60.3%	67.7%
inst procedures & 'red tape'	61.5%	64.6%	63.1%	60.1%	60.7%	68.9%
teaching load	70.0%	70.0%	68.7%	69.5%	69.6%	68.9%
children's problems	31.7%	31.6%	28.8%	24.7%	28.8%	32.2%
marital friction	26.2%	24.9%	24.2%	23.9%	22.5%	32.2%
time pressures	84.8%	89.5%	86.7%	88.5%		
lack of personal life	79.1%	88.0%	81.2%	81.7%		82.1%
keeping up with info tech			71.4%	61.9%	52.8%	51.5%
still want to be college professor?						
definitely yes	50.6%	50.0%	48.9%	49.5%	51.8%	55.7%
probably yes	33.3%	33.5%	36.2%	32.2%	31.9%	34.5%
not sure	9.7%	11.3%	9.8%	11.0%	11.5%	8.3%
probably no	5.1%	3.6%	3.8%	7.4%	3.4%	1.5%
definitely no	1.3%	1.5%	1.3%	0.0%	1.4%	0.0%