

## **GVSU Findings from the 2007-08 HERI Faculty Survey -- Executive summary**

The Higher Education Research Institute (HERI) Faculty Survey measures the opinions, activities, and satisfaction of university faculty nationwide. Following is a summary of ways GVSU faculty responses to the 2007-08 survey differ from those of faculty members at other public 4-year universities.

*Compared to national norms, GVSU Faculty members...*

- are younger (chronologically and professionally). This is reflected in lower rank, fewer publications over career, and different family and professional demands. It is likely that many of the other differences noted in this report are inextricably related to these differences in age and professional advancement.
- report more stress in their personal and professional lives. Of the potential sources of stress included in the survey, GVSU respondents were more likely to indicate stress than peers on most items, particularly those that do *not* pertain directly to the work environment.
- are concerned about ethnic diversity. They value diversity among university personnel and students, and perceive that the institution shares those values. However, they report relatively high prevalence of racial conflict and subtle discrimination.
- report high levels of satisfaction with most aspects of their job.
- express much greater appreciation for the ability and potential of their students.
- report less engagement in community service. They also appear to value such service less highly and to perceive similar values for the institution itself.
- receive strong support for teaching.
- receive strong support for use of instructional technologies.
- are concerned with gender issues. While they seem to acknowledge GVSU's commitment to gender equity, they indicate concern about the treatment of gay and lesbian faculty members.
- report more use of several participatory learning activities and less use of extensive lecturing or multiple-choice tests. They report less use of service and experiential learning activities.
- are more likely to report a teaching load of 9 to 12 hours. They also tend to spend more time than peers on preparation for teaching.
- have a relatively light burden of university service.
- report less outside employment.
- report greater availability of and satisfaction with employment benefits.
- received less funding from outside agencies for their scholarship.
- have a more favorable relationship with university administration.
- are anxious about tenure and promotion.

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## GVSU Findings from the 2007-08 HERI Faculty Survey

Every three years, the Higher Education Research Institute (HERI) at UCLA conducts a national survey of higher education faculty members, to measure their opinions, activities, and satisfaction. GVSU faculty members have participated in every edition of the survey since its inception in 1989. Following is a summary of findings from the 2007-08 survey.

With the encouragement of the Provost and the University Academic Senate, GVSU faculty members were invited to participate in the HERI survey online in January of 2008. E-mail invitations were sent to all regular, visiting and affiliate faculty members (n=969). Completed surveys were received from 285 respondents, for a response rate of 29%. This response rate is considerably lower than the 51% achieved in 2004-05 and well below the national response rate estimated at 41%.

Following are descriptions of some thematic areas in which GVSU faculty responses differ from average responses of faculty at all public 4-year colleges nationwide. Themes are subject to interpretation, of course, and all readers are encouraged to review greater detail on GVSU faculty responses and national norms in the *2007-08 Faculty Survey Institutional Profile* (<http://reports.ia.gvsu.edu/heri/profile08.pdf>). Page numbers listed below refer to that document.

- GVSU faculty members are younger (chronologically and professionally) than the normative group. This is reflected in lower rank, fewer publications over career, and different family and professional demands. It is likely that many of the other differences noted in this report are inextricably related to these differences in age and professional advancement.

	GVSU	Public 4-year	Page
Age <35	<b>13.0%</b>	7.9%	21
Age <49	<b>63.0%</b>	46.9%	21
Appointed in current position in 1996 or later	<b>73.4%</b>	61.2%	21
Present rank: Professor	19.1%	<b>28.2%</b>	1
Present rank: Associate Professor	<b>29.0%</b>	25.6%	1
Present rank: Assistant Professor	<b>36.3%</b>	29.55	1
Currently working toward an academic degree	<b>11.6%</b>	7.6%	2
Journal articles: 0	<b>23.9%</b>	20.1%	10
Chapters in edited volumes: 0	<b>60.6%</b>	56.8%	10
Books, manuals, or monographs: 0	<b>70.5%</b>	66.7%	10
Considered early retirement in last 2 years	18.2%	<b>23.6%</b>	11
Plan to retire in next 3 years	7.2%	<b>13.3%</b>	11
Changed institutions in last 2 years	<b>15.9%</b>	12.2%	11
Have 2 or more children under 18	<b>23.1%</b>	19.7%	27
Have 0 children 18 or older	<b>65.6%</b>	55.7%	27
Perceive stress due to care of elderly parent	27.3%	<b>34.2%</b>	17

- GVSU faculty report significant stress in their personal and professional lives. Of the potential sources of stress included in the survey, GVSU respondents were more likely to indicate stress than peers on most items. Exceptions (items that *weren't* associated with excess stress among GVSU faculty members) tended to relate specifically to the work

environment – committee work, institutional red tape, keeping up with IT, working with underprepared students, change in work responsibilities, colleagues, and teaching load.

	GVSU	Public 4-year	Page
Report stress due to...			
... managing household responsibilities	<b>77.7%</b>	73.0%	17
... child care	<b>34.8%</b>	30.4%	17
... own physical health	<b>55.3%</b>	51.1%	17
... spouse/partner's physical health	<b>39.4%</b>	36.4%	17
... review / promotion process	<b>60.6%</b>	54.7%	17
... subtle discrimination	<b>33.1%</b>	28.5%	17
... personal finances	<b>68.9%</b>	65.6%	17
... committee work	62.1%	<b>66.8%</b>	17
... research or publishing demands	<b>67.7%</b>	62.4%	17
... institutional red tape	68.9%	<b>76.3%</b>	17
... friction with spouse / partner	<b>32.2%</b>	25.9%	17
... lack of personal time	<b>82.1%</b>	74.3%	17
... keeping up with IT	51.5%	<b>55.2%</b>	17
... job security	<b>39.0%</b>	34.1%	17
... being part of a dual-career couple	<b>49.6%</b>	43.2%	17
... self-imposed high expectations	<b>87.1%</b>	79.9%	17
... working with underprepared students	59.5%	<b>70.4%</b>	17
... change in work responsibilities	39.5%	<b>48.6%</b>	17
Feel grad school trained well for role as mentor	32.7%	<b>41.1%</b>	12
Healthy balance btw personal & professional life	26.5%	<b>33.3%</b>	12
Work and personal values aligned closely	60.2%	<b>63.7%</b>	12

- GVSU faculty members are concerned about ethnic diversity. They value diversity among university personnel and students, and perceive that the institution shares those values. However, they report relatively high prevalence of racial conflict and subtle discrimination.

	GVSU	Public 4-year	Page
Ethnic diversity should be more strongly reflected in the curriculum	<b>63.2%</b>	57.8%	14
Institutions should hire more faculty of color	<b>72.6%</b>	67.6%	14
There is a lot of racial conflict here	<b>13.4%</b>	8.8%	14
Institution values recruiting minority students	<b>59.5%</b>	49.0%	15
Institution values increasing minority faculty/administration	<b>55.8%</b>	44.6%	15
Institution values developing appreciation for multiculturalism	<b>65.9%</b>	54.1%	15
Believe a diverse student body enhances education for all	<b>97.3%</b>	93.4%	16
Perceive stress due to subtle discrimination [Discrimination may or may not involve ethnic issues]	<b>33.1%</b>	28.5%	17

- GVSU respondents report high levels of satisfaction with most aspects of their job. The only area in which they were less satisfied than peers is “freedom to determine course content.”

	GVSU	Public 4-year	Page
If they could choose again, would still come to this institution	<b>72.4%</b>	65.2%	11
...would still be a college professor	<b>90.2%</b>	87.7%	11
Satisfied with ...			
... salary	<b>46.6%</b>	42.0%	13
... health benefits	<b>74.6%</b>	70.6%	13
... retirement benefits	<b>74.6%</b>	68.9%	13
... office/lab space	<b>67.9%</b>	61.9%	13
... opportunity for scholarly pursuits	<b>51.9%</b>	44.0%	13
... teaching load	<b>56.7%</b>	47.3%	13
... quality of students	<b>66.7%</b>	46.8%	13
... competency of colleagues	<b>78.0%</b>	73.9%	13
... freedom to determine course content	87.8%	<b>91.4%</b>	13
... availability of childcare	<b>41.3%</b>	34.6%	13
... clerical/administrative support	<b>68.1%</b>	60.9%	13
Overall job satisfaction	<b>77.7%</b>	72.2%	13

- GVSU faculty members express a much greater appreciation for the ability and potential of their students than peers do.

	GVSU	Public 4-year	Page
Satisfied with quality of students	<b>66.7%</b>	46.8%	13
Agree that faculty feel that most students are well prepared academically	<b>47.0%</b>	30.6%	14
Perceive stress due to working with underprepared students	59.5%	<b>70.4%</b>	17
Agree that there is lots of conformity among students	<b>44.3%</b>	24.1%	12

- GVSU faculty report less engagement in community service than peers. They also appear to value such service less highly and to perceive similar values for the institution itself (but not among the students).

	GVSU	Public 4-year	Page
Taught a service learning course	13.0%	<b>20.9%</b>	2
Advised students doing service work	35.4%	<b>45.0%</b>	2
Spend 0-4 hours per week doing community service	<b>91.3%</b>	86.3%	4
Engaged in public service in last 2 years	58.3%	<b>61.6%</b>	11
Feels students are committed to community service	<b>41.5%</b>	38.0%	14
Many courses involve community service	39.0%	<b>47.3%</b>	14
Institution encourages student involvement and community service	36.3%	<b>42.2%</b>	15
Personal goal: help others in difficulty	60.5%	<b>65.3%</b>	17

	GVSU	Public 4-year	Page
Personal goal: clean up environment	30.8%	<b>36.1%</b>	17
Used experiential learning in courses	27.7%	<b>31.7%</b>	19

- GVSU faculty members report strong support for teaching.

	GVSU	Public 4-year	Page
Participated in teaching workshop in last two years	<b>70.2%</b>	60.8%	2
Attended a teaching workshop	<b>81.1%</b>	70.7%	8
Faculty rewarded for good teaching	<b>25.8%</b>	14.9%	12
Adequate support for faculty development	<b>81.0%</b>	62.1%	14

- GVSU faculty report strong support for use of instructional technologies. Also, involvement with online courses and time spent on email are relatively low at GVSU.

	GVSU	Public 4-year	Page
Placed assignments on internet	<b>78.2%</b>	73.3%	2
Taught course on internet	7.3%	<b>19.9%</b>	2
Spend 9 or more hours on email per week	26.9%	<b>30.9%</b>	5
Faculty rewarded for using instructional tech	<b>29.1%</b>	21.8%	12
Receive adequate support for instructional tech	<b>89.3%</b>	82.0%	14
Perceive stress due to keeping up with IT	51.55	<b>55.2%</b>	17

- GVSU faculty members appear particularly aware of gender issues. While they seem to acknowledge GVSU's commitment to gender equity, they indicate concern about the treatment of gay and lesbian faculty members.

	GVSU	Public 4-year	Page
Conducted scholarship on gender issues	<b>22.4%</b>	18.6%	2
Institution should hire more female faculty	<b>54.1%</b>	50.9%	14
Gay and lesbian faculty are treated fairly	62.9%	<b>85.5%</b>	14
Institution tries to promote gender equity	<b>61.5%</b>	49.9%	15
Perceive stress due to subtle discrimination [discrimination may or may not involve gender or sexuality]	<b>33.1%</b>	28.5%	17

- Compared to peers, GVSU respondents report more use of several participatory learning activities (e.g. class discussions, group projects, peer evaluation), and less use of extensive lecturing or multiple-choice tests. They report less use of service and experiential learning activities.

	GVSU	Public 4-year	Page
Taught a service learning course	13.0%	<b>20.9%</b>	2
Worked with undergraduates on research project	<b>59.1%</b>	55.7%	2

	GVSU	Public 4-year	Page
Multiple choice exams	30.9%	<b>39.0%</b>	19
Essay exams	<b>46.4%</b>	42.5%	19
Short answer exams	<b>53.3%</b>	46.3%	19
Student presentations	39.5%	<b>45.8%</b>	19
Student evaluations of peer work	<b>28.5%</b>	23.8%	19
Grading on a curve	8.3%	<b>15.1%</b>	19
Class discussions	<b>86.4%</b>	83.0%	19
Small groups	<b>71.2%</b>	60.8%	19
Experiential learning	27.7%	<b>31.7%</b>	19
Teaching assistants	2.3%	<b>6.1%</b>	19
Extensive lecturing	38.5%	<b>47.9%</b>	19
Multiple drafts of written work	<b>30.0%</b>	24.6%	19
Student developed activities	24.2%	<b>28.0%</b>	19
Student selected course topics	14.8%	<b>18.2%</b>	19
Real-life problems	<b>62.4%</b>	58.5%	19
Using student inquiry to drive learning	<b>54.6%</b>	48.9%	19

- GVSU respondents are more likely than peers to report a teaching load of 9 to 12 hours, but they tend to spend more time than peers on preparation for teaching. They spend less time than peers in meetings or outside employment and are relatively satisfied with their teaching loads, but feel stressed about lack of personal time.

	GVSU	Public 4-year	Page
Spend 13+ hours in classroom per week	16.2%	<b>24.6%</b>	3
Spend 0-8 hours in classroom per week	27.7%	<b>31.5%</b>	3
Spend 13+ hours on prep for teaching	<b>56.1%</b>	48.4%	3
Spend 5+ hours on advising per week	32.2%	<b>42.4%</b>	3
Spend 0 hours in meetings	<b>8.7%</b>	3.7%	3
Spend 0 hours on freelance or consulting	<b>81.0%</b>	68.3%	4
Spend 5-8 hours commuting	<b>46.8%</b>	23.3%	5
Taught 4+ undergrad courses	20.0%	<b>33.0%</b>	6
Satisfied with teaching load	<b>56.7%</b>	47.3%	13
Perceived stress due to lack of personal time	<b>82.1%</b>	74.3%	17

- GVSU faculty members report a relatively light burden due to university service.

	GVSU	Public 4-year	Page
Spend 0 hours in meetings	<b>8.7%</b>	3.7%	3
Perceive stress due to committee work	62.1%	<b>66.8%</b>	17
Perceive stress due to institutional red tape	68.9%	<b>76.3%</b>	17

- GVSU faculty members report less outside employment than peers.

	GVSU	Public 4-year	Page
Spend 0 hours per week on consulting or freelance work	<b>81.0%</b>	68.3%	4
Did paid consulting in last two years	25.5%	<b>36.5%</b>	11
Receive 100% of earnings from institution	<b>76.0%</b>	65.6%	20
No other academic income	<b>88.6%</b>	83.4%	20
No non-academic income	<b>82.3%</b>	74.1%	20

- GVSU respondents differ (on average) from peers on several aspects of family life.

	GVSU	Public 4-year	Page
Spend 0-4 hours on household/childcare	22.3%	<b>30.2%</b>	5
Spouse or partner is academic	<b>34.8%</b>	31.4%	11
Achieve healthy balance between personal and professional life	26.5%	<b>33.3%</b>	12
Satisfied with availability of childcare	<b>41.3%</b>	34.6%	13
Perceive stress due to ...			
...childcare	<b>34.8%</b>	30.4%	17
...care of elderly parent	27.3%	<b>34.2%</b>	17
...friction with spouse or partner	<b>32.2%</b>	25.9%	17
...being part of a dual career couple	<b>49.6%</b>	43.2%	17
Have 2 or more children under 18	<b>23.1%</b>	19.7%	27

- GVSU faculty members tend to report greater availability of and satisfaction with employment benefits.

	GVSU	Public 4-year	Page
Paid sabbatical	<b>36.4%</b>	22.0%	8
Association dues paid by institution	<b>34.1%</b>	21.3%	8
Tuition remission	<b>15.9%</b>	11.9%	8
Satisfied with salary	<b>46.6%</b>	42.0%	13
Satisfied with health benefits	<b>74.6%</b>	70.6%	13
Satisfied with retirement benefits	<b>74.6%</b>	68.9%	13
Satisfied with office/lab space	<b>67.9%</b>	61.9%	13

- GVSU faculty report less emphasis than peers on several ethical, emotional, professional, and civic outcomes of undergraduate study. They place relatively strong emphasis on liberal arts and civil discourse.

	GVSU	Public 4-year	Page
An important goal for undergraduate education is to ...			
... prepare students for employment	81.4%	<b>84.8%</b>	9
... prepare students for graduate education	70.1%	<b>74.7%</b>	9
... develop moral character	55.7%	<b>68.1%</b>	9
... provide for students' emotional development	35.2%	<b>46.8%</b>	9
... prepare students for family living	14.4%	<b>20.9%</b>	9
... help student develop personal values	56.1%	<b>64.6%</b>	9
... instill in students a commitment to community service	48.5%	<b>57.3%</b>	9
... instill appreciation of liberal arts	<b>77.9%</b>	71.8%	9
... engage students in civil discourse around controversial issues	<b>76.1%</b>	72.6%	9
Believe earnings are the chief benefit of college	22.1%	<b>32.7%</b>	16
Believe colleges should facilitate spiritual development	22.5%	<b>26.0%</b>	16
Encourage students to take risks for potential gains	81.7%	<b>85.7%</b>	18
Frequently encourage students to seek alternative solutions to a problem	64.6%	<b>68.0%</b>	18
Encourage students to look up scientific research articles	83.7%	<b>90.1%</b>	18
Frequently encourage students to explore topics on their own when not required for class	49.6%	<b>53.3%</b>	18
Frequently encourage students to seek feedback on their academic work	70.5%	<b>75.4%</b>	18

- GVSU faculty respondents received relatively little funding for their scholarship from agencies outside GVSU. They're satisfied with their opportunities to engage in scholarship, but perceive research as being less highly valued by faculty and the institution.

	GVSU	Public 4-year	Page
Received funding from foundation in last two years	14.1%	<b>17.5%</b>	11
Received funding from state or federal government in the last two years	16.3%	<b>26.0%</b>	11
Received funding from business or industry in last two years	7.6%	<b>11.5%</b>	11
Satisfied with opportunity for scholarly pursuits	<b>51.9%</b>	44.0%	13
Feel research is valued by department	67.4%	<b>71.6%</b>	14
Believe institution values pursuit of extramural funding	33.2%	<b>54.7%</b>	15
Believe private funding often undermines objectivity	<b>63.6%</b>	59.8%	16
Perceive stress due to research or publishing demands	<b>67.7%</b>	62.4%	17



- Compared with national norms, GVSU respondents generally report a more favorable relationship with university administration.

	GVSU	Public 4-year	Page
Feel faculty are at odds with administration	13.3%	<b>25.1%</b>	12
Feel faculty are rewarded for good teaching	<b>25.8%</b>	14.9%	12
Feel administrators consider faculty concerns when making policy	<b>14.9%</b>	11.7%	12
Feel administration is open about its policies	<b>20.3%</b>	15.9%	12
Feel faculty are committed to the welfare of the institution	<b>94.7%</b>	89.5%	14
Feel that faculty are sufficiently involved in campus decision making	<b>56.9%</b>	51.8%	14
Perceive stress due to committee work	62.1%	<b>66.8%</b>	17
Perceive stress due to institutional red tape	68.9%	<b>76.3%</b>	17

- GVSU faculty members express relatively strong appreciation for the value of student life programming.

	GVSU	Public 4-year	Page
Feel social activities are over emphasized	1.9%	<b>5.8%</b>	12
Student affairs staff have support and respect of faculty	<b>80.5%</b>	75.7%	14

- GVSU respondents express anxiety about tenure and promotion.

	GVSU	Public 4-year	Page
Criteria for advancement are clear	64.1%	<b>70.1%</b>	14
Perceive stress due to review/promotion process	<b>60.6%</b>	54.7%	17
Perceive stress due to research or publishing demands	<b>67.7%</b>	62.4%	17