

UCLA Faculty Survey, Fall 2004
Full-Time Undergraduate Faculty

(Questions where there was more than a 5% difference between females & males)

		% of total	
		males	females
age as of December 31, 2001:			
	40 to 44	16.0%	10.4%
	45 to 49	11.5%	19.0%
present rank:			
	Instructor	5.0%	10.8%
	other	5.0%	11.4%
interest primarily in research or teaching:			
	very heavily in teaching	29.2%	35.4%
highest degree earned:			
	master's	19.4%	30.3%
	PhD	73.6%	56.4%
field of highest degree			
	Education	10.4%	17.8%
	Health Sciences	1.0%	10.2%
	Physical Sciences	10.9%	5.7%
year highest degree earned:			
	1977 to 1971	8.2%	3.1%
	1992 to 1996	15.9%	22.8%
	1997 to 2001	22.1%	29.0%
degree currently working on:			
	master's	1.6%	12.3%
	PhD	15.6%	29.2%
	none	76.6%	55.4%
department at GVSU:			
	engineering	6.2%	0.6%
	english	4.1%	10.1%
	health sciences	3.1%	13.2%
	humanities	7.7%	14.5%
year appointed at GVSU:			
	1992-1996	10.8%	17.9%
	2002-2004	35.9%	30.2%
tenure status:			
	tenured	42.6%	37.3%
	on tenure track, but not tenured	40.6%	35.5%
	not on tenure track, but institution has tenure system	16.9%	27.1%

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year tenure awarded:			
1972 to 1976		7.1%	1.7%
1977 to 1981		7.1%	1.7%
1997 to 2001		21.2%	31.7%
2002 to 2004		25.9%	33.3%
salary based on			
9/10 months		89.5%	77.2%
11/12 months		10.5%	22.8%
base salary:			
9/10 month contract			
30,000 to 39,999		12.3%	17.8%
11/12 month contract			
30,000 to 39,999		5.3%	36.1%
60,000 to 69,999		26.3%	13.9%
90,000 to 99,999		10.5%	2.8%
are you currently?:			
married		85.1%	61.7%
unmarried, living with partner		3.5%	10.2%
single		11.4%	28.1%
have you every been?:			
divorced		19.3%	24.6%
how many children do you have			
under 18			
none		55.4%	75.4%
two		18.8%	9.0%
three		6.4%	1.2%
18 or older			
two		16.3%	22.2%
general activities:			
received an award for outstanding teaching		36.2%	44.8%
spouse/partner work in the same/nearby city		59.6%	66.7%
spouse/partner an academic		25.3%	31.9%
have you been sexually harassed at this institution?		2.1%	11.5%
use scholarship to address local community needs		50.8%	66.4%
during the last 2 years, have you:			
received at least one firm job offer?		32.1%	38.3%
considered leaving academe for another job?		28.1%	42.9%
considered leaving this institution of another?		40.1%	49.7%
engaged in paid consulting outside of GVSU?		31.1%	36.8%
received funding for your work from:			
state or federal government?		21.9%	15.1%

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during the past 2 years, have you engaged in any of the following activities?			
taught a women's studies course		0.6%	12.5%
team taught a course		21.6%	31.7%
worked with undergraduates on a research project		67.2%	59.3%
participated in a faculty development program		63.8%	76.7%
advised student groups involved in service/volunteer work		31.9%	38.5%
collaborated with the local community in research/teaching		48.6%	55.3%
conducted research or writing focused on:			
women and gender issues		13.8%	35.8%
how many of the following have you published?:			
articles in academic or professional journals:			
none		16.7%	30.1%
21 to 50		9.6%	3.2%
chapters in edited volumes:			
1 to 2		22.0%	30.7%
3 to 4		8.6%	3.3%
books, manuals, or monographs			
none		62.6%	70.9%
other, such as patents or computer software products			
1 to 2		12.0%	6.6%
presented exhibitions or performances in fine or applied arts			
none		81.6%	73.9%
number of professional writings published or accepted in last 2 years			
3 to 4		19.7%	14.6%
how many hours per week on the average do you spend on:			
scheduled teaching (actual, not credit hours)			
9 to 12		61.7%	54.9%
preparing for teaching (including reading student papers and grading)			
9 to 12		21.9%	16.6%
advising and counseling of students			
1 to 4		72.4%	62.9%
committee work and meetings			
1 to 4		69.1%	62.3%
5 to 8		17.3%	25.8%
other administration			
none		49.1%	43.4%
1 to 4		34.5%	40.6%
research and scholarly writing			
1 to 4		36.4%	46.9%
13 to 16		8.0%	2.7%
other creative products/performances			
5 to 8		2.8%	9.2%
community or public service			
none		35.9%	30.9%

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household/childcare duties			
	none	14.2%	5.4%
	1 to 4	21.3%	16.3%
communicating via email			
	1 to 4	55.6%	38.7%
	5 to 8	32.8%	42.7%
do you, "to a great extent":			
feel that the training you receive in graduate school prepared			
you well for your role as a faculty mentor		39.6%	31.7%
engage in self reflection		65.8%	75.5%
achieve a healthy balance between your personal life an your			
professional life?		38.1%	33.1%
consider yourself a spiritual person		45.5%	56.5%
get adequate amounts of sleep		35.6%	30.2%
feel that you have to work harder than your colleagues to be			
perceived as a legitimate scholar?		19.7%	34.0%
how many of the following courses are you teaching this term?:			
general education courses			
	one	26.4%	21.1%
other undergraduate credit courses			
	two	26.9%	21.1%
	three	29.1%	31.7%
goals for undergraduate students noted as very important or essential:			
prepare students for employment after college		66.5%	73.9%
prepare students for graduate or advanced education		48.2%	62.2%
help students develop personal values		48.2%	54.3%
enhance students' self-understanding		60.2%	71.3%
instill in students a commitment to community service		35.7%	46.1%
prepare students for responsible citizenship		55.9%	73.2%
enhance students' knowledge & appreciation for other			
racial/ethnic groups		53.5%	76.8%
develop creative capacities		64.5%	73.8%
instill a basic appreciation of the liberal arts		61.2%	72.6%
promote ability to write effectively		85.9%	91.5%
personal goals noted as very important or essential:			
influencing the political structure		16.7%	25.8%
influencing social values		33.3%	46.0%
raising a family		72.4%	57.1%
being very well off financially		39.7%	32.9%
helping others who are in difficulty		59.1%	75.2%
helping to promote racial understanding		58.3%	68.3%
integrating spirituality into my life		42.9%	53.2%
achieving congruence between my own values and GVSU's		51.0%	57.2%
serving as a role model to students		81.7%	93.1%

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agrees strongly or somewhat:			
racial & ethnic diversity should be more strongly reflected in the curriculum		53.4%	74.5%
there is a lot of campus racial conflict here		6.7%	14.8%
my values are congruent with the dominant institutional values		69.9%	59.1%
this institution takes responsibility for education under prepared students		71.2%	61.1%
issues believed to be of high or highest priority at GVSU:			
to develop a sense of community among students & faculty		49.5%	54.9%
to develop leadership ability among students		41.5%	51.2%
to facilitate student involvement in community service		34.2%	47.5%
to increase or maintain institutional prestige		52.6%	58.6%
to create a diverse multi-cultural campus environment		44.7%	51.6%
to promote gender equity among faculty		53.1%	44.7%
to pursue extramural funding		38.0%	44.2%
to increase the representation of minorities in the faculty and administration		42.6%	57.5%
to increase the representation of women in the faculty and administration		50.3%	43.1%
aspects of job noted as satisfactory or very satisfactory:			
salary & fringe benefits		54.6%	45.1%
opportunity for scholarly pursuits		59.8%	47.5%
quality of students		48.5%	57.1%
office/lab space		64.1%	70.8%
relationship with administration		60.0%	67.3%
opportunity to develop new ideas		80.8%	74.2%
prospects for career advancement		60.9%	53.5%
factors noted as source of stress during the past 2 years:			
managing household responsibilities		68.2%	78.8%
child care		29.9%	20.8%
care of elderly parent		29.9%	40.4%
my physical health		41.8%	55.9%
review/promotion process		50.8%	66.3%
subtle discrimination (eg, prejudices, racism, sexism)		20.2%	42.9%
personal finances		54.4%	60.9%
committee work		52.6%	62.7%
faculty meetings		51.3%	60.5%
research or publishing demands		54.1%	67.7%
teaching load		64.4%	75.8%
marital friction		28.1%	15.7%
lack of personal time		67.0%	81.4%
keeping up with information technology		48.5%	58.0%
job security		39.0%	44.1%
being part of a dual career couple		32.1%	42.2%
self-imposed high expectations		77.4%	91.3%
change in work responsibilities		41.2%	51.6%

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methods you use in "most" or "all" of the courses you teach			
class discussion		82.1%	69.7%
community service as part of coursework		4.6%	10.4%
cooperative learning (small groups)		52.8%	75.5%
essay mid-term and/or final exams		61.0%	54.9%
extensive lecturing		59.0%	32.9%
grading on a curve		16.9%	6.1%
group projects		39.5%	45.1%
multiple drafts of written work		26.7%	42.9%
on-line instruction		14.5%	21.6%
readings on racial and ethnic issues		20.6%	37.4%
readings on women and gender issues		21.6%	34.4%
recitals/demonstrations		20.6%	30.4%
reflective writing/journaling		18.6%	36.0%
student evaluations of each other's work		14.9%	31.5%
student evaluations of their own work		18.1%	36.0%
student presentations		40.4%	56.8%
student-selected topics for course content		15.5%	23.0%
term/research papers		39.7%	48.1%
how would you characterize your political views?:			
liberal		43.2%	59.2%
middle-of-the-road		32.4%	18.4%
conservative		17.6%	12.2%
agrees strongly or somewhat:			
western civilization and culture should be the foundation of the undergraduate curriculum		26.7%	41.5%
college officials have the right to ban persons with extreme views from speaking on campus		20.1%	14.4%
the chief benefit of a college education is that it increases one's earning power		26.8%	18.6%
promoting diversity leads to the admission of too many under-prepared students		27.1%	13.0%
tenure is an outmoded concept		31.4%	43.4%
tenure is essential to attract the best minds to academe		61.5%	47.5%
including community service as part of a course is a poor use of resources		19.9%	7.0%
major of highest degree held			
health sciences			
medicine or surgery		0.0%	8.3%
department of current faculty appointment			
health sciences			
nursing		0.0%	10.1%
humanities			
english language & literature		4.1%	10.1%