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MEMORANDUM

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To: [RECIPIENT LIST]

From: **Philip Batty, Director of Institutional Analysis**

Date: **July 14, 2005**

Subject: 2004 Faculty survey

I recently received summaries of the responses that GVSU faculty gave to the HERI Faculty Survey this past winter. Of 902 potential participants (regular, visiting, and affiliate faculty plus academic administrators up to and including the Dean level), 461 returned surveys, for a response rate of 51%.

The following materials are attached:

a) A table of survey items for which GVSU faculty responses differed by more than 3 percentage points from the average for faculty at public universities;
b) A table showing the history of GVSU faculty responses to items that have appeared in any of the 5 previous versions of the survey;
c) A table showing items where GVSU male and female faculty responses differ by 5 percentage points or more;
d) The HERI report summarizing the responses of GVSU undergraduate faculty;
e) A similar report summarizing the responses of GVSU academic administrators;
f) A summary comparing student, faculty, and administrator responses to similar items related to educational objectives. The student data are from the 2004 CIRP Freshman Survey, so they represent the views of last year's freshman class.

Briefly, I've identified the following themes in the responses:
- GVSU faculty are younger (professionally and chronologically) than the norm;
- GVSU faculty have less published scholarship over their careers, but are similar to the norm in the amount published within the last 2 years;
- GVSU faculty emphasize teaching more than the norm, but are still devoting a similar amount of time to research and scholarly writing as their normative peers. GVSU respondents appear to be less involved in consulting arrangements.
- There's a notable dissonance between faculty and student perceptions of the objectives of undergraduate education (report attached);

- GVSU faculty seem concerned about ethnic diversity messages conveyed to undergraduate students on campus;
- GVSU faculty are more confused/stressed by tenure and promotion processes than the norm, and are less confident in the value of the tenure system as a whole. This is presumably related to the fact that younger faculty make up a larger proportion of GVSU respondents.
- GVSU faculty rely less on "traditional" tools of college instruction (intensive lecturing, multiple-choice exams), instead favoring more participative modes (classroom discussion, group projects, etc.);
- GVSU faculty are generally more satisfied with major aspects of their jobs than the norm. They don't report rancor toward administration or particular stress due to administrative responsibilities;
- GVSU faculty feel pretty good about the preparedness of their students;
- GVSU faculty recognize an institutional emphasis on faculty mentoring, but don't feel that their own departments do it particularly well.

Let me know if you want me to elaborate on any of these. Also, please advise about distribution of these results beyond the Provost's Office.

Items for which GVSU and National Norm responses differ by 3% or more
2004 HERI Faculty Survey

Page numbers refer to the report titled "Institutional Profile for Full-time Undergraduate Faculty" (attached). Please refer to that document for correct phrasing of questionnaire items, which are paraphrased below.

	GVSU	All Public 4-year	Page
Age under 40	27.2%	19.3%	1
Rank: Professor	16.3%	31.0%	1
Rank Other	7.9%	1.0%	1
Interests lie primarily in teaching	82.3%	78.6%	1
Highest degree earned in 1992 or later	58.5%	47.2%	2
Currently working on doctorate	22.5%	13.2%	2
Not currently pursuing a degree	65.9%	79.9%	2
Appointed at inst. in 1997 or later	64.1%	48.5%	3
Ever held an academic administrative post	30.6%	37.3%	5
Had firm job offer in last 2 years	34.9%	26.9%	5
Engaged in paid consulting in last 2 years	33.7%	37.2%	5
Engaged in public service last 2 years	56.1%	60.7%	5
Taught an honors course in last 2 years	8.8%	16.5%	6
Team-taught a course in last 2 years	26.2%	31.3%	6
Advised student groups involved in service/volunteer work	34.6%	44.6%	6
Developed a new course in last 2 years	56.3%	66.2%	6
Did research on women and gender issues in last 2 years	24.1%	18.2%	6
Published 2 or fewer articles in academic/professional journals	46.0%	39.4%	6
Published 0 chapters in edited volumes	63.1%	56.9%	6
Published 0 books , manuals, or monographs	66.3%	62.0%	7
Spend 9-12 hours per week on scheduled teaching	58.6%	48.2%	8
Spend 13-34 hour per week preparing for teaching	53.9%	42.7%	8

	GVSU	All Public 4-year	Page
Spend 4 or fewer hours per week advising students	76.1%	64.4%	8
Spend 1 to 4 hours per week on "other creative products/performances"	33.3%	27.6%	9
Experience joy in work to a great extent	62.5%	65.6%	10
Achieve a healthy balance between personal, professional life	35.9%	39.0%	10
Teaching 0 Gen Ed courses this term	43.6%	47.5%	11
Very important goals for undergraduates:			
Prepare students for employment after college	69.9%	76.3%	12
Prepare students for graduate or advanced education	54.6%	62.0%	12
Enhance students' self-understanding	65.3%	58.6%	12
Enhance students' knowledge /appreciation of other racial/ethnic groups	64.1%	59.7%	12
Instill a basic appreciation of the liberal arts	66.4%	56.5%	12
Very important personal goals			
Influencing social values	39.1%	35.9%	12
Being very well off financially	36.6%	42.6%	12
Becoming involved in programs to clean up the environment	34.0%	30.7%	12
Helping to promote racial understanding	62.9%	53.8%	12
Agree that...			
Racial/ethnic diversity should be more strongly reflected in the curriculum	63.0%	52.5%	13
Faculty feel that most students are well-prepared academically	31.2%	27.9%	13
Faculty here are interested in academic problems of undergrads	84.3%	79.9%	13
Most students are committed to community service	28.9%	25.4%	13
My department does a good job of mentoring new faculty	53.0%	60.0%	13
There is adequate support for integrating technology in my teaching	90.7%	75.0%	13
This institution takes responsibility for educating underprepared students	66.6%	59.5%	13

	GVSU	All Public 4-year	Page
The criteria for advancement and promotion decisions are clear	65.7%	69.3%	13
Most of the students I teach lack the basic skills for college-level work	38.7%	44.8%	13
My department has difficulty recruiting faculty	37.1%	48.4%	13
My department has difficulty retaining faculty	18.7%	27.3%	13
There is adequate support for faculty development	65.2%	51.2%	13
This institution should not offer remedial/developmental education	21.4%	28.0%	13
Issues you believe are high priority at institution			
Promote intellectual development of students	84.2%	81.2%	13
Develop leadership ability among students	45.9%	48.9%	13
Create a diverse, multicultural campus environment	47.9%	51.9%	14
Mentor new faculty	48.4%	43.2%	14
Promote gender equity among faculty	49.3%	45.7%	14
Provide resources for faculty to engage in community-based teaching or research	44.7%	34.2%	14
Create and sustain partnerships with the surrounding community	57.3%	49.5%	14
Increase representation of women in the faculty and administration	47.0%	40.6%	14
Attributes noted as very descriptive of institution:			
It is easy for students to see faculty outside of regular office hours	62.3%	56.0%	14
The faculty are typically at odds with campus administration	3.9%	15.6%	14
Faculty are rewarded for being good teachers	31.1%	17.1%	14
There is respect for the expression of diverse values and beliefs	22.4%	30.2%	14
Aspects of job noted as satisfactory or better			
Salary and benefits	50.3%	42.8%	15
Opportunity for scholarly pursuits	54.2%	45.5%	15
Teaching load	50.3%	46.2%	15

	GVSU	All Public 4-year	Page
Quality of students	52.4%	42.5%	15
Office/lab space	67.1%	59.6%	15
Relationship with administration	63.2%	54.6%	15
Overall job satisfaction	79.7%	75.4%	15
Opportunity to develop new ideas	77.8%	73.1%	15
Availability of child care	50.0%	36.8%	15
Prospects for career advancement	57.5%	51.5%	15
Clerical / administrative support	68.6%	52.5%	15
Sources of stress in last 2 years			
Review/promotion process	57.7%	50.0%	15
Subtle discrimination	30.5%	25.7%	15
Personal finances	57.3%	61.7%	15
Committee work	57.2%	61.6%	15
Institutional procedures and red tape	60.7%	70.7%	15
Keeping up with information technology	52.8%	58.9%	15
Job security	41.3%	31.2%	15
Self-imposed high expectations	83.7%	79.5%	15
Change in work responsibilities	45.9%	41.6%	15
Use class discussions	85.6%	81.2%	16
Use cooperative learning	63.2%	49.1%	16
Use extensive lecturing	47.1%	55.8%	16
Grade on a curve	12.0%	18.2%	16
Use group projects	42.1%	35.6%	16
Multiple-choice midterm/final	30.3%	33.7%	16
Use multiple drafts of written work	34.1%	27.0%	16
Use readings on racial/ethnic issues	28.3%	20.8%	16
Use readings on women/gender issues	27.5%	18.1%	16
Use recitals/demonstrations	25.1%	21.5%	16
Use reflective writing/journaling	26.5%	19.7%	16
Short-answer midterm/final	44.4%	39.1%	16
Students evaluate each other's work	22.5%	16.8%	16
Students evaluate their own work	26.3%	19.8%	16
Student-selected topics for course content	18.9%	14.8%	16
Use term/research papers	43.5%	35.7%	16
Characterize self as "liberal"	50.5%	44.6%	16
Agree that...			
Western civilization and culture should be the foundation of the undergraduate curriculum	49.9%	55.5%	17
The chief benefit of a college education is that it increases one's earning power	23.1%	29.0%	17

	GVSU	All Public 4-year	Page
Promoting diversity leads to the admission of too many underprepared students	20.7%	26.0%	17
Colleges should be actively involved in solving social problems	73.7%	66.2%	17
Tenure is an outmoded concept	36.8%	31.0%	17
Colleges should encourage students to do community service	88.7%	84.9%	17
Tenure is essential to attract the best minds to academe	55.1%	65.4%	17
Realistically, an individual can do little to change society	14.1%	18.7%	17
Colleges should be concerned facilitating students' spiritual development	25.9%	22.6%	17
The spiritual dimension of faculty members' lives has no place in academe	41.6%	46.6%	17
Including community service as part of a course is a poor use of resources	14.0%	19.9%	17