

2007 HERI FACULTY SURVEY RESULTS

The Higher Education Research Institute (HERI) at the University of California at Los Angeles administers several nationwide surveys. Probably the most well-known is the Cooperative Institutional Research Program (CIRP) survey of new freshmen. The institute also conducts a comprehensive annual survey of faculty that is commonly referred to as the HERI Faculty Survey.

The 2007-2008 Faculty Survey was the tenth national survey of faculty conducted by HERI. Since 1989, over 300,000 faculty at more than 1,100 two-year and four-year colleges nationwide have participated in this research.

The HERI Survey consists of approximately 250 items that deal with demographic characteristics, activities, accomplishments, and attitudes of faculty and administrators. For many years, the survey was paper and pencil, but it is now administered completely online during the Fall Semester of each academic year. A copy of the survey instrument is included as Appendix I.

The HERI Survey items can be broadly classified into those that (1) deal with the personal characteristics and choices of faculty, (2) focus on faculty activities, (3) probe faculty attitudes regarding themselves, and (4) consider faculty attitudes regarding their institution. With such a large number of diverse items, it is not feasible to discuss all of them within the body of this report. The approach used here is to focus on a relatively small number of items from each of the three categories. The choices were based on the relevance of the question for SUU and/or the response of SUU faculty compared to those of the peer groups. Responses to all survey items are found in Appendix II.

DEMOGRAPHICS

Ten administrators and 92 Full-time undergraduate faculty members at SUU (62 men and 30 women). participated in the study. For the purposes of this analysis, only the responses of full-time faculty are included.

Age. The ages of SUU faculty members are very similar to those of faculty included in the comparison groups. 63% of SUU respondents were younger than 55 years of age, compared to 63.2% for respondents at other public four year institutions who participated in the survey. Only 5.5% of SUU faculty are 65 years or older, compared to 6.8% at other public universities and colleges.

Year of Appointment. A large proportion of faculty members are new to SUU. 48.8% of SUU respondents started at SUU in 2001 or later, compared to 47.7% at other public four year institutions.

Tenure Status and Academic Rank. 88% of SUU respondents were tenured or tenure track, a percentage that is slightly higher than for the two comparison groups. (80.5% at public four year colleges and 76.8% for all four year institutions). But the number of full professors was substantially lower than at these institutions. 19.6% of SUU faculty had achieved the rank of full professor compared to 28.2% at other public four year schools and 31.7% at all four year institutions.

Highest Degree Held. Fewer SUU faculty hold terminal degrees than their counterparts at other four year institutions. 64.1% of the SUU faculty members surveyed hold either Ed.D or Ph.D. degrees (compared to 73.1% at public four year institutions) 34.8% hold Masters degrees, substantially more than faculty at either public four year colleges (22.2%) or all four year institutions (19.7%).

Marital Status and Children. 82.6% of the SUU group were married compared to 73.4% at public institutions and 76.8% at all four year institutions. 57.6% have no children under 18 years of age compared to 63.7% at other four year public institutions and 23.9% have four or more children over the age of 18 (five times higher than respondents at other four year institutions).

Native Language/Ethnicity. English is the native language for 93.5% of the SUU respondents, slightly higher than the two comparative groups. 94.5% of SUU respondents categorized themselves as White/Caucasian, about five percentage points higher than those in the other two groups.

Political Views. SUU respondents are far more conservative than their peers at other four year institutions. 45.7% characterized their political views as either Conservative or Far Right compared to respondents at public four year institutions (15.6%) and all four year institutions (15.9). Male faculty were more conservative than their female counterparts. 53.2% of male faculty members characterized themselves as Conservative while only 30% of the women held this political perspective.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE			
Table 1: How would you characterize your political views			
	SUU	Public 4 YR	All 4 YR
Far left	1.1	8.8	8.8
Liberal	26.1	45.5	47.0
Middle of the road	27.2	30.1	28.4
Conservative	45.7	15.1	15.2
Far right	0.0	0.5	0.7

FACULTY ACTIVITIES

Paid Consulting. 42.4% of the SUU respondents received pay as consultants outside the university during the last two years. The proportion was higher lower than at public universities and about the same as at all four year institutions.

External Funding. 41.3% of SUU respondents had received funding from federal or state government during the past two years. This proportion was much higher than the 26.0% for public institutions and the 27.1% for all four year schools.

Research with Undergraduates. 45.7% of SUU respondents had collaborated with an undergraduate student on research during the past two years, versus 55.7% for public four year institutions and 57.3% for all four year institutions.

Research/Teaching in the Local Community. 64.1% of the SUU respondents had collaborated with the local community on teaching and/or research during the past two years. The percentages for public universities and all four year schools were 51.6% and 46.2%, respectively.

Taught Internet Course. 30.4% of the SUU respondents had taught a course exclusively on the internet during the past two years. Only 19.9% of those in public four year institutions and 13.3% in all four year schools had taught such courses.

Placed or Collected Assignments on the Internet. 64.1% of the SUU respondents used the internet for placing or collecting assignments, considerably lower than the percentage for the other two groups (73.3% for public four year institutions and 74.4% for all four year institutions).

Recent Publications. During the past two years, 28.2% of the SUU group had three or more of their professional writings published, slightly less than the 30.3% at the other public universities and the 36.9% at all four year institutions.

Time Spent Teaching. Faculty at SUU spend substantially more time engaged in classroom teaching than their peers at other institutions. 35.8% of SUU faculty reported that they averaged more than 12 hours a week in the classroom. At public universities the proportion was 24.6% and at all four year institutions it was 19.6%.

Time Spent Preparing to Teach. In spite of heavier teaching loads, SUU faculty spent less time preparing for class and grading papers than their peers at other institutions. 58.8% of SUU faculty reported that they averaged more than eight per week preparing to teach. At public universities the number was 68.4% and at all four years institutions it was 65.6%.

Time Spent on Research and Scholarly Writing. Research and scholarly writing occupied five hours or more per week for 41.4% of the SUU respondents. The comparable percentage was 52.1% at all public universities and 46.9% at all four year schools. 16.3% of SUU faculty did not engage in this activity at all, compared to about 15% of their peers at other institutions.

Time Spent in Committee Work and Meetings. 60.9% of SUU respondents said they averaged four or less hours per week on committee work and meetings. Four or less was the proportion for about 56% in the other two groups.

ATTITUDES RELATED TO SELF

Becoming an Authority. Becoming an authority in her/his field was “very important or essential” to 56.5% of the SUU group, 55.4% of at public universities and 60.0% at all four year institutions.

Being Very Well Off Financially. 28.3% of SUU respondents reported that being well off financially was “very important or essential,” compared to 34.0% at public schools and 32.6% at all four year schools.

Influencing Social Values. About 40% of each group said that influencing social values was “very important or essential.” SUU faculty viewed helping to promote racial understanding as significantly less important than respondents at other institutions. 43.5% at SUU saw this as “very important or essential” versus 53.3% at public four year institutions and 53.8% at all four year institutions.

Integrating Spirituality Into Their Lives. SUU respondents were much more concerned about integrating spirituality into their lives than their peers at other institutions. 69.6% of SUU faculty viewed this as “very important or essential” compared to 45.5% at public four year institutions and 47.5% at all four year colleges and universities.

2007-2008 HERI FACULTY SURVEY			
Table 2: Personal goals noted as “very important” or “essential”			
	SUU	Public 4 YR	All 4 YR
Becoming an authority in my field	56.5	55.4	60.0
Influencing the political structure	23.9	19.2	19.0
Influencing social values	41.3	39.0	39.8
Raising a family	73.9	65.9	69.2
Becoming well-off financially	28.3	34.0	32.6
Helping others who are in difficulty	68.5	65.3	65.2

Becoming involved in programs to clean up the environment	37.0	36.1	35.1
Developing a meaningful philosophy of life	76.1	71.6	72.5
Helping to promote racial understanding	43.5	53.3	53.8
Obtaining recognition from my colleagues for contributions to my special field	40.2	42.7	47.5
Integrating spirituality into my life	69.6	45.5	47.5

Balance Between Research, Teaching and Service. SUU faculty, like their peers at other institutions viewed teaching as personally “very important or essential.” 98.9% of SUU respondents rated teaching higher than either research or service. However, SUU faculty rated the importance of service substantially higher (78.3% as opposed to 66.1% at all other institutions) than their counterparts at other institutions.

2007-2008 HERI FACULTY SURVEY			
Table 3: Noted as being personally “very important” or “essential”			
	SUU	Public 4 YR	All 4 YR
Research	62.0	68.4	71.4
Teaching	98.9	98.2	97.7
Service	78.3	64.7	66.1

Right to Ban Persons With Extreme Views. SUU faculty are almost twice as likely to agree that persons with extreme views should be banned from speaking on campus. 41.3% of SUU faculty agreed “strongly” or “somewhat” with this practice while it was supported by only 22.4% of faculty from four year public institutions and 27.6% of faculty from all institutions participating in the survey.

Chief Benefit of a College Education. 43.5% of the SUU respondents viewed increasing one’s earning power as the chief benefit of a college education, significantly more than at either public four year institutions (32.7%) and all four year colleges and universities (28.9%).

Diversity vs. Unprepared Students. More than one third (35.2%) of SUU faculty agreed “strongly” or “somewhat” that promoting diversity leads to the admission of too many underprepared students. Only about 24% of faculty at other institutions held this view.

Tenure is Outmoded. 41.8% of SUU respondents agreed that tenure was an outmoded concept, slightly more than their counterparts at four year institutions (32.0%).

Students' Spiritual Development. 42.4% of SUU faculty agreed “strongly” or “somewhat” that colleges should be concerned with facilitating students’ spiritual development, significantly more than faculty at four year public institutions (26.0%) and all four year institutions (36.6%).

2007-2008 HERI FACULTY SURVEY			
Table 4: Do you agree “strongly” or “somewhat”			
	SUU	Public 4 YR	All 4 YR
Western civilization and culture should be the foundation for the undergraduate curriculum	64.1	55.6	57.5
College officials have the right to ban persons with extreme views from speaking on campus	41.3	22.4	27.6
The chief benefit of a college education is that it increases one’s earning power	43.5	32.7	28.9
Promoting diversity leads to the admission of too many underprepared students	35.2	24.7	23.7
Colleges should be actively involved in solving social problems	64.1	71.0	71.0
Tenure is an outmoded concept	41.8	32.0	32.0
Colleges should encourage students to be involved in community service activities	91.3	87.8	87.9
A racially/ethnically diverse student body enhances the educational experience of all students	88.0	93.4	93.6
Realistically, an individual can do little to bring about changes in society	16.3	18.8	18.8
Colleges should be concerned with facilitating undergraduate students’ spiritual development	42.4	26.0	36.6
Colleges have a responsibility to work with their surrounding communities to address local issues	94.6	89.0	87.9
Private funding sources often prevent researchers from being completely objective in the conduct of their work	62.0	59.8	59.5

Goals for Undergraduate Students. Goals for undergraduate students viewed as “Important” or “Essential” by SUU respondents were very to those of faculty at other institutions with two exceptions. Twice as many SUU faculty (40.2%) viewed preparing students for family living as more important or essential than their counterparts at public four year institutions (20.9%) and all institutions (21.2%).

Appreciation of Racial/Ethnic Groups. SUU respondents placed less importance on enhancing students' knowledge and appreciation for other ethnic and racial groups. 65.2% viewed this as important or essential compared to about 75% at other institutions.

2007-2008 HERI FACULTY SURVEY			
Table 5: Goals for undergraduates noted as "very important" or "essential"			
	SUU	Public 4 YR	All 4 YR
Develop ability to think critically	100.0	99.6	99.6
Prepare students for employment after college	93.5	84.8	81.5
Prepare students for graduate or advanced education	84.8	74.7	75.5
Develop moral character	75.0	68.1	70.2
Provide for students; emotional development	55.4	46.8	48.1
Prepare students for family living	40.2	20.9	21.2
Teach students the classic works of Western civilization	40.2	33.8	34.7
Help students develop personal values	72.8	64.6	66.1
Enhance students' self understanding	78.3	71.8	71.8
Instill in students a commitment to community service	67.4	57.3	55.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	65.2	75.6	75.2
Study a foreign language	46.7	51.1	54.2
Help master knowledge in a discipline	96.7	96.0	95.1
Develop creative capacities	80.4	80.3	81.5
Instill a basic appreciation of the liberal arts	71.7	71.8	72.8
Promote ability to write effectively	97.8	96.2	96.4
Help students evaluate the quality and reliability of information	97.8	97.0	97.2
Engage students in civil discourse around controversial issues	64.1	72.6	72.4
Teach students tolerance and respect for different beliefs	83.7	82.7	82.5
Encourage students to become agents of social change	52.2	59.3	57.8

ATTITUDES RELATED TO FACULTY MEMBERS' INSTITUTION

Attributes Noted as “Very Descriptive.” SUU Faculty describe the institution as a place where it is easy for students to see faculty outside of regular office hours (78.3%) and where faculty have respect for each other (56.5%). One fourth of the respondents view the administration as being open about its policies (higher than faculty at public (15.9%) and all four year institutions (16.5%). They were more likely to view themselves as in harmony with administration than faculty at other institutions (only 13% of SUU respondents described themselves as being “at odds” with campus administration) but reported less respect for the expressions of diverse values and beliefs (17.4% versus 25.1% at other public four year institutions).

2007-2008 HERI FACULTY SURVEY			
Table 6: Attributes noted as being “very descriptive” of your institution			
	SUU	Public 4 YR	All 4 YR
It is easy for students to see faculty outside of regular office hours	78.3	58.9	60.6
There is a great deal of conformity among the students	55.4	24.1	29.4
The faculty are typically at odds with campus administration	13.0	25.1	19.4
Faculty here respect each other	56.5	42.8	47.6
Most students are treated like numbers in a book	2.2	3.7	3.8
Social activities are overemphasized	3.3	5.8	8.3
Faculty are rewarded for being good teachers	16.3	14.9	16.0
There is respect for the expression of diverse values and beliefs	17.4	35.5	35.8
Faculty are rewarded for their efforts to use instructional technology	14.1	21.8	20.3
Faculty are rewarded for their efforts to work with underprepared students	4.3	6.3	5.7
Administrators consider faculty concerns when making policy	19.6	11.7	13.0
The administration is open about its policies	25.0	15.9	16.5

Perceptions of Students. SUU respondents agreed “strongly” or somewhat that faculty were interested in students’ personal problems, that they feel that students are well-prepared academically and committed to community service. 78.3% felt, however that the institution did not take enough responsibility for educating underprepared students.

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Table 7: Do you agree “strongly” or “somewhat”

	SUU	Public 4 YR	All 4 YR
Faculty are interested in students' personal problems	94.6	84.2	83.2
Racial and ethnic diversity should be reflected more strongly in the curriculum	56.5	57.8	58.5
Faculty feel that most students are well-prepared academically	48.9	30.6	44.2
This institution should hire more faculty of color	59.8	67.6	73.2
Student affairs staff have the support and respect of faculty	83.5	75.7	77.1
Faculty are committed to the welfare of this institution	94.6	89.5	90.7
Faculty here are strongly interested in the academic problems of undergraduates	93.5	87.8	87.8
There is a lot of campus racial conflict here	7.6	8.8	10.6
Most students are strongly committed to community service	73.9	38.0	51.0
My research is valued by faculty in my department	70.7	71.6	73.7
My teaching is valued by faculty in my department	91.3	89.5	89.6
Many courses include feminist perspectives	23.9	43.0	43.1
Faculty of color are treated fairly here	84.6	88.8	88.7
Women faculty are treated fairly here	81.5	86.4	85.9
Many courses involve students in community service	66.3	47.3	48.6
The institution should hire more women faculty	51.6	50.9	57.1
Gay and lesbian faculty are treated fairly here	72.7	85.5	81.0
My department does a good job of mentoring new faculty	73.9	67.6	69.2
Faculty are sufficiently involved in campus decision making	59.3	51.8	52.9
My values are congruent with the dominant institutional values	71.7	70.3	72.6
There is adequate support for integrating technology in my teaching	84.8	82.0	84.2
This institution takes responsibility for educating underprepared students	78.3	63.5	63.4
The criteria for advancement and promotions decisions are clear	78.3	70.1	72.1
Most of the students I teach lack the basic skills for college level work	40.2	49.7	36.4
There is adequate support for faculty development	67.4	62.1	67.6
The institution should not offer remedial/developmental education	16.3	26.0	28.2

Job Satisfaction. SUU respondents were less satisfied than their counterparts at other institutions in only two areas: salary and availability of child care. 48.9% of SUU faculty would “definitely” choose to come to SUU if they were to begin their careers again, significantly more than respondents at public four year institutions (31.6%) and all four year schools (35.0%).

2007-2008 HERI FACULTY SURVEY			
Table 8: Aspects of your job with which you are “very satisfied” or “satisfied”			
	SUU	Public 4 YR	All 4 YR
Salary	31.5	42.0	46.2
Health benefits	79.3	70.6	68.3
Retirement benefits	85.9	68.9	68.7
Opportunity for scholarly pursuits	48.4	44.0	54.1
Teaching load	52.2	47.3	57.7
Quality of students	63.0	46.8	57.1
Office/lab space	66.3	61.9	67.3
Autonomy and independence	89.1	81.7	85.0
Professional relationships with other faculty	85.9	76.4	77.6
Social relationships with other faculty	78.0	66.1	67.4
Competency of colleagues	83.7	73.9	78.2
Visibility for jobs at other institutional/organizations	62.3	47.6	53.8
Job security	73.6	77.1	77.7
Relationship with administration	61.5	54.6	58.3
Departmental leadership	76.9	67.8	69.1
Course assignments	80.4	81.8	84.0
Freedom to determine course content	94.6	91.4	92.5
Availability of child care at this institution	18.7	34.6	30.9
Prospects for career advancement	64.8	52.4	54.6
Clerical/administrative support	79.1	60.9	60.8
Overall job satisfaction	79.3	72.2	74.8

Sources of Stress for Faculty. The two most common sources of stress for SUU faculty are personal finances (76.1%) research and publishing demands (73.9%) and stress related to the review and promotion process (68.5%). Care of elderly parents and concerns about the health of a spouse/partner were also significant sources of stress for SUU faculty.

2007-2008 HERI FACULTY SURVEY			
Table 10: Factors noted as a source of stress for you during the last two years			
	SUU	Public 4 YR	All 4 YR
Managing household responsibilities	76.1	73.0	72.7
Child care	30.4	30.4	30.9
Care of elderly parent	44.6	34.2	33.5
My physical health	58.7	51.1	49.5
Health of spouse/partner	51.1	36.4	35.9
Review/promotion process	68.5	54.7	51.1
Subtle discrimination (e.g. prejudice, racism, sexism)	29.3	28.5	26.3
Personal finances	76.1	65.6	62.8
Committee work	67.4	66.8	61.5
Faculty meetings	52.2	56.5	53.0
Colleagues	63.0	68.0	64.2
Students	56.5	67.4	64.4
Research or publishing demands	73.9	62.4	62.7
Institutional procedures and "red tape"	82.6	76.3	71.8
Teaching load	69.6	68.9	63.3
Children's problems	40.2	31.4	31.4
Friction with spouse/partner	30.4	25.9	26.3
Lack of personal time	79.3	74.3	74.1
Keeping up with information technology	64.1	55.2	52.7
Job security	48.4	34.1	32.6
Being part of a dual career couple	33.7	43.2	43.4
Working with underprepared students	68.5	70.4	61.1
Classroom conflict	19.6	23.3	19.4
Self-imposed high expectations	77.2	79.9	80.1
Change in work responsibilities	55.4	48.6	46.4

Considered Leaving Present Institution. During the past two years, 57.6% of SUU respondents had considered leaving SUU for another college or university. This was considerably higher than the percentages for other public and four year schools which were 48.0 and 46.5 respectively.

Job Offers. 46.7% of the SUU respondents had received at least one firm job offer from another institution, almost twice as many as from peer institutions (24.6% for four year public and 23.9% for all four year schools).

Retirement Plans. 9.8% of the SUU group planned to retire in the next three years, less than the 13.3 and 13.1% in the comparison groups. During the last two years. 26.1% at SUU had considered early retirement, a slightly higher percentage than the peer groups.

Retention of Faculty. 48.9% of SUU faculty would “definitely” want to come to this institution if they were to begin their careers again. Only 31.6% of public four year college faculty responded in this way.

2007-2008 HERI FACULTY SURVEY			
Table 11: If you were to begin your career again would you still want to come to this institution?			
	Total	Total	Total
Definitely yes	48.9	31.6	35.0
Probably yes	25.0	33.6	33.9
Not sure	13.0	18.0	16.7
Probably no	12.0	10.8	9.4
Definitely no	1.1	6.0	5.0

High Priority Issues. 81.5% of SUU faculty cited promoting the intellectual development of students as the institutions top priority and 69.9% of the respondents viewed creating and sustaining institutional partnerships with the surrounding community and developing leadership ability among students as top priorities for the institution. Facilitating student involvement in community service was also viewed as a high priority by 52.2% of SUU faculty. Low priority issues included hiring more faculty “stars,” recruiting more minority students, and creating a multi-cultural campus environment.

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Table 12: Issues you believe to be of “high” or “highest” priority at your institution

	SUU	Public 4 YR	All 4 YR
To promote the intellectual development of students	81.5	82.6	85.8
To help students examine and understand their own personal values	54.9	48.9	56.0
To develop a sense of community among students and faculty	59.8	50.9	54.1
To facilitate student involvement in community service	52.2	42.2	46.0
To help students learn how to bring about change in American society	33.7	33.7	35.1
To increase or maintain institutional prestige	57.6	55.3	64.0
To hire faculty “stars”	18.5	18.7	29.2
To recruit more minority students	29.3	49.0	50.3
To enhance the institution’s national image	66.3	59.7	69.4
To create a diverse multi-cultural campus environment	38.0	54.7	53.7
To promote gender equity among faculty	42.4	49.9	52.1
To provide resources for faculty to engage in community-based teaching or research	43.5	39.1	35.3
To create and sustain partnerships with surrounding communities	69.6	54.8	47.5
To pursue extramural funding	51.1	54.7	61.0
To increase the representation of minorities in the faculty and administration	31.5	44.6	44.9
To strengthen links with the for-profit corporate sector	52.2	49.7	49.1
To develop leadership ability among students	69.6	53.4	59.0
To increase the representation of women in the faculty and administration	27.2	34.6	38.4
To develop an appreciation for multiculturalism	40.2	54.1	54.5