During the 2007-2008 academic year, the Higher Education Research Institute (HERI) at UCLA administered the 2007 Faculty Survey to the faculty and administrators at Hope College. The survey is administered every three years and Hope also participated in the 2004 HERI Faculty Survey. The survey collects information about faculty demographics, workload, job satisfaction, engagement, attitudes, teaching practices, institutional concerns, and professional activities. The complete Hope College survey results for both the 2004 and 2007 HERI Faculty Survey are available from the Hope College Office of Institutional Research. This report is a brief summary of some statistically significant items of interest.

**Overview**

A total of 152 faculty members responded to the 2007 HERI survey. There are approximately 300 items on the survey. A survey was also given to academic administrators, but the sample size for this group (13) was too small to yield any significant results.

There were three dimensions of comparison available for the 2007-2008 survey. The first was comparison by gender of respondents since the reported results were broken down by gender. The second dimension was comparison with faculty responses from peer institutions. Two groups of peer norms were provided: Four-year private colleges and four-year non-sectarian colleges. For the purposes of this report comparisons will be limited to four-year private colleges. Comparisons were also possible between Hope’s 2004-2005 responses and the 2007-2008 responses to identify changes over the three-year period. All of the survey responses were tested for statistical significance over each of the three dimensions. The results of these tests are summarized in the following table:

<table>
<thead>
<tr>
<th>Significance Level</th>
<th>2007-8 Hope male to female faculty</th>
<th>2007-8 Hope to peer institutions</th>
<th>2007-8 to 2004-5 Hope responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>.01</td>
<td>6%</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>.05</td>
<td>16%</td>
<td>40%</td>
<td>12%</td>
</tr>
</tbody>
</table>

This indicates that Hope faculty responses are often significantly different from those at other four-year private colleges while there is relatively little variation in responses across gender and time among the Hope faculty members.

The following three sections report on those survey items where there is a difference across one of the above three dimensions that is significant at the 0.01 level. The first
section reports on two general areas where there was significant difference: Gender issues and diversity issues. The second sections collects together a number of areas of faculty interest while the third section lists teaching and student development considerations.

**General Issues**

1. **Diversity**
   
   There were no significant diversity-related differences between the responses in 2004-5 and 2007-8. There were, however, a number of highly significant differences from peer institutions. Hope faculty were more likely to agree that there is a great deal of conformity among students (59%-32%) and that the institution should have more faculty of color (88%-78%). Hope faculty also were less likely to agree that there is respect for expressions of diverse values and beliefs on campus (18%-38%) and that gay and lesbian faculty are treated fairly (32%-76%) while they were more likely to feel that racial/ethnic diversity is adequately reflected in the curriculum (77%-64%).

   On a more positive note, Hope faculty were more likely than those a peer institutions to agree that it is an institutional priority to recruit more minority students (70%-49%) and to increase representation of minorities in faculty and administration (62%-41%).

   There was one gender difference in regard to diversity. Male faculty were less likely than female faculty to have as a goal enhancing students’ knowledge of and appreciation for other racial/ethnic groups (81%-95%).

2. **Gender**
   
   There were several differences in responses between male and female faculty related to gender issues. Male faculty were less likely to do research or writing on women and gender issues (8%-34%). At the institution level, male faculty were more likely to believe that women are treated fairly at Hope (97%-77%), less likely to think Hope should hire more women faculty (55%-78%), and more likely to believe that it is an institutional priority to promote gender equity among faculty (77%-45%). Men were also less likely to identify subtle discrimination as a source of stress over the past two years (20%-42%).

   There was very little significant difference between Hope faculty and faculty at peer institutions regarding gender issues. Hope faculty were more likely to think the institution should hire more women faculty (64%-50%) and increase representation of women in faculty and administration (49%-34%).

**Faculty**

1. **Workload**
   
   There were four areas where faculty workload at Hope has changed over the past three years. There was significant increase in faculty who report spending more than four hours per week in each of the following three areas:

   - Committee work and meetings (> 4 hours) (15%-39%)
   - Other administration (>4 hours) (23%-36%)
• Communicating via email (> 4 hours) (56%-71%)

In addition, faculty who reported teaching general education courses decreased from 70% to 54%.

Seeing students outside of regular office hours is the only aspect of workload where Hope faculty differ from those at peer institutions. More Hope faculty agree that it is easy for students to do so than faculty at peer institutions (90%-78%).

2. Campus Climate
Hope faculty indicate a healthier campus climate than faculty at peer institutions in several ways. Hope faculty are less likely to indicate that faculty are typically at odds with the administration (9%-18%) and more likely to say that faculty respect each other at their institution (73%-54%). They were also more likely to say if they were to begin there career again they would definitely come to this institution (49%-39%).

Only one climate-related item has shown significant change over the past three years. There has been a significant increase in the number of faculty who report that the review/promotion process has been a source of stress in the past two years (29%-49%).

3. Career
There are a number of career-related items that show a significant difference by gender at Hope. A higher percentage of male faculty are full professors (54%-31%), tenured (74%-49%), and have a Ph.D. (85%-60%). Male faculty are less likely to have had their careers interrupted for more than one year for family reasons (3%-22%). Also, male faculty are more satisfied with their positions, more likely to come to this institution (54%-43%) and be a college professor (72%-57%) if they could begin their careers again.

The only significant change in Hope faculty responses between 2004-5 and 2007-8 is that more faculty considered early retirement in the previous two years (14%-27%).

There were several career-related items where Hope faculty differed significantly from their colleagues at peer institutions. Hope faculty were more satisfied with their visibility for jobs elsewhere (64%-48%) and were less likely to have experienced stress over job security (25%-35%). They were also more likely to agree that criteria at their institution for advancement/promotion are clear (83%-72%). In addition, compared to peer institutions, Hope professors are more likely to be full professors (44%-28%), tenured (63%-46%), and have a Ph.D. (74%-65%).

4. Benefits
Hope faculty expressed a higher degree of satisfaction than their colleagues at peer institutions with the benefits that go along with their positions. These included retirement benefits (82%-63%) and clerical/administrative support (72%-61%). In addition, Hope faculty were significantly more likely to have experienced paid sabbaticals (56%-31%), institution-provided travel funds (92%-80%), tuition remission (35%-20%), internal grants for research (72%-41%), and adequate support for faculty development (86%-69%).
5. Facilities
With regard to office/lab space, Hope faculty in 2007-8 were significantly more likely to be satisfied than they were in 2004-5 (66%-90%) and more likely than faculty at peer institutions (90%-70%).

6. Technology
Hope faculty are more frequently rewarded for efforts to use instructional technology (31%-16%) and report having adequate support for integrating technology in teaching (97%-81%). They also more frequently report using electronic quizzes in all or most courses (12%-5%).

7. Research
Hope faculty report research as being personally very important or essential more frequently than faculty at peer institutions (77%-62%). They also more frequently indicated that pursuing extramural funding was an institutional priority (72%-46%). Hope faculty were also more satisfied with opportunities for scholarly pursuits (67%-49%).

8. Personal
Integrating spirituality into my life is more frequently noted as a very important or essential personal goal by Hope faculty than be faculty at peer institutions (82%-56%).

Students
1. Teaching
The use of five teaching techniques are differentiated by gender at Hope. Male Hope faculty report using extensive lecturing (46%-30%) as a teaching technique more often than females. Males report using the following techniques less frequently: cooperative learning (64%-92%), multiple-choice exams (25%-44%), class discussions (78%-92%), and using student inquiry to drive learning (35%-53%).

Hope faculty report that they are rewarded for being good teachers significantly more than faculty at peer institutions (31%-16%). There is little significant difference between the reported use of teaching techniques at Hope and peer institutions. The only technique where a difference appears is that Hope faculty report using cooperative learning (small groups) more frequently (76%-63%).

2. Student Development
Hope faculty are much more satisfied with their students than faculty at peer institutions. They more frequently agree that most students are well-prepared academically (70%-48%), are less stressed from working with underprepared students (43%-66%), and more satisfied with the quality of their students (78%-58%). Hope faculty are less likely to agree that their students lack basic skills for college level work (16%-36%). When students are underprepared, Hope faculty are more likely to agree that their institution takes responsibility for educating them (78%-68%).
It is also apparent that the priorities for students’ college experience differ at Hope. More agree that faculty interested in students’ personal problems (99%-94%). Hope faculty more frequently indicate that the following should very important or essential goals of undergraduate education:

- prepare students for graduate or advanced education (87%-79%)
- develop moral character (86%-78%)
- provide for emotional development (33%-26%)
- study a foreign language (76%-58%)
- instill appreciation of liberal arts (93%-82%)
- engage in civil discourse around controversial issues (90%-79%)
- teach tolerance and respect for different beliefs (93%-86%)
- encourage students to become agents of social change (78%-65%)

They also were more likely to be of high priority at their institution:

- Promote student intellectual development (97%-89%)
- Help students examine and understand personal values (90%-74%)
- Agree that colleges should be concerned with facilitating students’ spiritual development (85%-57%)

Between 2004-5 and 2007-8, the more Hope faculty indicated the following goals for undergraduate education as very important or essential:

- prepare students for employment after college (64%-85%)
- prepare students for graduate or advanced education (67%-87%)
- provide for students’ emotional development (54%-70%)
- develop students’ creative capacities (65%-88%)
- instill a basic appreciation of the liberal arts (83%-93%)
- promote students’ ability to write effectively (92%-99%)

3. Community Service

The 2007-8 Hope faculty were more likely to agree that most students are strongly committed to community service than the 2004-5 Hope faculty (88%-72%) and than faculty at peer institutions (88%-64%). Male Hope faculty were less likely to agree with this statement than female Hope faculty (81%-99%).

The 2007-8 Hope faculty more frequently agree that instilling a commitment to community service is an important goal for undergraduate education than faculty at peer institutions (73%-62%) and than the Hope faculty three years earlier (73%-44%).