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This report summarizes the findings from the UCLA Higher Education Research Institute (HERI) faculty survey conducted in 2004-2005 on the WSU campus. The response rate for WSU faculty was 50.4 percent. Nationally, 40,670 faculty responded to the 2004-2005 HERI survey. There are over 481,000 full-time undergraduate faculty at the nation's colleges and universities.

### **Summary Facts**

- 84.8 percent of the WSU faculty reported their overall job satisfaction was very satisfactory or satisfactory. This response compares with 75.4 percent of faculty at public 4-year institutions. Further, there do not appear to be significant gender differences in the responses of WSU faculty, with 84.2 percent of the men and 85.9 percent of the women expressing satisfaction with their jobs.
- The two most satisfying aspects of faculty life were the autonomy, independence, and professional relationships with other faculty.
- On 14 of 16 different measures of job satisfaction, WSU faculty expressed a greater level of satisfaction than faculty at public 4-year institutions. The greatest disparity regarding faculty satisfaction was the relationship with university administration, with 70.3 percent of WSU faculty indicating they were satisfied or very satisfied with the relationship, while 54.6 of the faculty at peer institutions expressed satisfaction with the relationship.
- Faculty were least satisfied with teaching loads with less than half (44.6 percent) of WSU faculty indicating that they were satisfied or very satisfied with the loads.
- When asked if they were to begin their career again, would they choose an academic career, 83.8 percent of WSU faculty responded probably or definitely yes.
- 80.7 percent of WSU faculty indicated that they experience joy in their work; this compares with 65.6 percent of the faculty at public 4-year institutions.
- Self-imposed high expectations, institutional procedures and red tape, and keeping up with information technology were the three most stressful *work-related* factors.

- The most stressful factors *outside of work* were managing household responsibilities. Female faculty were more likely to identify household responsibilities as a source of stress.
- Nationally, faculty at public 4-year institutions felt the top three priorities for their universities should be: increasing the institution’s prestige, creating a diverse multi-cultural campus, and pursuing extramural funding. WSU faculty rated each of these three possible priorities less important than their peers at other institutions.

**Table 1 Satisfaction with Work**

Weber State University Full-time Undergraduate Faculty	Weber State University			Public 4-yr Colls		
	Men	Women	Total	Men	Women	Total
<b>Aspects of your job notes as very satisfactory or satisfactory: (5)</b>						
Salary and fringe benefits	36.7	49.4	41.5	44.0	40.9	42.8
Opportunity for scholarly pursuits	51.1	48.8	50.2	48.2	41.2	45.5
Teaching load	42.4	48.2	44.6	47.3	44.7	46.2
Quality of students	44.2	65.9	52.5	38.6	48.5	42.5
Office/lab space	60.9	79.5	67.9	58.9	60.7	59.6
Autonomy and independence	92.8	91.8	92.4	85.3	84.5	85.0
Professional relationships with other faculty	88.5	90.6	89.3	78.1	78.6	78.3
Social relationships with other faculty	77.4	76.5	77.1	66.0	69.2	67.3
Competency of colleagues	78.3	82.1	79.7	75.0	78.4	76.4
Visibility for jobs at other institutions/organizations	50.5	58.3	53.3	42.6	44.5	43.3
Relationship with administration	67.4	75.0	70.3	54.1	55.5	54.6
Overall job satisfaction	84.2	85.9	84.8	75.7	74.8	75.4
Opportunity to develop new ideas	81.9	79.8	81.1	74.2	71.5	73.1
Availability to child care at this institution	68.4	55.6	63.1	39.0	33.4	36.8
Prospects for career advancement (3)	62.0	64.9	63.1	52.4	50.1	51.5
Clerical/administrative support (3)	55.1	57.8	56.2	53.5	50.9	52.5

(3) This item included for this first time in 2004.

(5) Respondents marking “Not Applicable” are not included in these results.

**Table 2 Sources of Work and Personal Stresses**

Weber State University Full-time Undergraduate Faculty	Weber State University			Public 4-yr Colls		
	Men	Women	Total	Men	Women	Total
<b>Factors notes as a source of stress for you during the <u>last two</u> years: (6)</b>						
Managing household responsibilities	66.9	77.6	71.0	68.0	81.8	73.5
Child care	29.5	28.6	29.1	29.7	30.4	30.0
Care of elderly parent	34.5	31.0	33.2	30.0	35.2	32.1
My physical health	41.7	56.0	47.1	48.5	56.4	51.6
Health of spouse/partner (3)	40.9	33.7	38.2	38.7	30.8	35.6
Review/promotion process	49.6	50.6	50.0	45.3	57.1	50.0
Subtle discrimination (e.g., prejudice, racism, sexism)	20.1	37.6	26.8	18.9	36.1	25.7
Personal finances	58.3	60.0	58.9	59.8	64.5	61.7
Committee work	58.3	70.6	62.9	58.9	65.8	61.6
Faculty meetings	45.3	43.5	44.6	50.4	55.9	52.6
Research or publishing demands	57.6	61.2	58.6	59.4	68.3	63.0
Institutional procedures and “red tape”	66.9	59.5	64.1	70.7	70.7	70.7
Teaching load	77.0	76.5	76.8	68.4	75.8	71.3
Children’s problems	35.3	42.9	38.1	30.9	30.7	30.8
Marital friction	25.9	18.3	23.1	23.8	19.9	22.2
Lack of personal time	66.9	84.7	73.7	68.5	84.0	74.7
Keeping up with information technology	65.5	75.0	69.1	55.4	64.2	58.9
Job security (3)	15.1	31.0	21.1	27.3	37.0	31.2
Being part of a dual career couple (3)	29.2	44.6	35.0	32.1	41.9	35.9
Self-imposed high expectations (3)	72.7	89.4	79.0	75.1	86.2	79.5
Change in work responsibilities (3)	32.4	49.4	38.8	36.4	49.5	41.6
Working with underprepared students (3)	61.9	52.4	58.3	59.6	64.4	61.5

(3) This item included for this first time in 2004.

(6) Results reflect the percentage of respondents marking “Somewhat” or “Extensive.”

**Table 3 Faculty Behaviors and Attitudes**

Weber State University Full-time Undergraduate Faculty	Weber State University			Public 4-yr Colls		
	Men	Women	Total	Men	Women	Total
<b>Do you “to a great extent”: (3)</b>						
Engage in academic work that spans multiple disciplines?	21.7	23.8	22.5	31.6	29.6	30.8
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?	43.5	51.8	46.6	41.8	39.1	40.7
Experience joy in your work?	79.0	83.5	80.7	66.7	64.0	65.6
Feel good about the direction in which your life is headed?	79.0	78.8	78.9	64.0	63.3	63.7
Engage in self-reflection?	70.3	80.0	74.0	64.5	74.5	68.5
Achieve a healthy balance between your personal life and your professional life?	56.5	44.7	52.0	42.3	33.9	39.0
Feel that your work adds meaning to your life?	71.0	76.5	73.1	68.3	67.5	67.9
Consider yourself a religious person?	50.0	54.8	51.8	31.0	34.6	32.5
Consider yourself a spiritual person?	56.2	77.6	64.4	41.2	56.0	47.1
Engage in regular exercise?	46.4	40.0	43.9	40.2	37.4	39.1
Eat a well-balanced diet?	52.6	51.8	52.3	40.9	43.0	41.8
Get adequate amounts of sleep?	48.9	48.2	48.6	31.9	32.2	32.0
Engage in prayer/meditation?	38.2	50.6	43.0	21.5	29.1	24.5
Experience close alignment between your work and your personal values?	61.3	71.8	65.3	54.5	60.8	57.0
Seek opportunities to grow spiritually?	47.4	55.3	50.5	25.8	35.9	29.8
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?	17.6	16.5	17.2	20.3	27.9	23.3

(3) This item included for the first time in 2004.

**Table 4 Issues Which Are Institutional Priorities**

Weber State University Full-time Undergraduate Faculty	Weber State University			Public 4-yr Colls		
	Men	Women	Total	Men	Women	Total
<b>Issues you believe to be of “high” or “highest” priority at your institution:</b>						
To increase or maintain institutional prestige	50.4	48.2	49.5	55.2	56.9	55.9
To hire faculty “stars”	10.9	12.3	11.5	14.5	18.8	16.2
To recruit more minority students	27.9	36.1	31.1	47.3	50.0	48.4
To enhance the institution’s national image	40.1	35.8	38.5	55.9	55.5	55.7
To create a diverse multi-cultural campus environment	38.0	39.3	38.5	49.8	55.0	51.9
To mentor new faculty	40.9	48.8	43.9	43.3	43.1	43.2
To promote gender equity among faculty (3)	55.1	49.4	53.0	49.1	40.5	45.7
To provide resources for faculty to engage in community-based teaching or research (3)	39.4	48.2	42.7	32.0	37.5	34.2
To create and sustain partnerships with surrounding communities (3)	61.3	59.0	60.5	46.3	54.3	49.5
To pursue extramural funding (3)	47.0	43.9	45.8	53.1	52.1	52.7
To increase the representation of minorities in the faculty and administration	45.3	47.0	45.9	46.1	49.3	47.4
To increase the representation of women in the faculty and administration	51.8	48.2	50.5	43.1	36.8	40.6

(3) This item included for the first time in 2004.