Dominican University
Fall 2016 Faculty Survey Results

Data Dialogue Presentation on 12/12/17
The Office of Institutional Effectiveness

Focus on Full-Time Undergraduate Teaching Faculty

Higher Education Research Institute, University of California at Los Angeles
Results from the HERI Faculty Survey highlight key areas of faculty’s engagement in teaching, research, and service activities. The survey also touches on faculty’s level of stress, satisfaction with their institution, and perspectives for undergraduate education.
A Note about HERI Constructs

Constructs

Constructs statistically aggregate questions from the HERI Faculty Survey that tap into key features of the faculty experience. These faculty traits and institutional practices contribute to faculty’s engagement with students in the classroom, their research productivity, and their overall satisfaction.

Constructs are reported for all full-time undergraduate faculty, and are also broken out by “Men” and “Women.” Bar graphs depicting mean scores are shown for Dominican and our comparison group. CIRP constructs have been scaled to a population mean of 50 with a standard deviation of 10.
Focus of Today’s Presentation

• Teaching Practices
  • Student Centered Pedagogy
  • Technology in the Classroom

• Research Activities
  • Scholarly Productivity

• Job Satisfaction
• Career Related Stress
• Commitment to Diversity
• Campus Climate
• Relationship with Administration
• Items of Significant Difference
Methodology

The Faculty Survey was conducted in Fall 2016. It was sent to all full- and part-time faculty via email.

DU Response rates:

<table>
<thead>
<tr>
<th>Faculty Status</th>
<th>Sample</th>
<th>Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>165</td>
<td>123*</td>
<td>74.5%</td>
</tr>
<tr>
<td>Part-time</td>
<td>204</td>
<td>91</td>
<td>44.6%</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>214</td>
<td>58.0%</td>
</tr>
</tbody>
</table>

*Note: The results presented here focus on the 103 full-time faculty and 71 part-time faculty who indicated that they teach undergraduates
Comparison Group
n= 682

Catholic 4-year Colleges LM/Selectivity

- Lewis University
- Dominican University
- Mount St Mary's University
- Marygrove College
- Saint Peter's University
- Holy Family University
- King's College
- Marywood University
- Presentation College
- Neumann University
Demographics
Dominican Respondent Demographics

Sex

- Male (n=48) 53.4%
- Female (n=55) 46.6%

Race/Ethnicity

- African American/Black (n=5) 6.0%
- American Indian/Alaska Native (n=5) 0.0%
- Asian American/Asian (n=5) 6.0%
- Latino (n=3) 3.6%
- White/Caucasian (n=62) 73.8%
- Other Race/Ethnicity (n=4) 4.8%
- Two or More Races/Ethnicities (n=5) 6.0%
Teaching Practices
**Construct: Student-Centered Pedagogy**

*Student-Centered Pedagogy* measures the extent to which faculty use student-centered teaching and evaluation methods in their courses.

**Construct Items**

- Student presentations
- Student evaluations of each others' work
- **Class discussions**
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Group projects
- Reflective writing/journaling
- Using student inquiry to drive learning

![Bar Chart]

- **All Faculty**
  - Dominican: 51.0
  - Comparison Group: 51.9
- **Men**
  - Dominican: 48.9
  - Comparison Group: 50.6
- **Women**
  - Dominican: 53.0
  - Comparison Group: 53.0
## Student-Centered Pedagogy Construct Items

<table>
<thead>
<tr>
<th>% All/Most</th>
<th>DU</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student presentations</td>
<td>57.6%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Student evaluations of each others’ work</td>
<td>31.9%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Class discussions</td>
<td>78.9%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Cooperative learning (small groups)</td>
<td>74.4%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Experiential learning/Field studies</td>
<td>36.6%</td>
<td>36.3%</td>
</tr>
<tr>
<td>Group projects</td>
<td>47.9%</td>
<td>47.7%</td>
</tr>
<tr>
<td>Reflective writing/journaling</td>
<td>27.5%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Using student inquiry to drive learning</td>
<td>57.9%</td>
<td>64.6%</td>
</tr>
</tbody>
</table>
Teaching Methods Comparison, UG Full-time and Part-time Faculty

(sorted by most to least used by FT Faculty)

<table>
<thead>
<tr>
<th>Method</th>
<th>FT UG (n=103)</th>
<th>PT UG (n=71)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussions</td>
<td>78.9%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Cooperative learning (small groups)</td>
<td>74.4%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Using student inquiry to drive learning</td>
<td>57.9%</td>
<td>79.3%</td>
</tr>
<tr>
<td>Student presentations</td>
<td>57.6%</td>
<td>61.3%</td>
</tr>
<tr>
<td>Extensive Lecturing</td>
<td>48.4%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Group projects</td>
<td>47.9%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Experiential learning/Field studies</td>
<td>36.6%</td>
<td>43.6%</td>
</tr>
<tr>
<td>Student evaluations of each others’ work</td>
<td>31.9%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Reflective writing/journalizing</td>
<td>27.5%</td>
<td>47.6%</td>
</tr>
</tbody>
</table>
Technology in the Classroom

Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Dominican</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos or podcasts</td>
<td>47.8%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Simulations/animations</td>
<td>30.9%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Online homework or virtual labs</td>
<td>39.7%</td>
<td>39.8%</td>
</tr>
<tr>
<td>Online discussion boards</td>
<td>35.5%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Audience response systems</td>
<td>37.6%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Students' understanding (e.g., clickers)</td>
<td>34.6%</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

Dominican
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally
- Occasional
Technology Utilization in the Classroom, Full-time and Part-time Faculty
(sorted by most to least used by FT Faculty)

- Videos or podcasts: 85.8% (FT UG) vs. 82.6% (PT UG)
- Online homework or virtual labs: 75.3% (FT UG) vs. 52.4% (PT UG)
- Simulations/animations: 55.4% (FT UG) vs. 52.4% (PT UG)
- Online homework or virtual labs: 54.8% (FT UG) vs. 50.8% (PT UG)
- Audience response systems (clickers): 23.9% (FT UG) vs. 11.1% (PT UG)
Average Number of Courses Taught This Term

- **All Faculty**
  - Dominican: 3.97
  - Comparison Group: 4.61

- **Men**
  - Dominican: 4.04
  - Comparison Group: 4.71

- **Women**
  - Dominican: 3.91
  - Comparison Group: 4.53

Legend:
- **Dominican**
- **Comparison Group**
Research Activities
Construct: Scholarly Productivity
A unified measure of the scholarly activity of faculty.

Construct Items
- Articles in academic and professional journals
- Chapters in edited volumes
- Professional writings published or accepted for publication in the last three years

Bar chart showing:
- All Faculty: 50.5 (Dominican) and 49.0 (Comparison Group)
- Men: 51.0 (Dominican) and 49.6 (Comparison Group)
- Women: 50.1 (Dominican) and 48.4 (Comparison Group)
### Scholarly Productivity Construct Items

<table>
<thead>
<tr>
<th>Mean</th>
<th>DU</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many of the following have you published?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles in academic and professional journals</td>
<td>2.93</td>
<td>2.76</td>
</tr>
<tr>
<td>Chapters in edited volumes</td>
<td>1.63</td>
<td>1.58</td>
</tr>
<tr>
<td>Professional writings published or accepted for publication in the last three years</td>
<td>3.31</td>
<td>2.83</td>
</tr>
</tbody>
</table>
Faculty Collaboration with Undergraduates on Research

With undergraduate research becoming a priority at many campuses, faculty are increasingly being asked to work with undergraduates on research projects.

Engaged undergraduates on your research project(s): Dominican 7.3%, Comparison Group 8.8%

Worked with undergraduates on their research project(s): Dominican 23.0%, Comparison Group 19.9%

Presented with undergraduates at conferences: Dominican 2.0%, Comparison Group 4.5%
Faculty Satisfaction
Workplace Satisfaction
How satisfied are you with the following aspects of your job?

- Autonomy and independence: 43.0% Very Satisfied, 36.3% Satisfied
- Teaching load: 15.1% Very Satisfied, 47.7% Satisfied, 47.2% Satisfied
- Departmental leadership: 38.6% Very Satisfied, 38.6% Satisfied, 31.1% Satisfied
- Departmental support for work/life balance: 31.8% Very Satisfied, 38.8% Satisfied, 39.5% Satisfied
Satisfaction with Compensation

How satisfied are you with the following aspects of your job?

- Salary: 33.7% Very Satisfied, 38.8% Satisfied, 9.8% Not Satisfied
- Retirement benefits: 44.2% Very Satisfied, 40.8% Satisfied, 15.1% Not Satisfied
- Opportunity for scholarly pursuits: 36.5% Very Satisfied, 31.4% Satisfied, 12.9% Not Satisfied
- Health Benefits: 49.4% Very Satisfied, 40.7% Satisfied, 18.1% Not Satisfied
Faculty Satisfaction with Pay Equity and Family Flexibility

How satisfied are you with the following aspects of your job?

- **Relative equity of salary and job benefits**
  - Dominican: 31.0%
  - Comparison Group: 9.8%

- **Flexibility in relation to family matters or emergencies**
  - Dominican: 42.9%
  - Comparison Group: 43.0%

- **Overall job**
  - Dominican: 36.0%
  - Comparison Group: 25.7%

Dominican
- Very Satisfied
- Satisfied

Comparison Group
- Very Satisfied
- Satisfied
Faculty Satisfaction with Various Aspects of Work

<table>
<thead>
<tr>
<th>Aspect</th>
<th>DU (%)</th>
<th>Comp (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy and independence</td>
<td>88.3%</td>
<td>81.4%</td>
</tr>
<tr>
<td>Health benefits</td>
<td>81.2%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Departmental leadership</td>
<td>74.7%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Leave policies</td>
<td>73.0%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Departmental support for work/life balance</td>
<td>74.7%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Retirement benefits</td>
<td>66.3%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>62.8%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Quality of students</td>
<td>57.0%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Institutional support for work/life balance</td>
<td>58.2%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>49.4%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Salary</td>
<td>48.6%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Relative equity of salary and job benefits</td>
<td>42.1%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>
Overall Satisfaction

“If given the choice, would you still to come to this institution?”

- Definitely Yes: 46.5% (Dominican), 40.2% (Comparison Group)
- Probably Yes: 29.1% (Dominican), 32.8% (Comparison Group)
- Not Sure: 15.1% (Dominican), 16.6% (Comparison Group)
- Probably No: 5.8% (Dominican), 7.5% (Comparison Group)
- Definitely No: 3.5% (Dominican), 2.8% (Comparison Group)
Sources of Faculty Stress
Construct: Career-Related Stress

Career-Related Stress measures the amount of stress faculty experience related to their career.

Construct Items

- Committee work
- Faculty Meetings ▲
- Students ▲
- Research or publishing demands
- Institutional procedures/red tape
- Teaching load
- Lack of personal time
- Self-imposed high expectations
### Career-Related Stress Construct Items

<table>
<thead>
<tr>
<th>Item</th>
<th>DU</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Work</td>
<td>75.9%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Faculty Meetings</td>
<td>77.8%</td>
<td>67.7%</td>
</tr>
<tr>
<td>Students</td>
<td>82.9%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Research or publishing demands</td>
<td>70.7%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Institutional procedures/red tape</td>
<td>67.6%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>64.7%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Lack of personal time</td>
<td>76.5%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Self-imposed high expectations</td>
<td>88.6%</td>
<td>83.4%</td>
</tr>
</tbody>
</table>

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:
Stress Due to Discrimination disaggregated by Gender

“Please indicate the extent to which each of the following has been a source of stress for you during the past year:”

Discrimination (e.g., prejudice, racism, sexism, homophobia)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Extensive</th>
<th>Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>22.4%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Male Faculty</td>
<td>21.2%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Female Faculty</td>
<td>23.5%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Dominican</td>
<td>18.8%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>11.1%</td>
<td>5.0%</td>
</tr>
<tr>
<td></td>
<td>25.5%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>
Stress Due to Discrimination disaggregated by Race/Ethnicity

“Please indicate the extent to which each of the following has been a source of stress for you during the past year:”

Discrimination (e.g., prejudice, racism, sexism, homophobia)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Extensive</th>
<th>Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian Faculty</td>
<td>10.2%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Asian American/Asian Faculty</td>
<td>25.0%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Traditionally Underrepresented Racial Minority Faculty</td>
<td>37.5%</td>
<td>32.4%</td>
</tr>
</tbody>
</table>
Additional Sources of Faculty Stress

“Please indicate the extent to which each of the following has been a source of stress for you during the past year:”

- **Research or publishing demands**
  - Dominican: 50.7% Extensive, 48.3% Somewhat
  - Comparison Group: 13.5% Extensive, 14.1% Somewhat

- **Review/promotion process**
  - Dominican: 43.8% Extensive, 42.3% Somewhat
  - Comparison Group: 14.5% Extensive, 15.2% Somewhat

- **Job security**
  - Dominican: 30.4% Extensive, 32.4% Somewhat
  - Comparison Group: 16.4% Extensive, 29.5% Somewhat

- **Increased work responsibilities**
  - Dominican: 52.6% Extensive, 31.1% Somewhat
  - Comparison Group: 46.5% Extensive, 39.0% Somewhat

- **Institutional budget cuts**
  - Dominican: 50.0% Extensive, 46.1% Somewhat
  - Comparison Group: 35.6% Extensive, 39.0% Somewhat
Faculty Perspectives on Campus Climate
Institutional Priority: Commitment to Diversity

**Significantly higher than Comparison Groups 1 and 2**

- Recruit more minority students: Dominican 31.3% vs Comparison Group 17.6%
- Promote gender diversity in the faculty and administration: Dominican 17.9% vs Comparison Group 35.7%
- Promote racial and ethnic diversity in the faculty and administration: Dominican 35.7% vs Comparison Group 16.1%

Dominican: Highest Priority, High Priority
Comparison Group: Highest Priority, High Priority
Perspectives on Campus Climate for Diversity

- **This institution has effective hiring practices and policies that increase faculty diversity**
  - Dominican: 25.8% Strongly Agree, 44.2% Somewhat Agree
  - Comparison Group: 52.8% Strongly Agree, 44.2% Somewhat Agree

- **This institution takes responsibility for educating underprepared students**
  - Dominican: 43.8% Strongly Agree, 30.3% Somewhat Agree
  - Comparison Group: 36.0% Strongly Agree, 42.8% Somewhat Agree

- **Faculty are not prepared to deal with conflict over diversity issues in the classroom**
  - Dominican: 22.7% Strongly Agree, 54.5% Somewhat Agree
  - Comparison Group: 9.9% Strongly Agree, 40.3% Somewhat Agree
### Diverse Learning Environments Student Survey - Classroom Climate Items

<table>
<thead>
<tr>
<th>% Strongly Agree/Agree</th>
<th>Dominican</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the extent to which you agree or disagree with each of the following statements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable sharing my own perspectives and experiences in class</td>
<td>89.7%</td>
<td>83.4%</td>
</tr>
<tr>
<td>I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)</td>
<td>15.0%</td>
<td>16.3%</td>
</tr>
<tr>
<td>I feel I have to work harder than other students to be perceived as a good student</td>
<td>40.6%</td>
<td>41.4%</td>
</tr>
<tr>
<td>I don’t feel comfortable contributing to class discussions</td>
<td>16.6%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Faculty value individual differences in the classroom</td>
<td>86.0%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Faculty are sensitive to the ability levels of all students</td>
<td>80.9%</td>
<td>75.6%</td>
</tr>
</tbody>
</table>
## Diverse Learning Environments Student Survey - Classroom Climate Items

<table>
<thead>
<tr>
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<th>Comp Group</th>
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<tr>
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<td>80.9%</td>
<td>75.6%</td>
</tr>
</tbody>
</table>
From the Diverse Learning Environments Student Survey:
Classroom Climate Issues:

“"I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)" by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>25.0%</td>
<td>41.7%</td>
<td>27.8%</td>
<td>5.6%</td>
<td>2.14 (1.43)</td>
</tr>
<tr>
<td>White</td>
<td>39.1%</td>
<td>45.7%</td>
<td>10.3%</td>
<td>11.7%</td>
<td>1.81 (0.89)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47.2%</td>
<td>39.4%</td>
<td>10.6%</td>
<td>2.8%</td>
<td>1.69 (0.89)</td>
</tr>
</tbody>
</table>

Strongly Disagree | Disagree | Agree | Strongly Agree
From the Diverse Learning Environments Student Survey: Classroom Climate Issues

"I feel I have to work harder than other students to be perceived as a good student" by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>21.0%</td>
<td>47.3%</td>
<td>23.7%</td>
<td>8.1%</td>
<td>2.19</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.9%</td>
<td>39.2%</td>
<td>33.7%</td>
<td>12.2%</td>
<td>2.43</td>
</tr>
<tr>
<td>Black</td>
<td>11.1%</td>
<td>36.1%</td>
<td>25.0%</td>
<td>27.8%</td>
<td>2.69</td>
</tr>
</tbody>
</table>
From the Diverse Learning Environments Student Survey: Classroom Climate Issues

"Faculty value individual differences in the classroom" by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Very Few</th>
<th>Less than Half</th>
<th>Most, but not All</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3.5%</td>
<td>7.0%</td>
<td>49.1%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Black</td>
<td>6.0%</td>
<td>10.0%</td>
<td>50.0%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.9%</td>
<td>13.3%</td>
<td>53.0%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

Mean

White: 3.27
Black: 3.15
Hispanic: 3.09
Institutional Priority: Increasing Prestige

- **Increase or maintain institutional prestige**
  - Dominican: 36.6% (Highest Priority: 15.9%, High Priority: 20.7%)
  - Comparison Group: 16.4% (Highest Priority: 6.3%, High Priority: 10.1%)

- **Hire faculty “stars”**
  - Dominican: 11.3% (Highest Priority: 6.3%, High Priority: 5.0%)
  - Comparison Group: 3.3% (Highest Priority: 3.3%, High Priority: 0%)

- **Increase the selectivity of the student body through more competitive admissions criteria**
  - Dominican: 27.7% (Highest Priority: 8.4%, High Priority: 19.3%)
  - Comparison Group: 6.9% (Highest Priority: 19.6%, High Priority: 0%)

Dominican
- Highest Priority
- High Priority

Comparison Group
- Highest Priority
- High Priority
Faculty’s Perspectives on Campus and Departmental Climate

<table>
<thead>
<tr>
<th>Perception</th>
<th>Dominican</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>15.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>45.9%</td>
<td>19.5%</td>
</tr>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>67.0%</td>
<td>63.7%</td>
</tr>
<tr>
<td>My service is valued by faculty in my department</td>
<td>54.0%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

Dominican: Strongly Agree, Somewhat Agree
Comparison Group: Strongly Agree, Somewhat Agree
Faculty Perspectives on Shared Governance

The faculty are typically at odds with campus administration

Dominican
- Strongly Agree: 8.0%
- Somewhat Agree: 43.2%
- Strongly Disagree: 14.3%

Comparison Group
- Strongly Agree: 24.7%
- Somewhat Agree: 34.1%
- Strongly Disagree: 11.8%

Administrators consider faculty concerns when making policy

Dominican
- Strongly Agree: 17.0%
- Somewhat Agree: 44.3%
- Strongly Disagree: 10.7%

Comparison Group
- Strongly Agree: 28.1%
- Somewhat Agree: 42.9%
- Strongly Disagree: 11.8%

Faculty are sufficiently involved in campus decision-making

Dominican
- Strongly Agree: 8.0%
- Somewhat Agree: 49.0%
- Strongly Disagree: 14.3%

Comparison Group
- Strongly Agree: 24.7%
- Somewhat Agree: 34.1%
- Strongly Disagree: 11.8%
Institutional Commitment

- In the past year, have you considered leaving academe for another job? (Dominican: 51.8%, Comparison Group: 40.4%)
- In the past year, have you considered leaving this institution for another? (Dominican: 49.4%, Comparison Group: 47.8%)
- Do you plan to retire within the next three years? (Dominican: 14.1%, Comparison Group: 13.7%)
## Relationship with Administration

<table>
<thead>
<tr>
<th>% Strongly Agree/Agree Somewhat</th>
<th>DU</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your agreement with each of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The faculty are typically at odds with campus administration</td>
<td>51.2%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Administrators consider faculty concerns when making policy</td>
<td>61.3%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>72.0%</td>
<td>78.7%</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus decision making</td>
<td>52.8%</td>
<td>45.9%</td>
</tr>
<tr>
<td>The criteria for advancement and promotion decisions are clear</td>
<td>80.7%</td>
<td>77.5%</td>
</tr>
</tbody>
</table>
Where does DU score less positively?

Items with significantly less positive responses than comparison groups

To a lesser extent, DU Faculty:

- Participate in community or public service
- Feel that colleges have a responsibility to work with their surrounding communities to address local issues
- Gave students an assignment requiring them to write in the specific style/format of their discipline
- Utilize class discussions

Faculty feel that:

- There is a lot of racial conflict here
- They have stress due to discrimination
- Most students lack the basic skills for college-level work
- They are not prepared to deal with conflict over diversity issues in the classroom
Where does DU score less positively?

Items with significantly less positive responses than comparison groups

Faculty perceive that DU puts less importance on:
- Pursuing extramural funding
- Preparing students for the workplace
- Increasing or maintaining institutional prestige

The following are sources of stress:
- Faculty meetings
- Students
Where does DU score more positively?

*Items with significantly more positive responses than comparison groups*

To a greater extent, DU Faculty:

- Inform students of academic support options
- Encouraged students to seek solutions to problems and explain them to others
- Use electronic quizzes (clickers) for immediate feedback in class
- Published more professional writings
- Spend more time preparing for teaching (reading papers, grading, etc.)
- Are very satisfied with their health benefits

Faculty feel that DU is committed to:

- Maintaining institutional affordability
- Helping students bring about change in society
- Developing an appreciation for multiculturalism
- Promoting gender and race/ethnic diversity in the faculty and administration
Other areas of institutional support of faculty:
• The institution has effective hiring practices and policies that increase faculty diversity
• Generally disagree that the faculty are typically at odds with campus administration
• Feel that administrators consider faculty concerns when making policy
• The criteria for advancement and promotion decisions are clear
• There is adequate support for faculty development