HERI

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

THE FACULTY EXPERIENCE

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.

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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

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Methodology

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

DU Response rates:

Faculty Status	Sample	Respondents	Response Rate
Full-time	165	123*	74.5%
Part-time	204	91	44.6%
Total	369	214	58.0%

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

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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

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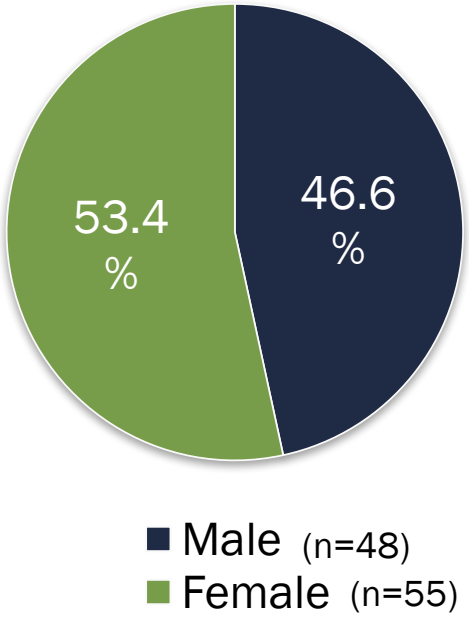
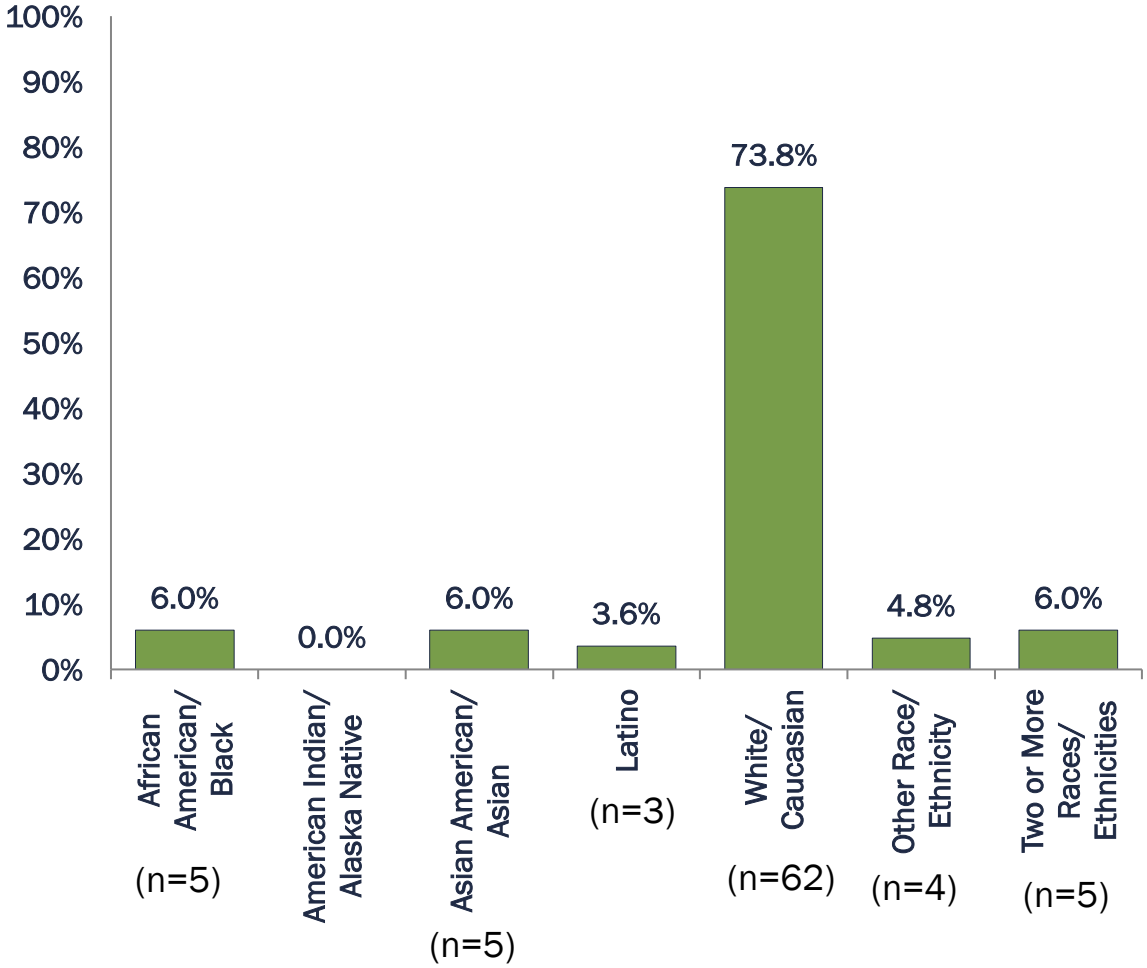
Demographics

Dominican Respondent Demographics

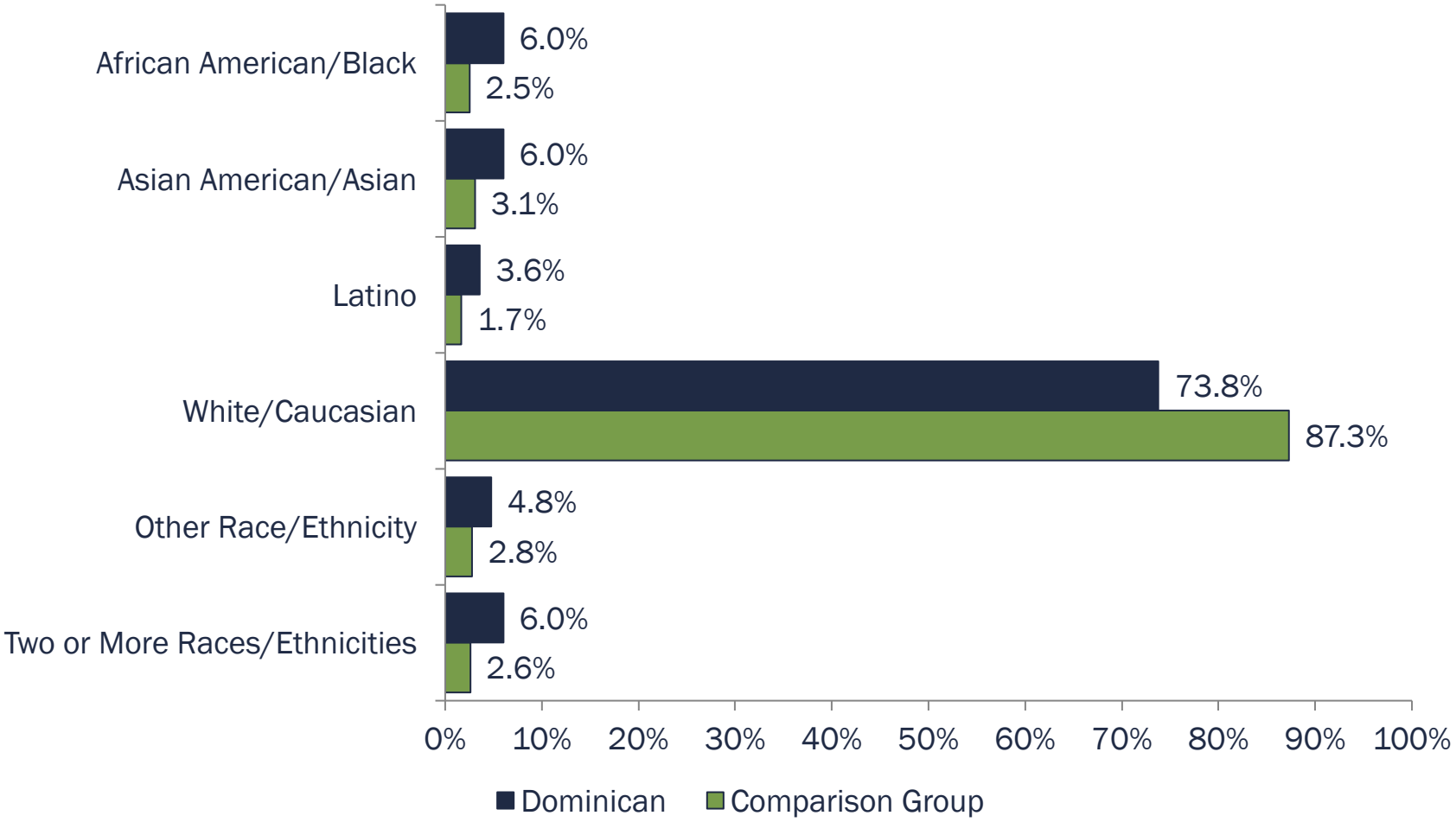
Sex



Race/Ethnicity



Respondent Demographics



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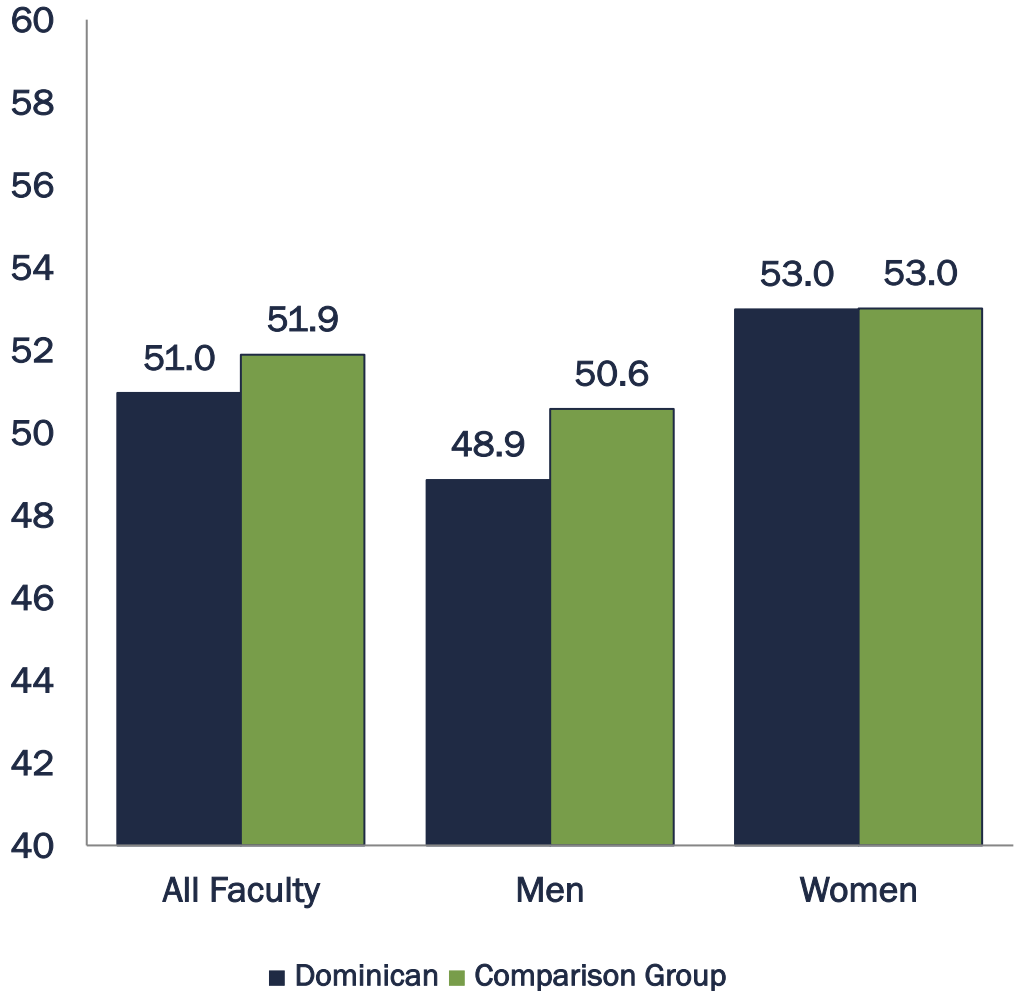
Teaching Practices

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

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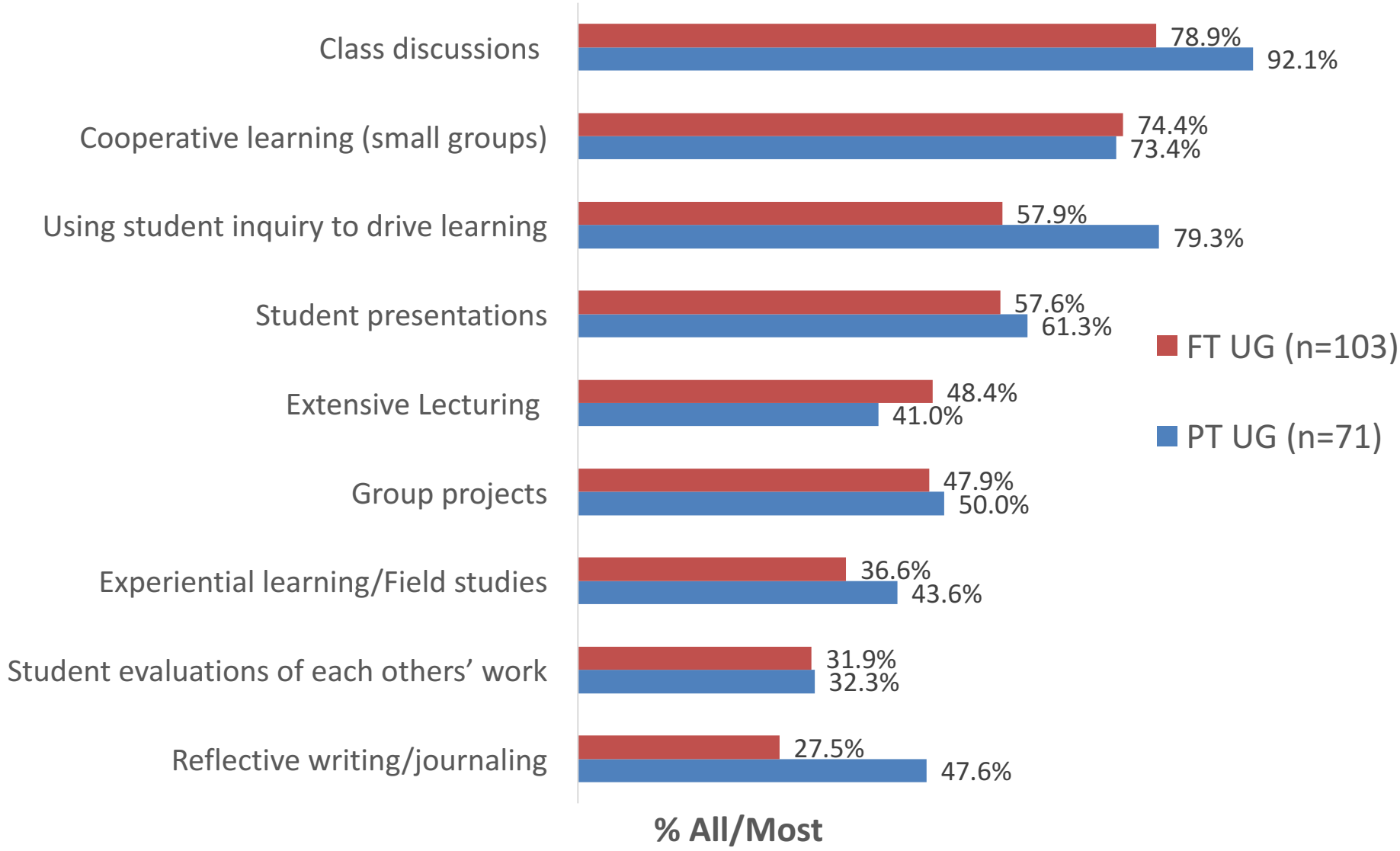
Student-Centered Pedagogy Construct Items

% All/Most	DU	Comp
Student presentations	57.6%	57.6%
Student evaluations of each others' work	31.9%	31.5%
Class discussions	78.9%	88.9% ▼
Cooperative learning (small groups)	74.4%	73.8%
Experiential learning/Field studies	36.6%	36.3%
Group projects	47.9%	47.7%
Reflective writing/journaling	27.5%	30.6%
Using student inquiry to drive learning	57.9%	64.6%

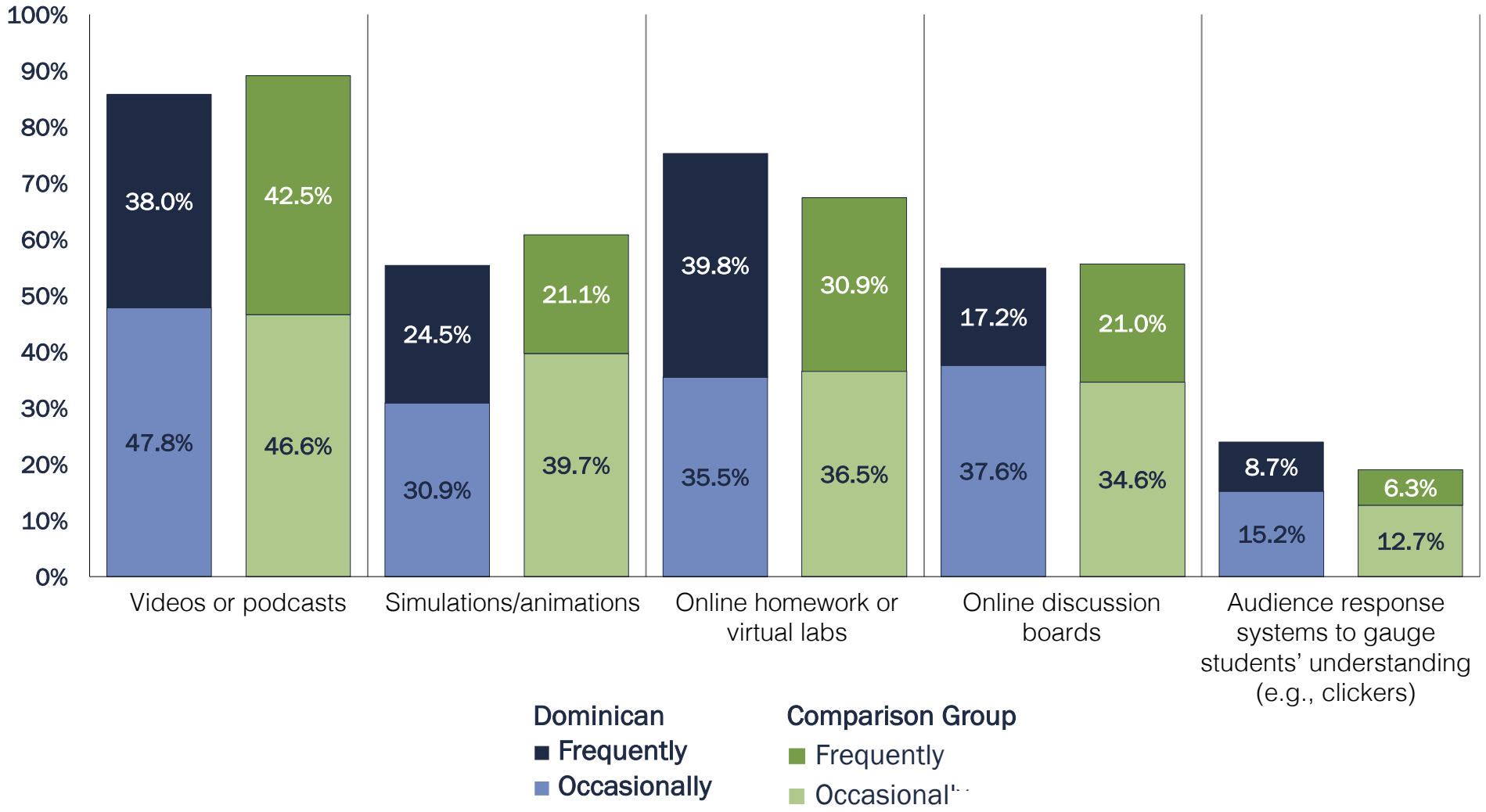
Teaching Methods Comparison, UG Full-time and Part-time Faculty

(sorted by most to least used by FT Faculty)



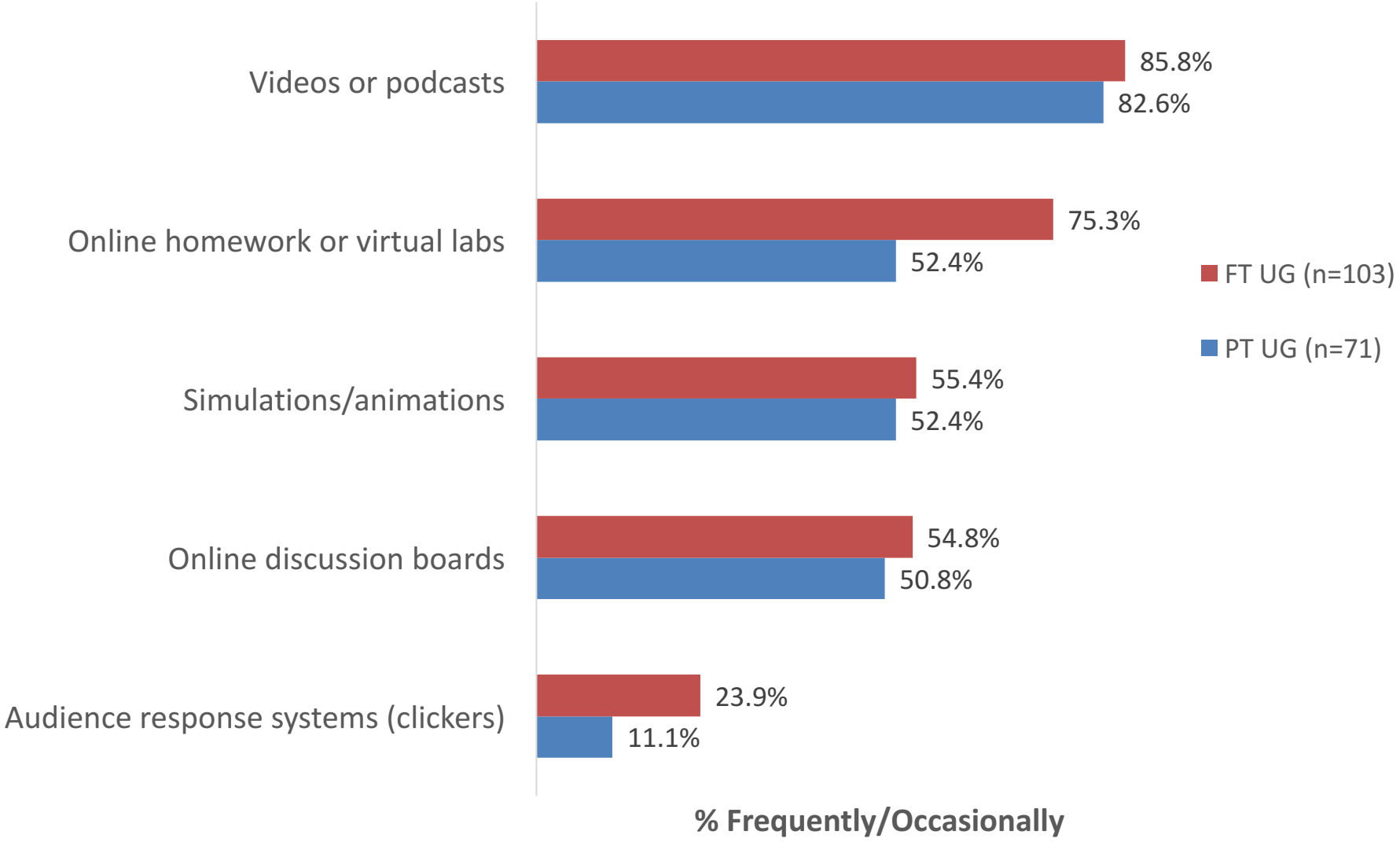
Technology in the Classroom

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

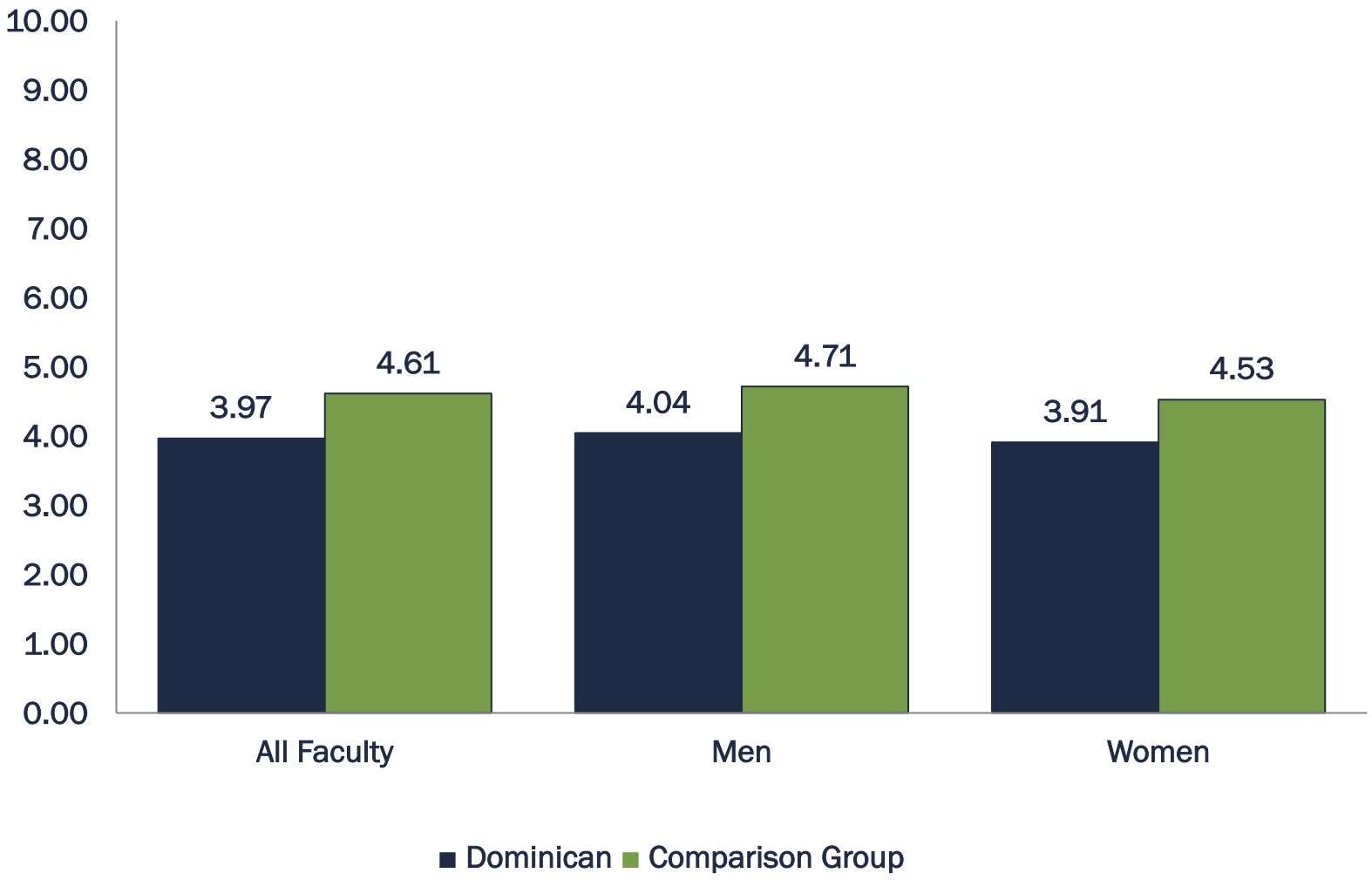


Technology Utilization in the Classroom, Full-time and Part-time Faculty

(sorted by most to least used by FT Faculty)



Average Number of Courses Taught This Term



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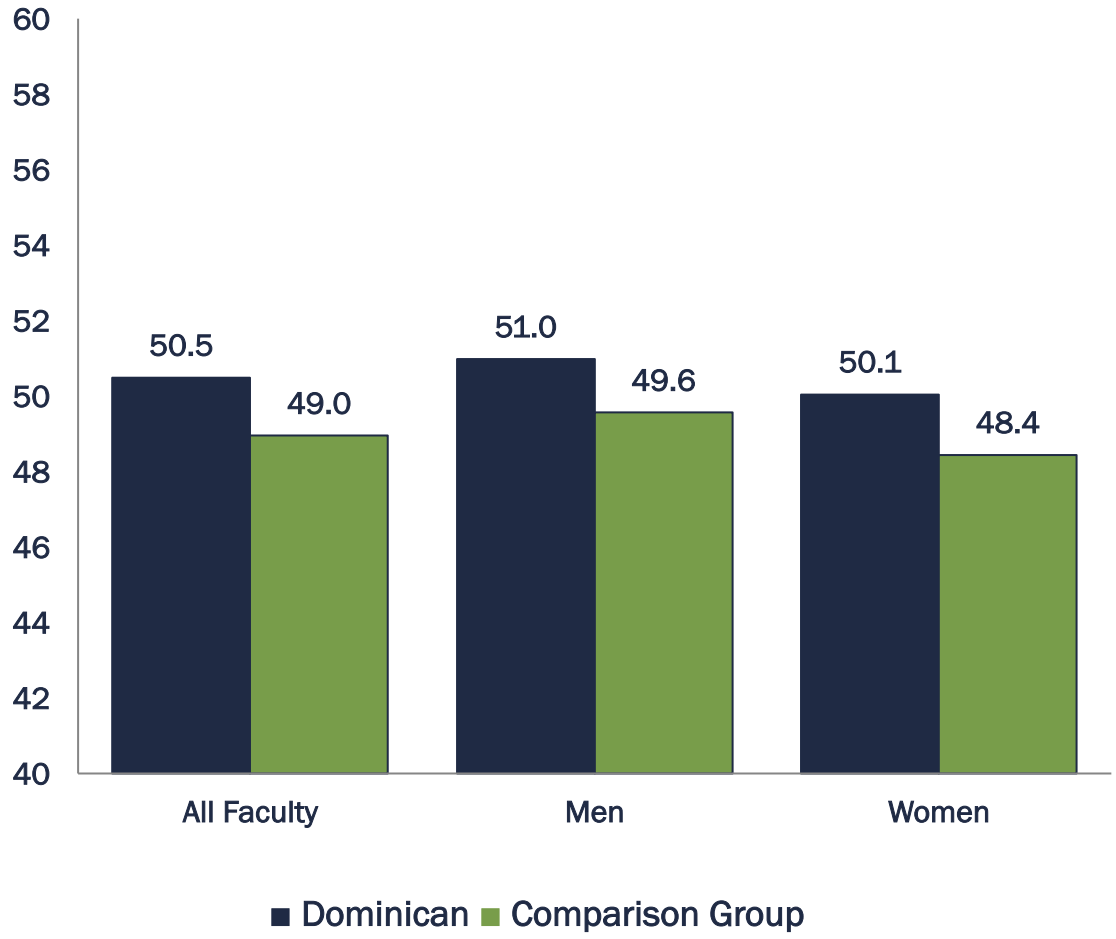
Research Activities

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 ▲

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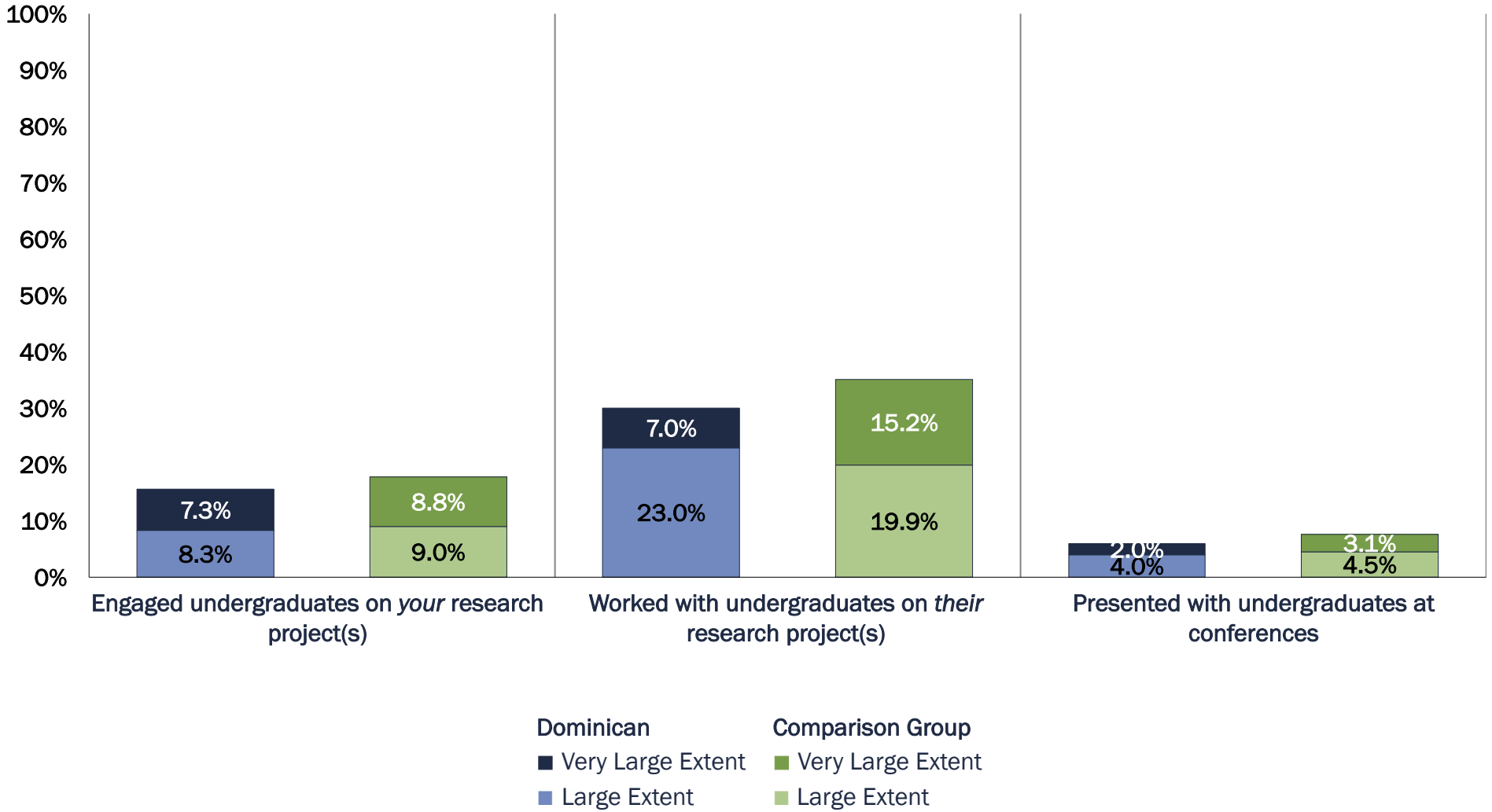
Scholarly Productivity Construct Items

Mean How many of the following have you published?	DU	Comp
Articles in academic and professional journals	2.93	2.76
Chapters in edited volumes	1.63	1.58
Professional writings published or accepted for publication in the last three years	3.31	2.83 ▲

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.



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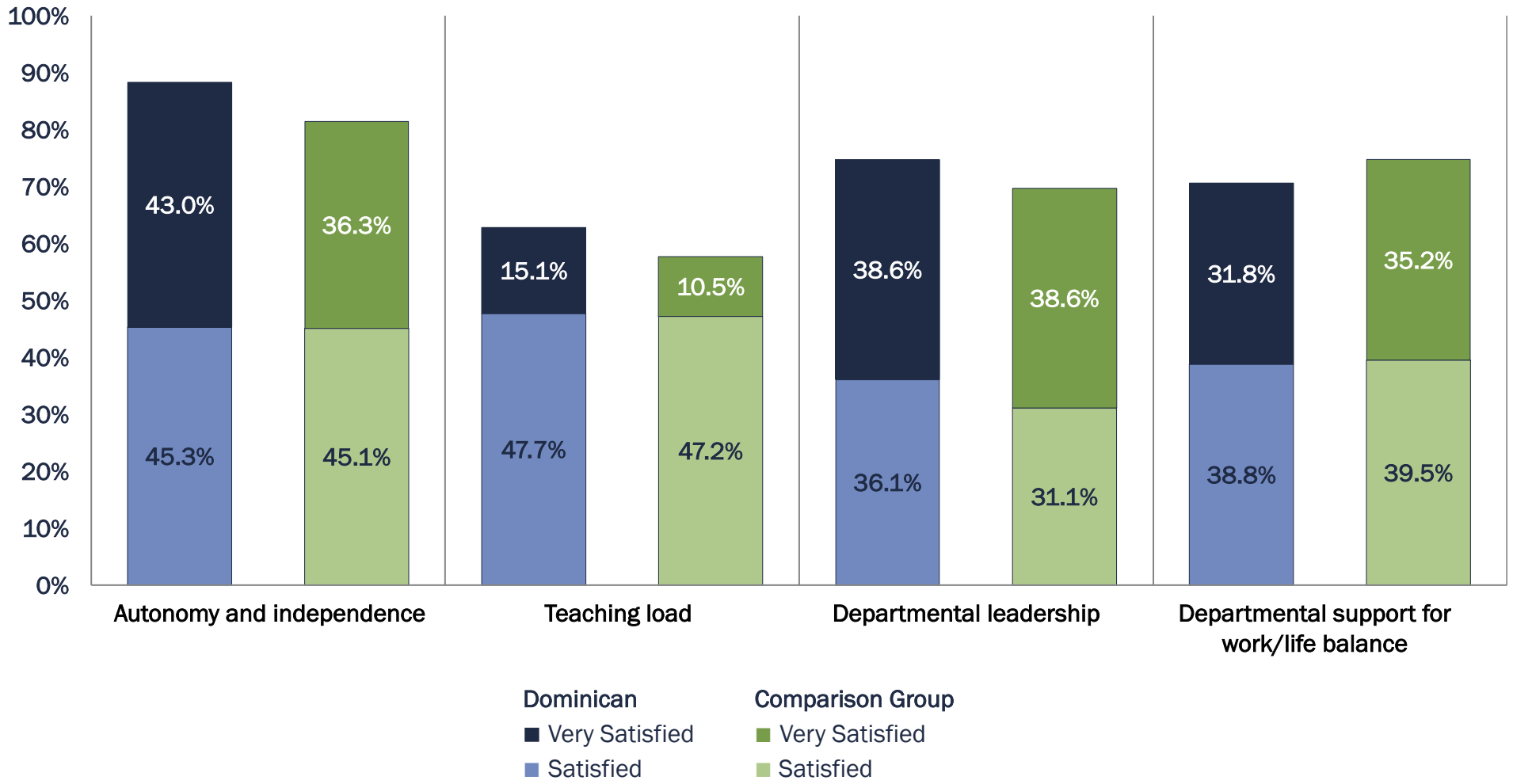
Faculty Satisfaction

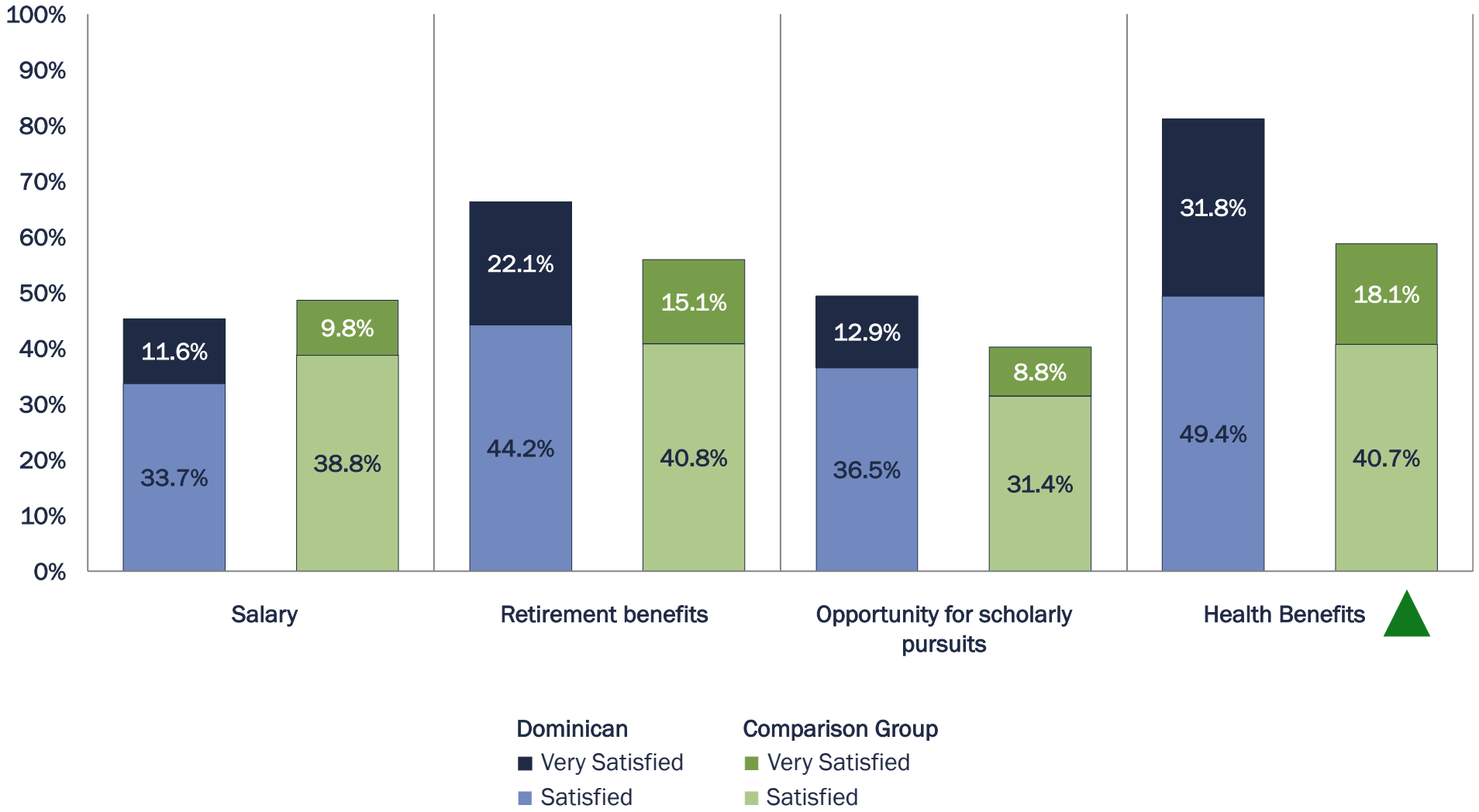
Workplace Satisfaction

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



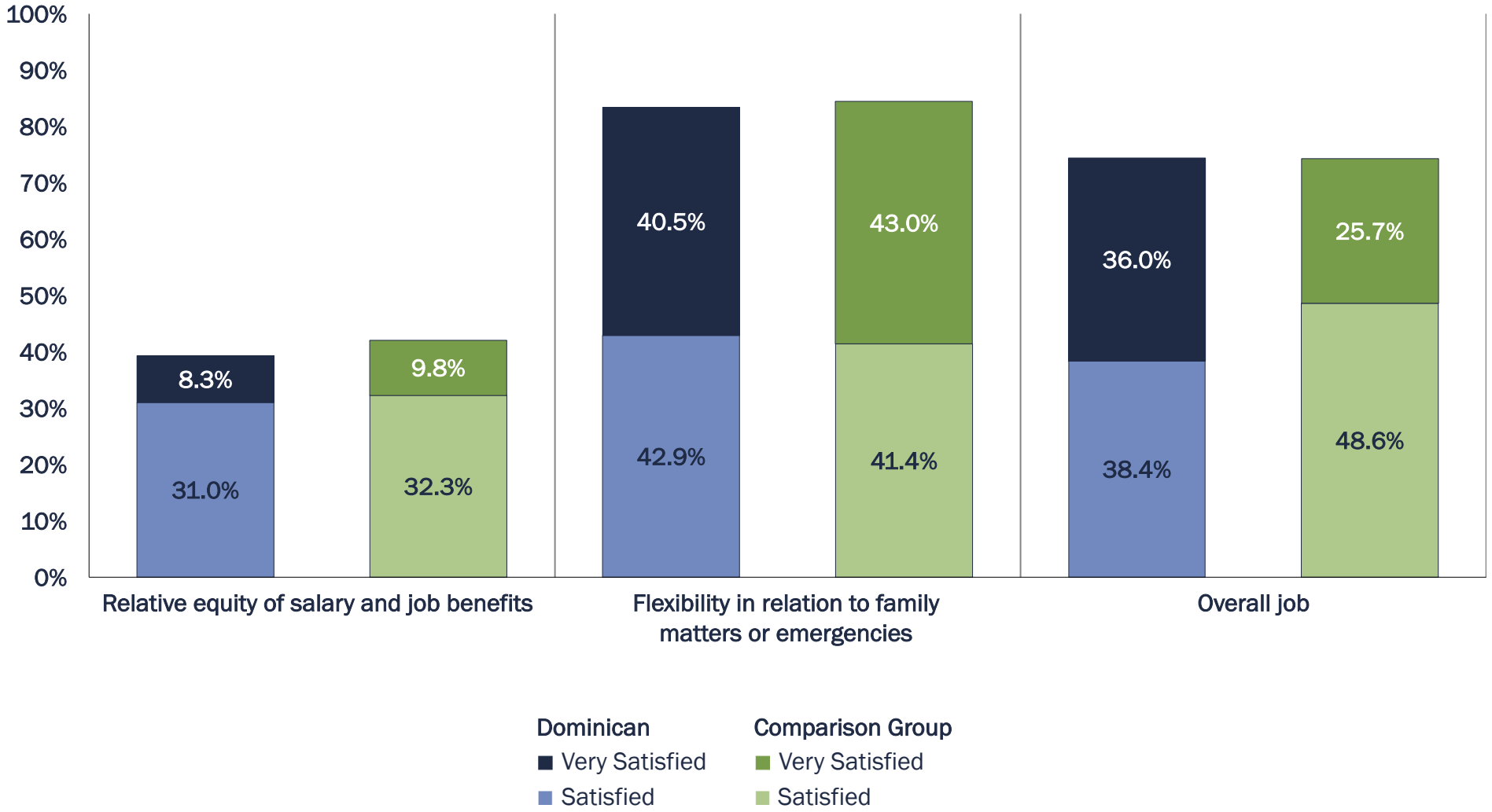
Satisfaction with Compensation

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

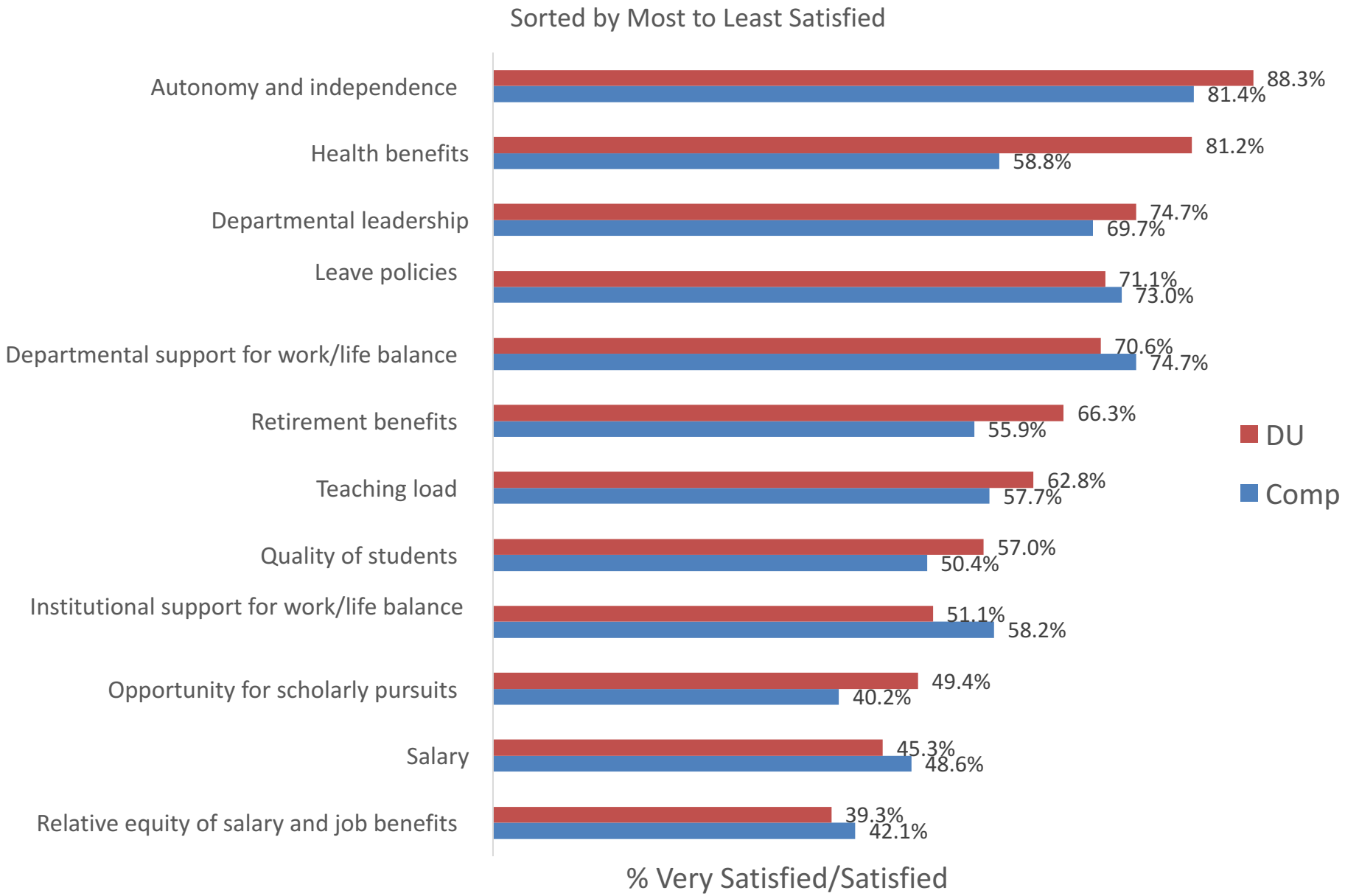


Faculty Satisfaction with Pay Equity and Family Flexibility

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

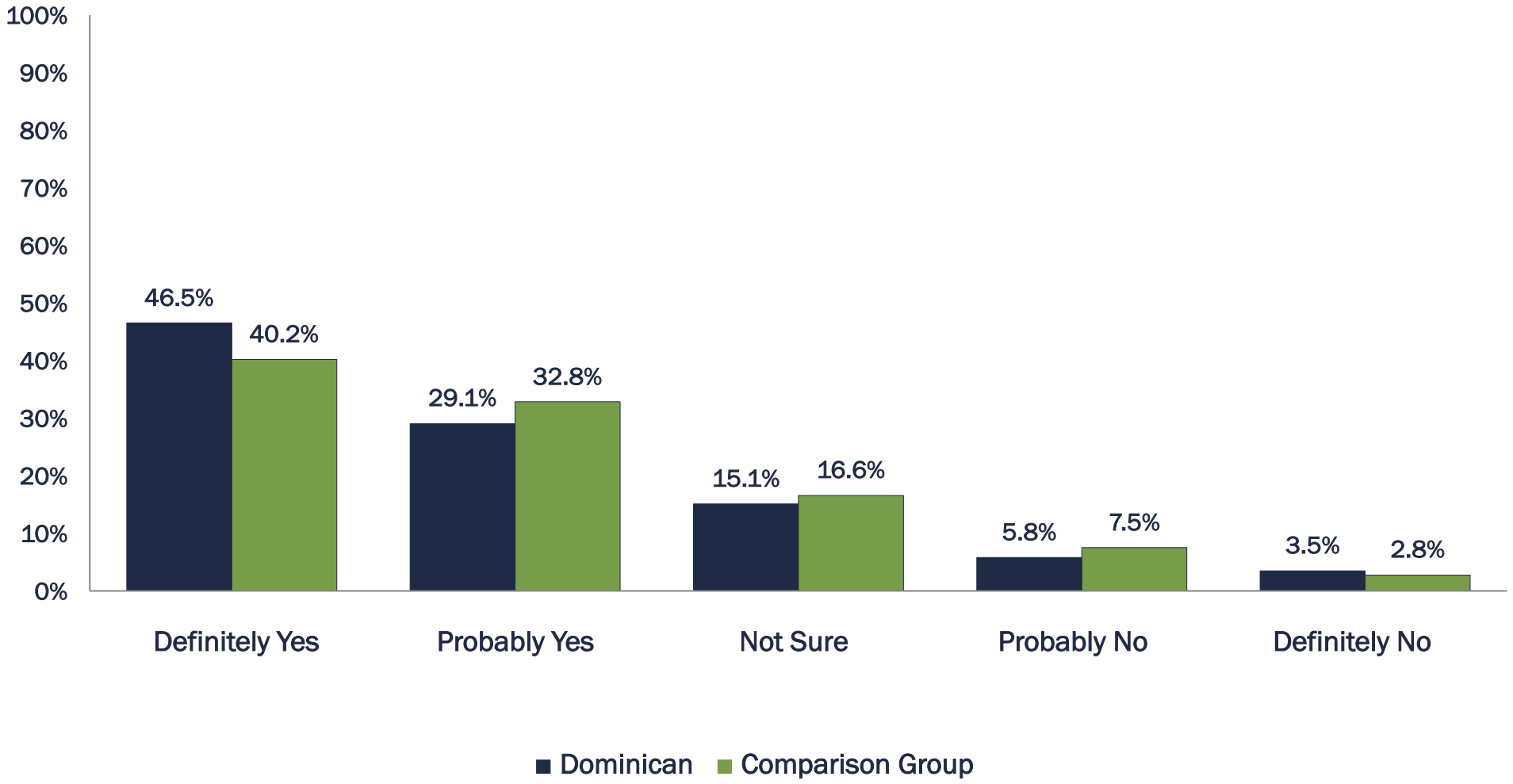


Faculty Satisfaction with Various Aspects of Work



Overall Satisfaction

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



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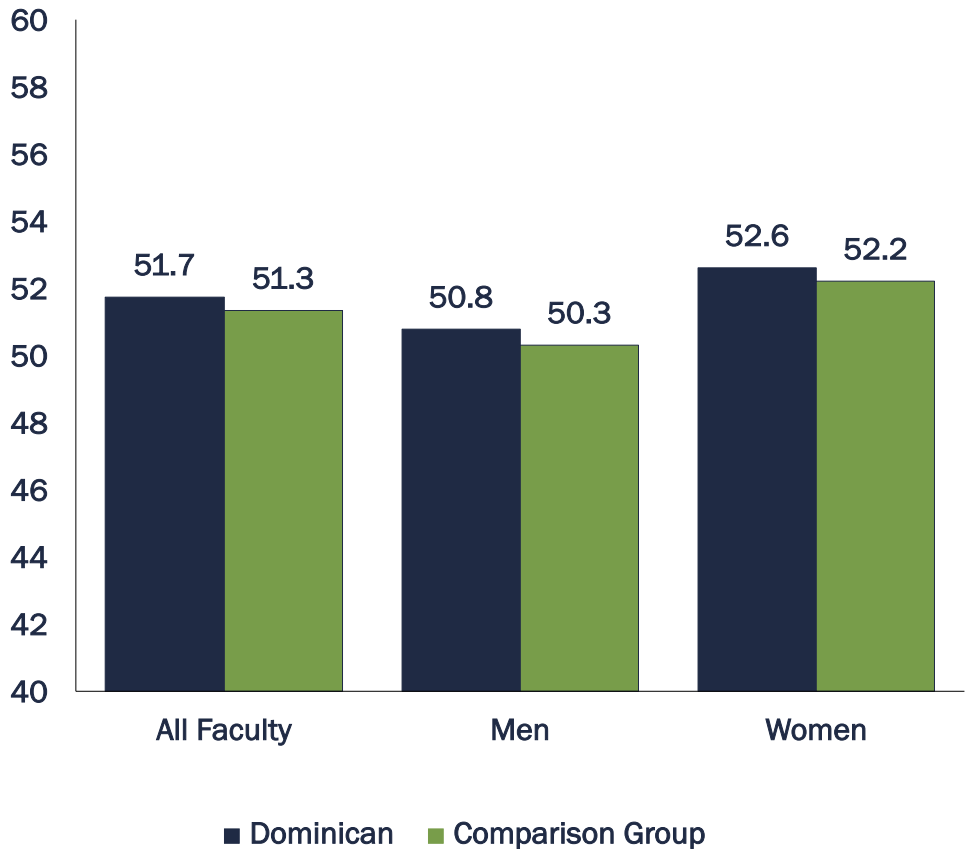
Sources of Faculty Stress

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

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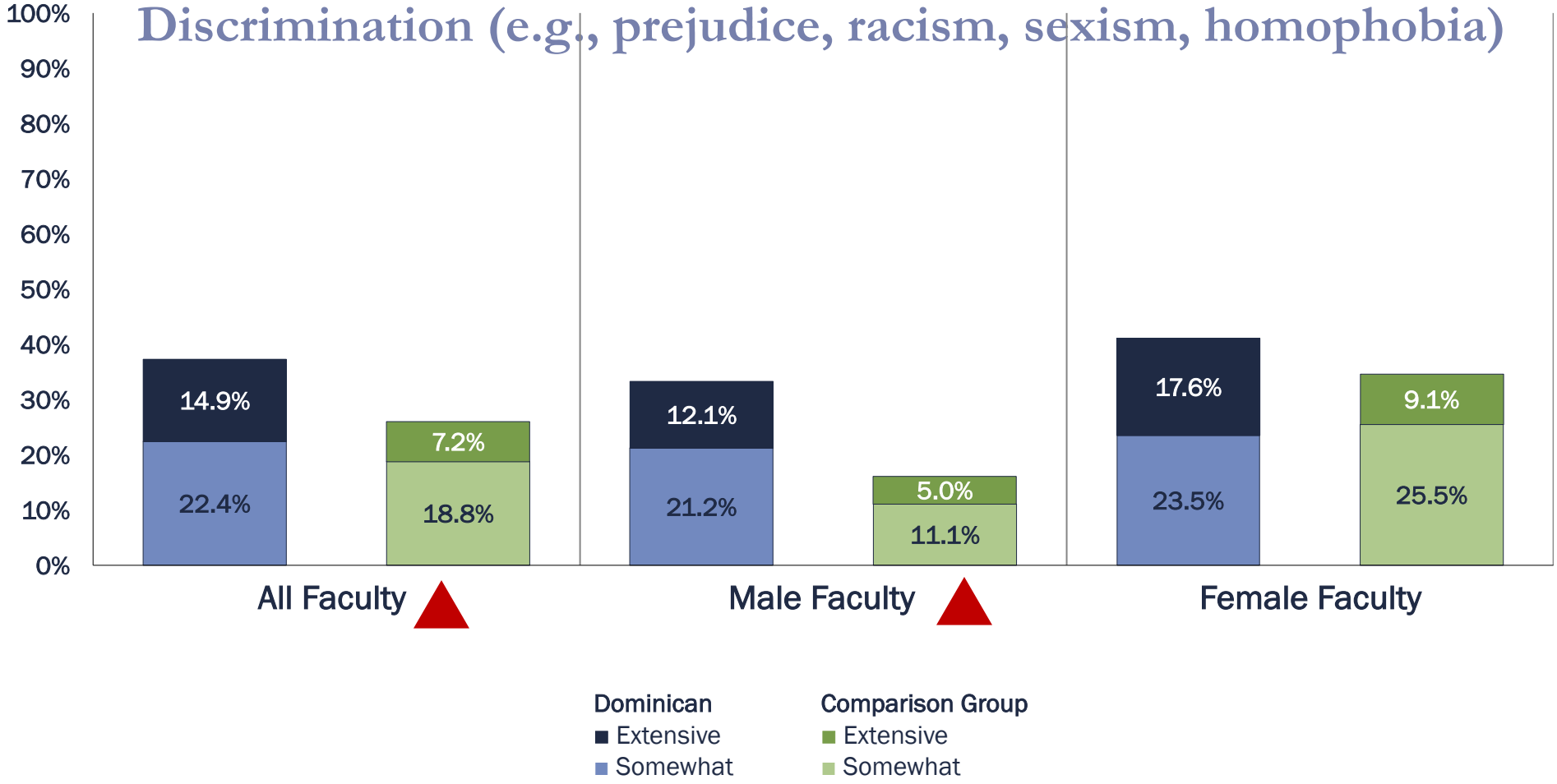
Career-Related Stress Construct Items

% Extensive/Somewhat Please indicate the extent to which each of the following has been a source of stress for you during the last two years:	DU	Comp
Committee Work	75.9%	66.5%
Faculty Meetings	77.8%	67.7% ▲
Students	82.9%	72.7% ▲
Research or publishing demands	70.7%	61.8%
Institutional procedures/red tape	67.6%	71.3%
Teaching load	64.7%	70.6%
Lack of personal time	76.5%	72.5%
Self-imposed high expectations	88.6%	83.4%

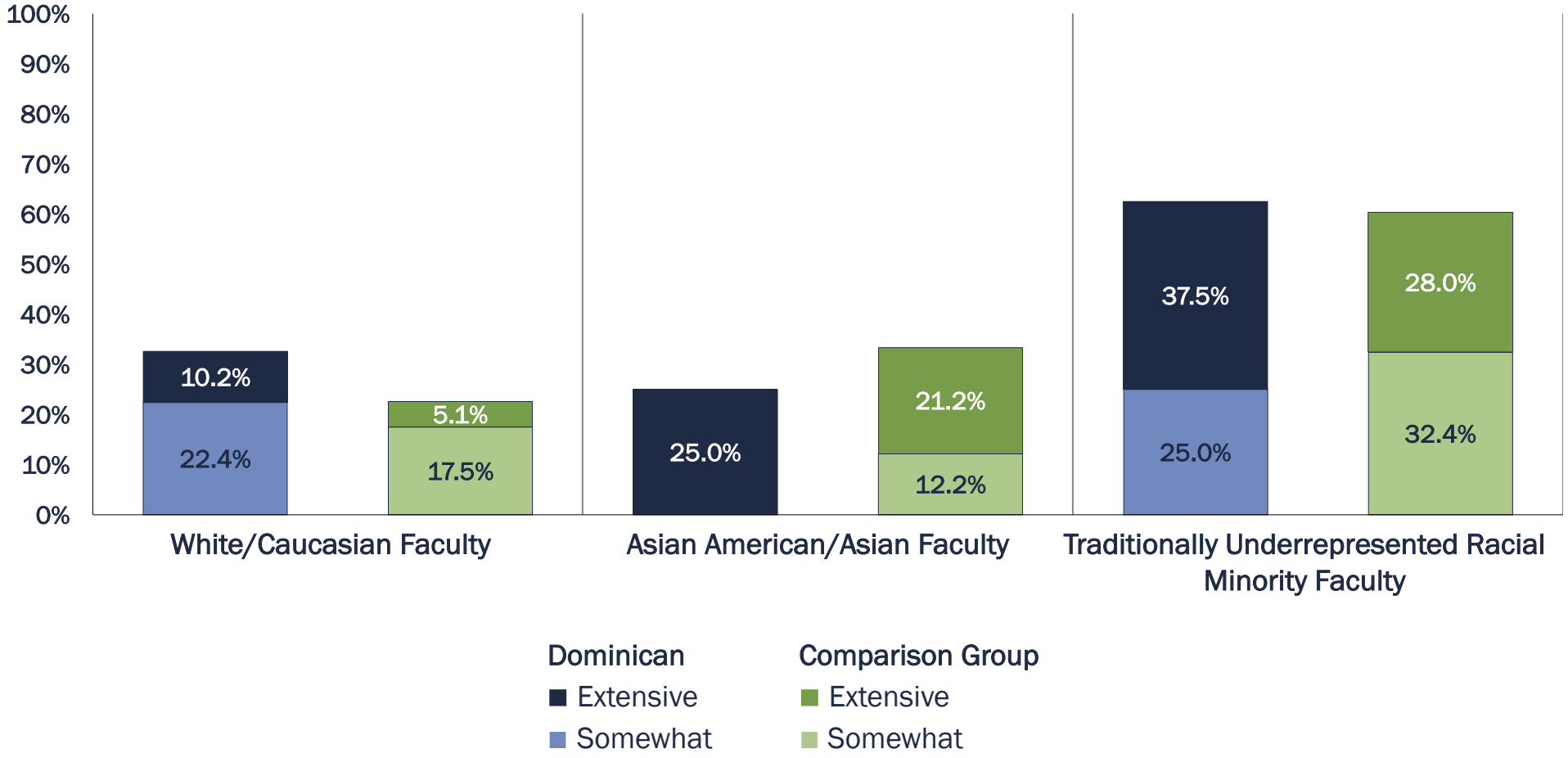
Stress Due to Discrimination disaggregated by Gender

"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)



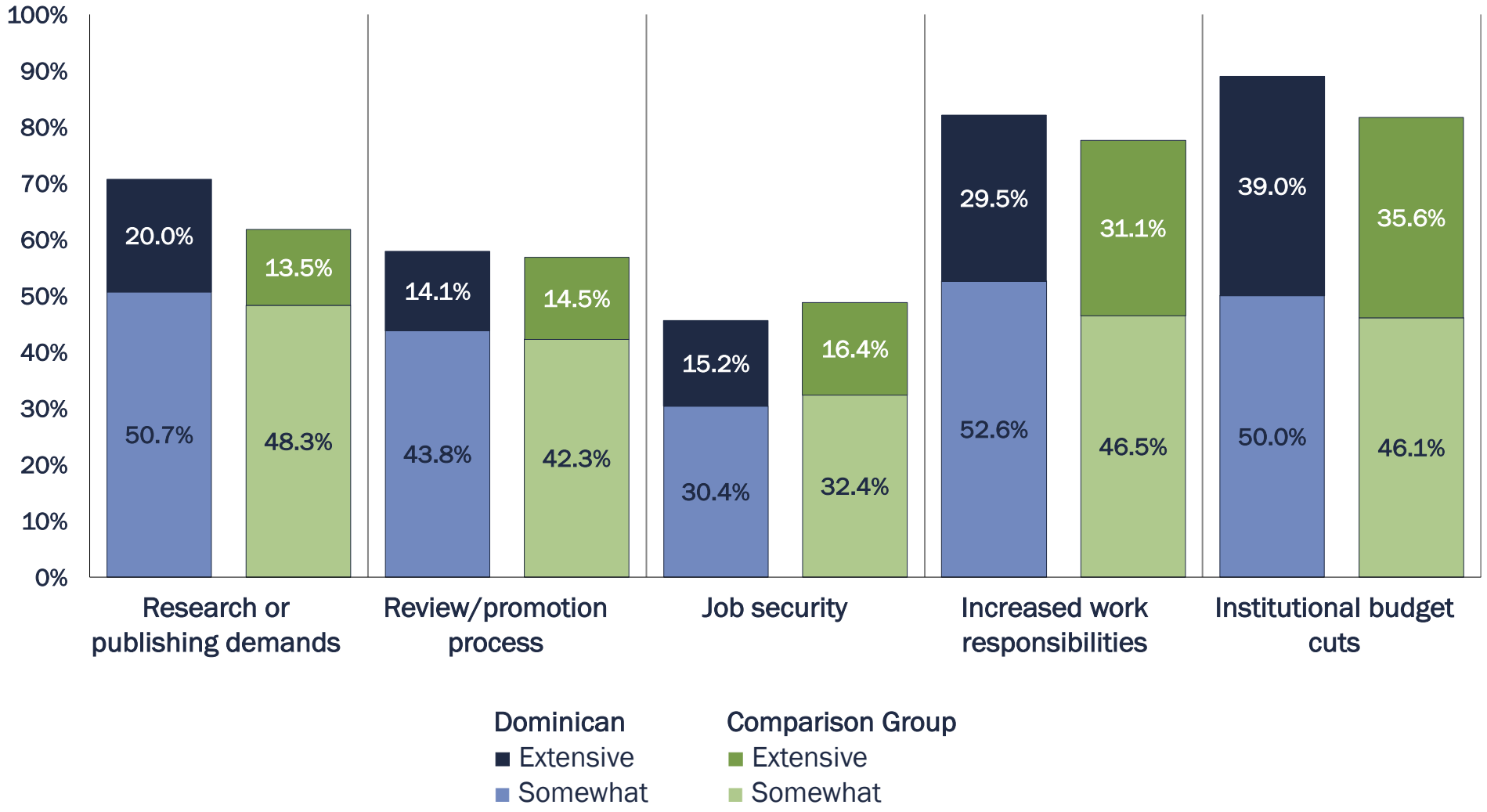
Stress Due to Discrimination disaggregated by Race/Ethnicity

"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)



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:"



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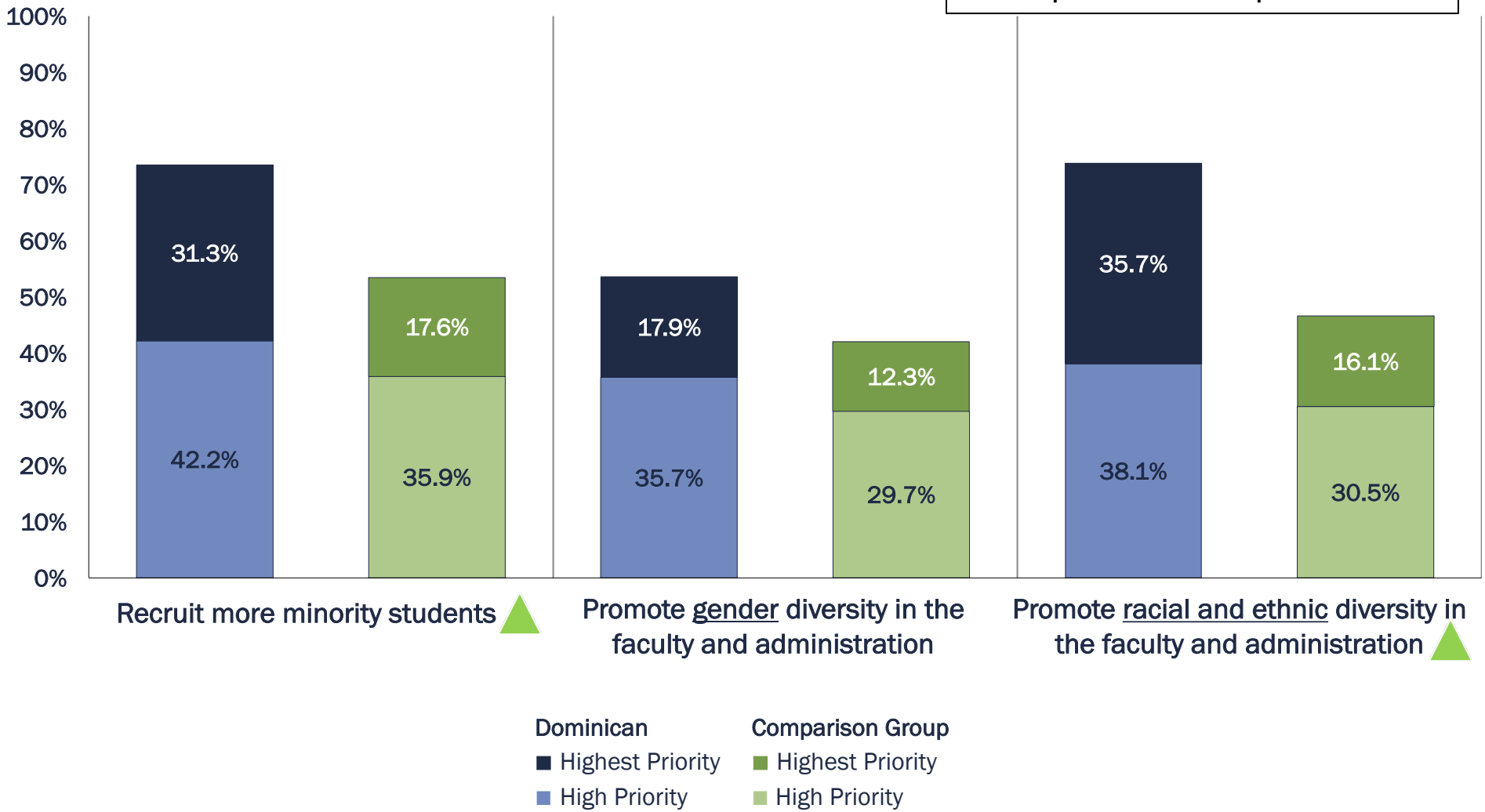
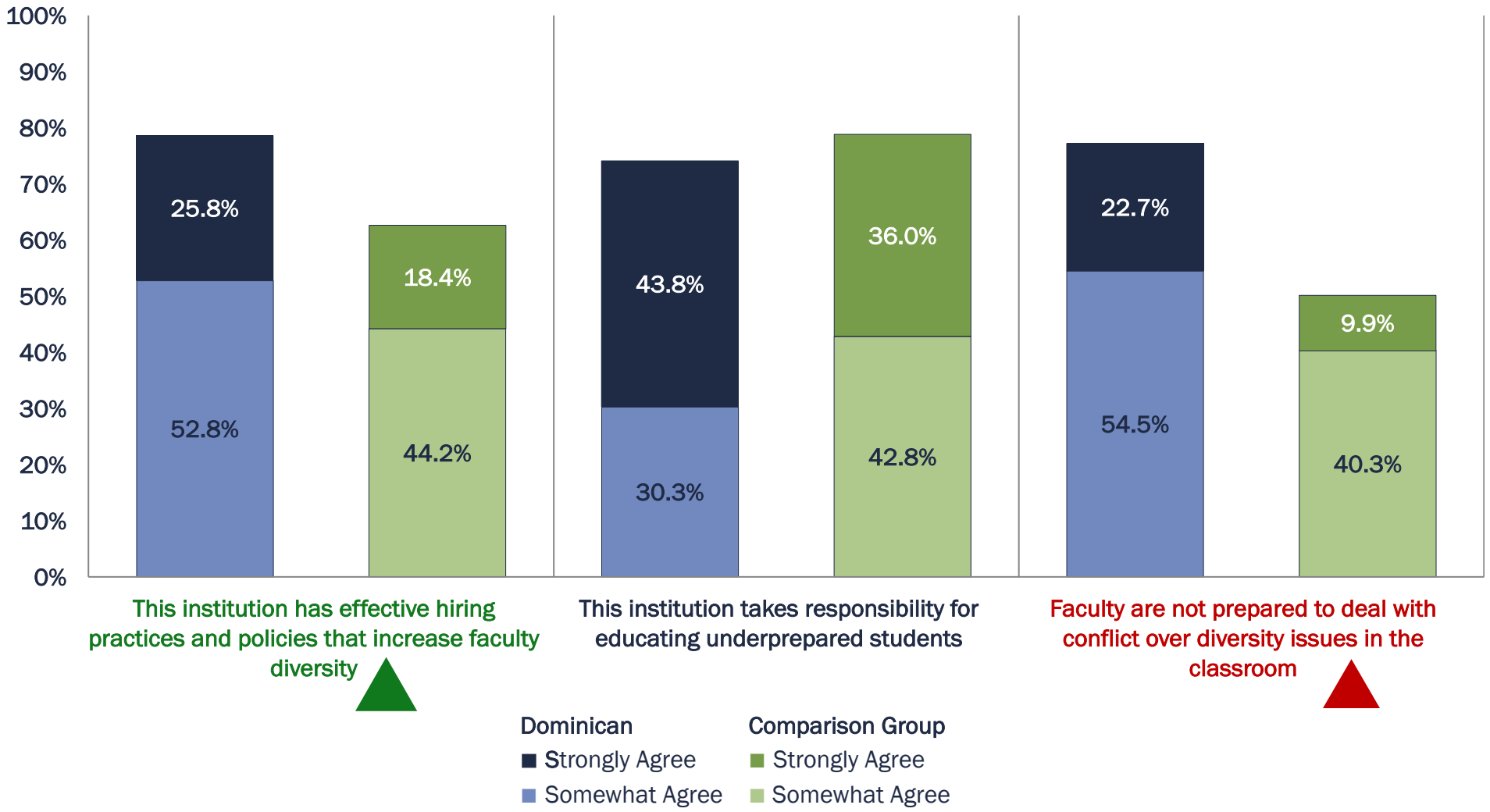
Faculty Perspectives on Campus Climate

Institutional Priority: Commitment to Diversity

**Significantly higher than Comparison Groups 1 and 2



Perspectives on Campus Climate for Diversity



Diverse Learning Environments **Student** Survey - Classroom Climate Items

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

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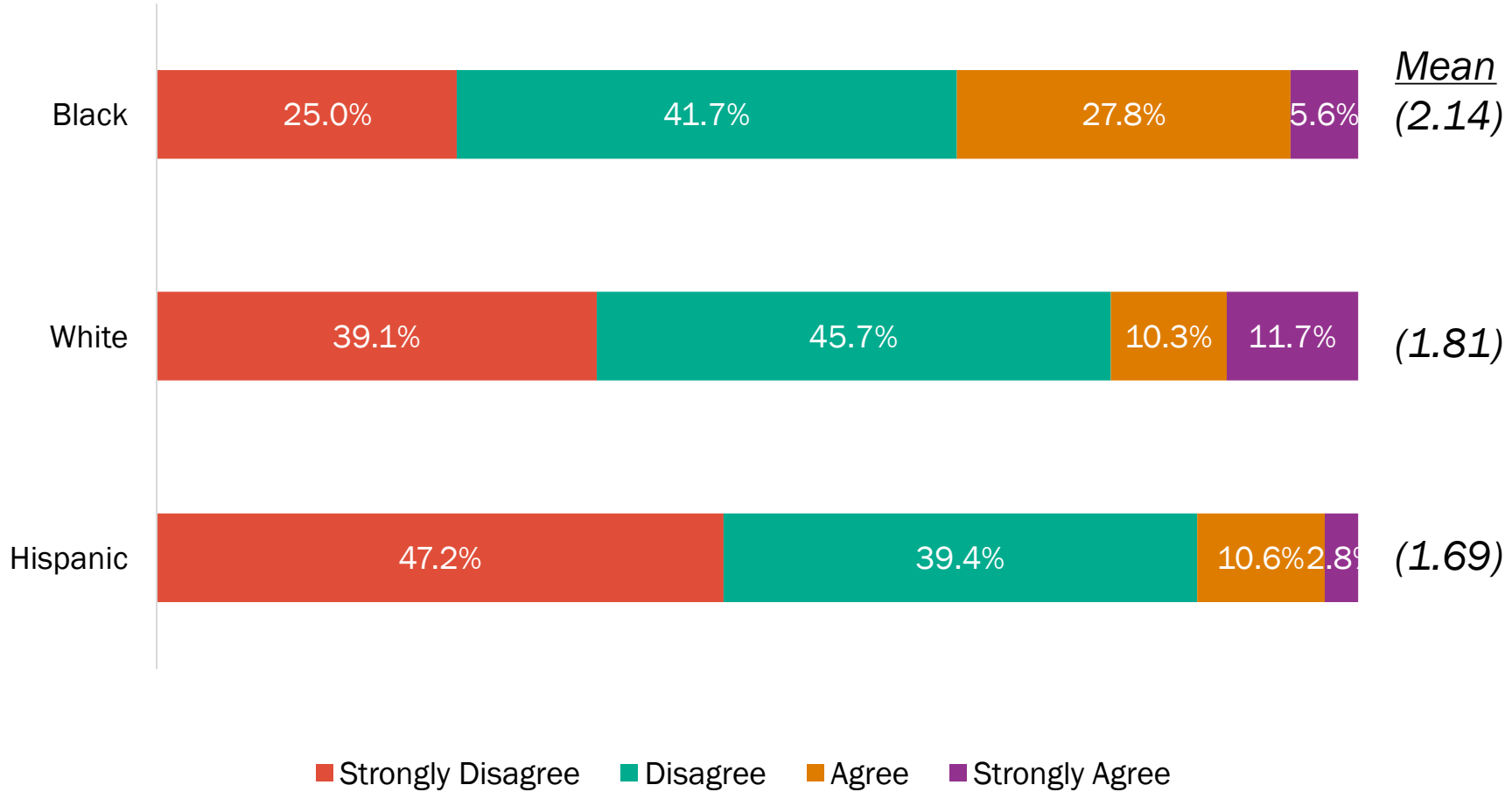
Faculty are sensitive to the ability levels of all students	80.9%	75.6% ▲

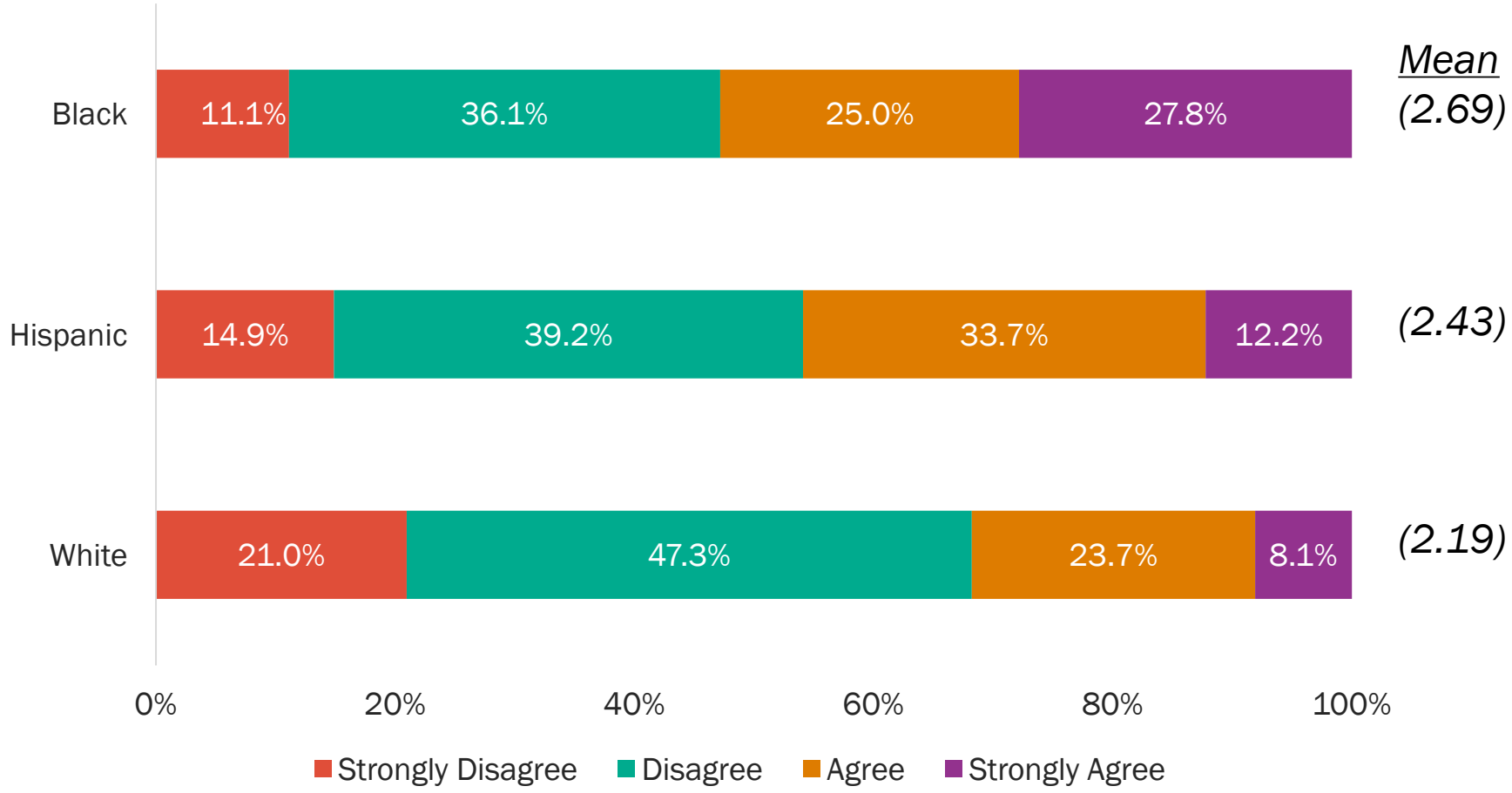
From the Diverse Learning Environments Student Survey: Classroom Climate Issues:

”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



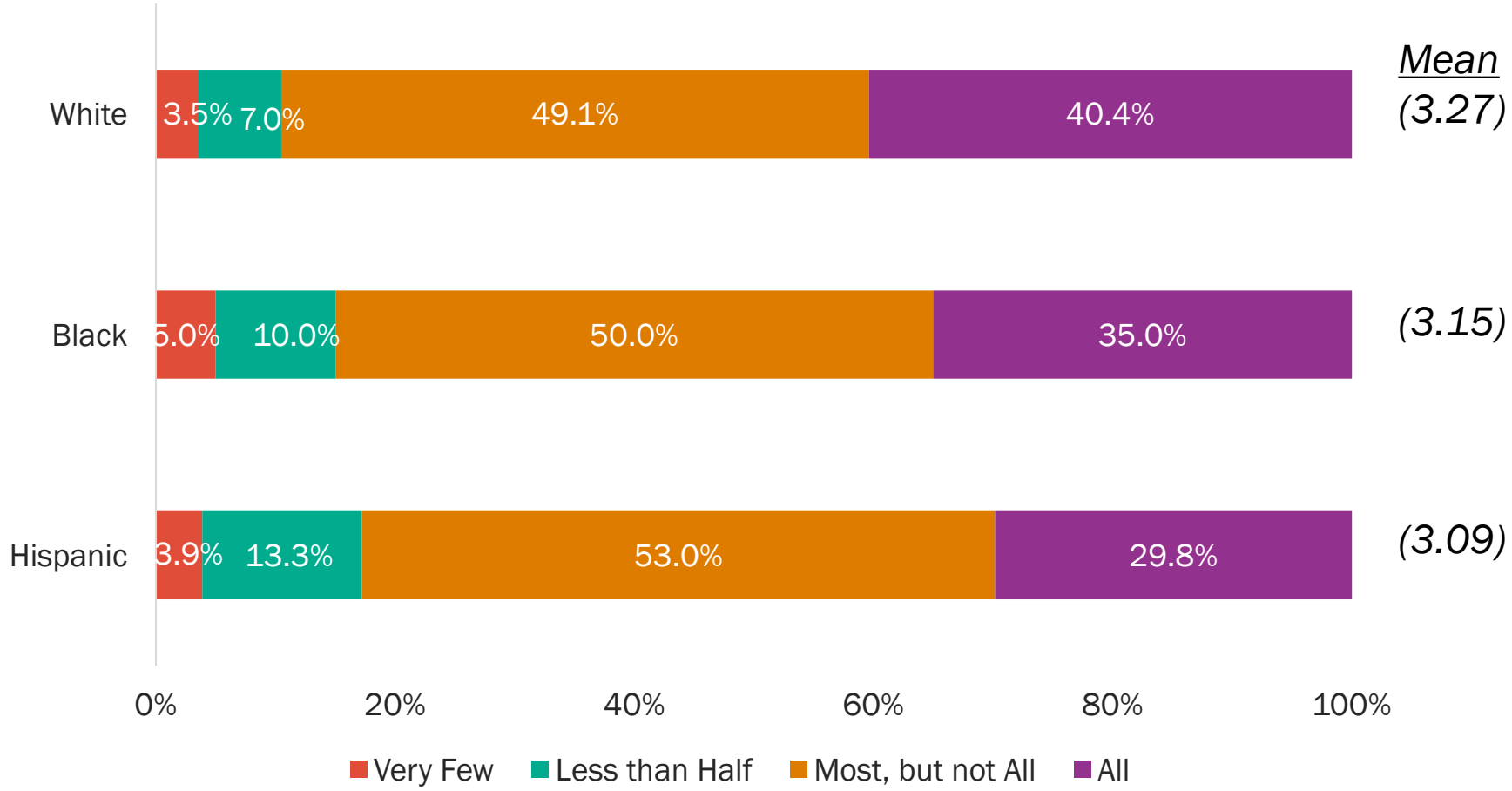
From the Diverse Learning Environments Student Survey: Classroom Climate Issues

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

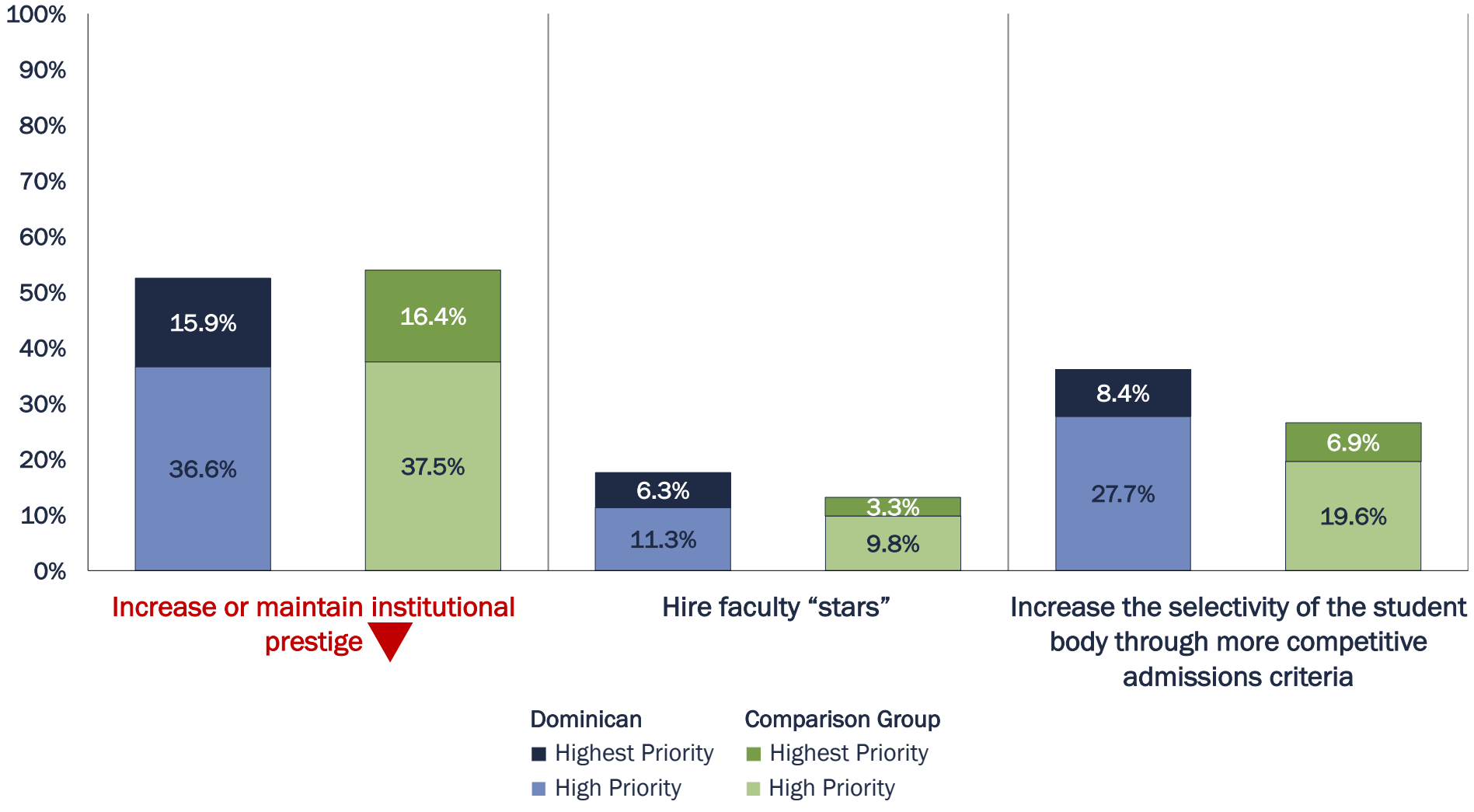


From the Diverse Learning Environments Student Survey: Classroom Climate Issues

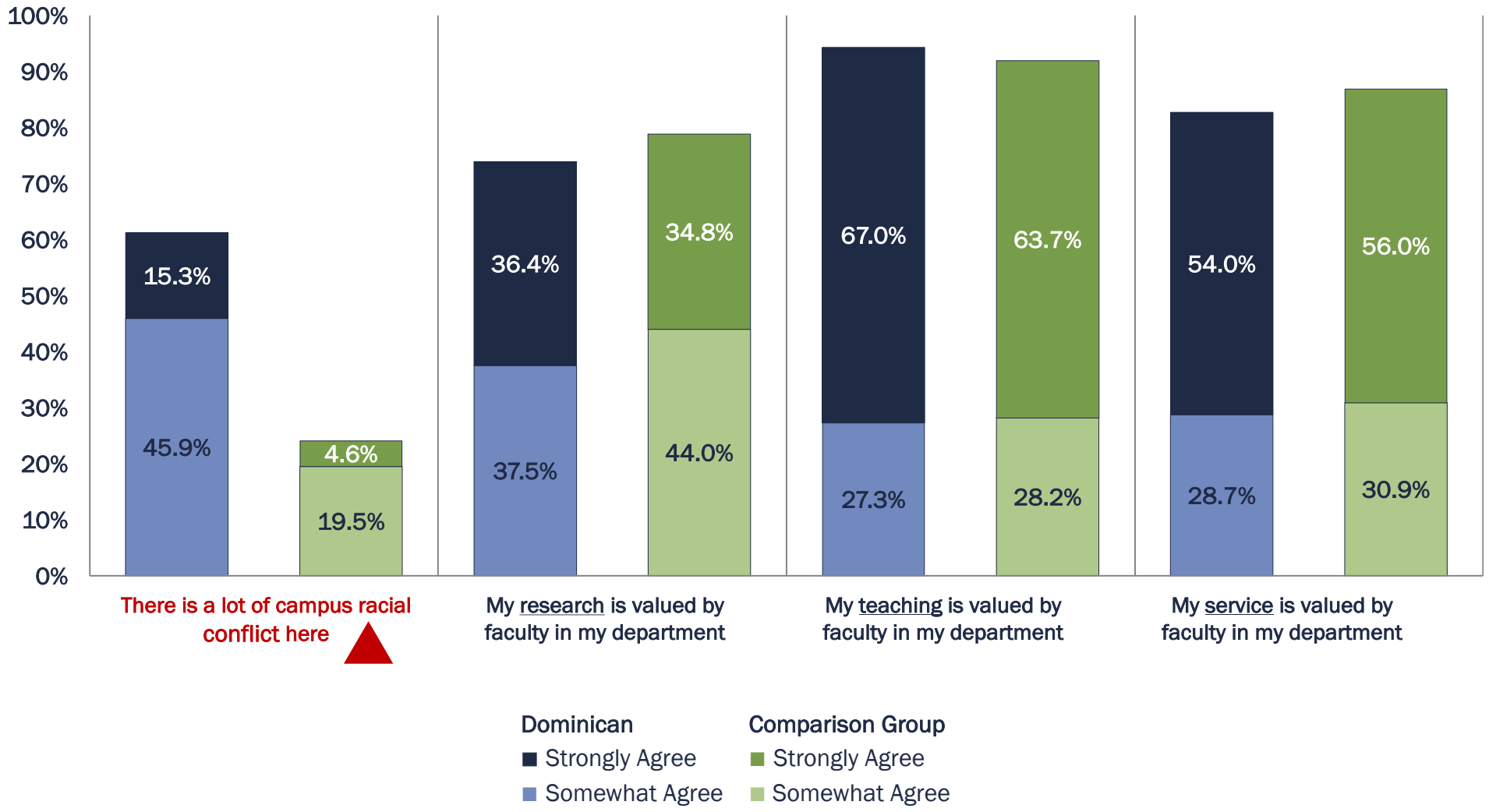
”Faculty value individual differences in the classroom” by Race/Ethnicity



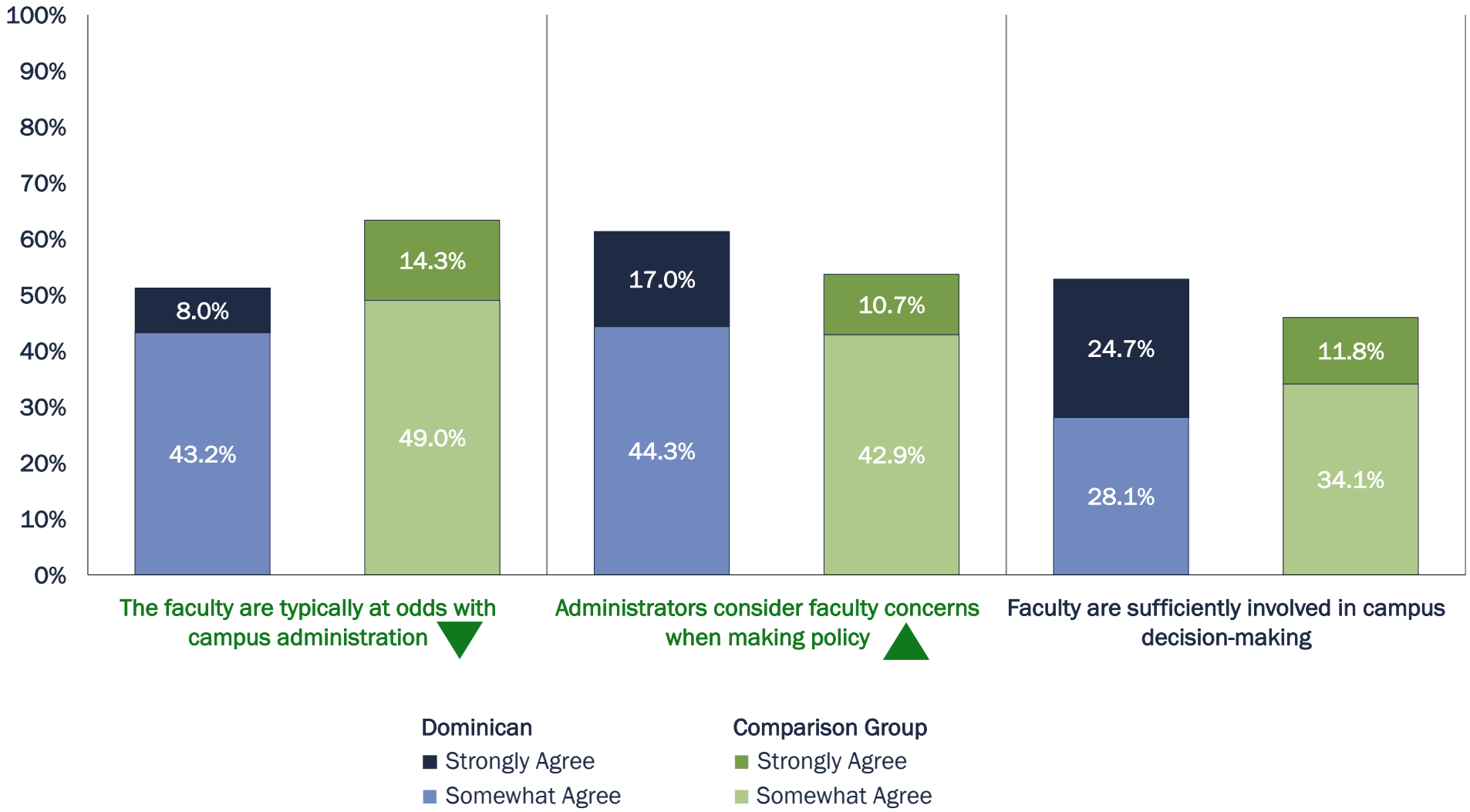
Institutional Priority: Increasing Prestige



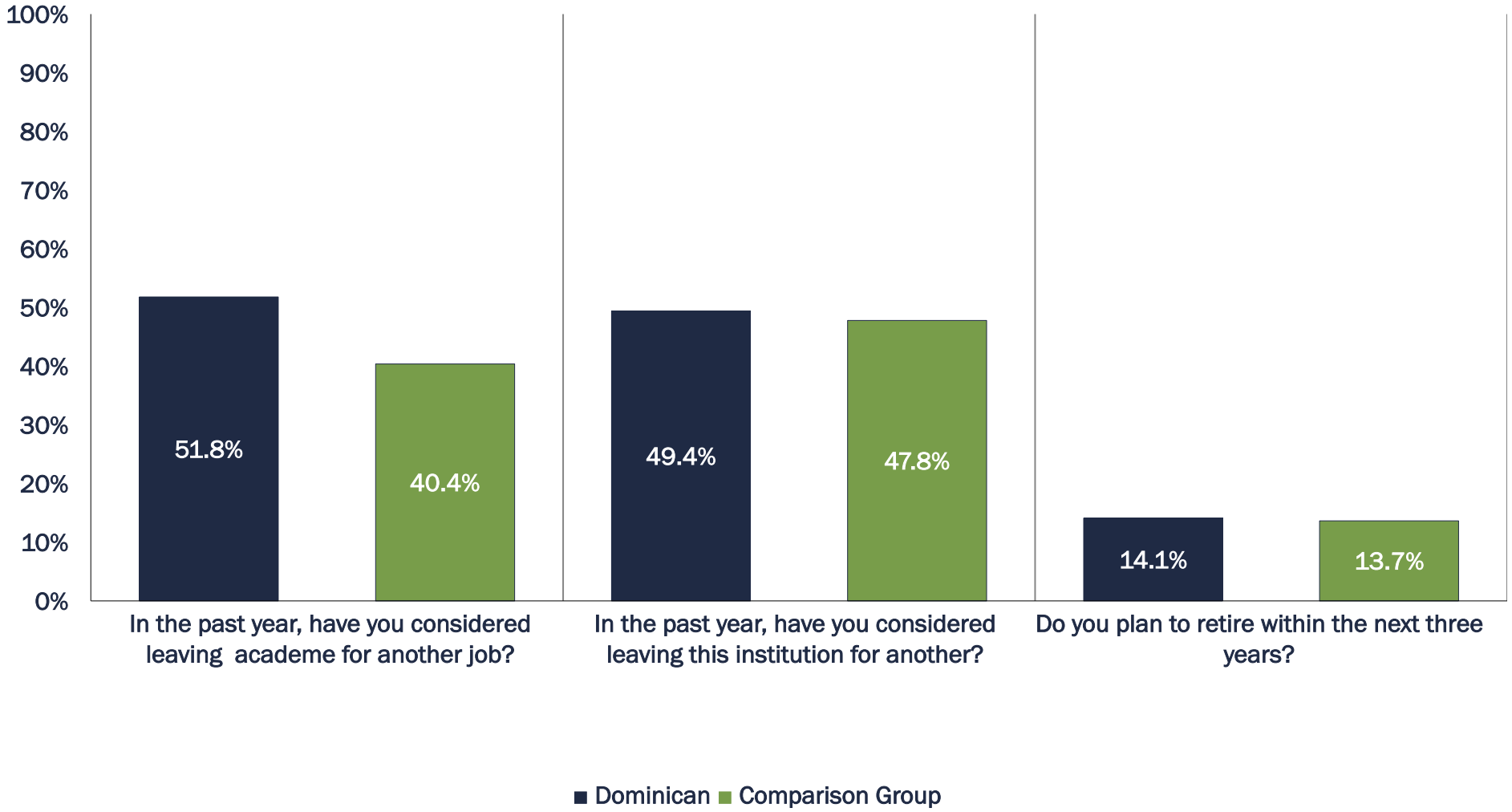
Faculty's Perspectives on Campus and Departmental Climate



Faculty Perspectives on Shared Governance



Institutional Commitment



Relationship with Administration

% Strongly Agree/Agree Somewhat Please indicate your agreement with each of the following:	DU	Comp
The faculty are typically at odds with campus administration	51.2%	63.3% ▼
Administrators consider faculty concerns when making policy	61.3%	53.6% ▲
Student Affairs staff have the support and respect of faculty	72.0%	78.7%
Faculty are sufficiently involved in campus decision making	52.8%	45.9%
The criteria for advancement and promotion decisions are clear	80.7%	77.5%

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Where does DU score less positively?

Items with significantly less positive responses than comparison groups

To a lessor 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

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▲ Where does DU score more positively?

Items with significantly better responses than comparison groups

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