Weber State University
HERI Faculty Survey
2014 Results

Full-Time Undergraduate Teaching Faculty

Weber State University
N=250

Public 4yr Colleges - high
N=1,286

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.

- Academic outcomes and experiences
- Co-curricular outcomes and experiences
- Diversity
- Future plans
- Satisfaction
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A Note about CIRP Constructs

We use the CIRP constructs throughout this PowerPoint to help summarize important information about your faculty from the HERI Faculty Survey.

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.
Demographics

Sex

- Male: 50.4%
- Female: 49.6%

Race/Ethnicity

- White/Caucasian: 88.1%
- Other Race/Ethnicity: 1.5%
- Two or More Races/Ethnicities: 2.5%
- African American/Black: 1.0%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 4.5%
- Latino: 2.5%
- Other: 2.5%
Demographics

Race/Ethnicity

- Two or more races/ethnicities: Your Institution 2.5%, Comparison Group 1.9%
- Other race/ethnicity: Your Institution 1.5%, Comparison Group 1.6%
- White/Caucasian: Your Institution 88.1%, Comparison Group 87.8%
- Latino: Your Institution 2.5%, Comparison Group 3.0%
- African American/Black: Your Institution 1.0%, Comparison Group 2.1%
- Asian/Native Hawaiian/Pacific Islander: Your Institution 4.5%, Comparison Group 3.5%
- American Indian/Alaska Native: Your Institution 0.2%, Comparison Group 0.2%
Demographics

Academic Department (Aggregated)

<table>
<thead>
<tr>
<th>Department</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Non-technical</td>
<td>8.0%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Other Technical</td>
<td>2.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>3.0%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Mathematics or Statistics</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>5.0%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Humanities</td>
<td>4.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>5.0%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Health-related</td>
<td>6.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>English</td>
<td>2.0%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Engineering</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Education</td>
<td>7.0%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Business</td>
<td>4.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>6.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Agriculture or Forestry</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey
Teaching Practices

Faculty differ in the types of courses they teach and the methods they use to deliver content to students.
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
- Student-selected topics for course content
- Reflective writing/journaling
- Using student inquiry to drive learning
Habits of Mind

These items measure the extent to which faculty structure courses to develop habits of mind for lifelong learning in students.

<table>
<thead>
<tr>
<th>Habit</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support their opinions with a logical argument</td>
<td>80.9%</td>
<td>77.7%</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>70.6%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>54.7%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Explore topics on their own, even though it was not required for class</td>
<td>57.0% (F) 36.7% (O)</td>
<td>54.6% (F) 45.3% (O)</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>70.1%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Work with other students on group projects</td>
<td>60.9%</td>
<td>59.6%</td>
</tr>
</tbody>
</table>

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Support their opinions with a logical argument
Seek solutions to problems and explain them to others
Look up scientific research articles and resources
Explore topics on their own, even though it was not required for class
Accept mistakes as part of the learning process
Work with other students on group projects

Your Institution
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally
Habits of Mind

These items measure the extent to which faculty structure courses to develop habits of mind for lifelong learning in students.

- Use different points of view to make an argument: 43.8% (Frequently), 37.9% (Occasionally), 52.8% (Comparison Group, Frequently), 52.6% (Comparison Group, Occasionally)
- Make connections between ideas from different courses: 32.3% (Frequently), 29.2% (Occasionally), 66.4% (Comparison Group, Frequently), 68.1% (Comparison Group, Occasionally)
- Critically evaluate their position on an issue: 36.2% (Frequently), 31.0% (Occasionally), 57.9% (Comparison Group, Frequently), 63.0% (Comparison Group, Occasionally)
- Recognize the biases that affect their thinking: 35.6% (Frequently), 38.3% (Occasionally), 57.5% (Comparison Group, Frequently), 52.2% (Comparison Group, Occasionally)
- Think more broadly about an issue: 22.6% (Frequently), 25.2% (Occasionally), 74.9% (Comparison Group, Frequently), 72.1% (Comparison Group, Occasionally)

Your Institution
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally
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>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>YouTube or other videos</td>
<td>45.7%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Simulations/animations</td>
<td>49.2%</td>
<td>48.4%</td>
</tr>
<tr>
<td>Podcasts</td>
<td>22.6%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Online homework or virtual labs</td>
<td>5.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Online discussion boards</td>
<td>45.0%</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey
Types of Courses Faculty Teach

- Taught an honors course: 10.0% (Your Institution), 17.9% (Comparison Group)
- Taught a seminar for first-year students: 10.0% (Your Institution), 19.5% (Comparison Group)
- Taught a capstone course: 40.9% (Your Institution), 38.5% (Comparison Group)
Average Number of Courses Taught This Term

![Bar chart showing average number of courses taught this term for All Faculty, Men, and Women. The chart compares the average number of courses taught by Your Institution and the Comparison Group. The data is as follows:

- All Faculty: Your Institution 3.74, Comparison Group 3.12
- Men: Your Institution 3.68, Comparison Group 3.13
- Women: Your Institution 3.81, Comparison Group 3.1]
Research Activities
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 two years

All Faculty

- 47.2 (Your Institution)
- 49.3 (Comparison Group)

Men

- 48.1 (Your Institution)
- 50.1 (Comparison Group)

Women

- 46.4 (Your Institution)
- 48.3 (Comparison Group)
Foci of Faculty Research

- Conducted research or writing focused on global/international issues: 30.3% (Your Institution), 31.2% (Comparison Group)
- Conducted research or writing focused on racial or ethnic minorities: 17.5% (Your Institution), 23.5% (Comparison Group)
- Conducted research or writing focused on women or gender issues: 20.7% (Your Institution), 24.1% (Comparison Group)
- Engaged in academic research that spans multiple disciplines: 61.0% (Your Institution), 64.6% (Comparison Group)

2014 HERI Faculty Survey
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.

- Supervised an undergraduate thesis: 41.3%
- Engaged undergraduates on your research project: 38.6%
- Worked with undergraduates on a research project: 60.0%

Your Institution
Comparison Group

2014 HERI Faculty Survey
Faculty Satisfaction
Workplace Satisfaction

*Workplace Satisfaction* measures the extent to which faculty are satisfied with their working environment.

### Construct Items

- Autonomy and independence
- Professional relationships with other faculty
- Competency of colleagues
- Departmental leadership
- Course assignments

### Graph

- **All Faculty**: 52.1 (Your Institution) vs. 49.4 (Comparison Group)
- **Men**: 51.8 (Your Institution) vs. 49.5 (Comparison Group)
- **Women**: 52.4 (Your Institution) vs. 49.4 (Comparison Group)
Satisfaction with Compensation

*Satisfaction with Compensation* measures the extent to which faculty are satisfied with their compensation packages.

### Construct Items
- Salary
- Retirement benefits
- Opportunity for scholarly pursuits
- Teaching load
- Job security
- Prospects for career advancement

![Bar chart showing satisfaction with compensation across different groups: All Faculty, Men, Women.](chart.png)
Faculty Satisfaction with Pay Equity and Family Flexibility

2014 HERI Faculty Survey
Overall Faculty Job Satisfaction

- American Indian/Alaska Native: 33.3% Satisfied, 0% Very Satisfied
- Asian/Native Hawaiian/Pacific Islander: 33.3% Satisfied, 0% Very Satisfied
- African American/Black: 50.0% Satisfied, 0% Very Satisfied
- Latino: 80.0% Satisfied, 0% Very Satisfied
- White/Caucasian: 52.3% Satisfied, 36.2% Very Satisfied
- Other race/ethnicity: 66.7% Satisfied, 0% Very Satisfied
- More than one race/ethnicity: 40.0% Satisfied, 20.0% Very Satisfied

*Your Institution*

- Very Satisfied
- Satisfied

2014 HERI Faculty Survey
Overall Satisfaction

“If you could begin your career again, would you still want to come to this institution?”

<table>
<thead>
<tr>
<th>Definitely Yes</th>
<th>Probably Yes</th>
<th>Not Sure</th>
<th>Probably No</th>
<th>Definitely No</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.3%</td>
<td>37.9%</td>
<td>11.2%</td>
<td>9.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>30.2%</td>
<td>41.2%</td>
<td>17.1%</td>
<td>7.9%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Comparison Group

- Your Institution
- Comparison Group
Sources of Faculty Stress
Career-Related Stress

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

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Committee work</td>
</tr>
<tr>
<td>• Colleagues</td>
</tr>
<tr>
<td>• Students</td>
</tr>
<tr>
<td>• Research or publishing demands</td>
</tr>
<tr>
<td>• Institutional procedures/red tape</td>
</tr>
<tr>
<td>• Teaching load</td>
</tr>
<tr>
<td>• Lack of personal time</td>
</tr>
<tr>
<td>• Self-imposed high expectations</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey
Stress Due to Subtle Discrimination, by Gender

- **All Faculty**
  - Your Institution:
    - 7.5% (Extensive)
    - 20.4% (Somewhat)
  - Comparison Group:
    - 11.5% (Extensive)
    - 24.2% (Somewhat)

- **Men Faculty**
  - Your Institution:
    - 6.9% (Extensive)
    - 13.8% (Somewhat)
  - Comparison Group:
    - 7.9% (Extensive)
    - 13.7% (Somewhat)

- **Women Faculty**
  - Your Institution:
    - 8.1% (Extensive)
    - 26.3% (Somewhat)
  - Comparison Group:
    - 15.4% (Extensive)
    - 35.8% (Somewhat)
Stress Due to Subtle Discrimination, by Race

- **White/Caucasian Faculty**
  - Extensive: 18.1%
  - Somewhat: 22.7%
  - Total Stress: 40.8%

- **Asian/Native Hawaiian/Pacific Islander Faculty**
  - Extensive: 33.3%
  - Somewhat: 11.8%
  - Total Stress: 45.1%

- **Underrepresented Racial Minority Faculty**
  - Extensive: 57.1%
  - Somewhat: 4.3%
  - Total Stress: 61.4%

- **Comparison Group**
  - Extensive: 6.3%
  - Somewhat: 10.8%
  - Total Stress: 17.1%

Your Institution  Comparison Group
- Extensive
- Somewhat

2014 HERI Faculty Survey
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 last two years:”

- Personal Finances
- Lack of personal time
- Job security
- Working with underprepared students
- Change in work responsibilities
- Institutional budget cuts

<table>
<thead>
<tr>
<th>Source</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Finances</td>
<td>12.7% 18.4%</td>
<td>Extensive</td>
</tr>
<tr>
<td>Lack of personal time</td>
<td>23.2% 45.3%</td>
<td>Extensive</td>
</tr>
<tr>
<td>Job security</td>
<td>6.6% 28.8%</td>
<td>Extensive</td>
</tr>
<tr>
<td>Working with underprepared</td>
<td>11.9% 58.2%</td>
<td>Extensive</td>
</tr>
<tr>
<td>Change in work responsibilities</td>
<td>20.0% 57.0%</td>
<td>Extensive</td>
</tr>
<tr>
<td>Institutional budget cuts</td>
<td>17.9% 42.9%</td>
<td>Extensive</td>
</tr>
</tbody>
</table>

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2014 HERI Faculty Survey
Faculty’s Perspectives on Campus Climate
Institutional Priority: Commitment to Diversity

Commitment to Diversity measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Construct Items

- To recruit more minority students
- To increase the representation of women in the faculty and administration
- To increase the representation of minorities in the faculty and administration
Perspectives on Campus Climate for Diversity

This institution has effective hiring practices and policies that increase faculty diversity

- Your Institution: 53.1% Agree strongly, 25.4% Agree somewhat
- Comparison Group: 49.9% Agree strongly, 17.6% Agree somewhat

This institution takes responsibility for educating underprepared students

- Your Institution: 54.2% Agree strongly, 24.8% Agree somewhat
- Comparison Group: 49.5% Agree strongly, 12.1% Agree somewhat

Faculty are not prepared to deal with conflict over diversity issues in the classroom

- Your Institution: 3.8% Agree strongly, 32.2% Agree somewhat
- Comparison Group: 7.1% Agree strongly, 36.9% Agree somewhat

2014 HERI Faculty Survey
Institutional Priority: Civic Engagement

*Civic Engagement* measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To facilitate student involvement in community service</td>
</tr>
<tr>
<td>• To provide resources for faculty to engage in community-based teaching or research</td>
</tr>
<tr>
<td>• To create and sustain partnerships with surrounding communities</td>
</tr>
</tbody>
</table>

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![Bar Chart](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>57.3</td>
<td>50.6</td>
</tr>
<tr>
<td>Men</td>
<td>56.2</td>
<td>50.2</td>
</tr>
<tr>
<td>Women</td>
<td>58.4</td>
<td>51.0</td>
</tr>
</tbody>
</table>
Institutional Priority: Increasing Prestige

*Increasing Prestige* measures the extent to which faculty believe their institution is committed to increasing its prestige.

**Construct Items**
- To increase or maintain institutional prestige
- To hire faculty “stars”
- To enhance the institution’s national image
Faculty’s Perspectives on Campus and Departmental Climate

There is a lot of campus racial conflict here

My research is valued by faculty in my department

My teaching is valued by faculty in my department

My service is valued by faculty in my department

Your Institution
- Agree strongly
- Agree somewhat

Comparison Group
- Agree strongly
- Agree somewhat

2014 HERI Faculty Survey
Faculty Perspectives on Shared Governance

The faculty are typically at odds with campus administration

Administrators consider faculty concerns when making policy

The administration is open about its policies

Your Institution
- Very Descriptive
- Somewhat Descriptive

Comparison Group
- Very Descriptive
- Somewhat Descriptive

2014 HERI Faculty Survey
Institutional Commitment

- In the past two years, have you considered leaving academe for another job?
  - Your Institution: 31.1%
  - Comparison Group: 37.4%

- In the past two years, have you considered leaving this institution for another?
  - Your Institution: 41.0%
  - Comparison Group: 45.8%

- Do you plan to retire within the next three years?
  - Your Institution: 12.6%
  - Comparison Group: 14.3%

2014 HERI Faculty Survey
The more you get to know your faculty, the better you can understand their needs.

For more information about HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey

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