University of Idaho
HERI Faculty Survey
2014 Results

Full-Time Undergraduate Teaching Faculty

University of Idaho
N=142

Public Universities - low
N=539

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.

- 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: 54.2%
- Female: 45.8%

Race/Ethnicity

- White/Caucasian: 85.7%
- Other Race/Ethnicity: 1.9%
- Two or More Races/Ethnicities: 4.8%
- African American/Black: 1.0%
- American Indian/Alaska Native: 1.9%
- Asian/Native Hawaiian/Pacific Islander: 3.8%
- Latino: 1.0%
- African American/Black: 1.0%
- American Indian/Alaska Native: 1.9%
- Asian/Native Hawaiian/Pacific Islander: 3.8%
- Latino: 1.0%
- White/Caucasian: 85.7%
- Other Race/Ethnicity: 1.9%
- Two or More Races/Ethnicities: 4.8%
Demographics

Race/Ethnicity

- Two or more races/ethnicities: 4.8% (Your Institution), 4.1% (Comparison Group)
- Other race/ethnicity: 1.9% (Your Institution), 0.6% (Comparison Group)
- White/Caucasian: 85.7% (Your Institution), 82.1% (Comparison Group)
- Latino: 1.0% (Your Institution), 7.2% (Comparison Group)
- African American/Black: 1.0% (Your Institution), 3.6% (Comparison Group)
- Asian/Native Hawaiian/Pacific Islander: 3.8% (Your Institution), 2.0% (Comparison Group)
- American Indian/Alaska Native: 1.9% (Your Institution), 0.4% (Comparison Group)
Demographics

Academic Department (Aggregated)

- **Other Non-technical**: 0.0% Men / 20.4% Women
- **Other Technical**: 3.7% Men / 0.0% Women
- **Social Sciences**: 7.4% Men / 16.3% Women
- **Physical Sciences**: 4.1% Men / 7.4% Women
- **Mathematics or Statistics**: 1.9% Men / 0.0% Women
- **Fine Arts**: 9.3% Men / 10.2% Women
- **Humanities**: 8.2% Men / 1.9% Women
- **History or Political Science**: 3.7% Men / 2.0% Women
- **Health-related**: 0.0% Men / 0.0% Women
- **English**: 7.4% Men / 8.2% Women
- **Engineering**: 11.1% Men / 2.0% Women
- **Education**: 9.3% Men / 6.1% Women
- **Business**: 13.0% Men / 4.1% Women
- **Biological Sciences**: 3.7% Men / 8.2% Women
- **Agriculture or Forestry**: 10.2% Men / 20.4% Women

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

![Bar chart showing Student-Centered Pedagogy scores by gender and institution.](chart.png)
Habits of Mind

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

Support their opinions with a logical argument: 72.2% (Frequently) vs. 22.2% (Occasionally)
Seek solutions to problems and explain them to others: 63.4% (Frequently) vs. 33.6% (Occasionally)
Look up scientific research articles and resources: 65.6% (Frequently) vs. 28.9% (Occasionally)
Explore topics on their own, even though it was not required for class: 47.0% (Frequently) vs. 49.4% (Occasionally)
Accept mistakes as part of the learning process: 47.8% (Frequently) vs. 50.7% (Occasionally)
Work with other students on group projects: 66.4% (Frequently) vs. 63.7% (Occasionally)

Your Institution: 
- Frequently: 54.5%
- Occasionally: 34.3%

Comparison Group: 
- Frequently: 55.0%
- Occasionally: 27.8%
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
  - Your Institution: 48.9% (Frequently), 50.6% (Occasionally)
  - Comparison Group: 70.7% (Frequently), 68.1% (Occasionally)

- Make connections between ideas from different courses
  - Your Institution: 40.6% (Frequently), 38.6% (Occasionally)
  - Comparison Group: 27.8% (Frequently), 28.0% (Occasionally)

- Critically evaluate their position on an issue
  - Your Institution: 42.9% (Frequently), 33.9% (Occasionally)
  - Comparison Group: 57.1% (Frequently), 50.4% (Occasionally)

- Recognize the biases that affect their thinking
  - Your Institution: 36.1% (Frequently), 34.1% (Occasionally)
  - Comparison Group: 53.5% (Frequently), 34.1% (Occasionally)

- Think more broadly about an issue
  - Your Institution: 24.8% (Frequently), 26.9% (Occasionally)
  - Comparison Group: 72.9% (Frequently), 71.3% (Occasionally)
Technology in the Classroom

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

Your Institution

<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>35.7%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Simulations/animations</td>
<td>17.4%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Podcasts</td>
<td>1.8%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Online homework or virtual labs</td>
<td>31.3%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Online discussion boards</td>
<td>12.2%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>
Types of Courses Faculty Teach

- Taught an honors course: 9.0% (Your Institution), 13.8% (Comparison Group)
- Taught a seminar for first-year students: 18.7% (Your Institution), 11.7% (Comparison Group)
- Taught a capstone course: 36.8% (Your Institution), 39.2% (Comparison Group)

2014 HERI Faculty Survey
Average Number of Courses Taught This Term

- **All Faculty**: Your Institution - 2.32, Comparison Group - 2.44
- **Men**: Your Institution - 2.18, Comparison Group - 2.38
- **Women**: Your Institution - 2.48, Comparison Group - 2.51

Legend: Your Institution, Comparison Group
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
- Your Institution: 54.0
- Comparison Group: 56.6

Men
- Your Institution: 55.1
- Comparison Group: 56.6

Women
- Your Institution: 51.0
- Comparison Group: 51.8
Foci of Faculty Research

Conducted research or writing focused on global/international issues: 43.1%
Conducted research or writing focused on racial or ethnic minorities: 25.2%
Conducted research or writing focused on women or gender issues: 22.3%
Engaged in academic research that spans multiple disciplines: 83.2%

Your Institution: □
Comparison Group: ▼
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.

![Bar chart showing the percentage of faculty who supervised an undergraduate thesis, engaged undergraduates on their research project, and worked with undergraduates on a research project compared to a comparison group.]

- Supervised an undergraduate thesis: 24.4% (Your Institution), 40.9% (Comparison Group)
- Engaged undergraduates on your research project: 64.0% (Your Institution), 50.3% (Comparison Group)
- Worked with undergraduates on a research project: 69.1% (Your Institution), 65.5% (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

![Bar chart showing Workplace Satisfaction for All Faculty, Men, and Women. The chart compares 'Your Institution' and 'Comparison Group' with scores ranging from 47.2 to 49.6.](chart.png)
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

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![Bar Chart] (Satisfaction with Compensation)

- **All Faculty:**
  - Comparison Group: 51.0
  - Your Institution: 47.4

- **Men:**
  - Comparison Group: 51.3
  - Your Institution: 48.4

- **Women:**
  - Comparison Group: 50.5
  - Your Institution: 46.3
Faculty Satisfaction with Pay Equity and Family Flexibility

The chart shows the percentage of faculty members expressing satisfaction with various aspects of their work environment:

- **Relative equity of salary and job benefits**:
  - Your Institution: 17.1% Very Satisfied, 30.8% Satisfied
  - Comparison Group: 8.9% Very Satisfied, 40.2% Satisfied

- **Flexibility in relation to family matters or emergencies**:
  - Your Institution: 9.3% Very Satisfied, 46.2% Satisfied
  - Comparison Group: 9.3% Very Satisfied, 46.2% Satisfied

- **Overall job satisfaction**:
  - Your Institution: 19.1% Very Satisfied, 50.2% Satisfied
  - Comparison Group: 19.1% Very Satisfied, 50.2% Satisfied

The data is based on the 2014 HERI Faculty Survey.
Overall Faculty Job Satisfaction

Your Institution

- Very Satisfied
- Satisfied

American Indian/Alaska Native

Asian/Native Hawaiian/Pacific Islander

African American/Black

Latino

White/Caucasian

Other race/ethnicity

More than one race/ethnicity

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>Response</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>10.3%</td>
<td></td>
</tr>
<tr>
<td>Probably Yes</td>
<td>34.6%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>29.0%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Probably No</td>
<td>13.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Definitely No</td>
<td>13.1%</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey

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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>
<th>All Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Committee work</td>
<td>53.9</td>
<td>52.6</td>
<td>55.4</td>
</tr>
<tr>
<td>• Colleagues</td>
<td>51.2</td>
<td>50.6</td>
<td>51.9</td>
</tr>
<tr>
<td>• Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research or publishing demands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Institutional procedures/red tape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teaching load</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lack of personal time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Self-imposed high expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- **All Faculty**
  - Your Institution: 16.1%
  - Comparison Group: 24.7%
- **Men Faculty**
  - Your Institution: 11.9%
  - Comparison Group: 6.7%
  - Extensive: 21.9%
- **Women Faculty**
  - Your Institution: 18.7%
  - Comparison Group: 37.5%
  - Extensive: 25.0%

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

![Bar chart showing stress levels by race and type of faculty, with data from the 2014 HERI Faculty Survey.](chart)

Your Institution
- White/Caucasian Faculty: 24.7% Extensive, 13.0% Somewhat
- Asian/Native Hawaiian/Pacific Islander Faculty: 9.6% Extensive, 66.7% Somewhat
- Underrepresented Racial Minority Faculty: 25.0% Extensive, 23.9% Somewhat

Comparison Group
- White/Caucasian Faculty: 23.4% Extensive, 8.9% Somewhat
- Asian/Native Hawaiian/Pacific Islander Faculty: 18.5% Extensive, 8.9% Somewhat
- Underrepresented Racial Minority Faculty: 50.0% Extensive, 26.2% Somewhat
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:”

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Finances</td>
<td>18.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td></td>
<td>48.6%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Lack of personal time</td>
<td>39.0%</td>
<td>50.6%</td>
</tr>
<tr>
<td></td>
<td>43.8%</td>
<td>50.6%</td>
</tr>
<tr>
<td>Job security</td>
<td>13.2%</td>
<td>10.8%</td>
</tr>
<tr>
<td></td>
<td>38.7%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Working with underprepared students</td>
<td>12.5%</td>
<td>16.2%</td>
</tr>
<tr>
<td></td>
<td>58.7%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Change in work responsibilities</td>
<td>41.6%</td>
<td>23.7%</td>
</tr>
<tr>
<td></td>
<td>40.6%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Institutional budget cuts</td>
<td>54.8%</td>
<td>32.6%</td>
</tr>
<tr>
<td></td>
<td>41.3%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>38.1% 7.6%</td>
<td>46.3% 16.3%</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared students</td>
<td>43.3% 4.8%</td>
<td>50.8% 8.0%</td>
</tr>
<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues in the classroom</td>
<td>44.8% 9.5%</td>
<td>38.2% 9.6%</td>
</tr>
</tbody>
</table>

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.

### Construct Items

- To facilitate student involvement in community service
- To provide resources for faculty to engage in community-based teaching or research
- To create and sustain partnerships with surrounding communities

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>48.0</td>
<td>46.4</td>
<td>49.7</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>48.1</td>
<td>46.2</td>
<td>50.6</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey
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

![Bar chart showing the comparison between All Faculty, Men, and Women for Your Institution and Comparison Group across various prestige scores.](chart.png)
Faculty’s Perspectives on Campus and Departmental Climate

- There is a lot of campus racial conflict here: 4.6% agree strongly, 10.2% agree somewhat, 1.4% disagree strongly, 5.3% disagree somewhat.
- My research is valued by faculty in my department: 34.9% agree strongly, 40.4% agree somewhat.
- My teaching is valued by faculty in my department: 41.3% agree strongly, 43.4% agree somewhat.
- My service is valued by faculty in my department: 43.1% agree strongly, 33.1% agree somewhat.

2014 HERI Faculty Survey
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
Institutional Commitment

In the past two years, have you considered leaving academe for another job?
- Your Institution: 55.1%
- Comparison Group: 30.0%

In the past two years, have you considered leaving this institution for another?
- Your Institution: 71.7%
- Comparison Group: 49.8%

Do you plan to retire within the next three years?
- Your Institution: 9.4%
- Comparison Group: 14.5%

2014 HERI Faculty Survey
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

Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu