Utah Valley University
HERI Faculty Survey
2014 Results

Full-Time Undergraduate Teaching Faculty

Utah Valley University
N=206

Public 4yr Colleges - low
N=969

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: 59.7%
- Female: 40.3%

Race/Ethnicity

- African American/Black: 1.2%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 2.9%
- Latino: 4.1%
- White/Caucasian: 86.6%
- Other Race/Ethnicity: 1.2%
- Two or More Races/Ethnicities: 4.1%
Demographics

Race/Ethnicity

- Two or more races/ethnicities
  - Your Institution: 4.1%
  - Comparison Group: 4.0%
- Other race/ethnicity
  - Your Institution: 1.2%
  - Comparison Group: 1.9%
- White/Caucasian
  - Your Institution: 86.6%
  - Comparison Group: 79.1%
- Latino
  - Your Institution: 4.1%
  - Comparison Group: 3.7%
- African American/Black
  - Your Institution: 1.2%
  - Comparison Group: 6.5%
- Asian/Native Hawaiian/Pacific Islander
  - Your Institution: 2.9%
  - Comparison Group: 4.6%
- American Indian/Alaska Native
  - Your Institution: 0.0%
  - Comparison Group: 0.0%
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>Item</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support their opinions with a logical argument</td>
<td>25.4%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>19.1%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>43.9%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Explore topics on their own, even though it was not required for class</td>
<td>50.5%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>52.1%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Work with other students on group projects</td>
<td>65.2%</td>
<td>65.8%</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey
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>Use different points of view to make an argument</td>
<td>55.8% (F)</td>
<td>54.3% (F)</td>
</tr>
<tr>
<td>Make connections between ideas from different courses</td>
<td>64.9% (F)</td>
<td>65.0% (F)</td>
</tr>
<tr>
<td>Critically evaluate their position on an issue</td>
<td>59.9% (F)</td>
<td>60.5% (F)</td>
</tr>
<tr>
<td>Recognize the biases that affect their thinking</td>
<td>58.9% (F)</td>
<td>61.3% (F)</td>
</tr>
<tr>
<td>Think more broadly about an issue</td>
<td>69.4% (F)</td>
<td>76.7% (F)</td>
</tr>
</tbody>
</table>
Technology in the Classroom

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

### Technology in the Classroom

<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>42.9%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Simulations/animations</td>
<td>48.1%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Podcasts</td>
<td>16.9%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Online homework or virtual labs</td>
<td>37.6%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Online discussion boards</td>
<td>42.9%</td>
<td>41.2%</td>
</tr>
</tbody>
</table>

*2014 HERI Faculty Survey*
Types of Courses Faculty Teach

- Taught an honors course: 14.3% Your Institution, 18.5% Comparison Group
- Taught a seminar for first-year students: 17.5% Your Institution, 15.7% Comparison Group
- Taught a capstone course: 27.8% Your Institution, 37.5% Comparison Group

Source: 2014 HERI Faculty Survey
Average Number of Courses Taught This Term

- All Faculty: 3.58 (Your Institution), 3.23 (Comparison Group)
- Men: 3.66 (Your Institution), 3.3 (Comparison Group)
- Women: 3.46 (Your Institution), 3.16 (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
Foci of Faculty Research

- Conducted research or writing focused on global/international issues: 29.1% (Your Institution), 28.4% (Comparison Group)
- Conducted research or writing focused on racial or ethnic minorities: 22.9% (Your Institution), 30.8% (Comparison Group)
- Conducted research or writing focused on women or gender issues: 26.9% (Your Institution), 29.3% (Comparison Group)
- Engaged in academic research that spans multiple disciplines: 59.0% (Your Institution), 63.3% (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: 39.3%
- Engaged undergraduates on your research project: 53.8%
- Worked with undergraduates on a research project: 65.2%

Comparative data:
- Comparison Group: 38.4%, 49.9%, 65.7%
Faculty Satisfaction
Workplace Satisfaction

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

The chart shows the satisfaction levels of All Faculty, Men, and Women across different categories:

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

The graph indicates that:

- **All Faculty** has a satisfaction level of 50.1.
- **Men** have a satisfaction level of 50.2.
- **Women** have a satisfaction level of 50.0.

The bars represent the satisfaction level of Your Institution (blue) compared to the Comparison Group (yellow).
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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<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your Institution</strong></td>
<td>50.2</td>
<td>50.0</td>
<td>50.7</td>
</tr>
<tr>
<td><strong>Comparison Group</strong></td>
<td>49.1</td>
<td>49.7</td>
<td>48.4</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey
Faculty Satisfaction with Pay Equity and Family Flexibility

- **Relative equity of salary and job benefits**
  - Your Institution: 5.8% Very Satisfied, 32.0% Satisfied
  - Comparison Group: 11.2% Very Satisfied, 33.0% Satisfied

- **Flexibility in relation to family matters or emergencies**
  - Your Institution: 42.9% Very Satisfied, 47.0% Satisfied
  - Comparison Group: 38.0% Very Satisfied, 46.4% Satisfied

- **Overall job satisfaction**
  - Your Institution: 26.2% Very Satisfied, 57.0% Satisfied
  - Comparison Group: 22.5% Very Satisfied, 51.0% Satisfied

2014 HERI Faculty Survey
Overall Faculty Job Satisfaction

- **American Indian/Alaska Native**: 80.0% Satisfied, 20.0% Very Satisfied
- **Asian/Native Hawaiian/Pacific Islander**: 0.0% Satisfied, 0.0% Very Satisfied
- **African American/Black**: 50.0% Satisfied, 28.6% Very Satisfied
- **Latino**: 57.5% Satisfied, 42.9% Very Satisfied
- **White/Caucasian**: 50.0% Satisfied, 27.4% Very Satisfied
- **Other race/ethnicity**: 0.0% Satisfied, 0.0% Very Satisfied
- **More than one race/ethnicity**: 16.7% Satisfied, 83.3% 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?”

- **Definitely Yes**: 41.1%
- **Probably Yes**: 34.9%
- **Not Sure**: 16.6%
- **Probably No**: 5.7%
- **Definitely No**: 1.7%

Comparison Group:
- **Definitely Yes**: 24.8%
- **Probably Yes**: 39.3%
- **Not Sure**: 20.4%
- **Probably No**: 11.3%
- **Definitely No**: 4.2%
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></th>
<th>All Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51.3</td>
<td>50.3</td>
<td>52.9</td>
</tr>
<tr>
<td></td>
<td>52.8</td>
<td>51.8</td>
<td>53.9</td>
</tr>
</tbody>
</table>

**Construct Items**

- Committee work
- Colleagues
- Students
- Research or publishing demands
- Institutional procedures/red tape
- Teaching load
- Lack of personal time
- Self-imposed high expectations

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>24.5%</td>
<td>27.9%</td>
</tr>
<tr>
<td>Men Faculty</td>
<td>20.0%</td>
<td>23.7%</td>
</tr>
<tr>
<td>Women Faculty</td>
<td>32.2%</td>
<td>32.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Race</th>
<th>Extensive</th>
<th>Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian Faculty</td>
<td>23.0%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Asian/Native Hawaiian/Pacific Islander Faculty</td>
<td>50.0%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Underrepresented Racial Minority Faculty</td>
<td>50.0%</td>
<td>11.4%</td>
</tr>
</tbody>
</table>

The chart above presents the percentage of stress due to subtle discrimination by race, comparing the experiences of faculty members from different racial backgrounds. The survey data is from the 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:”

<table>
<thead>
<tr>
<th>Source of Stress</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Finances</td>
<td>41.8%</td>
<td>45.6%</td>
</tr>
<tr>
<td>Lack of personal time</td>
<td>22.8%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Job security</td>
<td>30.3%</td>
<td>53.2%</td>
</tr>
<tr>
<td>Working with underprepared</td>
<td>44.8%</td>
<td>44.8%</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in work responsibilities</td>
<td>59.1%</td>
<td>56.1%</td>
</tr>
<tr>
<td>Institutional budget cuts</td>
<td>52.6%</td>
<td>46.8%</td>
</tr>
</tbody>
</table>

Your Institution
- Extensive
- Somewhat

Comparison Group
- Extensive
- Somewhat
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: 52.2% agree strongly, 51.7% agree somewhat.
- This institution takes responsibility for educating underprepared students: 38.1% agree strongly, 49.2% agree somewhat.
- Faculty are not prepared to deal with conflict over diversity issues in the classroom: 6.7% agree strongly, 32.6% agree somewhat, 36.1% agreement varies.

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>

### 2014 HERI Faculty Survey

[Bar chart showing the percentage of faculty agreement with civic engagement items for All Faculty, Men, and Women.]

- **All Faculty**: 56.3%
- **Men**: 55.8%
- **Women**: 57.2%

Your Institution vs. Comparison Group
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**

- **All Faculty**: 45.3
- **Men**: 45.3
- **Women**: 45.1

Your Institution: 42.8, 42.9, 42.8
Comparison Group: 42.8, 42.9, 42.8

2014 HERI Faculty Survey
Faculty’s Perspectives on Campus and Departmental Climate

There is a lot of campus racial conflict here
- 0.6% Agree strongly
- 6.7% Agree somewhat
- 9.7% Agree strongly
- 1.5% Agree somewhat

My research is valued by faculty in my department
- 30.1% Agree strongly
- 46.0% Agree somewhat

My teaching is valued by faculty in my department
- 30.2% Agree strongly
- 47.4% Agree somewhat

My service is valued by faculty in my department
- 54.7% Agree strongly
- 28.7% 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: 42.0% (Your Institution), 45.3% (Comparison Group).
- Administrators consider faculty concerns when making policy: 55.7% (Your Institution), 20.1% (Comparison Group).
- The administration is open about its policies: 49.2% (Your Institution), 54.0% (Comparison Group).

Your Institution:
- Very Descriptive: 12.6%
- Somewhat Descriptive: 42.0%

Comparison Group:
- Very Descriptive: 27.9%
- Somewhat Descriptive: 45.3%
Institutional Commitment

- **In the past two years, have you considered leaving academe for another job?**
  - Your Institution: 37.1%
  - Comparison Group: 35.7%

- **In the past two years, have you considered leaving this institution for another?**
  - Your Institution: 44.3%
  - Comparison Group: 50.4%

- **Do you plan to retire within the next three years?**
  - Your Institution: 11.0%
  - Comparison Group: 10.4%
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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