

THE SPRING 2014 HERI FACULTY SURVEY

Office of Institutional Effectiveness

Weber State University

October 2014

This report summarizes the findings from the UCLA Higher Education Research Institute (HERI) faculty survey conducted in spring of 2014 on the WSU campus. The response rate for WSU faculty was 48.5 percent. The comparison set of institutions for this administration was public 4 year colleges with high selectivity (based upon incoming student ACT/SAT scores – see appendix for list of schools).

Profile

2011 and 2014 Profiles

Participants

2014 = 258

2011 = 215

<u>Rank:</u>	<u>2011</u>	<u>2014</u>
Professor	43.7	30.4
Assoc. Professor	25.6	23.7
Ass't Professor	20.0	34.6
Instructor	10.2	10.9
<u>Tenure Status:</u>	<u>2011</u>	<u>2014</u>
Tenured	67.9%	52.5%
Tenure Track	18.6	33.9
Not on TT	12.6	13.6
<u>In Administration:</u>	<u>2011</u>	<u>2014</u>
Chair	14%	12.4%
Dean	1.4	1.0
<u>Important:</u>	<u>2011</u>	<u>2014</u>
Research Essential	20.9	25.8
Teaching Essential	88.4	82.96
Service Essential	17.2	20.0
<u>Gender:</u>	<u>2011</u>	<u>2014</u>
Female	99	131
Male	116	127

Part 1: Job Satisfaction and Sources of Stress for Faculty and Faculty Perspectives on Campus Issues

Summary Facts

- 86.3 percent of the WSU faculty reported their overall job satisfaction was very satisfactory or satisfactory. This response compares with 73.9% of faculty at the comparison set of institutions. Men at WSU appear to be slightly more satisfied than women at WSU, with 89.8% of men and 83.0% of women expressing satisfaction with their jobs.
- The three most satisfying aspects of faculty life were the freedom to determine course content, the flexibility in relation to family matters or emergencies, and the assignment of courses.
- On 16 of 20 different measures of job satisfaction, WSU faculty expressed a greater level of satisfaction than faculty at the comparison institutions. The greatest difference between WSU faculty and the comparison faculty was in the area of 'availability of child care at this institution' with 68.5% of WSU faculty indicating satisfaction as opposed to 31.5% at the comparison institutions. The second greatest difference was apparent in 'satisfaction with retirement benefits' with 88.8% of WSU faculty reporting satisfaction against 72.2% at comparison institutions.
- Faculty were least satisfied with 'salary'. Only 34.6% of WSU faculty reported being satisfied or very satisfied with salary. Comparison institutions reported 40.2% satisfaction.
- When asked if they were to begin their career again, would they choose an academic career, 89.3% of WSU faculty responded definitely or probably yes; 77.2% indicated they would definitely or probably come to this institution. These rates for the comparison institutions were 83.1% and 71.4% respectively.
- Self-imposed high expectations, change in work responsibilities, and research/publishing demands were the three most stressful *work-related* factors.
- The most stressful factors *outside of work* were managing household responsibilities and lack of personal time.
- WSU faculty indicated that creating and sustaining partnerships with surrounding communities, facilitating student involvement in community service, and promoting the intellectual development of students are currently the institutions highest priorities. Top priorities at comparison institutions are promoting intellectual development of students, increasing or maintaining institutional prestige, and enhancing the institution's national image.

Table 1: Satisfaction with Work

Percent of faculty indicating satisfied or very satisfied	2011	Weber State University			Comparison Institutions		
	Total	Total	Men	Women	Total	Men	Women
Freedom to determine course content	94.3	95.6	97.0	94.3	90.3	90.6	90.1
Flexibility in relation to family matters or emergencies	*	92.3	93.7	91.1	86.4	87.9	84.8
Course Assignments	87.0	90.6	91.8	89.6	80.6	82.2	79.0
Retirement Benefits	78.0	88.8	87.1	90.4	72.2	71.7	72.8
Professional relationships with other faculty	85.6	88.4	86.2	90.6	76.3	76.6	75.8
Job security	83.2	87.7	86.7	88.6	80.0	82.7	76.9
Autonomy and independence	94.4	87.5	86.2	88.7	83.3	84.0	82.4
Overall job satisfaction	79.1	86.3	89.8	83.0	73.9	77.5	69.8
Health benefits	64.5	84.6	87.2	82.1	69.6	69.1	70.2
Competence of colleagues	75.8	83.1	79.0	86.9	79.9	77.3	82.9
Departmental leadership	68.7	77.9	83.5	72.6	70.9	73.9	67.4
Office/Lab space	76.2	75.3	65.3	84.9	70.5	68.7	72.6
Prospects for career advancement	64.0	72.5	72.5	72.6	53.5	57.9	48.6
Clerical/administrative support	59.6	71.8	76.6	67.3	68.1	70.6	65.3
Availability of child care at this institution	67.5	68.8	61.5	74.3	31.5	28.4	34.9
Quality of students	49.3	56.5	47.5	65.1	65.8	63.3	68.8
Opportunity for scholarly pursuits	57.8	54.4	57.0	51.9	48.9	52.9	44.2
Teaching load	49.3	51.9	55.5	48.6	52.8	54.3	51.0
Relative equity of salary and job benefits	*	43.3	46.9	40.0	44.4	48.1	40.1
Salary	34.5	34.6	40.6	29.0	40.2	42.8	37.1

* New survey item in 2014

Table 2: Sources of Work and Personal Stress

Percent of faculty indicating item contributes to stress extensively or somewhat	2011	Weber State University			Comparison Institutions		
	Total	Total	Men	Women	Total	Men	Women
Self-imposed high expectations	85.5	82.3	78.8	85.6	86.0	82.5	90.1
Change in work responsibilities	49.2	77.0	68.7	85.1	75.8	71.2	81.0
Research or publishing demands	63.0	72.8	67.8	77.6	71.9	67.3	77.4
Managing household responsibilities	73.4	72.0	65.4	78.7	74.7	72.2	77.5
Review/promotion process	55.6	70.7	72.4	69.1	62.1	55.7	69.5
Working with underprepared students	82.3	70.1	68.7	71.5	65.6	64.0	67.6
Committee work	75.3	69.5	64.0	74.5	62.8	62.7	62.8
Lack of personal time	78.6	68.5	60.6	75.9	76.5	69.8	84.3
Teaching load	75.4	66.5	62.6	70.2	71.4	68.8	74.3
Institutional procedures and "red tape"	58.4	64.7	61.5	67.7	78.7	77.3	80.2
Students	64.7	61.4	64.7	58.5	64.9	59.0	71.5
Institutional budget cuts	90.6	60.8	61.1	60.4	75.5	75.0	76.3
Personal finances	65.1	56.1	56.5	55.6	60.7	60.2	61.3
Colleagues	68.4	55.1	48.0	61.9	63.8	58.3	70.2
My physical health	53.1	54.0	57.8	50.5	59.2	57.9	60.8
Child care	46.1	49.5	40.3	61.9	61.2	54.4	71.1
Faculty meetings	62.3	49.0	47.0	50.9	57.9	56.9	59.1
Job security	35.7	35.4	39.6	31.4	32.5	28.6	37.2
Subtle discrimination	24.8	27.9	20.7	34.4	35.7	21.6	51.2

Table 3: Faculty perception of institutional priority

Percent of faculty indicating item is a high or highest priority of the institution	2011	Weber State University			Comparison Institutions		
	Total	Total	Men	Women	Total	Men	Women
To create and sustain partnerships with surrounding communities	73.3	85.6	91.0	89.8	56.5	56.2	56.8
To facilitate student involvement in community service	59.4	80.6	77.4	83.4	54.6	54.1	55.1
To promote the intellectual development of students	84.6	80.2	78.5	81.9	84.3	84.0	84.6
To provide resources for faculty to engage in community-based teaching or research	63.3	69.2	66.0	72.2	35.7	34.4	37.3
To develop a sense of community among student and faculty	57.2	62.3	59.8	64.5	57.8	56.1	60.0
To increase or maintain institutional prestige	47.9	56.6	53.0	60.	65.3	63.9	66.9
To develop leadership ability among students	41.4	54.3	53.0	55.6	61.0	53.3	69.9
To develop an appreciation for multiculturalism	43.2	50.3	41.5	58.3	53.8	54.6	52.9
To strengthen links with the for-profit, corporate sector	45.8	49.5	56.0	43.5	36.4	36.3	36.6
To promote gender diversity in the faculty and administration	46.7	48.5	51.0	46.3	42.5	48.8	35.3
To enhance the institution's national image	35.8	45.5	42.1	48.6	62.0	61.2	62.9
To help students learn how to bring about change in society	34.4	45.5	41.2	49.6	37.8	37.2	38.4
To pursue extramural funding	39.9	45.4	45.0	45.8	38.6	40.5	36.5
To promote racial and ethnic diversity in the faculty and administration	28.1	43.0	41.0	44.8	44.3	49.6	38.3
To recruit more minority students	35.4	35.8	32.3	39.1	48.9	46.7	51.5
To hire faculty 'stars'	14.4	18.4	18.6	18.3	13.0	12.4	13.7

Part 2: Faculty Perspectives on Undergraduate Education

Summary Facts

- WSU faculty agreed at the rate of 99.6% that developing students' ability to think critically is a top goal of undergraduate education. Promoting the ability to write effectively (92.6%) and preparing students for employment after college (91.2%) were also shown to be top goals.
- Between the 2011 and 2014 administrations of the survey, there was a significant drop in the percent of faculty who felt 'helping students evaluate the quality and reliability of information' is essential or very important (from 95.4% in 2011 to 68.6% in 2014).
- Working with classmates outside of class was the most commonly used instructional technique reported by the faculty (90.4%) with class discussion coming next at 87.1%.
- The use of student-centered pedagogies has increased in the past three years. This is evidenced by an increased use of cooperative learning, student presentations, group projects, student-peer evaluation of work, student-selected course content, and community service as part of coursework.
- Several new technology-related questions were added to the 2014 survey instrument. While there is no longitudinal comparison data, WSU do indicate more use of technology than faculty at comparison institutions. This includes use of YouTube and other videos, classroom enhancement technology, online homework and virtual labs, online discussion boards, 'flipped classroom' models, and podcasts.

Table 4: 2014 Faculty Goals for Undergraduate Students

Percent of faculty indicating goal is <i>essential or very important</i>	2011	Weber State University			Comparison Institutions		
	Total	Total	Men	Women	Total	Men	Women
Develop ability to think critically	99.6	100.0	100.0	100.0	98.8	98.5	99.2
Promote ability to write effectively	92.6	94.9	93.2	96.4	94.3	93.4	95.5
Prepare students for employment after college	91.2	89.4	89.3	89.4	83.1	79.1	87.7
Teach students tolerance and respect for different beliefs	89.7	87.6	80.6	93.9	82.6	74.8	91.7
Prepare students for graduate or advanced education	77.6	75.5	75.7	75.2	72.9	71.8	74.2
Enhance students' knowledge of and appreciation for other racial/ethnic groups	77.2	72.2	58.9	84.2	65.2	57.4	74.3
Help students develop personal values	71.1	72.4	69.9	74.5	63.8	59.7	68.5
Help students evaluate the quality and reliability of information	95.4	68.6	68.0	69.3	73.0	68.6	78.1
Develop moral character	76.7	67.3	64.1	70.1	62.0	56.4	68.5
Instill in students a commitment to community service	53.0	61.3	52.4	69.3	49.8	46.0	54.1
Provide for students' emotional development	59.0	58.1	55.4	60.5	49.4	44.2	55.4
Encourage students to become agents of social change	57.2	56.7	45.1	67.2	55.0	46.9	64.4
Teach students the classic works of Western Civilization	22.4	28.6	30.1	27.2	28.6	30.1	26.7

Table 5: 2014 Use of Technology in Teaching and Assessment

Percent of faculty indicating practice is used <i>frequently/occasionally</i>	2011	Weber State University			Comparison Institutions		
	Total	Total	Men	Women	Total	Men	Women
YouTube or other videos	**	91.4	87.7	94.9	90.2	87.9	92.9
Classroom enhancement technology	**	79.2	75.3	82.7	64.1	61.6	67.0
Simulations/animations	**	71.0	75.2	67.3	55.7	58.2	52.8
Online homework or virtual labs	**	75.3	69.5	80.5	58.8	58.8	58.8
Online discussion boards	**	70.9	66.4	75.0	52.5	46.9	58.9
"Learn before lecture" through multimedia tools (e.g., flipped class)	**	32.2	30.1	34.3	21.6	20.4	23.0
Podcasts	**	27.9	27.7	28.1	20.7	19.4	22.2
Electronic quizzes with immediate feedback in class	16.8	27.3	25.7	28.9	18.2	19.7	16.5
Received incentives to integrate new technology into your classroom (%yes)	40.7	43.6	40.3	46.7	30.1	25.7	35.2

** New question in 2014

Table 6: Pedagogical Practices

Percent of faculty indicating practice is used <i>frequently/occasionally</i> or <i>all/most</i>	2011	Weber State University			Comparison Institutions		
	Total	Total	Men	Women	Total	Men	Women
Work with classmates outside of class	**	90.4	86.7	94.0	90.7	89.5	92.2
Class discussions	83.7	87.1	78.0	95.7	82.4	81.5	83.6
Lead a discussion, activity, or lab (student)	**	82.0	76.5	87.2	81.4	76.8	86.7
Rubric based assessment	**	69.0	59.6	77.4	59.6	56.2	63.5
Cooperative learning (small groups)	59.8	60.7	53.2	67.8	66.8	60.0	74.8
Student presentations	47.9	57.1	41.4	71.3	52.7	48.2	57.9
Starting class with a question that engages students	**	55.5	61.0	50.5	50.8	52.0	49.4
Group projects	33.5	51.8	44.9	58.2	50.4	47.1	54.3
Extensive lecturing	44.9	51.4	61.4	41.7	48.6	57.6	38.6
Performances/Demonstrations	21.5*	46.6	49.5	44.0	39.0	36.5	41.8
Multiple drafts of written work	26.1	35.1	25.6	44.0	36.7	32.3	41.7
Students' evaluation of each other's work	29.1	34.6	26.9	41.5	32.3	26.9	38.6
Experiential learning/field studies	29.4	34.0	30.3	37.4	32.9	30.6	35.6
Reflective writing/journaling	23.3	30.5	20.3	40.0	30.9	27.5	35.0
Student-selected course content	20.9	28.2	23.2	32.7	28.1	24.0	32.8
Community services as part of coursework	11.2	16.0	14.7	17.3	10.0	8.4	11.7
Grading on a curve	12.6	15.2	17.3	13.3	13.1	17.7	7.9

* Slight re-wording of assessment item that could account for some of the difference in quality of response

** new question in 2014

Overall observations:

- 1) The 2014 faculty appear very different than the 2011 faculty (higher satisfaction, more student-centered pedagogy) based upon comparative results.
 - a. Given the number of retirements and new faculty, this makes sense.
- 2) Differences in response between males and females at this institution are interesting and something to think about.
 - a. While these differences are often mirrored at the comparison institutions, the gaps between males and females are often quite large.

Appendix – Comparison Institutions

Selectivity rating is based upon average incoming students' average composite SAT Math and SAT Verbal scores (or ACT equivalent)

Public 4yr Colleges - high selectivity	
Christopher Newport University	VA
College of Charleston	SC
Georgia College & State University	GA
Grand Valley State University	MI
Southeast Missouri State University	MO
Southern Utah University	UT
SUNY College at Geneseo	NY
Texas State University-San Marcos	TX
Truman State University	MO
University of Michigan-Flint	MI
University of Montevallo	AL
University of North Carolina at Asheville	NC
University of North Carolina Wilmington	NC
University of Wisconsin-Green Bay	WI
University of Wisconsin-Stevens Point	WI
Weber State University	UT
Western Washington University	WA

Appendix B: Profile

2011 and 2014 Profiles

Participants

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