# University of Richmond
# HERI Faculty Survey
# 2019-2020 Results

Full-Time Undergraduate Teaching Faculty

## University of Richmond
N=202

## Private/Nonsectarian 4yr Colleges - very high selectivity
N=807

(UR Administration Period: October 5-November 2, 2020)

*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.

- Pedagogical practices
- Research and service activities
- Satisfaction and stress
- Institutional and departmental climate

# Table of Contents

# A Note about HERI Constructs

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

## Constructs

Constructs tap into key features of the faculty experience by aggregating questions from the HERI Faculty Survey. These faculty traits and institutional practices contribute to faculty's research productivity, overall satisfaction, and engagement with students in the classroom.

# Demographics

# Demographics

## Gender



47.1%  52.9%
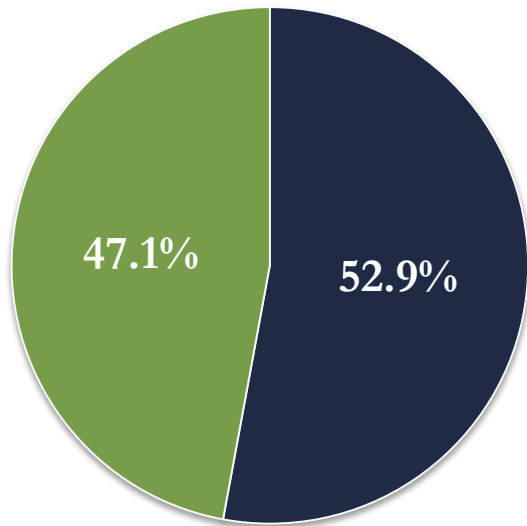
■ Man/Trans Man

■ Woman/Trans Woman

## Race/Ethnicity



| Category | Percent |
|---|---|
| Asian/Pacific Islander | 4.8% |
| Native American/Alaska Native | 0.0% |
| Black/African American | 4.8% |
| Latina/o/x | 3.4% |
| White | 80.7% |
| Other Race/Ethnicity | 2.1% |
| Two or More Races/Ethnicities | 4.1% |
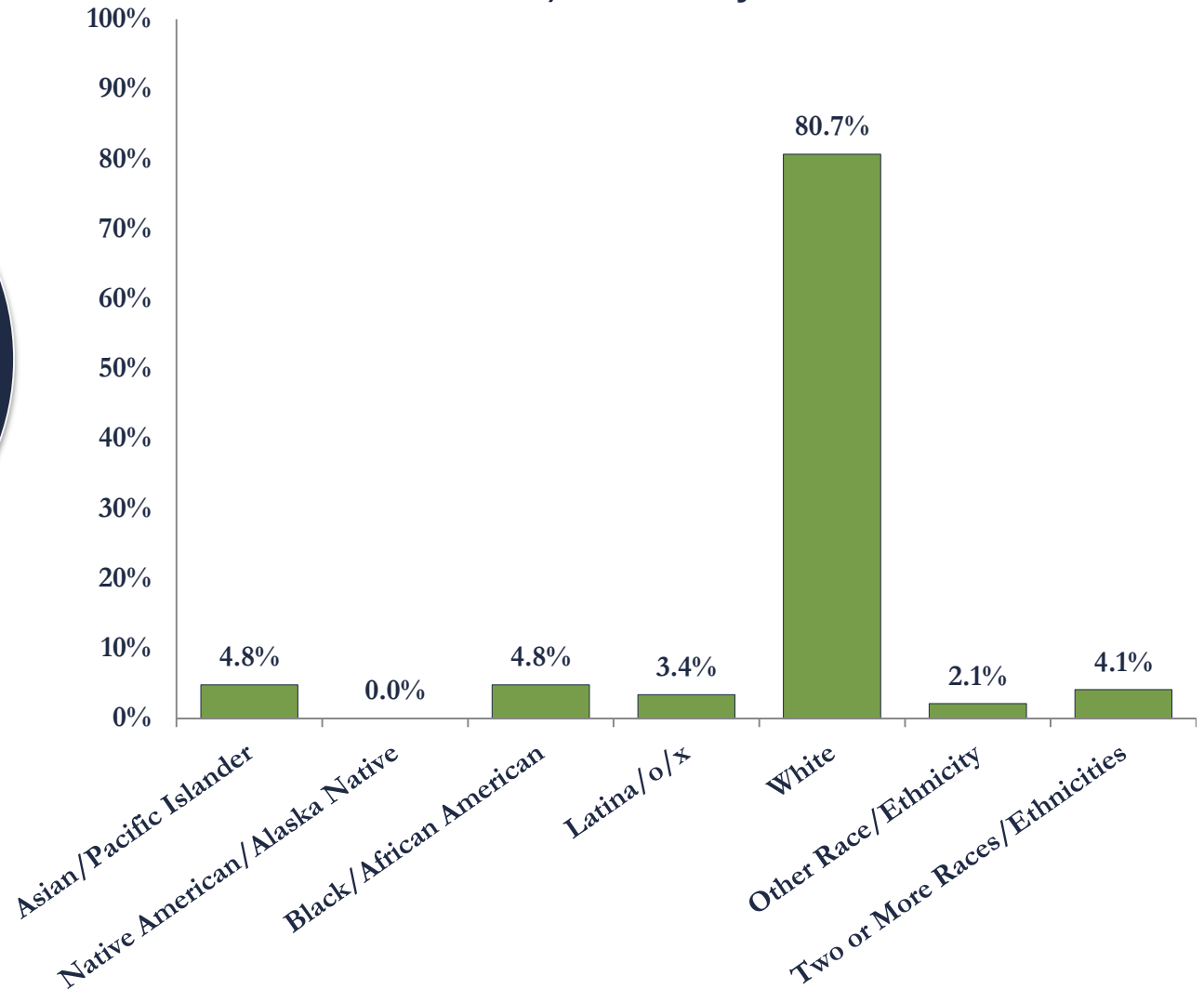
# Demographics

## Academic Department (Aggregated)



| Department | Men/Trans Men | Women/Trans Women |
|---|---|---|
| Agriculture or Forestry | 0.0% | 0.0% |
| Biological Sciences | 9.6% | 10.8% |
| Business | 24.7% | 6.2% |
| Education | 2.7% | 1.5% |
| Engineering | 0.0% | 0.0% |
| English | 2.7% | 7.7% |
| Health-related | 0.0% | 0.0% |
| History or Political Science | 6.8% | 12.3% |
| Humanities | 11.0% | 15.4% |
| Fine Arts | 6.8% | 9.2% |
| Mathematics or Statistics | 1.4% | 1.5% |
| Physical Sciences | 5.5% | 3.1% |
| Social Sciences | 15.1% | 16.9% |
| Other Technical | 2.7% | 0.0% |
| Other Non-technical | 11.0% | 15.4% |

■ Men/Trans Men  ■ Women/Trans Women

# Teaching Practices

# Student-Centered Pedagogy

*Student-Centered Pedagogy* measures the extent to which faculty use student-centered teaching and evaluation methods in their courses.
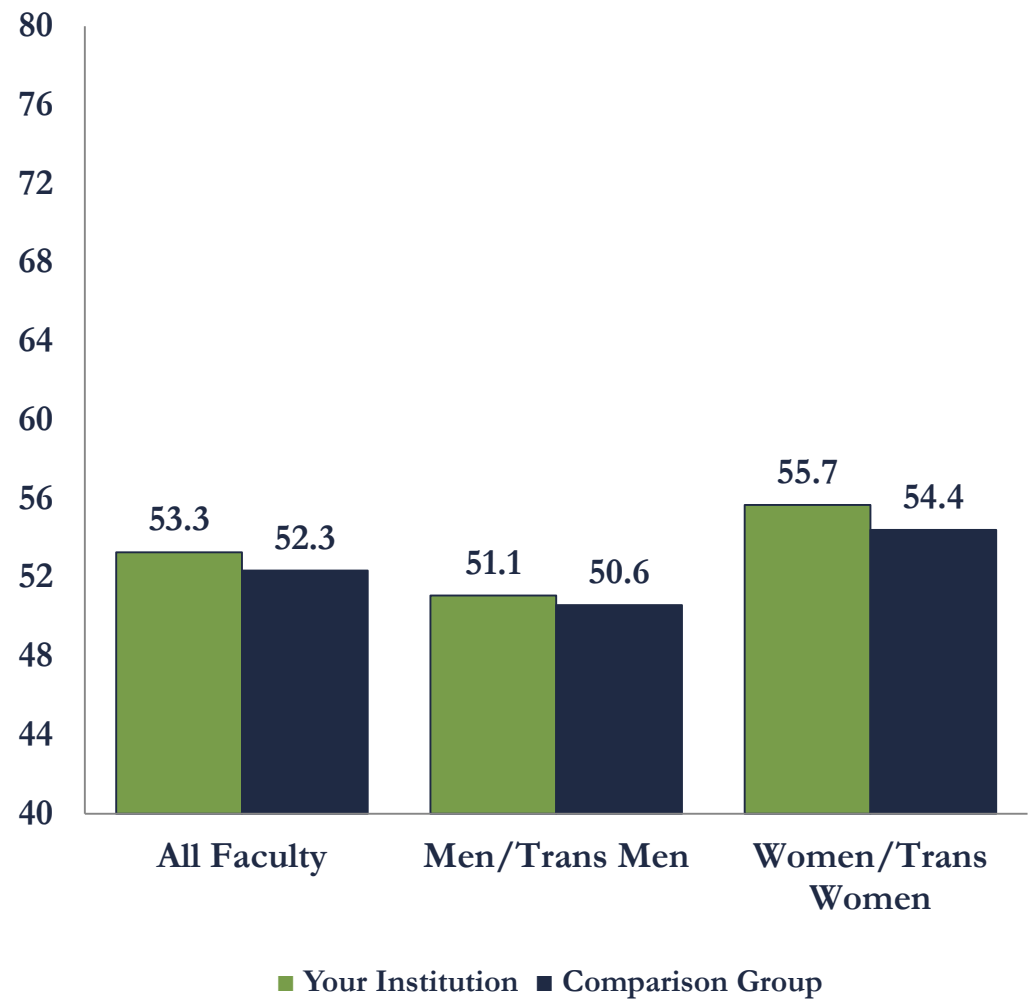


**Construct Items**

- 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

■ Your Institution  ■ Comparison Group

# 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 | 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 |
|---|---|---|---|---|---|
| Frequently (Your Institution) | 82.0% | 77.8% | 48.0% | 47.2% | 77.7% |
| Frequently (Comparison Group) | 82.3% | 74.6% | 52.1% | 49.5% | 76.4% |
| Occasionally (Your Institution) | 15.7% | 18.9% | 30.7% | 46.7% | 20.7% |
| Occasionally (Comparison Group) | 15.8% | 22.4% | 30.5% | 46.3% | 21.2% |

**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.

| | Videos or podcasts | Simulations/animations | Online homework or virtual labs | Online discussion boards | Audience response systems to gauge students' understanding (e.g., clickers) |
|---|---|---|---|---|---|
| Frequently (Your Institution) | 51.8% | 15.8% | 29.6% | 29.0% | 7.6% |
| Occasionally (Your Institution) | 41.2% | 38.2% | 34.3% | 37.9% | 17.6% |
| Frequently (Comparison Group) | 36.9% | 13.7% | 18.0% | 18.6% | 5.1% |
| Occasionally (Comparison Group) | 51.8% | 40.0% | 29.7% | 34.5% | 15.5% |

**Your Institution**
■ Frequently
■ Occasionally

**Comparison Group**
■ Frequently
■ Occasionally

# Types of Courses Taught
## During the Past Three Years



Honors course: Your Institution 23.4%, Comparison Group 20.2%

Seminar for first-year students: Your Institution 34.4%, Comparison Group 32.1%

Area studies course (e.g., women's studies, ethnic studies, LGBTQ+ studies): Your Institution 27.3%, Comparison Group 30.5%

Service-learning course: Your Institution 22.4%, Comparison Group 18.6%

■ Your Institution  ■ Comparison Group
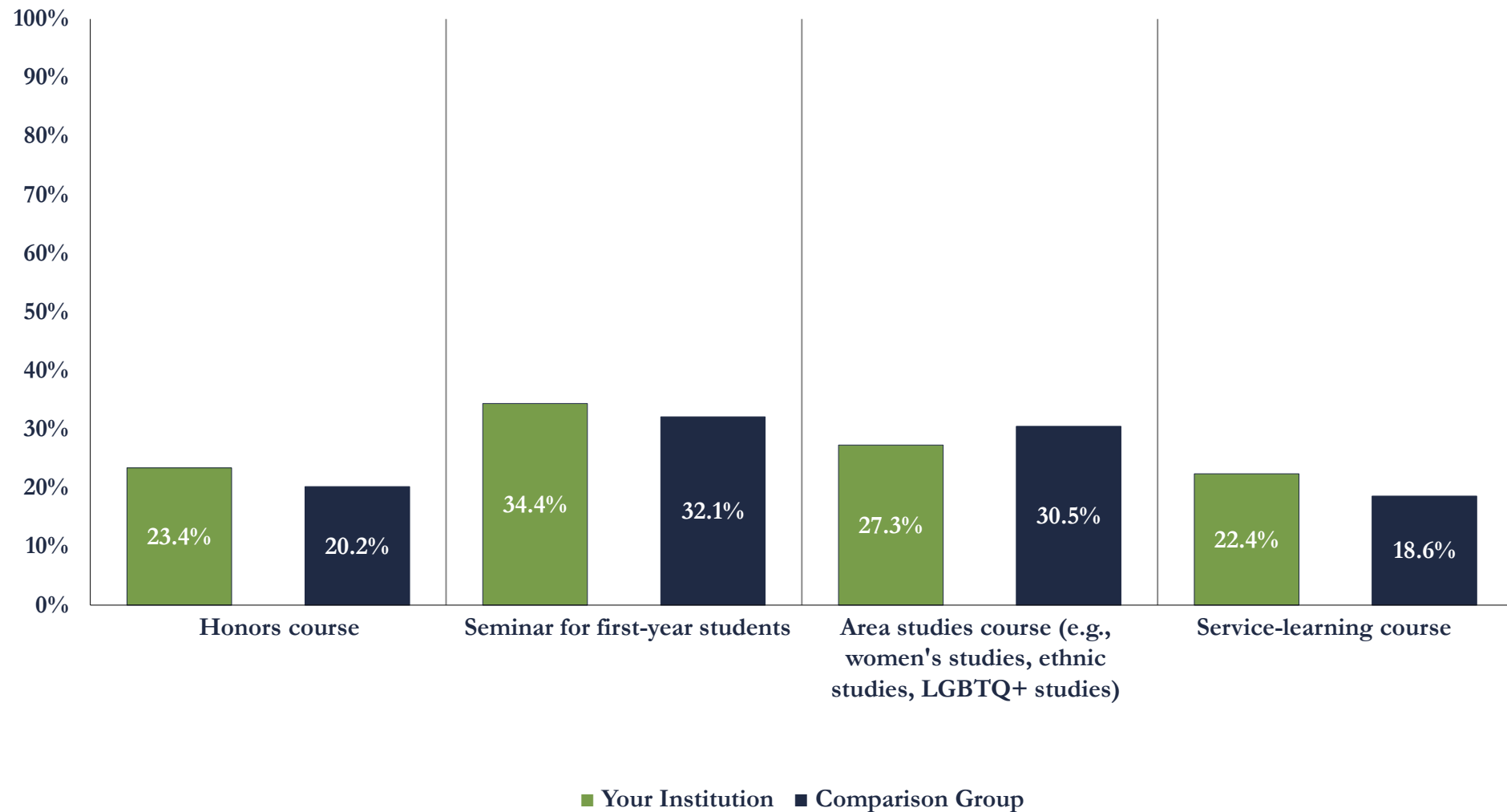
# Percent Teaching 3 or More Courses this Term, by Rank

Chart data:

| Rank | Your Institution | Comparison Group |
|---|---|---|
| Lecturer/Instructor | 28.6% | 20.6% |
| Assistant Professor | 0.0% | 1.2% |
| Associate Professor | 9.9% | 5.4% |
| Professor | 1.9% | 2.7% |

■ Your Institution ■ Comparison Group
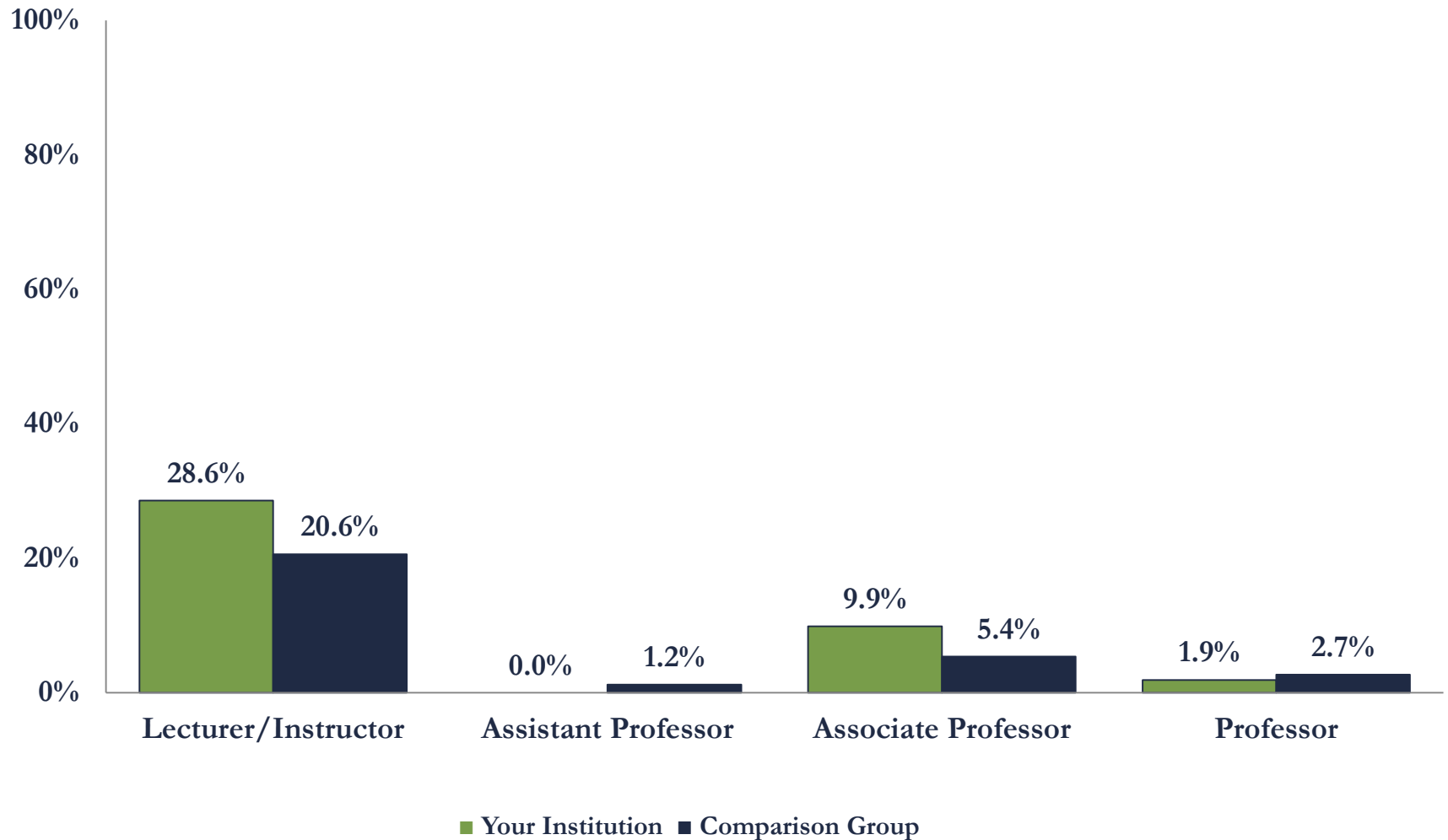
# Research Activities
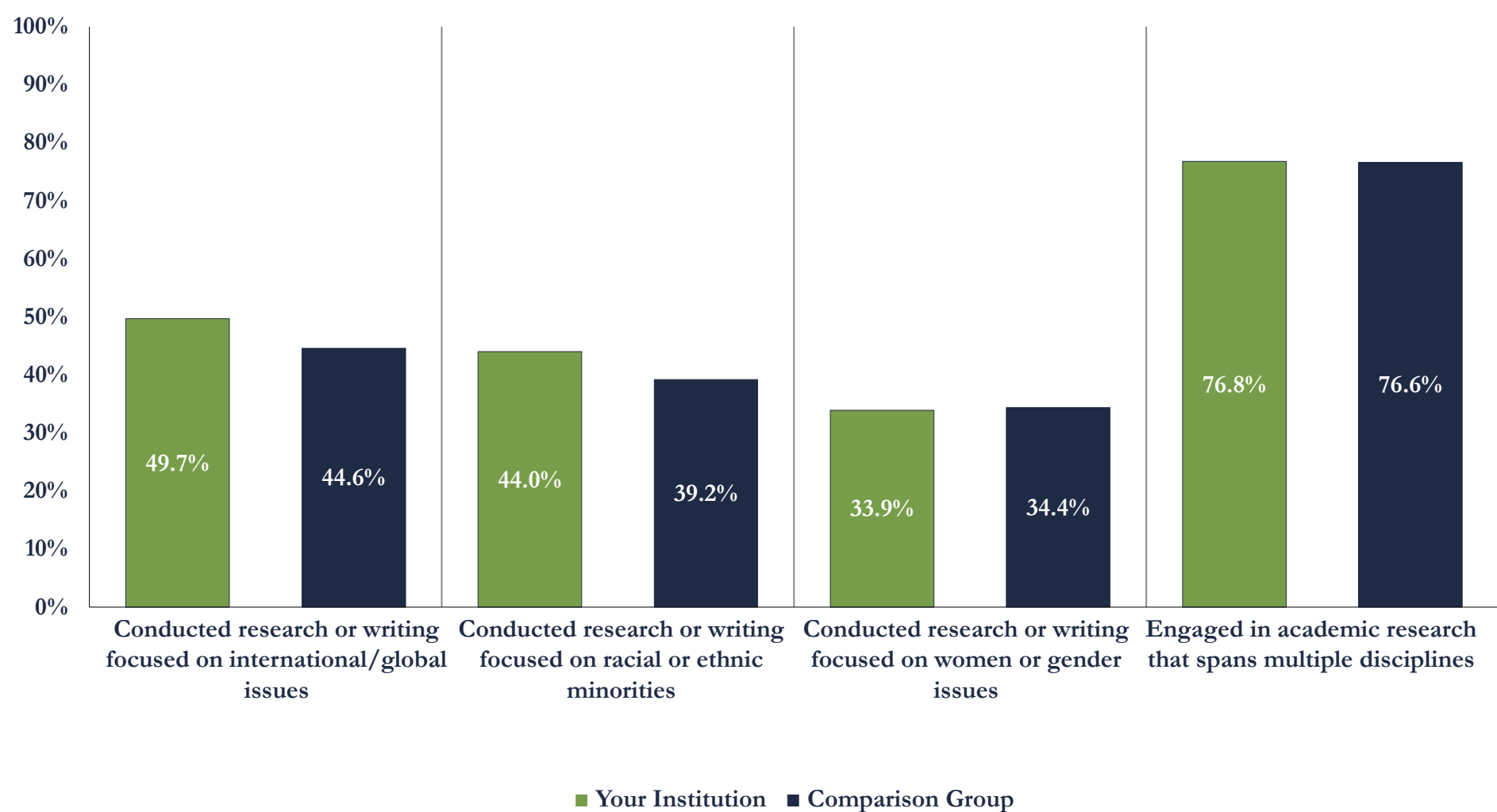
# Scholarly Productivity
## A unified measure of the scholarly activity of faculty



**Construct Items**

- Articles in academic and professional journals
- Chapters in edited volumes
- Professional writings published or accepted for publication in the last three years

# Foci of Faculty Research



Bar chart comparing "Your Institution" (green) and "Comparison Group" (dark blue):

| Category | Your Institution | Comparison Group |
|---|---|---|
| Conducted research or writing focused on international/global issues | 49.7% | 44.6% |
| Conducted research or writing focused on racial or ethnic minorities | 44.0% | 39.2% |
| Conducted research or writing focused on women or gender issues | 33.9% | 34.4% |
| Engaged in academic research that spans multiple disciplines | 76.8% | 76.6% |

■ Your Institution   ■ Comparison Group
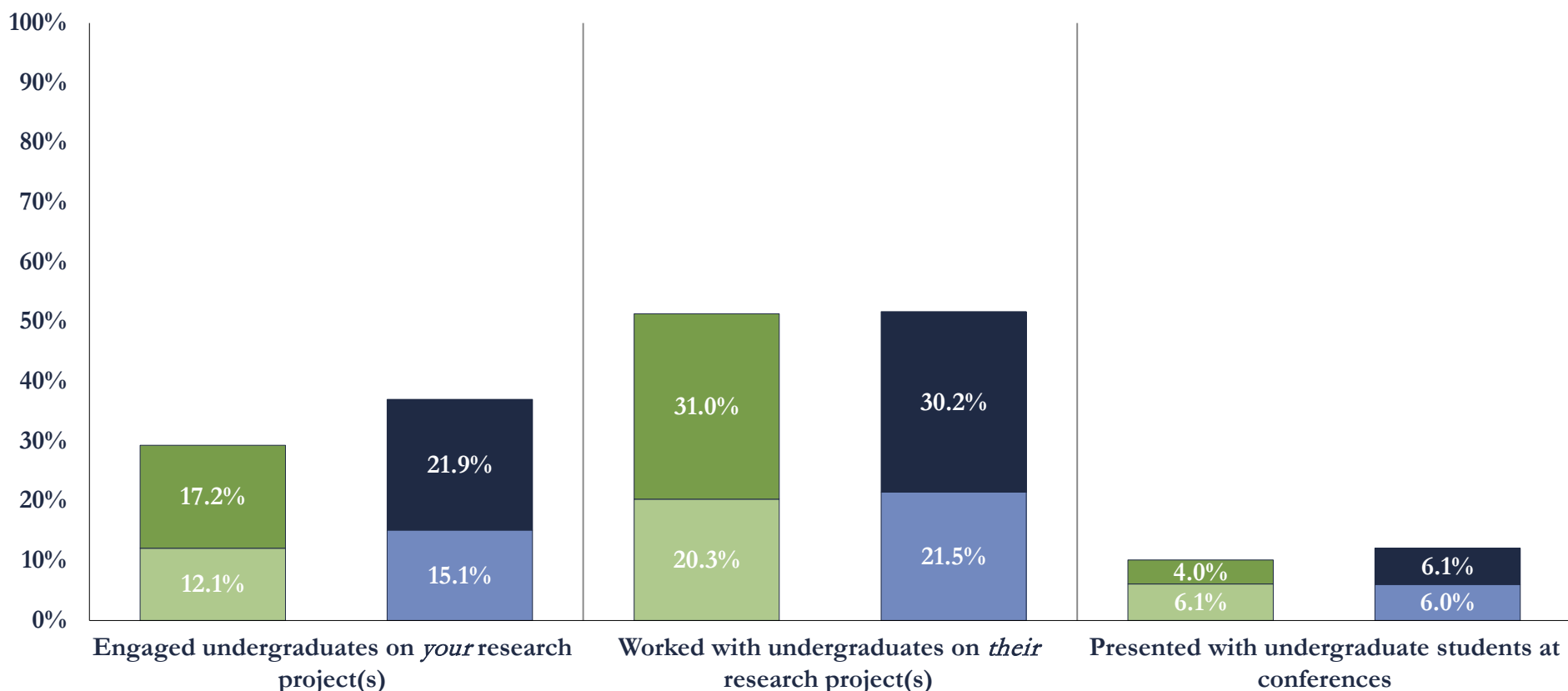
# Faculty Collaboration with Undergraduates

**With undergraduate research becoming a priority at many campuses, faculty are increasingly being asked to work with undergraduates on research projects.**
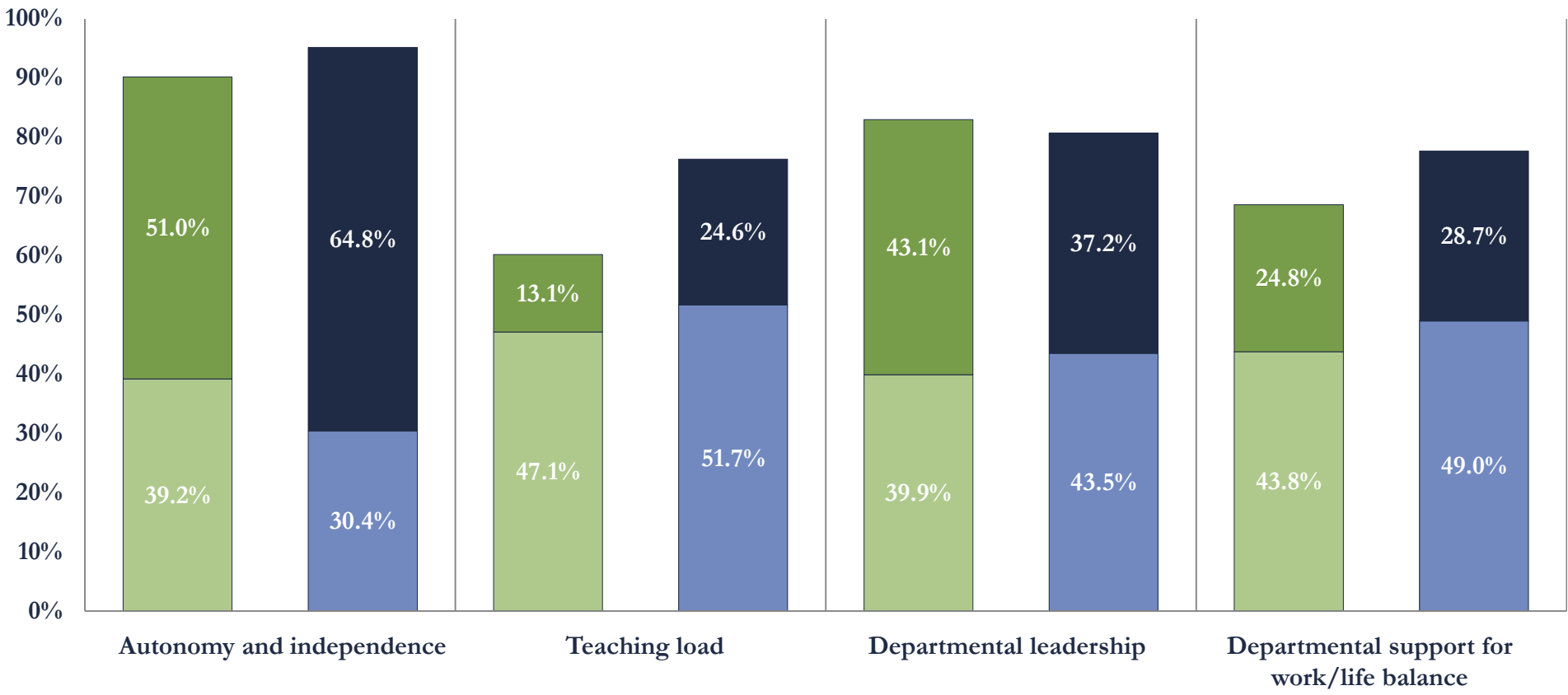


Chart axis: 0% to 100%

**Engaged undergraduates on *your* research project(s)**
- Your Institution: Very Large Extent 17.2%, Large Extent 12.1%
- Comparison Group: Very Large Extent 21.9%, Large Extent 15.1%

**Worked with undergraduates on *their* research project(s)**
- Your Institution: Very Large Extent 31.0%, Large Extent 20.3%
- Comparison Group: Very Large Extent 30.2%, Large Extent 21.5%

**Presented with undergraduate students at conferences**
- Your Institution: Very Large Extent 4.0%, Large Extent 6.1%
- Comparison Group: Very Large Extent 6.1%, Large Extent 6.0%

**Your Institution**
- ■ Very Large Extent
- ■ Large Extent

**Comparison Group**
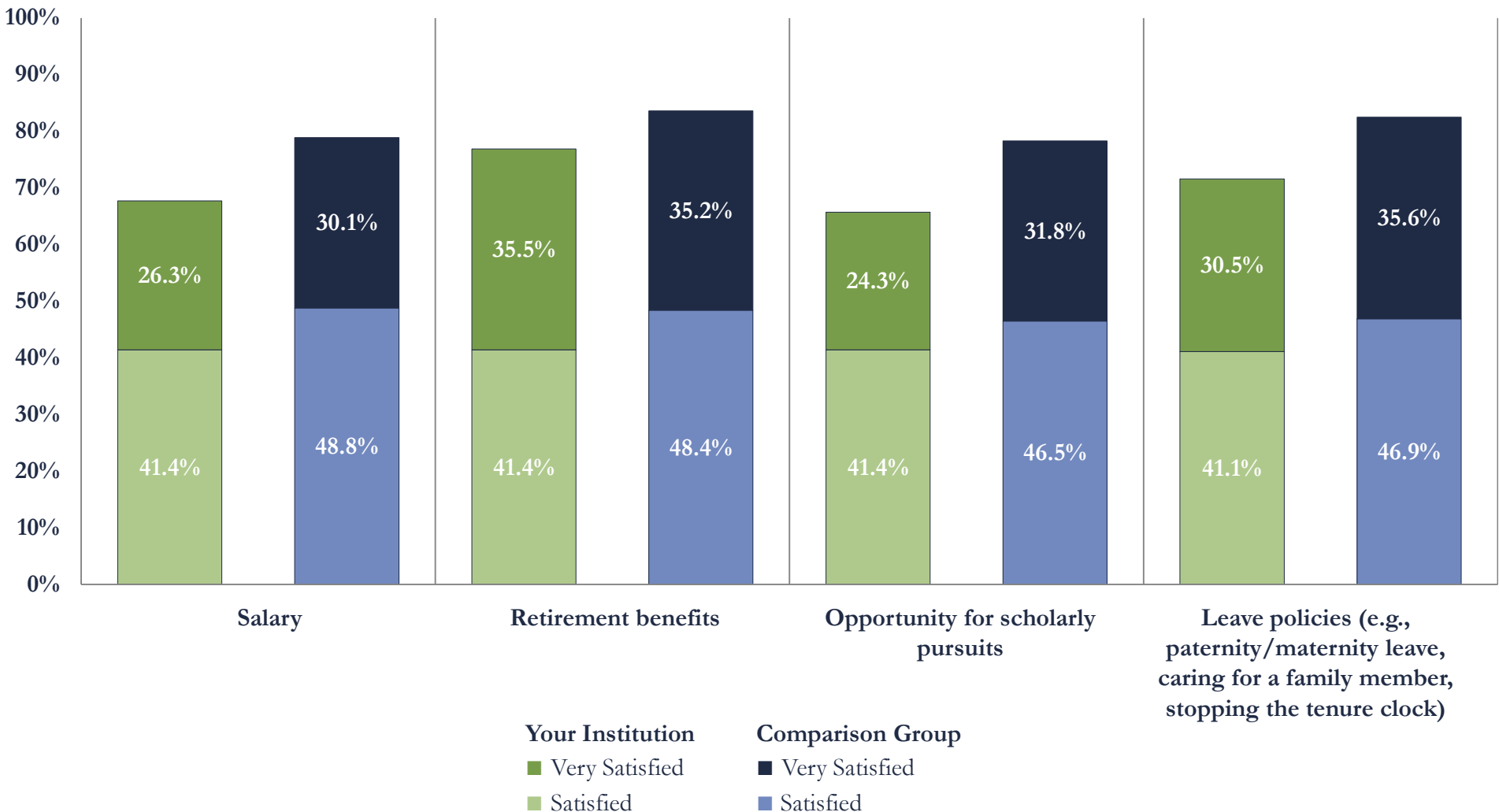- ■ Very Large Extent
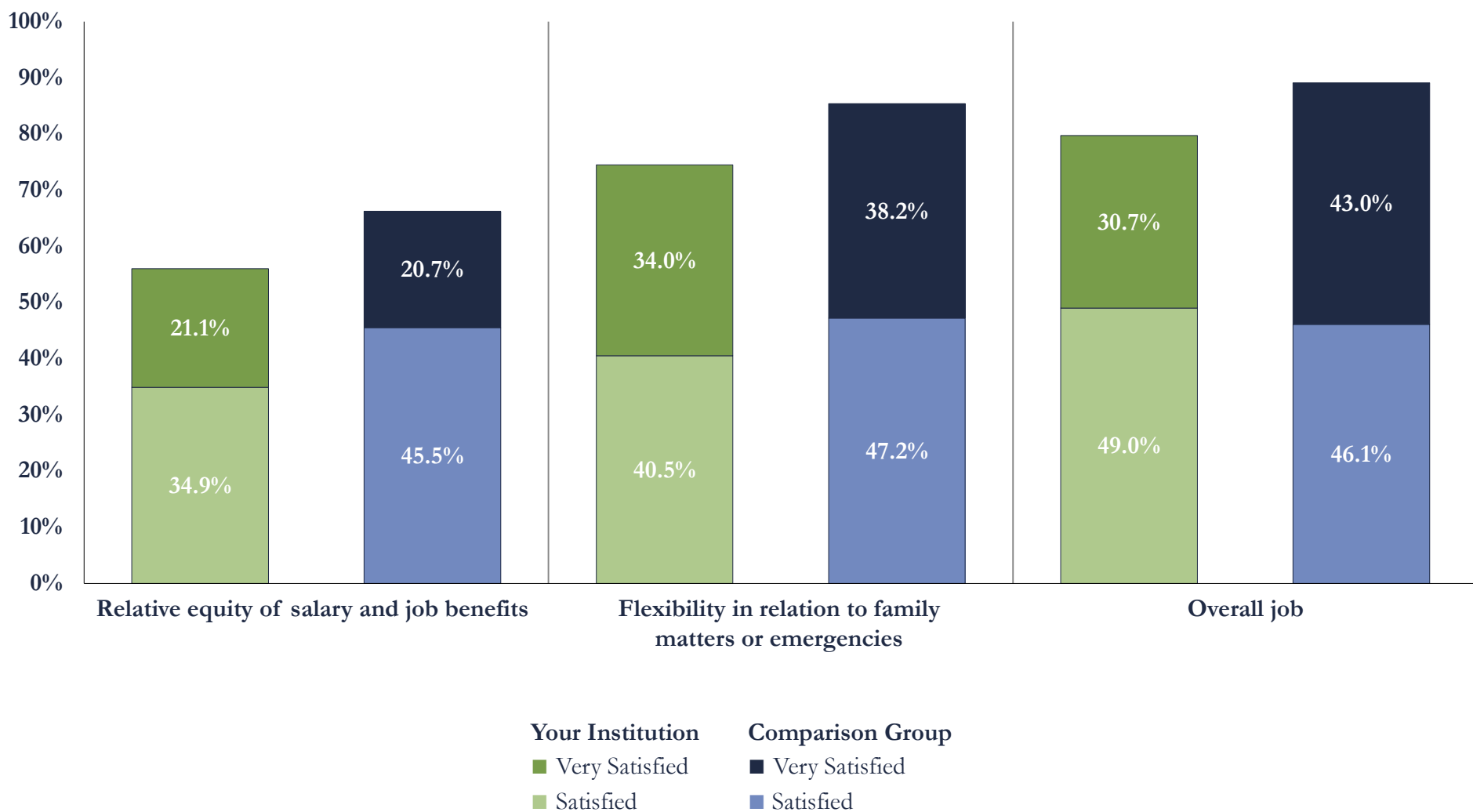- ■ Large Extent

# Faculty Satisfaction

# Workplace Satisfaction

# Satisfaction with Compensation



Chart showing satisfaction with compensation across four categories comparing Your Institution (green) and Comparison Group (blue/navy).

**Salary**
- Your Institution: Satisfied 41.4%, Very Satisfied 26.3%
- Comparison Group: Satisfied 48.8%, Very Satisfied 30.1%

**Retirement benefits**
- Your Institution: Satisfied 41.4%, Very Satisfied 35.5%
- Comparison Group: Satisfied 48.4%, Very Satisfied 35.2%

**Opportunity for scholarly pursuits**
- Your Institution: Satisfied 41.4%, Very Satisfied 24.3%
- Comparison Group: Satisfied 46.5%, Very Satisfied 31.8%

**Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)**
- Your Institution: Satisfied 41.1%, Very Satisfied 30.5%
- Comparison Group: Satisfied 46.9%, Very Satisfied 35.6%

Legend:
Your Institution — Very Satisfied, Satisfied
Comparison Group — Very Satisfied, Satisfied

# Satisfaction with Pay Equity and Family Flexibility



**Relative equity of salary and job benefits**
- Very Satisfied (Your Institution): 21.1%
- Satisfied (Your Institution): 34.9%
- Very Satisfied (Comparison Group): 20.7%
- Satisfied (Comparison Group): 45.5%

**Flexibility in relation to family matters or emergencies**
- Very Satisfied (Your Institution): 34.0%
- Satisfied (Your Institution): 40.5%
- Very Satisfied (Comparison Group): 38.2%
- Satisfied (Comparison Group): 47.2%

**Overall job**
- Very Satisfied (Your Institution): 30.7%
- Satisfied (Your Institution): 49.0%
- Very Satisfied (Comparison Group): 43.0%
- Satisfied (Comparison Group): 46.1%

**Your Institution**
- Very Satisfied
- Satisfied

**Comparison Group**
- Very Satisfied
- Satisfied

# Satisfaction with Relative Equity of Salary and Job Benefits, by Race/Ethnicity

| Race | Your Institution | Comparison Group |
|------|------------------|------------------|
| **Native American/Alaska Native** | | |
| *Very Satisfied* | – | – |
| *Satisfied* | – | – |
| **Asian/Pacific Islander** | | |
| *Very Satisfied* | 0.0% | 21.5% |
| *Satisfied* | 42.9% | 40.4% |
| **Black/African American** | | |
| *Very Satisfied* | 28.6% | 23.8% |
| *Satisfied* | 28.6% | 42.6% |
| **Latina/o/x** | | |
| *Very Satisfied* | 20.0% | 22.8% |
| *Satisfied* | 0.0% | 26.8% |
| **White** | | |
| *Very Satisfied* | 25.0% | 21.4% |
| *Satisfied* | 36.2% | 46.7% |
| **Other Race/Ethnicity** | | |
| *Very Satisfied* | – | 0.0% |
| *Satisfied* | – | 23.7% |
| **Two or more Races/Ethnicities** | | |
| *Very Satisfied* | 0.0% | 19.1% |
| *Satisfied* | 50.0% | 45.4% |

# Overall Satisfaction

## "If given the choice, would you still come to this institution?"
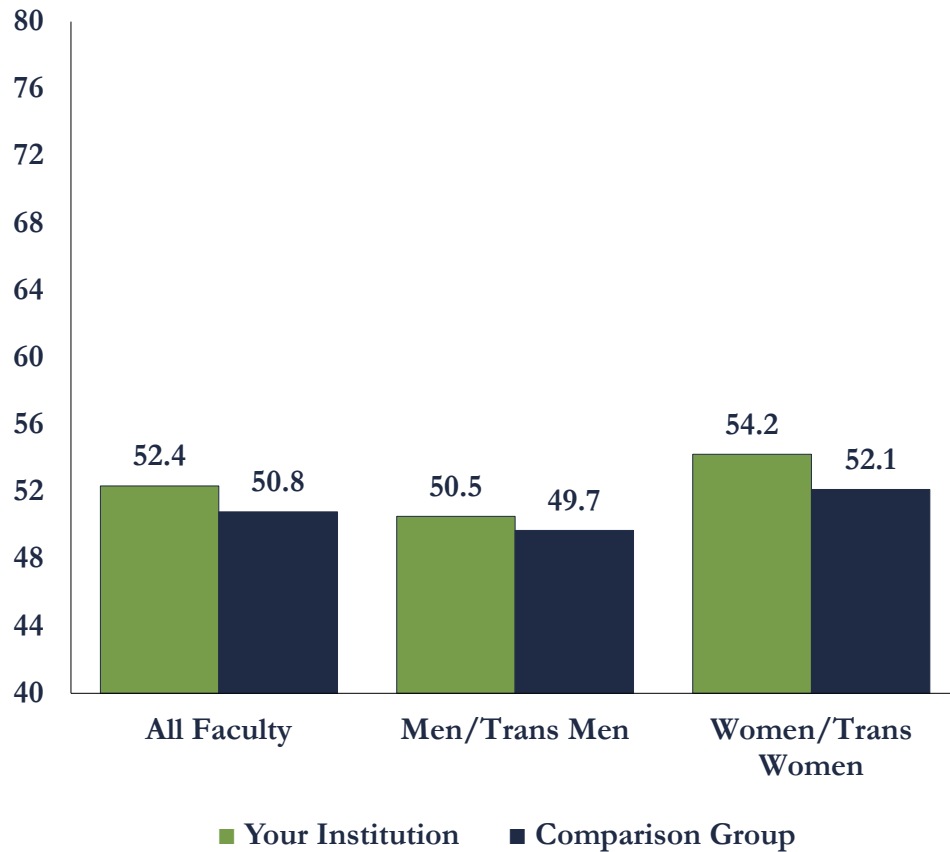
■ Your Institution ■ Comparison Group
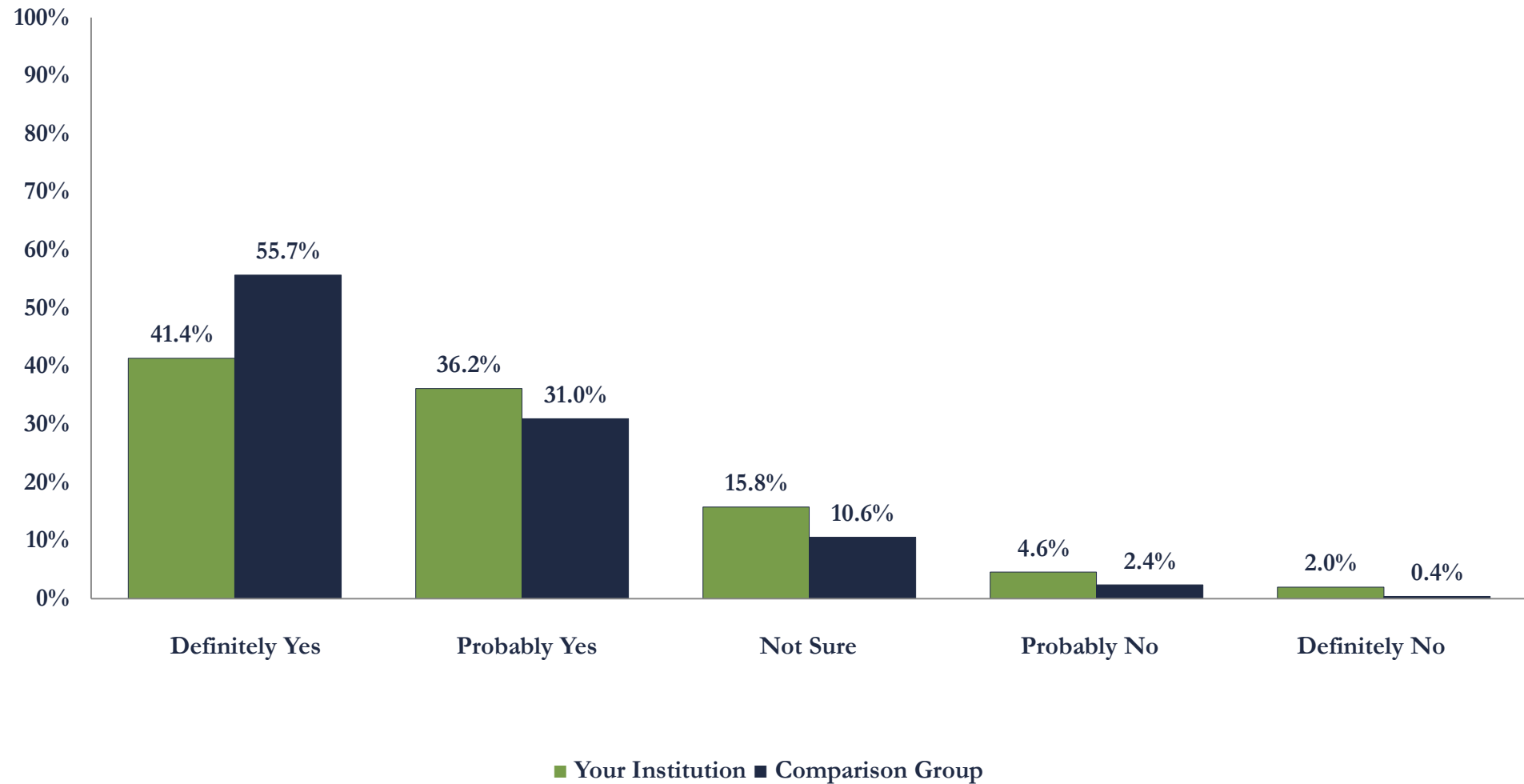
# Sources of Faculty Stress
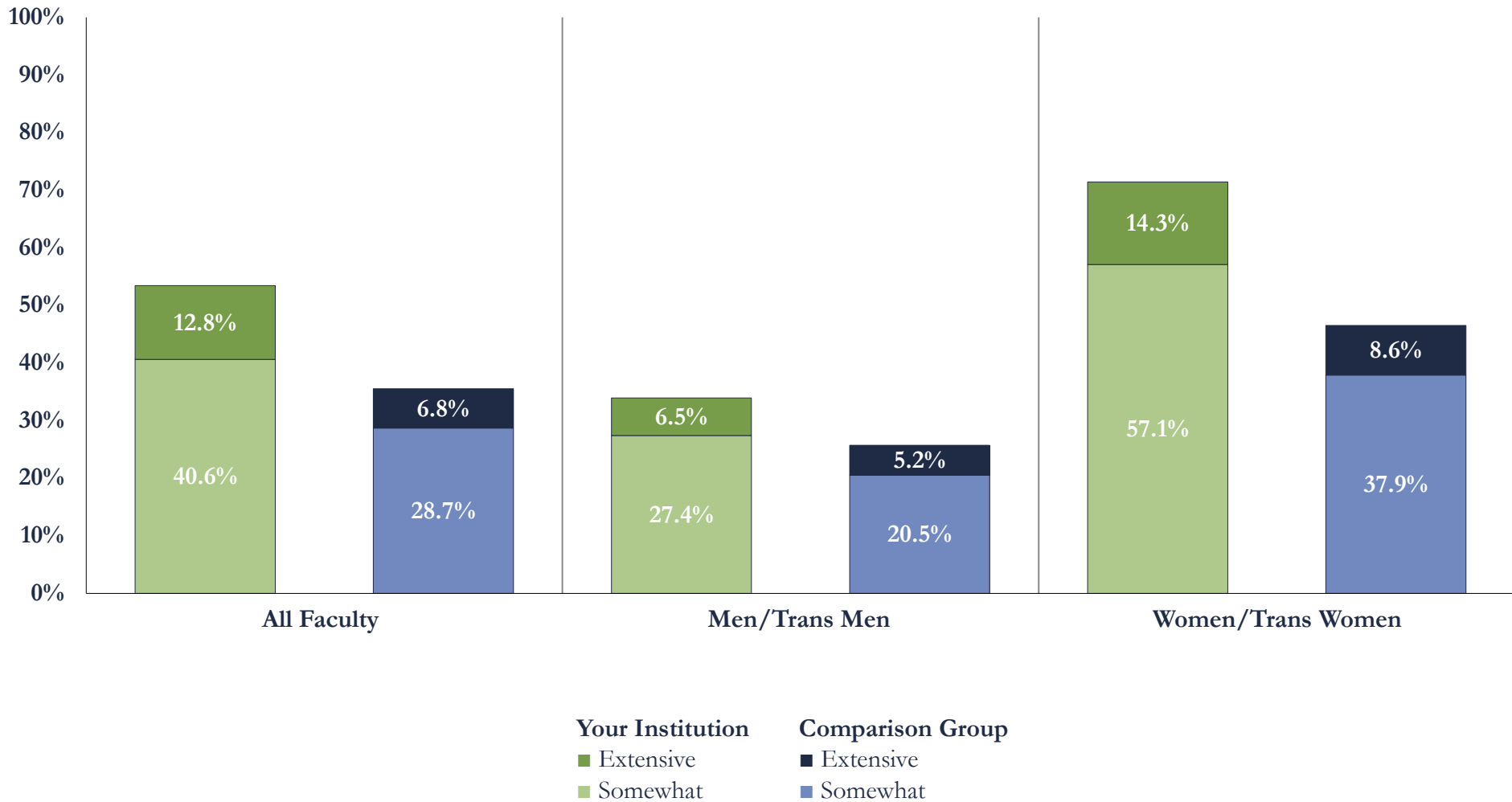
# Career-Related Stress

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



## Construct Items

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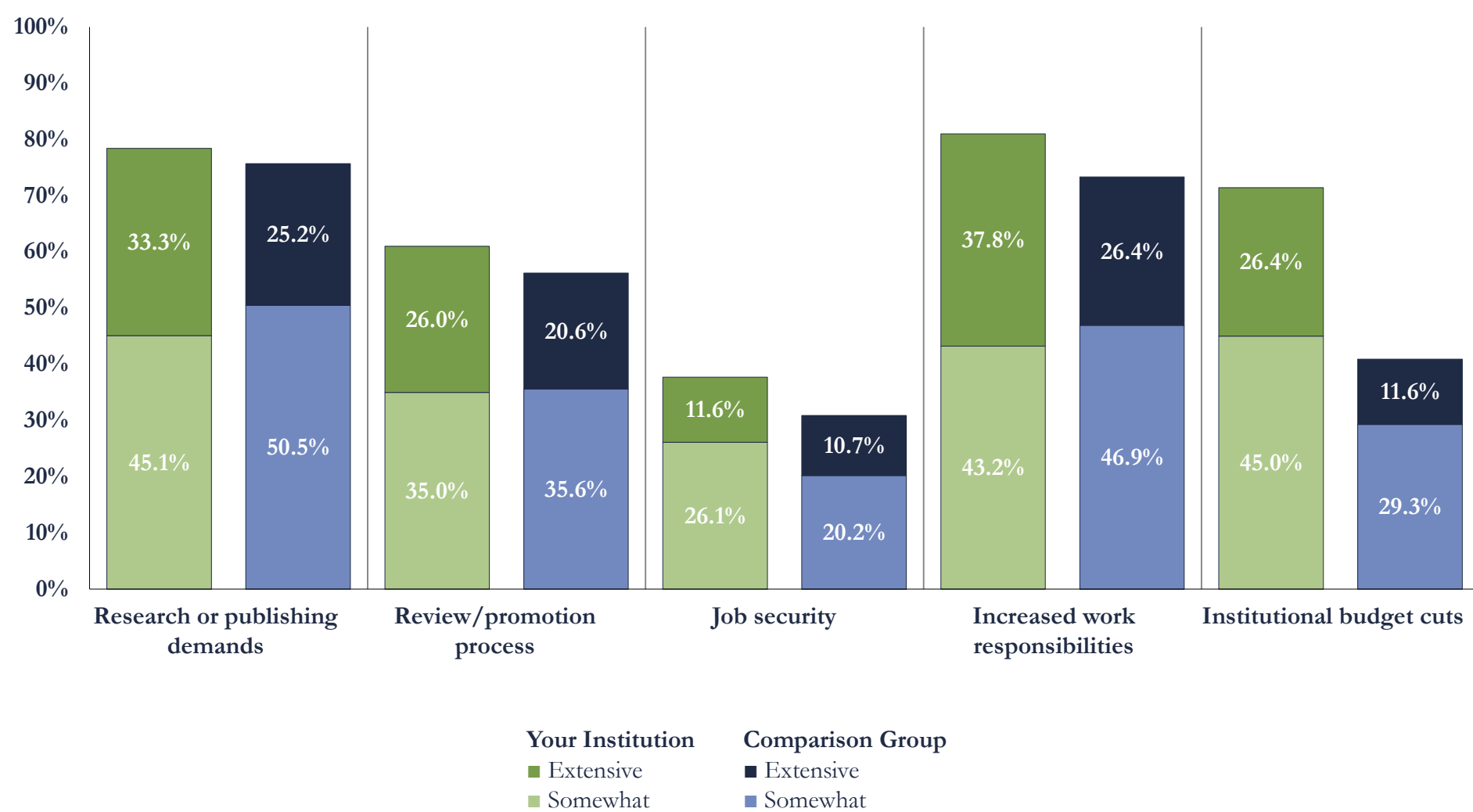- Lack of personal time
- Self-imposed high expectations

■ Your Institution    ■ Comparison Group

# Stress Due to Discrimination, by Gender



Your Institution
- Extensive (green)
- Somewhat (light green)

Comparison Group
- Extensive (dark navy)
- Somewhat (blue)

All Faculty:
- Your Institution: Extensive 12.8%, Somewhat 40.6%
- Comparison Group: Extensive 6.8%, Somewhat 28.7%

Men/Trans Men:
- Your Institution: Extensive 6.5%, Somewhat 27.4%
- Comparison Group: Extensive 5.2%, Somewhat 20.5%

Women/Trans Women:
- Your Institution: Extensive 14.3%, Somewhat 57.1%
- Comparison Group: Extensive 8.6%, Somewhat 37.9%

# Stress Due to Discrimination, by Race/Ethnicity

| Race | Your Institution | Comp Group |
|------|:---:|:---:|
| **Native American/Alaska Native** | | |
| *Extensive* | – | – |
| *Somewhat* | – | – |
| **Asian/Pacific Islander** | | |
| *Extensive* | 42.9% | 7.8% |
| *Somewhat* | 42.9% | 31.8% |
| **Black/African American** | | |
| *Extensive* | 33.3% | 17.1% |
| *Somewhat* | 50.0% | 60.0% |
| **Latina/o/x** | | |
| *Extensive* | 0.0% | 18.1% |
| *Somewhat* | 100.0% | 39.9% |
| **White** | | |
| *Extensive* | 6.9% | 4.5% |
| *Somewhat* | 38.6% | 24.1% |
| **Other Race/Ethnicity** | | |
| *Extensive* | – | 35.1% |
| *Somewhat* | – | 29.9% |
| **Two or more Races/Ethnicities** | | |
| *Extensive* | 40.0% | 11.0% |
| *Somewhat* | 40.0% | 48.4% |

# Additional Sources of Stress

# Personal Sources of Stress



Chart showing Personal Sources of Stress with four categories, each comparing "Your Institution" and "Comparison Group" with Extensive and Somewhat segments.

**My physical health**
- Your Institution: Somewhat 45.9%, Extensive 27.0%
- Comparison Group: Somewhat 50.3%, Extensive 15.6%

**My emotional well-being**
- Your Institution: Somewhat 43.7%, Extensive 35.8%
- Comparison Group: Somewhat 50.0%, Extensive 23.6%

**Lack of personal time**
- Your Institution: Somewhat 34.4%, Extensive 39.1%
- Comparison Group: Somewhat 45.9%, Extensive 28.1%

**Managing household responsibilities**
- Your Institution: Somewhat 45.9%, Extensive 33.6%
- Comparison Group: Somewhat 51.5%, Extensive 28.8%

Legend:
- Your Institution: Extensive (green), Somewhat (light green)
- Comparison Group: Extensive (dark navy), Somewhat (blue)

# Faculty Perspectives on Campus Climate

# Institutional Priority: Commitment to Diversity



Chart showing percentages for three categories comparing Your Institution and Comparison Group.
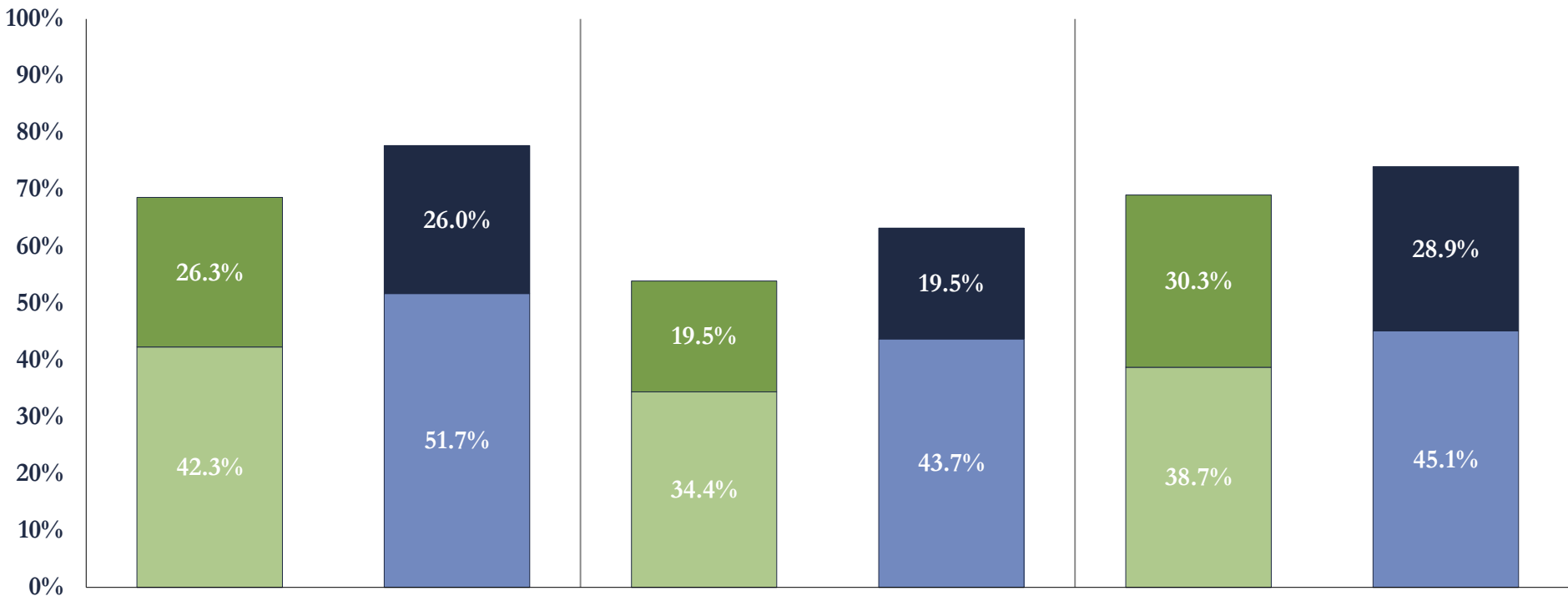
**Recruit more traditionally underrepresented students**
- Your Institution: Highest Priority 26.3%, High Priority 42.3%
- Comparison Group: Highest Priority 26.0%, High Priority 51.7%

**Promote gender diversity in the faculty and administration**
- Your Institution: Highest Priority 19.5%, High Priority 34.4%
- Comparison Group: Highest Priority 19.5%, High Priority 43.7%

**Promote racial and ethnic diversity in the faculty and administration**
- Your Institution: Highest Priority 30.3%, High Priority 38.7%
- Comparison Group: Highest Priority 28.9%, High Priority 45.1%

**Your Institution**
- Highest Priority
- High Priority

**Comparison Group**
- Highest Priority
- High Priority

# Perspectives on Campus Climate for Diversity



2019-2020 HERI Faculty Survey

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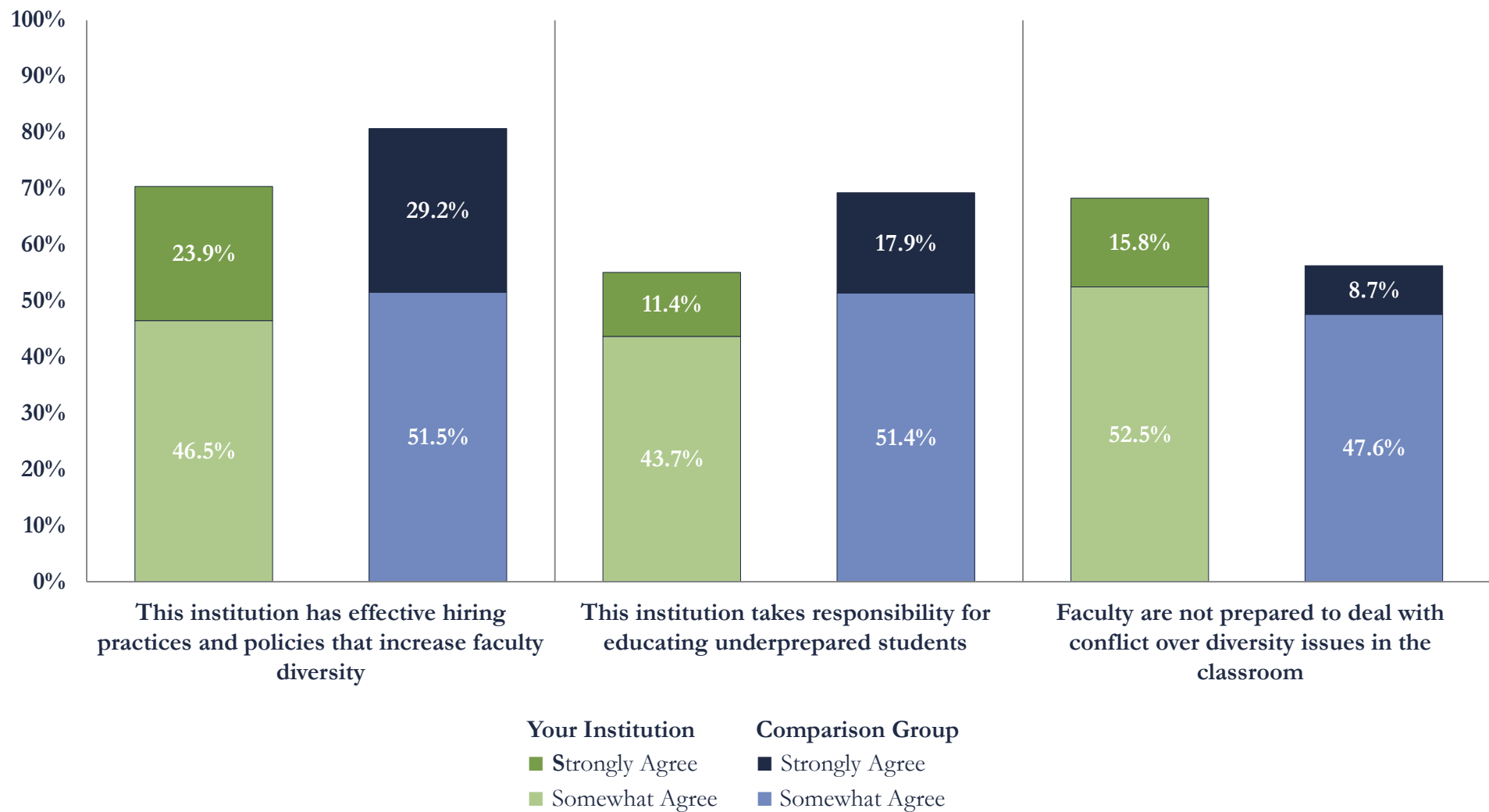
# Institutional Priority: Civic Engagement

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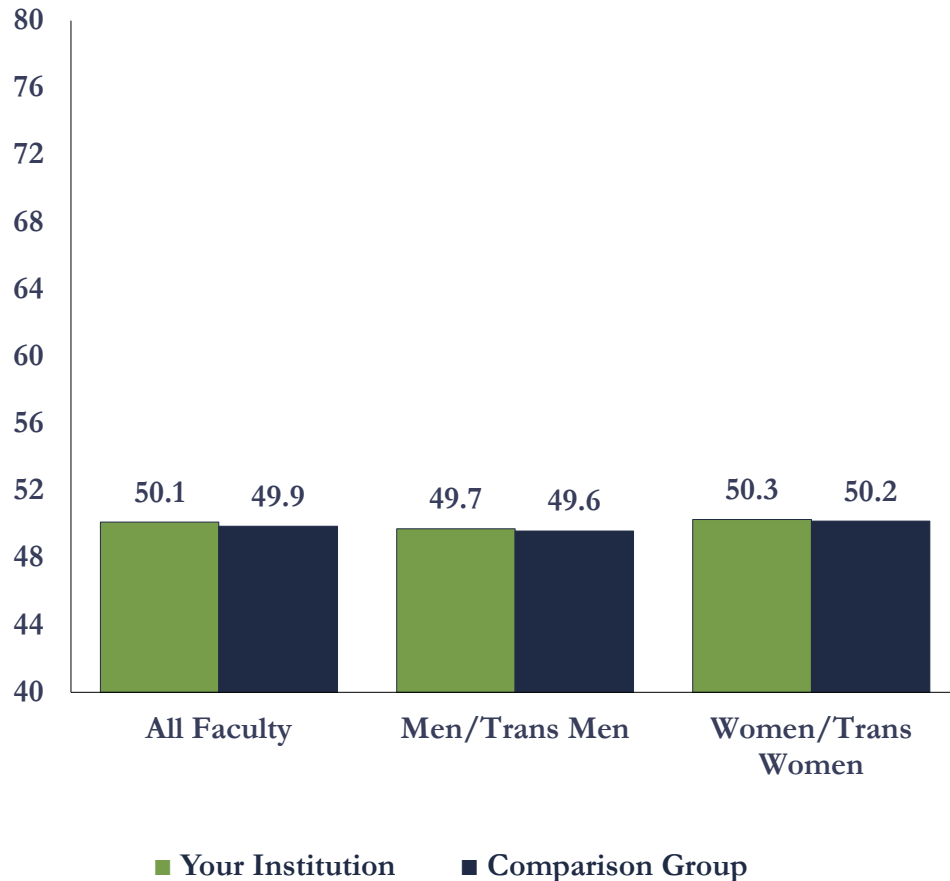


## Construct Items

- Facilitate student involvement in community service
- Provide resources for faculty to engage in community-based teaching or research
- Create and sustain partnerships with surrounding communities

■ Your Institution ■ Comparison Group

# Institutional Priority: Increasing Prestige
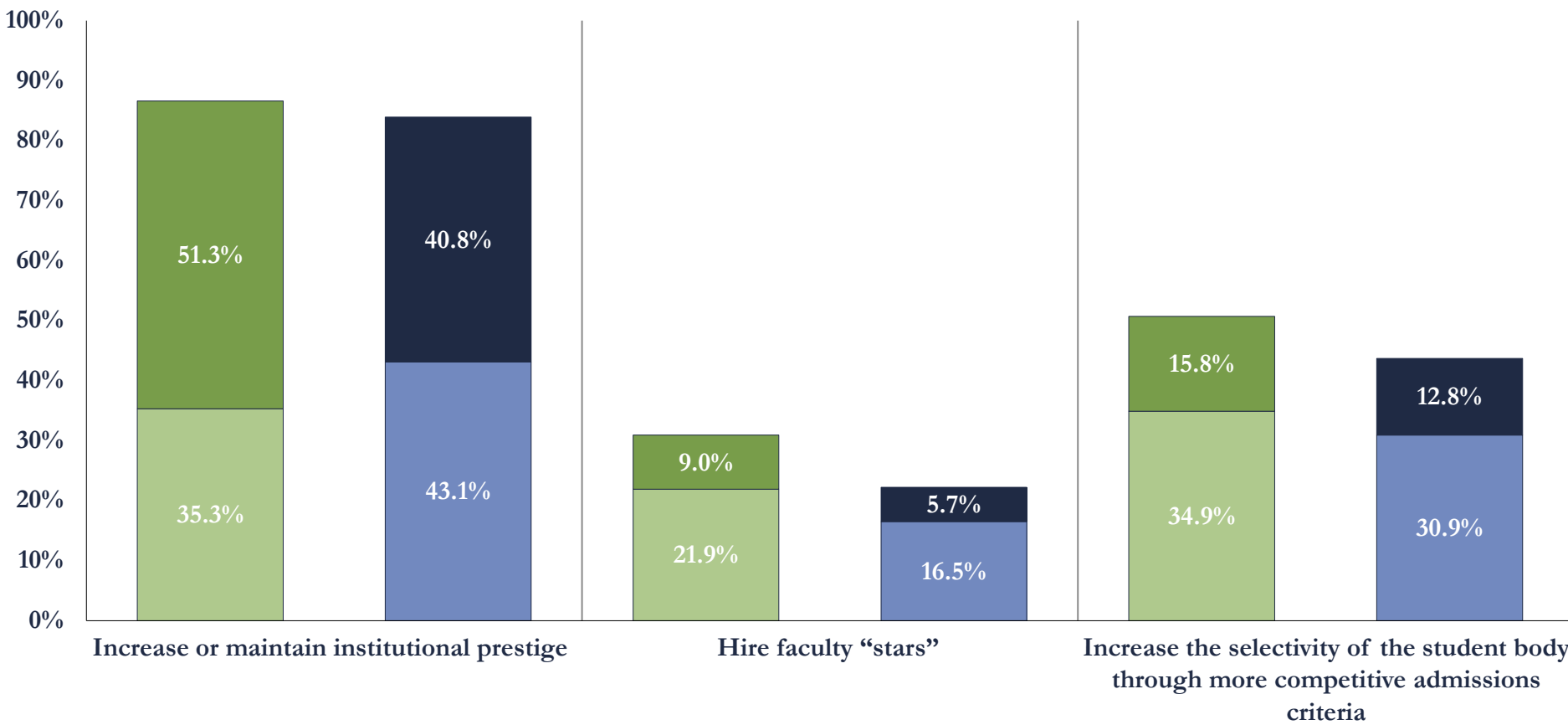


**Your Institution**
- Highest Priority
- High Priority

**Comparison Group**
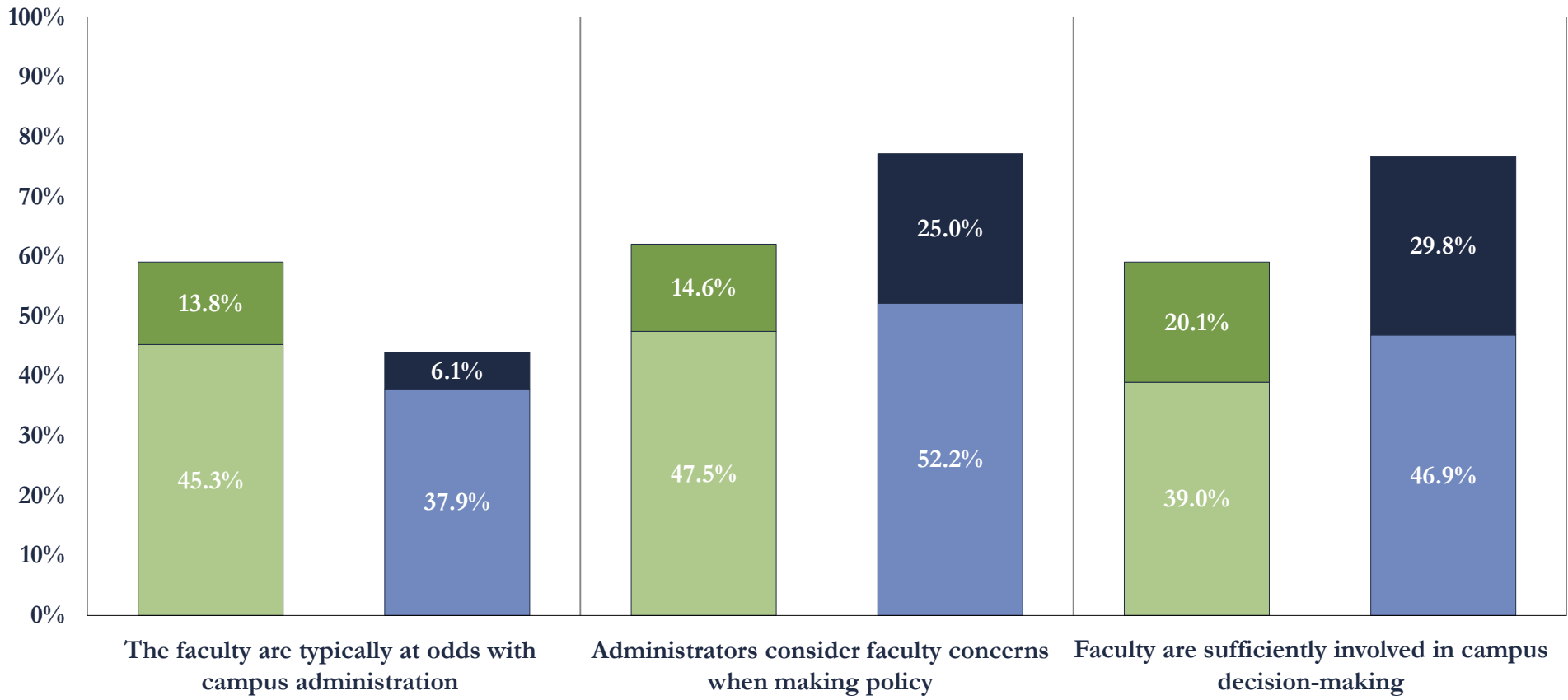- Highest Priority
- High Priority

# Perspectives on Campus and Departmental Climate

# Perspectives on Shared Governance



**The faculty are typically at odds with campus administration**
- 13.8%
- 45.3%
- 6.1%
- 37.9%

**Administrators consider faculty concerns when making policy**
- 14.6%
- 47.5%
- 25.0%
- 52.2%

**Faculty are sufficiently involved in campus decision-making**
- 20.1%
- 39.0%
- 29.8%
- 46.9%
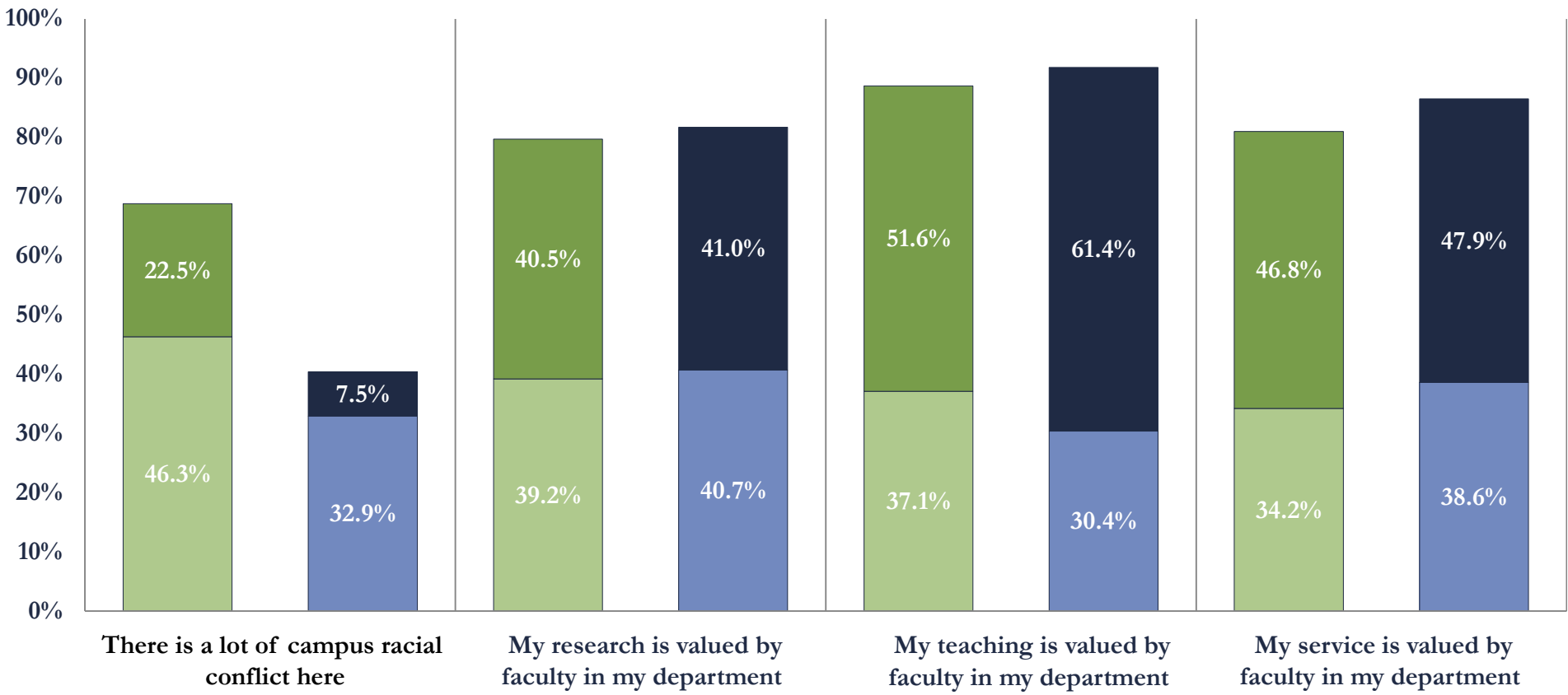
**Your Institution**
- ■ Strongly Agree
- ■ Somewhat Agree

**Comparison Group**
- ■ Strongly Agree
- ■ Somewhat Agree

# Commitment to the Institution
## Percentage of respondents who replied "Yes"
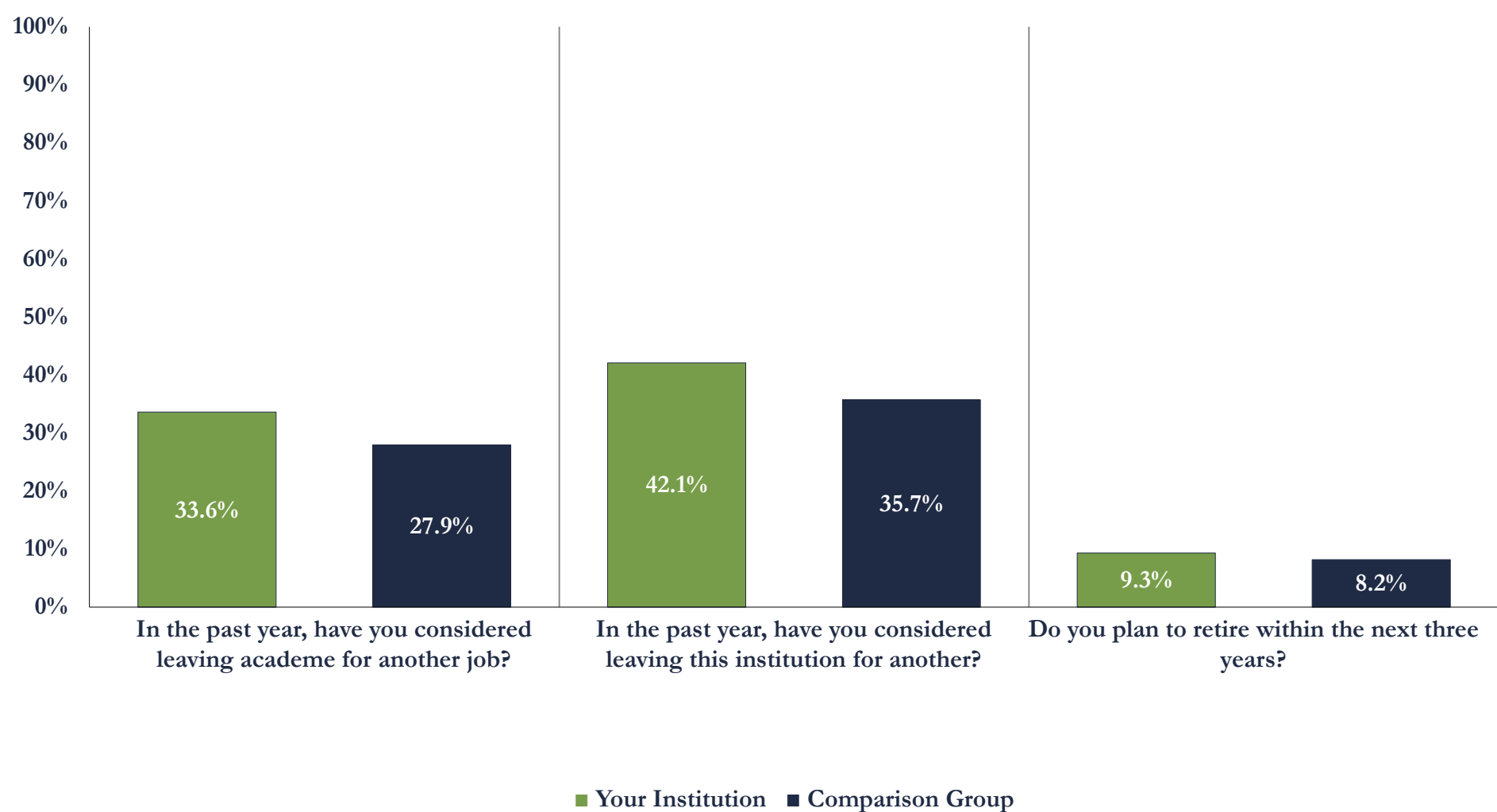
For more information on the HERI Faculty Survey at UR please contact:

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