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
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
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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

Gender

- Man/Trans Man: 52.9%
- Woman/Trans Woman: 47.1%

Race/Ethnicity

- White: 80.7%
- Other Race/Ethnicity: 2.1%
- Two or More Races/Ethnicities: 4.1%

- Asian/Pacific Islander: 4.8%
- Black/African American: 0.0%
- Latina/o/x: 3.4%
Demographics

Academic Department (Aggregated)

Agriculture or Forestry

Biological Sciences

Business

Education

Engineering

English

Health-related

History or Political Science

Humanities

Fine Arts

Mathematics or Statistics

Physical Sciences

Social Sciences

Other Technical

Other Non-technical

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
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

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.
Types of Courses Taught During the Past Three Years

- **Honors course**: 23.4% (Your Institution), 20.2% (Comparison Group)
- **Seminar for first-year students**: 34.4% (Your Institution), 32.1% (Comparison Group)
- **Area studies course (e.g., women's studies, ethnic studies, LGBTQ+ studies)**: 27.3% (Your Institution), 30.5% (Comparison Group)
- **Service-learning course**: 18.6% (Your Institution), 22.4% (Comparison Group)
Percent Teaching 3 or More Courses this Term, by Rank

- Lecturer/Instructor: 28.6% (Your Institution), 20.6% (Comparison Group)
- Assistant Professor: 0.0% (Your Institution), 1.2% (Comparison Group)
- Associate Professor: 9.9% (Your Institution), 5.4% (Comparison Group)
- Professor: 1.9% (Your Institution), 2.7% (Comparison Group)

2019-2020 HERI Faculty Survey
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

2019-2020 HERI Faculty Survey
Foci of Faculty Research

- Conducted research or writing focused on international/global issues: 49.7% (Your Institution), 44.6% (Comparison Group)
- Conducted research or writing focused on racial or ethnic minorities: 44.0% (Your Institution), 39.2% (Comparison Group)
- Conducted research or writing focused on women or gender issues: 33.9% (Your Institution), 34.4% (Comparison Group)
- Engaged in academic research that spans multiple disciplines: 76.8% (Your Institution), 76.6% (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.
Faculty Satisfaction
Satisfaction with Compensation

<table>
<thead>
<tr>
<th>Category</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>26.3%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Retirement Benefits</td>
<td>35.5%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>24.3%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)</td>
<td>41.1%</td>
<td>46.9%</td>
</tr>
</tbody>
</table>

- **Very Satisfied**
- **Satisfied**

2019-2020 HERI Faculty Survey
Satisfaction with Pay Equity and Family Flexibility

- Relative equity of salary and job benefits:
  - Your Institution: 21.1%
  - Comparison Group: 34.9%

- Flexibility in relation to family matters or emergencies:
  - Your Institution: 20.7%
  - Comparison Group: 45.5%

- Overall job:
  - Your Institution: 43.0%
  - Comparison Group: 46.1%

Your Institution:
- Very Satisfied
- Satisfied

Comparison Group:
- Very Satisfied
- Satisfied

2019-2020 HERI Faculty Survey
# Satisfaction with Relative Equity of Salary and Job Benefits, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Native American/Alaska Native</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Satisfied</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>0.0%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>42.9%</td>
<td>40.4%</td>
</tr>
<tr>
<td><strong>Black/African American</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>28.6%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>28.6%</td>
<td>42.6%</td>
</tr>
<tr>
<td><strong>Latina/o/x</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>20.0%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>0.0%</td>
<td>26.8%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>25.0%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>36.2%</td>
<td>46.7%</td>
</tr>
<tr>
<td><strong>Other Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>–</td>
<td>0.0%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>–</td>
<td>23.7%</td>
</tr>
<tr>
<td><strong>Two or more Races/Ethnicities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>0.0%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>50.0%</td>
<td>45.4%</td>
</tr>
</tbody>
</table>
Overall Satisfaction

“If given the choice, would you still 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>55.7%</td>
<td>36.2%</td>
<td>15.8%</td>
<td>4.6%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

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>Students</td>
</tr>
<tr>
<td>Research or publishing demands</td>
</tr>
<tr>
<td>Institutional procedures and “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>

2019-2020 HERI Faculty Survey
Stress Due to Discrimination, by Gender

Your Institution

- Extensive
- Somewhat

Comparison Group

- Extensive
- Somewhat

<table>
<thead>
<tr>
<th>Group</th>
<th>Extensive</th>
<th>Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>40.6%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Men/Trans Men</td>
<td>28.7%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Women/Trans Women</td>
<td>57.1%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Your Institution (%)</td>
<td>37.9%</td>
<td></td>
</tr>
<tr>
<td>Comparison Group (%)</td>
<td>8.6%</td>
<td></td>
</tr>
</tbody>
</table>
## Stress Due to Discrimination, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>Your Institution</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American/Alaska Native</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Extensive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Somewhat</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>42.9%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>42.9%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>33.3%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>50.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Latina/o/x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>0.0%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>100.0%</td>
<td>39.9%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>6.9%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>38.6%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>-</td>
<td>35.1%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>-</td>
<td>29.9%</td>
</tr>
<tr>
<td>Two or more Races/Ethnicities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>40.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>40.0%</td>
<td>48.4%</td>
</tr>
</tbody>
</table>
Additional Sources of Stress

- Research or publishing demands: Your Institution - 45.1%, Comparison Group - 50.5%
- Review/promotion process: Your Institution - 26.0%, Comparison Group - 35.0%
- Job security: Your Institution - 11.6%, Comparison Group - 26.1%
- Increased work responsibilities: Your Institution - 37.8%, Comparison Group - 43.2%
- Institutional budget cuts: Your Institution - 29.3%, Comparison Group - 37.8%

2019-2020 HERI Faculty Survey
Personal Sources of Stress

- My physical health: 45.9% (Extensive), 50.3% (Somewhat)
- My emotional well-being: 43.7% (Extensive), 50.0% (Somewhat)
- Lack of personal time: 34.4% (Extensive), 45.9% (Somewhat)
- Managing household responsibilities: 33.6% (Extensive), 51.5% (Somewhat)

Comparison Group:
- Extensive
- Somewhat

Your Institution:
- Extensive
- Somewhat
Faculty Perspectives on Campus Climate
Institutional Priority: Commitment to Diversity

- Recruit more traditionally underrepresented students:
  - Your Institution: 26.3%
  - Comparison Group: 51.7%

- Promote gender diversity in the faculty and administration:
  - Your Institution: 19.5%
  - Comparison Group: 43.7%

- Promote racial and ethnic diversity in the faculty and administration:
  - Your Institution: 30.3%
  - Comparison Group: 38.7%

2019-2020 HERI Faculty Survey
Perspectives on Campus Climate for Diversity

- **This institution has effective hiring practices and policies that increase faculty diversity:**
  - Your Institution: 46.5% Strongly Agree, 51.5% Somewhat Agree
  - Comparison Group: 23.9% Strongly Agree, 29.2% Somewhat Agree

- **This institution takes responsibility for educating underprepared students:**
  - Your Institution: 11.4% Strongly Agree, 43.7% Somewhat Agree
  - Comparison Group: 17.9% Strongly Agree, 51.4% Somewhat Agree

- **Faculty are not prepared to deal with conflict over diversity issues in the classroom:**
  - Your Institution: 8.7% Strongly Agree
  - Comparison Group: 15.8% Strongly Agree, 52.5% Somewhat Agree, 47.6% Somewhat Agree
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

![Bar chart showing Civic Engagement scores]

- **All Faculty**: 50.1 for Your Institution, 49.9 for Comparison Group
- **Men/Trans Men**: 49.7 for Your Institution, 49.6 for Comparison Group
- **Women/Trans Women**: 50.3 for Your Institution, 50.2 for Comparison Group

2019-2020 HERI Faculty Survey
Institutional Priority: Increasing Prestige

- Increase or maintain institutional prestige:
  - Your Institution: 51.3%
  - Comparison Group: 40.8%
- Hire faculty "stars":
  - Your Institution: 21.9%
  - Comparison Group: 5.7%
- Increase the selectivity of the student body through more competitive admissions criteria:
  - Your Institution: 15.8%
  - Comparison Group: 34.9%
Perspectives on Campus and Departmental Climate

There is a lot of campus racial conflict here

- Your Institution: 22.5% Strongly Agree, 46.3% Somewhat Agree
- Comparison Group: 7.5% Strongly Agree, 32.9% Somewhat Agree

My research is valued by faculty in my department

- Your Institution: 40.5% Strongly Agree, 41.0% Somewhat Agree
- Comparison Group: 39.2% Strongly Agree, 40.7% Somewhat Agree

My teaching is valued by faculty in my department

- Your Institution: 51.6% Strongly Agree, 37.1% Somewhat Agree
- Comparison Group: 61.4% Strongly Agree, 30.4% Somewhat Agree

My service is valued by faculty in my department

- Your Institution: 46.8% Strongly Agree, 34.2% Somewhat Agree
- Comparison Group: 47.9% Strongly Agree, 38.6% Somewhat Agree
Perspectives on Shared Governance

The faculty are typically at odds with campus administration: 45.3% Strongly Agree, 37.9% Somewhat Agree, 13.8% Other.

Administrators consider faculty concerns when making policy: 47.5% Strongly Agree, 25.0% Somewhat Agree, 14.6% Other.

Faculty are sufficiently involved in campus decision-making: 46.9% Strongly Agree, 29.8% Somewhat Agree, 20.1% Other.

2019-2020 HERI Faculty Survey
Commitment to the Institution
Percentage of respondents who replied “Yes”

In the past year, have you considered leaving academe for another job?
- Your Institution: 33.6%
- Comparison Group: 27.9%

In the past year, have you considered leaving this institution for another?
- Your Institution: 42.1%
- Comparison Group: 35.7%

Do you plan to retire within the next three years?
- Your Institution: 9.3%
- Comparison Group: 8.2%
For more information on the HERI Faculty Survey at UR please contact:

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