

# University of Northern Colorado

## 2013-2014 HERI Faculty Survey



### Selected Results by Theme

(Data tables for individual colleges available by request)

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UNIVERSITY *of*  
NORTHERN COLORADO



## Summary of Findings

- 528 UNC teaching faculty were invited to participate. The survey saw 194 respondents for a 36.7% response rate.
- Data have been organized into the following six thematic areas, and implications of the data are presented by area:
  - Pedagogy & Interaction with Students
  - Civic Minded Practice
  - Scholarly Productivity
  - Job Satisfaction
  - Career Related Stress
  - Perspectives on Campus & Department Climate
- Significant differences between faculty at UNC and faculty at comparison universities are mainly positive in connotation toward UNC, but several areas exist for change or improvement at UNC.
- UNC faculty employ more student-centered pedagogical techniques than faculty at comparison universities.
- More UNC faculty believe students are well-prepared academically, and faculty at UNC are more interested in helping students with academic and personal problems than at comparison universities.
- UNC faculty put a greater focus on helping students understand diverse racial/ethnic groups, and conduct a significantly greater amount of research on women and gender issues.
- UNC faculty more so utilize community service as a part of coursework, and feel that their own university provides more resources for, and better facilitates community service opportunities for students.
- In terms of number of articles published and total number of professional writings published, UNC faculty rank lower in the area of overall scholarly productivity than faculty at comparison universities.
- Fewer UNC faculty engage undergraduate students in research than at comparison universities.
- UNC faculty feel less stress due to institutional budget cuts, believe that there is adequate support for faculty development, and feel that faculty teaching and research are valued by their own departments
- UNC faculty are less satisfied than faculty at comparison universities in terms of salary, teaching load, and relative equity of salary and job benefits.
- UNC faculty report higher stress in terms of teaching load than faculty at comparison universities.
- Although UNC faculty feel their service *is* valued by their department, significantly fewer UNC faculty report that their service is valued by their own department than faculty at comparison universities.
- UNC faculty report higher ratings on interaction and cooperation with campus administration than faculty at comparison universities, but still report that there is room for improvement in administration's openness and consideration of faculty concerns when making policy.

## Introduction

The Higher Education Research Institute (HERI) at the University of California, Los Angeles, conducts the HERI Faculty Survey on a triennial basis in order to collect data on faculty practices, values, and priorities, and connect these data with institutional success and areas for potential improvement. The University of Northern Colorado (UNC) participated in the HERI Faculty Survey in 2007 and 2010, and again participated in the 2013-2014 survey from January through March of 2014. Of 528 UNC teaching faculty who were invited to participate in the 2013-2014 survey, 194 responded to the invitation for a 36.7% response rate.

## Demographics

Respondents were asked to identify their UNC college of affiliation in order to provide analysis of survey results at the college level in addition to the overall UNC faculty level. Figure 1 displays the frequency of responses for each college. One faculty member identified affiliation with University Libraries, and 59 respondents declined to identify their college of affiliation.

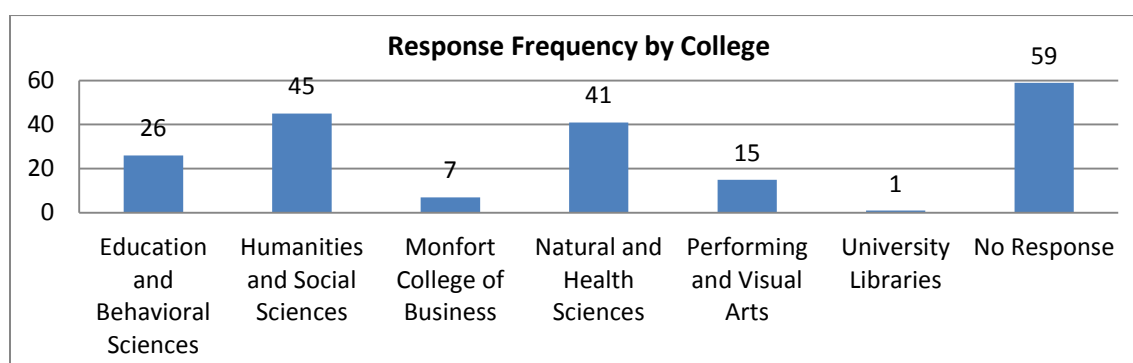


Figure 1. Frequency of responses by college

Table 1 displays the frequency and percentage of overall respondents by gender and race/ethnicity. Two respondents chose not to report their sex, and 43 respondents chose not to report their race/ethnicity. Individual racial/ethnic groups where fewer than three respondents identified their race/ethnicity have been combined into the category of “Non-white, Single Race/Ethnicity” to protect any possible identification of individual respondents.

Sex	Non-White, Single Race/Ethnicity		White/Caucasian		Other		Two or More Races		Unidentified		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	8	9.4%	59	69.4%	1	1.2%	0	-	17	20%	85	43.8%
Female	5	4.6%	74	69.2%	0	-	2	1.9%	26	24.3%	107	55.2%
Unidentified	0	-	2	100%	0	-	0	-	0	-	2	1%
Total	13	6.5%	135	69.6%	1	.5%	2	1%	43	22.4%	194	100%

Table 1. Respondents by sex and race/ethnicity

Figures 2 and 3 provide the percentage breakdown of faculty respondents by academic rank and adjunct status. Regarding adjunct status, 58.8% of respondents chose not to provide information to differentiate their status. Also, only 3.6% of respondents (n=7) identified themselves as being employed less than full-time, with a cross tabulation of data indicating that the one faculty respondent who reported having adjunct status also reported having part-time status at the university.

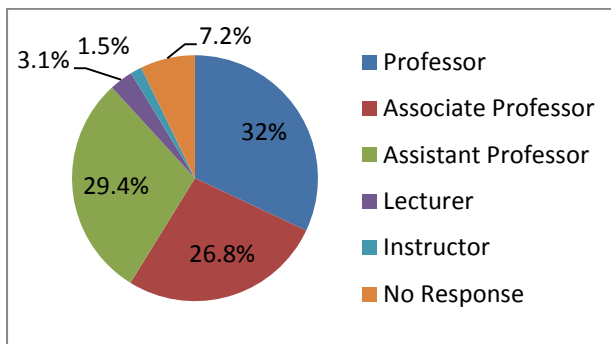


Figure 2. Respondents by Academic Rank

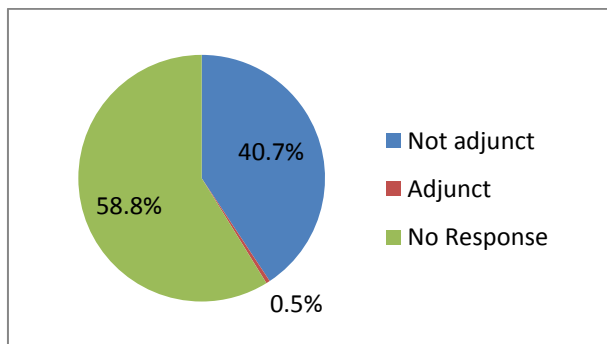


Figure 3. Respondents by Adjunct Status

Similar to response rates regarding adjunct status, for the question of what type of courses faculty members primarily teach (“Undergraduate credit courses,” “Graduate credit courses,” “Non-credit courses,” “I do not teach”), only 5% of respondents chose to provide a response. As such, analysis of data from the Faculty Survey is limited to overall responses of all UNC faculty and to all faculty who identified their college of affiliation as results cannot accurately be broken down further by faculty status (full-time, part-time, or adjunct), or by level of courses taught (undergraduate vs. graduate). Additionally, analysis presented by college cannot include responses from University Libraries faculty as this area had only one identified respondent.

## Thematic Areas and Presentation of Data

The worksheets presented in Appendix A contain various data items collected from University of Northern Colorado faculty members on the 2013-2014 HERI Faculty Survey. Data are organized by themes and contain items and construct scores that are disaggregated by overall faculty responses. Data tables are available by request for individual colleges.

Constructs are unified measures developed by HERI to more precisely measure broad underlying areas of interest. Construct means are calculated based on Item Response Theory where a score of 50 is considered average and scores higher or lower than 50 represent a respective increase or decrease in mean identification with that construct. Where construct scores are presented in this report, each individual item that comprises that construct is also given.

Each item and construct score was tested for statistically significant differences between mean scores using independent-samples *t* tests for interval data and Chi-square tests for nominal data between overall faculty at UNC and faculty at comparison universities. These analyses are available by request between UNC faculty within a given college compared with UNC faculty respondents who identified as being a member of any other college. Statistically significant differences of  $p < .05$  between UNC and comparison university faculty are highlighted and color coded in this data presentation and in Appendix

A to indicate significant differences with either a positive connotation (green), or a negative connotation (red) for UNC. The effect size for the difference between means, or the Chi Square value (for questions with yes/no responses) is also provided in Appendix A to show magnitude of difference between scores.

The data presented in Appendix A and in this report are organized by the following themes and topics:

- Pedagogy & Interaction with Students
  - Student-centered pedagogy (construct and items comprising construct)
  - Habits of mind
  - Interaction with students
  - Goals for undergraduate education
- Civic Minded Practice
  - Civic minded practice (construct and items comprising construct)
  - Other items regarding civic minded focus in teaching and research
- Scholarly Productivity
  - Scholarly productivity (construct and items comprising construct)
  - Foci of faculty research
- Job Satisfaction
  - Workplace satisfaction (construct and items comprising construct)
  - Compensation satisfaction (construct and items comprising construct)
  - Faculty satisfaction with pay equity and family flexibility
- Career Related Stress
  - Career related stress (construct and items comprising construct)
  - Additional sources of stress
- Campus & Department Climate
  - Various items regarding views on campus, department, and administration

## Overall UNC Highlights – Areas of Statistical Significance

Within each of the thematic areas, overall UNC faculty responses are presented in comparison to mean scores from faculty who responded to the 2013-2014 HERI Faculty survey at similar comparison universities across the United States. Comparison universities are categorized as four-year, degree granting universities who are comparable to the University of Northern Colorado based on test-score admission standards as well as Carnegie research classification. Areas of statistical significance are presented in tabular format here by theme, with comparison universities represented as “Comp.”. Areas and items of practical significance within UNC faculty responses, as well as implications of significant differences are presented later in this report.

### ***Pedagogy & Interaction with Students***

Within the theme of Pedagogy & Student Interaction, all statistically significant differences between overall UNC faculty responses and faculty at all comparison universities carried a positive connotation toward UNC faculty. Areas where UNC faculty scored significantly higher in regard to Pedagogy & Interaction with Students include the construct score for student-centered pedagogy—which measures

the extent to which faculty use student-centered teaching and evaluation methods in their course instruction—as well as 11 individual items (7 of which are part of the item pool that make up the overall construct). Table 2 presents each item and construct score within this theme where a statistically significant difference exists between overall UNC faculty mean response and faculty from comparison universities mean response on that item. For effect sizes between difference in means within this theme, as well as all other themes, see Appendix A.

Student-Centered Pedagogy & Interaction with Students  
Statistically Significant Items

Item	Mean	
	UNC	Comp.
<b>Construct: Student-Centered Pedagogy (Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.)</b>		
Construct score	50.44	47.90
<b>Items from Student-Centered Pedagogy Construct:</b>		
In how many of the courses that you teach do you use each of the following? (4-point scale: 4=All, 3=Most, 2=Some, 1=None)		
Cooperative learning (small groups)	2.90	2.71
Student presentations	2.88	2.56
Class discussions	3.56	3.42
Reflective writing/journaling	2.15	1.86
Experiential learning/Field studies	2.23	2.01
Using student inquiry to drive learning	2.86	2.62
Student-selected topics for course content	2.33	2.13
<b>Interaction with Students</b>		
Indicate the extent to which you agree or disagree with each of the following: (4-point scale: 4=Agree Strongly, 3=Agree Somewhat, 2=Disagree Somewhat, 1=Disagree Strongly)		
Faculty are interested in students' personal problems	2.85	2.67
Most students are well-prepared academically	2.40	2.11
Faculty here are strongly interested in the academic problems of undergraduates	3.26	3.02
<b>Goals for Undergraduate Education</b>		
Indicate the importance to you of each of the following education goals for undergraduate students: (4-point scale: 4=Essential, 3=Very Important, 2=Somewhat Important, 1=Not Important)		
Enhance students' knowledge of and appreciation for other racial/ethnic groups	3.09	2.90

Table 2. Student-Centered Pedagogy – items with statistical significance

**Civic Minded Practice**

Table 3 represents significant items within the theme of Civic Minded Practice. As with the prior theme, only statistically significant differences between UNC and comparison universities with a positive connotation toward UNC faculty exist within the theme of Civic Minded Practice.

Civic Minded Practice  
Statistically Significant Items

Item	Mean	
	UNC	Comp.
<b>Items from Civic Minded Practice Construct:</b>		
In how many of the courses that you teach do you use each of the following? (4-point scale: 4=All, 3=Most, 2=Some, 1=None)		
Community service as part of coursework	1.60	1.44
<b>Other Civic Oriented Items</b>		
Indicate how important you believe each priority listed below is at your college or university: (4-point scale: 4=Highest Priority, 3=High Priority, 2=Medium Priority, 1=Low Priority)		
Provide resources for faculty to engage in community-based teaching or research	2.33	2.03
Facilitate student involvement in community service	2.38	2.17

Table 3. Civic Minded Practice – items with statistical significance

## Scholarly Productivity

Dissimilar to the prior two themes, the area of Scholarly Productivity at UNC contains items where statistically significant differences with a negative connotation toward UNC exist as compared to faculty at comparison universities. While the overall construct score for Scholarly Productivity was above the average of 50, UNC faculty still scored significantly lower than faculty at comparison universities on the construct. This is true for two individual items within the construct regarding number of publications by faculty members, and an individual item regarding frequency of engagement of undergraduate students on personal research projects as well. UNC faculty do, however, conduct a significantly greater amount of research on women and gender issues than do faculty at comparison universities. Table 4 represents these data.

Item	Scholarly Productivity Statistically Significant Items	
	UNC	Mean Comp.
<b>Construct: Scholarly Productivity (A unified measure of the scholarly activity of faculty.)</b>		
Construct score:	51.98	53.70
<b>Items from Scholarly Productivity Construct:</b>		
How many of the following have you published: articles in academic or professional journals? (1="None," 2="1-2," 3="3-4," 4="5-10," 5="11-20," 6="21-50," 7="51+")*	3.55	4.00
In the past two years, how many of your professional writings have been published or accepted for publication? (1="None," 2="1-2," 3="3-4," 4="5-10," 5="11-20," 6="21+")*	2.40	2.62
<b>Foci of Faculty Research</b>		
During the past two years, have you engaged in any of the following activities?	% Yes	
Conducted research or writing focused on women and gender issues	28.2%	19.5%
Engaged undergraduates on your research project	39.9%	50.3%

Table 4. Scholarly Productivity – items with statistical significance

\*Ordinal ranges converted to interval scale to compute and compare means

## Job Satisfaction

Table 5 represents individual items within the theme of Job Satisfaction where UNC faculty differ with statistical significance from faculty at comparison universities. Three items were statistically different with a negative connotation toward UNC, but neither the overall construct score for “Job Satisfaction – Workplace” nor “Job Satisfaction – Compensation” were significantly different between UNC and comparison universities.

Item	Job Satisfaction Statistically Significant Items	
	UNC	Mean Comp.
<b>Items from Job Satisfaction - Compensation Construct:</b>		
How satisfied are you with the following aspects of your job? (4-point scale: 4=Very Satisfied, 3=Satisfied, 2=Marginally Satisfied, 1=Not Satisfied)		
Salary	1.85	2.15
Teaching load	2.33	2.63
<b>Faculty Satisfaction with Pay Equity and Family Flexibility</b>		
How satisfied are you with the following aspects of your job? (4-point scale: 4=Very Satisfied, 3=Satisfied, 2=Marginally Satisfied, 1=Not Satisfied)		
Relative equity of salary and job benefits	1.94	2.17

Table 5. Job Satisfaction – items with statistical significance

## Career Related Stress

As with Job Satisfaction, the construct score for UNC faculty on Career Related Stress is not statistically significantly different from faculty at comparison universities. Table 6 represents the individual items within the theme of Career Related stress where statistically significant differences exist between UNC and comparison universities, with one item within the construct of Career Related Stress significantly different with a negative connotation toward UNC, and two additional items having a positive connotation toward UNC.

Item	Career Related Stress Statistically Significant Items	
	UNC	Comp. Mean
<b>Items from Career Related Stress Construct:</b>		
Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (3-point scale: 3=Extensive, 2=Somewhat, 1=Not At All)		
Teaching load	1.93	1.76
<b>Additional Sources of Stress</b>		
Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (3-point scale: 3=Extensive, 2=Somewhat, 1=Not At All)		
Working with underprepared students	1.82	1.95
Institutional budget cuts	1.95	2.11

Table 6. Career Related Stress – items with statistical significance

## Campus & Department Climate

Different from the other thematic areas presented in this report, no constructs are associated with the theme of Campus & Department Climate. Table 7 represents individual items with statistical significance within this theme, with UNC faculty Service indicating significantly higher levels of support for faculty development at UNC, and favorable views of campus administration than faculty at comparison universities on four individual items. UNC faculty differ significantly with a negative connotation from faculty at comparison universities in the area of feeling valued for their service by their department, but no significant difference exists between UNC and comparison universities in regard to perception of feeling valued for research, or for teaching by their department.

Item	Campus & Department Climate Statistically Significant Items	
	UNC	Comp. Mean
Indicate the extent to which you agree or disagree with each of the following: (4-point scale: 4=Agree Strongly, 3=Agree Somewhat, 2=Disagree Somewhat, 1=Disagree Strongly)		
My service is valued by faculty in my department	3.04	3.21
There is adequate support for faculty development	2.63	2.36
Indicate how well each of the following describes your college or university: (3-point scale: 3=Very Descriptive, 2=Somewhat Descriptive, 1=Not Descriptive)		
Administrators consider faculty concerns when making policy	1.72	1.57
The administration is open about its policies	1.78	1.64
Faculty are rewarded for being good teachers	1.95	1.78

Table 7. Campus & Department Climate – items with statistical significance



## Correlations for Selected Areas of Significance: Overall UNC Faculty Responses

In order to better examine some areas where statistically significant differences with a negative connotation toward UNC exist, Pearson product moment correlations were computed to determine possible relationships between variables. Specifically, after initial presentation of data, age of faculty respondent was determined to be a variable of interest in exploring UNC faculty publishing frequency, as well as age of faculty with levels of satisfaction and stress with reported teaching load. Table 8 presents the levels at which these items were correlated, with significant correlations highlighted in purple.

Correlations for Selected Areas of Significance

Item	<i>r</i>	<i>n</i>	<i>p</i>
<b>Correlations regarding scholarly productivity</b>			
"Number of publications in books, manuals, or monographs" with "Age"	0.234	147	0.004
"Number of chapters published in edited volumes" with "Age"	0.144	150	0.078
"Number of publications in the past two years" with "Age"	0.145	149	0.078
"Number of publications in the past two years" with "Actual teaching load"	-0.101	182	0.147
<b>Correlations regarding teaching load</b>			
"Stress due to teaching load" with "Age"	-0.237	147	0.004
"Stress due to teaching load" with "Actual teaching load"	0.282	151	0.000
"Satisfaction with teaching load" with "Actual teaching load"	-0.227	154	0.005
"Actual teaching load" with "Age"	0.031	151	0.708

Table 8. Correlations

From the above significant correlations, one can determine that both satisfaction with and stress due to teaching load are similarly related to actual teaching load in that a larger teaching load is related to higher levels of stress, as well as lower satisfaction with one's teaching load. Also, higher age of faculty member is related to lower levels of stress due to teaching load. Additionally, higher "number of publications in books, manuals, or monographs" is positively correlated with faculty age, while other "number of publications" variables are not significantly correlated with age. Correlations will be further discussed later with implications of the data by theme.

## Comparison of Data Between Colleges

As with the data presentation of UNC faculty responses on the 2013-2014 HERI Faculty Survey compared to responses from faculty from comparison universities, responses from faculty within each UNC college as compared to UNC faculty from all other colleges (for faculty who chose to report their college of affiliation) are available by request to individual colleges. The same statistical analyses were performed between "college" and "non-college" faculty as was done between UNC and comparison university faculty responses, and the same method of indication of statistical significance (color coding and inclusion of effect size or Chi Square value) was used to denote positive or negative connotation.

This report will not focus on pointing out or highlighting areas of statistical or practical significance between colleges, but this information is presented in order to spur exploration of the implications of these data within each college. The following section on implications of statistical and practical significance based on the overall UNC faculty response to this survey may apply to similar significant differences between colleges, and may help in an independent exploration of college-level data. Understanding the implications presented here may help in drawing inferences that each college can utilize in better understanding their own faculty's practices, values, and priorities.

## Implications of Data

### ***Pedagogy & Interaction with Students***

The basic implication of utilizing practices consistent with student-centered teaching and evaluation methods in course instruction is that when faculty employ these methods, they promote the enhancement of students' critical thinking skills and better prepare students for life after college (Eagan et al., 2014). With a statistically significantly higher score on the construct of "Student-Centered Pedagogy," UNC faculty, overall, more frequently employ practices consistent with student-centered pedagogy than do faculty at comparison universities. These practices include the use of: Cooperative learning (small groups), student presentations, class discussions, reflective writing/journaling, experiential learning/field studies, using student inquiry to drive learning, and student-selected topics for course content.

Also of statistical significance, in terms of goals for undergraduate education, UNC faculty members put a greater focus on enhancing students' knowledge of and appreciation for other racial/ethnic groups than do faculty at comparison universities. Similar to more frequent use of student-centered pedagogy, increased attention and exposure to issues of diversity and diverse populations is important in helping students develop deeper thinking and social-cognitive skills as well as understanding of racial and cultural issues they may face in their future education and careers (Hurtado, 2007).

A significantly greater number of UNC faculty believe that most students are well-prepared academically than do faculty at comparison universities. UNC faculty also report significantly higher frequency of faculty being personally interested in both the academic and personal problems their students face than faculty at comparison universities. Graduating UNC seniors support this belief by reporting significantly higher frequency of UNC faculty providing advice and guidance about their educational program, emotional support and encouragement, and on a variety of other similar variables than do students at comparison universities (contact UNC Office of Assessment for data from other surveys). The belief that students are well-prepared academically, coupled with an interest in investing in students' academic and personal problems help create an environment where students feel supported by faculty for success in their education, as well as an overall sense of belonging to the university (Umbach & Wawrzynski, 2005).

While not statistically significantly different from faculty at comparison universities, but of practical significance, nearly all UNC faculty respondents report that they frequently encourage students to think more broadly about issues and make connections between ideas from different courses, skills that help students develop habits of mind for lifelong learning beyond their education at UNC. UNC faculty respondents also report that they encourage all students to approach them for help, again providing an environment where students feel supported by faculty. Additionally, UNC faculty overall rank the goals of helping students develop the ability to think critically, promoting ability to write effectively, helping students gain tolerance and respect for different beliefs, and preparing students for employment after college as having a high priority in their education of undergraduate students. Each of these further reflect UNC faculty members' commitment to the enhancement of students' critical thinking skills, to providing a learning environment that supports student success, and to better preparing students for life after college.

### ***Civic Minded Practice***

When compared to faculty from comparison universities, UNC faculty more so utilize community service as part of coursework. While UNC scores statistically significantly higher on this item specifically, there is still room for improvement for UNC faculty overall. The majority of UNC faculty respondents reported between “None” and “Some” when answering the question, “In how many of the courses that you teach do you use community service as part of coursework?” As Community and Civic Engagement is one of the nine strategic plans at the University of Northern Colorado (UNC, 2012), faculty may need to increase the use of community-based learning and service across the courses they teach in order to better align with this university-wide goal.

UNC faculty score their university’s priority for providing resources for community-based teaching and research, and facilitating student involvement in community service higher than their own use of community-based teaching and learning opportunities. Most faculty respondents score these items as being between a “Medium” and “High Priority” for the university overall. Again, while UNC’s scores on these items are statistically significantly higher than comparison universities, if Community and Civic Engagement remains a high priority for the University of Northern Colorado, steps may need to be taken to make this goal more visible or tangible to faculty and students.

As with items in the theme of Pedagogy & Interactions with students, although not statistically significant, several items stand out that carry practically significant implications. Two areas with positive implications are that over half (56.6%) of UNC faculty report that during the past two years they have “collaborated with the local community in research/teaching,” and 54.3% of UNC faculty report that they have “advised student groups involved in service/volunteer work.” Of practical significance with negative implications, however, 62.2% of UNC faculty respondents report that they “do not use their own scholarship to address local community needs.” This, again, indicates that more work may need to occur in order to highlight the focus of Community and Civic Engagement for the university overall.

### ***Scholarly Productivity***

The theme of Scholarly Productivity carries several statistically significant differences with a negative connotation toward UNC faculty: mainly in terms of number of articles published, total number of professional writings published over the past two years, and having engaged undergraduate students on personal research projects. However, while the overall construct score for Scholarly Productivity also depicts UNC faculty as having statistically significantly lower scholarly productivity than faculty at comparison universities, of practical significance, the UNC faculty mean construct score (51.98) is still higher than the overall mean construct score. This indicates that while UNC faculty may produce fewer publications overall than direct comparison universities, when compared to all survey respondents regardless of university-type, UNC faculty engage in a higher amount of scholarly activity.

As discussed earlier, age of faculty member within UNC was not significantly correlated with lower number of articles published in academic or professional journals, nor with chapters published in edited volumes or total number of publications in the past two years. Actual faculty teaching load was also not significantly correlated with total number of publications in the past two years. This indicates that faculty member age and teaching load do not appear to be factors associated with fewer publications for current UNC faculty respondents.

An area of statistically significant difference with a positive connotation toward UNC faculty is in the area of foci of faculty research: namely in that UNC faculty conduct a greater amount of research on women and gender issues than do faculty at comparison universities. Of practical significance, a high number of UNC faculty (68.9%) also engaged in research that spans multiple disciplines. Also, although UNC faculty have a significantly lower rate of engaging undergraduates on their *personal* research projects, UNC faculty do not differ significantly from faculty at comparison universities in terms of actually working with undergraduates on research projects, nor in frequency of supervising undergraduate theses.

As with the theme of Civic Minded Practice, the theme of Scholarly Productivity coincides with one of the University of Northern Colorado’s nine strategic plans, specifically the university’s plan for Research, Scholarship, & Creative Works (UNC, 2012). While UNC’s strategic plan is not limited to solely increasing frequency of research publications, this facet is still an essential part to the plan for Research, Scholarship, & Creative Works. As stated before, UNC faculty members received a construct score on the 2013-2014 HERI Faculty Survey that is above the overall mean score of 50. In order to determine how well UNC is doing at increasing scholarly productivity within itself, however, one must examine how UNC faculty respondents have changed in reporting of scholarly activities over the past iterations of the Faculty Survey. Table 9 displays UNC faculty mean responses on Scholarly Productivity items, as well as overall construct scores for the theme over the past three data collections.

Change in UNC faculty responses on Scholarly Productivity items over time

		2007-2008	2010-2011	2013-2014
Scholarly Productivity: Construct Score	N	Not	201	143
	Mean	calculated for	50.8	51.8
	Std. Dev.	survey year	7.47	7.32
How many of the following have you published?: Articles in academic or professional journals	N	278	201	143
	Mean	3.22	3.30	3.55
	Std. Dev.	1.70	1.64	1.60
How many of the following have you published?: Chapters in edited volumes	N	278	199	140
	Mean	1.86	1.74	1.84
	Std. Dev.	1.08	1.06	1.04
How many of the following have you published?: Books, manuals, or monographs	N	278	200	139
	Mean	1.58	1.54	1.40
	Std. Dev.	0.92	0.97	0.73
In the past two years, how many of your professional writings have been published or accepted for publication?	N	278	201	141
	Mean	2.14	2.24	3.38
	Std. Dev.	1.00	1.03	1.12

Table 9. Scholarly Productivity items over time

From Table 9, one can see the changes in reported frequency of scholarly activity over time. This data cannot be used to specifically state that individual faculty members, nor even the original cohort of survey respondents have seen an increase or decrease in scholarly activity over time. One *can* use this data, however, to show that overall, the representative cohort of respondents at each time point have consistently increased in overall Scholarly Productivity (as seen in the construct score), number of articles published in academic or professional journals, and number of publications during a two year time period. This indicates that although UNC faculty overall may still need to increase research and publication activity to match that of comparison universities (if that is a desired goal of the university), within UNC, faculty have indeed increased Scholarly Productivity and scholarly activities over time.

## Job Satisfaction

Similar to the theme of Scholarly Productivity, the theme of Job Satisfaction contains several items that carry a negative connotation for UNC faculty when compared to faculty at comparison universities. UNC faculty are statistically significantly less satisfied with their salary and teaching load, as well as the relative equity of salary and job benefits than faculty at comparison universities.

UNC faculty, do, however rate their satisfaction with job security highly, in addition to their satisfaction with various workplace variables such as professional relationships with other faculty, autonomy and independence, and flexibility in relation to family matters or emergencies. While UNC faculty report a significantly lower rate of satisfaction with teaching load, they also report a high amount of satisfaction with their actual course assignments. Although not significantly higher than faculty at comparison universities, UNC faculty also indicate a slightly higher rate of overall job satisfaction, and on average are more likely to state that if they were to begin their career again, they would still choose to come to UNC.

As with Scholarly Productivity, it is important to examine how faculty satisfaction has changed over time. Table 10 presents the change in ratings over the past three data collections for the items regarding Job Satisfaction on the 2013-2014 HERI Faculty Survey where UNC differ statistically from faculty at comparison universities.

Change in UNC faculty responses on Job Satisfaction items over time

		2007-2008	2010-2011	2013-2014
How satisfied are you with the following aspects of your job?: Salary	N	277	201	155
	Mean	1.84	1.87	1.85
	Std. Dev.	0.88	0.83	0.88
How satisfied are you with the following aspects of your job?: Teaching load	N	263	200	152
	Mean	2.14	2,18	2.34
	Std. Dev.	0.90	,89	0.99
How satisfied are you with the following aspects of your job?: Relative equity of salary and job benefits	N	Item not asked during survey year	Item not asked during survey year	153
	Mean			1.93
	Std. Dev.			0.9

Table 10. Job Satisfaction items over time

While changes in satisfaction with “relative equity of salary and job benefits” cannot be examined as this question is unique to the 2013-2014 Faculty Survey, patterns emerge for the other two displayed variables when examining the data. For satisfaction with teaching load, UNC faculty satisfaction levels have increase slightly over the past three survey cycles. On the other hand, UNC faculty have consistently, over the past three data collections, rated themselves on average as “Not Satisfied” to “Marginally Satisfied” in terms of satisfaction with salary.

As with other themes, the theme of Job Satisfaction contains items that coincide with another of UNC’s nine strategic plans: Compensation Identity (UNC, 2012). As stated in UNC’s Compensation Identity plan, there are various components that make up the concept of compensation, but that base salary (and the university’s declining competitive position in terms of base salary during a period of salary freeze) was the component most discussed in campus conversations. As the overall UNC faculty rating for the construct of Job Satisfaction – Compensation is not significantly different from faculty at comparison universities, it can be derived that UNC faculty do not differ in their rating on satisfaction with overall compensation. The consistent low rating within UNC on the item of satisfaction with salary,

however, supports that UNC faculty continue to consider base salary as an important component of overall compensation, and that the issue of increasing base salary to competitive levels remains an important point of discussion and consideration for the university overall.

### ***Career Related Stress***

Within the theme of Career Related Stress, several items allude to positive experiences by UNC faculty, with only one item showing a statistically significant difference between UNC faculty and faculty at comparison universities with a negative connotation toward UNC. The area of stress due to teaching load was rated significantly higher by UNC faculty (just as satisfaction with teaching load was rated significantly lower by UNC faculty), but UNC faculty still rate the extent to which teaching load has been a source of stress over the past two year on average as being between “Not at all” and “Somewhat.” UNC faculty rated “Working with underprepared students” and “Institutional budget cuts” as statistically significantly lower sources of stress than did faculty at comparison universities. Although not statistically significant, of practical significance, UNC faculty also rate interactions with colleagues, interactions with students, committee work, personal finances, and job security as aspects of their jobs that are not large sources of stress.

While not significantly different from faculty at comparison universities, UNC faculty do score higher than the average for the overall construct score for Career Related Stress (51.72). This indicates that UNC faculty report more overall stress due to career related variables than the average faculty member who completed the 2013-2014 HERI Faculty Survey at any university. The items that UNC faculty rate as the highest sources of stress are (rated between “Somewhat” and “Extensive”): “Self-imposed high expectations,” “Change in work responsibilities,” “Institutional procedures and ‘red tape’,” “Lack of personal time,” and “Research or publishing demands.” All other stressors are rated, on average, between “Not at all” and “Somewhat.”

As UNC faculty do report some specific areas of Career Related Stress, it may be beneficial to conduct follow-up interviews with groups of faculty members in order to better understand how these stressors impact their teaching and research, as well as the impact to the university overall. While resources for managing stress may exist, it may also be beneficial to work with faculty members to better understand and utilize these resources, or to expand current resources and initiatives to better target sources of stress identified by faculty members.

### ***Campus & Department Climate***

Similar to the theme of Career Related Stress, only one item within the theme of Perspectives on Campus and Department Climate carries a negative connotation where UNC faculty differ statistically from faculty at comparison universities: the perception that one’s service is valued by other faculty in their department. Even though there is a statistically lower rating on this item, UNC faculty still rate this item between “Agree somewhat” and “Agree strongly” for their agreement that their service is valued by faculty in their department. UNC faculty also agree highly with the statements “My research is valued by faculty in my department” and “My teaching is valued by faculty in my department.”

Of statistical significance with a positive connotation toward UNC, UNC faculty overall rate the items “There is adequate support for faculty development,” “Administrators consider faculty concerns when

making policy,” “The administration is open about its policies,” and “Faculty are rewarded for being good teachers” higher than faculty at comparison universities. Although the ratings are higher on these items for UNC faculty versus faculty at comparison universities, items regarding connectedness with administration are rated low overall, falling between “Not descriptive” and “Somewhat descriptive” for UNC and comparison university faculty alike. This indicates that while UNC faculty may have a more favorable view of intra-campus relationships between administration and faculty members than do faculty at comparison universities, there still exists work to be done regarding improving relationships, feelings of trust, and cooperation between these two campus groups in order for faculty to feel confident that their campus administration are acting in ways that are “for” faculty members.

Of practical significance, UNC faculty provide a high rating on the item “Faculty are committed to the welfare of this institution,” and *low* ratings on the items “There is a lot of campus racial conflict here” and “The faculty are typically at odds with campus administration.” These items, coupled with those items of statistical significance, demonstrate that overall, UNC faculty have a more positive view of Campus and Department Climate than faculty at comparison universities. Faculty members at UNC tend view their departments as supportive and other faculty members as being committed to diversity and to the university, but indicate that relationships with university administration need to become more open and concerned with/focused on faculty input and achievements.

## Conclusion

The data and implications presented in this report, along with the expanded data presentation in Appendix A reveal several areas where the University of Northern Colorado can increase attention to better serve both faculty members and the community. Although there are some areas where UNC faculty differ statistically from faculty at comparison universities and report several areas of lower satisfaction, lower levels of scholarly productivity, and some areas where faculty experience stress, UNC faculty also report significantly higher levels of student-centered pedagogy, high levels of civic-minded practice, increasing levels of scholarly productivity within the university, various areas of satisfaction, and a mix of positive and negative perspectives on campus and department climate. As such, this data also demonstrates areas where UNC faculty and the university overall are succeeding in the vision “to be a student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service” (UNC vision statement, n.d.).

These data serve as jumping-off points for faculty and administrators to use in making improvements to departmental and campus-wide initiatives to better serve educators and students alike. As stated, this data is also available by request for each college at UNC as compared to the combined responses from all other colleges within UNC. The provided implications for the overall UNC faculty response can serve as a starting point for exploring faculty practices, values, and priorities within each college, and can help in determining changes that may benefit faculty and students within each college.

Additional reports on these data are to follow, including an expanded analysis of changes in UNC faculty practices, values, and priorities over the past three iterations of the HERI Faculty Survey, and a comparison of data obtained through the 2013-2014 HERI Faculty Survey with student survey data collected through the CIRP Freshman Survey and CIRP College Senior Survey. Information regarding these forthcoming reports will be available at the University of Northern Colorado Office of Assessment website: <http://unco.edu/assessment>.

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