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Undergraduate Teaching Faculty: The 2013–2014 HERI Faculty Survey

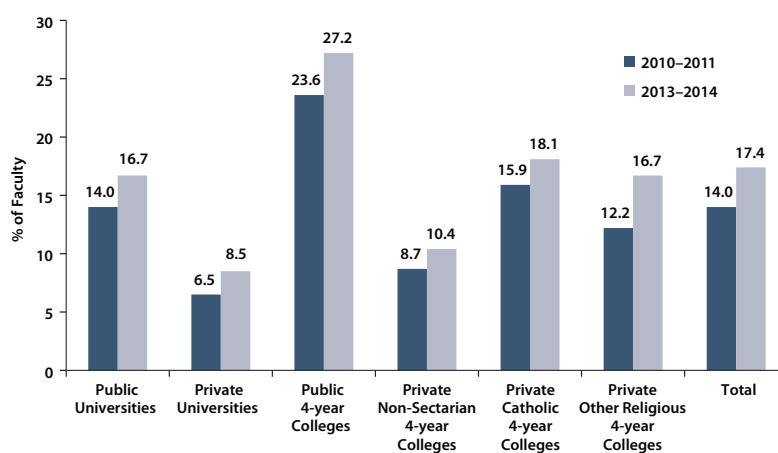
The bulk of the results reported here are based on responses from 16,112 full-time undergraduate teaching faculty members at 269 four-year colleges and universities. Data for full-time faculty are weighted to provide a normative national profile of full-time faculty at four-year colleges and universities. The 2013–2014 HERI Faculty Survey introduced several new features for participating institutions. Faculty responsible for teaching, training, and mentoring graduate students responded to a short set of questions about their interactions with graduate students and perceptions of the graduate program(s) in which they teach. Additionally, this year's survey included five optional modules for campuses to append to the core survey. These modules touched on faculty's perceptions of campus climate, their sexual orientation and gender identity, experiences with academic advising, and spiritual identity and commitment to students' spiritual development, as well as a module designed specifically to measure the perceptions and activities of faculty working in science, technology, engineering, and mathematics (STEM) departments. We highlight findings from the set of questions pertaining to graduate faculty and results from the academic advising and campus climate modules in this report.

MOST FACULTY STILL DO NOT TEACH ONLINE COURSES

The HERI Faculty Survey has asked faculty for the past two administrations whether they have taught a course exclusively online at their current institution. The results of the 2013–2014 administration indicate a noticeable increase in the proportion of full-time undergraduate faculty who reported teaching at least one course exclusively online. Figure 1 shows the 2010–2011 and 2013–2014 data on online teaching by institutional type. Roughly one in seven (14%) respondents to the 2010–2011 HERI Faculty Survey reported having taught a course exclusively online compared to 17.4% of faculty respondents to the 2013–2014 survey.

Changes between 2010–2011 and 2013–2014 have been uneven across institutional types. Public four-year

Figure 1. Changes in Having Taught a Course Exclusively Online between 2010–2011 and 2013–2014, by Institution Type



colleges had the highest proportion of full-time undergraduate faculty (27.2%) indicating they had taught a course exclusively online in the past two years. Faculty at private universities (8.5%) are the least likely to have taught a course exclusively online; these individuals experienced some of the slowest growth in online teaching, gaining just two percentage points over the 2010–11 figure. By contrast, full-time undergraduate faculty teaching at private colleges with an “other” religious affiliation (i.e., not Roman Catholic) experienced the most growth in online teaching, as the proportion of faculty teaching a course exclusively online at “other” religious institutions rose 4.5 percentage points to 16.7% in 2013–2014.

FACULTY MOVE AWAY FROM LECTURE, ADOPT STUDENT-CENTERED TEACHING PRACTICES

Over the past 25 years, faculty have consistently shifted their pedagogical styles to promote critical thinking skills by providing collaborative learning environments, opportunities for reflection, self-evaluation, and student-driven selection of coursework. Figure 2 highlights trends in several pedagogical approaches. More than two-thirds of faculty reported using class discussions in “all” or “most” of their courses in 1989–1990 (69.6%), and faculty’s use of this strategy increased steadily over time before leveling off in 2004–2005 to just over 80%. Other student-centered methods have jumped substantively in the past 25 years, as the proportion of faculty who use student evaluations of each

other’s work in “all” or “most” of their courses has nearly tripled from 10% in 1989–1990 to 28% in 2013–2014. Incorporating student-selected topics for course content has increased nearly 20 percentage points in the past 25 years (8.5% in 1989–1990 to 26.3% in 2013–2014). Similarly, faculty’s reliance upon group projects (45.5%) and cooperative learning (60.7%) are at all-time highs in 2013–2014.

As faculty’s reliance on student-centered teaching practices has increased over the past 25 years, Figure 2 shows an overall drop in the percentage of faculty using lecture in “all” or “most” of their courses. Heavy reliance on lecture has dropped by more than five percentage points since 1989, dropping to 50.6% of faculty in 2013–2014. These trend analyses clearly show that faculty are gradually diversifying their teaching approaches and attempting to identify new strategies to engage students.

INDIVIDUAL EXPERIENCES WITH AND PERCEPTIONS OF THE CAMPUS CLIMATE FOR DIVERSITY

While many aspects of campus climate can be addressed by the overall HERI Faculty Survey, this section focuses on the campus climate for diversity. Nearly half (45%) of all faculty agree that faculty at their institution are unprepared to address diversity-related conflict in class. This figure ranged from a low of 43.3% among White faculty to a high of 60.9% among Latino/a faculty. Roughly half (47%) of Asian faculty and 57.4% of Black faculty shared this perspective. These data suggest an opportunity for institutions to craft professional development workshops to provide faculty with the resources necessary to address diversity-related conflict in class.

Findings also point to gender and racial differences pertaining to faculty’s perceptions about the workplace and colleagues. Faculty rated the extent to which they feel they have to work harder than their colleagues to be perceived

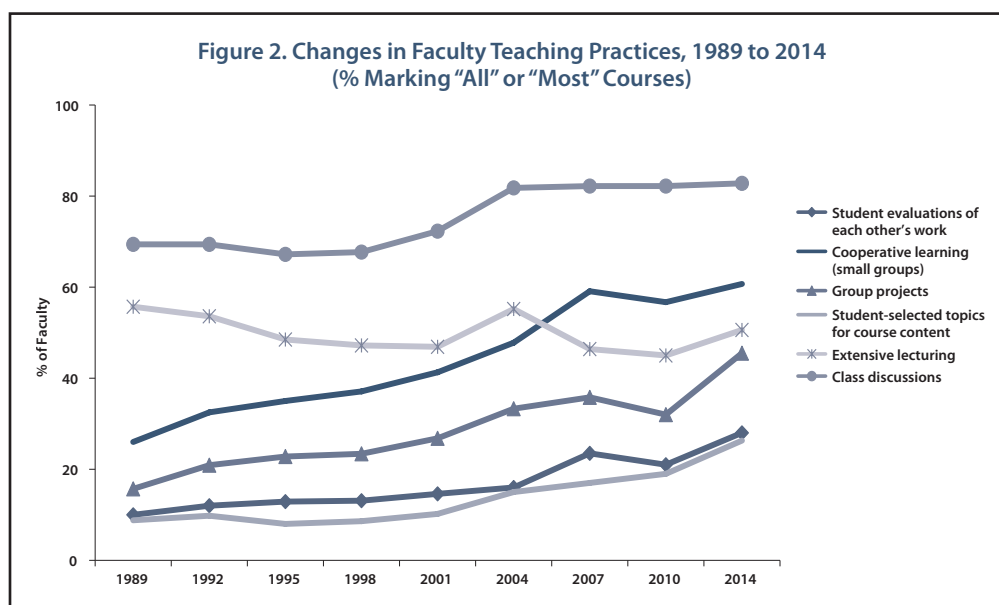
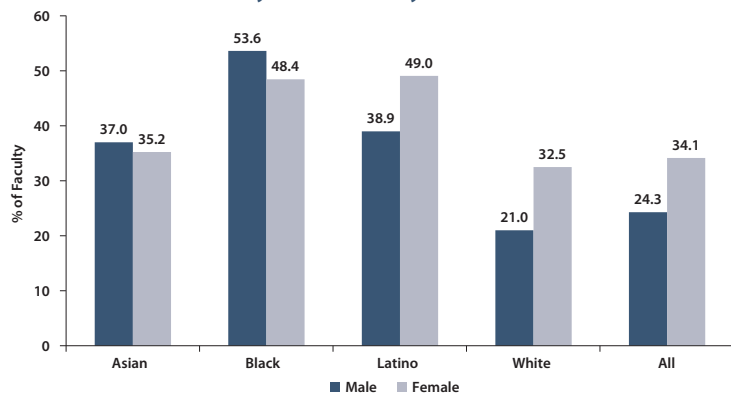


Figure 3. Perceptions That They Must Work Harder Than Their Colleagues To Be Perceived as a Legitimate Scholar, by Race/Ethnicity and Sex



as a legitimate scholar; these findings are highlighted in Figure 3. Overall, nearly three in ten faculty (28.3%) felt this statement represented their experience “to a great extent,” and analyses by race/ethnicity and gender suggested substantial variation across groups. More women (34.1%) than men (24.3%) feel they must work harder than their colleagues to be perceived as a legitimate scholar. White women (32.5%) and Latina (49%) faculty were more likely than their male colleagues (21% and 38.9%, respectively) to feel that they had to work harder than their colleagues to be perceived as a legitimate scholar. By contrast, Asian male faculty (37%) and Black male faculty (53.6%) were slightly more likely than their female counterparts (35.2% for Asian women and 48.4% for Black women) to feel that this statement corresponded with their experience “to a great extent.” Black male faculty were most likely of all the subgroups to feel they had to work harder than their colleagues to be perceived as a legitimate scholar.

In addition to the core survey items pertaining to campus climate, the 2013–2014 HERI Faculty Survey also included an optional module focused on additional institutional and departmental climate issues. The campus climate module, while not weighted to the national sample of full-time undergraduate teaching faculty, provides multi-institutional data about faculty perceptions of both macro (campus) and micro (departmental) climates. The remainder of this section focuses on responses from 8,376 faculty working at 86 institutions.

Adding diversity to the curriculum is a perennial discussion on college campuses. Differences by both gender and ethnicity are apparent when faculty are asked to what extent they agree with the statement “Racial and ethnic diversity should be more strongly reflected in the curriculum.” Nearly two-thirds of female faculty (65%), compared to just over half of male faculty (51.6%), agreed “somewhat” or “strongly” with this sentiment. The differences by ethnicity ranged from 55.6% of White faculty to 86.5% of Black faculty agreeing with the statement. Results also suggest substantial variation by race/ethnicity when considering faculty’s ex-

periences with discrimination. Nearly three out of five Black faculty (57%) feel that they have been discriminated against or excluded from activities because of their race/ethnicity. About 40% of Asian and Latino/a faculty feel the same, while only 6% of White faculty agree. Further, almost four out of ten female faculty (37.6%) feel that they have been discriminated against or excluded because of their gender, compared to 11.7% of their male peers.

MENTORSHIP ACTIVITIES AMONG GRADUATE FACULTY

While predominantly focused on faculty who work with undergraduates, the 2013–2014 Faculty Survey introduced a subset of items designed to understand faculty’s interaction with graduate students. The findings in this section analyze data from 2,831 faculty at 169 institutions who reported having taught a graduate course in the past two years.

More than three-quarters (75.2%) of female faculty reported mentoring graduate students “to a great extent” compared to 68.8% of their male colleagues. Small differences with regard to self-reported mentoring activities emerged across rank, with assistant professors (72%) least likely to mentor “to a great extent” compared to 78.4% of full professors. It is probable that faculty at higher ranks have larger numbers of assigned advisees, which likely explains their increased time involved in mentoring activities.

Part of graduate student mentorship involves connecting mentees with scholars and other professionals in the field. Female faculty were more likely to help

graduate students access professional networks, with 53% reporting they do so “to a great extent” compared to 44.6% of male faculty. More than half of full professors (52.7%) and associate professors (50.6%) help graduate students access professional networks “to a great extent” compared to 44.2% of assistant professors.

A GENDER GAP IN ACADEMIC ADVISING

One of the five optional modules in the 2013–2014 HERI Faculty Survey included items related to academic advising. It included questions about the number of advisees assigned to faculty, faculty’s administrative interactions with advisees, and specific mentoring and development interactions. Because campuses opted into this module, we cannot weight or generalize the data to the national population of full-time undergraduate faculty. The academic advising module had 7,756 full-time undergraduate teaching faculty respondents at 108 four-year colleges and universities.

Results from the academic advising module indicate substantial gender differences in how faculty interact with students. Across the board, women faculty report interacting more frequently with their students. Nearly half of all women full-time undergraduate teaching faculty (47.7%) reported that they “frequently” informed students about academic support options compared to roughly one-third of their male colleagues (32.1%)—a 15.6 percentage-point gap. Women faculty hold a 14-point advantage over men in the frequency of reviewing transcripts with advisees (56.8% vs. 42.8%) and taking action to help students with academic problems (47.1% vs. 33.1%).

The most frequent type of interaction reported by both men and women faculty related to discussions in which faculty provided their advisees with information about their respective majors or minors. Nearly three-quarters (74.2%) of women and roughly two-thirds (64.1%) of men indicated that they “frequently” provided their advisees with information about majors or minors. By far the least common interaction reported by faculty advisors related to taking action to help students with personal problems. Less than one-quarter (24.6%) of women faculty reported that they “frequently” took action to help students with personal problems. Men took action to help students with personal problems even less often—just 13.9% of full-time undergraduate male faculty reported “frequently” helping students with personal problems.

SOURCE: Eagan, M. K., Stolzenberg, E. B., Berdan Lozano, J., Aragon, M. C., Suchard, M. R., & Hurtado, S. (2014). *Undergraduate teaching faculty: The 2013–2014 HERI Faculty Survey*. Los Angeles: Higher Education Research Institute.

Please contact the Higher Education Research Institute for more information or to order your copy of the 2013–2014 Undergraduate Teaching Faculty monograph. To download copies of the monograph with expanded tables, please visit <http://heri.ucla.edu/facPublications.php>.

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Media Contact

Kathy Wyer, Communications Manager
wyer@gseis.ucla.edu