Note: This is a supplemental report that is intended to be used as an extension of the HERI Faculty Survey Summary 2013-2014. In doing so this report is intended to understood in the context of that report.

HERI Faculty Survey: Module Supplemental Report

ADVISING, CAMPUS CLIMATE, & STEM

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Advising Module

Overview

This is the first year HERI has offered module supplements for the Faculty Survey process. UI selected the Advising, Campus Climate and STEM modules. There were 229 persons who completed the Advising module. Of these 54% were female. The reference group used for the module includes faculty selected from all institutions which elected to use this module (*N*=9587).
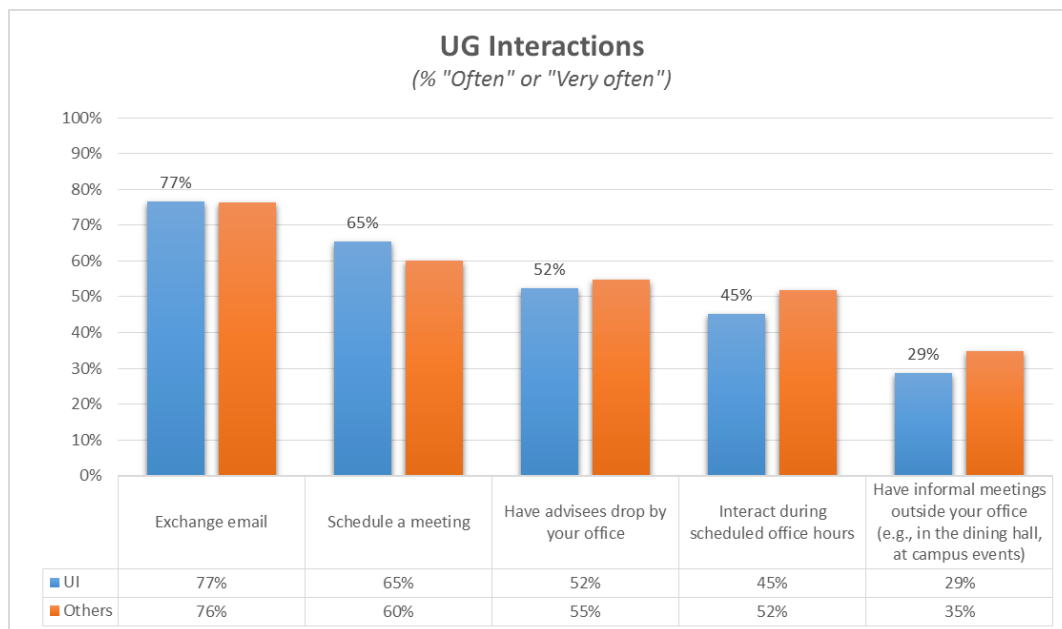
Advisee Numbers

When asked how many undergraduate students they advised, faculty respondents indicated a mean of 16.5, about 3.2 below the reference group, while the mode is 4 below the reference group. The mean, median and mode are presented in the table below.

	UI	Others
Mean	16.52	19.73
Median	10.00	14.00
Mode	0.00	0.00

Interaction Types

When faculty were asked how often they engaged in the following things with UG students, the percent responding "Often" or "Very often" are shown relative to the reference group below.

UG Interactions
(% "Often" or "Very often")

|	Exchange email	Schedule a meeting	Have advisees drop by your office	Interact during scheduled office hours	Have informal meetings outside your office (e.g., in the dining hall, at campus events)
UI	77%	65%	52%	45%	29%
Others	76%	60%	55%	52%	35%

The area where UI faculty exceeded the reference group was in scheduling meetings with students. There, UI was 5% higher than the reference group. The areas were UI was lower than the reference group included:

- Interact during scheduled office hours (-7%)
- Have informal meetings outside your office (e.g., in the dining hall, at campus events) (-6%)

Purpose of Interactions

Respondents were asked a series of 14 items related to the frequency and purpose/type of engagement with UG students. The percent from respondents from UI and the reference group who indicated "Frequently" is presented from high to low in the graph below.

Purpose and Type of Interaction
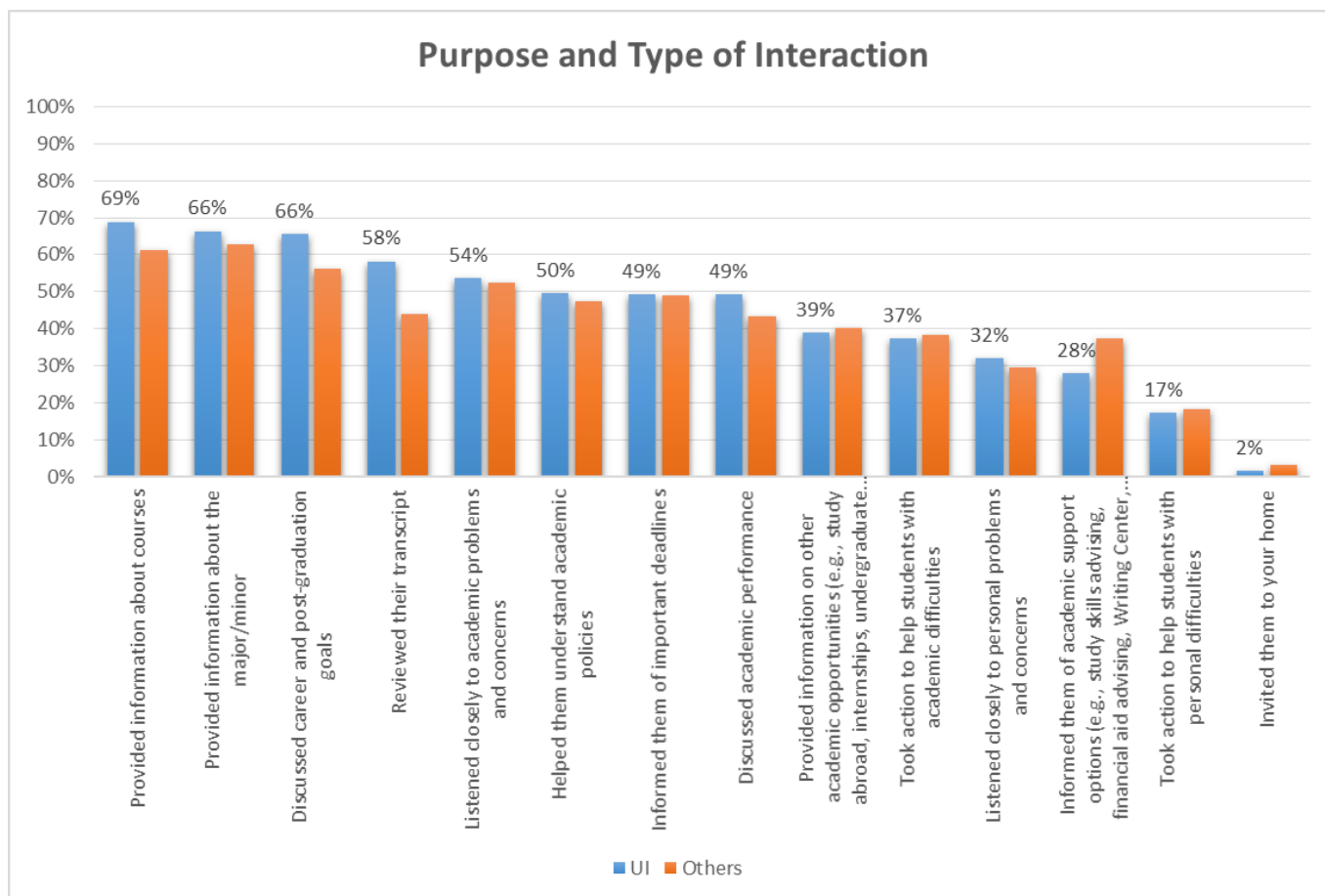
The purposes/types of interactions UI faculty engaged in more frequently than those from other universities were (five greatest):

- Reviewed their transcript (14%)
- Discussed career and post-graduation goals (10%)
- Provided information about courses (8%)
- Discussed academic performance (6%)
- Provided information about the major/minor (4%)

The purpose/type of interactions UI faculty engaged in less frequently than those from other universities was "Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)" (-10%).

Types of Action/Intervention

Respondents were asked, "During the past year, how often have you done each of the following with your advisees?" The percentage of those who responded "Frequently" (UI and other institutions) is provided below.

Type of Action/Intervention
(% Frequently)
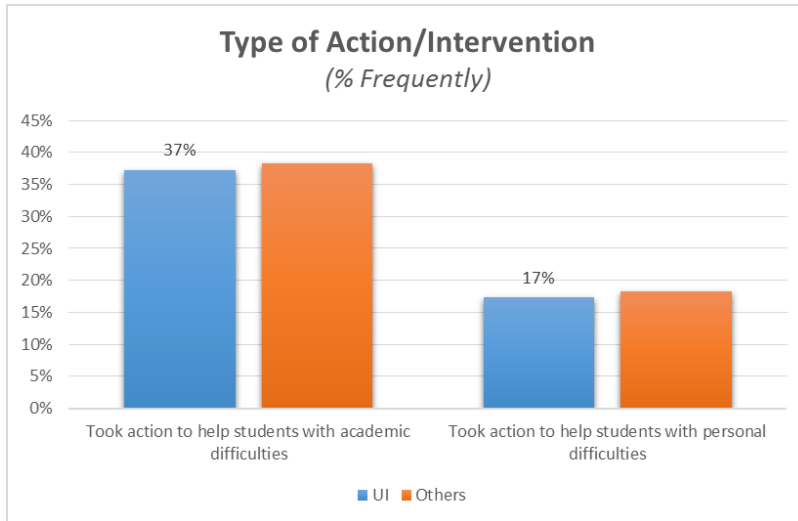
Types of Feedback/Support

The respondents were asked, "During the past year, how often have you provided your advisees with?" The percentage of those that responded "Frequently" (UI and other institutions) are shown below.

Types of Feedback/Support
(% Frequently)
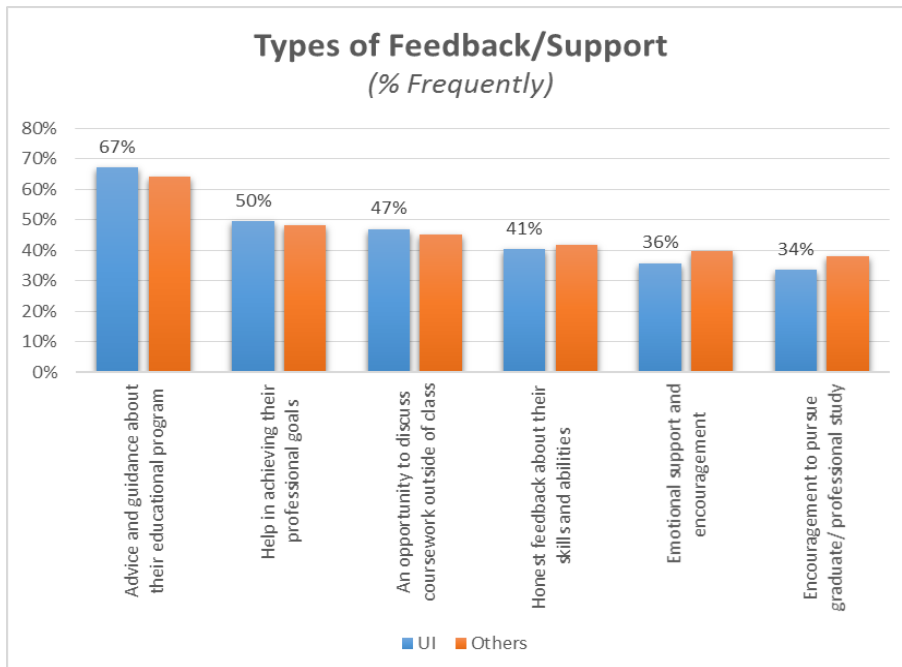
The area where UI was somewhat higher than those from other institutions was "Advice and guidance about their educational program" (3%).

The areas where UI was lower than those from other institutions were:
- Encouragement to pursue graduate/ professional study (-4%)
- Emotional support and encouragement (-4%)

Campus Climate Module

Overview

For this first year HERI offered module supplements to the Faculty Survey. UI selected the Advising, Campus Climate and STEM modules. There were 229 persons who completed the Campus Climate module. Of these 54% were female. The reference group used for this module included selected faculty from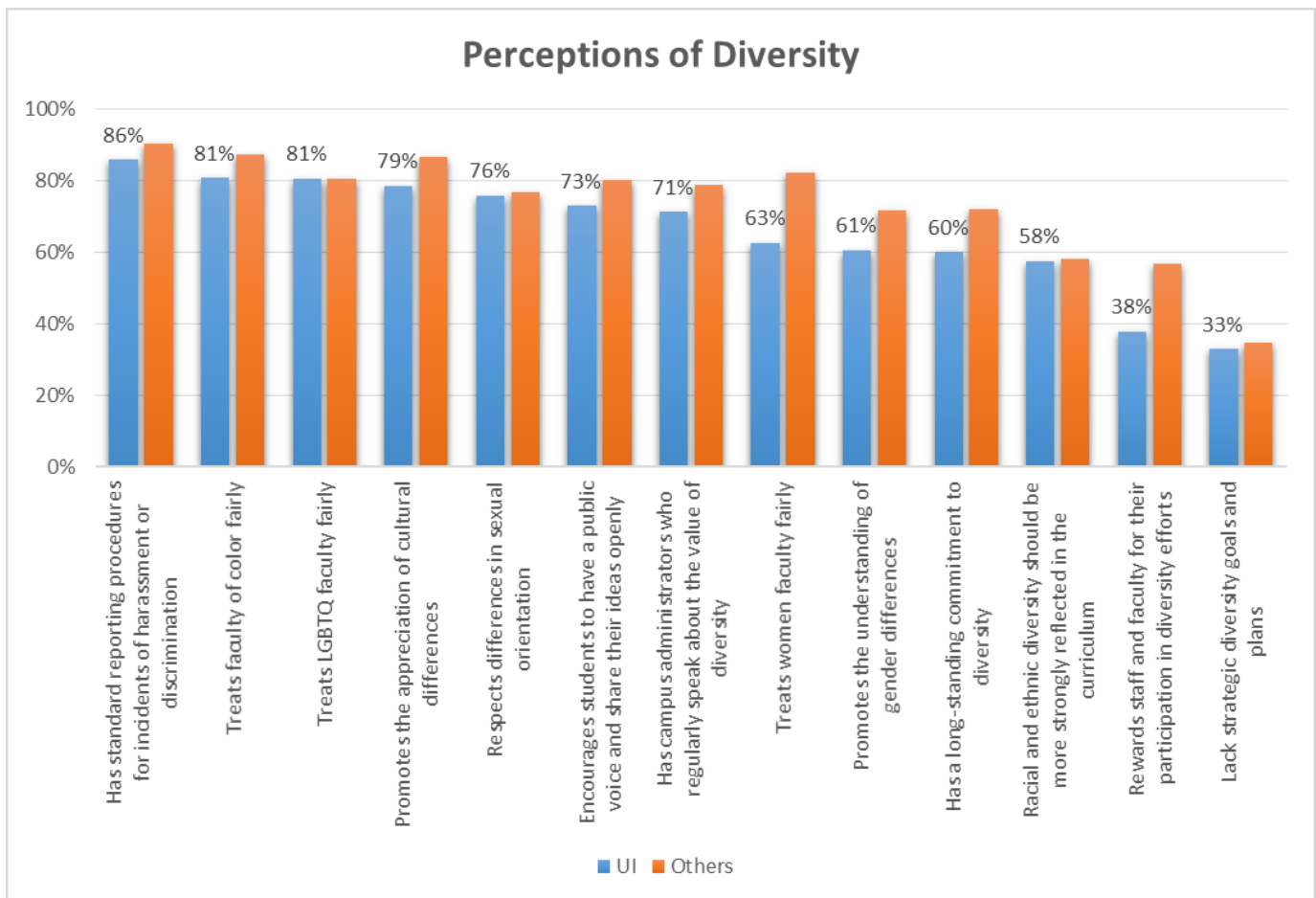 all institutions that elected the use of this module (*N*=8315). It should be noted that this module should also be viewed in the context of the Job Satisfaction section in the main Profile Report.

Perceptions of Institutional Diversity

Respondents were asked to respond to a series of 13 statements prefaced with, "Indicate the extent to which you agree or disagree with the following statements. This institution:" The percentage of those who responded "Agree strongly" or "Agree" are shown in the graph below.

Perceptions of Diversity

Statement	UI
Has standard reporting procedures for incidents of harassment or discrimination	86%
Treats faculty of color fairly	81%
Treats LGBTQ faculty fairly	81%
Promotes the appreciation of cultural differences	79%
Respects differences in sexual orientation	76%
Encourages students to have a public voice and share their ideas openly	73%
Has campus administrators who regularly speak about the value of diversity	71%
Treats women faculty fairly	63%
Promotes the understanding of gender differences	61%
Has a long-standing commitment to diversity	60%
Racial and ethnic diversity should be more strongly reflected in the curriculum	58%
Rewards staff and faculty for their participation in diversity efforts	38%
Lack strategic diversity goals and plans	33%

(UI = blue, Others = orange)

There were no areas in which UI respondent percentages were higher than those from other schools.

The areas where there was the greatest difference (UI lower) were:
- Treats women faculty fairly (-20%)
- Rewards staff and faculty for their participation in diversity efforts (-19%)
- Has a long-standing commitment to diversity (-12%)
- Promotes the understanding of gender differences (-11%)
- Promotes the appreciation of cultural differences (-8)
- Has campus administrators who regularly speak about the value of diversity (-8)
- Encourages students to have a public voice and share their ideas openly (-7%)
- Treats faculty of color fairly (-6%)
- Has standard reporting procedures for incidents of harassment or discrimination (-4%)

Experiences with Discrimination at Institution

The respondents were asked a series of 18 statements prefaced with, "Please indicate how often at this institution you have:" These are reported as the percent who responded "Very often" or "Often." These are broken down into conceptual groups of items in the graphs presenting the information below.

In summarizing all areas covered by the following graphs those items where UI respondents had higher percentages relative to those from other schools were:
- Heard insensitive or disparaging remarks about women from students (7%)
- Heard insensitive or disparaging remarks about women from faculty (5%)
- Been discriminated or excluded from activities because of my gender (5%)
- Heard insensitive or disparaging remarks about LGBTQ individuals by students (4%)
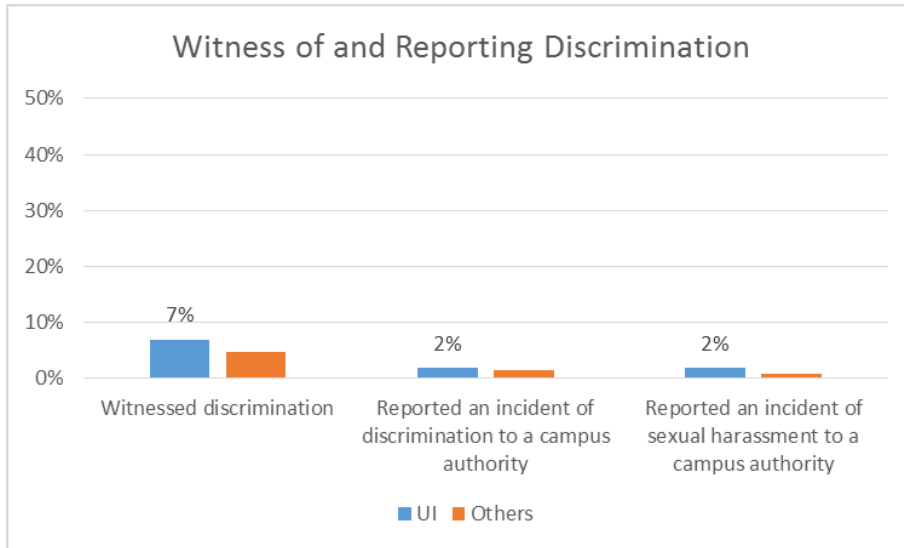- Heard insensitive or disparaging racial remarks from staff (4%)

The areas where UI respondents had lower percentages than those from other schools were:
- Had students from underrepresented groups on campus approach me for advice (-11%)
- Heard insensitive or disparaging remarks about LGBTQ individuals by faculty (-2%)
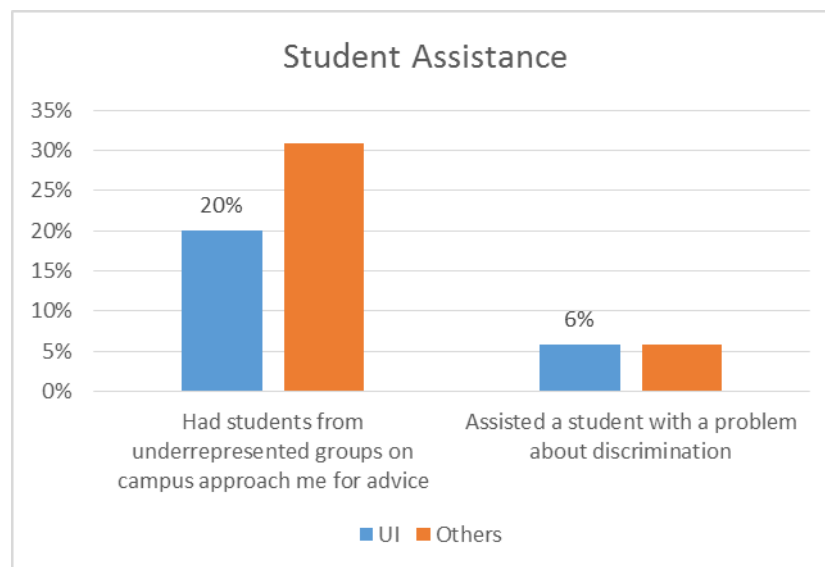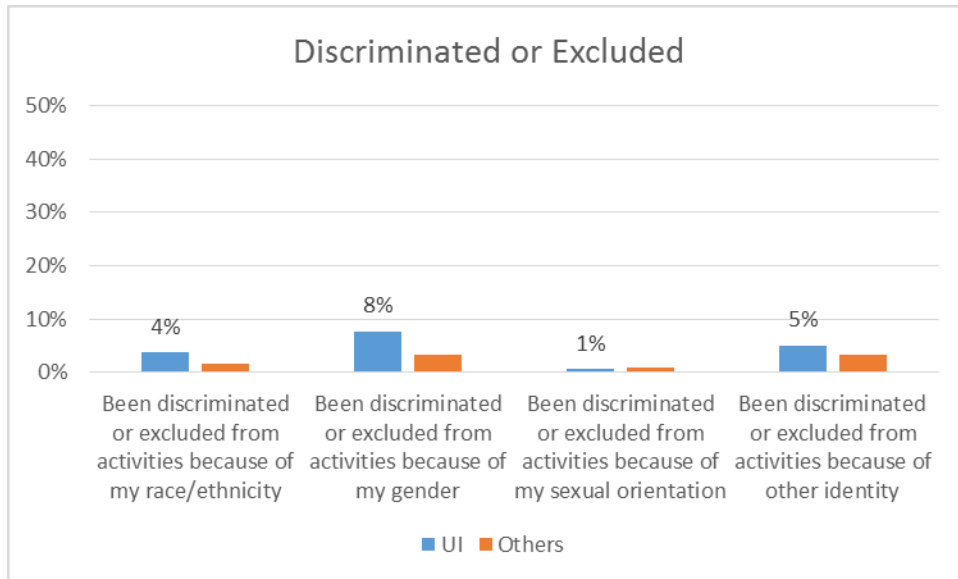
The witnessing of discrimination was higher for those from UI compared to those at other institutions (2% higher); however, the rate of reporting said discrimination was very similar for UI and others.

Witness of and Reporting Discrimination

A bar chart comparing UI and Others across three categories. Witnessed discrimination: UI 7%. Reported an incident of discrimination to a campus authority: 2%. Reported an incident of sexual harassment to a campus authority: 2%.

The respondents from UI reported higher (or similar in one case) rates of being excluded or discriminated because of race, ethnicity and/or other identity.

Discriminated or Excluded

A bar chart comparing UI and Others across four categories. Been discriminated or excluded from activities because of my race/ethnicity: 4%. Been discriminated or excluded from activities because of my gender: 8%. Been discriminated or excluded from activities because of my sexual orientation: 1%. Been discriminated or excluded from activities because of other identity: 5%.

In nearly all cases there were higher rates of insensitive or disparaging comments reported as heard from UI students than was reported for students at other schools. Racial and gender-insensitive comments were uniformly reported as being heard more often at UI by all groups. UI respondents reported hearing fewer insensitive comments about LGBTQ individual than those at other schools. Student comments about women and LGBTQ individuals were the areas of highest report.

Sources of Disparaging or Insensitive Comments

Heard insensitive or disparaging racial remarks from faculty: UI 5%

Heard insensitive or disparaging racial remarks from staff: UI 5%

Heard insensitive or disparaging racial remarks from students: UI 7%

Heard insensitive or disparaging remarks about women from faculty: UI 8%

Heard insensitive or disparaging remarks about women from staff: UI 3%

Heard insensitive or disparaging remarks about women from students: UI 11%

Heard insensitive or disparaging remarks about LGBTQ individuals by faculty: UI 1%

Heard insensitive or disparaging remarks about LGBTQ individuals by staff: UI 3%

Heard insensitive or disparaging remarks about LGBTQ individuals by students: UI 10%

Legend: UI, Others

Personal Knowledge of Bias/Harassment/Discrimination

Respondents were asked a series of nine statements that were prefaced with, "Please indicate how often anyone you personally know has experienced the following forms of bias/harassment/discrimination at this institution:" The percentage of those who responded "Very often" and "Often" is presented below relative to those from other institutions.

Personal Knowlege of Bias/ Harassment/ Discrimination

Verbal comments: UI 12%

Exclusion (e.g., from gatherings, events): UI 7%

Written comments (e.g., emails, texts, writing on walls): UI 5%

Offensive visual images or items: UI 3%

Anonymous phone calls: UI 2%

Sexual assault or violence: UI 1%

Other physical assaults or injuries: UI 1%

Damage to personal property: UI 1%

Threats of physical violence: UI 0%

Legend: UI, Others

There were no areas where the percentages reported by UI respondents were substantially lower than for other schools.

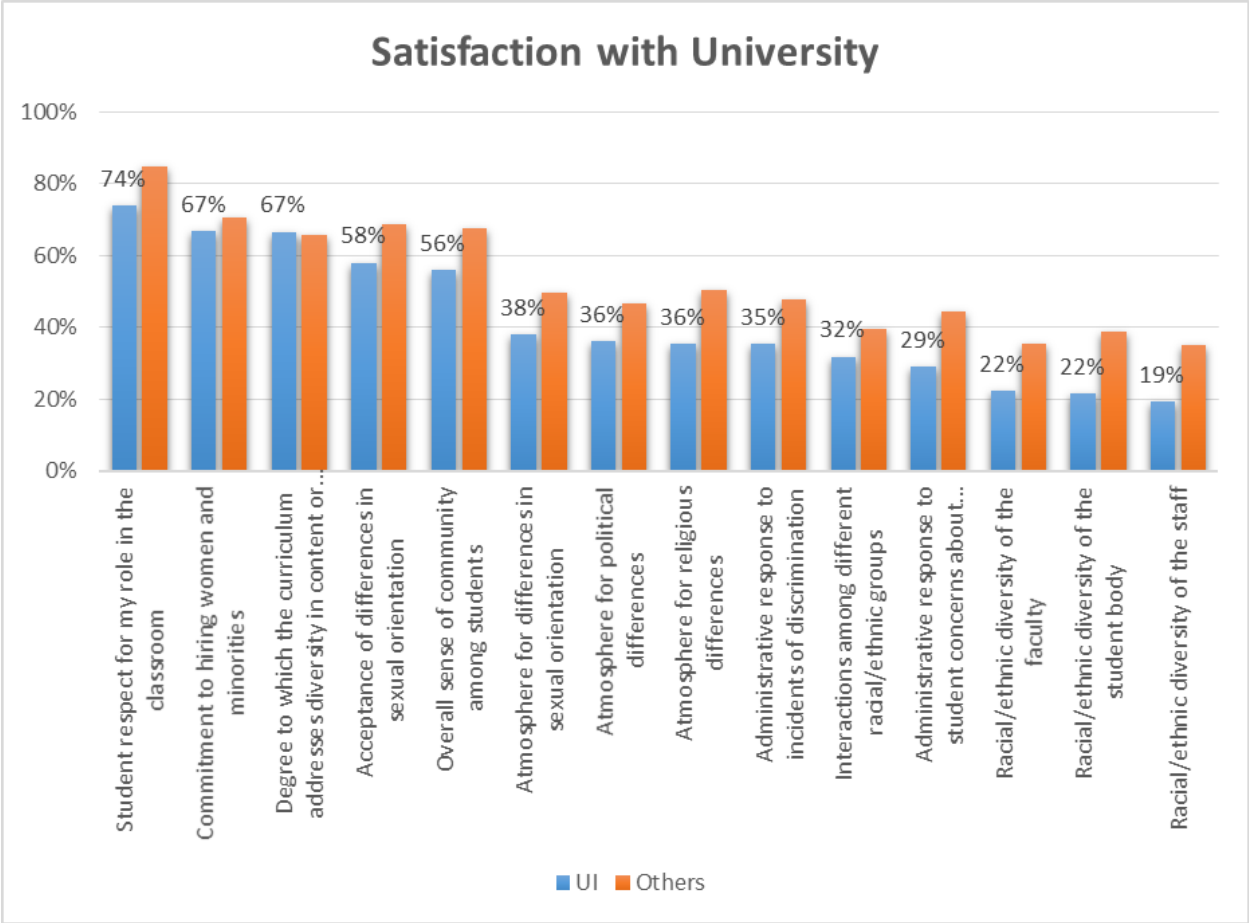The area where UI was highest relative to other schools was "Verbal comments", which was 6% higher.

Satisfaction with University

Respondents were asked to rate 14 statements on "How satisfied are you with the following aspects of your institution?" The percentage of those who responded "Very satisfied" or "Satisfied" relative to those from other schools is displayed below.

There was one area where the respondents from UI reported a similar percentage to those from other schools, "Degree to which the curriculum addresses diversity in content or pedagogy."
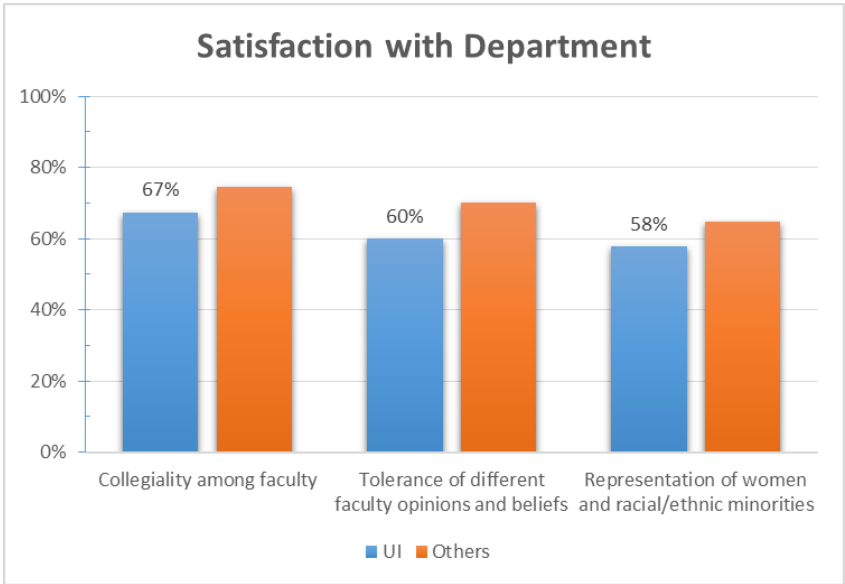
Thea areas of largest difference (UI lower-from largest to smallest) were:
- Racial/ethnic diversity of the student body (-17%)
- Racial/ethnic diversity of the staff (-16%)
- Administrative response to student concerns about exclusion or marginality (-15%)
- Atmosphere for religious differences (-15%)
- Racial/ethnic diversity of the faculty (-13%)
- Administrative response to incidents of discrimination (-13%)
- Atmosphere for differences in sexual orientation (-12%)
- Overall sense of community among students (-12%)
- Student respect for my role in the classroom (-11%)
- Acceptance of differences in sexual orientation (-11%)
- Atmosphere for political differences (-11%)
- Interactions among different racial/ethnic groups (-8%)
- Commitment to hiring women and minorities (-4%)

Satisfaction with University

Chart comparing UI and Others across categories:
- Student respect for my role in the classroom: 74%
- Commitment to hiring women and minorities: 67%
- Degree to which the curriculum addresses diversity in content or...: 67%
- Acceptance of differences in sexual orientation: 58%
- Overall sense of community among students: 56%
- Atmosphere for differences in sexual orientation: 38%
- Atmosphere for political differences: 36%
- Atmosphere for religious differences: 36%
- Administrative response to incidents of discrimination: 35%
- Interactions among different racial/ethnic groups: 32%
- Administrative response to student concerns about...: 29%
- Racial/ethnic diversity of the faculty: 22%
- Racial/ethnic diversity of the student body: 22%
- Racial/ethnic diversity of the staff: 19%

Satisfaction with Department

Respondents were asked to rate statements relative to their satisfaction with their department. The percentage that responded "Very satisfied" or "Satisfied" is shown below.

Satisfaction with Department

Chart comparing UI and Others:
- Collegiality among faculty: 67%
- Tolerance of different faculty opinions and beliefs: 60%
- Representation of women and racial/ethnic minorities: 58%

Respondents from UI were uniformly below those from other schools. The areas of greatest difference were:

- Tolerance of different faculty opinions and beliefs (-10%)
- Collegiality among faculty (-7%)
- Representation of women and racial/ethnic minorities (-7%)

STEM Module

Overview

This is the first year HERI offered module supplements to the Faculty Survey. UI selected the Advising, Campus Climate and STEM modules.   There were 229 persons who completed the STEM module. Of these 54% were female. The reference group used for this module included selected faculty from all institutions that elected the use of this module (N=3316). It should be noted that this module should also be viewed in the context of the Job Satisfaction section in the main Profile Report.

Targeted Teaching Methods: Engagement

Respondents were asked to rate three teaching methods regarding how frequently they used them over the past year. The percentage responding "Always" or "Frequently" is shown in the graph below.
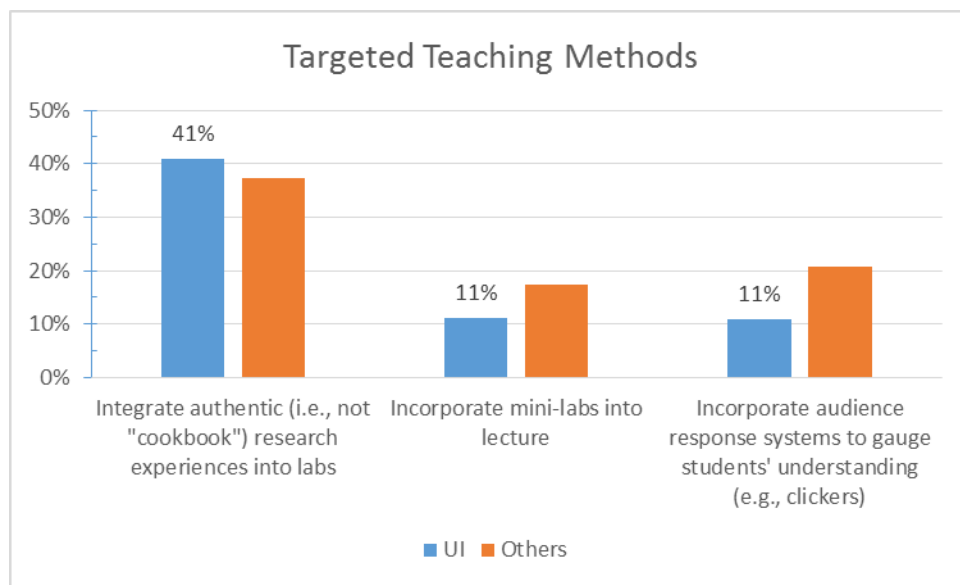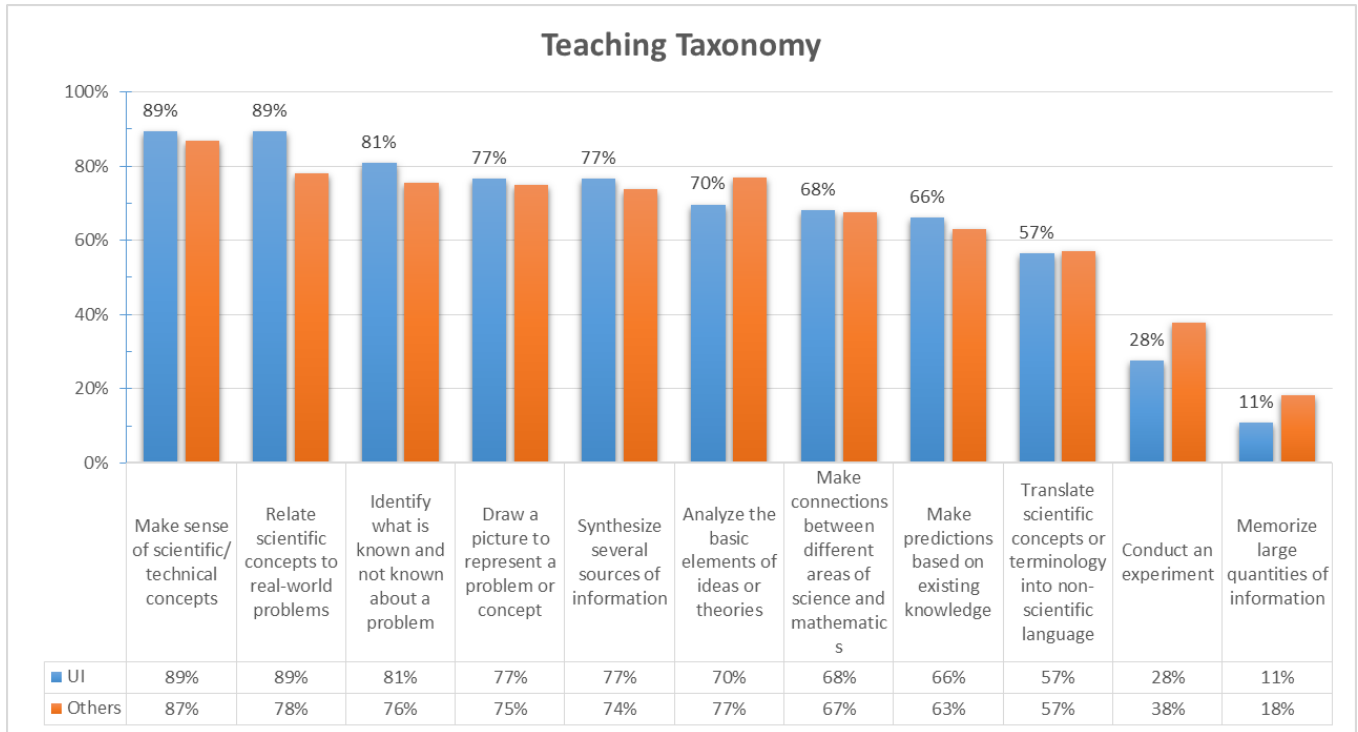

The most frequently used targeted teaching method is the integration of authentic research into class (41%) which is 4% higher than reported from other schools.

The areas where UI respondents were lower than those from other schools were:
- Incorporate audience response systems to gauge students' understanding (e.g., clickers) (-10%)
- Incorporate mini-labs into lecture (-6%)

Taxonomy of Teaching

Respondents were asked to rate 11 taxonomy of teaching statements on how frequently they used them over the past year. The percentage of those responding "Always" or "Frequently" are shown in the graph below.

Teaching Taxonomy

	Make sense of scientific/ technical concepts	Relate scientific concepts to real-world problems	Identify what is known and not known about a problem	Draw a picture to represent a problem or concept	Synthesize several sources of information	Analyze the basic elements of ideas or theories	Make connections between different areas of science and mathematics	Make predictions based on existing knowledge	Translate scientific concepts or terminology into non-scientific language	Conduct an experiment	Memorize large quantities of information
UI	89%	89%	81%	77%	77%	70%	68%	66%	57%	28%	11%
Others	87%	78%	76%	75%	74%	77%	67%	63%	57%	38%	18%

The areas where UI respondents were substantially higher than those from other schools were:
- Relate scientific concepts to real-world problems (11%)
- Identify what is known and not known about a problem (5%)

The areas where UI respondents were substantially lower than those from other schools were:
- Conduct an experiment (-10%)
- Analyze the basic elements of ideas or theories (-7%)
- Memorize large quantities of information (-7%)

Relative Importance: Application

Respondents were asked to rate two relative importance statements regarding educational goals for undergraduates. The percentage responding "Essential" or "Very important" is shown in the graph below.

These result suggest that UI respondents find "making a theoretical contribution to science" is most important and rate it more highly then respondents from other schools.
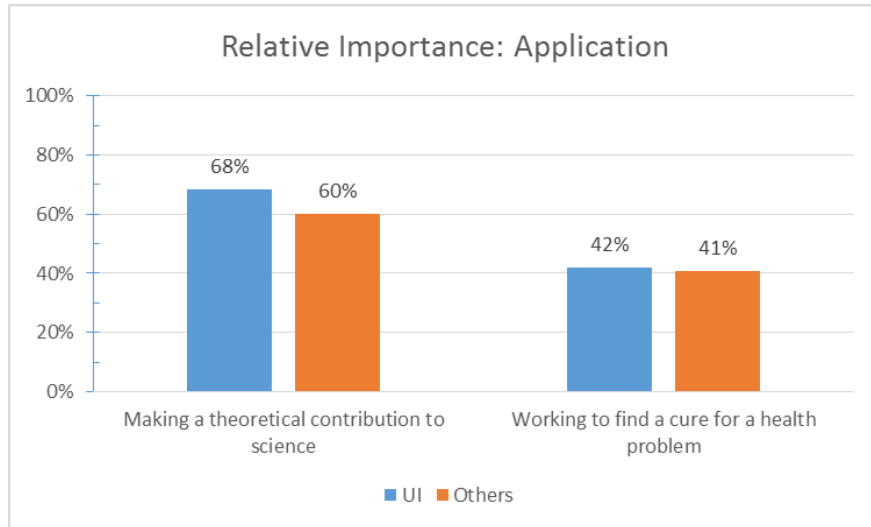
Course Structure: STEM Promotion

Respondents were asked to rate two statements relating to how they structure courses to promote STEM fields.   The percentage responding "To a great extent" or "Some extent" is shown in the graph below.