

## **Diversity and Inclusion Summary Report of the HERI Faculty Survey** **(2017)**

In an effort to better understand the experiences of Wake Forest faculty, Institutional Research (IR) uses surveys from UCLA's Higher Education Research Institute (HERI). For over 50 years HERI has designed and analyzed multi-item, self-reported surveys to shed light on the experiences of students and faculty in higher education. The aim of the HERI Faculty Survey is to not only better understand the state of faculty professional development, but to also help institutions develop programming, policies, and practices that better support faculty success, broadly defined.

The HERI Faculty Survey was first introduced in 1989, and since then has been administered at over 1,100 two- and four-year institutions. According to HERI, "institutions have used results from the survey to connect faculty practices, values, and priorities to institutional success and drive improvement efforts." Wake Forest first used the survey in 1998, when it was titled the HERI Undergraduate Faculty Survey, and has administered it roughly every 3 years since that time. The most recent survey has 55 standard items, plus an additional 20 items unique to Wake Forest (which have been included in our administration of the survey since 2007).

Each HERI instrument uses the 55 standard items to develop "constructs." There are a total of 13 constructs, ranging from experiences with the Tenure and Promotion process, to feelings around being valued by the institution, to and institution's emphasis on diversity and inclusion. In an attempt to leverage the information and data the Wake Forest – so as to ascertain a clearer picture of how faculty at Wake Forest experience elements of diversity and inclusion – this report will focus on the most recent data for five specific HERI constructs: **Civic Minded Practice**; **Diversity Climate**; **Civic Engagement**; **Commitment to Diversity**; and **Civic Minded Values**. ODI's focuses on these five constructs because they represent survey items with an emphasis on Inclusion, Differences, and Contributing to One's Community – all of which are symbolic of Pro Humanitate. Though Institutional Research produces and shares composite and comprehensive data sets and analyses for the HERI Faculty Survey on the [IR Website](#), this ODI-specific summary report is aimed at helping staff and faculty members, academic and administrative leaders, and current and future students (and their families) better understand the lived experiences of Wake Forest faculty. Furthermore, the data and findings contained in this ODI-specific summary report can be used to influence policy changes, offer programming, and facilitate practice towards a more inclusive and equitable Wake Forest campus community.

### **HERI Faculty Survey Constructs of Interest to Wake Forest's Office of Diversity and Inclusion**

A definition for each of the five ODI-relevant HERI constructs is included below. In addition, the elements that comprise each of the constructs are included (along with their framing question – in parentheses – when applicable).

#### **1) Civic Minded Practice: A unified measure of faculty involvement in civic activities.**

- \* Collaborated with the local community in research/teaching
- \* Engaged in public service/professional consulting without pay
- \* Community or public service
- \* Community service as part of coursework
- \* Advised student groups involved in service/volunteer work

**2) Diversity Climate:** Measure representing faculty's perspectives about the climate for faculty members from diverse backgrounds. (“Indicate how important you believe each priority listed below is at your college or university” item)

- \* This institution has effective hiring practices and policies that increase faculty diversity
- \* This institution takes responsibility for educating underprepared students
- \* Faculty of color are treated fairly here
- \* Women faculty are treated fairly here
- \* LGBTQ faculty are treated fairly here

**3) Civic Engagement:** Measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty. (“Indicate how important you believe each priority listed below is at your college or university:” item)

- \* To provide resources for faculty to engage in community-based teaching or research
- \* To create and sustain partnerships with surrounding communities
- \* To facilitate student involvement in community service

**4) Commitment to Diversity:** Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment. (“Indicate how important you believe each priority listed below is at your college or university:” item)

- \* To promote gender diversity in the faculty and administration
- \* To recruit more minority students
- \* To promote racial and ethnic diversity in the faculty and administration

**5) Civic Minded Values:** A unified measure of faculty involvement in civic activities.

- \* Encourage students to become agents of social change
- \* Colleges have a responsibility to work with their surrounding communities to address local issues
- \* Instill in students a commitment to community service

In addition to these 5 Constructs, IR’s [analysis](#) of the 2017 HERI Faculty Survey results includes specific information on several individual items. Caution should be used when setting policy or making broad judgments based on individual items. Consequently, the ODI summary report focuses on Constructs.

### **HERI Faculty Survey Constructs: Comparisons and Findings**

In looking to make the HERI data more specific to Diversity and Inclusion efforts, we focused on the following comparisons across the five ODI-centered HERI constructs: (a) Comparisons between Wake Forest faculty and those at other “Selective, 4-year Private” schools; (b) Comparisons between Professional School and Undergraduate College faculty; (c) Comparisons between results on the 2017 and 2014 surveys; (d) Comparisons between Female and Male faculty; (e) Comparisons between “White” and “Non-White” faculty; and (f) Comparisons between Tenure-track and Non-Tenure-track Faculty. Note that statistically significant differences between demographic factors and particular survey items are shared on the IR website, as referenced above.

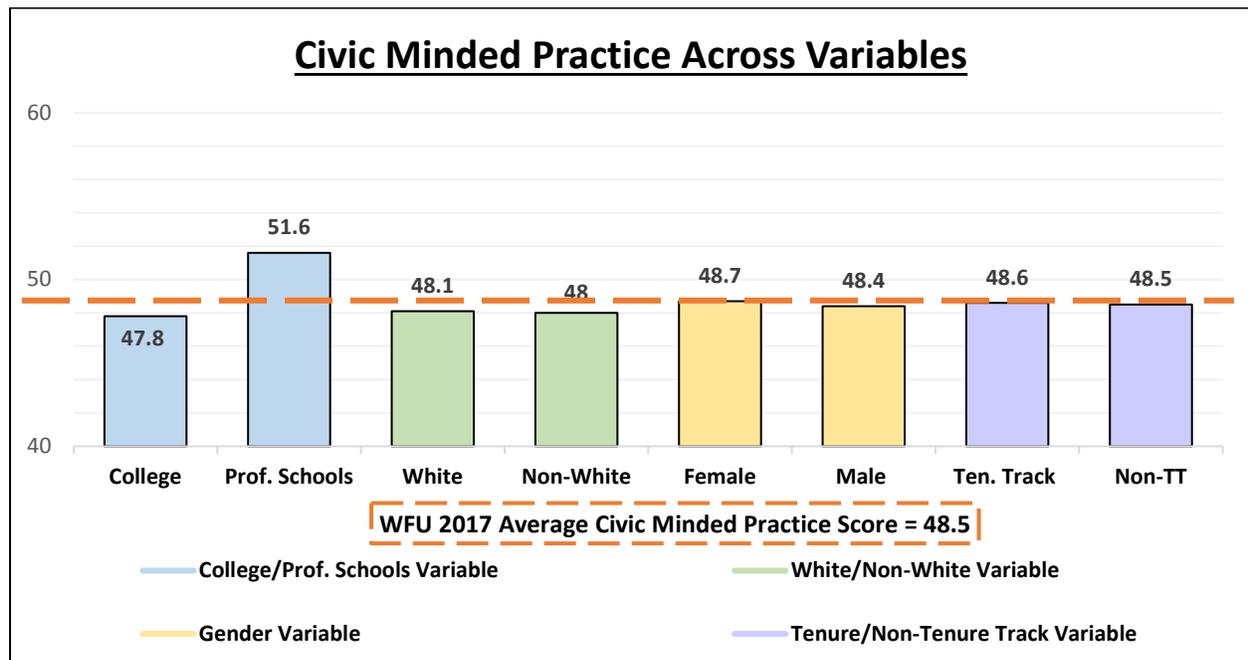
The following graphs are organized around the selected HERI Constructs: **Civic Minded Practice**; **Diversity Climate**; **Civic Engagement**; **Commitment to Diversity**; and **Civic Minded Values**. There are two groups of graphs: the first group will show differences between dichotomous independent variables; the second group will compare the Wake Forest Faculty’s 2017 average score to Wake Forest Faculty’s 2014, as well as the average 2017 score for all faculty at “Selective, Private, 4-year Institutions.”

There are 2 final considerations when reviewing the graphs. First, Construct scores are scaled to have a global mean of 50, and a global standard deviation of 10. Second, a notation will be made when there’s a small effect size (\*) or medium effect size (\*\*), wherein the effect sizes represent “meaningful” observed differences.

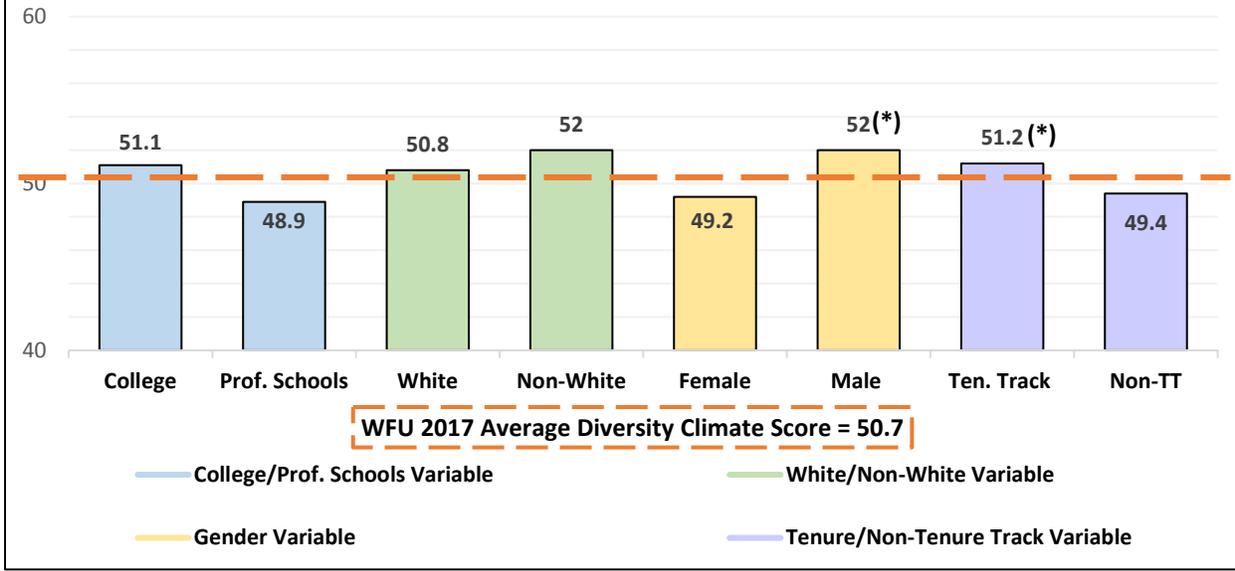
Table 1: Sample Sizes for 2017 HERI Constructs of Interest for ODI

	Margin of Error	Civic Minded Practice	Diversity Climate	Civic Engagement	Commitment to Diversity	Civic Minded Values
<b>Total Sample Size</b>		<b>324</b>	<b>254</b>	<b>237</b>	<b>237</b>	<b>269</b>
Gender	1.8 (W) 1.7 (M)	148 (W) 176 (M)	116 (W) 138 (M)	107 (W) 130 (M)	108 (W) 129 (M)	119 (W) 150 (M)
Non-White/White	4.6 (NW) 1.3 (NW)	24 (NW) 202 (W)	24 (NW) 202 (W)	24 (NW) 198 (W)	24 (NW) 198 (W)	23 (NW) 202 (W)
Prof. Schools /College	3.2 (PS) 1.3 (C)	62 (PT) 262 (FT)	42 (PT) 212 (FT)	40 (PT) 197 (FT)	40 (PT) 197 (FT)	47 (PT) 222 (FT)
Tenure Track/ Non-Tenure Track	2.5 (TT) 1.4 (NTT)	96 (NT) 228 (T)	68 (NT) 186 (T)	62 (NT) 175 (T)	63 (NT) 168 (T)	75 (NT) 194 (T)

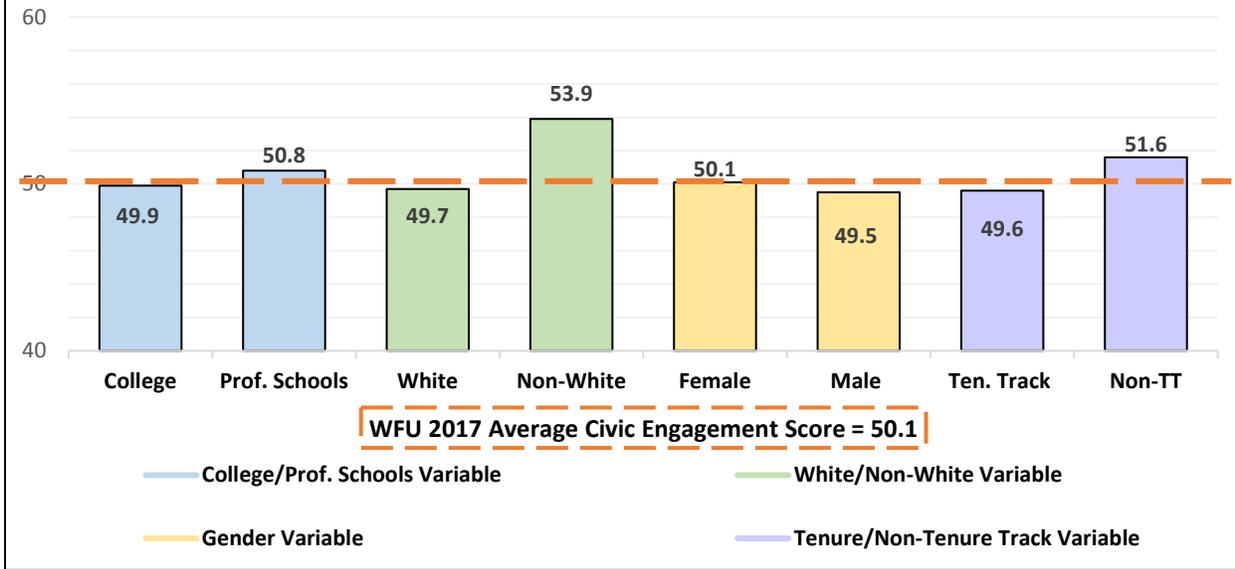
**HERI Faculty Survey Constructs of Interest for ODI Comparisons (2017)**



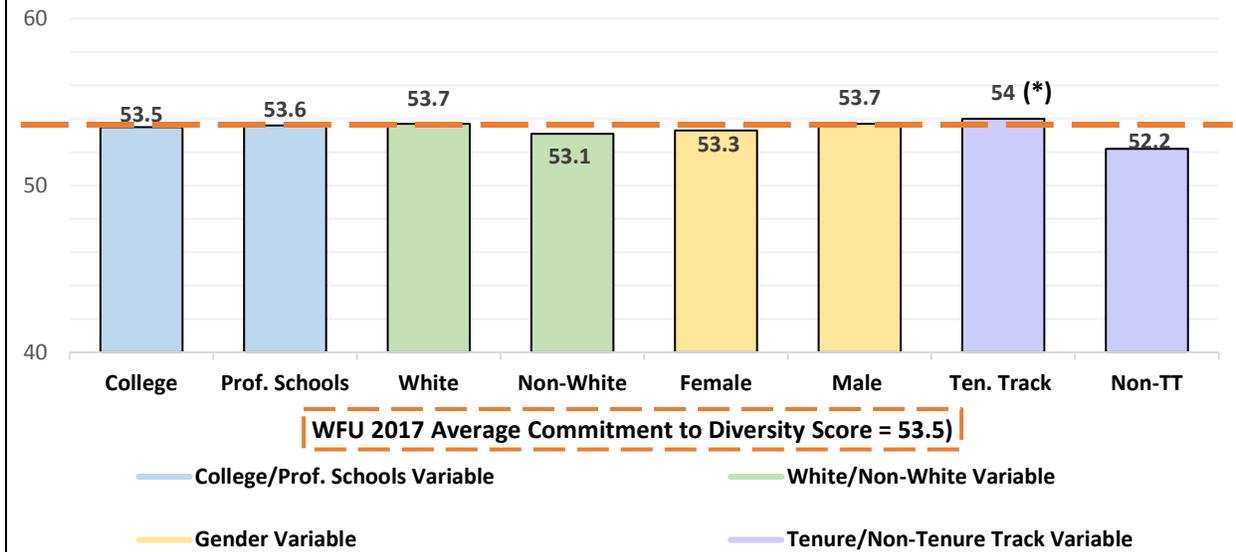
### Diversity Climate Across Variables



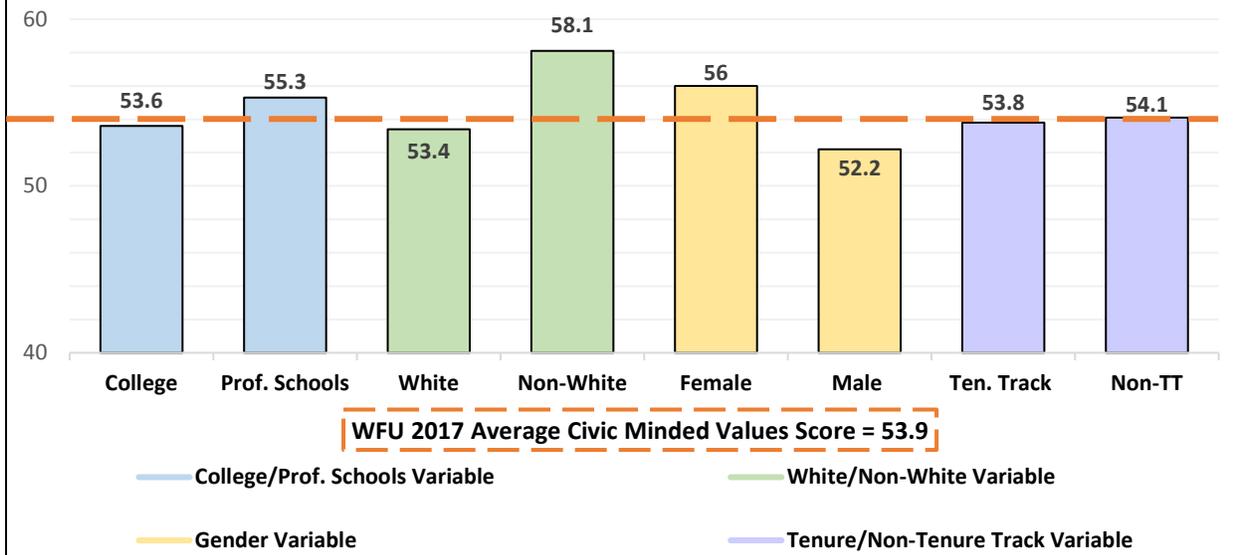
### Civic Engagement Across Variables



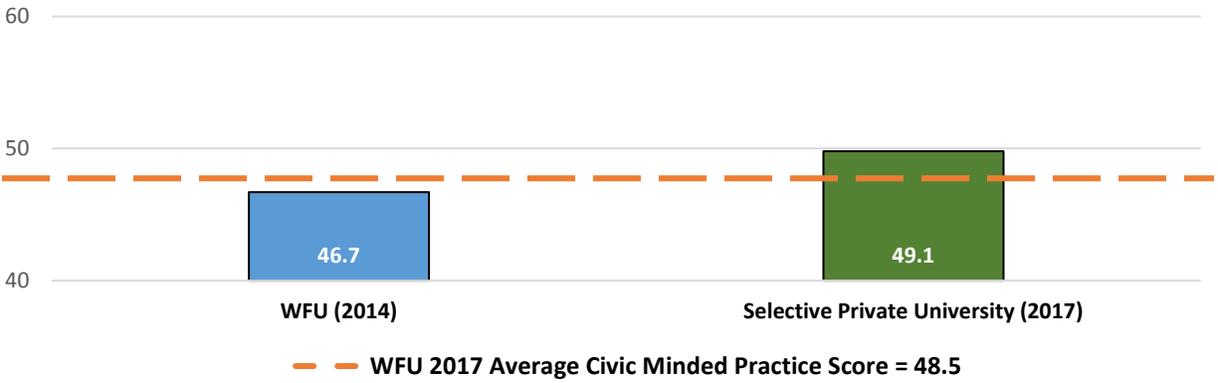
## Commitment to Diversity Across Variables



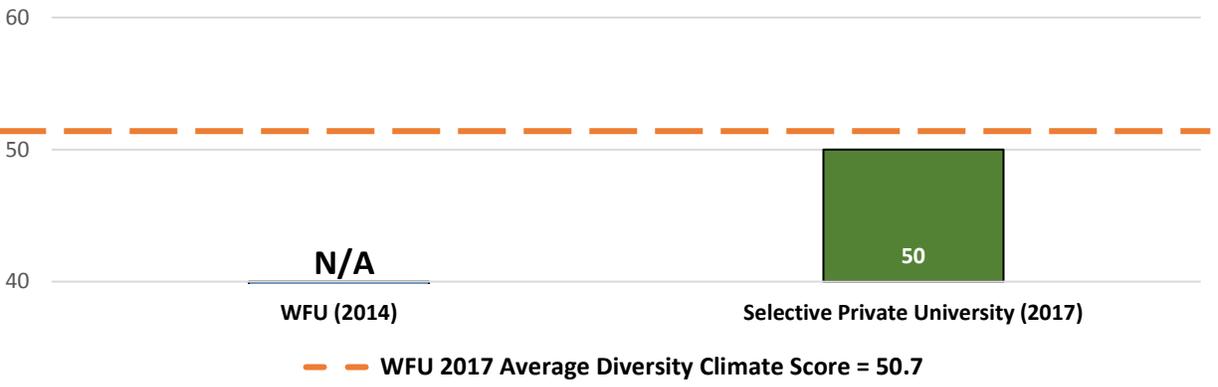
## Civic Minded Values Across Variables

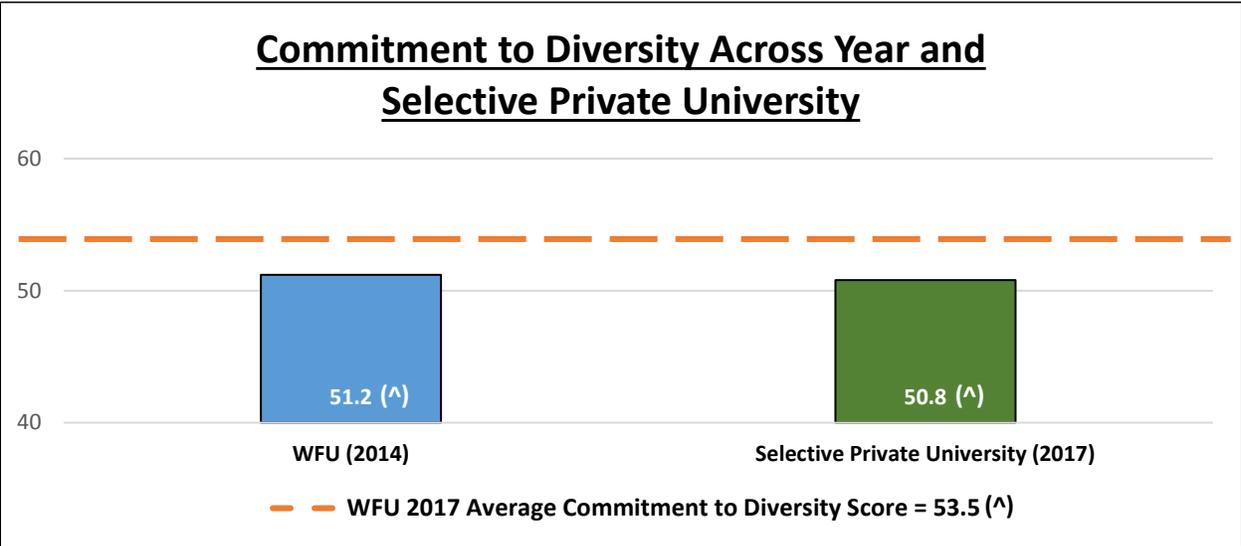
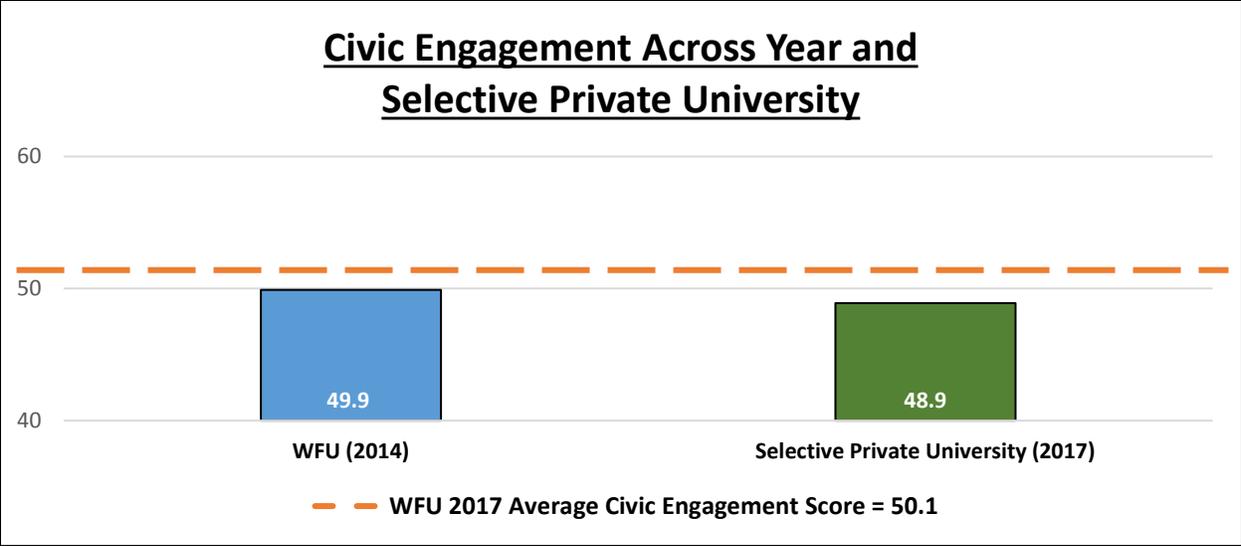


### Civic Minded Practice Across Year and Selective Private University

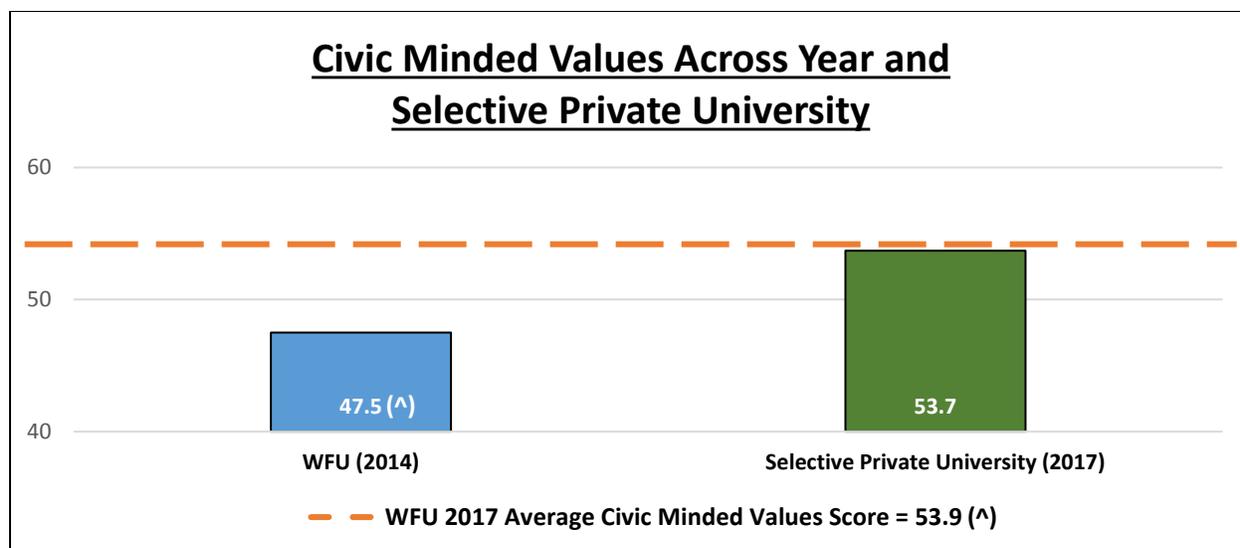


### Diversity Climate Across Year and Selective Private University





(^) There is a **small** effect size in meaningful, observed differences between both the 2014 WFU and 2017 Selective Private University scores when compared to the 2017 WFU average scores.



(^) There is a **medium** effect size in meaningful, observed differences between the 2014 WFU scores when compared to the 2017 WFU average scores.

#### HERI Faculty Survey Constructs of Interest to ODI: Implications

Wake Forest full-time faculty in 2017 reported, on average, that the institution demonstrates a commitment to supporting a multicultural environment when compared to not only selective, private, 4-year schools, but also Wake Forest faculty who completed the survey in 2014. In addition, there are differences observed between faculty based on gender and tenure status. The differences in gender are of particular interest in that it begs the question “if” observed experiences around “creating a climate of diversity” for male versus female respondents are based on (a) actual experiences or (b) perceived experiences. As for differences between tenured and non-tenured faculty, experiences with diversity for tenured faculty appear to be higher than non-tenured faculty, which begs the question: “why are non-tenured faculty sensing that Wake Forest is less committed to diversity than tenured faculty?” Of course, there are also areas for improvement including needing to disaggregate the “non-white” category. Furthermore, exploring the contexts behind observed differences may be in order, particularly considering the use of qualitative inquiries to compliment the quantitative results. Ultimately, these data presented in this manner in an effort to better understand the lived and actual experiences of faculty on the Reynolda campus of Wake Forest University.