

# Undergraduate Quality & the Changing Faculty

## Examining Pieces of the Puzzle

Presentation at the 2014 AAC&U National Conference, Washington, DC



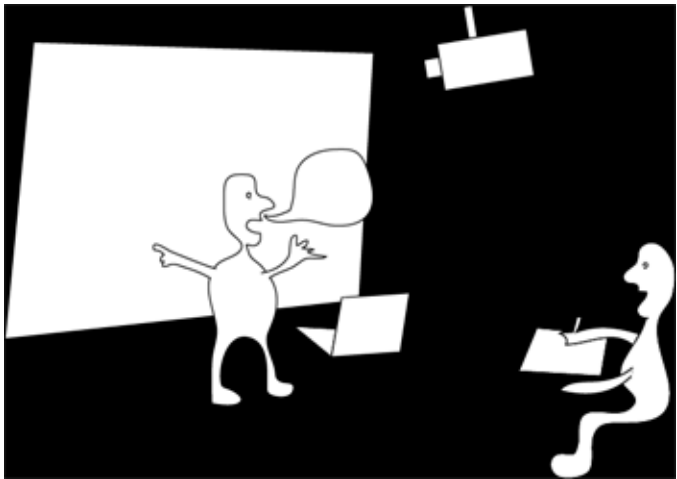
**Thomas F. Nelson Laird**  
**Allison BrckaLorenz**

# Our Goal

- Further your thinking about shaping and developing the faculty of the future to improve undergraduate quality



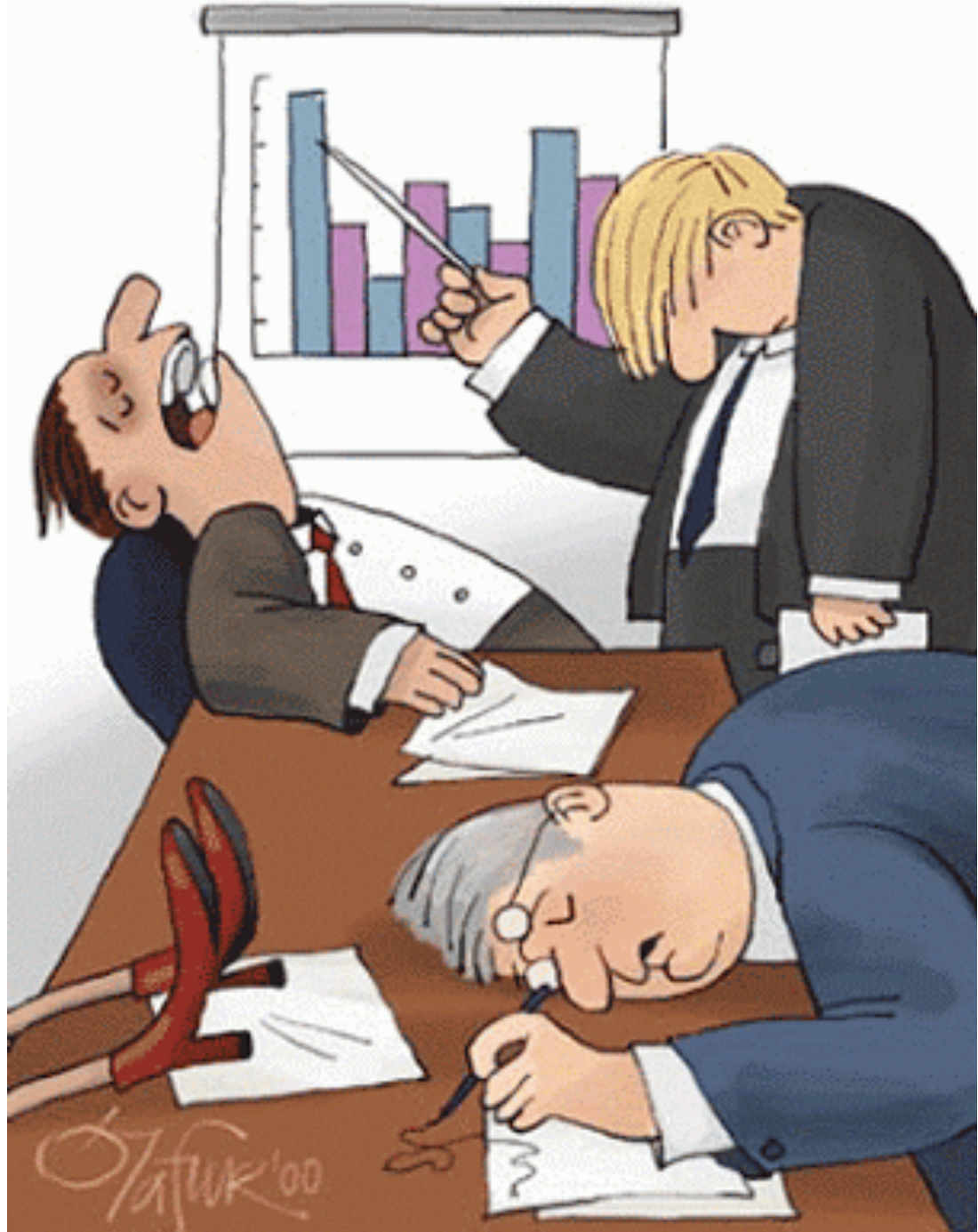
1



The Plan

2





# What Got Us Here

- Producing the same findings over and over, but not exactly seeing where we were headed
- Seeing some findings that were not entirely consistent
- Thought we'd take a new approach

# 3 Faculty Profiles

## **1. Engaging Faculty**

1,000 highest scoring faculty on FSSE

## **2. Faculty at Engaging Institutions**

Faculty at 50 highest scoring NSSE inst

## **3. Faculty of the Future**

Projected faculty characteristics in ~10 years

# Before We Present Profiles

- 1. Turn to your handout**
- 2. Estimate the profile of your institution's current faculty**
- 3. Estimate what the profile of your institution's faculty will look like in 10 yrs**

# Engaging Faculty

Includes 1,000 faculty members with the highest combined score using the following FSSE scales:

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions w/ diverse others
- Student-Faculty Interaction
- Quality of Interactions
- Supportive Environment

Sample from the 2013 FSSE administration



# Engaging Faculty

|                                      |            |
|--------------------------------------|------------|
| <b>Women</b>                         | <b>56%</b> |
| <b>American Indian/Alaska Native</b> | <b>2%</b>  |
| <b>Asian/Pacific Islander</b>        | <b>7%</b>  |
| <b>Black/African American</b>        | <b>14%</b> |
| <b>Hispanic/Latino</b>               | <b>5%</b>  |
| <b>White</b>                         | <b>57%</b> |
| <b>Other</b>                         | <b>2%</b>  |
| <b>Multiple races</b>                | <b>3%</b>  |
| <b>Prefer not to respond</b>         | <b>10%</b> |

# Engaging Faculty

**Full-time**

**73%**

**Professor**

**26%**

**Associate Professor**

**27%**

**Assistant Professor**

**28%**

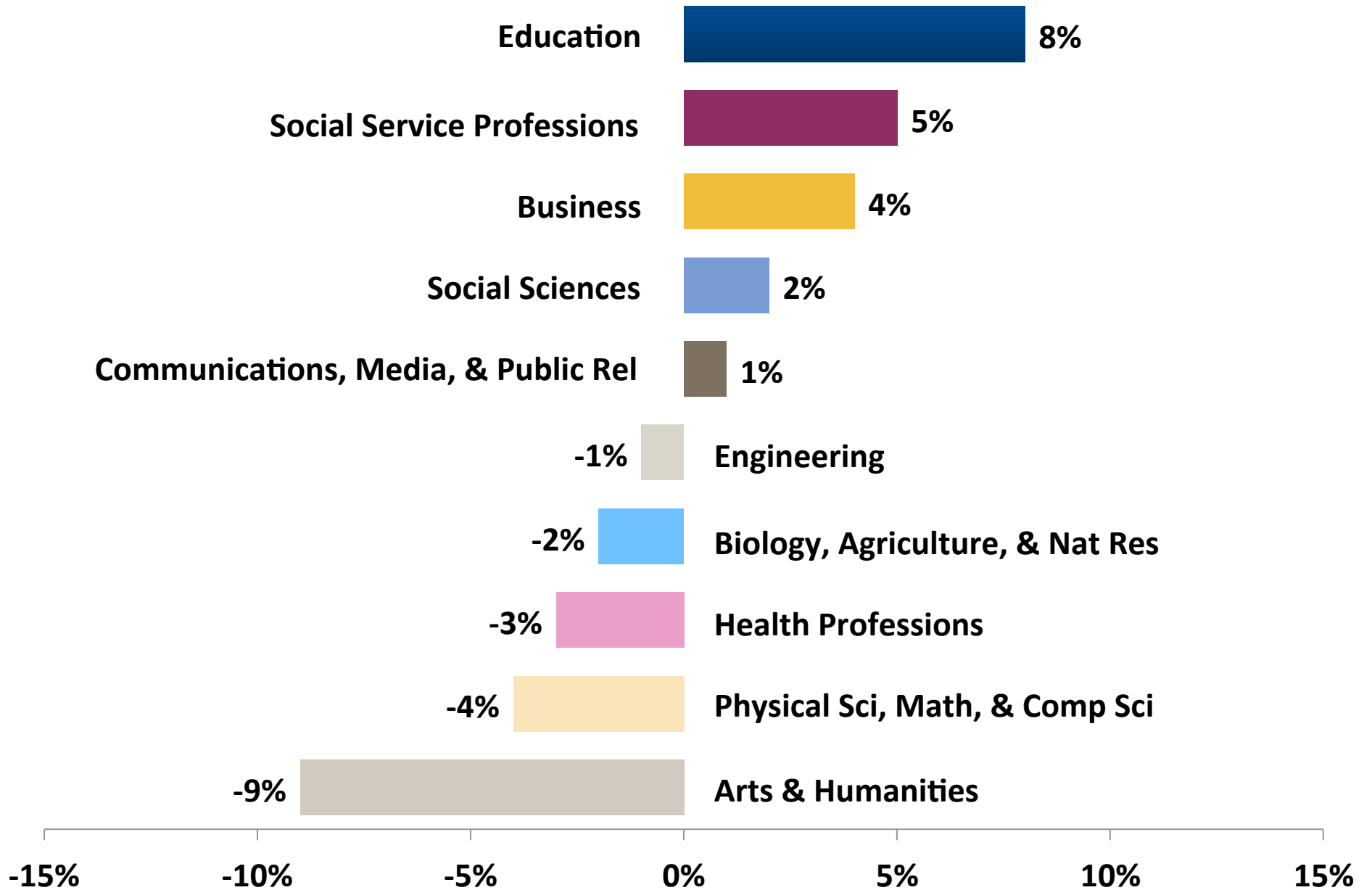
**Instructor or Lecturer**

**14%**

**Other**

**5%**

# Engaging Faculty



# Engaging Faculty

## Overrepresentation of Note

|                                     |             |
|-------------------------------------|-------------|
| <b>Women</b>                        | <b>+10%</b> |
| <b>Blacks/African Americans</b>     | <b>+8%</b>  |
| <b>Prefer not to respond (race)</b> | <b>+5%</b>  |
| <b>Full-timers</b>                  | <b>+16%</b> |
| <b>Education</b>                    | <b>+8%</b>  |
| <b>Social Service Professions</b>   | <b>+5%</b>  |

# Engaging Faculty

## Underrepresentation of Note

|            |             |
|------------|-------------|
| <b>Men</b> | <b>-10%</b> |
|------------|-------------|

|               |             |
|---------------|-------------|
| <b>Whites</b> | <b>-18%</b> |
|---------------|-------------|

|                     |            |
|---------------------|------------|
| <b>Other (rank)</b> | <b>-7%</b> |
|---------------------|------------|

|                              |            |
|------------------------------|------------|
| <b>Arts &amp; Humanities</b> | <b>-9%</b> |
|------------------------------|------------|

# Engaging Faculty

## Other Findings of Note

|                                  |            |
|----------------------------------|------------|
| <b>Upper Division Courses</b>    | <b>+8%</b> |
| <b>Mixed mode courses</b>        | <b>+8%</b> |
| <b>Highest degree = master's</b> | <b>+6%</b> |
| <b>Tenured</b>                   | <b>-7%</b> |

# Engaging Faculty

- **Talk to a neighbor**
- **What surprised you? Why?**
- **How is this profile similar/different to your institution's current profile?**

# Faculty at Engaging Institutions

Includes faculty members at institutions with the highest combined score on the following NSSE Engagement Indicators:

- Higher-Order Learning
- Reflective & Int Learning
- Learning Strategies
- Quantitative Reasoning
- Effective Teaching Practices
- Collaborative Learning
- Discussions w/ diverse others
- Student-Faculty Interaction
- Quality of Interactions
- Supportive Environment

Demographics from 2011 IPEDS Human Resources Survey and  
Disciplinary Areas from FSSE



# Faculty at Engaging Institutions

|                                      |            |
|--------------------------------------|------------|
| <b>Women</b>                         | <b>51%</b> |
| <b>American Indian/Alaska Native</b> | <b>0%</b>  |
| <b>Asian/Pacific Islander</b>        | <b>4%</b>  |
| <b>Black/African American</b>        | <b>6%</b>  |
| <b>Hispanic/Latino</b>               | <b>4%</b>  |
| <b>White</b>                         | <b>79%</b> |
| <b>Other</b>                         | <b>--</b>  |
| <b>Multiple races</b>                | <b>1%</b>  |
| <b>Race/ethnicity unknown</b>        | <b>5%</b>  |

# Faculty at Engaging Institutions

**Full-time**

**59%**

**Professor**

**29%**

**Associate Professor**

**31%**

**Assistant Professor**

**31%**

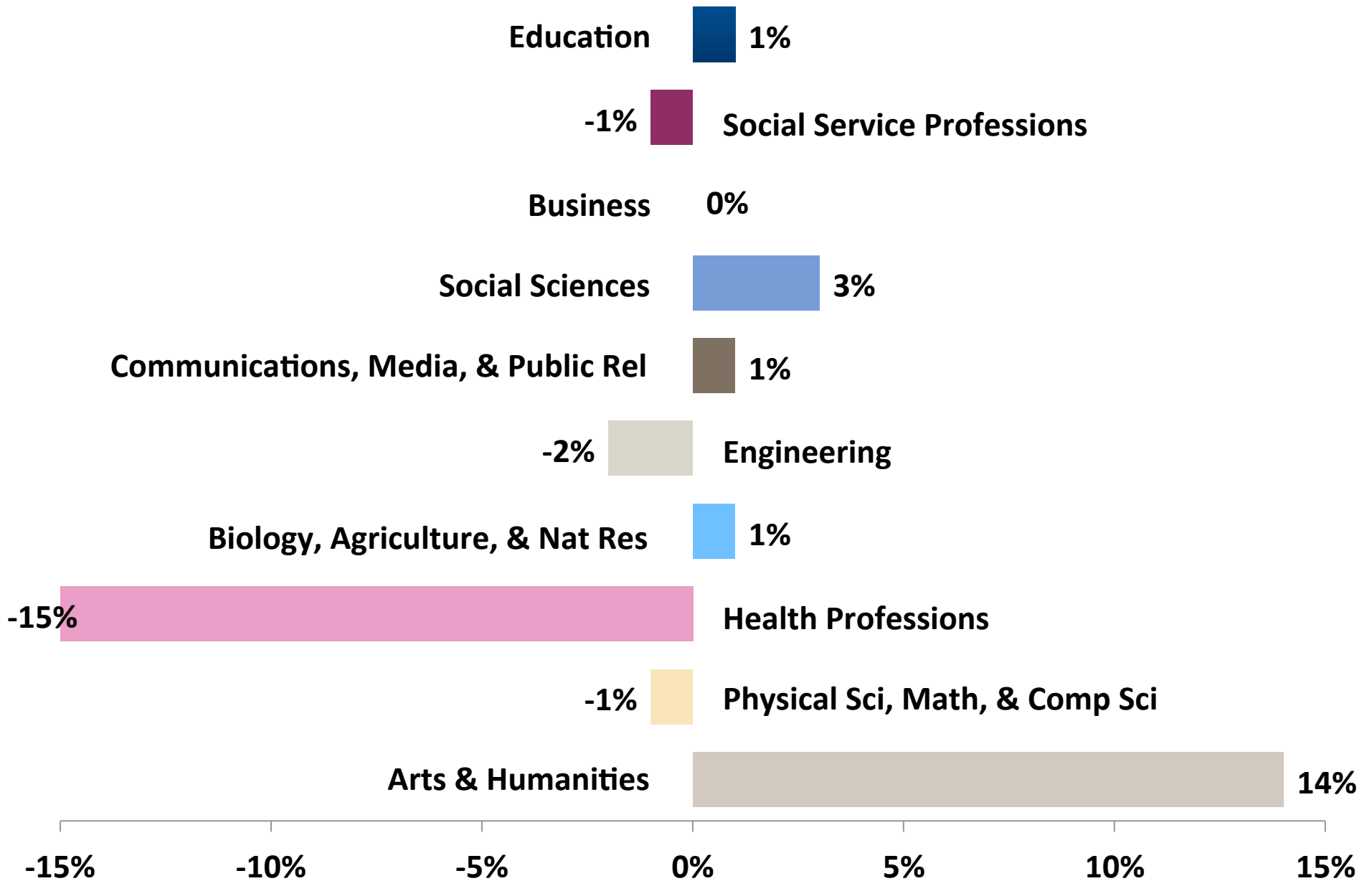
**Instructor or Lecturer**

**8%**

**Other**

**2%**

# Faculty at Engaging Institutions



# Faculty at Engaging Institutions

## Overrepresentation of Note

|                              |             |
|------------------------------|-------------|
| <b>Women</b>                 | <b>+5%</b>  |
| <b>Associate Professors</b>  | <b>+8%</b>  |
| <b>Assistant Professors</b>  | <b>+6%</b>  |
| <b>Arts &amp; Humanities</b> | <b>+14%</b> |

# Faculty at Engaging Institutions

## Underrepresentation of Note

|                               |             |
|-------------------------------|-------------|
| <b>Men</b>                    | <b>-5%</b>  |
| <b>Instructor or Lecturer</b> | <b>-6%</b>  |
| <b>Other (rank)</b>           | <b>-10%</b> |
| <b>Health Professions</b>     | <b>-15%</b> |

# Faculty at Engaging Institutions

## Other Findings of Note

**Institutions overwhelmingly private**

**Master's and bachelor's-granting institutions**

# Faculty at Engaging Institutions

- **Talk to a neighbor**
- **What surprised you? Why?**
- **How is this profile similar/different to your institution's current and future profiles?**

# Faculty of the Future

**Projections of the faculty profile for +10 years**

**Data from the IPEDS Human Resources Survey  
Bureau of Labor Statistics Occupational  
Employment Statistics**

**Includes estimated descriptives of  
approximately 1.4 million faculty members**



# Faculty of the Future

|                                      |            |
|--------------------------------------|------------|
| <b>Women</b>                         | <b>53%</b> |
| <b>American Indian/Alaska Native</b> | <b>0%</b>  |
| <b>Asian/Pacific Islander</b>        | <b>10%</b> |
| <b>Black/African American</b>        | <b>7%</b>  |
| <b>Hispanic/Latino</b>               | <b>6%</b>  |
| <b>White</b>                         | <b>70%</b> |
| <b>Other</b>                         | <b>--</b>  |
| <b>Multiple races</b>                | <b>--</b>  |
| <b>Race/ethnicity unknown</b>        | <b>7%</b>  |

# Faculty of the Future

**Full-time**

**49%**

**Professor**

**22%**

**Associate Professor**

**22%**

**Assistant Professor**

**23%**

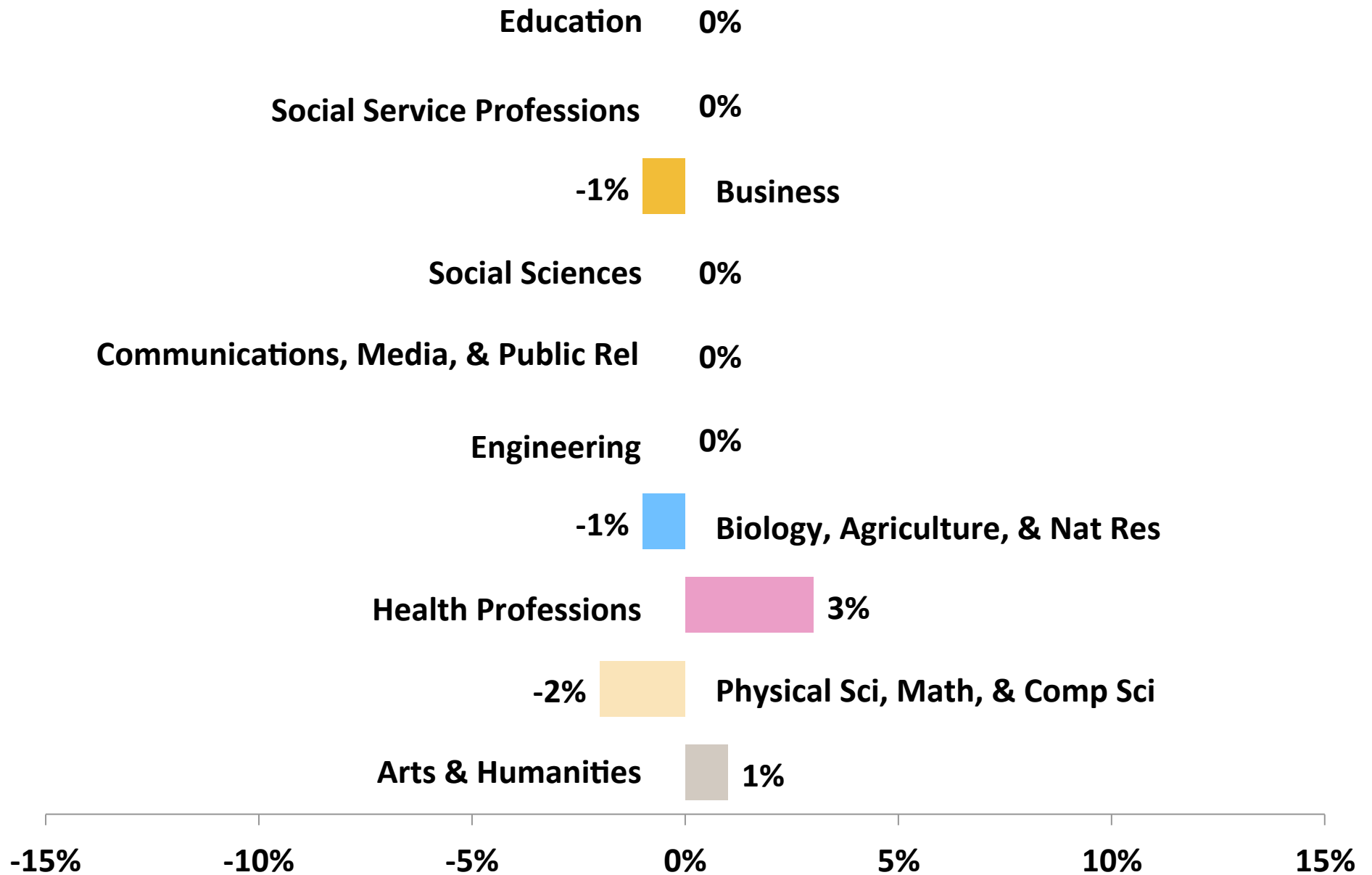
**Instructor or Lecturer**

**17%**

**Other**

**16%**

# Faculty at Engaging Institutions



# Faculty of the Future

## Increases of Note

|              |            |
|--------------|------------|
| <b>Women</b> | <b>+7%</b> |
|--------------|------------|

|                    |            |
|--------------------|------------|
| <b>Part-timers</b> | <b>+8%</b> |
|--------------------|------------|

|                                   |            |
|-----------------------------------|------------|
| <b>Instructor/Lecturer, Other</b> | <b>+7%</b> |
|-----------------------------------|------------|

# Faculty of the Future

## Decreases of Note

|            |            |
|------------|------------|
| <b>Men</b> | <b>-7%</b> |
|------------|------------|

|               |            |
|---------------|------------|
| <b>Whites</b> | <b>-5%</b> |
|---------------|------------|

|                    |            |
|--------------------|------------|
| <b>Full-timers</b> | <b>-8%</b> |
|--------------------|------------|

# Faculty of the Future

- **Talk to a neighbor**
- **What surprised you? Why?**
- **How is this profile similar/different to your institution's future profile?**

# Lessons and Questions

- **Female faculty majority is coming!**
  - And...it's a good thing for UG quality
  - Do men in majority women environments teach better?
- **Faculty of color not coming fast enough!**
  - Rate of increase not high
  - Proportion at high performing inst slightly smaller than current faculty profile
  - Proportion among engaging faculty much higher

# Lessons and Questions

- **Why aren't we diversifying our faculties as fast as the country is diversifying?**
  - How do we all help research universities diversify their doctoral students?
  - Faculty role in the faculty pipeline
- **Part-time majority is coming!**
  - How do we ensure quality is not harmed?  
Hiring? Support?

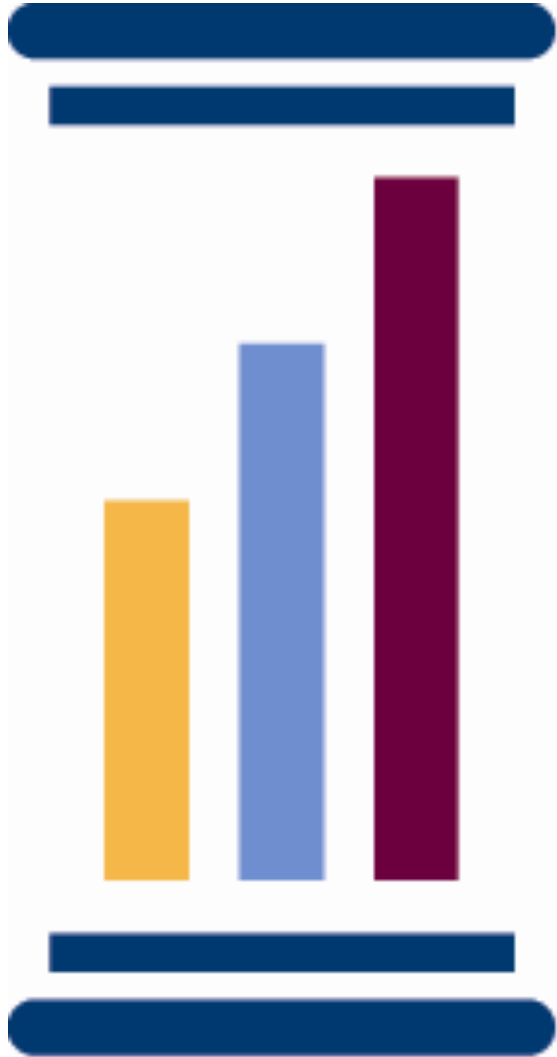


# Lessons and Questions

- **Soon about one-third of faculty will be on tenure track—so what?**
  - Currently ~55% of engaging faculty & faculty at engaging institutions on tenure track
  - Is there a tipping point for quality?
- **Discipline proportions not changing much?**
  - Discipline matters, sort of
  - Is it more about institutional culture?

# Lessons and Questions

- **Is the profile of faculty headed in a good direction?**
  - What's being done at hiring to ensure undergraduate quality?
  - What's happening after hiring?
- **Where is your institution headed?**
  - Is quality going to improve?
  - How concerned/confident are you?



Thomas F. Nelson Laird  
[tflaird@indiana.edu](mailto:tflaird@indiana.edu)

Allison BrckaLorenz  
[abrckalo@indiana.edu](mailto:abrckalo@indiana.edu)

nsse.iub.edu  
fsse.iub.edu