

Faculty Practices: Differences between HBCU and PWI Campuses

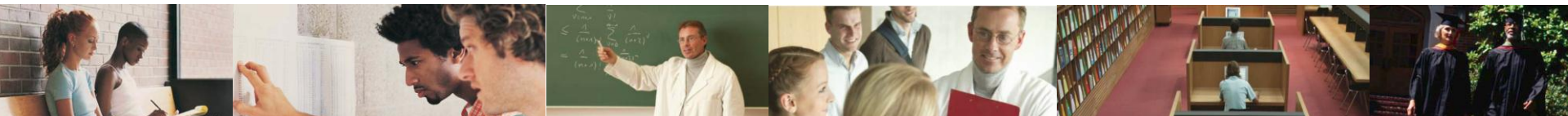
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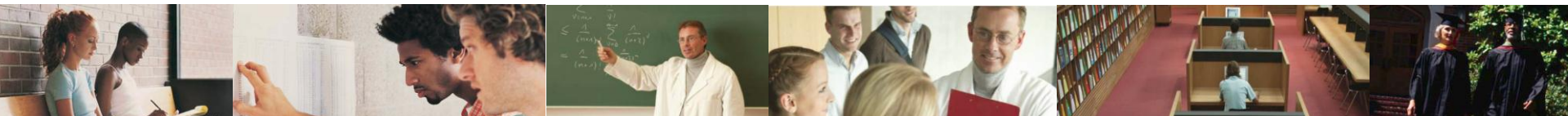
Presentation Outline

- Overview of HBCU Benefits and Outcomes
- Our Research: Purpose & Methods
- Findings: Faculty Characteristics
- Findings: Faculty Time, Work, & Perceptions
- Implications, Feedback, and Discussion



HBCU Outcomes and Benefits

- Students are more engaged both academically and socially (Outcalt & Skewes, 2002)
- Black Student self concept is higher (Berger and Milem, 2000)
- Black students report higher satisfaction with campus environments (Harper, Karini, Bridges & Hayek, 2004)



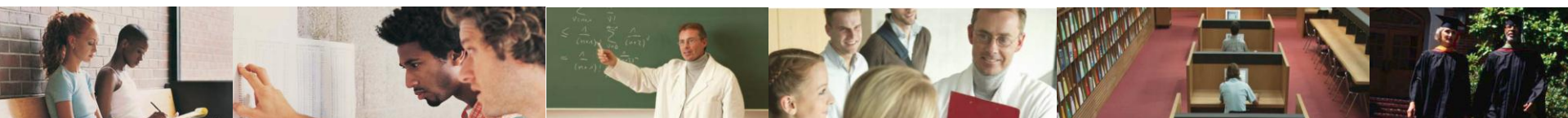
Faculty Influences on Student Experience

Previous research suggests...

HBCU faculty have more personal communication with students than PWI faculty

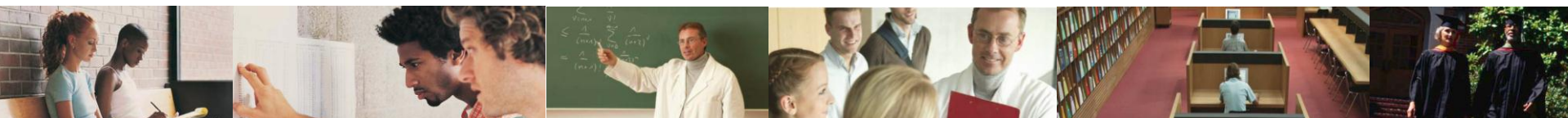
- Higher student-faculty interaction
- Collaborative learning experience

(Nelson Laird, Bridges, Morelon-Quainoo, Williams & Salinas Holmes, 2007)

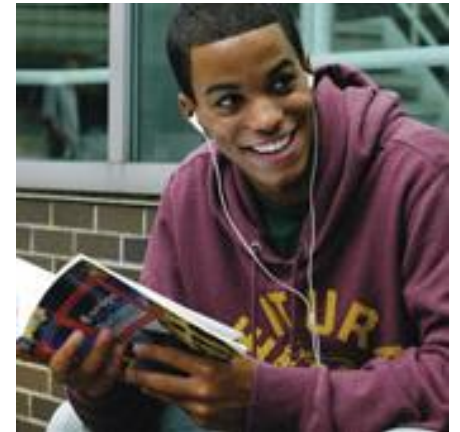


Our Purpose

- To better understand...
 - Faculty role in HBCU student benefits and outcomes
 - Who teaches on HBCU & PWI campuses
 - Differences in teaching and learning on HBCU & PWI campuses



Gathering the Data



Information Source: FSSE

Faculty Survey of Student Engagement:

- Annual spring survey of faculty members
- Assesses faculty perceptions and encouragement of student engagement
- Two Survey Options (Course-Based & Typical Student)

www.fsse.iub.edu

2009 Administration

- 148 Institutions
 - 133 PWIs, 14 HBCUs, 1 TCU
- 18,736 Faculty Respondents

2010 Administration

- 154 Institutions
 - 130 PWIs, 24 HBCUs
- 19,399 Faculty Respondents



Restricting the Sample

302 Institutions

1. Remove Duplicate Institutions

2. Remove TCU & Non-U.S. Institutions



255 Institutions (223 PWIs and 32 HBCUs)

Match each HBCU with a PWI similar in Carnegie type, sector, & survey option



64 Institutions (6,656 faculty)

Run Analyses

Sample characteristics

6,656 faculty members

- 48% Women
- 57% White
- 21% African American
- 7% non-U.S. citizens
- 20% Lect/Inst
- 30% Assist, 26% Assoc
- 24% Full Professor

LD or Mostly FY – 43%

- HBCU Respondents – 44%
- PWI Respondents – 43%

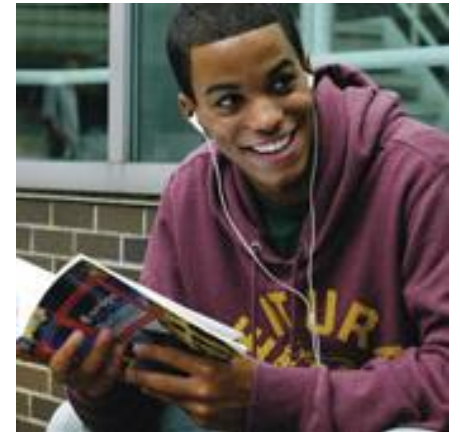
UD or Mostly SR – 48%

- HBCU Respondents – 45%
- PWI Respondents – 50%

Discipline

- 26% Arts & Hum
- 8% Education
- 13% Social Science
- 6% Biology
- 2% Engineering
- 8% Professional
- 8% Business
- 13% Physical Sci
- 14% Other

Findings



Study 1: Faculty Characteristics

Who teaches on HBCU Campuses?

Faculty Characteristics

Institutional Type

HBCU

PWI

Asian

5%

African American

3%

Hispanic

3%

White

76%

Non-U.S. Citizenship

6%

Percentages not shown for race categories with smaller percentages of respondents

Faculty Characteristics

Institutional Type

HBCU

PWI

Asian

5%

African American

51%

3%

Hispanic

3%

White

27%

76%

Non-U.S. Citizenship

6%

Faculty Characteristics

Institutional Type

HBCU

PWI

Asian

8%

5%

African American

51%

3%

Hispanic

2%

3%

White

27%

76%

Non-U.S. Citizenship

9%

6%

Faculty Characteristics

Institutional Type

HBCU

PWI

Female

47%

Holding a doctorate

70%

Years teaching (4 or less)

11%

Years teaching (5-9)

20%

Years teaching (10-14)

18%

Years teaching (15 or more)

51%

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16%

18%

Years teaching (15 or more)

**

50%

51%

Faculty Characteristics

Institutional Type

HBCU

PWI

PT Lecturer/Instructor

9%

FT Lecturer/Instructor

11%

Assistant Professor

26%

Associate Professor

26%

Full Professor

28%

Arts & Humanities

31%

Physical Science

11%

Faculty Characteristics

Institutional Type

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PWI

PT Lecturer/Instructor

5%

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Full Professor

19%

28%

Arts & Humanities

25%

31%

Physical Science

15%

11%

Study 1:

Observations & Questions

Study 2:

Faculty Time, Work, & Perceptions

Are there differences in faculty practices from one type of institution to the next? If so, what are those differences and how big are they?

High Impact Practices

How important is it to you that undergrads at your institution do:

(1=NI , 2=SI, 3=I, 4=VI)

Institutional Type

HBCU

PWI

Practicum, internship, field experience, co-op experience, or clinical assignment

3.6

Community service or volunteer work

3.2

Work on a research project with a faculty member outside of course program requirements

3.0

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3.4

Community service or volunteer work

3.2

2.8

Work on a research project with a faculty member outside of course program requirements

3.0

2.7

*p< .05, **p<.01, ***p<.001

Perceptions of the Campus Environment

Institutional Type
HBCU **PWI**

Quality of relationships with people on campus – other students, faculty, and administrators

5.0

Supportive Campus Environment

2.8

Use of Active Classroom Practices

HBCU **PWI**

Percent of class time spent on:

- lecture (reversed)
- teacher-student shared responsibility
- small group activities
- student presentations
- in-class writing

3.3

Perceptions of the Campus Environment

Environment

Institutional Type

HBCU

PWI

Quality of relationships with people on campus – other students, faculty, and administrators ***

5.0

5.2

Supportive Campus Environment ***

2.8

2.7

Use of Active Classroom Practices

HBCU

PWI

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3.3

2.9

*p< .05, **p<.01, ***p<.001

Faculty Time

Institutional Type

HBCU

PWI

Percent of time spent on TEACHING

75%

Percent of time spent on RESEARCH

18%

Percent of time spent on SERVICE

7%

Faculty Time

Institutional Type

HBCU

PWI

Percent of time spent on TEACHING

74% **75%**

Percent of time spent on RESEARCH

17% **18%**

Percent of time spent on SERVICE

8% **7%**

Study 2: Observations

Our Questions

- 1. Are these findings in line with what you know about faculty at your institution?**
- 2. Are there things that TLCs should emphasize in their work with faculty based on these results?**

Thank you!!

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Presentation Available at:

<http://nsse.iub.edu/PODconference2011>