

# News from Institutional Research

Issue 1 of “News from Institutional Research” gives results of the HERI Faculty Survey completed by 150 undergraduate faculty last year. The data show that, compared to slightly over 1,000 undergraduate faculty at six other Jesuit institutions (Fordham, Loyola Chicago, Loyola New Orleans, Loyola Marymount, Marquette, and Santa Clara) and almost 30,000 faculty at other colleges and universities belonging to Campus Compact<sup>1</sup>, Creighton faculty are stronger advocates of community service, place more value on the integration of personal and institutional values, feel more responsibility for helping students grow and develop, and are happier with their academic environment. All survey questions that relate to the topics below have been included.

## 2004 Survey of Undergraduate Faculty

### Questions Related to Community Service

It would appear that the Creighton ethos of “women and men for and with others” is reality compared both to other institutions that value service and community engagement as well as other Jesuit universities.

	<u>Creighton</u>	<u>Other Jesuit</u>	<u>Campus Compact</u>
During the past 2 years, I have collaborated with the local community in research/teaching	54%	34% <sup>2</sup>	42% <sup>2</sup>
During the current semester, I spend <u>no</u> hours per week doing community or public service	24%	42% <sup>2</sup>	39% <sup>2</sup>
During the current semester, I spend 1 to 4 hours per week doing community or public service	63%	48% <sup>2</sup>	50% <sup>2</sup>
Essential/very important educational goal: Instill in students a commitment to community service	54%	40% <sup>2</sup>	38% <sup>2</sup>
Agree that colleges should encourage students to be involved in community service activities	93%	89%	86% <sup>2</sup>
Agree that most students here are strongly committed to community service	75%	66%	41% <sup>2</sup>

### Questions Related to Integration of Personal and Institutional Values

It is significantly more important to Creighton faculty to work at an institution that supports their personal values and spiritual lives than faculty at the other Jesuit institutions and the other Campus Compact members.

	<u>Creighton</u>	<u>Other Jesuit</u>	<u>Campus Compact</u>
Essential/very important to achieve congruence between my own values and institutional values	70%	54% <sup>2</sup>	55% <sup>2</sup>
Agree that my values are congruent with the dominant institutional values	88%	71% <sup>2</sup>	68% <sup>2</sup>
Agree that the spiritual dimension of faculty members' lives has no place in the academy	21%	33% <sup>2</sup>	42% <sup>2</sup>
Essential/very important to develop a meaningful philosophy of life	82%	73% <sup>3</sup>	71% <sup>2</sup>
I consider myself a spiritual person	60%	46% <sup>2</sup>	46% <sup>2</sup>
I consider myself a religious person	50%	35% <sup>2</sup>	34% <sup>2</sup>

### Questions Related to CU Mission to Help Students Grow and Develop

Creighton faculty strongly support the institutional mission which emphasizes reflection on values, development of the social and spiritual aspects of students' lives, and service to others.

	<u>Creighton</u>	<u>Other Jesuit</u>	<u>Campus Compact</u>
Essential/very important educational goal: Develop moral character in students	76%	62% <sup>2</sup>	59% <sup>2</sup>
Essential/very important educational goal: Help students develop personal values	67%	59%	53% <sup>2</sup>
Essential/very important educational goal: Enhance spiritual development in students	43%	33%	24% <sup>2</sup>
High priority: To develop a sense of community among students & faculty	74%	63% <sup>3</sup>	58% <sup>2</sup>
High priority: To develop leadership ability among students	72%	61% <sup>3</sup>	56% <sup>2</sup>
Agree that colleges should be concerned with facilitating students' spiritual growth	69%	54% <sup>2</sup>	34% <sup>2</sup>

<sup>1</sup>Campus Compact is a national nonprofit organization of more than 950 colleges and universities dedicated to promoting community service, civic engagement, and service-learning in higher education.

<sup>2</sup> denotes a statistically significant difference between the Creighton percentage and the Jesuit or Campus Compact percentage at the .01 level

<sup>3</sup> denotes a statistically significant difference between the Creighton percentage and the Jesuit or Campus Compact percentage at the .05 level

## 2004 Survey of Undergraduate Faculty (continued)

### Sources of Stress, by Career Stage<sup>1</sup>

When looking at the main sources of stress among the undergraduate faculty, we see there are considerable differences among faculty who are at various stages in their careers. Most notably, early career faculty are more stressed by household and child care responsibilities, personal finances, and lack of personal time than their mid-career and advanced career colleagues who are more likely to be concerned with the care of an elderly parent and keeping up with technology.

<u>"Extensive" Stress</u>	<u>All CU</u> N=122	<u>Advanced</u> N=26	<u>Mid-Career</u> N=75	<u>Early Career</u> N=21
Research/Publishing Demands	25%	15%	28%	29%
Lack of Personal Time	25%	19%	23%	43%
Household Responsibilities	23%	12%	20%	48%
Personal Finances	19%	4%	16%	48%
Care of Elderly Parent	15%	20%	16%	5%
Child Care	12%	0%	11%	30%
Review/Promotion Process	12%	4%	11%	24%
Keeping Up with Technology	10%	12%	11%	5%

### Aspects of Job Satisfaction by Career Stage<sup>1</sup>

Compared with Jesuit colleagues at other private universities, the Creighton faculty is generally more satisfied with the top eleven aspects of their jobs. Except for teaching load, opportunity for scholarly pursuits and salary, over 60% of the Creighton faculty at each stage of their careers are satisfied with the job aspects listed.

<u>"Satisfactory / Very Satisfactory"</u>	<u>All Jesuit</u>	<u>All CU</u>	<u>Advanced Career</u>	<u>Mid-Career</u>	<u>Early Career</u>
Autonomy and independence	87%	89%	92%	87%	95%
Quality of students	62%	88%	81%	92%	81%
Competency of colleagues	79%	85%	96%	81%	86%
Overall job satisfaction	77%	83%	96%	81%	71%
Professional relationships with other faculty	73%	82%	85%	80%	86%
Opportunity to develop new ideas	76%	80%	100%	77%	65%
Relationship with the administration	54%	68%	73%	65%	71%
Prospects for career advancement	53%	59%	65%	56%	62%
Teaching load	49%	56%	60%	58%	43%
Opportunity for scholarly pursuits	52%	54%	62%	53%	48%
Salary and fringe benefits	50%	43%	58%	43%	29%

### Goals for Undergraduate Education by Career Stage<sup>1</sup>

When examining the top eight goals as ranked by Creighton undergraduate faculty, younger faculty are more likely to believe that there is a place for developing character and values in undergraduate education than advanced career faculty.

<u>"Very Important / Essential"</u>	<u>All CU</u>	<u>Advanced Career</u>	<u>Mid-Career</u>	<u>Early Career</u>
Develop ability to think critically	99%	96%	100%	100%
Help master knowledge in a discipline	96%	93%	99%	91%
Promote ability to write effectively	87%	89%	86%	91%
Develop moral character	76%	63%	83%	67%
Prepare students for employment after graduation	67%	67%	71%	62%
Instill a basic appreciation of the liberal arts	68%	74%	63%	76%
Prepare students for graduate or advanced education	67%	56%	71%	67%
Help students develop personal values	66%	56%	68%	71%

<sup>1</sup>"Advanced Career" faculty earned their highest degree prior to 1976. "Mid-Career" earned their highest degree between 1976 and 1994; "Early Career" earned their highest degree after 1994.