

Higher Education Research Institute (HERI) Faculty Survey
Summary of Results compiled by Faculty Senate HERI Ad Hoc Committee
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Introduction

The Higher Education Research Institute (HERI) Faculty Survey was administered Fall Semester 2007. The survey was sent electronically to all full-time faculty (N=401); participation was voluntary. The survey was completed online with directions stating that responses were confidential. The data were compiled by the Higher Education Research Institute at UCLA and the results were returned to Southeast during Summer 2008. This report summarizes the data reported for Southeast Missouri State University and compares the results to 46 other Public 4-year Colleges (subsequently called "other colleges") when the difference between Southeast and other colleges is +/- nine percent. This report was completed by the Faculty Senate HERI Ad hoc committee.

Most questions were answered by 137 respondents (this number fluctuates between 132 and 137 for various questions.) This is 34.2% of the faculty who were sent surveys. The individuals completing the survey reported that their Principal Activity was teaching (133), administration (2), research (1), and other (1). Current rank of those responding was: Professor (38%; +9.8), Instructor (17.5%), Assistant Professor (26.3%), and Associate Professor (18.2%). The percent responding at each rank is similar to other colleges except for those identifying their rank as Professor which was 9.8% more at Southeast than other colleges. Of the 137 respondents, 58.4% were tenured, 24.1% were tenure track, but not tenured, and 17.5% were non-tenure track. The faculty composition at Southeast at the time of the survey was 50.6% tenured, 18.7% tenure track, but not tenured, and 26.7% were non-tenure track. Nine respondents reported that they are department chairs, but no deans, or other administrators responded. The respondents indicated that their highest degree earned was PhD or EdD (78.1%), Master's (19%), and other (2.9%). Two indicated that they are currently working on a Ph.D. and two said they were working on another degree.

Respondents indicated that they were: White/Caucasian (90.2%), American Indian/Alaska Native (3%), Asian American/Asian (4.5%), Other Latino (0.8%), Mexican American/Chicano (0.8%), African American/Black (1.5%), and Other (0.8%). These are all within 3% of those reported by other colleges.

Percent difference was calculated as Southeast minus Other 4-year Colleges; thus a positive number means that more respondents at Southeast agree where a negative number means the opposite. The items summarized in the report that follows focuses on items where the differences between the percent responding from Southeast differs from the percent reported for other colleges by 9% or more. The questions that were generated by Southeast and

therefore only have data from our institution were summarized by combining responses strongly agree and agree for a sum and disagree strongly and disagree for a sum and then reporting those that had a difference of more than 10%.

Data reporting results for Southeast for 1995, 1998, 2004, and 2007 were provided by the Office of Institutional Research. However, examination of these data revealed that due to changes in the questions over time, the information that was consistent in the different years was mainly demographic, not responses to the other questions. This information is available, though not summarized in this report.

Limitations

The comparison group includes all public 4-year colleges nationally who chose to respond to this survey (see Appendix A for the list of participating institutions.) As a result institutions that require higher entrance exam scores than does southeast are included in the sample.

TEACHING RELATED

Faculty respondents at Southeast reported that during the past two years they had engaged in a variety of teaching related activities. Of those identified, the following stand out when compared to other 4-year colleges. (The “Committee” column will be referenced on page 10.

Teaching Activity	Percent reporting	Difference from other 4-year colleges	Committee
Taught a course exclusively on internet	41.6%	21.7%	Professional affairs
Participated in teaching enhancement workshop	81.8%	21.0%	Professional affairs
Taught interdisciplinary course	56.2%	20.4%	Professional affairs

The survey asked about the types of courses taught during the academic year of the survey. The only response that was different from other 4-year colleges by more than 9% related to General education courses. Since fewer faculty members teach NO general Education Courses, the conclusion is that a greater proportion of the faculty responding teach general education courses than in other 4-year colleges. There was less than a 9% difference in the

responses about the following areas: developmental, undergraduate, graduate, vocational or technical, and non-credit courses.

Types of courses	Percent reporting	Difference from other 4-year colleges	Committee
General Education courses – none	40.7%	-10.0%	Professional affairs

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Faculty were asked about the types of Professional Development activities they had engaged in at their institution (no time constraints.)

Professional Development Opportunity	Percent reporting	Difference from other 4-year colleges	Committee
Workshops focused on teaching in the classroom	89.1%	18.4%	Professional affairs
Paid Sabbatical leave	5.1%	-16.9%	Professional affairs
Internal grants for research	31.4%	-13.4%	Governance /Professional affairs
Training for administrative leadership – Response of “NO”	89.1%	12.9%	Professional affairs

GOALS FOR UNDERGRADUATES

Faculty respondents reported the following teaching goals for undergraduates as “very important” or “essential”:

Teaching Goal	Percent reporting	Difference from other 4-year colleges	Committee
Develop moral character	57.4	-10.7	Academic Affairs
Teach students the classic works of Western civilization	22.8	-11.0	Academic Affairs
Encourage students to become agents of social change	47.8	-11.5	Academic Affairs
Enhance students' self-understanding	58.8	-13.0	Academic Affairs
Provide for students' emotional development	33.1	-13.7	Academic Affairs
Help students develop personal values	50.7	-13.9	Academic Affairs
Instill a basic appreciation of the liberal arts	56.9	-14.9	Academic Affairs
Study a foreign language	34.3	-16.8	Academic Affairs
Enhance students' knowledge of and appreciation for other racial/ethnic groups	58.4	-17.2	Academic Affairs
Develop creative capacities	56.9	-23.4	Academic Affairs

FACULTY PARTICIPATION – GENERAL ACTIVITIES

Respondents were asked which activities they participated in during the last two years: Publishing op-ed pieces or editorials, membership in faculty unions, and considering early retirement stood out.

	Percent reporting	Difference from other 4-year colleges	Committee
Published op-ed pieces of editorials	33.6%	10.7%	
Member of a faculty union	1.5%	-38.7%	Governance
Considered early retirement	33.6%	10.0%	Compensation

ATTRIBUTES OF INSTITUTION

Faculty reported the following as being “very descriptive” attributes of Southeast:

Attribute	Percent reporting	Difference from other 4-year colleges	Committee
Faculty are rewarded for being good teachers	5.8	-9.1	Professional affairs
Faculty here respect each other	32.8	-10.0	Professional affairs
The administration is open about its policies	5.1	-10.8	Governance
There is respect for the expression of diverse values and beliefs	19.7	-15.8	Professional affairs

JOB SATISFACTION

Faculty respondents at Southeast reported aspects of their job which they found very satisfying or satisfying include the following.

Aspect of Job	Percent reporting	Difference from other 4-year colleges	Committee
Availability of child care at this institution	47.8	13.2	Compensation
Office/lab space	52.2	-9.7	Compensation
Relationship with administration	44.1	-10.5	Governance
Retirement benefits	49.6	-19.3	Compensation
Health benefits	31.4	-39.2	Compensation

Faculty respondents at Southeast reported aspects of their job which agreed either strongly or somewhat strongly include the following:

Aspect of Job	Percent reporting	Difference from other 4-year colleges	Committee
This institution takes responsibility for educating underprepared students	74.5	11.0	Academic Affairs
My values are congruent with the dominant institutional values	60.0	-10.3	Governance
Gay and lesbian faculty are treated fairly here	75.0	-10.5	Governance
Many courses include feminist perspectives	30.6	-12.4	Academic Affairs
Most students are strongly committed to community service	23.7	-14.3	Academic Affairs
Faculty are sufficiently involved in campus decision making	35.8	-16.0	Governance
Many courses involve students in community service	29.9	-17.4	Academic Affairs

INSTITUTIONAL PRIORITIES

Faculty respondents at Southeast reported issues they believe to be of high or highest priority at Southeast include the following:

Issue	Percent reporting	Difference from other 4-year colleges	Committee
To provide resources for faculty to engage in community-based teaching or research	29.4	-9.7	Compensation
To create and sustain partnerships with surrounding communities	43.4	-11.4	Academic Affairs
To help students learn how to bring about change in American society	21.9	-11.8	Academic Affairs
To create a diverse multi-cultural campus environment	42.6	-12.1	Academic Affairs

To develop a sense of community among students and faculty	39.0	-15.1	Academic Affairs
To develop an appreciation for multiculturalism	39.0	-15.1	Academic Affairs
To facilitate student involvement in community service	24.1	-18.1	Academic Affairs
To pursue extramural funding	35.3	-19.4	Professional affairs

Faculty respondents at Southeast reported that they agreed strongly or somewhat to the following:

Issue	Percent reporting	Difference from other 4-year colleges	Committee
The chief benefit of a college education is that it increases one's earning power	47.4	14.7	Academic Affairs
Community service should be given weight in college admissions decisions	51.5	-12.6	Academic Affairs

FACTORS THAT CONTRIBUTE TO STRESS

Faculty respondents were asked to identify factors that were a source of stress during the last two years. Only one factor has a difference of more than 9% than other 4-year colleges.

Factor	Percent reporting	Difference from other 4-year colleges	Committee
Keeping up with information technology	66.9%	11.7%	Professional affairs

PERSONAL GOALS

Faculty were asked to indicate Personal goals. Of the responses that identified a goal as "very important" or "essential", developing a meaningful philosophy of life stood out as being less than what was reported by other 4-year colleges.

Goal	Percent reporting	Difference from other 4-year colleges	Committee
Developing a meaningful philosophy of life	61.5%	-10.1%	

ENCOURAGEMENT TO UNDERGRADUATES

Faculty were asked about their interactions with undergraduates and how often they encouraged undergraduates to perform a variety of tasks. The only response that stood out was the one related to taking risks and the negative difference means that undergraduates are encouraged LESS frequently to take risks for potential gains.

Task	Percent reporting	Difference from other 4-year colleges	Committee
Encourage undergraduates to take risks for potential gains – response “frequently”	27.1%	-10.5%	Professional affairs

METHODS USED IN COURSES

Faculty were asked to identify methods they use in “all” or “most” of the courses they teach they included the following:

Methods Used in Courses	Percent reporting	Difference from other 4-year colleges	Committee
Experiential learning/Field studies	43.4	11.7	Academic Affairs
Using student inquiry to drive learning	36.6	-12.3	Academic Affairs
Readings on women and gender issues	6.6	-15.0	Academic Affairs
Readings on racial and ethnic issues	9.6	-15.1	Academic Affairs

Institutional Questions

Each institution participating in the HERI Faculty Survey has the opportunity to include institutional questions. Questions were submitted by the Faculty Senate and the Director of Marketing. Faculty members had the option of selecting “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, and “Strongly Disagree” for this set of questions. For this analysis, the percent selecting “Strongly Agree” and “Agree” has been combined as has the percent responding “Disagree”, and “Strongly Disagree.” The items reported here are those that had a difference of more than 10% between agreement and disagreement.

Item	Percent Strongly Agree or Agree	Percent Neutral	Percent Strongly Disagree or Disagree	Committee
The administration supports academic freedom.	65.0	19.0	16.1	Governance
The administration supports collegial governance.	29.2	26.3	44.5	Governance
The administration is sensitive to faculty needs.	27.0	32.1	40.9	Governance
The administration is sensitive to faculty opinions.	27.0	24.1	48.9	Governance
I have adequate resources to do my teaching well.	57.7	14.6	27.7	
I have adequate resources for my professional development.	34.5	19.9	45.6	Compensation /Grants & Research Funding
The annual reward system for good performance is acceptable.	19.8	27.9	52.2	Compensation
Aside from departmental decisions, I am satisfied with the input faculty have in decision-making processes on campus.	21.7	29.9	48.9	Governance
I am satisfied with the input faculty have into the review of the performance of administrators.	21.8	31.4	46.7	Governance
Southeast MO State University effectively communicates institutional goals to faculty and staff.	44.8	23.4	32.1	
Southeast MO State University (as a whole, not just you or your department) prepares students to excel in their chosen careers.	72.3	19.0	8.8	

Southeast MO State University (as a whole, not just you or your department) delivers high academic quality.	63.5	26.3	10.2	
Southeast MO State University (as a whole, not just you or your department) delivers personal attention to students.	81.9	11.7	4.4	

Conclusion

The items of this survey were divided among the Faculty Senate Committees as noted above. (Committee charges based on the Faculty Handbook are listed in Appendix B.) It is recommended that these committees consider the items to determine if action should be taken. It is possible that items could overlap between committees. In the event a committee believes that an item should be reviewed by another committee, the committee chairs should communicate and decide a course of action.