

Southeast Missouri State University

HERI Faculty Survey

2016-2017 Results

Full-Time Undergraduate Teaching Faculty

Southeast Missouri State University
N=180

Public 4yr Colleges - low/medium
N=1,157

Higher Education Research Institute, University of California at Los Angeles

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THE FACULTY EXPERIENCE

Results from the HERI Faculty Survey highlight key areas of faculty's engagement in teaching, research, and service activities. The survey also touches on faculty's level of stress, satisfaction with their institution, and perspectives for undergraduate education.

- Pedagogical practices
- Research and service activities
- Satisfaction and stress
- Institutional and departmental climate

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A Note about HERI Constructs

We use the CIRP constructs throughout this PowerPoint to help summarize important information about your faculty from the HERI Faculty Survey.

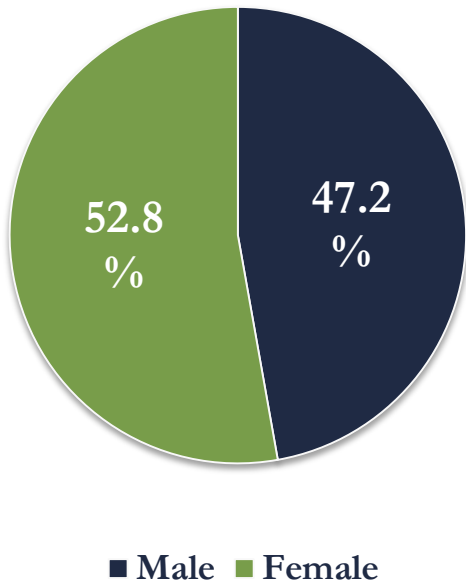
Constructs

Constructs statistically aggregate questions from the HERI Faculty Survey that tap into key features of the faculty experience. These faculty traits and institutional practices contribute to faculty's engagement with students in the classroom, their research productivity, and their overall satisfaction.

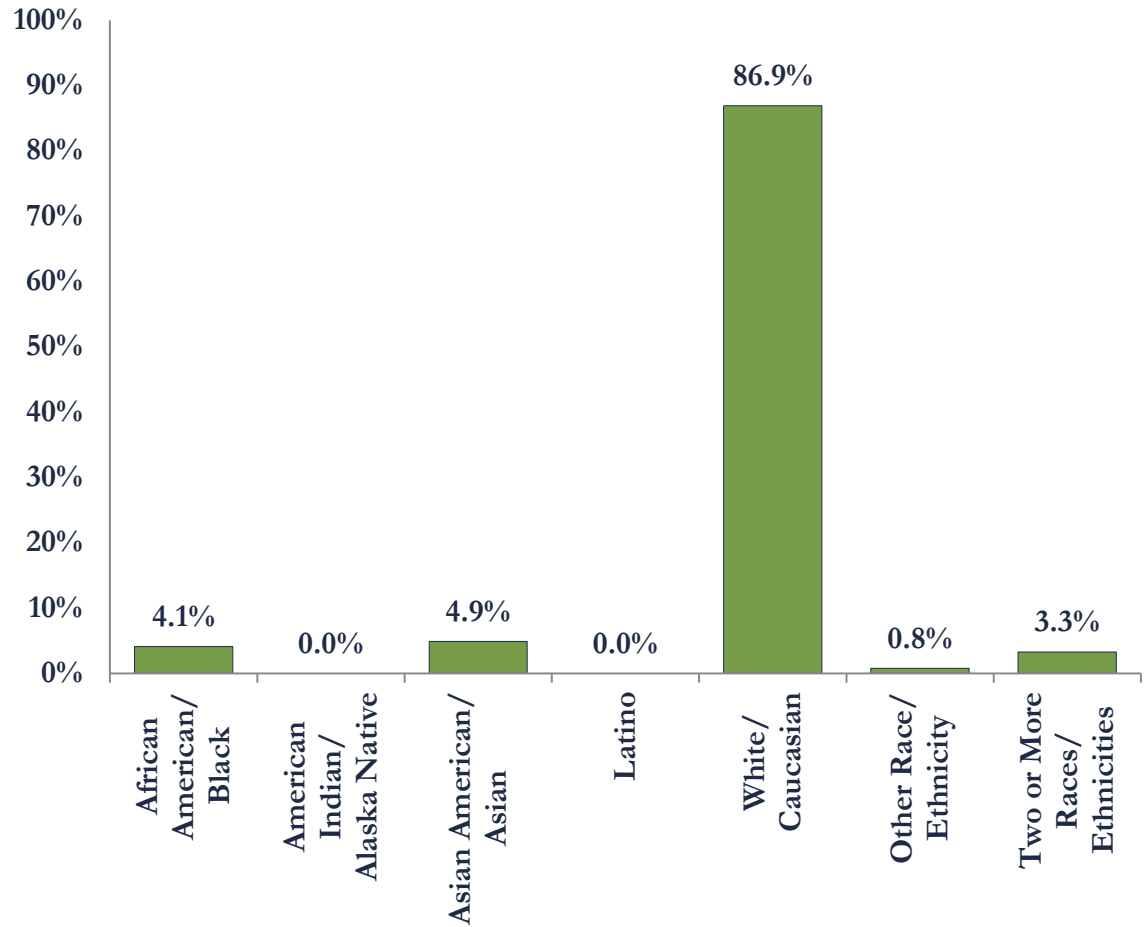
Demographics

Demographics

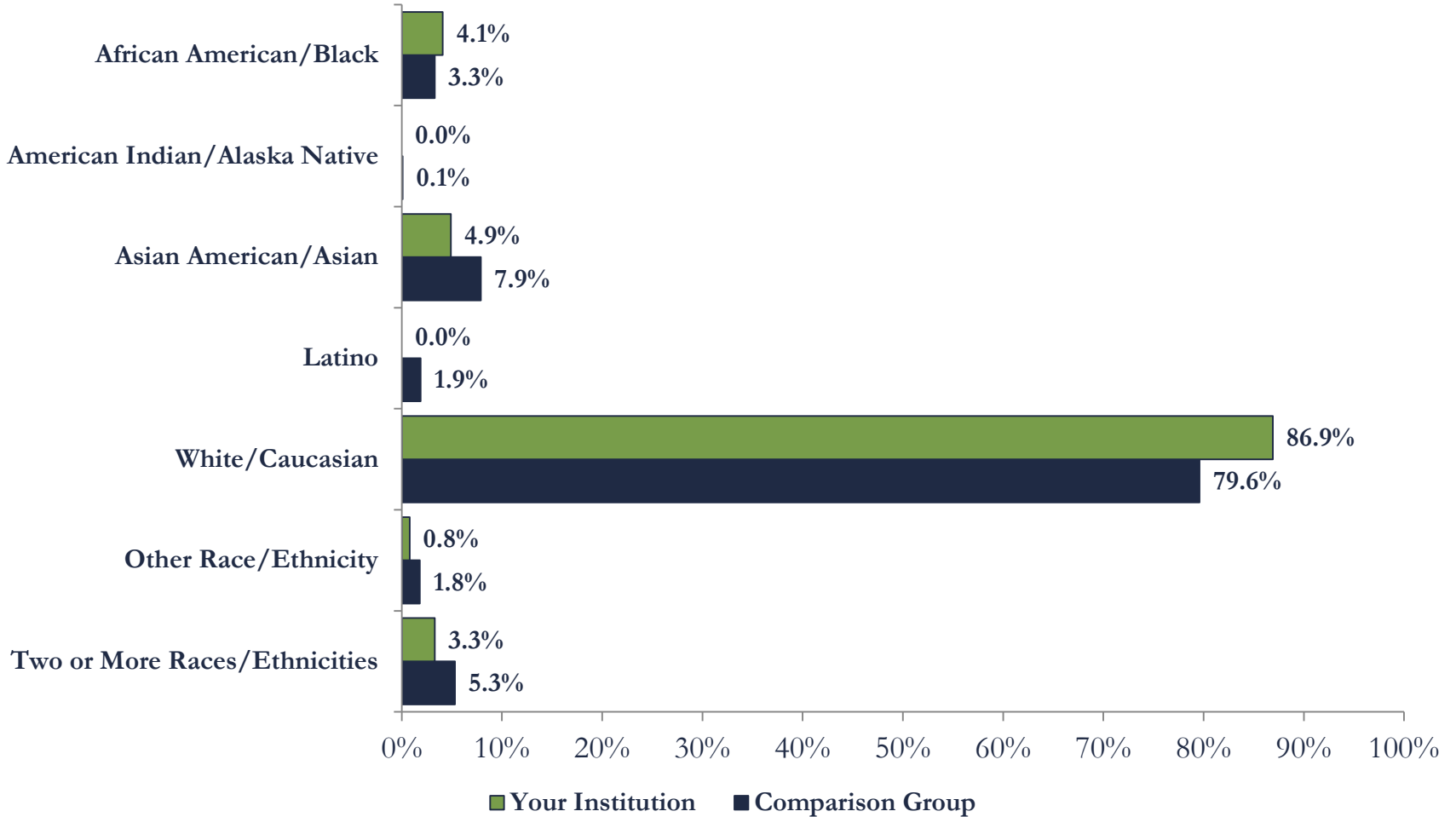
Sex



Race/Ethnicity

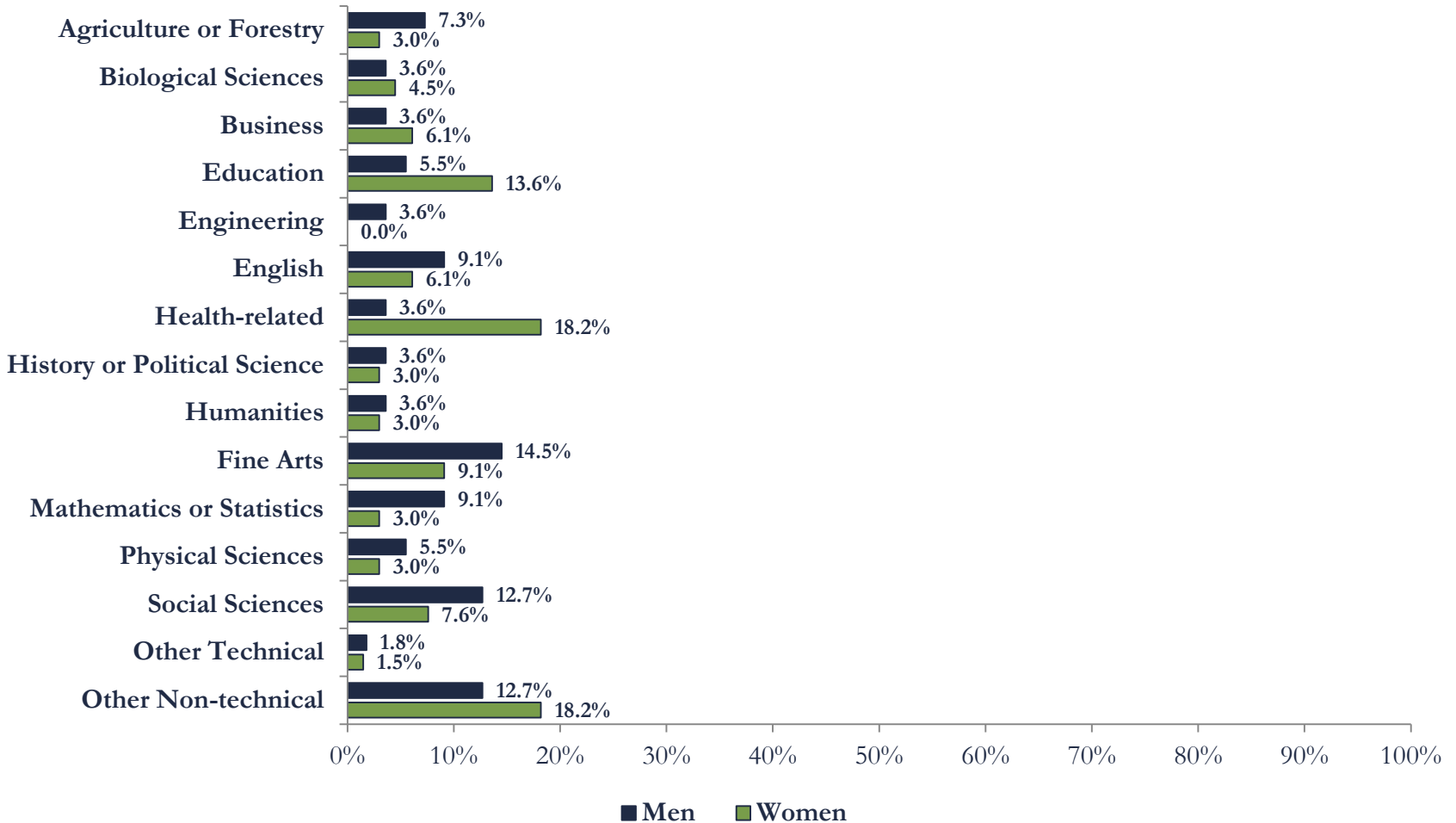


Demographics



Demographics

Academic Department (Aggregated)



Teaching Practices

Student-Centered Pedagogy

Student-Centered Pedagogy measures the extent to which faculty use student-centered teaching and evaluation methods in their courses.

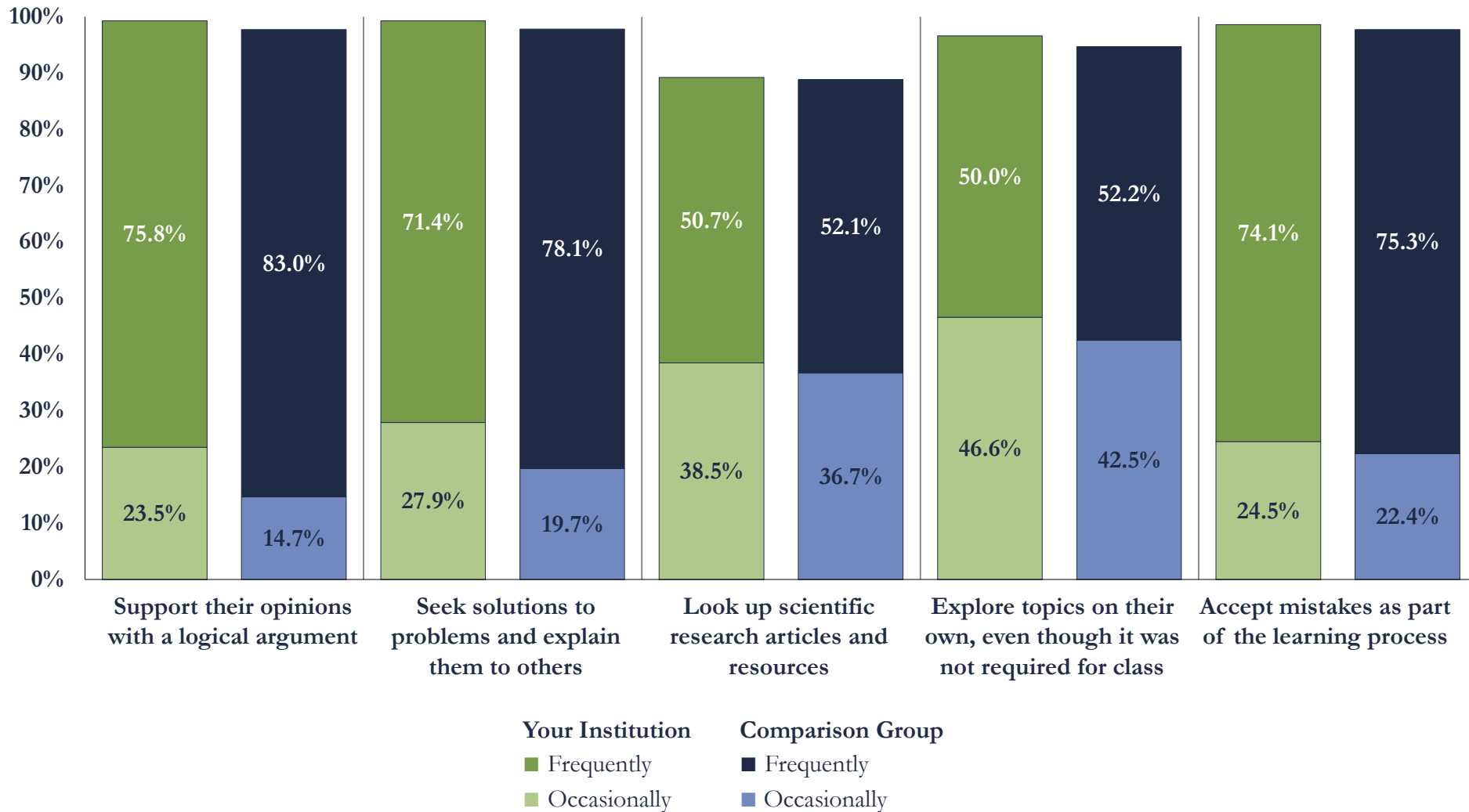


Construct Items

- Student presentations
- Student evaluations of each others' work
- Class discussions
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Group projects
- Reflective writing/journaling
- Using student inquiry to drive learning

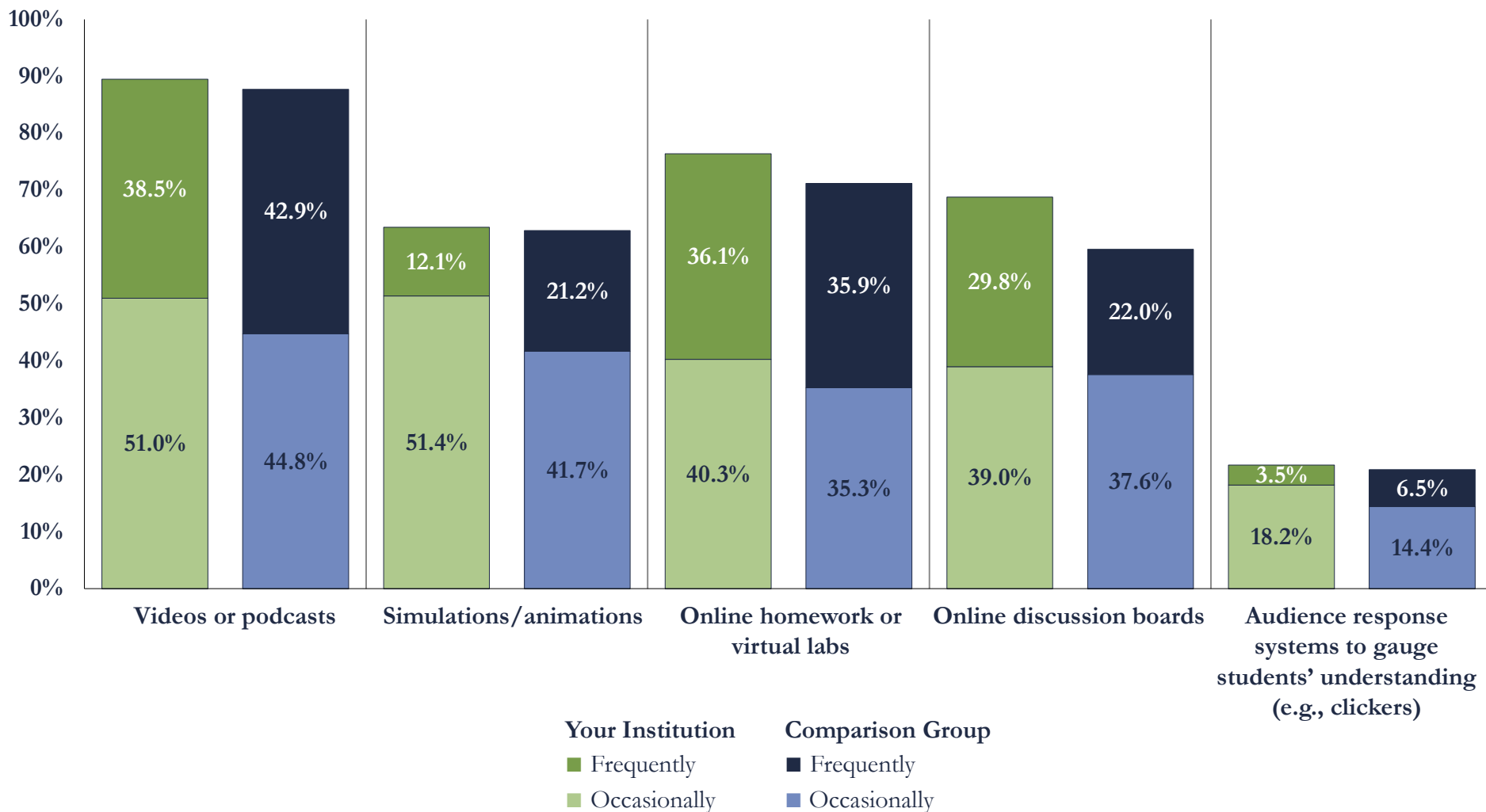
Habits of Mind

These items measure the extent to which faculty structure courses to develop habits of mind for lifelong learning in students.

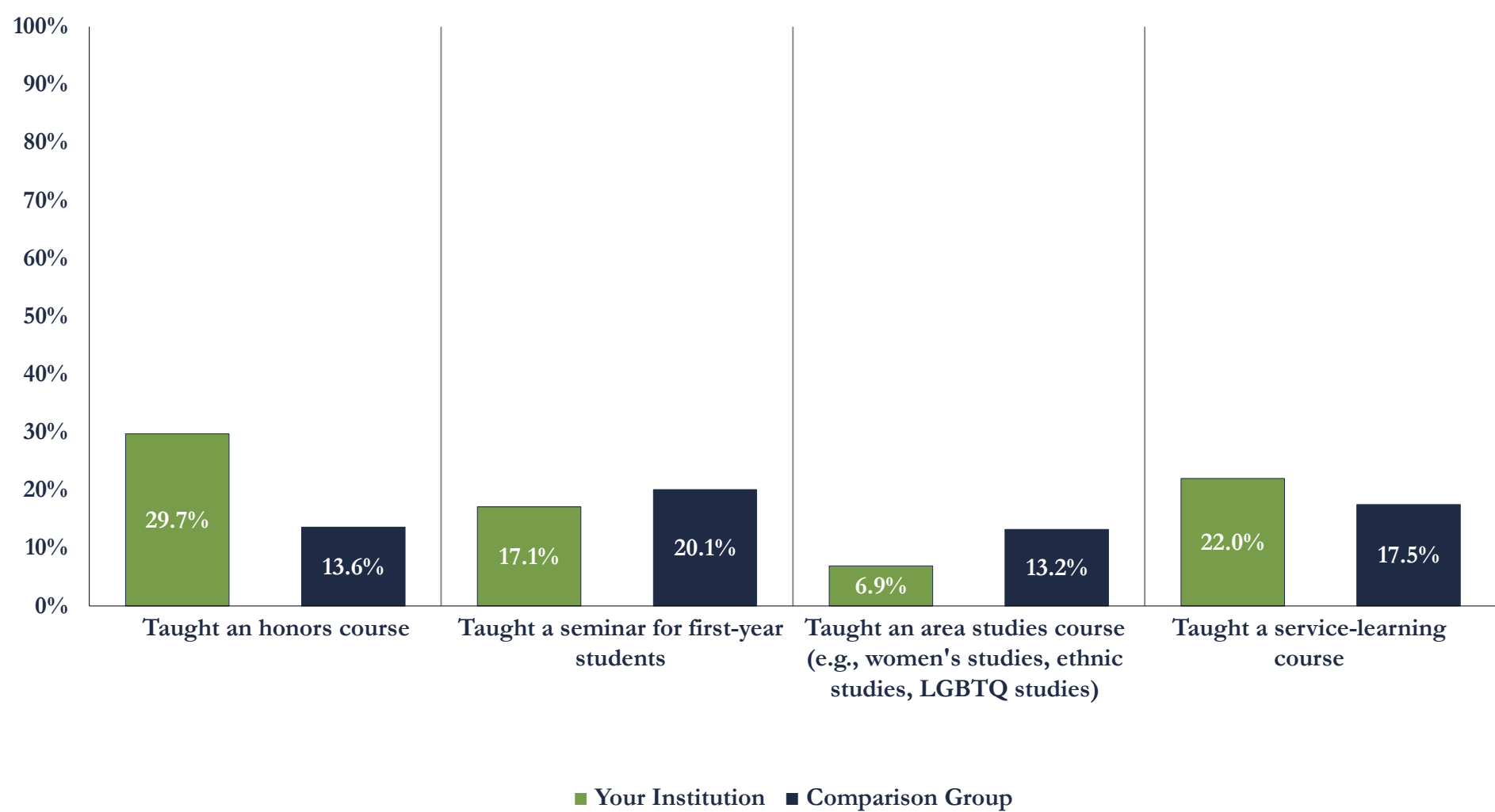


Technology in the Classroom

Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.



Types of Courses Faculty Teach



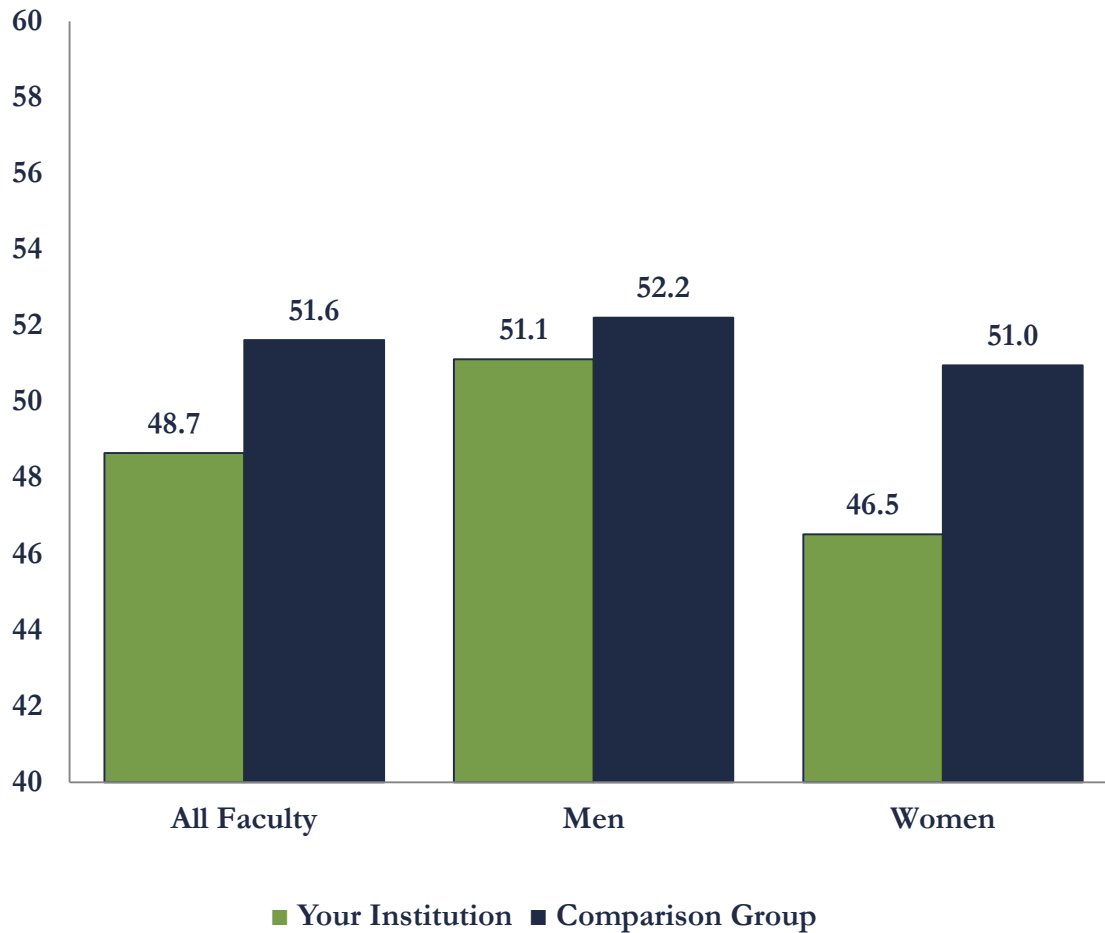
Average Number of Courses Taught This Term



Research Activities

Scholarly Productivity

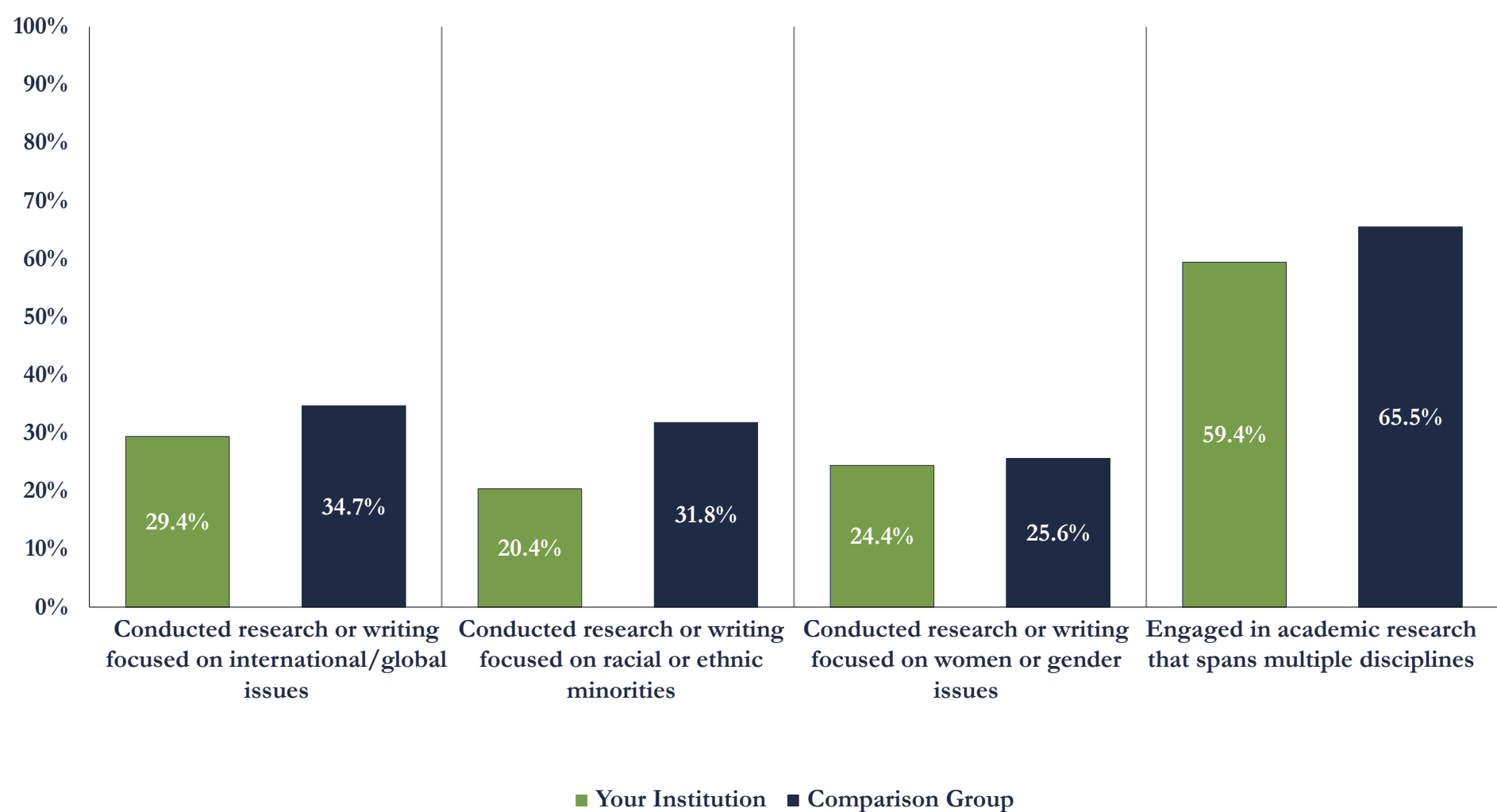
A unified measure of the scholarly activity of faculty.



Construct Items

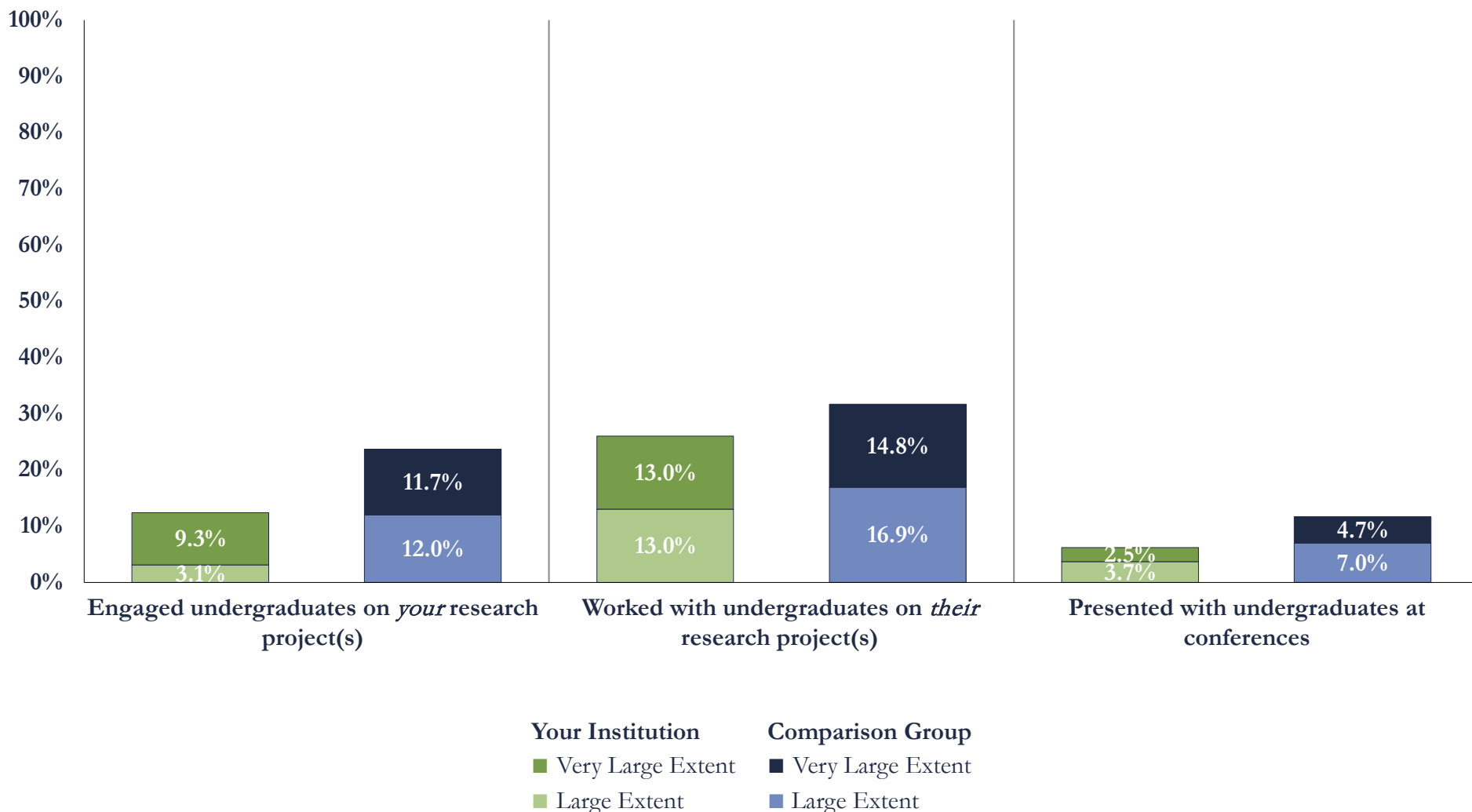
- Articles in academic and professional journals
- Chapters in edited volumes
- Professional writings published or accepted for publication in the last three years

Foci of Faculty Research



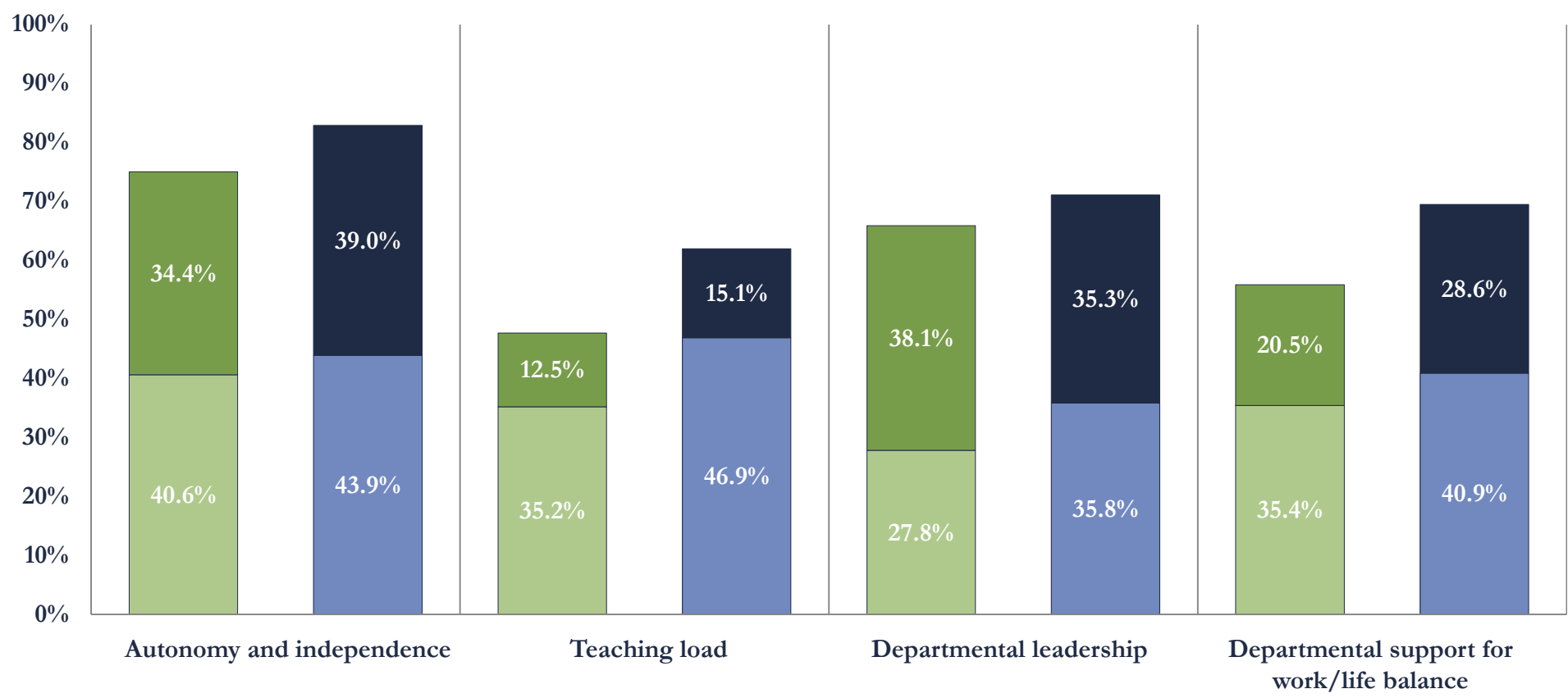
Faculty Collaboration with Undergraduates on Research

With undergraduate research becoming a priority at many campuses, faculty are increasingly being asked to work with undergraduates on research projects.



Faculty Satisfaction

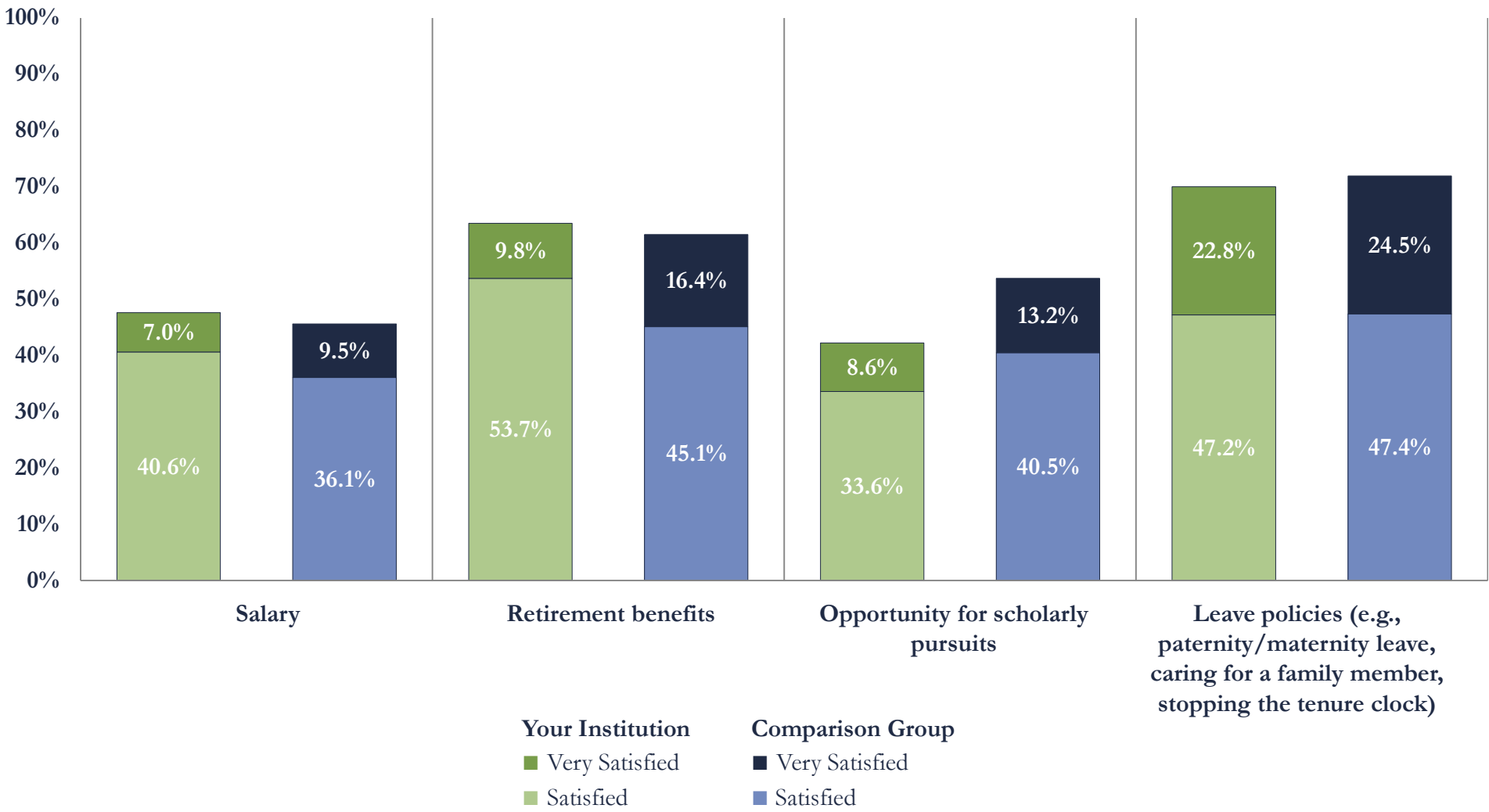
Workplace Satisfaction



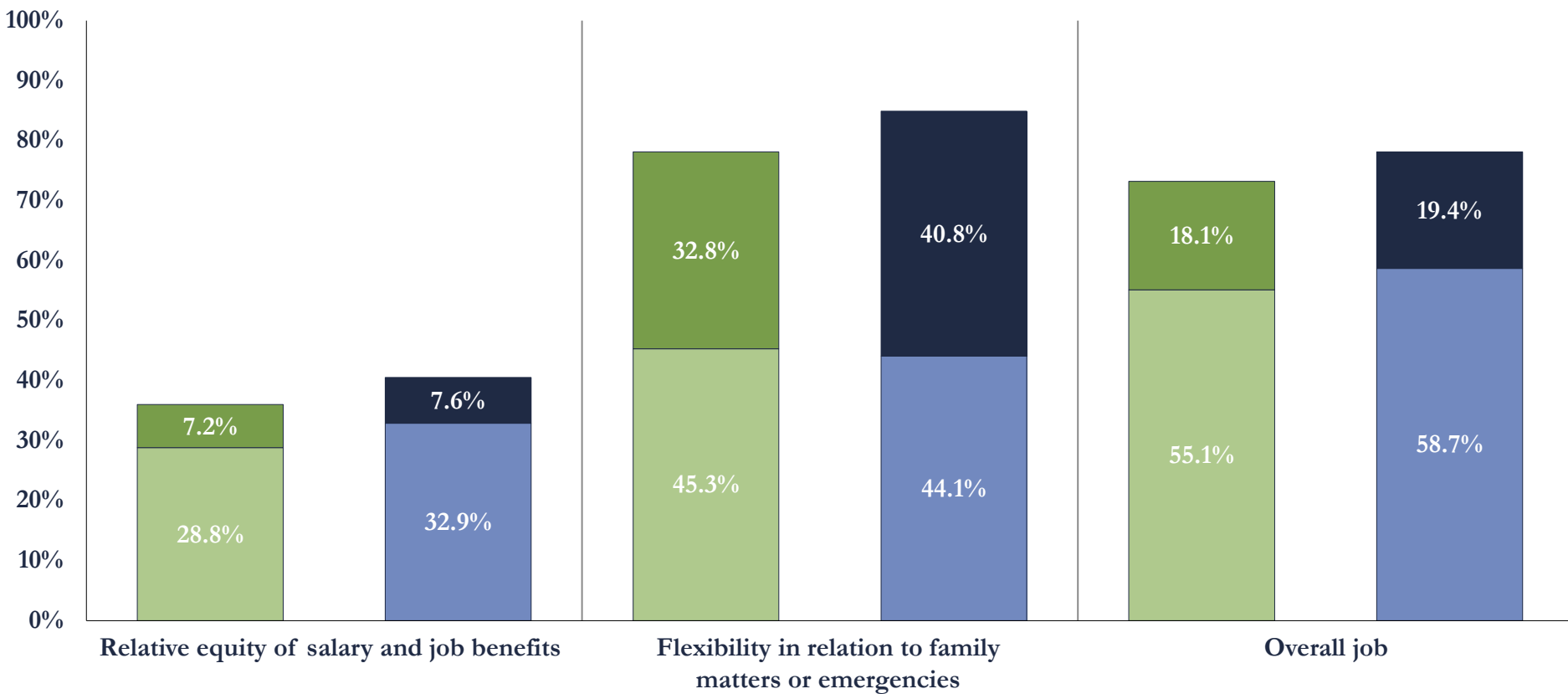
Your Institution
■ Very Satisfied
■ Satisfied

Comparison Group
■ Very Satisfied
■ Satisfied

Satisfaction with Compensation



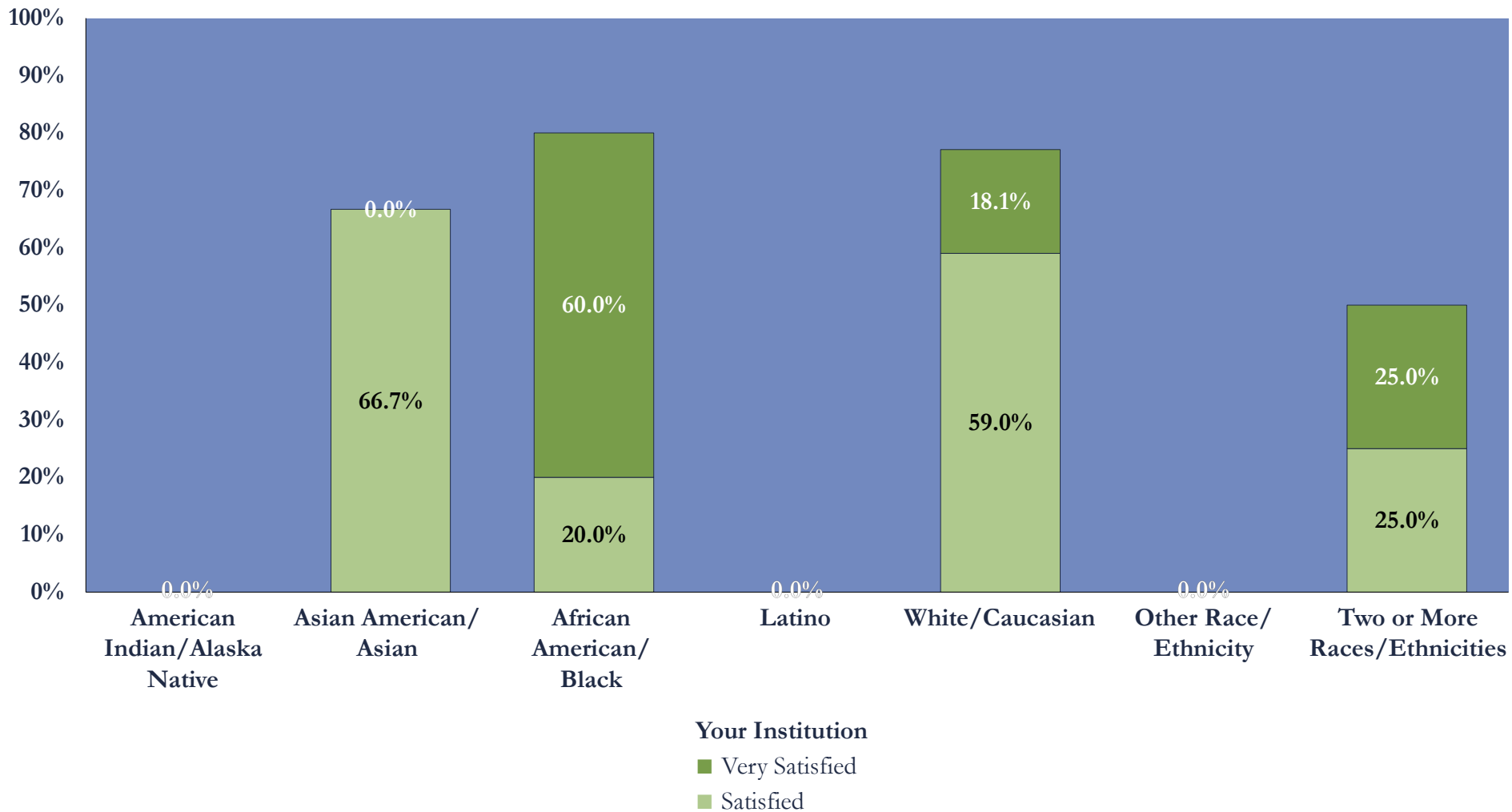
Faculty Satisfaction with Pay Equity and Family Flexibility



Your Institution
■ Very Satisfied
■ Satisfied

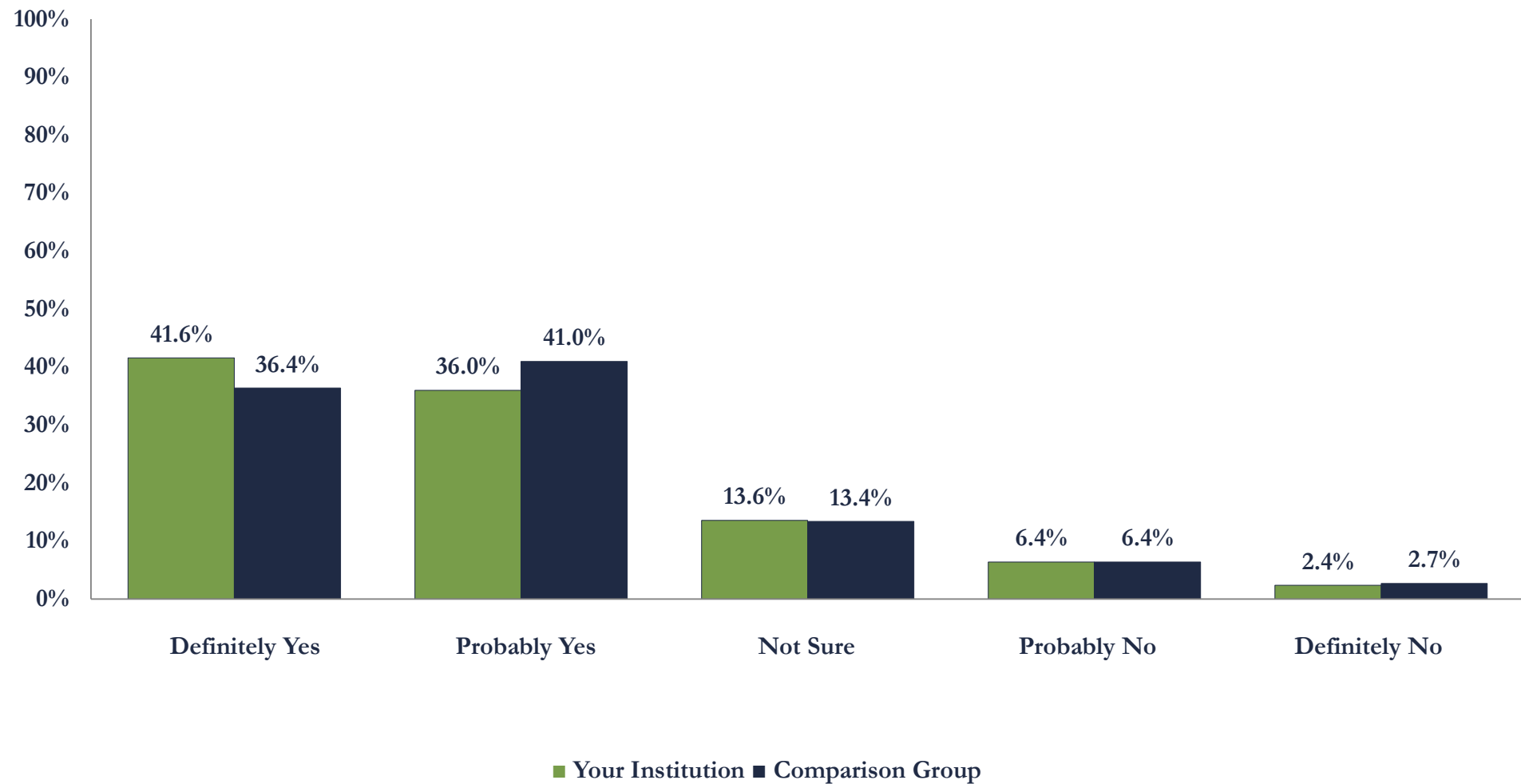
Comparison Group
■ Very Satisfied
■ Satisfied

Overall Faculty Job Satisfaction by Race



Overall Satisfaction

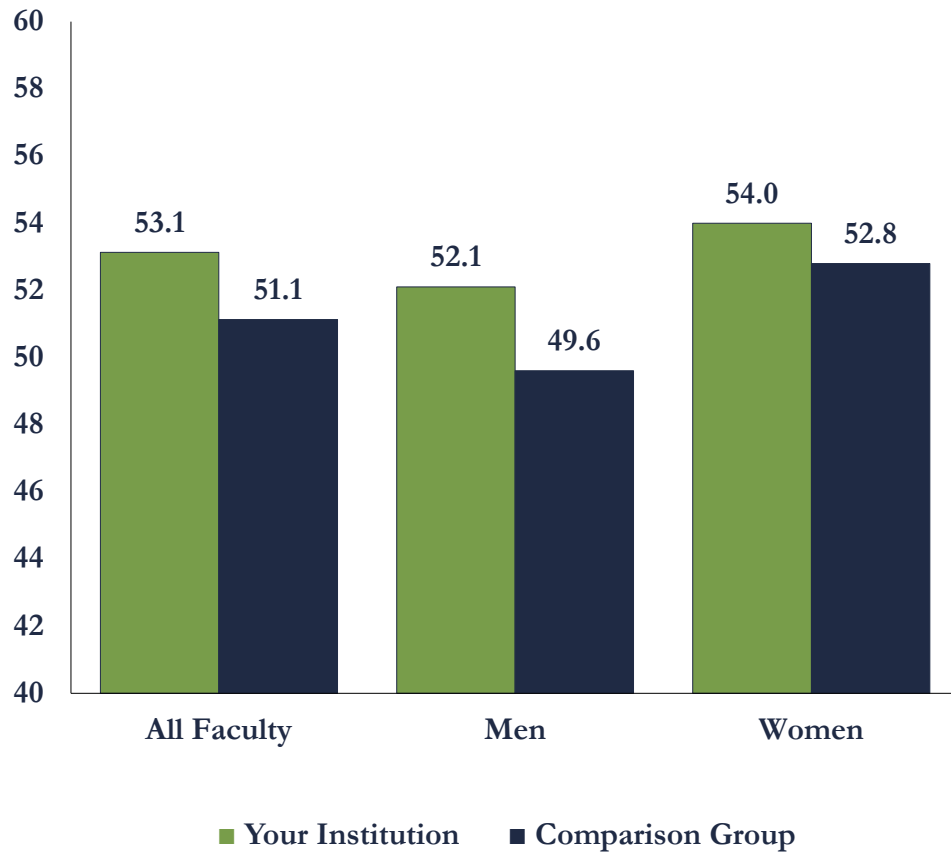
“If given the choice, would you still to come to this institution?”



Sources of Faculty Stress

Career-Related Stress

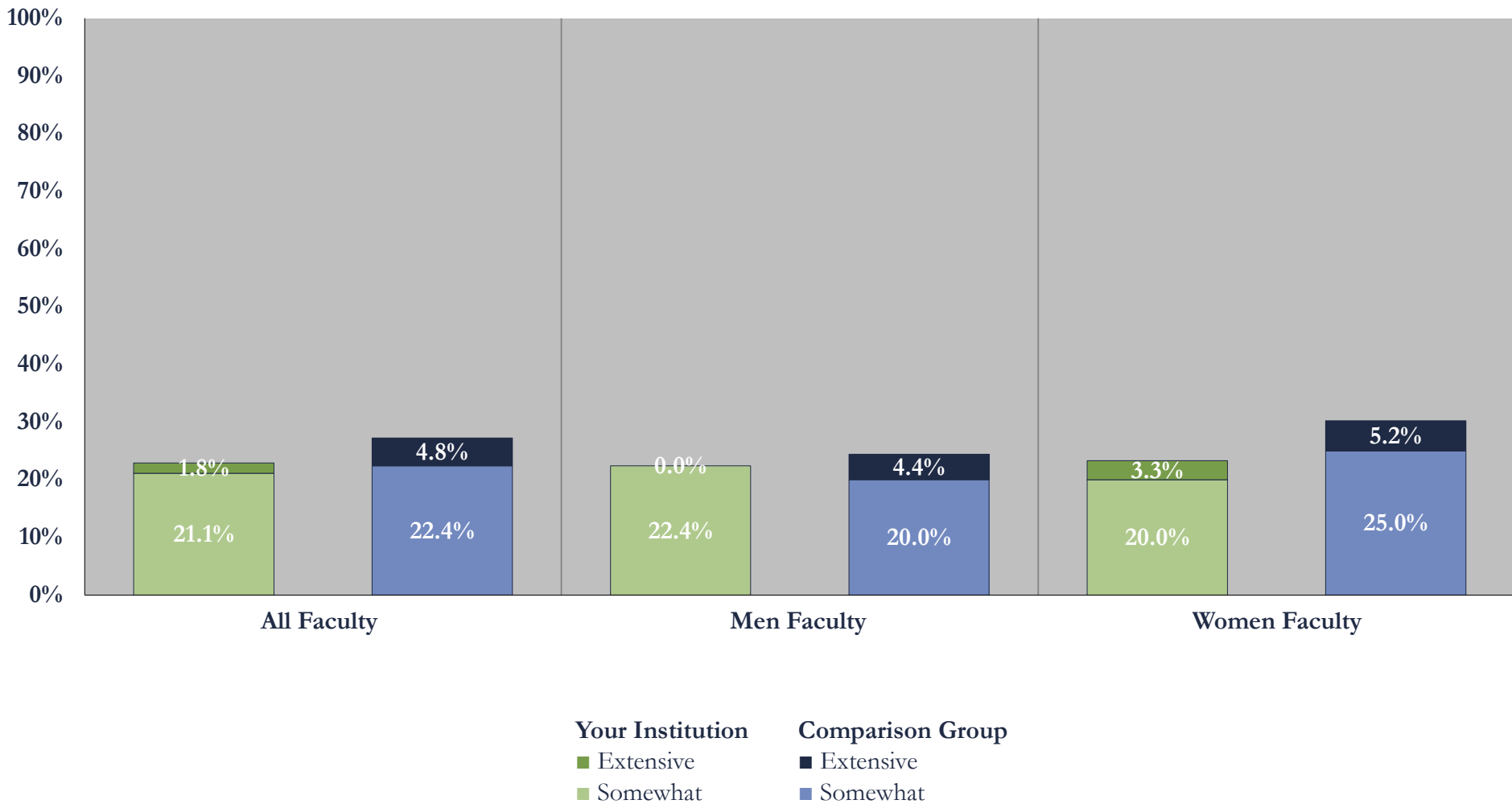
Career-Related Stress measures the amount of stress faculty experience related to their career.



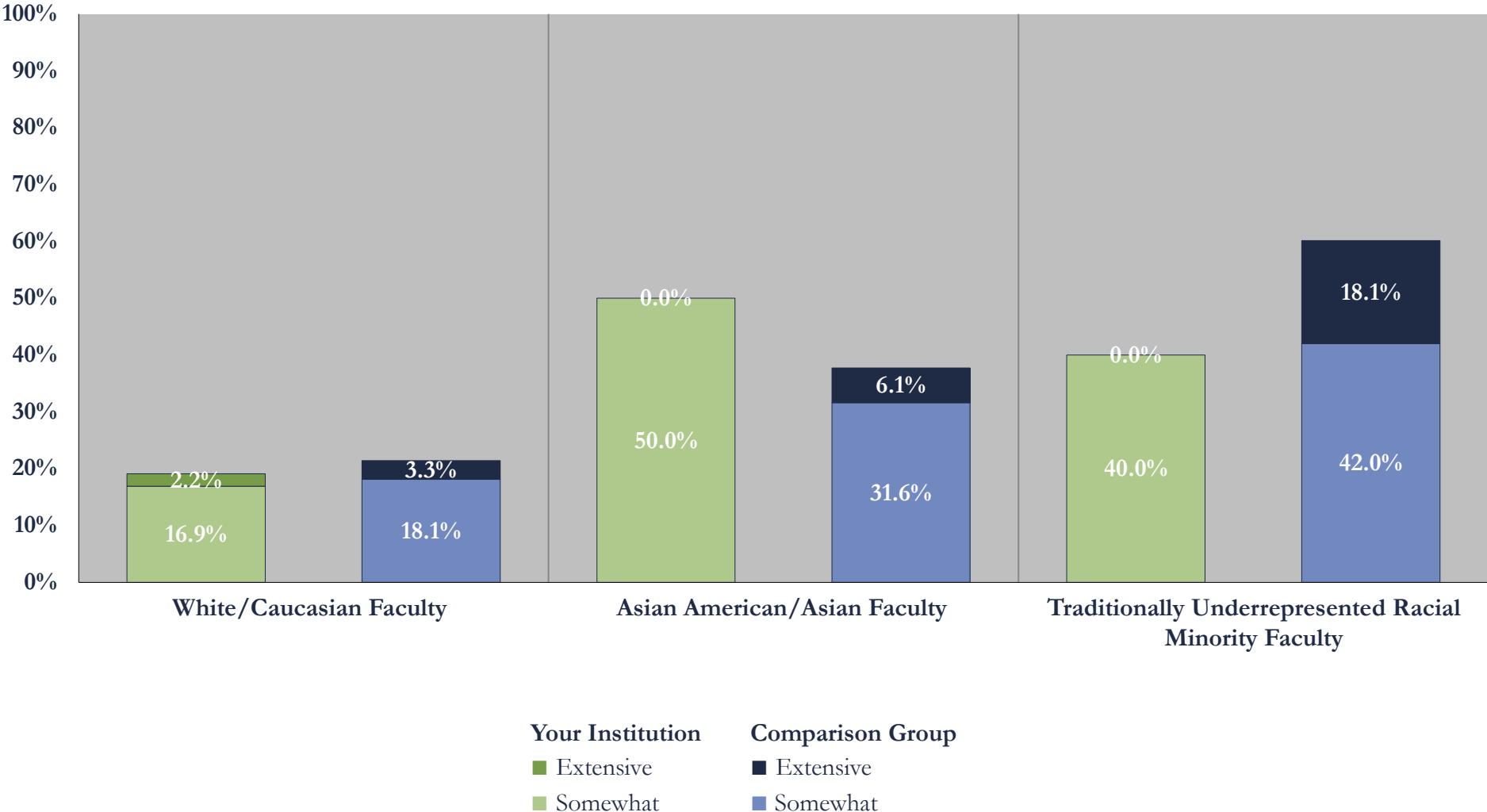
Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures/red tape
- Teaching load
- Lack of personal time
- Self-imposed high expectations

Stress Due to Discrimination, by Gender

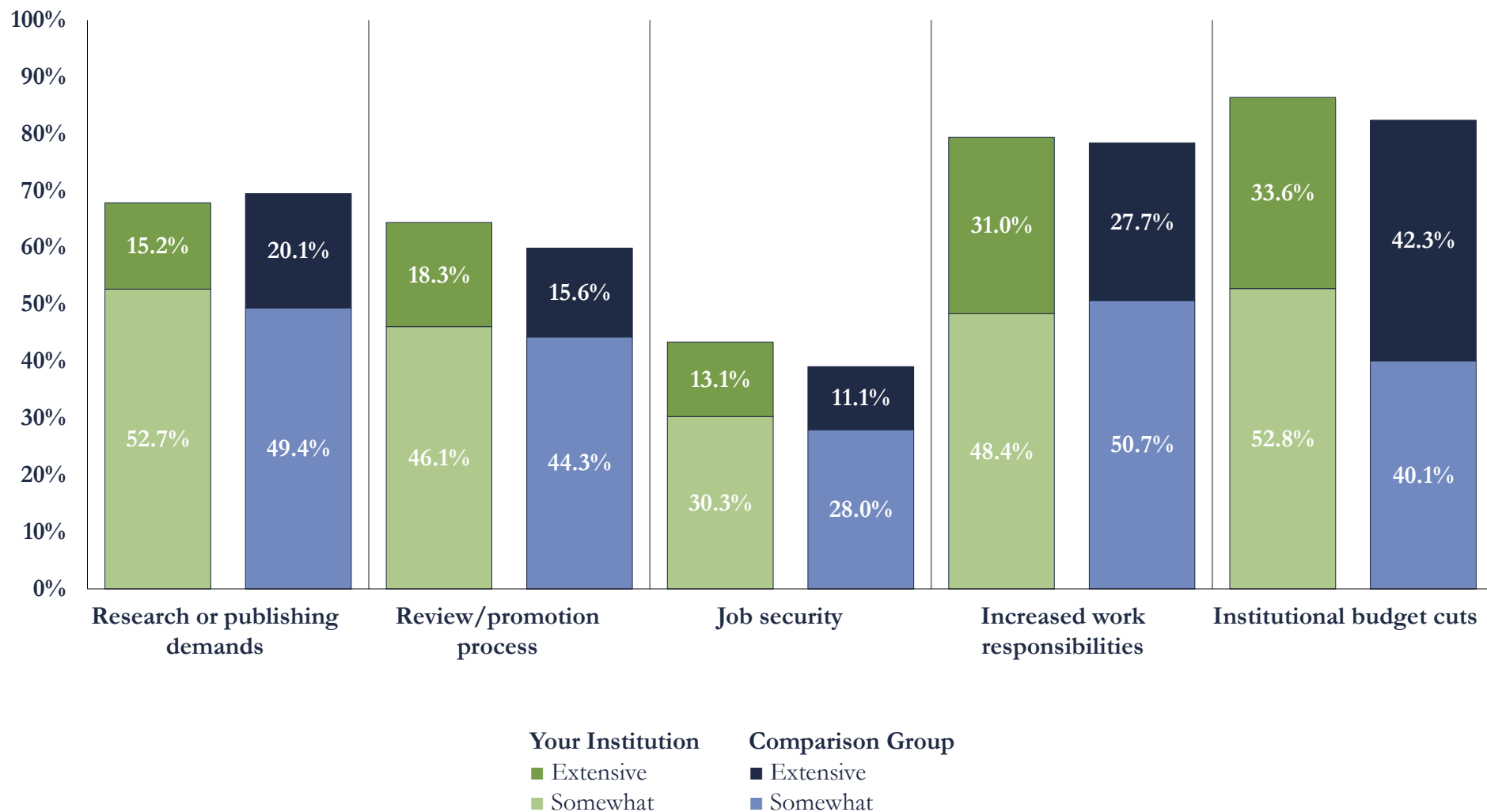


Stress Due to Discrimination, by Race



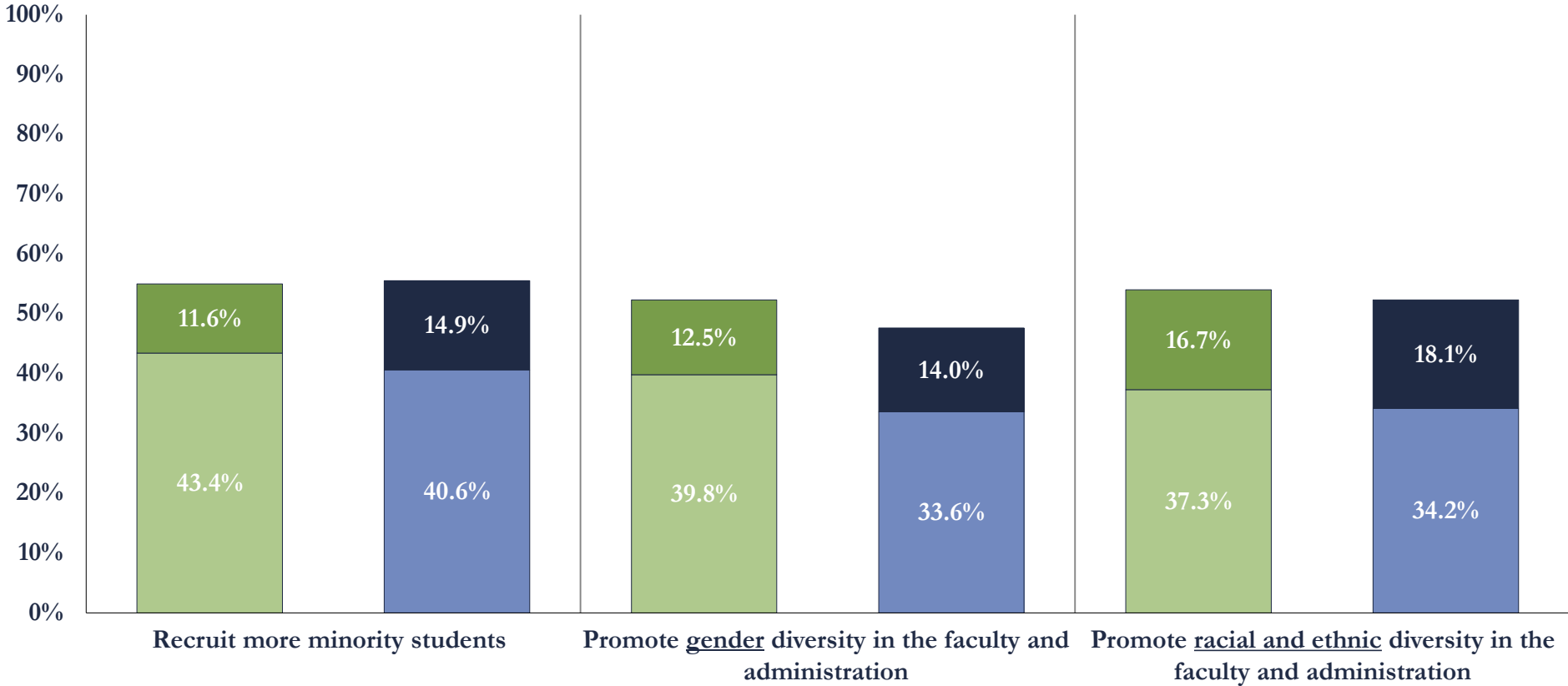
Additional Sources of Faculty Stress

“Please indicate the extent to which each of the following has been a source of stress for you during the past year:”



Faculty Perspectives on Campus Climate

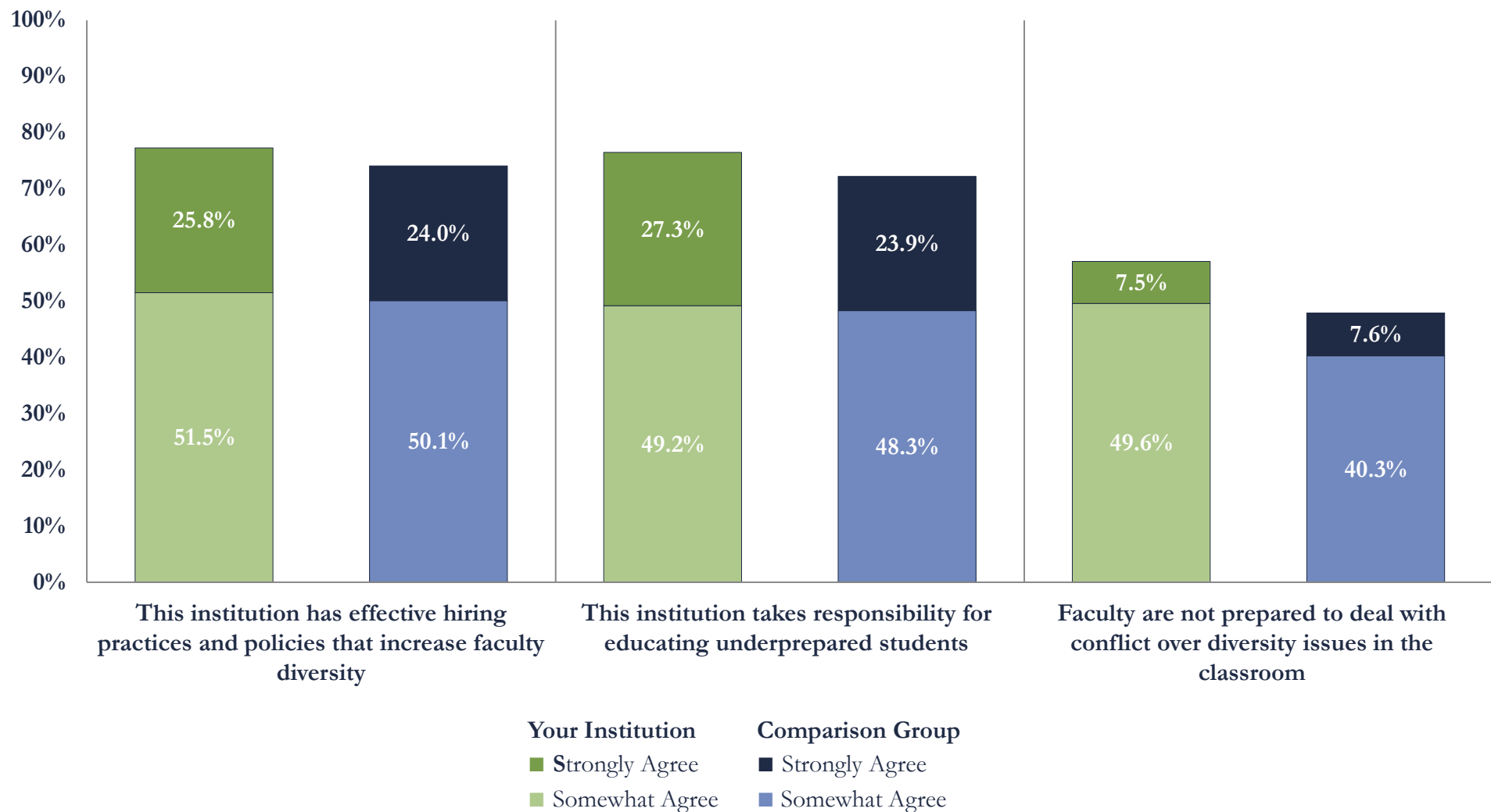
Institutional Priority: Commitment to Diversity



Your Institution
■ Highest Priority
■ High Priority

Comparison Group
■ Highest Priority
■ High Priority

Perspectives on Campus Climate for Diversity



Institutional Priority: Civic Engagement

Civic Engagement measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

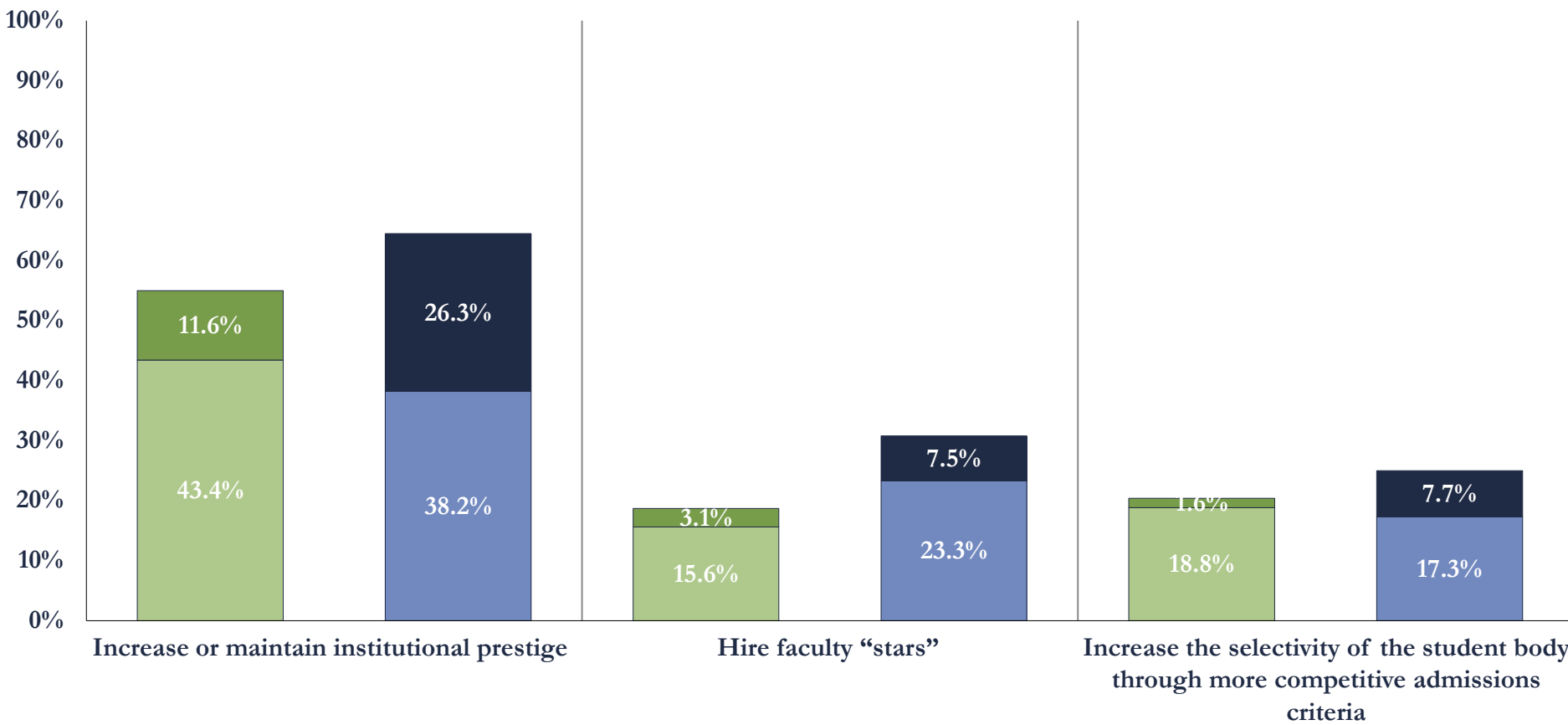


Construct Items

- Facilitate student involvement in community service
- Provide resources for faculty to engage in community-based teaching or research
- Create and sustain partnerships with surrounding communities

■ Your Institution ■ Comparison Group

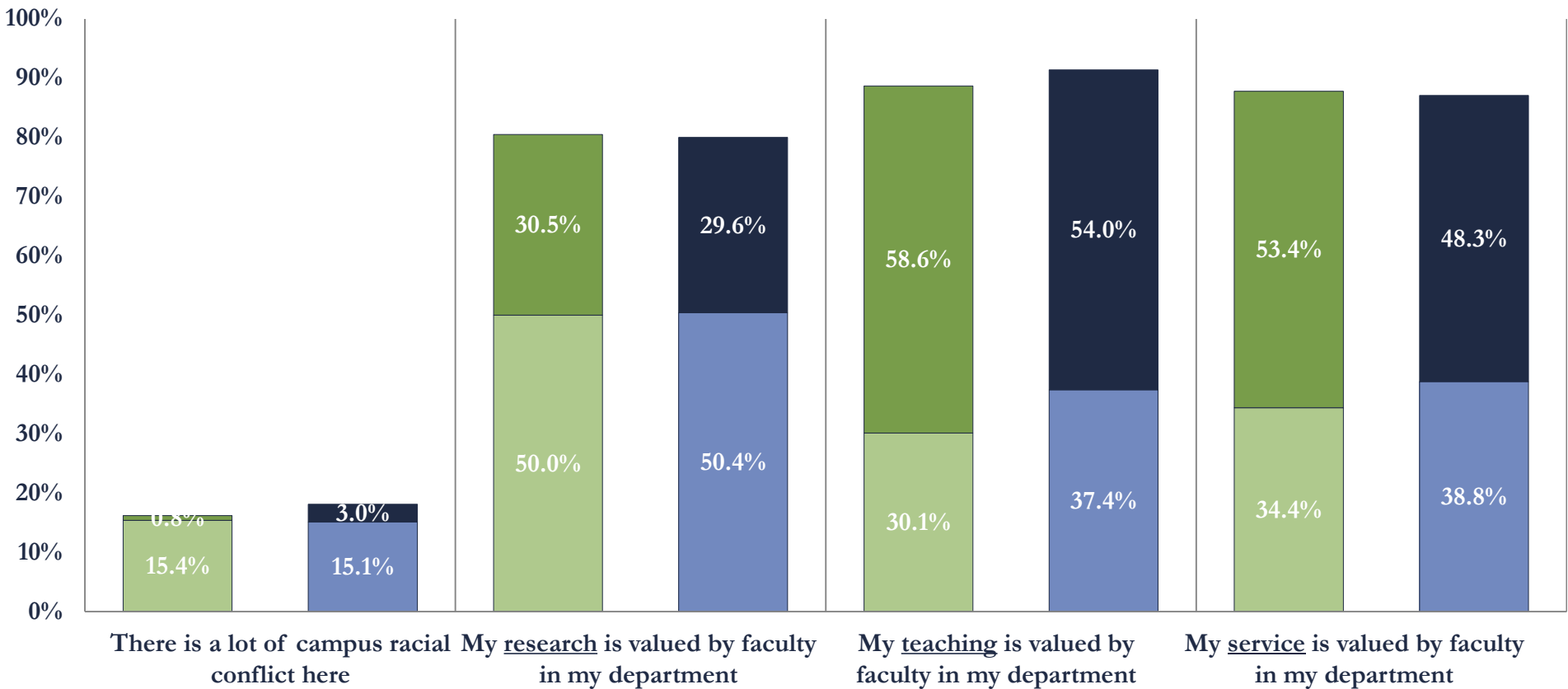
Institutional Priority: Increasing Prestige



Your Institution
■ Highest Priority
■ High Priority

Comparison Group
■ Highest Priority
■ High Priority

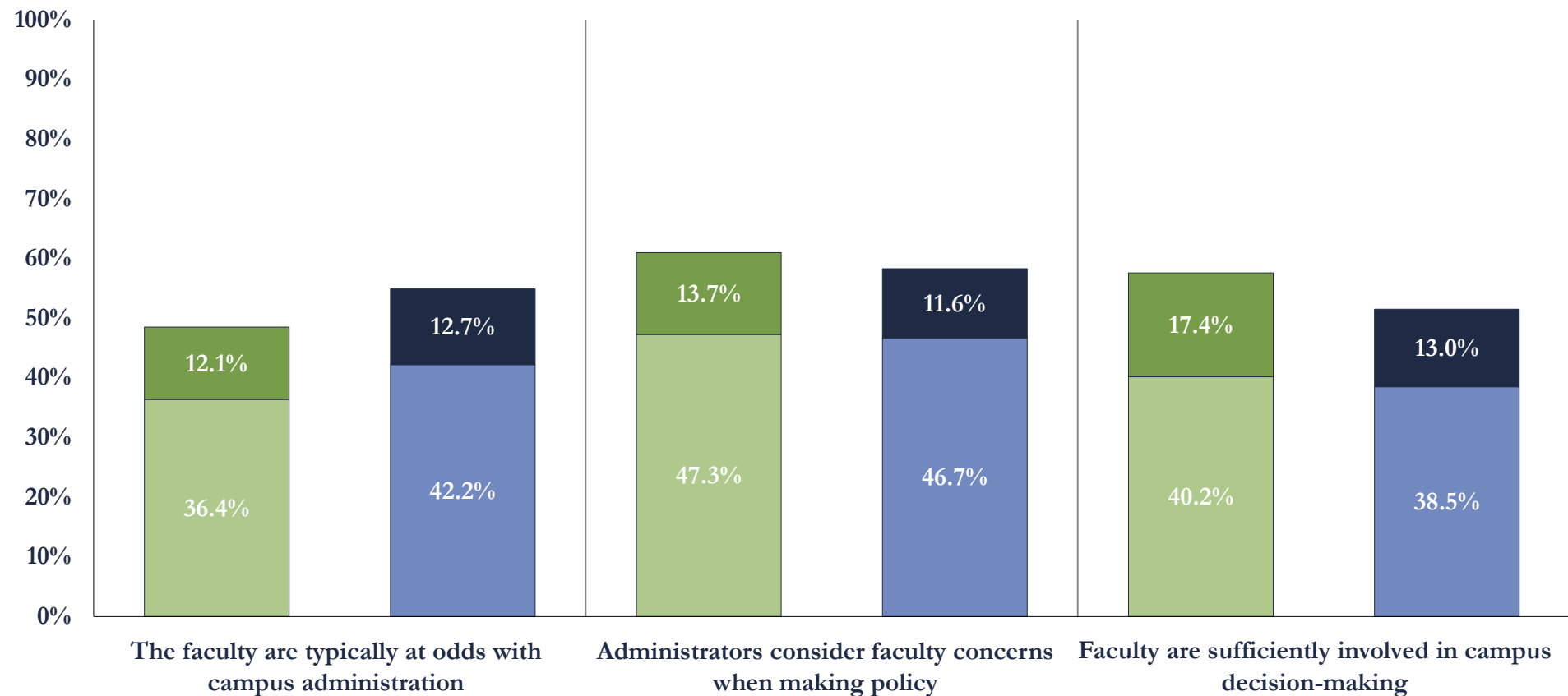
Faculty's Perspectives on Campus and Departmental Climate



Your Institution
 ■ Strongly Agree
 ■ Somewhat Agree

Comparison Group
 ■ Strongly Agree
 ■ Somewhat Agree

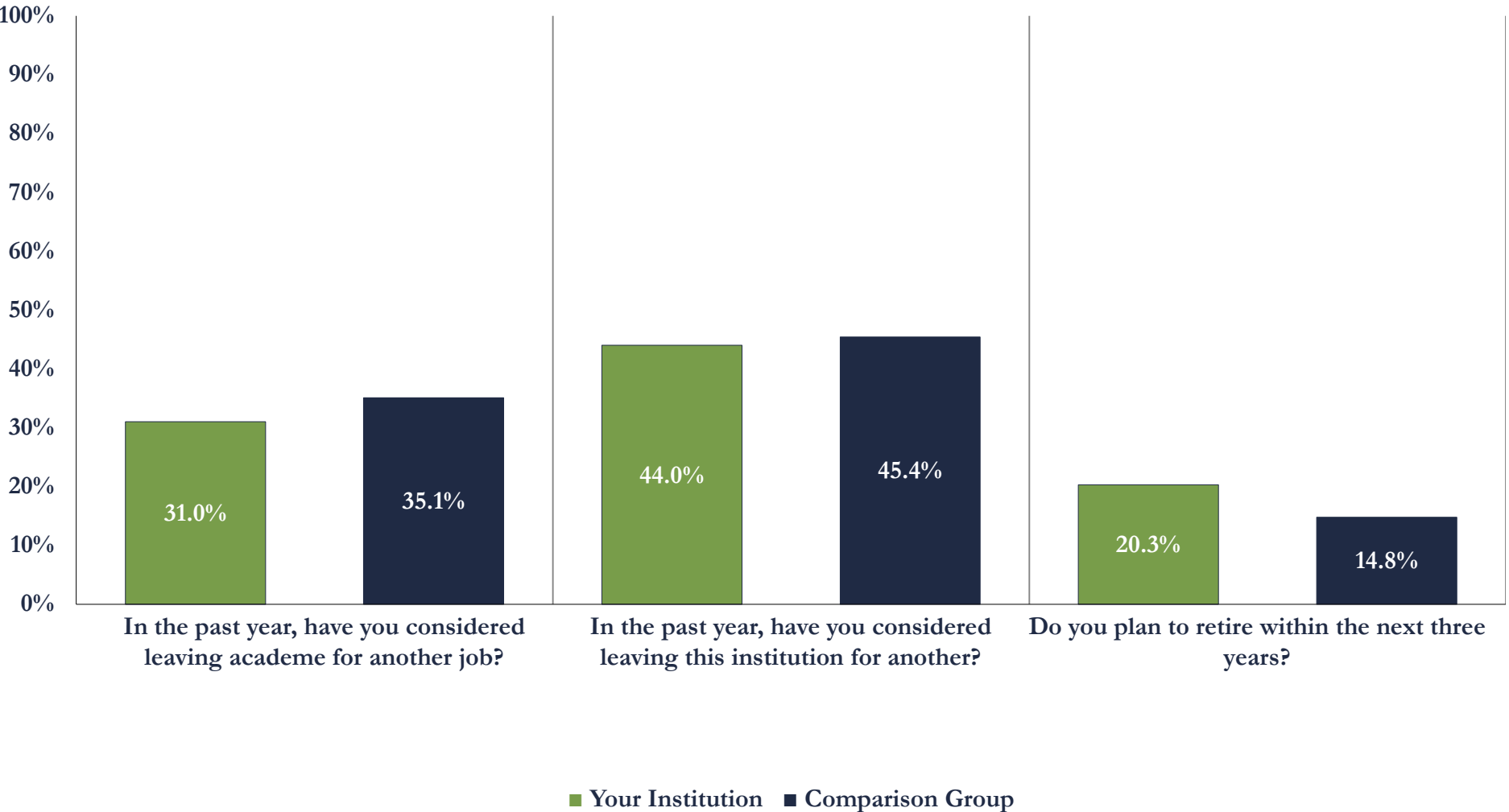
Faculty Perspectives on Shared Governance



Your Institution
 ■ Strongly Agree
 ■ Somewhat Agree

Comparison Group
 ■ Strongly Agree
 ■ Somewhat Agree

Institutional Commitment





The more you get to know your faculty, the better you can understand their needs.

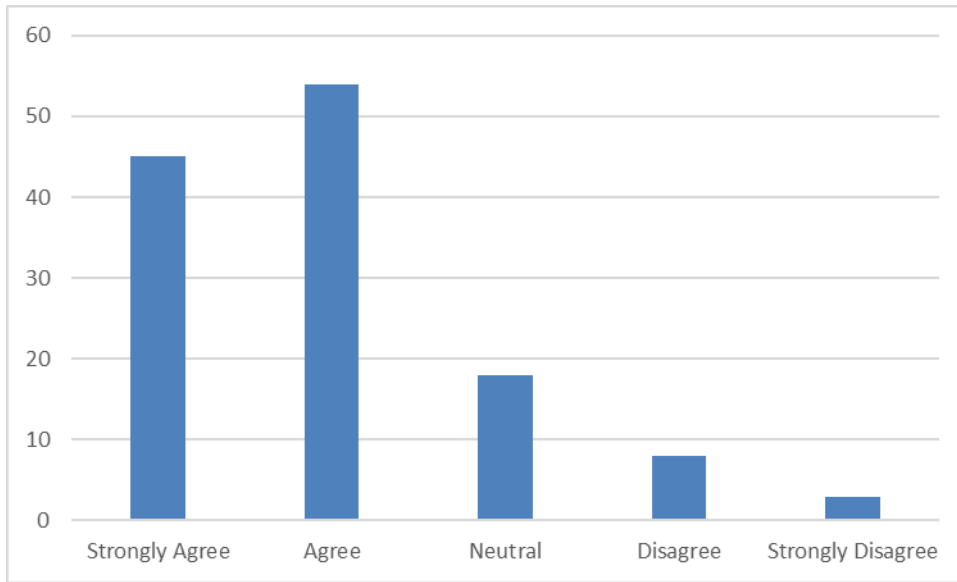
For more information about HERI/CIRP Surveys

**The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey
Staff Climate Survey**

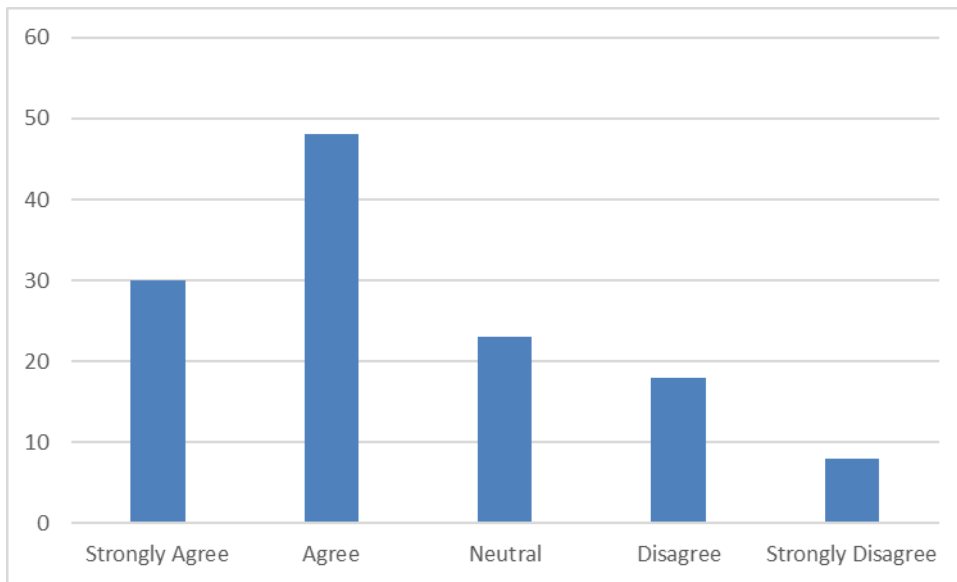
**Please contact:
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(310) 825-1925
www.heri.ucla.edu**

ADDITIONAL QUESTIONS TO 2017-18 FACULTY HERI SURVEY

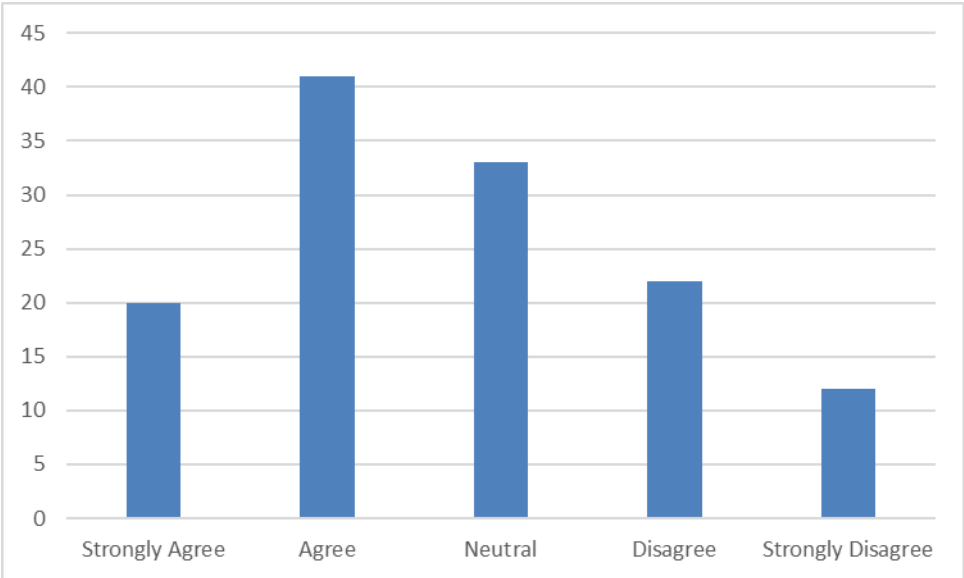
1. The administration supports academic freedom.



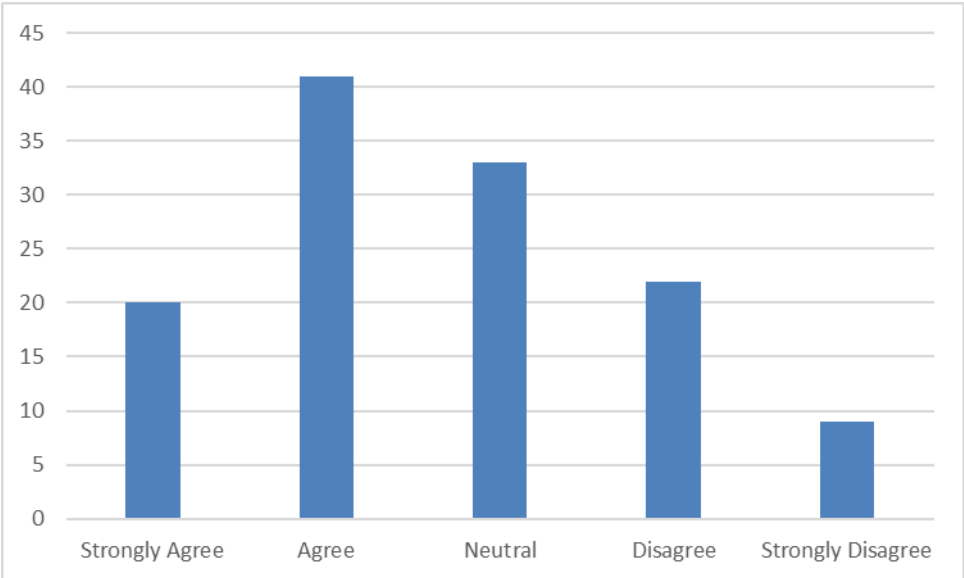
2. The administration supports collegial governance.



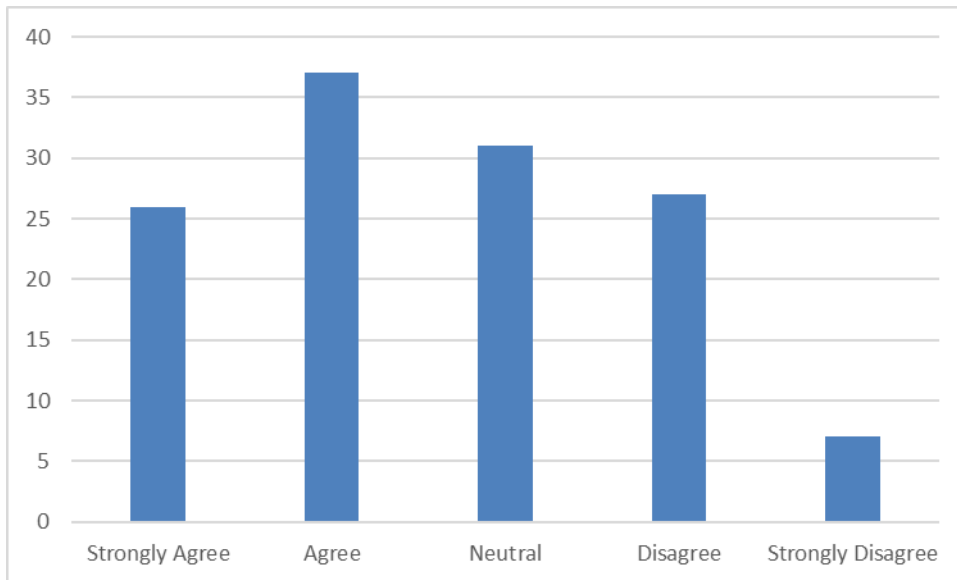
3. The administration is sensitive to faculty needs.



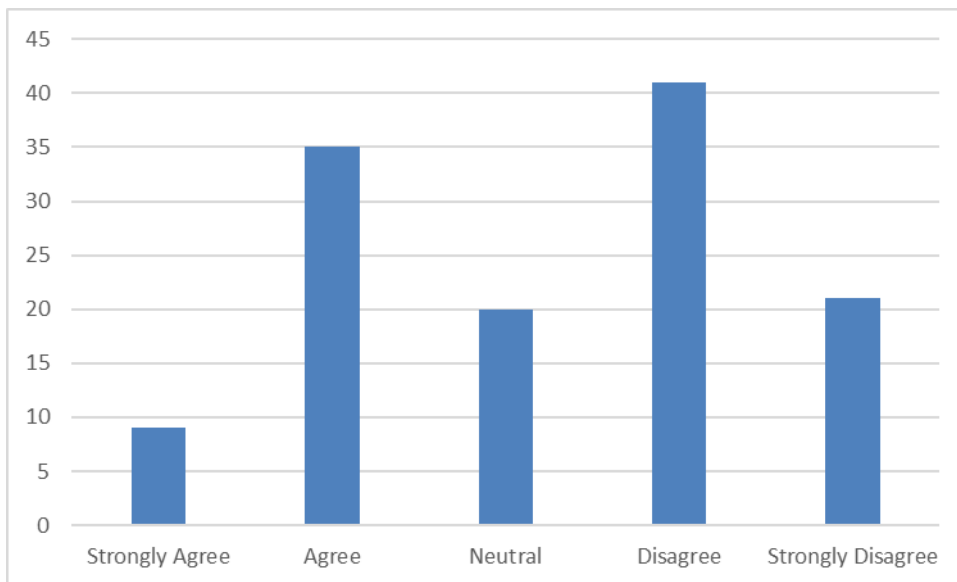
4. The administration is sensitive to faculty opinions



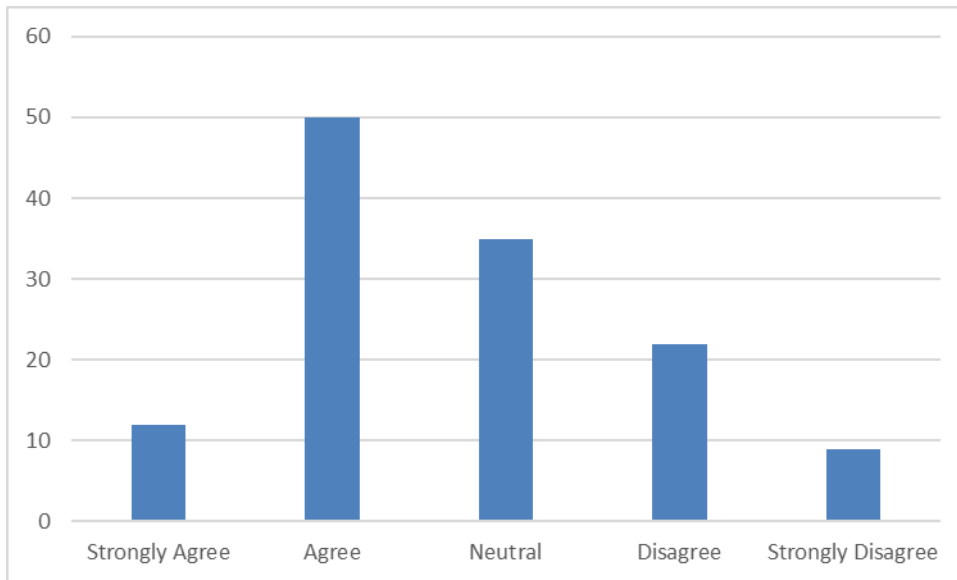
5. I am experiencing excessive levels of job-related stress.



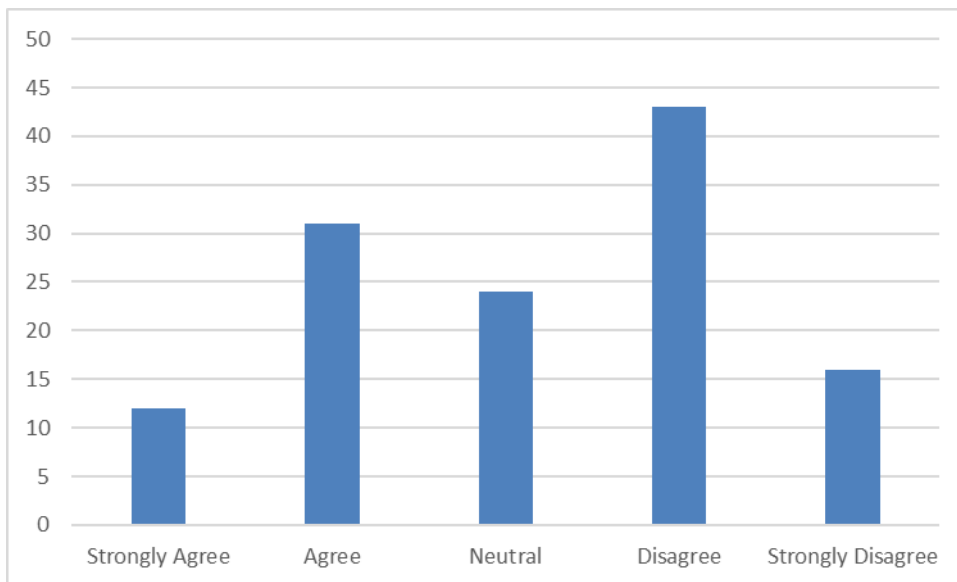
6. I have adequate time to complete my responsibilities during the workday.



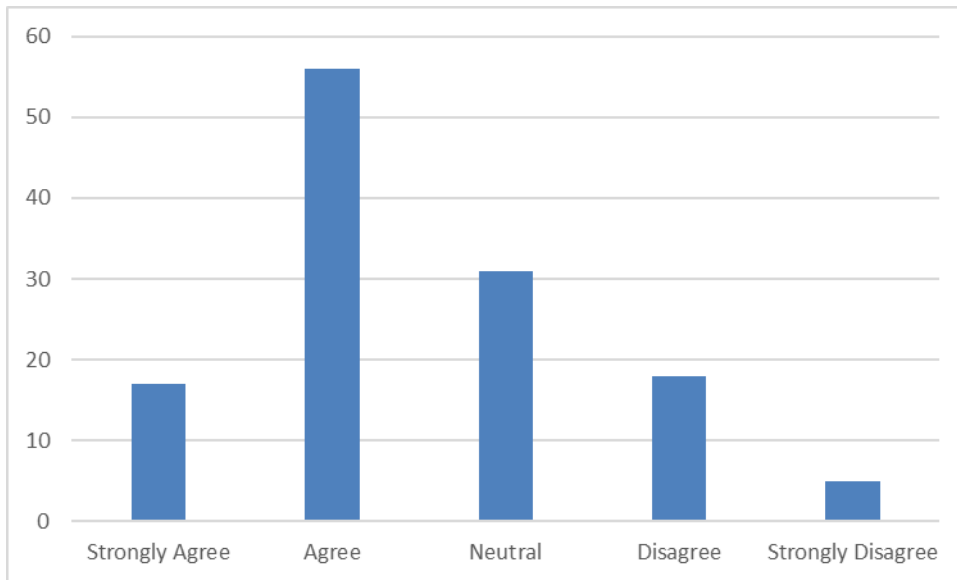
7. I have adequate resources to do my teaching well.



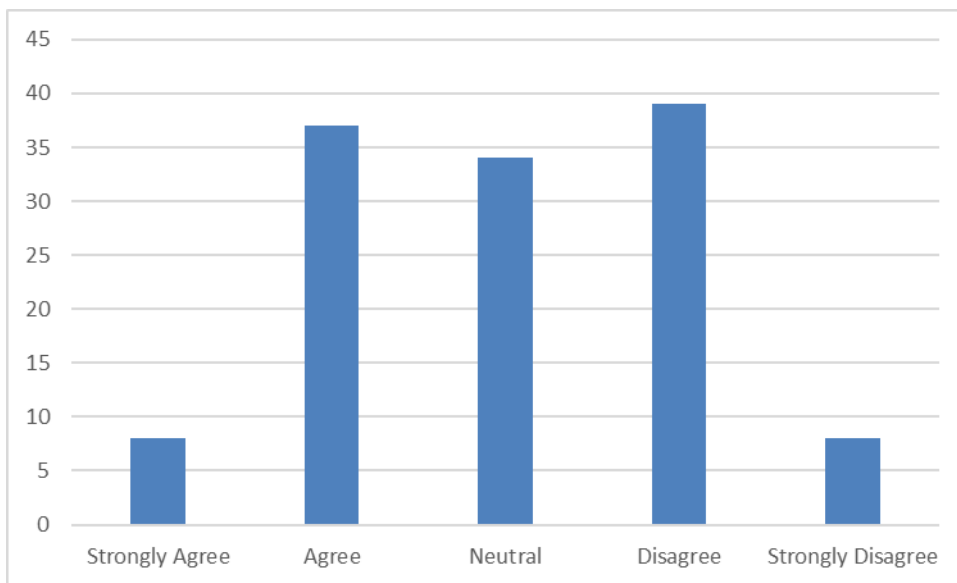
8. I have adequate resources for my professional development.



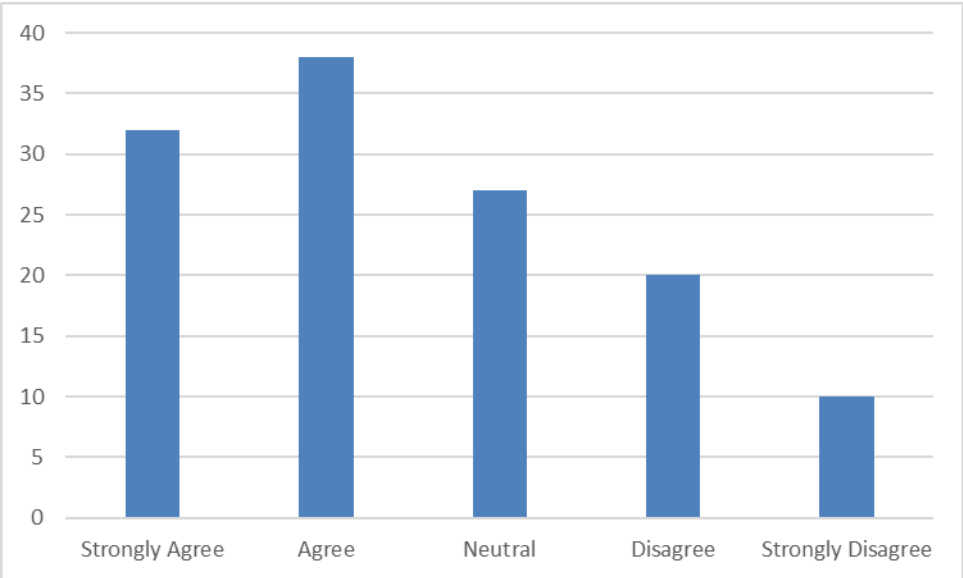
9. The measurement system for good performance is acceptable.



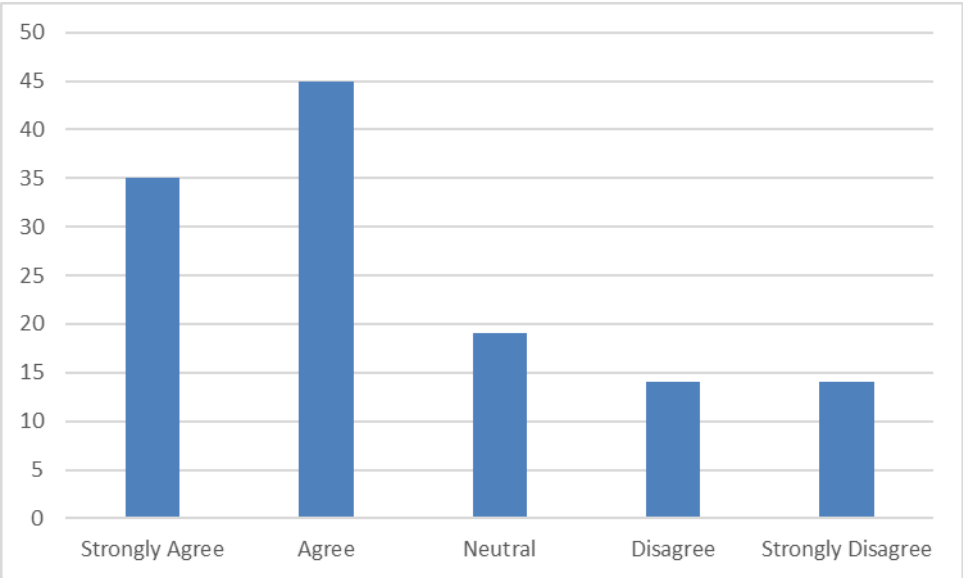
10. The annual reward system for good performance is acceptable.



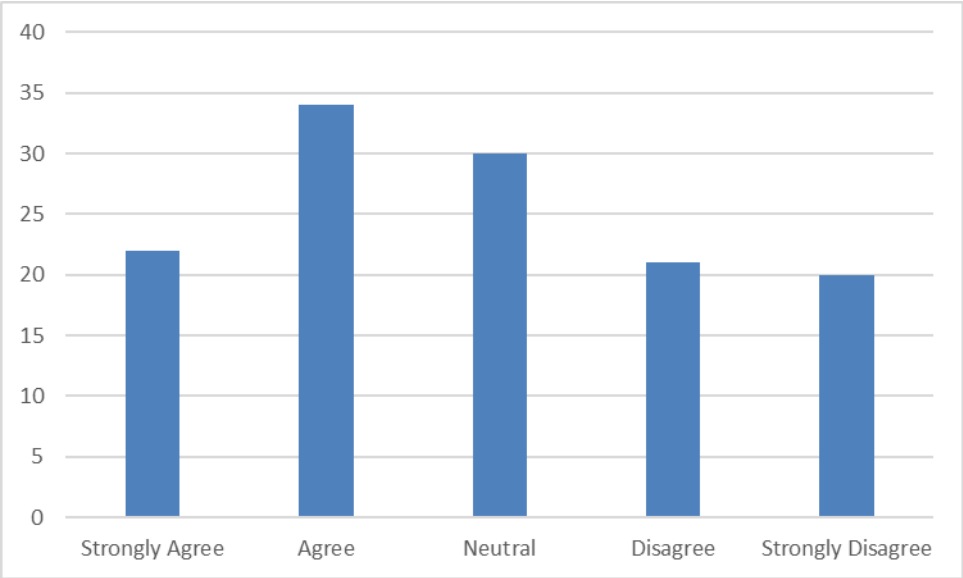
11. I am satisfied with the input that faculty have in departmental decision-making processes on campus.



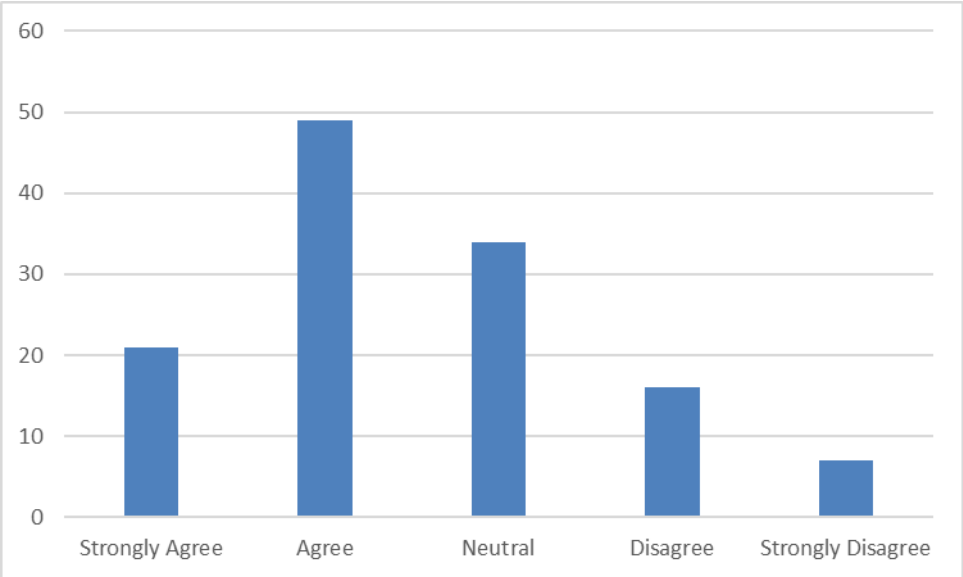
12. I am satisfied with the input that faculty have into the review of the performance of Chairpersons.



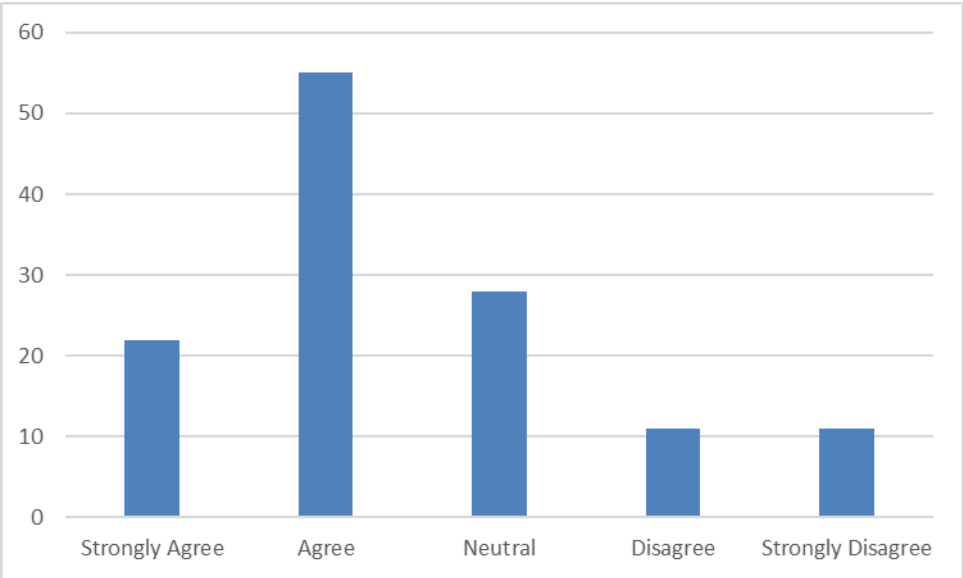
13. I am satisfied with the input that faculty have into the review of the performance of administrators (Deans and above).



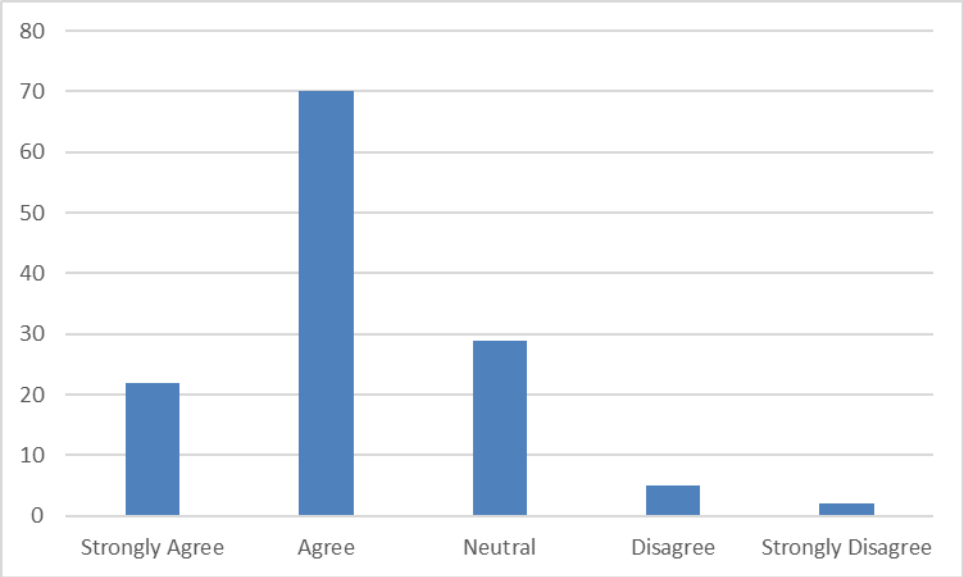
14. I am satisfied with the input that faculty have in Faculty Senate decision-making.



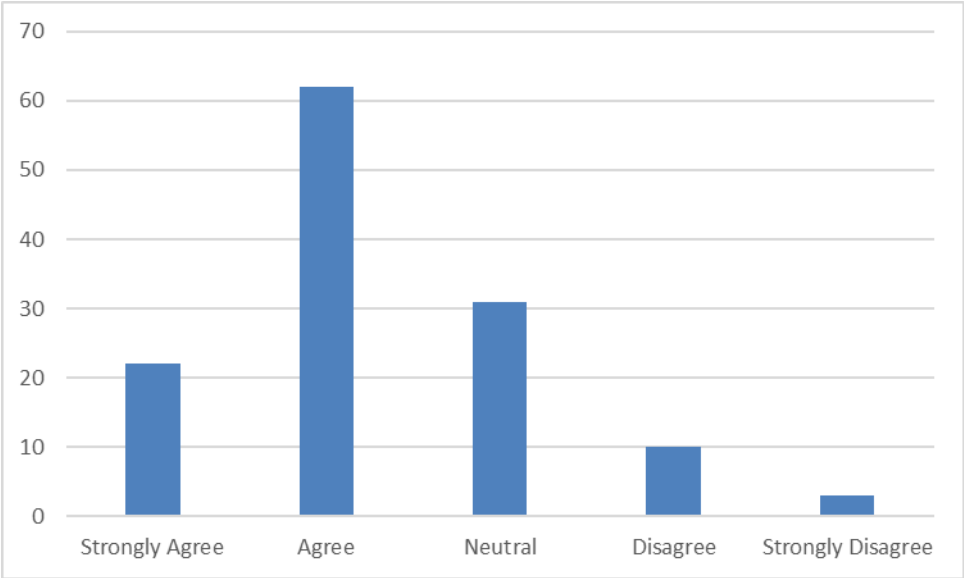
15. Southeast MO State University effectively communicates institutional goals to faculty and staff.



16. Southeast MO State University (as a whole, not just you or your department) prepares students to excel in their chosen careers.



17. Southeast MO State University (as a whole, not just you or your department) delivers high academic quality.



18. Southeast MO State University (as a whole, not just you or your department) delivers personal attention to students.

