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
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
Table of Contents

Demographics
  Sex & Race/Ethnicity
  Race/Ethnicity
  Academic Department

Teaching Practices
  Student-Centered Pedagogy
  Habits of Mind
  Technology in the Classroom
  Types of Courses Faculty Teach
  Teaching Load

Research Activities
  Scholarly Productivity
  Foci of Faculty Research
  Faculty Collaboration with Undergraduates on Research

Faculty Satisfaction
  Workplace Satisfaction
  Satisfaction with Compensation
  Satisfaction with Pay Equity and Family Flexibility
  Overall Faculty Job Satisfaction by Race
  Overall Satisfaction

Sources of Faculty Stress
  Career-Related Stress
  Stress Due to Discrimination, by Gender
  Stress Due to Discrimination, by Race
  Additional Sources of Stress

Faculty’s Perspectives on Campus Climate
  Institutional Priority: Commitment to Diversity
  Perspectives on Campus Climate for Diversity
  Institutional Priority: Civic Engagement
  Institutional Priority: Increasing Prestige
  Campus and Departmental Climate
  Shared Governance
  Institutional Commitment
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

- Male: 47.2%
- Female: 52.8%

Race/Ethnicity

- White/Caucasian: 86.9%
- Other Race/Ethnicity: 0.8%
- Two or More Races/Ethnicities: 3.3%
- Asian American/Asian: 4.9%
- African American/Black: 4.1%
- American Indian/Alaska Native: 0.0%
- Latino: 0.0%
Demographics

- **African American/Black**: 3.3% (Your Institution), 4.1% (Comparison Group)
- **American Indian/Alaska Native**: 0.1% (Your Institution), 0.0% (Comparison Group)
- **Asian American/Asian**: 7.9% (Comparison Group), 4.9% (Your Institution)
- **Latino**: 1.9% (Your Institution), 0.0% (Comparison Group)
- **White/Caucasian**: 79.6% (Comparison Group), 86.9% (Your Institution)
- **Other Race/Ethnicity**: 1.8% (Your Institution), 0.8% (Comparison Group)
- **Two or More Races/Ethnicities**: 5.3% (Your Institution), 3.3% (Comparison Group)
Demographics

Academic Department (Aggregated)

- Agriculture or Forestry: 3.0% Men, 7.3% Women
- Biological Sciences: 3.6% Men, 4.5% Women
- Business: 3.6% Men, 6.1% Women
- Education: 3.0% Men, 5.5% Women
- Engineering: 0.0% Men, 13.6% Women
- English: 3.0% Men, 9.1% Women
- Health-related: 3.6% Men, 6.1% Women
- History or Political Science: 3.6% Men, 3.0% Women
- Humanities: 3.6% Men, 3.0% Women
- Fine Arts: 3.6% Men, 9.1% Women
- Mathematics or Statistics: 3.0% Men, 9.1% Women
- Physical Sciences: 5.5% Men, 3.0% Women
- Social Sciences: 3.0% Men, 7.6% Women
- Other Technical: 1.8% Men, 12.7% Women
- Other Non-technical: 12.7% Men, 18.2% Women

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Men Women
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

---

**By Gender**

- **All Faculty**
  - Your Institution: 50.3
  - Comparison Group: 50.8
- **Men**
  - Your Institution: 49.4
  - Comparison Group: 49.7
- **Women**
  - Your Institution: 51.0
  - Comparison Group: 52.1

---

*2016-2017 HERI Faculty Survey*
Habits of Mind

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

Your Institution
- Support their opinions with a logical argument: 75.8% frequently, 23.5% occasionally
- Seek solutions to problems and explain them to others: 71.4% frequently, 27.9% occasionally
- Look up scientific research articles and resources: 50.7% frequently, 38.5% occasionally
- Explore topics on their own, even though it was not required for class: 50.0% frequently, 46.6% occasionally
- Accept mistakes as part of the learning process: 74.1% frequently, 24.5% occasionally

Comparison Group
- Support their opinions with a logical argument: 83.0% frequently, 14.7% occasionally
- Seek solutions to problems and explain them to others: 78.1% frequently, 19.7% occasionally
- Look up scientific research articles and resources: 52.1% frequently, 36.7% occasionally
- Explore topics on their own, even though it was not required for class: 52.2% frequently, 42.5% occasionally
- Accept mistakes as part of the learning process: 75.3% frequently, 22.4% occasionally

2016-2017 HERI Faculty Survey

Return to Table of Contents
Technology in the Classroom

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

![Bar chart showing the use of different technologies in classrooms.](chart)

- Videos or podcasts
  - Your Institution: 51.0% Frequently, 44.8% Occasionally
  - Comparison Group: 38.5% Frequently, 42.9% Occasionally

- Simulations/animations
  - Your Institution: 51.4% Frequently, 21.2% Occasionally
  - Comparison Group: 12.1% Frequently, 41.7% Occasionally

- Online homework or virtual labs
  - Your Institution: 40.3% Frequently, 35.3% Occasionally
  - Comparison Group: 36.1% Frequently, 35.9% Occasionally

- Online discussion boards
  - Your Institution: 39.0% Frequently, 37.6% Occasionally
  - Comparison Group: 29.8% Frequently, 22.0% Occasionally

- Audience response systems to gauge students’ understanding (e.g., clickers)
  - Your Institution: 3.5% Frequently, 18.2% Occasionally
  - Comparison Group: 6.5% Frequently, 14.4% Occasionally

---

2016-2017 HERI Faculty Survey
Types of Courses Faculty Teach

- Taught an honors course: 29.7%
- Taught a seminar for first-year students: 17.1%
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies): 6.9%
- Taught a service-learning course: 22.0%

Legend:
- Your Institution
- Comparison Group
Average Number of Courses Taught This Term

- **All Faculty**: 4.89
- **Men**: 4.88
- **Women**: 4.91

Comparison Group:
- **All Faculty**: 3.97
- **Men**: 3.97
- **Women**: 3.96

Legend:
- Green: Your Institution
- Black: Comparison Group
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

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>48.7</td>
<td>51.1</td>
<td>52.2</td>
</tr>
<tr>
<td>Chapters</td>
<td>51.6</td>
<td>51.0</td>
<td>46.5</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Foci of Faculty Research

- Conducted research or writing focused on international/global issues
  - Your Institution: 29.4%
  - Comparison Group: 34.7%
- Conducted research or writing focused on racial or ethnic minorities
  - Your Institution: 20.4%
  - Comparison Group: 31.8%
- Conducted research or writing focused on women or gender issues
  - Your Institution: 24.4%
  - Comparison Group: 25.6%
- Engaged in academic research that spans multiple disciplines
  - Your Institution: 59.4%
  - Comparison Group: 65.5%
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.

- Engaged undergraduates on *your* research project(s): 9.3% (Very Large Extent), 12.0% (Large Extent)
- Worked with undergraduates on *their* research project(s): 13.0% (Very Large Extent), 16.9% (Large Extent)
- Presented with undergraduates at conferences: 4.7% (Very Large Extent), 7.0% (Large Extent)
Faculty Satisfaction
Workplace Satisfaction

2016-2017 HERI Faculty Survey

Autonomy and independence: Your Institution - 40.6%, Comparison Group - 39.0%
Teaching load: Your Institution - 12.5%, Comparison Group - 35.2%
Departmental leadership: Your Institution - 38.1%, Comparison Group - 46.9%
Departmental support for work/life balance: Your Institution - 27.8%, Comparison Group - 35.3%
Satisfaction with Compensation

Your Institution

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>Retirement benefits</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>Satisfied</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salary</th>
<th>7.0% Very Satisfied</th>
<th>9.5% Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40.6% Very Satisfied</td>
<td>36.1% Satisfied</td>
</tr>
<tr>
<td>Retirement benefits</td>
<td>9.8% Very Satisfied</td>
<td>53.7% Satisfied</td>
</tr>
<tr>
<td></td>
<td>16.4% Very Satisfied</td>
<td>45.1% Satisfied</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>8.6% Very Satisfied</td>
<td>33.6% Satisfied</td>
</tr>
<tr>
<td></td>
<td>13.2% Very Satisfied</td>
<td>40.5% Satisfied</td>
</tr>
<tr>
<td>Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)</td>
<td>22.8% Very Satisfied</td>
<td>47.2% Satisfied</td>
</tr>
<tr>
<td></td>
<td>24.5% Very Satisfied</td>
<td>47.4% Satisfied</td>
</tr>
</tbody>
</table>
Faculty Satisfaction with Pay Equity and Family Flexibility

Relative equity of salary and job benefits

- Your Institution: 7.2% Very Satisfied, 28.8% Satisfied
- Comparison Group: 7.6% Very Satisfied, 32.9% Satisfied

Flexibility in relation to family matters or emergencies

- Your Institution: 45.3% Very Satisfied, 32.8% Satisfied
- Comparison Group: 44.1% Very Satisfied, 40.8% Satisfied

Overall job

- Your Institution: 55.1% Very Satisfied, 18.1% Satisfied
- Comparison Group: 58.7% Very Satisfied, 19.4% Satisfied
Overall Faculty Job Satisfaction by Race

- **American Indian/Alaska Native**: 0.0%
- **Asian American/Asian**: 66.7%
- **African American/Black**: 60.0%
- **Latino**: 0.0%
- **White/Caucasian**: 59.0%
- **Other Race/Ethnicity**: 0.0%
- **Two or More Races/Ethnicities**: 25.0%

Your Institution

- Very Satisfied
- Satisfied
Overall Satisfaction

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>41.6%</td>
<td></td>
</tr>
<tr>
<td>Probably Yes</td>
<td>36.0%</td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>13.6%</td>
<td></td>
</tr>
<tr>
<td>Probably No</td>
<td>6.4%</td>
<td></td>
</tr>
<tr>
<td>Definitely No</td>
<td>2.4%</td>
<td></td>
</tr>
</tbody>
</table>

2016-2017 HERI Faculty Survey
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

### All Faculty
- Your Institution: 1.8%
- Comparison Group: 21.1%

### Men Faculty
- Your Institution: 0.0%
- Comparison Group: 22.4%

### Women Faculty
- Your Institution: 4.4%
- Comparison Group: 3.3%

### Extensive / Somewhat Comparison
- Your Institution: 5.2%
- Comparison Group: 25.0%

2016-2017 HERI Faculty Survey
Stress Due to Discrimination, by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian Faculty</td>
<td>2.2% Extensive</td>
<td>16.9% Extensive</td>
</tr>
<tr>
<td></td>
<td>18.1% Somewhat</td>
<td>3.3% Somewhat</td>
</tr>
<tr>
<td>Asian American/Asian Faculty</td>
<td>0.0% Extensive</td>
<td>6.1% Extensive</td>
</tr>
<tr>
<td></td>
<td>50.0% Somewhat</td>
<td>31.6% Somewhat</td>
</tr>
<tr>
<td>Traditionally Underrepresented Racial Minority Faculty</td>
<td>0.0% Extensive</td>
<td>0.0% Extensive</td>
</tr>
<tr>
<td></td>
<td>18.1% Somewhat</td>
<td>40.0% Somewhat</td>
</tr>
<tr>
<td></td>
<td>42.0% Somewhat</td>
<td>42.0% Somewhat</td>
</tr>
</tbody>
</table>
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:”

- Research or publishing demands
- Review/promotion process
- Job security
- Increased work responsibilities
- Institutional budget cuts

Your Institution
- Extensive
- Somewhat

Comparison Group
- Extensive
- Somewhat

2016-2017 HERI Faculty Survey
Faculty Perspectives on Campus Climate
Institutional Priority: Commitment to Diversity

Recruit more minority students

- Your Institution: 11.6%
- Comparison Group: 43.4%

Promote gender diversity in the faculty and administration

- Your Institution: 12.5%
- Comparison Group: 39.8%

Promote racial and ethnic diversity in the faculty and administration

- Your Institution: 14.0%
- Comparison Group: 16.7%

2016-2017 HERI Faculty Survey
Perspectives on Campus Climate for Diversity

This institution has effective hiring practices and policies that increase faculty diversity
- 51.5% Strongly Agree
- 24.0% Somewhat Agree

This institution takes responsibility for educating underprepared students
- 49.2% Strongly Agree
- 48.3% Somewhat Agree

Faculty are not prepared to deal with conflict over diversity issues in the classroom
- 49.6% Strongly Agree
- 40.3% Somewhat Agree

Your Institution
- Strongly Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree
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
Institutional Priority: Increasing Prestige

- **Increase or maintain institutional prestige**: 43.4% (Your Institution) vs. 26.3% (Comparison Group)
- **Hire faculty “stars”**: 3.1% (Your Institution) vs. 7.5% (Comparison Group)
- **Increase the selectivity of the student body through more competitive admissions criteria**: 18.8% (Your Institution) vs. 17.3% (Comparison Group)

2016-2017 HERI Faculty Survey
Faculty’s Perspectives on Campus and Departmental Climate

There is a lot of campus racial conflict here

My research is valued by faculty in my department

My teaching is valued by faculty in my department

My service is valued by faculty in my department

Your Institution
- Strongly Agree
- Somewhat Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree
- Somewhat Agree
Faculty Perspectives on Shared Governance

The faculty are typically at odds with campus administration

Administrators consider faculty concerns when making policy

Faculty are sufficiently involved in campus decision-making

Your Institution
- Strongly Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree
Institutional Commitment

In the past year, have you considered leaving academe for another job? 31.0%

In the past year, have you considered leaving this institution for another? 44.0%

Do you plan to retire within the next three years? 20.3%

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

■ Your Institution  ■ Comparison Group

2016-2017 HERI Faculty Survey
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:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu
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.