Montclair State University
HERI Faculty Survey
2014 Results

Full-Time Undergraduate Teaching Faculty

Montclair State University
N=48

Public 4yr Colleges - medium
N=960

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.

- Academic outcomes and experiences
- Co-curricular outcomes and experiences
- Diversity
- Future plans
- Satisfaction
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A Note about CIRP 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

Sex

- Male: 52.1%
- Female: 47.9%

Race/Ethnicity

- African American/Black: 8.6%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 5.7%
- Latino: 5.7%
- White/Caucasian: 65.7%
- Other Race/Ethnicity: 0.0%
- Two or More Races/Ethnicities: 14.3%

2014 HERI Faculty Survey
Demographics

Race/Ethnicity

- Two or more races/ethnicities: 14.3%
- Other race/ethnicity: 0.0%
- White/Caucasian: 65.7%
- Latino: 5.7%
- African American/Black: 8.6%
- Asian/Native Hawaiian/Pacific Islander: 5.7%
- American Indian/Alaska Native: 0.0%

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

Your Institution ■ Comparison Group

2014 HERI Faculty Survey
Demographics

Academic Department (Aggregated)

- Other Non-technical: Men 5.9%, Women 12.5%
- Other Technical: Men 5.9%, Women 12.5%
- Social Sciences: Men 0.0%, Women 11.8%, Men 18.8%
- Physical Sciences: Men 0.0%, Women 11.8%, Men 18.8%
- Mathematics or Statistics: Men 5.9%, Women 12.5%
- Fine Arts: Men 5.9%, Women 12.5%
- Humanities: Men 5.9%, Women 18.8%
- History or Political Science: Men 0.0%, Women 11.8%
- Health-related: Men 0.0%, Women 5.9%
- English: Men 0.0%, Women 5.9%
- Engineering: Men 0.0%, Women 5.9%
- Education: Men 0.0%, Women 5.9%
- Business: Men 0.0%, Women 6.3%
- Biological Sciences: Men 0.0%, Women 11.8%
- Agriculture or Forestry: Men 0.0%, Women 12.5%

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

2014 HERI Faculty Survey
Teaching Practices

Faculty differ in the types of courses they teach and the methods they use to deliver content to students.
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
- Student-selected topics for course content
- Reflective writing/journaling
- Using student inquiry to drive learning

![Bar Chart](chart.png)
Habits of Mind

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

- Support their opinions with a logical argument
- Seek solutions to problems and explain them to others
- Look up scientific research articles and resources
- Explore topics on their own, even though it was not required for class
- Accept mistakes as part of the learning process
- Work with other students on group projects

Your Institution
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally

2014 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.

- Use different points of view to make an argument
- Make connections between ideas from different courses
- Critically evaluate their position on an issue
- Recognize the biases that affect their thinking
- Think more broadly about an issue

Your Institution
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally

2014 HERI Faculty Survey
Technology in the Classroom

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

- YouTube or other videos: 52.5% (Your Institution), 34.2% (Comparison Group)
- Simulations/animations: 15.4% (Your Institution), 43.0% (Comparison Group)
- Podcasts: 2.5% (Your Institution), 2.8% (Comparison Group)
- Online homework or virtual labs: 45.0% (Your Institution), 30.5% (Comparison Group)
- Online discussion boards: 27.5% (Your Institution), 17.6% (Comparison Group)

2014 HERI Faculty Survey
Types of Courses Faculty Teach

- Taught an honors course: 9.1%
- Taught a seminar for first-year students: 13.6%
- Taught a capstone course: 45.5%

Comparison groups:
- Taught a seminar for first-year students: 19.8%
- Taught a capstone course: 34.8%
Average Number of Courses Taught This Term

<table>
<thead>
<tr>
<th>Group</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>2.77</td>
<td>3.17</td>
</tr>
<tr>
<td>Men</td>
<td>2.96</td>
<td>3.23</td>
</tr>
<tr>
<td>Women</td>
<td>2.57</td>
<td>3.11</td>
</tr>
</tbody>
</table>

2014 HERI Faculty Survey
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 two years
Foci of Faculty Research

- Conducted research or writing focused on global/international issues: 40.9% (Your Institution), 29.4% (Comparison Group)
- Conducted research or writing focused on racial or ethnic minorities: 26.7% (Your Institution), 22.6% (Comparison Group)
- Conducted research or writing focused on women or gender issues: 42.2% (Your Institution), 25.8% (Comparison Group)
- Engaged in academic research that spans multiple disciplines: 73.9% (Your Institution), 66.3% (Comparison Group)

2014 HERI Faculty Survey
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.

Supervised an undergraduate thesis: 10.9% at Your Institution, 34.7% at Comparison Group.
Engaged undergraduates on your research project: 48.9% at Your Institution, 53.4% at Comparison Group.
Worked with undergraduates on a research project: 54.3% at Your Institution, 64.5% at Comparison Group.

2014 HERI Faculty Survey
Faculty Satisfaction
Workplace Satisfaction measures the extent to which faculty are satisfied with their working environment.

Construct Items
- Autonomy and independence
- Professional relationships with other faculty
- Competency of colleagues
- Departmental leadership
- Course assignments
Satisfaction with Compensation

*Satisfaction with Compensation* measures the extent to which faculty are satisfied with their compensation packages.

**Construct Items**

- Salary
- Retirement benefits
- Opportunity for scholarly pursuits
- Teaching load
- Job security
- Prospects for career advancement

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![Bar chart showing satisfaction with compensation for all faculty, men, and women](chart.png)

**All Faculty**
- Your Institution: 50.8
- Comparison Group: 49.8

**Men**
- Your Institution: 49.6
- Comparison Group: 50.3

**Women**
- Your Institution: 52.2
- Comparison Group: 49.3

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2014 HERI Faculty Survey
Faculty Satisfaction with Pay Equity and Family Flexibility

2014 HERI Faculty Survey
Overall Satisfaction

“If you could begin your career again, would you still want to come to this institution?”

- Definitely Yes: 25.0%
- Probably Yes: 36.1%
- Not Sure: 16.7%
- Probably No: 11.1%
- Definitely No: 11.1%
Sources of Faculty Stress
Career-Related Stress

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

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>2014 HERI Faculty Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee work</td>
<td></td>
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<tr>
<td>Colleagues</td>
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<tr>
<td>Students</td>
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<td>Research or publishing demands</td>
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<td>Institutional procedures/red tape</td>
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<tr>
<td>Teaching load</td>
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<tr>
<td>Lack of personal time</td>
<td></td>
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<tr>
<td>Self-imposed high expectations</td>
<td></td>
</tr>
</tbody>
</table>

### Construct Items

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

**2014 HERI Faculty Survey**
Stress Due to Subtle Discrimination, by Gender

2014 HERI Faculty Survey

Your Institution
- Extensive
- Somewhat

Comparison Group
- Extensive
- Somewhat
Stress Due to Subtle Discrimination, by Race

White/Caucasian Faculty: 31.3% Extensive, 0.0% Somewhat
Asian/Native Hawaiian/Pacific Islander Faculty: 21.9% Extensive, 0.0% Somewhat
Underrepresented Racial Minority Faculty: 0% Extensive, 14.2% Somewhat

Your Institution
Comparison Group

2014 HERI Faculty Survey
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 last two years:”

- Personal Finances
- Lack of personal time
- Job security
- Working with underprepared students
- Change in work responsibilities
- Institutional budget cuts

### Your Institution

- Extensive
- Somewhat

### Comparison Group

- Extensive
- Somewhat

2014 HERI Faculty Survey

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Faculty’s Perspectives on Campus Climate
Institutional Priority: Commitment to Diversity

*Commitment to Diversity* measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Construct Items

- To recruit more minority students
- To increase the representation of women in the faculty and administration
- To increase the representation of minorities in the faculty and administration

![Bar chart showing comparison of institutional priority across different groups](chart.png)

- **All Faculty**: Your Institution 51.6, Comparison Group 51.7
- **Men**: Your Institution 50.9, Comparison Group 49.9
- **Women**: Your Institution 52.3, Comparison Group 53.6

2014 HERI Faculty Survey
Perspectives on Campus Climate for Diversity

This institution has effective hiring practices and policies that increase faculty diversity

- Your Institution: 24.3% Agree strongly, 45.9% Agree somewhat
- Comparison Group: 19.3% Agree strongly, 47.7% Agree somewhat

This institution takes responsibility for educating underprepared students

- Your Institution: 11.1% Agree strongly, 36.1% Agree somewhat
- Comparison Group: 0.0% Agree strongly, 25.0% Agree somewhat

Faculty are not prepared to deal with conflict over diversity issues in the classroom

- Your Institution: 15.0% Agree strongly, 53.8% Agree somewhat
- Comparison Group: 7.8% Agree strongly, 34.6% Agree somewhat
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

- To facilitate student involvement in community service
- To provide resources for faculty to engage in community-based teaching or research
- To create and sustain partnerships with surrounding communities
Institutional Priority: Increasing Prestige

*Increasing Prestige* measures the extent to which faculty believe their institution is committed to increasing its prestige.

![Graph showing Institutional Priority: Increasing Prestige](image)

- **Construct Items**
  - To increase or maintain institutional prestige
  - To hire faculty “stars”
  - To enhance the institution’s national image

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2014 HERI Faculty Survey
Faculty’s Perspectives on Campus and Departmental Climate

- **There is a lot of campus racial conflict here**
  - Your Institution: 45.9% Agree somewhat, 24.3% Agree strongly, 3.2% Agree strongly
  - Comparison Group: 36.5% Agree somewhat, 31.3% Agree strongly

- **My research is valued by faculty in my department**
  - Your Institution: 32.4% Agree somewhat, 57.6% Agree strongly
  - Comparison Group: 37.8% Agree somewhat, 42.8% Agree strongly

- **My teaching is valued by faculty in my department**
  - Your Institution: 40.5% Agree somewhat, 31.4% Agree strongly
  - Comparison Group: 32.4% Agree somewhat, 38.2% Agree strongly

- **My service is valued by faculty in my department**

2014 HERI Faculty Survey
Faculty Perspectives on Shared Governance

The faculty are typically at odds with campus administration

- Your Institution: 50.0% Very Descriptive, 30.6% Somewhat Descriptive
- Comparison Group: 45.6% Very Descriptive, 25.5% Somewhat Descriptive

Administrators consider faculty concerns when making policy

- Your Institution: 42.9% Very Descriptive, 11.4% Somewhat Descriptive
- Comparison Group: 46.6% Very Descriptive, 15.2% Somewhat Descriptive

The administration is open about its policies

- Your Institution: 57.1% Very Descriptive, 11.4% Somewhat Descriptive
- Comparison Group: 35.1% Very Descriptive, 20.7% Somewhat Descriptive
Institutional Commitment

- In the past two years, have you considered leaving academe for another job:
  - Your Institution: 22.9%
  - Comparison Group: 43.9%

- In the past two years, have you considered leaving this institution for another:
  - Your Institution: 42.9%
  - Comparison Group: 55.6%

- Do you plan to retire within the next three years:
  - Your Institution: 8.3%
  - Comparison Group: 12.2%

2014 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

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