Montclair State University
HERI Faculty Survey
2016-2017 Results

Full-Time Undergraduate Teaching Faculty

Montclair State University
N=150

PUBLIC 4YR COLLEGES - LOW/MEDIUM SELECTIVITY
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
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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

- Male: 60.0%
- Female: 40.0%

Race/Ethnicity

- White/Caucasian: 74.3%
- African American/Black: 4.8%
- American Indian/Alaska Native: 0.0%
- Asian American/Asian: 7.6%
- Latino: 3.8%
- Other Race/Ethnicity: 1.0%
- Two or More Races/Ethnicities: 8.6%
Demographics

- African American/Black: 4.8% (Your Institution), 3.3% (Comparison Group)
- American Indian/Alaska Native: 0.0% (Your Institution), 0.1% (Comparison Group)
- Asian American/Asian: 7.6% (Your Institution), 7.9% (Comparison Group)
- Latino: 3.8% (Your Institution), 1.9% (Comparison Group)
- White/Caucasian: 74.3% (Your Institution), 79.6% (Comparison Group)
- Other Race/Ethnicity: 1.0% (Your Institution), 1.8% (Comparison Group)
- Two or More Races/Ethnicities: 8.6% (Your Institution), 5.3% (Comparison Group)
Demographics

Academic Department (Aggregated)

- Agriculture or Forestry: Men 0.0%, Women 0.0%
- Biological Sciences: Men 4.8%, Women 7.1%
- Business: Men 6.5%, Women 9.5%
- Education: Men 9.5%, Women 14.5%
- Engineering: Men 0.0%, Women 9.5%
- English: Men 4.8%, Women 7.1%
- Health-related: Men 1.6%, Women 4.8%
- History or Political Science: Men 0.0%, Women 4.8%
- Humanities: Men 11.3%, Women 14.3%
- Fine Arts: Men 11.3%, Women 9.5%
- Mathematics or Statistics: Men 8.1%, Women 9.5%
- Physical Sciences: Men 6.5%, Women 4.8%
- Social Sciences: Men 4.8%, Women 9.7%
- Other Technical: Men 1.6%, Women 0.0%
- Other Non-technical: Men 7.1%, Women 14.5%
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

![Bar Chart](chart_image.png)

- All Faculty: 51.0% Your Institution, 50.8% Comparison Group
- Men: 50.0% Your Institution, 49.7% Comparison Group
- Women: 52.5% Your Institution, 52.1% Comparison Group

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.

- Support their opinions with a logical argument
  - Your Institution: 85.1% (Frequently), 14.0% (Occasionally)
  - Comparison Group: 83.0% (Frequently), 14.7% (Occasionally)

- Seek solutions to problems and explain them to others
  - Your Institution: 78.7% (Frequently), 18.9% (Occasionally)
  - Comparison Group: 78.1% (Frequently), 19.7% (Occasionally)

- Look up scientific research articles and resources
  - Your Institution: 51.3% (Frequently), 37.8% (Occasionally)
  - Comparison Group: 52.1% (Frequently), 36.7% (Occasionally)

- Explore topics on their own, even though it was not required for class
  - Your Institution: 51.6% (Frequently), 41.0% (Occasionally)
  - Comparison Group: 52.2% (Frequently), 42.5% (Occasionally)

- Accept mistakes as part of the learning process
  - Your Institution: 73.6% (Frequently), 25.3% (Occasionally)
  - Comparison Group: 75.3% (Frequently), 22.4% (Occasionally)
Technology in the Classroom

Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.
Types of Courses Faculty Teach

- Taught an honors course: 8.9%
- Taught a seminar for first-year students: 19.3%
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies): 20.1%
- Taught a service-learning course: 14.2%
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies): 13.2%

Comparison Group:
- Taught an honors course: 13.6%
- Taught a seminar for first-year students: 13.6%
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies): 20.1%
- Taught a service-learning course: 19.3%
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies): 17.5%
Average Number of Courses Taught This Term

- **Your Institution**
  - All Faculty: 3.48
  - Men: 3.58
  - Women: 3.33

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

*2016-2017 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 three years

2016-2017 HERI Faculty Survey
Foci of Faculty Research

- Conducted research or writing focused on international/global issues: 46.5% (Your Institution), 34.7% (Comparison Group)
- Conducted research or writing focused on racial or ethnic minorities: 37.9% (Your Institution), 31.8% (Comparison Group)
- Conducted research or writing focused on women or gender issues: 30.9% (Your Institution), 25.6% (Comparison Group)
- Engaged in academic research that spans multiple disciplines: 76.4% (Your Institution), 65.5% (Comparison Group)
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

2016-2017 HERI Faculty Survey

Autonomy and independence
- Your Institution: 26.6% Very Satisfied, 50.5% Satisfied
- Comparison Group: 39.0% Very Satisfied, 43.9% Satisfied

Teaching load
- Your Institution: 13.8% Very Satisfied, 45.9% Satisfied
- Comparison Group: 15.1% Very Satisfied, 46.9% Satisfied

Departmental leadership
- Your Institution: 29.0% Very Satisfied, 36.4% Satisfied
- Comparison Group: 35.3% Very Satisfied, 35.8% Satisfied

Departmental support for work/life balance
- Your Institution: 27.8% Very Satisfied, 45.4% Satisfied
- Comparison Group: 28.6% Very Satisfied, 40.9% Satisfied
Satisfaction with Compensation

### 2016-2017 HERI Faculty Survey

**Salary**
- Very Satisfied: 12.0%
- Satisfied: 49.1%

**Retirement benefits**
- Very Satisfied: 13.9%
- Satisfied: 51.9%

**Opportunity for scholarly pursuits**
- Very Satisfied: 10.6%
- Satisfied: 45.2%

**Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)**
- Very Satisfied: 15.4%
- Satisfied: 46.2%

**Comparison Group**
- Very Satisfied
- Satisfied
Faculty Satisfaction with Pay Equity and Family Flexibility

- Relative equity of salary and job benefits:
  - Your Institution: 7.5%
  - Comparison Group: 47.2%

- Flexibility in relation to family matters or emergencies:
  - Your Institution: 7.6%
  - Comparison Group: 32.9%

- Overall job:
  - Your Institution: 15.9%
  - Comparison Group: 58.7%

Your Institution:
- Very Satisfied: 47.7%
- Satisfied: 44.1%

Comparison Group:
- Very Satisfied: 34.9%
- Satisfied: 40.8%

2016-2017 HERI Faculty Survey
Overall Faculty Job Satisfaction by Race

Your Institution

- Very Satisfied
- Satisfied

American Indian/Alaska Native: 0.0%
Asian American/Asian: 87.5%
African American/Black: 20.0%
Latino: 75.0%
White/Caucasian: 64.9%
Other Race/Ethnicity: 0.0%
Two or More Races/Ethnicities: 66.7%
Overall Satisfaction

“If given the choice, would you still 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>29.4%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Probably Yes</td>
<td>47.7%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>10.1%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Probably No</td>
<td>10.1%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Definitely No</td>
<td>2.8%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
Career-Related Stress

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

- 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

23.5% 22.4% 18.8% 20.0%
30.3% 25.0%

Your Institution
Comparison Group
Extensive
Somewhat
Extensive
Somewhat

All Faculty
Men Faculty
Women Faculty
Stress Due to Discrimination, by Race

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian Faculty</td>
<td>19.7%</td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>1.6%</td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>3.3%</td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>25.0%</td>
<td>Extensive</td>
</tr>
<tr>
<td>Asian American/Asian Faculty</td>
<td>0.0%</td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>6.1%</td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>31.6%</td>
<td>Somewhat</td>
</tr>
<tr>
<td>Traditionally Underrepresented Racial Minority Faculty</td>
<td>57.1%</td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>14.3%</td>
<td>Extensive</td>
</tr>
<tr>
<td></td>
<td>18.1%</td>
<td>Somewhat</td>
</tr>
</tbody>
</table>

2016-2017 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 past year:”

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research or publishing</td>
<td>50.0% 49.4%</td>
<td>Extensive 43.4%</td>
</tr>
<tr>
<td>demands</td>
<td></td>
<td>Somewhat 44.3%</td>
</tr>
<tr>
<td>Review/promotion process</td>
<td>16.9% 15.6%</td>
<td>Extensive 6.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat 28.0%</td>
</tr>
<tr>
<td>Job security</td>
<td>6.1% 28.0%</td>
<td>Extensive 49.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat 50.7%</td>
</tr>
<tr>
<td>Increased work responsibilities</td>
<td>25.2% 27.7%</td>
<td>Extensive 33.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat 42.3%</td>
</tr>
<tr>
<td>Institutional budget cuts</td>
<td>36.0% 40.1%</td>
<td>Extensive 33.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat 42.3%</td>
</tr>
</tbody>
</table>
Institutional Priority: Commitment to Diversity

Your Institution
- Recruit more minority students: 37.6% (Highest Priority), 23.9% (High Priority)
- Promote gender diversity in the faculty and administration: 40.6% (Highest Priority), 14.9% (High Priority)
- Promote racial and ethnic diversity in the faculty and administration: 36.4% (Highest Priority), 15.0% (High Priority)

Comparison Group
- Recruit more minority students: 36.4% (Highest Priority), 20.6% (High Priority)
- Promote gender diversity in the faculty and administration: 33.6% (Highest Priority), 18.1% (High Priority)
- Promote racial and ethnic diversity in the faculty and administration: 35.5% (Highest Priority), 14.0% (High Priority)

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

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

- Your Institution: 53.1% Strongly Agree, 22.1% Somewhat Agree
- Comparison Group: 70.9% Strongly Agree, 24.0% Somewhat Agree

This institution takes responsibility for educating underprepared students

- Your Institution: 39.4% Strongly Agree, 48.3% Somewhat Agree
- Comparison Group: 29.9% Strongly Agree, 51.5% Somewhat Agree

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

- Your Institution: 12.5% Strongly Agree, 7.6% Somewhat Agree
- Comparison Group: 20.2% Strongly Agree, 40.3% 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: 43.1% (Your Institution), 26.3% (Comparison Group)
- Hire faculty “stars”: 9.3% (Your Institution), 7.5% (Comparison Group)
- Increase the selectivity of the student body through more competitive admissions criteria: 7.7% (Your Institution), 17.3% (Comparison Group)

Legend:
- Green: Highest Priority
- Blue: High Priority
Faculty’s Perspectives on Campus and Departmental Climate

2016-2017 HERI Faculty Survey

There is a lot of campus racial conflict here

- Your Institution
  - 1.8% Strongly Agree
  - 3.0% Somewhat Agree
  - 15.1% Strongly Disagree
  - 7.1% Somewhat Disagree

- Comparison Group
  - 3.0% Strongly Agree
  - 15.1% Somewhat Agree
  - 3.0% Strongly Disagree
  - 0% Somewhat Disagree

My research is valued by faculty in my department

- Your Institution
  - 29.0% Strongly Agree
  - 54.2% Somewhat Agree
  - 29.6% Strongly Disagree
  - 0% Somewhat Disagree

- Comparison Group
  - 29.0% Strongly Agree
  - 50.4% Somewhat Agree
  - 29.6% Strongly Disagree
  - 0% Somewhat Disagree

My teaching is valued by faculty in my department

- Your Institution
  - 53.6% Strongly Agree
  - 41.1% Somewhat Agree
  - 54.0% Strongly Disagree
  - 0% Somewhat Disagree

- Comparison Group
  - 54.0% Strongly Agree
  - 37.4% Somewhat Agree
  - 48.1% Strongly Disagree
  - 0% Somewhat Disagree

My service is valued by faculty in my department

- Your Institution
  - 48.1% Strongly Agree
  - 40.6% Somewhat Agree
  - 53.6% Strongly Disagree
  - 0% Somewhat Disagree

- Comparison Group
  - 48.3% Strongly Agree
  - 38.8% Somewhat Agree
  - 54.0% Strongly Disagree
  - 0% Somewhat Disagree
Faculty Perspectives on Shared Governance

The faculty are typically at odds with campus administration: 28.6% (Strongly Agree) and 53.6% (Somewhat Agree) for Your Institution, compared to 12.7% (Strongly Agree) and 42.2% (Somewhat Agree) for the Comparison Group.

Administrators consider faculty concerns when making policy: 30.8% (Strongly Agree) and 46.7% (Somewhat Agree) for Your Institution, compared to 1.9% (Strongly Agree) and 11.6% (Somewhat Agree) for the Comparison Group.

Faculty are sufficiently involved in campus decision-making: 13.0% (Strongly Agree) and 38.5% (Somewhat Agree) for Your Institution, compared to 5.4% (Strongly Agree) and 18.8% (Somewhat Agree) for the Comparison Group.
Institutional Commitment

In the past year, have you considered leaving academe for another job? 26.6%

In the past year, have you considered leaving this institution for another? 39.6%

Do you plan to retire within the next three years? 45.4%

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

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