

## RESEARCH REPORT

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## Introduction

During the fall of 2001, Montclair State University's full-time faculty was invited to participate in a national study conducted by the Higher Education Research Institute (HERI) at the University of California in Los Angeles. Nationally 32,840 full-time faculty from 358 institutions participated in the study. Approximately, 26 percent (8,598) of the responding faculty represented public four-year colleges and universities. For the purpose of this study a full-time faculty member is defined as, "*A full-time employee of an accredited college or university who spends at least some part of his or her time teaching undergraduates.*"

Faculty play a pivotal role at the University so understanding who they are and what their perceptions are with respect to teaching, colleagues, family, and the University, is quite important. The HERI faculty survey is a triennial survey designed to provide just this type of information. It focuses on the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty. The survey includes a special emphasis on faculty-student interaction, undergraduate teaching, and curricular issues. Other items focus on faculty's use of PC/Internet technology and current issues of interest to today's campus such as diversity and the role of community service. The 2001-2002 faculty survey is a modified version of the instrument that was used in four previous studies. It does include a few new items related to vocational decision-making, such as, faculty's primary reasons for accepting employment at their present college or university.

Working with the Provost, the Office of Institutional Research collaborated with HERI in coordinating the 2001-2002 Faculty Survey. The first mailing was sent to 441 full-time faculty teaching in October of 2001. Those on sabbatical or leave were excluded from the study. A follow-up mailing was also sent and after the two mailings, 173 responses were received, yielding a response rate of 39 percent. This response rate was considered satisfactory so that our data was used by HERI in developing the national norms for the 2001-2002 faculty survey.

HERI sends participating institutions a detailed profile of their faculty's responses, as well as national normative data for *all* four-year institutions and all institutions in our sector, namely, *public* four-year institutions. These figures provide a comparative context for understanding Montclair State University's faculty responses.

A special consortium report for New Jersey public four-year institutions also participating in the 2001 HERI survey - Rowan University, William Paterson University, Kean University, Rutgers - The State University of New Jersey, and The Richard Stockton College of New Jersey - was also requested.

The survey results will be reported in several reports roughly covering the following areas: Background Characteristics (this report); Teaching Practices and Faculty Goals for Students; Faculty's Reasons for Pursuing Academic, Their Engagement and Personal Goals; Faculty Accomplishments, Satisfaction, and Stresses; and Faculty's Perceptions of The Institutional Climate at MSU.

Table 1.0 shows the characteristics of the MSU faculty who participated in the HERI survey are comparable to the characteristics of the entire MSU full-time faculty. The respondent sample has a bit more women, tenured, and full professors and those with doctorates; but for each of these variables the difference between the two groups does not exceed six percentage points.

### Demographic & Background Characteristics of Faculty

Some basic faculty demographic information is already available in chapter 5 of the annual MSU fact book. The HERI survey collects additional background information and this is reported here.

<b>Characteristics:</b>	<b>2001 Fact Book (N = 441)</b>	<b>HERI Survey (N = 173)</b>
Gender:		
Male	60.1%	55.6%
Female	39.9%	44.4%
Ethnicity:		
African American	7.5%	6.9%
Asian	7.9%	6.4%
Latino/a	7.5%	7.5%
White	77.1%	76.3%
Average Age	51.4	51.8
% Tenured	66.0%	70.5%
Obtained Doctorate	83.0%	88.3%
Rank:		
Professor	36.7%	43.3%
Associate Prof	27.5%	27.5%
Assistant Prof	33.1%	28.1%
Instructor	2.7%	1.2%

### Citizenship

Eighty-nine percent of MSU faculty respondents are US citizens and 25 percent were born outside of the United States. A similar percent of the faculty from NJ public four-year institutions are US citizens, 91, and slightly less, 19 percent, were born in a foreign country. Faculty employed at public four-year institutions (our sector) are a bit more likely to be US citizens, 95 percent, and a bit less likely to be born outside of the country, 13 percent.

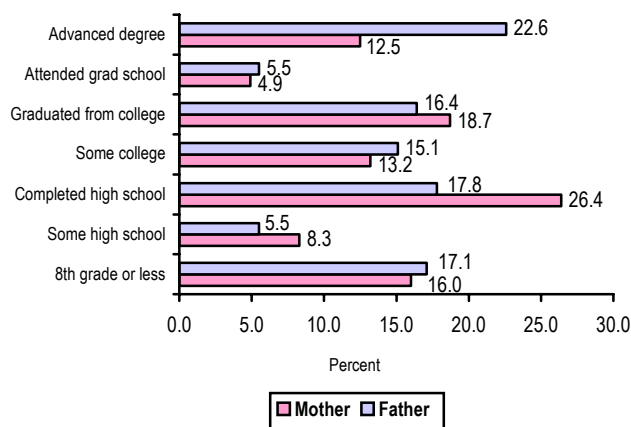
### Highest Degree Earned by Faculty's Parents

Figure 1 shows that half of MSU's faculty, had mothers who had some further education past high school. Approximately 19 percent graduated from college and another 13 percent had earned an advanced degree. A larger proportion of fathers had post high school educations: over 16 percent graduated from college and an additional 23 percent completed an advanced degree. A larger proportion of female, than male, faculty indicated that both parents had earned advanced degrees.

Faculty comes from families with educational backgrounds not markedly different from those of our current students. First-time full-time freshmen, responding to the 2001 CIRP Freshman Survey, reported that 33 percent of their mothers and 28 percent of their fathers had completed high school. The comparable figures for faculty are 26 and 18 percents. Twenty-two percent of the freshmen indicated that at least one parent had earned a college degree and about 18 percent of the faculty reports this. One difference between the two groups is almost 23 percent of faculty-fathers had advanced degrees while only 12 percent of the freshmen reported this.

The HERI survey asked if faculty parents were also academics. MSU faculty indicated that 12 percent of their

**Figure 1.0**  
**Parental Education of MSU Faculty**



fathers and approximately 8 percent of their mothers were academics. These percents were consistent across all sectors: nationally, four-year publics, and NJ four-year public institutions.

### ***Marital Status of Faculty***

Two-thirds of MSU faculty were married, almost a fourth were single and the rest were unmarried and living with a partner. Almost 23 percent reported they had been divorced at one time, 5 percent separated, and less than 3 percent widowed.

A slightly higher proportion of faculty at NJ public four-year institutions (72 percent) and nationally (76 percent) indicated that they were currently married.

### ***Spouse or Partner's Background***

Faculty was asked if their spouse or partner was also an academic. Almost a third said that their spouses or partners were also academics. The same held true for faculty from other NJ public four-year institutions and for those across the country.

Figure 2.0 shows that more than two-thirds of MSU faculty spouses or partners pursued post-baccalaureate studies and slightly more than half attained an advanced degree. In comparison, 59 percent of the respondents from New Jersey colleges and universities, and 55 percent from all public four-year institutions had spouses or partners who had attended a graduate/professional school or had attained an advanced degree.

Of note, 62 percent of our female faculty, compared to 47 percent of our male faculty, indicated that their spouses had advanced degrees. A similar pattern is seen for male and female faculty from public four-year institutions across the nation. The trend, however, is reversed for faculty from other institutions in NJ; 52 percent of males, compared to 46 percent of females, had spouses/partners with an advanced degree.

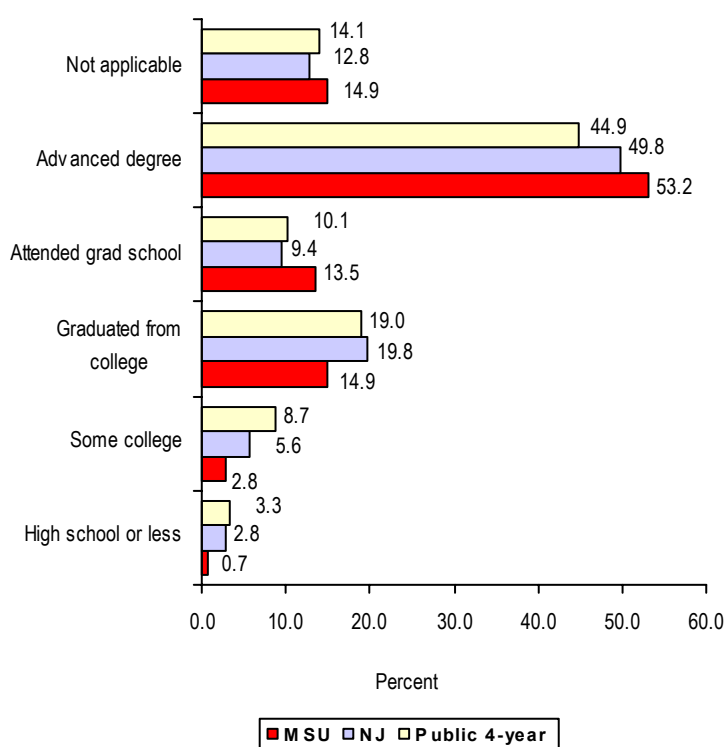
### ***Age Distribution of Faculty***

Overall, 23 percent of MSU faculty were 60 years or older; another 37 percent were between 50 and 59; and the rest were closely divided between the age groups of 40-49 (21 percent) and under 40 (19 percent). The percent of male and female faculty were equally represented for the two middle categories, 40-49 and 50-59, but varied a bit at both ends of the age spectrum. A higher percent of females (23 percent vs. 16 percent for males) were less than 40 years of age and a higher proportion of males (27 percent vs. 20 for females) were in the 60 or older age group.

The same overall age distribution pattern is found in the other NJ colleges and universities. The distribution is a bit different for public four-year colleges across the country. Nationally, the figures show a slightly younger faculty; less are over 60 years of age (16 percent for four-year publics vs. 23 percent for MSU) and a bit more fall into the 40-49 category (28 percent vs. 21 percent).

This age structure suggests a number of faculty will be thinking of retirement during the next 5 to 10 years. One of the HERI questions focused on the faculty's decision to work after 70. In general, faculty does not plan to work

**Figure 2.0**  
**Spouse or Partner's Education Level**



after 70; about 60 percent indicated they had no such plans. For those close to or at the traditional retirement age, 60 to 69, almost 71 percent indicated that they had no plans to work after 70.

Faculty was also asked if they had considered early retirement during the last two years. Approximately, 28 percent indicated they had and 36 percent of those who considered retiring early were over 60 years of age.

### ***Children and Family***

Faculty was asked about the number of children they had in various age groups ranging from 0 – 4 years to 24 years and older. A large number of MSU faculty, as well as faculty from public four-year institutions in the state and country, indicated they had grown children. At MSU, almost a third had at least one child 24 years or older; 17 percent indicated that they had one or two children who were between 18 to 23 years in age; 13 percent had children who were 13 to 17 years old; almost 15 percent had one or two children between 5 and 12; and 10 percent had one or two children who were less than five years old.

In addition, faculty was asked if they ever interrupted their professional careers for more than a year for family reasons. Twelve percent of MSU faculty said they had. When gender was taken into consideration, 5 percent of male faculty and 23 percent of female faculty, reported this was the case.

### ***Commuting Time***

Figure 3.0 shows that almost 30 percent of MSU's faculty felt they commuted a long distance to work. A bit more female faculty (34 percent) reported this than male faculty (27 percent).

A slightly larger proportion of faculty at other NJ colleges (36 percent) felt they had a long distance to commute while a smaller percent from other public four-year institutions said this was the case (21 percent).

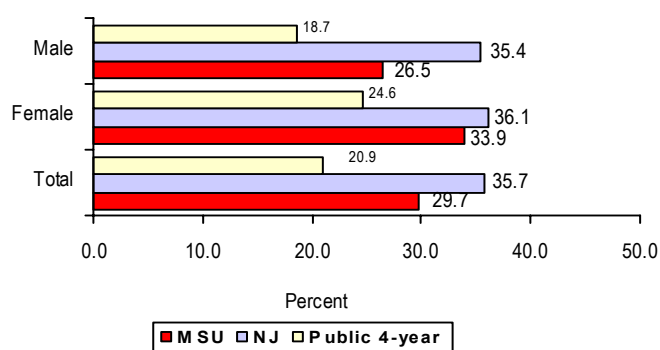
Faculty was additionally asked if their spouses or partners worked in the same city as they do. Probably not surprisingly, only 20 percent of our faculty, as well as their colleagues from NJ, indicated that their spouses or partners worked in the same city as they did. New Jersey is small enough for people to travel easily as well as being situated near several major urban employment areas outside of the state. In contrast, a much larger proportion (49 percent) of faculty from other public four-year institutions had spouses or partners working in the same city.

### ***Political Views of MSU Faculty***

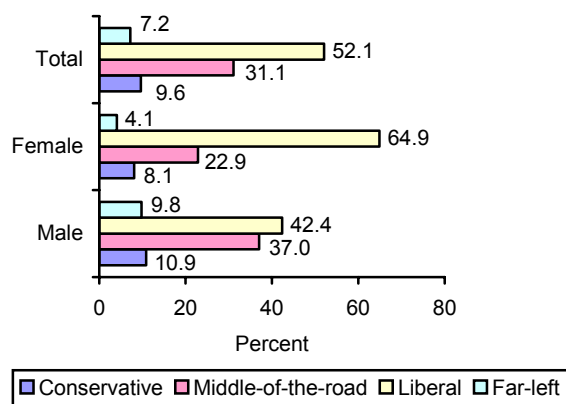
According to the authors of the National Norms for the 2001-2002 HERI Faculty Survey<sup>1</sup> summary report, there has been an increasing polarization over the years in faculty political views, as well as, a disproportionate movement towards “liberal” or “far left” political views among women faculty. In 2001, nationally, only 34 percent of the faculty identified themselves as “middle-of-the-road” and 54 percent of the women, compared to 44 percent of the men, indicated a “liberal” or “far left” political orientation.

Figure 4.0 depicts the political orientation of MSU faculty by gender. Almost 60 percent of all faculty had a “liberal” or “far left” political orientation, and 31 percent identified themselves as “middle-of-the-road.” A larger percent of

**Figure 3.0**  
**Commute Long Distance to Work**



**Figure 4.0**  
**Political Orientation of Faculty by Gender**



males (37 percent compared to 23 percent for females) identified themselves as “*middle-of-the-road*,” and a larger percent of females identified themselves as “*liberal*” or “*far left*” compared to males (69 percent and 52 percent, respectively). No MSU faculty thought of themselves as politically to the far right.

The political views of students who participated in the 2001 CIRP Freshmen Survey are somewhat more conservative than the faculty’s. Fifty-four percent of the freshmen identified themselves as “*middle-of-the-road*” politically, while approximately 34 percent characterized themselves as “*liberal*” or “*far-left*.” Almost 12 percent each of the students and slightly less of the faculty had a “*conservative*” or “*far-right*” political orientation.

### Faculty Salaries

Table 2.0 summarizes the self-reported base salary information for faculty working on 9/10-month contracts, rounded to the nearest \$1,000, for fall 2001. The Northeast’s higher cost of living is reflected in the higher percents of faculty at MSU and other NJ public four-year institutions reporting earnings of \$70,000 or more annually; 42 percent at MSU; 44 percent at other NJ colleges. Comparable figures are 24 percent for other public four-year colleges across the country and 28 percent nation-wide. Conversely, 11 percent of MSU faculty and 19 percent of other NJ colleges earn below \$50,000 while the comparable figures for public four-year colleges and all four-year colleges are 39 and 35 percents, respectively.

<b>Salary Range</b>	<b>MSU</b>	<b>NJ</b>	<b>Public 4-Yr</b>	<b>All 4-Yr Colleges</b>
Less than \$39,999	2.1	2.1	14.2	12.6
\$40,000-49,999	9.2	16.6	25.2	22.6
\$50,000-59,999	25.5	18.1	20.7	20.2
\$60,000-69,999	20.6	18.4	16.4	16.3
\$70,000-79,999	17.0	17.6	12.6	11.5
\$80,000-89,999	24.8	17.5	8.6	8.6
\$90,000-99,999	0.0	5.7	1.6	3.7
\$100,000-124,999	0.7	3.2	0.6	3.5
\$125,000-149,999	0.0	0.8	0.1	0.7
\$150,000 or more	0.0	0.0	0.1	0.3

### Summary Facts

- A quarter of Montclair State University’s faculty was born outside of the United States. This fits well with MSU’s commitment to global education and its own student body that has many resident alien and international students.
- Faculty comes from families with educational backgrounds not markedly different from those of our current students.
- Almost a third of MSU faculty has spouses or partners who are also academics.
- Twenty-three percent of MSU faculty were 60 years or older and another 37 percent were between 50 and 59. This suggests the University may see a number of retirements over the next five or so years.
- Almost 30 percent of MSU’s faculty felt they commuted a long distance to work. A bit more female faculty reported this than male faculty.
- Reflecting trends found across the country, almost 60 percent of all MSU faculty had a “*liberal*” or “*far left*” political orientation, and 31 percent identified themselves as “*middle-of-the-road*.” A larger percent of female faculty identified themselves as “*liberal*” or “*far left*”. No MSU faculty thought of themselves as “*far right*.” The political views of freshmen are somewhat more conservative. Fifty-four percent identified themselves as politically “*middle-of-the-road*” and approximately 34 percent characterized themselves as “*liberal*” or “*far-left*.”
- Reflecting the Northeast’s higher cost of living, higher percents of faculty at MSU (42 percent) and other NJ public four-year institutions (44 percent) reported earnings of \$70,000 or more annually. The comparable figure for other public four-year colleges across the country was 24 percent and nation-wide it was 28 percent for all participating four-year colleges and universities.

### Next Report: Faculty’s Personal Goals, Reasons for Pursuing a Career in Academe, and Their Engagement in the Profession

<sup>1</sup> Lindholm, J.A., Astin, A.W., Sax, L.J. and Korn, W.S. (2002). The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey. Los Angeles, CA: Higher Education Institute, UCLA, pg. 5.

**FACULTY'S PERSONAL GOALS, REASONS FOR PURSUING ACADEME,  
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This is the second in a series of reports summarizing the findings from the Fall 2001-2002 HERI Faculty Survey. Information about the survey and the MSU sample is explained in the first report: [http://www.montclair.edu/pages/vpbp/it/heri1\\_03.pdf](http://www.montclair.edu/pages/vpbp/it/heri1_03.pdf).

**Faculty's Personal Goals**

Faculty was given a list of 14 goals and asked whether the goal was personally *Essential*, *Very Important*, *Somewhat Important* or *Not Important* to them. Table 1.0 summarizes this information for Montclair State University and the other comparator groups in the study.

Table 1.0 % Faculty Indicating Personal Goal is Essential or Very Important to Them				
% Reporting This as Essential or Very Important:				
Personal Goals:	MSU	NJ	Public 4-Yr	All 4-Yr Colleges
Being a good teacher	98.6	98.1	98.0	97.3
Being a good colleague	90.3	88.9	90.5	89.9
Developing a meaningful philosophy of life	78.1	81.0	76.3	76.4
Helping others who are in difficulty	71.7	64.5	64.3	63.4
Raising a family	68.3	70.1	71.8	72.2
Helping to promote racial understanding	67.1	65.4	60.4	59.7
Achieving congruence between my own values and institutional values	54.2	54.1	52.6	52.8
Obtaining recognition from my colleagues for contributions to my special field	51.7	57.0	44.1	47.7
Becoming an authority in my field	50.3	58.1	50.1	55.2
Influencing social values	49.3	42.4	38.2	37.7
Being very well-off financially	42.5	41.0	39.6	36.3
Integrating spirituality into my life	37.5	42.5	50.1	50.3
Becoming involved in programs to clean up the environment	26.7	35.8	33.9	30.9
Influencing the political structure	21.2	18.3	15.9	15.0

For all faculty, regardless of college type, being a good teacher was paramount; close to a 100 percent said this was *essential* or *very important* as a personal goal. Being a good colleague was also highly valued; 90 percent chose this as a critical personal goal. Over three-quarters reported that developing a meaningful philosophy of life was also essential. Helping others who are in difficulty is considered very important to faculty across the country (64 percent), but it is somewhat more important as a goal for Montclair faculty (72 percent listed this as very important or essential). The two least important personal goals were: being involved in programs to clean up the environment and influencing the political structure.

**Choosing an Academic Career**

Unlike professions such as attorney or medical doctor, only a small percent of the faculty had parents that were also in academe. To begin gathering information on how faculty come to the profession, the HERI survey asked faculty to use a three point scale, *1 = very influential*, *2 = somewhat influential* and *3 = not at all influential*, to rate a list of five people that might have influenced their decision to pursue an academic career.



Thirty-nine percent of MSU faculty cited graduate faculty or advisors as *very influential* in their decision to pursue an academic career; followed by mothers and fathers and undergraduate faculty and advisors; each with 32 percent. Only 11 percent said other relatives were *very influential* in their decision to pursue an academic career. This is also the pattern for faculty employed at colleges across the country, in public four-year institutions, and for the NJ comparison group.

Faculty members pursue academic careers for various reasons. Table 2.0 summarizes the nine reasons from which faculty could choose. Across all groups, faculty overwhelmingly said the most important reason was the intellectual challenge of the profession, followed by intellectual freedom, and the freedom to pursue their scholarly and teaching interests. Opportunities for teaching is cited as very important by two-thirds of MSU's faculty and ranks sixth in importance out of the nine reasons given. The opportunity to influence social change was not viewed as an important reason for pursuing an academic career and the least important reason was occupational prestige or professional status that may come from holding an academic position.

The authors of the HERI Summary Report, *The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey*<sup>1</sup>, reported that nationally faculty also placed less personal value on social concerns and status attainment. In addition, the report says today's faculty was even less interested in these factors than their 1989 counterparts (the first year the survey was administered).

### Reasons for Pursuing a Career at Montclair State University

For the first time, the HERI survey asked faculty why they decided to pursue their academic careers at this particular college or university. Table 3.0 lists the 11 factors from which faculty members were able to choose and shows the percents for those reporting this factor as *very important* in their decision to work at Montclair State University. Across all institutional categories the two top factors reported as *very important* to faculty's decisions to work at their current universities were: geographic location and institutional emphasis on teaching. For MSU faculty, 61 percent cited geographic location as particularly important; followed by 49 percent who said institutional emphasis on teaching was very important. Geographic location was an important consideration for other NJ faculty, but not to the degree it was for MSU's. For four-year colleges outside of NJ, the institution's emphasis on teaching was the first factor and geographic location a close second.

Table 2.0 Reasons Noted by Faculty as <i>Very Important</i> in Deciding to Pursue an Academic Career				
Reason:	% Noting Very Important:			
	MSU	Other NJ 4-Yr	Public 4-Yr	All 4-Yr
Intellectual challenge	87.6	88.5	85.5	86.4
Intellectual freedom	79.9	83.9	79.3	78.8
Freedom to pursue my scholarly/teaching interests	76.6	85.2	78.3	79.0
Autonomy	72.4	76.0	74.5	74.5
Flexible schedule	72.2	74.0	71.2	68.6
Opportunities for teaching	66.7	73.2	72.4	68.1
Opportunities for research	43.7	50.4	40.0	47.3
Opportunity to influence social change	28.5	31.6	26.1	24.1
Occupational prestige/professional status	20.7	21.4	18.4	18.2

Table 3.0 Factors Noted as <i>Very Important</i> in Faculty's Decisions to Work at This College				
Factor:	% Noting Very Important:			
	MSU	Other NJ 4-Yr	Public 4-Yr	All 4-Yr
Geographic location	61.1	53.9	49.8	44.4
Institutional emphasis on teaching	49.0	50.9	55.0	48.6
Colleagues	31.7	39.5	36.6	39.0
Other personal/family considerations	27.3	22.0	29.9	27.3
Salary/benefits	18.6	23.0	16.6	16.3
Academic rank offered	12.5	16.3	12.3	14.3
Prestige of department	12.4	13.9	10.8	15.8
Job opportunities for spouse	10.4	13.5	16.1	15.9
Institutional emphasis on research	7.6	17.3	10.7	22.1
Prestige of institution	7.6	9.1	6.0	15.0
Research facilities	2.1	9.9	5.5	11.5

Geographic location was particularly important to MSU's female faculty; 70.5 percent compared to 54.2 percent for males said this was very important in their decision to come to Montclair State University. Women were also more likely to say other personal/family considerations were very important; 33.3 percent and 22.9 percent, respectively.

### **Interests and Activities of MSU Faculty**

#### ***Interests***

Faculty was also asked if their "*interests*" lay primarily in teaching, research or both. Almost two-thirds of our faculty reported being interested in *both* research and teaching; with 47 percent leaning towards teaching and 20 percent leaning towards research. An additional 7 percent said they were very heavily interested in only research. Primary interests did not vary by gender.

#### ***Principal Activities***

Asked about the "*principal activity*" in their current positions, almost 96 percent of MSU faculty reported primarily being engaged in teaching. Nearly 3 percent indicated that their current duties predominantly involved administration, while slightly over 1 percent said they were principally engaged in research activities. MSU's pattern was similar to the pattern of other public four-year colleges (our sector) and other NJ institutions. Nationally (all four-year public and private institutions) the emphasis was a bit different: 87 percent said their principle activity was teaching; 7 percent said research; and 6 percent reported other activities, which included administrative duties.

Almost 28 percent of MSU faculty reported holding some type of administrative title(s) as well. Administrative duties for almost 14 percent of MSU faculty were as directors, coordinators, or administrators of an institute, center, lab or specially funded program. An additional 6 percent, were department chairs and 8 percent were in other administrative titles. Females (20 percent) were more likely than males (9 percent) to be coordinators or administrators of institutes and specially funded programs, while department chairs were somewhat more likely to be male than female, 9 and 3 percents, respectively. Percents of faculty holding administrative positions at other NJ colleges and at public four-year institutions (our sector) were 24 percent and 22 percent, respectively.

### **Average Time Faculty Spent in Various Personal and Professional Activities**

The HERI survey gave faculty a list of personal and professional activities and asked them, on average, how many hours per week were they engaged in each activity. Table 4.0 (next page) summarizes this information for Montclair's faculty. Thirty-seven percent reported spending between 5 and 8 hours teaching and half spent between 9 and 12 hours a week teaching in the classroom. Preparing for classes (which includes reading student papers and grading) also took up a good part of the week. Twenty-three percent prepared between 5-8 hours a week, closely followed by 22 percent who spent between 9-12 hours. An additional 15 percent, expend 17-20 hours a week preparing for their courses.

A large percent, 85 percent, spent some hours per week in research and writing. A third of the faculty set aside between 1 and 4 hours a week for this; another 17 percent, 5-8 hours; 15 percent, 9-12 hours; and 12 percent spent as many as 13-16 hours a week in this activity. About 40 percent devoted a number of hours to producing other creative products and performances; for those who did this type of activity, most committed 1-4 hours per week to their performances or creative products.



Ninety-five percent said they spent time advising and counseling students. The majority, 67 percent, said they did this between 1-4 hours a week. As well, 96 percent reported setting aside a few hours a week for committee meetings. Again, the majority, 63 percent, averaged 1-4 hours a week for this activity.

Faculty also engaged in activities off-campus. Each week 56 percent spent some time in community or public service activities; most, 44 percent, spent between 1-4 hours weekly helping in their communities. To a lesser degree, 42 percent reported spending some time engaged in outside consulting or freelance work.

Not surprisingly, household and childcare duties were the off-campus activities that took up most of the faculty's time. Only 11 percent reported not spending any time on these activities; 37 percent devoted anywhere from 5-12 hours on these tasks; and a little more than 20 percent set aside over 17 hours a week to care for their families and homes.

Table 4.0 Average Hours Per Week Spent on Various Professional and Personal Activities								
Weekly Activities:	Average Hours per Week:							
	0	1-4	5-8	9-12	13-16	17-20	21-34	35+
Actual scheduled teaching	0.7	2.9	36.7	49.6	7.2	2.2	0.7	0.0
Preparing for teaching	0.7	16.8	23.4	21.9	15.3	14.6	5.1	2.2
Advising and counseling students	5.0	66.9	20.9	6.5	0.7	0.0	0.0	0.0
Committee work and meetings	4.3	63.0	26.1	6.5	0.0	0.0	0.0	0.0
Other administration	34.4	36.6	13.7	8.4	4.6	1.5	0.0	0.8
Research and scholarly writing	14.7	33.8	16.9	14.7	11.8	4.4	2.2	1.5
Other creative products/performances	59.5	27.8	5.6	1.6	2.4	1.6	1.6	0.0
Consultations with clients/patients	84.8	11.2	0.8	1.6	0.0	0.0	0.8	0.8
Community or public service	44.2	44.2	7.0	3.9	0.8	0.0	0.0	0.0
Outside consulting/freelance	57.8	32.0	7.0	0.8	2.3	0.0	0.0	0.0
Household/childcare duties	11.1	19.3	20.7	16.3	10.4	9.6	8.1	4.4

### Professional Accomplishments of Faculty

The time faculty spent in research and writing translated into a number of successful projects. Table 5.0 summarizes the number of books, articles, and performances, etc. faculty produced. Ninety percent published at least one or two articles in a professional or academic journal and two-thirds had a number of their professional writings published, or accepted for publication, within the last two years.

Table 5.0 % Faculty Reporting They Accomplished This Activity							
Activity:	Number of Activities:						
	None	1 to 2	3 to 4	5-10	11-20	21-50	50+
Published Articles in Academic or Professional Journals	10.3	16.6	23.4	24.1	17.9	6.2	1.4
Published Chapters in Edited Volumes	44.5	30.7	13.9	8.8	2.2	0.0	0.0
Published Books, Manuals, or Monographs	42.0	30.4	18.8	5.8	0.7	2.2	0.0
Presented Exhibitions or Performances in the Fine Arts	75.7	3.6	2.9	3.6	2.1	3.6	8.6

Table 5.0 shows the more traditional ways faculty's professional activities are measured. While not included as part of this study, other faculty contributions are worth noting. Faculty, for example, also write for local newspapers, are interviewed on and produce shows for local cable networks, present their research-in-progress at Brown Bags on campus and present lectures for the community at large.

### Summary Facts

- Nearly all faculty reported being a good teacher and a good colleague was *essential* or *very important* as a personal goal.
- Most faculty do not have parents who are academics. Graduate school faculty or advisors were *very influential* in steering their students into academic careers. Parents, as well as undergraduate faculty and advisors, were also influential.
- Faculty pursues academic careers primarily for the intellectual challenge the profession allows them. They also cited as very important intellectual freedom, and the freedom to pursue their scholarly and teaching interests. Social prestige and personal riches do not play major roles in attracting faculty to careers in higher education.
- Geographic location is an important criterion for faculty when choosing to work at Montclair State University and this was a particularly important reason for MSU's female faculty.
- Almost two-thirds of the faculty reported being *interested* in both research and teaching, with 47 percent leaning towards teaching and 20 percent leaning towards research. Nearly all faculty reported their principal *activity* as teaching and almost 28 percent reported holding some type of administrative title as well.
- Faculty spent most of their on-campus time in classroom teaching and teaching-related activities. The second most time consuming weekly activity was household and family activities.
- Ninety percent of the faculty has published at least one or two articles in a professional or academic journal and two-thirds have had a number of these published, or accepted for publication, within the last two years. Almost 25 percent presented exhibitions or performances in the fine arts.

### **NEXT: Teaching Practices and Faculty Goals for Students**

<sup>1</sup> Lindholm, J.A., Astin, A.W., Sax, L.J. and Korn, W.S. (2002). The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey. Los Angeles, CA: Higher Education Institute, UCLA, and p 5.



PART 3: FACULTY PERSPECTIVES ON UNDERGRADUATE  
EDUCATION

RESEARCH REPORT

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This is the third report in a series of reports summarizing the findings from the HERI faculty survey conducted in 2001-2002. The previous two reports are available on the Institutional Research web page at:

<http://www.montclair.edu/pages/vpbpit/heri.htm>

Faculty's Goals for Undergraduate Students

Faculty was provided with a list of 14 goals (Table 1.0) and was asked to rate each goal as *essential*, *very important*, *somewhat important* or *not important*. The entire MSU faculty agreed that *developing students' ability to think clearly* was the top or essential goal of an undergraduate education. Some of the other goals that faculty cited as essential or very important were: *preparing students for responsible citizenship* (70 percent), *enhancing students' knowledge of and appreciation for other racial ethnic groups* (66 percent), *preparing students for employment after college* (63 percent) and *enhancing students self understanding* (62 percent).

Table 1.0					
% Faculty Rating These Goals for Undergraduates as Essential or Very Important					
Student Goals:	MSU 1995	MSU	NJ	2001 4 Yr Public	Nat'l
Develop ability to think clearly	99.2	100.0	99.6	99.6	99.5
Prepare students for employment after college	72.4	62.8	68.9	72.4	66.5
Prepare students for responsible citizenship	61.3	69.9	61.5	62.6	60.2
Enhance students' self understanding	59.5	62.2	66.3	63.0	62.0
Help students develop personal values	56.3	57.6	59.9	56.7	58.0
Prepare students for graduate or advanced education	53.2	49.3	55.0	55.5	57.5
Develop moral character	51.6	59.4	54.1	55.9	57.5
Instill in students the commitment to community service	38.4	35.4	39.2	35.4	39.2
Enhance the out-of-class experience of students	37.4	44.1	43.7	41.9	39.1
Provide for students' emotional development	35.2	37.8	37.3	35.4	35.7
Teach students the classic works of Western civilization	19.2	24.5	31.0	28.6	30.1
Prepare students for family living	17.6	11.3	12.8	13.7	13.9
Enhance student's knowledge of and appreciation for other racial/ethnic groups	-	66.2	68.0	61.5	59.6
Study a foreign language	-	38.7	34.0	32.2	34.8

While there was a shift in the importance of a few goals since 1995, the last time the Faculty Survey was administered at MSU, on the whole, the goals for the two time periods were consistent. This time around, 63 percent of the faculty felt *preparing students for employment after college* was a very important or essential goal, while in 1995, 72 percent saw it as very important. *Developing moral character* was rated essential or very important by more than 59 percent

September 2003

of the faculty in 2001, compared to 52 percent in 1995. The last large difference was for *preparing students to become responsible citizens*. Almost 70 percent of the faculty perceived it as a very important goal in 2001, compared to 61 percent in 1995.

Table 2.0 looks at how male and female feel about these goals. Three quarters of female faculty felt *developing an appreciation for other racial/ethnic groups* is an essential goal for undergraduate education, while 59 percent of male faculty do. As well, male and female faculty felt differently about: *preparing students for responsible citizenship* (66 percent of male respondents said this was very important as a goal vs 75 percent of female respondents), *helping students develop personal values*, (males, 54 percent vs females, 62 percent) and *preparing students for graduate school* (males, 46 percent vs females, 54 percent).

Table 2.0 % MSU Faculty Rating Undergraduate Goals as Essential or Very Important by Gender				
Student Goals:	Female	Male	% Difference Female/Male	Total
Develop ability to think clearly	100.0	100.0	0.0	100.0
Prepare students for employment after college	62.9	62.7	0.2	62.8
Prepare students for responsible citizenship	75.0	66.3	8.7	69.9
Enhance students' self understanding	63.3	61.4	1.9	62.2
Help students develop personal values	62.3	54.2	8.1	57.6
Prepare students for graduate or advanced education	54.1	45.8	8.3	49.3
Develop moral character	61.7	57.8	3.9	59.4
Instill in students the commitment to community service	44.3	28.9	15.4	35.4
Enhance the out-of-class experience of students	42.6	45.1	-2.5	44.1
Provide for students' emotional development	39.3	36.6	2.7	37.8
Teach students the classic works of Western civilization	27.9	22.0	5.9	24.5
Prepare students for family living	15.5	8.4	7.1	11.3
Enhance student's knowledge of and appreciation for other racial/ethnic groups	75.4	59.3	16.1	66.2
Study a foreign language	40.0	37.8	2.2	38.7

For several of these undergraduate goals, MSU faculty differed from faculty at other universities. For example, 70 percent of MSU faculty felt that *preparing undergraduates for responsible citizenship* was essential or very important. Comparable figures at other institutions were: 62 percent at other NJ colleges, 63 percent at four-year public colleges (our sector), and 60 percent nationally (all types of four year institutions). *Preparing students for graduate or advanced education* was rated essential or important by 49 percent of all MSU faculty, 55 percent of the faculty at other NJ four-year colleges, 56 percent at other public four-year schools and 58 percent nationally. However, as we saw in Table 2.0, more female MSU faculty (54 percent) felt preparing students for graduate school was very important compared to male faculty (46 percent).

### Faculty Involvement in Curriculum Activities

Almost 58 percent of MSU faculty said they have been very involved over the past two years in curriculum reform at the University. Women were somewhat more so (63 percent) than men (54 percent). A number of these curriculum activities were course-related and are summarized in Table 3.0. Engaging undergraduates in the research process, for example, is an important pedagogical tool as well as part of MSU's strategic goals. Over half, 54 percent, of MSU faculty reported having worked with undergraduates on a research project. This is a bit less than our NJ peers (64 percent) and our sector of other public four-year institutions (60 percent). Service is also a part of the University's mission. Twenty-eight percent of the faculty has taught a service-learning course during the past two years. This is somewhat more than other four-year public NJ institutions in the study (22 percent) as well as all the other four-year public institutions (23 percent).

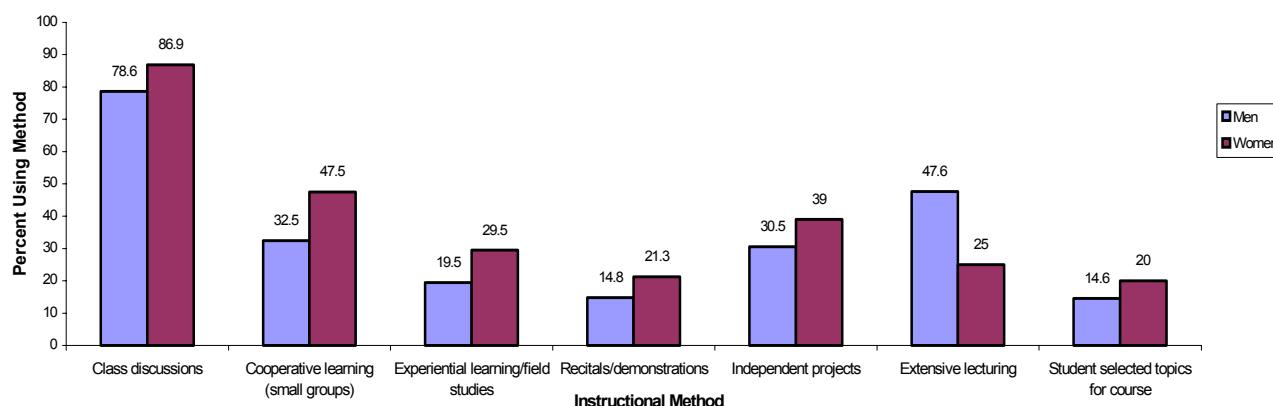
<b>Table 3.0</b> <b>% Faculty Engaged in Course-Related Activities Within the Last Two Years</b>					
<b>Activities:</b>	<b>Men</b>	<b>MSU Women</b>	<b>Total</b>	<b>Other NJ</b>	<b>Public 4 Year</b>
Developed a new course	69.4	67.7	68.7	70.7	72.8
Taught an honors course	14.7	12.5	13.7	21.2	17.2
Taught an interdisciplinary course	36.8	36.8	36.8	45.8	36.7
Taught an ethnic studies course	11.6	16.1	13.6	13.3	10.8
Taught a women's studies course	2.9	19.6	10.5	12.1	7.4
Team-taught a course	26.5	22.8	24.8	29.8	33.7
Taught a service learning course	31.9	23.6	28.3	21.8	23.3
Worked with undergraduates on a research project	55.6	52.6	54.3	63.6	60.4
Used intra- or extramural funds for research	45.8	33.3	40.2	51.1	45.0
Participated in a teaching enhancement workshop	67.1	68.3	67.6	61.5	61.1
Placed or collected assignments for a course on the Internet	56.4	37.5	49.6	49.0	51.1
Taught a course exclusively through the Internet	4.2	0.0	2.4	7.6	9.6

### Faculty Increase Use of Student-Centered Instructional and Evaluation Methods

Table 4.0 looks at the faculty's preferences for selected instructional methods. Montclair State University's faculty follows the national trends discussed in the summary report, *The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey*. The authors point out, "in 2001 class discussion remains the most prevalent instructional technique used by 72 percent of faculty in "all", or "most" of their courses." This is especially so for MSU faculty (82 percent) and, to a lesser degree, other NJ faculty (77 percent). "However, compared with their counterparts in previous years, faculty today use a wider variety of teaching methods. The greatest change has been in the use of computer and machine-aided instruction (30 percent, up from 19 percent in 1995)." Beginning in 1998, questions specifically related to web-based instruction were included as part of the faculty survey. These questions also show a marked increase in the percent of faculty who place and collect assignments on the Internet (30 percent in 1998 and 50 percent today) and those who taught a course exclusively on the Internet (9 percent in 2001, up from 2 percent). For MSU the Internet figures are 50 percent and 2.4 percent, respectively. Table 3.0 also showed that male faculty are more inclined to use the Internet in these ways than female faculty.

<b>Table 4.0</b> <b>% Faculty Using Instructional Methods in Most or All Undergraduate Courses</b>				
<b>Instructional Methods:</b>	<b>MSU</b>	<b>Other NJ</b>	<b>Public 4 Yr</b>	<b>All 4 Yr</b>
Class discussions	82.1	77.3	73.7	72.3
Computer or machine-aided instruction	29.6	26.4	31.4	28.2
Cooperative learning (small groups)	38.9	44.7	44.0	40.6
Experiential learning/Field studies	23.8	19.2	24.3	22.3
Teaching assistants	5.7	3.4	6.0	11.3
Recitals/Demonstrations	17.6	18.1	18.7	18.0
Group projects	25.4	29.0	29.6	27.8
Independent projects	34.0	35.3	37.8	36.3
Extensive lecturing	38.0	43.3	46.3	46.9
Multiple drafts of written work	17.5	17.4	20.2	19.1
Readings on racial and ethnic issues	23.8	23.9	20.7	19.6
Reading on women and gender issues	18.9	23.6	18.4	18.3
Student-developed activities (assignments, exams, etc.)	15.5	17.1	16.2	14.1
Student-selected topics for course content	16.9	10.6	11.4	10.3
Community service as part of coursework	3.5	4.7	5.7	5.1

**Figure 1.0 Selected Instructional Methods by Gender**



The authors points out as well that nationally “compared with 1995 faculty, today’s faculty are also using more collaborative instructional methods such as cooperative learning (41 percent, up from 35 percent) and group projects (27 percent, up from 23 percent). Faculty are also incorporating more writing activities across the undergraduate curriculum, evidenced by their increased use of essay exams (42 percent, up from 40 percent), short-answer exams (37 percent, up from 33 percent), term/research papers (37 percent, up from 33 percent) and weekly essay assignments (19 percent, up from 16 percent) to evaluate student learning. Student presentations are an increasingly popular form of evaluation as well, used in “all” or “most” classes by 36 percent of faculty (up from 31 percent). Although both men and women faculty broadened their teaching and evaluation methods over time, men remain more likely to use extensive lecturing, and women continued to be more likely to use “student-centered” instructional and evaluation methods.”

Tables 4.0 and 5.0 and Figure 1.0 confirm the national norms for Montclair’s faculty. Figure 1 looks at the impact gender has on selected instructional methods used by the faculty. For seven of the fifteen methods, gender did make a difference. MSU female faculty reported more frequent use of cooperative learning methods in the classroom (48 percent vs 33 percent) and males reported more use of extensive lecturing (48 percent vs 25 percent).

Table 5.0 also shows MSU faculty are particularly committed to writing as part of the undergraduate experience; 52 percent use essay mid-term and final exams as part of their student evaluations and 47 percent assign research/term papers.

<b>Evaluation Methods:</b>	<b>MSU</b>	<b>Other NJ</b>	<b>Public 4 Yr</b>	<b>All 4 Yr</b>
Multiple-choice mid-term and/or final exams	30.5	28.0	33.2	28.2
Essay mid-term and/or final exams	51.8	48.5	42.4	44.6
Short-answer mid-term and/or final exams	39.9	36.4	37.1	37.2
Quizzes	35.3	33.4	38.2	34.5
Weekly essay assignments	16.1	18.1	17.5	18.0
Student presentations	39.4	39.2	38.6	38.5
Term/research papers	46.9	41.2	37.8	39.6
Student evaluations of each others’ work	14.2	15.2	16.0	15.2
Grading on a curve	20.0	17.7	16.6	18.7
Competency-based grading	48.1	51.7	49.3	48.0

## Summary Facts

- Faculty unanimously said that *developing the ability to think clearly* is the essential educational goal for undergraduates.
- Some faculty goals for undergraduate education have changed in importance since 1995. For example, almost 70 percent of the faculty in 2001 perceived *preparing students to become responsible citizens* as a very important goal and in 1995, 61 percent did.
- Some differences in emphasis appear when goals are reviewed in light of the faculty's gender. Male and female faculty felt differently about: *developing an appreciation for other racial/ethnic groups*, *preparing students for responsible citizenship*, *helping students develop personal values* and *preparing students for graduate school*.
- Compared to previous years, today's faculty are using a wider variety of teaching methods. The greatest change has been in the use of computer and machine-aided instruction. Today, half of MSU's professors place and collect assignments on the Internet.
- Class discussion remains the most prevalent instructional technique used by faculty across the country in "all" or "most" of the courses they teach (72 percent) and this is especially so for MSU faculty (82 percent).
- Instructional preferences varied by faculty gender. For example, female faculty reported more frequent use of cooperative learning methods in the classroom (48 percent for females and 33 percent for males) and males reported using extensive lecturing more often (48 percent males and 25 percent females).
- MSU faculty are particularly committed to writing as part of the undergraduate experience; 52 percent use essay mid-term and final exams as part of their student evaluations and 47 percent assign research/term papers.





## THE FALL 2001-2002 HERI FACULTY SURVEY

### PART 4: JOB SATISFACTION AND SOURCES OF STRESS FOR FACULTY AND FACULTY PERSPECTIVES ON CAMPUS ISSUES

#### RESEARCH REPORT

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This is the final report in a series summarizing the findings from the HERI faculty survey conducted in 2001-2002. Previous reports are available on the Institutional Research web page at: <http://www.montclair.edu/pages/vpbp/it/heri.htm>

#### Summary Facts

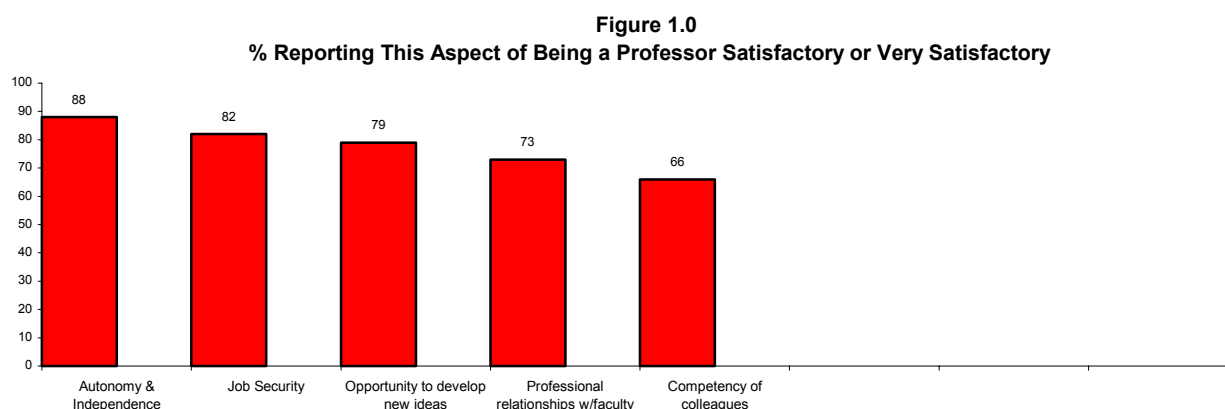
- More than three-quarters of MSU faculty reported finding their jobs satisfactory or very satisfactory.
- The three most satisfying aspects of being a professor were the autonomy and independence the profession affords, the job security provided, and the opportunity to develop new ideas.
- Seven out of ten faculty found their *professional* relationships with colleagues satisfying.
- Male faculty were more satisfied with their campus lab/office space and with the social relationships they had with other faculty.
- The factors faculty found least satisfying were visibility for jobs at other institutions and the quality of the students they teach. Male faculty were particularly concerned with student quality.
- Almost nine out of ten faculty cited finding the time to do everything as a source of stress and another three-quarters found the lack of personal time “somewhat” or “extensively” stressful.
- Institutional procedures and red tape, committee work and keeping up with information technology were the three most stressful *work-related* factors. These factors were particularly stressful for male faculty.
- The most stressful factors *outside of work* were managing household responsibilities and concerns about personal finances. Female faculty were somewhat more concerned with personal financial issues.
- MSU faculty felt the top three institutional priorities were enhancing the University’s national image, increasing or maintaining institutional prestige and promoting the intellectual development of students. As well, recruiting more minority students and creating a diverse multi-cultural campus environment were seen as important campus priorities.
- Nine out of ten faculty agreed that *women faculty were treated fairly here*. Another 86 percent agreed *faculty of color were treated fairly on campus* and more than three-quarters agreed that *gay and lesbian faculty were treated fairly on campus*. Less than 20 percent agreed that *students were academically well-prepared*.
- Eighty-five percent of the faculty agreed that their teaching was valued by faculty in their departments and 65 percent said their research was valued by the faculty in their departments. Again, more male faculty felt that their research was valued than female faculty.
- Finally, the rewards of being a professor seemed to outweigh the stresses and inconveniences because 77 percent said that they would “probably” or “definitely” still choose being professors if they were to start their careers over again.

December 2003

## Work Satisfaction and Stresses

Work occupies a large part of our lives so it is important for us to know which aspects of it are satisfying and which are stressful. Figure 1.0 highlights the aspects of the profession faculty found “satisfactory” or “very satisfactory”. The most satisfying aspects of being a professor were: the autonomy and independence the profession affords; the job security it provides; the opportunity to develop new ideas; professional relationships with other faculty; and the competency of colleagues.

An additional 59 percent found satisfaction in the *social* relationships they had with colleagues and 55 percent were



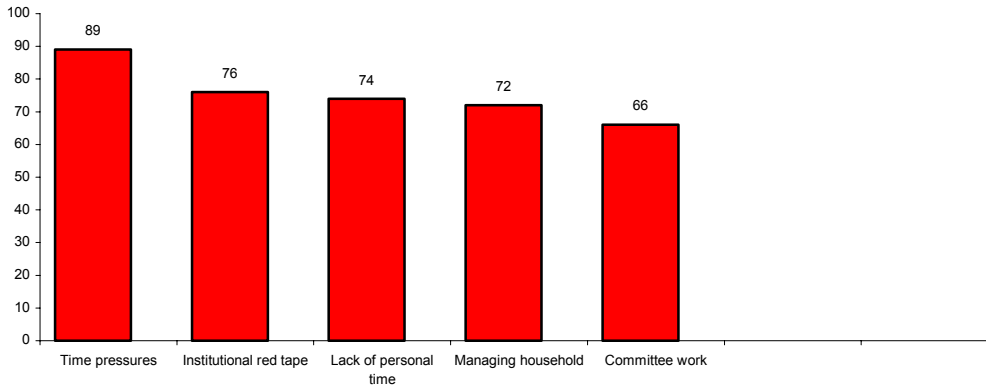
satisfied with the relationship they had with the university administration. A bit more than half also reported finding office/lab space (54 percent), the availability of childcare at the institution (54 percent), and salary and fringe benefits (51 percent) satisfactory.

The factors that faculty found least satisfying were visibility for jobs at other institutions and the quality of the students. While student quality was not particularly satisfactory across the board, Montclair faculty were a bit less satisfied (32 percent) than faculty at other NJ institutions (43 percent) and other public, four-year colleges and universities (38 percent). Over all, more than three-quarters of MSU faculty (77 percent) reported finding their jobs very satisfactory or satisfactory.

There were a few variations in levels of satisfaction for several of these factors. More females (62 percent) than males (48 percent) were satisfied with the availability of day care on campus. Males were more satisfied with their campus lab/office space (58 and 48 percents, respectively) and their social relationships with other faculty (65 and 52 percents). (Table 1.0) summarizes all the aspects of the profession that faculty found “satisfactory” or “very satisfactory” as well as comparing MSU faculty responses to faculty at other participating New Jersey colleges and other four-year public institutions.

Faculty were also asked about factors they found stressful during the past two years. Figure 2.0 highlights the top factors that were found “somewhat” or “extensively” stressful. Balancing the demands of work, home, and friends is difficult so, not surprisingly, trying to find the time to do everything was the most often cited source of stress. Institutional red tape, the lack of personal time, managing household responsibilities, and committee work were often mentioned as “somewhat” or “extensively” stressful as well.

**Figure 2.0**  
**% Faculty Who Felt This Factor Somewhat or Extensively Stressful**



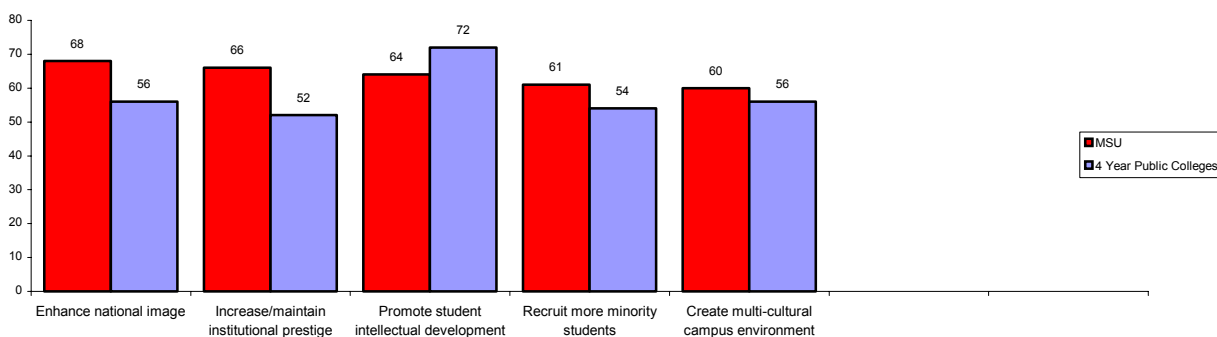
Institutional procedures and red tape, committee work, keeping up with information technology, teaching loads, and to a slightly lesser degree, the review and promotion process, and the demands of engaging in the research process were the most stressful *work-related* factors (Table 2.0). Most of these factors were particularly stressful to male faculty. For example, 87 percent of males and 69 percent of females found institutional procedures and red tape stressful. The comparable percents for the stresses emerging from teaching loads were 69 and 57 percents, respectively; keeping up with information technology, 71 percent and 61 percent; research or publishing demands, 62 percent and 51 percent; and colleagues, 65 percent and 46 percent. Overall, 43 percent found dealing with students stressful; but again, males (52 percent) were much more distressed by interactions with students than females (36 percent). Interacting with students was also a distinguishing factor for MSU faculty and the other two comparator groups. More than half of faculty at other participating NJ institutions (52 percent) and other four-year public colleges (56 percent) found interactions with students a source of stress.

The most stressful factors *outside of work* were managing household responsibilities (72 percent) and concerns about personal finances (61 percent). Finances were somewhat more of a concern for female faculty (65 percent) than male faculty (57 percent).

### Campus Climate and Other Campus Issues

HERI researchers<sup>1</sup> noted a shift in faculty perceptions of institutional priorities over the past 12 years. For example, in 1989 three-quarters of the faculty from all types of universities reported increasing or maintaining institutional prestige was a high priority and in 2001, 59 percent said this was a high priority on their campuses.

**Figure 3.0**  
**% Faculty Who Felt This Was a High or the Highest Campus Priority**

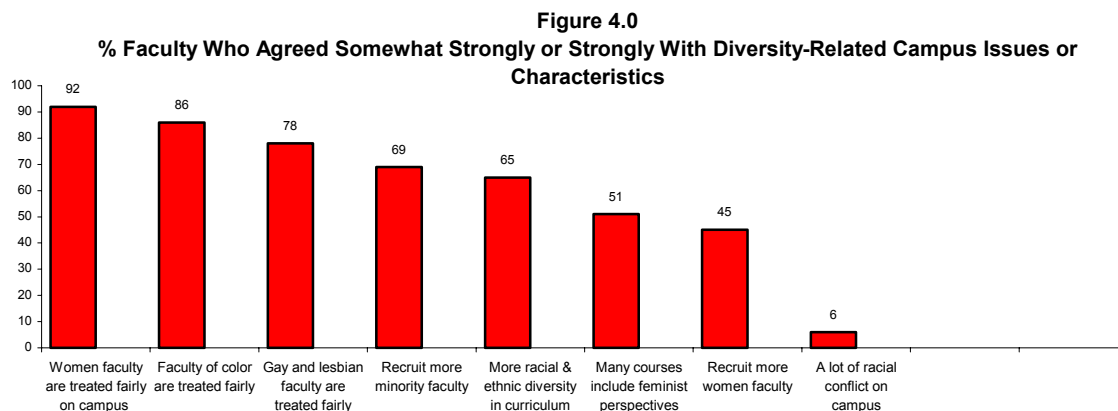


Today, the number one national priority was promoting the intellectual development of students (72 percent). Figure 3.0 shows MSU faculty felt enhancing the University’s national image was the highest campus priority (68 percent), closely followed by increasing or maintaining institutional prestige (66 percent). As our efforts focus on becoming a Research Intensive university it is probably not surprising to see these priorities somewhat more prominent on our campus than nationally. Promoting the intellectual development of students was a close third for MSU faculty (64 percent). Both nationally and at MSU, recruiting more minority students and creating a diverse multi-cultural campus environment were seen as important campus priorities. These priorities are, in fact, reflective of one of Montclair State’s own strategic goals: *The University will provide expanded opportunities within a richly diverse setting.*

MSU faculty and faculty from other institutions felt somewhat differently about several of the less prominent priorities (Table 3.0). For example, 49 percent of other NJ faculty, 43 percent of four-year public institutions and 38 percent of MSU faculty felt helping students examine and understand their personal values was an important priority. Thirty percent of MSU faculty, 40 percent of other NJ colleges and 42 percent nationally, felt developing leadership among students was a high priority. Finally, 27 percent of MSU’s faculty felt that facilitating student involvement in community service was a high MSU priority, as did 37 percent of other NJ institutions’ faculty and 33 percent at other four-year public colleges.

In a related set of questions faculty were asked if certain attributes were either “very” descriptive or “not” descriptive of their campus. Several attributes set MSU faculty apart from the comparator groups. First, a third of MSU faculty said “faculty typically being at odds with administrators” was very descriptive of MSU. Female faculty felt this was particularly the case. The percent saying this is very descriptive at other participating NJ colleges was 21 percent and at other four-year public institutions, 22 percent. Second, 21 percent of MSU faculty said “faculty here have respect for each other” was very descriptive of MSU. Almost twice as many faculty at other NJ colleges, 41 percent, and 34 percent at other four-year public institutions said this was very descriptive of their campuses. Third, the HERI survey asked how descriptive it was to say that it was “easy for students to see faculty outside of regular office hours.” Twenty-two percent of MSU faculty reported that this was very descriptive of the campus, 36 percent at other NJ institutions, and 43 percent at other four-year public colleges. (Table 4.0) summarizes all these responses.

Another set of questions asked faculty how strongly they agreed – “somewhat strongly” or “strongly” – that 17 issues or characteristics described Montclair State University (Table 5.0). Eight of these issues or characteristics tapped into some aspect of campus diversity. Figure 4.0 summarizes the eight diversity-related characteristics.

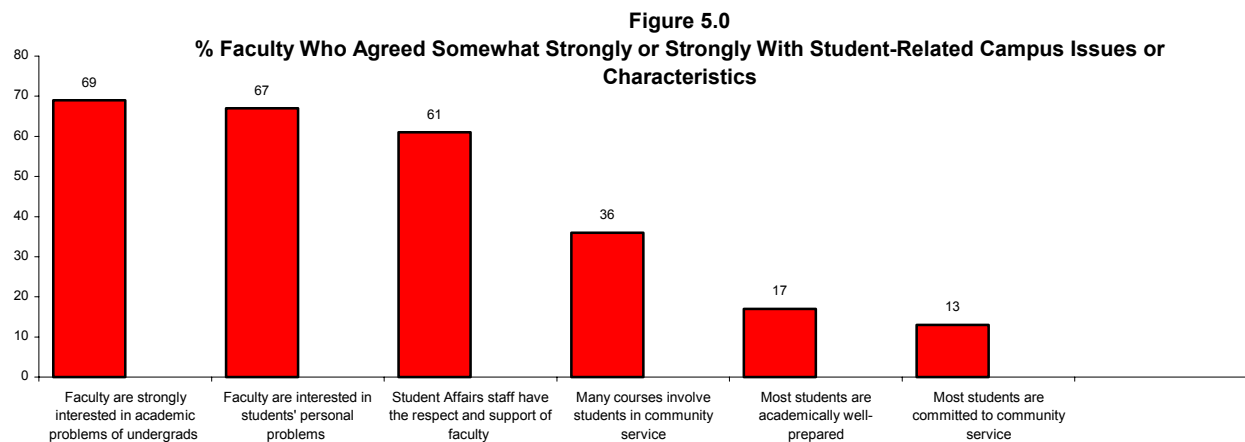


Nine out of ten faculty agreed that *women faculty were treated fairly here*. Almost all male faculty (96 percent) and 87 percent of female faculty concurred with this. Over half (55 percent) of female faculty and 38 percent of male faculty agreed that *the university should hire more women faculty*. Only six percent of the faculty somewhat

or strongly agreed that *there was a lot of racial conflict on campus*. Another 86 percent agreed *faculty of color were treated fairly on campus* and three-quarters of female faculty and almost two thirds of male faculty agreed *more faculty of color should be hired*. More than three-quarters agreed that *gay and lesbian faculty were treated fairly on campus*; 84 percent of male faculty and 70 percent of female faculty agreed with this.

Over half, 56 percent, felt *racial and ethnic diversity should be more strongly reflected in the curriculum*. Female faculty felt this somewhat more often (64 percent) than male faculty (51 percent) and male and female faculty (about 50 percent each) felt many of MSU’s *courses included feminist perspectives*.

Overall, 70 percent reported they somewhat strongly or strongly agreed that *faculty were committed to the overall welfare of the University*. Figure 5.0 summarizes faculty responses to the more *student-specific* campus issues or



characteristics about which HERI asked. Almost seven out of ten reported that *faculty were strongly interested in the academic problems of undergraduate students*. Comparable figures for other NJ institutions and other four-year public institutions were 79 percent and 82 percent, respectively. Slightly more than two-thirds of the MSU faculty agreed that faculty were also *interested in students’ personal problems* and 61 percent felt that *faculty supported and respected student affairs staff* -- often the on-campus resource for students with personal problems, career inquiries, etc. Service is part of the University’s mission and nationally a good deal of discussion surrounds this topic. A third of the faculty at public universities, NJ institutions and MSU reported that *many courses involved students in community service* and at MSU 13 percent felt *most students were strongly committed to community service*.

Earlier we saw that faculty mentioned the quality of the students as one of the least satisfying aspects of being a professor. While student quality was not particularly satisfactory across the board, Montclair faculty were a bit less satisfied (32 percent) than faculty at other NJ institutions (43 percent) and other public, four-year colleges and universities (38 percent). Perhaps one of the campus issues that faculty were asked about – the academic preparedness of students -- can shed some light on this dissatisfaction. Again, only a small percent of all faculty agreed that *students were academically well-prepared* but even fewer MSU faculty agreed with this characteristic: 17 percent for MSU faculty, 26 percent for other NJ institutions, and 24 percent at public four-year colleges.

Eighty-five percent of Montclair’s faculty agreed that *my teaching is valued by faculty in my department* and 65 percent said *my research is valued by faculty in my department*. More male faculty (70 percent) felt that their researched was valued than female faculty (58 percent). Finally, the rewards of being a professor at Montclair State University seem to out weigh the stresses and inconveniences because 77 percent said over all they were

satisfied with their University experience and 84 percent said that they would “probably” or “definitely” still want to be professors if they were to start their careers over again.

<sup>1</sup> ***The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey***

Jennifer A. Lindholm, Alexander W. Astin, Linda J. Sax, William S. Korn

Higher Education Research Institute, University of California, Los Angeles

September 2002

**Table 1.0**  
**% Faculty Indicating This Aspect of Work is “Satisfactory” or “Very Satisfactory”**

	<b>MSU Male</b>	<b>MSU Female</b>	<b>Male/Female Difference</b>	<b>MSU Total</b>	<b>Other NJ</b>	<b>Public 4 Yr</b>
<b>Job Aspects:</b>						
Autonomy and independence	86.7	88.7	-2.0	87.6	86.6	85.5
Job security	81.7	83.3	-1.6	82.4	84.1	76.7
Opportunity to develop new ideas	81.0	77.0	16.0	79.3	81.3	74.7
Professional relationships with other faculty	73.8	71.0	2.8	72.6	77.5	75.9
Competency of colleagues	69.9	61.3	8.6	66.2	71.7	70.6
Opportunity for scholarly pursuits	63.0	61.3	1.7	62.2	64.6	56.0
Teaching load	63.1	58.1	5.0	61.0	56.3	51.9
Social relationships with other faculty	64.6	51.6	13.0	59.0	65.6	63.3
Relationships with administration	53.7	57.4	-3.7	55.2	60.7	58.2
Office/lab space	57.8	48.4	9.4	53.8	46.3	58.7
Availability of child care at this institution	48.0	62.5	-14.5	53.7	48.7	35.1
Salary and fringe benefits	50.0	51.6	-1.6	50.7	69.1	45.6
Visibility for jobs at other institutions/organizations	38.2	31.4	6.8	35.6	45.8	39.9
Quality of students	32.1	30.6	1.5	31.5	43.2	38.1
Overall job satisfaction	77.4	77.4	0.0	77.4	79.9	73.7



<b>Table 2.0</b> <b>% MSU Faculty Rating This Factor as a “Somewhat” or “Extensive” Source of Stress During the Last Two Years</b>						
	<b>MSU Male</b>	<b>MSU Female</b>	<b>% Difference Male/Female</b>	<b>MSU Total</b>	<b>Other NJ</b>	<b>Public 4 Yr</b>
<b>Stressful Factors:</b>						
Time pressures	91.8	86.7	5.1	88.9	84.2	82.7
Institutional procedures and “red tape”	86.9	68.7	18.2	76.4	72.5	73.9
Lack of personal time	79.0	69.9	9.1	73.8	76.9	77.8
Managing household responsibilities	71.0	73.5	-2.5	72.4	70.2	71.7
Committee work	71.0	62.7	8.3	66.2	63.3	64.3
Keeping up with information technology	71.0	61.0	10.0	65.3	67.6	68.2
Teaching load	69.4	56.6	13.4	62.1	62.5	68.5
Personal finances	56.5	65.1	-8.6	61.4	56.3	59.2
Review/promotion process	59.0	56.6	2.4	57.6	54.8	50.6
Research or publishing demands	62.3	51.2	11.1	55.9	63.4	55.6
Colleagues	64.5	45.8	18.7	53.8	54.5	57.4
Faculty meetings	54.8	50.6	4.2	52.4	54.2	55.7
Students	51.6	36.1	15.5	42.8	52.4	56.1
My physical health	46.8	36.1	10.7	40.7	46.8	48.1
Child care	27.4	38.6	-11.2	33.8	30.7	30.3
Subtle discrimination (e.g. prejudice, racism, sexism)	39.3	27.7	11.6	32.6	28.8	27.1
Children’s problems	27.4	32.5	-5.1	30.3	26.2	27.4
Care of elderly parents	35.5	25.3	10.2	29.7	32.4	31.1
Marital friction	20.0	25.3	-5.3	23.1	21.3	20.9

**Table 3.0**  
**% Faculty Believing This Issue to be of “High” or “Highest” Priority at This University**

	<b>MSU Male</b>	<b>MSU Female</b>	<b>Male/Female Difference</b>	<b>MSU Total</b>	<b>Other NJ</b>	<b>Public 4 Year</b>
<b>Campus Priorities:</b>						
To enhance the institution’s national image	65.9	71.7	-5.8	68.3	75.7	56.0
To increase or maintain institutional prestige	61.4	71.7	-10.3	65.7	66.3	52.3
To promote the intellectual development of students	66.3	61.7	4.6	64.3	75.7	72.1
To recruit more minority students	57.8	65.0	-7.2	60.8	65.1	53.5
To create a diverse multi-cultural campus environment	57.8	63.3	-5.5	60.1	72.6	56.3
To mentor new faculty	43.4	41.7	1.7	42.7	44.8	33.3
To help students examine & understand their personal values	33.7	43.3	-9.6	37.8	48.8	43.0
To hire faculty “stars”	25.3	40.0	-14.7	31.5	32.2	16.3
To develop leadership ability among students	24.7	36.7	-12.0	29.8	39.8	41.5
To develop a sense of community among students and faculty	30.1	28.3	1.8	29.4	46.4	42.9
To help students learn how to bring about change in American society	26.5	28.3	-1.8	27.3	27.9	24.8
To facilitate student involvement in community service	28.0	25.0	3.0	26.8	36.6	33.4
To promote the religious/spiritual development of students	7.2	8.3	-1.1	7.7	9.3	8.9

**Table 4.0**  
**% Faculty Saying These Attributes are “Very” or “Not” Descriptive of MSU**

	<b>MSU Male</b>	<b>MSU Female</b>	<b>Difference Male/Female</b>	<b>MSU Total</b>	<b>Other NJ</b>	<b>Public 4 Year</b>
<b><i>VERY Descriptive of MSU:</i></b>						
The faculty are typically at odds with campus administrators	28.6	38.7	-10.1	32.9	20.9	22.0
It’s easy for students to see faculty outside of regular office hrs	29.8	11.9	17.9	22.4	36.1	43.3
Faculty here have respect for each other	23.8	16.1	7.7	20.5	41.1	33.5
There is a great deal of conformity among the students	15.5	11.5	4.0	13.8	15.8	21.2
Most students are treated like “numbers in a book”	7.2	12.9	-5.7	9.7	6.1	4.9
Faculty are rewarded for being good teachers	7.1	13.1	-6.0	9.6	12.5	14.6
Students here usually do not socialize with one another	8.3	10.0	-1.7	9.0	4.9	7.3
Social activities are overemphasized	3.6	1.7	1.9	2.8	4.3	6.6
<b><i>NOT Descriptive of MSU:</i></b>						
Social activities are overemphasized	80.7	79.7	1.0	80.3	71.8	71.1
Most students are treated like “numbers in a book”	53.0	58.1	-5.1	55.2	68.2	71.7
Faculty are rewarded for being good teachers	50.6	36.1	14.5	44.5	32.7	31.0
Students here usually do not socialize with one another	42.9	38.3	4.6	41.0	58.2	58.1
There is a great deal of conformity among the students	23.8	36.1	-12.3	29.0	30.8	24.5
It’s easy for students to see faculty outside of regular office hrs	16.7	20.3	-3.6	18.2	11.4	9.2
The faculty are typically at odds with campus administrators	11.9	12.9	1.0	12.3	29.9	29.6
Faculty here have respect for each other	3.6	16.1	-12.5	8.9	6.5	7.6

Table 5.0 % Faculty Agreeing “Strongly” or “Somewhat Strongly” With These Campus Issues or Characteristics						
Issues or Characteristics:	MSU Male	MSU Female	Difference Male/Female	MSU Total	Other NJ	Public 4 Year
Women faculty are treated fairly here	96.3	86.7	9.6	92.3	84.4	84.4
Faculty of color are treated fairly here	87.8	83.1	4.7	85.8	88.7	88.2
My <i>teaching</i> is valued by faculty in my department	87.8	82.0	5.8	85.3	89.2	85.0
Gay and lesbian faculty are treated fairly here	83.5	69.5	14.0	77.5	77.5	77.0
Faculty are committed to the welfare of this institution	67.5	73.3	-5.8	69.9	82.5	81.6
This institution should hire more faculty of color	65.1	74.6	-9.5	69.0	61.3	64.9
Faculty here are strongly interested in the academic problems of undergraduates	70.4	66.7	3.7	68.8	79.4	82.3
Faculty are interested in students’ personal problems	67.5	66.7	0.8	67.1	71.1	76.3
My <i>research</i> is valued by faculty in my department	70.4	58.3	12.1	65.2	76.8	68.2
Student Affairs staff have the support and respect of faculty	64.2	55.9	8.3	60.7	64.5	63.3
Racial & ethnic diversity should be more strongly reflected in the curriculum	50.6	63.8	-13.2	56.0	57.1	54.0
Many courses include feminist perspectives	52.4	50.0	2.4	51.4	53.2	37.3
This institution should hire more women faculty	37.8	55.2	-17.4	45.0	53.2	51.8
Many courses involve students in community service	35.0	36.7	-1.7	35.7	32.1	33.9
Faculty feel most students are well-prepared academically	21.7	11.5	10.2	17.4	25.7	24.2
Most students are strongly committed to community service	11.0	15.0	-4.0	12.7	17.3	21.0
There is a lot of campus racial conflict here	6.0	6.7	-0.7	6.3	9.9	7.4