Texas A & M University-Corpus Christi
HERI Faculty Survey
2016-2017 Results

Full-Time Undergraduate Teaching Faculty

Texas A & M University-Corpus Christi
N=159

PUBLIC UNIVERSITIES - LOW/MEDIUM SELECTIVITY
N=1,740

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

- African American/Black: 2.6% (Your Institution), 4.3% (Comparison Group)
- American Indian/Alaska Native: 0.0% (Your Institution), 0.5% (Comparison Group)
- Asian American/Asian: 5.3% (Your Institution), 6.8% (Comparison Group)
- Latino: 9.6% (Your Institution), 2.6% (Comparison Group)
- White/Caucasian: 79.6% (Your Institution), 76.3% (Comparison Group)
- Other Race/Ethnicity: 2.6% (Your Institution), 1.6% (Comparison Group)
- Two or More Races/Ethnicities: 3.5% (Your Institution), 4.6% (Comparison Group)
Demographics

Academic Department (Aggregated)

- Agriculture or Forestry: 0.0% Men, 0.0% Women
- Biological Sciences: 5.8% Men, 7.9% Women
- Business: 3.2% Men, 13.5% Women
- Education: 1.9% Men, 7.7% Women
- Engineering: 1.9% Men, 11.1% Women
- English: 13.5% Men, 11.1% Women
- Health-related: 3.8% Men, 19.0% Women
- History or Political Science: 3.8% Men, 1.6% Women
- Humanities: 3.8% Men, 1.6% Women
- Fine Arts: 15.4% Men, 7.9% Women
- Mathematics or Statistics: 1.9% Men, 1.6% Women
- Physical Sciences: 5.8% Men, 1.6% Women
- Social Sciences: 11.5% Men, 14.3% Women
- Other Technical: 5.8% Men, 1.6% Women
- Other Non-technical: 17.5% Men, 17.5% Women

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

Men Women
Teaching Practices
**Student-Centered Pedagogy**

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

**Construct Items**

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

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**2016-2017 HERI Faculty Survey**

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>All Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>51.4</td>
<td>50.1</td>
<td>52.6</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>50.0</td>
<td>49.5</td>
<td>51.1</td>
</tr>
</tbody>
</table>
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: 79.4%, 19.1%
  - Comparison Group: 73.9%, 22.9%

- **Seek solutions to problems and explain them to others**
  - Your Institution: 74.5%, 21.9%
  - Comparison Group: 69.9%, 26.5%

- **Look up scientific research articles and resources**
  - Your Institution: 54.7%, 30.7%
  - Comparison Group: 60.9%, 29.6%

- **Explore topics on their own, even though it was not required for class**
  - Your Institution: 50.4%, 42.3%
  - Comparison Group: 50.2%, 45.3%

- **Accept mistakes as part of the learning process**
  - Your Institution: 66.2%, 30.9%
  - Comparison Group: 64.0%, 34.5%
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: 12.2% (Your Institution), 22.0% (Comparison Group)
- Taught a seminar for first-year students: 13.1% (Your Institution), 16.1% (Comparison Group)
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies): 11.6% (Your Institution), 9.1% (Comparison Group)
- Taught a service-learning course: 19.0% (Your Institution), 14.9% (Comparison Group)
Average Number of Courses Taught This Term

- **All Faculty**
  - Your Institution: 4.07
  - Comparison Group: 3.33

- **Men**
  - Your Institution: 3.97
  - Comparison Group: 3.29

- **Women**
  - Your Institution: 4.16
  - Comparison Group: 3.41
Research Activities
Scholarly Productivity
A unified measure of the scholarly activity of faculty.

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

<table>
<thead>
<tr>
<th>All Faculty</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.5</td>
<td>52.3</td>
<td>48.9</td>
</tr>
<tr>
<td>56.0</td>
<td>57.0</td>
<td>54.6</td>
</tr>
</tbody>
</table>

Your Institution ■ Comparison Group
Foci of Faculty Research

- Conducted research or writing focused on international/global issues:
  - Your Institution: 34.0%
  - Comparison Group: 33.4%

- Conducted research or writing focused on racial or ethnic minorities:
  - Your Institution: 37.2%
  - Comparison Group: 37.1%

- Conducted research or writing focused on women or gender issues:
  - Your Institution: 29.9%
  - Comparison Group: 26.1%

- Engaged in academic research that spans multiple disciplines:
  - Your Institution: 65.5%
  - Comparison Group: 74.8%
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
Satisfaction with Compensation

- **Salary**
  - **Your Institution**: 7.8% Very Satisfied, 41.4% Satisfied
  - **Comparison Group**: 20.0% Very Satisfied, 37.3% Satisfied

- **Retirement benefits**
  - **Your Institution**: 13.8% Very Satisfied, 62.1% Satisfied
  - **Comparison Group**: 30.5% Very Satisfied, 47.1% Satisfied

- **Opportunity for scholarly pursuits**
  - **Your Institution**: 7.7% Very Satisfied, 53.0% Satisfied
  - **Comparison Group**: 15.4% Very Satisfied, 46.1% Satisfied

- **Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)**
  - **Your Institution**: 17.5% Very Satisfied, 50.0% Satisfied
  - **Comparison Group**: 20.2% Very Satisfied, 53.7% Satisfied

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*2016-2017 HERI Faculty Survey*
Faculty Satisfaction with Pay Equity and Family Flexibility

Relative equity of salary and job benefits
- Your Institution: 2.6% Very Satisfied, 31.6% Satisfied, 40.1% Comparison Group

Flexibility in relation to family matters or emergencies
- Your Institution: 33.0% Very Satisfied, 52.2% Satisfied, 20.8% Comparison Group
- Comparison Group: 31.0% Very Satisfied, 52.8% Satisfied, 20.5% Your Institution

Overall job
- Your Institution: 62.4% Very Satisfied, 25.3% Satisfied, 100% Comparison Group
- Comparison Group: 54.6% Very Satisfied, 20.5% Satisfied, 100% Your Institution

Legend:
- Very Satisfied
- Satisfied

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

![Bar chart showing overall faculty job satisfaction by race.](chart.png)

- **American Indian/Alaska Native:** 83.3%
- **Asian American/Asian:** 0.0%
- **African American/Black:** 66.7%
- **Latino:** 18.2%
- **White/Caucasian:** 63.6%
- **Other Race/Ethnicity:** 60.9%
- **Two or More Races/Ethnicities:** 0.0%

**Your Institution**
- Very Satisfied
- Satisfied

2016-2017 HERI Faculty Survey

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Overall Satisfaction

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

- **Definitely Yes**: 40.2%
- **Probably Yes**: 39.3%
- **Not Sure**: 14.5%
- **Probably No**: 4.3%
- **Definitely No**: 1.7%

Comparison Group:
- **Definitely Yes**: 35.8%
- **Probably Yes**: 46.1%
- **Not Sure**: 11.1%
- **Probably No**: 4.7%
- **Definitely No**: 2.4%
Sources of Faculty Stress
Career-Related Stress

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

Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures/red tape
- Teaching load
- Lack of personal time
- Self-imposed high expectations
Stress Due to Discrimination, by Gender

Your Institution
- Extensive
- Somewhat

Comparison Group
- Extensive
- Somewhat

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

<table>
<thead>
<tr>
<th></th>
<th>White/Caucasian Faculty</th>
<th>Asian American/Asian Faculty</th>
<th>Traditionally Underrepresented Racial Minority Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>1.3%</td>
<td>0.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>17.3%</td>
<td>22.8%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Extensive</td>
<td>0.0%</td>
<td>11.2%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>13.4%</td>
<td>19.7%</td>
<td>19.7%</td>
</tr>
</tbody>
</table>
Additional Sources of Faculty Stress

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

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

Your Institution
- Extensive
- Somewhat

Comparison Group
- Extensive
- Somewhat

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

The chart illustrates the priorities of recruiting minority students and promoting gender and racial diversity in the faculty and administration. The comparison includes both highest and high priority categories.

- **Recruit more minority students**: 15.7% (highest priority) and 33.0% (high priority).
- **Promote gender diversity in the faculty and administration**: 8.7% (highest priority) and 27.8% (high priority).
- **Promote racial and ethnic diversity in the faculty and administration**: 11.2% (highest priority) and 30.2% (high priority).

The chart indicates a lower priority for promoting racial and ethnic diversity compared to recruiting minority students and promoting gender diversity.
Perspectives on Campus Climate for Diversity

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

This institution takes responsibility for educating underprepared students

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution has effective hiring practices and policies that increase faculty diversity</td>
<td>54.2% 18.3%</td>
<td>50.7% 19.9%</td>
</tr>
<tr>
<td>This institution takes responsibility for educating underprepared students</td>
<td>51.6% 28.2%</td>
<td>52.6% 23.5%</td>
</tr>
<tr>
<td>Faculty are not prepared to deal with conflict over diversity issues in the classroom</td>
<td>37.0% 10.9%</td>
<td>42.5% 8.2%</td>
</tr>
</tbody>
</table>
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
- Your Institution: 43.6%
- Comparison Group: 26.0%

Hire faculty “stars”
- Your Institution: 5.2%
- Comparison Group: 21.6%

Increase the selectivity of the student body through more competitive admissions criteria
- Your Institution: 9.5%
- Comparison Group: 28.7%

Your Institution:
- Highest Priority
- High Priority

Comparison Group:
- Highest Priority
- High Priority
Faculty’s Perspectives on Campus and Departmental Climate

- There is a lot of campus racial conflict here: 8.3% Strongly Agree, 6.3% Somewhat Agree, 37.0% Somewhat Agree, 44.5% Strongly Agree.
- My research is valued by faculty in my department: 8.3% Strongly Agree, 19.7% Somewhat Agree, 34.9% Somewhat Agree, 46.1% Strongly Agree.
- My teaching is valued by faculty in my department: 0.8% Strongly Agree, 6.3% Somewhat Agree, 37.4% Somewhat Agree, 54.5% Strongly Agree.
- My service is valued by faculty in my department: 0.8% Strongly Agree, 6.3% Somewhat Agree, 41.4% Somewhat Agree, 47.7% Strongly Agree.

2016-2017 HERI Faculty Survey
Faculty Perspectives on Shared Governance

- The faculty are typically at odds with campus administration:
  - Your Institution: 46.0%
  - Comparison Group: 39.8%

- Administrators consider faculty concerns when making policy:
  - Your Institution: 43.7%
  - Comparison Group: 11.3%

- Faculty are sufficiently involved in campus decision-making:
  - Your Institution: 12.9%
  - Comparison Group: 36.3%
Institutional Commitment

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

- Your Institution: 34.5%
- Comparison Group: 27.6%

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

- Your Institution: 51.3%
- Comparison Group: 46.5%

Do you plan to retire within the next three years?

- Your Institution: 10.3%
- Comparison Group: 9.8%
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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