



# Texas A & M University-Corpus Christi HERI Faculty Survey 2014 Results

**Full-Time Undergraduate Teaching Faculty**

**Texas A & M University-Corpus Christi**  
**N=80**

**Public Universities - low**  
**N=539**

*Higher Education Research Institute, University of California at Los Angeles*

[Return to Table of Contents](#)

# THE FACULTY EXPERIENCE

---

Results from the HERI Faculty Survey highlight key areas of faculty's engagement in teaching, research, and service activities. The survey also touches on faculty's level of stress, satisfaction with their institution, and perspectives for undergraduate education.

- Academic outcomes and experiences
- Co-curricular outcomes and experiences
- Diversity
- Future plans
- Satisfaction

# Table of Contents

- **Demographics**
  - Sex
  - Race/Ethnicity
  - Academic Department
- **Teaching Practices**
  - Student-Centered Pedagogy
  - Habits of Mind
  - Technology in the Classroom
  - Types of Courses Faculty Teach
  - Teaching Load
- **Research Activities**
  - Scholarly Productivity
  - Foci of Faculty Research
  - Faculty Collaboration with Undergraduates on Research
- **Faculty Satisfaction**
  - Workplace Satisfaction
  - Satisfaction with Compensation
  - Satisfaction with Pay Equity and Family Flexibility
  - Overall Satisfaction
- **Sources of Faculty Stress**
  - Career-Related Stress
  - Stress Due to Subtle Discrimination, by Gender
  - Stress Due to Subtle Discrimination, by Race
  - Additional Sources of Stress
- **Faculty's Perspectives on Campus Climate**
  - Institutional Perspective: Commitment to Diversity
  - Perspectives on Campus Climate for Diversity
  - Institutional Perspective: Commitment to Civic Engagement
  - Institutional Perspective: Commitment to Prestige
  - Campus and Departmental Climate
  - Shared Governance
  - Institutional Commitment

# A Note about CIRP Constructs

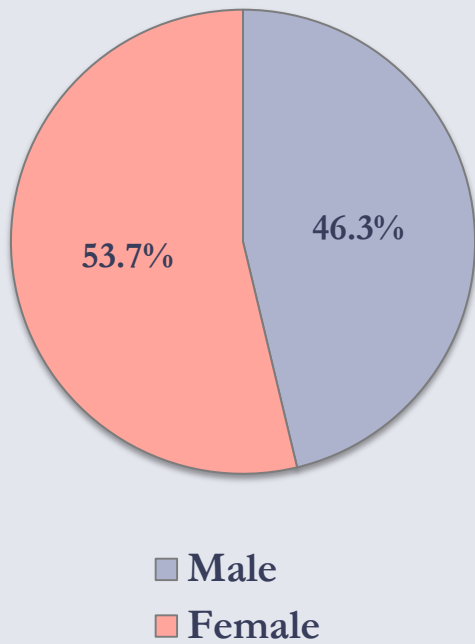
We use the CIRP constructs throughout this PowerPoint to help summarize important information about your faculty from the HERI Faculty Survey.

## Constructs

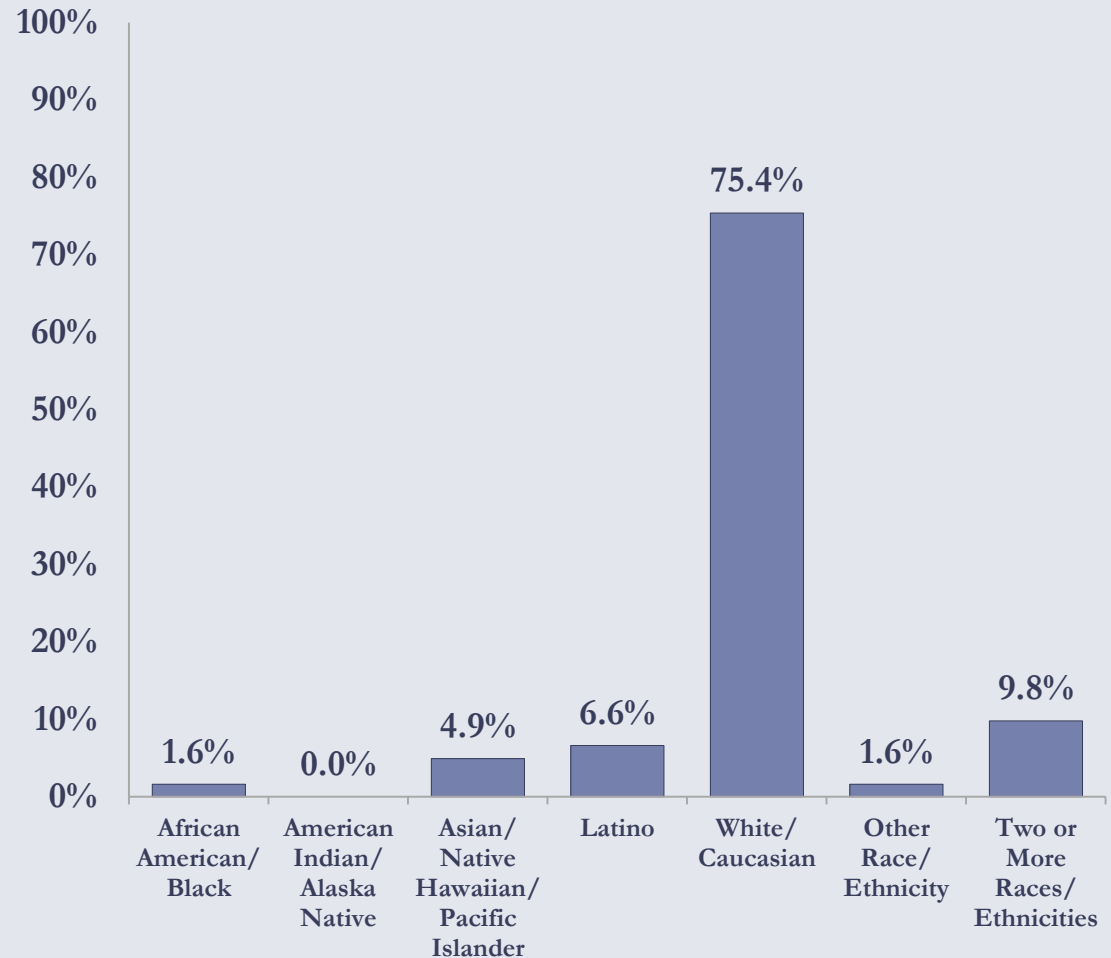
Constructs statistically aggregate questions from the HERI Faculty Survey that tap into key features of the faculty experience. These faculty traits and institutional practices contribute to faculty's engagement with students in the classroom, their research productivity, and their overall satisfaction.

# Demographics

## Sex

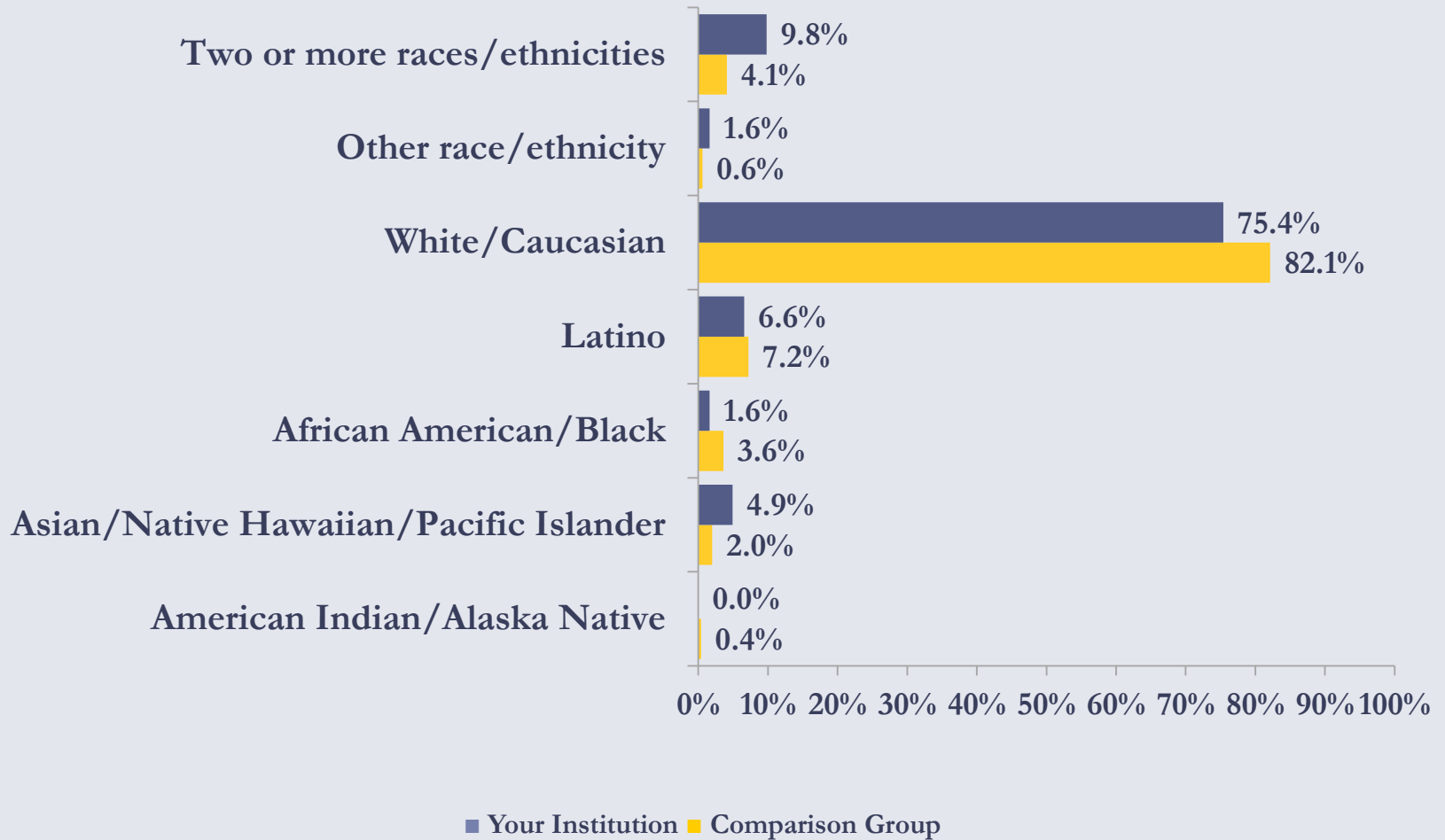


## Race/Ethnicity



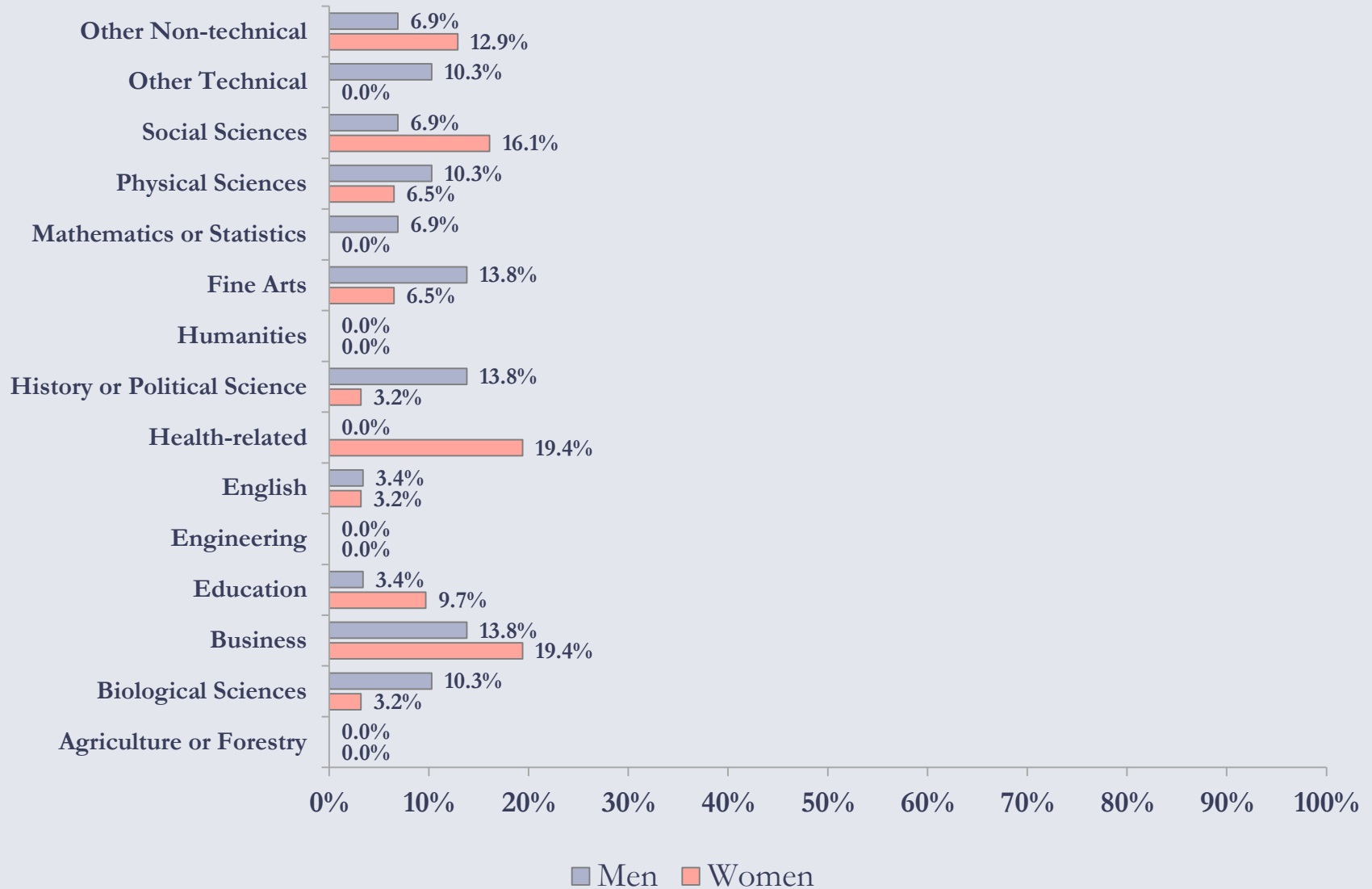
# Demographics

## Race/Ethnicity



# Demographics

## Academic Department (Aggregated)





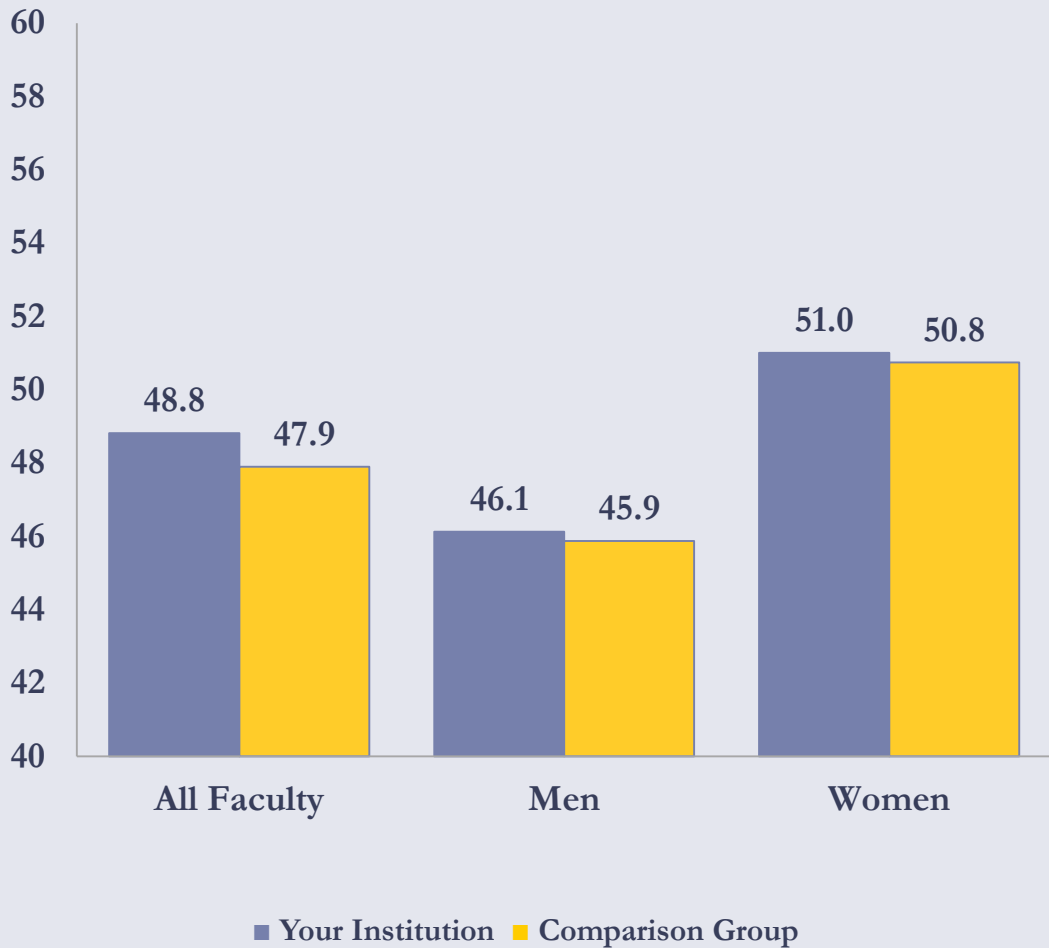
# Teaching Practices

Faculty differ in the types of courses they teach and the methods they use to deliver content to students.



# Student-Centered Pedagogy

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

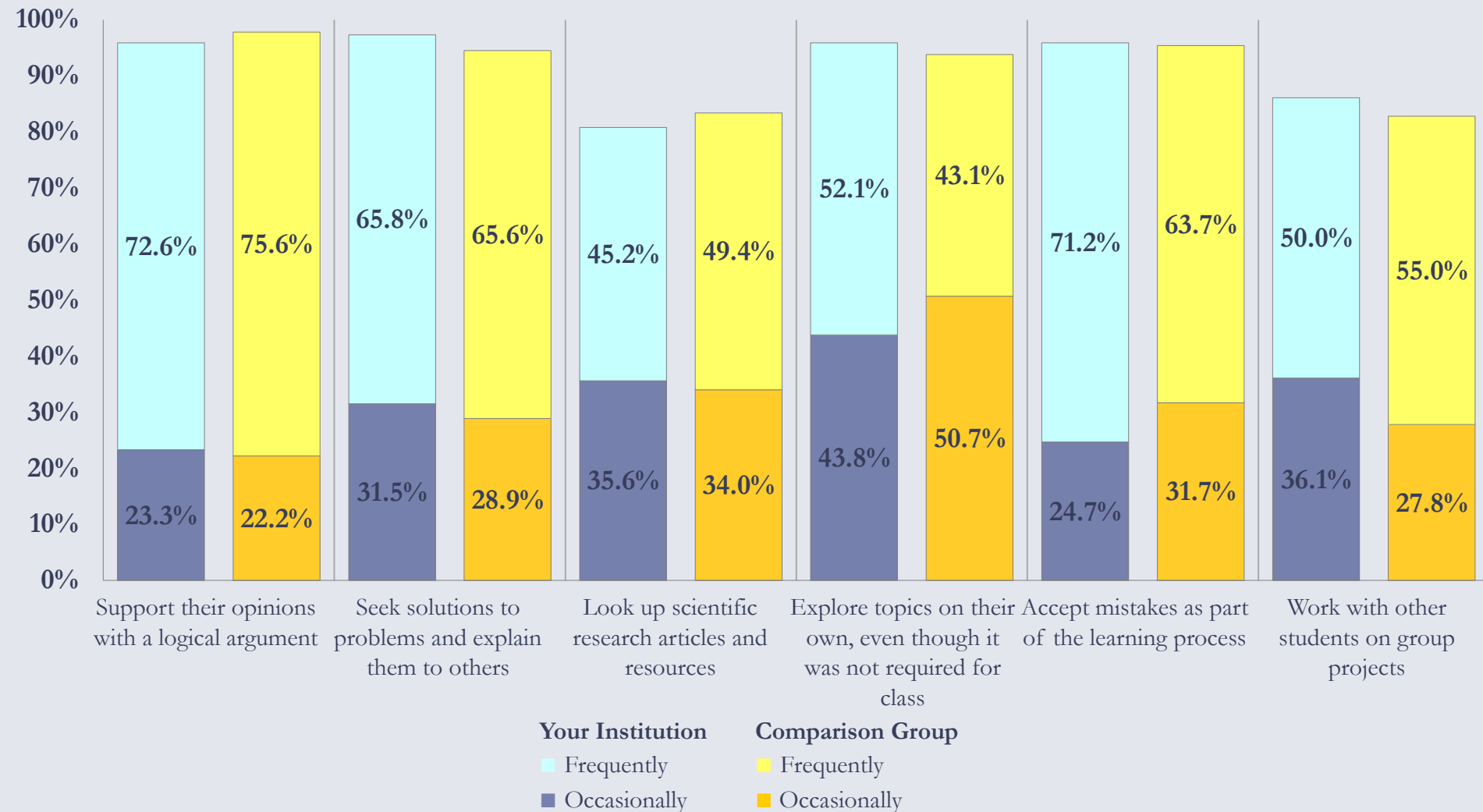


### Construct Items

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

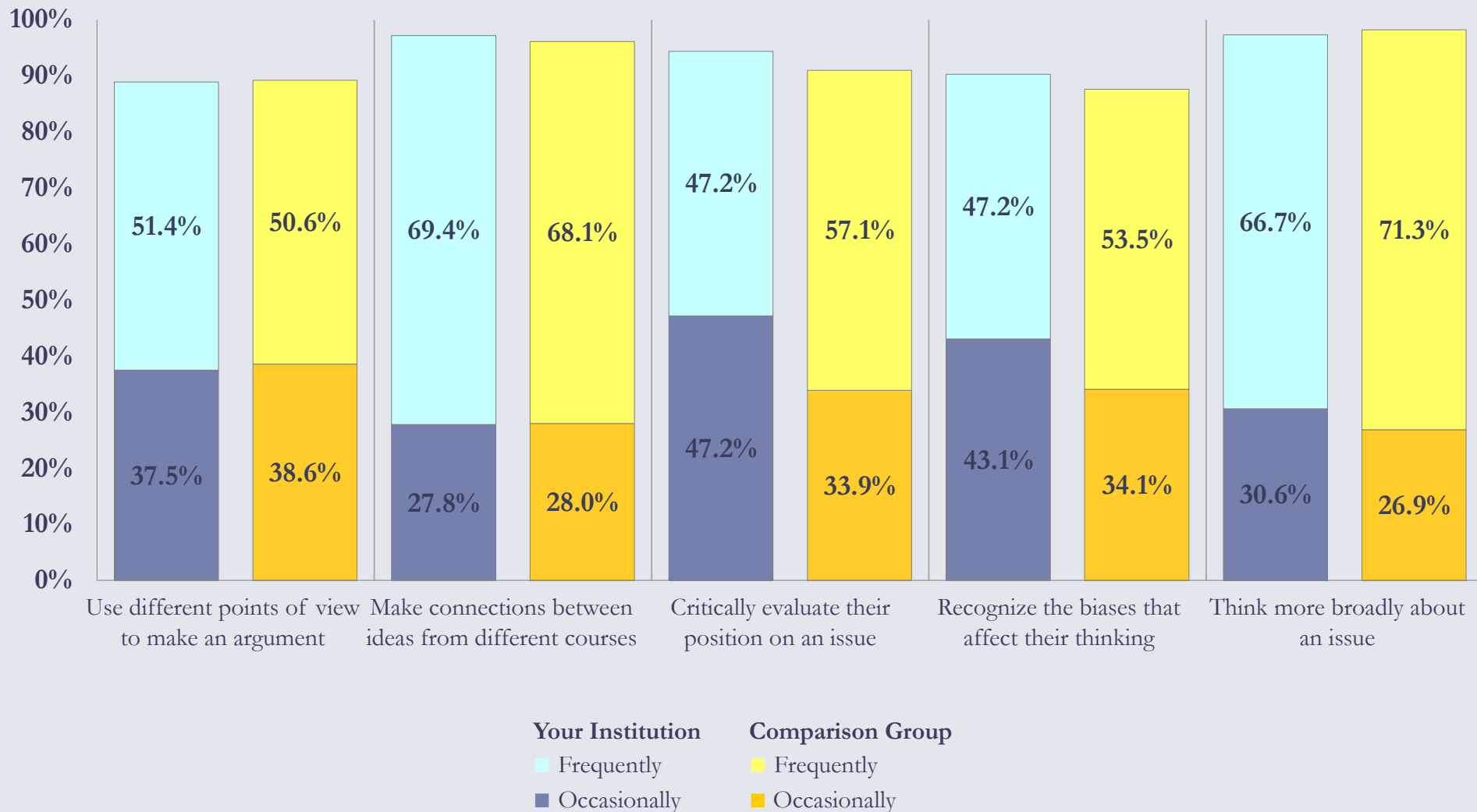
# Habits of Mind

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



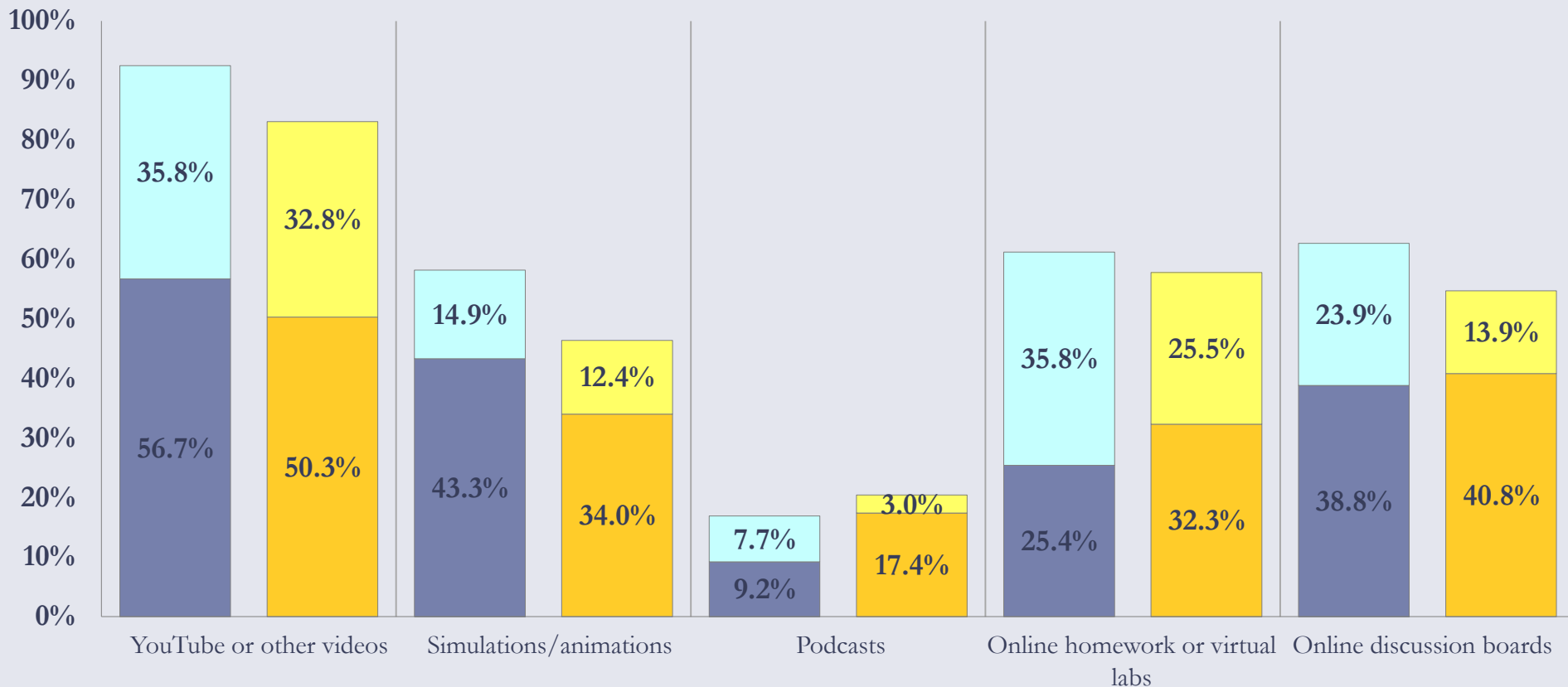
# Habits of Mind

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



# Technology in the Classroom

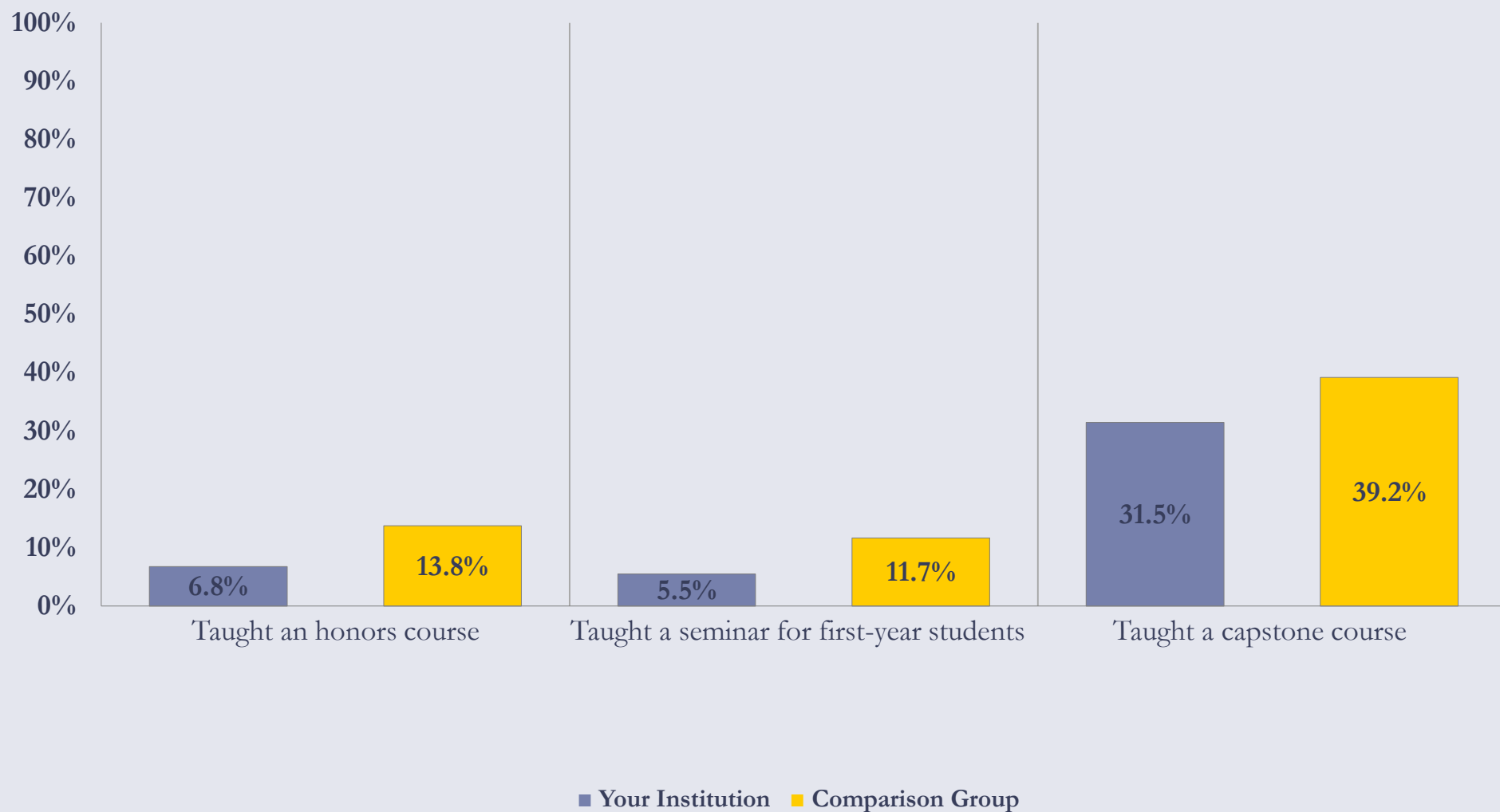
Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.



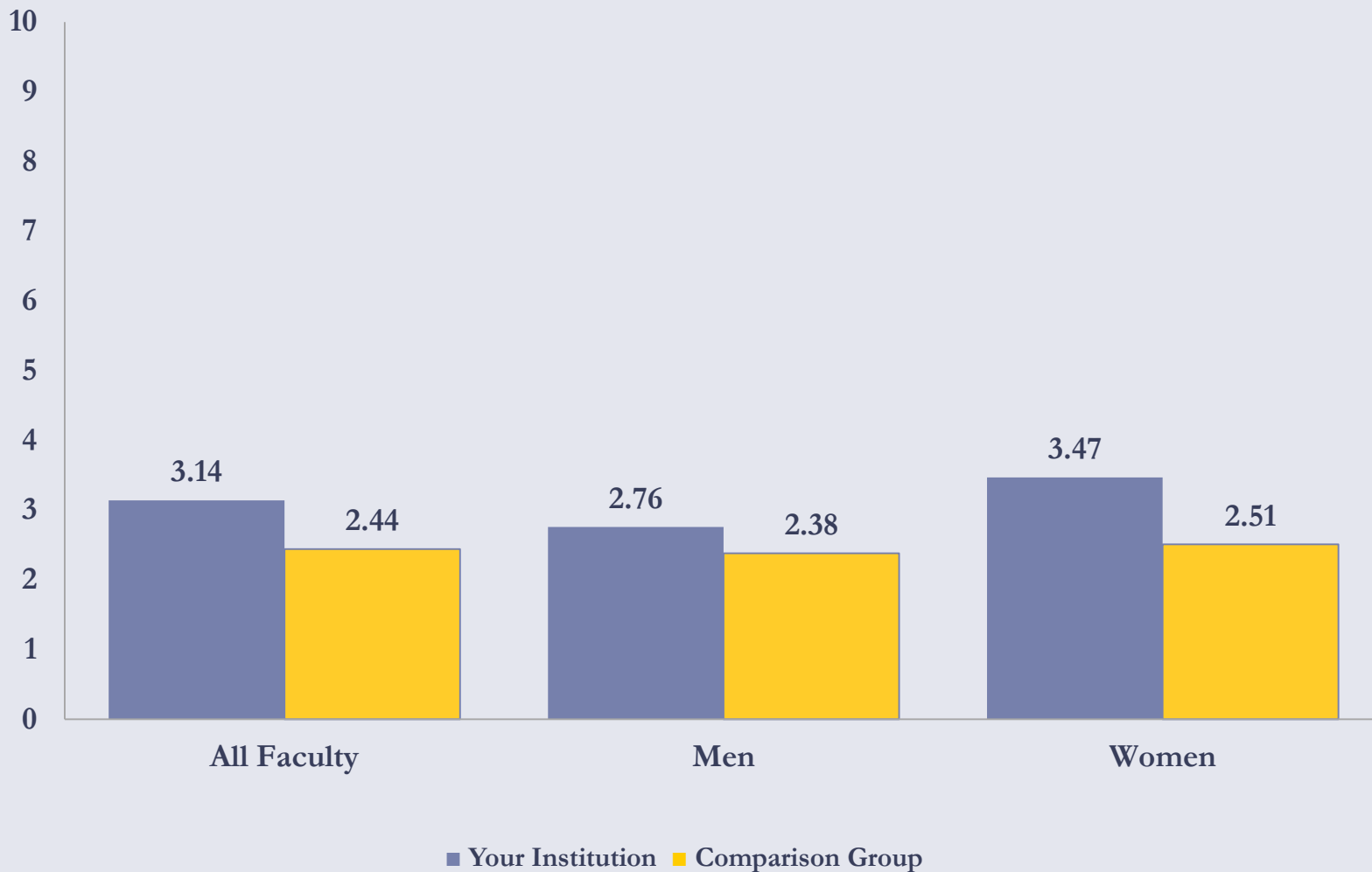
**Your Institution**  
 Frequently (Cyan)  
 Occasionally (Dark Blue)

**Comparison Group**  
 Frequently (Yellow)  
 Occasionally (Orange)

# Types of Courses Faculty Teach



# Average Number of Courses Taught This Term

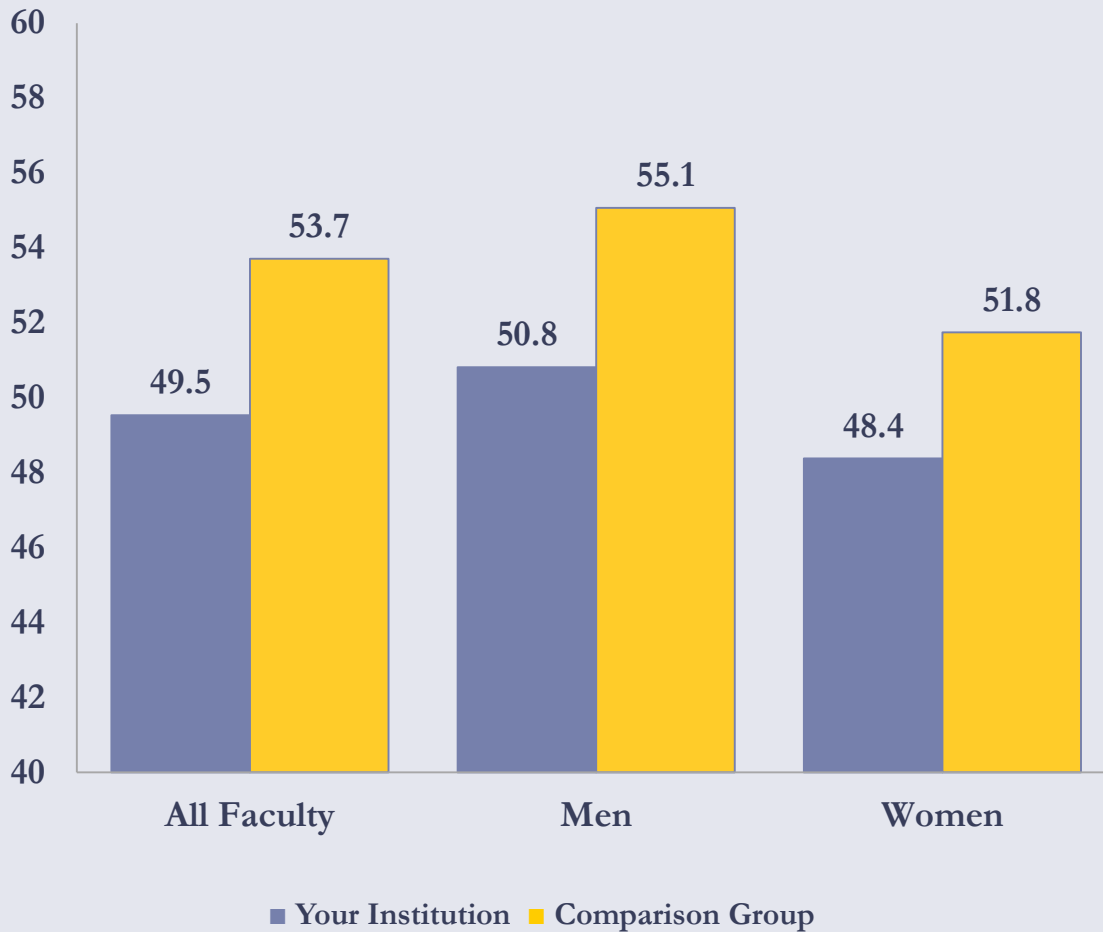




# Research Activities

# Scholarly Productivity

A unified measure of the scholarly activity of faculty.



## Construct Items

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

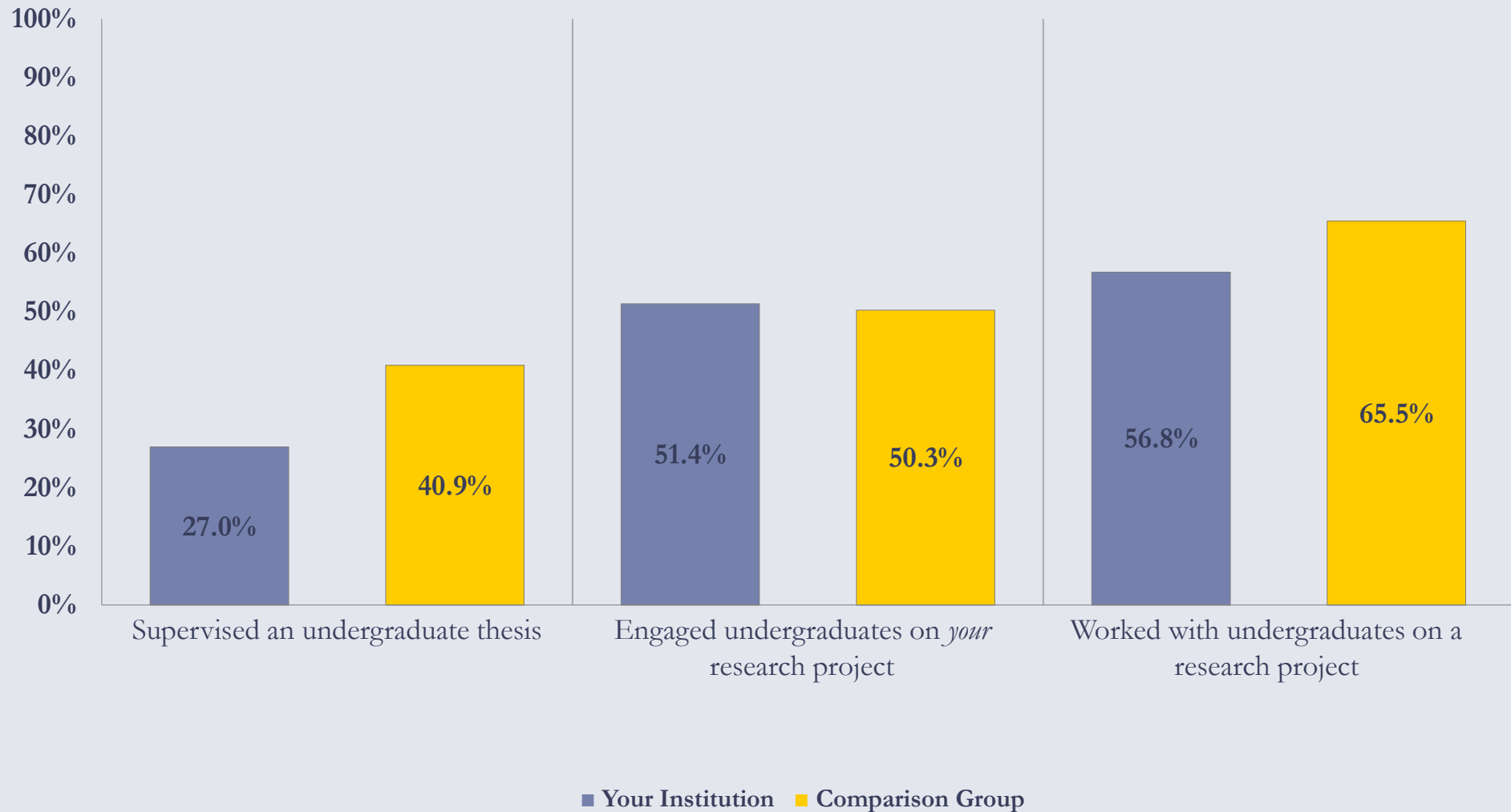


# Foci of Faculty Research



# 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.

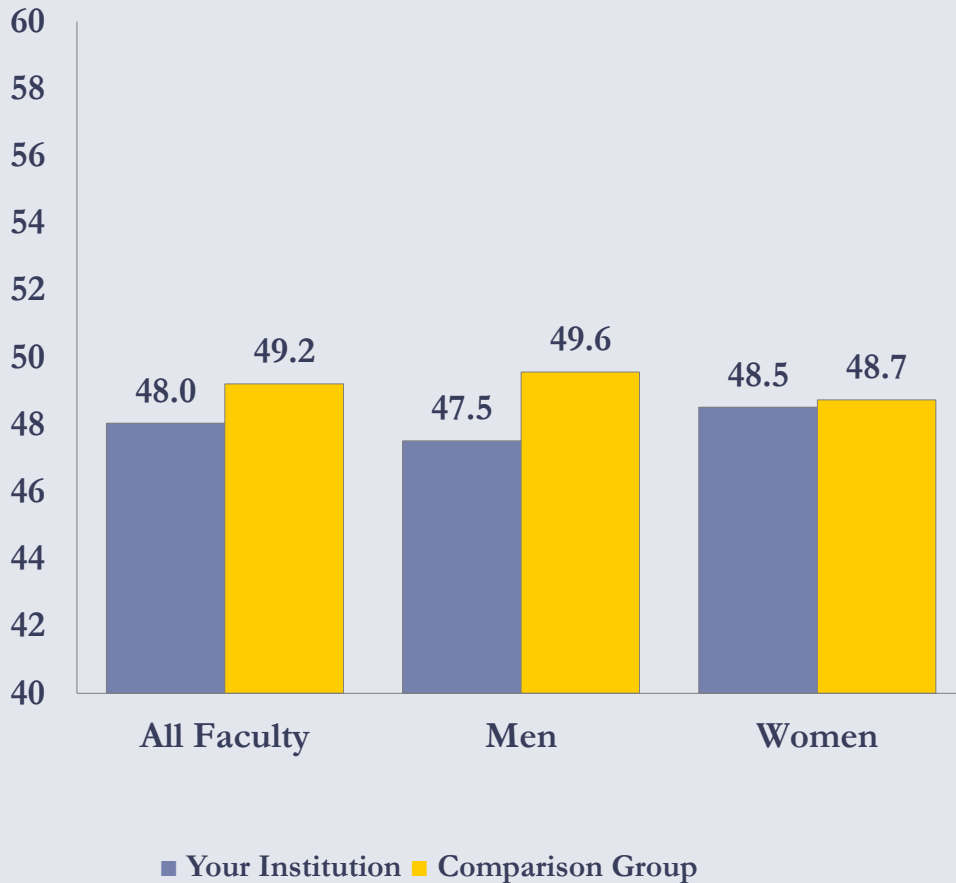




# Faculty Satisfaction

# Workplace Satisfaction

*Workplace Satisfaction* measures the extent to which faculty are satisfied with their working environment.

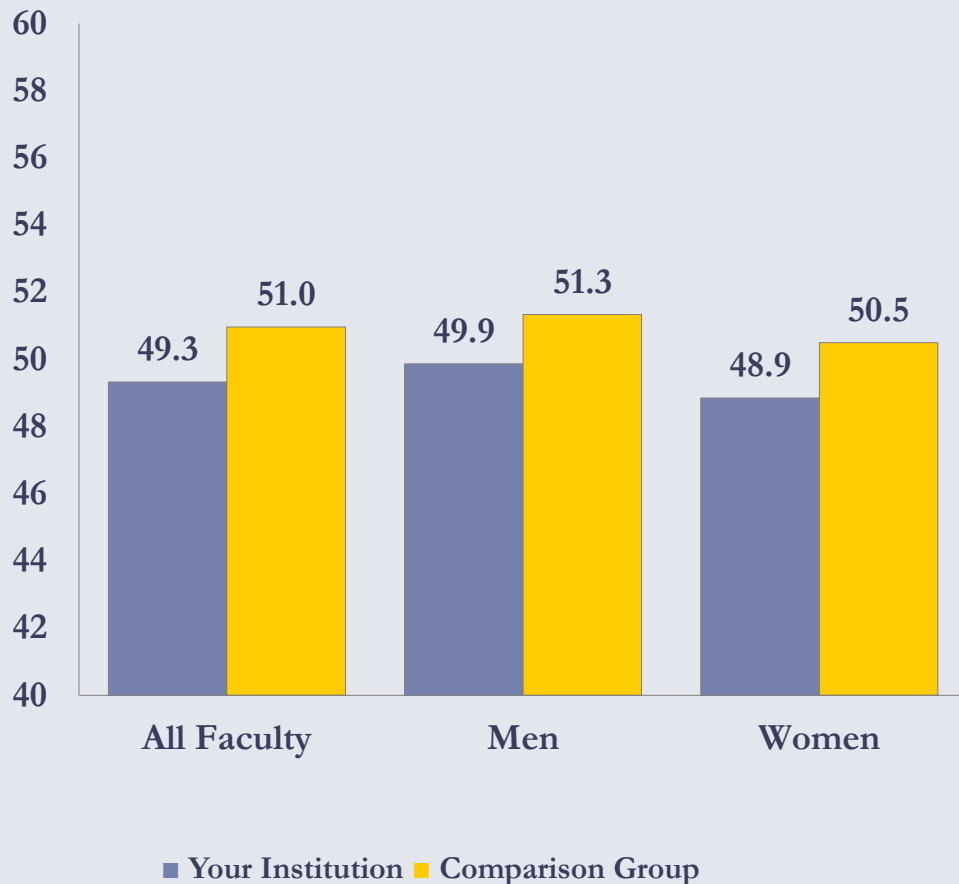


## Construct Items

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

# Satisfaction with Compensation

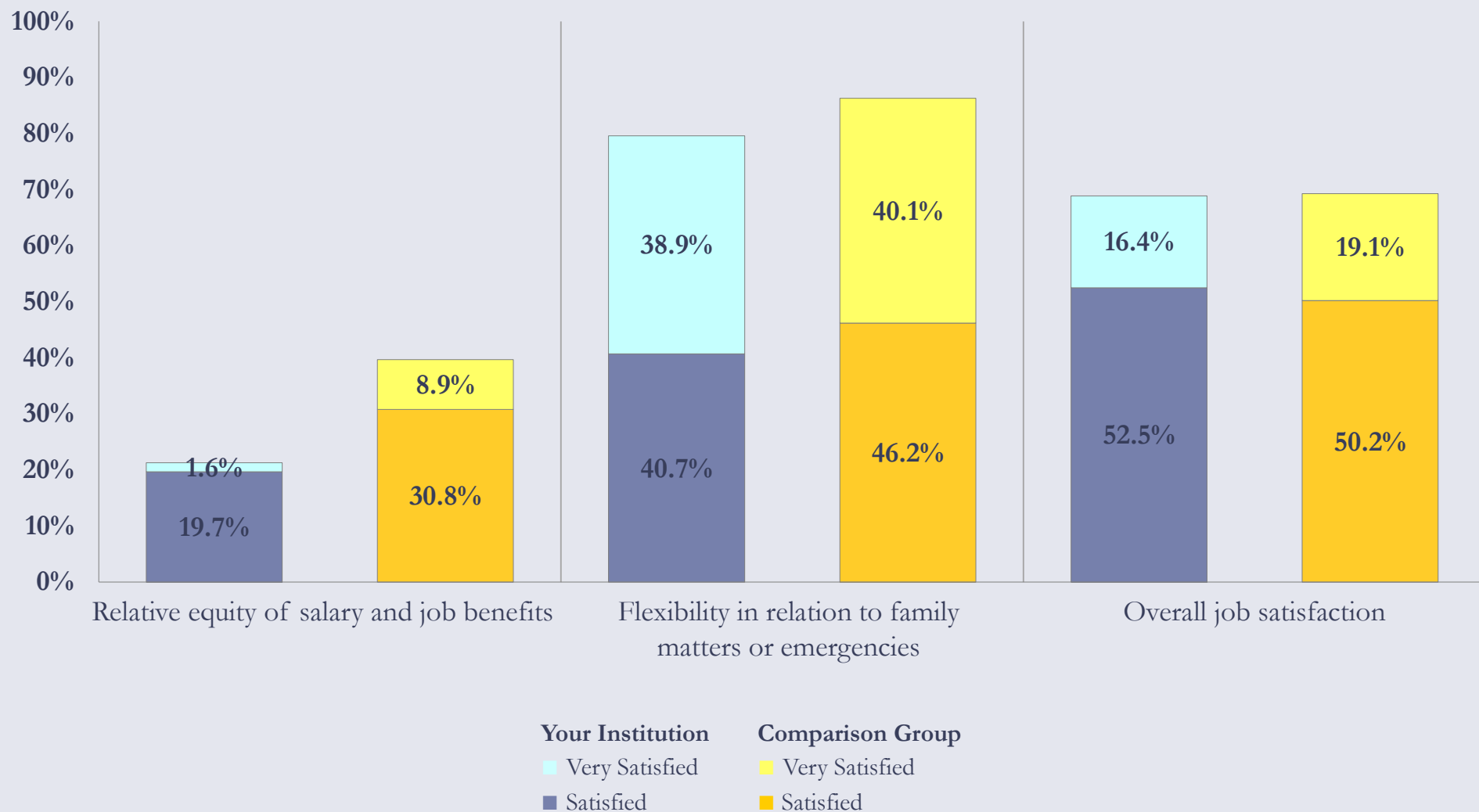
*Satisfaction with Compensation* measures the extent to which faculty are satisfied with their compensation packages.



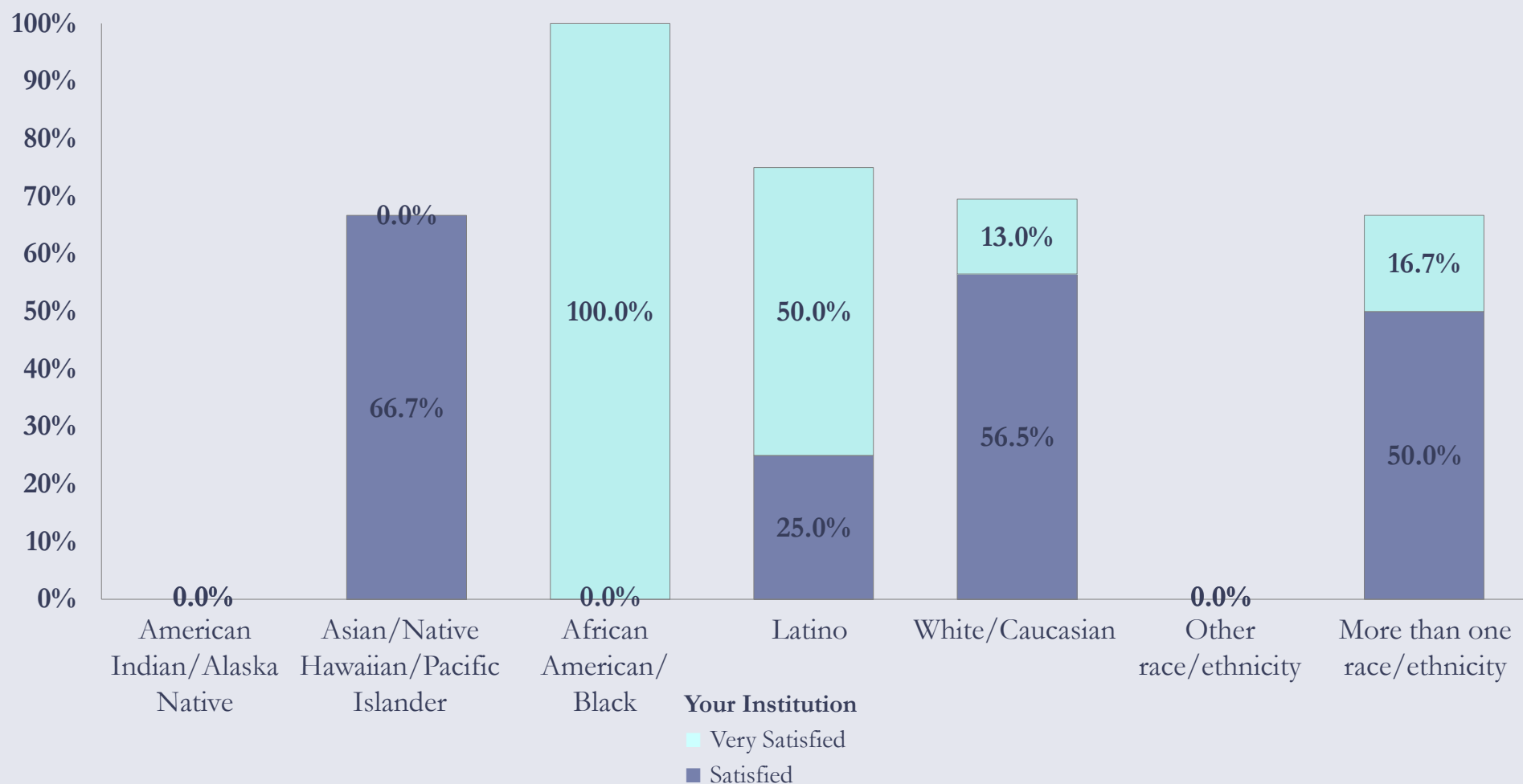
### Construct Items

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

# Faculty Satisfaction with Pay Equity and Family Flexibility

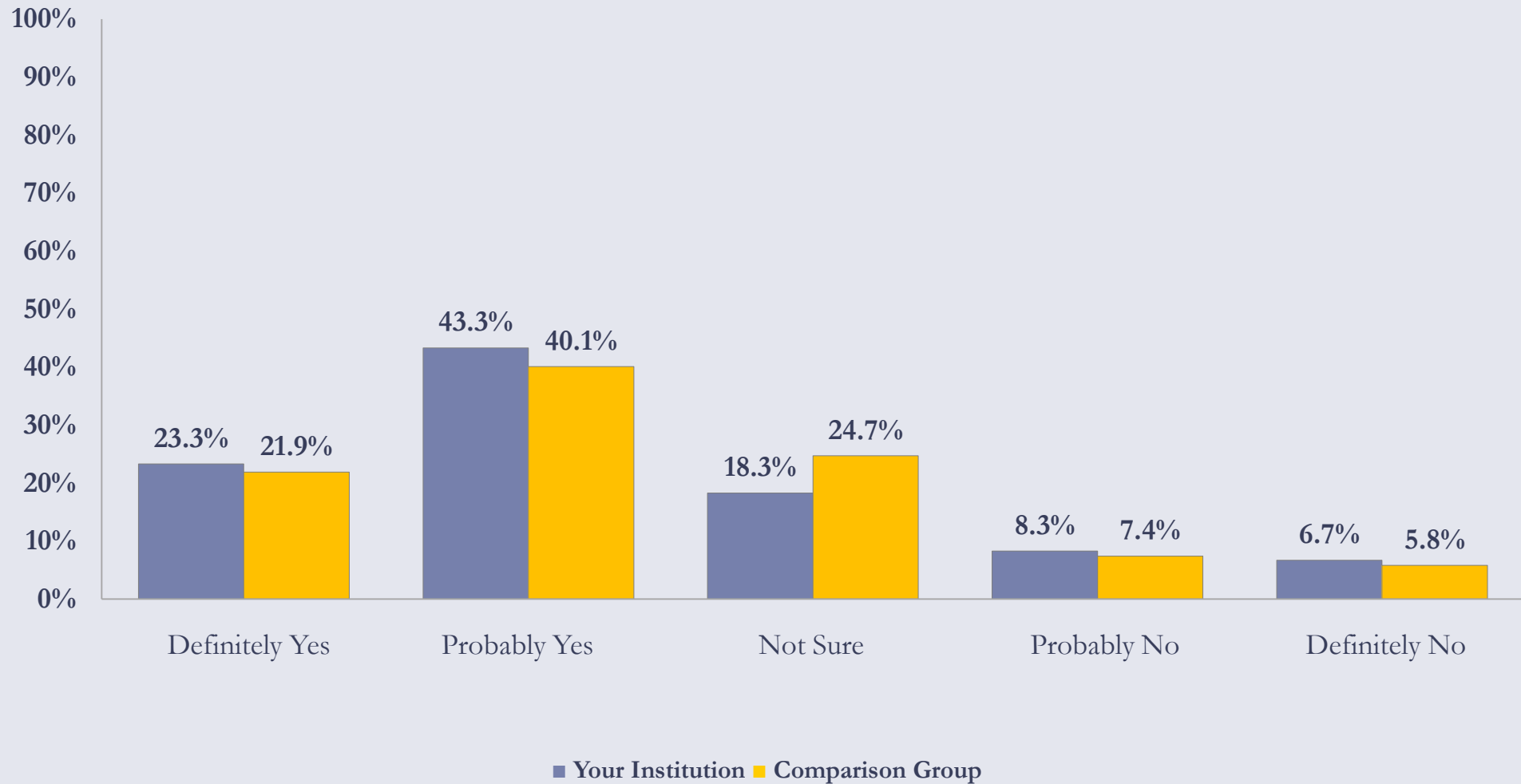


# Overall Faculty Job Satisfaction



# Overall Satisfaction

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



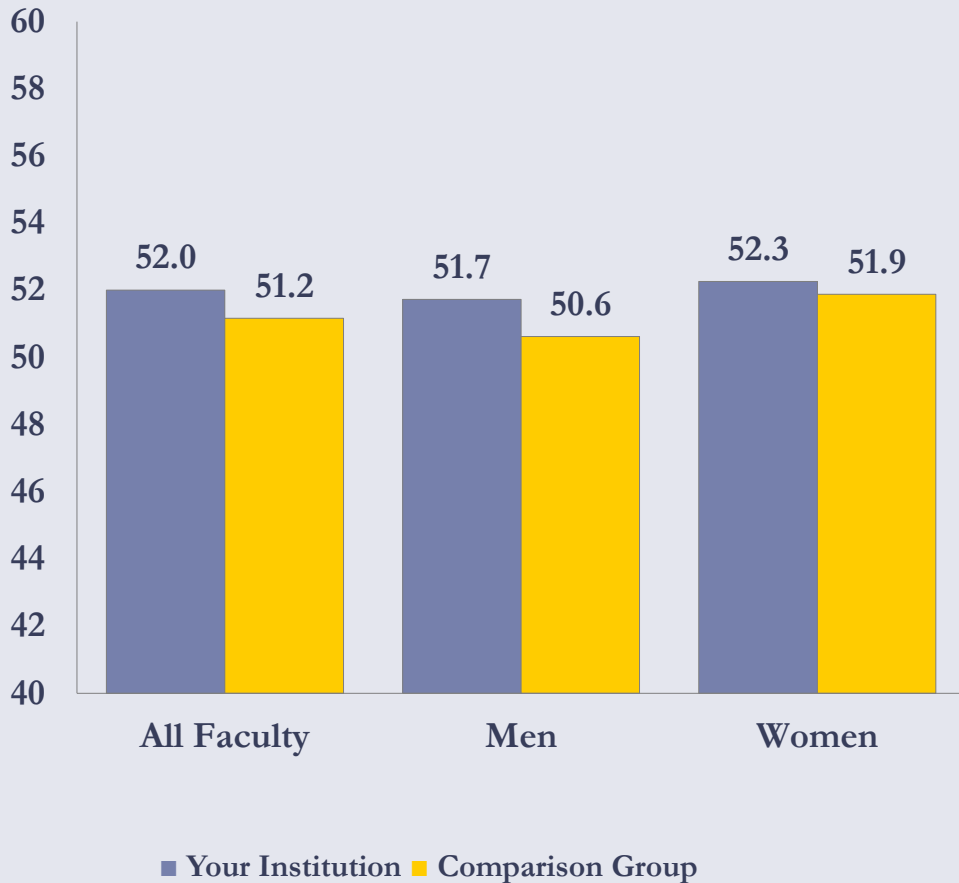




# Sources of Faculty Stress

# Career-Related Stress

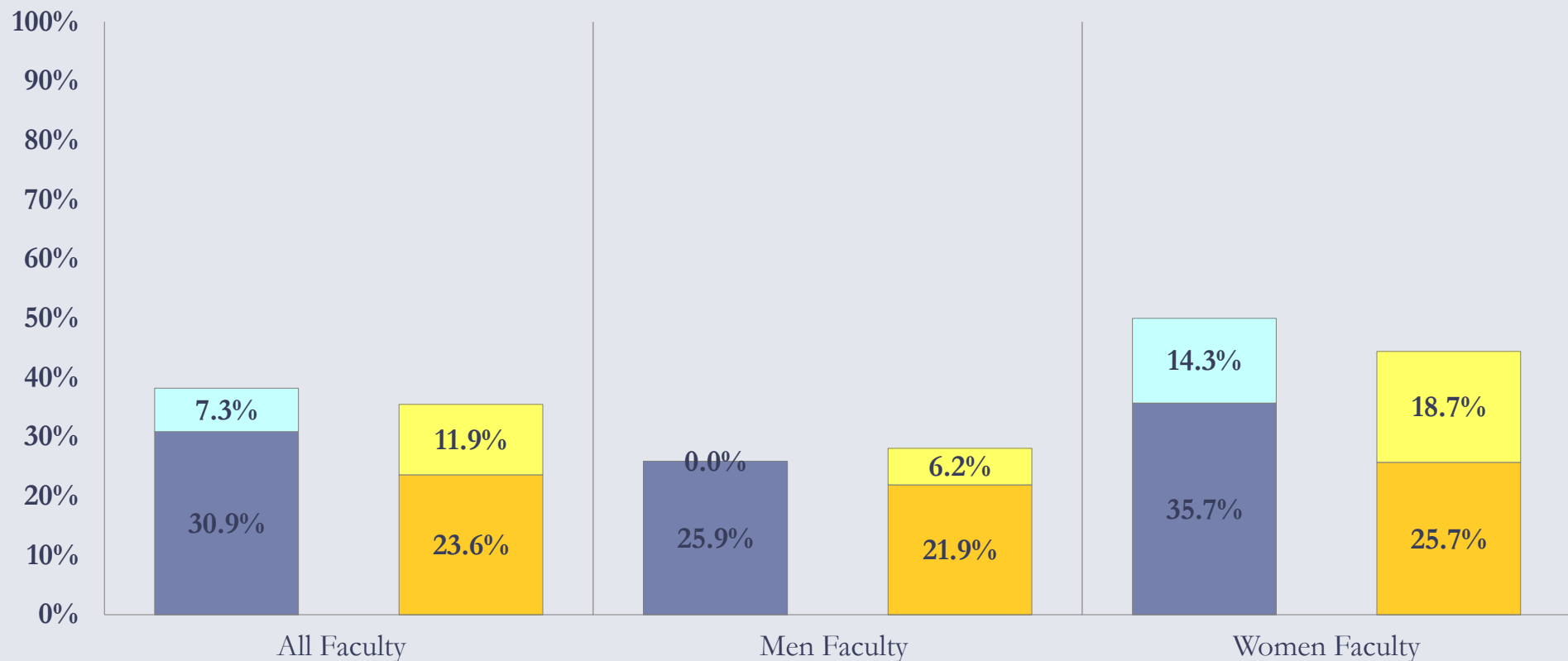
*Career-Related Stress* measures the amount of stress faculty experience related to their career.



### Construct Items

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

# Stress Due to Subtle Discrimination, by Gender



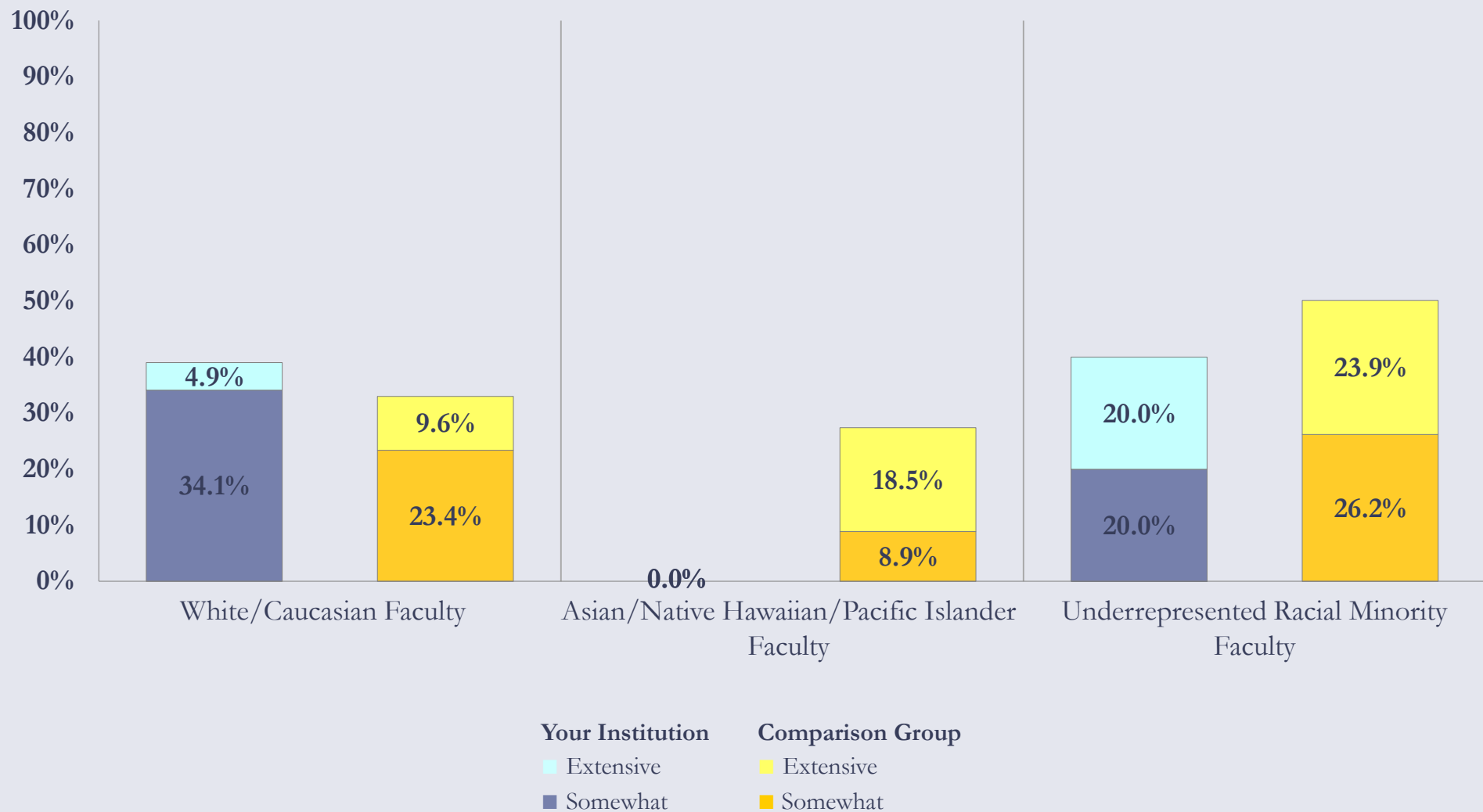
**Your Institution**

- Extensive
- Somewhat

**Comparison Group**

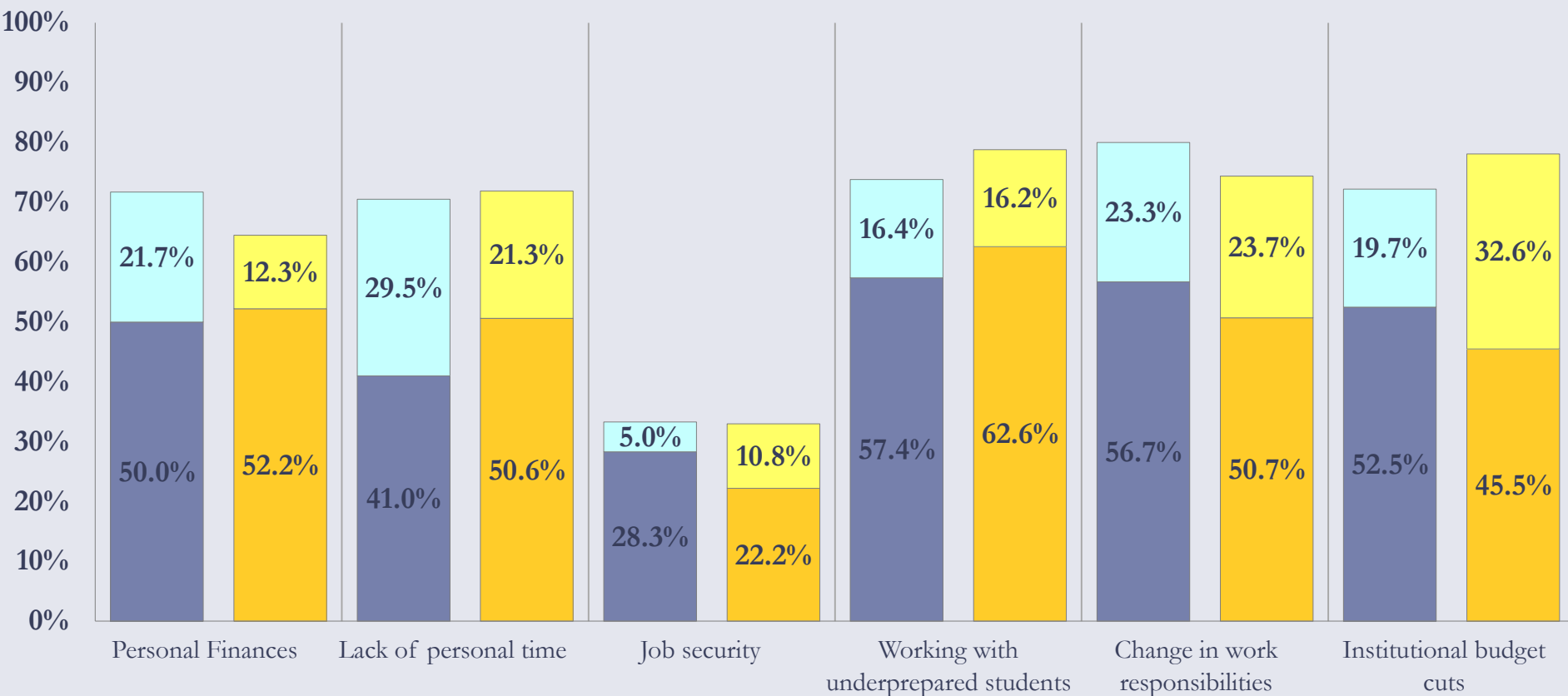
- Extensive
- Somewhat

# Stress Due to Subtle Discrimination, by Race



# Additional Sources of Faculty Stress

“Please indicate the extent to which each of the following has been a source of stress for you during the last two years:”



**Your Institution**  
 ■ Extensive  
 ■ Somewhat

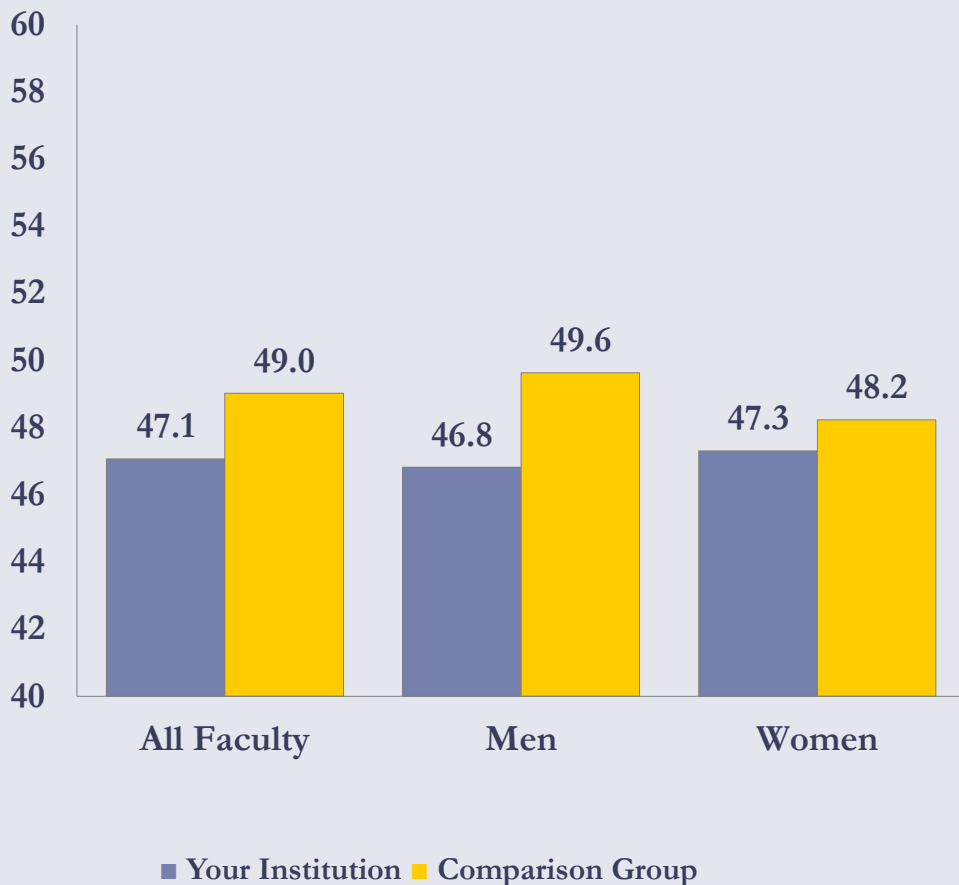
**Comparison Group**  
 ■ Extensive  
 ■ Somewhat



# Faculty's Perspectives on Campus Climate

# Institutional Priority: Commitment to Diversity

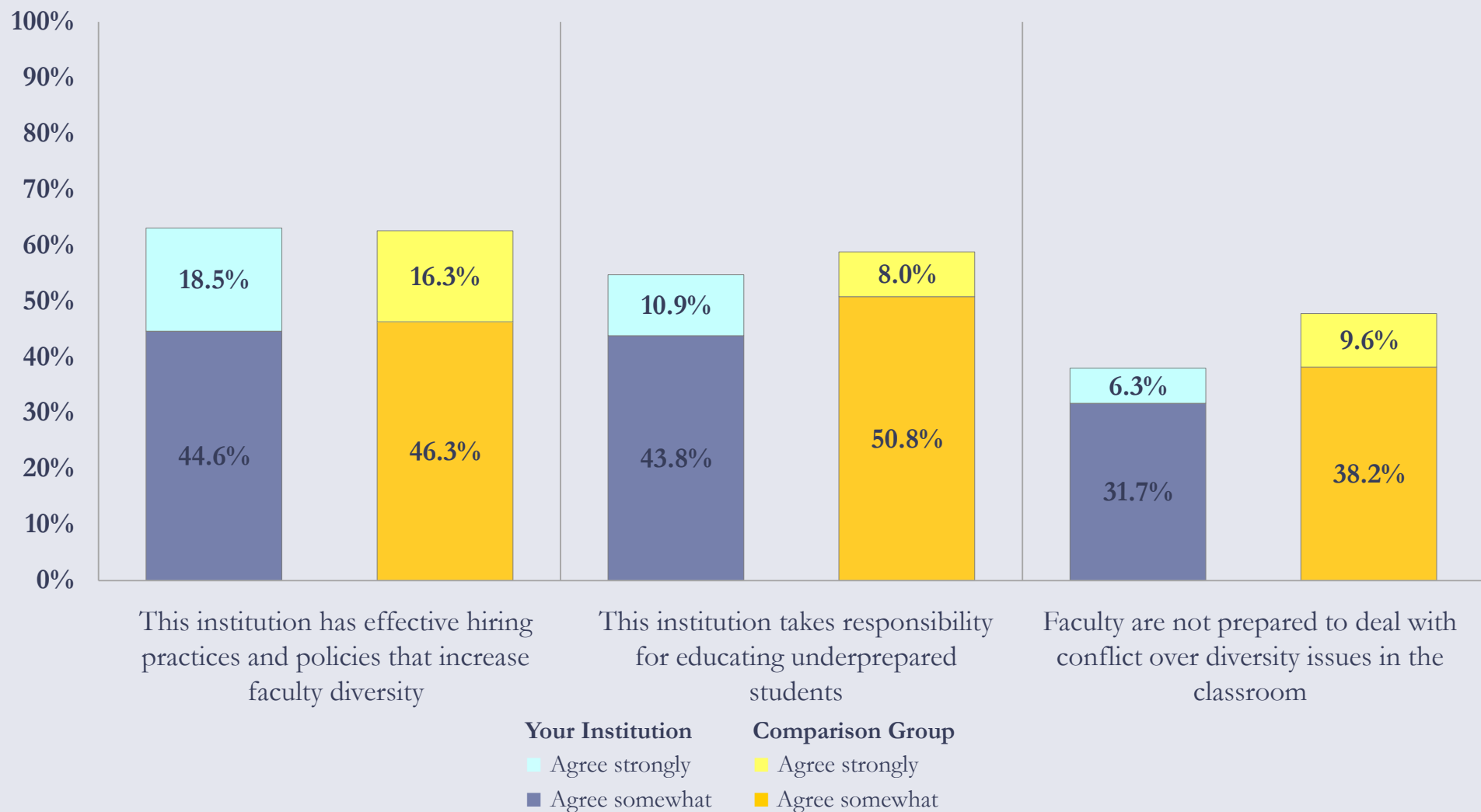
*Commitment to Diversity* measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.



### Construct Items

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

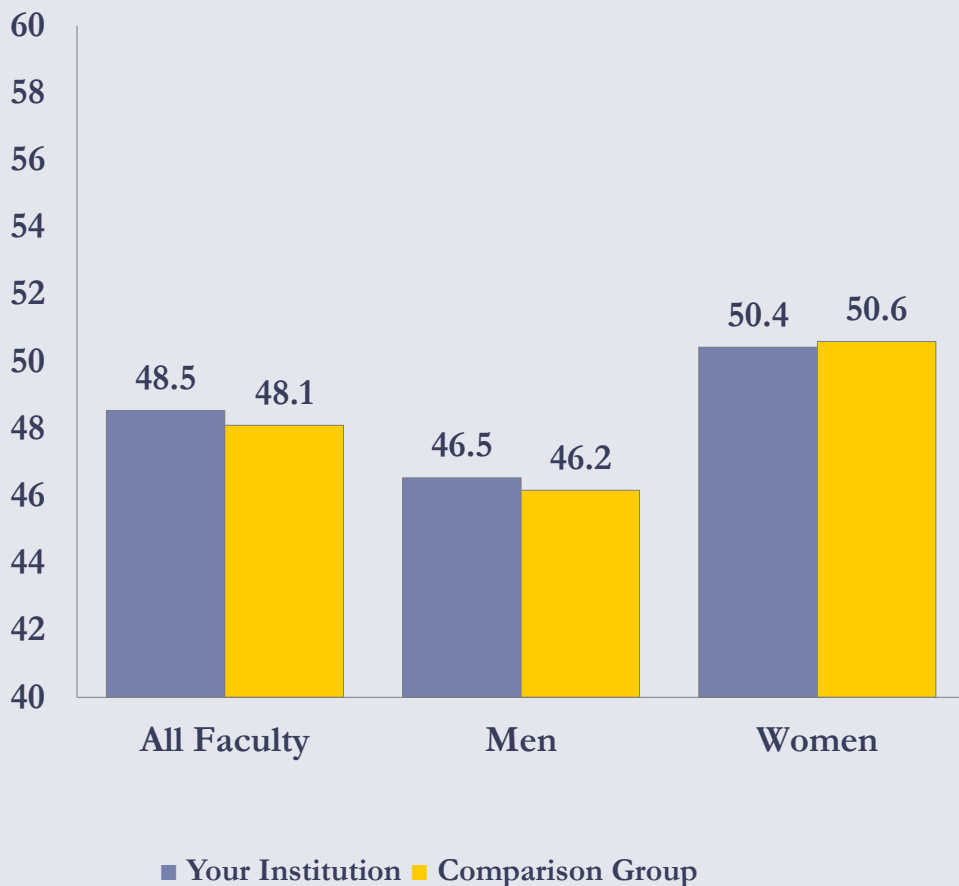
# Perspectives on Campus Climate for Diversity





# Institutional Priority: Civic Engagement

*Civic Engagement* measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

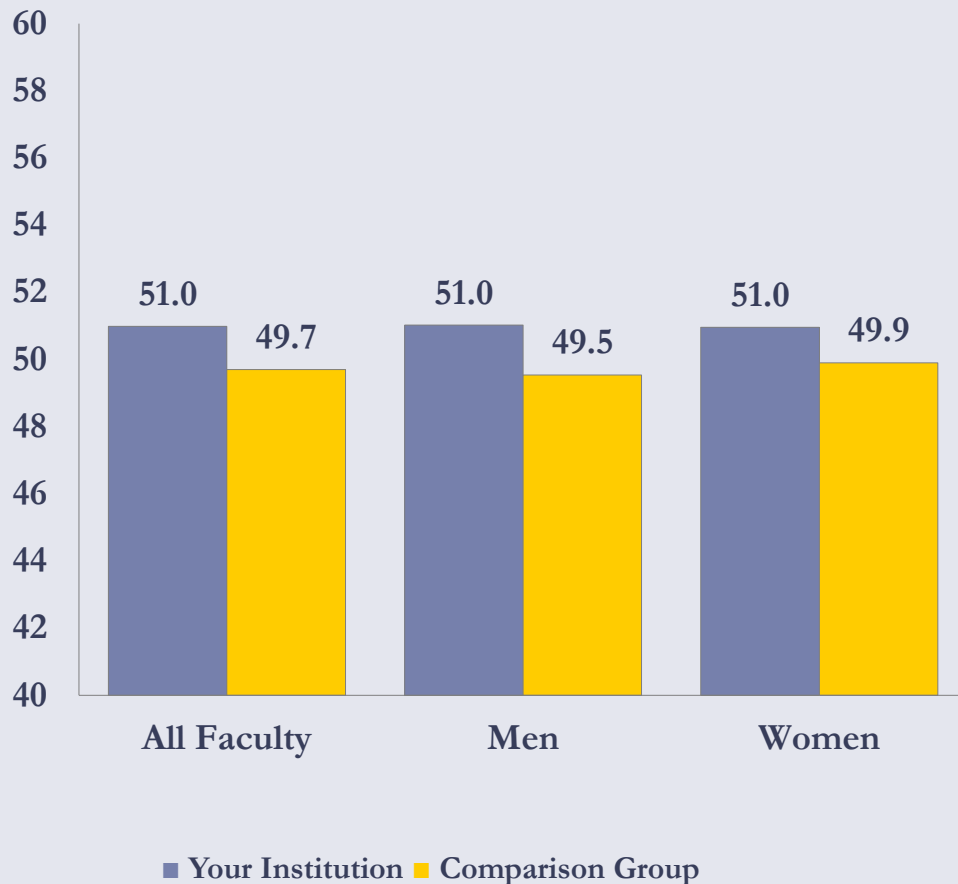


### Construct Items

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

# Institutional Priority: Increasing Prestige

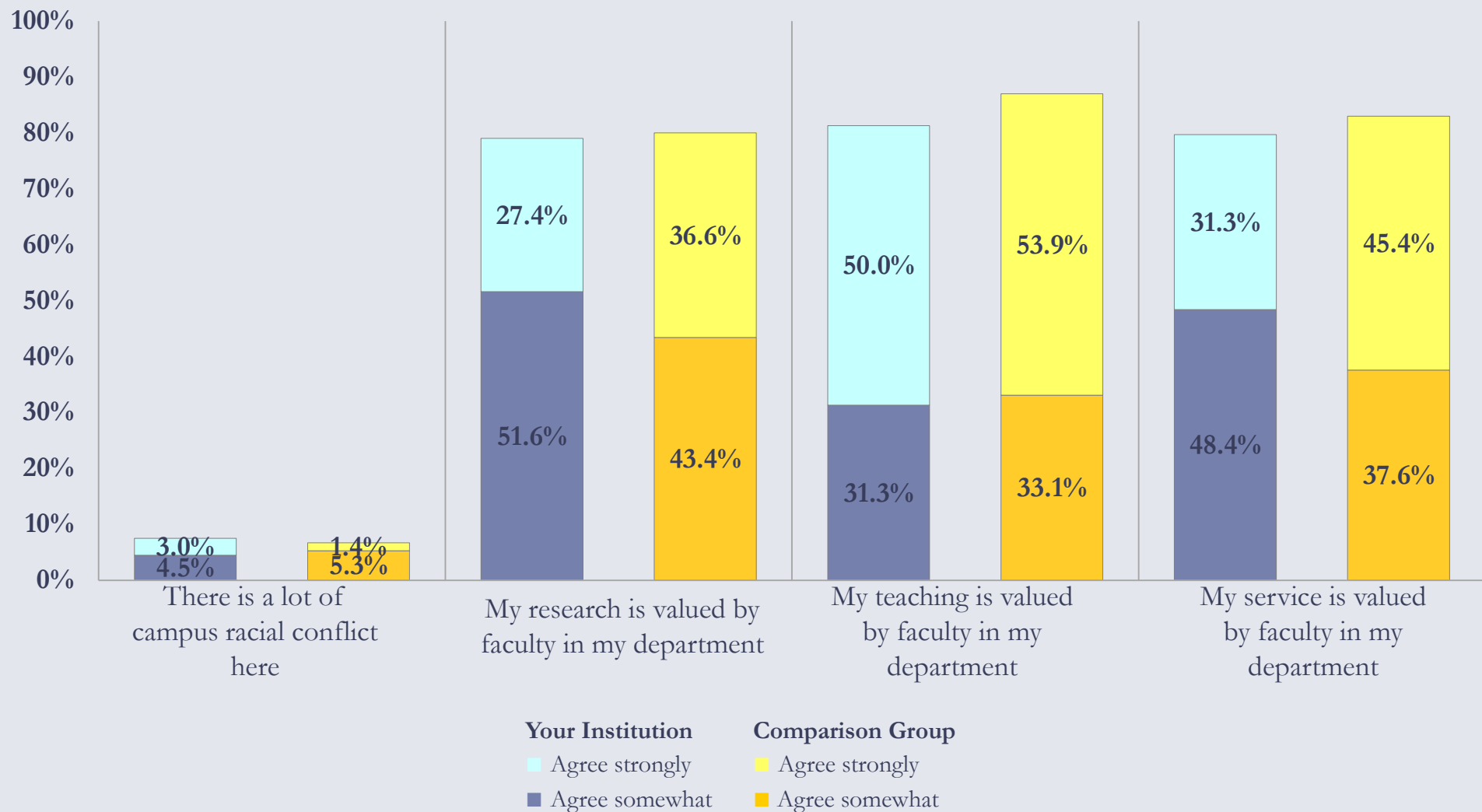
*Increasing Prestige* measures the extent to which faculty believe their institution is committed to increasing its prestige.



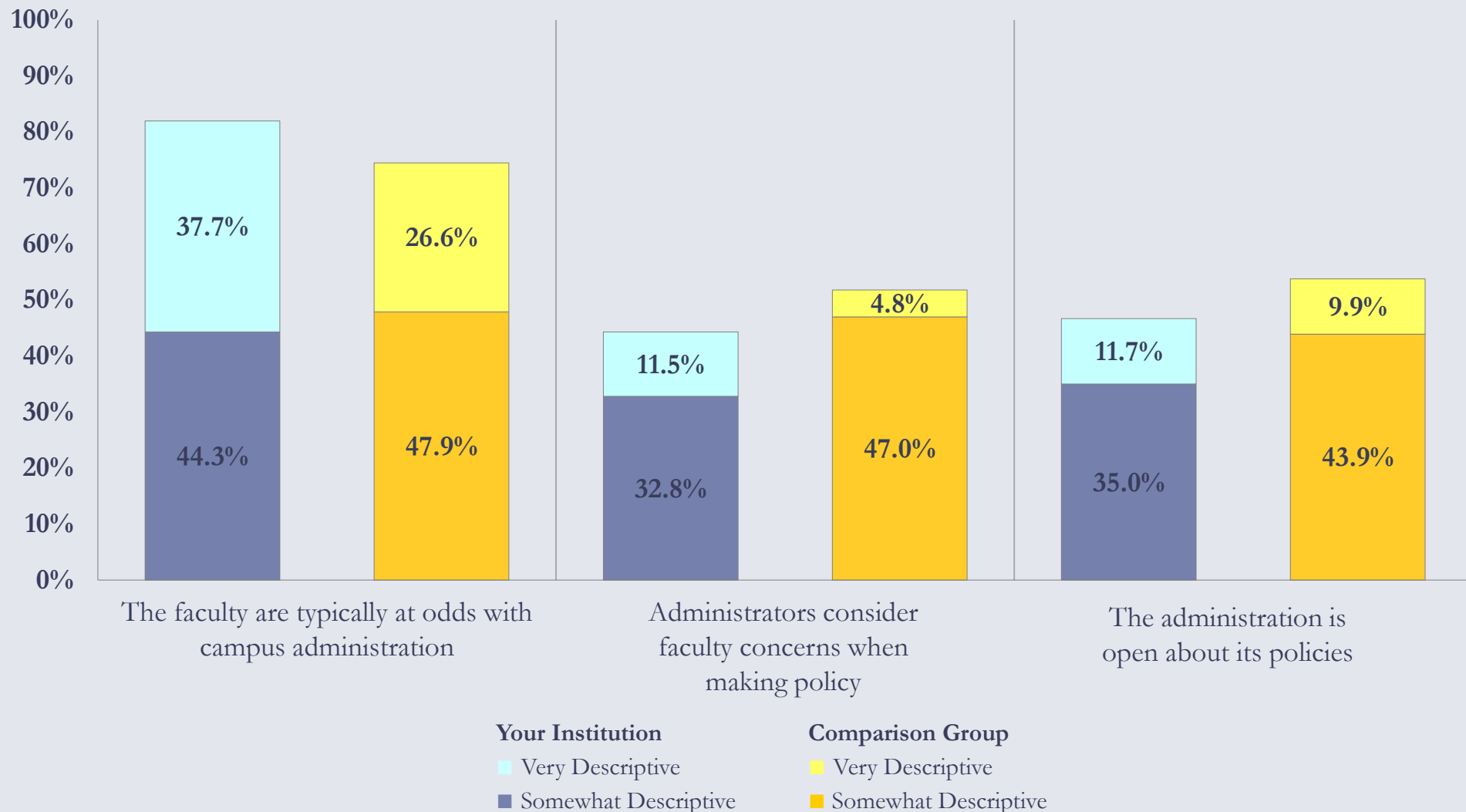
### Construct Items

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

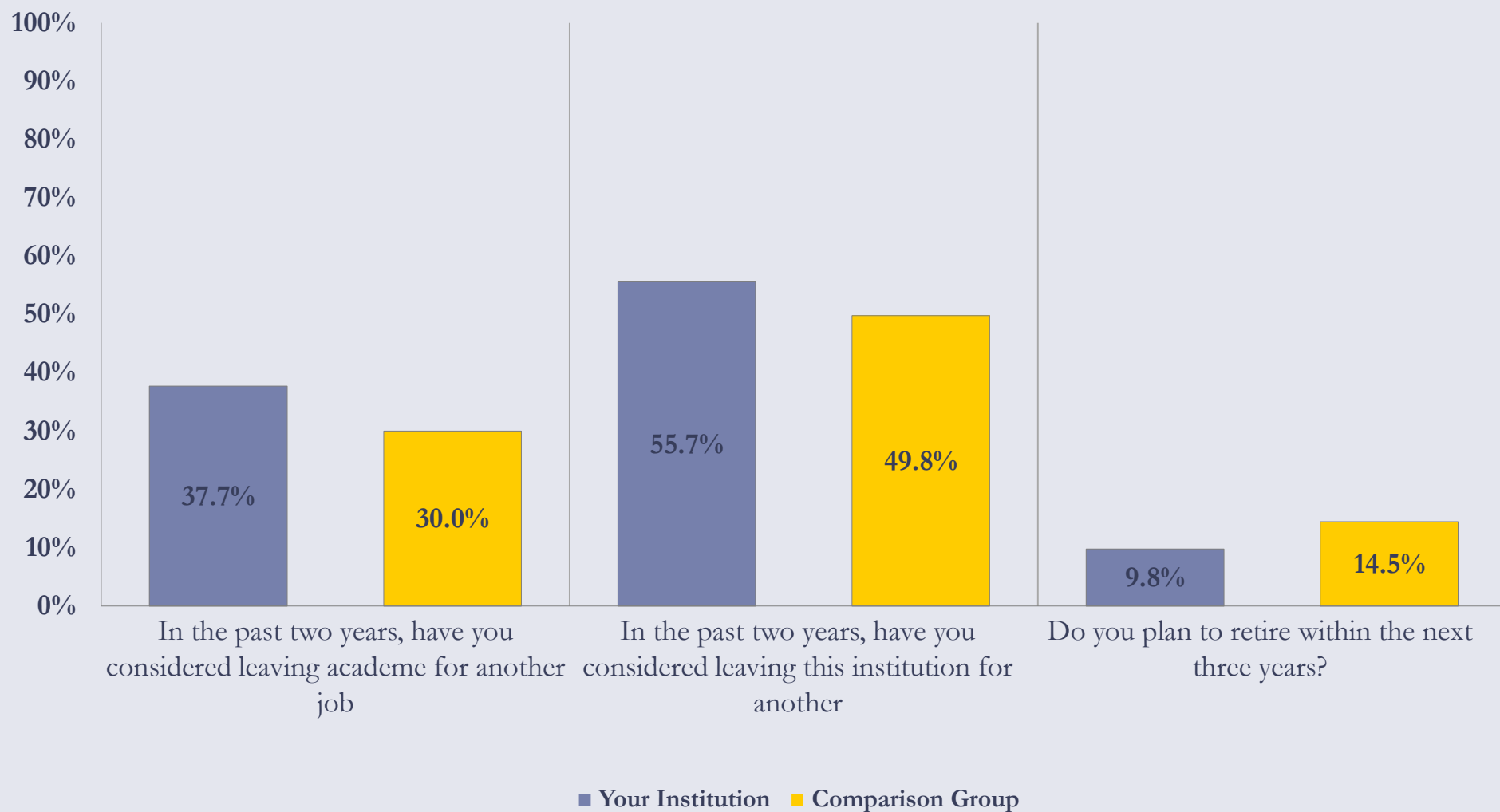
# Faculty's Perspectives on Campus and Departmental Climate



# Faculty Perspectives on Shared Governance



# Institutional Commitment





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

**Please contact:**  
**heri@ucla.edu**  
**(310) 825-1925**  
**www.heri.ucla.edu**