HERI Faculty Survey 2007-08

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Executive Summary

- 62.3% of faculty surveyed were female; 83.0% of faculty surveyed were White/Caucasian

- A majority of faculty surveyed are United States (U.S.) citizens (75.5%) and most (71.7%) were born in the U.S.

- A majority of faculty surveyed were married (73.6%) and most had one child at the time of the survey administration; 48.1% had a child 18 years or older and 61.5% had a child under the age of 18

- 62.3% of faculty surveyed indicated that they would choose the same profession if they were to begin their career again; over half (52.8%) of faculty surveyed currently held tenure status

- Most faculty surveyed had placed or collected assignments on the internet (75.5%), developed a new course (71.1%), or collaborated with the local community in research/teaching (66.0%)

- 69.9% of faculty surveyed indicated that rewarding faculty for their efforts to work with underprepared students is not descriptive of MSU

- Faculty indicated that they were not satisfied (32.1%) or only marginally satisfied (45.3%) by the aspect of salary at MSU

- Specific faculty statements revealed agreement (34.0% Agree Somewhat, 54.7% Strongly Agree) that their teaching is valued by those within their department

- Faculty also agreed (Strongly, 50.9% and Somewhat, 41.5%) that a racially/ethnically diverse student body would enhance the education experience of all students across the MSU campus

- Areas deemed as essential to faculty personally were raising a family (50.9%), developing a meaningful philosophy of life (32.1%), and becoming an authority in their field (30.2%)

- A majority of faculty indicated utilizing class discussion (69.8%) within the all courses they currently teach; nearly half (45.3%) of the faculty utilized cooperative learning (small groups) in all of their courses

Minot State University
Academic & Institutional Projects (AIP)
Higher Education Research Institute (HERI)
Faculty Survey 2007-08

The Higher Education Research Institute (HERI) at University of California, Los Angeles (UCLA) has conducted surveys measuring faculty perceptions since 1989. The HERI Faculty Survey is a triennial survey offered to faculty and administrators at universities across the nation. The survey focuses on interaction with students, teaching experiences, and job satisfaction, as well as curricular issues. Faculty from North Dakota's 11 public institutions were invited to participate in the administration of the 2007-08 survey. Minot State University (MSU) has participated for the past three administrations (2001, 2004, and 2007). Please direct any questions regarding this report to http://www.minotstateu.edu/instplan/ or contact the Coordinator of Academic and Institutional Projects, Cari Olson, at cari.olson@minotstateu.edu or (701) 858-3323.

Sample and Methodology

The HERI faculty survey is designed to gather a comprehensive profile of faculty and administrators. The survey addresses topics such as demographic information, primary interests, goals and objectives, and frequency of student interactions. Five custom survey questions were added by MSU (see appendix).

The Director of Network Services at MSU utilized the MSU listserv of all faculty and administrators to distribute the survey. The e-mail addresses were uploaded to the HERI survey portal. The initial request to participate was sent to faculty on November 1, 2007. Reminder e-mails were sent to faculty on three occasions urging them to complete by the March 31st, 2008

closing date. Letters to faculty included statements regarding the participant's rights, as well as statements regarding confidentiality and voluntary participation.

Initial surveys were sent to 179 MSU faculty via e-mail; 53 responses were received by the closing date resulting in a 30 percent response rate.

Faculty Demographics

A majority of faculty surveyed were U.S. citizens (75.5%) and were born in the United States of America (71.7%). The following charts represent faculty responses to specific questions in the HERI survey.

Salary base information collected from participating faculty indicated that their faculty salary was based on 9/10 month contracts. When faculty were asked to indicate their base salary, rounded to the nearest $1,000, 36.1 percent indicated their salary base was between $40,000-$50,000 per contract.

Chart 1: Salary Base in Thousands

Color	Range
Blue	$30-40
Red	$40-50
Green	$50-60
Purple	$60-70
Teal	$70-80
Orange	$80+

- 17%
- 36.1%
- 28.5%
- 7.6%
- 7.6%
- 3.8%

Chart 2: Political Views

- Liberal, 51%
- Middle of the Road, 21.6%
- Conservative 19.6%
- Far Right, 7.8%
- Far Right, 0%
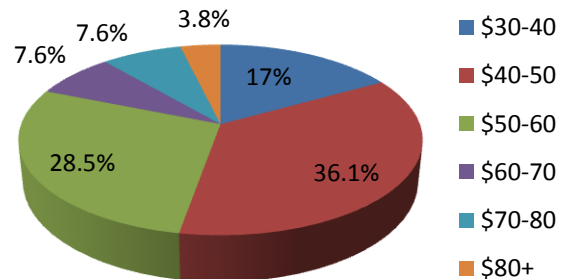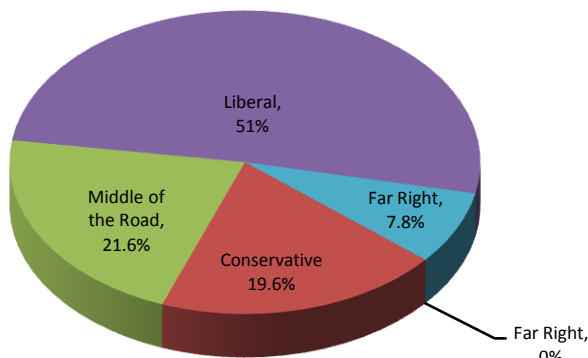
Chart 3: Age Range of Children

Number	18 Years or Older	Under 18 Years Old
Five	11.5%	1.9%
Four	7.7%	1.9%
Three	15.4%	17.3%
Two	17.3%	17.3%
One	48.1%	61.5%

Legend: 18 Years or Older, Under 18 Years Old

**Chart 4:
Gender**

Male
38%

Female
62%

Most faculty (73.6%) indicated that they were currently married. A majority of faculty respondents were female (62.3%) and 83.0 percent were White/Caucasian. When asked standings on political views, over half indicated they were Liberal (51.0%).

Over 20 percent of the respondents (n=11) held the academic rank of Professor. Similarly, 11 (20.8%) held the rank of Associate Professor. The majority of respondents, (23; 43.4%) were currently ranked as Assistant Professors. Nearly 53 percent (28; 52.8%) held a tenure status, the remaining 20 (37.7%)
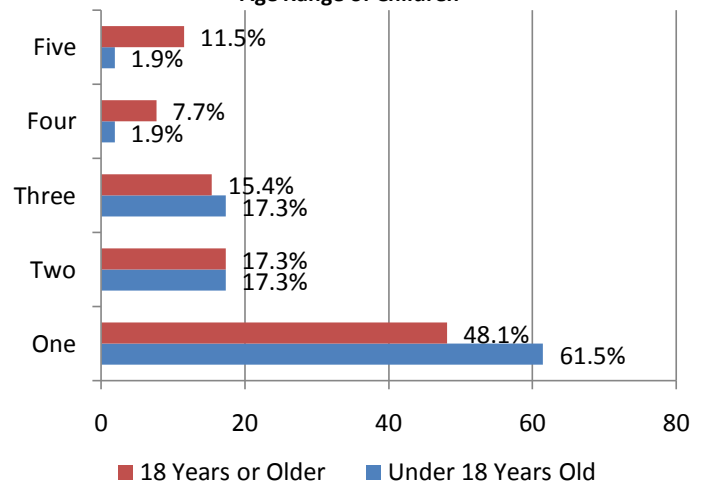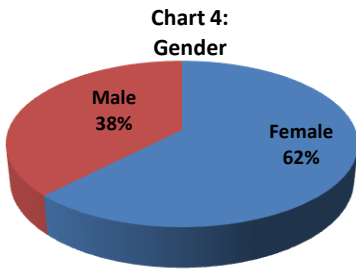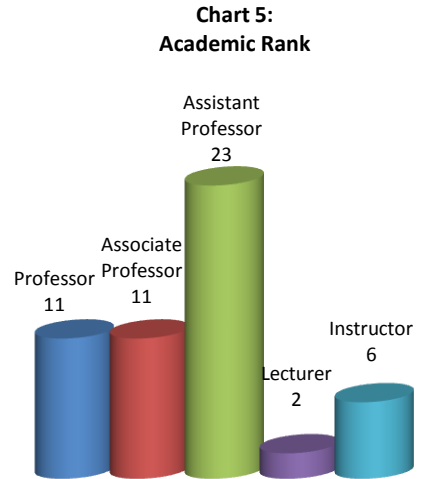
**Chart 5:
Academic Rank**

Assistant
Professor
23

Associate
Professor
11

Professor
11

Lecturer
2

Instructor
6

respondents indicated being on tenure track, but not tenured yet. All participants (53; 100%) were considered full-time employees for a minimum of nine months. Most of the respondents were not currently serving in an administrative position (see Chart 8) and just over half (52.8%) held a Ph.D. in their field of study.

**Chart 6:
Those Serving in an Administrative Position**

62.3%

13.2%

21.7%

3.8%

- Department Chair
- Dean
- Other
- Not Applicable
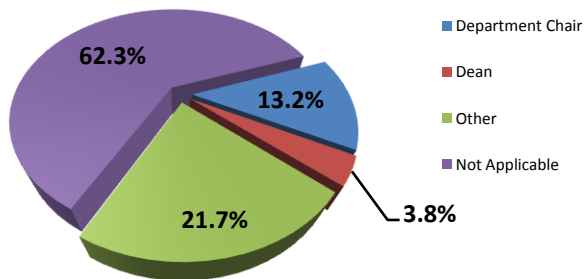
Faculty were asked to indicate how important research, teaching, and service were to them in their careers. Faculty indicated that research was essential (43.4%) to them personally. With regard to teaching, faculty responded that it was very

important (18.9%) or essential (79.2%). Nearly half (43.4%) indicated that service was very important to them as faculty at MSU.

Faculty Perceptions

Faculty were then asked if they were to begin their career again, would they still come back to MSU, 17.3 percent indicated probably no, 22.6 percent indicated not sure, 30.8% percent indicated they would probably come back and 28.8 percent indicated that they definitely would comeback. When the faculty were asked whether they would choose their current profession if they were to begin their career again, a majority (62.3%) indicated that they would definitely chose the same profession. A majority of respondents identified teaching (46; 86.8%) as their principal activity within their current position at MSU. The remaining participants indicated administration (5; 9.4%) and services to clients and patients (2; 3.8%) as their principal activity.

Chart 7: Retirement
Do you plan to retire in the next year?

7.5%
92.5%
■ No
■ Yes
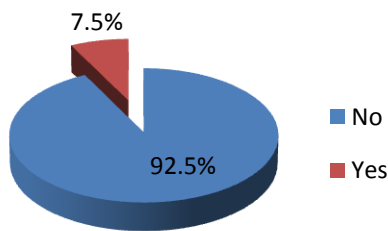
Chart 8: Sexual Harassment
Have you been sexaully harassed at MSU?

7.5%
92.5%
■ No
■ Yes
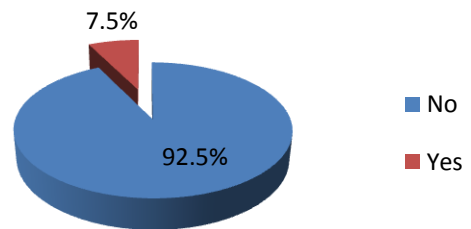
Chart 9: Achievements
Received Award for Outstanding Teaching

41.5%
58.5%
■ No
■ Yes
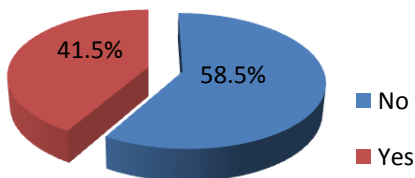
Chart 10: Consulting
Paid for Consulting Outside of MSU

47.2%
52.8%
■ No
■ Yes
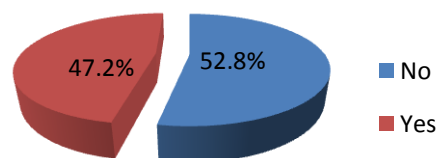
<u>Teaching Experiences</u>

Faculty members were asked to indicate whether they had engaged in specific teaching activities within the past two years. Most faculty (75.5%) had placed or collected assignments using the internet. Other faculty have developed new courses (71.7%), collaborated with a local community in research/teaching (66.0%), and had participated in teaching enhancement workshops (64.2%) within the past two years (See Table 1).

Table 1
Faculty Teaching Experiences, 2007

Faculty Indicating "yes " to the following statements:	N	%
Taught an honors course	10	18.9%
Taught an interdisciplinary course	15	28.3%
Taught an ethic studies course	8	15.1%
Taught a women's studies course	6	11.5%
Team- taught a course	25	47.2%
Taught a service learning course	10	19.2%
Placed or collected assignments on the internet	**40**	**75.5%**
Taught a course exclusively on the internet	23	44.2%
Participated in a teaching enhancement workshop	**34**	**64.2%**
Advised students groups involved in service/volunteer work	20	37.7%
Collaborated with the local community in research/teaching	**35**	**66.0%**
Developed a new course	**38**	**71.7%**
Conducted research or writing focused on: International/global issues	11	20.8%
Conducted research or writing focused on: Racial or ethnic minorities	9	17.0%
Conducted research or writing focused on: Women and gender issues	9	17.0%
Taught a seminar for first-year students	3	5.7%
Engaged undergraduates on your research project	23	43.4%
Worked with undergraduates on a research project	**30**	**56.6%**

Over half (52.8%) of MSU faculty indicated that they spend 13-16 hours a week teaching and preparing to teach respectively. When faculty were asked how many undergraduate courses they were teaching a term, a majority (69.8%) were teaching 2-4 courses. Faculty also specified that they spend 5-8 hours a week advising/counseling (62.3%), attending meetings/conducting committee work (54.7%), or assisting in other administrative duties (50.9%). A majority of faculty (76.9%) indicated that they spend only 1-4 hours per week consulting with clients/patients. Commuting to campus required a majority of faculty (77.4%) to spend 5-8 hours a week in transit (See Table 2).

Table 2

Hours Dedicated:	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Scheduled Teaching	1.9%	13.2%	18.9%	**28.3%**	**20.8%**	9.4%	7.5%	0.0%
Preparing for Teaching	1.9%	15.1%	17.0%	**24.5%**	**20.8%**	11.3%	5.7%	3.8%
Advising and Counseling	1.9%	**62.3%**	26.4%	5.7%	3.8%	-	-	-
Committee Work and Meetings	-	**54.7%**	24.5%	11.3%	1.9%	7.5%	-	-
Other Administration	15.1%	**50.9%**	9.4%	9.4%	1.9%	7.5%	3.8%	1.9%
Research & Other Scholarly Writing	18.9%	**39.6%**	20.8%	13.2%	3.8%	1.9%	1.9%	-
Other Creative Products/ Performances	28.3%	**43.4%**	18.9%	7.5%	1.9%	-	-	-
Consultation with Clients/Patients	**76.9%**	15.4%	3.8%	1.9%	1.9%	-	-	-
Community or Public Service	13.2%	**64.2%**	15.1%	3.8%	1.9%	1.9%	-	-
Outside Consulting/Freelance Work	**56.6%**	37.7%	3.8%	1.9%	-	-	-	-
Household/Childcare Duties	17.0%	18.9%	**28.3%**	11.3%	7.5%	3.8%	3.8%	9.4%
Communicating Via E-Mail	**37.7%**	32.1%	20.8%	3.8%	1.9%	1.9%	1.9%	-
Commuting to Campus	17.0%	**77.4%**	3.8%	1.9%	1.9%	-	-	-
Other Employment, Outside of Academia	**81.1%**	9.4%	3.8%	3.8%	1.9%	-	-	-

Overall, faculty indicated their involvement in numerous professional development activities; 58.5 percent of faculty had attended on campus workshops specific to teaching and 45.3 percent had attended paid workshops off campus. A majority (84.9%) indicated that they were funded by MSU to attend such workshops. MSU faculty also indicated (45.3%) that they have had the opportunity to utilize internal grants for research.

Numerous universities are recognizing educational goals set forth by faculty on their campus. Faculty were asked to indicate the importance of each educational goal for undergraduate students using a four-point scale (not important, somewhat important, very important, and essential). Nearly all (92.5%) faculty indicated the ability to think critically was an essential educational goal. An overwhelming 92.4 percent of faculty indicated that preparing students for employment was very important or essential.

Publications, produced by faculty, were also analyzed; faculty were asked to specify how many articles, chapters, books, or computer software products they have produced in their career. Approximately 35 percent of the faculty surveyed had never written an article in an academic or professional journal, while 28.3 percent had only written one to two articles/journals in their careers. A majority, 69.8 percent of faculty at MSU indicated that they had never written chapters in an edited volume. Overall, on average 65.6 percent of all faculty surveyed have not published written materials in their academic careers.

Table 3 How Well Does Each of the Following Describe MSU:	Not Descriptive	Somewhat Descriptive	Very Descriptive
It is easy for students to see faculty outside of regular office hours	--	32.1%	67.9%
There is a great deal of conformity among the students	7.5%	58.5%	34.0%
The faculty are typically at odds with campus administration	26.4%	60.4%	13.2%
Faculty here respect each other	9.4%	52.8%	37.7%
Most students are treated like "numbers in a book"	75.5%	22.6%	1.9%
Social activities are overemphasized	75.5%	20.8%	3.8%
Faculty are rewarded for being good teachers	35.8%	62.3%	1.9%
There is respect for the expression of diverse values and beliefs	11.3%	62.3%	26.4%
Faculty are rewarded for their efforts to use instructional technology	35.8%	50.9%	13.2%
Faculty are rewarded for their efforts to work with underprepared students	69.8%	30.2%	--
Administrators consider faculty concerns when making policy	20.8%	73.6%	5.7%
The administration is open about its policies	13.2%	58.5%	28.3%

Faculty Job Satisfaction

When faculty were asked questions regarding their level of satisfaction with various aspects of MSU, nearly half (45.3%) of faculty were marginally satisfied with their current salary. Some faculty indicated dissatisfaction (39.6%) regarding the opportunity for scholarly pursuits. Nearly half of the faculty surveyed were not satisfied (43.4%) with the availability of child care on campus (See Table 4). Overall, faculty indicated being satisfied (69.8%) with their current position/job at MSU.

Table 4 How Satisfied are you with the following aspects of your job:	Not Applicable	Not Satisfied	Marginally Satisfied	Satisfied	Very Satisfied
Salary	--	32.1%	45.3%	22.6%	--
Health benefits	1.9%	5.7%	20.8%	45.3%	26.4%
Retirement benefits	--	7.5%	24.5%	54.7%	13.2%
Opportunity for scholarly pursuits	--	39.6%	28.3%	26.4%	5.7%
Teaching load	--	34.0%	30.2%	28.3%	7.5%
Quality of students	--	24.5%	20.8%	43.4%	11.3%
Office/lab space	--	13.2%	11.3%	39.6%	35.8%
Autonomy and independence	--	5.7%	11.3%	41.5%	41.5%
Professional relationships with other faculty	--	5.7%	13.2%	37.7%	43.4%
Social relationships with other faculty	1.9%	5.7%	17.0%	39.6%	35.8%
Competency of colleagues	1.9%	9.4%	15.1%	45.3%	28.3%
Visibility for jobs at other institutions/organizations	7.5%	17.0%	30.2%	39.6%	5.7%
Job security	--	5.7%	28.3%	34.0%	32.1%
Relationship with administration	--	11.3%	20.8%	50.9%	17.0%
Departmental leadership	--	22.6%	7.5%	30.2%	39.6%
Course assignment	--	1.9%	11.3%	66.0%	20.8%
Freedom to determine course content	--	1.9%	3.8%	37.7%	56.6%
Availability of child care at this institution	56.6%	43.4%	--	--	--
Prospects for career advancement	9.4%	17.0%	34.0%	34.0%	5.7%
Clerical/administrative support	1.9%	9.4%	13.2%	43.4%	32.1%
Overall job satisfaction	--	3.8%	17.0%	69.8%	9.4%

Table 5
To What Extent Do You Agree or Disagree With the Following Statement:

	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Faculty are interested in students' personal problems			69.8%	9.4%
Racial and ethnic diversity should be more strongly reflected in the curriculum	3.8%	30.2%	41.5%	24.5%
Faculty feel that most students are well-prepared academically	30.8%	40.4%	26.9%	1.9%
This institution should hire more faculty of color	11.3%	18.9%	45.3%	24.5%
Student Affairs staff have the support and respect of faculty	1.9%	9.6%	80.8%	7.7%
Faculty are committed to the welfare of this institution	3.8%	7.5%	43.4%	45.3%
Faculty here are strongly interested in the academic problems of undergraduates	3.8%	9.4%	54.7%	32.1%
There is a lot of campus racial conflict here	62.3%	28.3%	7.5%	1.9%
Most students are strongly committed to community service	13.2%	66.0%	18.9%	1.9%
My research is valued by faculty in my department	3.8%	23.1%	38.5%	34.6%
My teaching is valued by faculty in my department	1.9%	9.4%	34.0%	54.7%
Many courses include feminist perspectives	26.4%	34.0%	35.8%	3.8%
Faculty of color are treated fairly here	7.5%	9.4%	47.2%	35.8%
Women faculty are treated fairly here	9.4%	22.6%	39.6%	28.3%
Many courses involve students in the community service	17.0%	39.6%	39.6%	3.8%
This institution should hire more women faculty	9.6%	26.9%	46.2%	17.3%
Gay and lesbian faculty are treated fairly here	6.1%	30.6%	46.9%	16.3%
My department does a good job of mentoring new faculty	17.0%	30.2%	35.8%	17.0%
Faculty are sufficiently involved in campus decision making	9.4%	20.8%	56.6%	13.2%
My values are congruent with the dominant institutional values	3.8%	18.9%	58.5%	18.9%
There is adequate support for integrating technology in my teaching	9.4%	13.2%	50.9%	26.4%
This institution takes responsibility for educating underprepared students	19.6%	35.3%	41.2%	3.9%
The criteria for advancement and promotion decisions are clear	7.7%	28.8%	40.4%	23.1%
Most of the students I teach lack the basic skills for college level work	11.3%	35.8%	35.8%	17.0%
There is adequate support for faculty development	24.5%	34.0%	37.7%	3.8%
This institution should not offer remedial/developmental education	39.6%	41.5%	13.2%	5.7%

Faculty respondents then were asked to indicate their agreement with various statements. With regards to students, most faculty members (66.0%) somewhat disagreed with the statement that students attending MSU are strongly committed to community service. A majority (62.3%) of faculty strongly disagreed with the statement that there was a lot of campus racial conflict at MSU. Specific faculty statements revealed agreement (34.0% Agree Somewhat, 54.7% Strongly Agree) that their teaching is valued by those within their department. Faculty respondents also indicated that the student affairs staff have gained the support and respect of faculty at MSU (80.8%, Somewhat Agree, and 7.7% Strongly Agree) (See Table 5).

Table 6 How important each priority listed below is at MSU:	Low Priority	Medium Priority	High Priority	Highest Priority
To promote the intellectual development of students	5.7%	15.1%	35.8%	43.4%
To help students examine and understand their personal values	18.9%	32.1%	35.8%	13.2%
To develop a sense of community among students and faculty	1.9%	34.0%	49.1%	15.1%
To facilitate student involvement in community service	7.5%	35.8%	45.3%	11.3%
To help students learn how to bring about change in American society	24.5%	39.6%	26.4%	9.4%
To increase or maintain institutional prestige	7.5%	32.1%	41.5%	18.9%
To hire faculty "stars"	58.5%	30.2%	9.4%	1.9%
To recruit more minority students	24.5%	47.2%	18.9%	9.4%
To enhance the institutions national image	9.4%	30.2%	30.2%	30.2%
To create a diverse multi-campus environment	7.5%	39.6%	39.6%	13.2%
To promote gender equity among faculty	26.4%	35.8%	32.1%	5.7%
To provide resources for faculty to engage in community-based teaching or research	28.3%	24.5%	35.8%	11.3%
To create and sustain partnerships with surrounding communities	15.1%	18.9%	41.5%	24.5%
To pursue extramural funding	9.4%	41.5%	35.8%	13.2%
To increase the representation of minorities in the faculty and administration	30.2%	41.5%	24.5%	3.8%
To strengthen links with the for-profit, corporate sector	13.2%	47.2%	26.4%	13.2%
To develop leadership ability among students	11.3%	37.7%	34.0%	17.0%
To increase the representation of women in the faculty and administration	37.7%	43.4%	15.1%	3.8%
To develop an appreciation from multiculturalism	9.4%	32.1%	49.1%	9.4%

To examine priorities of faculty members at MSU, a list of tasks were provided; and the faculty were asked to prioritize them from low priority to highest priority. The most frequently selected highest priority was the promotion of intellectual development for students (43.4%). Another issue faculty selected as highest priority was the enhancement of MSU national image (30.2%) and to create and sustain partnerships with surrounding communities (24.5%) (see Table 6). Issues of high priority were similar in respect to developing a sense of community (49.1%) and an appreciation from multiculturalism (49.1%). Issues of low priority indicated by faculty were; hiring of faculty "stars" (58.5%) and the need for more representation of women in faculty and administrative roles (37.7%).

Table 7 Indicate your agreement with each of the following statements:	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Western civilization and culture should be the foundation for the undergraduate curriculum	9.4%	30.2%	47.2%	13.2%
College officials have the right to ban persons with extreme views from speaking on campus	42.3%	32.7%	15.4%	9.6%
The chief benefit of a college education is that it increases one's earning power	34.6%	32.7%	26.9%	5.8%
Promoting diversity leads to the admission of too many underprepared students	30.8%	50.0%	13.5%	5.8%
Colleges should be actively involved in solving social problems	1.9%	26.9%	48.1%	23.1%
Tenure is an outmoded concept	37.7%	37.7%	18.9%	5.7%
Colleges should encourage students to be involved in community service	1.9%	5.7%	58.5%	34.0%
Community service should be given weight in college admissions decisions	15.7%	21.6%	49.0%	13.7%
A racially/ethnically diverse student body enhances the educational experience of all students	3.8%	3.8%	41.5%	50.9%
Realistically, an individual can do little to bring about changes in society	30.2%	56.6%	11.3%	1.9%
Colleges should be concerned with facilitating undergraduate students' spiritual development	35.8%	34.0%	28.3%	1.9%
Colleges have a responsibility to work with their surrounding communities to address local issues	1.9%	18.9%	58.5%	20.8%
Private funding sources often prevent researchers from being completely objective in the conduct of their work	11.5%	36.5%	42.3%	9.6%

<u>Curriculum Issues</u>

Faculty also agreed (Strongly, 50.9% and Somewhat, 41.5%) that a racially/ethnically diverse student body would enhance the education experience of all students across the MSU campus (see Table 7). A majority of faculty agreed (Strongly, 34.0% and Somewhat, 58.5%) that colleges should encourage students to become involved in community service and that some weight should be given to students during the admissions process for previous community service experience (Strongly, 13.7% and Somewhat, 49.0%). Most faculty disagreed (Strongly, 30.2% and Somewhat, 56.6%) in the belief that one individual can do little to bring about changes in society. A majority (80.8%) disagreed (Strongly and Somewhat) that the promotion of diversity leads to the admission of too many underprepared students. Also, the notion that tenure is an outmoded concept was overwhelmingly disagreed (75.4%) upon by faculty.

Table 8
Indicate the extent to which each of the following has been a source of stress for you during the last two years:

	Not Applicable	Not at All	Somewhat	Extensive
Managing household responsibilities	1.9%	24.5%	60.4%	13.2%
Child Care	52.8%	20.8%	20.8%	5.7%
Care of an elderly parent	35.8%	24.5%	32.1%	7.5%
My physical health	1.9%	34.0%	56.6%	7.5%
Health of spouse/partner	22.6%	39.6%	35.8%	1.9%
Review/promotion process	11.3%	30.2%	39.6%	18.9%
Subtle discrimination	--	58.5%	28.3%	13.2%
Personal finances	--	24.5%	64.2%	11.3%
Committee Work	--	22.6%	47.2%	30.2%
Faculty meetings	--	32.1%	35.8%	32.1%
Colleagues	--	30.2%	47.2%	22.6%
Students	--	34.0%	56.6%	9.4%
Research or publishing demands	1.9%	32.1%	45.3%	20.8%
Institutional procedures and "red tape"	--	18.9%	50.9%	30.2%
Teaching load	--	17.0%	45.3%	37.7%
Children's problems	43.4%	26.4%	28.3%	1.9%
Friction with spouse/partner	28.3%	54.7%	15.1%	1.9%
Lack of personal time	--	13.2%	60.4%	26.4%
Keeping up with information technology	--	43.4%	43.4%	13.2%
Job Security	1.9%	52.8%	35.8%	9.4%
Being part of a dual career couple	26.4%	22.6%	45.3%	5.7%
Working with underprepared students	--	18.9%	60.4%	20.8%
Classroom conflict	--	66.0%	32.1%	1.9%
Self-imposed high expectations	--	11.3%	54.7%	34.0%
Change in work responsibilities	11.3%	34.0%	35.8%	18.9%

Issues of stress are at times areas of high difficulty for most faculty members.

Participating faculty were asked to indicate to what extent issues listed were a source of stress within the past two years. Teaching load was an extensive source of stress for 37.7 percent of faculty surveyed, as well as self-imposed high expectations (34.0%). The sources listed causing some stress varied greatly among the faculty surveyed. Interestingly, most faculty indicated that personal issues were *somewhat* the source of stress within the past two years, such as, managing household responsibilities (60.4%), personal finances (64.2%), and lack of personal time (60.4%) (see Table 8).

Table 9

Indicate the importance to you personally of each of the following:	Not Important	Somewhat Important	Very Important	Essential
Becoming an authority in my field	11.3%	20.8%	37.7%	30.2%
Influencing the political structure	35.8%	45.3%	13.2%	5.7%
Influencing social values	15.1%	35.8%	41.5%	7.5%
Raising a family	24.5%	3.8%	20.8%	50.9%
Becoming very well off financially	15.1%	37.7%	39.6%	7.5%
Helping others who are in difficulty	3.8%	32.1%	43.4%	20.8%
Becoming involved in programs to clean up the environment	11.3%	49.1%	26.4%	13.2%
Developing a meaningful philosophy of life	1.9%	24.5%	41.5%	32.1%
Helping to promote racial understanding	7.5%	37.7%	32.1%	22.6%
Obtaining recognition from my colleagues for contributions to my special field	11.3%	43.4%	30.2%	15.1%
Integrating spirituality into my life	20.8%	13.2%	35.8%	30.2%

Areas of importance were then addressed; areas deemed as essential to faculty personally were raising a family (50.9%), developing a meaningful philosophy of life (32.1%), and becoming an authority in their field (30.2%). Other areas considered to be very important to faculty personally were helping others who are in difficulty (43.4%), and the ability to influence social values (41.5%). Over 30 percent (35.8%) of faculty surveyed considered influencing the political structure was not important to them personally (see Table 9).

Table 10

In your interactions with undergraduates, how often do you encourage them to:	Not at All	Occasionally	Frequently
Ask questions in class	--	3.8%	96.2%
Support their opinions with a logical argument	--	13.2%	86.8%
Seek solutions to problems and explain them to others	5.7%	13.2%	81.1%
Revise their papers to improve their writing	7.5%	20.8%	71.7%
Evaluate the quality or reliability of information they receive	--	24.5%	75.5%
Take risks for potential gains	13.2%	47.2%	39.6%
Seek alternative solutions to a problem	1.9%	28.3%	69.8%
Look up scientific research articles and resources	--	32.1%	67.9%
Explore topics on their own, even though it was not required for a class	9.4%	37.7%	52.8%
Acknowledge failure as a necessary part of the learning process	9.4%	47.2%	43.4%
Seek feedback on their academic work	3.8%	22.6%	73.6%

Interactions with students and the perspectives taken from faculty were then addressed. Participating faculty were asked to indicate how often they encourage students to do the following. An overwhelming 96.2 percent frequently encouraged students to ask questions in class and support their opinions with a logical statement (86.8%). A vast majority of students were encouraged frequently to seek solutions to problems and explain them to others (81.1%), as well as evaluate the quality and reliability of the information they receive (75.5%). Some faculty surveyed indicated they do not at all encourage students to take risks for potential gains (13.2%).

With regard to teaching styles, faculty were asked how many courses they utilize the listed teaching/grading styles. A majority of faculty indicated utilizing class discussion (69.8%) in the entire course they currently teach. Nearly half (45.3%) of the faculty utilized cooperative learning (small groups) in all of their courses (see Table 11). Grading on a curve (77.4%) and the use of teaching assistants (81.1%) were indicated by faculty as not be used currently at all.

Table 11

In how many of the courses that you teach do you use each of the following:	None	Some	Most	All
Multiple Choice Exams	26.4%	35.8%	18.9%	18.9%
Essay Exams	18.9%	35.8%	20.8%	24.5%
Short-answer exams	11.3%	34.0%	32.1%	22.6%
Quizzes	26.4%	30.2%	24.5%	18.9%
Weekly essay assignments	49.1%	34.0%	9.4%	7.5%
Student presentations	11.3%	39.6%	22.6%	26.4%
Term/research paper	15.1%	39.6%	24.5%	20.8%
Student evaluations of each others' work	43.4%	30.2%	20.8%	5.7%
Grading on a curve	77.4%	17.0%	3.8%	1.9%
Competency-based grading	30.2%	15.1%	20.8%	34.0%
Class discussions	3.8%	11.3%	15.1%	69.8%
Cooperative learning (small groups)	5.7%	22.6%	26.4%	45.3%
Experiential learning/field studies	22.6%	50.9%	7.5%	18.9%
Teaching assistants	81.1%	13.2%	1.9%	3.8%
Recitals/Demonstrations	47.2%	22.6%	22.6%	7.5%
Group Projects	13.2%	39.6%	30.2%	17.0%

Extensive lecturing	20.8%	35.8%	20.8%	22.6%
Multiple drafts of written work	24.5%	43.4%	20.8%	11.3%
Readings on racial and ethnic issues	35.8%	35.8%	13.2%	15.1%
Readings on women and gender issues	49.1%	28.3%	11.3%	11.3%
Student-developed activities (assignments, exams)	41.5%	37.7%	9.4%	11.3%
Student-selected topics for course content	37.7%	43.4%	9.4%	9.4%
Reflective writing/journaling	39.6%	22.6%	18.9%	18.9%
Community service as part of coursework	58.5%	26.4%	9.4%	5.7%
Electronic quizzes with immediate feedback in class	67.3%	21.2%	3.8%	7.7%
Using real-life problems	5.7%	22.6%	37.7%	34.0%
Using student inquiry to drive learning	13.2%	30.2%	24.5%	32.1%

North Dakota University System Additional Questions

The North Dakota University System (NDUS) has also identified some areas of interest that were included in the survey for MSU, as well as all other institutions within the state of North Dakota. Faculty were given five statements in which they were asked to which level they agreed with the statement. When asked whether faculty members on the MSU campus respect their colleagues from other NDUS institutions, 65.4 percent indicated they agreed with the statement. A majority also indicated that they agreed (51.9%) that NDUS is open about its policies related to all of the NDUS institutions and that NDUS is committed to the welfare of MSU (49.0%). Overall, 57.7 percent agreed that their values are congruent with the values of the NDUS (see Appendix).

Appendix

Minot State University took advantage of asking participating faculty members specific questions regarding MSU, as well as the North Dakota University System (NDUS). Faculty members were asked to indicate to which level they agreed with the following statements:

#46   Faculty members on my campus respect their peers.

#47   The NDUS is open about its policies related to all of the NDUS universities.

#48   I am satisfied with the competency of my colleagues.

#49   The NDUS is committed to the welfare of my institution.

#50   My values are congruent with NDUS values.

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Director: Sylvia Hurtado, Ph.D.

The Higher Education Research Institute (HERI) serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI is housed in the Graduate School of Education & Information Studies (GSE&IS) at the University of California, Los Angeles (UCLA). The Institute's research program covers a variety of topics including the outcomes of postsecondary education, leadership development, institutional transformation, faculty performance, federal and state policy, and educational equity. Visiting scholars, faculty, and graduate students have made use of HERI facilities and its research resources since its affiliation with UCLA in 1973.

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Director: John H. Pryor

CIRP is a national longitudinal study of the American higher education system. It is regarded as the most comprehensive source of information on college students. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and oldest empirical study of higher education, involving data on some 1,900 institutions and over 12 million students. The Higher Education Research Institute has administered the CIRP since 1973. The CIRP longitudinal program consists of the Freshman Survey, Your First College Year Survey, and the College Senior Survey, and the triennial Faculty Survey.

HERI

THE 2007–08 FACULTY SURVEY

The Higher Education Research Institute (HERI) at UCLA invites you to participate in the 2007–08 Faculty Survey. Offered once every three years, the Faculty Survey is designed to provide colleges and universities with timely information about faculty workload, teaching practices, job satisfaction and the academic climate of their institutions.

Program Overview

The HERI Faculty Survey provides an institution with a comprehensive profile of their faculty. How do your faculty perceive your institutional priorities? What kinds of goals do they have for their students? Are they engaging students in the classroom and their own research? What are sources of stress for your faculty? What are sources of satisfaction?

These and other timely issues are examined in the Faculty Survey and are based on almost 20 years of research on faculty at the Higher Education Research Institute.

Administering the Survey Has Never Been Easier

This year the HERI Faculty Survey will be administered entirely on-line via a web-based survey. Our new web portal (www.cirpsurveys.org) allows maximum flexibility in survey administration and data distribution. Customized welcome and thank you pages, additional questions, and email survey notifications are available. While HERI recommends that you use our email survey notification system for convenience and reliability, you may elect to send the email survey notifications yourself.

Using Your Faculty Survey Information

Because the HERI Faculty Survey is a comprehensive survey, institutions use the information they receive in many different ways, including:

- ☑ Institutional self-study and accreditation
- ☑ Assessment
- ☑ Policy analysis
- ☑ Faculty development

The Survey Instrument

The newly revised HERI Faculty Survey contains many of the historical items you rely upon for information on your faculty, such as:

- ☑ Time diary for faculty work and life
- ☑ Faculty productivity
- ☑ Perceptions of
  - ■ institutional priorities
  - ■ institutional climate
- ☑ Teaching/learning and outcomes for undergraduate education
  - ■ Evaluation methods
  - ■ Instructional techniques
  - ■ Goals and outcomes for general education

- ☑ Engagement with undergraduates in:
  - ■ Research
  - ■ Teaching
  - ■ Service
- ☑ Diversity Issues
  - ■ Integration of diversity in the curriculum
  - ■ Integration of diversity in research
  - ■ Institutional climate for women, minorities, and gay/lesbian faculty
  - ■ Institutional diversity priorities
- ☑ Faculty job satisfaction
- ☑ Sources of faculty stress, plans to leave or potential for faculty job turnover
- ☑ Faculty goals and attitudes that match items on CIRP student surveys
- ☑ Faculty salary and satisfaction
- ☑ Opportunity to add locally-designed questions

New Items for the Survey

- ☑ Interactions with students that foster habits of mind for student learning **NEW**
- ☑ Enhanced pedagogy items
- ☑ Special consideration to:
  - ■ Part-time faculty
  - ■ Two-year and community college faculty

Your Reports and Data
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  A downloadable Excel file with your institutional results in total and by gender
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    with comparison results from similar type institutions
  - ■ Part-time Undergraduate Faculty
    with comparison results from similar type institutions
  - ■ All Respondents
    broken out by full-time undergraduates, part-time undergraduate, graduate-only faculty, and all others
- ☑ A copy of our monograph "The American College Teacher: National Norms for the 2007–2008 HERI Faculty Survey"

- ☑ Your own unit-record data file for further analysis (now at *no additional charge*)
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