



INDIANA UNIVERSITY SOUTHEAST

2010-11 Higher Education Research Institute (HERI) Faculty Survey

The HERI Faculty Survey is a nationally normed, web-based assessment tool that measures elements of the faculty experience including activities inside the classroom, perceptions of student learning and goals, stress and job satisfaction, and institutional goals and priorities.

In February and March 2011, 530 full- and part-time faculty were invited to participate in the survey; the response rate was 53.5%.

While the survey is over-represented by full-time faculty, the results can still drive decision-making. Multiple faculty groups on campus can benefit from an examination of the results. Results below are often split into the IU Southeast full-time sample (male + female), male respondents, and female respondents. Comparisons with peers include corresponding peers (i.e., male to male) at public, 4-year HERI-participating institutions. Part-time faculty have their own section at the conclusion of the highlight brief.

PROFESSIONAL PRACTICE

STRENGTHS: Compared to peer schools who also conducted the HERI, IU Southeast full-time faculty use significantly more small group (cooperative learning) instructional techniques; male faculty have significantly more productive publishing outcomes; and full-time and female respondents indicate significantly greater support for faculty development.

GOALS FOR UNDERGRADUATE EDUCATION

STRENGTHS: Full-time faculty at IU Southeast place significantly greater importance on preparing students for employment after college compared to their peers. Full-time and male respondents assign

significantly greater importance to helping students master knowledge in a discipline relative to their peers.

OPPORTUNITY: Full-time and female respondents significantly disagree from their peers that the institution takes responsibility for educating underprepared students.

DIVERSITY

STRENGTHS: Full-time, male and female respondents all significantly agree that there is little campus racial conflict compared to their peer institutions. Full-time faculty and male respondents rate increasing the representation of minorities in the faculty and administration and the recruitment of more minority students as significantly higher institutional priorities than their peers. Female faculty disagree significantly from their peers that promoting diversity leads to the admission of too many underprepared students. Compared to their peers, male faculty rated helping to increase racial understanding significantly more important to them personally.

OPPORTUNITY: Full-time IU Southeast faculty feel that racial and ethnic diversity should be more significantly reflected in the curriculum compared to their peer faculty.

JOB SATISFACTION

STRENGTHS: Compared to their peers, the full-time, male and female respondents are significantly more satisfied with their opportunities for scholarly pursuits, teaching load, retirement benefits and health benefits. Full-time faculty and female respondents express significantly greater satisfaction with the availability of institutional child care than their peers.

OPPORTUNITY: Full-time faculty and female respondents are significantly less satisfied than their peers with tuition remission for children or dependents.

INSTITUTIONAL PRIORITIES

STRENGTH: Male respondents indicate that increasing the representation of women in the faculty and administration is a significantly higher institutional priority compared to their peers.

OPPORTUNITY: Full-time and female faculty rate the facilitation of student involvement in community service as a significantly lower institutional priority than their peers.

INTERACTIONS WITH STUDENTS

STRENGTH: Compared to their peers, the full-time faculty significantly disagree that most students are treated like numbers in a book.

OPPORTUNITY: Full-time faculty significantly disagree with their peers that it is easy for students to see faculty outside of regular office hours.

HEALTH AND WELLNESS

STRENGTHS: IU Southeast full-time faculty, male and female faculty report less stress over teaching load compared to their peers. Full-time faculty and female respondents are also significantly less stressed over lack of personal time and achieving a healthy balance between personal and professional lives relative to their peers. Full-time faculty and male respondents both report significantly less stress due to job security than their peers.

OPPORTUNITIES: Male faculty report significantly more stress over subtle discrimination than their peers, while female faculty indicate significantly more stress due to institutional budget cuts than peers.

RELATIONSHIP WITH ADMINISTRATION

STRENGTH: IU Southeast full-time faculty and male respondents feel the Student Affairs staff has the support and respect of faculty to a significantly greater degree than their peers.

PART-TIME FACULTY

Part-time faculty were asked a series of questions to better understand their experience at IU Southeast. Results include:

- If given the choice, 59% would prefer to work full-time at IU Southeast
- 45% have sought a full-time position at IU Southeast or another institution
- 84% agree that teaching part-time fits their current lifestyle
- 97% agree that part-time faculty receive respect from students, while 88% agree that part-time faculty are respected by full-time faculty
- 82% agree that part-time faculty have access to support services
- 91% agree that part-time faculty have no guarantee of employment security

A full report of results was presented to the Faculty Senate Academic Assessment Committee in Fall 2012. For further details including HERI peer group composition, questionnaire or codebook, for school-specific report creation, or for access to the full report please contact Ron Severtis at rseverti@ius.edu or (812) 941-2148.



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RESEARCH AND ASSESSMENT