

Chapter X: HIGHER EDUCATION RESEARCH INSTITUTE FACULTY SURVEY

Who takes it?

Faculty and administration.

When is it administered?

Every three years. The last administration was Fall 2004.

How long does it take for the faculty to complete the instrument?

30 minutes.

What office administers it?

The Vice President for Academic Affairs Office.

Who originates the survey?

Higher Education Research Institute
UCLA Graduate School of Education and Information
3005 Moore Hall, Box 951521
Los Angeles, CA 90095-1521
(310) 825-1925
<http://www.gseis.ucla.edu/heri/faculty.html>
e-mail: heri@ucla.edu

When are results typically available?

The summer following the survey.

What type of information is sought?

The survey asks for demographic information, highest degree earned, department, tenure information, and primary interest (teaching, research). It also asks about the amount of time spent on teaching, research, advising, service, consulting, scholarly activity, goals for undergraduate education, evaluation and teaching methods in class, and community service required for campus. General opinions are sought on curriculum, college environment, priorities at the institution, satisfactory aspects of job, personal goals, desire to continue teaching, and the amount and source of stress. Local questions are added.

From whom are the results available?

Vice President for Academic Affairs Office, McClain Hall 203.

To whom are the results regularly distributed?

The University community through a website, the University Conference, the Master Plan and Assessment Workshop, and this *Almanac*.

Are the results available by division or discipline?

No.

Are the results comparable to data of other universities?

Yes.

The Higher Education Research Institute (HERI) at UCLA issues this nation-wide survey of faculty every three years. Faculty answer thirty-six broad questions, each with many sub indicators, concerning demographic information, the campus environment, and their duties and interests. Each participating institution is allowed to develop up to twenty-one “local” questions as well. Truman’s local questions were developed in 2001 by the Vice President’s Advisory Committee on Assessment.

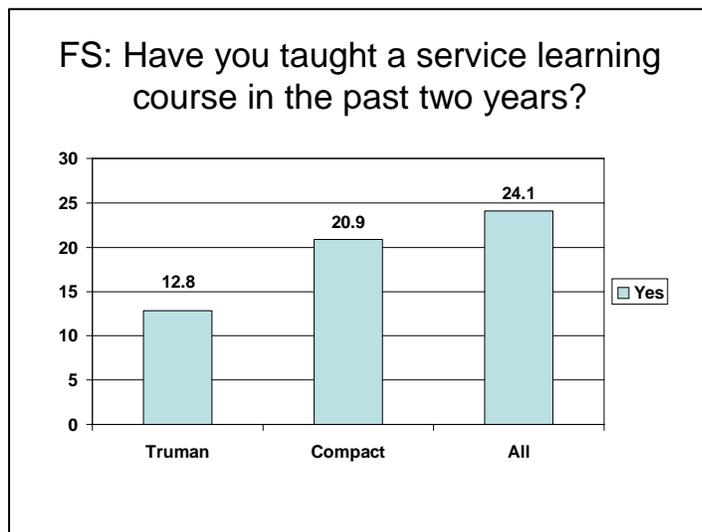
The 2004 Faculty Survey was administered to 444 faculty and administrators in the fall. Two hundred two full-time faculty, 20 part-time faculty, and 20 administrators returned the survey, for a response rate of 54.5%. Selected results were presented by Vice President Garry Gordon and Dean of Student Affairs Lou Ann Gilchrist during the 2005 Master Plan and Assessment Workshop. Full Faculty Survey results are printed in Volume III of this *Almanac* and are also available on Truman’s assessment website at <http://assessment.truman.edu/components/Faculty.htm>.

Truman’s Faculty Survey results are compared to public four-year institutions and all four-year institutions participating in the Survey. This year Truman received an additional report that took selected questions on engaged scholarship and public service and compared Truman’s responses to Campus Compact institutions and all four-year institutions.

Faculty on Service Learning:

The additional report allows for easy summaries of engagement data. Truman is becoming more and more aware that service learning at universities is rising in importance. In fact, the 2005 Interview Project on campus was geared toward service learning so that we can learn more about what our students are doing and what they expect to be able to do. Combined with the Interview Project, these selected Faculty Survey questions present a picture of engagement data at Truman and the nation.

The Faculty Survey asks faculty if they have taught a service learning course in the past two years. Almost 13% of Truman faculty responded yes. This is significantly lower than faculty at Campus Compact institutions and even lower than the total from all four-year institutions. Interview Project data



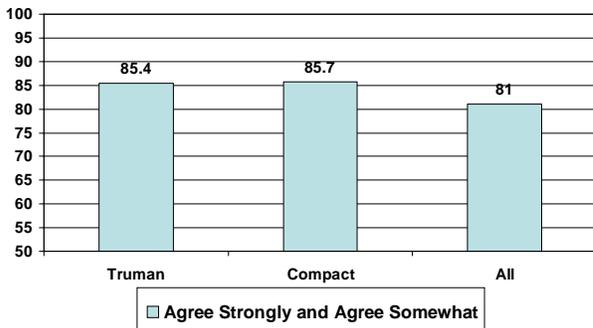
are consistent with the Faculty Survey findings: of the 85% of students reporting that they participated in service learning, 12% said they became involved with service learning or leadership through their coursework.

Even though service learning though coursework might not be as prevalent at Truman as at other institutions, Truman faculty did respond that instilling students with a commitment to community service was important. About 44% of Truman undergraduate faculty reported that instilling students with such a commitment is essential or very important. This is higher than what the Campus Compact

faculty reported (38.1%) and all four-year institutions (33.0%).

The following charts show responses to a few more engagement questions from the 2004 Faculty Survey.

FS: Colleges should encourage students to be involved in community service activities.

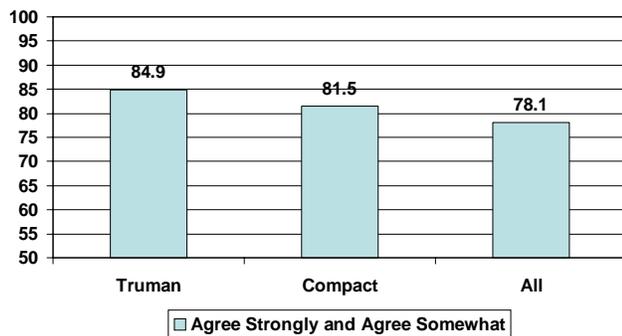


Truman advocates the four “Powerful Pedagogies”: study abroad, internships, undergraduate research, and *service learning*. Thus, it is important for our faculty, staff, and students to embrace these pedagogies. This first chart shows that 85.4% of undergraduate faculty believe that colleges should encourage students to be involved in community service activities. Truman compares favorably with other institutions here. Conversely, 15.6% of Truman faculty agree with the statement, “including community service as part of a course is a poor use of resources.” Perhaps this is the same 14.6% who do not agree that colleges should encourage students to be

involved in community service activities. Despite the roughly 15% who say no, 85.4% is higher than Truman’s 81% who reported they agreed in the 2001 Faculty Survey, so progress is being made. And, 85% is indeed a high number in and of itself.

Part of Truman’s Mission Statement says that, “Truman State University recognizes its duty to offer services to the community, the region, and the state in the areas of research and public service that are natural outgrowths of the academic mission of the University, and strive to ensure that the University serves as a cultural resource for the broader community of which it is an integral part.” True to the Mission, 84.9% of our faculty agree with the statement that colleges have a responsibility to work with their surrounding community and address local issues.

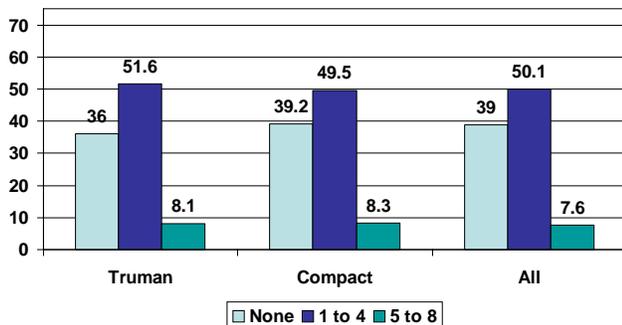
FS: Colleges have a responsibility to work with their surrounding communities to address local issues.



Furthermore, 64% of our faculty actually perform community or public services themselves, serving as a great example to our students.

On the other hand, 26.9% of Truman’s faculty believe that creating and sustaining partnerships with surrounding communities is a “high” or “highest” priority at Truman. Compare this to 43% at Campus Compact institutions and 34.3% at all other four-year institutions.

FS: How many hours per week on the average do you spend on community or public service?



It is difficult to draw conclusions based on

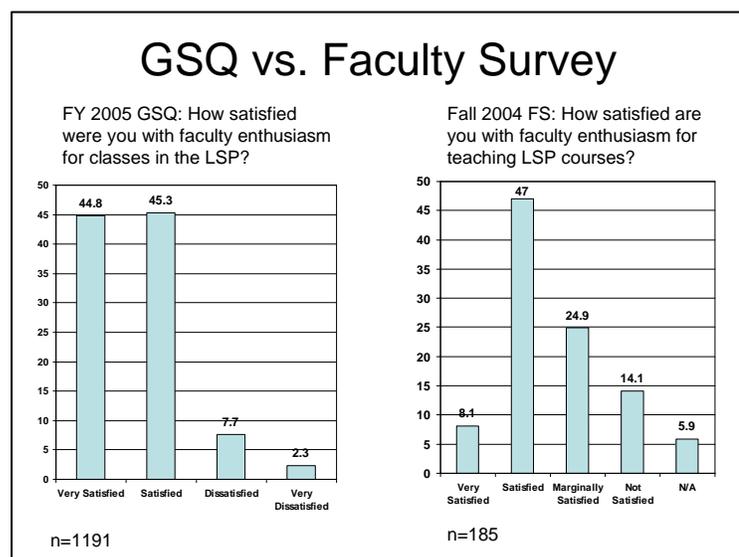
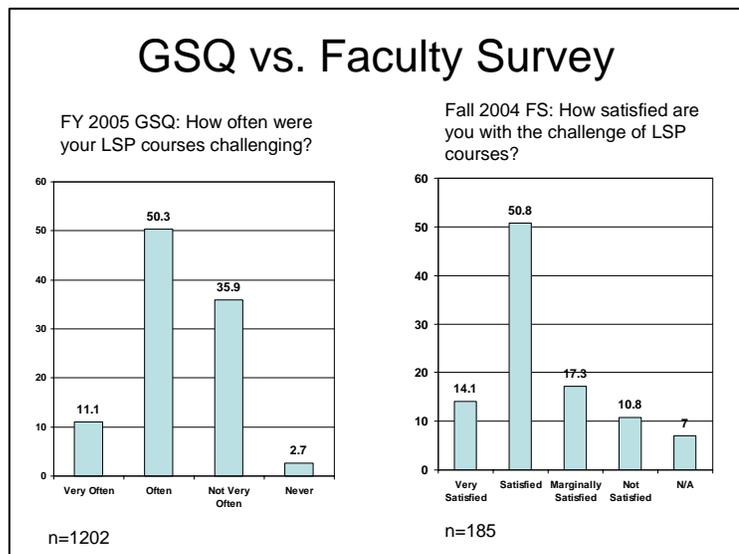
one year's worth of data, but combining the 2004 Faculty Survey results with results from the Interview Project do show a few things. One is that Truman values service learning and community service, but offers fewer courses emphasizing these opportunities than other institutions. Students *do* experience service learning, but it may not necessarily be through coursework. The fact that Kirksville is a small community might be one determinant in the small number of service learning-intensive courses offered. Also, faculty see students getting service learning and leadership opportunities through organizations on campus – maybe that is one reason there are fewer course-embedded opportunities. This is speculation, though, and further inquiries in the future could offer concrete data.

Faculty and Students on the LSP and the Major:

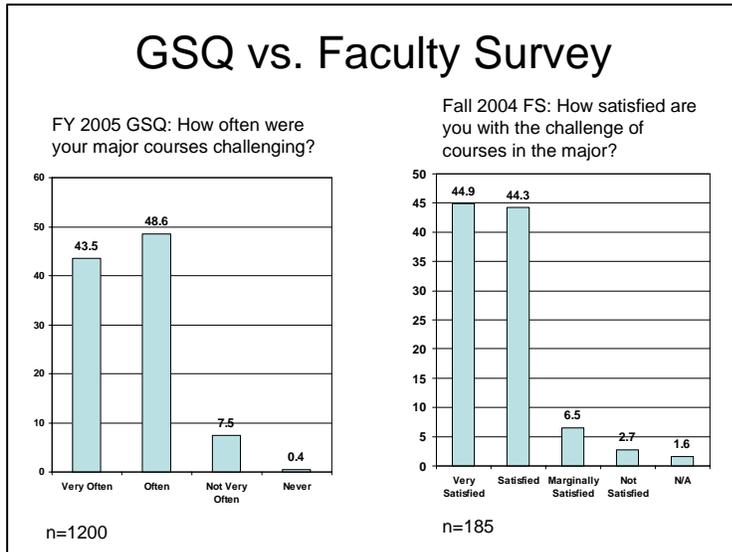
The Faculty Survey is also useful when compared to Truman's locally-developed Graduating Student Questionnaire (GSQ). Several of the local questions on the Faculty Survey deliberately mirror those on the GSQ. For instance, the chart below shows the GSQ compared to the Faculty Survey on the question of Liberal Studies Program (LSP) challenge levels.

Graduating seniors reported that 61.4% thought that the LSP courses were very often or often challenging. Similarly, 64.9% of faculty reported that they are very satisfied or satisfied with the challenge of the LSP courses. Numbers of satisfied faculty rose significantly since the Fall 2001 Faculty Survey; in 2001, 48.3% said they were very satisfied or satisfied with the challenge of LSP courses. Since the 2002 GSQ, though, student perception of level of challenge has dropped (from 69.7% to 61.4%). Does this mean that faculty are more satisfied because the courses are perceptively getting easier? Or are our students getting smarter? Or is there yet another reason for the shift such as changing pedagogy? It is hard to tell without further inquiry.

One indicator of why satisfaction has gone up might be faculty enthusiasm for the LSP courses. About 90% of graduating seniors reported in fiscal year 2005 that they were very satisfied or satisfied with faculty enthusiasm for classes in the LSP. Sixty-seven percent of students reported the same thing in fiscal year 2002. If student satisfaction with faculty enthusiasm has gone up, that might explain why the level of challenge has gone down slightly: students are likely able to learn better from faculty who enjoy teaching the subject. Faculty themselves also report an increase in enthusiasm:

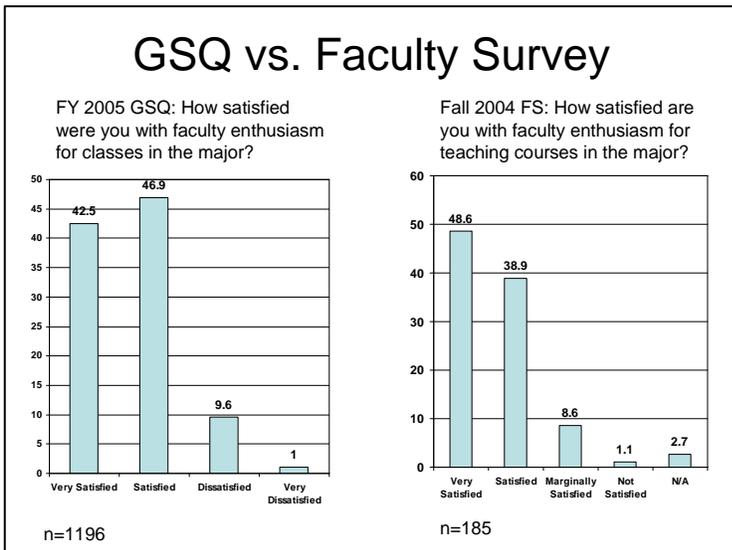


up from 37% in 2002 to 55.1% satisfied or very satisfied in 2005. So greater faculty enthusiasm coincides in a *lower* level of challenge according to the students. And, greater faculty enthusiasm coincides in a *higher* level of satisfaction regarding challenge according to the faculty. If we could ask not about faculty satisfaction with LSP challenge but rather the actual level of challenge, this small enigma might be cleared up. At this point, it's a little like comparing apples to oranges – or at least bananas to plantains.



The GSQ and Faculty Survey ask similar questions about major courses. Students believe that challenge in major courses has gone down very slightly since 2002: to 92.1% from 93.0%. Faculty satisfaction with the level of challenge in the major has gone up: to 89.2% from 86.2%. Again, we have the case of comparing satisfaction levels to actual level of challenge.

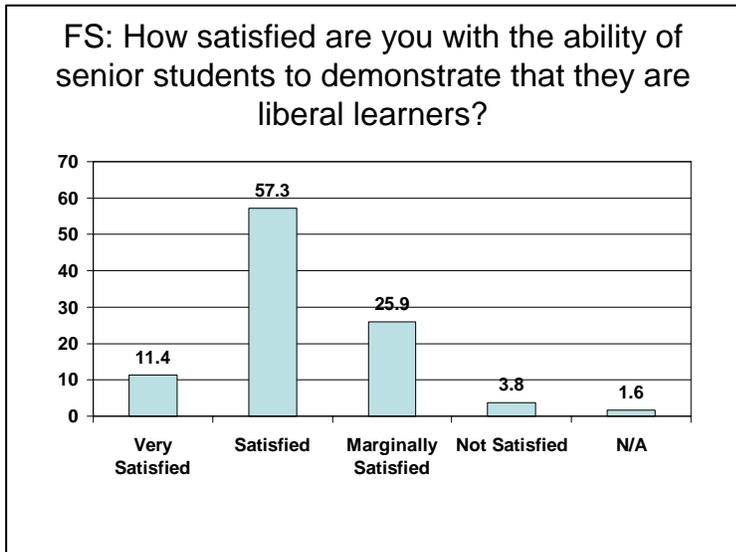
A better comparison is between student and faculty satisfaction with faculty enthusiasm for teaching courses in the major. Here, the questions are phrased almost identically. Faculty satisfaction with enthusiasm rose slightly to 87.5% from 85.7%. However, student satisfaction with faculty enthusiasm for courses in the major went down from 93.4% in 2002 to 89.4% in 2005.



What can we learn from these data? First, we know that student-reported level of challenge in LSP courses has gone down by 8.2% since 2002. However, if we go back even further to 1997, we see that the level of challenge has gone *up* 30.9%. Apparently students believe that the new LSP courses are more challenging than the courses that appeared under the curriculum of the “old core” general education program in place in 1997. And, maybe the

challenge is leveling off as faculty become more experienced with the Liberal Studies Program, which was relatively new to seniors and faculty in 2002.

Second, we know that faculty enthusiasm for teaching the LSP has gone up significantly between 2002 and 2005. Faculty enthusiasm for teaching courses in the major rose, too, but only by a small margin; it was high to begin with. Students, too, believe that faculty enthusiasm for teaching in the LSP has gone up. However, they perceive faculty enthusiasm for teaching courses in the major has gone down by about 4%. Put this all together and it portrays a growing enthusiasm for the LSP and more or less the same high enthusiasm for the major. Perhaps this means that faculty appreciate the LSP more than they did the “old core.” The chart at the top of the next page shows similar findings.



Roughly 69% of faculty responded in 2005 that they are very satisfied or satisfied with the students' abilities to demonstrate that they are liberal learners. In 2002, this number was 56%. (Students are no longer asked on the GSQ what their overall impression of their LSP classes is.)

When asked, "How satisfied are you with the level of mastery of senior majors in your field of study," 87% of faculty responded very satisfied or satisfied. In fiscal year 2005, 91.5% of seniors reported they are very satisfied or satisfied with their major on the GSQ. There is a high regard for the major at

Truman.

Faculty on the Students:

Moving on to other indicators taken from the Faculty Survey, there are some questions that ask about faculty satisfaction with students. The first question reads, "How satisfied are you with the quality of your students." Not only has Truman's percentage risen almost every year, it has also surpassed other

FS: How satisfied are you with the quality of your students? (% responding "very satisfied" or "satisfied")

	Truman	Public 4-Year	All 4-Year
1995	87.7%	41.4%	51.5%
1998	81.7%	35.2%	44.9%
2001	91.3%	38.1%	47.4%
2004	95.0%	42.5%	52.8%

public four-year institutions' numbers by more than two times. Since Truman is a highly selective institution, it is not unexpected that faculty response to this question is high.

A similar question asks faculty to agree or disagree with the statement, "Faculty here are strongly interested in the academic problems of undergraduates." Ninety-five percent of our faculty responded that they agree strongly or somewhat with this statement. The public four-year college response was 79.9% and the response from all four-year institutions was 78.0%. Again, Truman is doing very well on this indicator.

More telling information comes from the question asking faculty to agree with, "Faculty feel that most students are well-prepared academically." (See chart at top of next page.) A whopping 91.0% of Truman faculty agree with this statement compared with 27.9% at other four-year public institutions. As expected, Truman is doing very well on this indicator, too. However, Truman's response to this question in 2001 was 76.1%. Why has it risen so much in the last three years?

If ACT scores are looked at for incoming students, there is little change: 27.0 in 2002 versus 27.3 in 2005.

The same goes for high school GPA. Then perhaps faculty are more satisfied with students' academic preparedness because they are more ambitious, more motivated, or willing to ask more questions to learn better. Comparing student responses to indicators on the Cooperative Institutional Research Project (CIRP) Survey would yield some answers to this question. Nevertheless, it is still a positive thing to simply know that the faculty are satisfied with our students' preparedness and overall quality.

Faculty also said in the 2004 survey that they believe promoting the intellectual development of students is a high or highest priority at Truman.

Faculty on the Faculty:

The Faculty Survey can be useful not only for gauging faculty satisfaction with students, but also faculty satisfaction with other faculty, the administration, and the institution. The following charts depict some data to this end.

The second chart on this page shows the percent of faculty who responded that "faculty here respect each other" is very descriptive of the institution. Truman's percentage rose significantly in 2004, as did percentages at public four-year institutions and all four-year institutions. Truman, therefore, is more or less on par with what is being reported nation-wide.

The third chart on this page shows the percent of faculty who responded to "faculty are typically at odds with campus administrators" as being very descriptive of the institution. Nationally, the trend is downward, meaning fewer faculty are reporting that they are typically at odds with the administration. Truman is experiencing an up-and-down, rather unpredictable response, which makes interpretation difficult internally. Externally, we are still doing better than other four-year institutions.

FS: Faculty feel that most students are well-prepared academically. (% responding "strongly agree" or "somewhat agree")

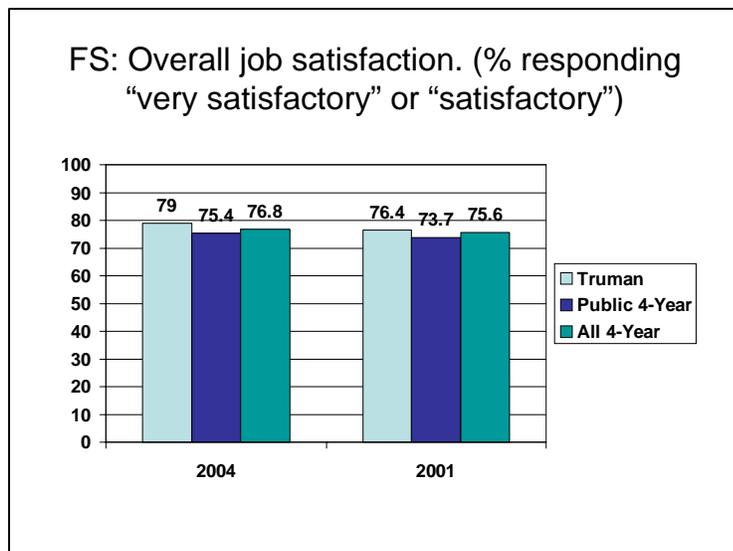
	Truman	Public 4-Year	All 4-Year
1995	73.4%	20.1%	28.0%
1998	74.3%	21.9%	30.7%
2001	76.1%	24.2%	35.5%
2004	91.0%	27.9%	39.7%

FS: Faculty here respect each other. (% responding "very descriptive" of the institution)

	Truman	Public 4-Year	All 4-Year
1995	36.9%	26.8%	31.1%
1998	34.0%	29.2%	33.5%
2001	32.5%	33.5%	36.8%
2004	50.8%	49.5%	51.6%

FS: Faculty are typically at odds with campus administration. (% responding "very descriptive" of the institution)

	Truman	Public 4-Year	All 4-Year
1995	6.7%	24.8%	18.1%
1998	6.8%	21.2%	18.3%
2001	13.6%	22.0%	17.0%
2004	8.5%	15.6%	14.3%



The final indicator in this summary is faculty overall job satisfaction. Truman faculty report slightly higher job satisfaction than other institutions’. Job satisfaction at Truman has even risen by 3.6% since 2001.

Conclusion:

Certainly there are many other indicators from the Faculty Survey that show how Truman compares to colleagues across the nation. These data along with data from other surveys on campus and the annual Faculty Data Update can yield useful information regarding success and areas for improvement at Truman.

Combining data from multiple sources (triangulation) can portray a more complete picture of what is going on compared to one source of data by itself. The Faculty Survey has been combined with the Interview Project and the Graduating Student Questionnaire in this chapter. Future combinations, such as with the CIRP or CSEQ surveys, could prove to be just as useful.

The full comparative 2004 Faculty Survey results are printed in Volume III of this *Assessment Almanac*. The Volume III chapter shows Truman’s undergraduate, full-time faculty results by male/female as compared to public four-year institutions and all four-year institutions. As mentioned above, there is also a special report from the 2004 HERI Faculty Survey that reports Truman’s results on selected engagement and public service indicators compared to Campus Compact institutions and all four-year institutions.