

Chapter XVII: FACULTY SURVEY

Who takes it?

Faculty.

When is it administered?

Every three years. This survey was most recently given out in Fall 2001.

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/Mailbox 95121
Los Angeles, CA 90095-1521
(310) 825-1925

When are results typically available?

The summer following the survey.

What type of information is sought?

The survey gives information on age, rank, title, principal activity, race, highest degree (along with its field and year of degree), degree currently working toward, department, tenure information, primary interest (teaching, research, etc.), salary, father's and mother's education, marital status, and information on children. It also asks about the amount of time spent on teaching, research, advising, service, and 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 (with no comparisons to other schools) were added. In Fall 2001, the local questions focused on student learning, faculty development, the co-curriculum, and the LSP.

From whom are the results available?

Vice President for Academic Affairs Office.

To whom are the results regularly distributed?

President, VPAA, Division Heads, Assessment Committee, and selected administrators. This year the results were posted on the Assessment Web page as well.

Are the results available by division or discipline?

No.

Are the results comparable to data of other universities?

The data is comparable to averages of other schools in a class or classes that we select, usually with public four-year colleges and all four-year institutions. Data regarding Truman's local questions are not comparable to other institutions.

The Higher Education Research Institute at UCLA issues this nation-wide survey of faculty, conducted every three years. Faculty answer thirty-seven 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 written by the Vice President’s Advisory Committee on Assessment with the idea that many of the questions would be comparable to our Graduating Student Questionnaire questions.

Two hundred faculty and administrators responded to the survey and Truman’s results were compared with public four-year institutions and all four-year institutions participating in the Fall 2001 Faculty Survey. Full Fall 2001 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/faculty.htm>.

Fall 2001 HERI Faculty Survey results were received in the Summer of 2002. Vice President Garry Gordon presented selected results at the 2002 Summer Planning and Assessment Workshop and to the Truman Board of Governors in August of 2002.

HERI Faculty Survey			
Percent of faculty who are satisfied or very satisfied with the quality of our students:			
	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%

Most notable were Truman’s results regarding the quality of our students. The slide to the left illustrates Truman faculty responses to the question, “how satisfied are you with the quality of your students.” The past three surveys have all exhibited high marks compared to other public four-year universities and all four-year institutions participating in the survey. Fall 2001 results show that 91.3% of our faculty are satisfied or very satisfied with the quality of our students. Compared to other schools’ satisfactions, Truman is doing extremely well: 38% and 47% versus our 91%.

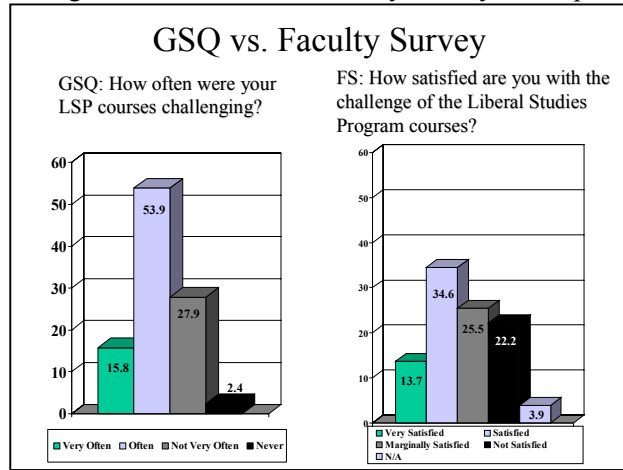
Concerning our incoming students, Truman faculty also held their abilities in high regard (*see slide*

below). Seventy-six percent of Truman’s faculty agreed that Truman students are well prepared academically. There is a fairly steady rise from the past three surveys in this category for Truman. Nationally, the percentages are increasing at a higher rate, but they are well below the percentages reported at Truman. Truman’s survey results are very telling for both questions as compared to other institutions.

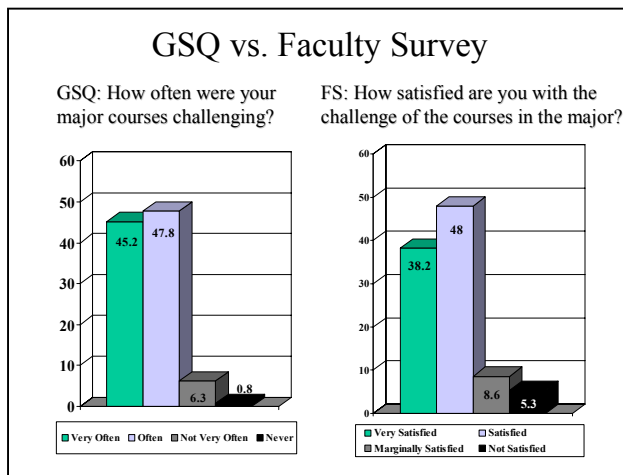
One of the local questions asked, “how satisfied are you with the ability of senior students to demonstrate that they are liberal learners.” Approximately fifty-six percent replied that they are very satisfied or satisfied and 30.8% said they were marginally satisfied. Eleven percent responded they were not satisfied. Since Truman is a liberal arts and sciences university, this is an important question to ask.

HERI Faculty Survey			
Percent of faculty who strongly agree or agree that most of our students are well-prepared academically:			
	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%

Along the same vein, one Faculty Survey local question asks for satisfaction with the challenge of Liberal Studies (LSP) courses. Faculty could answer on a scale lettered A to E where A was “very satisfied,” B was “satisfied,” C was “marginally satisfied,” D read “not satisfied,” and E was “not applicable.”

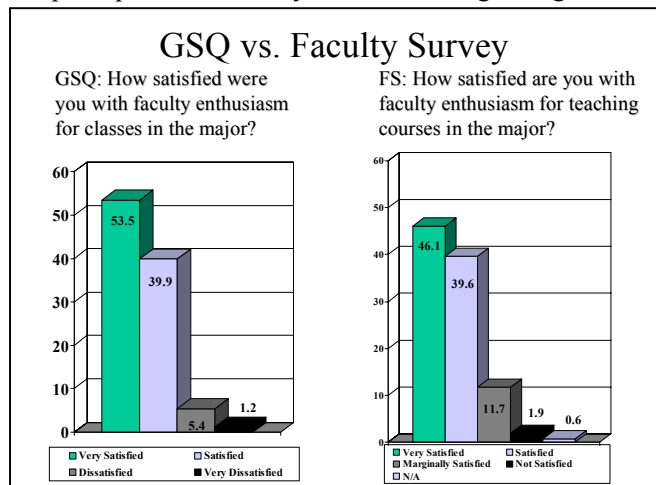
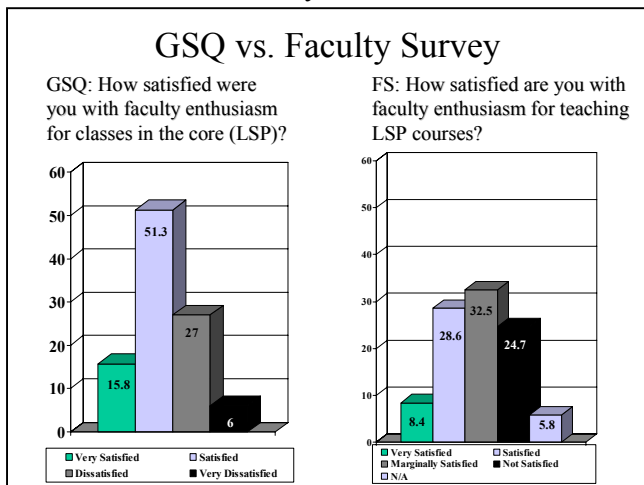


Approximately 48% of faculty responded A or B, which means that about fifty percent are not satisfied with the challenge of the LSP courses: they are either too challenging or not challenging enough. This was one of the questions the Assessment Committee designed to mirror the GSQ. In response to “how often were your LSP courses challenging,” graduating students replied that 15.8% of the time they are very often challenging and 53.9% of the time they are often challenging. (See slide to the left.) The questions are phrased slightly differently, but overall, students perceive the LSP courses to be more challenging than the faculty believe they are (69.7% compared to 48.3%). As for major courses, 93.0% of the students responded they were very often or often challenging. Faculty found major courses to be 86.2% satisfyingly challenging. (See slide to the left.) The major numbers are considerably more comparable than the perceived challenge of LSP courses at Truman. Over the years, the GSQ numbers for challenge in the major have remained fairly steady—in the 1997 GSQ, 43.0% of students felt their major courses were very often challenging compared to



45.2% in 2002. But the challenge of LSP (or old “core”) courses has risen slightly. In 1997, 11.1% of students felt their “core” courses were very often challenging versus 15.8% reporting their LSP courses were very often challenging in 2002. Interestingly, faculty experienced a similar evolution. Faculty reported they were 8.8% very satisfied with the challenge of LSP courses versus 13.7% in the Fall 2001 Survey; 37.2% of faculty said they were very satisfied with the challenge in the major courses in 1998 compared to 38.2% in Fall 2001.

Two other comparable questions were posed in the GSQ and Faculty Survey (see slides below). In these instances, both faculty and students were asked for their perceptions of faculty enthusiasm regarding the



LSP and the major. Both faculty and students reported less perceived enthusiasm for the LSP courses than for the major courses. This coincides with the previous two charts, which indicated faculty and students thought the LSP courses were less challenging than the major courses.

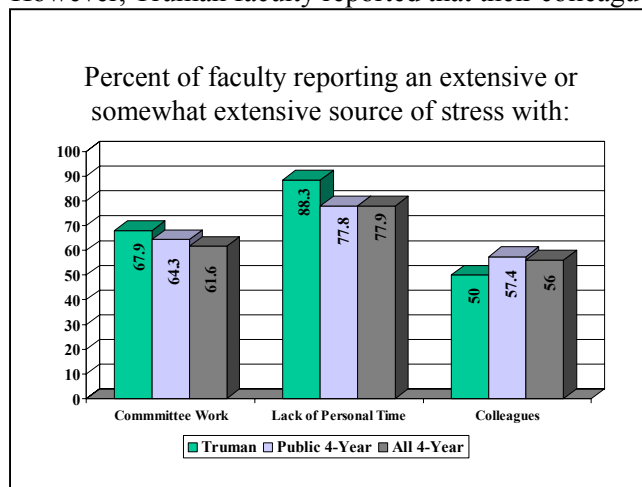
The Faculty Survey asks its participants to report on many sources of stress at their university. One of these indicators was the review/promotion process (*see slide to the right*). The percentages for public four-year and all four-year institutions have remained relatively steady over the past three issuances of the Survey. Truman's percent, however, declined by almost ten percent from 1998 to 2001. Moreover, Truman's percentage is low compared to the other categories of schools. Other sources of stress were committee work and lack of personal time. In Fall 2001, Truman scored slightly higher than other institutions on these indicators (*see slide below*).

HERI Faculty Survey

Percent of faculty responding that the review/promotion process is an extensive or somewhat extensive source of stress:

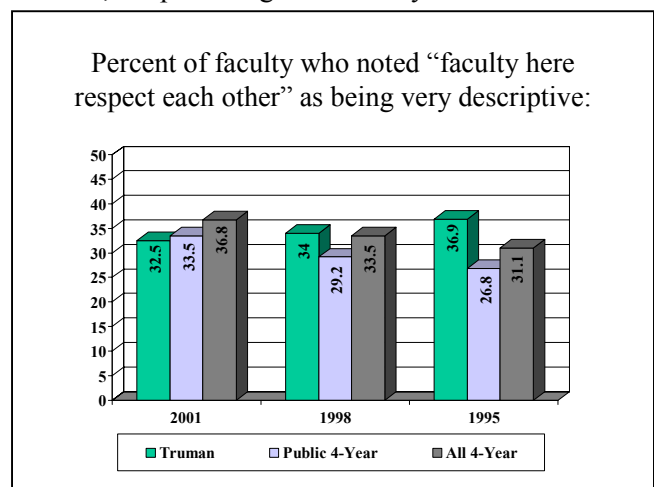
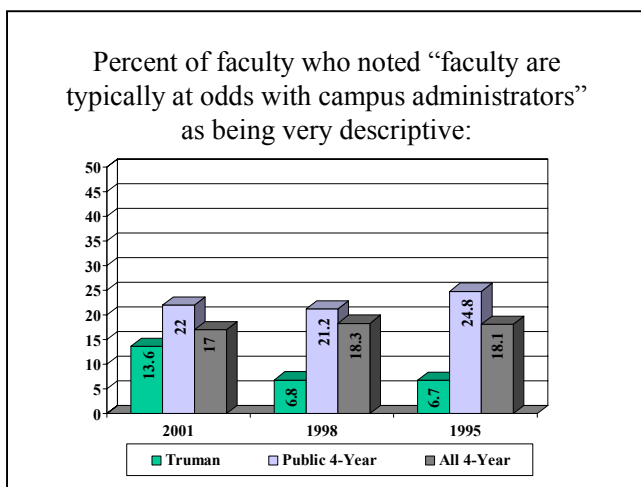
	Truman	Public 4-Year	All 4-Year
1995	45.3%	51.2%	46.8%
1998	44.5%	51.0%	48.4%
2001	35.8%	50.6%	47.8%

However, Truman faculty reported that their colleagues were a less extensive source of stress than other schools reported their colleagues to be.



Strangely, even though Truman faculty reported more stress involving committee work, the faculty reported under a separate question that the actual hours spent on committee work was less than the amount of time other institutions' faculty spent. Twenty-six percent of Truman faculty said they spent five or more hours per week on committee work compared to 29.9% and 27.9% for public four-year and all four-year institutions respectively. There is room for improvement in this area as well as for reducing stress from a lack of personal time.

The following two charts (*see below*) illustrate other areas the 2001 Faculty Survey showed were in need of improvement. The first slide shows the percent of faculty who noted that faculty are typically at odds with campus administrators as being very descriptive of Truman. Comparatively, Truman is doing quite well. But if one looks at the difference between 1998 and 2001, the percentage has exactly doubled.

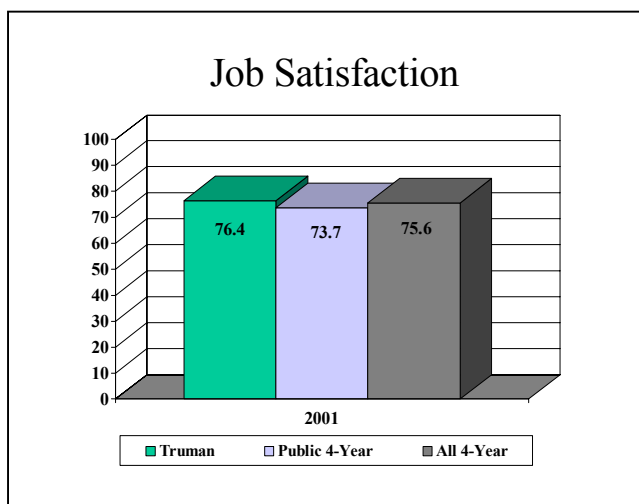


Clearly, something happened between these three years that warrants further examination. Nevertheless, Truman's percentage is far below those of the other schools'.

Slide number two shows the percent of faculty who noted that faculty here respect each other. These numbers show a negative trend from 36.9% to 32.5% for Truman while the comparative institutions' numbers are on the rise. Collegiality is important at Truman and these Faculty Survey data show that we need to do something to improve faculty relations.

Looking back at the faculty's impression of our students, it is apparent that faculty are very respectful of our students' abilities. Incoming first-year students in Fall 2001 had an average ACT score of 27.0.

Almost 75 percent of scored at or above the senior test that same Survey also showed can stand some instance, faculty challenging Truman's faculty enthusiasm for courses, faculty-relations, and faculty reported lower than institutions. But at Truman as reported themselves was a high satisfied (*see chart in illustrates*, this is



graduating students 50th percentile on the year. Yet, the Faculty areas where Truman improvement. For perceptions of how LSP courses are and teaching those same administration collegiality were all comparable overall job satisfaction by the faculty 76.4% very satisfied or *middle*). As the chart higher than the public

four-year and all four-year institutions' numbers. Overall, Truman's numbers were quite good compared to the comparable categories of schools.

Certainly there were many other indicators that showed how Truman did compared to our colleagues across the nation. The full comparative 2001 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 the same categories in public four-year and all four-year institutions.

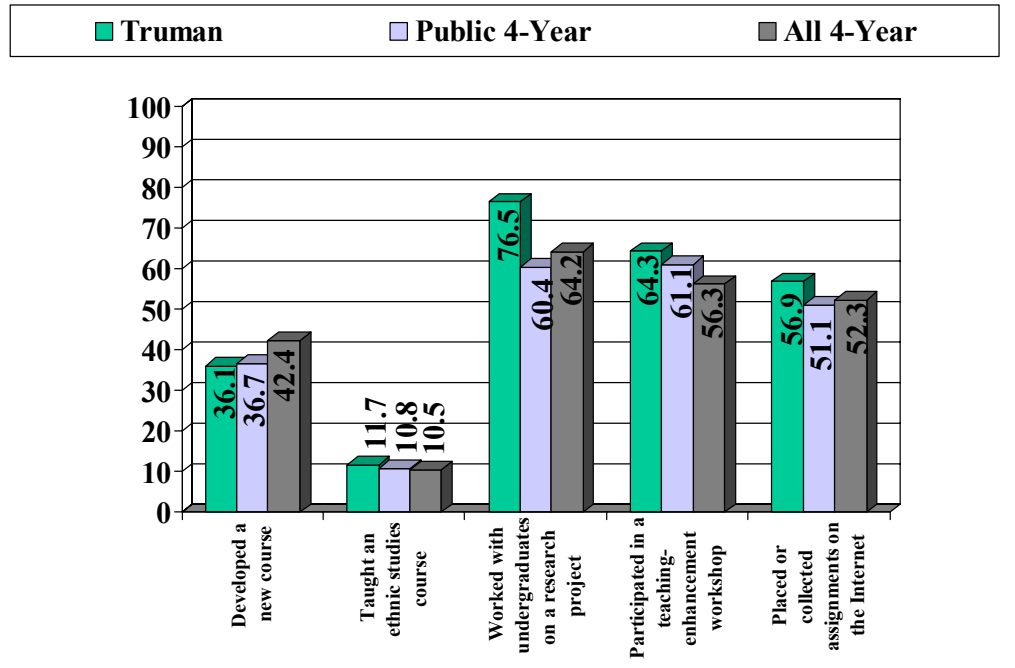
Online, both the comparative results and the results specific to Truman are located at <http://assessment.truman.edu/faculty.htm>. Truman's specific results are shown by category of part-time faculty, full-time undergraduate faculty, full-time graduate faculty, administration, and all categories. Each is further divided by male and female respondents. These results are only available online.

The next page shows some other selected data of interest as well.

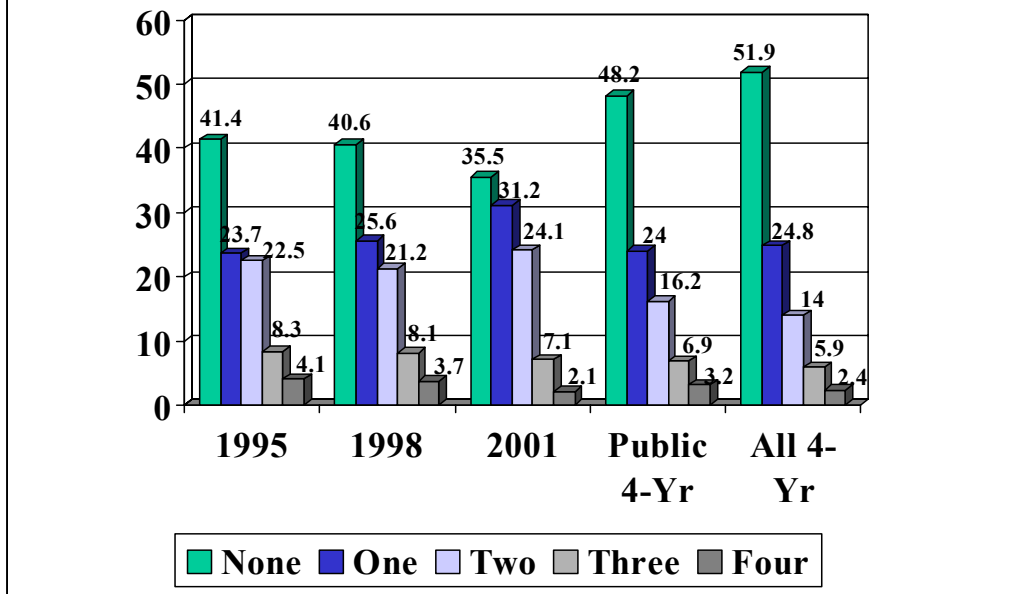
2001 Faculty Survey respondent demographics:

	Male	Female	Total
Full-time Undergraduate Faculty	89	77	166
Part-time Undergraduate Faculty	5	11	16
Administration	10	3	13
Graduate Faculty	2	4	6
Other	1	1	2
All	107	96	203

During the last two years, have you...



Number of General Education courses taught:



HERI Faculty Survey

Percent of faculty who believe developing a sense of community among students and faculty is a highest or high priority:

	Truman	Public 4-Year	All 4-Year
1995	59.6%	41.0%	43.8%
1998	72.9%	44.8%	46.5%
2001	67.5%	42.9%	47.4%

HERI Faculty Survey

Percent of faculty who noted an institutional emphasis on teaching as very important in the decision to work here:

	Truman	Public 4-Year	All 4-Year
2001	67.9%	55.0%	48.6%

HERI Faculty Survey

- From the 2001 Local Questions: “How satisfied are you with the level of mastery of senior majors in your field of study”?

- Very Satisfied, 23.4%
- Satisfied, 51.3%
- Marginally Satisfied, 19.0%
- Not Satisfied, 4.4%
- N/A, 1.9%

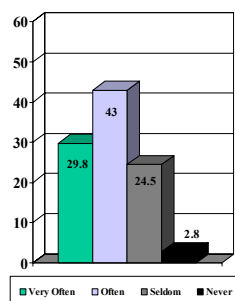
HERI Faculty Survey

Percent of faculty responding that “social activities here are overemphasized” as being very descriptive of Truman:

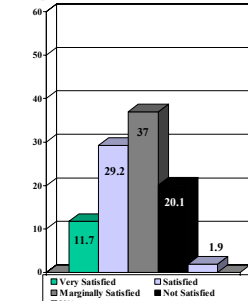
	Truman	Public 4-Year	All 4-Year
1995	6.6%	7.9%	9.8%
1998	4.8%	6.6%	8.8%
2001	9.8%	6.6%	8.5%

GSQ vs. Faculty Survey

GSQ: How often did you discuss issues of social, cultural, or academic significance with others outside of class?



FS: How satisfied are you with opportunities to discuss issues of social, cultural, or academic significance with colleagues across disciplines outside of class?



HERI Faculty Survey

Percent of faculty whose interests lie primarily in teaching (as opposed to research):

	Truman	Public 4-Year	All 4-Year
1995	86.3%	79.7%	67.2%
1998	86.4%	75.7%	66.3%
2001	84.1%	75.3%	66.2%

HERI Faculty Survey

How many hours per week on average do you spend on scheduled teaching:

		Truman	Public 4-Year	All 4-Year
1995	0-12	73.4%	72.4%	80.1%
	13+	26.6%	27.6%	19.9%
1998	0-12	66.4%	76.6%	81.4%
	13+	33.7%	23.4%	18.6%
2001	0-12	79.1%	78.2%	81.8%
	13+	20.9%	21.9%	18.2%

HERI Faculty Survey

...on household/childcare duties:

		Truman	Public 4-Year	All 4-Year
1995	0-8	55.7%	56.0%	55.3%
	9+	44.3%	44.0%	44.7%
1998	0-8	52.9%	55.1%	54.2%
	9+	46.9%	44.9%	45.8%
2001	0-8	44.0%	52.4%	53.4%
	9+	56.0%	47.6%	46.6%

HERI Faculty Survey

...preparing for teaching:

		Truman	Public 4-Year	All 4-Year
1995	0-12	36.0%	51.9%	55.8%
	13+	64.0%	48.1%	44.2%
1998	0-12	41.3%	55.4%	57.5%
	13+	58.7%	44.6%	42.5%
2001	0-12	41.8%	55.9%	59.3%
	13+	58.2%	44.2%	40.8%

HERI Faculty Survey

...on research and scholarly writing:

		Truman	Public 4-Year	All 4-Year
1995	0-4	70.0%	57.6%	45.8%
	5+	30.0%	42.4%	54.2%
1998	0-4	64.0%	53.8%	46.1%
	5+	36.0%	46.2%	53.9%
2001	0-4	63.3%	52.8%	46.9%
	5+	36.7%	47.3%	53.1%