

Chapter XVI: THE 1998 FACULTY SURVEY

Who takes it?

Faculty at Truman (including part time faculty).

When is it administered?

Approximately every three years. This survey was given in 1995 and then most recently in the fall of 1998.

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 being 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 to teaching, and the amount and source of stress. Local questions (with no comparisons to other schools) were added; they deal with the core, the major, student's critical thinking school, diversity, and estimates on the amount of student homework.

From whom are the results available?

Vice President for Academic Affairs Office.

Distribution regularly made available to whom?

President, VPAA, Division Head, Assessment Committee, and selected administrators.

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. The comparisons in the most recent survey are with four-year private colleges, nonsectarian 4 year colleges, public four-year colleges, and all four-year institutions.

Comments:

One hundred and ninety three faculty responded to this survey. The comparisons below do not address each question, though all of the data can be found in following pages. The comments below are comparisons to the public and private (all or non-sectarian) colleges.

1. Truman has more faculty who are less than 35 years old as compared to public and private colleges and universities.
2. Truman also has a smaller percentage full-time professors.
3. Truman has a smaller percentage African-American faculty.
4. Truman has a lower percentage of tenured faculty.
5. Truman faculty report less sexual harassment.
6. In regard to faculty who do not publish academic journals, our percentages are higher.
7. Concern for student problems is about the same.
8. Truman faculty report fewer problems in regard to minority/administration trust and fewer problems in racial conflict.
9. Truman faculty value more promoting students' intellectual faculties. Truman faculty show less concern with values than with private colleges, but more as compared to public institutions.
10. Truman faculty are less at odds with the administration.
11. A smaller percentage of Truman faculty believe they are rewarded for good teaching.
12. Truman faculty's satisfaction with salary is higher.
13. Truman faculty's satisfaction with teaching load is less.
14. 23.3% of Truman's faculty reported teaching interdisciplinary courses. Truman's percentage lags behind other categories of colleges. At public 4-year colleges it was 33.5%. For all private 4-year colleges it is 45.3% and for all non-sectarian four-year colleges it 48.7%.
15. In regard to local questions, here are some comparisons in regard to whether faculty indicate

they are very satisfied or satisfied (note there are no comparisons with other schools since they are local questions).

16. The percent that are satisfied with the level of mastery of senior students in their major is 68.5%.
17. The percent that are satisfied with the higher order thinking skills of Junior and Senior students is 53.8%.
18. The percent that are satisfied with the ability of Junior and Senior students to demonstrate that they are liberal learners is 41.7%.
19. The percent that are satisfied with the opportunity to collaborate with student affairs staff in designing experiences that integrate the curriculum and co-curriculum is 31.9%.
20. The percent that are satisfied with the challenge of:
 - LSP courses is 55.8%
 - Major courses is 85.0%
21. The percent that are satisfied with faculty enthusiasm for teaching:
 - LSP courses is 39.2%
 - Major courses is 85.5%
22. The percent that are satisfied with the effectiveness of academic advising is 52.2%.
23. The percent that are satisfied with opportunities to discuss issues of social, cultural, or academic significance with students outside of class is 64.8%.
24. The percent that are satisfied with the opportunities to discuss issues of social, cultural, or academic significance with colleagues across disciplines and outside of class is 52%.
25. The percent that are satisfied with the working relationship between faculty and administration is 61.5%.
26. The percent who estimate that students spend out of class on course-related work:
 - > 5 hours 2.4%
 - 6-10 hours 24.6%
 - 11-15 hours 33.5%
 - 16-20 hours 31.7%
 - 21 + hours 7.8%

Note that what follows in Volume III are two separate data reports. Both are for 1998. The difference in the two reports relates to the schools with whom we are compared. Volume III has the complete data.