

Chapter XVI: FACULTY SURVEY

Who takes it?

Faculty at Truman.

When is it administered?

Approximately every three years. This survey was most recently given out in Fall 1998 and again 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.

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 four-year private colleges, nonsectarian four-year colleges, public four-year colleges, and all four-year institutions. Data regarding Truman's local questions are not comparable to other institutions.

As mentioned above, the Higher Education Research Institute (HERI) administers the Faculty Survey every three years. Truman faculty took the survey in the Fall of 2001. The results of this year's survey will not be available until summer 2002. Following is the 2001 faculty survey, including the local questions developed by the President's Committee on Assessment. For the results of the 1998 HERI Faculty Survey, see the *2000 Assessment Almanac*, Volume II, Chapter XVI.

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

CORRECT MARK **INCORRECT MARKS**

1. What is your principal activity in your current position at this institution? (Mark one)

- Administration
- Teaching
- Research
- Services to clients and patients
- Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)

- Yes No

3. Your sex: Male Female

4. What is your present academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor
- Other

5. What is your administrative title?

- Not applicable
- Director, coordinator, or administrator of an institute, center, lab, or specially-funded program
- Department Chair
- Dean
- Associate or Assistant Dean
- Vice-President, Provost, Vice-Chancellor
- President, Chancellor
- Other

6. Are you currently: (Mark one)

- Married
- Unmarried, living with partner
- Single

7. Have you ever been: (Mark all that apply)

- Divorced Widowed Separated

8. If you were to begin your career again, would you still want to be a college professor?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

9. Racial/Ethnic group: (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian
- Asian American/Asian
- Mexican American/Chicano
- Puerto Rican American
- Other Latino
- Other

10. How many children do you have in the following age ranges?

- 0 - 4 years old 0 1 2 3 4+
- 5 - 12 years old 0 1 2 3 4+
- 13 - 17 years old 0 1 2 3 4+
- 18 - 23 years old 0 1 2 3 4+
- 24 years old or older 0 1 2 3 4+

11. Do your interests lie primarily in teaching or research?

- Very heavily in research
- In both, but leaning toward research
- In both, but leaning toward teaching
- Very heavily in teaching

12. On the following list, please mark one in each column:

- | | | |
|--|--------------------------|--------------------------------|
| | Highest Degree
Earned | Degree Currently
Working On |
| Bachelor's (B.A., B.S., etc.) | <input type="radio"/> | <input type="radio"/> |
| Master's (M.A., M.S., etc.) | <input type="radio"/> | <input type="radio"/> |
| LL.B., J.D. | <input type="radio"/> | <input type="radio"/> |
| M.D., D.D.S. (or equivalent) | <input type="radio"/> | <input type="radio"/> |
| Other first professional degree beyond B.A. (e.g., D.D., D.V.M.) | <input type="radio"/> | <input type="radio"/> |
| Ed.D. | <input type="radio"/> | <input type="radio"/> |
| Ph.D. | <input type="radio"/> | <input type="radio"/> |
| Other degree | <input type="radio"/> | <input type="radio"/> |
| None | <input type="radio"/> | <input type="radio"/> |

13. During the past two years, have you engaged in any of the following activities?

- (Mark one for each item)
- | | | |
|--|-------------------------|-------------------------|
| | Yes | No |
| Taught an honors course | <input type="radio"/> Y | <input type="radio"/> N |
| Taught an interdisciplinary course | <input type="radio"/> Y | <input type="radio"/> N |
| Taught an ethnic studies course | <input type="radio"/> Y | <input type="radio"/> N |
| Taught a women's studies course | <input type="radio"/> Y | <input type="radio"/> N |
| Team-taught a course | <input type="radio"/> Y | <input type="radio"/> N |
| Taught a service learning course | <input type="radio"/> Y | <input type="radio"/> N |
| Worked with undergraduates on a research project | <input type="radio"/> Y | <input type="radio"/> N |
| Used intra- or extramural funds for research | <input type="radio"/> Y | <input type="radio"/> N |
| Participated in a teaching enhancement workshop | <input type="radio"/> Y | <input type="radio"/> N |
| Placed or collected assignments for a course on the Internet | <input type="radio"/> Y | <input type="radio"/> N |
| Taught a course exclusively through the Internet | <input type="radio"/> Y | <input type="radio"/> N |

14. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter.)

Major of highest degree held	Department of current faculty appointment
<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9

15. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000. (Note: Amounts above \$199,000 should be marked "199")

<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9
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The above salary is based on:

- 9/10 months
- 11/12 months

16. In the four sets of ovals below, please mark the last two digits of the year of each of the following:

Year of birth	Year of highest degree now held
<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9

Year of appointment at present institution Year tenure was awarded

<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9
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Are you tenured?

- Yes
- No

NOTE: If you are between terms, on leave, or in an interim term, please answer questions 17 and 18 as they apply to the full term most recently completed at this institution.

17. During the present term, how many hours per week on the average do you actually spend on each of the following activities?

(Mark one for each activity)

	Hours Per Week								
	None	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Scheduled teaching (give actual, not credit hours)	<input type="radio"/>								
Preparing for teaching (including reading student papers and grading)	<input type="radio"/>								
Advising and counseling of students	<input type="radio"/>								
Committee work and meetings	<input type="radio"/>								
Other administration	<input type="radio"/>								
Research and scholarly writing	<input type="radio"/>								
Other creative products/performances	<input type="radio"/>								
Consultation with clients/patients	<input type="radio"/>								
Community or public service	<input type="radio"/>								
Outside consulting/freelance work	<input type="radio"/>								
Household/childcare duties	<input type="radio"/>								

18. How many of the following courses are you teaching this term?

(Mark one for each activity)

General education courses	<input type="radio"/>					
Other BA or BS undergraduate credit courses	<input type="radio"/>					
Non-BA credit courses (developmental/remedial)	<input type="radio"/>					
Graduate courses	<input type="radio"/>					

19. Indicate the importance to you of each of the following education goals for undergraduate students:

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for graduate or advanced education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop moral character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for family living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students the classic works of Western civilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance the out-of-class experience of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill in students a commitment to community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for responsible citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How influential were the following people in your decision to pursue an academic career?

(Mark one for each item)

	Very Influential	Somewhat Influential	Not Influential
Father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate faculty or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate faculty or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For questions 21-23, mark only one response for each question.

21. How many of the following have you published?

	None	1-2	3-4	5-10	11-20	21-50	51+
Articles in academic or professional journals	<input type="radio"/>						
Chapters in edited volumes	<input type="radio"/>						
Books, manuals, or monographs	<input type="radio"/>						

22. How many exhibitions or performances in the fine or applied arts have you presented?

23. How many of your professional writings have been published or accepted for publication in the last two years?

24. For each of the following items, please mark either Yes or No:

	Yes	No
Have you ever held an academic administrative post?	<input type="radio"/>	<input type="radio"/>
Have you ever received an award for outstanding teaching?	<input type="radio"/>	<input type="radio"/>
Do you commute a long distance to work?	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on women?	<input type="radio"/>	<input type="radio"/>
Does your spouse/partner work in the same city?	<input type="radio"/>	<input type="radio"/>
Is your spouse/partner an academic?	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on racial or ethnic minorities?	<input type="radio"/>	<input type="radio"/>
Were you born in the USA?	<input type="radio"/>	<input type="radio"/>
Are you a U.S. citizen?	<input type="radio"/>	<input type="radio"/>
Have you ever interrupted your professional career for more than one year for family reasons?	<input type="radio"/>	<input type="radio"/>
Have you been sexually harassed at this institution?	<input type="radio"/>	<input type="radio"/>
Do you plan on working beyond age 70?	<input type="radio"/>	<input type="radio"/>
Are you a member of a faculty union?	<input type="radio"/>	<input type="radio"/>
Is (or was) your father an academic?	<input type="radio"/>	<input type="radio"/>
Is (or was) your mother an academic?	<input type="radio"/>	<input type="radio"/>

During the Last Two Years, Have You:

Received at least one firm job offer?	<input type="radio"/>	<input type="radio"/>
Developed a new course?	<input type="radio"/>	<input type="radio"/>
Considered early retirement?	<input type="radio"/>	<input type="radio"/>
Considered leaving academe for another job?	<input type="radio"/>	<input type="radio"/>
Taught courses at more than one institution during the same term?	<input type="radio"/>	<input type="radio"/>
Served as a paid consultant?	<input type="radio"/>	<input type="radio"/>
Requested/sought an early promotion?	<input type="radio"/>	<input type="radio"/>

25. How important were each of the following in your decision to work at this college or university?

(Mark one for each item)

	Very Important	Somewhat Important	Not Important	A Deterrent
Institutional emphasis on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional emphasis on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestige of institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestige of department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary/benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic rank offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job opportunities for spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other personal/family considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Indicate how important you believe each priority listed below is at your college or university:

(Mark one for each activity)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	4	3	2	1
To help students examine and understand their personal values	4	3	2	1
To develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	4	3	2	1
To facilitate student involvement in community service	4	3	2	1
To help students learn how to bring about change in American society	4	3	2	1
To increase or maintain institutional prestige	4	3	2	1
To hire faculty "stars"	4	3	2	1
To recruit more minority students	4	3	2	1
To enhance the institution's national image	4	3	2	1
To create a diverse multi-cultural campus environment	4	3	2	1
To promote the religious/spiritual development of students	4	3	2	1
To mentor new faculty	4	3	2	1

27. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	4	3	2	1
Racial and ethnic diversity should be more strongly reflected in the curriculum	4	3	2	1
Faculty feel that most students are well-prepared academically	4	3	2	1
This institution should hire more faculty of color	4	3	2	1
Student Affairs staff have the support and respect of faculty	4	3	2	1
Faculty are committed to the welfare of this institution	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates	4	3	2	1
There is a lot of campus racial conflict here	4	3	2	1
Many courses include feminist perspectives	4	3	2	1
Faculty of color are treated fairly here	4	3	2	1
Women faculty are treated fairly here	4	3	2	1
Many courses involve students in community service	4	3	2	1
This institution should hire more women faculty	4	3	2	1
Most students are strongly committed to community service	4	3	2	1
Gay and lesbian faculty are treated fairly here	4	3	2	1
My research is valued by faculty in my department	4	3	2	1
My teaching is valued by faculty in my department	4	3	2	1

28. During the past two years, how involved have you been in efforts to reform the following at your institution?

(Mark one for each item)

	Very Involved	Minimally Involved	Not Involved
Overall mission, purpose	V	M	N
General education	V	M	N
Faculty roles/rewards	V	M	N
Governance	V	M	N
Curriculum	V	M	N

29. How important are each of the following in your decision to pursue an academic career?

(Mark one for each item)

	Very Important	Somewhat Important	Not Important
Autonomy	V	S	N
Flexible schedule	V	S	N
Intellectual challenge	V	S	N
Intellectual freedom	V	S	N
Freedom to pursue my scholarly/teaching interests	V	S	N
Opportunities for teaching	V	S	N
Opportunities for research	V	S	N
Occupational prestige/professional status	V	S	N
Opportunity to influence social change	V	S	N

30. Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

(Mark one for each item)

	Extensive	Somewhat	Not At All
Managing household responsibilities	E	S	N
Child care	E	S	N
Care of elderly parent	E	S	N
My physical health	E	S	N
Review/promotion process	E	S	N
Subtle discrimination (e.g., prejudice, racism, sexism)	E	S	N
Personal finances	E	S	N
Committee work	E	S	N
Faculty meetings	E	S	N
Colleagues	E	S	N
Students	E	S	N
Research or publishing demands	E	S	N
Institutional procedures and "red tape"	E	S	N
Teaching load	E	S	N
Children's problems	E	S	N
Marital friction	E	S	N
Time pressures	E	S	N
Lack of personal time	E	S	N
Keeping up with information technology	E	S	N

31. How satisfied are you with the following aspects of your job?

(Mark one for each item)

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
Salary and fringe benefits	V	S	M	N	
Opportunity for scholarly pursuits	V	S	M	N	
Teaching load	V	S	M	N	
Quality of students	V	S	M	N	
Office/lab space	V	S	M	N	
Autonomy and independence	V	S	M	N	
Professional relationships with other faculty	V	S	M	N	
Social relationships with other faculty	V	S	M	N	
Competency of colleagues	V	S	M	N	
Visibility for jobs at other institutions/organizations	V	S	M	N	
Job security	V	S	M	N	
Relationships with administration	V	S	M	N	
Overall job satisfaction	V	S	M	N	
Opportunity to develop new ideas	V	S	M	N	
Availability of child care at this institution	V	S	M	N	

32. Indicate how well each of the following describes your college or university:

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	V	S	N
There is a great deal of conformity among the students	V	S	N
The faculty are typically at odds with campus administrators	V	S	N
Faculty here respect each other	V	S	N
Most students are treated like "numbers in a book"	V	S	N
Social activities are overemphasized	V	S	N
Students here do not usually socialize with one another	V	S	N
Faculty are rewarded for being good teachers	V	S	N

33. In how many of the undergraduate courses that you teach do you use each of the following?

(Mark one for each item)

	All	Most	Some	None
Evaluation Methods:				
Multiple-choice mid-term and/or final exams	A	M	S	N
Essay mid-term and/or final exams	A	M	S	N
Short-answer mid-term and/or final exams	A	M	S	N
Quizzes	A	M	S	N
Weekly essay assignments	A	M	S	N
Student presentations	A	M	S	N
Term/research papers	A	M	S	N
Student evaluations of each others' work	A	M	S	N
Grading on a curve	A	M	S	N
Competency-based grading	A	M	S	N
Instructional Techniques/Methods:				
Class discussions	A	M	S	N
Computer or machine-aided instruction	A	M	S	N
Cooperative learning (small groups)	A	M	S	N
Experiential learning/Field studies	A	M	S	N
Teaching assistants	A	M	S	N
Recitals/Demonstrations	A	M	S	N
Group projects	A	M	S	N
Independent projects	A	M	S	N
Extensive lecturing	A	M	S	N
Multiple drafts of written work	A	M	S	N
Readings on racial and ethnic issues	A	M	S	N
Readings on women and gender issues	A	M	S	N
Student-developed activities (assignments, exams, etc.)	A	M	S	N
Student-selected topics for course content	A	M	S	N
Community service as part of coursework	A	M	S	N

34. What is the highest level of education reached by your spouse/partner and your parents?

(Mark one in each column)

	Spouse/Partner	Father	Mother
8th grade or less	S	F	M
Some high school	S	F	M
Completed high school	S	F	M
Some college	S	F	M
Graduated from college	S	F	M
Attended graduate or professional school	S	F	M
Attained advanced degree	S	F	M
Does not apply (No spouse or partner)	S		

35. Please indicate your agreement with each of the following statements:

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Western civilization and culture should be the foundation of the undergraduate curriculum	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1
Promoting diversity leads to the admission of too many underprepared students	4	3	2	1
Colleges should be actively involved in solving social problems	4	3	2	1
Tenure is an outmoded concept	4	3	2	1
Colleges should encourage students to be involved in community service activities	4	3	2	1
Community service should be given weight in college admissions decisions	4	3	2	1
Tenure is essential to attract the best minds to academe	4	3	2	1
A racially/ethnically diverse student body enhances the educational experience of all students	4	3	2	1
External pressures often prevent researchers from being completely objective in the conduct of their work	4	3	2	1

36. How would you characterize your political views? (Mark one)

- Far Left
 Middle-of-the-road
 Conservative
 Liberal
 Far Right

37. Indicate the importance to you personally of each of the following:

(Mark one for each item)

	Essential	Very important	Somewhat important	Not important
Becoming an authority in my field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Integrating spirituality into my life	E	V	S	N
Being a good colleague	E	V	S	N
Being a good teacher	E	V	S	N
Achieving congruence between my own values and institutional values	E	V	S	N

ADDITIONAL QUESTIONS: If you received additional questions, mark answers below:

38. A B C D E
 45. A B C D E
 52. A B C D E
 39. A B C D E
 46. A B C D E
 53. A B C D E
 40. A B C D E
 47. A B C D E
 54. A B C D E
 41. A B C D E
 48. A B C D E
 55. A B C D E
 42. A B C D E
 49. A B C D E
 56. A B C D E
 43. A B C D E
 50. A B C D E
 57. A B C D E
 44. A B C D E
 51. A B C D E
 58. A B C D E

Please return your completed questionnaire in the postage-paid envelope to:
 Higher Education Research Institute
 2905 West Service Road, Eagan, MN 55121

THANK YOU!

DO NOT MARK IN THIS AREA

**Truman State University
2001 Faculty Survey**

Additional (Local) Questions

Please answer Question 38 using the following scale: A = Excellent B = Good C = Adequate D = Marginal E = Poor

38. How would you assess the demonstrated higher order thinking skills of graduating seniors?

Please answer Questions 39 through 53 using the following scale: A = Very Satisfied B = Satisfied C = Marginally Satisfied D = Not Satisfied E = Not Applicable

39. How satisfied are you in the ability of senior students to demonstrate that they are liberal learners?

40. How satisfied are you with the level of mastery of senior majors in your field of study?

41-44. How satisfied are you with annual reviews in helping you to develop professionally among the following dimensions?

41. In helping you to develop as a *teacher*?

42. As a *researcher/scholar/performer*?

43. In terms of *service* as a member of this academic community?

44. In terms of *collegiality* as a member of this academic community?

45-47. How satisfied are you with the opportunities to collaborate within the Truman community in the following ways?

45. To integrate the curriculum and the co-curriculum within Student Affairs?

46. To enrich Truman's liberal arts culture and to extend the co-curriculum within the Residential Colleges?

47. To establish collaborative student/faculty scholarly projects with students?

48-53. How satisfied are you with the following aspects of Truman's liberal arts culture?

48. The challenge of Liberal Studies Program (LSP) courses?

49. The challenge of courses in the major?

50. Faculty enthusiasm for teaching LSP courses?

51. Faculty enthusiasm for teaching courses in the major?

52. Opportunities to discuss issues of social, cultural, or academic significance with students outside of class?

53. Opportunities to discuss issues of social, cultural, or academic significance with colleagues across disciplines and outside of class?

Please answer Question 54 using the following scale: A = Effective B = Somewhat Effective C = Somewhat Ineffective D = Ineffective

54. Now that we have fully implemented the LSP, how would you rate its effectiveness in fostering the liberal education of our students?

Please answer Question 55 using the following scale: A = Comfortable B = Somewhat Comfortable C = Somewhat Uncomfortable D = Uncomfortable

55. How comfortable are you with your ability to advise students regarding the LSP?

Please answer Question 56 using the following scale: A = All the Time B = Most of the Time C = Often D = Once in a While E = Never

56. During the current school year, about how often do you think students had serious conversations with other students whose race or ethnic background was different from their own?

57. What do you think the primary cause is for students being unsuccessful at Truman?

- A. Alcohol/drug consumption
- B. Poor study habits
- C. Ill prepared for University-level academics
- D. Little motivation or excessive involvement in non-academic interests
- E. Personal issues (relationships, finances, etc.)

Please answer Question 58 using the following scale: A = 5 or Fewer Hours a Week B = 6-10 Hours a Week C = 11-15 Hours a Week D = 16-20 Hours a Week E = More than 20 Hours a Week.

58. During the time school is in session, about how many hours a week do you think students usually spend outside of class on activities related to their academic program, such as studying, writing, reading, lab work, rehearsing, etc.?