

# Chapter VII: HIGHER EDUCATION RESEARCH INSTITUTE FACULTY SURVEY (HERI)

## *Who takes it?*

Faculty and administration

## *When is it administered?*

Every three years. The last administration was fall, 2010.

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

30 minutes

## *What office administers it?*

The Provost's 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](mailto: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 technology in the classroom. 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 sources of stress. Local questions may be added.

## *From whom are the results available?*

Provost's Office, McClain Hall 203

*To whom are the results regularly distributed?*

The University community through a website, the University Conference, the Strategic Planning and Assessment Workshop, and this *Almanac*

*Are the results available by department or discipline?*

No

*Are the results comparable to data from other universities?*

Yes

The Higher Education Research Institute (HERI) at UCLA issues this nation-wide survey of faculty members every three years. Respondents answer several broad questions, each with many sub-indicators, concerning demographic information, faculty engagement in teaching, research and service, the campus environment, and faculty perspectives on undergraduate education. 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 2014 HERI Faculty Survey was administered to 418 faculty and administrators in the spring of 2014. A total of 102 surveys were returned, for a completion rate of 22%. Truman's comparison group for this survey was highly selective public 4-year colleges. Full Faculty Survey results are printed in Volume II of this *Almanac*.

Overall observations

As in the previous HERI survey (2010), although they teach a similar number of courses in the year, Truman faculty respondents were more likely than those in the comparison group to have taught an honors course, a seminar for first-year students or a capstone course in the past two years. As in the past, Truman faculty members are more likely than their peers to engage undergraduates in their own research projects and much more likely (80.8% compared to 66.2%) to have worked with undergraduates on a research project.

The Truman faculty's perspective on shared governance, as reflected in this survey, is very positive. Fewer Truman respondents believe that faculty are typically at odds with campus administration, while a higher percentage believes that administrators consider faculty concerns when making policy and that the administration is open about its policies.

## Selected Results from the Comparison Categories

**Teaching Practices.** Truman faculty members report slightly lower use of student-centered pedagogy—presentations, peer evaluations, discussions, cooperative and experiential learning, group projects, journaling and the use of student inquiry to drive learning. Truman compares favorably in terms of “habits of mind,”—structuring courses to develop habits of mind for lifelong learning in students. Truman faculty members are more likely to have used on-line homework, virtual labs and on-line discussion boards than those in the comparison group.

**Research.** Truman reports a higher percentage of research on women’s and gender issues (29.2% compared with 24.1%) As mentioned above, Truman faculty members collaborate much more frequently than those in the comparison group with undergraduate research projects.

**Satisfaction.** Truman results are similar to those of the comparison group regarding satisfaction with the working environment. Satisfaction with compensation is slightly lower for all faculty, a little lower than that for men (47.4% compared to 50.9% in the comparison group), but about the same among women. Results are also similar to those of the comparison group on the issue of flexibility in relation to family matters and emergencies. When asked about overall satisfaction with the institution. Truman respondents indicate a higher rate of “satisfied,” and a lower rate (15.3% compared with 21.8%) of “very satisfied.”

**Sources of Stress.** Truman faculty members report levels of career-related stress similar to those in the comparison group (committee work, colleagues, students, research, red tape, teaching load). In addition, Truman results are also similar regarding stress from personal finances, lack of personal time and changes in work responsibilities. The percentage of “extensive” stress resulting from job security and institutional budget cuts, though, is higher (43.5% compared to 25.5%).

**Faculty Perspectives on Campus Climate.** A lower percentage of Truman faculty respondents agree that the institution has effective hiring practices and policies that increase faculty diversity, while a percentage similar to that in the comparison group agrees that faculty are not prepared to deal with conflict over diversity issues in the classroom. A slightly lower percentage of all faculty believes that the institution is committed to facilitating civic engagement in students and faculty, while a noticeably lower percentage of men report this belief (51.2% compared to 47.7% in the comparison group). Overall, faculty respondents believe that the institution is committed to increasing its prestige (51.2% compared to 47.7% in the comparison group).