

Chapter 9: HIGHER EDUCATION RESEARCH INSTITUTE FACULTY SURVEY (HERI)

Who takes it? All faculty and administration are invited to complete the instrument.

When is it administered? Every three years. The last previous administration was spring 2016.

How long does it take for the faculty to complete the instrument? Approximately 30 minutes.

What office administers it? HERI personnel administer it online with campus coordination by the Provost's Office.

Who originates this survey?

Higher Education Research Institute
UCLA Graduate School of Education and Information
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Visit the website for more information on the HERI Faculty Survey or to view the instrument itself.

<https://heri.ucla.edu/heri-faculty-survey/>

When are results typically available? Late summer.

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.

From whom are the results available? The Truman State University Office of Academic Affairs.

To whom are the results regularly distributed? A summary of the results is provided to the Provost and Academic Deans. Full results are available to the University community through this almanac and by request from the Office of Academic Affairs.

Are the results available by department or discipline? Results are aggregated only to the university-level and not available at the department or discipline-level.

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 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 2020 HERI Faculty Survey was administered to 314 faculty and administrators in the spring of 2019. A total of 190 surveys were returned, for a completion rate of 61%. Truman's comparison group for this survey was highly selective public 4-year colleges.

Summary

Overall observations are that 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 three 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 to have worked with undergraduates on a research project. The Truman faculty's perspective on shared governance, as reflected in this survey, is quite positive. A higher percentage of Truman respondents believe that administrators consider faculty concerns when making policy and that the faculty are sufficiently involved in campus decision making. Similar to previous years, 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. They report lower use of technology in the classroom than the peer group respondents. Truman results are similar to those of the comparison group regarding satisfaction with the working environment, but the dissatisfaction with compensation was considerably higher among Truman respondents. 72.1% of Truman faculty said they would definitely or probably choose to come to Truman again if given the chance, compared to 81.5% of the comparison group. Additionally, 11.3% of Truman respondents said they would definitely or probably not come to Truman again if given the chance, as compared to 7.6% of their peers at other institutions. 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. A lower percentage of Truman faculty respondents agree that the institution has effective hiring practices and policies that increase faculty diversity. Similarly a lower percentage of Truman faculty respondents believe that the institutions takes responsibility for educating underprepared students. Overall, faculty respondents believe that the institution is committed to increasing its prestige (69.7% compared to 64.1% in the comparison group).