

Truman State University HERI Faculty Survey 2019-2020 Results

Full-Time Undergraduate Teaching Faculty

Truman State University

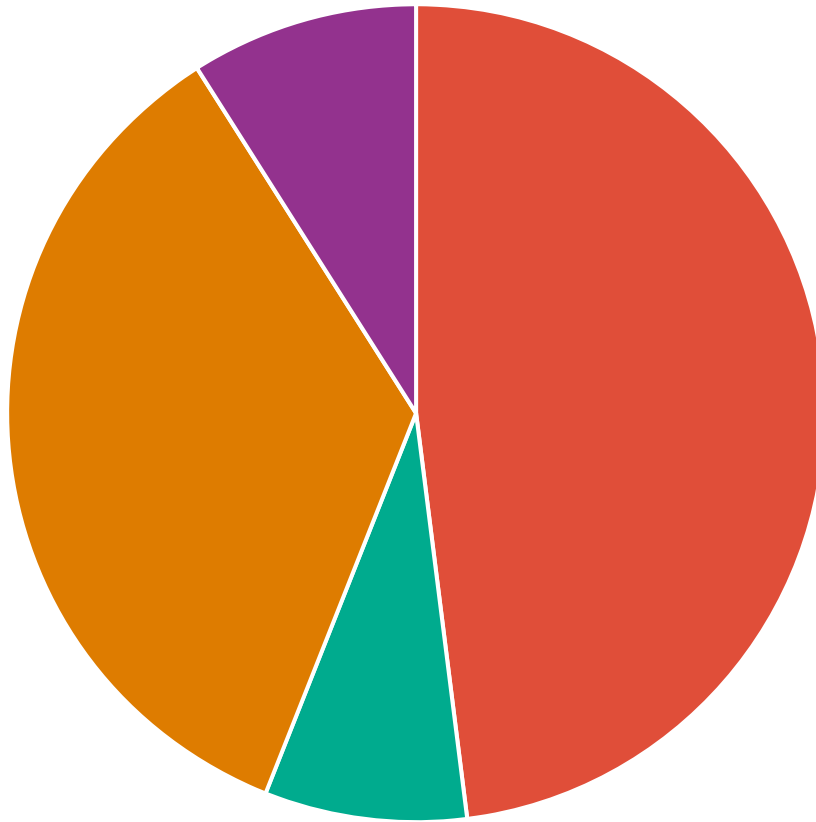
N=190

Public 4yr Colleges - high selectivity

N=999

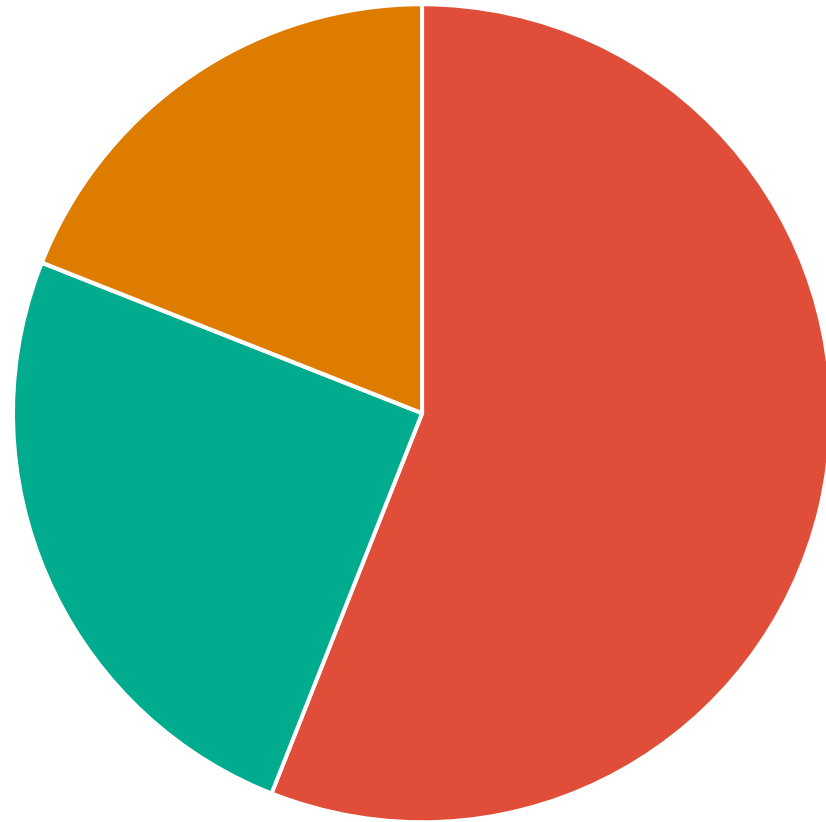
190 Respondents

Rank



■ Prof ■ Assoc ■ Assist ■ Other

Type



■ Tenured ■ Tenure Track ■ Term

Participating Institutions

Public 4yr Colleges – high selectivity

COPLAC Members:

UNC Asheville
UM Morris
SUNY Geneseo
Ramapo of NJ
Georgia College
New College of Florida

Others:

Grand Valley State as Michigan
SIUE
Texas State at San Marcos
UN Kearney
UW at Stevens Point
Weber State

THE FACULTY EXPERIENCE

Results from the HERI Faculty Survey highlight key areas of faculty's engagement in teaching, research, and service activities. The survey also touches on faculty's level of stress, satisfaction with their institution, and perspectives for undergraduate education.

- **Pedagogical practices**
- **Research and service activities**
- **Satisfaction and stress**
- **Institutional and departmental climate**

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A Note about HERI Constructs

We use the CIRP constructs throughout this PowerPoint to help summarize important information about your faculty from the HERI Faculty Survey.

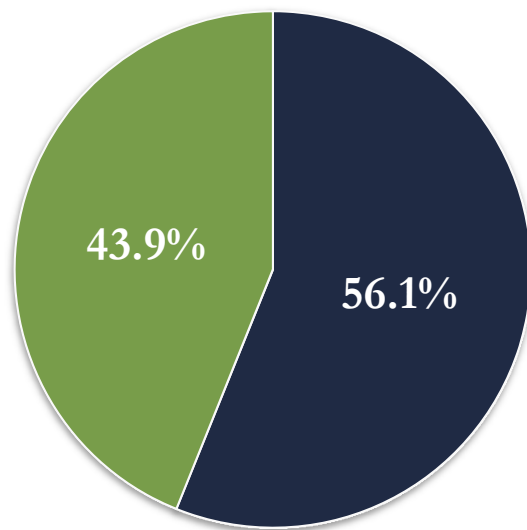
Constructs

Constructs tap into key features of the faculty experience by aggregating questions from the HERI Faculty Survey. These faculty traits and institutional practices contribute to faculty's research productivity, overall satisfaction, and engagement with students in the classroom.

Demographics

Demographics

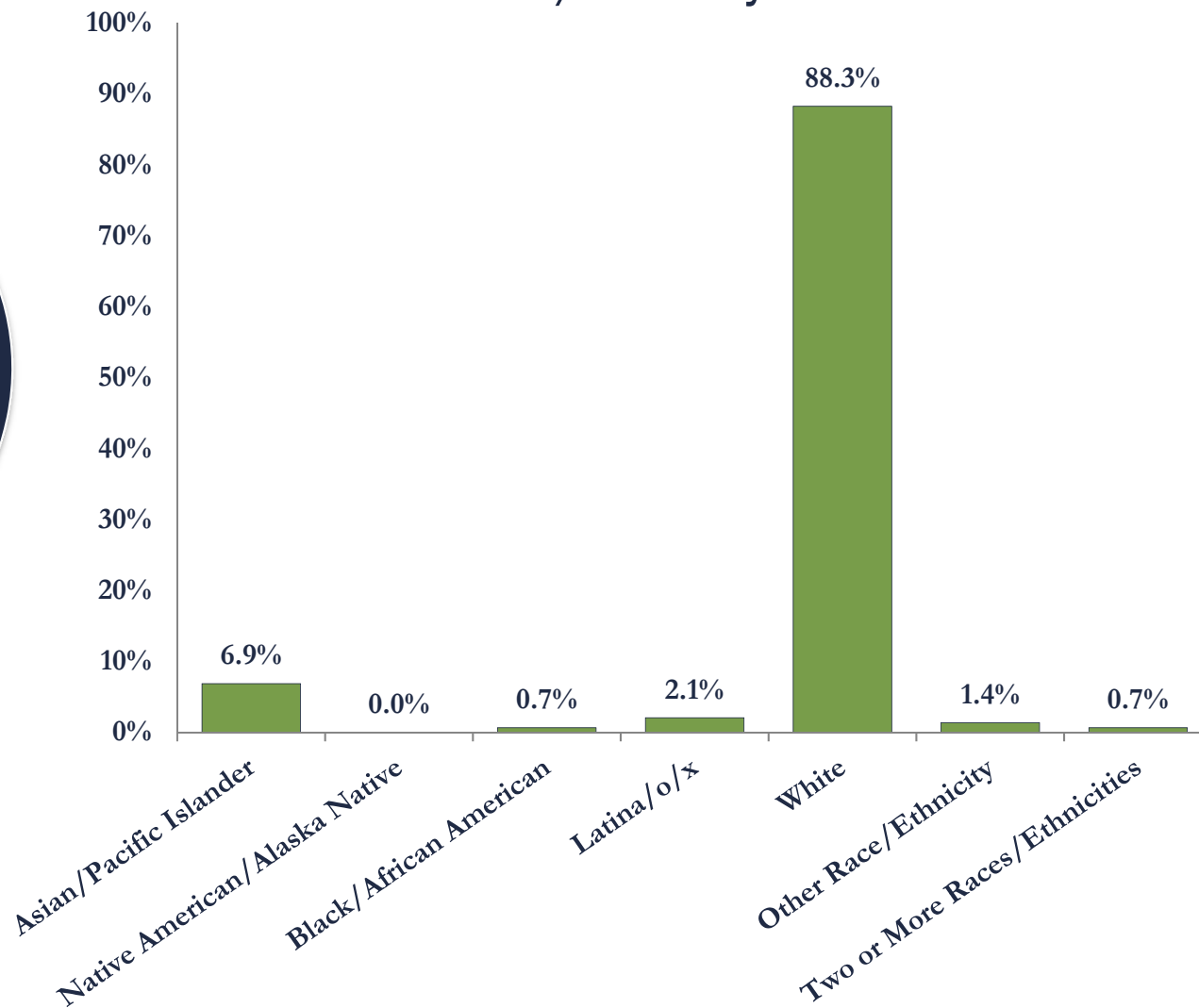
Gender



■ Man/Trans Man

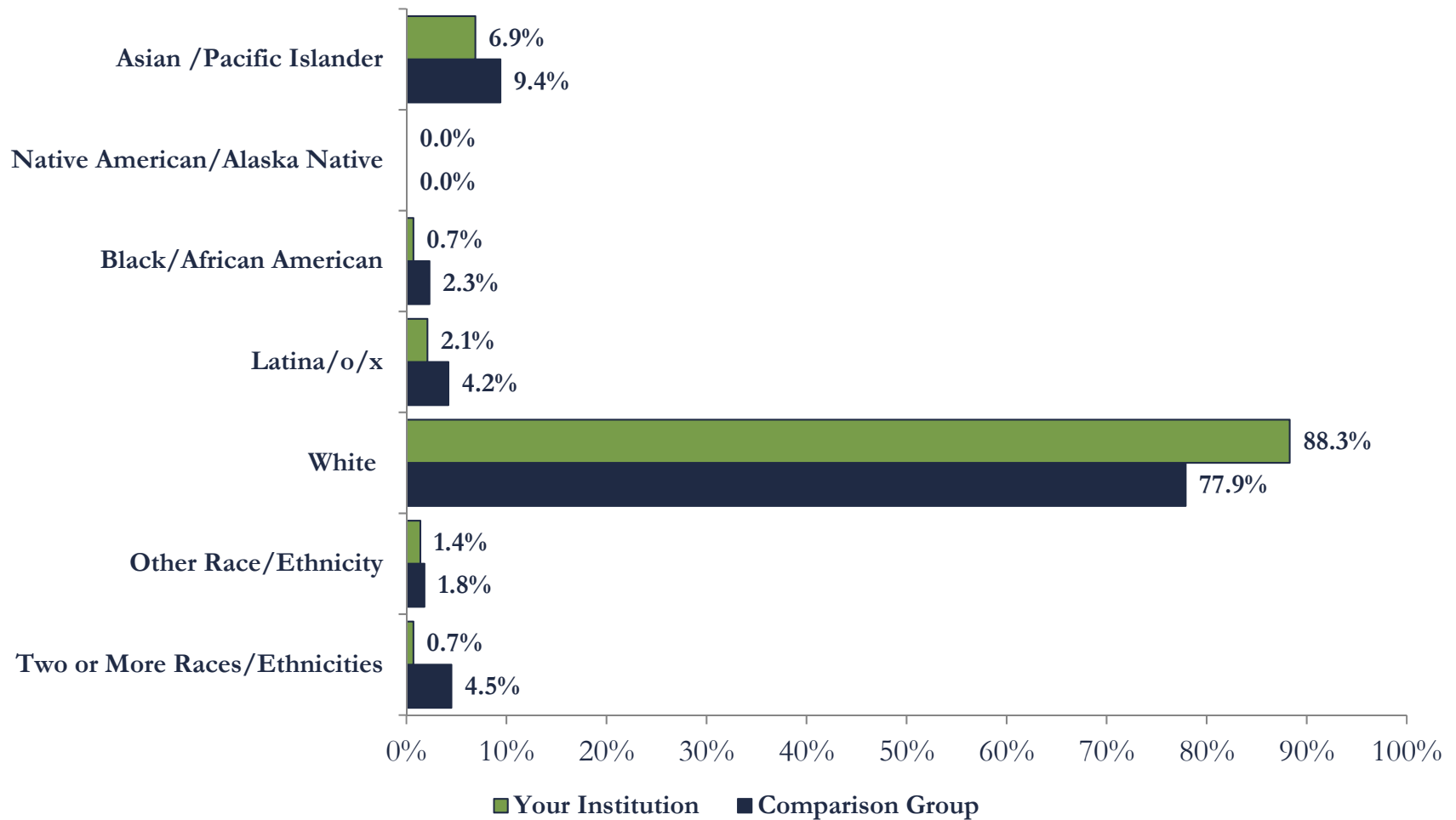
■ Woman/Trans Woman

Race/Ethnicity



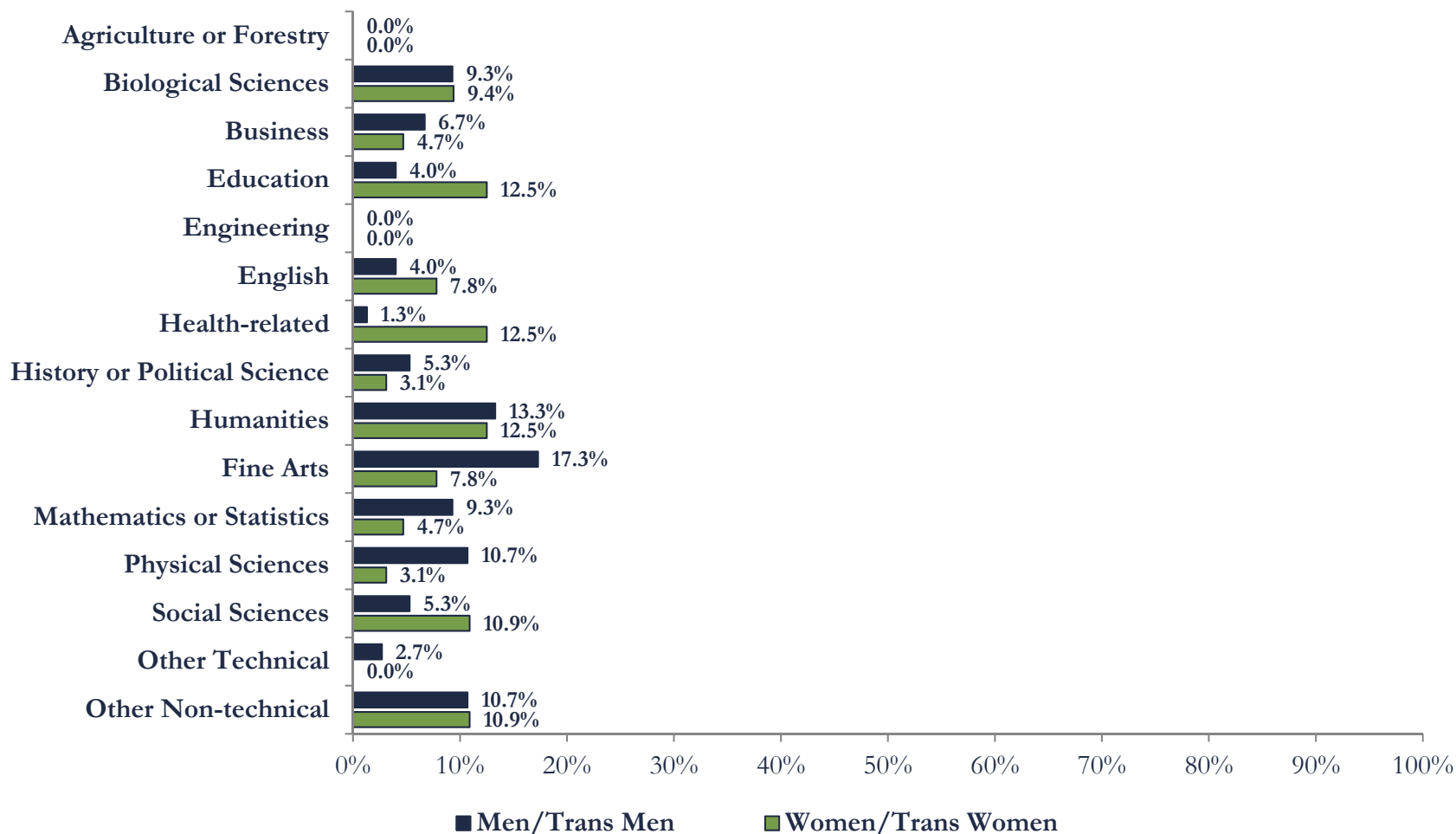
Demographics

Race/Ethnicity Comparison



Demographics

Academic Department (Aggregated)



Teaching Practices

Student-Centered Pedagogy

Student-Centered Pedagogy measures the extent to which faculty use student-centered teaching and evaluation methods in their courses.

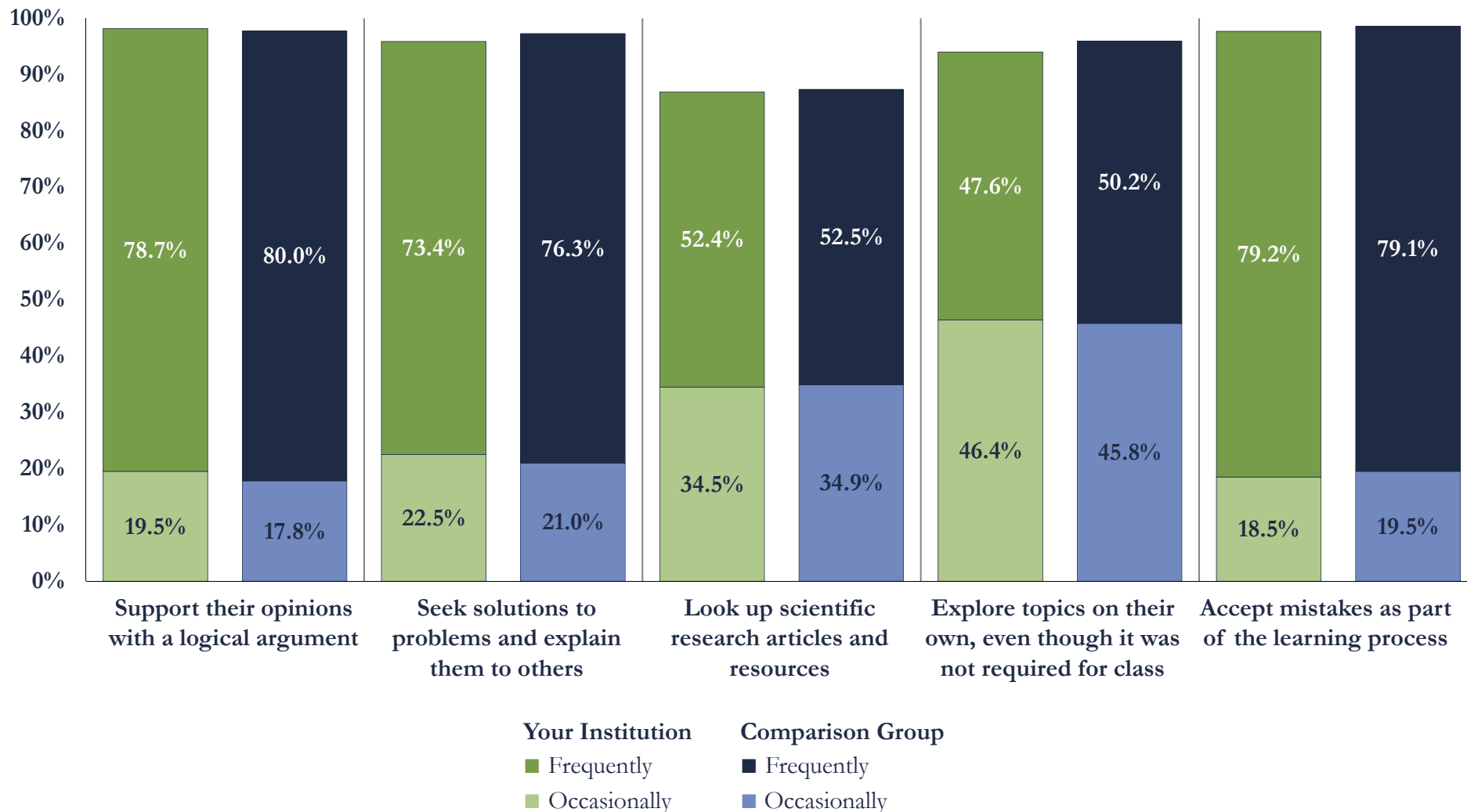


Construct Items

- Student presentations
- Student evaluations of each others' work
- Class discussions
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Group projects
- Reflective writing/Journaling
- Using student inquiry to drive learning

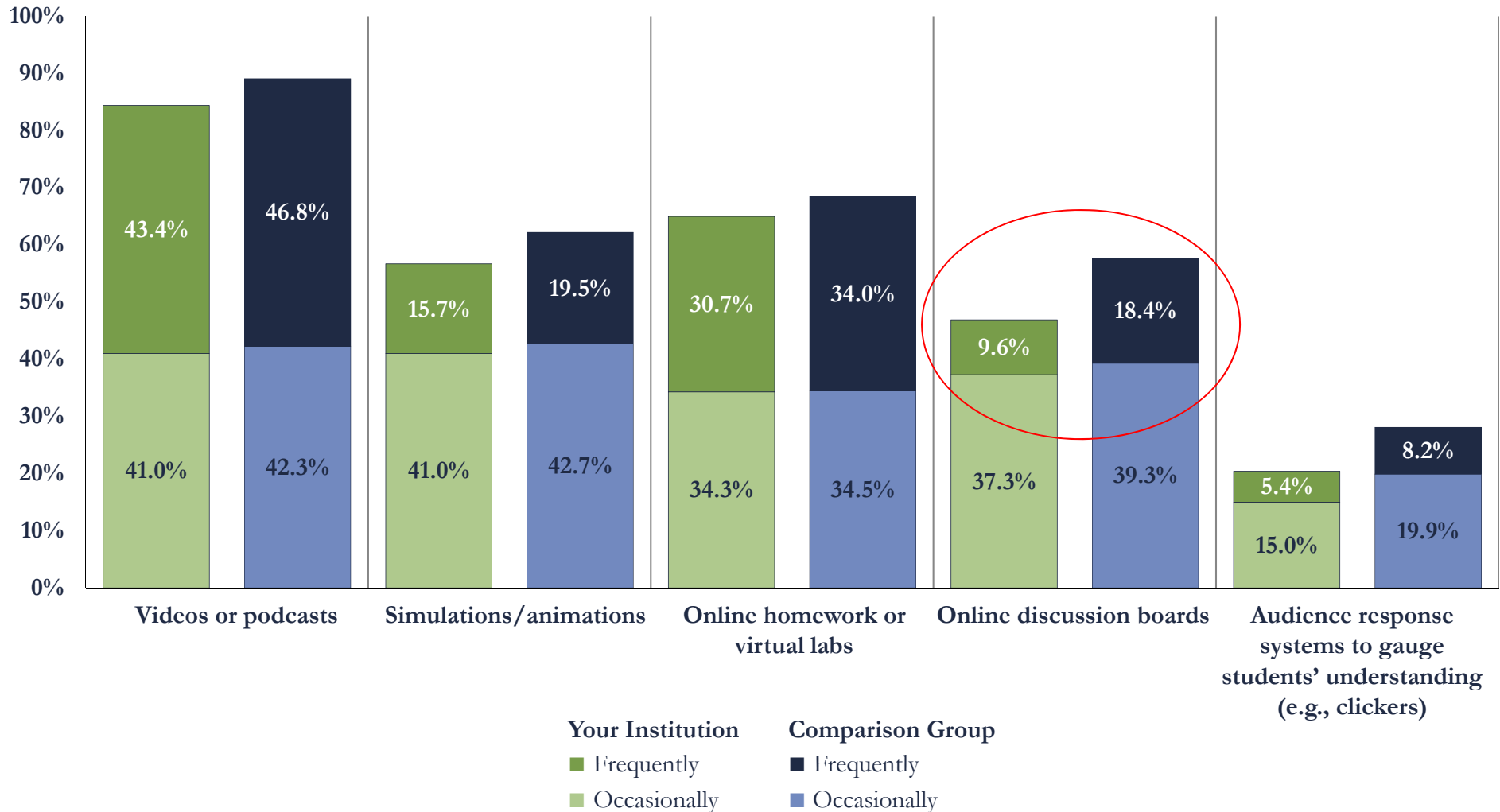
Habits of Mind

These items measure the extent to which faculty structure courses to develop habits of mind for lifelong learning in students.

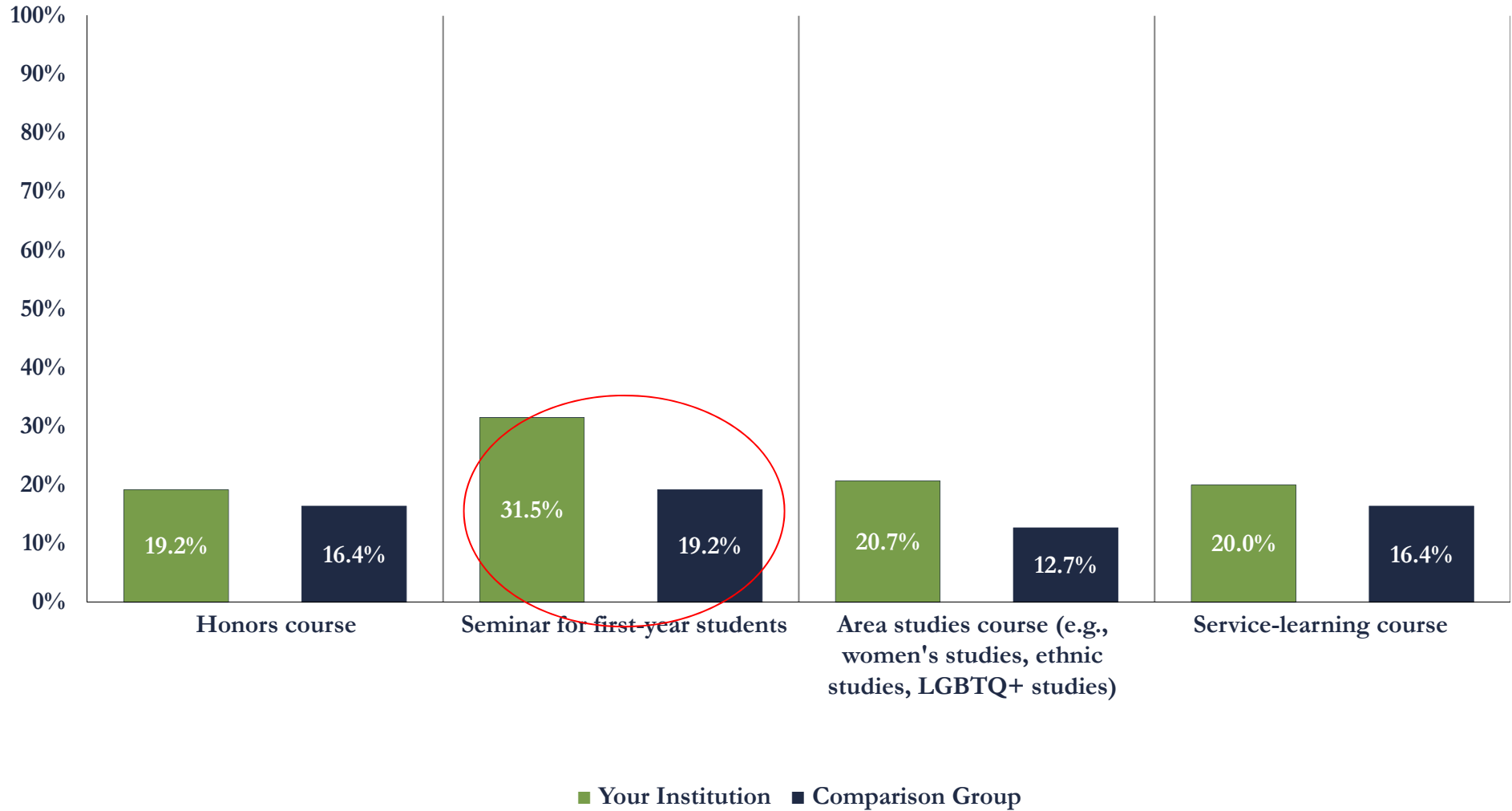


Technology in the Classroom

Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.

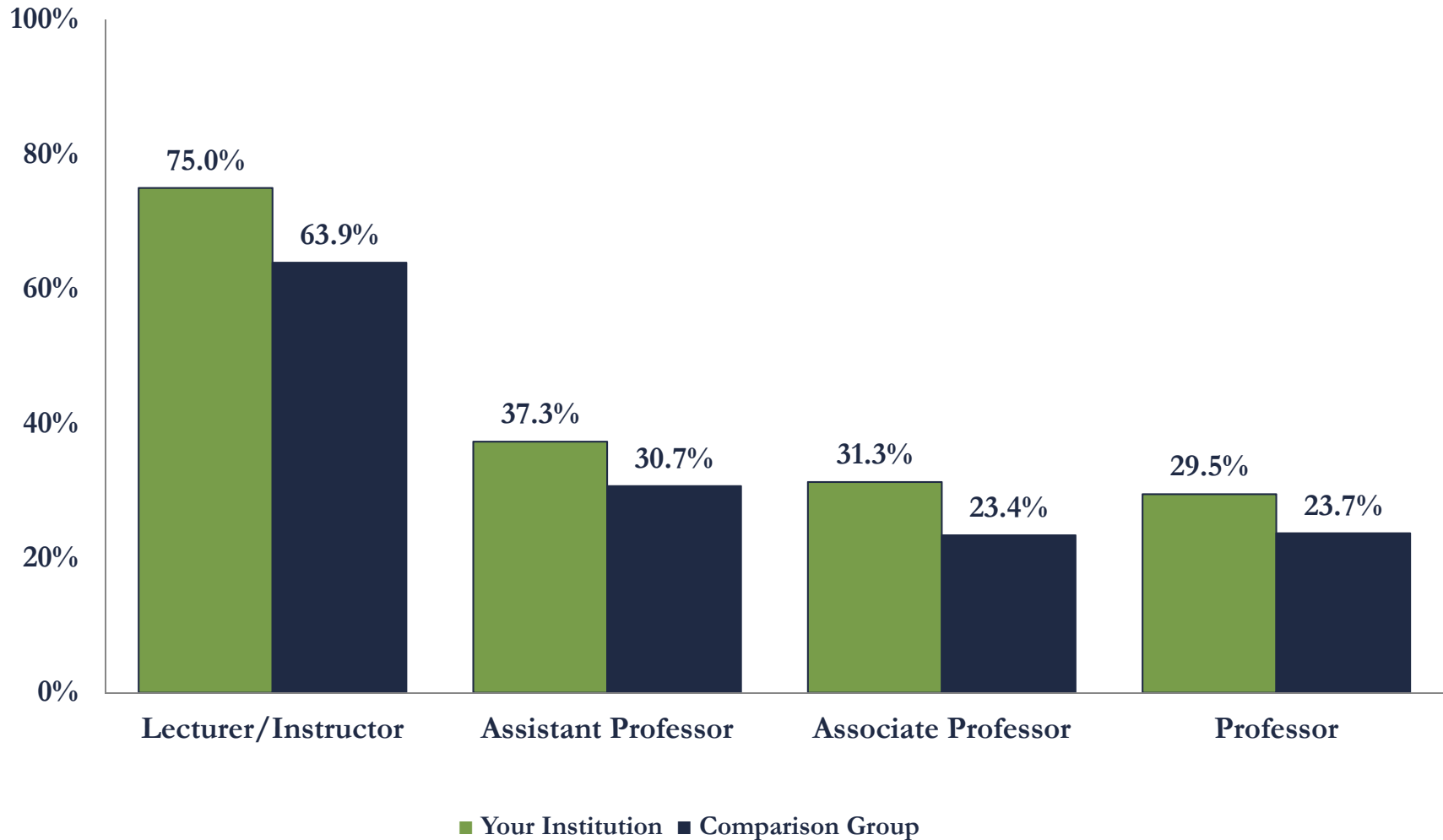


Types of Courses Taught During the Past Three Years





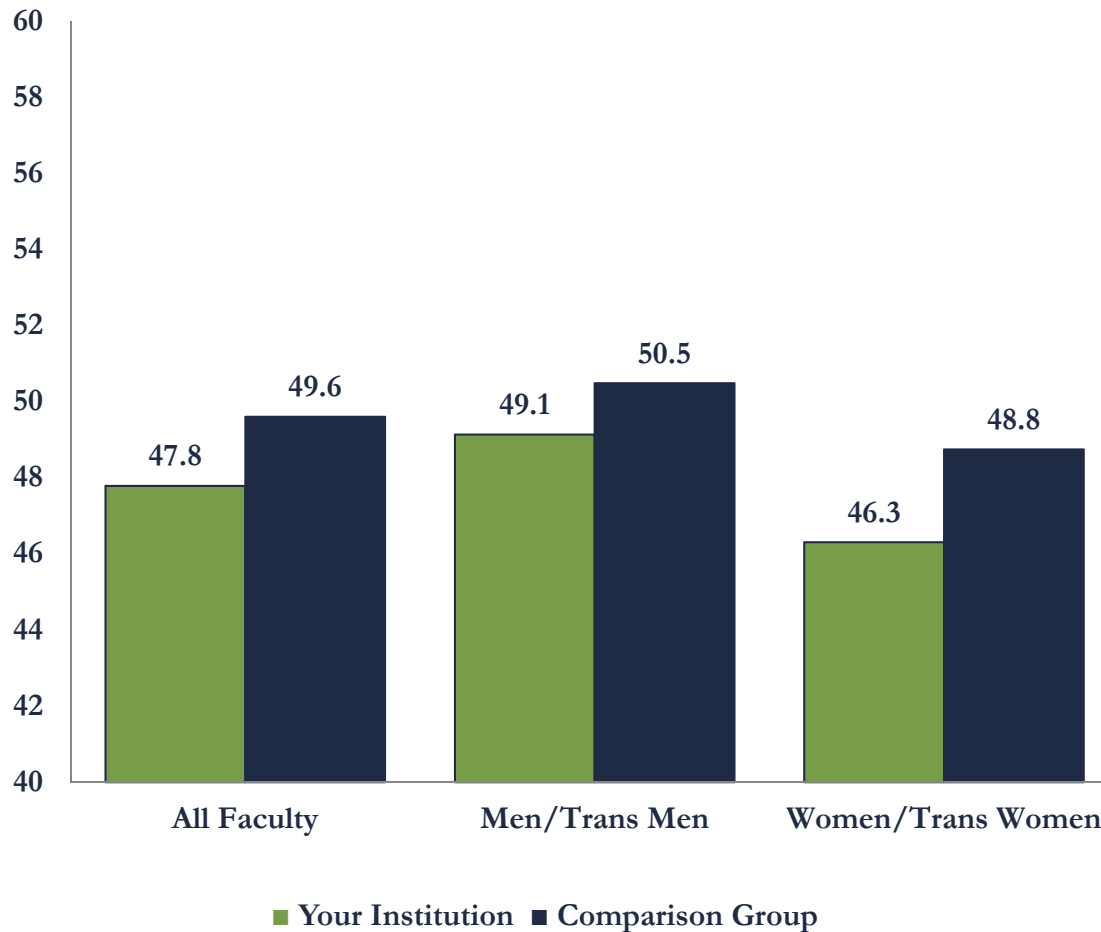
Percent Teaching 3 or More Courses this Term, by Rank



Research Activities

Scholarly Productivity

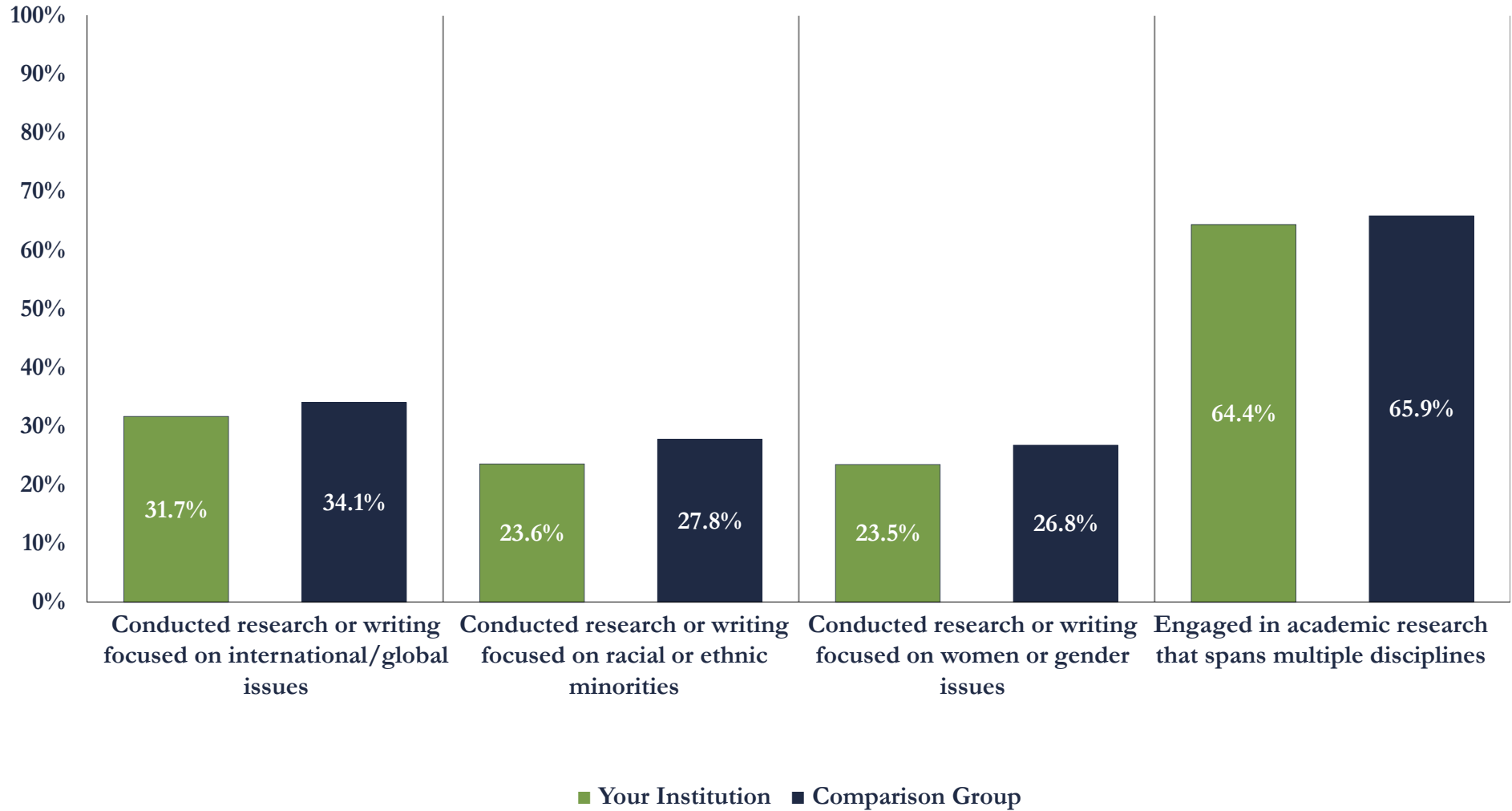
A unified measure of the scholarly activity of faculty



Construct Items

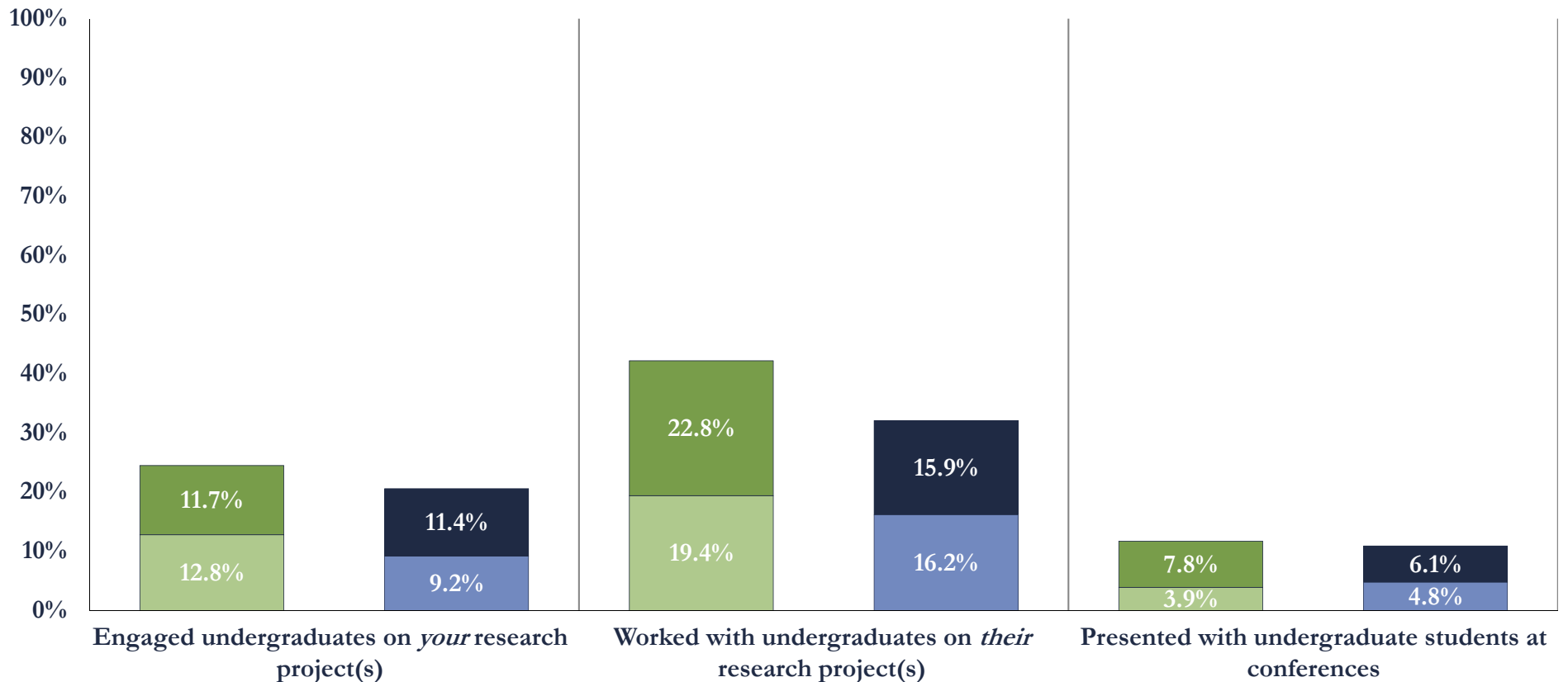
- Articles in academic and professional journals
- Chapters in edited volumes
- Professional writings published or accepted for publication in the last three years

Foci of Faculty Research



Faculty Collaboration with Undergraduates

With undergraduate research becoming a priority at many campuses, faculty are increasingly being asked to work with undergraduates on research projects.



Your Institution

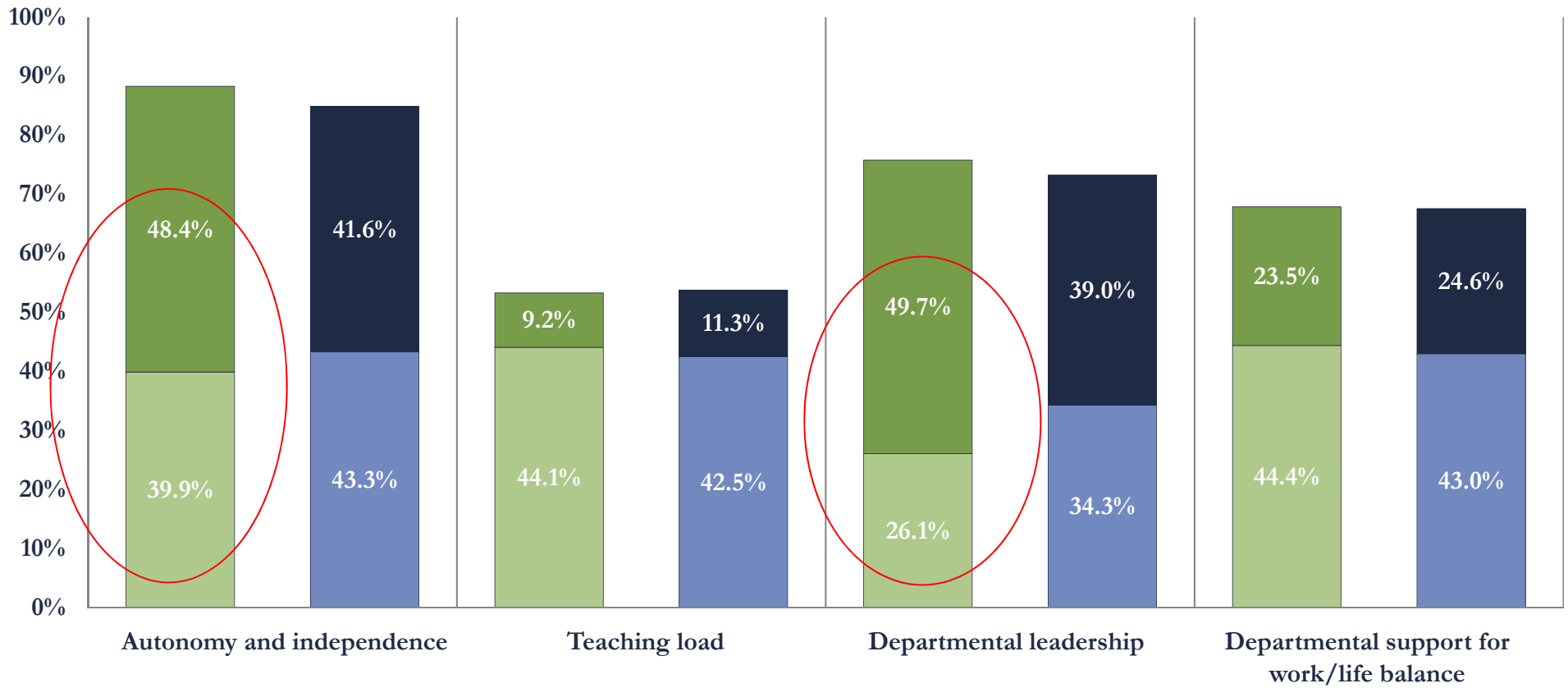
- Very Large Extent
- Large Extent

Comparison Group

- Very Large Extent
- Large Extent

Faculty Satisfaction

Workplace Satisfaction



Your Institution

Very Satisfied

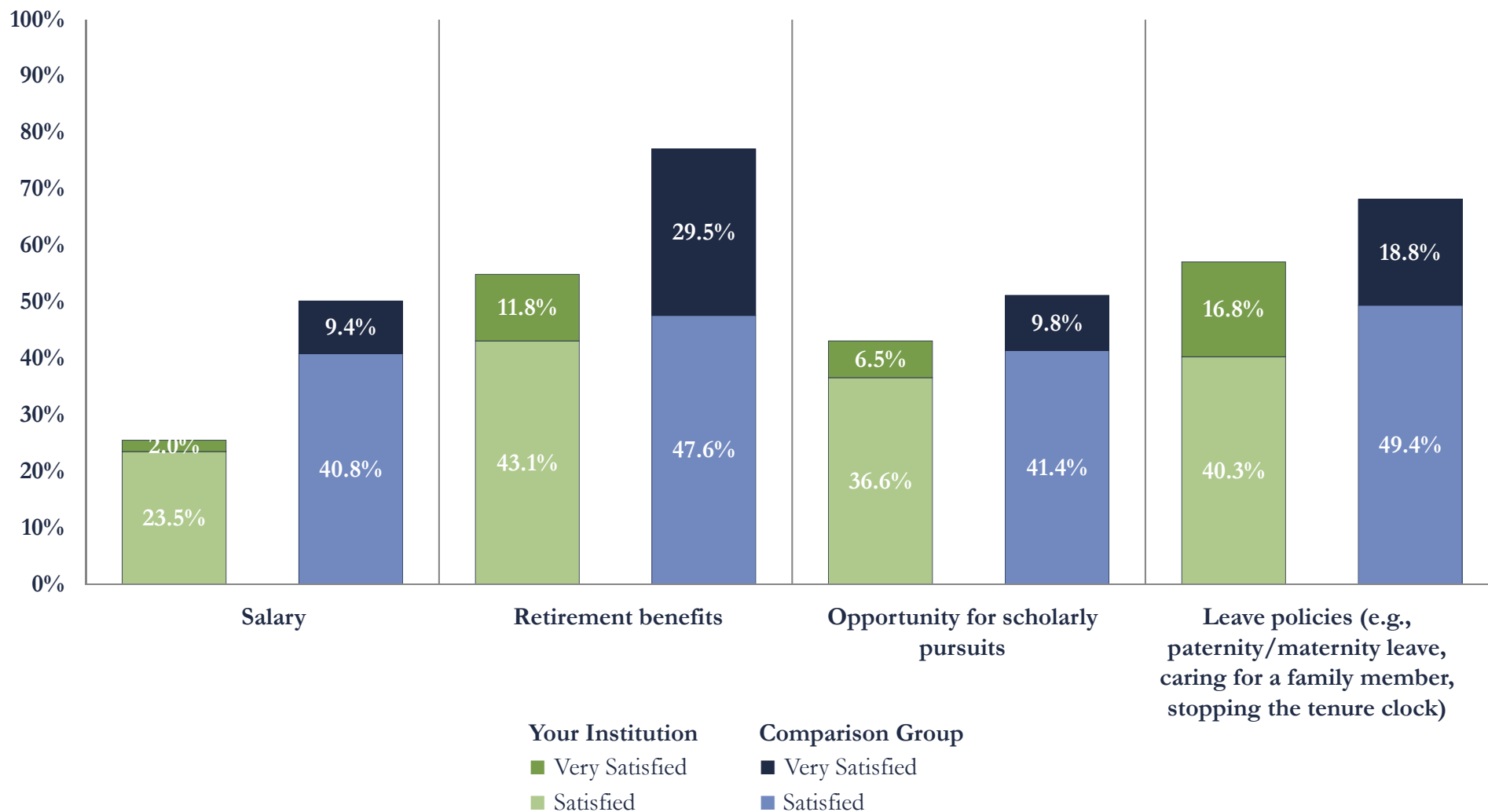
Satisfied

Comparison Group

Very Satisfied

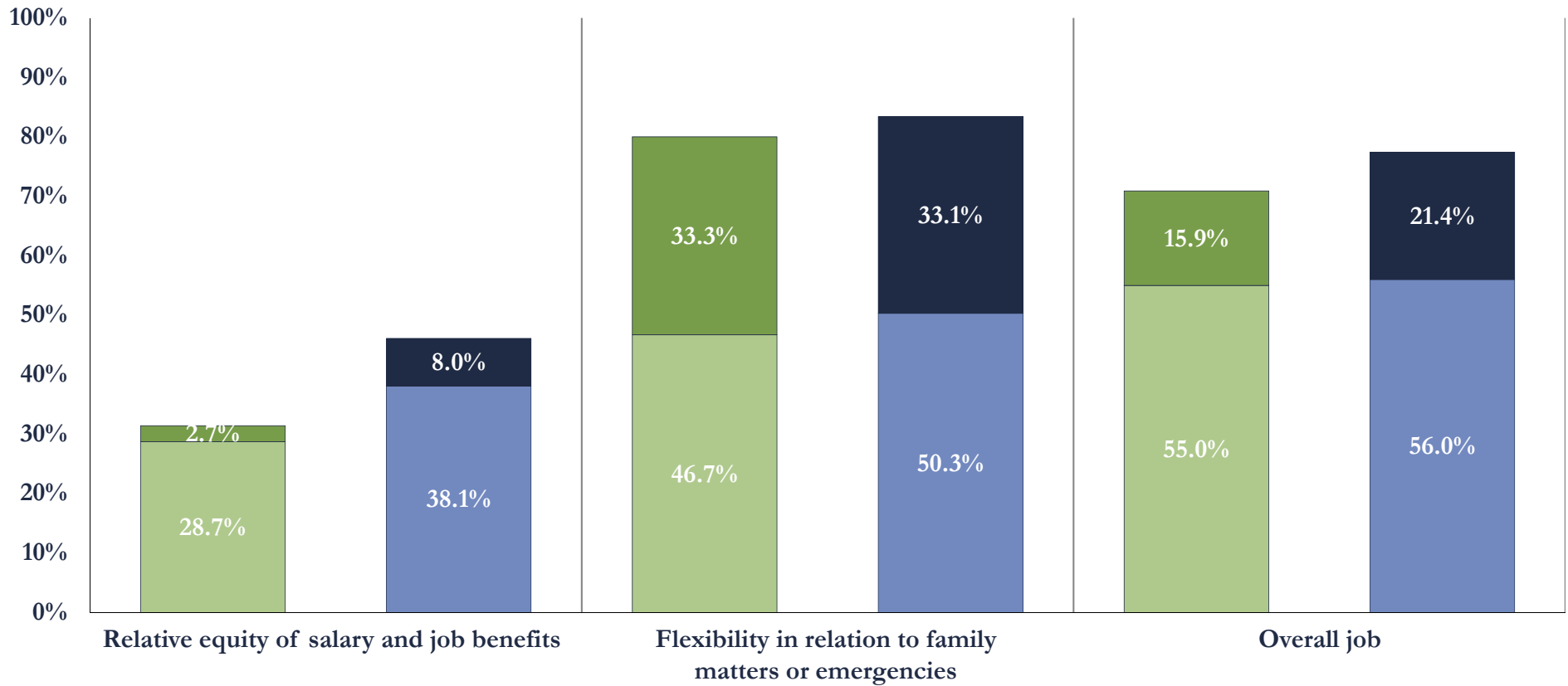
Satisfied

Satisfaction with Compensation





Satisfaction with Pay Equity and Family Flexibility



Your Institution
■ Very Satisfied
■ Satisfied

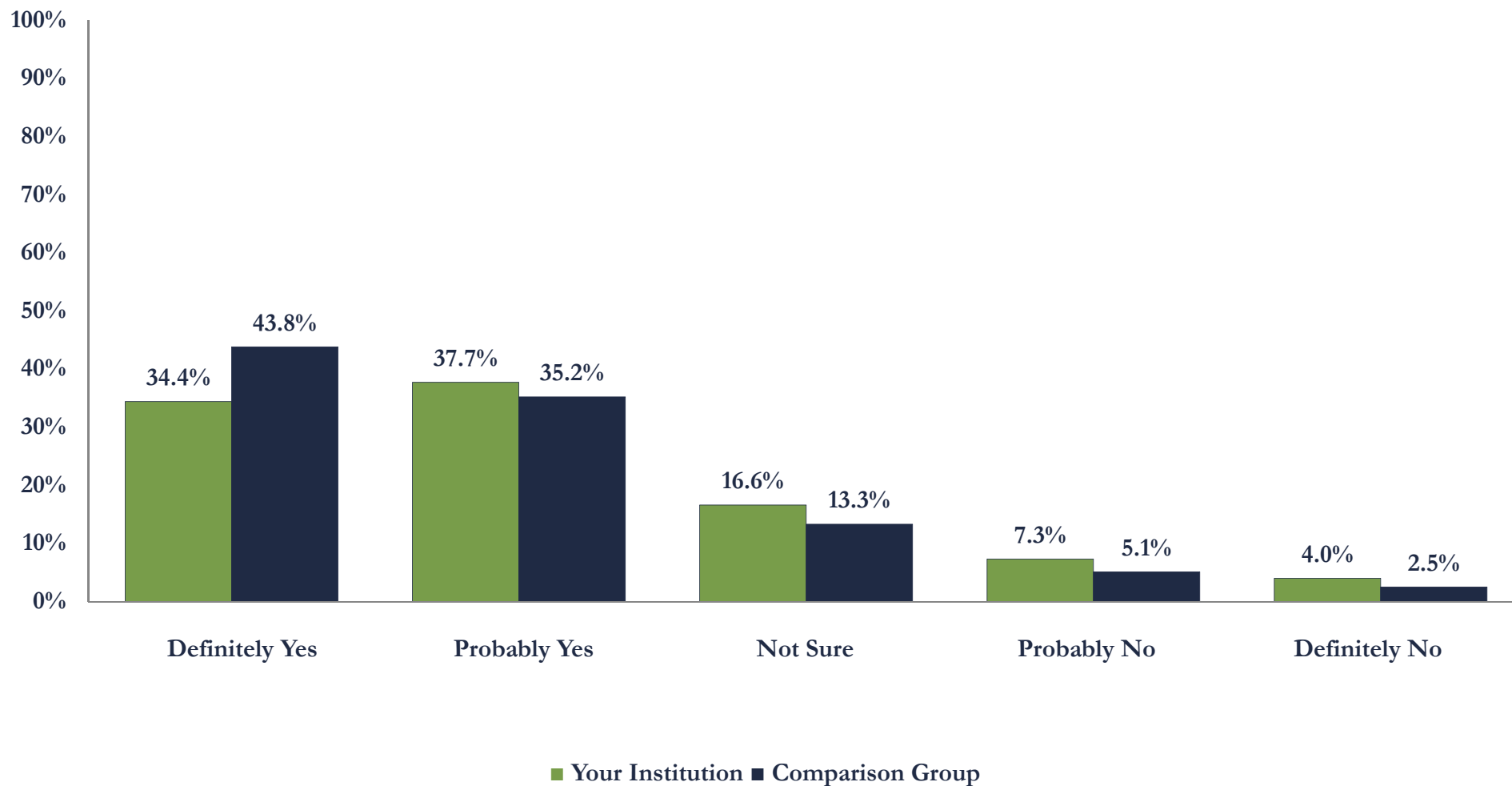
Comparison Group
■ Very Satisfied
■ Satisfied

Satisfaction with Relative Equity of Salary and Job Benefits, by Race/Ethnicity

Race	Your Institution	Comparison Group
Native American/Alaska Native		
<i>Very Satisfied</i>	–	–
<i>Satisfied</i>	–	–
Asian/Pacific Islander		
<i>Very Satisfied</i>	10.0%	4.3%
<i>Satisfied</i>	50.0%	47.8%
Black/African American		
<i>Very Satisfied</i>	–	0.0%
<i>Satisfied</i>	–	37.5%
Latina/o/x		
<i>Very Satisfied</i>	–	10.3%
<i>Satisfied</i>	–	41.4%
White		
<i>Very Satisfied</i>	2.4%	8.6%
<i>Satisfied</i>	28.0%	36.8%
Other Race/Ethnicity		
<i>Very Satisfied</i>	–	0.0%
<i>Satisfied</i>	–	38.5%
Two or more Races/Ethnicities		
<i>Very Satisfied</i>	–	12.1%
<i>Satisfied</i>	–	39.4%

Overall Satisfaction

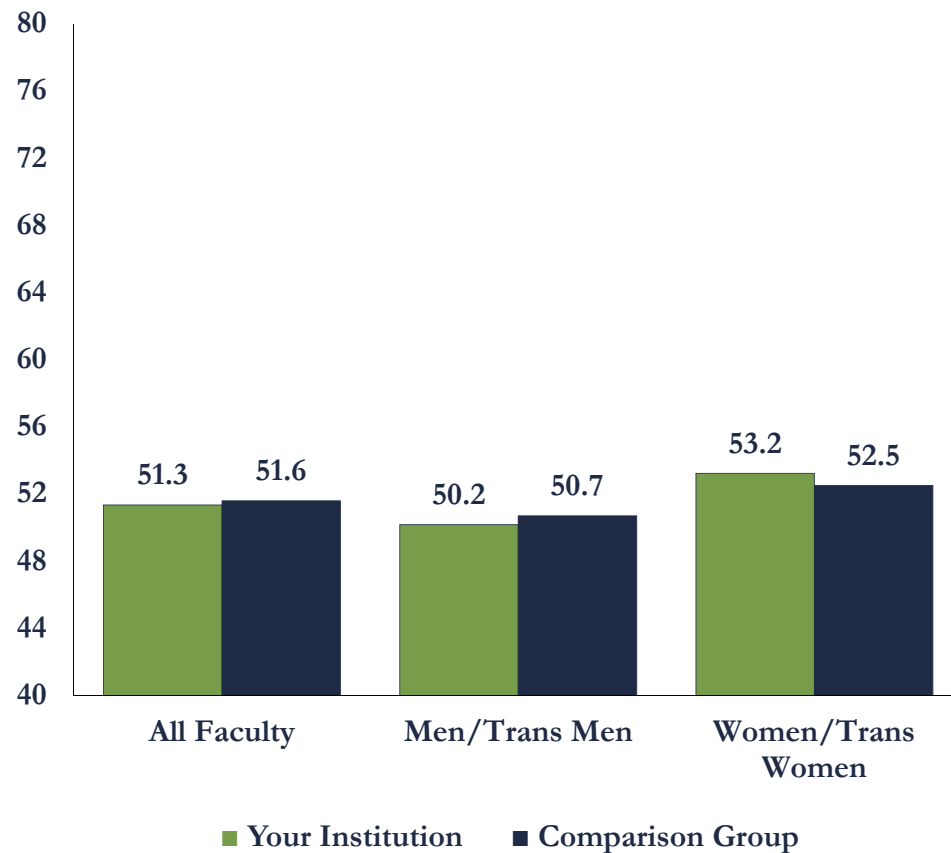
“If given the choice, would you still come to this institution?”



Sources of Faculty Stress

Career-Related Stress

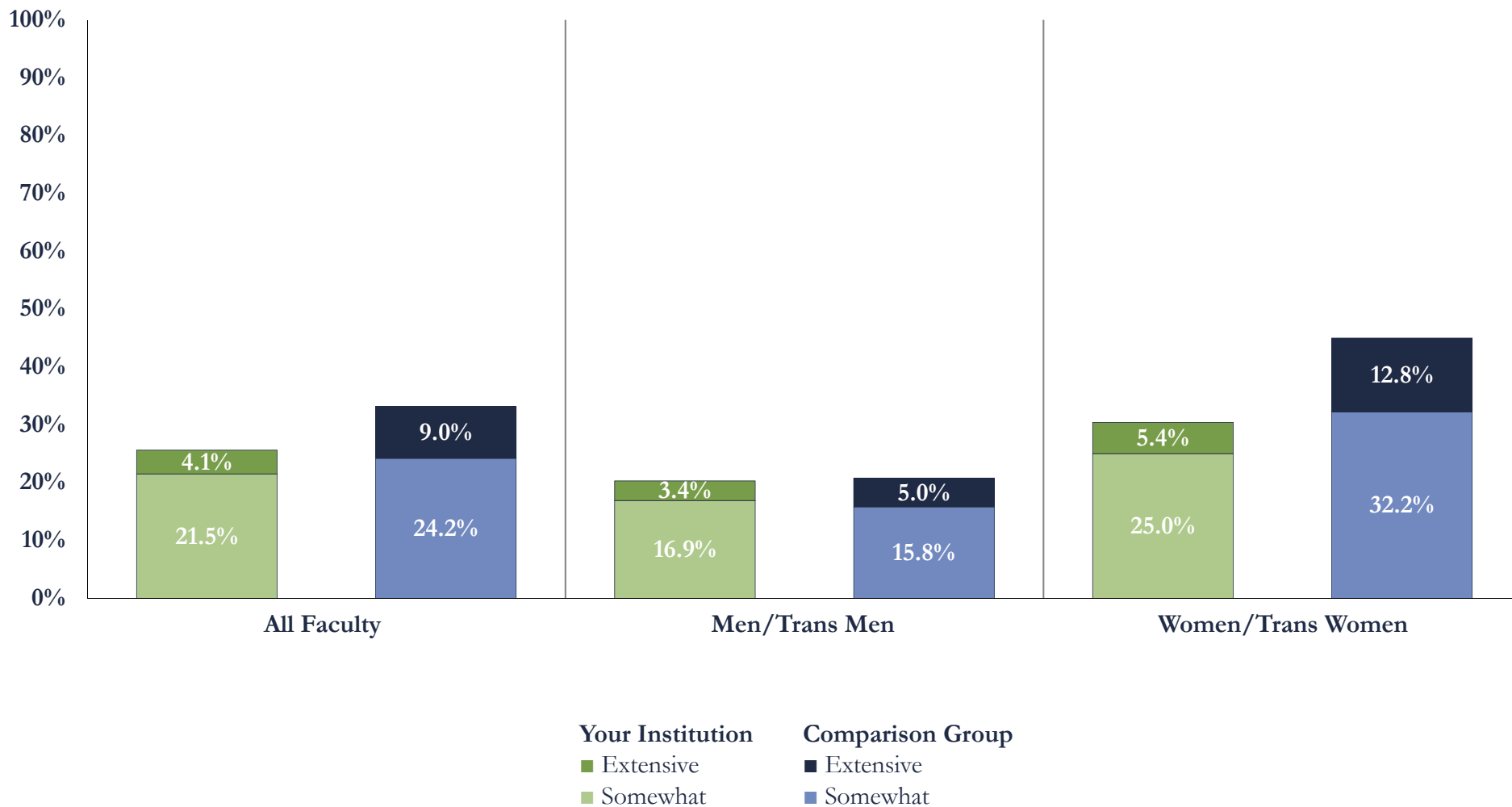
Career-Related Stress measures the amount of stress faculty experience related to their career.



Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures and “red tape”
- Teaching load
- Lack of personal time
- Self-imposed high expectations

Stress Due to Discrimination, by Gender





Stress Due to Discrimination, by Race/Ethnicity

Race	Your Institution	Comp Group
Native American/Alaska Native		
<i>Extensive</i>	–	–
<i>Somewhat</i>	–	–
Asian/Pacific Islander		
<i>Extensive</i>	12.5%	6.5%
<i>Somewhat</i>	25.0%	32.3%
Black/African American		
<i>Extensive</i>	–	20.0%
<i>Somewhat</i>	–	53.3%
Latina/o/x		
<i>Extensive</i>	–	14.8%
<i>Somewhat</i>	–	33.3%
White		
<i>Extensive</i>	3.9%	7.4%
<i>Somewhat</i>	18.6%	21.1%
Other Race/Ethnicity		
<i>Extensive</i>	–	33.3%
<i>Somewhat</i>	–	33.3%
Two or more Races/Ethnicities		
<i>Extensive</i>	–	12.9%
<i>Somewhat</i>	–	25.8%

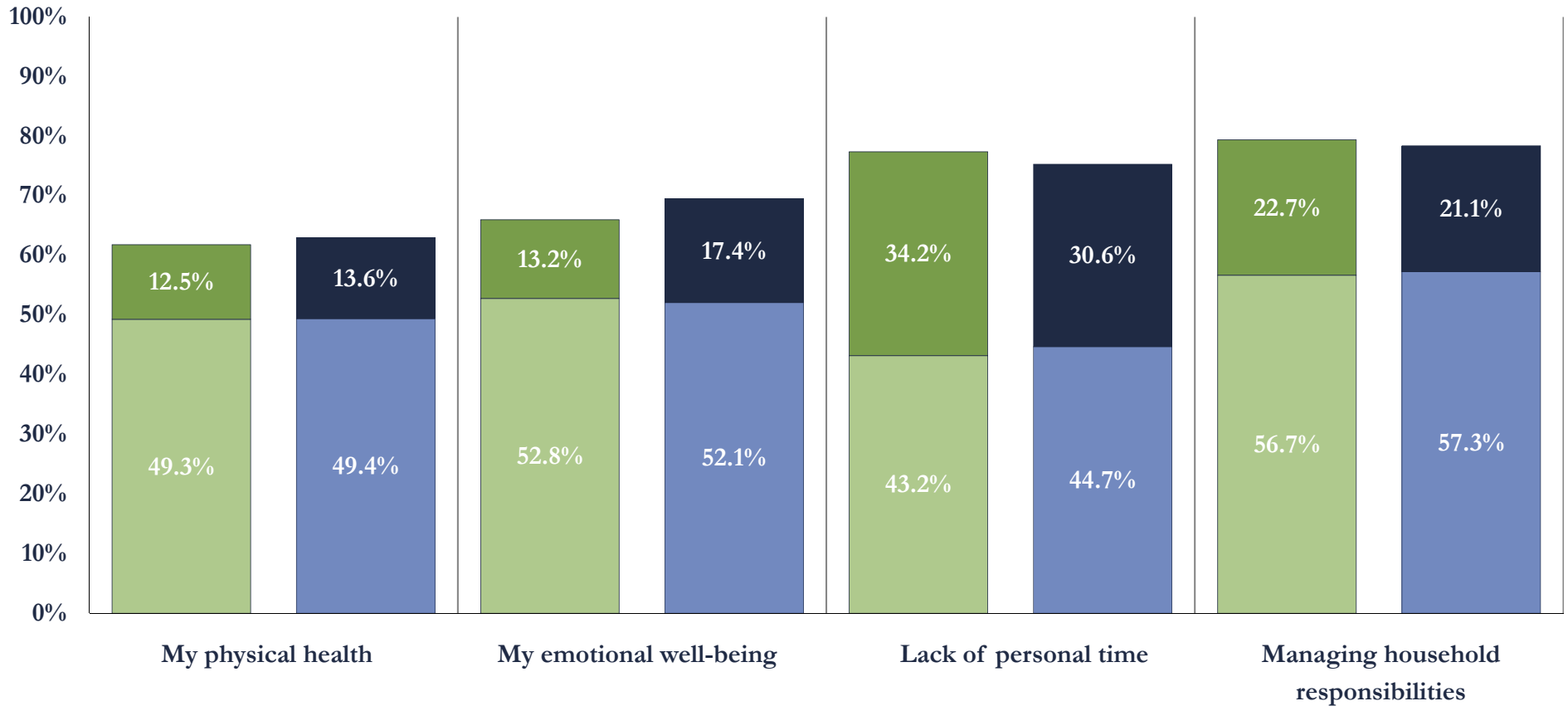
Additional Sources of Stress



Your Institution
 ■ Extensive
 ■ Somewhat

Comparison Group
 ■ Extensive
 ■ Somewhat

Personal Sources of Stress

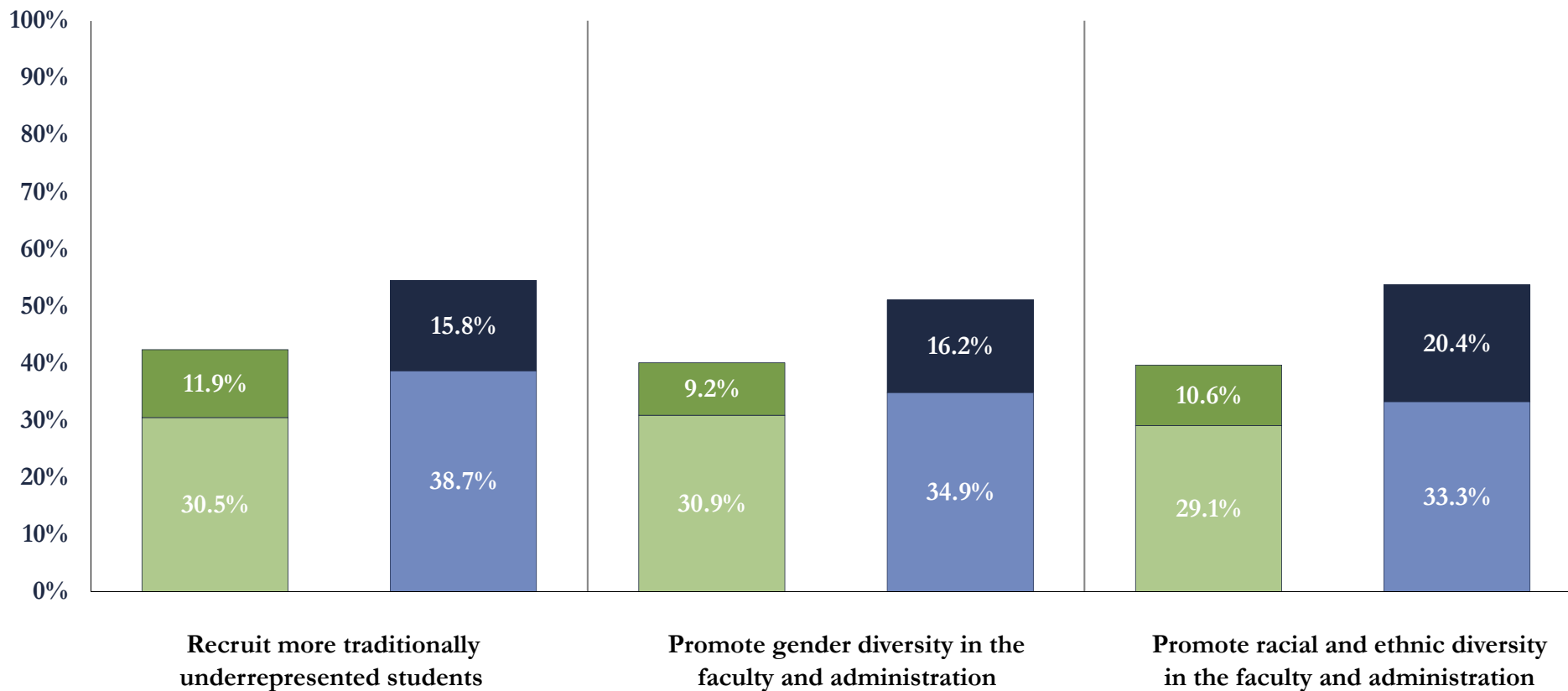


Your Institution
 ■ Extensive
 ■ Somewhat

Comparison Group
 ■ Extensive
 ■ Somewhat

Faculty Perspectives on Campus Climate

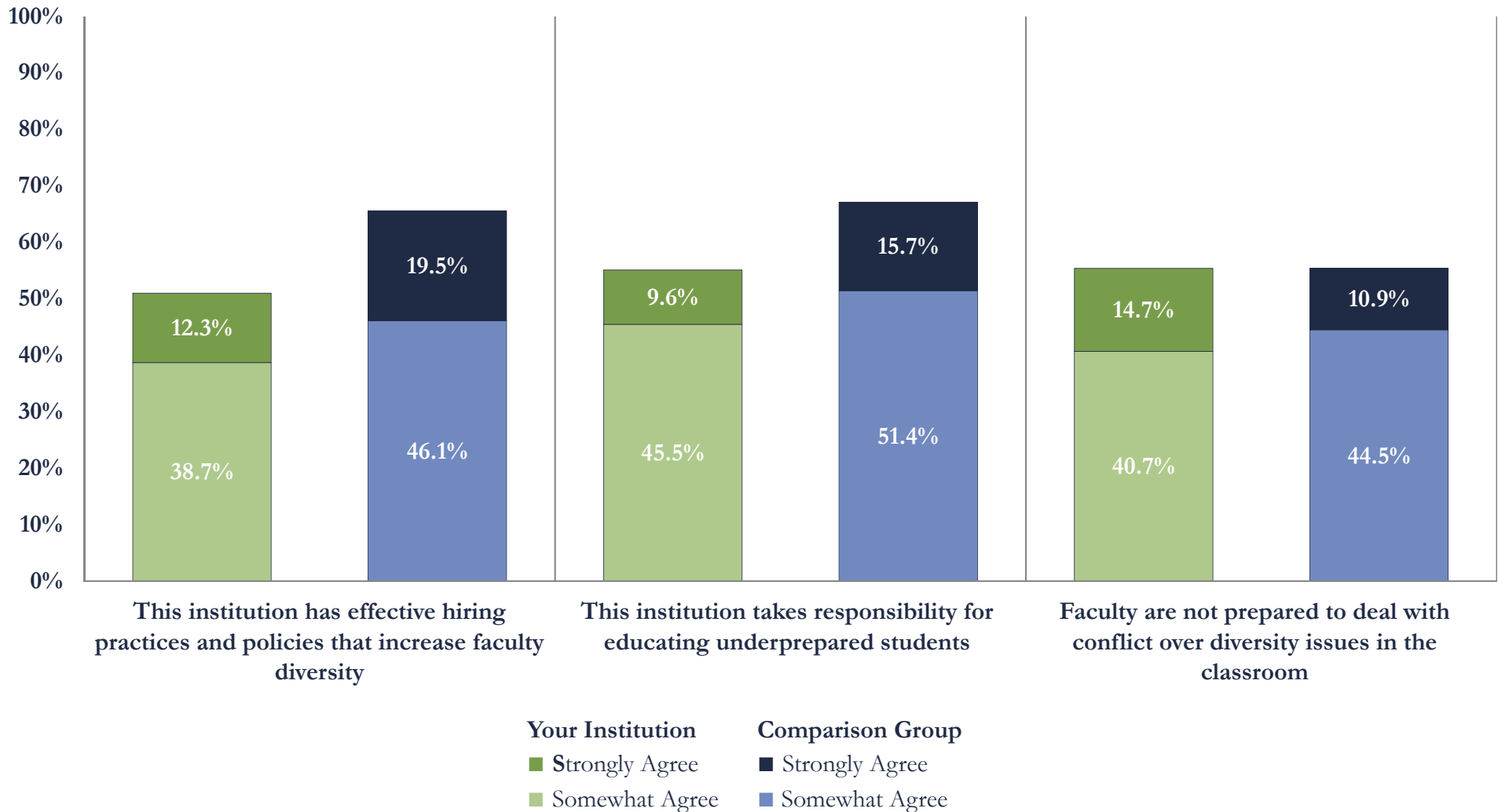
Institutional Priority: Commitment to Diversity



Your Institution
■ Highest Priority
■ High Priority

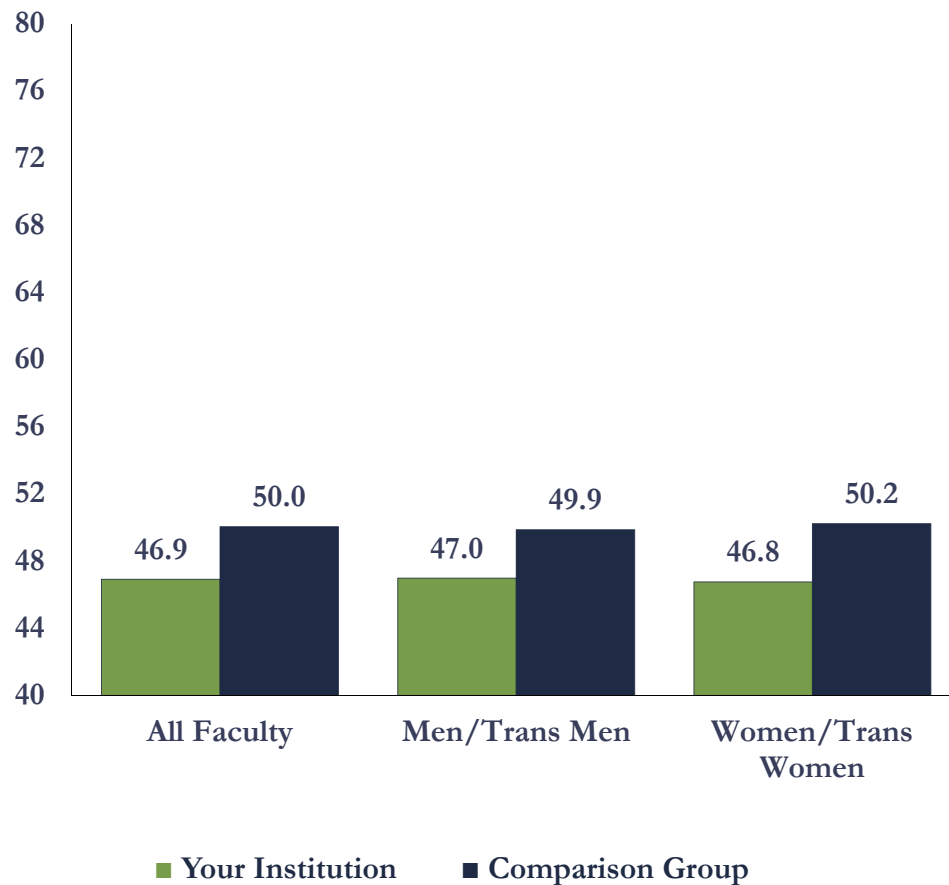
Comparison Group
■ Highest Priority
■ High Priority

Perspectives on Campus Climate for Diversity



Institutional Priority: Civic Engagement

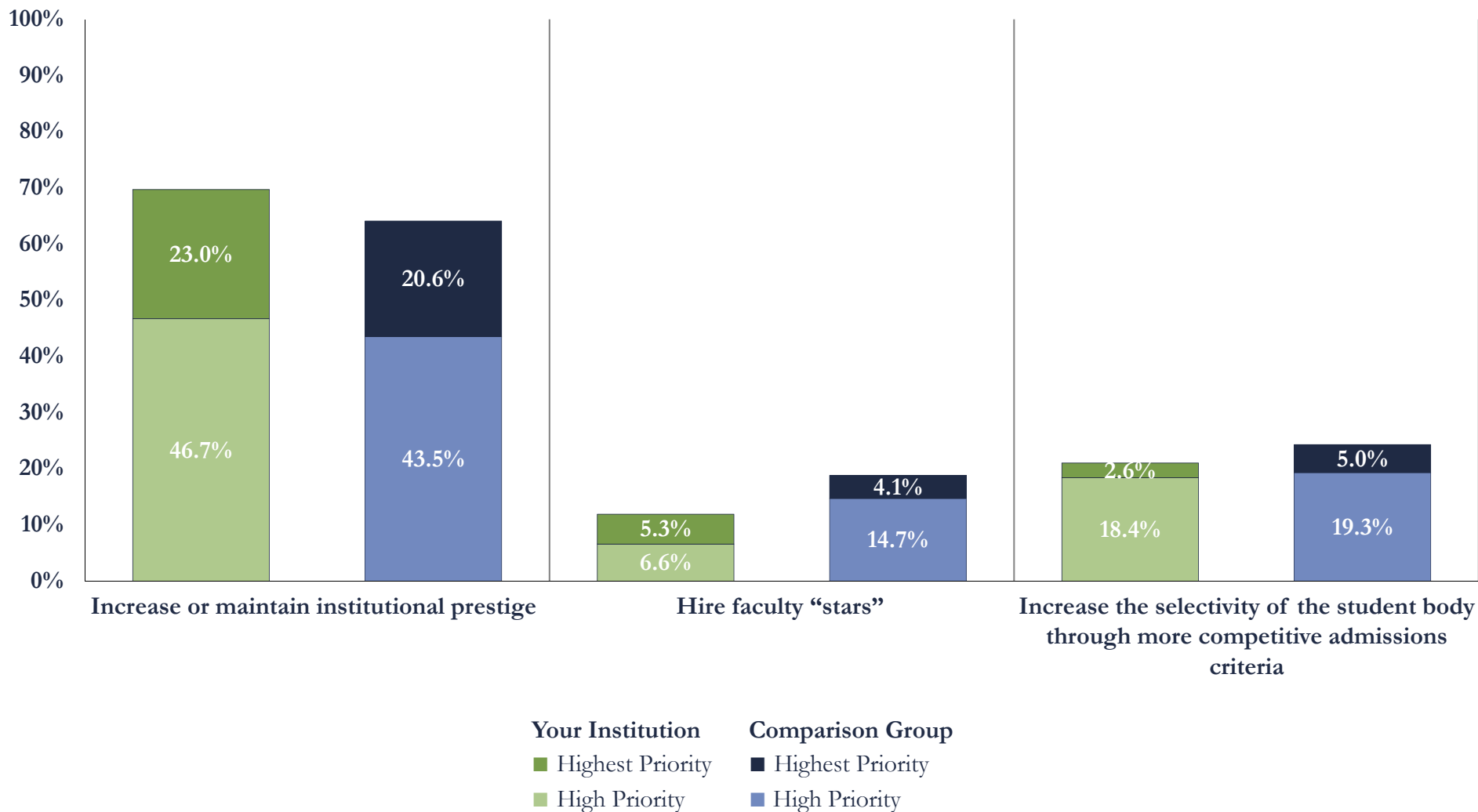
Civic Engagement measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.



Construct Items

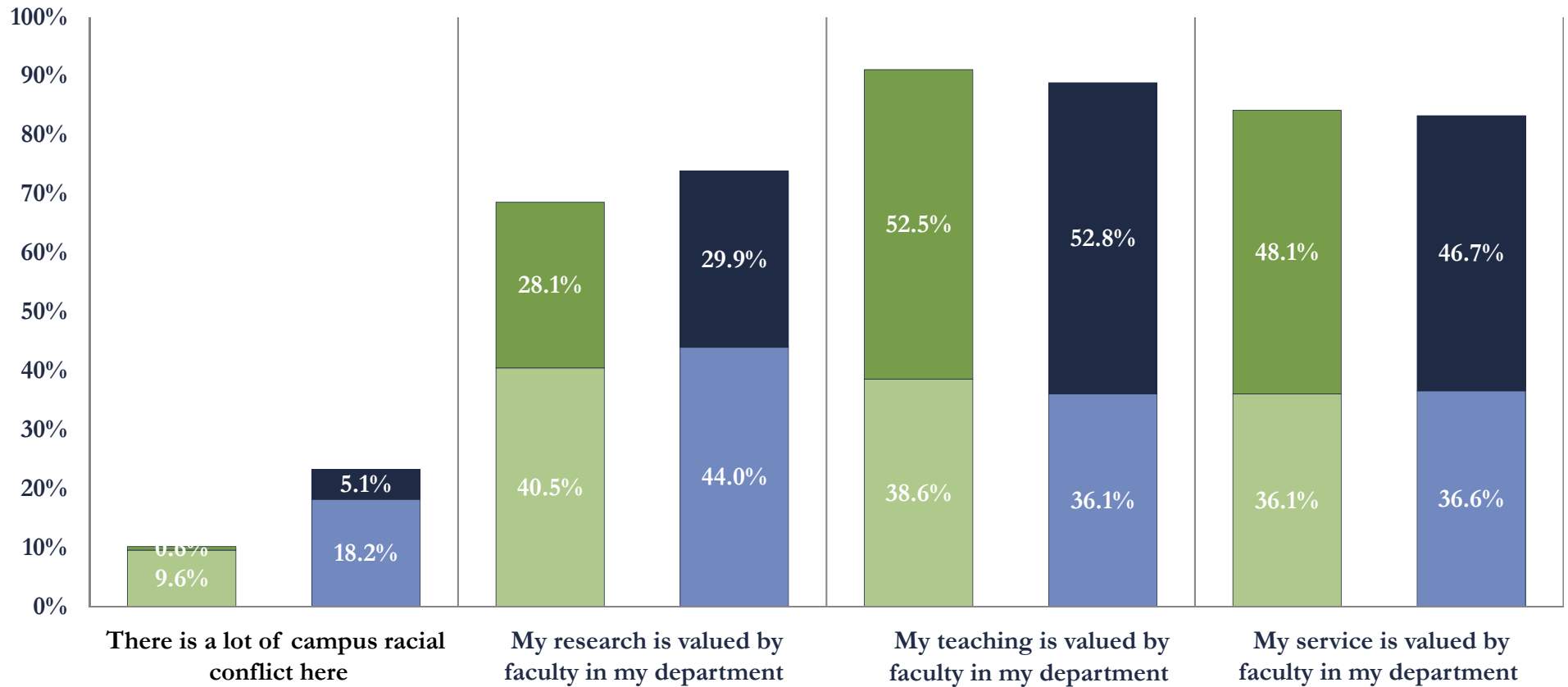
- Facilitate student involvement in community service
- Provide resources for faculty to engage in community-based teaching or research
- Create and sustain partnerships with surrounding communities

Institutional Priority: Increasing Prestige





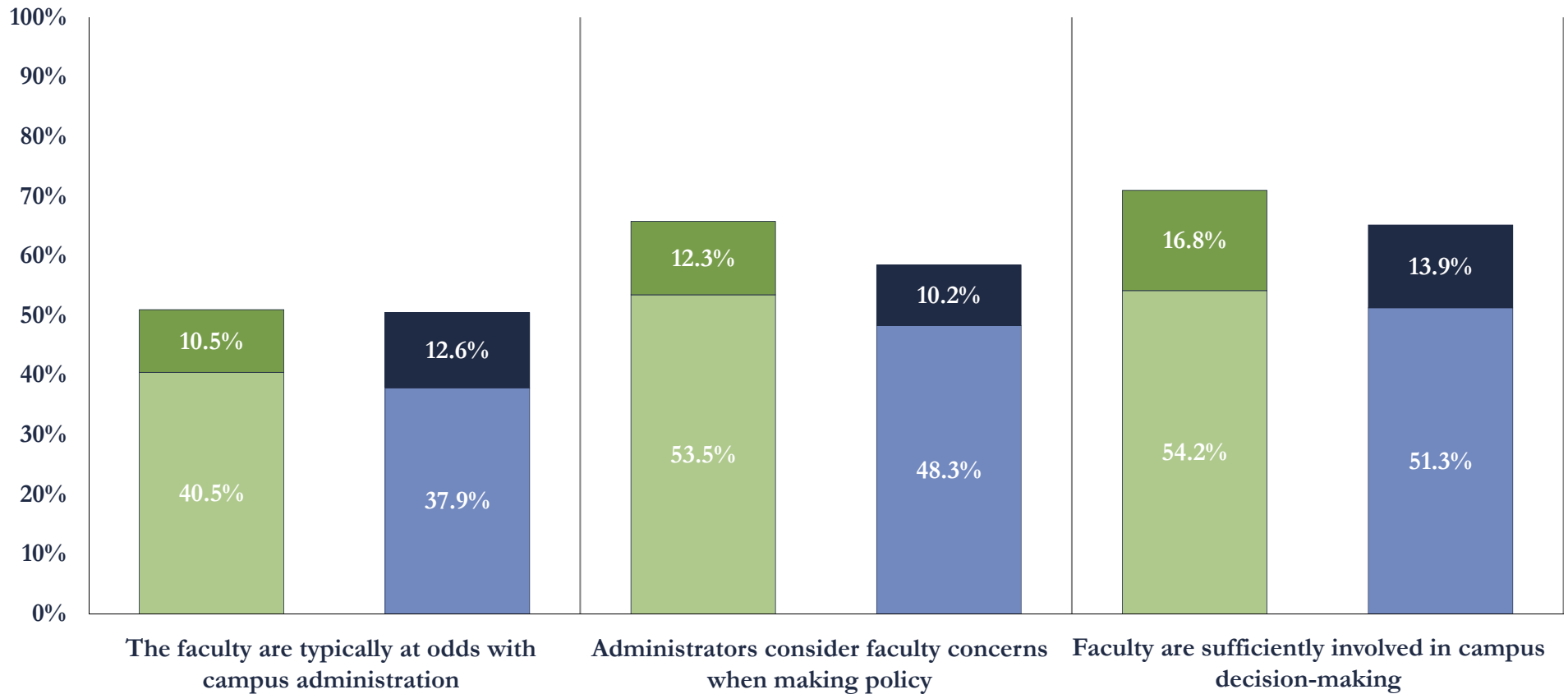
Perspectives on Campus and Departmental Climate



Your Institution
■ Strongly Agree
■ Somewhat Agree

Comparison Group
■ Strongly Agree
■ Somewhat Agree

Perspectives on Shared Governance

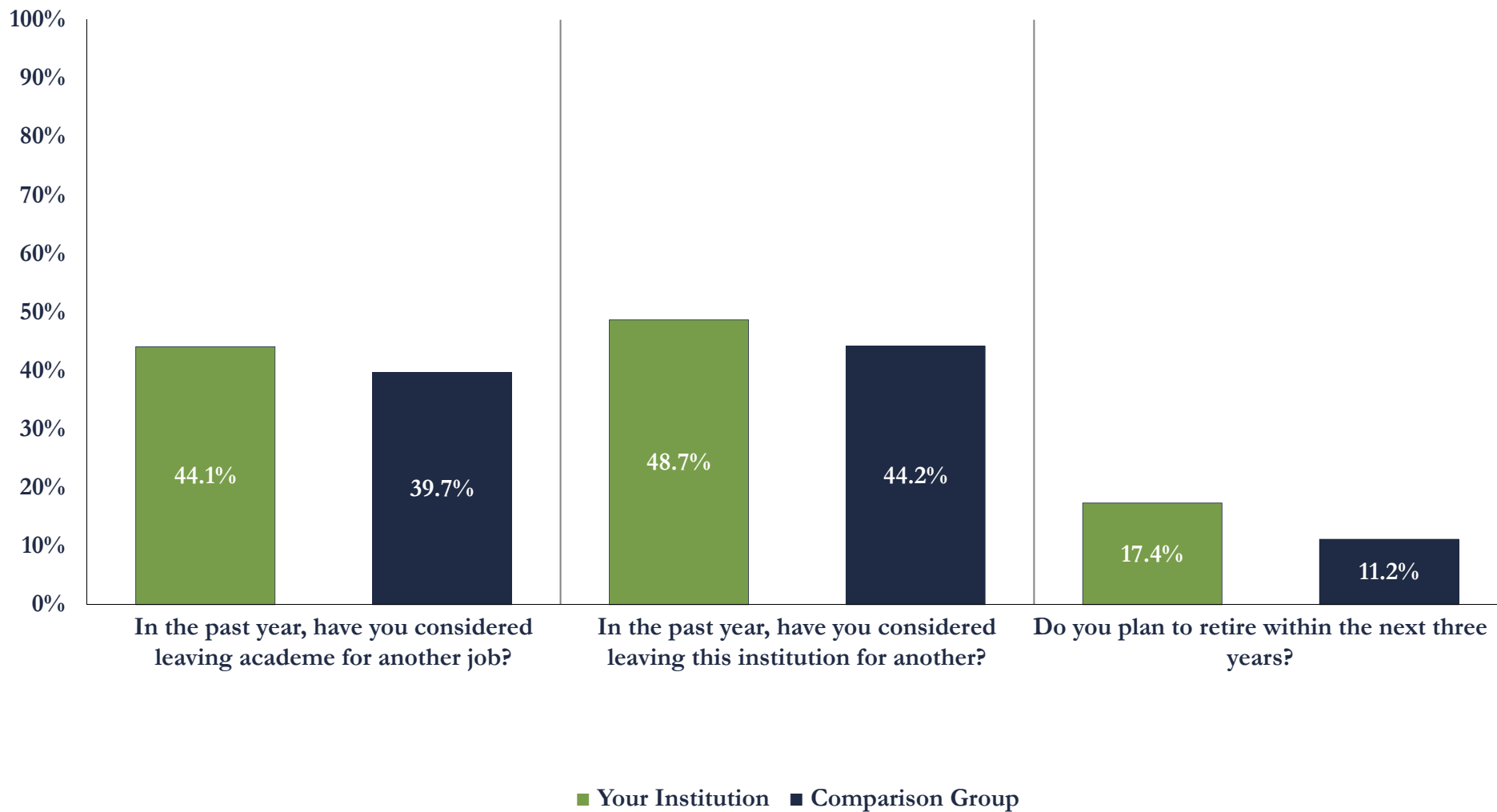


Your Institution
 ■ Strongly Agree
 ■ Somewhat Agree

Comparison Group
 ■ Strongly Agree
 ■ Somewhat Agree

Commitment to the Institution

Percentage of respondents who replied “Yes”



Summary

Roughly 30% of T and TT taught 3 or more courses this term

A little higher than comparison group

Scholarly productivity is less than 50%

A little lower than comparison group

Nearly 40% of respondents worked with students on student research projects

Higher than comparison group

Overall, respondents were unsatisfied with compensation (salary, retirement, leave) at a much higher rate than comparison group

Faculty perception of institutional commitment to diversity and civic engagement is relatively low in comparison to peer group

72% of respondents said they would definitely or probably come to Truman if had the choice, compared to only 11% that would definitely or probably not



**The more you get to know your faculty,
the better you can understand their needs.**

For more information about HERI/CIRP Surveys

**The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey
Staff Climate Survey**

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