

Chapter 9: Higher Education Research Institute Faculty Survey

Who takes it?

All faculty and administration are invited to complete the instrument.

When is it administered?

Typically, every 3 years in the first half of the spring semester.

How long does it take 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 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
e-mail: heri@ucla.edu

Visit the website for more information on the HERI Faculty Survey or to view the instrument itself.

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.

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

The HERI Faculty Survey is administered by the Office of the Provost. It is administered to faculty and administration every third year, and it takes about 30 minutes for a participant to complete.

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

The 2023 HERI Faculty Survey was administered to 356 faculty and administrators in the spring of 2023. A total of 67 surveys were returned, for a completion rate of 18.82 %. Truman’s comparison group for this survey was Public Institutions (Comp 1) and All Institutions (Comp 2). **Full Faculty Survey results are printed in appendix of this Almanac.** Overall observations are that Truman faculty respondents were (around 5%) more likely than those in the comparison group to have taught an honors course, or a seminar for first-year students.

Truman State University	Your Inst	Comp 1	Comp 2	
All Respondents		74	2,601	3,841
During the past three years, have you:				
Taught an honors course	19.70%	14.50%	15.90%	
Taught a seminar for first-year students	22.20%	16.90%	16.10%	

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 generally mixed. Truman’s faculty respondents felt their needs were considered less when administration was creating policy compared to peers and previous years. Unlike previous years, Truman faculty members report slightly higher 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 State University	Your Inst	Comp 1	Comp 2
All Respondents	74	2,601	3,841
Engaged undergraduates on your research project(s)			
To a Very Large Extent	9.70%	11.50%	10.70%
To a Large Extent	6.90%	8.40%	8.20%
To Some Extent	23.60%	13.70%	13.70%
To a Small Extent	13.90%	9.90%	10.00%
Not at All	45.80%	56.60%	57.30%
Total(n)	72	2,454	3,649
Worked with undergraduates on their research project(s)			
To a Very Large Extent	20.80%	14.60%	14.10%
To a Large Extent	9.70%	11.50%	11.30%
To Some Extent	29.20%	19.10%	18.40%
To a Small Extent	13.90%	11.60%	12.30%
Not at All	26.40%	43.10%	43.90%
Total(n)	72	2,482	3,687
Participated in organized activities around enhancing pedagogy or student learning			
	77.50%	74.90%	74.60%
No	22.50%	25.10%	25.40%

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. 66.1% of Truman faculty said they would definitely or probably choose to come to Truman again if given the chance, compared to 75.5% of the comparison group. Additionally, 15.1% of Truman respondents said they would definitely or probably not come to Truman again if given the chance, as compared to 9.8% of their peers at other institutions.

Truman State University	Your Inst	Comp 1	Comp 2
All Respondents	74	2,601	3,841
If given the choice, would you:			
Still come to this institution?			
Definitely yes	20.00%	32.30%	33.20%
Probably yes	48.00%	41.50%	40.60%
Not sure	18.00%	14.90%	15.10%
Probably no	8.00%	7.50%	7.60%
Definitely no	6.00%	3.80%	3.50%

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 (58.1% compared to 47.9% in the comparison group).

The originator of the survey is:

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