

Chapter XXVIII: HIGHER EDUCATION RESEARCH INSTITUTE FACULTY SURVEY, FULL DATA

This chapter contains the full 2004 Faculty Survey results for Truman.

Survey 2-7

Full Results Report 8-31

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2004 Faculty Survey

Higher Education Research Institute, UCLA

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 Services to clients
 Teaching and patients
 Research 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 Lecturer
 Associate Professor Instructor
 Assistant Professor Other

5. What is your tenure status at this institution? (Mark one)

- Tenured
 On tenure track, but not tenured
 Not on tenure track, but institution has tenure system
 Institution has no tenure system

6. Are you currently serving in an administrative position as: (Mark all that apply)

- Department chair
 Dean
 Other

7. Are you currently: (Mark one)

- Married Single
 Unmarried, living with partner

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

- Divorced Widowed Separated

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

- White/Caucasian
 African American/Black
 American Indian/Alaska Native
 Asian American/Asian
 Native Hawaiian/Pacific Islander
 Mexican American/Chicano
 Puerto Rican
 Other Latino
 Other

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

- Under 18 years old 0 1 2 3 4+
 18 years 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.,
M.F.A., M.B.A., 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?

- | | | |
|---|-----|----|
| | Yes | No |
| Taught an honors course | Y N | N |
| Taught an interdisciplinary course | Y N | N |
| Taught an ethnic studies course | Y N | N |
| Taught a women's studies course | Y N | N |
| Team-taught a course | Y N | N |
| Taught a service learning course | Y N | N |
| Worked with undergraduates on a
research project | Y N | N |
| Placed or collected assignments
on the Internet | Y N | N |
| Taught a course exclusively on
the Internet | Y N | N |
| Participated in a faculty
development program | Y N | N |
| Advised student groups involved in
service/volunteer work | Y N | N |
| Collaborated with the local
community in research/
teaching | Y N | N |
| Developed a new course | Y N | N |
| Conducted research or writing
focused on: | | |
| International/global issues | Y N | N |
| Racial or ethnic minorities | Y N | N |
| Women and gender issues | Y N | N |
| Taught a first-year seminar | Y N | 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

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Department of current faculty appointment

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	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")

0	0	0
1	1	1
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	

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

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of highest degree now held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of appointment at present institution

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

If tenured, year tenure was awarded

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for teaching (including reading student papers and grading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising and counseling of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work and meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarly writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other creative products/performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with clients/patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community or public service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside consulting/freelance work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating via email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental/remedial courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other undergraduate credit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational or technical courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-credit courses (other than above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Do you teach remedial/developmental skills in any of the following areas? (Mark all that apply)

- Reading
- Writing
- Mathematics
- ESL
- General academic skills
- Other subject areas

20. 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 critically	<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"/>
Help students develop personal values	<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"/>
Help master knowledge in a discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop creative capacities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill a basic appreciation of the liberal arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance spiritual development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote ability to write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate search for meaning/purpose in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

21. How many of the following have you published?

- Articles in academic or professional journals
- Chapters in edited volumes
- Books, manuals, or monographs
- Other, such as patents or computer software products

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

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

	None	1-2	3-4	5-10	11-20	21-50	51+
Exhibitions or performances in the fine or applied arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	None	1-2	3-4	5-10	11-20	21-50	51+
Professional writings published or accepted for publication in the last two years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
Have you ever held an academic administrative post?	<input checked="" type="radio"/>	<input type="radio"/>
Have you ever received an award for outstanding teaching?	<input checked="" type="radio"/>	<input type="radio"/>
Do you commute a long distance to work?	<input checked="" type="radio"/>	<input type="radio"/>
Does your spouse/partner work in the same/nearby city?	<input checked="" type="radio"/>	<input type="radio"/>
Is your spouse/partner an academic?	<input checked="" type="radio"/>	<input type="radio"/>
Were you born in the U.S.A.?	<input checked="" type="radio"/>	<input type="radio"/>
Are you a U.S. citizen?	<input checked="" type="radio"/>	<input type="radio"/>
Have you been sexually harassed at this institution?	<input checked="" type="radio"/>	<input type="radio"/>
Are you a member of a faculty union?	<input checked="" type="radio"/>	<input type="radio"/>
Do you plan to retire within the next three years?	<input checked="" type="radio"/>	<input type="radio"/>
Do you use your scholarship to address local community needs?	<input checked="" type="radio"/>	<input type="radio"/>
Have you published op-ed pieces or editorials?	<input checked="" type="radio"/>	<input type="radio"/>
During the <u>past two</u> years, have you:		
Received at least one firm job offer?	<input checked="" type="radio"/>	<input type="radio"/>
Considered early retirement?	<input checked="" type="radio"/>	<input type="radio"/>
Considered leaving academe for another job?	<input checked="" type="radio"/>	<input type="radio"/>
Considered leaving this institution for another?	<input checked="" type="radio"/>	<input type="radio"/>
Changed academic institutions?	<input checked="" type="radio"/>	<input type="radio"/>
Taught courses at more than one institution during the same term?	<input checked="" type="radio"/>	<input type="radio"/>
Requested/sought an early promotion?	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in paid consulting outside of your institution?	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in public service/professional consulting without pay?	<input checked="" type="radio"/>	<input type="radio"/>
Received funding for your work from:		
Foundations?	<input checked="" type="radio"/>	<input type="radio"/>
State or federal government?	<input checked="" type="radio"/>	<input type="radio"/>
Business or industry?	<input checked="" type="radio"/>	<input type="radio"/>

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

(Mark one for each item)

- It is easy for students to see faculty outside of regular office hours
- The faculty are typically at odds with campus administration
- Faculty here respect each other
- Most students are treated like "numbers in a book"
- Social activities are overemphasized
- Faculty are rewarded for being good teachers
- There is respect for the expression of diverse values and beliefs
- Faculty are rewarded for their efforts to use instructional technology
- Faculty are rewarded for their efforts to work with underprepared students

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty are typically at odds with campus administration	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here respect each other	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students are treated like "numbers in a book"	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social activities are overemphasized	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for being good teachers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is respect for the expression of diverse values and beliefs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for their efforts to use instructional technology	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are rewarded for their efforts to work with underprepared students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please indicate the extent to which you:

(Mark one for each item)

	To a Great Extent	To Some Extent	Not at All
Engage in academic work that spans multiple disciplines	3	2	1
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	3	2	1
Experience joy in your work	3	2	1
Feel good about the direction in which your life is headed	3	2	1
Engage in self-reflection	3	2	1
Achieve a healthy balance between your personal life and your professional life	3	2	1
Feel that your work adds meaning to your life	3	2	1
Consider yourself a religious person	3	2	1
Consider yourself a spiritual person	3	2	1
Engage in regular exercise	3	2	1
Eat a well-balanced diet	3	2	1
Get adequate amounts of sleep	3	2	1
Engage in prayer/meditation	3	2	1
Experience close alignment between your work and your personal values	3	2	1
Seek opportunities to grow spiritually	3	2	1
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	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
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
Most students are strongly committed to community service	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
My department does a good job of mentoring new faculty	4	3	2	1
Faculty are sufficiently involved in campus decision making	4	3	2	1
My values are congruent with the dominant institutional values	4	3	2	1
There is adequate support for integrating technology in my teaching	4	3	2	1
This institution takes responsibility for educating underprepared students	4	3	2	1
The criteria for advancement and promotion decisions are clear	4	3	2	1
Most of the students I teach lack the basic skills for college level work	4	3	2	1
My department has difficulty recruiting faculty	4	3	2	1
My department has difficulty retaining faculty	4	3	2	1
There is adequate support for faculty development	4	3	2	1
This institution should not offer remedial/developmental education	4	3	2	1

28. 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 develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	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 mentor new faculty	4	3	2	1
To promote gender equity among faculty	4	3	2	1
To provide resources for faculty to engage in community-based teaching or research	4	3	2	1
To create and sustain partnerships with surrounding communities	4	3	2	1
To pursue extramural funding	4	3	2	1
To increase the representation of minorities in the faculty and administration	4	3	2	1
To increase the representation of women in the faculty and administration	4	3	2	1

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

- Definitely yes Not sure Probably no
 Probably yes Definitely no

30. 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
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
Realistically, an individual can do little to bring about changes in society	4	3	2	1
Colleges should be concerned with facilitating undergraduate students' spiritual development	4	3	2	1
Colleges have a responsibility to work with their surrounding communities to address local issues	4	3	2	1
The spiritual dimension of faculty members' lives has no place in the academy	4	3	2	1
Including community service as part of a course is a poor use of resources	4	3	2	1

**Truman State University
2004 Faculty Survey**

Additional (Local) Questions

Please answer Question 37 using the following scale: A = Excellent B = Good C = Adequate D = Marginal E = Poor

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

Please answer Questions 38 through 52 using the following scale: A = Very Satisfied B = Satisfied C = Marginally Satisfied D = Not Satisfied E = Not Applicable

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

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

40-43. How satisfied are you with annual reviews in helping you to develop professionally among the following dimensions?

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

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

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

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

44-46. How satisfied are you with the opportunities to collaborate within the Truman community in the following ways?

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

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

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

47-52. How satisfied are you with the following aspects of Truman's liberal arts culture?

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

48. The challenge of courses in the major?

49. Faculty enthusiasm for teaching LSP courses?

50. Faculty enthusiasm for teaching courses in the major?

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

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

Please answer Question 53 using the following scale: A = Effective B = Somewhat Effective C = Somewhat Ineffective D = Ineffective

53. 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 54 using the following scale: A = Comfortable B = Somewhat Comfortable C = Somewhat Uncomfortable D = Uncomfortable

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

Please answer Question 55 using the following scale: A = All the Time B = Most of the Time C = Often D = Once in a While E = Never

55. 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?

56. 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 57 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.

57. 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.?

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents		121	81	202	17,049	12,790	29,839	21,578	16,249	37,827
Age as of December 31, 2004:	200									
Less than 30		3.3	1.2	2.5	1.2	2.6	1.8	1.3	2.4	1.7
30 to 34		10.0	17.5	13.0	6.3	9.2	7.6	5.7	9.0	6.9
35 to 39		11.7	15.0	13.0	10.3	12.7	11.3	10.3	12.2	11.0
40 to 44		14.2	11.3	13.0	11.4	13.6	12.3	11.3	13.5	12.1
45 to 49		21.7	13.8	18.5	13.1	15.4	14.1	12.9	15.9	14.0
50 to 54		19.2	22.5	20.5	15.4	18.7	16.8	15.4	18.1	16.4
55 to 59		7.5	13.8	10.0	17.2	15.5	16.5	17.7	16.3	17.2
60 to 64		10.8	1.2	7.0	15.7	8.7	12.7	15.7	8.8	13.2
65 to 69		1.7	1.2	1.5	6.5	2.5	4.8	6.7	2.6	5.2
70 or more		0.0	2.5	1.0	2.9	1.0	2.1	3.0	1.2	2.3
What is your present academic rank?	202									
Professor		40.5	21.0	32.7	40.7	20.7	32.1	41.6	19.9	33.7
Associate Professor		32.2	32.1	32.2	26.6	26.9	26.7	26.0	27.0	26.4
Assistant Professor		16.5	28.4	21.3	22.7	31.5	26.5	23.0	33.6	26.9
Lecturer		0.8	2.5	1.5	3.7	7.4	5.3	3.7	7.6	5.1
Instructor		8.3	13.6	10.4	4.6	10.9	7.3	4.2	9.7	6.2
Other		1.7	2.5	2.0	1.6	2.6	2.0	1.4	2.2	1.7
Are you currently serving in an administrative position as: [1]	202									
Department chair		5.8	6.2	5.9	11.6	9.1	10.5	10.8	8.2	9.8
Dean		2.5	0.0	1.5	0.9	0.8	0.9	1.0	0.8	0.9
Other		14.9	14.8	14.9	15.9	16.4	16.1	16.5	17.5	16.9
What is your principal activity in your current position at this institution?	201									
Administration		1.7	0.0	1.0	3.8	2.9	3.4	4.2	3.2	3.8
Teaching		95.8	96.3	96.0	88.7	91.8	90.0	85.0	89.8	86.8
Research		0.0	0.0	0.0	6.6	4.1	5.5	9.8	5.6	8.3
Services to clients and patients		1.7	0.0	1.0	0.5	0.6	0.6	0.6	0.7	0.6
Other		0.8	3.7	2.0	0.4	0.6	0.5	0.5	0.7	0.5
Racial/Ethnic group: [2]	200									
White/Caucasian		92.5	92.5	92.5	89.6	89.5	89.6	88.8	89.8	89.2
African American/Black		1.7	0.0	1.0	2.4	3.1	2.7	2.7	3.1	2.9
American Indian/Alaska Native [1]		2.5	0.0	1.5	1.5	1.6	1.6	1.6	1.7	1.6
Asian American/Asian		1.7	5.0	3.0	4.8	4.6	4.7	5.0	4.2	4.7
Native Hawaiian/Pacific Islander [3]		0.0	0.0	0.0	0.6	0.7	0.7	0.5	0.5	0.5
Mexican American/Chicano		0.0	0.0	0.0	1.3	1.2	1.3	1.5	1.4	1.4
Puerto Rican [1]		0.8	0.0	0.5	0.6	0.8	0.7	0.6	0.8	0.7
Other Latino		0.8	1.2	1.0	1.5	2.0	1.7	1.5	2.0	1.7
Other		4.2	2.5	3.5	2.8	2.0	2.5	2.9	2.0	2.5
Do your interests lie primarily in teaching or research?	202									
Very heavily in teaching		34.7	48.1	40.1	26.1	32.0	28.6	24.5	31.4	27.0
In both, but leaning toward teaching		54.5	45.7	51.0	42.1	43.0	42.5	40.2	41.4	40.7
In both, but leaning toward research		9.9	3.7	7.4	28.0	22.2	25.5	30.6	23.8	28.1
Very heavily in research		0.8	2.5	1.5	3.7	2.8	3.3	4.7	3.4	4.2

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[2] Percentages will sum to more than 100.0 if any respondent marked more than one category.

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest degree earned:	201									
Bachelor's (B.A., B.S., etc.)		1.7	1.2	1.5	1.1	1.7	1.3	0.9	1.3	1.1
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]		13.3	29.6	19.9	14.9	25.8	19.6	14.7	25.2	18.5
LL.B., J.D.		1.7	0.0	1.0	0.9	0.8	0.9	0.8	0.8	0.8
M.D., D.D.S. (or equivalent)		0.0	0.0	0.0	0.9	0.4	0.7	1.0	0.5	0.8
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.8	2.5	1.5	0.7	0.4	0.6	0.6	0.5	0.6
Ed.D.		1.7	3.7	2.5	2.9	4.3	3.5	2.9	4.9	3.6
Ph.D.		75.0	58.0	68.2	75.6	62.6	70.0	76.1	62.8	71.2
Other degree		5.0	3.7	4.5	2.4	2.9	2.6	2.4	2.9	2.6
None		0.8	1.2	1.0	0.6	1.1	0.8	0.6	1.1	0.8
Field of highest degree: [1,4]	194									
Agriculture or Forestry		1.7	0.0	1.0	1.6	0.4	1.1	2.1	0.5	1.5
Biological Sciences		4.3	3.9	4.1	7.0	5.4	6.3	7.4	5.1	6.6
Business		2.6	5.2	3.6	6.6	4.4	5.7	6.6	4.5	5.8
Education		9.4	14.3	11.3	8.1	15.7	11.3	8.3	17.1	11.5
Engineering		2.6	0.0	1.5	5.0	0.9	3.3	5.8	1.3	4.2
English		3.4	11.7	6.7	5.2	9.0	6.8	5.0	8.1	6.1
Health Sciences		0.9	11.7	5.2	2.7	9.0	5.4	2.7	9.2	5.0
History or Political Science		12.0	3.9	8.8	8.6	5.3	7.2	8.2	5.3	7.1
Humanities		13.7	14.3	13.9	9.9	11.8	10.7	8.7	10.9	9.5
The Arts & Architecture		11.1	13.0	11.9	9.4	9.9	9.7	10.1	9.8	10.0
Mathematics/Statistics		8.5	6.5	7.7	6.2	3.5	5.1	6.3	3.1	5.1
Physical Sciences		9.4	2.6	6.7	9.8	3.7	7.2	9.9	3.3	7.5
Social Sciences		11.1	9.1	10.3	12.4	13.3	12.8	11.9	13.6	12.5
Other Technical		3.4	0.0	2.1	2.5	1.2	1.9	2.3	1.1	1.9
Other		6.0	3.9	5.2	4.9	6.4	5.5	4.8	7.1	5.6
Year of highest degree now held:	194									
Before 1967		0.0	1.3	0.5	5.0	1.4	3.5	5.4	1.4	3.9
1967 to 1971		2.6	1.3	2.1	10.0	2.7	6.9	10.0	2.7	7.3
1972 to 1976		10.3	2.6	7.2	13.5	6.1	10.3	14.1	6.1	11.2
1977 to 1981		4.3	7.7	5.7	12.1	9.2	10.9	12.3	9.2	11.2
1982 to 1986		14.7	15.4	14.9	11.7	11.9	11.8	11.6	11.8	11.7
1987 to 1991		18.1	14.1	16.5	12.6	14.9	13.5	11.8	14.6	12.8
1992 to 1996		22.4	24.4	23.2	13.5	19.6	16.1	13.4	19.8	15.8
1997 to 2001		17.2	28.2	21.6	14.8	22.7	18.2	14.9	22.8	17.8
2002 to 2004		10.3	5.1	8.2	6.8	11.4	8.8	6.5	11.6	8.3
Degree currently working on:	88									
Bachelor's (B.A., B.S., etc.)		0.0	3.0	1.1	0.6	0.7	0.6	0.4	0.5	0.4
Master's (M.A., M.S., M.F.A., M.B.A., etc.) [1]		1.8	0.0	1.1	1.8	3.3	2.4	1.8	2.4	2.0
LL.B., J.D.		0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1
M.D., D.D.S. (or equivalent)		0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.0	0.0	0.0	1.0	0.7	0.8	0.9	0.5	0.8
Ed.D.		0.0	0.0	0.0	1.2	3.0	2.0	1.3	3.2	2.0
Ph.D.		7.3	12.1	9.1	8.1	14.2	10.6	7.9	16.5	10.9
Other degree		0.0	3.0	1.1	0.8	1.9	1.2	1.1	1.7	1.3
None		90.9	81.8	87.5	86.4	75.9	82.1	86.5	75.0	82.5

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[4] Disaggregated responses for this item can be found starting on page 17.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Department of current faculty appointment: [1,4]	195									
Agriculture or Forestry		1.7	0.0	1.0	1.8	0.5	1.3	2.7	0.8	2.0
Biological Sciences		2.6	5.1	3.6	6.4	5.2	5.9	6.7	4.9	6.1
Business		6.8	5.1	6.2	8.2	5.2	6.9	8.2	5.3	7.1
Education		7.7	10.3	8.7	5.4	10.8	7.7	6.2	11.9	8.3
Engineering		0.0	0.0	0.0	4.6	0.8	3.0	5.5	1.1	3.9
English		3.4	16.7	8.7	5.5	9.5	7.2	5.3	8.8	6.5
Health Sciences		3.4	14.1	7.7	3.4	11.0	6.6	3.1	11.4	6.2
History or Political Science		7.7	3.8	6.2	8.0	5.0	6.7	7.6	4.8	6.6
Humanities		12.8	9.0	11.3	10.0	11.7	10.7	8.5	10.4	9.2
The Arts & Architecture		12.0	15.4	13.3	9.9	10.3	10.1	10.4	10.5	10.5
Mathematics/Statistics		9.4	6.4	8.2	6.3	4.2	5.4	6.2	3.7	5.3
Physical Sciences		9.4	2.6	6.7	9.5	3.9	7.1	9.7	3.6	7.5
Social Sciences		14.5	7.7	11.8	11.5	12.6	12.0	10.9	13.0	11.7
Other Technical		1.7	0.0	1.0	3.7	1.7	2.8	3.3	1.5	2.6
Other		6.8	3.8	5.6	5.9	7.7	6.7	5.7	8.2	6.6
Year of appointment at present institution:	195									
Before 1967		0.9	2.5	1.5	3.1	0.6	2.1	2.7	0.5	1.9
1967 to 1971		2.6	0.0	1.5	7.1	1.6	4.8	6.8	1.7	4.9
1972 to 1976		6.0	2.5	4.6	7.6	3.2	5.7	7.8	3.1	6.1
1977 to 1981		2.6	3.8	3.1	9.1	5.7	7.7	9.4	5.1	7.8
1982 to 1986		12.1	10.1	11.3	9.9	7.9	9.0	10.2	8.0	9.4
1987 to 1991		23.3	12.7	19.0	12.7	13.7	13.1	12.5	13.6	12.9
1992 to 1996		13.8	29.1	20.0	11.6	15.0	13.0	11.6	14.7	12.8
1997 to 2001		25.9	24.1	25.1	21.4	28.4	24.4	21.3	29.4	24.2
2002 to 2004		12.9	15.2	13.8	17.6	23.8	20.2	17.7	23.9	19.9
What is your tenure status at this institution? [1]	202									
Tenured		65.3	54.3	60.9	63.3	45.3	55.6	62.5	44.0	55.8
On tenure track, but not tenured		21.5	21.0	21.3	20.7	26.4	23.1	21.4	28.5	24.0
Not on tenure track, but institution has tenure system		13.2	24.7	17.8	13.1	24.7	18.1	12.8	23.8	16.8
Institution has no tenure system		0.0	0.0	0.0	2.9	3.6	3.2	3.3	3.7	3.5
If tenured, year tenure was awarded:	117									
Before 1967		0.0	0.0	0.0	0.9	0.2	0.7	1.0	0.2	0.8
1967 to 1971		0.0	2.5	0.9	3.5	0.7	2.5	3.4	0.6	2.6
1972 to 1976		1.3	0.0	0.9	10.5	2.9	7.8	10.3	3.0	8.2
1977 to 1981		6.5	0.0	4.3	11.4	5.6	9.4	11.7	5.8	10.0
1982 to 1986		5.2	15.0	8.5	14.1	8.8	12.3	15.0	8.5	13.1
1987 to 1991		16.9	15.0	16.2	14.3	14.3	14.3	15.4	14.0	15.0
1992 to 1996		26.0	17.5	23.1	17.5	22.4	19.2	16.7	22.2	18.3
1997 to 2001		27.3	25.0	26.5	16.0	26.2	19.6	15.2	26.5	18.5
2002 to 2004		16.9	25.0	19.7	11.8	18.9	14.3	11.3	19.2	13.6

[1] Comparison with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[4] Disaggregated responses for this item can be found starting on page 20.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Salary is based on:	193									
9/10 months		79.3	79.2	79.3	75.9	73.9	75.1	76.8	76.3	76.6
11/12 months		20.7	20.8	20.7	24.1	26.1	24.9	23.2	23.7	23.4
Base salary										
9/10 month contract:	159									
Less than \$20,000		2.1	1.6	1.9	2.1	4.3	3.0	1.3	2.5	1.7
\$20,000 to 29,999		1.0	3.2	1.9	1.3	3.1	2.1	1.3	2.7	1.8
\$30,000 to 39,999		12.5	23.8	17.0	4.5	9.4	6.5	5.3	10.8	7.3
\$40,000 to 49,999		27.1	36.5	30.8	16.5	25.9	20.5	16.2	28.0	20.4
\$50,000 to 59,999		21.9	17.5	20.1	18.8	22.5	20.4	18.7	23.2	20.3
\$60,000 to 69,999		21.9	11.1	17.6	16.7	15.4	16.1	16.1	14.5	15.5
\$70,000 to 79,999		12.5	3.2	8.8	13.4	7.8	11.0	13.4	7.6	11.3
\$80,000 to 89,999		1.0	1.6	1.3	10.0	5.2	8.0	10.4	5.0	8.4
\$90,000 to 99,999		0.0	1.6	0.6	6.4	2.7	4.8	6.7	2.6	5.2
\$100,000 to 124,999		0.0	0.0	0.0	7.4	2.8	5.4	7.6	2.5	5.7
\$125,000 to 149,999		0.0	0.0	0.0	2.0	0.5	1.4	2.1	0.5	1.5
\$150,000 or more		0.0	0.0	0.0	1.1	0.3	0.8	1.1	0.2	0.8
11/12 month contract:	40									
Less than \$20,000		0.0	0.0	0.0	1.3	2.0	1.6	1.4	1.3	1.3
\$20,000 to 29,999		0.0	0.0	0.0	1.7	2.7	2.2	0.8	2.3	1.4
\$30,000 to 39,999		20.8	43.7	30.0	4.7	9.9	7.1	4.6	11.7	7.2
\$40,000 to 49,999		16.7	31.2	22.5	14.4	21.8	17.8	12.7	21.8	16.1
\$50,000 to 59,999		20.8	12.5	17.5	15.6	22.6	18.8	14.5	23.2	17.8
\$60,000 to 69,999		16.7	6.3	12.5	16.7	15.4	16.1	14.5	14.1	14.3
\$70,000 to 79,999		8.3	0.0	5.0	12.3	10.7	11.5	12.3	9.7	11.3
\$80,000 to 89,999		12.5	6.3	10.0	10.4	5.9	8.4	11.7	6.1	9.6
\$90,000 to 99,999		0.0	0.0	0.0	7.3	3.6	5.6	8.3	3.9	6.6
\$100,000 to 124,999		4.2	0.0	2.5	10.0	3.6	7.1	11.9	4.0	8.9
\$125,000 to 149,999		0.0	0.0	0.0	2.9	1.0	2.1	4.1	1.2	3.0
\$150,000 or more		0.0	0.0	0.0	2.6	0.7	1.8	3.2	0.7	2.3
Are you currently:	202									
Married		82.6	65.4	75.7	82.8	65.7	75.5	83.0	64.9	76.4
Unmarried, living with partner		2.5	3.7	3.0	3.5	6.6	4.8	3.1	6.7	4.4
Single		14.9	30.9	21.3	13.7	27.7	19.7	13.9	28.4	19.2
Have you ever been:	202									
Divorced		14.9	22.2	17.8	21.1	25.1	22.8	22.2	26.6	23.8
Widowed		0.8	2.5	1.5	1.7	2.7	2.1	1.8	2.6	2.1
Separated		0.8	4.9	2.5	3.6	3.6	3.6	3.6	4.1	3.8
HOW MANY CHILDREN DO YOU HAVE? [1]										
Under 18 years old	202									
None		52.1	66.7	57.9	41.2	52.3	46.1	61.3	67.9	63.7
One		21.5	16.0	19.3	23.3	23.0	23.2	15.7	15.7	15.7
Two		19.0	13.6	16.8	24.4	19.1	22.0	16.3	12.9	15.1
Three		3.3	3.7	3.5	7.6	4.5	6.2	4.9	2.8	4.2
Four or more		4.1	0.0	2.5	3.5	1.2	2.5	1.7	0.7	1.4
18 years or older	202									
None		64.5	69.1	66.3	36.4	51.1	42.6	52.5	63.8	56.7
One		9.1	8.6	8.9	16.4	16.4	16.4	12.8	11.7	12.4
Two		15.7	8.6	12.9	27.6	21.4	25.0	20.8	15.9	19.0
Three		4.1	8.6	5.9	11.6	7.2	9.7	8.7	5.7	7.6
Four or more		6.6	4.9	5.9	8.1	3.9	6.3	5.2	2.9	4.3

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
General activities:										
Have you ever held an academic administrative post?	199	28.6	22.5	26.1	45.8	35.8	41.5	46.1	36.4	42.5
Have you ever received an award for outstanding teaching?	199	34.5	36.2	35.2	43.5	40.1	42.1	44.2	40.5	42.9
Do you commute a long distance to work?	199	5.9	11.3	8.0	17.8	22.0	19.6	16.7	22.4	18.8
Does your spouse/partner work in the same/nearby city? [1]	188	62.9	59.7	61.7	62.7	60.2	61.6	62.5	59.7	61.5
Is your spouse/partner an academic?	188	37.1	45.8	40.4	30.5	32.8	31.4	31.2	32.9	31.8
Were you born in the U.S.A.?	199	90.8	87.5	89.4	85.5	86.7	86.0	84.8	87.3	85.7
Are you a U.S. citizen?	199	97.5	93.8	96.0	93.6	93.7	93.6	93.2	94.2	93.6
Have you been sexually harassed at this institution?	199	4.2	8.8	6.0	2.1	9.1	5.1	2.3	9.7	5.0
Are you a member of a faculty union?	199	7.6	6.3	7.0	19.2	22.4	20.6	20.0	22.9	21.0
Do you plan to retire within the next three years? [3]	198	6.7	8.9	7.6	14.1	8.8	11.8	14.6	9.1	12.6
Do you use your scholarship to address local community needs? [3]	199	39.5	41.2	40.2	43.4	49.3	46.0	44.5	52.3	47.4
Have you published op-ed pieces or editorials? [3]	198	23.7	12.5	19.2	25.0	16.2	21.3	24.3	16.0	21.3
During the past two years, have you:										
Received at least one firm job offer?	199	25.2	18.7	22.6	23.7	29.2	26.1	24.2	29.4	26.1
Considered early retirement?	199	23.5	17.5	21.1	21.7	20.7	21.2	21.6	21.0	21.4
Considered leaving academe for another job?	199	36.1	30.0	33.7	27.2	35.6	30.8	27.4	36.2	30.6
Considered leaving this institution for another? [3]	199	49.6	43.7	47.2	40.3	43.9	41.9	41.9	45.6	43.2
Changed academic institutions? [3]	199	10.9	12.5	11.6	9.3	11.5	10.3	9.3	10.7	9.8
Taught courses at more than one institution during the same term? [3]	199	4.2	2.5	3.5	9.9	10.5	10.2	10.0	9.4	9.7
Requested/sought an early promotion?	199	5.9	1.2	4.0	6.0	6.5	6.2	6.5	7.3	6.8
Engaged in paid consulting outside of your institution? [3]	199	32.8	25.0	29.6	40.4	32.8	37.2	41.6	34.5	39.0
Engaged in public service/professional consulting without pay? [3]	198	55.1	52.5	54.0	56.3	56.6	56.5	57.7	58.5	58.0
Received funding for your work from: [3]										
Foundations?	198	6.8	11.3	8.6	23.4	21.9	22.8	24.1	22.3	23.4
State or federal government?	197	16.2	12.5	14.7	28.4	21.7	25.5	33.8	25.2	30.6
Business or industry?	196	7.7	7.6	7.7	16.1	8.9	13.0	17.7	10.1	15.0

[1] Comparisons with items from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
During the <u>past two</u> years, have you engaged in any of the following activities?										
Taught an honors course	183	34.9	25.7	31.1	22.5	18.3	20.7	22.4	17.8	20.7
Taught an interdisciplinary course	188	28.8	35.1	31.4	44.1	44.0	44.0	43.0	42.1	42.7
Taught an ethnic studies course	182	4.7	17.3	9.9	9.2	13.6	11.1	8.3	12.8	9.9
Taught a women's studies course	178	6.6	16.7	10.7	3.1	18.7	9.9	2.5	16.7	7.8
Team-taught a course	182	20.4	28.4	23.6	36.2	38.3	37.1	37.2	38.4	37.6
Taught a service learning course	180	10.3	16.4	12.8	18.2	24.4	20.9	19.1	24.4	21.1
Worked with undergraduates on a research project	193	84.2	72.2	79.3	69.2	61.2	65.8	69.0	60.9	66.1
Placed or collected assignments on the Internet [1]	194	63.2	68.8	65.5	65.7	68.4	66.9	65.7	70.0	67.3
Taught a course exclusively on the Internet [1]	180	3.8	4.1	3.9	8.8	10.2	9.4	9.3	11.9	10.3
Participated in a faculty development program [3]	195	65.2	76.3	69.7	58.1	69.2	62.9	56.1	68.5	60.7
Advised student groups involved in service/volunteer work [3]	186	51.8	50.0	51.1	38.7	43.3	40.7	40.1	45.0	41.9
Collaborated with the local community in research/teaching [3]	183	32.7	32.9	32.8	40.1	45.2	42.3	42.0	47.4	44.0
Developed a new course	188	49.5	59.7	53.7	68.6	70.8	69.5	68.9	71.6	69.9
Conducted research or writing focused on: [3]										
International/global issues	177	21.9	25.0	23.2	28.6	27.3	28.0	28.9	26.7	28.1
Racial or ethnic minorities	178	19.0	17.8	18.5	16.4	25.5	20.3	16.7	25.9	20.1
Women and gender issues	177	20.6	27.1	23.2	11.8	33.2	21.2	11.8	32.4	19.5
Taught a first-year seminar [3]	183	24.8	35.1	29.0	23.9	25.7	24.7	22.1	23.7	22.7
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?										
Articles in academic or professional journals	196									
None		16.1	41.0	26.0	14.4	23.9	18.5	13.2	23.2	16.9
1 to 2		28.0	20.5	25.0	15.8	22.3	18.6	15.1	22.5	17.8
3 to 4		17.8	16.7	17.3	13.3	16.4	14.6	12.7	16.1	13.9
5 to 10		18.6	12.8	16.3	18.8	19.5	19.1	17.6	19.9	18.4
11 to 20		14.4	6.4	11.2	15.0	10.1	12.9	14.8	10.1	13.1
21 to 50		4.2	2.6	3.6	13.8	5.9	10.4	15.6	6.2	12.2
More than 50		0.8	0.0	0.5	8.8	1.9	5.9	10.9	2.1	7.7
Chapters in edited volumes	194									
None		69.0	67.9	68.6	45.6	53.8	49.1	44.4	53.4	47.6
1 to 2		17.2	21.8	19.1	24.8	25.8	25.2	24.6	25.4	24.9
3 to 4		10.3	5.1	8.2	13.4	10.5	12.2	13.6	11.1	12.7
5 to 10		3.4	5.1	4.1	10.2	7.2	8.9	10.4	7.1	9.2
11 to 20		0.0	0.0	0.0	3.7	1.9	2.9	4.1	2.1	3.4
21 to 50		0.0	0.0	0.0	1.8	0.7	1.3	2.3	0.8	1.8
More than 50		0.0	0.0	0.0	0.5	0.2	0.4	0.6	0.2	0.4

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?										
Books, manuals, or monographs	191									
None		67.5	74.0	70.2	52.9	64.3	57.7	52.5	63.4	56.5
1 to 2		23.7	20.8	22.5	28.2	25.5	27.0	27.5	24.9	26.6
3 to 4		6.1	5.2	5.8	10.0	6.4	8.4	10.5	7.2	9.3
5 to 10		2.6	0.0	1.6	6.3	3.0	4.9	6.6	3.3	5.4
11 to 20		0.0	0.0	0.0	1.8	0.6	1.3	2.0	0.8	1.6
21 to 50		0.0	0.0	0.0	0.6	0.2	0.4	0.7	0.2	0.5
More than 50		0.0	0.0	0.0	0.2	0.1	0.1	0.2	0.1	0.2
Other, such as patents or computer software products [3]	188									
None		90.1	89.6	89.9	81.6	90.6	85.4	80.4	90.0	83.9
1 to 2		6.3	7.8	6.9	10.5	6.3	8.7	11.0	6.8	9.5
3 to 4		1.8	2.6	2.1	4.1	1.7	3.1	4.4	1.8	3.5
5 to 10		0.0	0.0	0.0	2.2	0.8	1.6	2.5	0.9	1.9
11 to 20		0.0	0.0	0.0	0.7	0.2	0.5	0.7	0.2	0.6
21 to 50		1.8	0.0	1.1	0.6	0.2	0.4	0.5	0.1	0.4
More than 50		0.0	0.0	0.0	0.4	0.2	0.3	0.4	0.2	0.4
HOW MANY:										
Exhibitions or performances in the fine or applied arts have you presented?	195									
None		80.2	78.5	79.5	80.5	78.9	79.8	80.4	79.2	80.0
1 to 2		3.4	2.5	3.1	3.7	5.1	4.3	3.6	5.0	4.1
3 to 4		1.7	1.3	1.5	2.4	2.7	2.5	2.3	2.7	2.4
5 to 10		4.3	3.8	4.1	2.3	2.9	2.6	2.2	2.8	2.4
11 to 20		1.7	5.1	3.1	1.8	2.0	1.9	1.8	2.1	1.9
21 to 50		2.6	0.0	1.5	2.5	3.2	2.8	2.6	3.0	2.7
More than 50		6.0	8.9	7.2	6.8	5.2	6.1	7.2	5.2	6.5
Of your professional writings have been published or accepted for publication in the <u>last two</u> years?	193									
None		41.4	55.8	47.2	30.9	37.4	33.7	29.1	36.3	31.7
1 to 2		36.2	33.8	35.2	30.7	34.4	32.3	29.1	33.3	30.6
3 to 4		15.5	6.5	11.9	20.8	18.4	19.8	21.6	19.3	20.8
5 to 10		5.2	3.9	4.7	13.8	8.4	11.5	15.2	9.5	13.1
11 to 20		0.9	0.0	0.5	2.9	1.1	2.1	3.7	1.3	2.8
21 to 50		0.9	0.0	0.5	0.7	0.3	0.5	1.0	0.3	0.8
More than 50		0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:										
Scheduled teaching (actual, not credit hours)	191									
None		0.0	0.0	0.0	0.7	0.6	0.7	0.9	0.6	0.8
1 to 4		3.6	3.7	3.7	7.7	7.6	7.6	8.9	7.9	8.5
5 to 8		11.7	11.3	11.5	32.7	32.6	32.7	35.4	32.9	34.5
9 to 12		64.9	58.7	62.3	39.3	39.0	39.2	36.2	38.1	36.9
13 to 16		9.9	17.5	13.1	13.1	12.7	12.9	12.3	13.2	12.6
17 to 20		7.2	8.8	7.9	4.2	4.9	4.5	4.1	4.9	4.4
21 to 34		1.8	0.0	1.0	2.0	2.1	2.1	1.9	2.1	2.0
35 to 44		0.9	0.0	0.5	0.2	0.2	0.2	0.3	0.2	0.3
45 +		0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.2	0.1
Preparing for teaching (including reading student papers and grading)	191									
None		0.0	2.5	1.0	0.6	0.5	0.5	0.6	0.5	0.6
1 to 4		4.5	3.7	4.2	10.8	7.6	9.4	12.1	8.1	10.7
5 to 8		18.9	15.0	17.3	24.3	20.5	22.7	25.7	21.4	24.2
9 to 12		22.5	17.5	20.4	24.8	24.1	24.5	24.8	24.8	24.8
13 to 16		23.4	18.7	21.5	16.2	17.2	16.6	15.4	17.1	16.0
17 to 20		16.2	13.8	15.2	12.6	15.4	13.8	11.6	14.5	12.7
21 to 34		13.5	23.7	17.8	8.3	11.0	9.5	7.5	10.2	8.5
35 to 44		0.0	2.5	1.0	1.8	2.4	2.1	1.8	2.2	1.9
45 +		0.9	2.5	1.6	0.6	1.2	0.9	0.5	1.1	0.7
Advising and counseling of students	189									
None		2.7	5.1	3.7	4.7	5.1	4.9	4.8	4.8	4.8
1 to 4		70.0	57.0	64.6	64.7	57.6	61.7	63.6	57.5	61.4
5 to 8		23.6	31.6	27.0	23.8	27.6	25.4	24.2	27.8	25.5
9 to 12		2.7	2.5	2.6	5.0	6.9	5.9	5.6	7.1	6.1
13 to 16		0.0	3.8	1.6	1.1	1.7	1.4	1.2	1.8	1.4
17 to 20		0.0	0.0	0.0	0.4	0.6	0.5	0.5	0.6	0.5
21 to 34		0.0	0.0	0.0	0.2	0.3	0.2	0.2	0.3	0.2
35 to 44		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
45 +		0.9	0.0	0.5	0.0	0.0	0.0	0.0	0.1	0.0
Committee work and meetings	188									
None		9.1	3.8	6.9	7.2	7.6	7.4	6.0	6.0	6.0
1 to 4		73.6	82.1	77.1	68.5	63.1	66.2	69.3	65.0	67.7
5 to 8		12.7	10.3	11.7	19.3	22.6	20.7	19.3	22.4	20.4
9 to 12		2.7	2.6	2.7	3.8	4.6	4.1	3.8	4.5	4.0
13 to 16		0.9	0.0	0.5	0.8	1.4	1.0	1.1	1.3	1.2
17 to 20		0.9	1.3	1.1	0.3	0.4	0.4	0.3	0.5	0.4
21 to 34		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2	0.2
35 to 44		0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1
45 +		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other administration	178									
None		45.7	38.4	42.7	38.5	37.4	38.0	36.7	35.9	36.4
1 to 4		41.9	50.7	45.5	39.9	40.6	40.2	41.2	41.6	41.3
5 to 8		7.6	8.2	7.9	11.1	11.7	11.4	11.2	12.3	11.6
9 to 12		1.9	0.0	1.1	5.0	5.1	5.0	5.3	5.1	5.3
13 to 16		0.0	0.0	0.0	2.1	2.2	2.1	2.2	2.1	2.2
17 to 20		1.0	1.4	1.1	1.8	1.5	1.7	1.8	1.6	1.7
21 to 34		1.9	0.0	1.1	1.2	1.0	1.1	1.2	1.0	1.1
35 to 44		0.0	1.4	0.6	0.3	0.3	0.3	0.3	0.3	0.3
45 +		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:										
Research and scholarly writing	188									
None		16.7	21.2	18.6	15.1	21.2	17.7	13.9	19.7	16.0
1 to 4		38.9	53.7	45.2	31.3	37.9	34.1	29.9	36.7	32.4
5 to 8		27.8	16.2	22.9	21.7	19.4	20.8	20.7	20.1	20.5
9 to 12		9.3	3.7	6.9	13.3	10.0	11.9	13.5	10.5	12.4
13 to 16		3.7	3.7	3.7	7.1	4.8	6.1	8.1	5.5	7.1
17 to 20		2.8	1.2	2.1	5.5	3.7	4.7	6.4	4.1	5.5
21 to 34		0.9	0.0	0.5	4.3	1.9	3.3	5.2	2.2	4.1
35 to 44		0.0	0.0	0.0	1.2	0.7	1.0	1.6	0.9	1.4
45 +		0.0	0.0	0.0	0.5	0.2	0.4	0.7	0.3	0.5
Other creative products/performances	182									
None		64.2	59.2	62.1	61.2	60.9	61.1	60.5	59.8	60.3
1 to 4		20.8	26.3	23.1	24.3	25.9	25.0	24.8	26.5	25.4
5 to 8		7.5	11.8	9.3	7.6	7.0	7.3	7.9	7.4	7.7
9 to 12		4.7	0.0	2.7	3.3	3.0	3.2	3.4	3.1	3.3
13 to 16		0.0	1.3	0.5	1.3	1.3	1.3	1.4	1.2	1.3
17 to 20		0.0	1.3	0.5	1.1	1.0	1.1	1.1	1.0	1.0
21 to 34		1.9	0.0	1.1	0.7	0.6	0.7	0.6	0.6	0.6
35 to 44		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3	0.2
45 +		0.9	0.0	0.5	0.1	0.1	0.1	0.1	0.1	0.1
Consultation with clients/patients	181									
None		87.5	80.5	84.5	85.0	84.5	84.8	83.7	83.4	83.6
1 to 4		10.6	11.7	11.0	10.2	9.7	10.0	10.8	10.5	10.7
5 to 8		1.0	2.6	1.7	2.6	3.0	2.8	3.1	3.5	3.2
9 to 12		0.0	3.9	1.7	1.0	1.3	1.1	1.1	1.4	1.2
13 to 16		0.0	0.0	0.0	0.5	0.4	0.5	0.5	0.4	0.5
17 to 20		0.0	1.3	0.6	0.3	0.5	0.4	0.3	0.5	0.4
21 to 34		0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.2	0.2
35 to 44		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
45 +		1.0	0.0	0.6	0.1	0.1	0.1	0.0	0.1	0.0
Community or public service	186									
None		36.8	35.0	36.0	41.2	36.5	39.2	41.0	35.0	38.8
1 to 4		48.1	56.2	51.6	47.0	52.7	49.5	47.7	54.1	50.1
5 to 8		9.4	6.3	8.1	8.5	8.1	8.3	8.4	8.2	8.3
9 to 12		3.8	1.2	2.7	2.2	1.8	2.0	2.0	1.7	1.9
13 to 16		0.0	0.0	0.0	0.6	0.4	0.5	0.4	0.4	0.4
17 to 20		1.9	0.0	1.1	0.3	0.3	0.3	0.3	0.4	0.3
21 to 34		0.0	1.2	0.5	0.1	0.1	0.1	0.1	0.1	0.1
35 to 44		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
45 +		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Outside consulting/freelance work	186									
None		74.3	75.3	74.7	67.6	72.9	69.9	66.6	72.0	68.6
1 to 4		22.0	20.8	21.5	24.1	20.2	22.4	24.6	21.3	23.4
5 to 8		2.8	2.6	2.7	5.0	4.1	4.6	5.5	4.3	5.0
9 to 12		0.9	0.0	0.5	1.8	1.3	1.6	1.8	1.2	1.6
13 to 16		0.0	1.3	0.5	0.4	0.5	0.5	0.4	0.4	0.4
17 to 20		0.0	0.0	0.0	0.5	0.4	0.5	0.5	0.4	0.5
21 to 34		0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2	0.2
35 to 44		0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1
45 +		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:										
Household/childcare duties	187									
None		12.1	11.3	11.8	15.8	5.0	11.1	16.7	4.9	12.3
1 to 4		21.5	15.0	18.7	19.3	17.2	18.4	19.5	17.8	18.9
5 to 8		20.6	27.5	23.5	24.9	23.5	24.3	24.2	24.1	24.1
9 to 12		13.1	8.8	11.2	16.4	16.7	16.5	16.6	16.6	16.6
13 to 16		9.3	7.5	8.6	8.9	9.8	9.3	8.8	10.1	9.3
17 to 20		10.3	11.3	10.7	6.6	8.6	7.5	6.5	8.2	7.1
21 to 34		1.9	3.7	2.7	4.6	7.7	6.0	4.5	7.0	5.5
35 to 44		5.6	5.0	5.3	1.8	4.6	3.0	1.7	4.7	2.8
45 +		5.6	10.0	7.5	1.6	6.9	3.9	1.5	6.5	3.4
Communicating via email [3]	190									
None		0.9	2.5	1.6	1.7	0.7	1.2	1.6	0.8	1.3
1 to 4		51.8	45.0	48.9	45.4	36.5	41.6	44.9	36.5	41.8
5 to 8		35.5	37.5	36.3	37.6	39.8	38.6	37.3	40.1	38.3
9 to 12		6.4	11.3	8.4	10.8	15.6	12.9	11.4	15.3	12.8
13 to 16		2.7	1.2	2.1	2.9	4.8	3.7	3.1	4.8	3.7
17 to 20		1.8	2.5	2.1	1.1	1.6	1.3	1.2	1.5	1.3
21 to 34		0.9	0.0	0.5	0.3	0.7	0.5	0.4	0.8	0.5
35 to 44		0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.2	0.1
45 +		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Do you, "to a great extent": [3]										
Engage in academic work that spans multiple disciplines?	199	33.6	37.5	35.2	34.8	34.1	34.5	35.2	33.6	34.6
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?	199	36.1	32.5	34.7	40.0	35.8	38.2	41.0	37.6	39.8
Experience joy in your work?	199	65.5	63.7	64.8	69.2	65.4	67.6	68.0	64.5	66.7
Feel good about the direction in which your life is headed?	199	68.1	62.5	65.8	65.4	62.6	64.2	63.9	62.2	63.3
Engage in self-reflection?	199	64.7	75.0	68.8	65.4	73.9	69.1	63.8	74.2	67.6
Achieve a healthy balance between your personal life and your professional life?	199	47.1	37.5	43.2	41.8	32.4	37.8	40.9	32.7	37.9
Feel that your work adds meaning to your life?	199	68.9	67.5	68.3	70.9	69.6	70.4	70.1	68.7	69.6
Consider yourself a religious person?	199	40.3	42.5	41.2	34.0	33.2	33.6	32.8	34.1	33.3
Consider yourself a spiritual person?	199	49.6	58.7	53.3	42.6	51.4	46.4	41.4	53.0	45.6
Engage in regular exercise?	199	40.3	42.5	41.2	42.2	39.7	41.1	41.9	38.4	40.6
Eat a well-balanced diet?	199	42.0	47.5	44.2	44.8	46.3	45.4	44.6	45.2	44.8
Get adequate amounts of sleep?	199	33.6	37.5	35.2	32.6	33.3	32.9	32.3	32.8	32.5
Engage in prayer/meditation?	199	30.3	30.0	30.2	23.8	27.0	25.1	22.6	27.7	24.4
Experience close alignment between your work and your personal values?	196	51.3	63.3	56.1	58.2	62.3	59.9	56.7	62.3	58.8
Seek opportunities to grow spiritually?	197	30.3	37.2	33.0	27.8	33.7	30.3	26.4	34.8	29.5
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?	199	15.1	25.0	19.1	19.2	28.1	23.0	19.5	28.1	22.7

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS TERM? [1,3]										
General education courses	179									
None		40.0	47.3	43.0	49.7	50.7	50.1	51.6	52.7	52.0
One		25.7	21.6	24.0	24.0	21.4	22.9	23.8	21.0	22.8
Two		23.8	23.0	23.5	16.1	15.6	15.9	14.9	14.6	14.8
Three		6.7	5.4	6.1	6.4	7.3	6.8	5.9	7.0	6.3
Four		3.8	1.4	2.8	2.6	3.5	3.0	2.7	3.5	3.0
Five or more		0.0	1.4	0.6	1.3	1.4	1.4	1.1	1.2	1.1
Developmental/remedial courses	153									
None		92.3	100.0	95.4	93.9	92.4	93.3	94.5	93.1	93.9
One		4.4	0.0	2.6	3.5	3.8	3.6	3.3	3.7	3.4
Two		1.1	0.0	0.7	1.5	1.8	1.6	1.1	1.5	1.3
Three		1.1	0.0	0.7	0.7	1.2	0.9	0.8	1.0	0.8
Four		1.1	0.0	0.7	0.3	0.5	0.3	0.3	0.4	0.3
Five or more		0.0	0.0	0.0	0.1	0.4	0.2	0.1	0.4	0.2
Other undergraduate credit courses	187									
None		10.0	6.5	8.6	13.4	13.8	13.6	13.1	13.3	13.2
One		30.0	28.6	29.4	28.6	26.2	27.5	31.3	27.3	29.8
Two		22.7	28.6	25.1	31.0	30.5	30.7	30.0	29.3	29.7
Three		21.8	16.9	19.8	17.4	18.7	18.0	15.7	18.1	16.6
Four		10.9	14.3	12.3	6.6	7.2	6.9	6.8	8.2	7.3
Five or more		4.5	5.2	4.8	3.1	3.6	3.3	3.2	3.9	3.4
Graduate courses	161									
None		76.3	75.0	75.8	61.5	66.3	63.5	54.6	60.1	56.6
One		21.6	18.7	20.5	30.6	25.3	28.4	36.1	29.6	33.8
Two		1.0	4.7	2.5	5.8	6.2	6.0	6.9	7.3	7.0
Three		1.0	1.6	1.2	1.4	1.4	1.4	1.7	2.0	1.8
Four		0.0	0.0	0.0	0.4	0.6	0.5	0.4	0.7	0.5
Five or more		0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3	0.3
Vocational or technical courses	155									
None		95.7	88.9	92.9	91.7	93.6	92.5	91.9	94.4	92.8
One		1.1	3.2	1.9	2.2	1.6	1.9	2.0	1.6	1.9
Two		1.1	3.2	1.9	1.2	1.0	1.1	1.1	0.9	1.1
Three		0.0	0.0	0.0	0.7	0.7	0.7	0.7	0.3	0.6
Four		2.2	4.8	3.2	3.7	2.6	3.2	3.9	2.4	3.4
Five or more		0.0	0.0	0.0	0.5	0.6	0.5	0.3	0.3	0.3
Non-credit courses (other than above)	150									
None		96.6	93.5	95.3	90.9	90.5	90.7	90.5	90.4	90.5
One		3.4	4.8	4.0	6.7	6.6	6.7	7.0	6.7	6.9
Two		0.0	0.0	0.0	1.5	1.7	1.6	1.5	1.4	1.5
Three		0.0	1.6	0.7	0.4	0.5	0.4	0.4	0.5	0.4
Four		0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.3	0.3
Five or more		0.0	0.0	0.0	0.3	0.5	0.4	0.3	0.7	0.4
Do you teach remedial/developmental skills in any of the following areas?[3]										
Reading	202	4.1	1.2	3.0	2.0	3.5	2.6	1.7	3.2	2.3
Writing	202	7.4	3.7	5.9	5.7	8.9	7.0	5.1	8.2	6.2
Mathematics	202	0.8	1.2	1.0	3.2	2.7	3.0	3.0	2.6	2.8
ESL	202	0.0	0.0	0.0	0.5	1.5	1.0	0.5	1.3	0.8
General academic skills	202	5.8	0.0	3.5	3.2	4.5	3.8	3.0	4.4	3.5
Other subject areas	202	0.8	3.7	2.0	2.3	2.9	2.6	2.3	2.8	2.5

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2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Goals for undergraduates noted as "very important" or "essential":										
Develop ability to think critically [3]	199	98.3	98.8	98.5	98.8	99.4	99.1	98.7	99.4	99.0
Prepare students for employment after college	199	70.6	72.5	71.4	67.1	71.8	69.1	68.0	74.0	70.2
Prepare students for graduate or advanced education	199	81.5	81.3	81.4	62.4	65.4	63.7	62.4	65.1	63.4
Develop moral character	199	58.0	68.8	62.3	56.0	62.2	58.6	54.6	61.5	57.1
Provide for students' emotional development	199	32.8	45.0	37.7	31.7	43.1	36.6	31.1	42.4	35.2
Help students develop personal values	198	55.1	67.5	60.1	49.2	57.4	52.7	47.7	56.0	50.8
Enhance students' self-understanding	199	60.5	75.0	66.3	56.0	65.6	60.1	54.6	65.0	58.4
Instill in students a commitment to community service	199	39.5	51.2	44.2	32.5	45.6	38.2	31.4	44.9	36.4
Prepare students for responsible citizenship	199	63.9	72.5	67.3	56.2	69.2	61.8	54.5	67.6	59.3
Enhance students' knowledge of and appreciation for other racial/ethnic groups	199	50.4	81.3	62.8	50.0	74.4	60.5	48.6	73.1	57.6
Help master knowledge in a discipline [3]	201	93.3	93.8	93.5	93.7	94.8	94.2	94.2	95.4	94.6
Develop creative capacities [3]	199	65.5	62.5	64.3	69.4	67.1	68.4	70.3	66.8	69.0
Instill a basic appreciation of the liberal arts [3]	199	76.5	83.8	79.4	58.6	65.6	61.6	55.3	62.4	57.9
Enhance spiritual development [3]	200	21.0	25.9	23.0	23.3	24.6	23.9	21.1	23.9	22.1
Promote ability to write effectively [3]	199	83.2	93.8	87.4	86.3	92.8	89.1	85.3	92.4	87.9
Facilitate search for meaning/purpose in life [3]	199	34.5	51.2	41.2	37.4	42.5	39.5	34.6	40.7	36.8
Personal goals noted as "very important" or "essential":										
Becoming an authority in my field	199	41.2	30.0	36.7	55.1	48.2	52.1	57.4	50.8	55.0
Influencing the political structure	199	17.6	15.0	16.6	17.5	20.9	19.0	17.4	20.3	18.5
Influencing social values	199	37.0	51.2	42.7	33.4	44.1	38.0	32.4	42.7	36.2
Raising a family	198	70.6	54.4	64.1	73.8	64.2	69.7	74.5	63.4	70.5
Being very well off financially	199	40.3	28.7	35.7	42.5	35.8	39.6	44.1	37.2	41.6
Helping others who are in difficulty	199	56.3	76.3	64.3	61.3	70.6	65.3	60.8	69.9	64.1
Becoming involved in programs to clean up the environment	199	27.7	26.2	27.1	27.7	31.2	29.2	27.2	30.7	28.5
Developing a meaningful philosophy of life	197	70.6	74.4	72.1	68.5	73.8	70.8	67.2	73.3	69.5
Helping to promote racial understanding	198	47.1	54.4	50.0	48.9	64.5	55.6	48.5	63.7	54.0
Obtaining recognition from my colleagues for contributions to my special field	199	40.3	22.5	33.2	49.0	48.3	48.7	51.3	49.6	50.7
Integrating spirituality into my life	198	45.8	57.5	50.5	42.1	50.1	45.6	40.2	51.0	44.1
Being a good colleague	199	92.4	93.8	93.0	90.4	93.5	91.8	90.6	93.6	91.7
Being a good teacher	199	96.6	97.5	97.0	97.9	98.8	98.3	97.7	98.7	98.0
Achieving congruence between my own values and institutional values	199	47.9	52.5	49.7	49.7	61.5	54.7	47.7	60.5	52.4
Serving as a role model to students [3]	199	82.4	92.5	86.4	84.0	91.2	87.1	84.4	91.4	87.0

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Agree "strongly" or "somewhat":										
Faculty are interested in students' personal problems	199	85.7	90.0	87.4	80.0	81.6	80.7	76.8	80.0	78.0
Racial and ethnic diversity should be more strongly reflected in the curriculum	199	54.6	62.5	57.8	48.2	66.1	55.8	46.7	65.1	53.4
Faculty feel that most students are well-prepared academically	199	89.1	93.8	91.0	42.7	44.8	43.6	39.0	40.9	39.7
Faculty here are strongly interested in the academic problems of undergraduates [1]	199	95.8	93.8	95.0	81.5	80.8	81.2	78.0	78.1	78.0
There is a lot of campus racial conflict here	197	3.4	3.8	3.6	6.7	12.8	9.3	7.6	12.7	9.5
Most students are strongly committed to community service [1]	198	48.7	63.3	54.5	39.8	43.5	41.4	36.0	39.5	37.3
My research is valued by faculty in my department	194	63.0	65.3	63.9	72.9	67.9	70.8	72.6	68.0	70.9
My teaching is valued by faculty in my department	199	84.0	87.5	85.4	86.7	84.7	85.9	85.4	83.9	84.9
My department does a good job of mentoring new faculty [3]	199	72.3	70.0	71.4	64.0	58.9	61.8	62.1	56.8	60.2
Faculty are sufficiently involved in campus decision making [3]	199	58.0	61.2	59.3	53.7	53.0	53.4	51.8	50.3	51.3
My values are congruent with the dominant institutional values [3]	199	74.8	78.8	76.4	67.9	69.1	68.4	65.2	66.7	65.7
There is adequate support for integrating technology in my teaching [3]	199	73.9	81.3	76.9	78.3	74.3	76.6	77.7	72.7	75.9
This institution takes responsibility for educating underprepared students [3]	198	38.7	43.0	40.4	59.6	55.7	57.9	57.3	53.8	56.0
The criteria for advancement and promotion decisions are clear [3]	198	68.9	73.4	70.7	72.4	66.1	69.7	71.4	65.3	69.2
Most of the students I teach lack the basic skills for college level work [3]	200	9.2	5.0	7.5	29.9	32.2	30.9	32.6	35.7	33.8
My department has difficulty recruiting faculty [3]	199	52.9	63.7	57.3	37.7	38.5	38.0	39.4	42.6	40.6
My department has difficulty retaining faculty [3]	198	18.6	30.0	23.2	23.1	25.0	23.9	26.0	28.5	26.9
There is adequate support for faculty development [3]	199	59.2	72.2	64.3	57.6	55.2	56.6	54.3	50.7	53.0
This institution should not offer remedial/developmental education [3]	198	53.8	30.4	44.4	32.7	23.8	28.9	33.1	24.8	30.1
Issues you believe to be of "high" or "highest" priority at your institution:										
To promote the intellectual development of students	199	95.0	98.8	96.5	85.6	85.8	85.7	83.5	84.4	83.8
To develop a sense of community among students and faculty	199	66.4	73.8	69.3	55.5	60.6	57.7	52.7	57.5	54.4
To develop leadership ability among students	199	62.2	72.5	66.3	53.3	60.1	56.2	52.2	57.9	54.3
To help students learn how to bring about change in American society	199	24.4	50.0	34.7	33.3	40.8	36.5	30.8	38.6	33.6

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2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Issues you believe to be of "high" or "highest" priority at your institution:										
To increase or maintain institutional prestige	198	79.8	72.2	76.8	63.5	66.1	64.6	63.9	64.8	64.2
To hire faculty "stars"	198	16.8	13.9	15.7	25.2	27.3	26.1	29.8	30.1	29.9
To recruit more minority students	199	52.1	55.0	53.3	49.1	51.4	50.1	49.7	51.3	50.3
To enhance the institution's national image	198	80.7	78.5	79.8	68.6	67.6	68.2	70.0	66.6	68.8
To create a diverse multi-cultural campus environment	198	49.6	54.4	51.5	52.9	56.7	54.5	52.6	55.7	53.7
To mentor new faculty	198	53.8	40.5	48.5	45.3	44.2	44.8	43.6	42.2	43.1
To promote gender equity among faculty [3]	196	60.2	41.0	52.6	52.4	41.7	47.8	51.1	39.5	46.9
To provide resources for faculty to engage in community-based teaching or research [3]	198	22.7	29.1	25.3	31.1	36.3	33.3	28.3	33.6	30.2
To create and sustain partnerships with surrounding communities [3]	197	26.3	27.8	26.9	39.9	47.3	43.1	38.5	46.1	41.3
To pursue extramural funding [3]	197	39.8	30.4	36.0	58.3	56.5	57.5	62.3	58.5	60.9
To increase the representation of minorities in the faculty and administration	197	44.5	41.0	43.1	47.7	48.6	48.1	47.8	47.6	47.7
To increase the representation of women in the faculty and administration	197	48.7	38.5	44.7	47.3	37.2	43.0	47.3	35.8	43.1
Attributes noted as being "very descriptive" of your institution:										
It is easy for students to see faculty outside of regular office hours	199	68.1	77.5	71.9	60.5	58.8	59.8	56.5	54.5	55.8
The faculty are typically at odds with campus administration [1]	199	9.2	7.5	8.5	13.1	13.2	13.1	14.3	14.3	14.3
Faculty here respect each other	199	48.7	53.7	50.8	53.4	52.5	53.0	51.7	51.5	51.6
Most students are treated like "numbers in a book"	199	0.0	0.0	0.0	2.9	2.5	2.7	3.7	2.7	3.4
Social activities are overemphasized	199	6.7	2.5	5.0	7.6	6.6	7.1	7.4	6.2	6.9
Faculty are rewarded for being good teachers	199	21.0	27.5	23.6	19.4	19.9	19.6	16.6	16.8	16.7
There is respect for the expression of diverse values and beliefs [3]	199	25.2	43.7	32.7	34.5	34.2	34.4	32.5	31.6	32.2
Faculty are rewarded for their efforts to use instructional technology [3]	198	16.8	17.7	17.2	16.8	20.9	18.5	15.7	20.0	17.3
Faculty are rewarded for their efforts to work with underprepared students [3]	198	1.7	2.5	2.0	4.5	5.3	4.9	4.0	4.6	4.2

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2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Aspects of your job noted as very satisfactory or satisfactory: [5]										
Salary and fringe benefits	200	37.0	59.3	46.0	50.6	46.1	48.7	49.2	42.7	46.8
Opportunity for scholarly pursuits	196	48.3	42.3	45.9	58.5	47.4	53.8	58.9	46.8	54.6
Teaching load	198	56.8	56.2	56.6	57.4	51.6	54.9	57.5	51.0	55.1
Quality of students	200	93.3	97.5	95.0	54.4	59.9	56.8	51.2	55.6	52.8
Office/lab space	198	78.0	72.5	75.8	67.3	66.0	66.7	66.0	64.8	65.5
Autonomy and independence	200	89.9	91.4	90.5	88.1	86.4	87.4	87.4	85.2	86.6
Professional relationships with other faculty	199	76.3	82.7	78.9	78.3	76.8	77.6	77.7	76.6	77.3
Social relationships with other faculty	195	67.8	77.5	71.8	65.1	67.9	66.3	64.1	67.1	65.2
Competency of colleagues	200	82.4	84.0	83.0	79.2	80.8	79.9	78.1	79.2	78.5
Visibility for jobs at other institutions/organizations	128	40.0	43.4	41.4	50.2	49.2	49.8	50.2	48.2	49.5
Relationship with administration	196	61.5	64.6	62.8	57.3	57.3	57.3	55.9	55.5	55.8
Overall job satisfaction	200	78.2	80.2	79.0	79.7	76.9	78.5	78.0	74.8	76.8
Opportunity to develop new ideas	198	71.2	77.5	73.7	79.6	75.2	77.7	78.9	73.9	77.1
Availability of child care at this institution	61	34.3	42.3	37.7	35.8	27.7	32.1	32.3	25.3	29.6
Prospects for career advancement [3]	177	53.7	50.7	52.5	57.5	50.5	54.5	56.5	49.8	54.0
Clerical/administrative support [3]	199	55.9	65.4	59.8	57.2	53.8	55.7	53.3	49.6	51.9
If you were to begin your career again, would you still want to be a college professor?										
	195									
Definitely yes		59.5	46.8	54.4	58.4	50.8	55.1	57.7	51.5	55.4
Probably yes		27.6	30.4	28.7	27.2	30.8	28.7	27.2	30.1	28.3
Not sure		11.2	19.0	14.4	9.3	12.8	10.8	9.3	12.5	10.4
Probably no		0.0	2.5	1.0	4.0	4.6	4.2	4.6	4.8	4.7
Definitely no		1.7	1.3	1.5	1.2	1.1	1.1	1.2	1.1	1.2
Factors noted as a source of stress for you during the last two years: [6]										
Managing household responsibilities	198	73.5	82.7	77.3	68.6	82.1	74.4	68.2	81.9	73.2
Child care	199	36.4	34.6	35.7	30.4	32.2	31.2	30.4	31.0	30.6
Care of elderly parent	199	19.5	29.6	23.6	30.1	36.4	32.8	30.0	36.0	32.2
My physical health	199	46.6	64.2	53.8	47.4	54.6	50.5	47.8	54.8	50.3
Health of spouse/partner [3]	198	38.1	32.5	35.9	38.0	29.4	34.3	38.3	29.3	35.0
Review/promotion process	198	30.5	40.0	34.3	41.1	53.6	46.4	41.8	55.2	46.7
Subtle discrimination (e.g., prejudice, racism, sexism)	199	21.2	25.9	23.1	16.8	36.3	25.2	17.6	37.8	25.0
Personal finances	199	59.3	55.6	57.8	57.1	61.9	59.2	57.0	63.0	59.2
Committee work	199	62.7	70.4	65.8	55.1	61.8	58.0	55.0	63.1	58.0
Faculty meetings	199	61.0	56.8	59.3	46.7	52.9	49.4	46.9	53.6	49.4
Research or publishing demands	199	46.6	43.2	45.2	60.3	66.0	62.7	61.3	67.7	63.6
Institutional procedures and "red tape"	199	56.8	58.0	57.3	64.4	64.5	64.5	66.0	67.3	66.5
Teaching load	199	60.2	82.7	69.3	62.3	71.6	66.2	62.0	72.3	65.8
Children's problems	197	31.4	27.8	29.9	32.1	30.0	31.2	31.8	29.5	31.0
Marital friction	198	23.7	20.0	22.2	23.2	21.0	22.3	22.7	20.9	22.1
Lack of personal time	199	68.6	82.7	74.4	68.7	83.4	75.0	68.7	83.7	74.2
Keeping up with information technology	199	46.6	69.1	55.8	52.4	63.0	56.9	52.4	63.0	56.3
Job security [3]	199	23.7	27.2	25.1	25.5	37.1	30.4	25.9	37.1	30.0
Being part of a dual career couple [3]	198	34.7	45.0	38.9	32.2	44.5	37.5	31.5	43.4	35.9
Self-imposed high expectations [3]	199	72.9	85.2	77.9	75.9	86.6	80.5	76.2	86.6	80.0
Change in work responsibilities [3]	199	32.2	43.2	36.7	33.5	47.9	39.7	33.0	48.6	38.7
Working with underprepared students [3]	199	22.9	24.7	23.6	48.5	54.1	50.9	49.0	56.6	51.8

[3] This item included for this first time in 2004.

[5] Respondents marking "Not Applicable" are not included in these results.

[6] Results reflect the percentage of respondents marking "Somewhat" or "Extensive."

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Methods you use in "most" or "all" of the courses you teach: [1]										
Class discussion	199	78.0	81.5	79.4	78.9	86.6	82.2	78.3	86.6	81.3
Community service as part of coursework	199	1.7	6.2	3.5	4.6	10.8	7.2	4.5	10.7	6.7
Cooperative learning (small groups)	199	44.9	66.7	53.8	39.8	61.5	49.1	38.1	59.5	45.9
Essay mid-term and/or final exams	199	52.5	49.4	51.3	60.6	58.2	59.6	59.7	57.4	58.8
Extensive lecturing	199	58.5	38.3	50.3	60.7	39.0	51.4	63.4	40.7	55.1
Grading on a curve	199	20.3	7.4	15.1	25.6	13.1	20.2	25.9	12.8	21.1
Group projects	199	33.1	42.0	36.7	31.0	39.7	34.7	30.6	38.8	33.6
Multiple-choice mid-term and/or final exams	199	26.3	30.9	28.1	26.1	27.0	26.5	26.6	28.7	27.3
Multiple drafts of written work	199	26.3	37.0	30.7	23.2	33.9	27.8	21.9	31.8	25.5
On-line instruction [3]	198	12.8	16.0	14.1	12.5	15.2	13.6	12.9	15.2	13.7
Readings on racial and ethnic issues	199	13.6	25.9	18.6	15.4	31.4	22.3	14.4	30.1	20.1
Readings on women and gender issues	199	11.0	24.7	16.6	14.1	30.1	21.0	12.8	28.1	18.4
Recitals/Demonstrations	199	17.8	21.0	19.1	19.0	24.0	21.2	19.2	24.1	21.0
Reflective writing/journaling [3]	197	7.6	26.6	15.2	13.3	27.5	19.4	12.4	26.4	17.5
Short-answer mid-term and/or final exams	199	39.0	43.2	40.7	38.3	35.7	37.2	38.0	35.7	37.1
Student evaluations of each other's work	199	18.6	27.2	22.1	13.1	22.4	17.1	12.7	20.3	15.5
Student evaluations of their own work [3]	199	17.8	33.3	24.1	14.2	25.7	19.2	13.9	24.5	17.8
Student presentations	199	43.2	55.6	48.2	42.1	56.7	48.4	42.1	55.7	47.1
Student-selected topics for course content	199	15.3	18.5	16.6	12.8	19.3	15.6	12.8	18.5	14.9
Teaching assistants	199	5.1	8.6	6.5	12.8	8.6	11.0	14.2	9.2	12.4
Term/research papers	199	31.4	34.6	32.7	37.4	39.5	38.3	37.0	38.7	37.6
How would you characterize your political views?	180									
Far Left		9.3	8.3	8.9	8.7	10.8	9.6	8.1	9.8	8.7
Liberal		40.7	50.0	44.4	43.1	52.9	47.4	43.0	52.4	46.5
Middle of the Road		24.1	23.6	23.9	29.0	23.7	26.6	29.4	24.0	27.4
Conservative		25.0	18.1	22.2	18.5	12.5	15.9	18.9	13.5	16.9
Far Right		0.9	0.0	0.6	0.7	0.2	0.5	0.7	0.2	0.5
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information for possible follow-up research? [3]	183									
Yes		67.6	65.3	66.7	72.1	74.7	73.2	72.1	75.1	73.2
No		32.4	34.7	33.3	27.9	25.3	26.8	27.9	24.9	26.8

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Agree "strongly" or "somewhat":										
Western civilization and culture should be the foundation of the undergraduate curriculum	196	60.5	57.1	59.2	60.7	45.2	54.1	60.4	46.6	55.4
College officials have the right to ban persons with extreme views from speaking on campus	197	20.3	19.0	19.8	26.6	19.5	23.6	25.7	19.7	23.5
The chief benefit of a college education is that it increases one's earning power	199	24.4	20.0	22.6	25.3	23.2	24.4	26.3	24.2	25.5
Promoting diversity leads to the admission of too many underprepared students	197	17.8	16.5	17.3	27.2	16.0	22.4	27.9	17.0	23.9
Colleges should be actively involved in solving social problems	199	65.5	68.8	66.8	65.5	71.1	67.9	65.0	70.1	66.9
Tenure is an outmoded concept	199	25.2	31.2	27.6	28.7	36.1	31.9	29.4	36.4	31.9
Colleges should encourage students to be involved in community service activities	199	83.2	88.8	85.4	82.8	89.5	85.7	81.5	89.0	84.2
Tenure is essential to attract the best minds to academe	198	71.2	61.2	67.2	68.8	58.4	64.4	68.5	58.6	65.0
A racially/ethnically diverse student body enhances the educational experience of all students	199	92.4	96.3	94.0	88.9	95.6	91.8	88.7	95.1	91.0
Realistically, an individual can do little to bring about changes in society [3]	199	25.2	13.8	20.6	21.7	13.3	18.1	22.2	13.4	19.0
Colleges should be concerned with facilitating undergraduate students' spiritual development [3]	198	25.4	33.7	28.8	34.6	32.8	33.8	30.5	30.0	30.4
Colleges have a responsibility to work with their surrounding communities to address local issues [3]	199	84.0	86.3	84.9	79.3	84.5	81.5	78.6	83.9	80.5
The spiritual dimension of faculty members' lives has no place in the academy [3]	196	45.7	32.5	40.3	41.5	41.8	41.7	43.8	43.5	43.7
Including community service as part of a course is a poor use of resources [3]	199	19.3	10.0	15.6	23.5	11.8	18.5	25.4	12.0	20.5
MAJOR OF HIGHEST DEGREE HELD [1]	194									
Agriculture or Forestry										
Agriculture		1.7	0.0	1.0	1.3	0.3	0.9	1.8	0.4	1.3
Forestry		0.0	0.0	0.0	0.3	0.0	0.2	0.4	0.0	0.2
Biological Sciences										
Bacteriology, Molecular Biology		0.0	1.3	0.5	0.9	1.2	1.0	1.0	1.1	1.0
Biochemistry		0.0	0.0	0.0	0.8	0.7	0.7	0.8	0.6	0.7
Biophysics		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.0	0.1
Botany		0.9	0.0	0.5	0.8	0.4	0.6	0.8	0.4	0.7
Environmental Science		0.0	0.0	0.0	0.5	0.2	0.4	0.6	0.2	0.4
Marine (life) Sciences		0.0	0.0	0.0	0.2	0.1	0.2	0.2	0.1	0.2
Physiology, Anatomy		0.9	0.0	0.5	0.7	0.6	0.7	0.8	0.7	0.8
Zoology		1.7	0.0	1.0	1.4	0.6	1.1	1.4	0.6	1.1
General, Other Biological Sciences		0.9	2.6	1.5	1.6	1.5	1.6	1.7	1.4	1.6

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
MAJOR OF HIGHEST DEGREE HELD										
Business										
Accounting		0.9	3.9	2.1	1.5	1.0	1.3	1.5	1.2	1.4
Finance		0.0	0.0	0.0	1.0	0.4	0.7	0.9	0.3	0.7
International Business		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Management		1.7	0.0	1.0	2.1	1.5	1.9	2.1	1.5	1.9
Marketing		0.0	0.0	0.0	1.0	0.6	0.8	1.0	0.5	0.8
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business		0.0	1.3	0.5	0.9	0.7	0.9	1.1	0.8	1.0
Education										
Business Education		0.0	0.0	0.0	0.2	0.4	0.3	0.2	0.3	0.2
Educational Administration		0.0	1.3	0.5	1.2	1.4	1.3	1.1	1.8	1.3
Educational Psychology/Counseling		0.9	1.3	1.0	0.7	1.3	1.0	0.7	1.6	1.1
Elementary Education		0.0	0.0	0.0	0.3	1.3	0.7	0.3	1.5	0.7
Higher Education		0.0	1.3	0.5	1.0	1.6	1.2	0.9	2.0	1.3
Music or Art Education		0.9	0.0	0.5	0.4	0.5	0.4	0.4	0.6	0.4
Physical or Health Education		5.1	7.8	6.2	1.5	1.8	1.6	1.7	2.0	1.8
Secondary Education		0.0	1.3	0.5	0.6	1.2	0.9	0.6	1.2	0.8
Special Education		1.7	0.0	1.0	0.3	1.2	0.7	0.4	1.3	0.7
General, Other Education Fields		0.9	1.3	1.0	2.0	5.0	3.3	2.0	4.9	3.1
Engineering										
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.2	0.1	0.1	0.2	0.0	0.1
Chemical Engineering		0.0	0.0	0.0	0.3	0.1	0.2	0.5	0.2	0.4
Civil Engineering		0.0	0.0	0.0	0.9	0.2	0.6	1.2	0.4	0.9
Electrical Engineering		0.0	0.0	0.0	1.1	0.1	0.7	0.9	0.2	0.6
Industrial Engineering		2.6	0.0	1.5	0.5	0.1	0.3	0.4	0.1	0.3
Mechanical Engineering		0.0	0.0	0.0	1.0	0.2	0.7	1.3	0.2	0.9
General, Other Engineering Fields		0.0	0.0	0.0	1.0	0.2	0.7	1.4	0.3	1.0
Health Sciences										
Dentistry		0.0	0.0	0.0	0.2	0.1	0.2	0.3	0.1	0.2
Health Technology		0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0
Medicine or Surgery		0.0	0.0	0.0	0.5	0.3	0.4	0.6	0.3	0.5
Nursing		0.9	2.6	1.5	0.2	5.4	2.4	0.2	5.6	2.1
Pharmacy, Pharmacology		0.0	0.0	0.0	0.7	0.6	0.7	0.7	0.6	0.6
Therapy (speech, physical, occup.)		0.0	3.9	1.5	0.3	1.0	0.6	0.2	1.0	0.5
Veterinary Medicine		0.0	1.3	0.5	0.2	0.1	0.2	0.1	0.1	0.1
General, Other Health Fields		0.0	3.9	1.5	0.5	1.4	0.9	0.5	1.4	0.8
History/Political Science										
History		6.8	2.6	5.2	5.1	3.4	4.4	5.0	3.5	4.4
Political Science, Government		5.1	1.3	3.6	3.5	1.9	2.8	3.2	1.8	2.7
Humanities										
English Language & Literature		3.4	11.7	6.7	5.2	9.0	6.8	5.0	8.1	6.1
Foreign Languages & Literature		0.0	3.9	1.5	1.0	1.9	1.4	1.1	2.0	1.4
French		1.7	2.6	2.1	0.5	1.3	0.9	0.4	1.1	0.7
German		1.7	0.0	1.0	0.6	0.7	0.6	0.4	0.7	0.5
Spanish		4.3	0.0	2.6	0.8	1.7	1.2	0.7	1.5	1.0
Other Foreign Languages		0.9	1.3	1.0	0.5	0.7	0.6	0.4	0.6	0.4
Linguistics		1.7	2.6	2.1	0.7	1.0	0.8	0.6	1.1	0.8
Philosophy		0.9	1.3	1.0	2.5	1.2	2.0	2.2	0.9	1.8
Religion or Theology		2.6	1.3	2.1	2.4	1.5	2.0	2.0	1.3	1.7
General, Other Humanities Fields		0.0	1.3	0.5	0.9	1.8	1.3	0.9	1.7	1.2

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
MAJOR OF HIGHEST DEGREE HELD										
The Arts & Architecture										
Architecture/Urban Planning		0.0	0.0	0.0	0.5	0.4	0.4	0.8	0.5	0.7
Art		3.4	2.6	3.1	2.3	3.1	2.7	2.3	2.8	2.4
Dramatics or Speech		0.9	2.6	1.5	1.7	1.8	1.7	1.8	1.8	1.8
Music		6.8	7.8	7.2	3.9	2.9	3.5	4.3	3.3	4.0
Television or Film		0.0	0.0	0.0	0.4	0.3	0.4	0.3	0.4	0.3
Other Fine Arts		0.0	0.0	0.0	0.6	1.4	0.9	0.6	1.1	0.8
Mathematics/Statistics										
Mathematics and/or Statistics		8.5	6.5	7.7	6.2	3.5	5.1	6.3	3.1	5.1
Physical Sciences										
Astronomy		0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2
Atmospheric Sciences		0.0	0.0	0.0	0.1	0.1	0.1	0.3	0.1	0.2
Chemistry		4.3	2.6	3.6	3.9	1.8	3.0	3.7	1.5	2.9
Earth Sciences		0.0	0.0	0.0	1.5	0.6	1.1	1.7	0.5	1.3
Geography		0.0	0.0	0.0	1.0	0.4	0.7	1.0	0.5	0.8
Marine Sciences (incl. Oceanography)		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.1	0.2
Physics		5.1	0.0	3.1	2.7	0.6	1.8	2.7	0.5	1.9
General, Other Physical Sciences		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Social Sciences										
Anthropology		0.9	1.3	1.0	1.1	1.6	1.3	1.1	1.6	1.3
Archaeology		0.0	1.3	0.5	0.1	0.3	0.2	0.1	0.2	0.1
Clinical Psychology		0.9	0.0	0.5	0.8	1.1	1.0	0.9	1.2	1.0
Counseling and Guidance		0.0	0.0	0.0	0.3	0.4	0.3	0.2	0.4	0.3
Experimental Psychology		2.6	1.3	2.1	1.5	1.3	1.4	1.6	1.2	1.4
Social Psychology		0.9	1.3	1.0	0.7	0.8	0.7	0.6	0.8	0.7
General, Other Psychology		0.0	1.3	0.5	0.9	1.7	1.3	0.9	1.6	1.1
Economics		4.3	1.3	3.1	3.4	1.4	2.6	2.9	1.5	2.4
Sociology		0.0	1.3	0.5	2.4	2.7	2.5	2.4	2.8	2.5
Social Work, Social Welfare		0.0	0.0	0.0	0.4	1.1	0.7	0.5	1.4	0.8
General, Other Social Sciences		1.7	0.0	1.0	0.7	0.9	0.8	0.7	0.8	0.7
Other Technical										
Computer Science		2.6	0.0	1.5	1.9	1.0	1.5	1.8	0.9	1.4
Data Processing, Computer Prog.		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Drafting/Design		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electronics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts		0.9	0.0	0.5	0.2	0.0	0.1	0.1	0.0	0.1
Mechanics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical		0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.2	0.3
Other										
Building Trades		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications [3]		1.7	1.3	1.5	1.6	1.8	1.7	1.6	1.8	1.7
Ethnic Studies		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Human Ecology/Family Science [1]		0.0	0.0	0.0	0.1	0.7	0.4	0.1	1.1	0.5
Journalism		0.9	1.3	1.0	0.4	0.3	0.4	0.3	0.3	0.3
Law		1.7	0.0	1.0	1.0	0.8	0.9	0.9	0.8	0.9
Law Enforcement		0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1
Library Science		0.0	1.3	0.5	0.2	0.7	0.4	0.2	0.7	0.4
Women's Studies		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other Vocational		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.1
All Other Fields		1.7	0.0	1.0	1.3	1.9	1.5	1.5	2.1	1.7

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DEPARTMENT OF CURRENT FACULTY APPOINTMENT [1]	195									
Agriculture or Forestry										
Agriculture		1.7	0.0	1.0	1.6	0.5	1.1	2.3	0.7	1.7
Forestry		0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2
Biological Sciences										
Bacteriology, Molecular Biology		0.0	0.0	0.0	0.5	0.6	0.6	0.7	0.6	0.7
Biochemistry		0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.1	0.2
Biophysics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Botany		0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1
Environmental Science		0.0	0.0	0.0	0.5	0.2	0.3	0.7	0.2	0.5
Marine (life) Sciences		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.1
Physiology, Anatomy		0.0	1.3	0.5	0.4	0.2	0.3	0.4	0.2	0.3
Zoology		0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2
General, Other Biological Sciences		2.6	3.8	3.1	4.2	3.8	4.0	4.2	3.5	3.9
Business										
Accounting		0.9	2.6	1.5	1.6	1.1	1.4	1.6	1.4	1.5
Finance		0.0	0.0	0.0	1.0	0.4	0.7	1.0	0.4	0.8
International Business		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1
Management		3.4	1.3	2.6	2.5	1.5	2.1	2.5	1.6	2.2
Marketing		0.9	0.0	0.5	1.0	0.8	0.9	1.1	0.6	0.9
Secretarial Studies		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
General, Other Business		1.7	1.3	1.5	1.9	1.3	1.6	1.9	1.3	1.7
Education										
Business Education		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Educational Administration		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2	0.2
Educational Psychology/Counseling		0.9	1.3	1.0	0.2	0.3	0.3	0.4	0.5	0.4
Elementary Education		0.0	1.3	0.5	0.7	2.6	1.5	0.6	2.9	1.4
Higher Education		0.9	0.0	0.5	0.1	0.3	0.2	0.1	0.4	0.2
Music or Art Education		0.0	0.0	0.0	0.2	0.3	0.2	0.2	0.4	0.3
Physical or Health Education		4.3	6.4	5.1	1.9	2.0	1.9	2.4	2.3	2.3
Secondary Education		0.9	0.0	0.5	0.5	0.9	0.7	0.6	0.9	0.7
Special Education		0.9	0.0	0.5	0.2	0.9	0.5	0.2	1.1	0.5
General, Other Education Fields		0.0	1.3	0.5	1.4	3.1	2.1	1.5	3.1	2.1
Engineering										
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Chemical Engineering		0.0	0.0	0.0	0.3	0.1	0.2	0.5	0.1	0.3
Civil Engineering		0.0	0.0	0.0	0.9	0.1	0.6	1.0	0.3	0.7
Electrical Engineering		0.0	0.0	0.0	1.0	0.1	0.6	0.9	0.1	0.6
Industrial Engineering		0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2
Mechanical Engineering		0.0	0.0	0.0	1.0	0.1	0.6	1.3	0.1	0.9
General, Other Engineering Fields		0.0	0.0	0.0	1.1	0.3	0.7	1.5	0.3	1.1
Health Sciences										
Dentistry		0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.4	0.3
Health Technology		0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.2	0.1
Medicine or Surgery		0.0	0.0	0.0	0.5	0.4	0.5	0.6	0.4	0.5
Nursing		0.9	5.1	2.6	0.2	6.4	2.9	0.2	6.9	2.6
Pharmacy, Pharmacology		0.0	0.0	0.0	0.9	0.6	0.8	0.8	0.5	0.7
Therapy (speech, physical, occup.)		0.0	3.8	1.5	0.4	1.3	0.8	0.3	1.3	0.7
Veterinary Medicine		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
General, Other Health Fields		2.6	5.1	3.6	0.9	1.8	1.3	0.8	1.7	1.1

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DEPARTMENT OF CURRENT FACULTY APPOINTMENT										
History/Political Science										
History		5.1	2.6	4.1	4.7	3.2	4.0	4.6	3.1	4.0
Political Science, Government		2.6	1.3	2.1	3.3	1.8	2.7	3.0	1.7	2.5
Humanities										
English Language & Literature		3.4	16.7	8.7	5.5	9.5	7.2	5.3	8.8	6.5
Foreign Languages & Literature		6.8	3.8	5.6	2.3	4.3	3.2	2.0	4.1	2.8
French		0.0	0.0	0.0	0.2	0.6	0.4	0.2	0.5	0.3
German		0.0	0.0	0.0	0.2	0.4	0.3	0.3	0.3	0.3
Spanish		0.0	0.0	0.0	0.5	1.1	0.7	0.5	0.9	0.7
Other Foreign Languages		0.9	1.3	1.0	0.4	0.7	0.5	0.3	0.6	0.4
Linguistics		1.7	0.0	1.0	0.3	0.5	0.4	0.2	0.4	0.3
Philosophy		0.9	1.3	1.0	2.4	1.1	1.9	2.1	0.8	1.7
Religion or Theology		1.7	2.6	2.1	2.5	1.6	2.1	2.0	1.3	1.8
General, Other Humanities Fields		0.9	0.0	0.5	1.0	1.4	1.2	0.9	1.3	1.0
The Arts & Architecture										
Architecture/Urban Planning		0.0	0.0	0.0	0.5	0.4	0.4	0.8	0.7	0.8
Art		3.4	5.1	4.1	2.6	3.7	3.1	2.5	3.2	2.8
Dramatics or Speech		0.9	2.6	1.5	1.7	1.9	1.8	1.8	1.9	1.9
Music		7.7	7.7	7.7	4.1	3.0	3.6	4.5	3.6	4.1
Television or Film		0.0	0.0	0.0	0.4	0.3	0.4	0.3	0.2	0.3
Other Fine Arts		0.0	0.0	0.0	0.5	1.1	0.8	0.5	1.0	0.7
Mathematics/Statistics										
Mathematics and/or Statistics		9.4	6.4	8.2	6.3	4.2	5.4	6.2	3.7	5.3
Physical Sciences										
Astronomy		0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.0	0.1
Atmospheric Sciences		0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.0	0.1
Chemistry		4.3	2.6	3.6	3.9	2.0	3.1	3.7	1.8	3.0
Earth Sciences		0.0	0.0	0.0	1.4	0.5	1.0	1.6	0.4	1.2
Geography		0.0	0.0	0.0	0.9	0.4	0.7	1.0	0.5	0.8
Marine Sciences (incl. Oceanography)		0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.0	0.1
Physics		5.1	0.0	3.1	2.7	0.7	1.9	2.6	0.6	1.9
General, Other Physical Sciences		0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.3
Social Sciences										
Anthropology		0.0	1.3	0.5	0.9	1.3	1.1	1.0	1.4	1.1
Archaeology		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology		0.0	0.0	0.0	0.3	0.3	0.3	0.4	0.4	0.4
Counseling and Guidance		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.1
Experimental Psychology		1.7	0.0	1.0	0.8	0.7	0.8	0.9	0.6	0.8
Social Psychology		0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1
General, Other Psychology		1.7	2.6	2.1	2.4	3.3	2.8	2.3	3.1	2.6
Economics		4.3	1.3	3.1	2.8	1.3	2.1	2.2	1.3	1.9
Sociology		0.0	1.3	0.5	2.2	2.3	2.2	2.2	2.4	2.3
Social Work, Social Welfare		0.0	0.0	0.0	0.5	1.2	0.8	0.5	1.5	0.9
General, Other Social Sciences		6.8	1.3	4.6	1.3	1.4	1.3	1.2	1.6	1.3

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DEPARTMENT OF CURRENT FACULTY APPOINTMENT										
Other Technical										
Computer Science		1.7	0.0	1.0	2.4	1.3	1.9	2.4	1.1	1.9
Data Processing, Computer Prog.		0.0	0.0	0.0	0.2	0.1	0.2	0.2	0.1	0.1
Drafting/Design		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Electronics		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0
Industrial Arts		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1
Mechanics		0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Other Technical		0.0	0.0	0.0	0.6	0.2	0.4	0.5	0.2	0.4
Other										
Building Trades		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
Communications [3]		2.6	2.6	2.6	2.0	2.5	2.2	1.9	2.3	2.1
Ethnic Studies		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Human Ecology/Family Science [1]		0.0	0.0	0.0	0.2	0.8	0.5	0.2	1.1	0.5
Journalism		0.0	0.0	0.0	0.5	0.4	0.4	0.5	0.4	0.5
Law		0.0	0.0	0.0	0.2	0.3	0.2	0.1	0.2	0.2
Law Enforcement		0.0	0.0	0.0	0.4	0.1	0.3	0.3	0.2	0.3
Library Science		0.0	0.0	0.0	0.3	0.7	0.5	0.3	0.8	0.5
Women's Studies		0.0	0.0	0.0	0.0	0.4	0.2	0.0	0.3	0.1
Other Vocational		0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.1	0.1
All Other Fields		4.3	1.3	3.1	2.3	2.8	2.5	2.2	3.0	2.5
Question #37	184									
A		21.4	25.0	22.8						
B		57.1	55.6	56.5						
C		18.7	13.9	16.8						
D		1.8	5.6	3.3						
E		0.9	0.0	0.5						
Question #38	185									
A		8.9	15.1	11.4						
B		58.9	54.8	57.3						
C		26.8	24.7	25.9						
D		4.5	2.7	3.8						
E		0.9	2.7	1.6						
Question #39	185									
A		33.0	24.7	29.7						
B		58.0	56.2	57.3						
C		7.1	12.3	9.2						
D		0.9	2.7	1.6						
E		0.9	4.1	2.2						
Question #40	182									
A		8.3	11.0	9.3						
B		25.7	34.2	29.1						
C		26.6	28.8	27.5						
D		20.2	19.2	19.8						
E		19.3	6.8	14.3						
Question #41	182									
A		4.6	9.6	6.6						
B		20.2	23.3	21.4						
C		28.4	27.4	28.0						
D		26.6	26.0	26.4						
E		20.2	13.7	17.6						

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in item text, order of presentation, or response options in 2004.

[3] This item included for the first time in 2004.

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Question #42	181									
A		9.3	6.8	8.3						
B		23.1	38.4	29.3						
C		31.5	24.7	28.7						
D		20.4	20.5	20.4						
E		15.7	9.6	13.3						
Question #43	182									
A		8.3	11.0	9.3						
B		24.8	39.7	30.8						
C		27.5	21.9	25.3						
D		22.0	16.4	19.8						
E		17.4	11.0	14.8						
Question #44	183									
A		11.9	10.8	11.5						
B		23.9	29.7	26.2						
C		27.5	25.7	26.8						
D		17.4	12.2	15.3						
E		19.3	21.6	20.2						
Question #45	183									
A		12.7	15.1	13.7						
B		25.5	41.1	31.7						
C		26.4	24.7	25.7						
D		15.5	4.1	10.9						
E		20.0	15.1	18.0						
Question #46	184									
A		27.3	24.3	26.1						
B		41.8	40.5	41.3						
C		26.4	18.9	23.4						
D		2.7	5.4	3.8						
E		1.8	10.8	5.4						
Question #47	185									
A		11.7	17.6	14.1						
B		46.8	56.8	50.8						
C		22.5	9.5	17.3						
D		11.7	9.5	10.8						
E		7.2	6.8	7.0						
Question #48	185									
A		41.4	50.0	44.9						
B		46.8	40.5	44.3						
C		6.3	6.8	6.5						
D		3.6	1.4	2.7						
E		1.8	1.4	1.6						
Question #49	185									
A		9.0	6.8	8.1						
B		43.2	52.7	47.0						
C		24.3	25.7	24.9						
D		17.1	9.5	14.1						
E		6.3	5.4	5.9						
Question #50	185									
A		51.4	44.6	48.6						
B		36.0	43.2	38.9						
C		8.1	9.5	8.6						
D		1.8	0.0	1.1						
E		2.7	2.7	2.7						

2004-2005 FACULTY PEER GROUP REPORT

Truman State University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Campus Compact			All 4-year Institutions		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Question #51	185									
A		19.8	28.4	23.2						
B		47.7	47.3	47.6						
C		22.5	17.6	20.5						
D		5.4	2.7	4.3						
E		4.5	4.1	4.3						
Question #52	185									
A		14.4	17.6	15.7						
B		44.1	50.0	46.5						
C		19.8	24.3	21.6						
D		16.2	6.8	12.4						
E		5.4	1.4	3.8						
Question #53	183									
A		12.0	30.7	19.7						
B		51.9	48.0	50.3						
C		23.1	16.0	20.2						
D		8.3	5.3	7.1						
E		4.6	0.0	2.7						
Question #54	180									
A		30.6	34.7	32.2						
B		34.3	29.2	32.2						
C		20.4	26.4	22.8						
D		13.9	6.9	11.1						
E		0.9	2.8	1.7						
Question #55	181									
A		3.7	2.7	3.3						
B		10.3	6.8	8.8						
C		20.6	31.1	24.9						
D		60.7	54.1	58.0						
E		4.7	5.4	5.0						
Question #56	180									
A		1.9	4.1	2.8						
B		29.0	23.3	26.7						
C		6.5	11.0	8.3						
D		33.6	30.1	32.2						
E		29.0	31.5	30.0						
Question #57	182									
A		0.0	0.0	0.0						
B		20.4	16.2	18.7						
C		38.9	47.3	42.3						
D		27.8	27.0	27.5						
E		13.0	9.5	11.5						

2004-2005 FACULTY SURVEY SPECIAL REPORT

Truman State University Engaged Scholarship & Public Service Items	# Resp- ondents	Your Institution			Campus Compact			All 4-year Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents		121	81	202	17,049	12,790	29,839	21,578	16,249	37,827

Teaching/Research Activities

Do you use your scholarship to address local community needs?	199									
Yes		39.5	41.2	40.2	43.4	49.3	46.0	48.5	52.3	49.7
No		60.5	58.7	59.8	56.6	50.7	54.0	51.5	47.7	50.3
Taught a service learning course (past two years)	180									
Yes		10.3	16.4	12.8	18.2	24.4	20.9	23.1	26.4	24.1
No		89.7	83.6	87.2	81.8	75.6	79.1	76.9	73.6	75.9
Collaborated with the local community in research/teaching	183									
Yes		32.7	32.9	32.8	40.1	45.2	42.3	47.3	50.5	48.3
No		67.3	67.1	67.2	59.9	54.8	57.7	52.7	49.5	51.7
In how many of the courses that you teach do you use community service as part of coursework?	199									
None		74.6	75.3	74.9	74.0	61.1	68.5	76.2	66.5	73.2
Some		23.7	18.5	21.6	21.4	28.2	24.3	18.7	25.7	20.8
Most		1.7	4.9	3.0	3.3	7.4	5.0	4.2	5.8	4.7
All		0.0	1.2	0.5	1.3	3.3	2.2	1.0	2.0	1.3

Other Professional Activities

Engaged in public service/professional consulting without pay (past 2 years)?	198									
Yes		55.1	52.5	54.0	56.3	56.6	56.5	65.8	60.4	64.1
No		44.9	47.5	46.0	43.7	43.4	43.5	34.2	39.6	35.9
Have you published op-ed pieces or editorials?	198									
Yes		23.7	12.5	19.2	25.0	16.2	21.3	27.0	17.4	24.1
No		76.3	87.5	80.8	75.0	83.8	78.7	73.0	82.6	75.9
Advised student groups involved in service/volunteer work (past 2 years)	186									
Yes		51.8	50.0	51.1	38.7	43.3	40.7	40.1	39.7	40.0
No		48.2	50.0	48.9	61.3	56.7	59.3	59.9	60.3	60.0

Educational Goals for Undergraduates

Develop ability to think critically	199									
Essential		84.9	92.5	87.9	84.4	89.4	86.5	82.8	88.6	84.6
Very important		13.4	6.3	10.6	14.4	10.0	12.5	15.8	10.4	14.2
Somewhat important		1.7	1.2	1.5	1.1	0.5	0.8	1.3	0.8	1.1
Not important		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.1	0.2
Instill in students a commitment to community service	199									
Essential		10.9	8.8	10.1	7.2	11.2	8.9	6.0	11.2	7.6
Very important		28.6	42.5	34.2	25.4	34.4	29.2	24.0	28.6	25.4
Somewhat important		44.5	41.2	43.2	48.1	42.8	45.9	47.8	46.0	47.2
Not important		16.0	7.5	12.6	19.3	11.5	16.0	22.3	14.3	19.8
Prepare students for responsible citizenship	199									
Essential		23.5	30.0	26.1	17.5	25.2	20.8	16.1	23.2	18.3
Very important		40.3	42.5	41.2	38.7	44.0	41.0	34.3	41.2	36.4
Somewhat important		30.3	26.2	28.6	35.5	27.0	31.8	39.3	30.3	36.5
Not important		5.9	1.2	4.0	8.3	3.9	6.4	10.3	5.2	8.8

2004-2005 FACULTY SURVEY SPECIAL REPORT

Truman State University
Engaged Scholarship & Public Service Items

# Resp- ondents	Your Institution			Campus Compact			All 4-year Insts		
	Men	Women	Total	Men	Women	Total	Men	Women	Total

Views on Engagement

Colleges should be actively involved in solving social problems	199									
Agree strongly		16.0	21.2	18.1	15.0	20.5	17.4	15.1	18.9	16.3
Agree somewhat		49.6	47.5	48.7	50.4	50.6	50.5	53.6	52.5	53.3
Disagree somewhat		31.9	25.0	29.1	26.7	23.8	25.5	23.6	23.9	23.7
Disagree strongly		2.5	6.3	4.0	7.8	5.1	6.6	7.7	4.7	6.8
Colleges should encourage students to be involved in community service activities	199									
Agree strongly		25.2	33.7	28.6	23.6	34.1	28.1	16.9	27.8	20.2
Agree somewhat		58.0	55.0	56.8	59.3	55.4	57.6	61.8	58.5	60.8
Disagree somewhat		16.0	7.5	12.6	13.8	8.9	11.7	17.3	11.0	15.4
Disagree strongly		0.8	3.7	2.0	3.4	1.6	2.6	4.0	2.7	3.6
Colleges have a responsibility to work with their surrounding communities to address local issues	199									
Agree strongly		16.8	30.0	22.1	18.8	27.3	22.4	15.9	22.8	18.0
Agree somewhat		67.2	56.2	62.8	60.6	57.1	59.1	61.3	57.4	60.1
Disagree somewhat		13.4	12.5	13.1	16.7	13.0	15.1	17.8	16.9	17.6
Disagree strongly		2.5	1.2	2.0	3.9	2.5	3.3	4.9	2.9	4.3
Including community service as part of a course is a poor use of resources	199									
Agree strongly		2.5	2.5	2.5	6.3	3.0	4.9	7.7	4.1	6.6
Agree somewhat		16.8	7.5	13.1	17.1	8.9	13.6	19.3	9.1	16.2
Disagree somewhat		47.9	33.7	42.2	49.2	42.7	46.4	50.0	49.8	49.9
Disagree strongly		32.8	56.2	42.2	27.3	45.5	35.1	23.0	37.0	27.3

Institutional Priorities

To develop leadership ability among students	199									
Highest priority		25.2	22.5	24.1	12.7	18.1	15.0	9.0	10.4	9.4
High priority		37.0	50.0	42.2	40.6	42.0	41.2	33.3	36.1	34.2
Medium priority		31.9	27.5	30.2	38.4	33.5	36.3	45.9	43.4	45.2
Low priority		5.9	0.0	3.5	8.3	6.4	7.5	11.7	10.1	11.2
To help students learn how to bring about change in American society	199									
Highest priority		7.6	12.5	9.5	7.4	11.7	9.2	4.3	8.2	5.5
High priority		16.8	37.5	25.1	25.9	29.1	27.2	19.9	20.8	20.2
Medium priority		48.7	35.0	43.2	43.8	39.3	41.9	46.2	43.8	45.5
Low priority		26.9	15.0	22.1	22.9	19.9	21.6	29.6	27.2	28.9
To provide resources for faculty to engage in community-based teaching or research	198									
Highest priority		5.9	6.3	6.1	6.4	9.8	7.9	5.5	8.1	6.3
High priority		16.8	22.8	19.2	24.7	26.5	25.5	18.5	18.6	18.6
Medium priority		40.3	39.2	39.9	44.1	39.5	42.1	43.8	41.6	43.2
Low priority		37.0	31.6	34.8	24.8	24.3	24.6	32.1	31.6	32.0
To create and sustain partnerships with surrounding communities	197									
Highest priority		5.9	6.3	6.1	9.2	13.4	11.0	6.1	8.3	6.8
High priority		20.3	21.5	20.8	30.7	33.8	32.0	25.9	31.1	27.5
Medium priority		36.4	39.2	37.6	40.8	36.6	39.0	43.0	39.7	42.0
Low priority		37.3	32.9	35.5	19.4	16.1	18.0	25.0	20.8	23.7

2004-2005 FACULTY SURVEY SPECIAL REPORT

Truman State University
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# Resp- ondents	Your Institution			Campus Compact			All 4-year Insts		
	Men	Women	Total	Men	Women	Total	Men	Women	Total

Public Service

How many hours per week on the average do you spend on community or public service?	186	36.8	35.0	36.0	41.2	36.5	39.2	39.9	36.9	39.0
None										
1 to 4		48.1	56.2	51.6	47.0	52.7	49.5	49.0	52.6	50.1
5 to 8		9.4	6.3	8.1	8.5	8.1	8.3	7.8	7.1	7.6
9 to 12		3.8	1.2	2.7	2.2	1.8	2.0	2.2	2.0	2.1
13 to 16		0.0	0.0	0.0	0.6	0.4	0.5	0.6	0.8	0.7
17 to 20		1.9	0.0	1.1	0.3	0.3	0.3	0.3	0.5	0.4
21 to 34		0.0	1.2	0.5	0.1	0.1	0.1	0.1	0.1	0.1
35 to 44		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
45 +		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0