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

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

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 proposition at this			
 Administrati 	on C) Servi	ces to clients
Teaching		and	patients
Research	C	Othe	r
2. Are you consider of your institute of the current a	ion for at	least r	ine months
○ Yes ○) No		
3. Your sex:	O Male	e C	Female
4. What is your p	resent ac	ademic	rank?
Professor) Lecturer
Associate P	rofessor		Instructor
Assistant Pr	ofessor		Other .
5. What is your to institution? (M		tus at tl	his
Tenured			
On tenure tr	ack, but r	ot tenu	red
Not on tenu	re track, b	out instit	ution
has tenure	e system		
O Institution h	as no teni	ure syst	em
6. Are you current position as: (M			
Department cha	air		.0
Dean			. 🔾
Other			.0
7. Are you currer	ntly: (Marl	k <u>one</u>)	
Married	Sing	le	
Unmarried, I	iving with	partner	
8. Have you ever		_	
Divorced	O Wido	owed	Separated
9. Racial/Ethnic o		ark <u>all</u> t	hat apply)
○ White/Cauc			
O African Ame			
O American In			/e
O Asian Amer			
O Native Hawa			der
O Mexican Am		nicano	
O Puerto Rica			
Other Lating)		

Other

10. How many children do you have in following age ranges?		
Under 18 years old	3	4 +
18 years or older	3	4 +
11. Do your interests lie primarily in to or research?	each	ning
Very heavily in research		
In both, but leaning toward research	rch	
 In both, but leaning toward teach 	ing	
Very heavily in teaching		
12. On the following list, please mark <u>one</u> in each column:	Pegree C.	Jrking dirent
Bachelor's (B.A., B.S., etc.).	0	
Master's (M.A., M.S.,		
M.F.A., M.B.A., etc.)	0	
LL.B., J.D	000	
M.D., D.D.S. (or equivalent) .	0	
Other first professional degree beyond B.A.		
(e.g., D.D., D.V.M.)	0	
Ed.D	0000	
Ph.D	0	
Other degree	0	
None	0	
13. During the <u>past two</u> years, have yo engaged in any of the following ac	ou ctivi	ties?
(Mark one for each item)	\[\sigma_{\sigma}^{\sigma}	101
Taught an honors course		
Taught an interdisciplinary course		
Taught an ethnic studies course		
Taught a women's studies course		
Team-taught a course		
Taught a service learning course		
Worked with undergraduates on a		
research project	(Y)	N
Placed or collected assignments on the Internet	(Y)	N
Taught a course exclusively on the Internet	(Y)	N
Participated in a faculty development program	(Y)	(N)
Advised student groups involved in		
service/volunteer work	(Y)	N
Collaborated with the local		
community in research/ teaching	(Y)	N
Developed a new course	8	
	۳	w
Conducted research or writing focused on:		
International/global issues	<u>.</u>	N
Racial or ethnic minorities	(A)	
Women and gender issues		(N)
Taught a first-year seminar	(A)	(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	curi	rent	men fac	ulty
0 0		0	0	
① ①		1	1	
22		2	2	
3 3		3	3	
44		4	4	
5 5		(5)	⑤	
6 6		6	6	
77		7	7	
88		3	8	
9 9		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")	①①	0 1 2 3 4 5 6	1 2 3 4 5	
The above salary is based on:		⑦ ⑧	_	
O 9/10 months		9	9	
11/12 months				

16. In the four sets of ovals below, please mark the <u>last two</u> digits of the year of each of the following:

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Year of birt	th	Year degre			
00			0	0	
10 (1)			1	①	
22			2	2	
33			3	3	
44			4	4	
55			5	⑤	
66			6	6	
77			7	7	
88			8	8	
99			9	9	
Year of		If	ten	ure	d,
pointmen				enu	

9	9		9	9
oint		nt at ye	ar t	urec enui vard
0	0		0	0
1	1		1	1
2	2		2	2
3	3		3	3
4	4		4	4
(5)	⑤		(5)	(5)
6	6		6	6
7	7		7	7
8	8		8	8
<u></u>	9		<u></u>	9

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 expend on each of the following activities? (Motive Cent Cent activity) Schodiald staching (including reciring activities? (Motive Cent Cent activity) Schodiald staching (including reciring activities? (Motive Cent Cent activity) Preparing for teaching (including reciring activities? (Motive Cent Cent activity) Commontive start and melange. Other animatistics and melange. Other animatistic	NOTE: If you are between terms, on lea							For questions 21 to 23, mark only one response for each questi	ioı
17. During the present term, how many hours per week on the average do you schalply specified with the average of you schalply specified with the average of you schalply specified with the specified with the average of you schalply specified with the specified						1e		21. How many of the following have you published?	200
Abuse part of the following activities? (Moth ogs for each activity) Preparing for teaching (including reading success part of the following activities? Preparing for teaching (including reading success part of particle) Preparing for teaching (including reading success part of particle) Preparing for teaching (including reading success particle) Preparing for teach and including success particle) Preparing for teach and including success particle part		hours per	wee	k on	the	9			
(Mark one for each activity) Schedulder describing (give subaut, not credit hours) Freshrich for teaching (give subaut, not credit hours) Freshrich for teach deciding reading with the first or credit hours) Freshrich for teaching (give subaut, not credit hours) Freshrich for teach activity Freshrich for teach activity) Freshrich for teach activity Freshrich for teach activity Freshrich for teaching (give subaut, not credit hours) Freshrich for teach activity Freshrich for teach activity) Freshrich for teach activity Freshrich for teaching (give subaut, not credit hours) Freshrich for teach activity Freshrich for teaching for each activity Freshrich for teaching for teachi	average do you actually spend	Hou	ırs P	er W	/eel	k		Chapters in edited volumes	
Schedulard reaching (gives ustrail, not reach file of \$ \$ \$ \$ \$ \$ \$ \$ \$ \$		 				_	Γ	Books, manuals or monographs	
software products for transiting final uniform products present and surface of the final program and particularly readed in the final of the final products present and surface of the final products	`	7 - 4 One	3 .		ا ئا	32	£		
attaching part and grading) Advaing and currenting of students Committee work and meetings Other administration Research and scholarly writing Other carestine producticipal-informances Other carestine production prod									راد
Advising and commonling of students (Commisses work and meetings) Commisses work and meetings Communities work deen place and the communities work and meetings Communities work deen place and the communities work and meetings Communities work deen place and the communities work and meetings which the communities work and meetings of the communities work deen place and the communities work and meetings of the communities work deen place and the communities work and meetings of the communities work and meetings of the communities work deen place and the communities work and meetings of the communities work deen place and the communities work and meetings of the communities work and meeting work and meeting work and meeting which are the communities work and meeting which are the communities which are the communities work and meeting which are the communities which are the commun								22. How many exhibitions or	
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Other administration Research and scholarly writing. Consultation with clients/splerich manages. Community or public service Community or public service Outside consulting/reclainers work. Outside consulting/reclainers. Outside consulting/rec							- 1	applied arts have you presented?	ľς
Other creative products processes are you teaching this term? (Mark one for each activity) General education courses. (D 1 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0							- 1	23. How many of your professional writings	
Other creative productal performances							- 1	have been published or accepted for	
Community or public service. Outside consulting freelance work. (Mark and for each activity) General education courses are you teaching this term? (Mark and for each activity) General education courses. ① ① ② ③ ① ③ ① ② ③ ② Outside courses. ① ① ② ③ ① ② ③ ② Outside courses. ① ① ② ③ ② ③ ③ Outside courses. ① ① ② ③ ② ③ ③ Outside courses. ① ① ② ③ ② ③ ③ Outside courses. ① ① ② ③ ② ③ ③ Outside courses. ① ① ② ③ ② ③ ③ Outside courses. ① ① ② ③ ② ③ ③ Outside courses. ① ① ② ③ ② ③ ③ Outside courses. ① ① ② ③ ③ ③ Outside courses. ① ② ③ ③ ③ Outside courses. ① ② ② ③ ④ Outside courses. ① ② ② ③ ④ Outside courses. ① ② ② ③ ④ Outside courses. ① ② ② ③ ④ Outside courses. ① ② ③ ④ Out							- 1	publication in the <u>last two</u> years?	
Community or public services Outside consulting/freelance work Outside consulting via email Outside for each activity) Service of the following courses are you teaching this term? (Mark one for each activity) Outside not reach activity) Outside not reach activity Outside outside courses Outside outside courses Outside outside courses Outside outside courses Outside							- 1		
Household-childcare duties	The state of the s						기	24. For each of the following items,	7
Household-childcare duties							_	please mark either Yes or No:	'/×
18. How many of the following courses are you teaching this term? (Mark one for each activity) General education courses ① ① ② ③ ② ③ ⑤ Other undergraduate credit courses ② ① ① ② ③ ② ⑤ Other undergraduate credit courses ③ ① ① ② ③ ② ⑥ Other undergraduate credit courses ③ ① ① ② ③ ② ⑥ Vocational or technical courses ③ ① ① ② ③ ② ⑥ Non-credit courses ④ ① ① ② ③ ① ⑥ Non-credit courses ④ ① ① ② ③ ① ⑥ Non-credit courses () ① ① ② ④ ⑥ Non-credit courses () ② ① ② ④ ⑥ Non-credit courses () ② ⑥ ② ⑥ Non-credit courses () ② ⑥ ② ⑥ Non-credit courses () ② ⑥ ⑥ ⑥ Non-credit courses () ② ⑥ ⑥ Non-credit courses () ② ⑥ ⑥ ⑥ Non-credit courses () ② ⑥							\supseteq		
B. How many of the following courses are you teaching this term?							\supset		
(Mark one for each activity) Ceneral education courses (I)	Communicating via email						\supseteq		
(Mark one for each activity) General education courses ① ① ② ③ ⑤ Other undergraduate credit courses ① ① ② ③ ⑥ Other undergraduate credit courses ① ① ② ③ ⑥ Graduate courses ① ① ② ③ ⑥ Or or undergraduate credit courses ① ① ② ③ ⑥ Non-credit courses (other than above) Non-credit courses (other than above) ① ① ② ③ ⑥ Non-credit courses (other than above) ① ① ② ③ ⑥ Non-credit courses (other than above) ① ① ② ③ ⑥ Non-credit courses (other than above) ① ① ② ③ ⑥ Non-credit courses (other than above) ① ① ② ③ ⑥ Non-credit courses (other than above) ① ① ② ③ ⑥ Non-credit courses (other than above) ① ① ② ③ ⑥ Non-credit courses (other than above) ② ① ① ⑥ Non-credit courses (other than above) ② ① ① ⑥ Non-credit courses (other than above) ② ① ① ② ① ⑥ Non-credit courses (other than above) ② ① ① ② ① ⑥ Non-credit courses (other than above) ② ① ① ② ① ⑥ Non-credit courses (other than above) ② ① ② ① ⑥ Non-credit courses (other than above) ② ② ① ⑥ Non-credit courses (other than above) ② ② ① ② ② ② ⑥ Non-credit courses (other than above) ② ② ② ② ② ② ② ② ② ② ② Diving the gast two years, have you: Necewied at least one firm job offer? Considered leaving academic for another job? Considered leaving institution for another? ② ② ② ② ② ② ② ② ② ② ② ② ② ② ② ② ② ② ②									
General aducation courses (0.1.2.3.1.5) Developmental/remedial courses (0.1.2.3.1.5) Other undergraduate credit courses (0.1.2.3.1.5) Other undergraduate credit courses (0.1.2.3.1.5) Non-credit courses (0.1.2.3.1.5) Non-credit courses (other than above) (0.1.2.3.1.5) Non-credit courses (0.1.2	18. How many of the following courses	are you tea	achii	ng th	nis 1	tern	n?		
Other undergraduate credit courses	(Mark one for each activity)							Were you born in the U.S.A.?	(C
Other undergraduate credit courses	General education courses	@	1	2	3	4	<u>5</u> +	Are you a U.S. citizen?	Œ
Graduate courses . ① ① ② ③ ② ⑤ ② ② ⑥ Do you plan to retire within the next three years? . ② ⑥ Or	Developmental/remedial courses	@	①	2	3	4	<u>5</u> +	Have you been sexually harassed at this institution?	Œ
Non-credit courses (other than above) ① ① ② ③ ② ⑤	Other undergraduate credit courses	@	①	2	3	4	<u>5</u> +	Are you a member of a faculty union?	Œ
Have you published op-ed pieces or editorials?	Graduate courses	@	①	2	3	4	<u>5</u> +	Do you plan to retire within the next three years?	Œ
During the past two years, have you: Received at least one firm job offer? Considered leaving academe for another job? Considered leaving academe for another job? Considered leaving this institution for another? Chaqed academic institutions? Requested/sought an early promotion? Requested/sou	Vocational or technical courses	@	①	2	3	4	<u>5</u> +	Do you use your scholarship to address local community needs?	Œ
19. Do you teach remedial/developmental skills in any of the following areas? (Mark all that apply) Reading	Non-credit courses (other than above)		1	2	3	4	<u>5</u> +	Have you published op-ed pieces or editorials?	Œ
following areas? (Mark all that apply) Reading ESL Writing General academic skills Mathematics Other subject areas Considered leaving academe for another job? Considered leaving academic institutions? Taught courses at more than one institution for another? Changed academic institutions? Taught courses at more than one institution for another? Changed academic institutions? Taught courses at more than one institution during the same term? Changed academic institutions? Taught courses at more than one institution during the same term? Changed academic institutions? Taught course at more than one institution during the same term? Changed academic institutions? Taught course at more than one institution during the same term? Changed academic institutions? Taught course at more than one institution or pount in the same term? Changed academic institutions? Taught course at more than one institution or pount in the same term? Changed academic institutions? Taught courses at more than one institution or the same term? Changed academic institutions? Taught courses at								During the past two years, have you:	
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Reading	following areas? (Mark <u>all</u> that apply)							Considered early retirement?	Œ
Writing General academic skills Mathematics Other subject areas Changed academic institutions for another? Changed academic institutions for promotion? Requested/sought an early promotion? Engaged in public service/professional consulting without pay? Changed academic institutions for another? Changed academic institutions for another promotion? Requested/sought an early promotion? Engaged in public service/professional consulting without pay? Changed academic institutions for another promotion? Requested/sought an early promotion? Engaged in public service/professional consulting without pay? State or federal government? Business or industry? Business or industry? State or federal government? What are federal government? State or federal government? Business or industry? State or federal government? State or federal povernme	○ Reading ○ ESL							Considered leaving academe for another job?	Œ
Taught courses at more than one institution during the same term?. (?) (a each of the following education goals for undergraduate students: (Mark one for each item) Develop ability to think critically Prepare students for employment after college Provide for students' emotional development Provide for students' emotional development Prepare students develop personal values Enhance students' self-understanding Prepare students for responsible citizenship Prepare students for responsible citizenship Prepare students knowledge of and appreciation for other racial/ethnic groups Prepare students knowledge in a discipline Prepare students expecities Provide for students knowledge in a discipline Prepare students though a discipline Prepare students for responsible citizenship Prepare students for responsible citizenship Prepare students developers Prepare students for responsible citizenship Prepare students knowledge of and appreciation for other racial/ethnic groups Prepare students for responsible citizenship Prepare students students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours	○ Writing ○ Gene	eral academi	c skill	ls				Considered leaving this institution for another?	0
Taught courses at more than one institution during the same term?. (?) (a each of the following education goals for undergraduate students: (Mark one for each item) Develop ability to think critically Prepare students for employment after college Provide for students' emotional development Provide for students' emotional development Prepare students develop personal values Enhance students' self-understanding Prepare students for responsible citizenship Prepare students for responsible citizenship Prepare students knowledge of and appreciation for other racial/ethnic groups Prepare students knowledge in a discipline Prepare students expecities Provide for students knowledge in a discipline Prepare students though a discipline Prepare students for responsible citizenship Prepare students for responsible citizenship Prepare students developers Prepare students for responsible citizenship Prepare students knowledge of and appreciation for other racial/ethnic groups Prepare students for responsible citizenship Prepare students students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours Prepare students to see faculty outside of regular Office hours		r subject are	as					Changed academic institutions?	0
each of the following education goals for undergraduate students: (Mark one for each item) Develop ability to think critically Prepare students for employment after college Prepare students for graduate or advanced education Develop moral character Provide for students' emotional development Help students develop personal values Enhance students' self-understanding Instill in students a commitment to community service Enhance students' knowledge of and appreciation for other racial/ethnic groups Help master knowledge in a discipline Develop creative capacities Instill a basic appreciation of the liberal arts Enhance students' energian a discipline Promote ability to write effectively Promote ability to write effectively Facilitate search for meaning/purpose in life Engaged in paid consulting outside of your institution? Received funding for your work from: Foundations? State or federal government? Business or industry? 25. Indicate how well each of the following describes your college or university: (Mark one for each item) 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 We say the faculty are typically at odds with campus administration We say the faculty are reparted by the interest of the expression of diverse values and beliefs Faculty are rewarded for their efforts to use instructional technology Faculty are rewarded for their efforts to use instructional technology Faculty are rewarded for their efforts to use instructional technology Faculty are rewarded for their efforts to use instructional technology Faculty are rewarded for their efforts to use instructional technology Faculty are rewarded for their efforts to									
each of the following education goals for undergraduate students: (Mark one for each item) Develop ability to think critically Prepare students for employment after college Provide for students' emotional development Provide for students' self-understanding Provide for students' self-understanding Prepare students for exposmible citizenship Prepare students for responsible citizenship Prepare students for responsible citizenship Prepare students' self-understanding Previde for students to see faculty outside of regular Office hours Previde for students to see faculty outside of regular Office hours Previde/recived funding royour work from: Business or industry? State or federal government? Business or industry? State or federal government? Paul state or federal government? Not students are understance 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 Previde for self-understan	20. Indicate the importance to you of				_		_	Requested/sought an early promotion?	0
Develop ability to think critically Prepare students for employment after college Prepare students for graduate or advanced education Develop moral character EDVSN Develop personal values EDNSN Develop personal values EDNSN Develop creative capacities EDVSN Develop creative capacities EDVSN Develop creative capacities EDNSN Develop creati		s						Engaged in paid consulting outside of your institution?	0
Develop ability to think critically Prepare students for employment after college Prepare students for graduate or advanced education Develop moral character EDVSN Develop personal values EDNSN Develop personal values EDNSN Develop creative capacities EDVSN Develop creative capacities EDVSN Develop creative capacities EDNSN Develop creati				ž	, og			Engaged in public service/professional consulting without pay?	0
Develop ability to think critically Prepare students for employment after college Prepare students for graduate or advanced education Develop moral character EDVSN Develop personal values EDNSN Develop personal values EDNSN Develop creative capacities EDVSN Develop creative capacities EDVSN Develop creative capacities EDNSN Develop creati	(Mark one for each item)		/=	orte	lat !	orta		Received funding for your work from:	
Develop ability to think critically Prepare students for employment after college Prepare students for graduate or advanced education Develop moral character EDVSN Develop personal values EDNSN Develop personal values EDNSN Develop creative capacities EDVSN Develop creative capacities EDVSN Develop creative capacities EDNSN Develop creati			entis	Ę	lew!	m d		Foundations?	0
Develop ability to think critically Prepare students for employment after college Prepare students for graduate or advanced education Develop moral character EDVSN Develop personal values EDNSN Develop personal values EDNSN Develop creative capacities EDVSN Develop creative capacities EDVSN Develop creative capacities EDNSN Develop creati			Ess	Very	Son	Not		State or federal government?	0
Prepare students for graduate or advanced education Develop moral character Develop personal values Develop moral character Develop personal values Develop moral character Develop moral development Devel	Develop ability to think critically			(W)	3	N		Business or industry?	(F)
Prepare students for graduate or advanced education Develop moral character Develop personal values Develop moral character Develop personal values Develop moral character Develop moral development Devel	Prepare students for employment after colle	ge	.E		3	N			
Develop moral character									
Enhance students' knowledge of and appreciation for other racial/ethnic groups								25. Indicate how well each of the following	T
Enhance students' knowledge of and appreciation for other racial/ethnic groups	Provide for students' emotional development		.E		3	N		describes your college or university:	
Enhance students' knowledge of and appreciation for other racial/ethnic groups	Help students develop personal values		.E		3	N		(Mark one for each item)	ive
Enhance students' knowledge of and appreciation for other racial/ethnic groups								scrip	cript
Enhance students' knowledge of and appreciation for other racial/ethnic groups	Instill in students a commitment to communit	y service	(E)		3	N		Das Das	\$
Enhance students' knowledge of and appreciation for other racial/ethnic groups								It is easy for students to see faculty outside of regular	
other racial/ethnic groups	Enhance students' knowledge of and apprec	iation for							
Help master knowledge in a discipline			(E)		3	N			
Develop creative capacities									
Instill a basic appreciation of the liberal arts									
Enhance spiritual development									
Promote ability to write effectively									
Facilitate search for meaning/purpose in life									
Faculty are rewarded for their efforts to work with									
					- [
								underprepared students)

26. Please indicate the extent to which you:	_			_
(Mark one for each item)	To a Great F	To Some Extent	LAtent	
	To a Gr	To Som	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:	A Agree Strang	Agree Some	Disagree Com	Disagree Strong	Monday
(Mark <u>one</u> for each item)	4gree	4gree	Disagr	Disagr	/
Faculty are interested in students' personal problems	4	3	2	Œ	
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	Œ	
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	Œ	
Most students are strongly committed to community service	4	3	2	Œ	
My research is valued by faculty in my department	4	3	2	Œ	
My teaching is valued by faculty in my department	4	3	2	Œ	
My department does a good job of mentoring new faculty	4	3	2	Œ	
Faculty are sufficiently involved in campus decision making	4	3	2	Œ	
My values are congruent with the dominant institutional values .	4	3	2	Œ	
There is adequate support for integrating technology in my teaching	4	3	2	Œ	
This institution takes responsibility for educating underprepared students	4	3	2	①	
The criteria for advancement and promotion decisions are clear .	4	3	2	Œ	
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	Œ	
My department has difficulty retaining faculty	4	3	2	Œ	
There is adequate support for faculty development	4	3	2	Œ	
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:		Pris			1	7
(Mark one for each activity)		Highest Prionit	High Priority	Medium Priorit	Prio	
(main <u>and</u> for odon donny)		1igh	ļģ	Ned	No.	
To promote the intellectual development of students	- 10	4	ദ	<u>മ</u>	വ	
		Ť	٩	_	٦	
To develop a sense of community among students and faculty		4)	3	<u></u>	വ	
•		_	ම ල	2	_	
To develop leadership ability among students		4	3)	2	1	
To help students learn how to bring about						
change in American society		_	<u> </u>	2	1	
To increase or maintain institutional prestige		_	3	2	O	
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 environmer	nt (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	വ	
To create and sustain partnerships with surrounding		-		_		
communities	ا	4)	3	2	വ	
To pursue extramural funding		4)) ദ	<u>മ</u>	a	
		Ť	٩	•	٦	
To increase the representation of minorities in the faculty and administration		a	3	②	വ	
laculty and administration		4	ھ	ک	۳	
To increase the representation of women in the facult	y	_				
and administration		4)	<u>(3)</u>	2	\Box	
29. If you were to begin your career again, wou	ld vo	11 5	:till	wa	nt t	0
be a college professor?	iu yo					
	_					
O Definitely yes O Not sure	_		bab	•		
Probably yes					_	
	\circ	Def	finite	ely n	U	
	0	Def	inite	ely n	o te /	7
30. Please indicate your agreement with each	0		7	Ţ	hat	mgny
30. Please indicate your agreement with each of the following statements:	0		7	Ţ	hat	All many
30. Please indicate your agreement with each	0		7	Ţ	hat	Ni Burn
30. Please indicate your agreement with each of the following statements:	,		7	Ţ	hat	Alfilo
30. Please indicate your agreement with each of the following statements: (Mark one for each item)	,	P Agree Strongt.	7	7	hat	Aiffin
30. Please indicate your agreement with each of the following statements: (Mark one for each item) Western civilization and culture should be the foundation	,		7	Ţ	hat	hibito
30. Please indicate your agreement with each of the following statements: (Mark one for each item) Western civilization and culture should be the foundation of the undergraduate curriculum		Agree Strongt.	⊗ Agree Somewit	Ţ	hat	Alfillo
30. Please indicate your agreement with each of the following statements: (Mark one for each item) Western civilization and culture should be the foundation of the undergraduate curriculum College officials have the right to ban persons with extreme views from speaking on campus	(Agree Strongt.	⊗ Agree Somewit	N Disagree Some	Disagree Strong	Alfin
30. Please indicate your agreement with each of the following statements: (Mark one for each item) Western civilization and culture should be the foundation of the undergraduate curriculum	(Agree Strongton	⊗ Agree Somewit	N Disagree Some	Disagree Strong	Album
30. Please indicate your agreement with each of the following statements: (Mark one for each item) Western civilization and culture should be the foundation of the undergraduate curriculum College officials have the right to ban persons with extreme views from speaking on campus The chief benefit of a college education is that it increase one's earning power	(Agree Strongton	© Agree Someut	(a) (b) Disagree Som	Disagree Strongle	Albin
30. Please indicate your agreement with each of the following statements: (Mark one for each item) Western civilization and culture should be the foundation of the undergraduate curriculum	(Agree Strongton	© Agree Someut	(a) (b) Disagree Som	Disagree Strongle	Million
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30. Please indicate your agreement with each of the following statements: (Mark one for each item) Western civilization and culture should be the foundation of the undergraduate curriculum	(((.	P P P P P P P P P P P P P P P P P P P			G G G G G G G G G G G G G G G G G G G	Military

31. Please indicate the extent to which each		34. How satisfied are you with the following
of the following has been a source of stress for you during the last two years:	Extensive Somewhat Not at All	aspects of your job? (Mark one for each item)
(Mark one for each item)	Extensive Somewhat Not at All	Very Satisfied Marginally Satisfied Not Applicable
	So _{rr} Exte	Satis n'adly pplic
Managing household responsibilities		Very Satisfie Marginally S Not Satisfied Not Applica
Child care	ESN	Salary and fringe benefits
Care of elderly parent		Opportunity for scholarly pursuits
My physical health		Teaching load
Health of spouse/partner		Quality of students
Review/promotion process		Office/lab space
Subtle discrimination (e.g., prejudice, racism, sexism)		Autonomy and independence
Personal finances		
Committee work		/
Faculty meetings		Competency of colleagues
Research or publishing demands		Visibility for jobs at other institutions/organizations
Institutional procedures and "red tape"		Relationship with administration
Teaching load		Overall job satisfaction
Children's problems		Opportunity to develop new ideas
Marital friction	ESN	Availability of child care at this institution
Lack of personal time	ESN	Prospects for career advancement
Keeping up with information technology	ESN	Clerical/administrative support
Job security		
Being part of a dual career couple		35. Indicate the importance to you personally of each of the following: (Mark one for each item)
Self-imposed high expectations		of each of the following: (Mark one for each item) (Mark timbortant Not Important Inportant Not Important Inpo
Change in work responsibilities		of each of the following: (Mark one for each item) (Mark one for each item)
Working with underprepared students		Somewhat Mort Import
working with underprepared students		Becoming an authority in my field
32. In how many of the courses that you teach		
do you use each of the following?		
(Mark one for each item)	All Most Some None	Influencing social values
		Raising a family
Class discussion		Being very well off financially
Community service as part of coursework		Helping others who are in difficulty E V S N
Cooperative learning (small groups)		Becoming involved in programs to clean up the environment
Essay mid-term and/or final exams		Developing a meaningful philosophy of life
Extensive lecturing		Helping to promote racial understanding
Grading on a curve	AMSN	Obtaining recognition from my colleagues for contributions
Group projects	AMSN	to my special field
Multiple-choice mid-term and/or final exams	AMSN	Integrating spirituality into my life
Multiple drafts of written work		Being a good colleague
On-line instruction		Being a good teacher
Readings on racial and ethnic issues		
Readings on women and gender issues		Achieving congruence between my own values and institutional values
Recitals/Demonstrations		Serving as a role model to students
		Serving as a role model to students
Reflective writing/journaling		36. Do you give the Higher Education Research Institute (HERI)
Short-answer mid-term and/or final exams	1-1-1-1-1	permission to retain your contact information for possible
Student evaluations of each others' work	- - - -	follow-up research? HERI will not release your identifying
Student evaluations of their own work	1-1-1-1-1	information and has secured a NIH Certificate of
Student presentations		Confidentiality to protect identifiable research data from
Student-selected topics for course content		forced disclosure. Yes No
Teaching assistants	AMSN	ADDITIONAL QUESTIONS: If you received additional questions,
Term/research papers	AMSN	mark answers below:
		37. A B C D E 44. A B C D E 51. A B C D E
33. How would you characterize your political view	ws?	38. A B C D E 45. A B C D E 52. A B C D E
(Mark one)		39. A B C D E 46. A B C D E 53. A B C D E
Far Left Middle of the Road	Conservative	40. A B C D E 47. A B C D E 54. A B C D E
Liberal	Far Right	
		42. A B C D E 49. A B C D E 56. A B C D E
		43. A B C D E 50. A B C D E 57. A B C D E
		Please return your completed questionnaire in the postage-paid envelope
	0000	Higher Education Research Institute, c/o Questar Data
DO NOT WRITE IN THIS AREA		Systems, P.O. Box 64761, St. Paul, MN 55164 THANK YOU

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 <math>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 <u>related to their academic program</u>, such as studying, writing, reading, lab work, rehearsing, etc.?

2004-2005 FACULTY PEER GROUP REPORT

Truman State University	# Resp-	Yo	ur Instituti	on	Cam	pus Com	pact	All 4-v	ear Instit	utions
Full-time Undergraduate Faculty	ondents	Men	Women	Total		Women	Total		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.

Truman State University	# Resp-	You	ır Institut	on	Cami	ous Com	pact	All 4-v	ear Instit	utions
Full-time Undergraduate Faculty	ondents		Women	Total		Women		-	Women	
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		0.0	0.0	0.0	0.0	0.1	0.7	1.0	0.0	0.0
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	0.0	1.2	1.0	0.0	1.1	0.0	0.0	1.1	0.0
Agriculture or Forestry	194	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	8.0	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	# Resp-	Yo	ur Institut	on	Can	npus Comp	pact	All 4-	year Instit	utions
Full-time Undergraduate Faculty	ondents	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	8.0	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	# Resp-	You	r Instituti	on	Cami	ous Com	pact	All 4-v	ear Institu	utions
Full-time Undergraduate Faculty	ondents		Women	Total		Women		,	Women	
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	100	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		8.0	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.

Truman State University	# Resp-	Yo	ur Instituti	on	Can	npus Com	pact	All 4-	year Instit	utions
Full-time Undergraduate Faculty	ondents	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.

Truman State University	# Resp-	Yo	ur Instituti	on	Can	npus Com	pact	All 4-	year Instit	utions
Full-time Undergraduate Faculty	ondents	Men	Women	Total	Men	Women	Total	Men	Women	Total
During the past two 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										
iournals	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	0.7	0.4	0.6	0.8	0.4
Word thair 50	I	0.0	0.0	0.0	0.5	0.2	0.4	0.0	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	# Resp-	Yo	ur Instituti	on	Can	npus Com	pact	All 4-	year Instit	utions
Full-time Undergraduate Faculty	ondents	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	8.0	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.

Truman State University	# Resp-	You	r Instituti	on	Camr	ous Com	nact	All 4-ve	ear Institu	ıtions
Full-time Undergraduate Faculty	ondents		Women	Total		Women	Total	•	Women	
HOW MANY HOURS PER WEEK ON	Gildelite			. 0			. 0 (0.			. 014
THE AVERAGE DO YOU SPEND ON:										
Scheduled teaching (actual, not										
credit hours)	191									
None	101	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

Truman State University	# Resp-	You	r Instituti	on	Camr	ous Com	pact	All 4-ve	ear Institu	utions
Full-time Undergraduate Faculty	ondents		Women	Total		Women	Total	•	Women	
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 +	400	1.0	0.0	0.6	0.1	0.1	0.1	0.0	0.1	0.0
Community or public service	186	00.0	05.0	00.0	44.0	00.5	00.0	44.0	05.0	00.0
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 17 to 20		0.0	0.0	0.0	0.6	0.4 0.3	0.5 0.3	0.4 0.3	0.4	0.4
21 to 34		1.9 0.0	0.0 1.2	1.1 0.5	0.3 0.1	0.3	0.3	0.3 0.1	0.4 0.1	0.3
35 to 44		0.0	0.0	0.5	0.1	0.1	0.1	0.1	0.1	0.1 0.0
45 +		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Outside consulting/freelance work	186	0.0	0.0	0.0	0.0	U. I	0.0	0.0	0.0	0.0
None	100	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	21.3	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	0.4	0.4	0.4
21 to 34		0.0	0.0	0.0	0.3	0.4	0.3	0.3	0.4	0.3
35 to 44		0.0	0.0	0.0	0.2	0.2	0.3	0.5	0.1	0.2
45 +		0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1
L										

2004-2005 FACULTY PEER GROUP REPORT

Truman State University	# Resp-	You	ır Instituti	on	Cami	ous Com	oact	All 4-v	ear Instit	utions
Full-time Undergraduate Faculty	ondents		Women			Women		-	Women	
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	# Resp-	You	ur Institut	ion	Cam	pus Com	pact	All 4-	ear Instit	utions
Full-time Undergraduate Faculty	ondents	Men	Women	Total		Women		•	Women	
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

^[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.

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

Truman State University	# Resp-	You	ır Instituti	on	Cami	ous Com	nact	ΔΙΙ 4-ν	ear Instit	ıtions
Full-time Undergraduate Faculty	ondents		Women	Total		Women	Total	-	Women	
Goals for undergraduates noted as	Ondenis	IVICII	vvoilien	TOtal	IVICII	vvoilieli	TOtal	IVICII	vvoilieli	Total
"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	133	30.5	30.0	50.5	30.0	33.4	55.1	30.7	33.4	33.0
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	199	70.0	12.5	71.4	07.1	71.0	09.1	00.0	74.0	70.2
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	199	36.0	00.0	02.3	36.0	02.2	36.0	34.0	61.5	57.1
	100	22.0	4F 0	27.7	21.7	12.1	26.6	24.4	12.4	25.2
development	199 198	32.8 55.1	45.0	37.7 60.1	31.7	43.1 57.4	36.6 52.7	31.1 47.7	42.4 56.0	35.2
Help students develop personal values			67.5		49.2					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	400	00.5	54.0	44.0	00.5	45.0	00.0	04.4	44.0	00.4
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.

Truman State University	# Resp-	You	ur Institut	ion	Cami	ous Com	nact	ΔII 4-v	ear Instit	utions
Full-time Undergraduate Faculty	ondents		Women	Total		Women	Total	-	Women	Total
Agree "strongly" or "somewhat":	Ondonio	IVICII	VVOITICIT	Total	IVICII	vvoilicii	Total	IVICII	vvoilicii	Total
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	199	03.7	90.0	07.4	80.0	01.0	80.7	70.0	80.0	76.0
more strongly reflected in the curriculum	400	540	CO F	57.0	40.0	00.4	o	40.7	CE 4	50 4
	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	400	00.4		04.0	40.7	440	40.0	00.0	40.0	00.7
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	100	7 1.0	70.0	70.1	07.0	00.1	00.1	00.2	00.7	00.1
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	133	13.3	01.5	70.9	70.5	74.5	70.0	11.1	12.1	13.3
for educating underprepared										
_ · · · · · · · · · · · · · · · · · · ·	400	20.7	42.0	40.4	E0.6	EE 7	F7 0	F7 0	F2 0	FC 0
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	100	50.0	50.0	00.0	00.0	00.0	00.7	00.0	04.4	00.0
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	199	00.4	13.0	09.3	55.5	0.00	51.1	52.1	37.3	54.4
students	400	60.0	70 F	66.0	E2 2	60.4	F.C. 0	E0.0	E7.0	E4 3
	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	400	04.4	50. 0	04-	00.0	40.0	00.5	00.0	00.0	00.0
about change in American society	199	24.4	50.0	34.7	33.3	40.8	36.5	30.8	38.6	33.6

^[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.

Truman State University	# Resp-	Yo	ur Instituti	on	Can	npus Com	oact	All 4-	ear Instit	utions
Full-time Undergraduate Faculty	ondents	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

^[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

Full-time Undergraduate Faculty	Truman State University	# Resp-	Yo	ur Instituti	on	Cam	pus Com	nact	ΔII 4-v	ear Institu	ıtions
Aspects of your job noted as very satisfactory of satisfactory or satisfactory satisfactory or satisfactory or satisfactory or satisfactory satisfactory or satisfactory satisfactory or satisfactory satisfactory or satisf		-							•		
Satisfactory or satisfactory: [5]		Ondonto	IVICII	VVOITICIT	Total	IVICII	WOITIGH	Total	IVICII	Women	Total
Salary and fringe benefits											
Opportunity for scholarly pursuits		200	37.0	59.3	46.0	50.6	46.1	48.7	49.2	42.7	46.8
Teaching load											
Quality of students											
Office-lab space											
Autonomy and independence 200 89.9 91.4 90.5 88.1 86.4 87.4 87.4 87.2 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 76.5 77.5 78.9 78.3 78.9 78.9 78.3 78.9 78.9 78.1 79.2 78.5 78.9 78.9 78.9 78.9 78.1 79.2 78.5 78.9 78.9 78.9 78.1 79.2 78.5 78.9 78.9 78.9 78.1 79.2 78.5 78.9 78.9 78.9 78.1 79.2 78.5 78.9 78.9 78.1 79.2 78.5 78.9 78.9 78.1 79.2 78.5 78.9 78.1 79.2 78.5 78.9 78.1 79.2 78.5 78.9 78.1 79.2 78.5 78.9 78.1 79.2 78.5 78.9 78.1 79.2 78.5 78.9 78.1 79.2 78.5 78.9 78.5 78.9 78.5 78.9 78.5 78.0 74.8 78.8 79.9 78.1 79.2 78.5 78.0 74.8 78.8 79.0 79.0 79.7 78.9 78.5 78.0 74.8 78.8 79.0 79.0 79.5 79.											
Professional relationships with other faculty											
Faculty 199 76.3 82.7 78.9 78.3 77.6 77.7 76.6 77.3 76.8 77.6 77.7 76.6 77.3 76.8 77.5 77.8 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5 78.8 78.5		200	03.3	31.4	30.5	00.1	00.4	07.4	07.4	05.2	00.0
Social relationships with other faculty 195 67.8 77.5 71.8 85.1 67.9 66.3 64.1 67.1 65.2	· ·	100	76.3	82.7	78 Q	78 3	76.8	77.6	77 7	76.6	77 3
Competency of colleagues 200 82.4 84.0 83.0 79.2 80.8 79.9 78.1 79.2 78.5	1										
Visibility for jobs at other institutions/organizations 128 40.0 43.4 41.4 50.2 49.2 49.8 50.2 49.5 49.5 49.5 Relationship with administration 196 61.5 64.6 62.8 57.3 57.3 57.3 57.5 55.5 55.5 55.8 50.5 Overall job satisfaction 200 78.2 80.2 79.0 79.7 76.9 78.5 78.0 74.8 76.8 76.8 76.9 79.0 79.5 78.0 74.8 76.8 76.8 79.0 79.0 79.5 78.0 74.8 76.8 76.8 79.0 79.0 79.5 78.0 74.8 76.8 76.8 79.0 79.0 79.5 78.0 74.8 76.8 76.8 79.0 79.0 79.5 78.5 78.0 74.8 76.8 76.8 79.0 79.0 79.5 78.5 78.0 74.8 76.8 76.8 79.0 79.0 79.5 79											
Institutions/organizations 128 40,0 43,4 41,4 50,2 49,2 49,8 50,2 48,2 49,5 Relationship with administration 200 78,2 80,2 79,0 79,7 76,9 78,5 78,5 78,5 78,6 78,8 78,8 78,8 78,8 78,8 78,8 78,8 77,7 78,9 78,9 78,5 78,0 77,7 78,9 78,9 78,9 78,5 78,0 78,7 78,9 78,9 78,9 78,7 78,9 7		200	02.4	04.0	00.0	70.2	00.0	70.0	70.1	70.2	70.0
Relationship with administration 200 78.2 80.2 79.0 79.7 76.9 78.5 78.0 74.8 76.8 Overall job satisfaction 200 78.2 80.2 79.0 79.7 76.9 78.5 78.0 74.8 76.8 76.2 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 51.9 199 199 55.9 65.4 59.8 57.2 53.8 55.7 53.3 49.6 51.9 199 199 199 199 199 199 199 199 199		128	40 O	43.4	41 4	50.2	49.2	49.8	50.2	48.2	49.5
Overall job satisfaction											
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											
Institution		130	11.2	11.5	13.1	73.0	13.2	11.1	10.5	75.5	77.1
Prospects for career advancement [3]	■	61	3/13	123	37 7	35.8	27.7	32.1	32.3	25.3	29.6
Clerical/administrative support [3]											
Figure F											
Would you still want to be a college professor?		100	00.0	оо	00.0	07.2	00.0	00.7	00.0	40.0	01.0
Definitely yes											
Definitely yes		195									
Probably yes	l.	100	59.5	46.8	54 4	58.4	50.8	55 1	57.7	51.5	55.4
Not sure	1										
Probably no	■										
Definitely no											
Factors noted as a source of stress for you during the last two years: [6]											
Managing household responsibilities											
Managing household responsibilities	you during the last two years: [6]										
Child care Care of elderly parent 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 67.7 63.6 Institutional procedures and "red tape" 199 56.8 58.0 57.3 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 32.7 27.2 25.1 25.5 37.1 30.4 25.9 37.1 30.0 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]		198	73.5	82.7	77.3	68.6	82.1	74.4	68.2	81.9	73.2
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 <t< td=""><td></td><td>199</td><td>36.4</td><td>34.6</td><td>35.7</td><td>30.4</td><td>32.2</td><td>31.2</td><td>30.4</td><td>31.0</td><td>30.6</td></t<>		199	36.4	34.6	35.7	30.4	32.2	31.2	30.4	31.0	30.6
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	Care of elderly parent	199	19.5		23.6	30.1	36.4	32.8	30.0	36.0	32.2
Health of spouse/partner [3]		199	46.6	64.2	53.8	47.4	54.6	50.5	47.8	54.8	
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 <td< td=""><td></td><td>198</td><td>38.1</td><td></td><td>35.9</td><td>38.0</td><td>29.4</td><td>34.3</td><td>38.3</td><td>29.3</td><td>35.0</td></td<>		198	38.1		35.9	38.0	29.4	34.3	38.3	29.3	35.0
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 <td< td=""><td>Review/promotion process</td><td>198</td><td>30.5</td><td>40.0</td><td>34.3</td><td>41.1</td><td>53.6</td><td>46.4</td><td>41.8</td><td>55.2</td><td>46.7</td></td<>	Review/promotion process	198	30.5	40.0	34.3	41.1	53.6	46.4	41.8	55.2	46.7
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 66.5 Teaching load 199 60.2 82.7 69.3 62.3 71.6 66.2 62.0 72.3 66.5 Children's problems 197 31.4 27.8	Subtle discrimination (e.g., prejudice,										
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 67.7 63.6 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	racism, sexism)	199	21.2	25.9	23.1	16.8	36.3	25.2	17.6	37.8	25.0
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	Personal finances	199	59.3	55.6	57.8	57.1	61.9	59.2	57.0	63.0	59.2
Faculty meetings Research or publishing demands Institutional procedures and "red tape" Institutional procedures and "fed 4.6.5 64.5 66.0 66.0 66.5 Institutional procedures and "fed 4.6.5 64.5 66.5 Institutional procedures and "fed 4.6.5 64.5 66.0 66.0 66.5 Institutional procedures and "fed 4.6.5 64.5 66.0 Institutional procedures and "fed 4.6.6 69.3 52.0 52.3 71.6 66.2 Institutional procedures and "fed 4.6.5 66.0 66.0 5.0 Instituti	Committee work	199	62.7		65.8		61.8	58.0	55.0	63.1	58.0
Research or publishing demands Institutional procedures and "red tape" Institutional procedures and "64.4 64.5 64.5 66.0 66.0 66.5 Institutional procedures and "64.4 64.5 64.5 66.0 66.0 Institutional procedures and "64.4 64.5 64.5 66.0 66.0 66.5 Institutional procedures and "64.4 64.5 64.5 66.0 66.0 Institutional procedures and "64.4 64.5 64.5 66.0 66.0 Institutional procedures and "64.5 66.2 62.0 72.3 65.8 Institutional procedures and "64.5 66.2 62.0 72.3 65.8 Institutional procedures and "64.5 66.5 60.0 66.7 Institutional procedures and "64.5 66.5 66.0 66.5 Institutional procedures and "64.5 66.2 62.0 71.6 66.2 Institutional procedures and "64.5 66.8 62.0 71.0 68.7 8.10 Institutional p	Faculty meetings	199	61.0		59.3	46.7		49.4	46.9	53.6	49.4
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 <td></td> <td>199</td> <td></td> <td>43.2</td> <td>45.2</td> <td>60.3</td> <td>66.0</td> <td>62.7</td> <td>61.3</td> <td>67.7</td> <td>63.6</td>		199		43.2	45.2	60.3	66.0	62.7	61.3	67.7	63.6
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 <td></td> <td>199</td> <td>56.8</td> <td>58.0</td> <td>57.3</td> <td>64.4</td> <td>64.5</td> <td>64.5</td> <td>66.0</td> <td>67.3</td> <td>66.5</td>		199	56.8	58.0	57.3	64.4	64.5	64.5	66.0	67.3	66.5
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<		199			69.3			66.2	62.0		
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		197	31.4		29.9				31.8		
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	Marital friction	198									
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		199	68.6		74.4	68.7		75.0	68.7		
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											
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	1 - 1										
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											
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]		22.9	24.7	23.6	48.5	54.1				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."

Truman State University	# Resp-	Yo	ur Instituti	on	Can	pus Com	pact	All 4-	ear Instit	utions
Full-time Undergraduate Faculty	ondents	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.

Truman State University	# Resp-	You	r Instituti	on	Camr	ous Com	nact	ΔΙΙ 4-ν	ear Institu	ıtions
Full-time Undergraduate Faculty	ondents		Vomen	Total		Women	Total	-	Women	
Agree "strongly" or "somewhat":	Ondonto	WICH	VVOITICIT	Total	WICH	vvoilion	Total	WICH	VVOITICIT	Total
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		00.0	0	00.2	00		0		.0.0	00
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		_0.0			_0.0		20.0			20.0
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			0.0	4.0	4.0	2.0	0.0	4.0	0.4	4.0
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	8.0	0.7	0.7	8.0	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.

Truman State University	# Resp-	You	r Instituti	on	Camp	us Comp	act	All 4-ye	ar Institu	tions
Full-time Undergraduate Faculty	ondents		Nomen	Total		Nomen	Total	-	Vomen	
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		0.0	1.3	1.0	0.7	1.3	1.0	0.7	1.6	1.1
Elementary Education		0.0	0.0	0.0	0.7	1.3	0.7	0.7	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		0.0	1.0	1.0	2.0	0.0	0.0	2.0	4.0	0.1
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.2	0.1	0.1	0.2	0.0	0.1
		0.0	0.0			0.1	0.1	0.2		0.1
Chemical Engineering			0.0	0.0	0.3	0.1	0.2		0.2	
Civil Engineering Electrical Engineering		0.0 0.0	0.0	0.0	0.9 1.1	0.2	0.6	1.2 0.9	0.4 0.2	0.9 0.6
Industrial Engineering		2.6	0.0	1.5	0.5	0.1	0.7	0.9	0.2	0.8
Mechanical Engineering		0.0	0.0	0.0	1.0	0.1	0.3	1.3	0.1	0.3
General, Other Engineering Fields		0.0	0.0	0.0	1.0	0.2	0.7	1.4	0.2	1.0
1		0.0	0.0	0.0	1.0	0.2	0.7	1.4	0.5	1.0
Health Sciences		0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.4	0.0
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 3.9	0.5	0.2 0.5	0.1	0.2 0.9	0.1	0.1 1.4	0.1
General, Other Health Fields		0.0	3.9	1.5	0.5	1.4	0.9	0.5	1.4	8.0
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	8.0	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	1	0.0	1.3	0.5	0.9	1.8	1.3	0.9	1.7	1.2

Truman State University	# Resp-	You	r Institution	on	Camp	us Comp	act	All 4-ye	ar Institu	tions
Full-time Undergraduate Faculty	ondents	Men \	Nomen	Total	-	Nomen	Total	-	Vomen	
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	0.3	0.1	0.2	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	# Resp-	You	r Institutio	on	Camp	us Comp	act	All 4-ye	ar Institu	tions
Full-time Undergraduate Faculty	ondents			Total	-	Vomen	Total	-	Vomen	
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		0.0	0.0	0.0	0.0	0.1	0.2	0.0	0.1	0.2
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	0.5	0.6	0.6	0.7	0.6	0.7
1		0.0	0.0			0.1			0.1	0.2
Biophysics		0.0	0.0	0.0	0.0	0.0	0.0 0.2	0.0		
Botany Environmental Science				0.0	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	8.0	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	0.3	0.6
Industrial Engineering		0.0	0.0	0.0	0.3	0.1	0.0	0.3	0.1	0.0
Mechanical Engineering		0.0	0.0	0.0	1.0	0.1	0.2	1.3	0.1	0.2
General, Other Engineering Fields		0.0	0.0	0.0	1.1	0.1	0.7	1.5	0.1	1.1
		0.0	0.0	0.0	1.1	0.5	0.7	1.5	0.5	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	8.0	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	J	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.

Truman State University	# Resp-	Yo	ur Institut	on	Can	npus Com	oact	All 4-	year Instit	utions
Full-time Undergraduate Faculty	ondents	Men	Women	Total	Men	Women	Total	Men	Women	
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		0.5	0.0	0.0	1.0		1.2	0.0	1.0	1.0
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			0.3				
Other Fine Arts		0.0	0.0	0.0	0.4 0.5	1.1	0.4 0.8	0.3 0.5	0.2 1.0	0.3 0.7
		0.0	0.0	0.0	0.5	1.1	0.6	0.5	1.0	0.7
Mathematics/Statistics		0.4	0.4	0.0	0.0	4.0	5 4	0.0	0.7	5.0
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	8.0
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	8.0	0.7	8.0	0.9	0.6	8.0
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

Full-time Undergraduate Faculty Ondents Men Nomen Total Nen Nomen Nomen	Truman State University	# Resp-	You	r Instituti	on	Cam	ous Comp	oact	All 4-ye	ear Institu	tions
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 2.1 1.1 1.9 2.4 1.1 1.9 2.1 1.0		-							-		
Other Technical 1.7											
Computer Science	APPOINTMENT										
Data Processing, Computer Prog. 0.0	Other Technical										
Drafting/Design	Computer Science		1.7	0.0	1.0	2.4	1.3	1.9	2.4	1.1	1.9
Electronics	Data Processing, Computer Prog.		0.0	0.0	0.0	0.2	0.1	0.2	0.2	0.1	0.1
Industrial Arts	Drafting/Design		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Mechanics	Electronics		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0
Other Technical 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 0.0 0.1 0.0 0.1 0.0 0.1 0.0 0.1 0.0 0.1 0.0 0.1 0.0 0.1 0.2 0.2 1.1 0.5 0.2 1.1 0.5 0.2 0.3 0.2 0.3 0.2 0.0 0.0 0.0 0.0<	Industrial Arts		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1
Dota	Mechanics		0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Building Trades	Other Technical		0.0	0.0	0.0	0.6	0.2	0.4	0.5	0.2	0.4
Communications [3]	Other										
Ethnic Studies	Building Trades		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
Human Ecology/Family Science [1]	Communications [3]		2.6	2.6	2.6	2.0	2.5	2.2	1.9	2.3	2.1
Journalism	Ethnic Studies		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Law 0.0 0.0 0.0 0.2 0.3 0.2 0.1 0.2 0.2 0.3 0.2 0.1 0.2 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.2 0.3 0.5 0.0 0	Human Ecology/Family Science [1]		0.0	0.0	0.0	0.2	0.8	0.5	0.2	1.1	0.5
Law Enforcement	Journalism		0.0	0.0	0.0	0.5	0.4	0.4	0.5	0.4	0.5
Library Science 0.0	Law		0.0	0.0	0.0	0.2	0.3	0.2	0.1	0.2	0.2
Women's Studies 0.0 0.0 0.0 0.0 0.1 0.1 0.1 0.0 0.3 0.1 Other Vocational 4.3 1.3 3.1 2.3 2.8 2.5 2.2 3.0 2.5 Question #37 184 21.4 25.0 22.8 2.5 2.2 3.0 2.5 B 57.1 55.6 56.5 57.3 56.5 57.3 56.5 57.3 56.5 57.3 56.5 57.3 56.5	Law Enforcement		0.0	0.0	0.0	0.4	0.1	0.3	0.3	0.2	0.3
Other Vocational 0.0 0.0 0.0 0.1 0.1 0.1 0.0 0.1 0.1 0.0 0.1 0.2 <td>Library Science</td> <td></td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.3</td> <td>0.7</td> <td>0.5</td> <td>0.3</td> <td>8.0</td> <td>0.5</td>	Library Science		0.0	0.0	0.0	0.3	0.7	0.5	0.3	8.0	0.5
All Other Fields Question #37 A A B C C B C C C C C C C C C	Women's Studies		0.0	0.0	0.0	0.0	0.4	0.2	0.0	0.3	0.1
Resident	Other Vocational		0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.1	0.1
A 21.4 25.0 22.8 B 57.1 55.6 56.5 C C 18.7 15.6 56.5 56.5 C C 18.7 13.9 16.8 D 1.8 5.6 3.3 E 0.9 0.0 0.5 C C 18.7 11.4 B 56.9 54.8 57.3 C 26.8 24.7 25.9 D 26.8 24.7 25.9 D 27.7 1.6 C 27.7 1.6 C 27.7 12.3 9.2 D 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 27.7 1.6 E 0.9 4.1 2.2 C C 28.0 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 C 20.2 23.3 21.4 C 20.2 23.4 C 20.2 23.4 C 20.2 23.3 21.4 C 20.2 23.4 C 20.2 20.2 20.2 20.2 20.2 20.2 20.2 20	All Other Fields		4.3	1.3	3.1	2.3	2.8	2.5	2.2	3.0	2.5
B	Question #37	184									
C 18.7 13.9 16.8 D 1.8 5.6 3.3 E 0.9 0.0 0.5 Question #38 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 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 Q											
D			57.1								
E 0.9 0.0 0.5 Question #38 185 185 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 7.1 12.3 9.2 B 58.0 56.2 57.3 57.3 58.0 56.2 57.3 57.3 58.0 56.2 57.3 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 58.0 56.2 57.3 59.2 57.3 59.0 4.1 2.2 20.0 59.0 4.1 2.2 20.0 20.0 28.0 27.5 59.0 59.0 56.2 57.5 <td></td>											
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 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 26.6 26.4 <											
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 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 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 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			0.9	0.0	0.5						
B		185									
C 26.8 24.7 25.9 D 4.5 2.7 3.8 E 0.9 2.7 1.6 Question #39 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 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											
D 4.5 2.7 3.8 E 0.9 2.7 1.6 Question #39 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 0.9 2.7 1.6 Question #39 185 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											
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 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											
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 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		105	0.9	2.7	1.6						
B		100	22.0	24.7	20.7						
C 7.1 12.3 9.2 D 0.9 2.7 1.6 E 0.9 4.1 2.2 Question #40 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											
D 0.9 2.7 1.6 E 0.9 4.1 2.2 Question #40 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 0.9 4.1 2.2 Question #40 182 3.3 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											
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											
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		182	0.0	7.1							
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		102	8.3	11.0	9.3						
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											
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 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											
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											
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		182									
B 20.2 23.3 21.4 C 28.4 27.4 28.0 D 26.6 26.0 26.4			4.6	9.6	6.6						
C 28.4 27.4 28.0 D 26.6 26.0 26.4					21.4						
D 26.6 26.0 26.4			28.4								
E 20.2 13.7 17.6	D				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.

Truman State University	# Resp-	Vou	ır Institut	ion	Campus Compact	All 4-year Institutions
Full-time Undergraduate Faculty	ondents		Women		Men Women Total	Men Women Total
Question #42	181	111011		· otai	on Tromon Total	on Women Total
A		9.3	6.8	8.3		
В		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		
В		24.8	39.7	30.8		
C		27.5	21.9	25.3		
D		22.0	16.4	19.8		
E	400	17.4	11.0	14.8		
Question #44	183	11.0	10.0	11 5		
А В		11.9	10.8	11.5 26.2		
C		23.9 27.5	29.7 25.7	26.2		
C D		27.5 17.4	25.7 12.2	∠o.o 15.3		
E		19.3	21.6	20.2		
Question #45	183	10.0	21.0	۷٠.۷		
A	.55	12.7	15.1	13.7		
В		25.5	41.1	31.7		
С		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		
В		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		
В		46.8	56.8	50.8		
C		22.5	9.5	17.3		
D		11.7	9.5	10.8		
E Question #48	405	7.2	6.8	7.0		
A A	185	41.4	50.0	44.9		
B B		46.8		44.9		
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		
В		43.2	52.7	47.0		
С		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		
В		36.0	43.2	38.9		
C		8.1	9.5	8.6		
D		1.8	0.0	1.1		
Е		2.7	2.7	2.7		

Truman State University	# Resp-	Yo	ur Instituti	on	Can	npus Comp	pact	All 4-	year Instit	utions
Full-time Undergraduate Faculty	ondents	Men		Total		Women			Women	
Question #51	185		***							
A		19.8	28.4	23.2	l					
В		47.7	47.3	47.6	l					
С		22.5	17.6	20.5	l					
D		5.4	2.7	4.3	l					
E		4.5	4.1	4.3	l					
Question #52	185		_ 		l					
A		14.4	17.6	15.7	l					
В		44.1	50.0	46.5	l					
C		19.8	24.3	21.6	l					
D		16.2	6.8	12.4	l					
E	<u> </u>	5.4	1.4	3.8	l					
Question #53	183	4.5 -	^ -		İ					
A		12.0	30.7	19.7	l					
В		51.9	48.0	50.3	l					
C		23.1	16.0	20.2	l					
D		8.3	5.3	7.1	l					
E Question #F4	400	4.6	0.0	2.7	l					
Question #54	180	00.0	0.4.7	20.0	l					
A		30.6	34.7	32.2	l					
B C		34.3	29.2	32.2	l					
		20.4	26.4	22.8	l					
D E		13.9 0.9	6.9	11.1	l					
Question #55	181	0.9	2.8	1.7	İ					
A A	101	3.7	2.7	3.3	l					
B		10.3	2. <i>1</i> 6.8	3.3 8.8	l					
C		20.6	31.1	24.9	l					
D		60.7	54.1	58.0	l					
E		4.7	5.4	5.0	l					
Question #56	180		0.7	3.0	İ					
A		1.9	4.1	2.8	l					
В		29.0	23.3	26.7	l					
C		6.5	11.0	8.3	l					
D		33.6	30.1	32.2	l					
Ē		29.0	31.5	30.0	l					
Question #57	182				l					
A		0.0	0.0	0.0	l					
В		20.4	16.2	18.7	l					
С		38.9	47.3	42.3	l					
D		27.8	27.0	27.5	l					
E		13.0	9.5	11.5	1					

2004-2005 FACULTY SURVEY SPECIAL REPORT

Truman State University	# Resp-	Your Institution			Campus Compact			All 4-year Insts		
Engaged Scholarship & Public Service Items			Women	Total	Men	Women	Total	Men	Women	Total
Engaged Contolarship & Fability Cervice Rema	Ondenta	IVICII	VVOITICIT	Total	IVICII	WOITICH	Total	IVICII	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	400									
service/volunteer work (past 2 years)	186	54.0	50.0	54.4	00.7	40.0	40.7	40.4	00.7	40.0
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	8.0	1.3	8.0	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	# Resp-	Resp- Your Institution			Campus Compact			All 4-year Insts		
Engaged Scholarship & Public Service Items		•			Men Women Total			=		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	100	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		0.0	0.0	0.0	0.0	U.T	, .5		10.1	11.2
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	 			<u></u> . I			۷۱.۰		_1. <u></u>	20.0
engage in community-based teaching										
or research	198									
Highest priority	.50	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				U 1.U	+.0	_ r.u	۷٠.٠	<u>04.</u> !		<u>02</u> .0
surrounding communities	197									
Highest priority	'5'	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	40.8 19.4	16.1	18.0	25.0	20.8	23.7
LOW PROPERTY	<u> </u>	J1.J	JZ.3	55.5	13.4	10.1	10.0	20.0	20.0	۷٠.۱

2004-2005 FACULTY SURVEY SPECIAL REPORT

Truman State University	# Resp-	# Resp- Your Institution			Campus Compact			All 4-year Insts		
Engaged Scholarship & Public Service It	ems ondents	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									
None		36.8	35.0	36.0	41.2	36.5	39.2	39.9	36.9	39.0
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

1.2

0.0

0.0

1.2

0.0

0.0

2.7

0.0

1.1

0.5

0.0

0.0

2.2

0.6

0.3

0.1

0.0

0.0

1.8

0.4

0.3

0.1

0.0

0.1

2.0

0.5

0.3

0.1

0.0

0.0

2.2

0.6

0.3

0.1

0.1

0.0

3.8

0.0

1.9

0.0

0.0

0.0

2.0

8.0

0.5

0.1

0.0

0.0

2.1

0.7

0.4

0.1

0.1

0.0

9 to 12

13 to 16

17 to 20

21 to 34

35 to 44

45 +