

2022 Faculty Motivation Study Results Summary:

FULL SAMPLE

Principal Investigator: Robert Stupnisky (Robert.Stupnisky@und.edu) and
 Graduate Research Assistant: Makinde Omojiba, University of North Dakota
 Co-PIs: Nathan Hall, McGill University; Vincent Lariviere, University of Montreal
[Faculty Motivation Research Group](#)

Overview

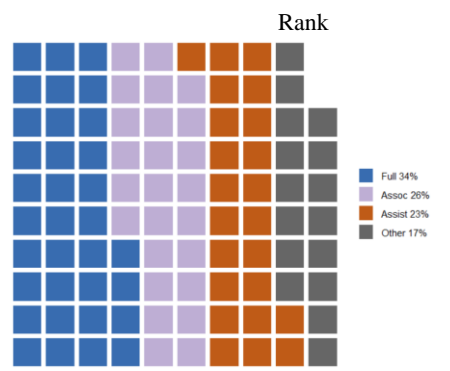
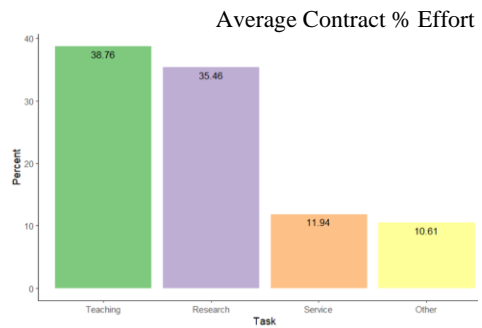
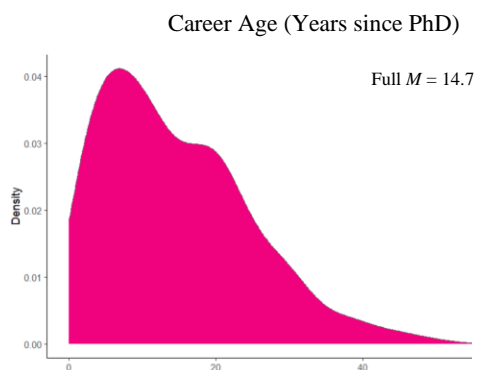
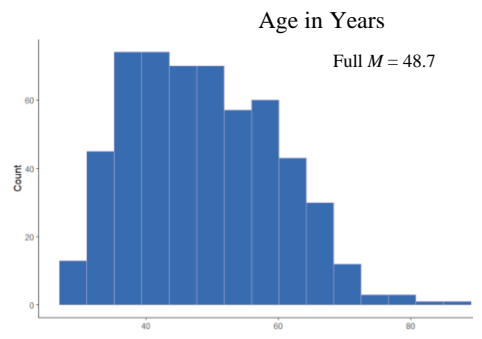
Purpose. To examine what emotions university [STEM](#) faculty members experience regarding their research, and test how emotions relate to their research success.

Methodology. STEM faculty from 10 Doctoral Universities (R2 Higher Research Activity Carnegie Classification) completed an online survey in February of 2022. Their survey responses were paired with Web of Science bibliometric data on the number of publications and citations. All figures/plots below represent the full study sample, with descriptive statistics from NDSU provided for comparison.

Below is a summary of the results. Thanks for participating!

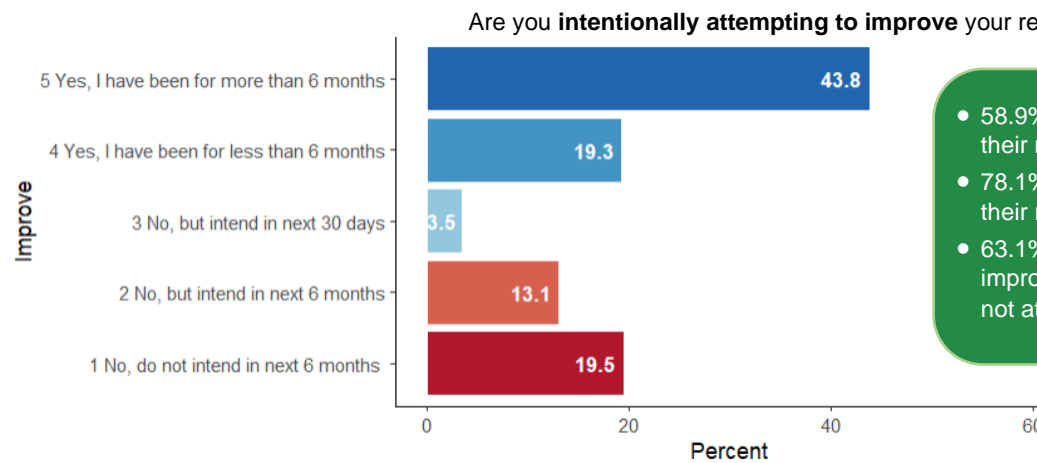
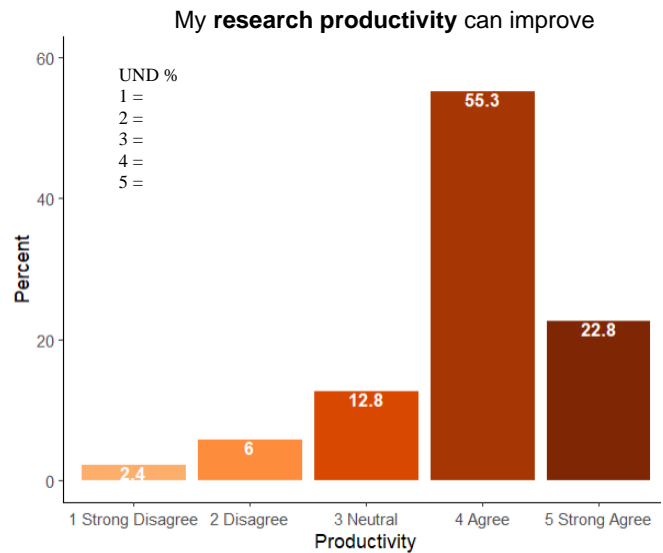
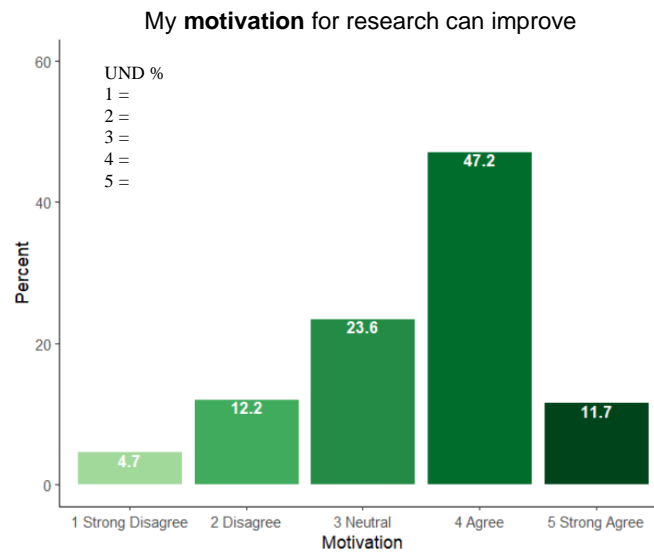
Who participated?

		Full Sample	
		Count	Percent
Gender Identity	Man	318	54.8
	Woman	253	43.6
	I prefer not to respond	7	1.2
	Another gender identity	2	0.3
racial Identification	White	466	80.3
	Asian	62	10.7
	Multiracial	21	3.6
	Black or African American	9	1.6
	Other	17	2.9
	No response	5	0.9
Ethnicity	Not of Hispanic, Latinx, Spanish origin	533	91.9
	Yes, of Hispanic, Latinx, Spanish origin	40	6.9
	No response	7	1.2
Disability	No	548	94.5
	Yes	28	4.8
	No response	4	0.7
International	No	438	75.5
	Yes	138	23.8
	No response	4	0.7
Underrepresented minority (self-identified)	No	344	59.3
	Yes	234	40.3
	No response	2	0.3
Primary Disciplinary Area	Life sciences	142	24.5
	Social sciences	80	13.8
	Engineering	79	13.6
	Psychology	49	8.4
	Geoscience	40	6.9
	STEM education learning research	39	6.7
	Mathematical sciences	33	5.7
	Chemistry	28	4.8
	Computer, info science and engineering	27	4.7
	Physics and astronomy	27	4.7
	Materials research	5	0.9
	No response	31	5.3
	Academic Rank	Full Professor	198
Associate Professor		149	25.7
Assistant Professor		135	23.3
Instructor/teaching professor		59	10.2
Other		31	5.3
Research scientist/analyst		7	1.2
Tenure Status	Tenured	334	59.6
	On tenure track but not tenured	128	22.1
	Not on tenure track	112	19.3
	Other	6	1.0



- The full sample included 580 participants.
- Participants were from a variety of demographic backgrounds and job types.
- Similarities suggest institution samples were highly generalizable to the full sample.

Do faculty think their research motivation and productivity can improve?



- 58.9% of faculty agreed or strongly agreed their motivation for research can improve.
- 78.1% of faculty agreed or strongly agreed their research productivity can improve.
- 63.1% of faculty are currently attempting to improve their productivity, and 36.1% are not attempting to improve.

Research professional development... what have faculty done? What are they likely to do in the future?

	In the past...	In the future... (moderately or very much so)		
	Yes, I have participated	it would improve my motivation	it would improve my productivity	I would you like to participate
Designated research time (course release, sabbatical)	40.1	73.8	80.0	77.9
Monetary awards and/or recognition for research	22.5	61.9	62.6	68.5
Research writing group with other faculty	33.6	46.7	51.6	48.1
Faculty-to-faculty research mentorship	38.6	46.4	47.1	48.3
Research skills training/workshop/seminar	48.4	41.7	46.2	46.7
Research group involving graduate students	51.7	47.6	46.0	55.3
Changing workplace research culture	8.9	42.6	45.2	48.3
Time management training	22.2	31.6	37.2	35.3

Note. Full sample results outside of parentheses.

- “Research groups involving graduate students” and “Research skills training” were the most common past research professional development interventions faculty participated in.
- Alternatively, “Designated research time” and “Monetary awards and/or recognition for research” were the research professional development interventions faculty most strongly agreed would improve their motivation, productivity, and likelihood to participate.