



HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
home of the COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

2010-11 HERI Faculty Survey

HERI Theme Reports

Full-time Undergraduate Faculty

Grand Valley State University

comparison group 1: Public 4yr Colleges
comparison group 2: Public/Private Universities and Public 4yr Colleges

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HERI Theme Reports

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CIRP Surveys are comprehensive, covering a wide range of topics that research has shown are important to the college experience. Theme reports combine relevant items together for easy access. By examining these items together, these reports illustrate what contributes to specific areas of interest on campus and can be used to facilitate discussion on your campus. Although the survey items were included because they relate to the theme, the item(s) may not be the most important to your institution, its mission, programs, or goals. We encourage you to review your entire Institutional Profile for additional results of specific interest on your campus. Theme reports are generated for full-time undergraduate faculty.

Theme Description –
 Provides a brief definition of the topics covered by the theme.

Summarized Frequencies – Full results for all items are provided in the Institutional Profile report.

Mean – The arithmetic mean is computed for each survey item based on the response options. Response options are given numeric values and are listed in descending order (i.e., 5=Much Stronger, 4=Stronger, 3=No Change, 2=Weaker, 1=Much Weaker).

Institutional Support and Resources - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.
 CIRP Construct: Job Satisfaction-Workplace

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
There is adequate support for faculty development									
Agree Strongly / Agree somewhat	21.4%	73.6%	76.7%	28.6%	76.5%	77.8%	14.3%	68.5%	75.3%
Mean	1.21	1.97	2.00	1.29	2.00	2.02	1.14	1.90	1.98
Standard Deviation	0.42	0.70	0.68	0.47	0.69	0.68	0.36	0.72	0.68
Significance	--	***	***	--	***	***	--	***	***
Effect Size	--	-1.09	-1.16	--	-1.03	-1.07	--	-1.06	-1.24

Note: Significance * p<.05, ** p<.01, *** p<.001

Statistical Significance – Uses the t-test to examine the difference between the mean score for your institution and the comparison group. Items with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p< .05, **p< .01, and ***p< .001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is practically important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference may be small and not practically significant. In order to provide additional context to statistical significance, effect sizes are provided.

Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group. Note that a negative effect size is sometimes preferred (e.g. a negative effect size on questions regarding stress suggest fewer faculty at your institution reported this was the case).

Comp 1 – The first comparison group is based on your institution's type and control.

Comp 2 – The second comparison group is based on your institution's type and control.

Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses to the item tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty
Professional Practice - Teaching
HERI Theme

Professional Practice - Teaching - These items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.
See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Personally, how important to you is:										
Teaching										
Essential/Very important	97.9%	98.3%	96.3%	97.8%	98.4%	96.0%	98.0%	98.3%	96.7%	
During the past two years, have you engaged in any of the following activities?										
Taught an honors course	11.8%	15.5%	18.7%	13.2%	16.5%	19.8%	10.6%	14.4%	16.9%	CM Practice
Taught an interdisciplinary course	31.9%	38.3%	46.2%	34.3%	37.4%	47.5%	29.8%	39.3%	44.2%	
Taught an ethnic studies course	10.8%	11.0%	10.3%	6.6%	9.1%	8.6%	14.6%	13.3%	12.8%	
Taught a women's studies course	6.3%	8.0%	6.2%	1.5%	3.2%	2.0%	10.6%	13.7%	12.5%	
Taught a service learning course	19.2%	21.8%	17.6%	11.0%	19.2%	15.1%	26.5%	24.9%	21.5%	
Taught an exclusively web-based course at this institution	7.7%	24.5%	15.7%	8.1%	21.8%	13.1%	7.3%	27.8%	19.5%	
Participated in a teaching enhancement workshop	77.8%	68.8%	55.4%	73.0%	63.9%	49.6%	82.1%	74.7%	64.3%	
Collaborated with the local community in research/teaching	52.6%	51.2%	45.0%	47.8%	48.0%	41.6%	57.0%	55.1%	50.2%	
Taught a seminar for first-year students	16.7%	20.6%	22.2%	19.0%	19.8%	21.9%	14.6%	21.5%	22.7%	
Taught a capstone course	35.4%	39.6%	33.3%	38.7%	39.8%	33.3%	32.5%	39.4%	33.3%	
Taught in a learning community (e.g., FIG, linked courses)	5.2%	11.3%	8.3%	4.4%	10.8%	7.8%	6.0%	11.9%	9.1%	
Supervised an undergraduate thesis	28.5%	27.9%	33.1%	29.2%	29.1%	34.6%	27.8%	26.5%	30.9%	
How many courses are you teaching this term?										
Mean	2.8	3.2	2.4	2.8	3.2	2.3	2.8	3.2	2.5	
Median	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	
Mode	3	3	2	3	3	2	3	3	2	
What types of courses do you primarily teach?										
(based on faculty who indicated they were not teaching this term)										
Undergraduate credit courses	25.0%	42.9%	38.9%	50.0%	58.2%	40.3%	16.7%	35.4%	36.4%	
Graduate courses	0.0%	26.2%	36.7%	0.0%	29.0%	41.5%	0.0%	24.8%	28.5%	
Non-credit courses	25.0%	21.6%	12.2%	0.0%	11.2%	8.1%	33.3%	26.6%	19.3%	
I do not teach	50.0%	9.4%	12.2%	50.0%	1.6%	10.1%	50.0%	13.2%	15.8%	

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See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Do you teach remedial/developmental skills in any of the following areas?										
Reading	6.3%	6.0%	5.2%	2.2%	5.4%	5.1%	9.9%	6.8%	5.5%	
Writing	16.3%	14.4%	12.2%	14.6%	14.4%	11.0%	17.9%	14.4%	14.1%	
Mathematics	6.3%	7.1%	4.6%	7.3%	7.5%	4.8%	5.3%	6.5%	4.2%	
ESL	0.3%	1.2%	1.0%	0.0%	0.8%	0.5%	0.7%	1.7%	1.7%	
General academic skills	11.1%	12.4%	10.2%	8.8%	12.0%	9.1%	13.2%	13.0%	11.8%	
Other subject areas	8.0%	6.9%	6.4%	6.6%	6.5%	6.1%	9.3%	7.5%	7.0%	
In how many of the courses that you teach do you use each of the following?										
<u>Evaluation Methods</u>										
Multiple-choice exams										
All / Most	33.7%	37.0%	27.7%	33.6%	37.7%	27.1%	33.8%	36.1%	28.6%	
Mean	2.12	2.26	2.00	2.08	2.26	1.98	2.16	2.25	2.03	
Standard deviation	1.09	1.07	1.05	1.09	1.06	1.03	1.09	1.09	1.07	
Significance	-	*		-			-			
Effect size	-	-0.13	0.11	-	-0.17	0.10	-	-0.08	0.12	
Essay exams										
All / Most	39.9%	39.1%	39.2%	40.9%	42.2%	39.9%	39.1%	35.3%	38.3%	
Mean	2.36	2.29	2.28	2.36	2.36	2.30	2.36	2.20	2.26	
Standard deviation	1.10	1.08	1.09	1.13	1.08	1.09	1.07	1.08	1.08	
Significance	-			-			-			
Effect size	-	0.06	0.07	-	0.00	0.06	-	0.15	0.09	
Short-answer exams										
All / Most	47.7%	46.1%	41.6%	50.0%	46.9%	42.4%	45.7%	45.1%	40.6%	
Mean	2.54	2.47	2.37	2.54	2.49	2.38	2.54	2.45	2.34	
Standard deviation	1.04	1.05	1.03	1.02	1.05	1.03	1.06	1.06	1.03	
Significance	-		**	-			-		*	
Effect size	-	0.07	0.17	-	0.05	0.16	-	0.08	0.19	

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Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In how many of the courses that you teach do you use each of the following?										
Quizzes										
All / Most	42.5%	43.4%	34.8%	42.7%	45.0%	35.0%	42.4%	41.5%	34.5%	
Mean	2.46	2.43	2.20	2.43	2.44	2.20	2.48	2.41	2.20	
Standard deviation	1.07	1.08	1.06	1.08	1.07	1.06	1.06	1.09	1.06	
Significance	-		***	-		*	-		**	
Effect size	-	0.03	0.25	-	-0.01	0.22	-	0.06	0.26	
Weekly essay assignments										
All / Most	17.4%	20.7%	18.9%	15.4%	18.1%	16.2%	19.4%	23.9%	23.2%	
Mean	1.73	1.79	1.75	1.68	1.73	1.67	1.77	1.86	1.88	
Standard deviation	0.90	0.96	0.95	0.89	0.93	0.90	0.91	0.99	1.00	
Significance	-			-			-			
Effect size	-	-0.06	-0.02	-	-0.05	0.01	-	-0.09	-0.11	
Student presentations										
All / Most	44.4%	47.0%	45.3%	42.3%	42.4%	38.9%	46.4%	52.6%	55.0%	Student-Centered Pedagogy
Mean	2.56	2.56	2.54	2.53	2.46	2.41	2.59	2.68	2.73	
Standard deviation	0.98	0.98	0.98	0.97	0.96	0.97	0.99	0.98	0.96	
Significance	-			-			-			
Effect size	-	0.00	0.02	-	0.07	0.12	-	-0.09	-0.15	
Term/research papers										
All / Most	44.2%	41.7%	43.9%	43.8%	38.9%	41.2%	44.7%	45.1%	48.2%	
Mean	2.47	2.43	2.46	2.48	2.39	2.40	2.45	2.48	2.55	
Standard deviation	1.01	0.98	1.00	1.04	0.97	0.99	0.98	1.00	1.01	
Significance	-			-			-			
Effect size	-	0.04	0.01	-	0.09	0.08	-	-0.03	-0.10	
Student evaluations of each others' work										
All / Most	26.1%	24.7%	20.6%	16.0%	21.0%	16.9%	35.1%	29.1%	26.4%	Student-Centered Pedagogy
Mean	2.08	2.01	1.88	1.89	1.91	1.77	2.25	2.14	2.06	
Standard deviation	1.01	0.96	0.95	0.93	0.92	0.90	1.05	0.98	1.00	
Significance	-		***	-			-		*	
Effect size	-	0.07	0.21	-	-0.02	0.13	-	0.11	0.19	

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Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In how many of the courses that you teach do you use each of the following?										
Grading on a curve										
All / Most	11.5%	12.4%	18.9%	17.0%	17.0%	23.2%	6.6%	6.9%	12.4%	
Mean	1.44	1.51	1.67	1.55	1.63	1.78	1.33	1.36	1.49	
Standard deviation	0.81	0.82	0.96	0.94	0.91	1.02	0.66	0.67	0.85	
Significance	-		***	-		**	-		*	
Effect size	-	-0.09	-0.24	-	-0.09	-0.23	-	-0.04	-0.19	
Competency-based grading										
All / Most	46.2%	50.9%	47.4%	41.2%	50.2%	45.8%	50.7%	51.7%	49.9%	
Mean	2.43	2.54	2.43	2.26	2.51	2.38	2.58	2.57	2.51	
Standard deviation	1.25	1.18	1.21	1.25	1.18	1.20	1.24	1.18	1.21	
Significance	-			-	*		-			
Effect size	-	-0.09	0.00	-	-0.21	-0.10	-	0.01	0.06	
Class discussions										
All / Most	87.5%	82.5%	82.3%	85.4%	79.6%	78.5%	89.4%	86.0%	88.0%	Student-Centered Pedagogy
Mean	3.57	3.46	3.43	3.51	3.37	3.33	3.62	3.57	3.58	
Standard deviation	0.73	0.83	0.85	0.76	0.87	0.90	0.71	0.77	0.73	
Significance	-	*	**	-		*	-			
Effect size	-	0.13	0.16	-	0.16	0.20	-	0.06	0.05	
Cooperative learning (small groups)										
All / Most	70.9%	61.6%	56.1%	62.8%	55.3%	48.0%	78.2%	69.1%	68.6%	Student-Centered Pedagogy
Mean	3.18	2.93	2.78	2.96	2.75	2.58	3.38	3.14	3.10	
Standard deviation	0.98	1.03	1.07	1.00	1.04	1.08	0.91	0.98	0.99	
Significance	-	***	***	-	*	***	-	**	***	
Effect size	-	0.24	0.37	-	0.20	0.35	-	0.24	0.28	
Experiential learning/Field studies										
All / Most	23.3%	30.9%	26.6%	14.6%	26.2%	22.3%	31.2%	36.6%	33.2%	Student-Centered Pedagogy
Mean	1.93	2.14	1.98	1.69	2.02	1.88	2.15	2.28	2.14	
Standard deviation	1.00	1.02	1.02	0.88	0.96	0.96	1.06	1.07	1.09	
Significance	-	***		-	***	*	-			
Effect size	-	-0.21	-0.05	-	-0.34	-0.20	-	-0.12	0.01	

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Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In how many of the courses that you teach do you use each of the following?										
Teaching assistants										
All / Most	2.8%	4.2%	12.8%	3.0%	4.3%	14.1%	2.6%	4.2%	11.0%	
Mean	1.16	1.27	1.62	1.18	1.28	1.67	1.14	1.25	1.55	
Standard deviation	0.50	0.59	0.84	0.52	0.59	0.85	0.48	0.59	0.81	
Significance	-	**	***	-		***	-	*	***	
Effect size	-	-0.19	-0.55	-	-0.17	-0.58	-	-0.19	-0.51	
Recitals/Demonstrations										
All / Most	16.3%	21.3%	19.3%	10.9%	20.1%	18.7%	21.2%	22.9%	20.4%	
Mean	1.65	1.79	1.75	1.54	1.77	1.74	1.75	1.82	1.77	
Standard deviation	0.96	1.02	0.97	0.84	0.98	0.94	1.05	1.06	1.02	
Significance	-	*		-	**	*	-			
Effect size	-	-0.14	-0.10	-	-0.23	-0.21	-	-0.07	-0.02	
Group projects										
All / Most	37.9%	35.8%	32.0%	33.6%	33.0%	28.3%	41.7%	39.2%	37.8%	Student-Centered Pedagogy
Mean	2.39	2.30	2.21	2.28	2.23	2.11	2.48	2.38	2.37	
Standard deviation	0.94	0.96	0.98	0.89	0.95	0.95	0.99	0.97	1.00	
Significance	-		**	-		*	-			
Effect size	-	0.09	0.18	-	0.05	0.18	-	0.10	0.11	
Extensive lecturing										
All / Most	39.0%	43.4%	44.7%	48.5%	53.0%	51.6%	30.5%	31.7%	34.1%	
Mean	2.30	2.40	2.45	2.45	2.60	2.61	2.17	2.15	2.20	
Standard deviation	0.98	0.99	0.98	1.02	0.98	0.97	0.93	0.94	0.94	
Significance	-		*	-			-			
Effect size	-	-0.10	-0.15	-	-0.15	-0.16	-	0.02	-0.03	
Multiple drafts of written work										
All / Most	28.1%	25.4%	23.0%	25.6%	21.6%	18.8%	30.5%	30.1%	29.3%	
Mean	2.17	2.08	2.01	2.12	2.03	1.91	2.23	2.14	2.16	
Standard deviation	0.96	0.93	0.91	0.92	0.88	0.86	0.99	0.97	0.97	
Significance	-		**	-		**	-			
Effect size	-	0.10	0.18	-	0.10	0.24	-	0.09	0.07	

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Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In how many of the courses that you teach do you use each of the following?										
Student-selected topics for course content										Student-Centered Pedagogy
All / Most	21.9%	21.9%	20.6%	17.5%	19.6%	17.4%	25.8%	24.6%	25.5%	
Mean	1.94	1.98	1.95	1.88	1.92	1.87	2.01	2.06	2.06	
Standard deviation	0.90	0.91	0.88	0.78	0.87	0.85	1.00	0.94	0.92	
Significance	-			-			-			
Effect size	-	-0.04	-0.01	-	-0.05	0.01	-	-0.05	-0.05	
Reflective writing/journaling										Student-Centered Pedagogy
All / Most	22.3%	21.3%	17.2%	18.4%	15.3%	12.4%	25.8%	28.7%	24.5%	
Mean	1.93	1.86	1.71	1.78	1.68	1.56	2.07	2.08	1.94	
Standard deviation	1.00	0.98	0.92	0.95	0.88	0.82	1.03	1.04	1.01	
Significance	-		***	-		**	-			
Effect size	-	0.07	0.24	-	0.11	0.27	-	-0.01	0.13	
Community service as part of coursework										Civic Minded Practice
All / Most	7.7%	7.0%	5.5%	4.4%	5.6%	3.8%	10.5%	8.7%	8.3%	
Mean	1.35	1.44	1.32	1.21	1.38	1.26	1.48	1.52	1.43	
Standard deviation	0.68	0.69	0.63	0.56	0.64	0.56	0.76	0.74	0.72	
Significance	-	*		-	**		-			
Effect size	-	-0.13	0.05	-	-0.27	-0.09	-	-0.05	0.07	
Electronic quizzes with immediate feedback in class										
All / Most	7.3%	10.0%	7.2%	6.5%	9.1%	6.0%	7.9%	11.0%	8.9%	
Mean	1.33	1.43	1.31	1.30	1.40	1.27	1.36	1.48	1.37	
Standard deviation	0.70	0.78	0.68	0.68	0.76	0.63	0.72	0.80	0.74	
Significance	-	*		-			-			
Effect size	-	-0.13	0.03	-	-0.13	0.05	-	-0.15	-0.01	
Using real-life problems										
All / Most	69.1%	63.3%	57.2%	62.8%	61.1%	54.7%	74.8%	66.1%	61.0%	
Mean	2.99	2.91	2.75	2.87	2.83	2.67	3.11	3.00	2.87	
Standard deviation	0.96	0.95	1.03	0.96	0.95	1.03	0.95	0.94	1.02	
Significance	-		***	-		*	-		**	
Effect size	-	0.08	0.23	-	0.04	0.19	-	0.12	0.24	

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 HERI Theme

Professional Practice - Teaching - These items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.
 See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In how many of the courses that you teach do you use each of the following?										
Using student inquiry to drive learning										Student-Centered Pedagogy
All / Most	49.3%	48.8%	45.5%	41.6%	46.2%	41.5%	56.3%	51.9%	51.7%	
Mean	2.63	2.61	2.52	2.50	2.53	2.43	2.75	2.71	2.66	
Standard deviation	0.96	0.97	0.97	0.98	0.96	0.96	0.93	0.96	0.96	
Significance	-			-			-			
Effect size	-	0.02	0.11	-	-0.03	0.07	-	0.04	0.09	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Scheduled teaching (give actual, not credit hours)										
9 or more hours	68.4%	68.9%	37.7%	68.5%	70.3%	35.9%	68.2%	67.0%	40.3%	
Mean	3.81	3.99	3.33	3.79	3.99	3.28	3.83	3.99	3.40	
Standard deviation	1.10	1.19	1.18	1.08	1.14	1.16	1.12	1.24	1.21	
Significance	-	*	***	-	*	***	-		***	
Effect size	-	-0.15	0.41	-	-0.18	0.44	-	-0.13	0.36	
Preparing for teaching (including reading student papers and grading)										
13 or more hours	46.9%	45.8%	33.7%	48.5%	40.6%	28.5%	45.6%	52.2%	41.3%	
Mean	4.59	4.57	4.07	4.58	4.38	3.88	4.60	4.80	4.36	
Standard deviation	1.65	1.63	1.60	1.64	1.55	1.52	1.68	1.69	1.67	
Significance	-		***	-		***	-			
Effect size	-	0.01	0.33	-	0.13	0.46	-	-0.12	0.14	
Have you ever received an award for outstanding teaching?										
Yes	41.3%	43.1%	43.0%	38.0%	45.2%	45.8%	44.4%	40.7%	38.8%	

2010-11 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice - Scholarship
 HERI Theme

Professional Practice - Scholarship - These items relate to faculty's involvement and opinions about activities associated with the scholarship component of faculty work.
 See CIRP Construct: Scholarly Productivity

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Personally, how important to you is:										
Research										
Essential / Very important	70.5%	70.1%	81.4%	73.0%	71.7%	83.7%	68.2%	68.1%	77.9%	
During the past two years, have you engaged in any of the following activities?										CM Practice
Collaborated with the local community in research/teaching	52.6%	51.2%	45.0%	47.8%	48.0%	41.6%	57.0%	55.1%	50.2%	
Conducted research or writing focused on - International/global issues	31.3%	27.1%	32.0%	31.4%	30.1%	33.3%	31.1%	23.5%	30.1%	
Conducted research or writing focused on - Racial or ethnic minorities	14.9%	19.7%	23.9%	11.7%	17.4%	19.7%	17.9%	22.5%	30.2%	
Conducted research or writing focused on - Women and gender issues	15.6%	19.2%	20.1%	5.1%	13.1%	13.2%	25.2%	26.6%	30.8%	
Engaged undergraduates on your research project	41.7%	43.8%	49.5%	48.2%	48.5%	54.5%	35.8%	38.0%	41.8%	
Worked with undergraduates on a research project	60.3%	61.7%	62.2%	62.8%	66.2%	66.1%	58.0%	56.2%	56.2%	
Engaged in academic research that spans multiple disciplines	60.8%	56.2%	67.8%	62.0%	60.9%	71.5%	59.6%	50.5%	62.0%	
Received funding for your work from - Foundations	13.2%	19.9%	23.2%	11.0%	20.9%	25.3%	15.2%	18.7%	20.1%	
Received funding for your work from - State or federal government	13.2%	26.6%	35.9%	13.2%	28.4%	40.4%	13.2%	24.3%	28.9%	
Received funding for your work from - Business or industry	4.5%	9.1%	13.1%	5.9%	11.1%	16.6%	3.3%	6.7%	7.7%	
Have you engaged in any of the following professional development opportunities at your institution?										
Internal grants for research										
Yes	45.8%	45.9%	50.1%	51.1%	49.0%	52.5%	41.1%	42.3%	46.4%	

2010-11 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice - Scholarship
 HERI Theme

Professional Practice - Scholarship - These items relate to faculty's involvement and opinions about activities associated with the scholarship component of faculty work.
 See CIRP Construct: Scholarly Productivity

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How many of the following have you published?										
Articles in academic or professional journals										Scholarly Productivity
5 or more	41.8%	39.4%	57.3%	56.3%	46.0%	64.7%	28.7%	31.4%	45.8%	
Mean	3.09	3.02	3.88	3.55	3.29	4.25	2.67	2.70	3.33	
Standard deviation	1.61	1.61	1.96	1.66	1.68	1.98	1.44	1.47	1.78	
Significance	-		***	-		***	-		***	
Effect size	-	0.04	-0.40	-	0.15	-0.35	-	-0.02	-0.37	
Chapters in edited volumes										Scholarly Productivity
1 or more	45.7%	42.4%	59.4%	53.3%	44.7%	62.7%	38.9%	39.8%	54.1%	
Mean	1.66	1.67	2.25	1.80	1.75	2.38	1.53	1.58	2.05	
Standard deviation	0.90	0.99	1.41	1.01	1.08	1.47	0.77	0.85	1.29	
Significance	-		***	-		***	-		***	
Effect size	-	-0.01	-0.42	-	0.05	-0.39	-	-0.06	-0.40	
Books, manuals, or monographs										
1 or more	27.1%	29.8%	39.6%	33.0%	32.8%	42.9%	21.5%	26.0%	34.6%	
Mean	1.41	1.42	1.65	1.54	1.48	1.73	1.30	1.35	1.52	
Standard deviation	0.83	0.77	0.99	0.98	0.84	1.06	0.65	0.68	0.86	
Significance	-		***	-		*	-		**	
Effect size	-	-0.01	-0.24	-	0.07	-0.18	-	-0.07	-0.26	
Other, such as patents, or computer software products										
1 or more	8.5%	9.2%	14.7%	11.1%	11.4%	18.8%	6.0%	6.3%	8.3%	
Mean	1.14	1.17	1.28	1.21	1.23	1.36	1.09	1.10	1.14	
Standard deviation	0.55	0.66	0.81	0.69	0.79	0.93	0.38	0.44	0.58	
Significance	-		**	-			-			
Effect size	-	-0.05	-0.17	-	-0.03	-0.16	-	-0.02	-0.09	
How many exhibitions or performances in the fine or applied arts have you presented in the last two years?										
1 or more	15.3%	17.2%	13.8%	13.9%	18.1%	13.4%	16.6%	16.0%	14.6%	
Mean	1.37	1.42	1.34	1.32	1.46	1.35	1.41	1.37	1.33	
Standard deviation	0.99	1.07	1.00	0.95	1.14	1.05	1.02	0.98	0.93	
Significance	-			-			-			
Effect size	-	-0.05	0.03	-	-0.12	-0.03	-	0.04	0.09	

2010-11 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice - Scholarship
 HERI Theme

Professional Practice - Scholarship - These items relate to faculty's involvement and opinions about activities associated with the scholarship component of faculty work.
 See CIRP Construct: Scholarly Productivity

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How many of your professional writings have been published or accepted for publication in the last two years?										Scholarly Productivity
3 or more	29.6%	27.2%	47.8%	37.1%	31.8%	53.1%	22.8%	21.7%	39.8%	
Mean	2.09	2.01	2.57	2.31	2.12	2.72	1.89	1.88	2.33	
Standard deviation	1.06	0.99	1.27	1.14	1.05	1.32	0.95	0.90	1.16	
Significance	-		***	-	*	***	-		***	
Effect size	-	0.08	-0.38	-	0.18	-0.31	-	0.01	-0.38	
Indicate the importance to you personally of each of the following:										
Making a theoretical contribution to science										
Essential / Very important	26.4%	31.5%	42.8%	35.1%	34.2%	47.2%	18.5%	28.3%	36.1%	
Mean	1.93	2.07	2.29	2.13	2.14	2.40	1.74	1.98	2.13	
Standard deviation	0.97	0.95	1.05	1.01	0.97	1.06	0.88	0.92	1.03	
Significance	-	*	***	-		**	-	**	***	
Effect size	-	-0.15	-0.34	-	-0.01	-0.25	-	-0.26	-0.38	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Research and scholarly writing										
5 or more hours	52.1%	42.2%	61.6%	64.1%	46.8%	66.6%	41.4%	36.6%	54.0%	
Mean	2.88	2.68	3.61	3.21	2.82	3.88	2.57	2.51	3.19	
Standard deviation	1.41	1.40	2.04	1.56	1.47	2.12	1.19	1.29	1.83	
Significance	-	*	***	-	**	***	-		***	
Effect size	-	0.14	-0.36	-	0.27	-0.32	-	0.05	-0.34	
Other creative products/performances										
1 or more hours	36.5%	44.9%	41.0%	35.0%	47.8%	42.5%	37.8%	41.5%	38.9%	
Mean	1.55	1.77	1.70	1.47	1.85	1.74	1.61	1.67	1.66	
Standard deviation	1.00	1.18	1.14	0.78	1.26	1.17	1.17	1.07	1.09	
Significance	-	**	*	-	***	**	-			
Effect size	-	-0.19	-0.13	-	-0.30	-0.23	-	-0.06	-0.05	
Do you use your scholarship to address local community needs?										
Yes	43.1%	47.3%	41.0%	36.5%	45.8%	37.4%	49.0%	49.2%	46.5%	CM Practice

Professional Practice - Service - These items relate to faculty's involvement and opinions about activities associated with the service component of faculty work.
 See CIRP Construct: Civic Minded Practice, Civic Minded Values

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Personally, how important to you is:										
Service										
Essential / Very important	61.0%	66.5%	62.3%	46.3%	63.5%	60.3%	74.2%	70.1%	65.3%	
During the past two years, have you engaged in any of the following activities?										Civic Minded Practice
Advised student groups involved in service/volunteer work	38.7%	48.5%	42.3%	33.8%	47.3%	39.7%	43.0%	49.8%	46.3%	
Published op-ed pieces or editorials	13.2%	16.1%	16.6%	20.6%	18.3%	19.0%	6.6%	13.5%	12.9%	
Please indicate the extent to which you:										
Mentor new faculty										
To a great extent / To some extent	77.4%	72.5%	70.9%	80.3%	72.7%	72.0%	74.8%	72.2%	69.2%	
Mean	2.00	1.94	1.92	2.01	1.92	1.93	1.99	1.97	1.91	
Standard deviation	0.67	0.70	0.70	0.64	0.68	0.69	0.70	0.72	0.72	
Significance	-			-			-			
Effect size	-	0.09	0.11	-	0.13	0.12	-	0.03	0.11	
Indicate the importance to you personally of each of the following:										
Mentoring the next generation of scholars										
Essential / Very important	71.5%	75.3%	79.0%	67.9%	71.7%	76.9%	74.8%	79.8%	82.3%	
Mean	3.00	3.09	3.17	2.90	3.01	3.12	3.09	3.19	3.25	
Standard deviation	0.85	0.83	0.81	0.84	0.85	0.83	0.85	0.79	0.78	
Significance	-		***	-		**	-		*	
Effect size	-	-0.11	-0.21	-	-0.13	-0.27	-	-0.13	-0.21	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Advising and counseling of students										
5 or more hours	33.5%	44.8%	40.5%	28.5%	41.7%	39.1%	38.5%	48.4%	42.3%	
Mean	2.38	2.64	2.56	2.31	2.59	2.53	2.44	2.69	2.61	
Standard deviation	0.76	0.98	0.96	0.66	0.95	0.93	0.85	1.00	1.00	
Significance	-	***	**	-	***	**	-	**	*	
Effect size	-	-0.27	-0.19	-	-0.29	-0.24	-	-0.25	-0.17	

Professional Practice - Service - These items relate to faculty's involvement and opinions about activities associated with the service component of faculty work.
 See CIRP Construct: Civic Minded Practice, Civic Minded Values

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Committee work and meetings										
5 or more hours	45.1%	39.1%	37.6%	44.5%	37.1%	36.3%	45.7%	41.7%	39.5%	
Mean	2.58	2.55	2.50	2.46	2.50	2.47	2.69	2.60	2.56	
Standard deviation	1.02	0.93	0.96	0.83	0.91	0.94	1.15	0.95	0.99	
Significance	-			-			-			
Effect size	-	0.03	0.08	-	-0.04	-0.01	-	0.09	0.13	
Other administration										
5 or more hours	23.9%	28.6%	32.0%	22.6%	28.1%	30.9%	25.3%	29.2%	33.3%	
Mean	2.23	2.33	2.39	2.18	2.31	2.35	2.27	2.34	2.46	
Standard deviation	1.43	1.46	1.50	1.37	1.46	1.47	1.49	1.46	1.53	
Significance	-			-			-			
Effect size	-	-0.07	-0.11	-	-0.09	-0.12	-	-0.05	-0.12	
Consultation with clients/patients										
1 or more hours	14.1%	19.7%	18.5%	12.4%	19.2%	18.3%	16.0%	20.2%	18.8%	
Mean	1.25	1.31	1.33	1.16	1.30	1.33	1.32	1.33	1.33	
Standard deviation	0.80	0.80	0.92	0.47	0.77	0.94	1.00	0.82	0.90	
Significance	-			-	*	*	-			
Effect size	-	-0.08	-0.09	-	-0.18	-0.18	-	-0.01	-0.01	
Community or public service										
1 or more hours	65.4%	63.2%	54.7%	58.7%	61.0%	52.2%	71.5%	65.9%	58.5%	Civic Minded Practice
Mean	1.84	1.80	1.69	1.71	1.79	1.67	1.96	1.81	1.73	
Standard deviation	0.92	0.80	0.81	0.82	0.81	0.82	1.00	0.77	0.79	
Significance	-		**	-			-	*	***	
Effect size	-	0.05	0.19	-	-0.10	0.05	-	0.19	0.29	
Do you use your scholarship to address local community needs?										
Yes	43.1%	47.3%	41.0%	36.5%	45.8%	37.4%	49.0%	49.2%	46.5%	CM Practice
Engaged in public service/professional consulting without pay?										
Yes	61.5%	61.5%	59.6%	62.0%	62.3%	60.2%	60.9%	60.6%	58.6%	CM Practice

Institutional Support and Resources - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.
 CIRP Construct: Job Satisfaction-Workplace

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the past two years, have you engaged in any of the following activities?										
Participated in a teaching enhancement workshop	77.8%	68.8%	55.4%	73.0%	63.9%	49.6%	82.1%	74.7%	64.3%	
Have you engaged in any of the following professional development opportunities at your institution?										
Paid workshops outside the institution focused on teaching										
Yes	27.4%	30.7%	21.2%	27.7%	25.8%	18.4%	27.2%	36.5%	25.5%	
Paid sabbatical leave										
Yes	42.5%	24.1%	31.8%	47.4%	27.0%	35.6%	38.0%	20.5%	26.0%	
Travel funds paid by the institution										
Yes	84.0%	80.1%	74.6%	86.9%	79.5%	72.8%	81.5%	80.8%	77.5%	
Internal grants for research										
Yes	45.8%	45.9%	50.1%	51.1%	49.0%	52.5%	41.1%	42.3%	46.4%	
Training for administrative leadership										
Yes	15.6%	15.5%	13.6%	18.2%	16.3%	13.2%	13.2%	14.4%	14.3%	
Received incentives to develop new courses										
Yes	13.5%	25.3%	21.3%	13.9%	24.8%	21.3%	13.2%	25.9%	21.3%	
Received incentives to integrate new technology into your classroom										
Yes	14.6%	21.7%	17.9%	14.6%	21.6%	17.3%	14.6%	21.9%	18.8%	
Have you ever interrupted your professional career for more than one year for family reasons?										
Yes	9.7%	13.7%	11.0%	5.1%	8.2%	6.0%	13.9%	20.3%	18.8%	
Have you ever received an award for outstanding teaching?										
Yes	41.3%	43.1%	43.0%	38.0%	45.2%	45.8%	44.4%	40.7%	38.8%	

Institutional Support and Resources - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.
 CIRP Construct: Job Satisfaction-Workplace

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
Faculty are rewarded for being good teachers										
Very descriptive / Somewhat descriptive	85.0%	73.0%	70.8%	86.8%	72.3%	70.4%	83.5%	74.0%	71.2%	
Mean	2.18	1.92	1.86	2.22	1.90	1.86	2.14	1.93	1.87	
Standard deviation	0.67	0.67	0.66	0.66	0.67	0.66	0.67	0.67	0.65	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.39	0.48	-	0.48	0.55	-	0.31	0.42	
There is respect for the expression of diverse values and beliefs										
Very descriptive / Somewhat descriptive	91.6%	90.2%	90.6%	91.1%	90.5%	90.8%	92.0%	89.6%	90.2%	
Mean	2.27	2.23	2.27	2.32	2.22	2.26	2.23	2.23	2.28	
Standard deviation	0.61	0.61	0.62	0.63	0.60	0.61	0.58	0.62	0.63	
Significance	-			-			-			
Effect size	-	0.07	0.00	-	0.17	0.10	-	0.00	-0.08	
Faculty are rewarded for their efforts to use instructional technology										
Very descriptive / Somewhat descriptive	80.1%	70.9%	67.6%	80.2%	70.4%	68.0%	80.0%	71.7%	67.1%	
Mean	2.09	1.89	1.83	2.11	1.87	1.81	2.08	1.92	1.85	
Standard deviation	0.70	0.68	0.67	0.71	0.67	0.65	0.69	0.69	0.70	
Significance	-	***	***	-	***	***	-	**	***	
Effect size	-	0.29	0.39	-	0.36	0.46	-	0.23	0.33	
Below are some statements about your college or university.										
Indicate the extent to which you agree or disagree with each of the following:										
My research is valued by faculty in my department										
Agree Strongly / Agree somewhat	70.6%	72.6%	75.7%	75.4%	74.8%	78.0%	66.2%	70.0%	72.1%	
Mean	2.82	2.86	2.94	2.90	2.90	2.98	2.74	2.80	2.88	
Standard deviation	0.84	0.85	0.85	0.88	0.84	0.82	0.81	0.86	0.88	
Significance	-		*	-			-			
Effect size	-	-0.05	-0.14	-	0.00	-0.10	-	-0.07	-0.16	

2010-11 HERI Faculty Survey
 Full-time Undergraduate Faculty
Institutional Support and Resources
 HERI Theme

Institutional Support and Resources - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.
 CIRP Construct: Job Satisfaction-Workplace

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
My teaching is valued by faculty in my department										
Agree Strongly / Agree somewhat	89.2%	90.3%	87.6%	88.2%	90.9%	87.6%	90.1%	89.6%	87.7%	
Mean	3.29	3.38	3.28	3.30	3.40	3.28	3.28	3.36	3.28	
Standard deviation	0.73	0.72	0.76	0.73	0.71	0.76	0.73	0.74	0.76	
Significance	-	*		-			-			
Effect size	-	-0.13	0.01	-	-0.14	0.03	-	-0.11	0.00	
There is adequate support for faculty development										
Agree Strongly / Agree somewhat	76.5%	61.2%	63.6%	77.2%	62.5%	65.4%	75.8%	59.8%	60.7%	
Mean	2.93	2.64	2.68	2.93	2.65	2.70	2.92	2.63	2.64	
Standard deviation	0.75	0.84	0.83	0.75	0.82	0.82	0.75	0.87	0.84	
Significance	-	***	***	-	***	**	-	***	***	
Effect size	-	0.35	0.30	-	0.34	0.28	-	0.33	0.33	

2010-11 HERI Faculty Survey
 Full-time Undergraduate Faculty
Goals for Undergraduate Education
 HERI Theme

Goals for Undergraduate Education - These items gauge faculty opinion regarding common goals for undergraduate education.
 See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Develop ability to think critically										
Essential / Very important	99.0%	99.4%	99.3%	99.2%	99.4%	99.3%	98.6%	99.5%	99.3%	
Mean	3.87	3.89	3.88	3.85	3.87	3.86	3.89	3.91	3.91	
Standard deviation	0.39	0.33	0.36	0.38	0.36	0.37	0.40	0.30	0.33	
Significance	-			-			-			
Effect size	-	-0.06	-0.03	-	-0.06	-0.03	-	-0.07	-0.06	
Prepare students for employment after college										
Essential / Very important	81.2%	86.0%	78.6%	80.1%	83.7%	76.7%	82.3%	88.9%	81.5%	
Mean	3.20	3.31	3.14	3.21	3.25	3.10	3.19	3.39	3.20	
Standard deviation	0.78	0.73	0.81	0.79	0.75	0.82	0.77	0.69	0.78	
Significance	-	*		-			-	***		
Effect size	-	-0.15	0.07	-	-0.05	0.13	-	-0.29	-0.01	
Prepare students for graduate or advanced education										
Essential / Very important	73.2%	77.2%	75.0%	68.4%	74.9%	73.5%	77.5%	80.1%	77.4%	
Mean	2.96	3.04	2.99	2.88	2.99	2.96	3.03	3.10	3.04	
Standard deviation	0.75	0.73	0.73	0.77	0.72	0.73	0.72	0.72	0.74	
Significance	-			-			-			
Effect size	-	-0.11	-0.04	-	-0.15	-0.11	-	-0.10	-0.01	
Develop moral character										
Essential / Very important	62.9%	72.2%	67.4%	52.9%	69.7%	64.7%	72.1%	75.2%	71.9%	UG Ed Goal:
Mean	2.84	3.02	2.92	2.63	2.94	2.84	3.04	3.12	3.04	Personal
Standard deviation	0.88	0.84	0.88	0.89	0.83	0.88	0.83	0.83	0.88	Develop-
Significance	-	***		-	***	**	-			ment
Effect size	-	-0.21	-0.09	-	-0.37	-0.24	-	-0.10	0.00	
Provide for students' emotional development										
Essential / Very important	49.2%	53.4%	48.9%	38.2%	47.9%	43.1%	59.2%	60.1%	58.0%	UG Ed Goal:
Mean	2.54	2.65	2.55	2.35	2.53	2.43	2.72	2.79	2.72	Personal
Standard deviation	0.91	0.88	0.88	0.90	0.86	0.86	0.89	0.88	0.88	Develop-
Significance	-	*		-	*		-			ment
Effect size	-	-0.13	-0.01	-	-0.21	-0.09	-	-0.08	0.00	

2010-11 HERI Faculty Survey
 Full-time Undergraduate Faculty
Goals for Undergraduate Education
 HERI Theme

Goals for Undergraduate Education - These items gauge faculty opinion regarding common goals for undergraduate education.
 See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Teach students the classic works of Western civilization										
Essential / Very important	24.1%	26.7%	26.7%	27.2%	29.4%	28.3%	21.1%	23.4%	24.2%	
Mean	1.96	2.06	2.03	2.01	2.11	2.06	1.92	2.01	1.99	
Standard deviation	0.89	0.92	0.92	0.93	0.94	0.94	0.86	0.88	0.89	
Significance	-			-			-			
Effect size	-	-0.11	-0.08	-	-0.11	-0.05	-	-0.10	-0.08	
Help students develop personal values										
Essential / Very important	62.9%	68.1%	62.3%	51.5%	65.3%	58.2%	73.5%	71.5%	68.9%	UG Ed Goal: Personal Develop- ment
Mean	2.77	2.94	2.82	2.56	2.88	2.74	2.96	3.00	2.94	
Standard deviation	0.91	0.86	0.89	0.87	0.88	0.89	0.91	0.84	0.87	
Significance	-	**		-	***	*	-			
Effect size	-	-0.20	-0.06	-	-0.36	-0.20	-	-0.05	0.02	
Enhance students' self-understanding										
Essential / Very important	72.4%	75.1%	68.8%	64.5%	72.3%	64.6%	79.6%	78.4%	75.4%	UG Ed Goal: Personal Develop- ment
Mean	2.99	3.08	2.94	2.83	3.02	2.84	3.13	3.16	3.09	
Standard deviation	0.90	0.84	0.89	0.89	0.87	0.89	0.89	0.81	0.86	
Significance	-			-	*		-			
Effect size	-	-0.11	0.06	-	-0.22	-0.01	-	-0.04	0.05	
Instill in students a commitment to community service										
Essential / Very important	47.0%	52.9%	44.3%	32.4%	45.6%	38.3%	60.6%	61.7%	53.9%	Civic Minded Values
Mean	2.47	2.59	2.44	2.16	2.45	2.31	2.75	2.76	2.63	
Standard deviation	0.92	0.89	0.91	0.87	0.90	0.89	0.88	0.85	0.89	
Significance	-	*		-	***		-			
Effect size	-	-0.13	0.03	-	-0.32	-0.17	-	-0.01	0.13	
Enhance students' knowledge of and appreciation for other racial/ethnic groups										
Essential / Very important	69.8%	74.1%	69.5%	55.6%	66.1%	60.7%	83.0%	83.7%	83.1%	
Mean	2.99	3.08	2.98	2.69	2.89	2.77	3.27	3.32	3.31	
Standard deviation	0.88	0.90	0.92	0.90	0.94	0.94	0.77	0.79	0.80	
Significance	-			-	*		-			
Effect size	-	-0.10	0.01	-	-0.21	-0.09	-	-0.06	-0.05	

Goals for Undergraduate Education - These items gauge faculty opinion regarding common goals for undergraduate education.
 See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Help master knowledge in a discipline										
Essential / Very important	91.5%	94.1%	93.6%	89.6%	93.6%	93.2%	93.2%	94.8%	94.2%	
Mean	3.42	3.53	3.52	3.38	3.49	3.50	3.46	3.57	3.54	
Standard deviation	0.68	0.61	0.63	0.69	0.62	0.63	0.66	0.60	0.62	
Significance	-	**	**	-	*	*	-	*		
Effect size	-	-0.18	-0.16	-	-0.18	-0.19	-	-0.18	-0.13	
Develop creative capacities										
Essential / Very important	75.4%	79.2%	80.1%	71.6%	79.7%	80.0%	78.9%	78.6%	80.4%	
Mean	3.05	3.15	3.16	2.97	3.16	3.17	3.12	3.13	3.16	
Standard deviation	0.82	0.80	0.79	0.79	0.80	0.78	0.84	0.79	0.79	
Significance	-	*	*	-	**	**	-			
Effect size	-	-0.13	-0.14	-	-0.24	-0.26	-	-0.01	-0.05	
Instill a basic appreciation of the liberal arts										
Essential / Very important	70.9%	68.4%	62.7%	66.6%	66.7%	59.9%	74.8%	70.5%	67.2%	
Mean	3.00	2.93	2.81	2.91	2.91	2.76	3.08	2.96	2.90	
Standard deviation	0.87	0.90	0.92	0.88	0.91	0.92	0.85	0.88	0.91	
Significance	-		***	-			-		*	
Effect size	-	0.08	0.21	-	0.00	0.16	-	0.14	0.20	
Promote ability to write effectively										
Essential / Very important	93.2%	93.5%	91.0%	92.6%	91.7%	88.8%	93.8%	95.6%	94.4%	
Mean	3.51	3.53	3.47	3.42	3.45	3.39	3.60	3.62	3.58	
Standard deviation	0.65	0.64	0.69	0.65	0.67	0.72	0.65	0.58	0.63	
Significance	-			-			-			
Effect size	-	-0.03	0.06	-	-0.04	0.04	-	-0.03	0.03	
Help students evaluate the quality and reliability of information										
Essential / Very important	95.4%	96.2%	95.7%	93.4%	94.6%	95.0%	97.3%	98.2%	96.7%	
Mean	3.52	3.60	3.58	3.44	3.54	3.52	3.60	3.68	3.67	
Standard deviation	0.59	0.57	0.60	0.62	0.62	0.61	0.54	0.51	0.56	
Significance	-	*		-			-			
Effect size	-	-0.14	-0.10	-	-0.16	-0.13	-	-0.16	-0.13	

Goals for Undergraduate Education - These items gauge faculty opinion regarding common goals for undergraduate education.
 See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Engage students in civil discourse around controversial issues										
Essential / Very important	67.4%	68.6%	66.2%	60.0%	64.9%	60.6%	74.1%	73.2%	74.9%	
Mean	2.91	2.96	2.88	2.76	2.88	2.76	3.05	3.06	3.06	
Standard deviation	0.96	0.92	0.94	0.93	0.94	0.95	0.97	0.87	0.89	
Significance	-			-			-			
Effect size	-	-0.05	0.03	-	-0.13	0.00	-	-0.01	-0.01	
Teach students tolerance and respect for different beliefs										
Essential / Very important	78.8%	83.4%	78.4%	67.5%	78.2%	72.0%	89.2%	89.7%	88.4%	
Mean	3.23	3.32	3.20	3.00	3.16	3.02	3.44	3.51	3.47	
Standard deviation	0.84	0.82	0.87	0.88	0.88	0.90	0.74	0.70	0.75	
Significance	-			-	*		-			
Effect size	-	-0.11	0.03	-	-0.18	-0.02	-	-0.10	-0.04	
Encourage students to become agents of social change										
Essential / Very important	52.8%	56.7%	51.0%	37.0%	46.3%	41.3%	67.4%	69.1%	66.2%	
Mean	2.64	2.70	2.56	2.29	2.49	2.36	2.96	2.96	2.89	
Standard deviation	0.99	0.98	1.00	0.90	0.98	0.98	0.96	0.92	0.95	
Significance	-			-	*		-			
Effect size	-	-0.06	0.08	-	-0.20	-0.07	-	0.00	0.07	

Goals for Undergraduate Education - These items gauge faculty opinion regarding common goals for undergraduate education.
 See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
This institution takes responsibility for educating underprepared students										
Agree strongly / Agree somewhat	75.1%	70.2%	63.6%	73.6%	70.7%	64.5%	76.7%	69.6%	62.1%	
Mean	2.84	2.83	2.69	2.85	2.84	2.71	2.83	2.82	2.66	
Standard deviation	0.68	0.81	0.79	0.69	0.80	0.77	0.67	0.83	0.82	
Significance	-		**	-		*	-		*	
Effect size	-	0.01	0.19	-	0.01	0.18	-	0.01	0.21	
Indicate how important you believe each priority listed below is at your college or university?										
To promote the intellectual development of students										
Highest priority / High priority	87.1%	78.2%	79.5%	86.7%	78.2%	79.9%	87.3%	78.3%	78.9%	
Mean	3.30	3.12	3.12	3.33	3.11	3.12	3.27	3.13	3.12	
Standard deviation	0.74	0.84	0.81	0.76	0.85	0.80	0.73	0.82	0.81	
Significance	-	***	***	-	**	**	-	*	*	
Effect size	-	0.21	0.22	-	0.26	0.26	-	0.17	0.19	
To develop leadership ability among students										
Highest priority / High priority	51.8%	49.4%	48.5%	47.0%	48.2%	47.7%	56.0%	50.7%	49.9%	
Mean	2.57	2.50	2.48	2.50	2.47	2.45	2.63	2.54	2.51	
Standard deviation	0.77	0.82	0.84	0.74	0.80	0.83	0.80	0.83	0.85	
Significance	-			-			-			
Effect size	-	0.09	0.11	-	0.04	0.06	-	0.11	0.14	

Goals for Undergraduate Education - These items gauge faculty opinion regarding common goals for undergraduate education.
 See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges should encourage students to be involved in community service activities										Civic Minded Values
Agree strongly / Agree somewhat	90.3%	90.1%	86.8%	83.8%	87.5%	83.5%	96.1%	93.2%	91.8%	
Mean	3.20	3.20	3.13	2.99	3.13	3.05	3.40	3.29	3.26	
Standard deviation	0.64	0.65	0.68	0.63	0.66	0.70	0.59	0.62	0.63	
Significance	-			-	*		-	*	**	
Effect size	-	0.00	0.10	-	-0.21	-0.09	-	0.18	0.22	
Colleges should be concerned with facilitating undergraduate students' spiritual development										
Agree strongly / Agree somewhat	23.7%	28.2%	25.7%	26.7%	29.5%	26.5%	21.2%	26.7%	24.4%	
Mean	1.87	1.95	1.91	1.90	1.96	1.92	1.83	1.94	1.89	
Standard deviation	0.86	0.88	0.89	0.86	0.89	0.91	0.87	0.86	0.87	
Significance	-			-			-			
Effect size	-	-0.09	-0.04	-	-0.07	-0.02	-	-0.13	-0.07	

Diversity

HERI Theme

Diversity - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you personally of each of the following:										
Helping to promote racial understanding										
Essential / Very important	68.1%	73.6%	71.8%	56.2%	68.3%	65.5%	78.8%	80.1%	81.5%	Social Agency
Mean	2.98	3.06	3.01	2.74	2.91	2.85	3.19	3.23	3.24	
Standard deviation	0.93	0.88	0.88	0.87	0.92	0.90	0.92	0.81	0.79	
Significance	-			-	*		-			
Effect size	-	-0.09	-0.03	-	-0.18	-0.12	-	-0.05	-0.06	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Enhance students' knowledge of and appreciation for other racial/ethnic groups										
Essential / Very important	69.8%	74.1%	69.5%	55.6%	66.1%	60.7%	83.0%	83.7%	83.1%	
Mean	2.99	3.08	2.98	2.69	2.89	2.77	3.27	3.32	3.31	
Standard deviation	0.88	0.90	0.92	0.90	0.94	0.94	0.77	0.79	0.80	
Significance	-			-	*		-			
Effect size	-	-0.10	0.01	-	-0.21	-0.09	-	-0.06	-0.05	
Teach students tolerance and respect for different beliefs										
Essential / Very important	78.8%	83.4%	78.4%	67.5%	78.2%	72.0%	89.2%	89.7%	88.4%	
Mean	3.23	3.32	3.20	3.00	3.16	3.02	3.44	3.51	3.47	
Standard deviation	0.84	0.82	0.87	0.88	0.88	0.90	0.74	0.70	0.75	
Significance	-			-	*		-			
Effect size	-	-0.11	0.03	-	-0.18	-0.02	-	-0.10	-0.04	
Indicate how well each of the following describes your college or university:										
There is respect for the expression of diverse values and beliefs										
Very descriptive / Somewhat descriptive	91.6%	90.2%	90.6%	91.1%	90.5%	90.8%	92.0%	89.6%	90.2%	
Mean	2.27	2.23	2.27	2.32	2.22	2.26	2.23	2.23	2.28	
Standard deviation	0.61	0.61	0.62	0.63	0.60	0.61	0.58	0.62	0.63	
Significance	-			-			-			
Effect size	-	0.07	0.00	-	0.17	0.10	-	0.00	-0.08	

Diversity

HERI Theme

Diversity - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
The administration is open about its policies										
Very descriptive / Somewhat descriptive	84.9%	71.4%	70.5%	85.3%	70.8%	69.7%	84.7%	72.1%	71.8%	
Mean	2.11	1.92	1.88	2.12	1.91	1.87	2.11	1.93	1.89	
Standard deviation	0.63	0.70	0.67	0.63	0.70	0.67	0.64	0.69	0.67	
Significance	-	***	***	-	***	***	-	**	***	
Effect size	-	0.27	0.34	-	0.30	0.37	-	0.26	0.33	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Racial and ethnic diversity should be more strongly reflected in the curriculum										
Agree strongly / Agree somewhat	55.1%	56.7%	51.1%	45.2%	49.4%	44.2%	64.0%	65.4%	61.8%	
Mean	2.61	2.64	2.56	2.43	2.50	2.42	2.78	2.81	2.78	
Standard deviation	0.79	0.84	0.85	0.73	0.85	0.84	0.82	0.80	0.82	
Significance	-			-			-			
Effect size	-	-0.04	0.06	-	-0.08	0.01	-	-0.04	0.00	
This institution should hire more faculty of color										
Agree strongly / Agree somewhat	72.1%	66.9%	71.0%	66.7%	63.1%	66.8%	77.1%	71.2%	77.4%	
Mean	2.90	2.78	2.89	2.75	2.68	2.77	3.03	2.91	3.07	
Standard deviation	0.79	0.82	0.84	0.79	0.83	0.85	0.78	0.80	0.79	
Significance	-	*		-			-			
Effect size	-	0.15	0.01	-	0.08	-0.02	-	0.15	-0.05	
This institution should hire more women faculty										
Agree strongly / Agree somewhat	59.9%	52.7%	61.6%	52.6%	47.2%	56.9%	66.4%	59.5%	68.9%	
Mean	2.67	2.55	2.72	2.49	2.43	2.62	2.83	2.70	2.88	
Standard deviation	0.77	0.80	0.84	0.77	0.80	0.85	0.74	0.78	0.79	
Significance	-	*		-			-	*		
Effect size	-	0.15	-0.06	-	0.08	-0.15	-	0.17	-0.06	

Diversity

HERI Theme

Diversity - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

Grand Valley State University

Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

Faculty here are strongly interested in the academic problems of undergraduates

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Agree strongly / Agree somewhat	90.2%	90.9%	84.2%	87.5%	91.6%	84.5%	92.6%	90.1%	83.7%	
Mean	3.29	3.30	3.14	3.25	3.28	3.13	3.32	3.31	3.15	
Standard deviation	0.64	0.68	0.72	0.69	0.67	0.71	0.61	0.69	0.73	
Significance	-		***	-			-		**	
Effect size	-	-0.01	0.21	-	-0.04	0.17	-	0.01	0.23	

There is a lot of campus racial conflict here

Agree strongly / Agree somewhat	10.2%	8.1%	8.9%	8.1%	7.3%	7.0%	12.0%	9.1%	11.6%	
Mean	1.64	1.55	1.56	1.57	1.50	1.50	1.70	1.60	1.67	
Standard deviation	0.68	0.68	0.69	0.64	0.66	0.65	0.71	0.69	0.72	
Significance	-	*		-			-			
Effect size	-	0.13	0.12	-	0.11	0.11	-	0.14	0.04	

Faculty of color are treated fairly here

Agree strongly / Agree somewhat	89.4%	91.1%	90.7%	92.7%	92.5%	92.3%	86.5%	89.5%	88.2%	
Mean	3.25	3.38	3.34	3.38	3.43	3.40	3.13	3.32	3.24	
Standard deviation	0.68	0.70	0.69	0.62	0.68	0.67	0.72	0.73	0.71	
Significance	-	**	*	-			-	**		
Effect size	-	-0.19	-0.13	-	-0.07	-0.03	-	-0.26	-0.15	

Women faculty are treated fairly here

Agree strongly / Agree somewhat	86.4%	88.4%	88.4%	94.1%	93.3%	92.9%	79.3%	82.5%	81.3%	
Mean	3.27	3.35	3.32	3.49	3.49	3.45	3.06	3.17	3.11	
Standard deviation	0.73	0.74	0.75	0.61	0.65	0.67	0.76	0.80	0.81	
Significance	-			-			-			
Effect size	-	-0.11	-0.07	-	0.00	0.06	-	-0.14	-0.06	

Diversity

HERI Theme

Diversity - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Gay and lesbian faculty are treated fairly here										
Agree strongly / Agree somewhat	87.0%	90.1%	89.0%	90.4%	92.0%	90.6%	83.9%	87.8%	86.5%	
Mean	3.18	3.31	3.28	3.32	3.38	3.35	3.05	3.22	3.18	
Standard deviation	0.71	0.72	0.73	0.66	0.70	0.72	0.73	0.75	0.74	
Significance	-	**	*	-			-	**	*	
Effect size	-	-0.18	-0.14	-	-0.09	-0.04	-	-0.23	-0.18	
My values are congruent with the dominant institutional values										
Agree strongly / Agree somewhat	78.3%	74.1%	71.3%	77.2%	73.3%	71.3%	79.3%	75.3%	71.2%	
Mean	2.95	2.86	2.82	2.92	2.84	2.82	2.97	2.89	2.82	
Standard deviation	0.74	0.78	0.80	0.74	0.78	0.78	0.74	0.78	0.83	
Significance	-		**	-			-		*	
Effect size	-	0.12	0.16	-	0.10	0.13	-	0.10	0.18	
This institution takes responsibility for educating underprepared students										
Agree strongly / Agree somewhat	75.1%	70.2%	63.6%	73.6%	70.7%	64.5%	76.7%	69.6%	62.1%	
Mean	2.84	2.83	2.69	2.85	2.84	2.71	2.83	2.82	2.66	
Standard deviation	0.68	0.81	0.79	0.69	0.80	0.77	0.67	0.83	0.82	
Significance	-		**	-		*	-		*	
Effect size	-	0.01	0.19	-	0.01	0.18	-	0.01	0.21	

Diversity

HERI Theme

Diversity - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To develop a sense of community among students and faculty										
Highest priority / High priority	56.2%	54.6%	50.0%	57.4%	52.5%	49.4%	55.1%	57.1%	51.1%	
Mean	2.58	2.54	2.48	2.56	2.52	2.47	2.59	2.57	2.49	
Standard deviation	0.81	0.82	0.84	0.81	0.81	0.82	0.81	0.82	0.86	
Significance	-		*	-			-			
Effect size	-	0.05	0.12	-	0.05	0.11	-	0.02	0.12	
To recruit more minority students										
Highest priority / High priority	48.4%	47.7%	46.9%	50.7%	47.9%	46.7%	46.3%	47.4%	47.1%	Institutional Priority: Commitment to Diversity
Mean	2.45	2.45	2.43	2.49	2.44	2.43	2.41	2.46	2.43	
Standard deviation	0.76	0.84	0.81	0.70	0.83	0.80	0.81	0.85	0.84	
Significance	-			-			-			
Effect size	-	0.00	0.02	-	0.06	0.08	-	-0.06	-0.02	
To create a diverse multi-cultural campus environment										
Highest priority / High priority	54.5%	50.1%	49.7%	52.2%	50.2%	50.1%	56.6%	50.0%	49.2%	Institutional Priority: Commitment to Diversity
Mean	2.63	2.49	2.50	2.58	2.48	2.50	2.67	2.50	2.50	
Standard deviation	0.82	0.88	0.87	0.79	0.86	0.85	0.84	0.90	0.89	
Significance	-	**	*	-			-	*	*	
Effect size	-	0.16	0.15	-	0.12	0.09	-	0.19	0.19	
To promote gender equity among faculty										
Highest priority / High priority	54.7%	45.1%	47.3%	66.9%	53.0%	54.8%	43.6%	35.6%	35.8%	
Mean	2.54	2.37	2.41	2.74	2.52	2.55	2.37	2.18	2.19	
Standard deviation	0.82	0.88	0.87	0.75	0.83	0.82	0.85	0.90	0.91	
Significance	-	**	*	-	**	**	-	*	*	
Effect size	-	0.19	0.15	-	0.27	0.23	-	0.21	0.20	

Diversity

HERI Theme

Diversity - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To increase the representation of minorities in the faculty and administration										
Highest priority / High priority	46.7%	38.2%	40.2%	51.5%	38.4%	41.1%	42.3%	38.0%	38.9%	Institutional Priority: Commitment to Diversity
Mean	2.45	2.28	2.32	2.52	2.29	2.34	2.38	2.27	2.29	
Standard deviation	0.76	0.85	0.83	0.75	0.83	0.80	0.77	0.87	0.87	
Significance	-	***	**	-	**	**	-	-	-	
Effect size	-	0.20	0.16	-	0.28	0.23	-	0.13	0.10	
To develop an appreciation for multiculturalism										
Highest priority / High priority	65.4%	49.5%	47.6%	61.1%	49.7%	48.1%	69.3%	49.4%	46.9%	Institutional Priority: Commitment to Diversity
Mean	2.77	2.50	2.47	2.67	2.48	2.47	2.85	2.52	2.46	
Standard deviation	0.80	0.87	0.85	0.76	0.85	0.83	0.83	0.89	0.89	
Significance	-	***	***	-	*	**	-	***	***	
Effect size	-	0.31	0.35	-	0.22	0.24	-	0.37	0.44	
Please indicate your agreement with each of the following statements:										
Promoting diversity leads to the admission of too many underprepared students										
Agree strongly / Agree somewhat	23.1%	27.5%	25.1%	28.7%	31.5%	29.3%	18.1%	22.6%	18.8%	
Mean	1.95	2.03	1.97	2.16	2.14	2.09	1.77	1.90	1.79	
Standard deviation	0.82	0.85	0.84	0.79	0.87	0.84	0.81	0.82	0.80	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.09	-0.02	-	0.02	0.08	-	-0.16	-0.03	
A racially/ethnically diverse student body enhances the educational experience of all students										
Agree strongly / Agree somewhat	95.5%	94.2%	94.3%	92.7%	91.6%	92.1%	98.1%	97.1%	97.9%	
Mean	3.57	3.49	3.50	3.45	3.40	3.39	3.69	3.60	3.66	
Standard deviation	0.60	0.65	0.64	0.68	0.71	0.68	0.51	0.55	0.53	
Significance	-	*	-	-	-	-	-	-	-	
Effect size	-	0.12	0.11	-	0.07	0.09	-	0.16	0.06	

Diversity

HERI Theme

Diversity - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges should prohibit racist/sexist speech on campus										
Agree strongly / Agree somewhat	57.7%	62.0%	61.2%	45.6%	55.1%	56.0%	68.9%	70.4%	69.2%	
Mean	2.75	2.83	2.81	2.53	2.66	2.68	2.95	3.04	3.01	
Standard deviation	1.03	1.03	1.03	1.04	1.05	1.04	0.97	0.97	0.98	
Significance	-			-			-			
Effect size	-	-0.08	-0.06	-	-0.12	-0.14	-	-0.09	-0.06	
This institution should not offer remedial/developmental education										
Agree strongly / Agree somewhat	16.7%	23.7%	22.7%	25.7%	26.5%	26.2%	8.6%	20.3%	17.4%	
Mean	1.89	1.93	1.96	2.13	2.01	2.05	1.67	1.84	1.81	
Standard deviation	0.78	0.89	0.85	0.84	0.90	0.86	0.65	0.86	0.81	
Significance	-			-			-	*	*	
Effect size	-	-0.04	-0.08	-	0.13	0.09	-	-0.20	-0.17	

Satisfaction

HERI Theme

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the past two years, have you:										
Considered early retirement?										
Yes	17.7%	23.3%	20.1%	17.5%	23.5%	20.5%	17.9%	23.0%	19.5%	
Considered leaving academe for another job?										
Yes	32.6%	35.3%	32.3%	30.7%	33.2%	30.0%	34.4%	37.9%	35.9%	
Considered leaving this institution for another?										
Yes	44.4%	47.1%	48.5%	44.5%	47.9%	48.8%	44.4%	46.1%	47.9%	
If you were to begin your career again, would you:										
Still want to come to this institution?										
Definitely yes / Probably yes	71.6%	65.8%	70.5%	67.1%	65.7%	70.6%	75.5%	66.0%	70.3%	
Mean	3.98	3.79	3.89	3.92	3.77	3.89	4.03	3.82	3.89	
Standard deviation	1.10	1.16	1.13	1.12	1.15	1.13	1.08	1.18	1.14	
Significance	-	**		-			-	*		
Effect size	-	0.16	0.08	-	0.13	0.03	-	0.18	0.12	
Still want to be a college professor?										
Definitely yes / Probably yes	87.5%	88.0%	87.7%	89.1%	89.3%	88.8%	86.1%	86.7%	86.1%	
Mean	4.44	4.47	4.45	4.47	4.49	4.49	4.40	4.45	4.39	
Standard deviation	0.82	0.82	0.81	0.75	0.80	0.79	0.89	0.84	0.83	
Significance	-			-			-			
Effect size	-	-0.04	-0.01	-	-0.03	-0.03	-	-0.06	0.01	
How satisfied are you with the following aspects of your job?										
Salary										Job
Very satisfied / Satisfied	51.4%	43.7%	50.1%	54.8%	43.6%	51.2%	48.4%	44.0%	48.4%	Satisfaction:
Mean	2.44	2.30	2.41	2.53	2.30	2.44	2.36	2.30	2.37	Compen-
Standard deviation	0.86	0.92	0.92	0.92	0.92	0.92	0.80	0.91	0.92	sation
Significance	-	*		-	**		-			
Effect size	-	0.15	0.03	-	0.25	0.10	-	0.07	-0.01	

Satisfaction

HERI Theme

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Health benefits										
Very satisfied / Satisfied	66.7%	75.1%	75.0%	67.9%	73.1%	73.6%	65.6%	77.5%	77.3%	
Mean	2.75	2.92	2.92	2.81	2.90	2.90	2.70	2.96	2.96	
Standard deviation	0.81	0.81	0.81	0.91	0.83	0.82	0.71	0.78	0.78	
Significance	-	***	***	-			-	***	***	
Effect size	-	-0.21	-0.21	-	-0.11	-0.11	-	-0.33	-0.33	
Retirement benefits										
Very satisfied / Satisfied	73.4%	70.4%	70.8%	71.3%	69.6%	71.3%	75.3%	71.2%	70.1%	Job Satisfaction: Compensation
Mean	2.85	2.81	2.82	2.87	2.80	2.83	2.84	2.83	2.81	
Standard deviation	0.85	0.79	0.79	0.90	0.79	0.79	0.80	0.78	0.80	
Significance	-			-			-			
Effect size	-	0.05	0.04	-	0.09	0.05	-	0.01	0.04	
Opportunity for scholarly pursuits										
Very satisfied / Satisfied	58.7%	48.4%	61.5%	57.3%	52.0%	65.7%	59.9%	44.1%	54.7%	Job Satisfaction: Compensation
Mean	2.54	2.28	2.59	2.57	2.31	2.64	2.51	2.24	2.52	
Standard deviation	0.87	0.94	0.90	0.89	0.94	0.89	0.86	0.94	0.92	
Significance	-	***		-	**		-	***		
Effect size	-	0.28	-0.06	-	0.28	-0.08	-	0.29	-0.01	
Teaching load										
Very satisfied / Satisfied	60.4%	46.0%	60.9%	62.0%	48.0%	62.7%	59.1%	43.5%	57.9%	Job Satisfaction: Compensation
Mean	2.54	2.28	2.59	2.57	2.31	2.64	2.51	2.24	2.52	
Standard deviation	0.87	0.94	0.90	0.89	0.94	0.89	0.86	0.94	0.92	
Significance	-	***		-	**		-	***		
Effect size	-	0.28	-0.06	-	0.28	-0.08	-	0.29	-0.01	
Quality of students										
Very satisfied / Satisfied	66.7%	43.1%	54.2%	59.1%	40.6%	51.4%	73.5%	46.2%	58.6%	
Mean	2.68	2.28	2.51	2.59	2.24	2.47	2.77	2.34	2.58	
Standard deviation	0.78	0.86	0.86	0.86	0.87	0.88	0.70	0.84	0.84	
Significance	-	***	***	-	***		-	***	**	
Effect size	-	0.47	0.20	-	0.40	0.14	-	0.51	0.23	

Satisfaction

HERI Theme

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Office/lab space										
Very satisfied / Satisfied	68.3%	69.7%	70.8%	69.9%	69.4%	70.5%	66.9%	70.0%	71.2%	
Mean	2.79	2.77	2.83	2.87	2.76	2.81	2.72	2.78	2.86	
Standard deviation	1.03	0.92	0.91	0.99	0.90	0.90	1.06	0.94	0.93	
Significance	-			-			-			
Effect size	-	0.02	-0.04	-	0.12	0.07	-	-0.06	-0.15	
Autonomy and independence										
Very satisfied / Satisfied	86.5%	83.1%	86.2%	89.1%	83.2%	87.0%	84.1%	83.1%	84.9%	Job Satisfaction: Workplace
Mean	3.22	3.14	3.25	3.30	3.15	3.27	3.14	3.12	3.22	
Standard deviation	0.79	0.77	0.76	0.78	0.79	0.75	0.79	0.75	0.78	
Significance	-			-	*		-			
Effect size	-	0.10	-0.04	-	0.19	0.04	-	0.03	-0.10	
Professional relationships with other faculty										
Very satisfied / Satisfied	72.9%	76.6%	76.4%	75.9%	76.4%	76.8%	70.2%	76.7%	75.7%	Job Satisfaction: Workplace
Mean	2.92	2.97	2.98	3.00	2.96	2.98	2.85	2.98	2.98	
Standard deviation	0.85	0.84	0.86	0.85	0.83	0.86	0.85	0.85	0.87	
Significance	-			-			-			
Effect size	-	-0.06	-0.07	-	0.05	0.02	-	-0.15	-0.15	
Social relationships with other faculty										
Very satisfied / Satisfied	69.6%	68.6%	64.9%	72.1%	67.6%	63.8%	67.4%	69.6%	66.7%	
Mean	2.74	2.79	2.72	2.80	2.76	2.69	2.69	2.84	2.77	
Standard deviation	0.89	0.86	0.87	0.89	0.86	0.86	0.89	0.87	0.89	
Significance	-			-			-	*		
Effect size	-	-0.06	0.02	-	0.05	0.13	-	-0.17	-0.09	
Competency of colleagues										
Very satisfied / Satisfied	79.1%	76.2%	79.0%	76.6%	75.9%	78.7%	81.4%	76.4%	79.6%	Job Satisfaction: Workplace
Mean	2.98	2.92	3.02	2.96	2.91	3.00	2.99	2.94	3.05	
Standard deviation	0.81	0.81	0.81	0.85	0.80	0.80	0.78	0.82	0.81	
Significance	-			-			-			
Effect size	-	0.07	-0.05	-	0.06	-0.05	-	0.06	-0.07	

Satisfaction

HERI Theme

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Job security										Job Satisfaction: Compensation
Very satisfied / Satisfied	81.6%	69.5%	73.3%	85.4%	71.8%	76.8%	78.0%	66.9%	68.0%	
Mean	3.08	2.84	2.93	3.23	2.89	3.01	2.95	2.78	2.82	
Standard deviation	0.83	0.93	0.94	0.82	0.92	0.92	0.83	0.93	0.96	
Significance	-	***	**	-	***	**	-	*		
Effect size	-	0.26	0.16	-	0.37	0.24	-	0.18	0.14	
Departmental leadership										Job Satisfaction: Workplace
Very satisfied / Satisfied	67.2%	70.0%	67.5%	76.5%	73.0%	68.7%	58.8%	66.3%	65.8%	
Mean	2.82	2.85	2.81	3.04	2.92	2.83	2.62	2.77	2.78	
Standard deviation	1.03	0.99	1.03	0.96	0.96	1.02	1.05	1.02	1.04	
Significance	-			-		*	-			
Effect size	-	-0.03	0.01	-	0.13	0.21	-	-0.15	-0.15	
Course assignments										Job Satisfaction: Workplace
Very satisfied / Satisfied	80.2%	82.2%	82.5%	77.4%	81.8%	82.4%	82.9%	82.9%	82.6%	
Mean	3.06	3.05	3.06	3.06	3.05	3.05	3.06	3.05	3.07	
Standard deviation	0.78	0.76	0.74	0.79	0.77	0.73	0.77	0.75	0.76	
Significance	-			-			-			
Effect size	-	0.01	0.00	-	0.01	0.01	-	0.01	-0.01	
Freedom to determine course content										
Very satisfied / Satisfied	89.0%	91.0%	92.0%	91.2%	92.2%	92.8%	86.8%	89.3%	90.8%	
Mean	3.35	3.40	3.43	3.43	3.44	3.45	3.26	3.35	3.40	
Standard deviation	0.73	0.69	0.69	0.65	0.67	0.68	0.79	0.70	0.71	
Significance	-			-			-		*	
Effect size	-	-0.07	-0.12	-	-0.01	-0.03	-	-0.13	-0.20	
Availability of child care at this institution										
Very satisfied / Satisfied	49.2%	35.7%	30.2%	53.3%	36.9%	33.4%	45.2%	34.6%	26.2%	
Mean	2.26	1.98	1.86	2.40	2.01	1.94	2.13	1.94	1.75	
Standard deviation	1.06	1.09	1.03	1.04	1.11	1.03	1.09	1.08	1.02	
Significance	-		**	-		*	-		*	
Effect size	-	0.26	0.39	-	0.35	0.45	-	0.18	0.37	

Satisfaction

HERI Theme

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Prospects for career advancement										Job Satisfaction: Compensation
Very satisfied / Satisfied	57.6%	50.8%	54.5%	61.1%	50.8%	55.9%	54.6%	50.7%	52.4%	
Mean	2.49	2.38	2.46	2.54	2.38	2.48	2.44	2.38	2.42	
Standard deviation	0.92	0.89	0.91	0.95	0.89	0.91	0.89	0.88	0.92	
Significance	-	*		-			-			
Effect size	-	0.12	0.03	-	0.18	0.07	-	0.07	0.02	
Clerical/administrative support										
Very satisfied / Satisfied	66.8%	63.2%	56.4%	67.9%	65.9%	57.7%	65.8%	60.0%	54.3%	
Mean	2.83	2.68	2.55	2.85	2.73	2.59	2.81	2.62	2.50	
Standard deviation	0.99	0.95	0.98	0.98	0.92	0.95	1.00	0.97	1.01	
Significance	-	**	***	-		**	-	*	***	
Effect size	-	0.16	0.29	-	0.13	0.27	-	0.20	0.31	
Overall job satisfaction										
Very satisfied / Satisfied	75.6%	73.2%	74.7%	76.4%	74.2%	75.7%	74.9%	72.0%	73.2%	
Mean	2.86	2.84	2.89	2.93	2.86	2.91	2.80	2.81	2.86	
Standard deviation	0.81	0.77	0.77	0.82	0.78	0.78	0.80	0.75	0.75	
Significance	-			-			-			
Effect size	-	0.03	-0.04	-	0.09	0.03	-	-0.01	-0.08	
Tuition remission for your children/dependents										
Very satisfied / Satisfied	67.1%	52.0%	62.9%	60.8%	48.6%	62.2%	73.3%	56.8%	64.2%	
Mean	2.83	2.36	2.68	2.64	2.27	2.67	3.03	2.48	2.69	
Standard deviation	0.87	1.14	1.16	0.88	1.14	1.16	0.82	1.13	1.15	
Significance	-	***		-	**		-	***	*	
Effect size	-	0.41	0.13	-	0.32	-0.03	-	0.49	0.30	

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Grand Valley State University

Below are some statements about your college or university.
 Indicate the extent to which you agree or disagree with each of the following:

Racial and ethnic diversity should be more strongly reflected in the curriculum

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Agree strongly / Agree somewhat	55.1%	56.7%	51.1%	45.2%	49.4%	44.2%	64.0%	65.4%	61.8%	
Mean	2.61	2.64	2.56	2.43	2.50	2.42	2.78	2.81	2.78	
Standard deviation	0.79	0.84	0.85	0.73	0.85	0.84	0.82	0.80	0.82	
Significance	-			-			-			
Effect size	-	-0.04	0.06	-	-0.08	0.01	-	-0.04	0.00	

This institution should hire more faculty of color

Agree strongly / Agree somewhat	72.1%	66.9%	71.0%	66.7%	63.1%	66.8%	77.1%	71.2%	77.4%	
Mean	2.90	2.78	2.89	2.75	2.68	2.77	3.03	2.91	3.07	
Standard deviation	0.79	0.82	0.84	0.79	0.83	0.85	0.78	0.80	0.79	
Significance	-	*		-			-			
Effect size	-	0.15	0.01	-	0.08	-0.02	-	0.15	-0.05	

This institution should hire more women faculty

Agree strongly / Agree somewhat	59.9%	52.7%	61.6%	52.6%	47.2%	56.9%	66.4%	59.5%	68.9%	
Mean	2.67	2.55	2.72	2.49	2.43	2.62	2.83	2.70	2.88	
Standard deviation	0.77	0.80	0.84	0.77	0.80	0.85	0.74	0.78	0.79	
Significance	-	*		-			-	*		
Effect size	-	0.15	-0.06	-	0.08	-0.15	-	0.17	-0.06	

Faculty are committed to the welfare of this institution

Agree strongly / Agree somewhat	94.7%	88.8%	89.6%	93.3%	88.5%	89.5%	96.0%	89.2%	89.5%	
Mean	3.37	3.26	3.24	3.31	3.24	3.23	3.43	3.28	3.25	
Standard deviation	0.61	0.68	0.66	0.61	0.68	0.66	0.59	0.69	0.67	
Significance	-	**	***	-			-	**	**	
Effect size	-	0.16	0.20	-	0.10	0.12	-	0.22	0.27	

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Faculty here are strongly interested in the academic problems of undergraduates										
Agree strongly / Agree somewhat	90.2%	90.9%	84.2%	87.5%	91.6%	84.5%	92.6%	90.1%	83.7%	
Mean	3.29	3.30	3.14	3.25	3.28	3.13	3.32	3.31	3.15	
Standard deviation	0.64	0.68	0.72	0.69	0.67	0.71	0.61	0.69	0.73	
Significance	-		***	-			-		**	
Effect size	-	-0.01	0.21	-	-0.04	0.17	-	0.01	0.23	
Indicate how important you believe each priority listed below is at your college or university?										
To promote the intellectual development of students										
Highest priority / High priority	87.1%	78.2%	79.5%	86.7%	78.2%	79.9%	87.3%	78.3%	78.9%	
Mean	3.30	3.12	3.12	3.33	3.11	3.12	3.27	3.13	3.12	
Standard deviation	0.74	0.84	0.81	0.76	0.85	0.80	0.73	0.82	0.81	
Significance	-	***	***	-	**	**	-	*	*	
Effect size	-	0.21	0.22	-	0.26	0.26	-	0.17	0.19	
To develop a sense of community among students and faculty										
Highest priority / High priority	56.2%	54.6%	50.0%	57.4%	52.5%	49.4%	55.1%	57.1%	51.1%	
Mean	2.58	2.54	2.48	2.56	2.52	2.47	2.59	2.57	2.49	
Standard deviation	0.81	0.82	0.84	0.81	0.81	0.82	0.81	0.82	0.86	
Significance	-		*	-			-			
Effect size	-	0.05	0.12	-	0.05	0.11	-	0.02	0.12	
To facilitate student involvement in community service										
Highest priority / High priority	44.7%	44.5%	39.2%	39.7%	41.2%	37.1%	49.4%	48.4%	42.3%	Institutional Priority: Civic Engagement
Mean	2.44	2.41	2.31	2.39	2.35	2.26	2.49	2.48	2.37	
Standard deviation	0.74	0.81	0.83	0.76	0.80	0.82	0.72	0.81	0.84	
Significance	-		**	-			-			
Effect size	-	0.04	0.16	-	0.05	0.16	-	0.01	0.14	

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To help students learn how to bring about change in society										
Highest priority / High priority	34.6%	31.9%	31.5%	26.5%	28.8%	30.6%	42.0%	35.4%	33.0%	
Mean	2.26	2.15	2.14	2.15	2.08	2.11	2.37	2.23	2.19	
Standard deviation	0.83	0.85	0.86	0.81	0.83	0.85	0.83	0.86	0.87	
Significance	-	*	*	-	-	-	-	-	*	
Effect size	-	0.13	0.14	-	0.08	0.05	-	0.16	0.21	
To increase or maintain institutional prestige										
Highest priority / High priority	61.1%	56.8%	73.1%	59.6%	56.0%	72.5%	62.4%	57.7%	73.9%	Institutional Priority: Increase Prestige
Mean	2.71	2.63	3.02	2.64	2.62	3.00	2.77	2.64	3.05	
Standard deviation	0.84	0.88	0.89	0.84	0.86	0.89	0.83	0.90	0.89	
Significance	-	-	***	-	-	***	-	-	***	
Effect size	-	0.09	-0.35	-	0.02	-0.40	-	0.14	-0.31	
To hire faculty 'stars'										
Highest priority / High priority	16.4%	16.0%	41.8%	16.2%	13.9%	41.3%	16.7%	18.6%	42.7%	Institutional Priority: Increase Prestige
Mean	1.71	1.69	2.32	1.66	1.63	2.31	1.75	1.77	2.34	
Standard deviation	0.82	0.82	1.03	0.80	0.79	1.02	0.84	0.84	1.04	
Significance	-	-	***	-	-	***	-	-	***	
Effect size	-	0.02	-0.59	-	0.04	-0.64	-	-0.02	-0.57	
To recruit more minority students										
Highest priority / High priority	48.4%	47.7%	46.9%	50.7%	47.9%	46.7%	46.3%	47.4%	47.1%	Institutional Priority: Commitment to Diversity
Mean	2.45	2.45	2.43	2.49	2.44	2.43	2.41	2.46	2.43	
Standard deviation	0.76	0.84	0.81	0.70	0.83	0.80	0.81	0.85	0.84	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.00	0.02	-	0.06	0.08	-	-0.06	-0.02	
To enhance the institution's national image										
Highest priority / High priority	61.3%	54.5%	76.8%	57.1%	52.7%	76.3%	65.1%	56.6%	77.6%	Institutional Priority: Increase Prestige
Mean	2.72	2.56	3.10	2.60	2.52	3.09	2.83	2.61	3.12	
Standard deviation	0.89	0.97	0.89	0.87	0.98	0.89	0.91	0.95	0.89	
Significance	-	**	***	-	-	***	-	**	***	
Effect size	-	0.16	-0.43	-	0.08	-0.55	-	0.23	-0.33	

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To create a diverse multi-cultural campus environment										Institutional Priority: Commitment to Diversity
Highest priority / High priority	54.5%	50.1%	49.7%	52.2%	50.2%	50.1%	56.6%	50.0%	49.2%	
Mean	2.63	2.49	2.50	2.58	2.48	2.50	2.67	2.50	2.50	
Standard deviation	0.82	0.88	0.87	0.79	0.86	0.85	0.84	0.90	0.89	
Significance	-	**	*	-	-	-	-	*	*	
Effect size	-	0.16	0.15	-	0.12	0.09	-	0.19	0.19	
To promote gender equity among faculty										
Highest priority / High priority	54.7%	45.1%	47.3%	66.9%	53.0%	54.8%	43.6%	35.6%	35.8%	
Mean	2.54	2.37	2.41	2.74	2.52	2.55	2.37	2.18	2.19	
Standard deviation	0.82	0.88	0.87	0.75	0.83	0.82	0.85	0.90	0.91	
Significance	-	**	*	-	**	**	-	*	*	
Effect size	-	0.19	0.15	-	0.27	0.23	-	0.21	0.20	
To provide resources for faculty to engage in community-based teaching or research										Institutional Priority: Civic Engagement
Highest priority / High priority	34.8%	34.0%	29.5%	33.3%	31.4%	28.0%	36.1%	37.1%	31.9%	
Mean	2.27	2.17	2.08	2.27	2.11	2.05	2.27	2.23	2.13	
Standard deviation	0.74	0.86	0.85	0.73	0.83	0.83	0.75	0.89	0.88	
Significance	-	-	***	-	*	**	-	-	-	
Effect size	-	0.12	0.22	-	0.19	0.27	-	0.04	0.16	
To create and sustain partnerships with surrounding communities										Institutional Priority: Civic Engagement
Highest priority / High priority	57.9%	49.4%	42.5%	55.9%	46.0%	40.2%	59.8%	53.4%	46.0%	
Mean	2.65	2.47	2.35	2.61	2.41	2.30	2.68	2.55	2.42	
Standard deviation	0.81	0.85	0.87	0.76	0.83	0.84	0.86	0.87	0.90	
Significance	-	***	***	-	**	***	-	-	***	
Effect size	-	0.21	0.34	-	0.24	0.37	-	0.15	0.29	
To pursue extramural funding										
Highest priority / High priority	38.4%	48.3%	72.5%	37.5%	48.6%	73.0%	39.2%	48.1%	71.7%	
Mean	2.32	2.48	3.02	2.29	2.48	3.03	2.35	2.47	3.02	
Standard deviation	0.83	0.90	0.93	0.80	0.89	0.92	0.86	0.91	0.95	
Significance	-	**	***	-	*	***	-	-	***	
Effect size	-	-0.18	-0.75	-	-0.21	-0.80	-	-0.13	-0.71	

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To increase the representation of minorities in the faculty and administration										Institutional Priority: Commitment to Diversity
Highest priority / High priority	46.7%	38.2%	40.2%	51.5%	38.4%	41.1%	42.3%	38.0%	38.9%	
Mean	2.45	2.28	2.32	2.52	2.29	2.34	2.38	2.27	2.29	
Standard deviation	0.76	0.85	0.83	0.75	0.83	0.80	0.77	0.87	0.87	
Significance	-	***	**	-	**	**	-			
Effect size	-	0.20	0.16	-	0.28	0.23	-	0.13	0.10	
To strengthen links with the for-profit, corporate sector										
Highest priority / High priority	50.5%	43.7%	52.5%	46.3%	43.7%	52.4%	54.3%	43.8%	52.7%	
Mean	2.51	2.37	2.56	2.41	2.36	2.55	2.59	2.38	2.59	
Standard deviation	0.88	0.93	0.94	0.87	0.92	0.92	0.88	0.94	0.97	
Significance	-	*		-			-	**		
Effect size	-	0.15	-0.05	-	0.05	-0.15	-	0.22	0.00	
To develop leadership ability among students										
Highest priority / High priority	51.8%	49.4%	48.5%	47.0%	48.2%	47.7%	56.0%	50.7%	49.9%	
Mean	2.57	2.50	2.48	2.50	2.47	2.45	2.63	2.54	2.51	
Standard deviation	0.77	0.82	0.84	0.74	0.80	0.83	0.80	0.83	0.85	
Significance	-			-			-			
Effect size	-	0.09	0.11	-	0.04	0.06	-	0.11	0.14	
To increase the representation of women in the faculty and administration										Institutional Priority: Commitment to Diversity
Highest priority / High priority	42.8%	30.2%	36.1%	54.4%	35.3%	41.6%	32.2%	24.0%	27.5%	
Mean	2.41	2.14	2.25	2.62	2.25	2.37	2.21	2.01	2.07	
Standard deviation	0.76	0.82	0.83	0.77	0.79	0.79	0.70	0.84	0.86	
Significance	-	***	**	-	***	***	-	**	*	
Effect size	-	0.33	0.19	-	0.47	0.32	-	0.24	0.16	

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To develop an appreciation for multiculturalism										
Highest priority / High priority	65.4%	49.5%	47.6%	61.1%	49.7%	48.1%	69.3%	49.4%	46.9%	Institutional Priority: Commitment to Diversity
Mean	2.77	2.50	2.47	2.67	2.48	2.47	2.85	2.52	2.46	
Standard deviation	0.80	0.87	0.85	0.76	0.85	0.83	0.83	0.89	0.89	
Significance	-	***	***	-	*	**	-	***	***	
Effect size	-	0.31	0.35	-	0.22	0.24	-	0.37	0.44	
Please indicate your agreement with each of the following statements:										
Colleges should be actively involved in solving social problems										
Agree strongly / Agree somewhat	77.2%	75.6%	76.5%	68.4%	72.6%	73.6%	85.4%	79.2%	80.8%	Civic Minded Values
Mean	2.94	2.92	2.94	2.76	2.87	2.87	3.11	2.98	3.05	
Standard deviation	0.73	0.76	0.77	0.70	0.80	0.79	0.72	0.72	0.72	
Significance	-	-	-	-	-	-	-	*	-	
Effect size	-	0.03	0.00	-	-0.14	-0.14	-	0.18	0.08	
Colleges should encourage students to be involved in community service activities										
Agree strongly / Agree somewhat	90.3%	90.1%	86.8%	83.8%	87.5%	83.5%	96.1%	93.2%	91.8%	Civic Minded Values
Mean	3.20	3.20	3.13	2.99	3.13	3.05	3.40	3.29	3.26	
Standard deviation	0.64	0.65	0.68	0.63	0.66	0.70	0.59	0.62	0.63	
Significance	-	-	-	-	*	-	-	*	**	
Effect size	-	0.00	0.10	-	-0.21	-0.09	-	0.18	0.22	
Colleges should be concerned with facilitating undergraduate students' spiritual development										
Agree strongly / Agree somewhat	23.7%	28.2%	25.7%	26.7%	29.5%	26.5%	21.2%	26.7%	24.4%	
Mean	1.87	1.95	1.91	1.90	1.96	1.92	1.83	1.94	1.89	
Standard deviation	0.86	0.88	0.89	0.86	0.89	0.91	0.87	0.86	0.87	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.09	-0.04	-	-0.07	-0.02	-	-0.13	-0.07	

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges have a responsibility to work with their surrounding communities to address local issues										Civic Minded Values
Agree strongly / Agree somewhat	90.6%	89.1%	87.6%	87.5%	88.1%	85.6%	93.3%	90.3%	90.8%	
Mean	3.18	3.16	3.13	3.04	3.11	3.05	3.30	3.23	3.24	
Standard deviation	0.66	0.65	0.67	0.68	0.64	0.69	0.61	0.65	0.64	
Significance	-			-			-			
Effect size	-	0.03	0.07	-	-0.11	-0.01	-	0.11	0.09	
This institution should not offer remedial/developmental education										
Agree strongly / Agree somewhat	16.7%	23.7%	22.7%	25.7%	26.5%	26.2%	8.6%	20.3%	17.4%	
Mean	1.89	1.93	1.96	2.13	2.01	2.05	1.67	1.84	1.81	
Standard deviation	0.78	0.89	0.85	0.84	0.90	0.86	0.65	0.86	0.81	
Significance	-			-			-	*	*	
Effect size	-	-0.04	-0.08	-	0.13	0.09	-	-0.20	-0.17	

Interaction with Students - These items relate to the amount and types of interactions faculty have with students on campus.
 See CIRP Construct: Student-Centered Pedagogy, Civic Minded Practice

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the past two years, have you engaged in any of the following activities?										Civic Minded Practice
Advised student groups involved in service/volunteer work	38.7%	48.5%	42.3%	33.8%	47.3%	39.7%	43.0%	49.8%	46.3%	
Engaged undergraduates on <u>your</u> research project	41.7%	43.8%	49.5%	48.2%	48.5%	54.5%	35.8%	38.0%	41.8%	
Worked with undergraduates on a research project	60.3%	61.7%	62.2%	62.8%	66.2%	66.1%	58.0%	56.2%	56.2%	
Supervised an undergraduate thesis	28.5%	27.9%	33.1%	29.2%	29.1%	34.6%	27.8%	26.5%	30.9%	
Indicate how well each of the following describes your college or university:										
It is easy for students to see faculty outside of regular office hours										
Very descriptive / Somewhat descriptive	98.6%	95.8%	94.1%	97.8%	95.7%	94.8%	99.3%	95.9%	93.1%	
Mean	2.63	2.56	2.44	2.66	2.57	2.46	2.59	2.56	2.42	
Standard deviation	0.51	0.57	0.60	0.52	0.58	0.59	0.51	0.57	0.62	
Significance	-	*	***	-		***	-		***	
Effect size	-	0.12	0.32	-	0.16	0.34	-	0.05	0.27	
Most students are treated like "numbers in a book"										
Very descriptive / Somewhat descriptive	19.5%	22.4%	28.1%	24.8%	22.9%	28.9%	14.5%	21.8%	26.8%	
Mean	1.23	1.26	1.33	1.29	1.27	1.34	1.17	1.25	1.32	
Standard deviation	0.50	0.52	0.57	0.54	0.52	0.57	0.44	0.51	0.56	
Significance	-		**	-			-		**	
Effect size	-	-0.06	-0.18	-	0.04	-0.09	-	-0.16	-0.27	
Faculty are rewarded for being good teachers										
Very descriptive / Somewhat descriptive	85.0%	73.0%	70.8%	86.8%	72.3%	70.4%	83.5%	74.0%	71.2%	
Mean	2.18	1.92	1.86	2.22	1.90	1.86	2.14	1.93	1.87	
Standard deviation	0.67	0.67	0.66	0.66	0.67	0.66	0.67	0.67	0.65	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.39	0.48	-	0.48	0.55	-	0.31	0.42	

Interaction with Students - These items relate to the amount and types of interactions faculty have with students on campus.
 See CIRP Construct: Student-Centered Pedagogy, Civic Minded Practice

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Students										Career Related Stress
Extensive / Somewhat	63.9%	64.5%	60.2%	61.0%	62.4%	56.6%	66.7%	66.9%	65.7%	
Mean	1.71	1.72	1.67	1.65	1.68	1.62	1.75	1.76	1.74	
Standard deviation	0.58	0.59	0.59	0.56	0.58	0.58	0.60	0.61	0.60	
Significance	-			-			-			
Effect size	-	-0.02	0.07	-	-0.05	0.05	-	-0.02	0.02	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Faculty are interested in students' personal problems										
Agree strongly / Agree somewhat	83.0%	87.0%	80.1%	79.6%	85.6%	78.6%	86.1%	88.7%	82.4%	
Mean	2.99	3.08	2.94	2.99	3.04	2.90	2.99	3.13	2.99	
Standard deviation	0.68	0.65	0.67	0.70	0.65	0.66	0.66	0.64	0.67	
Significance	-	*		-			-	**		
Effect size	-	-0.14	0.07	-	-0.08	0.14	-	-0.22	0.00	
Faculty feel that most students are well-prepared academically										
Agree strongly / Agree somewhat	54.2%	27.7%	40.7%	48.9%	25.4%	40.2%	58.9%	30.6%	41.5%	
Mean	2.48	2.07	2.32	2.43	2.04	2.31	2.52	2.11	2.33	
Standard deviation	0.72	0.78	0.81	0.67	0.76	0.81	0.76	0.79	0.82	
Significance	-	***	***	-	***		-	***	**	
Effect size	-	0.53	0.20	-	0.51	0.15	-	0.52	0.23	
Faculty here are strongly interested in the academic problems of undergraduates										
Agree strongly / Agree somewhat	90.2%	90.9%	84.2%	87.5%	91.6%	84.5%	92.6%	90.1%	83.7%	
Mean	3.29	3.30	3.14	3.25	3.28	3.13	3.32	3.31	3.15	
Standard deviation	0.64	0.68	0.72	0.69	0.67	0.71	0.61	0.69	0.73	
Significance	-		***	-			-		**	
Effect size	-	-0.01	0.21	-	-0.04	0.17	-	0.01	0.23	

Habits of Mind - These items illustrate the extent to which faculty ask students to engage in the behaviors and traits associated with academic success.

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In your interactions with undergraduates, how often do you encourage them to:										
Ask questions in class										
Frequently / Occasionally	97.9%	98.9%	97.0%	97.8%	99.0%	97.4%	97.9%	98.8%	96.6%	
Mean	2.91	2.94	2.89	2.89	2.93	2.88	2.94	2.95	2.90	
Standard deviation	0.35	0.29	0.40	0.38	0.30	0.39	0.32	0.27	0.40	
Significance	-			-			-			
Effect size	-	-0.10	0.05	-	-0.13	0.03	-	-0.04	0.10	
Support their opinions with a logical argument										
Frequently / Occasionally	96.4%	98.0%	96.5%	97.8%	98.1%	96.6%	95.1%	98.1%	96.5%	
Mean	2.74	2.81	2.76	2.74	2.80	2.75	2.75	2.83	2.79	
Standard deviation	0.51	0.44	0.50	0.49	0.44	0.51	0.54	0.43	0.49	
Significance	-	*		-			-	*		
Effect size	-	-0.16	-0.04	-	-0.14	-0.02	-	-0.19	-0.08	
Seek solutions to problems and explain them to others										
Frequently / Occasionally	97.2%	97.8%	95.3%	97.8%	97.9%	95.2%	96.5%	97.7%	95.5%	
Mean	2.66	2.71	2.64	2.61	2.69	2.62	2.70	2.73	2.67	
Standard deviation	0.53	0.50	0.57	0.53	0.51	0.58	0.53	0.49	0.56	
Significance	-			-			-			
Effect size	-	-0.10	0.04	-	-0.16	-0.02	-	-0.06	0.05	
Revise their papers to improve their writing										
Frequently / Occasionally	87.1%	91.1%	87.2%	86.8%	90.7%	85.8%	87.5%	91.7%	89.3%	
Mean	2.45	2.48	2.39	2.38	2.42	2.33	2.51	2.55	2.49	
Standard deviation	0.71	0.65	0.70	0.71	0.66	0.71	0.71	0.64	0.68	
Significance	-			-			-			
Effect size	-	-0.05	0.09	-	-0.06	0.07	-	-0.06	0.03	
Evaluate the quality or reliability of information they receive										
Frequently / Occasionally	94.6%	97.1%	94.6%	94.1%	96.3%	94.1%	95.1%	97.8%	95.5%	
Mean	2.59	2.69	2.61	2.51	2.64	2.56	2.67	2.74	2.68	
Standard deviation	0.59	0.52	0.59	0.61	0.55	0.60	0.57	0.48	0.55	
Significance	-	**		-	**		-			
Effect size	-	-0.19	-0.03	-	-0.24	-0.08	-	-0.15	-0.02	

Habits of Mind

HERI Theme

Habits of Mind - These items illustrate the extent to which faculty ask students to engage in the behaviors and traits associated with academic success.

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In your interactions with undergraduates, how often do you encourage them to:										
Take risks for potential gains										
Frequently / Occasionally	84.9%	85.9%	82.4%	81.3%	85.4%	81.1%	88.2%	86.7%	84.5%	
Mean	2.21	2.23	2.18	2.10	2.22	2.15	2.31	2.24	2.23	
Standard deviation	0.68	0.68	0.71	0.69	0.68	0.71	0.67	0.67	0.70	
Significance	-			-	*		-			
Effect size	-	-0.03	0.04	-	-0.18	-0.07	-	0.10	0.11	
Seek alternative solutions to a problem										
Frequently / Occasionally	94.6%	97.0%	94.5%	94.9%	96.8%	94.4%	94.4%	97.3%	94.4%	
Mean	2.54	2.59	2.52	2.50	2.57	2.49	2.57	2.63	2.56	
Standard deviation	0.60	0.55	0.60	0.60	0.56	0.60	0.60	0.54	0.60	
Significance	-			-			-			
Effect size	-	-0.09	0.03	-	-0.13	0.02	-	-0.11	0.02	
Look up scientific research articles and resources										
Frequently / Occasionally	88.2%	89.9%	88.0%	85.3%	89.7%	88.7%	91.0%	90.1%	86.7%	
Mean	2.40	2.45	2.44	2.29	2.40	2.42	2.51	2.51	2.47	
Standard deviation	0.69	0.67	0.70	0.71	0.67	0.69	0.66	0.67	0.72	
Significance	-			-		*	-			
Effect size	-	-0.07	-0.06	-	-0.16	-0.19	-	0.00	0.06	
Explore topics on their own, even though it was not required for a class										
Frequently / Occasionally	94.6%	96.0%	94.7%	95.6%	95.8%	94.7%	93.8%	96.3%	94.7%	
Mean	2.44	2.49	2.48	2.38	2.47	2.46	2.49	2.53	2.51	
Standard deviation	0.60	0.57	0.60	0.57	0.58	0.60	0.61	0.57	0.60	
Significance	-			-			-			
Effect size	-	-0.09	-0.07	-	-0.16	-0.13	-	-0.07	-0.03	
Accept mistakes as part of the learning process										
Frequently / Occasionally	96.8%	98.2%	96.1%	96.3%	98.0%	95.9%	97.2%	98.4%	96.4%	
Mean	2.65	2.76	2.67	2.63	2.74	2.64	2.67	2.78	2.71	
Standard deviation	0.54	0.47	0.55	0.56	0.48	0.56	0.53	0.45	0.53	
Significance	-	***		-	*		-	**		
Effect size	-	-0.23	-0.04	-	-0.23	-0.02	-	-0.24	-0.08	

Habits of Mind

HERI Theme

Habits of Mind - These items illustrate the extent to which faculty ask students to engage in the behaviors and traits associated with academic success.

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In your interactions with undergraduates, how often do you encourage them to:										
Seek feedback on their academic work										
Frequently / Occasionally	96.0%	97.5%	95.5%	94.8%	97.5%	95.5%	97.2%	97.3%	95.4%	
Mean	2.67	2.73	2.65	2.61	2.69	2.61	2.72	2.79	2.73	
Standard deviation	0.55	0.50	0.56	0.59	0.51	0.57	0.51	0.47	0.54	
Significance	-			-			-			
Effect size	-	-0.12	0.04	-	-0.16	0.00	-	-0.15	-0.02	
Integrate skills and knowledge from different sources and experiences										
Frequently / Occasionally	97.2%	98.0%	95.9%	96.3%	98.2%	95.4%	97.9%	97.8%	96.7%	
Mean	2.73	2.78	2.70	2.64	2.73	2.65	2.82	2.83	2.77	
Standard deviation	0.50	0.46	0.54	0.55	0.48	0.56	0.44	0.43	0.50	
Significance	-			-	*		-			
Effect size	-	-0.11	0.06	-	-0.19	-0.02	-	-0.02	0.10	

Health and Wellness - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.
 See CIRP Construct: Career Related Stress

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which you:										
Achieve a healthy balance between your personal life and your professional life										
To a great extent / To some extent	74.3%	82.2%	82.5%	75.9%	87.0%	85.7%	72.9%	76.3%	77.3%	
Mean	2.01	2.14	2.14	2.08	2.25	2.23	1.95	2.02	2.00	
Standard deviation	0.73	0.69	0.69	0.75	0.67	0.68	0.70	0.70	0.68	
Significance	-	**	**	-	**	*	-	-	-	
Effect size	-	-0.19	-0.19	-	-0.25	-0.22	-	-0.10	-0.07	
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar										
To a great extent / To some extent	66.0%	64.3%	64.7%	58.4%	61.0%	59.6%	72.9%	68.3%	72.4%	
Mean	1.95	1.94	1.94	1.85	1.89	1.85	2.05	1.99	2.06	
Standard deviation	0.80	0.81	0.80	0.81	0.81	0.80	0.77	0.79	0.78	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.01	0.01	-	-0.05	0.00	-	0.08	-0.01	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
Managing household responsibilities										
Extensive / Somewhat	76.3%	75.5%	75.0%	72.4%	73.7%	71.6%	79.9%	77.5%	80.4%	
Mean	1.98	1.94	1.94	1.87	1.89	1.87	2.08	2.00	2.05	
Standard deviation	0.68	0.66	0.66	0.64	0.64	0.65	0.69	0.67	0.66	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.06	0.06	-	-0.03	0.00	-	0.12	0.05	
Child care										
Extensive / Somewhat	63.0%	53.5%	55.9%	63.3%	48.9%	50.5%	62.7%	60.4%	65.2%	
Mean	1.80	1.71	1.74	1.82	1.63	1.64	1.78	1.84	1.92	
Standard deviation	0.71	0.75	0.75	0.73	0.71	0.71	0.70	0.78	0.78	
Significance	-	-	-	-	*	*	-	-	-	
Effect size	-	0.12	0.08	-	0.27	0.25	-	-0.08	-0.18	

Health and Wellness - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.
 See CIRP Construct: Career Related Stress

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Care of elderly parent										
Extensive / Somewhat	51.3%	47.8%	50.0%	53.3%	42.0%	45.2%	49.5%	55.0%	57.5%	
Mean	1.67	1.59	1.63	1.68	1.51	1.55	1.66	1.69	1.77	
Standard deviation	0.73	0.69	0.71	0.72	0.66	0.66	0.75	0.71	0.75	
Significance	-			-	*		-			
Effect size	-	0.12	0.06	-	0.26	0.20	-	-0.04	-0.15	
My physical health										
Extensive / Somewhat	57.6%	53.7%	53.7%	56.7%	52.3%	51.0%	58.3%	55.3%	57.9%	
Mean	1.69	1.62	1.62	1.67	1.59	1.57	1.70	1.65	1.69	
Standard deviation	0.66	0.63	0.63	0.66	0.61	0.61	0.67	0.65	0.66	
Significance	-			-			-			
Effect size	-	0.11	0.11	-	0.13	0.16	-	0.08	0.02	
Health of spouse/partner										
Extensive / Somewhat	42.9%	44.7%	44.4%	50.0%	47.6%	47.1%	35.8%	40.6%	39.8%	
Mean	1.53	1.53	1.52	1.59	1.55	1.54	1.46	1.49	1.48	
Standard deviation	0.67	0.64	0.63	0.65	0.64	0.62	0.68	0.65	0.65	
Significance	-			-			-			
Effect size	-	0.00	0.02	-	0.06	0.08	-	-0.05	-0.03	
Review/promotion process										
Extensive / Somewhat	60.1%	59.4%	58.1%	52.6%	53.7%	52.9%	66.9%	66.5%	66.3%	
Mean	1.81	1.80	1.79	1.64	1.71	1.70	1.96	1.90	1.92	
Standard deviation	0.76	0.75	0.76	0.69	0.75	0.74	0.79	0.75	0.77	
Significance	-			-			-			
Effect size	-	0.01	0.03	-	-0.09	-0.08	-	0.08	0.05	
Subtle discrimination (e.g., prejudice, racism, sexism)										
Extensive / Somewhat	30.4%	29.3%	28.8%	15.1%	22.5%	20.6%	44.8%	37.3%	41.1%	
Mean	1.42	1.36	1.35	1.19	1.27	1.25	1.63	1.47	1.51	
Standard deviation	0.68	0.60	0.60	0.49	0.53	0.52	0.77	0.66	0.67	
Significance	-			-			-	**	*	
Effect size	-	0.10	0.12	-	-0.15	-0.12	-	0.24	0.18	

Health and Wellness - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.
 See CIRP Construct: Career Related Stress

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Personal finances										
Extensive / Somewhat	66.2%	70.1%	64.5%	56.7%	71.2%	62.7%	74.8%	68.9%	67.1%	
Mean	1.83	1.91	1.82	1.69	1.92	1.79	1.95	1.89	1.89	
Standard deviation	0.69	0.71	0.71	0.69	0.70	0.70	0.67	0.71	0.73	
Significance	-			-	***		-			
Effect size	-	-0.11	0.01	-	-0.33	-0.14	-	0.08	0.08	
Committee work										
Extensive / Somewhat	69.6%	67.6%	62.5%	68.4%	65.3%	59.9%	70.6%	70.3%	66.6%	Career Related Stress
Mean	1.81	1.81	1.74	1.75	1.77	1.70	1.86	1.85	1.80	
Standard deviation	0.62	0.65	0.65	0.57	0.64	0.64	0.66	0.65	0.66	
Significance	-			-			-			
Effect size	-	0.00	0.11	-	-0.03	0.08	-	0.02	0.09	
Faculty meetings										
Extensive / Somewhat	64.7%	56.9%	53.7%	57.4%	54.7%	51.8%	71.4%	59.5%	56.5%	
Mean	1.82	1.69	1.64	1.69	1.65	1.61	1.94	1.73	1.69	
Standard deviation	0.70	0.67	0.66	0.67	0.65	0.65	0.71	0.69	0.68	
Significance	-	**	***	-			-	***	***	
Effect size	-	0.19	0.27	-	0.06	0.12	-	0.30	0.37	
Colleagues										
Extensive / Somewhat	66.3%	63.6%	62.5%	63.0%	62.2%	59.7%	69.3%	65.2%	66.6%	Career Related Stress
Mean	1.80	1.79	1.76	1.72	1.75	1.71	1.87	1.84	1.83	
Standard deviation	0.66	0.69	0.67	0.62	0.67	0.66	0.68	0.71	0.69	
Significance	-			-			-			
Effect size	-	0.01	0.06	-	-0.04	0.02	-	0.04	0.06	
Students										
Extensive / Somewhat	63.9%	64.5%	60.2%	61.0%	62.4%	56.6%	66.7%	66.9%	65.7%	
Mean	1.71	1.72	1.67	1.65	1.68	1.62	1.75	1.76	1.74	
Standard deviation	0.58	0.59	0.59	0.56	0.58	0.58	0.60	0.61	0.60	
Significance	-			-			-			
Effect size	-	-0.02	0.07	-	-0.05	0.05	-	-0.02	0.02	

Health and Wellness - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.
 See CIRP Construct: Career Related Stress

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Research or publishing demands										Career Related Stress
Extensive / Somewhat	74.5%	64.2%	73.0%	67.7%	61.2%	71.3%	81.0%	68.1%	75.8%	
Mean	1.91	1.82	1.97	1.80	1.76	1.93	2.01	1.88	2.04	
Standard deviation	0.64	0.71	0.71	0.65	0.70	0.71	0.63	0.71	0.72	
Significance	-	*		-		*	-	*		
Effect size	-	0.13	-0.08	-	0.06	-0.18	-	0.18	-0.04	
Institutional procedures and "red tape"										Career Related Stress
Extensive / Somewhat	67.9%	73.5%	73.6%	64.6%	74.0%	74.0%	70.9%	73.0%	73.2%	
Mean	1.83	1.93	1.94	1.75	1.93	1.93	1.90	1.93	1.94	
Standard deviation	0.66	0.67	0.68	0.63	0.67	0.67	0.69	0.68	0.69	
Significance	-	*	**	-	**	**	-			
Effect size	-	-0.15	-0.16	-	-0.27	-0.27	-	-0.04	-0.06	
Teaching load										Career Related Stress
Extensive / Somewhat	64.4%	71.4%	59.6%	61.5%	70.4%	57.8%	67.1%	72.8%	62.5%	
Mean	1.83	1.97	1.77	1.78	1.94	1.72	1.87	2.01	1.84	
Standard deviation	0.71	0.74	0.72	0.71	0.73	0.69	0.72	0.75	0.75	
Significance	-	**		-	*		-	*		
Effect size	-	-0.19	0.08	-	-0.22	0.09	-	-0.19	0.04	
Children's problems										
Extensive / Somewhat	52.3%	44.6%	47.1%	48.5%	40.8%	42.7%	56.4%	50.0%	55.0%	
Mean	1.64	1.53	1.57	1.58	1.48	1.50	1.69	1.60	1.68	
Standard deviation	0.68	0.65	0.66	0.67	0.63	0.64	0.69	0.66	0.69	
Significance	-	*		-			-			
Effect size	-	0.17	0.11	-	0.16	0.13	-	0.14	0.01	
Friction with spouse/partner										
Extensive / Somewhat	34.4%	35.8%	34.3%	37.4%	36.9%	33.7%	31.4%	34.2%	35.3%	
Mean	1.43	1.43	1.40	1.43	1.42	1.39	1.43	1.43	1.43	
Standard deviation	0.65	0.62	0.60	0.60	0.59	0.58	0.69	0.65	0.63	
Significance	-			-			-			
Effect size	-	0.00	0.05	-	0.02	0.07	-	0.00	0.00	

Health and Wellness - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.
 See CIRP Construct: Career Related Stress

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of _____ for you during the last two years:										
Lack of personal time										Career Related Stress
Extensive / Somewhat	83.2%	83.7%	82.6%	77.0%	81.3%	79.0%	88.7%	86.6%	88.3%	
Mean	2.22	2.18	2.15	2.04	2.10	2.06	2.37	2.27	2.29	
Standard deviation	0.71	0.69	0.69	0.71	0.68	0.69	0.68	0.68	0.66	
Significance	-			-			-			
Effect size	-	0.06	0.10	-	-0.09	-0.03	-	0.15	0.12	
Keeping up with information technology										
Extensive / Somewhat	59.5%	57.5%	53.2%	59.6%	54.7%	50.3%	59.5%	60.9%	57.6%	
Mean	1.67	1.66	1.60	1.65	1.62	1.56	1.68	1.71	1.67	
Standard deviation	0.61	0.63	0.62	0.59	0.62	0.61	0.63	0.64	0.63	
Significance	-			-			-			
Effect size	-	0.02	0.11	-	0.05	0.15	-	-0.05	0.02	
Job security										
Extensive / Somewhat	32.0%	44.1%	38.5%	24.6%	42.6%	34.5%	38.8%	45.8%	44.7%	
Mean	1.41	1.58	1.51	1.30	1.56	1.45	1.50	1.60	1.59	
Standard deviation	0.64	0.72	0.70	0.56	0.71	0.67	0.70	0.72	0.73	
Significance	-	***	*	-	***	*	-			
Effect size	-	-0.24	-0.14	-	-0.37	-0.22	-	-0.14	-0.12	
Being part of a dual career couple										
Extensive / Somewhat	56.3%	47.6%	50.3%	52.8%	42.4%	44.6%	59.7%	54.7%	59.7%	
Mean	1.68	1.57	1.63	1.59	1.49	1.54	1.75	1.69	1.78	
Standard deviation	0.67	0.66	0.70	0.61	0.62	0.66	0.71	0.70	0.74	
Significance	-	*		-			-			
Effect size	-	0.17	0.07	-	0.16	0.08	-	0.09	-0.04	
Working with underprepared students										
Extensive / Somewhat	72.2%	82.9%	74.1%	71.6%	81.4%	72.6%	72.8%	84.7%	76.2%	
Mean	1.86	2.12	1.94	1.85	2.10	1.91	1.88	2.13	1.98	
Standard deviation	0.63	0.67	0.67	0.63	0.68	0.67	0.64	0.65	0.68	
Significance	-	***	*	-	***		-	***		
Effect size	-	-0.39	-0.12	-	-0.37	-0.09	-	-0.38	-0.15	

Health and Wellness - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.
 See CIRP Construct: Career Related Stress

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
Self-imposed high expectations										Career Related Stress
Extensive / Somewhat	85.6%	84.2%	85.2%	79.7%	81.8%	82.8%	90.6%	87.1%	88.9%	
Mean	2.18	2.13	2.17	2.10	2.09	2.12	2.26	2.18	2.25	
Standard deviation	0.66	0.66	0.66	0.71	0.67	0.67	0.62	0.64	0.64	
Significance	-			-			-			
Effect size	-	0.08	0.02	-	0.01	-0.03	-	0.12	0.02	
Change in work responsibilities										
Extensive / Somewhat	49.7%	51.6%	50.4%	36.9%	45.6%	44.5%	61.4%	58.7%	59.6%	
Mean	1.63	1.64	1.62	1.47	1.56	1.53	1.77	1.75	1.77	
Standard deviation	0.70	0.70	0.69	0.67	0.67	0.65	0.70	0.71	0.73	
Significance	-			-			-			
Effect size	-	-0.01	0.01	-	-0.13	-0.09	-	0.03	0.00	
Institutional budget cuts										
Extensive / Somewhat	58.5%	84.8%	77.4%	57.1%	84.2%	75.1%	59.9%	85.5%	80.9%	
Mean	1.68	2.23	2.07	1.63	2.23	2.03	1.71	2.23	2.13	
Standard deviation	0.63	0.69	0.72	0.60	0.70	0.73	0.66	0.68	0.70	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.80	-0.54	-	-0.86	-0.55	-	-0.76	-0.60	

Relationship with Administration - These items relate to faculty perception and experience with the campus administration.
See CIRP Construct: Job Satisfaction-Workplace

Grand Valley State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
The faculty are typically at odds with campus administration										
Very descriptive / Somewhat descriptive	45.9%	69.2%	66.6%	42.3%	70.1%	66.3%	49.0%	68.1%	67.0%	
Mean	1.51	1.92	1.87	1.45	1.93	1.86	1.57	1.90	1.87	
Standard deviation	0.60	0.73	0.72	0.56	0.72	0.72	0.64	0.73	0.72	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.56	-0.50	-	-0.67	-0.57	-	-0.45	-0.42	
Administrators consider faculty concerns when making policy										
Very descriptive / Somewhat descriptive	84.9%	70.4%	72.1%	86.8%	71.7%	72.7%	83.2%	68.8%	71.1%	
Mean	2.06	1.86	1.87	2.10	1.87	1.88	2.03	1.85	1.85	
Standard deviation	0.60	0.66	0.64	0.59	0.65	0.64	0.61	0.67	0.64	
Significance	-	***	***	-	***	***	-	**	***	
Effect size	-	0.30	0.30	-	0.35	0.34	-	0.27	0.28	
The administration is open about its policies										
Very descriptive / Somewhat descriptive	84.9%	71.4%	70.5%	85.3%	70.8%	69.7%	84.7%	72.1%	71.8%	
Mean	2.11	1.92	1.88	2.12	1.91	1.87	2.11	1.93	1.89	
Standard deviation	0.63	0.70	0.67	0.63	0.70	0.67	0.64	0.69	0.67	
Significance	-	***	***	-	***	***	-	**	***	
Effect size	-	0.27	0.34	-	0.30	0.37	-	0.26	0.33	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Colleagues										Career Related Stress
Extensive / Somewhat	66.3%	63.6%	62.5%	63.0%	62.2%	59.7%	69.3%	65.2%	66.6%	
Mean	1.80	1.79	1.76	1.72	1.75	1.71	1.87	1.84	1.83	
Standard deviation	0.66	0.69	0.67	0.62	0.67	0.66	0.68	0.71	0.69	
Significance	-			-			-			
Effect size	-	0.01	0.06	-	-0.04	0.02	-	0.04	0.06	

Relationship with Administration - These items relate to faculty perception and experience with the campus administration.
See CIRP Construct: Job Satisfaction-Workplace

Grand Valley State University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Institutional procedures and "red tape"										
Extensive / Somewhat	67.9%	73.5%	73.6%	64.6%	74.0%	74.0%	70.9%	73.0%	73.2%	Career Related Stress
Mean	1.83	1.93	1.94	1.75	1.93	1.93	1.90	1.93	1.94	
Standard deviation	0.66	0.67	0.68	0.63	0.67	0.67	0.69	0.68	0.69	
Significance	-	*	**	-	**	**	-	-	-	
Effect size	-	-0.15	-0.16	-	-0.27	-0.27	-	-0.04	-0.06	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Student Affairs staff have the support and respect of faculty										
Agree strongly / Agree somewhat	82.9%	75.6%	76.6%	82.8%	73.9%	74.6%	82.9%	77.8%	79.9%	
Mean	3.00	2.85	2.88	2.98	2.80	2.83	3.01	2.90	2.95	
Standard deviation	0.62	0.69	0.68	0.62	0.67	0.68	0.62	0.72	0.67	
Significance	-	***	**	-	**	*	-	-	-	
Effect size	-	0.22	0.18	-	0.27	0.22	-	0.15	0.09	
Faculty are sufficiently involved in campus decision making										
Agree strongly / Agree somewhat	69.5%	60.3%	55.9%	72.8%	60.9%	56.7%	66.5%	59.6%	54.7%	
Mean	2.78	2.60	2.52	2.88	2.59	2.52	2.69	2.61	2.52	
Standard deviation	0.86	0.91	0.89	0.89	0.90	0.89	0.82	0.91	0.88	
Significance	-	**	***	-	***	***	-	-	*	
Effect size	-	0.20	0.29	-	0.32	0.40	-	0.09	0.19	
The criteria for advancement and promotion decisions are clear										
Agree strongly / Agree somewhat	72.4%	72.7%	70.8%	80.2%	75.0%	73.0%	65.3%	69.8%	67.2%	
Mean	2.94	2.91	2.88	3.07	2.96	2.92	2.82	2.86	2.81	
Standard deviation	0.88	0.88	0.88	0.85	0.86	0.88	0.88	0.91	0.89	
Significance	-	-	-	-	-	*	-	-	-	
Effect size	-	0.03	0.07	-	0.13	0.17	-	-0.04	0.01	