



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

2016-17 HERI Faculty Survey

CIRP Construct Reports

Full-time Undergraduate Faculty

Grand Valley State University

Comparison group 1: PUBLIC 4YR COLLEGES - HIGH SELECTIVITY
Comparison group 2: PUBLIC 4YR COLLEGES

How to Read the CIRP Construct Percentage Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your faculty differ from your comparison groups. Two sets of reports are generated for CIRP Constructs. The Mean Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score group of a construct. We suggest you use the report that best fits your needs as an institution.

CIRP Construct Definition – Summarizes the theoretical rationale for creating the construct.

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

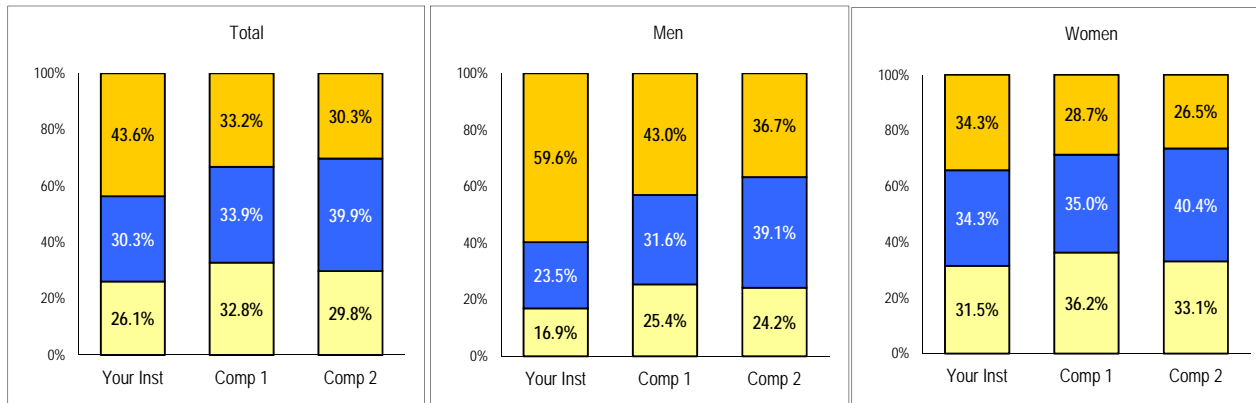
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

Statistical Significance – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what 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, ***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 might be small and not practically important.

Undergraduate Education Goal: Personal Development – Measures the extent to which faculty believe that personal development is as central goal for undergraduate education.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,361	4,996	14,835	503	1,586	5,527	858	3,410	9,308
High UG Ed Goal: Personal Development	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average UG Ed Goal: Personal Development	30.3%	33.9%	39.9%	23.5%	31.6%	39.1%	34.3%	35.0%	40.4%
Low UG Ed Goal: Personal Development	26.1%	32.8%	29.8%	16.9%	25.4%	24.2%	31.5%	36.2%	33.1%
Significance (based on High score group)	-	***	***	-	***	***	-		**

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



Survey items and estimation 'weights':

Indicate the importance to you of each of the following education goals for undergraduate students:

- * Help students develop personal values (4.92)
- * Provide for students' emotional development (2.91)
- * Develop moral character (2.87)
- * Enhance students' self-understanding (2.65)

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu

Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation process.

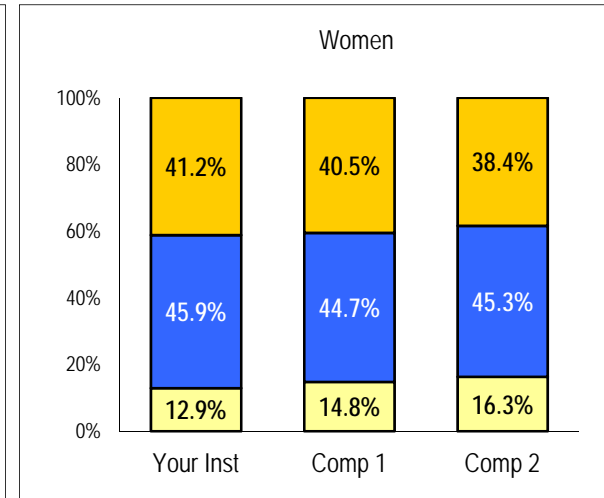
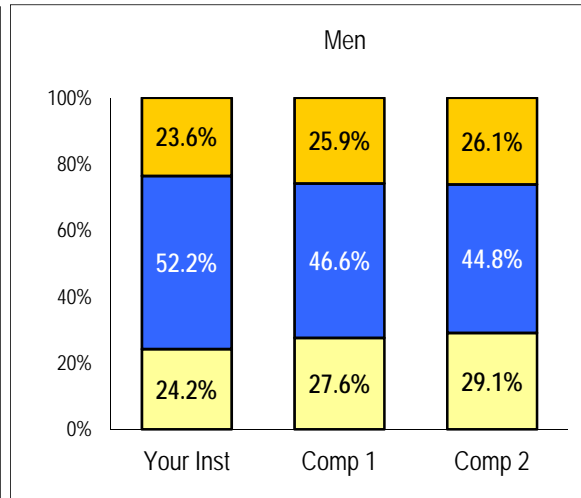
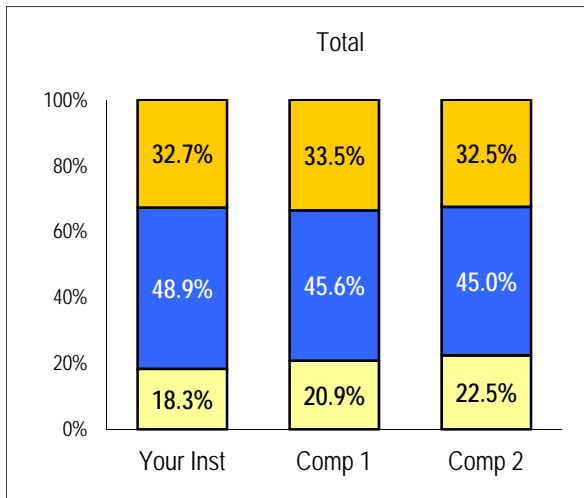
Charts – Provide a visual display of construct group percentages for your institution and two comparison groups. The HERI Faculty Survey Constructs have been scaled to a mean of 50 and a standard deviation of 10. "Low" represents faculty who scored one-half of a standard deviation below the mean (less than 45). "Average" represents faculty who scored within one-half of a standard deviation of the mean (45 to 55). "High" represents faculty who scored one-half standard deviation or more above mean (higher than 55).

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Student-Centered Pedagogy
 Full-time Undergraduate Faculty

Student-Centered Pedagogy – Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	327	1,601	2,547	157	762	1,224	170	839	1,323
High Student-Centered Pedagogy	32.7%	33.5%	32.5%	23.6%	25.9%	26.1%	41.2%	40.5%	38.4%
Average Student-Centered Pedagogy	48.9%	45.6%	45.0%	52.2%	46.6%	44.8%	45.9%	44.7%	45.3%
Low Student-Centered Pedagogy	18.3%	20.9%	22.5%	24.2%	27.6%	29.1%	12.9%	14.8%	16.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

In how many of the courses that you teach do you use each of the following?

- * Cooperative learning (small groups) (2.30)
- * Student presentations (1.85)
- * Group projects (1.82)
- * Class discussions (1.70)
- * Student evaluations of each others' work (1.53)

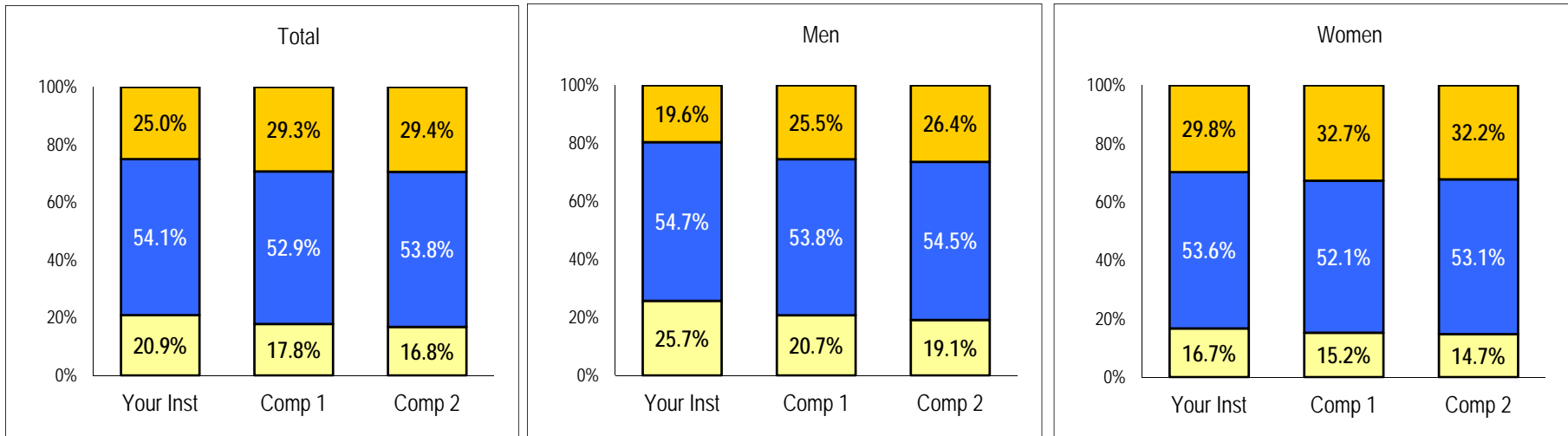
- * Reflective writing/journaling (1.37)
- * Experiential learning/Field studies (1.30)
- * Using student inquiry to drive learning (1.26)

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Undergraduate Education Goal: Personal Development
 Full-time Undergraduate Faculty

Undergraduate Education Goal: Personal Development – Measures the extent to which faculty believe that personal development is a central goal for undergraduate education.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	316	1,550	2,457	148	734	1,179	168	816	1,278
High UG Ed Goal: Personal Development	25.0%	29.3%	29.4%	19.6%	25.5%	26.4%	29.8%	32.7%	32.2%
Average UG Ed Goal: Personal Development	54.1%	52.9%	53.8%	54.7%	53.8%	54.5%	53.6%	52.1%	53.1%
Low UG Ed Goal: Personal Development	20.9%	17.8%	16.8%	25.7%	20.7%	19.1%	16.7%	15.2%	14.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

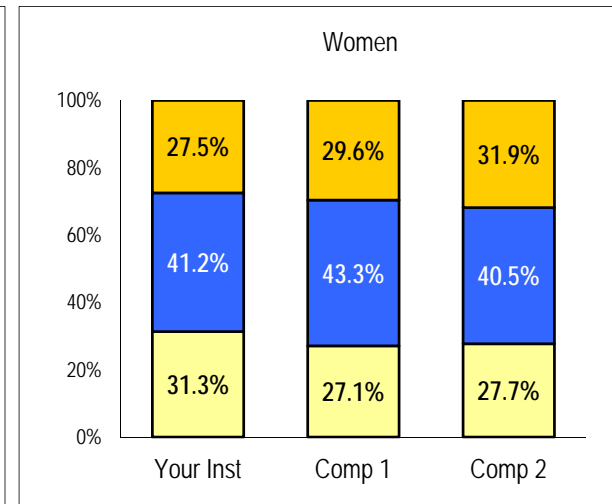
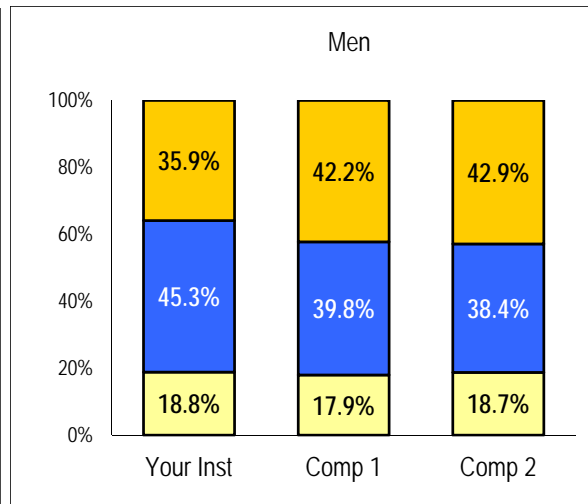
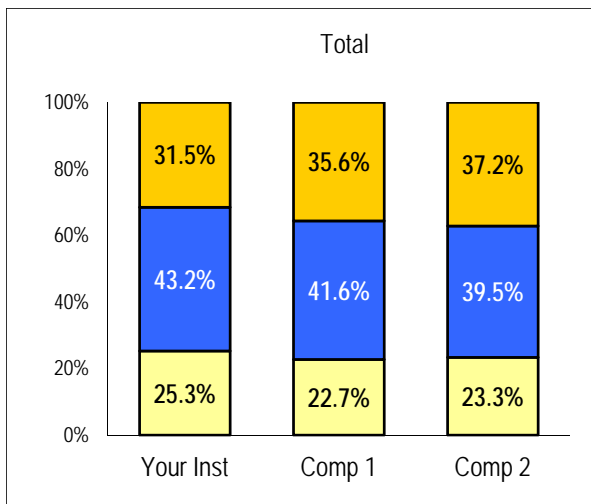
Indicate the importance to you of each of the following education goals for undergraduate students:

- * Help students develop personal values (4.28)
- * Provide for students' emotional development (2.15)
- * Develop moral character (3.42)

Scholarly Productivity – A unified measure of the scholarly activity of faculty.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	352	1,717	2,767	170	819	1,336	182	898	1,431
High Scholarly Productivity	31.5%	35.6%	37.2%	35.9%	42.2%	42.9%	27.5%	29.6%	31.9%
Average Scholarly Productivity	43.2%	41.6%	39.5%	45.3%	39.8%	38.4%	41.2%	43.3%	40.5%
Low Scholarly Productivity	25.3%	22.7%	23.3%	18.8%	17.9%	18.7%	31.3%	27.1%	27.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

How many of the following have you published?

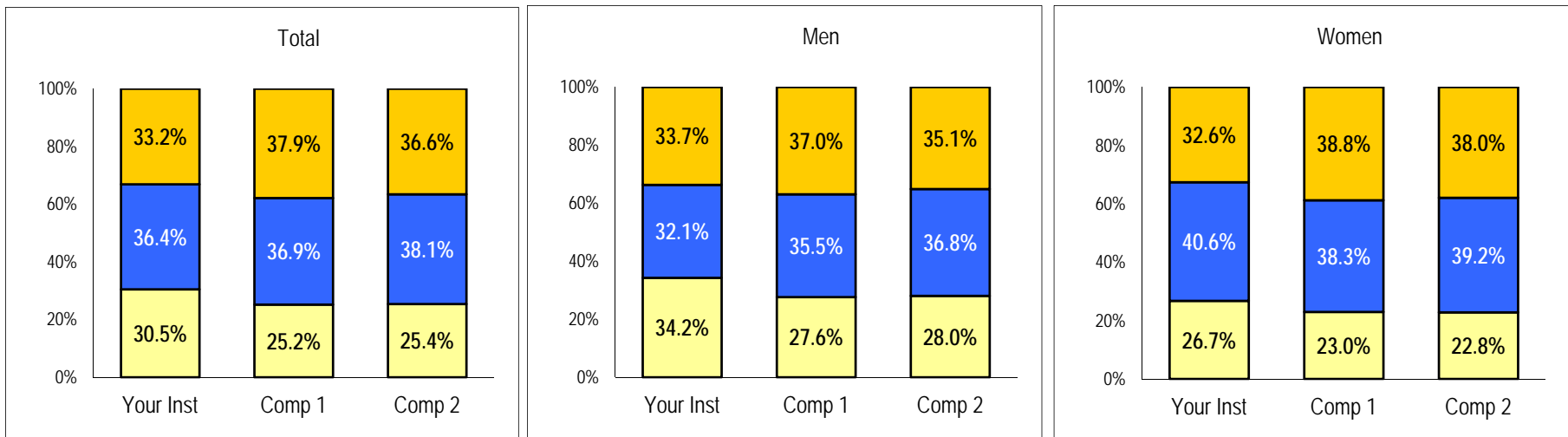
- * Articles in academic and professional journals (3.09)
- * How many of your professional writings have been published or accepted for publication in the last two years (2.53)
- * Chapters in edited volumes (2.11)

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Civic Minded Practice
Full-time Undergraduate Faculty

Civic Minded Practice – A unified measure of faculty involvement in civic activities.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	371	1,794	2,895	184	866	1,409	187	928	1,486
High Civic Minded Practice	33.2%	37.9%	36.6%	33.7%	37.0%	35.1%	32.6%	38.8%	38.0%
Average Civic Minded Practice	36.4%	36.9%	38.1%	32.1%	35.5%	36.8%	40.6%	38.3%	39.2%
Low Civic Minded Practice	30.5%	25.2%	25.4%	34.2%	27.6%	28.0%	26.7%	23.0%	22.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

- * Collaborated with the local community in research/teaching (2.17)
- * Community service as part of coursework (1.53)

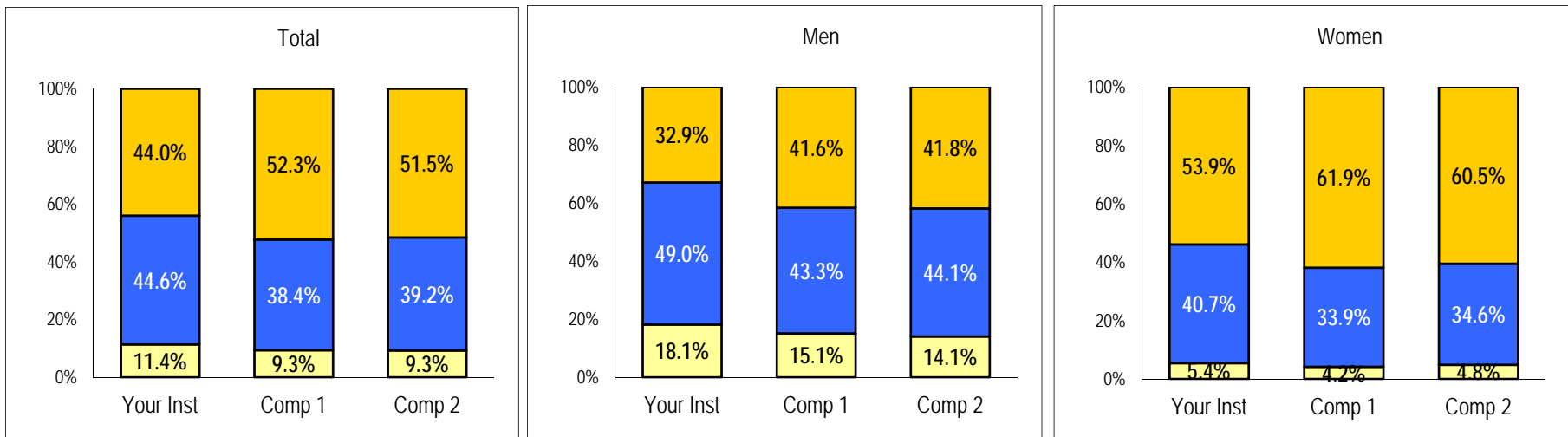
- * Engaged in public service/professional consulting without pay? (1.24)
- * Community or public service (1.33)
- * Advised student groups involved in service/volunteer work (1.43)

2016-17 HERI Faculty Survey
 CIRP Construct Percentage Report
Civic Minded Values
 Full-time Undergraduate Faculty

Civic Minded Values – A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	316	1,552	2,460	149	736	1,181	167	816	1,279
High Civic Minded Values	44.0%	52.3%	51.5%	32.9%	41.6%	41.8%	53.9%	61.9%	60.5%
Average Civic Minded Values	44.6%	38.4%	39.2%	49.0%	43.3%	44.1%	40.7%	33.9%	34.6%
Low Civic Minded Values	11.4%	9.3%	9.3%	18.1%	15.1%	14.1%	5.4%	4.2%	4.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

* Encourage students to become agents of social change (2.77)

* Colleges have a responsibility to work with their surrounding communities to address

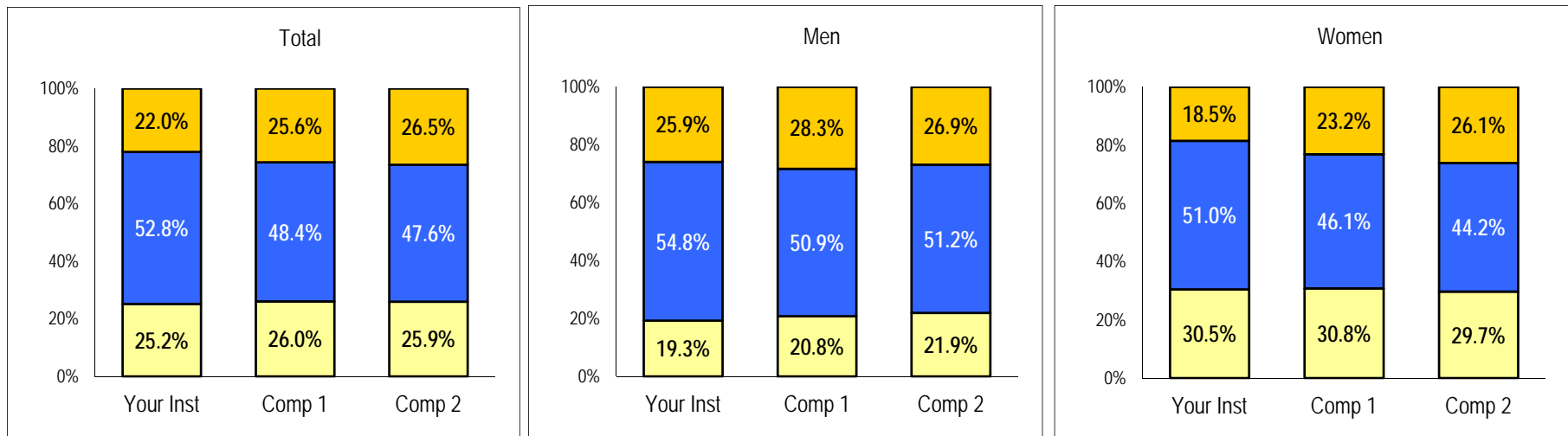
* Instill in students a commitment to community service (2.69)

2016-17 HERI Faculty Survey
 CIRP Construct Percentage Report
Job Satisfaction: Professional
 Full-time Undergraduate Faculty

Job Satisfaction: Workplace – A unified measure of the extent to which faculty are satisfied with their working environment.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	286	1,402	2,220	135	664	1,068	151	738	1,152
High Job Satisfaction: Workplace	22.0%	25.6%	26.5%	25.9%	28.3%	26.9%	18.5%	23.2%	26.1%
Average Job Satisfaction: Workplace	52.8%	48.4%	47.6%	54.8%	50.9%	51.2%	51.0%	46.1%	44.2%
Low Job Satisfaction: Workplace	25.2%	26.0%	25.9%	19.3%	20.8%	21.9%	30.5%	30.8%	29.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

* Autonomy and independence (1.46)

* Departmental leadership (1.09)

* Relative equity of salary and job benefits (1.29)

* Flexibility in relation to family matters or emergencies (3.05)

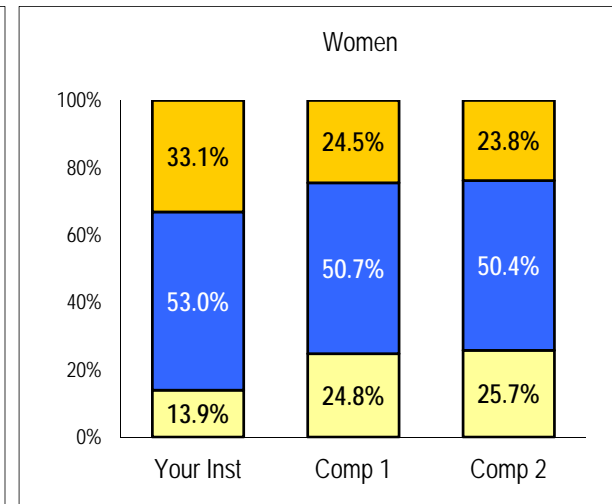
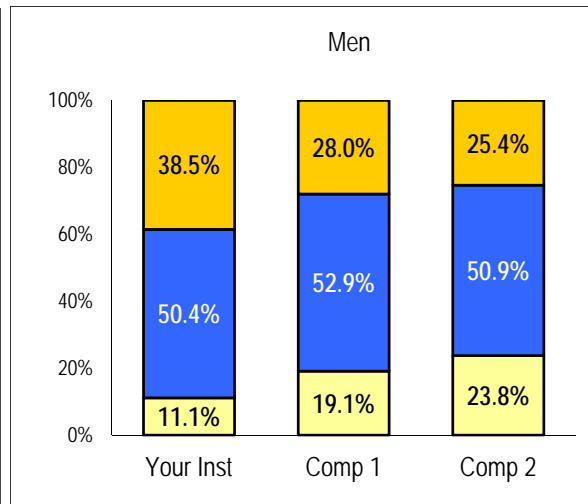
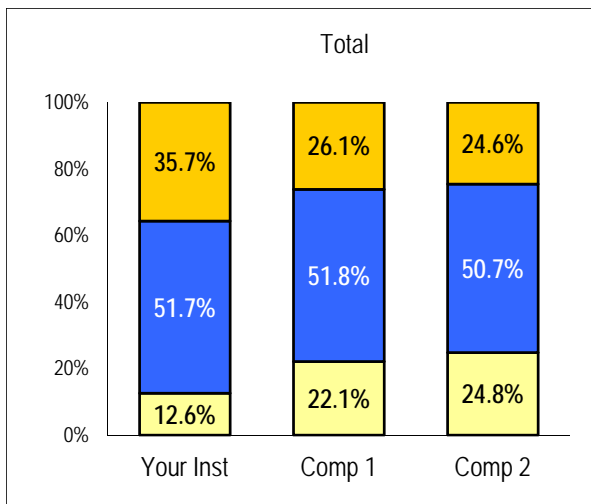
* Leave policies (2.40)

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Job Satisfaction: Compensation
 Full-time Undergraduate Faculty

Job Satisfaction: Compensation – A unified measure of the extent to which faculty are satisfied with their compensation packages.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	286	1,404	2,223	135	665	1,069	151	739	1,154
High Job Satisfaction: Compensation	35.7%	26.1%	24.6%	38.5%	28.0%	25.4%	33.1%	24.5%	23.8%
Average Job Satisfaction: Compensation	51.7%	51.8%	50.7%	50.4%	52.9%	50.9%	53.0%	50.7%	50.4%
Low Job Satisfaction: Compensation	12.6%	22.1%	24.8%	11.1%	19.1%	23.8%	13.9%	24.8%	25.7%
Significance (based on High score group)	-		*	-			-		

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



Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

- * Opportunity for scholarly pursuits (2.38)
- * Retirement benefits (1.68)
- * Salary (1.39)

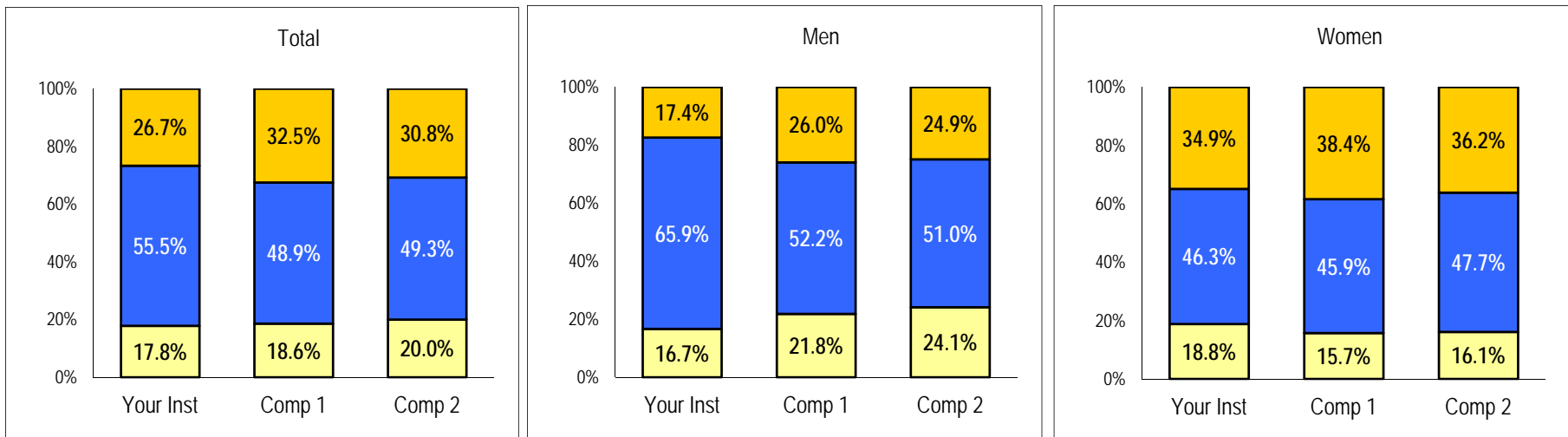
- * Teaching load (1.22)
- * Health benefits (1.39)
- * Prospects for career advancement (1.53)

2016-17 HERI Faculty Survey
 CIRP Construct Percentage Report
Career Related Stress
 Full-time Undergraduate Faculty

Career Related Stress - Measures the amount of stress faculty experience related to their career.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	281	1,387	2,194	132	655	1,052	149	732	1,142
High Career Related Stress	26.7%	32.5%	30.8%	17.4%	26.0%	24.9%	34.9%	38.4%	36.2%
Average Career Related Stress	55.5%	48.9%	49.3%	65.9%	52.2%	51.0%	46.3%	45.9%	47.7%
Low Career Related Stress	17.8%	18.6%	20.0%	16.7%	21.8%	24.1%	18.8%	15.7%	16.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

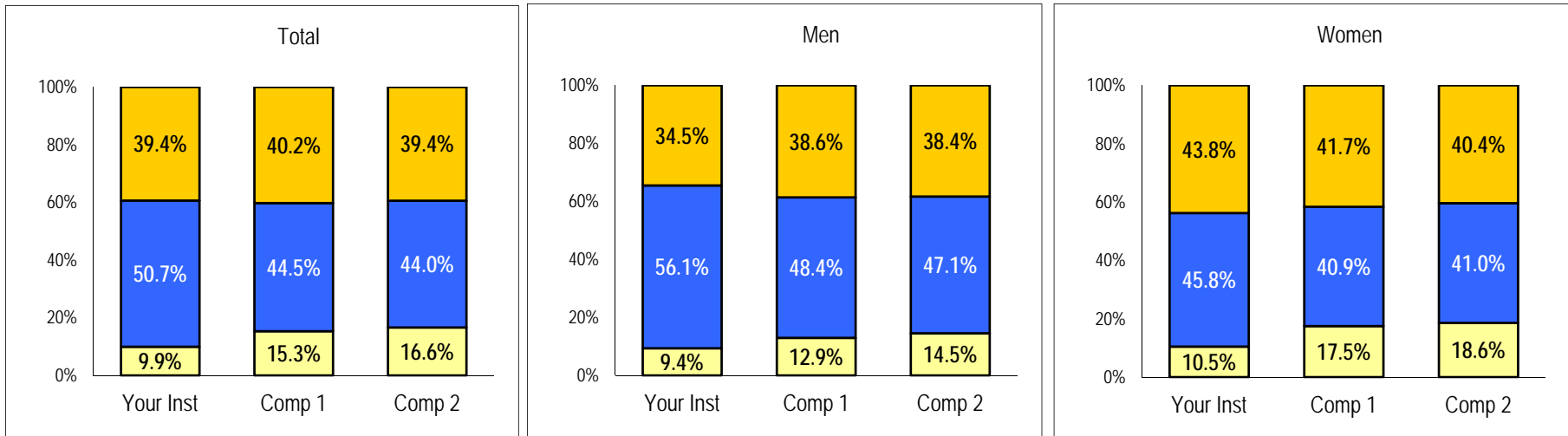
- * Lack of personal time (1.96)
- * Teaching load (1.51)
- * Committee work (1.38)
- * Institutional procedures/red tape (1.08)
- * Research or publishing demands (1.06)
- * Self-imposed high expectations (1.03)
- * Students (1.08)

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Institutional Priority: Commitment to Diversity
 Full-time Undergraduate Faculty

Institutional Priority: Commitment to Diversity – Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	292	1,417	2,250	139	673	1,082	153	744	1,168
High Institutional Priority: Commitment to Diversity	39.4%	40.2%	39.4%	34.5%	38.6%	38.4%	43.8%	41.7%	40.4%
Average Institutional Priority: Commitment to Diversity	50.7%	44.5%	44.0%	56.1%	48.4%	47.1%	45.8%	40.9%	41.0%
Low Institutional Priority: Commitment to Diversity	9.9%	15.3%	16.6%	9.4%	12.9%	14.5%	10.5%	17.5%	18.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

* To promote gender diversity in the faculty and administration (3.34)

* To promote racial and ethnic diversity in the faculty and administration (5.72)

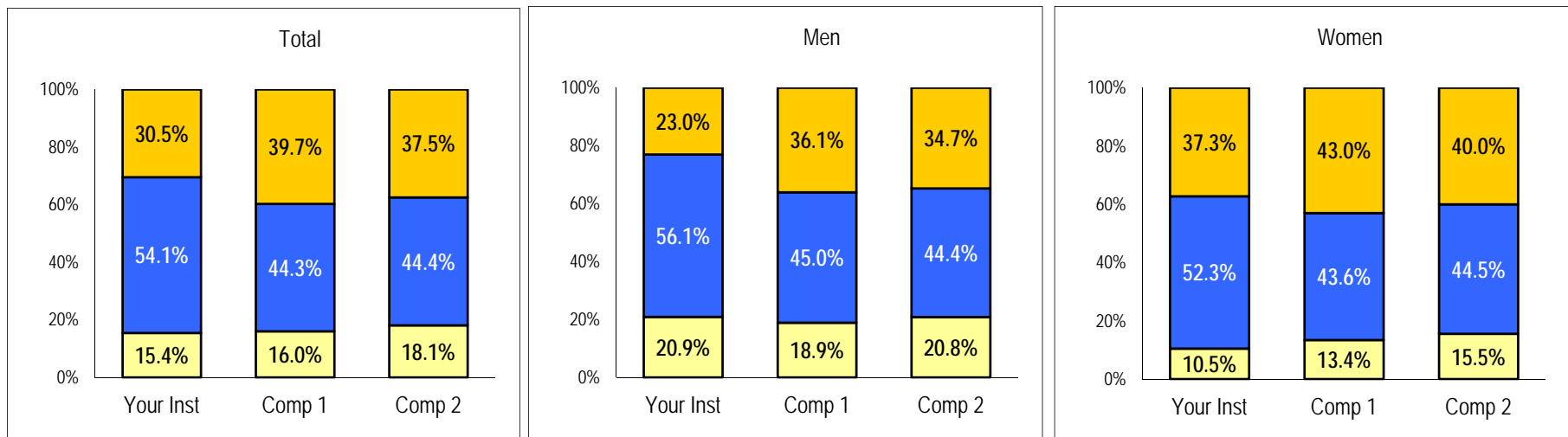
* To recruit more minority students (1.77)

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Institutional Priority: Civic Engagement
 Full-time Undergraduate Faculty

Institutional Priority: Civic Engagement – Measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	292	1,419	2,257	139	673	1,085	153	746	1,172
High Institutional Priority: Civic Engagement	30.5%	39.7%	37.5%	23.0%	36.1%	34.7%	37.3%	43.0%	40.0%
Average Institutional Priority: Civic Engagement	54.1%	44.3%	44.4%	56.1%	45.0%	44.4%	52.3%	43.6%	44.5%
Low Institutional Priority: Civic Engagement	15.4%	16.0%	18.1%	20.9%	18.9%	20.8%	10.5%	13.4%	15.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

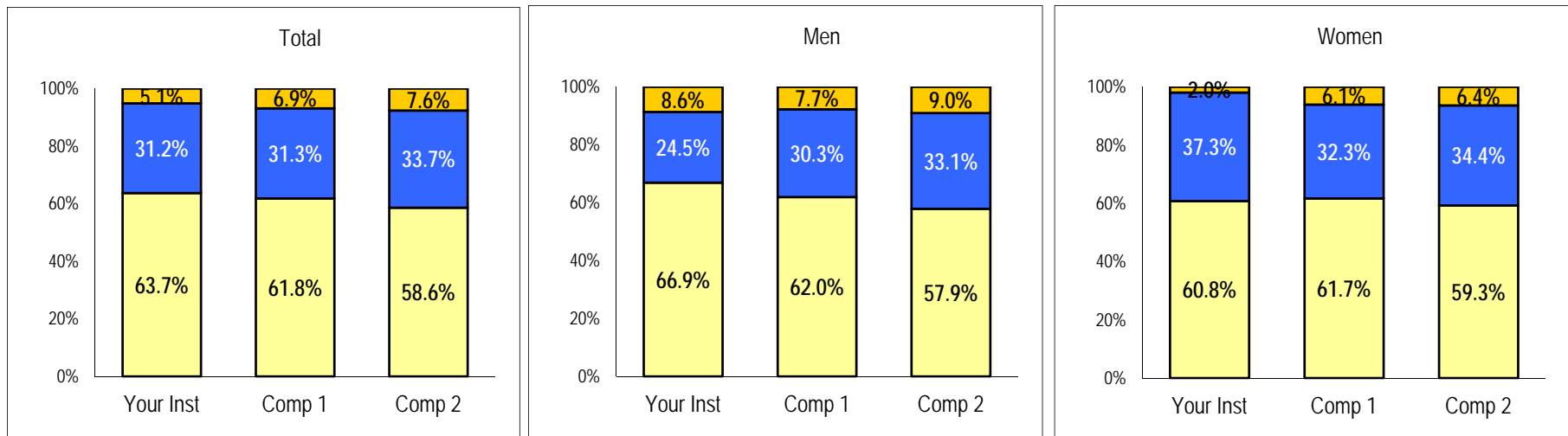
- * To provide resources for faculty to engage in community-based teaching or research (2.08)
- * To create and sustain partnerships with surrounding communities (2.84)
- * To facilitate student involvement in community service (1.56)

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Institutional Priority: Increase Prestige
Full-time Undergraduate Faculty

Institutional Priority: Increase Prestige – Measures the extent to which faculty believe their institution is committed to increasing its prestige.

Grand Valley State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	292	1,414	2,249	139	673	1,085	153	741	1,164
High Institutional Priority: Increase Prestige	5.1%	6.9%	7.6%	8.6%	7.7%	9.0%	2.0%	6.1%	6.4%
Average Institutional Priority: Increase Prestige	31.2%	31.3%	33.7%	24.5%	30.3%	33.1%	37.3%	32.3%	34.4%
Low Institutional Priority: Increase Prestige	63.7%	61.8%	58.6%	66.9%	62.0%	57.9%	60.8%	61.7%	59.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

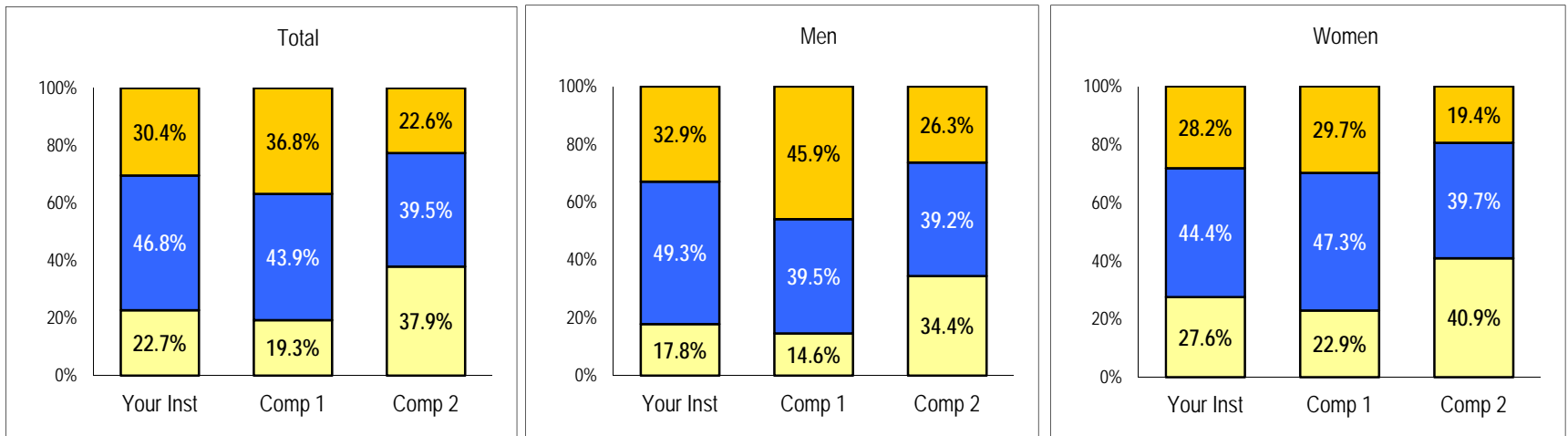
Indicate how important you believe each priority listed below is at your college or university:

- * To increase or maintain institutional prestige (3.54)
- * To increase the selectivity of the student body through more competitive admissions criteria (3.43)
- * To hire faculty "stars" (1.47)

Diversity climate - measure representing faculty's perspectives about the climate for faculty members from diverse backgrounds.

insert name	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	313	13,401	30,456	153	5,876	13,369	160	7,525	17,087
High Diversity Climate	30.4%	36.8%	22.6%	32.9%	45.9%	26.3%	28.2%	29.7%	19.4%
Average Diversity Climate	46.8%	43.9%	39.5%	49.3%	39.5%	39.2%	44.4%	47.3%	39.7%
Low Diversity Climate	22.7%	19.3%	37.9%	17.8%	14.6%	34.4%	27.6%	22.9%	40.9%
Significance (based on High score group)	-	*	***	-	**	***	-		***

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



Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

This institution has effective hiring practices and policies that increase faculty diversity (1.45)

This institution takes responsibility for educating underprepared students (0.88)

Faculty of color are treated fairly here (5.13)

Women faculty are treated fairly here (4.67)

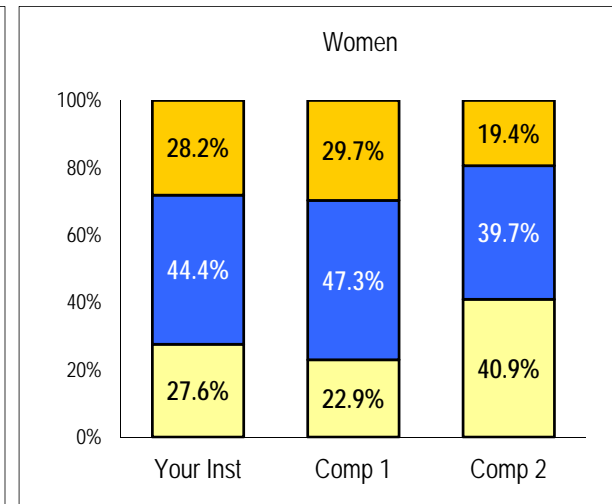
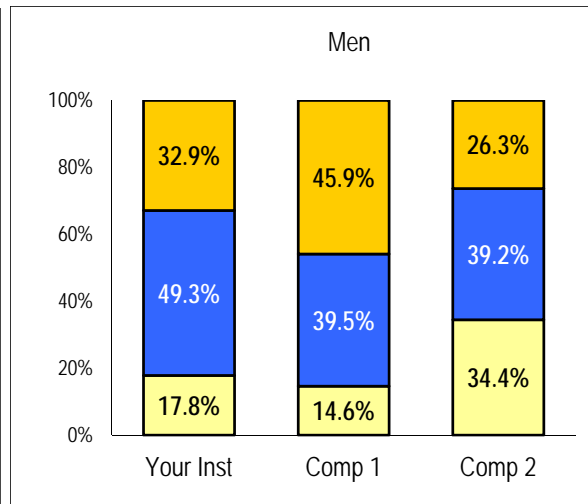
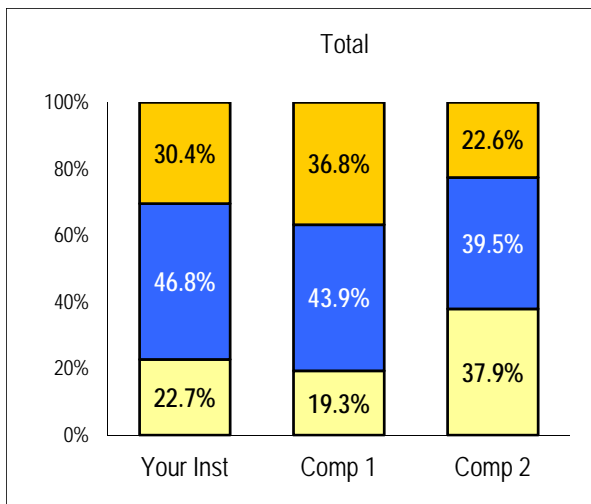
LGBTQ faculty are treated fairly here (3.17)

2016-17 HERI Faculty Survey
CIRP Construct Mean Report
Respect
 Full-time Undergraduate Faculty

Respect - composite measure representing the extent to which faculty feel their contributions are respected or appreciated by their colleagues.

insert name	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	313	13,401	30,456	153	5,876	13,369	160	7,525	17,087
High Respect	30.4%	36.8%	22.6%	32.9%	45.9%	26.3%	28.2%	29.7%	19.4%
Average Respect	46.8%	43.9%	39.5%	49.3%	39.5%	39.2%	44.4%	47.3%	39.7%
Low Respect	22.7%	19.3%	37.9%	17.8%	14.6%	34.4%	27.6%	22.9%	40.9%
Significance (based on High score group)	-	*	***	-	**	***	-		***

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



Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

- My research is valued by faculty in my department (2.32)
- My teaching is valued by faculty in my department (5.73)
- My service is valued by faculty in my department (3.71)
- Faculty here respect each other (1.14)