



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 Mean Reports

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

Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct 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.

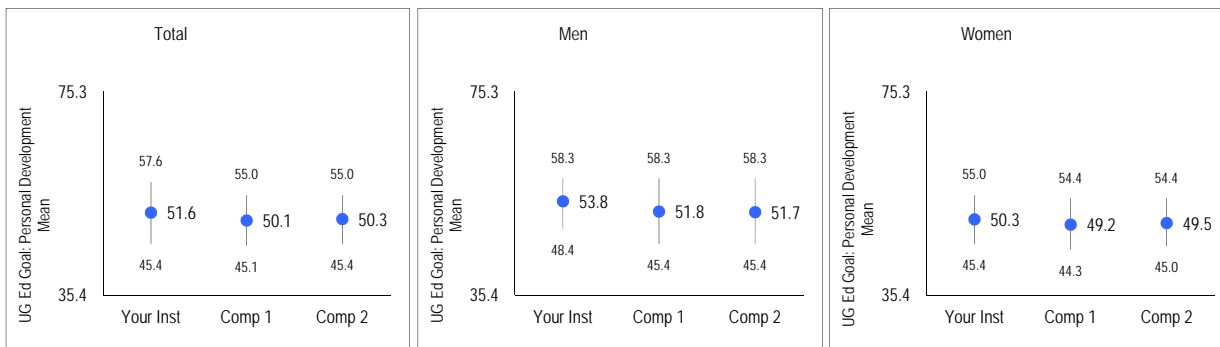
Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard 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 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.

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.

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)	1,367	5,029	14,906	506	1,603	5,572	861	3,426	9,334
Mean	51.6	50.1	50.3	53.8	51.8	51.7	50.3	49.2	49.5
Standard Deviation	7.92	7.86	7.84	8.49	8.29	8.22	7.25	7.51	7.50
Significance	-	***	***	-	***	***	-	***	**
Effect Size	-	0.19	0.16	-	0.24	0.26	-	0.14	0.10
25th percentile	45.4	45.1	45.4	48.4	45.4	45.4	45.4	44.3	45.0
75th percentile	57.6	55.0	55.0	58.3	58.3	58.3	55.0	54.4	54.4

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 relevant construct scores for your institution and two comparison groups. The Y axis is defined by the highest and lowest possible construct score. Mean scores are represented by circles. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentile.

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.

Mean – The arithmetic mean is computed for each CIRP Construct. The HERI Faculty Survey Constructs have been scaled to a mean of 50 and a standard deviation of 10.

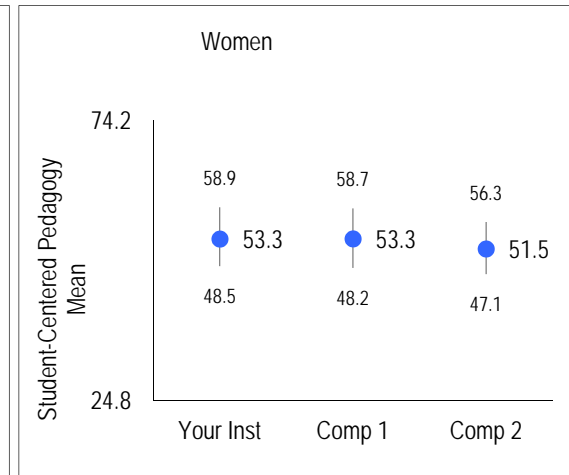
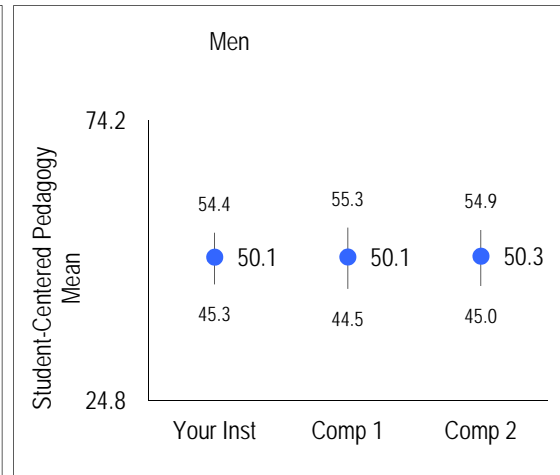
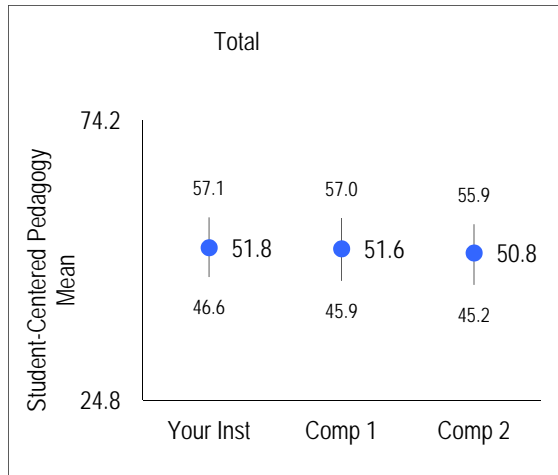
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. 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 the "Career Related Stress" CIRP Construct suggests your faculty score lower than comparison schools).

2016-17 HERI Faculty Survey
CIRP Construct Mean 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
Mean	51.8	51.6	50.8	50.1	50.1	50.3	53.3	53.3	51.5
Standard Deviation	7.65	7.99	7.75	7.22	7.99	7.90	7.74	7.63	7.51
Significance	-	-	*	-	-	-	-	-	**
Effect Size	-	0.02	0.12	-	0.00	-0.02	-	0.00	0.23
25th percentile	46.6	45.9	45.2	45.3	44.5	45.0	48.5	48.2	47.1
75th percentile	57.1	57.0	55.9	54.4	55.3	54.9	58.9	58.7	56.3

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)

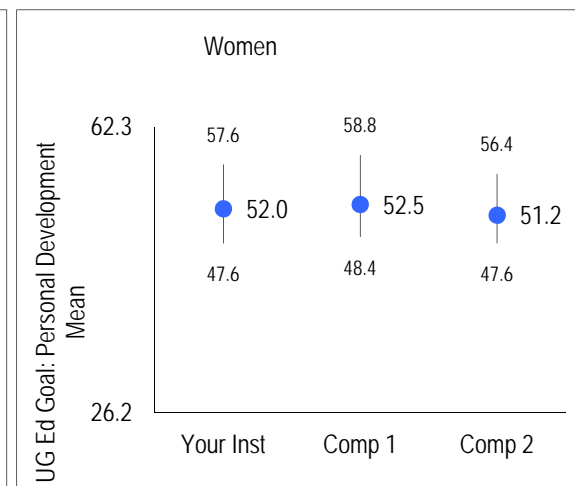
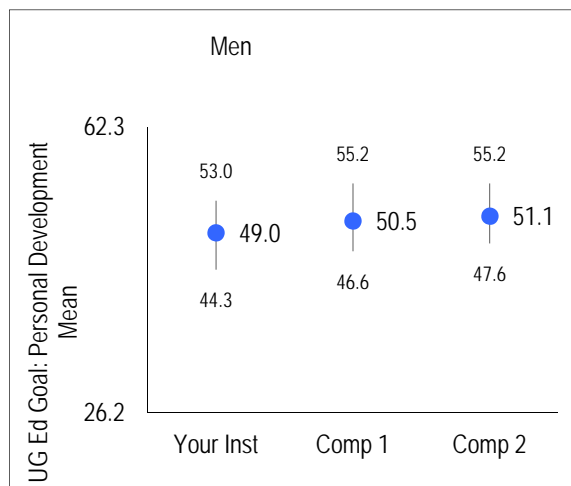
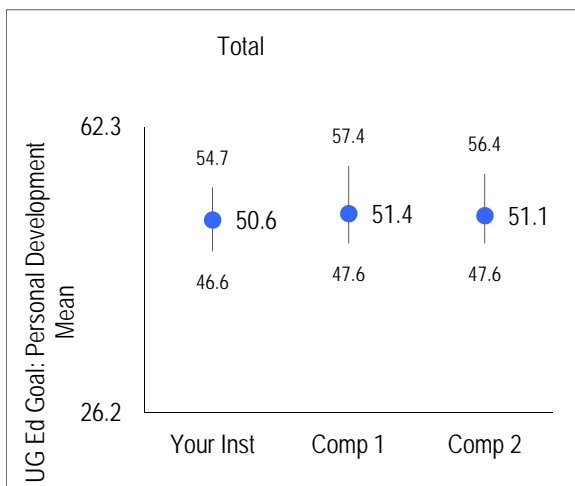
- * Reflective writing/journaling (1.37)
- * Experiential learning/Field studies (1.30)
- * Using student inquiry to drive learning (1.26)
- * Student evaluations of each others' work (1.53)

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
Mean	50.6	51.4	51.1	49.0	50.5	51.1	52.0	52.5	51.2
Standard Deviation	8.05	8.28	7.61	8.25	8.45	7.43	7.62	7.91	7.81
Significance	-			-	*	**	-		
Effect Size	-	-0.10	-0.07	-	-0.18	-0.28	-	-0.07	0.10
25th percentile	46.6	47.6	47.6	44.3	46.6	47.6	47.6	48.4	47.6
75th percentile	54.7	57.4	56.4	53.0	55.2	55.2	57.6	58.8	56.4

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



Survey items and estimation 'weights':

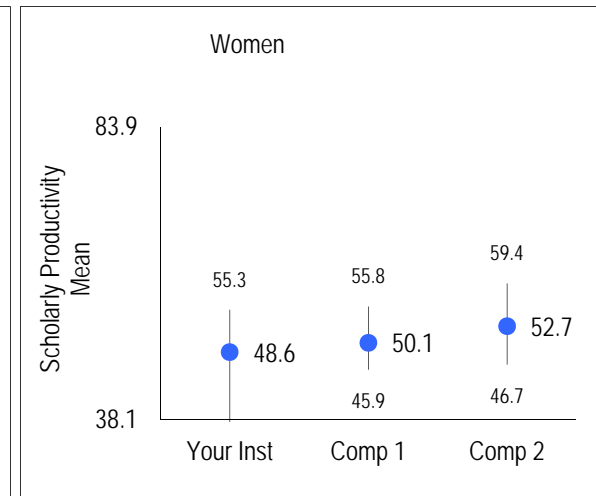
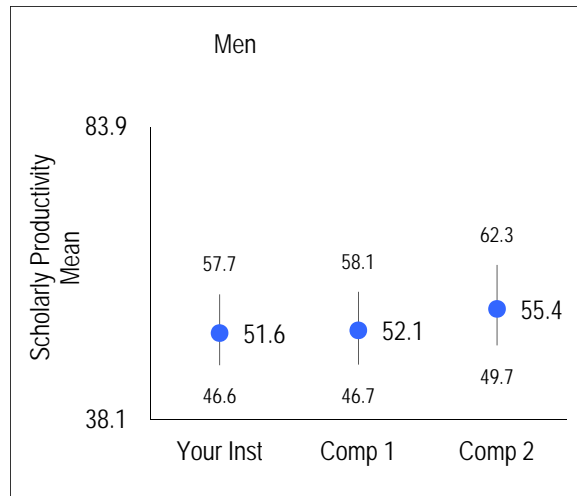
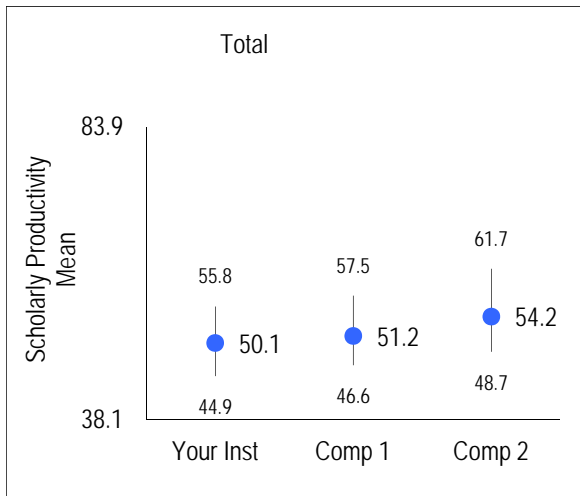
Indicate the importance to you of each of the following education goals for undergraduate students:

- * 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
Mean	50.1	51.2	54.2	51.6	52.1	55.4	48.6	50.1	52.7
Standard Deviation	8.45	8.28	9.32	8.00	8.33	9.21	8.63	8.09	9.24
Significance	-	*	***	-		***	-	*	***
Effect Size	-	-0.13	-0.44	-	-0.05	-0.41	-	-0.18	-0.44
25th percentile	44.9	46.6	48.7	46.6	46.7	49.7	36.5	45.9	46.7
75th percentile	55.8	57.5	61.7	57.7	58.1	62.3	55.3	55.8	59.4

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



Survey items and estimation 'weights':

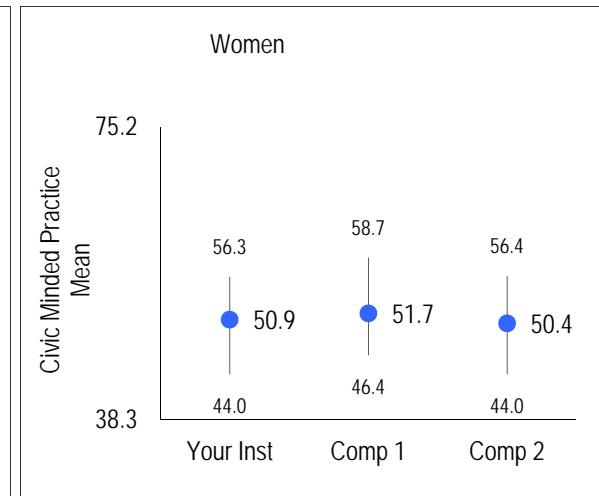
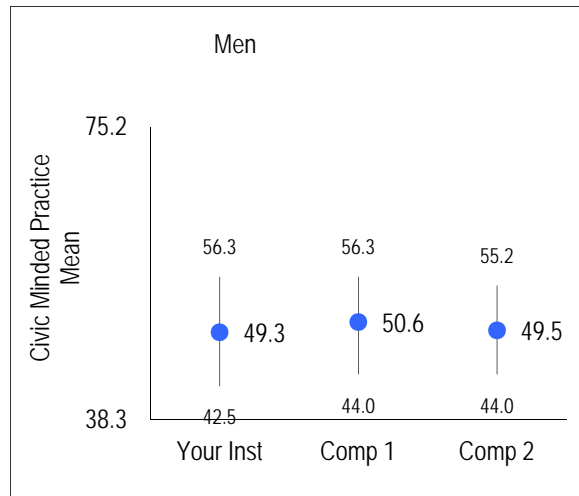
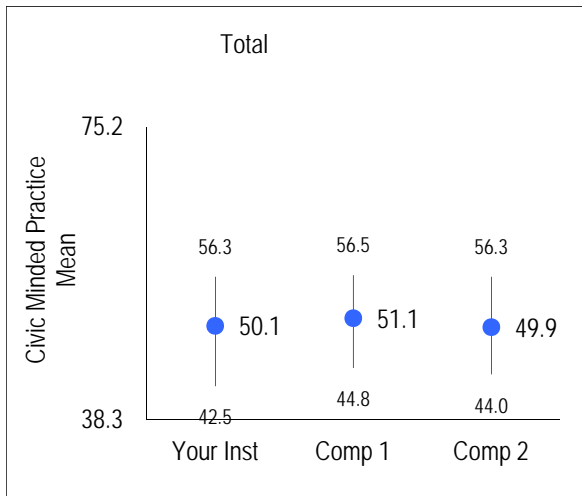
How many of the following have you published?

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

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
Mean	50.1	51.1	49.9	49.3	50.6	49.5	50.9	51.7	50.4
Standard Deviation	8.09	7.82	7.73	7.99	7.71	7.49	8.13	7.93	7.99
Significance	-	*		-	*		-		
Effect Size	-	-0.12	0.02	-	-0.17	-0.03	-	-0.10	0.06
25th percentile	42.5	44.8	44.0	42.5	44.0	44.0	44.0	46.4	44.0
75th percentile	56.3	56.5	56.3	56.3	56.3	55.2	56.3	58.7	56.4

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



Survey items and estimation 'weights':

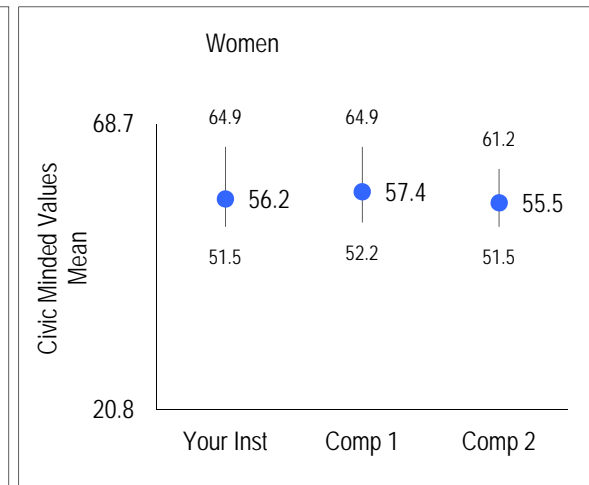
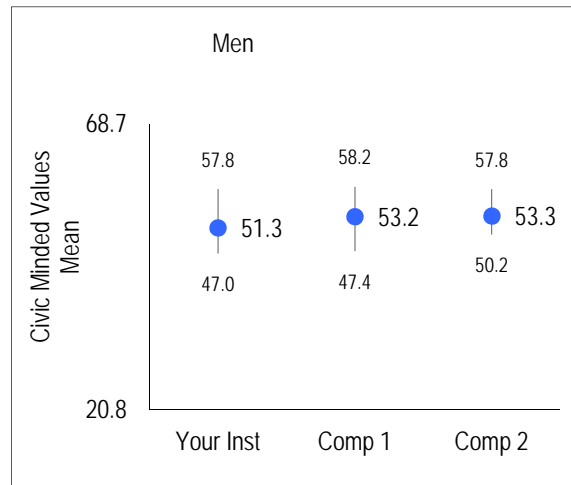
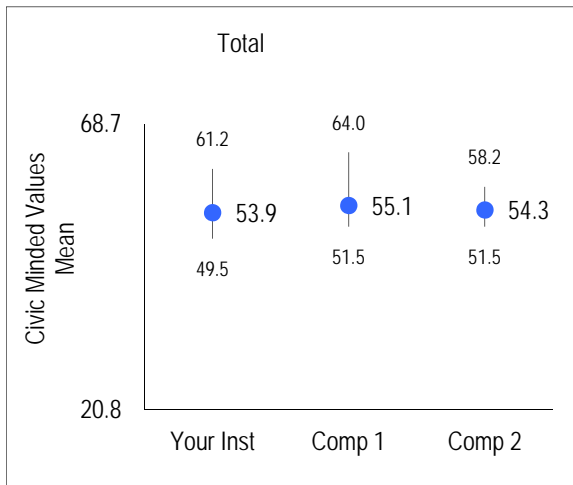
- * Collaborated with the local community in research/teaching (2.17)
- * Community service as part of coursework (1.53)

- * 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)

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
Mean	53.9	55.1	54.3	51.3	53.2	53.3	56.2	57.4	55.5
Standard Deviation	8.38	8.12	7.72	8.72	8.58	7.35	7.38	6.83	7.96
Significance	-	*		-	*	**	-	*	
Effect Size	-	-0.15	-0.06	-	-0.22	-0.27	-	-0.18	0.08
25th percentile	49.5	51.5	51.5	47.0	47.4	50.2	51.5	52.2	51.5
75th percentile	61.2	64.0	58.2	57.8	58.2	57.8	64.9	64.9	61.2

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



Survey items and estimation 'weights':

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

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

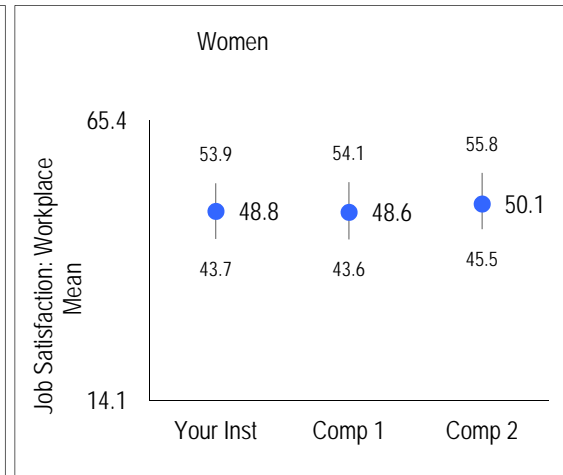
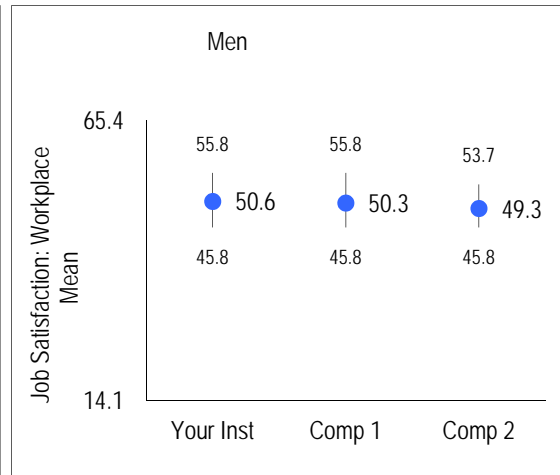
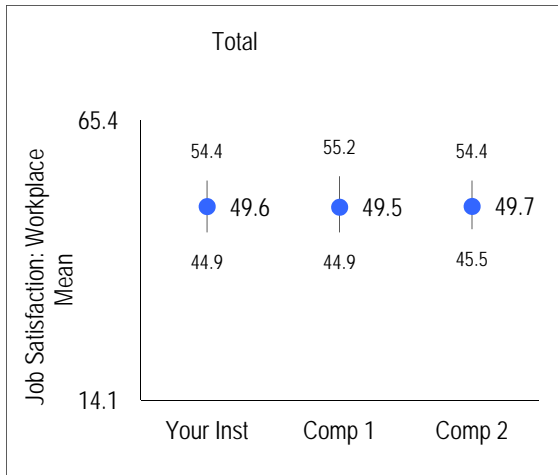
* Colleges have a responsibility to work with their surrounding communities to address

2016-17 HERI Faculty Survey
CIRP Construct Mean 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
Mean	49.6	49.5	49.7	50.6	50.3	49.3	48.8	48.6	50.1
Standard Deviation	8.18	8.37	8.16	7.48	8.08	7.64	8.69	8.62	8.70
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.01	0.00	-	0.04	0.17	-	0.02	-0.15
25th percentile	44.9	44.9	45.5	45.8	45.8	45.8	43.7	43.6	45.5
75th percentile	54.4	55.2	54.4	55.8	55.8	53.7	53.9	54.1	55.8

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)

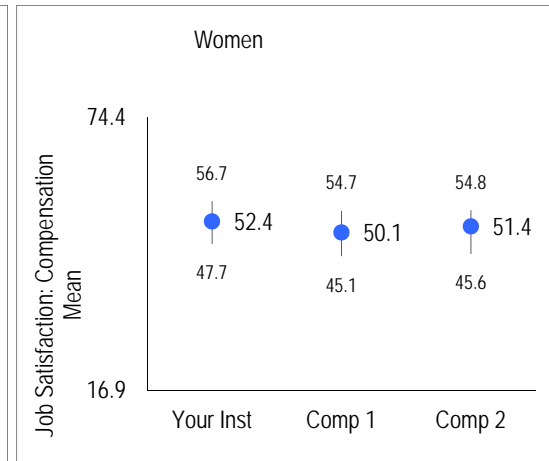
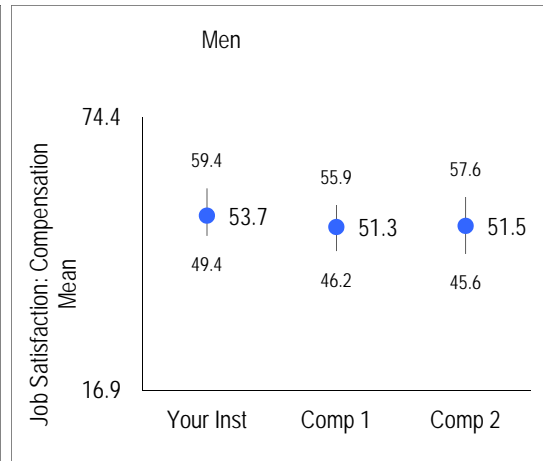
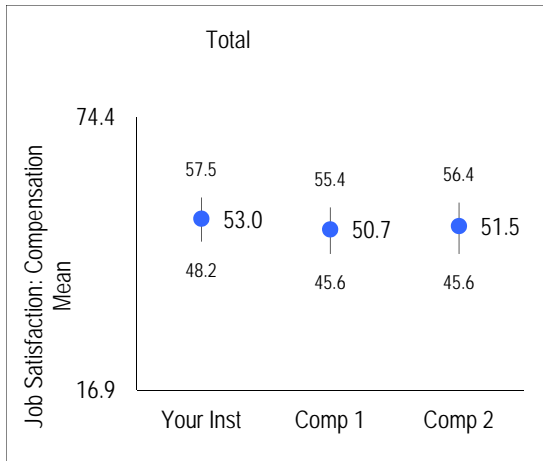
* Leave policies (2.40)

2016-17 HERI Faculty Survey
 CIRP Construct Mean 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
Mean	53.0	50.7	51.5	53.7	51.3	51.5	52.4	50.1	51.4
Standard Deviation	7.96	7.86	8.46	8.29	8.00	8.39	7.64	7.64	8.55
Significance	-	***	**	-	**	**	-	***	
Effect Size	-	0.29	0.18	-	0.30	0.26	-	0.30	0.12
25th percentile	48.2	45.6	45.6	49.4	46.2	45.6	47.7	45.1	45.6
75th percentile	57.5	55.4	56.4	59.4	55.9	57.6	56.7	54.7	54.8

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



Survey items and estimation 'weights':

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

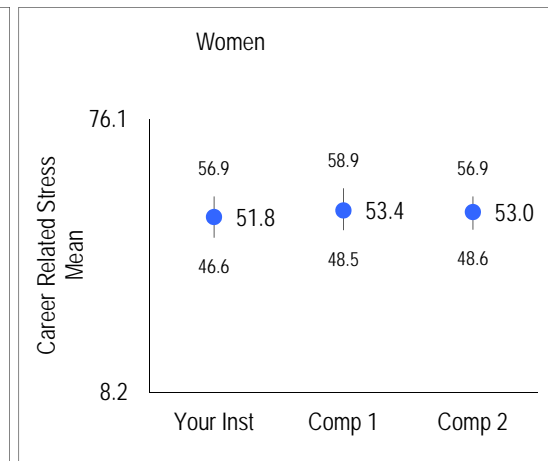
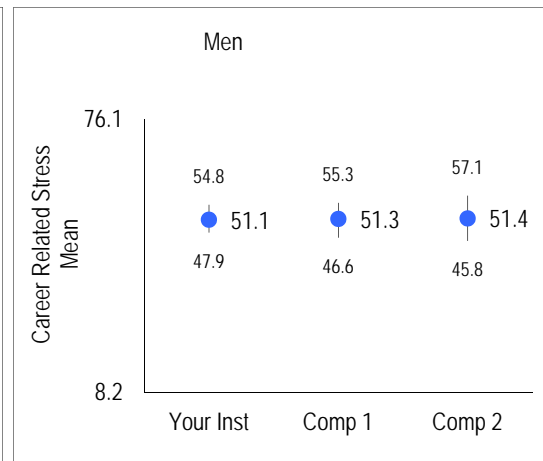
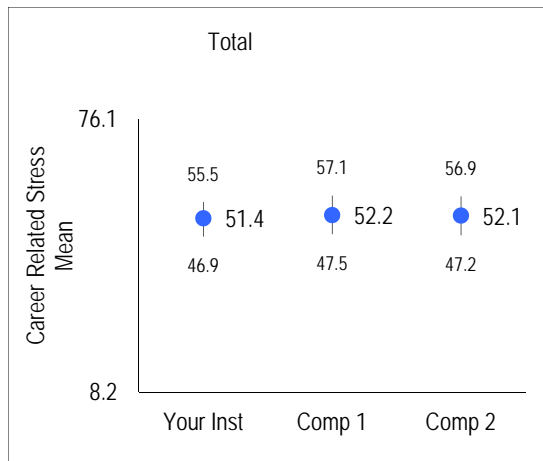
- * Opportunity for scholarly pursuits (2.38)
- * Retirement benefits (1.68)
- * Salary (1.39)

- * Teaching load (1.22)
- * Health benefits (2.04)
- * Prospects for career advancement (1.53)

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
Mean	51.4	52.2	52.1	51.1	51.3	51.4	51.8	53.4	53.0
Standard Deviation	6.99	7.64	7.51	6.07	7.44	7.91	7.72	7.72	6.93
Significance	-	-	-	-	*	*	-	*	*
Effect Size	-	-0.10	-0.09	-	-0.03	-0.04	-	-0.21	-0.18
25th percentile	46.9	47.5	47.2	47.9	46.6	45.8	46.6	48.5	48.6
75th percentile	55.5	57.1	56.9	54.8	55.3	57.1	56.9	58.9	56.9

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:

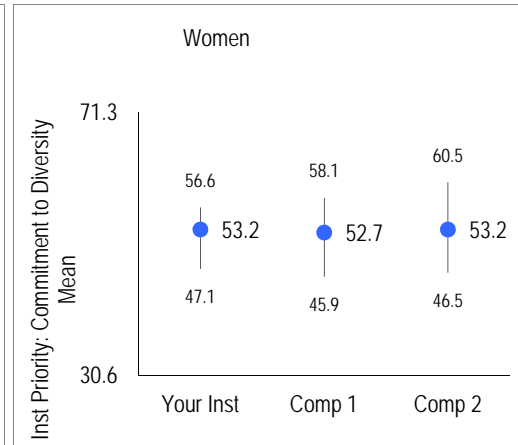
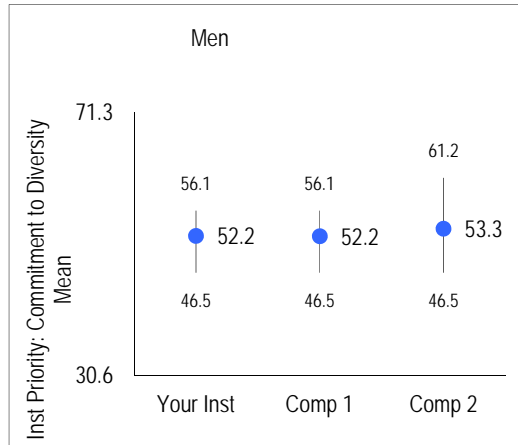
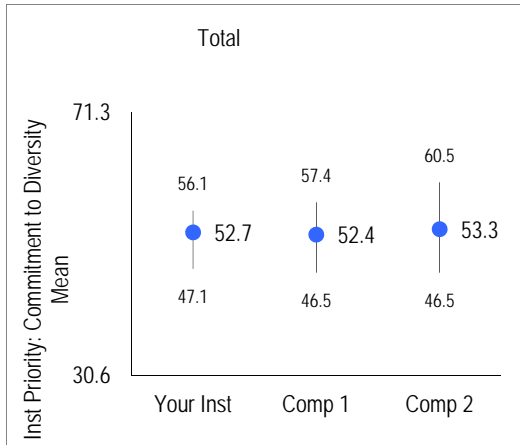
- * Lack of personal time (1.96)
- * Teaching load (1.51)
- * Committee work (1.38)
- * Institutional procedures/red tape (1.08)
- * Research or publishing demands (1.06)
- * Self-imposed high expectations (1.03)
- * Students (1.08)

2016-17 HERI Faculty Survey
 CIRP Construct Mean 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
Mean	52.7	52.4	53.3	52.2	52.2	53.3	53.2	52.7	53.2
Standard Deviation	8.02	9.25	9.85	7.73	8.88	10.25	8.27	9.67	9.40
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.04	-0.05	-	0.01	-0.11	-	0.05	0.00
25th percentile	47.1	46.5	46.5	46.5	46.5	46.5	47.1	45.9	46.5
75th percentile	56.1	57.4	60.5	56.1	56.1	61.2	56.6	58.1	60.5

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)

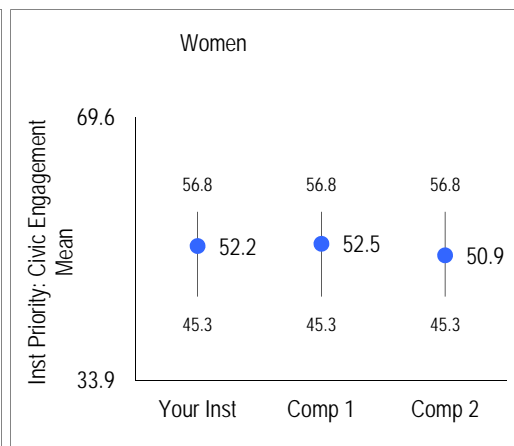
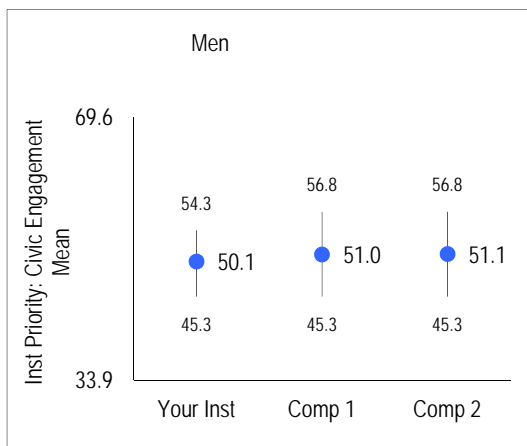
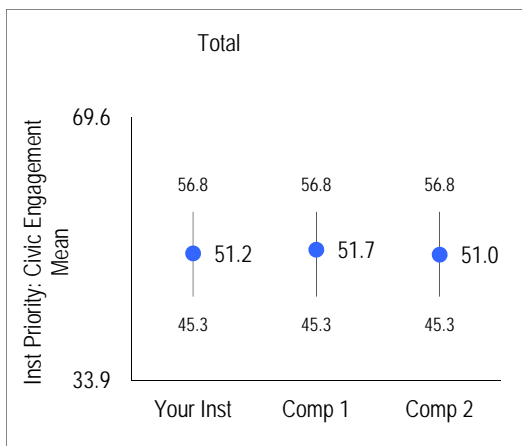
* To recruit more minority students (1.77)

2016-17 HERI Faculty Survey
 CIRP Construct Mean 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
Mean	51.2	51.7	51.0	50.1	51.0	51.1	52.2	52.5	50.9
Standard Deviation	7.95	9.05	8.62	8.00	9.01	8.75	7.80	9.03	8.47
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.06	0.02	-	-0.11	-0.12	-	-0.03	0.15
25th percentile	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3
75th percentile	56.8	56.8	56.8	54.3	56.8	56.8	56.8	56.8	56.8

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:

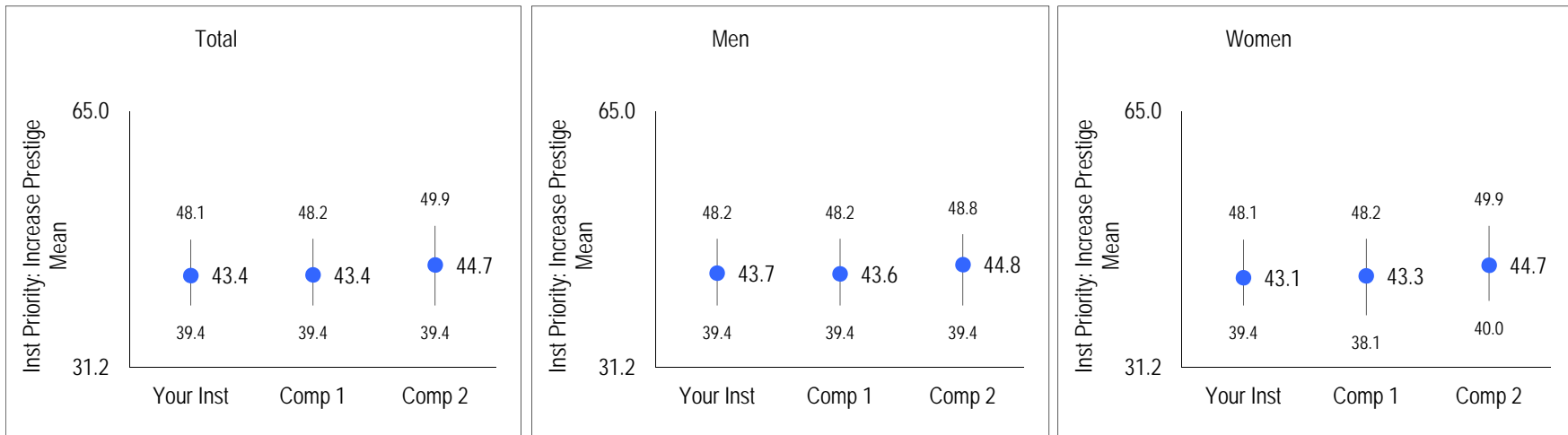
- * To provide resources for faculty to engage in community-based teaching or research (2.08)
- * To create and sustain partnerships with surrounding communities (2.84)
- * To facilitate student involvement in community service (1.56)

2016-17 HERI Faculty Survey
 CIRP Construct Mean 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
Mean	43.4	43.4	44.7	43.7	43.6	44.8	43.1	43.3	44.7
Standard Deviation	7.13	7.80	7.61	7.43	7.89	7.63	6.86	7.69	7.59
Significance	-	-	**	-	-	-	-	-	*
Effect Size	-	-0.01	-0.18	-	0.01	-0.15	-	-0.03	-0.22
25th percentile	39.4	39.4	39.4	39.4	39.4	39.4	39.4	38.1	40.0
75th percentile	48.1	48.2	49.9	48.2	48.2	48.8	48.1	48.2	49.9

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:

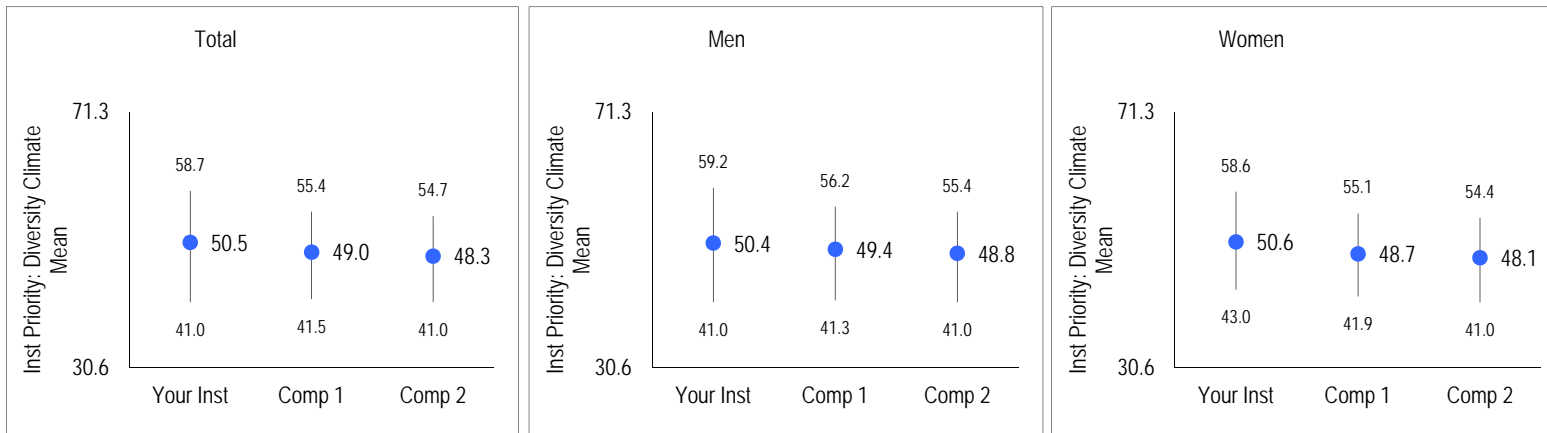
- * To increase or maintain institutional prestige (3.54)
- * To increase the selectivity of the student body through more competitive admissions criteria (3.43)
- * To hire faculty "stars" (1.47)

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

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)	267	2,862	9,800	111	1,132	3,471	156	1,730	6,329
Mean	50.5	49.0	48.3	50.4	49.4	48.8	50.6	48.7	48.1
Standard Deviation	10.82	9.43	9.34	11.31	9.63	9.48	10.50	9.30	9.25
Significance	-	*	***	-	-	-	-	*	***
Effect Size	-	0.16	0.23	-	0.10	0.17	-	0.21	0.27
25th percentile	41.0	41.5	41.0	41.0	41.3	41.0	43.0	41.9	41.0
75th percentile	58.7	55.4	54.7	59.2	56.2	55.4	58.6	55.1	54.4

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:

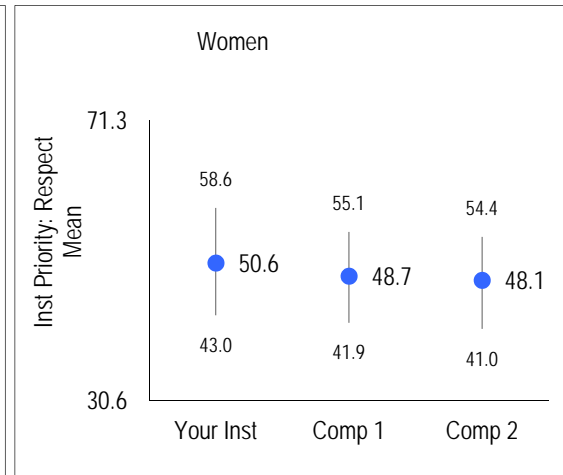
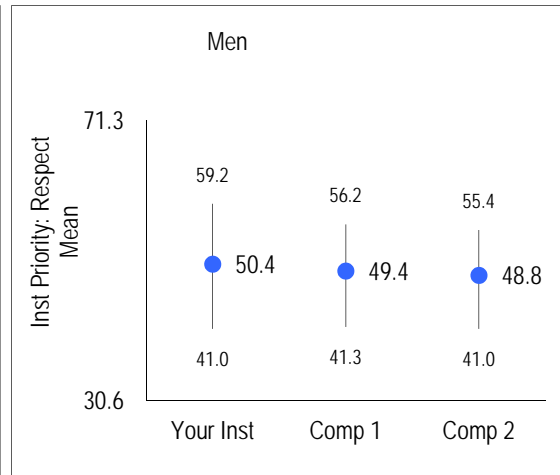
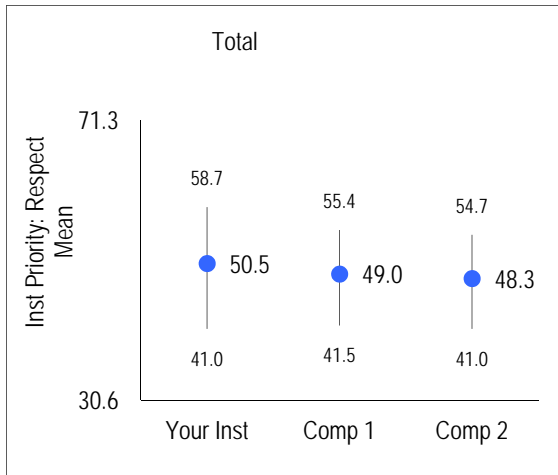
- This institution has effective hiring practices and policies that increase faculty diversity (1.45)
- This institution takes responsibility for educating underprepared students (0.88)
- Faculty of color are treated fairly here (5.13)
- Women faculty are treated fairly here (4.67)
- LGBTQ faculty are 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)	267	2,862	9,800	111	1,132	3,471	156	1,730	6,329
Mean	50.5	49.0	48.3	50.4	49.4	48.8	50.6	48.7	48.1
Standard Deviation	10.82	9.43	9.34	11.31	9.63	9.48	10.50	9.30	9.25
Significance	-	*	***	-			-	*	***
Effect Size	-	0.16	0.23	-	0.10	0.17	-	0.21	0.27
25th percentile	41.0	41.5	41.0	41.0	41.3	41.0	43.0	41.9	41.0
75th percentile	58.7	55.4	54.7	59.2	56.2	55.4	58.6	55.1	54.4

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)