



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

## 2019-20 HERI Faculty Survey

CIRP Construct Reports

Full-time Undergraduate Faculty

---

---

# Truman State University

---

---

Comparison group 1: Public 4yr Colleges - high selectivity

Comparison group 2: Public 4yr Colleges

Table of Contents

**1. CIRP Construct Mean Reports**

How to Read the CIRP Construct Mean Reports	<a href="#">H1</a>
a. Student-Centered Pedagogy	<a href="#">1A</a>
b. Undergraduate Education Goal: Personal Development	<a href="#">1B</a>
c. Scholarly Productivity	<a href="#">1C</a>
d. Civic Minded Practice	<a href="#">1D</a>
e. Civic Minded Values	<a href="#">1E</a>
f. Job Satisfaction: Workplace	<a href="#">1F</a>
g. Job Satisfaction: Compensation	<a href="#">1G</a>
h. Career Related Stress	<a href="#">1H</a>
i. Institutional Priority: Commitment to Diversity	<a href="#">1I</a>
j. Institutional Priority: Civic Engagement	<a href="#">1J</a>
k. Institutional Priority: Increase Prestige	<a href="#">1K</a>
l. Mentor Self-Efficacy	<a href="#">Not Available</a>
m. Science Identity	<a href="#">Not Available</a>
n. Science Self-Efficacy	<a href="#">Not Available</a>
o. Diversity Climate	<a href="#">1O</a>
p. Respect	<a href="#">1P</a>

**2. CIRP Construct Percentage Reports**

How to Read the CIRP Construct Percentage Reports	<a href="#">H2</a>
a. Student-Centered Pedagogy	<a href="#">2A</a>
b. Undergraduate Education Goal: Personal Development	<a href="#">2B</a>
c. Scholarly Productivity	<a href="#">2C</a>
d. Civic Minded Practice	<a href="#">2D</a>
e. Civic Minded Values	<a href="#">2E</a>
f. Job Satisfaction: Workplace	<a href="#">2F</a>
g. Job Satisfaction: Compensation	<a href="#">2G</a>
h. Career Related Stress	<a href="#">2H</a>
i. Institutional Priority: Commitment to Diversity	<a href="#">2I</a>
j. Institutional Priority: Civic Engagement	<a href="#">2J</a>
k. Institutional Priority: Increase Prestige	<a href="#">2K</a>
l. Mentor Self-Efficacy	<a href="#">Not Available</a>
m. Science Identity	<a href="#">Not Available</a>
n. Science Self-Efficacy	<a href="#">Not Available</a>
o. Diversity Climate	<a href="#">2O</a>
p. Respect	<a href="#">2P</a>

**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.

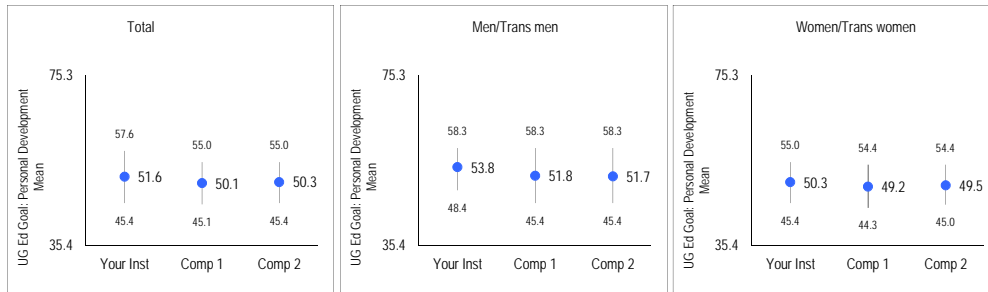
**Statistical Significance** – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three 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. However, there exists a measurement challenge for constructs due to 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 as IRT uses response patterns to derive construct score estimates. Simultaneously, IRT gives greater weight to survey items that into the construct more directly, and a result, constructs are more accurate. Constructs are particularly useful for benchmarking as 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 they play a role in the personal development of students

Sample University	Total			Men/Trans men			Women/Trans 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':**  
 Please indicate extent to which you agree it is your role to:  
 \* Help students develop personal values (4.92)  
 \* Provide for students' emotional development (2.91)  
 \* Develop students' 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](http://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.

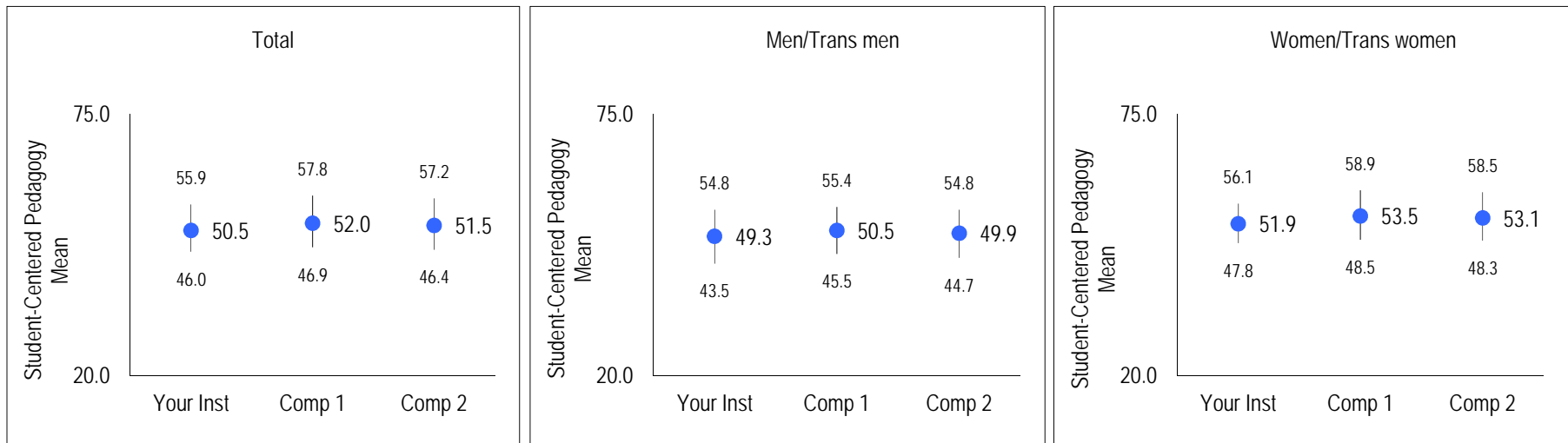
**Effect Size** – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 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).

\* Faculty who identify as genderqueer/gender non-conforming, identity not listed above, or who chose not to answer the gender identity question are included in the total columns. These identities are not broken out separately in the reports due to their small cell size (any column with fewer than five cases would be suppressed) and the possibility of their responses being associated with a particular faculty member in this anonymous survey.

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	152	805	1,611	77	399	789	66	406	822
Mean	50.5	52.0	51.5	49.3	50.5	49.9	51.9	53.5	53.1
Standard Deviation	7.94	8.08	8.07	8.94	8.00	8.12	6.21	7.88	7.71
Significance	-	*		-			-		
Effect Size	-	-0.19	-0.13	-	-0.16	-0.08	-	-0.21	-0.16
25th percentile	46.0	46.9	46.4	43.5	45.5	44.7	47.8	48.5	48.3
75th percentile	55.9	57.8	57.2	54.8	55.4	54.8	56.1	58.9	58.5

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?

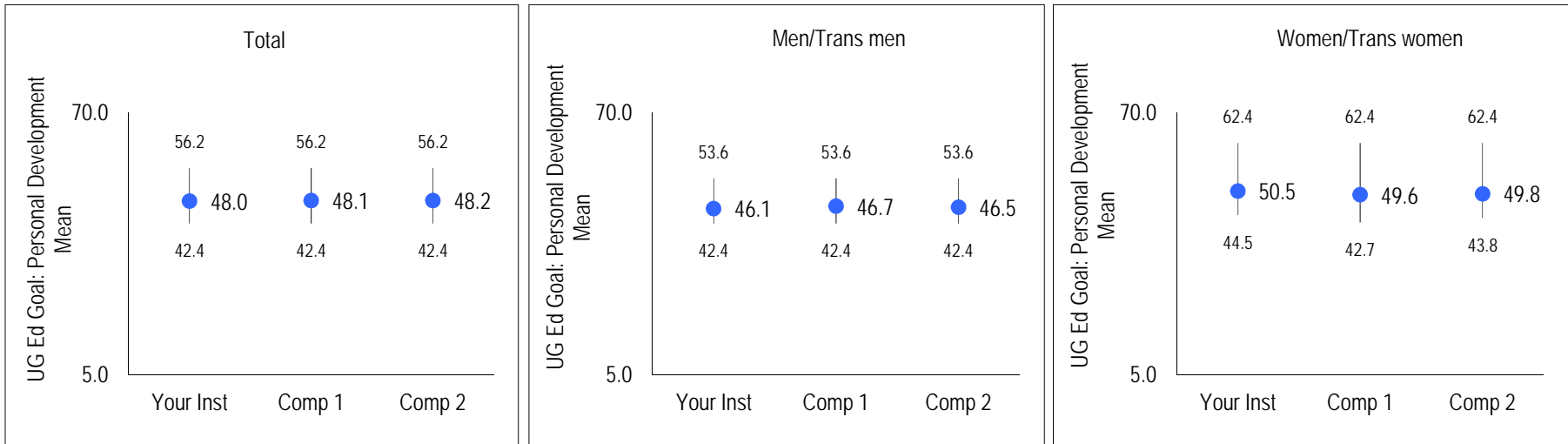
- \* Student presentations (1.00)
- \* Student evaluations of each other's work (1.00)
- \* Class discussions (1.70)
- \* Cooperative learning (small groups) (2.30)
- \* Experiential learning/Field studies (1.30)
- \* Group projects (1.82)
- \* Reflective writing/journaling (1.21)
- \* Using student inquiry to drive learning (1.00)

**Undergraduate Education Goal: Personal Development**  
 Full-time Undergraduate Faculty

**Undergraduate Education Goal: Personal Development** – Measures the extent to which faculty believe they play a role in the personal development of students.

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	165	822	1,643	85	412	806	71	410	837
Mean	48.0	48.1	48.2	46.1	46.7	46.5	50.5	49.6	49.8
Standard Deviation	10.73	10.51	10.32	11.06	11.01	10.94	8.97	9.79	9.41
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.02	-0.02	-	-0.05	-0.03	-	0.09	0.07
25th percentile	42.4	42.4	42.4	42.4	42.4	42.4	44.5	42.7	43.8
75th percentile	56.2	56.2	56.2	53.6	53.6	53.6	62.4	62.4	62.4

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



**Survey items and estimation 'weights':**

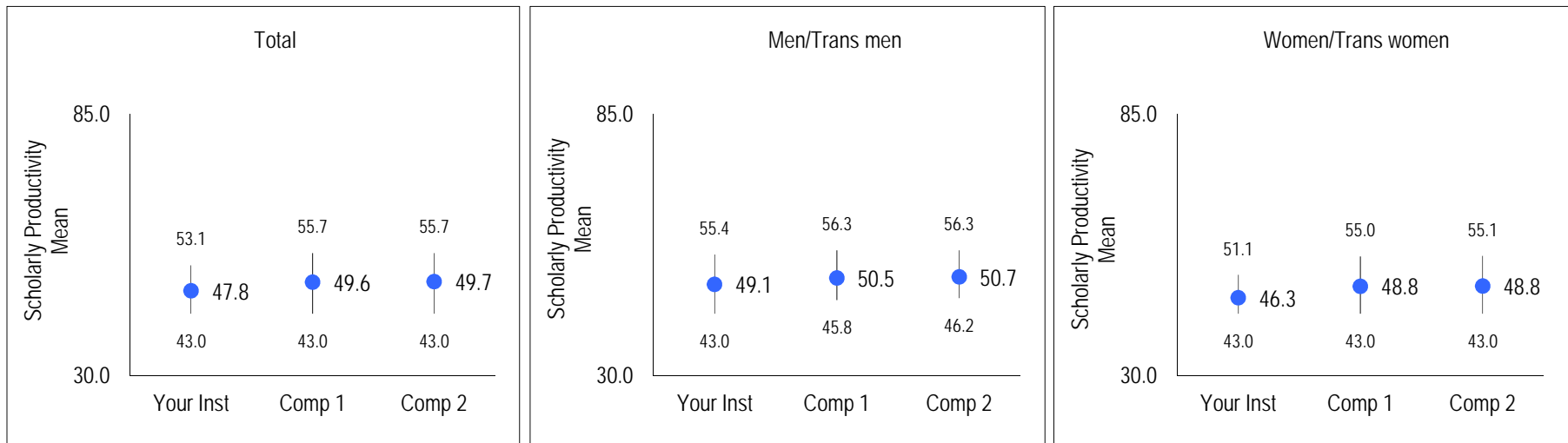
Please indicate the extent to which you agree it is your role to:

- \* Develop students' moral character (3.42)
- \* Provide for students' emotional development (2.16)
- \* Help students develop personal values (4.29)
- \* Encourage respect for different beliefs (4.29)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	163	852	1,718	87	423	841	68	429	877
Mean	47.8	49.6	49.7	49.1	50.5	50.7	46.3	48.8	48.8
Standard Deviation	7.46	8.26	8.22	7.80	8.33	8.14	6.69	8.10	8.18
Significance	-	**	**	-			-	*	*
Effect Size	-	-0.22	-0.24	-	-0.16	-0.20	-	-0.30	-0.30
25th percentile	43.0	43.0	43.0	43.0	45.8	46.2	43.0	43.0	43.0
75th percentile	53.1	55.7	55.7	55.4	56.3	56.3	51.1	55.0	55.1

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



**Survey items and estimation 'weights':**

How many of the following have you published?

\* Articles in academic or professional journals (3.09)

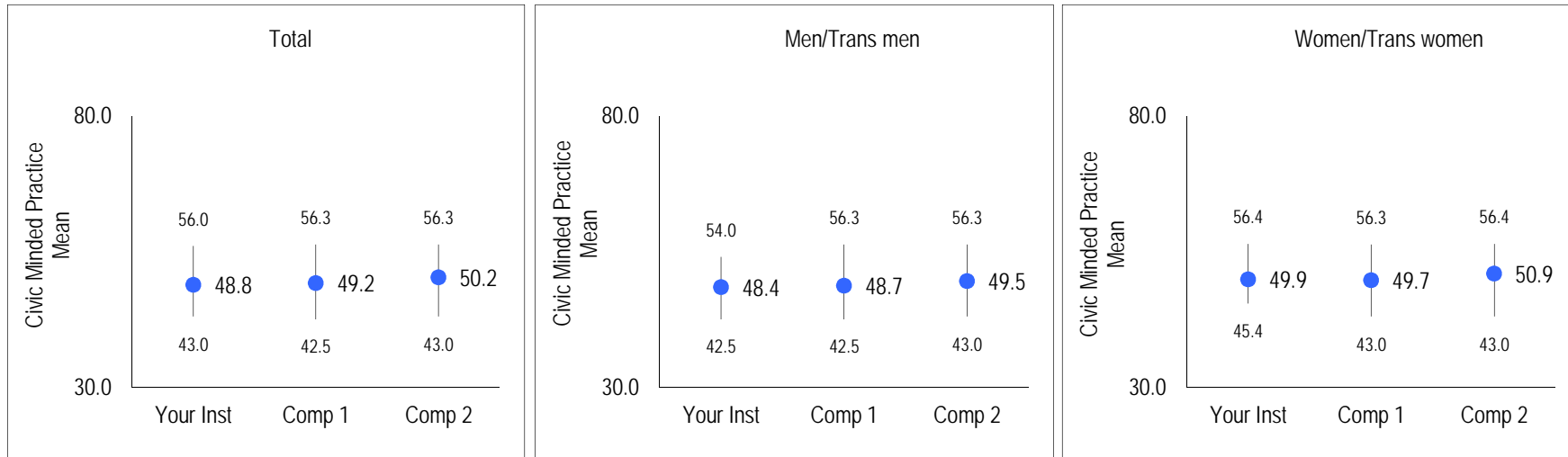
\* Chapters in edited volumes (2.11)

\* In the past three years, how many of your professional writings have been published or accepted for publication? (2.53)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	145	728	1,440	74	369	717	63	359	723
Mean	48.8	49.2	50.2	48.4	48.7	49.5	49.9	49.7	50.9
Standard Deviation	8.04	8.26	8.26	8.53	8.34	8.15	7.50	8.15	8.33
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.04	-0.17	-	-0.03	-0.14	-	0.02	-0.12
25th percentile	43.0	42.5	43.0	42.5	42.5	43.0	45.4	43.0	43.0
75th percentile	56.0	56.3	56.3	54.0	56.3	56.3	56.4	56.3	56.4

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



**Survey items and estimation 'weights':**

During the past three years, have you:

- \* Collaborated with the local community on research/teaching to address their needs (2.18)
- \* Advised student groups involved in service/volunteer work (1.44)

In the past year, have you:

- \* Engaged in public service/professional consulting without pay? (1.24)

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

- \* Community service as part of coursework (1.54)

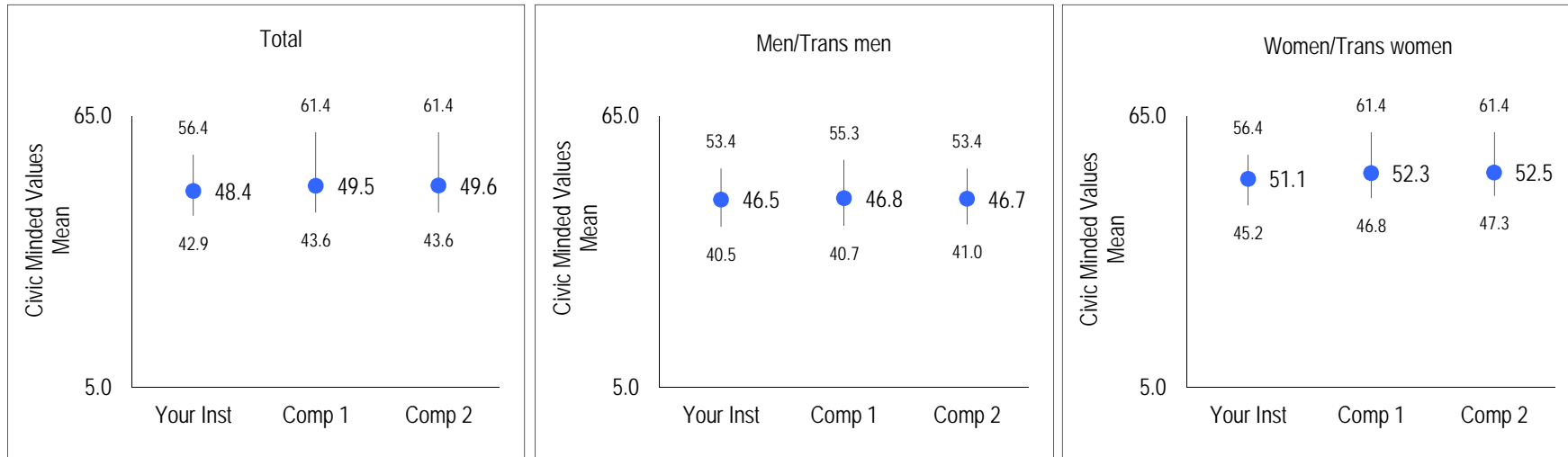
During the present term, how many hours per week on average do you spend on each of the following?

- \* Community or public service (1.33)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	159	799	1,608	81	406	793	69	393	815
Mean	48.4	49.5	49.6	46.5	46.8	46.7	51.1	52.3	52.5
Standard Deviation	10.09	10.62	10.29	10.44	11.20	10.86	8.88	9.18	8.81
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.11	-0.12	-	-0.03	-0.02	-	-0.14	-0.16
25th percentile	42.9	43.6	43.6	40.5	40.7	41.0	45.2	46.8	47.3
75th percentile	56.4	61.4	61.4	53.4	55.3	53.4	56.4	61.4	61.4

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



**Survey items and estimation 'weights':**

Please indicate the extent to which you agree it is your role to:

- \* Encourage students to become agents of social change (2.69)
- \* Enhance students' knowledge of and appreciation for other racial/ethnic groups (2.77)

Please indicate your agreement with each of the following statements:

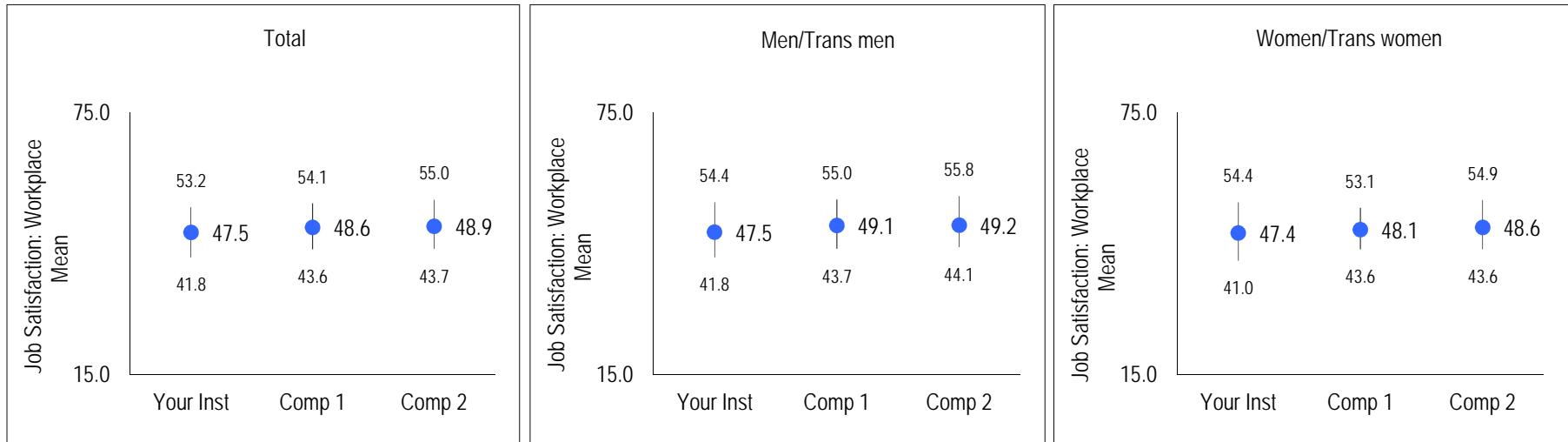
- \* Colleges have a responsibility to work with their surrounding communities to address local needs(1.25)



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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	709	1,414	74	363	707	63	346	707
Mean	47.5	48.6	48.9	47.5	49.1	49.2	47.4	48.1	48.6
Standard Deviation	8.66	8.61	8.76	9.30	8.95	8.95	8.20	8.23	8.56
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.13	-0.16	-	-0.17	-0.18	-	-0.09	-0.15
25th percentile	41.8	43.6	43.7	41.8	43.7	44.1	41.0	43.6	43.6
75th percentile	53.2	54.1	55.0	54.4	55.0	55.8	54.4	53.1	54.9

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



**Survey items and estimation 'weights':**

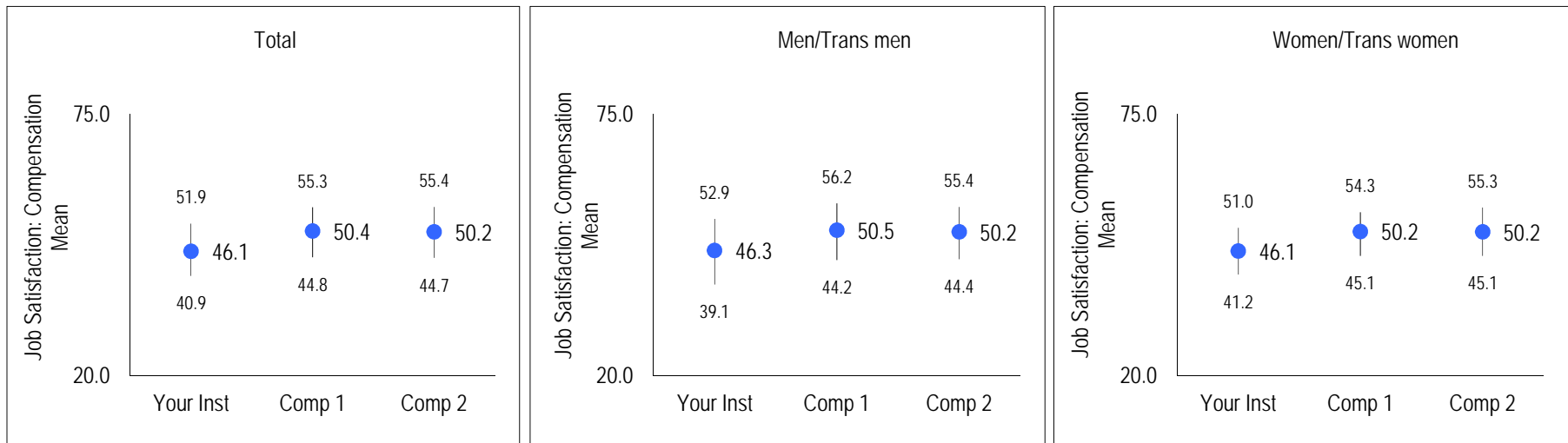
How satisfied are you with the following aspects of your job?

- \* 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 (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock) (2.40)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	151	714	1,416	76	359	699	67	355	717
Mean	46.1	50.4	50.2	46.3	50.5	50.2	46.1	50.2	50.2
Standard Deviation	7.42	7.96	7.86	8.57	8.48	8.21	6.17	7.40	7.50
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.54	-0.52	-	-0.50	-0.48	-	-0.55	-0.54
25th percentile	40.9	44.8	44.7	39.1	44.2	44.4	41.2	45.1	45.1
75th percentile	51.9	55.3	55.4	52.9	56.2	55.4	51.0	54.3	55.3

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



**Survey items and estimation 'weights':**

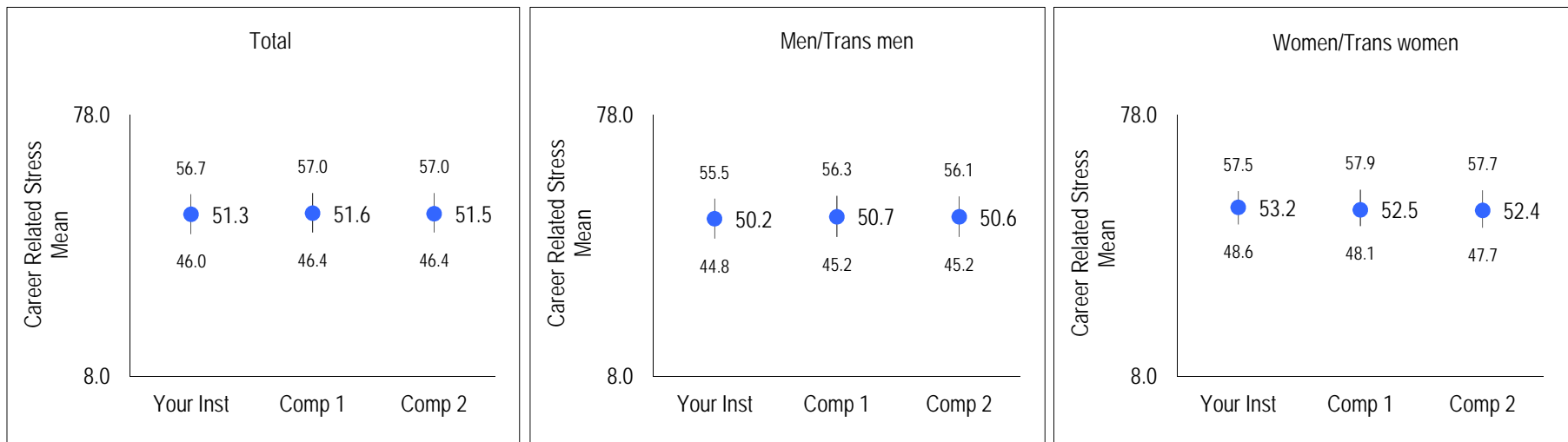
How satisfied are you with the following aspects of your job?

- \* Salary (1.75)
- \* Health benefits (2.04)
- \* Retirement benefits (2.36)
- \* Opportunity for scholarly pursuits (2.17)
- \* Teaching load (1.42)
- \* Prospects for career advancement (1.69)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	733	1,453	73	367	715	67	366	738
Mean	51.3	51.6	51.5	50.2	50.7	50.6	53.2	52.5	52.4
Standard Deviation	8.39	8.15	8.37	7.94	8.15	8.21	7.62	8.05	8.43
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.03	-0.02	-	-0.06	-0.06	-	0.09	0.10
25th percentile	46.0	46.4	46.4	44.8	45.2	45.2	48.6	48.1	47.7
75th percentile	56.7	57.0	57.0	55.5	56.3	56.1	57.5	57.9	57.7

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 year:

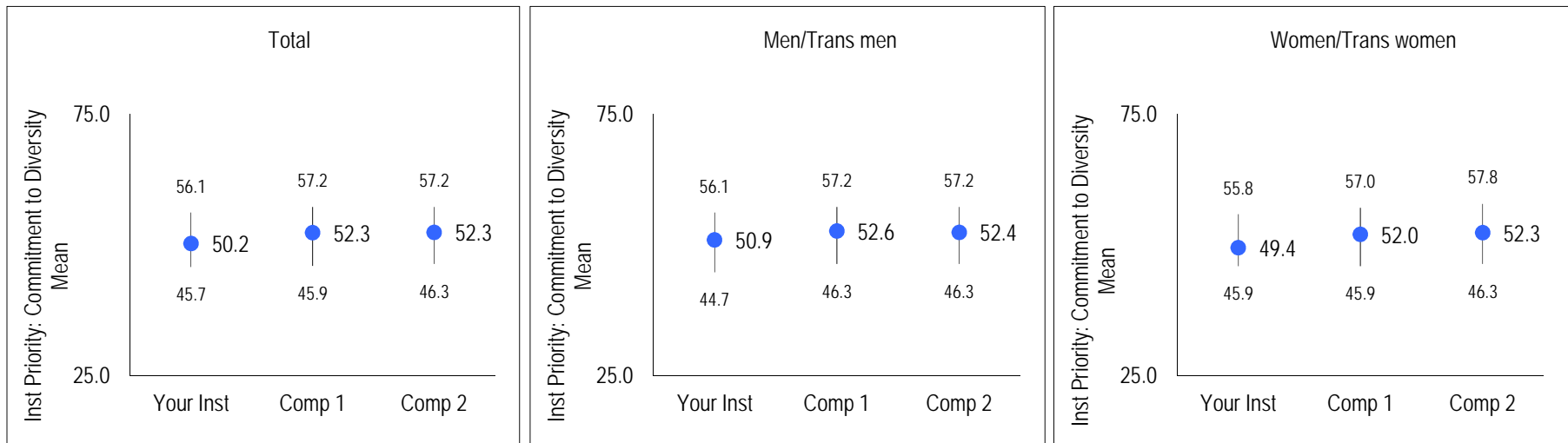
- \* Committee work (1.38)
- \* Students (1.08)
- \* Research or publishing demands (1.06)
- \* Institutional procedures and "red tape" (1.08)
- \* Teaching load (1.51)
- \* Lack of personal time (1.96)
- \* Self-imposed high expectations (1.03)

2019-20 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.

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	748	1,489	71	377	736	68	371	753
Mean	50.2	52.3	52.3	50.9	52.6	52.4	49.4	52.0	52.3
Standard Deviation	7.99	8.62	8.64	8.56	8.60	8.45	7.38	8.64	8.83
Significance	-	**	**	-			-	*	**
Effect Size	-	-0.24	-0.24	-	-0.20	-0.17	-	-0.30	-0.33
25th percentile	45.7	45.9	46.3	44.7	46.3	46.3	45.9	45.9	46.3
75th percentile	56.1	57.2	57.2	56.1	57.2	57.2	55.8	57.0	57.8

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



**Survey items and estimation 'weights':**

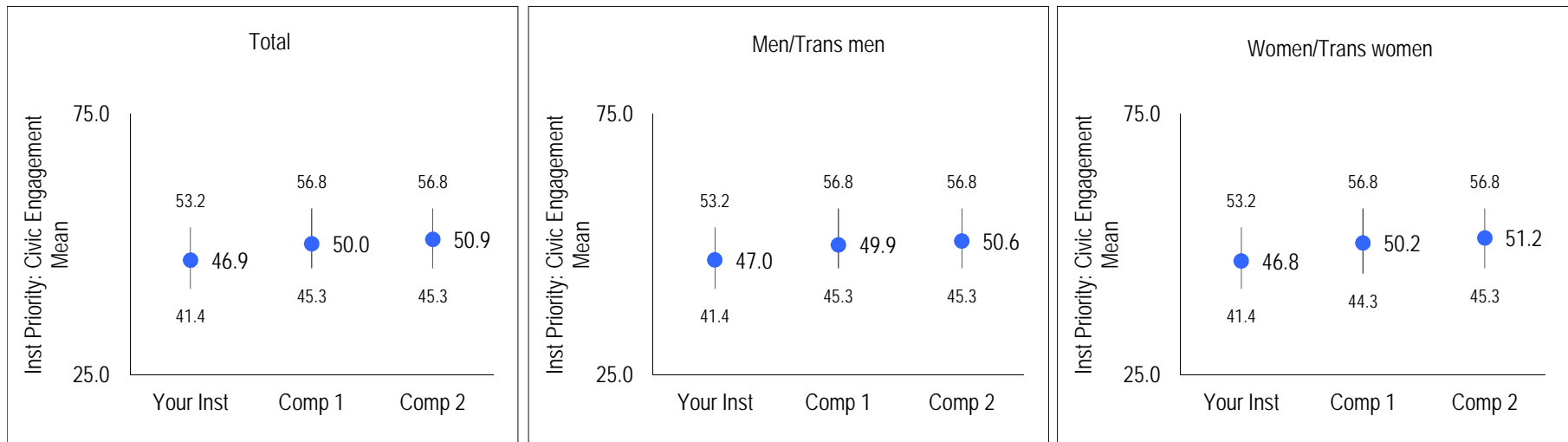
Indicate how important you believe each priority listed below is at your college or university:

- \* Increase or maintain institutional affordability (2.84)
- \* Recruit more traditionally underrepresented students (1.77)
- \* Promote gender diversity in the faculty and administration (3.34)
- \* Promote racial and ethnic diversity in the faculty and administration (5.72)
- \* Develop an appreciation for multiculturalism (2.37)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	149	757	1,504	75	381	748	67	376	756
Mean	46.9	50.0	50.9	47.0	49.9	50.6	46.8	50.2	51.2
Standard Deviation	8.55	8.73	9.28	8.60	8.57	9.08	8.12	8.90	9.47
Significance	-	***	***	-	**	***	-	**	***
Effect Size	-	-0.36	-0.43	-	-0.34	-0.40	-	-0.39	-0.47
25th percentile	41.4	45.3	45.3	41.4	45.3	45.3	41.4	44.3	45.3
75th percentile	53.2	56.8	56.8	53.2	56.8	56.8	53.2	56.8	56.8

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



**Survey items and estimation 'weights':**

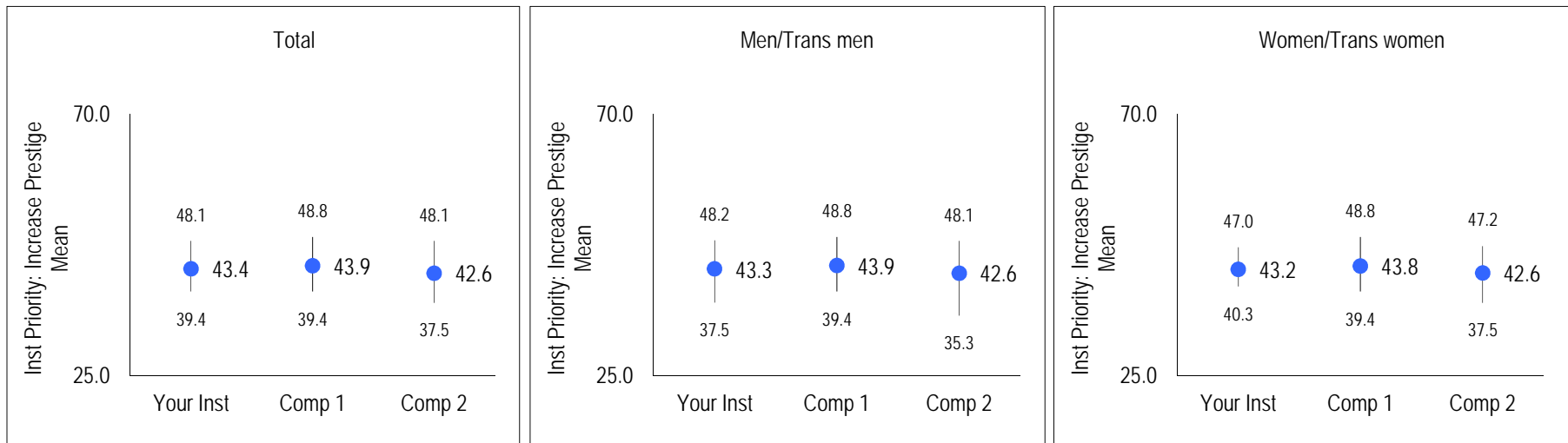
Indicate how important you believe each priority listed below is at your college or university:

- \* Provide resources for faculty to engage in community-based teaching or research (2.08)
- \* Create and sustain partnerships with surrounding communities (2.84)
- \* Facilitate student involvement in community service (1.56)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	149	750	1,491	74	379	741	68	371	750
Mean	43.4	43.9	42.6	43.3	43.9	42.6	43.2	43.8	42.6
Standard Deviation	7.28	7.66	7.89	7.91	7.84	7.96	6.55	7.48	7.81
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.07	0.10	-	-0.07	0.09	-	-0.08	0.08
25th percentile	39.4	39.4	37.5	37.5	39.4	35.3	40.3	39.4	37.5
75th percentile	48.1	48.8	48.1	48.2	48.8	48.1	47.0	48.8	47.2

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



**Survey items and estimation 'weights':**

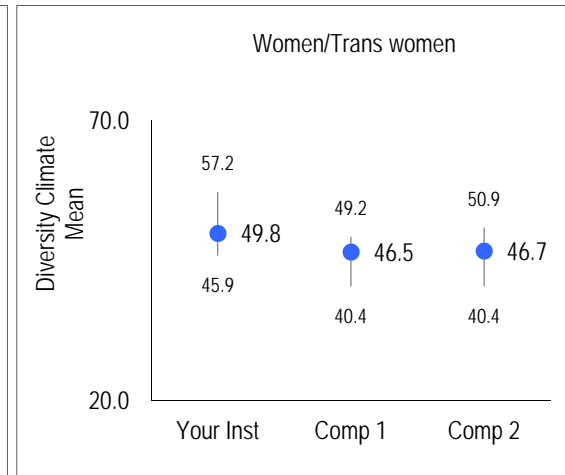
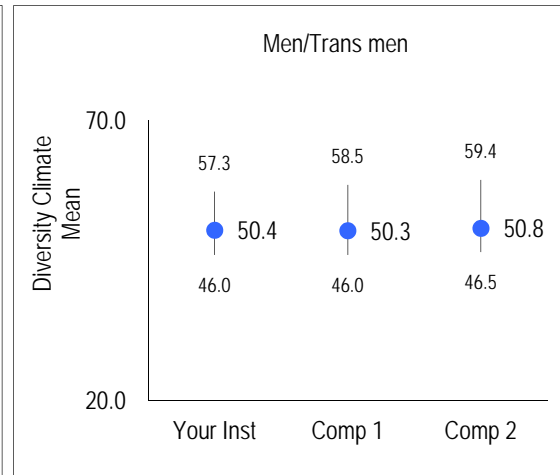
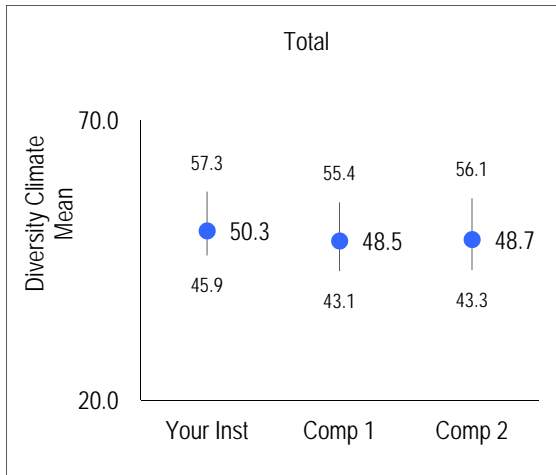
Indicate how important you believe each priority listed below is at your college or university:

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

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	142	741	1,477	77	385	749	60	356	728
Mean	50.3	48.5	48.7	50.4	50.3	50.8	49.8	46.5	46.7
Standard Deviation	7.87	8.97	9.10	8.56	9.07	8.86	6.69	8.44	8.89
Significance	-	*		-			-	**	**
Effect Size	-	0.20	0.17	-	0.01	-0.04	-	0.39	0.36
25th percentile	45.9	43.1	43.3	46.0	46.0	46.5	45.9	40.4	40.4
75th percentile	57.3	55.4	56.1	57.3	58.5	59.4	57.2	49.2	50.9

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



Survey items and estimation 'weights':

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

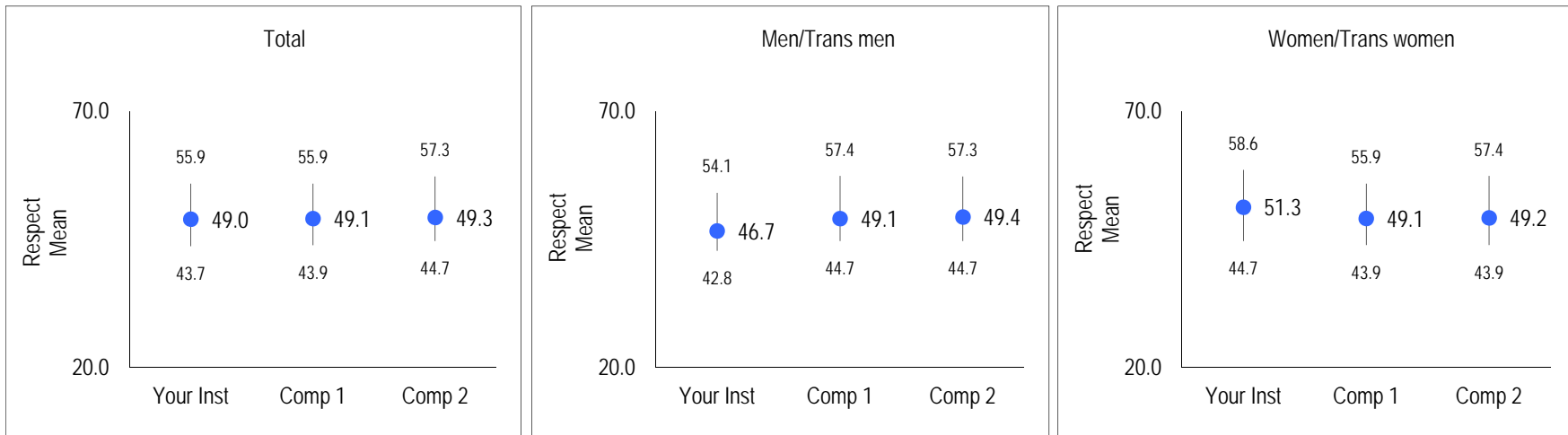
- \* This institution has effective hiring practices and policies that increase faculty diversity (1.45)
- \* This institution takes responsibility for educating underprepared students (0.88)
- \* Faculty of color are treated fairly here (5.13)
- \* Women faculty are treated fairly here (4.67)
- \* LGBTQ+ faculty are treated fairly here (3.17)

2019-20 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.

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	151	761	1,527	75	385	757	70	376	770
Mean	49.0	49.1	49.3	46.7	49.1	49.4	51.3	49.1	49.2
Standard Deviation	9.42	9.47	9.31	10.18	9.67	9.23	7.84	9.28	9.39
Significance	-	-	-	-	-	*	-	-	-
Effect Size	-	-0.01	-0.04	-	-0.25	-0.29	-	0.23	0.22
25th percentile	43.7	43.9	44.7	42.8	44.7	44.7	44.7	43.9	43.9
75th percentile	55.9	55.9	57.3	54.1	57.4	57.3	58.6	55.9	57.4

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



**Survey items and estimation 'weights':**

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 (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)



## How to Read the CIRP Construct Percentage Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding. However, there exists a measurement challenge for constructs due to 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 as IRT uses response patterns to derive construct score estimates. Simultaneously, IRT gives greater weight to survey items that into the construct more directly, and a result, constructs are more accurate. Constructs are particularly useful for benchmarking as 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.

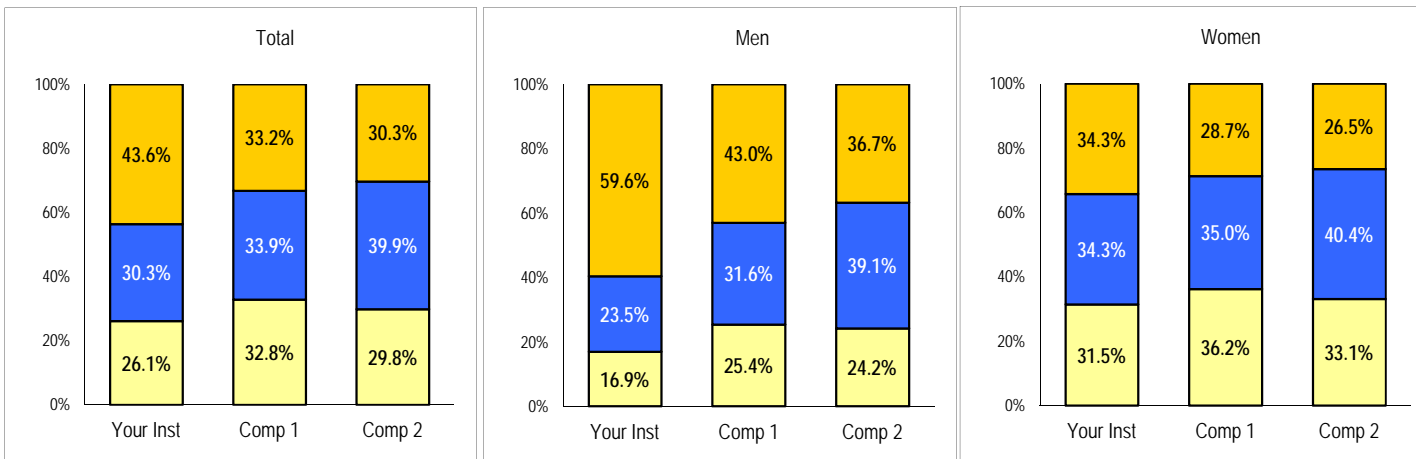
**Comp 2** – The second comparison group is based on a similar grouping of institution type and control.

**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 they play a role in the personal development of students

Sample University	Total			Men/Trans men			Women/Trans 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](http://www.heri.ucla.edu)

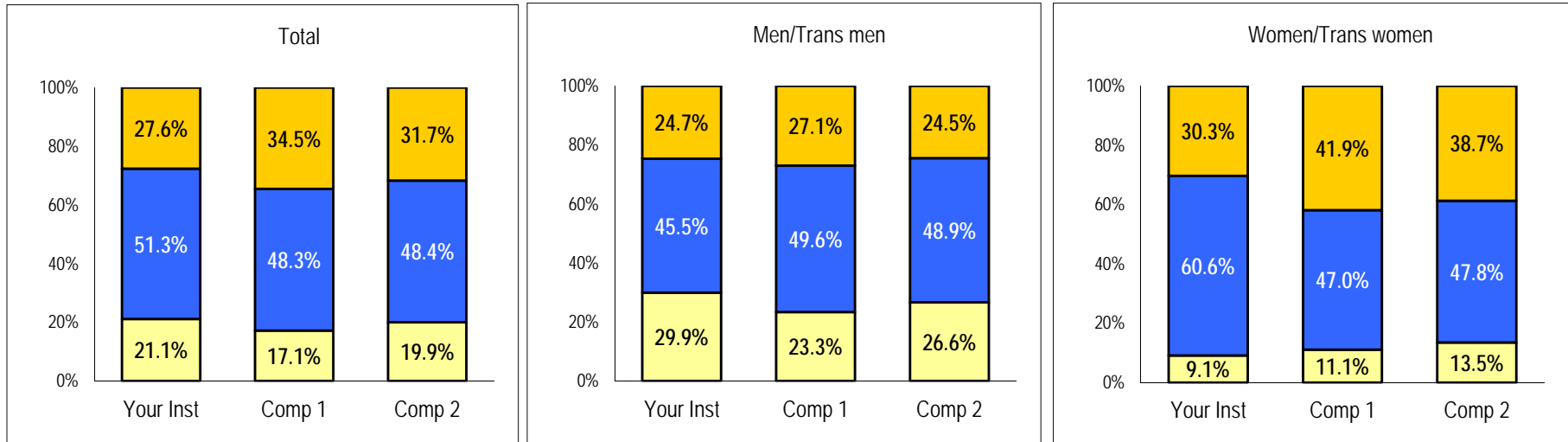
**Survey Items and Estimation "Weights"** – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the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

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	152	805	1,611	77	399	789	66	406	822
High Student-Centered Pedagogy	27.6%	34.5%	31.7%	24.7%	27.1%	24.5%	30.3%	41.9%	38.7%
Average Student-Centered Pedagogy	51.3%	48.3%	48.4%	45.5%	49.6%	48.9%	60.6%	47.0%	47.8%
Low Student-Centered Pedagogy	21.1%	17.1%	19.9%	29.9%	23.3%	26.6%	9.1%	11.1%	13.5%
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?

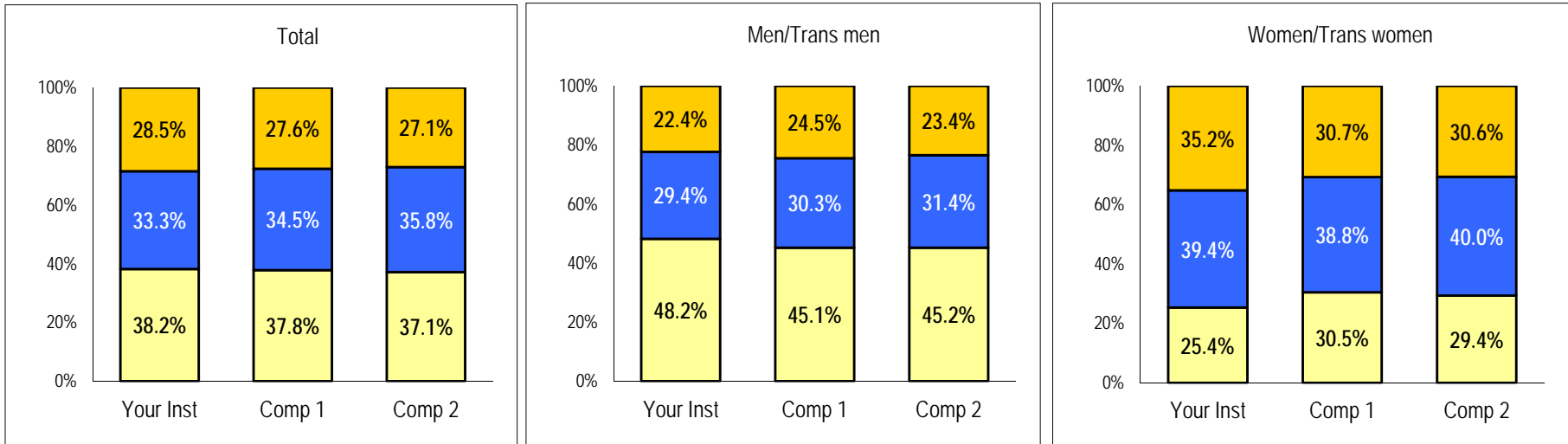
- \* Student presentations (1.00)
- \* Student evaluations of each other's work (1.00)
- \* Class discussions (1.70)
- \* Cooperative learning (small groups) (2.30)
- \* Experiential learning/Field studies (1.30)
- \* Group projects (1.82)
- \* Reflective writing/journaling (1.21)
- \* Using student inquiry to drive learning (1.00)

2019-20 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 they play a role in the personal development of students.

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	165	822	1,643	85	412	806	71	410	837
High UG Ed Goal: Personal Development	28.5%	27.6%	27.1%	22.4%	24.5%	23.4%	35.2%	30.7%	30.6%
Average UG Ed Goal: Personal Development	33.3%	34.5%	35.8%	29.4%	30.3%	31.4%	39.4%	38.8%	40.0%
Low UG Ed Goal: Personal Development	38.2%	37.8%	37.1%	48.2%	45.1%	45.2%	25.4%	30.5%	29.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

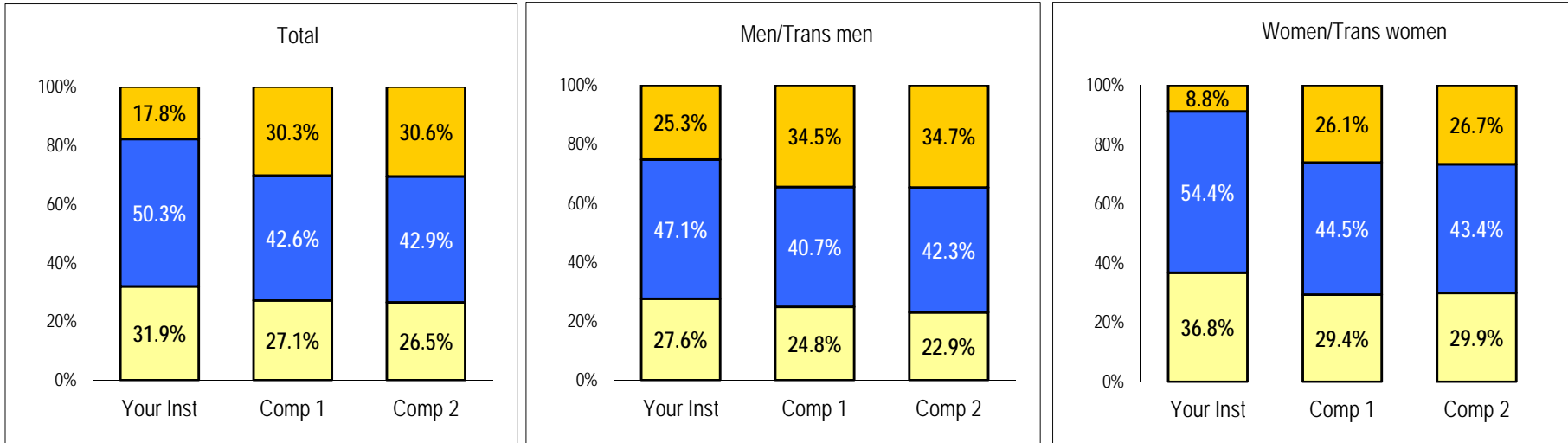
Please indicate the extent to which you agree it is your role to:

- \* Develop students' moral character (3.42)
- \* Provide for students' emotional development (2.16)
- \* Help students develop personal values (4.29)
- \* Encourage respect for different beliefs (4.29)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	163	852	1,718	87	423	841	68	429	877
High Scholarly Productivity	17.8%	30.3%	30.6%	25.3%	34.5%	34.7%	8.8%	26.1%	26.7%
Average Scholarly Productivity	50.3%	42.6%	42.9%	47.1%	40.7%	42.3%	54.4%	44.5%	43.4%
Low Scholarly Productivity	31.9%	27.1%	26.5%	27.6%	24.8%	22.9%	36.8%	29.4%	29.9%
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 or professional journals (3.09)

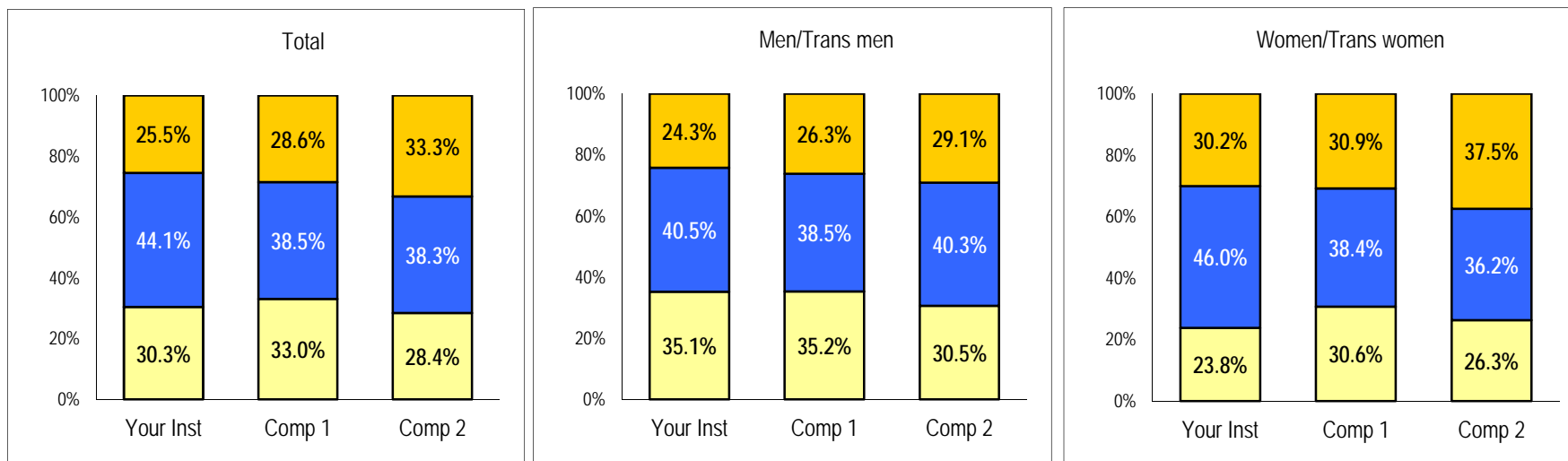
\* Chapters in edited volumes (2.11)

\* In the past three years, how many of your professional writings have been published or accepted for publication? (2.53)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	145	728	1,440	74	369	717	63	359	723
High Civic Minded Practice	25.5%	28.6%	33.3%	24.3%	26.3%	29.1%	30.2%	30.9%	37.5%
Average Civic Minded Practice	44.1%	38.5%	38.3%	40.5%	38.5%	40.3%	46.0%	38.4%	36.2%
Low Civic Minded Practice	30.3%	33.0%	28.4%	35.1%	35.2%	30.5%	23.8%	30.6%	26.3%
Significance (based on High score group)	-			-			-		

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



**Survey items and estimation 'weights':**

During the past three years, have you:

- \* Collaborated with the local community on research/teaching to address their needs (2.18)
- \* Advised student groups involved in service/volunteer work (1.44)

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

- \* Community service as part of coursework (1.54)

In the past year, have you:

- \* Engaged in public service/professional consulting without pay? (1.24)

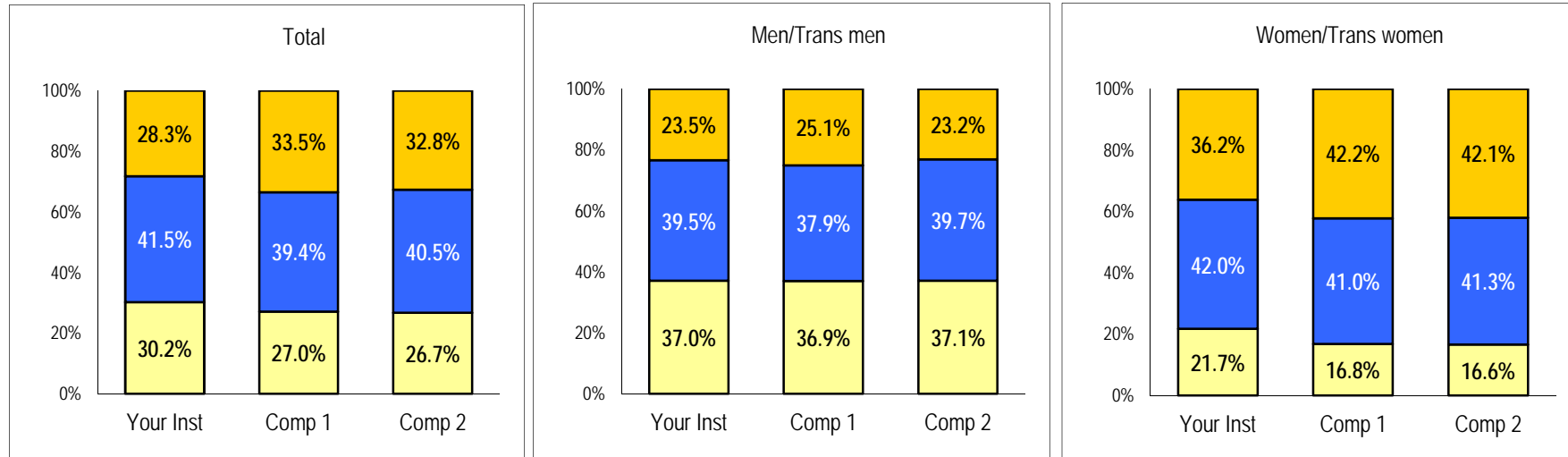
During the present term, how many hours per week on average do you spend on each of the following?

- \* Community or public service (1.33)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	159	799	1,608	81	406	793	69	393	815
High Civic Minded Values	28.3%	33.5%	32.8%	23.5%	25.1%	23.2%	36.2%	42.2%	42.1%
Average Civic Minded Values	41.5%	39.4%	40.5%	39.5%	37.9%	39.7%	42.0%	41.0%	41.3%
Low Civic Minded Values	30.2%	27.0%	26.7%	37.0%	36.9%	37.1%	21.7%	16.8%	16.6%
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 you agree it is your role to:

- \* Encourage students to become agents of social change (2.69)
- \* Enhance students' knowledge of and appreciation for other racial/ethnic groups (2.77)

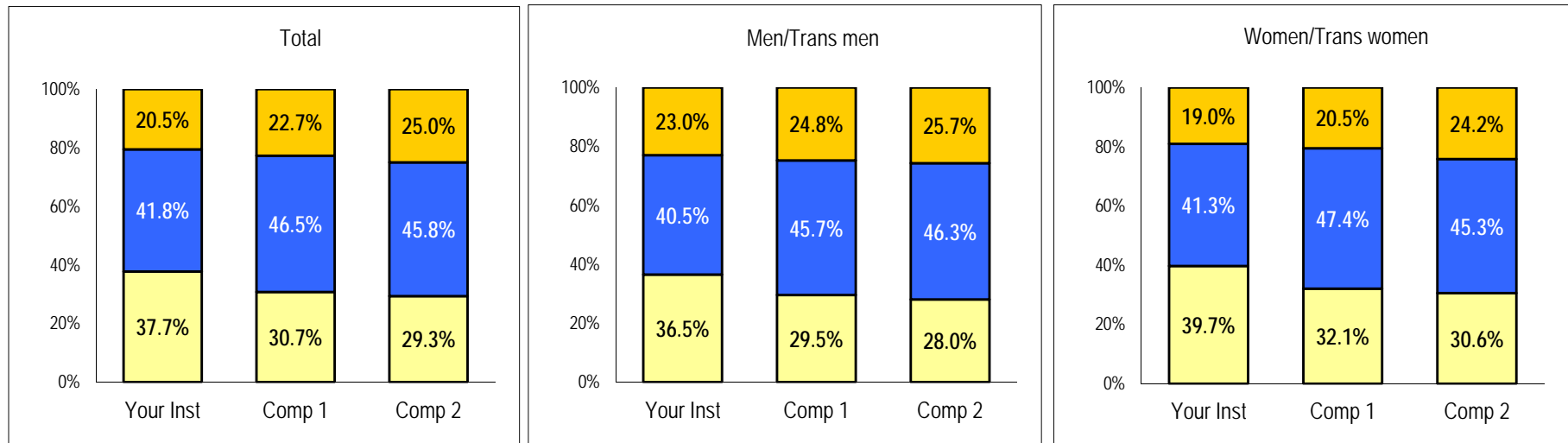
Please indicate your agreement with each of the following statements:

- \* Colleges have a responsibility to work with their surrounding communities to address local needs(1.25)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	709	1,414	74	363	707	63	346	707
High Job Satisfaction: Workplace	20.5%	22.7%	25.0%	23.0%	24.8%	25.7%	19.0%	20.5%	24.2%
Average Job Satisfaction: Workplace	41.8%	46.5%	45.8%	40.5%	45.7%	46.3%	41.3%	47.4%	45.3%
Low Job Satisfaction: Workplace	37.7%	30.7%	29.3%	36.5%	29.5%	28.0%	39.7%	32.1%	30.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

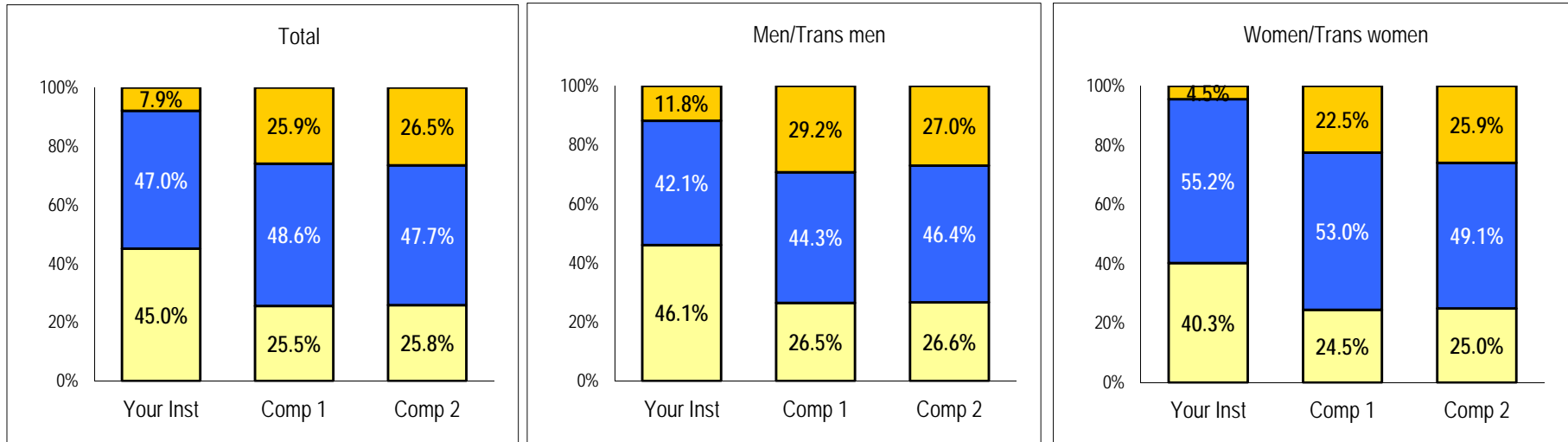
How satisfied are you with the following aspects of your job?

- \* 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 (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock) (2.40)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	151	714	1,416	76	359	699	67	355	717
High Job Satisfaction: Compensation	7.9%	25.9%	26.5%	11.8%	29.2%	27.0%	4.5%	22.5%	25.9%
Average Job Satisfaction: Compensation	47.0%	48.6%	47.7%	42.1%	44.3%	46.4%	55.2%	53.0%	49.1%
Low Job Satisfaction: Compensation	45.0%	25.5%	25.8%	46.1%	26.5%	26.6%	40.3%	24.5%	25.0%
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?

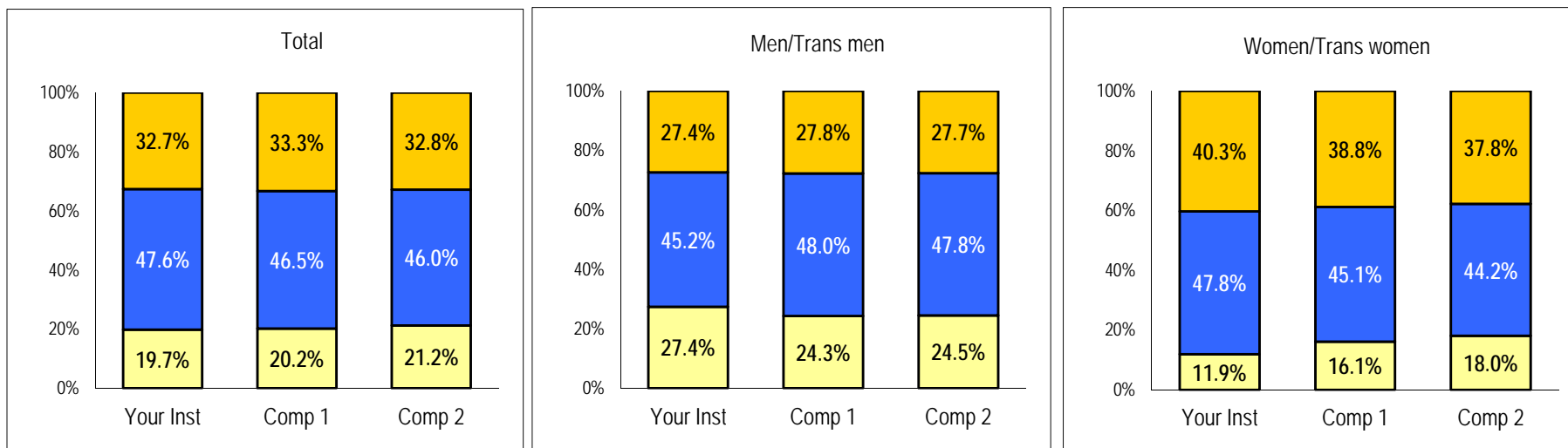
- \* Salary (1.75)
- \* Health benefits (2.04)
- \* Retirement benefits (2.36)
- \* Opportunity for scholarly pursuits (2.17)
- \* Teaching load (1.42)
- \* Prospects for career advancement (1.69)



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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	733	1,453	73	367	715	67	366	738
High Career Related Stress	32.7%	33.3%	32.8%	27.4%	27.8%	27.7%	40.3%	38.8%	37.8%
Average Career Related Stress	47.6%	46.5%	46.0%	45.2%	48.0%	47.8%	47.8%	45.1%	44.2%
Low Career Related Stress	19.7%	20.2%	21.2%	27.4%	24.3%	24.5%	11.9%	16.1%	18.0%
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 year:

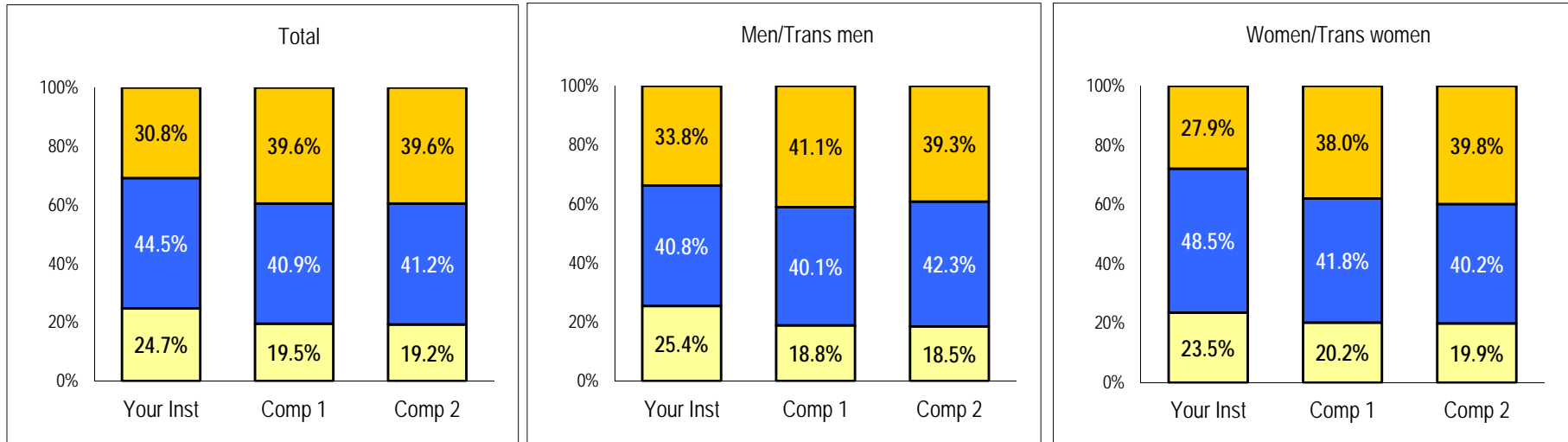
- \* Committee work (1.38)
- \* Students (1.08)
- \* Research or publishing demands (1.06)
- \* Institutional procedures and "red tape" (1.08)
- \* Teaching load (1.51)
- \* Lack of personal time (1.96)
- \* Self-imposed high expectations (1.03)

2019-20 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.

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	748	1,489	71	377	736	68	371	753
High Institutional Priority: Commitment to Diversity	30.8%	39.6%	39.6%	33.8%	41.1%	39.3%	27.9%	38.0%	39.8%
Average Institutional Priority: Commitment to Diversity	44.5%	40.9%	41.2%	40.8%	40.1%	42.3%	48.5%	41.8%	40.2%
Low Institutional Priority: Commitment to Diversity	24.7%	19.5%	19.2%	25.4%	18.8%	18.5%	23.5%	20.2%	19.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

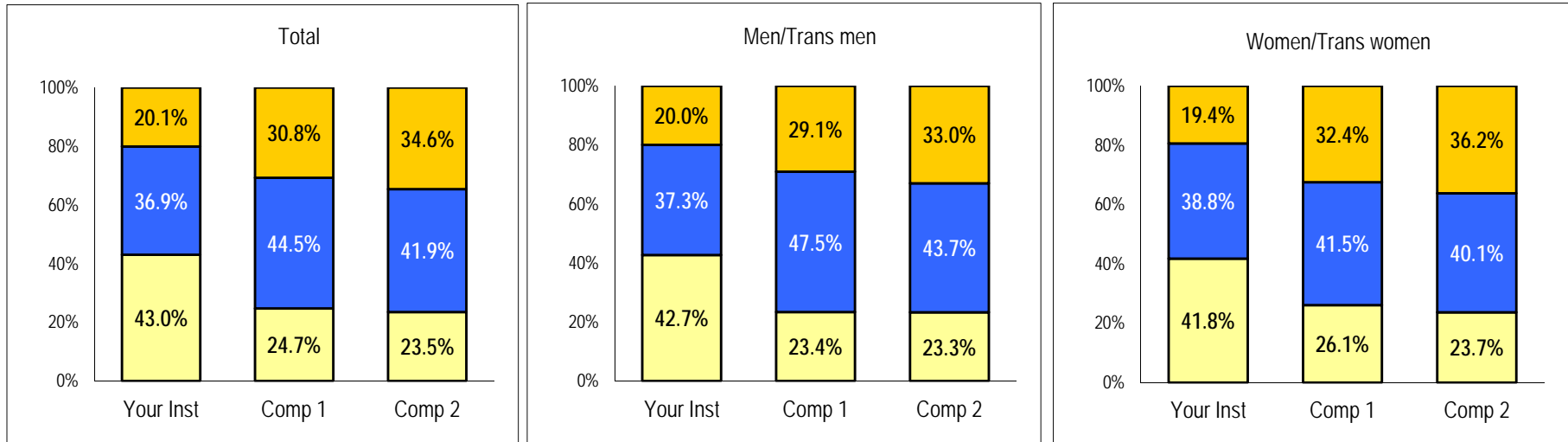
Indicate how important you believe each priority listed below is at your college or university:

- \* Increase or maintain institutional affordability (2.84)
- \* Recruit more traditionally underrepresented students (1.77)
- \* Promote gender diversity in the faculty and administration (3.34)
- \* Promote racial and ethnic diversity in the faculty and administration (5.72)
- \* Develop an appreciation for multiculturalism (2.37)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	149	757	1,504	75	381	748	67	376	756
High Institutional Priority: Civic Engagement	20.1%	30.8%	34.6%	20.0%	29.1%	33.0%	19.4%	32.4%	36.2%
Average Institutional Priority: Civic Engagement	36.9%	44.5%	41.9%	37.3%	47.5%	43.7%	38.8%	41.5%	40.1%
Low Institutional Priority: Civic Engagement	43.0%	24.7%	23.5%	42.7%	23.4%	23.3%	41.8%	26.1%	23.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

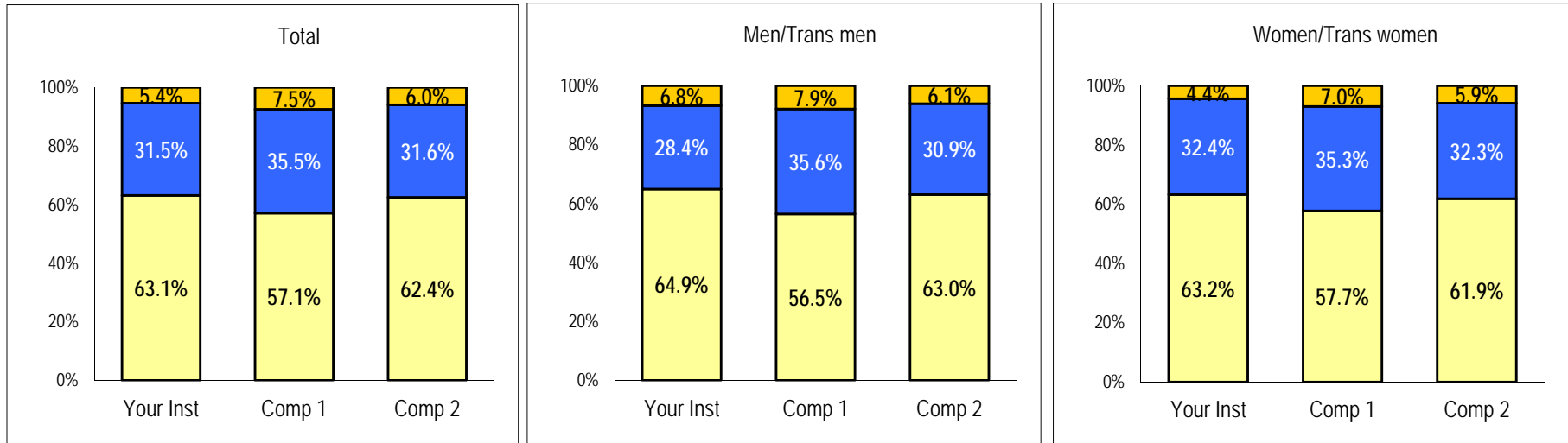
Indicate how important you believe each priority listed below is at your college or university:

- \* Provide resources for faculty to engage in community-based teaching or research (2.08)
- \* Create and sustain partnerships with surrounding communities (2.84)
- \* Facilitate student involvement in community service (1.56)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	149	750	1,491	74	379	741	68	371	750
High Institutional Priority: Increase Prestige	5.4%	7.5%	6.0%	6.8%	7.9%	6.1%	4.4%	7.0%	5.9%
Average Institutional Priority: Increase Prestige	31.5%	35.5%	31.6%	28.4%	35.6%	30.9%	32.4%	35.3%	32.3%
Low Institutional Priority: Increase Prestige	63.1%	57.1%	62.4%	64.9%	56.5%	63.0%	63.2%	57.7%	61.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

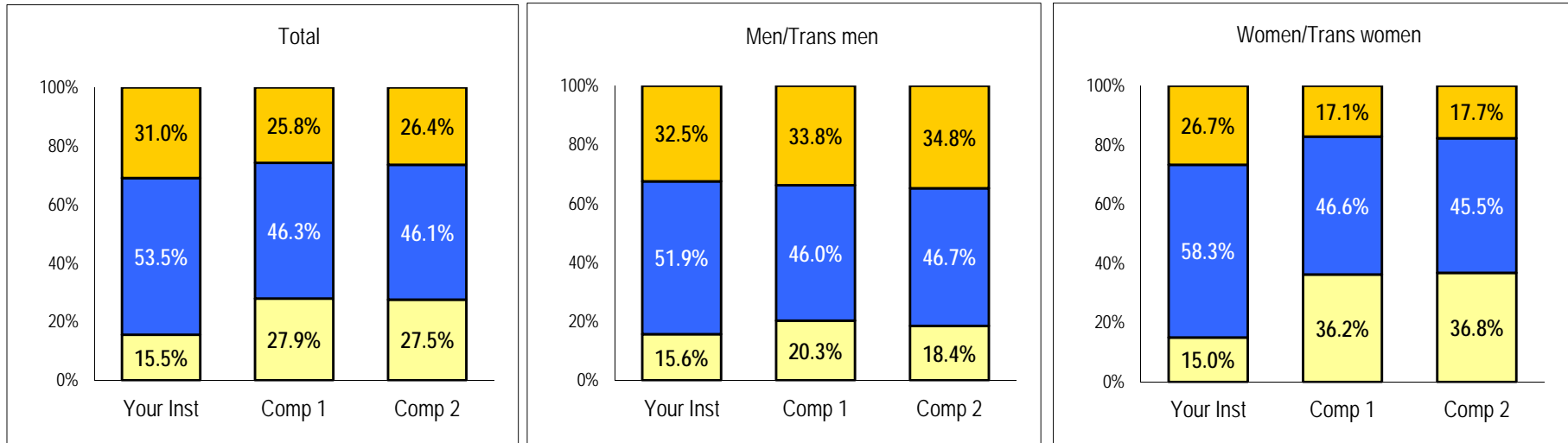
Indicate how important you believe each priority listed below is at your college or university:

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

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	142	741	1,477	77	385	749	60	356	728
High Diversity Climate	31.0%	25.8%	26.4%	32.5%	33.8%	34.8%	26.7%	17.1%	17.7%
Average Diversity Climate	53.5%	46.3%	46.1%	51.9%	46.0%	46.7%	58.3%	46.6%	45.5%
Low Diversity Climate	15.5%	27.9%	27.5%	15.6%	20.3%	18.4%	15.0%	36.2%	36.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

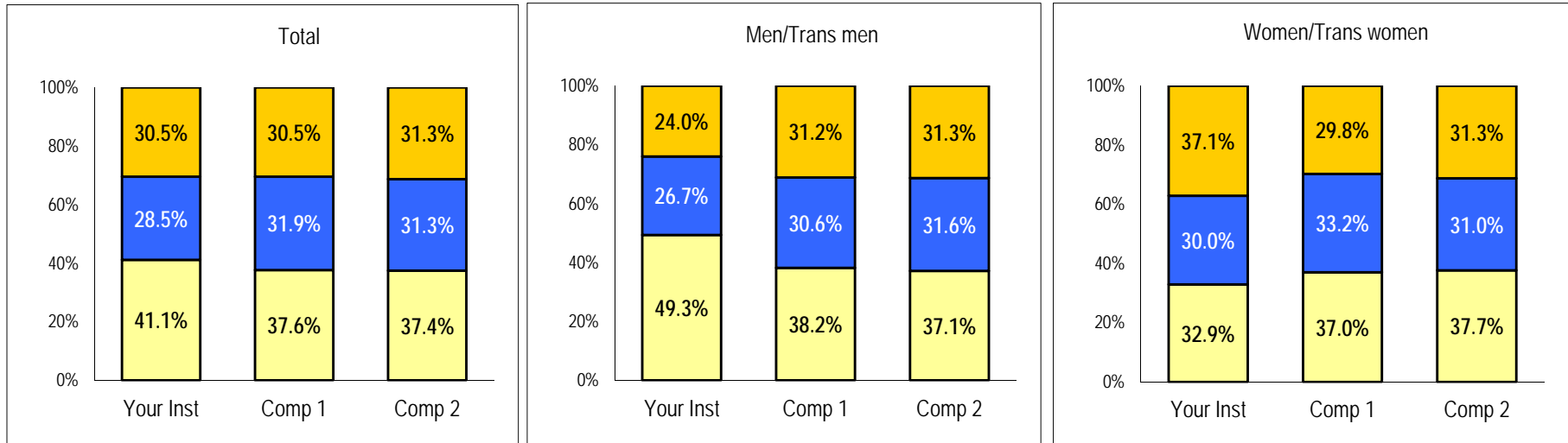
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

- \* This institution 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)

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

Truman State University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	151	761	1,527	75	385	757	70	376	770
High Respect	30.5%	30.5%	31.3%	24.0%	31.2%	31.3%	37.1%	29.8%	31.3%
Average Respect	28.5%	31.9%	31.3%	26.7%	30.6%	31.6%	30.0%	33.2%	31.0%
Low Respect	41.1%	37.6%	37.4%	49.3%	38.2%	37.1%	32.9%	37.0%	37.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

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 (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)