



HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
HOME OF THE COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

2022-2023 HERI Faculty Survey

CIRP Construct Reports

Full-time Undergraduate Faculty

Truman State University

Comparison group 1: All Public 4yr Colleges

Comparison group 2: All Public Institutions

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i. Institutional Priority: Commitment to Diversity	2I
j. Institutional Priority: Civic Engagement	2J
k. Institutional Priority: Increase Prestige	2K
l. Mentor Self-Efficacy (MODULE) *	Not Applicable
m. Science Identity (MODULE) *	Not Applicable
n. Science Self-Efficacy (MODULE) *	Not Applicable
o. Diversity Climate	2Q
p. Respect	2P

* These constructs are comprised of items from the optional modules. If these tabs are showing "Not Applicable," then your institution did not administer these modules.

* Faculty who identify as non-binary, 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.

How to Read the CIRP Construct Mean 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 tap into the construct more directly, and as 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 faculty 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.

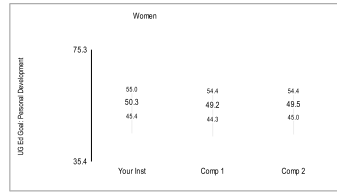
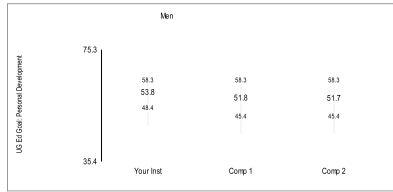
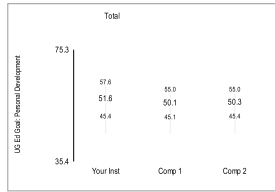
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a large range of response options.

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.

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			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:
 * 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 (4.20)

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at <https://www.heriucla.edu/PDFs/ciprconstructs/technicalreport.pdf>

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).

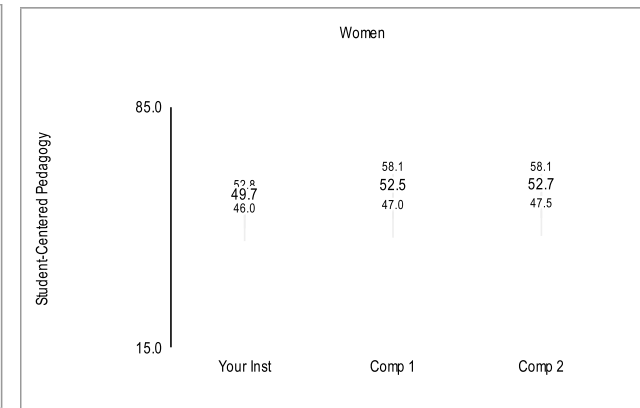
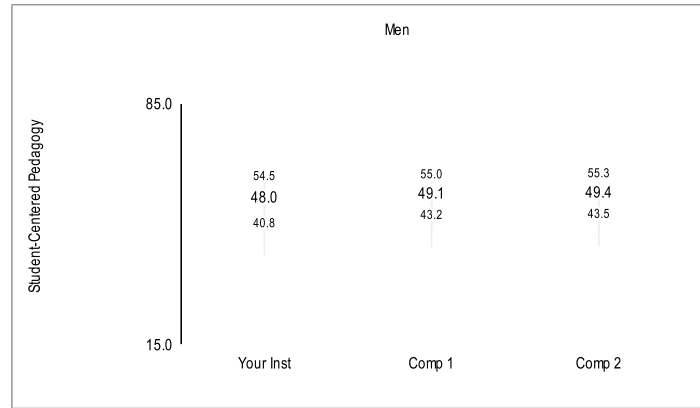
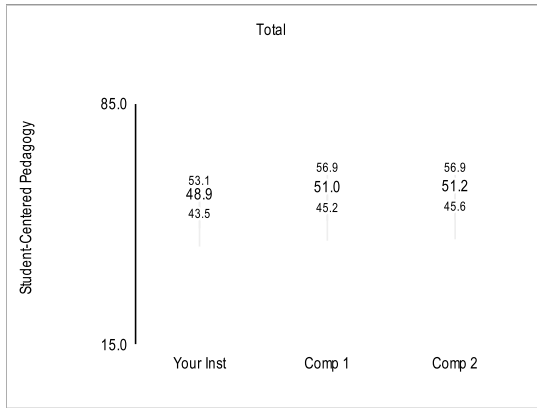
* Faculty who identify as non-binary, genderqueer/gender non-conforming, identity not listed above, or who chose not to answer the gender identity question are included in the total columns. These identities are not broken out separately in the reports due to their small cell size (any column with fewer 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	59	1,644	2,423	28	722	1,043	30	864	1,296
Mean	48.9	51.0	51.2	48.0	49.1	49.4	49.7	52.5	52.7
Standard Deviation	7.42	8.48	8.50	8.87	8.50	8.63	5.94	8.19	8.12
Significance	-		*	-			-		*
Effect Size	-	-0.25	-0.28	-	-0.14	-0.17	-	-0.34	-0.37
25th percentile	43.5	45.2	45.6	40.8	43.2	43.5	46.0	47.0	47.5
75th percentile	53.1	56.9	56.9	54.5	55.0	55.3	52.8	58.1	58.1

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)
- * Student inquiry to drive learning (1.00)

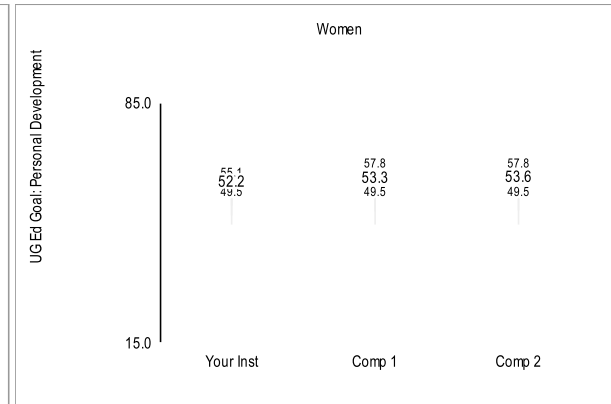
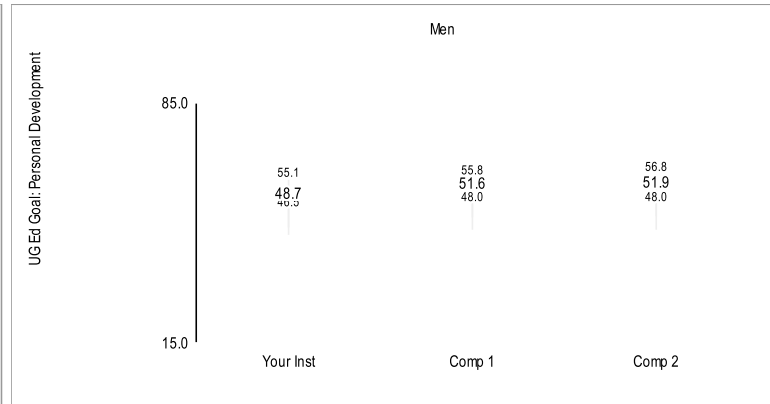
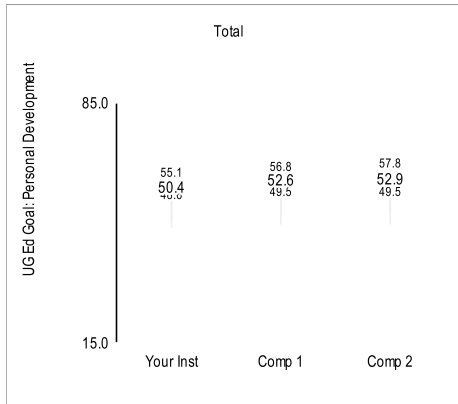
2022-2023 HERI Faculty Survey
CIRP Construct Mean Report
Undergraduate Education Goal: Personal Development
 Full-time Undergraduate Faculty

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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	55	1,519	2,251	27	670	971	27	795	1,201
Mean	50.4	52.6	52.9	48.7	51.6	51.9	52.2	53.3	53.6
Standard Deviation	8.03	7.59	7.68	10.20	8.09	8.20	4.85	7.08	7.19
Significance	-	*	*	-	-	*	-	-	-
Effect Size	-	-0.28	-0.32	-	-0.36	-0.40	-	-0.16	-0.20
25th percentile	48.6	49.5	49.5	46.5	48.0	48.0	49.5	49.5	49.5
75th percentile	55.1	56.8	57.8	55.1	55.8	56.8	55.1	57.8	57.8

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:

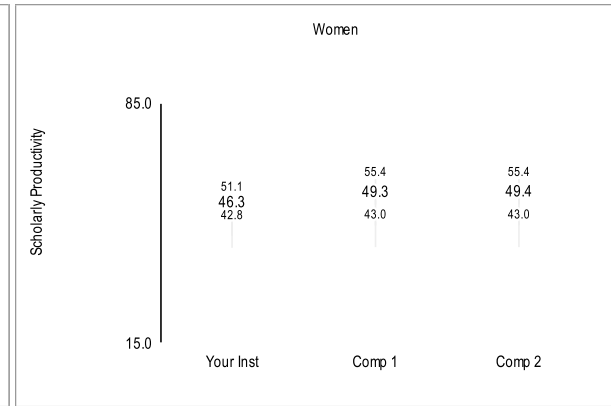
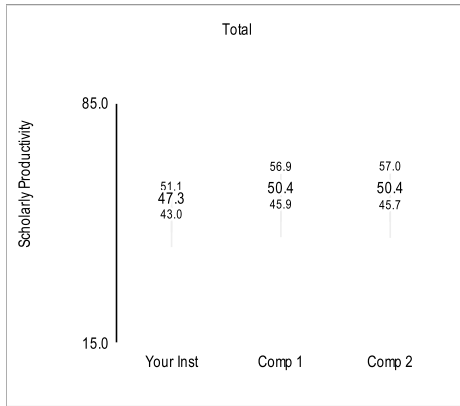
- * Develop students' moral character (3.42)
- * Provide for students' emotional development (2.16)
- * Help students develop personal values (4.29)
- * Encourage respect for different beliefs (4.29)

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

Truman State University

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	61	1,782	2,642	29	804	1,156	31	919	1,396
Mean	47.3	50.4	50.4	48.6	51.6	51.5	46.3	49.3	49.4
Standard Deviation	7.35	8.39	8.74	7.09	8.23	8.65	7.61	8.32	8.65
Significance	-	**	**	-	-	-	-	*	*
Effect Size	-	-0.36	-0.35	-	-0.36	-0.34	-	-0.36	-0.37
25th percentile	43.0	45.9	45.7	43.0	46.6	46.6	42.8	43.0	43.0
75th percentile	51.1	56.9	57.0	53.0	57.5	57.7	51.1	55.4	55.4

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



Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic or professional journals (3.09)

* Chapters in edited volumes (2.11)

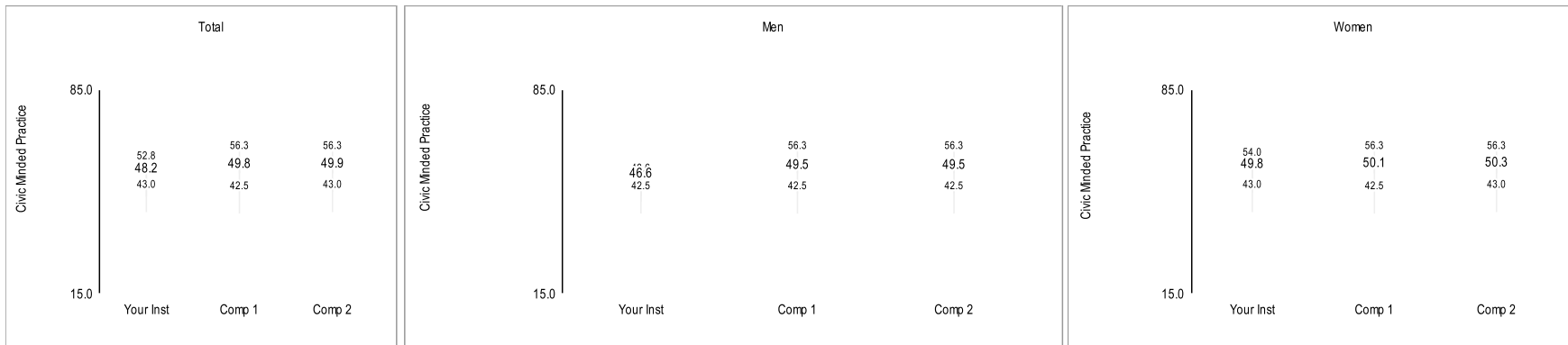
* In the past three years, how many of your professional writings have been published or accepted for publication? (2.53)

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

Truman State University

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	1,904	2,824	32	861	1,240	34	979	1,486
Mean	48.2	49.8	49.9	46.6	49.5	49.5	49.8	50.1	50.3
Standard Deviation	7.16	8.01	7.99	6.91	7.76	7.85	7.24	8.19	8.10
Significance	-			-	*	*	-		
Effect Size	-	-0.20	-0.21	-	-0.38	-0.37	-	-0.04	-0.06
25th percentile	43.0	42.5	43.0	42.5	42.5	42.5	43.0	42.5	43.0
75th percentile	52.8	56.3	56.3	48.6	56.3	56.3	54.0	56.3	56.3

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?

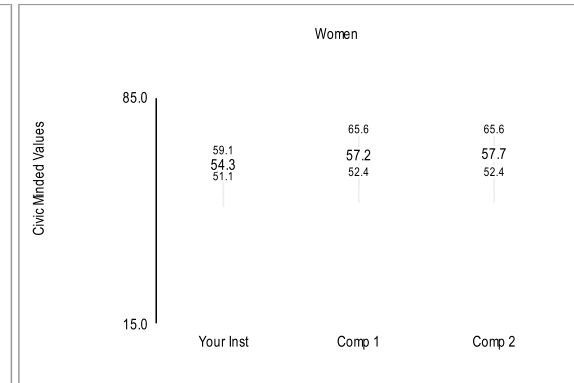
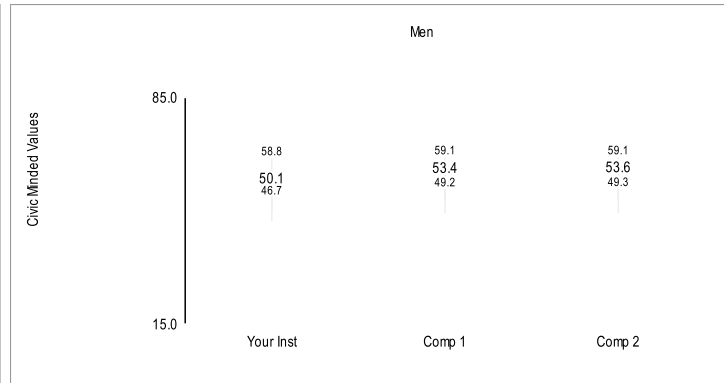
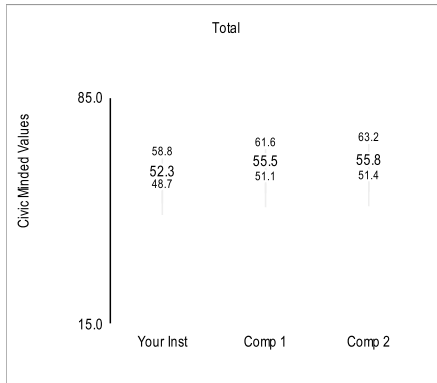
- * Community or public service (1.33)

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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	55	1,525	2,256	27	672	972	27	799	1,205
Mean	52.3	55.5	55.8	50.1	53.4	53.6	54.3	57.2	57.7
Standard Deviation	8.81	8.48	8.45	10.73	9.19	9.20	6.03	7.41	7.21
Significance	-	**	**	-			-	*	*
Effect Size	-	-0.38	-0.42	-	-0.35	-0.38	-	-0.40	-0.47
25th percentile	48.7	51.1	51.4	46.7	49.2	49.3	51.1	52.4	52.4
75th percentile	58.8	61.6	63.2	58.8	59.1	59.1	59.1	65.6	65.6

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)

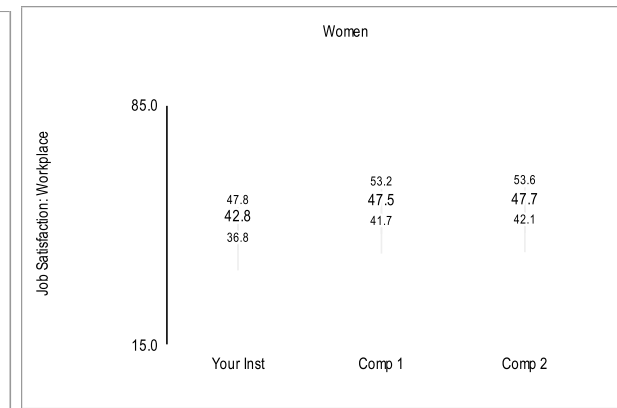
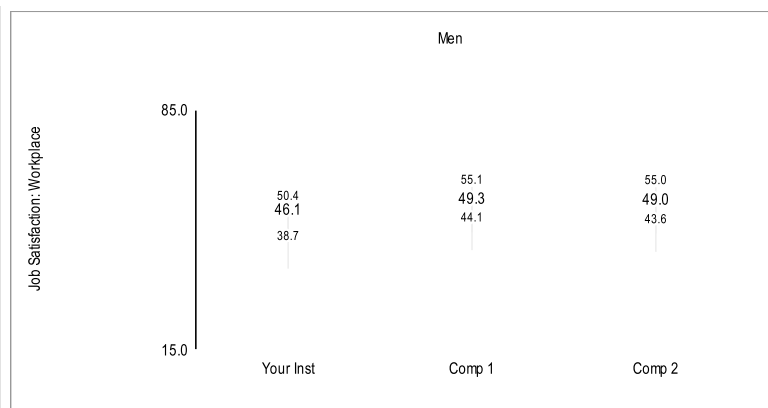
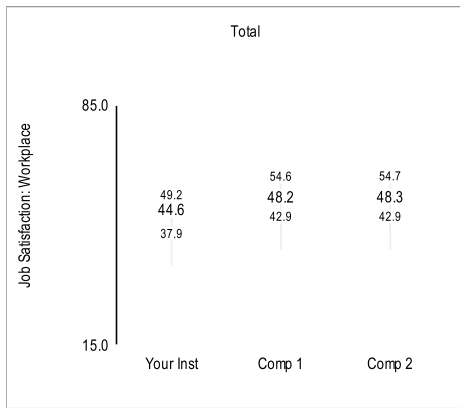
Please indicate your agreement with each of the following statements:

- * Colleges have a responsibility to work with their surrounding communities to address local issues (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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	51	1,388	2,046	26	613	890	24	729	1,089
Mean	44.6	48.2	48.3	46.1	49.3	49.0	42.8	47.5	47.7
Standard Deviation	9.86	8.79	8.77	10.81	8.72	8.77	8.80	8.75	8.73
Significance	-	**	**	-	-	-	-	**	**
Effect Size	-	-0.42	-0.42	-	-0.37	-0.33	-	-0.54	-0.57
25th percentile	37.9	42.9	42.9	38.7	44.1	43.6	36.8	41.7	42.1
75th percentile	49.2	54.6	54.7	50.4	55.1	55.0	47.8	53.2	53.6

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



Survey items and estimation 'weights':

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

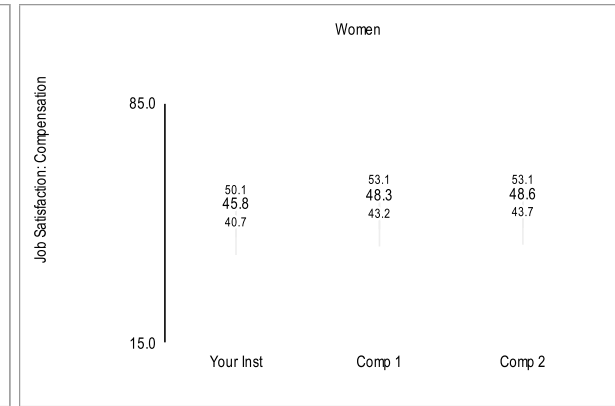
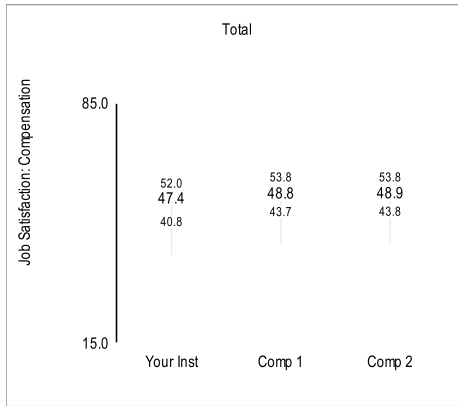
- * Autonomy and independence (1.46)
- * Departmental leadership (1.09)
- * Relative equity of salary and job benefits (1.29)
- * Flexibility in relation to family matters or emergencies (3.05)
- * Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock) (2.40)

2022-2023 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.

Truman 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)	51	1,387	2,045	26	613	890	24	729	1,089
Mean	47.4	48.8	48.9	48.2	49.7	49.4	45.8	48.3	48.6
Standard Deviation	8.01	7.86	7.80	8.53	8.21	8.27	6.69	7.48	7.32
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.18	-0.19	-	-0.19	-0.15	-	-0.33	-0.38
25th percentile	40.8	43.7	43.8	42.0	44.7	44.1	40.7	43.2	43.7
75th percentile	52.0	53.8	53.8	52.5	54.7	53.9	50.1	53.1	53.1

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



Survey items and estimation 'weights':

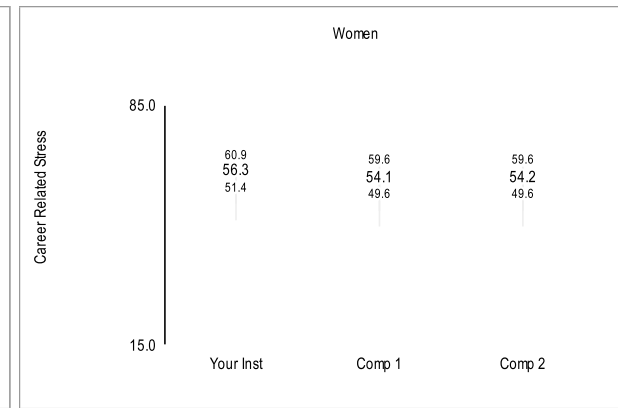
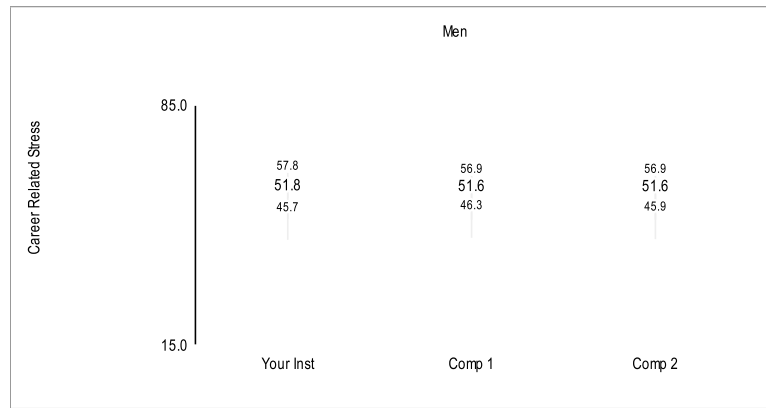
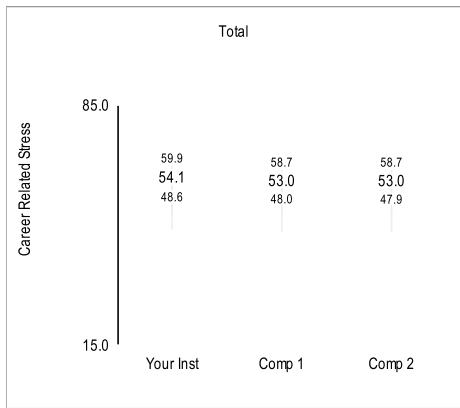
How satisfied are you with the following aspects of your job?

- * 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	50	1,374	2,027	26	608	882	23	720	1,078
Mean	54.1	53.0	53.0	51.8	51.6	51.6	56.3	54.1	54.2
Standard Deviation	7.80	8.21	8.15	6.92	8.25	8.20	8.22	7.96	7.88
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.12	0.13	-	0.03	0.03	-	0.27	0.27
25th percentile	48.6	48.0	47.9	45.7	46.3	45.9	51.4	49.6	49.6
75th percentile	59.9	58.7	58.7	57.8	56.9	56.9	60.9	59.6	59.6

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 past year:

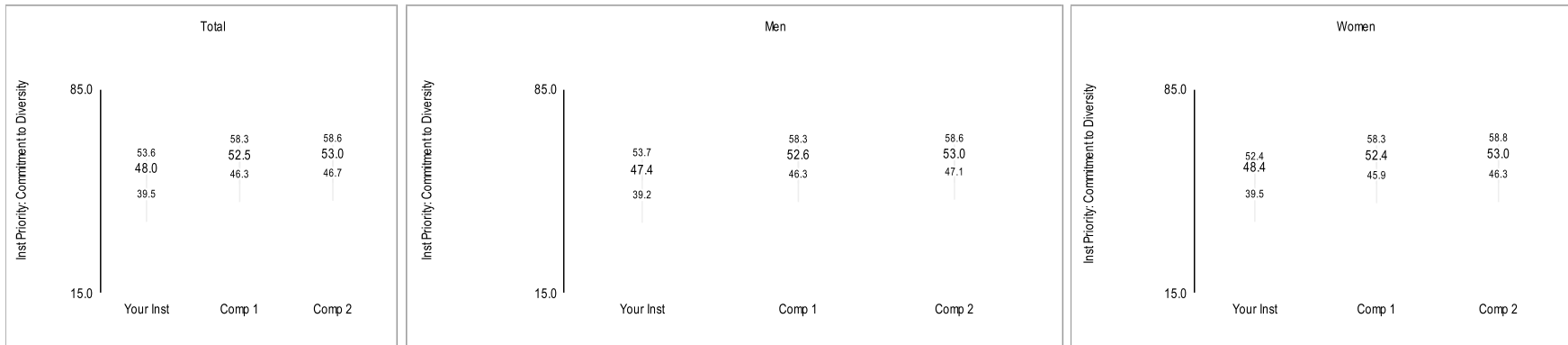
- * Committee work (1.38)
- * Students (1.08)
- * Research or publishing demands (1.06)
- * Institutional procedures and "red tape" (1.08)
- * Teaching load (1.51)
- * Lack of personal time (1.96)
- * Self-imposed high expectations (1.03)

**2022-2023 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	1,418	2,086	27	629	905	24	742	1,114
Mean	48.0	52.5	53.0	47.4	52.6	53.0	48.4	52.4	53.0
Standard Deviation	9.31	8.90	8.91	9.43	8.77	8.68	9.45	8.91	8.94
Significance	-	***	***	-	**	**	-	*	*
Effect Size	-	-0.50	-0.56	-	-0.59	-0.64	-	-0.45	-0.52
25th percentile	39.5	46.3	46.7	39.2	46.3	47.1	39.5	45.9	46.3
75th percentile	53.6	58.3	58.6	53.7	58.3	58.6	52.4	58.3	58.8

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:

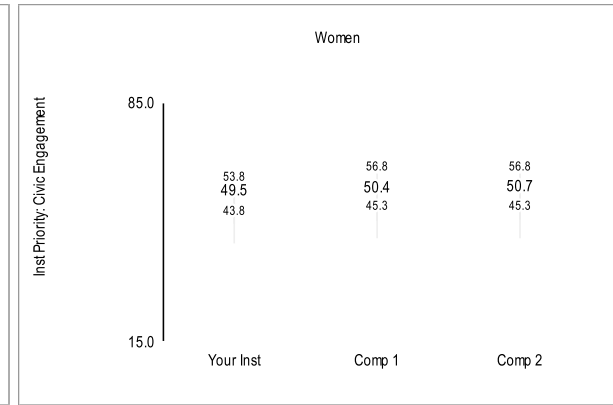
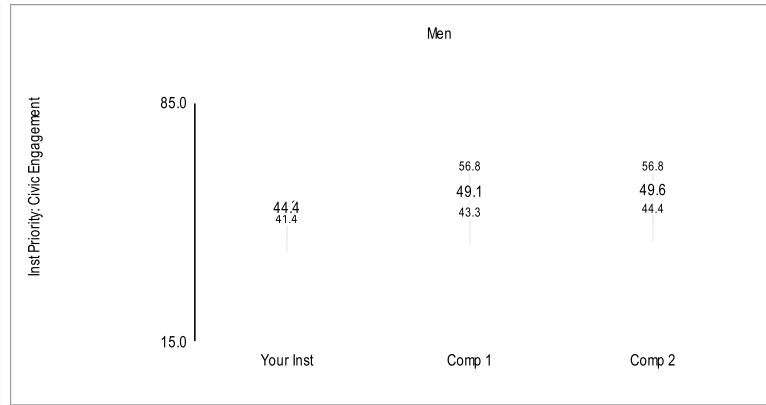
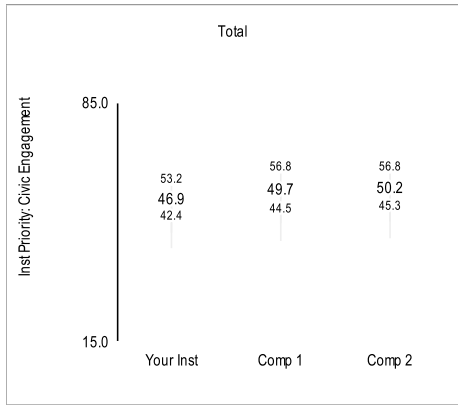
- * Increase or maintain institutional affordability (2.84)
- * Recruit more traditionally underrepresented students (1.77)
- * Promote gender diversity in the faculty and administration (3.34)
- * Promote racial and ethnic diversity in the faculty and administration (5.72)
- * Develop an appreciation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

2022-2023 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.

Truman 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)	52	1,411	2,076	27	627	900	24	738	1,109
Mean	46.9	49.7	50.2	44.4	49.1	49.6	49.5	50.4	50.7
Standard Deviation	8.97	9.50	9.60	7.25	9.43	9.58	10.13	9.49	9.54
Significance	-	*	*	-	*	**	-	-	-
Effect Size	-	-0.30	-0.34	-	-0.50	-0.54	-	-0.09	-0.13
25th percentile	42.4	44.5	45.3	41.4	43.3	44.4	43.8	45.3	45.3
75th percentile	53.2	56.8	56.8	45.3	56.8	56.8	53.8	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:

- * 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)

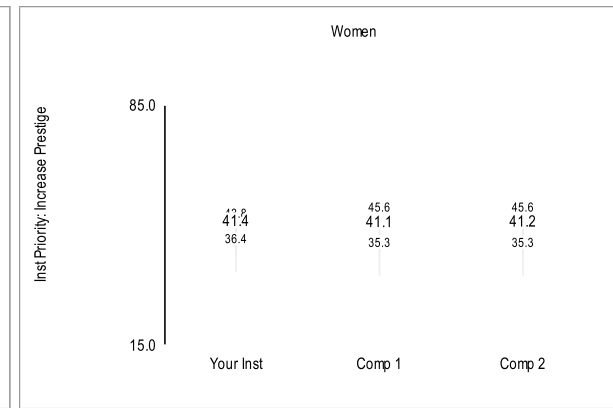
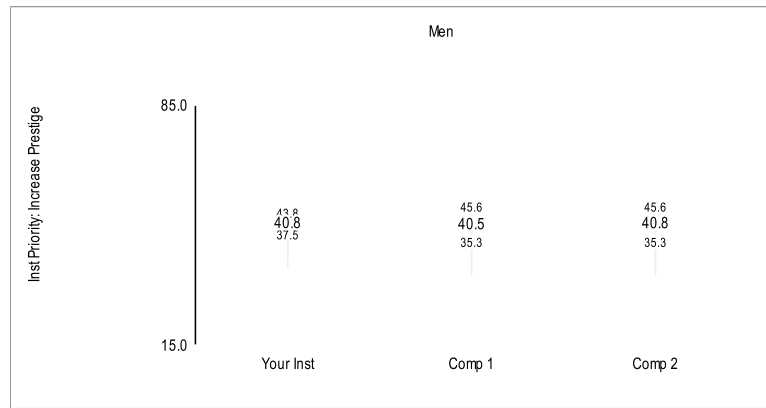
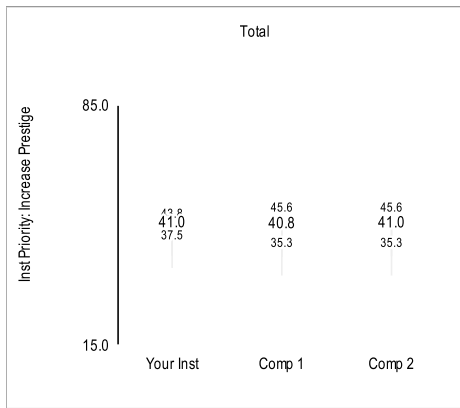
2022-2023 HERI Faculty Survey
CIRP Construct Mean Report
Institutional Priority: Increase Prestige
 Full-time Undergraduate Faculty

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

Truman 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)	52	1,415	2,079	27	628	900	24	740	1,111
Mean	41.0	40.8	41.0	40.8	40.5	40.8	41.4	41.1	41.2
Standard Deviation	5.63	7.81	7.70	4.83	7.83	7.82	6.61	7.68	7.48
Significance	-			-			-		
Effect Size		0.04	0.01		0.04	0.01		0.04	0.02
25th percentile	37.5	35.3	35.3	37.5	35.3	35.3	36.4	35.3	35.3
75th percentile	43.8	45.6	45.6	43.8	45.6	45.6	43.8	45.6	45.6

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



Survey items and estimation 'weights':

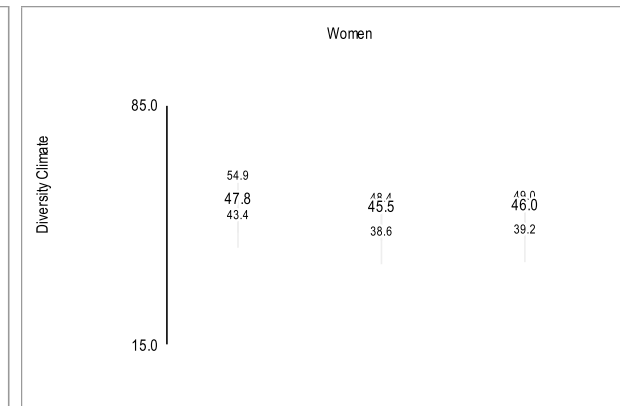
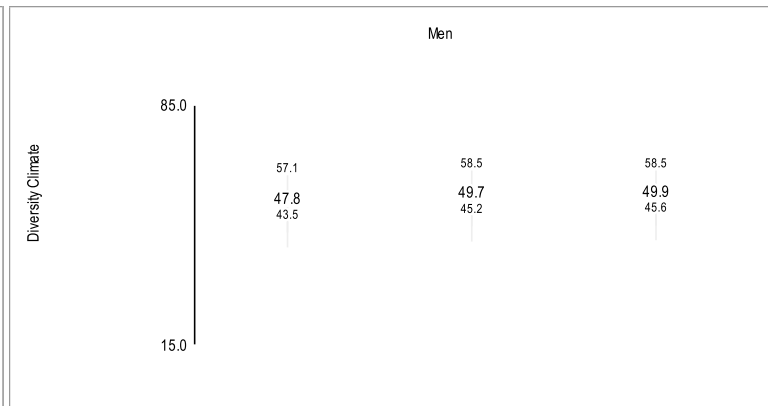
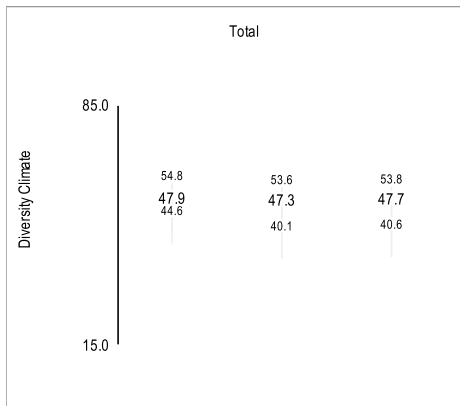
Indicate how important you believe each priority listed below is at your college or university:

- * 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	1,467	2,156	27	648	931	24	769	1,154
Mean	47.9	47.3	47.7	47.8	49.7	49.9	47.8	45.5	46.0
Standard Deviation	8.17	9.14	9.04	8.36	9.03	8.99	8.29	8.75	8.62
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.06	0.02	-	-0.20	-0.23	-	0.26	0.21
25th percentile	44.6	40.1	40.6	43.5	45.2	45.6	43.4	38.6	39.2
75th percentile	54.8	53.6	53.8	57.1	58.5	58.5	54.9	48.4	49.0

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:

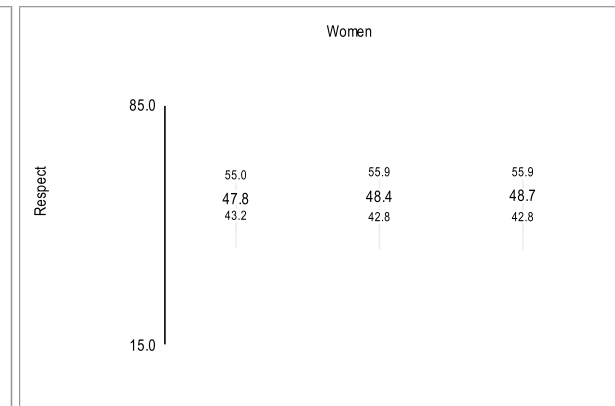
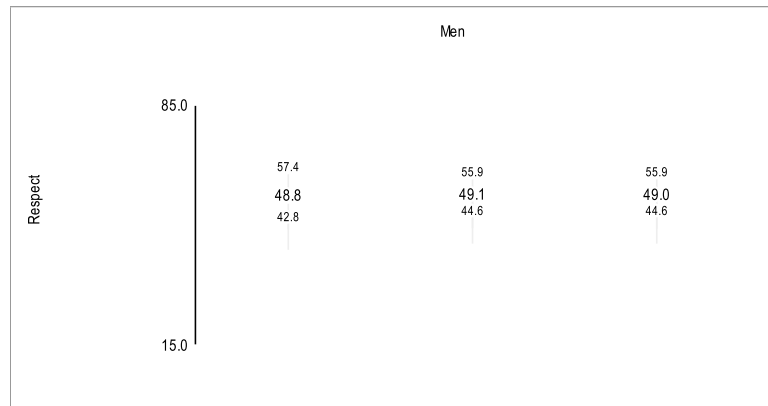
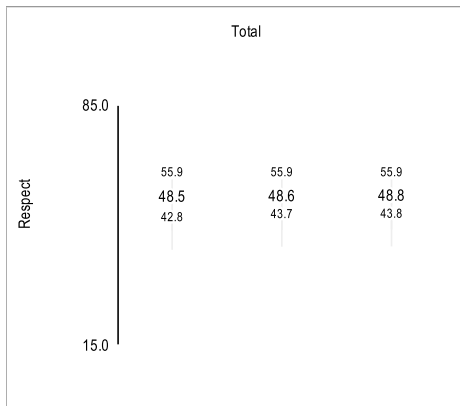
- * This institution has effective hiring practices and policies that increase faculty diversity (1.45)
- * This institution takes responsibility for educating underprepared students (0.88)
- * Faculty of color are treated fairly here (5.13)
- * Women faculty are treated fairly here (4.67)
- * LGBTQ+ 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	1,469	2,160	27	650	932	24	769	1,156
Mean	48.5	48.6	48.8	48.8	49.1	49.0	47.8	48.4	48.7
Standard Deviation	9.83	9.35	9.27	9.87	9.20	9.24	10.00	9.37	9.22
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.02	-0.03	-	-0.03	-0.02	-	-0.07	-0.10
25th percentile	42.8	43.7	43.8	42.8	44.6	44.6	43.2	42.8	42.8
75th percentile	55.9	55.9	55.9	57.4	55.9	55.9	55.0	55.9	55.9

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:

- * 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 tap into the construct more directly, and as 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 faculty 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.

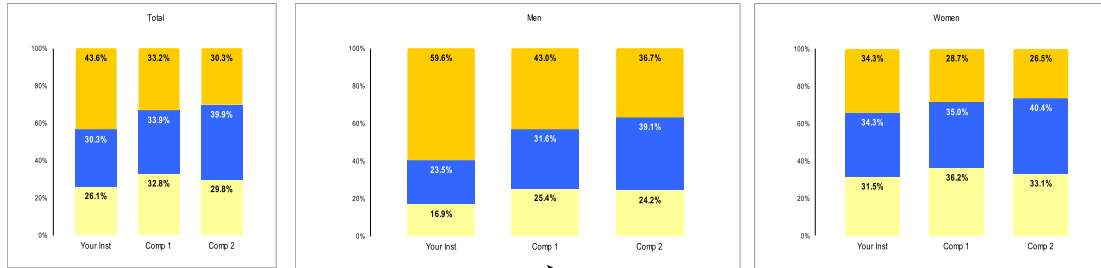
Statistical Significance – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted 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.

* Faculty who identify as non-binary, 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.

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			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:

- * 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)

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at <https://www.heri.ucla.edu/PDFs/constructs/technicalreport.pdf>

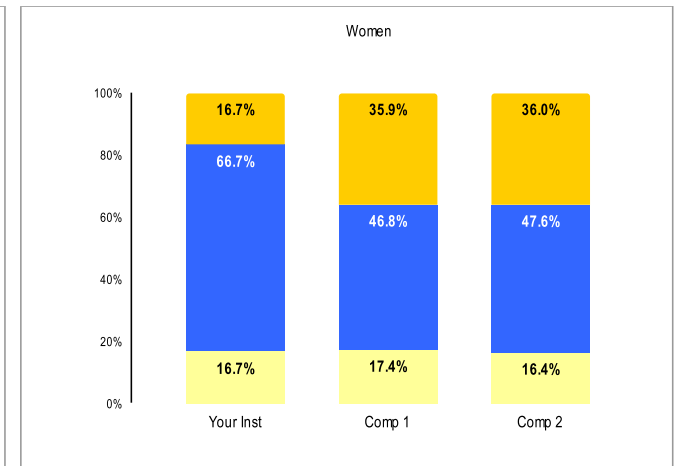
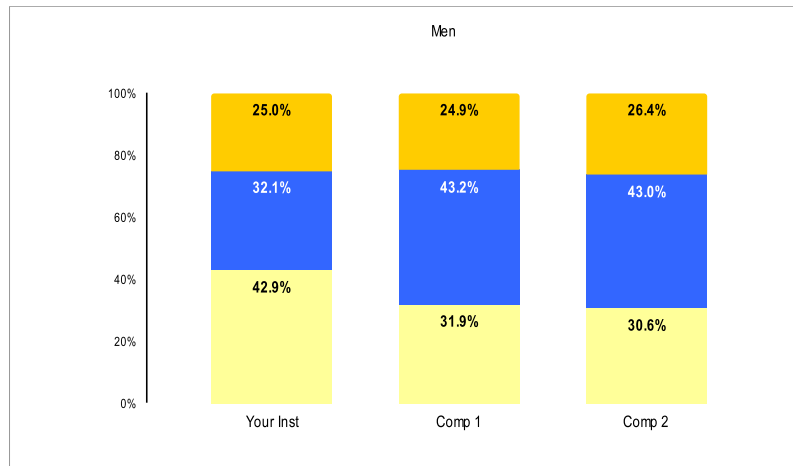
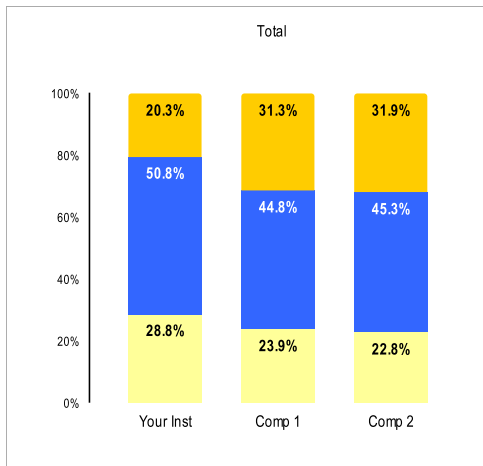
Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in this order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	59	1,644	2,423	28	722	1,043	30	864	1,296
High Student-Centered Pedagogy	20.3%	31.3%	31.9%	25.0%	24.9%	26.4%	16.7%	35.9%	36.0%
Average Student-Centered Pedagogy	50.8%	44.8%	45.3%	32.1%	43.2%	43.0%	66.7%	46.8%	47.6%
Low Student-Centered Pedagogy	28.8%	23.9%	22.8%	42.9%	31.9%	30.6%	16.7%	17.4%	16.4%
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)

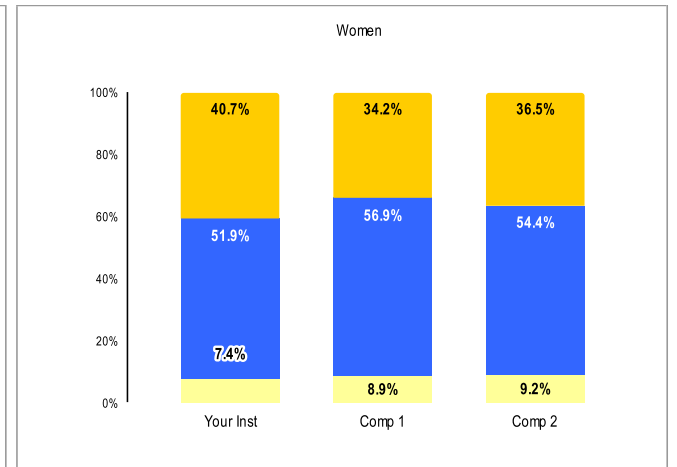
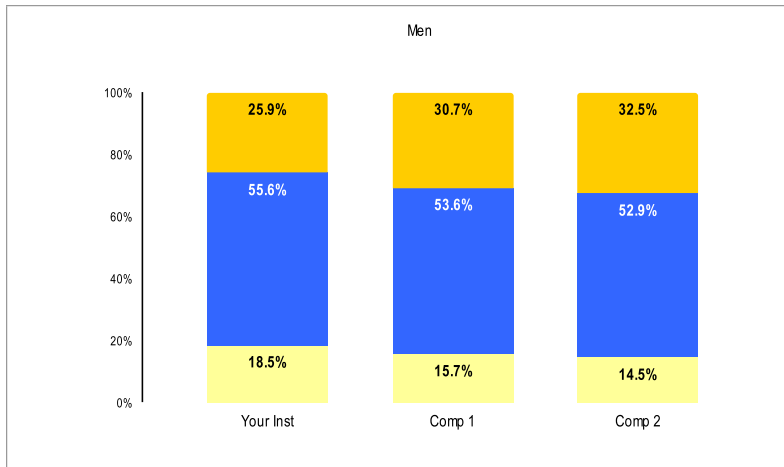
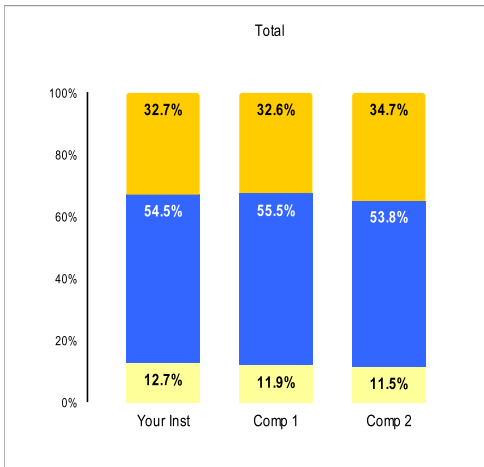
- * Group projects (1.82)
- * Reflective writing/Journaling (1.21)
- * Student inquiry to drive learning (1.00)

2022-2023 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	55	1,519	2,251	27	670	971	27	795	1,201
High UG Ed Goal: Personal Development	32.7%	32.6%	34.7%	25.9%	30.7%	32.5%	40.7%	34.2%	36.5%
Average UG Ed Goal: Personal Development	54.5%	55.5%	53.8%	55.6%	53.6%	52.9%	51.9%	56.9%	54.4%
Low UG Ed Goal: Personal Development	12.7%	11.9%	11.5%	18.5%	15.7%	14.5%	7.4%	8.9%	9.2%
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:

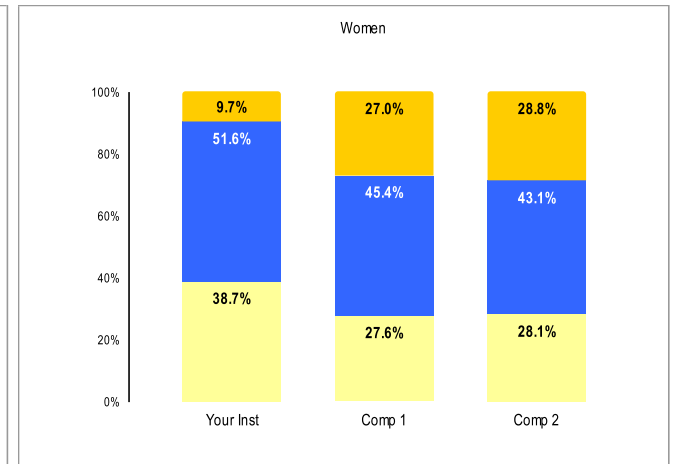
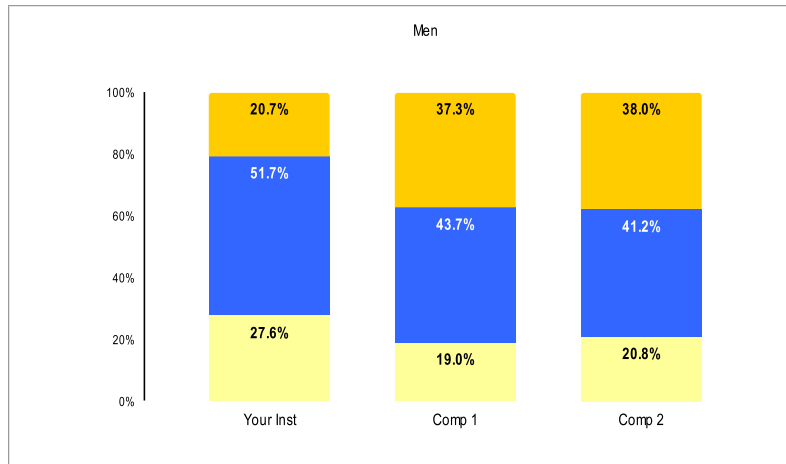
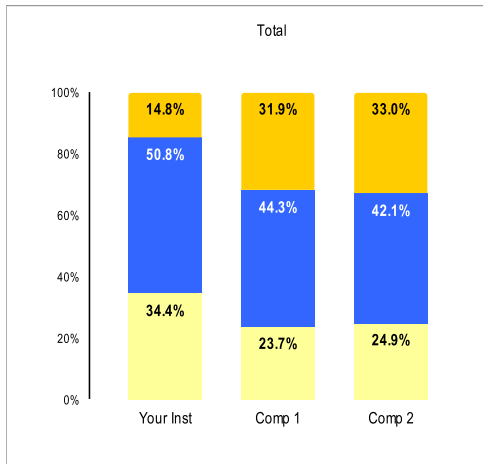
- * Develop students' moral character (3.42)
- * Provide for students' emotional development (2.16)
- * Help students develop personal values (4.29)
- * Encourage respect for different beliefs (4.29)

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

Truman State University

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	61	1,782	2,642	29	804	1,156	31	919	1,396
High Scholarly Productivity	14.8%	31.9%	33.0%	20.7%	37.3%	38.0%	9.7%	27.0%	28.8%
Average Scholarly Productivity	50.8%	44.3%	42.1%	51.7%	43.7%	41.2%	51.6%	45.4%	43.1%
Low Scholarly Productivity	34.4%	23.7%	24.9%	27.6%	19.0%	20.8%	38.7%	27.6%	28.1%
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)

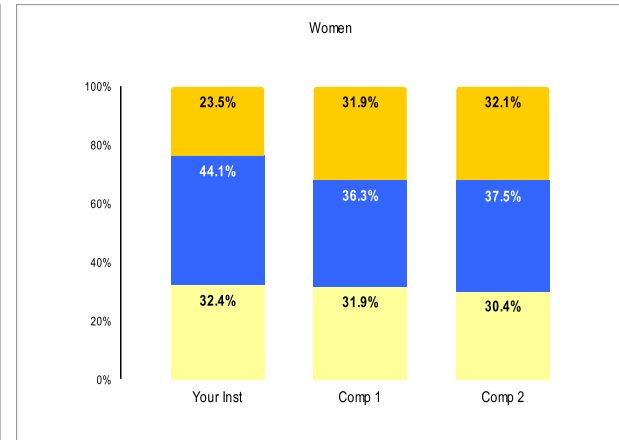
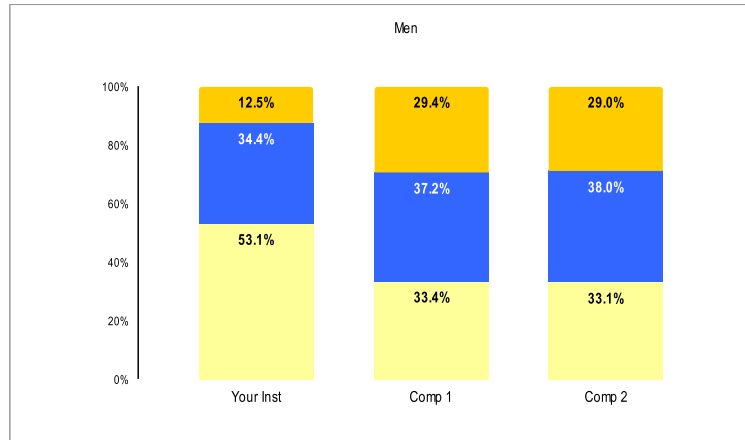
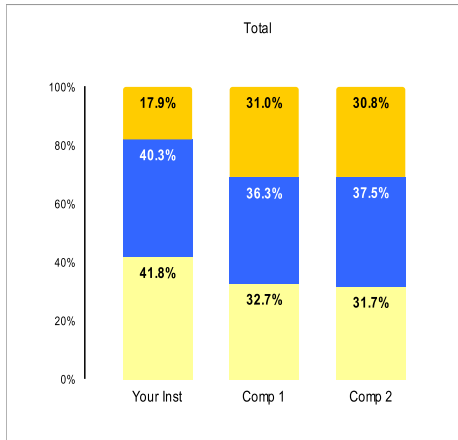
* Chapters in edited volumes (2.11)

* 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	1,904	2,824	32	861	1,240	34	979	1,486
High Civic Minded Practice	17.9%	31.0%	30.8%	12.5%	29.4%	29.0%	23.5%	31.9%	32.1%
Average Civic Minded Practice	40.3%	36.3%	37.5%	34.4%	37.2%	38.0%	44.1%	36.3%	37.5%
Low Civic Minded Practice	41.8%	32.7%	31.7%	53.1%	33.4%	33.1%	32.4%	31.9%	30.4%
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)

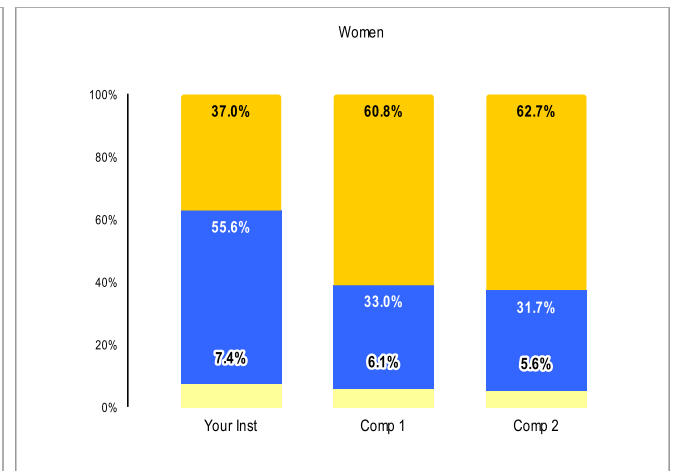
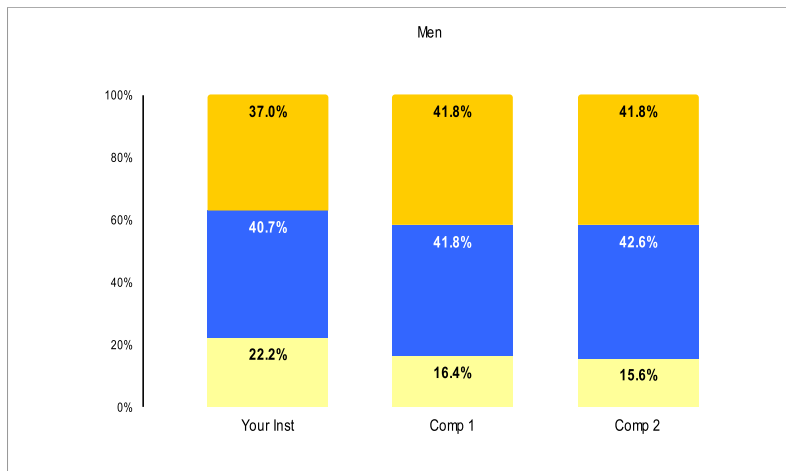
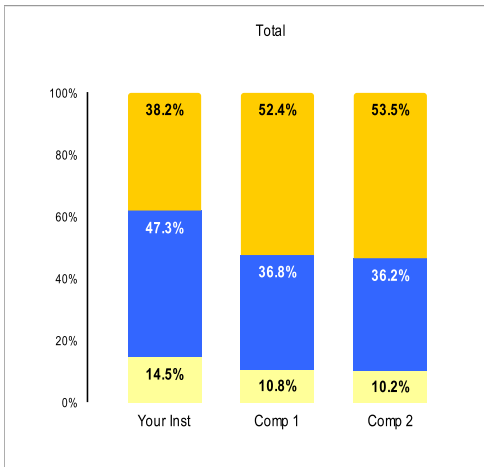
During the present term, how many hours per week on average do you spend on each of the following?

- * 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	55	1,525	2,256	27	672	972	27	799	1,205
High Civic Minded Values	38.2%	52.4%	53.5%	37.0%	41.8%	41.8%	37.0%	60.8%	62.7%
Average Civic Minded Values	47.3%	36.8%	36.2%	40.7%	41.8%	42.6%	55.6%	33.0%	31.7%
Low Civic Minded Values	14.5%	10.8%	10.2%	22.2%	16.4%	15.6%	7.4%	6.1%	5.6%
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)

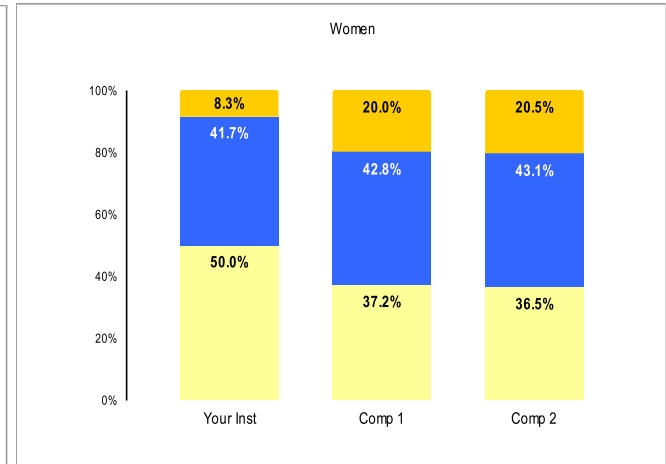
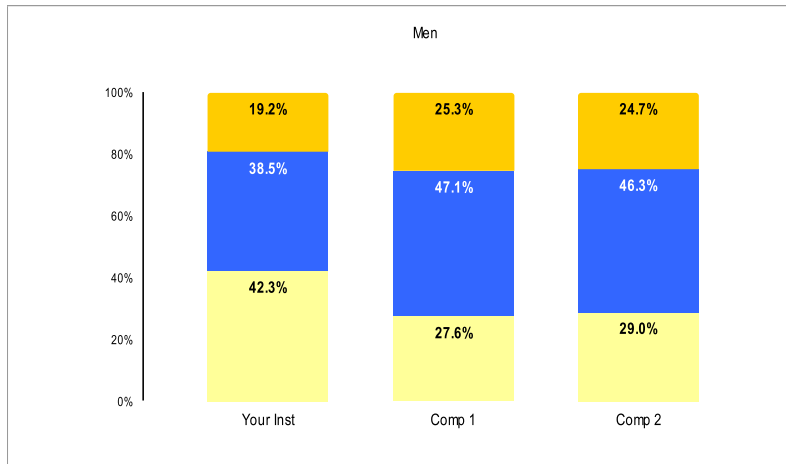
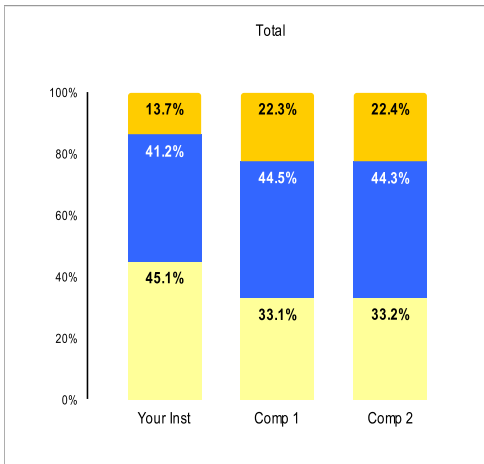
Please indicate your agreement with each of the following statements:

- * Colleges have a responsibility to work with their surrounding communities to address local issues (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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	51	1,388	2,046	26	613	890	24	729	1,089
High Job Satisfaction: Workplace	13.7%	22.3%	22.4%	19.2%	25.3%	24.7%	8.3%	20.0%	20.5%
Average Job Satisfaction: Workplace	41.2%	44.5%	44.3%	38.5%	47.1%	46.3%	41.7%	42.8%	43.1%
Low Job Satisfaction: Workplace	45.1%	33.1%	33.2%	42.3%	27.6%	29.0%	50.0%	37.2%	36.5%
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?

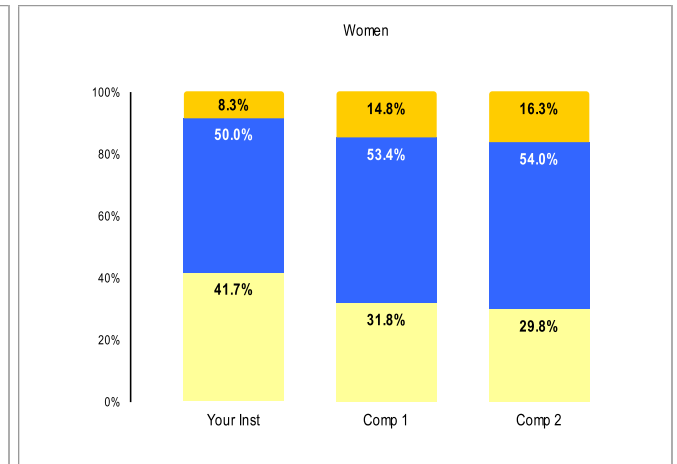
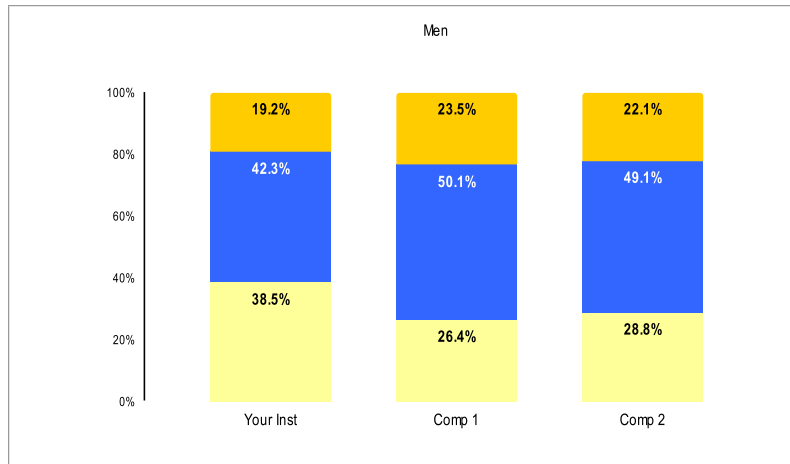
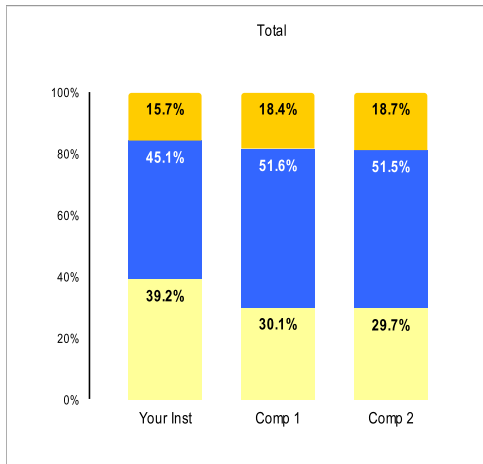
- * Autonomy and independence (1.46)
- * Departmental leadership (1.09)
- * Relative equity of salary and job benefits (1.29)
- * Flexibility in relation to family matters or emergencies (3.05)
- * Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock) (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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	51	1,387	2,045	26	613	890	24	729	1,089
High Job Satisfaction: Compensation	15.7%	18.4%	18.7%	19.2%	23.5%	22.1%	8.3%	14.8%	16.3%
Average Job Satisfaction: Compensation	45.1%	51.6%	51.5%	42.3%	50.1%	49.1%	50.0%	53.4%	54.0%
Low Job Satisfaction: Compensation	39.2%	30.1%	29.7%	38.5%	26.4%	28.8%	41.7%	31.8%	29.8%
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?

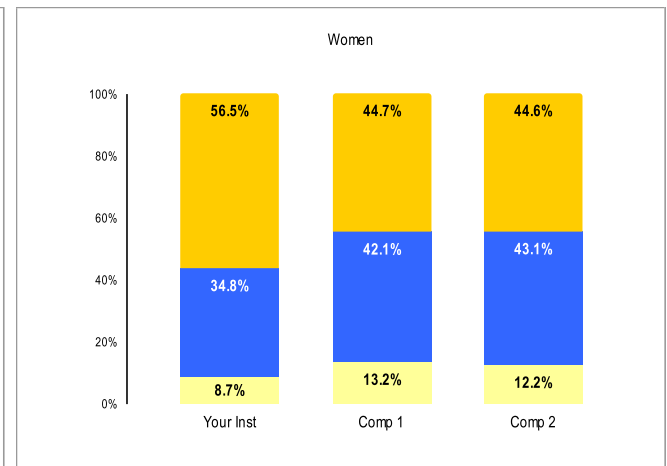
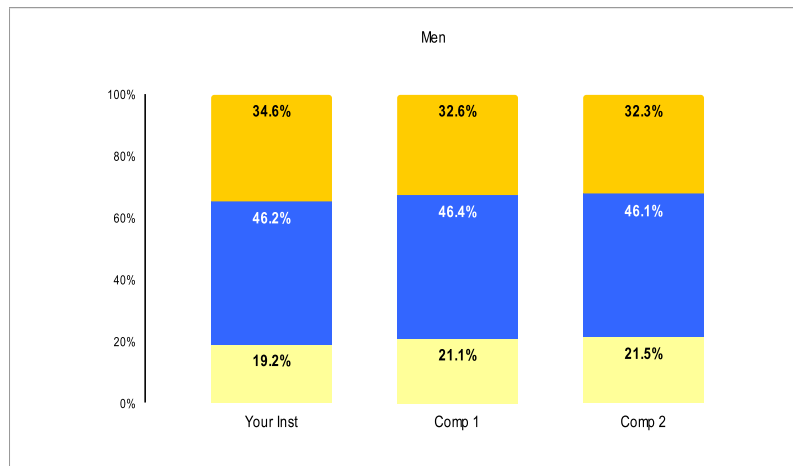
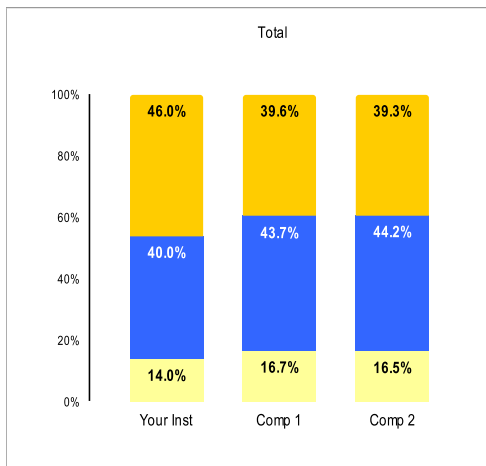
- * Salary (1.75)
- * Health benefits (2.04)
- * Retirement benefits (2.36)
- * Opportunity for scholarly pursuits (2.17)
- * Teaching load (1.42)
- * Prospects for career advancement (1.69)

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

Truman State University

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	50	1,374	2,027	26	608	882	23	720	1,078
High Career-Related Stress	46.0%	39.6%	39.3%	34.6%	32.6%	32.3%	56.5%	44.7%	44.6%
Average Career-Related Stress	40.0%	43.7%	44.2%	46.2%	46.4%	46.1%	34.8%	42.1%	43.1%
Low Career-Related Stress	14.0%	16.7%	16.5%	19.2%	21.1%	21.5%	8.7%	13.2%	12.2%
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 past year:

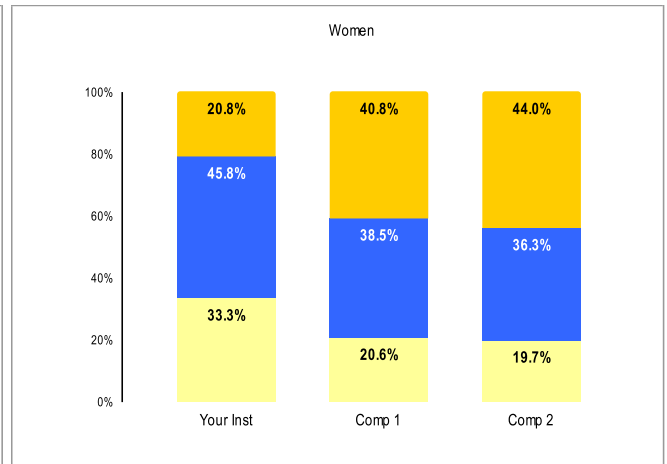
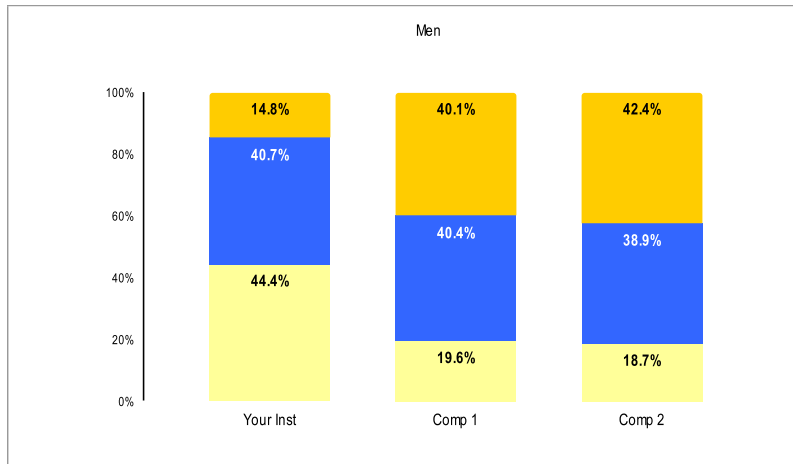
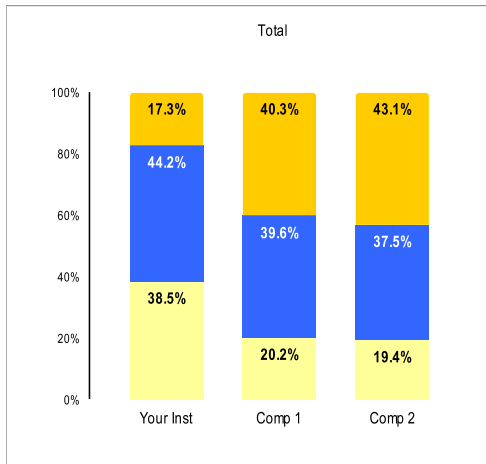
- * Committee work (1.38)
- * Teaching load (1.51)
- * Students (1.08)
- * Lack of personal time (1.96)
- * Research or publishing demands (1.06)
- * Self-imposed high expectations (1.03)
- * Institutional procedures and "red tape" (1.08)

2022-2023 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	1,418	2,086	27	629	905	24	742	1,114
High Institutional Priority: Commitment to Diversity	17.3%	40.3%	43.1%	14.8%	40.1%	42.4%	20.8%	40.8%	44.0%
Average Institutional Priority: Commitment to Diversity	44.2%	39.6%	37.5%	40.7%	40.4%	38.9%	45.8%	38.5%	36.3%
Low Institutional Priority: Commitment to Diversity	38.5%	20.2%	19.4%	44.4%	19.6%	18.7%	33.3%	20.6%	19.7%
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:

- * 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)

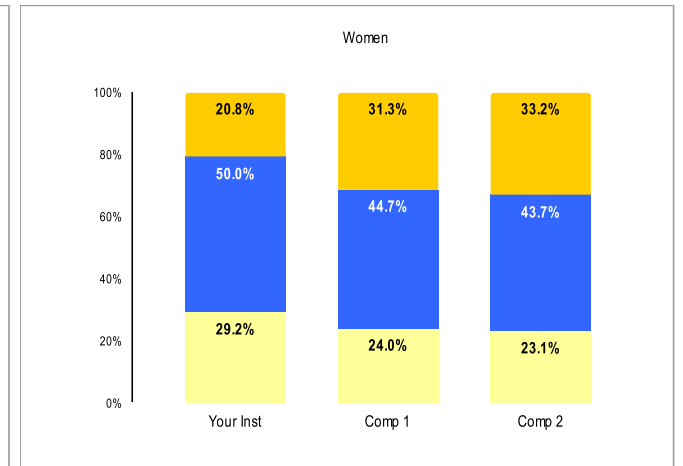
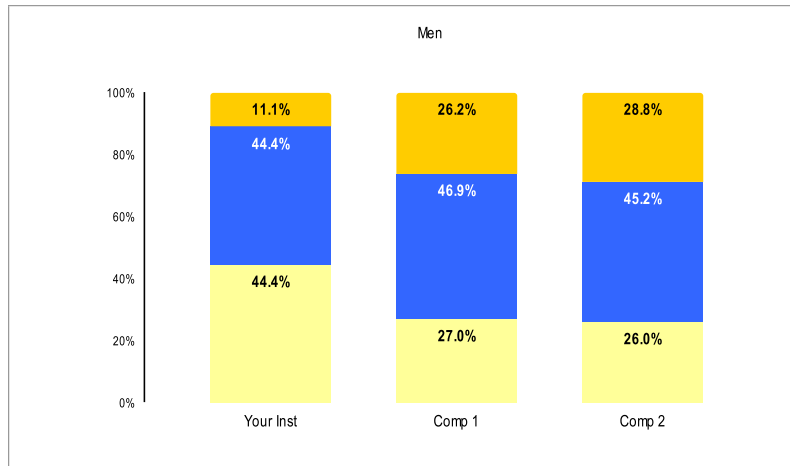
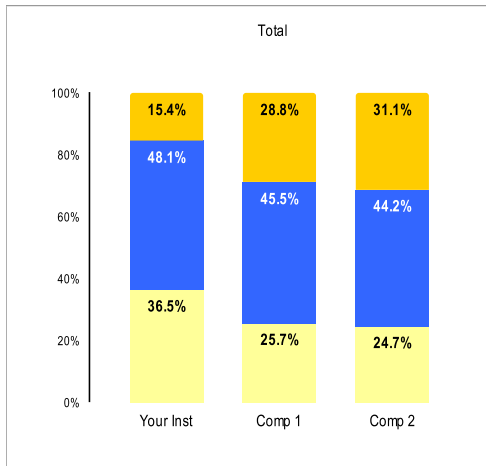
2022-2023 HERI Faculty Survey
CIRP Construct Percentage Report
Institutional Priority: Civic Engagement
Full-time Undergraduate Faculty

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

Truman 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)	52	1,411	2,076	27	627	900	24	738	1,109
High Institutional Priority: Civic Engagement	15.4%	28.8%	31.1%	11.1%	26.2%	28.8%	20.8%	31.3%	33.2%
Average Institutional Priority: Civic Engagement	48.1%	45.5%	44.2%	44.4%	46.9%	45.2%	50.0%	44.7%	43.7%
Low Institutional Priority: Civic Engagement	36.5%	25.7%	24.7%	44.4%	27.0%	26.0%	29.2%	24.0%	23.1%
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:

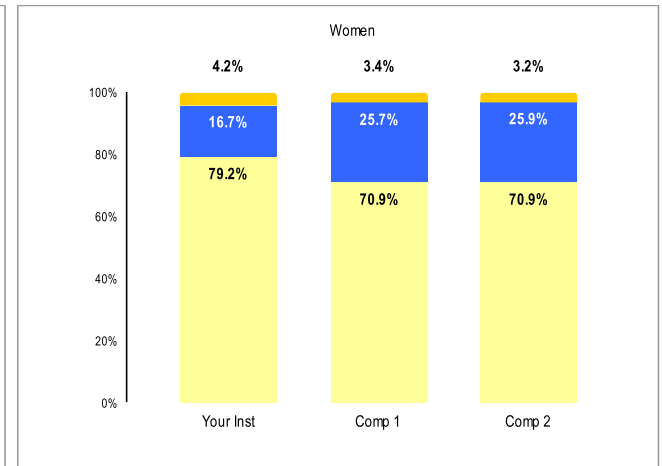
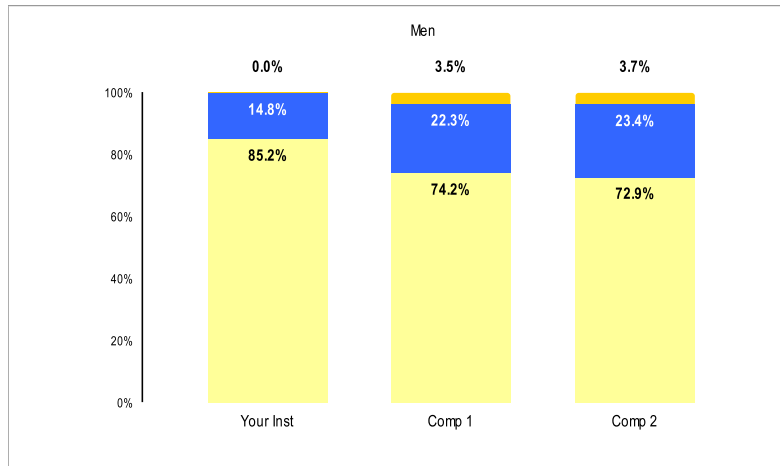
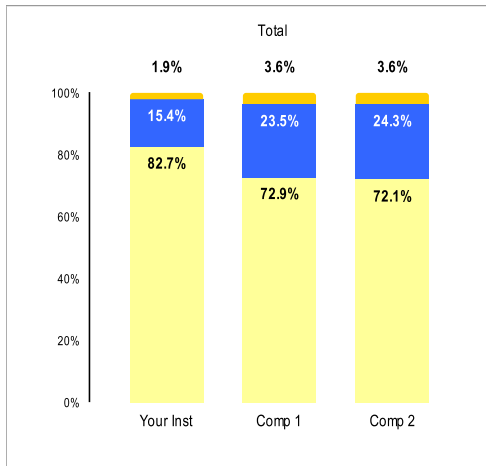
- * Provide resources for faculty to engage in community-based teaching or research (2.08)
- * Create and sustain partnerships with surrounding communities (2.84)
- * Facilitate student involvement in community service (1.56)

2022-2023 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.

Truman 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)	52	1,415	2,079	27	628	900	24	740	1,111
High Institutional Priority: Increase Prestige	1.9%	3.6%	3.6%	0.0%	3.5%	3.7%	4.2%	3.4%	3.2%
Average Institutional Priority: Increase Prestige	15.4%	23.5%	24.3%	14.8%	22.3%	23.4%	16.7%	25.7%	25.9%
Low Institutional Priority: Increase Prestige	82.7%	72.9%	72.1%	85.2%	74.2%	72.9%	79.2%	70.9%	70.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

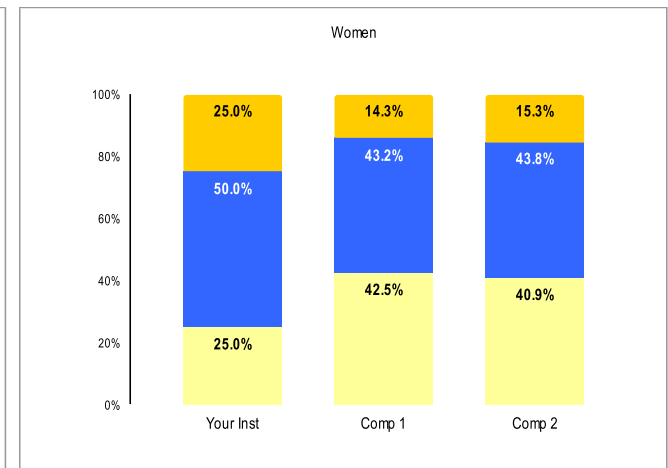
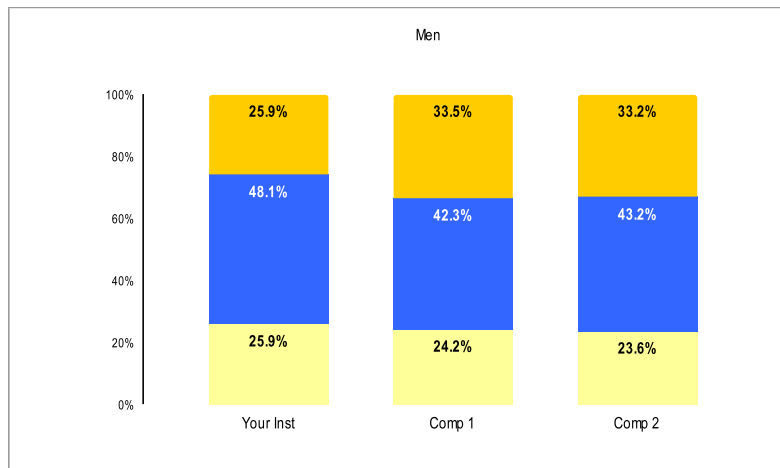
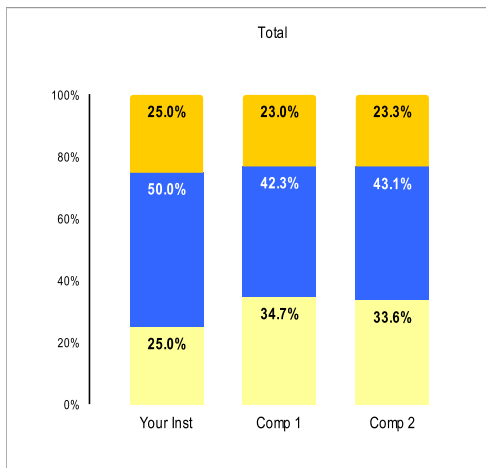
Indicate how important you believe each priority listed below is at your college or university:

- * 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	1,467	2,156	27	648	931	24	769	1,154
High Diversity Climate	25.0%	23.0%	23.3%	25.9%	33.5%	33.2%	25.0%	14.3%	15.3%
Average Diversity Climate	50.0%	42.3%	43.1%	48.1%	42.3%	43.2%	50.0%	43.2%	43.8%
Low Diversity Climate	25.0%	34.7%	33.6%	25.9%	24.2%	23.6%	25.0%	42.5%	40.9%
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:

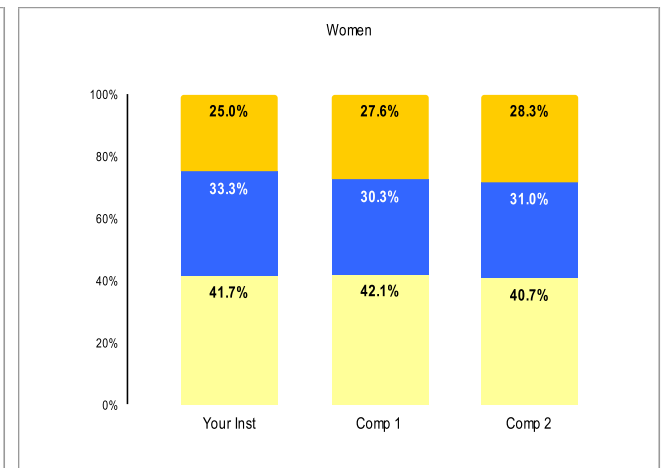
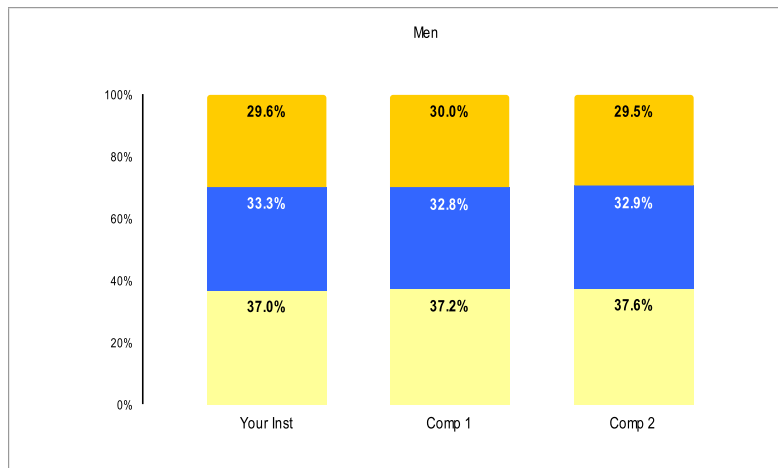
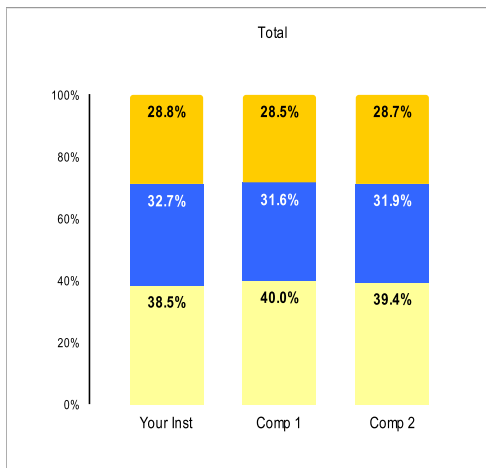
- * This institution has effective hiring practices and policies that increase faculty diversity (1.45)
- * This institution takes responsibility for educating underprepared students (0.88)
- * Faculty of color are treated fairly here (5.13)
- * Women faculty are treated fairly here (4.67)
- * LGBTQ+ 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			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	1,469	2,160	27	650	932	24	769	1,156
High Respect	28.8%	28.5%	28.7%	29.6%	30.0%	29.5%	25.0%	27.6%	28.3%
Average Respect	32.7%	31.6%	31.9%	33.3%	32.8%	32.9%	33.3%	30.3%	31.0%
Low Respect	38.5%	40.0%	39.4%	37.0%	37.2%	37.6%	41.7%	42.1%	40.7%
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)