



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

2010-11 HERI Faculty Survey

CIRP Construct Reports

Full-time Undergraduate Faculty

University of Idaho

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

Table of Contents

1. CIRP Construct Mean Reports

How to Read the CIRP Construct Mean Reports	H1
a. Student-Centered Pedagogy	1A
b. Undergraduate Education Goal: Personal Development	1B
c. Scholarly Productivity	1C
d. Civic Minded Practice	1D
e. Civic Minded Values	1E
f. Job Satisfaction: Workplace	1F
g. Job Satisfaction: Compensation	1G
h. Career Related Stress	1H
i. Institutional Priority: Commitment to Diversity	1I
j. Institutional Priority: Civic Engagement	1J
k. Institutional Priority: Increase Prestige	1K
l. Social Agency	1L

2. CIRP Construct Percentage Reports

How to Read the CIRP Construct Percentage Reports	H2
a. Student-Centered Pedagogy	2A
b. Undergraduate Education Goal: Personal Development	2B
c. Scholarly Productivity	2C
d. Civic Minded Practice	2D
e. Civic Minded Values	2E
f. Job Satisfaction: Workplace	2F
g. Job Satisfaction: Compensation	2G
h. Career Related Stress	2H
i. Institutional Priority: Commitment to Diversity	2I
j. Institutional Priority: Civic Engagement	2J
k. Institutional Priority: Increase Prestige	2K
l. Social Agency	2L

How to Read the CIRP Construct Mean Reports

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

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

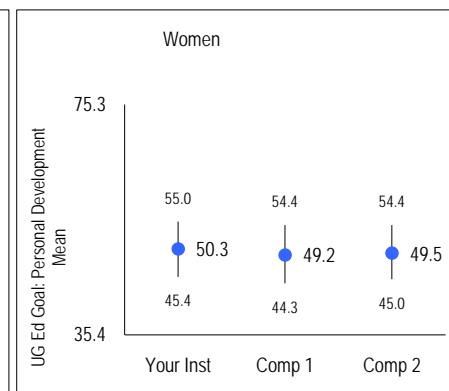
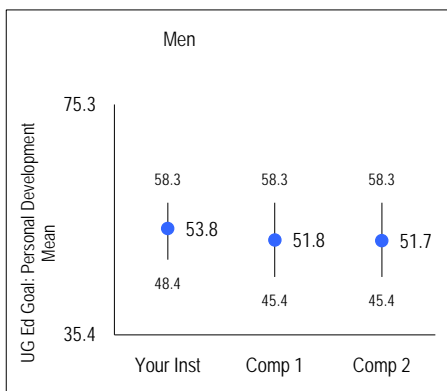
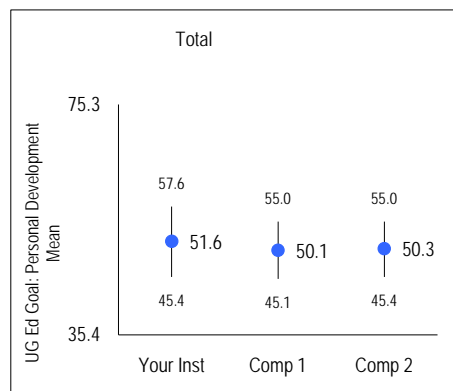
Statistical Significance –
Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard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

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

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

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,367	5,029	14,906	506	1,603	5,572	861	3,426	9,334
Mean	51.6	50.1	50.3	53.8	51.8	51.7	50.3	49.2	49.5
Standard Deviation	7.92	7.86	7.84	8.49	8.29	8.22	7.25	7.51	7.50
Significance	-	***	***	-	***	***	-	***	**
Effect Size	-	0.19	0.16	-	0.24	0.26	-	0.14	0.10
25th percentile	45.4	45.1	45.4	48.4	45.4	45.4	45.4	44.3	45.0
75th percentile	57.6	55.0	55.0	58.3	58.3	58.3	55.0	54.4	54.4

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



Survey items and estimation 'weights':

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

* Help students develop personal values (4.92)

* Provide for students' emotional development (2.91)

* Develop moral character (2.87)

* Enhance students' self-understanding (2.65)

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.

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

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.

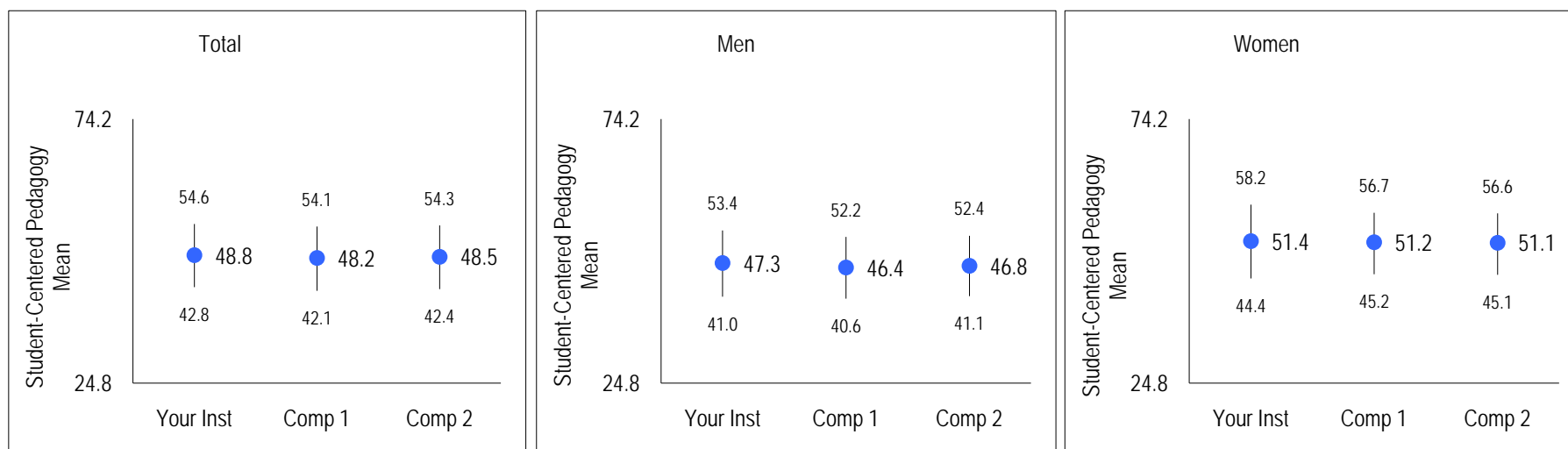
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large.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

2010-11 HERI Faculty Survey
CIRP Construct Mean Report
Student-Centered Pedagogy
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	262	4,209	13,028	168	2,422	7,266	94	1,787	5,762
Mean	48.8	48.2	48.5	47.3	46.4	46.8	51.4	51.2	51.1
Standard Deviation	9.09	9.14	8.99	8.73	8.86	8.80	9.18	8.83	8.63
Significance	-			-			-		
Effect Size	-	0.06	0.03	-	0.09	0.06	-	0.03	0.04
25th percentile	42.8	42.1	42.4	41.0	40.6	41.1	44.4	45.2	45.1
75th percentile	54.6	54.1	54.3	53.4	52.2	52.4	58.2	56.7	56.6

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



Survey items and estimation 'weights':

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

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

- * Reflective writing/journaling (1.37)
- * Experiential learning/Field studies (1.30)
- * Using student inquiry to drive learning (1.26)
- * Student-selected topics for course content (1.21)



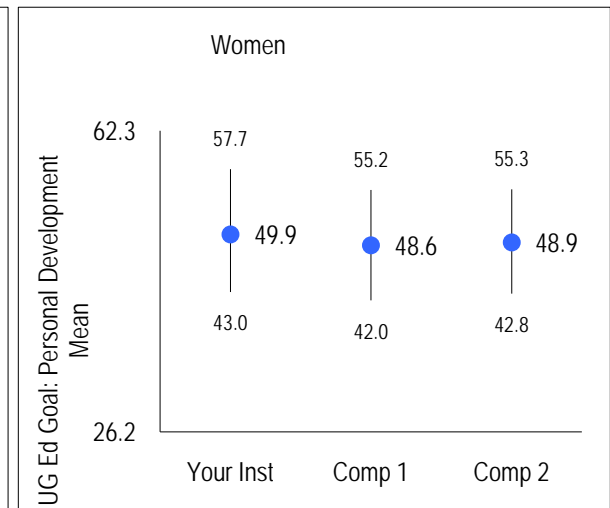
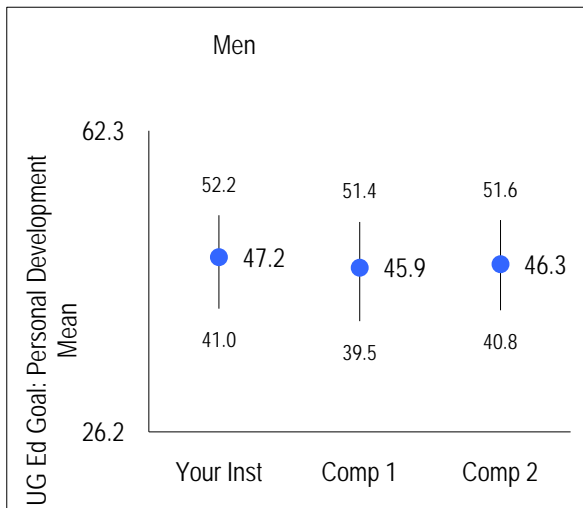
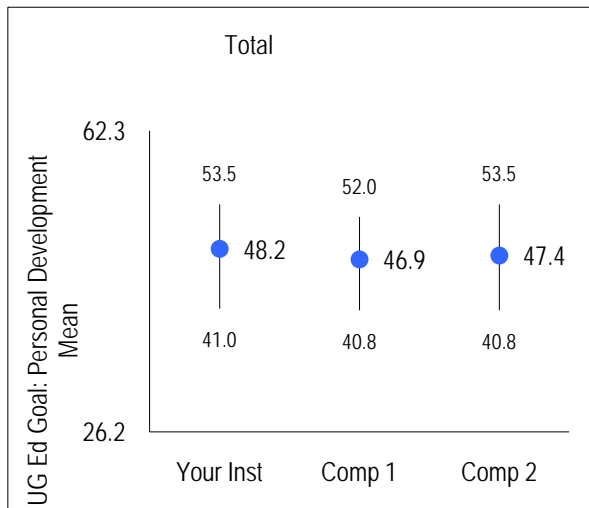
Undergraduate Education Goal: Personal Development

Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	260	4,133	12,828	165	2,380	7,165	95	1,753	5,663
Mean	48.2	46.9	47.4	47.2	45.9	46.3	49.9	48.6	48.9
Standard Deviation	8.88	8.75	8.79	8.71	8.56	8.62	8.96	8.82	8.81
Significance	-	*		-			-		
Effect Size	-	0.14	0.09	-	0.15	0.10	-	0.15	0.11
25th percentile	41.0	40.8	40.8	41.0	39.5	40.8	43.0	42.0	42.8
75th percentile	53.5	52.0	53.5	52.2	51.4	51.6	57.7	55.2	55.3

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



Survey items and estimation 'weights':

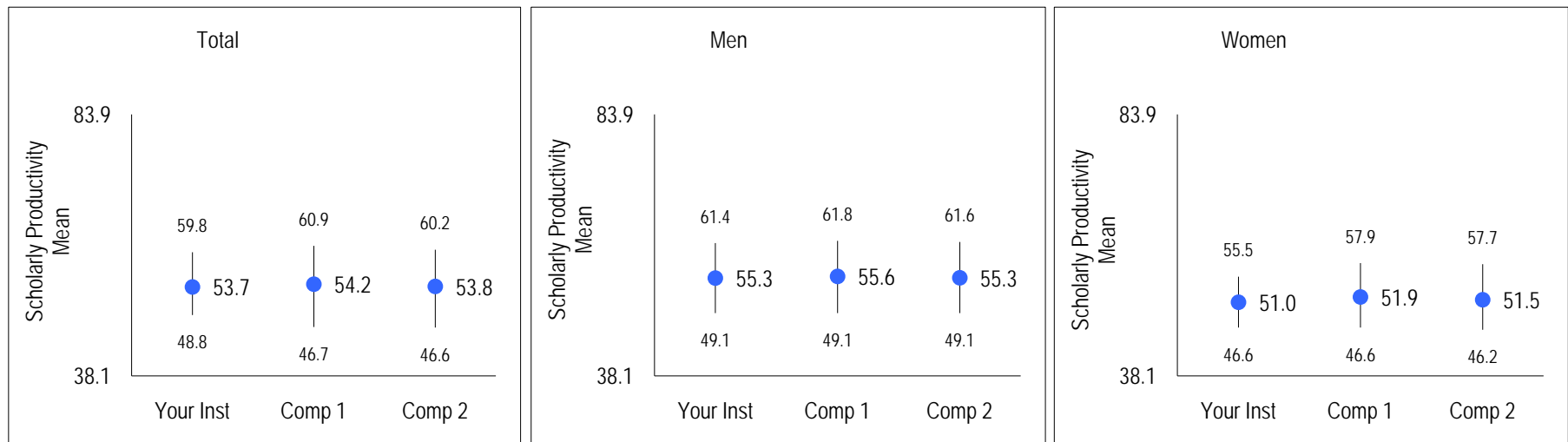
Indicate the importance to you of each of the following education goals for undergraduate students:

- * 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)

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,034	168	2,423	7,265	96	1,793	5,769
Mean	53.7	54.2	53.8	55.3	55.6	55.3	51.0	51.9	51.5
Standard Deviation	8.28	9.11	9.22	8.22	9.04	9.32	7.71	8.77	8.57
Significance	-			-			-		
Effect Size	-	-0.05	-0.01	-	-0.03	-0.01	-	-0.10	-0.05
25th percentile	48.8	46.7	46.6	49.1	49.1	49.1	46.6	46.6	46.2
75th percentile	59.8	60.9	60.2	61.4	61.8	61.6	55.5	57.9	57.7

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



Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic and professional journals (3.09)

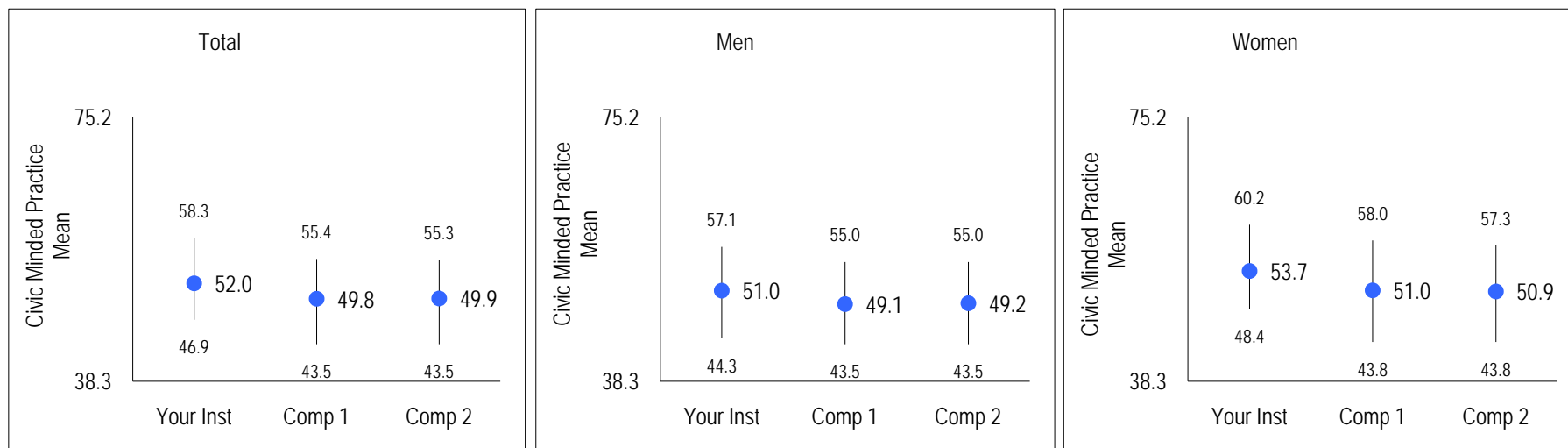
* How many of your professional writings have been published or accepted for publication in the last two years (2.53)

* Chapters in edited volumes (2.11)

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,040	168	2,423	7,269	96	1,793	5,771
Mean	52.0	49.8	49.9	51.0	49.1	49.2	53.7	51.0	50.9
Standard Deviation	8.56	7.97	7.91	8.69	7.63	7.69	8.08	8.35	8.13
Significance	-	***	***	-	**	**	-	**	***
Effect Size	-	0.27	0.27	-	0.25	0.23	-	0.32	0.35
25th percentile	46.9	43.5	43.5	44.3	43.5	43.5	48.4	43.8	43.8
75th percentile	58.3	55.4	55.3	57.1	55.0	55.0	60.2	58.0	57.3

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



Survey items and estimation 'weights':

- * Collaborated with the local community in research/teaching (1.87)
- * Do you use your scholarship to address local community needs? (1.78)
- * Community service as part of coursework (1.64)

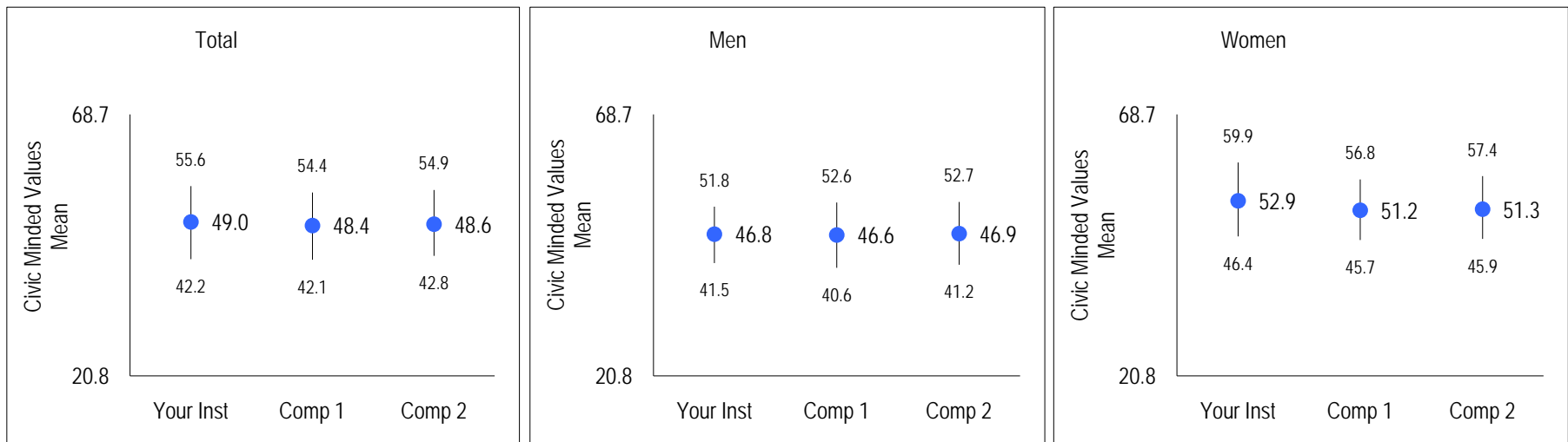
- * Engaged in public service/professional consulting without pay? (1.51)
- * Community or public service (1.35)
- * Advised student groups involved in service/volunteer work (1.33)

2010-11 HERI Faculty Survey
CIRP Construct Mean Report
Civic Minded Values
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,039	168	2,423	7,269	96	1,793	5,770
Mean	49.0	48.4	48.6	46.8	46.6	46.9	52.9	51.2	51.3
Standard Deviation	8.70	9.24	9.23	8.04	9.12	9.17	8.50	8.71	8.64
Significance	-			-			-		
Effect Size	-	0.07	0.04	-	0.02	-0.01	-	0.19	0.18
25th percentile	42.2	42.1	42.8	41.5	40.6	41.2	46.4	45.7	45.9
75th percentile	55.6	54.4	54.9	51.8	52.6	52.7	59.9	56.8	57.4

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



Survey items and estimation 'weights':

- * Encourage students to become agents of social change (2.37)
- * Colleges should encourage students to be involved in community service activities (2.22)
- * Instill in students a commitment to community service (2.15)

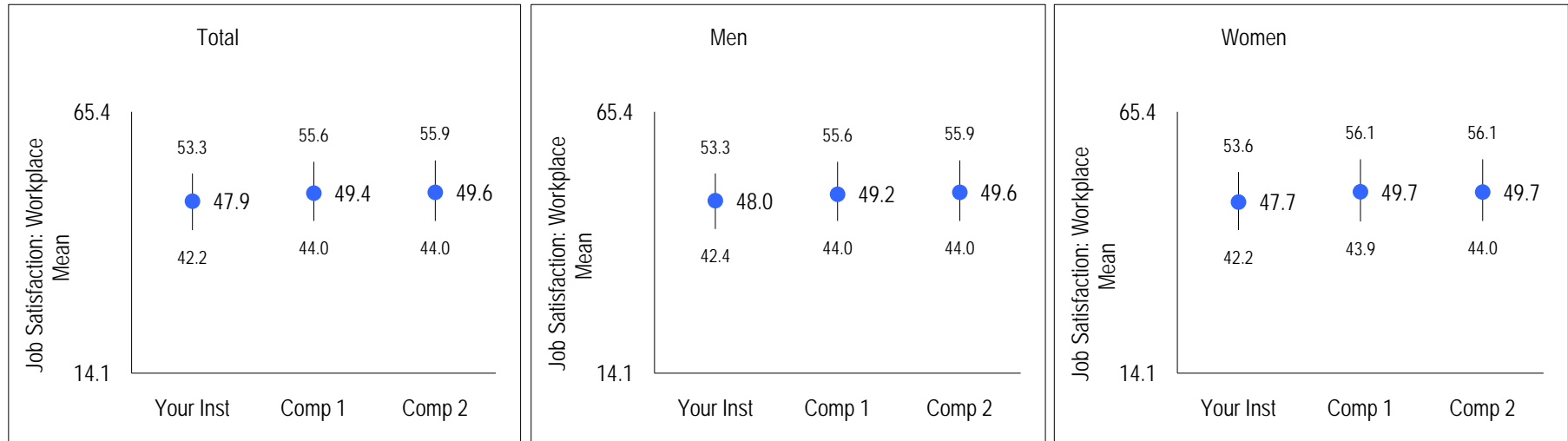
- * Colleges should be actively involved in solving social problems (1.75)
- * Colleges have a responsibility to work with their surrounding communities to address local issues (1.64)
- * Influencing social values (1.31)

2010-11 HERI Faculty Survey
CIRP Construct Mean Report
Job Satisfaction: Workplace
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,212	13,032	168	2,420	7,264	96	1,792	5,768
Mean	47.9	49.4	49.6	48.0	49.2	49.6	47.7	49.7	49.7
Standard Deviation	7.48	8.56	8.59	7.47	8.46	8.52	7.53	8.72	8.71
Significance	-	**	**	-	*	*	-	*	*
Effect Size	-	-0.18	-0.20	-	-0.15	-0.19	-	-0.23	-0.22
25th percentile	42.2	44.0	44.0	42.4	44.0	44.0	42.2	43.9	44.0
75th percentile	53.3	55.6	55.9	53.3	55.6	55.9	53.6	56.1	56.1

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



Survey items and estimation 'weights':

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

- * Professional relationships with other faculty (2.55)
- * Competency of colleagues (1.92)
- * Autonomy and independence (1.57)

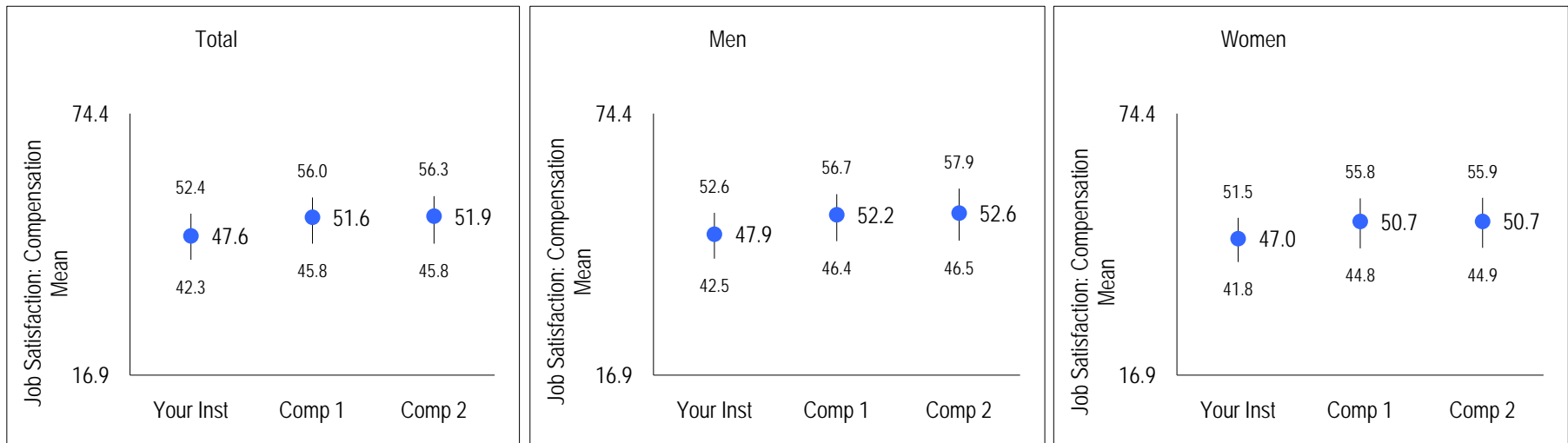
- * Departmental leadership (1.51)
- * Course assignments (1.33)

2010-11 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.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,212	13,032	168	2,420	7,264	96	1,792	5,768
Mean	47.6	51.6	51.9	47.9	52.2	52.6	47.0	50.7	50.7
Standard Deviation	7.06	8.24	8.47	7.24	8.35	8.59	6.73	7.98	8.17
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.49	-0.51	-	-0.51	-0.54	-	-0.47	-0.46
25th percentile	42.3	45.8	45.8	42.5	46.4	46.5	41.8	44.8	44.9
75th percentile	52.4	56.0	56.3	52.6	56.7	57.9	51.5	55.8	55.9

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



Survey items and estimation 'weights':

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

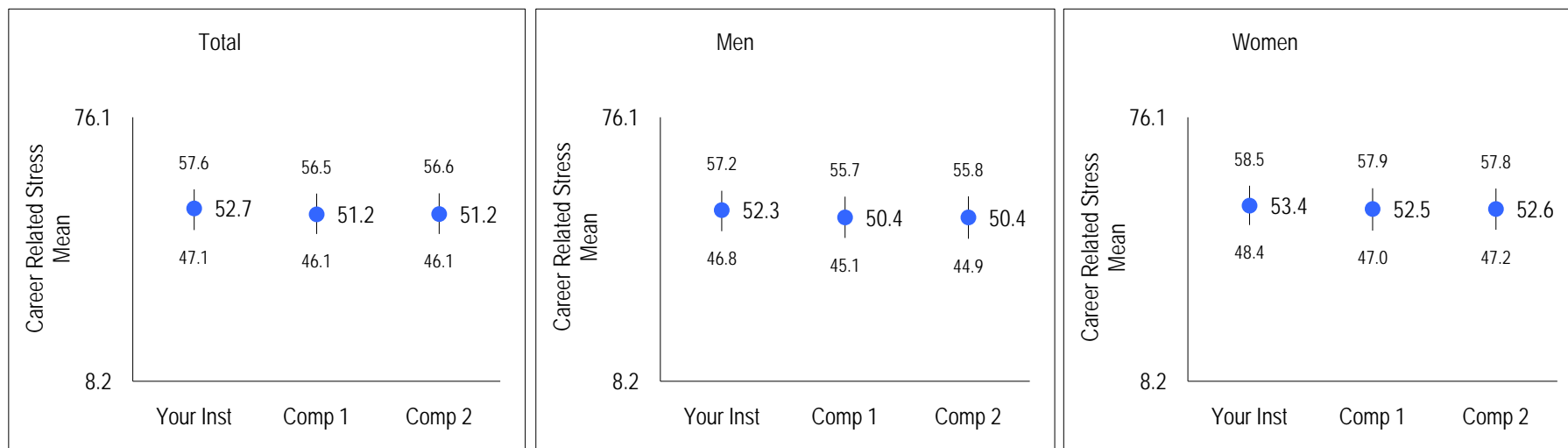
- * Opportunity for scholarly pursuits (2.18)
- * Retirement benefits (1.48)
- * Salary (1.40)

- * Teaching load (1.27)
- * Job security (1.26)
- * Prospects for career advancement (1.25)

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	263	4,212	13,023	168	2,421	7,257	95	1,791	5,766
Mean	52.7	51.2	51.2	52.3	50.4	50.4	53.4	52.5	52.6
Standard Deviation	7.53	7.71	7.78	7.78	7.61	7.70	7.04	7.68	7.70
Significance	-	**	**	-	**	**	-		
Effect Size	-	0.19	0.19	-	0.25	0.25	-	0.12	0.11
25th percentile	47.1	46.1	46.1	46.8	45.1	44.9	48.4	47.0	47.2
75th percentile	57.6	56.5	56.6	57.2	55.7	55.8	58.5	57.9	57.8

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



Survey items and estimation 'weights':

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

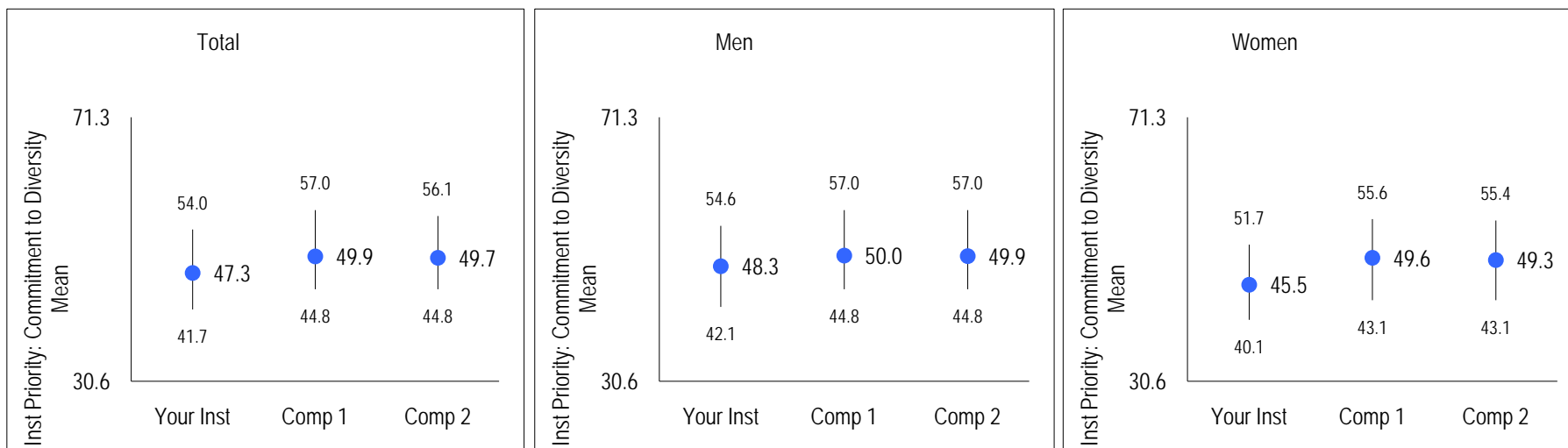
- * Lack of personal time (1.52)
- * Teaching load (1.38)
- * Committee work (1.25)
- * Institutional procedures/red tape (1.17)
- * Colleagues (1.14)
- * Research or publishing demands (1.13)
- * Self-imposed high expectations (1.09)
- * Students (1.08)

2010-11 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.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	262	4,182	12,949	168	2,405	7,221	94	1,777	5,728
Mean	47.3	49.9	49.7	48.3	50.0	49.9	45.5	49.6	49.3
Standard Deviation	9.27	8.74	8.87	9.08	8.43	8.58	9.37	9.24	9.28
Significance	-	***	***	-	*	*	-	***	***
Effect Size	-	-0.29	-0.26	-	-0.19	-0.18	-	-0.45	-0.41
25th percentile	41.7	44.8	44.8	42.1	44.8	44.8	40.1	43.1	43.1
75th percentile	54.0	57.0	56.1	54.6	57.0	57.0	51.7	55.6	55.4

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



Survey items and estimation 'weights':

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

* To create a diverse multi-cultural campus environment (3.21)

* To increase the representation of minorities in the faculty and administration (3.05)

* To develop an appreciation for multiculturalism (2.79)

* To recruit more minority students (2.41)

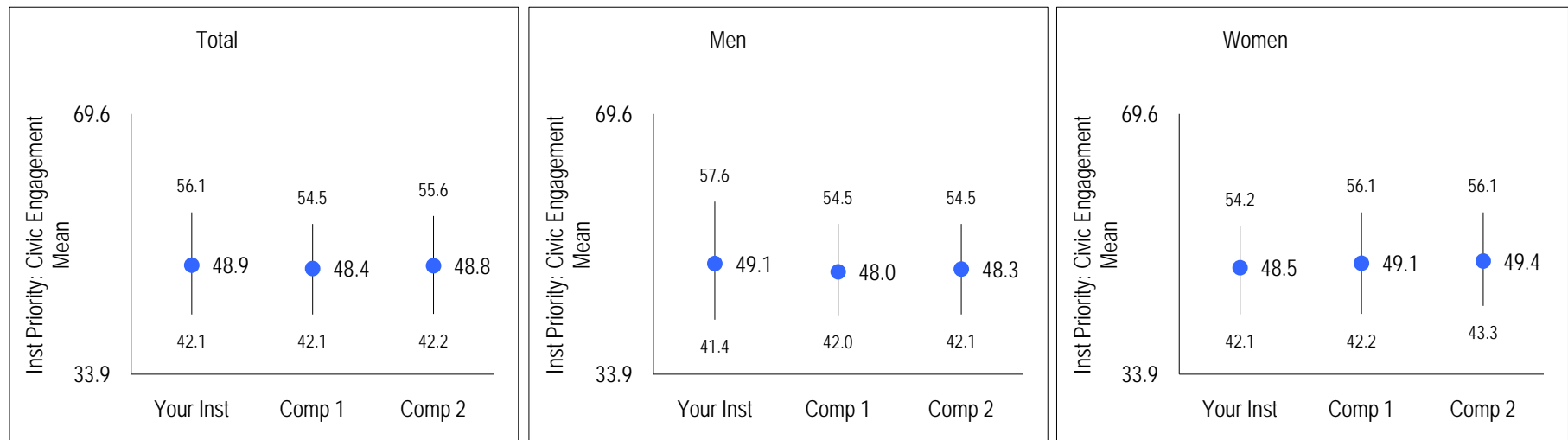
* To increase the representation of women in the faculty and administration (1.76)

2010-11 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.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	263	4,181	12,951	168	2,404	7,221	95	1,777	5,730
Mean	48.9	48.4	48.8	49.1	48.0	48.3	48.5	49.1	49.4
Standard Deviation	8.59	8.61	8.54	8.95	8.39	8.33	7.95	8.91	8.81
Significance	-			-			-		
Effect Size	-	0.05	0.01	-	0.13	0.09	-	-0.07	-0.10
25th percentile	42.1	42.1	42.2	41.4	42.0	42.1	42.1	42.2	43.3
75th percentile	56.1	54.5	55.6	57.6	54.5	54.5	54.2	56.1	56.1

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



Survey items and estimation 'weights':

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

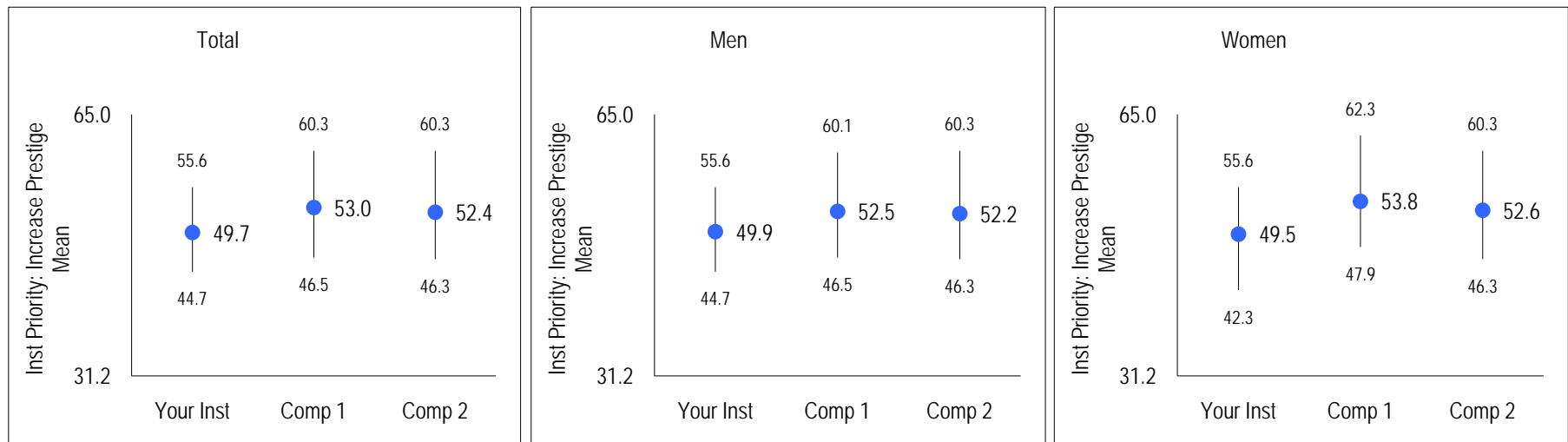
- * To provide resources for faculty to engage in community-based teaching or research (4.27)
- * To create and sustain partnerships with surrounding communities (2.50)
- * To facilitate student involvement in community service (1.29)

2010-11 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.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	261	4,185	12,957	168	2,408	7,227	93	1,777	5,730
Mean	49.7	53.0	52.4	49.9	52.5	52.2	49.5	53.8	52.6
Standard Deviation	8.56	8.28	8.89	8.73	8.16	8.81	8.29	8.41	9.01
Significance	-	***	***	-	***	***	-	***	**
Effect Size	-	-0.39	-0.29	-	-0.32	-0.27	-	-0.51	-0.34
25th percentile	44.7	46.5	46.3	44.7	46.5	46.3	42.3	47.9	46.3
75th percentile	55.6	60.3	60.3	55.6	60.1	60.3	55.6	62.3	60.3

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



Survey items and estimation 'weights':

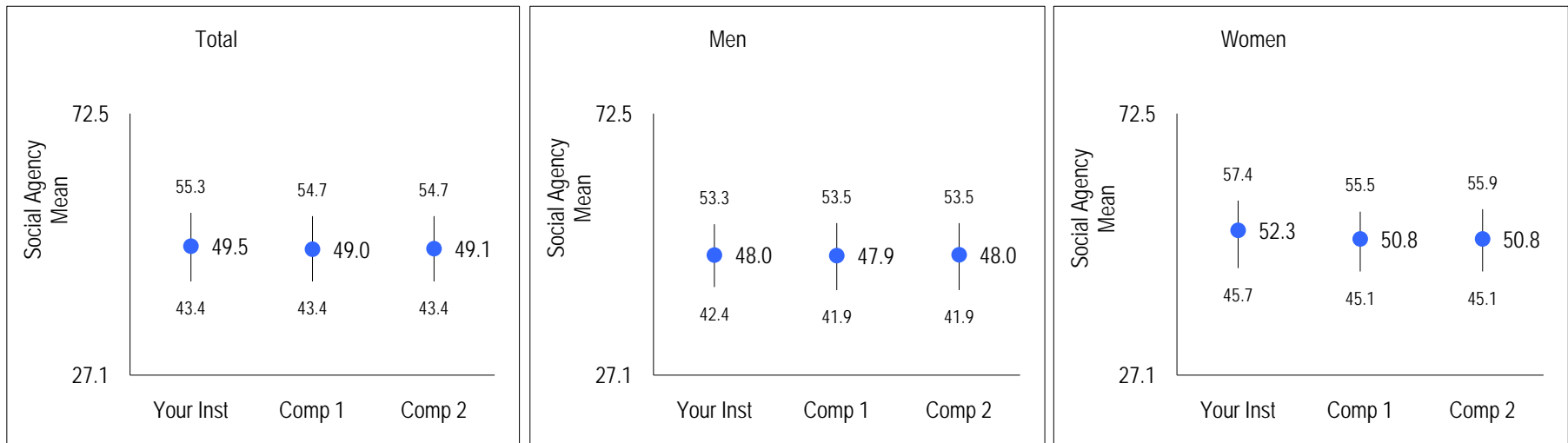
Indicate how important you believe each priority listed below is at your college or university:

- * To increase or maintain institutional prestige (3.54)
- * To enhance the institution's national image (3.43)
- * To hire faculty "stars" (1.47)

Social Agency – Measures the extent to which faculty value political and social involvement as a personal goal.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,034	168	2,423	7,268	96	1,793	5,766
Mean	49.5	49.0	49.1	48.0	47.9	48.0	52.3	50.8	50.8
Standard Deviation	8.75	8.52	8.67	8.29	8.43	8.64	8.91	8.37	8.45
Significance	-			-			-		
Effect Size	-	0.06	0.05	-	0.01	0.00	-	0.18	0.18
25th percentile	43.4	43.4	43.4	42.4	41.9	41.9	45.7	45.1	45.1
75th percentile	55.3	54.7	54.7	53.3	53.5	53.5	57.4	55.5	55.9

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



Survey items and estimation 'weights':

Indicate the importance to you personally of each of the following:

- * Participating in a community action program (2.32)
- * Becoming a community leader (1.84)
- * Influencing social values (1.49)

- * Helping to promote racial understanding (1.40)
- * Keeping up to date with political affairs (1.06)

How to Read the CIRP Construct Percentage Reports

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

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

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

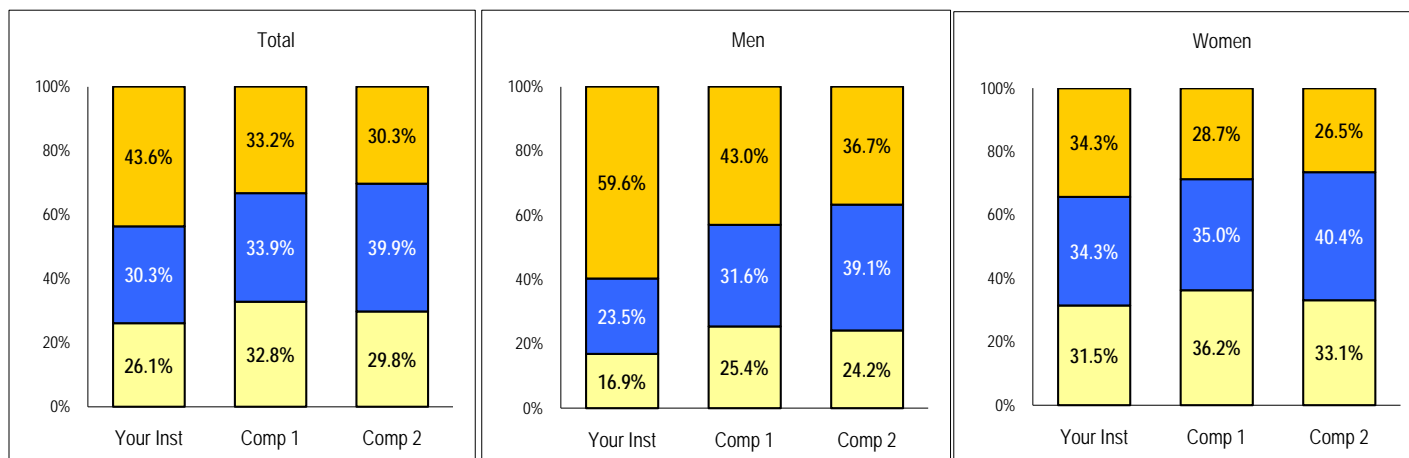
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

Statistical Significance – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p<.05, **p<.01, ***p<.001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is practically important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference might be small and not practically important.

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

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

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



Survey items and estimation 'weights':

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

* Help students develop personal values (4.92)

* Provide for students' emotional development (2.91)

* Develop moral character (2.87)

* Enhance students' self-understanding (2.65)

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

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

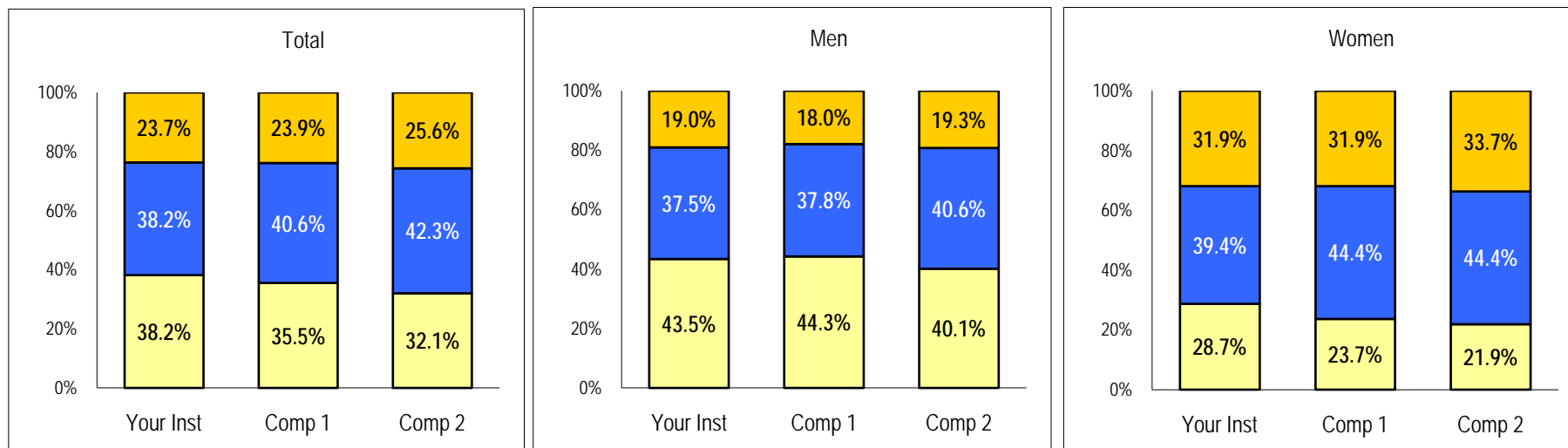
Charts – Provide a visual display of construct group percentages for your institution and two comparison groups. The HERI Faculty Survey Constructs have been scaled to a mean of 50 and a standard deviation of 10. "Low" represents faculty who scored one-half of a standard deviation below the mean (less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

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Student-Centered Pedagogy
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	262	4,209	13,028	168	2,422	7,266	94	1,787	5,762
High Student-Centered Pedagogy	23.7%	23.9%	25.6%	19.0%	18.0%	19.3%	31.9%	31.9%	33.7%
Average Student-Centered Pedagogy	38.2%	40.6%	42.3%	37.5%	37.8%	40.6%	39.4%	44.4%	44.4%
Low Student-Centered Pedagogy	38.2%	35.5%	32.1%	43.5%	44.3%	40.1%	28.7%	23.7%	21.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

* Cooperative learning (small groups) (2.30)

* Student presentations (1.85)

* Group projects (1.82)

* Class discussions (1.70)

* Student evaluations of each others' work (1.53)

* Reflective writing/journaling (1.37)

* Experiential learning/Field studies (1.30)

* Using student inquiry to drive learning (1.26)

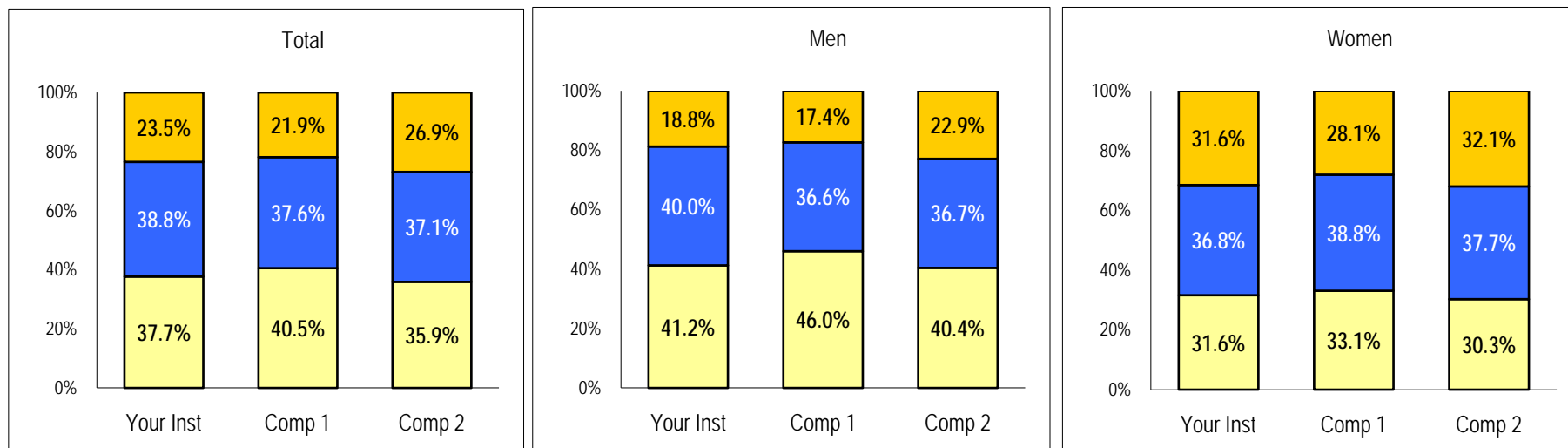
* Student-selected topics for course content (1.21)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Undergraduate Education Goal: Personal Development
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	260	4,133	12,828	165	2,380	7,165	95	1,753	5,663
High UG Ed Goal: Personal Development	23.5%	21.9%	26.9%	18.8%	17.4%	22.9%	31.6%	28.1%	32.1%
Average UG Ed Goal: Personal Development	38.8%	37.6%	37.1%	40.0%	36.6%	36.7%	36.8%	38.8%	37.7%
Low UG Ed Goal: Personal Development	37.7%	40.5%	35.9%	41.2%	46.0%	40.4%	31.6%	33.1%	30.3%
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:

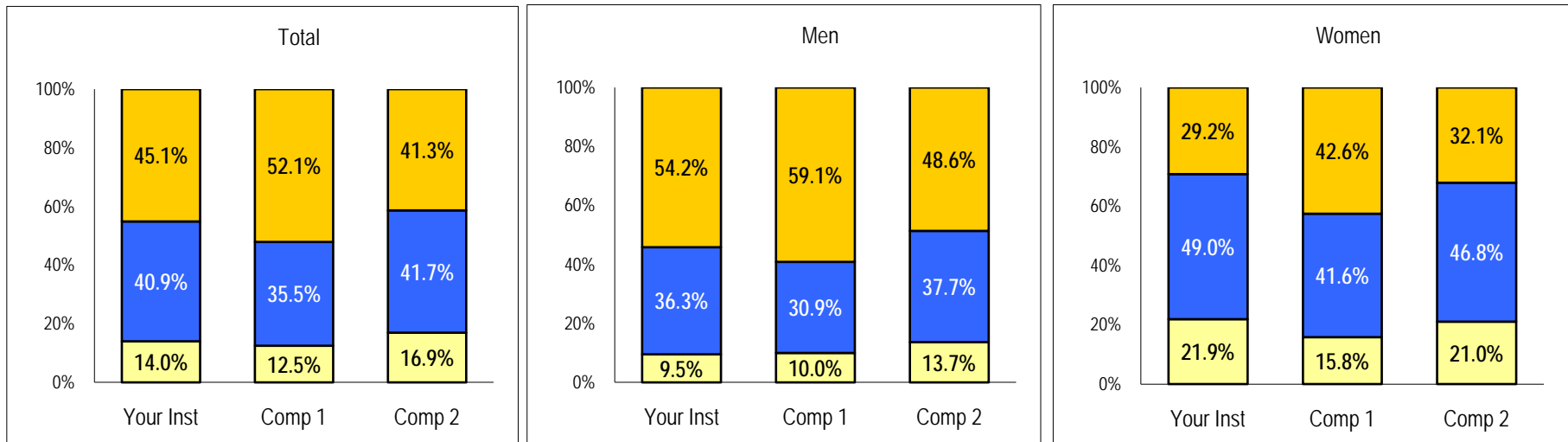
- * Help students develop personal values (4.92)
- * Provide for students' emotional development (2.91)
- * Develop moral character (2.87)
- * Enhance students' self-understanding (2.65)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Scholarly Productivity
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,034	168	2,423	7,265	96	1,793	5,769
High Scholarly Productivity	45.1%	52.1%	41.3%	54.2%	59.1%	48.6%	29.2%	42.6%	32.1%
Average Scholarly Productivity	40.9%	35.5%	41.7%	36.3%	30.9%	37.7%	49.0%	41.6%	46.8%
Low Scholarly Productivity	14.0%	12.5%	16.9%	9.5%	10.0%	13.7%	21.9%	15.8%	21.0%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic and professional journals (3.09)

* How many of your professional writings have been published or accepted for publication in the last two years (2.53)

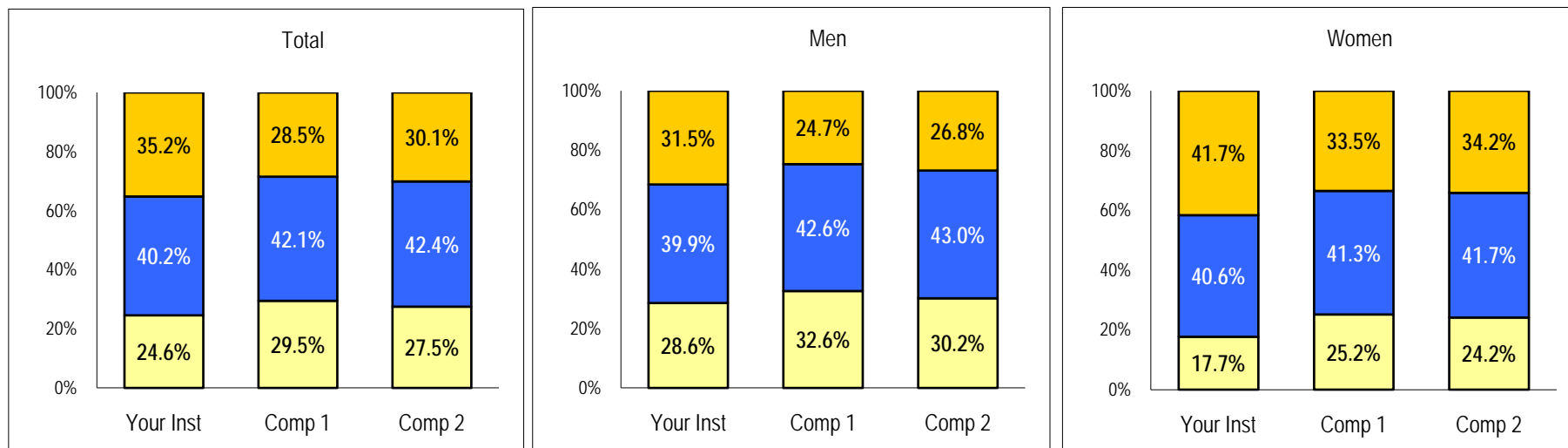
* Chapters in edited volumes (2.11)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Civic Minded Practice
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,040	168	2,423	7,269	96	1,793	5,771
High Civic Minded Practice	35.2%	28.5%	30.1%	31.5%	24.7%	26.8%	41.7%	33.5%	34.2%
Average Civic Minded Practice	40.2%	42.1%	42.4%	39.9%	42.6%	43.0%	40.6%	41.3%	41.7%
Low Civic Minded Practice	24.6%	29.5%	27.5%	28.6%	32.6%	30.2%	17.7%	25.2%	24.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

- * Collaborated with the local community in research/teaching (1.87)
- * Do you use your scholarship to address local community needs? (1.78)
- * Community service as part of coursework (1.64)

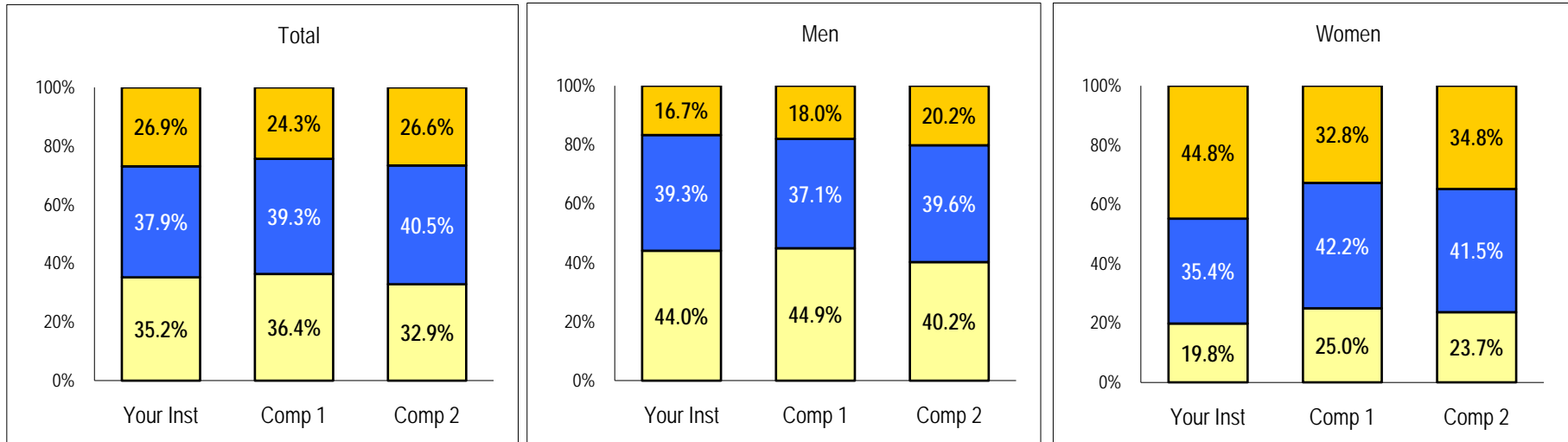
- * Engaged in public service/professional consulting without pay? (1.51)
- * Community or public service (1.35)
- * Advised student groups involved in service/volunteer work (1.33)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Civic Minded Values
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,039	168	2,423	7,269	96	1,793	5,770
High Civic Minded Values	26.9%	24.3%	26.6%	16.7%	18.0%	20.2%	44.8%	32.8%	34.8%
Average Civic Minded Values	37.9%	39.3%	40.5%	39.3%	37.1%	39.6%	35.4%	42.2%	41.5%
Low Civic Minded Values	35.2%	36.4%	32.9%	44.0%	44.9%	40.2%	19.8%	25.0%	23.7%
Significance (based on High score group)	-			-			-		

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



Survey items and estimation 'weights':

* Encourage students to become agents of social change (2.37)

* Colleges should encourage students to be involved in community service activities (2.22)

* Instill in students a commitment to community service (2.15)

* Colleges should be actively involved in solving social problems (1.75)

* Colleges have a responsibility to work with their surrounding communities to address local issues (1.64)

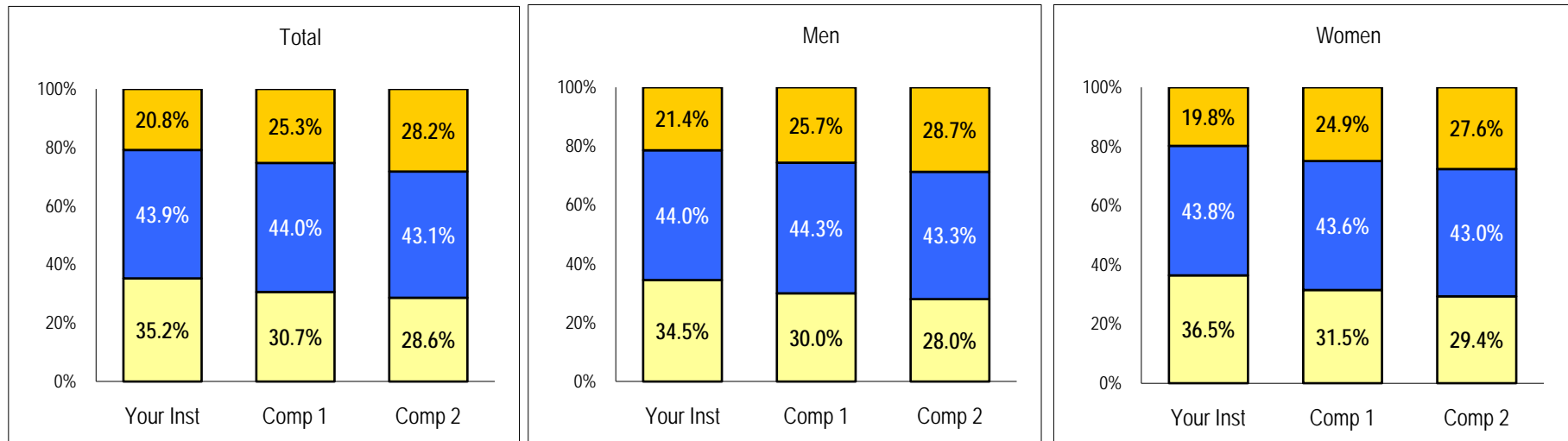
* Influencing social values (1.31)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Job Satisfaction: Workplace
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,212	13,032	168	2,420	7,264	96	1,792	5,768
High Job Satisfaction: Workplace	20.8%	25.3%	28.2%	21.4%	25.7%	28.7%	19.8%	24.9%	27.6%
Average Job Satisfaction: Workplace	43.9%	44.0%	43.1%	44.0%	44.3%	43.3%	43.8%	43.6%	43.0%
Low Job Satisfaction: Workplace	35.2%	30.7%	28.6%	34.5%	30.0%	28.0%	36.5%	31.5%	29.4%
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?

* Professional relationships with other faculty (2.55)

* Competency of colleagues (1.92)

* Autonomy and independence (1.57)

* Departmental leadership (1.51)

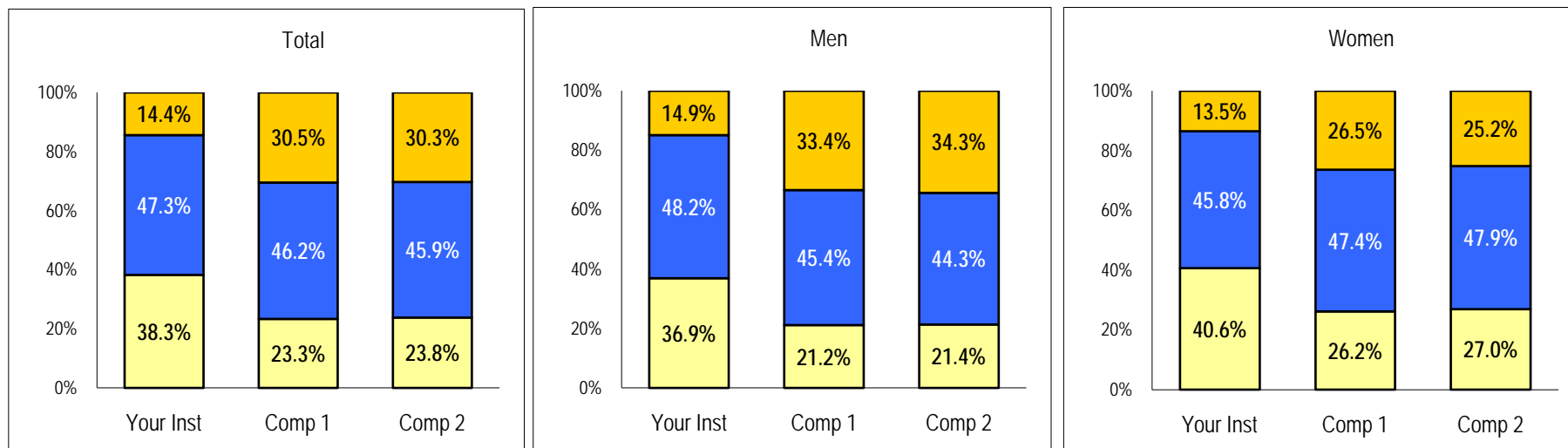
* Course assignments (1.33)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Job Satisfaction: Compensation
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,212	13,032	168	2,420	7,264	96	1,792	5,768
High Job Satisfaction: Compensation	14.4%	30.5%	30.3%	14.9%	33.4%	34.3%	13.5%	26.5%	25.2%
Average Job Satisfaction: Compensation	47.3%	46.2%	45.9%	48.2%	45.4%	44.3%	45.8%	47.4%	47.9%
Low Job Satisfaction: Compensation	38.3%	23.3%	23.8%	36.9%	21.2%	21.4%	40.6%	26.2%	27.0%
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?

* Opportunity for scholarly pursuits (2.18)

* Retirement benefits (1.48)

* Salary (1.40)

* Teaching load (1.27)

* Job security (1.26)

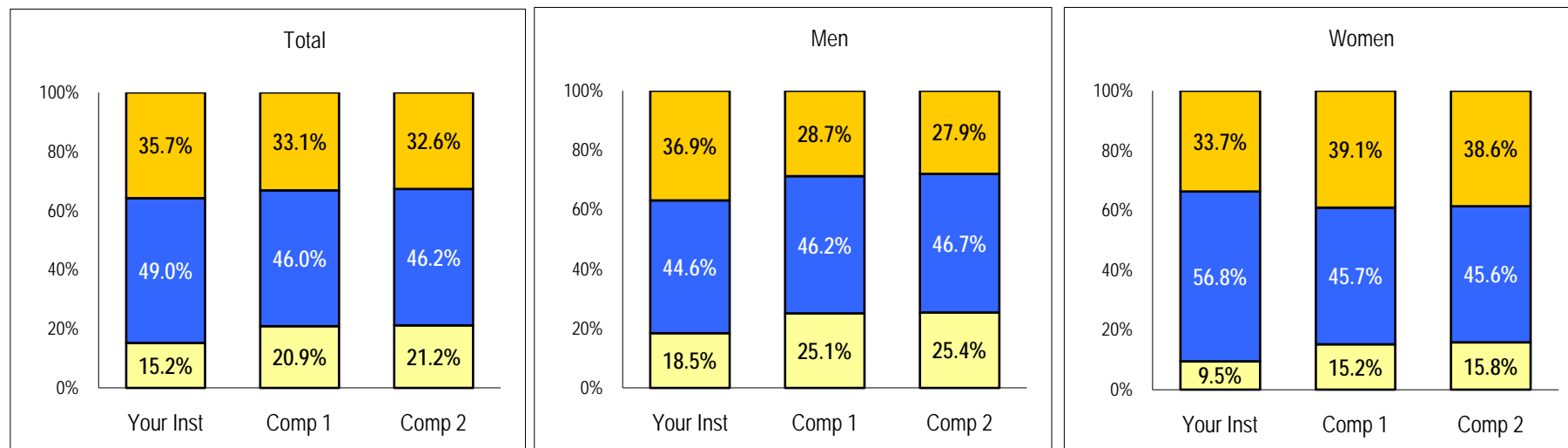
* Prospects for career advancement (1.25)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Career Related Stress
Full-time Undergraduate Faculty

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	263	4,212	13,023	168	2,421	7,257	95	1,791	5,766
High Career Related Stress	35.7%	33.1%	32.6%	36.9%	28.7%	27.9%	33.7%	39.1%	38.6%
Average Career Related Stress	49.0%	46.0%	46.2%	44.6%	46.2%	46.7%	56.8%	45.7%	45.6%
Low Career Related Stress	15.2%	20.9%	21.2%	18.5%	25.1%	25.4%	9.5%	15.2%	15.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

* Lack of personal time (1.52)

* Teaching load (1.38)

* Committee work (1.25)

* Institutional procedures/red tape (1.17)

* Colleagues (1.14)

* Research or publishing demands (1.13)

* Self-imposed high expectations (1.09)

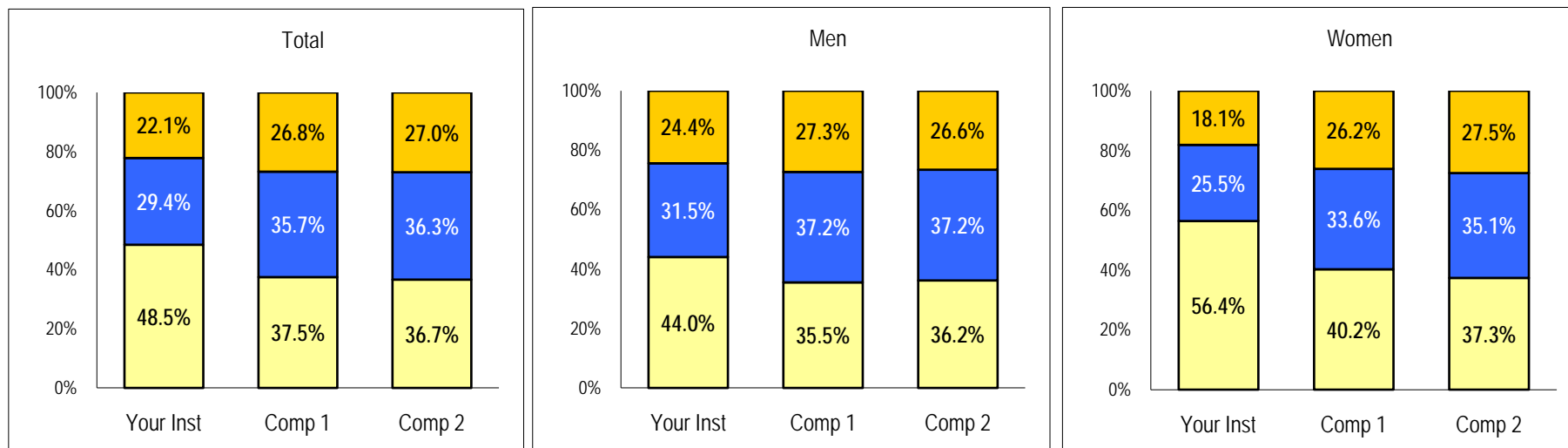
* Students (1.08)

2010-11 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.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	262	4,182	12,949	168	2,405	7,221	94	1,777	5,728
High Institutional Priority: Commitment to Diversity	22.1%	26.8%	27.0%	24.4%	27.3%	26.6%	18.1%	26.2%	27.5%
Average Institutional Priority: Commitment to Diversity	29.4%	35.7%	36.3%	31.5%	37.2%	37.2%	25.5%	33.6%	35.1%
Low Institutional Priority: Commitment to Diversity	48.5%	37.5%	36.7%	44.0%	35.5%	36.2%	56.4%	40.2%	37.3%
Significance (based on High score group)	-			-			-		

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



Survey items and estimation 'weights':

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

* To create a diverse multi-cultural campus environment (3.21)

* To increase the representation of minorities in the faculty and administration (3.05)

* To develop an appreciation for multiculturalism (2.79)

* To recruit more minority students (2.41)

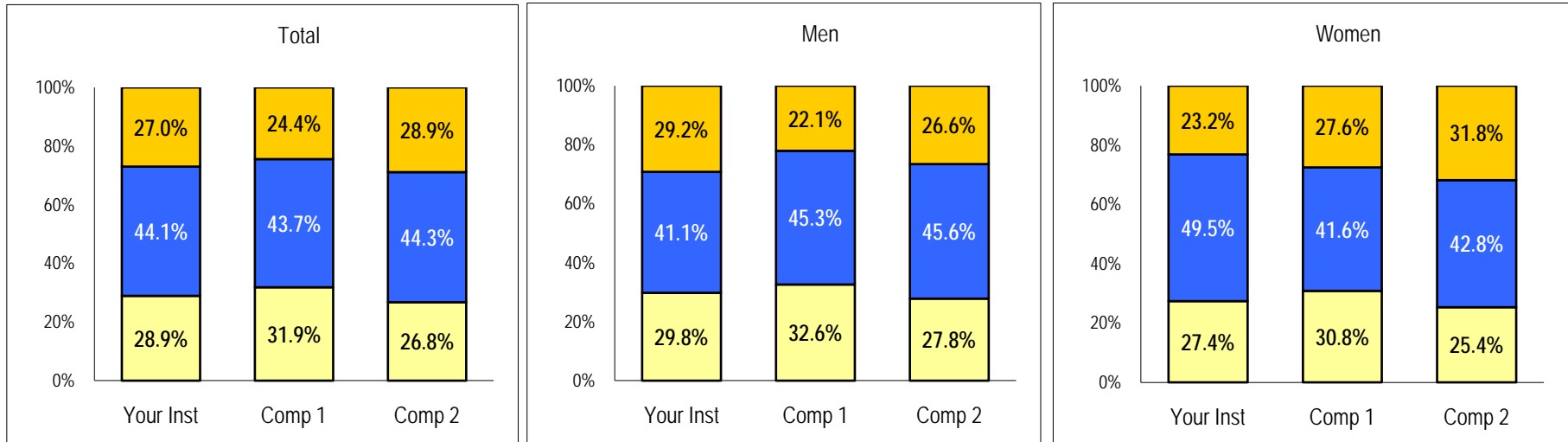
* To increase the representation of women in the faculty and administration (1.76)

2010-11 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.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	263	4,181	12,951	168	2,404	7,221	95	1,777	5,730
High Institutional Priority: Civic Engagement	27.0%	24.4%	28.9%	29.2%	22.1%	26.6%	23.2%	27.6%	31.8%
Average Institutional Priority: Civic Engagement	44.1%	43.7%	44.3%	41.1%	45.3%	45.6%	49.5%	41.6%	42.8%
Low Institutional Priority: Civic Engagement	28.9%	31.9%	26.8%	29.8%	32.6%	27.8%	27.4%	30.8%	25.4%
Significance (based on High score group)	-			-			-		

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



Survey items and estimation 'weights':

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

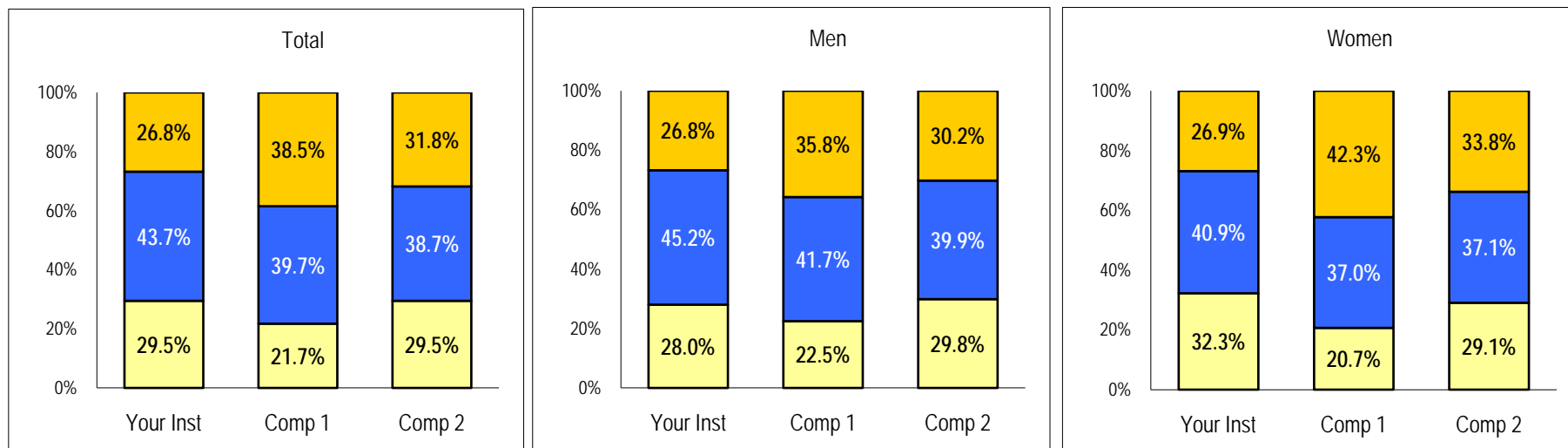
- * To provide resources for faculty to engage in community-based teaching or research (4.27)
- * To create and sustain partnerships with surrounding communities (2.50)
- * To facilitate student involvement in community service (1.29)

2010-11 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.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	261	4,185	12,957	168	2,408	7,227	93	1,777	5,730
High Institutional Priority: Increase Prestige	26.8%	38.5%	31.8%	26.8%	35.8%	30.2%	26.9%	42.3%	33.8%
Average Institutional Priority: Increase Prestige	43.7%	39.7%	38.7%	45.2%	41.7%	39.9%	40.9%	37.0%	37.1%
Low Institutional Priority: Increase Prestige	29.5%	21.7%	29.5%	28.0%	22.5%	29.8%	32.3%	20.7%	29.1%
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:

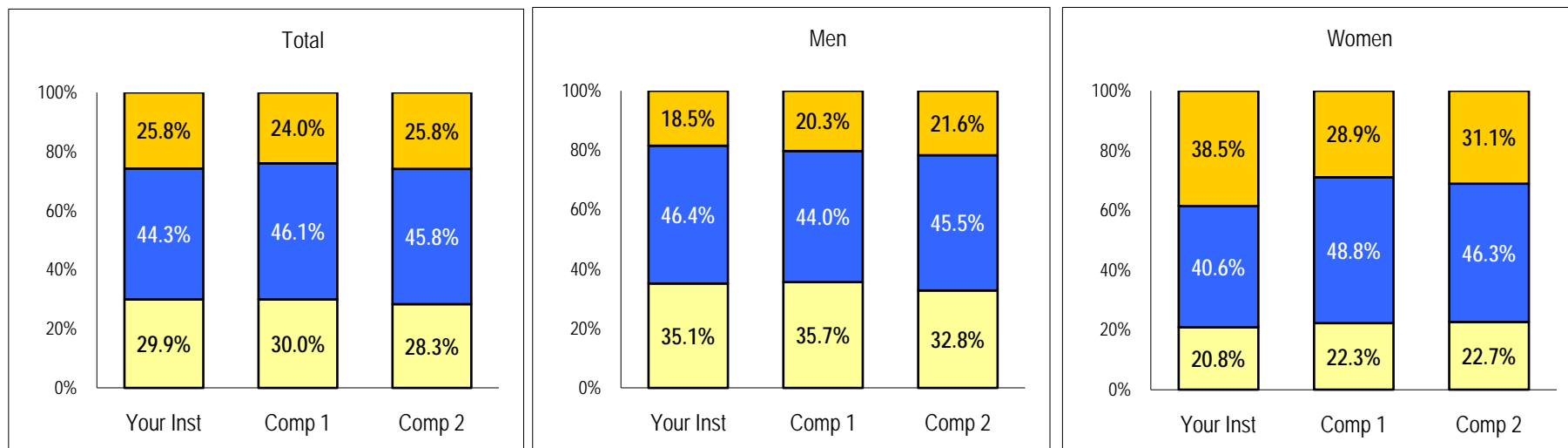
- * To increase or maintain institutional prestige (3.54)
- * To enhance the institution's national image (3.43)
- * To hire faculty "stars" (1.47)

2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Social Agency
Full-time Undergraduate Faculty

Social Agency – Measures the extent to which faculty value political and social involvement as a personal goal.

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	264	4,216	13,034	168	2,423	7,268	96	1,793	5,766
High Social Agency	25.8%	24.0%	25.8%	18.5%	20.3%	21.6%	38.5%	28.9%	31.1%
Average Social Agency	44.3%	46.1%	45.8%	46.4%	44.0%	45.5%	40.6%	48.8%	46.3%
Low Social Agency	29.9%	30.0%	28.3%	35.1%	35.7%	32.8%	20.8%	22.3%	22.7%
Significance (based on High score group)	-			-			-		

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



Survey items and estimation 'weights':

Indicate the importance to you personally of each of the following:

- * Participating in a community action program (2.32)
- * Becoming a community leader (1.84)
- * Influencing social values (1.49)

* Helping to promote racial understanding (1.40)

* Keeping up to date with political affairs (1.06)